

## Leading Parent Partnership Award (LPPA) Verification Report



Leading Parent  
Partnership Award

**School name:** Reaside Academy

**School address and postcode:** Tresco Close, Frankley, Birmingham, B45 0HY

**School telephone:** 0121 675 7235

**School website:** <http://reasideacademy.co.uk/>

**Headteacher:** Sandra Wiseman

**LPPA coordinator (if different):** Connie Ferran/Kerry Lawrence

**Date of verification:** 18<sup>th</sup> September 2018

**Award verifier:** Andrea Hamshaw

**Award advisor (if applicable):**

### Commentary on the evidence provided:

All LPPA objectives have been achieved and evidenced either through information uploaded to Awardplace, paper copies of information viewed at the Final Verification or from speaking to stakeholder groups.

The evidence demonstrated:

- Involvement and commitment of the whole school to LPPA framework shown by the initial and updating information throughout Reaside's journey to Final Verification.
- Information to show how the LPPA framework links with the School Improvement and Development Planning processes with maintenance and on-going targets.
- The informative tour of the site with information around the academy's new build highlighting the welcoming and communicative nature of the setting as well as contextual information. The quality of display and information around the academy added to the vibrant learning environment. Relevant directional signage for visitors to the academy enables safe access.
- Evidence of parental engagement in supporting children's learning and development of their own learning through partnership working with external agencies where necessary.



- Joint enrichment opportunities and also how information is shared through home school dialogue as the provision supported by the PTA and Family Support Worker.
- Personalised, pupil centred induction and transition information for parents, on entry and throughout their children’s journey with Reaside Academy.
- A range of relevant and user-friendly guidance to help parents to support their children’s learning and development.
- Evidence of parent friendly policies together with relevant guidance.
- Effective mechanisms to promote and reward good attendance and behaviour and how these are shared between home and school together with celebratory information.
- Evaluations in relation to all Objectives showing how feedback is provided to parents brought together in the Objective 9 Evidence Record.

### **Strengths Identified in the Review:**

- There is definitely a consistent commitment from all staff across the school that is echoed through the vision “Learning and Achieving Together” and the fact “working with parents, carers and families underpins activity at Reaside.” The partnership ethos where parents, staff and support agencies work together and the whole child and family are taken into account when developing individualised provision was evident through the evidence viewed and the conversations undertaken with all stakeholder groups at the Final Verification.
- Building positive relationships with parents is integral to the services supported through the school and particularly by the PTA and Family Support Worker.
- Taking part in the LPPA has enabled Reaside to use the LPPA framework as an audit tool that has as recognised areas of good practice and highlighted areas for development points a structured manner.
- The tour showed a welcoming environment with informative displays with relevant guidance for parents and visitors to the settings. There is an open door policy in operation that is valued by parents in supporting their individualised needs as well of those of their children and families. Being able to see teachers, SLT and Governors at the school gates is also appreciated by parents.
- All staff met at the Final Verification offered a warm welcome. Information was shared with staff on the tour in relation to how all staff engage with parents and families in a needs led manner to enable effective support for their children’s individual support needs.

- When speaking to parents they shared their experiences in relation to communication with the school. There was a consensus of opinion that all staff were welcoming and help was on hand with any questions and situations as they may arise. The school deals with pupils and families based on individual needs with supportive personalised provision of services holistically in terms learning, pastoral and emotional support.
- Examples of the effective communication methods were viewed within the evidence and consolidated when speaking to parents. Communication in general was viewed as excellent. It was apparent that Reaside Academy listens to parents and uses their views effectively as well as providing relevant feedback.
- Communication, learning and development strategies used within the academy flow between home and school through informative newsletters, reports and social media (to mention a few!) There are a range of opportunities to receive and submit information that will continue to develop as the need arises and also using technology as appropriate.
- Positive relationships enable partnership working with various external agencies and these were evidenced through the stakeholder conversations. Multi agency working is part of everyday practice at Reaside and all staff have their role to play in this.
- Information was shared to show how parents are enabled to support their children to develop and learn and also to enhance their own learning through various sessions that have been developed and will continue to develop in line with parental feedback and needs.
- The relevant support and challenge undertaken by the Governing Body at the school was again reiterated through speaking to stakeholders.
- Celebrations are a large part of school life. Everyone is valued and their contributions and achievements actively highlighted through relevant media including assemblies and certificates etc.
- General information is provided on a regular basis to parents in various forms including newsletter, letter and social media.
- Information in relation to development, learning and progress is shared with parents at regular intervals and celebrations occur to enable family participation in enrichment opportunities.
- Induction and transition information provision from the academy is available to parents in relation to their child's learning journey into, throughout the setting and beyond.
- Information was provided by the pupils to show to the academy communicates with parents and families. Reports, celebration, induction and transition

information was also provided to show how families are involved in every day school life. When asked to provide a work as to how pupils' thought their parents would describe Reaside Academy they said "loving, caring and helpful."

### Impact:

- The PTA has grown and now creates more opportunities for pupils in school to benefit from resources and interactions.
- The amount of events/opportunities on offer to enable parents and children to share in education activities.
- An increased attendance in numbers of parents attending at parents evening events.
- The status and good reputation of the school has within the community are shown through the distance parents are willing to travel to bring their children to Reaside.

### Areas for Development:

Information was provided by the Headteacher and SENCo to add to the Awardplace, paper and conversation exercises that had taken place in relation to all objectives of the LPPA to highlight where development opportunities had already been identified and also where future work would be undertaken.

Bearing all of this information in mind the school will:

- Use the completed Objective 9 Evidence Record and LPPA Presentation that in turn show areas for development and future planning opportunities identified for parental engagement across the academy post achievement of the LPPA.
- Continue to embrace parent consultation as a communication tool for gaining family opinions and views through relevant parent friendly media.
- Continue to offer a programme of activities/workshops and information sessions (in partnership with external agencies as and when required) to develop parental engagement work in general and provide learning opportunities that enable parents to understand how their children learn, develop their own learning and work together in line with needs based communication and act upon feedback.
- Continue to develop the work of the Local Children's Centre to develop and sustain the work undertaken by the Family Support Workers line with family requirements based on data, consultation and individualised support needs.



- Use technology as it develops to support parental engagement in general.
- Refer back to the guidance on Awardplace to support reassessment, monitoring and evaluation work going forward. The guidance and resources sections will help staff to collate information in a timely manner and enable information sharing with relevant groups to show how parental engagement work is having an impact on the holistic support offered by Reaside Academy.

**Verifier Recommendation:**

That Reaside Academy is awarded the LPPA for a period of three years.

**Headteacher Comment:**

As a school we are very proud of the excellent relationships that exist between staff and pupils. Tolerance, respect and understanding are cornerstones for the strong relationships that exist. Parents, Governors and PTA members work in partnership with the Academy, as critical friends, in order to ensure that the young children of our community enjoy the highest standard of education

We are also proud to be a community school which is extremely inclusive. We expect nothing less than exemplary pupil behaviour and we very much believe in the Academy motto "Learning and Achieving together". Values of communication, pride and respect are important to us and we believe that upholding them will help us to achieve results for all at Reaside Academy. Achieving the Leading Parent Partnership Award means a great deal to us. Increasing parental engagement will continue to be a key priority as we continue to move forward. Thank you.

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(please delete)

