



Leading Parent Partnership Award (LPPA)

Reassessment Report

School name:	Hewens College
School address and postcode:	Hewens Road, Hayes UB4 8JP
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School website:	www.hewenscollege.co.uk
Head teacher:	Marlene Littlefair
Award coordinator:	Marlene Littlefair
Award verifier:	Mark Jennett
Date of reassessment:	28 February 2024

Commentary on the mini-portfolio of evidence:

The information provided was relatively brief – it would have been nice to see a few more, different examples – however, the subsequent visit and discussion served to fill any gaps in the written evidence and made clear that the College is fully committed to maintaining effective partnerships with parents and carers.

Commentary on the tour of the school:

The good sized foyer contains attractive and useful displays and staff are welcoming and helpful. External signage is good and the building easy to access. Senior leaders make themselves available to parents as students arrive.

The college is undergoing a period of significant renovation - however this is being well managed and one has no sense that it is having any negative impact on how the school functions. While it may have been stressful for staff that the reassessment visit took place soon after a recent chemical spill, the feeling that they had things well under control was reassuring.

Many of the newly renovated corridors are a little bare at the moment but display boards have been ordered and it should be satisfying for all stakeholders to see them 'come to life' in due course.

Commentary on discussions with stakeholders:

The college supports a highly diverse and transient population and both leaders and staff have a keen understanding of the challenges this poses to both students and their families.

Staff understand the need to share plenty of positives with parents and described how they have invited specific groups of vulnerable parents into school to help develop relationships and ensure that they understand how the college operates. Leaders demonstrate a good understanding of the different cultures and needs of the cohort they serve. They also clearly understand the vital link that developing strong relationships with parents and families plays in improving attendance etc.

Students I met, as well as being great ambassadors for the college, are aware of the work that Hewens does to develop strong and effective relationships with parents. They discussed the annual 'curriculum clinics', newsletters and other ways that the college shares information, various methods through which parents can contact staff and approaches used to share good news (E-postcards etc). It was also great to hear about the students' involvement in work with parents such as leading sessions on iPay and providing translation and other support at events.

Parents say that staff are easy to contact and respond quickly to concerns. The college provides them with clear information about what their children are learning via parents meetings, reports etc and staff also call to discuss both successes and challenges. They say that induction procedures are effective. One parent who is new to the UK described how well leaders supported her and her daughter's transition to Hewens with much of the registration being completed even before they arrived in the country. She also praised how quick the school is to let parents know about any concerns – for example, parents were informed about the recent chemical leak before their children arrived home. This sort of efficiency and willingness to keep parents 'in the loop' is key to successful engagement.

Strengths identified during reassessment:

It was pleasing to see communication with parents and carers specifically referenced in the college's vision and this emerged as a strength both in the evidence provided and subsequent conversations with stakeholders.

The Head has adopted a very 'hands on' approach in leading the way in parental engagement. Staff are clear about the expectations with regard to this aspect of their work but can also turn to leaders for additional support when needed. Senior staff are happy to 'step in' and help with challenging situations and conversations as required which, in turn, helps to boost staff confidence.

Leaders are proactive at developing relationships with local primaries and engaging with parents of children in years 4 and 5 as well as those already beginning their transition to secondary school.

The school has identified a number of ways of communicating generally with parents (Instagram, newsletters, e-postcards, emails etc) but also ensures that any serious concerns are relayed to

parents directly through phone calls or face to face. They also strive regularly to share good news and positive feedback with parents. The evidence provided included some showing that not all parents are satisfied with how the school currently communicates with them and it was good to hear leaders acknowledge this and that they have plans in place to address it.

The college provides a range of events to help parents support their children's learning and develop their own skills including sessions on online safety, raising resilient children, brilliant parenting, understanding data, using My Maths and revision techniques. In consultation with parents, it runs events at different times and uses other approaches, such as distributing free resources, to encourage engagement. Surveys show positive feedback from parents about how the school supports children's learning. Attendance at events has also improved significantly and staff also follow up non-attenders at key meetings, such as academic review evenings, with phone calls.

There is excellent, detailed curriculum information – as well as material about careers advice, personal development approaches etc - on the website.

Relevant policy and protocol documents – such as the home/school agreement and parents volunteer protocols – are clear and easy to read. See the note below on how this approach could be applied to other key documents.

Areas for development:

As discussed, and in consultation with the Trust, consider further aids to communication such as a translation facility on the website. Also look at producing brief, parent friendly 'one-pager' versions of key policies focusing on information such as expectations, rewards, sanctions etc. These could also be made available in a range of community languages.

Ensure that parents are specifically and separately consulted around year 7 induction, year 11 transition and how they receive information about children's learning to ensure that leaders have a clear understanding of the strengths and priorities for development in all these key areas.

The college is clearly ambitious in terms of further developing parent partnership and should also consider the following.

Develop a parent working party to advise on key aspects of parent partnership. Aim for this to be as diverse as possible, targeting key parents if necessary.

The virtual tour on the website is highly accessible as it consists entirely of images. This is a positive but also means that it lacks some key information. Consider translating, for example, sections from the school prospectus into a range of languages and providing these as accompanying materials.

The report example included in the award portfolio is very 'wordy' and, therefore, not particularly accessible to EAL parents in particular. I am also not sure what parents (and students) would make of comments such as "you must ensure that you do not sacrifice providing a range of analysis for perfecting one idea". I realise that these reports are in a standard format but it is also important to consider audience needs. Work with staff to ensure that all feedback is concise, specific and easily



understood. One approach might be to include 2 or 3 positive observations and the same number of key targets for each subject while using academic reviews and other opportunities - phone calls, meetings etc - to expand on these as necessary. Also introduce a system of supportive quality assurance to ensure that all statements are clear and easy to understand. Where and if possible, translate reports as necessary.

Verifier recommendation:

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

Head teacher comments:

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