



Leading Parent Partnership Award (LPPA)

Reassessment Report

School name:	Newfield School
School address and postcode:	Old Bank Lane, Blackburn BB1 2PW
School telephone:	01254 588600
School website:	www.newfield.org.uk
Head teacher:	Rik Robinson
Award coordinator:	Jenny Riley
Award verifier:	Maureen Nash
Date of reassessment:	1 st November 2019

Commentary on the mini-portfolio of evidence:

Newfield is the only special school in the Local Authority and the school community serves the entire borough of Blackburn with Darwen, along with some children coming from neighbouring Lancashire. A new School for Autism has been developed at Newfield as specialist provision for pupils and their families. Arrangements for the Reassessment visit had been carefully prepared and a wide range of evidence was presented through a discussion with the head teacher and 3 deputy head teachers including the LPPA coordinator, a tour of the school and meetings with parents, governors, pupils and staff. The comprehensive portfolio and website, along with a written summary providing an overview of the evidence for each objective, provided a thorough range of evidence to clearly show how the school is still meeting the Objectives and Key Performance Indicators of the LPPA.

In particular there is strong evidence to show that:

Provision for parents with an ethos of supporting and involving parents continues to be embedded in school practice both in strategic planning and practice.

Newfield has clear evidence on how the school has successfully developed since the previous reassessment and how activities and resources will continue to develop.

The commitment and recognition of the importance and impact of parental involvement is clearly demonstrated.

The school has a wide range of strategies to help parents support their child's learning and to support the whole family, adapting to the very individual needs of parents and their child.

Communication supports home school links in various forms including home-school diaries, very high quality website, clear accessible written information and Evidence for Learning. Personal communication remains a priority.

Commentary on the tour of the school:

The school was welcoming and the personal welcome provided by the office staff was reflected during the tour of the school, with all staff and pupils greeting the verifier in a friendly, welcoming manner.

The foyer provides a calm, bright, welcoming entrance to the interior of Newfield.

Safeguarding procedures are very evident, for example with an electronic signing in system, controlled access from the foyer and to all areas of the building and a designated, separate entrance to the School for Autism. On arrival at the school, a member of staff was seen greeting a parent and pupil in a friendly manner, listening to the parent, showing interest in their news and telling them how this would be shared with classmates in school – a thoughtful welcome.

Within the school building, the environment is light and modern. Very attractive displays scaffold and celebrate learning and a reflection of the school values is particularly evident in the central area with its beautiful special tree and there is a calm, well-ordered atmosphere. The School for Autism has a particularly low distraction environment.

Medical professionals have a base within the school, providing easily accessible support for pupils and their families which promotes attendance and also close relationships between families, school and health professionals. There is a designated waiting area for parents with comfortable seating and access to useful information.

Commentary on discussions with stakeholders:

Governors have a strategic overview of parental involvement and parents and governors are extremely supportive of the school and the way it works with families. They cite a long list of strengths including the information they receive and the communication between school and home. Parents see the staff commitment as going above and beyond to support the needs of their children and they very much value the expertise and dedication of staff, 'They really care' (parent). Parents value the on-going support from school in 'challenging times' and very much value the progress their children are making and the provision school offers, 'His communication is hitting the roof'. All expressed confidence in the school, 'We feel honoured to have this'.

Staff with different roles in school explained their own contributions to promoting home-school partnership and how they value the importance of this partnership in supporting children's learning and well-being. They value the school's individualised induction procedures and also that school staff meet the individual needs of children and their families. They value that improved communication has increased parental engagement through, for example, the new Evidence for Learning strategy and staff consider that pupils benefit from a consistent approach between home and school.

Pupils were able to share information on a range of events for parents said that parents are pleased to come into school. They showed understanding of why parents want to be involved and that they are happy to see their parents in school because this, 'Lets them be part of our school life' (pupil).

Strengths identified during reassessment:

Newfield very much promotes a strong ethos for involving parents in the life of the school to support pupils' learning and well-being. The school has ensured that parental involvement is embedded and sustainable within school through having parental involvement within a key strategic priority of the school development plan. The staffing structure includes three deputy heads who are all the Lead for Parental Involvement as part of their responsibilities for Primary and Secondary phases and the School for Autism. This provides a proactive approach to ensure parents are supported, engaged and involved in their child's education and the life of the school.

The learning environment at Newfield is very thoughtfully designed and utilised, with a wide range of facilities to support the pupils. The new School for Autism facilitates provision to meet the needs of pupils with autism in a thoughtfully designed, purpose built extension to Newfield School.

Parents are well informed of their child's learning and progress through for example regular home – school diaries which were very much valued by parents, Evidence for Learning, individual personal contact, parents evenings, individual meetings and annual reviews. General curriculum information is provided, for example through termly class newsletters, opportunities to celebrate learning and the website.

There is a range of opportunities to engage parents with school and their own and their child's learning. These include Sleep Solutions, Cygnet Training and Riding the Rapids. Many workshops focus on supporting children and a lot of support is provided on an individual basis in order to meet the individual needs of the children. Parents can celebrate and share learning, for example performances, assemblies and an art exhibition and there is a programme of events on the website.

Newfield positively reaches out to parents. Communication with parents has been extended and improved, particularly through the new thoughtfully designed website which provides accessible general information for parents and also through the well-established communication systems such as Parentmail. Personal contact through home visits, face to face conversations and phone calls, along with opportunities to meet staff at school events remains a priority. This very much encourages continuity between home and school and parents value this, 'They are an approachable bunch' (parent).

Parents and staff value that the individual needs of children and families are met. All parents met during the verification stated their huge appreciation of the positive attitude and support that their child and whole family had from school, 'They know my child inside out' (parent) and 'All staff know our children and families well and parents are confident in that' (staff).

There is a very thoughtfully developed system of induction into the school for children and their families. Induction is bespoke and flexible in order to meet the very individual needs of children and their families. Transition within school was praised by a parent, 'When he moved class, a member of staff moved with him to help him feel secure' and school ensures pupils and families are well prepared for transition on leaving the school.

Families have access to a range of professional medical help on-site. On-site school nurses work closely with school and there are regular clinics that are accessed in school, facilitating close partnerships. This provision facilitates school having an input into meetings and support for attendance.

Impact:

LPPA has provided a vehicle to continue to audit, celebrate and further develop the excellent practice that is already in place.

Areas for development:

To further develop Evidence for Learning to promote 2 way communications between home and school.

To promote peer support for parents through a PTFA/volunteer scheme

To continue to embed and develop the excellent practice in parental involvement at Newfield School

Verifier recommendation:

That Newfield School has been successfully reassessed for the LPPA for a period of three years.

Head teacher comments:

I am delighted with this report which celebrates our partnership with parents and carers. I am very proud that the work of children, staff, professionals and families has been recognised by the LPPA assessor, Maureen Nash, once again.

The Newfield family is absolutely thrilled to receive this accolade.

I would like to personally thank Maureen for visiting school and producing such a positive report.

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