



Leading Parent Partnership Award (LPPA)

Reassessment Report

School name:	Rosedale Primary
School address and postcode:	Wood End Green Road, Hayes, Middlesex, UB3 2SE
School telephone:	020 8573 7103
School website:	www.rosedaleprimary.co.uk
Head teacher:	Niela Bamber
Award coordinator:	As above
Award verifier:	Mark Jennett
Date of reassessment:	20 October 2023

Commentary on the mini-portfolio of evidence:

Although there were some gaps in the portfolio evidence, the material available on the day and meetings with stakeholders more than made up for this. The school clearly understands the needs of the families it serves. Staff I met were caring, the Head is passionate about working with parents and she enjoys strong support in this from her governors, SENDCo and other members of the Trust team.

Commentary on the tour of the school:

Entrances are clearly marked and reception staff are friendly and welcoming. On arrival it was lovely to meet 6th formers from the next door College greeting children and parents (they also help to run breakfast and after school clubs). There are well curated displays in public areas – including an enormous ‘welcome’ board with photos of many school activities and trips. There is a ‘Zones of Regulation’ display, examples of children’s work, information about the safeguarding team and messages from pupils about their school. One current displays show the work the school is engaged in for BHM.

The hall is an attractive and comfortable space for parent meetings etc. My extremely helpful and knowledgeable tour guides also proudly showed me the displays and posters they have made about ecology and the charities the school supports (voted for by parents and children.)

Commentary on discussions with stakeholders:

Parents praise how the school supports them and their children. They say that staff are easy to contact and that link books and other resources really help them to understand what their children are learning. They appreciate the phonics and other workshops offered. All praised the warm and friendly feel of the school.

Children know about how information is shared with their parents via link books, reading records, reports, meetings etc.

Staff know their families well. Discussions revealed a really strong understanding of how to communicate positively and effectively. Conversations with the head and other staff members about how they have supported individual families - both within the school and in accessing support from the borough's Stronger Families hub and elsewhere - demonstrated a sophisticated knowledge of the resources available as well as an individualised approach that recognises the different needs of parents .

Strengths identified during reassessment:

There is a range of resources and other information provided for parents ranging from workshops on phonics and SATs to sessions on building resilience. Parental feedback from these is very positive.

The school website features comprehensive, easy to read information on curriculum and there is also useful material for parents on how to support their own and their children's mental health. Reports and other information are comprehensive and easy to understand

As well as termly consultations, parents can talk to teachers on Teams or at the beginning and end of the school day. Parents I spoke to confirmed that staff are 'always available' and quick to respond to concerns. Parents who are unable to attend key meetings are followed up.

Staff receive regular CPD inputs to help them in working with parents including sessions on managing difficult conversations and other challenges. Children's medical information etc is clearly and appropriately shared with all staff. The school works closely with the local MH teams, agencies supporting LAC etc

Families attend a range of events including a summer fayre. Cultural diversity is celebrated via displays together with culture and history days. Parents have brought in different foods and shared other aspects of their culture and children showcase their talents at concerts including playing traditional instruments.

Induction arrangements are responsive to parental needs. Parents can meet the SENDCo, school nurse and other key staff at open days and families with SEN children visit individually before starting school. The prospectus is attractive and easy to read and application forms and the home-school agreement are clear. Although most reception pupils will have a 'staggered' start beginning with

shorter days, the school also accommodates working parents by keeping their children for the whole day where needed. Transition information for parents is clear, including comprehensive support for SEND pupils and their families. 'In school' transition processes are also well considered – for example, reception classrooms are reconfigured during the last weeks of summer term so children become familiar with how school will look in year 1. End of year reports for parents include details about pupil's new teachers etc.

The school's breakfast club is affordable and very reasonably priced after school care is available until 5.30. This may be subsidised for Pupil Premium children and has also been provided free for families in crisis. Individual examples demonstrated the school's compassionate approach to families in need including providing support over the holidays.

The school makes good use of parental feedback – for example, by sharing this, along with leaders' responses, via newsletter and other means and discussing it with staff to inform provision.

Staff speak a range of different languages and are happy to support EAL parents.

Parent volunteers support trips, 121 reading etc. Volunteer application processes are clear and well administered. Parents are also actively involved on the school's advisory board and conduct regular school visits, learning walks etc.

The school's award process is of particular note – children receive regular awards for a range of achievements and positive behaviour including those related to the '6 Rs' (for being Respectful, Responsible, Reflective, Resourceful, Rational and Resilient). However, while attendance and punctuality are effectively monitored and families who struggle to attend school every day are compassionately supported, it is not a focus of awards. I found the message implicit in this – you receive awards for going above and beyond - not just for turning up – a very positive one. The enthusiasm demonstrated by the children I met for the awards process indicates that it is effective.

The school also celebrates its pupil's success in external events and competitions – notably, children won 50% of all prizes in a recent Stop Racism poetry competition.

Areas for development:

The school and Trust are already considering a range of improvements including more material in community languages.

Other changes that would further improve provision could include:

Making the MH section on the website easier to find. Many parents may not look for support for their own wellbeing under the 'safeguarding' tab. Consider moving the parent related info to the 'parents, guardians and carers' section.

While they are referenced in the annual survey, it would also be worth conducting specific surveys with new parents about induction processes to ensure that all are receiving the info that they need. This should also help you to obtain feedback from parents who may be less likely to approach staff in person.



Verifier recommendation:

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

Head teacher comments:

Thank you for very much for the report and the support during the verification. As always very useful and informative.

May we use your comment for website/marketing purposes? **Yes**