



Leading Parent Partnership Award (LPPA)

Reassessment Report

School name:	Holly Grove School
School address and postcode:	Burnley Campus, Barden Lane, Burnley BB10 1JD
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Head teacher:	Karen Alty
Award coordinator:	Nick Barrett
Award verifier:	Maureen Nash
Date of reassessment:	30 th April 2021

Commentary on the mini-portfolio of evidence:

The reassessment of the Leading Parent Partnership Award at Holly Grove 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 thoughtfully presented comprehensive range of evidence and his 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, an electronic portfolio provided evidence prior to the visit. On the day, evidence was presented through discussion with the headteacher and coordinator using Zoom, which clearly showed how parental involvement has further developed since the previous verification. Stakeholder groups, including parents, staff, governors and pupils shared their perceptions through Zoom meetings and the school tour was evidenced through a pre-recorded tour. This range of 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.

Holly Grove has clear evidence on how the school has successfully developed since the previous reassessment 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.

Communication strongly supports home school links in various forms, very much reaching out to parents. Personal communication remains a priority.

Commentary on the tour of the school:

The school tour was provided through a thoughtfully produced pre-recorded video that showed welcoming staff and happy children enjoying and engaging with activities and learning. The foyer provides a calm, bright, welcoming entrance to the interior of the school, with a waiting area having comfortable seating and organised displays on the walls. Safeguarding procedures and a Covid safe environment were very evident. The school is bright, modern and well resourced, for example with excellent sensory resources and well equipped facilities such as rooms for cooking and soft play. Rooms are designated for specialist support including family liaison and health. Holly Grove has its own pool and there are playgrounds and resources to support learning outdoors. The video provided a lovely introduction to the school and a warm welcome for current and new families.

Commentary on discussions with stakeholders:

All discussions were held using video calls.

Governors have a strategic overview of parental involvement and are extremely supportive of the school and the way it works with families. Parental involvement is within the School Development Plan and strong home-school relationships are valued, 'Staff have a fantastic relationship with parents' and 'For pupils to progress there has to be partnership with the home' (governor). Governors are keen to be involved in school life.

Parents expressed that they are extremely supportive of the school and the way it works with families. They all agreed that school makes them feel welcome and that there is excellent communication with school. Parents very much value how the individual needs of their child are met and the progress they have made, 'From his first week they had found our little boy and his spark came back' (parent). They value the support offered to the whole family on a personal level and also through courses and events.

Staff with different roles in school explained how they value the importance of this partnership in supporting children's learning and well-being. They explained details of this partnership working in their own designated roles throughout the school, including inclusion manager, family support, intervention TA and office staff. All were very knowledgeable about activities and strategies to support learning and development and their role within this, expressing a shared vision.

Pupils gave their views through a video and communication boards. They told how their families know about their learning and progress, for example through letters and a good girl chart. They were aware of different ways their families had been into school such as coffee mornings, Christmas productions and parents evening and they liked this, 'because I love them' and 'They will know what school is like and then they can relax'.

Strengths identified during reassessment:

Holly Grove School continues to enhance a strategic approach to involving parents in their child's learning, development and well-being. This commitment is clearly demonstrated through the school having the award since 2010 and being an integral part of the LPPA Cluster Group that meets regularly in Lancashire. The school has ensured that parental involvement continues to be sustainable and forward thinking with it being within the School Improvement Plan and having an experienced Family Support Team. Governors are well informed and value parent partnership, 'Parents are the lynchpin in the School Development Plan' (governor).

Holly Grove has continued to use LPPA thoughtfully as an evaluative framework to continue their drive in supporting parental engagement since their previous successful LPPA verifications. The school has clear evidence how the school has enhanced and developed practice since the previous verification. The website has been updated, resources are available to help parents support learning such as workshops and a resource library and the Family Support Team, 'has not just maintained but strengthened'.

A range of staff work together as a school team to offer their knowledge, expertise and experience to support parents in many different ways. For example the Inclusion Manager leads a team delivering training to parents from Holly Grove and other local schools; an Intervention TA manages the school newsletter and provides workshops and programmes to help parents support learning; office staff recognise their role in communicating with parents. The Family Support Team supports families to build relationships and remove barriers to learning, 'The Family Support Team has been an asset in my life' (parent).

The school positively reaches out to parents. General communications with parents include an informative website, social media and thoughtfully designed newsletters and letters. Texts and emails are used. Regular communication is through home-school books which provides two way information about each child's learning and development. Personal contact through face to face conversations and phone calls remains a priority.

Digital communications have particularly developed this year. Through Synergy school can contact parents directly and through the Parent Portal parents can see information about their child, access general information or contact school directly. 94% of parents are engaged in this and paper based information is also available.

Parents are encouraged to engage with opportunities to help them support their child's learning and development. These have included Riding the Rapids, Art Therapy and phonics. Informal peer support is offered through Nibble and Natter and parent led activities such as pamper sessions.

Parents are well informed of their child's learning and progress. For example, home school books provide daily updates with electronic communications of Synergy and See Saw. Class pages provide an insight into learning and activities and Facebook is full of activities and guidance. There are individualised meetings and reviews, with targets decided jointly with parents in order to meet the very individual needs of pupils.

Current systems have been adapted and developed to meet the needs of pupils and families in supporting learning, development and well-being during the Covid-19 pandemic, Communications have been enhanced and developed, for example, there have been home visits, regular phone calls and with much increased use of digital platforms. There have been new approaches for on-line learning such as Zoom calls and an electronic reading programme with resources and a Zoom celebration evening for Y6 families with a buffet for each family to collect from school on the day.

Induction into the school has been thoughtfully developed, for example with doorstep visits to encourage engagement of families and a very welcoming video tour of the school showing welcoming and happy staff and children, with pupils enjoying activities and learning. The welcome booklet is very attractive and informative. Holly Grove offers a personal induction to support a smooth transition into school life and parents were appreciative of how their child has been supported even before she starts school.

Parents value that the individual needs of children and families are met and stated their huge appreciation of the positive attitude and support that their child and whole family had from school. Parents shared their individual stories of school support for their child and family, 'As a family we can't thank them enough' (parent).

Holly Grove provides a consistent approach between home and school and this is valued by staff and parents, 'For the pupils to progress there has to be partnership with parents' (governor), 'We are all working together' (parent).

Impact

The headteacher and coordinator consider that the impact of LPPA Reassessment is that:

The award has been a valuable tool to help us focus as a team on how we achieve best practice.

Areas for development:

The following areas were agreed between the headteacher, verifier and the LPPA coordinator:

To maintain the family ethos of Holly Grove as the school grows

To enhance support for our families as they move on to the next stage of their learning journey

To continue to develop parental engagement with school through electronic means

Verifier recommendation:

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



Head teacher comments:

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