Leading Parent Partnership Award (LPPA)

Verification Report

School name:	Vale of Evesham School
School address and postcode:	Four Pools Lane, Evesham, WR11 1BN
School telephone:	01386 443367
School website:	http://valeofeveshamschool.org/
Head teacher:	Rachel Perks
Head teacher's email:	
LPPA coordinator:	Amy Bresnen
LPPA coordinator's email:	Amy.Bresnen@valeofeveshamschool.org
Award verifier:	Therese Hoyle
Award adviser (if applicable):	School led
Date of verification:	13.05.22

Commentary on the evidence provided:

Amy Bresnen (LPPA Coordinator) and Rachel Perks (Headteacher) outlined their vision, developmental work, successes and what they considered to be the impact of working towards the achievement of the LPPA award. The Portfolio of evidence was outstanding, very thorough, accessible, and well presented, with all KPI's met.

The Vale of Evesham is a vibrant and welcoming special school where they aim to provide a caring, safe and happy environment for everyone, and they strongly believe in working in partnership with parents.

- The school works with a wide range of external agencies and as a result provides effective support for families.
- Leaders closely monitor progress towards the award by regularly reviewing the action plan.
- All stakeholders, including governors, have been kept well informed about development towards the award.
- The school uses a range of methods of communication including a monthly newsletter which reflects what's happening in the school and future events.
- The school has strong links with, and is an integral part of, the local community.

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- Leaders have developed very thorough transition and induction process for all new parents. The needs of parents and carers is considered and there are clear expectations. Parents feel well informed when their children start the school. All aspects of induction are fully evaluated to ascertain effectiveness. Most importantly, the findings are shared with parents in a very user-friendly format.
- Parents are provided with comprehensive information about their own children's learning and wellbeing. The school uses the online tool Dojo to support parental partnership and home school communication.
- Parent and pupil voice is well developed and effective in contributing to school development.
- The school is committed to offering a wide range of training opportunities for parents and carers, such as parent support groups, reading and phonics training, stay and play, time to talk etc. Following these workshops and meetings, the parents are more confident in supporting their children.
- Amy has been extremely thorough with questionnaires, consultations, online surveys with parents which has provided information, feedback, and data which they have analysed and acted on.

Strengths identified during verification:

- Parental engagement is a central principal of the school and leaders feel it is an integral part of the school improvement journey.
- Co-ordination of the award by Amy has been extremely effective. Tasks have been carried out in a very thorough and methodical manner.
- Leaders are reflective practitioners and priorities for the school are borne from a firm evidence base.
- The school has a clear vision of how it wants to develop parental engagement in the future, with a determination to reach out and engage all parents.
- The governors are fully committed to developing parental partnership, where being a part of the community and providing holistic learning for parents is of high importance. They both support and challenge leaders to ensure strategies adopted by the school are effective.
- Throughout the verification day it was evident from speaking with parents, governors and students that children and families 'flourish in this school,' with 'so much support.' One student commented 'This school is outstanding… the teachers are perfect and help us with all our different disabilities.' Another student commented 'I love this school.' A parent commented 'I know my child is so happy ….. Staff are so knowledgeable, caring and professional….. Evesham Vale is an extension of our family…. The school is very proactive with communication.'
- The coffee mornings and social gatherings such as stay and play support parents to not feel isolated.
- Parents appreciate Tapestry (early year) and Class Dojo, online platforms that supports pupils learning and communication with parents about their child and their learning. Class Dojo was a new communication system brought in over the pandemic and has proved invaluable for communication with parents.
- There are a wide range of supportive workshops and meetings which parents can attend, including – Coffee mornings, Parents support Groups etc
- Pupil attendance since commencing the LPPA award has increased, and it is thought this has been impacted by the increased provision and communication with parents
- Parents value the quality of transitions and support that staff provide for their children who have special education needs, or who are vulnerable. This includes phone calls, zoom calls, stay

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and play sessions, class dojo, tapestry, e mails, school newsletters, and meetings etc. For some parents this is life changing and the Vale of Evesham has been pivotal in providing that support.
- Clear procedures are in place for parents of children joining during the school year, including those entering from another country.
- Transition to the various key stages is marked by a special event - in the first school when moving up to the middle school, they hold a First School Graduation, where children dress up in a gown and mortar board and there are photos, songs and messages of hope and celebration.
- There is a thorough transition process for children leaving the school during the school year, which supports parents,
- Parents are very appreciative of the staff and feel confident in approaching school if they have any queries or worries. They value the regular contact with staff and school leaders.
- Documentation parents receive is helpful, informative and free from unnecessary educational jargon.
- There are a range of policies, procedures and information available to parents on the school website. This can be translated into any language, so is accessible to all EAL families. Translators are also brought in for meetings and transitions; this is organised by the Assistant Headteacher.
- New signage has been developed and this is due to be erected at the end of May, this will clearly mark out the Early Years and First school entrance. A new parent notice board has also been erected, in both schools, which supports parents to know about events that are taking place.
- Communication with parents is excellent at the Vale of Evesham School, the school uses, audio, e mail, video, newsletters, translation services etc so all barriers are removed.
- Staff demonstrate a commitment to working in partnership with parents.
- The pupils are very proud of their school and value the ways in which their parents are involved.
- Pupils value their education and the support for their parents, they are excellent ambassadors for their school.
- The wellbeing of students, staff and parents is a priority of the school and all work together in a holistic way
- Parents are regularly consulted, and their views listened to and acted upon.
- All have clearly worked extremely hard on the award programme and the positive leadership behaviours need to be celebrated. The role and impact of Amy Bresnen, Rachel Perks, the leadership team and staff, with support from the governors, has been critical in the excellent results achieved.

Impact:

- Parents are extremely grateful to a school team who are very approachable, sensitive to their needs and extremely caring and helpful.
- The LPPA award has provided a framework against which the school can benchmark its practices and has given them clear and helpful signposts on how they can improve their practice.
- The award process has allowed the school to focus on what they do well and celebrate their work with parents.
- The views of parents have been 'overwhelmingly' positive.

Areas for development:

You have already recognised that the LPPA needs to be sustainable and included in the school improvement plan annually. This has been agreed by all leadership and shows clear expectations

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moving forward. With the current structure continuing, the focus is on building upon what has already been achieved.

Continue to embed the excellent work in parental involvement that is already in place.
Covid has proven a barrier to some plans, but these are swiftly moving forward now restrictions have been lifted. This includes re-establishing the PTFA and I would encourage you to support the development of this group of parents.

Verifier recommendation:

Vale of Evesham School to be awarded the LPPA Award for a period of three years.

Head teacher comments:

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