**Families in Partnership ‘Starting School’ Evaluation Report Session 2022/23**

**Please note examples or suggestions are in yellow**

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| **Establishment Name:** | **Project Lead Name and Email:** |
| **Starting School Project Aim:*** To increase levels of meaningful family engagement with pre-school families around transition to primary school.

**Intended Outcomes:**1. Almost all relationships between parents/carers, children and nursery staff are strengthened, thereby reinforcing family bonds and building on the home/nursery relationship.
2. Almost all participants experience increased parental involvement in their child’s learning at home and in the community.
3. Almost all children have opportunities to develop confidence and skills which enable them to make a positive transition into Primary One.
4. Most parents/carers report a better understanding of nursery learning approaches and an increased confidence in their role in supporting their child’s learning and development in getting ready for school.
5. A few parents/carers access further learning and support.
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| **Please describe your establishment, e.g. number of children, geographical area:** **~~~~~ Nursery School is in the North of Glasgow. 90% of our families live in SIMD Deciles 1 or 2. 60% of our families have English as a Second or Other Language and this year we have 32 children starting Primary One.**  |

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| **Tell us what you did (Quality Indicator 2.5 Family Learning)** |
| **When** |  **Activity** | **Partners e.g.**  | **Number of invited participants****(Adults)** | **% of participants who took part** | **Intended follow up action** |
| 17.2.21 | e.g. Meet with staff team to brief on project, identify families to provide enhanced support, and plan launch | Staff team |  |  | CDOs talk to their targeted families at nursery gates to let them know project is coming soonComplete agreed tasks for launch event |
| 25.2.21 | e.g. Hold informal launch info event for families at drop off and pick up- agree best way of communicating with targeted families | Staff team parents/carers, Family Learning Officer | 25 parents/carers | 80% | Distribute the first activity bag home |
| 1.3.21 | e.g. Give out Week 1 bags and send photo of individual children using the activity to targeted families | Staff team, parents/carers | 25 parents/carers | 90% | Feedback from parents on what they did with materials via Glow form/ Menti or Facebook /social mediaPlan next week group activityFollow up those that didn’t receive the bag |
| 2-7.3.21 | e.g. Speak to parents at gates and email/Seesaw/call targeted parents to offer support and ask for a photo | Staff team | 8 targeted families | 80% sent a photo or gave feedback about activity | Record impact statements  |
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| **Tell us what you did continued (Quality Indicator 2.5 Family Learning)** |
| **When** |  **Activity** | **Partners e.g.**  | **Number of invited participants****(Adults)** | **% of participants who took part** | **Intended follow up action** |
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| **What were your sources of evidence of project impacts?** |
| **People’s Views** | Tell us how people’s views were obtained, who you asked and why you asked them, e.g. parent/carer evaluation from toolkit, recording impactful parent and child statements, learning conversations with colleagues:Parent/Carer evaluation form completed, ongoing Impact Statements from parents gathered through ‘nursery gate’ chat, phone calls and messages on Seesaw, weekly staff meeting to gauge staff confidence in developing activities, informal game with children to choose their favourite activity. |
| **Direct Observation** | Tell us who you observed, why, and when, e.g. children playing with game, short films or photos sent by parents, family activity in playground:Observation of children taking part in activities during group time.Family interaction through photos and videos emailed and on Seesaw.Observation of staff expanding on activities during group time.Family interaction during certificate presentation in playground. |
| **Quantitative Data** | Tell us how data was collected and collated, e.g. attendance register from toolkit, numbers sustaining participation by sending photographs etc. Register of participation completed.Impact statements collated on ‘programme recording’ sheet, parent/carer evaluation form, staff views recorded during a staff meeting. |

**Families in Partnership Outcomes**

**Use the evidence you gathered to answer each of these questions which relate to each intended outcome:**

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| 1. Were almost all relationships between participating parents/carers, children and nursery staff strengthened as your result of taking part? How do you know?
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| Yes. Positive interactions with almost all nursery parent/carers took place either at nursery gates or over the phone (noted on our register), and we newly engaged with four families who we hadn’t had much interaction with prior to this project. Staff impact statements were gathered during an evaluation meeting such as ‘I feel I’ve got to know more families now’ and we have observed parents are stopping to chat more at the nursery gates.  |
| 1. Did almost all participating parents/carers increase their involvement their child’s learning at home as a result of taking part? How do you know?
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| Yes. Most participating parents shared photos and short videos and almost all told us about using the activities at home. Almost all children told us about their home fun time too and we received impact statements from parents such as ‘I’ve got three kids so this activity gave me some special bonding time with Aiden only’.  |
| 1. Did almost all participating children have opportunities to develop confidence and skills which will enable them to make a positive transition into Primary One? How do you know?
 |
| Yes. All participating children played the activities in nursery and we extended the activities by adding in some number rhyme songs and games. Using the Everywhere Bear book at Storytime helped us name feelings about starting school.  |
| 1. Did most participating parents/carers report a better understanding of nursery learning approaches and in increased confidence in their role in supporting their child’s learning? How do you know?
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| Some parents. 50% of parents returned their evaluation which reported this. We asked some others verbally and received positive feedback such as ‘The rhymes were fun. Now I know singing and dancing together is learning too!’ |
| 1. Did a few participating parents/carers access further learning, volunteering or support? Give examples.
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| One parent has asked about volunteering in the nursery and she read the book in Arabic for us. Another parent asked about other activities they could do so we told her about Bookbug in the library and she goes there now. Almost All = Over 90%Most = 75 to 90 %A few = 15%  |

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| **How do you plan to build on this project? ( Quality Indicator 1. Leadership of Change)** |
| How do you plan to sustain and build upon this Families in Partnership Project?What are your next steps? Suggested areas could include:* Building capacity within staff
* New staff – plans for consistency
* Parent volunteers to continue the activity
* Use summer term to consolidate programme with targeted families
* Build further links with Primary One
 | This is to give you a chance to think about how you might build on the project, e.g. did you try any new methods of engagement which you would use again and build into your usual communication? Have you noticed that staff need to build their confidence in parental engagement? Did you notice that one of the activities was challenging for the children and you plan to incorporate more activities into the nursery day around this? Did it highlight any gaps in confidence/knowledge with parents and staff that you would like to build on next session, perhaps with the support of a Family Learning Officer? Has it highlighted any parents that you might want to support to volunteer? |

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| Is there anything we could have done to make planning and delivery of this project easier for you? |
| Timing ok? Resources ok? FLO Support and webinars ok? Please tell us! **ims and go** |
| What ideas do you have for transitions that the family learning team could support you with?  |
| Thoughts for next year?  **shared aims and go** |

**Thank you for completing this form. Please return to** **kathryn.farrow@glasgow.gov.uk**