**Parental Engagement Strategy Action Plan Timescale 2013/16 Appendix 2**

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| **Aim: Strengthen all parents and carers engagement in their child’s learning** |
| **Outcome** | **Tasks** | **Success Criteria** | **Staff, Parents** | **Timescale** |
| A minimum of 75% of Early Years provision in Edinburgh will have Parents’ Early Education Partnership (PEEP) groups | Train 70 members of staff to support PEEP groups | Up to 100 new PEEP groups will be operational *(QI 3.1 The Engagement of Staff, CATC)* | Amanda Godsell, Early Year’s Team and parents | June 2015 |
|  | PEEP trained staff will work across establishments to increase access to and develop the quality of, existing PEEP groups | All Early Years provision have access to at least 1 member of staff trained to support PEEP groups*(QI 3.1 The Engagement of Staff, CATC)* | Amanda Godsell, Early Year’s Team and parents | June 2015 |
|  | A pilot PEEP study will be carried out in Liberton and Gilmerton | The majority of parents/carers in the pilot schools with be positively engaged in their child’s learning*(QI 5.7 Partnerships with parents and children, CATC)* | Amanda Godsell, Early Year’s Team and parents | June 2013 |
| Family learning is available in 90% of schools which meet the agreed criteria | Staff will work across a wide range of establishments delivering family literacy activities and will target the transition between nursery and primary 1 | The impact of family learning on parents’/carers’ literacy will increase parents/carers’ ability to support and be engaged with their children’s learning*(QI 5.7 Partnerships with parents and children, CATC, HGIOCLD)* | Maria Gray, CLD and parents | Ongoing June 2015 |
| Communication with parents/carers is effective and parent/carers receive good quality, practical advice regarding their children’s learning in school and good information at main transition points | Schools will ensure that all reports clearly identify strengths and learning needs | The majority of schools will have more than 85% of parents/carers satisfied with the quality of the advice in their child’s reports*(QI 5.7 Partnerships with parents and children, CATC/HGIOS)* | Head TeachersJoyce Rochford | June 2014 |
|  | A range of school and cluster based parental involvement activities take place which inform parents/carers about important events concerning their child. | 85% of parents/carers in the majority of schools report that they are confident that they know what the next step in the learning journey means for their child. *(QI 5.7 Partnerships with parents and children, CATC/HGIOS)* | Head Teachers, staff in schools, parents | February 2015 |
| An increased number and wider range of parents/carers participate in school events and activities relating to their child’s learning | Parents’/carers’ events will be widely publicised and highlighted by schools to parents/carers, including those from harder to reach groups and those with English as an additional language | 90% of parents/carers are more confident in supporting their children in meeting their learning targets*(QI 2.2 Success in involving parents, carers and families CATC/HGIOS)* | Head Teachers,Staff,EAL service  | February 2014 |
| An increased number and wider range of parents/carers are confident about how to raise concerns about their child’s learning  | Schools will provide information about the systems available, to parents/carers wishing to raise concerns. Schools will publicise contact information. | 80% of parents/carers in the majority of schools will report that they are satisfied that they know who to contact to discuss concerns about their child’s learning*(QI 5.7 Partnerships with parents and children, CATC/HGIOS)* | Head Teachers | June 2014 |
| An increased number and wider range of parents/carers regularly have their views sought and taken into account | CEC will draw up a survey to regularly gather views from parent/carers on parental engagement in their school.The survey will be available in different languages. | 80% of parents/carers in the majority of schools report that they are satisfied that their views on parental engagement are taken into account *(QI 5.7 Partnerships with parents and children, CATC/HGIOS)* | D Maguire Parents | February 2014 |

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| **Aim: Develop parent/carer and pupil voice** |
| **Outcome** | **Tasks** | **Success Criteria** | **Lead Officer** | **Timescale** |
| Parent/carer and pupil views are sought, heard and taken into account in all aspects of school life, including teaching and learning | We will involve parents/carers and pupils in annual school improvement planning (SQIPs). This will include feedback from the wider parent/carer and pupil communities (e.g. through annual surveys) and not just from parent and pupil councils | More parents/carers and pupils agree year on year that their views are sought and taken into account on relevant school matters (source: school surveys)*(QI 6.2 Participation in Policy and Planning CATC, HGIOS, HGIOCLD)* | All head teachers | Annually |
|  | We will explore the benefits of and opportunities for facilitating interaction between parent and pupil councils. We will share examples of good practice from Edinburgh and elsewhere and, if appropriate, develop and deliver CPD opportunities for staff on linking pupil and parent voice | Once implemented, parent and pupil councils consider that they have opportunities to discuss and put forward joint views on school matters, including teaching and learning*(QI 6.2 Participation in Policy and Planning CATC, HGIOS, HGIOCLD)* | David Maguire; school staff; parents/carers and young people | Working group report completed by Dec 2014Implemented from August 2015 onwards |
|  | We will involve parents/carers and pupils in the design of any new or updated school handbooks. | Parents/carers and pupils involved in producing or updating handbooks agree that their views have been taken into account.Handbooks comply with legislation*(QI 6.2 Participation in Policy and Planning CATC, HGIOS, HGIOCLD)* | All headteachersSEM Inclusion, Pupil & Parent Support | Annual update of school handbook |

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| **Aim: Assist Parents and carers through parenting support when required** |
| **Outcome** | **Tasks** | **Success Criteria** | **Staff, Parents/Carers** | **Timescale** |
| An increased number and wider range of parent/carers have access to parenting support as required | Two new Development Officers for Parent and Carer support will be appointed to give one per neighbourhood. | Development Officers and schools have improved partnership working to ensure parents/carers have access to information and support.*(QI 2.2 Impact on Families Evaluating CYP Services with QIs)* | Pat SouthallCoordinator Parent and Carer Support.(P&CS) | June 2013 |
|  | All schools will appoint a link member of staff as the contact person for Development Officers P&CS, with specific regard to Support to Parents/carers within their school. | There will be a clear, mutually agreed pathway for both Development officers and schools to develop information and support to parents/carers.*(QI 2.2 Impact on Families Evaluating CYP Services with QIs)* | Pat Southall - Development Officers P&CS. | 100% of Secondary schools by June 2014.50% of Primary schools by Dec 2014 and 100% by June 2015. |
|  | The Development Officers will support schools to make parent support information available at transition stages:1. Nursery to P.1
2. P.7 to S.1
 | Parent /carers report increased access to information at key transition stages and feel more connected to the school.*(QI 5.8 Care, Welfare and Development CATC. HGIOS)* | Pat Southall – Parent and Carer support.Development Officers P&CS. | 50% of. schools by Dec. 2014100% of schools by June 2015 |
|  | Each Nursery class/school will engage in a range of activities to ensure that there is contact prior to children starting Nursery. These could include transition groups, home visits or child planning meetings, depending on the needs of individual children and families.This will be tested and evaluated with a group of Nurseries in the James Gillespie cluster. | Parents/carers, initially in test site, and subsequently in 60% of Nursery classes, report that both they and their child received the support they required during the transition into nursery.*(QI 5.8 Care, Welfare and Development CATC. HGIOS)* | Pat Southall – Coordinator P&CSJane Ramage – Early Years Manager.Development Officers.  | Test site – June 2014 |
| Parents/carers of children and young people with significant social and emotional needs are involved in developing accessible information | The coordinator - Parent and Carer support will engage with the chair of the special school city wide parent group and with the Parents Forum for families of children affected by disability. | Parents/carers report that they have increased access to high quality, appropriate information*(QI 5.7 Partnerships with parents and children, CATC/HGIOS)* | Pat Southall liaising with Rosie Wilson  | June 2015 |
| Increase the knowledge of parent/carers of secondary school children’s emotional and mental health risk, resilience factors and how these influence health outcomes. | Undertake a consultation with 100 parent/carers and young people about their needs.Design, pilot and deliver Raising Teenagers with Confidence training in secondary schools, informed by consultation, and the experiences of the ‘Raising Children with Confidence’ programme  | The consultation results in a clear direction for universal parenting support for parents/carers of teenagers. The majority of parents/carers engaged in the programmes report that they are more knowledgeable and confident about young people’s social and emotional health.*(QI 5.8 Care, Welfare and Development CATC. HGIOS)* | Pattie SantelicesRos Donaldson. (parent)  | ConsultationOct 2013ProgrammeDecember 2014 |
| Support parents/carers of early years /primary school children to promote positive mental health and well being in themselves and their children. | 200 parents /carers supported through the ‘Raising Children with Confidence’ programme run in schools and community settings.A further 200 parents/Carers supported through the Raising Children with Confidence’ programme run in schools and community settings.  | The majority of parents/carers engaged in the programmes report that they are more knowledgeable and confident about children’s social and emotional health.*(QI 5.8 Care, Welfare and Development CATC. HGIOS)* | Pattie SantelicesPat Southall | August 2013August 2014 |

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| **Aim:** **Develop effective** **partnership working and opportunities for, and the removal, of barriers to parental engagement** |
| **Outcome** | **Tasks** | **Success Criteria** | **Lead Officer** | **Timescale** |
| Schools and parent councils are supported to engage more effectively in the wider parent forum | Implement a short life working group to develop an “ideas” pack for schools to promote and support involvement .This will integrate with work at locality level to engage parents in the Getting It Right agenda and to develop and support their participation in planning for their children. | Online pack created and communication distributed*(QI 5.7 Partnerships with parents and children, CATC/HGIOS)* | Lynne Porteous | January 2014 |
|  | Encourage all establishments to have dedicated parent/carer notice board space in a prominent position within schools, making links to community activities as well as establishment based opportunities | 50% of all establishments have created dedicated parent/carer information space*(QI 5.7 Partnerships with parents and children, CATC/HGIOS)* | Heads of Establishments | December 2013 |
|  | Establishments will identify regular opportunities for informal “open-house” activities (coffee mornings, fundraisers, subject specific drop-ins etc) | School and establishment timetables reflect regular engagement opportunities*(QI 5.7 Partnerships with parents and children, CATC/HGIOS)* | Heads of establishments and Development Officers (Parent and Carer support) | October 2013 |
|  | Improve use of schools and establishments as hubs to provide wider community information and opportunities for parental engagement and involvement | School use by parents/carers increases*(QI 5.7 Partnerships with parents and children, CATC/HGIOS)* | Nominated lead in school plus Development Officer (Parent and Carer) support | January 2015 |
|  | Work with community partners to promote in-school activities and disseminate information to parent/carers | Improved links between community organisations and local schools*(QI 8.1 Partnerships with the Community etc. CATC,HGIOS)* | Nominated lead plus Area Coordinators, Development Officers (Parent and Carer support) | January 2014 |
|  | Schools to identify examples of good practice and produce progress reports on specific initiatives to be shared with Parent Councils and in Neighbourhood and City Wide Special Schools group. Opportunities for inter school visits and presentations on good practice will be developed. | Parent Councils report wider knowledge *(QI 4.2 Successes in engaging the wider community CATC,HGIOS)* | Headteachers  | August 2014 |

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| **Aim: develop effective communication and consultation** |
| **Outcome** | **Tasks** | **Success Criteria** | **Lead Officer** | **Timescale** |
| More effective communication between schools and parents/carers  | All schools will have an effective electronic method of communicating with parents/carers e.g. parent mailSEEMIS text messaging and a school website | Parents/carers report that they have increased electronic access to information. All schools will have their own website*(QI 5.7 Partnerships with parents and children, CATC/HGIOS)* | All head teachers | June 2014 |
| More effective communication and consultation between parents/carers and Children and Families  | Neighbourhood groups will be established and will to meet four times per sessionAn email network of neighbourhood group members will be established.The CCwP will be reformed as a strategy discussion forum A parent will be appointed to Education Children and Families Committee | Parent representatives agree that their views have been taken into account and they are actively influencing school and authority policy. A high level of attendance at group meetings is sustained. CCwP representatives agree that their views have an impact on Children and Families strategy. 100% attendance of parents/carers at CCwP meetings is achieved.Parent appointed and attends Committees*(QI 5.7 Partnerships with parents and children, CATC/HGIOS)* | Moyra WilsonParent Council representativesNeighbourhood and City Wide Special schools groupCCwP representatives | November 2012January 2013January 2013 |
| Bright Futures Blog is used regularly by parents/carers to access information | Information on events, policy and strategy is updated on a regular basis | An increased percentage of parents/carers sign up to the Bright Futures Blog *(QI 5.7 Partnerships with parents and children, CATC/HGIOS)* | James Coltham  | December 2013 |
| New Parental Engagement web site is used by parent/carers | Website will be created with a mix of administrative, policy and information to reflect the interest of parents information | The new site is accessed by 80% of parents*(QI 5.7 Partnerships with parents and children, CATC/HGIOS)* | James Coltham, Tina Woolenough, Lorraine Spalding,Moyra Wilson | October 2013 |
| An increased number and wider range of parents/carers are familiar with a range of organisations developed to support parents  | Parent Council chairs will be supplied with a range of electronic links to parent support organisations, for circulation to parents/carers. The links will include:1. National Parent Forum
2. SPTC
3. Education Scotland
4. Edinburgh network
 | Parent Councils, Neighbourhood Groups, and the CCwP report positively on increased electronic access to support organisations*(QI 5.7 Partnerships with parents and children, CATC/HGIOS)*  | Moyra Wilson | October 2013 |
| A Communication / Consultation Framework is produced and is operational | A working group is established to develop a communication/consultation framework A survey of parents and carers is undertaken to gauge the effectiveness of the framework. | The majority of parents report that they are satisfied with the improvements resulting from the implementation of the framework.*(QI 5.7 Partnerships with parents and children, CATC/HGIOS)* | Moyra WilsonHead teachersParentsJoyce Nisbet  | December 2014 |
| Non resident parents are kept informed of their child’s education progress | Review and update existing policyThe Communication Working group produce a user friendly leaflet for parents. | When surveyed, the almost all of non-resident parents report that they are confident that they have been kept informed of their child’s educational progress.*(QI 5.7 Partnerships with parents and children, CATC/HGIOS)* | Moyra Wilson, | July 2013 |

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| **Aim:** | **To strengthen parent councils**  |  **and Forums.** |  |  |
| **Outcomes** | **Tasks** | **Success Criteria** | **Lead Officer** | **Timescale** |
| Parent Councils will receive support to increase their effectiveness | We will improve information for parent councils using a variety of media1. Phone apps
2. Twitter
3. Facebook
4. website
 | Parent Councils report that they are involved in their schools in a meaningful and mutually supportive manner.*(QI 6.2 Participation in Policy and Planning CATC, HGIOS, HGIOCLD)* | Moyra Wilson,Parent RepresentativesC+F Officers | December 2014 |
| Training packages are in place to support Parent Councils  | We will create online training in the following areas:1. effective chairing
2. administration of Parent Councils
3. engaging the wider parent forum

Good practice examples are shared with and across Parent Councils. | Engagement in online training increases by 70% in three years. Good Practice examples are regularly considered and these inform and impact on the work of all Parent Councils *(QI 5.7 Partnerships with parents and children, CATC/HGIOS)* | Moyra WilsonParent RepresentativesC+F Officers Scottish Parent Teacher Council | June 2016 |
| Parent Councils will have their own websites or page on school site | Guidance and templates will be created for Parent Council websites. | The number of Parent Councils with their own website increases by 30% year on year, over a three year period *(QI 6.2 Participation in Policy and Planning CATC, HGIOS, HGIOCLD)* | Parent Councils  | December 2016 |
| Parent Councils engage more effectively with the wider Parent Forum  | Parent Council members will attend / speak at school meetingsParent Councils will create a Volunteer network of buddies | An Increased number of parents are involved in parent councils and the wider parent forumAll schools have a Parent Council*(QI 5.7 Partnerships with parents and children, CATC/HGIOS)* | Parent Councils  | 2013 – 20162016 |
| Parent Councils will review and evaluate their practice and impact | A self-evaluation toolkit for Parent Councils will be developed. The toolkit will be piloted by one Parent Council in each cluster, reviewed and updated.The toolkit will be rolled out to all Parent Councils | Parent Councils report that the self-evaluation toolkit has contributed to improvements in practice across the city*(QI 5.9 Improvement through Self-evaluation CATC, HGIOS)* | Ros Sutherland | December 2013June 2014September 2015 |