



Leading Parent Partnership Award (LPPA) Reassessment Report

School name:	Broadfield Specialist School
School address and postcode:	Fielding Lane Oswaldtwistle Accrington BB5 3BE
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School website:	broadfield.lancs.sch.uk
Head teacher:	Angela Wade
Award coordinator:	Beverly Bury
Award verifier:	Kathryn Kirby
Date of reassessment:	8 th June 2022

Commentary on the mini-portfolio of evidence:

The LPPA co-ordinator provided a comprehensive portfolio of evidence to show how the school have maintained and developed parent partnership since the last re-accreditation including: -

Continuity of approach to parent partnership, Beverly the co-ordinator took over the role of Parent Liaison full time in January 2022, after having worked in the role part time for a number of years. Beverly is working closely with the Bi lingual Support worker to provide support for families to meet their individual needs.

The school is due to move to Hameldon in September, a new building which has much more space and purpose built facilities to enhance provision for students and families.

The whole school community are aware of the importance of parent partnership and how this work benefits the students at the school. The school have strong links with local partners and agencies and staff often act as advocates for parents to assist them to access support from services.

The school share good practice on parent partnership with other schools via the LPPA Cluster Group, which is now very well established.

The school continue to have excellent communication with parents. Facebook is increasingly popular and a very effective way to share the success of the school and students.

Parent partnership is embedded into school systems, policies and procedures. The Attendance Leaflet for parents is an excellent example of how crucial information is shared with parents enabling



them to understand why this issue is so important and how school can support them if they are struggling with their child's attendance.

The Friends of Broadfield is very active in fundraising for the school and have provided practical support for parents with specific needs identified by the school staff.

Prior to the pandemic the school had a varied programme of learning for parents tailored to meet their needs. This work has now re-started and the school will be able to plan a comprehensive programme of events for parents, making use of the space and facilities, when they move to the new school.

All events with parents e.g. online learning, Student Achievement days, communication systems are evaluated, parents views summarised and shared with the school community, any actions needed are planned and implemented. Parents responses are very positive, parents find meetings with staff valuable and feel well informed about their children's progress and development and school life.

During covid, the school was open for children of key workers and online learning was provided for students learning from home. Parents were consulted about their needs for devices and laptops and iPads provided for students to enable them to access online learning. The staff were in touch with parents throughout the pandemic, provided support with home learning, practical support with food vouchers and food parcels, the school continue to host a food bank which can be used by the whole school community. The school created virtual events e.g. Broadfield will Rock You, an virtual tour of the school for induction, virtual Student Achievement days and Review Meetings by Teams or telephone.

Individual induction and transition plans are developed for each student and the school was able to offer an in person summer school for children joining in September 2022, introducing families to the school and sharing the ethos and values.

Families are fully involved in their child's transition to Broadfield College, local FE colleges and specialised provision when their children leave the school.

The school tracks leavers and started an Alumni programme in July 2021 to celebrate students' achievements, this will develop as the years go by enabling current and future students and families to see the range of destinations of previous students and maybe widen their horizons and develop aspirations.

Commentary on the tour of the school:

It was very evident in the tour of the school that Broadfield School is in need of more space. Whilst they make the best use they can of the current building many of the rooms including the Headteacher's office are multi-purpose. The hall which is used for dinners, PE, school performances and lessons, also serves as an access route to other areas of the school which can be disruptive and it is not big enough to accommodate the whole school population for assemblies and celebrations. The school motto 'we belong, we believe, we enjoy and achieve' is painted on the entrance wall using words, signs and symbols and displayed in classrooms, throughout the school and on school documents. There is a parent notice board in the entrance which is regularly updated, lovely photographs of students engaged in learning activities, a staff photo board and safeguarding information as well as displays of awards and trophies. The school is well signed both outside and inside, all doors are labelled with words and symbols. There is an attendance board in the hall, the school motto and interesting art work displayed in the corridors. Each classroom has a House Team board showing house points, photos of the students, a British Values board, feelings check in board and visual timetable.

The school offer a programme of afterschool clubs, Saturday Club and holiday clubs to support students and families.

The outdoor space is also used for students to self-regulate, out door learning e.g Earth Learning and physical activities.

Broadfield College is housed in a more modern building. There is a varied curriculum, which includes Equine Facilitated Learning, the emphasis is on building independence and developing life skills, Bella the school therapy dog spends time in the college and the school. Students make high quality art works and cards which are sold to parents.

A tour of the school enables a visitor to see the potential the school has to offer to students and families with improved facilities and more space when they move to Hameldon.

Commentary on discussions with stakeholders:

Governors

All governors see parent partnership as a vital part of school, the school has an open-door policy and is very welcoming to parents and carers. Governors attend events, come into school and get to know parents, staff and students. Governors feel that the systems are in place to listen to parents, understand their needs and support parents in the most appropriate way. Staff know families very well they build positive relationships with parents and build parents' confidence which then means parents feel listened to and valued. Staff often act as advocates for parents and mediate between family members. Parents have been given the opportunity to state their learning needs and a tailor-made programme developed to meet these needs. Cultural visits have enabled parents to widen their horizons, make friends and share experiences.

The governors are looking forward to the move to Hameldon and the opportunities it will bring for students and their families.

Staff

Staff are encouraged to develop their skills and supported by SLT to apply for promotion opportunities in school. Parents are also interested in working in the school and several parents and former parents are now employed as TA. Several parents have gained qualifications and moved from level one to level 3 posts. Staff emphasised the importance of getting to know parents and building constructive working relationships with parents, which helps when they need to make difficult phone calls regarding attendance, welfare or safeguarding. Staff support parents at a range of meetings, refer parents to services, enable them to access services and identify what will work best at home and at school. To facilitate this work staff have good links with external agencies, act a parent advocates and support parents practically e.g. via the food bank.

Extended services provision and residentials for students are beneficial for the whole family. Through accessing a residential for their child and seeing how successful this was a family then planned a holiday to the same place. Staff have been able to share tips with parents about what works with their child at school e.g. how to encourage a child to eat a wider diet, this can have a positive effect on family life.

Staff working with children with complex need communicate daily with parents via home school diaries and speak to those parents who bring their children to school each day. The Bi lingual TA knows all the parents with language needs, interprets for them and translates important information. Systems within school enable staff to share information with each other and make plans to meet the families' needs. The wide range of staff roles at the school enables the school to work as a team to identify needs and support families with education and home life.

Parents

Parents feel that they are involved with school life and part of the 'Broadfield family'. They said that communication with school is very good, they always have a quick response from staff and feel well informed. Staff are very approachable and parents feel able to ring school certain that they will be listened to and taken seriously. They appreciate the parent app which is easy to use and links to the website. Those parents whose children are nonverbal really value the daily communication via the home school diaries and being able to email teachers.

Parents have attended courses on Makaton and challenging behaviour and found them very useful. They appreciate the holiday provision for their children, feel that staff know each child individually and that the children's medical needs are catered for by staff in a calm way with no fuss or drama. They think that the school is meeting their own needs as well as the needs of their children.

Parents felt that the school coped well with online learning during the pandemic, families were able to borrow devices, communicate virtually and access support from school.

The parents are looking forward to the move, they feel that more space will benefit the children and when the school council visited Hameldon they really liked it and valued the extra space.

Students

Members of the school council in Y7, 10 and 11 spoke to the adviser. These students were well aware of the communication between home and school, they mentioned the website, newsletters and Facebook. Spoke about the role of the school council to make sure all the students have a voice, how the school had reassured concerned parents that the move to Hameldon would benefit the students and how the school supported their parents and carers e.g. during transition to FE. These students liked the school, the staff who they felt understood them and being with children similar to themselves. A student who communicates by signing and using his communication book was accompanied by a member of staff to facilitate communication. The student communicated that his book and signing were good and helped at school and at home, that he liked the school and so did mum and dad. The teacher explained that parents are invited into school for Makaton training and how they use visuals and communication books with their child. Parents can ask for communication books which they can then use at home. Staff model how to use the books, then parents can model how to use the books with their children. This system is also very useful for children to communicate to staff and family if something has upset them, enabling solutions to be reached.

Strengths identified during reassessment:

- The school has developed very strong parent partnerships over the years, they offer holistic support to meet the needs of students, parents and families.
- There are specialist staff dedicated to working with parents e.g. Parent Liaison, Bi-lingual Support, Safeguarding in addition to the teachers and TAs.
- Parent partnership is embedded into school systems, policies and procedures e.g. LPPA is included in the School Improvement Plan, Parent Liaison attends weekly key stage staff meetings to share and gather information on parent partnership, CPOMS is used to share information with staff on incidents and home school communication, all events and activities with parents are evaluated, parent feedback is gathered, analysed and actions taken as appropriate.
- Parents and carers are included in the key priority of cultural capital, the school organises parent visits to local places of interest facilitating parents to broaden their horizons, develop friendships with each other and build and maintain positive relationships with staff
- Parent workshops meet the needs of parents e.g. Makaton training and training on Handling Challenging Behaviour.

- The school organises a wide range of after school clubs, Saturday clubs and holiday clubs which provide new experiences for students and respite for parents and families.
- The school supported parents and families throughout the pandemic, providing comprehensive online learning, information packs, in-school learning for children of key workers, support during illness with mental health issues arising from isolation and practical support via the food bank.
- Regular contact with parents was maintained via direct mobile contact, home visits, weekly SLT videos, telephone calls and virtual meetings.
- Parents were given step by step guidance on how to use Teams, provided with lap tops as needed, annual reviews and achievement meetings were offered by phone or teams. Families and staff particularly enjoyed the virtual choir sessions.
- The school made a virtual tour for new students and families and posted induction packs to parents.
- Parents are fully involved with their children's transition to post 16 options in FE or Broadfield College.
- The parents have been kept informed of the plans to move to Hameldon, parents have been able to discuss any concerns with school and learn how the move will enrich their children's learning and development.

Impact:

- The LPPA helps the school to work in partnership with parents and carers, increases parent partnership in school life and leads to improvement in pupil progress, punctuality, attendance and behaviour.
- The LPPA ensures that support for parents and families is a high priority and results in the school focussing on really productive home school links
- The LPPA cluster group meetings with other SEN schools enables sharing of good practice in parent partnership, raising the profile of parent partnership and facilitating a consistent approach

Areas for development:

- To ensure that links with families are prioritised during the transition to Hameldon
- To re-establish and develop parent workshops, events and joint activities using the facilities available at Hameldon
- To ensure that new staff have the opportunity to learn about the LPPA and develop skills and strategies for working in partnership with parents as part of their induction process
- To expand the LPPA cluster group to include schools in the Burnley area

Verifier recommendation:



That Broadfield Specialist School be awarded the Leading Parent Partnership Award for a further three years

Head teacher comments:

I am particularly delighted with the comments included in this LPPA report. Due to the recent pandemic, it has made it even more difficult to sustain, build and further enhance the relationship between school and our parent/carers. Even in these difficult times Broadfield staff team worked tirelessly to continue to provide education and nurture to our remarkable young people and their families.

Now Broadfield school is relocating and expanding and it is the utmost importance to myself and my staff team that our parents/carers feel part of our journey.

Finally, I would like to thank our parents/carers for their relentlessly support, resilience and dedication to our Broadfield family.

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