



# Leading Parent Partnership Award (LPPA)

## Reassessment Report

<b>School name:</b>	Pens Meadow School
<b>School address and postcode:</b>	Ridge Hill Brierley Hill Road Wordsley DY8 5ST
<b>School telephone:</b>	01384 818945
<b>School website:</b>	<a href="https://www.pens-meadow.dudley.sch.uk/">https://www.pens-meadow.dudley.sch.uk/</a>
<b>Head teacher:</b>	Marie Hunter
<b>Award coordinator:</b>	Sue Wale
<b>Award verifier:</b>	Andrea Hamshaw
<b>Date of reassessment:</b>	13 <sup>th</sup> July 2021

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

The well-organised portfolios contained a range of evidence to show how Pens Meadow School continues to meet the Objectives and Key Performance Indicators of the Leading Parent Partnership Award. The evidence was also supported by information from the Head and Co-ordinator at the initial presentation relating to context, changes and overview of parental engagement practices.

Evidence was present to show:

- How parental support is provided across the school taking into account the needs of children and their families.
- Ideas to show how the school has embedded provision and developed since the last reassessment for the LPPA with information highlighting how activities and resources will continue to develop on site. Again, this is very much a “needs-led” provision.
- Ongoing communication and opportunities to develop parental partnerships to advance communication strategies in line with parental request and consultation.
- A programme of activities/training/workshops to support parents to enable them to support their children’s learning, develop their own learning and work together as families with support from external partners where relevant.
- Information from the website as well as within the portfolio (to enhance what was viewed on the tour) showing how parents are provided with information in relation to all aspects of school life including learning, development and enrichment opportunities for families.

- Regular consultations via questionnaires, surveys, face to face information sharing sessions and very importantly the provision of relevant and timely feedback.
- Evidence of communication strategies to support home school links in various forms including various letters, reports, the informative website and home school liaison.
- All documentation provided for parents is written in a clear and accessible way taking into account relevant parental requirements parental reading/literacy skills.
- Pens Meadow School provides effective support for parents (as required) on induction into the setting, transitions throughout and on to the next provision or progression. Relevant advice and guidance are consistently provided to enable parents and families to still be part of their child or children's journey.
- Links with external agencies and community provision to provide holistic support to pupils and their families happens as and when required, in relation to their changing needs, taking into account changes in funding and community provision.
- Monitoring and evaluation throughout the award process that will continue to be utilised to show impact of parental engagement in relation to children's attendance, learning, development and progress.

#### Commentary on the tour of the school

The tour was viewed by video evidence due to the Covid restrictions. The information showed access to the site and the welcoming environment on offer at the school. Speaking to stakeholder groups at the Reassessment Visit enhanced the video evidence.

#### Commentary on discussions with stakeholders:

**Pupil** consultations were provided through presentation and video evidence. The children had a good understanding of how the school puts measures in place to support their parents. Information was shared in relation to the ways in which school communicates with their families.

**Governors** recognise the need to support parents and families as part of a whole school improvement and development planning process and this is embedded this into their practice throughout the school. Extensive information was shared and evidenced in the portfolio and verbally to show the commitment of staff to supporting parents holistically. Communication with parents is viewed as a key role by staff and Governors at Pens Meadow and information sharing takes place through various media which has been enhanced during lockdown. Activities that involve parents in learning have become part of provision across the school to enable effective learning and develop strategies to be shared with parents. These will continue to develop and evolve in line with parental feedback, changing needs and also signposting on to external provision where required. Home school communication is also consistent across the school through various media and relevant to need. Information is shared on a regular basis providing relevant detail to enable the Governing Body to ask questions in relation to both curriculum, safeguarding/safety and pastoral areas of provision. The sharing of the school improvement plan and the development planning process allows governors to see the robust processes put into practice.

**Staff** There is never any complacency with all staff striving to engage parents in learning and development of their children. Advocacy is also provided by staff for parents when the need arises in relation to relevant needs and vulnerabilities. Consultation happens consistently across the school to find out views of parents and these are acted upon in a timely manner. The family support

team at the school provide essential support to across the setting and all parents that were spoken to were full of praise for the team.

**Parents** shared individual stories and emotional experiences of their time with Pens Meadow and the support that they receive for themselves, families and their children. They felt listened to by the school and that all queries were dealt with effectively and efficiently with relevant feedback provided by staff. There was never any judgement – just help. In relation to communication everyone spoken to felt that the family support team had gone above and beyond during lockdown ensuring that they received consistent and relevant support to enable them to carry on! The workshops, information sessions and activities on offer enable families to support their children’s learning and development as well as to celebrate achievements and again through lockdown the alternative methods of accessing these had been put in place effectively. There was never an issue with asking questions – all staff were described as “approachable” and “visible” this was definitely a strength of the school. Parents expressed the opinion that there was definitely a family feel at Pens Meadow in that they were all part of the team that provides holistic support. Induction and transition information was shared and parents expressed the opinion that they had been provided with enough information as their respective children came into and moved through the setting. In relation to keeping up to date with progress parents really appreciated the “personalised” nature of the information that was shared. Parents spoken to at the Reassessment Visit were proud that the staff at school took the time to support them with their needs and enabled both them and their children to develop and learn effectively. It was a consensus of opinion that all the support for parents would need to continue in line with needs! When parents were asked to provide one word to describe their children’s school they said:

“Amazing, family, saviour, trust, lifeline, extra, support, life-changing, lovely and collaborative partners.”

#### Strengths identified during reassessment:

- The continued commitment of ALL staff to work in partnership with parents to support families to achieve positive outcomes holistically continues to evolve in line with needs.
- Communication in general. Sharing relevant and timely information supports families to enable the best for their children and this will continue to evolve as technology changes. The range of information and communication provision for parents to engage with the school enables relevant topics to be shared.
- Visits undertaken during the Covid pandemic had enhanced the already excellent relationships built with the school especially the family support team. “Above and beyond” was the general consensus!!
- A programme of activities to help support parents with aspects of school and home life was on offer pre lockdown. The enhanced communication on offer throughout lockdown still bears the ethos of partnership where parents, staff and support agencies work together and the whole child and family are taken into account when developing individualised provision - face to face sessions to support learning and development (including celebrations) will re-emerge as and when lockdown measures allow.

- Due to the specialist nature of the school Induction and transition (at whatever stage throughout) are carried out involving the whole support network for the child. Family involvement is key to this together with external agencies as required. Parent comments around these points provided individual examples of moving from other settings as seamlessly as possible both children and families alike.
- Consultation happens across Pens Meadow School in an individualised, regular, relevant and appropriate manner. This again will continue as parents appreciate changes that are made and see the value of their voice and in their contributions to life at the School.

**Impact:**

- During the time since Pens Meadow's Final Verification there have obviously been changes of children through the school and therefore families.
- There are now at least 3 direct points of contact for families and steps have been put in place further to enable families to support each other, built resilience and capacity.
- There has been a positive impact on staff communication with parents due to the measures put in place during lockdown.
- Parental confidence has increased.

**Areas for development:**

Pens Meadow School will use the comprehensively completed Objective 9 evidence record, in addition to the information included as part of the school improvement planning process, taking into account the following points to further embed parental support throughout its practices by :

- Looking to develop a therapeutic sibling group.
- Look back to the parents who have had their induction during lockdown to ensure that their experience is a positive as it would have been pre-Covid.
- Get back to delivering positive activities as they were before lockdown.
- Develop funding streams to enable further project and resource provision to be undertaken.

**Verifier recommendation:**

That Pens Meadow School is re-awarded the Leading Parent Partnership Award for a further period of three years.

**Head teacher comments:**

Pens Meadow School is a community school in a real and meaningful way. Our parents and families are key to the successes our pupils have in achieving their outcomes. We both support them, and learn from them so together we can achieve the best. The LPPA has provided focus in ensuring all aspects of partnership work with families are prioritised and this approach is embedded in Pens Meadow ethos. I am proud to lead Pens Meadow School

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