



Glasgow City Council
Education, Skills and Early Years
City Policy Committee

Item

<date of meeting>

Report by Executive Director of Education
Contact Gerry Lyons Ext: 74561

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 Committee 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.

Recommendations:

The Committee is asked to consider the contents of the report.

Ward No(s):

Local member(s) advised: Yes No

Citywide: ✓

consulted: Yes No

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

The following outcomes were identified for family learning for 18/19:

- Effective engagement is allowing families to access high quality universal and targeted support that enables them to access learning activities that meet their needs.
- Family Learning needs in relation to literacy, numeracy, health and wellbeing and wider learning for targeted families are being identified and met.
- Partnership working is improving the quality, breadth and positive impacts for family learners.

- 1.1 The Family Learning Team is now jointly managed by a senior education officer and a senior community learning and development officer who have ensured that the team take a strategic approach to supporting schools in their delivery of family learning.
- 1.2 This model of operation is allowing nine Family Learning Officers (8 full-time equivalent) to work across school clusters and is supporting capacity building, collaboration, sustainability and sharing of good practice. This approach has yielded higher quality family learning activity and greater use of evidence based programmes in an increased number of establishments.
- 1.3 Over the last academic year, the Family Learning Officers (FLOs) have supported a total of 86 establishments, the majority of which were primary schools.
- 1.4 In most schools with FLO input, family learning is evaluated as good or better by headteachers in their Education Perspective Report (EPR) and is leading to more effective parental engagement activity in the majority of those schools.
- 1.5 A questionnaire provided by the FLO Team to identify and assess the needs of parents has been used across almost all of the 86 schools they have supported. This is ensuring that programmes are appropriately meeting the needs of families.
- 1.6 The majority of establishments supported by a FLO have Family Learning Action Plans in place. These articulate time frames, staff responsible and expected outcomes for the parental engagement activity. The process of creating these plans is building the capacity of school staff to plan, implement and measure the impact of family learning.
- 1.7 Notably, in one large primary school, homework club registers demonstrate that groups are at capacity and attendance is sustained throughout the

session. The family learning club in another large primary school continues to have a positive impact on those who attend. Working alongside the FLO, the school staff in this school, have increased their own confidence and enthusiasm for taking forward a wide variety of sustainable family learning activities which includes accreditation for parents. The EAL family group has provided opportunities for parents to improve their English language skills, build social connections with other parents and provided a platform for families to share their culture. The production of a recipe book containing recipes from their home countries is an example of the learning undertaken by this group.

- 1.8 Building on effective school based family café sessions, nurseries and schools in the Govanhill area are now participating in a programme to develop a community-based family learning café. The Family Café consolidates the family learning already being delivered in the partner establishments in areas of literacy, numeracy and health & well-being. The Café has a regular attendance of 24 families (96 attendees) on Saturdays with a focus on fun, food and learning, offering effective interventions such as Book bug and Play-along-maths as well as English for Speakers of other Languages.
- 1.9 In the majority of schools supported by a FLO, a range of national and evidence based family learning programmes are being delivered. The most popular are; Book bug, Families Connect, Read Write Count and Play-along-maths. In one large primary school, 83% of primary 1 parents sustained involvement in the eight week Play-a-long Maths programme. Feedback from parents and children is exceptionally positive with parents commenting how much they enjoyed playing the games together as a family and helping their child's learning in numeracy while doing so.
- 1.10 In another primary school, Book bug and Read Write Count sessions have seen high levels of engagement from parents. This learning has been complemented and consolidated by a weekly parent book club.
- 1.11 Evidence gathered by the extended Family Learning Team is of an improved understanding of both the distinction and synergy between family learning and family support thus ensuring that parents' needs are more effectively met.
- 1.12 Having planned collegiately with a FLO, an increasing number of schools are identifying the need for Family Support Workers (FSW) to work with families with more complex needs. The FSW both delivers and signposts access to a wide range of early intervention services which meet the needs of individual families. The FSW then supports these families along a pathway to family learning.
- 1.13 Improved partnerships with colleges and 3rd sector organisations is evident in most Education Perspective Reports where the school is supported by a FLO, and is leading to a wider range of learning programmes, including accredited learning and volunteering opportunities. Clyde & Kelvin Colleges, PEEK & Early Years Scotland are among those playing an active role. Good partnership working with the NHS Health Improvement Team has ensured

that the Solihull & Triple P Parenting approaches are embedded in family learning programmes.

- 1.14 The Families Connect Programme offered by Save the Children has seen high levels of uptake with almost half of schools receiving FLO support now trained and delivering the programme to families. Continuing demand from schools for this particular programme has led to three FLOs becoming designated trainers for the city. To date 32 school and nursery staff have been trained by the FLOs with a further 16 due to be trained by the end of 2019.
- 1.15 A partnership with the National Literacy Trust and Glasgow Life afforded the opportunity to pilot the Early Words Together Programme across 24 early years and primary settings. An independent evaluation carried out by Edinburgh University demonstrated an increased enjoyment of books, increased parental confidence in sharing books and stories with their children, a decrease in social isolation and improved engagement and involvement in other family learning programmes on offer in their child's nursery or school.
- 1.16 Craigton and St Albert's Primary Schools were finalists in the Parents as Partners in Learning category at the Scottish Education Awards. The award recognises innovative and effective practice in partnership working with parents to support learning.
- 1.17 Analysis of Education Perspective Reports (EPRs) for secondary schools demonstrates that they are making progress and having increasing impact on to engaging parents in supporting their child's learning.
- 1.18 As part of a secondary school transitions programme, cluster schools in the south of the city participated in a family transition programme designed to support the children to get to know their new peer group and navigate their way round their St Paul's High School. It also provided the opportunity for parents and children to better manage the emotional impact of change.

2. Nurseries

- 2.1 Nurseries across the city have continued to access funding through 'Families in Partnership' (Scottish Attainment Fund) to support projects to engage parents and carers in their child's learning.
- 2.2 To date, an additional 40 nursery staff, mainly Lead Practitioner of Attainment (additional graduates), attended Families in Partnership workshops designed to support establishments bid successfully for funds to promote new family learning initiatives. This led to the submission of 23 high quality bids which have a strong focus on engaging parents in literacy, numeracy and outdoor learning activity with their children.
- 2.3 An Inter-generational Tea Dance project involving residents of Riverside Care Home, Silverdale Nursery and a FLO brought together 19 older adults and 6 children. A freelance dancer created a lesson plan that included both songs

and dances suitable for a tea dance which were also familiar to children. It included an introduction to waltz where children danced with different adults as they moved round the room and elements of cha-cha choreography. There was time for socialising during tea and snack and the sessions concluded with children asking the older adults about their favourite songs. All activities were adapted for those with mobility issues by incorporating chair-based elements.

- 2.4 In Green Trees Nursery, Families in Partnership Funding has been used to provide families with Bed Time Story bags which enable parents to share books with their children and support a focus on rhyme in the home environment. The nursery has a high number of EAL families and their Bed Time Story Bags contain story books in their own language which supports bilingualism. The overall aim is to raise attainment in literacy for all children.
- 2.5 The 'Dear Zoo' project involved five nurseries in the Drumchapel area each identifying six families to participate in a Saturday morning literacy project based in the local library. All families received a copy of the Dear Zoo book and those who attended regularly visited Edinburgh Zoo at the project finale. Parents said that it was a fantastic learning opportunity for the whole family and that they would welcome more activities like this at the library.

3. Secondary Schools

- 3.1 Secondary schools across the city have used a range of approaches to both support vulnerable families and to engage families and parents in learning. For most secondary schools, this has been part of the focus for the investment of their Pupil Equity Fund. Schools have adopted different ways in their renewed efforts to engage families.
- 3.2 Rosshall Academy has had an increased focus to target those in need of support for a wide range of families, covering a broad spectrum of needs. Primarily this has been facilitated by regular home visits undertaken by the Principal Teacher Family Engagement & Employability. These visits create a positive dialogue with the parents/ carers of pupils who are not engaging in their learning for a wide-variety of reasons. Through this, supports are put in place, priorities ascertained for discussion at multi-agency meetings and lines of communication are opened between 'hard to reach' families and pupils. This is done in partnership with Pastoral Care, Social Work, Educational Psychology and other 'third sector' agencies like Enable and Move On to secure maximum support for families in need.
- 3.3 Lourdes Secondary School employed a Principal Teacher Parental Engagement in 2018/2019, the school has taken steps to introduce a formalised approach to Family Learning. To date, the school has started a programme of activities which will continue into session 2019/2020. These include:
 - S2 and S3 Careers Fayre
 - S3 Health and Wellbeing Evening
 - Clyde College Community Learning
 - Triple P Parenting Workshops

- Introduction of Parents' Evening booking system
- Introduction of Electronic Newsletters
- Enhancement of our Social Media communication

Questionnaire evidence provides positive feedback in relation to these interventions and supports.

- 3.4 St Andrew's Secondary School has used their PEF Funding to develop a Family Learning programme, as part of the school's wider Parental Engagement Strategy, is now in its 6th block, with each session lasting approximately 10-12 weeks. The intention has been to engage parents and families in learning in a comfortable and welcoming environment, placing learning further up families' lives and supporting families to better engage in and support their children's learning as a result.

The programme has grown from approximately 30 participants in the taster block in early 2018 across four classes to around 80 participants across six different classes in the current block, this including parents undertaking SQA qualifications in some curricular areas. Currently, classes in ICT, English (EAL), Maths, Spanish and Fitness are all very well attended and well received by parents; evaluations are very positive and retention is strong.

The success of this programme is the school offers programmes which meet the needs of the parents - and the focus on addressing barriers to participation as identified by them. The school has invested in provision for meals via catering and facilities, transport where required and childcare for primary aged children (currently twenty children via FUSE Youth Cafe) to maximise accessibility of the programmes.

The next steps in terms of provision are to introduce parent-child cooking classes and to introduce a carpentry/DIY class, demand permitting. The schools also hopes to introduce specific sessions where parents can work with their child on shared HW tasks.

Ultimately, the school is creating a community learning hub in St Andrew's – a place where learning is seen as a positive and accessible experience.

4 Policy and Resource Implications

Resource Implications:

<i>Financial:</i>	Glasgow receives additional funding from the Scottish Attainment Fund as a Challenge Authority. Schools receive additional monies through Pupil Equity Funding.
<i>Legal:</i>	In line with the Standards in Scotland's Schools etc. Act 2000 and Education Act 2016
<i>Personnel:</i>	Additional staffing has been deployed in schools using the additional funding.
<i>Procurement:</i>	Not applicable

Council Strategic Plan:

Excellent and Inclusive Education 22, 28, 30 and 37

Equality Impacts:

Does the proposal support the Council's Equality Outcomes 2017-22

Yes, outcome 9 – barriers to participation in learning are reduced.

What are the potential equality impacts as a result of this report?

Limited impact

Sustainability Impacts:

Environmental:

Not applicable

Social:

If our young people achieve positive outcomes in their lives this will have a positive impact on the longer term social and community life of Glasgow.

Economic:

Young people who are better educated are able to contribute more positively to the growing economy of the city.

Privacy and Data Protection impacts:

Not applicable

5 Recommendations:

5.1 The Committee is asked to consider the contents of the report.