



In the West Partnership: Family Learning and Parental Engagement

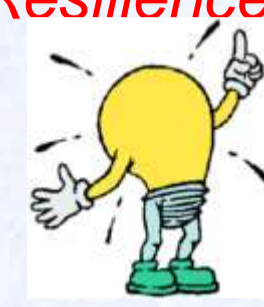
Aim - To establish A Place Approach raise attainment and ensure equity for all children.

'Place based communities could be a street, neighbourhood, housing estate or small town- any geographically defined area with which people identify.'
Commission on Future Delivery Of Public Services – Scottish Government 2011'

Purpose – To offer a sustainable programme of early intervention which increases co-ordination, network and reach of local community services to produce better outcomes for the people of a particular area.

Coherence – Building Resilience – Breaking Cycles of Poverty- Engaging with Communities

Method



- Established a strategic steering group from a range of local authority services led by the Head of Education with school HT also a member.
- Agreed a set of aims common to all services.
- Established a Family Room in the school and employed a Family Learning Worker.
- Relocated local authority key service providers to offer services in the school family room which previously would have been provided elsewhere in the community but not attended well.
- Delivered a targeted and universal programme of Family Learning opportunities planned in collaboration with school SMT, Family Learning Worker and other services which included social work, education, health, voluntary sector, police, CLD, addiction team and CAB.

Multi-agency examples- Better outcomes For Children and Families

Child A -P1 induction programme supported by a range of agencies ; health working with parents identified child with toileting issues and health provided support for family during summer to resolve issue.

Child B- Persistent late comer to school –targeted for family learning- dad attended and engaged with family learning worker over time around challenges in morning routine issues. Dad signposted on to other services for support and late coming improved.

Child C- From CLD delivered Healthier Wealthier Children Programme an adult literacy need was identified and support provided around literacy support.

Process Change



The process of change comprised several lengthy sessions involving all strategic leads in a significant asset mapping exercise which identified across all services -

- Who is doing great work ?
- Who gets things done ?
- What are the sources of community pride ?
- What works for whom, in which context and why ?

From this a parental programme was established that focussed on helping parents to use appropriate strategies to support their children's learning at home rather than simply seeking to raise aspiration for their children's education.

Some activities..... 30 month health assessments carried out in nursery, social work meetings held in the family room, family football with police, Triple P, Parenting Classes, Money Wise Programme, Employability Classes, Cooking on a Budget, Smoking Cessation.

Conclusion



There was a range of very positive evaluation material from each agency linked to the aims agreed by all partners and services engaged in this approach .This data came from the family members who participated in the range of activities on offer.

The data demonstrated the following -

- Increased confidence in parenting
- Improved family relationships
- Increased readiness for learning in children
- Enhanced social belonging and employability

Achievements



Impact On Families - Resilient Families who can meet their own needs

- Improved school attendance
- Improvement in late coming
- Parent meeting attendance
- Number of children completing homework regularly
- Improved attainment and achievement
- Parents leading homework club
- Parents as family champions

Impact on Children and Families -Impact of services on the wellbeing of children using wellbeing indicators

- Number of referrals to social work
- Strong, appropriate relationships with social work
- Key adult for every child - children identify themselves
- Attendance tracking and responses
- Risk assessments completed by children
- Police involvement in non-attendance
- Police support -community safety



Scale / Spread



What next for your project?

The positive evaluations of this change in service delivery has resulted in the roll out of a 'Place Approach' in other areas within Eastdunbartonshire Council where data has identified a need to engage meaningfully and in a different way with families.

Why Hillhead Primary and ELCC ?

What the data tells us....

- Datazone -25% most deprived area in Scotland
- Some streets – 5% most deprived areas in Scotland
- 28% of the population income deprived
- Some areas inHilhead 40% income deprived
- 72% dependent on benefits
- 21% employment deprived
- 23% children living in poverty
- 10 year gap in life expectancy

Key Learning Points

- Go to where the families are
- Multi- agency approach delivering services differently
- Establish key authority links in service delivery
- Nothing about me without me
- Involvement of school staff in planning and delivery
- Deliver services in a non-threatening and non- stigmatising way through family rooms
- Empower families
- Develop key relationships as early as possible
- Signpost to other services
- Range of evidence to measure impact