



Leading Parent Partnership Award (LPPA)

Reassessment Report

School name:	Bush Hill Park Primary School
School address and postcode:	Main Avenue, Bush Hill Park, Enfield EN1 1DS
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School website:	www.bushhillpark.enfield.sch.uk
Head teacher:	Mrs Anna Theodosiou
Award coordinator:	Sophie Smart
Award verifier:	Maureen Nash
Date of reassessment:	18 th January 2021

Commentary on the mini-portfolio of evidence:

The reassessment of the Leading Parent Partnership Award at Bush Hill Park Primary School was carried out through a virtual visit.

The LPPA coordinator facilitated a thoughtfully and beautifully presented comprehensive range of evidence and her careful preparation ensured that the verifier was provided with a full picture of parental involvement in the school. In addition to an informative Reassessment Self Evaluation Form, a clear and detailed electronic portfolio provided evidence prior to the visit. Stakeholder groups, including parents, staff, governors and pupils shared their perceptions through written answers to questions, plus virtual discussions that were held with parent, staff and governor representatives. The school tour was evidenced through two pre-prepared You Tube videos and additional photos on the website. On the day, evidence was presented through a detailed PowerPoint presentation with the head teacher and coordinator using Teams, which clearly showed how parental involvement has further developed since the previous verification. This range of evidence clearly showed 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 and developed in school practice both in strategic planning and practice.

Bush Hill Park 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 individual needs of children and their families. Improved communication supports home school links in various forms, reaching out to parents.

Commentary on the tour of the school:

The school tour showed clear external signage and a new footpath leading to an attractive school entrance. This led to a newly refurbished foyer, offering a warm welcome to parents and visitors. Safeguarding considerations were evident, such as electronic signing in. Individual named staff introduced themselves which promoted a personal approach and welcome. Pupils were actively and happily engaged in learning activities throughout the tour and attractive displays represented different cultures and the vision and values of the school. Evidence showed that a meeting room has been facilitated for meetings and events for parents.

Commentary on discussions with stakeholders:

The Chair of Governors said that governors have a strategic overview of parental involvement and are extremely supportive of the school and the way it works with families, 'The head is totally committed to the school and knows the parents well'. Governors were able to meet parents at school events pre-Covid and a section from governors is included in newsletters. Parent governors bring the insights of parents to governors' meetings and a new Friends group has ambitious plans. A recent parent survey returned very positive responses, with parents appreciative of the work of the school.

Parents expressed that they are supportive of the school and the way it works with families. School makes them feel welcome and that there are different ways of communicating with school, 'There is always someone to listen'. Parents much value how their children love being at Bush Hill Park with different parents commenting, 'I'm grateful as my children looks forward to going into school and they are both doing well with their studies' and 'My child is studying in a safe and fun environment'.

Staff with different roles in school explained how they value the importance of this partnership in supporting children's learning and well-being. They explained details of this partnership working in their own roles showing a whole school approach. All were aware of their role within this and talked knowledgeably about how they support parents, for example through liaising with other professionals, building strong relationships and ensuring there is strong IT and on-line safety support.

Pupils told how their families communicate with school and they were aware of different ways their families had been into school such as productions, assemblies and presentations pre- Covid, 'I'm hoping that things will get better when we do our Year 6 production at the end of the year'. They explained how parents know about their progress and communicate in general.

Strengths identified during reassessment:

Bush Hill Park Primary School has a highly strategic approach to involving parents in their child's learning, development and well-being. The head teacher has driven a whole school approach very much linked to the school's vision, with provision greatly enhanced since her return in 2018.

LPPA has been very much valued as an audit tool as part of a process of continued self-evaluation and reflection.

The school has ensured that parental involvement continues to be sustainable and forward thinking through the broad range of skills and knowledge within the staffing structure. School has invested in their pastoral support for children and their families and the Parent Support Adviser (coordinator) has played a crucial role in this development. The Welfare Officer has developed trusting relationships with parents and the well qualified Computing Lead has established strong IT and on-line safety support. Staff very much talked of working as a team and their commitment to parent partnership.

Parents are aware of their child's learning and progress for example through reports, parent consultations using parents preferred method of communication, year group curriculum information, the website and Individual School Based Plans. Tapestry offers 2 way communications in Early Years. Learning is celebrated for example through Twitter, newsletters, assemblies and performances. There has been a history of events to invite parents into school to share and celebrate learning which are planned to continue as risk assessments allow.

Current systems have been adapted and developed to meet the needs of pupils and families during the Covid-19 pandemic, adapting provision and reaching out to help parents support their child's learning and progress and engage with the school. Improvements in electronic communications started just before Covid provided a solid base to build on. For example, parents can directly email staff, support has been given for remote access and parents have learnt alongside their child through learning platforms. The IT Lead facilitated support such as drop in sessions which offered over 100 hours of technical support, plus tutorials and on-line sessions.

Bush Hill Park is very aware of the barriers that parents could face in engaging with school and their child's learning, for example with many children and their families having English as an Additional Language and/or having recently arrived in the UK at the time of reassessment. Thoughtful strategies to overcome barriers are in place and constantly evolving, both as whole school strategies and those to meet individual needs.

Induction into school in Early Years and for new arrivals during the school year has been thoughtfully developed. ESOL classes are promoted for new arrivals to the UK.

The school is at the centre of community, 'We pride ourselves in being a community school' (head teacher) and this was particularly highlighted during Covid times when families could access a wide range of support offered by school. Examples include regular phone calls, emails and doorstep visits reaching out to families and building on trusted relationships. A Bush Hill Primary foodbank was created during Covid, enhancing the already close links with a local foodbank.



Bush Hill Park is a listening school. School has asked for parents views over a period of time, for example through a parent body set up pre-Covid as a key method of consultations. Recent consultations include a survey on preferred means of communication. There are now 4 governors who are parents and the new Friends group is keen to bring the community together through their informal activities. A new Volunteer Policy and guidance hopes to encourage the safe return of parent volunteers into school.

Effective means of communication to meet the individual needs of parents have been developed in order to reach out the parents. There are electronic means such as the new website and twitter, but personal communication is also a priority. School knows children and their families well in order to meet their individual needs. The staff, including the Welfare Officer and PSA start building relationships as families joins the school and this facilitates meaningful discussions with families.

Impact

The school considers that the impact of LPPA Reassessment is that:

LPPA provides quality assurance from an external body.

We have reflected on our whole school parental involvement. This has been rewarding as we can see how much new practice we have put in place.

Areas for development:

The following areas were agreed between the school and LPPA verifier:

To further promote and demonstrate the school’s effective practice in parental involvement

To further enhance partnership with parents to enable positive outcomes for pupils and their families

To learn from the positive aspects of Covid experiences and continue recognised best practice

Verifier recommendation:

That Bush Hill Park Primary School be re-awarded the Leading Parent Partnership Award for a further period of three years.



Head teacher comments:

The LPPA re-assessment was a very supportive process and a diagnostic tool. This enabled us to reflect and evaluate our current practices and to consider ways to further develop our partnership with parents and families. It was a positive experience that highlighted our strengths and it was very rewarding to see how the efforts of the whole team have such a significant impact on our school community.

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