



Leading Parent Partnership Award (LPPA)

Reassessment Report

School name:	Longdendale High School
School address and postcode:	Hyde, SK14 8LW.
School telephone:	01457 764006
School website:	https://longdendalehighschool.org.uk/
Head teacher:	Andrea Jones
Award coordinator:	Jenny Willis
Award verifier:	Emma Symonds
Date of reassessment:	Monday 22nd May 2023

Commentary on the mini-portfolio of evidence:

The reassessment of the Leading Parent Partnership Award at Longdendale High School was carried out through a virtual visit.

The LPPA coordinator facilitated a thoughtfully presented comprehensive range of evidence online and preparation ensured that the verifier was provided with a full, detailed picture of parental involvement in the school.

Together, the school have a consistent, strategic approach to engaging and involving parents throughout the school. There was evidence presented showing how the school are always looking to improve their parent relationships and partnerships, with a commitment to listening to parents and making positive changes that will impact them.

Since Covid-19, it was clear that Longdendale High School have developed their provisions, making changes which have directly impacted parents and children to support them throughout unprecedented times. Longdendale High School are a flagship school for The Inclusion Quality Mark, demonstrating a high level of re-engagement with parents post Covid-19.

Evidence shows the school is meeting the Objectives and Key Performance Indicators of the LPPA and have a continued commitment to support and serve the children and families in their community.

Commentary on the tour of the school:

The school's key values are prominently displayed, promoting the ethos and culture of the importance of communities and families. The entrance area has a parent bubble and the branding for the school's vision and mission are clearly signposted.

The family room within the school allows a safe space for parents to work with others and talk to members of staff in a safe space.

Classrooms display learning material and lots of outcomes from the children and are interesting, friendly environments for children to thrive and feel valued. Classrooms are creative, well thought out and planned for children to learn inclusively and as a community.

Commentary on discussions with stakeholders:

Parent views share that members of staff from Longdendale High School are approachable, welcoming and will always get back to you about any concerns or problems.

Parents share that communications are clear and efficient, with excellent transition facilities for parents who are new to the setting and a lot of online support and provision through the school website.

Parents share that inclusion throughout the school is a real strength, it has increased the confidence of children and that their support, guidance and encouragement is fantastic. Children feel happy and cared for. Longdendale High School is an advocate for families.

The student leadership team are part of the whole school community. Students mentor others through the PIE (pursuing individual excellence) transition project. A parent letter went out explaining and informing the project to parents. Upskilling students to support others develops their confidence and self-esteem, hones social skills and provides leadership opportunities for students.

Strengths identified during reassessment:

Longdendale High School recognise the findings from research that highlight the importance of partnerships with parents in the early stages of education. Family and community are at the heart of Longdendale High School mission and vision, with their school success being based on parents and teachers working together as a team. A relaunching of the school's core values, vision and mission, mean that the school are working hard to continue to embed a culture to involve parents within their school community.

Longdendale High School have a highly successful transition process that supports primary-aged children and parents. Induction meetings and events are held for groups of parents when their children are new to the school with a focus on growing and building relationships. Resourced support allows a detailed transition structure in everyone getting to know the school, meeting other parents, supporting in addressing practical issues and providing booklets for families to get to know what the school has to offer. Personalised support is available for vulnerable students, including any students with special educational needs.

A transition assembly supports children to feel included and welcomed into the Longdendale High School community, through a presentation of their new school tie and meeting key school staff.

Longdendale High School regularly evaluate their provision for parents and improve it. Listening to parent feedback and responding positively has been a huge strength of the school. How Longdendale High School use social media has supported parental engagement and involvement. A high level of quality and consistency with posts online has ensured the school have a huge online following and presence.

Longdendale High School regularly go above and beyond to support parents in other areas of pastoral need, such as providing assistance through their preloved uniform and prom shop. This has and will continue to support families during the cost-of-living crisis. Children can rent outfits and accessories and members of the team have worked hard to ensure that key events can be accessible for all. Other support has included personalised support for mental health and wellbeing during Covid-19.

Impact

The work post Covid-19 to reengage families has had a huge impact on GCSE results. Longdendale High School are currently celebrating the best set of GCSE results they have had in the school's history. The successful relationships between the school, children and parents have ensured a triangulated, consistent approach in engaging parents with the school curriculum and involving them in the high-quality teaching and learning happening throughout the school.

Three data points support parents with the knowledge of children's progress, including behaviour for learning targets and homework. Every year group have support with parent information regarding pedagogy and how parents can help children learn and revise at home.

Creating further provisions to engage parents such as virtual parent's evening options and more flexible approaches have supported parents in understanding their child's learning.

Key areas prioritised to support children and parents with learning are utilised, such as the set-up of workshops to engage parents including dyslexia awareness, knowledge organisers, IAG and online safety. Parents of children who have special education needs or additional provision, are invited for coffee mornings to allow parents to network with others and talk to external partners.



New staff induction includes the importance of family partnerships. Staff understand that relationships with parents are paramount, and they are supported in broaching any barriers, such as continuing professional development in having difficult conversations with parents. Longdendale High School make effort to ensure all parents are engaged, and this has had a huge impact across the school on attendance and engagement.

If the school are starting a new initiative, parents are always considered as part of the process to consult with and seek support and information from. Using focus groups and Microsoft forms, gaining evaluative feedback is part of the school's regular embedded practices and procedures.

Areas for development:

The following area was agreed:

To provide additional support for parents who have English as an additional language, for example, providing key information and translated documents and policies.

Verifier recommendation:

Longdendale High School is to be re-awarded the Leading Parent Partnership Award for a further period of three years.

Head teacher comments:

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