



Leading Parent Partnership Award (LPPA)

Reassessment Report

School name:	The Brook on The Broadwater
School address and postcode:	Adams Road, N17 6HW
School telephone:	020 8808 7120
School website:	Thebrook.haringey.sch.uk
Head teacher:	Maureen Duncan
Award coordinator:	Felicia Rock/ Sukina Campos
Award verifier:	Malcolm Goddard
Date of reassessment:	14/9/26

Commentary on the mini portfolio of evidence:

A paper-based evidence portfolio was presented by the coordinator evidencing each required KPI and demonstrating key developments since the last assessment. There was clear evidence of listening to parents, responding to their views and changes resulting from consultations with parents and staff over the period since the last verification.

Key pieces of evidence included

- A clear, detailed presentation that addressed why the school had chosen to do the award again, what we do well, and why parent partnership matters for them.
- An objective 9 evaluation setting out strengths, developments and next steps.
- A summary document setting out key achievements and evidence against each of the reassessment KPIs.
- The schools updated Parent and Carer Engagement Policy and the charter setting out what this means for parents – effectively a policy on a page
- The July 26 survey responses showing very high levels of parental satisfaction at the school where the vast majority of parents strongly agreed with the statements.
- The school development plan and SEF both of which conveyed the importance of and focus on parental partnerships
- An in-year transition flow chart for those joining or leaving the school in year.
- The schools “Curriculum, Assessment and Classroom executive summary” clearly setting out Parent/Carer engagement expectations for staff.

Commentary on the tour of the school:

The school share a site and are buildings and facilities are fully integrated with the Willow primary school. Both schools share a reception area and dining facilities, have classrooms on the same corridors and have a range of other shared spaces.

There is a parental engagement noticeboard by the offices parents visit when they come into school containing a range of key information.

There are two meeting rooms on the first floor used for meeting with parents and for training sessions.

Clubs are run in parallel with the Willow school with often the same club but run in two groups for Willow and Brook pupils.

Two additional classrooms in a separate block have been added since the last verification. These can be accessed separately from the main reception allowing close liaison at the beginning and end of the day for the parents of some of the highest needs pupils.

The school site is used by a CIC set up by leaders to provide activities during the school holidays for SEND pupils from the Brook and other local schools.

Commentary on discussions with stakeholders:**Parents**

- recognised the layers of communication that took place between home and school and how this supported them and their children, particularly referencing home school contact books and how leaders including the headteacher were “on the door and know us all.”
- appreciated the way staff supported them and advocated for them focussing on finding solutions to help child and family.
- felt everyone at the school was always prepared to go the extra mile to work with parents and help them to implement approaches and tools at home that worked well at school and vice versa.
- praised the longstanding culture of openness and sense of community and belonging they felt as parents embedded at the school.

Staff

- recognised that communication between home and school flows well and that this effective communication benefits student, teacher and parent. They particularly referenced the way parents were able to be supported by staff who spoke their own languages or came from their own culture which built trust and emotional safety including in meetings with other agencies.
- felt that the whole staff team understood and bought into the importance of working with and supporting parents and how this sense of partnership and community was also supportive of staff.
- appreciated how building strong relationships and trust with parents enabled them to both advocate effectively for parents and hold them to account from a place of care, citing attendance as a good example of where this works well.
- were committed to providing the best experiences possible for pupils and families and saw being a part of the enhanced provision beyond the school day the school offer as part of their shared commitment to their community.

Strengths identified during reassessment:

Communication between home and school continues to be highly effective and valued by both sides. There are a wide range of channels used including a coordinated and thoughtful use of electronic communication including tapestry, daily communication books and regular face to face or phone contact.

School staff continue to provide highly effective support to parents and students in preparing for the transition into the school and when they leave. This support and care extend to post departure for students and families who often remain part of the wider school community.

The school's commitment to effective parental engagement is deeply rooted in the school's ethos and culture and is embraced by the whole staff whilst being mainly driven by the deputy and the FLO who are both passionate and have significant expertise in this aspect of school life. There is a strong and ever developing offer of support and engagement opportunities for parents and families.

Very strong relationships have been built and maintained over time and parents really trust the school. There are many examples of how relationships and trust have been built through the care and support provided by school staff who are always happy to "go the extra mile" to support families. Parents and the wider community recognise how family centred the school continues to be and really value this – they were clear they knew how lucky they are!

The wraparound provision they offer for students and families both during term time and during the holidays is exceptional and an example of best practice. The school leadership recognises how important this is to families and see it as a moral purpose which is embraced by staff at all levels within the school.

Empowering parents and building connection so that they feel an important part of the school community is at the heart of what the school and parents are respected as equal partners and experts in their own children but also challenged and supported from a place of care and mutual respect to do the best for each child.

The Brook as a living community creates an oasis for their children and their families where you will be supported, valued and listened to ensure the best experiences and outcomes for the child during their time at the school. This is something all members of the community are rightly proud of and share a sense of moral purpose to protect.

Impact:

The school and local partners have now set up a CIC to run the wrap around provision for Brook children and many other SEND children both after school and during the holidays. This provision though separate is largely run by Brook staff and uses the school as a base to provide emotional safety. They do it because their families need it but it is an exceptional example of best practice. Parents and staff are very clear about what the school offers and what they can expect. This is set out in the Parent and Carer Engagement policy and enacted consistently every day by the school staff. This means parents build a sense of emotional safety because they know what to expect and school staff build strong relationships so they can "challenge kindly" to support the best interests of children, when necessary, from a place of care.

In response to recognising a need the school have set up a Men's Group to support dads because they recognised few dads were attending their other activities. We discussed how this might evolve over the next year.

There has been a deliberate focus on supporting parents to understand more about the curriculum over the last year both through sharing of information and workshops to help parents with clear

expectations for staff to support parents to understand and be more involved in the learning pupils engage with.

The schools outreach role beyond the school continues helping to improve provision for pupils with SEND beyond their school through providing training for parents beyond the school e.g. Makaton and opening their holiday provision to other SEND pupils from across the borough.

The surveys completed show that parents massively value and trust the school and recognise how the school support the child and the family taking their views into account and always making decisions with the interests of child and family at heart. The vast majority of responses to all the questions was to strongly agree making these among the most positive responses the advisor has seen in well over 200 schools he has completed the award with. The additional comments are glowing and something to be very proud of.

Staff at all levels, but particularly leaders champion their children and families and are strong advocates and allies for them both on a daily basis and at times of crisis. They do literally stand alongside the parent in so many ways and parents and the wider community recognise and celebrate this.

Leaders are reflective and respond to changing needs and wants from their community through listening, engaging and responding to feedback constructively. This means things never stand still for long at The Brook and their formal and informal offer to parents is ever evolving as their parent community grows and changes.

Areas for development:

As discussed during the visit:

1. Governors and Leaders to review and define the role of the Child and Family Liaison to identify clearly where it sits in leadership structure and exactly what the role includes and does not include as the role has evolved and grown over time.
2. Consider the best ways and activities/formats to engage with dads further building a support network for those dads who wish to engage with the school and be part of the network you are trying to create. You may wish to consider sports or working parties to bring male carers and staff together alongside more traditional approaches.
3. Consider inviting governors to conduct a sample of exit interviews with Yr 6 parents as they prepare to leave the school to give governors a qualitative view of parents' experiences of being a SEND parent at the Brook including the support they have received whilst part of the school community.
4. Share newly drafted parent charter with staff to ensure they all understand their role and how this contributes to the whole school offer to parents and families listening to the views of staff before producing a final version to share with parents.
5. In the face of continued budget pressures and increasing need the school focusses efforts on keeping their core offer to pupils and their families strong.

Verifier recommendation:



Leading Parent
Partnership Award

The school receives the Leading Parent Partnerships Award for a further three years

Head teacher comments:

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