



**Glasgow City Council**

**Report by Executive Director of Education**

**Item 4**

**September 2018**

**Glasgow's Improvement Challenge 2015 – 2020**

***Supporting families to be better able to support their child's learning and development***

**Purpose of Report:**

To update the Scottish Government and Education Scotland on the progress being made in Glasgow on Glasgow's Improvement Challenge as part of the Scottish Attainment Challenge. This is the fourth of a series of six papers five of which covers each of the strands of Glasgow's Improvement Challenge.

## **Supporting families to be better able to support their child's learning and development**

For first two years of the Challenge, schools were encouraged to develop family learning programmes and to bid for funds to support this work. However, with the introduction of Pupil Equity Funding (PEF), schools were encouraged to ensure that their plans for 17/18 included working with families to support learning. An analysis of plans showed that

- 91% of primary schools have planned to develop relationships with parents and carers and promote engagement with the school, using PEF money.
- 28% of all schools increased their staffing, either through recruiting additional members of staff including additional principal teachers or deputies or through increasing hours to staff after school family learning clubs.
- 77% have allocated money to running family learning clubs, for example curricular homework clubs, gardening clubs, cooking clubs or lending library reading clubs.
- 40% of schools are commissioning services to work with families and carers, for example through Family Support Workers, or providing accredited courses in partnership with colleges.
- 2% of schools have allocated money for professional development to build capacity in working with families.

The following outcomes have been identified for family learning for 17/18:

- Increased numbers of parents and carers across a broad range of schools report that as a result of effective engagement their needs have been identified and they have actively participated in Family Learning Programmes and other opportunities in the community.
- Growing numbers of targeted families across a broad range of schools are effectively identified and supported to ensure their life choices are equitable.
- More parents and carers across a larger number of schools are benefitting from Family Learning Programmes that contribute to improved Family Learning skills and increased Family Learning in the home.
- More partnership working initiatives are improving the quality, breadth and reach of Family Learning programmes and is resulting in more positive impacts for Family Learners.

A new family engagement toolkit has been developed and has been piloted through a process of both internal, and external workshops involving 86 headteachers. A resource booklet clearly defines the aims, outcomes and impacts attributable to the engagement toolkit. Resources support each of the five levels of engagement Informing, Consulting, Involving, Collaborating and Empowering. A clear model of operation has been devised and promoted to headteachers. .

Family Learning Officers (FLOs) have been allocated to provide "direct support" to 26 schools with higher levels of need, and "indirect support" to 29 schools with lower identified need. FLOs are extending their support from 24 schools to 55 schools.

They are supporting the development of action plans for 55 schools receiving direct and indirect support.

Three area planning workshops have been held. Three Family Learning Area Groups are being established across all areas in the city and terms of reference and a database of Family Learning Activity records for each area is being developed.

561 parent attendances across 27 schools have been involved in a variety of engagement events ranging from parent coffee mornings, to bespoke work with Parent Councils, to more intensive one-to-one support and engagement sessions. The engagement approaches and standards have complied with the Family Engagement toolkit, and learner feedback is being used to inform Family Learning programme delivery. For example, at St. Roch's Primary, more intensive one-to-one interaction is helping to refer parents to appropriate support agencies.

In the NE and NW of the City eight schools are developing more dynamic engagement programmes ranging from drop in sessions, play and stay sessions, tea toast and talk, pizza and a chat, bingo and a speaker to family events. The programmes are designed to involve parents to be more confident in engaging with the school and more actively involved in learning in the home.

A total of 72 school based staff attended three workshop sessions on Family Engagement. As a result of attending, all course participants confirmed they would adapt and improve their engagement practice. This included improving nursery primary transition, developing better links with FLOs, using engagement to support upper nurture parent engagement, amending senior management school engagement practice.

A series of Family Learning workshops have been delivered to 86 headteachers. Headteachers have returned Registrations of Interest proforma, which identifies the learning need of vulnerable families in areas of deprivation across an increased range of primary schools in Glasgow. Effective analysis of data for health and wellbeing, statistics for English as an Additional Language, and poverty levels has led to the development of bespoke family learning programmes to support vulnerable families. These include: English for Speakers of other Languages (ESOL); Financial Awareness courses in response to the anticipated impact of Welfare Reform, and Solihull Parenting Skills support developed in conjunction with NHS Health Improvement Plan.

58 parents across five schools have been identified and are participating in 125 hours of Family Learning programmes such as the Families Connect programme and ESOL to support more equitable life choices by developing literacy and communication skills. ESOL classes at St Roch's Primary are increasing parental confidence in home-school communication and supporting home learning.

In the NE and NW five schools are developing programmes to support families with identified needs, through ESOL classes, family counselling, health advice, and early intervention guidance, and social and emotional support and 121 crisis intervention.

A high level of uptake to a unique training programme led by Dundee University has seen 34 school based staff undertake Community Learning and Development and Family Learning Awareness Training. Feedback from participants has been very

positive. All participants are committed to establishing Action Inquiry Sets to increase the number of parents and carers accessing good quality learning programmes across a broader range of schools.

Core and Enhanced Family Learning Programmes in Literacy, Numeracy, Health and Wellbeing, Financial Awareness, Parenting Skills, and Family Decision Making programmes have been developed. All programmes have well-defined aims, impacts, outcomes and support resources. Most programme resources provide parents with “top tips” to reinforce home learning and progression routes for further development.

A series of Family Learning Resource professional development sessions for staff were offered over the month of February to widen access to family learners to family learning programmes across a larger number of schools. These have included sessions on Family Literacy and Engagement, Family Numeracy and Engagement, Family Health and Well Being and Engagement, Family Play and Team Building and Family Financial awareness. All feedback from participants has been extremely positive.

Some school based staff report that rather than paying for partners to deliver, they feel confident to deliver sessions themselves. All participants report that they intended to use the resources packs as a means to deliver high quality and consistent Family Learning practice. 1865 parents and carers across 32 schools are benefitting from a good range of high quality programmes supported through 291 learning hours. Feedback from parent shows increasing confidence in supporting their child`s literacy, and strengthening bonds with their child.

Across the city, 28 schools are delivering more than 100 Family Learning programmes supported directly by Family Learning Officers. A good range of programmes are evidenced from Read, Write Count workshops , to homework clubs health and stay and play sessions, to digital learning , playing with sound, Families Connect programmes, and Gaelic for Families , Glasgow Counts and Mindfulness. The programmes are designed to develop improved parent-child relationships, improve skills confidence, thereby improving life chances and increased attainment opportunities. Very good partnership working with a broad range of partners is resulting in improved breadth and quality of Family Learning Programmes. Save the Children have committed to basing a member of their staff within the Family Learning Team. Higher levels of available external funding, secured through Save the Children, is expanding programmes such as the Families Connect programme. This programme gives parents the skills and confidence to support literacy, numeracy and health & wellbeing through enhancing listening and parenting skills. By the end of the year, the FLO team will adopt the licence allowing them to run the Families Connect programme across Glasgow schools.

Good partnership working with NHS Health Improvement has secured commitment from NHS to extend their provision of Solihull Parenting Skills provision in collaboration with the Family Learning Service and to provide free training to FLOs. Very good partnership collaboration with Scottish Parent Teachers Council (SPTC) has resulted in the development of shared resources to support work with partnership schools. A clear commitment from SPTC is providing additional staff

resource to support the roll out of six partnership schools in Glasgow delivered with FLO collaboration.

Partnership working with the Welfare Reform team will see the launch of three Financial Awareness programmes to all headteachers at the August Primary City Business Meeting supported by the FLO team. This has already been delivered at Hillington and St. Bride's Primary Schools.

Across the city, a number of schools are developing programmes with a range of partners that involve local businesses, PEEK, Caledonia University, Clyde College and Play Start, and Early Years Scotland. A total of 14 schools are directly benefitting from partnership programmes which are extending the range of Family Learning programmes to include Families Connect programmes with Save the Children, Read Write Count programmes in conjunction with the Leaders of Learning, Outdoor Learning Programmes with Glasgow Life resulting in John Muir certification, and attendance at the Wee Write Festival through collaborative work with the Libraries Service.

Further analysis of the EPRs for secondary schools took place during August to review the use of PEF and impact on family learning. References showed that secondary schools are finding it more challenging than nursery and primary schools to engage all parents in supporting their child's learning. However, there are a number of creative approaches being deployed with additional plans for 2018/19.

A positive example from St Mungo's Academy:

*Block 1 family learning included around 20 parents with one or two bringing family members with them to utilise services offered via Cordia and FUSE. These attendees chose from 4 areas of learning: First Aid (REHISS - via college partners), Spanish, Fitness and ICT (via college partners). Our creative approaches to family learning and our 'package', funded by the PEF, has been highly effective in supporting parents to access our programme and this is contributing to reducing the impact of poverty on learning and achievement.*

Nurseries across the city have continued to access funding through 'Families In Partnership' to support projects to engage parents and carers in their child's learning. A few have resulted in parents achieving additional qualifications, such as PDAs. Support for families is an identified strength in nursery inspection reports. Similar to secondary schools, further analysis of EPRs for nurseries is planned to gather further evidence on family learning to support and promote sharing of best practice.