Self-evaluation: parental involvement and engagement

*The purpose of this self-evaluation is to help school leaders audit parental involvement and engagement. This will provide leaders with the relevant information to identify barriers and challenges for parental engagement and plan for a parental engagement strategy for the school, whilst balancing this with the school improvement priorities.*

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| Please read the statements, indicate in the boxes to what extent you believe school fulfils each one, the questions are to help your thought process. | |
| How successful is your whole school communication with parents? | Questions: How often do you communicate with parents? Which format do you use? Have you checked the analytics of texts / emails? Do parents open newsletters / bulletins / letters sent? Do you provide an annual questionnaire for parents? Does this questionnaire ask them about communication and involvement with school? Is the information clear and avoid technical language? Is it accessible for all? |
| How successful is communication with parents at a class level? | Questions: How do class teachers communicate with parents? Is this successful? How do you know? How confident are teachers in communicating with parents of there are issues? How much support do class teachers receive with difficult parents? Have teachers received difficult conversation training? How often do problems that occur at a class level escalate to senior leader level? |
| What are the barriers school faces in engaging parents? | Questions: Which parents engage with school? Which parents do not – are they from specific groups? Do parents with EAL engage with school? Do parents from disadvantaged backgrounds engage with school? Are there logistical barriers for parents, such as time of day, childcare, lack of access to ICT? |
| What are the challenges school faces in engaging parents? | Questions: Have teachers received difficult conversation training? How often do problems that occur at a class level escalate to senior leader level? Are parents’ backgrounds very different to those of the school staff? Does this have an impact on their opinions of school / engagement? Are there logistical barriers to parental engagement? |
| Use of information and communication technology for parent engagement. | Questions: Do you use information technology for parental communication? If so, which types, how often and is it successful? Do all parents engage, if not, which groups avoid this type of communication, and do you know the reasons why? Can parents access up-to-date information about their child’s learning using ICT? |
| How often are parents involved in decision making? | Questions: Do you ask parents their views on new initiatives? Before, after or during the process? Do you ask for their views or involve them through polls and surveys? Do you have a parent forum? |
| How successful are parent volunteers? | Questions: Do you have parents volunteer in school? How successful is this? How do you know? Which groups of parents volunteer? What tasks do they do? Do they complete tasks not involving work with pupils? |
| Parental workshops, programmes and information sessions. | Questions: What is the uptake for parents’ consultation evenings? Do you hold parent workshops? Which are most successful? Why? What is the uptake for this? If low, have you analysed the reasons for this? Are there logistical barriers for parents? Do parents feel uncomfortable / lack confidence in attending? Have the workshops had a positive impact on pupils? How do you know? Do staff feel confident running workshops for parents? Do parents understand the reasons for the sessions? Have the objectives been clearly explained? |
| How successful is engagement with parents of pupils with SEND / EAL / disadvantaged groups? | Questions: How often do you communicate with parents of pupils with SEND? Do parents engage with the writing of and reviewing of objectives (IEPs / My Plans)? Is there a positive impact on pupil progress where parents are more engaged? How do you know? How well does school communicate with parents whose first language is not English? What strategies do you use? What about parents who may not be able to read and write? |
| Parental support and advice. | Questions: Do you have a PSA? How successful is their work? How do you know? Do you provide workshops / information / one to one sessions for parents on issues such as attendance, behaviour, positive parenting, social learning? Do you use outside agencies to provide this support? How successful is this? |
| Parental involvement with PTA. | Questions: Do you have a PTA? How often do parents attend meetings? Which groups of parents attend? How have you actively encouraged other parents to attend? How successful are the PTA events? How many families attend? Which groups attend? Do disadvantaged groups attend? Which activities / events are more successful? Have you analysed why? |