



Parents in Partnership 2017

North Ayrshire Evaluation Report

Linda O'Neill and Richard Withington

April 2018



Contents

Introduction	3
Scope and purpose of evaluation	3
Context of partnership	3
Project infrastructure	4
Staff roles	4
Project Implementation Team	5
Training	5
Reflections on project infrastructure	7
Project outline	8
Participants	8
Schools	8
Parents and carers	9
Pupils	10
Project evaluation	11
Benefits for parents and carers	11
Greater knowledge and understanding of secondary school life	12
Reassurance about their child's education	12
Improved relationship with the school and its staff	12
Increased confidence in supporting their child with their schoolwork	12
More informed conversations with their children about school and homework	13
Benefits for pupils	13
Participant questionnaire	14
Post project activity	15
Conclusion and recommendations	17
Appendix 1: Statistical information	18

Introduction

Scope and purpose of evaluation

This evaluation has been carried out by the CELCIS Education Team who provided the project, training and implementation support to North Ayrshire Council to deliver Parents in Partnership (PIP) in four North Ayrshire Council secondary schools. This evaluation examines the outcomes from the implementation of PIP: a six week experiential and capacity building parental/carer engagement project which aims to promote parental/carer involvement and family learning. The information contained within this evaluation is based on quantitative and qualitative self-report and subjective evaluation tools, completed by parents/carers with the support of council staff, which were provided by CELCIS. In addition, the CELCIS team spent time speaking with staff, parents/carers, managers and community support agencies, and informal testimonials were collected by some project participants including class teachers. This information has been used by the evaluation team, in conjunction with statistical analysis to draw conclusions around outcomes of the project and as a basis for forming recommendations.

The evaluation team, in conjunction with North Ayrshire, has taken the decision to not provide a detailed breakdown of individual school's results. The numbers of participants involved could potentially identify participants, all of whom were given assurances that this would not be possible in any publically available document. Insights are offered on individual school and team circumstances based on observations and conversations held during the evaluative process and explicit permission has been given from parents/carers for any direct quotes or reflections made to the evaluation team.

Due to the small numbers involved in the project, some caution should be used in interpretation of the results. As the sample is not representative, it cannot be guaranteed that results and experiences would be replicated in the same way across other parental/carer groups, however early results are encouraging that involvement in this project has been positive for all participants.

Please note that any reference to 'parents' within this document should be regarded in its widest sense and encompasses any participant involved who self-reported that they had main or shared caring responsibilities for children at the secondary schools involved.

Context of partnership

CELCIS was approached by a senior manager within North Ayrshire Council, who has workstream lead responsibility for the local authorities' Family Learning Workstream, after attending a presentation about Parents in Partnership at an Education Scotland attainment event in September 2016.

North Ayrshire Council were in the process of developing and expanding their 'Family Learning Team' (FLT) to secondary schools and were investigating ways of supporting the work of this team which is primarily focused on closing the attainment gap associated with poverty through parental engagement and family learning.

It was agreed through a series of meetings that CELCIS would support four North Ayrshire secondary schools to implement PIP throughout 2017. This support included access to the PIP staff handbook, evaluation tools and draft correspondence documents; both technical and skills practice training for staff involved; access to ongoing consultancy and implementation support for the duration of the project and data analysis and post project evaluation.

Project infrastructure

Staff roles

Strategic oversight for the project was the responsibility of the Senior Education Manager and Family Learning Workstream Lead; operational oversight for the project across the four schools was the responsibility of the Family Learning Team Lead Officer who was also responsible for the line management of the Family Learning Team Workers involved.

Within each of the four schools involved, a member of the Senior Management Team, either the Head Teacher or a Depute Head Teacher, was responsible for allocating a member of teaching staff to the role of 'Project Coordinator' and for ensuring capacity was available for this role and that budget, teaching time and accommodation were available for the project. The Project Coordinator in each school was expected to plan, manage and deliver the project in each of their respective schools.

Each of the four schools also had a Family Learning Worker who was primarily responsible for contact with parents and life skills providers and liaising with both the Family Learning Team Leader and their allocated school's Project Coordinator.

Additionally, two of the four schools had an Area Inclusion Worker, a role that is well established within North Ayrshire, who worked alongside the Family Learning Worker and Project Coordinator in their allocated school.

It is important to acknowledge that each school took an individual approach to allocating the roles of Project Coordinators, who had different levels and types of experience around family learning and different lengths of service in their roles. All Project Coordinators were Principal Teachers who had varying levels of responsibility within their remit for parental engagement and family learning, dependent upon their own settings and schools' need and demographic. Two Project Coordinators were in post prior to the commencement of PIP; two were not appointed until the PIP training/implementation had begun.

Each of the Family Learning Workers were newly appointed to the Family Learning Team and had varying levels of both experience in similar roles and parental engagement. There was also some staff turnover within this team throughout the duration of the project.

Both Area Inclusion Workers had been in post and allocated to their current schools for a significant length of time.

Classroom teachers in each school were also part of the wider project team but individual information about their level of service and experience is not available as part of this evaluation.

CELCIS provided training, implementation and consultancy support from the developer of the project, the Education Lead, and a CELCIS Learning and Development Consultant also supported the delivery of training and consultancy. Data analysis and evaluation support and expertise was provided by the Research Associate (Education).

More information on specific duties associated with each of the staff roles can be accessed in the Parents in Partnership Handbook.

Project Implementation Team

Each school had a Project Implementation Team which in two of the schools comprised of the Project Coordinator and the Family Learning Worker and in two of the schools there was the addition to the team of an Area Inclusion Worker.

The Family Learning Team Lead Officer provided overall leadership and support to each of the four project implementation teams and each school had their own individual arrangements for the level of support and oversight provided by the Head Teacher or Depute Head teacher linked to the project.

Training

PIP is a free model that can be used by any school, however it is recommended by CELCIS that support is sought in relation to training and implementation if using the model for the first time; North Ayrshire Council sought this full level of support.

Meetings took place between CELCIS and the Senior Education Manager and the Family Learning Team Lead Officer between October and December of 2016 to ensure full understanding of and commitment to the project. North Ayrshire Council then used their available data to agree which four schools would be approached to implement the project in 2017.

CELCIS met with members of the Senior Management Team in each of these four schools in March 2017 and presented information on the background to the project and the context and resources required to implement it. All four schools agreed to devote the necessary resources, staff capacity and budget required for the project to be implemented.

A full day's training was held in May 2017 with the available Project Implementation Team and the Family Learning Team Lead Officer. Two project coordinators had not yet been appointed and therefore were not part of this initial training. This training day was facilitated by CELCIS and covered the aims and expected outcomes of PIP; technical aspects of project delivery including timelines, project documentation and roles and responsibilities; practice awareness in relation to engaging with and working with parents, which also provided time and space for staff to begin to build relationships and plan next steps in each of their schools.

A second half day's training was held in June 2017 for the Project Implementation Team. This had not been planned as part of the original implementation support but was carried out based on feedback from the initial training day from staff involved. This training focused on skills practice regarding engaging with parents, specifically in relation to discussing difficult topics with parents and communication through letter, text and home visits.

In August 2017 a half day's training was offered to all class teachers participating in the project which focused on awareness raising of potential parental vulnerabilities and challenges, skills practice in relation to working with parents and roles and responsibilities of class teachers. The Project Implementation Team also attended this training and worked alongside the teachers in their allocated schools. It had been planned that all teachers involved across each of the four schools would come together to receive this training together, however operational challenges within North Ayrshire prevented this from being possible. Three schools received this training as a whole group and one school had this delivered as an individual staff team.

In October 2017, on completion of the project, the Project Implementation Team was offered training on data collection and use of data collection tools to enable analysis of project data.

Reflections on project infrastructure

The CELCIS Team has been struck throughout the planning, implementation and evaluation of PIP, of the willingness, reflectiveness and openness of all staff involved and feel that the culture created within North Ayrshire and the leadership from both the Family Learning Team's Lead Officer and individual schools has been responsible for this.

The evaluation process has indicated that there are some factors which may have contributed to or detracted from the outcomes delivered in each of the schools. In the schools where the SMT members of staff were involved from the initial discussions, the context appears to have been more enabling than in those schools where SMT members were not able to be involved in initial discussions. There is anecdotal evidence that in the schools where the Head Teacher or Depute Head Teacher were able to make PIP a priority, the outcomes were better and the numbers of parents attending higher.

Staff turnover and attendance at training have also appeared throughout the evaluation process to have an effect on the outcomes and numbers of parents attending. The schools with the Project Coordinators in post from the beginning of the implementation phase had better outcomes than those who's Project Coordinators weren't able to attend the initial training due to a delay in appointment.

Turnover in the Family Learning Team has also appeared to have some impact on the outcomes. In the schools where the Family Learning Worker was the same member of staff for the duration of the project, the numbers of parents are higher and the differences in outcomes greater.

There is some evidence too that having an Area Inclusion Worker as part of the team is beneficial to outcomes and numbers of parents attending.

Information gathered from staff through email, face to face contact and evaluation tools shows an increase in skills, knowledge and confidence in engaging with parents, understanding issues that parents can face and understanding the roles of other professionals. There is also anecdotal evidence that the Project Implementation Team has built capacity within their own school and between the other school PIP Teams by working and meeting together throughout the project.

Project outline

Participants

Schools

Four secondary schools in North Ayrshire were selected to take part in the project. The table below provides some contextual information about the schools involved:

Table 1: Profile of schools involved in Parents in Partnership¹

School	Approx. no. of pupils on school roll ²	Urban/rural measure ³	Proportion of pupils living in 20% most deprived data zones	Proportion of pupils registered for free schools meals	Proportion of pupils from ethnic minority group
School A (Ardrossan)	900	Other urban	50 - 55%	23%	0 - 5%
School B (Auchenharvie)	700	Other urban	65 - 70%	28%	5 - 10%
School C (Irvine Royal)	600	Other urban	65 - 70%	32%	0 - 5%
School D (St. Matthews)	1350	Other urban	45 - 50%	22%	5% - 10%

The proportion of pupils registered for free school meals is between a fifth (22%) and a third (32%), with the proportion of pupils living in the 20% most deprived SIMD data zones ranging from approximately 45% to 70%.

¹ All data in table, except free schools meals, taken from *School Contact Details, September 2016* (Scottish Government, 2017). Available at: <http://www.gov.scot/Topics/Statistics/Browse/School-Education/Datasets/contactdetails> [Accessed 18/12/17]. Free schools meals data from *School Meals Data Set 2017* (Scottish Government, 2017) available at: <http://www.gov.scot/Topics/Statistics/Browse/School-Education/SchoolMealsDatasets/schmeals2017> [Accessed 18/12/17].

² Includes pupils registered on special school roll

³ Other urban: settlements with population between 10,000 and 124,999

Parents and carers

Participant information was collected for project planning, and monitoring and evaluation purposes. In total, data was available for 29 participants, although the quality of data collected and available varied across the four schools.

Participants were invited to take part in the project for a variety of reasons, the most common being Pupil Equity Funding (n=10), child has additional support needs (n=7), and child identified by primary school for enhanced transition (or similar type of support) (n=7).

The profile of parents and carers who participated in the project were as follows (n=15)⁴:

- 11 mothers
- 1 foster mother
- 1 father
- 1 grandfather

Around a third (n=9) of participants had at least one other pupil at the secondary school; most of these were in either S1 or S2, although some were in the upper secondary school.

Just over half (n=15) of participants had either a learning difficulty (n=10) or physical disability (n=5). Most common learning difficulties include, literacy, numeracy, dyslexia and autism spectrum disorder.

Table 2: Project participants by SIMD decile⁵

SIMD decile	Number of participants	Proportion of project participants (%)
1 - most deprived	6	24%
2	3	12%
3	5	20%
4	2	8%
5	2	8%
6	2	8%
7	1	4%
8	0	0%
9	4	16%
10 - least deprived	0	0
Total	25	100%

⁴ Data for one school (n=10), was recorded as *parent* or *parents*

⁵ SIMD data was not available for all participants

Just over a third (n=9) of participants lived in the 20% most deprived data zones (SIMD deciles 1 or 2). This is notably lower than the proportion of pupils living in the same deciles outlined in the previous section (see Table 1). However, due to the small number of project participants, caution should be exercised when drawing any conclusions from this finding.

Pupils

Data relating to pupils was also collected for project planning, monitoring and evaluation purposes. This information was largely taken from existing information management systems such as SEEMIS, with additional information provided by parents and carers.

Table 3: Profile of S1 pupils⁶

	Young Carer	English is first language	Ethnic minority background	Involved in enhanced transitions	On child protection register	Child is looked after	Has additional support needs
Yes	1	29	0	24	0	3	18
No	28	0	29	5	29	25	11
Total	29	29	29	29	29	28	29

There were no pupils from an ethnic minority background, or with English as a second language. No children were currently on the child protection register, and one was a young carer.

Three children were currently 'looked after', two of whom were living with a kinship carer, the other with a foster carer.

Most children (n=24) were involved in some form of enhanced transition from primary school and almost two-thirds had additional support needs (n=18). Most common additional support needs included, autism spectrum disorder (n=5), dyslexia (n=4), literacy (n=7) and numeracy (n=5)⁷.

⁶ Data for some categories was not available for all participants

⁷ Some pupils had more than one additional support needs

Attendance in Primary 7 was available for 24 pupils. The lowest was 81% and the highest was 99%, with the average being 94%.

Project evaluation

Feedback was encouraged from participants and teachers who delivered sessions to parents and carers during the programme. Participants were also asked to complete a questionnaire at the start and end of the programme (see *Participant questionnaire* section for more details). Participants were also asked to complete a number of open questions that complemented the questionnaire. These documents were analysed for any emerging themes.

Participant feedback was overwhelmingly positive, with most appearing to enjoy the experience a great deal, as one parent commented:

'I've loved being back at school and I'm gutted it's the end of the course.'

Most participants mentioned learning different subjects as the most enjoyable part of the programme, particularly as this often mirrored what their children were studying at the same time.

Support from others in the group appeared to be a key factor for many in their enjoyment of the programme, with a number of participants mentioning how secure and comfortable they felt within the group. As one parent observed:

'The course has built a great, supportive and inspirational group of parents. It has also taken me out of my comfort zone with the security of a fantastic group to support me. I was anxious I would not fit in with other parents but we have all gelled regardless of background.'

Feedback from teachers who participated in the programme was also very positive, with many appearing to particularly enjoy meeting parents and carers, as well as delivering a lesson to them. One teacher, for example, has continued to teach the group beyond the scheduled programme, and others highlighted the value of receiving positive feedback from participants. As one teacher described it:

'It gave me a warm glow.'

Benefits for parents and carers

Broadly speaking, five inter-related themes emerged as 'benefits' for parents and carers taking part in the programme. These were:

- Greater knowledge and understanding of secondary school life
- Reassurance about their child's education

- Improved relationship with the school and its staff
- Increased confidence in supporting their child with their schoolwork
- More informed conversations with their children about school and homework

Greater knowledge and understanding of secondary school life

Parents and carers referred to a number of areas of school life in which they had gained a better understanding.

A number of parents and carers rated gaining an insight into current teaching and learning methods highly. Many participants commented on how much they enjoyed learning different subjects, as well as the value of experiencing current teaching and learning methods in subjects such as Maths and English. A number of parents and carers appeared to enjoy the experience of a 'typical day' at secondary school, with some gaining a greater appreciation of the expectations and demands of secondary school life on young people today.

Reassurance about their child's education

Another perceived benefit identified by some participants was 'peace of mind' and reassurance that their children were receiving the support they need at school. As one parent noted:

'I feel less anxious, we know they can go to people if they need support. The boys will be treated fairly and staff will help.'

Improved relationship with the school and its staff

Parents and carers also highlighted the value of getting to know teachers and other school staff in a more informal setting, which is likely to help parents and carers in their future interactions with the school staff. As one parent commented:

'I know faces and names I can speak to.'

Increased confidence in supporting their child with their schoolwork

Another notable benefit was an increase in confidence. A number of participants mentioned they felt more confident about their child attending school, and some mentioned feeling more confident themselves.

One participant, for example, has applied for a job as a classroom assistant and another has been accepted on a course at university. Both believed this was due to them taking part in the programme. As the latter parent noted:

'I would never have done this without taking part in this course'

Another participant has set-up a support group for parents and carers of children with additional support needs. As the parent described:

'I have gained the confidence to do this from this course and with the support of staff'.

Some participants believed their increased confidence had had a positive impact on their child and their progress at school. As one parent described it:

'As a parent, I feel this course has helped me with my confidence which has then helped my son with his. I feel my son has progressed more at school and doesn't feel so scared to try new things.'

For others, this increased confidence appeared to translate into greater confidence in helping their child with their schoolwork. As one parent observed:

'It has made me feel more comfortable, knowing what she is doing, and has helped me to be able to help her do homework'.

More informed conversations with their children about school and homework

A number of participants mentioned their child was more willing or likely to talk about school, perhaps because they knew their parent had a shared experience of attending the school. As one parent commented:

'Our daughter enjoys hearing what mum has been up to in school.'

Other participants felt their experience of the programme enabled them to have more meaningful and informed discussions with their child at home. As two participants noted:

'I feel this course has given me a better understanding of what my child is doing within his academic life. We can talk about more (in depth) which is great for our home life.'

'We seem to talk more about lessons and his school day. It's good what's been covered in the programme is what he's learning in school.'

As these parents eloquently describe, the benefits for both parent and child was evident for a number of participants.

Benefits for pupils

In addition to perceived benefits for parents and carers, there was some evidence of benefits for their children, particularly in relation to homework. One participant, for example, believed her involvement in the programme had given her the confidence to help her daughter with her schoolwork, which had led to her daughter moving up a class in Maths.

Teachers also commented on this aspect of the programme. One noted that participating in the programme gave them the opportunity to show parents and carers the value of education and the importance of school in their child's lives. Another teacher observed:

'The parents were so enthusiastic and really wanted to learn. If we could bottle it so that their children realise the importance of education then I am sure attainment would also increase.'

The combination of gaining greater knowledge of the school and staff, being introduced to modern teaching methods, learning about different subjects, and meeting other parents and carers, appears to have made a notable difference to some participants. As one parent reflected:

'We talk lots more, he understands that I have a good relationship with staff now and he can't pull the wool over my eyes. I have a greater understanding of the needs of other young people, after talking with parents and we speak about friends, peers etc. My son has been encouraged by me being in school, and enjoys talking about different subjects and teachers.'

Participant questionnaire

Participants were asked to complete a questionnaire at the start and end of the programme. Each participant was asked to rate a series of statements on a seven-point scale before and after their involvement in the programme. These ratings were then compared using statistical testing to determine whether there was a difference that was statistically significant at the $p=0.05$ or less level⁸.

For the following statements, statistical analysis explored the differences in the ratings parents gave at the end of the programme, compared to the scores they gave before the programme began.

- How much do you know about the high school your child has moved to?
- How much do you know about the curriculum in high school?
- How much do you know about a standard high school day and the pattern it follows?
- How well do you know the high school building?
- How well do you feel you know the staff in high school?
- How comfortable would you feel approaching high school about your child's education?

⁸ This indicates that we can be reasonably confident about whether there was a real difference between pre and post programme scores rather than apparent differences being due to chance. However, these tests do not tell us about the size or importance of any changes and due to the small number of participants involved, results should be interpreted cautiously as these participants may not be a representative of others.

- How often do you ask your child about homework?
- How confident would you feel helping your child with their homework?

Significant differences were found between the pre and post programme scores for each of these eight questions, with scores having improved at the post-programme time point (see Appendix 1 for full details).

The results of these tests give a good indication that parents and carers felt their knowledge of various aspects of the school, including staff and curriculum, had improved by the end of the programme. The results also suggest an increased level of comfort in approaching the school and greater confidence in helping their child with homework.

These are in keeping with the themes described in the previous section, in particular: *greater knowledge and understanding of secondary school life, improved relationships with the school and its staff, and increased confidence in supporting their child with their schoolwork.*

No statistically significant change was found in relation to the following questions:

- How often do you ask your child about school?
- How often do you offer to help your child with homework?

There are potentially a number of reasons for this, one being that participants tended to give high scores before the programme, suggesting parents already asked their child about school, and offered to help them with their homework on a regular basis. As noted in the previous section, there was some evidence in the written feedback and responses to open questions that some parents and carers had *more informed conversations with their children about school and homework*, neither of which would be captured in the questions above.

These statistical results are certainly encouraging. They appear to indicate that participation in the programme had a positive impact on parents and carers. However, they are limited by the size of the sample and in the absence of data from a control⁹ group. As a result, we cannot definitively claim that any changes resulted from participation in the programme. Furthermore, these findings must be treated with caution as the questionnaires relied on self and subjective reporting; we cannot be certain of the extent to which these reflect actual behaviours.

Post project activity

There have been a number of formal groups and activities that have taken place since the end of the formal 6 week project in some of the schools including weekly parent-led

⁹ a similar group of parents who were not involved in the project

sewing and cooking groups; a parent-led group for parents of children with additional support needs; a group of parents setting up and running a uniform recycling/swap 'shop' in two of the schools; extended PIP sessions aimed at Health and Wellbeing for the 'original' PIP parents in one school; teachers offering and delivering weekly Spanish lessons.

In addition to this, the CELCIS Team spent time with one group of parents who continue to meet every Tuesday for two hours in the school and were keen to describe their experiences of the project and the benefits that they have felt from being involved. Parents described having a 'WhatsApp' group where they keep in touch in between the regular Tuesday group and support each other to attend. They described supporting each other with a range of challenges that can occur as part of family life and they all agreed that this is very helpful to them. One parent said that being part of PIP had 'saved her marriage'; she explained that before she attended she had no confidence and described that she did not feel like a person in her own right which led to a very strained relationship with her partner and her children. She said that attending the group had improved her confidence and allowed her 'time out' to focus on herself, and that she now feels her home relationships are secure and happy.

Another parent described difficulties that she is having in accessing additional support for her child, who has an additional support needs diagnosis, and the CELCIS Team witnessed the other parents and teachers present offering emotional support and practical ideas to help. It was evident that everyone was very comfortable supporting each other and discussing issues.

The Head Teacher of the school also spent some time with the group. In addition to the group and the Head Teacher being visibly comfortable in each other's presence due to knowing each other well, the parents requested the use of the school gym to enable them to exercise with their children. The Head Teacher gave assurances that this would be possible and he would find out when it could be made available. The parents explained that there had been a number of other ideas that they have approached the Head Teacher or Project Implementation Team with and that these have been enabled to happen.

Parents cited this feeling of being listened to and involved in how they interact with their child's school as being one of the biggest benefits to being involved in the project, second only to the confidence they have developed in themselves and the relationships they have built with other parents.

School D has also tracked the attendance of the children whose parents have been involved in the project and have seen an average increase of 5% in attendance of their children since the group begun.

Conclusion and recommendations

- Both statistical data and written and verbal feedback indicate that involvement in the project has been a positive experience for not just parents but the Project Implementation Team and classroom teachers
- There is evidence that there has been capacity built in regards to skills, experience and knowledge within and between Project Implementation Teams and parents and class teachers
- The co-production methods being used by schools in regards to post project activity is proving beneficial in sustaining the project and relationships that have been built
- The leadership and support from Senior Council Management and the Family Learning Team Lead Officer has contributed to the positive outcomes of the project
- The commitment, passion, openness and reflectiveness of the Project Implementation Team and class teachers has created the enabling context required for parents to feel comfortable enough to engage with and build relationships with schools
- Coproducing and sustaining post PIP activity should be explored in all schools which took part to ensure all parents are given the same opportunities as part of the process. Learning from between schools could be helpful in this regard
- A full debrief session which includes all core staff involved in the project should be undertaken to share learning, identify challenges and plan for future activity would be beneficial to continue to build capacity of the original team
- The creation of a Core Project Implementation Team to support existing and new schools to develop and deliver the project would embed skills and promote good practice. There are a number of staff who have been involved who would be well placed to be part of this team based on their skills, knowledge and individual schools' results
- Evaluation should continue to be a core part of any future projects to ensure fidelity to the project and that intended outcomes are being achieved
- Funding requirements and responsibilities for any future iterations should be clear to ensure that financial constraints or processes don't impose barriers to success of future projects
- Members of the Senior Management Team within schools should be fully informed of the resource and capacity required to deliver this project to ensure the context for implementing PIP is enabling
- An overview of all PIP related activity including pre, ongoing or post activity should be held and collated at a central level to avoid duplication, identify opportunities for learning and provide evaluative evidence of outcomes.

Appendix 1: Statistical information

Wilcoxon's Signed Rank Test for related samples was carried out on the following data. Significance is accepted at the $p < 0.05$ level, however, many results would also be accepted at a higher threshold.

Significant differences were found between the pre and post-programme scores (with higher scores given at the post-programme time point) **for six questions (Q1-6, Q8 and Q10)** in the following tables.

Participant code	Q1. How much do you know about the high school your child has moved to?		Q2. How much do you know about the curriculum in high school?		Q3. How much do you know about a standard high school day and the pattern it follows?		Q4. How well do you know the high school building?		Q5. How well do you feel you know the staff in high school?	
	PRE	POST	PRE	POST	PRE	POST	PRE	POST	PRE	POST
PIP2017001	3	6	3	6	3	7	2	6	3	6
PIP2017002	3	7	3	7	3	6	2	5	3	5
PIP2017003	3	7	3	6	3	6	3	7	3	7
PIP2017004	3	7	3	6	3	6	3	7	3	7
PIP2017005	4	7	4	7	3	7	3	5	4	7
PIP2017006	2	6	2	6	2	6	2	6	2	6
PIP2017007	2	4	6	7	3	6	2	4	1	4
PIP2017008	6	7	4	6	4	6	6	7	2	5
PIP2017009	6	7	5	6	7	7	6	7	6	7
PIP2017010	4	6	2	5	6	6	5	6	6	6
PIP2017011	5	6	4	6	5	7	2	7	2	6
PIP2017012	5	7	4	5	4	6	4	6	2	6
PIP2017013	1	3	1	4	4	4	1	3	3	4
PIP2017014	6	5	4	4	2	5	5	6	1	4
PIP2017015	1	6	1	6	1	6	1	6	1	6
PIP2017016										
PIP2017017		5		5		6		5		4
PIP2017018		6		6		6		7		6
PIP2017019		7		6		7		6		6
PIP2017020	2	6	2	6	3	7	1	6	5	6
PIP2017021	5	6	4	5	5	6	3	4	3	4
PIP2017022	2	7	1	7	5	7	4	5	1	6
PIP2017023	3	7	3	7	6	7	5	6	2	6
PIP2017024	1	7	1	4	1	4	1	3	1	5
PIP2017025	5	7	5	7	7	7	4	7	2	7
PIP2017026	6	6	4	7	5	7	3	4	4	6
PIP2017027	5		1		7		6		5	
PIP2017028	3		3		3		2		3	
PIP2017029	2		2		7		3		2	

P-values were as follows:

Q1: 0.000, Q2: 0.000, Q3: 0.000, Q4: 0.000, Q5: 0.000

Participant code	Q6. How comfortable would you feel approaching high school about your child's education?		Q7. How often do you ask your child about school?		Q8. How often do you ask your child about homework?		Q9. How often do you offer to help your child with homework?		Q10. How confident would you feel helping your child with their homework?	
	PRE	POST	PRE	POST	PRE	POST	PRE	POST	PRE	POST
PIP2017001	4	6	6	7	7	7	6	7	6	6
PIP2017002	4	7	6	7	6	7	6	7	4	6
PIP2017003	2	7	6	7	6	7	6	7	3	7
PIP2017004	2	7	6	7	6	7	6	7	3	7
PIP2017005	5	7	6	7	6	7	6	7	7	7
PIP2017006	7	7	7	7	5	5	3	3	2	3
PIP2017007	2	5	7	7	7	7	7	7	4	6
PIP2017008	7	7	7	7	7	7	5	6	7	6
PIP2017009	6	7	7	7	7	7	7	7	5	7
PIP2017010	6	7	7	7	5	6	7	5	5	5
PIP2017011	5	7	7	7	7	7	6	5	5	6
PIP2017012	4	6	7	7	7	7	3	5	3	5
PIP2017013	6	6	7	7	7	7	7	7	1	7
PIP2017014	5	6	7	7	7	7	7	7	2	5
PIP2017015	7	6	7	7	7	7	7	7	4	6
PIP2017016										
PIP2017017		5		7		7		7		4
PIP2017018		7		7		7		6		5
PIP2017019		7		7		7		7		7
PIP2017020	3	7	7	7	7	7	7	7	4	6
PIP2017021	7	6	7	7	7	7	7	7	4	5
PIP2017022	7	7	7	6	7	7	7	6	4	6
PIP2017023	6	7	7	7	7	7	7	7	4	6
PIP2017024	7	7	7	7	7	7	7	5	3	4
PIP2017025	7	7	7	7	7	7	7	7	7	7
PIP2017026	7	7	7	7	7	7	7	7	6	6
PIP2017027	7		7		5		6		5	
PIP2017028	6		7		7		7		7	
PIP2017029	5		7		7		7		6	

P-values were as follows: Q6: 0.002, Q7: 0.102, Q8: 0.025, Q9: 0.710, Q10: 0.000

About CELCIS

CELCIS, based at the University of Strathclyde in Glasgow, is committed to making positive and lasting improvements in the wellbeing of Scotland's children living in and on the edges of care. Ours is a truly collaborative agenda; we work alongside partners, professionals and systems with responsibility for nurturing our vulnerable children and families. Together we work to understand the issues, build on existing strengths, introduce best possible practice and develop solutions. What's more, to achieve effective, enduring and positive change across the board, we take an innovative, evidence-based improvement approach across complex systems.

For more information

Visit: www.celcis.org **Email:** celcis@strath.ac.uk **Tel:** 0141 444 8500