



## Leading Parent Partnership Award

### Re-Assessment Report

School	Brook Special Primary School
Address	Broadwaters Inclusive Learning Campus Adams Road London N17 6HW
Telephone: Headteacher	0208 808 7120 Ms. Margaret Sumner
Person responsible for parent partnership	Tom Laverty. Email: thomaslaverty@thebrook.haringey.sch.uk
Date of Re- Assessment Visit	15 <sup>th</sup> November 2013
LPPA Verifier	Jeanne Le Bars

#### Commentary on the Mini-portfolio of Evidence

- Mr Laverty has compiled an excellent mini-portfolio providing clear evidence that the good practice identified at the initial final verification has been maintained and developed.
- Since final verification the school has gone through considerable changes with a move to a new building, amalgamation with another special school, and the sharing of the new site with a mainstream primary school "Willow".
- The portfolio illustrates all these developments and the close involvement of parents, as outlined in the school's re-assessment self-evaluation form.
- A key development in terms of parent partnership and support is the 'FABLE' (Families Addressing Behaviour through Learning and Enjoying') programme. The portfolio contains clear evidence of the considerable work and research being undertaken by Mr. Laverty to further understand and find strategies to address the complexities faced by the young people and their families.
- The FABLE programme fulfils a number of the criteria of the LPPA process namely:  
Training and supporting parents to help parents support their children's learning;  
Training and enrichment opportunities to develop their own learning;  
Actively and effectively promotes attendance at the FABLE workshops, providing support

and understanding in the family home;

Provides parents with relevant and user-friendly guidance and information to help them support their children's learning.

- The nature of the work at the Brook means that so much of the support and guidance given to parents on a partnership basis is both informative and enriching, and this is well illustrated in the portfolio. Workshops provide support, information and skills to help parents address a range of health issues to ease the lives of both parent and child, including workshop on behaviour entitled "Why Do They Keep Doing That".
- Coffee mornings, workshops, annual reviews, open door policy and the 'Home- School' book facilitate ongoing dialogue between home and school.
- Induction and Transition are clearly addressed with full information and support.
- The portfolio also makes clear that the Brook has clear evaluative processes in place, and that parents are continually consulted and their views evaluated and actions taken if necessary. Parents were fully consulted on the amalgamation and development of the new school.

### **Commentary on the tour of the school**

- The new building has been completed following a wealth of research by the Head Teacher who visited schools in Europe, Scandinavia and America to see examples of good practice. The result is a building and site which is impressive, sensitively providing an environment which is calm, easy on the eye, and enables easy movement from special to mainstream school on this combined site.
- The school grounds are landscaped and when fully developed will provide a wealth of educational opportunities for both special and mainstream schools. Already children from both schools are able to mingle at playtime.
- Displays in all the corridors are a mixture of mainstream and special and are of a very high order.
- The hydrotherapy pool and the sensory room are state of the art and the colours sensitively chosen to enhance the child's experience.
- Music is very, very important at the Brook, and the school is impressively equipped with a range of instruments and technology.
- The reception area is impressive, with comfortable seating and, in time will have photographs and information for parents. Reception staff are very welcoming and professional.

### **Commentary on discussions with staff, governors, parents and pupils/students**

- **Meeting with Parents.**
- Parents are very pleased with the amalgamation of the two special schools and the addition of the mainstream Willow school on the same site. They are convinced that the children of both Willow and the Brook benefit by working alongside each other, and as parents they feel their own experience is enhanced.
- The parents stressed the value and importance of the 'Home-School Book'. The book provides an opportunity for a continuing dialogue, and is an important record of the child's day. They feel supported and really appreciate the open door ethos of the school. "Ease of communication is at the heart of the effective partnership between home and school".
- As their children have a range of complex needs parents explained that the school really helps them by enabling them to share their professional skills and expertise, for example in addressing what are often difficult issues such as toileting.

- It was clear in conversation that the parents really appreciate and value all that the school has to offer. A parent, whose son has autism, who could not attend the meeting, though her husband did, wrote about her experience of the Brook.  
*"The teachers and support staff have been very professional and caring, they are hands on and approachable. D is settled and very happy. He has grown from strength to strength, both emotionally and verbally. He is more confident, articulate and engaging..... The daily books and parents' evenings have been invaluable in giving us a fuller picture of D's school day and allow a 360% system of support for D, where strategies to help him learn and access curriculum and cope with life have been worked out between us and the teachers. By working together, in a strong supportive network, we the parents feel, and are more able, to help D's progress..... Parents' input is given high level consideration. This makes us feel so much more involved in the school".*

- **Meeting with Staff.**

- In conversation with members of staff it is clear that parent partnership is key to the school's effective practice and this is recognised by all staff. Throughout our meeting the team ethos was tangible.
- The links between home and school are strong and essential, and the members of staff working in parents homes as part of the 'FABLE' programme provide a wealth of practical, behavioural, emotional and pedagogical support and information to parents. It is particularly impressive that the work they have done with this group of parents has been so successful that these parents are now doing outreach work with other parents.
- Staff stressed the importance of consistency in the staff's partnership with parents, school nurse, speech therapists, Fable workers, TAs, and therapists.
- Staff are clearly very committed to the parents and the children. "Our work is tailored to meet the child's needs", "It's the parents that keep you going".

- **Meeting with Governors.**

Tom Laverty is a staff governor, and a member of the support staff in the meeting with staff is a community governor.

In discussion with them and in the Headteacher's report to Governors included in the portfolio, it is clear that the Governors are also committed to the parent partnership ethos of the school.

## Strengths Identified In The Review

- In addition to all the above it is clear that the Brook has managed the amalgamation and development of the new school with sensitivity and in full collaboration with parents.
- The school has a strong, committed and stable staff, and enjoys the input from a wealth of external expertise.
- The Fable programme is an impressive initiative, this and the accompanying research and development by Mr. Laverty provides a valuable resource for effective outreach work in mainstream settings which clearly has a positive impact on families.
- The school has impressively developed and embedded all the good practice identified at the initial final verification

## **Areas For Development**

To discuss with parents the possibility for a Newsletter.  
To explore and facilitate new ways for parents to interact and share with each other.  
To further embed your good practice in your new environment.

## **Recommendation by the Adviser**

That The Brook Special Primary School  
Receives the Leading Parent Partnership Award  
For a Further Three Years

## **Headteacher Comment**