



Fit for purpose: the wider outcomes of family learning

Organisational case studies for the European Agenda for Adult Learning

Learning and Work Institute

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Acknowledgement

In its role as UK National Coordinator for the European Agenda for Adult Learning, L&W has undertaken research into how providers deliver family learning programmes, which benefit both adults and children. These case studies were collected and used as part of the research. L&W would like to thank those individuals who took part and their organisations for their help and co-operation.

Introduction

These organisational case studies are designed to be read alongside the full report *Fit for purpose: the wider outcomes of family learning* (Harcula, C and Ravenhall, M. 2019). The format of the case studies reflects the format and findings of the full report and, in some cases, provide illustrative examples.

The case studies were compiled by Cath Harcula during late 2019 and reflect the situation in these settings at that time.

Adult Education Wolverhampton

Introduction

The family learning provision in Wolverhampton is delivered in the nine areas of social and economic deprivation by Adult Education Wolverhampton (AEW) the adult learning service in Wolverhampton City Council. It is funded through its Adult Education Budget (AEB) allocation and learner fees are not charged.

The research into family learning outcomes is focused on the Wider Family Learning (WFL) and Family English, Maths and Language (FEML) programmes at Goldthorn Park Primary School, Wolverhampton. Many of the families who take part in the programmes are of Asian heritage. AES enrolled sixty families who were new arrivals to the UK in 2017/18. Progression and impact data about children and adults have been collected over a six-year period.

Approaches to outcomes measurement

As the provision is funded through the AEB, the standard data requirements of the Education and Skills Funding Agency¹ (ESFA) apply for all adult learners in England. These are: recruitment, attendance, achievement and intended progression. Partner schools record the required data for the children's attainment including measures of distance travelled².

For adult learners, in addition to literacy, language and numeracy levels initial assessment includes assessment of softer skills such as confidence, communication and connection with the school. During the course the 'Recognising and Recording Progress and Achievement' (RARPA) approach³ is used to record progression. The learner's Unique Learner Number (ULN) is used to track progression from WFL into FEML and then on to accredited community learning courses. Some of the adults also join 'Talk English'⁴ courses. Tracking outside of the organisation, such as to general Further Education colleges is not done in a structured way currently but anecdotal evidence is collected

¹ ESFA is a funding agency of the government in the UK accountable for funding education and training for children, young people and adults.

² Pupil's progress in reading, writing and mathematics are measured by comparing a pupils starting points at the beginning of a key stage with their attainment at the end.

³ RARPA is a quality process used by many adult learning providers in the UK
<https://www.learningandwork.org.uk/resource/updated-rarpa-guidance-and-case-studies/>

⁴ Talk English is a programme that supports people to learn English, access services and get involved in their community.

through learner feedback. There are individual case studies of learners who started in WFL and have progressed through the range of programmes to Access to HE.

Data show that in 2016/17, 50% of adults progressed from WFL to FEML and 18% progressed on to mainstream accredited programmes in the following year.

Records about children and families are kept by school staff to monitor families who engage in family learning and the number of courses they attend. Families often engage in a range of courses as their children progress through the school or as siblings start school. As well as the children's academic progress they also record children's enjoyment of school life and confidence in taking part in activities. School data has shown that 70% of the families who take part in family learning programmes are above their Multi Agency Trust's⁵ (MAT) benchmark for engagement.

Implications and challenges

Link with programme design: impact data over the years has been used to design and plan the programme. It has been found that the nursery and foundation stages are pivotal. The structure is that there is a deep focus at nursery and foundation stage including one-to-one support given to whole families if required (particularly regarding language support). School support continues in Key Stage 1 and 2⁶ but to a lesser extent. The traditional model of family learning classes is that they are led by a family learning tutor supported by a teaching assistant from the school staff. The curriculum content is closely matched to the school's curriculum (e.g. 'foundations for writing', 'fun with numbers').

AEW is now considering whether the impact on families who join the programme at the FEML level achieve the same levels of progression and achievement as those who join the programme at the nursery/foundation stage WFL. This is being considered using the current year's data.

The importance of partnership: the relationship with the school is vital to ensure that data is collected and shared. This is challenged whenever there are changes at the school. Goldthorn Park Primary has recently joined an academy trust and has had two changes of headteacher. The value of the data is that it has been collected over a long period. AES are now delivering the same model in six other schools. A strong partnership and shared understanding with the school is needed to ensure practical support. For

⁵ A 'multi-academy trust' is a group of schools in partnership with each other

⁶ A Key Stage is a stage of the state education system in England, Wales and Northern Ireland. Key Stage 1 for children aged 5 – 7 years. Key stage 2 is for children aged 7 – 11 years



example, a teaching assistant is required to work with the children during the WFL sessions.

The importance of dedicated family learning staff: AEW has noticed a difference in the numbers of learners participating and the accurate collection of outcomes when they have staff dedicated to family learning. A few years ago, there wasn't a dedicated role for this curriculum area and numbers declined. However last year with the required staff in place the enrolments increased from 200 to more than 400 in one year. This was manageable in that there were more enrolments per course and new short Mini- Medics (family first aid) were added to the programme.

Reporting and celebration

The data (quantitative and qualitative) is used for the organisation's annual self-assessment report (SAR)⁷. Celebrations are held in schools with certificate presentations at assemblies. Enrichment trips (e.g. to Dudley Zoo) are seen as celebrations at the end of a course.

Contact

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June 2019

⁷ Providers conduct an annual self-assessment review as part of their quality system. The review is used to inform developments and quality improvements for the following year.



Adult Learning and Literacies Service Renfrewshire (ALLS)

Introduction

Adult Learning and Literacies Service Renfrewshire's (ALLS) 'Pizza Learning' project is a partnership with the local authority's Raising Attainment project⁸. Pizza Learning is a family learning programme for families with children in primary school. The content is linked to the primary curriculum and includes Pizza Reading, Pizza Maths and Pizza Time (which is a programme for children to support their transition from primary school to high school). The families take part in family learning activities and then have a pizza meal together. (Food is the hook to get families involved) There have been several reports into the impact of this project including a longitudinal study at St David's Primary School, Renfrewshire in 2016/17 conducted by University of West of Scotland and a report by Education Scotland National Improvement Hub in 2018⁹

Approaches to outcomes measurement

The project is funded by the Raising Attainment initiative and therefore outcomes data is required to support the aims of the project. In schools these are; Positive Attitudes to Self and School (PASS) and improvements in attainment in reading and numeracy. ALLS collect recruitment and attendance data and an evaluation report is completed for each session.

Regular meetings are held between ALLS and school staff to review development and impact. There is a regular dialogue about the families involved. The relationship with the families is long term as they progress through the various programmes and on to other community learning courses, so the long-term progression is seen and recorded in case studies and other qualitative data. Adult learners have progressed on to community learning, joined the parent council and have reported improved relationships with the school. One mother who started on the first programme became a volunteer to support other courses and is now delivering the programme herself whilst working towards her BA Community Education. Progression in employment is recorded but this is not a focus of the programme.

⁸ Renfrewshire's Raising Attainment Challenge is about achieving equity in educational outcomes, with a focus on closing the poverty-related attainment gap

⁹ <https://education.gov.scot/improvement/practice-exemplars/a-family-learning-approach-to-reading-pizza-reading-in-renfrewshire/>



The ALLS management information team collate and report on the data. This is considered as integral to the project and is 'business as usual'. Community Learning Officers are involved in collecting the data, videos and photographs in support of the tutors, so the onus is not on the tutors to provide all the evidence. The project was not started as a research project, so the involvement of the University of West of Scotland's research is seen as value-added.¹⁰

Implications and challenges

Longitudinal impact is harder to measure: Project is generally short term, but the impacts tend to be long-term and are not seen immediately. Although, the project has run at St David's School since 2015, a service restructure—the Adult Learning and Literacies Service moved from the Children's Services department into Communities, Housing and Planning—has affected relationships with partners and led to some challenges in data collection and reporting.

Training for staff in delivery, data collection, and evaluation of the programme is essential so that they understand the need to show progression and return on investment.

Reporting and celebration

Schools hold their own celebration events including a graduation ceremony for the parents and children who complete Pizza Learning, including mortar boards and scrolls.

The programmes have won various awards for community work. Staff have given presentations at Scotland's Learning Partnership's Learning Festival and have taken part in an event at the Scottish Parliament, which provided an opportunity to talk directly with government ministers. The CEO of Renfrewshire Council has visited schools to see the programme in operation.

Contact

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June 2019

¹⁰ Renfrewshire Council, 2018. Pizza Learning Longitudinal Study 2016/17: Renfrewshire Council. Available: <https://education.gov.scot/improvement/practiceexemplars/A%20family%20learning%20approach%20to%20reading%20-%20Pizza%20Reading%20in%20Renfrewshire>

Cathays High School

Introduction

Cathays High School is a mixed comprehensive school for 11-19 year olds, located in central Cardiff, an area with a high population of migrants with language needs. In response to local needs, Cathays have developed a range of adult learning provision aimed at upskilling parents and enabling them to better support their children's learning. They have developed strong progression pathways, facilitating routes into employment and further education.

Courses based on a variety of creative, literacy, numeracy, fitness, digital skills and health and wellbeing are held in school, a leisure centre and in community settings. Three courses funded by Adult Community Learning (ACL) in Cardiff: Childcare, Digital Skills and Confidence Building are held on a termly basis. Cathays also run an ESOL group throughout the year and a healthy eating course in partnership with Cardiff Metropolitan University. A self-organised sewing group has been set up by parents themselves. Although the courses were open to all parents, only women had accessed them.

Approach to outcomes measurement

Accreditation: many of the courses are run in 10-week blocks and learners achieve external accreditation through Agored Cymru accreditation¹¹. Learners on non-accredited courses receive certificates of completion. The non-accredited courses are at entry level and learners who have been on them for a year progress onto Level 1 courses.

Progress on to further education or employment is a priority: contact with learners after a course has finished is easily maintained within the school community as they are parents of the school's students so staff can track their destinations. Cathays finds out which learners progress on to further education at Cardiff and Vale College and other local providers. They also record other destinations and outcomes. For example, after attending a confidence building course ten learners stated that they felt better prepared to look for work, four went on to look for a first job, and another four for a better job.

Implications and challenges

Educational progression routes need to be clearly signposted: For many learners, the courses at Cathays are their first experience of learning provision as an adult. All of the courses are designed to provide a progression route into further education, employment and community participation. This has been evidenced by Adult Community Learning's small-scale evaluation of some of the most recently completed courses.

¹¹Agored Cymru is the Welsh awarding body for education and training providers in Wales



Progression can be internal as well: Cathays has supported some learners to become peer teachers. Most recently, they have set up a sewing group run by parent volunteers. The school provide the venue and equipment, and parents bring their own materials, making the course extremely low cost. This could provide a path into employment. Parents are encouraged to join as tutors within the council, or to start up their own initiatives by running similar courses in the community.

Community participation: Cathays works in partnership with the local library to develop reading challenges. This helps to foster community participation. The courses in and of themselves provide a space for social interaction, for women who have tended to be based in the home doing housework. Cathays also helps to progress women into voluntary roles, both within the courses as peer teachers, and with external organisations. Links with local business help to sustain the provision. For example, Larks Design, a local craft school supported Cathays to enhance a creative skills activity, sewing cushion covers with embroidery skills from around the world. A Money Matters course is held in the local Tesco's supermarket community space.

Reporting and celebration

The achievements of learners on accredited courses are celebrated with certificate presentation events and the ESOL groups have regular trips to local places of interest. The achievements of all the groups are recorded on a dedicated Parents Learning¹² area of the school's website.

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October 2019

¹² <https://www.cathays.cardiff.sch.uk/parent-learning>



Community Learning West, Bristol

Introduction

Community Learning West (CLW) is part of Bristol City Council working in partnership with Gloucester and North West Somerset to deliver adult community learning. From August 2019 it became part of the West of England Combined Authority. In Bristol there are 2400 enrolments (1800 learners) per year on community learning pre-employability courses. 15% of the provision is family learning. This includes Family English Maths and Language (FEML), Wider Family Learning (WFL) and engagement activities such as first aid and arts and crafts. Accredited English and maths and vocational programmes such as customer care are delivered through a formula funded adult education budget programme. The traditional Personal and Community Development Learning¹³ (PCDL) leisure courses are delivered separately and are self-financing. In 2005 the publicly funded contract with Bristol City Council was reorganised so that it is highly targeted on engagement and progression of learners with qualifications below Level 2. Progression to other providers including three local Further Education colleges is a priority. This is linked to Bristol's status as a Learning City¹⁴ although it was in place beforehand.

Courses are delivered in 100 community venues including schools. The systems for tracking and recording of progression and outcomes are used across all provision and are not specific to family learning.

Family learning is delivered through partnerships with children's centres and schools. The partnerships with children's centres are strong with shared costs (e.g. creche), joint planning, data reports and are reinforced with service level agreements. The priorities for both organisations are linked. For example, to tackle issues about poverty the children's centres distribute weekly food bags and the family learning team deliver courses about healthy eating on a budget.

Approach to outcomes measurement

For courses funded through the Education and Skills Funding Agency (ESFA)¹⁵ the required fields on the Individualised Learner Record¹⁶ (ILR) are completed. Progression is

¹³ PCDL is learning for personal development, cultural enrichment, intellectual or creative stimulation and enjoyment

¹⁴ <https://www.bristollearningcity.com/>

¹⁵ ESFA is a funding agency of the government in the UK accountable for funding education and training for children, young people and adults.

¹⁶ ILR is the primary data collection about adult and further education in England



recorded as intended destination at the end of the course but through a data sharing agreement to data match using Unique Learner Numbers (ULN) with Further Education colleges, CLW can accurately record the actual progression onto further education, usually in the following academic year.

CLW also collects wider outcomes and reports to Bristol City Council and South West Skills and Learning. There are council key performance indicators (KPIs)¹⁷ relating to recruitment, progression rates, income generated and digital engagement.

CLW does not routinely collect data relating to children. For some family learning projects children's individual learning records have been completed but they are not analysed. Schools are surveyed occasionally to find out about parent's engagement in schools after family learning courses, but this is not systematic.

In addition, CLW collects wider impact data through a further questionnaire. This includes questions related to poverty (e.g. 'Has your income increased since you joined a course?')

The questions include such areas as:

- Ambition
- Social skills/ friendship
- Healthy lifestyle
- Problem solving
- Using IT
- Community involvement
- Housing (particularly for specific programmes for those who are vulnerably housed)

The data is collected approximately six weeks after the end of the course through email and post. The response rate is 22%. Recently a fast SMS¹⁸ message has been used. This resulted in a 79% response rate, but the amount of data is very limited because it is single line text message.

Recently CLW has changed the way the data is reported, separating out those who do not respond. In 2017/18, 60% of those who responded had a positive progression to further learning. Case studies are also collected. Datasets are shared with South West Skills and Learning.

¹⁷ KPIs are a set of measures used to monitor progress towards a council's targets.

¹⁸ SMS is a short message system used to send messages via mobile phones



Implications and challenges

Data Management is critical to success: The data is used extensively by management to plan and review provision. Comparisons are made between courses to consider the progression rates. The impact on target groups is a priority. Data is benchmarked through South West Skills and Learning (a network of 12 providers).

Staff time is a crucial investment: Development workers work in their own geographical area and have targets to reach for progression as well as recruitment. They are very active in collecting progression and outcomes information from learners. They take personal pride in achieving high rates of progression from their provision. (These staff members have a lot of autonomy and allocated budgets). Tutors are also active in collecting outcome evidence through ILPs and promoting access to IAG services. Administration staff are responsible for the follow up surveys.

Cost: The collection of data is considered as part of the quality system and is a responsibility for all staff therefore the staff time involved in collection and input is seen as a necessity and not as an additional cost.

Data sharing protocols with other providers are advantageous in collecting information. However, there are challenges in getting the protocols in places with all providers. Partnership agreements can help to alleviate an over competitive culture. This needs to be reinforced by funders.

Longitudinal studies of family learning can be difficult as progression outcomes such as sustained employment take several years to achieve. Progression isn't always linear and therefore harder to measure in the short term. Funders do not require such data to be collected. It has been suggested that Unique Learner Number data could be used by government departments (in England) to evidence progression into employment.

Reporting and celebration

The data is used for the self-assessment report and the Bristol City annual report. This includes infographics. There are annual celebration events and awards given to groups. Schools hold their own celebration events. Outcomes are also celebrated on Facebook and on the service's website.

Contact

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June 2019



Glasgow Life

Introduction

Glasgow Life is community interest company, working on behalf of Glasgow City Council to manage its arts, museums, sports, libraries and community services. It supports Glasgow's Improvement Challenge 2015 – 2020, a holistic strategy for raising attainment and achievement for all children and young people and incorporates the Scottish Attainment Challenge. Schools with higher than average levels of social and economic deprivation are allocated additional Pupil Equity Funding to support the 'Closing the poverty-related attainment gap' initiative. Some of this funding is used to deliver family learning as part of its Community Learning and Development offer. A team of nine community development workers was established in 2017. They are allocated to specific schools which enables them to establish good relationships with the school community. Consultation with parents is an essential element of the initiative¹⁹.

Approach to outcomes measurement

Learner Information is gathered on the Glasgow Life Outcome Evaluation system (GLOES) and this includes intended destination at the end of the course. Quarterly reports are submitted to the Glasgow Life board. Data relating to children's outcomes is routinely collected by schools.

How Good is our CLD? is a self-evaluation form that is used for every Glasgow Life activity.

How to you know the difference or the impact your work is making?

Guidance:

You know the difference the work is making. Try to take 'you' out of it. What could you use to show someone else the impact?

Try to include all the activities/forms/processes that can be used to evidence this.

If you don't have much evidence other than your own observations and ideas, what could you use in the future?

Every project has a folder in which other types of evidence are collected such as case studies, discussion recordings, impact statements. A pre-course and post-course questionnaire are completed by every learner on a family learning course. This uses a five-point rating system through which quantifiable data can be collected (e.g. 70% of adults who completed the Family Fun with Words course now spend more time reading with their

¹⁹ <https://www.glasgow.gov.uk/article/23800/Glasgows-Improvement-Challenge>



children). A new system called Upshot evaluation is being introduced for 2019/20 but it hasn't been implemented yet.

Implications and challenges

Time to collect additional information: Time is included in contracts as non-teaching time but there is no formula to calculate what proportion of the non-teaching time should be used. The GLOES system is paper based and therefore inputting time is required. There are also issues about the appropriateness of the form for learners with language needs.

Data is used as part of programme evaluation: There are positive implications in that the data collected can be used by management to evaluate the quality of provision and to plan programmes. As the forms are used by all provision it could be used for comparative purposes, but this is not done routinely.

The GLOES system only collects intended destination: There is not a system for collecting actual destination data. It is recognised that many of the impacts will not be achieved until several months after the end of the course (e.g. parents gaining employment or going into further education). However, this data is collected informally by the community development workers attached to schools. The workers are part of the school community and therefore have regular contact with parents, especially those who have several children at the school. Parents who have attended family learning courses will be seen after the end of the course by community development workers. There are family activities arranged by the school such as child and parent yoga, family lunch club that provide an opportunity to find out which parents have started voluntary or paid work or progressed into further learning activities. However, there is not a process for collecting this information systematically.

Collecting data from partners presents challenges: Some of the family learning provision is delivered by partner organisations, such as third sector delivery partners. There is a challenge to collect data from them.

Reporting and celebration

Schools hold their own celebration events such as assemblies, presentation days e.g. A family learning language group created their own recipe book and made the dishes to share with the school community. Glasgow Life uses the evidence for its own publicity. In addition, staff development networks share good practice at regular meetings.

Contact

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June 2019

Inspire Culture Nottinghamshire

Introduction

Inspire Culture delivers Nottinghamshire County Council's adult community learning provision as part of a wider 'arms-length' (or associate) organisation that provides library, archives, arts and youth culture across the county. Family Learning is an integral part of its community learning strand and is delivered in schools, libraries, children's centres and other community venues. Courses are offered in family maths and English as well as wider family learning including first aid, crafts, internet safety and music making. Over the last three years the service has redesigned its provision moving from a fully sub-contracted model to a position in 2019/20 where 80% of the provision will be directly delivered and 20% will be sub-contracted to colleges and voluntary sector providers.

In 2017 the service achieved a 'Good' rating in its Ofsted inspection. Systems for collecting learner feedback are well established. In 2018 96% of their learners stated that they would recommend Inspire Culture as an education provider.

Approaches to outcomes measurement

Data Collection: The courses are funded through the Education and Skills Funding Agency (ESFA)²⁰ and therefore intended destination data for all learners including those on family learning courses is a reporting requirement. This data is collected at the end of the course. The Individualised Learner Record (ILR)²¹ still requires learners to be allocated to Family English, Maths and Language (FEML) and Wider Family Learning (WFL) even though funding has not been specifically allocated to these specific activities. The same data is collected about all learners on community learning provision. Inspire Culture does not collect any outcomes data for children on family learning courses.

Learner Surveys: In addition, a paper-based learner survey is used for evaluation purposes. This focuses on the quality of teaching, accommodation, information, advice and guidance rather than progression after the course. However, some destination data is collected indirectly. In 2019/20 there are plans to replace this survey with an online survey which learners complete on their mobile phones, tablets or computers. This includes questions on impact and progression.

Since the 2015/2016 academic year, Inspire Culture have commissioned an independent company, J2 Research, to conduct a post course survey of learners in the period

²⁰ ESFA is a funding agency of the government in the UK accountable for funding education and training for children, young people and adults.

²¹ ILR is the primary data collection about adult and further education in England

November to February in the following academic year. The subsequent analysis records actual destination and learners' views on the impact of the course on their progression. This survey has been carried out for three consecutive years using the same questions. The sample size is one thousand learners (10% of the total learner population) and so the evidence is substantial. Learners on family learning courses are included in the sample and their data can be isolated from the complete data set.

Benchmarking: Inspire Culture take part in a local authority adult community learning data benchmarking exercise with other councils. In 2017/18, 38 providers took part. The data relating to family learning was isolated for analysis. Although the analysis captures success rates, it does not include progression outcomes.

Case studies of individual learners are collected but they are used predominately for marketing and promotion purposes.

Implications and challenges

Leadership: It is important for leaders to get commitment from tutors to collect the information as front-line staff have the most influence with learners. Inspire Culture encourage tutors by demonstrating the benefits of the approach. When the new online end of course survey is implemented the tutors will be asked to do the analysis of the responses so that they can access and use the data to inform their own practice. Tutors will be able to use the data to inform their reports to the council's performance review process and the annual Self-Assessment Report.

Staff time: The commissioning of J2 Research to do the post course survey reduces amount of time required by Inspire Culture staff. The Management Information team create the sample of learners for J2 to contact but this is not an onerous task.

Technological support: Inspire Culture's IT team set up and implement the online survey which reduces the amount of administration staff time required to produce paper-based surveys and inputting the responses.

Follow-up and time-lag: Inspire Culture has arrangements in place for follow up by using J2 Research to contact learners by telephone approximately six months after the end of the academic year. The challenge is to justify the cost involved as any funding spent on creating evidence is not spent on teaching and learning. Inspire Culture feel that the amount they spend is reasonable proportion of their total funding. The intended destination data is compared with the post course survey data as it is acknowledged that many of the outcomes for learners (e.g. employment, promotion at work) may not be achieved immediately.

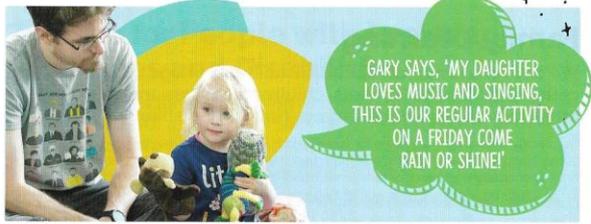


Reporting and celebration

The summaries of the data reports are used by the management team to inform the annual Self- Assessment Report. Individual case studies are used to nominate learners for the Inspire Awards (e.g. learner of the year) that are presented at an awards evening event annually. They have also been used to support the organisation's entries for national awards. Feedback, case studies and photographs of learners are used in marketing and publicity material.

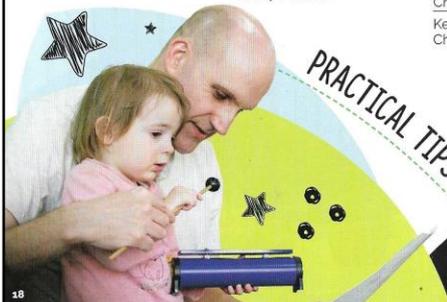
Example of Inspire Culture's publicity

INSPIRE LEARNING NOTTINGHAMSHIRE: Community & Family Learning Courses



Some of the Family Learning Courses we offer:

<p>EARLY YEARS</p> <ul style="list-style-type: none"> Baby Massage Baby Yoga Music Making for the Early Years Family Crafts 	<p>PRIMARY YEARS</p> <ul style="list-style-type: none"> Family Fun with Micro:bits Family Creative Writing Family Film Making Digital Creativity for Families Family First Aid 	<p>ADULT ONLY</p> <ul style="list-style-type: none"> Autism: Practical Tips for Parents Home schooling: Practical Tips Internet Safety for Parents Keeping up with the Children - Maths Keeping up with the Children - English
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PRACTICAL TIPS

FAMILY LEARNING

HAVING FUN SUPPORTING CHILDREN

AUTISM: PRACTICAL TIPS FOR PARENTS

'This course has been fantastic! I really don't want it to end, the support and friendship has been priceless, and I would thoroughly recommend it to anyone struggling. Thank you so much Emma!'

Parent

FAMILY FIRST AID

'I just wanted to say thank you for arranging the Emergency Paediatric First Aid Training. It was a thoroughly enjoyable course and the trainer was very knowledgeable and informative.'

Parent

LEARNER FEEDBACK:

We all loved it! Thank you so much! 'E' has been singing the songs at home and 'A' loves joining in with the actions and some of the words.

Music Making for the Early Years
Gedling Library

PARTNER FEEDBACK:

As a school, our work with parents is a priority. Helping parents to learn with, and alongside, their young children will make a lasting impact on the child's learning and development; supporting to build parent confidence and understanding. This leads to positive engagement, achievement and enjoyment for the whole family.

The offer that Inspire Learning provides is high quality. After a recent training course, one parent said, 'I have done several courses over the years but can honestly say that was the best so far. The trainer was very knowledgeable and personable which made it an interesting and enjoyable couple of mornings.'

Sally Beardsley
William Lilley Infant School in Stapleford

Contact

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June 2019

Learning and Employability Stirling

Introduction

The adult learning team in Stirling has been expanded recently to include a supported employment team, employability programmes and Apprenticeships and is now known as Learning and Employment Stirling (LES). Most of the provision is directly delivered. Family learning is offered in several nurseries and schools and includes PEEPS²², family literacy and numeracy, health and well-being, digital art and supporting transition from nursery to school. The focus of this study is the 'Make and Taste' course delivered at East Plean Nursery. The five-week course has been developed in partnership with the council's health team.

The initial programme was focused on healthy eating, to encourage parents to prepare wholesome food with their children and to encourage them to eat healthily. This has been developed by LES to include literacy and numeracy skills development. This was delivered three times in the second year of funding. In the following year a Train the Trainers course was delivered to expand the provision. An accredited cookery course for adults has been delivered five times. Most of the courses are offered in Plean but there has been some delivery in other areas.

Funding is an issue. More parents could be recruited if core funding was provided. Currently LES can't meet demand. The Make and Taste course is a hook into further learning and so it could lead to an increase in family and adult community learning recruitment.

There is a strong emphasis on information, advice and guidance with the expectation that parents will progress on to further learning. This may be wider family learning, adult basic skills, accredited courses in cooking and nutrition or courses offered within the general adult learning programme.

Approaches to outcomes measurement

Test of Change: Learning and Employability Stirling delivers a Make and Taste course funded by Health Scotland. The application for funding included targets for recruitment, attendance, completion, achievement and progression so data is collected to demonstrate achievement of these targets. The project staff have used a 'Test of Change Improvement'²³ methodology. In addition to quantitative data the parents and staff have

²² PEEPS is a parenting programme for parents of babies and pre-school children
<https://www.peeple.org.uk/what-is-ltp>

²³ The Test of Change Model for Improvement is an aspect of improvement methodology widely used in health care and by the Children and Young People Improvement Collaborative in Scotland
<https://blogs.glowscotland.org.uk/glowblogs/stirlinggeps/development-work/model-for-improvement/>

been asked to record changes that they have noticed in the children's behaviour and parent-child interaction.

A pre course and post course questionnaire (paper) is used for parents to record what they think will change and actual changes. There is a number of statements requiring parents' responses. The post course questionnaires are completed at the last session.

Extract from a Test of Change report

<p>Predict what will happen when the test is carried out</p>	<p>Measures to determine if prediction succeeds</p>
<ul style="list-style-type: none"> • At least 50% children and their parents/ carers will attend a series of 5 make and taste sessions. • There will be an increased in parent/ carer confidence and knowledge around food activities for children. • Parents/ carers and children will engage together in make and taste activities and children will develop skills such as chopping, spreading, pouring. Children will taste new foods during sessions. • Parents and children will continue to engage in make and taste activities at home (between sessions and at the end of the series of sessions) • Parents will demonstrate an increased awareness of other learning that can come from engaging children in make and taste activities (e.g. literacy and numeracy) 	<ul style="list-style-type: none"> • The attendance registers will demonstrate at least 50% of children and their parents/ carers will have participated in a series 5 make and taste sessions. • % increase between session 1 baseline assessment and session 5 assessments • Staff observations and photographs of children and parents engaging together, and observations made by staff during sessions. • Staff observations, recorded feedback from parents about in between session activities and evaluation at session 5 • Number of parents indicating at session 5 evaluation an increase in knowledge of early literacy and intention to continue literacy activities at home.



<ul style="list-style-type: none"> • Parents/ carers will be more ready/willing to engage in other learning opportunities e.g. accredited cooking skills/nutritional courses, family learning sessions and other adult learning opportunities • Parents / carers will continue to apply food and literacy activities at home beyond completion of the Make and Taste sessions 	<ul style="list-style-type: none"> • The number of parents signing up for subsequent family learning sessions, other accredited learning, expressing an interest in adult learning. • Qualitative statements gathered at recall session
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Tutors collect ad hoc responses during the course. These may be activity or interactions observed during the course sessions or feedback from parents about activities they have done with their children at home. Case studies are created, usually for specific purposes such as to support nominations for awards. Videos of parents' stories have been made. There has also been a video recording of one of the sessions. Photographs are taken throughout the course and are used to create an individual photo book for each child to take home at the end of the course.

Implications and challenges

Cost should be incorporated at the planning stage: The costs associated with collecting and recording evidence are indirectly built into funding applications. The Test of Change approach is considered as essential not as an additional or add-on cost. The data is all collected in a paper format so there are some additional inputting costs. Staff time is not easy to measure as it is integral to the adult learning staff roles. Staff maintain contact with the families through the nursery, school and adult learning programmes so they often receive post course progression information several weeks or months after the end of the course.

Follow-up: There isn't a system for formally contacting parents after the end of the course. It is acknowledged that some evidence may be missed. Post course information is not collected in a structured, formal way. It is a challenge to collect post course data at times when there are other demands on staff time. Reports from various projects are often requested at the same time. Collecting feedback from partner organisations (such as nurseries) is time consuming. It is not always seen as a priority by nursery staff.



The data is needed to support funding applications for more projects. The short-term nature of the funding is a challenge itself.

Reporting and celebration

Case studies are collected to support awards nominations. For example, a learner completed the 5-week 'Make and Taste' course when her first child was at nursery. She progressed onto literacy and numeracy courses. She then supported a Make and Taste course as a volunteer helper whilst her second child was at nursery. She completed accredited cookery and nutrition courses in the following year and became a school learning assistant. She was nominated for a Scotland Learning Partnership's award and used the £100 she won to pay for another adult learning course. Groups have also been nominated for the Scottish Health Care Improvement awards.

The nursery holds end of course celebrations at which parents receive certificates and the photobooks that are created during the course. One of the unexpected aspects of recruitment is the number of grandparents who took part in the course as many of the parents were working. The feedback from parents showed that they saw the time they spent one to one with their child during the course sessions was a special time. This was especially the case for working parents.

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June 2019



Northamptonshire County Council

Introduction

The adult learning team at Northamptonshire County Council (NCC) offer a wide variety of publicly funded courses. Family Learning is part of an extensive community learning programme. Most of the provision is non-accredited but some learners achieve accreditation in maths and English. Courses are offered in schools, children's centres and community venues and are targeted towards adults without level 2 qualifications²⁴.

Approaches to outcomes measurement

As the provision is funded by Education and Skills Funding Agency²⁵ (ESFA), a learner's achievement (usually evidenced through RARPA)²⁶ and intended destination is recorded on the Individualised Learner Record. Accreditation in maths and English are also recorded for those learners on Family English, Maths and Language (FEML) courses.

NCC is required to provide reports for its Board of Governors. The board was established in 2017. The members are local councillors, a public health consultant and other council officers. Reports include recruitment, retention and achievement in addition to progress and outcomes. Data is also recorded about the number of learners who receive information, advice and guidance from the National Careers Service.

NCC participate in the Family Learning Local Authorities Group²⁷ (FLLAG) outcomes survey, including the 2018/19 pilot wider outcomes survey. An external company is used to collect outcomes and destination data from 1200 learners annually (including 200 family learning learners) Two companies, J2 Research and Welfare Call, have been procured to do this task. The questions asked are not consistent, so it is difficult to make comparisons between years. The questions are mostly focused on employment and so the family learning team need to do their own survey in order to capture other outcomes. The data is used for the annual Self-Assessment Report and reports to governors. NCC also collect

²⁴ Level 2 qualifications include GCSE General Certificate in Secondary Education, National Vocational Qualifications and their equivalents

²⁵ ESFA is a funding agency of the government in the UK accountable for funding education and training for children, young people and adults.

²⁶ RARPA is a quality process used by many adult learning providers in the UK

²⁷ FLLAG is an association of family learning providers to share good practice and developments. It organises an annual survey of its members to capture evidence of the outcomes of family learning.

learner reviews, tutor reviews and case studies. Data about the children on family learning courses is not collected.

Implications and challenges

Link with staff development: The information gathered is used to inform staff development and programme planning. For example, as part of the digital skills strategy the progression from family learning into digital skills courses is recorded. This in turn informs curriculum development. In 2018/19 the family learning programme has included Using Social Media for Families, E-Safety, and Essential Digital Skills. A proportion of allocated funding has been ring-fenced to provide free progression courses for those who have been on family learning courses. The council's e-safety officer assists with staff development in schools to support this area of development. The data is shared as appropriate with other professional staff including schools and social services staff who refer parents from families at risk to family learning.

Time and cost are the major considerations: In addition to cost of procuring the external company, NCC staff are paid to make phone calls and tutors are paid additional hours to complete the FLLAG survey. The Management Information team are allocated additional time to input data and create the required fields within the system to record the data collected.

IT support is essential to carry out the surveys online. This can be difficult in community venues where there isn't easy access to wi-fi. The use of paper based surveys is slow and inputting is time consuming.

Follow-up: collecting data after the end of the course can be problematic as learners don't respond, change their address and/or contact information.

Reporting and celebration

Northamptonshire County Council holds certificate presentation events. Case studies and data are included in staff bulletins to share good practice. Quotes from learners are used in marketing material. NCC know that family learning has a positive impact on adults and children but find it hard to get the evidence to prove it. They would like to persuade schools to share their evidence about the impact family learning has on the progression of the children who take part. The closure of some children's centres has had a negative impact on the amount of family learning that is offered.

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June 2019

Parentkind NI – Building Stronger Communities through Volunteering in Schools

Introduction

From August 2015 to June 2016, Parentkind NI (formerly PTA NI) worked with Northern Ireland government's Department for Communities to pilot a project called Building Stronger Communities through Volunteering in Schools, which saw parent volunteers take part in activities with new or existing Parent Teacher Associations (PTAs) in four schools located in Belfast and Carrickfergus, Northern Ireland.

The pilot aimed to encourage previously disengaged parents from disadvantaged communities to volunteer at their child(ren)'s school, with the intention of utilising the safe and familiar environment of a school as a method of introducing volunteering. The project tested a variety of ways in which volunteering could be harnessed to support children's education and learning environment.

Approaches to outcomes measurement

The outcomes by which the project's success was measured were:

- To establish an ethos of parent volunteering and engage parents in volunteering
- To improve the relationship between parents and the school
- To increase parental engagement with children's learning
- To build profile and recognition of parent volunteering in school in the wider community.

Each school community had a clear view of its priorities for the new parent volunteer groups (PTAs) over their first year and beyond. The development worker assigned to each school recruited parents to the various programmes and to record how the project progressed.

Implications and challenges

Partnership approaches: A key feature of the approach was a close working relationship with school leaders. This helped to identify how volunteering could be most effectively harnessed in order to support children's education. Each PTA therefore started with an individual set of priorities, focused on what would be most beneficial for that particular school. For example, one school aimed to create a community garden from a piece of unused land. This involved a range of different activities, such as bidding for funding from the local authority and community organisations and organising training for parent volunteers.

The project sought to offer a wide range of opportunities to appeal to the mix of skills, abilities and interests of parents. Training courses were offered both as an incentive to

take part, and to ensure that volunteering was as effective as possible. For one school in particular, training and volunteering were designed to be as flexible as possible, to ensure that parents could contribute however much time they had available.

Outreach: The PTAs used a range of outreach methods to reach as wide a group of parents as possible and to encourage volunteering. Schools held information evenings for parents to discuss the project and volunteering opportunities. They utilised social media to reach out to parents, and, with the support of school leaders, disseminated the information through local media. They reported that word of mouth was particularly effective for dissemination and recruitment.

Other steps taken included:

- Appointing a development worker to each school to help co-ordinate the development of the PTA, disseminate information about the project and to raise its profile locally
- Ensuring that social events were affordable to all parents
- Involving wider support networks and local stakeholders in PTAs
- Running Family Learning sessions (e.g. internet safety) to increase engagement.

Reporting and celebration

The project was independently evaluated by Community Evaluation Northern Ireland (CENI), who surveyed staff and parents and conducted a number of focus groups at the four schools.

The main impact of the project was in encouraging 91 parents to become volunteers across the four schools. All of these parents participated in training, which included both family learning and the development of skills useful in supporting their child(ren)'s education. Two-fifths of these individuals had not previously volunteered; at the end of the project, four-fifths had made a commitment to continue supporting their child's school after the project finished and all but three indicated that they would volunteer in future. Parent volunteers were found to have gained the confidence and skills to be partners in their child(ren)'s education.

A **Better Reading Partnership** training programme was held for parents from three schools. The project report²⁸ describes the impact of this programme:

²⁸ Building stronger communities through volunteering in schools: project report 2016, PTA UK, <https://www.parentkind.org.uk/uploads/files/1/PTA%20NI%20DfC%20Building%20Stronger%20Communities%20Report%20FINAL%20Oct%202016.pdf>

19 volunteers from Woodlawn and St Vincent de Paul Primary Schools as well as Breda Academy took up an additional opportunity to do Better Reading Partnership training. The initial training took three days, followed by a 10-week commitment to read with three children, three times a week (for 30 minutes), requiring a volunteering commitment of 4.5 hours minimum per week from each volunteer. The training encouraged some parents to consider their own learning and career ambitions. Our evaluation showed that the volunteers found this a very positive pursuit - through their experience of being 'reading partners', several parent volunteers are now training to be qualified classroom assistants. The schools told us that they believed literacy amongst children had improved as a result.

As the project report describes, 'the new PTA/volunteer groups made a substantial contribution to their child's school and supported learning' in a short space of time, with the project demonstrating 'how parents' confidence and skills can be boosted within a supportive school environment'. Schools benefitted both from the specific priorities of each PTA, but also by the increased engagement of parents in the life of the school.

Each of the four pilots also experienced a range of other impacts. These included:

- Commitments to further specific volunteering at the school
- Successful fund-raising and grant applications
- The organisation of social and parent recruitment events
- Practical support such as reading groups and after-school clubs

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Springboard Learning, Pembrokeshire

Introduction

Springboard, Learning Pembrokeshire, has been providing free learning opportunities to families in Pembrokeshire for over ten years. It currently delivers over 250 courses per year across nine schools and in 2018-19 engaged over 1,600 different adults and children in family learning opportunities within the county.

Springboard's work in Gelliswick Church in Wales VC Primary School was recognised by Learning and Work Institute Wales with the 2019 Inspire! Closing the Gap Award

Creative courses linked to all 6 key areas of the new school curriculum help families explore the arts and sciences, the environment and the humanities. Springboard also runs courses which blend different subjects together such as mindfulness and art, English and technology to support people's health and well-being. In addition, Springboard is also committed to delivering as many large scale 'WOW' projects as possible. These are special activities that are not routinely offered as part of the school curriculum or adult learning programme so that learners who engage on the project can feel a sense of pride in having created something that will have a legacy for the school and their local community. WOW projects have included a large scale mosaic, the design and creation series of stained glass windows and a school mural.

Approaches to outcomes measurement

The diverse range of family activities Springboard offers is dynamic and bespoke to each school's themes and priority areas of development to secure optimum levels of engagement but the systems for recording achievement and progression are standardised. For all programmes, students evaluate their own learning and progression throughout their learning journey with Springboard and the project is able to collate data on attendance, attainment, accreditation and progression for each learner it engages.

Partnership: The project works with the Local Authority's data team to evaluate whether family engagement with Springboard can be seen to affect the children's attendance and attainment over the academic year.

Implications and challenges

Funding: Springboard's sustained growth has been made possible through securing significant amounts of grant funding from a variety of different sources each financial year. The project adapts its aims to fit the priorities of its various stakeholders and funding streams and is required to report back to its funders at the end of each financial and academic year based on the targets it commits to achieving in its grant applications and service level agreements.

Engagement: Key to the project achieving such high levels of engagement is the commitment of its team of Advisors to recruit and support learners from engagement to progression. Enrolment targets are set to ensure that courses are financially viable.

Reporting and celebration

With over 800 adults engaged in the project each year Springboard's approach to tracking progression is to develop a portfolio of case studies from each of its schools. Each case study highlights in real terms the life changing impact family learning has on its students in terms of progression onto further learning, volunteering, employment and improved health and well-being

The benefits of Springboard are shared with the wider community via regular social media posts, press releases and the coordination of large scale events. In an age where people are less inclined to read detailed reports Springboard feels that visually showcasing the range of its family learning activities to all existing and prospective stakeholders and beneficiaries is the most effective way of capturing its impact.

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September 2019

Surrey County Council Family Learning

Introduction

Surrey County Council run a range of family learning provision across the county through Surrey Adult Learning. Course delivery varies from courses where adults learn skills that can be transferred into the family home, where adults and children learn together, or where adults and children learn in parallel with separate tutors. Most courses are informal, but there is also a small range of accredited provision. The majority of courses are 'short' and run for 5 weeks (10 hours). All courses are delivered locally, either in children's centres, schools or community centres. Courses include parenting programmes; 'Getting ready for Nursery or Primary School'; 'Story and Craft Sessions'; 'Keeping up with the children in English'; 'Keeping up with the children in Maths'; 'English as an Additional Language (EAL) for families'. They are funded by the Education and Skills Funding Agency.

Approaches to outcomes measurement

As well as skills developed directly through the learning provision, all the courses produce wider outcomes such as improvements in employability skills, wellbeing and family relationships.

Surrey County Council collect data on wider outcomes, including employment, social participation, skills for work, and soft skills such as confidence and problem solving. Data on these are collected via a 'wider outcomes survey'. The survey was developed through a seminar with NIACE, using their Wider Outcomes Planning and Capturing Tool²⁹ and is disseminated to everyone who has attended more than 11+ hours of learning.

The survey was first launched in 2015. To date, it has used a full 5-point Likert scale, but tutor feedback suggests that this is too confusing, particularly for those with ESOL needs. As a result, this will be changed going forwards to a three-point scale, using agree, disagree and not sure. To increase the sample size in 2018/19, the survey will be included in learners' Individual Learning Plans and collected for all learners attending a 10 hour + course.

In 2017/18, 30 learners completed the survey. All 30 learners reported that they felt more positive as a parent, and the majority felt they did more with their family because of the course. Learners also reported gaining a sense of community from the course, and 93% reported making friends through it. Additionally, 90% of learners felt more motivated to get a job or to volunteer, and all learners felt motivated to participate in further learning.

²⁹ <https://www.learningandwork.org.uk/resource/capturing-the-wider-outcomes-of-community-learning/>



Surrey County Council also collect data on destinations and progression. In 2017/18, 17.5% of their 1,060 learners progressed from wider family learning into family English, maths and EAL. Destination data, collected from 823 learners in 2017/18, shows that 20% of learners continued in education after the course – either through a course with another provider, continuing learning with Surrey Adult Learning, or entering full time education. A further 3% progressed at work or found employment.

Implications and challenges

Strong referral mechanisms and targeted provision: Adult learners are usually referred through local children's centres and schools, or less commonly through early help services. These local partnerships allow Surrey County Council to capture the attention of potential learners, who would be unlikely to directly approach the adult learning centre directly – for example those with low confidence, negative experiences of learning or those who don't live near an adult learning centre.

Ensuring targeted, relevant provision: Working in partnership with children's centres, schools and community centres, ensures that local knowledge about learner needs and skills gaps can be shared with Surrey County Council, as well as targeted marketing and referrals to specific courses. There have been some instances where children's centres have requested a particular course to be run, and Surrey County Council have provided the specific provision or, if necessary, created a new course.

Engagement and progression programmes: Surrey County Council run two types of programmes – wider family learning courses, and English, maths and English for Speakers of Other Languages (ESOL) courses. The wider family learning courses such as arts and cookery act as engagement programmes or 'hooks' to engage parents in learning and encourage progression to English, maths and language courses.

Reporting and celebration

Surrey Adult Learning reports the outcomes of its provision in its annual self-assessment report and in other reports to Surrey County Council. Learners have recorded the personal impact of family learning on video films and these are used together with case studies and photographs to promote the family learning programme on the service's website and on social media.

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