



# Leading Parent Partnership Award (LPPA)

## Reassessment Report

<b>School name:</b>	Camrose Primary School with Nursery
<b>School address and postcode:</b>	St. David's Drive Edgware HA8 65H
<b>School telephone:</b>	02089523272
<b>School website:</b>	office@harrow.sch.uk
<b>Head teacher:</b>	Mrs. Sharon Crick
<b>Award coordinator:</b>	Mrs. Neena Patel
<b>Award verifier:</b>	Jeanne Le Bars
<b>Date of reassessment:</b>	5th September 2019

### Commentary on the mini-portfolio of evidence:

Mrs. Patel has prepared a detailed portfolio of evidence which provides clear evidence that the school has continued to develop its strong parent partnership practice since the last verification in 2016.

#### Objectives 1 & 2.

The well-structured working group reflects the staff commitment to the LPPA process, and the development of the LPPA communicated to the whole school.

A good, annotated action plan is evidenced, and the school's development plan has the LPPA and parent partnership as a key focus.

#### Objective 3.

See Tour of the School.

The school's reception arrangements have been enhanced and it is a bright welcoming space with photographs of staff, governors, and a prominent display of the school's vision. In addition, there is comfortable seating, professional, welcoming reception staff and a signing in book.

The portfolio illustrates the school's effective home school communication strategies and practice, both general and one to one with parents. Emails, the Camrose App, newsletters, letters and postcards home, a good website are all in place. Camrose has an open-door policy.

Good guidance for staff re parent partnership is in the staff handbook and evidenced.

**Objective 4.**

The school has continued to develop its programme of workshops and introduced, at the suggestion of a parent, a 10 week 'Nurturing' programme which was oversubscribed. The workshops at both key stages support parents, both to support their own learning and to support their children's learning. The workshops include 'Early Years Expectations, ESOL, Phonics, Maths, E Safety 'Games' and SRE. Parents are also encouraged to accompany the children on external educational visits, and the portfolio contains positive feedback and appreciation from parents following these visits. Evaluations throughout the portfolio are evidenced, together with analysis and feedback.

**Objective 5.**

Induction at Camrose is well evidenced, thorough and sensitive. Home visits, a programme of 'Expectation' workshops, staggered entry and excellent information are all in place. The Headteacher's welcome in the prospectus includes partnership with parents.

**Objective 6.**

As per objective 4 Camrose continues to provide a wealth of information vis a vis the curriculum and the children's learning. Curriculum maps are in place, including highly detailed breakdown of the KS1 curriculum. The portfolio shows effective home school links re the child's learning and interests at home including parents' feedback on the 'Wow' moments at home. The school has initiated 'Achievement for All' which has been very well received by parents. Again, thorough evaluations are evidenced.

**Objective 7.**

All Policies are in place, translated, and on the website. The parent partnership policy has been updated in conjunction with parents.

Attendance and punctuality continued to be very good, and stable at 96%.

Volunteers are well supported and welcomed by the school. The PEP parents are highly active, and all volunteers receive a paid for DBS. British Values are reflected in the school's ethos and practice.

**Objective 8.**

Again, the portfolio illustrates good practice. Transition to secondary schools is well supported with information, letters home prompting parents to complete forms, if necessary, and extensive support given by the SENCO and Mentor to pupils with special needs. Casual exits are well organized and structured.

**Objective 9.**

Thoroughly addressed and clear next steps for development identified.

**Commentary on the tour of the school:**

The school site is immaculately maintained. The environment is superb, classrooms are well furnished, corridors clear of clutter as the Head has devised and purchased a 'box system for the children to store their belongings.

Although only two days into the academic year displays throughout are of a gold standard in all classrooms. There is no feeling of a 'cold start' to the term, every class was bright and vibrant.

The playground has been enhanced with an imaginative exercise trail' enabling the children to do hop, skip, jump, stretch, play netball, and football. Though football clearly had taken a very low profile as the children enjoyed the trail.

There is an excellent computer suite and well-equipped library.

### Commentary on discussions with stakeholders:

#### Staff.

Camrose has a strong and stable staff. In conversation it was clear that they are totally committed to a strong partnership with parents. Every effort is made in the early years to effectively initiate that partnership, and to encourage parents to see themselves as real partners. Staff and governors are pleased that the 'Parents Educating Parents' is working so well and confident that their support is strengthening the partnership ethos at Camrose.

#### The Pupils

It was very nice to meet members of the school council. The children explained that their parents can come into school and help with a variety of things, including the summer fair. Parents and the children really like the class assemblies as they can share what they are learning and doing at school. The children told the verifier that their Mums find the 'Camrose App' very useful, "It gives them lots of information". They also like it when their parents come for workshops to learn about their learning. In discussion about reading it is clear that the children enjoy reading, and particularly like JK Rowling, and David Walliams' books.

#### Parents.

It was a pleasure to meet the 'Parents Educating Parents' (PEP) group. They are actively committed to the school and act as an effective conduit between home and school. They praised the excellent home school communication at Camrose. "The school supports you," "The school gave me security, safety, and support for me and my children". The PEP parents explained how the school has encouraged them to develop their own skills, with one parent now working in a pharmacy, and others considering becoming a TA. They explained how as a group they support other parents, particularly those parents who arrive with linguistic needs. They can also explain systems to new parents and encourage them to join in the many workshops and activities provided by the school. The parents are particularly proud, and rightly so, of their initiative to help parents' access after school care. Having identified the need for after school care they researched provision opportunities locally, found a provider, and arranged for the children to be safely transferred after school. Effective partnership, brilliantly in action.

**Strengths identified during reassessment:**

In addition to all the above Camrose was praised by Ofsted in the 2018 Inspection as a school in which "Parents are very well supported by the school and there us a deep culture of trust between home and school". This was also endorsed throughout the LPPA reassessment.

The PEP initiative is a great success ready for further development.

The Early Years have recently received the ' Early Years Quality Mark' and the excellent practice was clear throughout the reassessment. A particular strength are the 'Expectations ' workshops for Nursery and Reception children, providing excellent guidance for parents as to how they can help their children to be ready for school.

The school has developed an excellent and effective 'post it note system for feedback following parents 'evenings.

The development of workshops and the introduction of the workshop programme are key strengths. Workshops are also supported by excellent written guidance for parents. This together with the development of links with Harrow Early Years Support and the Chandos Centre provides considerable support for parents.

When needed Camrose provides excellent EAL support, and the school has well embedded systems for translation of key documents and information.

A strong and stable staff, effectively supported by Neena Patel, EAL Leader, are committed to working with parents and the community.

**Impact:****Areas for development:**

As agreed,

To further develop the PEP initiative.



To support transition to secondary school with workshops to explain secondary systems and structures.

**Verifier recommendation:**

That Camrose Nursery and Primary School Receives the Leading Parent Partnership Award for a further three years.

**Head teacher comments:**

The entire process of achieving the LPPA has again highlighted our achievements and helped focus our strategic vision for further improvements. We are proud of the partnership we have developed with our parents and recognise the continued hard work of our staff.

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