

Getting it Right for Young People at Lochgelly High School

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School attendance matters and is arguably one of the most important indicators of school success. Poor attendance can disrupt learning making it difficult for young people to catch up. This project reached out to a young person and their family. The young person's attendance was poor, they had a high number of class referrals for behaviour and was subsequently not reaching their full academic potential. Prior to the project attempts to engage and build relationships with the young person and their family had been challenging and unsuccessful.

Stretch Aim: By 31st January 2020 identified young person's attendance will be 80% or above (Baseline 54.7%).

Aim 1: By 30th November 2019 identified young person will have a maximum of one stage 5 referral (per month) in English (Baseline 5 per month).

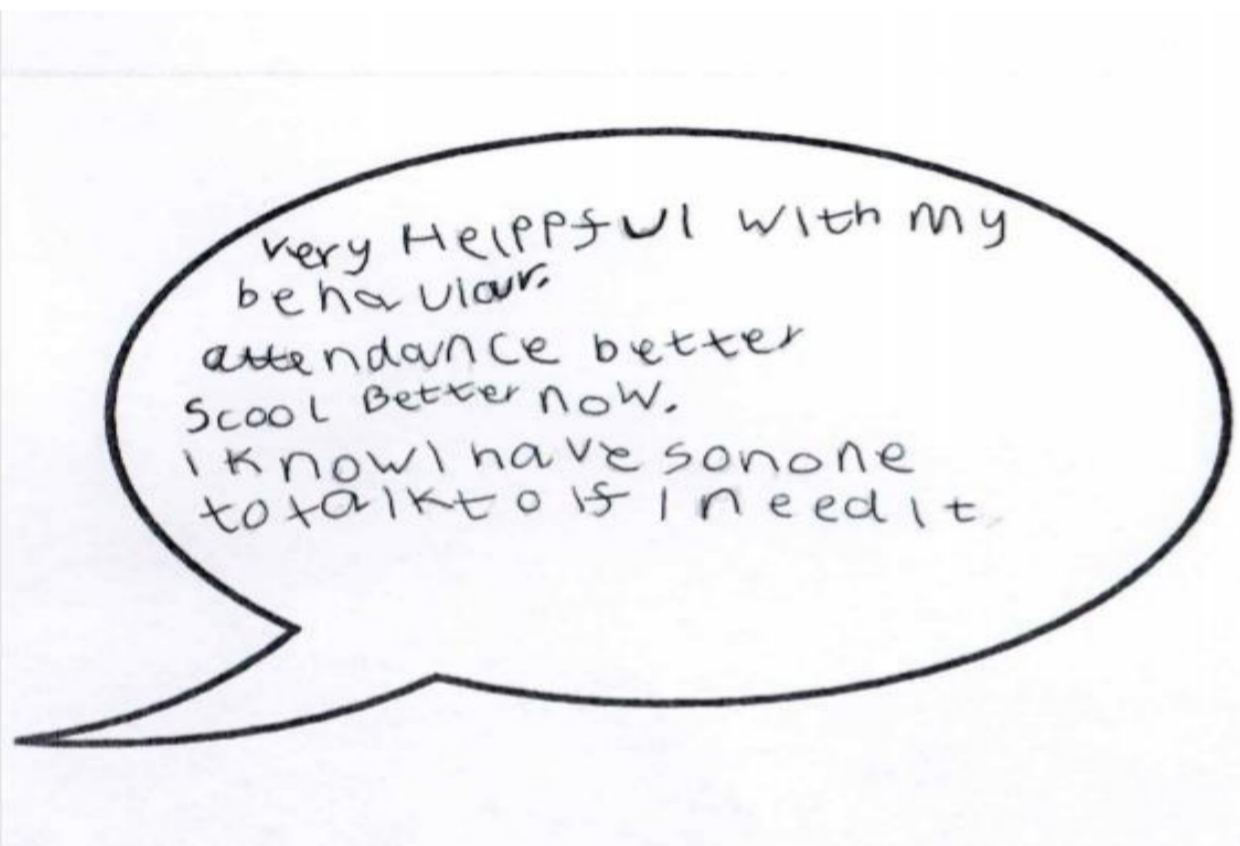
Aim 2: By 31st January 2020 identified young person will have a reduction in the number of overall referrals (stage 2 and above) to no more than 2 per week (Baseline: on average 3 per week).

Aim 3: By 20th December 2019 for parent to be meaningfully engaging (adapted Leuven scale 4) with Fife Gingerbread Family Workers (Baseline: Leuven Scale 0).

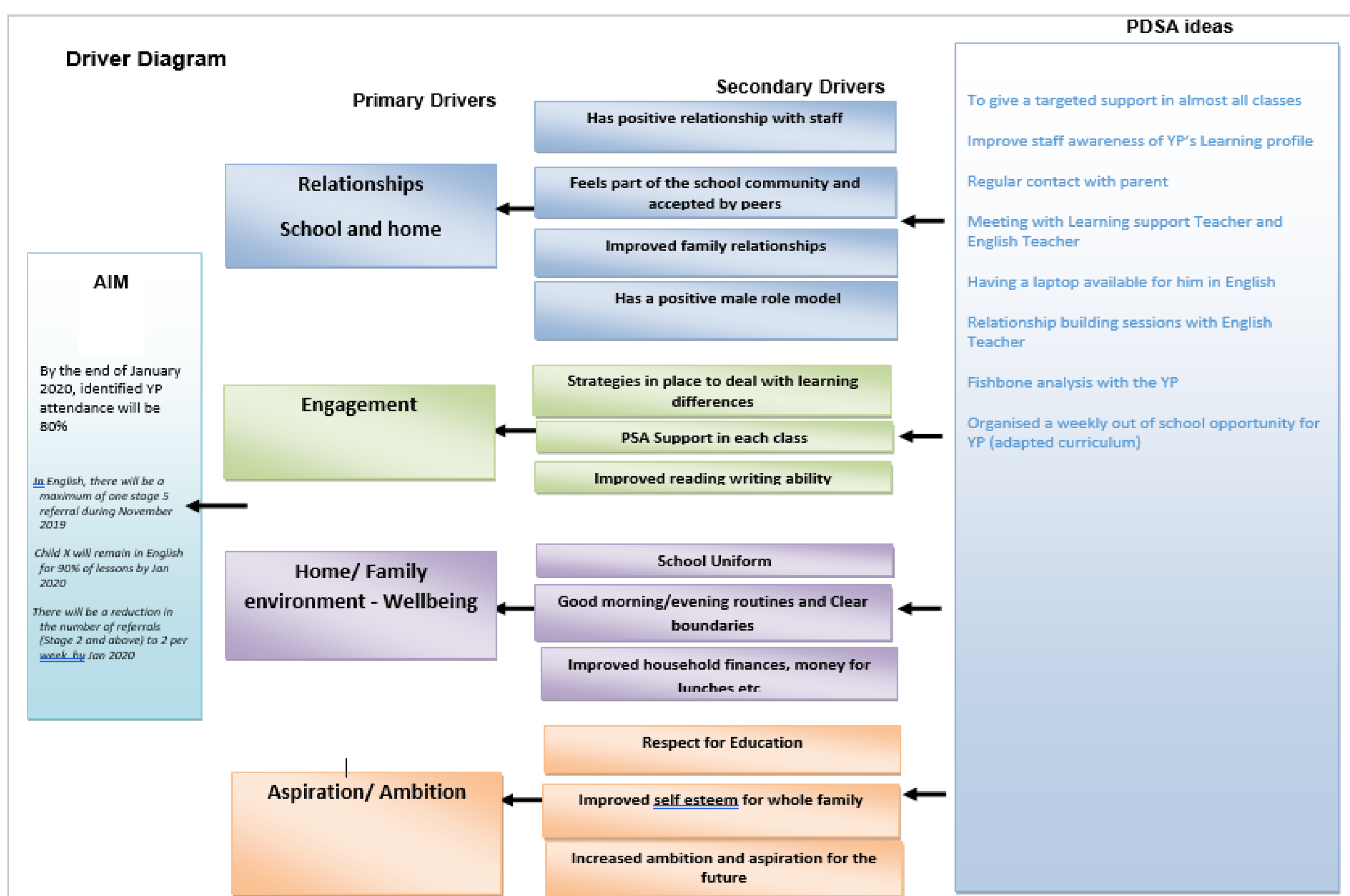
Method

- Formed a multiagency team including Depute Head Teacher, Pupil Support Assistant and Fife Gingerbread Family Support Workers.
- Used QI tools (e.g. fishbone, force field analysis) to understand the young person's circumstances better, including their barriers to learning. Involved young person in fishbone to gain their insights into barriers and engage them in the improvement process.
- Established improvement aims, measures and methods for collecting and displaying improvement data.
- Adapted Leuven scale to measure parental engagement.

| Engagement level | Indicator | Description |
|------------------|----------------|---|
| 1 | Extremely Low | Not answering calls or the door Not responding to texts/notes through the door No trust/relationship Emotionless |
| 2 | Low | Occasional response to texts/calls/voicemails Communication transactional only. Cancelling / not turning up for meetings Little facial emotion being expressed. |
| 3 | Moderate | More consistent response to texts, calls Attending meetings / groups/ outings Engaging more in conversation but still reserved/guarded Occasional displays of positive facial expression |
| 4 | High | Accepting help & support and responding to communications Engaging in conversations Actively listening Displaying frequent emotion and smiling |
| 5 | Extremely High | Fully Engaged Being proactive with communication Actively asking questions Asking for help Consistently displays of positive facial expression |



Process Change



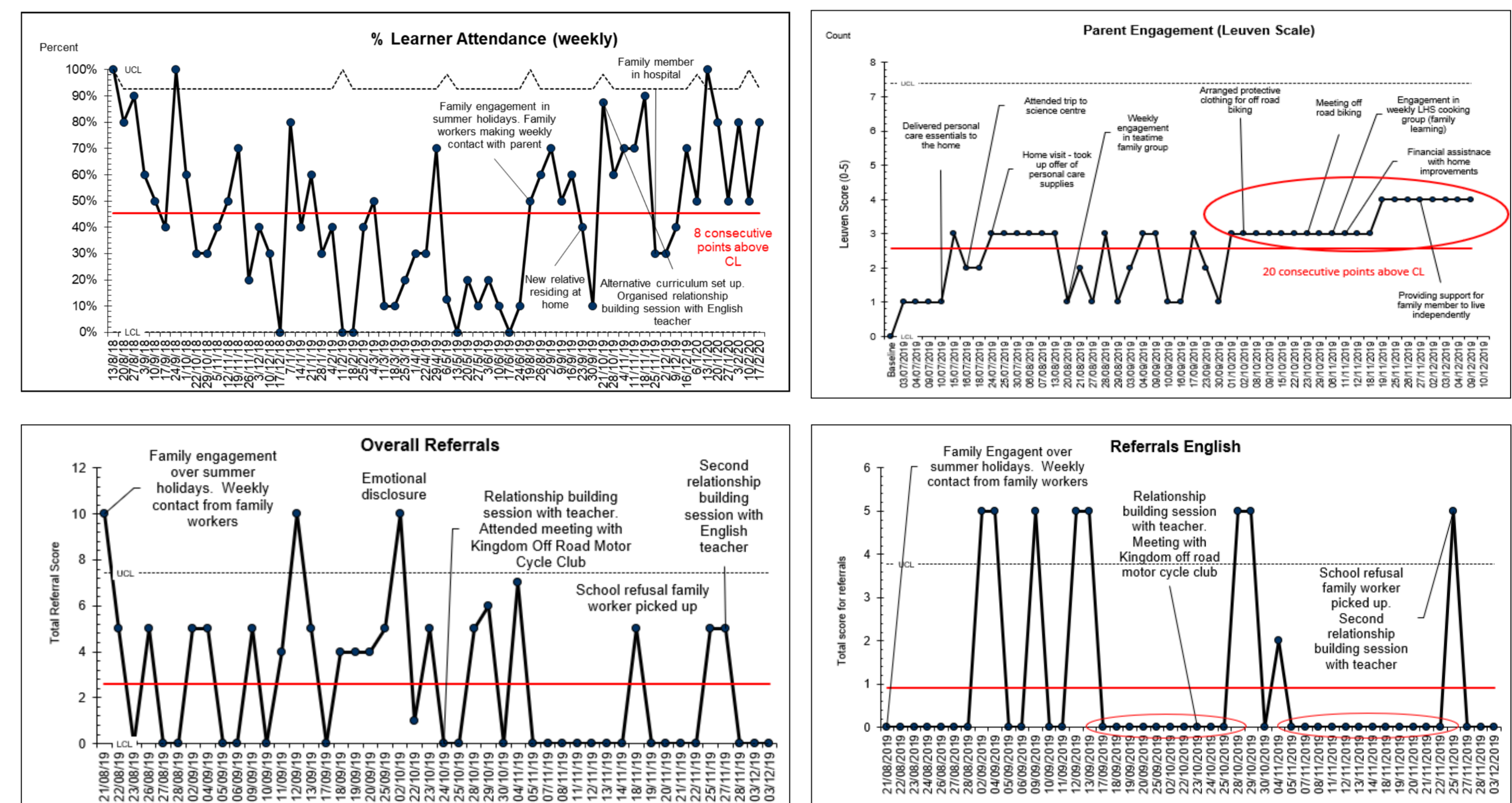
Achievements

Our Driver Diagram provided an opportunity to explore our theory of change and generate change ideas prioritising those that we considered high impact/low effort.

Change Ideas:

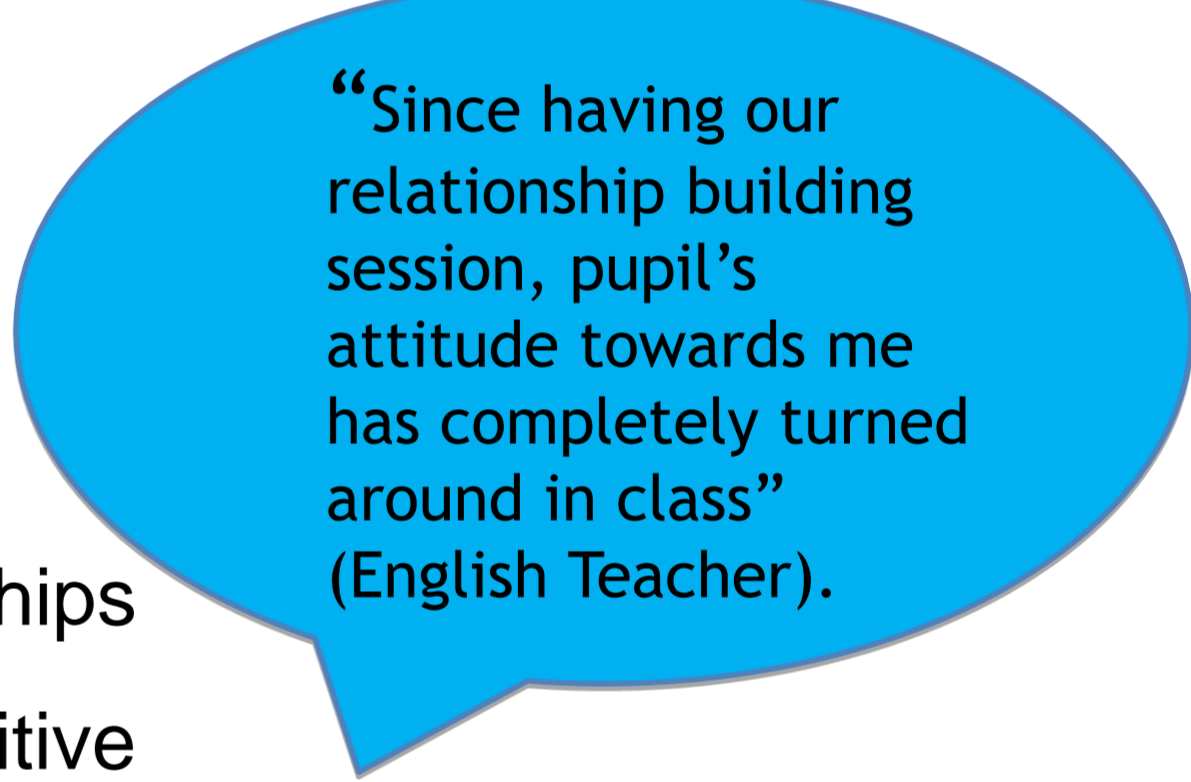
- Relationship building session with teacher.
- Targeted support in key classes.
- Conversations with teachers surrounding young persons barriers and needs.
- Parental engagement.
- Family relationship building (modelling positive parenting strategies).
- Arranging alternative curriculum based on 'what matters' to the young person.

Results



Conclusions

- Relationship building sessions has led to a significant reduction in referrals in English.
- Intensive family work has strengthened relationships and resulted in meaningful engagement and positive outcomes for young person.



Impact

- 64 communications made with parent between 03/07/19 – 10/12/19.
- Parental engagement has significantly increased from low level interactions to high levels of engagement from July-Dec 2019.
- Parent has developed positive relationships with Fife Gingerbread staff and is now receptive to support.
- Identified young person's monthly attendance has increased from 54.7% (May 2018) to 82% (Jan 2020).
- Young person's relationship with teacher has grown and resulted in fewer stage 5 referrals in English per month, from 5 in September to 0 in January 2020.

Key Learning Points

- We need to gather baseline data and we need to measure.
- Whole school approach is key to turn it around for our vulnerable young people.
- Family work behind the scenes has demonstrable impact.
- Involving young person in the improvement process is key.
- Relationships are fundamental to the success of change ideas.
- Improvement work has demonstrated to the young person that adults within project team care and want to make a difference supporting them to reach their full potential.