Welcome to the Achievement for All Young People Conference

‘Parents as Partners in Learning’

HILLINGDON LONDON

Brunel University of London

HLP Hillingdon Learning Partnership

Education Endowment Foundation

www.hillingdon.gov.uk

Conference Objectives

Discover	• Discover evidence-based practices that transform parental engagement
Challenge	• Challenge traditional assumptions and confidently adopt new approaches
Strategies	• Access strategies tailored from Early Years to Post-16
Strengthen	• Strengthen belonging, culture, and relationships across your school
Tools	• Leave with practical tools you can implement immediately

Achievement for All Young People in Hillingdon (AfA)

- Disadvantaged children
- SEND/ EHCP
- Known to social care
- Other barriers to success

- White British
- Black Caribbean heritage
- Gypsy, Roma, Traveller



Parents as partners in learning

Professor Janet Goodall

June, 2026



Why did you go into education/schooling?

- I had a good experience and wanted to pass it on
- I had a bad experience and wanted it to be better for others
- I wanted to share my love of (subject)
- Other…?



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‘Parents’

Adults with a significant caring responsibility for the child….







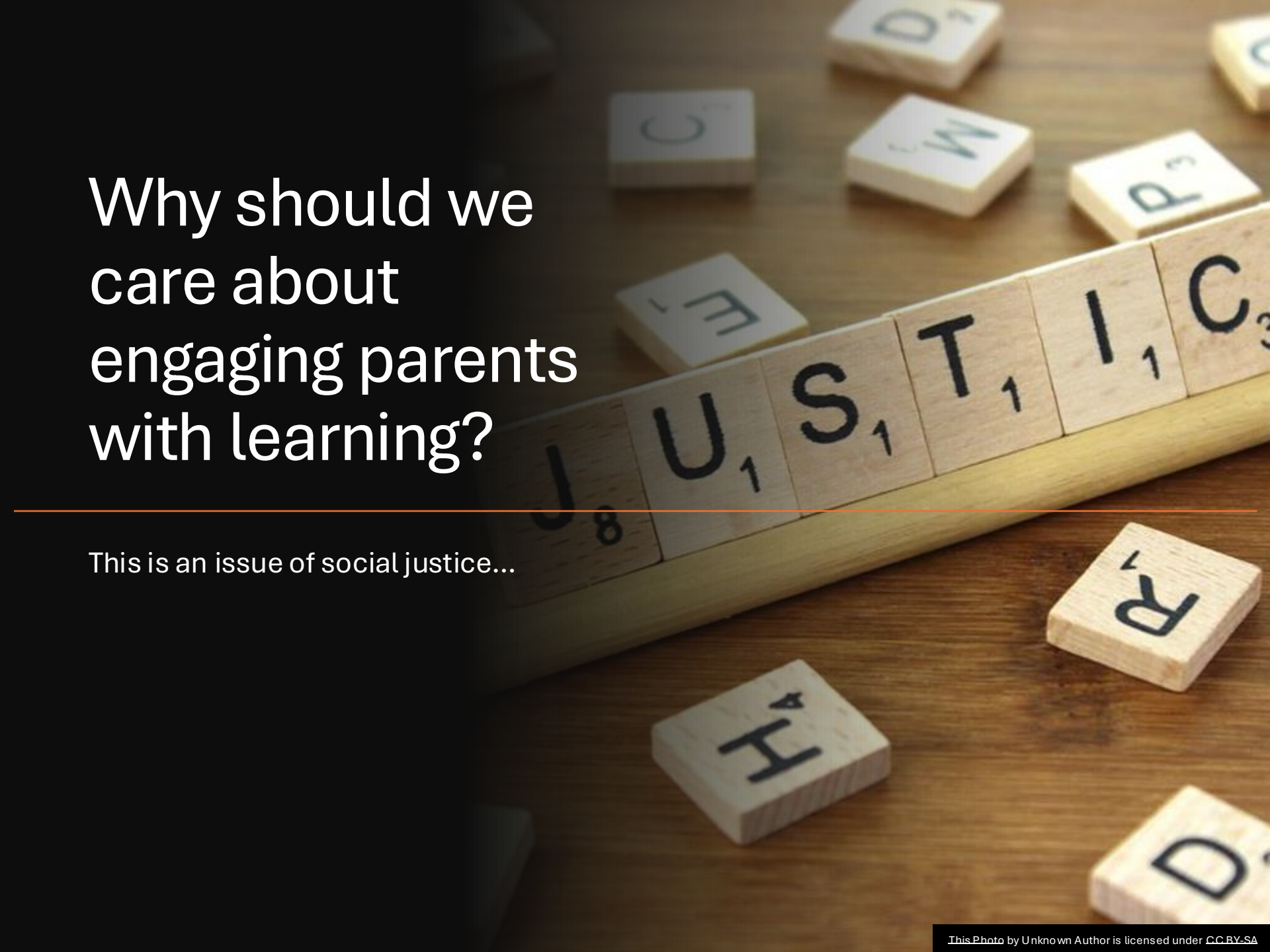




How many are parents?

Why should we care about engaging parents with learning?

This is an issue of social justice…



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How many children in the UK live in poverty?



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How many children in the UK live in poverty?

- 4.5 million children were in poverty in the year to April 2024, an increase of 100,000 from the previous year.



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What do we know about children in poverty?
What are the characteristics of families in poverty?

- Poverty is not people not working…
  - 72% of poor children live in working families
- Poverty is getting worse -Poor families have fallen deeper into poverty.
  - 3.1 million children in deep poverty compared to 2.9 million children last year (i.e. with a household income below 50% of after-housing-costs equivalised median income)



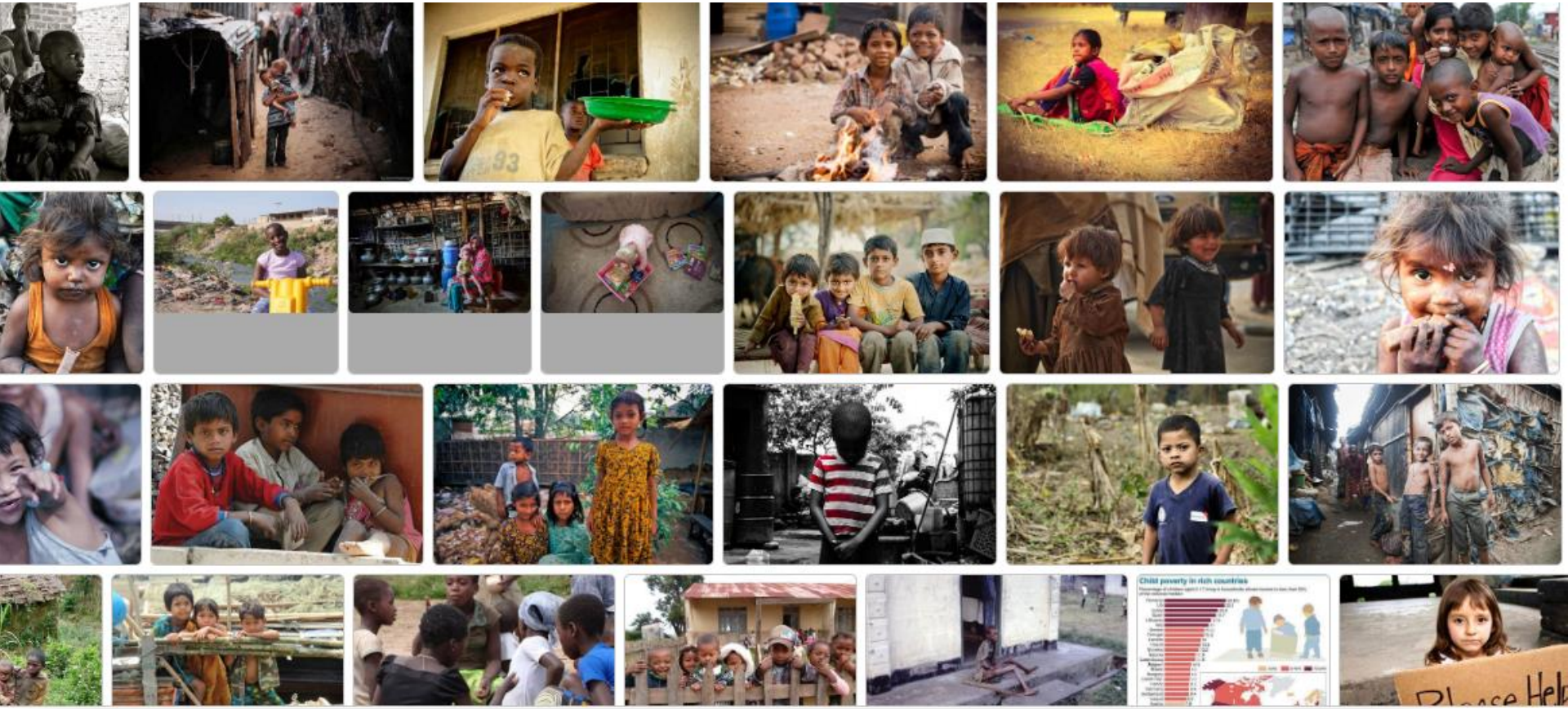
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What do we know about children in poverty? What are the characteristics of families in poverty?

- Families with small children are vulnerable
  - 48% of all children in poverty were in families with a youngest child aged under five
- There is an ethnic element to poverty
  - 49% of children in Asian and British Asian families are in poverty, 49% of children in Black/ African/ Caribbean and Black British families, and 24% of children in White families
- 43% of children in lone parent families were in poverty, higher than the couples rate of 26%



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When I searched ‘poverty child’ – these were the images – what do you notice?

Children growing up in poverty:

- Are 6x as likely to leave schooling without qualifications
- More likely to leave school early
- Are likely have lower aspirations

There are links between poverty and educational achievement



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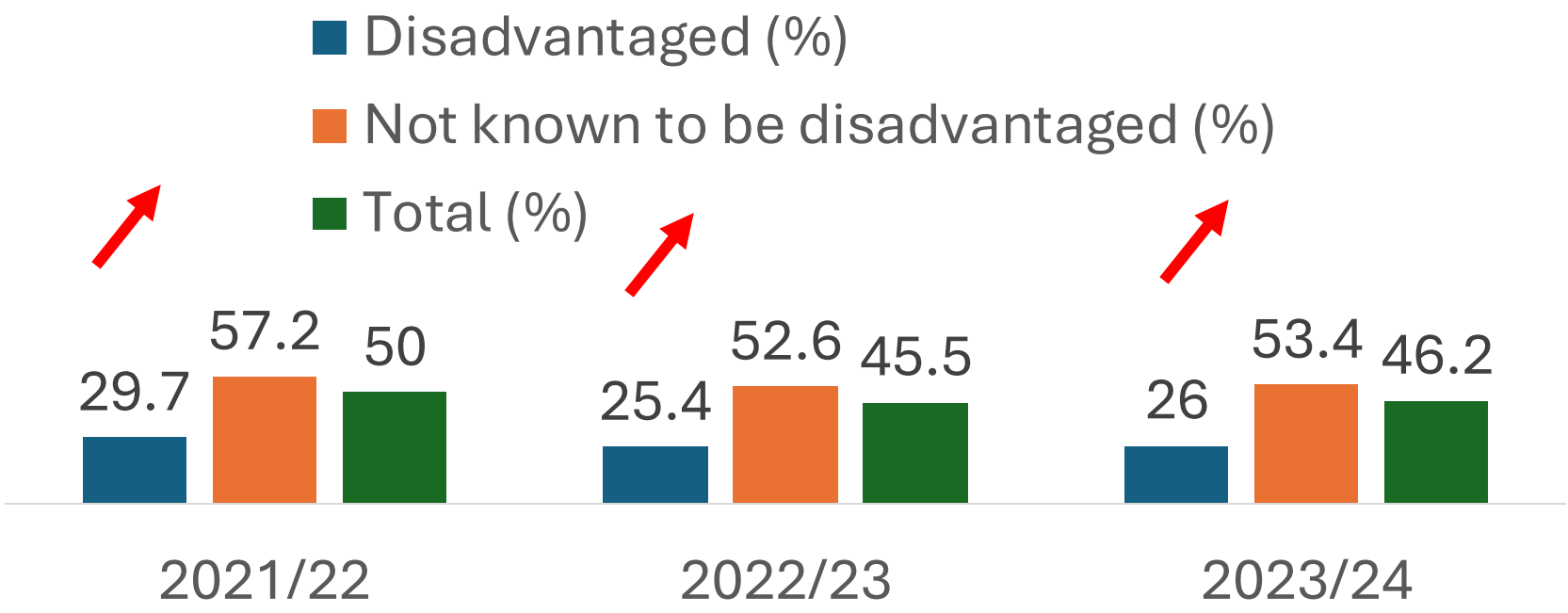
It’s not getting better….

Each year we report on how the country is fairing in terms of tackling inequality in the English education system. This year the message is clear: the gap will never close without systemic change. (Hutchinson, Reader et al. 2020)

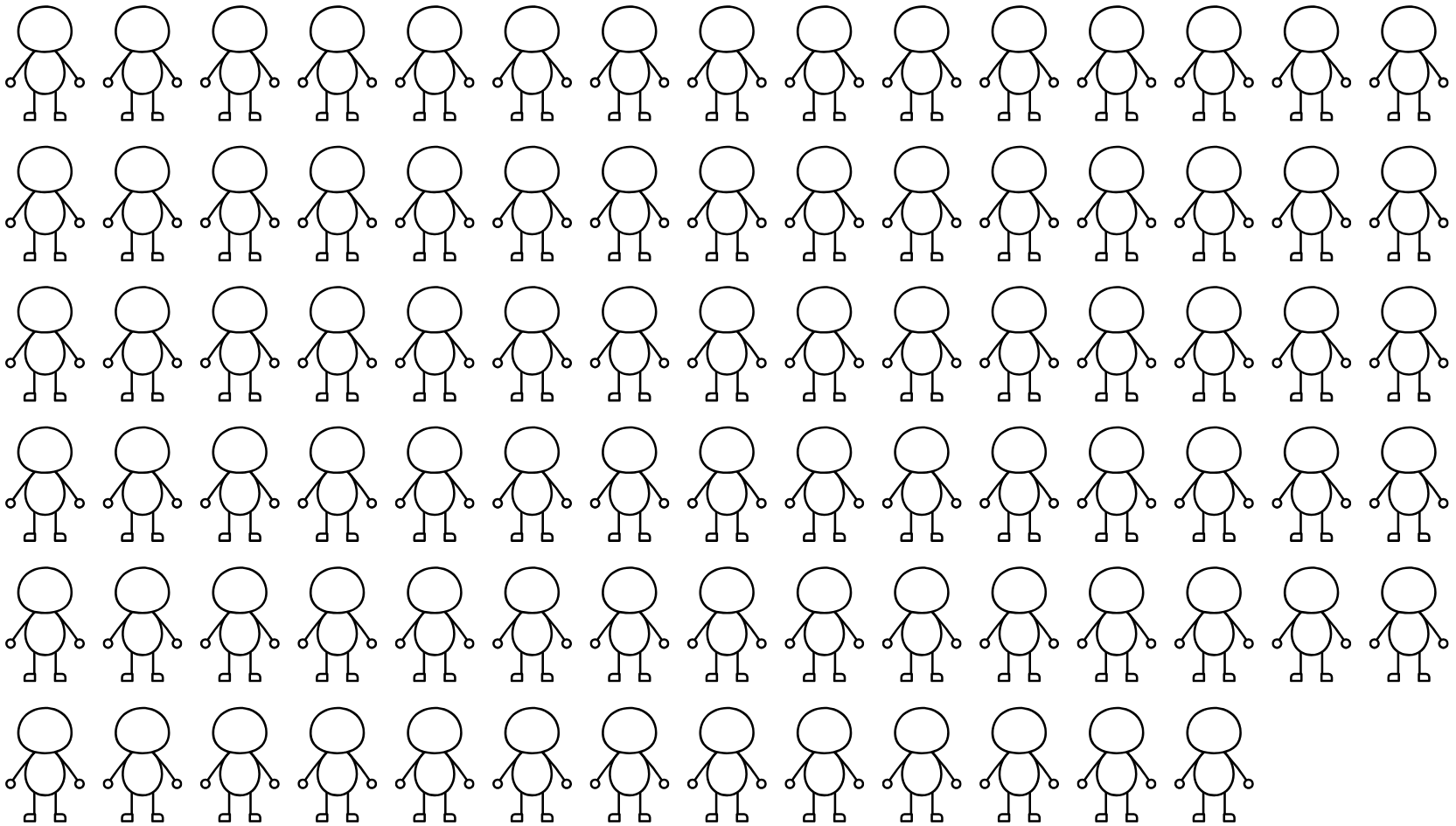


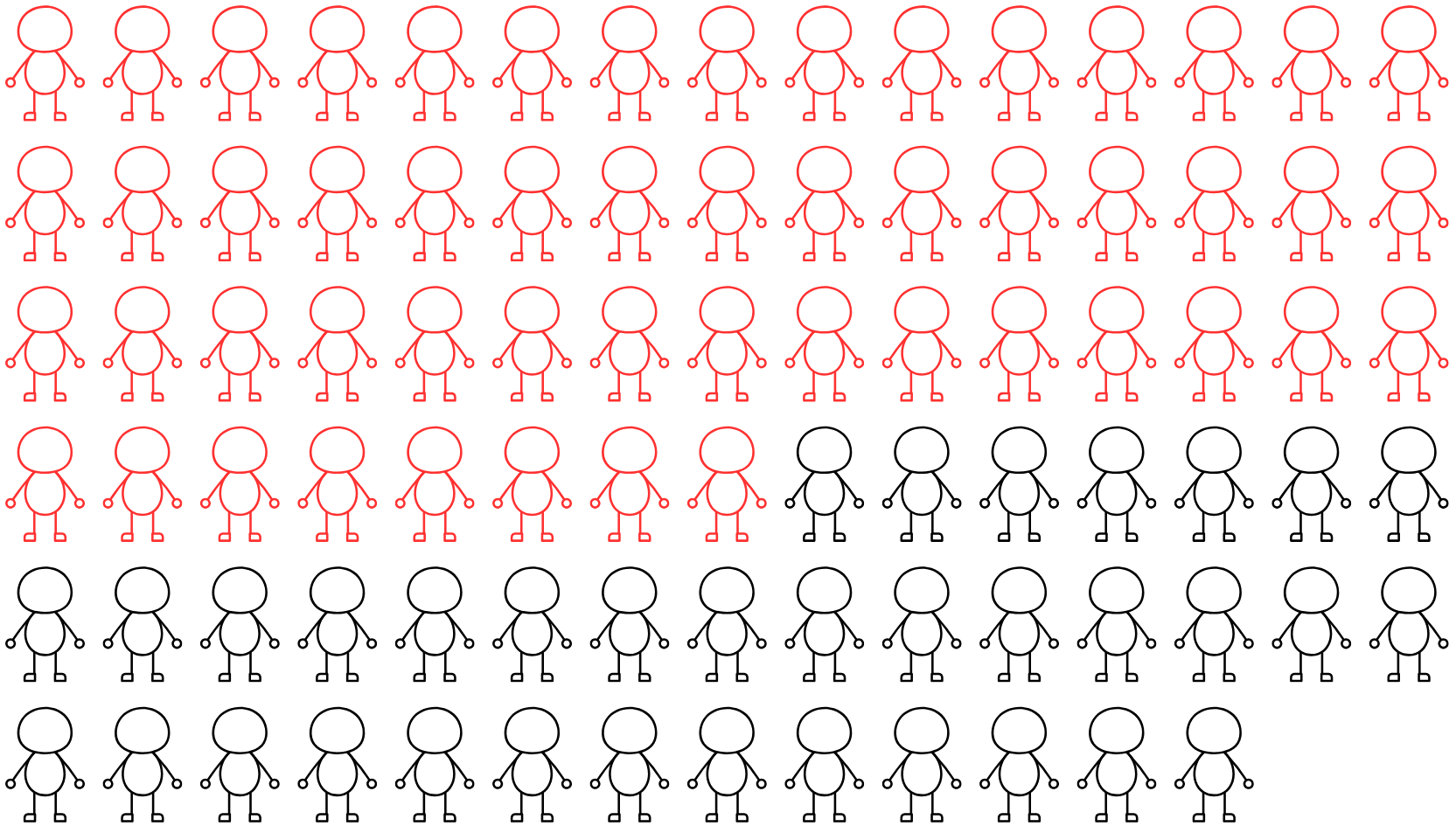
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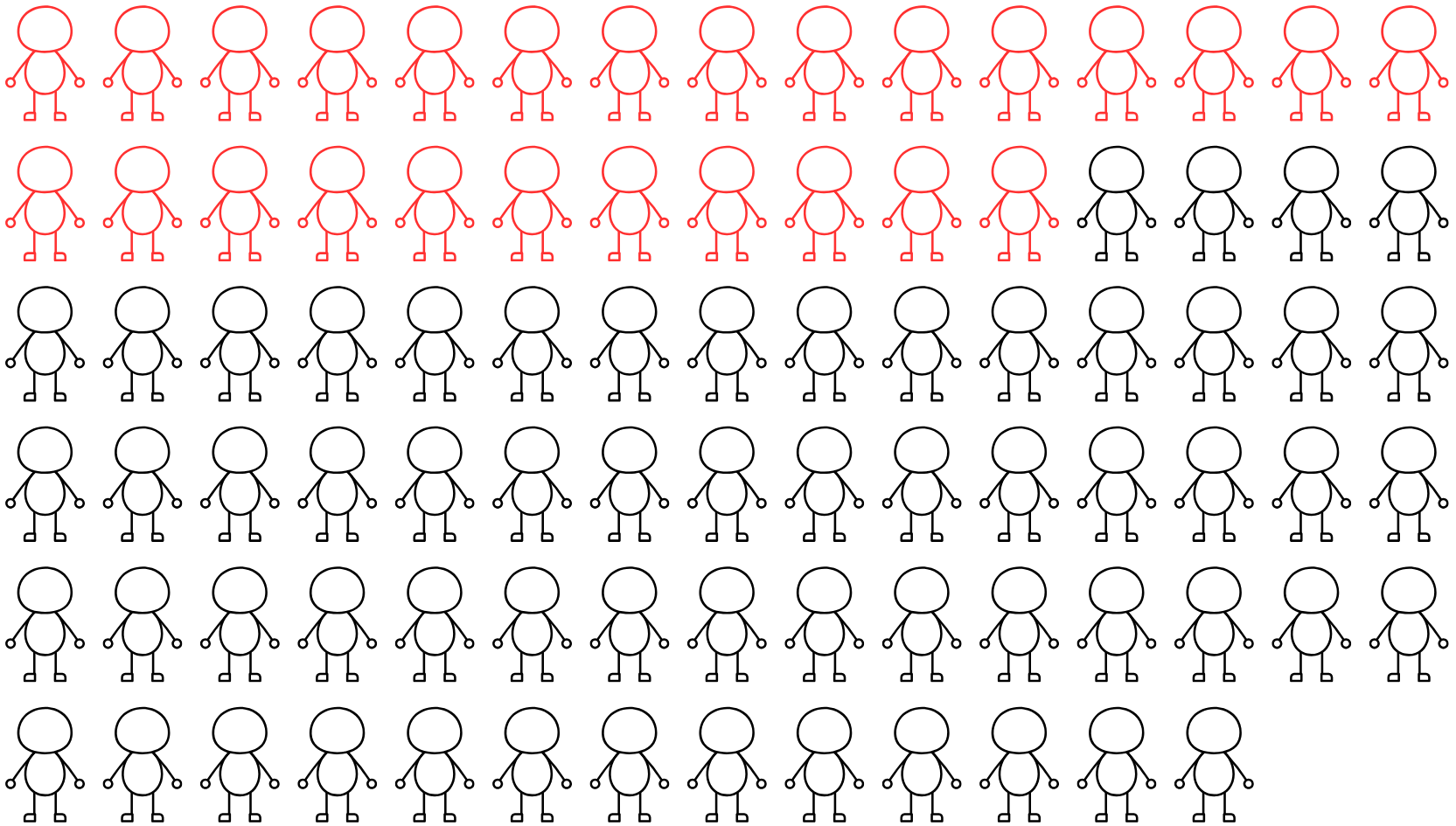
Educational Outcomes - FSM



https://social-mobility.data.gov.uk/intermediate_outcomes/compulsory_school_age_(5_to_16_years)/attainment_at_age_16/latest#tab__By_disadvantage_status_over_time__Data







Why parental engagement?

Research has shown that around 80% of the difference in how well children from different backgrounds do at school is dependent on what happens outside the school

Rasbash et al, 2010

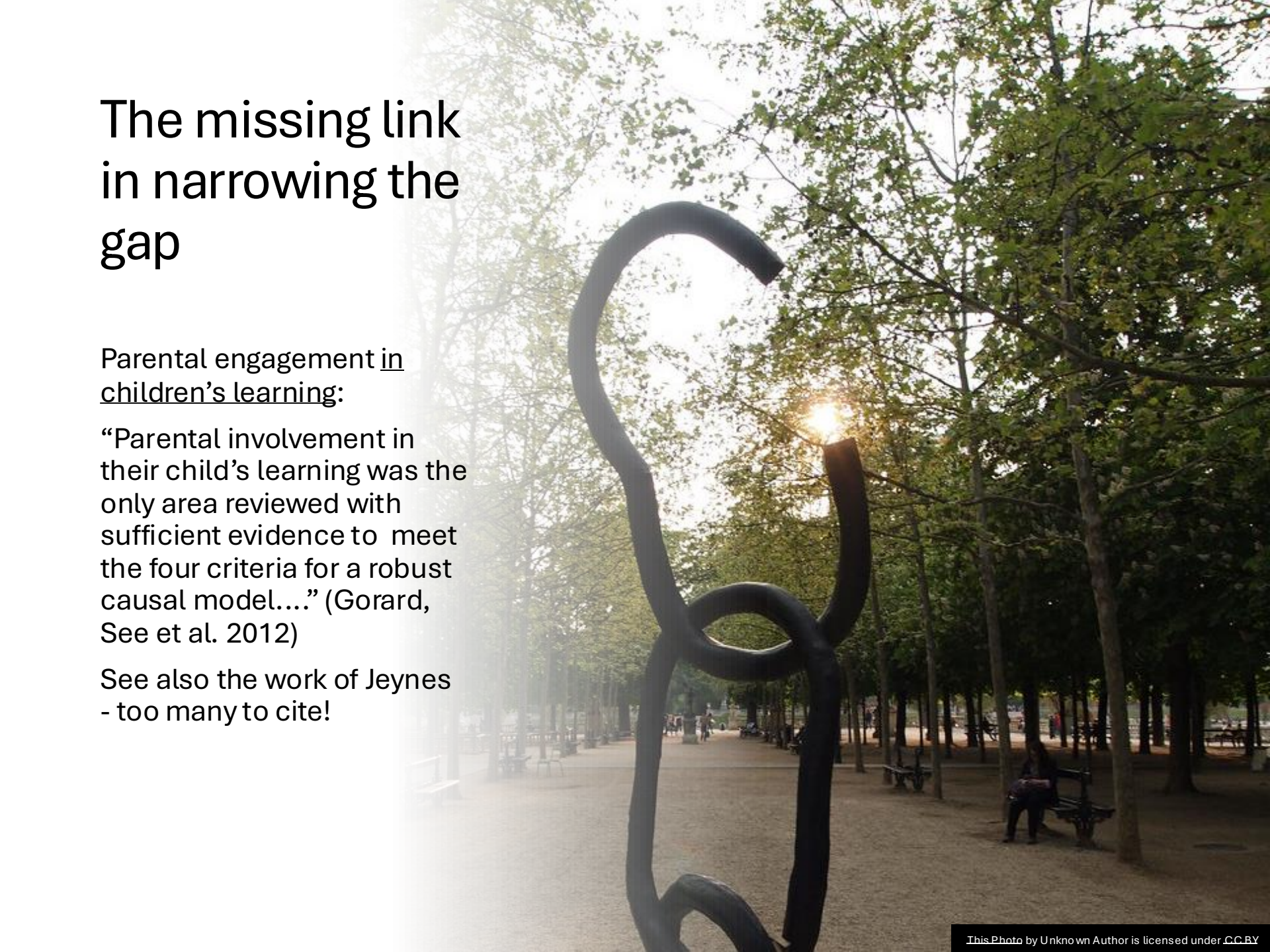


The missing link in narrowing the gap

Parental engagement in children's learning:

"Parental involvement in their child's learning was the only area reviewed with sufficient evidence to meet the four criteria for a robust causal model…." (Gorard, See et al. 2012)

See also the work of Jeynes - too many to cite!



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Words matter….

Just as using the wrong words in a classroom, essay or test is a problem, so is using the wrong – or inaccurate words – when dealing with issues…



Learning, Education and Schooling

The confusion between these three is more than a linguistic problem…

Learning

…a process that leads to change, which occurs as a result of experience and increases the potential for improved performance and future learning

(Ambrose, Bridges et al. 2018)

1. Process, not product
2. Involves change in/to the learner
3. Learners learn (not done to people, they do it themselves)



The educational demand is not that students learn, but that they learn *something* and they do so for particular reasons (Biesta 2012)



Easier to recognise than to define (Holley 1978)

'A set of methods to make learning more efficient, faster and more focused... Education is learning that is enhanced, organised, structured (Hadfield 2005)

Teleological – undertaken for a purpose

Schooling:

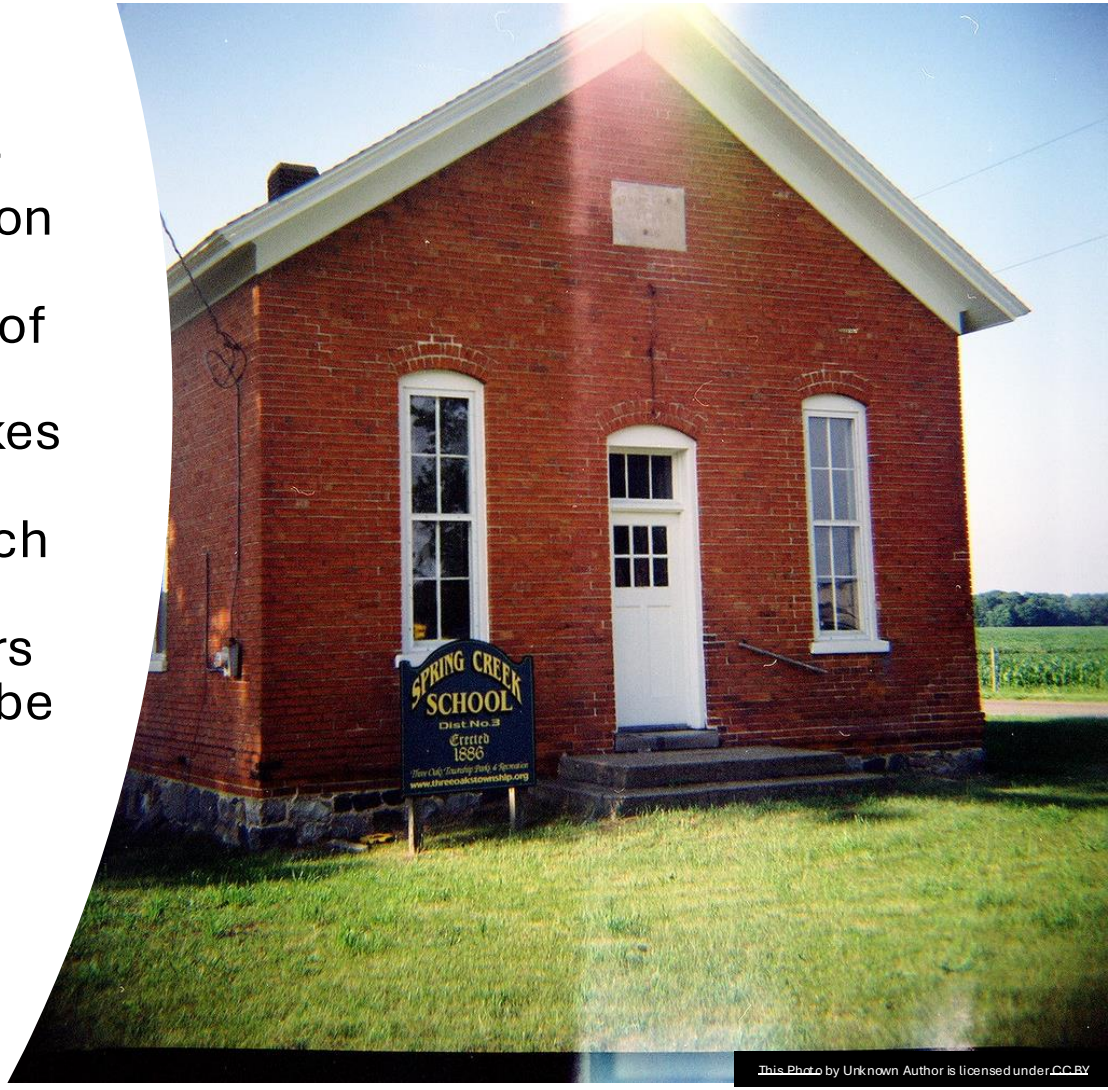
Purposive, planned, societally sanctioned programme of instruction through which it is desired both learning and education take place (Goodall 2017)



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Focusing on contemporary schools too narrowly limits our understanding of what education is and therefore what it can be. Identifying education with one of its historical manifestations creates a blind spot which makes radical rethinking of education difficult. We are bound too much to the tropes of classrooms, schools, students, and teachers to imagine how education can be otherwise.

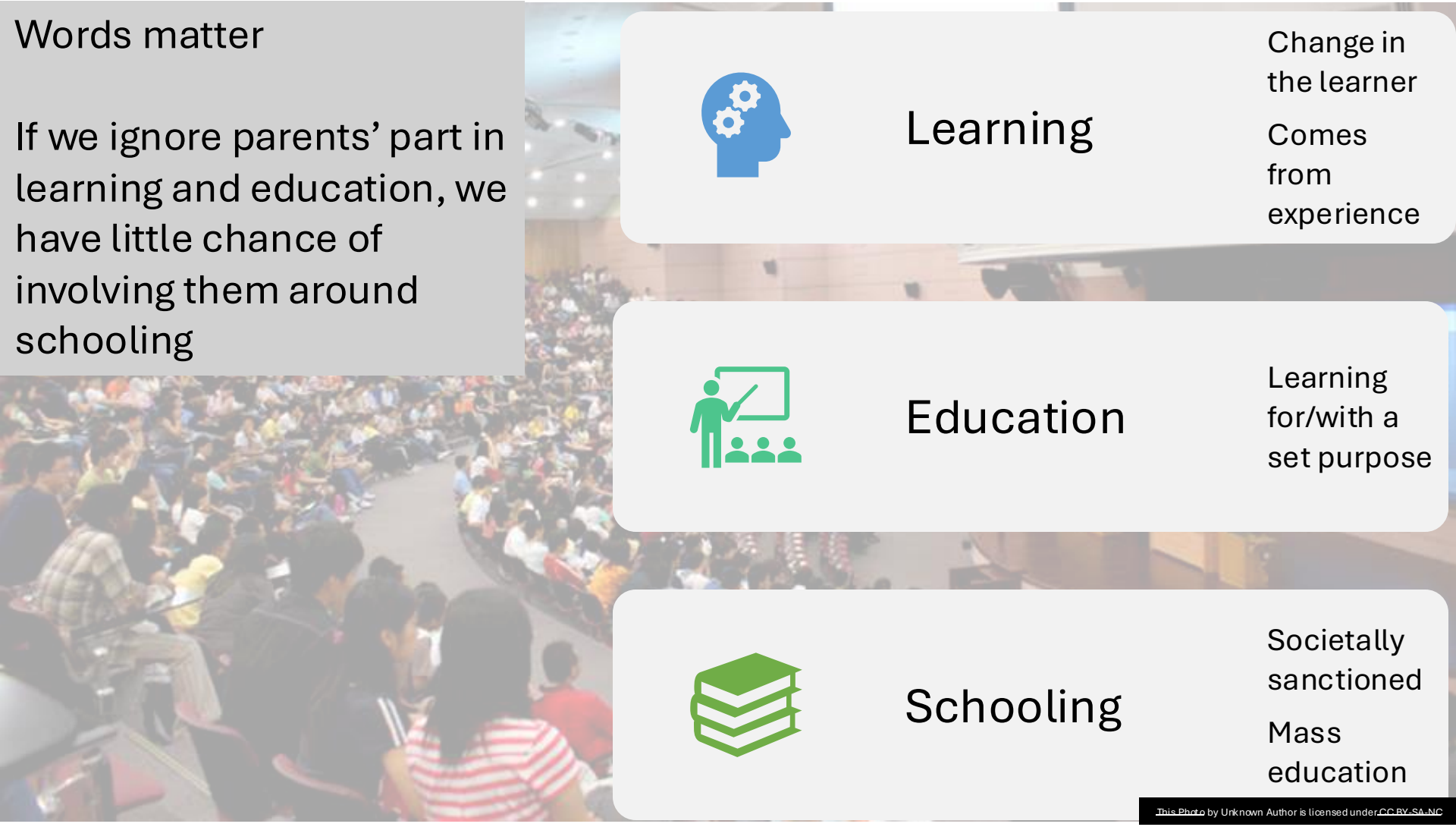
(Sidorkin 2011, 512)



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Words matter

If we ignore parents' part in learning and education, we have little chance of involving them around schooling



Learning

Change in the learner

Comes from experience

Education

Learning for/with a set purpose

Schooling

Societally sanctioned

Mass education

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Parent involvement ≠
Parent engagement

The confusion between these two is more than a linguistic problem…

- It can lead to a misunderstanding of what is of value
- It can lead to a lot of wasted effort and frustration
- The confusion does not support students

Parental involvement with schools		
Reading in class	Going on Trips	Parents' Evenings

Parent involvement with schools		
Reading in class	Going on Trips	Parents' Evenings
Parent involvement with schooling		
Helping with homework		Keeping track of coursework

Parental involvement with schools		
Reading in class	Going on Trips	Parents' Evenings
Parental involvement with schooling		
Helping with homework		Keeping track of coursework
Parent engagement with children's learning		
Moral support	Interest in learning	Guidance

Understandings matter – parental engagement is the key	**Parental involvement with schools**	
	Going on Trips	Parents' Evenings
Parental involvement with schooling		
Helping with homework		Keeping track of coursework
Parent engagement with children's learning		
Moral support	Interest in learning	Guidance

Parental engagement in learning is linked to…

- Wellbeing
- Achievement
- Academic socialization
- Motivation to learn
- School engagement



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“For all children, the quality of the home learning environment is more important for intellectual and social development than parental occupation, education or income”

“What parents do is more important than who parents are” (*Sylva et al, 2004)*

- Change the focus from schooling → to learning

- Then parents are already part of the process



So - why don’t all parents engage?

Either with the school or with learning?



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haviour in the play

the child – begin shouting at the teacher. But we understood our mothers a little better. We knew that they, in their own time, had feared school, just as we did now, feared the arbitrary rules and felt shamed by them, by the new uniforms they couldn't afford, the baffling obsession with quiet, the incessant correcting of their original patois or cockney, the sense that they could never do anything right anyway. A deep anxiety about 'being told off' – for who they were, for what they had or hadn't done, and now for the deeds of their children – this fear never really left our mothers, many of whom had become our mothers when they were not much more than children themselves. And so 'Parents' Evening' was, in their minds, not so distant from 'detention'. It remained a place where they might be shamed. The difference was now they were grown and could not be forced to attend.

Smith, Swingtime

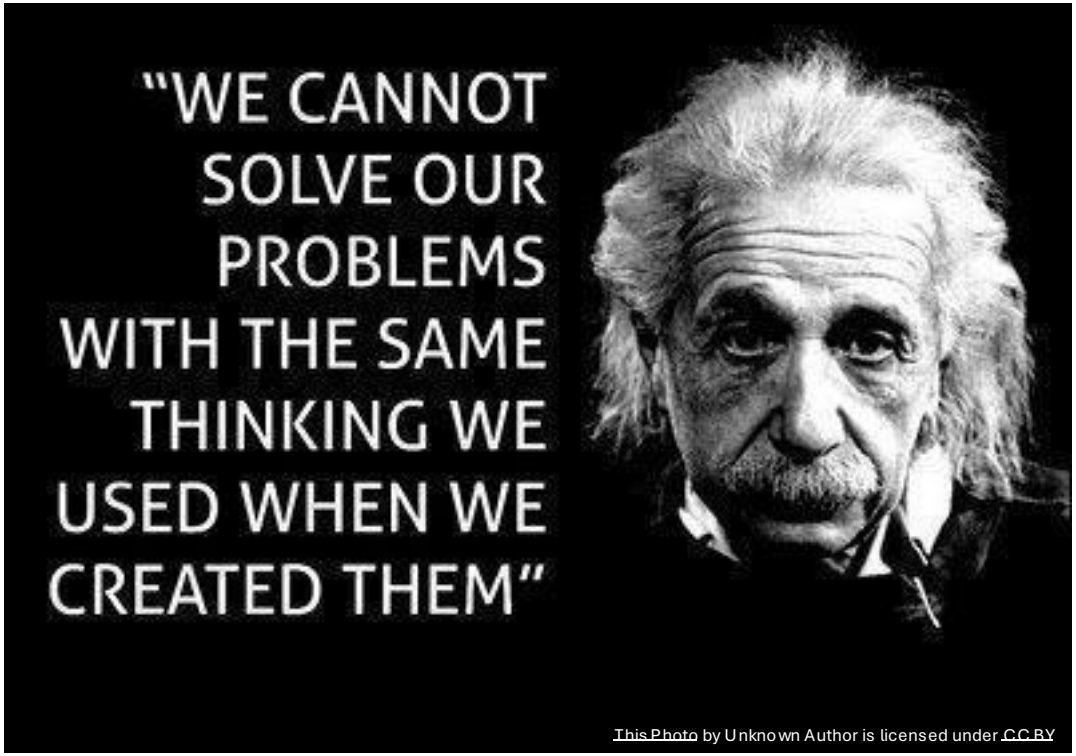
Repairing long broken bridges….

- If school was a locus of shame and failure for parents, how do we repair the damage and create trust?



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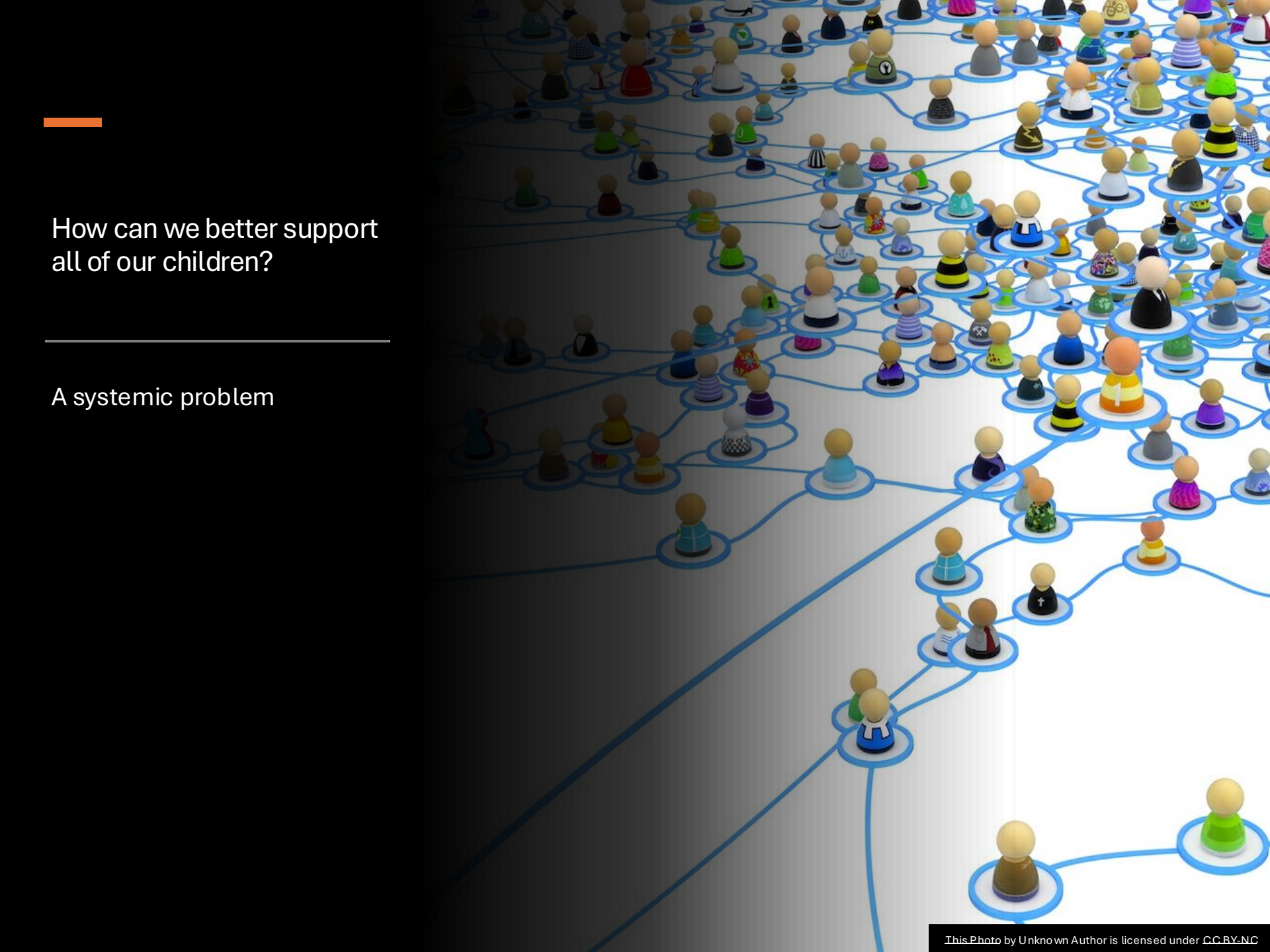
If we see parents as the problem, we will never move forward



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How can we better support all of our children?

A systemic problem



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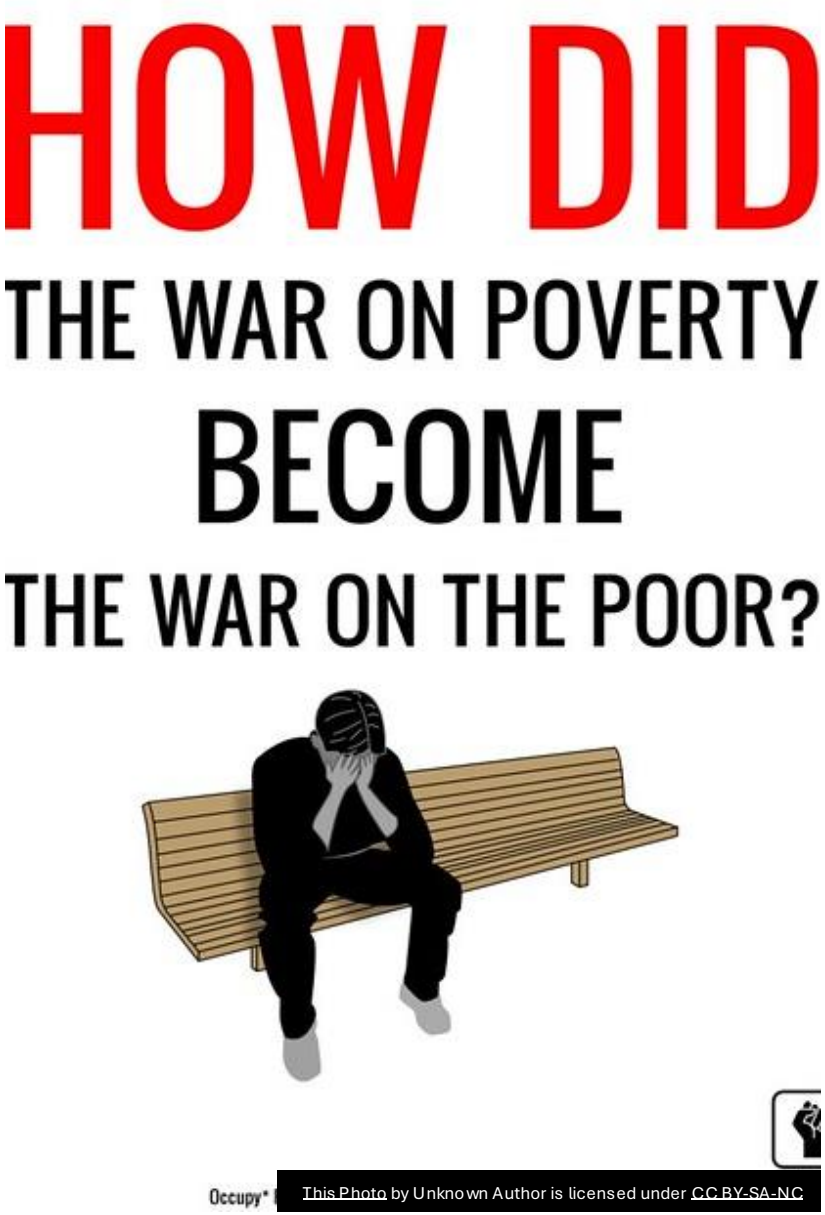
How can we better support ALL of our young people?

- This is a systematic problem – the solutions are local AND national/international
- They are based in families,
  - communities,
  - schools,
  - and systems…



Systemic issues…

Culture of poverty discourse



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Culture of poverty

- Relies on ‘homogenising’ of groups of families in poverty (Gewirtz, 2001)
- Idea is 50 years old – rejected by scholars; loved by policy makers
- Sees poverty as personal
- This is embedded in our society and influences all of us – policy makers, teachers, parents….

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Relies on these ideas..

- Othering for absolution
  - ‘They, them, those’…. (back to the photos of poverty)
- The merits of the meritocracy
  - The cream rises….
  - “What matters most to a child’s life chances is not the wealth of their upbringing but the warmth of their parenting” (Cameron, 2010)



Responsibilisation of parents and parenting (Dahlstedt & Fejes, 2014)

‘Parents, rather than any other factors (such as increasing child poverty) are seen as responsible for any less than favourable outcomes for children.’ (Goodall, 2019)

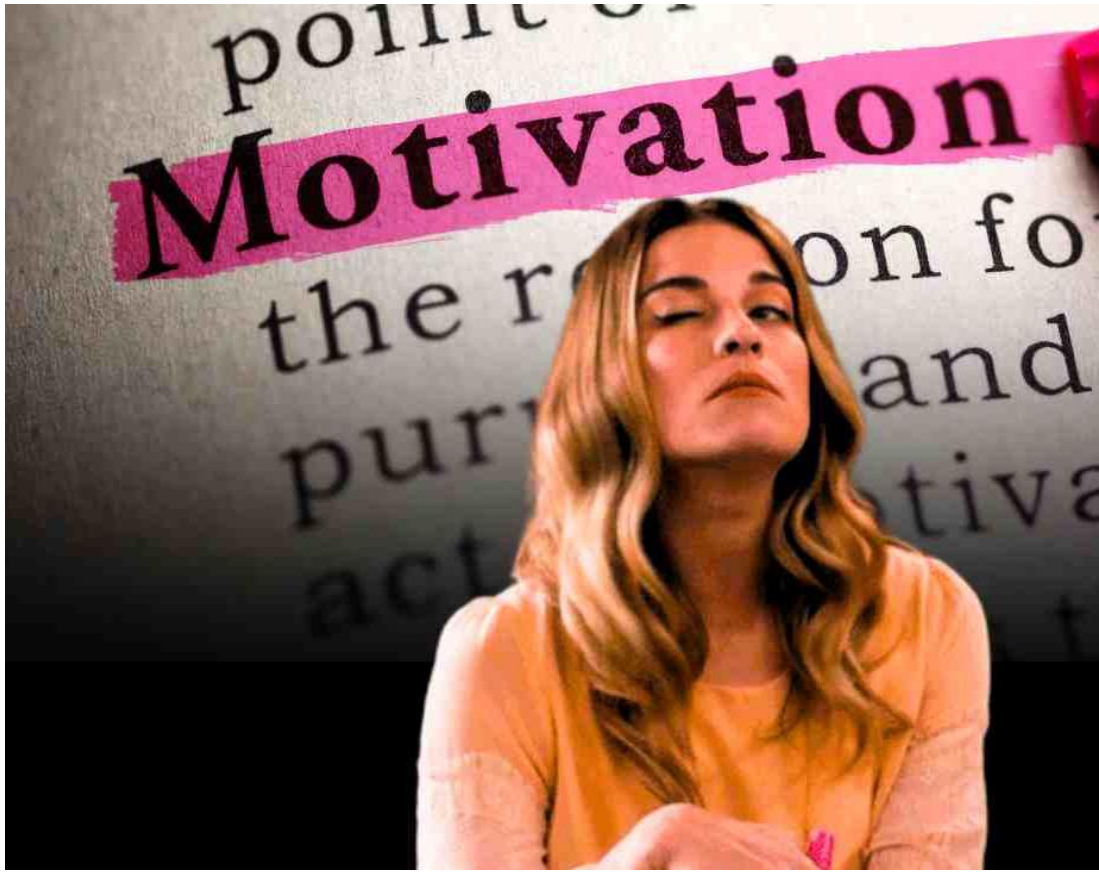
- Oversight and judgement of parents
- Deficit discourses
- ‘Poor parents’ – money or practice?



Your motivational meme…
How do these make you feel?

- ‘Just choose to succeed!’
- ‘You always have a choice!’
- ‘Poverty draws a line – choose to step over it!’
- ‘You can do it!’

What’s the problem with these?



We know all this…

- And we've known it for upwards of 25 years, with more or less certainty
- So why haven't we sorted the problem out, yet?
- Could we be *part of the problem?* Could we be perpetuating the situation we are setting out to amend?



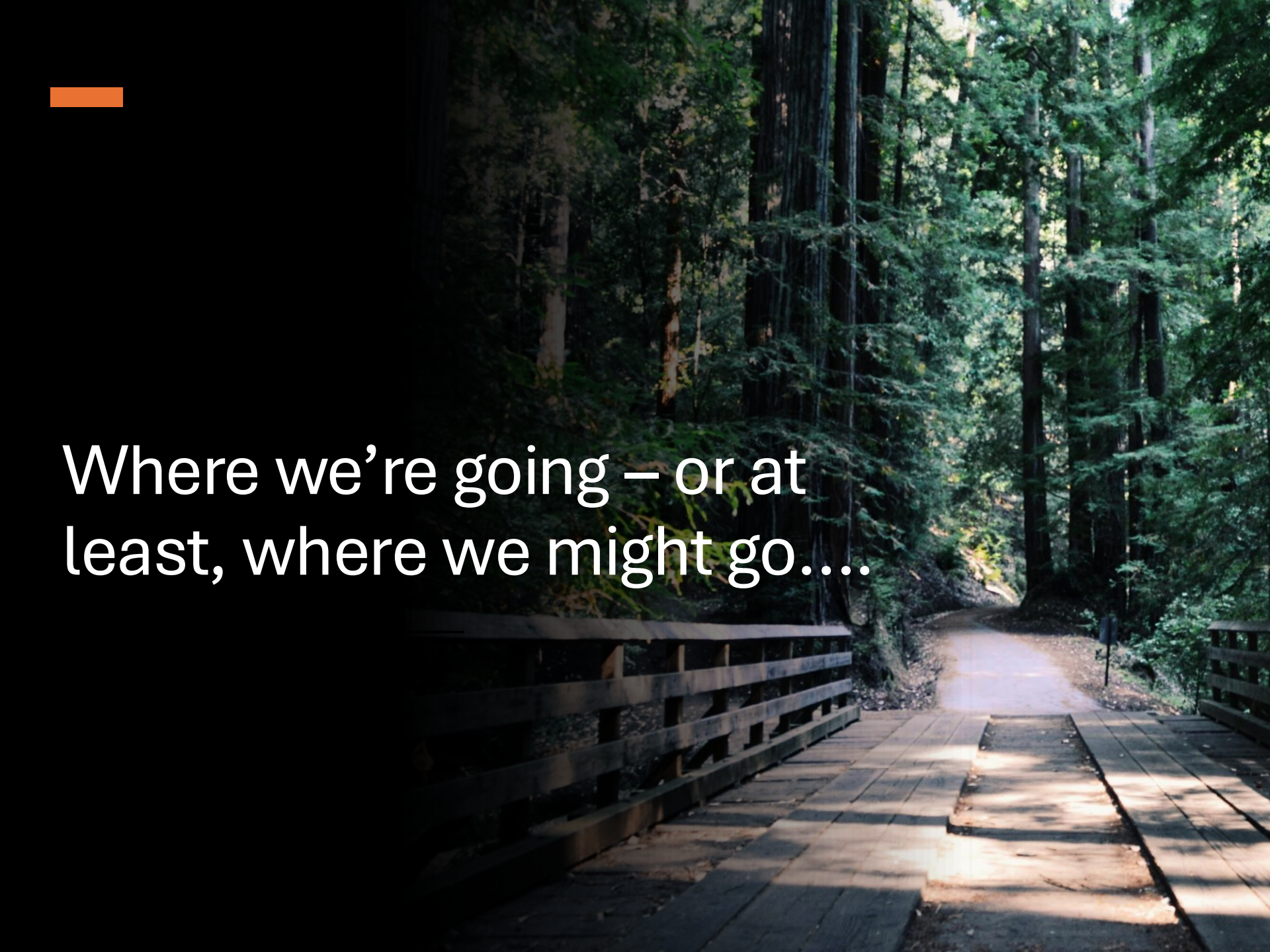
Uncomfortable questions…

Am I perpetuating a deficit discourse around families in my own work?

Does/how does a deficit discourse operate in my classroom, in my relationships?

Do I perpetuate a message that all that is needed to overcome systemic injustice is strength of will?





Where we're going – or at least, where we might go….

So much has been added to our existing model of schools in the last few years that we've run out of attachment points for new ideas; we need to stop bolting things on to the outside of what we're already doing and go back and rethink - retool - regrow - the basics. We need to get **radical**. (*Goodall, 2014)*





If we wish to change our outcomes, it would seem inevitable that we must first change our inputs (Cooper et al., 2010). That is, the system we have must be changed—disrupted—if we are to achieve a schooling system which supports all of our children and young people. Continuing to do what we have always done will not solve the issues, and could, indeed, exacerbate them, by continuing to support the privileged to the detriment of others (Borgonovi & Montt, 2012; Doyle et al., 2023). (Goodall, 2025)

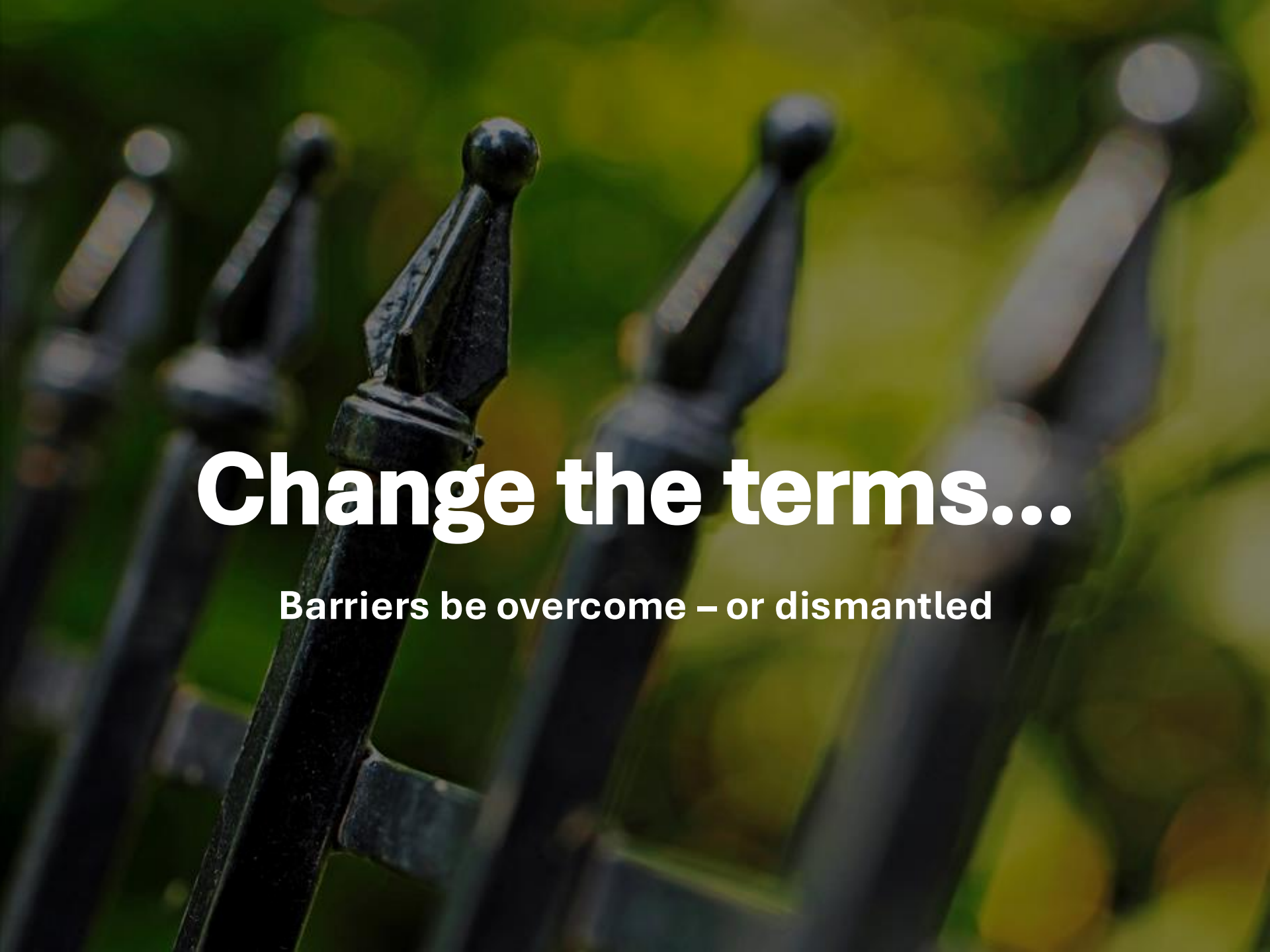
The status quo can be changed….

The relationship between SES and student achievement is not deterministic (Peña-López, 2019)



But that change requires work…

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Change the terms...
Barriers be overcome – or dismantled

Words matter….

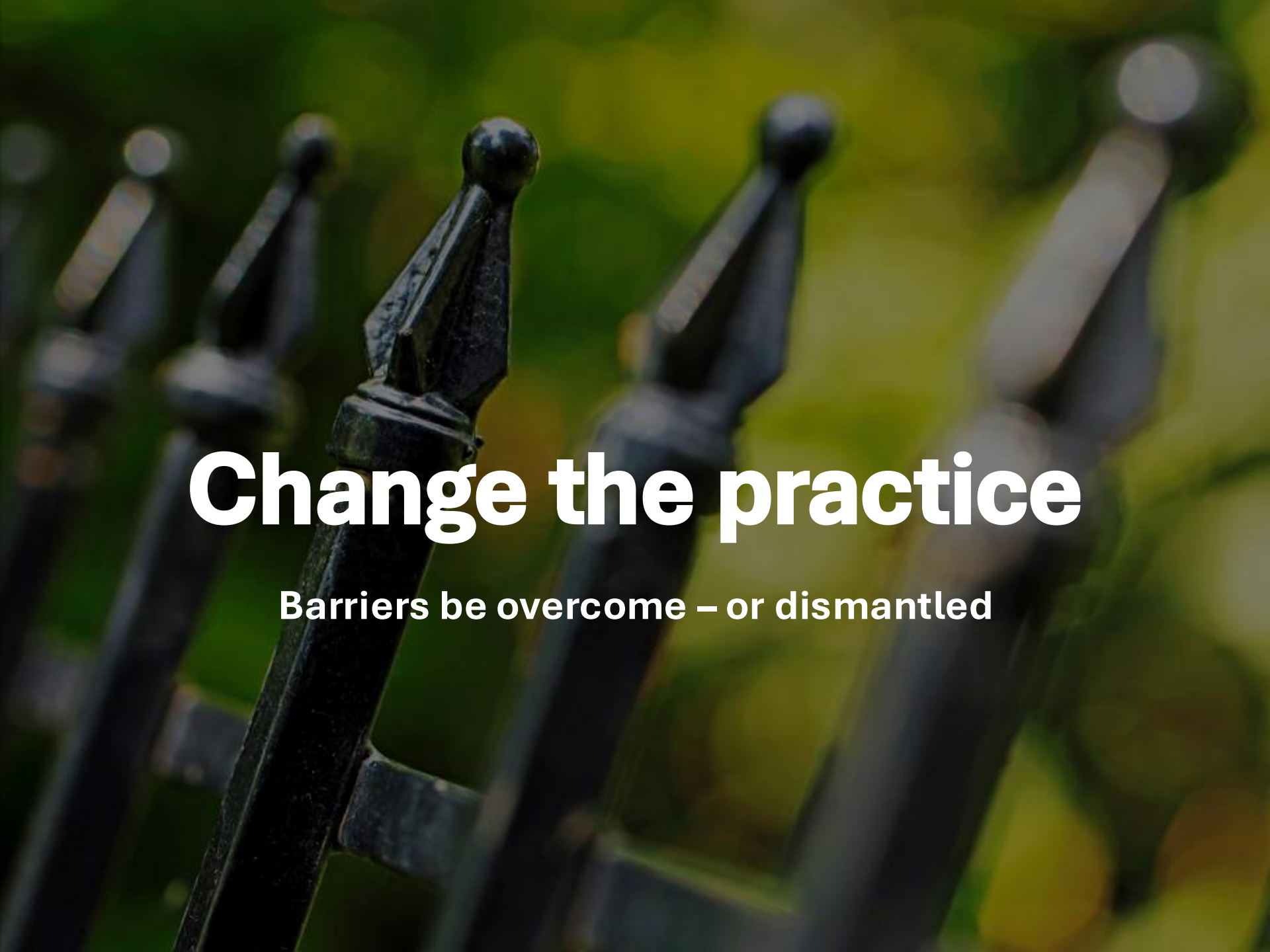
- Move from talking about an achievement **GAP**…
- To an educational **DEBT** (Ladsdown-Billings, 2004)
- Changes the emphasis, and impetus, from the individual to society, to the collective
- It is not (just) that children do not achieve
- But (also, mainly) that we do not fulfil our obligations to them
- “Achievement gap” is a neutral sounding term – what we mean, is injustice (Sriprakash, 2023)



Words matter….

- Move from talking about closing the gap
- To Narrowing the Gap
  - Some young people will never attain whatever arbitrary bar we set
  - If we insist on concentrating on CLOSING the gap between those who do and do not meet that standard, we negate those young people…




Change the practice
Barriers be overcome – or dismantled

Barriers to engagement

- Parental experience of education
  - Parental self efficacy
- Practical issues
  - Time
  - Child care
  - Transport
  - Cost

- 15 minutes' conversation a week w/teenagers, about social media, movies, etc. has been found to be correlated to engagement in literacy
- Parents need to know that they make a difference, and how

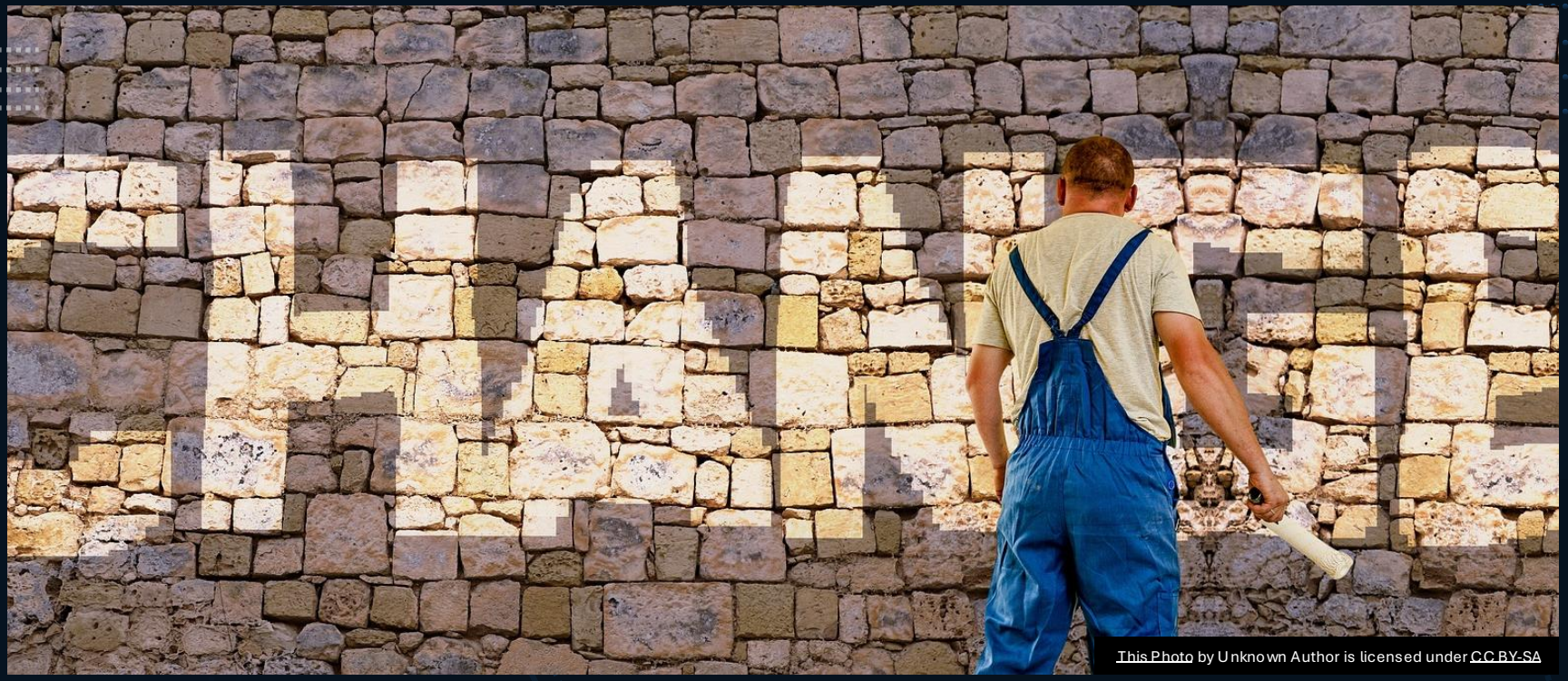
Where are the barriers for your families?
What can we do about them?

What about teacher training?

- Teachers are rarely trained to support effective parental engagement in learning (Willemse, Vloeberghs et al. 2016, Willemse, de Bruïne et al. 2017, Willemse, Thompson et al. 2018, Goodall, Ramadan et al. 2021)
- Teachers may discourage or discount the support parents are able to offer, due to assumptions on the basis of background, SES, ethnicity (Berkowitz et al., 2017)
- Teachers may also not recognise the support parents give to students (Hamlin & Flessa, 2018)



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The current system is not fit for purpose

- Change – disruption – is needed
- Teachers are by nature change agents – that's what a lesson plan, a learning objective is – a measure of change



Consequently, schools need to place parental engagement at the centre rather than the periphery of all that they do. Parental engagement in children's learning makes a difference- it is the most powerful school improvement lever that we have.

Do Parents Know They Matter? p. 70

What is needed:

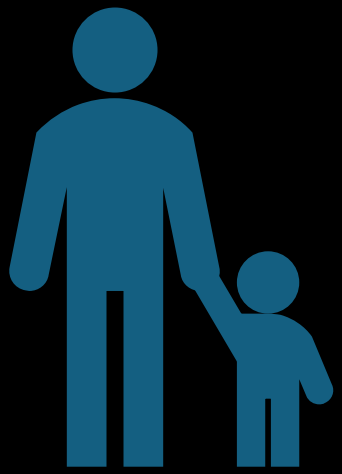
Targeted, responsive, culturally appropriate support for engagement with learning

Designed in conjunction with parents, school staff, young people and researchers

Implemented in partnership with families

Evaluated effectively (Goodall and Vorhaus, 2011; Goodall and Weston 2018, 2019)

Message to parents:



- What matters is that they care about their children and their learning
- They don’t need to *know* the answers
- They need to *care that the answers get found*

EQUALITY VERSUS EQUITY



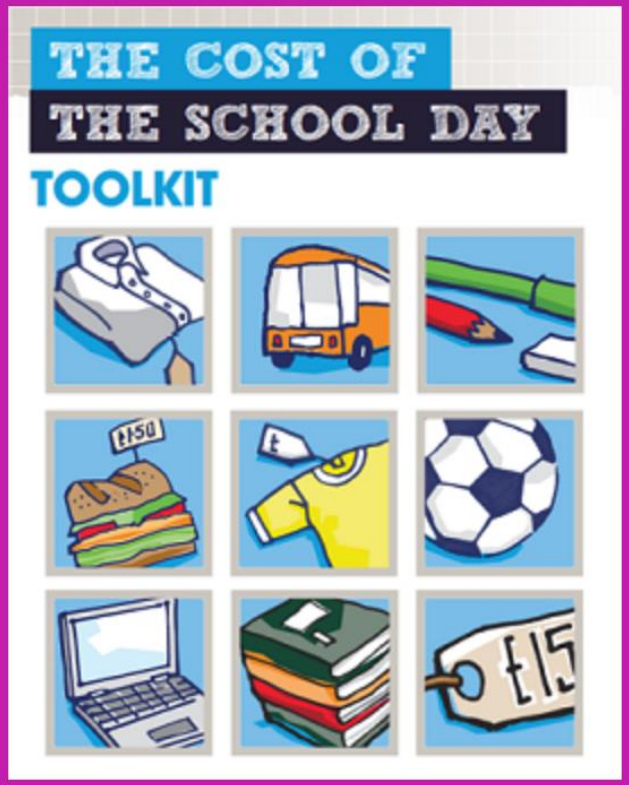
In the first image, it is assumed that everyone will benefit from the same supports. They are being treated equally.



In the second image, individuals are given different supports to make it possible for them to have equal access to the game. They are being treated equitably.

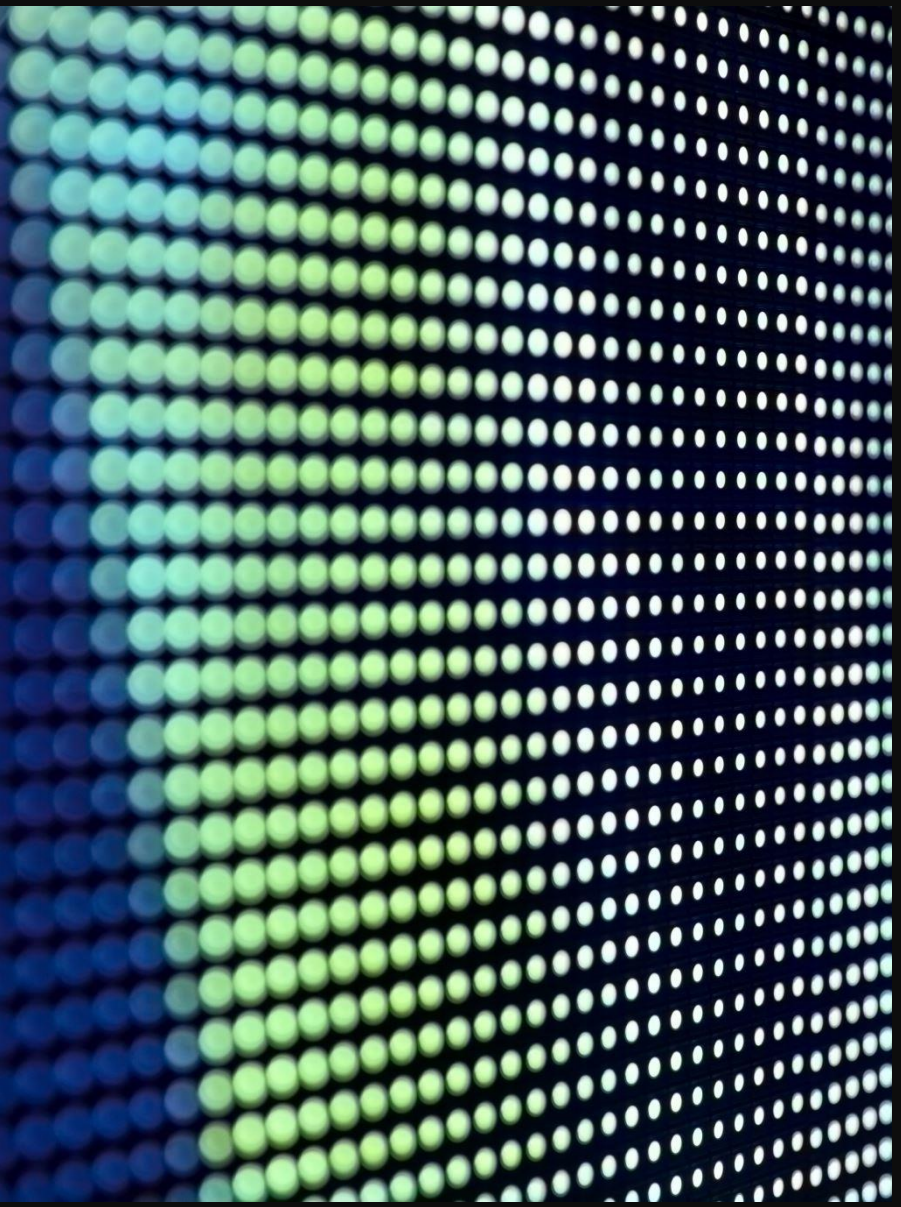


In the third image, all three can see the game without any supports or accommodations because the cause of the inequity was addressed. The systemic barrier has been removed.



Other resources...

POVERTY PROOFING THE SCHOOL DAY



Over to you!

@janetifimust

J.s.goodall@swansea.ac.uk





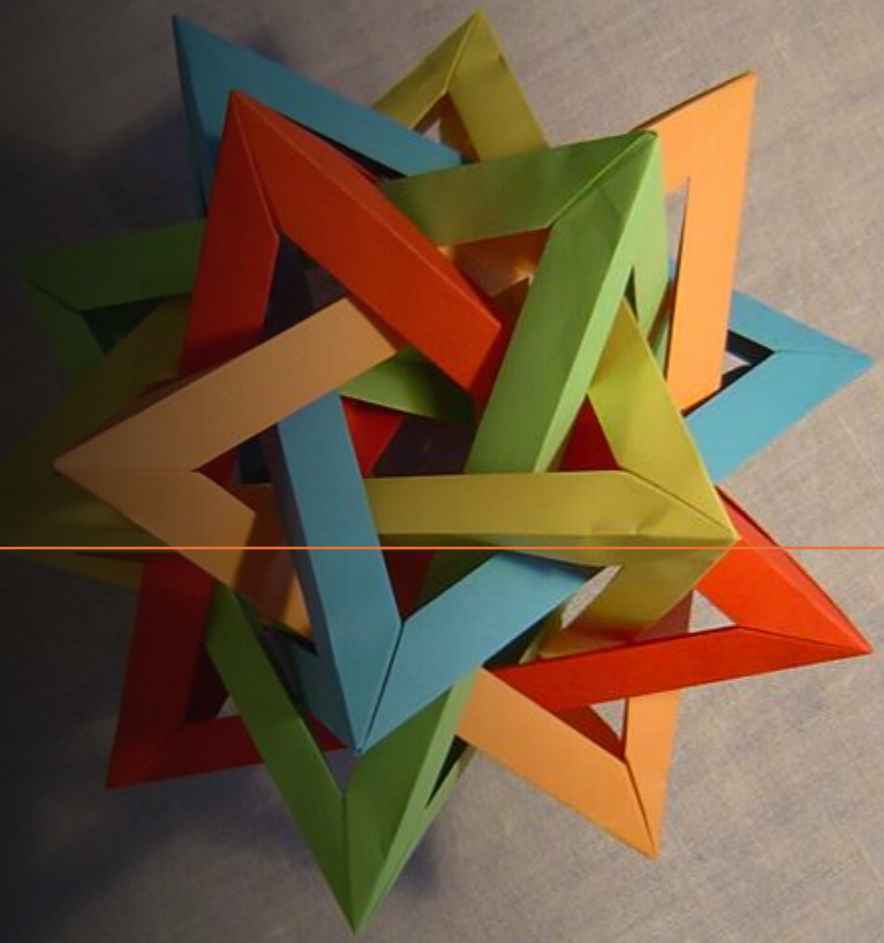
Break for 30 minutes



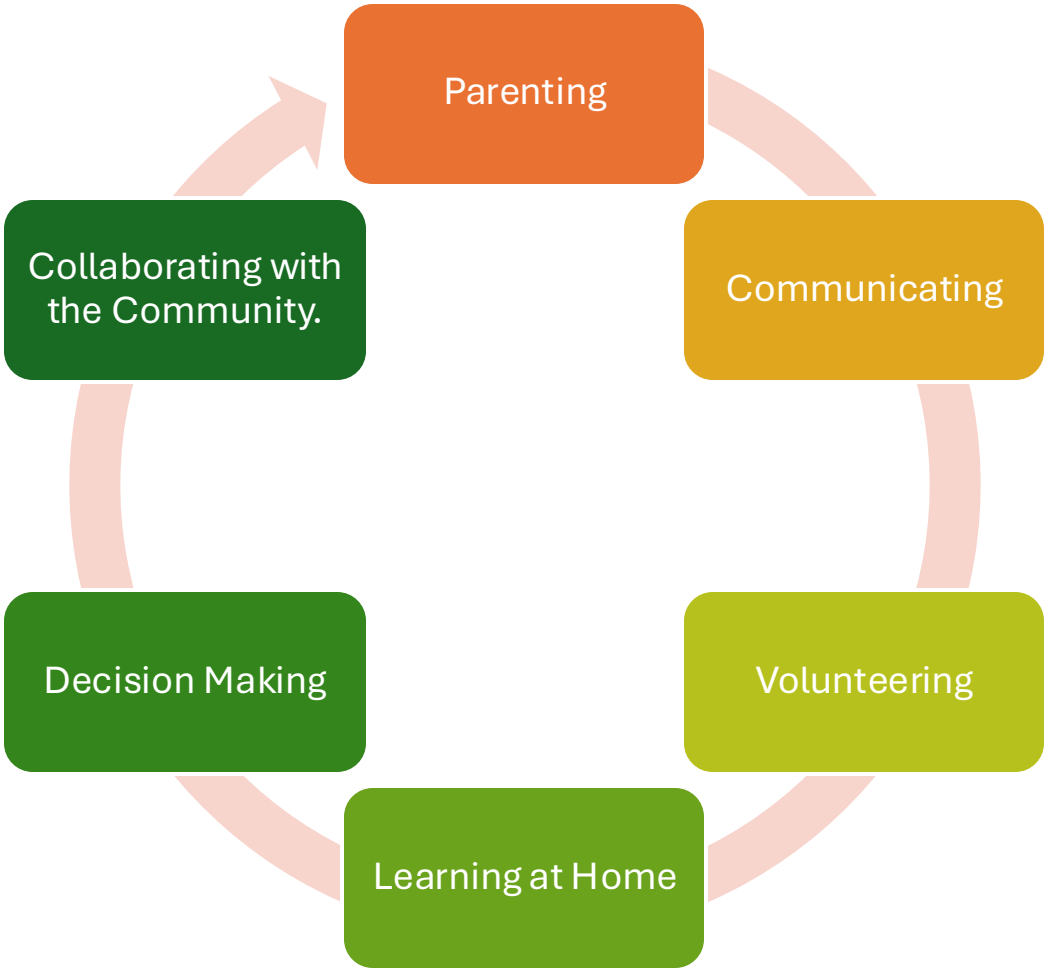
Please enjoy the refreshments and return at 11.15 am

A framework for engagement

Workshop



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Epstein's framework for Parental Involvement

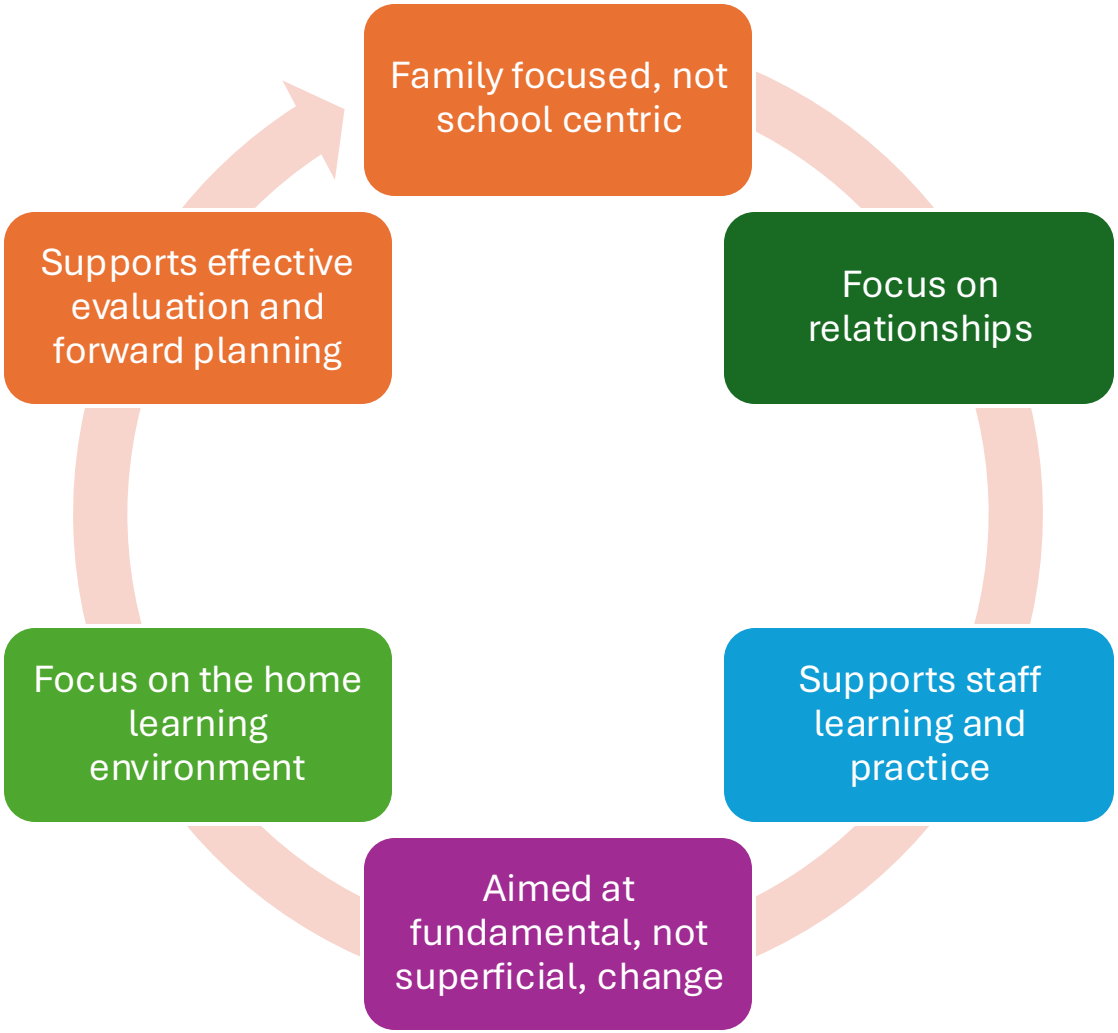
This was fine when published …

- But it is mainly focused on the school
- It is school led, and school centred
- Presumes parents need upskilling, educating and informing
- Does not acknowledge parental agency or power
- Tick box, once-and-done exercise



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New framework….



New Framework, Goodall, 2022

Supporting Parental involvement with school

Focus on the school

- Focus on parental interactions with the school
- School website is accessible (including on a mobile phone)
- Parents understand homework tasks
- School decisions clearly communicated to parents…

Intermediate

- Homework tasks become interactive, with planned support from parents
- Parents consulted about a range of school decisions …
- School website is regularly updated, checked for accuracy, by staff working with parents
- Parents consulted about a range of school decisions …

Supporting Parental engagement with learning

Focus on learning

- Focus on parental interactions with their children
- School website and general information created in conversation with parents
- Parents are engaged in designing a range of homework tasks
- Parents understand how homework tasks/suggested activities support learning…



Over to you – how will you use the new framework in your school/setting…?

Comments, questions...?



Please enjoy the buffet lunch and return at 1.30 pm



THE ROSEDALE HEWENS ACADEMY TRUST

BROOKSIDE PRIMARY

Parents as partners in learning









Context is key...

- Our local community of Yeading is highly diverse with a strong representation of families from a wide range of ethnic and linguistic backgrounds.
- It has moderate to high deprivation, with above borough average child poverty and low income households.
- The specific area of the community where Brookside is located faces high mobility due to most families being in temporary housing.

Context is key...

BROOKSIDE PRIMARY

What about our current school community?



THE ROSEDALE HEWENS ACADEMY TRUST

Context is key...

What about our current school community?

Our top 5!

- Indian
-Black Somali
- Afghan
-Pakistani
- Black African

Other representations across the school are:

Europeans, Black Caribbean, White British and a growing traveller, and Polynesian community.



BROOKSIDE PRIMARY

THE ROSEDALE HEWENS ACADEMY TRUST

So what does this mean for us?





For our children:

- Adapting our early reading/phonics to fill gaps where English is not spoken at home.

For our parents:

- In person translation in meetings and information sessions;
- Adapted website to include a translation tool;
- Use of translation apps for letters/emails;
- Signpost to adult learning if appropriate;
- Advice on how to support literacy at home, for example English captions on television programmes.

So what does this mean for us?





Tenaciously warm and encouraging to get parents in the building…

We will help fill out those forms, help with paperwork and signpost to the relevant agencies.

Pick your child up, bring their siblings and use our playgrounds before you go home.

Stay for a chat with other parents, build support networks.

Parents who are well supported are better prepared to support their children.

So what does this mean for us?





Recognise our community and play to their strengths, two key groups for us are:

- Somali families
- Traveller families

Both are close knit communities – we build reputation and trust and have increasing buy in and support from families.

So what does this mean for us?





Recognise our community and understand their financial circumstances…

- Subsidise trips where possible
- Use free public transport where possible
- Include parents as volunteers
- Research free trip opportunities
- Use the local area
- Use school networks!



Parent focused activities

BROOKSIDE PRIMARY

Three parent consultation points a year





Parent focused activities

Stay and Play/ Stay and Read







Parent focused activities

Attendance Coffee Mornings

Attendance Coffee Morning Success

On Wednesday, 26th March 2025, our Participation Officer from Hillingdon Council delivered an insightful coffee morning on attendance. We were thrilled with the incredible turnout—over 80 parents, guardians, and carers joined us for the session! A huge thank you to everyone who attended and engaged in this important discussion. Your support plays a vital role in promoting good attendance and student success!







Parent focused activities

BROOKSIDE PRIMARY

Learning Workshops - Open Book Morning/Afternoon







Parent focused activities

BROOKSIDE PRIMARY

Come and play with your child here







Parent focused activities

BROOKSIDE PRIMARY

Involve in pupil success - Pinning Ceremonies







Parent focused activities

Assemblies





Parent focused activities

Sports Day



Parent focused activities

BROOKSIDE PRIMARY

Carolling







Parent focused activities

BROOKSIDE PRIMARY

Support during holidays/half terms





Parent focused activities

Posters and Advertisement – Events/Fairs







Parent focused activities

BROOKSIDE PRIMARY

Science Fair





Parent focused activities

Signpost to available support







What works...

Messaging needs to suit your families:

- In person, at drop off/pick up (with staff who can translate if needed)
- In newsletters, social media
- Website
- Letters
- Phone call reminders

What else are we doing?



Best Start in Life > Childcare Checker

Childcare checker

Find out what childcare support you could get, how much childcare might cost, and search for providers near you.

What else are we doing?

LPPA Leading Parent Partnership Award

Working towards ten objectives centred around the way a school works with parents and supports them in their child's school journey.

Takes 9-15 months to achieve, lasts for three years and then can be re-accredited.

What else are we doing?

LPPA Leading Parent Partnership Award

BROOKSIDE PRIMARY

Commitment to the award, effective planning, and providing a welcoming environment.

Promoting lifelong learning, joint parent/child activities, and a robust induction process.

Supplying supportive, user-friendly information and establishing parent-friendly policies.

Offering strong transition support and evaluating performance against objectives.

Made us reflect on current practice and what we can do even better.

What else are we doing?

LPPA Leading Parent Partnership Award

BROOKSIDE PRIMARY

"I met several parents, all of whom were extremely positive about the relationship they enjoy with the school and the support they and their children receive from leaders and staff. They appreciate the workshops and other opportunities to find out about their children's learning. Individual accounts of how they have been supported with advice around managing behaviour and supporting their neurodiverse children were particularly impressive. One parent described how she and her children value the school so much that they travel in from a different borough every day while in temporary housing."

Barnhill
Community High School

Achievement for All:
Parents as Partners in Learning

Reflections on a journey in parental engagement

- School context

1. Parental engagement is a whole school leadership priority
2. Personal relationships are the foundation of parental engagement
3. Knowledge is power
4. Know the barriers
5. Knowing ‘your market’ is different to marketing

The front door

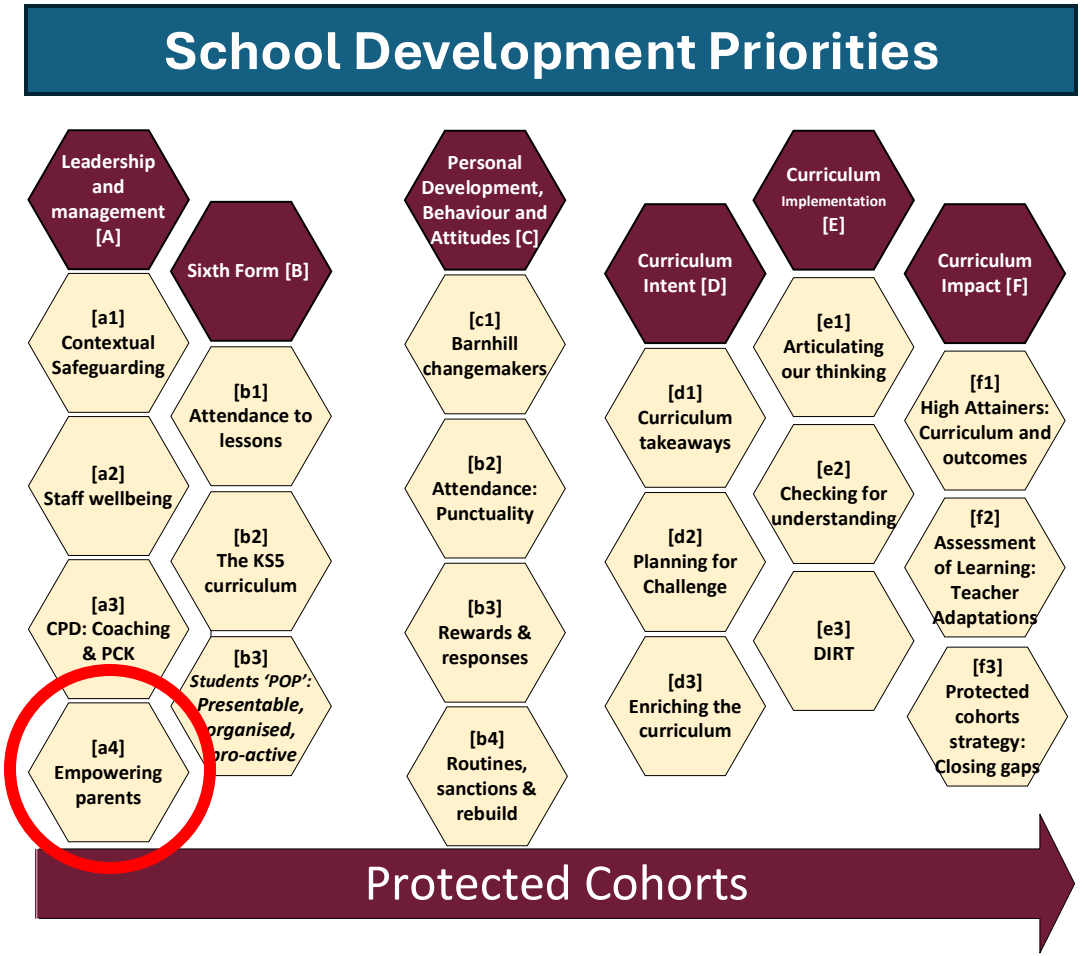


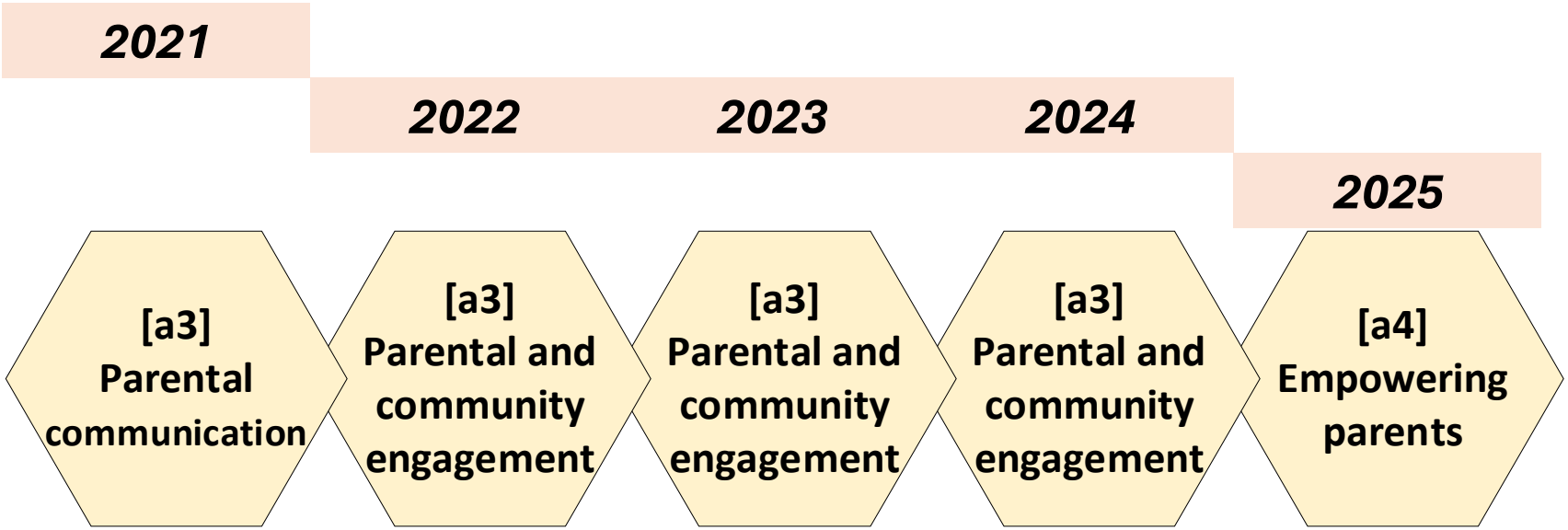
Barnhill

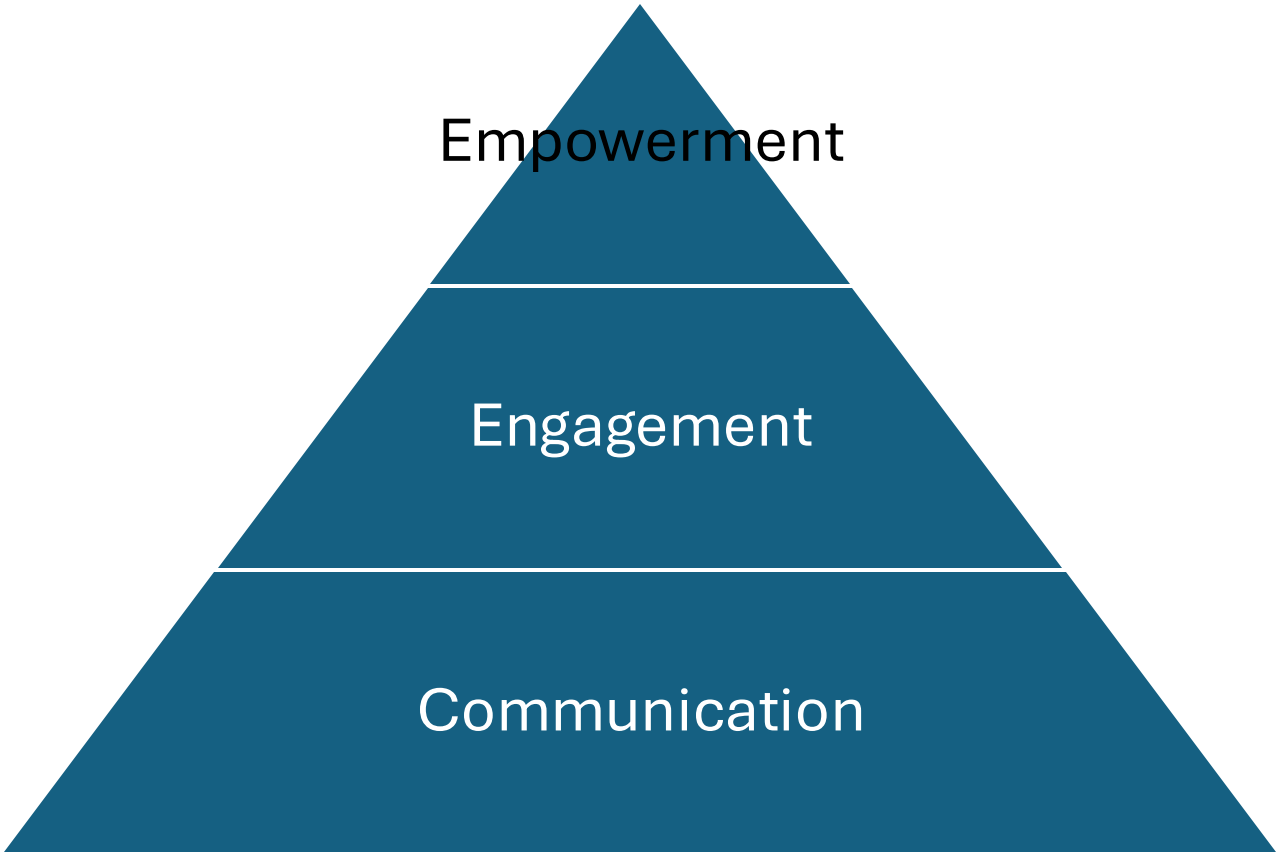
- A community school
- Based in Hayes
- 40% Pupil Premium
- Lowest decile IDACI
- Highest first choice parental preference in Hillingdon

Reflection 1: Parental engagement is a whole school leadership priority

- Parental and community engagement as a key development priority.
- Move from communication to engagement to empowerment. We are at the start of the journey to empowerment.
- Broadcast its importance.




2021
2022
2023
2024
2025
[a3] Parental communication
[a3] Parental and community engagement
[a3] Parental and community engagement
[a3] Parental and community engagement
[a4] Empowering parents


Empowerment
Engagement
Communication

Communication	Engagement	Empowerment
Building trusting and consistent relationships with key staff.	*Sharing information and brining parents in to the school community*	*Giving parents and carers the knowledge to help.*
➢ Regular contact according to need. ➢ Proactive contact. ➢ News and events page. ➢ Newsletters.	➢ Student reports: Bespoke academic information. ➢ 'Lectures'; open evening, options evening, parents' information evenings, meet the tutor evenings. ➢ Data harvests; then parents' evenings.	➢ Comprehensive curriculum information and resources. ➢ Targeted parents' evenings. ➢ Parents in class.

Reflection 2: Personal relationships are the foundation of parental engagement

Parental engagement culture

"Parents are the most important visitors to our school."

"Dear Parents, Carers and families ..."

"It is an expectation that parents attend events ..."

"We are a community school"

"Our success is only possible with the support of our parents, carers, students and families ..."

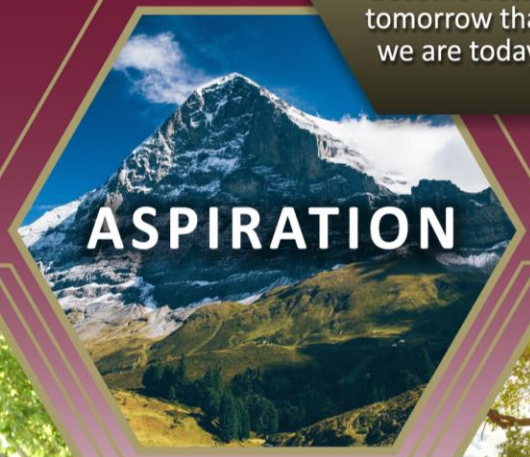


We admire the best of human achievements and we aim to become experts.



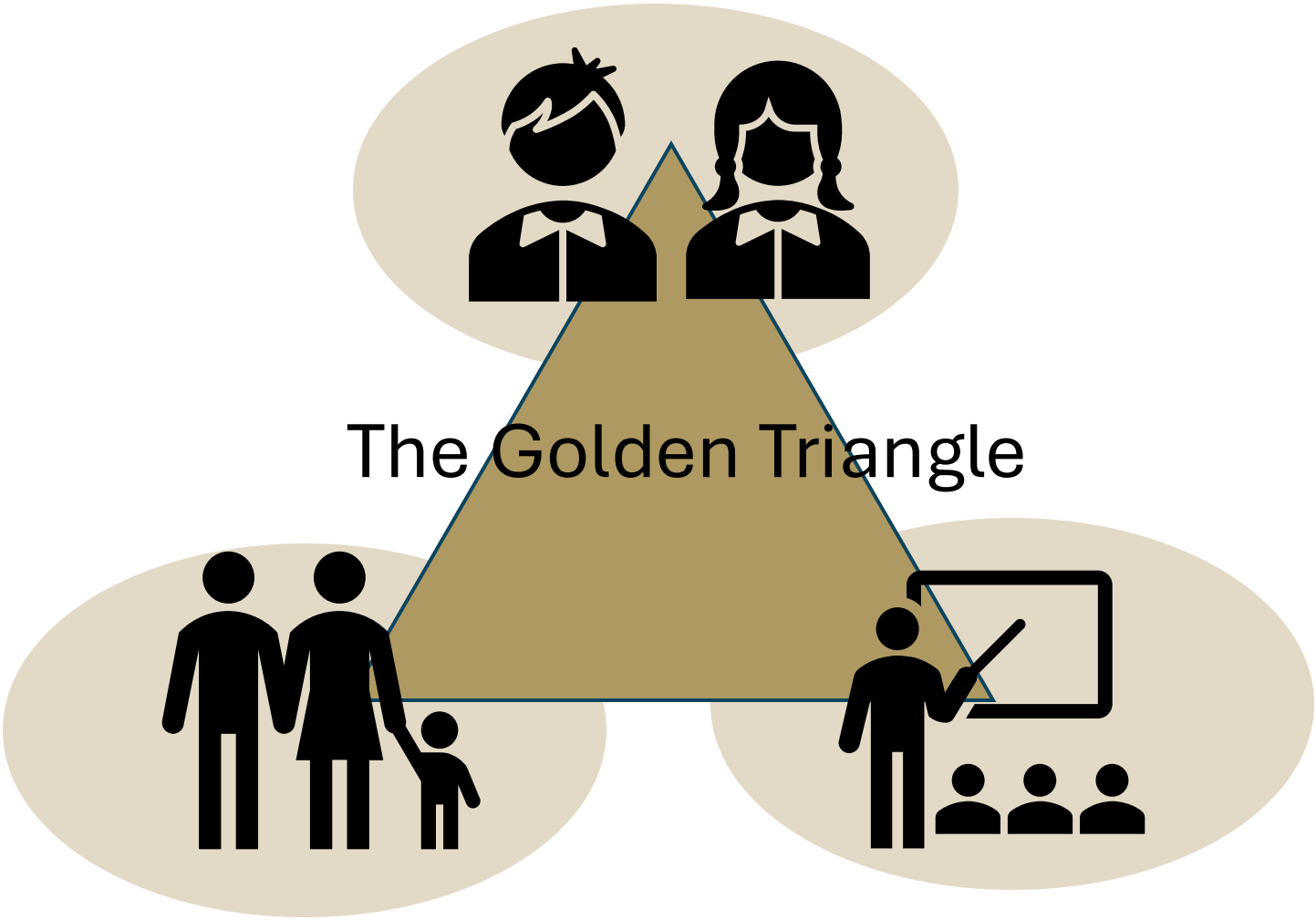
We understand that every person is important, and we respect everyone for who they are.

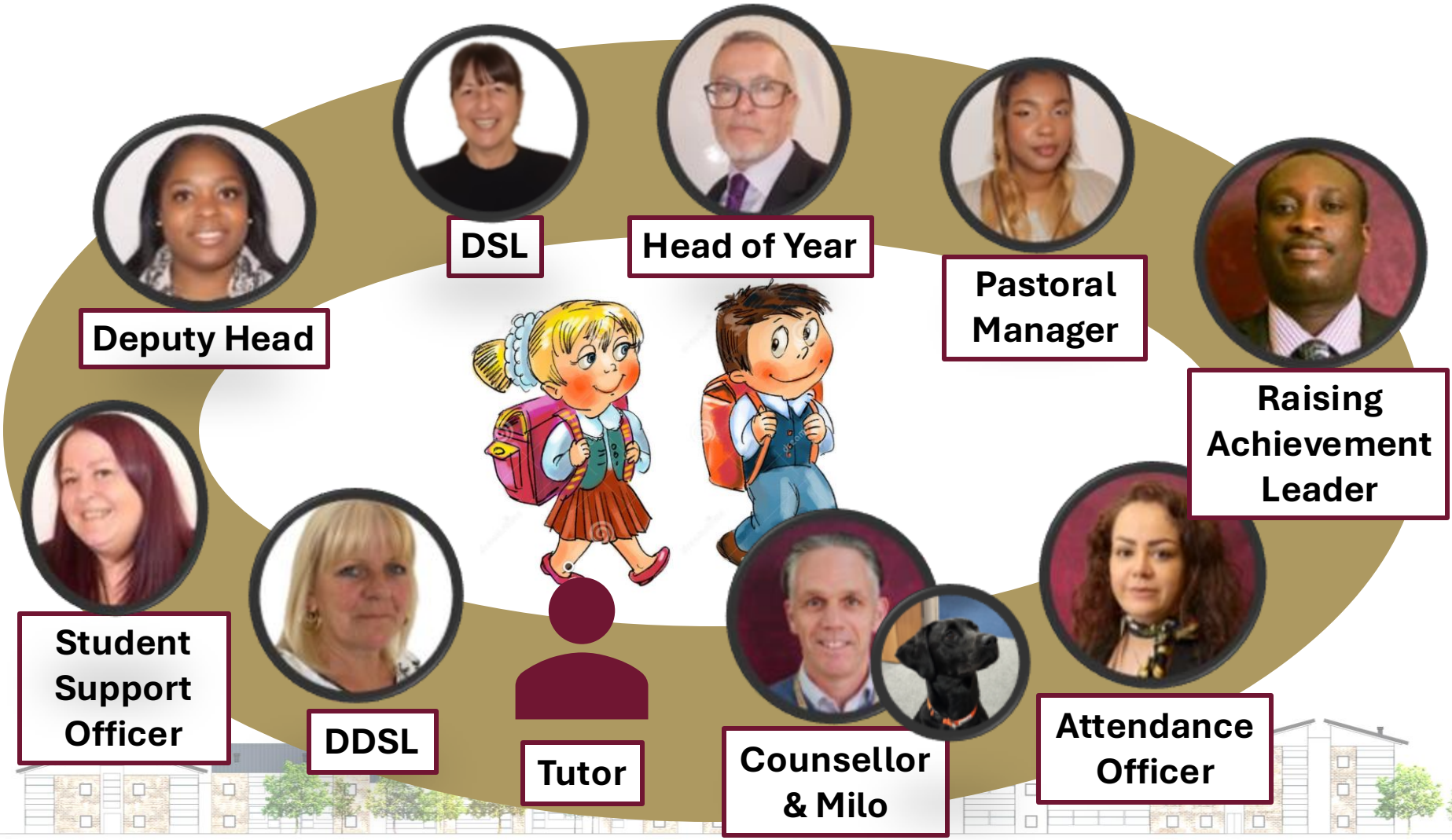
We enjoy challenges and we aspire to become better tomorrow than we are today.



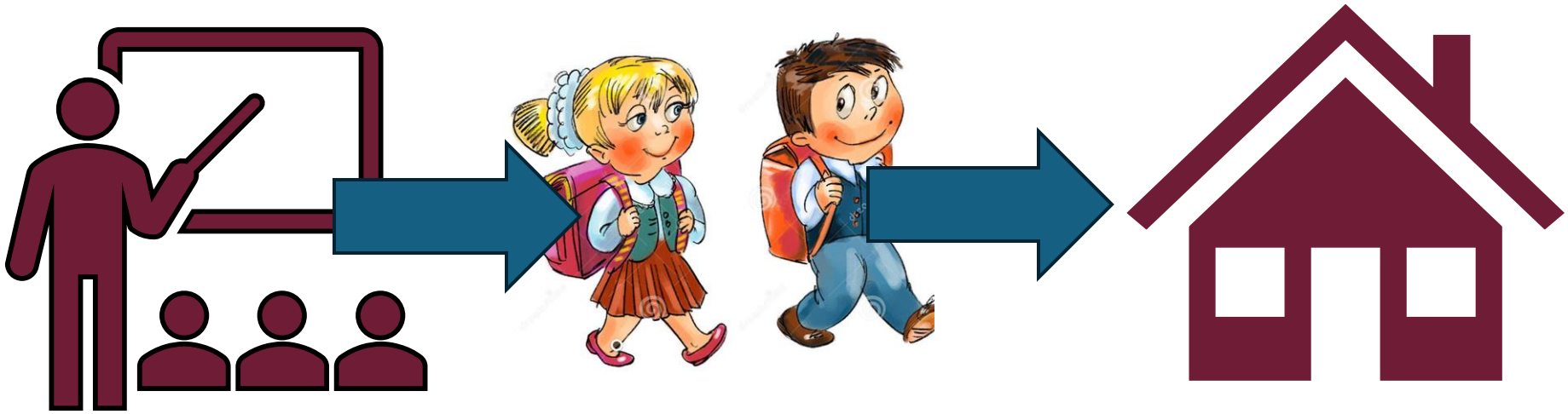
We take an active part in our community in order to create belonging, fellowship and identity.



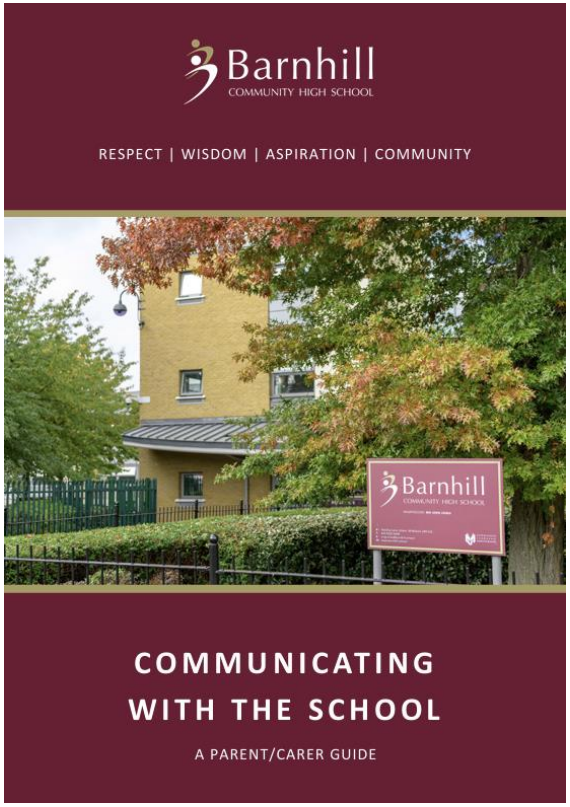

The Golden Triangle


Deputy Head
DSL
Head of Year
Pastoral Manager
Raising Achievement Leader
Student Support Officer
DDSL
Tutor
Counsellor & Milo
Attendance Officer

The key communicator



Reflection 3: Knowledge is power



Communications Guide book

How to reach the school

SPEAKING YOUR LANGUAGE

Did you know you can translate the content from our website into different languages?
Select the **world** icon at the top of **ANY page**

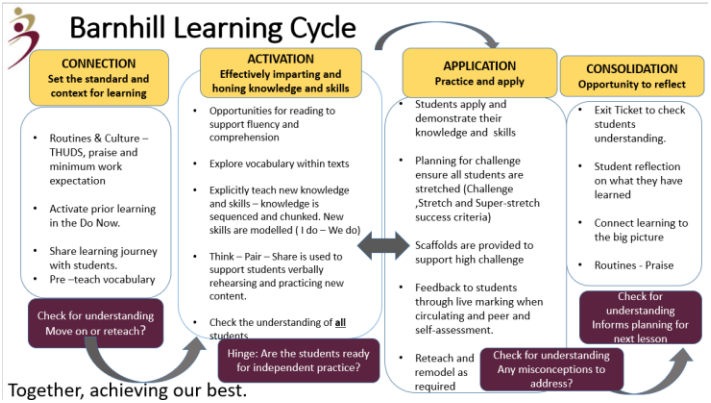


A **drop down menu** will appear from which you can use the **scroll bar** to navigate the list of languages and select the one you want to use.

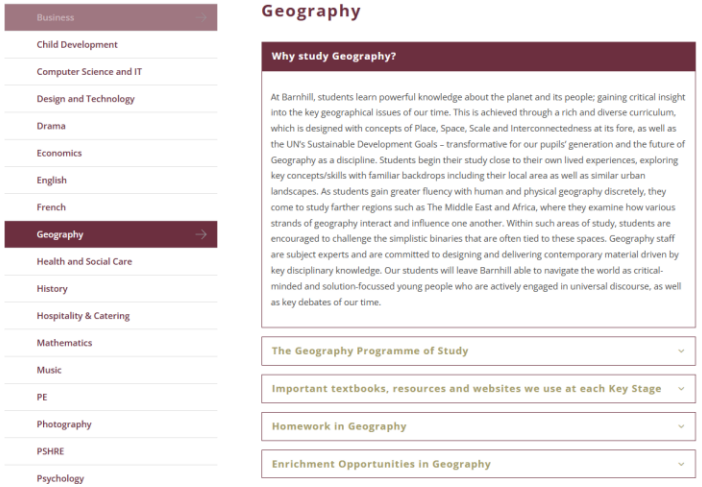


The curriculum

- Curriculum Provision
- Barnhill Learning Cycle
- Curriculum Guides; one for each year group
- Curriculum Map
- Study Skills and resources







Feedback is a gift

TO GIVE FEEDBACK OR ANY OTHER GENERAL ENQUIRES EMAIL: enquiries@barnhill.school	
PARENTAL FEEDBACK FORM	Given on school events such as parents evening and information evenings.
PARENT TEACHER EVENINGS	Held yearly, this is superb opportunity to discuss your child's learning.
ANNUAL PARENTS SURVEY	An annual survey of all parents, this survey is carried out in the Summer Term.
SCHOOL EVENTS	Such as School Productions, Curriculum Evenings and Meet the Tutor evenings.

Reflection 4: Know the barriers

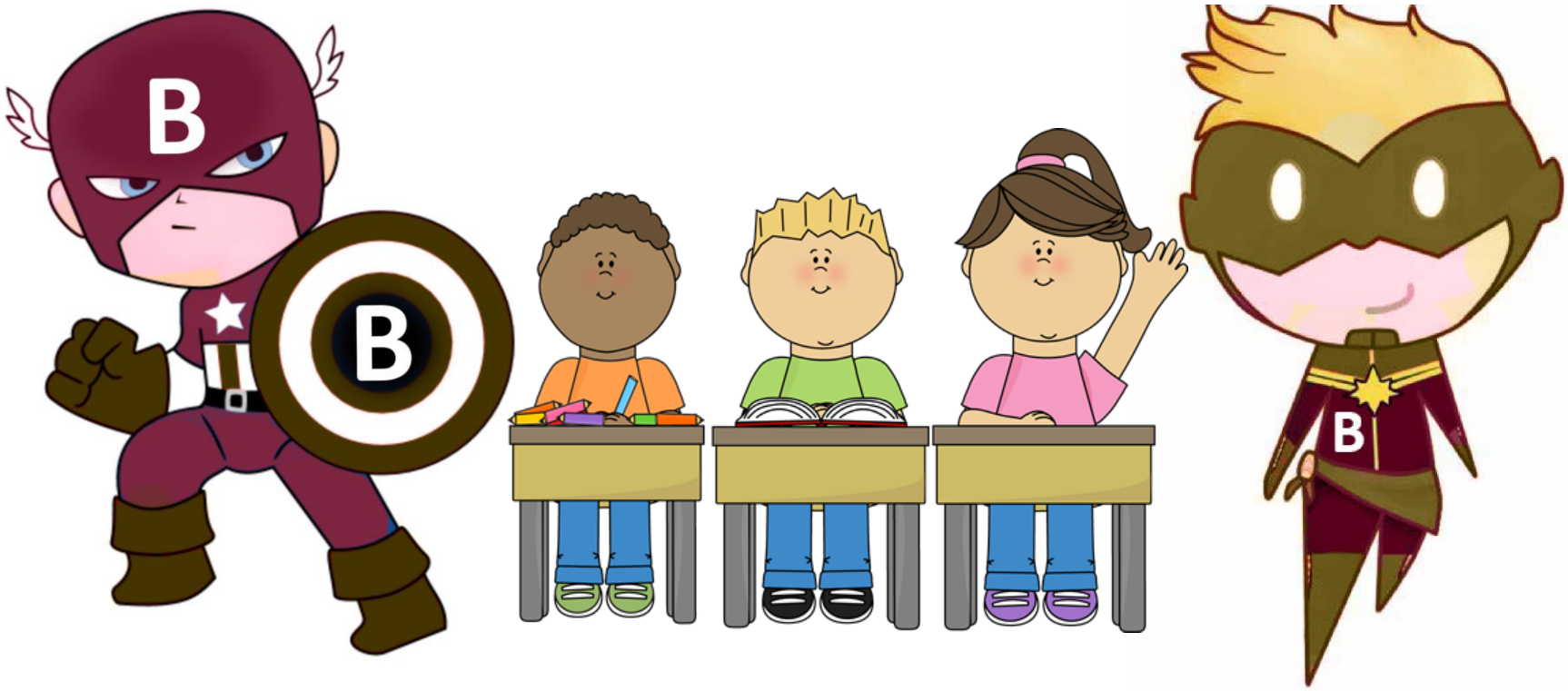
Protected provision, protected intervention

- Identifying families who would benefit from additional support and engagement.
- Giving access to information.
- Families needing access to resources; from laptops to food bundles.
- Extensive engagement at transition.
- Pre-admissions processes for mid year applications.

Protected Cohorts

Protected provision

Protected intervention



Protected Cohorts

Pupil Premium	LAC	SEND	EAL	WBRI
(Collectively called disadvantaged)				
Parents collectively earn less than £16,500 per year.	Child in the care of the local authority	Recognised and listed learning needs	English as an additional language.	White British student. Our lowest performing ethnicity.
Mr Mashida	Ms Bertin	Mrs Gibbons	Mrs Vockic	The impact team

INTERVENTIONS MENU

Level	Code	Teaching Practice	Curriculum Team	Key Stage Team	SEND	Parental Contributions
1	a	Alter seating plan	Positive Report	Positive Report	CPD for all teaching staff on differentiation	Feedback [illegible] Evening
	b	Use AFL/differentiation techniques [SEN/EAL toolkit]	Subject Report	Tutor Report		Checking planner
	c	Staged approach in place	Work scrutiny	Tutor Mentoring		Sign reports
	d	Postcards home	Moderate report Grades	Success/Reward Assemblies/Evening		
	e		Lesson Observation	Learning Walk		
	f		Learning walk			
2	a	Support from HoD	Observe class/Learning walk	Tutor mentoring support for student [e.g. speak to teacher/HoD]	Liaise with HoY/CL screen for SEN need	Tutor/HoY/SENCo/HoD/teacher parent phone call/meeting
	b	Lesson planning with outstanding practitioner or HoD	CPD or teacher improvement scheme	Tutor/parent meeting	Commission Learning Trail [feedback to curriculum/Year	Homework support meeting with parents
	c	Contact parents and arrange intervention (revision class)	Lesson Plans daily check	HoY/AHoY meet parents	BESD Social skills small group [SA]	Dyslexia screening
	d	AFL differentiation techniques	Interview Students	Peer Mentor [Yr 7] Attendance letter 1-3	EAL/literacy 1-1	Sign HoD reports
	e	Independent study resources	Team teach	Mentoring AHoY	Numeracy 1-1	Parental Surgery
	f	ITS (SEND / LABS) for differentiation	Rotate teacher	AHoY Round-Robin	IT support [Laptop/IPAD] for EAL	Arrange attendance at H/W Club
	g		Head of department report	HoY Meet with HoD/teacher	SEND Laptop loan	
	h		Set change	Liaise with SEN to commission Learning Trail		
	i		Intervention classes Lunch / after-school	HoY Liaise with SENCO		
	j		1-1 Teaching	Assertive Mentoring		
	k		Revision days/weekends	Counselling		
	l		Peer reading programme	Alt Ed Programme KS4		
	m		Liaise with SENCO	Hardship support		
	n		HoD Meet parents	HoY Laptop loan		
	o		Literacy Support	Additional Careers 1-1		
	p		Numeracy Support			

Tracking and intervention

Year 8 Parents Evening

Current Year 2025-26

Form	Fraction	Percentage	Tutor initials
A	21/28	75%	CAD
B	19/26	73%	CCL
C	23/27	85%	ZQA
D	25/27	93%	MMU
E	20/28	71%	NSU
F	24/26	92%	MRO
G	22/28	79%	FAB
H	24/27	89%	EKA/AGE
I	24/26	92%	NPA
J	0/0	0%	

Total Percentage attendance	
Fraction	Total %
202/243	83%

Previous Year 2024-25 (Y7 2025)

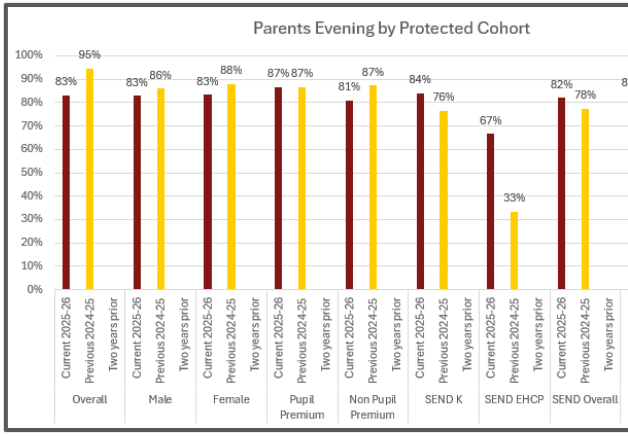
Form	Fraction	Percentage	Tutor initials
A	28/28	100%	CAD
B	22/26	85%	RMI
C	24/27	96%	ZQA
D	23/29	79%	MMU
E	24/27	93%	NSU
F	22/27	82%	MRO
G	22/25	92%	FAB
H	21/24	88%	EKA
I	22/27	82%	JGI/LMA
J			

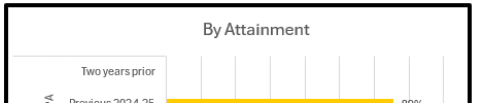
	Overall			Male			Female			Pupil Premium			Non Pupil Premium			SEND K			SEND EHCP			
	Current 2025-26	Previous 2024-25	Two years prior	Current 2025-26	Previous 2024-25	Two years prior	Current 2025-26	Previous 2024-25	Two years prior	Current 2025-26	Previous 2024-25	Two years prior	Current 2025-26	Previous 2024-25	Two years prior	Current 2025-26	Previous 2024-25	Two years prior	Current 2025-26	Previous 2024-25	Two years prior	Cu 20
%age	83%	95%		83%	86%		83%	88%		87%	87%		81%	87%		84%	76%		67%	33%		8
Fraction	202/243	227/240		92/111	92/107		110/132	117/133		84/97	85/98		118/146	124/142		37/44	29/34		4/6	2/6		4

	By Attainment								
	HPA			MPA			LPA		
	Current 2025-26	Previous 2024-25	Two years prior	Current 2025-26	Previous 2024-25	Two years prior	Current 2025-26	Previous 2024-25	Two years prior
%age	81%	91%		83%	87%		85%	89%	
Fraction	35/43	41/45		105/126	117/134		54/66	49/55	

Code	
W	Working
F	Family
L	Last minute change of plans
I	Illness - student / parent
N	No excuse
X	School Refuser

Non attendees follow up			
Non-Attendee	Reg	Code	Action
	8H	W	Meeting
	8A	F	Call
	8E	L	Call
	8C	I	Call
	8G	W	Meeting
	8I	F	Call
	8E	L	Call
	8E	W	Call
	8E	F	Call
	8C	L	Call
	8B	I	Meeting
	8B	N	Meeting
	8A	X	Meeting
	8E	F	Refer
	8G	L	
	8G	I	





Reflection 5: Knowing ‘your market’ is different to marketing

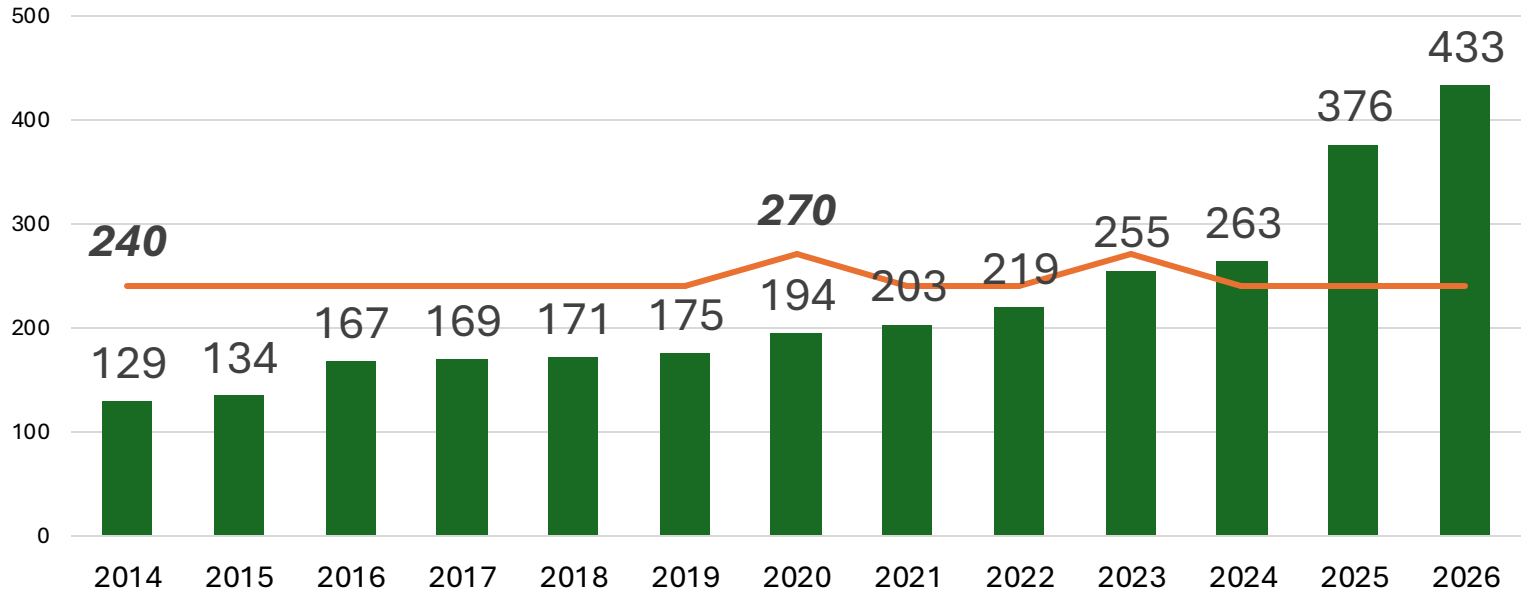
What is our market?

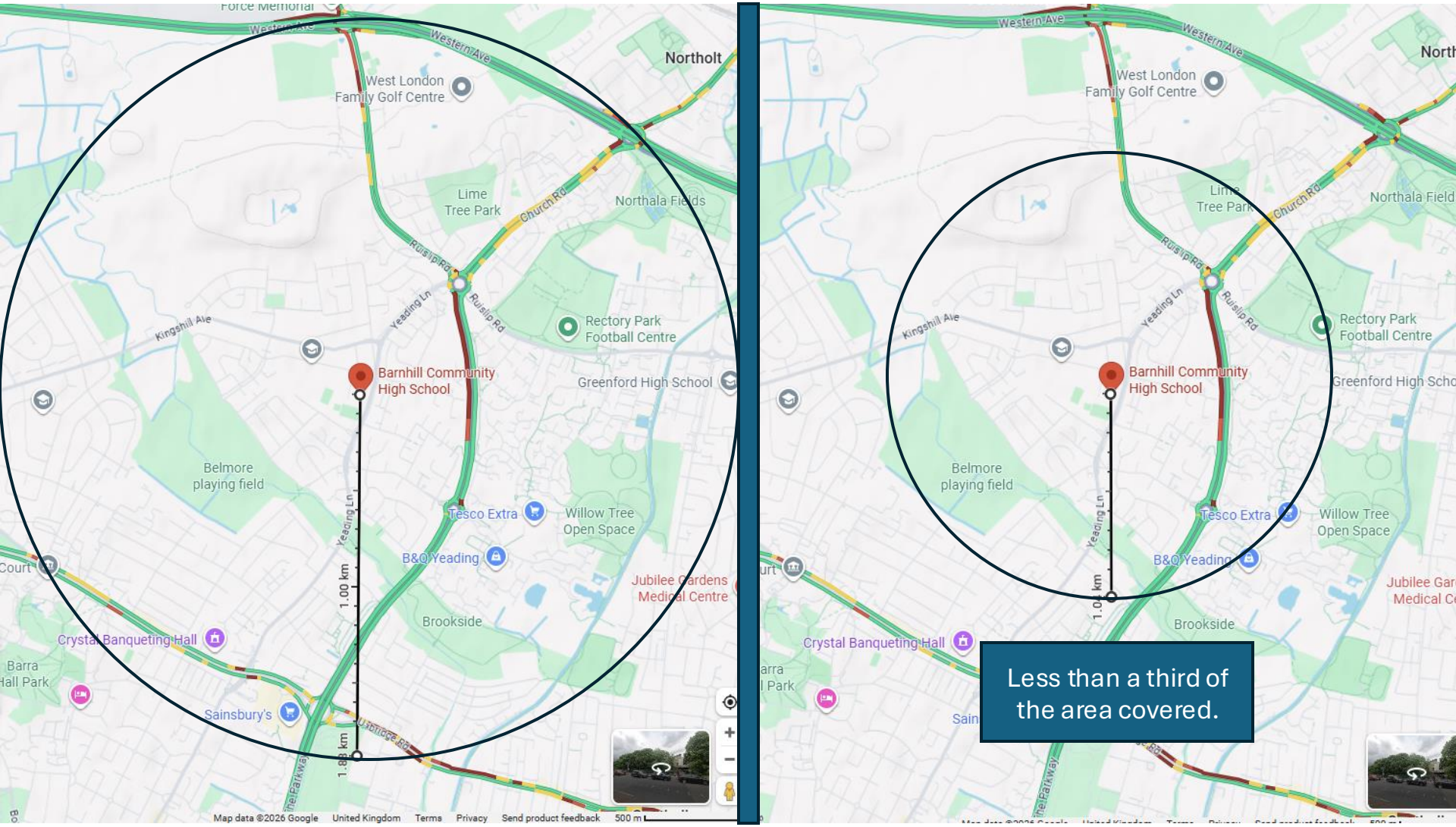
- We don’t advertise.
- We don’t use social media.

- We focus on connections with families.
- We listen to parents.
- We stick to our values and ask that parents support these.

The market

- In 2025, 90th in the UK for the number of first choice parental preference




Northolt
West London Family Golf Centre
Western Ave
Lime Tree Park
Church Rd
Northala Fields
Ruislip Rd
Yeading Ln
Kingshill Ave
Barnhill Community High School
Rectory Park Football Centre
Greenford High School
Belmore playing field
Tesco Extra
Willow Tree Open Space
B&Q Yeading
Jubilee Gardens Medical Centre
Brookside
Crystal Banqueting Hall
Sainsbury's
1.00 km
1.88 km
Map data ©2026 Google
United Kingdom
Terms
Privacy
Send product feedback
500 m
Less than a third of the area covered.

Barnhill
Community High School

Any comments or suggestions, please do get in touch

jjones@barnhill.school

Thank you

Plenary, Evaluation & Impact

AfA 'Parents as Partners in Learning' Conference Evaluation Form



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LONDON

Brunel
University
of London

HLP
Hillingdon
Learning
Partnership

Education
Endowment
Foundation

www.hillingdon.gov.uk

Thank you for attending

We hope to see you soon!