



Leading Parent Partnership Award (LPPA)

Reassessment Report

School name:	Woodlane High School
School address and postcode:	Du Cane Road, London, W12 0TN
School telephone:	0208 743 5668
School website:	www.woodlane.lbhf.sch.uk/
Acting Head teacher:	Tim Heapy
Award coordinator:	Joe Entwistle-Wilkinson
Award verifier:	Mark Jennett
Date of reassessment:	25 March 2024

Commentary on the mini-portfolio of evidence:

The portfolio was well organised and highlighted the further developments in communication and support for parents (see below) that the school has made since it was first verified for the Award.

Commentary on the tour of the school:

The school is welcoming. Reception staff are friendly and, since verification, an attractive waiting area has been added. The corridors are decorated with murals exemplifying the school's values and there are plans to install video screens displaying pupils' work and other material around the school and in reception. Classrooms are attractive and well organised.

Commentary on discussions with stakeholders:

Parents I met were extremely enthusiastic about how the school supports both them and their children. They say that staff help them to support their children's learning and to

manage behaviour and that induction and transition processes are easy to understand. Staff are quick to respond to concerns, keep them informed about their children's learning and help them with form filling etc. Staff "could not be more supportive". This is borne out by the school's own positive evaluations on parent surveys.

Pupils understand how their parents are kept up to date about learning ("we have daily reports") and are aware that parents have been given help around how to interpret the information they receive. They appreciate that their teachers often send good news home to their families.

Leaders clearly understand the importance of parent partnership and prioritise it. Staff I met were all highly approachable and know the families they work with well. They described a well-managed, flexible system for setting up appointments for annual reviews etc, and how they ensure that parents are given information well in advance as well as opportunities to raise concerns and feed back on discussions. A range of staff described how they work closely with parents around induction and transition as well as providing a broad range of ongoing support.

Strengths identified during reassessment:

The school makes efforts to listen to parent voice and respond to their concerns. For example, they shared details of an extensive consultation process regarding changes to the school day and, in response to requests, have ensured that funded wraparound provision is available for all students from 8am to 4pm every day. Examples of feedback included throughout the portfolio indicate that parent consultation is a particular strength.

Staff use a range of methods for communicating with parents including highly readable newsletters and regular texting. There is also extensive information on the school website including an excellent video aimed at prospective parents. Regular information about students' successes appear in the newsletter and elsewhere.

School staff and outside agencies provide a range of courses around reading, travel, phonics, e-safety, puberty etc and there are targeted interventions for key families who can work with therapists and other specialists.

There are termly parent meetings (with both in person and virtual options). Reports have been simplified and parents' sessions run to help them understand and interpret the data they contain. All KS3 parents receive brief, daily written reports on their children's progress. Staff have also consulted parents around the new systems which have been very positively received.

Parent and student handbooks contain all relevant information and are attractive and easy to read. The school has also worked hard to reduce the amount of form filling required with much information being held centrally and shared with different agencies as appropriate. Again, parents feedback collected by the school around these aspects of provision is very positive.

Areas for development:

The school already has a number of plans in place including reinvigorating its parents' association.

It could also consider:

Increasing the number of newsletters so that they go out half termly. This would ensure that information they contain to be more 'current' as well as providing more opportunities to report on and trail events of interest to parents which could, in turn, improve engagement.

In this regard, also consider establishing a members-only Facebook page or similar to share information about events etc.

As discussed, include more information on parent partnership in the staff handbook (including aspects like forms of communication, dealing with challenging conversations etc) to ensure consistency.

Continue to investigate why attendance is quite low at some parents' events. Survey parents about preferred timings and offer events in a range of different slots. Ask what would make it easier for them to attend and offer a menu of sessions and ask them to select their preferred choices. Briefly evaluate sessions and share positive feedback widely. Put together paper and/or e-flyers to publicise events.

Consider amending the curriculum information on the website to place more focus on the curriculum maps (which are likely to be most useful to parents). Make these the first thing they see, and keep them as concise and engaging as possible. You could include occasional resource links and images.

Within the limitations of your setting, consider whether you could offer more celebration events – think about performances or an evening when all children can share a piece of work they are proud of. These might be best managed by running separate events for KS3 and 4. Children could also showcase skills or share projects linked to work experience, holidays, local history or particular interests etc.



Consider how you can celebrate things like improved (as well as high) attendance. Identify any strategies that have been effective in raising attendance for key children and share these with colleagues and, as appropriate and where helpful, with families.

Formalise the process of collecting parent feedback around post-16 transition processes using a similar model to the one currently in place for induction in year 7.

Verifier recommendation:

I am delighted to recommend that Woodlane High School retain the Leading Parent Partnership Award for a further period of three years.

Head teacher comments:

May we use your comment for website/marketing purposes? **Yes / No** (please delete)