



Leading Parent Partnership Award (LPPA)

Verification Report

School name: Cribden House School

School address and postcode: Haslingden Road, Rawtenstall, Lancs, BB4 6RX

School telephone: 01706 213048

School website: www.cribdenhouse.lancs.sch.uk

Head teacher: Siobhan Halligan

Head teacher's email: head@cribdenhouse.lancs.sch.uk

LPPA coordinator (if different): Georgina Watson

LPPA coordinator's email: GWatson@cribdenhouse.lancs.sch.uk

Date of assessment: 20.6.18

Award verifier: Eileen Stubbs

Award advisor (if applicable): Maureen Nash

Commentary on the evidence provided in the portfolio:

The outstanding evidence from the interim assessment was provided in the supplementary portfolio. The portfolio was well organised and signposted.

Evidence detailed how key partners have been updated on the progress of the award process and included the annotated action plan.

A number of documents demonstrated how the school helps parents to support their children's learning and development and provides support for families eg anger and behaviour management training, 'Chill and Chat' case study, the school's analysis of attendance at adult learning events and how the school facilitates participation in these activities.

Evidence of the effective induction and transition procedures were included in the portfolio eg information /documents distributed to parents; case studies.

The school has continued to gather parents' views since the interim; the responses and analyses were included in the outstanding evidence.

Strengths identified in the review:



- The Headteacher's vision of improving and effective parent partnership is shared by the SLT, Governors and staff. The whole school is committed to working with and supporting parents. The LPPA coordinator led the LPPA award process effectively and enthusiastically, collating a wide range of evidence.
- Parent partnership is included in the school's self evaluation and school improvement planning cycle and is discussed in governors' meetings.
- The school has made great strides in overcoming the barriers presented to special schools and this school in particular eg distance, (children arrive in school by taxi /LA transport which means that parents do not have regular physical contact with school); parents' negative experience of previous schools, both their own and their children's. Parents expressed trust and confidence in the school.
- All parties in the group discussions felt that communication has improved over the LPPA period. The school uses technology effectively. The website is constantly updated, uses photos and easy to read information and is easily navigated and informative. The school uses Facebook and apps to keep parents informed about events and achievements, parents receive text reminders / alerts and can communicate via email. Telephone conversations are an important part of life at Cribden House, both for parents to contact school and vice versa, staff always get back to parents. 'Chat books' are also used for two way communication, although some parents in the discussion group feel that these are not used as consistently as they could be.
- Staff are approachable and friendly and parents feel welcome when they come into school.
- Parental engagement has greatly improved since the appointment of the first family Support Worker in 2106. Parents now receive considerable support from the two Family Support Workers, who carry out home visits as and when they are needed including for parents' consultation meetings, pick children / parents up to bring them into school and support families in meetings / appointments. They ensure that all parents have contact with school at least once each year and provide counselling and therapies for parents and areas
- The school works with partner schools to ensure that regular activities such as the Coffee Mornings are accessible to more parents. These are held off site in two nearby towns.
- The school offers a range of adult learning opportunities with a focus of helping parents to support their children's learning, understanding their needs and training on how best to support them eg ASD, ADHD training. The Family Support Worker identifies and targets families. Some of the workshops / courses are held in partnership with other similar schools in the area, enabling a wider offer.
- Parents are provided with information about their child's learning: curriculum information is posted on the website and regular parents' evenings, reviews and reports ensure that parents know what their children are learning and their achievements. Day to day achievements or concerns are reported to parents by phone or in the Home / School book (positive comments only).
- The school is developing effective strategies for consulting parents, gathering meaningful and useful feedback which forms the basis of an action plan. Parents' views are valued and acted upon whenever appropriate, with follow up actions reported to parents.
- The school provides out of school family enrichment events eg Monday nights at Jump.
- Induction and transition procedures are largely bespoke and offer parents a great deal of support when their child starts at Cribden House and also when they move on to Secondary school, including help with applications, attending meetings and extra visits.

Impact:

- Attendance has improved throughout the school.

- There are stronger relationships with parents.
- Parental engagement has improved, with most parents attending meetings, events and activities in school, including the harder to reach parents.
- Parents / carers feel there is more support from the school and that they can contact school regarding any concerns or issues. There is more support for vulnerable families.
- Parents are attending more courses and training to help them support their child's learning and development.
- The school is working more collaboratively with other schools and agencies to provide this support and training.

Areas for development:

These are mainly as identified by the school in their evaluation of the LPPA process.

Continue to:

- develop strategies for consulting parents, particularly the Parent Focus Group and single issue surveys. Use simple formats eg smiley faces, 1 to 5 scales, i pads at parents' evenings etc. Ensure results are analysed and reported back to parents with any actions via the website, newsletters, parents' noticeboards and 'we asked, you said, we did'.
- encourage harder to reach parents to engage eg develop a Dads' group, more family activities.
- develop training and opportunities for adult education eg bespoke training for social stories, ASD; on line safety; life skills support such as cooking, budgeting and employment skills.
- improve communication eg parent app, consider Class Dojo and more explanation of how the curriculum works on a day to day basis (afternoon activities).

Verifier recommendation:

That Cribden House School be awarded the Leading Parent Partnership Award for three years.

Head teacher comments:

I am delighted that this report evidences the hard work and commitment the whole staff team have put into improving our partnerships with our families. Georgina Watson, our family support worker has co-ordinated the process with real enthusiasm and is to be commended on the portfolio. The process has allowed us to identify what we do well and what we need to focus on next.

May we use your comments on our website and/or publicity material? Yes