

Access to Education Final Progress Report

Report Number 2
 Date 25.4.16
 Period Covered 01.10.15 – 31.3.16
 Author **Natalie Phillips, Education Project Manager**

Outcomes to be achieved	Target to be achieved	Actual Target achieved
To support 3,500 beneficiaries in 28 schools	3,500 beneficiaries to be supported	7,090 beneficiaries supported
To cover 5 key themes & projects in 28 schools	5/28	5/28

Foreword

This final report details the considerable progress that we have made in a six month period, with doubling the original target we were set in taking forward developments to enhance the educational experience of children and young people living in the Clyde Gateway area as a result of the project's leveraged funding secured through Access to Education.

At the heart of our intervention has been our ambition to bring a variety of providers (employers/community centres) closer to our education system, enabling them to help design and deliver what our young people require to raise their attainment levels. Involving partners and communities in our work is key to providing a method which enables the necessary structure and support to achieve sustainable improvement in attainment and progress towards closing the equity gap.

In the development and implementation of this project, we have also aligned ourselves to the strong track record of improvements and reforms being driven across education in Scotland at present; specifically Social Justice, the Developing Young Workforce and Raising Attainment agenda which also contributes to the realisation of the key priorities in the Career Education Standard, Work Placements Standard and School Employer partnership.

Selecting five key themes has enabled us to be more targeted and to focus our efforts to ensure every child has had the same opportunity to succeed, with a particular focus on closing the poverty-related attainment gap. This joined up approach to strategy, funding and delivery has provided the greatest positive impact for enhancing our school's capacity to deliver innovative learning experiences which in turn will raise educational attainment, promote attendance and encourage positive engagement.

**Natalie Phillips, Education, Business & Community Growth Project Manager,
Clyde Gateway**

Themes	<u>Objectives</u>	<u>Target to be achieved October 2015 to March 2016</u>	<u>Actual achieved 31st March 2016</u>	<u>Variance</u>
A.	HEALTH & WELLBEING	Support health and wellbeing activity with the delivery of jump to it programmes, helping get more children physically active across Clyde Gateway primary schools only		
	Support 25 schools	25	25	25
B.	Engage over 1,000 children and young people	1,000	2,137	+1,137
C.	STEM	Support Science, Technology, Engineering and Mathematics (STEM) intervention programmes across Clyde Gateway schools		
	To provide STEM programmes in 28 schools	28	28	28
	To engage 1000 young people in STEM activity	1,000	1,002	+2
D.	PARENTAL ENGAGEMENT	Support parental engagement and family learning activity in the Clyde Gateway area		
	Support 28 schools	28	603	28
E.	Support 520 parents/carers/teachers/young people through parental engagement/family learning	520	2,195	+1,675
	WORLD OF WOLRK	Support and develop partnerships with business and industry aimed at preparing pupils for the world of work in line with The Commission for Developing Scotland's Young Workforce		
	Support 28 schools	28	28	28
	Engage 1,000 children and young people	1,000	2,238	+452
	WIDENING ACCESS	Support schools to develop projects which will focus on Enterprise, World of Work, STEM and Parental Engagement		
	Support 4 schools	4	4	4
	Support 100 parents/children/teachers/young people in this activity.*project starts Jan-March 16	100	261	+161

HEALTH AND WELLBEING

The Jump 2 it programme was delivered by Scottish Sports Futures (SSF) to 2,137 pupils at thirteen primary schools across Glasgow and twelve in South Lanarkshire. Clyde Gateway, in working with SSF, have taken a holistic approach to promoting health and wellbeing, one that takes account of the stage of the development and maturity of each individual, and the social and school context. We fully embrace that learning through health and wellbeing promotes confidence, independent thinking and positive attitudes and dispositions. This project has also been closely linked to the key priorities of the **National Improvement Framework**; namely:



- Improvement in attainment, particularly in literacy and numeracy
- Improvement in children and young people's health and wellbeing

This is owing to the model of the project delivery whereby both classroom sessions and sport sessions are linked to the Curriculum of Excellence with emotional, social and physical wellbeing, increased physical activity, nutrition, literacy and numeracy as key set outputs to be achieved through this programme.

Overall Summary Health & Wellbeing Project: Jump 2 it – Scottish Sports Futures

The Project

The programme begins with a Roadshow at each individual school. Each school chooses three modules from a list of six modules (Healthy eating, smoking, alcohol, knife crime, bouncing back and Routes to work) for classroom delivery. Below lists how our schools selected.

School/LA	Module/s selected
Dalmarnock PS, Glasgow	Healthy Eating, Smoking, Alcohol
Eastbank PS, Glasgow	Bouncing Back, Smoking, Alcohol
Thorntree PS, Glasgow	Bouncing Back, Healthy Eating, Smoking
Wellshot PS, Glasgow	Healthy Eating, Bouncing Back, Smoking
Quarry Brae PS, Glasgow	Bouncing Back, Healthy Eating, Knife Crime
Sacred Heart PS, Glasgow	Healthy Eating, Smoking, Alcohol
St Anne's PS, Glasgow	Healthy Eating, Smoking, Alcohol
St Michael's PS, Glasgow	Healthy Eating, Smoking, Alcohol
St Francis PS, Glasgow	Bouncing Back, Healthy Eating, Smoking
St Denis's PS, Glasgow	Healthy Eating, Smoking, Alcohol
Blackfriars PS, Glasgow	Bouncing Back, Smoking, Alcohol
Toryglen PS, Glasgow	Healthy Eating, Bouncing Back, Smoking
St Thomas's, Glasgow	Bouncing Back, Smoking, Healthy Eating
Calderwood PS, South Lanarkshire	Healthy Eating, Bouncing Back, Smoking
Burgh PS, South Lanarkshire	Bouncing Back, Smoking, Knife Crime
Bankhead PS, South Lanarkshire	Bouncing Back, Smoking, Healthy Eating
Burnside PS, South Lanarkshire	Healthy Eating, Knife Crime, Bouncing Back
Parkview PS, South Lanarkshire	Healthy Eating, Bouncing Back, Smoking
Spittal PS, South Lanarkshire	Bouncing Back, Healthy Eating, Smoking
St Bride's PS, South Lanarkshire	Bouncing Back, Healthy Eating, Smoking
St Mark's PS, South Lanarkshire	Bouncing Back, Smoking, Knife Crime
St Cadoc's PS, South Lanarkshire	Bouncing Back, Healthy Eating, Alcohol
St Charles PS, South Lanarkshire	Bouncing Back, Alcohol, Smoking
St Columbkilles PS, South Lanarkshire	Bouncing Back, Knife crime, Alcohol
St Anthony's PS, South Lanarkshire	Bouncing Back, Healthy Eating, Smoking

The Roadshows begin with an introduction to three Glasgow Rocks Basketball players before the children are split into four groups. Groups go around the three stations for modules, lasting approx. 12-15 minutes and one for a ball skills session. During the module delivery pupils are asked questions on the subject previously delivered and given the chance to take shots with the basketball to win badges.

Once this stage is complete all the groups come together for a final games and prize giving with the Rocks. The Rocks players nominate the “MVP” most valuable pupil (the person they think was most active participant in sessions). In addition, there are prizes for all game winners.

Each School receives six hours of coaching which they divide however suits them, either by two hour sessions or split between different classes. The pupils who receive coaching are then given the opportunity to form a school team which they name to compete against other schools in the regional tournament.



The school tournaments are held within the local area, Rocks players are there on the day to give out goody bags and prizes to the winning teams. The teams who make it through the tournament are given the opportunity to play at a final within the Emirates arena. The teams then play before a Rocks game in a semi-final to determine the final two teams who will play at half time during the Rocks game. All schools participating in the final are given an allocation of tickets to invite pupils, parents and business partners.

Partnerships

The support from a range of additional partners is vital to the programme delivery of this project in both Glasgow and South Lanarkshire. Local partners provide knowledge of the area and voluntary support for the events which can have over 500 attendees. Jump2it have worked closely with **Reach for The Sky Basketball** who delivered coaching sessions to schools in South Lanarkshire. **South Lanarkshire and Glasgow Active Schools** coordinators were essential partners providing information about the schools in their area and helping introduce the programme to new schools. **Active East** provided the Jump2it programme with support by encouraging Active champs, who have been supported by their various programmes to volunteer at Jump2it events such as tournaments and finals.

The **Glasgow Rocks Basketball team** are the main partner, who allow Jump2it to provide the unique mix of educational sessions, coaching and fun events that make Jump2it a success year after year across Scotland. The Rocks players who deliver the roadshows always receive excellent feedback on being role models and tailoring the messages to the appropriate age, keeping the pupils engaged through interactive games during the delivery of modules.

Every child participating in the tournament receives a goody bag to take home which they are encouraged to show their parents. The aim is to reinforce the messages delivered to the children by sharing what they have learned as well as promoting a healthy lifestyle to the whole family. Goody bags contain materials from our partners including No knives better lives and **Police Scotland** who

provided advice on the knife crime module, Drinkaware information on the dangers of alcohol, NHS smokeline, healthy eating advice and information about our MEND programme which teaches the whole family about healthy eating, food labelling and exercise. Parental and family engagement is a key focus for us and an area where we continue to work together to support children's development.

Evidence & Testimonials

Looking at evaluations collated from the delivery of this themed project it can be seen that in the Clyde Gateway area;

- **98% of pupils responded that they enjoyed the Glasgow Rocks basketball player visit to their school.**
- **90% of pupils think that they learnt something new.**
- **86% said they told their parent or guardian about the players visit.**
- **100% of pupils responded that they think exercise is good for you.**

Testimonials:

"The Jump2It Project was a wonderful opportunity for pupils at Calderwood to experience high quality coaching from professional players. The children thoroughly enjoyed the coaching sessions which culminated in the opportunity to play at the Emirates Arena during a Glasgow Rocks Game. This was a superb family event; many families and children who had never experienced the excitement of a professional basketball game did so for the first time. Over the coaching period, we have observed considerable improvements in performance; pupils have increased their skills in passing, dribbling and most certainly in team work. The children are more confident and eager to increase the pace of their game in order to mimic the performance of the professionals. We have also observed differences in pupil motivation and participation. The class teachers have also benefitted as they have learned from the professional players' coaching skills and strategies. This was an excellent programme and we would like to thank Clyde Gateway for this opportunity". **Lisa Quinn, Headteacher, Calderwood Primary School, South Lanarkshire**



"Glasgow Rocks came to our school and covered many important subjects as well as giving us basketball lessons then about a week later we got split up into groups and competed against other schools and qualified for the finals and we came second. I am better at basketball than I originally thought." **James McNally, P7 pupil, St Francis's Primary School**

"This programme developed Health and Wellbeing within the context of sport for all. It was very inclusive and set the highest attainable standards of physical health as well as supporting learning to make healthy and safe choices for each individual within the class. The coaching sessions in school each week were of a superior standard and the tournament was a great experience for our pupils, allowing them to take part in a large sporting arena. This was well organised and all our pupils commented on how much fun they had on the day". **Jennifer McCluskey, Headteacher, Wellshot Primary School, Glasgow**

"Excellent programme; positive impact on children and staff including staff CPD; children's fitness & stamina." **Liz Gonzalez, Head Teacher, Sacred Heart Primary School**

"The Jump 2 It programme gave the children a fantastic opportunity to be involved in specialist Basketball coaching whilst learning about healthy lifestyle choices. They met "sporting heroes" who inspired the children by sharing their stories and experiences. Having the opportunity to work together in teams and play at The Emirates Stadium was an experience which boosted the self-confidence of many of the children." **Joyce Paterson, Head Teacher, Spittal Primary School**

Lessons Learned

The most popular modules within this area have been Healthy Eating and Smoking. For future development within the area the Jump2it team would consult with local partners Active schools, the police and local authorities to find subjects they feel are relevant to the local area and look at adapting modules or the creation of new modules. Currently in the process of reviewing modules while consulting with partners on content for new modules.

The programme was well received in Glasgow and South Lanarkshire and SSF are delighted with the expansion in to new schools with the Clyde Gateway partnership. This was the first time delivering in South Lanarkshire which SSF feel has been so successful, that they would like to expand the programme to other schools in that area. There have been enquiries from other schools within the area that have seen local news coverage and social media and are now requesting how to get involved in the programme.

Reach for the Sky Basketball has had 40 boys and 10 girls signposted to clubs from South Lanarkshire.

Next Steps

For further delivery Jump2it plan to strengthen links to the school of basketball in the area, providing a pathway for pupils.

Working with Sport Scotland and Netball Scotland there will be a wider variety of sports promoted with links to other clubs being established. Our aim is to encourage participation in any physical activity for a healthy lifestyle.

Jump2it aim to provide further opportunities particularly in South Lanarkshire for a variety of physical activities including basketball, netball and judo. Expansion in to South Lanarkshire is the aim of SSF for the following years to be able to offer the programme to more schools in the area.

Sports leaders from our linked secondary schools (Eastbank, St Mungo's, Trinity & Stonelaw) are all now to be linked to this project from August 2016 delivery. This will enable accreditation to be obtained by senior phase pupils and also contribute towards the sustainability of this projects whereby sports leaders could run mini jump 2 it sessions



STEM – Science, Technology, Engineering & Maths

Improving Science, Technology, Engineering and Mathematics (STEM) education is a key priority for Clyde Gateway. Over the last three months we have delivered one project to completion linked directly to our secondary school pupils. We currently have an additional two innovative STEM projects underway targeting all our primary school pupils.

Our STEM theme has impacted on **1002** pupils from across thirty schools across Glasgow and South Lanarkshire. In recent years, there has been a focus on promoting the uptake of STEM subjects in schools. This has been driven by the

need to ensure that young people gain the skills and aspirations essential for building the UK's economy and to help them participate in a society in which science and technology are increasingly important. Clyde Gateway, have strove to build on this by demonstrating how this can be achieved within different schools and with a variety of young people, exploring the features that need to be in place for interdisciplinary STEM activities to be successful and the diverse approaches that can work.

Overall Summary STEM Programme 1: Get into Engineering

The Project

Get into Engineering

For us this project was about changing young people's perspectives by:

- Creating a positive atmosphere
- Making links with employers, colleges and universities
- Delivering successful and varied STEM activities
- Providing a collaborative environment
- Developing skills and capacities to productively engage in STEM learning activities



Clyde Gateway is involved in a number of physical regeneration projects in Glasgow and South Lanarkshire currently working alongside Robertson Group on the development of the Cuningar Loop Bridge project. Once in place, the new landmark will connect the Commonwealth Games Athlete's Village in Glasgow's east end to a new community green space. 'Get into Engineering' programme devised, managed and owned by Clyde Gateway is now in its third year of operation. This programme was designed in direct response to the skills shortage in the engineering sector and to promote the profession.

Clyde Gateway, Robertson Group, University West of Scotland (UWS), Glasgow Kelvin College and ICE have used this project to engage with pupils about the exciting career opportunities in engineering. A 10 week programme of activities was developed where 10 pupils from Trinity High School in South Lanarkshire and St Mungo's Academy in Glasgow met weekly to investigate the development, planning and construction of the bridge in addition to learning about the different fields of engineering including; chemical, mechanical, civil, aeronautical and electrical. The project commenced in September 2015 and finished in December 2015.

Pupils from the two schools attended both site and University/College-based presentations and workshops to carry out a number of projects and assessments up until December 2015. These were facilitated by Clyde Gateway, Robertson, UWS & Glasgow Kelvin College. A graduation event was held for the pupils in December 2015 where they shared their thoughts and findings on the programme.

Here's what this year's secondary school pupils and university mentors had to say about taking part in the 10 week project:

<https://www.youtube.com/watch?v=d0rD6BNzGQc>

General comments on the programme

Clyde Gateway

Get into Engineering has allowed high school pupils the opportunity to experience different areas of the industry and also to get a feel for work/college/university life. The partnership with Robertson, UWS and ICE demonstrates Clyde Gateway's commitment to contributing to the communities in which we operate within by working in partnership with stakeholders to serve this purpose. This project is focussed on providing young people with a practical insight into engineering and with the innovative blend of on-site visits and university/college teaching it has enabled them to look at the subject matter from a range of angles.



Delivery Partners Comments

"From class room engagement to workshops and site visits, everything we do is designed to encourage future employment in the industry. The Get into Engineering scheme has been a key activity for us, and we are so pleased that all the pupils spoke so highly of their experience." **Gemma Nicoll, Community Development Manager, Robertson Group**

"We are delighted to be actively involved in the Get into Engineering initiative which gives high school

pupils the opportunity to experience different areas of the university and get a feel for university life." **Dr Stuart Tennant, University of the West of Scotland's School of Engineering and Computing**

Next steps

We are seeking to continue

- Promote engineering as a people-focused, problem-solving, socially beneficial discipline;
- Work to enhance the presence of engineering and the 'made world' at all stages from primary level upwards;
- Ensure that apprenticeships and other technical pathways not only deliver high quality technicians but also enable individuals to progress to the highest levels of engineering;
- Broaden routes into engineering degree courses by promoting more flexible entry requirements;
- Maintain a broad curriculum for all young people up to the age of 18;
- Shift the emphasis in STEM teaching towards problem-based, contextualised learning;
- Nurture engineering ways of thinking in all young people;
- Create more spaces and opportunities for young people to design and make things particularly by working collaboratively in interdisciplinary groups;
- Use Design and Technology as a platform for integrating STEM and creative design and for raising the profile of engineering in schools;
- Change the structure of schools education to embed engineering explicitly at all levels.

Engineering skills are the linchpin to economic growth, a vibrant jobs market and tackling issues such as population growth and climate change.

“We need to stop talking about the skills gap and start taking action to ensure that we give children and students the best chance to make informed choices in our technological society. The best way to do this is to change the stories we tell about engineering and make the subject more visible throughout school

Overall Summary – STEM Programme : Pre STEM Engineering Development Trust (EDT)



The Project

The PreSTEM programme works with classes of P7 pupils, divided into teams of six, on a four week energy project. The project is designed to encourage pupils to develop research, team working, project management, presentation and reporting skills. The pupils are mentored during the four weeks by students from S5/6 from their local secondary school. At the end of the project their work is assessed by Industry assessors who also give pupils an insight into their world of work.

PreSTEM provides pupils with an interesting STEM (science, technology, engineering and maths) project aimed at generating enthusiasm for the subject and developing an awareness of the careers and pathways available in STEM.

The delivery model allows for the primary classes to attend events in their local secondary school and work with S5/S6 mentors which help them cope with the transition from primary to secondary school education. An additional benefit was for S5/S6 students to gain valuable volunteering experience in supporting the younger pupils in the project.

Our PreSTEM programme worked with all P7/some P6 pupils from all twenty four primary schools and also the teachers and senior phase pupils of the four secondary schools were involved in the transition.

Project Launches



The project is launched in the secondary school, with all the feeder P7 classes attending. Prior to the launch the teacher received a handbook outlining the project and their role. The teachers will also have divided the class into teams of 6.

We delivered five launch events, four within Secondary schools and one in a Primary School where the pupils could not attend the launch due to diary clash. The launch days gave pupils information about the project, provide a folder with project brief and have some fun, but meaningful activities. The teachers and S5/6 students all attended a short briefing session at the same time.

The activity the pupils completed at the launches was the Rollercoaster Challenge which involved the teams designing and building a rollercoaster using 10 sheets of A4 card and sellotape. The aim was to run a marble from the top to the bottom in the shortest time. Key learning skills from this challenge included; team work, communication, design, building, testing. The purpose is to get the pupils working as a team before they start on their project.

Project Delivery

The teams work on their project during class time over a four week period. During that time the pupils:

- research energy usage in their school by conducting a survey, they also research and learn about various options for energy generation
- generate ideas – following the research phase the pupils develop ideas for saving and generating energy. An ideas folder is prepared and the top three ideas are to be discussed as part of the assessment process.
- design a poster to demonstrate graphically their top three ideas
- build a model using household waste materials to demonstrate the top idea they recommend to the school
- prepare a presentation to deliver to the assessors and prepare for a question and answer session

During project delivery S5/S6 mentors visit the school and EDT staff are in contact and visit if there are any challenges.

Assessment and Celebration Events



All the classes gather at the secondary school, bringing along their ideas folder, poster and model. Each team is assessed by two industry assessors who listen to the presentation, question the team and view their poster and model. At the end of the assessment process awards are given to :

- Quiz winners
- Highest Helipad structure
- Project awards for 1st, 2nd and 3rd

For our learning communities these were as follows:

Trinity Learning Community

Winners- St Columbkilles

Second – St Cadocs

Third – St Columbkilles

Stonelaw Learning Community

Winners – Calderwood

Second - Burnside

Third – Calderwood

St Mungo's Learning Community

Winners- St Dennis

Second – Sacred Heart

Third – St Dennis

Eastbank's Learning Community

Winners- Thorntree Primary

Second – Quarrybrae Primary

Third – Eastbank Primary

Evidence & Testimonials

We used Survey Monkey to capture information about the pupils and the teachers' views and experiences of PreSTEM. The pupils were asked the following questions pre and post project:

Look at the choices below. Select the five choices that you think best describe a Scientist.

Descriptor	Before	After
Dirty hands	2.11	1.33
Clever	71.58	77.33
Well paid	37.89	53.33
Professional	57.89	60.00
Sweaty	0.53	0.00
Repairs cars	2.11	0.00
Experiments	68.42	70.67
Male	18.95	9.33
Wears overalls	2.11	0.00
Went to university after school	43.68	48.00
Not well paid	0.53	1.33
Reads fast	8.42	2.67
Solves problems	44.21	37.33
Wears glasses	26.84	21.33
Female	12.11	5.33
Wears white coat	47.37	46.67
Gets things done	23.16	21.33
Logical	35.26	29.33
Good role model	23.68	16.00
Cool	4.21	0.00
Dreamy	0.00	1.33
Total Respondents	190	75

What did you enjoy the most about the PreSTEM project? Please select one.

Answer Choices	Responses
Experience New Challenges	17.33% 13
Learn New Skills	10.67% 8
Learn about Science/Technology/Engineering/Maths	25.33% 19
Help choose subjects at Secondary School	6.67% 5
Gain More Confidence	10.67% 8
Improve Team Working Skills	12.00% 9
Gain Certificate/Awards	4.00% 3
Presentation Skills	8.00% 6
Other (please specify)	5.33% 4
Total	75

In a team, each person makes a particular contribution. How well do you think that you contributed, in each of the tasks below? Enter one tick for each of the questions shown below.

	Very Well	Average	Not very well	Total	Weighted Average
I can lead the team.	40.00% 30	53.33% 40	6.67% 5	75	1.67
I can research the project topic.	49.33% 37	40.00% 30	10.67% 8	75	1.61
I can listen to other team members' project ideas.	78.67% 59	17.33% 13	4.00% 3	75	1.25
I can talk about the project with other team members.	74.67% 56	25.33% 19	0.00% 0	75	1.25
I worked well as part of the team.	79.73% 59	18.92% 14	1.35% 1	74	1.22
I assisted keeping the idea folder up-to-date.	36.00% 27	56.00% 42	8.00% 6	75	1.72
I can talk to the assessors/judges about the project.	60.00% 45	32.00% 24	8.00% 6	75	1.48

Evidence & Testimonials

"The children are enjoying participating in the project and learning about energy and I think that the exposure to them working in project groups is very advantageous especially before they transition to high school."

"This had a very positive impact on children's attitudes to Science & Engineering." **E Gonzalez, Headteacher, Sacred Heart Primary**

“Our P6/7 class took part in this project and benefitted from working with pupils from across the learning community. The group aspect of the activity encouraged the children to use their knowledge of Science, Maths and Technology to work cooperatively in response to the challenge. Staff reported that the event was well organised.” M Spiers, Headteacher, Parkview Primary School

Assessors Comments

“I have really enjoyed supporting the PreSTEM events. It’s been a really interesting and relevant project for pupils and it’s been a good opportunity to network with other STEM Ambassadors”.

“I really found this most enjoyable. It seemed a lot better than assessing one school at a time and there was a real sense of excitement in the room as all the other schools were looking at others to see what they had done”

“The children showed tremendous enthusiasm for the subject, the assessment went well and a good day had by all

Lessons Learned

EDT have listened to teachers from both primary and secondary schools and recommend the following changes to project delivery:

Teachers briefing should be held **at least** a month before the launch of the project. This will give teachers time to integrate the project into lesson planning. We envisage holding teachers briefing meetings at the secondary school as part of in-service days

Mentor training will be developed and delivered for the S5/S6 pupils well in advance of the launch day

Venues – while we recommend the use of secondary schools, the space was not always conducive to launching and assessing the projects. The open-plan nature of modern secondary schools meant that pupils were interrupted during break times and with pupils moving between lessons. We recommend therefore that the school gym hall be utilised in future.

Information – it has been challenging receiving diversity information and evaluations from the schools. We recommend that diversity information is gathered during the launches and EDT considers how to make use of IT to gather evaluation at the assessment events. We will use tablets at the events to capture information from teachers.

Next Steps

The science and engineering sectors are of great importance to the Scottish economy and will continue to be a significant driver in economic growth for years to come. As such, it is important to spark an interest in children at an early stage, making them aware of the job opportunities and types of positions available, as well as building on the skills they learn in school which we have been able to do through this involvement with EDT which Clyde Gateway will seek to continue.



PARENTAL ENGAGEMENT

From October 2015 to April 2016 Clyde Gateway have supported **2,195** parents/carers/teachers/young people in parental engagement and family learning activity in the Clyde Gateway area. We have targeted this demand led issue with six key holistic projects over two local authority areas and 28 schools.

Parental involvement in children's education has a significant effect on educational achievement which is why Clyde Gateway have taken a holistic approach which links all strands/organisations together to enable us to support our young people who are most at risk of not entering the labour market, whilst also focusing on raising the aspirations of the parents/carers. Most children have two main educators in their lives – their parents and their teachers. Engaging with parents gives them the chance to understand the role that they play in their children's learning and development and fosters parental involvement. We wanted to support families who face barriers to learning or who lack confidence helping their children learn.

Parental engagement is a shared issue for all our schools; primary and secondary and an area which through this project we have targeted with our six key projects. Our objective has always been to work with the full family unit on family learning, raising attainment and employability.

In Glasgow, our approach to support this objective was community led and saw us make links with our four local community centres; addressing the community learning and third sector role in parental/family learning whilst identifying outcomes for both parents and children. In South Lanarkshire, we took a different approach after consultation with schools which saw us contract the services of a lead employability provider and also establish links to the Integrated Children's Services team in South Lanarkshire to ensure clear learning pathways.

Overall Summary – Parental Engagement Programmes



Fuse

Fuse supported the following 4 schools:

- **Eastbank Academy, Glasgow**
- **Eastbank PS, Glasgow**
- **Thorntree PS, Glasgow**
- **Wellshot PS, Glasgow**

Activities which these schools selected as their main priority for parental engagement support during consultation were

School	Parental Engagement/Family Activity
Eastbank Academy, Glasgow	Workshops that include team and confidence building for a looked after group within the school and other vulnerable students from 1 st year to 4 th year. The young people work with mentors from the community so the proposal is for 4 workshops of activities based on their interests from consultation and a finishing event that invites mentors and parents together to celebrate in a certificate presentation for the young people.

Eastbank PS, Glasgow	4 weeks of Fuse taster sessions took place after school and parents were invited to pick up their children 15 minutes before the end to find out what they had been doing and meet the Fuse team to find out what is on in their local area and services that Fuse can provide. The 4 week block concluded with an event in Fuse for both parents and children to familiarise themselves with the building and experience what a junior session is like whilst finding out about other services on offer.
Thorntree PS, Glasgow	4 weeks of Fuse taster sessions took place after school and parents were invited to pick up their children 15 minutes before the end to find out what they had been doing and meet the Fuse team to find out what is on in their local area and services that Fuse can provide. The 4 week block concluded with an event in Fuse for both parents and children to familiarise themselves with the building and experience what a junior session is like whilst finding out about other services on offer.
Wellshot PS, Glasgow	A 4 week Health and Wellbeing programme was delivered in the school which consisted of cooking and fitness. The final week brought parents together to take part in the cooking and fitness with their children. This created an opportunity for the parents to find out about Fuse and the activities on offer and more importantly to provide feedback on what they would like to see.

100 questionnaires from parents were completed through attendance at events mentioned (70 at parents evenings in Thorntree Primary and 20 at a Christmas Fayre in Eastbank Primary). The top 3 activities that parents wanted to see in the community for adults were fitness, cooking and anti-bullying workshops these were closely followed by internet safety for parents and IT classes. Other activities selected were a job club, literacy and numeracy support, money advice and alcohol workshops. 20 people also registered an interest in volunteering and were invited to a coffee morning at the end of January to follow this up.

Following on from the feedback Fuse created an adult drop in called “Branching Out” that launched in January 2016. This consisted of IT support, welfare reform advice, cooking classes and yoga sessions as part of the drop in and has been well received by the families in this community.

New Partnerships

Partner support Fuse obtained as a result of this project included

Blooming Yoga – one of the main requests from parents was fitness and yoga, therefore contact was made with Blooming Yoga who are now signed up to deliver yoga 3 days a week in Fuse. The feedback has been really positive and there has been a real mixture of local community women and men; parents and young adults attending.

Glasgow Kelvin College agreed to support the IT sessions through this contract and have supplied some funding for a staff member to deliver basic IT skills as part of the Branching Out session. The college have also offered to provide literacy and numeracy support within Fuse which will be a big support.

Capability Scotland agreed to support a Job Club as initiated from the feedback that was gathered through this contract by providing a staff member each week at The Information Station.

Shettleston Housing Association Money Advice also offered their services and attended the parent's evenings at Thorntree Primary School alongside Fuse to promote the support available to families which resulted in 2 people being referred for advice that evening.

Tesco due to the promotion of the Branching Out sessions Tesco have been in touch with Fuse and started to offer produce that the centre can give out to the community. It is part of their FareShare Programme to minimise waste and ensure local communities benefit.

Fuse had Eastbank and Thorntree Primary participants and parents attend Fuse at the end of the Junior tasters in February 2016. Education Scotland visited this event and took publicity shots to be used in their parental engagement activity online including banners, leaflets, website etc.

Fuse worked with 15 young people that were part of the MCR Pathways after consultations with Eastbank Academy. The pupils ranged from 1st-4th year and Fuse had 3 weeks with them. They came to Fuse on a Thursday afternoon, got split into 3 and rotated round each week to try cooking, spray art and gaming. 6 parents attended the last session where they got to find out more about Fuse, taste some of their child's cooking and from this 2 attended the Adult Drop In sessions and are now regular members.



This opportunity and project gave Fuse a great platform to work with each school to carry out some real consultation with parents, which allowed them to shape a variety of activities within Fuse that caters to the needs of local people within the community that they are based. The relationships with the schools are stronger and the communication in general has improved which makes the service and facility more accessible to reach parents and ultimately able to provide more effective support.

Evidence & Testimonials

"The Fuse and Clyde Gateway programme encouraged Health and wellbeing through healthy eating and exercise. The Primary 4 classes involved enjoyed having the Fuse café in for their sessions. The staff related well to the children and the sessions were well resourced. Parents commented on the amount of responsibility and increased skills it had given their children during the cookery lessons and they felt that they saw a difference in their children wanting to help at home and asking to try food that they had not had before. The feedback from parents, children and staff was very positive."

Jennifer McCluskey, Deputy Headteacher, Wellshot Primary

Some of the feedback from the parents included:

*"I enjoyed tasting the fruit and seeing Evie so happy".
"I liked seeing Kyle independently making his food".
"Mia learned how to use a knife safely, very well done".*

An Eastbank primary teacher said *"It is great that you can do things like this in the classroom, cooking, using knives and hot plates, it is really good skills to teach the young people and it has been wonderful for the parents to see."*

Two of the activities with Eastbank and Thortree Primary started in January 2016 and concluded with an event in Fuse in February 2016. The activities were very similar in the form of a junior taster club with activities such as fun games, jewellery making, photography and arts. They were very well received and when parents came to collect their child Fuse staff were able to engage with them. The head teacher **Shona Heggie at Thorntree Primary** said *"the children really enjoyed it and there is a waiting list!"* A number of the parents said they didn't know that Fuse offered so many activities for children and adults and more so that they were all free. School pupils have now joined Fuse as junior members since the tasters and there is a list due to start over the Summer Holidays.



PUBLICITY & PROMOTION OF PROJECT

Fuse used numerous methods from social media activity to producing a variety of impressive leaflets to promote all their projects for schools and family learning.

NEW FOR YOU 2016
BRANCHING OUT
LEARN, LAUGH AND HAVE FUN
EVERY TUESDAY STARTING 19TH JANUARY
10PM-3PM

- WELFARE RIGHTS ADVICE 10AM-3PM
- BEGINNER IT CLASS DROP IN AND IMPROVE YOUR IT SKILLS NO MATTER WHAT LEVEL YOU'RE AT 10AM-3PM
- COOKING CLASS/DEMO WITH DAVID PURCELL 1.30PM-2.30PM
- TEA AND COFFEE AVAILABLE
- INTRODUCTION TO YOGA FOR COMPLETE BEGINNERS 10AM AND 1.30PM PROVIDED BY YOGA FOR YOU

DROP IN FOR A COFFEE, CHAT OR ADVICE

FOR MORE INFORMATION CONTACT JULIE AT:
0141 778 4477
WWW.FUSEONLINE.ORG.UK
JULIEB.FUSE@GMAIL.COM
1567-1573 SHETTLESTON ROAD, G52 9AS

CLYDE GATEWAY
Glasgow Kelvin College
@CLYDEGATEWAY
#THISISTHEPLACE

FUSE JUNIOR CLUB

COME AND JOIN THE FUSE JUNIOR CLUB TASTER SESSIONS IN THORNTREE PRIMARY FOR 4 WEEKS STARTING WEDNESDAY 13TH OF JANUARY 3PM-4PM

THERE ARE LIMITED SPACES SO PLEASE SIGN UP BY FILLING IN THE TEAR OFF SLIP BELOW AND HAND IT IN TO THE OFFICE.

PARENTS ARE INVITED TO COLLECT CHILDREN AT 3:45PM TO MEET THE FUSE TEAM AND FIND OUT WHAT THEIR CHILD HAS BEEN DOING.

CLYDE GATEWAY
@CLYDEGATEWAY
#THISISTHEPLACE

FUSE JUNIOR CLUB

Student's Name: _____

Parent/Guardian Signature: _____

My child will walk home by him/herself My child will be collected

Calton Heritage & Learning Centre (CHLC)

CHLC offered support to the following 4 schools:

- St Anne's Primary School
- Dalmarnock Primary School
- St Denis' Primary School
- St Mungo's Academy



The CHLC arranged meetings with all these schools whereby the following activities were selected as their main priority for parental engagement support:

School	Parental Engagement/Family Activity
Dalmarnock PS, Glasgow	Panto Competition, Panto and Family Christmas Party
St Anne's PS, Glasgow	Panto Competition, Panto and Family Christmas Party. Volunteering opportunities whereby children and teachers took part in a community clean up with local adults and volunteers in their community.
St Mungo's Secondary, Glasgow	Community centre involvement in the Children's University. Attended parents evening and carried out consultation with young people to support Thriving Communities. Also promoted centre activities to parents and children
St Denis's PS, Glasgow	Panto Competition, Panto and attended parents evening to promote CHLC programme, particularly Easter Events for parents.

CHLC invited three primary schools to participate in a Panto competition designed to engage both children and parents in the Christmas Programme at the centre. The ambition was to engage with new parents, introduce them to the centre and staff and share a centre programme for upcoming events. It is the first step in establishing relationships with parents and children who have not yet engaged with the centre.

The competition invited children to come to the centre with a parent/guardian to find Cinderella's slipper, take a selfie and post it onto the facebook page using the hashtag **#thisistheplace**



The most significant outcome to date for CHLC was that the participants from Dalmarnock Primary were all from the Chinese community who had never previously engaged with the community centre. Of the 9 people who took part from Dalmarnock, all of them returned to the Christmas Family Party on 23rd December and brought along another 4 adults and five children who were also from the Chinese community. CHLC were delighted to have met them and established a relationship with them. They are now following the centre on Facebook which means they have direct access to information about future events and are now regular attenders as a full family unit.

CHLC met three of the headteachers in person to discuss ways in which to engage parents in adult

learning opportunities through the digital inclusion programme. They also had a presence at parent's evenings to promote the launch of Thenue's volunteering programme which was held in the centre in Feb 2016. Parents had access to opportunities to learn new skills through volunteering and to participate in a range of community activities.

CHLC working with Fairpley and Celtic Connections to offer free tickets to children and parents to attend a talk with the author of the BBC children's series 'Katie Morag'. The parents and children that attended this specific event were all from St Anne's Primary school

CHLC carried out a community clean up with 17 children from St Anne's Primary School in partnership with Community Safety Glasgow. Volunteers from Momentum and local parents also helped out so that it was a full rounded community effort. The children were rewarded with Easter Eggs and each was given a centre programme to promote other activities for parents and children.

CHLC attended St Anne's parents evening and spoke to 21 parents and 14 children to promote their Easter activities and learning programme for parents. They also attended St Denis's PS with partners Clyde Gateway and Glasgow Life to promote centre activity and encourage attendance from families. This intervention was well received and attendance from Dennistoun community was a result at the centre.

CHLC attended St Mungo's Academy's parents evening to carry out community consultation with young people and to promote activities to parents. They spoke with 26 parents and 25 young people to participate in a survey using ipads. The survey information was shared with Thriving places who are now working in partnership with us to set up a homework club for teenage students in partnership with Thenue Housing Associations Smart Communities Digital Inclusion Programme. The young people who participated in the survey didn't know about the centre before then and are now happy to call CHLC to find out about activities and events. This is a huge achievement for the centre.

New Partnerships

CHLC now have established relationships with each of the schools. The parents and children are getting to know them and the schools are now responding regularly to their invitations and are happy to promote their activities. CHLC also utilised partnerships with *Thenue HA, Glasgow Community Safety, Thriving Places, Morrison's, Fairpley, Celtic Connections and the Emirates Arena*. This has been a great start and one that CHLC can build on to ensure local parents and children are aware of the opportunities available to them through the centre and can access information about other organisations and services that they work with.

Task Childcare Family Support & Learning Centre (TASK)



TASK worked with following two schools:

- **Blackfriars PS, Glasgow**
- **St Francis's PS, Glasgow**

TASK Childcare has a welcoming, nurturing and supportive approach providing holistic through care with a long term influence in the community. Their experienced staff team are highly trained with a wealth of knowledge in related programmes such as 'Creative Confident Children' and 'Seasons for Growth' & our Parents & Children Growing Together Program.

The centre has fit for purpose learning spaces and through partnership and joined up working the organisation has established a strong network with statutory, voluntary and community organisations. Furthermore, the organisation will have a continuous impact on the development of resilience of families within the Gorbals community.

Task worked collaboratively with the two schools and headteachers to target parents and carers with opportunities to grow and learn in ways which would improve their confidence, resilience, creativity and skills to enable them to cope with the challenges of parenthood. Glasgow Clyde College and Bridging the Gap were brought on board to target parents and carers in isolation whose needs were not being met in terms of parental engagement. Their family learning project included English classes, digital inclusion support and parental attachment & engagement classes.

English Classes began in February in partnership with Bridging the Gap a local organisation working alongside many different cultures, again parents from both schools came together every Wednesday morning at Task approx. 15 parents in attendance. Task also ran sessions from the middle of February on parental attachment & engagement, classes focussed on building secure attachments and raising aspirations within families. Parents from both school attended this session and from this one to one sessions with parents experiencing difficulties with attachment or challenging behaviour have been organised and will be facilitated by the play therapist based within Task.

Parents events were organised within Task where children and parents came together to host a "come dine with me" session. This intervention was based around integration and community connections with 25 parents of the schools attended.

Other parental events that have taken place have included parents workshops on healthy eating ,as well as bringing your parents /carers to nursery /afterschool sessions encouraging family participation in joint play sessions

New Partnerships

Task identified a number of partners that they worked with collaboratively for the duration of the project these included Bridging the Gap, Glasgow Clyde College, Sparcs, Glasgow Life, Notre Dame, Local Nursery Schools & Oatlands Development Trust. Glasgow Clyde College & Oatlands Development Trust who worked in partnership by providing Task with the IT tutor & lap tops.

Bridging the Gap provided English Teachers for the duration of the English Class as well as volunteer peers for peer support. A play therapist from Notre Dame will be doing outreach work for continuing parental support around attachment & behaviour management strategies, Sparcs provided Cooksafe sessions promoting home safety as well as healthy eating on a budget

Evidence & Testimonials

"The ICT parenting programme organised by Task in partnership with Clyde Gateway was an excellent way to build positive relationships with parents from across all establishments while supporting them to develop their own ICT skills, which in turn helped them to support their children's learning as well as to be better equipped with some of the life skills needed for day to day living in society today." **Sharon McGeever, Headteacher, St Francis Primary School**

"I attended the Think of Play as a Child's work session and I enjoyed learning more about myself in relation to my parenting, I would like to see follow up sessions on later stages of child development." **Thomas Cunningham, Father of 3 children at Blackfriars Primary School**

"I really enjoyed the cooking and computer course, I learnt more skills that I wanted to know and learned to do and show my gran as well." **Louise Campbell Parent**

Bridgeton Community Learning Campus (BCLC)



BCLC worked with the following 4 schools:

- **Sacred Heart Primary School**
- **Dalmarnock Primary School**
- **St Mungo's Academy**

- **St Anne's Primary School**

All delivery is focussed on the needs of the people by continuous consultations at schools and in the centre. BCLC and have used this

family learning project as a platform to build in literacy support into all of our courses and workshops which ensured those who required assistance would have it on hand.

By working with a group of partners to deliver on a focussed approach to address local needs, using Clyde Gateway funding BCLC have successfully completed phase 2 of a Homework and Family Meal club incorporating the above schools. The entire centre is utilised to provide a space for children and carers to come every Tuesday after school. Within the space of 2 hours BCLC provide, along with our partners which include Glasgow Community Planning Partnership, North Glasgow Healthy Living Community, PEEK, NHS GGC, Sacred Heart Pr, Dalmarnock Pr, London Rd Nursery, Clarity Nutrition, Glasgow Kelvin College, Clyde Gateway, Eat Better Campaign.

- A storytelling room for pre 5's (nursery teachers support this)
- Homework sessions with teachers from both primary schools to assist
- Literacy support for parents/ carers who have identified barriers to their children's homework assistance at home
- Cookery lessons- recipes are followed and made by the parents/carers supported by a chef. All recipes are low budget to address food poverty. After the homework sessions are complete the families then sit down together to enjoy the meal and homework activities are discussed.
- The design and writing of their own Recipe Book, with the support of our Literacy & Numeracy tutor, which each participant can take home to cook the meals they have learned to cook

The parents/carers are encouraged to practise the recipes at home with their children.

Education Scotland recently wrote an article about our club and its success. They wrote;

'The Attainment Advisors are helping to develop a network of expertise across Scotland. Working closely with their local authority, they support practitioners with advice on what works in literacy, numeracy, health and wellbeing, encouraging a strong culture of collaborative learning'
Here two Attainment Advisors share examples of what is working in their area.

http://www.educationscotland.gov.uk/Images/ESNEWSPECIALITIONJAN%202016_tcm4-875037.pdf

Glasgow Daily Record also ran a story on our club;

<http://www.dailyrecord.co.uk/lifestyle/family-relationships/helping-your-child-every-chance-7494956#du2Uk6xIR5V2Csuq.97>

Please see attached articles



As part of our family learning project this year BCLC had a different type of club which local children and parents really enjoyed. Circus training! This was fantastic and had all participants learning how to juggle, balance, skip, and participate in soft gymnastic exercise. It was a fantastic opportunity for parents & children to enjoy a fun & active activity.

On the 29th March, BCLC hosted a drama event- Tales of a Grandson from Platform. It was attended by 60 local children who came along with their teachers, support staff and some of their parents. The drama was centred on Scottish history and was enjoyed by all.

CoderDojo Bridgeton

CoderDojo is a global movement of free, volunteer-led; community based programming clubs for young people. At a Dojo, young people, between 7 and 17, learn how to code, develop websites, apps, programs, games and explore technology in an informal and creative environment. In addition to learning to code attendees meet likeminded people and are exposed to the possibilities of technology.



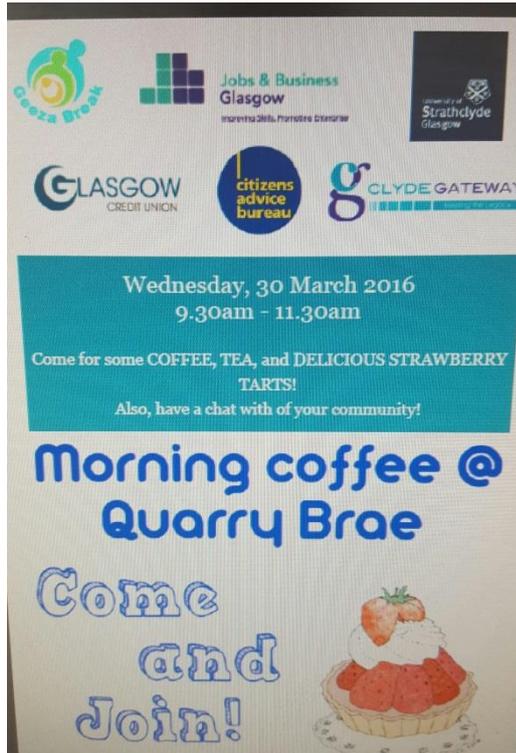
CoderDojo Bridgeton is hosted by Bridgeton Community Learning Campus with assistance from Thenue Housing Association's Smart Communities project. BCLC host a Dojo the 1st Wednesday of every month where up to 13 young people have access to digital technology within their learning suite.

Evidence & Testimonials

"Sometimes your child comes home with Primary 2 homework and you don't understand it yourself. I think, as parents, we just forget what we learned when we were at school so it's really useful to have advice now on how to help our own kids learn. With having a bit of extra support, I feel I'm better equipped to help the boys with their learning now." **Pamela Connelly, Parent, St Anne's Primary School**

Additional Glasgow School Family Learning Projects

As **St Thomas's** were unable to use the community centre support owing to time restrictions at the school, Clyde Gateway worked with the deputy head to find a suitable alternative. Following discussions and meetings St Thomas's Primary received a funding contribution from Clyde Gateway for set up costs of a parental engagement facility suite in the school. This funding was used for decoration costs of room and also for furniture. Clyde Gateway also linked a variety of their outreach workers to this school and suggested parenting training by linking in their family support workers who were delivering their Future Families contract. Clyde Gateway also linked Strathclyde University to the projects who were tasked with working alongside both deputy headteachers of the school to arrange a parental engagement event on 31st March 2016. We covered the catering costs for this event.



At **Quarrybrae Primary** we linked our third year business studies students to work with the headteacher on parental engagement activity. The main objective was to get the local providers to introduce their company, what they could offer to the parents, and answer any enquiries. In terms of the services, this was based on the skills that would be beneficial to the parents such as housing, employability, welfare, health, and so on.

Moving forward with Quarrybrae we are currently funding Thriving Places activity to take place in Quarrybrae, St Michael's and Dalmarnock Primary in Glasgow. This is all based around three projects; breakfast clubs, summer holiday clubs and homework clubs which will support the full family unit.



Routes to Work South (RTWS)

RTWS supported the following 14 schools:

St Brides Primary, St Charles Primary, St Anthonys Primary, Burnside Primary, Spittal Primary, Bankhead Primary; Burgh Primary; Calderwood Primary, St Columbkilles Primary School, Parkview Primary, James Aiton Primary, St Mark's Primary, Stonelaw High School & Trinity High School

The main project aim was to deliver 3 training and development courses as well as employability information

to schools in Cambuslang and Rutherglen to increase parental engagement in learning, social and family activities.

RTWS delivered the following courses:

Basic Paediatric First Aid

Available to 24 parents from Park View Primary, James Aiton Primary and St Marks Primary – courses delivered in November 2015

Unlocking Potential – Empowering Change Personal Development Course

Available to 20 parents from St Brides Primary, St Charles Primary, St Anthony's Primary, Burnside Primary, Spittal Primary, Bankhead Primary; Burgh Primary; Calderwood Primary and St Columbkilles Primary School. Course delivered in January 2016

Stonelaw Careers Event Attendance

Routes to Work South will attend the Stonelaw Careers event to promote employability services to students and parents. Event took place on 12th January 2016.

Stay Safe Online – A Parent Awareness Session

Available to 30 parents from Stonelaw High School and Trinity High School, course will be delivered on 28th April 2016.

Course Summary

Stonelaw Careers Events

On the 12th January RTWS attended the Stonelaw High School Careers event based in Stonelaw High School to promote employability and training opportunities to both students from S2 and S4 and their parents.

RTWS staff discussed the opportunities available to students when they leave school in the form of training and employability support, looking at the additional support required for those students who were not looking to move in to further education or were looking at apprentice training and employment opportunities.

The session was structured to be an early engagement tool to preparing students and their parents for the future world of employability, with the knowledge that additional support is available within South Lanarkshire to help them achieve their employment goals.

Parents were also able to discuss the range of employability support that they were able to access if looking to increase their own employability skills and with support to start work.

Students and Parents were also given information packs containing information on Routes to Work South for employability information and support, CAB for information on benefits and money advice, Healthy n Happy for additional support and volunteering opportunities.

The Student and Parent career event was such a success that Stonelaw High School invited RTWS to participate in their Apprenticeship and Training afternoon on Thursday 18 February for the S5 Students, 140 Students attended to discuss options when they left school and were given information on opportunities that could be available to them as well as an information pack with key contact numbers and information.

No photographs were taken by RTWS at the events.

Learning outcomes

- Pupils are now more aware of employability and training support available to them for the next step of their journey from education and where to access it, this should reduce the numbers of students leaving school without a positive destination.
- Parents were able to learn more about the support mechanisms and the wide range of opportunities that were available for their children and themselves when looking to move into employment.
- Joint working with the High Schools at various stages of student's journeys can help support learning by looking at the full range of support services and options available to students when looking at employment and training opportunities as well as career changes if results do not meet the initial expectations.

Unlocking Potential – Empowering Change Personal Development Course

Empowering Change Personal Development Course was delivered over 5 sessions between 21st January and 18th February 2016. A course flyer was developed and sent out to each of the following schools:- St Brides Primary, St Charles Primary, St Anthony's Primary, Burnside Primary, Spittal Primary, Bankhead Primary; Burgh Primary; Calderwood Primary and St Columbkilles Primary School.

3000 flyers were distributed in to the pupil's school bags by a Lead teacher at each of the primary schools as a way of reaching the parents and promoting the development course. 20 places were available on the course and 20 parents registered to start the course on 21st January.

The course was structured to look at developing a more positive future for the families who participated by:-

- Supporting parents to be the best version of themselves
- Peer support and sharing positive parenting ideas with other parents
- Learning how to create a happy balanced family environment
- How to develop a more positive mind-set
- Setting goals to move towards a positive future
- Feeling empowered to lead their family



EMPOWERING CHANGE

AN EXCITING DEVELOPMENT JOURNEY
Delivered by Marion Graham,
Scotland's leading Development Coach.

Are you ready to take the next steps towards a positive future for you and your family?
This unique development course is exactly what you are looking for.

- Be the best version of yourself.
- Share ideas with other parents.
- Learn how to create a happy balanced family environment.
- Develop a positive mindset.
- Set goals to move you towards a positive future.
- Feel empowered to lead your family.

DATES:
21ST JANUARY, 28TH JANUARY, 4TH FEBRUARY,
11TH FEBRUARY AND 18TH FEBRUARY 2016
(Please note that you must be able to attend all 5 development sessions)

VENUE:
CTEC, 1-15 MAIN STREET, CAMBUSLANG, G72 7EX

TIMES:
9.30AM UNTIL 2PM

TO RESERVE YOUR PLACE EMAIL WHAMPSON@RTWS.ORG WITH YOUR NAME, ADDRESS, CONTACT TELEPHONE NUMBER AND THE NAME OF THE SCHOOL YOUR CHILD ATTENDS OR CALL WENDY ON 0141 646 0354

routes to work south @ROUTES2WORK #GETTRAINED CLYDE GATEWAY @CLYDEGATEWAY #THISISTHEPLACE

Evidence & Testimonials

"I know have more knowledge and no longer scared to help out in an emergency, the course was brilliant" **Claire, St Marks Primary**

"Knowledge, I know the basics, the course was hands on so I gained practical experience, more confident in my skills" **Margaret, St Marks Primary**

"CPR and how to use properly on babies and children, good information on seizures and what to do to help. I know feel more confident if an emergency situation was to arise" **Patricia, Parkview**

"I am now less willing to engage with family drama and approach it much more calmly. I had very little confidence when I started and have now signed up to more courses to continue my learning and improve my health and wellbeing. The relaxation sessions were fantastic, I now use them to fall asleep and this has helped with my day to day family life, this course has been life changing for me."
Verna, Parent St Mark's Primary, South Lanarkshire

Tracey Chambers is a parent from **St Columbkille's Primary School**, she is a full-time parent and works part-time and here is what she had to say:



Clyde Gateway Case Study

Full Name: Tracey chambers

Tell us a bit about why you attended the Empowering Change course and any issues you faced before joining?

I felt in a rut, I was doing the same thing day after day & started to feel really low. I knew something had to change then I seen the flyer in the school bag.

What has your Empowering Change Journey looked like?
(Outline what sessions you feel in the course have made an impact on you, what positive changes you have made and how this has impacted on your family and children as a result of attending the course)

I have taken more action & changed how things have gone. I am getting more jobs & things are growing. I am really enjoying it. I have contacted a new business mentor & applied for some part-time jobs.

What's next? How will you continue to use the skills you have gained through the Empowering Change Course moving forward?

I will use the tools I have learnt to keep going forward & make my business a huge profitable success.

Signature: Tracey Chambers

Date: 18/2/16

Additional South Lanarkshire School Family Learning Projects

South Lanarkshire Council Integrated Children's Services (ICS) worked with us on the family learning theme whereby the project was made available to all 13 schools in South Lanarkshire. Schools who participated were St Cadoc's, Parkview, Bankhead, Trinity, Stonelaw, St Anthony's, Burgh & James Aiton.

Teachers identified areas which has been highlighted within the School Improvement Plan to focus on including parent and child cookery courses, study skills programmes, hot chocolate homework clubs, maths refreshers, REHIS, Spelling Workshop for Parents & ESOL Family Projects.

Families had the opportunity to engage in a number of activities to increase their skills, knowledge and confidence. All of these projects have been aimed at helping parents understand how their children learn and encouraging families to learn together

This project was also photographed by Education Scotland the same as our Fuse Family Learning Project as an excellent example of successful parental engagement.

Lessons Learned

This piece of work will shape partnership working in the future to ensure families are supported in all of the ways that they require. Fundamentally the success of the parents and children's journey will be measured and evidenced as the program grows but with **2,195** beneficiaries engaged through this six month intervention it is clear that parents and communities play a bigger role in the day-to-day lives of their school.

Some of our community centres did not previously have an established relationship with some or any of their local schools and now they are being sent information and invited to events. Clyde Gateway is confident that we can build on these relationships so that our work with the schools and parents can go from strength to strength. This family engagement pilot has very much been a springboard for future activity which we seek to continue. Clyde Gateway are committed to making demonstrable progress in closing the attainment gap and recognise that improving engagement with families and communities will be essential to close the gap.

Overall Theme Summary

All our parental and family learning projects were linked to :

- Curriculum for Excellence; confident individuals, successful learners, responsible citizens, effective contributors.
- Parents as Partners – Strategy for Parental Involvement.
- GIRFEC
- National Improvement Framework
- School Improvement Plans

These projects have given us a great platform to work with each local school to carry out some real consultation with parents, which has allowed our headteachers, practitioners and communities to shape a variety of activities within both the community and employability centres to cater to the needs of local people within the community. The relationships with the schools are now stronger. Community centres are now saying that the communication in general has improved which makes their facility and services far more accessible to reach parents.

Clyde Gateway are extremely pleased at the response from the schools and the commitment to make this a success by engaging with parents and children first to find out what they would like to see in

their community. This part is at times overlooked due to lack of time and resources however it is the most important ground work to make any programme a success so it has definitely added value having community centre links in education planning with proper pathways and progression routes for the full family unit. This piece of work will shape partnership working in the future to ensure parents are supported to play an active role in their child's learning.

"We still have a lot of work to do to engage parents in more activities and develop more relationships. This is just the beginning and we hope to continue to work with Clyde Gateway to share our ideas, resources and networks. It has been invaluable to us so far." **Rosie Robertson, CHLC Manager**

"This piece of work will shape partnership working in the future to ensure families are supported in all of the ways that they require. This will be the springboard to our future activities which are already starting with the adult drop in, yoga and parent, child cooking sessions. These activities will continue to grow and develop based around the needs of the parents and children within our community." **Lisa Jamieson, Community Co-ordinator, Fuse Youth café**

"The rationale of our project with Clyde Gateway has been to provide parents and carers with opportunities to grow and learn in ways which will improve their confidence, resilience, creativity and skills which will enable them to cope with the challenges of parenthood. The programme is designed to provide on-going support to children and their families and encourages meaningful engagement all of which is particularly import for young parents who are isolated for a variety of reasons." **Angie Muir, Depute Service Manager, Task Childcare Family Support & Learning Centre**

Overall Summary – WOW Programme 1: Enterprise is the Business



Helping all learners to see the link between the skills they develop across the curriculum and how these are used in the world of work can open up new possibilities for learning. Curriculum for Excellence will support all children and young people in developing skills which they will use throughout their life and in their work, including the development of pre-vocational, enterprising and employability skills, personal skills, high levels of cognitive skills and the opportunity to put learning into a practical context.

Curriculum for Excellence recognises the importance of building financial capability in all our young people and provides opportunities for schools to adopt a more cohesive, planned and co-ordinated approach to financial education that works across the school's curriculum.

The Project

Financial enterprise is about being able to deploy resources in an imaginative and confident manner. Financially enterprising behaviour will involve making decisions based on informed thought and will enable children and young people to contribute effectively to the development of Scotland's wealth. Financial education provides an excellent context for learning across the curriculum.

Aiming to replicate what it's like to run a company, young people in primary start with a £25 loan and become entrepreneurs for the day. Working in teams of eight each young person applies for and takes on an important job role (Managing Director, Sales Leader, Finance Manager, Quality Controller etc), the teams then manufacture products to a tight specification and endeavour to sell them to a team of parent or teacher buyers.

The full day workshop was fully mapped to CfE providing an insight into business, financial management, employability and skills for life and work. Entrepreneur Me were contracted to deliver to P6 pupils however some schools wanted other pupils to benefit so the programme so the delivery partner worked with the schools to adjust to their needs and incorporate as many as possible.

Summary Numbers School Name	Number of Pupils Attended	Number of Teachers Attended	Number of Parents Attended
Dalmarnock PS	46	2	2
Parkview PS	52	3	0
St Anthony's PS	45	4	1
St Thomas' PS	56	2	3
Wellshot PS	56	2	3
Spittal PS	54	3	3
Blackfriars PS	56	3	6
St Brides PS	45	2	3
Total Numbers	410	21	21

The "Enterprise is the Business" workshops also engaged many through Social Media with a combined tweet count of 96 with 38 retweets from schools and other organisations including Parent Forum Scotland. 410 young people received an Enterprise is the Business Certificate along with Enterprise is the Business pencils.

Evidence & Testimonials

St Thomas's Primary School, Glasgow

56 young people participated in the workshop from both P5 and P6, working in six groups. All groups from their evaluations said the day was very enjoyable and would recommend it to others.

St Thomas's Pupil feedback comments

"We learned to work as a team and be creative"
"We learned not to waste money"
"That business can sometimes be hard"

The day held in the local Church hall was supported by two teachers and **three parent helpers**.

St Thomas's Teacher feedback comments

"Provided the children with great skills in finance as well as social skills, Excellent day and organisation"
Both teachers rated the day excellent and saw clear links to Curriculum for Excellence.

St Thomas's Parent feedback comments

"It was informative and lots of fun, even for Parents"
"Great for teamwork and learning the importance of money"

Wellshot Primary School, Glasgow

56 young people participated in the workshop from both P5 and P6, working in six groups. All groups from their evaluations said the day was very enjoyable and would recommend it to others.

Pupil feedback comments

"You need to spend your money wisely"
"How to start a business"

Teacher feedback comments

"This was extremely relevant to current affairs. It allowed the children to experience the 4 capacities of Curriculum For Excellence. It was cross-curricular and fitted in well with the E's and O's being taught in class, making them relevant within this real life context. The children were able to work collaboratively and they were given the responsibility to create their own businesses. They also had the opportunity to experience temptation to borrow money etc and the pitfalls of this. Extremely worthwhile project and some of the children described the experience as the "best day" in school. It was also great to have parents asked to participate throughout the day and they were also actively involved in the learning too. Overall a fantastic teaching and learning experience for the classes involved." **Headteacher, Wellshot Primary**

Dalmarnock Primary School

46 young people participated in the workshop from both P6 and P7, working in six groups. All pupil evaluations were marked as excellent

Pupil feedback comments

"Business requires teamwork"
"We learned how to make a profit"
"We felt like we were on the Dragons Den"

All young people would recommend the day for other pupils

The day was supported by two teachers Miss Murray and Mrs McAllister who both rated the day as excellent. Both teachers said the programme fitted the four capacities of Curriculum for Excellence and marked the day as very relevant to young people's age group.

Teacher feedback comments

“Day was really well organised and fun, the children learned lots about business in a very active way”

“A very enthusiastic presentation”

Parents also attended and assisted as a business buyer commenting

“It was great to see the class engage with interest and work at their best as a group”

Overall Summary – WOW Programme 2: Hospitality Explorers



The Project

The Glasgow Marriott Hotel HR Team and representatives from many of the Hotel Operational Departments introduced the **Hospitality Explorers** programme in each linked Clyde Gateway primary school, with primary 5 pupils in 4 hub areas targeted.

The **Hospitality Explorers** programme aims were for learners to develop knowledge, skills and attributes for learning, life and work, in line with the aims of the Curriculum for Excellence.

Project Launches

The project was launched in each associated secondary school, with all the associated P5 classes attending.





The Launch Events consisted of an introduction to The Glasgow Marriott Hotel and to the various sectors of the hospitality industry with a



Word Search Activity to discover 10 sectors [Hotels, Airports, Visitor Attractions, Golf, Leisure, Sightseeing, Events, Restaurants, Themeparks, Cruises] and a Job Matching Game with Picture, Job Title and Job Description of various roles within the Hospitality Industry [Chef, Waiter/Waitress, Security Guard, Cashier, Tour Guide, Lifeguard, Cabin Crew, Concierge/Porter, Driver, Captain].

The Glasgow Marriott Hotel representatives facilitated group working where the pupils designed a poster for their groups sector before information Scavenger Hunt was completed to ensure the pupils were familiarised with all sectors.

The project was designed to encourage pupils to develop communication, numeracy skills, research, team working and creativity through fun, but meaningful activities

The delivery model allows for the primary classes to attend events in their local secondary school.

Project Delivery

The second stage of the project involved The Glasgow Marriott Hotel visiting the pupils in their schools for a classroom activity. The activity was designed to encourage pupils to develop communication, numeracy skills and team working and creativity, again, through fun.

A quiz was used to establish what the pupils had learned about Hospitality and the World of Work before moving on to explore the Customer Journey and Customer Needs and Expectations. This activity used the Clock Face to create a Customer Journey. Dice were rolled and the Guest Experience moved from being a positive to a negative experience if the Dice landed on an Odd Number. The pupils were asked to decide if overall the Guest Experience had been positive.

Lastly, the pupils were tasked with designing an innovative Hotel Guest Bedroom, comfortable and welcoming for a Primary 5 School pupil. Class teachers were left with the following Competition Briefing;

Glasgow Marriott has a Primary 5 Class travelling to Glasgow in April from America and it will be their first visit to Scotland. They are expecting to experience Hospitality in Scotland. You are required to create and plan an event to showcase Scotland's warm hospitality for their three-day visit which will include attending either the Disney on Ice Silver Anniversary Celebration or the WWE Live at the SSE Hydro.

You will need to consider their accommodation, how they will travel around Glasgow, where they will visit, where they will eat and what they will do.

- **In your team, please plan a successful event which promotes the Scottish Culture. This visit will take place in Glasgow.**
- **You will have no budget restrictions; however, this needs to be a realistic project.**
- **You will be assessed on your project and how it is presented.**
- **You will need to have a checklist of all the necessary preparations for this visit.**
- **A pre-visit brief must be created and presented.**
- **You will be judged on your presentation skills, passion, enthusiasm, creativity and team working skills.**

Assessment and Celebration Events

A Launch Event Teacher Evaluation was prepared and issued for completion. The quiz enabled assessment of what the Pupils had learned. The Celebration Event involved a winning school from each hub area presenting their event and highlighting a clear link with all components of the Hospitality Industry. At the end of the assessment process an Afternoon Tea will be served by a team from The Glasgow Marriott Hotel.

Evidence & Testimonials

"This project was extremely relevant to Curriculum for Excellence and helped to develop the 4 capacities successfully. Children worked independently and collaboratively. The activities were engaging and pupils were all actively involved. They enjoyed this project and it was an introduction to the World of Work. However to improve this, our teaching staff would have liked a short introductory presentation about hospitality and the leisure industry as our pupils did not fully understand their initial group tasks as the concept of the leisure industry needed more explanation. The activities were well planned, resourced and organised. It was also good to have staff from the hospitality sector to support the children during the project." **Ms McCluskey, Wellshot Primary**

"Teacher found this complemented teaching & learning in the classroom." **E Gonzalez, Headteacher, Sacred Heart Primary**

"Hospitality Explorers is a fantastic initiative. The primary school pupils are really excited to find out more about what it's like to work in these important sectors. Being able to offer this valuable insight to the world of work to 1,000 pupils is a great achievement." **Gordon Shaw, Headteacher of Eastbank Academy**

Lessons Learned

Recommended changes to project delivery:

Teachers briefing should be provided at least a month before the launch of the project. This will give teachers time to integrate the project into lesson planning. Teachers and therefore pupils did not know what to expect at the launch or the requirements of the project

Mentor training will be developed and delivered for S5/S6 pupils in advance of the launch day. This will encourage Secondary Schools to provide the support of their S5/S6 pupils and assist further with the school transition element.

Venues Space was not always conducive to launching the projects. Pupils were interrupted and distracted during break times and with pupils moving between lessons. For future sessions can look at varying this.

Next steps

As Launch Events for South Lanarkshire Schools were only completed on 20th April 2016, Schools have to be contacted to arrange Stage Two School Visits and Classroom Activities. Looking to build in CPD training for teachers and link senior phase secondary school ambassadors to the programme.

Widening Access



Four third year students from Strathclyde University Business School took part in projects within four Clyde Gateway primary schools from January to March 2016 to develop projects which will focus on Enterprise, World of Work, STEM and Parental Engagement. The students were provided with an **Invitation to Tender document**, devised by Clyde Gateway which set out the identified needs of each school. Students were then required to submit a completed tender to Clyde Gateway with clear actions, outcomes and timescales set out.

Overall Summary – Widening Access- Strathclyde University

The projects which will be taken forward by the business student group will be:

1. **Parkview Primary School (South Lanarkshire) - Enterprise and Skills for Work**
2. **St Thomas's Primary (Glasgow) - Parental Engagement, Enterprise and Skills for Work**
3. **Quarrybrae Primary School (Glasgow) - Social Media & Parental Engagement Event Planning Support**
4. **Bankhead Primary School (South Lanarkshire) - Science Hub/STEM Support**

The team examined the outline needs for each school and have developed an initial project plan for each. In addition, each school project will have a budget of £250 to contribute to the activities as required to be used throughout the period January to March 2016.

Initial meetings took place with students and head teachers for each school. Students used their project proposal as a base to develop the project to meet the needs of the school. It was estimated that each project will work with twenty five participants in each school, with a total target of one hundred for the project.

Students have been asked to record data for the following aspects of the projects:

- How many participants – pupils, teachers and school staff and parents
- How many businesses involved – list of organisations and their input to the projects
- How student time has been allocated across each project and activities.

General comments on the programme

Parkview Primary School (South Lanarkshire) - Enterprise and Skills for Work

- Setting up pupil-run initiatives like a tuck shop at snack time or lending of personal belongings (e.g. books).
- Involving the students in identifying what they would like to change or develop within the school. We will help with planning and initiating fundraising events for either a local charity or for the school. This could include an own clothes day for charity, where we have the students take primary roles in the planning and running of the event such as marketing and handling of finances.
- Setting up a Young Enterprise scheme (see section 3.2 for further details).

Outcomes Achieved

Number of Project Participants

Primary 3 & 4 composite class – 25 children

Total Pupils – 130 children (this is based on the results of the questionnaire)

Parents – 130 people (again, this is based on the questionnaire, although parents are not directly involved they have been made aware of these new activities)

School Staff – 2

External Staff – 2

They key finding the students discovered from this project was the added benefit of implementing enterprising skills in primary schools with young children. From all of the interactions with the class it was clear that they were engaged and interested in participating at every opportunity. They were always keen to make suggestions and provide ideas and recommendations for the tuck shop and the activity pack.

As well as the development of enterprising skills, through this project they were also able to develop counting skills by buying and selling the products. They also had the opportunity to conduct market research through the use of the questionnaires, they were then responsible for advertising the products through the use of posters and communicating with the other classes. Finally, they then had to apply for positions to be responsible for the tuck shop and the activity pack, allowing them to gain an understanding of job applications and interview skills.

While the sale of activity packs may dwindle, the hope is that the healthy tuck shop can continue indefinitely and that this will provide a continuous method of fundraising for the children. At the beginning of the project, the pupils were told that if they managed to make enough profit they would be able to go on a school trip, as the sale of both of the products has only recently started, we are unaware of the profit figures as of yet but are hopeful that this is something that they will easily achieve.

From working with the staff and pupils at Parkview Primary School it is clear that the children and staff appreciated the help of the Clyde Gateway Project in the process of setting up these activities as this made the process quicker and simple.

Quarrybrae Primary School (Glasgow) - Social Media & Parental Engagement Event Planning Support

- Setting up social media accounts run by the students themselves. We will link this with the existing film club at the school. Students can make short videos marketing their school, and the events taking place at the school. These would then be posted online, for example on Twitter. We would help the students by showing them how it works, setting up an 'internet safety contract' and ways to maximise the number of 'followers' either from the school, community or local firms.
- Setting up a Parents – Teacher association (PTA), where the parents would help with the planning of events benefitting the students and the community as a whole. The parents would come up with

main idea of the activities and event but take a mentoring role while the students will take primary roles in regards to the planning process.

- Encouraging parents to reflect on their own experience, for example how they got their first job. This would hopefully lead to parent led talks to the pupils.

Outcomes Achieved

In Quarry Brae, four firms attended the coffee morning event from 9:30 to 11:30 including the Credit Union Glasgow, Geeza break, the Citizens Advice Bureau and Jobs and Business Glasgow, hence covering a wide range of areas that the parents may need assistance with. The students arranged the catering for this event, providing tea, coffee, and strawberry tarts.

The total number of parents that had attended the session was 13, where each individual had a range of issues, hence approaching the majority of the firms to discuss the issues. In addition, five members of staff had also approached the firms, to discuss future work in the school.

Support of organising the event was provided by two teachers, where they had socialised with the parents and introduced them to the firm representatives. Also, social media was used to advertise the event as pictures were posted on the Quarry Brae's Twitter and Facebook page.

Bankhead Primary School (South Lanarkshire) - Science Hub/STEM Support

- We will organise an assembly at the school where, after contacting the STEM department at Strathclyde University, we could see if the university ambassadors are available to give the children a talk on the different fields.
- After that, we will set up clubs which will engage the children who are interested in the STEM subjects and help them plan activities around these.

Outcomes Achieved

Number of Project Participants

56 pupils involved from P2 and P3

6 student mentors

8 primary education students (for the workshop)

4 parents (and the 56 parents of the pupils who signed the permission slip for their child to attend the school trip to the university)

4 coordinators- Paul, Iain, Suzanne and Claire

The key outcome from the workshop was that the university now has a permanent link with Bankhead Primary school in this type of activity. This can be carried forward into the future for the next P2's and P3's to benefit from. It is recommended that Bankhead capitalise on this link.

There is room for further aid given the contact of Paul Chambers and the advice he gives to primary schools on teaching physics. For example, he runs a professional development programme for science education which accounts for a 20 credit masters module where he teaches the science and outlines appropriate investigations and experiences for the primary sector. However, this has a charge of £350 which is a potential obstacle given the school's tight budget.

Overall, from the research conducted, what was clear was that STEM support should not just revolve around bringing support to the school but instead embedding it in its practices. Part of this was the observation of best practices exhibited in the students taking the workshops. For example, shown in the application of physics to everyday life and the encouragement of challenging misconceptions through posing open-ended questions. Furthermore, it is the head teacher's duty to facilitate the acquirement of science resources, and to continue the investment into resources after our contribution.

St Thomas's Primary (Glasgow) - Parental Engagement, Enterprise and Skills for Work

- Encouraging pupil-run initiatives like a tuck shop at snack time or lending of personal belongings (e.g. books).
- Involving the students in fundraising events for either their school or for charities. For example, setting up an own clothes day- our team will help with the initial planning of the event but the pupils will take the primary roles in the overall planning and running of the event, so they are responsible for the marketing and handling the finances of the events.

Evidence & Testimonials

'Working in partnership with Clyde Gateway and Strathclyde University has been an amazing experience for the children here at Park View Primary School. We have been able to create our very own business which has given the children the opportunity to learn and put into practice real life skills. They have been able to develop their numeracy, literacy and art skills in a real life situation with real money, roles and responsibility. This has greatly enhanced their learning, confidence and ability in all of these areas and continues to reinforce their learning.' **Mrs Simpson, Teacher, Parkview Primary**

Pupils of Parkview Primary had this to say about the project:

Ally 'It's helping me in my maths and knowing what change to give back. I didn't understand before, but I do now!'

Melissa 'I like it because its helping me with my maths and I like all the things that I sell.'

Szymon ' If you want to work in a shop when you grow up, it'll help you do that.'

Cameron 'It's helping me eat more healthy foods and helping me with my change.'

Jamie 'It's really helping me with my coins and is helpful. I like the popcorn, its really good!'

Trinity 'I like it when we are selling the wet play packs and making money. I enjoy giving change.'

William 'It's helping the people who are coming to us to buy things with their maths too!'



“The opportunity for the children to learn outside of their usual place of learning has a substantial impact on their engagement with a topic. Since our visit to Strathclyde University the children have regularly referred back to their experience of the day and can accurately talk about the experiments they assisted with, in great detail. Thank you to Clyde Gateway and Strathclyde University for assisting the children (and teachers) to benefit from this outreach programme- it has been a very worthwhile experience, which we will hopefully continue to benefit from.” **Suzanne Chase, Primary Teacher, Bankhead Primary**

Pupils of Bankhead had this to say about the project:

“It was really good because there were lots of things to do and we learned about sound.”

“I enjoyed using the periscope because everything looked tiny.”

“The people who ran the workshop were nice.”

“I liked the sound, magnets, water and light experiments.”

“My favourite bit was making the magnets bounce.”



