



Leading Parent Partnership Award (LPPA)

Reassessment Report

School name:	Camrose Primary School
School address and postcode:	St Davids Drive Edgware Middlesex HA8 6JH
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School website:	Camrose Primary School - Home
Head teacher:	Sharon Crick
Award coordinator:	Neena Patel
Award verifier:	Andrea Wilkinson-Quinn
Date of reassessment:	20 th October 2023

Commentary on the mini-portfolio of evidence:

The well-organised portfolio contained a range of evidence to show how Camrose Primary School continues to meet the Objectives and Key Performance Indicators of the Leading Parent Partnership Award. This is the school's second reassessment and they have actually held LPPA since 2016. The evidence was also supported by information from the Head and Co-ordinator at the initial presentation relating to context, changes and overview of parental engagement practices.

Evidence was present to show:

- How parental support is provided across the school taking into account the needs of children and their families.
- Ideas to show how the school has embedded provision and developed since the last reassessment for the LPPA with information highlighting how activities and resources will continue to develop on site.
- Ongoing communication and opportunities to develop parental partnerships 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 where relevant.
- Information from the website as well as within the portfolio (to enhance what was viewed on the tour) showing how parents are provided with information in relation to all aspects of school 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.
- Evidence of communication strategies to support home school links in various forms including various letters, reports, the informative website and home school liaison.
- All documentation provided for parents is written in a clear and accessible way taking into account relevant parental requirements parental reading/literacy skills.
- Camrose provides effective support for parents (as required) on induction into the setting, transitions throughout and on to the next provision or progression. Relevant advice and guidance are consistently provided to enable parents and families to still be part of their child or children's journey.
- Links with external agencies and community provision to provide holistic support to pupils and their families happens as and when required, in relation to their changing needs, taking into account changes in funding and community provision.
- Monitoring and evaluation throughout the award process that will continue to be utilised to show impact of parental engagement in relation to children's attendance, learning, development and progress.

Commentary on the tour of the school

The tour was viewed by Microsoft teams using photographs. The information showed access to the site and the welcoming environment on offer at the school. Speaking to stakeholder groups at the Reassessment Visit enhanced this evidence.

Commentary on discussions with stakeholders:

Pupil consultations were provided through a Microsoft teams session. They were able to share the numerous ways that school communicates with their parents both electronically and face to face. We talked about how school supported parents to help them and how they felt to ask the school any questions including how welcome they felt. Pupils also shared information around celebrations and how they could share their achievements with them both in and out of school.

When asked for a word as to how their parents would describe their school the pupils said: "Welcome, caring, helpful, magnificent, exquisite and 5-star review." They also mentioned that their parents felt the school protected them.

Staff There is never any complacency with all staff striving to engage parents in learning and development of their children. Advocacy is also provided by staff for parents when the need arises in relation to relevant needs and vulnerabilities especially in relation to EAL support.

Communication is key and happens through many ways including face to face and electronically – the staff respond to parental need to help and support them to be part of their children's education and learning and journey. The staff work together to ensure that parents and families are included in daily school life from safeguarding to workshops. Consultation happens consistently across the school to find out views of parents and these are acted upon in a timely manner.

In a school with a transient population, it is always at the forefront of staff practice that they are constantly moving in line with parental needs including culture. Working in partnership with external services continues to be part of practice at the school.

Staff described their feelings about parental engagement at Camrose as: "Essential, positive, connection, community and safe."

Governors recognise the need to support parents and families as part of a whole school improvement and development planning process and this is embedded this into their practice throughout the school. Information was shared and evidenced in the portfolio and verbally to show the commitment of staff to supporting parents holistically. Communication with parents is viewed as a key role by staff and Governors at Camrose Primary and information sharing takes place through various media to enable them to support and challenge practice. Activities that involve parents in learning have become part of provision across the school to enable effective learning and develop strategies to be shared with parents. These will continue to develop and evolve in line with parental feedback, changing needs and also signposting on to external provision where required. Home school communication is also consistent across the school through various media and relevant to need. Information is shared on a regular basis providing relevant detail to enable the Governing Body to ask questions in relation to both curriculum, safeguarding/safety and pastoral areas of provision. The sharing of the school improvement plan and the development planning process allows governors to see the robust processes put into practice.

Parents shared their experiences as to how they felt listened to by the school and that all queries were dealt with effectively and efficiently with relevant feedback provided by staff. There was never any judgement – just help. In relation to communication everyone spoken to felt that their needs were being met. The workshops, information sessions and activities on offer enable families to support their children’s learning and development as well as to celebrate achievements. There was never an issue with asking questions – all staff were described as “approachable” and “visible” this was definitely a strength of the school. Parents expressed the opinion that there was definitely a family feel at Camrose in that they were all part of the team that provides holistic support. Induction and transition information was shared and parents expressed the opinion that they had been provided with enough information as their respective children came into and moved through the setting. In relation to keeping up to date with progress parents really appreciated the “personalised” nature of the information that was shared. Parents spoken to at the Reassessment Visit were proud that the staff at school took the time to support them with their needs and enabled both them and their children to develop and learn effectively. It was a consensus of opinion that all the support for parents would need to continue in line with needs! When parents were asked to provide one word to describe their children’s school they said: “Safe, resilient, carrying and helpful.”

Strengths identified during reassessment:

Although there have been changes during the time that Camrose has held LPPA in terms of families at the school and their needs they continue to ensure that support is available holistically.

- The continued commitment of ALL staff to work in partnership with parents to support families to achieve positive outcomes holistically continues to evolve in line with needs.
- 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. The range of information and communication provision for parents to engage with the school enables relevant topics to be shared.
- Visits undertaken during the Covid pandemic had enhanced the already excellent relationships built with the school and families.

- A programme of activities to help support parents will aspects of school and home life was on offer pre lockdown. The enhanced communication on offer throughout lockdown still bears the ethos of partnership where parents, staff and support agencies work together and the whole child and family are taken into account when developing individualised provision - face to face sessions to support learning and development (including celebrations) are the preferred method of delivery at Camrose and these continue to happen following consultation with parents.
- Consultation happens across Camrose Primary School on a regular and relevant basis. This again will continue as parents appreciate changes that are made and see the value of their voice and in their contributions to life at the school.

Impact:

- During the time since Camrose Primary School's last reassessment there have obviously been changes of children through the school and therefore families. Information sharing is still a key impact area at the school and this will continue to develop in line with need.
- Recruitment of parent governors – this has now been a process where parent governors are at full complement.
- PEP (Parents Educating Parent) group helps and support has opened up further the lines of communication throughout the parental community. This group is integral to the holistic offer to parents at Camrose Primary School.
- Other school communities accessing courses at Camrose (through partnership with Colleges).

Areas for development:

Camrose Primary School will continue to work with parents to develop in line with needs. The PEP group is evolving and along with whole school staff play a huge part in the development of parental engagement across the school. The parental portal has been a development area that will continue to move in line with needs and the whole school population as it changes.

Verifier recommendation:

That Camrose Primary School is re-awarded the Leading Parent Partnership Award for a further period of three years.

Head teacher comments:

We are extremely proud to have obtained the LPP Award for a third time. As a school, we recognise the importance of having a strong relationship with parents and the benefits gained from this for the pupils, the parents and the school.

This award recognises the work of staff and parents to build and develop these effective relationships; the impact of which has benefitted the entire school community.

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