



# Leading Parent Partnership Award (LPPA)

## Verification Report

School name:	De Salis Studio College
School address and postcode:	Hewens Road, Hayes, Middlesex, UB4 8JP
School telephone:	020 3819 3421
School website:	www.desalisstudiocollege.co.uk/
Head teacher:	Heidi Faure
Head teacher's email:	hfaure@trhat.org
LPPA coordinator:	Andre Burke
LPPA coordinator's email:	aburke@trhat.org
Award verifier:	Mark Jennett
Award adviser (if applicable):	
Date of verification:	28 February 2025

### Commentary on the evidence provided:

Parent partnership is clearly a priority for De Salis Studio College and the lead in particular has worked hard since reassessment to further develop their provision. The college serves a diverse population with significant levels of deprivation and staff understand the need to support and communicate effectively with families as well as students to ensure their engagement. There are effective structures in place to facilitate this and stakeholder feedback is positive both with regard to staff's confidence to work with parents and parents' experience of interacting with the school. The college actively engages with parents – not least by encouraging and supporting them to join the LAB – and parental involvement features in the SDP.

### Strengths identified during verification:

The college surveys parents around key aspects of provision and listens and responds to their feedback. For example, following requests from parents for more information to help them support their children's learning, a range of links were added to the school website and also shared via the newsletter. The school has also consulted parents about changes to holiday dates and ran an

information evening to reassure them about changes to the curriculum following the defunding of criminology courses. Parents I met at verification described how they are regularly asked about enrichment activities, pastoral support, communication preferences etc.

Curriculum information is clearly displayed on the college website and parents receive regular feedback on what children are learning. Tutors contact them regularly, subject teachers will also get in touch if there are specific concerns and learning mentors discuss pastoral and academic issues with parents as well as students. The college has recently introduced homework diaries which allow parents to feed back, ask questions and relay information to staff.

Staff run curriculum information evenings and revision workshops for parents and all families receive free revision guides. To further promote equity and reassure parents, Pupil Premium students and others in need are offered free tutoring/booster sessions and the school also provides uniform and other resources as required. Parents also make donations to the college's food bank.

The college has significantly increased the ways in which it shares pupils' successes with parents. As well as sending 'good news' postcards home and including merits in homework diaries, it now invites parent to regular achievement assemblies where they will often collect awards on behalf of their children. Parents are also increasingly invited in for a range of other events such as Christmas celebrations and summer fairs. News and information are frequently shared via social media and there are regular reminders of key dates in the newsletter and via letters and texts.

Policies are readable and there are also helpful outlines of (for example) behaviour expectations included in homework diaries and elsewhere.

Induction processes are effective and take individual parental circumstances into account (see below). There are also clear protocols in place for families joining or leaving the school in-year. Staff offer 121 meetings with year 8 parents who are considering a move to De Salis and to those considering post-16 options. In addition to student taster sessions, parents and children also come in together for an initial meeting and tour once a place has been offered. Staff contact any parents who are unable to attend to make alternative arrangements. KS4 and post-16 prospectuses are attractive and easy to read.

Public areas are attractive and there is a plasma screen and other displays in the lobby which include information and advice for parents and examples of the range of curriculum and extracurricular activities on offer. Signage has been recently updated and it is easy to access the school. Reception staff are friendly and helpful.

A translation feature has been added to the college website and multilingual staff (and, on occasion, students) regularly join meetings to support EAL parents.

During the verification session, I met some very impressive young people who showed me around the college and discussed how staff work with their families. They are aware of the various ways in which their parents can find out about what they are learning, access information and support etc and are clearly comfortable with their parents' involvement.

Parental feedback collected by the school has improved significantly. Parents I met at the verification meeting were also very positive about how staff support both them and their children. They say that it is easy to contact staff if they need to. One described how the school has 'pushed'

CAMHS to provide additional support for their child and another, a recent arrival in the UK, detailed the very personalised support they and their family had received both prior to and since joining the school, including regular contact with senior staff. All praised how well the college keeps them in touch with how their children are learning - not just through things like reports and parents' evenings but also via calls from mentors, tutors and other staff, homework diaries etc.

#### Areas for development:

The school has already identified a number of appropriate next steps including inviting parents with specific skills to lead workshops; sessions for parents whose children have behavioural issues; collecting parental feedback about events etc.

In addition, they should consider

- Offering more joint social events for students and parents – e.g. family quizzes – to build further on the relationships they have developed with parents.
- Including more info on the website (policies - including one-page briefings - curriculum summaries etc) as webpages rather than PDFs so that they can be easily translated.
- Improve signposting of local support and training for parents by including a dedicated page on the website. Also make greater use of the online calendar by ensuring it is regularly updated with links to all school and relevant external events. Consider a simple 'key' such as colour coding so that parents can see instantly all events that are relevant to them

#### Verifier recommendation:

I am delighted to recommend that De Salis Studio College receive the Leading Parent Partnership Award for a period of three years.

#### Head teacher comments:

On behalf of our entire college community, I am delighted to receive and accept the LPPA (Leading Parent Partnership Award) report along with its findings, which acknowledges our commitment to fostering strong and meaningful relationships with our parents, guardians, carers and key stakeholders. This commendation is a testament to the hard work and dedication of our staff, students, and parents, guardians and carers, who collaborate tirelessly to ensure a nurturing and inclusive environment. We are grateful for this recognition and remain steadfast in our mission to enhance parental engagement and support our students' success. Thank you for taking the time to visit our College and appreciate the comments and recommendations. The verifier was very thorough, professional and had a wonderful rapport with all those involved. We appreciated his time and feedback.

May we use your comment for website/marketing purposes? **Yes**