



Thank you for registering to complete this survey. We appreciate your interest and time. This is an invite-only survey. We only require one response per school.

Please note: We are targeting a selected number of types of schools and phases of education. As such, we will ask a few screening questions at the outset to categorise your school; if we exceed the limit for any particular type of school or phase of education you will be asked fewer questions.

The survey is part of research that the Universities of Plymouth and Exeter are conducting on behalf of the Education Endowment Foundation. On the next page, you will be provided with information about the research and asked for your consent to participate in the survey.

A final couple of points about language in this survey. We use the term "school" throughout to refer to any educational institution, i.e. early years setting, primary school, secondary school, pupil referral unit, etc. In addition, we use the term "parent" throughout to refer to all types of caregivers that schools may interact with on behalf of children, i.e. parents, grandparents, foster carers, etc.

Thanks again for taking part. Let's get started! Click 'Next' to continue. It is best to complete the survey in one sitting but if you need to exit the survey at any point, please select 'Resume Later' and then close the browser; your answers will be saved.



Section A: Information about the research and consent to participate

- A1. Please take some time to read this information sheet. We very much hope that you will decide to take part in the research. You will need to endorse the consent box at the bottom of this page before continuing.**

What is the research project about?

The research aims to find out:

**what is most effective in engaging parents in their children's learning
what schools in England are doing to engage parents in children's
learning, and why the extent to which what schools in England are
doing reflects what international research suggests is most effective.**

Who is paying for the research?

**The research is funded by the Education Endowment Foundation
(EEF): <https://educationendowmentfoundation.org.uk>**

Who is conducting the research?

**We are a team from the Universities of Plymouth and Exeter. We are
part of the South West Peninsula CLAHRC, an organisation
dedicated to supporting the application of evidence and research in
health and social services: <http://clahrc-peninsula.nihr.ac.uk>.**

What is this survey about?

**The survey is one part of the project. It aims to find out what schools
in England are doing to engage parents in children's learning.**

How long will it take to complete?

**The survey takes between 5 and 20 minutes to complete, depending on
how many questions you are asked to answer.**

How does it work?



Section B: Screening questions

B1. What is the name of your school (i.e. the one where you work)?

B2. In which Region and/or Local Authority is your school located?

North East: Redcar and Cleveland ☐

North West: Manchester OR Lancashire OR Cumbria ☐

Yorkshire and Humber: Kingston upon Hull OR Doncaster ☐

East Midlands: Derby OR Leicestershire ☐

West Midlands: Staffordshire OR Hertfordshire ☐

East of England: Essex OR Norfolk ☐

London: Lewisham OR Southwark OR Westminster ☐

South East: Hampshire OR Reading OR Surrey ☐

South West: North Somerset OR Cornwall ☐

B3. How is your school categorised?

LOCAL AUTHORITY-MAINTAINED ☐

ACADEMY OR FREE-SCHOOL ☐

INDEPENDENT ☐

SPECIAL SCHOOL ☐

PUPIL REFERRAL UNIT OR OTHER ALTERNATIVE PROVISION ☐

B4. What phase of education do you deal with?

NURSERY ALONE ☐

PRIMARY (OR PRIMARY AND NURSERY together) ☐

SECONDARY ☐

ALL THROUGH or NOT APPLICABLE ☐



B5. Is the catchment area of your school considered mainly rural or urban?

RURAL, including rural hamlets and isolated dwellings, rural villages, rural towns and fringe.

☐

URBAN, including city and town, minor conurbation, and major conurbation.

☐

B6. In your latest Ofsted Report, how is your school's performance classified?

If you know the year in which this classification was given, please enter into the comment box provided.

Grade 1 (outstanding)

☐

Grade 2 (good)

☐

Grade 3 (requires improvement)

☐

Grade 4 (inadequate)

☐

Don't know

☐

B7. Was improving parent engagement a recommendation in your school's Ofsted report?

No

☐

Not sure

☐

Yes. Please provide further detail.

☐



B8. Is the percentage of children at your school who are eligible for free schools meals (not including universal KS1 provision) 14% or more?

If you know the percentage of children eligible for FSM and/or the percentage of EVER6 (Pupil Premium students) at your school, please enter them in the comment box provided.

Yes ☐

No ☐

Not sure ☐

B9. How many children are enrolled at your school? If you know the exact number please enter it into the comment box provided.

1-100 ☐

101-250 ☐

251-350 ☐

351-500 ☐

501-750 ☐

751-950 ☐

951 or more ☐



Section C: School policies and procedures

We are interested in understanding how schools engage or involve parents in their children's learning. This refers not only to involving parents when children are struggling or have additional needs but also includes strategies, processes or programmes that you might use to engage ALL parents in their children's learning. With this in mind, please answer the following questions:

C1. Who is responsible for parent engagement at your school? You may select more than one response.

There is no-one specifically tasked with this role. ☐

Parent involvement is the responsibility of all school staff. ☐

There is an individual member of staff responsible BUT only for working with parents of children who are struggling academically and/or who have additional needs. Please provide their job title. ☐

There is an individual member of staff responsible or with a lead role for parent engagement generally. Please provide their job title. ☐

Don't know/Not sure. Please say why. ☐

C2. Does your school have a written parent engagement policy or strategy that applies to all parents?

Yes ☐

No ☐

Not sure ☐

C3. Does your school have any school-community partnerships to promote the engagement of parents in their child's learning? By this, we mean intentional efforts to create long-standing relationships among schools and organisations in the local community.

Yes. Please describe these in the comment box to the right. ☐

No ☐

Not sure ☐

C4. Does your school have any policies or procedures aimed specifically at engaging parents from socially disadvantaged backgrounds?

No ☐

Not sure ☐

Yes. Please describe all that apply. ☐



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C5. Thinking about activities *to improve children's academic attainment and related learning outcomes*, please rank the following activities according to their priority at your school, where 1 is the **HIGHEST priority and 5 is the **LOWEST** priority. Insert the numbers 1-5 in the relevant boxes provided. Please use each rank only once.**

Activities to target or improve behaviour, discipline and/or classroom management.	<table border="1"><tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr></table>										
Activities to engage all parents/carers in children's learning at home or in school.	<table border="1"><tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr></table>										
Activities to enhance workforce development and quality of teaching, i.e. staff training.	<table border="1"><tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr></table>										
Activities (1:1 or small groups) to work with selected children who are struggling with their learning or have additional needs.	<table border="1"><tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr></table>										
Activities to fundraise for and/or provide information and communication technology (ICT).	<table border="1"><tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr></table>										

Section D: Activities and interventions

This section describes six different types of parent engagement activity where the focus is on: parenting; communicating; learning at home; volunteering; decision making; and collaborating with the community.

Please tick all that apply in your school and then, where relevant, indicate any named programmes or interventions in the boxes provided.

D1. Parenting

This refers to activities to help all families establish home environments to support children as learners

Suggestions for home conditions that support learning at each year group level	<input type="checkbox"/>
Videos, automated phone messages or texts on parenting at each year group level	<input type="checkbox"/>
Parent education and other courses or training for parents (e.g., family literacy, formal tests/exams)	<input type="checkbox"/>
Family support programmes or services to assist families with health, nutrition or behaviour	<input type="checkbox"/>
Home visits at transition points to pre-school, primary school, secondary school and college	<input type="checkbox"/>
Neighbourhood meetings to help families understand schools and to help schools understand families	<input type="checkbox"/>
Other (please describe)	<input type="checkbox"/>



D2. Communicating

This refers to activities designed to help with school-to-home and home-to-school communication about school activities and children's progress

Meetings with every parent at least once a year, with follow-ups as needed ☐

Language translators to assist families as needed ☐

Weekly or monthly folders of children's work sent home for review and comments ☐

Sending home a report on the child's progress and how they can improve their learning and attainment ☐

Regular schedule of useful notices, memos, phone calls, newsletters, texts, social media and other communications (e.g. website) ☐

Clear information on choosing schools or courses, and activities within schools ☐

Clear information on all school policies, activities, reforms and transitions ☐

Other (please describe) ☐

D3. Learning at home

This refers to activities providing information and ideas to families about how to help children at home with homework and other curriculum-related activities, decisions and planning.

Information for families on skills required for children in all subjects in each year group. ☐

Information on homework policies and how to monitor and discuss schoolwork at home. ☐

Information on how to assist children to improve skills on various class and school assessments. ☐

Regular schedule of homework that requires students to discuss and interact with families on what they are learning in class. ☐

Activities for parents and students at home. ☐

Family maths, science, and reading activities at school. ☐

Summer learning materials or activities. ☐

Family participation in setting children's learning goals each year and in planning for college or work. ☐

Other (please describe) ☐

D4. Volunteering

This refers to activities to recruit and organise parent help and support

School and classroom volunteer activities for parents to help teachers, administrators, children and other parents. ☐

Parent room or family centre for volunteer work, meetings, resources for families. ☐

Annual survey to identify all available talents, times and locations of volunteers. ☐

Communications with parents on how they can help and what they need to do. ☐



Parent patrols or other activities to aid the safety and operation of school activities.

☐

Other (please describe)

☐

D5. Decision making

This refers to activities to include parents in school decisions, developing parent leaders and representatives.

Active PTA or other parent organisations, advisory councils, or committees (e.g., curriculum, safety, personnel) for parent leadership and participation.

☐

Independent advocacy groups to lobby and work for school reform and improvements.

☐

District-level councils and committees for family and community involvement.

☐

Information on how parents can become school governors.

☐

Networks to link all families with parent governors / other parent representatives.

☐

Other (please describe)

☐

D6. Collaborating with the community

This refers to activities to identify and integrate resources and services from the community to strengthen school activities, family practices and children's learning and development.

Information for students and families on community health, cultural, recreational, social support, and other activities or services.

☐

Information on community activities that link to learning skills and talents, including summer activities for children.

☐

Service integration through partnerships involving school (civic, cultural, health, recreation, businesses and other agencies and organisations)

☐

Service to the community by children, families and schools (e.g., recycling, art, music, drama, volunteering).

☐

Participation of alumni in school activities for children.

☐

Other (please describe)

☐

D7. Has your school undertaken any evaluation or monitoring of its parent engagement activities?

No

☐

Not sure

☐

Yes. Please use the comment box to describe how you did this, and how you defined and measured success.

☐



Section E: Why do you undertake parent engagement activities?

E1. Do the activities you provide seek to do any of the following? Please tick all that apply.

Then, in the boxes to the right, please rank your top 5 activities (of those you have ticked) according to the priority they are given in your school, where 1 is the HIGHEST priority and 5 is the LOWEST priority. Please use each rank number only once.

For example, you may tick 7 items from the list but please only write the numbers 1-5 in the boxes next to your top 5 priorities. If you tick only 3 items, for example, then rank only those you have selected by using the numbers 1-3.

- | | |
|--|--------------------------|
| Train/support teachers to engage with parents (including training focused on behaviour management and/or learning) | <input type="checkbox"/> |
| Train/support parents to help improve their child's behaviour / social-emotional skills | <input type="checkbox"/> |
| Train/support parents to help improve their child's specific learning e.g. reading, writing, maths | <input type="checkbox"/> |
| Train/support parents to help support their child's learning generally | <input type="checkbox"/> |
| Train/support parents to engage meaningfully with teachers and the school | <input type="checkbox"/> |
| Give parents information about what their child is learning | <input type="checkbox"/> |
| Give parents information about their child's progress and how to address deficiencies and/or continue what doing well | <input type="checkbox"/> |
| Give parents information about what other parents do to support their children's learning | <input type="checkbox"/> |
| Give parents encouragement, reminders and/or tips about how to support their child's learning (especially when not at school i.e. at home / during holidays) | <input type="checkbox"/> |
| Encourage children to have conversations with their parents about what they are learning at school | <input type="checkbox"/> |
| Help parents of children in the same class/school to get to know and/or support one another | <input type="checkbox"/> |
| Develop formal home-school agreement/plan | <input type="checkbox"/> |
| Other | <input type="checkbox"/> |

Other

E2. What methods do you primarily use to engage and interact with parents?

Presentations ☐

Group meetings for parents (with or without children) ☐



Individual meetings with parents at school (with or without children) ☐

Individual meetings with parents at home (with or without children) ☐

Phone calls ☐

Text messages (normal or automated) ☐

Social media (e.g. Twitter, Facebook) and school websites ☐

Online programmes or applications, e.g. MyMaths, EducationCity, DoodleMaths, Nessy ☐

Other ☐

Other

Section F: Experience and opinion

F1. In your professional experience or opinion, what things – that schools can do – work well in *building trusting relationships with parents*, and why?

F2. In your professional experience or opinion, what things – that schools can do – work well to support parents to *engage in their children's learning*, and why?



F3. In your professional experience or opinion, what are the *challenges or barriers* for schools when they try to support parents' engagement in children's learning?

F4. What support, input or resources would help you or your school to improve your support for parents' engagement in their children's learning?

F5. We would like to invite some of our respondents to take part in a follow-up telephone interview. Your responses will be anonymised if preferred. Are you happy for us to contact you to do this?

No

Yes. Use the comment box to indicate how we can contact you to organise this? Name, Email address or Phone number, and best time/day(s) to call.



F6. If you would like to enter your school into the £500 lottery draw for completing the survey, please leave your name, school/institution name and contact details below. These details will be permanently deleted once a winner has been randomly selected. We anticipate letting the lottery winner know by w/c 16th April.

If you don't wish to be entered into the draw, simply leave the box blank.

**THANK YOU FOR YOUR RESPONSES. THAT IS THE END OF THE SURVEY.
IF YOU HAVE PROVIDED YOUR DETAILS TO TAKE PART IN THE £500
LOTTERY DRAW AND YOU ARE THE WINNER, WE WILL BE IN TOUCH!**

**IF YOU HAVE ANY QUESTIONS OR CONCERNS ABOUT THIS SURVEY OR
HOW YOUR RESPONSES WILL BE USED, PLEASE CONTACT DR NICK
AXFORD AT nick.axford@plymouth.ac.uk**