

Parental Engagement

Children and Families Committee

9 October 2012

1 Purpose of report

- 1.1 To introduce the vision, key aims and objectives of a new Parental Engagement Strategy.
- 1.2 To propose a new structure for more effective consultation between CCWP, parent councils, officers and elected members.
- 1.3 To present the review outcomes of the Parental Involvement Strategy 2008. [Appendix One]

2 Summary

- 2.1 The consultation process and outcomes which have informed the new strategy and consultative structure aim to ensure more effective partnership working and engagement involving parents and carers, staff, pupils, other agencies, officers and elected members. It also recognises how much parents have to offer at different levels throughout the city.

3 Main report

New Strategy

- 3.1 A meeting of the Consultative Committee with Parents in October 2010 tasked a working group, chaired by the Senior Education Manager: Inclusion, Pupil & Parent Support, with reviewing the existing strategy [2008], identifying progress made and creating a new strategy. [Appendix Two]
- 3.2 The group membership included representatives from Children and Families including the Principal Officer Engagement and Involvement, Client Manager Communications, parental involvement unit staff, community learning and development staff, head teachers, depute head teachers and parents and carers from primary, secondary, special and nursery schools.
- 3.3 The initial meeting held in Waverley Court to discuss priorities for a new strategy had few parents and carers in attendance therefore it was decided to take the working group as a road show to schools and communities across the

city. Road shows took place on a monthly basis and culminated in a Parental Engagement seminar in November 2011.

- 3.4 As a basis for our road show discussions we used 'The Epstein Model' research from America which shows a range of activities which help children's learning. They are
- Parenting: the promotion and fostering of parenting skills to develop home environments that support children as students
 - Communicating: the establishment of regular and meaningful two-way communication between home and school
 - Volunteering: the welcoming, valuing and recruitment of parental support and assistance in school activities
 - Learning at home: recognition that families/parents play an integral role in assisting student learning
 - School decision-making: the inclusion of parents in school decisions and the development of parent leaders and representatives
 - Collaborating with the community: the identification and use of community resources and services to strengthen schools, families and student learning and development.
- 3.5 All participants agreed that they were key aspects of an effective Parental Engagement strategy.
- 3.6 The road shows and seminar had very good representation from parents and carers, school staff, centrally based officers and community learning and development staff. They engendered very good discussion and provided the basis for the new strategy and consultative structure.
- 3.7 The working group also took account of the results of the Children and Families self-evaluation survey which was completed by 2,464 parents/carers in 2011. Almost all respondents agreed that
- My child enjoys learning at school (95%)
 - My child feels safe at school (94%)
 - The school helps my child to be more confident (92%)
- Lower responses indicated that
- The school asks for my views (75%)
 - The school takes my views into account (66%)
- The latter areas were therefore important when consulting on the new strategy.

- 3.8 The vision which emerged from the extensive consultation recognises that parents and carers are:
- a) Valued and welcomed by school communities as partners in their children's learning.
 - b) Involved in a variety of ways within school communities and centrally
 - c) Engaged through ongoing communication and consultation at school and centrally
 - d) Involved with us in working together to improve services for every child.
- 3.9 From the vision six aims were established with a number of specified objectives. The six aims are
- i. To strengthen all parents and carers engagement in their child's learning
 - ii. To develop effective communication and consultation
 - iii. To develop effective partnership working and opportunities for and removal of barriers to engagement
 - iv. To develop the linking of parent and pupil voice
 - v. To strengthen parent councils involvement with school, community and department
 - vi. To assist parents/ carers through parenting support when required.
- 3.10 The vision, aims and objectives are underpinned by key values and commitments which recognise, individual needs, an inclusive approach, specific interests, cultural background and gender.
- 3.11 Partnership working and the support required in home and community are fundamental in taking forward the Parental Engagement strategy.
- 3.12 There is also a recognition that parents can be involved in different ways reflecting their own wishes therefore the facilitating of layers of engagement to suit preferences of all parents is essential. [Appendix Three]
- 3.13 We also recognise the need to have effective links with the key national parent organisations, the Scottish Parent Teacher Council and the National Parent Forum and the local Edinburgh Parent Network. In addition we will also promote Education Scotland's Parentzone which aims to develop partnerships between parents and schools.

Effective Consultation

- 3.14 The Capital Coalition is strongly committed to developing parental engagement and recognises the need to revamp the current Consultative Committee with Parents [CCwP]. The CCwP in its present form was established in 1996 to provide an opportunity for elected members, parents, Head Teachers,

Convener and Director of Children and Families, to debate and discuss issues and shape policy in Edinburgh

- 3.15 There are 23 cluster representatives, head teacher representatives from each sector, and members of the Children & Families Committee on CCwP. There is however no mechanism or knowledge of how issues are fed back to or taken forward from all parent councils. There is also varied knowledge in parent councils of CCwP and its function.
- 3.16 To enable a more joined up approach and to ensure a two way feedback and promote networking it is proposed that a neighbourhood group is established, meeting termly a month before each CCwP to enable a flow of communication and consultation from parent council to neighbourhood group to CCwP. The publication in advance of the dates and key areas for debate would facilitate a healthy consultation process.
- 3.17 There will be 5 Neighbourhood Groups and each mainstream school parent council will send a representative to their neighbourhood group. Head Teachers will attend on a rota basis and there will also be officer attendance to support the groups. Each of the 5 Neighbourhood Groups will then appoint two representatives, one primary/ nursery and one secondary to represent them on CCwP.
- 3.18 There will be one citywide special schools group with a representative from each special school (parent council, head teacher on rota, and officer) and they, in turn, will send one representative to CCwP. The ASL forum will also select a representative to attend the CCwP. [Appendices Four and Five]
- 3.19 We would also propose that each Neighbourhood Group selects one of their two representatives to represent them on an agenda planning executive group which will determine agendas and dates of CCwP meetings. This will ensure that parents are involved alongside officers in the leadership of the parental engagement strategy.
- 3.20 The Capital Coalition has agreed to include a parent representative from CCwP on the Education, Children and Families Committee. The parent representatives on the CCwP and the Executive Group will be able to support this role.
- 3.21 Taken together, these revised arrangements will enhance the ability of parents to express their views at the key decision making levels.
- 3.22 It is also our intention as part of our strategy to facilitate a variety of methods of consultation effective for the purpose required. Parents for example will be invited to join and participate in forums, working groups and focus groups at school level and centrally. One recent example of specific area representation was when representative parents from areas of the city affected by roll pressures were invited to participate in an Estates Forum. Parents have therefore from an early stage been involved in discussions about a strategic issue. Feedback from such groups will be relayed to all parent councils and thereafter to the school Parent Forum by an agreed mechanism from each group.

- 3.23 The roadshows which provided the basis for this report and strategy were another example of consultation on a cluster/ neighbourhood basis with notes of each meeting being sent out to all parent councils.
- 3.24 This report, in draft form has also been sent to all parent councils and head teachers and was discussed at an All Parent Council Group on 11 September 2012. Views from that meeting have been incorporated into the report and will also be taken forward into the Action Plan.
- 3.25 It is our intention as part of our commitment to consulting with parents to facilitate a variety of methods of consultation and they will form the framework of communication and consultation which will emerge from the Action Plan of the strategy.
- 3.26 It is also intended that we will consult on the specific tasks and outcomes for the Action Plan with parents and staff. The Action Plan will detail specific tasks, outcomes, timeline, responsibilities and quality measures.

Effective Communication

- 3.23 Effective communication is fundamental to effective parental engagement .A key area of this communication which has just been launched is our new Bright Futures blog which brings up to date news and information to parents directly, with parents, carers and professionals encouraged to sign up to receive this blog.
- 3.24 New guidance on school handbooks has been launched by the government on September 12 2012. There is an expectation that pupils and parents will be involved in the preparation of the handbook. It is seen as a key factor in communicating the ethos of the school, providing a welcome and acting as a reference tool for parents while their child is at school. It should help parents in understanding a child's learning journey and facilitate parental involvement.

Effective Support and Entitlement

- 3.25 Many of our schools engage very effectively with parents but we recognise that there will be some schools which will require more support to engage with parents and we are committed to use a variety of resources to provide this.
- 3.26 It is important that there is a consistent level of parental engagement across the authority to ensure equality is maintained. As a result we propose that all schools will have a minimum requirement level of parental engagement to reflect national and local policies. This minimum requirement will be outlined in the strategy action plan to be drawn up with parent, staff and community involvement.
4. Costs associated with this report will be contained within the existing budget for parental engagement.

5. Environmental Impact

- 5.1 There is no environmental impact in this report.

6. Conclusions

6.1 To have the best outcomes for parental engagement we need to

- Focus on our parents and carers, pupils, staff and wider school community
- Build strong partnerships
- Engage parents and carers in curriculum and learning activities within the school and their own child's education
- Involve parents and carers in policy development at school and central level
- Consult with parents and carers using feedback to inform practice
- Support parents and carers as required to meet their needs.

7. Recommendations

7.1 Note the content of the Report

7.2 Agree the Strategy proposals

7.3 Agree the proposal for a new structure for more effective consultation between CCwP, parent councils, officers and elected members.

7.4 Request a further report on the Strategy Action and Implementation Plan in January 2013.

Gillian Tee

Director of Children and Families.

Appendices	Appendix One: Review Outcomes of 2008 Parental Involvement Strategy Appendix Two: New Parental Engagement Strategy 2012 Appendix Three: Layers of Engagement Appendix Four: Engagement - CCwP , Neighbourhood Groups and Parent Councils Appendix Five: Neighbourhood Groups
Contact/tel/Email	Moyra Wilson Senior Education Manager: Inclusion, Pupil and Parent Support Tel: 0131 469 3066

Wards
affected

All

Single
Outcome
Agreement

Supports National Outcome 4- 'Our young people are successful learners, confident individuals, effective contributors and responsible citizens.'

Supports Local Outcomes – 'Children and young people are successful learners.' 'Young people are confident individuals, effective contributors and responsible citizens.'

Background
Papers

Appendix One 2008 Strategy Review

- 1.1 A meeting of the Consultative Committee with Parents in October 2010 tasked a working group, chaired by the Senior Education Manager: Inclusion, Pupil & Parent Support with reviewing the existing strategy [2008], identifying progress made and creating a new strategy.
- 1.2 The group membership included representatives from Children and Families including the Principal Officer Engagement and Involvement, Client Manager Communications, parental involvement unit staff, community learning and development staff, head teachers, depute headteachers and parents and carers from primary, secondary, special and nursery schools.
- 1.3 The first task of the group was the review of the existing priorities of the 2008 Edinburgh Parental Involvement Strategy agreed in response to the Scottish Schools [Parental Involvement] Act of 2006. These priorities were as follows
 - Parent Forums and Parent Councils effectively involve parents in schools
 - Schools develop their parental involvement
 - Parents and carers are engaged effectively and barriers to involvement are removed
 - Schools provide useful information for parents and carers
 - A complaints procedure which exceeds statutory requirements is in place
 - Support for parents is developed in home and community settings
 - Parents are fully involved in the recruitment of senior school staff
 - Parent and Carer Involvement is improved for looked after and accommodated children
- 1.4 The review of progress achieved found that the majority of actions related to the above priorities were completed however some work remained to be completed in the key areas of communication, consultation and involving all parents and carers in their child's learning. They will be taken forward within the new strategy.

Parental Involvement Strategy 2008 - Review

Priorities	Outcomes
<p>Priority Area: Parent Forums and Parent Councils effectively involve parents in schools</p> <p>To provide help and advice to support the development of Parent Councils</p> <p>To develop web-based support to provide help and information for Parent Forums and Parent Councils</p> <p>To organise and deliver training opportunities for Parent Forums and Parent Councils</p> <p>Establish new format of Consultative Committee with Parents including membership and remits</p>	<p><i>Parent Councils supported and advised. Parent Councils exist in the majority of schools</i></p> <p><i>Web page revamped. Extent to which Parent Councils share information is unclear.</i></p> <p><i>Training opportunities delivered. More training available online.</i></p> <p><i>CCWP reviewed and new structure in place – mix of business meetings and meetings for all Parent Council chairs</i></p>
<p>Priority Area: Schools develop their parental involvement</p> <p>To promote parental involvement in their children’s learning, we will:</p> <p>Ensure that schools’ annual improvement plans include proposals to improve parents/carers’ involvement in their children’s learning</p> <p>Consult parents and carers on annual improvement plans</p> <p>Evaluate how effectively we have involved parents and carers in children’s learning</p>	<p><i>Improvement plans include proposals to improve parental involvement</i></p> <p><i>Parent/carer and pupil surveys ensure that issues raised by pupils and parents feed into the development of improvement plans</i></p> <p><i>Parent/carer surveys include questions about parent involvement in children’s learning</i></p>
<p>Priority Area: Parents and carers are engaged effectively and barriers to involvement are removed</p> <p>To produce, maintain and disseminate widely a toolkit of local examples of good practice in involving parents/carers and</p>	<p><i>The Scottish Government toolkit, ‘Parents as Partners’ was sent to each school and Parent Council and widely distributed amongst staff. Attempts to produce a toolkit of local examples were not successful – Parent Councils, parents</i></p>

<p>overcoming barriers</p> <p>To develop policy to support the involvement of non-resident parents in their children's learning and education</p> <p>To develop a range of training opportunities and other CPD opportunities for staff and parents/carers in relation to developing parental involvement</p> <p>To carry out an Equalities Impact Assessment on the Parental Involvement Strategy and amend proposals in line with findings</p>	<p><i>and staff were asked to provide examples (through PIU newsletter, FACe article and by contacting schools and CLD staff).</i></p> <p><i>Policy created.</i></p> <p><i>On-line courses offered through Parental Involvement webpage. Other training opportunities offered by Parental Involvement Unit.</i></p> <p><i>Equalities Impact Assessment completed. Recommendations included - provision of equalities information to Parent Councils which happened through PIU webpage and newsletters; and monitoring of participation of equalities communities in Parent Councils</i></p>
<p>Priority Area: Schools provide useful information for parents/carers</p>	<p><i>Since the strategy was developed, there has been a move towards improving online information rather than printed information. This has included a review of all the school/education information that appears on the Council's website and the development of FACe, the Children and Families e-newsletter.</i></p> <p><i>With no central budget identified for improving printed information to parents, leaflets were developed as need/budget were identified - these include leaflets on school dress code, class organisation in primary schools and school meals. A parents' guide to Curriculum for Excellence was also produced and a CfE site created on the website. All leaflets/policies can also be downloaded directly from the website.</i></p>
<p>Priority Area: A complaints procedure which exceeds statutory requirements is in place</p>	<p><i>The Children and Families complaints policy and procedure (Advice and Conciliation) has been revised in December 2009 and was implemented on 1 April 2010.</i></p>
<p>Priority Area: Support for parents is developed in home and community settings</p> <p>To help parents and carers to support the development of confident children, we will:</p>	<p><i>With parents and carers, the focus has been on developing knowledge, skills and confidence of health visitors in this respect and work is continuing to establish peer support networks of practitioners to reinforce use of the approach</i></p>

<p>Encourage all key agencies to adopt the nationally recognised Solihull approach to working with parents and carers</p> <p>Provide programmes for parent support across the city</p> <p>Develop parent support services coherently across citywide and neighbourhood service development</p>	<p><i>more widely. The principles were incorporated into the "Supporting Edinburgh's Parent's and Carers: a Framework for Action 2009-12"</i></p> <p><i>Achieved</i></p> <p><i>Achieved</i></p>
<p>Priority Area: Parents are fully involved in the recruitment of senior school staff</p> <p>To support the involvement of parents and carers in the recruitment of headteachers and other senior school staff, we will:</p> <p>Ensure that there are opportunities for parents and carers to be involved at each stage of the process – from job adverts to final selection</p>	<p><i>Parents, Carers are involved at long leet and short leet stages</i></p>
<p>Priority Area: Parent/carer involvement is improved for looked after and accommodated children</p>	<p><i>We have expanded the Family Group Decision Making Service to 5 members of staff (from 2). This significantly improves our ability to achieve family involvement in or control over decision making about children - many of whom are accommodated and most of whom will be looked after.</i></p> <p><i>We have significantly enhanced our support for kinship carers, starting with the establishment of an assessment process for kinship carers that makes clear the support needs of carers.</i></p> <p><i>Edinburgh Families Project has been established. Staffed by Residential Care Officers, it provides direct supports to families whose children are on the verge of accommodation and in some cases are in a shared care arrangement.</i></p> <p><i>A number of residential staff have been involved in the SPACE developments in South Edinburgh, providing direct support to parents and carers or staffing Parent Information Points (PIPs). Further developments of this type are currently being planned.</i></p>

	<p><i>A number of residential staff have participated in the Growing Confidence training programme.</i></p> <p><i>Through the above three activities, and preparatory training, confidence and skills in supporting parents have been developed and these are available for deployment with parents and carers of accommodated children.</i></p>
--	--

Appendix Two

City of Edinburgh Council

Children and Families Department

Parental Engagement Strategy 2012 -2015



Foreword

We recognise that parents and carers are their child's first and most important educators, and the most valuable contribution parents and carers can give is commitment to their children's education and personal development.

Parents and carers engage in their children's education in many ways in the home, school and community. Parental influence extends far beyond formal education and into behaviour and attitudes, expectations and aspirations.

In Children and Families we value the positive engagement and involvement of all parents and carers with their children's learning and are committed to working with partners and parents and carers to build capacity to support the needs of children in their schools and communities and to provide a range of support, advice and practical help to enable parents and carers to fulfil this challenging role. Supporting children and families is at the core of our approach to Getting It Right for Every Child.

We will also provide appropriate opportunities to engage and involve all parents and carers, whatever their ability, background or interest in the design, delivery and evaluation of the services and facilities that impact on their children.

We want to work together with parents and carers to ensure that our strategic objectives are met and that:

- Our children have the best start in life, are able to make and sustain relationships and are ready to succeed.
- Our children and young people are successful learners, confident individuals and responsible citizens making a positive contribution to their communities.
- Our children and young people at risk, or with a disability, have improved life chances.
- Our children and young people are physically and emotionally healthy.
- Our children and young people are safe from harm or fear of harm, and do not harm others within their communities.
- Our children's and young people's outcomes are not undermined by poverty and inequality.
- We provide quality services and make the best use of our resources.

Context

The Scottish Schools [Parental Involvement] Act (2006) sets out the role of parents and carers in Scottish Education, modernising and strengthening the framework that supports parental involvement in school education. The Act placed responsibility on local authorities to improve parental involvement in three ways - learning at home, home/school partnerships, parental representation. The definition of 'parent' in the Act includes the role of the education authority as corporate parent in respect of looked-after children.

Curriculum for Excellence emphasises the key role played by parents in supporting their children's learning. The Scottish Government works closely with partner organisations to ensure parents' views are recognised and heard and encourages all schools to strengthen their links with parents.

David Cameron at the Scottish Parent Teacher Conference 2011 views parents as playing a critical and professional role in their children's learning. He urged teachers to reflect and demonstrate the behaviours we want from children and to talk with parents about learning, less about the curriculum.

Research states that 'Parental involvement in the form of 'at-home good parenting' has a significant positive effect on children's achievement and adjustment even after all other factors shaping attainment have been taken out of the equation. In the primary age range the impact caused by different levels of parental involvement is much bigger than differences associated with variations in the quality of schools. The scale of the impact is evident across all social classes and all ethnic groups.' (Desforges 2003).

'No matter where they live or whatever their needs, children and families need to know where they can seek help, what help is available, that the help is appropriate to their needs and will be delivered to the highest possible standard. *Getting it right for every child* will enable everyone involved in children's services to deliver on this and improve outcomes whilst involving children and families in finding solutions to their needs.' [Draft Children Services Bill 2012]

Development

A meeting of the Consultative Committee with Parents [CCwP] in October 2010 tasked a working group with reviewing the existing Parental Involvement strategy published in 2008, the progress made and creating a new strategy.

A working group was set up chaired by the Senior Education Manager Inclusion, Pupil and Parent Support and consisting of Principal Officer Engagement and Involvement, Client Manager Communications, parental involvement unit staff, community learning and development staff, head teachers, depute headteachers and parents and carers from primary, secondary, special and nursery schools.

The initial meeting was held in Waverley Court and few parents and carers attended therefore it was decided to take the working group as a road show to schools and communities across the city. Road shows took place on a monthly basis and culminated in a Parental Engagement seminar in November 2011. The road shows and seminar had very good representation from parents and carers, school staff and community education staff and engendered excellent open discussions and provided the basis for the new strategy.

'Research from America [the Epstein Model] on family, school and community partnerships was used in discussions during the road shows and proved to be useful, with all participants agreeing that they were key aspects of an effective Parental Engagement strategy.

. The Epstein model shows the range of activities that can help children's learning:

- **Parenting:** promote and foster parenting skills to develop home environments that support children as students
- **Communicating:** establish regular and meaningful two-way communication between home and school
- **Volunteering:** welcome, value and recruit parental support and assistance in school activities
- **Learning at home:** Families/parents play an integral role in assisting student learning
- **School decision-making:** include parents and carers in school decisions and develop parent and carer leaders and representatives
- **Collaborating with the community:** identify and use community resources and services to strengthen schools, families and student learning and development'

During the roadshows some of the key statements from parents were:

'Ask what parents want'

'Let parents know what they can do'

'Can there be a key worker contact for parents?'

'Can parents have a chance to see what happens in other schools?'

'Tap into the expertise of parents'

'Year representatives for each stage improve communications'

'Community representatives on Parent Councils work well'

'Can we hear what other Parent Councils do?'

'Face to face neighbourhood meetings would be helpful'

'Parents and pupils can work together in school groups e.g. ECO group'

'Can we have transition programmes for parents too?'

These and other feedback during our extensive consultation underpins the Vision, Values, Aims and Objectives of the new strategy.



Our Vision

We are fully committed to partnership working with parents to ensure that they are

- valued and welcomed by school communities as partners in their children's learning
- involved in a variety of ways within school communities and centrally
- engaged through ongoing communication and consultation at school and centrally
- Involved with us in working together to improve services for each and every child.

We will be proactive in responding to parent needs and will take account of all local and national policies and initiatives.

We are committed to providing equal access to opportunities for parental involvement and engagement regardless of religion, disability, sexual orientation, socio-economic status or age.

Our Aims and Objectives

We aim for the best outcomes for children, young people, families and communities and to provide a range of information services and support:

- **To strengthen all parents engagement in their child's learning**
 - i. We will provide varied opportunities to engage parents in their child's learning
 - ii. We will give specific and detailed advice and information to parents on their child's education
 - iii. We will have a plan for parental engagement in Curriculum for Excellence
- **To develop effective communication and consultation**
 - i. We will create a communication and consultation framework
 - ii. We will communicate information to parents quickly and through a variety of media

- iii. We will engage parents as partners in new developments at all levels from an early stage
- iv. We will engage parents in annual self evaluation surveys
- **To develop effective partnership working and opportunities for and removal of barriers to engagement**
 - i. We will provide support to schools and parent councils to engage the wider parent forum
 - ii. We will share good practice across the city through websites and roadshows
 - iii. We will support schools and parents to ensure a minimum requirement level of parental engagement
- **To develop the linkage of parent and pupil voice**
 - i. We will ensure parent councils interact with pupil councils
 - ii. We will ensure parent councils are involved in all transition stages to facilitate increased parental involvement
 - iii. We will involve parents and pupils in the design of the new school handbooks
- **To strengthen parent councils and forums**
 - i. We will improve development and training opportunities for Parent Councils using a variety of media
 - ii. We will support schools to promote membership of Parent Councils
- **To assist parents/ carers through parenting support when required**
 - i. We will improve opportunities for parents/carers to access information and support
 - ii. We will provide opportunities for parents and carers to learn more about children's physical and emotional health

Our Values

Underpinning our vision, aims and objectives are our values of

- Mutual respect between schools, parents and communities
- High expectations engaging parents in pupils' learning and achievement
- Trust between parents , schools and the department

Equalities

In our vision, aims and objectives we recognise the need to respect the diversity of cultural and ethnic background of all parents and the community in which they live. We will also take into account disability, working patterns and childcare and ensure accessibility of opportunity for all.

Measures of Quality

Our strategy will provide a framework for expanding and co-ordinating parental engagement opportunities and help to ensure the quality and equality of those opportunities. It will ensure we have the capacity and skills to support parental engagement, and that engagement is monitored and evaluated.

It is directly linked to national legislation and relevant authority policies and structures

We will survey parents and carers annually on their views of their children's school experience. Several thousand parents and carers complete the surveys and their views are reported on to individual schools and on an Edinburgh wide basis. These surveys are an important tool in our overall engagement with parents and carers. We will also audit the views of parent councils annually.

Schools will in addition, regularly audit the views of parents when evaluating the effectiveness of the establishment and when identifying priorities for the school improvement plan, using the standard audit tools HGIOS 3 and The Journey to Excellence. The indicators of How Good is Our Community Learning Development will also be used.

We will ensure that our work links to, and progress will be measured against, a range of indicators which will link with The Single Outcome Agreement, the Integrated Children's Services Planning Framework, and the Framework for Integrated Children's Services. Integrated assessments, information sharing, joint inspections and workforce development will also inform service delivery.

An action plan outlining tasks, outcomes, quality measures, lead officers and timelines will be developed.

This strategy links to the following key national and local policies

National

UN Convention on the Rights of the Child [1989]

Children (Scotland) Act [1995]

For Scotland's Children [2000]

Standards in Scotland's Schools Act [2000]

Additional Support for Learning [2004] Act

Supporting Children's Learning – Code of Practice [2005]

A Curriculum for Excellence

The Scottish Schools [Parental Involvement] Act [2006]

A Guide to Evaluating Services for Children and Young People using Quality Indicators [2006]

Child at the Centre [2007]

Getting it Right for Every Child [2008]

Early Years Framework [2009]

Local

The City of Edinburgh Council's Corporate Services Plan [2012-14]

Children and Families Service Plan [2012-2015]

Supporting Parents and Carers: A Framework for Action (2009 – 2012)

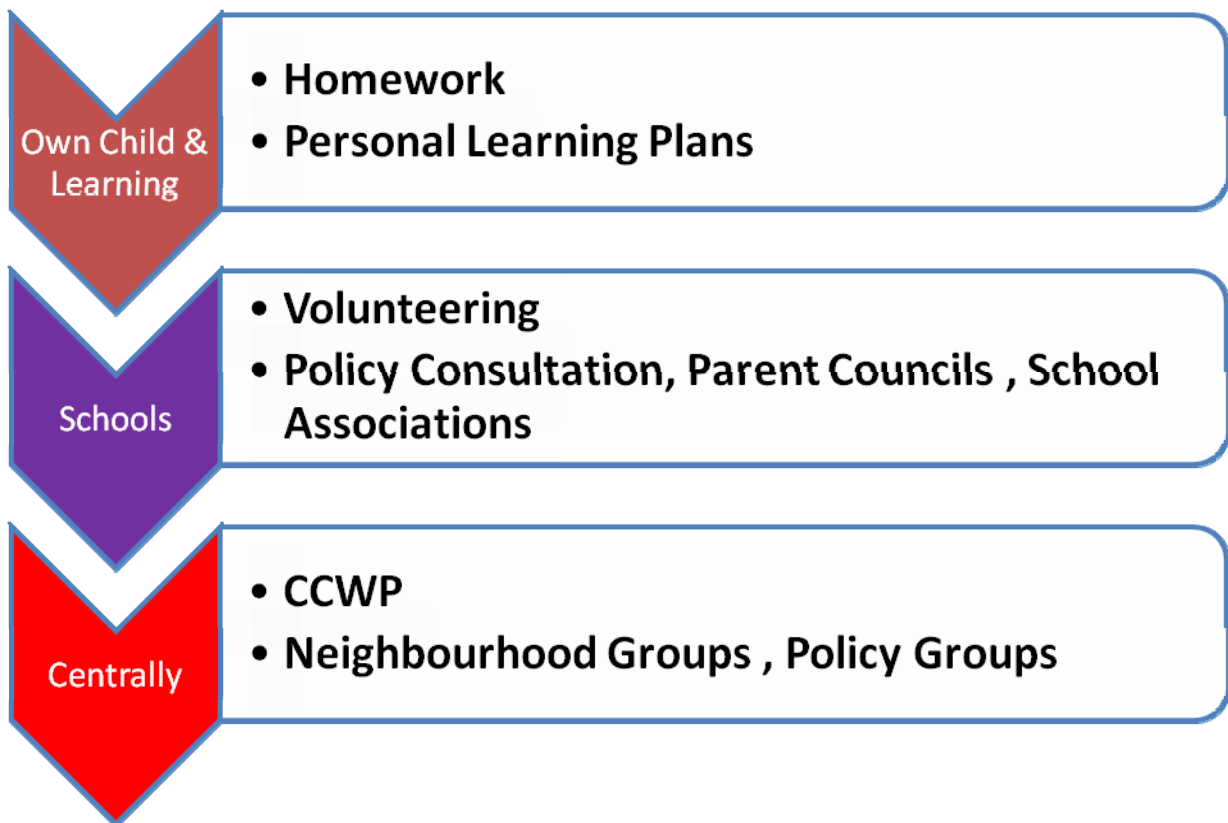
Edinburgh Partnership Single Outcome Agreement [2012-2015]

Getting It Right For Every Child.

Layers of Engagement

How can parents engage?

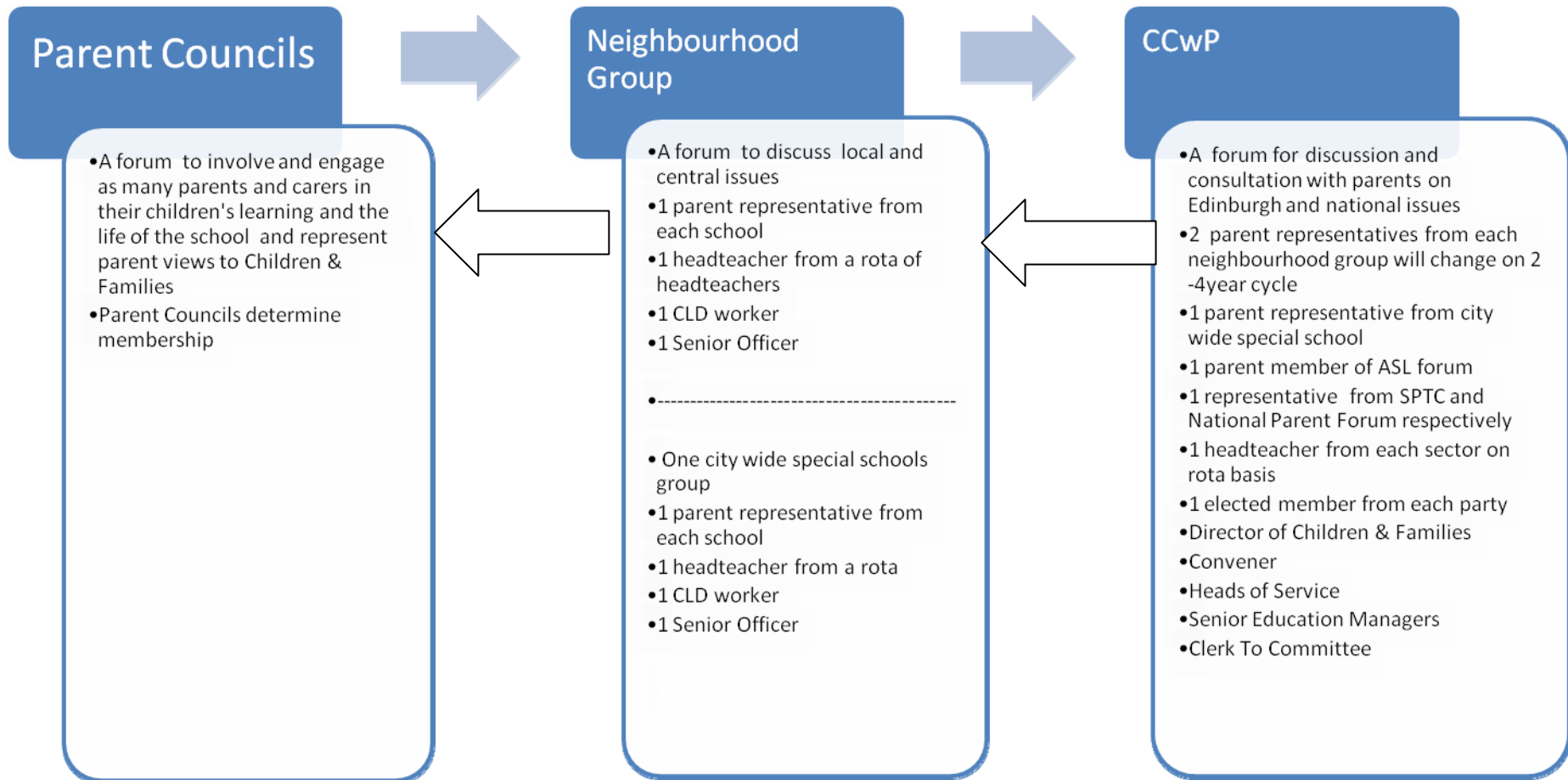
Examples



Appendix Four

Engagement and Consultation

A two way process



Appendix Five : Neighbourhood Groups

EAST	WEST	SOUTH	NORTH	SOUTH WEST
<u>Castlebrae CHS</u> Castleview P_S Newcraighall PS Niddrie Mill PS	<u>Craigmount HS</u> Corstorphine PS East Craigs PS Fox Covert PS Hillwood PS Roseburn PS	<u>Boroughmuir HS</u> Bruntsfield PS Buckstone PS South Morningside PS	<u>Broughton HS</u> Ferryhill PS Flora Stevenson PS Granton PS Stockbridge PS	<u>Balerno CHS</u> Dean Park PS Ratho PS
<u>Holy Rood RC HS</u> St Catherine's RC St Francis RC St John Vianney RC St John's RC St Mary's RC (Leith) St Ninian's RC	<u>Forrester HS</u> Broomhouse PS Carrick Knowe PS Gylemuir PS Murrayburn PS	<u>Gracemount HS</u> Gracemount PS Gilmerton PS	<u>Craigroyston CHS</u> Craigroyston PS Forthview PS Pirniehall PS	<u>Currie CHS</u> Currie PS Juniper Green PS Nether Currie PS
<u>Portobello HS</u> Brunstane PS Duddingston PS Parsons Green PS The Royal High PS Towerbank PS	<u>Queensferry CHS</u> <u>Dalmeny PS</u> <u>Echline Ps</u> <u>Kirkliston PS</u> <u>Queensferry PS</u>	<u>James Gillespie's HS</u> James Gillespie's PS Preston Street PS Royal Mile PS Sciennes PS Tollcross PS	<u>Drummond CHS</u> Abbeyhill PS Broughton PS Leith Walk PS	<u>Firrhill HS</u> Bonaly PS Colinton PS Longstone PS Oxfangs PS Pentland PS
	<u>St Augustine's RC HS</u> Fox Covert RC PS St Cuthbert's RC PS St David's RC PS St Joseph's RC PS St Margaret's RC PS	<u>Liberton HS</u> <u>Craigour Park PS</u> <u>Liberton PS</u> <u>Prestonfield PS</u>	<u>Leith Academy CHS</u> Craigentenny PS Hermitage Park PS Leith PS Lorne PS	<u>WHEC</u> Canal View PS Clovenstone PS Sighthill PS
	<u>The Royal High</u> Clermiston PS Cramond PS Davidson's Mains PS Blackhall PS	<u>St Thomas of Aquins RC</u> Holy Cross RC PS St Mark's RC PS St Mary's RC PS St Peter's RC PS	<u>Trinity Academy</u> <u>Trinty PS</u> <u>Victoria PS</u> <u>Wardie PS</u>	
	<u>Tynecastle HS</u> Balgreen PS Craiglockhart PS Dalry PS Stenhouse PS			

Appendix Five : Neighbourhood Groups

EAST	WEST	NORTH	SOUTH	SOUTH WEST
Craigmillar Child and Family Centre	Balgreen NS	Craigroyston Early Years Centre	Cameron House NS	Calderglenn NS
Greendykes Child and Family Centre	Kirkliston NS	Fort Early Years Centre	Cowgate Under 5's NS	Hailesland Child and Family Centre
Greengables NS	Stenhouse Child and Family Centre	Granton Child and Family Centre	Gilmerton Child and Family Centre	Sighthill child and Family Centre
Moffat Early Years Centre	Tynecastle NS	Pilrig child and Family Centre	Grassmarket NS	
		Queensferry Early Years Centre	Hope Cottage NS	
		Stanwell NS	Liberton NS	
			Lochrin NS	
			St Leonard's NS	
			Spinney Lane NS	
			Viewforth child and Family Centre	

Appendix Five: City wide : Special Schools

School	Neighbourhood
Braidburn	South West
Edinburgh Secure Services (Howdenhall	South
Edinburgh Secure Services (St Katharine's)	South
Gorgie Mills	West
Kaimes	South
Oaklands	North
Panmure St Anne's	South
Pilrig Park	North
Prospect Bank	North
Redhall	South
Rowanfield	North
St Crispin's	South
Wellington	
Woodlands	South West