

# Engaging parents and families

A toolkit for practitioners

Section 2: Benefits of involving and engaging  
parents in their children's learning

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EducationScot



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For Scotland's learners, with Scotland's educators

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# 1. Background

‘The largest influence on children in the early years are their parents, with the wider community often playing a significant role’.

**(The Early Years Framework, Part 2, 2008)**

Providing opportunities, supporting and building capacity amongst Scotland’s parents to capitalise on children’s learning experiences is key in raising attainment and closing the poverty related attainment gap. Parents have an important role to play in helping their child’s learning and development at home but also in Early Learning and Childcare (ELC) settings, schools and the wider community. Research evidence shows that when ‘parents, carers and other family members are effectively involved in their children’s education, the outcome for their children is better’ (Scottish Schools (Parental Involvement) Act Guidance, 2006, pi).

This section provides an overview of the relevant legislation, approaches and guidance relating to parental involvement and engagement. Collectively these provide the overarching framework within which local authorities, schools and practitioners should work. Additionally, the review of evidence in this section outlines some of the key benefits of involving and engaging parents.

Across Scotland, there are a number of national parenting organisations who work with policymakers, practitioners, settings, schools, parents, pupils and communities on engaging parents and families. A list of some of these key national organisations is provided at the end of this section.

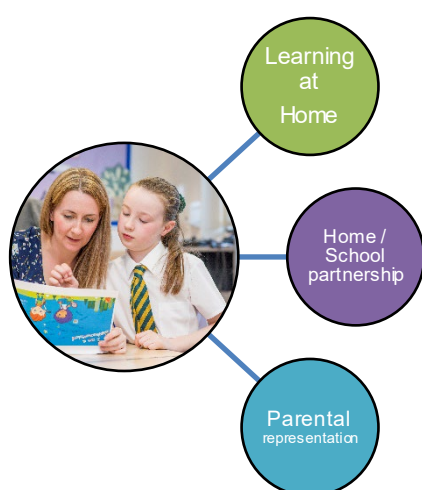
## 1.1 Standards in Scotland’s Schools etc Act (2000)

The [Standards in Scotland’s Schools etc Act](#) 2000 (asp 6), section 6(1)(a) stipulates that schools must develop their Improvement Plan in consultation with their Parent Council, combined Parent Council, teachers, pupils, parents, such persons employed or working in school on an unpaid basis and representative local bodies.

Within the Act, local authorities must:

- prepare a report after one year outlining what was undertaken during those twelve months in implementation of the plan;
- ensure that the parents of the pupils in attendance at the school have access without cost to the plan and the report;
- review the implementation of the plan from time to time.

## 1.2 Scottish Schools (Parental Involvement) Act (2006)



Within the Parental Involvement Act, there are three main areas where parents can get involved in the wider life of the school and engaged in their children's learning. These are Learning at Home, Home/school partnership and Parental representation. Further information on these is in the text below and other Sections of the Toolkit.

The 'Professional Learning Guide – Involving and engaging parents and families' is available on the Parents and Families [theme page](#).

### 1.2.1 Learning at home

Parents are entitled under the Parental Involvement Act (2006) to receive information and support to help develop their child's learning at home and in the community. Learning at home should also be included in the local authority's Parental Involvement Strategy.

Further information on Learning at home is available in Section 4 of the Toolkit.

### 1.2.2 Home/school partnership

ELC settings and schools must be open to and encourage the involvement of parents in the work they do. They should consider ways of providing information that helps parents engage with them and their child's education. This should also include community partnerships with local businesses, organisations and relevant stakeholders.

Further information on home/school partnerships is available in Section 5 of the Toolkit.

### 1.2.3 Parental representation

The Parental Involvement Act (2006) provides a framework for ensuring that parents have the opportunity to express their views and have these taken into account on policy matters affecting the education of their child(ren). It makes provision for parents to be a member of the parent forum at a school and to have their views represented to the school, local authority and others through a representative Parent Council for the school. It also gives them the right to raise their concerns and/or make a complaint. Other ELC settings or schools may have parent committees or associations that will represent the wider parental view.

Further information on parental representation is available in Section 6 of the Toolkit.

## 1.3 The Parental Involvement in Headteacher and Deputy Headteacher Appointments (Scotland) Regulations (2007)

The Scottish Schools (Parental Involvement) Act (2006) and the Parental Involvement in Headteacher and Deputy Headteacher Appointments Regulations (2007) make provision for Parent Councils to play an active role in the recruitment process for appointing headteachers and deputy headteachers of their child's school.

Further information can be found in the [Guidance](#) to the Parental Involvement Act and the Appointments [Regulations](#).

## 1.4 'Getting it Right for Every Child' (GIRFEC) 2008

['Getting it right for every child' \(GIRFEC\)](#) is the Scottish Government's approach to providing all children and young people, together with their families, with the right support at the right time, so that every child and young person in Scotland can reach their full potential.

'Getting it right for every child' provides Scotland with a consistent framework and shared language which puts rights and wellbeing at the heart of policies and services across all public and third-sector organisations providing support to children and their families. This is supported by using the GIRFEC [National Practice Model](#), which sets out an approach to the identification, assessment and analysis of a child or young person's wellbeing needs. It brings together the [My World Triangle](#), Resilience Matrix, eight wellbeing indicators and the four contexts for learning within [Curriculum for Excellence](#) to support education practitioners and their partners in health, social care and related services consider ways in which they can help improve wellbeing for a child or young person, including through support for families.

The National Practice Model encourages practitioners to explore the trusted and supportive relationships within a child or young person's life. It allows practitioners; together with children, young people and families, to structure and analyse information in a consistent way, holistically take account of a child or young person's needs, identify their strengths and any challenges they face and consider the most appropriate offer of timely support.

The effective implementation of 'Getting it right for every child' means we can meet the needs of all children and young people, including those with additional support needs, by promoting inclusive practice throughout the learning journey and across educational settings.

## 1.5 Schools (Consultation) (Scotland) Act (2010)

Local authorities have to consult with parents, children, young people and the wider community when changes are proposed to the school estate. This includes changes such as proposals to close schools or alter catchment areas.

The [Schools \(Consultation\) \(Scotland\) Act 2010](#) sets out the procedures that local authorities must follow in these situations. The Act gives HM Inspectors a role in the process and was amended in 2014 in part 15 of the [Children and Young People \(Scotland\) Act 2014](#).

Further information can be found on Education Scotland's [website](#).

## 1.6 School Handbook Guidance (2012)



School handbooks are one of the many ways that schools communicate with parents. They are a valuable resource for parents to help them choose a school, prepare for starting school or as a reference tool during their child's time at school. The handbook can also help parents support their own child's learning and contribute to improvement planning.

All schools are required to develop a handbook that their school community would use. This should be produced in partnership with parents, the Parent Council or combined Parent Council. Handbooks are generally available from the school's own website, social media platform or by contacting the school office direct.

Further information about school handbooks can be found in the [guidance](#).

## 1.7 Pupil Equity Funding

Pupil Equity Funding is additional funding allocated directly to schools to improve outcomes for children and young people impacted by poverty, with a focus on tackling the poverty-related attainment gap. The Scottish Government has committed to this funding as part of the Scottish Attainment Challenge programme from 2017/18. The Pupil Equity Funding forms part of the £1 billion Attainment Scotland Fund.

This funding is to be spent at the discretion of headteachers working in partnership with each other and their local authority to agree the use of the funding. Schools should consult and engage meaningfully with teachers, parents and carers, children and young people and other

key stakeholders in the planning implementing and evaluating of approaches to close the poverty-related attainment gap.

Further information is available in the Pupil Equity Funding [National Operational Guidance](#).

## 1.8 'How Good is our....Frameworks'



The '[How good is our....frameworks](#)' are designed to promote effective self-evaluation as the first important stage in a process of achieving self-improvement. These resources support establishments, organisations and partnerships to evaluate progress, strengths and areas for development. The frameworks contain illustrations, exemplar features of highly-effective practice and challenge questions. Practitioners at all levels, with a wide variety of different roles and responsibilities can use and adapt the

frameworks.

Involving and engaging parents in self-evaluation and improvement planning is embedded throughout the frameworks. They should be used to support collaborative enquiry and interrogative approaches to self-evaluation to enable ELC settings or schools to identify their own effective practice, areas for development and create a shared understanding of what to do next.

Further information is available in the [Driving Excellence and Equity: Advice on School Improvement Planning](#) document on the National Improvement Hub.

## 1.9 Involving parents in the inspection process

Education Scotland aims to promote improvement in ELC settings and schools, and successful innovation that enhances learners' experiences. ELC settings and schools will be evaluated on how well they are performing in a range of key areas using quality indicators.

An important aspect of the inspection process is for key stakeholders to be given the opportunity to provide their views of the ELC setting or school. Headteachers are therefore asked to issue a



pre-inspection questionnaire to learners, parents, staff, partners and relevant stakeholders to gather their views.

All parents should receive the link to the pre-inspection questionnaire and they can complete one for each child(ren) attending the ELC setting or school being inspected. The pre-inspection questionnaire asks the parent to indicate if they shall be providing one response only or if they are providing one response for each child.

As part of the inspection process, a member of the inspection team will meet with a range of stakeholders. Parents are asked within the pre-inspection questionnaire to indicate if they would like to meet with a member of the inspection team and if so, to provide their contact details. The Inspection Administrator will contact a random sample of parents to invite them to the meeting.

Further information can be found on Education Scotland's [website](#).

## 2. Research

### 2.1 Parental involvement

‘Parental involvement is about supporting pupils and their learning. It is about parents and teachers working together in partnership to help children become more confident learners’.

**(Scottish Schools (Parental Involvement) Act Guidance, 2006)**

Reasons to involve parents extend beyond legislative and statutory requirements. ‘Parents are the first and ongoing educators of their own children and know them best’ (Scottish Schools (Parental Involvement) Act Guidance, 2006). Benefits and impacts of parental involvement on children’s learning and attainment have strong foundations in literature as well as inspection findings and the National Parent Forum of Scotland’s 10 year review of the impact of the Parental Involvement Act (2017). A key message from the ‘Review of the impact of the Parental Involvement Act’ in Scotland highlighted that ‘parental involvement in a child’s learning has positive outcomes for the child, their family and their school and helps raise attainment’ (National Parent Forum of Scotland, 2017, p4). Furthermore, ‘successive large-scale studies (Cooper et al 2010; Department for Children, Schools and Families 2008; Bradshaw et al 2012) show a strong association between parental involvement and school outcomes across all age ranges’ (See and Gorard, 2013, p8).

‘Parental involvement’ can refer to a range of school based or school related activities including parent-child discussions, helping with homework, developing/reviewing school policies, attending parents evenings or involvement in after-school clubs (Harris and Goodall 2007; Peters et al 2008; Skaliotis 2010). It can also include parents going into school informally as well as formally, meeting with teachers as well as taking part in classroom participation. Activities which are connected to learning have the greatest impact on a child’s achievement (Harris and Goodall, 2007).

Although evidence suggests that the overall levels of parental involvement have increased since the introduction of the 2006 Parental Involvement Act (National Parent Forum of Scotland, 2017) there is still more to do. As parents have become more involved in their child’s education, there has been a shift away from the idea that a child’s education is the sole

responsibility of schools, towards this being a joint responsibility of schools and parents (Skaliotis, 2010).

Two specific kinds of parental behaviour in particular have been shown in literature to have positive associations with a child's outcomes at school. These are home-school partnerships and parental interest in their child's academic activities - often manifested in the support provided to children during their learning journey (See and Gorard, 2015). The key role that parents have in influencing their child's aspirations and achievements is also well documented (Peters et al, 2008).

Assumptions may still exist however that the levels of parental involvement in a child's life are fixed. While research has endeavoured to measure the effectiveness of interventions aimed at increasing involvement at specific points in time, less attention has been given to the idea that parental involvement may change and fluctuate over time (Skaliotis, 2010). Such fluctuation would require changes in approaches to involving parents but there is still a lack of evidence that explores individual parental involvement trends over time (Skaliotis, 2010). Participation in school activities and helping with homework may decrease over time as a child gets older but research suggests that the frequency of talking about school with their child/young person increases as important decisions are required about education and careers (Skaliotis, 2010). What is clear, is that parental involvement impacts on a child's achievement across all stages and ethnic groups, especially in terms of parental values and aspirations which are role modelled at home (Harris and Goodall, 2007).

The relationship between teachers, pupils and parents along with involving parents has led to 'more engagement in teaching and learning processes' (Harris and Goodall, 2007, p20) and is in fact 'a critical dimension of effective teaching and learning' (Goodall et al, 2011, p4). Building effective relationships and developing strong partnerships are an essential component of parental involvement. This is especially important given the impact that parental attitudes, beliefs, aspirations and behaviours towards education have on children's educational achievement (Harris and Goodall, 2007). Parents need to be aware of the significance of their involvement and partnership role with the school but also the difference and impact they can make on their child's learning through a cognitively stimulating home environment (Goodall and Vorhaus, 2011).

Parental involvement across the various age ranges, has been highlighted as being more significant in securing better achievement and sustained school performance than other factors open to educational influence (Harris and Goodall, 2007). There are certain influences that can impact on the quality, nature and effectiveness of parental involvement. Having parents involved in volunteering or employment elements of a school is viewed as being extremely valuable in terms of building relationships, impacting on improvement planning and a child's social and emotional adjustment (Goodall et al 2011; Emerson et al 2012). This is opposed to directly contributing to the academic attainment of an individual child (Harris and Goodall, 2007). 'Working in partnership with parents or carers is the most powerful process that we have in schools for bringing about lasting and effective change' (Goodall and Vorhaus, 2011).

Parental involvement is a starting point that should not be overlooked or left behind, neither should it be confused with parental engagement. Evidence shows that parental involvement is a key factor in securing higher achievement and attainment for children and young people. The process between parental involvement and engagement should be seen as a continuum which 'charts the movement in relationships between parents and schools' (Goodall and Montgomery, 2014, p400). The continuum should not be considered as a straight pathway, nor a clear progression from one point to another, it should be viewed as a web of interactions (Goodall and Montgomery, 2014). Identifying effective interventions to support parents to get involved, especially those who are unable to, or have chosen not to engage with their child's school or learning remains an ongoing priority (Goodall and Vorhaus, 2011).

## 2.2 Parental engagement

Parental engagement can be considered as active involvement in learning. Such learning can take place in a variety of settings including early learning and childcare settings, schools, the community, through family learning and at home. Parental engagement represents a greater 'commitment, ownership of action' than parental involvement within educational settings such as early learning and childcare settings or schools.

**(Goodall and Montgomery, 2014)**

Parental engagement can often be unhelpfully intertwined with parental involvement. In its broadest sense, parental engagement can be considered as consisting of 'partnerships between families, ELC settings, schools and communities' not only to raise awareness of the

benefits of engaging in their child's education, but also to 'provide them with the skills to do so' (Emerson et al, 2012, p7).

Engaging parents in their child's learning is said to be 'a powerful lever for raising achievement in schools' (Goodall and Harris, 2007, p5; Goodall, 2017). The impact of engaging parents is evident across attendance and behaviour as well as educational outcomes (Goodall 2017; See and Gorard 2013). Engaging parents is in fact the 'only intervention around narrowing the gap in achievement between children from different backgrounds which had a strong enough evidence base to warrant further investment and work' (Goodall 2017 p1; See and Gorard 2013).

Consistent reinforcement that 'what parents do matters' is an important message. Equally, it is also vital to ensure there is a common understanding between practitioners, parents and pupils about what parental engagement actually means. For example, practitioners may consider parental engagement as a way to improve pupils' behaviour. Parents on the other hand, may consider the support they provide to their child as parental engagement whereas pupils may view it as moral support from their parents and them taking an interest in their learning journey (Goodall and Harris, 2007).

Despite the wide range of evidence on the importance of parental engagement in raising attainment, more is needed in terms of what constitutes effective parental engagement. The variations in approaches to parental engagement can make it more challenging to tease out and/or isolate all of the components that make it effective. This is exacerbated by the fact that parents are 'far from being a homogeneous grouping, even though settings/schools often treat them as such' (Goodall and Harris, 2007). What is clear, is that ELC settings and schools, parents, families and communities working together to support children's learning has long lasting effects on academic achievement, wellbeing and productivity inside and out with the establishment (Goodall and Harris 2007; Emerson et al 2012). Benefits of positively engaging parents in their child's learning can be found across attainment, wellbeing and productivity and thereby warrant further investment of time and resources. Additionally, a report by the Joseph Rowntree Foundation (2013) suggests that it is right to draw attention to parental engagement because 'interventions for parents could offer good value for money' particularly as it has a 'causal influence on their child's....attainment' (Menzies, 2013, p6). Focusing on parental engagement to help parents understand what their child's aspirations involve and what will help

achieve these, can in turn help young people from disadvantaged backgrounds actually achieve their aspirations (Menzies 2013).

Endeavours by ELC settings and schools to engage parents in their child's learning are, however, more effective when integrated into a planned whole school approach to parental engagement, rather than a 'bolt-on' to mainstream activities (Goodall and Vorhaus, 2011). Leadership is essential to ensure the success of any proposed parental engagement programmes or strategies at school, cluster and local authority level. This should be in collaboration with parents and be pro-active rather than reactive.

Goodall and Montgomery (2014) consider that the most effective parental engagement is 'rooted in the home, in an attitude that fosters learning in the home'. This view concurs with studies by Rasbash et al (2010) and Save the Children (2013) who stipulate that 'research has shown that around 80% of the difference in how well children do at school is dependent on what happens outside the school gates, whether it is in the home or in the wider community. Much of a child's success at school depends on the type of support and stimulation their parents provide at home' (p11). However, closing the poverty related attainment gap through effective parental engagement cannot be viewed simply as increasing parental interest in their child's education and/or helping with homework. Although parents from all socio-economic backgrounds will arguably, routinely help their child with homework (See and Gorard, 2013), parental engagement in their child's learning extends much wider than this. Further information can be found in the [Review of Learning at Home](#) (2018).

ELC settings and schools may find themselves at different stages in the continuum of parental involvement and engagement but this should not be considered as an area that is ever completed. Every new academic session brings new parents either at the start of the year or during the year as families move into and out of catchment areas. Approaches to parental engagement may therefore require to be adapted accordingly with each new cohort of parents and indeed by individual families. The continuum between parental involvement and engagement represents 'a shift in emphasis away from the relationship between parents and schools, to a focus on the relationship between parents and their children's learning' (Goodall and Montgomery, 2014, p399).

## 2.3 Benefits of involving and engaging parents in their children's learning

'It's well proven that children do better when parents and schools work together. However, not all parents find it easy to be involved in their child's learning. We want to help parents lay strong foundations for the loving, nurturing relationships that we know are integral to children's emotional, physical, socio-economic and educational wellbeing'.

**(National Parenting Strategy, 2012)**

Parents may have preconceived ideas and personal assumptions about what their level of involvement and engagement should be in their child's learning (Scottish Executive, 2005). The myth of 'poverty aspiration' suggests that a child's 'less successful progress in education' results from 'their and/or their parents' poor aspirations' (Treanor, 2017, p1). 'Poverty of aspiration' as a concept is not supported in research. Indeed, evidence ([Growing up in Scotland Study](#), Kintrea et al, 2011) suggests that 'aspirations, even in communities struggling with poverty are very high' and that 'children living in poverty do have high aspirations for themselves' (Treanor, 2017, p1). However, parents, families and communities with multiple levels of deprivation can 'feel unable to engage with their child's learning in the home and feel inadequate in their knowledge and experience to help their children'. This suggests that there is no crisis in aspirations but rather difficulty....'to sustain those aspirations over time or turn them into reality' (Treanor, 2017, p1). Supporting aspirations, can mean 'working with parents as well as young people, particularly where parents face disadvantage themselves' (Kintrea et al, 2011, p70).

Overcoming barriers to education and knowledge to know how to make aspirations real and obtainable is considered to be the missing element (Treanor, 2017). The barriers to involving parents should not be overshadowed by the benefits. In a review by See and Gorard (2015) thirteen measures of individual and parent aspirations, attitudes and behaviours were examined. These were:

- parental expectations
- parenting styles
- parent substance abuse
- parental involvement
- individual aspirations
- individual attitudes
- individual motivation

- self- concept/self-esteem
- self-efficacy
- participation in extracurricular activities and paid work
- individual poor behaviour

Of these, 'the only measure with significant evidence suggesting a causal influence on..... attainment was parental involvement' (See and Gorard, 2015 p2). Parental involvement is described by See and Gorard (2015) as 'any strategies or behaviour that involved parents in their child's....education' (p3).

The benefits for parents are:

- their children do better when they are involved
- they are better supported to help and encourage their children's learning and development
- they have more information about their children's education
- parents can support each other through peer mentoring which can have an impact on reducing isolation and build their confidence and skills
- parents get reassurance that their children are receiving a good education

The benefits for children and young people are:

- it is easier for children and young people to learn when they get encouragement at home
- they will attain and achieve more when their parents are involved
- children and young people get access to more activities in and out of settings when there are more adults to help
- any concerns in the school environment can be addressed more easily when parents and settings/schools work together
- they are happy when their parents are enjoying events in the setting or school



The benefits for the ELC setting and school are:

- parents bring skills and cultural diversity which can enhance children's learning
- parents contribute their time, so together parents and practitioners are able to do more activities with children and young people than practitioners can do on their own
- children and young people's attainment and behaviour improve
- parents have ideas about how the ELC setting or school can best support their children
- practitioners have people with whom they can talk over ideas and get help when developing plans for the ELC setting or school
- parents can contribute to school improvement and an enhanced curriculum

The benefits for the local authority are:

- the local authority can draw on the ideas and experience of parents to influence future strategic developments
- the local authority can benefit from feedback provided by parents on how effective its policies and education provisions are working in practice
- local authorities can benefit from parental participation in implementing and reviewing local policies

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<http://girfec-ayrshire.co.uk/wp-content/uploads/2018/03/Guide-to-GIRFEC-1.pdf>

The Scottish Government (2012), '*National Parenting Strategy*'. Edinburgh. APS Group Scotland.  
<http://www.gov.scot/Resource/0040/00403769.pdf>

The Scottish Government (2012), '*School Handbook Guidance*'. Edinburgh. APS Group Scotland.  
<https://www.gov.scot/publications/school-handbook-guidance/>

Treanor, M. (2017), '*Can we put the 'poverty of aspiration' myth to bed now?*'. Edinburgh. Centre for Research on Families and Relationships (CRFR).  
<https://www.era.lib.ed.ac.uk/bitstream/handle/1842/25787/CRFR%20briefing%2091%20-%20Treanor.pdf?sequence=1&isAllowed=y>

# Further Information

[Adult Literacies in Scotland 2020: Strategic guidance](#) (2011)

[Realising the ambition: Being Me](#) (2020)

[Children and Young people Improvement Collaborative](#)

[Community Learning and Development Regulations](#) (2013)

[Complaints Handling Procedure](#) (2012)

[Family Learning Framework](#) (2018)

[Getting it right for every child](#) (2015)

[How Good is our Early Learning and Childcare](#) (2016)

[How Good is our School? \(Fourth Edition\)](#) (2015)

[How Good is our Third Sector Organisation?](#) (2015)

[Learning Together: Scotland's national Action plan on parental involvement, parental engagement, family learning and learning at home 2018-2021](#)

[National Improvement Framework and Improvement Plan for Scottish Education](#)

[Parent Communication Plan](#) (2016)

[Programme for Government](#)

[Review of Family Learning](#) (2016)

[Review of Learning at Home](#) (2018)

[Scottish Attainment Challenge](#) (2015)

[Scottish Survey of Adult Literacies](#) (2009)

[What is Family Learning?](#)

# Websites

[Education Scotland website](#)

[European Literacy Policy Network \(ELINET\)](#)

[Generations Working Together](#)

[Local Authority Websites](#)

[Local Authority Parental Involvement and Engagement Strategies](#)

[Parent Club](#)

[Parentzone Scotland](#)

[Read, Write, Count](#)

# National Organisations



**Aim:** to represent and support the development of the ethnic minority voluntary sector across Scotland.

**Offer:** empowering communities, working towards an inclusive society by establishing structures which recognise diversity and empowers ethnic minorities.

<https://bemis.org.uk/>



**Aim:** to represent Deaf people who use British Sign Language in the UK.

**Offer:** directly supports BSL communities across Scotland to engage with delivery of the BSL National Plan; Advocacy Service, early intervention and mentoring support for children and families, awareness raising campaigns for legal protection of British Sign Language, capacity building and policy work.

<https://bda.org.uk/>



**Aim:** to give all children in Scotland an equal chance to flourish.

**Offer:** support and empower children and young people, families and the workforce across Scotland through policy and participation projects, research and a profession learning programme.

<https://childreninscotland.org.uk/>



**Aim:** to promote and support the establishment and maintenance of education through the medium of Gaelic.

**Offer:** information on Gaelic medium education, advice leaflets and reports, news on activities of Comann nam Parant groups.

<http://www.parant.org.uk>



**Aim:** to make parental engagement in education and learning as good as it can be.

**Offer:** provide resources, advice and evidence-based learning opportunities for school communities, parents and professionals. Engage with and share parental perspectives across the system and with policymakers.

<https://connect.scot/>



**Aim:** quality, effective and seamless platform in interacting with Deaf and Deafblind BSL users who use and access all business services.

**Offer:** a free video relay service for all. Calls can be made to any service provider - public, voluntary or private sector. Funded by Scottish Government.

<https://contactscotland-bsl.org/>



**Aim:** to support the diversity of deaf people, including deaf users of British Sign Language and those who are deafened, deafblind or hard of hearing.

**Offer:** to empower deaf people to achieve their potential and participate in society, with equality of rights, access and opportunity.

<https://www.deafaction.org/>



**Aim:** encourage and enable people with dyslexia in Scotland, regardless of their age and abilities, to realise their potential.

**Offer:** providing and promoting high quality information, advice, training, support and services; influencing and achieving positive change; and giving people with dyslexia a voice.

<https://www.dyslexiascotland.org.uk/>



**Aim:** to provide the very best start in life for every child in Scotland.

**Offer:** delivery of: services working with children and families together; services for providers of early learning and childcare; high quality relevant professional learning services for the workforce; advocacy and advisory services relating to legislation, policy and practice

<https://earlyyearsscotland.org/>



Advice and information about additional support for learning



**Aim:** to raise awareness of children's rights to extra support in school; help families and schools work together; provide advice to children and young people.

**Offer:** provide easy to understand advice and information; help families find local education and support services; share practical tips to help families.

<https://enquire.org.uk/>

<https://reach.scot/>



**Aim:** to support families of people affected by imprisonment.

**Offer:** helpline; direct support to children and families across Scotland; training and awareness raising; develop policy and practice.

<https://www.familiesoutside.org.uk/>



**Aim:** to work with a wide range of organisations to help them support dads.

**Offer:** a range of services including training, consultancy, events, research and media work.

<https://www.fathersnetwork.org.uk/>



Association of Directors of Education in Scotland

**Aim:** to provide clear and accurate information for educators and armed forces parents.

**Offer:** introduction to the Scottish education system; understanding of the geography and education resources available.

<https://forceschildrenseducation.org.uk/>





**Aim:** To work together to overcome the social and educational barriers that hold deaf children back.

**Offer:** provide expert support on childhood deafness for parents and professionals, raise awareness and lead campaigns for deaf children's rights.

<https://www.ndcs.org.uk/>



**Aim:** to work in partnership with national and local government, other organisations involved in education and child wellbeing issues, parent forums and parent councils.

**Offer:** provide parental perspective at local and national level; work in partnership with education authorities, national government.

<https://www.npfs.org.uk/>



Parent Network Scotland

**Aim:** to support parents to develop skills and have more fulfilling relationships with their children.

**Offer:** a range of evidence-based/accredited parenting programmes and training opportunities to parents across Scotland.

<https://www.parentnetworkscotland.com/>



**Aim:** to offer support to children and families in Scotland.

**Offer:** provide information service to parents and carers including information about organisations that have helplines for parents; share research, policy and good practice with practitioners who work with families.

<https://www.parentingacrossscotland.org/>



**Aim:** to provide training for practitioners to support parents, carers and children to learn together; to improve the home learning environment and build positive attachment relationships.

**Offer:** training in evidence-based early intervention programmes that supports positive outcomes for parents, carers and children.

<https://www.peeple.org.uk/>



**Aim:** to build the capacity and competence of adults to effect change by challenge bullying behaviour involving children and young people.

**Offer:** provide adults with the practical skills and confidence to respond to children who are bullied and those who bully others.

<https://respectme.org.uk/>



**Aim:** to give children the chance to thrive and reach their full potential.

**Offer:** to work with families, nurseries, schools and government to tackle the poverty related early learning gap.

<https://www.savethechildren.org.uk/>



**Aim:** to change lives through reading and writing.

**Offer:** share benefits of reading, singing and playing; gift books; work with teachers to inspire children to develop a love of reading; work with adults with low literacy.

<https://www.scottishbooktrust.com/>



**Aim:** to promote and support Catholic education in Scotland.

**Offer:** to work with parents and families, partner associations, individuals and church agencies to promote and support Catholic education, seek and represent the views of the Catholic community on issues of national significance.

<http://sces.org.uk/>



**Aim:** to help parents, children, families affected by divorce or separation.

**Offer:** provide advice, assistance and other support, helping build relationships between separated parents and schools in support of children's learning.

<https://www.sharedparenting.scot/>



**Aim:** the national skills agency, supporting people and businesses in Scotland with careers advice and guidance, apprenticeships and skills planning.

**Offer:** to deliver services for individuals and employers that help them achieve their ambitions. Skills Development Scotland delivers Scotland's careers service through every state secondary school, its network of centres throughout Scotland and its helpline.

<https://www.skillsdevelopmentscotland.co.uk/>

<https://www.myworldofwork.co.uk/>

<https://www.apprenticeships.scot/>

<https://www.digitalworld.net/>

# SPION

Scottish Parental Involvement  
Officers Network

**Aim:** to provide a network of support for practitioners across Scotland who are working on parental involvement and engagement.

**Offer:** to meet formally as a network 3 times per year to share good practice and communicate informally by email.

Scottish Parental Involvement Officers Network

E-mail: Vanessa Morris – [vanessa.morris@dumgal.gov.uk](mailto:vanessa.morris@dumgal.gov.uk)



**Aim:** to provide career-long professional learning opportunities to teachers and professionals; engage in research into the issues that affect children with sensory impairments.

**Offer:** an information service comprising a postal lending library, information searches and online resources.

<http://www.ssc.education.ed.ac.uk/>



**Aim:** to provide advice and support to enable organisations meet a range of educational, development and regulatory requirements.

**Offer:** to provide products and services in skills, training and education which positively impact on individuals, organisations and society.

<https://www.sqa.org.uk/sqa>



**Aim:** to help children and families from travelling communities to access relevant and flexible learning opportunities throughout their lives.

**Offer:** a professional support network, community development programmes, training, information and resources.

<http://www.step.education.ed.ac.uk/>

**Education Scotland**

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Almondvale Business Park  
Almondvale Way  
Livingston  
EH54 6GA

T +44 (0)131 244 4330  
E [enquiries@education.scotland.gov.scot](mailto:enquiries@education.scotland.gov.scot)

<https://education.gov.scot/>

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