



Leading Parent Partnership Award (LPPA)

Reassessment Report

School name:	Pitcheroak School
School address and postcode:	Willow Way, Batchley, Rediitch B97 6PQ
School telephone:	01527 65576
School website:	www.pitcheroak.worcs.sch.uk
Head teacher:	Sheila Holden
Award coordinator:	Paula King
Award verifier:	Maureen Nash
Date of reassessment:	16 th March 2021

Commentary on the mini-portfolio of evidence:

The reassessment of the Leading Parent Partnership Award at Pitcheroak 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 and a comprehensive paper portfolio, a detailed Objective 9 form provided evidence prior to the visit. On the day, evidence was presented through discussion with the coordinator, with a PowerPoint presentation which clearly showed how parental involvement has further developed since 2017. Stakeholder groups, including parents, staff, governors and pupils shared their perceptions through well organised Teams meetings and the school tour was evidenced through a video tour of the school and photographs. The comprehensive and informative website also provided an insight into parental engagement at Pitcheroak, 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.
Pitcheroak 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.

Commentary on the tour of the school:

A video tour and photographs provided an informative overview of the thoughtfully developed school environment.

There is clear internal and external signage. 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 and facilities for Covid safety including hand sanitiser.

Within the school building, the environment is light and modern and well-resourced with a range of specialist rooms including a sensory studio, fitness studio and DT room. Within the grounds there are several playgrounds and a Forest School. Parents can meet a range of medical professionals on-site, ensuring appointments are easily accessed in a familiar setting.

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 parent governor very much appreciates how his child's individual needs have been met and how school has listened to his views.

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. 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 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 the holistic approach to meet the individual needs of pupils and explained details of this partnership during the pandemic such as, home visits, Keeping in Touch calls and support for families to access services.

Pupils told how their parents know about their learning and progress including conversations with teachers, reports, emails and parents' evenings. They shared information on a range of events, activities and celebrations shared with their parents such as Sports Day and about their contact with school during the Covid crisis.

Strengths identified during reassessment:

Pitcheroak School continues to embed and enhance a highly strategic approach to involving parents in their child's learning, development and well-being. Evidence, which includes examples over a number of years, demonstrates that parental engagement is embedded in school life. The school has ensured that parental involvement continues to be sustainable and forward thinking with it being part of the School Improvement Plan and driven by senior leaders. The work of the pastoral team and links with a range of professionals reflects the ethos within the school for involving families.

The school positively reaches out to parents. General communications with parents have been extended and improved, particularly through the website, text, Twitter and the ScholarPack Parent App. A new email system facilitates communication directly between parents and teachers. Personal contact remains a priority, for example through face-to-face conversations, opportunities to meet staff each morning and phone calls, along with opportunities to meet staff at school events.

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. 'If we needed support they were always on hand' and 'They thought outside the box' (parents).

Pitcheroak has continued to be a listening school. There has been a range of consultations using different methods such as questionnaires and course evaluations on wide ranging topics including policy reviews, signing in systems and school lunches. Microsoft Office forms have recently been introduced to gather the views of parents. CPOMS ensures careful record keeping. 'We are listened to' and 'They listen to challenges and take them on board for solutions' (parents).

Parents are well informed of their child's learning and progress through for example individual personal contact, 2 parents' evenings and EHCP reviews. General curriculum information is provided, for example through individualised meetings and reviews and the website which offers curriculum information. Workshops also help parents support their child's individual needs.

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 an embedded programme of workshops such as Signalong and Growing and Changing and for parents to celebrate and share learning, for example performances, assemblies and sports days. Pupils commented that their families enjoy coming into school because, 'They can see us and the environment we are working in' and 'They know I am happy'.

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).

Families are well supported during times of transition. There is evidence of bespoke transition arrangements on starting school and through the school and a fully qualified careers adviser



provides support as pupils move towards leaving Pitcheroak. The new Post 16 facilities will further enhance support.

Families have access to a range of professional educational and medical help on-site. For example, families can access Educational Psychologists, careers advice and therapists including speech and language, music therapy and drama therapy. Designated school staff support pupils and their families at significant times, such as transitions, behaviour support and through Early Help.

Impact

The Head teacher and LPPA coordinator agreed that LPPA has had the following impact:
It strengthens our approach in working with our families and personalising the services they require.
It helps to form the positive working relationships that we have with our families.
It helps us plan our next steps within a supportive framework.

Areas for development:

The following areas were agreed between the Verifier, LPPA coordinator and the Head teacher:
To enhance communications including the website to ensure that EAL parents can read information in their own language
To continue to develop parent workshops, including well-being and self-esteem, to meet the individual needs of pupils and families
To work in collaboration with families to determine bespoke pathways to promote independence for 16-19 year old pupils

Verifier recommendation:

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

Head teacher comments:

We are delighted with the outcome of this assessment. We have wonderful pupils and families with whom we work closely. It is our intention over the next three years to continue to strengthen our relationships and extend our provision further in order to meet the holistic needs of our pupils.

May we use your comment for website/marketing purposes? **Yes / No** (please delete)