

Reassessment Report

Leading
Parent
Partnership
Award

School Name	Pitcheroak School
School Address (including postcode)	Willow Way Batchley Redditch B97 6PQ
School Telephone	01527 65576
School Website	www.pitcheroak.worcs.sch.uk
Head Teacher	Sheila Holden
Person responsible for parent partnership	Paula King
Date of Reassessment Visit	3 July 2017
LPPA Verifier	Malcolm Weaver

Commentary on the School's Portfolio of Evidence

The majority of KPIs identified at the last assessment review have been met.

The school evidence shows that the previously reported strengths have been sustained and clear strategic developments continue to be implemented in staff development and middle management roles and educational provision. Good evidence shows positive parental involvement and clear striving for engaging parents more fully, especially those who are disaffected and harder to reach.

School evidence continues to show that the high standards of attainment, attendance and behaviour have been sustained since the last report and that all older students leaving school have achieved positive educational destinations.

The school's current self-evaluation, however, indicates the need for more rigour in its evaluation of initiatives and the parental responses to them. The school in recognising these areas for development has been proactive in setting targets within each department for these KPI to be achieved during the autumn term 2017.

Annotation of some aspects of evidence is required to clarify the actual involvement of parents in their children's learning.



Commentary on the tour of the school

The school has rich provision of high quality, bright displays throughout that support the pupils' / students' learning in all departments. They demonstrate the many good initiatives that the school offers including the very successful residential visit to New York. A range of more frequent visits and enrichment experiences are planned within the curriculum for other year groups that includes sailing, horse riding and outdoor education centres.

The range of displays include the involvement of parents in curriculum work and the school summer fayre.

The reception area and welcome by reception staff are good and comfortable seating is provided for parents whilst waiting to see staff, with a plasma screen to inform of activities and events in school. A well presented display clearly shows the school aims and statement of purpose. During the assessment the reception area is also used for Book Week.

Good facilities are provided for pupils' /students' cognitive, sensory, social, physical and emotional development including the Forest School for supporting pupils' / students' physical, personal and emotional development, and plans are in place to develop a science based outdoor classroom. Classrooms are of good size and provide well for pupils' /students' freedom of movement and practical activities. Specialist provision is of high quality including those rooms for pupils' /students' basic health and personal hygiene, and life skills development. Outdoor play areas are well delineated for the various age groups and abilities, whilst the management and organisation of the dining hall contributes well to the pupils' /students' choices of food and their social skills development. Mealtimes are designed to replicate a family meal and give a basis of normal family life.

Signposting of rooms throughout the school is good and supports pupils' /students' understanding of their purpose, and for parents when visiting the school.

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

Headteacher and LPPA Co-ordinator:

The Headteacher and staff demonstrate high commitment to engaging parents in discussion and supporting them in their children's learning and behaviour at home, particularly in helping to redefine and reinforce boundaries that parents can apply.

A well-being counsellor has been appointed to support pupils'/students mental health and cognitive learning. Discussion with parents proved this to be a well received service and also supports parents in early intervention strategies. A range of workshops are held for parents own learning, such as making mathematics meaningful, peer/family massage, self esteem and positive behaviours. A workshop is soon to be provided for supporting parents' request for interest in SEN, which will be linked in with growing and changing physically and emotionally.

Good levels of attendance are seen at assemblies, although more work is needed to engage family members in consultation meetings including those families that are disaffected and harder to reach.

Very well planned strategies have been implemented for each department where external visits, enrichment activities and a rolling differentiated curriculum enable staff to plan effectively for individual pupils/students. Accredited courses are offered at KS4 and KS5 that support students' destinations.

The Headteacher is committed to Heads of Department taking responsibility for pupils'/students' holistic development, with more recent focus given to developing staff in their roles of responsibility. This has been reinforced by the appointment of a specialist Assistant Headteacher focussed on ensuring that the needs of students with complex needs are met.

Governors:

No specific meeting was planned for them to attend.

Parents:

Those interviewed are very positive about the school's initiatives, the opportunities and support provided in helping them at home, the care that staff regularly demonstrates toward the well being and the personal and educational development of their children. They mention freely that staff are willing to meet them at most times of the day for individual discussions and feel the school cares well for them and their children.

Parents mentioned the opportunities provided enable them to engage with their children through a range of initiatives and training including reading, 'Numicon' mathematics, relaxation development for their children and positive behaviours. External agency support is strong and, together with teachers' skills, helps parents to



understand more clearly how meeting the needs of their children at home might be strengthened. Examples of positive support by school were cited, such as the early intervention work that provides very good support for parents.

Parents mentioned that the support by staff has enabled them to gain confidence and further develop their knowledge, understanding and self esteem in supporting their children. They are pleased with the very good levels of communication that keeps them fully in touch with activities and events provides clear guidance for managing their children's behaviour, and social and emotional needs at home. They mention also the good provision about their children's performance, attitudes and difficulties, and ways to improve them. These provisions build effectively an effective relationship between school and parents.

Pupils:

No discussions were planned.





Strengths identified in the review

- The Headteacher and staff demonstrate high commitment to sustaining and further developing the parental involvement being achieved.
- School planning is very focussed with clear strategic initiatives to sustain and further build on the educational provision, personal support for pupils'/students' and parents. The school is keen to enhance further parental involvement to support their children's learning.
- Effective work is clearly evident in school demonstrating staffs ability to address the needs complex needs of its cohort.
- Parents value the work of the school, the high quality level of personal support for themselves, their children's routines, and learning at home.
- High quality communication keeps parents aware of their children's learning and self-development. Parents speak highly of the daily interaction by staff to give advice and support.
- Strong focus is given to pupils'/students' personal hygiene, basic life skills and developing skills in independent living that supports well the routines at home.
- Effective teaching enables pupils/students to achieve well enabling them to, successfully gain positive destinations on leaving school and to develop well in their confidence and self-esteem.
- The school is keen to support parents in their management and training of their children and provides effective guidance and support through teachers, school social worker, external agencies, and family support worker.



Areas for development
<ul style="list-style-type: none">• Develop rigorous evaluation of parental responses across the school and keep parents informed of the outcomes.• Ensure records of attendance are kept of all meetings involving parents including consultation, assemblies and induction.• Develop effective ways for gaining the involvement of parents who show little response to the school and the harder to reach.• Provide a Parent partnership guide that identifies the aims of parent partnership and the benefits of parental engagement with their children's learning and holistic development.
Recommendation by the verifier
School performance and plans in place to enhance parental engagement, warrants that the school be awarded LPPA accreditation for a further 3 years.
Head Teacher comment
We are thrilled that we have been re-awarded the Leading Parent Partnership Award again. This award is testament to the high levels of support that we receive from our parents and carers. The strong relationship we have with our families is key to the success that we have with the young people in our care and without their engagement with the various strategies we try to develop we would not make as much progress as we do with the students.

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