

The Middlesbrough Achievement Partnership Priority Action Plan: *Priority 2*

Strategic priority	To increase and improve parental partnership
Aim	To enable parents and carers to support their child’s achievement
Diagnosis and position statement	<p>A key part of the vision for Middlesbrough is to develop a learning town in which families and communities thrive.</p> <p>There has been an increase in risk to health and wellbeing in Middlesbrough due to the economic downturn and welfare reforms leading to levels of educational attainment which are generally poor. Homelessness is a major challenge in the area with unemployment rates above the national average with high levels of youth unemployment.</p> <p>Aspects of children’s health are poor in comparison to national averages. Childhood obesity rates more than double between reception and year 6. Middlesbrough has very high teenage pregnancy rates. Chaotic and dysfunctional families are placing excessive pressure on health, care and children’s services. Many children in the area are living in unemployed/low income families and this is increasing.</p> <p>Levels of educational attainment are generally poor particularly around language and literacy. The number of NEETs is above average. Absenteeism, particularly persistent absenteeism in secondary schools, is around 8% higher than the national average according to the most recent provisional data.</p> <p>Also, unhealthy lifestyle choices are having a profound impact on physical and mental health and wellbeing.</p> <p>Action is required through prevention, education and improved health care. There is a need for high quality, sustained and joined up health, social care and wellbeing services. High deprivation must not be used as an excuse for low attainment. We need to engage children, young people and parents/carers in lifelong learning which is the key to good employment prospects, good health and wellbeing.</p> <p>The practicalities of engaging parents in learning can be difficult, especially with the harder to reach parents. However, research, national and international, suggests that parental involvement in students learning is positively related to achievement.</p> <p>Targeted intervention and positive engagement with families will be bespoke by identifying the needs of children, parents and schools and tailoring support accordingly.</p> <p>Our overarching aim is to increase the number of parents that regularly engage in their child’s school journey, therefore helping them to succeed in school and life.</p>
Links to other MAP groups	<ul style="list-style-type: none"> • Transition • Careers and Employability

	<ul style="list-style-type: none"> • Parental and family engagement
Key Performance Indicators	<p>Key indicators are promoting required sustainable improvement through a series of actions.</p> <p>KPI's to follow</p>
Resources	<p>Funding:</p> <p>Year 1- £40,000</p> <p>Year 2 - £30,000</p> <p>Year 3 - £25,000</p>
Evaluation Methods	<p>As indicated, the identified actions have been planned over a 3 year period, however, the plan is for the actions to produce sustainable change which are intended to continue.</p> <p>There are 3 Key documents which will be used to drive and promote action:</p> <ol style="list-style-type: none"> 1. MAP School to School Support – 3 Year Plan (Version 5) September 2017-August 2020. 2. MAP Priority Action Plan (One plan for each of the 4 key priorities indicated in the 3 year plan). 3. MAP Annual Delivery Plan <p>Action plans 2 and 3 are predominately evidence led and progress will be RAG rated. The MAP Priority Action Plan indicates the key actions over a 3 year period. This action plan has been developed into an annual delivery plan as indicated in the timeline section of the priority action plan, i.e. The key actions for year 1 will be... and the actions will be RAG rated on a termly basis. Actions which will run concurrently over a 3 year period will have incremental progress checks to evaluate progress throughout the key action period. It may be worth noting at this point that the impact of some key indicators may not be evident by the very nature of the actions planned; using a triangulated approach of evaluating evidence form a variety of sources could help to mitigate some of the issues in collection of evidence and evaluation of impact.</p> <p>Wherever possible the use of qualitative and quantitative evidence and research will provide a triangulated approach to validate outcomes and impact.</p>
Annual Delivery Timetable	<p>See above section</p>

Key Actions		Responsible	Timeline			RAG rated progress			Progress/review Comments
			Year 1	Year 2	Year 3	Yr 1	Yr 2	Yr 3	
2. Parental Partnership									
2.1	Parenting								
2.1a	Promote Family Support Directory (FSD) Family Information Service (FIS) to schools/schools to add a link to school websites (MAP) – key point of contact for support. Review agencies on FSD to identify gaps.	MAP Shirley Robinson (FIS)	√						
2.1b	Delivery of tailored individual school bespoke packages linked to a range of specialists and providers' e.g. upskilling adults, drugs and alcohol support, family support, ESOL, parenting skills, adult literacy, parents moving closer to the labour market. For example, school gates projects, parenting programmes, adult skills programmes, family learning programmes and health programmes. Option for parents to self-refer.	All agencies	√	√	√				
2.1c	Development of 'drop-ins' at school to promote a wide range of services available to schools.	All agencies		√	√				
2.1d	Audit the current parental support available in Middlesbrough – gaps in provision being looked at by MVDA.	Tracey Britton-Hawes	√	√	√				
2.1e	Development of a Head Start Community offer around emotional wellbeing and resilience.	Wendy Kelly/ Andy Appleyard	√						

2.1f	Support a Restorative Practice approach roll-out to schools.		Pilot √	Roll-out √	Roll-out √				
2.1g	Evaluate the impact of the Family Links programme (Jo Tickle's team).								
2.1h	Review impact of Family Links training delivered to a number of schools in March 2017.		√						
2.1i	Identify method for providing 5 years plus parenting programmes across Middlesbrough.		√						
2.2	Communicating								
2.2a	Set up a PSA network as a mechanism to disseminate information and support available in Middlesbrough.	MAP	√						
2.2b	Co-ordinate PSA events and conferences.	MAP/agencies	√	√	√				
2.2c	Delivery of needs driven CPD for school staff at strategic and operational levels following audit. (Abingdon Primary & UCA are carrying out a survey of staff in relation to their CPD needs. Representative sample and then audit will be rolled out to other schools).	MAP/EEF practice (Shotton Hall)	√	√	√				
2.2d	PSAs in school to support engagement of parents and identify parents with support needs.	MAP/EEF practice (Shotton Hall)	√	√	√				

2.2e	Ensure PSAs have the necessary awareness of support pathways and the issues they face when working with parents.	MAP/EEF practice (Shotton Hall)	√	√	√				
2.2f	Hold a Restorative Practice conference (25/01/18).	MAP	√						
2.3	Volunteering								
2.3a	Support delivery of family and adult learning programmes by identification of need.			√					
2.4	Learning at Home								
2.4a	Development of a 'community of learning' with a focus on learning together and development of improved relationships. (Parent transition pilot UCA/MCLS).	Pilot Group		√	√				
2.4b	Development of programmes to support parents as teachers. (UCA piloting EEF toolkit programme for GCSE revision).			√	√				
2.4c	Development of programmes to support parents as learners. (Parent as learners pilot Brambles/MCLS and Whinney Banks/MCLS).	Roger Cannon		√	√				
2.5	Decision-making								
2.5a	Parental consultation (parent voice) to be done – what do they want? Audit to be carried out in early-2018.	Jo Tickle	√	√	√				
2.6	Collaborating with Community								

2.6a	Encourage partners to sign up to FSD with current provision/information/events (MAP) to remove duplication and provide a one point of access for schools through a central hub.	Partners/MAP	√						
2.6b	Promote Early Help Hub and the support available: Raise awareness of the Team around the school model. Training delivered to schools re Early Help Hub Troubled Families referrals made to EHH. Carry out analysis of (My Family Plan) parent voice that have already been submitted.	John Scadden	√						
2.6c	Provide a co-ordinated approach to a range of services available to schools providing a direct link to schools to access parental and family engagement support. Clear 5 to 19 pathways and menu of support.	Head Start to collate information	√						
2.6d	Development of key partnership working between schools and other agencies to carry out proactive early intervention support – reactive provision will also need to be developed as the need arises.	VCS/MCLS/M AP	Measure √	√	√				
2.6e	Development of a parental engagement team to support parental voice through parent forums/councils, training for parents, home- school links and partner interventions.		√	Potential for sub-groups √	√				
	Generic actions								
i	Carry out research into effective parental engagement.	Sheila Marley							

	Pilot of effective engagement through a representative sample of schools prior to 'rolling out' across Middlesbrough.								
ii	Encourage more schools to take up the provision on offer from agencies, such as: MCLS/DWP, etc.								
iii	Support needs of EMAT and alternative education.	Georgina Chinaka / Ann Lewin							
iv	Establishment of a restorative approach to schools.								
v	Develop a parental partnership section on MAP website.		√						
vi	Calendar of promotional events by agencies at parent evenings, parent coffee mornings, drop-in times, cluster group parent events where all agencies are present to speak to and engage parents.		√	√	√				
vii	Development of an informal database of support provider information for each school.		√						