

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 ● Parental and family engagement

Key Performance Indicators (Year 1)	<ul style="list-style-type: none"> • Parental Support Advisors network established to support school staff to effectively assist parental issues impacting on achievement • Parental support packages in place to assist children and young people’s achievement • Parenting programmes for age 5 years plus available to parents requiring support
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>A range of evaluation methods will be used to measure impact of Map intervention. These include:</p> <ul style="list-style-type: none"> • Data • Evaluation Forms • Case Studies • Parent/Child Voice • Partner Feedback

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 Service 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 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, and parents moving closer to the labour market. For example, school gates projects, parenting programmes, adult skills programmes, family learning programmes and health programmes.	All agencies	√	√	√				
2.1c	Commission support 'drop-ins' at school to promote a wide range of services available to schools. E.g. Termly roadshows by school or cluster - dental, school nurse, health visitors, benefits, employment.	All agencies		√	√				
2.1d	Audit the current parental support available in Middlesbrough.	MAP	√	√	√				
2.1e	Development of a Head Start Community offer around emotional wellbeing and resilience.	Headstart/MAP	√						

2.1f	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 and co-ordinate events and conferences.	MAP	√						
2.2b	Support clear mutually agreed pathways for agencies and school to provide support to parents and carers	MAP	√	√	√				
2.2c	Delivery of needs driven CPD for school staff at strategic and operational levels following audit.	MAP/EEF practice	√	√	√				
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 Best Practice model for Middlesbrough to engage parents/carers in their child's education.	Pilot Group		√	√				
2.4b	Development of programmes to support parents as teachers.	English Hub/MAP		√	√				
2.5	Decision-making								
2.5a	Parental consultation (parent voice) to be carried out.	MAP/All	√	√	√				

2.6	Collaborating with Community								
2.6a	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.	Early Help Hub/MAST	√						
2.6b	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.	Headstart/MAP	√						
2.6c	Co-ordinate an Early Help Prevention offer through school nursing.	Public Health Team	√						
2.6d	Development of key partnership working between schools and other agencies to carry out proactive early intervention support.	VCS/MCLS/MAP	√	√	√				
2.6e	Development of a parental engagement delivery group to support parental voice through parent forums/councils, training for parents, home-school links and partner interventions.	Members from MAP/EHH/PH/MCLS/VCS	√	√	√				
	Generic actions								
i	Carry out research into effective parental engagement. Pilot of effective engagement through a representative sample of schools prior to 'rolling out' across Middlesbrough.	Sheila Marley	√	√	√				

iii	Work in partnership with EMAT and alternative education to support school issues.	MAP/ EMAT Team/Behaviour Partnership	√	√	√				
iv	Develop a parental partnership section on MAP website.		√						
v	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.			√	√				
vi	Development of PSHE programmes in schools – ‘Developing you as a parent’.	Trinity/Catholic TSA		√					