

Education, Children and Families Committee

10.00am, Tuesday, 10 October 2017

Parental Engagement: Partnership Schools

Item number	8.2
Report number	
Executive/routine	Routine
Wards	
Council Commitments	

Executive Summary

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

Parental Engagement: Partnership Schools

1. Recommendations

- 1.1 That Committee note the content of the report.

2. Background

- 2.1 The purpose of this report is to provide an update on progress at the end of Year 2 of the Partnership Schools Programme.
- 2.2 The City of Edinburgh Council is committed to ensuring that all parents and carers can be involved in their child's education and recognises their vital role in the life of our schools and the work of our service.
- 2.3 To ensure effective consultation between parent councils, officers, and elected members the Neighbourhood Groups and City Wide Special Schools Group was established in October 2012. This consisted of parent council chairs or their representatives and a Senior Education Manager who chaired the meetings. A representative Head Teacher from each sector was also invited to attend.
- 2.4 In January 2016 the five Neighbourhood Groups became four Parent Locality Groups to reflect the new locality working across the Council with the City Wide Special Schools Group remaining the same. There were originally two parent representatives per Neighbourhood Group who attended the Consultative Committee with Parents (CCwP) however when one Neighbourhood Group was deleted to make four Parent Locality Groups, each of the two largest Parent Locality Groups were allocated an additional parent representative for CCwP. This maintained the parental representation on the CCwP and was agreed at the [CCwP in October 2015](#).
- 2.5 A key aim of CCwP, Parent Locality Groups and City Wide Special Schools Group is to discuss local and city wide issues, share good practice and to respond to parent questions and suggestions in a You Said, We Did approach. The groups are regularly and actively involved in shaping Council policy and practice.
- 2.6 Feedback from the groups informs the agenda for the CCwP with there being an agenda planning process with parents, the Executive Director for Communities and Families and the Senior Education Manager Schools and Lifelong Learning.

3. Main report

- 3.1 Scottish Parent Teacher Council (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.
- 3.2 Our link with Scottish Parent Teacher Council in providing training for parent councils has been positive. Training has focused on essential information for parent councils, communication, organising events and protecting vulnerable groups' legislation.
- 3.3 Currently we fund a group membership covering all Parent Councils. The current group membership for 2017-18 for 136 parent councils is £15,631.55

The benefits include:

- [Free Information and Training Sessions](#)
 - [Membership linked insurance](#)
 - [Email and telephone helpline](#)
 - [On-line survey group](#)
 - [Useful leaflets](#)
 - [Podcasts](#)
 - [Members' only section of the website](#)
 - [easy fundraising](#)
- 3.4 In March 2015 the City of Edinburgh Council joined in a "Partnership Schools" project with the SPTC aimed at developing school, family, and community partnerships to support school improvement. This model gives a framework to create the action arm of the School Improvement Plan with focussed work involving different people in new activities.
 - 3.5 The Action Team for Partnership's regional advisor for Edinburgh has worked successfully with three schools so far, forming relationships and taking forward planned goals from their School Improvement Plan as detailed below:

Castleview Primary

Improving Numeracy - to give parents access to resources to support, learning at home.

Improving literacy - whole school Career's Day with links made to literacy and lifelong learning.

Health and Wellbeing - Create a non-smoking zone within school grounds and at school gates.

Partnership - Input from parents to deliver Golden Time.

St Peter's Primary

Following their initial training session parents and staff have worked jointly on:

Reading for enjoyment creating reading dens and improvements to the school library;

Schools for Cooperation project International garden party supported by a French Pastry Chef and Waitrose;

This session the focus will be cultural diversity.

St John's Primary

This group met throughout the year and were responsible for taking forward:

Reporting looking at ways to provide parents with rich information of what has been achieved and next steps;

Play Improving the quality of learning through outdoor play;

Home learning designing challenges that were exciting, fun, challenging and meaningful to children, promoting a real love for learning;

Paired reading ways to encourage reading among younger school children.

Regular feedback and updates were communicated to all parents through drop in sessions and social media. This work will continue this term.

- 3.6 A number of additional schools noted interest in working with the SPTC following a presentation to Primary HT's in June, two school clusters have now arranged initial training sessions. In order to plan support Eileen Prior Executive Director SPTC will develop a sustainability plan with Schools and Lifelong Learning.

4. Measures of success

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

5. Financial impact

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

6. Risk, policy, compliance, and governance impact

- 6.1 The risk of not engaging with parents/carers is that their views would not be considered in progressing new strategies and policies and thus they would not be as rounded or qualitative.

7. Equalities impact

- 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.

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 Neighbourhood Groups and the Consultative Committee with Parents.

10. Background reading/external references

- 10.1 Parental Engagement www.gov.scot/Topics/Education/Schools/parentalengagement
- 10.2 Parents www.gov.scot/Topics/Education/Schools/Parents
- 10.3 National Improvement Framework www.gov.scot/Publications/2016/01/8314/6

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11. Appendices
