



# Leading Parent Partnership Award (LPPA)

## Reassessment Report

<b>Academy name:</b>	Tweendykes School and Sixth Form
<b>School address and postcode:</b>	Midmere Learning Village Midmere Avenue Leads Road HULL HU7 4PW
<b>School telephone:</b>	01482 826508
<b>School website:</b>	<a href="#">Tweendykes School &amp; Sixth Form - Hull's Community Special School</a>
<b>Principal:</b>	Berni Moorcroft
<b>Award coordinator:</b>	Andrea Powell
<b>Award verifier:</b>	Andrea Wilkinson-Quinn
<b>Date of reassessment:</b>	7 <sup>th</sup> November 2023

### Commentary on the mini-portfolio of evidence and initial presentation :

The portfolio of evidence was uploaded to Awardplace and contained an excellent range of evidence to show how Tweendykes School 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 LPPA Co-ordinator, Headteacher and all of the stakeholder conversations throughout the day. This is Tweendykes' second Reassessment – they have currently held the LPPA for 6 years.

Evidence was present to show:

- How parental support is delivered across the School taking into account the needs of young people and their families.
- Ideas to show how the School has embedded provision and also developed since receiving the LPPA at the last Reassessment visit. Information was highlighted to show how Tweendykes has developed and continued to deliver an “above and beyond” provision to parents throughout the COVID 19 Pandemic.
- Ongoing communication and developments made in relation to all aspects of contact with parents in line with needs as the lockdowns dictated.
- Information in relation to activities/training/workshops to support parents to enable them support their children's learning, develop their own learning and work together as families with support from external partners as required. Again, these have been modified when face to face

sessions were not possible but as we emerge from the COVID 19 restrictions face to face sessions will recommence as they have in the past.

- Information from the Website showing how parents are provided with information in relation to all aspects of School life including learning, development and enrichment opportunities.
- Regular consultations and very importantly the provision of relevant and timely feedback.
- Evidence of communication strategies to support home school links in various forms including various letters, reports, the informative website and home school contact 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 School provides effective support for parents (as required) on induction into Tweendykes School, 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:**

As the Reassessment day was undertaken virtually the tour was undertaken through video that had been put together as a school "Friends" Video. A full commentary was provided to highlight various areas of the video. Evidence was viewed to show that access to Tweendykes School is well signposted directing visitors to the main reception. The learning environment is echoed consistently across the 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.

Although I did not physically enter the building on this visit it was obvious from the stakeholder conversations that the welcome and support visitors receive either when attending on site or calling the school by telephone or teams is still appreciated. All visitors sign in and relevant safeguarding procedures are adhered to.

**Commentary on discussions with stakeholders:**

**Staff** – Parental engagement is “everything” to the staff at Tweendykes. Communication with parents is viewed as a key role by staff and information sharing happens through many forms including e-mails, newsletters, text messages and also through home school books as well as face to face when they are on site. The open door policy continues in operation and the activities programme to support parents to be involved in their children’s learning and development as well as being able to take part in celebrations and performances. The advocacy support provided in partnership with external agencies is appreciated by parents who will now engage with services that they would not in the past. The pastoral provision throughout the School continues to work in partnership with teaching, learning and development to support families holistically. Getting parents back on site is still a work in process due to the needs of families. Lots of information was shared about transitions throughout the site at Tweendykes with particular families highlighted as case studies. It was apparent that relationships with parents and staff commence as early as possible – families are with the school as their children access the provision from 3-19 years! Staff approach has meant that the relationship building has enhanced parental and family confidence in the school for any contact.

The programme of events at Tweendykes will continue to be driven by the needs of parents and listening to them to raise and improve engagement.

**Pupils** - Parents attend school for various events and celebrations. They attend to meet staff and come into assemblies. They get lots of information from school including letters the information that they get on progress makes their parents happy.

Pupils thought the parents would describe the school as:  
“helpful and good.”

**Parents** – are privileged to be part of the school community and Tweendykes. If there are activities to attend then parents are invited in and take part both in and out of school hours. They get an excellent overview of every day school life. Although these parents were different ones to those spoken to at the last Reassessment Visit the message remains the same. There is a partnership of which they are a huge part! 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 Marvellous Me, home school books, telephone etc. Information is still shared on a regular basis and when questions are raised they are answered in a timely manner. The information they have received may have changed in its media e.g. some has now been virtual but the content is still valued immensely. Links with external agencies where necessary were again described positively and parents were supported by the School to access these agencies with advocacy provision in line with needs. Parents used words including “incredible and good” to describe their school.

**Governors** - are provided with information on a regular basis and routinely monitor the schools progress through the school improvement and development planning process. Governors are known to parents and relevant information sharing mechanisms are in place. They are also invited to attend various events, celebrations and meetings across the School giving them a presence and views of the holistic development of pupils as well as needs of families at Tweendykes.

**Strengths identified during reassessment:**

- 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 continually evolving range of information and communication provision for parents and the School to engage in mutually beneficial conversations in relation to pupil learning and holistic development.
- The way in which enrichment opportunities for parents and families to support their children's learning and develop their own learning have continued through relevant media and how have started to come back into the School.
- Transitions on the whole into the School, 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 School 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 School life.
- Monitoring, evaluation and feedback is recognised as fundamental to meaningful development across Tweedykes and has become further embedded into every day practice and the school improvement and development planning processes.

In terms of developments since the last Reassessment Visit practice has been developed in terms of general parental engagement. The website and communication systems have been developed and the coffee morning is now happening to further meet the needs of parents with external agencies involved as necessary.

#### **Impact:**

- More parental involvement generally – more parents are coming into school – this is seen via the evaluation forms.
- More parents are completing evaluation forms.
- School events e.g. school disco and sports day have a greater attendance.
- All staff understand the importance of parental engagement and it has become an integral part of the culture at Tweedykes School.
- Increased attendance at training events for parents – again this is borne out through the evaluations.
- Tweedykes has a balanced and considered approach to developing parental engagement and will use a wider range of indicators to inform decisions through more careful analysis of parental feedback or non-feedback or engagement.
- Parents receive regular and informative information regarding all aspects of their son/daughters progress, behaviour and wellbeing at school.
- The whole process of LPPA continues to enable leaders and staff to be more aware of the importance of parental engagement.



- An understanding at all levels that there is a clear need for bespoke parent partnerships based on need rather than a one size fits all approach.
- Parent voice has been empowered.

**Areas for development:**

- Continue to meet the individual needs of parents on a case by case basis with the individual student at the centre of everything that Tweendykes does. Sustain and continue in line with need.
- Continue to gather views from parents on flexibility of parent events.
- How can we improve – continue to evaluate – feedback and specific comments.
- Develop a consistent social media presence – look to develop the range of media used taking into account parental views and also relevant safeguarding protocols.

**Verifier recommendation:**

That Tweendykes School and Sixth Form is re-awarded the Leading Parent Partnership Award for a further period of three years.

**Principal's comments:**

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