

Education, Children and Families Committee

10:00, Tuesday, 7 March 2017

Parental Engagement: Partnership Schools

Item number	8.2
Report number	
Executive/routine	
Wards	

Executive Summary

The purpose of this report is to provide an update on the Partnership Schools Project.

Links

Coalition Pledges	P1
Council Priorities	CP1
Single Outcome Agreement	SO3

Parental Engagement: Partnership Schools

1. Recommendations

- 1.1 To note the content of the report.

2. Background

- 2.1 The 2050 Edinburgh City Vision making Edinburgh a great city for young people will ensure that future generations are healthy, happy and able to enjoy their lives. Children who grow up with great care, support, experiences and opportunities will become confident individuals, effective contributors, and responsible citizens. A key driver to supporting children and young people's progress is parental engagement.
- 2.2 The City of Edinburgh Council is committed to help parents and communities to understand and to support children's education, influence attainment, encourage achievement and to identify and address barriers to parental engagement to ensure that all parents can be involved in their child's education.

3. Main report

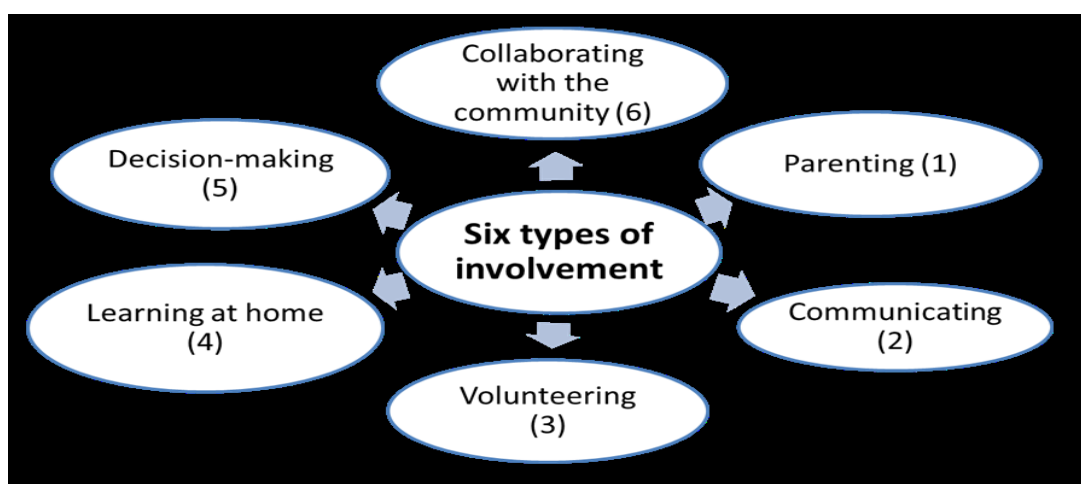
- 3.1 Research shows that developing and maintaining a strong partnerships approach improves outcomes for learners and is integral to the way an effective school works. Within the City of Edinburgh Council's Parental Engagement Strategy the six key areas are:
- Strengthening of all parent and carer engagement in their child's learning
 - Development of parent/carers and pupil voice
 - Assistance to parents and carers through parenting support when required
 - Development of effective partnership working and opportunities for, and the removal of, barriers to parental engagement
 - Development of effective communication and consultation
 - Strengthening of parent councils and forums
- 3.2 Throughout Communities and Families there continues to be extensive work carried out on a partnership basis e.g.
- Parent /Carer Involvement in Children's Learning:
- Parent Councils
 - Parent Locality Groups
 - City Wide Special Schools Group

- Consultative Committee With Parents
- Parent and Carer Support
- Improved Communication
- Family Learning

3.3 In March 2015 the City of Edinburgh Council joined with the Scottish Parent Teacher Council [SPTC] in a Partnership Schools project. The project aims to develop school, family and community partnerships to support school improvement. The programme is evidence-based developed in America, adapted and trialed by SPTC for Scottish schools. It was designed, developed and evaluated by a team based at Johns Hopkins University in the US over almost 30 years.

3.4 SPTC is a long-standing parent-led membership organisation and charity providing help, advice and support to parents up and down the country. Their focus is on making parental engagement with education as good as it can be, by supporting parents and working with local authorities, schools and other stakeholders to build and share good practice.

3.5 Within the Partnership Schools framework there are six types of Involvement:



3.6 The programme supported by Skills Development Scotland (SDS) has delivered the first year of the project across three local authorities: Angus, Edinburgh and Glasgow. Castleview Primary is the first school in Edinburgh to work with the Action Team for Partnership and have worked successfully together, forming relationships and taking forward their planned goals from their School Improvement Plan as detailed below:

Goals	Activities and Types of Involvement	Outcome & impact
Goal 1 Learning: Improving Numeracy.	Organise SEAL event to provide information and to give parents access to resources (communicating, learning at home).	Good levels of attendance: photos posted.

	Develop a SEAL Information Pack for parents (communication, learning at home).	Although there was initial reluctance from parents on the Action Team, they helped to organise events and are now taking a lead on the numeracy goal for 2016/17.
Goal 2 Learning: Improved literacy.	Organise whole school Career's Day with links made to literacy and lifelong learning (communicating, collaborating with the community).	Feedback being gathered from questionnaire to find out what jobs pupils would like to do.
	Develop a SEAL Information Pack for parents (communication, learning at home).	To be completed
Goal 3 Wellbeing: Create a no-smoking zone within school grounds and at school gates.	Create fliers to be handed out by parent volunteers (communicating, volunteering, and collaborating with the community).	The team reports a noted decrease in people smoking at the gates and no smoking within the school grounds; we will continue to reinforce the message
Goal 4 Partnership: Increased engagement between parents and teaching staff.	Parent members on the ATP will plan different ways to deliver Golden Time to include input from parents and others (volunteering, decision-making, collaborating with the community).	Work in progress
	Improve transition (parenting, decision-making).	Work in progress

* SEAL Stages of Early Arithmetical Training

- 3.7 A number of schools have shown interest in learning more and later in the session they will start to collate their action plan. In conclusion, through their involvement they will reap the benefits of planned and focused family and community partnerships, ensuring it is sustainable and has a plan for growth.

4. Measures of success

- 4.1 Increased percentage of parents / carers who say they are involved in their child's education.

5. Financial impact

- 5.1 No financial risk. The work on Partnership Schools is delivered within existing budgets.

6. Risk, policy, compliance and governance impact

- 6.1 Parent / carer input would be lost.

7. Equalities impact

- 7.1 There are no negative equality or human rights impacts arising from this report.

8. Sustainability impact

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

9. Consultation and engagement

- 9.1 There are a variety of means of consultation with parents. These are at school and local authority level. Parents are consulted through Parent Locality Groups, City Wide Special Schools Group, and the Consultative Committee with Parents and working groups.

10. Background reading/external references

- 10.1 [Parent Council Resource: A guide to gathering views and ensuring parents' voices are heard in your school 2013 Scottish Government](#)
- 10.2 <http://www.gov.scot/Topics/Education/Schools/NationalImprovementFramework>

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11. Links

Coalition pledges	P1 Ensuring every child has the best start in life
Council priorities	CP1 Children and young people fulfil their potential
Single Outcome Agreement	SO3 - Edinburgh's children and young people enjoy their childhood and fulfil their potential.
Appendices	