



Leading Parent Partnership Award (LPPA) Verification Report

School name:	Longdendale High School
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Award verifier:	Andrea Hamshaw
Award adviser (if applicable):	n/a
Date of verification:	27 th November 2018

Commentary on the evidence provided:

All LPPA objectives have been achieved and evidenced. The portfolios were very well populated with a range of evidence that was referenced appropriately and therefore easy to navigate. Information was also provided throughout the informative school tour with two Deputy Heads and initial presentation from the Head and Assistant Head. Positive information sharing around the subject of parental engagement was also enhanced by the stakeholder conversations throughout the day.

Collectively the information demonstrated:

- Involvement and commitment of the whole school to the LPPA framework throughout their journey to Final Verification.
- Information to show how the LPPA framework links with the School Improvement Priorities and the fact that Parental Engagement is an integral part to school development planning through the Family Partnership Policy.
- The tour added to the information provided within the portfolio highlighting the welcoming and communicative nature of the setting. Information from the school tour was also viewed on the school website to show how parents could access via this media. The quality of display and information across the setting was consistent thus supporting the learning and development environment with relevant signage for pupils and visitors to the school.
- Evidence of engagement in supporting holistic children's learning and development of parental learning based on parental feedback working in partnership with external agencies where necessary.
- Joint enrichment opportunities as well as information sharing through home school dialogue and attendance at Aspire sessions.
- Effective, relevant induction and transition information for parents on entry and throughout their children's journey from feeder primaries, throughout Longdendale and on to further education or employment provision.
- A range of relevant, user-friendly guidance to help parents to support their children's holistic learning and development provided across the setting via various media.
- Evidence of parent friendly policies together with relevant guidance and support.
- Effective mechanisms to promote and reward attendance, behaviour and participation with explanations as to how these are shared between home and school together with celebratory information.
- Evaluations in relation to all Objectives showing how feedback is provided to parents.

Strengths identified during verification:

- As part of the initial presentation information was shared in relation to the newly formed AspirePlus Educational Trust (multi-academy trust). It was obvious from the conversations that Longdendale's moral purpose of supporting pupils alongside their families to achieve their full potential is at the heart of practice at the school, Tameside and the local community.

- There is definitely a consistent commitment from all staff across the school that was echoed through the stakeholder conversations to highlight parental engagement as central to daily practice. The whole school community “lives and breathes” the Core Values of Achievement, Success, Professionalism, Integrity, Respect and Endeavour. These values are shared with parents at the earliest opportunity (prior to entry with their children at Y7) when they also become members of the Longdendale High School Community.
- The partnership ethos where parents, staff and support agencies work together and the whole child and family are taken into account when developing individualised provision was evident through the portfolios and the conversations undertaken with all stakeholder groups at the Final Verification.
- Building positive relationships with parents is integral to supporting young people across the school. As part of the induction information gathering exercise primary schools are asked to identify those parents who have not engaged with their settings to ensure that appropriate support at Longdendale can be put in place to value their parental experience and knowledge.
- Taking part in the LPPA has enabled Longdendale to use the development framework as a diagnostic tool that has as recognised areas of good practice/significant strength and highlighted areas for further improvement work in a structured manner.
- The tour of the school started with the welcoming reception environment, including an introduction to the Head Boy and Girl, then continuing around the whole school with information provided about relevant displays, development and subject specific information.
- Signage throughout Longdendale both internally and externally is in place to enable visitor access to the building and to support them to navigate the site.
- Relevant information displayed across the school is also replicated on the informative Website to enable parents and visitors to gain information if they are unable to attend the school in person.
- There are numerous leaflets available to parents to enhance the information they can gain from the school to support their requirements. In particular the Family Support Guide/Family Survival Guide (amongst others) viewed in the portfolio offer useful information to parents at ease in relation to the transition to High School.
- Students spoken to at the Final Verification were able to provide a significant amount of information in relation to everyday life at Longdendale. They shared examples of communication methods in place between home and school including texts, letters, newsletters and the wealth of information that was available on “Insight” to provide information between home and school.

- Information from the students also highlighted how families were enabled to support their learning at home and how they were given opportunities to engage in learning activities and celebrations on the school site.
- Students were of the opinion that parents valued the information they were provided with and used whichever method of communication they felt most comfortable with.
- Each student was asked to provide a word as to how they thought their parents would describe Longdendale High School. They replied:

“Insight” – in that the school provided information through the Insight system but also that parents were given an overall insight into life at their school.

“Co-operative and inviting” – because parents and the school work together for the best outcomes for young people and Longdendale was always a welcoming place to come to.

“Informative” – parents are provided with lots of information to support them personally and also to help their children to learn.

“Community” – there is a family feel to the school where everyone is welcomed and appreciated for their individual contribution.

- Governors at Longdendale offer a supportive face to parents at events and activities where they can gain information to signpost on to relevant staff or external agencies as required. Communication is good between Senior Leaders and the LGAB in that all information, including that relating to parental engagement, is included within the Headteacher’s Report.
- It was apparent that when speaking to the Governors that they align themselves with the values of the school and support the vision for parental engagement across the setting.
- Parents spoken to at the Final Verification felt that they were “listened to” and any questions were answered or issues dealt with effectively and efficiently. They described staff as “approachable” and “available” support them with their questions and always get an answer or solution back to them.
- When speaking to parents they shared their experiences in relation to communication with Longdendale. There was a consensus of opinion that all media used was effective. Parents were able to access information through media relevant to their needs and face to face communication was always there.
- Parents were very much of the opinion that staff supported their children in line with their needs and this was very well received. Where they could see their children were

happy and engaged in learning this made them confident to support at home and also ask any other questions where necessary.

- Information shared by parents and also staff in relation to both support on site and through links with external agencies provided comments that “pastoral was second to none.”
- Parents value the opportunities to learn with their children as well as taking part in enrichment activities at the school and within the community. Signposting on to additional learning resources e.g. through websites and external agency provision where relevant was very much appreciated. Being able to attend workshops enabled them to see how things were taught in school and also enhance home school learning links.
- All staff met at the Final Verification offered a warm welcome and information was shared to show how they engage with parents and families in a needs led manner to enable effective support for all young people across the school.
- Information sharing with parents in relation to learning and development throughout their children’s learning journey at Longdendale High School and beyond happens through various media including face to face sessions, curriculum support booklets/materials, websites and letters (amongst other systems).
- Staff expressed the opinion that parents contact the school with their queries and then they are able to either deal with the request or signpost on to where the support can be provided both internally and externally.
- Young people, parents and families are at the heart of everyday life at Longdendale and staff ensure they are supported in a needs led manner. This may mean offering guidance outside of the normal school day and this is always appreciated.

Impact:

- Undertaking LPPA has allowed the school to celebrate what they offer to parents and also look at areas to develop in line with the school development planning and improvement processes.
- During the LPPA period impact has been evaluated in relation to behaviour and attendance and in relation to both there has been a positive increase.
- Enhancing the evaluation cycle has been achieved through looking at different ways to gain parental opinion by gaining parent voice in a routine manner and also to ensure that feedback is provided to families in relation to consultation outcomes.

- Prior to taking part in the LPPA strengths were seen by the school in the following areas:

Induction and Transition
CEIAG (Gold Award)
Inclusion – IQM
Agency Partnerships
Mental Health and Wellbeing
Leadership and Management

On visiting Longdendale High School to undertake their Final Verification it was apparent that the emphasis placed on these areas to enhance development has been afforded to LPPA to enable a holistic approach to encouraging and enhancing parental engagement across the whole school.

Areas for development:

Longdendale High School will:

- Use the very comprehensively completed Objective 9 Evidence Record to parental engagement across the setting post achievement of the LPPA.
- Continue to drive the whole school improvement plan on Parental Partnerships through the Assistant Headteacher for Inclusion and quality assure this through the Headteacher. This will include positive parent partnerships to be built in to appraisal targets for all inclusion leaders.
- Develop the visitor only space on entry to the main school front door including further feedback provision through “We Asked You Said We Did”.
- Continue to develop the information shared through the parent platform “Insight” by including (taking into account relevant quality assurance measure) letters on the school website and to put in place a Twitter feed.
- Continue to offer a programme of activities/workshops and information sessions (in partnership with external agencies as and when required) to develop parental engagement work in general and provide learning opportunities that enable parents to understand how their children learn, develop their own learning and work together in line with needs based communication and act upon feedback.
- Use the LPPA framework and pro-formas as a support to assist activity development, monitoring, evaluation and feedback.
- Use technology as it develops to support parental engagement in general and in particular to support the gain parental feedback in relation to school policies.



Verifier recommendation:

That Longdendale High School is awarded the Leading Parent Partnership Award for a period of three years.



Head teacher comments:

We are delighted that Longdendale High School has achieved the LPPA in recognition of the work we do to engage and support our families in order to promote and secure the best possible outcomes and life chances for our young people.

Our journey with the LPPA has certainly facilitated an ongoing process of review and evaluation to ensure we constantly provide our families with high quality information and guidance, alongside being readily accessible and available to provide the communication, support and partnership working as required. As a team, we remain committed to continuing this journey.

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