



Leading Parent Partnership Award (LPPA)

Reassessment Report

School name:	Brookside Primary
School address and postcode:	Perth Avenue, Hayes, Middlesex, UB4 9LW
School telephone:	020 8845 6634
School website:	www.brooksideprimarysch.co.uk/
Head teacher:	Tishauna McMaster-Isaacs
Award coordinator:	Tishauna McMaster-Isaacs
Award verifier:	Mark Jennett
Date of reassessment:	16 October 2023

Commentary on the mini-portfolio of evidence:

The online portfolio was succinct and supported by additional written evidence – in particular some excellent examples of ongoing evaluation. The Head and her staff are clearly strongly committed to working closely with and supporting parents and the written and oral evidence demonstrated their excellent understanding of the sometimes complex needs of the diverse families they serve in an area of significant deprivation.

Commentary on the tour of the school:

The tour was conducted by several extremely helpful pupils. There are displays of children’s work around the school, signage is good and staff friendly and welcoming. In particular, I saw a number of displays featuring joint activities such as workshops at which children share aspects of their work, stay and read and stay and play sessions and reading and phonics workshops. Displays also featured events in which both pupils and parents were involved including a bake sale and ‘big break’ session to promote wellbeing. The grounds are extensive and attractive and a security camera further ensures children’s safety.

Commentary on discussions with stakeholders:

I met several parents, all of whom were extremely positive about the relationship they enjoy with the school and the support they and their children receive from leaders and staff. They appreciate the workshops and other opportunities to find out about their children's learning. Individual accounts of how they have been supported with advice around managing behaviour and supporting their neurodiverse children were particularly impressive. One parent described how she and her children value the school so much that they travel in from a different borough every day while in temporary housing. Staff also described how they have supported other parents in similar situations by providing remote learning until children are able to join their new school.

Children described the range of sessions they take part in with their parents as well as the reading logs that they take home and a number of different award assemblies and celebration events that their parents attend, in particular the pinning ceremony when parents are involved in acknowledging their children's success.

I spoke at length with one of the two Welfare Officers who described how she and colleagues support parents with signposting to local services, form filling and managing the online IPay system. She also ensures that pupil medical records are kept up to date and reminds parents when additional supplies of medicines are required as well as monitoring usage of aids such as asthma inhalers in order to spot any concerns early. Parents also receive information and advice around diet and the school often provides fruit and yoghurt to pupils in need. A number of staff provide translation assistance (as do a parents and other community members).

Other staff talked about how they encourage particular parents to attend events, arranging phone calls, varying times to suit and providing written information for those who are unable to attend workshops. They described how homework is always given on the same day allowing parents time to contact staff if they need help supporting their children's learning before the work needs to be handed in the following week. Staff have also organised visits to the local library to help and encourage families to register.

Strengths identified during reassessment:

I saw several excellent examples of parent surveys focusing on specific aspects of provision including details of how they are analysed and used to inform provision and practice.

The school involves parents in celebration events rewarding achievement, positive behaviour etc and there are graduation ceremonies for reception and year 6. Parents are also involved in a range of activities celebrating diverse faiths and cultures. They bring food in for family picnic days and contribute to bake sales to raise money – with any leftovers donated to local foodbanks.

The Zippy club supports children with behavioural issues and parents attend award events at the end of the programme. The school also offers 121 workshops with parents and children around self-regulation.

Induction meetings are held for all families in the summer term and they also receive a range of helpful, easy to read material in an attractive folder including information about local services, copies of newsletters, uniform and other requirements and suggestions on how to help their children prepare for starting school.

Curriculum information on the website is attractive and user-friendly and reports are clear and detailed. Parents can also access a range of online materials and webinars to help them support children's learning. One notable aspect of provision is the school's subscription to Giglet – an online literacy resource which enables EAL parents to read with their children in home languages. EAL parents can also access free ESOL classes provided through Rowensbrook Training or Hillingdon adult learning.

Parent volunteers (who receive free school meals) help with reading, displays and trips and come into talk with children from year 1 upwards about careers.

The SENDCo involves parents in writing IEPs and supports with inductions, transitions, appeals etc. Of particular note is the school's involvement in the borough's 'Switch' programme supporting vulnerable children through transition. Last year 15 were supported with 4 receiving additional input over the summer and the first weeks of their move to secondary school.

The Welfare Officer also provides support around attendance including phone calls, 121 meetings and home visits and all parents receive letters informing them about their children's attendance record.

All school clubs are free and the school subsidizes the costs of breakfast club for families in need. The school also offers holiday clubs for children in receipt of pupil premium funding.

DSLs are outside school until 4pm giving children opportunities to play together and parents valuable time to catch up with each other and school staff.

Areas for development:

The school is already looking at providing induction and other information in a range of community languages. They could also consider producing translated summaries of key policy documents.

Staff are also planning to launch monthly coffee mornings for SEN parents. This should provide valuable opportunities for developing support networks and sharing concerns and advice.

Verifier recommendation:

I am delighted to recommend that Brookside Primary be granted the Leading Parent Partnership Award for a further period of three years.



Head teacher comments:

Here at Brookside Primary School, building a solid relationship with key stakeholders is essential in our mission to nurture happy and thoughtful children who strive for excellence every day. We are proud of our provision as a school and commit to maintaining our excellent standards.

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