Bligh Primary School

Community Engagement

2022/23



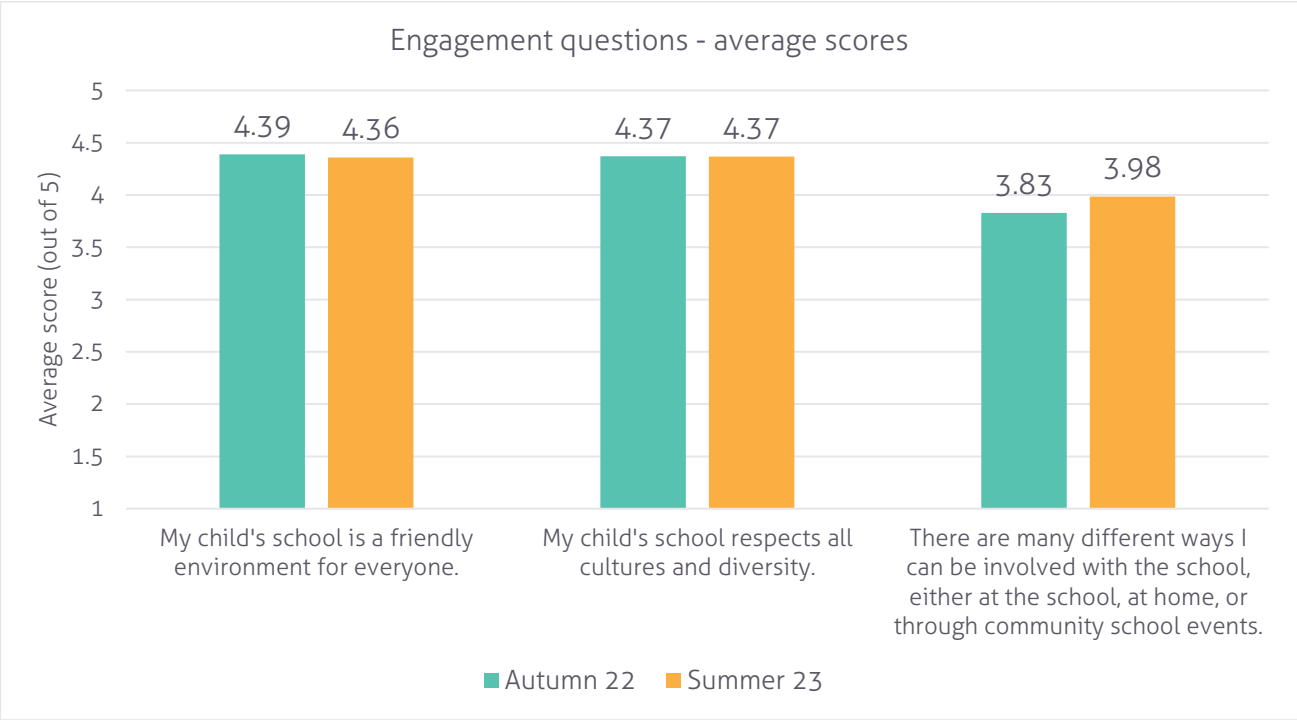
Community Engagement

Over the academic year 22-23, Bligh Primary School have been investigating the engagement of parents and carers in their community. A custom survey was developed, led by Katie-Louise Lawrence, consisting of a mixture of quantitative questions scored on opinion scales and qualitative questions comprising of drop-down and open-text responses.

The first round of data was collected in early Autumn 22, and the second in Summer 23.

A1: What were the engagement levels of parents and carers of pupils at Bligh Primary School in Autumn 22 and Summer 23?

Engagement Levels

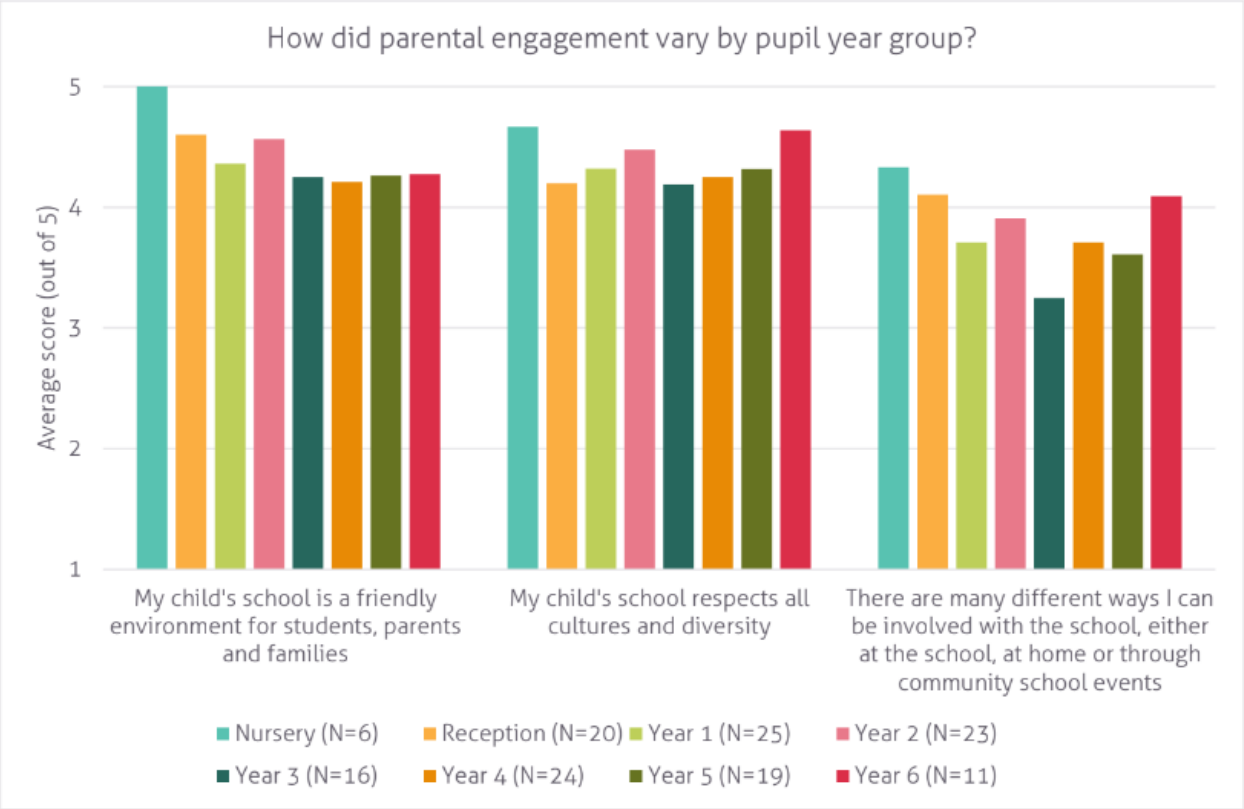


In Autumn 22, the highest scoring quantitative statement was 'my child's school is a friendly environment for everyone' at 4.39 out of 5. This decreased slightly to 4.36 out of 5 by Summer 23. The score for the statement 'my child's school respects all cultures and diversity' remained stable over the course of the year.

The score for the statement 'there are many different ways I can be involved with the school, either at the school, at home or through community school events' increased by 3.75% between the Autumn and Summer terms. This suggests that there are now more opportunities for parents and carers to get involved in school activities and events.

A2: What were the variations across different year groups?

Variation by Pupil Year Group in Autumn 22



In Autumn 22, parents and carers with pupils in Nursery scored highest for the statement 'my child's school is a friendly environment' at 5 out of 5. Due to a small sample size of 6 respondents, this finding should be interpreted with caution.

Parents and carers across all pupil year groups scored above 4 for the statement 'my child's school respects all cultures and diversity' with parents with children in Nursery scoring the highest (4.67) and in Year 3 the lowest (4.19), although an average score of 4 still represents 'agree'. Similarly, parents of children in Nursery scored highest for the question related to community involvement (4.33) and in Year 3 the lowest (3.25).

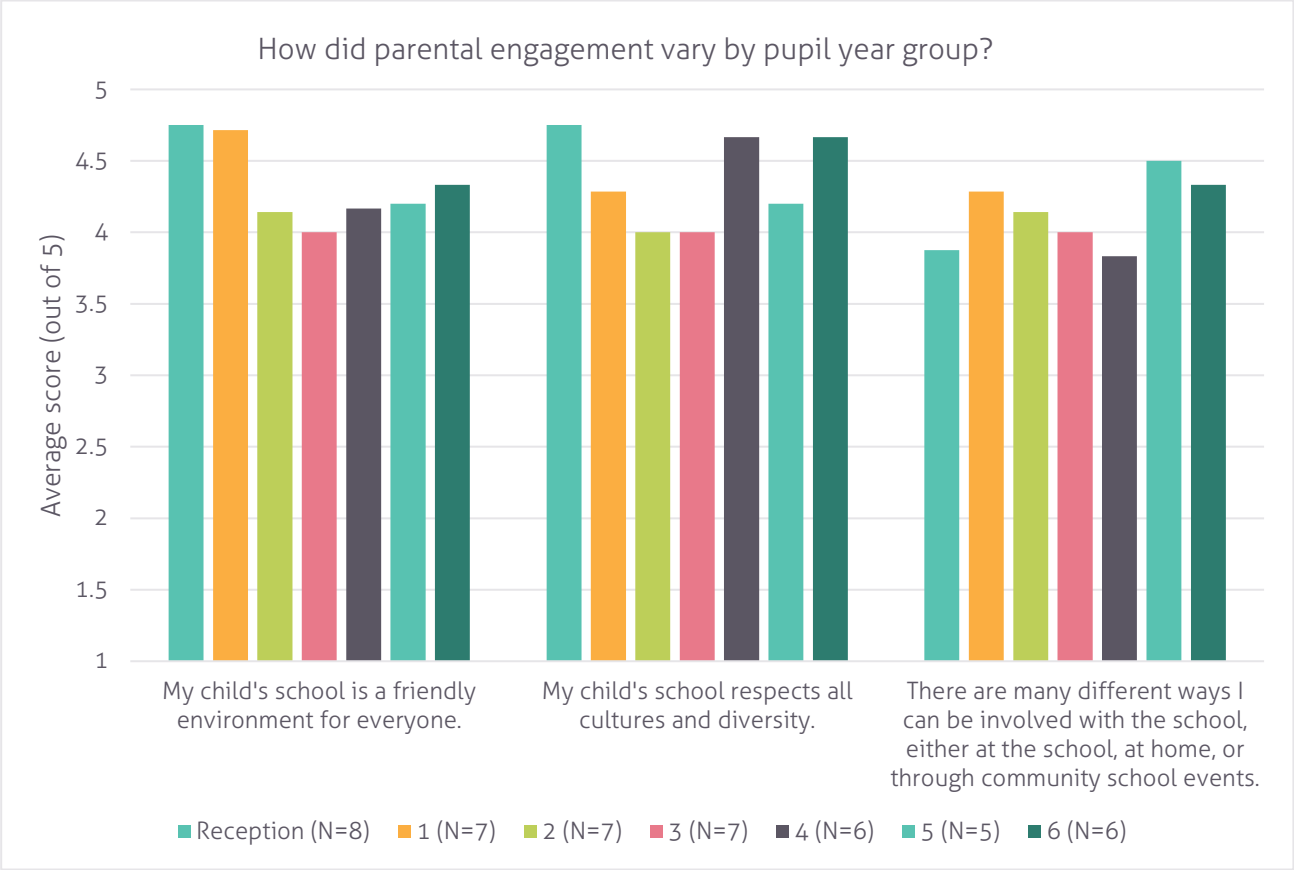
Variation by Pupil Year Group in Summer 23

The graph below shows the average scores for the same qualitative questions in Summer 23. It is important to note that the Summer 23 survey generated a lower response rate than the Autumn 22 survey and, as such, the sample sizes are smaller.

Similar to the findings in the Autumn 22 survey, parents and carers of Nursery aged pupils scored highest for the statement 'my child's school is a friendly environment' at 4.75 out of 5.

Following the same trend as in Autumn 22, in the Summer 23 survey parents and carers across all year groups again scored 4 or above for the statement 'my child's school respects all cultures and diversity' although the average score dropped marginally for Year 2 and Year 3 but increased in Year 4.

For community involvement, parents and carers across most year groups scored higher for the statement in Summer 23 compared to in Autumn 22, particularly in Year 3 and Year 5.



A3: Which factors did parents and carers identify as barriers to engaging with home learning and attending school events?

Barriers to home learning

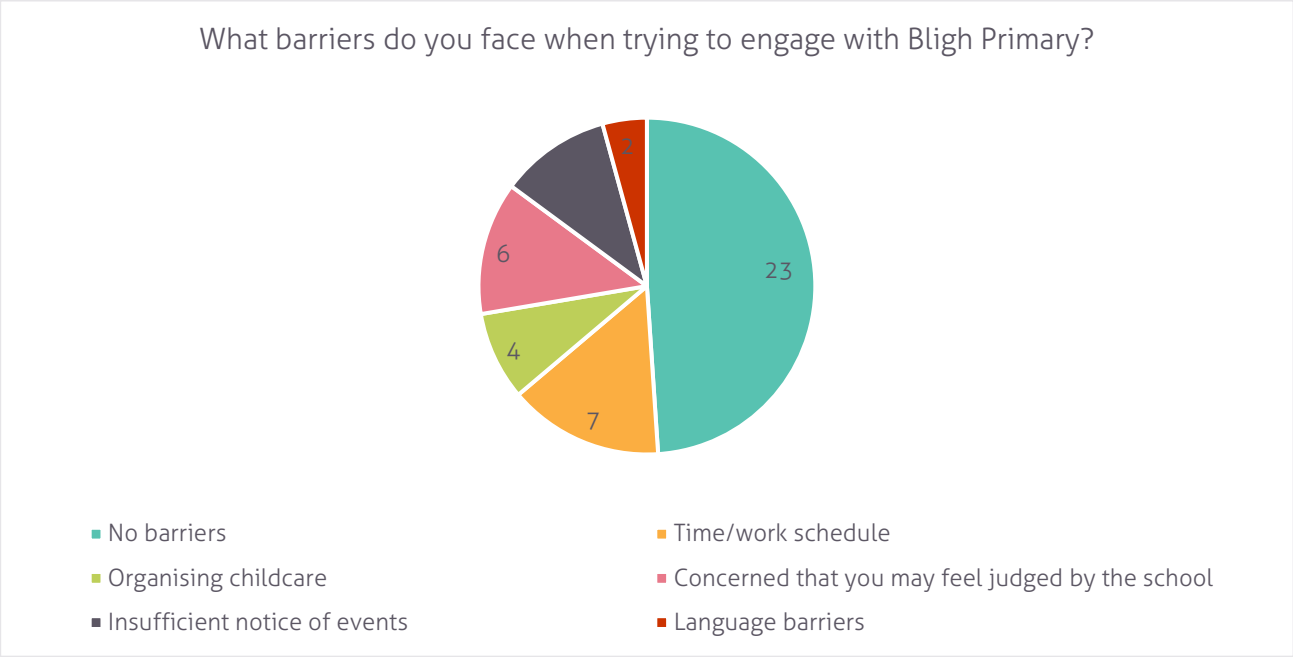
In Autumn 22, we asked parents and carriers 'what barriers, if any, do you face in supporting your child at home with tasks relating to school?'. 38% of participants selected 'no barriers'. For those who said there were barriers to supporting their children with homework, time constraints was the most common response (32%), followed by lack of awareness of homework tasks (13%).

For parents and carers who selected 'other', the below open-text responses were left:

- *'My child has SEN needs as he's autistic and doesn't sit still long enough to stay focused on one task.'*
- *'Teachers have not been clear on certain aspects of home learning this year and do not reply to messaged written by myself in my child's school planner.'*

Barriers to attending school events

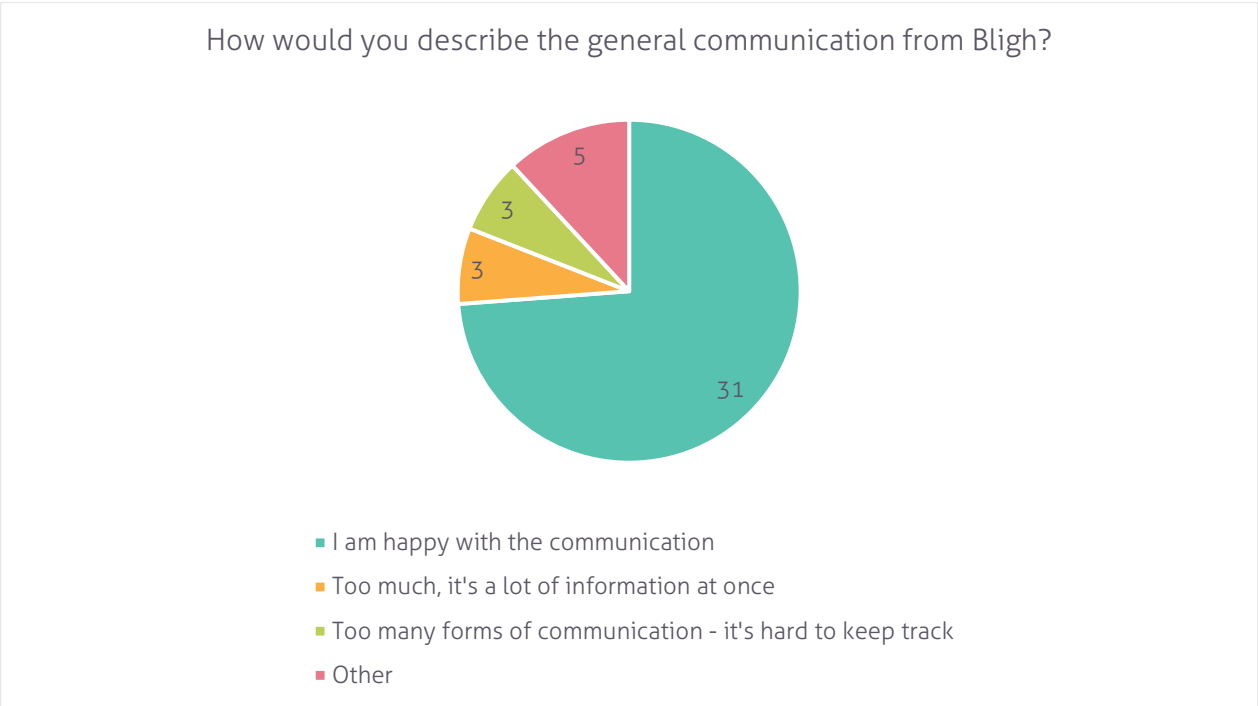
In the Summer 23 iteration of the survey, we asked the question 'what barriers, if any, do you face when trying to engage with Bligh Primary (e.g. parents evening, school events etc)?'. The results are shown below.



As shown above, most participants said there were no barriers to engaging with the school (49%). The most common barriers were time/work schedule (15%), concerns that they may feel judged by the school (13%), and insufficient notice of events (11%).

A4: What were parents and carers' opinions of the quality and quantity of communication from the school?

The Summer 23 survey had additional questions focusing on Bligh Primary's quality and quantity of communication. Participants were asked to select an answer from a drop-down list in relation to the question 'How would you describe the general communication from Bligh (not information specific to your child?'. Their responses are shown below:

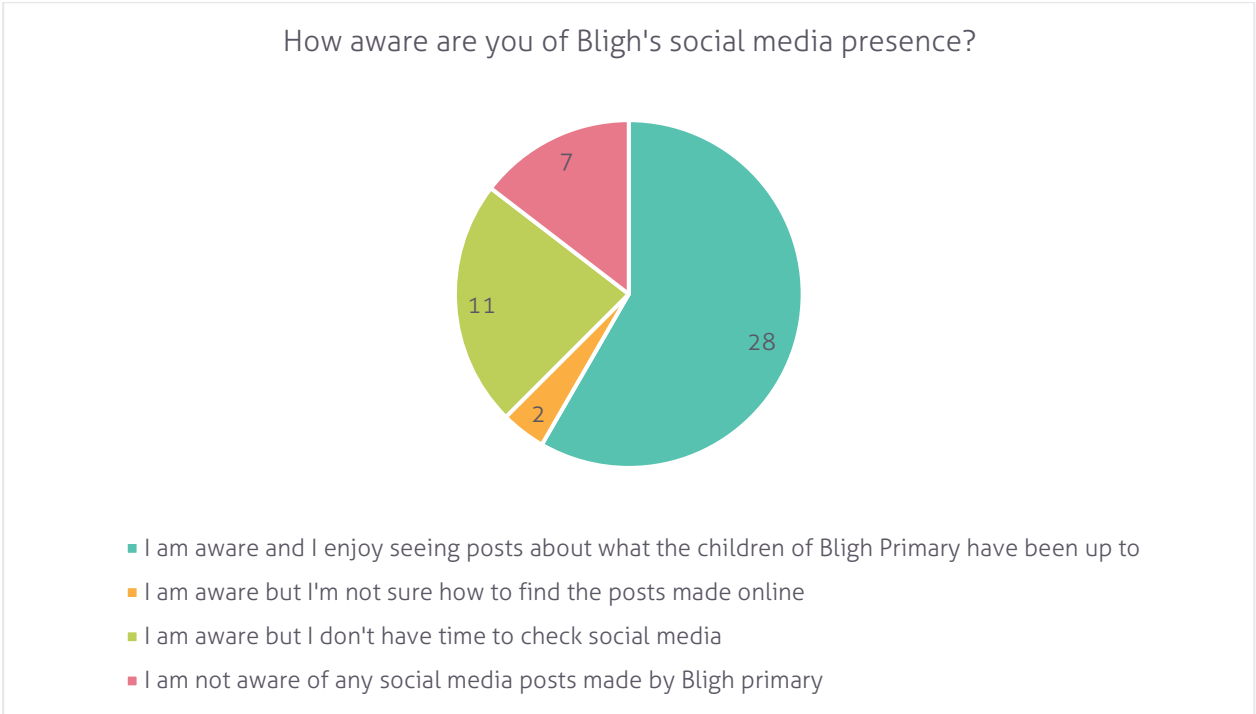


As shown in the pie chart above, 74% of parents and carers stated that they were happy with the communication they received from the school. 7% said they received too much information and 7% selected that there were too many forms of communication, making it hard to keep track. The remaining participants chose to give further information through an open-text comment. Some of these are shown below:

- *"Messages in the MCAS app are hard to navigate as there is no search function to find an earlier message about something".*
- *"Sometimes the communication can be confusing but if I do feel unsure about something I can always email and it's cleared up by the end of that same day".*
- *"Injury reports not sent to parents / misinformed".*
- *"I know that many families don't read messages on MCAS as they are overwhelmed by too many daily messages".*

A5: How engaged are parents and carers with Bligh's social media accounts?

The Summer 23 survey asked parents and carers 'How aware are you of Bligh's social media presence?'. The responses are shown below:



The majority of parents, 58%, were actively engaged with Bligh's social media accounts. 23% of parents/carers noted that they were aware but didn't have time to engage with Bligh's social media posts. 19% said that they either weren't aware of Bligh's social media posts, or they didn't know how to find them.

Conclusion and next steps

This report paints a positive picture of parents' and carers' views of Bligh Primary School, and the extent to which they feel engaged and involved with the school community.

In both rounds of data collection, parents and carers praised Bligh's friendly and respectful environment. Findings from the Summer 23 survey suggest that opportunities for parents and carers to get involved with school activities and events has increased.

In Autumn 22, most parents felt there were no barriers in helping their children access homework, although 32% struggled with time constraints. Bligh Primary may wish to investigate this further to determine what kind of support could be put in place to minimise this barrier.

In Summer 23, most parents agreed there were no barriers in engaging with school events such as parents evening. 15% remarked that time/work schedules were a barrier for this. Since 13% of parents said that a barrier to them attending school events was concerns that they may feel judged by the school, we recommend that Bligh Primary gather further qualitative data to understand why this fear has arisen.

In Summer 23, most parents were happy with the quality and quantity of communication they received from the school. There were some open-text comments about the usability of the MCAS app, which Bligh may wish to pick up on.

Finally, most parents in Summer 23 were actively engaged with Bligh's social media accounts. 19% of respondents said they either weren't aware of Bligh's social media posts or didn't know how to find them. It could be beneficial for Bligh to share their social media accounts more widely with parents to increase engagement in this area.

