

# Education, Children and Families Committee

10am, Thursday, 11 September 2014

## Parental Engagement

<b>Item number</b>	7.9
<b>Report number</b>	
<b>Executive/routine</b>	Executive
<b>Wards</b>	All

### Executive summary

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The purpose of this report is to provide an update on progress with the implementation of the Parental Engagement Strategy and Action Plan. It also provides an overview of the Neighbourhood and City Wide Special Schools parent groups and the revamped Consultative Committee with Parents.

### Links

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<b>Coalition pledges</b>	P5
<b>Council outcomes</b>	CO1,CO2,CO3
<b>Single Outcome Agreement</b>	SO3

## Parental Engagement

### Recommendations

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- 1.1 The Committee note the content of the report.
- 1.2 The Committee request a progress report on implementation in December 2015.

### Background

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- 2.1 The Parental Engagement Strategy and Action Plan have been implemented since October 2013.
- 2.2 There were six main areas in the Parental Engagement Action plan to be completed over a three year period.
  - 2.2.1 Strengthening of all parent and carer engagement in their child's learning
  - 2.2.2 Development of parent/carers and pupil voice
  - 2.2.3 Assistance to parents and carers through parenting support when required
  - 2.2.4 Development of effective partnership working and opportunities for, and the removal, of barriers to parental engagement
  - 2.2.5 Development of effective communication and consultation
  - 2.2.6 Strengthening of parent councils and forums
- 2.3 The new Neighbourhood Groups and City Wide Special schools group have been in operation since October 2012.
- 2.4 A parent representative with voting powers was elected to the Education Children and Families Committee in January 2013.

### Main report

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- 3.1 There has been substantial progress made in the first year of implementation of the parental engagement action plan as identified below and in Appendix One.
- 3.2 Neighbourhood Parent Groups and a City Wide Special Schools Parent Group have now operated for almost two years. The groups are made up of parent council chairs or their representatives and the Senior Education Manager: Inclusion, Pupil and Parent Support who chairs the meetings. There is a representative Head Teacher from each sector and community learning and development worker invited to each group. The groups facilitate consultation

and communication with parents who have generally fed back positively about the new arrangements.

- 3.3 There has been an increase in the number of parents attending and engaging with the Council to discuss educational issues with the introduction of neighbourhood engagement bringing six times as many opportunities for parents to engage with us in each quarter of the year. Parents have been actively involved in shaping Council policy and practice e.g. Rising rolls, budget.
- 3.4 Representation of parents at Neighbourhood Groups and CCwP has been maintained in the second year of operation.
- 3.5 Parents' feedback has informed forward agendas for the CCwP. Key themes from each group throughout the year were as follows:
- Information technology
  - Budget
  - Rising rolls
  - Pupil placements
  - Nationals 4,5
  - Study leave
  - Parking at schools
  - School meals
  - Local Development Plan (south)
  - Access to supply staff
  - Bullying
  - Self care
  - Community access to schools
- 3.6 A key aim of CCwP, Neighbourhood groups and City wide Special Schools group is to discuss our strategies and to respond to parent questions and suggestions in a 'You said, we did approach'. Queries and issues from parents have gone directly from the meeting to the relevant officer and department involved. These form the issues paper which is circulated for each round of meetings. When issues are dealt with they are removed from the paper.
- 3.7 The Bright Futures Blog which highlights events, actions and good practice in our establishments allows parents and others ease of access to information as does the Director's quarterly briefing report to parents which is discussed at all neighbourhood groups and is sent to all parent council chairs.
- 3.8 The new parental engagement website pages available since 15 April 2014 have had 1629 hits to July 2014 in comparison to 320 hits for the existing parental engagement pages over the same period of time last year.

- 3.9 Involvement of parents in their children's learning in the early years through Peep Groups has been significant with 108 groups now established. The work of Family Learning has also increased and is now available in 90% of schools and is very beneficial. In addition, this supports the removal of barriers to engagement.
- 3.10 Whilst the majority of schools were fully confident that parents/carers were satisfied with advice received on their child's learning more work requires to be done on parents knowing the next steps in their child's learning journey.
- 3.11 Most parents feel the schools set suitable targets for learning and their learning is progressing well in relation to these targets.
- 3.12 There has been an increase of 16% in parent/carers response to the school survey compared to 2013. There was an increase of 7% in parent/carers strongly agreeing that the school asks for their views and an increase of 4% in parents/carers strongly agreeing that their views are taken into account.
- 3.13 The work of the Development Officers for Parent and Carer support has been effective in building up relationships with schools and in liaising with area coordinators of CSMG's and in providing parent support information at transition stages.
- 3.14 The Raising Teenagers with Confidence programme has been delivered to 25 parents in a pilot project during the past session. 380 parents/carers have also been supported through the raising children with confidence programme.
- 3.15 Our link with Scottish Parent Teacher Council in providing training for parent councils has been positive. The training has focused on essential information for parent councils, communication, organising events and protecting vulnerable groups' legislation. In addition Children and Families have supplied training on recruitment for members of parent councils on recruitment panels.
- 3.16 In conclusion it is important to note the effective partnership working across schools, other council services and with parents has been instrumental in making the positive improvements noted above.

## Measures of success

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- 4.1 Overall progress will be measured as follows:
  - 4.1.1 % parents saying they are satisfied with their school
  - 4.1.2 % parents who say they are involved in their child's education
- 4.2 The following Quality Improvement frameworks will be used:
  - 4.2.1 How Good is Our School 3
  - 4.2.2 How good is our community learning and development 2

- 4.2.3 How Good is Our School (HGIOS) evaluation series guides: Partnership with Parents (2006)
- 4.2.4 Quality Management in Education 2, HMle 2006
- 4.2.5 Evaluation Children and Young Peoples Services with Quality Indicators (ECYP)

## **Financial impact**

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- 5.1 All work in this area is delivered within existing budgets.

## **Risk, policy, compliance and governance impact**

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- 6.1 The risk of not engaging with parents/carers is that their views would not be taken into account in progressing new strategies and policies and as a result they would not be as rounded or qualitative. The customer input would be lost at a time when the Council looks to gain customer service excellence in their work.

## **Equalities impact**

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- 7.1 All work within this area seeks to address inequalities both in terms of provision of resources and impact on outcomes for children and young people. There are no negative impacts arising from this work.

## **Sustainability impact**

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- 8.1 There are no adverse economic, social or environmental impacts resulting from these areas of activity.

## **Consultation and engagement**

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- 9.1 There are a variety of means of consultation with parents. These are at school and local authority level. Parents are consulted through Neighbourhood Groups, Consultative Committee with Parents and working groups. A parent representative is now a member of the Education Children and Families Committee and other sub committees having been elected in January 2013.

## **Background reading/external references**

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- Parental Involvement Act 2006 Scottish Government
- National Parenting Strategy 2012 Scottish Government

- Parent Council Resource: A guide to gathering views and ensuring parents' voices are heard in your school 2013 Scottish Government
- Parental Engagement Strategy and Action Plan October 2013 City of Edinburgh Council

## Gillian Tee

Director of Children and Families

Contact: Moyra Wilson, Senior Education Manager: Inclusion, Pupil& Parent Support

E-mail: [Moyra.wilson@edinburgh.gov.uk](mailto:Moyra.wilson@edinburgh.gov.uk) Tel: 0131 469 3066

## Links

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<b>Coalition pledges</b>	P5 - Seek to ensure the smooth introduction of the Curriculum for Excellence and that management structures within our schools support the new curriculum.
<b>Council outcomes</b>	CO1 - Our children have the best start in life, are able to make and sustain relationships and are ready to succeed CO2 - Our children and young people are successful learners, confident individuals and responsible citizens making a positive contribution to their communities. CO3 - Our children and young people in need, or with a disability, have improved life chances.
<b>Single Outcome Agreement</b>	SO3 - Edinburgh's children and young people enjoy their childhood and fulfill their potential.
<b>Appendices</b>	1. Progress with Parental Engagement October 2013 – July 2014

## Appendix One: Progress with Parental Engagement October 2013 – July 2014

We said we would	We did
<ul style="list-style-type: none"> <li>strengthen all parents and carers engagement in their child's learning</li> </ul>	<ul style="list-style-type: none"> <li>Family learning is now available in 90 %of schools</li> <li>Family learning takes note of P1 baseline literacy statistics to ensure need is targeted</li> <li>There has been more numeracy work with parents and more work with ESOL parents</li> <li>Transition sessions and book gifting with parents have been delivered in targeted schools spring summer 2014</li> <li>108 new Peep groups have been established</li> <li>73 additional early years staff have been trained to support Peep groups</li> <li>The majority of parents in Liberton and Gilmerton peep pilot study schools are positively engaged in their child's learning</li> <li>The majority of schools are fully confident that parents and parents were satisfied with advice received on their child's learning</li> <li>83% of parents/carers agree with the statement: 'I feel that staff really know my child as an individual and support them well'.</li> <li>Whilst a minority of schools were fully confident that parents/ carers know the next steps in their child's learning journey a small majority of schools were only partially confident about this.</li> <li>The majority of schools were not fully confident that 90% of their parent carers were more confident that they could support their children in meeting their learning targets.</li> </ul>
<ul style="list-style-type: none"> <li>develop parent/carer and pupil voice</li> </ul>	<ul style="list-style-type: none"> <li>75% of parents/carers agree that 'the school asks for my views'</li> <li>64% agree that 'the school takes my views into account'</li> <li>27% parents/carers above <b>strongly agreed</b> that the school asks for their views, compared with 20% in the 2013 survey and that 22% strongly agree that their views are taken into account compared with 18% in 2013.</li> <li>Empowering Children's Voices event at Oaklands on 23 May 2014 showcased innovative practice in engaging with children and young people. More than 100 practitioners took part.</li> </ul>
<ul style="list-style-type: none"> <li>assist parents and carers through parenting support when required</li> </ul>	<ul style="list-style-type: none"> <li>Two new development officers for parenting support were employed in 2013.</li> <li>There is a named contact person for 50% of primary and 50% of secondary schools.</li> </ul>

	<ul style="list-style-type: none"> <li>• A booklet of local groups, activities and parenting programmes, is sent to every school.</li> <li>• Development Officers, attend school cluster meetings in their neighbourhoods</li> <li>• Increasing number of schools contact Development Officers to ask for advice if they are unsure where to refer parents for support.</li> <li>• 24 primary schools in Edinburgh were sent 30 -60 copies of -Parenting Across Scotland Top Ten Tips for parents and families: Starting primary school for their Nursery to P.1 transition</li> <li>• 885 transition packs were sent to all secondary schools in west Edinburgh.</li> <li>• All positive action schools have transition programmes for parents.</li> <li>• The Parent and Carer team produce two booklets a year of local information on parenting programmes, groups and activities which are available for all parents.</li> <li>• A resource room has been developed in Broomhouse primary where a number of information leaflets are kept.</li> <li>• A consultation with 100 parents/carers and young people has been completed by the Mental Health and Well being team.</li> <li>• The Raising Teenagers with Confidence programme has been piloted with a group of practitioners and two groups of parents/carers. It has been delivered to 25 parents.</li> <li>• 380 parents/ carers have been supported through the 'Raising Children with Confidence programme run in schools and community settings.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>develop effective partnership working and opportunities for, and the removal, of barriers to parental engagement</b></li> </ul>	<ul style="list-style-type: none"> <li>• Partnership working between schools and other agencies has increased through the child's planning approach.</li> <li>• Area CSMG coordinators support work in neighbourhoods and involvement of parents.</li> <li>• All schools have a variety of informal activities for linking with parents e.g. coffee mornings, fundraisers ,social activities</li> <li>• Areas of good practice are shared through Neighbourhood groups , city wide special school groups</li> <li>• Family learning and Peep groups above have also helped in the removal of some barriers to engagement</li> </ul>
<ul style="list-style-type: none"> <li>• <b>develop effective communication and consultation</b></li> </ul>	<ul style="list-style-type: none"> <li>• Neighbourhood and City wide special groups have now been in operation for 2 school sessions</li> <li>• More parents are involved with these groups compared to the original model.</li> <li>• New model of CCWP established and in operation for 2 school sessions</li> <li>• The National Parent Forum and Scottish Parent Teacher Council were invited to join CCwP to work</li> </ul>



	<p>in partnership with us.</p> <ul style="list-style-type: none"> <li>• A parent representative with voting powers has been elected to join Education Children and Families Committee.</li> <li>• Parents through CCWP and Neighbourhood groups are consulted on all reports to Education Children and Families Committee</li> <li>• Parents in individual schools involved in all consultations for building works linked to rising rolls</li> <li>• Agenda planning group of parents established to decide agenda for CCWP</li> <li>• Directors update report available to all parent councils 4 times a year</li> <li>• Bright Futures Blog set up to bring new information to parents on a regular basis</li> <li>• New Parental Engagement pages drawn up for our website. Increased hits on the web site by 1300</li> <li>• The policy for contact with non resident parents was reviewed and updated in July 2013</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Strengthen parent councils and forums</b></li> </ul>	<ul style="list-style-type: none"> <li>• SPTC who now offer training to our parent councils as part of partnership agreement</li> <li>• Information from neighbourhood groups and city wide special schools groups is sent to all parent council chairs</li> <li>• Parent council chairs have been given links to Parentzone, SPTC, National Parent Forum, Edinburgh Parent Network</li> <li>• Information for parent councils is on our website</li> <li>• Recruitment training is arranged for parents who are involved in senior staff interviews</li> </ul>