



Leading Parent Partnership Award (LPPA)

Reassessment Report

School name:	Hewens Primary
School address and postcode:	Hewens Road, Hayes, Middlesex, UB4 8JP
School telephone:	020 3819 3434
School website:	www.hewensprimary.co.uk/
Head teacher:	Kingsley Thomas
Award coordinator:	Kingsley Thomas
Award verifier:	Mark Jennett
Date of reassessment:	16 October 2023

Commentary on the mini-portfolio of evidence:

The evidence was extremely well chosen to showcase the school and emphasise the priority it places on developing strong partnerships with parents. This was supported by additional written material available on the day and candid and open discussion with the Head. I received a strong impression of compassionate leaders and staff who understand the need to support parents and carers as well as children. Specific practice examples – such as the way the school has responded to parental requests to offer more menu choices or improve girls' participation in football – were impressive and indicative of a school that wants to listen to parents.

Commentary on the tour of the school:

The main lobby is airy and attractive and also houses the library and IT suite. It includes displays on wellbeing and, currently, the school's work on Black History Month (which the year 5 students I met discussed confidently). Signage is effective and it is easy to find the main entrance on first visiting. Staff are friendly and welcoming.

The school also shares some impressive facilities with the adjoining secondary school. Notably, a well-equipped hall which is often used for larger parent events. The smaller room in which we met and is sometimes used for meetings is comfortable and we were made welcome with a range of pastries!

Commentary on discussions with stakeholders:

Parents I met were very positive about the school. They said that staff are approachable and senior leaders are easily accessible. Enquiries are followed up quickly. Staff are also available to talk as families arrive at and leave school. Parents are proactively involved with the advisory board and take part in learning walks focusing on different aspects of provision. They are aware of what their children are learning from information available on the website, regular progress meetings, homework logs etc. There are opportunities to meet with new teachers as their children move through the school. They described staff as very approachable and open. Parents know what to expect from teachers and the school listens to them.

I met some charming students who showed me very proudly around the building. They are aware of the various ways that the school involves their parents (via newsletters, meetings, homework logs etc). I saw examples of their work as we walked round and they also described the pinning ceremony, certificates and other ways in which their parents share in their achievements.

Staff members I met were confident and warm and clearly committed to engaging effectively with parents. We had an interesting discussion about the school's approach to SATs and how they prepare children, minimising any pressure felt by pupils and parents. Provision is highly individualised – one colleague described their flexible and supportive approach to things like punctuality and attendance for neurodivergent pupils, prioritising their feeling safe and ready to learn. CPD and staff briefings include information to help staff engage effectively with parents and families.

Strengths identified during reassessment:

The school enjoys high levels of parental attendance at events and the questionnaires and other feedback I saw had also been contributed to by a significant number of parents indicating their strong interest in the school as well as leaders' commitment to encouraging and responding to feedback. I was impressed by examples of the school's approach to parents who are less likely to attend meetings – stressing the benefits of attendance and their willingness to accommodate specific needs without being censorious.

The LPPA - as well as related provision such as parent workshops, liaising with local agencies etc - is embedded in strategic planning. Leaders have also linked work on parent partnerships to key Ofsted priorities further ensuring that it forms an integral part of their provision.

The school has a variety of ways of keeping parents informed via attractive weekly newsletters, regular invites to events, text and phone reminders etc. Their Instagram feed is particularly impressive including footage of family events such as the summer fayre and sports day.

As well as certificates and other rewards, parents attend regular 'pinning ceremonies' where they themselves present their children with achievement badges. Both children and families spoke enthusiastically about how they enjoy these opportunities to share successes.

Parents are involved in organising a number of events – one example being the Year 6 disco which was also paid for by parents (and, again, well documented on Instagram!).

A number of parents are engaged as volunteers. They read with individual children, share information about their careers in assemblies, contribute to work around a range of religious festivals and cultural events and read stories during reading week.

The school has a list of staff who speak other languages and are available to support parents as necessary.

Curriculum information on the website is attractive and clear and end of year reports are appropriately detailed. Parents can also access a range of online resources to help them support their children's learning.

Costs for breakfast clubs etc are low and provision is free for families in need. The Head shared examples of how the school has gone above and beyond in providing additional support such as before and after school care for families who would benefit from this.

Documentation such as the prospectus, application forms, induction arrangements, home-school agreement and parent partnership policy are well produced and easy to read. The school offers additional support for the families of children with SEN around induction and transition. It also collects feedback from parents about parent meetings etc and analyses this to ensure that provision is effective.

Areas for development:

As discussed, consider how the school could offer more information in community languages such as adding a translation facility to the website and producing short briefings on key policies and provision.

Further enhance opportunities for parents and children to share learning opportunities – for example through participating in maths games and competitions or 'out of school' activities like treasure hunts.

As discussed, the school may also like to consider completing the Wellbeing in Schools Award. Its commitment to wellbeing and willingness to analyse and critique its own practice should provide an opportunity to further improve their already strong provision in this area.

Verifier recommendation:

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



Head teacher comments:

Receiving this accreditation for the second time is a remarkable accomplishment that underscores our continued commitment to fostering strong partnerships between our school and parents. It is a testament to the hard work and dedication of our entire team, from the administration and teaching staff to our parents and pupils.

We believe that the partnership between parents and our school is essential for the success of our pupils. By working together, we can provide a supportive and enriching learning environment that empowers our children to reach their full potential. We value the input, ideas, and engagement of our parents, and this recognition reaffirms the strength of our collective efforts.

Kingsley Thomas
Headteacher

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