

PERTH AND KINROSS COUNCIL
LEARNING AND FAMILIES COMMITTEE

23 AUGUST 2023

PARENTAL INVOLVEMENT AND ENGAGEMENT STRATEGY (2023-2026)

Report by Executive Director (Education and Children's Services)
(Report No. 23/225)

1. PURPOSE

- 1.1 This report presents for approval the Perth and Kinross Council (PKC) Parental Involvement and Engagement (PIE) Strategy and Three-Year Improvement Plan.

2. RECOMMENDATION

- 2.1 It is recommended that the Committee:
- Notes and comments on the contents of the Strategy;
 - Approves the Three-Year Implementation Plan to support the Strategy, for delivery from August 2023; and
 - Requests a report on progress prior to the introduction of a new Strategy, in August 2026.

3. STRUCTURE OF REPORT

- 3.1 This report is structured over the following sections:
- Section 4: Background
 - Section 5: Proposals
 - Section 6: Further Considerations
 - Appendices

4. BACKGROUND

- 4.1 The Scottish Schools Parent Involvement Act (2006) sets out the requirement for all education authorities to prepare a strategy for parental involvement. In developing this strategy, the education authority must seek and take account of the views of parents every two years. The results of the latest PKC Survey of Parents (2022) have informed the PIE Strategy and Three-Year Improvement Plan (2023-2026).

The PIE Strategy is also informed by the following policy drivers:

- [Learning together: national action plan on parental involvement, engagement, family learning and learning at home 2018 – 2021](#) sets out a vision for parental involvement and engagement and takes account of national and international evidence base as well as policy and practice expertise across the Scottish education system.

- [The Tayside Strategy for Parents 2019-2024](#) is a commitment from the partner organisations across Tayside that deliver services for children, young people and families, to work together with parents, to improve the information, services and community developments that support families to live positive lives.

A working group was formed who worked to ensure that all recommendations from the aforementioned documents were embedded within the PKC PIE Strategy.

Consultation on the draft Strategy was carried out via a Microsoft Form survey, and the views of parents were gathered.

Feedback from parents on the draft Strategy was very positive, with all respondents agreeing that the identified areas for improvement reflect their experience in Perth and Kinross. All parents agreed that the identified aims and principles were appropriate, with one respondent taking the opportunity to emphasise the importance of improved communication to ensuring parental involvement in their child's education in a stress-free process for all. Feedback was considered by the working group and the PIE Strategy was reviewed to ensure the views of parents were meaningfully reflected throughout.

4.2 The PIE Strategy and Three-Year Improvement Plan (2023-2026) aims to:

- Ensure that parents are supported to be fully involved in the life and work of their children's early learning and childcare setting or school.
- Encourage and support collaborative partnerships between practitioners, parents and families.
- Provide the right support and information to enable parents to engage in their child's learning and understand children's rights.
- Improve information sharing about and expand access to family learning opportunities which meet the needs of children and families.
- Improve the efficiency of all communication between practitioners, staff, parents and families.
- Improve the skills and knowledge of leaders, front-line practitioners and support staff.

4.3 There are five essential features which underpin and are referred to throughout the Strategy's Three-Year Improvement Plan. These are:

- Recognition of Article 5 of the United Nations Convention on the Rights of the Child (UNCRC), which respects the responsibilities and rights of parents and families to guide their children.
- A nurturing ethos that embeds the strong supportive relationships between families, practitioners, and senior leaders.
- Effective communication with parents and across services.
- Collaborative, open, and honest working partnerships that ensures children and young people benefit from the support, skills and knowledge of their families and education professionals.

- Support which meets the needs of parents and families to engage with their children’s education and addresses the barriers that prevent some parents accessing or feeling included in services.

5. PROPOSALS

5.1 The Strategy (Appendix 1) provides direction for all those involved in parental involvement, engagement, and family learning across the education authority. Through effective implementation, outcomes for the children and families of Perth and Kinross will be improved in the following ways:

- All Early Learning and Childcare (ELC) staff, and most primary and targeted secondary staff will be trained in the Solihull Approach to support a whole school approach.
- Volunteering opportunities for parents will be broadened in schools and ELC settings.
- Parents will be meaningfully involved and engaged in the life and work of their child’s ELC setting or school.
- Practitioners will have a shared understanding of highly effective approaches to parental engagement, involvement and family learning.
- Families will have access to appropriate family learning experiences.
- Most parents indicate that they understand their children’s rights.
- Parents will have access to an online resource containing useful information about how to help their child.
- Parents will have access to a panel (parent’s panel or equivalent) and use the forum to use their voice to inform decisions, policy and practice relating to them and their children.

5.2 Monitoring and reporting will be undertaken on an annual basis via the PKC Education Service Education Report and Plan.

6. FURTHER CONSIDERATIONS

6.1 Progress in the delivery of the Strategy and Three-Year Improvement Plan 2023-2026 will be monitored annually by the Service Manager with responsibility for parental involvement and engagement, to assess the extent to which PKC are making good progress, where good practice can be shared and extended, and how PKC can address areas for improvement.

Author

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Approved

Name	Designation	Date
Sheena Devlin	Executive Director (Education and Children’s Services)	14 August 2023

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1. IMPLICATIONS, ASSESSMENTS, CONSULTATION AND COMMUNICATION

Strategic Implications	Yes/None
Community Plan/Single Outcome Agreement	Yes
Corporate Plan	Yes
Resource Implications	
Financial	None
Workforce	None
Asset Management (land, property, IST)	None
Assessments	
Equality Impact Assessment	Yes
Strategic Environmental Assessment	Yes
Sustainability (community, economic, environmental)	N/A
Legal and Governance	N/A
Risk	N/A
Consultation	
Internal	Yes
External	Yes
Communication	
Communications Plan	Yes

1. Strategic Implications

Community Plan/Single Outcome Agreement

1.1 This section sets out how the proposals relate to the delivery of the Perth and Kinross Community Plan/Single Outcome Agreement in terms of the following priorities:

- (i) Giving every child the best start in life;
- (ii) Developing educated, responsible and informed citizens;
- (iii) Promoting a prosperous, inclusive and sustainable economy;
- (iv) Supporting people to lead independent, healthy and active lives; and
- (v) Creating a safe and sustainable place for future generations.

This report relates to Objective No. (i)

Corporate Plan

1.2 This section sets out how the proposals relate to the achievement of the Council's Corporate Plan Objectives:

- (i) Giving every child the best start in life;
- (ii) Developing educated, responsible and informed citizens;
- (iii) Promoting a prosperous, inclusive and sustainable economy;
- (iv) Supporting people to lead independent, healthy and active lives; and
- (v) Creating a safe and sustainable place for future generations.

This report relates to Objective No. (i)

1.3 The report also links to the Education & Children's Services Vision, Values and Priorities in respect of the following key Priority area:

- Best Start

2. Resource Implications

Financial

2.1 No financial implications.

Workforce

2.2 There are no direct workforce implications arising from this report other than those reported within the body of the main report.

Asset Management (land, property, IT)

2.3 N/A

3. Assessments

Equality Impact Assessment

3.1 Under the Equality Act 2010, the Council is required to eliminate discrimination, advance equality of opportunity, and foster good relations between equality groups. Carrying out Equality Impact Assessments for plans and policies allows the Council to demonstrate that it is meeting these duties.

The Equality Impact Assessment undertaken in relation to this report can be viewed by clicking [here](#).

The proposals have been considered under the Corporate Equalities Impact Assessment process (EqIA) with the following outcome:

- (iii) Assessed as relevant and the following positive outcomes expected following implementation:
- Parents/carers will have increased confidence in their skills to support their children/young people's development and wellbeing.
 - All children and young people's development and wellbeing will be promoted, including those with additional support needs.

Strategic Environmental Assessment

3.2 The Environmental Assessment (Scotland) Act 2005 places a duty on the Council to identify and assess the environmental consequences of its proposals.

The proposals have been considered under the Act and pre-screening has identified that the PPS will have no or minimal environmental effects, it is

therefore exempt, and the SEA Gateway has been notified. The reason(s) for concluding that the PPS will have no, or minimal environmental effects is that there are no activities associated with this proposal that have a potential environmental impact.

Sustainability

3.3 Under the provisions of the Local Government in Scotland Act 2003, the Council has to discharge its duties in a way which contributes to the achievement of sustainable development. Under the Climate Change (Scotland) Act 2009 the Council also has a duty relating to climate change and, in exercising its functions must act:

- In the way best calculated to delivery of the Act's emissions reduction targets.
- In the way best calculated to deliver any statutory adaption programmes.
- In a way that it considers most sustainable.

3.3.1 N/A

Legal and Governance

3.4 N/A

3.5 N/A

Risk

3.6 N/A

4. Consultation

Internal

4.1 Headteachers from across the local authority have been consulted with in relation to the content of the Strategy.

External

4.2 The Parent Council Forum has been consulted in relation to the content of the Strategy.

5. Communication

5.1 The proposals will be implemented by communicating with Headteachers and school and setting staff through existing networks. The proposals will be communicated to parents and carers through the Parent Council Forum.

2. BACKGROUND PAPERS

2.1 The following background papers, as defined by Section 50D of the Local Government (Scotland) Act 1973 (and not containing confidential or exempt information) were relied on to a material extent in preparing the above report:

- Education (Scotland) Act 2016
- Scottish Schools (Parental Involvement) Act 2006
- The National Improvement Framework
- Learning Together, the National Action Plan for Scotland (2018-2021)
- The Tayside Strategy for Parents (2029-2024)
- The Family Learning Framework (2021)
- Voice of the Infant, Best Practice Guidelines and Infant Pledge (2023)

3. APPENDICES

3.1 Appendix 1 - Parental Involvement and Engagement Strategy 2023-2026
Appendix 2 - Equality and Fairness Impact Assessment (EFIA) for Parental Involvement and Engagement Strategy 2023-2026