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**REPORT TO: EDUCATION, CHILDREN'S AND LEISURE SERVICES  
COMMITTEE ON 25 JANUARY 2023**

**SUBJECT: PARENTAL INVOLVEMENT AND ENGAGEMENT STRATEGY  
2023-2025**

**BY: DEPUTE CHIEF EXECUTIVE (EDUCATION, COMMUNITIES AND  
ORGANISATIONAL DEVELOPMENT)**

**1. REASON FOR REPORT**

- 1.1 To invite Committee to note the statutory requirement for local authorities to have a Parental Involvement and Engagement Strategy and to request approval of the draft Moray Parental Involvement and Engagement Strategy 2023-2025.
- 1.2 The report is submitted to Committee in terms of the Section III (D) (1) of the Council's Scheme of Administration in relation to the functions of the Council as an Education Authority.

**2. RECOMMENDATION**

- 2.1 **It is recommended that Committee consider and approve the Moray Parental Involvement and Engagement Strategy 2023-2025.**

**3. BACKGROUND**

- 3.1 Parental Involvement supports pupils and their learning. It involves parents and teachers working together in partnership to support children to become learners that are more confident and successful. Evidence and research demonstrates that when parents, carers and other family members are effectively involved in their children's education, the outcome for their children is better.
- 3.2 The Scottish Schools (Parental Involvement) Act 2006 places a responsibility on local authorities to support parental involvement in three ways; learning at home, home-school partnership and parental representation.
- 3.3 The statutory requirements on local authorities require them to provide a strategy, which supports schools and Early Learning Childcare (ELC) settings to: involve parents in their own child's learning and that provided by the school to pupils generally; give advice and information to parents in respect of their own child; promote the establishment of Parent Council's and support their operation; establish a complaints procedure for their duties under the Act.

- 3.4 A steering group involving teaching and ELC staff, parents and pupils was formed in order to develop a Moray Parental Involvement and Engagement Strategy. The group took account of national and local priorities including the National Learning Plan, the National Improvement Framework, The Morgan Review, Curriculum for Excellence, United Nations Convention on the Rights of the Child (UNCRC), Getting It Right For Every Child (GIRFEC), the National Improvement Framework 2022-23 and Moray Council Education Strategic Priorities. Using this knowledge and understanding the group identified a vision statement that reflects the key messages within these documents with a focus on improving outcomes for learners; “Working together we will embrace the importance that families play in improving outcomes for children and young people as a nurturing and inclusive learning community”.
- 3.5 The Strategy (**Appendix 1**) provides an overview of key national and local reference points, which will inform learning communities when developing aspects of Parental Involvement and Engagement. The Strategy also provides an action plan specific to identified Moray needs, which can be used by schools and ELCs to identify priority areas for improvement based on their own self-evaluation processes. The actions within the action plan are themed according to the priority areas identified within the National Learning Plan and colour coded to reflect priority areas for development as identified in the Moray Parental Survey 2022. A range of self-evaluation tools are provided as appendices to the Strategy to support individual learning communities in their self-evaluation.
- 3.6 The future role of the Parental Involvement and Engagement Steering group will be to act as a source of support and advice to schools and ELCs across Moray who are working on an aspect of Parental Involvement and Engagement. The group will do this by establishing an online forum for practitioners across Moray to use in order to develop collaborative networks through sharing experiences, materials and support. The Steering Group will also use communication channels as appropriate including Headteachers briefings and meetings as well as Moray Parent Forum to highlight and share key messages to support learning communities. A review will be presented to committee in 2025. This review timeframe allows schools to incorporate relevant aspects of the Strategy in School Improvement Plans during 2023-24 and for progress to be made, collated and reported.
- 3.7 The draft Strategy is proposed for a period of two years. The Steering Group identified this period to allow for progress prior to reviewing the Strategy to ensure continued relevance to emerging national and local priorities.

#### **4. SUMMARY OF IMPLICATIONS**

##### **(a) Corporate Plan and 10 Year Plan (Local Outcomes Improvement Plan (LOIP))**

The Moray Parental Involvement and Engagement Strategy is aligned to the priorities within the Corporate Plan and LOIP. In particular Our People: Provide opportunities where young people can achieve their potential to be the best they can be.

**(b) Policy and Legal**

This report should be read in the context of The Scottish Schools (Parental Involvement) Act 2006, the United Nations Convention of the Rights of the Child, the Scottish Government Getting It Right For Every Child approach, “The Promise”, The Morgan Review, The Supporting All Learners Strategy, ASN Strategy, Realising the Ambition and The National Improvement Framework 2022-23

There are no legal implications arising directly from this report.

**(c) Financial implications**

There are no financial implications arising directly from this report.

**(d) Risk Implications**

If the Council does not approve a Strategy, there is a risk of not meeting legislative requirements within The Scottish Schools (Parental Involvement) Act 2006, which requires all Local Authorities to have a Strategy to support Parental Involvement and Engagement. Having a Strategy in place also responds to an increased focus on Parental Involvement and Engagement within national priorities and frameworks particularly within the National Improvement Framework 2022-23, United Nations Convention for the Rights of the Child (UNCRC) and ‘The Promise’.

**(e) Staffing Implications**

There are no staffing implications arising directly from this report. Actions arising from the Strategy are part of existing staff remits, conditions of service and professional registration requirements and do not bring any workforce implications.

**(f) Property**

There are no property implications arising directly from this report.

**(g) Equalities/Socio Economic Impact**

The plan is aimed at promoting Article 29 of the UNCRC, You have the right to education which tries to develop your personality and abilities as much as possible and encourages you to respect other people’s rights and values and to respect the environment, Article 3: All adults should always do what is best for you and Article 4: You have the right to have your rights made a reality by the government.

**(h) Climate Change and Biodiversity Impacts**

There are no climate change and biodiversity impacts arising directly from this report.

**(i) Consultations**

Steering Group as noted above, Senior Officers in Education and Education Resources, School Estates Manager and Tracey Sutherland, Committee Services Officer, Senior Human Resources Adviser, Equal Opportunities Officer.

**5. CONCLUSION**

- 5.1 That the Committee considers the contents of this report and approves the draft Strategy.**

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