

Aviation House  
125 Kingsway  
London  
WC2B 6SE

T 08456 404040  
F 020 7421 6855  
[enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
[www.ofsted.gov.uk](http://www.ofsted.gov.uk)



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Mrs L Bruce  
Headteacher  
Brookside Primary School  
Copse Close  
Oadby  
Leicester  
LE2 4FU

Dear Mrs Bruce

Ofsted survey inspection programme – the impact that links between parents/carers and schools have on supporting and encouraging young people's achievement, well-being and personal development

Thank you for your hospitality and cooperation, and that of your staff, during my visit on 28 October 2009.

As outlined in my initial letter, the visit had a particular focus on how the school's work with parents and carers affects a range of outcomes for pupils.

The visit provided valuable information which will contribute to our national evaluation and reporting. Published reports are likely to list the names of the contributing institutions but individual institutions will not be identified in the main text. All feedback letters will be published on the Ofsted website at the end of each half term.

The evidence used to inform the judgements included interviews with staff, parents and pupils; scrutiny of relevant documentation; observation of the school at work; discussions with parent governors, the home-school liaison officer and family-learning tutor linked to your school.

The overall effectiveness of the school's engagement with parents and carers was judged to be good.

The impact of parental involvement on outcomes

The impact of parental involvement on outcomes is good.

- You provide excellent opportunities for parents to extend their own learning, particularly in literacy. Pupils display pride in their parents' achievements and recognise the benefit of the additional help they now receive as a result.

- The 'Think Sheets' are used by pupils and their parents to good effect. They help parents to follow up any issues at home, ensuring that school and home work closely together on reducing patterns of undesirable behaviour.
- Your home-school liaison officer works successfully with families in improving attendance.
- Parents understand the importance of their role in supporting their children's education, although they do not always fully understand at what level their child is working, what their next steps are and how they can specifically support them to achieve their targets.

The impact of the involvement of parents on the quality of provision

The impact of the involvement of parents on the quality of provision is good.

- Your home-school liaison officer develops successful channels of pupils' transition into, or out of, the school. She works particularly successfully with parents whose first language is not English.
- You recognise that a significant number of grandparents play a key role in their grandchildren's care and upbringing. However, a main focus of your work has been on supporting parental involvement, rather than also meeting the needs of grandparents in effectively supporting their grandchildren's learning and development.
- The extra-curricular Gujarati and Punjabi classes are beneficial to children extending their language skills, gaining qualifications and gaining better understanding of their own heritage.
- Parental participation in regular sessions and events, such as 'Awesome Aerobics' before school in the playground, is increasing.
- You have identified that not all parents fully engage with the creative forms of homework which encourage pupils to use their thinking skills. Pupils acknowledge their pleasure in their parents and siblings showing an interest in their special projects and research.
- Parents find the curriculum information you provide very useful.

The impact of the involvement of parents on inclusion

The impact of the involvement of parents on inclusion is outstanding.

- You give high levels of caring, individual support to enable families to cope with a range of difficulties, appropriately engaging a range of professionals where needed.
- Useful home visits are often carried out for children entering the Education Support Unit (ESU) or the Early Years Foundation Stage, resulting in successful partnership working. Consequently, children settle quickly when they enter the school.

- You provide a warm welcome to all families. Parents and pupils feel highly valued. You respond swiftly to any emerging problems or suggestions. Pupils' cultural backgrounds are reflected very well in the displays and in your choice of events.
- Through close liaison with parents, you fully include all pupils in many aspects of school life, including learning outside the classroom and meeting any complex care needs. This results in improved personal development, independence and achievement for pupils.
- Parental attendance at celebration assemblies is high.
- Pupils with moderate special educational needs and/or disabilities in the ESU have full access to school clubs and teams, and you work closely with parents to ensure participation is successful.
- You make a special effort to communicate regularly with those parents who do not bring or collect their children from school.

The impact of leadership and management on the involvement of parents

The impact of leadership and management on the involvement of parents is good.

- Leadership within all key stages, but most noticeably during the Early Years Foundation Stage, gives significant prominence to engaging parents.
- The creation of your parent-staff association has improved relationships between staff and parents. Parents appreciate the greater prominence of staff in the playground and the school's 'open door' policy.
- Despite the sterling work the school undertakes to involve parents generally in the life of the school and in the arrangements for caring for their children, there is no school policy that specifically outlines this. The school does not incorporate the work with parents in the school's aims, nor give sufficient prominence to the involvement of parents on the school-improvement and strategic plans. Therefore, the potential of parental involvement is not fully exploited in all areas of school life, including opportunities for parents to contribute to curriculum provision.

Areas for improvement, which we discussed, included:

- giving greater prominence to the involvement of parents on the school-improvement and strategic plans to ensure that the potential of this is exploited through all key stages and in all aspects of school life, including the curriculum
- ensuring that parents fully understand at what level their children are working, what the next steps are and how they can specifically support them to achieve their targets

- helping the significant number of grandparents who play a key role in their grandchildren's care and upbringing to more effectively support their grandchildren's learning and development

I hope these observations are useful as you continue to develop the impact of the work of parents and carers in the school.

As I explained in my previous letter, a copy of this letter will be sent to your local authority and will be published on the Ofsted website. It will also be available to the team for your next institutional inspection.

Yours sincerely

Jane Melbourne  
Her Majesty's Inspector