

APPENDIX 1

PROGRESS UPDATE: Review of Narrowing the Gap in Educational Attainment

SCRUTINY MONITORING – PROGRESS UPDATE	
Review:	Scrutiny Review of Narrowing the Gap in Educational Attainment
Recommendation Lead:	Craig Taylor

Updates on the progress of actions in relation to agreed recommendations from previous scrutiny reviews are required approximately 12 months after the relevant Select Committee has agreed the Action Plan. Progress updates must be detailed, evidencing what has taken place regarding each recommendation – a grade assessing progress should then be given (see end of document for grading explanation). Any evidence on the impact of the actions undertaken should also be recorded for each recommendation.

Recommendation 16:	Strengthen support for parent/carer to develop language and reading skills
Responsibility	Craig Taylor
Date:	August 2025
Agreed Action:	Research: 1. Identify existing literacy provision / funding within adult learning sector to support parent / carers 2. Identify and appraise what existing opportunities are currently promoted and delivered through existing school networks including: • Reading Groups • Enrichment/After School Clubs • Social Media 3. Identify and appraise existing marketing / communication / engagement channels currently used to target parent / carers 4. Identify and appraise existing literacy resources / materials being used and shared in current channels to ascertain they are easy read / jargon free in line with expected parent / carer reading level Communication 1. Establish Working Group Membership, Terms of Reference and Objectives 2. Establish engagement opportunities with key school stakeholders to target support to parent / carers 3. Develop formal portfolio of literacy support from all stakeholders to share through networks Events:

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	1. Undertake review of Stockton Learning and Skills Service Curriculum Plan to ensure funded adult literacy provision and pathways are in place to support parent / carers Receive curriculum plan and funding approval for any proposed adult literacy provision from primary funding body TVCA 2. Launch promotion campaign for identified priority provision including: - Functional English Courses - Primary School Parent / Carer Reading & Enrichment Groups - Innovative social media literacy activities
Agreed Success Measure:	Research: • Initial Review Complete. As a result, new 'bitesize' (1-3 hour) funding model for literacy, numeracy and digital programmes has been successfully negotiated with TVCA and ringfenced to Local Authority providers. This delivery will enable us to target parents/carers in new innovative, flexible and non-threatening ways for the new 25/26 academic year. • Collaborative working group developed with representation from Schools, Family Hubs and School Support Advisors. Feedback provided highlighted some existing opportunities as well as new potential new opportunities, particularly including Bitesize delivery, which has helped inform new Learning and Skills Service Curriculum Plan for 25/26 Academic Year. • Further work to be conducted to specifically focus on promoting aforementioned literacy provision through these existing/new channels. New links have been made with the Strategic Education Board in July 2025 to help promote offer and review existing communication channels. • Analysis to be specifically undertaken with schools in new academic year to identify literacy resources being used with parents / carers Communication: • Working Group established with representation with from Schools, Family Hubs and School Support Advisors. Group membership to be consistently reviewed and aligned to target actions • Working Group representatives including School Support Advisors and Curriculum Managers to engage and support roll out of new Learning and Skills Service Literacy provision for 25/26 Academic Year. • New Learning and Skills Service prospectus shared with stakeholders. Bespoke bitesize funding and provision co-developed with schools to be branded and shared formally through networks Events: • Curriculum Plan review complete. New 25/26 Delivery Plan approved from funding body TVCA to deliver literacy provision including new 'bitesize' literacy programmes. • Learning and Skills Service marketing campaign commenced 3rd August 2025 including prospectus being delivered to every household in Stockton-on-Tees, alongside accompanying Social Media campaign, and a series of 'Enrolment Day' engagement events.

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	Subsequent campaigns to be delivered in partnership for planned programmes with Schools and Family Hubs.
Evidence of Progress: 15 July 2027	13 courses successfully delivered with partners such as Oak Tree Primary, Fairfield Primary, Mandale Mill, Thornaby C of E, St Josephs Primary, High Clarence Primary, and Stockton Family Hubs. New end of course survey launched to measure impact on parent/carer support for their child 26/27 Delivery Plan submission to TVCA to secure 'Raising Aspirations' funding to ensure continued delivery of targeted programmes to specifically support parents/carers in the next academic. Delivery Plan agreed in principle June 2026.
Assessment of Progress: (include explanation if required) 15 July 2026	
Evidence of Impact: 15 July 2026	79 Parents/carers have been supported between September 2025 and June 2026 in short programmes including literacy skills, healthy eating, and arts & crafts for wellbeing 100% of participants agreed that they had seen an improvement in their confidence and wellbeing 89% responded to confirm the course have improved their ability to support their child's learning 89% said they would read with their child more following the course 100% stated the course offered 'great support' and provided 'an excellent course for meeting other parents Community Engagement Team Feedback: "I know the parents have loved it. The timing of the sessions has worked well. Both Tutors are fab and have a great rapport with parents...they tailored the sessions to suit the parents (i.e. more crafts than sat doing theory). It has been lovely to observe and I hope we can get more!" School Feedback: "I would say the enthusiasm from the parents has been fantastic. Each week they have made a point of finding us to update us on the progress of the courses. The parents have loved having a 'double whammy' and camped out in our community room for lunch before they start"

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Assessment of Progress Gradings:	1 Fully Achieved	2 On-Track	3 Slipped	4 Not Achieved
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