# Leading Parent Partnership Award (LPPA)

# Reassessment Report

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| **School name:** | Astley Park School |
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| **School address and postcode:** | Harrington Road, Chorley PR7 1JZ |
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| **School telephone:** | 01257262227 |
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| **School website:** | Astleypark,lancs.sch.uk |
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| **Head teacher:** | Mr K Welsh |
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| **Award coordinator:** | Anna Clarke |
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| **Award verifier:** | Maureen Nash |
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| **Date of reassessment:** | 12th May 2021 |

**Commentary on the mini-portfolio of evidence:**

The reassessment of the Leading Parent Partnership Award at Astley Park School was carried out through a virtual visit in order to comply with government guidelines on school closures and social distancing during a coronavirus pandemic.

The LPPA coordinator facilitated a very thoughtfully presented and comprehensive range of evidence and her careful preparation ensured that the verifier was provided with a full picture of parental involvement in the school. In addition to an informative Reassessment Self Evaluation Form there was a comprehensive paper portfolio. On the day, evidence was presented through discussion with the coordinator, with a wonderful and beautifully pre-prepared video showing parental involvement and the school. It brought the presentation to life, showing this vibrant, caring, whole school learning school community. Stakeholder groups, including parents, staff, governors and pupils shared their perceptions through responses to questions and in addition to the video, the school tour was evidenced with additional photographs**.** The comprehensive and informative website also provided an insight into parental engagement at Astley Park, adding to the thorough range of evidence covering the years since the previous verification. The evidence clearly showed how the school is still meeting the Objectives and Key Performance Indicators of the LPPA.

In particular there is strong evidence to show that:

Provision for parents with an ethos of supporting and involving parents continues to be embedded in school practice both in strategic planning and practice.

Astley Park has clear evidence on how the school has successfully developed since the previous verification and how activities and resources will continue to develop.

The commitment and recognition of the importance and impact of parental involvement is clearly demonstrated.

The school has a wide range of strategies to help parents support their child’s learning and to support the whole family, adapting to the very individual needs of parents and their child.

In January 2019, Ofsted recognised that the school is ‘Outstanding’ and their report included:

‘Parents speak highly of the school and the support provided for them. They value the information they receive on their child’s progress, and all who responded to Ofsted’s parental questionnaire would recommend Astley Park School to other parents’ and ‘Parents are overwhelmingly positive about the school. They appreciate the support and help that the school offers and the information they receive on the academic and personal progress of their child. All parents agreed that their children are safe and well looked after in school’.

**Commentary on the tour of the school:**

The tour of the school was provided using different media.

Photographs showed clear, modern signage with the school logo outside the entrance and in the reception area. They showed attractive displays of British Values, children’s work and Parent Voice.

The school website provided a tour that could be explored by the audience or navigated for them.

The foyer provides a calm, bright, welcoming entrance to the interior of the school, with a waiting area having comfortable seating, photographs of pupils enjoying learning and a plasma screen.

Safeguarding procedures are very evident, for example with an electronic signing in system and controlled access from the foyer and to all areas of the building.

Within the school building, the environment is light and modern and well-resourced with a range of specialist rooms including a sensory studio. There is a calm ‘feel’ to the tour and signage to meet the needs of the children is very evident.

Aspects of the school were also seen in the presentation video reflecting that, ‘At Astley Park all parents will receive a warm welcome’ (coordinator)

**Commentary on discussions with stakeholders:**

Governors have a strategic overview of parental involvement and are extremely supportive of the school and the way it works with families. Parent partnership is included in discussions, for example, they discuss how the comments from parents are being addressed. Governors meet parents at school events. The governor as a parent very much appreciates how his child’s individual needs have been met and how school has listened to his views.

Parents and a governor all expressed that they are extremely supportive of the school and the way it works with families. They agreed that school makes them feel welcome and that there is excellent communication with school, ‘ I receive regular updates from the school through a home/school diary, emails to and from the teacher, letters and evidence for learning portal ‘. They value that their child’s individual needs are met and how support continued when school was not fully open, for example regular phone calls, ‘It was amazing how much the teachers gave to the children in terms of time and effort It didn’t matter how long they were’.

Staff with different roles in school explained their own contributions to promoting home-school

partnership and how they value the importance of this partnership in supporting children’s learning

and well-being. They value that there is two way communication to meet the individual needs of pupils, ’We believe that it is very important to listen to the views, opinions, and ideas of parents. We aim to be as approachable as possible and encourage parents to come to us with any worries or concerns’.

Pupils told how their parents know about their learning and progress including conversations with teachers, letters, emails and phone calls. They shared information on a range of events, activities and celebrations shared with their parents such as plays and watching them learn and about their contact with school during the Covid crisis. When asked how their parents would describe their school, they responded amazing; awesome; and great place for children to learn, I can’t just use one word.

**Strengths identified during reassessment:**

Astley Park School has a whole school highly strategic approach for involving parents in the life of the school to support pupils’ learning and well-being. The school has been part of LPPA over many years, demonstrating the ethos of recognising the importance of parent’s involvement in their child’s learning and journey to adulthood which, ‘Sums up our motto of Nurturing Futures’ (head teacher).

The school has used LPPA very thoughtfully as an evaluative framework to continue their drive in supporting parental engagement and ensuring it is sustainable. An LPPA Team is established under the strategic lead of the head teacher, comprising of the coordinator, teachers and TAs from across the school, senior leaders, specialist staff and a governor. The strategic plan had clear aims of continuing to support parents and embed systems, analyse, reflect and respond to parental feedback and to use LPPA framework to continually strengthen ideas further. LPPA is clearly part of the three years School Development Plan, broken down into annual School Improvement Plans with actions evaluated to inform next steps

The school positively reaches out to parents. General communications with parents have been thoughtfully developed. The website is full of information yet remains clear and accessible. Groupcall facilitates emails directly with teachers and texts and communication is enhanced through the app Xpressions. Conversations and personal contact remaining a priority, reflecting the individual needs of pupils and their families, ‘I have really appreciated the routes of communication’ (parent) and ‘The greatest strength is the open and honest approach fed down from the senior leaders. The message comes across clearly that the school is very genuine and has nothing to hide’ (governor).

Parents are well informed of their child’s progress and learning through for example consultations, reports and EHC reviews. General curriculum information is provided, for example through individualised meetings and reviews and the website which includes class pages offering curriculum information. Individual information is shared through home-school books, but electronic resources have recently enhanced two way information between parents and school on their own child. Evidence for Learning captures and records children’s’ learning at home and school and Edulink is another new forum to reach out and communicate with parents.

Current systems have been adapted and developed to meet the individual needs of pupils and families during the Covid-19 pandemic, by extending communication systems and facilitating support and resources for learning and well-being. The headteacher values the new electronic developments in communication and teaching and learning as they have led ‘To a whole new level that we couldn’t have imagined’ and is proud that the local authority recognised Astley Park as ‘an excellent example of community practice’. This is reflected in school data showing that children have maintained or made progress, ‘This is a huge achievement and we are very proud’ (head teacher).

Astley Park has listened to parents through a range of consultations using different methods such as questionnaires including Parent View and evaluations on different topics including remote learning using the We Asked You Said We Did model.

There are opportunities to engage parents with school and their own and their child’s learning. Pre-Covid there were opportunities to come into school through a programme of workshops such as Triple P and for parents to celebrate and share learning, for example performances, assemblies and sports day. Share our learning has been a regular event for parents to engage with their child in their classroom. Informal opportunities to meet include Chill and Chat and the new volunteer policy encourages the engagement of parent volunteers. Parents were very engaged with their child’s learning during Covid and school provided opportunities for virtual events.

Parents and staff value that the individual needs of children and families are met. Parents stated their huge appreciation of the positive attitude and support that their child and whole family had from school, ‘Personalised provision is the key’ (staff). Pupils staff and parents value the strong relationships between home and school, ‘For us it is all about the trust’ and ’It is such a relief’ (parent). ’It is a really good school and the teachers are really supportive and helpful’ (pupil).

A pupil in the presentation video summed up why he likes parents to be involved in their school, ‘Because it makes me happy’.

**Impact**

The LPPA coordinator considered that LPPA has had the following impact:

It has increased our reflective practice in terms of parental engagement

We have used feedback during the process to amend our support for parents

Two way communications has given staff further insight into children’s home life and this has enabled us to further incorporate their interests into school.

**Areas for development:**

The following areas were agreed between the Verifier and LPPA coordinator:

To continue to embed opportunities for parents to meet informally with each other in school

To continue to consult with parents and act on their feedback

To have on-going strategic leadership of parental involvement, using LPPA as a framework

**Verifier recommendation:**

That Astley Park School be re-awarded the Leading Parent Partnership Award for a further period of three years.

**Head teacher comments:**

The LPPA enables us to regularly review and reflect on our partnerships with our parents and identify what is working well and the even better ifs. As a school we pride ourselves on the positive and mutually supportive relationships we build with our parents. I am so pleased that our continued excellent practice in this important area has been recognised and celebrated. The Leading Parent Partnership Award and working in partnership with our parents is the key to our success and contributes to nurturing the futures of our pupils.

May we use your comment for website/marketing purposes? **Yes**