



Leading Parent Partnership Award

Re-Assessment Report

Academy	Hucklow Primary Academy
Address	Hucklow Road Sheffield S5 6TB
Telephone:	01142426736
Executive Headteacher Head of School	Peter Hardwick Angela Lucey
Person responsible for parent partnership	Jane Irwin
Date of Re-Assessment Visit	11 th July 2017
LPPA Verifier	Andrea Hamshaw

Commentary on the Mini-portfolio of Evidence

Since the last Reassessment visit the School has become an Academy and is part of the Cascade Multi-Academy Trust. The very well organised portfolio contained a good range of evidence to show how the Academy continues to meet the Objectives and Key Performance Indicators of the Leading Parent Partnership Award. It was still apparent that knowledge and information continue to be disseminated across all stakeholder groups at the Academy in relation to parental engagement.

Evidence was present to show:

- How parental support is delivered across the Academy and how changes have been implemented in line with the needs of children, parents and families.
- Ideas to show how the Academy has developed since Reassessment for LPPA and how activities and resources will continue to develop on site, off site nursery provision and further across the Trust. Again this is very much a "needs-led" approach to delivery.

- Ongoing communication and opportunities to develop parental partnerships showing how technology has been used to advance communication strategies.
- A programme of activities/training to support parents to enable them to develop their own learning and that of their children using support from external partners as required.
- Photographic evidence present within the portfolio and also on the Academy tour to show how parents have been involved in learning and celebratory activities with their children both on and off site.
- Questionnaires, surveys and provision of feedback.
- Evidence of communication strategies to support home school links in various forms including school newsletter, letter, reports, personal organisers (planners) and curriculum newsletters to support home school learning.
- All documentation provided for parents is written in a clear and accessible way taking into account relevant translation requirements.
- The school provides both group and individualised support for parents (as required) on induction into school, transitions throughout the setting and on to the next stage of education.
- Links with external agencies and community provision to provide holistic support to pupils and their families on a needs led basis taking into account changes in funding availability.

Commentary on the tour of the school

Access to the Academy is well signposted. The reception area provides a welcoming entrance where relevant staff members answer parental questions. Effective signage continues both internally around the school and "outward facing" to ensure parents are directed to the correct place to pick up their children. The information from the displays around the setting is also provided in school newsletters and on the website to support those parents who do not come into school on a regular basis.

Office staff are welcoming and support visitors with queries as required. All visitors sign in and relevant safeguarding procedures are adhered to.

The school vision and core values are displayed consistently around the site in classrooms and all learning areas. The quality of display around the school is good showing pupil work and achievements.

Commentary on discussions with staff, governors, parents and pupils/students

Parents are extremely happy with the level of support they receive from the school and nursery provision. Numerous responses from parents show that the whole setting communicates very well and that parents are a valued part of the team enabled effectively to support their children. They feel valued and never discouraged from asking questions whether this be face to face when attending at the either site or on the telephone. Communication is excellent and parents feel confident to contact staff, ask questions and know that their concerns are acted upon through the provision of effective feedback. All parents expressed the opinion that they felt comfortable that their children's needs were being met and this in turn gave them confidence to support their children at home with the information provided. They mentioned numerous activities and communication strategies including weekly newsletters, the website and general letters providing full information about every day school life. Due to the amount of activities and support on offer for parents including extensive workshop provision, curriculum information, presentations and

leaflets parents could not speak highly enough of the whole school. They were very happy that they were involved in celebrations and given the opportunity to take part in trips and visits. Parents were very quick to offer praise for the school in term of how they “go the extra mile” to support them and their children both in school, nursery and through advocating on their behalf to enable access to specialist services within the community e.g. MAST, speech and Language and Homestart. Parents provided words including supportive, brilliant, approachable, friendly, amazing, home institution, outstanding, wonderful and lovely to describe the school.

Governors are supportive of the school and believe that partnership with parents and the wider community is fundamental to its work. Information is shared on a regular basis providing relevant detail to enable the Governing Body to ask relevant questions in relation to both curriculum and pastoral areas of provision and this enables them to voice appropriate challenges to all staff and develop action points. Consultation happens on a regular basis to find out views of parents and these are acted upon. Governors are present at events and known to parents within the community – this means that they can gain views from parents as well as from information provided through surveys and questionnaires. There is a cohesive and thoroughly integrated approach to family engagement across the school that Governors see as integral to school improvement and development planning.

Pupils were able to share information on how the school supported and involved their parents and families in their general school life and learning. Information was provided on communication links between home and school including assemblies, letters, texts, posters, planners and through translation services where needed. Pupils provided information in relation to how parents and families were supported with resources to help their learning and understand progress with relevant comprehensive details on the strategies given to parents to help them with their work at home. In relation to “steps” the pupils provided information to show how their parents knew about relevant target and tracking information in relation to their learning and how this was supported on parent’s evening but also through booklets. They were very glad that parents and families were given the opportunity to share in celebration assemblies and events like sports day. When asked to provide a word as to how their parents would describe Hucklow Primary they said “excellent, brilliant, best, educational, respectful and helpful.”

Staff across the Academy recognise the need to support parents as part of a whole school improvement and development planning process and this is embedded this into their practice. Extensive information was shared and evidenced in the portfolio to show the commitment of staff to supporting children, parents and their families holistically. School staff provide access to services including Speech and Language Therapy, MAST teams and Healthcare professionals. These services again enhance the needs-led provision to families to support learning and development holistically. Communication with parents is viewed as a key role by staff at the school and information was shared effectively on a regular basis. The welcome delivered to staff on entry to the settings is consistently echoed by all staff across the Nursery and Academy sites that highlights the investment made in parental engagement that in turn is reciprocated when supporting families.

Strengths Identified In The Review

- The continued commitment of ALL staff and the governing body to work in partnership with parents and the wider community to support families to achieve positive outcomes for pupils continues to grow.
- The wide range of information and communication provision for parents to engage with the

Academy.

- There is a welcoming environment for parents and all staff echo this.
- The main reception area at both sites is welcoming and information is on display at relevant points to show activities that are on offer in the school, nursery and community.
- Holistic service provision is definitely part of the school ethos and multi-agency working takes place across the settings with signposting to services where necessary.
- A varied programme of workshops, training and enrichment opportunities for parents to support their children's learning has continued to be maintained following achievement of the Award for a second time. This again enhances the school's commitment to working in partnership with parents. This work will continue and develop as the school population changes in line with requirements.
- Induction and transition procedures continue to be strong at Hucklow.
- Consultation with parents takes place on a regular basis and they are asked to provide comments on experiences at school. Feedback is provided and this ensures that the views of parents are taken into account when developing future provision.

Areas For Development

The Academy will use the Objective 9 Evidence record/Action Plan to support areas for development and in particular will continue to:

- Develop communication strategies on a needs led basis to support pupils, parents and their wider families as the need arises.
- Provide the welcome and support currently on offer to enable parents to continue to feel valued all as partners in their children's education, learning and development.
- Evolve as required the range of activities on offer as pupil and family needs change by keeping up to date with developments in the community.
- Evaluate and provide feedback to place a value parental consultation.

Further endeavour to:

- Evaluate impact across all of the LPPA Objectives to highlight how parental engagement has improved pupil outcomes.
- Target and engage relevant hard to reach groups across the school to enhance and support both the school and community.

Recommendation by the Adviser

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

Executive Headteacher Comment

A very productive day, the report accurately reflects the good work going on in school to engage and support our parents as partners.
We are very pleased to be recommended to be re-awarded the Leading Parent Partnership Award and are committed to continuing working with our parents.

May we use your comments on our website/publicity materials? Yes/No