



# Leading Parent Partnership Award (LPPA) Verification Report

<b>School name:</b>	Eaton Park Academy
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<b>Award verifier:</b>	Andrea Hamshaw
<b>Award adviser (if applicable):</b>	n/a
<b>Date of verification:</b>	30 <sup>th</sup> April 2019

## Commentary on the evidence provided:

All LPPA objectives have been achieved and evidenced. The e-portfolio was well populated with a range of evidence that was referenced appropriately and therefore easy to navigate. Information was also provided on through the Facebook page, Dojo systems and Eaton Park Voice magazine, together with the stakeholder conversations to enhance the evidence provision.

Collectively the information demonstrated:

- Involvement and commitment of the whole school to the LPPA framework throughout their journey to Final Verification.

- Information to show how the LPPA framework links with the SEF summary and the fact that Parental Engagement is an integral part to whole school development planning.
- The informative tour complemented the information provided within the e-portfolio highlighting the welcoming and communicative nature of the Academy. Information from the tour was also viewed on the school website, Facebook and Dojo to show how parents could access via relevant and timely media. The quality of display and information was consistent thus supporting the vibrant learning and development environment with relevant signage for pupils and visitors.
- Information to show how Eaton Park's journey through the LPPA process has been communicated across all stakeholder groups together with examples of various consultation activities and methods.
- Evidence of engagement in supporting children's learning and development of parental learning based on parental feedback working in partnership working with external agencies (e.g. LA family learning) where necessary.
- Joint enrichment opportunities and also how information is shared through home school dialogue.
- Effective, relevant induction and transition information for parents, on entry and throughout their children's journey with Eaton Park Academy and on into secondary school life.
- Evidence of parent friendly policies together with relevant guidance and support.
- Effective mechanisms to promote and reward attendance, behaviour and participation shared between home and school together with celebratory information.
- Evaluations in relation to all Objectives showing how feedback is provided to parents.

#### **Strengths identified during verification:**

As well as the evidence included within the e-portfolio, the information provided on the school tour, together with the guidance during the stakeholder discussions at school value was added in terms of the demographic data and context of Eaton Park Academy.

- There is definitely a consistent commitment from all staff across the school that was echoed through the stakeholder conversations to highlight parental engagement as central to daily practice. Parents are definitely considered as partners at the Academy and this phrase was mentioned on many occasions during the Final Verification.
- Speaking to stakeholder groups consolidated the conversations that had taken place in relation to communication across the setting. There is a genuine ethos of partnership

working across Eaton Park upheld by ALL staff whereby meet and greet, class teaching and Dojo information are part of everyone's role on a daily basis.

- The partnership ethos where parents, staff, governors and external agencies work together, taking into account the whole child and family needs, was apparent in the individualised provision of services evidenced through the e-portfolio and also conversations undertaken at the Final Verification. Building positive relationships with parents is integral to supporting children across the Eaton Park Academy.
- The underpinning "MASTER" values are consistently practiced and understood across the school and shared with parents and partners.
- Taking part in the LPPA has enabled the Academy to use the framework as an audit tool that has recognised areas of good practice and highlighted development points in a structured manner.
- When speaking to stakeholders at the Final Verification it was evident that parents across the setting have a voice and that they feel listened to.
- The Governing Body has been provided with information about the LPPA journey and has a Parental Engagement Link Governor. Parental engagement is a standing item on all full governing body meeting agenda.
- The tour of the school started in the welcoming reception area featuring celebratory information from across the school. All staff spoken to were welcoming and provided answers to any questions asked by the verifier
- Signage at the school enables visitors to access the main reception area and also to find relevant drop off and pick up points for children taking into account safeguarding procedures.
- Leaflets, letters, newsletters and curriculum information are available on the school website, disseminated to parents regularly through Facebook and Dojo for the whole school, classes and clubs. This information is also shared in the school reception area.
- Information sharing was definitely strong at the Final Verification and was commented on by all stakeholders.
- All staff met at the Final Verification offered a warm welcome and information was shared to show how they engage with parents and families in a needs led manner to enable effective support for all across the school.
- There is an open door policy in operation that is valued by parents in supporting their individual needs. All staff are "available" and "approachable". Parents spoken to at the Final Verification felt that they were "listened to" and any questions were

answered or issues dealt with effectively and efficiently. “Family” was a word used by parents to describe the school community.

- When speaking to parents they shared their experiences in relation to communication with the school. There was a consensus of opinion that all media used including letter, newsletter, website, Class Dojo and Facebook (amongst others) were all effective in their own way. Parents were able to access information through media relevant to their needs and face to face communication was always there.
- Parents value the opportunities to learn with their children. Signposting on to additional learning resources through websites and also by providing interactive on site learning opportunities enabled them to see how things were taught in school, enhance their learning (by being provided with methods that they may not be familiar with) together with supporting home school links through topic work.
- Induction and transition information provision from the school is available to parents in relation to their child’s learning journey into, throughout and onto their secondary school education. Support is available from staff across the site to ensure that the journey for parents and their children is as seamless and trouble free as possible.
- Information was provided by pupils to show to the school communicates with parents and families this included Class Dojo, newsletters, website, Facebook, school app, letters and phone calls.
- They felt that their parents were welcome at the school and weren’t scared of asking any questions because all of the staff were very friendly.
- Children spoke about the interactive lessons, topic work, celebrations as well as being able to provide comprehensive information as to how parents were informed about their progress through parents’ evenings and reports.
- When asked to provide one word as to how their parents would describe their school they provided the following:

“outstanding, fantastic, amazing, safe and excellent” – “above the rest!”

#### Impact:

- Undertaking LPPA has allowed the school to celebrate what they offer to parents and also look at areas to develop in line with the school development planning and improvement processes.
- Increased parental participation and attendance at activities including interactive lessons.
- Using the LPPA framework has shown the voice that parents have and also how valued they are as partners in their children’s education – again this will continue.



- Pupil attendance has improved and can also be attributed to the focus placed on holistic parent and family engagement.

**Areas for development:**

Eaton Park Academy will:

Fully complete and use the Objective 9 Evidence Record to inform future planning opportunities identified in relation to parental engagement across the setting post achievement of the LPPA. In addition to this they will continue to:

- Include the LPPA framework within school improvement and development planning processes. This may be enhanced by going back to the templates in the resources section of Awardplace and using them as a development support tool.
- 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. If parents and children working together also enhance adult learning opportunities then continue to do these as necessary. Where pastoral support is provided ensure that this is measured and included as an “adult learning” opportunity as these are integral to person centred needs based provision.
- Use technology as it develops to support parental engagement in general. For example include videos on the school website or Class Dojo to support those parents that cannot attend sessions in school so that they can see what they have missed!
- Evaluate and monitor provision in line with the LPPA framework – this could be enhanced by using Outcome Star or other evaluation tool.
- Look outside the school gates and engage with external agencies as requirements change and evolve.

**Verifier recommendation:**

Eaton Park Academy is awarded the LPPA for a period of three years.

**Head teacher comments:** LPPA was a great audit tool for the work we were doing to support parental engagement. It was reflective and informative and the process was supportive. The assessor was extremely helpful and made the process very enjoyable.

May we use your comment for website/marketing purposes? Yes