

Parental opinion survey 2010

TNS-BMRB

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The views expressed in this report are the authors' and do not necessarily reflect those of the Department for Education.

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Glossary

Abbreviations

DCSF	Department for Children, Schools and Families
DfE	Department for Education
PICE	Parental Involvement in Children's Education [Survey]
NSPC	National Survey of Parents and Children
SEN	Special Educational Needs

Explanations

Non-resident parents	Parents whose child / children live at a different address
Reference child	The child that was randomly selected at the start of the survey and was referred to in questions throughout the survey interview.
NSPC	<p>In 2007 TNS-BMRB was commissioned by the Department for Children, Schools and Families to conduct this segmentation study of parents and children in England. The study was seen as an important contribution towards understanding how the DCSF can help parents and children to engage more with the education system.</p> <p>The study was conducted using a random probability methodology, and face to face interviews were conducted with 2,572 parents and carers of children aged 0-19. In each household where a 10-19 year old was present, one was selected for interview and a total of 1,154 interviews with young people were achieved.</p>
PICE	<p>In 2007 the DCSF commissioned TNS-BMRB to undertake research to assess the extent to which parents are involved in their children's education. The research also explored the level of awareness parents have of government initiatives in this field. Just over 5,000 20 minute CATI interviews were conducted with a random sample of parents who had children aged 5-16 attending state schools in England.</p> <p>Surveys were also conducted in 2001 and 2004.</p>

Executive Summary

Introduction

1. The aim of the survey was to provide Ministers with information about the opinions of parents on a range of issues focusing on their role as parents, and in particular their confidence as parents and their views about the services that they or their children use. The questionnaire and this report were structured around a series of parental confidence themes that were created by the former DCSF to provide guidance for this survey.
2. The survey was conducted between December 2009 and April 2010 and covered a representative sample of 2,319 parents with resident or non-resident children aged 0-19 in England.
3. The aim of the second year survey was to compare and contrast findings to the first year.

Confidence in Parenting Skills (Chapter 1)

4. Most parents (93 per cent) were confident when caring for their children. Confidence was highest for full-time working parents, parents of children aged 16-17 and amongst parents who left the education system at a later age (aged 22 or over). In contrast, levels of confidence were lowest amongst parents who did not speak English as a first language (80 per cent). Although still relatively high, this is significantly lower than for other groups. These findings were similar to the year 1 survey.
5. As in year 1, nearly all parents (99 per cent) found parenting rewarding, with 93 per cent saying that they found it rewarding 'most of the time'. Parents of children under three years old found parenting most rewarding (93 per cent) and were more likely than in year 1 to say this (88 per cent in year 1).
6. Two thirds of parents found parenting frustrating most or some of the time. Parents of children with SEN were least likely than average to find parenting rewarding and were more likely to find it frustrating most or some of the time (78 per cent said this was the case). This was consistent with year 1 findings.
7. One third of parents argued with their child either most days or more than once a week. Parents with children aged 6-10 were most likely to say this. It was found that the amount of time parents spent with their children appears to influence the frequency of arguing. Parents who said they spent too much time with their child were more likely than average to say they argue with their child most days (29 per cent). This supported year 1 findings.
8. As in year 1, parents of children with SEN were more likely than average to cite difficulties in managing their children's behaviour and experience negative outcomes as a result. More specifically, they were more likely to argue with their children on a regular basis; get on less well with their children; have problems with their child's obedience; struggle to control their child's behaviour; experience behaviour problems which have affected their mental health; experience tension with their partners; and experience major family rows.
9. A Confidence Index was recreated for the year 2 survey (and provides a measure of parental confidence – see appendix G). There was a slight increase in the mean average score since year 1 (up from 69 to 70). Age of child was the key driver of high confidence

and parents of children aged under three were most likely to appear in the 'higher' confidence group (42 per cent)¹, while only two per cent of parents of young people aged 16 or above were highly confident. Other factors were also important. Non-white parents (27 per cent) and non-working parents (25 per cent) were more likely to fall into the 'higher' confidence group. Mothers were more likely than fathers to fall into the 'higher' confidence group (23 per cent versus 16 per cent). In contrast, non-resident parents were most likely to appear in the 'lower' confidence group (46 per cent), while parents with an illness or disability and lone parents (both 24 per cent) were more likely than average to have lower confidence. These findings were similar to year 1.

10. High levels of confidence had positive impacts on other aspects of parenting, such as enjoyment of parenting, parental involvement and behaviour management.

Perceived Ability of Parents to Support Child's Learning (Chapter 2)

11. Nine in ten parents (89 per cent) said they felt involved in their child's progress through school. Non-resident parents were least likely to feel involved (42 per cent said they were not involved). Parents with three or more children were less likely than average to feel involved (15 per cent not involved). Involvement was highest amongst parents not working, mothers and parents of children with an illness or disability. These findings were similar to year 1.
12. When asked who was most involved in their child's school life - them or their partner, mothers were almost five times more likely than fathers to say they were most involved. A third of parents said that they and their partner were equally involved in their child's schooling. This was similar to year 1.
13. As in year 1, most parents (91 per cent) felt confident in their ability to support their child's learning and development. Age of child and parental terminal education age influenced confidence levels. For example, parents of younger children (10 or under) (95 per cent) and those with more experience of the educational system (terminal education age of 19 or older) (94 per cent) were more likely than average to feel confident. Parents of children with SEN were less likely than average to feel confident (84 per cent).
14. The age of the child was an important factor affecting parental confidence in helping children with homework. Confidence was highest amongst parents of children under 10 (86 per cent). In contrast, confidence was lowest for parents of children aged 16 or over (48 per cent). These findings were similar to year 1 and add weight to the discussion in the year 1 report that there may be scope for secondary schools to provide further support to parents that want to help their children with homework.
15. Mothers working full time (14 per cent) were more likely than fathers working full time (seven per cent) to help children with their homework every day.
16. As in the previous year, nearly half (47 per cent) of full-time working parents felt that they did not spend enough time with their children. Fathers were also more likely than average to say that they did not spend enough time (41 per cent). Non-resident parents were the least positive about the amount of time they spent with their child and just over a quarter (27 per cent) said the time they spent with their child was nowhere near enough. In contrast, one in ten young parents (aged under 25) felt they spent too much time with their child.

¹ See Appendix G for further detail

17. Two thirds of parents said they were happy with the level of involvement that they had in their child's school life. Many parents who claimed to be less involved in their child's schooling expressed a desire for more involvement in the future. Non-resident parents (50 per cent) were most likely to say they wanted to be more involved in their child's school life, while fathers were more likely than mothers to say they wanted to be more involved (37 versus 27 per cent). Parents working part-time were most likely to say they were happy with their level of involvement (73 per cent). These findings were similar to year 1.

Access to parental information and advice services (Chapter 3)

18. Around three-quarters (72 per cent) of all parents were 'service users', i.e. they had used at least one of the support services asked about within the last year. This is an increase from year 1 when 68 per cent of parents were identified as service users. Parents of children aged under three were most likely to be service users (85 per cent), whilst the least likely users were non-resident parents (39 per cent).
19. A minority of parents who had not used a particular service said they had required information but had not received it, i.e. the overwhelming majority of non-service users reported that they had not used particular services as they had simply not required any advice.
20. In relation to 'informal services' it was found that seven in ten (69 per cent) parents had spoken to other parents / carers about parenting issues within the last month and four-fifths (79 per cent) to other family members; however, 13 per cent of parents had spoken to neither. In general, the types of parents who were less likely to spend time talking to other parents or family members were the same groups as those who were also found to be less likely to have used formal support services in the last year.
21. Parents were most likely to obtain information, advice or support in person (61 per cent) or via leaflets (51 per cent), smaller proportions browsed the internet (36 per cent) and used telephone helplines (16 per cent) for this purpose.
22. The vast majority of parents said they found it easy to obtain information about nearly all the different services they required, with services related to pregnancy, maternity or babies recording the highest levels for ease of acquiring information (97 per cent). Services related to disability (78 per cent) and those related to relationships (76 per cent) recorded the lowest levels of satisfaction with ease of obtaining information.
23. Around a third (30 per cent) of fathers said they would be likely to attend a local group specifically for fathers to discuss parenting issues. This was an increase from year 1 at a quarter (25 per cent). Enthusiasm was highest amongst non-white fathers (61 per cent) and fathers where English was not their first language (55 per cent). As was found in year 1, confidence is a key determinant in whether fathers would be likely to attend a fathers' group: those in the high confidence group were significantly more likely than those in the low confidence group to say they might attend (44 and 24 per cent respectively).

Confidence in parental support services (Chapter 4)

24. As in year 1, the vast majority of parents felt that the support services they had accessed were useful. In particular, 94 per cent of both parents who had used services offering information or advice on pregnancy, maternity or babies and services offering family support felt they had been of use. Services relating to teenagers received the lowest rating in terms of usefulness (73 per cent).

25. There was considerable variation across the different services in relation to whether parents felt their parenting skills / confidence had been improved as a result of the service accessed (this was also the case in year 1). Four-fifths (81 per cent) of parents who had sought advice on pregnancy, maternity or babies felt their parenting skills had improved to some extent compared with two-fifths (41 per cent) of parents who had accessed information on finances.
26. There has been a significant increase from year 1 in the proportions of parents reporting that childcare services and schools have improved their parenting confidence.
27. There was also some variance across the different services in relation to those that parents said had given them the opportunity to provide feedback. One third (31 per cent) of parents who had accessed family support services said that the option to provide feedback had been available decreasing to twelve per cent who said there was an opportunity to do so for services related to teenagers, finances and laws and rights.
28. Around four-fifths (82 per cent) of parents said they were confident they would know where to go if they needed to obtain information or advice about general or specific parenting issues.
29. As was found in year 1, the vast majority (94 per cent) of parents had been in contact with staff at their child's nursery, school or college within the last year. Two-fifths (41 per cent) had communicated within the last week, whilst only small proportions said there had been no contact in the last year or not at all (two per cent and three per cent respectively).
30. Parents reported having used a number of different methods for obtaining information about their child's progress within the last year in varying proportions: seven in ten (71 per cent) parents said they had received information about how their child was getting on at nursery, school or college from parents' evenings through to only eleven per cent who had done so via text messages.
31. Despite seven in ten parents reporting that they had attended a parents' evening in the last year, one quarter (25 per cent) nonetheless felt that parents' evenings should be used more, whilst one sixth felt that greater use could be made of emails (18 per cent) and written communication (17 per cent).

Introduction

Policy Background

32. As part of the previous Government's Parental Voice project, the then Department for Children, Schools and Families, (now known as the Department for Education) commissioned TNS-BMRB to set up and co-ordinate the national Parental Opinion Survey and Parents' Panel² in 2008.

Aims and Objectives

33. The aim of the survey was to provide Ministers with information about the opinions of parents on a range of issues focusing on their role as parents, and in particular their confidence as parents and their views about the services that they or their children use. To provide guidance for the survey the DCSF created a number of parental confidence measures. These were grouped under four major themes and are detailed below.
34. These measures acted as key aims and objectives for the survey. More specifically, the questionnaire and both the first and second year reports have been structured around these themes.
35. The aim of the second year survey was to compare and contrast findings to the first year.
36. Throughout the report we have highlighted any differences that are statistically significant and noted where findings have remained consistent across the two years.

² The Parents Panel comprised 40 parents, reflecting a wide mix of demographic and attitudinal factors. Panel members met quarterly over a period of two years to discuss a range of issues linked to their role as parents and their views about the services they used.

	Core Theme	Measure
1.	Parents feel able to support their child's learning	
1.1		Are schools doing enough to engage parents?
1.2		Have schools engaged parents? How often?
1.3		Do parents feel able to support their child's learning at school?
1.4		Do parents feel able to support their child's learning at home?
1.5		Do parents have access to information and support needed in their role as parents as partners?
2.	Access to information and advice	
2.1		How confident are parents that information that they need is available?
2.2		How difficult do parents find it to access the information they need?
2.3		Is the info needed available through appropriate range of locations / channels?
2.4		Is info needed available to parents of all backgrounds?
2.5		Are parents able to find the information they need in the format they require?
2.6		How parents have used information to access services?
3.	Confidence in support services	
3.1		Have parents been involved in the design & development of services?
3.2		Have parents used support services?
3.3		Do parents find that the support services used have met their needs?
3.4		Have services helped parents to support their children?
3.5		Are there any barriers preventing parents from using services (e.g. parents not being aware of services)?
3.6		Can parents with complex needs get the support they require?
4.	Confidence in parenting skills	
4.1		Do parents report problems in managing their children's behaviour?
4.2		Do parents find that services to help them develop their parenting skills (e.g. available through parenting classes, advice services, Sure Start Children's Centres, outreach) meet their needs?
4.3		Do parents take up available services which aim to improve their parenting skills?
4.4		Did these services improve their parenting skills?

Summary of survey method

Sample design

41. The survey was based on a representative sample of parents and carers of children aged 0-19 in England. The sample consisted of a core sample and a boost sample of parents living in deprived areas. This was designed to ensure adequate coverage of parents in low income households.
42. Parents and carers were defined as parents, step-parents, foster parents and guardians of child(ren) aged 0-19 who were either resident in their household or lived elsewhere.
43. The sampling and eligibility criteria for the survey were consistent with the NSPC and first year of the Parental Opinion Survey. The only difference between NSPC and the Parental Opinion Survey was that non-resident parents were also deemed eligible.³ Non-resident parents refer to parents who lived at a separate address from their child. To be eligible to participate in the survey, non-resident parents had to have seen their child in the last 12 months or tried to make contact with their child in the last 12 months. This was to ensure that they were able to answer questions about their child which referenced the previous 12 months.
44. A random probability methodology was adopted⁴, with a sample drawn from the small-user Postcode Address File. At each sampled address a dwelling unit was randomly selected where there was more than one at the address. Before selecting a parent for interview, where necessary the interviewer randomly selected a “parenting unit” from the sampled household. Parenting unit was defined as a set of parents or single parent of a child - households could contain more than one unit if for example there were three generations at an address (e.g. parent with teenage child with a child of their own). Random selection ensured that single parents living in multi-generational households were not under-represented in the survey. This was because they had an equal chance of selection even if the other parenting unit(s) in the household was made up of two parents. Within each parenting unit, where there were two parents, one was randomly selected for interview.
45. Interviewing was conducted using Computer Assisted Personal Interviewing (CAPI).

Questionnaire design and pilot survey

46. The questionnaire used for the survey had eight discrete sections:
 - A. Household Grid / Child selection
 - B. Child’s education status
 - C. Segmentation questions (used to replicate the NSPC Segmentation)
 - D. Parental engagement with children’s learning
 - E. Information / Advice and confidence in support services
 - F. Informal parenting information / advice services
 - G. Confidence in parenting skills (self-completion)
 - H. Demographics

³ The inclusion of non-resident parents had a minimal impact on the overall survey findings as they made up just three per cent of the interviewed sample in both year 1 and year 2.

⁴ Random probability sampling is where each element of the sample population is drawn at random and has a known chance of being selected. The random selection process should ensure to some extent that the sample is broadly representative of the population / excluding any non-response bias that might be present.

47. A number of questions in the survey were taken from the NSPC and PICE surveys as there was some overlap with the issues examined in each. New questions were also formulated specifically for this survey, especially for the section dealing with information and advice services for parents.
48. Due to the sensitive nature of some of the questions and the fact that many questions involved asking about personal relationships with other household members who may have been present, a section of the questionnaire was administered using Computer Assisted Self-Interviewing (CASI), which allowed parents to complete this section in private using a laptop.
49. Two pilot surveys were conducted. The initial pilot survey was prior to the first year survey and aimed to test aspects of the questionnaire including the initial contact stage (i.e. the introduction and screening), the interview length and the actual questions themselves (especially the questions being used for the first time on this survey). The second pilot survey tested aspects of the questionnaire that had been amended or added from the first year survey. Amendments to the second year survey were minimal to maintain consistency and comparability with the year one survey. Twenty interviews were conducted during the second year pilot stage.

Fieldwork, analysis and weighting

50. All interviews took place in England between December 2009 and April 2010. The interview lasted an average of 33 minutes. A total of 2,319 interviews were conducted with parents, based on a 67% response rate.⁵
51. Once interviews had been conducted, data were collated and open-ended responses were categorised/coded (i.e. respondent verbatim responses were added into response code(s) that most closely matched the response(s) given). All response lists were approved before use and a full SPSS dataset was produced and checked.
52. Design weights⁶ were applied to reflect the differential probability of selection for eligible parents in different size households. The design weight adjusts for unequal probability of selection within the household. The sample selection for the survey is based on households; however, only one person was interviewed per household. This means that people who lived in households where there was more than one eligible adult had a different (lower) probability of being interviewed than those who lived alone. The design weight simply makes an adjustment to compensate for the unequal probability of selection. The percentages reported throughout the report are based on weighted data.
53. A socio-demographic profile of interviewed respondents is provided below for both year one and two of the survey along with socio-demographic profiles of interviewed respondents in the NSPC and PICE surveys.
54. Please note that although the NSPC was almost the same as the Parental Opinion Survey in terms of interview technique and sampling approach (see above), the PICE survey was slightly different in that it was a telephone survey with parents who had children aged 5-16 attending state schools in England. Therefore, caution should be taken when comparing responses from the Parental Opinion Survey and PICE.

⁵ Response rate is worked out by dividing the number of interviews achieved (2,319) by the number of eligible/assumed eligible households in the sample (3,460).

⁶ These are applied to correct for the differential non-response of sub-groups.

Table 1; Socio-demographic characteristics of Parents in Parental Opinion and NSPC and PICE surveys	% Year 2 All Interviewed Parental Opinion Sample	% Year 1 All Interviewed Parental Opinion Sample	% All Interviewed NSPC Sample	% All Interviewed PICE Sample
Gender				
Male	44	44	44	44
Female	56	56	56	56
Age				
Under 25	4	5	4	1
25-34	27	26	27	17
35-44	45	44	45	53
45 or over	24	26	24	30
Ethnicity				
White	84	86	83	87
Non-white	16	14	17	13
Household Income				Not provided
Under £10,000	10	10	11	-
£10,000 to £24,999	18	15	19	-
£25,000 to £44,999	23	23	26	-
£45,000 or more	33	31	28	-
Not known / given	16	21	16	-
Highest Qualification				Not provided
Degree level or above	28	27	29	-
A-level / Voc. level 3 or above	32	30	29	-
Below A-level / Voc. level 3 or other unknown	27	28	29	-
No qualifications	14	15	13	-
Marital status				
Married	69	65	76*	82*
Living with a partner (unmarried)	13	13	-	-
Separated / divorced	9	13	10	8
Single (never married)	8	9	14	8
Other	1	1	1	2
Age of child				
Under 3	20	18	19	0
3-5	17	16	10	8
6-10	22	21	26	44
11-15	22	26	23	43
16-17	11	12	11	5
18-19	8	7	12	0
Parent of reference child with SEN				
Yes	7	6	7	12
No	92	93	93	88

* This is a total percentage for 'Married and Living with a Partner'. The NSPC and PICE surveys only recorded this information.

Recreating the parent segments

55. The parent segments were originally formed as part of the National Survey of Parents and Children 2008 (NSPC) study to assist the DCSF in their understanding of different perspectives and experiences of parents, with the aim to identify the likely incentives and motivations that are important to different parenting types.
56. A range of questions were combined in the NSPC study to create a number of dimensions associated with parenting. These dimensions were then used to develop nine segments by identifying similarities within a group and differences from others.
57. The nine segments identified were:
- A1. Comfortable and Confident
 - A2. Committed but discontented
 - A3. Struggling through
 - A4. Supportive but Frustrated
 - A5. Relaxing and caring
 - A6. Stepping back
 - A7. Separate lives
 - A8. Family focused
 - A9. Content and Self-fulfilled
58. An overview of the characteristics of each segment is provided in the table below.

Overview of the key characteristics of each parent segment

Segment	Overview
A1. Comfortable and Confident	Generally content and optimistic about their lives, enjoy parenting and spending time with their children. They place a high value on learning for their children, who are normally young. Typically both parents work, generating medium-high incomes.
A2. Committed but discontented	Although they sometimes find parenting frustrating and difficult to cope with, they are very committed to their family. They tend to have a lower than average income but they value education highly for its importance to their children's future.
A3. Struggling through	Sometimes finds parenting frustrating or difficult to cope with and even unrewarding. They tend to have lower than average income, and are less likely than average to feel education will have a strong impact on their child's future.
A4. Supportive but Frustrated	Although they sometimes find parenting frustrating or difficult to cope with, parents in this segment enjoy spending time with their family. They recognise the importance of learning to their children, but are less confident than other parents.
A5. Relaxing and caring	This segment enjoys the time that they spend with their children, and rarely finds parenting difficult to cope with. They tend to place less importance on learning than others, but do still get involved in the learning of the children, who are normally young.

A6. Stepping back	Although they find parenting rewarding, it is not without frustrations and they are more likely than other parent segments to argue relatively frequently with their children, who are likely to be teenagers. Though they believe in the importance of education, they are less likely to be involved in their child's learning.
A7. Separate lives	Enjoyment of parenting tends to be lower than average in this segment, but the majority of parents feel that they are able to cope most of the time. They are less likely to feel that education is important to their children, who tend to be teenagers, and less likely to get involved in it.
A8. Family focused	These parents are likely to be satisfied with their environment and to find parenting enjoyable and rewarding. They value learning and are the most likely to say they feel very involved in their child's education.
A9. Content and Self-fulfilled	This segment rarely finds parenting frustrating or difficult to cope with and tends to get on well with their children without many arguments - the vast majority are happy with how close they are as a family. They typically have teenage children and higher than average household incomes.

59. A large number of questions were used to form the original segments for the NSPC study. To recreate these segments for subsequent surveys, statistical formulae were developed that allocate respondents to the segment closest to their parental characteristics.
60. Consequently, a subset of seventeen relevant questions were identified that best allocated respondents to their associated segment without impacting too much on questionnaire content, relevancy and length. These were added into the Parental Opinion Survey and a successful recreation of the original segments was conducted.
61. A summary by parenting segment has been included at the end of each chapter in this report.

General notes of caution

62. It is important to recognise that parents may view confidence in a variety of different ways. The survey sought to capture general measures of confidence across a range of areas, but it is not known how confidence was interpreted by individual parents. Further (more qualitative) research would be needed to unpack how parents assess their own parenting skills.
63. It is also important to recognise the impact of social desirability bias i.e. respondents giving interviewers answers they think are socially desirable rather than those which reflect their true beliefs or attitudes. Whilst every attempt was made to limit the potential effects of this, some effects are inevitable. By respondents completing some sections of the interview themselves this effect is limited in places (entering responses into the interviewer's laptop).
64. At the start of the interview, once information about all members of the household was collected, the computer randomly selected a child within the parenting unit to be used as the "reference child" during the interview. As the interview often focused on the parent/child bond, this enabled questions to be asked about one particular child, rather than all children present. Reference children selected covered the full age-range 0-19.

Although the majority of questions were asked only in relation to the reference child there were also questions asking about all of the respondents' children.

Structure of the report

65. The chapters focusing on the survey results have been arranged thematically, drawing together questions on similar issues from across the parental survey. The structure follows the 4 broad parental confidence themes (discussed earlier) and is as follows:
- Confidence in Parenting Skills (Chapter 1)
 - Parents Ability to Support their Child's Learning (Chapter 2)
 - Access to Information and Advice (Chapter 3)
 - Confidence in Support Services (Chapter 4)
 - Conclusions and Implications for Policy (Chapter 5)

Reporting conventions

66. **When comparing sub-groups, the report only includes differences which are statistically significant at the 95% confidence level⁷. Similarly, when comparing findings between the year 1 and year 2 surveys, only statistically significant differences are reported.**
67. All data are weighted to make the findings representative of the sample population.
68. In the key findings section of the document the following symbols are used to display the changes between year 1 and year 2. It is important to note that these differences are not significant unless 'SIG' is included within the brackets (▼ 10% SIG).
- ▼ = decrease from year 1
 - ▲ = increase from year 1
 - ◆ = remained the same as year 1
69. Throughout the report when averages are shown in the figures, red is used to display the average for year 1 and orange to display the average for year 2.

⁷ If you were to repeat the survey 100 times, and get confidence intervals from each of the 100 surveys, you would expect that 95 of those intervals would contain the true value.
A confidence interval acts as measure of certainty around an estimate. Narrower confidence intervals indicate greater certainty of the survey estimate as a representation of the true estimate, whilst wider intervals indicate less certainty.
A 95% confidence interval is the standard level of confidence used. This level of confidence was also applied in the year 1 survey.

70. The following conventions have been used in the tables throughout the report:
- Where the term “parent” is used, this refers to the parent *or* guardian of the reference child.
 - Where the term “child” is used, this refers to the reference child *or* young person aged 0-19 that was selected at the start of the survey.
 - Where the term “mother” is used, this refers to the interviewed mother, step-mother, foster-mother or other female guardian.
 - Where the term “father” is used, this refers to the interviewed father, step-father, foster-father or other male guardian.
 - Base refers to the unweighted base. It should be noted that due to the sampling strategy adopted, the weighted profile of the sample varies significantly from the unweighted profile. Principally this is due to the over-sampling of more deprived areas.
 - Where percentages add to more than 100%, this is because respondents could give more than one answer at that question.
 - A * symbol denotes less than 0.5 per cent.
 - A - symbol denotes zero.

1 Confidence in Parenting Skills

Key Findings

- Most parents (93 per cent ▼ 1%) were confident when caring for their children. Parents not speaking English as their first language (80 per cent ▼ 1%) were least likely to feel confident.
- Almost all (99 per cent ◆) parents found parenting rewarding, of which the vast majority (85 per cent ▲ 1%) reported this applied most of the time. Parents of children with SEN were least likely to find it rewarding (76 per cent ▼ 2%).
- Two thirds of parents said they found parenting frustrating most or some of the time (▼ 2%). Non-white parents reported they were least likely to find parenting frustrating (48 per cent ▼ 10% SIG)
- One third (33 per cent ▼ 3% SIG) of parents argued with their child either most days or more than once a week. The amount of time parents spend with their children appeared to influence the frequency of arguing.
- Age of child was a key factor determining high confidence. Parents of children aged under three were most likely to appear in the high confidence group (42 per cent ▼ 4% SIG), while parents of children aged 16 or above were least likely (two per cent ▼ 1% SIG).
- The age of child has a strong influence on the parent child relationship. Parents of children aged 6-10 were most likely (79 per cent ▼ 2%) to say they got on well with their child compared to 70 per cent (◆) for those with children with a child aged 16 or above.
- Eleven per cent of parents (◆) reported they believed that problems with their child had affected their mental health.
- Parents of children with SEN were more likely than average to experience problems in managing their child's behaviour (26 per cent ▼ 1%) and to use support services to obtain information and advice on behavioural issues.
- The average mean score of the Confidence Index has increased (up from 69 to 70). This represents a statistically significant increase, in which the age of the child has been a key driver of high confidence.
- Highly confident parents were more likely than average to say they were very involved in their child's progress through nursery, school or college (63% versus 43% average)
- Among parents of younger children, fathers are less confident than mothers. This pattern changes as the child gets older with mothers becoming less confident than fathers.

Key for symbols within Key Findings box:

- ▼ = decrease from year 1
- ▲ = increase from year 1
- ◆ = remained the same as year 1
- SIG = statistically significant difference

1.1 Introduction

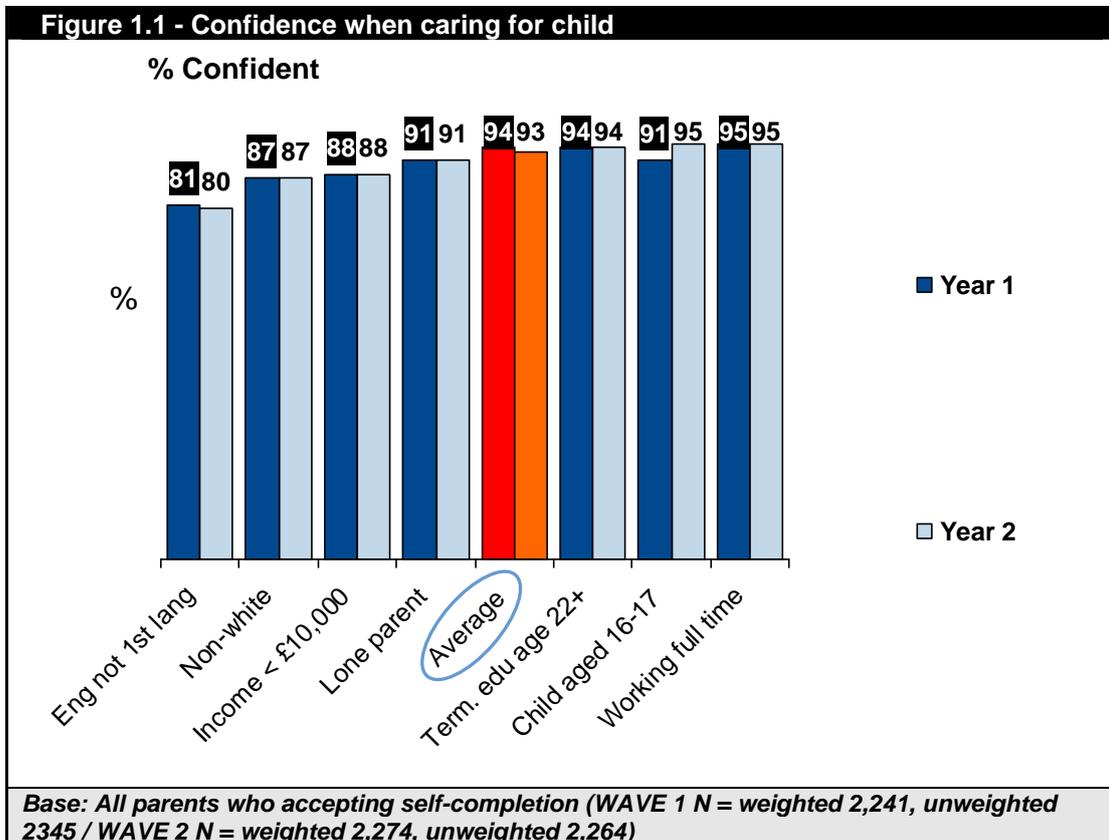
71. This section sets out survey findings related to parental confidence, parent/child relationships and the challenges faced by parents. The benefits of being a confident parent have long been recognised and may impact on parents' perceived ability to support their child's learning and their interaction with parental support services. The benefits of greater parental involvement are widely acknowledged, e.g. Desforges (2003)⁸, but parents need to feel equipped with the necessary levels of confidence to get involved in their children's education and learning.
72. Specifically, this section addresses the following confidence theme:
- Do parents report problems in managing their children's behaviour?
73. There are a number of measures related to the core theme of confidence in parenting skills. Chapters 3 and 4 explore these measures in greater depth as they are primarily related to information and support services:
- Do parents find that services to help them develop their parenting skills meet their needs? (*covered in section 4.2*)
 - Do parents take up available services which aim to improve their parenting skills? (*covered in section 3.2*)
 - Did these services improve their parenting skills? (*covered in section 4.2.2*)

1.2 Confidence of parent when caring for child

74. Most parents (93 per cent) felt confident when caring for their children. Confidence was highest amongst the following:
- Parents working full-time (95 per cent)
 - Parents of children aged 16-17 (95 per cent)
 - Parents who left education aged 22+ (94 per cent).

⁸ 2003, Desforges, C with Abououchar, A: The Impact of Parental Involvement, Parental Support and Family Education on Pupil Achievements and Adjustment: A Literature Review, Department for Education and Skills

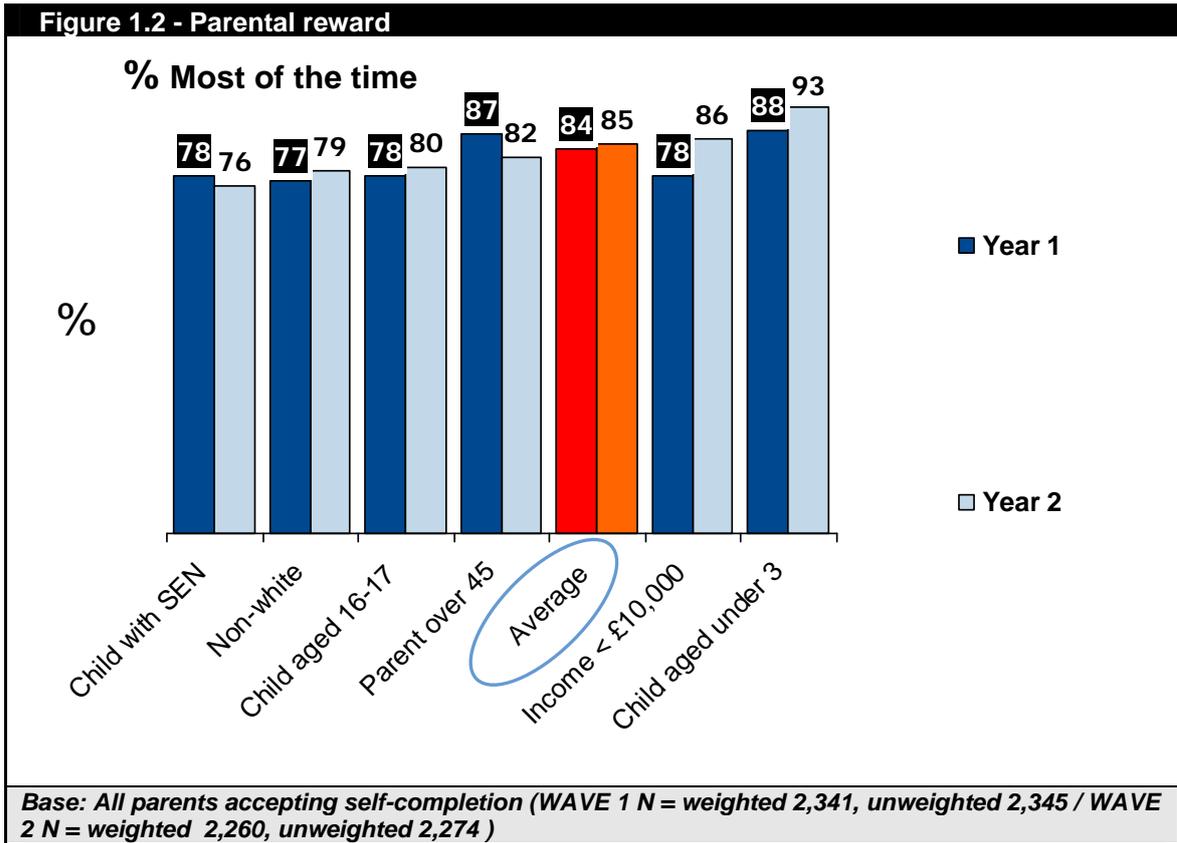
75. As shown in Figure 1.1, parents that did not speak English as their first language (80 per cent) were least likely to feel confident. Although confidence was also lower than average amongst non-white parents (87 per cent) this was heavily driven by a larger proportion of this group not speaking English as a first language. Confidence increased amongst non-white parents that spoke English as a first language (94 per cent).



76. These findings are similar to those found in Year 1.

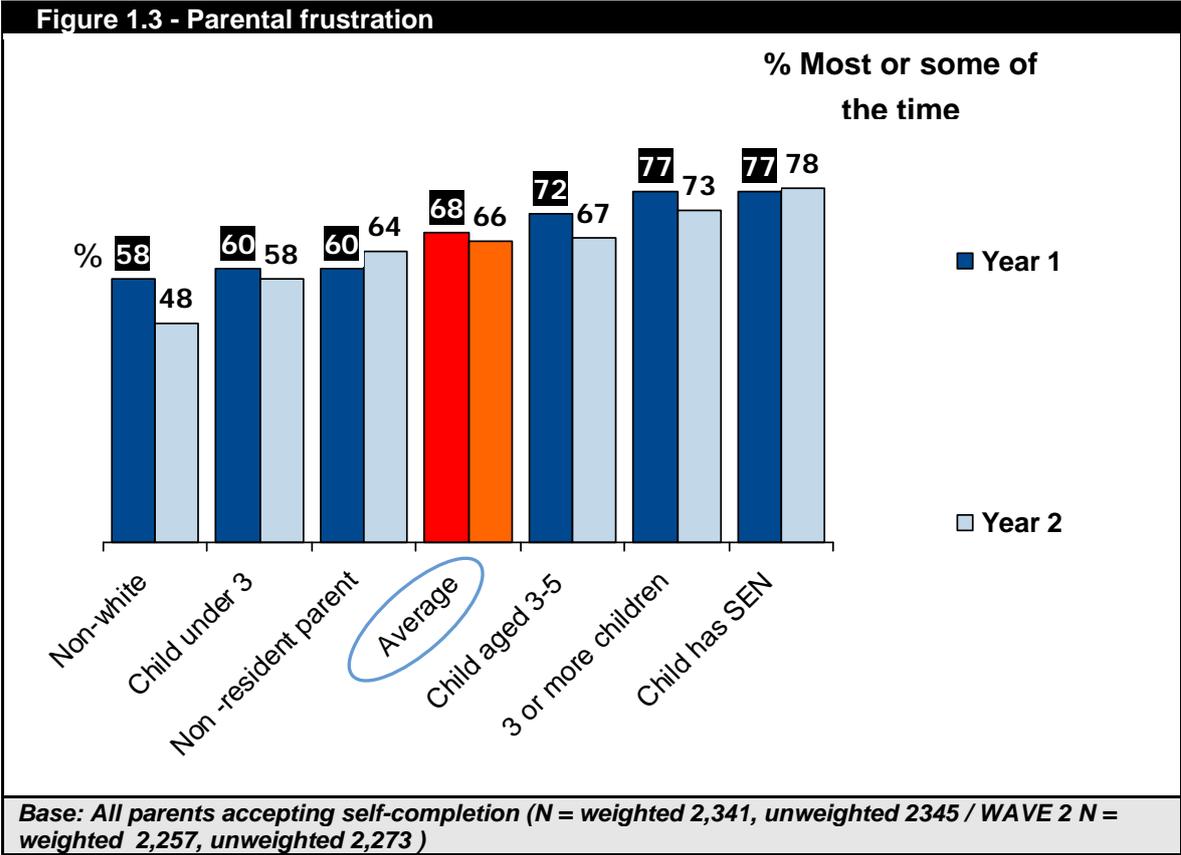
1.3 Parental reward

77. Almost all parents (99 per cent) said they found being a parent rewarding most (85 per cent) or some of the time (14 per cent).
78. Figure 1.2 shows that Parents of children aged under three were most likely to say they found parenting rewarding most of the time (93 per cent). The likelihood of these parents saying this has increased since year 1 (up five per cent from 88 per cent). On the other hand, parents of children with SEN were least likely to say they found parenting rewarding most of the time (76 per cent). Non-white parents (79 per cent) and parents of children aged 16-17 (80 per cent) were less likely than average to find parenting rewarding most of the time.



1.4 Parental frustration

79. Two-thirds of parents (66 per cent) said they found parenting frustrating most or some of the time. This is a similar proportion to year 1 (68 per cent) where higher levels of frustration were reported than in the NSPC (45 per cent). Given the similarity in findings between years 1 and 2 this large difference might be attributable to a number of factors including an actual shift in opinion, social desirability bias, question positioning or sampling error.
80. Figure 1.3 shows that parents of children with SEN were most likely to feel frustrated (78 per cent were frustrated most or some of the time), which is in line with findings from year 1 and the NSPC. Parents with three or more children were more likely than average to find parenting frustrating most or some of the time (73 per cent), while lone parents were more likely than average to find parenting frustrating most of the time (15 per cent versus 10 per cent).
81. Non-white parents were least likely to say they found parenting frustrating most or some of the time (48 per cent) and frustration levels have fallen amongst this group since year 1 (down from 58 per cent). Parents of children aged under three were less likely to find parenting frustrating (58 per cent), which is consistent with this group being more likely than average to find parenting rewarding (see above).

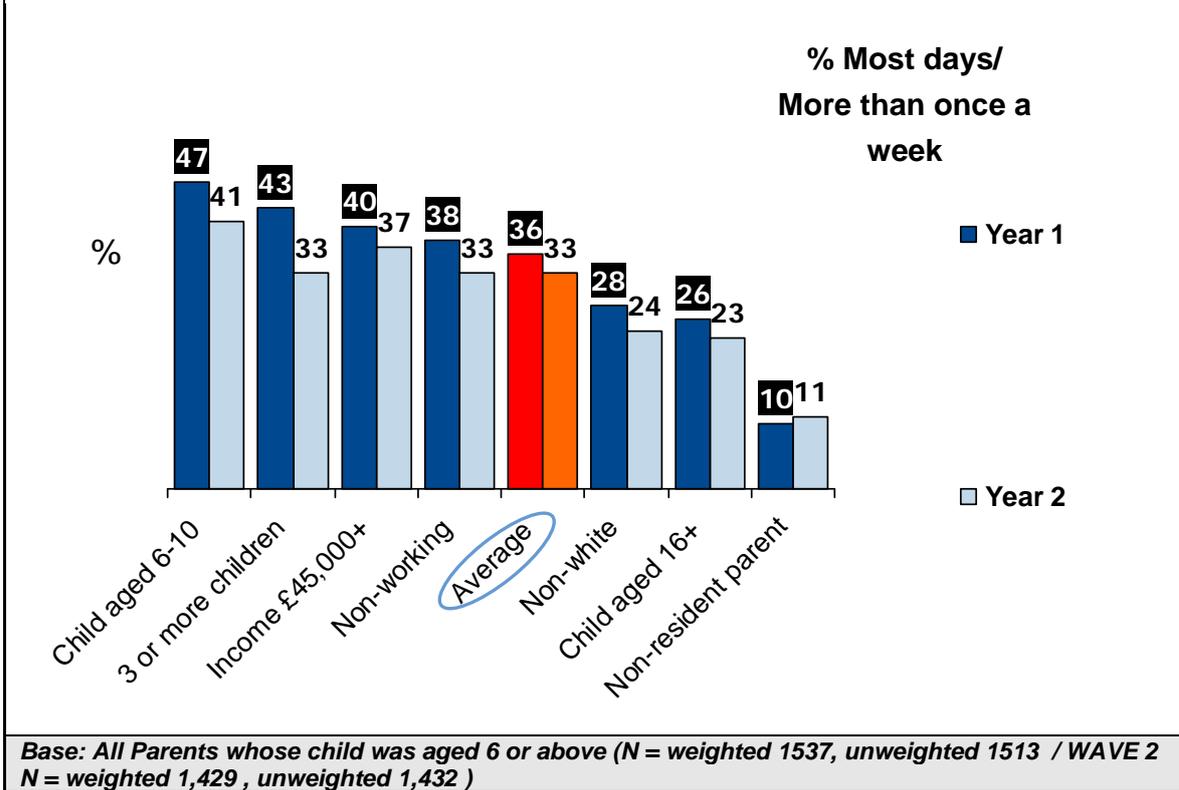


1.5 Frequency of Arguing

- 82. One third of parents (33 per cent) argued with their child either most days or more than once a week. Figure 1.4 shows that parents with children aged 6-10 (41 per cent) were most likely to say this.
- 83. As in year 1, the amount of time parents spend with their children appears to influence frequency of arguing. Parents who said they spent too much time with their child were more likely than average to say they argue with their child on most days (29 per cent).⁹ Non-resident parents and parents of children aged 16 or above were less likely than average to argue with their child most days or more than once a week (11 per cent and 23 per cent respectively). This is not surprising given that these parents (notably the former) would generally spend less time with their children than other parents (i.e. resident parents / parents of younger children).

⁹ To a large extent these statements are linked as parents who were more likely than average to argue with their children on most days are more likely than average to state they spent too much time with their child. It may be possible that arguing with their child influences the parents perception of how much time is spent with their child.

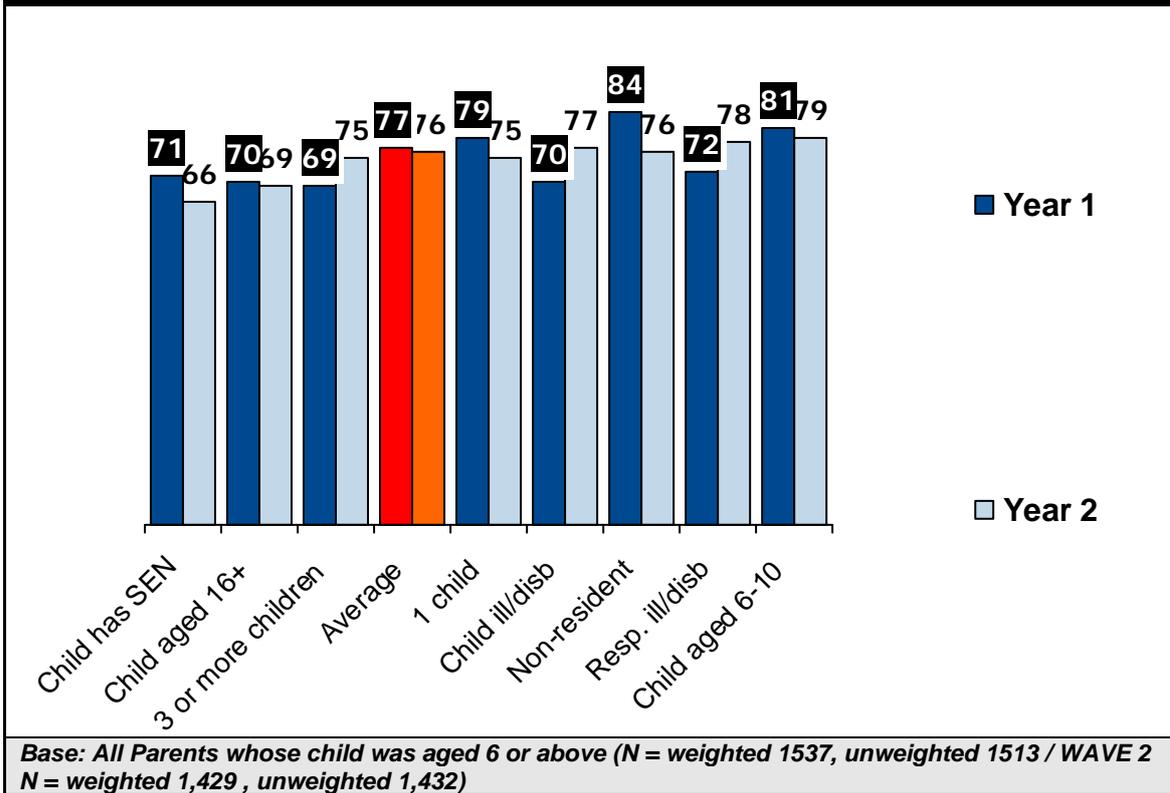
Figure 1.4 - How often argue with child



1.6 Relationship with child

84. Almost all parents (98 per cent) said they got on well with their child. Three quarters (76 per cent) said they got on very well and a further 23 per cent fairly well. This positive relationship was also found in year 1 and puts some of the findings on parent / child relationships mentioned above into context.
85. Age of child appears to have an important influence on parent / child relationships. Parents of children aged 6-10 were most likely to say they got on very well with their child (79 per cent) and there was a gradual decline for parents of older children (down to 70 per cent of parents with a child aged 16 or above). This relationship is supported by similar findings in year 1.
86. The year 1 survey found that parents with an illness or disability, as well as parents of children with an illness or disability were less likely than average to get on very well with their child. This was not evident in year 2.
87. Parents of children with SEN (66 per cent) were least likely to get on very well with their child and were more likely than average to say they struggle to control their child's behaviour (29 per cent versus 12 per cent). Parents of children with an illness or disability were also more likely than average to say they struggle to control their child's behaviour (18 per cent). These findings are consistent with year 1.

Figure 1.5 - How well get on with child



1.7 Behaviour problems affecting mental health of parents

- 88. Just over one in ten parents (11 per cent) said that problems with their child had affected their mental health in the last 12 months (for example, through causing depression). It is important to note that these findings relate to parents' reported perceptions and do not imply causality.
- 89. Parents of children with SEN and parents of children with an illness or disability were more likely than average to say that their mental health had been affected by problems with their child (26 per cent and 25 per cent respectively). This was also evident for lone parents as well as parents who themselves had an illness or disability (both 22 per cent).
- 90. Parents that did not work / worked part-time were more likely than parents working full-time to say that problems with their child had affected their mental health (15 per cent and 13 per cent respectively versus nine per cent).
- 91. These findings are similar to those in year 1.

1.8 Family rows and tensions

- 92. As in year 1, almost one in five parents (19 per cent) reported that problems with their child had led to major family rows in the previous 12 months and 36 per cent said problems had caused tensions between them and their partner. The survey did not explore the nature of these problems and these findings should be treated with caution, in light of other more positive findings reported earlier in this chapter.
- 93. Parents of children with SEN and parents of children with illness or disabilities were more likely than average to report that problems with their child had resulted in tensions with

their partner (45 per cent and 46 per cent). These parents, along with ill or disabled parents, were also more likely than average to say major family rows had resulted from problems with their child (29 per cent, 28 per cent and 26 per cent respectively).

1.9 Managing behaviour - Special Educational Needs

94. The SEN Code of Practice (2001)¹⁰ acknowledges the pressure that parents of pupils with SEN can come under. It recognises that parents need support to gain confidence in making their thoughts known to school staff and it emphasises the importance of parental involvement in their children's education.
95. The PICE survey found that parents of children with statements of SEN were more likely to feel a heightened sense of involvement in their child's education. The survey also showed a clear desire for parents of children with SEN to become more involved in their children's schooling.
96. The year 1 report also highlighted the experiences of parents in managing the behaviour of children with SEN and the possible information, assistance and guidance needs that they may have. The year 2 survey findings confirmed the challenges faced by parents in managing the behaviour of children with SEN and their possible need for more information, assistance and guidance.
97. In addition to the findings above, parents of children with SEN were more likely than average to:
 - Argue with their children most days or more than once a week (43 per cent versus 36 per cent average)
 - Get on less well with their children (two thirds said they got on very well compared with 76 per cent average)
 - Have problems with their child's obedience (one fifth disagreed that their child was obedient – versus eight per cent average)
 - Used support services to obtain information and advice on behaviour issues such as anti-social behaviour, bullying and discipline (a fifth used these services compared with 11 per cent average)

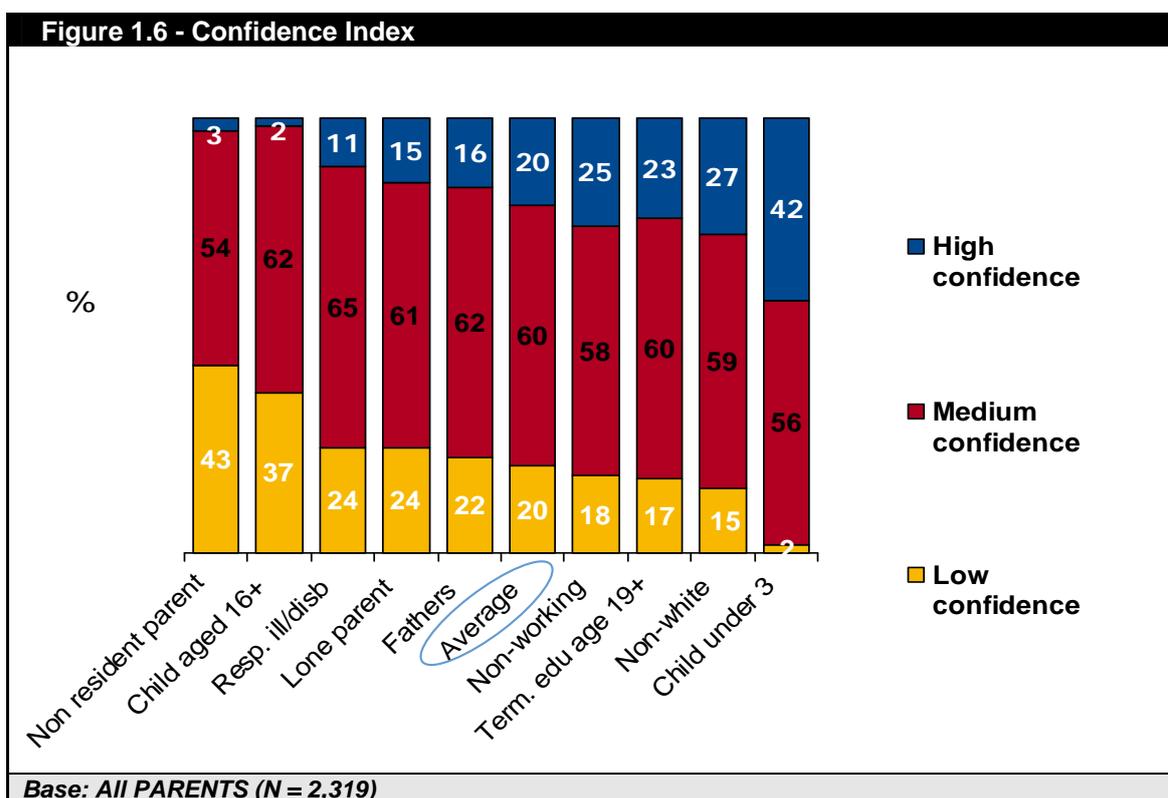
1.10 Confidence Index

98. The Confidence Index has been recreated in year 2 and the mean average score (i.e. taking the scores of all parents into account) was 70. In year 1 the mean average score was 69. Major shifts in parental confidence over a one year period would not be expected, although this change does represent a statistically significant increase.
99. As in year 1, the above groupings were constructed to ensure there were adequate numbers in each group for in-depth sub-group analysis, whilst also making sure the majority of parents appeared in the medium confidence group. In total, 20 per cent of parents were allocated to the lower confidence group, 60 per cent to the medium

¹⁰ Special Educational Needs: Code of Practice: 2001 (DfES /581 / 2001)

confidence group and 20 per cent to the higher confidence group. This split was not created based on any pre-existing concepts and it should *not* be assumed that 20 per cent of all parents are low in confidence and 20 per cent are high in confidence. The data have been grouped in this way for analysis purposes.

100. Looking at the breakdown in Figure 1.6, age of child was a key factor determining high confidence. Parents of children aged under three were most likely to appear in the higher confidence group (42 per cent), while parents of children aged 16 or above were least likely (two per cent).
101. Non-white parents (27 per cent) and non-working parents (25 per cent) were more likely than average to fall into the high confidence group. Mothers were more likely than fathers to appear in the higher confidence group (23 per cent versus 16 per cent).
102. In contrast, non-resident parents were most likely to appear in the lower confidence group (43 per cent), while parents with an illness or disability and lone parents (both 24 per cent) were more likely than average to have lower confidence.
103. All these findings are consistent with year 1.



Implications of high confidence

The year 1 report examined the impact that high parental confidence had on enjoyment of parenting, parental involvement and behaviour management. The same positive benefits can be found:

Enjoyment of parenting

104. Parents in the higher confidence group were more likely than average to say they:
- Found parenting rewarding 'most of the time' (94 versus 85 per cent average)
 - Hardly ever or never found parenting frustrating (44 versus 34 per cent average)
 - Spent about the right amount of time with their child (67 versus 62 per cent average)

Involvement levels

105. Highly confident parents were more likely than average to say they were:
- Very involved in their child's progress through nursery, school or college (63 versus 43 per cent average)
 - Much more involved than their partner in their child's nursery, school or college life (32 versus 24 per cent average)
 - Involved in helping their child with homework every day (30 versus 13 per cent average)
 - Knowledgeable on how to support their child with their learning and development (55 per cent said they strongly agreed with this versus 36 per cent average)

Behaviour management

106. Parents with higher confidence were less likely than average to:
- Struggle to control their child's behaviour (83 per cent disagreed that they struggled compared with 69 per cent average)
 - Experience tension between them and their partner as a consequence of their child's behaviour (63 per cent said they had not versus 53 per cent average)
 - Experience major family rows because of their child's behaviour (84 per cent said they had not versus 76 per cent average)
107. The above findings are consistent with the previous year and serve to reinforce the link that was made in year 1 between high parental confidence, positive parenting attributes, and the wider benefits accrued by both parents and children.

Implications of low confidence

In contrast to the above, the section below explores the implications of low confidence. We can compare and contrast the influences on enjoyment of parenting, involvement levels and behaviour management. In most cases, the findings are in stark contrast to the benefits of high confidence levels.

Enjoyment of parenting

108. Parents in the lower confidence group were less likely than average to say they:
- Found parenting rewarding 'most of the time' (75 versus 85 per cent average)

- Hardly ever or never found parenting frustrating (24 versus 34 per cent average)
- Spent about the right amount of time with their child (52 versus 62 per cent average)
- Get on very well with child (60 versus 76 per cent average)

Parents in the lower confidence group were also more likely than average to say they argued with their child most days (15 versus 11 per cent average).

Involvement levels

109. Low confident parents were less likely than average to say they were:

- Very involved in their child's progress through nursery, school or college (31 versus 43 per cent average)
- Much more involved than their partner in their child's nursery, school or college life (16 versus 24 per cent average)
- Involved in helping their child with homework every day (five versus 13 per cent average)

Behaviour management

110. Parents with lower confidence were more likely than average to:

- Struggle to control their child's behaviour (54 per cent disagreed that they struggled compared with 69 per cent average)
- Experience tension between them and their partner as a consequence of their child's behaviour (46 per cent said they had not versus 53 per cent average)
- Experience major family rows because of their child's behaviour (62 per cent said they had not versus 76 per cent average)

111. Further analysis using the confidence index is included in subsequent sections, where appropriate.

112. Further detail on how the confidence index was created can be found in Appendix G.

1.11 Multivariate analysis

113. This section explains and discusses the further multivariate analysis that was undertaken to explore confidence levels. The methodology of the multivariate approach and the parental characteristics that were most significantly associated with both high and low levels of confidence are explored below.

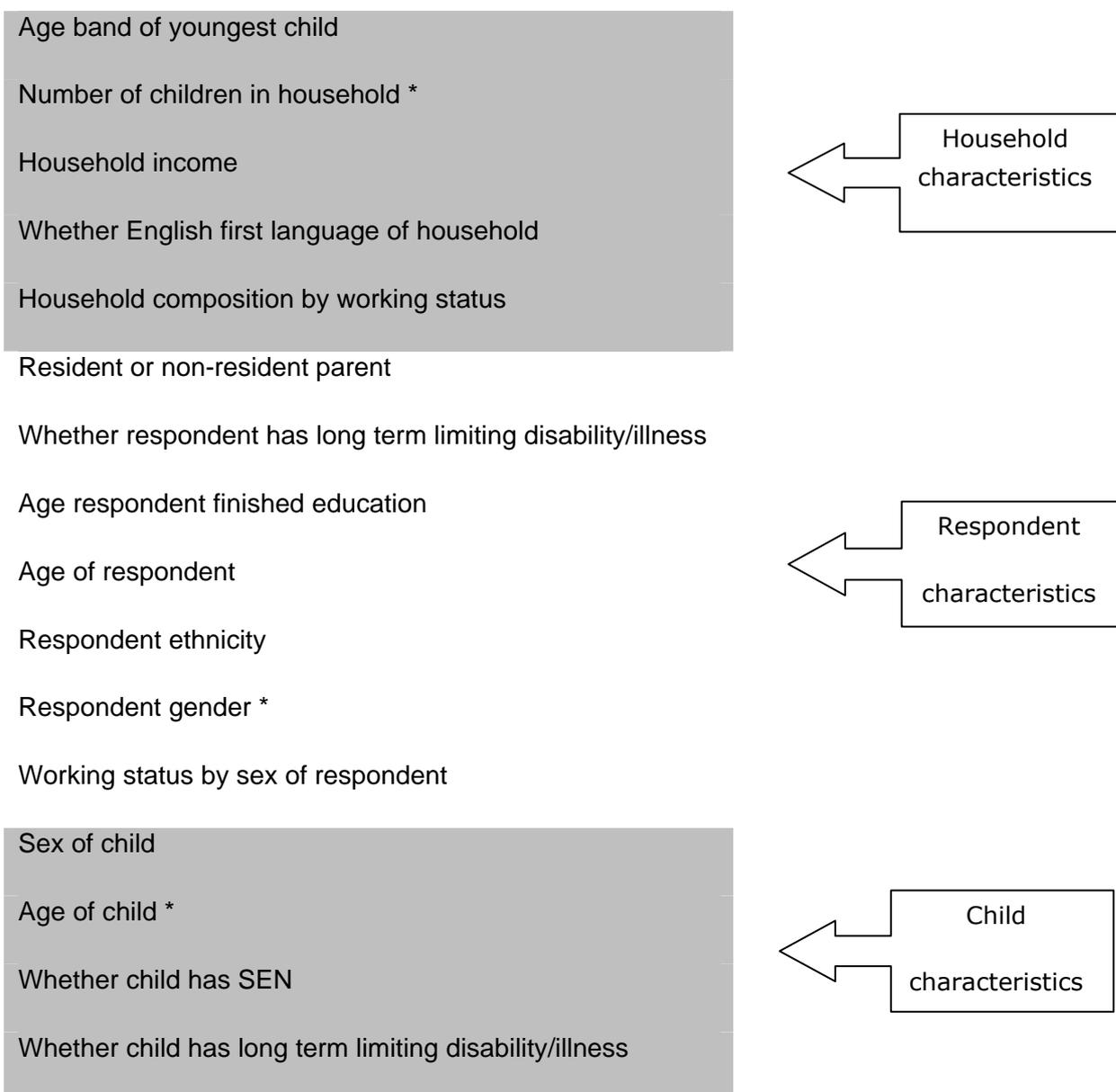
CHAID

114. CHAID (Chi-Square Automatic Interaction Detector) was used to investigate which groups are statistically significantly different to each other with regards to a 'measure of interest'. In the first instance, the 'measure of interest' is the proportion of respondents who are in the 'high confidence' group. The results are split out into layers, with the first layer

showing the characteristics that are most significant in discriminating between 'high confidence'. The second layer shows which characteristics are next best at differentiating levels of confidence within those categories identified in the first layer.

- 115. The data were restricted to those where the reference child was 3+ years old. The way in which the confidence index was derived using questions such as 'confidence in caring for child', meant that parents with children under 3 had much higher levels of confidence than others. It was considered more useful to focus this part of the analysis among those with a reference child aged 3+.
- 116. The questions that were tested are shown below. Those marked with * (number of children in household, respondent gender and age of child) were found to be significant in the model when looking at high confidence, with the remainder of characteristics tested but not found to be significant when looking at high confidence:

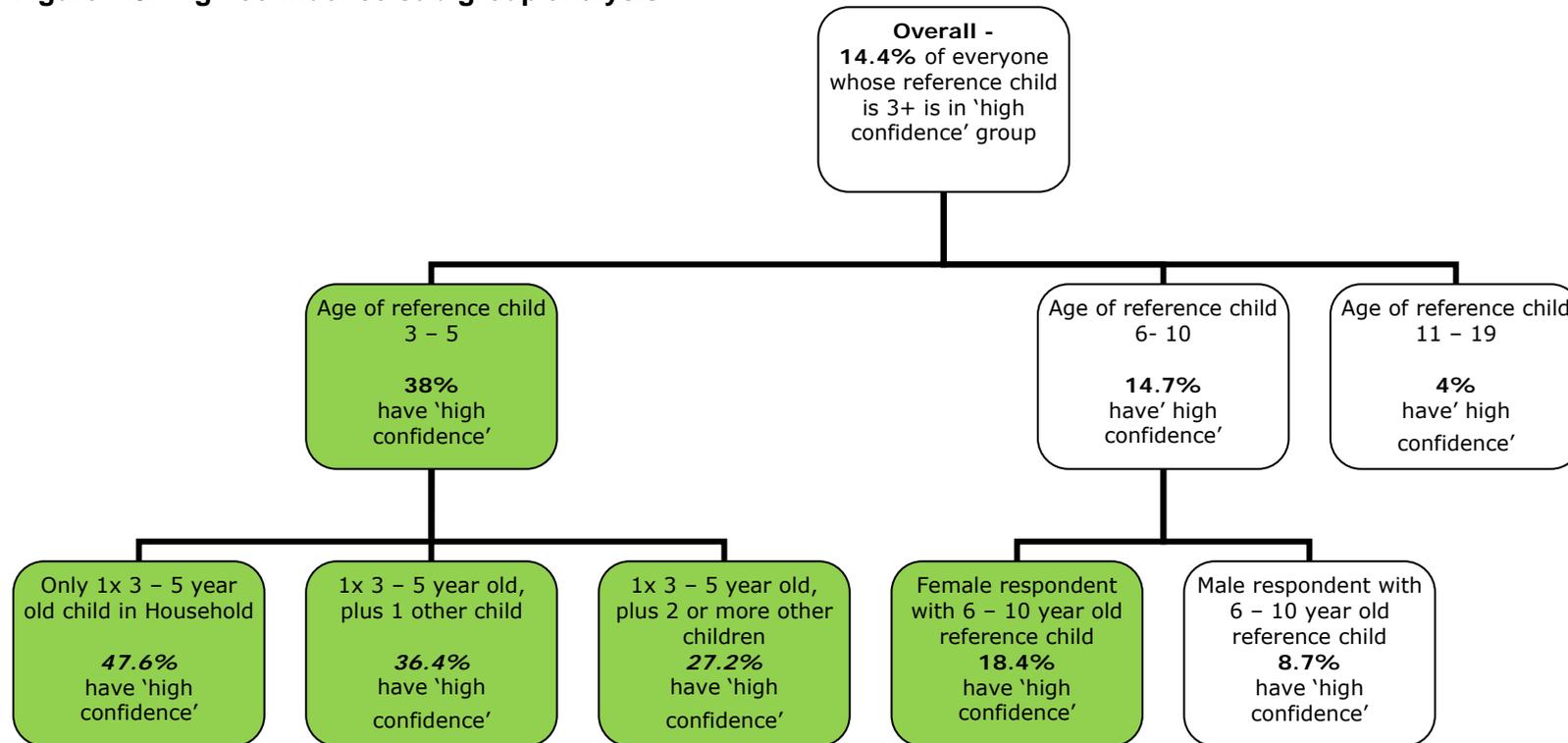
Figure 1.7: Questions tested for impact on level of confidence



High levels of confidence

117. Figure 1.8 shows the proportion of respondents within a subgroup who are considered to be in the 'high confidence' category. This is focused only among parents whose reference child is aged 3 or older. Those in green are more confident than the overall average. Figure 1.8 shows that those with younger children are more likely than those with older children to have higher confidence. Among those with a reference child aged 3 - 5, confidence is highest among those with fewer children. Confidence levels fall as the number of children in the household increases (although levels are still above the overall average). Among those with a reference child of 6 – 10 years old, it is women who are more confident than men among this group. Those with children aged 11 – 19 are the least likely to be in the high confidence group.

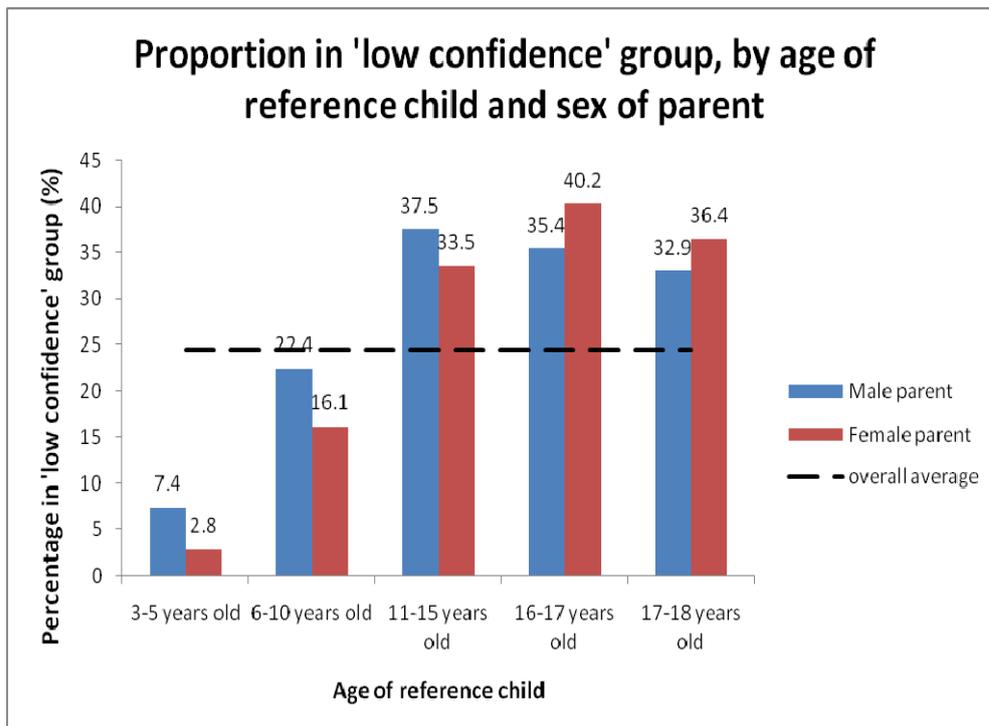
Figure 1.8: High confidence sub-group analysis



Low levels of confidence

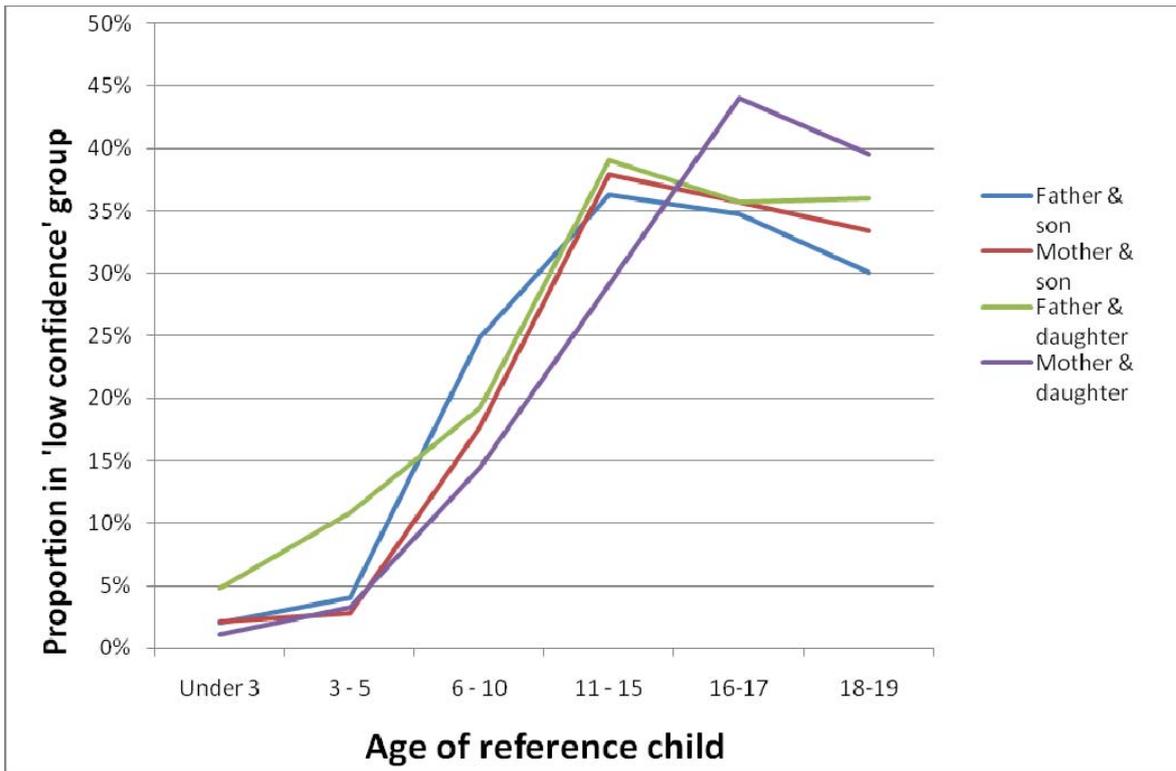
118. Figure 1.9 shows the proportion of respondents within different subgroups who are in the 'low confidence' group. Once again, this is focused on parents whose reference child is 3 or more years old.
119. Both male and female parents are less confident with children of older than younger ages. However, the chart highlights some interesting gender differences. Among parents of younger children, fathers are less confident than mothers. This pattern shifts as the reference child gets older, with mothers becoming less confident than fathers.

Figure 1.9: Proportion in 'low confidence' group



120. If we break this down further, looking at gender of the child by age and gender of the parent, Figure 1.10 shows that the pattern holds among both mothers and fathers regardless of the child's gender. However, Figure 1.10 also shows that that the biggest difference in confidence among parents of older children is between mothers and daughters (40 per cent with low confidence) versus fathers and sons (30 per cent low confidence).

Figure 1.10: Proportion of people in low confidence group, split out by age and gender of child, and gender of parent.



1.12 Segmentation - Key Findings

Dimension	The Segments	%	Summary
Confident caring for child	<i>Average</i>	93	Although still relatively high, levels of confidence were significantly lower for the 'struggling through' segment – 86 per cent. This was also the case in year 1. Almost all respondents in the 'content and self-fulfilled' segment were confident when caring for their child.
	Struggling through	86	
	Committed but discontented	89	
	Relaxed and caring	96	
	Content and self-fulfilled	98	
High overall confidence	<i>Average</i>	20	Respondents in the 'separate lives' and 'stepping back' segments had the lowest proportion of parents in the high confidence group. Both these groups were more likely than average to have older children. As mentioned above, age of child was a key driver of confidence.
	Separate lives	2	
	Stepping back	4	
	Relaxed and caring	36	
	Family focused	32	
Self rating as parent (Not very good / has trouble)	<i>Average</i>	3	As in year 1, the 'committed but discontented' and 'struggling through' segments were most likely to give a negative rating of their own parenting skills. However, parents in the 'struggling through' segment were less likely than in year 1 to say this (15 per cent gave a negative self rating in year 1).
	Content and self fulfilled	1	
	Family focused	2	
	Struggling through	6	
	Committed but discontented	9	
High frequency arguing with child	<i>Average</i>	33	As in year 1, there was a large degree of variation between the segments in their frequency of arguing with their child. Three fifths of parents in the 'struggling through' segment and two fifths in the 'stepping back' segment argued with their child every day or more than once a week. At the other end of the scale, a fifth of parents in the 'family focused' segment argued on a regular basis.
	Family focused	20	
	Content and self fulfilled	22	
	Stepping back	42	
	Struggling through	59	
Struggle to control child behaviour	<i>Average</i>	12	Parents in the 'struggling through' segment were also most likely to struggle to control their child's behaviour, followed by the 'committed but discontented' segment. These findings are similar to the previous year and serve to further reinforce the point that was made in year 1, that these parents may require additional help with behaviour management strategies and support.
	Content and self fulfilled	7	
	Family focused	8	
	Committed but discontented	22	
	Struggling through	23	
Frequent tension with partner (as a	<i>Average</i>	7	As highlighted in the year 1 report, problems with behaviour management have an impact
	Relaxed and caring	4	

result of child behaviour)	Family focused	5	<p>on other areas such as relationship tensions. The two segments most likely to say they struggle to control their child's behaviour – 'struggling through' and 'committed but discontented' – were also most likely to experience tensions.</p> <p>Parents in the 'relaxed and caring' segment were less likely than in year 1 to say they experienced frequent tensions with their partner (four versus 12 per cent).</p>
	Struggling through	13	
	Committed but discontented	16	
Find parenting rewarding most of the time	<i>Average</i>	85	<p>Parents in the 'content and self fulfilled', and 'family focused' segments were most likely to find parenting rewarding.</p> <p>Parents in the 'separate lives', and 'stepping back' segments were least likely to find parenting rewarding.</p> <p>These findings are similar to year 1.</p>
	Separate lives	71	
	Stepping back	72	
	Family focused	90	
	Content and self fulfilled	92	
Find parenting frustrating most of the time	<i>Average</i>	10	<p>As in year 1, around one in five parents in the 'supportive but frustrated' and 'committed but discontented' groups found parenting frustrating 'most of the time'.</p> <p>The similarity in findings with the year 1 survey serves to further reinforce the arguments made in the year 1 report. Most notably, parents in these segments may need further support in addressing some of the issues undermining their enjoyment of parenting (such as managing their children's behaviour).</p>
	Family focused	1	
	Content and self-fulfilled	2	
	Committed but discontented	18	
	Supportive but frustrated	21	

2 Perceived Ability of Parents to Support Child's Learning

Key Findings

- Eighty-nine per cent (▲ 2%) said they felt involved in their child's progress throughout their school life.
- Thirty-four per cent (▲ 6% SIG) of fathers felt very involved. However, in general they were still less likely than average (43 per cent for all parents) to feel very involved.
- Parents who were not working (50 per cent ▼ 1%), mothers (49 per cent ▼ 2%) and parents whose child had an illness or disability (49 per cent ▼ 6%) were most likely to say that they were involved.
- Mothers were almost five times more likely than fathers to say they were most involved (61 per cent (▼ 2%) versus 13 per cent (▼ 1%)).
- Ninety-one per cent (◆) of parents felt confident in their ability to support their child's learning and development. Parents of children aged 16 or above (80 per cent (▼ 4%)) and parents who left school aged 15 or under (86 per cent (▼ 3%)) were least likely to feel confident.
- A third of parents (34 per cent ▼ 2%) said they were 'always confident' helping their child with homework.
- Confidence was higher amongst parents of younger children (under 10) - (86 per cent ▼ 3%) and fell gradually with increasing age so that it was lowest amongst parents of children aged 16 or above (48 per cent ▲ 6%).
- Mothers working full time (14 per cent ▲ 2%) were more likely than fathers working full time (seven per cent ▼ 1%) to help children with their homework every day.
- Full-time working parents (46 per cent ◆) and fathers (41 per cent ▼ 5% SIG) were more likely than average (36 per cent) to say they did not spend enough time with their children.
- 41 per cent of fathers (▲ 4%) and 41 per cent of mothers (▲ 3%) agreed that it is more difficult for fathers to get involved in their children's learning.
- A third of parents (32 per cent ◆) wanted to be more involved in their child's school life. Those parents who claimed to be less involved in their child's schooling (notably non-resident parents and fathers) expressed a desire for more involvement in the future

Key for symbols within Key Findings box:

- ▼ = decrease from year 1

- ▲ = increase from year 1
- ◆ = remained the same as year 1
- SIG = statistically significant difference

2.1 Introduction

121. This section examines parents' perceived ability to support their child's learning. It focuses on involvement in learning and education in the home and at school.
122. The benefits of parental involvement in a child's education have long been recognised. Parents play a crucial role in influencing the aspirations and achievements of their children. Desforges (2003)¹¹ has demonstrated a large body of evidence which points to the link between parent's involvement in a child's learning and a child's subsequent achievement.
123. Alongside Chapter 1, this section sets the context for the later chapters on access to parental information and advice and parents' confidence in support services.
124. This section explores the following themes:
- Do parents feel able to support their child's learning at school?
 - Do parents feel able to support their child's learning at home?
 - Are schools doing enough to engage parents?
125. There are further measures related to the core theme of parents' ability to support their child's learning. These are addressed in Chapters 3 and 4, which focus on information and support services:
- Have schools engaged parents? How often (*covered in Chapter 4*)
 - Do parents have information and support needed in their role as parents as partners in their children's education? (*covered in Chapter 3*)

2.2 Do parents feel able to support their child's learning at school?

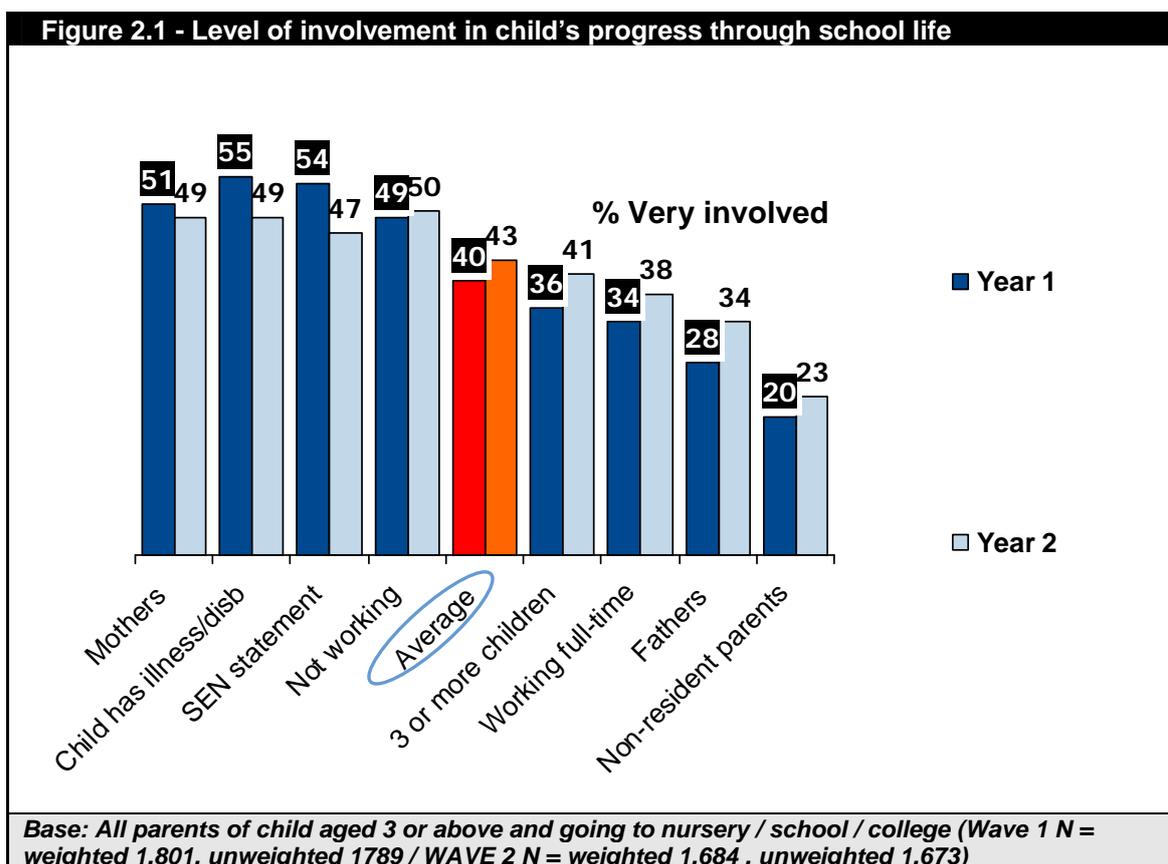
2.2.1 Involvement in child's progress through school¹² life

126. Nine in ten parents (89 per cent) said they felt involved in their child's progress through school (43 per cent very involved and 46 per cent fairly involved).
127. The lowest levels of involvement were found amongst non-resident parents (35 per cent said they were not involved). Parents with three or more children were less likely than average to feel involved (15 per cent did not feel involved).

¹¹ Desforges, C with Abououchar, A: The Impact of Parental Involvement, Parental Support and Family Education on Pupil Achievements and Adjustment: A Literature Review, Department for Education and Skills

¹² Depending on the age and status of the child, the question referred to school, nursery or college

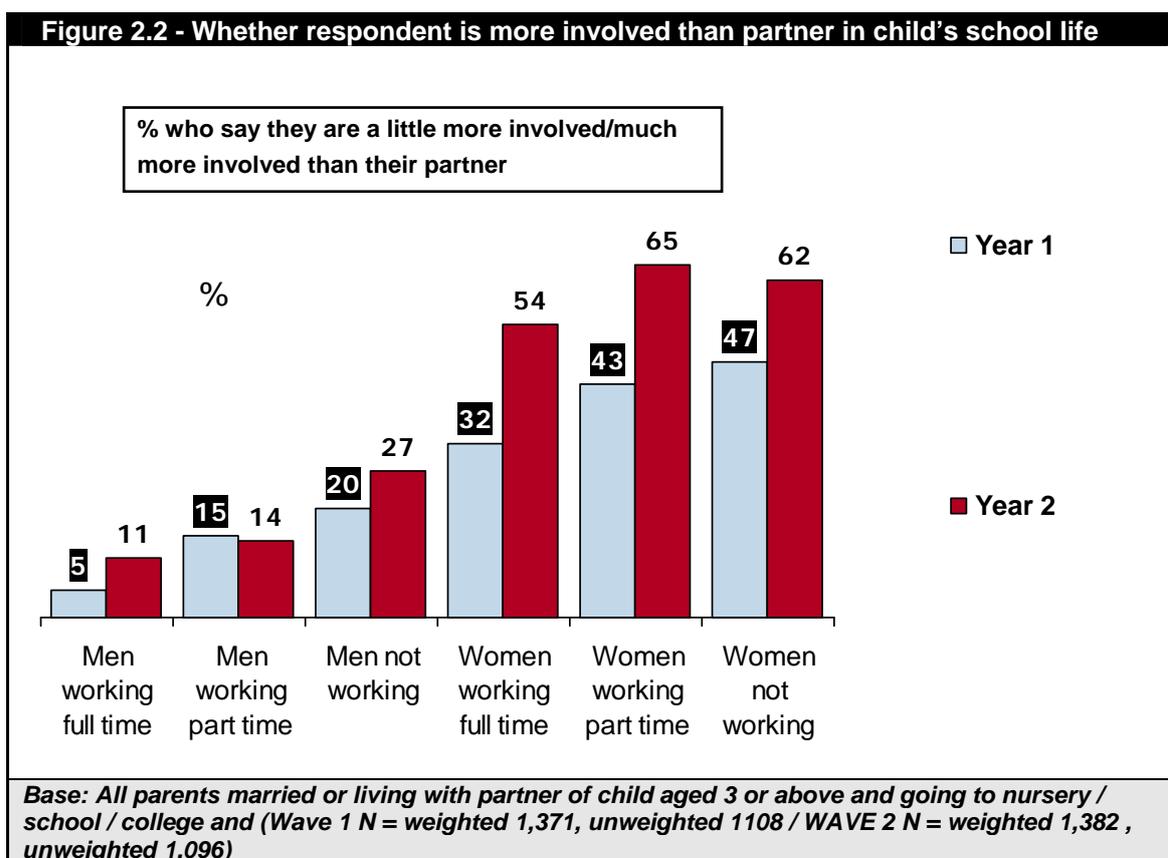
128. Figure 2.1 shows that fathers were more likely than their year 1 counterparts to feel very involved (34 per cent in year 2 versus 28 per cent in year 1). However, they were still less likely than average to feel involved (15 per cent not involved).
129. The following parents were most likely to say they were very involved:
- Parents not working (50 per cent);
 - Mothers (49 per cent); and
 - Parents of children with illnesses or disabilities (49 per cent).
130. These findings are consistent with year 1.
131. Although parents of children with a statement of SEN were most likely to feel very involved in year 1 (54 per cent), their involvement was comparable with the average in year 2 (47 per cent felt very involved). Given the small base number of parents of children with SEN (74), caution should be exercised here.



2.2.2 Engaging fathers

132. Parents were asked whether they were more involved in their child's school life than their partner. As in year 1, mothers were almost five times more likely than fathers to say they were most involved (61 per cent versus 13 per cent). Just over a third of fathers and mothers (34 per cent and 35 per cent respectively) said they were equally involved.

133. The year 1 report looked at different working patterns for fathers and mothers and examined how this impacted on involvement levels. Although fathers were more likely than mothers to be in full-time employment, the findings showed that full-time working mothers were more likely than full-time working fathers to say they were most involved (32 per cent versus five per cent). The year 2 findings support this and although fathers working full-time were more likely than their year 1 counterparts to say they were most involved (11 per cent), full-time working mothers were even more likely than in year 1 to say this (54 per cent).
134. This discrepancy between fathers and mothers, when accounting for working patterns, is consistent with findings from the PICE survey.

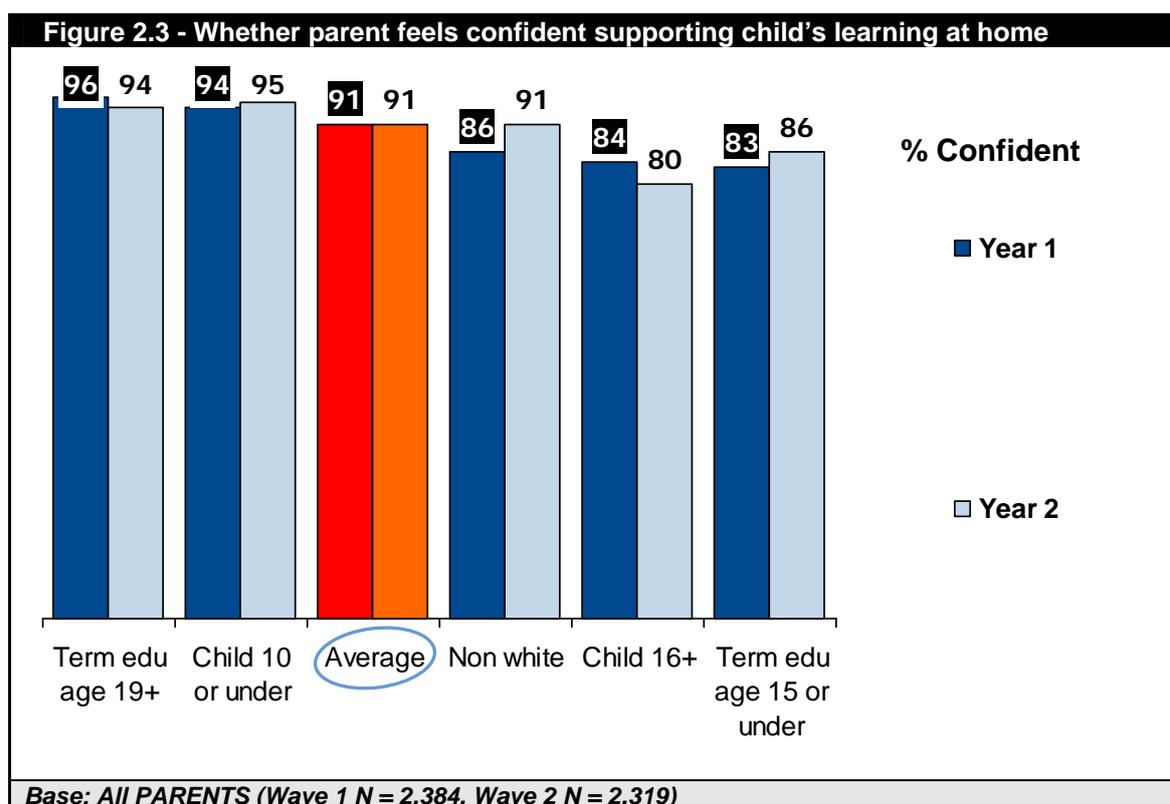


135. Although mothers were more likely than fathers to feel involved in their child's school life, there were no significant gender differences in the responses given to the following statements on the role of mothers and fathers:
- Fathers are less involved in their children's learning than mothers (53 per cent of fathers versus 49 per cent of mothers agreed).
 - There are fewer opportunities for fathers to get involved in their children's learning than there are for mothers (39 per cent of fathers versus 39 per cent of mothers agreed).
 - It is more difficult for fathers to get involved in their children's learning than it is for mothers (41 per cent of fathers versus 41 per cent of mothers agreed).

2.3 Do parents feel able to support their child's learning at home?

2.3.1 Confidence supporting child's learning and development

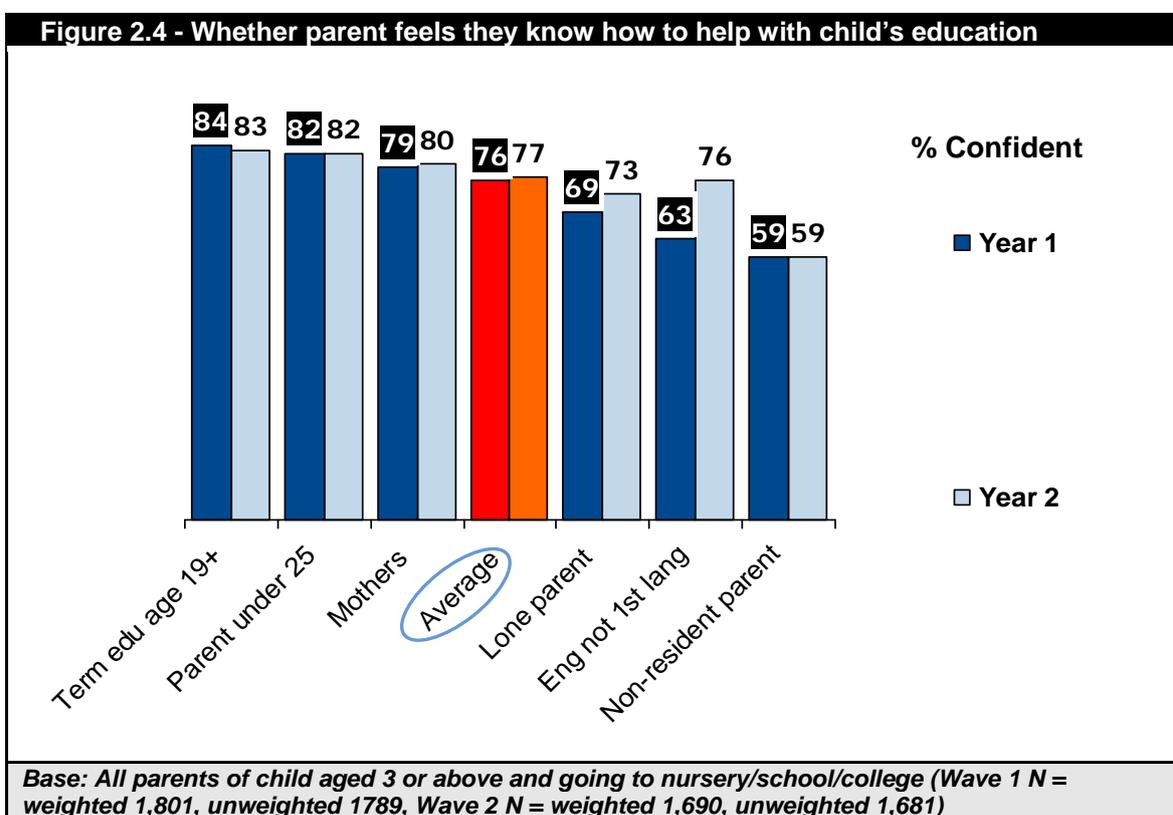
136. As in year 1, most parents (91 per cent) felt confident in their ability to support their child's learning and development.
137. Age of child and parental terminal education age influenced confidence levels. Parents of younger children (10 or under) - (95 per cent) and those with more experience of the education system (terminal education age of 19 or older) - (94 per cent) were more likely than average to feel confident. On the other hand, parents of children aged 16 or above (80 per cent) and parents who left education aged 15 or under (86 per cent) were least likely to feel confident.
138. Parents of children with SEN were less likely than average to feel confident (84 per cent).
139. These findings are similar to year 1.
140. In year 1, parents who did not speak English as their first language were less likely than average to feel confident. This was not evident in year 2 as confidence drew nearer to the average (88 per cent).



2.3.2 Knowledge of how to help with child's education

141. Parents were asked for their level of agreement with the statement 'I know a lot about how I can help with my child's education'. Just over three quarters of parents agreed (77 per cent).

- 142. Following on from the section above, figure 2.4 shows that previous education experience and age of child had a positive impact on knowledge levels (83 per cent of parents leaving education aged 19 or above and 84 per cent of parents of children aged under 10 agreed).
- 143. Mothers were more likely than fathers to agree that they knew a lot about how to help with their child's education (80 per cent versus 74 per cent). Non-resident parents were least likely to agree with the statement (65 per cent).
- 144. Parents in year 2, who did not speak English as their first language were more likely than their year 1 counterparts to agree that they knew a lot about how to help with their child's education (76 per cent in year 2 versus 63 per cent in year 1). Aside from this, all reported findings are consistent with year 1.
- 145. The responses given did not vary between parents of children at primary schools and those parents of children at secondary schools.

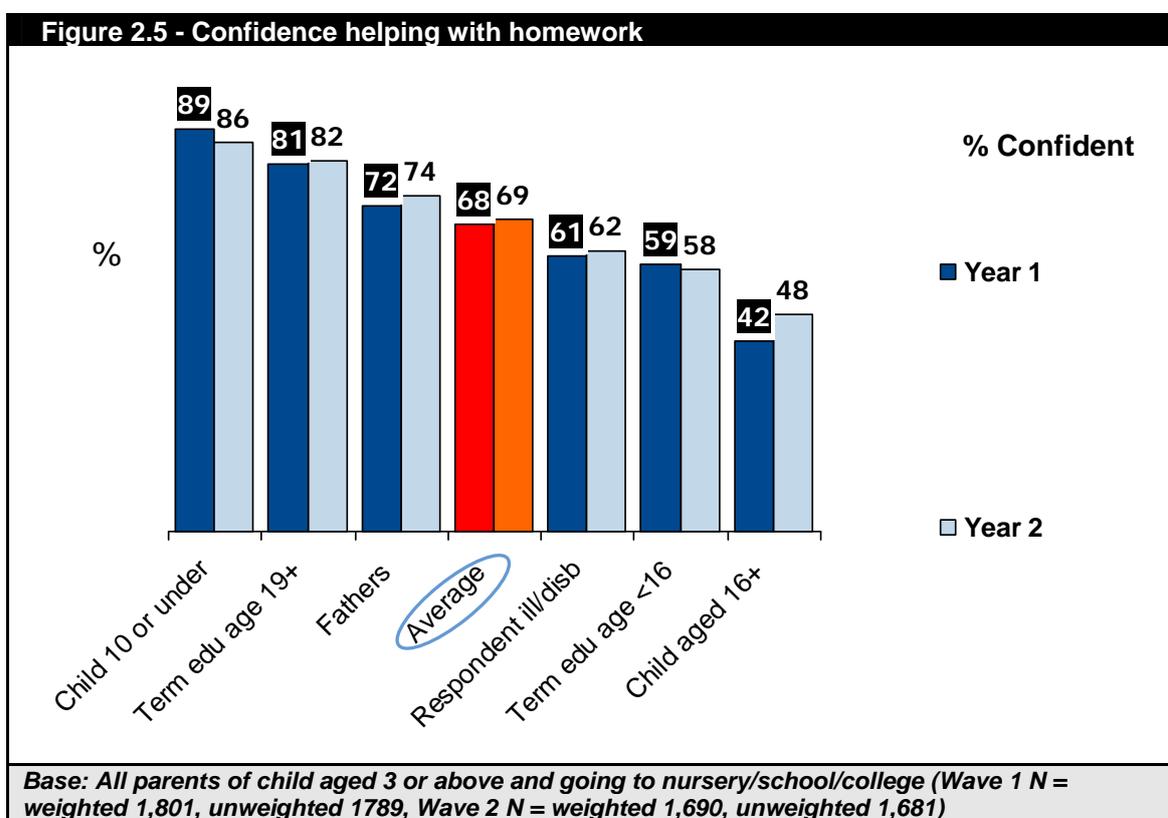


2.3.3 Helping children with homework

- 146. A third of parents said that they were 'always confident' helping their child with homework. This is similar to year 1 where 36 per cent of parents were always confident. In contrast, the PICE survey showed lower levels of confidence (19 per cent were always confident).¹³

¹³ As highlighted in the year 1 report, this variation may be due to differences in sample design and interviewing mode (face-to-face versus telephone).

147. Figure 2.5 shows that age of child influenced confidence levels. Confidence was highest amongst parents of children aged under 10 (86 per cent were always confident or confident most of the time) and fell gradually with increasing age so that it was lowest amongst parents of children aged 16 or above (48 per cent were always confident or confident most of the time). These findings are similar to the previous year and add weight to the discussion in the year 1 report that there may be scope for secondary schools to provide further support to parents that want to help their children with homework.
148. Confidence was also influenced by parents' school leaving age. Parents that left school under the age of 16 were more likely than average to say they were *never* confident (15 per cent). In comparison, parents who left school aged 19 or above were more likely than average to say they were *always* confident (43 per cent).
149. These findings are consistent with year 1.



150. As in year 1, the frequency of helping with homework is closely tied in with the child's school year. Parents of children in lower years were more likely than parents of children in later school years to help with homework (24 per cent of parents in key stage 1 helped their child every day, compared with seven per cent in key stage 2, seven per cent in key stage 3 and none in key stage 4). These findings are consistent with the PICE survey.
151. Parents that did not work (18 per cent), or worked part-time (16 per cent) were more likely than parents working full-time (nine per cent) to help their child with homework every day. Mothers were more likely than fathers to help every day (16 per cent versus eight per cent). Taking into account working patterns, mothers working full-time (14 per cent) were still more likely than full-time working fathers (seven per cent) to help their child with homework every day.

152. Parents that left education aged 16 or under (10 per cent) were less likely than parents who left aged 19 or above (15 per cent) to help with their child's homework.

2.3.4 Amount of time spent with child

153. Full-time working parents (46 per cent) were more likely than average (36 per cent) to say they did not spend enough time with their children. Fathers were also more likely than average to say they did not spend enough time (41 per cent). These findings support those from year 1 as well as the PICE research, which showed that one of the main barriers to parental involvement was lack of time that was directly attributable to work.
154. Non-resident parents were most likely to say the amount of time they had to spend with their child was nowhere near enough (27 per cent). At the other end of the scale, young parents (aged under 25) - (10 per cent) and non-working parents - (eight per cent) were more likely than average to say they spent too much time with their child.
155. These findings are consistent with year 1

2.3.5 Level of involvement in day to day leisure activities with child

156. Parents were asked for the amount of time they spent doing the following leisure activities with their child;
- Reading;
 - Musical activities;
 - Sports or physically active games;
 - Playing with games or toys indoors; and
 - Going to the park / outdoor playground.
157. For each activity respondents said they did them either on a daily, weekly, monthly basis, less frequently or never. Respondents could also say the activity was not applicable because their child was too young or old.
158. The responses given for each of these activities were combined and a general measure of involvement in these activities was created. Parents were then placed into one of the following groups:
- *High involvement in leisure activities:* These respondents were involved in each activity up to several times a week. They accounted for 18 per cent of all respondents.
 - *Medium involvement in leisure activities:* These respondents tended to be involved in the leisure activities on a weekly basis. They accounted for 19 per cent of all respondents.
 - *Low involvement in leisure activities:* These respondents tended to be involved in the activities on an ad-hoc basis. They accounted for 20 per cent of all respondents.

- *No involvement – child too old / young*: These respondents said they did not do at least one of the activities because their child was too old or young. They accounted for 43 per cent of all respondents.

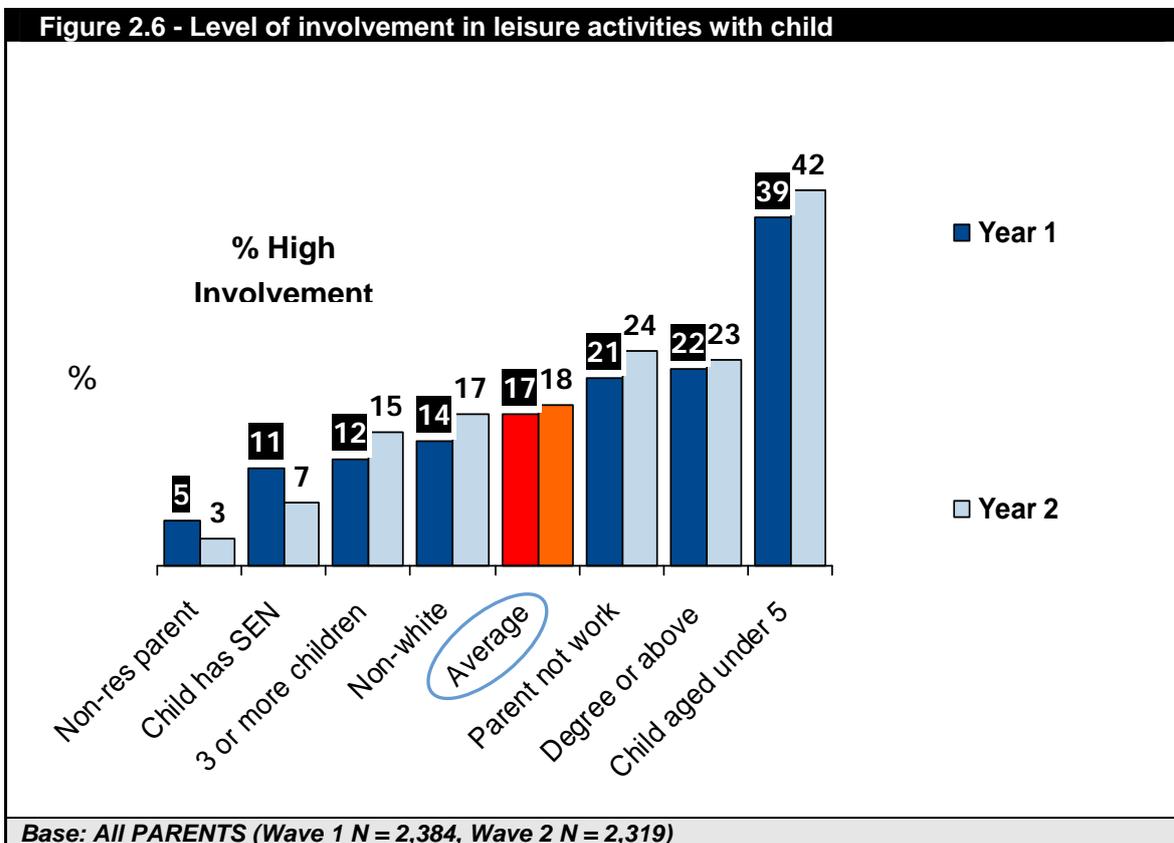
159. As in year 1, the nature of the leisure activities included meant age of child was a notable factor determining level of involvement. Parents of young children (aged under 5) were most likely to fall into the high involvement group (42 per cent). See Figure 2.6 for more details.

160. Parents of children with SEN (33 per cent) were most likely to fall into the low involvement group. The following were also more likely than average to have low involvement:

- Non-resident parents (30 per cent)
- Parents with 3 or more children were more likely than average to have low involvement (both 30 per cent), as were
- Non-white parents (26 per cent).

161. These findings are similar to year 1.

162. Parents who were not working or worked part time were more likely than full-time working parents to have high involvement (24 per cent and 21 per cent respectively versus 14 per cent). The year 1 survey showed that there was a link between gender, level of parents' education and working status. The same relationship was evident in year 2. Mothers educated to degree level or above who were not working or in part-time employment were more likely than average to have high involvement (37 and 35 per cent respectively).

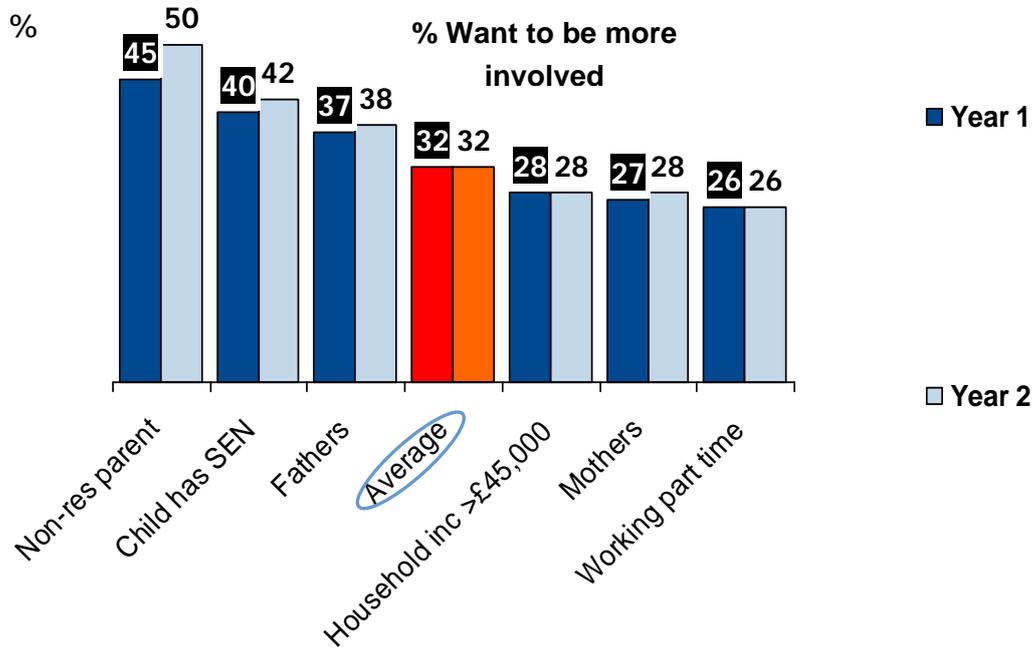


2.4 Are schools doing enough to engage parents?

2.4.1 Who wants to be more involved in their child's school life

163. Two thirds (67 per cent) of parents said they were happy with the level of involvement that they had in their child's school life. A third (32 per cent) of parents wanted to be more involved.
164. The year 1 survey showed that parents who were least likely to feel involved in their child's school life were most likely to seek more involvement in the future. The year 2 survey findings reinforce this. Non-resident parents were most likely to say they wanted to be more involved in their child's school life (half said this), while fathers were more likely than mothers to say they wanted to be more involved (38 per cent versus 28 per cent). As noted in section 2.2.1, both non-resident parents and fathers were most likely to say they did not spend enough time with their child.
165. As shown in figure 2.7, 42 per cent of parents with a child with SEN said they would like to be more involved in their child's school life. This is similar to the year 1 finding where 40 per cent wanted to be more involved.
166. Parents working part-time were most likely to say they were happy with their level of involvement (73 per cent), which was also the case in year 1.
167. The year 1 report suggested that there is potential for schools to further engage parents seeking more involvement in their child's school life. The similarity in findings between year 1 and year 2 reinforces this. In summary, there are parents who desire greater involvement in their child's school life. The policy challenge surrounds the way in which greater involvement can be facilitated.

Figure 2.7 - Whether want to be more involved in child's school life



Base: All parents of child aged 3 or above and going to nursery/school/college (Wave 1 N = weighted 1,801, unweighted 1789, Wave 2 N = weighted 1,690, unweighted 1,681)

2.5 Segmentation - Key Findings

Dimension	The Segments	%	Summary
Not happy with the amount of time spend with child	<i>Average</i>	35	As in year 1, the 'stepping back' (43 per cent) and 'struggling through' (41 per cent) segments were most likely to say that they were unhappy with the amount of time they had to spend with their child.
	Content and self fulfilled	28	
	Family focused	32	
	Struggling through	41	
	Stepping back	43	
Feel involved in child's progress through school	<i>Average</i>	89	Almost all respondents in the 'comfortable and confident' and the 'supportive but frustrated' segments said they felt involved in their child's progress through school. These segments were most likely to have younger children. At the other end of the scale, just six in ten respondents in the 'stepping back' and 'struggling through' segments said they felt involved. These findings are similar to those in year 1.
	Stepping back	59	
	Struggling through	60	
	Supportive but frustrated	98	
	Comfortable and confident	99	
Would like to be more involved in child's school life	<i>Average</i>	32	The 'family focused', 'committed but discontented' (39 per cent), and 'struggling through' (39 per cent) segments were most likely to desire more involvement in their child's school life.
	Content and self fulfilled	17	
	Relaxed and caring	20	
	'Committed but discontented' and 'Struggling through'	39	
	Family focused	40	
Confident in ability to support child's learning and development	<i>Average</i>	91	Respondents in the 'struggling through' and 'stepping back' segments were least likely to feel confident in their ability to support their child's learning and development.
	Struggling through	81	
	Stepping back	84	
	Comfortable and confident	93	
	Family focused	97	
Know a lot about how can help child's education	<i>Average</i>	78	In addition to the above, the 'struggling through' and 'stepping back' segments were least likely say they knew how to help with their child's education.
	Stepping back	58	
	Struggling through	62	
	Family focused	87	

	Comfortable and confident	89	These findings are similar to year 1 and serve to reinforce the point made in the previous year that there is potential to provide information and support services to these parents.
Never feel confident helping child with homework	<i>Average</i>	6	The 'stepping back' segment were by far the most likely to say they never feel confident helping their child with homework. In year 1, the 'struggling through' segment was most likely to say this (19 per cent).
	Comfortable and confident	3	
	Relaxed and caring	3	
	Supportive but frustrated	8	
	Stepping back	16	
Would like to be more involved in child's learning and development	<i>Average</i>	58	Respondents in the 'family focused' and 'struggling through' segments were most likely to desire more involvement in their child's learning and development (72 per cent). These segments were also most likely to say that they would like to be more involved in their child's school life. As a result, there may be scope for schools or support services to reach out to these parents.
	Content and self fulfilled	35	
	Separate lives	42	
	Family focused	70	
	Struggling through	72	

3 Access to Parental Information and Advice Services

Key Findings

- Around three-quarters (72 per cent ▲ 4% SIG) of all parents were 'service users', i.e. they had used at least one support service within the last year.
- Parents least likely to be service users included non-resident parents (39 per cent ▼ 4%), parents of children aged 16-19 (55 per cent ▼ 1%) and parents who did not speak English as their first language (60 per cent ▲ 2%).
- The proportion of 'heavy' service users (accessing five or more services) had increased to 14 per cent (▲4% SIG).
- Across the services the majority of parents had found it easy to obtain the information they needed. In particular this was the case for services related to pregnancy, maternity and babies.
- Services related to disability and those relating to relationships recorded notably lower satisfaction levels with ease of obtaining information. The reasons given for this were that there was a lack of information available and poor quality advice.
- The majority of non-service users continue to report that they had not used particular services as they had simply not required any advice. Very few parents who had not used specific services said they had required information but not received it.
- Seven in ten (69 per cent ▼ 2%) parents had spoken to other parents/carers about parenting issues within the last month and four-fifths (79 per cent ◆) to other family members; however, 13 per cent (▲ 1%) of parents had spoken to neither.
- Nine percent (◆) had spoken to other parents/carers every day. 31 per cent (▲ 3%) said that they did not spend time talking to other parents/carers at all.
- Parents were most likely to obtain information, advice or support in person (51 per cent ▼ 5% SIG), in comparison, smaller proportions used telephone helplines (16 per cent ▼ 3% SIG) for this purpose.
- Around a third (30 per cent ▲5% SIG) of fathers said they would be likely to attend a local group set up in their area specifically for fathers to discuss parenting issues.

Key for symbols within Key Findings box:

- ▼ = decrease from year 1
- ▲ = increase from year 1
- ◆ = remained the same as year 1
- SIG = statistically significant difference

3.1 Introduction

168. This chapter investigates the different services which parents have used to access information, advice or support in the last year.
169. In the survey, parents were asked about a range of different services as shown in the table below:

Services providing information or advice on...	Examples given in survey (e.g....)
Schools	admissions, attendance, moving schools
Health	children's illnesses, immunisation, healthy eating, mental health and NOT including any long-standing health condition or illness. <i>Do not include routine doctors visits, we are interested in advice or information sought on health</i>
Sport and play	Activities / facilities for babies, children or young people
Childcare	childminders, nurseries, out of school clubs. <i>Do not include use of childcare, we are interested in whether you have received information or advice about it</i>
Finances	debts, loans, student finances
Pregnancy, maternity or babies	antenatal, birth, paternity, support groups, advice on feeding, development or health
Safety and protection	child protection, home safety, internet safety
Behaviour	anti-social behaviour, bullying, discipline
Law and rights	education law, family law, parents' rights, maternity / paternity
Disability	long-standing health condition or illness, learning disabilities, SEN
Teenagers	sex education, smoking, drugs / alcohol, teenage pregnancy
Family support	bereavement, adoption, fostering, emotional support, parenting support / classes
Relationships	counselling, teenagers, divorce, separation

170. It is important to bear in mind that parents were asked to consider their experiences of the services they had accessed from a broad overall perspective (individuals' experiences may have varied from service to service and/or within each support service area). To minimise respondent burden, if parents had accessed multiple services the majority of the subsequent questions focussed on three of the support services accessed. The three services were selected at random by the interviewing software.¹⁴

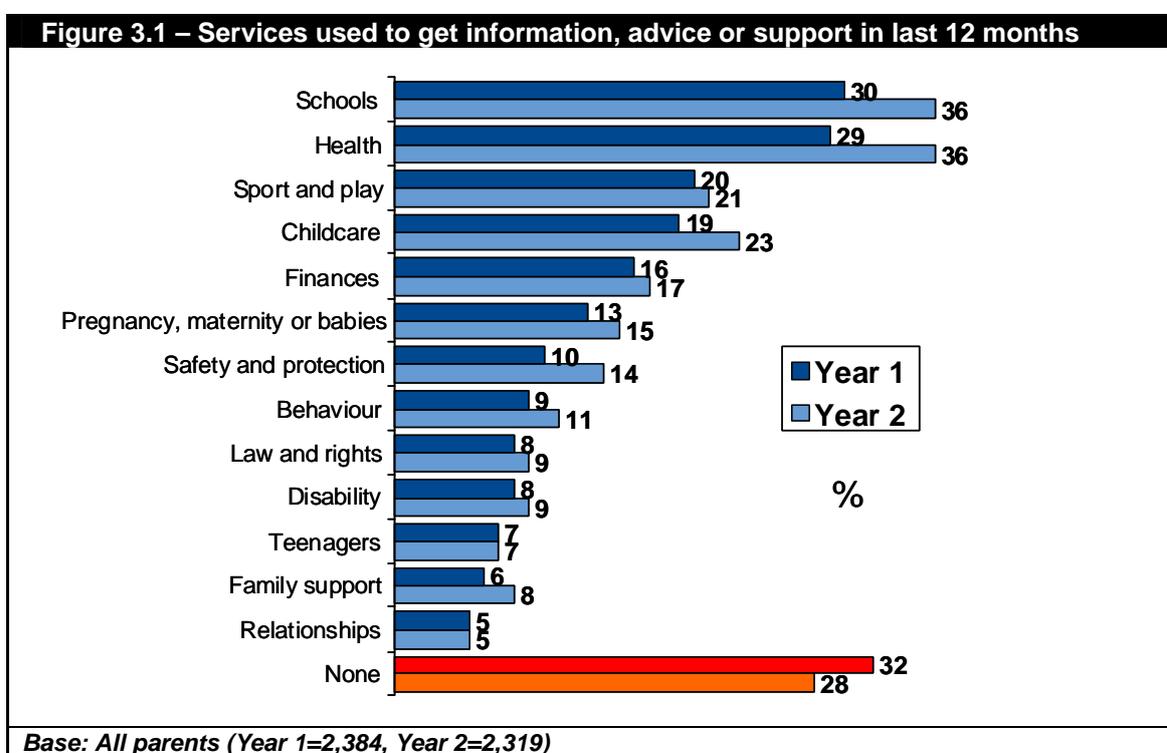
¹⁴ As a consequence of the random selection the base sizes for questions are slightly lower than the overall numbers who reported using them. In year 1 parents that had accessed multiple services were asked the subsequent questions of only two services, in year 2 this was increased to three services.

171. Specifically, this section covers the following key themes:

- How have parents used information to access services?
- Is the information needed available to parents of all backgrounds?
- Are parents able to find the information they need in the format they require?
- Is the information needed available through the appropriate range of channels?
- How difficult do parents find it to access the information they need?
- Are there any barriers preventing parents from using services (e.g. parents not being aware of services)?

3.2 Use of formal services for parents

172. Figure 3.1 shows the proportion of all parents, for both year 1 and 2, who said that they had accessed each of the different services they were asked about in the last 12 months to obtain information, advice or support.



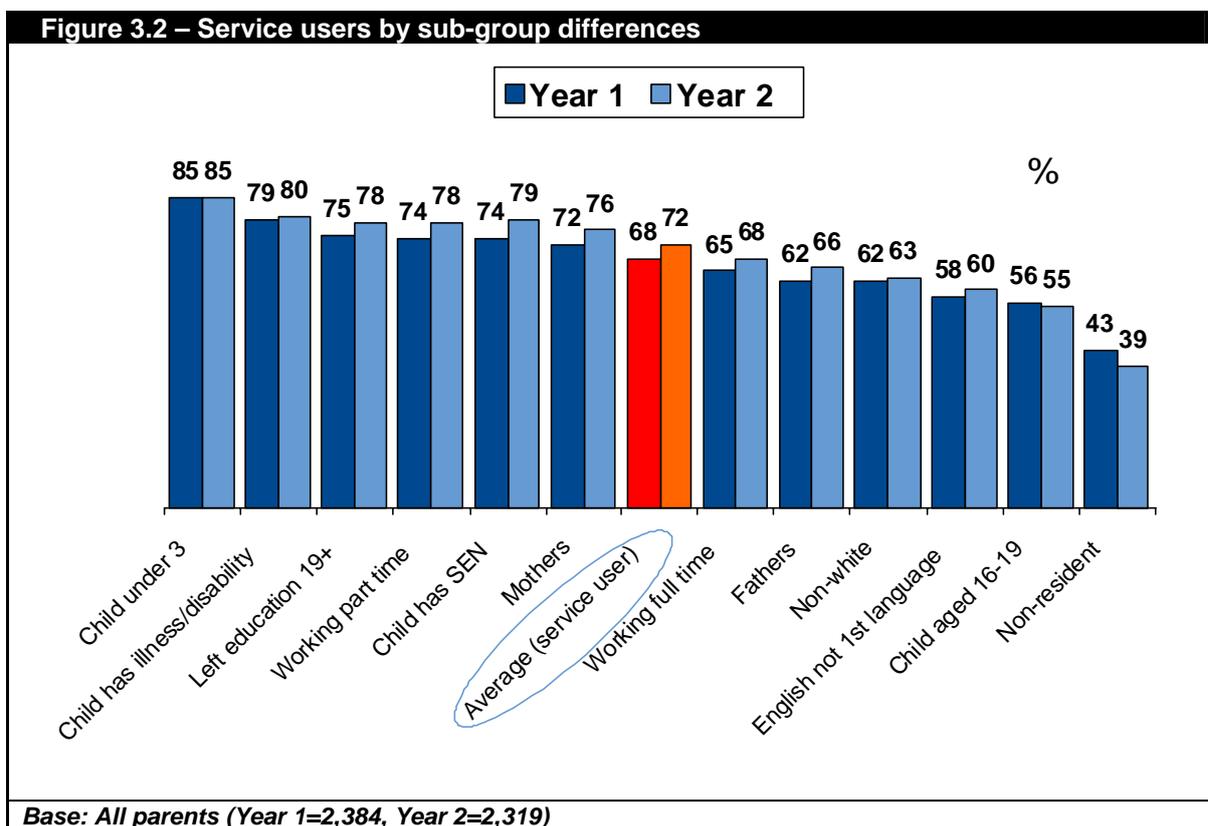
173. Overall, around three-quarters (72 per cent) of all parents were 'service users', i.e. they had used at least one service within the last year. This is an increase from 68 per cent in the year 1 survey.

174. Across the two years there were similar proportions of both 'light' service users (used only one service) and 'medium' service users (used two to four services):

- 22 per cent of parents in year 2 were 'light' users compared with 23 per cent in year 1.
- 36 per cent of parents in year 2 were 'medium' users compared with 35 per cent in year 1.

175. The proportion of 'heavy' service users (used five or more services) had increased (14 in year 2 versus 10 per cent in year 1).

- 176. The remaining 28 per cent of parents in year 2 said that they had not used any of the services listed in the last 12 months.
- 177. Parents of children aged under three were most likely to be 'heavy' service users (26 per cent), and more likely to be service users in general. This may be expected due to the age of their child. Other parents who were more likely than average to be 'heavy' service users included parents of children with SEN (21 per cent), parents of children with an illness or disability (20 per cent), those who left education aged 19+ (19 per cent) and mothers (17 per cent).
- 178. The usage of some services has increased significantly since year 1 as detailed in figure 3.1. This was the case for services relating to schools (36 versus 30 per cent), health (36 versus 29 per cent), childcare (23 versus 19 per cent), safety and protection (14 versus 10 per cent) and family support (eight versus six per cent). There has been no significant decrease in service usage across any of the areas.
- 179. Figure 3.2 illustrates the parental sub-groups of service users.



- 180. As was previously found, parents of children aged under three were most likely to be service users – 85 per cent (the same proportion as in year 1). The proportion of service users decreased to 55 per cent amongst parents of children aged 16-19 (56 per cent in Year 1).
- 181. Other parental sub-groups who were more likely to be service users included parents of children that had an illness or disability (80 per cent), parents of children with SEN (79 per cent), parents who left education aged 19+ (78 per cent), parents working part time (78 per cent) and mothers (76 per cent). Analysis using the confidence index (see appendix

G) shows that parents from the high confidence group (86 per cent) were most likely to be service users.

182. Non-resident parents (39 per cent) were least likely to be service users (as was also the case in Year 1 – 43 per cent). Other parents who were less likely to be service users included parents working full time (66 per cent), fathers (66 per cent), non-white parents (63 per cent), parents who left the education system at an early age (62 per cent), parents who did not speak English as their first language (60 per cent) and parents of children aged 16-19 (55 per cent).
183. As figure 3.2 illustrates, the parental sub-groups that were more or less likely to be service users have remained fairly consistent with the previous year.
184. Investigating the various support services further reveals that some additional sub-group differences were apparent:
- As in Year 1, and as might be expected, non-resident parents were *less* likely than average to have sought advice across a wide range of services. These services included pregnancy, maternity or babies, childcare, health, finance, family support, schools, teenagers, behaviour, sport and play.
 - As was also found previously, parents of younger children were *more* likely than average to have sought information relating to pregnancy, maternity or babies and childcare. They were also *more* likely to have sought advice on health, sport and play, law and rights, family support and safety and protection. Along with parents of children aged 16+ they were *more* likely to have sought advice on finances. For the parents of older children this could perhaps be in relation to student finances. Finally, and as might be expected to some extent, parents of children aged 3-5 years old were *more* likely to have sought information on schools.
 - Mothers were *more* likely than fathers to have received information on pregnancy, maternity or babies, childcare, health, family support, safety and protection and sport and play.
 - Lone parents were *less* likely to have used services relating to pregnancy, maternity or babies, health, safety and protection, schools and sport and play. However, they were *more* likely to have sought information on law and rights, relationships and family support.
 - Parents where English was not their first language were *less* likely to have used services relating to disability, health, finances and sport and play.
185. Some additional sub-group variations that were found:
- As would be expected, parents with an illness or disability, parents of children with an illness or disability and parents of children with SEN were *more* likely to have accessed information on disability.
 - Parents of children with SEN were also *more* likely than average to have sought advice on relationships, teenagers and behaviour.
 - Parents of children with an illness or disability were *more* likely than average to have received information on health, finance and family support.

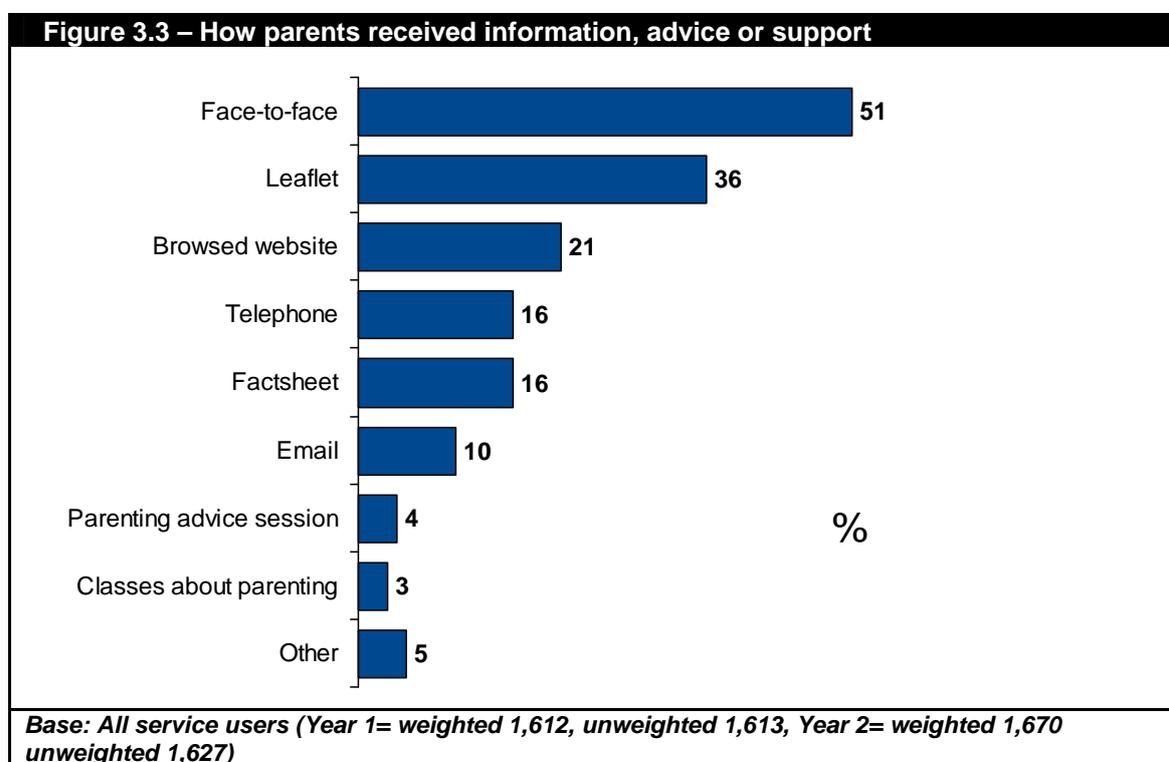
- Parents who left the education system at an early age were *less* likely to have accessed information on sport and play and safety and protection.
- It is important to note that some parents may find themselves accessing systems of support more than others. Linked to this, confident parents are more likely to know how to access the system. It is therefore possible that some or all of these factors are linked. However, the relatively small base sizes mean it is not possible to analyse method of accepting services against individual subgroups of parents and levels of confidence.

3.3 Use of informal services of support and advice

186. In addition to formal support services parents were also asked about informal sources of information and advice, such as other parents/carers, family and friends.
187. Nine per cent of all parents stated that they spoke to other parents/carers about parenting issues every day, 18 per cent said they did so several times a week, 19 per cent one or two times a week and 23 per cent reported speaking less frequently to other parents/carers (one or two times a month). The remaining third (31 per cent) of parents stated that they did not spend time talking to other parents/carers at all.
188. The majority of parents who spoke to other parents/carers about parenting issues at least once a month said they did so amongst friends who were also parents/carers (84 per cent). Around a quarter (27 per cent) stated that they conversed with other parents/carers when they were dropping off/picking up their child(ren) from a childminder, nursery or school. Only nine per cent of parents reported that they spoke to other parents at pre-arranged meetings such as parent coffee mornings or parenting classes or sessions.
189. All parents were asked about the amount of time they spent talking to other family members about parenting issues. A fifth (20 per cent) of parents reported that they spent a large amount of time talking to other family members and three fifths (59 per cent) stated they spent a small amount of time talking to other family members. One fifth (21 per cent) of parents said that they did not speak about parenting issues to other family members at all.
190. The findings above are similar to those found in the year 1 survey.
191. Overall, 13 per cent of all parents did not receive any informal support. Parents who were less likely to have received informal support (spend time talking to other parents/carers or family members) were non-resident parents (27 per cent), parents of children aged 16 or over (26 per cent), parents who left the education system at an early age (26 per cent), fathers (19 per cent) and those who work full-time (17 per cent). These groups of parents are the same as those found to be less likely to be users of formal support services. This indicates that some parents are less likely to seek any form of information or advice whether formal or informal. Using the confidence index for further analysis shows that parents in the low confidence group were least likely to have spoken to other parents/carers or family members on an informal basis, with almost a quarter not doing so (22 per cent). This suggests that a lack of confidence seeking support could, once again, be an underlying cause for these parents not seeking further assistance in this area.

3.4 How parents received information, advice or support

192. All service users were asked how they had received information, advice or support, as displayed in figure 3.3.

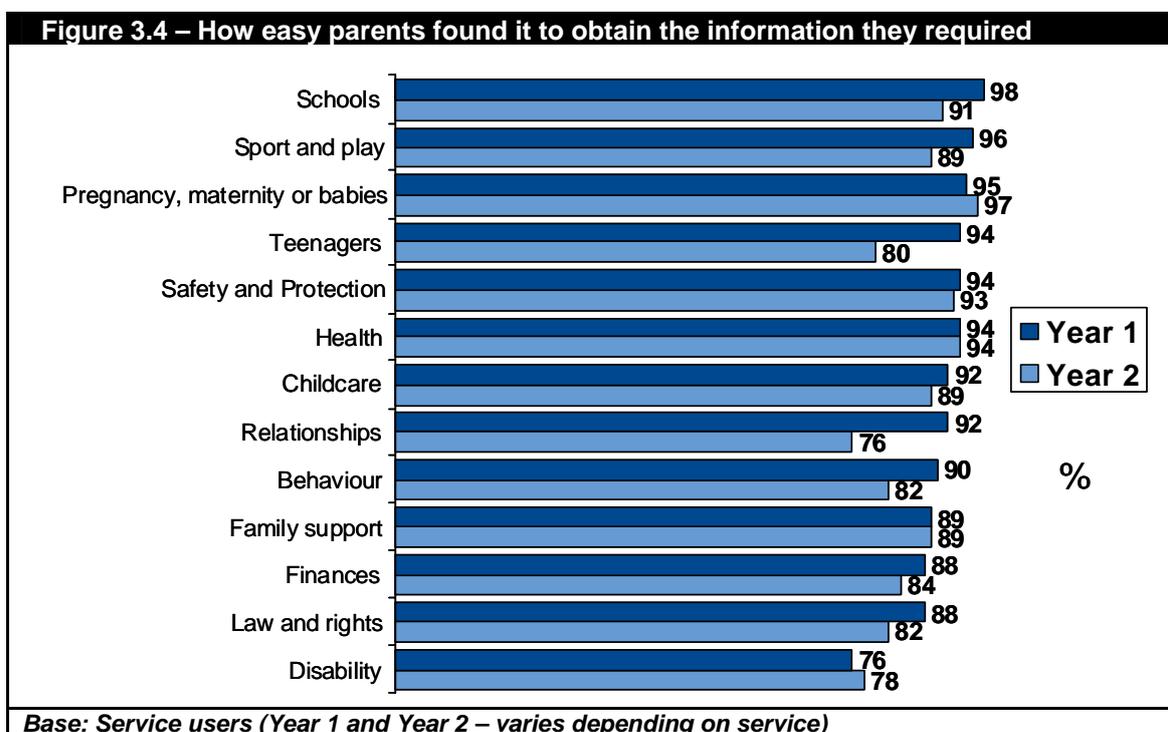


193. Half (51 per cent) of parents reported receiving information in person. Written material, in its different formats, was mentioned by a large proportion of parents. A third (36 per cent) of all service users had used leaflets to obtain information, a quarter (16 per cent) factsheets. A fifth (21 per cent) of service users had sought advice by browsing the internet and a tenth (10 per cent) from email.
194. Younger parents (and those with younger children), parents of children with SEN, parents of children with an illness or disability and those parents not working were more likely to have received advice or support in person. Non-white parents were most likely to have obtained information from leaflets, whereas, parents with children aged 11-15 and those educated to degree level or higher were more likely to have used fact sheets to gain advice. Analysis using the confidence index (see appendix G) reveals that parents in the high confidence group were most likely to have obtained information face-to-face (72 per cent). There was no difference amongst the three confidence groups for either usage of leaflets or factsheets.
195. In relation to browsing websites, younger parents and those who had left the education system aged 15 or under were less likely to have used this method to gain information. However, white parents and parents whose first language was English were more likely to have done so.
196. A relatively small proportion (16 per cent) of service users had used telephone helplines to obtain advice. Parents of children with an illness or disability were most likely to have obtained information in this manner. All parents that had used telephone helplines were

asked which helplines they had accessed. A wide variety of answers were given; the telephone helpline mentioned most frequently was NHS Direct (21 per cent – 54 respondents). As was the case in year 1, patterns of usage did not vary by levels of parental confidence (as defined by the confidence index).

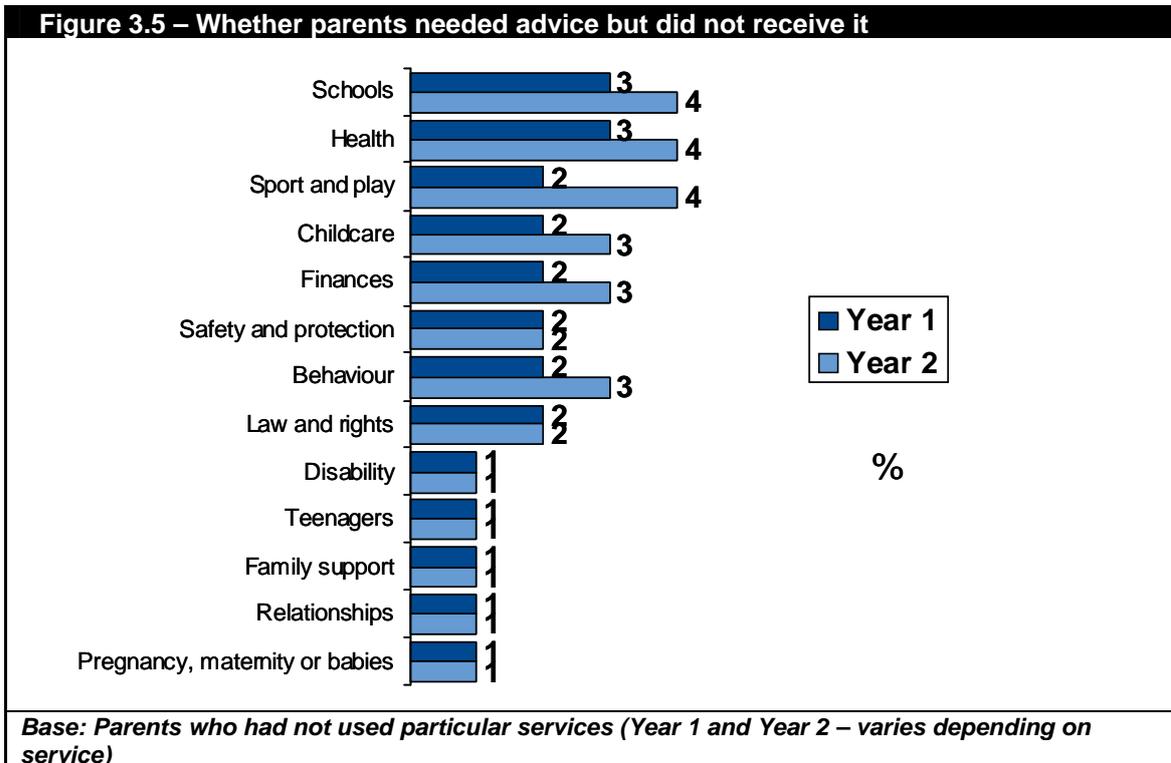
3.5 Ease of accessing information, advice or support

197. Service users were asked how easy they had found it to obtain the information they required. As shown in figure 3.4, across the various services the majority of parents had found it easy to obtain the information they needed. In particular this was the case for services related to pregnancy, maternity and babies where 97 per cent of users stated it had been easy to acquire the information, with two-thirds (66 per cent) stating it was very easy.
198. Services related to disability and those relating to relationships recorded notably lower satisfaction levels with ease of obtaining information, with a fifth of users stating that it had not been easy (21 and 20 per cent respectively). The reasons given for this were that there was a lack of information available and poor quality advice (rather than the cost of the information or transportation/finding it difficult to get to services).



199. Figure 3.4 shows the ease of obtaining information across the different support services for both year 1 and 2. Although variation has occurred since the previous year there has only been a significant decrease in the proportion of service users reporting that they had found it easy (very and quite easy) to obtain information on schools, sport and play and teenagers.
200. The base sizes for individual services were generally insufficient to allow detailed analysis by the different sub-groups of parents.

201. Those parents who had not used particular services were asked whether they had actually required information, advice or support from the service within the last 12 months, even though they had not received it. Figure 3.5 illustrates the results overleaf.



202. As was found previously, the vast majority of parents who reported that they had not used a service had not done so as they had not required any information in this area.

3.6 Support for fathers

203. Around a third (30 per cent) of fathers reported that they were likely to attend a local group set up in their area specifically for fathers to discuss parenting issues and socialise with other fathers. This is a significant increase from the previous year when a quarter (25 per cent) of fathers had responded that they would do so.
204. Fathers who were more likely than average to attend a local group included fathers aged 35 and under (37 per cent), those with young children (43 per cent), non-white fathers (61 per cent), fathers who did not speak English as their first language (55 per cent) and fathers who worked part-time (54 per cent) as well as those not working at all (45 per cent).
205. Fathers who were unlikely to attend a local group set up specifically for fathers in their local area were asked why this was. Two-fifths (39 per cent) of fathers said that they did not need to go to such a group; a third (34 per cent) stated it was due to work demands and almost three in ten (27 per cent) reported that it did not interest them. A fifth (22 per cent) of fathers indicated that they already knew enough fathers to socialise with and one in ten (nine per cent) reported it was due to the demands of their children.
206. As was found in year 1, confidence (as defined by the confidence index – see appendix G) was a key determinant in whether fathers would be likely to attend a local group in their area. Those in the higher confidence group (44 per cent) were significantly more likely to

attend than fathers in either the mid confidence group (29 per cent) or those in the low confidence group (24 per cent).

3.7 Segmentation - key findings

Dimension	The Segments	%	Summary	
Service user	<i>Average</i>	72	The least likely segment to have made use of support services was the 'stepping back' segment. Given the nature of this segment, it may be that these parents have less desire or need for using such services.	
	Stepping back	66		
	Separate lives	66		
	Relaxed and caring	80		
	Committed but discontented	82		
Talks to other parents / carers about parenting issues	<i>Average</i>	69	As in year 1, the 'struggling through' segment was one of the groups in need of most support, but made less use of informal support mechanisms. The 'comfortable and confident' segment (as in year 1), along with the 'relaxed and caring' segment were most likely to talk to other parents about parenting issues.	
	Content and self fulfilled	56		
	Struggling through	58		
	Comfortable and confident	79		
	Relaxed and caring	80		
Talks to other family members about parenting issues	<i>Average</i>	79	The 'separate lives' and 'content and self fulfilled' segments were least likely to talk to other family members about parenting issues. As in year 1, the 'family focused' and 'relaxed and caring' segments engaged in more discussions with family.	
	Separate lives	66		
	Content and self fulfilled	68		
	Family focused	83		
	Relaxed and caring	85		
How received information, advice or support	<i>Average (face-to-face contact)</i>	61	The data show some interesting variations in usage patterns amongst the different segments. In part, these reflect each group's propensity to engage with support services generally and also various preferences in the ways that groups choose to interact with services.	
	Content and self fulfilled	46		
	Stepping back	57		
	Committed but discontented	68		
	Comfortable and confident	69		
	- face-to-face			The 'comfortable and confident' segment was most likely to access services via face-to-face and web based means.
		<i>Average (leaflet)</i>	51	
		Committed but discontented	45	
		Separate lives	46	
		Relaxed and caring	55	
- leaflet	Content and self fulfilled	55	The 'committed, but discontented' group were also more likely than average to use face-to-face methods. They were also more likely to use telephone methods. As noted above, this group was most likely to use support services <i>per se</i> . In contrast, the 'content and self fulfilled' group were less likely to use face-to-face and telephone methods and more likely to make use of leaflets.	

- web / internet / e-mail	<i>Average (web/internet/e-mail)</i>	36	Furthermore, the 'stepping back' segment was also less likely to use face-to-face methods of support and more likely to use online methods.
	Struggling through	26	
	Committed but discontented	32	
	Stepping back	40	
	Comfortable and confident	43	
- telephone helpline	<i>Average (telephone helpline)</i>	16	
	Content and self fulfilled	10	
	Family focused	12	
	Committed but discontented	23	
	Separate lives	25	
Likely to attend a group specifically for fathers	<i>Average</i>	30	As in year 1, the 'separate lives' and the 'content and self fulfilled' segments were least likely and the 'family focused' group were most likely to attend a parenting group specifically for fathers. As earlier sections have shown, confidence is an important factor in how likely fathers would be to attend a parenting group, with the low confidence group being the least likely. This supports findings from the year 1 survey.
	Separate lives	13	
	Content and self-fulfilled	15	
	Committed but discontented	42	
	Family focused	44	

4 Confidence in parental support services

Key Findings

- The vast majority of parents felt that the support services they had accessed were useful. In particular, 94 per cent of both parents who had used services offering information and advice on pregnancy, maternity or babies (▼ 1%) and services offering family support (▲2%) felt that they had been of use.
- There continues to be considerable variation across the different services in relation to whether parents felt their parenting skills / confidence had been improved as a result of the service accessed and whether parents felt they had been given the opportunity to provide feedback.
- There has been a significant increase in the proportions reporting that childcare services (66 per cent ▲ 13% SIG) and schools (61 per cent ▲ 15% SIG) have improved their parenting confidence.
- Around four-fifths (82 per cent ▲5% SIG) of parents said they were confident they would know where to go if they needed to obtain information or advice about general or specific parenting issues.
- The vast majority (94 per cent ◆) of parents had been in contact with staff at their child's nursery, school or college within the last year. Two-fifths (41 per cent ▼ 2%) had communicated within the last week, whilst few parents (two per cent (▼ 1%) said there had been no contact in the last year or not at all (three per cent ◆).
- Parents reported having used a large number of different methods (in varying proportions) for obtaining information about their child's progress within the last year. The most popular was parents' evenings (71 per cent ▼ 3%) and the least was text messaging (11%▲5% SIG).
- Despite nearly three quarters of parents reporting that they had attended a parents' evening in the last year, one quarter (25 per cent ▲2%) nonetheless felt that parents' evenings should be used more, whilst 18 per cent (▲4% SIG) felt that greater use could be made of emails and 17 per cent written (▼ 1%) communications.

Key for symbols within Key Findings box:

- ▼ = decrease from year 1
- ▲ = increase from year 1
- ◆ = remained the same as year 1
- SIG = statistically significant difference

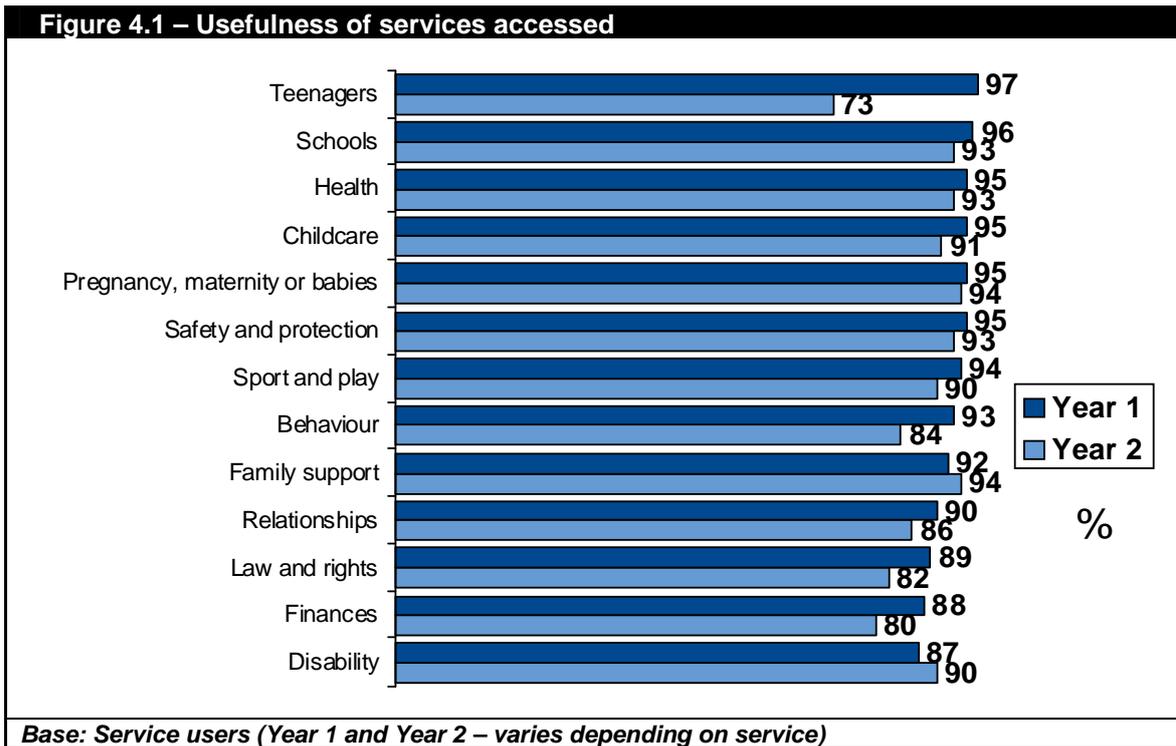
4.1 Introduction

207. This section explores further information on support services and examines parental confidence in these services. Previous sections have already highlighted the importance of confidence in relation to parents' propensity to use both formal and informal support services, as well as more general involvement in their child's learning and development.
208. This section examines the importance of confidence from a further perspective. It investigates the extent to which the support services accessed have successfully managed to instil a sense of confidence in parents. In addition to this, the usefulness of support services is explored; the opportunity for parents to provide feedback, and the knowledge of information and advice sources are also brought into focus. Finally, this chapter examines parental engagement with their child's educational establishment.
209. As noted previously in section 3.1, it is again important to bear in mind that parents were asked to consider their experiences of parental services from a broad, overall perspective and the survey responses will therefore reflect this context.
210. Specifically, this section covers the following key themes:
- Do parents find that the support services they have used have met their needs?
 - Can parents with complex needs obtain the support they require?
 - Have services helped parents to support their children?
 - Have parents been involved in the design and development of services?
 - How confident are parents that the information they need is available?
 - Are schools doing enough to engage parents?

4.2 Whether support services meet parents' needs

4.2.1 Usefulness of support services

211. As displayed in Figure 4.1, and as found previously in year 1, the vast majority of parents felt the support services they had accessed were useful. High levels of usefulness were found across the different support services that parents were asked about. For example, 94 per cent of both parents who had used services offering 'parental advice' on pregnancy, maternity or babies felt they had been of use.
212. Services relating to teenagers received the lowest rating in terms of usefulness. However, almost three-quarters (73 per cent) of parents who had accessed services relating to teenagers did find the services useful.

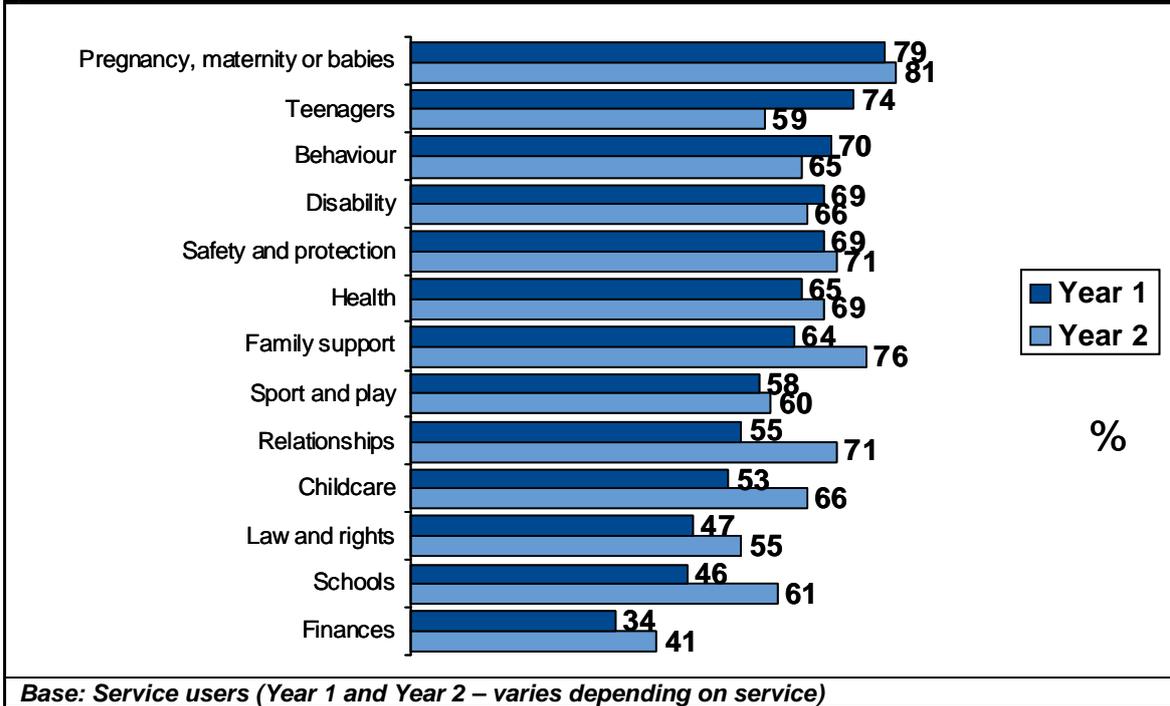


213. As shown in Figure 4.1, some variation in satisfaction levels has occurred across the two years. Due to the small base sizes of individual services the majority of the differences relating to the usefulness of support services are not statistically significant. However, the usefulness of both services relating to teenagers (73 in year 2 versus 97 per cent) and those related to finances (80 in year 2 versus 88 per cent) have significantly decreased.
214. The base sizes of individual services were generally insufficient to allow for detailed analysis by the different sub-groups of parents. Therefore, the findings here need to be treated with caution.

4.2.2 Extent to which support services have improved parental skills / confidence

215. Parents were asked to what extent they felt the information they had accessed had improved their parenting skills/confidence. As shown in Figure 4.2, and as was found previously, there was variation between the different support services. As in year 1, parents who had sought advice on pregnancy, maternity or babies were most likely (81 per cent) to feel that the information they had sought had improved their parenting skills to some extent compared with two-fifths (41 per cent) of parents who sought advice on finances.

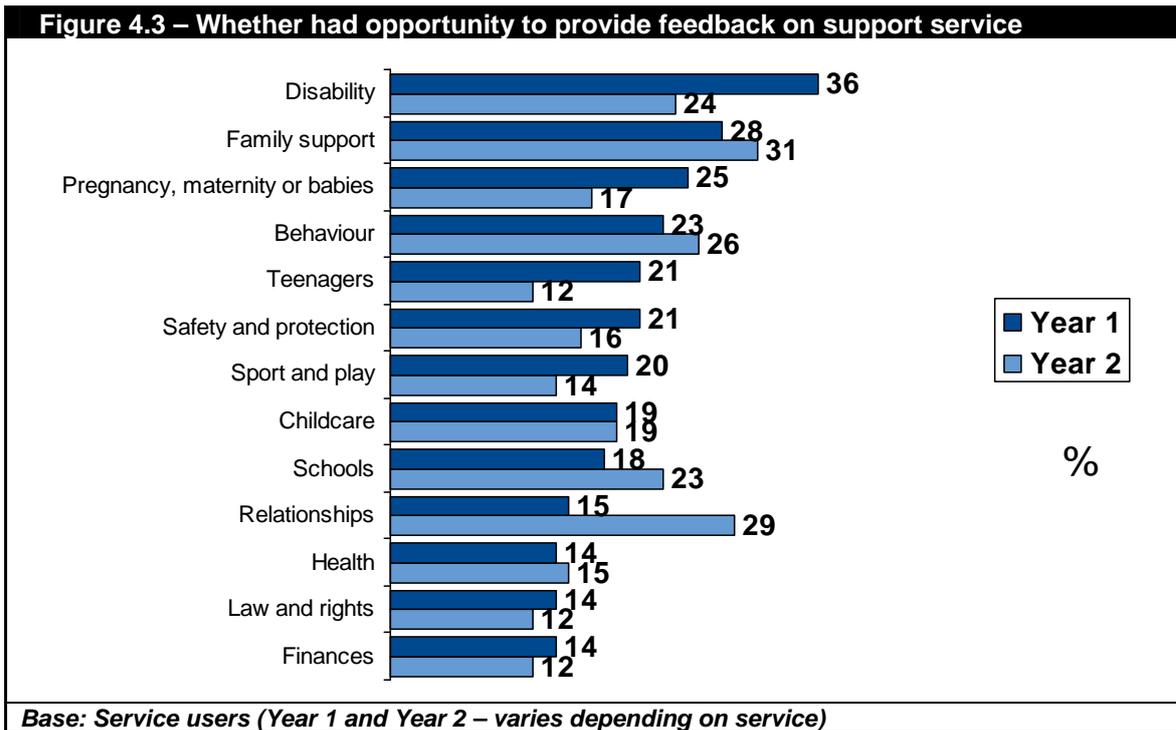
Figure 4.2 – Extent to which information obtained has improved parenting skills / confidence



216. As was found in relation to usefulness, there has also been variation in the proportion of parents that felt the support services they had accessed had improved their parental skills/confidence across the two survey years. Encouragingly, there have been no significant decreases across the support services. For services relating to childcare (66 in year 2 versus 53 per cent) and schools (61 in year 2 versus 46 per cent) there has been a significant increase in the proportion stating the service had improved their parenting skills/confidence to some extent.
217. As mentioned at year 1, although certain support services recorded lower proportions of parents indicating that the information received had enhanced their parenting skills/confidence, this is not necessarily a negative indicator. High levels of satisfaction were recorded across all support services for both ease of obtaining the information and the usefulness of services accessed. Parents may have felt that the information provided by these services (although perceived as useful) did not directly relate to parenting skills/confidence.
218. The base sizes of individual services were generally insufficient to allow for detailed analysis by the different sub-groups of parents.

4.3 Parental feedback on support services

219. Figure 4.3 illustrates the proportion of parents that were given the opportunity to provide feedback on the support services they had accessed. Three in ten (31 per cent) parents who had obtained information on family support were given the opportunity to provide feedback decreasing to around one in ten (12 per cent) for services relating to teenagers, finances and law and rights.



220. None of the differences, shown in Figure 4.3, for the support services across the two years are statistically significant.
221. In summary, support services are offering some opportunities for parents to provide feedback. However, the findings seem to indicate that more could be done to ensure that parents have the opportunity to provide feedback on the services they access. These findings do need to be treated with caution as the data are based on parents' perceptions of the opportunities they have been offered.

4.4 Whether parents are confident they would know where to access information

222. All parents were asked how confident they were that they would know where to go should they need any information or advice about general or specific parenting issues. Four in five parents said that they were confident (82 per cent), with 37 per cent feeling very confident. This reflects an increase from year 1 (77 per cent).
223. Two-thirds (65 per cent) of parents where English was not their first language were confident that they would know where to go should they need information or advice. Other parents who were less likely than average to be confident included: non-white parents (69 per cent) and parents with an illness or disability (76 per cent).
224. As discussed earlier, parents where English was not their first language and non-white parents were also less likely to be service users. One possible explanation is that they are not accessing services due to a lack of confidence in how to access the information or advice in the first instance.

4.5 Parental engagement with child's educational establishment

225. The survey, as well as investigating how confident parents felt in relation to support services, explored parental confidence in the context of engagement with their child's nursery, school or college.

4.5.1 Contact with child's educational establishment

226. Parental contact with their child's educational establishment has shown to be important to children's learning and the development of services delivered by schools. For example, a report on extended services found that a lack of interest or engagement from parents was a challenge faced by many schools and this was cited as a barrier to the development and delivery of extended services.¹⁵
227. The role of 'Parent Support Advisors' in schools has shown improvements in parental engagement with their child's learning, including improved relationships between parents and school, and pupil attendance. Parent Support Advisors (PSAs) working in single schools were expected to focus on early intervention and preventative support for parents and pupils, encompassing developing the Extended Schools agenda around adult and community learning and family learning. The evaluation of PSAs found that impact was judged as positive by over eight out of ten line managers for a range of outcomes including the improvement of parent's engagement with their child's learning, improved relationships between parents and the school and improved pupil attendance. (Lindsay 2009).¹⁶
228. Parents of children who attended a nursery, school or college were asked to state when they last had contact with their child's educational establishment, excluding any general correspondence that the establishment may have sent out.
229. The vast majority (94 per cent) of parents had communicated with their child's educational establishment within the last year. Two-fifths (41 per cent) of parents had been in contact within the last week, with a small proportion stating there had been no contact for more than a year (two per cent) or never (three per cent). These proportions are similar to those found at year 1.
230. Parents less likely to have been in contact within the last week included: fathers (32 versus 48 per cent of mothers); non-resident parents (17 versus 42 per cent of resident parents); parents who work full-time (34 versus 48 per cent working part-time and 49 per cent not working); older parents and those with older children.
231. These parental sub-groups were also less likely to be service users and in the case of fathers, non-resident parents and parents working full-time they were also less likely to

¹⁵ Ipsos MORI (2008), *Extended Schools: Testing the Delivery of the Core Offer in and around Extended Schools*. DCSF Research Report RW037.

¹⁶

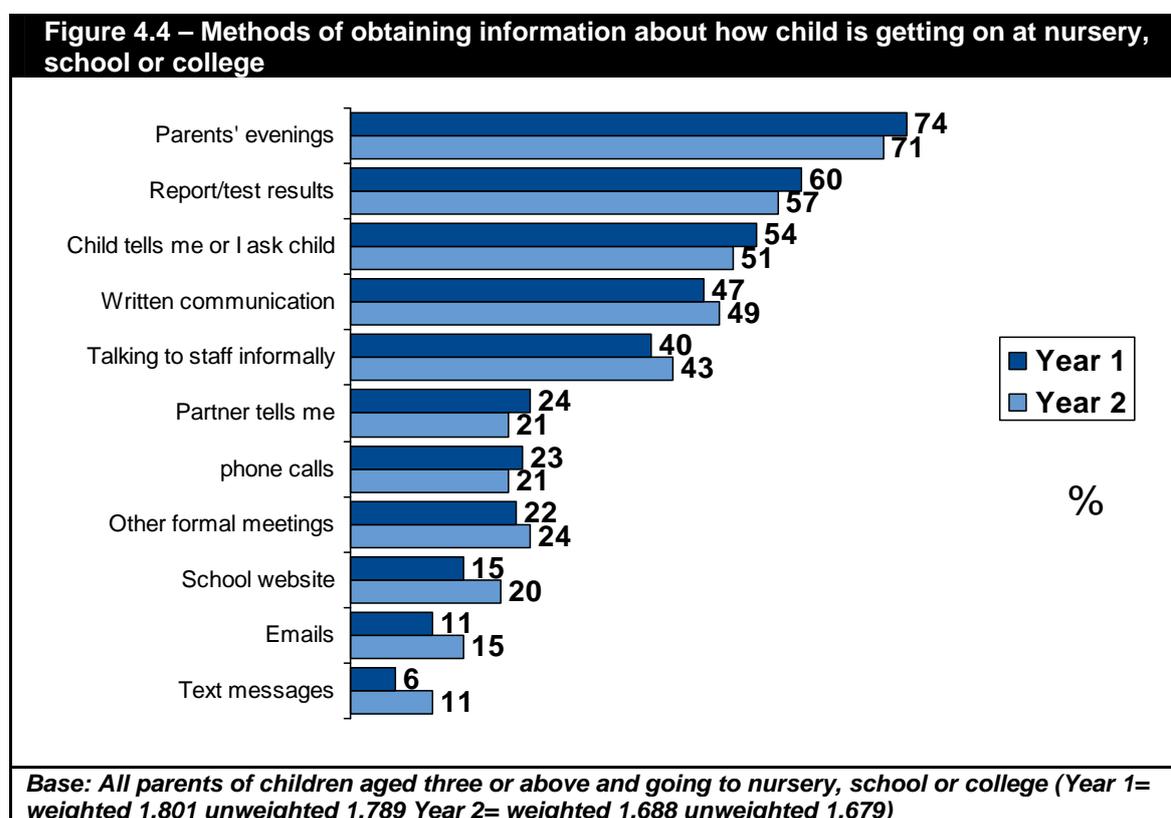
Lindsay, G (2009) *Parent Support Advisor Pilot Evaluation A Guide*. DCSF Research report RR151. <http://www.dcsf.gov.uk/research/data/uploadfiles/DCSF-RR151A.pdf>

have received informal support. Therefore, the findings suggest that these parents are less likely to engage with their child’s development on a number of different levels.

232. Further analysis using the confidence index suggests that confidence is a key factor in how recently parents have had contact with their child’s educational establishment. Parents in the low confidence group were less likely to have been in contact within the last week (28 increasing to 60 per cent for the higher confidence group) and also less likely to have been in contact within the last month (53 increasing to 85 per cent for the higher confidence group). This was also the case in the year 1 survey.

4.5.2 How parents have obtained information about child’s educational development

233. Parents of children attending a nursery, school or college were asked what methods they had used within the last 12 months to obtain information on how their child was getting on. As shown in Figure 4.4, seven in ten parents (71 per cent) said they had received information on how their child was getting on at nursery, school or college from parents’ evenings through to one tenth of parents (11 per cent) who had done so by text message.



234. There has been some variation in the proportion of parents using particular methods across the two years. There has been a significant decrease in the proportion of parents stating that their partner provided them with the information and a significant increase in the use of school websites, emails and text messages.
235. Fathers, non-resident parents, non-white parents, parents who do not speak English as their first language and younger parents were all less likely to have obtained information about how their child was getting on. Fathers and non-resident parents were also less likely to be service users, receive informal support and have had contact with their child’s

educational establishment within the last week. These data support findings from the year 1 survey.

236. Parents of children with SEN and those whose child had an illness or disability were more likely than average to obtain information from their child's educational establishment. They were likely to do so in a number of different ways, in particular parents' evenings, other formal meetings¹⁷ and phone calls.

4.5.3 Methods of communicating information parents feel should be used more

237. As well establishing the methods parents currently use to obtain information about their child's progress, parents were asked which methods they felt their child's educational establishment should use more to communicate information.
238. A quarter (25 per cent) of parents felt that parents' evenings should be used more, despite the fact that seven in ten (71 per cent) parents had attended a parents' evening within the last year. A sixth of parents felt that emails (18 per cent) and written communication (17 per cent) should be used more for communication.
239. Looking more specifically at sub-group differences reveals that:
- Non-white parents were more likely than average to request greater use of parents' evenings (42 per cent), talking to staff informally (22 per cent) and other formal meetings (21 per cent).
 - Parents who did not speak English as their first language were also more likely than average to feel that parents' evenings (44 per cent) and other formal meetings (22 per cent) should be used more. However, they were less likely than average to request more communication via the internet (five per cent).
 - As was found in section 2.2, and in the year 1 survey, fathers were more likely to want greater involvement in their child's schooling. In particular, fathers were more likely than average to request greater use of parents' evenings (28 per cent).
 - Parents aged 35 and under were more likely than average to feel that written communication (22 per cent) and talking to staff informally (23 per cent) should be used more. However, they were less likely to want more email correspondence (14 per cent).
 - In respect of working status, parents who worked full time were more likely than average to respond that email (21 per cent) and report/test results (15 per cent) should be used more to communicate information about how their child was getting on.
 - Parents of children who were ill or disabled were less likely than average to feel parents' evenings (18 per cent) should be used more. However, they were more likely than average to feel that greater use should be made of other formal

¹⁷ The response code 'other formal meetings' formed part of a response list relating to methods of communication from educational establishments, it was included to capture other formal meeting outside of parents evenings.

meetings (22 per cent). Similarly, parents of children with SEN were also more likely to respond that other formal meetings (22 per cent) should be used more to communicate.

4.6 Segmentation - key findings

Dimension	The Segments	%	Summary
Confident would know where to go for information / advice	<i>Average</i>	82	<p>As in year 1, the 'struggling through' segment was least confident they would know where to go for information and advice. As shown in previous chapters, the 'struggling through' segment was less confident in other areas too – e.g. caring for their child and supporting their child's learning.</p> <p>The 'relaxed and caring' segment was most confident (as was the case in year 1). As shown in section 3.7, they were also more likely than average to be service users.</p>
	Struggling through	71	
	Separate lives	78	
	Comfortable and confident	86	
	Relaxed and caring	86	
When last had contact with child's educational setting -within last month	<i>Average (within last month)</i>	69	<p>As in year 1, the 'stepping back' and 'struggling through' segments had less contact with their child's educational establishment in the last week / month. These parents were also less likely to use informal support. This group may need more support to help improve confidence levels.</p>
	Stepping back	54	
	Struggling through	55	
	Relaxed and caring	77	
	Committed but discontented	84	
- within last week	<i>Average (within last week)</i>	41	
	Struggling through	26	
	Stepping back	26	
	Relaxed and caring	52	
	Committed but discontented	60	

Conclusions and Implications for Policy

1. Throughout this report we have both discussed the similarities and differences between the year 1 and year 2 reports whilst highlighting the various implications for policy. In this final section we provide a summary of these areas whilst also drawing on the multivariate analysis that was conducted.

Year 1 and year 2 comparison

2. The overriding theme throughout the report is that there has been little difference between the two years of the survey; the differences that have occurred have been minimal. The year 2 survey has on the whole acted to re-enforce the findings from the year 1 survey. The key differences that were found are detailed below:

Confidence in parenting skills

- The average mean score of the Confidence Index has increased year on year (up from 69 to 70). This represents a statistically significant increase.
- Frustration levels remained consistent across the two years.
- However, as in year 1 non-white parents were least likely to say they found parenting frustrating most or some of the time. Frustration levels for this group have fallen from year 1 (58 down to 48 per cent).
- While parents with an illness or disability, and parents of children with an illness or disability reported last year they were less likely than average to get on well with their child this finding was not supported in the year 2 survey.

Perceived ability of parents to support child's learning

- Although parents of children with SEN had reported last year they were most likely to feel involved in their child's progress through school life in year 1, their involvement in year 2 was comparable to the average.
- Fathers working full-time (in year 2) were more likely than their year 1 counterparts to say they were more involved as were full-time working mothers.
- Last year parents who did not speak English as their first language reported they were less likely than average to feel confident in supporting their child's learning at home; this was not evident in year 2.
- Parents in year 2 who did not speak English as their first language were more likely than their year 1 counterparts to agree that they knew a lot about how to help with their child's education.

Access to parental information and advice services

- There was a significant increase year on year in the proportion of parents who were 'service users' and the proportion of 'heavy' service users (accessing five or more services) also increased across the two years.
- The usage of services related to schools, health, childcare, safety and protections and family support increased.

- There was a decrease in the proportion of service users reporting that they had found it easy to obtain information on schools, sport and play and teenagers.
- There was an increase in the proportion of fathers reporting they were likely to attend a local group to discuss parenting issues and socialise with other fathers.

Confidence in parental support services

- The proportions reporting that childcare services and schools have improved their parenting confidence increased from year 1 to year 2.
- The usefulness of both services relating to teenagers and those related to finances decreased from year 1 to year 2.
- There was an increase in the use of school websites, emails and text messages to obtain information.

Confidence and self-esteem

3. Throughout the report confidence has been explored, especially regarding the implications of both high and low confidence. As in year 1, overall confidence levels reported in the survey were high. However, there are a number of sub-group differences that have been summarised below. In addition, the negative impacts of low confidence have been highlighted
4. Parents who were more likely than average to appear in the low confidence group included:
 - non-resident parents;
 - parents of children aged 16 and older;
 - parents of children with SEN;
 - parents who were or whose child was ill or disabled;
 - lone parents; and
 - fathers.
5. Confidence was found to impact on parents:
 - **enjoyment of parenting** - *parents with low confidence were less likely to find parenting rewarding and less likely get on well with their child whilst they were more likely to state they found parenting frustrating and state that they argued with their child on most days;*
 - **involvement levels** - *parents with low confidence were less likely to report that they were involved in their child's progress through nursery and school life or get involved in helping their child with homework. They were more likely to state their partner was more involved in their child's school life;*

- **behaviour management** – *parents with lower confidence were more likely to say they struggled to control their child's behaviour, experienced tension between them and their partner or had major family rows as a consequence of their child's behaviour.*
6. Improved self esteem and self confidence is a necessary precursor to greater parental involvement in their child's education and involvement levels in general. It will also aid greater enjoyment of parenting and decrease reported difficulties with behaviour management.

Multivariate analysis of confidence

7. Further multivariate analysis was undertaken to unpack confidence levels and explore the parental characteristics that were most significantly associated with high and low levels of confidence. In light of the various sub-group differences detailed throughout this report, it is important to gain this deeper understanding.
8. Further analysis has shown that parents of younger children were most confident. However, confidence levels are also affected by presence of other children in the household. More specifically, **small families with young children were most confident**. Gender also had an important impact – amongst parents of younger children, fathers were least confident. However, amongst parents of older children, this relationship was reversed such that mothers were found to be least confident.
9. This suggests that parents of older children (particularly those in larger families) may need more support. **Further research may also be needed to explore some of the gender differences that seem to be linked to low levels of confidence** amongst parents.

Frustration

10. Two-thirds of parents reported that they found parenting frustrating most or some of the time. As in year 1, the survey found that frustration was affected by both attitudinal and demographic factors.
11. Similar groups as in year 1 were most likely to report that they found parenting frustrating:
- parents of children with SEN;
 - parents in larger families;
 - lone parents.
12. The attitudes of parents that drive frustration include:
- perceived ability to control child's behaviour;
 - frequency argue with child; and the
 - perceived amount of time parent has available for themselves, their partner and child

13. There are a number of policy challenges here. These parents may need **more support and encouragement as well as work to build their parental self-esteem** and confidence. There are possible opportunities for schools to reach out to these parents, although they may require help identifying and supporting them. Additional support might be needed in behaviour management strategies.
14. It is also important to recognise that **the frustrations of parents are likely to centre on individual and personal concerns**. There are obvious limitations to what support services can do to eradicate all of these concerns and further research might be needed to unpack parental frustration further. The survey data show that confident parents are more likely to enjoy parenting and find it less frustrating. This is also likely to be a circular argument to a large extent as frustration affects confidence and a lack of confidence may fuel frustration. However, strategies that help improve confidence may in part help with parental frustration.

Involvement in child's learning

15. Nine in ten parents reported that they felt involved in their child's progress throughout their school life. Nonetheless, a third of parents still stated that they wanted to be more involved in their child's school life.
16. Only a third of parents stated that they were 'always confident' helping their child with their homework.
17. The challenge for educational establishments is to reach out to these parents who desire to be further involved in their child's education and specifically in increasing parents' confidence in helping their child with their homework. There will be the need for flexibility when considering how best to engage and involve different types of parents in their child's school life and helping with homework.
18. For example, evidence from the evaluation of extended services shows that parenting support sessions can provide tools to improve parenting skills and hence the parent-child relationship; skills gained via adult or family learning can increase parents' confidence to engage with their children's education; and in-school services for adults can increase parents' familiarity with the school and teaching staff leading to better home-school relationships (Cummings et al 2005; 2006; 2007).¹⁸

Accessibility of support services

¹⁸ Cummings, Dyson, Papps, Pearson, Raffo and Todd (2005) *Evaluation of the Full Service Extended School Project: End of First Year Report*. DfES Research Report 680
www.dfes.gov.uk/research/data/uploadfiles/RR680.pdf

Cummings, Dyson, Papps, Pearson, Raffo, Tiplady and Todd (2006) *Evaluation of the Full Service Extended Schools Initiative, Second Year: Thematic Papers*. DfES Research Report 795.
www.dfes.gov.uk/research/data/uploadfiles/RR795.pdf

Cummings C, Dyson A, Muijs D, Papps I, Pearson D, Raffo C, Tiplady L and Todd L (2007) *Evaluation of the Full Service Extended Schools Initiative: final report*. DfES Research Report 852:
<http://www.dfes.gov.uk/research/data/uploadfiles/RR852.pdf>

19. The vast **majority of parents who had used parental support services reported that they had found it easy to obtain the information** they required. For the majority of parents there appear to be limited barriers in accessing support services.
20. Non-resident parents, parents of older children, parents who left the education system at an early age, fathers and those who work full-time are less likely to access both formal and informal services. A potential policy challenge will be how to engage and instil these parents with the necessary knowledge and confidence to seek support when needed.

Shaping support services to meet parents' needs

21. Overall, the large majority of parents found the support services they had accessed useful. Parents were less inclined to state that the support services they had accessed had increased their parental skills/ confidence. As discussed in the report, this may simply be the case that parents are looking for information that doesn't directly improve their parenting skills. Nonetheless, should this be the case these support services could look to further assist parents and provide valuable support that links more directly to their parenting skills/confidence.
22. At the moment, there seems to be **limited provision for parents to provide input** on their customer experiences in the form of feedback facilities, so this is an area that could be addressed.

Parents of children with SEN

23. Parents of children with SEN have been mentioned throughout the report as facing particular challenges. As in year 1 these have occurred particularly around behavioural issues. Parents of children with SEN are therefore more likely than average to:
 - argue with their child most days or more than once a week;
 - get on less well with their children; and
 - have problems with their child's obedience.
24. Parents of children with SEN were also more likely to have used support services to obtain information and advice on behaviour issues such as anti-social behaviour, bullying and discipline. Parents of children with SEN reported high levels of involvement in their child's education; they also stated a desire for even greater involvement in the future.
25. **Parents of children with SEN desire both greater involvement and are open to accessing support services for the information they require.** Therefore, there is potential scope for support services to offer greater information and advice to parents of children with SEN and for schools to meet the clear parental desire for further involvement in their child's education.
26. It is important to bear in mind that the research does not examine the type of SEN in more detail. SEN (as defined by the survey) covers a broad spectrum of needs and it is likely that a wide range of differing challenges face parents of children with SEN within the survey. Further research would be necessary to unpack these issues in more detail.

Non-resident parents

27. Engaging non-resident parents in their child's learning and development is a complex issue. Non-resident parents are :

- more likely to appear in the **low confidence group**;
- less likely to **feel involved in their child's progress through school life**;
- less likely to **feel they know how to help with their child's education**; and
- less likely to **access support services**.

28. Non-resident parents were most likely to state that the amount of time they had to spend with their child was nowhere near enough and state that they wanted to be more involved in their child's school life.

29. There is scope for educational establishments and support services to reach out and engage these parents further in both their child's education and the information and support services that exist.

30. As for parents of children with SEN (see above), non-resident parents are likely to be a diverse group with a mix of issues and levels of involvement / engagement. Some of these parents will already have involvement with their child's educational establishment and other support services whilst others will be more marginalised.

Fathers

31. As was reported in the year 1 survey, fathers were found to be:

- less engaged in their child's education than mothers;
- less likely to use both formal and informal support services; and
- more likely to appear in the low confidence group.

32. As shown in figure 2.2 these difference can not be explained by working status. Involvement levels were higher amongst working mothers than working fathers.

33. Fathers were more likely to state that they wanted to be more involved in their child's school life. **The challenge will be for schools to overcome the barriers that some fathers face and understand how to engage fathers in their children's education** (given the desire for involvement that exists).

34. In relation to other support services, around a third of fathers reported that they would be likely to attend a local group set up in their area specifically for fathers to discuss parenting issues and socialise with other fathers.

Appendix A - Parental Opinion Survey comparisons with Parental Involvement in Children's Education (PICE)

	Parental Opinion Survey year 1	Parental Opinion Survey year 2	PICE
	%	%	%
Whether partner is more involved in child's school / nursery / college life			
I am much more involved	23	24	26
I am a little more involved	12	13	15
Equally involved	33	34	31
My partner is a little more involved	15	14	14
My partner is much more involved	17	14	14
Not applicable	*	*	-
<i>Total weighted</i>	1371	1382	4277
<i>Total unweighted</i>	1108	1096	3627
Which ways of communicating feel should be used more by child's school / nursery / college¹			
Parents' evenings	23	25	8
Talking to school / nursery / college staff informally, such as in the playground	12	16	9
Other formal meetings with teachers	15	16	8
School / nursery / college reports / test results	12	13	5
Notes or letters or other written communication	18	17	21
Child tells me or I ask child	5	4	1
The school / nursery / college website	8	9	3
Emails	14	18	16
Text messages	4	8	*
Phone calls from the school / nursery / college	11	10	7
Partner / wife / husband tells me	2	2	*
Don't know	1	1	29
Other (specify)	2	1	1
None of these	8	9	2
<i>Total weighted</i>	1801	1688	4056
<i>Total unweighted</i>	1789	1679	4056
How often help child with their homework			
Every day	12	13	32
Several times a week	14	16	N/A

¹ These comparative findings should be treated with caution due to the differing methodologies employed for the Parental Opinion Survey and PICE.

One or two times a week	26	54	N/A
One or two times a month	13	14	N/A
Less often	11	10	N/A
Most times	N/A	N/A	26
Occasionally	N/A	N/A	31
Never - child never gets homework	4	5	2
Never - child does get homework but parent doesn't help	12	9	2
Never - don't know if child gets homework	1	2	1
Don't know	*	*	1
Depends what it is (Do not read out)	2	2	1
When the child asks for help (Do not read out)	6	5	6
<i>Total weighted</i>	<i>1597</i>	<i>1470</i>	<i>5032</i>
<i>Total unweighted</i>	<i>1567</i>	<i>1472</i>	<i>5032</i>
How confident feel (would feel) helping child with their homework			
Always confident	36	34	33
Confident most of the time	32	36	44
Confident some of the time	18	18	19
Never confident	9	6	1
Depends what it is (Do not read out)	5	4	1
Don't know	1	2	1
<i>Total weighted</i>	<i>1597</i>	<i>1470</i>	<i>5032</i>
<i>Total unweighted</i>	<i>1567</i>	<i>1472</i>	<i>5032</i>

Appendix B - Parental Opinion Survey comparisons with National Survey of Parents and Children (NSPC)

	Parental Opinion Survey year 1	Parental Opinion Survey year 2	NSPC
How involved personally feel in child's progress through school / nursery / college life			
Very involved	40	43	32
Fairly involved	47	46	53
Not very involved	11	10	14
Not at all involved	1	1	1
Don't know	*	*	*
<i>Total weighted</i>	<i>1801</i>	<i>1684</i>	<i>1912</i>
<i>Total unweighted</i>	<i>1789</i>	<i>1673</i>	<i>1889</i>
Whether personally helped child learn basic skills in the last month			
Yes	81	85	92
No	5	4	2
Does not apply yet - too young	14	11	6
Don't know	-	-	-
<i>Total weighted</i>	<i>815</i>	<i>860</i>	<i>697</i>
<i>Total unweighted</i>	<i>843</i>	<i>852</i>	<i>698</i>
I find being a parent rewarding			
Most of the time	84	85	82
Some of the time	15	14	16
Hardly ever	1	1	*
Never	1	1	*
Don't want to answer	*	*	*
<i>Total weighted</i>	<i>2341</i>	<i>2274</i>	<i>2572</i>
<i>Total unweighted</i>	<i>2345</i>	<i>2261</i>	<i>2572</i>
I find being a parent frustrating			
Most of the time	10	10	2
Some of the time	58	56	43
Hardly ever	23	24	36
Never	9	11	17
Don't want to answer	*	*	*
<i>Total weighted</i>	<i>2341</i>	<i>2273</i>	<i>2572</i>
<i>Total unweighted</i>	<i>2345</i>	<i>2261</i>	<i>2572</i>
How often argue with child			
Most days	12	11	10
More than once a week	24	22	38
Less than once a week	23	27	16
Hardly ever	35	33	29

	Parental Opinion Survey year 1	Parental Opinion Survey year 2	NSPC
Never	6	7	5
Don't want to answer	*	1	*
<i>Total weighted</i>	1537	1429	1831
<i>Total unweighted</i>	1513	1432	1816
How well / badly get on with child			
Very well	76	76	76
Fairly well	22	23	21
Fairly badly	1	1	1
Very badly	*	*	*
Don't want to answer	*	*	*
<i>Total weighted</i>	1537	1429	1831
<i>Total unweighted</i>	1513	1432	1816
Statements about when child misbehaves. How often each apply...			
- I generally only get involved when he/she does something really serious			
Always applies	24	22	20
Applies most of the time	15	16	17
Applies some of the time	17	17	19
Rarely applies	21	22	23
Never applies	21	21	17
Don't want to answer	2	2	*
<i>Total weighted</i>	1908	1820	2078
<i>Total unweighted</i>	1907	1814	2071
- How I take action when s/he misbehaves can vary depending on how I am feeling			
Always applies	8	9	5
Applies most of the time	14	10	13
Applies some of the time	31	31	35
Rarely applies	26	27	29
Never applies	20	22	16
Don't want to answer	1	1	1
<i>Total weighted</i>	1908	1820	2078
<i>Total unweighted</i>	1907	1814	2071
- Child knows how I will respond if they do something wrong			
Always applies	45	45	37
Applies most of the time	40	41	42
Applies some of the time	9	9	12
Rarely applies	3	3	5
Never applies	3	2	2
Don't want to answer	1	1	*
<i>Total weighted</i>	1908	1820	2078
<i>Total unweighted</i>	1907	1814	2071

	Parental Opinion Survey year 1	Parental Opinion Survey year 2	NSPC
- I don't always have the time or energy to get involved in handling child's misbehaviour			
Always applies	4	5	3
Applies most of the time	4	5	4
Applies some of the time	13	14	12
Rarely applies	34	33	41
Never applies	44	43	38
Don't want to answer	1	1	*
<i>Total weighted</i>	<i>1908</i>	<i>1820</i>	<i>2078</i>
<i>Total unweighted</i>	<i>1907</i>	<i>1814</i>	<i>2071</i>
- I have clear and consistent rules about how to handle different types of misbehaviour			
Always applies	35	40	27
Applies most of the time	41	36	38
Applies some of the time	12	14	18
Rarely applies	6	5	9
Never applies	5	5	5
Don't want to answer	1	1	*
<i>Total weighted</i>	<i>1908</i>	<i>1820</i>	<i>2078</i>
<i>Total unweighted</i>	<i>1907</i>	<i>1814</i>	<i>2071</i>
In the last 12 months, have any problems with child...			
- affected your mental health (e.g. caused depression)			
Yes, very often in the last 12 months	1	2	1
Yes, a fair amount in the last 12 months	3	2	1
Yes but only occasionally in the last 12 months	8	8	5
No, not at all in the last 12 months	83	82	89
Don't want to answer	2	3	1
<i>Total weighted</i>	<i>2341</i>	<i>2274</i>	<i>2572</i>
<i>Total unweighted</i>	<i>2345</i>	<i>2261</i>	<i>2572</i>
- Caused tension between you and your partner			
Yes, very often in the last 12 months	3	2	2
Yes, a fair amount in the last 12 months	5	5	5
Yes but only occasionally in the last 12 months	29	29	34
No, not at all in the last 12 months	51	53	57
Don't want to answer	3	3	1

	Parental Opinion Survey year 1	Parental Opinion Survey year 2	NSPC
<i>Total weighted</i>	2341	2274	2195
<i>Total unweighted</i>	2345	2261	1801
- Led to family rows			
Yes, very often in the last 12 months	2	2	2
Yes, a fair amount in the last 12 months	3	2	3
Yes but only occasionally in the last 12 months	15	15	16
No, not at all in the last 12 months	75	75	78
Don't want to answer	1	2	*
<i>Total weighted</i>	2341	2274	2572
<i>Total unweighted</i>	2345	2261	2572

Appendix C - Sample design

For comparability purposes, the sample design used in year 2 was an exact replication of the design approach used in year 1. However, all sample selected for the year 1 survey was excluded from the possibility of selection in year 2.

The survey was based on a representative sample of parents and carers of children aged 0-19 in England. The sample consisted of a core sample and a boost sample of parents living in deprived areas. This was designed to ensure adequate coverage of so-called “hard-to-reach” parents who might be over-represented in such areas.

Parent and carer was defined as *parents, step-parents, foster parents and guardians of child(ren) aged 0-19 who were either resident in their household or lived elsewhere.*

The sampling and eligibility criteria for the survey were consistent with the NSPC. The only difference was that non-resident parents were also deemed eligible. Non-resident parents refer to parents who lived at a separate address from their child. To be eligible to participate in the survey, non-resident parents had to have seen their child in the last 12 months or tried to make contact with their child in the last 12 months. This was to ensure that they were able to answer questions about their child which referenced the previous 12 months.

A random probability methodology was adopted, with a sample drawn from the small-user Postcode Address File. At each sampled address a dwelling unit was randomly selected where there was more than one at the address. Before selecting a parent for interview, where necessary the interviewer randomly selected a “parenting unit” from the sampled household. Parenting unit was defined as a set of parents or single parent of a child - households could contain more than one unit if for example there were three generations at an address (e.g. parent with teenage child with a child of their own). Random selection ensured that single parents living in multi-generational households were not under-represented in the survey. Within each parenting unit, where there were two parents, one was randomly selected for interview.

Interviewing was conducted using Computer Assisted Personal Interviewing (CAPI). At the start of the interview, once information about all members of the household was collected, the computer randomly selected a child within the parenting unit to be used as the “reference child” during the interview. As the interview often focused on the parent/child bond, this enabled questions to be asked about one particular child, rather than all children present. Reference children selected covered the full age-range 0-19.

Drawing the sample

DCSF had stressed the importance of ensuring that the survey adequately covered the views and behaviours of so-called “hard to reach” parents and their children. Although there is no clearly defined concept of this group, it was likely that this group will over-represent parents having low levels of engagement with their children’s education and wellbeing, who have low aspirations for themselves and / or their children, and who provide little parental support or guidance. In order to boost these types of households in a sample, we needed to use a demographic indicator to define the areas where we would expect to find a disproportionately high representation of such households. While income is by no means a predictor of this, it is a useful and cost-effective indicator. We therefore decided to draw a boost sample of deprived households in low income areas.

The list of postcode sectors was stratified by GOR, index of multiple deprivation and then proportion of population aged 0-19.

The sampling fraction for the postcode sectors of the 20 per cent most deprived households (based on the index of multiple deprivation) was set differently to the sampling fraction for other postcode sectors, such that, of the 2,300 target interviews the sample size of the 20% most deprived areas would be doubled to c.900.

In total 256 PSUs were sampled from PAF, of which 101 were in the deprived area sample. Within each PSU, 62 addresses were randomly selected to be issued to interviewers. In total 15,872 addresses were issued to interviewers, of which 6,262 were in the deprived area sample.

This aimed to produce 2,300 interviews based on the following assumptions:

Parent sample:

Issued sample = 15,872

8% deadwood (reducing sample to 14,602)

30% of households eligible (reducing sample to 4,381)

55% response (achieving target sample of approx 2,300)

Sample and respondent selection

The research employed a random probability sampling technique. At each sampled address a dwelling unit was randomly selected where there was more than one at the address. Before selecting a parent for interview, where necessary the interviewer randomly selected a “parenting unit” from the sampled household, where a parenting unit was defined as a set of parents or single parent of a child - households could contain more than one unit if for example there were three generations at an address (e.g. parent with teenage child with a child of their own). Random selection ensured single parents living in multi-generational households were not under-represented in the survey. Within each parenting unit, where there were two parents, one was randomly selected for interview.

The selection was made using the Contact sheet issued for each sampled address (see ‘Assignment and contact at addresses’ section below for more details).

The objective of the sampling was to devise procedures which produced a representative sample of households containing children aged 0-19 in England.

Assignments and contact at addresses

Interviewers were allocated an assignment consisting of 62 randomly selected addresses located within the same postcode sector. Every address issued was accounted for on an Address Contact Sheet.

The Contact Sheet includes a ‘Kish grid’ that helped the interviewer perform a manual random selection in instances:

- where an address consisted of more than one dwelling unit;

- where a household contained more than one parenting unit (see section 2.5 for definition);
- or where a parenting unit consisted of more than one parent.

Before contact was attempted at any address in a new assignment, interviewers notified the police that they would be working in the area. This was considered particularly important given the likelihood that some parents or neighbours might be alarmed when asked whether they had any resident children (a necessary step in gauging eligibility for the survey). The name of the police station where registration took place was recorded at the front of the Contact Sheet.

In order to ensure that the greatest possible effort was made to establish household eligibility and achieve an interview with a parent or guardian, interviewers made a minimum of five calls at each address.

All interviewer performance was monitored and interviewers who had not previously worked on a random probability project were accompanied on their first day of fieldwork on the project. Interviewers were furthermore incentivised to achieve a high response rate, by paying a bonus sum for interviews achieved above a minimum threshold level.

Appendix D - Introductory letters

As only a small proportion of households in the randomly selected sample were expected to consist of 0-19 year-old children, it was considered inefficient to send letters introducing the survey to every selected address. Instead, interviewers carried with them introductory letters that explained the aims of the survey, why particular addresses were selected, and the types of questions respondents could expect during the interviews. The documents also provided assurances on confidentiality and the contact names and direct line telephone numbers for DCSF and for TNS-BMRB researchers working on the project.

If interviewers were unable to make contact with any resident despite repeated calls at a given address, they posted letters to that address. Potential respondents wishing to know more about the survey or needing to get a message to an interviewer who has already contacted them had the option to do so by ringing the contact numbers for TNS-BMRB or DCSF.

Colin Stiles
Family Engagement Division,
Department for Children Schools and Families,
Level 1, Sanctuary Buildings,
Great Smith Street,
London,
SW1P 3BT

Dear Sir/Madam,

National Survey of Parents

The government's Department for Children, Schools and Families (DCSF) is conducting a major new survey in order to better understand the characteristics of family life. The survey will help the government to improve the support and services parents need. It will be conducted by an independent research organisation, BMRB Social Research.

Your address has been selected at random from the Post Office's national list of addresses. If you or anyone else in the household has a child aged between 0 and 19 that lives at this household or elsewhere, we would like to interview one parent. To ensure accurate results we rely on voluntary co-operation of people in the selected homes – no-one else can take your place.

An interviewer working on behalf of BMRB will be asking for your assistance with the survey. They will provide identification.

All your answers will be strictly confidential and used only for research purposes. No-one will be able to identify your household from what you tell us.

We thank you for your help. If you have any questions the interviewer will be happy to answer them or you can contact Erica Garnett at BMRB on 020 7656 5717 (erica.garnett@tns-bmr.co.uk). If you are concerned about the authenticity of the survey, please contact me on 0207 783 8121 or e-mail me at colin.stiles@dcsf.gsi.gov.uk.

Yours sincerely,



Colin Stiles
Department for Children, Schools and Families

Appendix E - Questionnaire

Interviews were conducted within the respondents' homes and recorded on the interviewers' laptops using Computer Assisted Personal Interviewing (CAPI). The CAPI system enables the questionnaire to be contained on a laptop computer. The questions appear on the screen and the interviewer enters answers via the keyboard. The advantage of CAPI is that routing from one question to another (which may vary depending on the answers given) is automatic; therefore complex filtering, which would be difficult to administer using a paper questionnaire, is straightforward. Another advantage of CAPI is that data are transmitted via a modem from the interviewer's house to TNS-BMRB head office overnight, so "clean" data are immediately available, omitting the need for the punching and editing stages.

Since much of the content of the questionnaires was personal in nature, privacy was considered important. Where possible, interviewers sat alone in a room with the respondent and administered the questions outside the hearing of other household members.

The questionnaire was divided into two sections: an interviewer-administered section and a smaller self-completion section. For the interviewer-administered section, where respondents were expected to select the answers from a list, the list was presented either as a showcard or on screen (as instructed).

The self-completion section was preceded by a few practice questions intended to familiarise respondents with use of the laptop, and entry of multi-coded or single-coded responses. Interviewers were constantly on hand to help respondents if they made mistakes or could not proceed, and to offer reassurance. Questions designed for self-completion were read out by the interviewer only in exceptional instances, where respondents were happy to continue the interview but refused to use the computer.

Parental Opinion Survey Wave 1 Main Stage Questionnaire

First I'd like to ask you a few questions about your accommodation and who lives here with you.

1. How many people live in this household INCLUDING YOURSELF? [QLIVHOS]
INTERVIEWER: ENTER NUMBER OF PEOPLE IN THE HOUSEHOLD. INCLUDE PEOPLE WHO USUALLY LIVE IN THIS HOUSEHOLD WHO ARE AWAY FOR UNDER 6 MONTHS.

HOUSEHOLD GRID

2. INTERVIEWER: ENTER SELECTED ADULT RESPONDENT'S FIRST NAME - ASK IF NECESSARY [QNAM]

[IF ASKING ABOUT SECOND OR SUBSEQUENT PERSON IN THE HOUSEHOLD]

3. And what is the first name of the next person in your household? [QNAM 2-14]

Note: The names entered in grid are used for text substitution in following questions (NAME). Gender, age and relationship to respondent are asked about every other person in the household.

GENDER OF ALL HOUSEHOLD MEMBERS

4. INTERVIEWER: CODE (RESPONDENTS) GENDER – ASK IF NECESSARY [QSX]

Male 1
Female 2

[IF ASKING ABOUT THE SECOND OR SUBSEQUENT PERSON IN THE HOUSEHOLD]

5. INTERVIEWER: CODE (NAME)'S GENDER – ASK IF NECESSARY [QSX]

Male 1
Female 2

AGE OF ALL HOUSEHOLD MEMBERS

[IF ASKING ABOUT THE FIRST PERSON IN THE HOUSEHOLD]

6. What was your age last birthday? [QAG1]

Don't Know 1
Refused 2

[IF ASKING ABOUT SECOND OR SUBSEQUENT PERSON IN THE HOUSEHOLD]

7. What was (NAME)'s age last birthday? [QAG]

Don't Know 1
Refused 2

IF REFUSE TO GIVE ANY AGE OR DON'T KNOW ANY AGE AT Q6 AND/OR Q7 [IF 1 OR 2 AT QAG1 OR 1 OR 2 AT QAG]

8. Are you/ Is [NAME]... [QAB1 or QAB]

READ OUT BANDS

IF NOT KNOWN, TRY TO GET BEST ESTIMATE

Under 3 1
3-5 2
6-10 3
11-15 4
16-17 5
18-19 6
20-24 7
25-35 8
36-45 9
46-55 10
56-65 11
65+ 12
Don't Know 13
Refused 14

HOUSEHOLD RELATIONSHIPS

ASK FOR SECOND PERSON ONWARDS (ie. NOT RESPONDENT)

9. And what is [NAME's] relationship to you? [QREL]

PROMPT OR CHECK IF NECESSARY: So [NAME] is your...?

SHOWCARD 0

Husband 1
Wife 2
Partner 3
Son 4
Daughter 5
Step-son 6
Step-daughter 7
Adopted son 8
Adopted daughter 9
Foster son 10
Foster daughter 11
Grandson 12
Granddaughter 13
Brother 14
Sister 15
Biological father 16
Adoptive father 17
Step-father 18
Foster father 19
Biological mother 20
Adoptive mother 21
Step-mother 22
Foster mother 23
Mother's unmarried partner 24
Father's unmarried partner 25
Grandfather 26

Grandmother 27
 Other relative (OPEN) 28
 Other non-relative (OPEN) 29
 Don't Know 30
 Refused 31

[END OF HOUSEHOLD GRID]

10. Is there anyone else who normally lives here with you, that is people that may be away at the moment? [QANYELS]

Yes 1
 No 2
 Don't know 3
 Refused 4

IF THERE OTHERS WHO NORMALLY LIVE IN HOUSEHOLD BUT ARE AWAY AT MOMENT [IF 1 AT QANYELS]

11. And how many other people are away at the moment who normally live in the household? [QNUMELS]

INTERVIEWER: ENTER NUMBER OF PEOPLE

12. ENTER NAME OF EACH ADDITIONAL PERSON [QNAW]

PERSON 1, 2, 3 ETC?

13. And what is [NAME's] relationship to you? [QREA]
 PROMPT OR CHECK IF NECESSARY: So [NAME] is your...?
 SHOWCARD 0

Husband 1
 Wife 2
 Partner 3
 Son 4
 Daughter 5
 Step-son 6
 Step-daughter 7
 Adopted son 8
 Adopted daughter 9
 Foster son 10
 Foster daughter 11
 Grandson 12
 Granddaughter 13
 Brother 14
 Sister 15
 Biological father 16
 Adoptive father 17
 Step-father 18
 Foster father 19
 Biological mother 20
 Adoptive mother 21
 Step-mother 22
 Foster mother 23
 Mother's unmarried partner 24
 Father's unmarried partner 25

- Grandfather 26
- Grandmother 27
- Other relative (OPEN) 28
- Other non-relative (OPEN) 29
- Don't Know 30
- Refused 31

14. Please could you tell me where <NAME> currently is at present? [QWHE]
Please read out the relevant number from this card. SHOWCARD 1
CODE ONE ONLY

- Away with work / business (including armed forces) 1
- Student accommodation / college / university 2
- Prison 3
- Travelling 4
- Other (specify) 5
- Don't know 6
- Refused 7

IF THERE IS ONE CHILD IN HOUSEHOLD THAT RESPONDENT PARENT/CARER OF THEN THEY WILL BE SELECTED AS REFERENCE CHILD FOR SURVEY. [IF (<20 AT QAG OR 1-6 AT QAB) AND 3-10 AT QREL].

IF MORE THAN ONE ELIGIBLE CHILD ESTABLISHED THEN CAPI QUESTIONNAIRE SOFTWARE WILL AUTOMATICALLY SELECT A REFERENCE CHILD FOR THE SURVEY.

ABSENT CHILDREN

IF NO CHILDREN AGED 0-19 AT Q7 OR Q8 [IF AGE NOT < 20 AT QAG OR NOT = 1-6 AT QAB]

15. How many children aged 0-19 do you have who do not live in this household?
[QABSPAR]

ENTER NUMBER OF CHILDREN

REPEAT Q16-Q23 FOR EACH OF RESPONDENTS CHILDREN THAT DOES NOT LIVE IN HOUSELD

16. What is the name of the first child aged 0-19 who does not live in this household? [QNAC]

17. INTERVIEWER: CODE (NAME)'S GENDER – ASK IF NECESSARY
[QASX]

- Male 1
- Female 2

18. What was (NAME)'s age last birthday? [QAA]

- Don't Know 1
- Refused 2

IF DON'T KNOW AGE / REFUSED AGE AT 18 [IF 1 OR 2 AT QAA]

19. Is [NAME]... [QAAB]

READ OUT BANDS

IF NOT KNOWN, TRY TO GET BEST ESTIMATE

- Under 3 1
- 3-5 2
- 6-10 3
- 11-15 4
- 16-17 5
- 18-19 6
- Don't Know 7
- Refused 8

20. And what is (NAME)'s relationship to you? [QARE]
 PROMPT OR CHECK IF NECESSARY: So [NAME] is your...?
 SHOWCARD 2

- Son 1
- Daughter 2
- Step-son 3
- Step-daughter 4
- Adopted son 5
- Adopted daughter 6
- Foster son 7
- Foster daughter 8
- Other (OPEN) 9
- Refused 10
- Don't know 11

21. Have you seen [name] in the last 12 months? [QASE]

- Yes 1
- No 2
- Refused 3
- Don't know 4

IF NOT SEEN CHILD IN LAST 12 MONTHS AT Q21 [IF 2 AT QASE]

22. Are you trying to maintain frequent contact with [name]? [QATR]

- Yes 1
- No 2
- Refused 3
- Don't know 4

IF TRYING TO MAKE CONTACT AT Q22 [IF 1 AT QATR]

23. And have you tried to make contact or tried to get access to see [name] in the last 12 months? [QA12]

- Yes 1
- No 2
- Refused 3
- Don't know 4

IF RESPONDENT HAS ONE ELIGIBLE ABSENT CHILD (1 AT Q21 OR 1 AT Q23) THEN THAT CHILD WILL BE SELECTED AS REFERENCE CHILD FOR SURVEY. [IF 1 AT QABSPAR AND (<20 AT QAA OR 1-6 AT QAAB) AND 1-8 AT QARE AND (1 AT QASE AND 1 AT QA12)].

IF MORE THAN ONE ELIGIBLE CHILD ESTABLISHED THEN CAPI QUESTIONNAIRE SOFTWARE WILL AUTOMATICALLY SELECT A REFERENCE CHILD FOR THE SURVEY. [IF > 1 AT QABSPAR AND (<20 AT QAA OR 1-6 AT QAAB) AND 1-8 AT QARE AND (1 AT QASE AND 1 AT QA12)].

SELECTED CHILD STATUS

IF SELECTED CHILD IS OLDER THAN TWO YEARS OF AGE AT Q7 OR Q8 OR Q18 OR Q19 [IF >2 AT QAG OR 3-6 AT QAB >2 AT QAA OR 2-6 AT QAAB]

24. Can I just check what [CYP] is doing at present? [QCHIDOI]

SHOW CARD 3

IF 2 OR MORE ACTIVITIES, CODE HIGHEST ON LIST

Going to nursery/pre-school (include local authority and private day nurseries) 1

Going to school (including on holiday) 2

Going to sixth form college (including on holiday) 3

Going to college of Further Education/ FE (including on holiday) 4

Going to university/ higher education institute (including on holiday) 5

Being home-educated 6

In paid employment or self-employed (or temporarily away, eg. on holiday or sick leave) 7

On a Government scheme for employment training 8

Doing unpaid work for a business that you/he/she own(s), or that a relative owns 9

Waiting to take up paid work already obtained 10

Looking for paid work or a Government training scheme 11

Intending to look for work but prevented by temporary sickness or injury 12

Permanently unable to work because of long-term sickness or disability 13

Looking after home or family 14

Doing something else 15

Don't Know 16

IF SELECTED CHILD IS IN SCHOOL / SIXTH FORM COLLEGE / FURTHER EDUCATION COLLEGE AT Q24 [IF 2 AT QCHIDOI OR 3 AT QCHIDOI OR 4 AT QCHIDOI]

25. Does [CYP]'s [school/college] charge fees for educating children? [QCHARFE]

IF SCHOOL FEES ARE PAID (EG. SCHOLARSHIP), CODE AS

YES

Yes 1

No 2

Don't know 3

26. Can you tell me what year [CYP] is in at school? [QCYEAR]

ENTER 1 FOR YEAR 1, 2 FOR YEAR 2 ETC. ENTER 0 FOR RECEPTION YEAR (YEAR ZERO).

Don't know 1

Refused 2

RESPONDENT MARITAL STATUS

27. What is your current marital status? Are you... [QMARSTA]
READ OUT AND SHOW SCREEN. CODE FIRST ANSWER.

- Married 1
- Unmarried but living with a partner 2
- Separated 3
- Divorced 4
- Widowed 5
- Single (Never married) 6
- Civil partnership 7
- (DO NOT READ OUT) Refused 8

IF CIVIL PARTNERSHIP AT Q27 [IF 7 AT QMARSTA]

28. INTERVIEWER: YOU HAVE CODED THAT THE RESPONDENT IS IN A CIVIL PARTNERSHIP WHICH WOULD MEAN THAT THEY ARE IN A SAME SEX RELATIONSHIP. IS THE RESPONDENT IN A SAME SEX RELATIONSHIP? [QSAMSEX]

- Yes 1
- No 2

IF CIVIL PARTNERSHIP AT Q27 AND IN SAME SEX RELATIONSHIP AT Q28 [IF 7 AT QMARSTA AND 1 AT QSAMSEX]

29. RECORD: INTERVIEWER: DOES THE RESPONDENT'S PARTNER LIVE IN THIS HOUSEHOLD? [QPARLIV]

- Yes 1
- No 2
- Don't Know 3
- Refused 4

SEGMENTATION QUESTIONS [QUESTIONS IN THIS SUB-SECTION WILL ENABLE US TO REPLICATE SEGMENTS FROM SEGMENTATION SURVEY]

30. Please could you tell me how much you agree or disagree with the following statements. [QDOI] (SEG)

- It's important my family thinks I'm doing well
- In general I feel very positive about myself

- Definitely agree 1
- Tend to agree 2
- Neither agree nor disagree 3
- Tend to disagree 4
- Definitely disagree 5
- Don't know 6

31. Please tell me to what extent you are satisfied or dissatisfied with the following aspects of your current situation. [QCUR] (SEG)

SHOW SCREEN FOR EACH ITEM. CODE NOT APPLICABLE IF NOT RELEVANT TO RESPONDENT

- My health
- My home
- My relationship (IF HAVE PARTNER)

- My job
- The amount of “me” time I have
- My children’s behaviour
- The area I live in
- The amount of time my partner and I are able to spend together without the children (IF HAVE PARTNER)
- My life overall

Very satisfied 1
 Fairly satisfied 2
 Neither satisfied nor dissatisfied 3
 Fairly dissatisfied 4
 Very dissatisfied 5
 Don’t want to answer 6
 Not applicable 7

32. I’m now going to read out some things people have said about training and qualifications. For each of these I would like you to tell me how much you agree or disagree... [QTRA] (SEG)

- Spending money on education or learning is an investment for a child’s future life
- How well [CYP] does at school (IF NOT AT SCHOOL: did at school) will affect how well s/he does in life

Strongly agree 1
 Agree 2
 Neither agree nor disagree 3
 Disagree 4
 Strongly disagree 5
 Don’t know 6

33. Now thinking more generally about being a parent, please tell me whether you agree or disagree with the following statements? [QAGR] (SEG)
 RANDOMISE

- You worry about what YOU will do once your children (your child) leave(s) home
- If both parents work full-time when children are little, they will miss out on seeing them grow and develop
- Its usually better if one parent can look after the child themselves all the time
- Money is the best measure of success

Strongly agree 1
 Agree 2
 Neither agree nor disagree 3
 Disagree 4
 Strongly disagree 5
 Don’t know 6

34. The next question is about the different sorts of feelings parents might have when (CYP 0-5 caring for young children) (CYP 5-19 they are with their children). Please say which is closest to how you feel. [QCLOFEE] (SEG)

- When I am not with [CYP] I find myself thinking about him/her

- Almost all the time 1
- Most of the time 2
- Some of the time 3
- Occasionally 4
- Very rarely 5
- Or never? 6
- Can't say 7

PARENTAL ENGAGEMENT WITH CHILDREN'S LEARNING

IF SELECTED CHILD IS OLDER THAN TWO YEARS OF AGE AT Q7 OR Q8 OR Q18 OR Q19 AND GOING TO NURSERY/PRE-SCHOOL OR SCHOOL OR SIXTH FORM COLLEGE OR COLLEGE OF FURTHER EDUCATION AT Q24 [IF (>2 AT QAG OR 3-6 AT QAB >2 AT QAA OR 2-6 AT QAAB) AND 1-4 AT QCHIDO]

INVOLVEMENT WITH SCHOOL

35. How involved do you personally feel in [CYP's] progress through [school/nursery/college] life? (*Read out*) [QINVFEE] (SEG)

- Very involved 1
- Fairly involved 2
- Not very involved 3
- Not at all involved 4
- Don't know 5

IF MARRIED OR LIVING WITH PARTNER AT Q27 OR CIVIL PARTNERSHIP AT Q27 AND PARTNER LIVES IN HOUSEHOLD AT Q29 [IF 1 OR 2 AT QMARSTA OR (7 AT QMARSTA AND 1 AT QPARLIV)]

36. And overall, would you say that you or your partner is more involved in [CYP's] [school/nursery/college] life? [QPARMOR] (PICE)
DO NOT READ OUT OR SHOW SCREEN.
PROBE – AND IS THAT MUCH MORE, OR A LITTLE MORE?

- I am much more involved 1
- I am a little more involved 2
- Equally involved 3
- My partner is a little more involved 4
- My partner is much more involved 5
- Not applicable 6

37. And would you like to be more or less involved (in [CYP's] [school/nursery/college] life)? [QPARMO2]

- More involved 1
- Less involved 2
- Happy with current level of involvement 3

IF SELECTED CHILD IS OLDER THAN TWO YEARS OF AGE AT Q7 OR Q8 OR Q18 OR Q19 AND GOING TO NURSERY/PRE-SCHOOL OR SCHOOL OR SIXTH FORM COLLEGE OR COLLEGE OF FURTHER EDUCATION AT Q24 [IF (>2 AT QAG OR 3-6 AT QAB >2 AT QAA OR 2-6 AT QAAB) AND 1-4 AT QCHIDO!]

38. And when did you last have contact with [CYP's] [school/nursery/college]? By this, I mean any face to face or telephone discussions you have had with school staff, or communication by letter or email that you have sent or replied to. I am not referring to any general correspondence that the school has sent to parents.
[QRECON]

- Within the last week 1
- Within the last fortnight 2
- Within the last month 3
- Within the last 2 months 4
- 3 to 5 months 5
- 6 months up to a year 6
- Longer ago 7
- DO NOT READ OUT: Never 8
- Don't know 9

39. In the last 12 months, which, if any, of the following ways have you used to get information about how <CYP> is getting on at <school/nursery/college>?
[QINFSCH] (PICE)
SHOW SCREEN. CODE ALL THAT APPLY.

- Parents' evenings 1
- Talking to <school/nursery/college> staff informally, such as in the playground 2
- Other formal meetings with teachers 3
- From <school/nursery/college> reports / Test results 4
- Notes or letters from <school/nursery/college> or other written communication 5
- Child tells me or I ask child 6
- The <school/nursery/college> website 7
- Emails 8
- Text messages 9
- Phone calls from the <school/nursery/college> 10
- Partner / wife / husband tells me 11
- Don't know 12
- Other (specify) 13

40. And which ways of communicating information do you feel should be used more by <CYP's> [school/nursery/college]? [QSCHCOM] (PICE)
MULTI-CODED. DO NOT READ OUT OR SHOW SCREEN.

- Parents' evenings 1
- Talking to <school/nursery/college> staff informally, such as in the playground 2
- Other formal meetings with teachers 3
- <school/nursery/college> reports / Test results 4
- Notes or letters from <school/nursery/college> or other written communication 5
- Child tells me or I ask child 6
- The <school/nursery/college> website 7
- Emails 8
- Text messages 9

- Phone calls from the <school/nursery/college> 10
- Partner / wife / husband tells me 11
- Don't know 12
- Other (specify) 13
- None of these 14

IF SELECTED CHILD IS OLDER THAN TWO YEARS OF AGE AT Q7 OR Q8 OR Q18 OR Q19 AND GOING TO NURSERY/PRE-SCHOOL OR SCHOOL AT Q24 [IF (>2 AT QAG OR 3-6 AT QAB >2 AT QAA OR 2-6 AT QAAB) AND 1-4 AT QCHIDO]

41. Please could you tell me how much you agree or disagree with each of the following statements. [QCON]
READ OUT. RANDOMISE LIST.

- CYP's [nursery/school] keeps me informed on what he/she is doing there
- CYP's [nursery/school] keeps me informed on how his/her learning and development will move forward
- I know how to support CYP with his/her learning and development

- Strongly agree 1
- Slightly agree 2
- Neither agree nor disagree 3
- Slightly disagree 4
- Strongly disagree 5
- Don't know 6

42. I have received assistance from CYP's [Nursery/School] which helps me support him/her with his/her learning and development within the last...
READ OUT. CODE ONE ONLY.

- Week
- Two weeks
- Month
- Six months
- Year
- Never
- Don't know

43. Information (IF NECESSARY MENTION - written, spoken, online, via child) or materials from CYP's [nursery/school] have helped me do something new to help with his/her learning and development in the last...
READ OUT. CODE ONE ONLY.

- Week
- Two weeks
- Month
- Six months
- Year
- Never
- Don't know

MORE DETAILED INVOLVEMENT

IF SELECTED CHILD IS UNDER SIX YEARS OF AGE AT Q7 OR Q8 OR Q18 OR Q19 [IF <6 AT QAG OR 1 OR AT QAB >2 AT QAA OR 1 OR 2 AT QAAB]

44. In the last month, have you personally helped [CYP] learn basic skills, such as shapes, sizes, colours, numbers or the alphabet? [QBASKIL] (SEG)
READ OUT AND CODE ONE ONLY

Yes 1
No 2
Does not apply yet – too young 3
Don't know 4

ASK ALL

45. How often do you... [QACT] (MCS)
SHOW SCREEN FOR EACH STATEMENT

- read to <CYP>?
- do musical activities with <CYP>?
- play sports or physically active games with <CYP>?
- play with toys or games indoors with <CYP>?
- take <CYP> to the park or an outdoor playground?

Every day 1
Several times a week 2
One or two times a week 3
One or two times a month 4
Less often 5
Never 5
Does not apply – too young/old 6

IF SELECTED CHILD IS OLDER THAN TWO YEARS OF AGE AT Q7 OR Q8 OR Q18 OR Q19 AND GOING TO SCHOOL OR SIXTH FORM COLLEGE OR COLLEGE OF FURTHER EDUCATION AT Q24 [IF (>2 AT QAG OR 3-6 AT QAB >2 AT QAA OR 2-6 AT QAAB) AND 2-4 AT QCHIDO]

46. How often do you help [CYP] with his/her homework, if at all? *if never, probe: Is that because [CYP] never gets homework or they get it but you don't help? (Read out)* [QHOMWO] (PICE)

Every day 1
Several times a week 2
One or two times a week 3
One or two times a month 4
Less often 5
Never – child never gets homework 6
Never – child does get homework but parent doesn't help 7
Never – don't know if child gets homework 8
Don't Know 9
(Do not read out) Depends what it is 10
(Do not read out) When the child asks for help 11

47. How confident do you (if 'never': would you) feel helping [CYP] with their homework? *Read out and code most appropriate answer* [QCONHOM] (PICE)

- Always confident 1
- Confident most of the time 2
- Confident some of the time 3
- Never confident 4
- (Do not read out) Depends what it is 5
- Don't Know 6

GENERAL INVOLVEMENT

48. Please could you tell me how far you agree or disagree with each of the following statements. [QCON]
 READ OUT. RANDOMISE LIST.

ASK ALL

- I feel confident in my ability to support [CYP's] learning and development
- I would like to be more involved in [CYP's] learning and development

IF SELECTED CHILD IS OLDER THAN TWO YEARS OF AGE AT Q7 OR Q8 OR Q18 OR Q19 AND GOING TO NURSERY/PRE-SCHOOL OR SCHOOL OR SIXTH FORM COLLEGE OR COLLEGE OF FURTHER EDUCATION AT Q24 [IF (>2 AT QAG OR 3-6 AT QAB >2 AT QAA OR 2-6 AT QAAB) AND 1-4 AT QCHIDO]

- <CYP>'s [school/nursery/college] makes it easy for me to be involved in my child's education
- <CYP>'s [school/nursery/college] gives me clear information on how my child is getting on
- If you talk too often to people in charge at [CYP]'s [school/nursery/college], you are labelled a trouble maker
- You know a lot about how you can help with [CYP]'s education

- Strongly agree 1
- Slightly agree 2
- Neither agree nor disagree 3
- Slightly disagree 4
- Strongly disagree 5
- Don't know 6

ASK ALL

49. And how do you feel about the amount of time you have available to spend with [CYP] in general? [QAMTIM2] (MCS - adapted)
 READ OUT AND CODE ONE ONLY.

- Too much time - it interferes with other things I need/want to do 1
- About the right amount of time 2
- Not quite enough 3
- Nowhere near enough 4
- Don't know 5

INFORMATION / ADVICE AND CONFIDENCE IN SUPPORT SERVICES

Next, I'm going to ask you about different types of information and advice that you may have received on 'parenting issues' in the last 12 months.

PARENTING INFORMATION / ADVICE SERVICES RESPONDENTS HAVE USED OR WOULD USE IN THE FUTURE

ASK ALL

50. Parents can access information, advice or support from a number of different services. In the last 12 months, have you used services to get information, advice or support in any of the following areas? [QINFAD1] SHOW SCREEN AND CODE ALL THAT APPLY

- Information or advice on pregnancy, maternity or babies (e.g. ante-natal, birth, paternity, support groups, advice on feeding, development or health) 1
- Information or advice on childcare (e.g. childminders, nurseries, out of school clubs) Do not include use of childcare, we are interested in whether you have received information or advice about it 2
- Information or advice on disability (e.g. long-standing health condition or illness, learning disabilities, special educational needs) 3
- Information or advice on Health (e.g. children's illnesses, immunisation, healthy eating, mental health and NOT including any long-standing health condition or illness) Do not include routine doctors visits, we are interested in advice or information sought on health 4
- None of the above 5

51.And have you received information, advice or support in any of the following areas in the last 12 months? [QINFAD2] SHOW SCREEN AND CODE ALL THAT APPLY

- Information or advice on finances (e.g. debts, loans, student finances) 1
- Information or advice on law and rights (e.g. education law, family law, parents' rights, maternity/paternity) 2
- Information or advice on relationships (e.g. counselling, teenagers, divorce, separation) 3
- Information or advice on family support (e.g. bereavement, adoption, fostering, emotional support, parenting support / classes) 4
- Information or advice on safety and protection (e.g. child protection, home safety, internet safety) 5
- None of the above 6

52.Next, have you received information, advice or support in any of the following areas in the last 12 months? [QINFAD3] SHOW SCREEN AND CODE ALL THAT APPLY

- Information or advice on schools (e.g. admissions, attendance, moving schools) 1
- Information or advice on teenagers (e.g. sex education, smoking, drugs and alcohol, teenage pregnancy) 2
- Information or advice on behaviour (e.g. anti-social behaviour, bullying, discipline) 3
- Information or advice on sport and play (e.g. activities or facilities for babies, children or young people) 4
- None of the above 5

NOT CONTACTED / USED SERVICES

53. You said that you did not receive information or advice in the following areas.
Have you needed information or advice in any of these areas in the last 12 months? [QINFNOT]

SHOW SCREEN AND CODE ALL THAT APPLY

CAPI – SHOW RESPONSES NOT MENTIONED AT Q50, Q51 AND Q52
(QINFAD1, QINFAD2 AND QINFAD3)

Not needed any information, advice or support

SERVICE / INFORMATION USERS

IF USED AT LEAST ONE SERVICE

Thinking of [all] the area[s] where you have received information, advice and guidance

54. Who provided this information, advice or support?? [QORG]

SHOW SCREEN. CODE ALL THAT APPLY.

- Health Visitor 1
- Childcare Provider 2
- Nursery or pre-school 3
- School 4
- College or University 5
- Local authority / Local council 6
- Local authority Family Information Service 7
- Local GP's surgery 9
- Classes about parenting or parenting support 10
- Local authority Children's Centre 11
- Charity 12
- Friend/Relative 13
- Internet 14
- Other (specify) 15
- Don't know 16

55. And in which of the following way(s) did you receive this information, advice or support? [QWHA]

SHOW SCREEN. CODE ALL THAT APPLY.

PROBE FULLY: How else?

- Face to face
- Leaflets
- Fact sheets
- Books
- Telephone helpline / advice line
- Library
- Classes about parenting or parenting support
- Parenting advice session
- Browsed website for information
- Received information through an email service
- Received information through discussion in a chatroom

Received information through instant messaging
Other (specify)
Don't Know

IF USED Telephone helpline / advice line AT Q55

56. What was the name(s) of the telephone helpline(s) / advice line(s) that you used?

Don't know

Q57 – Q61 ASKED FOR EACH AREA AT Q50, Q51 AND Q52 (QINFAD1, QINFAD2 AND QINFAD3) THAT RESPONDENT USED TO GET INFORMATION, ADVICE OR SUPPORT

IF MORE THAN THREE AREAS SELECTED AT Q50, Q51 and Q52 (QINFAD1, QINFAD2 AND QINFAD3), CAPI COMPUTER TO RANDOMLY SELECT 3 AREAS

Now thinking about [the/each] service you used or contacted in the last 12 months.

WORDING FOR FIRST SERVICE USED

57. How easy was it to get the information that you needed for <area>? [QEAS]

Very easy 1
Quite easy 2
Not very easy 3
Not at all easy 4
Don't know 5
Refused 6

WORDING FOR SECOND SERVICE USED

And how easy was it to get the information that you needed for <additional area>?

Very easy 1
Quite easy 2
Not very easy 3
Not at all easy 4
Don't know 5
Refused 6

WORDING FOR THIRD SERVICE USED

And what about <additional area>?

Very easy 1
Quite easy 2
Not very easy 3
Not at all easy 4
Don't know 5
Refused 6

IF NOT VERY EASY / NOT ALL EASY AT Q57 [IF 3 OR 4 AT QEAS]

58. What barriers did you face in getting the information on <area>? PROBE: In what way did you find it difficult? [QBAR]

- Lack of information, advice or services available 1
- Poor quality advice, information or service 2
- Cost of information, advice or services 3
- Transport / difficult to get to services 4
- Other (specify) 5
- Don't know 6

WORDING FOR SECOND SERVICE USED (If info not easy to come by)

And what barriers did you face in getting the information on <additional area>? PROBE: In what way did you find it difficult? [QBAR]

- Lack of information, advice or services available 1
- Poor quality advice, information or service 2
- Cost of information, advice or services 3
- Transport / difficult to get to services 4
- Other (specify) 5
- Don't know 6

WORDING FOR THIRD SERVICE USED (If info not easy to come by)

And what about <additional area>?

- Lack of information, advice or services available 1
- Poor quality advice, information or service 2
- Cost of information, advice or services 3
- Transport / difficult to get to services 4
- Other (specify) 5
- Don't know 6

59. How useful did you find the information, advice or support for <area>? [QUSA]

- Very useful 1
- Quite useful 2
- Not very useful 3
- Not at all useful 4
- Don't know 5
- Refused 6

WORDING FOR SECOND SERVICE USED

And how useful did you find the information, advice or support for <additional area>?

IF NECESSARY: How useful did you find information, advice or support for <additional area>?

- Very useful 1
- Quite useful 2
- Not very useful 3
- Not at all useful 4
- Don't know 5
- Refused 6

WORDING FOR THIRD SERVICE USED

And what about <additional area>?

- Very useful 1
- Quite useful 2
- Not very useful 3
- Not at all useful 4
- Don't know 5
- Refused 6

60. And to what extent do you think the information, advice or support you received for <area> has helped to improve your parenting skills or confidence? [QEXT]
 READ OUT

- A lot 1
- A little 2
- Not at all 3
- Not applicable / not trying to improve skills / confidence (DO NOT READ OUT) 4
- Don't know 5

WORDING FOR SECOND SERVICE USED

And to what extent do you think the information, advice or support you received for <additional area> has helped to improve your parenting skills or confidence?
 READ OUT

- A lot 1
- A little 2
- Not at all 3
- Not applicable / not trying to improve skills / confidence (DO NOT READ OUT) 4
- Don't know 5

WORDING FOR THIRD SERVICE USED

And what about <additional area>?
 READ OUT

- A lot 1
- A little 2
- Not at all 3
- Not applicable / not trying to improve skills / confidence (DO NOT READ OUT) 4
- Don't know 5

61. Have you had the opportunity since receiving information, advice or support on <area> to provide any feedback? For example, has the service asked for your views or comments? [QFEE]

- Yes 1
- No 2
- Don't know / can't remember 3

WORDING FOR SECOND SERVICE USED

And have you had the opportunity since receiving information, advice or support on <additional area> to provide any feedback? [QFEE]

- Yes 1

No 2
Don't know / can't remember 3

WORDING FOR THIRD SERVICE USED
And what about <additional area>?
READ OUT

Yes 1
No 2
Don't know / can't remember 3

END OF LOOP

ASK ALL

62. Can I just check, has anyone who offers information, advice and support to parents ever asked you for your thoughts and ideas on how their service could be set-up and run?

INTERVIEWER THEN SHOWS LIST OF AREAS FROM Q50, Q51 AND Q52 AS A PROMPT OF THE TYPE OF SERVICES WE ARE REFERRING.

IF NECESSARY: This does not include any feedback that you may have been asked to provide after using an information/advice service.

Yes 1
No 2
Don't know 3

IF HAVE BEEN CONSULTED (IF 1 at Q61)
63. Who asked for your assistance?

Don't know

64. And what did they ask?

Don't know

ASK ALL

65. If you needed to get information or advice about general or specific parenting issues, how confident are you that you would know where to go for this information? [QCONSPE]

Very confident 1
Quite confident 2
Not very confident 3
Not at all confident 4
DEPENDS ON ADVICE NEEDED (DO NOT READ OUT) 5
WOULD NOT NEED ANY ADVICE (DO NOT READ OUT) 6
Don't know 7

INFORMAL PARENTING INFORMATION / ADVICE SERVICES

ASK ALL

66. How often have you spent time talking to other parents/carers about parenting issues in the last month? [QTALPAR]
READ OUT.

- Every day 1
- Several times a week 2
- One or two times a week 3
- One or two times a month 4
- No time at all 5
- Don't know 6

IF EVERY DAY OR SEVERAL TIMES A WEEK OR ONE OR TWO TIMES A WEEK OR ONE OR TWO TIMES A MONTH AT Q66 [IF 1 OR 2 OR 3 OR 4 AT QTALPAR]

67. Is this done...? [QHOWDON]

READ OUT AND CODE ALL THAT APPLY

- At pre-arranged parent events (e.g. parent coffee mornings or other parenting classes or sessions) 1
- Informally amongst friends that are parents/carers 2
- When dropping off/picking up child(ren) at childminder/nursery/school 3
- Other (specify) 4

ASK ALL

68. Excluding your own children and stepchildren, how much time, if any, do you spend talking to other family members about parenting issues? [QFAMEMB]
PROMPT TO PRECODES

- A large amount of time 1
- A small amount of time 2
- No time at all 3
- Don't know 4
- Refused 5

FATHERS

69. Do you agree or disagree with the following statements.... [QFAT]

- Fathers are less involved in children's learning than mothers
- There are less opportunities for fathers to get involved in their children's learning than there are for mothers
- It is more difficult for fathers to get involved in their children's learning than it is for mothers

- Strongly agree 1
- Agree 2
- Neither agree nor disagree 3
- Disagree 4
- Strongly disagree 5
- Don't know 6

FATHERS ONLY

70. If a local group was set up in your local area specifically for fathers to discuss parenting issues and socialise with other fathers, how likely is it that you would attend? [QLOCALG]

- Very likely 1
- Quite likely 2
- Not very likely 3
- Not at all likely 4
- ALREADY ATTEND GROUP / PARENTING CLASS FOR FATHERS (DO NOT READ OUT) 5
- Don't know 6

IF NOT VERY / NOT AT ALL LIKELY AT Q70 [IF 3 OR 4 AT QLOCALG]

71. Why do you say that? [QWHYGRO]

- Does not interest me 1
- I do not need to go to such a group / class 2
- I know enough fathers I can socialise / discuss parenting issues with 3
- Work demands (e.g. long hours, being away from work) 4
- Demands of domestic chores 5
- Demands of children 6
- Too tired 7
- Demands of course / study I am doing 8
- I am in poor health 9
- Don't know 10
- Other (specify) 11

CONFIDENCE IN PARENTING SKILLS – RESPONDENT SELF-COMPLETION SECTION

The following questions are all about your family life and your relationship with your child(ren). Most questions will be about [CYP]. Please answer them honestly. The answers you give are completely confidential and no-one will find out what responses you have given.

The next questions are for you to answer yourself. Before you do this, I will show you how to enter your answers into the computer.

For some questions you can choose one answer and for others you can choose more than one answer. You can choose your answers from those listed on the screen by pressing the numbers next to the answer you want to give.

If you press the wrong key the interviewer can tell you how to change the answer. Just ask if you want help.

72. INTERVIEWER: HAS THE RESPONDENT ACCEPTED THE SELF-COMPLETION? [QSC] (SEG)

Self-completion accepted 1
Self-completion refused 2
Completed by interviewer
3

IF NOT AGREE TO SELF-COMPLETION AT Q72 [IF 2 OR 3 AT QSC]

73. INTERVIEWER - CODE REASON(S) WHY RESPONDENT REFUSED OR
WANTED INTERVIEWER TO COMPLETE. [QWHYNOT] (SEG)

Didn't like computer 1
Eyesight problems 2
Other disability 3
Objected to study 4
Worried about confidentiality 5
Problems reading/writing 6
Ran out of time 7
Language problems 8
Couldn't be bothered 9
Children present/tending to children 10
Other people present in room 11
Refused 12
Other 13

IF AGREE TO SELF-COMPLETION AT Q72 [IF 1 AT QSC]

Here is an example of the first type of question where you have to choose one answer.

INTERVIEWER: TURN SCREEN TO RESPONDENT AND LET THE RESPONDENT ENTER THEIR ANSWERS WHILE YOU OBSERVE AND HELP IF NECESSARY.

PRESS THE NUMBER NEXT TO THE ANSWER YOU WANT TO GIVE. WHEN YOU HAVE DONE THIS PRESS THE KEY WITH THE RED STICKER TO MOVE TO THE NEXT QUESTION.

74. Have you used a computer before? [QTEST1] (SEG)

Yes 1
No 2

THIS TIME YOU CAN CHOOSE MORE THAN ONE ANSWER IF YOU WANT. PRESS THE NUMBERS NEXT TO THE ANSWERS YOU WANT TO GIVE. AFTER EACH ANSWER YOU NEED TO PRESS THE SPACE BAR (THE LARGE BAR AT THE BOTTOM OF THE KEYBOARD).

WHEN YOU HAVE GIVEN ALL YOUR ANSWERS, PRESS THE KEY WITH THE RED STICKER TO MOVE TO THE NEXT QUESTION.

75. Which of these types of food do you like? [QTEST2] (SEG)

British 1
French 2
American 3
Italian 4
Spanish 5
Greek 6
Asian 7
Chinese 8

IF AGREE TO SELF-COMPLETION AT Q72 [IF 1 AT QSC]

SELF COMPLETION BEGINS

You have now finished the practice questions. Please tell the interviewer you are ready to move on and hand the computer back for a moment.

IF RESPONDENT REQUESTS THAT SECTION TO BE COMPLETED BY INTERVIEWER AT Q72 [IF 3 AT QSC] INTERVIEWER WILL ASK THE FOLLOWING QUESTIONS INSTEAD.

ASK ALL

76. So firstly, for each of the following statements please type in a number to indicate which answer applies.

[QATT] (SEG)

- I find being a parent rewarding
- I find being a parent frustrating

Most of the time 1
Some of the time 2
Hardly ever 3
Never 4
Don't want to answer 5

77. [IF CYP AGED 0-5: When I'm caring for <CYP>] [IF CYP AGED 6-19:
When I'm with [<CYP>], I feel... [QCONF] (SEG)

Very lacking in confidence 1
Fairly lacking in confidence 2
Fairly confident 3
Very confident 4
Don't want to answer 5

ASK ALL

78. The next question is about how you feel about being a parent. For this question, please choose your response from the choice 1 to 5. [QPARATE] (MCS)

"I feel that I am..."

not very good at being a parent 1
a person who has some trouble being a parent 2
an average parent 3
a better than average parent 4
a very good parent 5
Don't want to answer 6

IF CYP AGED 11-19: Young people often have arguments with their parents about things like friends, clothes, going out, and the time they have to come home. IF CYP AGED 6-10: Children often have arguments and disagreements with their parents.

IF CYP AGED 6+

79. How often would you say you argue with [CYP]? [QARGUE] (SEG)

Most days 1
More than once a week 2
Less than once a week 3
Hardly ever 4
Or never? 5
Don't want to answer 6

IF CYP AGED 6+

80. All in all, how well or how badly would you say you get on with <CYP>? [QGETON] (SEG)

- Very well 1
- Fairly well 2
- Fairly badly 3
- Very badly 4
- Don't want to answer 5

ASK ALL

81. And thinking about <CYP's> general behaviour, please type a number to indicate which answer applies for each of the following statements. [QBEH] (MCS)

- <CYP> is generally obedient and does what adults request
- I struggle to control <CYP's> behaviour
- I feel confident when having to deal with <CYP's> poor behaviour

- Strongly agree 1
- Slightly agree 2
- Neither agree nor disagree 3
- Slightly disagree 4
- Strongly disagree 5
- Not applicable as <CYP> too young 6
- Don't want to answer 7

IF NOT CONFIDENT IN DEALING WITH POOR BEHAVIOUR AT Q81 [IF 4 OR 5 AT THIRD ITERATION AT QBEH]

82. Why do you not feel confident when dealing with CYP's poor behaviour? [QWHYNC]

- Open ended 1
- Don't know 2

IF CYP AGED 3+

83. Now thinking about when <CYP> misbehaves or does something wrong. How much of the time would you say each of the following applies? [QMIS] (SEG)

- I generally only get involved when he/she does something really serious
- How I take action when s/he misbehaves can vary depending on how I am feeling
- <CYP> knows how I will respond if they do something wrong
- I don't always have the time or energy to get involved in handling <CYP's> misbehaviour
- I have clear and consistent rules about how to handle different types of misbehaviour

- Always applies 1
- Applies most of the time 2
- Applies some of the time 3
- Rarely applies 4
- Never applies 5
- Don't want to answer 6

ASK ALL

84. In the last 12 months, have any problems with <CYP>... [QPRO] (SEG)

- Affected your mental health (e.g. caused depression)
- (IF HAVE PARTNER) Caused tension between you and your partner
- Led to major family rows

Yes, very often in the last 12 months 1
Yes, a fair amount in the last 12 months 2
Yes but only occasionally in the last 12 months 3
No, not at all in the last 12 months 4
Don't want to answer 5

IF AGREED TO SELF-COMPLETION AT Q72 [IF 1 AT QSC]

Thank you for completing this section. Your answers will be completely confidential. If you want to go back over any answers, the interviewer can tell you how to do this.

Please tell the interviewer that you have finished and he/she will press a key which will hide your answers, so that no-one can see them on the screen.

DEMOGRAPHICS

ASK ALL

Finally, I'd like to ask you some questions about your accommodation and the people that live here.

ASK ALL

85. First of all, which of these best describes the accommodation you are living in at the moment? [QACCOMM]
SHOW CARD 4

Owned outright 1
Being bought on a mortgage/bank loan 2
Shared ownership (owns & rents property) 3
Rented from a Council or New Town 4
Rented from a Housing Association 5
Rented privately 6
Rent free 7
Some other arrangement 8
Don't know 9
Refused 10

IF MORE THAN ONE PERSON IN HOUSEHOLD

86. In whose name is the accommodation owned or rented? [QHREF]

Name of person 1
Don't know 2
None of these 3

IF THERE ARE JOINT HOUSEHOLDERS AT Q86

87. You have told me that (names) jointly own or rent the accommodation. Which of them has the highest income (from earnings, benefits, pensions any other sources) / (Who in the household has the highest income (from earnings, benefits, pensions any other sources)) [IF DK OR NONE OF THESE AT QHREF]? [QHREF2]

IF TWO OR MORE JOINT HOUSEHOLDERS HAVE THE SAME INCOME, SELECT THE ELDEST.

IF RESPONDENT ASKS FOR PERIOD TO AVERAGE OVER – LAST 12 MONTHS, AS CONVENIENT.

PROMPT AS NECESSARY

- Is one joint householder the sole person with:
 - PAID WORK?
 - OCCUPATIONAL PENSION?

ASK ALL

88. Looking at this card, what are you doing at the moment? [QEMPLOY]
SHOWCARD 5. CODE ONE ONLY.

- Employed full-time 1
- Employed part-time 2
- Self employed 3
- Unemployed and looking for work 4
- Full time education 5
- Not in paid employment looking after family or home 6
- Retired 7
- Disabled or too ill to work 8
- Other 9
- Don't know 10
- Refused 11

IF MARRIED OR LIVING WITH PARTNER AT Q27 OR CIVIL PARTNERSHIP AT Q27 AND PARTNER LIVES IN HOUSEHOLD AT Q29 [IF 1 OR 2 AT QMARSTA OR (7 AT QMARSTA AND 1 AT QPARLIV)]

89. And can I just check, looking at this card, what is your husband/wife/partner doing at the moment? [QPARDOI]
SHOWCARD 5. CODE ONE ONLY.

- Employed full-time 1
- Employed part-time 2
- Self employed 3
- Unemployed and looking for work 4
- Full time education 5
- Not in paid employment looking after family or home 6
- Retired 7
- Disabled or too ill to work 8
- Other 9
- Don't know 10
- Refused 11

IF RESPONDENT IS NOT HOUSEHOLD REFERENCE PERSON

90. Can I just check, is [HRP] currently in employment? (QHEFEM)

Yes 1
No 2

IF HRP NOT IN EMPLOYMENT AT Q90 [IF 2 AT QHEFEM]

91. And has [HRP] ever been in employment? (QHEFEV)

Yes 1
No 2

IF HOUSEHOLD REFERENCE PERSON IN PAID WORK OR LAST MAIN JOB IF NOT CURRENTLY WORKING BUT HAVE PREVIOUSLY WORKED (EXCLUDING FULL-TIME STUDENTS AND THOSE WHO HAVE BEEN UNEMPLOYED FOR MORE THAN A YEAR – WHO ARE ALLOCATED TO RESIDUAL CATEGORIES)

92. What <does/did> the firm/organisation <you/household reference person> work(ed) for mainly make or do (at the place where you work(ed))? [QNSSEC] PROBE MANUFACTURING OR PROCESSING OR DISTRIBUTING AND MAIN GOODS PRODUCED, MATERIALS USED, WHOLESALE OR RETAIL ETC.

Open-ended 1
Don't know 2

93. What <is/was> <your/ household reference person's> (main) job? [QNSSEC2]

Open-ended 1
Don't know 2

94. What <do/did> <you/ household reference person> mainly do in <your/their> job? [QNSSEC3]

CHECK SPECIAL QUALIFICATIONS/TRAINING NEEDED TO DO THE JOB

Open-ended 1
Don't know 2

95. <Are/was> <you/household reference person> working as an employee or <are/were> <you/household reference person> self-employed? [QNSSEC4]

THE DIVISION BETWEEN EMPLOYEES AND SELF-EMPLOYED IS BASED ON RESPONDENT'S OWN ASSESSMENT OF THEIR/HOUSEHOLD REFERENCE PERSON'S EMPLOYMENT STATUS IN THEIR MAIN JOB.

Employee 1
Self-employed 2
Don't know 3

IF EMPLOYEE AT Q95 [IF 1 AT QNSSEC4]

96. In <your/ household reference person's> job, <do/did> <you/household reference person> have any formal responsibility for supervising the work of other employees?"? [QNSSEC5]

DO NOT INCLUDE: SUPERVISORS OF CHILDREN, FOR EXAMPLE TEACHERS, NANNIES, CHILDMINDERS; SUPERVISORS OF ANIMALS; PEOPLE WHO SUPERVISE SECURITY OR BUILDINGS ONLY, FOR EXAMPLE CARETAKERS, SECURITY GUARDS

Yes 1
No 2
Don't know 3

97. How many people work(ed) for <your/ household reference person's> employer at the place where <you/they> work(ed)? [QNSSEC6]

- WE ARE INTERESTED IN THE SIZE OF THE 'LOCAL UNIT OF THE ESTABLISHMENT' AT WHICH THE RESPONDENT WORKS IN TERMS OF TOTAL NUMBER OF EMPLOYEES. THE 'LOCAL UNIT' IS CONSIDERED TO BE THE GEOGRAPHICAL LOCATION WHERE THE JOB IS MAINLY CARRIED OUT. NORMALLY THIS WILL CONSIST OF A SINGLE BUILDING, PART OF A BUILDING, OR AT THE LARGEST A SELF-CONTAINED GROUP OF BUILDINGS.
- IT IS THE TOTAL NUMBER OF EMPLOYEES AT THE RESPONDENT'S WORKPLACE THAT WE ARE INTERESTED IN, NOT JUST THE NUMBER EMPLOYED WITHIN THE PARTICULAR SECTION OR DEPARTMENT IN WHICH HE/SHE WORKS.

Were there... PROMPT TO PRE-CODES

1 to 24 1
25 to 499, or 2
500 or more employees? 3
Don't know 4

IF SELF-EMPLOYED AT Q95 [IF 2 AT QNSSEC4]

98. <Are/were> <you/ household reference person> working on <your/their> own or <do/did> <you/they> have employees? [QNSSEC7]

- On own/with partner(s) but no employees 1
- With employees 2
- Don't know 3

IF HAVE EMPLOYEES AT Q98 [IF 2 AT QNSSEC7]

99. How many people <do/did> <you/ household reference person> employ at the place where <you/they> work(ed)? [QNSSEC8]

Were there... PROMPT TO PRE-CODES

- 1 to 24 1
- 25 to 499, or 2
- 500 or more employees? 3
- Don't know 4

ASK ALL

100. At what age did you finish your continuous, full-time education at school or college? [QFINEDU]

- Not yet finished 1
- Refused 2
- Don't know 3

101. Do you have any qualifications? [QUALIFI]

- Yes 1
- No 2
- Don't Know 3
- Refused 4

IF HAVE QUALIFICATIONS AT Q101 [IF 1 AT QUALIFI]

102. Starting from the top of this list, please look down the list of qualifications and tell me the number of the first one you come to that you have passed. [QUALTYP] SHOWCARD 6

- Higher degree / postgraduate qualifications 1
- First degree (including BEd) 2
- Postgraduate Diplomas / Certificates (including PGCE) 3
- Professional qualifications at Degree level (e.g. chartered accountant /surveyor) 4
- NVQ / SVQ Level 4 or 5 5
- Diplomas in higher education / other HE qualification 6
- HNC / HND / BTEC higher 7
- Teaching qualifications for schools / further education (below degree level) 8
- Nursing / other medical qualifications (below degree level) 9
- RSA Higher Diploma 10
- A / AS levels / SCE higher / Scottish Certificate 6th Year Studies 11
- NVQ / SVQ / GSVQ level 3 / GNVQ Advanced 12
- ONC / OND / BTEC National 13
- City and Guilds Advanced Craft / Final level / Part III 14
- RSA Advanced Diploma 15

- Trade Apprenticeships 16
- O level / GCSE Grades A*-C / SCE Standard / Ordinary Grades 1-3 17
 - NVQ /SVQ / GSVQ level 2 / GNVQ intermediate 18
 - BTEC / SCOTVEC First / General diploma 19
 - City and Guilds Craft / Ordinary level / Part II/ RSA Diploma 20
- O level / GCSE grade D-G / SCE Standard / Ordinary grades below 3 21
 - NVQ / SVQ / GSVQ level 1 / GNVQ foundation 22
 - BTEC / SCOTVEC First / General certificate 23
 - City and Guilds Part I / RSA Stage I-III 24
 - SCOTVEC modules / Junior Certificate 25
- Other qualifications including overseas (SPECIFY) 26
- Don't Know 27
- Refused 28

IF MARRIED OR LIVING WITH PARTNER AT Q27 OR CIVIL PARTNERSHIP AT Q27 AND PARTNER LIVES IN HOUSEHOLD AT Q29 [IF 1 OR 2 AT QMARSTA OR (7 AT QMARSTA AND 1 AT QPARLIV)]

103. Does your partner have any qualifications? [QPARQUA]

- Yes 1
- No 2
- Don't Know 3
- Refused 4

IF PARTNER HAS QUALIFICATIONS AT Q103 [IF 1 AT QPARQUA]

104. Starting from the top of this list, please look down the list of qualifications and tell me the number of the first one you come to that they have passed. [QPARTYP]

SHOWCARD 6

- Higher degree / postgraduate qualifications 1
 - First degree (including BEd) 2
- Postgraduate Diplomas / Certificates (including PGCE) 3
- Professional qualifications at Degree level (e.g. chartered accountant /surveyor) 4
 - NVQ / SVQ Level 4 or 5 5
- Diplomas in higher education / other HE qualification 6
 - HNC / HND / BTEC higher 7
- Teaching qualifications for schools / further education (below degree level) 8
 - Nursing / other medical qualifications (below degree level) 9
 - RSA Higher Diploma 10
- A / AS levels / SCE higher / Scottish Certificate 6th Year Studies 11
 - NVQ / SVQ / GSVQ level 3 / GNVQ Advanced 12
 - ONC / OND / BTEC National 13
- City and Guilds Advanced Craft / Final level / Part III 14
 - RSA Advanced Diploma 15
 - Trade Apprenticeships 16
- O level / GCSE Grades A*-C / SCE Standard / Ordinary Grades 1-3 17
 - NVQ /SVQ / GSVQ level 2 / GNVQ intermediate 18
 - BTEC / SCOTVEC First / General diploma 19
 - City and Guilds Craft / Ordinary level / Part II/ RSA Diploma 20
- O level / GCSE grade D-G / SCE Standard / Ordinary grades below 3 21
 - NVQ / SVQ / GSVQ level 1 / GNVQ foundation 22
 - BTEC / SCOTVEC First / General certificate 23
 - City and Guilds Part I / RSA Stage I-III 24
 - SCOTVEC modules / Junior Certificate 25

Other qualifications including overseas (SPECIFY) 26
 Don't Know 27
 Refused 28

ASK ALL

I am now going to ask you about your income. I only need to know an approximate amount.

Please can you tell me your personal income from all sources in the last year? This includes earnings from employment or self-employment, income from benefits and pensions, and income from other sources such as interest and savings.

105. Please look at this card and tell me which letter represents your TOTAL PERSONAL INCOME in the last year from all sources BEFORE tax and other deductions. [QYOUINC]

INTERVIEWER NOTE: ONLY INCLUDE INCOME OF RESPONDENT

TEXT ON SHOW CARD 7:

Annual	Weekly	Monthly
H. Under £2,500	Under £50	Under £200
B. £2,500 - £4,999	£50 - £99	£200 - £399
J. £5,000 - £9,999	£100 - £199	£400 - £829
F. £10,000 - £14,999	£200 - £289	£830 - £1,249
N. £15,000 - £19,999	£290 - £389	£1,250 - £1,649
A. £20,000 - £24,999	£390 - £489	£1,650 - £2,099
G. £25,000 - £29,999	£490 - £579	£2,100 - £2,499
O. £30,000 - £34,999	£580 - £679	£2,500 - £2,899
D. £35,000 - £39,999	£680 - £769	£2,900 - £3,349
L. £40,000 - £44,999	£770 - £869	£3,350 - £3,749
M. £45,000 - £49,999	£870 - £969	£3,750 - £4,149
I. 50,000 -£59,999	£970 - £1,149	£4,150 - £4,999
C. £60,000 - £74,999	£1,150 - £1,449	£5,000 - £6,249
E. £75,000 - £99,999	£1,450 - £1,919	£6,250 - £8,299
K. £100,000 or more	£1,920 or more	£8,300 or more

ANSWER LIST ON SCREEN:

- A 1
- B 2
- C 3
- D 4
- E 5
- F 6
- G 7
- H 8
- I 9
- J 10
- K 11
- L 12
- M 13
- N 14
- O 15
- Don't Know 16
- Refused 17

IF MARRIED OR LIVING WITH PARTNER AT Q27 OR CIVIL PARTNERSHIP AT Q27 AND PARTNER LIVES IN HOUSEHOLD AT Q29 [IF 1 OR 2 AT QMARSTA OR (7 AT QMARSTA AND 1 AT QPARLIV)]

I am now going to ask you about your partner's income. I only need to know an approximate amount.

Please can you tell me your PARTNER'S personal income from all sources in the last year? This includes earnings from employment or self-employment, income from benefits and pensions, and income from other sources such as interest and savings.

106. Please look at this card and tell me which letter represents their TOTAL PERSONAL INCOME in the last year from all sources BEFORE tax and other deductions. [QPARINC]

INTERVIEWER NOTE: ONLY INCLUDE INCOME OF RESPONDENTS' PARTNER

TEXT ON SHOW CARD 7:

Annual	Weekly	Monthly
H. Under £2,500	Under £50	Under £200
B. £2,500 - £4,999	£50 - £99	£200 - £399
J. £5,000 - £9,999	£100 - £199	£400 - £829
F. £10,000 - £14,999	£200 - £289	£830 - £1,249
N. £15,000 - £19,999	£290 - £389	£1,250 - £1,649
A. £20,000 - £24,999	£390 - £489	£1,650 - £2,099
G. £25,000 - £29,999	£490 - £579	£2,100 - £2,499
O. £30,000 - £34,999	£580 - £679	£2,500 - £2,899
D. £35,000 - £39,999	£680 - £769	£2,900 - £3,349
L. £40,000 - £44,999	£770 - £869	£3,350 - £3,749
M. £45,000 - £49,999	£870 - £969	£3,750 - £4,149
I. 50,000 -£59,999	£970 - £1,149	£4,150 - £4,999
C. £60,000 - £74,999	£1,150 - £1,449	£5,000 - £6,249
E. £75,000 - £99,999	£1,450 - £1,919	£6,250 - £8,299
K. £100,000 or more	£1,920 or more	£8,300 or more

ANSWER LIST ON SCREEN:

- A 1
- B 2
- C 3
- D 4
- E 5
- F 6
- G 7
- H 8
- I 9
- J 10
- K 11
- L 12
- M 13
- N 14
- O 15
- Don't Know 16
- Refused 17

ASK ALL

107. What is your ethnic group? [QETHNIC]

CHOOSE ONE SECTION FROM A TO E, THEN SELECT THE APPROPRIATE
OPTION TO INDICATE YOUR ETHNIC GROUP

SHOWCARD

TEXT ON SHOW CARD 8:

A. White

1. British

2. Irish

3. Any Other White background, please write in

B. Mixed

4. White and Black Caribbean

5. White and Black African

6. White and Asian

7. Any Other Mixed background, please write in

C. Asian or Asian British

8. Indian

9. Pakistani

10. Bangladeshi

11. Any Other Asian background, please write in

D. Black or Black British

12. Caribbean

13. African

14. Any Other Black background, please write in

E. Chinese or other ethnic group

15. Chinese

16. Any Other, please write in

ANSWER LIST ON SCREEN:

White – British 1

White – Irish 2

Any Other White background 3

Mixed - White and Black Caribbean 4

Mixed - White and Black African 5

Mixed - White and Asian 6

Any Other Mixed background 7

Asian – Indian 8

Asian – Pakistani 9

Asian – Bangladeshi 10

Any Other Asian background 11

Black – Caribbean 12

Black – African 13

Any Other Black background 14

Chinese 15

Any Other 16

Don't Know 17

Refused 18

IF MARRIED OR LIVING WITH PARTNER AT Q27 OR CIVIL PARTNERSHIP AT Q27 AND PARTNER LIVES IN HOUSEHOLD AT Q29 [IF 1 OR 2 AT QMARSTA OR (7 AT QMARSTA AND 1 AT QPARLIV)]

108. What is your partner's ethnic group? [QPARETH]
CHOOSE ONE SECTION FROM A TO E, THEN SELECT THE APPROPRIATE OPTION TO INDICATE YOUR PARTNER'S ETHNIC GROUP SHOW CARD 8

SAME ANSWER LIST AS Q107

ASK ALL

109. What is [CYP]'s ethnic group? [QCYPETH]
CHOOSE ONE SECTION FROM A TO E, THEN SELECT THE APPROPRIATE OPTION TO INDICATE [CYP]'S ETHNIC GROUP SHOW CARD 8
SAME ANSWER LIST AS Q107

110. Which of these religious groups do you belong to, if any? [QRELIGI]
SHOW CARD 9

None 1
Christian – Catholic 2
Christian – Church of England 3
Christian – Other 4
Buddhist 5
Hindu 6
Jewish 7
Muslim 8
Sikh 9
Don't know 10
Refused 11
Other (specify) 12

IF BELONGS TO A RELIGIOUS GROUP AT Q110 [IF NOT 1 OR 10 OR 11 AT QRELIG]

111. Would you say you are practising your religion these days or not?
[QPRACRE]

Yes 1
No 2
Don't know 3

112. To what extent, if at all, do your religious beliefs influence the way you act as parent? Please choose an answer from this screen. [QRELINF]
a SHOW SCREEN

A great deal 1
A fair amount 2
Not very much 3
Not at all 4
Don't Know 5

ASK ALL

113. Do you have any long-standing illness, disability or infirmity? By long-standing I mean anything that has troubled you over a period of time or that is likely to affect you over a period of time? [QILLNES]

Yes 1
No 2
Don't Know 3
Refused 4

IF HAVE ILLNESS AT Q113 [IF 1 AT QILLNES]

114. Does this illness or disability (Do any of these illnesses or disabilities) limit your activities in any way? [QILLIMI]

Yes 1
No 2
Don't Know 3
Refused 4

IF HAVE ILLNESS AT Q113 [IF 1 AT QILLNES]

115. Does this illness or disability mean that you have significant difficulties with any of these areas of your life? [QILLSIG]

SHOW SCREEN. CODE ALL THAT APPLY

Mobility (moving about) 1
Speech 2
Hearing 3
Eyesight 4
Memory or ability to concentrate, learn or understand 5
Physical co-ordination (e.g. balance) 6
None of the above 7

ASK ALL

116. Does [CYP] have any long-standing illness, disability or infirmity? By long-standing I mean anything that has troubled them over a period of time or that is likely to affect them over a period of time? [QCYPILL]

Yes 1
No 2
Don't Know 3
Refused 4

IF CYP HAS LONG STANDING ILLNESS AT Q116 [IF 1 AT QCYPILL]

117. Does this illness or disability (Do any of these illnesses or disabilities) limit their activities in any way? [QCYPLIM]

Yes 1
No 2
Don't Know 3
Refused 4

ASK ALL

118. Does [CYP] have special educational needs? [QCYPSEN]

Yes 1
No 2
Don't Know 3
Refused 4

IF CHILD HAS SPECIAL NEEDS [IF 1 AT QCYPSEN]

119. Does [CYP] have a Statement of Special Educational Needs?
[QCYPSTA]

Yes 1
No 2
Don't Know 3
Refused 4

IF CHILD HAS STATEMENT AT Q119 OR SPECIAL NEEDS AT Q118 [IF 1 AT QCYPSTA
OR 1 AT QCYPSEN]

120. Does [CYP] go to a mainstream school or a special school for those with
Special Educational Needs? [QCYPSCH]

Mainstream school 1
Special school 2
Don't Know 3
Refused 4

ASK ALL

121. Finally, can I check, do you have any difficulty in everyday life with any of
the following? You can choose more than one answer if you want to. [QDIFFIC]
READ OUT.

Speaking in English 1
Reading in English 2
Writing in English 3
Using numbers or basic maths 4
NONE OF THE ABOVE 5
Can't say 6
Don't want to answer 7

122. INTERVIEWER RECORD: DID THE RESPONDENT HAVE ANY
DIFFICULTIES READING OR UNDERSTANDING ENGLISH? [QINTREC]

Yes, a LOT of difficulty 1
Yes, SOME difficulty 2
No 3

123. Is English the first or main language of your household? [QENGFIR]

Yes 1
No 2

IF ENGLISH IS FIRST OR MAIN LANGUAGE IN HOUSEHOLD AT Q123 [IF 1 AT QENGFIR]

124. Is English the only language or are other languages spoken?
[QENGONL]

- Yes, English only 1
- No, English is first language but other languages also spoken 2
- No, another language is household's first language 3
- Household is bi-lingual 4
- Don't know 5
- Refused 6

ASK ALL
RECONTACT

125. Would you be willing for the Department for Children, Schools and Families (DCSF), or someone working on behalf of the Department, to contact you again in the future as a follow-up to this survey? [QRECONT]

- Yes 1
- No 2

Appendix F - The recreation of the Segmentation of Parents and Carers

Summary

This section outlines the background to the recreation of the Segmentation of Parents and Carers on the year 1 and year 2 Parental Opinion Survey. It outlines why and how the segments were originally formed, how they were recreated, and summarises how they compare to the original segments formed on the National Survey of Parents and Children (NSPC).

- **Why the segments were originally formed**

The segments were originally formed as part of the NSPC to assist the DCSF in their understanding of different perspectives and experiences of parents and children, with the aim to identify the likely incentives and motivations that are important to different parenting types.

- **How the original segments were formed**

A range of questions were combined in the NSPC survey to create a number of dimensions associated with parenting (for example, 'extent that identity is linked to children' and 'involvement in education'). These dimensions were then used to develop nine segments by identifying similarities within a group and differences from other groups. It should be noted however, that these segments are approximations (as with all segmentations of society), and not all people will fall neatly into a segment. People will approximate to one of them, rather than 'be' one of them. People may also share common attributes with one or more of the other segments.

The nine segments that were identified were:

A1. Comfortable and Confident

Parents in this segment are generally content and optimistic about their lives, enjoy parenting and spending time with their children.

They place high importance on education, tend to be very much involved in their children's learning and to be confident about what they can do to help. Most did fairly well or better in education themselves and would like their children to do at least as well.

Their children tend to be young. Typically they are part of a couple where both parents work and enjoy medium-high incomes.

A2. Committed but discontented

Although this segment sometimes finds parenting frustrating and difficult to cope with, they are very committed to their family. They are often dissatisfied with their home and the area that they live in and they tend to have a lower than average income.

It is important to them that their children do well in life and they tend to worry about them reaching their full potential. They value education highly for its importance to their children's future and are more involved than average in their children's progress.

Parents in this segment are more likely to be women, with a higher than average proportion of single parents.

A3. Struggling through

This segment sometimes finds parenting frustrating or difficult to cope with and even unrewarding. Although they are likely to say that spending time together as a family can be fun some of the time, they tend to feel that they do not get enough quality time together.

They tend to be less confident than other parent segments, and are less likely to be very satisfied with their environment. They tend to have lower than average income.

They are the least engaged parent segment with education - they are unlikely to feel it will have a strong impact on how well their child does in life, and are more likely than other parent segments to think that getting a job and learning a skill is more important to their children doing well in life.

Most have younger children, with a higher than average proportion of single parents and they are more likely to have had their children in their teens or early twenties.

A4. Supportive but Frustrated

Although they sometimes find parenting frustrating or difficult to cope with, parents in this segment enjoy spending time with their family. They tend to have consistent rules and resolve conflicts constructively. They are satisfied with their environment but are not as confident and optimistic as some parent segments.

It is important to them that their children do at least as well in life as they have. Although they tend to feel that they did 'average' in education, they believe that education is important and are more likely than average to be very involved in their children's learning, but are less confident than other parents..

Their children cross all age bands but are unlikely to be older teenagers. Parents in this segment are more likely to be women.

A5. Relaxed and caring

This segment enjoys the time that they spend with their children, and rarely finds parenting difficult to cope with. They tend to be very focussed on family over money and career and are very likely to consider stay-at-home parenting to be desirable.

They tend to be fairly satisfied with their environment and are less likely to be single parents or part of a stepfamily.

They are more likely to believe that children should be allowed to develop at their own pace and are more concerned about their children's happiness than their academic success - typically they have children under age 10. They are more likely than average to get involved with their children's learning, although not to so high a degree as some other parent segments more focussed on education.

A6. Stepping back

Although the majority of parents in this segment find parenting rewarding, it is not without its frustrations.

They tend to believe that stay-at-home parenting is desirable, but are no more likely than average to be doing this.

They believe in the importance of education for how well their children will do in life, but tend to not be very involved or to push them all that much.

The majority are older (aged over 35), with more children in their late teens - they are likely to have higher than average household income.

A7. Separate lives

Enjoyment of parenting tends to be lower than average in this segment, but the majority of parents feel that they are able to cope most of the time. They are likely to say that they get on at least fairly well with their children and enjoy spending time with them some of the time.

They are less likely to say that it is very important to them that their children do better in life than they did, and in general they tend to be less involved in their children's lives than most other parent segments. They are much less likely to feel that education will affect how well their child does in life, and they are also less likely to feel very involved in their learning.

Parents in this segment are more likely than average to be men and tend to be older (aged over 35) with their children more likely to be at secondary school.

A8. Family focused

These parents are likely to be satisfied with their environment and find parenting enjoyable and rewarding. They tend to say that they get on very well with their children and are happy with the amount of time they spend together.

They are more likely to have a consistent routine and rules, and believe parents should be a role model to their children. They tend to agree that stay-at-home parenting is desirable and that their needs should take less priority than those of their children.

They are more likely to worry about their children reaching their full potential, and see education as being important to helping them achieving this - they are the segment most likely to say they feel very involved in their children's educational progress.

Their children tend to be aged under 14.

A9. Content and Self-fulfilled

This segment rarely finds parenting frustrating or difficult to cope with and tend to get on well with their children without many arguments - the vast majority are happy with how close they are as a family.

They tend to be confident, optimistic and satisfied with their lives. They are also quite independent, and are more likely to have their own interests outside the family and a large network of friends.

They recognise the importance of education but are not particularly highly involved in their children's learning. They are less likely to say that it is very important to them that their children do better in life than they have done.

Parents in this segment are typically part of a couple aged over 40, with teenage children; both partners in work, with higher than average household income.

- **How the segments were recreated for the Parental Opinion Survey**

A large number of questions were used to form the original segments for the NSPC survey. To recreate these segments for subsequent surveys, formulae were developed that allocate respondents to the segment closest to their parental characteristics. To use all the original questions used to form the segments would be a notable burden on any subsequent surveys. Consequently, a subset of seventeen relevant questions were identified that best allocated respondents to their associated segment (a 76% accuracy rate overall). This keeps the number of questions needed to an operable amount, with regard to questionnaire content, relevancy and length.

The 17 questions were;

Q4

Q6

Age of children in household - Q7

Q30 - Iteration 1 and 2

Q31 - Iterations 1, 2 and 7

Q32 - Iteration 1 and 2

Q33 - Iteration 1, 2 and 3

Q34

Q35

Q74 - Iteration 2

The same questions and formulae were used in both the year 1 and year 2 surveys.

- **How the segments in the Parental Opinion Survey compare to the initial segments**

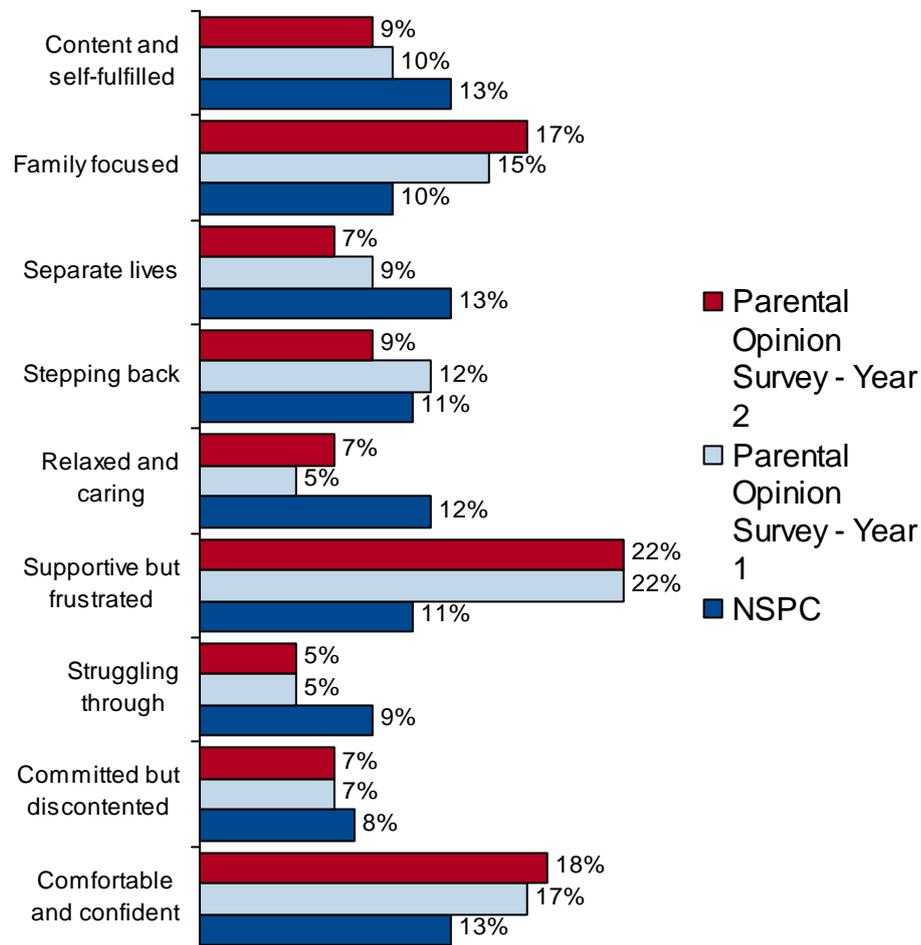
Using the seventeen questions and the formulae developed for allocating parents into segments we were able to successfully replicate the segments for Parental Opinion Survey. When comparing the segments recreated for both year 1 and year 2 of the Parental Opinion Survey with the original segments from the National Survey of Parents and Children it is very important to remember that the purpose of the recreation was to ensure parents were placed into segments most closely resembling their combinations of attitudes towards parenting. The recreation was never intended to be an exercise in replicating the same proportion of parents allocated within each segment or to have an exact replication in terms of the demographic profile making up each segment (although similarities would be expected).

Table 1 shows that the socio-demographic characteristics of parents taking part in the year 1 or year 2 Parental Opinion Survey and NSPC were very similar.

Table 1; Socio-demographic characteristics of Parents in Parental Opinion and NSPC surveys	% All Interviewed Parental Opinion Sample – Year 1	% All Interviewed Parental Opinion Sample – Year 2	% All Interviewed NSPC Sample
Gender			
Male	44	44	44
Female	56	56	56
Age			
Under 25	5	4	4
25-35	26	27	27
36-45	44	45	45
46 or over	26	24	24
Ethnicity			
White	86	84	83
Non-white	14	16	17
Household Income			
Under £10,000	10	10	11
£10,000 to £24,999	15	18	19
£25,000 to £44,999	23	23	26
£45,000 or more	31	33	28
Not known / given	21	16	16
Highest Qualification			
Degree level or above	27	28	29
A-level / Voc. level 3 or above	30	32	29
Below A-level / Voc. level 3 or other unknown	28	27	29
No qualifications	15	14	13

The chart below shows how the parents were allocated into the segments for both the Parental Opinion Survey (both year 1 and year 2) and NSPC.

Chart 1 - Comparison of segments in Parental Opinion Survey vs NSPC Segmentation



As highlighted above, the proportion of respondents allocated into each segment is not the same for NSPC and the Parental Opinion survey (both year 1 and year 2). Nevertheless, it is still within reasonable bounds of similarity.

Recreating segments never produces an exact replication from one survey to the next. The parental segments that were created were based predominantly on attitudes of parents, rather than demographic details of parents. Unlike demographics, attitudes could not be controlled for in the sampling and weighting processes. Even though demographic characteristics might influence attitudes, these are still unlikely to stay the same for separate surveys (even though the sampling approach was the same) and moderate shifts in the proportion of interviewed parents appearing in each segment would be anticipated.

Nonetheless, the proportion in each segment for both year 1 and year 2 were very similar. Additionally, the attitudes of respondents within each segment are consistent between the NSPC and the Parental Opinion Survey (both year 1 and year 2).

The recreation of the Segmentation of Parents and Carers on the Parental Opinion Survey - A Technical Description

The original segments were created for the National Survey of Parents and Carers (NSPC) using factors which represented a number of dimensions. These factors were then used to form the 9 segments, by separating people into groups that are similar within themselves, but different to each other.

The factors are based on the following dimensions (themes):

- Enjoyment of parenting
- Focus on family over money
- Satisfaction with environment
- Extent that identity is dependent on child
- Desirability of stay at home parenting
- Importance of education
- Involvement in education
- Age of Child

Each factor is a composite variable that represents a concept that cannot necessarily be measured directly. For example, 'enjoyment of parenting' is composed from a combination of the statements;

- As a parent I find it difficult to cope
- I find being a parent frustrating
- In general I feel very positive about myself

These factors were then used to form the segments, using k-means cluster method, which separates respondents into groups that are different to each other, but where respondent are similar within each group.

For more details on the creation of the segments, please see:

<http://www.dcsf.gov.uk/research/data/general/DCSF-RR059-TR.pdf>

A large number of variables are used to form the segments, and recreating them using all the original variables is not practical in terms of the questionnaire length and content which would be needed in subsequent surveys.

The original segments were analysed to determine which questions were best at predicting the allocation of respondents to the correct segment. From these a number of formulae were derived from the original NSPC survey which allocate respondents based on their answers to seventeen questions.

The formulae that were derived allocate cases with a 76% allocation rate overall using the seventeen questions. The 17 questions were;

Q4

Q6

Age of children in household - Q7

Q30 - Iteration 1 and 2

Q31 - Iterations 1, 2 and 7

Q32 - Iteration 1 and 2

Q33 - Iteration 1, 2 and 3

Q34

Q35

Q74 - Iteration 2

Appendix G - Creating a Confidence Index

The following procedure was taken when creating the Confidence Index;

240. As part of the year 1 survey, a Confidence Index was created that provided a measure of overall parental confidence. The index was created based on the responses given by parents at specific confidence related questions. Each parent was allocated an overall score based on their responses to these questions. The lowest possible score that could be achieved was 18 and the highest was 98. High scores indicated a higher level of parental confidence.

241. An initial set of variables was selected which were potentially associated with parental confidence (based on Researcher knowledge);

PLEASE NOTE; Question numbers refer to year 2 version of paper questionnaire (see Appendix E).

Q30 - Iterations 1 and 2.

Q31 - Iterations 1, 2, 5, 6, 7 and 9.

Q32 - Iterations 1 and 2.

Q33 - Iterations 1, 2, 3 and 4.

Q34

Q35

Q37

Q38

Q39

Q40

Q45 - Iterations, 1, 2, 3, 4 and 5 .

Q48 - Iterations 1, 2, 3, 4, 5 and 6.

Q49

Q50 Q51 Q52

Q65

Q66

Q68

Q69 - Iterations 1, 2 and 3.

Q76 - Iterations 1 and 2.

Q77

Q78

Q81 - Iterations 1, 2 and 3.

Q83 - Iterations 1, 2, 3, 4 and 5.

Q84 - Iterations 1, 2 and 3.

242. The above variables were recoded to ensure that all respondents had a response:

- Missing values were either assigned randomly according to distribution of responses or a simple mean substitution was carried out.
- This recoding was done so that response scales ran from lowest to highest, less frequent to more frequent etc

243. The correlation of the initial set of variables was calculated against 5 questions in the Parental Opinion Survey questionnaire which asked about confidence directly. All but two of these questions had a correlation of ± 0.05 , which is the rough cut-off point for statistical significance. The 5 'direct confidence' questions were:
- Q47
 - Q48
 - Q65
 - Q77
 - Q81
244. The data file of respondents was then split into two halves after sorting by sex and age with a systematic one in two selection and a factor analysis was then attempted on the analysis sample.¹
245. Fifteen factors were then extracted which seemed relevant after conducting the factor analysis. The process of extracting factors from a factor analysis is a combination of using both theoretical and statistical criteria. The key question is deciding how many factors to extract while also interpreting the meaning of each factor to ensure that they have a strong conceptual foundation. Fifteen factors were extracted which were judged to provide the best factor structure to represent the data. The percentage of variance explained was one of the statistical criteria used to decide on the number of factors to extract. The purpose is to ensure practical significance of the factors by ensuring that they explain at least a specified amount of variance. A solution which explained 52% of the variance was deemed satisfactory.
246. The same factor analysis was then applied to the Holdout sample. This was done through forcing the SPSS data file to extract 15 factors to see whether the same factors would emerge (52% variance explained).
247. Thirteen factors in the Holdout sample appeared to match with the Analysis sample and these thirteen factors were then chosen to make up the confidence index. What is meant by this is that when the factor analysis was run on the Holdout sample, 13 factors appeared to have the same interpretation in both sets of solutions i.e. similar factor loadings² for both the Analysis and Holdout samples. Thus, as they were found in two separate samples they were judged to be robust representations of the data.
248. A representative variable was then chosen from each of the 13 factors. The objective here was to identify appropriate variables that could be used in a confidence index. The simplest way of doing this was to select the variable with

¹ One of the ways of validating a factor analysis is to divide the sample into two sub-samples. One is used for creating the factors and the other is used for validation purposes. The sub-samples are known as the Analysis sample and Holdout sample respectively. Each sub-sample needs to be of adequate size to support conclusions from the results and in this case, the sample size was sufficient to warrant dividing the original sample.

² Factor loadings are the correlation between the original variables and the factors.

the highest loading on each chosen factor to act as a surrogate variable that was representative of that factor.

The above details how the representative variables were initially selected in year 1. The selected variables (and all the following steps outlined below) were then used for the creation of the confidence index in year 1 and for the recreation in year 2.

The 13 selected representative variables were;

Q45 Iteration 4

Q81 Iteration 2

Q78

Q50 Selected response 1 (Information or advice on pregnancy, maternity or babies)

Q52 Selected response 2 (Information or advice on teenagers)

Q33 Iteration 1

Q48 Iteration 5

Q39

Q48 Iteration 6

Q37

Q83 Iteration 2

Q83 Iteration 5

Q66

249. Missing values for each selected representative variable were dealt with by mean substitution. For each of the 13 representative variables, the response scales were recoded into numeric scales, with higher numbers indicating greater confidence. However, some respondents had not answered those questions with a valid response (for example, their response had been "Don't know"). These were therefore missing values and could not be coded into the numeric scale ordinarily. In order to create the index, each respondent needed to have a valid score for each of the 13 representative variables. One of the most widely used methods of remedying missing values is to use mean substitution. Mean substitution replaces the missing values for a variable with the mean value of that variable calculated from all valid responses. Thus all respondents ended up with complete information.

250. Response scales were then reversed for all but two of the representative variables so that higher codes would indicate greater confidence

251. The Confidence index was then created by getting a summed score of the standardised variable score multiplied by its original factor eigenvalue³ (this is the average from the Analysis sample and Holdout sample factor analysis). A higher score indicated higher confidence. The lowest possible score that could be achieved in theory was 18 and the highest was 98. In practice, 33 was the lowest achieved score and 92 the highest for year 2 of the survey (in year 1 35 was the lowest achieved score and 94 the highest). The mean average score achieved in year 2 was 70, while in year 1 it was 69.⁴ Major shifts in parental confidence over

³ Eigenvalues are the variances of the factors.

⁴ For future waves any movement of the average score by around +/- 1 in either direction may mean a statistically significant (at the 95 per cent confidence level) shift in parental confidence.

a one year period would not be expected, although this change does represent a statistically significant increase.

252. A banded variable was then created at percentile cut-offs of 20:60:20.
253. Respondents were then allocated into one of the following groups based on their 'score':
- Low confidence. The score range for parents in this group was between 33 and 61.
 - Medium confidence. The score range for parents in this group was between 62 and 77.
 - High confidence. The score range for parents in this group was between 78 and 92.
254. These groupings were constructed to ensure there were adequate numbers in each group for in-depth sub-group analysis, whilst also making sure that the overriding majority of parents appeared in the Medium confidence group. In total, 20 per cent of parents were allocated to the low confidence group, 60 per cent to the medium confidence group and 20 per cent to the high confidence group. This split was not created based on any pre-existing concepts and it should not be assumed that 20 per cent of all parents are low in confidence or that 20 per cent of all parents are high in confidence.

Appendix H – Segmentation Key Findings and Pen Portraits

Dimension	The Segments	Year 2 %	Year 1 %
Confident caring for child	Content and self-fulfilled	98	97
	Relaxed and caring	96	99
	Family focused	95	93
	Comfortable and confident	95	98
	Stepping back	94	93
	Separate lives	94	94
	Supportive but frustrated	92	92
	Committed but discontented	89	89
	Struggling through	86	83
High overall confidence (confidence index)	Relaxed and caring	36	22
	Family focused	32	37
	Comfortable and confident	25	34
	Supportive but frustrated	21	17
	Committed but discontented	20	21
	Struggling through	12	11
	Content and self-fulfilled	6	3
	Stepping back	4	8
	Separate lives	2	9
Self rating as parent (Not very good / has trouble)	Committed but discontented	9	10
	Stepping back	7	5
	Struggling through	6	15
	Separate lives	4	6
	Supportive but frustrated	3	2
	Comfortable and confident	2	2
	Family focused	2	1
	Relaxed and caring	1	2
	Content and self-fulfilled	1	*
High frequency arguing with child	Struggling through	59	52
	Committed but discontented	43	37
	Stepping back	42	43
	Supportive but frustrated	37	42
	Separate lives	36	40
	Comfortable and confident	33	37
	Relaxed and caring	22	40
		Content and self-fulfilled	22

	Family focused	19	21
Struggle to control child behaviour	Struggling through	24	21
	Committed but discontented	22	23
	Supportive but frustrated	15	15
	Separate lives	13	17
	Stepping back	12	21
	Comfortable and confident	11	10
	Family focused	8	8
	Relaxed and caring	7	8
	Content and self-fulfilled	7	6
Frequent tension with partner (as a result of child behaviour)	Committed but discontented	16	9
	Struggling through	12	14
	Supportive but frustrated	9	7
	Stepping back	6	12
	Content and self-fulfilled	6	5
	Separate lives	6	9
	Comfortable and confident	5	3
	Family focused	5	4
	Relaxed and caring	4	12
Find parenting rewarding most of the time	Relaxed and caring	92	91
	Content and self-fulfilled	92	92
	Family focused	90	91
	Comfortable and confident	89	93
	Supportive but frustrated	86	83
	Committed but discontented	83	76
	Struggling through	77	74
	Stepping back	72	69
	Separate lives	71	75
Find parenting frustrating most of the time	Supportive but frustrated	21	21
	Committed but discontented	18	19
	Struggling through	17	18
	Stepping back	13	11
	Separate lives	10	15
	Relaxed and caring	3	*
	Comfortable and confident	2	1
	Content and self-fulfilled	2	1
	Family focused	1	*

Dimension	The Segments	Year 2 %	Year 1 %
Not happy with the amount of time spend with child	Stepping back	42	47
	Relaxed and caring	41	33
	Struggling through	41	41
	Separate lives	36	39
	Committed but discontented	36	36
	Comfortable and confident	36	42
	Supportive but frustrated	32	35
	Family focused	32	30
	Content and self-fulfilled	28	28
Feel involved in child's progress through school	Comfortable and confident	99	98
	Supportive but frustrated	98	95
	Family focused	96	99
	Committed but discontented	95	94
	Relaxed and caring	92	97
	Content and self-fulfilled	91	93
	Separate lives	80	71
	Struggling through	60	66
	Stepping back	58	59
Would like to be more involved in child's school life	Family focused	40	32
	Struggling through	39	46
	Committed but discontented	39	43
	Stepping back	37	40
	Supportive but frustrated	33	31
	Comfortable and confident	32	29
	Separate lives	26	28
	Relaxed and caring	20	28
	Content and self-fulfilled	17	16
Confident in ability to support child's learning and development	Family focused	97	95
	Comfortable and confident	93	96
	Relaxed and caring	93	96
	Content and self-fulfilled	93	91
	Supportive but frustrated	90	93
	Separate lives	87	84
	Committed but discontented	86	90

	Stepping back	84	86
	Struggling through	81	76
Know a lot about how can help child's education	Comfortable and confident	88	85
	Family focused	86	82
	Relaxed and caring	81	80
	Content and self-fulfilled	79	77
	Supportive but frustrated	77	80
	Committed but discontented	76	72
	Separate lives	70	71
	Struggling through	63	53
	Stepping back	58	65
Never feel confident helping child with homework	Stepping back	16	12
	Supportive but frustrated	8	9
	Committed but discontented	6	13
	Struggling through	6	19
	Separate lives	6	10
	Family focused	4	6
	Comfortable and confident	3	1
	Content and self-fulfilled	3	9
	Relaxed and caring	3	1
Would like to be more involved in child's learning and development	Struggling through	72	65
	Family focused	70	60
	Committed but discontented	65	67
	Supportive but frustrated	63	56
	Comfortable and confident	56	54
	Stepping back	53	56
	Relaxed and caring	51	45
	Separate lives	41	40
	Content and self-fulfilled	35	37

Dimension	The Segments	Year 2 %	Year 1 %
Service user	Committed but discontented	82	72
	Relaxed and caring	80	71
	Supportive but frustrated	76	66
	Comfortable and confident	73	76
	Struggling through	70	66
	Family focused	68	68
	Content and self-fulfilled	68	58
	Separate lives	66	58
	Stepping back	66	70
Talks to other parents / carers about parenting issues	Relaxed and caring	80	75
	Comfortable and confident	79	80
	Family focused	73	77
	Committed but discontented	70	69
	Supportive but frustrated	69	69
	Stepping back	61	71
	Separate lives	59	67
	Struggling through	58	60
	Content and self-fulfilled	56	64
Talks to other family members about parenting issues	Relaxed and caring	85	84
	Family focused	83	83
	Struggling through	83	65
	Supportive but frustrated	81	77
	Stepping back	80	81
	Comfortable and confident	80	81
	Committed but discontented	74	79
	Content and self-fulfilled	68	79
	Separate lives	66	70
How received information, advice or support - face-to-face	Comfortable and confident	69	62
	Committed but discontented	67	58
	Relaxed and caring	64	61
	Separate lives	63	50
	Family focused	61	61
	Struggling through	59	55
	Supportive but frustrated	59	56
	Stepping back	57	49
	Content and self-fulfilled	46	44

- leaflet	Content and self-fulfilled	55	-
	Relaxed and caring	55	-
	Family focused	54	-
	Supportive but frustrated	52	-
	Comfortable and confident	51	-
	Struggling through	49	-
	Stepping back	48	-
	Separate lives	46	-
	Committed but discontented	45	-
- web / internet / e-mail	Comfortable and confident	43	31
	Stepping back	40	30
	Relaxed and caring	39	28
	Content and self-fulfilled	36	34
	Supportive but frustrated	36	23
	Separate lives	35	28
	Family focused	33	27
	Committed but discontented	32	14
	Struggling through	26	29
- telephone helpline	Separate lives	25	12
	Committed but discontented	23	18
	Supportive but frustrated	16	22
	Comfortable and confident	16	20
	Struggling through	14	24
	Stepping back	14	20
	Relaxed and caring	13	15
	Family focused	12	11
	Content and self-fulfilled	10	25
Likely to attend a group specifically for fathers	Family focused	44	41
	Committed but discontented	42	54
	Supportive but frustrated	41	27
	Struggling through	32	29
	Comfortable and confident	29	26
	Relaxed and caring	19	18
	Stepping back	17	21
	Content and self-fulfilled	15	13
	Separate lives	13	9
Confident would know where to go for information / advice	Relaxed and caring	86	81
	Comfortable and confident	86	87
	Content and self-fulfilled	86	78
	Supportive but frustrated	81	75
	Family focused	81	81

	Committed but discontented	80	69
	Stepping back	78	73
	Separate lives	78	77
	Struggling through	71	62
When last had contact with child's educational setting -within last month	Committed but discontented	84	75
	Relaxed and caring	77	80
	Comfortable and confident	76	76
	Family focused	72	78
	Supportive but frustrated	71	72
	Separate lives	63	71
	Content and self-fulfilled	57	64
	Struggling through	55	56
	Stepping back	54	60
- within last week	Committed but discontented	60	41
	Relaxed and caring	52	53
	Comfortable and confident	50	40
	Supportive but frustrated	40	38
	Family focused	39	52
	Content and self-fulfilled	37	24
	Separate lives	36	39
	Stepping back	26	33
	Struggling through	26	35

PEN PORTRAITS

Comfortable and confident

- Likely to appear in high confidence group (Confidence Index), although less likely than in year 1
- Less likely to experience frequent tension with their partner as a result of their children's behaviour
- Less likely to find parenting frustrating most of the time
- Most likely to feel involved in their child's progress through school and say they know a lot about how they can help with their child's education
- Likely to feel confident in their ability to support their child's learning and development
- Most likely to receive parental information, advice and guidance services through face to face contact or through web / internet / email
- Likely to feel confident that they would know where to go for parental information / advice
- Likely to talk to other parents about parenting issues

Committed but discontented

- Less likely to feel confident caring for their child
- Most likely to rate themselves as not very good as a parent / has trouble
- Likely to experience high frequency of arguing with child
- Likely to struggle to control their child's behaviour and find parenting frustrating most of the time
- Likely to say they want to be more involved in their child's school life and learning and development
- Most likely to be a service user. Likely to receive information, advice and guidance through telephone helplines or face to face contact
- Most likely to say they last had contact with their child's educational setting within the last month or the last week

Struggling through

- As in year 1, least likely to feel confident caring for their child
- Less likely than in year 1 to rate themselves as not very good at parenting / have trouble
- As in year 1, most likely to have high frequency of arguing with their child and struggle to control their child's behaviour. Likely to experience frequent tension with their partner as a result of their child's behaviour
- Likely to find parenting frustrating
- Likely to say they are not happy with the amount of time they spend with their child
- Less likely to feel involved in their child's progress through school, most likely to want to be more involved in their child's learning and development and likely to want to be more involved in their child's school life. Also, least likely to feel confident in their ability to support their child's learning and development and unlikely to say they know a lot about how they can help with their child's education
- Less likely than in year 1 to say they never feel confident helping their child with their homework (six per cent versus 19 per cent)
- As in year 1, least likely to feel confident they would know where to go for information / advice
- Less likely to talk to parents/carers and family members about parenting issues, although more likely to talk to other family members about parenting issues (the latter also represents an increase since year 1)
- As in year 1, less likely to have had contact with child's education setting in last week or the last month

Supportive but frustrated

- As in year 1, most likely to find parenting frustrating most of the time
- Likely to feel involved in their child's progress through school
- Less likely to be a service user
- More likely than in year 1 to say they would attend a group specifically for fathers (41 per cent versus 27 per cent)

Relaxed and caring

- Likely to say they feel confident when caring for their child
- Most likely to appear in high confidence group (Confidence Index). Represents an increase from year 1
- Unlikely to experience high frequency of arguing with child or struggle to control child's behaviour
- Most likely to say they find parenting rewarding most of the time, although likely to say they are not happy with the amount of time spent with their child
- Least likely to say they never feel confident helping their child with homework
- Likely to be a service user and receive information, advice and support through face to face contact
- Most likely to talk to other parents and family members about parenting issues
- Most likely to feel confident that they would know where to go for information and advice

Stepping back

- Unlikely to be in high confidence group (Confidence Index)
- Likely to have a high frequency of arguing with child.
- Less likely than in year 1 to struggle to control child's behaviour (12 per cent versus 21 per cent)
- Less likely to find parenting rewarding
- As in year 1, most likely to say they are not happy with the amount of time spent with child
- Least likely to feel involved in child's progress through school and know a lot about how they can help with child's education
- Most likely to never feel confident helping child with homework
- Least likely to be a service user

Separate lives

- Least likely to be in high confidence group (Confidence Index)
- Least likely to find parenting rewarding most of the time
- Less likely to say they would like to be more involved in their child's learning and development
- Less likely to be a service user
- Most likely to receive information, advice or support through telephone helpline
- Less likely to talk to other parents or family members about parenting issues
- Least likely to say they would attend a group specifically for fathers

Family focused

- Likely to be in high confidence group (Confidence Index)
- Least likely to have a high frequency of arguing with child and less likely to struggle to control child's behaviour
- As in year 1, likely to find parenting rewarding most of the time and least likely to find parenting frustrating
- Less likely to say they are not happy with the amount of time spent with child
- Likely to feel involved in child's progress through school and most likely to feel confident in their ability to support child's learning and development and know a lot about how they can help with child's education. However, likely to also want to be more involved in their child's school life and learning and development.
- Likely to talk to other parents and family members about parenting issues
- Most likely to say they would attend a group specifically for fathers

Content and self fulfilled

- Most likely to feel confident caring for their child
- As in year 1, least likely to rate themselves as not very good at parenting / has trouble
- Unlikely to have high frequency of arguing with child or to struggle to control child's behaviour
- Likely to find parenting rewarding most of the time
- Least likely to be unhappy with the amount of time spent with their child
- As in year 1, least likely to want to be more involved in child's school life or child's learning and development
- Less likely to be a service user and unlikely to talk to other parents and family members about parenting issues
- Most likely to receive information, advice or support through leaflet
- More likely than in year 1 to feel confident in knowing where to go for information / advice

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