

Engaging Parents Toolkit

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1. Introduction

Thank you for taking part in this pilot study of the Engaging Parents Toolkit.

This toolkit is designed to help schools plan and enact their support for and engagement with parents.

Based on the research literature in the field, this tool kit offers the background to parental engagement, and some basic suggestions. It also provides a list of further sources of information.

What it does not do is set out a specific framework or set of practices. One of the clearest messages from more than 25 years of research is that engaging with parents must be context specific to be successful. This means that each school needs to create its own plans for working with parents. This toolkit aims to support you in making those plans.

By taking part in this pilot study, your school is also enhancing our knowledge of parental engagement. This is why you are asked to send evaluations of the process on a periodic basis, so the toolkit can be refined and made better, more useful.

1.1. Consent form

This form provides the consent from your school to be involved in this process, and for information from the use of this toolkit to be used in further work, including publications. All data used will be anonymised.

On behalf of _____ school _____, I accept the use of the Engaging Parents Toolkit.

Using the toolkit incurs no cost to the school during the pilot phase; however, it does incur the obligation to complete the evaluation forms once a term (eg three times a year at least) and send them to Janet Goodall j.s.goodall@bath.ac.uk.

The toolkit itself remains the property of the University of Bath. The toolkit may be copied as needed by your school, but it not to be shared beyond the participants in this pilot study.

Signed: _____

Date: _____

Please return this signed form, either copied or scanned, to me at the above email address.

1.1. Using this toolkit

Welcome to the Parental Engagement Toolkit!

Using this toolkit will enable you to plan, and, importantly, chart your progress toward engaging with parents, and helping them to engage with their children's learning.

The toolkit contains six sections.

The first is an explanation of the toolkit, and the ideas that have informed it. This section also includes the undertaking entered into by schools who wish to use the toolkit.

The second section allows you, as a school, to look at where you are now, what your practice, good and needing improvement, is at the moment

The third section looks to the future: where would you like to be, and how will you get there? This section includes a table that allows you to plan for, and chart, the milestones in your parental engagement journey.

The fifth section includes evaluation forms, which should be used to periodically take stock of both your progress and the toolkit itself. These should be returned at least once a term (but more often if you wish) to Janet Goodall, at j.s.goodall@bath.ac.uk.

And the final section includes information that can be used to support your engagement with parents: the Ofsted criteria, excerpts from research and links to other information.

The entire toolkit is available in electronic form; please email j.s.goodall@bath.ac.uk.

1.2. Practitioners' Summary from Best Practice in Parental Engagement (Excerpt)

This section is taken from Goodall, J. & Vorhaus, J. 2011. Review Of Best Practice In Parental Engagement. London: Department Of Education. It gives a brief overview of the importance of parental engagement, and the parameters of interventions likely to be useful, based on the literature reviewed.

Benefits of parental engagement

Parental engagement has a large and positive impact on children's learning. This was the single most important finding from a recent and authoritative review of the evidence:

Parental involvement in the form of 'at-home good parenting' has a significant positive effect on children's achievement and adjustment even after all other factors shaping attainment have been taken out of the equation. In the primary age range the impact caused by different levels of parental involvement is much bigger than differences associated with variations in the quality of schools. The scale of the impact is evident across all social classes and all ethnic groups (Desforges 2003).

It is therefore a priority for schools to identify interventions that are effective in supporting parental engagement, particularly for those parents who are not significantly involved in their children's education.

School Home Links

Whole school approach

- Attempts by schools to engage parents in their children's learning are unlikely to be successful if they represent a 'bolt-on' to mainstream activities.
- A parental engagement strategy should be integrated into a whole school approach to parental engagement.
- Interventions should be informed by an ongoing parental needs assessment in the context of a school improvement strategy.
- School based family and parent support activities should have the improvement of children's learning as a clear and consistent goal.

Staff needs

- To engage effectively with parents staff require training and coaching, particularly when working with parents whose backgrounds are very different to their own.
- School staff should receive parental engagement training through initial teacher training or continuing professional development.

Parents' needs

- Parental engagement with children's learning is effectively supported when parents receive clear, specific and targeted information from schools.

- Schools which successfully engage parents make use of a broad understanding of parental engagement, and their parental engagement strategies accord with the interpretations and values of the parents they are aimed at.

An outward facing strategy

- A parental engagement strategy should be outward facing, involving not only the views of parents, but the evidence and expertise of other schools and services in the community.
- The transfer of knowledge and understanding should be part of a two way process: not only from school to home but from home to school. Building home-school links through out of hours' clubs, parenting classes, extended schools and outreach work can lead to improvements in completion of homework, learning behaviours and improved attendance.

Barriers to engagement

- Parental engagement strategies should consider barriers that inhibit parental involvement, including the practical barriers of cost, time and transport.
- Solution to these problems include car-pools, involving children in school based parental activities, and taking account of parental work schedules when organising programmes and activities like meetings with teachers.
- More parents believe that they have a responsibility for their children's education at a time when their confidence to help with homework is declining. This presents schools with an opportunity to support parents by improving home-school links.

Information and communication technology

- ICT can contribute to improved parental engagement by: providing a convenient means for parents to access up-to-date information about their child's learning; enabling parents to be more engaged with their child's learning; supporting more flexible working arrangements for staff.
- In a Becta study only 25 per cent of parents received information about their child's learning via online tools; 84 per cent of parents reported that their child's school provided them with little or no resources to help support their child's learning at home.
- Levels of parental engagement could be improved if schools made more use of the potential of technology to support at-home learning.

Challenges

- Teachers often lack the confidence and knowledge to work with parents, and schools do not always recognise or value the ways in which parents are already engaged with children's learning.
- Engagement strategies often lack a clear, consistent focus on raising children's achievement.
- There are numerous logistical barriers to improving parental engagement and effective interventions are often resource intensive.
- Schools generally do not collect sufficient data on their own interventions, particularly relating to the impact on academic outcomes.

Support and Training for Parents

Benefits

- Significant outcomes of parental support programmes include: parents' acknowledging that a problem exists; gaining knowledge and skills to manage children's behaviour, and the confidence and empathy to use these skills effectively.
- Programmes can have an impact on how well children bond with school staff, and how involved they become with the school. Parents report a reduction in parent-teenager conflict and an improvement in parenting styles.
- Interventions for parents targeting children's reading outcomes bring significant benefits. Training parents to teach their children reading skills can be more than twice as effective as encouraging parents to listen to their children read.

Literacy and other curriculum areas

- There is extensive evidence on the positive impact of parental engagement programmes on children's literacy.
- Effort focused on some aspects of literacy – for example, training parents to teach specific reading skills to their children – is more likely to be effective than effort focused on other aspects – for example, encouraging parents to listen to their children to read.
- With the partial exception of numeracy, very little is known about whether interventions have an impact on outcomes relating to other parts of the curriculum.

Approaches

- Effective programmes and interventions are informed by a needs analysis and targeted at particular types of parents – for example, minority ethnic parents, disadvantaged parents and fathers.
- Parental support programmes which focus on both academic outcomes and training in parenting skills are more effective than interventions that do not include such training. A supportive, non-judgemental attitude is most likely to lead to parents internalising and using tools provided by a programme aimed at supporting parenting skills. Parents need specific, detailed guidance on programmes and on their expected contribution.

Understanding parents

- The evidence confirms the importance of a parental needs analysis, along with understanding what parents already do with their children and how they are most likely to respond positively to attempts to engage them (further) in their children's learning.
- Programmes should be targeted at particular groups of parents and show sensitivity to their cultural norms and expectations. Examples: the Supporting Parents on Kids Education programme (SPOKES) which has been shown to yield a benefit for children equivalent to six months of reading age; the Strong African American Families Programme (SAAF) includes an emphasis on

communicative parenting, which reduces the likelihood of young people using alcohol and engaging in early sexual activity.

- Effective resources include specific, detailed and directive advice and guidance, produced in ways that motivate parents to become involved, and include parents as partners in a respectful and collaborative endeavour.

Costs

- There is very little information about the costs of interventions.
- Interventions are unlikely to be sustained over time if their costs are largely unknown or likely to prove prohibitively expensive.
- A value-for-money assessment of two or more programmes cannot be completed without a clear profile of costs.

Family and Community Based Interventions

Benefits

- The evidence of the impact of family literacy, language and numeracy programmes on children's academic and learning related outcomes is extensive and robust, particularly in the case of literacy, but also numeracy and other learning related outcomes including motivation and achievement.
- Family literacy and numeracy programmes can have a positive impact on the most disadvantaged families, including the academic outcomes of the children. The benefits have been shown to last beyond the duration of the intervention.

Literacy

- The evidence on family programmes, particularly for literacy, is sufficiently robust that these should be considered as a priority.
- Whilst it is desirable that interventions should generally form part of a whole school engagement strategy, family literacy interventions in particular may be effective even if offered as a discrete programme.

Approaches

- Strategic leadership, monitoring and sharing data, and pro-actively going out to meet and work with parents, families and community leaders are elements of a successful model.
- An evidence-based model that looks to build relationships across the family, the school, and the community can improve outcomes for low-income, culturally marginalised families.

Partnership and multi-agency arrangements

- Partnership and multi-agency arrangements are an essential component of a comprehensive strategy for parental engagement.
- Multi-agency arrangements enable schools to share information with partners, including the police, social services and the voluntary sector, and to draw on external expertise from agencies specialising in mental health, nursing and community activities.
- Sustaining partnerships and parental engagement in partnership activities requires not only monitoring and investment but initiatives that will sometimes extend beyond the involvement of schools and children's services.

Sharing information

- Schools are in a stronger position to respond to their communities when they receive data on how their performance compares with other schools and services.
- Information needs to be shared between schools and other services when learners move from one stage or location to another.
- In the best practice local authorities and individual educational settings shared information effectively.
- Giving parents written information containing simple, specific techniques for helping their children's reading yields greater benefits than providing parents with more general information.

Challenges

- Partnerships present challenges in the way of gaining access to and sharing data on parents and children.
- Information was not always shared across partners, or communicated at points of transition from one location or school to another.
- Data on the impact on children's academic outcomes is largely absent.

MODEL OF EFFECTIVE PRACTICE

A model of effective practice will include, as a minimum, the following four features: planning; leadership; collaboration and engagement; and sustained improvement.

Planning

- Parental engagement must be planned for and embedded in a whole school or service strategy. The planning cycle will include:
 - comprehensive needs analysis
 - the establishment of mutual priorities
 - ongoing monitoring and evaluation of interventions
 - a public awareness process to help parents and teachers understand and commit to a strategic plan.
- Parental engagement interventions are more likely to be effective if they are informed by a comprehensive needs analysis and are targeted at particular groups of parents. A needs assessment is particularly important for minority ethnic parents, disadvantaged parents and fathers. The assessment should be informed by information on barriers to engagement.

Estyn 2009 reports that, where there is good practice in planning parental involvement, schools understand that parents:

- like to be involved in their child's school
- want the school to know them personally as individuals and be kept well informed about the progress made by their children
- need clear information about day-to-day matters that affect their children
- feel more confident if they know the staff and have a basic understanding of the curriculum
- are willing to support school events and provide practical help but are less likely to join a committee
- become more supportive the more that they are involved, particularly if they have attended training events

- like to have clear rules for their children that are applied consistently.

Planning also includes the effective co-ordination of roles and services. This requires:

- effective communication with staff, parents and families
- clear expectations of staff and parents as to their role and contribution to a parent engagement programme
- models of good practice to inform and guide programme participants

The National College 2010 concludes that the critical factor is clarity of roles: where leadership and operational roles are clear and well understood by staff, parents and members of the community, the structure is more likely to support the development of trusting relationships and effective practice.

Leadership

Effective leadership of parental engagement is essential to the success of programmes and strategies. This applies to:

- Schools
- Services
- Local authorities

A parental engagement programme is often led by a senior leader, usually but not always the head teacher. Leadership may also be distributed in the context of a programme or cluster of schools and services working to a clear strategic direction, articulated and pursued by a strong leader who continues to shape the vision as the work progresses. In this context leaders may include not only head teachers but also cluster strategy managers and cluster co-ordinators.

In a 2010 National College study of leadership for effective engagement all effective leaders shared a set of common attributes. The leaders were:

- driven by a strong sense that children and families matter
- focussed on people – able to develop relationships built on trust and integrity
- effective role models – doing what they say they will do and setting standards for others in how they conduct themselves
- passionate about what they do
- focussed on outcomes

Challenges

The most effective school based programmes have a clear focus on raising children's achievement and this goal should feature in the planning and design of a parental engagement strategy.

Parents can perceive the school as presenting obstacles in the form of: lack of encouragement; not informing parents of what they can do; having too little scope for fitting around busy working and family lives. Many schools acknowledge the need to go out and meet parents in the community instead of relying on the expectation that they will come into the school.

Parents face numerous logistic barriers: lack of transport, lack of child care, competing family demands, work schedules, lack of time and the programme placing

too great a demand on parents. Solutions included organising car-pools, inviting children to the diabetes sessions, taking work schedules of parents into account when setting times for programmes, and reducing the number of programme inputs across the year.

In a 2010 National College study of leadership for effective engagement all effective leaders shared a set of common attributes. The leaders were:

- driven by a strong sense that children and families matter
- focussed on people – able to develop relationships built on trust and integrity
- effective role models – doing what they say they will do and setting standards for others in how they conduct themselves
- passionate about what they do
- focussed on outcomes
- highly effective networkers who engage support and commitment from a wide range of stakeholders (National College 2010).

Effective leaders articulate and promote a clear vision and set of values that underpin the programme, and which are communicated to and shared by all staff. A vision for an effective parental engagement strategy will vary from one school and community to another but critical features include:

- a strong leader who drives the vision
- a clear belief that engaging parents will make a difference to the achievement and learning outcomes of children
- a vision that is shared by all staff who are committed to supporting it
- a focus on evaluating the impact and identifying what difference the programme is making
- involving parents in decision making and not only consulting them (National College 2010).

Local authorities also have a leadership role, and a responsibility for creating strong partnerships and a clear strategic direction. In the context of understanding and supporting local communities Ofsted finds that local authorities have a pivotal role in:

- providing leadership and establishing expectations
- co-ordinating coherent strategies across their area
- getting to know their constituent communities
- keeping this knowledge up to date
- identifying needs
- meeting those needs (Ofsted 2010).

Collaboration and engagement

Parental engagement requires the engagement of all parents, and collaboration should:

- be pro-active rather than reactive
- sensitive to the circumstances of all families
- recognise the contributions parents can make
- aim to empower parents.

Estyn 2009 reports on good practice in parental involvement in primary schools. Schools that involve parents in supporting achievement:

- • offer flexible arrangements for parents' evenings
- • provide translators for parents who do not speak English
- • provide enough information on homework so that parents know how to help

Challenges

A significant challenge is sustainability, and in particular retaining:

- committed and inspiring senior leaders
- high levels of commitment across distributed leaders and staff teams
- access to the funding streams and resources that successful programmes require.
- choose topics for school work where parents could help easily

Ofsted 2008 undertook a survey of 29 secondary schools to identify good practice in re-engaging disaffected students in their learning. A close partnership with parents or carers was fundamental to re-engaging students. Schools were flexible about the timing of meetings to allow students to attend with their parents or carers. All schools had home-school liaison teams; the most effective focused on specific families and visited homes and other places where the community met regularly.

The Manchester Transition project (Dyson 2007) demonstrates the importance of a whole school approach to parental engagement. The aim was to increase the capacity of staff in schools in Manchester to support parents, particularly during transition stages. Features of schools reporting the largest impact included:

- head teacher commitment
- staff member responsible for parental involvement with the skills and commitment to make contact with disengaged families
- training for the staff in school
- networking between schools
- formalisation of effective practice.

Schools which effectively engage parents operate with broad definitions of parental engagement and parental involvement, including:

- learning at home: help with homework, skills, attitudes, values, behaviour
- communication: school-home; home-school
- in-school activities: volunteering; helping in classrooms, parents' evenings
- decision making: membership of Parent Teacher Associations or other committees and advisory groups
- collaborating with the community: community contributions to schools and families; family and school contributions to the community

Home-school knowledge activities are effective if they are the result of a two-way process – from home to school as well as from school to home – and are supported by school home support practitioners, Parent Support Advisors or learning support assistants providing targeted support.

A parental engagement strategy often extends beyond schools. The National College describes 10 services clusters in England, including schools and children's

centres. All clusters engage with stakeholders beyond the schools and children's centres, and:

- share data with partners including the police, social services and voluntary sector
- draw on external expertise from agencies engaged in mental health, nursing and community activities
- employ staff whose expertise is different from teaching – including counsellors and community support workers.
- Ofsted 2010 reports on a survey to evaluate how a sample of local authorities and education providers knew and understood their local communities. Extended services, children's centres and family learning were found to be central to local provision, designed to engage the wider community and bring together different generations.

Sustained improvement

A parental engagement strategy should be the subject of ongoing support, monitoring and development:

- strategic planning which embeds parental engagement in whole-school development plans
- sustained support, resourcing and training
- community involvement at all levels of management, from initial needs analysis through to monitoring, evaluation and review
- a continuous system of evidence based development and review
- a supportive networked system that promotes objectivity and shared experiences.

Schools and children's services that continuously monitor and evaluate data on their interventions are thereby able to assess the effectiveness of their activities and the outcomes they lead to. They can also build an evidence base to inform an ongoing programme of development and research.

Data collection and monitoring should include the following features of interventions:

- children's attainment and learning related outcomes
- children's behavioural outcomes
- parents' demographic profile
- parental attitudes to education and parental attendance
- barriers to parental engagement

Data collection should also give priority to what parents spontaneously do to support their children's learning in the home. Schools require data on these activities if they

Challenges

A significant challenge is reaching and involving parents who have chosen not to engage either with their children's school or with their children's learning. A related challenge is finding the most appropriate methods for identifying what parents want and need. Some home-school activities can be resource intensive. Feiler 2006 describes a project that made use of disposable cameras and videos as a cost effective means of sharing information between school and home.

Data collection should also give priority to what parents spontaneously do to support their children's learning in the home. Schools require data on these activities if they are to recognise and value existing parental efforts to support their children, and to use information about these activities to inform their own interventions. Ofsted 2010 reports that schools were in a stronger position to respond to their communities when they received information and data identifying how their performance compared with other schools and services. In the best practice local authorities and individual educational settings shared information effectively.

Many staff do not have the knowledge and confidence to work with parents, particularly parents from deprived communities (Dyson 2007). There is a need for teacher training, in the context of initial teacher training or continuous professional development. Built on a clear understanding of parental engagement, this will include:

- Information about parents served by the school
- Teaching and learning in a family learning setting
- Working with adults and children
- Implementing the parental engagement activity

Teacher and staff training should be monitored, evaluated and up-dated following changes to the parent group or the content of the parental engagement programme.

There are two areas on which the evidence is generally poor:

The outcomes of interventions – academic and other learning related outcomes such as motivation and achievement. Too little is known about the impact of interventions on children's attainment.

How effectively staff and parents implement or follow activities prescribed by an intervention. Too little is known about how faithfully staff and parents carry out the activities prescribed by a parental engagement programme, and about the impact on the success of the programme.

Partnerships present challenges to sharing data. Information was not always shared across partners, or communicated at points of transition from one location or school to another. It is a priority for local authorities to share their data and knowledge of local communities more systematically, and for schools and children's centres to explore how best to transfer information between locations.

2. Where we are now : The Present

You can use this audit tool to examine your *current* practice in relation to parental engagement. You can tick one of three boxes for each section below: establishing (you are in the early days of doing this), extending (you are part of the way to doing this) or enhancing (you have accomplished a great deal of this and are building on your success to date). (Note that none of these offers the option of being "finished", as supporting parental engagement with children's learning is never entirely finished – each new cohort of parents and pupils will need support). There are a number of issues listed – you may also want to add your own, to highlight your good practice, no matter how far along you are in the process.

Please also add a comment about what evidence you have about each point.

Parental Engagement Practice	Establishin	Enhancing	Extending	Evidence
The school is welcoming, as soon as parents enter the building or come on the site				
Parents know how to contact the member of staff they need to speak to				
The school web page is parent friendly, and parents can find the information they need				
The school knows enough about its cohort of parents				
The school supports parental engagement in children's learning				
Parents know the targets set for their children, and how the children can achieve those targets				
Parental engagement is mentioned in all appropriate school policies				
The school offers structured activities for family learning				
Induction/transition practices support parental engagement				
The school reiterates to parents the value of their engagement in children's learning				
The school helps parents have high aspirations for their children				
Staff receive training about parental engagement				
There is a feedback loop so parents know how their suggestions/complaints are dealt with				
The school fosters interactive homework that involves parents				
Is there a parent council?				
Are all parent governor posts filled?				
Are parent governors representative of the parental cohort?				

3. Where we want to be : The Future

You can use this audit tool in two ways – working backwards from desired ends (Way 1) or working forward from where you are now (Way 2) – or a combination of the two.

In both cases, you will fill in the intervening steps, charting milestones, and, importantly, when you expect to reach those milestones, and who will be in charge of steering your progress toward those goals.

The wish list represents the situation you would like to attain in your school, in relation to parental engagement, or the things that flow from parental engagement.

It's best to work in groups to fill in all charts, rather than delegating charts to individuals.

It is important to be clear about what you want to achieve – such clarity greatly increases your chancing of achieving your aims (Grayson 2013). Wishes should be **SMART** - specific, measureable, assignable (that is, you know who is responsible), realistic and time-limited.

This means that “engage more with parents”, while a worthy aim, is not a useful wish. It's lacking in many of the SMART areas.

Instead, a good wish might be, “make contact over positive issues with all year 10 parents this term – year 10 staff”. This is specific (positive contact), measureable (contacts might be entered into the MIS system or on a dedicated database), it's assigned to a group of staff, it's realistic, and it's time limited (a term). The only way you will be able to know you have accomplished your goals – and had an impact on pupils – is by having clear aims at the outset and evaluating them rigorously.

Even though these wishes are listed and evaluated individually, it's important not to lose the overall picture; the most effective engagement with parents arises from a holistic view of parental engagement, that permeates all areas of the school (Goodall and Vorhaus 2011).

3.1. Wishlist

Fill in the tables on pages 2 – 4, working backwards from where you would like to be in the future.

Once you have done this, go to the large chart on page 7. Add your wish list to the final column, and the barriers you have identified to the first column. You may have identified more than one barrier per wish; add these all on separate lines.

Now work forward – what will be the first milestone to achieving your wish? Fill this in – and in the next two columns, fill in a date for achieving this milestone, and the initials of the person who will lead the process. In the next column, fill in how you will evidence achieving this milestone. Not every wish will need three milestones along the way – some may need more. Adapt the table as needed, to your particular circumstances.

3.2. Wish list

Use this list to imagine where you would like to be, in terms of parental engagement. At the moment, don't worry about timelines, resources, or barriers. Just list what you would like to see in your school, in relation to parental engagement.

Wish List
1.
2.
3.
4.
5.
6.
7.
8.
9.
10.
11.
12.
13.
14.
15.

Now, list any barriers that might impede realisation of your wishlist. Some wishes may have more than one barrier.

3.3. Barriers

Wish	Barrier
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	
11.	
12.	
13.	
14.	
15.	

How will you overcome those barriers? Some barriers may need more than one action.

Please use the chart on the next page (3.4) to list the ways you will work to overcome barriers, and chart 3.5 to create a detailed action plan. In this last chart, it's important to add items to the "evidence" column; how will you know you have achieved your aims?

3.4. Overcoming Barriers

Wish	Barrier	How to overcome
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.		
12.		
13.		
14.		
15.		

3.5. Milestones

Barrier	Milestone	When	Who	Evidence	Milestone	When	Who	Evidence	Milestone	When	Who	Evidence	Wishlist
		When	Who	Evidence		When	Who	Evidence		When	Who	Evidence	
		When	Who	Evidence		When	Who	Evidence		When	Who	Evidence	
		When	Who	Evidence		When	Who	Evidence		When	Who	Evidence	
		When	Who	Evidence		When	Who	Evidence		When	Who	Evidence	
		When	Who	Evidence		When	Who	Evidence		When	Who	Evidence	

		When	Who	Evidence		When	Who	Evidence		When	Who	Evidence	
		When	Who	Evidence		When	Who	Evidence		When	Who	Evidence	
		When	Who	Evidence		When	Who	Evidence		When	Who	Evidence	
		When	Who	Evidence		When	Who	Evidence		When	Who	Evidence	
		When	Who	Evidence		When	Who	Evidence		When	Who	Evidence	

4. Evaluation Form

Please send a copy of this form, once a term (or more often if you like) to Janet Goodall at j.s.goodall@bath.ac.uk

Thank you for filling in these forms; they will help to make the toolkit better and of more use to schools.

These forms aim to go beyond the usual “happy sheet” evaluations, so that they provide useful information, without taking too much of your time.

The evaluation forms are loosely based on the work of Guskey (Guskey 2000). Guskey’s well known framework has five levels: participant satisfaction, participant learning, organisational change, participant use of learning and pupil outcomes. The third and fourth of Guskey’s levels have been collapsed here, as the toolkit is designed to work on an organisational level.

Termly Evaluation Form

School name:

Date:

1. Satisfaction

This section looks at how easy the toolkit was to use, and which sections were used. Please tick one box for each section and then rate the usefulness of the sections from 1 – 5.

Section	Didn't use this section	Used this section a bit	Used this section a lot	Usefulness rating for this section (1 not useful – 5 very useful)
Where we are now				
Working backwards				
Working forwards				
Wish list				
Barriers				
Overcoming Barriers				
Milestones				

2. Learning

This section explores what you have learned through your use of the toolkit this term.

What we have learned about:	
The school	
Our parents	
Working with parents	

3. Change

As a result of using the toolkit this term, what have you changed?

4. Effects

What have been the effects of using the toolkit this term?

On the school	
On work with parents	
On parents	
On pupils	

The best thing about using the toolkit this term was:	
The worst thing about using the toolkit this term was:	
Suggestions for improvement:	

Thank you for completing this evaluation form. Please send it to Janet Goodall at j.s.goodall@bath.ac.uk.

5. Appendix

5.1. Ofsted Criteria

These criteria are from the latest Ofsted Framework, (<https://www.gov.uk/government/publications/common-inspection-framework-education-skills-and-early-years-from-september-2015>).

Quality of teaching, learning and assessment

1. Inspectors will make a judgement on the effectiveness of teaching, learning and assessment by evaluating the extent to which:
 - engagement with parents, carers and employers helps them to understand how children and learners are doing in relation to the standards expected and what they need to do to improve

The grade descriptors relating to parents in this element of inspection are as follows, taken from the School Inspection Handbook:

Grade descriptors for the quality of teaching, learning and assessment

Note: Grade descriptors are not a checklist. Inspectors adopt a 'best fit' approach that relies on the professional judgement of the inspection team.

<p>Outstanding (1)</p> <ul style="list-style-type: none"> ■ Parents are provided with clear and timely information on how well their child is progressing and how well their child is doing in relation to the standards expected. Parents are given guidance about how to support their child to improve. ■
<p>Good (2)</p> <ul style="list-style-type: none"> ■ The school gives parents accurate information about how well their child is progressing, how well their child is doing in relation to the standards expected, and what their child needs to do to improve. ■
<p>Requires improvement (3)</p> <ul style="list-style-type: none"> ■ (Does not mention parents)
<p>Inadequate (4) Teaching, learning and assessment are likely to be inadequate if one</p>

or more of the following applies.

- (Does not mention parents)

5.2. Further Sources

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