

# Reassessment Report

Leading  
Parent  
Partnership  
Award

School Name	Abbey Hill Academy
School Address (including postcode)	Ketton Road Hardwick Stockton on Tees TS19 8BU
School Telephone	01642 677113
School Website	<a href="http://www.horizonstrust.org.uk/abbey-hill-academy">www.horizonstrust.org.uk/abbey-hill-academy</a>
Head Teacher	Rebecca Whelan
Person responsible for parent partnership	Rebecca Whelan
Date of Reassessment Visit	26 <sup>th</sup> June 2018
LPPA Verifier	Andrea Hamshaw

## Commentary on the School's Portfolio of Evidence

The very well organised portfolios contained an excellent range of evidence to show how Abbey Hill Academy continues to meet the Objectives and Key Performance Indicators of the Leading Parent Partnership Award. This evidence was also supported by in depth information from the working party - Rebecca Whelan (Principal of the School), Kathryn Thompson (Principal of the College) and Michelle Rankin (Parent Support Advisor) at the initial presentation relating to context, changes and overview of parental engagement practices.

Evidence was present to show:

- How parental support is delivered across the Academy taking into account the needs of young people and their families.
- Ideas to show how the Academy has embedded provision and also developed since receiving the LPPA with information highlighting how activities and resources will continue to develop on site. Again this is very much a "needs-led" provision.
- Ongoing communication and opportunities to develop parental partnerships showing how technology has been used to advance communication strategies in line with parental request and

consultation.

- A programme of activities/training/workshops to support parents to enable them to support their children's learning, develop their own learning and work together as families with support from external partners as required.
- Information from the Website and Twitter feed (to enhance what was viewed on the Academy tour) showing how parents are provided with information in relation to all aspects of Academy life including learning, development and enrichment opportunities for families.
- Regular consultations via questionnaires, surveys, face to face information sharing sessions and very importantly the provision of relevant and timely feedback.
- Parent Voice through Parent Forum meetings.
- Evidence of communication strategies to support home Academy links in various forms including various letters, reports, the informative website and communication books.
- All documentation provided for parents is written in a clear and accessible way taking into account relevant translation requirements. Easy read booklets are provided for parents to support information sharing.
- The Academy provides effective support for parents (as required) on induction into Abbey Hill Academy, transitions throughout the setting and on to the next stage of education/learning with relevant careers education information advice and guidance to enable parents to still be part of their child's journey.
- 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 and community requirements.
- Monitoring and evaluation throughout the award process that will continue to be utilised to show impact of parental engagement in relation to children's learning and progress.

## Commentary on the tour of the school

Access to Abbey Hill Academy is well signposted directing visitors to the main reception. There is relevant directional signage supporting visitors to the site to access the relevant building for their requirements. On entry to the reception area visitors are provided with a warm welcome together with relevant information to support them during their time on site. Each building on the site echoes this in that reception areas are vibrant and informative. Internal signage is excellent providing visitors with easy to follow directions, who's who and also a colour coded map to ease navigation! Pupil photographs and displays of their work continue throughout all of the buildings and include safeguarding, community and charity information. The learning environment is echoed consistently across site in that all classroom and recreational spaces are used to their maximum capacity in terms of delivery and information provision.

The information from the displays around the setting is also provided in various forms including the website.

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

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

**Staff/Academy Council** recognise the need to support parents as part of a whole Academy improvement and development planning process and this is embedded into their practice. Extensive information was shared and evidenced in the portfolio to show the commitment of staff to supporting parents holistically. Communication with parents is viewed as a key role by staff at Abbey Hill and information sharing happens through many forms including e-mails, newsletters, text messages and also through class dojos all of which happen effectively on a regular basis. Activities have become part of provision at the Academy in relation to learning and development opportunities for parents and will continue to evolve as necessary in line with feedback, changing needs and also signposting on to external provision where required. Information was shared as to how (following feedback from parents) work placement organisation and support is now delivered by Academy staff as opposed to external provision. The pastoral provision throughout the Academy works in partnership with teaching, learning and development to support families holistically and to provide advocacy services as when the need arises. Lots of information was shared about transitions throughout the site at Abbey Hill. It was apparent that relationships with parents and staff commence as early as possible when children are coming into Y7 to enable effective communication to begin. Early parents evenings take place to ensure that parents are given the opportunity to feedback on their children's "settling in" and also to find out if any improvements/developments need to take place. Information sharing across the site is a priority and systems including CPOMS ensure that pupil information and that in relation to families is consistent and also supports multi-agency working. Celebration events take place across the site supported by staff to enable parents to see their children's achievements in school and also place value on activities out of school that are shared through Abbey Hill's Got Talent display board. Parents and families are invited in to the performances at the Academy and link with awards presentations. Consultation happens consistently across the setting to find out views of parents and these are acted upon with relevant feedback provided.

**Parents** are happy with the level of support they receive from Abbey Hill Academy. In relation to communication they expressed the opinion that ALL staff were extremely approachable and that they receive information through a variety of media including Class Dojo, newsletters and telephone conversations. The videos

that show their children "working in action" enable conversations to be undertaken at home and provide a starting point for sharing information around the school day that may not be forthcoming in relation to learning. Information is shared on a regular basis and when questions are raised they are answered in a timely manner. The workshops, information sessions and activities on offer to enable families to support their children's learning **needs reinforced** the fact that parents are a valued part of the team enabled effectively to support their children to learn and develop holistically. Parents were particularly happy with the activities (shared through video evidence) that support their children with independent living skills and on into adult life including the invitations in to the Bistro and the Salon. All parents expressed the opinion that they wanted their children to be happy at Abbey Hill and this was definitely being achieved. Links with external agencies where necessary were again described positively and parents were supported by the Academy and the Parent Support Advisors to access support.

**Pupils** provided information as to how their families received information every day from the Academy. Some of the systems described included Class Dojo for photographs and messages, e-mails, telephone calls between home and school, text message and letters. They also shared information around how the Academy support their families to help them to learn and know how they were getting on. School reports were described and how this enabled parents to know what levels their children were, phonics sessions and also being able to have their hair and nails done!! Celebrations and performances including the Prom, Leavers Awards assembly, Stars in Their Eyes and the Wizard of Oz were discussed to show how families could share in events. Transitions were good in that all pupils thought that their families received information to help and support them into, through Abbey Hill and on to their next stage of learning. They were very glad that parents and families were given the opportunity to share in their learning and celebrate with them. When asked to provide a word as to how their parents would describe Abbey Hill Academy they said "special, fantastic enjoyable, best, excellent, awesome and brilliant."

## Strengths identified in the review

- The continued commitment of ALL staff to work in partnership with parents and external agency provision where necessary to support families to achieve positive outcomes for pupils continues to evolve in line with needs.
- The range of information and communication provision for parents to engage with the Academy but the fact that "electronic systems" do not fully replace face to face conversations and relevant information that in their own right is valued.
- Communication in general. Sharing relevant and timely information supports families to enable the best for their children and this will continue to evolve as technology changes.
- A varied programme of training/information sharing/workshop and enrichment opportunities for parents and families to support their children's learning and develop their own learning has continued to be maintained and also develop following the LPPA Final Verification in partnership with external agencies as required.
- Transitions on the whole into the Academy, throughout and on exit onto the next stage of development. Starting conversations early continues to develop relationships with families to gain the best outcomes for all.
- Consultation happens across the Academy in a regular, relevant and appropriate manner. This again will continue as parents appreciate changes that are made and see the value of their voice and in their contributions to Academy life.
- Monitoring, evaluation and feedback is recognised as fundamental to meaningful development across Abbey Hill and has become further embedded into every day practice and the school improvement and development planning processes.

## Areas for development

Abbey Hill Academy will use the comprehensively completed Objective 9 Evidence record and take into account the following points to embed parental support throughout its practices by continuing to:

- Include parental engagement as a key priority in the school improvement and development planning process.
- Develop communication strategies on a needs led basis to support pupils, parents and their wider families as the need arises e.g. website provision in relation to accessibility in partnership with the Speech and Language Therapist.
- Provide the welcome and support currently on offer to enable parents and families to continue to feel valued as partners in their children's education, learning and development. Twitter has had a positive impact now other apps e.g. Tootoot are being trialled to further enhance this.
- Implement the plans to develop the physical building e.g. Stephenson reception in terms of wheelchair accessibility and the stage access.
- Evolve the range of activities on offer informed by consultation with pupils and their families and continue to utilise the support available from external agencies where appropriate.
- Develop the arrangements for transition for parents again in line with consultation and consideration that has already been given to the admissions pack and induction paperwork.
- Consult and evaluate - "We Asked, You Said, We Did", "On a Scale of 1-10". Don't underestimate the power of the "qualitative" data that you receive! Use technology to gather "rich data" as systems develop. How do we look at improvements across the whole family? Family Star?
- Change in line with need. Acknowledging the societal changes and identifying groups to target support provision in line with need will enable staff gain quality data and sustainable outcomes so carry on!

# Reassessment Report



Recommendation by the verifier
That Abbey Hill Academy is re-awarded the Leading Parent Partnership Award for a further period of three years.
Head Teacher comment
<p>As an Academy and staff team we are delighted with the comments made by our assessor and we are very proud to have been recognised by the award for a further three years.</p> <p>We really value the support of our parents and carers and it is lovely to hear that they also recognise the strong partnership that exists between school and home.</p> <p>The LPPA programme has helped us to continue to reflect on the way we engage with families and we hope that by achieving this award that we continue to demonstrate our strong commitment to parents and carers as they are a key part of our school community.</p>

May we use your comments on our website and/or publicity material?    Yes     No