

Verification Report

School name:	Parayhouse School
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Award verifier:	Siân Rowland
Award adviser (if applicable):	School-led
Date of verification:	02/09/2026

Commentary on the evidence provided

Parayhouse School completed the LPPA through the school-led route, culminating in a face-to-face verification day. The school also received a support day during which we discussed the action plan and objectives and began developing actions towards achieving the award. The LPPA school coordinators worked closely together to address the KPIs and create an online evidence portfolio on AwardPlace. This provided a strong foundation and an in-depth picture of the school's progress and achievements. This was supported by a tour of the school and conversations with a range of stakeholders including staff, parents, pupils and governors. Together these gave a full picture of the work the school does to support the needs of its pupils and families. Please thank all the stakeholders who gave up their time to talk so warmly about Parayhouse with me. The testimony from the parents in particular was moving and painted a picture of a school that cares deeply for all its families.

Strengths identified during verification

-Parents spoke highly of the strong communication between home and school and the range of methods used including Parent Ping, email and home-school communication books. Comments included, 'We can't fault it' and 'nothing is too much trouble for the staff.' The coordinators were able to give examples of cases where they had supported pupils and

families with communication needs. One parent described their family's experiences at Parayhouse as 'life-changing' as a result of this care and attention.

- The school takes an individualised approach to each child, addressing their needs carefully and in the context of their personal circumstances. This ensures that every pupil makes appropriate progress and is settled and happy. Parents stressed that if they have any concerns or if their child's needs change, they feel comfortable discussing these with the school and feel confident that their concerns are taken seriously.
- Staff offer support in completing forms and access grants including Disability Living Allowance (DLA) in a way that builds parental confidence without placing an undue time burden on staff. Parents commented that they feel comfortable asking for this help where needed.
- Parents have regular opportunities to engage in school life through activities such as celebration assemblies and coffee mornings. Parents and carers are also consulted about the timing of coffee mornings to support participation. They have been consulted on topics for future coffee mornings and workshops but also enjoy the opportunity to chat generally with fellow parents and carers.
- All pupils are provided with free school meals which removes one financial barrier as well as ensuring that pupils enjoy eating together and have the opportunity to enjoy a hot meal.
- Staff consistently demonstrate flexibility and adaptability in responding to pupils' and families' needs and this is highly valued by parents. This was also evident across the school where pupils' learning needs are carefully addressed in class and their emotional and wellbeing needs are supported. For example, pupils enjoy yoga, music, drama and art as well as class-based learning.
- Displays throughout the school showcase the breadth of school life and give parents greater insight into pupils' experiences. For example, seeing what a residential trip involves may give parents greater confidence in supporting their child's participation.
- Staff advocate effectively for pupils and ensure that parents receive appropriate information and support, including guidance on accessing transport and assistance with appeals. Staff gave me examples of where they had supported families in this way.
- Parents are regularly consulted on workshop topics and the school is looking into responding to these needs. For example, some parents asked for further support around managing challenging behaviour.
- The school is welcoming and sign-in is easy and accessible. On the school website there are clear instructions on how to access the school with accompanying photos. This is particularly helpful as the school shares space with Hammersmith and Fulham College.

Impact

-Parents feel well informed about school life and are able to follow up at home. Parent surveys are overwhelmingly positive and parents feel confident that their views are heard. All the parents I spoke to used the word 'proactive' to describe the staff at Parayhouse. For example, staff carefully assess each new child's needs and ensure that they are placed in the most appropriate classroom.

- Parents praised the consistency of the approach between school and home. They feel that their children thrive because staff address challenges proactively, whether these relate to a child's lunch choices or understanding and managing challenging behaviour. This results in smooth transitions between home and school.

- The majority of parents and carers would welcome post-16 provision (93.5% of surveyed parents). In the meantime, clear pathways to post-16 provision and information about the range of available colleges are provided. There is a display with photographs and information about last year's leavers and staff support parents in making choices and applications.

- Attendance at school events, such as coffee mornings has improved as a direct result of consulting parents on their timing. The school will continue to investigate ways of supporting parents in attending school events, such as links sent via text. This worked effectively for consent for flu vaccine sign-ups and support busy parents.

- The induction process is very smooth with visit days such as sports day and transition day, as well as visual stories to prepare children who are new to the school. Parents say that strong communication and responsive, proactive staff help their children settle quickly. For example, when a parent requested homework so that they could support their child at home, it was provided.

- Parents report feeling well informed about their child's day at school and about what is happening more broadly, although they would also welcome weekly photographs as well as the regular Instagram updates.

- Pupils enjoy and value the variety of opportunities at school such a yoga, music and cooking in addition to subjects like Maths and reading whichh supports their confidence. They also enjoy the opportunity to show their learning to parents and families at celebration assemblies so they can celebrate together. This supports with strong communication links.

-Longterm staff were able to describe how communication and support for parents has improved over the years, especially with better technology, and they feel they have stronger relationships with families as a result.

Areas for development

Through discussion with the co-ordinators we identified the following areas for development:

- The school will continue to include the LPPA framework within the school's improvement and development planning processes and when investigating the next steps in post-16 provision.
- The school will look into providing further support for new parents whose home language isn't English, for example, by translating induction materials.
- The school will investigate the use of text messaging for sign-ups or consent forms as emails can sometimes be overlooked.
- Parents would welcome photos of their children's activities, perhaps via an app like Tapestry, so they can share these at home. They very much appreciate the home/school books and strong communication and photos could add an extra dimension.
- The school will continue to look into offering cycle training, possible through the borough's Bikeability scheme and will also explore a link with horse-care and stables, possibly through the Riding for the Disabled Association (RDA)

Verifier recommendation

Thank you once again for welcoming me into the Parayhouse family. I'm delighted to recommend that Parayhouse School receives the Leading Parent Partnerships Award. The award is valid for three years and the school can seek reassessment in 2029.

Headteacher's comments



Achieving the **Parent Partnership Award** is something that we are incredibly proud of. This recognition is a testament to the dedication, compassion and hard work of our staff, who understand the importance of working in collaboration with families to ensure the best outcomes for our students. Strong partnerships between home and school are essential to helping our pupils thrive, and this award reflects our commitment to listening to, supporting and working alongside parents and carers every step of the way. We aim to make Parayhouse a warm, welcoming and supportive places for our students and their families so we are delighted to hear some think of it as a 'second home'.

While we are thrilled to celebrate this achievement, our commitment to building meaningful, trusting relationships with families does not stop with receiving an award. We will continue to seek opportunities to strengthen our partnership with parents, ensuring that every family feels valued, heard and supported. This recognition inspires us to keep growing, learning and working together for the benefit of every pupil in our school community.

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