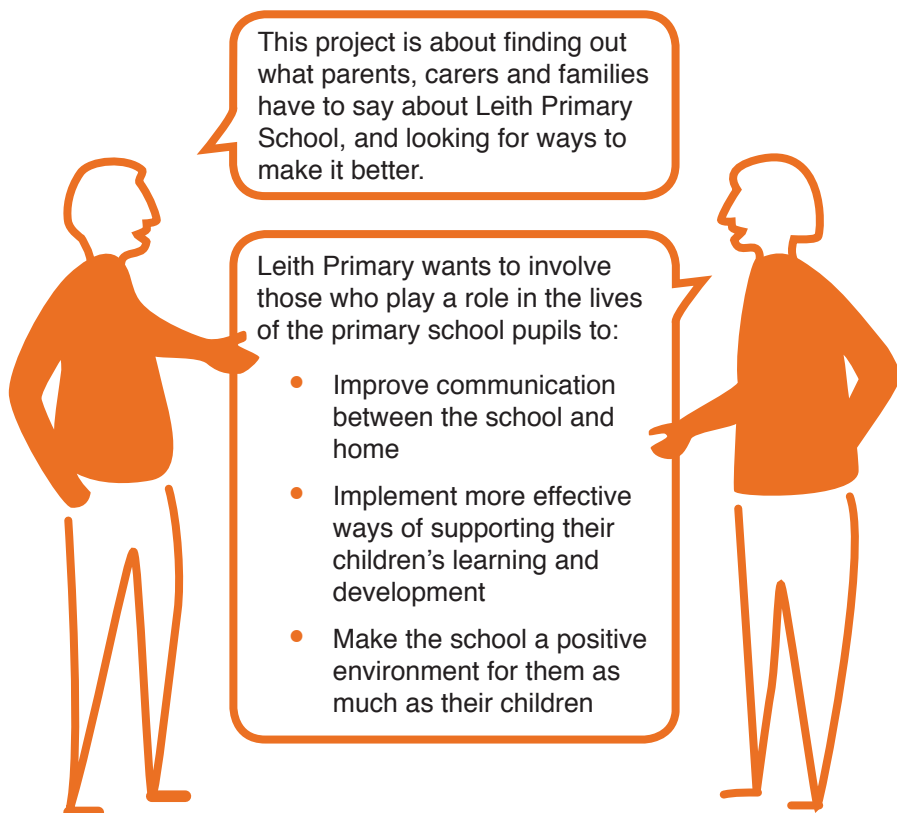


What do you think?



What is this all about?

'Parents, carers and families are by far the most important influences in a child's life. Parents who take on a supportive role in their child's learning make a difference in improving achievement and behaviour' (Guidance on the Scottish Schools (Parental Involvement) Act 2006)



This project is about finding out what parents, carers and families have to say about Leith Primary School, and looking for ways to make it better.

Leith Primary wants to involve those who play a role in the lives of the primary school pupils to:

- Improve communication between the school and home
- Implement more effective ways of supporting their children's learning and development
- Make the school a positive environment for them as much as their children

Why are we doing this?

Parents, carers and families are an essential part of the school community!



Getting more involved with your child's learning and contributing even more to their school life can mean:

Behaviour improves

Family tensions reduce

Children go to school
feeling happier

Marks improve

Home learning habits improve

Reading skills improve

Writing skills improve

What obstacles are in the way?

From the school's perspective:

What stops schools from being more open with parents/carers and families about getting more involved?



What researchers say

Schools can be viewed as monocultural, monolingual environments, which means there is a lack of shared social or cultural views.

Schools and policy makers often refer to parents that don't get involved with the school as 'hard to reach'. This shows a lack of understanding and can put people off participating.

Teachers' interpretations of 'good parental engagement' are sometimes based on what they experienced as children, which might not be applicable to the families in their school.

Less engaged parents can be put off participation because of the language used in policy documents.

What it really means

Some schools don't recognise people's backgrounds, languages and diversity, making it difficult to create a school community.

Schools can forget that some parents are unable to get more involved with the school because of other challenges. But this doesn't mean they don't want to be involved.

The meaning of 'good parental engagement' can change depending on the school and its families. It's important that schools remember that what looks 'good' in one school might not look as good in another school. It's all relative!

The language used by schools and government policies can be overcomplicated and confusing, which can lead to misunderstandings.



Parents want the best for their children and really want to be more involved with their children's school. **But:**

If parents had a bad school experience as a child, it might be harder to change the way they feel about schools

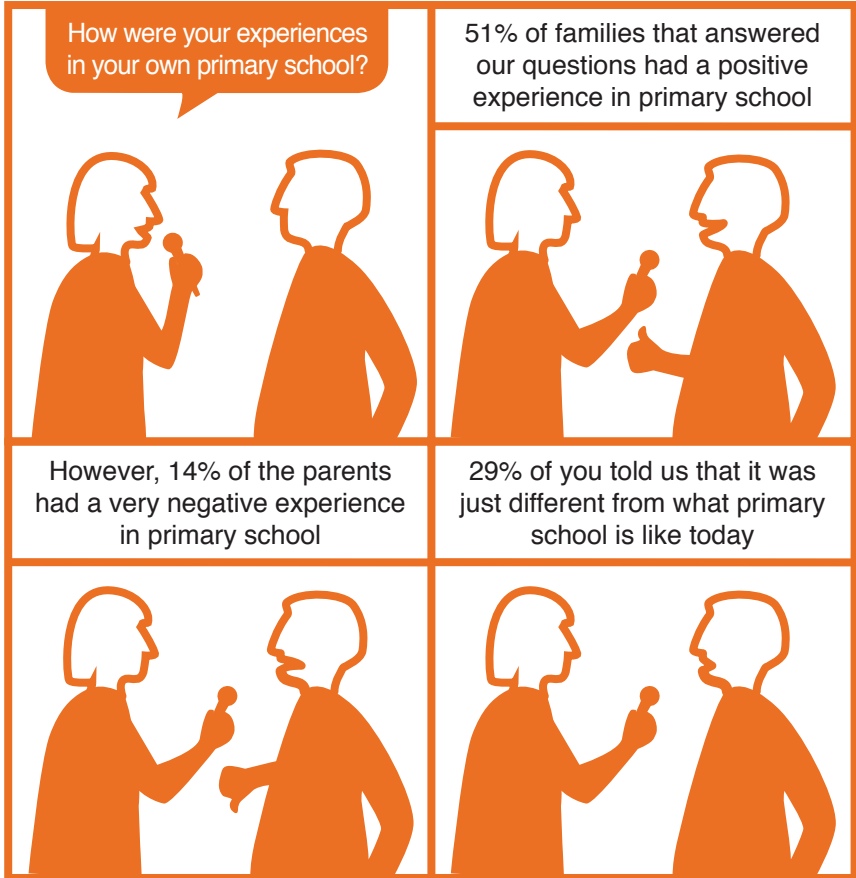
Work, study or other commitments can get in the way of going to school meetings or events

Giving children food, clothes and support to grow up takes a lot of time

If a parent's first language isn't English, it might be difficult to communicate with the school



What have you told us?



What do you think about the teachers at Leith Primary today?

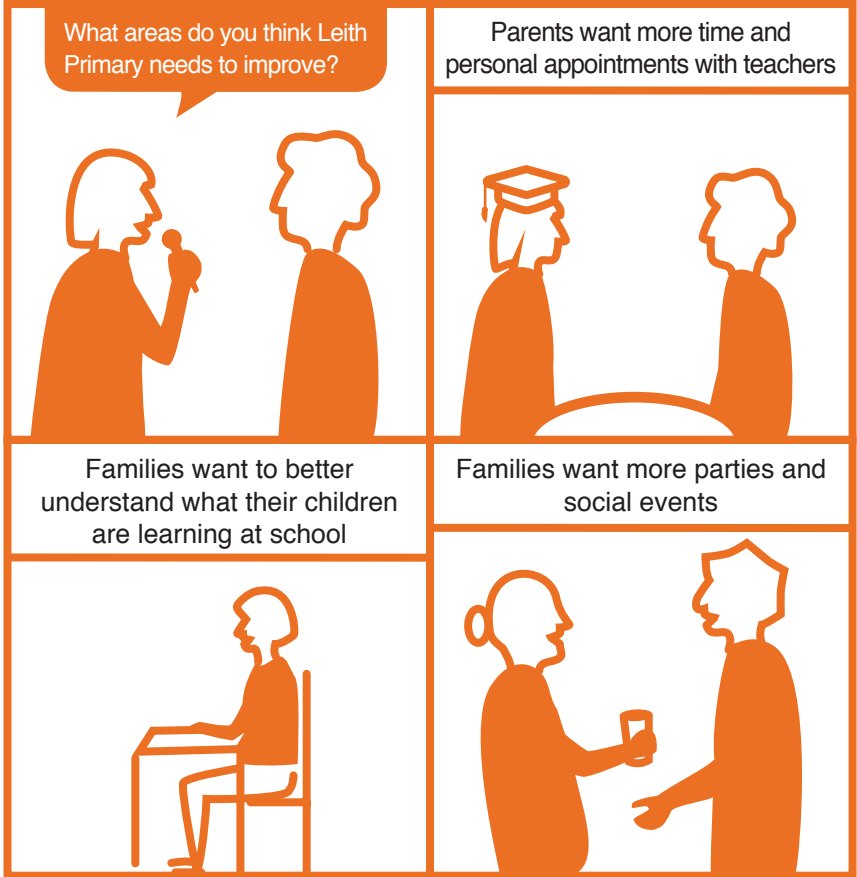


86% of families said that teachers take time for their children and there is a good learning support system in place



9% of you think that the system and communication between teachers and parents/carers needs to be improved





Should your children have homework?



The majority of families believe children should have learning opportunities at home



60% of families think that children should have 'old school' homework

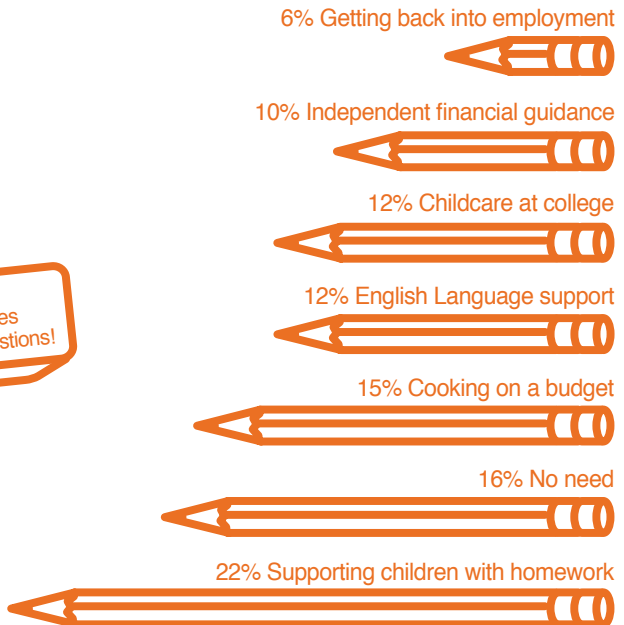


40% of families believe children shouldn't have 'homework' as it was understood in the past



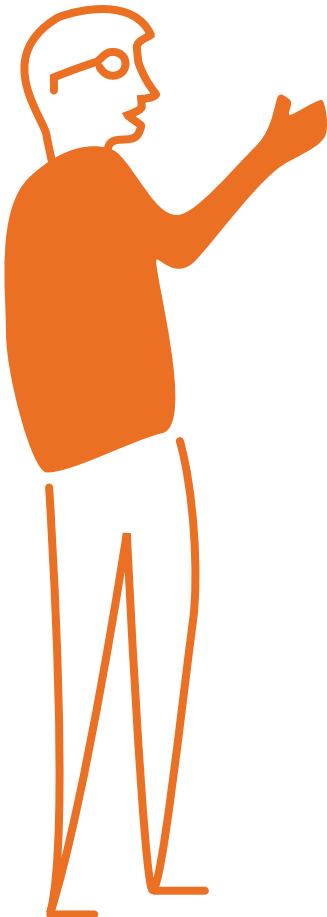


114 families answered these questions!



How can we make this better?

Parents are the most important element in making a difference to a child's learning and development.



What research says:

- Ensure schools understand that parents and families form part of the school community
- Find ways to make education fun and appealing for children and their parents
- Find ways to improve communication between parents and teachers

What Leith Primary can do:

Use the opening of our long-awaited gym hall and nursery as an opportunity to develop ways to help school-home relationships

Adapt to families' preferred way of communicating (text, phone, paper, email, informal chat, any other suggestions)

Create new events and drop-ins where you can learn more about what your children are learning and how you can support them effectively at home



A message from the Head Teacher

At Leith Primary School, we value the positive relationships we have with parents and are keen to strengthen them as it is to the advantage of every pupil.

This year, the team from People Know How have helped us find out how we can improve our relationship with you, as parents and carers.

You have shared with us your own experiences of school, some good and some not so good!

We want to make sure that you and your children's experience of Leith Primary School is a happy and positive one. Children only spend 15% of their time at school. We recognise that so much of their learning happens at home and outwith the school day. This is why it's so important we find the best ways to support parents and pupils with learning at home.

Thank you to all of you who were able to engage with the People Know How team and please remember that we are always keen to hear your ideas and feedback about how we can work better together to ensure the best outcomes for your children.

Fiona Craig, Head Teacher



Do you have ideas?



You are welcome to come into school and talk to your children's teachers and the senior management team (the Head Teacher and Deputy Head!)

Come in and tell the school your ideas!

Want to be more involved in the school?

Become part of the parent council team and make your ideas happen!

Contact the parent council:
leithpcsecretary@gmail.com



Leith Primary school will continue developing new strategies and making the school a better place for their children, parents, carers, families, teachers and other staff!



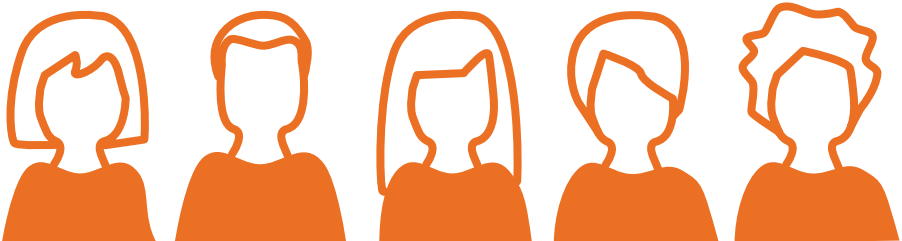
Who are we?

This has been a project designed and managed by People Know How, a local charity, and supervised by Leith Primary School.

We are People Know How, an Edinburgh charity that works with people and communities to provide innovative solutions to address social issues.

Our work is founded on consulting and listening to the people we aim to support.

We work alongside them to unlock their ideas, delivering projects that directly provide the tools, support and services that they have identified a need for.



Further information

What is 'parental engagement'?

“Any activity through which a parent, carer, or other family member, is engaged directly in the learning of his or her child” (Watt, 2016).

Is 'parental engagement' and 'parental involvement' the same thing?

These terms have slightly different meanings but they all come down to the same thing – a parent/carer/family member playing their part in their child's education.

Parental Engagement is more about your child's learning. For example, reading with your child, helping them with home learning activities or taking them on cultural trips. Whereas parental involvement is more about contributing to school life, for example, attending school events, being part of the parent teacher association or chatting to teachers or other parents at the school gates.

What is home learning?

Home learning is when teachers provide fun learning activities for children and parents to do at home together. These provide an opportunity for parents to understand what their child is learning and to make links with other areas of work. Home learning has been shown to positively influence a child's overall development and attitudes towards learning.

Is home learning and homework the same thing?

No. Research shows that traditional homework, such as spelling and maths activities, has very little effect on improving learning outcomes for primary school aged children and can often be the cause of friction at home and can negatively impact attitudes towards learning.

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