

*Towards the very best...*

# Parental Involvement Strategy



**Aberdeenshire**   
COUNCIL

Serving Aberdeenshire from mountain to sea - the very best of Scotland



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## Introduction

In Aberdeenshire we recognise that the impact of positive engagement and involvement of parents is not only a school matter. We are committed to working with partners to build the capacity of parents to support the needs of the children in their communities.

As an integrated service we provide a wide range of services including schools, nurseries, playgroups, childcare, libraries and community learning and development. The service is committed to providing a broad-based and consistent approach that covers all aspects of parental involvement.

The scope of the strategy includes:

- parent councils and parent forums;
- active engagement of parents in the life of schools in their community; and
- consultation with young people and parents.

This strategy provides a framework to ensure consistent and coherent improvement plans, policies and practices are implemented across the service to engage, involve, support and utilise the skills of as many parents as is possible and appropriate.

This parental involvement and strategy is directly linked to national legislation and relevant authority policies and structures.

We are now in a position to consult with pupils, parents, teachers and other partners on the nature of the Parental Involvement Strategy for Aberdeenshire.

Please take the opportunity to respond to the consultation questions. This document is available at Aberdeenshire's website [www.aberdeenshire.gov.uk](http://www.aberdeenshire.gov.uk) and Arcadia where you may access the Consultation Questionnaire



# Aim

The aim of the Education, Learning and Leisure Service is to achieve the vision of the 'very best' for all children and young people enabling each to reach their full potential. To achieve this, full involvement, active engagement and support for parents in matters relating to education of their child(ren) is essential. Achieving the very best is supported by seven key goals:

- focusing on customers
- building strong partnerships
- promoting achievement and raising attainment
- developing staff
- providing high quality schools and resources
- developing lifelong learners through a curriculum for excellence
- delivering a range of entitlements to all children and young people

The service is fully committed to involving parents in the achievement of these goals through the key elements action plan within this parental involvement strategy (appendix 1).



# Promoting Parental Involvement

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There is wide-spread agreement that the involvement of parents in the education of their children has a positive influence on children's learning. By working in partnership with services, agencies, members of the wider community and parents we can ensure children's early development and learning experiences impact on positive outcomes for them so that they have the opportunity to reach their potential.

The service will work to achieve a high and sustained level of engagement and participation by parents. It will do this by:

- valuing the contribution of parents;
- involving parents in their child's education through early interventions when appropriate;
- involving parents directly in policy development;
- engaging and involving parents in curriculum and learning activities within the school and across the service
- building practice which has proved to be successful;
- consulting directly with parents using feedback to inform practice; and
- responding to the needs of parents in order to support their child's education within the context of the communities in which they live.

## Valuing the contribution of parents

It is intended that the strategy is sufficiently flexible to take full account of the social and cultural diversity of Aberdeenshire's parents, children and local communities. It is crucial that schools and wider service personnel treat all parents equally and value and respond to their views. The service upholds the view that a strong and successful partnership in supporting effective learning and development with parents is when there is mutual respect and understanding between parents, young people and those delivering the service(s).

## Involving parents in their child's education when appropriate through early interventions

Effective parental involvement provides staff within the service and across services and agencies with a clearer understanding of what and how each child learns and what support is required. This can then be used to inform what interventions are required.

The key role of parents as prime educators and carers of a child is fully recognised and appreciated by the service. It will work with parents to develop a shared set of aims and aspirations for children that will ultimately lead to success in achieving the best outcomes for all Aberdeenshire children and young people.

Whilst it is acknowledged that schools and pre-school centres play a significant part in ensuring each child achieves the best possible outcomes, the stage before entry into formal education is crucial in terms of meeting the needs of all children. Successful early interventions will have a significant impact on a child's lifelong chances. The

service will work and liaise closely with early childhood services to ensure effective transitions into pre-school education for our very young children. This will impact on the degree of success the service has in achieving positive outcomes for parents and their child(ren).

Many parents of children in their early years will need support to develop their parenting skills. The Getting It Right for Every Child (GIRFEC) agenda has particular relevance here. The GIRFEC agenda is fully endorsed by the service.

Success in achieving this is reliant on effective communication and information between staff in individual services and between services to assessing risks, identifying needs and intervening early to provide appropriate intervention that will successfully engage parents and is sustainable. The strategy takes account of the need for parental involvement, joint activities to be put in place for children and families at all stages. To achieve this, the service will closely liaise and fully engage with key partners within Aberdeenshire local community networks.

## **Involving parents in policy development**

Parents need to know about and influence policy developments. Their direct involvement in policy development will empower and encourage them to consider how they can take things forward in relation to their own children within their own school and community, as well as across Aberdeenshire.

It will also provide the service the opportunity to use the knowledge, skills and experience of parents to build the capacity of the service to deliver the entitlements detailed within the Aberdeenshire curriculum framework 3-18 and other related policies. The service will work to involve parents directly in relevant policy development.

## **Involving parents in the curriculum and learning experiences in school and across the service**

The 'Curriculum for Excellence' supports the service in 'organising, scheduling and delivering consistent learning experiences that meet the entitlements and needs of individual learners' (Aberdeenshire's Curriculum Framework 3-18). The culture and environment within which a child lives, the relationships and opportunities provided in pre-school and schools contribute to young people's lifelong opportunities and ultimately their chance of success. To get it right we need to successfully engage and involve parents in school and wider service curriculum and learning activities to support them to become lifelong learners.

School staff cannot deliver education on their own. They will work closely with other officers within the lifelong learning aspect of the service and in partnership with a range of agencies, young people and parents to deliver high quality educational experiences to Aberdeenshire's children and young people. The service fully appreciates that input from parents adds considerable value to the educational experiences received by young people.

To realise the full capacity of parents to support the educational experience of their children, training and support for parents will be provided across the services to develop their skills and make the appropriate linkages to achieve this.

'Curriculum for Excellence' provides opportunities for schools to plan the involvement of parents in their child's learning and in the life of the school. The 'Curriculum for Excellence' will be used as the basis for planning parental involvement in children's learning.

## Building on practice which has proved to be successful

The service is committed and determined to build on positive developments in parental involvement at national and local authority level. Sharing positive developments in parental involvement and good practice will ensure the service provides parents with the confidence necessary to make an informed contribution to their child's learning. Paramount to achieving this is effective communication with parents. For this reason this strategy has a direct link to the corporate and service communications strategy. The use of GLOW will be used extensively to develop communications with parents.

## Consulting with parents using feedback to inform practice

Self-evaluation is a vital ingredient for continuous improvement of the service and ultimately Aberdeenshire Council. In order to improve we must involve a wide range of stakeholders. The service believes that parents have a key role here. Parent feedback will help the service target what the council and service is doing well and what it needs to build upon. We plan to consult regularly with parents on policy service plans and relevant aspects of service delivery. The service values the positive contribution the parent voice can make. It acknowledges a key role parent feedback has in how the service determines its aspirations for schools and the wider service and how the service plans for improvement.

## Responding to the needs of parents within the context of the communities in which they live

The council, service, parents and community have a shared responsibility to work together to educate and support children. The Aberdeenshire community planning process embraces activities which help local parents' organisations and individuals taking part in them to develop their skills and knowledge of the service, obtain relevant information and advice and encourage the exploration of creative ways to contribute to children's learning. The service fully supports the development and use of community resources and facilities to support children and families and build community capacity to enrich children's learning experiences. The lifelong learning aspect of the service in particular has a key role to play in the achievement of this aspiration.



# The Strategy Framework

The strategy addresses the following key elements of establishing strong and successful partnerships with parents. These are:

- 1) Encouraging, facilitating and supporting the establishment of parent councils in all schools.
- 2) Opening up opportunities and removing barriers for parental involvement.
- 3) Ensuring effective parental involvement and support for the most vulnerable children, young people and families.
- 4) Actively planning, encouraging and developing parent's involvement in their child's learning within service establishments and at home.
- 5) Establishing an effective communication framework with parents which facilitates communication with the whole service, within community networks, between schools and with individual schools.
- 6) Systematically planning and seeking parents' views on the service and schools in order to inform policy and how the service can best meet the needs of parents and families.
- 7) Involving parents directly in school senior management appointments process.
- 8) Having a fully comprehensive compliments and complaints procedure in place which incorporates the rights of parents to comment and complain about any failure of the authority to fulfil its duties under the Act.
- 9) Establishing effective monitoring and evaluation of procedures, activities and processes for parental involvement.

The action plan to support this strategy has been drawn up. This will be further adapted in response to the consultation outcomes and progressed from August 2010 – June 2013.



# Appendix 1

## Key Element: 1) Encouraging, facilitating and supporting the establishment of parent councils in all schools.

**National Outcome 3** We are better educated, more skilled and more successful, renowned for our research and innovation

**Local Outcome 3.1** Improved attainment and achievement for all users

What will we do?	How will we measure impact?
Parents are informed of their automatic membership of the school's Parent Forum and what it means for them	Parent Forums will have clear information made available to them through contact with schools, service officers, elected members and access to GLOW
Headteachers are well informed as how to guide and support the Parent Forum to form a Parent Council	Headteacher induction provides training for Headteachers and parents report confidence in the support they receive from Headteachers
A Parent Forum seeking to form a Parent Council is guided and supported in the process by the Headteacher. They are encouraged to form strong links with elected members	Feedback through formal consultation process
A Parent Forum without a Parent Council is asked why they choose not to be represented and barriers to participation are jointly investigated and worked through	The amount of successful Parent Councils that are established and working well. Feedback from Headteachers
Secure funding for Parent Councils	Parent Councils are able to access agreed funding and have a bank account set up
Ensure insurance policies are in place for each Parent Council	Issuing of appropriate documentation once constitution has been agreed
Arrange support for Parent Councils constitutions	Law & Administration Department enlisted to advise on Parent Council constitutions
Identify and work to meet the training needs of Parent Councils	Parent Councils asked to identify training needs each session and training programme drawn up
An Aberdeenshire Parent Council networking framework is developed within the Aberdeenshire Community School Networking framework	Regular network opportunities organised each session. Headteachers involve Parent Councils in network activities. Parent Council representatives given the opportunity to attend network meetings

What will we do?	How will we measure impact?
A meeting framework is established between Parent Council representative and the Education, Learning & Leisure Directorate Team	Three meetings a year are in place within each area for Directorate input. These are well attended and Parent Council evaluations used to inform the agenda for these meetings
An Aberdeenshire wide Parent Focus Group is established to be used to inform Directorate meeting agenda and Parent Council future plans and activities	Focus group is established and regular meetings in place. Outcomes of meetings responded to and shared
Share relevant service policy with Parent Councils and suggest various levels of support, engagement and contribution	<p>Feedback demonstrates that parents are aware of relevant policies.</p> <p>School parent information details school and service policy.</p> <p>Parents are used to support community school network and service individuals</p>
Provide community school network service links and contacts for Parent Councils	<p>Community links available to parents from service establishments.</p> <p>There is clear information on services available.</p> <p>Parents can access services</p> <p>Other service and agency representatives attend Parent Council Directorate meetings, Parent Council area meetings and Parent Council meetings within networks</p>

## Key Element: 2) Opening up opportunities and removing barriers for Parental Involvement

National Outcome 5 Our children have the best start in life and are ready to succeed

Local Outcome 5.1 Aberdeenshire's children have the best start in life and are ready to succeed

What will we do?	How will we measure impact?
Those responsible for Looked after Children (LAC) are fully involved in parent support programmes	Carers, services and agencies are well aware of the parent involvement support programme provided by the school
Those responsible for LAC are provided with all relevant information and encouraged to be knowledgeable in all parent activities	Collected data demonstrates that those responsible for LAC engage in pre-school and school activities
Those who are not primary carers are given access to parent programmes when appropriate and relevant	Headteachers systematically record details of those who are not primary carers and send relevant information to them when appropriate
Conscious attempts are made to work with parents with negative experiences of their own school education and other services and agencies	Programmes are set up within local areas specifically targeted at developing parent support programmes
Attempts are made to support parents for whom domestic arrangements may make it difficult for them to come to school	Parents who cannot come to the nursery, playgroup or school demonstrate that they are well informed and feel involved. This information will be gathered by individual establishments and periodically by the EL&L Service
Parents experiencing challenging family circumstances are given appropriate support	Parent surveys indicate that parents know where to access appropriate support and feel the support provided is matched to their needs
Parents for whom English is not their first language are provided with appropriate support and communication networks are adapted to meet their needs	<p>Quality Improvement visits demonstrate that schools publicise this information.</p> <p>Schools check with such parents if communication from the service is meeting their needs.</p> <p>Schools provide relevant advice for such families.</p> <p>Community networking is in place for such parents.</p> <p>Local authority advice is available to school networks for communicating with parents for whom English is an additional language</p>

What will we do?	How will we measure impact?
Parents who have difficulties with aspects of learning are supported sensitively	<p>Quality Improvement visits demonstrate that this is fully in place.</p> <p>School and pre-school establishment surveys show that this is happening.</p> <p>Local authority advice is available to network staff</p>
Parents who require the support of other services etc are directed to the appropriate support	<p>Quality Improvement visits demonstrate that other service information is clearly visible in all EL&amp;L establishments.</p> <p>Surveys demonstrate that parents are fully aware of what each service/ agency can provide</p>
Parents of mobile families are fully engaged with the school/ nursery/ playgroup whilst their child attends	<p>Quality Improvement visits demonstrate the needs of this parent group are well met.</p> <p>Information for parents is available for these parents.</p> <p>Authority advice is provided for establishments</p>
All transition programmes take account of all possible barriers to parental involvement	<p>Authority advice is available to establishments.</p> <p>Transition programmes are fully inclusive.</p> <p>Communication is clear and understood by all groups</p>
Parents acknowledge that the individual needs of their children are fully met	<p>Authority advice is available and in place.</p> <p>Surveys and quality improvement visits demonstrate that parents are of this view and that individual needs are being met.</p>

## Key Element: 3) Ensuring effective Parental Involvement and Support for the most vulnerable children, young people and families

National Outcome 7 We have tackled the significant inequalities in Scottish society

Local Outcome 7.4 Improved access to services and community facilities for all

What will we do?	How will we measure impact?
Support parents to understand what help is available and what their choices may be	Information available and easily accessible for parents within the local area, websites, etc Information is clear and explicit re the range of choice and support that is available to parents
Co-ordinate help for parents when appropriate	Parents through evidence gained from EL&L establishments. Education, Learning & Leisure staff take full responsibility for supporting and co-ordinating support for parents when relevant and appropriate
Identify what works well for individual parents and use this as a basis for building productive relationships	Parents are frequently consulted. Outcomes of consultation are used to inform practice. Good practice disseminated to all relevant groups and individuals
Provide additional help as early as is possible and plan a response to short and long term needs	Early intervention is evident Individual plans and assessment information show improved outcomes for individuals
Ensure that parents participate in the decisions that affect them and their children	Guidance produced on good practice in involving parents. Clear evidence of parents informing the decision-making process
Ensure parents are supported through key transition stages for them and their child	Clear policy exists for each key transition stage. Documentation is streamlined. Parents/children report positively to key transition stages
Keep parents fully informed about their child's development and progress	Parents are provided with regular up-dates on their child's progress in line with agreed reporting to parents strategy and practices. Parents know and agree when these up-dates will be provided
Fully implement the IAF framework	IAF framework is fully implemented and consistent across Aberdeenshire networks

What will we do?	How will we measure impact?
Produce policy statement about Parental Involvement with carers and birth families of looked after children. The draft will reflect the framework document 'Looked After Children : We must do better'	Policy statement produced.  Policy implemented
Implement, monitor and revise strategy as appropriate	Feedback from relevant individuals/groups



## Key Element: 4) Actively planning, supporting, encouraging and developing parents' involvement in their child's learning within service establishments and at home

**National Outcome 11** We have strong, resilient and supportive communities where people take responsibility for their own actions and how they affect others

**Local Outcome 11.2** Successful, achieving communities with the confidence and capability to tackle the things that matter to them, in particular strong, resilient communities in the Council's regeneration areas

What will we do?	How will we measure impact?
Encourage and support all key agencies to promote children's development and learning. Make other agencies aware of the key principles and developments within Curriculum for Excellence (CfE)	Relevant staff are trained in the principles of child development and learning and these are used to underpin their work with parents/carers
Develop a framework for describing the range of programmes, developments and initiatives for parental involvement in CfE in collaboration with relevant agencies and parents	The framework is developed and adopted by all relevant agencies. The framework is embraced by parents
Agree an implementation plan for the framework which facilitates consistent delivery of programmes and initiatives for parent involvement in learning in the home and community	The Implementation Plan is drawn up with agreed timescales. Evaluation criteria are agreed and implemented consistently
Develop and put in place co-ordinated arrangements to ensure consistent opportunity to access parent support and involvement in learning programmes for all parents across Aberdeenshire communities	Co-ordination arrangements are put in place and communicated to all relevant individuals and groups. Regular feedback on curricular progress is provided. Community capacity is developed to improve support and involvement of parents in learning activities
Build parental and community capacity to contribute to curricular experiences through school and community network developments including building on already successful initiatives	Principles on building community capacity agreed and programmes are put in place to build parental and community contribution to curricular experiences across Aberdeenshire
Organise minimum of three events per session to include links and information re support for parents and information relating to the Curriculum for Excellence	Meeting programme put in place and outcomes disseminated and used to inform next steps

What will we do?	How will we measure impact?
Develop mechanism for rolling out identified approaches for parents' engagement in their children's learning at home and in the community	Training opportunities identified and resourced. Increased parental engagement in child development and learning programmes
Develop ways of increasing parental involvement in learning through GLOW, homework and study support including promotion of library, cultural experiences and adult learning	There is an increase in the involvement of parents in extended school learning experiences within schools and community networks across Aberdeenshire
Provide advice and a range of strategies to use which support personalisation	Parents are confident in supporting their child's specific learning style
<p>Schools/nurseries/playgroups share information regularly about success in an increasingly wide range of achievements with parents.</p> <p>Schools monitor achievements and fully involve parents in the monitoring, recognition and celebration of achievement process</p>	<p>HMIe and Care Commission outcomes.</p> <p>QIO school monitoring outcomes.</p> <p>School Standard &amp; Quality reports</p>
Schools increasingly combine parents' individual and collective views with those of learners and teachers to gain a fuller understanding of how successful learning is	<p>HMIe and Care Commission outcomes.</p> <p>QIO school monitoring outcomes.</p> <p>School Standard &amp; Quality reports</p>
Make information readily available to parents on their children's progress, achievement and attainment	<p>Schools demonstrate that this is an area of focus and continual development.</p> <p>Regular progress reports are provided for parents by schools</p>
Schools will engage with all parents to support their children's learning on a regular basis	Schools provide clear planning and evaluation evidence to demonstrate that parents are fully informed and frequently engaged in their child's learning
Parents are encouraged to play a key role in keeping the school and pre-school establishment informed of important aspects of their children's personal and social development, learning needs, experiences and progress	<p>Parents are provided with communication tools which allow them to communicate easily with the school.</p> <p>Schools respond to the information provided by parents and demonstrate this through evidencing positive outcomes for their children</p>

## Key Element: 5) Establishing an effective communication framework with parents which facilitates communication with the whole service, within community networks, between schools and with individual schools

**National Outcome 15** Our public services are high quality, continually improving, efficient and responsive to local people's needs

**Local Outcome 15.5** Community planning partners' services are responsive to local people's needs

What will we do?	How will we measure impact?
Provide all Parent Councils with access to GLOW training	All Parent Councils will have received training
Develop guidance for parents in the use of GLOW	Protocol and guidance on the use of GLOW is distributed to Parent Councils. Parents use GLOW appropriately
Develop guidance for parents in the use of Council website	Guidance on the use of the Council website is drawn up and distributed to Parent Councils
Develop guidance for school and other establishments on communication with parents	Draw up general information for parents in the form of a Parent Handbook/Disc which will include appropriate and relevant information referring to procedures and policy
Develop Service meeting structure with Parent Councils which include focus groups, area meetings, network meetings and conferences	Regular meetings take place between service and Parent Council members. Conference is organised - once per year. Focus group meets regularly with service officer(s)
Develop communication framework within local networks in consultation with other agencies and schools	Guidelines will be produced for schools to help them improve their communication with parents
Set up Parent Council networking framework within community network structure	Networking framework within CSN will be up and running by September 2009. Feedback information from parents will indicate that these meetings are successful
Develop materials to communicate good practice	Good practice information available to parents on GLOW. Good practice information regularly provided at meetings, conferences, direct from school etc
Develop communication materials for diverse parent groups	Diverse groups will have relevant information and be able to access the information they require. The format and style of communications with parents take account of each parent's background, circumstances and main language

## Key Element: 6) Systematically planning and seeking parents' views on the service and schools in order to inform policy and how the service can best meet the needs of parents and families

National Outcome 15 Our public services are high quality, continually improving, efficient and responsive to local people's needs

Local Outcome 15.2 Council services are continuously improving

What will we do?	How will we measure impact?
Provide Parent Councils with access to GLOW to allow parents to share their views with the service	GLOW is set up to facilitate communication and the context for parents to share their views with the service.
Consult with parents on a regular basis using the service Plan and School Improvement Plans as the framework for seeking parents' views on the service	Parent Surveys will provide evidence that the service keeps parents well informed and responds to their views
Consult with parents on relevant policy development	Parents are involved directly in a range of policy developments. Parents are made aware of the range of policy development within the service. Parent focus group is regularly consulted on policy developments and impact
An annual Service Plan for consultation with parents will be agreed. School will draw up an annual plan for consultation with parents within the Development Plan process	All schools and the central service involve parents and share action plans with them

**Key Element: 7) Involving parents directly in school senior management appointments process**

(This element adheres to the principles as defined in the Scottish Schools (Parental Involvement) Act 2006, Regulation 132)

**National Outcome 11** We have strong, resilient and supportive communities where people take responsibility for their own actions and how they affect others.

**Local Outcome 11.1** An improved approach to engagement and consultation with actively involved residents and communities influencing the Council's decision-making.

What will we do?	How will we measure impact?
<p>Ensure that the policy and procedures provide an opportunity for increased parental involvement at the following stages of the process</p> <p>Short leeting</p> <p>Final selection</p>	<p>The policy and procedures provide a mechanism to ensure parents/carers take a key role in the appointment of senior staff, leading to successful appointments</p>
<p>Ensure that training is provided in the selection process</p>	<p>Clear guidance is given to parents/carers and staff regarding the procedures involved in the recruitment process</p>
<p>Ensure parents are given the opportunity to inform the menu of questions to be asked during the selection process</p>	<p>Parents provide input to questions to be asked at short leet interviews</p>

## Key Element: 8) Having a fully comprehensive compliments and complaints procedure in place which incorporates the rights of parents to complain about any failure of the authority to fulfil its duties under the Act

**National Outcome 15** Our public services are high quality, continually improving, efficient and responsive to local people's needs

**Local Outcome 15.5** Community planning partners' services are responsive to local people's needs

What will we do?	How will we measure impact?
The complaints/compliments procedure covers the authority's duties to provide advice and information to parents about their child to promote parental involvement and promote support for Parent Councils	Parent complaints are responded to and quickly resolved.  Complaints and compliments are closely monitored and used to inform quality improvement within schools and the service
The procedure covers all other complaints including those under the Education (Additional Support for Learning) (Scotland) Act	Parents demonstrate that they can access the procedure required
The procedure is widely distributed/ easily accessed and issued freely on request	Responses from parents.  Correct use of procedures

## Key Element: 9) Establishing effective monitoring and evaluation of procedures, activities and processes for Parental Involvement

**National Outcome 11** We have strong, resilient and supportive communities where people take responsibility for their own actions and how they affect others

**Local Outcome 11.1** An improved approach to engagement and consultation with actively involved residents and communities influencing the Council's decision-making.

What will we do?	How will we measure impact?
All schools will regularly consult with parents as part of the self-evaluation process	Parent responses will be very positive about Aberdeenshire schools.  Frequency at which schools consult with parents
Quality Improvement Officers will monitor the response of schools to school self-evaluation outcomes	Quality Improvement Officers will have very clear evidence of schools regularly and meaningfully consulting with parents
The service will consult with parents in relation to the key objectives within the Aberdeenshire Parental Involvement Strategy	Survey carried out will provide data of continued improvement in the fulfilment of Parental Involvement objectives

# The Consultation Process

## How Good is our Parental Involvement?

The proposals outlined in the Aberdeenshire Parental Involvement Strategy are far reaching and set the direction in how we engage with parents and carers in Aberdeenshire to successfully achieve the highest level of achievement for children and young people. In this document the term 'young people' refers to those aged 15 years or younger.

It is essential that we gather a wide range of views from the various customers across Aberdeenshire, and as such you are encouraged to complete the attached consultation questionnaire. Responses will be considered by the Parental Involvement Strategy Group to affect change for parental involvement across Aberdeenshire. The Education, Learning & Leisure Service would very much appreciate you taking the time to complete the questionnaire.

After each question there is a grading system as detailed below.

1	=	unsatisfactory
2	=	weak
3	=	satisfactory
4	=	good
5	=	very good
6	=	excellent

Please take time to rate our performance if known.

This is also available outline at [www.aberdeenshire.gov.uk](http://www.aberdeenshire.gov.uk).

### ***Thank you for taking time to complete this.***

Please provide the following information which will allow us better to analyse the consultation responses. Please complete one of the sections 1-4 below, as appropriate. If you are completing the survey as a Parent/Carer please indicate, which of the following category(ies) apply?

- Nursery
- Primary
- Secondary
- Special

**If you are completing the survey as an EL&L member of staff please indicate which of the following categories best describes your role in the service:**

- Primary (Teaching)
- Primary (Support)
- Secondary (Teaching)
- Secondary (Support)
- Nursery/Pre-school (Teaching)
- Nursery/Pre-school (Support)
- Special (Teaching)
- Special (Support)

- CLD
- Sport & Leisure
- Educational Psychology
- Admin/Support
- Libraries & Cultural Services
- QIO
- Children's Services
- Other (Please specify).....

**If you are completing the survey as a pupil, which of the following categories applies?**

- Nursery
- Primary
- Secondary
- Special

**If you are completing the survey in a capacity not already covered in 1-3 above, please indicate which of the following best describes this capacity:**

- Parent Council
- Elected Member
- Business/Industry
- Community Group
- Further/Higher Education
- Voluntary Sector
- Health Services
- Social work Services
- Careers Scotland
- Other
- Other Group (Please specify).....

Completed questionnaires should be returned by 28 May 2010 to:  
**Education, Learning & Leisure**  
**St Leonards**  
**Sandyhill Road**  
**Banff**  
**AB45 1TA**

# Aim

This strategy aims to fully involve, actively engage and support parents in matters relating to the education of their child(ren) in order that all children and young people reach their full potential.

## Consultation Questions

1) The strategy provides a framework to ensure consistent and coherent improvement plans, policies and practices are implemented across the service to engage, involve, support and utilise the skills of as many parents as is possible and appropriate.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

Please circle: **1**    **2**    **3**    **4**    **5**    **6**

2) In order to achieve the very best for children and young people the service needs to focus on seven key goals:

- focusing on customers
- building strong partnerships
- promoting achievement and raising attainment
- developing staff
- providing high quality schools and resources
- developing lifelong learners through a curriculum for excellence
- delivering a range of entitlements to all children and young people

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

Please circle: **1**    **2**    **3**    **4**    **5**    **6**

3) Are there any other goals which you think should be included?

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# Key Element Two

*Opening up opportunities and removing barriers for Parental Involvement.*

## Consultation Questions

1) All Aberdeenshire children and young people have the best start in life and are ready to succeed.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

Please circle: **1**    **2**    **3**    **4**    **5**    **6**

2) All Parental Involvement barriers stopping children and young people having the best start in life should be removed.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

Please circle: **1**    **2**    **3**    **4**    **5**    **6**

3) Partnership working from across Education, Learning and Leisure Service, and beyond the service, play an important role in assisting schools and other establishments to implement the Parental Involvement Strategy.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

Please circle: **1**    **2**    **3**    **4**    **5**    **6**

## General Comments on Key Element Two:

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# Key Element Three

*Ensuring effective parental involvement and support for the most vulnerable children, young people and families.*

## Consultation Questions

1) Key information relating to parents is available and easily accessible within local areas.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

Please circle: **1**    **2**    **3**    **4**    **5**    **6**

2) Parents should be consulted on and involved with key decisions to be made with regard to their own children and young people.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

Please circle: **1**    **2**    **3**    **4**    **5**    **6**

3) Parents have a right to be fully supported through key transitions and be kept informed about their child's development and progress.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

Please circle: **1**    **2**    **3**    **4**    **5**    **6**

## General Comments on Element Three:

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# Key Element Four

*Actively planning, encouraging and developing parent's involvement in their child's learning within service establishments and at home.*

## Consultation Questions

4) Opportunities should be provided by all agencies to ensure that communities are aware of and are developing the Curriculum for Excellence.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

Please circle: **1**    **2**    **3**    **4**    **5**    **6**

5) Community resources across Aberdeenshire should be developed to improve support and involvement of parents in learning.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

Please circle: **1**    **2**    **3**    **4**    **5**    **6**

6) A variety of methods should be used to communicate with parents at a school and at authority level including verbal, written communication and the use of technology, in particular GLOW.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

Please circle: **1**    **2**    **3**    **4**    **5**    **6**

## General Comments on Element Four:

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This document is also available on Aberdeenshire Council's web site:

**[www.aberdeenshire.gov.uk](http://www.aberdeenshire.gov.uk)**

