

1



Llywodraeth Cymru
Welsh Government

Theme 1: Leadership for a self-improving system

Resources 1–7



Audience

Primary, secondary and special schools in Wales, nursery settings and pupil referral units.

Overview

This is the first of five themes contained within the Welsh Government's *FaCE the challenge together: Family and community engagement toolkit for schools in Wales*. The toolkit is designed to provide practical support for schools in Wales to help them develop and strengthen their approach to family and community engagement (FaCE).

The resources within this theme are designed to encourage schools to consider and plan their own approach to family and community learning as part of a self-improving system. There is a particular focus on the need for FaCE to be embedded in the ethos of the school and for this to be set out in the school development plan.

Action required

For use in planning interventions to raise the attainment of learners living in poverty.

Further information

Enquiries about this document should be directed to:

Learner Wellbeing Branch
Education and Public Services Group
Welsh Government
Cathays Park
Cardiff
CF10 3NQ

Tel: 029 2082 3630

e-mail:

wellbeingshare@wales.gsi.gov.uk

This document along with other relevant guidance can be accessed from the Learning Wales website at learning.gov.wales/deprivation

Related documents

Rewriting the future: Raising ambition and attainment in Welsh schools (2014)

www.gov.wales/topics/educationandskills/schoolshome/deprivation/rewriting-the-future-schools/?lang=en

Rewriting the Future 2015: A Year On (2015)

www.gov.wales/docs/dcells/publications/150630-rewriting-the-future-a-year-on-e.pdf



Contents

Resource 1: School development plans	4
Resource 2: Leaders and governors	8
Resource 3: Simple first-steps audit	13
Resource 4: FaCE PowerPoint	19
Resource 5: Advanced audit tool	27
Resource 6: Evaluation	39
Resource 7: Estyn inspections and FaCE	42

1

Family and community engagement toolkit

Theme 1: Resource 1

School development plans



This resource contains the following.

- Information on the school development plan (SDP) regulations in relation to FaCE.
- Incorporating FaCE into the SDP cycle.
- Co-production.
- Where you can get support for developing your SDP.

Information on the school development plan (SDP) regulations in relation to FaCE

By 1 September 2015 all maintained schools in Wales are required to have in place a school development plan (SDP) that complies with the **Education (School Development Plans) (Wales) Regulations 2014**. The SDP will be a rolling three-year plan that sets out how the school will achieve its targets in relation to its priorities and how it will use the resources it has available. It will also show how the school intends to develop its staff in order to meet the school's priorities and targets.

School development plans – Welsh Government guidance¹

Paragraph 4 of Regulation 4 of the Regulations (*Contents of a school development plan: Working with the community*), requires the SDP to set out:

Details of how the governing body will seek to meet the school improvement targets for the current school year by working with—

(a) pupils at the school and their families; and

(b) people who live and work in the locality in which the school is situated.

The guidance document says:

All school partners and stakeholders will be involved in identifying strengths and areas for improvement.

It is important that the whole school and wider community are aware of the school's plans to bring about improvement.

The SDP is the school's strategic plan for improvement. The school's priorities will include how the school is addressing the national priorities of:

- raising the standards of education in relation to literacy
- raising the standards of education in relation to numeracy
- reducing the impact of poverty on educational attainment.

The SDP also needs to clearly indicate how FaCE will be used to help the school meet its improvement targets. The use of this toolkit, and in particular its audit tools, should help schools to identify how this can best be achieved.

¹ gov.wales/topics/educationandskills/schoolshome/school-development-plans/?lang=en

Incorporating FaCE within the SDP cycle

Schools might choose to incorporate FaCE within the SDP cycle in a number of ways such as by:

- setting out how they intend to take account of family and community views during the planning cycle (see the **Parent/carer groups and the voices of parents/carers** resource (Theme 3: Resource 7) in this toolkit)
- including FaCE as a short- or long-term priority for school improvement
- including SMART targets for FaCE activities
- having an action plan that includes FaCE activities clearly linked to the school priorities, for example through making clear links between family engagement and the national priority of tackling the impact of deprivation in education
- highlighting FaCE in the school's self-evaluation (see the **Estyn inspections and FaCE** resource (Theme 1: Resource 7) in this toolkit)
- setting out how the Pupil Deprivation Grant (PDG) or other sources of funding are being used to fund actions in the SDP, including actions around FaCE
- including staff development activities which focus on developing the school's capacity for FaCE (see the **FaCE staff roles** resource (Theme 2: Resource 2) and **Development needs analysis for delivering FaCE** resource (Theme 2: Resource 1) in this toolkit)
- including a short FaCE policy statement. An example of a FaCE policy statement (from Sheffield City Council) is shown in the box on page 7.

Co-production

You might also consider using co-production as a technique to involve families and communities more whole-heartedly in the development of your SDP. During co-production, all stakeholders are involved in the planning and development of services. It is becoming increasingly popular as a means of engaging all parties in the school planning process.

As a starting point you could use the co-production checklist provided at the end of the **Parent/carer groups and the voices of parents/carers** resource (Theme 3: Resource 7) in this toolkit to identify the extent to which specific groups are already involved in decision-making in your school.

More information about co-production is available at www.coproductionnetwork.com/page/about-coproduction and www.timebanking.org/about/co-production-and-timebanking

Where you can get support for developing your SDP

The school's **governing body** holds overall responsibility for preparing, monitoring, reviewing and revising the SDP. In practice the headteacher will work with the staff and governing body in producing the SDP and will be responsible for implementing the necessary actions and strategies to bring about improvement. Further guidance on the SDP cycle is available at www.wales.gov.uk/topics/educationandskills/schoolhome/school-development-plans/?lang=en

As part of the national model for regional working the SDP will serve a key role in informing the engagement of **challenge advisers** in their role with schools. Challenge advisers and regional consortia should therefore act as a source of support for the ongoing development of SDPs.

In its self-evaluation manuals, **Estyn** identifies key characteristics of effective SDPs. Further information on this can be found on Estyn's website at www.estyn.gov.uk/english/inspection/inspection-guidance

Schools may also find it helpful to refer to the 'Professional learning' pack on the **Learning Wales** website at which has a topic on 'Teachers as researchers' that provides useful advice and guidance on self-evaluation using data: www.learning.wales.gov.uk/resources/learningpacks/mep/professional-learning/?lang=en

Welsh Government's Rewriting the future programme contains a 'call to action' for schools to help break down the barriers to learning for learners from deprived backgrounds. This includes a theme on FaCE. www.gov.wales/topics/educationandskills/schoolshome/raisingstandards/rewriting-the-future-schools/?lang=en

Policy for parental involvement (example from Sheffield City Council)

Aim

To promote parental partnership and involvement in children's learning and the life of the school.

('Parent(s)' is used throughout this document to mean those people who are the primary carers of children in our school and could include grandparents, foster carers and others.)

Objectives

- To foster an ethos and atmosphere where all parents feel welcome and valued.
- To maintain an 'open door' approach so that parents are able to communicate with staff on a regular basis, both formally and informally.
- To provide as much information as possible in timely, specific, targeted and accessible ways so that parents feel confident and knowledgeable in supporting their children's learning.
- To seek parents' views and opinions and act upon them.
- To provide support and encouragement for families suffering difficulties/crises, or barriers to involvement.
- To work with parents in promoting positive behaviour at home and at school.
- To seek to provide a range of activities, courses and workshops, to promote parental involvement in children's learning, and also 'lifelong learning' for both children and adults.



1

Family and community engagement toolkit

Theme 1: Resource 2

Leaders and governors



This resource contains the following.

- Leadership to strengthen FaCE.
- Secrets of success.
- Pitfalls to avoid.
- Professional standards.
- Checklist – What tasks might this involve in practice?

Leadership to strengthen FaCE

There is strong evidence that when done well, FaCE can:

- improve attendance
- improve learner behaviour
- improve learner attainment
- enrich the curriculum
- bring valuable resources into the school
- strengthen the school.

“ Feedback from school leaders shows that one of the major concerns in running a modern school is trying to get parents to engage more.”

Clare Campbell, Headteacher,
Family 25 Greater Manchester Challenge

However, the practicalities of effective family engagement often pose a real challenge to school leaders. True home–school partnership requires leaders and school governors to be sensitive and non-judgemental, to listen and take account of families views. They need to understand the reasons why parents/carers, from low-income families in particular, can be reluctant to become involved (or, in other cases, become involved inappropriately or aggressively) with the school. Indeed, research indicates that it is these disadvantaged children who have the most to gain from home–school partnerships.

Once school leaders and governors understand the potential power of FaCE to dramatically raise standards, they can then consider how schools can provide the capacity, climate and relationships to make both families and school staff feel secure in working in partnership together. To support the evolving relationship, school leaders will need to initiate activities that:

- **help family members** feel comfortable in interacting with school staff by creating a welcoming culture that clearly values the contributions that families make to children’s learning
- **motivate staff** to see the advantages and importance of working with family members and in redefining what ‘engagement with the school’ means
- **support staff** by making sure they have time to plan and implement involvement strategies, have the appropriate learning development opportunities and are supported in the role
- **address barriers** to family and community involvement.

Secrets of success

Vision and leadership lie at the heart of working with families. Several studies have looked at what leaders do in schools that successfully engage families and communities.

- **Valuing the potential rewards** – leaders know that families matter and that parents/carers are crucial partners in their children’s learning, no matter how unpromising the parental starting point might seem. They believe strongly that efforts put into engagement activities, no matter how difficult initially, can pay dividends to the school in the long run, in terms of standards, behaviour and attendance. Such partnership working can thus maximise the capacity of schools for improvement and reap rewards that cannot be achieved in isolation.
- **Ethos and vision** – FaCE is embedded in every part of the school’s ethos – not just in the homework and uniform policies, but in the learning and teaching policy as well.
- **Relentless focus on outcomes for children** – all engagement activity has the prime purpose of helping families to support their child’s learning.
- **Inclusivity** – school leaders foster an ethos of communication with all their families but focus particularly on the need to engage those groups that are underrepresented in school life. They know who their target groups are, understand their barriers to engagement and their needs and wants, and put in place strategies for monitoring and enhancing their engagement.
- **Commitment** – school leaders are committed to persisting in trying to engage target groups of families, for the benefit of their children, the school and the community as a whole. If target groups resist, the message from successful school leaders is clear – don’t give up, keep trying to canvass opinion and keep inviting them, even if they turn you down. The key is to plan ahead and to involve all staff, so that everyone is delivering the same message: that family involvement is highly valued.
- **Principles of engagement** – in schools with successful FaCE, leaders display openness, an ability to value the richness of children’s home lives, and a striving to embed community cohesion within everything that is done within their schools by working in partnership with families and community groups. Partnerships must be based on trust, commitment and determination, complemented by skills and knowledge on both sides, and capable of bonding the work of families, community groups and the school together through a sense of belonging.

Pitfalls to avoid

- **Resourcing** – to reap real dividends in terms of raised standards, FaCE efforts require planning, investment and a structured, manageable programme of work. There is a need for staff support and training. School teachers are highly trained and skilled professionals, but most of their training, particularly in the primary sector, is aimed at working with young children, rather than working with adults: these are new skills and require support and training. Leaders also ensure that there is time, space and opportunities for engagement.

- **Trying to solve all parenting issues single-handedly** – the differences in parenting behaviours that underlie differences in student achievement can result from a wide array of factors such as cultural values, self-confidence, difficult circumstances due to poverty, health, poor housing, relationship issues, and more. When attempting to engage with families around learning, and to encourage less supportive parents/carers to be more so, it will inevitably become apparent that are wider issues that need to be addressed.

This is where community partnerships, and in particular, **multi-agency working** is essential (see **Theme 5** of this toolkit). Schools do not, and should not, shoulder the burden alone. Through the use of a Team Around the Family approach, schools can signpost families towards professional support that will meet their needs, and the school can maintain its focus on its core mission of promoting learner achievement and avoid getting too caught up in the in the broader matter of supporting parents/carers more generally.

Professional standards

Professional standards (www.learning.wales.gov.uk/yourcareer/professionalstandards/?lang=en) include several standards for school leaders relating specifically to FaCE.

Leadership standards	
Leading learning and teaching	22. Maintains a high visibility around the school and devotes considerable time to interaction with learners, staff and parents.
Strengthening the community focus	<p>57. Builds a school climate and learning culture which takes account of the richness and diversity of the school’s community including Welsh Language and culture.</p> <p>58. Ensures that the school plays a productive role as a member of its local, national and global communities.</p> <p>59. Creates and promotes positive strategies for developing good race relations and dealing with racial harassment.</p> <p>61. Ensures that the school plays a central role in the community.</p> <p>62. Develops citizenship in learners so that they make a positive contribution to local and wider communities.</p> <p>63. Collaborates with other agencies, including the LA, in providing for wellbeing of learners and their families.</p> <p>64. Creates and maintains an effective partnership with parents, guardians and carers to support and improve learners’ achievement and personal development.</p> <p>65. Works collaboratively within and outside the school to achieve school goals and objectives.</p> <p>66. Works co-operatively and collaboratively with teachers and colleagues, including those from external agencies, to enhance the learning and wellbeing of those they teach.</p>

Checklist – What tasks might this involve in practice?

	Actions to take
<input type="checkbox"/> Ensuring that there is a named member of the senior leadership team with responsibility for the FaCE agenda. The governing body may wish to consider identifying a named governor to link in and support the member of the senior leadership team.	
<input type="checkbox"/> Communicating FaCE as a priority for the school to governors, school staff, families and other stakeholders (see the FaCE PowerPoint resource (Theme 1: Resource 4) in this toolkit).	
<input type="checkbox"/> Embedding FaCE in learning and teaching as well as policies for homework, uniform or social activities.	
<input type="checkbox"/> Reflecting this in SDP and associated targets (see the School development plans resource (Theme 1: Resource 1) in this toolkit), and in staff performance measures.	
<input type="checkbox"/> Ensuring that FaCE is considered during the school’s self-evaluation process (see the Estyn inspections and FaCE resource (Theme 1: Resource 7) in this toolkit).	
<input type="checkbox"/> Periodically auditing and evaluating progress, to stimulate reflection and plan further work (see the Simple first-steps audit resource (Theme 1: Resource 3), Advanced audit tool resource (Theme 1: Resource 5) and Evaluation resource (Theme 1: Resource 6) in this toolkit), and work on this audit with challenge advisors.	
<input type="checkbox"/> Leading on embedding whole-school approach and developing staff capacity through professional development (Theme 2 of this toolkit).	
<input type="checkbox"/> Overseeing steps to help families to actively support their child’s learning, focusing on families of learners from deprived backgrounds, of learners currently underperforming, and families who currently appear to be offering little support for learning (Theme 4 of this toolkit).	
<input type="checkbox"/> Overseeing steps to develop community partnerships and multi-agency working (Theme 5 of this toolkit).	

1

Family and community engagement toolkit

Theme 1: Resource 3

Simple first-steps audit



This resource contains the following.

- Instructions for conducting a simple audit and planning exercise around FaCE.
- Audit tool.
- Planning tool.

Instructions for conducting a simple audit and planning exercise around FaCE

Purpose: to evaluate how successful you are in terms of FaCE, and to reflect on where you would like to get to next. This should be incorporated into the school's self-evaluation processes and development of the school development plan (SDP).

Who should be involved: governor(s), school leaders, teaching staff, non-teaching staff, and representatives from the PTA or other parent/carer group.

Possibly learners: it would be beneficial to involve learners meaningfully in some aspects of developing your FaCE strategy, and it is a requirement that learners are consulted in the school improvement planning process.

Step 1

In small groups, use the template overleaf (or a variation of it) to consider where you are now in relation to the five themes of the FaCE framework described in the FaCE the challenge together main guidance document. Identify and note down existing activities. Rate the current situation 0–10:

- 0 = little/no activity
- 5 = meeting the 'All schools should ...' description
- 10 = meeting the 'In successful schools ...' description, with the situation exactly how you and your families want it to be.

Note down why you have decided on this rating, making a list of existing activities.

Step 2

Thinking about your current activity for each theme, consider the evidence you have on whether your activities are having an impact/making a difference. Score each indicator as either '?' (impact unknown) or on a scale of -3 (highly negative impact) to +3 (high positive impact).

Step 3

Consider the following for each theme.

- Where on the 0–10 scale you would like to get to?
- What needs to change to move up to where you want to be?
- What difference will this make to learners, parents/carers and the school?
- Could it help the school to deliver on its other priorities?

Step 4

After working in small groups, share your scores with others on a blank 0–10 scale to get an overall picture.

Share views on why you think you are where you are on the scale and what you could do to improve.

Consider the picture that is developing – what are the areas of strength? What are the gaps?

Discuss priorities for action to reach where you want to be – keep this realistic and achievable, and keep it tied in with other school priorities.

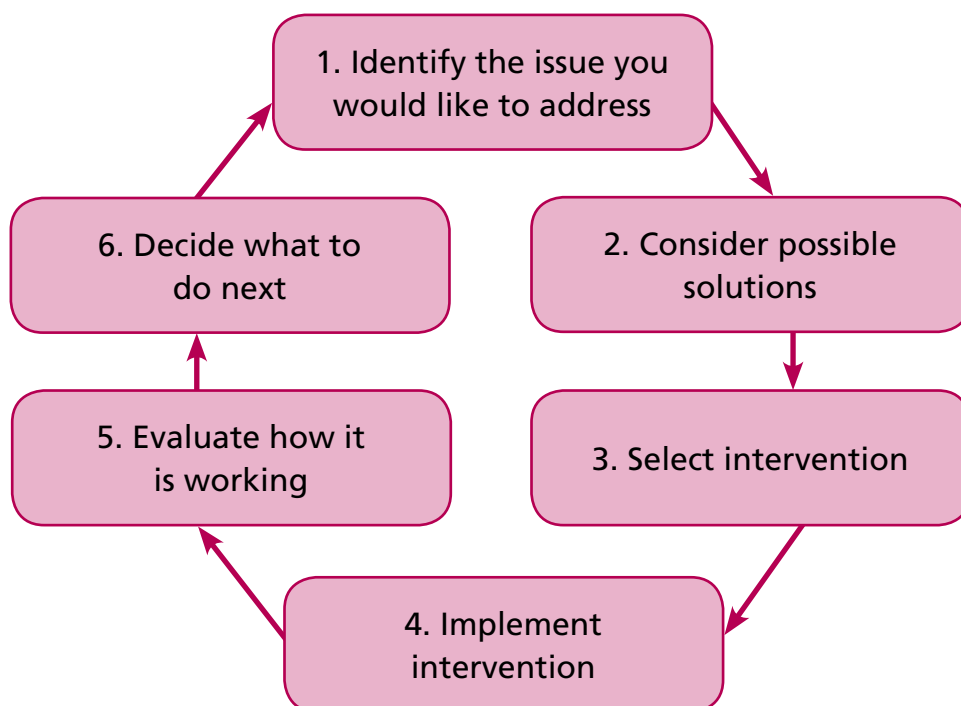
Step 5

You may wish to record the priorities for action in the planning tool provided, which includes spaces for notes on the activity, intended audience, resourcing and plans for evaluation.

Repeat!

As part of the planning cycle (shown below), carry out this exercise again 6 to 12 months later to assess the progress achieved and evaluate whether the strategy you put in place worked.

Planning cycle



Note: there is also an **Advanced audit tool** resource (Theme 1: Resource 5) available in this toolkit, which is designed to be used with your challenge advisor.

This toolkit also contains an **Evaluation** resource (Theme 1: Resource 6).

Audit tool

Theme	Current activities	Where are we now? (0–10)	What is the impact? (-3 to +3)	Where do we want to get to? (0–10)	What needs to change? What resources would we need?	What school priorities could this help to deliver?
1. Leadership for a self-improving system	For example: named governor? Named SLT member? FaCE set out in SDP? Clearly understood to be part of the school ethos? Any particular activities to communicate this to stakeholders?	See description in toolkit guidance document	See description in toolkit guidance document	See description in toolkit guidance document	See description in toolkit guidance document	See description in toolkit guidance document
2. Embedding a whole-school approach to FaCE	For example: discussed regularly at staff/governor meetings? Activities to develop the school's capacity/capability for FaCE?	See description in toolkit guidance document	See description in toolkit guidance document	See description in toolkit guidance document	See description in toolkit guidance document	See description in toolkit guidance document
3. Welcoming families to engage with the school	For example: welcoming activities, 'get to know' activities, activities targeted at under-represented groups of families, home visits, communication methods used, opportunities for informal contact, set up for parents/carers to express their views.	See description in toolkit guidance document	See description in toolkit guidance document	See description in toolkit guidance document	See description in toolkit guidance document	See description in toolkit guidance document

Theme	Current activities	Where are we now? (0–10)	What is the impact? (-3 to +3)	Where do we want to get to? (0–10)	What needs to change? What resources would we need?	What school priorities could this help to deliver?
4. Helping families to actively support their child's learning	For example: parents'/carers' evenings, family learning opportunities, homework designed to engage families, evaluation of interventions, targeted activities for learners receiving less support at home, support for families of ALN learners.	See description in toolkit guidance document	See description in toolkit guidance document	See description in toolkit guidance document	See description in toolkit guidance document	See description in toolkit guidance document
5. Developing community partnerships and multi-agency working	For example: safeguarding training, multi-agency working/Team Around the Family, activities to smooth school transitions, community partnerships to help family engagement work, activities involving community partners.	See description in toolkit guidance document	See description in toolkit guidance document	See description in toolkit guidance document	See description in toolkit guidance document	See description in toolkit guidance document

Activity	Theme	Which group(s) does this engagement activity target?	What will be involved?	Who will implement?	Resources required	How will impact be measured?
e.g. re-drafting SDP to embed FaCE	1. Leadership for a self-improving system	e.g. all families, but with an extra focus on families of learners eligible for free school meals (eFSM)/learners with additional learning needs (ALN)/ Gypsy and Traveller families ...	e.g. one meeting to discuss possible changes and consultation process, consultation event with families, editing of document to make changes, one meeting to agree changes.	e.g. headteacher, governors, SLT.	e.g. four days staff time (to organise meetings and consultation event), tea and coffee at consultation event.	e.g. feedback from families/challenge advisor/Estyn on the SDP.
e.g. refreshing school entrance to make it more welcoming	3. Welcoming families to engage with the school	e.g. all families, but with an extra focus on families who do not speak English/ Welsh at home/Gypsy and Traveller families/ families with low literacy levels ...	e.g. multilingual artwork designed by learners, improved entry system ...	e.g. learners, volunteers, named of staff member.	e.g. art materials, new notice board, new entry buzzer.	e.g. feedback via informal discussions with parents/carers, or via PTA or via parent/carer questionnaire.
e.g. family learning programme (FLP) for learners falling behind in numeracy	4. Helping families to actively support their child's learning	e.g. children in Years 3 and 4 who are falling behind in numeracy, and their families.	e.g. family learning programme (FLP) run with help and support of local authority. Engage families, and recruit them to the programme, which runs for eight two-hour sessions.	e.g. family liaison officer plus local authority family learning staff.	e.g. school staff time plus contribution to local authority project. Use PDG for those learners eligible for free school meals (eFSM).	e.g. feedback from families, assessment of learner's numeracy skills.

1

Family and community engagement toolkit **Theme 1: Resource 4** FaCE PowerPoint



This resource is also available as a standalone PowerPoint for schools to adapt and use for their own purposes.

Slide 1: FaCE the challenge together: Family and community engagement

FaCE the challenge together toolkit. Family and community engagement (FaCE).

Slide 2: Why work with families?

“Parental engagement in children’s learning makes a difference – it is the most powerful school improvement lever we have.” (Harris and Goodall (2007) *Do Parents Know They Matter?* (p.70))

“Family and parent support activities should have the improvement of children’s learning as a clear and consistent goal.” (Goodall and Vorhaus (2011) *Review of Best Practice in Parental Engagement Practitioners Summary*)

Why work with families?

- Powerful lever for raising attainment.
- Positive impact on behaviour and well-being.
- Powerful lever for tackling impacts of poverty.
- Build on the ‘Education begins at home’ campaign.

Slide 3: Ways that families can support learning

Foundation Phase	Primary school age 7–11	Secondary school age
<ul style="list-style-type: none"> • Conversations. • Role play. • Reading stories. • Teaching songs. • Playing with letters and numbers. • Painting and drawing. • Visiting the library, museums and galleries. • Outdoor trips. 	<ul style="list-style-type: none"> • Interest in their school activities. • Helping them feel they belong in the school. • Regular bedtime, breakfast and school attendance. • 10 minutes a day reading. • Talking about ‘how big/much/many’. • Outings to the library, museums and art galleries. 	<ul style="list-style-type: none"> • Communicating value of education. • Taking an interest in their studies. • Modelling respectful relationships. • Keeping them focused on learning while also supporting autonomy. • Regular bedtime, breakfast and school attendance. • Communicating aspirations, celebrating achievements. • Providing a quiet study area.

Foundation Phase	Primary school age 7–11	Secondary school age
<ul style="list-style-type: none"> • Supporting social and emotional learning. • Helping their child to be 'school ready'. 	<ul style="list-style-type: none"> • Working with the school to support the child with any particular issues. • Supporting social and emotional learning. 	<ul style="list-style-type: none"> • Encouraging reading and general discussions. • Outings to cultural venues, extra-curricular activities. • Working with the school to support the child to work through any particular issues. • Supporting course/post-16 selection.

Slide 4: Why work with community partners?

“Extended schools ... strengthen the ability of families and communities to attend to young people’s physical, emotional, cognitive and psychological needs.” (Coleman (2006) *Lessons from Extended Schools*)

“It takes a whole village to raise a child.” (African proverb)

Why work with community partners?

- Strengthen family engagement, leading to gains in attendance, behaviour and achievement.
- Learner well-being and standards.
- Strengthen the school (support, resources, networks).
- Make a positive contribution to the community.
- Assessed by Estyn.

Slide 5: Ways that community partners can support learning

Remove barriers to family engagement	Provide support for learners	Increase community involvement
<ul style="list-style-type: none"> • Networking – links to target groups. • Improve engagement offer. • Arms-length agency forming link to school. 	<ul style="list-style-type: none"> • Professional support for learners. • Professional support for families. • Improve learner well-being. • Improve learner standards. 	<ul style="list-style-type: none"> • Learners participating in the community. • Extra-curricular activities. • Help tackle impacts of poverty. • Enriched curriculum. • Community consultation (school development plan). • Contribute to community cohesion. • Contribute to social capital.

Slide 6: What could it do for our school?

Literacy

Extensive evidence of the positive impact of parental engagement programmes on children's literacy.

Teaching parents/carers to teach their children readings skills can be **twice** as effective as asking them to listen to their child read. For example:

- family learning programme (FLP) to develop early reading skills
- auction of promises where Dads promise time reading to child
- family reading club.

Slide 7: What could it do for our school?

Numeracy

There is robust evidence of the positive and lasting impact of family numeracy programmes on children's academic outcomes. For example:

- parent/carers prompts for home activities
- learning logs
- family learning programmes (FLPs)
- 'Teach your child to learn' workshops.

Slide 8: What could it do for our school?

Metacognition/visible learning

Involving families in goal setting with their child and teacher will help engage them in their child's learning, which should:

- help families support learning at home
- lead to raised attainment.

Slide 9: What could it do for our school?

Tackling the impact of poverty

"The achievement of working class pupils could be significantly enhanced if we systematically apply all that is known about parental involvement." (Desforges and Abouchar (2003) *The impact of parental involvement, parental support and family education on pupil achievement and adjustment*)

Slide 10: What could it do for our school?

Prevent dip in attainment at transition

Family involvement in learning is a **protective factor** – attainment is more likely to dip if families aren't involved. We can prevent dips by:

- engagement over transition in how best to support transition/learning in the next phase
- multi-agency working for early identification of families needing extra support.

Slide 11: What could it do for our school?

Well-being

- Children's concerns can be sorted out more quickly when their families have a positive relationship with school staff.
- The Team Around the Family (TAF) approach supports learners and families facing multiple problems.

Slide 12: What could it do for our school?

Attendance and behaviour

Family engagement can have a significant positive impact, through developing a clear mutual understanding of expectations.

- **Mutual respect** and **trust** are key factors.
- Working as partners to support a child working through particular issues.
- Strategies for engaging with families of disengaged learners.

Ofsted (2008) found that a close partnership with parents/carers was fundamental to re-engaging with disaffected learners in secondary school.

Slide 13: What could it do for our school?

Bullying

- Important role of families in developing a strategy to tackle bullying.
- Greater ability to resolve issues when families are on board.

Slide 14: What could it do for our school?

Additional learning needs

Support families to support learners, for example, through:

- family workshops to develop parent/carer skills, e.g. signing, PECS (Picture Exchange Communication System)
- family workshops to develop independent living skills
- informal support to families, e.g. networking at coffee morning.

Slide 15: What could it do for our school?

Team Around the Family

Support learner and family well-being and help overcome barriers to learning, as well as:

- improve attendance
- improve behaviour
- reducing exclusions
- reducing risk of being a NEET (not in education, employment or training).

Slide 16: What could it do for our school?

Community cohesion

- Ensure all our families are welcomed.
- Community partners help us to celebrate diversity.

Slide 17: What could it do for our school?

Community involvement

- Deliver community involvement priorities.
- Enrich the curriculum.
- Develop curriculum-based projects with external partners to help re-engage disengaged learners.

Slide 18: What could it do for our school?

Social capital in our community

Help adults/parents/carers in our community develop their skills, confidence and networks, for example, through:

- family learning programmes (FLPs) to develop parents'/carers' literacy, numeracy and digital skills
- adult community learning classes on site
- participation in community events.

Slide 19: What could it do for our school?

Staff well-being

A whole-school approach to family and community engagement (FaCE) should allow us to:

- handle conflict and complaints more effectively, and reduce incidents of abusive behaviour towards staff
- make parents'/carers' evenings more rewarding
- create a greater sense of cohesion and belonging between the school, families and the community
- improve learners' attendance, behaviour and achievement
- find external professional support to meet the needs of families and learners.

Slide 20: Summary

Good engagement strategies:

- value the contribution that families and community partners can bring
- involve the whole school
- start from, and build on, cultural values of families/communities
- are based on the understanding of barriers
- stress personal contact, foster communication, mutual respect and trust.

FaCE the challenge together toolkit

A framework with five themes.

1. Leadership for a self-improving system.
2. Embedding a whole-school approach to FaCE.
3. Welcoming families to engage with the school.
4. Helping families to actively support their child's learning.
5. Developing community partnerships and multi-agency working.

Slide 21: Next steps

- Senior leadership team (SLT) member.
- Governor.
- Work through FaCE toolkit.
- Priorities → school development plan (SDP).
- Roles/professional development.
- Use of Pupil Deprivation Grant (PDG).
- School-to-school working.

1

Family and community engagement toolkit

Theme 1: Resource 5

Advanced audit tool



This resource contains the following.

- Instructions for conducting an audit and planning exercise around FaCE. (It has been designed for use with your challenge advisor, although you may alternatively want to use it with your senior leadership team, governors, and/or parent/carer representatives.)
- Audit tool.
- Planning tool.

Instructions for conducting an audit and planning exercise around FaCE

Purpose: to evaluate how successful you are in terms of FaCE, and to reflect on where you would like to get to next. This should be incorporated into the school's self-evaluation processes and development of the school development plan.

Who should be involved: school leader(s), governors, challenge advisors, perhaps parents/carers and other stakeholders.

Step 1

Working through the template (or a variation of it) consider where you are now in relation to the FaCE framework. For each indicator, identify the place on the 0–4 scale that best reflects your current position (or alternatively mark as not applicable).

- **0 = No activity:** This intervention is not being considered by the school.
- **1 = Initiation phase:** The school is aware of this intervention but has not started planning for implementation.
- **2 = Planning phase:** The school is engaged in a planning process to agree upon the steps necessary to move forward.
- **3 = Implementation phase:** The school has completed planning and is in the process of implementing strategies.
- **4 = Maintenance phase:** Strategies have been fully implemented. The school is managing for sustainability and further enhancement of this indicator.

Step 2

Thinking about your current activity for each indicator, consider the evidence you have on whether the activity is having an impact/making a difference. Score each indicator as either '?' (impact unknown) or on a scale of -3 (highly negative impact) to +3 (high positive impact).

Step 3

Come to agreement on whether new/different activity is a priority for action for the school for the next planning period (high, medium, low).

You may want to consider the following.

- Is this issue currently presenting a barrier to engagement with the school/engagement with learning?

- What difference would taking action on this indicator make to learners, parents/carers and the school?
- Could taking action in this area help the school to deliver on its other priorities?
- Where would action sit on the school’s spectrum of competing priorities?
- What resources/capacity building would be required in order to take action? Are these realistically available?

Step 4

Reflect more generally on the picture that is developing – what are the areas of strength? What are the gaps?

Are there more strategic activities that are needed in order to develop weak areas, for instance through school-to-school continuous professional development (CPD)? Staff capacity building?

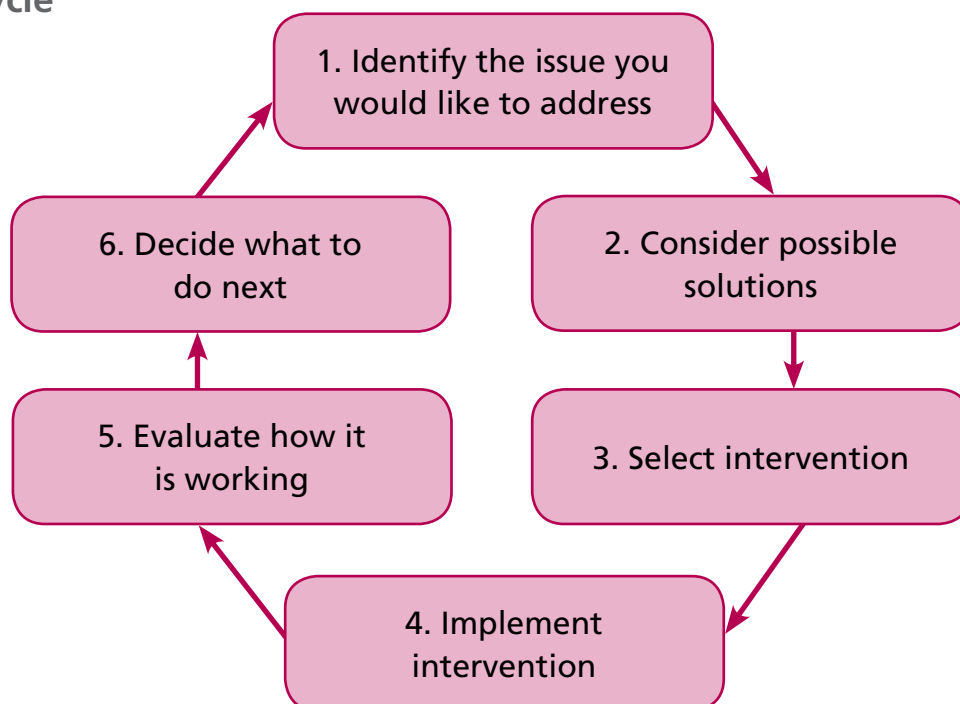
Step 5

You may wish to record the priorities for action in the planning tool provided, which includes spaces for notes on the activity, intended audience, resourcing and plans for evaluation.

Repeat!

As part of the planning cycle, carry out this exercise again 6 to 12 months later to assess the progress achieved and evaluate whether the strategy you put in place worked.

Planning cycle



Note: there is also an **Simple first-steps audit** resource (Theme 1: Resource 3) available in this toolkit, which is designed to be used during an exercise with staff, governors and the PTA.

This toolkit also contains an **Evaluation** resource (Theme 1: Resource 6).

Audit tool

Indicators in orange are those identified under the ‘All schools should ...’ description in the main guidance document. Those in green are identified under the ‘In successful schools ...’ description. The toolkit contains practical resources designed to support schools develop the areas under each indicator.

Theme	Indicator	Current progress (0–4)	Current impact (-3 to +3)	Priority		
				H	M	L
1. Leadership for a self-improving system	A named member of the SLT has responsibility for FaCE, and perhaps a named governor for this agenda.					
	There is clear reference to FaCE in the SDP.					
	FaCE is championed in every aspect of school life.					
	There is consultation with families/community groups over the SDP.					
	There are FaCE targets in the SDP.					
	A planning cycle is in place to support a self-improving system with respect to FaCE.					
2. Embedding a whole-school approach to FaCE	Staff awareness of importance of FaCE raised via INSET days and/or standing agenda items and/or bespoke FaCE team.					
	Essential CPD for FaCE has been completed (e.g. on safeguarding and handling one-to-one interactions with difficult parents/carers).					
	There is a development needs analysis for all staff in relation to FaCE activities.					
	The professional learning opportunities identified by the development needs analysis are in place/completed.					

Theme	Indicator	Current progress (0–4)	Current impact (-3 to +3)	Priority		
				H	M	L
2. Embedding a whole-school approach to FaCE	Training is offered to governors and members of PTA/parent/carer group.					
	School-to-school learning is used to increase capacity for FaCE (via School Improvement Groups (SIGs), clusters, families of schools, etc.).					
	Non-teaching member of staff in post to support the whole-school approach and lead on some particular aspects (e.g. attendance, working with particular groups of families) (aka family engagement/liaison officer/pastoral support worker).					
	A FaCE team leads whole-school approach, with representatives from governors, teaching and non-teaching staff, parents/carers and possibly student body.					
	A key worker has been identified for each learner/family – particularly for families that the school has previously struggled to engage with.					
3. Welcoming families to engage with the school	The school entrance is welcoming to families.					
	There is a space in school that can be used always/sometimes by parents/carers (perhaps a place for tea and coffee in hall or an IT suite).					
	Staff are available to engage with families around school gate/drop off/pick up times at school.					
	A range of communications methods are used (including and going beyond letters, parents'/carers' evenings, social events).					

Theme	Indicator	Current progress (0–4)	Current impact (-3 to +3)	Priority		
				H	M	L
3. Welcoming families to engage with the school	The communication methods used are matched to parent/carer preferences.					
	Virtual learning environments (e.g. Hwb, Moodle, etc.) are used to promote family engagement with learning.					
	Teachers are available to engage with parents/carers in a variety of informal ways on a day-to-day basis.					
	Efforts are made to get to know families around transition points (e.g. meet the teacher sessions, data sharing between school settings or class teachers, home visits for some families).					
	The school has a detailed knowledge of their families, their needs, their degree of engagement with learning, and what they could contribute to the school.					
	The engagement approach is tailored to overcome barriers to engagement and to the needs of particular families (e.g. by providing translation, transport, alternative times of parents/carers evenings).					
	Particular efforts are made to engage some groups, e.g. families of eFSM learners, learners who are currently underperforming/receiving little support for learning at home, ALN learners.					
	Wider members of the families are welcomed (grandparents, older siblings).					

Theme	Indicator	Current progress (0–4)	Current impact (-3 to +3)	Priority		
				H	M	L
3. Welcoming families to engage with the school	A range of inclusive social events are put on, where costs are not prohibitive.					
	Families able to be involved through a range of ways/at different levels, including volunteering opportunities and opportunities for adults to develop their own skills.					
	The school invites parents/carers in to share their interests and skills and builds on these topics in class time.					
	Learners are encouraged to play a role in getting their parents/carers to get involved.					
	There is an accessible route through which parents and carers can express their views and be consulted on specific issues.					
	The PTA or other parent/carer group has been empowered and supported to expand its remit beyond fundraising to include FaCE or providing a channel through which families can be consulted.					
	A clear school policy is in place around handling complaints so that staff and parents/carers can resolve issues together, with support if necessary.					

Theme	Indicator	Current progress (0–4)	Current impact (-3 to +3)	Priority		
				H	M	L
4. Helping families to actively support the child's learning	At parents'/carers' evenings staff provide quality feedback on the learner's progress in a way that parents/carers can understand.					
	Parents/carers not living with their children (e.g. due to separation) get regular updates on what is happening for their child.					
	Parents'/carers' evenings are used to encourage family support for learning.					
	The school runs 'goal setting evenings' for learners and their families.					
	The format of one-to-one discussions with parents/carers is based on a needs assessment of families.					
	Family support for learning is encouraged via additional methods (e.g. website, homework, story sacks).					
	The school makes links to the 'Education begins at home' campaign, including directs parents/carers to the Welsh Government's information for parents/carers website.					
	There is good home–school communication on what the child is learning at school.					
	Any particular learning concerns/issues are tackled together by staff and families.					

Theme	Indicator	Current progress (0–4)	Current impact (-3 to +3)	Priority		
				H	M	L
4. Helping families to actively support the child's learning	Family learning interventions are in place (and evaluated) especially for learners whose parents/carers are not providing much support, or who have low literacy/numeracy levels themselves, or who particularly need their family's support to overcome issues with or barriers to their learning.					
	Family learning interventions facilitate adult learning (especially basic literacy, numeracy and digital skills) and motivate adults to continue their learning.					
	Extra support is provided for learners who do not appear to be receiving much support for learning from their family (e.g. homework clubs, a lead worker).					
5. Developing community partnerships and multi-agency working	Staff are well-trained on safeguarding issues.					
	The school uses multi-agency working to support families facing multiple problems, using effectively the referral processes under the Team Around the Family approach.					
	Parents/carers get information from the school about a range of services and activities available in the community, including adult learning opportunities (including via links on school website to the family information service).					

Theme	Indicator	Current progress (0–4)	Current impact (-3 to +3)	Priority		
				H	M	L
5. Developing community partnerships and multi-agency working	The school accesses additional help for families that need it from a range of other services, including social services, speech and language therapy, health, educational psychologists.					
	There are effective relationships with feeder and onward settings to smooth transitions and identify and plan for any issues facing individual learners in the new intake. Families are asked for feedback on what they found useful.					
	Information is shared between educational settings using appropriate data protection protocols.					
	Some community partnerships have been developed.					
	The school takes a strategic approach to community partnerships (planning, agreeing outcomes, pooling resources, evaluating the impact).					
	Community partners help the school with its family engagement work, improving the 'offer' at family engagement events, or by helping schools engage with families that they are struggling to engage with.					
	The school has a directory of key community engagement partners.					
	Local shops and businesses support fundraising events.					
	Local shops and businesses offer visits or work placements.					

Theme	Indicator	Current progress (0–4)	Current impact (-3 to +3)	Priority		
				H	M	L
5. Developing community partnerships and multi-agency working	The school participates in major community events.					
	The school has established relationships with the main community groups in the area, including faith groups.					
	The school uses other community venues (leisure centres, theatres and museums, etc.) for some of its activities and for some family engagement activities.					
	School facilities are used (in or out of hours) by local groups, such as adult community learning classes.					
	Where possible, some community services are located on the school site to improve service access and create the school as a hub of the community (e.g. crèche, Flying Start, Credit Unions, Citizens Advice or Communities First).					

Planning tool

Activity	Theme	Which group(s) does this engagement activity target?	What will be involved?	Who will implement?	Resources required	How will impact be measured?
e.g. re-drafting SDP to embed FaCE	1. Leadership for a self-improving system	e.g. all families, but with an extra focus on families of eFSM learners/learners with additional learning needs (ALN)/Gypsy and Traveller families ...	e.g. one meeting to discuss possibly changes and consultation process, consultation event with families.	e.g. headteacher, governors, SLT.	e.g. four days staff time (to organise meetings and consultation event), tea and coffee at consultation event.	e.g. Feedback from families/challenge advisor/Estyn on the SDP.
e.g. refreshing school entrance to make it more welcoming	3. Welcoming families to engage with the school	e.g. all families, but with an extra focus on families who do not speak English/Welsh at home/Gypsy and Traveller families/families with low literacy level ...	e.g. multilingual artwork designed by learners, improved entry system ...	e.g. learners, volunteers, named staff member.	e.g. art materials, new notice board, new entry buzzer.	e.g. feedback via informal discussions with parents/carers, or via PTA or via parent/carer questionnaire.
e.g. family learning programme (FLP) for learners falling behind in numeracy	4. Helping families to actively support their child's learning	e.g. children in Years 3 and 4 who are falling behind in numeracy, and their families.	e.g. family learning programme (FLP) run with help and support of local authority. Engage families, and recruit them to the programme, which runs for eight two-hour sessions.	e.g. family liaison officer plus local authority family learning staff.	e.g. school staff time plus contribution to local authority project. Use PDG for those children eligible for free school meals.	e.g. feedback from families, assessment of learner's numeracy skills.

1

Family and community engagement toolkit **Theme 1: Resource 6** Evaluation



This resource contains the following.

- Evaluation.

Evaluation

Evaluation helps schools to continually learn and improve, adjusting their interventions according to what is or is not demonstrably working for their learners within their own school context.

This toolkit prompts schools to evaluate the engagement activities that they put in place in order to assess whether they are having the desired impact.

Data collection and monitoring could include the following features of interventions².

- Children’s attainment and learning related outcomes.
- Children’s behavioural and well-being outcomes.
- Parents’/carers’ demographic profile.
- Parental attitudes to education and parental attendance.
- Barriers to parental engagement.

The Education Endowment Foundation DIY Evaluation Guide

www.educationendowmentfoundation.org.uk/evaluation/diy-evaluation-guide is a resource for teachers and schools which introduces the key principles of educational evaluation and provides practical advice on designing and carrying out small-scale evaluations in schools.

It provides straightforward advice on how to complete the eight steps necessary for a DIY evaluation.

Stage 1: Preparation

Step	Description
1. Frame your evaluation question	This is the question that your evaluation will set out to answer.
2. Decide your measure	This is what you will use to assess whether an approach has been successful. For example, standardised reading, writing, mathematics or science tests.
3. Decide your comparison group	This is to understand what would have happened to learners if you did not implement the new approach. For example, you could compare with learners in the same or a different class.

² Goodall and Vorhaus (2011) Review of Best Practice in Parental Engagement Practitioners Summary, Department for Education (England).

Stage 2: Implementation

4. Conduct a pre-test	This is to understand learners' starting point on the outcome measure or form the groups in matched designs. Learners in your intervention and comparison groups should be starting from the same point.
5. Deliver the intervention	Deliver the intervention as planned and record exactly what happened. You should ensure that your comparison group does not receive the intervention.
6. Conduct a post-test	This is to understand the impact of the intervention on the outcome measure. The post-test should be implemented at the same time with both the intervention and comparison groups.

Stage 3: Analysis and reporting

7. Analysis and interpretation	Record the results in a spreadsheet and then calculate the effect on attainment.
8. Report the results	It is important to report the results clearly, e.g. using a PowerPoint presentation.

1

Family and community engagement toolkit

Theme 1: Resource 7

Estyn inspections and FaCE



This resource contains the following.

- Introduction.
- Table 1: Where FaCE is highlighted in the Common Inspection Framework (CIF) and self-evaluation manuals.
- Table 2: How the different themes of this toolkit are picked up on during Estyn inspections.

Introduction

“ As a reflective professional process, self-evaluation enables schools to get to know themselves better, identify their agenda for improvement and promote innovation and sector-leading practice.”

Estyn Self Evaluation Manuals for Schools 2014

Estyn’s inspections guidance can be found via the following links.

www.estyn.gov.uk/english/inspection/inspection-guidance/primary-schools

www.estyn.gov.uk/english/inspection/inspection-guidance/secondary-schools

www.estyn.gov.uk/english/inspection/inspection-guidance/special-schools

www.estyn.gov.uk/english/inspection/inspection-guidance/pupil-referral-units

Section 3.3 of the 2010 Common Inspection Framework (Partnership Working) is the main area under which schools are inspected on their family and community engagement.

However, FaCE is also highlighted in several other places in the 2010 Common Inspection Framework (CIF) and also in the 2014 self-evaluation manuals for schools.

Schools should not approach this activity as a tick box exercise but should evaluate the quality of their engagements and how well their engagements bring about improved provision and learning outcomes for learners and their families.

The two tables that follow highlight these areas in order to help schools make an accurate evaluation of how well they engage with families and the community. Both tables supply similar information, but the first table is structured according the sections in the CIF while the second is structured according to the five themes of this FaCE toolkit.

Table 1: Where FaCE is highlighted in the CIF and self-evaluation manuals

CIF section	What the Estyn self-evaluation manuals say about FaCE	Links to the FaCE toolkit
<p>1.2.3 Community involvement and decision-making</p>	<p>‘We should evaluate the extent to which pupils, including those from different groups, take on responsibilities and play a part in the school and wider community.’</p> <p>Q: How often do pupils take part in activities in the community outside the school, or participate in fund-raising for charities?</p>	<p>Theme 5: Developing community partnerships and multi-agency working</p>
<p>2.1.1 Meeting the needs of learners/ employers/ community</p>	<p>‘We should also look at the nature and extent of out-of-school learning, including sports, clubs, visits, special events, links with the community and other extra-curricular activities. It is important to consider the effectiveness of arrangements for delivering these and how they cohere with mainstream curriculum planning.’</p> <p>Q: Primary schools: Is community participation part of the learning in our curriculum?</p> <p>Q: Other settings: Are work-focused experience and community participation parts of the learning core in our curriculum?</p>	<p>Theme 5: Developing community partnerships and multi-agency working</p>
<p>2.2.2 Assessment of and for learning</p>	<p>Q: Do parents/carers understand assessment procedures and have access to records and reports relating to their children?</p> <p>Q: Do we encourage parents/carers to respond to reports on progress?</p>	<p>Theme 4: Helping families to actively support their child’s learning</p>
<p>2.3.1 Provision for health and well-being including spiritual, moral, social and cultural development</p>	<p>Q: Do we consider the views of pupils and parents/carers often enough?</p> <p>Q: How well do we implement our anti-bullying policy and how aware are all of our staff, pupils and parents of this policy?</p> <p>Q: How well are policies to promote good behaviour and prevent exclusions clearly understood by all pupils, parents/carers and teachers, and how consistently are they applied?</p> <p>Q: Do we encourage learners to take responsibility, show initiative and develop an understanding of living in a community?</p> <p>Q: Do we contribute well to the local community, including through regular extra-curricular activities?</p>	<p>Theme 3: Welcoming families to engage with the school</p> <p>Theme 5: Developing community partnerships and multi-agency working</p>

CIF section	What the Estyn self-evaluation manuals say about FaCE	Links to the FaCE toolkit
<p>2.3.2 Specialist services, information and guidance</p>	<p>Q: Do we enable pupils to make use of professional support both from within the [school] and from specialist services?</p> <p>Q: Do we liaise effectively with specialist agencies such as the police, health, psychological, counselling and social services?</p> <p>Q: (Except for primary schools) Does the quality of guidance and advice help pupils, students and parents/carers make choices about courses in key stage 4 and sixth form and, where there are choices available, in key stage 3?</p> <p>Q: Does the quality of information provided to pupils and parents/carers in course handbooks and other materials provide appropriate guidance?</p>	<p>Theme 5: Developing community partnerships and multi-agency working</p> <p>Theme 4: Helping families to actively support their child's learning</p>
<p>2.3.4 Additional learning needs</p>	<p>Q: Do we consult parents/carers regularly?</p> <p>Q: Do we evaluate the adequacy and usefulness of contributions from learning support assistants, support teachers, educational psychologists, medical, paramedical and nursing specialists, and other external agencies?</p>	<p>Theme 3: Welcoming families to engage with the school</p> <p>Theme 5: Developing community partnerships and multi-agency working</p>
<p>2.4.1 Ethos, equality and diversity</p>	<p>Q: Have we established an ethos that is inclusive and contributes towards community cohesion?</p>	<p>Theme 5: Developing community partnerships and multi-agency working</p>
<p>3.2.1 Self-evaluation including listening to learners and others</p>	<p>Q: Do we take account of the views of our staff, parents/carers and other stakeholders?</p>	<p>Theme 3: Welcoming families to engage with the school</p>

CIF section	What the Estyn self-evaluation manuals say about FaCE	Links to the FaCE toolkit
<p>3.3 Partnership working</p>	<p>‘We all share the aim of working in partnership to improve provision, standards and wellbeing. To be effective at working with others, schools need to:</p> <ul style="list-style-type: none"> • be relevant to our local community and to the lives of children and young people outside school and school hours; • engage with families and the broader community, including businesses, external agencies and the voluntary sector; and • work in a joined-up way with other providers and agencies to improve the standards and wellbeing of individual pupils. <p>For [schools] in the most disadvantaged communities, the community focus is especially important. It is here that [schools] can play a major role in providing the experiences and opportunities that are available to pupils in more prosperous areas. [Schools] alone cannot break the link between poverty and underachievement. Research stresses the need for integrated and broad-based approaches that involve a number of agencies working together.</p> <p>We should not lose sight of the aim of partnership working. It is not done for its own sake or to respond to external demands. It should lead to better provision and improved standards and wellbeing. The test of any aspect of partnership working is whether it can have a clear, demonstrable and beneficial effect on pupils.</p> <p>We need to consider how well our [school] collaborates with partners to deliver coherent programmes and choices. To do this, the [school] needs to have effective structures and processes which contribute well to joint working practices. We should consider how our staff work with partners to plan, manage, and quality assure provision, for example through pooling our funding and resources.’</p> <p>(Not primary schools) ‘When considering the planning and provision of 14–19 education, we need to consider the effectiveness of our partnership with other schools, further education institutions and work-based learning providers. These partnerships should provide access to a range of suitable vocational and general education courses.’</p>	<p>All themes</p>

CIF section	What the Estyn self-evaluation manuals say about FaCE	Links to the FaCE toolkit
<p>3.3.1 Strategic partnerships</p>	<p>‘We need to consider how strategically our school works with its partners to improve pupils’ standards and well-being. Partners include:</p> <ul style="list-style-type: none"> • parents/carers; • partner primary/secondary schools; • other schools and post-16 providers in the area network; • the local authority education services for children and young people; • the community; • local employers; • a range of multi-disciplinary agencies and voluntary organisations; and • initial teacher training institutions. <p>Our [school] should be clear about its role and responsibilities within any formal partnerships. The key matter is how well our [school] uses strategic partnerships to help to build our capacity for continuous improvement.</p> <p>Partnerships will depend on good liaison, trust and clear communication between partners.’</p> <p>Q: Do we play a key role in relevant and effective partnerships that benefit our pupils?</p> <p>Q: Do we work in a joined-up way with other agencies to improve the standards and wellbeing of individual pupils?</p> <p>Q: Are we clear about our role and responsibilities within our partnerships?</p> <p>Q: Do we use strategic partnerships to help us build our capacity for continuous improvement?</p> <p>Q: Do we ensure that there is good liaison, trust and clear communication between our school and our partners?</p> <p>Q: Do we engage with families and the broader community, including businesses, external agencies and the voluntary sector, to benefit our pupils?</p>	<p>Theme 3: Welcoming families to engage with the school</p> <p>Theme 4: Helping families to actively support their child’s learning</p> <p>Theme 5: Developing community partnerships and multi-agency working</p>

CIF section	What the Estyn self-evaluation manuals say about FaCE	Links to the FaCE toolkit
<p>3.3.2 Joint planning, resourcing and quality assurance</p>	<p>Q: Do we have effective structures and processes which contribute well to joint working practices?</p> <p>Q: How well do we work with partners to plan, manage and assure the quality of provision?</p> <p>Q: How well do we work with our partner schools to develop continuity in learning and wellbeing?</p> <p>Q: How well do we work with our partner schools to moderate and assure the quality of the assessment of pupils work and courses?</p> <p>Q: How well do we work with our partner schools to use and share resources effectively?</p> <p>Q: How well do we work with our partner schools to support smooth transitions?</p> <p>Q: How well do we work with our partners to ensure our pupils have access to a range of suitable vocational and general education courses?</p> <p>Q: Do we ensure that partnership working improves outcomes, particularly achievement?</p>	<p>Theme 5: Developing community partnerships and multi-agency working</p>

Table 2: How the different themes of this toolkit are picked up on during Estyn inspections

Theme in FaCE toolkit	Summary of 'All schools should ...' description	Summary of 'In successful schools ...' description	Links to the CIF and Estyn self-evaluation manuals
1. Leadership for a self-improving system	The school's approach to FaCE is clearly set out in the school development plan and there are named senior leaders who take this agenda forward. The school reflects on current practice and is planning future work.	FaCE is embedded in the school ethos and families are seen as partners in their child's education. Engagement is considered a priority area in order to raise standards, especially for learners from deprived backgrounds. The school has mapped out its self-improvement journey.	This theme is reflected in CIF 3.1.1 (Strategic direction and the impact of leadership), 3.1.2 (Governors or other supervisory boards), 3.2.1 (Self-evaluation, including listening to learners and others) and 3.2.2 (Planning and securing improvement), although leadership of family and community engagement is not specifically singled out.
2. Embedding a whole-school approach to FaCE	The school has taken steps to raise the awareness of the agenda among staff and to build the school's capacity for engagement. One or more senior members of staff lead the school's whole-school approach.	Many staff have engagement activities clearly defined as part of their role, and are provided with appropriate support and training. One or more staff have specific roles that support the whole-school approach, e.g. around attendance or engaging with particular groups of families.	This theme is reflected in CIF 3.1.1 (Strategic direction and the impact of leadership), and 3.1.2 (Governors or other supervisory boards), although family and community engagement is not specifically singled out.

Theme in FaCE toolkit	Summary of 'All schools should ...' description	Summary of 'In successful schools ...' description	Links to the CIF and Estyn self-evaluation manuals
<p>3. Welcoming families to engage with the school</p>	<p>The school is a welcoming place for families, uses a range of communications methods and provides a clear route through which families can express their views.</p> <p>The school makes extra engagement efforts around transition phases and to engage with families that it has previously struggled to reach.</p>	<p>The school tailors its communications and engagement activities to the needs of parents/carers based on an understanding of barriers to engagement. There are regular, inclusive 'get to know' events, other social activity and opportunities for families to volunteer to contribute to the school. Parents/carers are regularly consulted, their voices are heard, and they trust the school to handle complaints well.</p>	<p>2.3.1 Provision for health and well being including spiritual, moral, social and cultural development (consulting and informing parents/carers).</p> <p>2.3.4 Additional learning needs (consulting parents/carers of ALN learners).</p> <p>3.2.1 Self-evaluation, including listening to learners and others (taking account of parent/carer views).</p> <p>3.3.1 Strategic partnerships (working with families to improve pupils' standards and wellbeing).</p>
<p>4. Helping families to actively support their child's learning</p>	<p>The school uses parents'/carers' evenings and some other activities to help and encourage families to effectively support their child's learning, focusing on families who appear to be providing less support for learning, and those of learners from deprived backgrounds or who are currently underperforming.</p>	<p>Families are involved as partners in children's learning and take part in a range of family learning activities that develop their skills. Engagement interventions are designed around an understanding of families' circumstances, wants and needs. Specific training opportunities are provided to support parents/carers of ALN learners.</p>	<p>2.2.2 Assessment of and for learning (engagement with parents/carers over progress reports).</p> <p>2.3.2 Specialist services, information and guidance (supporting pupils and families).</p> <p>3.3.1 Strategic partnerships (working with families to improve pupils' standards and wellbeing).</p>

Theme in FaCE toolkit	Summary of 'All schools should ...' description	Summary of 'In successful schools ...' description	Links to the CIF and Estyn self-evaluation manuals
<p>5. Developing community partnerships and multi-agency working</p>	<p>The school has effective relationships with its feeder settings to smooth transitions. Staff are well-trained on safeguarding issues and use multi-agency working to support families facing multiple problems.</p>	<p>School transitions are planned and seamless. The school, working with parents/carers, takes a strategic approach to developing community partnerships and multi-agency working in order to strengthen family engagement, strengthen the school, and drive up standards.</p>	<p>1.2.3 Community involvement and decision-making (pupils taking part in community activities).</p> <p>2.1.1 Meeting the needs of learners, employers/community (work-focused experience and community participation in the curriculum).</p> <p>2.3.1 Provision for health and wellbeing including spiritual, moral, social and cultural development (developing pupil's understanding of and contribution to their community).</p> <p>2.3.2 Specialist services, information and guidance (getting specialist support for learners/families from other agencies).</p> <p>2.3.4 Additional learning needs (specialist support for ALN learners via multi-agency working).</p> <p>2.4.1 Ethos, equality and diversity (inclusive ethos contributing to community cohesion)</p> <p>3.3.1 Strategic partnerships (working with partners to improve provision and pupils' standards and wellbeing).</p> <p>3.3.2 Joint planning, resourcing and quality assurance (partnership working practices including with other schools).</p>