The background features abstract, overlapping green geometric shapes, primarily triangles and polygons, in various shades of green, creating a modern and dynamic visual effect.

Welcome, please type your name  
and school in the chat function  
so we are able to register your  
attendance



Horton Park Primary  
We Learn to Succeed

# What Positive Parental Engagement Looks Like

# Aims of Session

- Understand what positive parental engagement looks like in practice
- Develop a range of communication strategies which support/ enhance parental engagement, including when dealing with unforeseen circumstances (Covid-19)
- Consider the necessity of effective parental engagement during this 'Covid recovery' period and impact on children's achievements
- Develop strategies to strengthen relationships with low engaging families
- Awareness of support available for schools and families to access for further support and guidance



# Contextual Information

## 12 Years Ago....

- 1 form entry school
- Managed to secure 'Good' Ofsted following 2 previous 'serious weaknesses' judgment
- High PPG allocation
- Less diverse, predominately White British families
- Less engaged families – parents mostly entered school due to grievances or conflicts
- High rates of exclusions, severe behavioural concerns, attendance at approximately 94%
- KS2 - Lower than local average for achievement, significantly below national average
- Staffing issues – Unstable staffing, huge supply costs

# Questions to be considered and reviewed as a school community

- ▶ Especially important to focus on implementation, and ask:
  - a) What are our aims with parental engagement?
  - b) Why is this a key priority for the school?
  - c) What are our current activities? How well are these working?
  - d) Is there anything that is less effective and why?
  - e) Which areas have better evidence – national and local?
  - f) What would less involved parents find helpful?
  - g) How can we monitor our progress?



# Five to Thrive



**School Mission Statement: This is a school where everyone learns to succeed**

**School Aim: To be an outstanding centre for education at the heart of a thriving community**

Horton Park Primary School is situated in the Bradford East area of the city within the Little Horton ward. 96.2% of the school cohort live in the 30% most deprived areas of England. Based on the Index of Multiple Deprivation (IMD), the school is ranked 1st out of 160 primary schools (where 1 equals the most deprived). We are therefore very proud of the outcomes we achieve for our pupils. 38.8% of the school cohort is eligible for Free School Meals, 30.2% of the school cohort has SEN Support, Currently, we have 37 languages represented in the school

We aim to address concerns amongst our school community across 5 areas. 1,146 adults in the Bradford District took part in a recent Born in Bradford (BiB) research study. 46% of participants were of Pakistani heritage, 37% were White British and 21% were from other ethnic backgrounds. 50% of respondents lived in the most deprived areas in England. 2 in 5 families lived in overcrowded homes. 1 in 4 families live in poor quality housing, 1 in 4 couldn't afford to buy the food they needed. 1 in 10 had severe financial and food insecurities. 2 in 5 respondents had depression, 2 in 5 respondents had anxiety, and 15% said it was difficult or very difficult to get practical help from friends, family or neighbours.

Our Parental support offer and our Five to Thrive program aims to readdress the balance through a relational approach, below are some of our initiatives;

Educational Support	Physical Health	Mental Well-Being	Emotional Help	Financial Assistance
<ul style="list-style-type: none"> <li>Targeted parent learning programme</li> <li>Parent library sessions</li> <li>Curriculum newsletters</li> <li>Consultation evenings</li> <li>Steering group</li> <li>Parents Forum</li> <li>Class Workshops</li> <li>Secondary school applications</li> <li>Internet safety advice</li> <li>Support for online learning</li> </ul>	<ul style="list-style-type: none"> <li>Cooking room – cooking therapy</li> <li>Walking Groups</li> <li>Cycle Track</li> <li>Local park initiatives</li> <li>School Nurse support</li> <li>Family Trips</li> <li>Exercise classes</li> </ul>	<ul style="list-style-type: none"> <li>Bereavement uk referrals</li> <li>Barnados referral – See Hear and Respond</li> <li>Mini bus visits for parents</li> <li>CAMHS referrals</li> <li>Support for Domestic Violence</li> <li>Mental Health first aid trained staff</li> </ul>	<ul style="list-style-type: none"> <li>Early Help referrals</li> <li>Open Door policy for parents</li> <li>Family Action referrals</li> <li>Designated Community Team</li> <li>Listening school</li> </ul>	<ul style="list-style-type: none"> <li>Weekly Debt Advisor</li> <li>Weekly Benefits Advice</li> <li>Uniform Assistance</li> <li>Pay as you feel Market – Wed and Thurs</li> <li>Subsidised trips</li> <li>Food parcels</li> <li>Electric and Gas credit</li> <li>Energy efficiency advice</li> </ul>



# Contextual Information

## ► 12 Years Later....

- 2 form entry school with a School-Led Resource Provision
- Part of Exceed Academies Trust
- Relatively high PPG allocation
- 33% SEND
- Diverse community, higher % of EAL and NTE pupils, 37 different community languages
- No exclusions for the past 3 years, 97% attendance
- Dedicated Community Team - CLM and PIW
- Coordinated approach, working in collaboration with other teams - in and beyond the school
- Top 2% of schools nationally for performance in KS2 - progress and attainment
- In the top 5 primary schools in Bradford for achievement for the past 5 years
- Inclusive provision recognised through a number of accolades: Centre of Excellence, NACE, Engaging Families Award etc.
- Parental engagement is a priority in the SIP and SEF, reviewed half termly by all staff
- **Move from Parental Involvement Towards Parental Engagement**
- **Focus on ‘Connection Rather than Correction’**



*We define parental engagement as the involvement of parents in supporting their children's academic learning. It includes approaches and programmes which aim to develop parental skills such as literacy or IT skills; general approaches which encourage parents to support their children with, for example reading or homework; the involvement of parents in their children's learning activities; and more intensive programmes for families in crisis.*

Education Endowment Foundation



# Group Task 1

Reflecting on your gap task, discuss your identified 'hard to reach' family.

Consider the following:

- What were/ are the barriers to their engagement with school?
- Which strategies were/ are effective?
- What was not as effective in overcoming some of the barriers identified?



# Born in Bradford

**“When will it end? Will it end?”**

*Findings of the First 1000  
Participants in the Born in  
Bradford Covid-19 Parents  
Survey*

## **3. Recommendations**

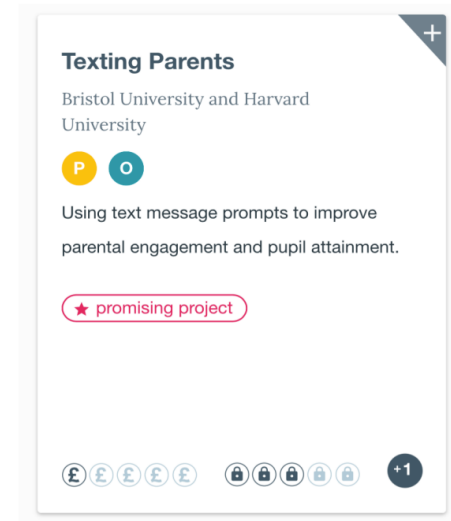
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- 1.** There is an urgent need for policy makers and commissioners to consider how to better support vulnerable families to enable them to manage financially and avoid them becoming homeless and living in debt and food poverty. These interventions will do more than just reduce poverty, they have the potential to improve the health, wellbeing and relationships in these families.
- 2.** There is a need to provide support for a large proportion of people who are now suffering from depression and anxiety, enabling services for severe cases and preventative interventions for those with mild symptoms to stop these getting worse.
- 3.** There is a need to develop methods to reassure and encourage vulnerable families to access health and education services with immediate effect to stop health inequalities becoming worse.
- 4.** Interventions to address social isolation need to target those at most risk. This appears to include families from small ethnic groups in Bradford (clustered together as ‘other’ ethnicities).
- 5.** The need to shield clinically vulnerable people and contain the Covid-19 virus using lockdown measures needs to be balanced against the increasing and severe health inequalities that the lockdown has caused and the long-term impacts that this may have on future generations’ physical and mental health, their education and life chances.

# Communication Strategy

- Fortnightly newsletters
- Half termly curriculum letters
- Home-School diaries
- Parent & pupil progress partnership
- Half termly Parents Forum - learning focus
- Regular class workshops, open sessions
- Visible presence outside, at key times, daily!
- Information sessions e.g. Assessments, residential trips etc.
- Library sessions
- Assemblies
- Marvellous Me
- See Saw
- Designated email address for parents only
- Website Information
- Text Messaging

Effective parental engagement can lead to learning gains of +3 months over the course of a year - *EEF*



***“parents receiving the texts were nearly three times more likely than those in the control condition to talk to their child about revising for an upcoming test.”***

***Parental Engagement: What does the evidence say? EEF***

# Case Study 1 – Audio Recording (Parent)



## The Learning Resource Centre Open to Parents

Thursday  
(Drop - In Session)  
After School  
3.15 - 3.45



Come and choose a book with your child. Discover and  
Imagine the wonderful world of reading!



## Group Task 2

In your groups, review the case study (audio recording).

Consider and discuss the opportunities provided by the school to engage parents in education as well as school involvement in general.

# Parental Voice

- ▶ Steering Group
- ▶ Parents Forum – multilingual staff
- ▶ Opportunities for informal chats at the start and end of each day – open door policy
- ▶ Meetings with SLT – informal and formal
- ▶ Parental Questionnaires





# Empowerment & Engagement

*Parents' aspirations also are important for pupil outcomes - EEF*

- ▶ Volunteering opportunities
- ▶ Adult Learning Courses/ Vocational qualifications
- ▶ Parental voice in interviews of new staff
- ▶ Parental involvement in school events
- ▶ Parent visits
- ▶ Community initiatives







## Group Task 3

In your groups, reflect on the communication strategies shared so far in this presentation and reflect on communication with parents at your own setting.

Consider the following:

- What is working well at your setting in relation to effective communication?
- Which strategies are less effective? Is there a particular aspect that is not working as well as expected e.g. a group of parents?
- In what ways are parents being supported through Covid recovery at your setting?

# Family Support

- Parents with children with SEMH or other SEND needs are supported
- Team around the child meetings
- Family support
- Behaviour panel meetings and attendance panel meetings
- Free weekly debt/benefits advice sessions
- Early Help referrals
- Mental Health First Aid
- Market stalls, food parcels, hygiene packs, game kits, utility bills (support) etc



# Support Agencies & Funding

- ▶ Family Action
- ▶ Save the Mothers Trust
- ▶ Barnados
- ▶ Bereavement UK
- ▶ CAMHS
- ▶ Greggs
- ▶ Tesco
- ▶ Children In Need
- ▶ Magic breakfast



- ▶ Case Study - Child with SEMH Needs

# Questions to be considered and reviewed as a school community

- ▶ Especially important to focus on implementation, and ask:
  - a) What are our aims with parental engagement?
  - b) What are our current activities? How well are these working?
  - c) Is there anything we can bring to an end?
  - d) Which areas have better evidence?
  - e) What would less involved parents find helpful?
  - f) How can we monitor our progress?

Questions/ Reflections

**THANK YOU!**