

Bradford Opportunity Area

Parental Engagement Survey

10th July 2019

UNRESITRICTED

Paul Butler, Exceed Academies Trust



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Context

Following a competitive process, Bradford Opportunity Area commissioned Exceed School Improvement, via its Teaching Schools, in May 2019 to develop a parental engagement survey to help identify strengths and areas of school provision that might benefit from further investment in Bradford's primary and nursery schools.

In developing the survey, Exceed School Improvement developed an approach that they hoped would be useful to both individual schools and all Bradford primary and nursery schools collectively in reflecting on current local parental engagement practice.

In preparing this survey, Exceed School Improvement considered the EEF's '*Working with parents to support children's learning*' 2019 guidance report. The report summarises research and evidence-based practice. A copy of the report is available here:

<https://educationendowmentfoundation.org.uk/news/new-guidance-for-schools-on-engaging-parents/>.

Please be aware that the EEF acknowledge that there is not enough good evidence about what practice best improves parental engagement. The content of the survey was not intended to highlight what schools should be doing, rather to help them to self-evaluate and consider if there are ways to enhance what the schools is currently doing. Each school has a unique context and needs.

The survey, see annex 1, consisted of 7 administrative questions (e.g. Headteacher's name) and 17 main questions, most of which were multiple choice, spread over 6 sections. There was also an opportunity to elaborate on the answers provided at the end of the first four sections if schools wished to do so.

The five main sections of the survey were:

- **Section 1:** Preparing for effective parental engagement
- **Section 2:** Supporting parents to have high academic expectations for their child
- **Section 3:** Developing and maintaining effective communication about school activities and school work
- **Section 4:** Offering more sustained and intensive support where needed
- **Section 5:** Bradford Education Covenant
- **Section 6:** Next steps

Exceed School Improvement envisaged the survey would take 15-20 minutes to complete through discussions between the Headteacher and relevant staff. A link to the online survey (Microsoft Forms), an offline version of this survey and supporting resources were provided and copies can be downloaded from <https://exceedacademiestrust.co.uk/pes/>.

When the survey refers to parental engagement, this is in relation to their engagement in children's learning and the wider life of school.

In completing this survey, schools were asked to consider and apply a 'best-fit' approach to the questions. The majority of the questions were based on the following five-point scale:

- **Not yet undertaken:** My school has not yet developed this aspect of our provision.
- **Beginning:** My school has taken its first steps in developing this aspect of our first provision.

- **Developing:** My school has invested time and/or resources to this aspect of our provision but we've not yet seen the full impact this.
- **Embedded:** My school has invested time and/or resources to this aspect of our provision we've seen a positive impact on levels of parental engagement.
- **Exemplary:** My school has had significant impact in engaging parents through this aspect of our provision and we could/do share our practice with other schools

The deadline for the submission of the survey was 17:00 on Monday 8th July 2019. Support was available to schools from a local headteacher commissioned to help schools to undertake this survey.

This report summarises the findings of the survey by section based on the 128 returns.

Where schools are ranked based on their unmoderated self-evaluation, the methodology is to consistently apply a weighting to the response provided by the school. For example, a 'Not yet developed' responses is allocated a weighting of 0, whilst an 'Exemplary' response is allocated a weighting of 5. The overall rank is based on the average score for each section.

In addition, an interactive online map was also created using the data provided through the survey. This will help the Opportunity Area to consider hot- and cold-spots of parental engagement activity and future investment.

Acknowledgements

Exceed School Improvement would like to thank colleagues in the Bradford schools that contributed to this survey and the Headteachers and Mentor that supported their peers during the self-evaluation process of completing the survey. Thanks are also extended to the Bradford Opportunity Area team, Parental Engagement Task Finish Group, Bradford Council and the EEF for developing the guidance report that informs this survey.

About Exceed School Improvement

Exceed School Improvement incorporates Exceed Teaching Schools (www.exceedteachingschools.co.uk) and represents the school improvement capacity of Exceed Academies Trust (www.exceedacademiestrust.co.uk). The Teaching Schools and their Alliance of partner schools and Trusts provide school improvement capacity locally, regionally and nationally.

Exceed School Improvement is committed to utilising the resources available – including teachers' and leaders' skills, expertise, and practice – to the benefit of all schools in the Trust as well as across the Lancashire and West Yorkshire region. Through bespoke tailored support, Exceed Teaching Schools' Alliance facilitates a range of quality assured school improvement opportunities “for schools by schools” including: school to school support to address identified priorities including via the deployment of Exceed Teaching Schools' Specialist Leaders of Education (SLE) and Local Leaders of Education (LLE); research and evidence-based practice; leadership development programmes; collaborative professional learning networks; and school-centered initial teacher training (ITT) via Exceed SCITT (www.teachertrainingbradford.com).

Exceed Teaching Schools are led by Copthorne Primary School and Horton Grange Primary School, Bradford. As a hub for system leaders, the Alliance of partners are contributing to shaping the local and national school improvement strategy.

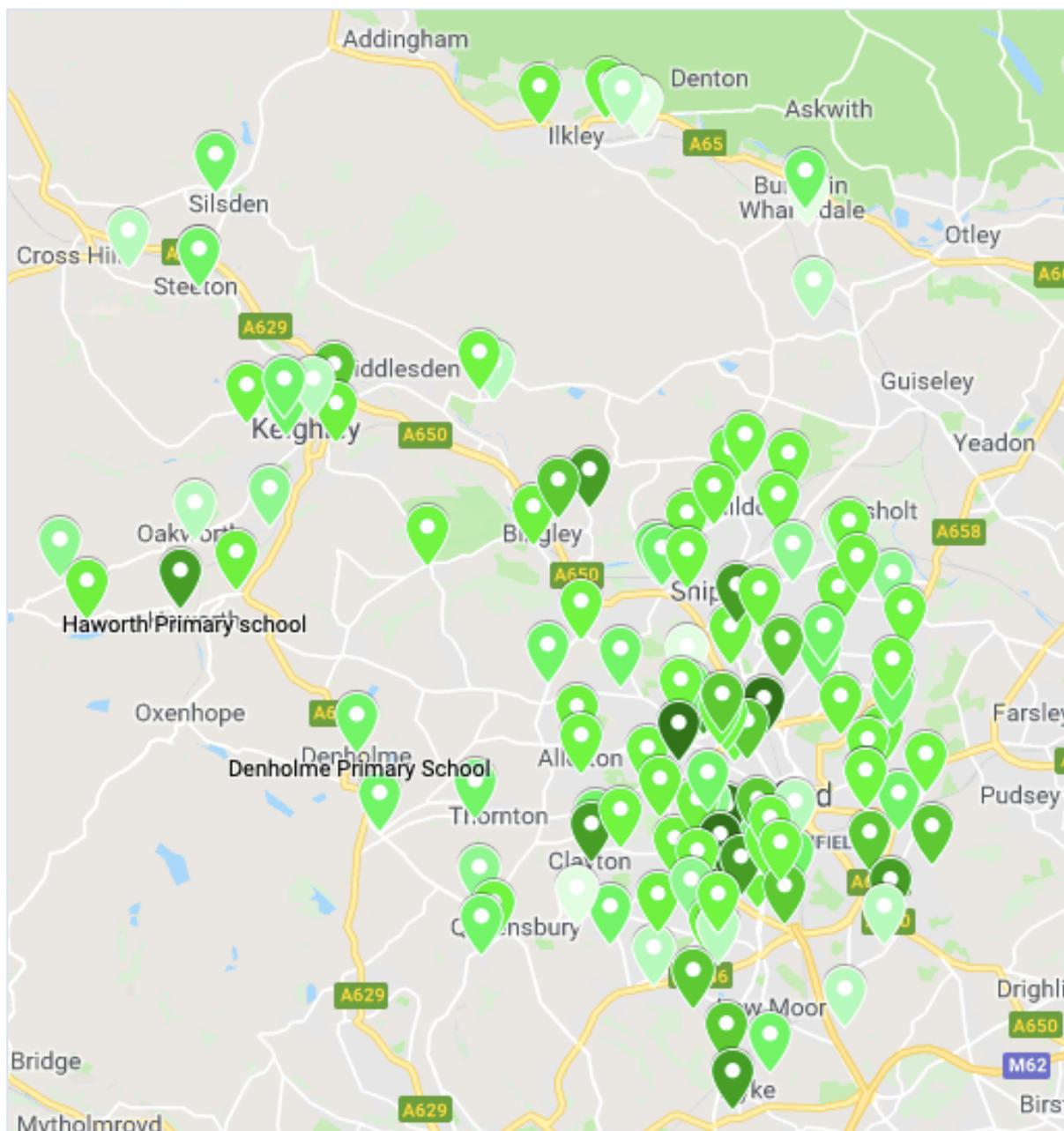
Together #WeExceed.

Interactive map of the parental engagement survey results

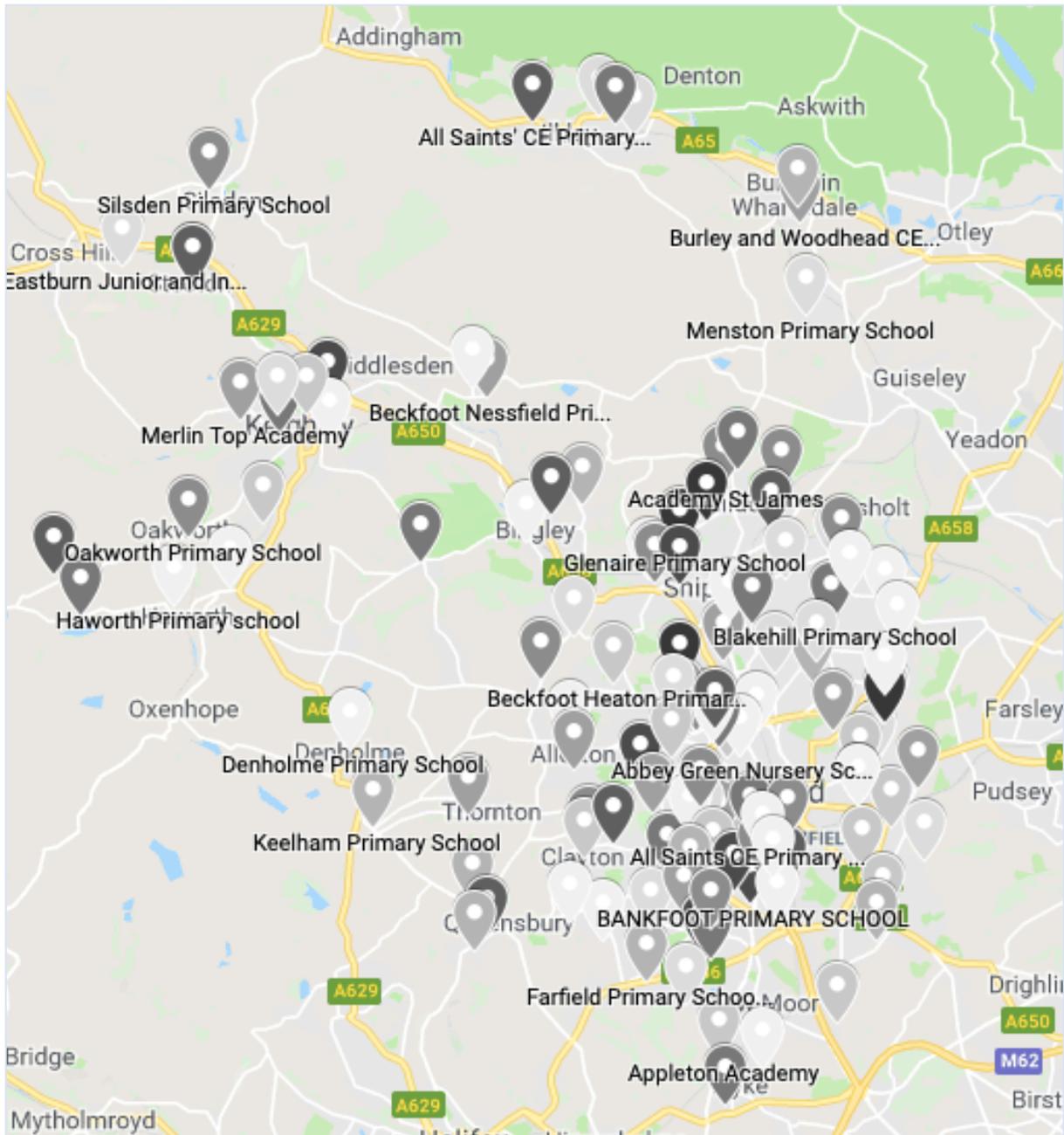
The average scores for each school by section of the survey have been mapped to provide an interactive tool to explore further trends and patterns in the geographical distribution of parental engagement self-evaluation scores. The lighter the tone of the data within each layer of the mapped data, the lower the average score. The darker the tone, the higher the average score.

An overview of each map layer, based on the first five sections of the survey, are provided below:

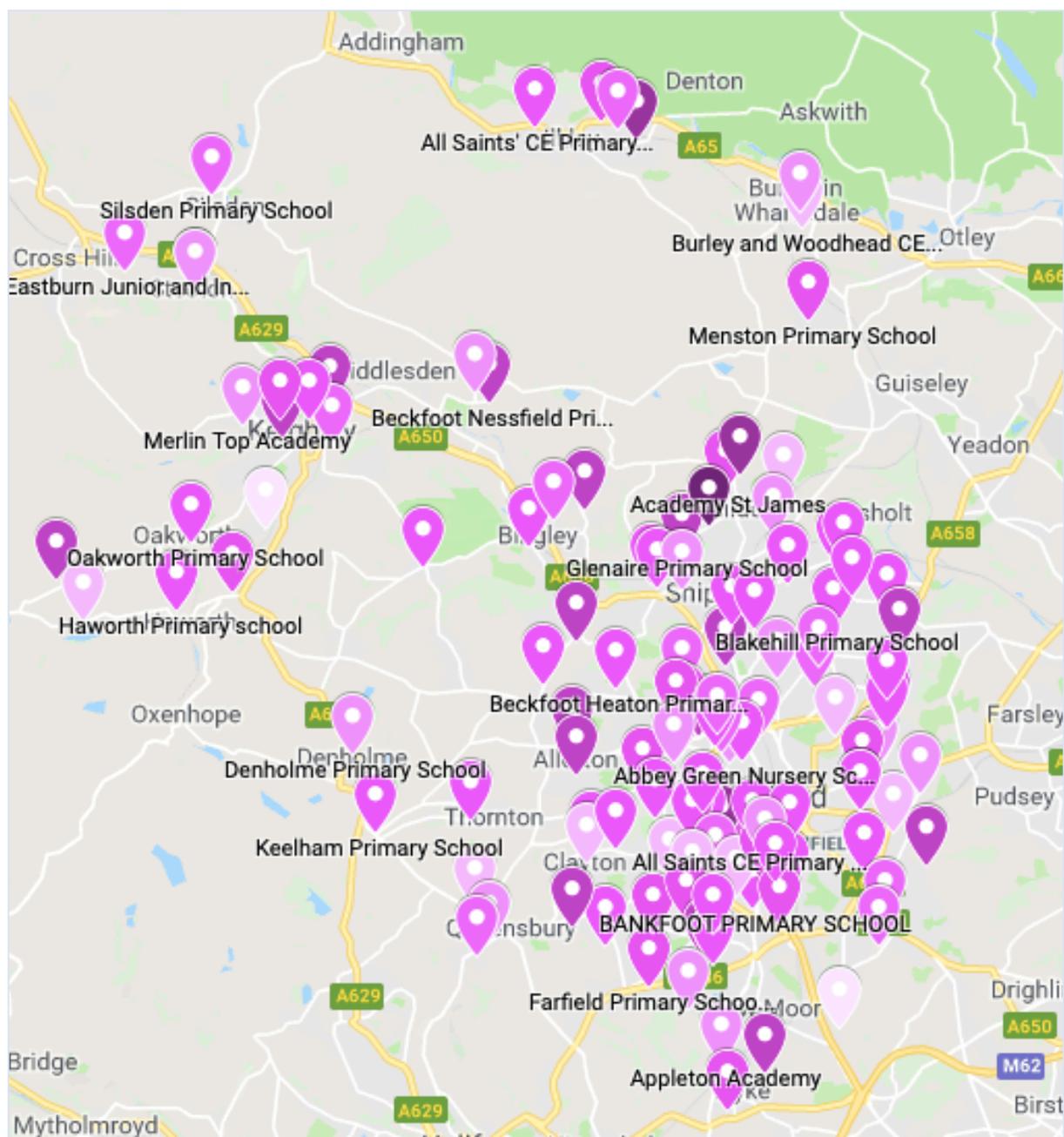
Preparing for effective parental engagement



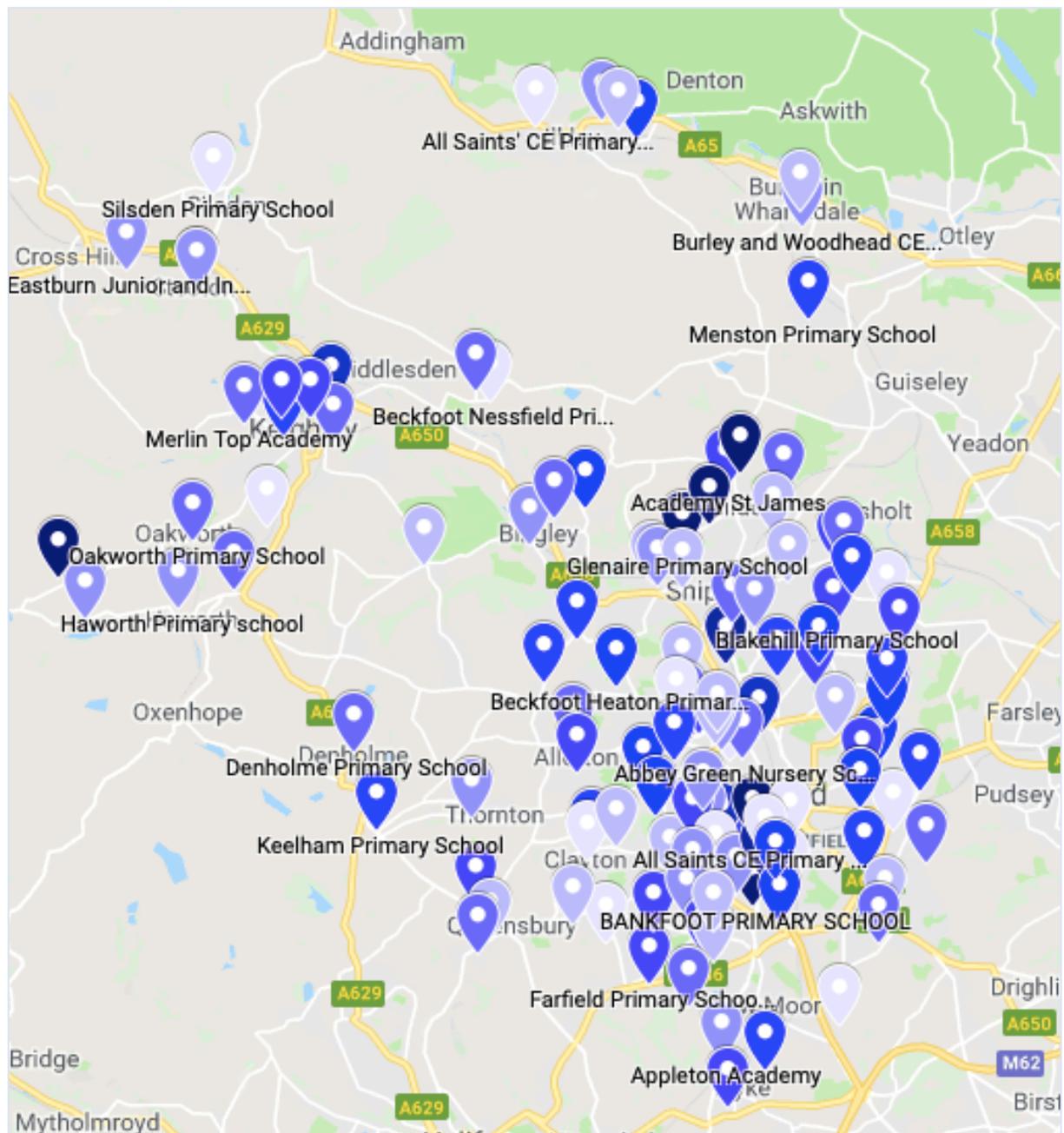
Supporting parents to have high academic expectations for their child



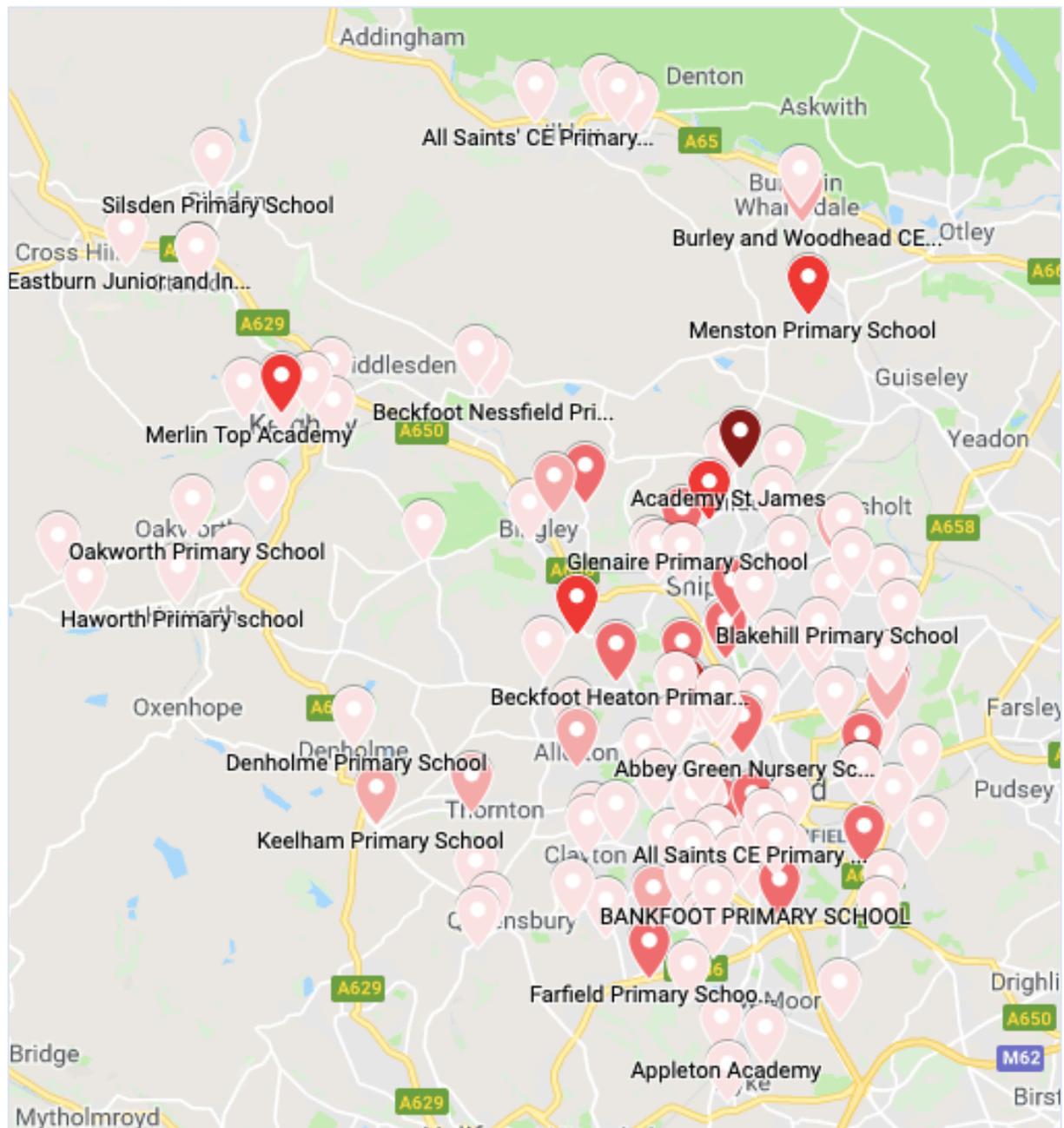
Developing and maintaining effective communication about school activities and school work



Offering more and sustained intensive support where needed



Bradford Education Covenant

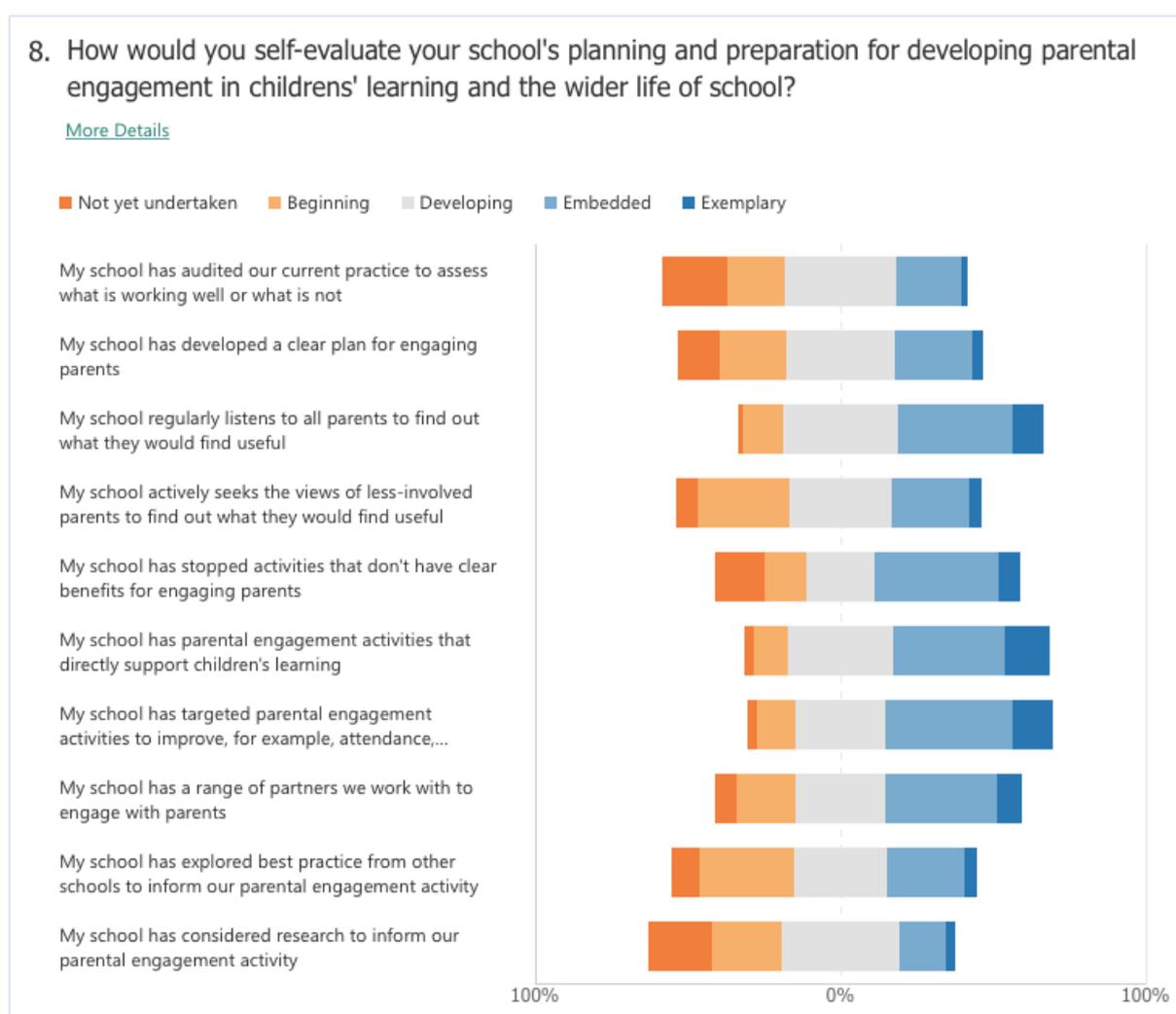


Section 1: Preparing for effective parental engagement

This section covered questions 8 to 11.

"Parents' interest and involvement in their children's learning is consistently associated with positive outcomes for children of all age groups but it can be challenging for schools to influence this effectively. The evidence for what schools can do to effectively engage parents in a way that improves children's learning outcomes is limited, particularly for older children. Therefore, schools should be optimistic about the potential of parental engagement, but cautious about the best approaches — reviewing and monitoring their activities to check that they are having their intended impacts."

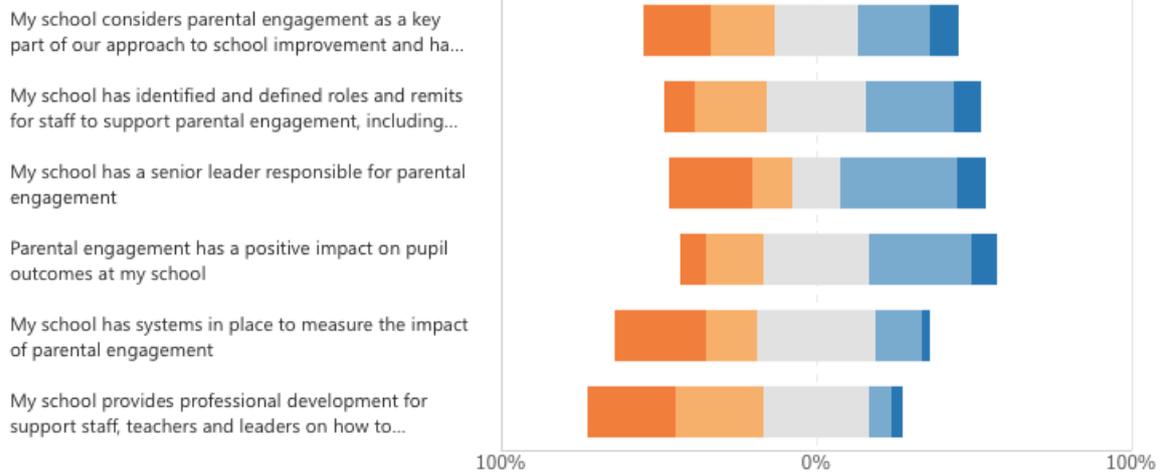
EEF 'Working with Parents to Support Children's Learning (2019)



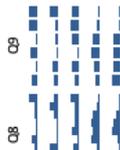
9. How have you developed capacity to support parental engagement?

[More Details](#)

■ Not yet undertaken
 ■ Beginning
 ■ Developing
 ■ Embedded
 ■ Exemplary

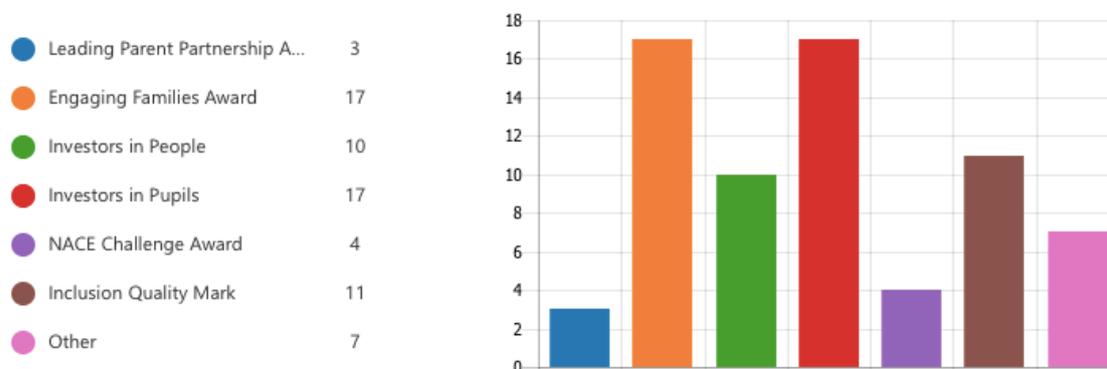


Section 1	O8								O9					Trend		
	My school has audited our current practice to assess what is working well or what is not	My school has developed a clear plan for engaging parents	My school regularly listens to all parents to find out what they would find useful	My school actively seeks the views of parents to find out what they would find useful	My school has stopped activities that don't have clear benefits for engaging parents	My school has parental engagement activities that directly support children's learning	My school has targeted parental engagement activities to improve, for example, attendance, safeguarding and building trust between school and home	My school has explored best practice from other schools to inform our parental engagement activity	My school has considered research to inform our parental engagement activity	My school considers parental engagement as a key part of our approach to school improvement and has a documented action plan to develop it	My school has identified and defined roles and remits for staff to support parental engagement, including support staff, teachers and leaders	My school has a senior leader responsible for parental engagement	Parental engagement has a positive impact on pupil outcomes at my school		My school has systems in place to measure the impact of parental engagement	My school provides professional development for support staff, teachers and leaders on how to effectively engage parents
n Not yet undertaken	28	18	2	9	21	5	4	9	12	27	27	12	34	10	38	36
n Beginning	24	28	17	39	18	14	16	25	40	29	27	29	16	24	21	36
n Developing	46	45	48	43	29	44	38	38	39	49	33	41	20	43	47	42
n Embedded	27	32	48	32	51	46	53	46	32	19	29	35	47	41	19	9
n Exemplary	3	5	13	5	9	19	17	10	5	4	12	11	11	10	3	5
% Not yet undertaken	21.9	14.1	1.6	7.0	16.4	3.9	3.1	7.0	9.4	21.1	21.1	9.4	26.6	7.8	29.7	28.1
% Beginning	18.8	21.9	13.3	30.5	14.1	10.9	12.5	19.5	31.3	22.7	21.1	22.7	12.5	18.8	16.4	28.1
% Developing	35.9	35.2	37.5	33.6	22.7	34.4	29.7	29.7	30.5	38.3	25.8	32.0	15.6	33.6	36.7	32.8
% Embedded	21.1	25.0	37.5	25.0	39.8	35.9	41.4	35.9	25.0	14.8	22.7	27.3	36.7	32.0	14.8	7.0
% Exemplary	2.3	3.9	10.2	3.9	7.0	14.8	13.3	7.8	3.9	3.1	9.4	8.6	8.6	7.8	2.3	3.9



10. Does your school have any awards or quality marks for parental engagement?

[More Details](#)



Strengths that emerge from this section include:

- listening to parents to find out what they would find useful
- the use of parental engagement activities that directly support children's learning
- targeted parental engagement to improve, for example, attendance
- Engagement with awards and quality marks, particularly Engaging Families Award and Investors in Pupils
- Having a senior leader responsible for parental engagement

Less well-developed aspects of practice appear to be:

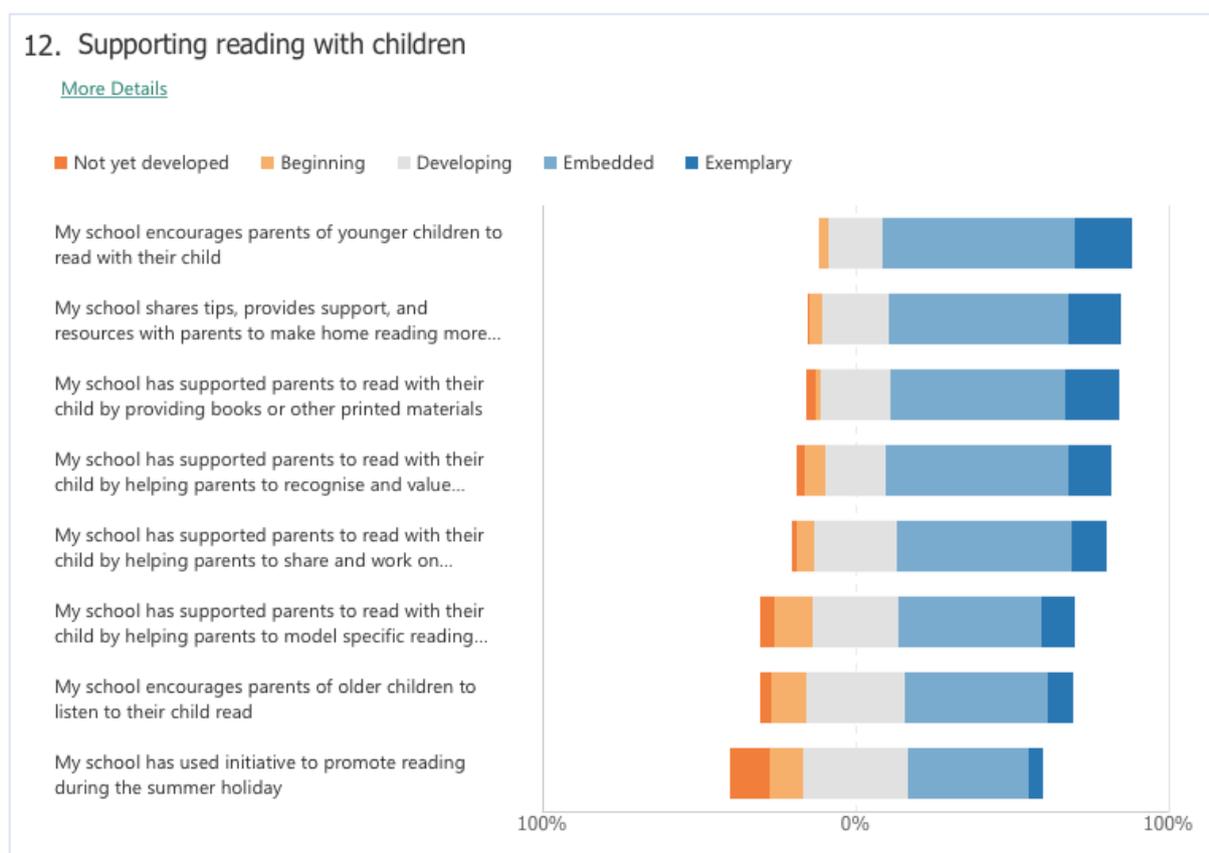
- auditing current practice to assess what work well
- consideration of research to inform parental engagement activities
- staff training to support parental engagement
- measuring the impact of parental engagement activity

Section 2: Supporting parents to have high academic expectations for their children

This section covered questions 12 to 14.

"Schools can support parents with practical guidance and encouragement about the types of things they can do at home to improve learning outcomes. The focus of, and strategies for, parental engagement will be different for different age groups. When children are younger this can consist of shared activities such as reading together or playing with letters and numbers; it may include fostering other elements of a positive home learning environment such as ensuring that there are learning resources such as books, puzzles, and toys.¹⁴ As children get older, parental encouragement for, and interest in, their children's learning are more important than direct involvement. Providing general information on child development or curriculum content can provide helpful context, but is not sufficient unless it is linked to specific actions that parents can take to support learning."

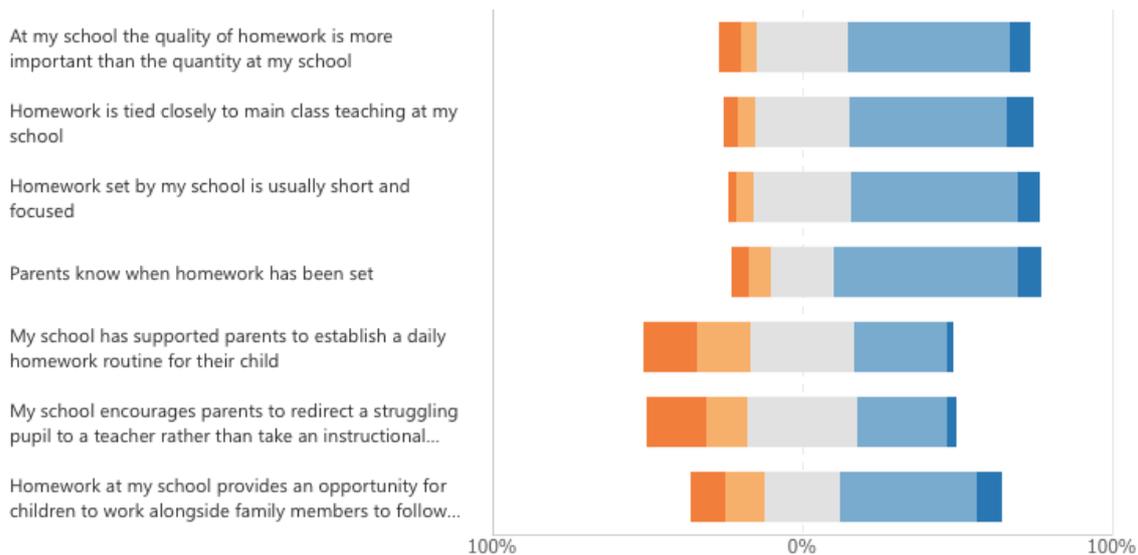
EEF 'Working with Parents to Support Children's Learning (2019)



13. Homework. Please consider your school holistically when responding and choose the best-fit response.

[More Details](#)

■ Not yet developed
 ■ Beginning
 ■ Developing
 ■ Embedded
 ■ Exemplary



Strengths that emerge from this section include:

- Quality of homework
- Linking homework to class teaching
- Supporting parents to read with their child

Less well-developed aspects of practice appear to be:

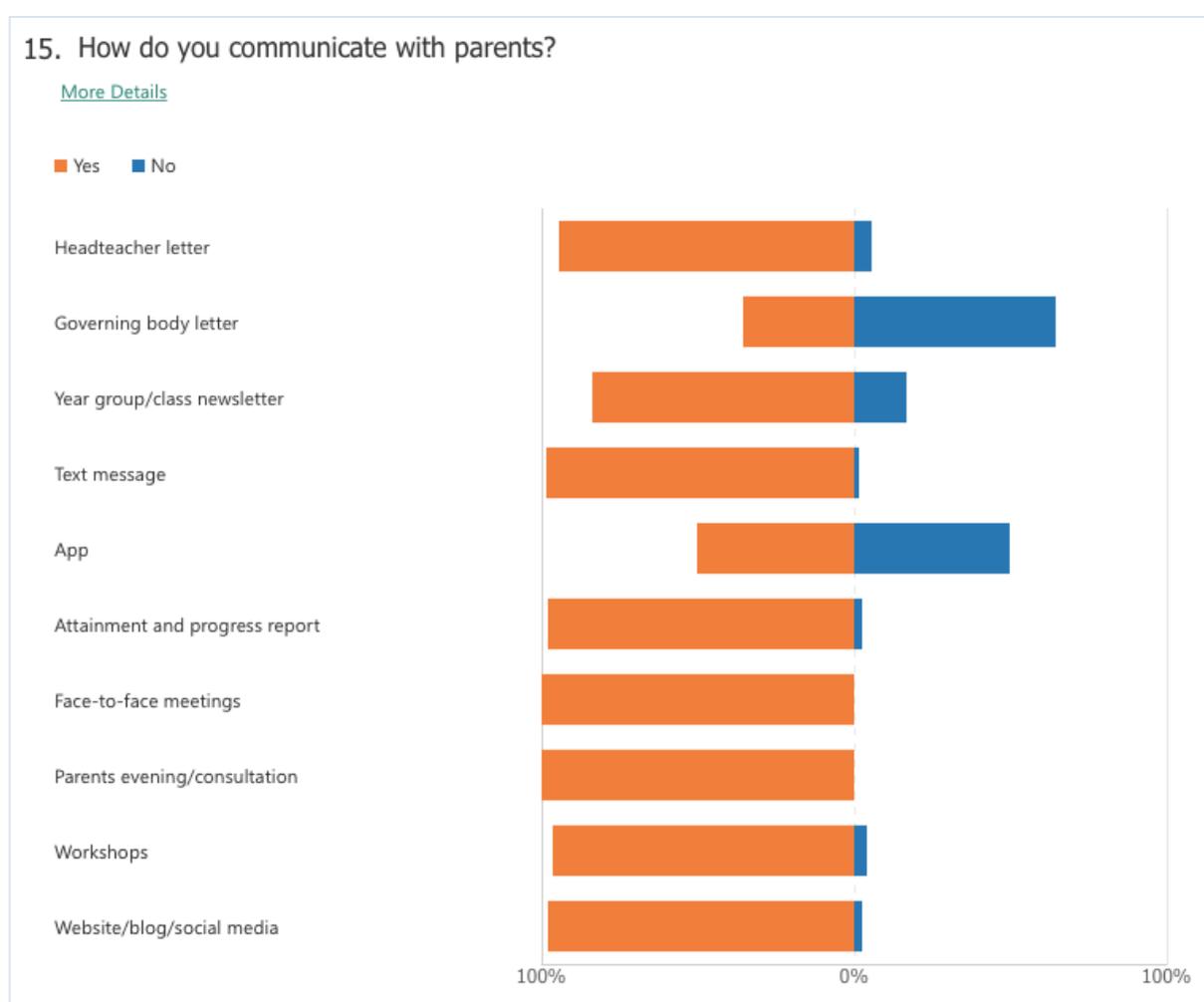
- Supporting parents to develop a daily reading routine
- Redirecting support for a struggling child to the teacher rather than the parent trying to support

Section 3: Developing and maintaining effective communication about school activities and school work

This section covered questions 15 to 19.

"For all age groups, well-designed school communications with parents can be effective for improving attainment and a range of other outcomes, such as attendance. Regular attendance is linked to improved academic attainment and is an area where parental input can be particularly influential at secondary school. School communications are also important for raising interest and engagement in more structured activities or for providing practical ideas for learning at home."

EEF 'Working with Parents to Support Children's Learning (2019)



16. Does your school personalise communications?

[More Details](#)

■ Not applicable
 ■ Yes
 ■ Sometimes
 ■ No

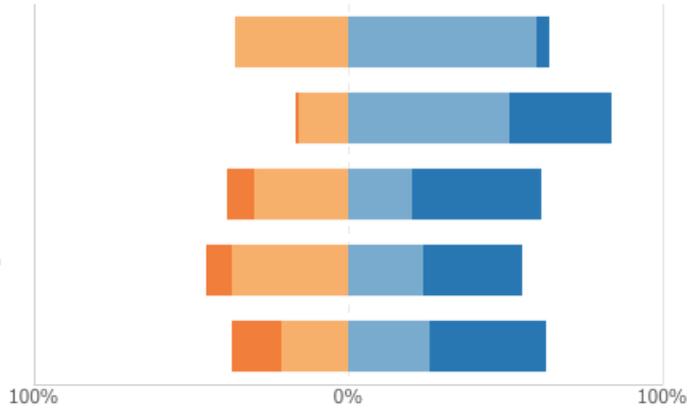
My school personalises letters to parents, e.g. they include the child's name, attendance data is specific ...

My school personalises text messages to parents, e.g. they include the child's name

My school has the capacity to prepare written communications to parents in more than one...

My school has provision to communicate verbally with parents in more than one language

My school uses different fonts or sizes when communicating with parents with special needs



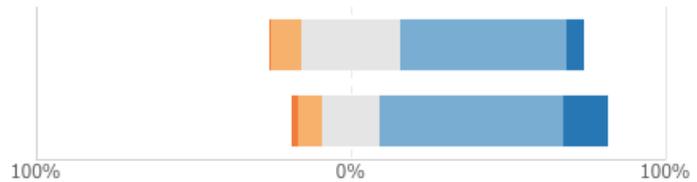
17. What are you communicating?

[More Details](#)

■ Not yet developed
 ■ Beginning
 ■ Developing
 ■ Embedded
 ■ Exemplary

My school's communications with parents are an effective mix of factual information about school an...

My school targets specific children and families to maximise the impact of some communications, e.g....



18. Have you undertaken a consultation with parents about their communication preferences, e.g. electronic and paper-based formats?

[More Details](#)

● Yes 70
● No 57



Section 3		Q15				Q16				Q17		Q18									
		Headteacher letter	Governing body letter	Year group/class newsletter	Text message	App	Attainment and progress report	Face-to-face meetings	Parents evening/consultation	Workshops	Website/blog /social media	My school personalises letters to parents, e.g. they include the child's name, attendance data is specific to the child	My school personalises messages to parents, e.g. they include the child's name	My school has the capacity to prepare written communications to parents in more than one language	My school has provision to communicate verbally with more than one language	My school uses different fonts or sizes when communicating with parents with special needs	My school communicates with parents more than one language	My school's communications with parents are an effective mix of different information about school and advice about supporting pupils' learning	My school targets specific children and families to maximise the impact of some communications, e.g. electronic and paper-based formats?	Have you undertaken a consultation with parents about their communication preferences, e.g. electronic and paper-based formats?	
n	Not yet developed																				
n	Beginning																				
n	Developing																				
n	Embedded																				
n	Exemplary																				
%	Not yet developed																				
%	Beginning																				
%	Developing																				
%	Embedded																				
%	Exemplary																				
n	Not yet developed	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
n	Yes	121	46	107	126	128	125	128	128	123	124	46	20	38	47	27	38	41	12	10	23
n	Sometimes	0	0	0	0	0	0	0	0	0	0	77	66	26	30	33	67	67	41	75	75
n	No	7	82	21	2	64	3	0	0	5	4	5	41	53	41	48	7	7	18	18	18
%	Not yet developed	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.8	1.6	1.6
%	Yes	94.5	35.9	83.5	98.4	50.0	97.7	100.0	100.0	96.1	96.9	35.9	15.6	29.7	36.7	21.1	36.7	41.1	9.4	7.8	7.8
%	Sometimes	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	60.2	51.6	20.3	23.4	25.8	23.4	25.8	32.0	18.0	18.0
%	No	5.5	64.1	16.4	1.6	50.0	2.3	0.0	0.0	3.9	3.1	3.9	32.0	41.4	32.0	37.5	32.0	37.5	5.5	14.1	14.1

Trend

Q17

Q16

Q15

Strengths that emerge from this section include:

- The content of communications, including pupil targets
- Parents evenings and face-to-face meetings with parents

Less well-developed aspects of practice appear to be:

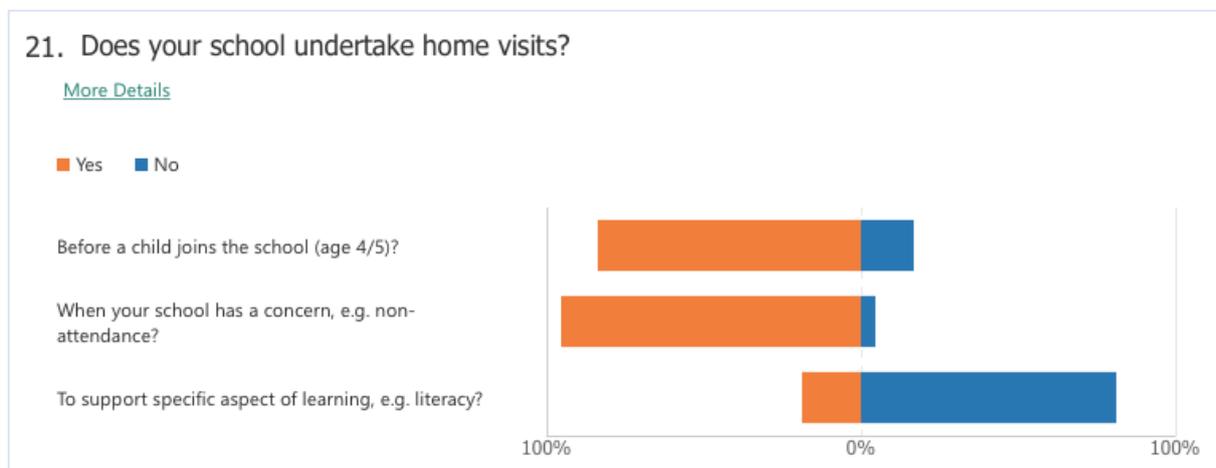
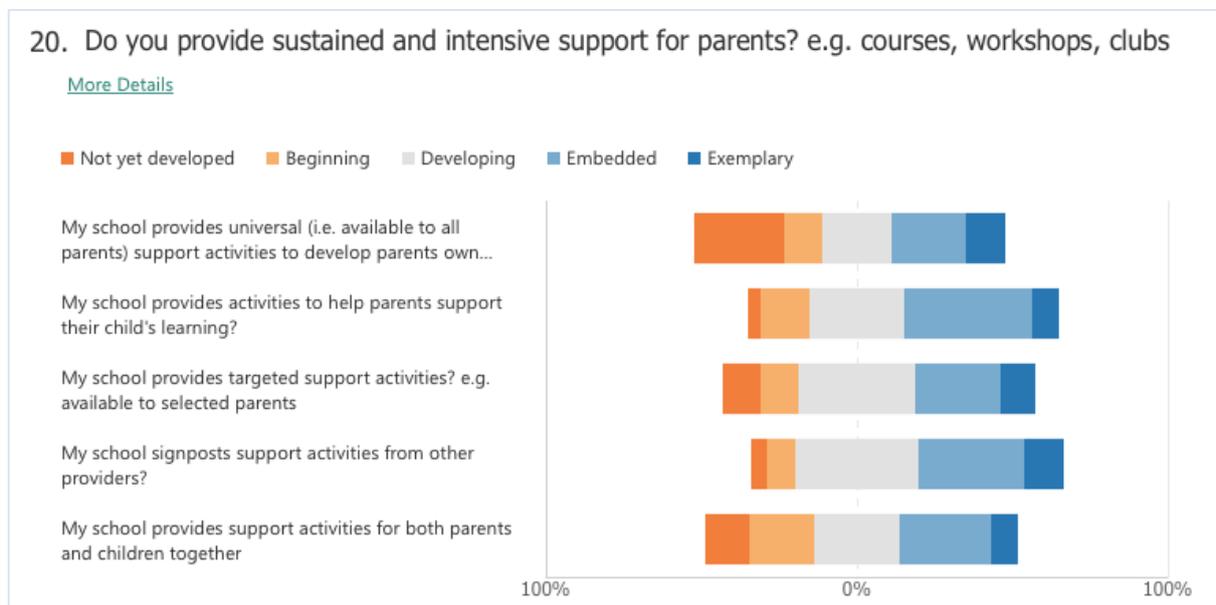
- Governing body newsletter to parents
- Verbal communication with parents in more than one language
- The use of a school app

Section 4: Offering more sustained and intensive support where needed

This section covered questions 20 to 22.

"More sustained and intensive approaches to support parental engagement may be needed for some children—for example, those struggling with early reading, those from disadvantaged backgrounds, or those with behavioural difficulties. More intensive approaches, which target particular families or outcomes, are associated with larger learning gains, but are also more difficult to implement."

EEF 'Working with Parents to Support Children's Learning (2019)



		Q20					Q21			
Section 4		My school provides universal (i.e. available to all parents) support activities to develop parents own skills and knowledge? e.g. ESOL, maths, parenting course	My school provides activities to help parents support their child's learning?	My school provides targeted support activities? e.g. available to selected parents	My school signposts support activities from other providers?	My school provides support activities for both parents and children together	Before a child joins the school (age 4/5)?	When your school has a concern, e.g. non-attendance?	To support specific aspect of learning, e.g. literacy?	Trend
n	Not yet devel	38	5	15	6	18				
n	Beginning	15	20	16	12	26				
n	Developing	29	40	48	51	36				
n	Embedded	30	52	35	43	37				
n	Exemplary	16	11	14	16	11				
Q20										
%	Not yet devel	29.7	3.9	11.7	4.7	14.1				■ - - - ■
%	Beginning	11.7	15.6	12.5	9.4	20.3				■ - - - ■
%	Developing	22.7	31.3	37.5	39.8	28.1				■ - - - ■
%	Embedded	23.4	40.6	27.3	33.6	28.9				■ - - - ■
%	Exemplary	12.5	8.6	10.9	12.5	8.6				■ - - - ■
Q21										
n	Yes						106	122	24	
n	No						22	6	104	
%	Yes						82.8	95.3	18.8	■ - - - ■
%	No						17.2	4.7	81.3	■ - - - ■

Strengths that emerge from this section include:

- The provision of activities for parents to support a child's learning
- Signposting activities by other partners and agencies for parents to access
- Undertaking home visits before a child joins a school (age 4/5)
- Undertaking home visits when there is a concern

Less well-developed aspects of practice appear to be:

- Home visits to support aspects of learning
- The provision of universal activities to develop parent's own skills and knowledge

Section 5: Bradford Education Covenant

This section covered questions 23-25.

The Bradford Education Covenant is a community-wide, cross-sector collaboration committed to improving the life opportunities for our children and young people as they grow up in Bradford. It is about everyone in Bradford keeping education a top priority, mobilising the community to collaborate and deliver through its key objectives:

- Helping schools and teachers raise standards.
- Supporting parents to get children ready for school, work and life.
- Working with businesses and colleges to boost career options.
- Championing the District’s unique art and culture.

The Education Covenant offers our district a new way for community stakeholders to work together. It brings education, business and community resources together to help young people succeed in education, their careers and life. To accomplish this, the covenant involves schools, colleges, Bradford University, voluntary and community organisations, museums and cultural institutions, businesses, and parents working together to align efforts throughout the full spectrum of their development in Bradford – from ‘cradle to career’. With our community’s commitment and support our children will thrive.

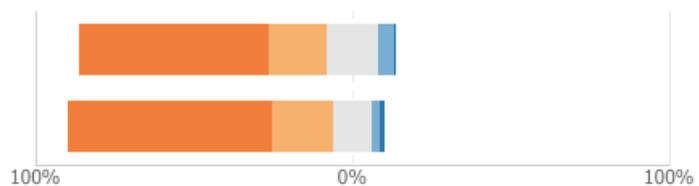
23. How aware of the Education Covenant are staff at your school?

[More Details](#)

■ Not yet developed ■ Beginning ■ Developing ■ Embedding ■ Exemplary

My school utilises the benefits of the Education Covenant

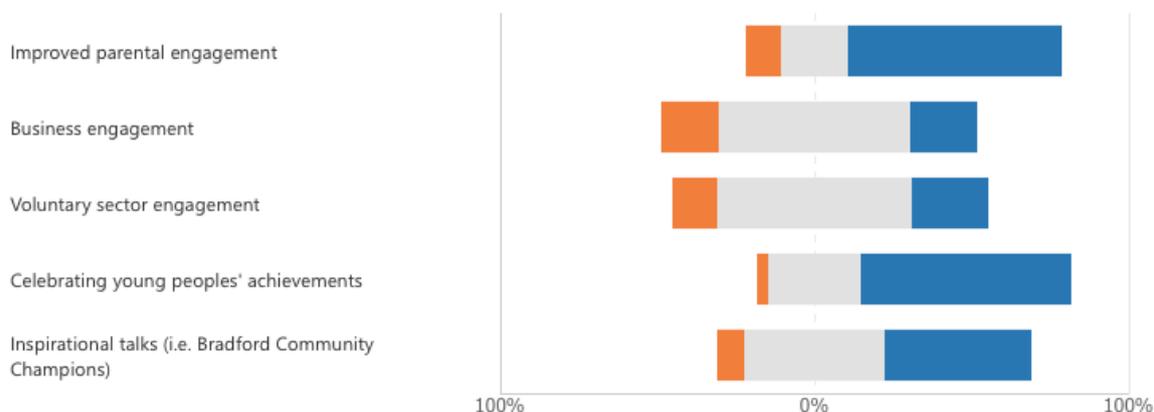
The Education Covenant is having a positive impact in my school



24. How would your school rate the following as priorities for the Education Covenant?

[More Details](#)

Low priority Medium priority High priority



	Q23		Q24					Trend
	My school utilises the benefits of the Education Covenant	The Education Covenant is having a positive impact in my school	Improved parental engagement	Business engagement	Voluntary sector engagement	Celebrating young peoples' achievements	Inspirational talks (i.e. Bradford Community Champions)	
n Not yet developed	77	83						
n Beginning	23	24						
n Developing	21	16						
n Embedded	0	0						
n Exemplary	1	2						
% Not yet developed	60.2	64.8						
% Beginning	18.0	18.8						
% Developing	16.4	12.5						
% Embedded	0.0	0.0						
% Exemplary	0.8	1.6						
n Low priority			14	24	18	5	11	
n Medium priority			28	77	79	37	57	
n High priority			86	27	31	86	60	
% Low priority			10.9	18.8	14.1	3.9	8.6	
% Medium priority			21.9	60.2	61.7	28.9	44.5	
% High priority			67.2	21.1	24.2	67.2	46.9	

Schools identified aspects of the Covenant that were having a positive impact, including:

- Helping to increase the awareness of the links between talk, emotional well-being and education with families, schools and the whole community

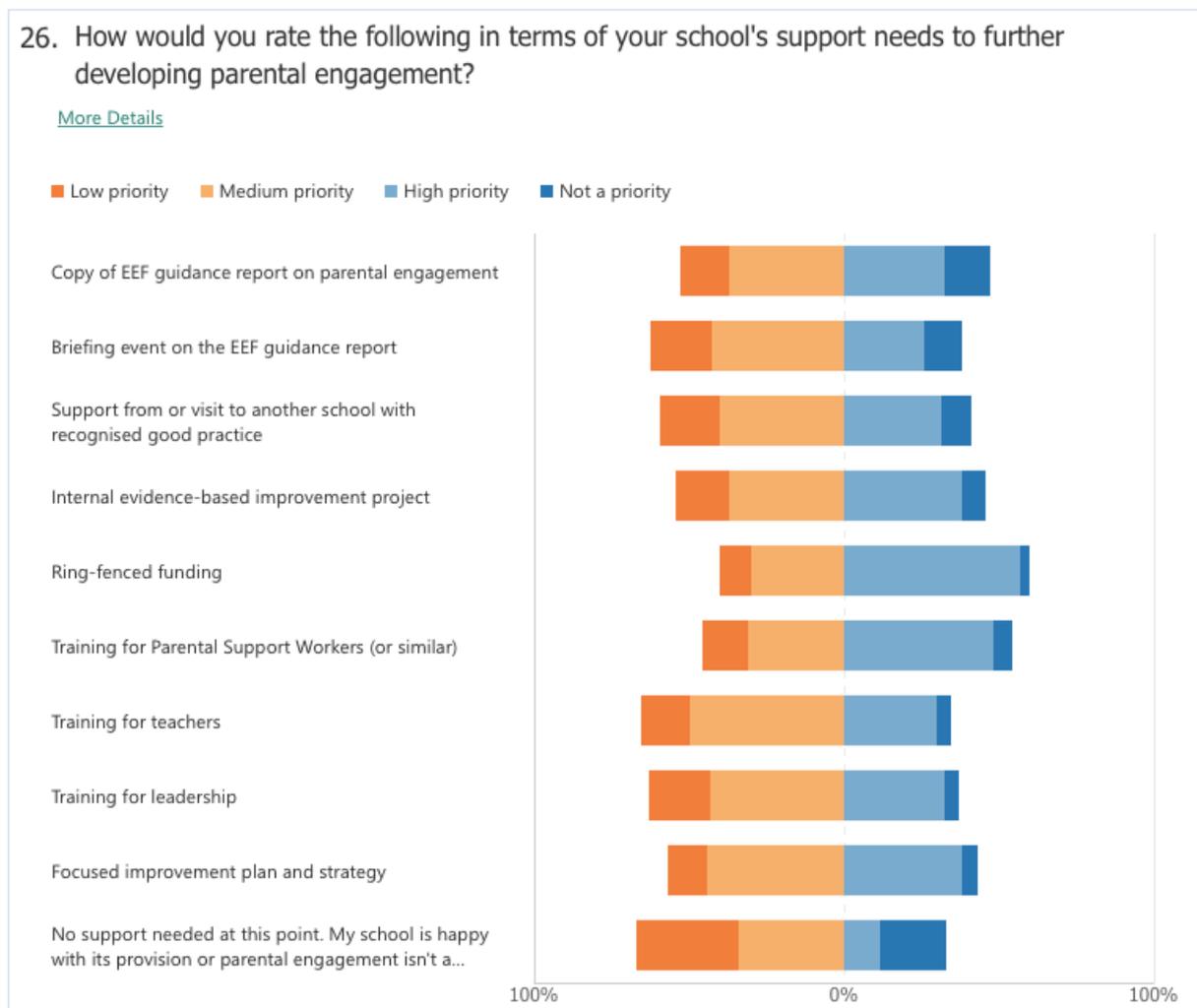
- The opportunity to engage with businesses is having the most positive impact
- Aspirations Week and links to [career] pathways
- Careers development and positive role models, enrichment, etc
- Supporting parents to get children ready for school, work and life - this is beginning to have a positive impact alongside our own GEM initiative
- Our school has a long history of involving and working alongside some stakeholders for example museums and art galleries; there is some support and work with businesses although this is developing. As a Trust we organised a 'Takeover Day' in March which was very successful and utilised strong links with Bradford pathways and used our wider links to good effective
- We have benefited from inspirational speakers and some aspects of career advice

However, most comments tended to refer to not knowing enough about the Covenant. Reasons for this included the headteacher being new and schools don't know how to access information and support.

Section 6: Next steps

Each school completing the survey were encouraged to keep a record of their survey response/self-evaluation using the offline form provided. In September 2019, each of these schools will receive a summary of their return from Exceed School Improvement. Reviewing the self-evaluation alongside this report should help schools to identify strengths and possible areas for development, as well as highlighting schools that they may wish to contact or visit to consider the actions they may wish to take.

Feedback via the survey showed the following as priorities for schools:



The most significant priorities for schools included:

- Funding
- Training for support staff, such as Parental Support Workers
- A focused improvement strategy

A significant number of schools identified that no further support was required at this stage as parental engagement isn't a current priority for the school.

Section 6		Q26										Trend
		Copy of EEF guidance report on parental engagement	Briefing event on the EEF guidance report	Support from or visit to another school with recognised good practice	Internal evidence-based improvement project	Ring-fenced funding	Training for Parental Support Workers (or similar)	Training for teachers	Training for leadership	Focused improvement plan and strategy	No support needed at this point. My school is happy with its provision or parental engagement isn't a current priority	
n	Not a priority	19	15	12	10	4	8	6	6	7	27	
n	Low priority	20	25	24	22	13	19	20	25	16	43	
n	Medium priority	47	54	51	47	38	39	63	55	56	43	
n	High priority	42	34	41	49	73	62	39	42	49	15	
%	Not a priority	14.8	11.7	9.4	7.8	3.1	6.3	4.7	4.7	5.5	21.1	
%	Low priority	15.6	19.5	18.8	17.2	10.2	14.8	15.6	19.5	12.5	33.6	
%	Medium priority	36.7	42.2	39.8	36.7	29.7	30.5	49.2	43.0	43.8	33.6	
%	High priority	32.8	26.6	32.0	38.3	57.0	48.4	30.5	32.8	38.3	11.7	

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Annex 1: The Bradford Opportunity Area Parental Engagement Survey

Thank you for taking the time to complete this survey. We hope this is useful to both your school and the community of Bradford schools as a whole in reflecting on current parental engagement practice and potential ways this can be enhanced further. Ultimately, we'd like to identify where the very best parental engagement practice is in Bradford and how we together can learn from this. In addition, Bradford Opportunity Area will seek to invest additional resource to help schools to develop their provision in 2019-20.

In preparing this survey, we've considered the EEF's 'Working with parents to support children's learning' 2019 guidance report. The report summarises research and evidence-based practice. You can download a copy of the report here:

<https://educationendowmentfoundation.org.uk/news/new-guidance-for-schools-on-engaging-parents/>. Bradford Research school will be hosting an event about this guidance on 17th June 2019, 16:30-18:00 at Westminster CoE Primary Academy (<https://www.eventbrite.co.uk/e/research-roadshow-working-with-parents-to-support-childrens-learning-tickets-62197183450>).

Please be aware that the EEF acknowledge that there is not enough good evidence about what practice best improves parental engagement. The content of this survey is not intended to highlight what schools should be doing, rather helping them to self-evaluate and consider if there are ways to enhance what schools are currently doing. Each school has a unique context and needs.

This survey consists of 7 administrative questions (e.g. your name) and 17 main questions, most of which are multiple choice, spread over 6 sections. There is also an opportunity to elaborate on your answers at the end of the first four sections IF you wish to do so. We envisage this survey will take 15-20 minutes to complete through discussions between the Headteacher a relevant staff. To ensure you have a copy of the responses you submit, we encourage you to complete an offline version of the form first then transfer your answers to this online form. An offline version of this survey can be downloaded from <https://exceedacademiestrust.co.uk/pes/>. An administrator could then transfer your responses to the online version of the form (<https://tinyurl.com/OAParentEng>) for you in just a few minutes. By September, we'll email you a copy of your response.

When the survey refers to parental engagement, this is in relation to their engagement in children's learning and the wider life of school.

In completing this survey, we ask that you consider and apply a 'best-fit' approach to the questions.

The majority of the questions are based on the following five-point scale:

- **Not yet undertaken:** My school has not yet developed this aspect of our provision.
- **Beginning:** My school has taken its first steps in developing this aspect of our first provision.
- **Developing:** My school has invested time and/or resources to this aspect of our provision, but we've not yet seen the full impact this.
- **Embedded:** My school has invested time and/or resources to this aspect of our provision we've seen a positive impact on levels of parental engagement.
- **Exemplary:** My school has had significant impact in engaging parents through this aspect of our provision and we could/do share our practice with other schools

The deadline for the submission of the online survey (<https://tinyurl.com/OAParentEng>) is **17:00 on Monday 8th July 2019**. Support is available from a local headteacher commissioned to help schools

to undertake this survey. A report will be prepared late in the summer term to summarise the findings. This report will be used by the Opportunity Area to determine how resource should be invested in Bradford during 2019-20. Every school's contribution is important. Thank you in advance.

1. Name of headteacher

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2. Headteacher's email address

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3. Name of parent support worker (or similar)

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4. Parent support worker's email address

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5. Your school's name in full

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6. Is your school a primary (with or without a nursery) or nursery school?

Nursery School

Primary School

7. Your school's postcode

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Section 1

Preparing for effective parental engagement

"Parents' interest and involvement in their children's learning is consistently associated with positive outcomes for children of all age groups but it can be challenging for schools to influence this effectively. The evidence for what schools can do to effectively engage parents in a way that improves children's learning outcomes is limited, particularly for older children. Therefore, schools should be optimistic about the potential of parental engagement, but cautious about the best approaches — reviewing and monitoring their activities to check that they are having their intended impacts."

EEF 'Working with Parents to Support Children's Learning (2019)

8. How would you self-evaluate your school's planning and preparation for developing parental engagement in children's learning and the wider life of school?

	Not yet undertaken	Beginning	Developing	Embedded	Exemplary
My school has audited our current practice to assess					

what is working well or what is not					
My school has developed a clear plan for engaging parents					
My school regularly listens to all parents to find out what they would find useful					
My school actively seeks the views of less-involved parents to find out what they would find useful					
My school has stopped activities that don't have clear benefits for engaging parents					
My school has parental engagement activities that directly support children's learning					
My school has targeted parental engagement activities to improve, for example, attendance, safeguarding and building trust between school and home					
My school has a range of partners we work with to engage with parents					
My school has explored best practice from other schools to inform our parental engagement activity					
My school has considered research to inform our parental engagement activity					

9. How have you developed capacity to support parental engagement?

	Not yet undertaken	Beginning	Developing	Embedded	Exemplary
My school considers parental engagement as a key part of our approach to school improvement and has a documented action plan to develop it					
My school has identified and defined roles and remits for staff to support parental					

engagement, including support staff, teachers and leaders					
My school has a senior leader responsible for parental engagement					
Parental engagement has a positive impact on pupil outcomes at my school					
My school has systems in place to measure the impact of parental engagement					
My school provides professional development for support staff, teachers and leaders on how to effectively engage parents					

10. Does your school have any awards or quality marks for parental engagement?

- Leading Parent Partnership Award (LPPA)
- Engaging Families Award
- Investors in People
- Investors in Pupils
- NACE Challenge Award
- Inclusion Quality Mark
- Other (please state below)

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11. Please BRIEFLY elaborate on any of your answers in section 1 (optional)

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Section 2

Supporting parents to have high academic expectations for their children

"Schools can support parents with practical guidance and encouragement about the types of things they can do at home to improve learning outcomes. The focus of, and strategies for, parental engagement will be different for different age groups. When children are younger this can consist of shared activities such as reading together or playing with letters and numbers; it may include fostering other elements of a positive home learning environment such as ensuring that there are

learning resources such as books, puzzles, and toys. As children get older, parental encouragement for, and interest in, their children's learning are more important than direct involvement. Providing general information on child development or curriculum content can provide helpful context, but is not sufficient unless it is linked to specific actions that parents can take to support learning."

EEF 'Working with Parents to Support Children's Learning (2019)

12. Supporting reading with children

	Not yet developed	Beginning	Developing	Embedded	Exemplary
My school encourages parents of younger children to read with their child					
My school shares tips, provides support, and resources with parents to make home reading more effective					
My school has supported parents to read with their child by providing books or other printed materials					
My school has supported parents to read with their child by helping parents to recognise and value children's early achievements when reading					
My school has supported parents to read with their child by helping parents to share and work on activities with their child					
My school has supported parents to read with their child by helping parents to model specific reading skills					
My school encourages parents of older children to listen to their child read					
My school has used initiative to promote reading during the summer holiday					

13. Homework. Please consider your school holistically when responding and choose the best-fit response. (This section will not be considered for nursery schools: Please choose 'Not yet developed' for each statement unless you feel differently)

	Not yet developed	Beginning	Developing	Embedded	Exemplary
At my school the quality of homework is more important than the quantity at my school					
Homework is tied closely to main class teaching at my school					
Homework set by my school is usually short and focused					
Parents know when homework has been set					
My school has supported parents to establish a daily homework routine for their child					
My school encourages parents to redirect a struggling pupil to a teacher rather than take an instructional role themselves where they are not confident with the subject matter					
Homework at my school provides an opportunity for children to work alongside family members to follow their own interests					

14. Please BRIEFLY elaborate on any of your answers in section 2 (optional)

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Section 3

Developing and maintaining effective communication about school activities and schoolwork

"For all age groups, well-designed school communications with parents can be effective for improving attainment and a range of other outcomes, such as attendance. Regular attendance is linked to improved academic attainment and is an area where parental input can be particularly influential at secondary school. School communications are also important for raising interest and engagement in more structured activities or for providing practical ideas for learning at home."

EEF 'Working with Parents to Support Children's Learning (2019)

15. How do you communicate with parents?

	Yes	No
Headteacher letter		
Governing body letter		
Year group/class newsletter		
Text message		
App		
Attainment and progress report		
Face-to-face meetings		
Parents evening/consultation		
Workshops		
Website/blog		

16. Does your school personalise communications?

	Not applicable	Yes	Sometimes	No
My school personalises letters to parents, e.g. they include the child's name, attendance data is specific to the child				
My school personalises text messages to parents, e.g. they include the child's name				
My school has the capacity to prepare written communications to parents in more than one language				
My school has provision to communicate verbally with parents in more than one language				

17. What are you communicating?

	Not yet developed	Beginning	Developing	Embedded	Exemplary
My school's communications with parents are an effective mix of factual information about school and advice about supporting pupils' learning					
My school targets specific children and families to maximise the impact of some communications, e.g. where attendance is low					

18. Have you undertaken a consultation with parents about their communication preferences, e.g. electronic and paper-based formats?

Yes

No

19. Please BRIEFLY elaborate on any of your answers in section 3 (optional)

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Section 4

Offering more sustained and intensive support where needed

"More sustained and intensive approaches to support parental engagement may be needed for some children—for example, those struggling with early reading, those from disadvantaged backgrounds, or those with behavioural difficulties. More intensive approaches, which target particular families or outcomes, are associated with larger learning gains, but are also more difficult to implement."

EEF 'Working with Parents to Support Children's Learning (2019)

20. Do you provide sustained and intensive support for parents? e.g. courses, workshops, clubs

	Not yet developed	Beginning	Developing	Embedded	Exemplary
My school provides universal (i.e. available to all parents) support activities to develop parents own skills and knowledge e.g.					

ESOL, maths, parenting course					
My school provides activities to help parents support their child's learning					
My school provides targeted support activities e.g. available to selected parents					
My school signposts support activities from other providers					
My school provides support activities for both parents and children together					

21. Does your school undertake home visits?

	Yes	No
Before a child joins the school (age 4/5)?		
When your school has a concern, e.g. non-attendance?		
To support specific aspect of learning, e.g. literacy?		

22. Please BRIEFLY elaborate on any of your answers in section 4 (optional)

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Section 5

Bradford Education Covenant

The Education Covenant is a community-wide, cross-sector collaboration committed to improving the life opportunities for our children and young people as they grow up in Bradford. It is about everyone in Bradford keeping education a top priority, mobilising the community to collaborate and deliver through its key objectives:

- *Helping schools and teachers raise standards.*
- *Supporting parents to get children ready for school, work and life.*
- *Working with businesses and colleges to boost career options.*
- *Championing the District's unique art and culture.*

The Education Covenant offers our district a new way for community stakeholders to work together. It brings education, business and community resources together to help young people succeed in education, their careers and life. To accomplish this, the covenant involves schools, colleges, Bradford University, voluntary and community organisations, museums and cultural institutions, businesses, and parents working together to align efforts throughout the full spectrum of their development in Bradford – from ‘cradle to career’. With our community’s commitment and support our children will thrive.

23. How aware of the Education Covenant are staff at your school?

	Not yet developed	Beginning	Developing	Embedded	Exemplary
My school utilises the benefits of the Education Covenant					
The Education Covenant is having a positive impact in my school					

24. How would your school rate the following as priorities for the Education Covenant?

	Low priority	Medium priority	High priority
Improved parental engagement			
Business engagement			
Voluntary sector engagement			
Celebrating young peoples' achievements			
Inspirational talks (i.e. Bradford Community Champions)			

25. Which aspects of the Education Covenant are having a positive impact? What is having least impact? What else would you like to see the Education Covenant develop?

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Section 6

Next steps

26. How would you rate the following in terms of your school's support needs to further developing parental engagement?

	Low priority	Medium priority	High priority	Not a priority
Copy of EEF guidance report on parental engagement				
Briefing event on the EEF guidance report				
Support from or visit to another school with recognised good practice				
Internal evidence-based improvement project				
Ring-fenced funding				
Training for Parental Support Workers (or similar)				
Training for teachers				
Training for leadership				
Focused improvement plan and strategy				
No support needed at this point. My school is happy with its provision or parental engagement isn't a current priority				