



# Parents in Partnership Programme Evaluation

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## **Introduction**

Castlehead High School (CHS) applied to the Education Scotland Access to Education Fund for £4800 of funding to implement a parental involvement programme within school. Schools were offered the opportunity to apply for funds which would support learners in a range of areas, one of which was, *“enhancing a school’s capacity to deliver parental engagement programmes to support parents to support their children.”* The Access to Education Fund was made available to schools to help learners from disadvantaged backgrounds, with the aim being to support schools to reduce barriers to learning experienced by those from the most deprived areas and help improve attainment.

Between April 2015 and June 2015 CHS, in conjunction with the Home Link Service, ran a parental involvement programme with the aims of; supporting both parents and children with the transition from primary school to high school, increasing the capacity of parents to support their child’s learning at home, encouraging parental involvement in high school life and raising awareness of support agencies and support strategies available in the community to parents and families.

The purpose of this evaluation is to determine if the Parents In Partnership (PIP) programme was successful in meeting these aims and examine recommendations for further implementation of the programme.

## **Organisational Profile**

### Castlehead High School

Castlehead High School is a six year non denominational school situated near the centre of Paisley which serves the West End of Paisley, Elderslie and Ferguslie Park. The school roll for this session is 691. The school contains two bases for learners with complex learning difficulties and an ASD base for learners with Autism Spectrum Disorder. Learners come from a wide range of backgrounds including areas of significant deprivation; 44% of learners live in SIMD deciles 1 and 2, 23% have free meals entitlement (FSM), 25% have ASN, 8% are looked after and the percentage of pupils with an Education Maintenance Allowance (EMA) in S6 is 34%.

### The Home Link Service

The Renfrewshire Council Home Link Service aims to help parents engage in supporting their children's education. This is central to the work, as research suggests parental engagement in education makes an important contribution to a child's educational attainment throughout the school years. This is particularly true for children from disadvantaged backgrounds. In Scotland a child's socio-economic status is the strongest predictor of educational attainment, which leads to a significant gap in attainment between pupils from the least disadvantaged and those from the most disadvantaged backgrounds (OECD, 2010). Current research indicates that "only parental involvement makes a significant contribution to closing the attainment gap" (JRF, 2014). In recognition of the poor educational outcomes for children from deprived backgrounds, the Home Link Service, while available to all schools, concentrates a greater proportion of resources to schools with higher FSM entitlement. Engaging parents in supporting their children's education is an important role for the Home Link Service and this is especially important when working with families experiencing poverty. In order to best support children's well-being and attainment, the Home Link Service incorporates GIRFEC values and principles into the practice of the service. The service relies on building good working relationships with children and families, in addition to colleagues in schools and in other agencies.

## Programme Design

### Structure and Content

PIP involved parents attending CHS every Thursday for 6 weeks between the 30<sup>th</sup> April and 4<sup>th</sup> June 2015 and following a timetable of both academic and life skills classes. Parents arrived at school at 10.30am on a Thursday morning (morning interval time within CHS); they were offered coffee, tea and hot rolls between 10.30am and 10.45am and then began to follow a timetable of classes which mirrored the school timetable and subjects taken by pupils within the Broad General Education curriculum.

A classroom assistant was employed to support parents to make their way to and from classes, to support parents with any literacy or numeracy issues when undertaking lessons and to illustrate the inclusive and empowering ethos of learning support strategies within CHS. Parents attended two academic classes per week, delivered by classroom teachers with a focus on active, collaborative learning and the link between lessons and skills for life, learning and work. Teachers also introduced, explained and used vocabulary that is commonly used in the classroom. After two lessons per week parents then attended a life skills class delivered by a partner agency which focused on issues commonly faced by parents and provided information, advice and support. Parents left school at 1.15pm (the beginning of lunch time within CHS).

Over the course of the 6 weeks parents attended classes in Art, Maths, Science, Technical, English, IT, Modern Languages, Social Subjects, Music, Home Economics and PE.

Life skills classes were delivered in the following areas and were a combination of presentations by staff and group work:

**Adult Learning and Literacies:** A Renfrewshire Council organisation which supports adult learners to improve their confidence in the use of literacy and numeracy skills. The service is free of charge. Parents were given information on the range of services available and how to access these. Small group work tasks were also carried out by parents to demonstrate the support that the service provides.

**Advice Works:** A Renfrewshire Council organisation which provides free, impartial financial advice and support services for anyone resident within Renfrewshire. Parents were given an informal presentation by a member of staff and had the opportunity to ask questions specific to their own circumstances if they chose to.

**Energy Advice Service:** A Renfrewshire Council organisation which provides free advice and support on the efficient use of gas and electricity services and supports with grant applications. This service is available to anyone living within Renfrewshire. Parents were given an informal presentation by a member of staff and had the opportunity to ask questions specific to their own circumstances if they chose to. Parents were also given literature and leaflets on effective use of heating systems and switching energy firms.

**Triple P:** A worldwide, evidenced based positive parenting programme delivered in Renfrewshire by specifically trained staff members to support parents to use effective strategies to manage children's behaviour. Parents were taught three strategies which focused on promoting positive behaviour

and worked in small groups to identify how these strategies could be used and how they would implement them with their child(ren).

Parent Council: A member of the parent council explained the function and role of the parent council within CHS and gave details of how parents can become involved.

Study Skills: Delivered by a member of teaching staff focusing on techniques and strategies that parents can use at home to support, encourage and reinforce their child's learning.

The life skills classes were chosen through discussion between CHS senior management team and home link staff and were based on the knowledge of practitioners relating to issues frequently facing families. It was also felt imperative to balance this programme to ensure that parents received advice and support in a range of areas. The Renfrewshire Tackling Poverty Commission (2014), in their section 'how organisations should work', recommends that in order to remove barriers, services should be co-located to make them easy to access in order that holistic support can be provided through a single, trusted point of contact. It was envisaged that by introducing services that provide advice, support and guidance to parents in a location in which they were comfortable, in a relaxed and informal way while supported by their peers, could encourage parents to make use of services that would be helpful to them or their children.

Partner agencies were approached by home link staff within CHS and asked to provide an input to parents. CHS has effective working relationships with all organisations who provided a life skills input and all organisations approached agreed to take part.

A copy of the full timetable that parents followed can be found in appendix i.

### Travel

Parents were issued with bus tickets each week to allow them to travel to and from the programme without having to incur any expense. Tea, coffee and hot rolls were also provided free of charge to promote an informal atmosphere within the group and make parents feel welcome and valued.

### Recruitment of Parents

Parents were recruited to the programme by home link staff. As the aim of the programme was to encourage parental involvement and support both children and parents with the transition from primary school to high school, a specific group of parents were targeted; parents whose children attended enhanced summer transition with the home link service in 2014 and parents of children who will be invited to the home link enhanced summer transition programme in 2015 were offered the opportunity to attend.

The home link service offers a 4 day enhanced transition programme during the summer holidays for young people who have been identified through the Extended Support Team Framework as requiring extra support with their transition from primary school to high school. Young people who attend this have a range of additional support needs which can include but are not limited to learning difficulties, being looked after, low self esteem, underdeveloped social skills or high levels of anxiety.

Parents of identified Primary 7 children were initially sent a letter explaining the programme and inviting them to attend. These letters were then followed up by telephone calls from home link staff from within CHS or the cluster primary schools. Interested parents were then visited at home as this allowed parents to meet a member of home link staff and ask any questions they had. Parents who agreed to attend were issued with bus tickets during the home visit.

Parents of identified S1 children were sent a letter explaining the programme and inviting them to attend. These were also followed up by phone calls by home link staff, however a home visit was not offered to this group of parents unless requested due to time constraints. It was felt that as these parents had already had contact with home link staff, through the summer transition programme, and CHS as their child was nearing the end of their 1<sup>st</sup> year that this group was already familiar with some staff. Bus tickets were posted out to these parents to use on their first week.

Home visits were arranged to any parent who requested this and parents were encouraged to contact home link staff with any questions they had about the programme, either prior to the programme commencing or during the six week block.

Texts were sent to parents by home link staff on the Wednesday of each week thanking them for their attendance the previous week and reminding them that the programme was on the next day.

At the end of week 6 of the programme parents were presented with a certificate commending them on their completion of the programme and a SMART award by the Head Teacher. SMART awards are issued to pupils in school by any members of staff at any time for being motivated, responsible, working as part of a team and being confident.

### Residential Element

During recruitment for the programme it was explained to parents that if they attended the programme for the full 6 weeks, CHS would provide an outdoor learning residential weekend to their child free of charge. It was agreed that parents who had health appointments, caring or work commitments would not be penalised for non attendance if agreed in advance. This element was not initially included in the funding application, instead it was envisaged that families would be given restaurant gift vouchers to allow them to enjoy a family meal. During the development of the programme, through discussion with parents and teaching colleagues it was felt that an outdoor learning residential activity would be more beneficial for young people as it would allow them to develop new and enhance existing skills. It was also felt that there could be a range of other benefits for parents and children including, supporting children with their school transition through forming relationships with other young people and staff, the opportunity to enjoy a new experience and the promotion of parental engagement with the programme.

CHS worked with the Outward Bound Trust who is an educational charity that uses the outdoors to help develop young people from all walks of life. Through the generosity of donors, they are able to run adventurous and challenging outdoor learning programmes that equip young people with valuable skills for education, work and life. They help them become more confident, more effective and more capable at school, college and in the workplace. It was felt that this organisation, while providing young people with the opportunity to experience a fun weekend, also had clear educational links which would improve young people's skills and abilities at school, home and in the

community. The trust also offers a bursary scheme which allows young people from low income families to experience a residential weekend at a reduced cost. This enabled CHS to use an organisation which provided more opportunities, activities and learning experiences to young people for the same cost as other outdoor centres where facilities, objectives and activities were more limited.

#### Recruitment of Teachers

Teachers were consulted with at Extended Management Team meetings during the development of PIP and asked to identify staff within their department who would be keen to deliver lessons to parents. Teachers were very enthusiastic about this opportunity and this led to some lessons being 'team taught' by two members of staff in a department.

## **Evaluation Tools**

Evaluation tools were created to measure parent's feelings and attitudes regarding transition to high school, knowledge of CHS and their perception of their child's feelings about the transition to high school. Parents completed a booklet of questions regarding these areas at the beginning of week 1 and then completed the same questions at the end of week 6. The post programme booklet also contained a section for qualitative data to be collected regarding their feelings about their participation in the programme.

As parents of both P7 and S1 were invited to the programme, two separate sets of questions were produced, with S1 parents being asked to reflect back on their attitudes and knowledge of CHS before their child began to attend.

The GIRFEC approach to child centred practice, alongside effective parental engagement is embedded within CHS and promoted across support structures which exist in school. To this end, the questions asked were shaped around both parental knowledge of CHS and attitudes to transition and some of the 8 wellbeing indicators of Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible and Included.

The programme also aimed to address three key priority areas contained within Renfrewshire Council's current Community Plan; wealthier and fairer, safer and stronger and smarter.

Analysis of the data gathered from pre and post programme questionnaires has allowed the impact upon parent's attitudes towards transition to high school, knowledge of CHS and impact upon wellbeing indicators and community planning priorities to be measured.

Both pre and post programme question booklets can be found in appendix ii.



## Analysis of Programme

### Participants

46 were invited to attend the programme. Of those parents 23 were parents of P7 who will begin attending CHS in August 2015 and 23 were parents of current S1 pupils.

Of the 46 invited, 10 parents attended in week 1 (21%). 3 of these parents attended the 1<sup>st</sup> week only and did not complete the programme; one withdrew due to work commitments, 1 due to a long term physical illness and 1 was not able to engage with the programme.

9 parents attended week 2 of the programme, 7 from the previous week and 2 parents who were not able to attend the 1<sup>st</sup> week due to prior commitments. Of these 9 parents, all completed the programme, with any absence due to health appointments or work commitments.

This equates to:

- A retention rate of 75% from weeks 1 – 6
- and
- A retention rate of 100% from weeks 2 – 6

## Quantitative data

### **Section 1: Your feelings about your child coming to high school**

Parents were asked to rate the following questions on a scale of 1 to 10, with 1 being not at all and 10 being extremely.

How excited are you/were you about your child coming to high school?

<b>Pre Programme Average</b>	<b>Post Programme Average</b>	<b>Difference</b>
6.2	8.2	+ 2 points

How nervous/anxious do you feel/did you feel about your child coming to high school?

<b>Pre Programme Average</b>	<b>Post Programme Average</b>	<b>Difference</b>
6.1	4.1	- 2 points

How confident are you/were you that your child will cope/did cope with the transition to high school?

<b>Pre Programme Average</b>	<b>Post Programme Average</b>	<b>Difference</b>
6.8	7.6	+ 0.8

How much do you feel /did you feel you know/knew about the high school your child was moving to?

<b>Pre Programme Average</b>	<b>Post Programme Average</b>	<b>Difference</b>
5.6	9	+ 3.4

Do you feel this level of information is/was Not enough/Just right/Too much

<b>Pre Programme Not enough</b>	<b>Pre Programme Just right</b>	<b>Pre Programme Too much</b>
1	8	0
<b>Post Programme Not enough</b>	<b>Post programme Just right</b>	<b>Post programme Too much</b>
0	9	0

## **Section 2: Your thoughts about your child's feelings about their transition to high school**

Parents were asked to rate the following questions on a scale of 1 to 10, with 1 being not at all and 10 being extremely.

How excited do you think your child is/was about moving to high school?

<b>Pre Programme Average</b>	<b>Post Programme Average</b>	<b>Difference</b>
7.7	8.1	+ 0.4

How nervous/anxious do you feel your child is/was about coming to high school?

<b>Pre Programme Average</b>	<b>Post Programme Average</b>	<b>Difference</b>
6	4.4	- 1.6

How confident do you think/did you think your child is/was about how they will/would cope with the transition to high school?

<b>Pre Programme Average</b>	<b>Post Programme Average</b>	<b>Difference</b>
6.8	7.1	+ 0.3

How much do you think your child knows/knew about the high school they are/were moving to?

<b>Pre Programme Average</b>	<b>Post Programme Average</b>	<b>Difference</b>
7.3	8.3	+ 1

Do you feel this level of information is/was Not enough/Just right/Too much

<b>Pre Programme Not enough</b>	<b>Pre Programme Just right</b>	<b>Pre Programme Too much</b>
0	9	0
<b>Post Programme Not enough</b>	<b>Post programme Just right</b>	<b>Post programme Too much</b>
0	9	0

### **Section 3: Your knowledge of Castlehead High School**

Parents were asked to rate the following questions on a scale of 1 to 10, with 1 being not at all or nothing and 10 being a great deal, very well or very.

How much do you know about the curriculum in high school?

<b>Pre Programme Average</b>	<b>Post Programme Average</b>	<b>Difference</b>
5.2	8.7	+ 3.5

How much do you know about a standard high school day and the pattern it follows?

<b>Pre Programme Average</b>	<b>Post Programme Average</b>	<b>Difference</b>
5.8	8.7	+ 2.9

How well do you know the high school building?

<b>Pre Programme Average</b>	<b>Post Programme Average</b>	<b>Difference</b>
5	7.3	+ 2.3

How well do you feel you know the staff in high school?

<b>Pre Programme Average</b>	<b>Post Programme Average</b>	<b>Difference</b>
4.6	8.7	+ 4.1

How comfortable would you feel approaching high school re your child's education?

<b>Pre Programme Average</b>	<b>Post Programme Average</b>	<b>Difference</b>
8	9.3	+ 1.3

Would you know who to approach at high school about your child's education – No/Not sure/Yes

<b>Pre Programme No</b>	<b>Pre Programme Not Sure</b>	<b>Pre Programme Yes</b>
0	2	7
<b>Post Programme No</b>	<b>Post Programme Not Sure</b>	<b>Post Programme Yes</b>
0	0	9

Do you know what support is available to children in high school?

<b>Pre Programme No</b>	<b>Pre Programme Not Sure</b>	<b>Pre Programme Yes</b>
1	4	4
<b>Post Programme No</b>	<b>Post Programme Not Sure</b>	<b>Post Programme Yes</b>
0	0	9

#### **Section 4: Information about other agencies**

Parents were asked to rate their knowledge of the following areas on a scale of 1 to 10, with 1 being nothing and 10 being a great deal.

How much do you know about the Adult Learning and Literacies Service?

<b>Pre Programme Average</b>	<b>Post Programme Average</b>	<b>Difference</b>
4.2	8	+ 5.8

Are you aware of the ways that Adult Learning and Literacies can support parents?

<b>Pre Programme No</b>	<b>Pre Programme Not Sure</b>	<b>Pre Programme Yes</b>
1	4	4
<b>Post Programme No</b>	<b>Post Programme Not Sure</b>	<b>Post Programme Yes</b>
0	3	6

How much do you know about the Energy Advice Service?

<b>Pre Programme Average</b>	<b>Post Programme Average</b>	<b>Difference</b>
3.2	7.3	+ 4.1

Are you aware of the support that the Energy Advice Service can provide to you?

<b>Pre Programme No</b>	<b>Pre Programme Not Sure</b>	<b>Pre Programme Yes</b>
6	2	1
<b>Post Programme No</b>	<b>Post Programme Not Sure</b>	<b>Post Programme Yes</b>
0	2	7

How much do you know about the Advice Works Service?

<b>Pre Programme Average</b>	<b>Post Programme Average</b>	<b>Difference</b>
6	8.7	+ 2.7

Are you aware of the support that Advice Works offers to families and individuals?

<b>Pre Programme No</b>	<b>Pre Programme Not Sure</b>	<b>Pre Programme Yes</b>
0	4	5
<b>Post Programme No</b>	<b>Post Programme Not Sure</b>	<b>Post Programme Yes</b>
0	0	9

How much do you know about Triple P (Positive Parenting Programme)?

<b>Pre Programme Average</b>	<b>Post Programme Average</b>	<b>Difference</b>
4.7	8.4	+ 3.7

Are you aware of strategies that you can use to respond to teenage behaviour?

Pre Programme No	Pre Programme Not Sure	Pre Programme Yes
4	4	1
Post Programme No	Post Programme Not Sure	Post Programme Yes
0	0	9

How much do you know about the CHS parent council?

Pre Programme Average	Post Programme Average	Difference
2.8	8.3	+ 5.2

Do you know what the role of the parent council is?

Pre Programme No	Pre Programme Not Sure	Pre Programme Yes
3	4	2
Post Programme No	Post Programme Not Sure	Post Programme Yes
0	1	8

How much do you know about study skills?

Pre Programme Average	Post Programme Average	Difference
2.5	8.4	+ 5.9

Are you aware of how to support your child with studying and homework?

Pre Programme No	Pre Programme Not Sure	Pre Programme Yes
2	2	4
Post Programme No	Post Programme Not Sure	Post Programme Yes
0	1	8

## Qualitative Feedback

What, if any, difference do you feel attending the PIP programme has made to your feelings about your child's transition to high school?

Parents identified that they understood more of what their child would be doing at school, as well as being able to understand their feelings about moving to high school. Some parents also said that they had been reassured that their child would be well supported by staff and felt more confident that their child would cope with the transition.

*"I can understand what she's going to learn and can help her with what she's going to do"*

What, if any, difference do you feel attending the PIP programme has made to your child's feelings about their transition to high school?

Parents felt that their child was more confident about the transition to high school as parents are more aware of what is happening in school. They also felt that their child was reassured that they would be able to help them with homework and studying as parents have a better understanding of how to support studying. Several parents also said that their child had enjoyed having them around school on a Thursday.

*"My son hearing I had a good day at school made him more positive"*

What, if any, parts of the programme did you particularly enjoy?

All parents said that they had enjoyed every aspect of the programme. In regards to lessons parents particularly enjoyed technical, where they made a bird feeder, and home economics, where they cooked a stir fry. Seven parents said that it was good to spend time with other parents and that they enjoyed the relationships the group built with each other. Meeting and getting to know class teachers was also noted by parents as a highlight of the programme as parents felt this was an opportunity that is not usually available.

*"Meeting friendly staff and the different approach to teaching for the better. The group of parents were a good laugh"*

What, if any, parts of the programme did you not enjoy?

All parents said that there was nothing about the programme that they did not enjoy.

*"Nothing, I found it all really interesting"*

In your opinion, what changes could be made to make the programme better?

Parents suggested two improvements to the programme. The first was to make the programme longer. Both in terms of hours spent in school and the number of weeks. Six of the nine parents would have liked the programme to be eight or ten weeks long. One parent also suggested that it would be good to involve parents in the residential that their children went on.

*"I'd do it all year round if I could; I'm really going to miss this on a Thursday"*

What, if any, benefits do you think there have been or will be for you or your child since attending the programme?

Parents said that they feel they will be able to support their child's learning and understand how much they have to learn in a day. They also said that they felt more aware of the support structures which exist in school and would be more likely to approach school for help if they felt their child needed it.

*"I'm more confident about sending him knowing he has support, makes both of us more open minded about the transition"*

We welcome any other comments or feedback you have about the programme. Please use the space below if there is any other feedback you would like to give us..

*"I'd do it all over again, it makes you understand how your child feels as you've been through it. All the staff helped and understood me."*

*"It was really good to get the chance to speak to other adults, you don't really get the chance to do that when you're bringing up kids on your own. I think we all bonded and it makes me feel less isolated. I think you should have it all year round, I'd come every week. The teachers were good, they were really funny (especially English)"*

*"I would come back and do it again so keep it up and keep doing it"*

*"I think the whole thing is a positive experience and Jane (classroom assistant) and the teachers have made it a great experience for us all."*

*"No other school does this. Why does no other school do this? I've spoken to all my pals and they're all dead jealous. They want something like this at their kid's school"*



## **Budget**

<b>Classroom Assistant</b>	<b>£270</b>
Travel for parents	£200
Catering for parents	£252
Management, development and evaluation costs	£1000
Residential trip including transport and sundries	£2350
<b>Total Cost</b>	<b>£4072</b>

The residential trip, including transport and sundries, incurred the majority of costs within the allocated budget. However, as detailed previously, bursaries were provided for all young people by The Outward Bound Trust which allowed young people to experience superior facilities, activities and learning outcomes compared with the cost of competitor companies.

During the application process it was agreed that as the programme was new and would require a significant amount of development, coordination and evaluation to ensure its success that a member of staff with experience in these areas be paid to be responsible for this. This ensured that the programme did not have an adverse effect on workload for existing staff members.

By providing both bus tickets and catering for parents it ensured that they did not incur any cost to themselves for attending the programme and also allowed them time to interact with each other in an informal and relaxed atmosphere. As some of the parents are from very low income families, some of them may not have the opportunity to eat a hot meal every day; providing hot rolls ensured that they got something hot to eat and drink on a Thursday.

To aid continuity and consistency of the programme, a classroom assistant who is already employed within CHS, was employed for 3 additional hours per week to support parents. This ensured that they found their way to and from classes and bus tickets were issued every week. This also helped with logistical issues such as the set up and clean up of the room used, fire safety registers and filling out of any necessary paperwork.

## Discussion

Analysis of the data shows that parent's feelings and attitudes regarding transition to high school, knowledge of CHS and parent's perception of their child's feelings about the transition to high school moved in the desired direction.

In section 1 the most notable difference was in regards to parent's knowledge of CHS which increased by 3.5 points. Ule et al (2015) note that parental awareness results in a high level of confidence of the power of education, therefore an increase in parental knowledge of the school their child attends could increase the value they place on the education their child receives. There was also an increase in the number of parents who felt that they knew 'just the right' amount of information about CHS from 8 to 9, showing that all parents who attended the programme now feel that they have the right level of information. The Joseph Rowntree Foundation (JRF) Report 'Closing the Attainment Gap in Scottish Education' (2014) found that the attainment gap begins when pupils are in P4 and widens by the time pupils reach S2 meaning that it is crucial for parents to be well engaged and feel knowledgeable about high school during the transition process to promote parental engagement. This research also indicates that consideration should be given to the stage at which a PIP style parental engagement programme should start, and if this could be incorporated into primary school engagement programmes. Long term strategies such as parental involvement have a long term effect on attainment (JRF, 2014), suggesting that the earlier parent's can be engaged and supported to remain engaged, the better potential there is for attainment outcomes for children.

Section 2 asked parents about their perceptions of their child's feelings about moving from primary school to high school. Results in this section show that parents felt their children were less nervous/anxious about their move to high school (a decrease of 1.6 points) compared to the beginning of the programme; this result is extremely important as West et al (2010), in a study looking at school transition experiences in the West of Scotland, found that children who were anxious and less prepared for secondary school experienced poorer peer transitions. They also found that poorer transitions predicted higher levels of depression and lower attainment. Good mental health and wellbeing is highlighted as a priority by both the Scottish Government, under the wellbeing indicator 'healthy' in the GIRFEC agenda and by Renfrewshire Council who list 'healthier' as one of their 5 key priorities in the current community plan. This result shows the importance of ensuring parents are aware of their child's feelings regarding transition. Parents who attended PIP also noted an increase in their child's level of excitement about their transition, their child's confidence about how they would cope with the transition process and their child's level of knowledge about high school. Each of these factors is important in a successful transition for children as a successful transition can be a predictor for higher attainment (Howieson and Iannelli, 2008). The GIRFEC indicator 'included' also evidences the need for children to be prepared and well informed about changes happening in their life and all parents who took part in the programme feel that their children have the right level of information about the school they are moving to. These results focus on parent's perceptions of their children's feelings, promoting 'nurture' (GIRFEC), as it encourages parents to think about the emotions their child is experiencing. In the qualitative returns parents identified that they had a higher level of empathy for what their child was currently experiencing which will in turn allow them to support their child emotionally with transition. Children of parents who took part were not asked about their feelings to measure if there had been

any change in these before and after their parents took part in PIP. This decision was reached as there is currently a lot of work undertaken with P7 children regarding transition through their primary school, high school and the home link service where these questions are already asked, however future models of the programme may wish to either investigate a way of aligning evaluation tools or including an additional evaluation for children of parents who took part in PIP.

Section 3, which focused on parent's knowledge of CHS, showed the biggest increase in parent's scores. Parents scored an increase of 3.5 points in curricular knowledge on completion of the programme. Curricular knowledge is extremely important as this supports parents to use strategies at home which may reduce the attainment gap; JRF (2014) found that helping parents to use appropriate strategies to support children's learning at home is a key element in raising attainment. Hartas (2011) also found that differences emerge not in the amount of support a child gets at home but in the quality of that support. By increasing a parent's knowledge of the curriculum, alongside increasing their knowledge of study skills (+ 5.9 points post programme) PIP gave parents the tools and confidence to support their child to consolidate and continue learning outside of the classroom. Parents identified that on completion of the programme they were much more aware of what their child would do on a daily basis in classes and felt more able to help them at home. This result also links into the GIRFEC indicator 'achieving' and the council's planning priority 'smarter' as it promotes learning, achieving and attaining both at school and at home and gives parent's more knowledge of how to support their children in this area. As a lack of school support and distant parent-teacher relationships and communication can affect a child's performance in education (Ule et al, 2015), it was particularly important in designing this programme that this was addressed. Parents noted a 4.1 point increase in how well they knew school staff and by the end of the programme all parents said that they would know who to approach in school about their child's education and were aware of support available to their child in high school. It is also important to consider teacher's experiences of delivering lessons to parents as the quality of lessons and relationships could have an impact upon what strategies and knowledge parents gain from attending. Laroque et al (2011) found that teachers have little information or training on how to work with diverse parents; while this has not been evident as an issue within this particular programme, with both parents and teachers reporting improved relationships and understanding, it may be beneficial to any future programme to ensure staff receive training and support to deliver lessons to parents.

In section 4, which asked parents about their knowledge about each of the partner agencies, there were increases in relation to every agency, with the majority of parents answering that they were now aware of the advice or support that each agency could offer. In the report Tackling Poverty in Renfrewshire recommendations include 'improving the impact of local advice and advocacy services to focus on empowering people to prevent financial crises and increase take up of welfare benefits'. Life skills inputs from both Advice Works and Energy Services within the PIP programme have allowed parents the opportunity to engage with these services providing 'holistic support through a single, trusted point of contact', also addressing the council's 'wealthier and fairer' priority by ensuring parent's have access to financial advice and support. The report also suggests that in order to close the educational attainment gap between children from low income families and their better off peers that Renfrewshire Council should '*deliver tailored interventions in schools to address the gap, with specific focus on literacy skills and parental involvement*'. Input from the Adult Learning and Literacies Service allowed parent's the opportunity to find out about services which could support them with their own literacy and numeracy, which in turn will enable them to support their

child. This, in conjunction with increased curricular knowledge and awareness and understanding of study skills will allow parents to support their child's learning at home. As parents have identified that they would be comfortable approaching staff in school regarding their child's education and feel that they know staff well, it is likely that parents will be more likely to engage with and encourage at home learning and address any concerns regarding issues with school staff.

JRF (2014) state that parental involvement is strengthened when combined with approaches for raising parental expectations and positive parenting. Parents reported that their knowledge of strategies for managing teenage behaviour had increased by 3.7 points and all said that they were aware of when it would be appropriate to use the strategies that they were taught and practiced in groups during week four of the programme. Triple P emphasises the importance of parents taking time to look after themselves as people and in qualitative feedback, parents highlighted the peer support they received during PIP as a positive aspect of attending the programme and said that they looked forward to a Thursday as it was a time when they were allowed to do something for their child that was also for them. The strategies taught during this input focused on encouraging positive behaviour in children which links to the 'nurture' indicator in the GIRFEC approach and the safer and stronger priority in the council's community plan.

It is hoped the involvement of parents within school life will not end with PIP as many parents have expressed interest in becoming involved in the parent council. JRF (2014) explains that 'As children move into their school years, there is a need to reframe the relationship between schools and parents...to better engage parents on their own terms'. The Scottish Schools (Parental Involvement) Act 2006 places a legal obligation on local authorities to help parents become more involved with their child's education and learning. The input from the parent council increased parent's knowledge of the role and function of this by 5.2 points and if parents that have expressed an interest become involved in the parent council this would further enhance the ways that they can express their views and wishes, which is required under current legislation.

Laroque et al (2011) in their report 'Parental Involvement: The Missing Link in School Achievement' state that 'increasing student learning requires the collaboration of various groups, most notably parents', however they also state that 'participation is difficult to promote and maintain'. PIP retention rate of parents was extremely high (75% for weeks 1-6 and 100% for weeks 2-6) and this is in contrast to the above research. JRF (2014) also note that 'a crucial issue with parental involvement is dropout rate' as 'coping with poverty leaves parents with little emotional, physical or mental energy to spare'. To address these issues, as part of the programme, parents were provided with bus tickets and hot food, ensuring that it did not cost them to attend the programme and that they have access to a hot meal. Parents identified one of the strengths of the programme as the peer support which they received from the other parents which was another factor involved in the high retention rate. JRF (2014) note that approaches are effective when they use qualified professionals to work with parents and are group based. This is the approach that was used with this programme; parents were taught lessons by subject specialist teachers and given life skills inputs by practitioners who were specifically trained and skilled in their given area. Parents were encouraged to work in groups, in a collaborative way, when possible which not only allowed parents to experience an element of Curriculum for Excellence that their child experiences daily in class, but also promoted and strengthened relationships between parents.

In conclusion, research evidences that 'only parental involvement makes a significant contribution to closing the attainment gap' (Gorard et al, 2012) and 'that closing the attainment gap has the

potential to create lifelong impact' (JRF, 2014). PIP contains some key elements which may support parental involvement and could lead to a narrowing of the attainment gap. A key message from Renfrewshire's Tackling Poverty Commission is that policies are unlikely to achieve meaningful results without resources, however both schools and local authorities have the ability to be agents for change. Results from this evaluation show that both parents and children have gained knowledge and confidence in relation to the transition to high school, relationships between parents and school are improved and parents have had access to support and advice from specialist agencies, through a single, trusted point of contact. Parental attendance also evidences that parental retention rates can be high and be sustained at this level over a number of weeks if the structure, content and support of the programme is good.

'Education policies and frameworks have the potential to address the achievement gap associated with poverty' (JRF, 2014). Parents in Partnership, though very new, has the potential to contribute to a framework which supports Castlehead and Renfrewshire Council's aspiration that all children deserve to achieve their full potential.

## **Recommendations and Considerations for the Future**

- Parents have identified in their feedback that they would have liked the programme to be longer, both in terms of weeks and hours spent in school. Consideration should be given to extending the programme to 8 weeks and starting this slightly earlier in the day to allow an additional period of classes.
- Although there were a range of life skills inputs, if the programme were to run for an additional number of weeks consideration could be given to including employability, mental health and internet safety advice and support. Parents could be consulted with prior to the start of the programme to involve them in the design.
- Consideration could be given to offering parents in primary school and S2 and S3 the opportunity to attend the programme. Allowing earlier involvement with secondary school for primary parents and the opportunity for all parents of children studying BGE in high school to be involved.
- Evaluation tools encompassing wellbeing indicators more clearly would be a benefit to any future evaluation of the programme, alongside questionnaires for young people. Longitudinal evaluation tools which could measure the impact of the programme on attainment would be beneficial. Consideration could be given to evaluating young people's feelings about their parent's taking part in the programme and their own feelings about transition both before and after their parents have taken part in the programme.
- It may be beneficial to provide training and support to teaching staff, if required, on working with a diverse group of parents.
- The costs associated with embedding the majority of the programme would be minimal, however consideration would need to be given to the residential element of the trip for young people as costs could make this element prohibitive.

## **Thank you**

Castlehead would like to thank all partner agencies who were involved; the home link service, adult learning and literacies, advice works, the energy advice service and the parent council; all staff within school including teaching, non teaching, clerical and kitchen staff; our cluster primary schools, West Primary, Wallace Primary and Glencoats Primary; The Outward Bound Trust and the classroom assistant who supported parents every week.

Mostly, we would like to thank all parents and young people involved for making this a successful programme and giving us your ideas to take forward in the hope that other parents and young people can benefit from a similar programme in the future.

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**Parents in Partnership 6 Week Programme**

	<b>10.30 – 10.45</b>	<b>Subject 1 (10.45 – 11.35)</b>	<b>Subject 2 (11.35 – 12.25)</b>	<b>Subject 3 (12.25 – 1.15pm)</b>
<b>Thursday 30<sup>th</sup> April</b>	Tea, coffee and hot rolls in conference room	Martin MacDonald, Welcome to Castlehead and introduction	Art (Emma Lang and Mary McIlroy)	Adult Learning and Literacies: Find out about the exciting groups in your community. (Susan Stewart)
<b>Thursday 7<sup>th</sup> May</b>	Tea, coffee and hot rolls in conference room	Maths (David Nairn +1 101)	Science (Robyn Sorley)	Energy Advice Service: Find out how to use your gas and electricity more cost effectively (Nan Lynas)
<b>Thursday 14<sup>th</sup> May</b>	Tea, coffee and hot rolls in conference room	Technical (David Anderson)	Modern Languages (Jeanette Chisholm)	Advice Works: Money, benefits, budgeting and grant advice. (Karen Ewing)
<b>Thursday 21<sup>st</sup> May</b>	Tea, coffee and hot rolls in conference room	English (Lindsay Moffat)	Social Subjects (Sean Cridge)	Triple P: Responding to teenage behaviour (Linda O'Neill)
<b>Thursday 28<sup>th</sup> May</b>	Tea, coffee and hot rolls in conference room	Music (David Dunlop M1)	Home Economics Doreen Mackie)	Parent Council: Find out how you can become involved in the life of the school
<b>Thursday 4<sup>th</sup> June</b>	Tea, coffee and hot rolls in conference room	PE/ (Kate Scott)	IT (Mary Dunlop)	Study Skills: Find out how to support your child with homework and studying (Gayle Quigley)
<b>End of June</b>	<b>Approximate date of trip for your child.</b>			



## Parents in Partnership

### Castlehead High School and Renfrewshire Council Home Link Service

Thursday 30<sup>th</sup> April – Thursday 4<sup>th</sup> June 2015

#### Pre Programme Assessment Booklet

The questions in this booklet are designed to help us evaluate if our programme has made you feel any differently about your child's transition from primary school to high school. All answers provided will be treated confidentially. The answers you give will be used to produce a report on the outcomes of the programme but the answers you give will be anonymous and you will not be identified in any reports produced. A copy of the evaluation written at the end of this programme will be available from Castlehead High School from August 2015. If you wish a copy please contact the school office on 0141 887 4261 and staff will be happy to post a copy to you.

Parent Name	
Child Name	
Primary School	
Current Attendance	



#### Your feelings about your child coming to high school

Please rate the following from 1 – 10

How excited are you about your child coming to high school?

Not at all

Extremely

Appendix ii

1	2	3	4	5	6	7	8	9	10
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How nervous/anxious do you feel about your child coming to high school?

Not at all

Extremely

1	2	3	4	5	6	7	8	9	10
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How confident are you that your child will cope with the transition to high school?

Not at all

Extremely

1	2	3	4	5	6	7	8	9	10
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How much do you feel you know about the high school your child is moving to?

Nothing

A great deal

1	2	3	4	5	6	7	8	9	10
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Do you feel this level of information is:

Not enough	Just right	Too much
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**Your thoughts about your child's feelings about their transition to high school**

Please rate the following from 1 – 10

How excited do you think your child is about moving to high school?

Not at all

Extremely

1	2	3	4	5	6	7	8	9	10
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How nervous/anxious do you feel about your child coming to high school?

Not at all

Extremely

1	2	3	4	5	6	7	8	9	10
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## Appendix ii

How confident do you think your child is about how they will cope with the transition to high school?

Not at all

Extremely

1	2	3	4	5	6	7	8	9	10
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How much do you think your child knows about the high school they are moving to?

Nothing

A great deal

1	2	3	4	5	6	7	8	9	10
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Do you feel this level of information is:

Not enough	Just right	Too much
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### **Your knowledge of Castlehead High School**

Please rate the following from 1 – 10

How much do you know about the curriculum in high school?

Nothing

A great deal

1	2	3	4	5	6	7	8	9	10
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How much do you know about a standard high school day and the pattern it follows?

Nothing

A great deal

1	2	3	4	5	6	7	8	9	10
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How well do you know the high school building?

Not at all

Very Well

1	2	3	4	5	6	7	8	9	10
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How well do you feel you know the staff in high school?

Not at all

Very Well

Appendix ii

1	2	3	4	5	6	7	8	9	10
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How comfortable would you feel approaching high school re your child's education?

Not at all

Very

1	2	3	4	5	6	7	8	9	10
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Would you know who to approach at high school about your child's education?

No	Not Sure	Yes
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Do you know what support is available to children in high school?

No	Not Sure	Yes
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**Information from other agencies**

How much do you know about the Adult Learning and Literacy service?

Nothing

A great deal

1	2	3	4	5	6	7	8	9	10
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Are you aware of the ways that Adult Learning and Literacies can support parents?

No	Not Sure	Yes
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How much do you know about the Energy Advice Service?

Nothing

A great deal

1	2	3	4	5	6	7	8	9	10
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Are you aware of the support that the Energy Advice Service can provide to you?

No	Not Sure	Yes
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How much do you know about the Advice Works Service?

Nothing

A great deal

1	2	3	4	5	6	7	8	9	10
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Are you aware of the support that Advice Works offers to families and individuals?

No	Not Sure	Yes
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## Appendix ii

How much do you know about Triple P (Positive Parenting Programme)

Nothing

A great deal

1	2	3	4	5	6	7	8	9	10
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Are you aware of strategies you can use to respond to teenage behaviour?

No	Not Sure	Yes
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How much do you know about the CHS parent council?

Nothing

A great deal

1	2	3	4	5	6	7	8	9	10
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Do you know what the role of the parent council is?

No	Not Sure	Yes
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How much do you know about study skills?

Nothing

A great deal

1	2	3	4	5	6	7	8	9	10
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Are you aware of how to support your child with studying and homework?

No	Not Sure	Yes
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**Parents in Partnership**

**Castlehead High School and Renfrewshire Council Home Link Service**

**Thursday 30<sup>th</sup> April – Thursday 4<sup>th</sup> June 2015**

**Pre Programme Assessment Booklet – Parents of Current S1 Pupils**

The questions in this booklet are designed to help us evaluate if our programme has made you feel any differently about your child's transition from primary school to high school. All answers provided will be treated confidentially. The answers you give will be used to produce a report on the outcomes of the programme but the answers you give will be anonymous and you will not be identified in any reports produced. A copy of the evaluation written at the end of this programme will be available from Castlehead High School from August 2015. If you wish a copy please contact the school office on 0141 887 4261 and staff will be happy to post a copy to you.

Parent Name	
Child Name	
Primary School	
Current Attendance	

## Appendix ii

### Your feelings about when your child came to high school

Please rate the following from 1 – 10

How excited were you about your child coming to high school?

Not at all

Extremely

1	2	3	4	5	6	7	8	9	10
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How nervous/anxious did you feel about your child coming to high school?

Not at all

Extremely

1	2	3	4	5	6	7	8	9	10
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How confident were you that your child would cope with the transition to high school?

Not at all

Extremely

1	2	3	4	5	6	7	8	9	10
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How much did you know about the high school your child was moving to?

Nothing

A great deal

1	2	3	4	5	6	7	8	9	10
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Do you feel this level of information was:

Not enough	Just right	Too much
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### Your thoughts about your child's feelings about their transition to high school

Please rate the following from 1 – 10

How excited do you think your child is about moving to high school?

Not at all

Extremely



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1	2	3	4	5	6	7	8	9	10
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How nervous/anxious do you think your child was about coming to high school?

Not at all

Extremely

1	2	3	4	5	6	7	8	9	10
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How confident do you think your child was about how they would cope with the transition to high school?

Not at all

Extremely

1	2	3	4	5	6	7	8	9	10
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How much do you think your child knew about the high school they were moving to?

Nothing

A great deal

1	2	3	4	5	6	7	8	9	10
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Did you feel this level of information was:

<b>Not enough</b>	<b>Just right</b>	<b>Too much</b>
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**Your knowledge of Castlehead High School**

Please rate the following from 1 – 10

How much do you know about the curriculum in high school?

Nothing

A great deal

1	2	3	4	5	6	7	8	9	10
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How much do you know about a standard high school day and the pattern it follows?

Nothing

A great deal

1	2	3	4	5	6	7	8	9	10
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How well do you know the high school building?

Not at all

Very Well

Appendix ii

1	2	3	4	5	6	7	8	9	10
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How well do you feel you know the staff in high school?

Not at all

Very Well

1	2	3	4	5	6	7	8	9	10
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How comfortable would you feel approaching high school re your child's education?

Not at all

Very

1	2	3	4	5	6	7	8	9	10
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Would you know who to approach at high school about your child's education?

No	Not Sure	Yes
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Do you know what support is available to children in high school?

No	Not Sure	Yes
----	----------	-----

Information from other agencies

How much do you know about the Adult Learning and Literacy service?

Nothing

A great deal

1	2	3	4	5	6	7	8	9	10
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Are you aware of the ways that Adult Learning and Literacies can support parents?

No	Not Sure	Yes
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How much do you know about the Energy Advice Service?

Nothing

A great deal

1	2	3	4	5	6	7	8	9	10
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Are you aware of the support that the Energy Advice Service can provide to you?

No	Not Sure	Yes
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How much do you know about the Advice Works Service?

Nothing

A great deal

## Appendix ii

1	2	3	4	5	6	7	8	9	10
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Are you aware of the support that Advice Works offers to families and individuals?

No	Not Sure	Yes
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How much do you know about Triple P (Positive Parenting Programme)

Nothing

A great deal

1	2	3	4	5	6	7	8	9	10
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Are you aware of strategies you can use to respond to teenage behaviour?

No	Not Sure	Yes
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How much do you know about the CHS parent council?

Nothing

A great deal

1	2	3	4	5	6	7	8	9	10
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Do you know what the role of the parent council is?

No	Not Sure	Yes
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How much do you know about study skills?

Nothing

A great deal

1	2	3	4	5	6	7	8	9	10
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Are you aware of how to support your child with studying and homework?

No	Not Sure	Yes
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## Parents in Partnership

### Castlehead High School and Renfrewshire Council Home Link Service

Thursday 30<sup>th</sup> April – Thursday 4<sup>th</sup> June 2015

#### Post Programme Assessment Booklet

The questions in this booklet are designed to help us evaluate if our programme has made you feel any differently about your child's transition from primary school to high school. All answers provided will be treated confidentially. The answers you give will be used to produce a report on the outcomes of the programme but the answers you give will be anonymous and you will not be identified in any reports produced. A copy of the evaluation written at the end of this programme will be available from Castlehead High School from August 2015. If you wish a copy please contact the school office on 0141 887 4261 and staff will be happy to post a copy to you.

Parent Name	
Child Name	
Primary School	
Current Attendance	

Appendix ii

**Your feelings about your child coming to high school**

Please rate the following from 1 – 10

How excited are you about your child coming to high school?

Not at all

Extremely

1	2	3	4	5	6	7	8	9	10
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How nervous/anxious do you feel about your child coming to high school?

Not at all

Extremely

1	2	3	4	5	6	7	8	9	10
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How confident are you that your child will cope with the transition to high school?

Not at all

Extremely

1	2	3	4	5	6	7	8	9	10
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How much do you feel you know about the high school your child is moving to?

Nothing

A great deal

1	2	3	4	5	6	7	8	9	10
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Do you feel this level of information is:

Not enough	Just right	Too much
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**Your thoughts about your child's feelings about their transition to high school**

Please rate the following from 1 – 10

Appendix ii

How excited do you think your child is about moving to high school?

Not at all

Extremely

1	2	3	4	5	6	7	8	9	10
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How nervous/anxious do you feel about your child coming to high school?

Not at all

Extremely

1	2	3	4	5	6	7	8	9	10
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How confident do you think your child is about how they will cope with the transition to high school?

Not at all

Extremely

1	2	3	4	5	6	7	8	9	10
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How much do you think your child knows about the high school they are moving to?

Nothing

A great deal

1	2	3	4	5	6	7	8	9	10
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Do you feel this level of information is:

Not enough	Just right	Too much
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**Your knowledge of Castlehead High School**

Please rate the following from 1 – 10

How much do you know about the curriculum in high school?

Nothing

A great deal

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

How much do you know about a standard high school day and the pattern it follows?

Appendix ii

Nothing

A great deal

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

How well do you know the high school building?

Not at all

Very Well

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

How well do you feel you know the staff in high school?

Not at all

Very Well

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

How comfortable would you feel approaching high school re your child's education?

Not at all

Very

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

Would you know who to approach at high school about your child's education?

No	Not Sure	Yes
----	----------	-----

Do you know what support is available to children in high school?

No	Not Sure	Yes
----	----------	-----

**Information from other agencies**

How much do you know about the Adult Learning and Literacy service?

Nothing

A great deal

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

Are you aware of the ways that Adult Learning and Literacies can support parents?

No	Not Sure	Yes
----	----------	-----

How much do you know about the Energy Advice Service?

Nothing

A great deal

Appendix ii

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

Are you aware of the support that the Energy Advice Service can provide to you?

<b>No</b>	<b>Not Sure</b>	<b>Yes</b>
-----------	-----------------	------------

How much do you know about the Advice Works Service?

Nothing

A great deal

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

Are you aware of the support that Advice Works offers to families and individuals?

<b>No</b>	<b>Not Sure</b>	<b>Yes</b>
-----------	-----------------	------------

How much do you know about Triple P (Positive Parenting Programme)

Nothing

A great deal

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

Are you aware of strategies you can use to respond to teenage behaviour?

<b>No</b>	<b>Not Sure</b>	<b>Yes</b>
-----------	-----------------	------------

How much do you know about the CHS parent council?

Nothing

A great deal

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

Do you know what the role of the parent council is?

<b>No</b>	<b>Not Sure</b>	<b>Yes</b>
-----------	-----------------	------------

How much do you know about study skills?

Nothing

A great deal

1	2	3	4	5	6	7	8	9	10
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Appendix ii

Are you aware of how to support your child with studying and homework?

No	Not Sure	Yes
----	----------	-----

**Your thoughts.....**

What, if any, difference do you feel attending the PIP programme has made to your feelings about your child's transition to high school?

What, if any, difference do you feel attending the PIP programme has made to your child's feelings about their transition to high school?

What, if any, parts of the programme did you particularly enjoy?

What, if any, parts of the programme did you not enjoy?

In your opinion what changes could be made to make the programme better?

Appendix ii

What, if any benefits, do you think there have been or will be for you or your child since attending the programme?

We welcome any other comments or feedback you have about the programme. Please use the space below if there is any other feedback you would like to give us.....



## **Parents in Partnership**

### **Castlehead High School and Renfrewshire Council Home Link Service**

**Thursday 30<sup>th</sup> April – Thursday 4<sup>th</sup> June 2015**

#### **Pre Programme Assessment Booklet – Parents of Current S1 Pupils**

The questions in this booklet are designed to help us evaluate if our programme has made you feel any differently about your child's transition from primary school to high school. All answers provided will be treated confidentially. The answers you give will be used to produce a report on the outcomes of the programme but the answers you give will be anonymous and you will not be identified in any reports produced. A copy of the evaluation written at the end of this programme will be available from Castlehead High School from August 2015. If you wish a copy please contact the school office on 0141 887 4261 and staff will be happy to post a copy to you.

Parent Name	
Child Name	
Primary School	
Current Attendance	



#### **Your feelings about when your child came to high school**

Please rate the following from 1 – 10

Appendix ii

How excited are you about your child continuing at Castlehead High School?

Not at all

Extremely

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

How nervous/anxious did you feel about your child Castlehead High School?

Not at all

Extremely

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

How confident were you that your child has coped with the transition to high school?

Not at all

Extremely

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

How much do you know about Castlehead High School?

Nothing

A great deal

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

Do you feel this level of information is:

<b>Not enough</b>	<b>Just right</b>	<b>Too much</b>
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**Your thoughts about your child's feelings about their transition to high school**

Please rate the following from 1 – 10

How excited do you think your child is continuing at Castlehead High School?

Appendix ii

Not at all

Extremely

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

How nervous/anxious do you think your child is about continuing at Castlehead High School?

Not at all

Extremely

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

How confident do you think your child is about how they would coped with the transition to high school?

Not at all

Extremely

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

How much do you think your child knows about the high school?

Nothing

A great deal

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

Did you feel this level of information is:

Not enough	Just right	Too much
------------	------------	----------

**Your knowledge of Castlehead High School**

Please rate the following from 1 – 10

How much do you know about the curriculum in high school?

Nothing

A great deal

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

How much do you know about a standard high school day and the pattern it follows?

Appendix ii

Nothing

A great deal

1	2	3	4	5	6	7	8	9	10
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How well do you know the high school building?

Not at all

Very Well

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

How well do you feel you know the staff in high school?

Not at all

Very Well

1	2	3	4	5	6	7	8	9	10
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How comfortable would you feel approaching high school re your child's education?

Not at all

Very

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

Would you know who to approach at high school about your child's education?

No	Not Sure	Yes
----	----------	-----

Do you know what support is available to children in high school?

No	Not Sure	Yes
----	----------	-----

**Information from other agencies**

How much do you know about the Adult Learning and Literacy service?

Nothing

A great deal

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

Are you aware of the ways that Adult Learning and Literacies can support parents?

No	Not Sure	Yes
----	----------	-----

How much do you know about the Energy Advice Service?

Appendix ii

Nothing

A great deal

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

Are you aware of the support that the Energy Advice Service can provide to you?

No	Not Sure	Yes
----	----------	-----

How much do you know about the Advice Works Service?

Nothing

A great deal

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

Are you aware of the support that Advice Works offers to families and individuals?

No	Not Sure	Yes
----	----------	-----

How much do you know about Triple P (Positive Parenting Programme)

Nothing

A great deal

1	2	3	4	5	6	7	8	9	10
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Are you aware of strategies you can use to respond to teenage behaviour?

No	Not Sure	Yes
----	----------	-----

How much do you know about the CHS parent council?

Nothing

A great deal

1	2	3	4	5	6	7	8	9	10
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Do you know what the role of the parent council is?

No	Not Sure	Yes
----	----------	-----

How much do you know about study skills?

Appendix ii

Nothing

A great deal

1	2	3	4	5	6	7	8	9	10
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Are you aware of how to support your child with studying and homework?

No	Not Sure	Yes
----	----------	-----

**Your thoughts.....**

What, if any, difference do you feel attending the PIP programme has made to your feelings about your child's transition to high school?

What, if any, difference do you feel attending the PIP programme has made to your child's feelings about their transition to high school?

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Appendix ii

In your opinion what changes could be made to make the programme better?

What, if any benefits, do you think there have been or will be for you or your child since attending the programme?

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