Omnibus survey of pupils and their parents/carers

Research report wave 4

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Contents

Glossary of Terms

Term	Description
FSM entitlement	Free School Meals (FSM) entitlement refers to school pupils who are eligible for free school meals. These pupils come from families that are entitled to one or more of a range of benefits which aim to support those on low incomes. As such, FSM entitlement is used as a proxy measure for disadvantage.
IDACI	IDACI is an abbreviation for the Income Deprivation Affecting Children Index. This measure ranks areas according to the proportion of children under the age of 16 that live in low income households and, as such, serves as an alternative (more granular) measure of deprivation. Households are allocated to one of five quintiles where the first IDACI quintile represents the 20% least deprived areas and the fifth IDACI quintile represents the 20% most deprived areas.
Key stages	Key stages are used to categorise different phases of pupils/student's' educational journey. This report focuses on key stages 3, 4 and 5: • Key stage 3 (KS3) spans the initial three years of secondary education (Year 7, Year 8 and Year 9). • Key stage 4 (KS4) spans the last two years of secondary education (Year 10 and Year 11) when most school pupils are working towards GCSE or equivalent qualifications. • Key stage 5 (KS5), spans the 'sixth form' phase in which most pupils/students focus on AS and A-levels, technical or vocational qualifications, or apprenticeships (Years 12 and 13).
Regions	The regions used throughout this report are based on groupings of standard regions (formerly referred to as Government Office Regions). These are defined as follows: • North - North East, North West, and Yorkshire & Humber • Midlands – East, and West Midlands • South – South East, South West, and East of England • London – London (Greater).

Term	Description
Special educational needs (SEN)	A child or young person has special educational needs (SEN) if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she has a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.
	The Equality Act 2010 defines disability as '…a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'. Within this definition, 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'.
	Throughout this report, sub-analysis compares responses from those with SEN provision, to those without SEN provision, according to the data held on the National Pupil Database (NPD).

Executive Summary

Background

This report presents the findings from the fourth wave of the omnibus survey of pupils and their parents/carers in England. The research was conducted by Ipsos MORI on behalf of the Department for Education (DfE).

Data was gathered from school pupils aged 11-17 (years 7-13), attending a state-funded secondary school across England, and their parents or carers.[1] School pupils were sampled from the National Pupil Database (NPD).

A new addition to wave 4 is the inclusion of paired responses from college students aged 16-17 (years 12 and 13) attending a Further Education (FE) or Sixth Form college across England and their parents/carers. Students working towards A-Levels, and technical or vocational qualifications were included in the sample, but those on apprenticeships were not. Students were sampled from the Individualised Learner Record (ILR).

Questions were submitted by different policy teams within DfE. Some questions have been asked in previous waves, and comparisons are made where appropriate. The survey also included questions on a range of new topics. As in previous waves, some questions were only asked to school pupils/college students, some only to parents/carers, and others were asked to both. In these cases, their responses are compared. A minority of questions were excluded from the college student questionnaires (and their parent/carer questionnaire) due to a lack of applicability outside of a school setting. Likewise, some questions in the college student questionnaire, and that of their parents/carers and some minor changes to phrasing were incorporated to ensure they were relevant to those attending colleges, and their parents/carers.

Details of the fieldwork dates and sample sizes of each wave of the research are set out below:

- Fieldwork for wave 1 was conducted between July 4th and August 22nd 2016. Overall, a total of 1,723 paired parent/carer pupil questionnaires were completed (22% response rate).

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[1] Schools included middle deemed secondary schools and academies, City Technology Colleges, and special schools (maintained and non-maintained special schools, hospital special schools and academies, and pupil referral units).

- Fieldwork for wave 2 was conducted between November 23rd 2016 and January 16th 2017, and included 1,595 paired parent/carer pupil questionnaires (23% response rate).

- Fieldwork for wave 3 was conducted between July 11th and August 30th 2017, and includes 1,504 paired interviews (21% response rate). In contrast to waves 1 and 2, in wave 3, the analysis also included data from unpaired interviews. The combined totals of paired and unpaired interviews by respondent type are: 1,725 paired and unpaired parent/carer questionnaires; and 1,818 paired and unpaired school pupil questionnaires in total.

- Fieldwork for wave 4 was conducted between 27th November 2017 and 31st January 2018. Overall, a total of 2,590 paired parent/carer and school pupil questionnaires were completed (22% response rate), and 206 college paired parent/carer and college student questionnaires were completed (10% response rate).

Key findings

The key findings from each chapter of the report are highlighted below. Trends between waves are included where significant differences are noted, however key subgroup analysis is reported in the main body of the report only.

Chapter 1 summary – Activities and Engagement

- Overall, 81% of pupils had taken part in any extra-curricular activity (either at school, outside of school, or both) in the past 12 months. Most school pupils regularly took part in some form of extra-curricular activity at school (70%) or outside of school (69%). 'Sport' is the most common activity undertaken, both at school and outside of school (mentioned by 44% and 48% of pupils respectively).

- Three-quarters (72%) of college students reported taking part in any extra-curricular activity (either at college, outside of college, or both) in the past 12 months. Like school pupils, the focus both at and outside of college are clubs related to sport.

- Three-fifths (61%) of school pupils had taken part in a musical activity (either at school, outside of school, or both) in the past 12 months. Over half (56%) had taken part in a musical activity at school in the last twelve months, either as part of, or outside, normal classes. The most common activity at school was 'a general music lesson' (33%). Outside of school, a third of pupils (34%)

had taken part in musical activities, notably 'playing an instrument or singing by myself' (22%).

- Over a third (37%) of college students had taken part in any musical activity in the past 12 months (either <u>at</u> college, <u>outside</u> of college, or both). Students were more likely to take part in musical activities <u>outside</u> of college, rather than <u>at</u> college (36%, compared with 20%, respectively). 'Playing an instrument or singing by myself' was the most popular activity both outside of college (29%) and at college (14%).

- Two in five school pupils (41%) reported that their school currently has a breakfast club. However, just 16% of pupils, who attend a school that offers a breakfast club, access this provision at least a few times each month. Of these, only one in twenty pupils (4%) go every day.

- Overall, more parents/carers would be 'satisfied' than not if their child was being taught by a teacher with flexible working arrangements (e.g. part-time, job sharing) (35%, compared with 30%).

Chapter 2 summary – Citizenship

- Pupils were most likely to say they would prefer to learn about government and politics at school through the subjects that they study (38%), school trips (32%) and from guest speakers (e.g. politicians, campaigners; 32%). College students' preferences were similar to school pupils'.

- In terms of specific topics, pupils were most likely to want to learn about 'how Government works' (47%), followed by 'when and how I can register to vote' (29%), 'how political parties are formed' (29%), and 'how elections work' (29%). College students' preferences were similar to school pupils'.

Chapter 3 summary – Bullying

- The proportion of school pupils who reported being a victim of bullying at school at least once a month in the last year is lower at wave 4 (20%), compared with wave 2 (33%). Conversely, the proportion of parents/carers who said their child had been a victim of bullying at least once a month is higher at wave 4 compared with wave 2 (16% and 9%, respectively).

- 12% of college students reported being a victim of bullying at school or college at least once a month in the last year, and 7% of their parents/carers said that their child had been a victim of bullying.

- Overall, 9% of school pupils and 14% of college students said another pupil or student had 'said something sexist or sexual' to them at their school/college at least once a month in the last year.

- Overall, 2% of school pupils and 1% of college students said another pupil/student had touched them inappropriately and without their permission at their school/college at least once a month in the last year.

- School pupils, college students and parents/carers of both were most likely to say the school/college would 'definitely' do something about 'a pupil/student touching another pupil/student inappropriately and without their permission', and least likely to 'definitely' do something about 'a pupil/student saying something sexist or sexual to another pupil/student'.

- The majority of parents/carers of school pupils and college students had not heard of the government website 'Educate Against Hate' (88% and 93% respectively).

Chapter 4 summary – Mental Health

- When asked to think about how their school/college supports mental health, pupils and students were most likely to report that:
  - Their school/college 'has a specific member of school/college staff that I can talk to if I have a problem or worry' (79% and 78% 'true' respectively).
  - Their school/college 'encourages staff and pupils/students to care for, and look after each other' (79% and 78% 'true' respectively).

- Pupils were least likely to say that their school 'talks about mental health outside of classes' (28% 'true'). On the other hand, students were least likely to say that their college 'has specific students I can speak to if I have a worry or problem' (27% 'true').

- The majority of parents/carers said they 'don't know' whether their child's school/college had or offered the types of mental health support listed.

- Both the parents/carers of school pupils and college students were most likely to say that the following resources, if provided through their child's school/college, would be the most helpful for supporting mental health:
  - 'A specific person working in the school/college to speak to if you had a concern' (69% and 75%, respectively).
  - 'Information about what the school does to support pupils'/students' mental health' (68% and 72%, respectively).

Chapter 5 summary – Changes at School

- Nearly all school pupils in year 9 and above (97%) said they had heard about the grading changes to GCSEs, demonstrating an increase in awareness from 85% in wave 1.[2]

- Awareness of the reforms to GCSEs has also increased amongst parents/carers of school pupils, rising from 72% in wave 1 to 91% in wave 4.

- Among paired school pupils and their parents/ carers who had heard of the changes to the GCSE grading system, the majority reportedly understood 'what the new highest grade is' 'very well' (82% and 61%, respectively). Most pupils also reported that they understood 'somewhat' or 'very well' 'what a 'standard' or strong pass means in the new grading scale.

- Nearly half (48%) of school pupils who had heard of the changes to the GCSE grading system understood 'why the government has introduced new GCSEs', compared with 54% of parents/carers. A slightly lower proportion of both school pupils (40%) and parents/carers (50%) understood 'somewhat' or 'very well' 'why the grading scale had changed from letters to numbers'.

- Almost all college students (94%) had also heard about the government's reforms to GCSEs, and the proportion was only slightly lower among their parents/carers (88%).

- Among both college students and their parents/carers, the majority said they understood what the new highest grade is 'very well' (71% and 54%, respectively).

- Around two-thirds of college students who have heard of changes to the GCSE grading system also understood 'somewhat' or 'very well' what a 'standard' pass and a 'strong' pass means (64% in both cases). However, the proportion who understood 'why the government has introduced new GCSEs' and 'why the grading scale had changed from letters to numbers' is far lower (38% and 30%, respectively). In comparison, around half of parents/carers of students said they understood why the new GCSEs have been introduced (48%) and why the grading scale has changed (47%).

- Overall, 17% of parents/carers said they are aware of Progress 8. Wave on wave data suggests that awareness of Progress 8 among parents/carers of pupils peaked at wave 3, having risen from 14% in wave 1, to 19% in wave 2 and 30% in wave 3.

- Perceived understanding of what Progress 8 tells you about a school's performance among parents/carers of pupils has increased since wave one.

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[2] For all waves, this analysis is restricted to pupils (and parents/carers of pupils) in year 9 and above.

At wave 1, 81% of parents/carers who had heard of Progress 8 said they understood what it tells them about a school's performance, at least 'somewhat'. This was similar at wave 2 (79%) but increased to 90% at wave 3, and has remained consistent at wave 4 (89%).

Chapter 6 summary – Subject and Qualifications Choice

- Pupils were asked whether they are currently, planning to take or have already taken a GCSE in each of the following subjects: a foreign language (e.g. French, German, Latin), an arts subject (e.g. art, music, drama), design and technology, and humanities (history or geography). Humanities was selected by the highest proportion of pupils (68%), followed by a foreign language (48%), arts (40%), and design and technology (32%).

- A similar pattern was evident among college students with a humanities GCSE having been taken by the highest proportion (82%), followed by a foreign language (62%), arts (56%), and design and technology (35%).

- Pupils and college students were asked why they had, or planned to choose each subject.

  o Pupils were most likely to say they had chosen humanities, design and technology and arts GCSEs because they enjoy them (56%, 71% and 85%, respectively). This was also the case among college students (59%, 74% and 86%, respectively).

  o Pupils were most likely to say they had chosen a foreign language GCSE because they had to at their school (50%). This was also the case for college students (46%).

- Pupils and college students were asked why they did not/don't plan to choose each subject at GCSE.

  o For all subjects, pupils were most likely to say they did not/don't plan to choose it at GCSE because they don't/didn't enjoy it (humanities 46%, a foreign language 63%, arts 48% and design & technology 45%).

  o College students were also most likely to say they did not choose a humanities, foreign language or arts GCSE because they did not enjoy them (54%, 56% and 36%, respectively). However, for design and technology GCSE this was because they wanted to focus on other subjects (55%).

- A higher proportion of pupils in year 9 or above had received at least some information from their school on apprenticeships than parents/carers of pupils in year 9 or above (61% and 38% respectively). This is also the case for

college students (69% received at least some information from their school, compared with 50% of parents/carers of college students).

- A higher proportion of pupils in year 9 or above had received at least some information from their school on technical and/or vocational options than parents/carers of pupils in year 9 or above (60% and. 46% respectively).

- The same proportion of college students and parents/carers had received at least some information on technical and/or vocational options from their school/their child's school (both 69%).

Chapter 7 summary – Careers and Aspirations

- When asked whether careers advice received from a range of sources was helpful school pupils and college students both highlighted parents/carers as their main source of advice and as being the most 'helpful' (71% and 83%, respectively).

- In turn, most parents/carers of school pupils and college students relied on their 'own knowledge and experience' (78% and 83%, respectively) or 'the knowledge and experience of family members and friends' (60% and 59%, respectively) to help or advise their child when considering possible options for their future job or career.

- School pupils and college students were asked to think ahead to their future career or job, and select up to three responses which reflect their main priorities. The overriding consideration for school pupils was to be able to do 'A career or job I enjoy', mentioned by 76%, followed by 'earning a good wage' (72%). College students' key priorities were similar. However, they were significantly more likely to highlight the importance of achieving 'A good work-life balance', than school pupils (48%, compared with 35%).

- Looking ahead, school pupils were more likely to say 'I have a *general* idea of the career or job I want' (46%), than have a specific idea (31%) or have no idea at all (18%). Around half of college students (48%) also said 'I have a *general* idea of the career or job I want'.

- Most school pupils (69%) agreed that they 'know what kinds of skills and qualifications they might need for their future job/career'. Just one in twenty (6%) disagreed. These findings are consistent with wave 3. Most college students (80%) also agreed with this statement.

- Over three-quarters of school pupils (77%) agreed that their performance at school will affect how they get on in life. This is consistent at the overall level with the findings at wave 1 (78%) and wave 3 (75%). Seven in ten college students (70%) also agreed with this statement.

- The findings were consistent for parents/carers of both school pupils and college students: 78% of parents/carers of school pupils agreed (either 'strongly agree' or 'agree') that their child's performance at school will affect how they get on in life. This was the case for seven in ten parents/carers of college students (72%).

- Most parents/carers of school pupils (82%) and college students (78%) felt confident in their ability to support their child's learning and development.

Background and Introduction

This report draws together the findings from the fourth wave (wave 4) of the omnibus survey of school pupils and their parents/ carers in England, which was conducted by Ipsos MORI on behalf of the Department for Education (DfE).

This omnibus survey was established in 2016 to enable policy teams across DfE to collect data on a range of topics in a cost-effective and timely manner, while reducing respondent burden. To date four waves of the survey have been conducted, with the most recent wave (wave 4) taking place November 2017-January 2018.

The questionnaire used in wave 4 was updated to reflect changes in the Department's aims, priorities and policies. However, some questions are consistent with previous waves, allowing for comparison over time. The table below outlines the range of topics covered in wave 4 and indicates where the report offers the ability to track changes over time:

Table 1: Topics and trend data covered in wave 4

Chapter	Topic	Trend data
1. Activities and Engagement	Involvement in extra-curricular and musical activities, experience of breakfast clubs, and opinions towards flexible working for teachers	
2. Citizenship	Exploring opinions towards citizenship and knowledge of politics	
3. Bullying	Prevalence of bullying and school/ college's likely response	✔
4. Mental Health	Supporting pupils' and students' mental health provision	
5. Changes at School	Awareness and understanding of GCSE reform and Progress 8 and how it relates to school performance	✔
6. Subject and Qualifications Choice	Decision-making regarding GCSEs and information received on apprenticeships and vocational qualifications	✔
7. Careers and Aspirations	Use of careers advice and future career aspirations	✔

Methodology

Sample design

This fourth wave of the omnibus surveyed a nationally representative sample of young people at secondary schools and colleges in England. Like previous waves, the fourth wave used a postal push-to-web approach. The National Pupil Database (NPD) was used as a sampling frame for secondary school pupils attending state-funded schools in England including middle deemed secondary schools and academies, City Technology Colleges, and special schools.[3] Pupils who are home educated, or attending independent schools were not included, as they are not covered by the NPD.

The Individualised Learner Records (ILR) was used as a sampling frame for Further Education (FE) and Sixth Form college students. Those studying an apprenticeship were not included because learning is primarily in the workplace, not in a school or college setting.

A postal push-to-web approach is consistent with waves 1, 2 and 3. However, the inclusion of 16-17 year olds attending FE and Sixth Form colleges is a new addition to wave 4. More details on the methodology, sampling process, fieldwork, response, data processing and weighting can be found in the 'Technical Appendix'.

Fieldwork

In each household, two separate questionnaires were administered: one to the school pupil or college student, and one to the parent/carer. All respondents self-completed the questionnaire. The initial mailing invited school pupils/college students and their parents/carers to complete the survey online using a web-link and unique log-in details. Non-respondents were sent reminder mailings, including a paper questionnaire with the second reminder letter.

Wave 4 was soft-launched to a subset of the sample on Monday 27th November 2017. The main fieldwork began on Monday 4th December 2017, and closed for all respondents on 31st January 2018.

Incentive experiment

At wave 4, an incentive experiment ran alongside the main fieldwork. The aim of this was to explore whether incentives boosted response rates significantly, particularly

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[3] Including maintained and non-maintained special schools, hospital special schools and academies.

across groups with previously lower response rates. Increasing response rates in these groups would increase representativeness.

The experiment was designed to deliver adequate sample sizes in the three incentive groups: households where the named school pupil had a special educational need (SEN) listed; households where the named school pupil was eligible for free school meals (FSM); and households where the school pupil did not have SEN recorded, and was also not FSM eligible. The response rates in the incentive groups were compared to their counterparts, who had not been offered incentives.

A boost sample of SEN status/FSM eligible school pupils was drawn from the NPD to ensure that there were sufficient numbers in each arm of the experiment. The completed paired questionnaires in the incentive experiment and main fieldwork are reported together.

Data analysis and editing

Data was cleaned to remove 'speeders' and to remove cases where there was a large discrepancy between the answer given in the parent/carer survey and the information held in the NPD in terms of school year.

The final data for analysis included paired responses only, which is where the school pupil/college student and one of their parents/carers had both completed the survey.

This report is based on **2,590** paired responses from school pupils and their parents/carers (from the NPD), and **206** paired responses from college students and their parents/carers (from the ILR). School pupils and their parents/carers were asked for permission for their survey responses to be linked with information held in the NPD, and this linked data has been used in the subgroup analysis. For those who did not give permission for their survey responses to be linked, answers given in the survey itself were used instead. SEN, IDACI rank and region are exceptions to this, as comparable questions were not asked in the survey. In these cases, those who did not agree to data linking have been excluded from the subgroup definition.

The survey data reported has been weighted to ensure the findings are nationally representative of young people at secondary schools and colleges in England. For more details on weighting, please see the 'Technical Appendix'.

Sample profile

A breakdown of the number of questionnaires completed by each of the key analysis subgroups in wave 4 is shown in table 2 for the NPD sample.

Table 2: Breakdown of NPD sample by characteristics

		Completed questionnaires – paired school pupil and parent/carer (n)	% of total
Pupil's year group	Year 7	475	18%
	Year 8	463	18%
	Year 9	433	17%
	Year 10	394	15%
	Year 11	371	14%
	Year 12	309	12%
	Year 13	134	5%
Pupil's key stage	KS3	1,371	53%
	KS4	765	30%
	KS5	443	17%
Pupil's gender	Male	1,281	49%
	Female	1,288	50%
FSM eligible	Yes	602	23%
	No	1,950	75%
IDACI quintile	1st	382	15%
	2nd	411	16%
	3rd	351	14%
	4th	390	15%
	5th	473	18%
SEN provision	Yes	609	24%
	No	1,543	60%
Pupil's ethnicity	White	1,966	76%
	Asian/Asian British	180	7%
	Black/African/ Caribbean/Black British	170	7%
	Other ethnic group[4]	238	9%

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[4] Excludes White, Asian/Asian British, and Black/African/Caribbean/Black British pupils

Table 2: Breakdown of NPD sample by characteristics

		Completed questionnaires – paired school pupil and parent/carer (n)	% of total
Region	North	514	20%
	Midlands	409	16%
	South (exc. London)	790	31%
	London	294	11%
Parent's gender[5]	Male	411	16%
	Female	2,147	83%

For college students and their parents/carers, answers given in the survey itself were used to define the subgroups for analysis. A breakdown of the number of questionnaires completed by each of the key analysis subgroups in wave 4 is shown in table 3 for the ILR sample.

Table 3: Breakdown of ILR sample by characteristics

		Completed questionnaires – paired college student and parent/carer (n)	% of total
Student's year of learning	First	118	57%
	Second	86	42%
Student's gender	Male	69	33%
	Female	130	63%
Student's qualification type	AS/A Level	75	36%
	Technical/Vocational	118	57%
Parent's gender[5]	Male	30	15%
	Female	170	83%

A guide to interpreting survey data

Where percentages do not sum to 100, this may be due to rounding, the exclusion of 'don't know' categories, or respondents being able to give multiple answers to the

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[5] Subgroup analysis by parent's gender is not included in this report.

same question[6]. Throughout, an asterisk (*) denotes any value of less than half of 1% but greater than 0%.

Throughout this report the following terminology is used to describe the audiences who took part in the wave 4 study:

Table 4: Audience definitions for wave 4

Audience	Definition
School pupils	Young people in years 7-13 attending a state-funded secondary school in England, sampled from the National Pupil Database
College students	Young people in their first or second year of learning, attending a FE or Sixth Form college in England, sampled from the Individualised Learner Record (ILR). This includes those studying AS/A-Levels, or technical or vocational courses only. Those studying apprenticeships were excluded.

Where appropriate, we have compared the responses from college students with the responses from school pupils in comparable year groups – that is, year 12 and year 13, or KS5.

Throughout this report, analysis is based on paired responses only. Where the question is only included in the school pupil/college student questionnaire, we have only analysed the response from school pupils/college students who have a corresponding parent/carer questionnaire. Similarly, where the question is only included on the parent/carer questionnaire, we have only analysed the response from parents/carers who have a corresponding school pupil/college student questionnaire. For each question or chart, we state which sample group we have based the analysis on.

For consistency, when comparing data between waves we have used paired response data only. Table 5 illustrates the fieldwork dates and number of completed paired questionnaires for previous waves of the survey.

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[6] Where multiple responses are allowed, this has been noted.

Table 5: Fieldwork dates and number of completed paired questionnaires by wave

	Fieldwork Dates	Number of completed paired questionnaires
Wave 1	4th July – 22nd August 2016	1,723 paired parent/carer and pupil questionnaires
Wave 2	23rd November 2016 – 16th January 2017	1,595 paired parent/carer and pupil questionnaires
Wave 3	11th July – 30th August 2017	1,504 paired parent/carer and pupil questionnaires
Wave 4	27th November 2017 - 31st January 2018	2,590 paired parent/carer and school pupil questionnaires 206 paired parent/carer and college student questionnaires

The analysis of paired responses is based on derived variables which compare whether the parent/carer and school pupil/college student responded differently to a question asked of both of them. In these cases, where one or both has not provided an answer or has answered 'don't know' or 'don't want to answer', they have not been included in this analysis.

Two measures are used to explore differences by disadvantage: school pupils who are or are not eligible for FSMs; and the IDACI quintiles. To avoid repetition, throughout this report subgroup analysis is typically only included for one of these two measures, selecting the one which shows the clearest pattern. However, where it adds to understanding, both are discussed.

Regional comparisons are made between the North, the Midlands, the South (excluding London), and London.

Where this report refers to figures for 'agree', this is an aggregate sum of those who say they 'strongly agree' and those who say they 'agree'. In turn, 'disagree' figures refer to an aggregate sum of those who say 'strongly disagree' and those who say they 'disagree'.

For the school pupil (NPD) sample, demographic information for subgroup analysis and weighting was taken from NPD information, where parents/carers and school pupils had agreed to linkage. In cases where data linkage was not agreed to, demographic information was taken from the parent response (the school pupils' age, ethnicity and FSM eligibility). Pupil's gender was taken from demographic

information on the pupil response. For the college student (ILR) sample, demographic information for sub analysis and weighting was taken from the demographic information from the students' responses.

Unless specified to the contrary, all commentary in the report (differences highlighted between groups of respondents) focuses on differences that are statistically significant at a 95 per cent confidence level. In basic terms this means that if the survey were to be conducted 100 times, a finding of the same nature would be found on at least 95 occasions.

How accurately does the survey reflect the views of school pupils/college students and parents/carers?

Overall, only a proportion of the total population of young people attending secondary schools or colleges in England and their parents/carers took part in the fourth wave of this survey. As such, we cannot be certain that the figures obtained are the same as those we would have obtained if the total population completed the survey ("the true values"). We can, however, predict the variation between the sample results and the true values from knowledge of the size of the samples on which the results are based and the number of times a particular answer is given. The confidence with which we can make this prediction is usually set at 95% - that is, the chances are 95 in 100 that the true value will fall within a specified range.

The reported findings reflect the weighted data. Applying weights to the data, while tending to make the quoted figures more representative of the population of interest, also serves to reduce the statistical reliability of the data. As such the 'effective' base size, which is used in any statistical testing, is smaller than the unweighted base size. This effect has been taken into account in determining whether or not differences described throughout the report are statistically significant. Therefore, while the base sizes noted throughout this report are the actual base size, the statistical analysis is based on the effective base.

Table 6 illustrates the effective base size and margins of error for each sample type. The effective base sizes for subgroups are lower and can be found in data tables which are supplied separately.

Table 6: Effective base size and margins of error by wave

		Unweighted sample size	Effective base size	Margin of error at 95% confidence level[7]
Wave 1	Paired parent/carers and school pupils	1,723	1,501	+/-2.5%
Wave 2	Paired parent/carers and school pupils	1,595	1,352	+/-2.7%
Wave 3	Paired parent/carers and school pupils	1,504	1,316	+/-2.7%
Wave 4	Paired parent/carers and school pupils	2,590	2,146	+/-2.1%
Wave 4	Paired parent/carers and college students	206	187	+/-7.2%

Results from any surveys are estimates and there is a margin of error associated with each figure quoted in this report. Essentially, the smaller the sample size, the greater the uncertainty.

Only findings with sufficient sample sizes have been reported. For the sample of school pupils and parents/carers, only subgroups comprising 100 or more respondents are commented on in this report. Given the smaller sample size of college students and parents/carers, only subgroups comprising 50 or more respondents are commented on in this report.

When results are compared between separate groups within a sample, the difference may be "real" or it may occur by chance (because not everyone in the population has been interviewed). Confidence intervals will be wider when comparing groups, especially where there are small numbers. For this survey, only statistically significant results from sub-analysis should have been included.

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[7] This is the margin of error for a figure of 50%. Margins of error reduce as figures tend towards either 100% or 0%. As such, the quoted margin of error is the largest that would apply to any data based on the total samples of parents/carers or pupils/students. Note that in the wave 1 and 2 reports, the margins of error were rounded to 3%.

Chapter 1 – Activities and Engagement

This chapter explores school pupils' and college students' involvement in extra-curricular and musical activities over the last 12 months. The extent to which pupils are using breakfast clubs are also examined here, along with parents'/carers' views on teachers working flexibly.

Background

Research studies have highlighted the potential benefits of extra-curricular activities on school attendance, behaviour and peer relationships.[8] Since 2016 there has been an increase in government investment in additional lessons or extra-curricular activities, such as PE and sports, and the arts. [9] This is together with a renewed emphasis under the Ofsted framework for "a broad and balanced curriculum", which considers how well schools support the development of extra-curricular opportunities. These opportunities are aimed at extending pupils knowledge, skills and understanding in a range of artistic, creative and sporting activities.[10]

With this in mind, questions were included in this study to gain an understanding of the types of extra-curricular activities which pupils and students take part in, both in and outside of school/college. This is alongside questions on musical activities.

Two additional topics were also included in this chapter: The use of breakfast clubs offered by schools and parents/carers views on children being taught by a teacher who works flexibly.

Which, if any, extra-curricular activities do school pupils and college students participate in?

School pupils and college students were presented with a list of extra-curricular activities and asked whether they had regularly taken part in any over the previous 12 months either <u>at</u> school/college or <u>outside</u> of school/college. For guidance, they were asked to consider supervised and structured activities which take place outside of their usual classes, at break times, or after school/college. Additionally, they were asked to only select those activities that they take part in on a regular basis (for

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[8] Department for Education, 2017. Extended Activity Provision in Secondary Schools. Can be found at https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/635002/Extended_Activity_Provision_in_Secondary_Schools.pdf
[9] In the 2016 Budget the government allocated up to £285 million a year to allow secondary schools to opt in to a longer school day from September 2017 so that they can offer a wider range of activities for pupils.
[10]https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/699810/School_inspection_handbook_section_5.pdf

example, once a week across a term), or have taken part in as part of a course or programme.

School pupils

Overall, the findings show that in the last 12 months 81% of pupils took part in an extra-curricular activity either at school, outside of school, or both. 62% of pupils regularly took part in extra-curricular activities both <u>at</u> school and <u>outside</u> of school. One in ten (11%) only took part in activities that were held <u>at</u> school, and 9% only participated in extra-curricular activities <u>outside</u> of school. One in five (19%) did not take part in extra-curricular activities in either context[11].

Most school pupils regularly took part in some form of extra-curricular activity in the last 12 months <u>at</u> school (70%) or <u>outside</u> of school (69%). However, a quarter of pupils did not participate in any extra-curricular activities on a regular basis at school (23%) and the same proportion did not take participate outside of school (24%).

For extra-curricular activities <u>at</u> school, as shown in Figure 1 below, 'sport' (e.g. swimming, hockey or martial arts) is the most common activity undertaken, mentioned by 44% of pupils. This is followed by 'arts' (e.g. art, dance or music) mentioned by a quarter of pupils (24%). One in six (17%) regularly attended 'a club relating to an academic subject' and 13% mentioned 'volunteering' (e.g. reading with younger students).

In the last 12 months, fewer than one in ten have regularly attended 'a club not related to academic subjects' (e.g. chess) or 'community groups' (9%, and 6%, respectively).

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[11] Analysis based on pupils who provided an answer to **both** questions (in school activity and out of school activity) and therefore excludes 'Not stated' at either questions.

Figure 1: Types of extra-curricular activities that pupils have taken part in regularly at school or outside of school in the last 12 months
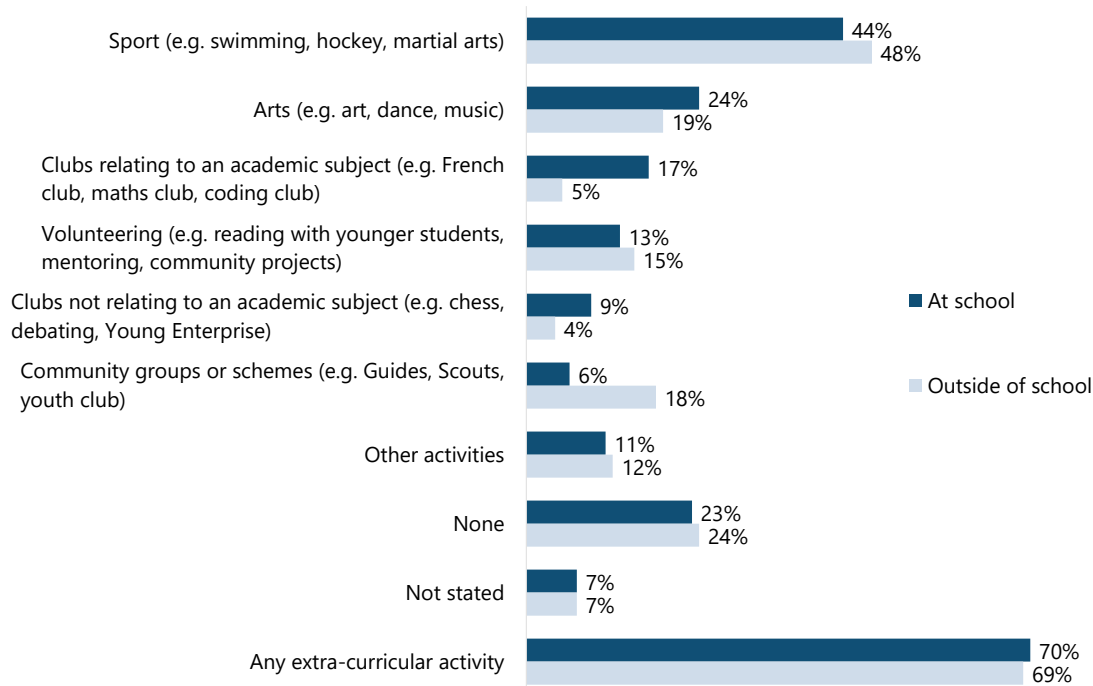
Base: All school pupils (2,590)

Participation outside of school is also typically focused on 'sports' (mentioned by 48% of all pupils) and the 'arts' (19%). However, as shown in Figure 1 above, the popularity of certain activities does vary based on location: At school, extra-curricular activities relating to 'arts', 'clubs relating to an academic subject' and 'clubs not relating to an academic subject' are more popular, than outside of school. In contrast, outside of school, 'sports' and 'community groups', such as Guides or Scouts, are more likely to be a common feature of extra-curricular activity, compared with at school.

Differences by subgroup

Only statistically significant differences are reported here.

Pupil's key stage

Overall, participation in extra-curricular activities at school declines as pupils progress through the key stages: Almost three-quarters (73%) of key stage 3 (KS3) pupils take part in some form of extra-curricular activity at school, compared with 68% of key stage 4 (KS4) pupils and 63% of key stage 5 (KS5) pupils.

Table 7 highlights how participation in most extra-curricular activities at school declines as pupils progress through the key stages. However, there is a notable

exception; 'volunteering' is significantly more popular among KS5 pupils (26%), compared with KS3 and KS4 pupils (8% and 14%, respectively).

Table 7: Types of extra-curricular activities that pupils have taken part in regularly <u>at school</u> in the last 12 months by key stage

<u>At</u> school	KS3 (A)	KS4 (B)	KS5 (C)
Base:	*1,371*	*765*	*443*
Sport (e.g. swimming, hockey, martial arts)	51% B,C	42% C	31%
Arts (e.g. art, dance, music)	30% B,C	21% C	15%
Clubs relating to an academic subject	14%	19% A	19% A
Volunteering	8%	14% A	26% A,B
Clubs not relating to an academic subject	10%	8%	10%
Community groups or schemes	7%	5%	6%
Other activities	13%	9%	8%
Participation in 'any' extra-curricular activity	*73% B,C*	*68%*	*63%*

ABC = significant difference at 5% risk level. Columns tested: A/B/C.

The pattern of participation in extra-curricular activities is similar <u>outside</u> of school: Seven in ten (71%) KS3 pupils take part in activities outside of school, compared with 65% of those in KS4. However, participation increases slightly among KS5 pupils, with 69% taking part in some form of extra-curricular activity. This is due in part to the significantly higher proportion of KS5 pupils taking part in 'volunteering' (29%, compared with 17% of KS4 pupils and 7% of KS3 pupils).

Pupil's gender

There are differences by gender in the choice of extra-curricular activity, both in school and outside of school. However, overall participation rates are similar for boys and girls:

- <u>At</u> school, 70% of boys and 70% of girls have taken part in some form of extra-curricular activity;

- <u>Outside</u> of school, 71% of boys have participated in extra-curricular activities, compared with 67% of girls. This finding suggests a higher participation rate amongst boys, but the difference is not statistically significant.

Looking at the findings by extra-curricular activity:

- Boys are more likely to have taken part in 'sport' as an extra-curricular activity both <u>at</u> school (51% of boys, compared with 37% of girls) and <u>outside</u> of school (54% of boys, compared with 41% of girls).

- Girls are more likely to have taken part in 'arts' activities both <u>at</u> school (31% of girls, compared with 17% of boys) and <u>outside</u> of school (28% of girls, compared with 11% of boys).

- Girls are also more likely to have been involved in 'volunteering' <u>at </u>school (16% of girls, compared with 10% of boys) and outside of school (19% of girls, compared with 10% of boys).

Disadvantage

Pupils in the fifth (most deprived) IDACI quintile were less likely to take part in extra-curricular activities <u>at</u> school and <u>outside</u> of school.

- 28% of those in the fifth quintile did not take part in extra-curricular activities regularly <u>at</u> school, compared with 18% of pupils in the first (least deprived) quintile.

- 35% of those in the fifth quintile did not take part in extra-curricular activities regularly <u>outside</u> school, compared with 12% of pupils in the first quintile.

Levels of participation in extra-curricular activities <u>at</u> school and <u>outside</u> of school becomes progressively lower between the first and fifth quintiles.

SEN

Pupils with special educational needs (SEN) are less likely to have taken part in most forms of extra-curricular activity, compared with pupils without. This is seen, both <u>at</u> school and <u>outside</u> of school. Overall, a third of pupils with SEN did not participate in any extra-curricular activity on a regular basis <u>at</u> school (31%, compared with 21% of pupils without SEN), and a third did not participate <u>outside</u> of school (33%, compared with 21% of pupils without SEN).

However, pupils with SEN are more likely to have been involved with community groups or schemes through school, compared with those without SEN (9% vs 6%).

There were no significant differences found by pupil ethnicity or region.

College students

Overall, the findings show that in the last 12 months 44% of students regularly took part in extra-curricular activities both <u>at</u> college and <u>outside</u> of college. One in ten (11%) only took part in activities that were held <u>at</u> college, but 17% only participated

in extra-curricular activities <u>outside</u> of college. Almost three in ten (28%) did not take part in extra-curricular activities in either context[12].

Just under half of college students regularly participated in extra-curricular activities <u>at</u> college (48%), which reflects the differences in age group identified between older and younger pupils. The most popular activities are 'sport' (20%), 'arts' (12%) and 'volunteering' (12%).

Students are more likely to have taken part in extra-curricular activities <u>outside</u> of college than <u>at</u> college (61%, compared with 48%). The focus <u>outside</u> of college continues to be 'sport' (38%). However, college students are more likely to be involved with 'volunteering' (22%) and community groups (12%) <u>outside</u> of college, compared with <u>at</u> college.

Figure 2: Types of extra-curricular activities that students have taken part in regularly at college or outside of college in the last 12 months
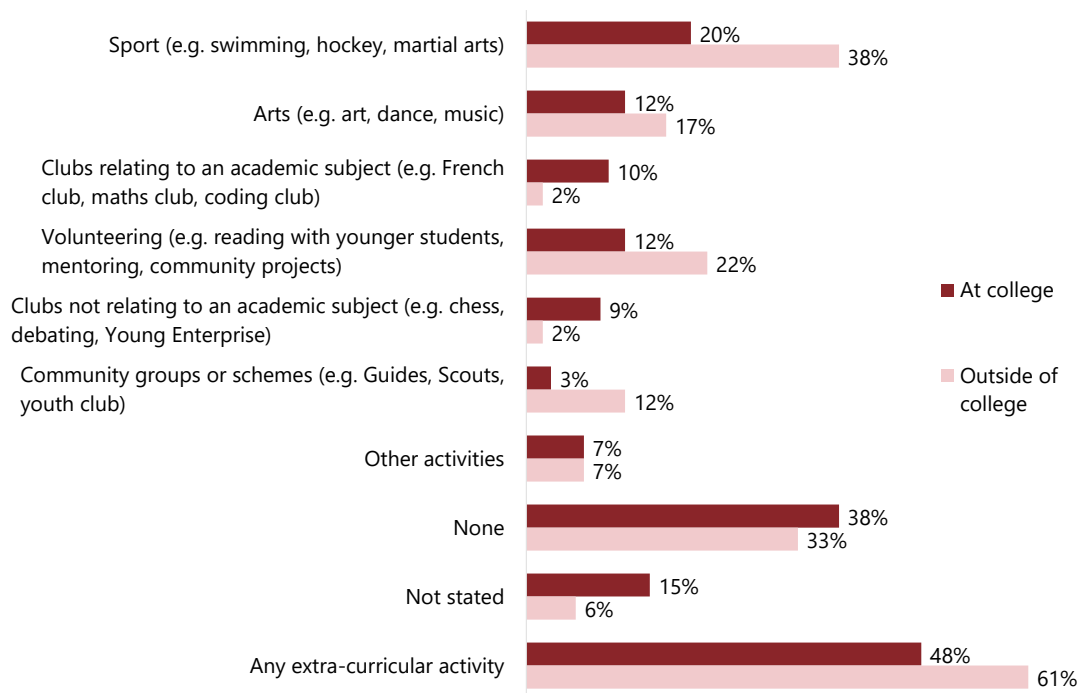
Base: All college students (206)

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[12] Analysis based on pupils who provided an answer to **both** questions (in school activity and out of school activity) and therefore excludes 'Not stated' at either question.

Differences by subgroup

Only statistically significant differences are reported here.

Student's year of learning

Overall participation in extra-curricular activities either <u>at</u> or <u>outside</u> of college does not vary by year of learning. However, the choice of extra-curricular activity does differ <u>at</u> college, with first year students more likely to take part in 'sport', compared with second year students (29% and 9%, respectively).

Student's gender

Female college students were less likely to participate in extra-curricular activities than male students. Two in five female students (39%) said they had taken part in no activities regularly <u>outside</u> of college, compared with 24% of male students. The findings suggest a similar pattern for extra-curricular activities <u>at</u> college, with fewer female students taking part in any extra-curricular activities regularly, compared with male students (43% and 31%, not participating respectively), but due to small base sizes the difference is not statistically significant.

The survey findings also demonstrate a difference by gender in the types of extra-curricular activities which students take part in:

- Male students are more likely than female students to take part in 'sport' related extra-activities <u>at</u> college (28%, compared with 14%) and <u>outside</u> of college (50%, compared with 27%).

- The most popular extra-curricular activity for female students <u>at</u> college is 'Arts' (e.g. art, dance or music), mentioned by 17%, compared with just 6% of male students. <u>Outside</u> of college, female students are also more likely than male students to get involved in activities related to 'arts' (22%, compared with 11%).

Qualification type

Students studying for an AS/A level are more likely than those studying for a technical/vocational qualification to choose:

- <u>At</u> college, an 'arts' extra-curricular activity (18%, compared with 8%); and,

- Clubs not relating to an academic subject' (20%, compared with 3).

- <u>Outside</u> of college, an 'arts' extra-curricular activities (28%, compared with 10%).

Which, if any, musical activities do school pupils and college students participate in?

School pupils and college students were asked whether they had taken part in a range of musical activities over the previous 12 months either <u>at</u> school/college (either as part of, or outside, normal classes). They were also asked about whether they took part in any of these musical activities <u>outside</u> school/college.

School pupils

Of the school pupils surveyed 61% had taken part in a musical activity (either at school, outside of school, or both) in the past 12 months A third of pupils (32%) regularly took part in musical activities both <u>at</u> school and <u>outside</u> of school. A quarter (24%) only took part in activities that were held <u>at</u> school, and 5% only participated in extra-curricular activities <u>outside</u> of school. Two in five (39%) did not take part in extra-curricular activities in either context[13].

<u>At</u> school three in five school pupils (56%) took part in a musical activity in the last twelve months, either as part of, or outside, normal classes. As shown in Figure 3, the most common activities <u>at</u> school were 'a general music lesson (e.g. being taught about composers, music theory, and composing)', mentioned by a third (33%) of pupils, and taking part in 'an instrumental lesson (not singing) with the whole class' (mentioned by 30%).

<u>Outside</u> of school, a third of pupils (34%) had taken part in music-related activities, notably 'playing an instrument or singing by myself' (mentioned by 22% of all pupils).

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[13] Analysis based on pupils who provided an answer to **both** questions (in school activity and out of school activity) and therefore excludes 'Not stated' at either questions.

Figure 3: Types of musical activities that pupils have taken part in at school or outside of school in the last 12 months
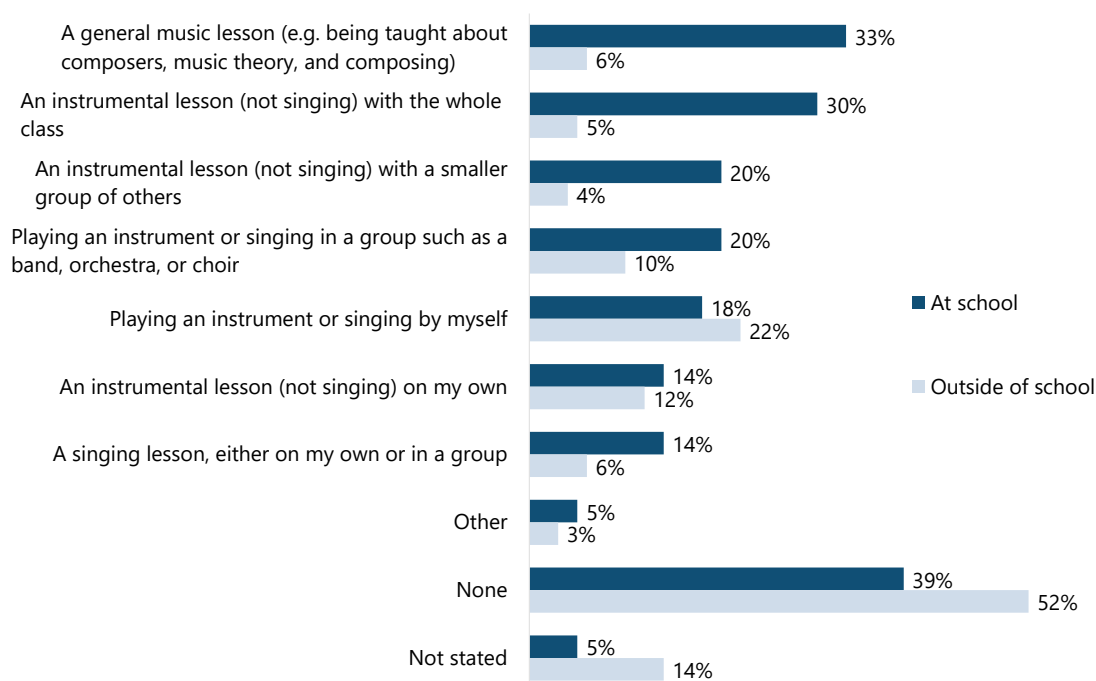
Base: All school pupils (2,590)

Pupils were more likely to participate in almost all musical activities <u>at</u> school, compared to <u>outside</u> of school. The notable exception being 'playing an instrument or singing by myself'; 22% of pupils say they do this <u>outside</u> of school, compared with 18% <u>at</u> school.

Differences by subgroup

Only statistically significant differences are reported here.

Pupil's key stage

As shown in Table 8, overall participation in musical activities <u>at</u> school declines across key stages, from 82% taking part in any form of musical activity <u>at</u> school in KS3, to 38% in KS4 and 24% in KS5.

Table 8: Types of musical activities that pupils have taken part in regularly at school in the last 12 months by key stage

At school	KS3 (A)	KS4 (B)	KS5 (C)
Base:	*1,371*	*765*	*443*
A general music lesson (e.g. being taught about composers, music theory, and composing)	51% B,C	20% C	9%
An instrumental lesson (not singing) with the whole class	51% B,C	12% C	6%
An instrumental lesson (not singing) with a smaller group of others	33% B,C	10% C	4%
Playing an instrument or singing in a group such as a band, orchestra, or choir	27% B,C	14%	11%
Playing an instrument or singing by myself	22% B,C	15%	12%
An instrumental lesson (not singing) on my own	20% B,C	11%	8%
A singing lesson, either on my own or in a group	21% B,C	7%	5%
Other	7% B,C	4%	3%
None	15%	57% A	68% A,B
Participation in 'any' musical activity	*82% B,C*	*38% C*	*24%*

ABC = significant difference at 5% risk level. Columns tested: A/B/C.

There are also significant differences in participation by type of activities across the different key stages. KS3 pupils are also more likely to take part in some form of musical activity <u>outside</u> of school (39%, compared with 28% of KS4 pupils and 32% of KS5 pupils).

The pattern is less varied <u>outside</u> of school for individual musical activities reflecting the lower levels participation in each type. However, KS3 pupils are more likely to take part in the following activities, compared to pupils in KS4 and KS5:

- 'An instrumental lesson (not singing) on my own' (14% of KS3 pupils, compared with 9% of KS4 pupils and 10% of KS5 pupils);

- 'A general music lesson' (8% of KS3 pupils, compared with 4% of KS4 pupils and 3% of KS5 pupils); and,

- 'An instrumental lesson (not singing) with the whole class' (6% of KS3 pupils, compared with 3% of KS4 pupils and 3% of KS5 pupils).

Pupil's gender

There are variations in the types of musical activities that girls and boys participate in, both at school, and outside of school.

At school:

- Girls were more likely to 'play an instrument or sing in a group' (22%) than boys (17%). They were also more likely to 'play an instrument or sing by myself' (20%) compared to boys (16%).

- Boys were more likely to have 'an instrumental lesson (not singing) with a small group' (22%) compared with girls (18%).

Outside of school:

- Overall, more girls than boys took part in musical activities (39%, compared with 30%).

- Girls were more likely to 'play an instrument or sing by myself' (27%) compared to boys (18%).

Disadvantage

There are no significant differences in overall musical participation in relation to pupil disadvantage either at school or outside of school.

However, looking at the individual activities by the Income Deprivation Affecting Children Index (IDACI), pupils in the first quintile (least deprived) were more likely to take part in the following types of musical activity at school compared with those in the fourth or fifth quintiles (most deprived):

- 41% of pupils in the first quintile participated in 'a general music lesson' compared with 33% of those in fourth quintile and 28% in the fifth.

- 19% of pupils in the first quintile had 'an instrumental lesson (not singing) on their own' at school compared with 13% of those in fourth quintile and 14% in the fifth.

Similarly, outside of school, pupils in the first quintile were more likely to have taken part in some forms of musical activity in the last 12 months than those in the fifth quintile:

- 25% of pupils in the first quintile said that they had 'played an instrument or sung by myself' outside of school compared with 18% of those in fifth quintile.

- 18% of pupils in the first quintile had taken part in 'an instrumental lesson (not singing) on their own' compared with 8% of those in fifth quintile.

SEN

Overall, there is no significant difference in the proportion of pupils with special educational needs (SEN) who had <u>not</u> taken part in musical activities <u>at</u> school in the last 12 months compared with pupils without SEN (42% and 38%, respectively).

However, <u>outside</u> of school a higher proportion of pupils with SEN said that they had taken part in no musical activities: 57% say 'none', compared with 52% of those without SEN.

There were no differences found by pupil ethnicity or region.

College students

Of the college students surveyed 37% had taken part in a musical activity (either at college, outside of college, or both) in the past 12 months. A fifth of students (19%) regularly took part in musical activities both <u>at</u> college and <u>outside</u> of college. Three in five students (63%) did not take part in extra-curricular activities in either context[14].

College students were more likely to take part in musical activities <u>outside</u> of college, rather than <u>at</u> college (36%, compared with 20%, respectively). Across the board, only small proportions of students had taken part in any individual musical activity <u>at</u> college in the past 12 months. The most popular of these being 'playing an instrument or singing by myself' (14%) or 'playing an instrument or singing in a group such as a band, orchestra or choir' (10%).

<u>Outside</u> of college, 'playing an instrument or singing by myself' is the most common musical activity students had participated in during the previous 12 months (mentioned by 29%). All other activities are mentioned by less than 10% of students.

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[14] Analysis based on students who provided an answer to **both** questions (in college activity and out of college activity) and therefore excludes 'Not stated' at either questions.

Figure 4: Types of musical activities that students have taken part in at college or outside of college in the last 12 months

Playing an instrument or singing by myself — At college: 14%, Outside of college: 29%

Playing an instrument or singing in a group such as a band, orchestra, or choir — At college: 10%, Outside of college: 8%

A general music lesson (e.g. being taught about composers, music theory, and composing) — At college: 7%, Outside of college: 2%

A singing lesson, either on my own or in a group — At college: 6%, Outside of college: 5%

An instrumental lesson (not singing) on my own — At college: 6%, Outside of college: 9%

An instrumental lesson (not singing) with the whole class — At college: 5%, Outside of college: 2%

An instrumental lesson (not singing) with a smaller group of others — At college: 3%, Outside of college: 4%

Other — At college: 1%, Outside of college: 2%

None — At college: 67%, Outside of college: 57%

Not stated — At college: 13%, Outside of college: 8%

Base: All college students (206)

Differences by subgroup

Only statistically significant differences are reported here.

Student's gender

Given the low levels of participation in musical activities both <u>at</u> college and <u>outside</u> of college, the data highlights few significant differences by subgroups of students. However, by gender, participation in 'a singing lesson, either on my own or in a group' was higher among female students, compared with male students, both <u>at</u> college (12% and 0%, respectively) and <u>outside</u> of college (9% and 1%).

There were no differences found by student year of learning and qualification type.

How often, if at all, do pupils attend their school's breakfast club?

Breakfast clubs provide breakfast in supervised conditions before school lessons start. Breakfast clubs may be free or cost money to attend. School pupils were asked to think about the school term which started in September 2017, and say how often, if at all, they usually go to their school's breakfast club. This question was only

asked of pupils attending schools, and was not included on the survey of college students.

School pupils

Two in five school pupils (41%) reported that their school currently has a breakfast club. Among pupils whose school offers this facility, 16% have attended breakfast club at least once a month throughout the Autumn term (since the school term started in September).

Figure 5 below focuses on pupils who attend a school that offers a breakfast club provision and shows that only 4% of pupils go to a breakfast club every day and 2% attend 3-4 days a week. Pupil's attendance at breakfast club is more likely to be occasional i.e. just a few times a month (7%) or 1-2 days a week (4%).

Figure 5: How often pupils usually go to their school's breakfast club, if it has one

I go every day — 4%

I go 1-2 days each week — 4%

16% attend breakfast club

I go 3-4 days each week — 2%

I go a few times each month — 7%

My school has a club but I never go — 84%
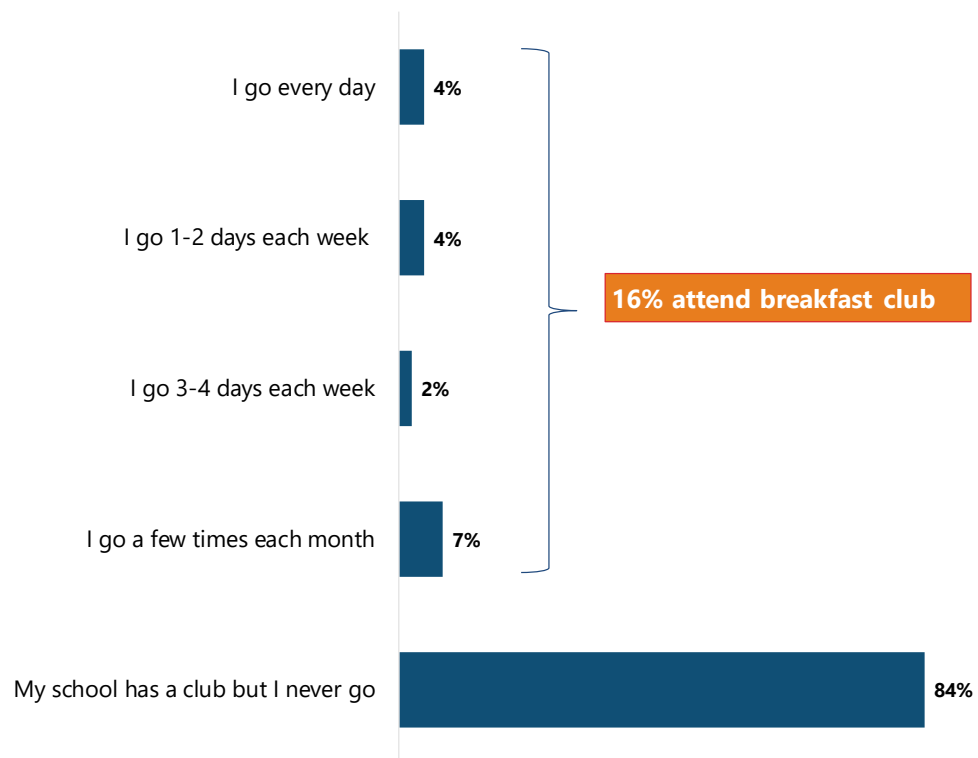
Base: All school pupils who attend a school that offers a breakfast club facility (1,074)

Differences by subgroup

Only statistically significant differences are reported here.

Pupil's year group

Attendance at a breakfast club declines with age: one in five year 7 pupils (20%) have attended their school's breakfast club since the term started in September 2017, compared to one in ten year 12 pupils (10%).

Disadvantage

Pupils who are in the IDACI fifth quintile (most deprived) were more likely to say that their school offers breakfast club provision (49%), compared with pupils who are in the first and second quintiles (37% in both cases). Consistent with this is the higher proportion of pupils in the fifth quintile attending their school's breakfast club (27%, compared with 11% of those in the first quintile and 7% in the second quintile).

SEN

A slightly higher proportion of pupils with SEN attended a breakfast club provided by their school (24%) compared with pupils without SEN (15%).

Region

Pupils living in London were more likely to say that their school offers breakfast club provision than those living in other areas of England (50% and 40%, respectively). This is in line with a higher proportion of pupils in London attending breakfast club, where it is provided (25%) compared with pupils living elsewhere (14%).

There were no significant differences found by pupil gender or ethnicity.

Flexible working

Parents/carers of school pupils were asked to consider whether they would be satisfied or dissatisfied if their child was taught by a teacher who works flexibly. For example, this could be that they work part-time, or shares their job with another teacher (known as a job share).

Overall, more parents/carers would be 'satisfied' if their child was being taught by a teacher with flexible working arrangements than 'not satisfied' (35%, compared with 30%). However, a similar proportion of parents/carers (34%) would be neither satisfied nor dissatisfied, compared to 'satisfied'.

Figure 6: Would parents/carers be satisfied or dissatisfied if their child was taught by a teacher who works part-time or shares their job with another teacher?
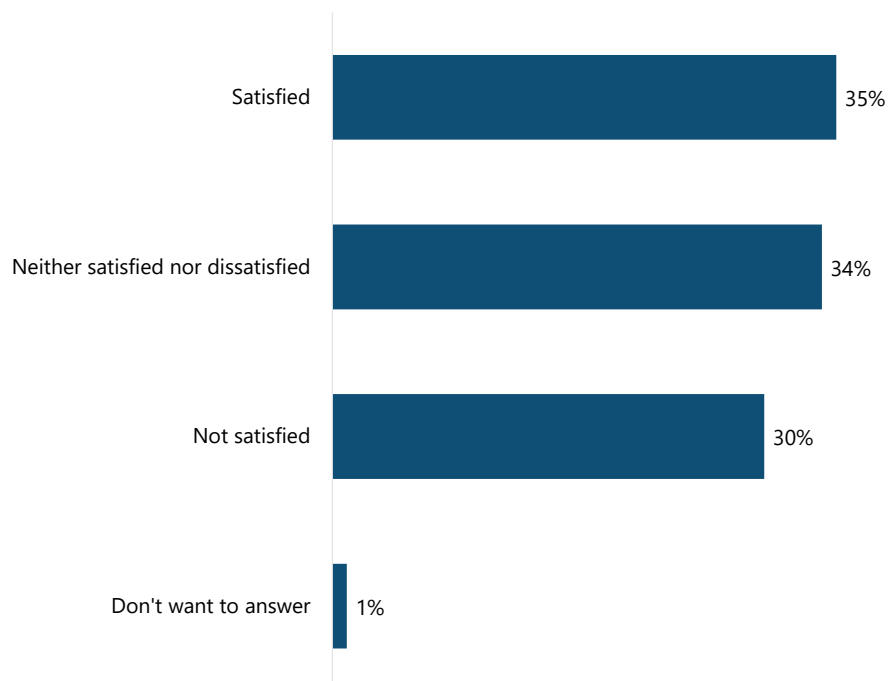
Response	Percentage
Satisfied	35%
Neither satisfied nor dissatisfied	34%
Not satisfied	30%
Don't want to answer	1%

Base: All parents/carers of school pupils (2,590)

Differences by subgroup

Only statistically significant differences are reported here.

Disadvantage

Half of parents/carers of children in the first IDACI quintile (least deprived) would be satisfied if their child was being taught by a teacher working flexibly (48%). Just 20% would not be satisfied.

In contrast, more parents/carers of children in the fifth quintile (most deprived) say they would not be satisfied (33%) with their child being taught by a teacher working part-time or in a job-share arrangement, than would be satisfied (31%).

Pupil's ethnicity

Parents/carers of White pupils were more likely to express satisfaction with their child being taught by a teacher working flexibly (39%), compared with parents/carers of Asian/Asian British pupils (25%) and Black African/Caribbean/Black British pupils (29%).

There were no differences found by pupil year group or key stage, gender, SEN or region.

40

Chapter 2 – Citizenship

This chapter explores how school pupils and college students would prefer to learn about government and politics at school/college and the topics they would like to learn more about.

Background

Learning about government and politics is an important part of the Citizenship programmes of study at key stages 3 and 4 (KS3 and KS4)[15]. At KS3 "teaching should develop pupils' understanding of democracy, government and the rights and responsibilities of citizens" which should be developed further at KS4. Topics to be covered include parliamentary democracy in the UK, voting and elections, the role of political parties, how to influence local and national decisions and beyond. Citizenship is not included at key stage 5 (KS5) or in colleges. Questions were included in the survey to explore pupils' and students' preferences for how they would like to learn about government and politics and what topics they would like to learn about.

How would school pupils/college students prefer to learn about government and politics at school/college?

School pupils

School pupils were asked 'How would you prefer to learn about Government and Politics at school, if at all?' They were shown a list and asked to select/tick all that apply (Figure 7). This question was asked for the first time in wave 4.

Pupils were most likely to say they would prefer to learn about government and politics at school 'through subjects I study' (38%) followed by 'from guest speakers at my school (e.g. politicians, campaign leaders, charities)' (32%), 'through school trips' (32%), 'by talking about politics with my teacher or classmates' (22%), 'through work experience' (16%), and 'through lunchtime or after school clubs' (4%).

Sixteen percent (16%) of pupils said 'I am not interested in learning more'.

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[15]https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239060/SECONDARY_national_curriculum_-_Citizenship.pdf

Figure 7: How would you prefer to learn about Government and Politics at school/college if at all?
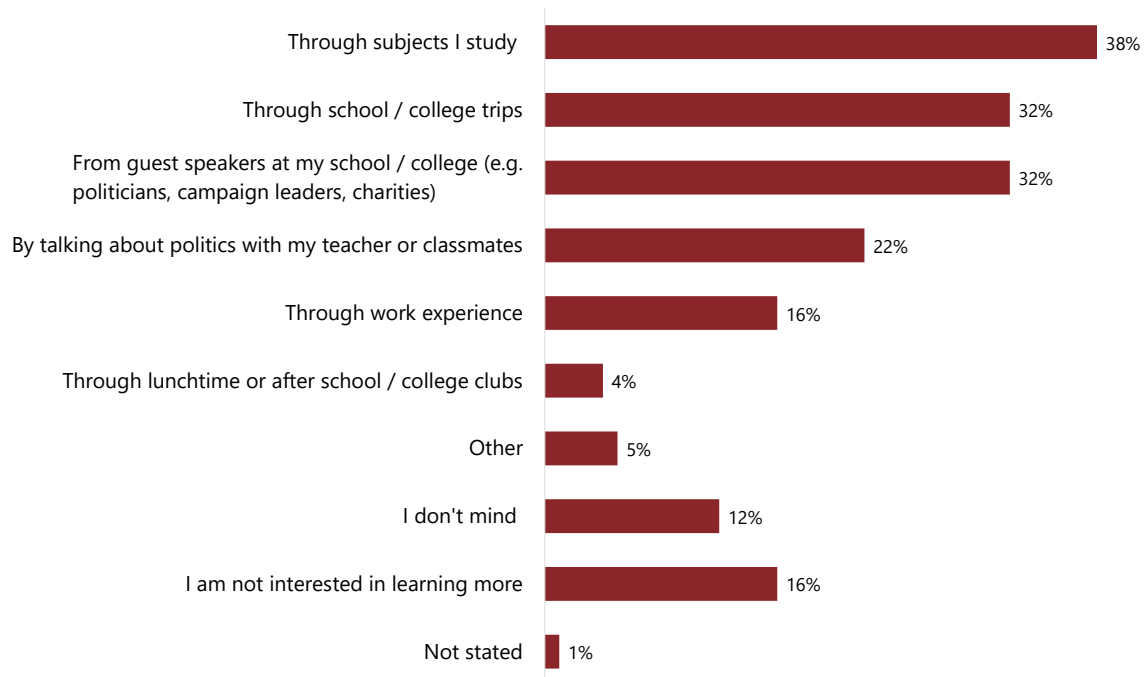
Option	Percentage
Through subjects I study	38%
Through school / college trips	32%
From guest speakers at my school / college (e.g. politicians, campaign leaders, charities)	32%
By talking about politics with my teacher or classmates	22%
Through work experience	16%
Through lunchtime or after school / college clubs	4%
Other	5%
I don't mind	12%
I am not interested in learning more	16%
Not stated	1%

Base: All school pupils (2,590)

Differences by subgroup

Only statistically significant differences are reported here.

Pupil's year group

As shown in Table 9, school pupils' preferences for how to learn about government and politics varied by school year. Pupils in year 13 were more likely than those in year 7 to answer 'Through subjects I study' (51%, compared with 36%), 'From guest speakers at my school' (41%, compared with 28%) and 'By talking about politics with my teacher or classmates' (44%, compared with 17%).

Pupils in year 8 or year 9 were more likely than those in year 11 or year 12 to answer 'Through school trips' (36% and 37%, compared with 28% and 25%).

Table 9: How would you prefer to learn about Government and Politics at school/college if at all? (By year group)

% of pupils giving each answer	Year 7 (A)	Year 8 (B)	Year 9 (C)	Year 10 (D)	year 11 (E)	Year 12 (F)	Year 13 (G)
Base:	*475*	*463*	*433*	*394*	*371*	*309*	*134*
Through subjects I study	36	38 D	38 D	31	42 D	42 D	51 A,B,C,D
From guest speakers at my school (e.g. politicians, campaign leaders, charities)	28	32	31	32	32	35 A	41 A,C
Through school trips	32	36 E,F	37 E,F	32	28	25	28
By talking about politics with my teacher or classmates	17	18	18	19	24 A	29 A,B,C,D	44 A,B,C,D,E,F
Through work experience	16	16	19 F	20 F	17	12	12
Through lunchtime or after school clubs	4	5	4	2	4	4	8 C,D
I am not interested in learning more	17	13	17	19 B	16	17	11

ABCDEFG = significant difference at 5% risk level. Columns tested: A/B/C/D/E/F/G.

Pupil's key stage

Pupils in KS5 were more likely than those in KS3 or KS4 to say they would prefer to learn about government and politics at school 'through subjects I study' (44%, compared with 37% and 36%) and 'by talking about politics with my teacher or classmates' (33%, compared with 18% and 22%).

Pupils in KS3 were more likely than those in KS4 or KS5 to answer 'through school trips' (35%, compared with 30% and 26%).

Pupils in KS3 and KS4 were more likely than those in KS5 to answer 'through work experience' (17% and 19%, compared with 12%).

Pupil's gender

Girls were more likely than boys to say they would prefer to learn about government and politics at school 'through school trips' (35%, compared with 29%) and 'through work experience' (19%, compared with 14%). Boys were more likely than girls to say 'I am not interested in learning more' (18%, compared with 14%).

Disadvantage

Pupils not eligible for Free School Meals (FSM) were more likely than those eligible for FSM to say they would prefer to learn about government and politics at school 'from guest speakers at my school' (33%, compared with 27%) and 'by talking about politics with my teacher or classmates' (23%, compared with 16%).

Pupils in the least disadvantaged Income Deprivation Affecting Children Index (IDACI) quintile were more likely than those in the most disadvantaged IDACI quintile to prefer to learn about government and politics at school:

- 'Through subjects I study' (44%, compared with 37%).

- 'From guest speakers at my school' (39%, compared with 29%).

- 'By talking about politics with my teacher or classmates' (24%, compared with 18%).

SEN

Pupils without Special Educational Needs (SEN) were more likely to say they would prefer to learn about government and politics at school:

- 'Through subjects I study' (42%, compared with 28%).

- 'From guest speakers at my school' (35%, compared with 21%).

- 'Through school trips' (33%, compared with 26%).

- 'By talking about politics with my class teacher or classmates (24%, compared with 18%).

Pupils with SEN were more likely than those without SEN to say 'I am not interested in learning more' (25%, compared with 13%).

Ethnicity

Asian/Asian British pupils were more likely than White pupils to prefer to learn about government and politics at school 'through subjects I study' (46%, compared with 37%) and 'from guest speakers at my school' (39%, compared with 31%).

White pupils were less likely than Asian/Asian British or Black African/Caribbean/Black British pupils to prefer to learn about government and politics 'through work experience' (14%, compared with 26% and 24%).

White pupils were more likely than Asian/Asian British or Black African/Caribbean/Black British pupils to say 'I am not interested in learning more' (18%, compared with 7% and8%).

Region

Pupils in London were more likely than those in the North, or the South to prefer to learn about government and politics at school 'through school trips' (40%, compared with 29% and 31%). Pupils in London were more likely than those in the North, or the Midlands to prefer to learn about government and politics at school 'by talking about politics with my teacher or classmates' (29%, compared with 17% and 22%). Pupils in London were more likely to answer 'through work experience' than those in the North, the Midlands, or the South (23%, compared with 15%, 17% and 16%). Pupils in London were more likely to answer 'through lunchtime or after school clubs' than those in the North (7%, compared with 3%).

Pupils in the North, the Midlands and the South were more likely than those in London to say 'I am not interested in learning more' (16%, 18%, 15%, compared with 9%).

College students

College students were asked 'How would you prefer to learn about Government and Politics at college, if at all?' They were shown a list and asked to select/tick all that apply (see Figure 8).

College students' preferences were similar to school pupils'. College students were most likely to say they would prefer to learn about government and politics at college 'through subjects I study' (36%), followed by 'from guest speakers at my college' (34%), 'by talking about politics with my teacher or classmates' (34%), 'through college trips' (19%), 'through work experience' (12%) and 'through lunchtime or after college clubs' (3%).

Twenty-two percent of college students said 'I am not interested in learning more'.

Figure 8: How would you prefer to learn about Government and Politics at school/college, if at all?

Category	Percentage
Through subjects I study	36%
From guest speakers at my school / college (e.g. politicians, campaign leaders, charities)	34%
By talking about politics with my teacher or classmates	34%
Through school / college trips	19%
Through work experience	12%
Through lunchtime or after school / college clubs	3%
Other	6%
I don't mind	12%
I am not interested in learning more	22%
Not stated	1%
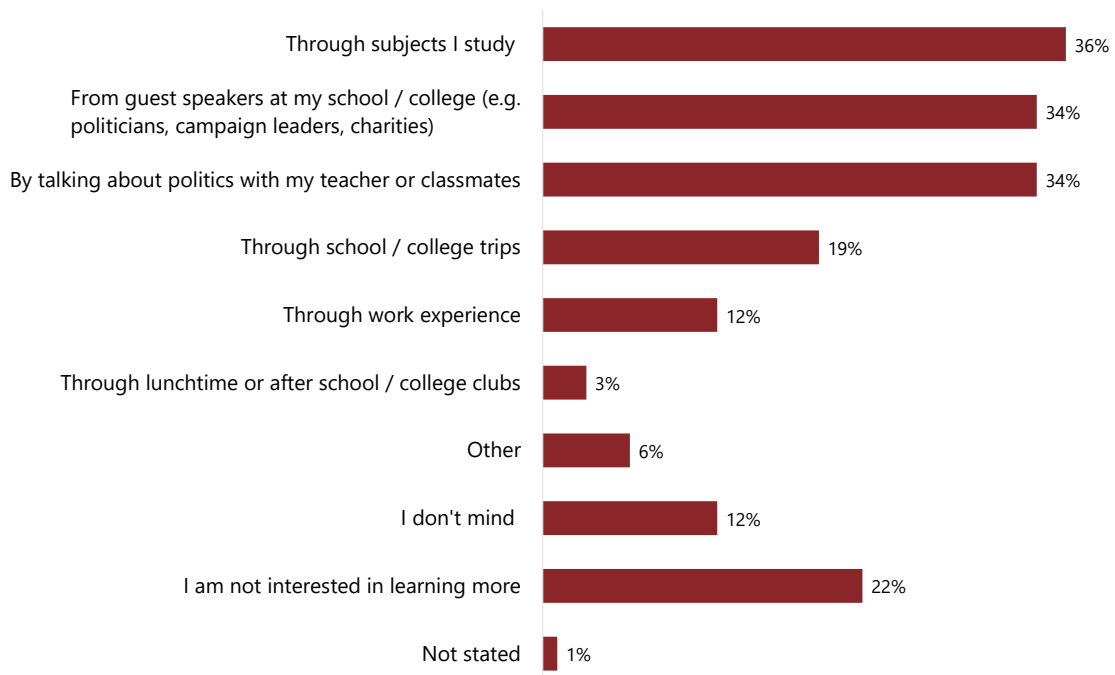
Base: All college students (206)

Difference by subgroup

Student's year of learning

Students in their first year of learning were more likely than those in their second year to want to learn about government and politics at college 'through work experience' (17%, compared with 7%).

Student's gender

Female college students were more likely than male college students to answer 'through college trips' (26%, compared with 11%).

Qualification type

Students studying for an AS/A level at college were more likely than those studying for a technical/vocational qualification to answer 'through subjects I study' (45%, compared with 31%).

Differences by sample type

A higher proportion of college students than school pupils would prefer to learn about government and politics 'by talking about politics with my teacher or classmates' (34%, compared with 22%).

A higher proportion of school pupils than college students answered 'through school/college trips' (32%, compared with 19%).

Compared with school pupils, college students were more likely to answer 'I am not interested in learning more' (16%, compared with 22%).

What government and politics topics would school pupils/college students like to learn more about?

School pupils

Pupils were asked 'Which of the following, if any, would you like to learn more about?' They were shown a list of topics related to government and politics and asked to select/tick all that apply (see Figure 9). This question was asked for the first time in wave 4.

Pupils were most likely to want to learn about 'how Government works' (47%), followed by 'how elections work' (29%), 'how political parties are formed' (29%), 'when and how I can register to vote' (29%), 'how someone becomes a politician' (26%), 'how I can get more involved in politics' (18%), 'how to get in touch with my local politician' (13%). Over a quarter (28%) of pupils said 'I have as much information as I want'.

Figure 9: Which of the following, if any, would you like to learn more about?

How Government works	47%
When and how I can register to vote	29%
How political parties are formed	29%
How elections work	29%
How someone becomes a politician	26%
How I can get more involved in politics	18%
How to get in touch with my local politician	13%
None - I have as much information as I want	28%
Not stated	1%
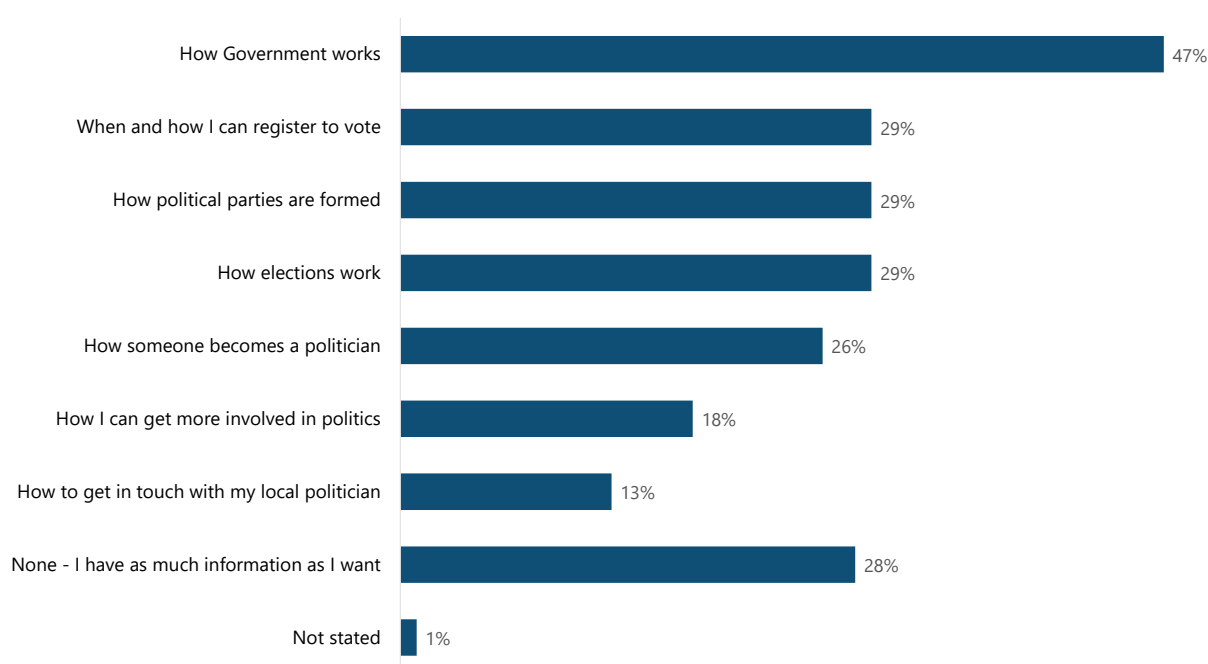
Base: All school pupils (2,590)

Difference by subgroup

Only statistically significant differences are reported here.

Pupil's key stage

KS5 pupils were more likely than those in KS3 or KS4 to want to learn more about:

- 'How Government works' (57%, compared with 44% and 45%).

- 'How elections work' (39%, compared with 28% and 23%).

- 'When and how I can register to vote' (37%, compared with 26% and 27%).

- 'How I can get more involved in politics' (25%, compared with 15% and 17%).

- 'How to get in touch with my local politician' (18%, compared with 12% and 12%).

Pupil's gender

Girls were more likely than boys to want to learn more about:

- 'How Government works' (52%, compared with 43%).

- 'How elections work' (33%, compared with 25%).

- 'How political parties are formed' (33%, compared with 25%).

- 'How I can get more involved in politics' (20%, compared with 16%).

Boys were more likely than girls to answer 'I have as much information as I want' (33%, compared with 24%).

Disadvantage

Pupils not eligible for FSM were more likely than those eligible for FSM to want to learn more about:

- 'How Government works' (49%, compared with 41%).

- 'How political parties are formed' (30%, compared with 24%).

- 'When and how I can register to vote' (30%, compared with 23%).

- 'How someone becomes a politician' (26%, compared with 21%).

Pupils eligible for FSM were more likely than those not eligible for FSM to answer 'I have as much information as I want' (33%, compared with 27%).

Pupils in the least disadvantaged IDACI quintile were more likely than those in the most disadvantaged IDACI quintile to want to learn more about 'How political parties are formed' (34%, compared with 26%) and ''When and how I can register to vote' (36%, compared with 28%).

SEN

Pupils without SEN were more likely than those with SEN to want to learn more about:

- 'How Government works' (50%, compared with 40%).

- 'How elections work' (30%, compared with 26%).

- 'How political parties are formed' (32%, compared with 18%).

- 'When and how I can register to vote' (31%, compared with 25%).

- 'How someone becomes a politician' (28%, compared with 18%).

- 'How I can get more involved in politics' (20%, compared with 14%).

Pupils with SEN were more likely than those without SEN to answer 'I have as much information as I want' (39%, compared with 25%).

Ethnicity

Asian/Asian British pupils were more likely than White pupils to want to learn more about 'How political parties are formed' (35%, compared with 27%).

Black African/Caribbean/Black British pupils were more likely than White pupils to want to learn more about 'How someone becomes a politician' (34%, compared with 24%).

Asian/Asian British pupils were more likely than White pupils to want to learn more about 'How I can get more involved in politics' (24% compared with 16%).

White pupils were more likely than Asian/Asian British pupils or Black African/Caribbean/Black British pupils to answer 'I have as much information as I want' (31%, compared with 18% and 22%).

Region

Pupils from London were more likely than those from the North or the Midlands to want to learn more about 'How political parties are formed' (36%, compared with 27% and 25%).

Pupils from the South were more likely than those from the North, or the Midlands to want to learn more about 'When and how I can register to vote' (34%, compared with 27% and 27%).

Pupils from London were more likely than those from the North, or the South to want to learn more about 'How I can get more involved in politics' (24%, compared with 15% and 18%).

Pupils from the North were more likely than those from London to answer 'I have as much information as I want' (30%, compared with 23%).

College students

College students were asked 'Which of the following, if any, would you like to learn more about?' They were shown a list of topics related to government and politics and asked to select/tick all that apply (see Figure 10). This question was asked for the first time in wave 4.

College students were most likely to say they would like to learn more about 'How Government works' (49%), followed by 'How elections work' (34%), 'How political parties are formed' (32%), 'When and how I can register to vote' (29%), 'How someone becomes a politician' (26%), ''How I can get more involved in politics' (22%) and 'How to get in touch with my local politician' (19%). A third (34%) of college students said 'I have as much information as I want'.

Figure 10: Which of the following, if any, would you like to learn more about?
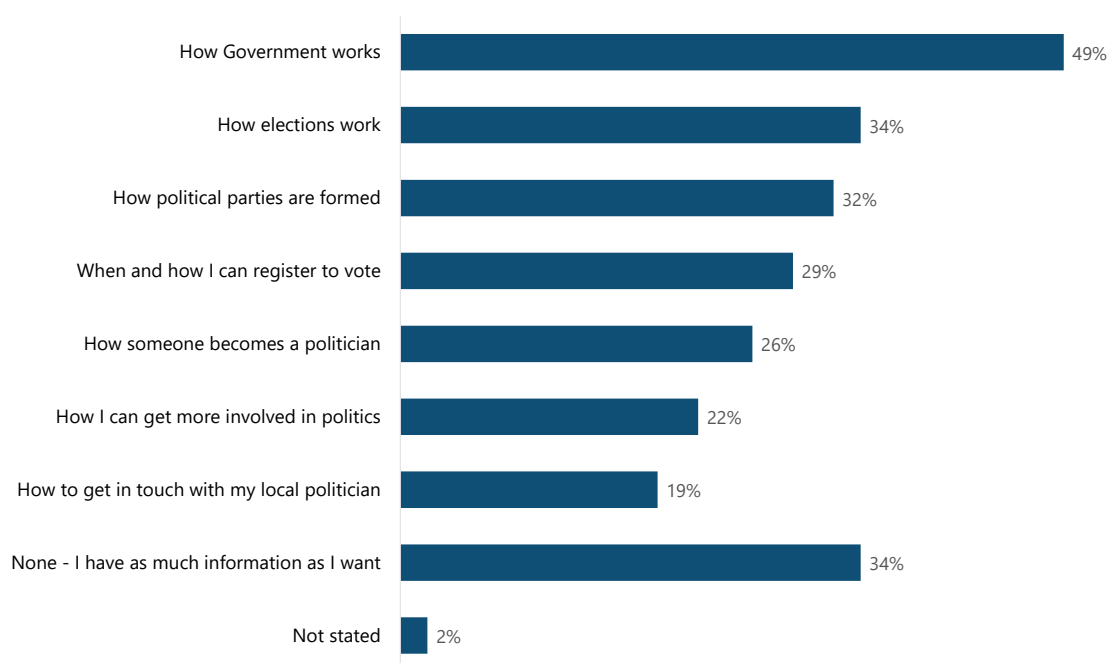
Category	Percentage
How Government works	49%
How elections work	34%
How political parties are formed	32%
When and how I can register to vote	29%
How someone becomes a politician	26%
How I can get more involved in politics	22%
How to get in touch with my local politician	19%
None - I have as much information as I want	34%
Not stated	2%

Base: All college students (206)

Differences by subgroup

Only statistically significant differences are reported here.

Student's gender

A higher proportion of female students than male students would like to learn about:

- 'How Government works' (57%, compared with 39%).
- 'How elections work' (48%, compared with 20%).

Male students, on the other hand, were more likely to answer 'I have as much information as I need' than female students (46%, compared with 26%).

Qualification type

A higher proportion of students taking an AS/A level qualification than a technical/vocational qualification would like to learn about:

- 'How elections work' (44%, compared with 29%).
- 'When and how I can register to vote' (38%, compared with 24%).

There were no differences found by year of learning.

Differences by sample type

Findings are similar between school pupils and college students in what they would like to learn more about. However, college students were more likely to want to learn more about 'How to get in touch with my local politician than school pupils' (19%, compared with 13%).

Chapter 3 – Bullying

In this chapter, we discuss how often pupils and students are victims of bullying at their school or college, and for what reasons. In addition, questions were asked about the frequency of sexist and sexual bullying, and incidences of touching inappropriately without permission. We also discuss pupils', students', and parents'/carers' perceptions of whether their/ their child's school or college would do something about different types of bullying. Questions on bullying were included in wave 2 of the pupil and parent/carer surveys, and trend analysis is shown where possible[16]. Parents'/carers' awareness of the Government website 'Educate Against Hate' is also reported.

Background

The government has published guidance to help schools take action to prevent and respond to bullying as part of their overall behaviour policy.[17] By law, every school must have a behaviour policy in place that includes measures to prevent all forms of bullying among pupils.

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group, either physically or emotionally.[17] Bullying can take many forms and is often motivated by prejudice against particular groups, for example, on grounds of race, religion, sexual orientation, special educational needs or disabilities, or gender identity. It might be motivated by actual differences between children, or perceived differences.

The Educate Against Hate website was developed by the Department for Education and Home Office and launched in January 2016.[18] The purpose of the website is to give parents, teachers, and school leaders "practical advice, support and resources to protect children from extremism and radicalisation". The website contains Q&As for parents as well as resources such as DfE's 'Counter Extremism Helpline' and 'Reporting Hate Crime'. Questions were included in this survey to measure parents'/carers' awareness and use of the website.

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[16] Department for Education (2017). "Omnibus survey of pupils and their parents/ carers: Research report wave 2 "
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/626068/PPC_Omnibus_Wave_2_Report.pdf
[17] Department for Education (2017), 'Preventing and tackling bullying: Advice for headteachers, staff and governing bodies'
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/623895/Preventing_and_tackling_bullying_advice.pdf
[18] www.educateagainsthate.com

How often are pupils and students victims of bullying at their school or college, and for what reasons?

School pupils and parents/carers

School pupils were asked 'in the last year how often, if at all, were you a victim of bullying at school for the following reasons?' Parents/carers of school pupils were asked a similar question: 'in the last year how often, if at all, has your child been a victim of bullying at school, because of the following reasons?' Pupils and parents/carers were asked to include any bullying on school grounds, on the way to and from school, or cyberbullying by other pupils at the school. They were shown a list of reasons for being bullied (see Figure 11), and for each type of bullying they were asked to select one of the following options: 'daily', 'weekly', 'monthly', 'once or twice in the last year', 'never', 'don't know', or 'don't want to answer'.

Overall findings – prevalence of bullying

Overall, 37% of pupils reported being a victim of bullying, and 36% of parents/carers said that their child had been a victim of bullying at least once in the last year.[19] These figures are different to those reported at wave 2, where 45% of pupils said they had been a victim of bullying, and 24% of parents/carers said their child had been a victim of bullying at least once in the last year.

Looking at bullying on a more regular basis, pupils were more likely to say they had been a victim of bullying at least once a month, compared with parents/carers, at both wave 2 and wave 4:

- **Wave 2:** 33% of pupils reported being a victim of bullying and 9% of parents/carers said their child had been a victim of bullying at least once a month in the last year.

- **Wave 4:** 20% of pupils reported being a victim of bullying and 16% of parents/carers said their child had been a victim of bullying at least once a month in the last year.

At wave 4, the proportion of pupils who reported they had been a victim of bullying at least once a month in the last year is lower than wave 2. Conversely, the proportion of parents/carers at wave 4 who said their child had been a victim of bullying at least once a month in the last year is higher than wave 2.

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[19] Note that these may not be the parents/ carers of the pupils that report bullying. Further on in the report we discuss the agreement between pupils and their parents/ carers.

Wave 4 findings - victim of bullying at least once a month in the last year

Further analysis is based on the proportion of pupils and parents/carers who said the pupil was a victim of bullying at least once a month in the last year. This means it has been reported that the pupil was a victim of bullying either 'daily', weekly' or 'monthly' in the last year for the different types of bullying reported.

As shown in Figure 11, pupils were most likely to say they had been a victim of bullying because they are, or someone says they are gay, lesbian or bisexual (6%), or because they have or someone says they have 'a Special Educational Need or Disability' (SEND; 6%). Parents, were also most likely to say their child had been a victim of bullying because their child is or someone says that their child is 'gay, lesbian or bisexual' (4%), or because their child has or someone says they have 'a SEND' (4%).

Figure 11: The proportion of pupils and parents/carers who say the pupil has been a victim of bullying at school at least once a month in the last year, by the reason for bullying[20]
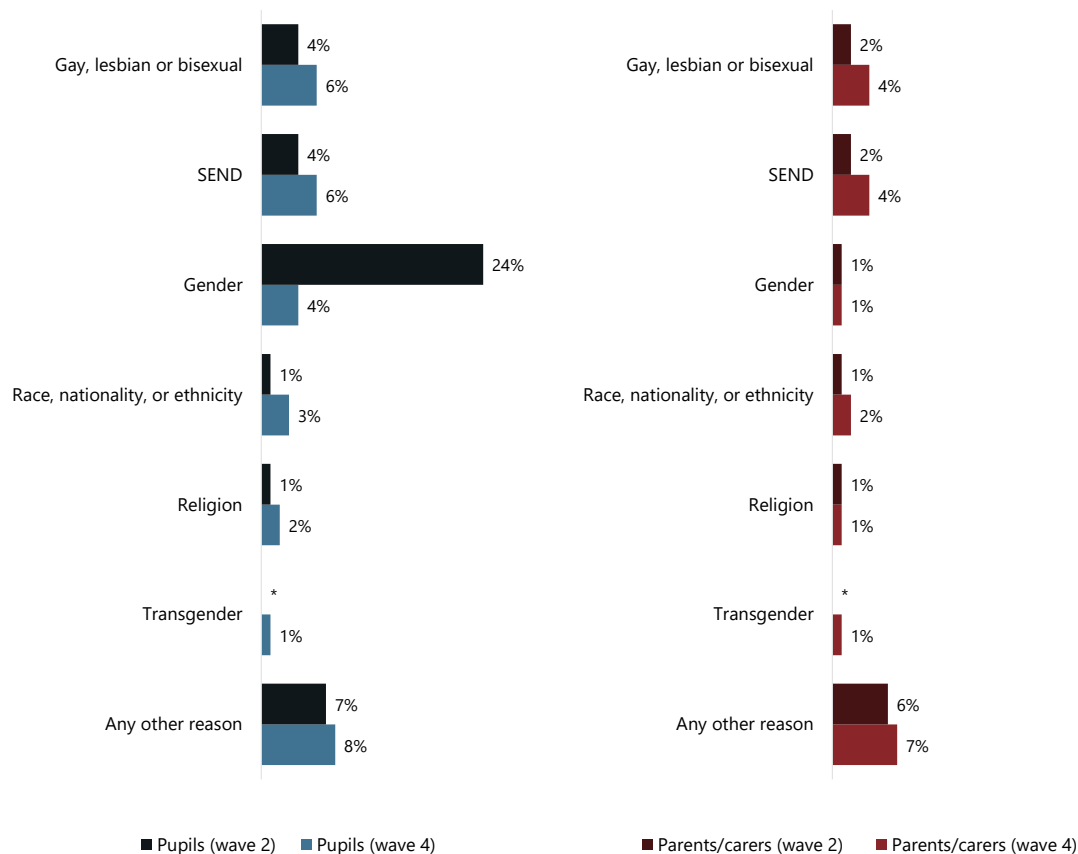
Base: All school pupils wave 2 (1,595), wave 4 (2,590) and all parents/carers of school pupils wave 2 (1,595), wave 4 (2,590)

Pupils at wave 4 were more likely than their parents/carers to report that they had been a victim of bullying at least once a month in the last year because:

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[20] * in Figure 11 denotes that the figure is less than 0.5%

- They are, or someone says they are 'gay, lesbian or bisexual' (6%), compared with parents/carers at wave 4 (4%).

- They have 'a SEND', or someone says they do, (6%), compared with parents/carers at wave 4 (4%).

- Their 'gender' (4%), compared with parents/carers at wave 4 (1%).

- Their 'race, nationality, or ethnicity' (3%), compared with parents/carers at wave 4 (2%).

- Their 'religion' (2%), compared with parents/carers at wave 4 (1%).

Pupils at wave 4 were more likely than at wave 2 to report that their child had been a victim of bullying at least once a month in the last year because:

- They are, or someone says they are 'gay, lesbian or bisexual' (6%), compared with pupils at wave 2 (4%).

- They have, or someone says they have 'a SEND' (6%), compared with pupils at wave 2 (4%).

- 'Race, nationality, or ethnicity' (3%), compared with pupils at wave 2 (1%).

- 'Religion' (2%), compared with pupils at wave 2 (1%).

Conversely, pupils at wave 4 were less likely to report that they had been a victim of bullying at least once a month in the last year because of their 'gender' (4%), compared with pupils at wave 2 (24%).[21]

Table 10: The proportion of pupils who say they have been a victim of bullying at school in the last year because of their gender, by frequency

	Wave 2 (A)	Wave 4 (B)
Base:	*1,595*	*2,590*
Daily	22% B	1%
Weekly	1%	2% A
Monthly	1%	1%
Once or twice in the last year	3%	3%
Never	70%	86% A
Don't know	2%	4% A
Don't want to answer	*	1%
Not stated	2%	2%

AB = significant difference at 5% risk level. Columns tested: A/B.

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[21] Please note that the methodology was consistent between waves.

The most pronounced wave-on-wave difference was between the proportion of pupils who reported that they had been bullied 'daily' in the last year because of their gender. Pupils at wave 4 were less likely to report experiencing this type of bullying 'daily' in the last year (1%), compared with pupils at wave 2 (22%). Instead, pupils at wave 4 were more likely to report that they had 'never' been bullied because of their gender (86%), compared with pupils at wave 2 (70%).

Parents/carers at wave 4 were more likely than at wave 2 to report that their child had been a victim of bullying at least once a month in the last year because:

- They are, or someone says they are 'gay, lesbian or bisexual' (4%), compared with parents/carers at wave 2 (2%).

- They have 'a SEND', or someone saying they do, (4%), compared with parents/carers at wave 2 (2%).

- 'Race, nationality, or ethnicity' (2%), compared with parents/carers at wave 2 (1%).

Pupils and parents/carers who said that the pupil had been a victim of bullying at least once in the last year because of their 'religion' or their 'race, nationality, or ethnicity', were asked to specify which group this was. At wave 4, pupils most commonly cited that they were bullied because they are 'Black' (15%), 'White' (14%), and 'British' (13%). The base sizes were too low to analyse the different types of religion cited.

Pupils and parents/carers were not asked to specify their 'other reason' at wave 4.

Paired response

For the prevalence of bullying, we have analysed the responses given by the pupil and parent/carer in the same household.

Most pupils and their parents/carers gave the same response (82%):

- 22% of pupils and their parents/carers both said the pupil had been a victim of bullying (with 9% agreeing the child had been a victim of bullying at least once a month in the last year).

- 61% of pupils and their parents/carers both said the pupil had never been a victim of bullying.

Within the 18% of pupils and their parents/carer that gave a different response:

- 9% of pupils reported being a victim of bullying, while their parent/carer reported that they had never been bullied. 3% of these pupils reported that

they had been a victim of bullying at least once a month in the last year, while their parent/carer reported that they had never been bullied.

- 9% of parents/carers reported that their child had been a victim of bullying, while their child reported that they had never been bullied. 2% of parents/carers reported that their child had been a victim of bullying at least once a month in the last year, while their child reported that they had never been bullied.

Differences by subgroup

Subgroup analysis is based on the proportion of pupils and parents/carers who say the pupil was a victim of bullying *at least once a month in the last year*. Only significant differences are reported here.

Pupil's year group and key stage

Table 11 summarises the prevalence of bullying at least once a month in the last year by year group and key stage (KS).

Table 11: The proportion of pupils who report being bullied at least once a month in the last year for at least one type of bullying (by year group and key stage)

Year group	
Year 7	19%
Year 8	22%
Year 9	24%
Year 10	20%
Year 11	18%
Year 12	16%
Year 13	16%
Key stage (KS)	
KS3	21%
KS4	19%
KS5	16%
Base: All school pupils (2,590)	

Year group and key stage differences in reasons for bullying

Overall, there were some differences by pupil's year group and key stage for the different types of bullying.

A victim of bullying because they are, or someone says they are 'gay, lesbian or bisexual'

Pupils in KS3 (7%) and KS4 (7%) were more likely to say they had been a victim of bullying because they are or someone says they are 'gay, lesbian or bisexual', compared with pupils in KS5 (3%). In line with this, parents/carers of pupils in KS3 (5%) were more likely than parents/carers of pupils in KS5 (2%) to indicate their child had been a victim of bullying for this reason.

Looking at the differences by year group, the pattern is less clear.

- Pupils in year 9 were more likely to say they had been a victim of bullying because they are, or someone says they are 'gay, lesbian or bisexual' (9%), compared with pupils in year 8 (5%) and year 12 (3%).

- Parents/carers of pupils in year 8 (6%) and year 9 (6%) were more likely than parents/carers of pupils in year 7 (2%), year 10 (2%) and year 12 (3%) to say their child had been a victim of bullying for this reason.

A victim of bullying because they have, or someone says they have 'a SEND'

Parents/carers of pupils in year 11 were more likely to say their child had been a victim of bullying because 'they have/someone says they have a SEND' (7%), compared with parents/carers of pupils in year 10 (3%) and year 12 (3%).

A victim of bullying because of their 'race, nationality, or ethnicity'

Parents/carers of pupils in KS4 were more likely to say their child had been bullied because of 'their race, nationality, or ethnicity' (3%), compared with parents/carers of pupils in KS5 (1%).

A victim of bullying for 'any other reason'

Pupils in KS3 were more likely to say they had been a victim of bullying because of a reason not listed in the survey (10%), compared with pupils in KS4 (7%) and KS5 (6%).

Looking at the differences by year group:

- Year 8 pupils (11%) were more likely than pupils in year 11 (6%) and year 12 (5%) to say they had been bullied for 'any other reason'.

- Year 9 pupils (13%) were more likely than pupils in year 7 (8%), year 11 (6%) and year 12 (5%) to say they had been bullied for 'any other reason'.

Similarly, parents/carers of pupils in KS3 (9%) were more likely to say their child had been a victim of bullying because of a reason not listed in the survey, compared with parents/carers of pupils in KS4 (6%) and KS5 (4%).

Looking at the differences between parents/ carers by pupil year group:

- Parents/carers of year 7 pupils (6%) were more likely to say their child had been bullied for 'any other reason', compared with parents/carers of pupils in year 13 (2%).

- Parents/carers of year 8 pupils (12%) were more likely to say their child had been bullied for 'any other reason', compared with parents/carers of pupils in year 7 (6%), year 10 (7%), year 11 (5%), year 12 (5%) and year 13 (2%).

- Parents/carers of year 9 (10%) were more likely to say their child had been bullied for 'any other reason', compared with parents/carers of pupils in year 11 (5%), year 12 (5%) and year 13 (2%).

- Parents/carers of year 10 (7%) were more likely to say their child had been bullied for 'any other reason', compared with parents/carers of pupils in year 13 (2%).

Pupil's gender

Overall, 21% of boys and 18% of girls reported being a victim of bullying at least once a month in the last year.

Gender differences in reasons for bullying

Boys were more likely to say they had been a victim of bullying because of the following reasons:

- They are, or someone says they are 'gay, lesbian or bisexual' (8%), compared with girls (3%).

- They have, or someone says they have 'a SEND' (8%), compared with girls (4%).

On the other hand, girls were more likely to say they had been a victim of bullying because of a reason not listed in the survey (10%), compared with boys (7%).

Disadvantage

Overall, 22% of pupils eligible for free school meals (FSMs) reported being a victim of bullying at least once a month in the last year compared with 19% of pupils who are not eligible for FSM.

FSM differences in reasons for bullying

Parents/carers of pupils eligible for FSMs were more likely to say their child had been a victim of bullying. The reasons reported are shown in Figure 12, compared with parents/carers of non-eligible pupils.

Figure 12: The proportion of parents/carers who say the pupil has been a victim of bullying at school at least once a month in the last year (significant differences only)

	Parents/carers of FSM eligible pupils	Parents/carers of non-eligible pupils
They are/someone says they are gay, lesbian or bisexual	6%	3%
They have/someone says they have a SEND	6%	4%
They are/someone says they are transgender	3%	1%
Their race, nationality, or ethnicity	4%	2%
Their gender	3%	1%
Their religion	3%	1%
Any other reason	13%	6%
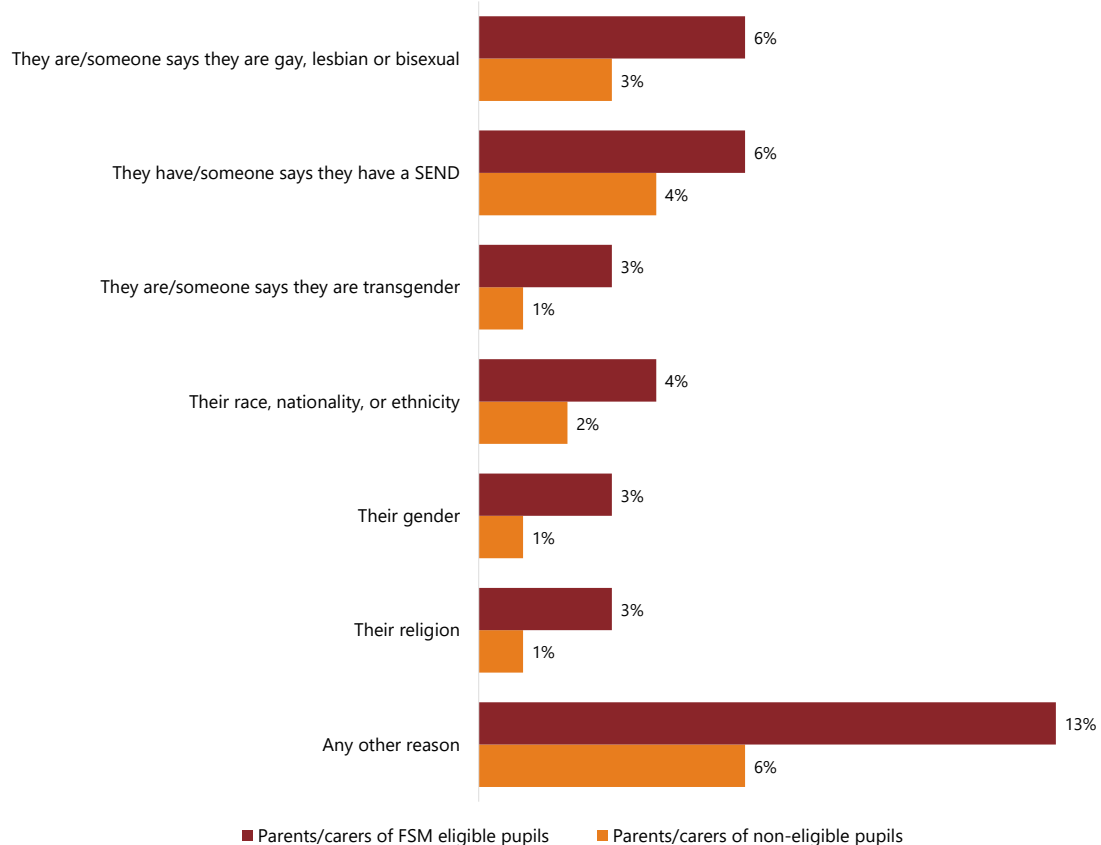
Base: All parents/carers of school pupils eligible for FSM (602) and not eligible for FSM (1,950)

FSM eligible pupils (11%) were also more likely than non-eligible pupils (8%) to say they had been a victim of bullying for a reason not listed in the survey.

SEN

Overall, 30% of pupils with special educational needs (SEN) and 16% of pupils without SEN reported being a victim of bullying at least once a month in the last year.

SEN differences in reasons for bullying

Parents/carers of pupils with SEN were more likely to say their child had been a victim of bullying for the following reasons:

- 'They are/someone says they are gay, lesbian or bisexual' (9%), compared with parents/carers of pupils without SEN (3%). Pupils with SEN (10%) were

also more likely to say they had been bullied for this reason, compared with pupils without SEN (6%).

- 'They are/someone says they are transgender' (3%), compared with parents/carers of pupils without SEN (1%). Pupils with SEN (3%) were also more likely to say they had been bullied for this reason, compared with pupils without SEN (1%).

- 'They have/someone says they have a SEND' (19%), compared with parents/carers of pupils without SEN (2%). Pupils with SEN (17%) were also more likely to say they had been bullied for this reason, compared with pupils without SEN (5%).

- 'Their gender' (3%), compared with parents/carers of pupils without SEN (1%).

- 'Any other reason' (17%), compared with parents/carers of pupils without SEN (6%). Pupils with SEN (16%) were also more likely to say they had been bullied for this reason, compared with pupils without SEN (7%).

Ethnicity

Table 12 summarises the prevalence of bullying at least once a month in the last year by ethnicity.

Table 12: The proportion of pupils who report being bullied at least once a month in the last year for at least one type of bullying (by ethnicity)

Ethnicity	
White pupils	22%
Asian/Asian British pupils	10%
Black/African/Caribbean/Black British pupils	15%
Pupils in the other ethnic group	12%
Base: All school pupils (2,590)	

Ethnicity differences in the reasons for bullying

Overall, there were some differences by pupil's ethnicity for the different types of bullying.

A victim of bullying because they are, or someone says they are 'gay, lesbian or bisexual'

White pupils (7%) were more likely to say they had been a victim of bullying because they are, or someone says they are 'gay, lesbian or bisexual', compared with

Asian/Asian British pupils (2%) and Black/African/Caribbean/Black British pupils (2%).

In addition, parent/carers of White pupils were more likely to their child had been a victim of bullying for this reason (4%), compared with parents/carers of pupils in the 'other ethnic group' (1%).

A victim of bullying because they are, or someone says they are 'transgender'

Parents/carers of Asian/Asian British pupils were more likely to say their child had been a victim of bullying because 'they are/someone says they are transgender' (3%), compared with parents/carers of White pupils (1%).

A victim of bullying because they have, or someone says they have 'a SEND'

White pupils (7%) and Black/African/Caribbean/Black British pupils (4%) were more likely to say they had been bullied because they have, or someone says they have 'a SEND', compared with Asian/Asian British pupils (1%).

Parents/carers of White pupils (5%) were also more likely to say their child had been bullied because of this reason, compared with parents/carers of pupils in the 'other ethnic group' (1%).

A victim of bullying because of their 'religion'

White pupils were less likely to say they had been bullied because of their 'religion' (1%), compared with pupils in the 'other ethnic group' (4%).

Parents/carers of White pupils (1%) were also less likely to say their child had been bullied because of 'their religion', compared with parents/carers of pupils in the 'other ethnic group' (3%).

A victim of bullying because of their 'race, nationality, or ethnicity'

White pupils were less likely to indicate that they had been bullied because of their 'race, nationality, or ethnicity' (2%), compared with Black/African/Caribbean/Black British pupils (7%) and pupils in the 'other ethnic group' (7%).

In line with this, parents/carers of White pupils were less likely to say their child had been a victim of bullying because of 'their race, nationality, or ethnicity (1%), compared with parents/carers of Black/African/Caribbean/Black British pupils (6%) and pupils in the 'other ethnic group' (5%).

A victim of bullying for 'any other reason'

White pupils (10%) were more likely to say they had been bullied because of a reason not listed in the survey, compared with Asian/Asian British pupils (2%) and pupils in the 'other ethnic group' (2%). In addition, Black/African/Caribbean/Black British pupils (6%) were more likely than pupils in the 'other ethnic group' (2%) to say they had been bullied because of a reason not listed.

Similarly, parents/carers of White pupils were more likely to say their child had been bullied for 'any other reason' (9%), compared with parents/carers of Asian/Asian British pupils (2%), Black/African/Caribbean/Black British pupils (4%), and pupils in the 'other ethnic group' (1%).

Region

Table 13 summarises the prevalence of bullying at least once a month in the last year by region.

Table 13: The proportion of pupils who report being bullied at least once a month in the last year for at least one type of bullying (by region)

Region	
Pupils in the North	18%
Pupils in the Midlands	20%
Pupils in the South	24%
Pupils in London	15%
Base: All school pupils (2,590)	

Regional differences in the reasons for bullying

Overall, there were some differences by region for the different types of bullying.

Pupils in the South were more likely to indicate that they had been a victim of bullying for the following reasons:

- They are, or someone says they are 'gay, lesbian or bisexual' (8%), compared with pupils in the North (5%).

- They have, or someone says they have 'a SEND' (8%), compared with pupils in the North (4%) and London (4%).

- 'Any other reason' (11%), compared with pupils in the North (7%) and London (6%).

In addition, pupils in London were more likely to say they had bullied for the following reasons:

- Their 'religion' (3%), compared with pupils in the North (1%).
- Their 'race, nationality, or ethnicity' (5%), compared with pupils in the Midlands (2%).

College students and parents/carers

College students were also asked 'in the last year how often, if at all, were you a victim of bullying at school or college for the following reasons?' Parents/carers of college students were asked a similar question: 'in the last year how often, if at all, has your child been a victim of bullying at school or college, because of the following reasons?' They were given the same instructions and list of options to select from as school pupils and their parents/carers.

Overall, 28% of students reported being a victim of bullying at least once in the last year and 17% of parents/carers said that their child had been a victim of bullying at least once in the last year.[22] As such, students were more likely to report being a victim of bullying in the last year for at least one reason listed, compared with parents/carers.

Looking at bullying on a 'daily', 'weekly' or 'monthly' basis, 12% of students reported being a victim of bullying and 7% of parents/carers said that their child had been a victim of bullying (see Table 14 for a breakdown by type of bullying). No differences were found between the responses of students and parents/carers.

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[22] Students who may have been bullied for more than one reason are counted only once in this analysis.

Table 14: The proportion of college students and parents/carers who say the student has been a victim of bullying at college at least once a month in the last year

	Students (A)	Parents/carers (B)
Base:	*206*	*206*
They are/someone says they are gay, lesbian or bisexual	3%	2%
They have/someone says they have a SEND	3%	1%
Their race, nationality, or ethnicity	3%	2%
Their gender	2%	*
Their religion	*	1%
They are/someone says they are transgender	*	*
Any other reason	5%	4%

AB = significant difference at 5% risk level. Columns tested: A/B.

Students and parents/carers who said that the student had been a victim of bullying at least once in the last year because of their 'religion' or their 'race, nationality, or ethnicity', were asked to specify which religion or race, nationality, or ethnicity this was. These responses have been coded, but the base sizes are too low for analysis.

Students and parents/carers were not asked to specify their 'other reason'.

Paired response

For the prevalence of bullying, we have analysed the responses given by the student and parent/carer in the same household.

Most students and their parents/carers gave the same response (83%):

- 9% of students and their parents/carers both said the student had been a victim of bullying. 4% of these agreed that the child had been a victim of bullying at least once a month in the last year.

- 74% of students and their parents/carers both said the student had never been a victim of bullying.

17% of students and their parents/carer gave a different response:

- 11% of students reported being a victim of bullying, while their parent/carer reported that they had never been bullied.2% of these students reported that they had been a victim of bullying at least once a month in the last year, while their parent/carer reported that they had never been bullied.

- 6% of parents/carers reported that their child had been a victim of bullying, while their child reported that they had never been bullied. 2% of these parents/carers reported that their child had been a victim of bullying at least once a month in the last year, while their child reported that they had never been bullied.

Differences by subgroup

Only statistically significant differences are reported here.

Table 15 summarises the prevalence of bullying at least once a month in the last year by year of learning, gender and qualification type.

Table 15: The proportion of students who report being bullied at least once a month in the last year for at least one type of bullying (by year of learning, gender and qualification type)

Year of learning	
First year	13%
Second year	9%
Gender	
Male students	10%
Female students	12%
Qualification type	
AS/A levels	12%
A technical/vocational course	10%
Base: All school pupils (2,590)	

There were no differences found by student's year of learning, gender or qualification type for the different types of bullying

Differences by sample type

When comparing the responses of school pupils in KS5 and their parents/carers with the responses of college students and their parents/carers, no differences were found.

How often has another pupil or student 'said something sexist or sexual' to them at school or college in the last year?

School pupils

School pupils were asked whether a male, female, or unknown pupil had 'said something sexist or sexual' to them at their school in the last year.[23] Pupils indicated whether this had happened 'daily', 'weekly', 'monthly', 'once or twice in the last year', or 'never', or they could have said that they 'don't know' or 'don't want to answer'.

In total, 17% of pupils said **another pupil** (either a male, female, and/or unknown pupil) had 'said something sexist or sexual' to them at their school at least once in the last year.[24]

Further analysis is based on the proportion of pupils who said that another pupil had 'said something sexist or sexual' to them at their school *at least once a month in the last year.*[25]

In total, 9% of pupils said **another pupil** (either a male, female, and/or unknown pupil) had 'said something sexist or sexual' to them at their school at least once a month in the last year.[24]

Looking at prevalence by the gender of the perpetrator:

- 7% of pupils have had **a male pupil** say 'something sexist or sexual' to them at their school at least once a month in the last year.

- 3% have had **a female pupil** say 'something sexist or sexual' to them at their school at least once a month in the last year.

- 2% have had **an unknown pupil** say 'something sexist or sexual' to them at their school at least once a month in the last year.

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[23] The definition of 'unknown' was where the pupil was unsure who had said it.

[24] Pupils are counted only once in this analysis.

[25] In the online survey, school pupils/college students were first asked to indicate whether a male, a female, and/or unknown pupil/student had 'said something sexual or sexist' to them at school/school or college in the last year. Those that indicated that this had occurred were asked a follow-up question for each selected to determine the frequency. In the postal questionnaire, this question was combined to a grid. Analysis is based on the aggregated proportion of pupils/students who said that another pupil/student had 'said something sexist or sexual' to them at their school/school or college 'daily', 'weekly' and/or 'monthly' in the last year.

Differences by subgroup

Subgroup analysis is based on the proportion of pupils who said that another pupil had 'said something sexist or sexual' to them at their school *at least once a month in the last year.* Only statistically significant differences are reported here.

Pupil's year group and key stage

Pupils in KS4 (8%) and KS5 (10%) were more likely than pupils in KS3 (5%) to say **a male pupil** had 'said something sexist or sexual' to them at their school at least once a month in the last year. Looking at the differences by year group:

- Pupils in year 9 (8%), year 10 (7%), year 11 (10%), year 12 (9%) and year 13 (10%) were more likely than pupils in year 7 (3%) to say a male pupil had 'said something sexist or sexual' to them.

- Pupils in year 11 (10%) and year 12 (9%) were also more likely than pupils in year 8 (5%) to say a male pupil had 'said something sexist or sexual' to them.

Pupils in KS4 (4%) and KS5 (4%) were more likely than pupils in KS3 (2%) to say **a female pupil** had 'said something sexist or sexual' to them at their school at least once a month in the last year. Looking at the differences by year group:

- Pupils in year 9 (3%), year 11 (5%), year 12 (4%) and year 13 (4%) were more likely than pupils in year 7 (1%) to say a female pupil had 'said something sexist or sexual' to them.

- Pupils in year 11 (5%) were also more likely than pupils in year 8 (2%) to say a female pupil had 'said something sexist or sexual' to them.

Pupil's gender

Girls were more likely to say **a male pupil** had 'said something sexist or sexual' to them at their school at least once a month in the last year (10%), compared with boys (5%).

On the other hand, boys were more likely to say **a female pupil** had 'said something sexist or sexual' to them at their school at least once a month in the last year (4%), compared with girls (2%).

There was no significant difference between the proportion of girls and boys who said an unknown pupil had 'said something sexist or sexual' to them at their school at least once a month in the last year (see Figure 13).

Figure 13: Proportion of pupils where a male/a female/an unknown pupil has 'said something sexist or sexual' to them at school at least once a month in the last year (by pupil's gender)
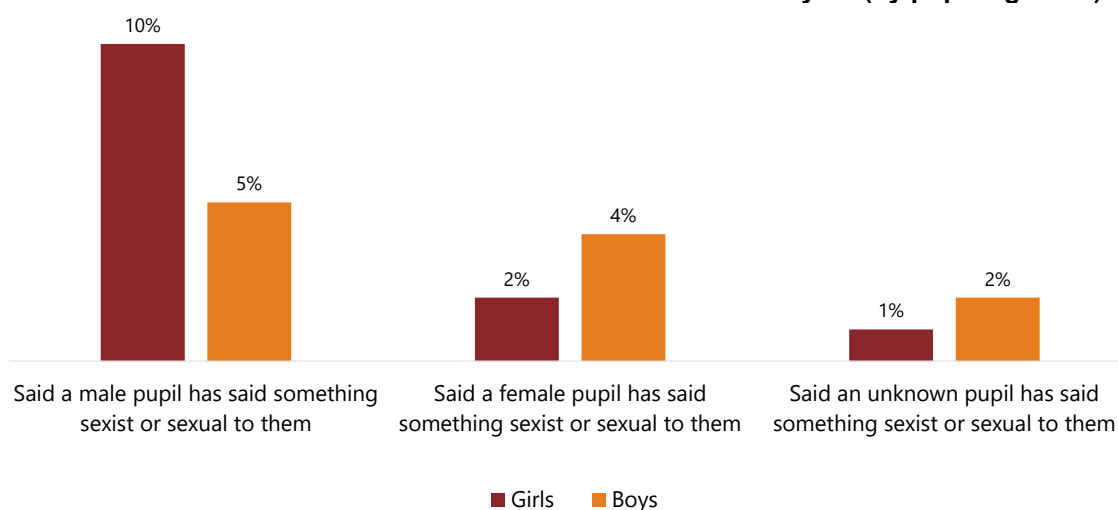
Base: All school pupils (2,590)

At wave 2, girls were asked how often, if at all, another pupil had 'said something sexist or sexual' to them at school in the last 12 months. Compared to wave 2, the proportion of girls who indicated another pupil had 'said something sexist or sexual' to them at school at least once a month has decreased at wave 4: from 13% to 10%.[26]

Boys were not asked this question at wave 2.

Disadvantage

When looking across the Income Deprivation Affecting Children Index (IDACI) quintiles, pupils in the fourth (5%) and fifth (5%) quintiles (the most deprived) were less likely to indicate **a male pupil** had 'said something sexist or sexual' to them at their school at least once a month in the last year, compared with pupils in the second quintile (10%).

Pupils in the fourth (2%) and fifth (2%) quintiles were less likely to say **a female pupil** had 'said something sexist or sexual' to them at their school at least once a month in the last year, compared with pupils in the second (5%) and third (5%) quintiles.

There were no differences found by pupil's eligibility for FSMs.

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[26] Pupils are counted only once in this analysis.

Ethnicity

White pupils were more likely to report that **a male pupil** had 'said something sexist or sexual' to them at their school at least once a month in the last year (8%), compared with pupils in the 'other ethnic group' (3%).

Region

Pupils in London were less likely to indicate that **a male pupil** had 'said something sexist or sexual' to them at their school at least once a month in the last year (5%), compared with pupils in the South (9%).

Pupils in London and the North (2% for both regions) were less likely to indicate that **a female pupil** had 'said something sexist or sexual' to them at their school at least once a month in the last year, compared with pupils in the South (5%).

Pupils in London were more likely to indicate that **an unknown pupil** had 'said something sexist or sexual' to them at their school at least once a month in the last year (4%), compared with pupils in the North (1%), Midlands (1%), and South (2%).

There were no differences found by SEN.

College students

As with school pupils, college students were asked whether a male, female, or unknown student had 'said something sexist or sexual' to them at their school or college in the last year. Students indicated how often this had happened using the same frequency options as school pupils.

In total, 25% of students said **another student** (either a male, female, and/or unknown student) had 'said something sexist or sexual' to them at their school or college at least once in the last year.[27]

Further analysis is based on the proportion of students who said that another student had 'said something sexist or sexual' to them at their school or college *at least once a month in the last year*.

In total, 14% of students said **another student** (either a male, female, and/or unknown student) had 'said something sexist or sexual' to them at their school or college at least once a month in the last year.[27]

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[27] Students are counted only once in this analysis.

- Looking at prevalence by the gender of the perpetrator: 10% of students have had **a male student** say 'something sexist or sexual' to them at their school or college at least once a month in the last year.

- 3% have had **a female student** say 'something sexist or sexual' to them at their school or college at least once a month in the last year.

- 1% have had **an unknown student** say 'something sexist or sexual' to them at their school or college at least once a month in the last year.

Differences by subgroup

Subgroup analysis is based on the proportion of students who said that another student had 'said something sexist or sexual' to them at their school or college *at least once a month in the last year*. Only statistically significant differences are reported here.

Student's gender

Female students were more likely to report that **a male student** had 'said something sexist or sexual' to them at school or college in the last year (17%), compared with male students (1%).

Qualification type

Students who spent the majority of their time studying AS/A Levels were more likely to report that **a male student** had 'said something sexist or sexual' to them at school or college in the last year (17%), compared with students who spent the majority of their time studying a technical/vocational course (6%).

No differences were found by student's year of learning.

Differences by sample type

There was no difference between the proportion of college students and school pupils in KS5 reporting that another student/pupil had 'said something sexist or sexual' to them at least once a month in the last year.

How often has another pupil or student touched them inappropriately and without their permission at school or college in the last year?

School pupils

Pupils were asked whether a male, female, or unknown pupil had touched them inappropriately and without their permission at their school in the last year.[28] Pupils indicated whether this had happened 'daily', 'weekly', 'monthly', 'once or twice in the last year', or 'never', or they could have said that they 'don't know' or 'don't want to answer'.

In total, 5% of pupils said **another pupil** (either a male, female, and/or unknown pupil) had touched them inappropriately and without their permission at their school at least once in the last year.[29]

Further analysis is based on the proportion of pupils who said that another pupil had touched them inappropriately and without their permission at school *at least once a month in the last year*.[30]

In total, 2% of pupils said **another pupil** (either a male, female, and/or unknown pupil) had touched them inappropriately and without their permission at their school at least once a month in the last year.

Looking at prevalence by the gender of the perpetrator:

- 1% of pupils have had **a male pupil** touch them inappropriately and without their permission at least once a month in the last year.

- Less than 0.5% have had **a female pupil** touch them inappropriately and without their permission at least once a month in the last year.

- Less than 0.5% have had **an unknown pupil** touch them inappropriately and without their permission at least once a month in the last year.

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[28] 'Unknown' was defined as the pupil being unsure who had touched them inappropriately or without their permission.

[29] Pupils are counted only once in this analysis.

[30] In the online survey, school pupils/college students were first asked to indicate whether a male, a female, and/or unknown pupil/student had touched them inappropriately and without their permission at school/school or college in the last year. Those that indicated that this had occurred were asked a follow-up question to determine the frequency. In the postal questionnaire, this question was combined into a grid. Analysis is based on the aggregated proportion of pupils/students who said that another pupil/student had touched them 'inappropriately and without their permission' at their school/school or college 'daily', 'weekly' and/or 'monthly' in the last year.

Differences by subgroup

There were no differences found by pupil's year group, gender, disadvantage, SEN, region, or ethnicity.

Pupil's gender

At wave 2, girls were asked how often, if at all, a boy had touched them inappropriately and without their permission at school in the last 12 months. Compared to wave 2, the proportion of girls who indicated a male pupil had touched them inappropriately and without permission at school at least once a month has decreased at wave 4: from 3% to less than 0.5%.

Girls were not asked whether a female or unknown pupil had touched them inappropriately and without their permission at wave 2, and boys were not asked this question.

College students

As with school pupils, college students were asked whether a male, a female, or unknown student had touched them inappropriately and without their permission at their school or college in the last year. Students indicated how often this had happened using the same frequency options as school pupils.

In total, 7% of students said **another student** (either a male, female, and/or unknown student) had touched them inappropriately and without their permission at their school or college at least once in the last year.[31]

Further analysis is based on the proportion of students who said that another student had touched them inappropriately and without their permission at school or college *at least once a month in the last year*.

In total, 1% of students said **another student** (either a male, female, and/or unknown student) had touched them inappropriately and without their permission at their school or college at least once a month in the last year.

Looking at prevalence by the gender of the perpetrator:

- 1% of students have had **a male student** touch them inappropriately and without their permission at their school or college at least once a month in the last year.

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[31] Students are counted only once in this analysis.

- No respondents reported having **a female student** touch them inappropriately and without their permission at their school or college at least once a month in the last year.
- No respondents reported having **an unknown student** touch them inappropriately and without their permission at their school or college at least once a month in the last year.

Differences by subgroup

No differences were found by student's year of learning, gender, or qualification type.

Differences by sample type

There was no difference between the proportion of college students and school pupils in KS5 reporting that another student/pupil had touched them inappropriately and without their permission at least once a month in the last year.

Do pupils, students and parents/carers think the school or college would do something about bullying?

School pupils and parents/carers

School pupils and their parents/carers were presented with the same list of different types of bullying. Pupils were asked 'Do you think a teacher at school would do something about each of the following, if they were aware of it?' and parents/carers were asked 'Do you think your child's school would do something about each of the following, if you were to report it to them?' Both pupils and their parents/carers could select 'definitely', 'probably', 'probably not' or 'definitely not'. A similar question was asked at wave 2, and comparisons have been made where possible.[32]

At wave 4, both pupils and parents/carers were most likely to say the school would 'definitely' do something about 'a pupil touching another pupil inappropriately and without their permission' (67% of pupils, and 69% of parents/carers), and least likely to 'definitely do something about 'a pupil saying something sexist or sexual to another pupil' (42% of pupils, and 44% of parents/carers).

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[32] At wave 2, pupils and parents/carers were asked whether a teacher would do something about 'a pupil saying something sexist or sexual to a girl' or 'a boy touching a girl inappropriately and without their permission'. These response codes are not comparable with wave 4.

Figure 14: The proportion of pupils and parents/carers who thought a teacher/the school would 'definitely' do something if they were aware of/reported bullying for each of the following reasons
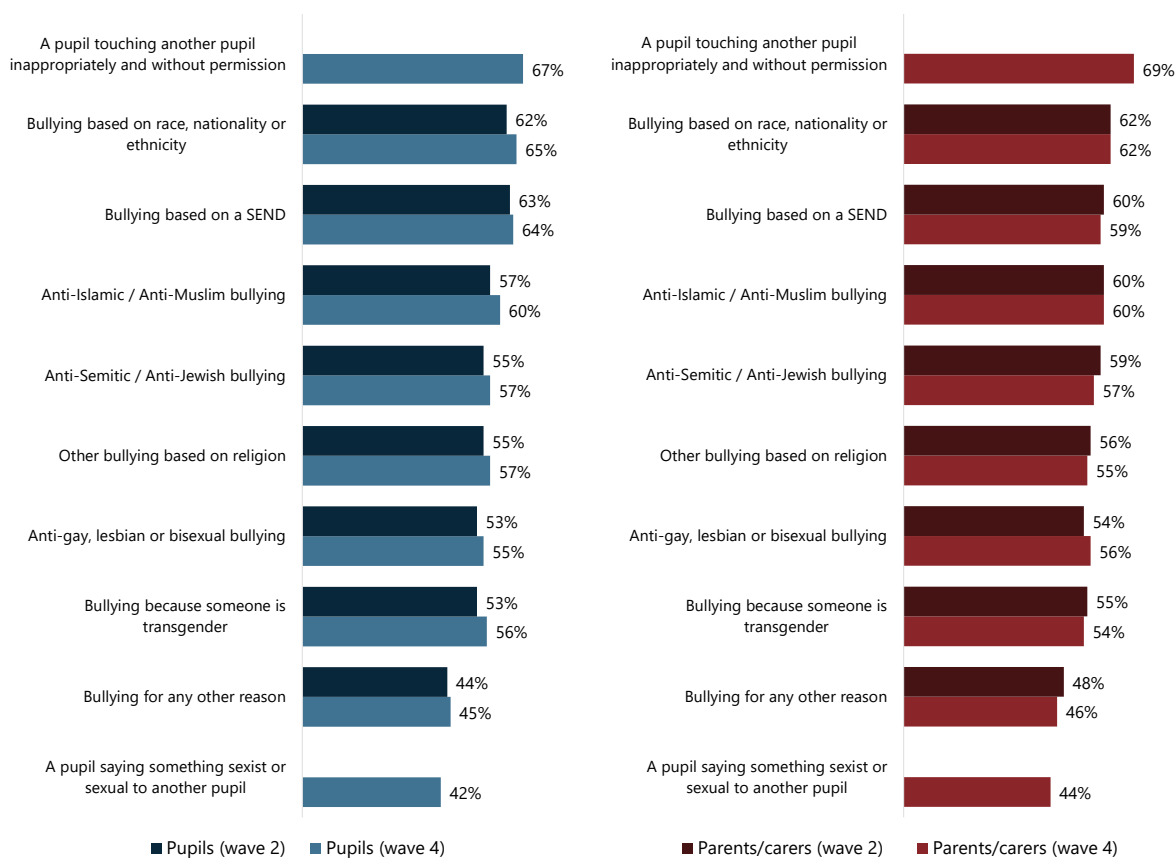
Base: All school pupils wave 2 (1,595), wave 4 (2,590) and all parents/carers of school pupils wave 2 (1,595), wave 4 (2,590)

Pupils were more likely than parents/carers to say the school would 'definitely' do something about 'bullying based on race, nationality or ethnicity' (65% and 62%, respectively), and 'bullying based on a SEND' (64% and 59%, respectively). For the other types of bullying listed, there were no differences found between pupils and parents/carers.

Overall, there were no differences found by wave for both pupils and parents/carers.

Paired response

The most pronounced differences between answers given by pupils and their parent/carer were around whether a teacher or the school would do something about 'a pupil saying something sexist or sexual to another pupil':

- 22% of pupils gave a more positive answer than their parent/carer;
- 26% of parents/carers gave a more positive answer than their child; and
- 52% of pupils and their parent/carer gave the same answer (30% both answered 'definitely').

Differences by subgroup

Subgroup analysis looks at the differences between the proportions of each group who said a teacher at school would 'definitely' do something about bullying. Only statistically significant differences are reported here.

Pupil's year group and key stage

Overall, there were some differences by pupil's year group and key stage for the different types of bullying.

The school would 'definitely' do something about 'a pupil saying something sexist or sexual to another pupil'

Pupils in KS3 (50%) were more likely than pupils in KS4 (38%) and KS5 (31%) to say their school would 'definitely' do something about 'a pupil saying something sexist or sexual to another pupil'. In addition, pupils in KS4 (38%) were more likely than KS5 (31%) to say their school would 'definitely' do something about this.

In line with this, parents/carers of pupils in KS3 (46%) and KS4 (45%) were more likely to say their child's school would 'definitely' do something about this, compared with parents/carers of pupils in KS5 (38%).

Looking at the differences by year group for pupils:

- Pupils in year 7 (58%) and year 8 (50%) were more likely to say their school would 'definitely' do something about 'a pupil saying something sexist or sexual to another pupil', compared with pupils in year 9 (41%), year 10 (41%), year 11 (36%), year 12 (34%) and year 13 (25%).

- Pupils in year 9 (41%), year 10 (41%) and year 11 (36%) were more likely than year 13 pupils (25%) to say the school would 'definitely' do something about this.

Looking at the differences by year group for parents/carers:

- Parents/carers of pupils in year 7 (49%) and year 10 (50%) were more likely than parents/carers of pupils in year 11 (41%) and year 12 (36%) to say their child's school would 'definitely' do something about this.

- Parents/carers of year 8 pupils (46%) were also more likely than parents/carers of year 12 pupils (36%) to say their child's school would 'definitely' do something about this.

The school would 'definitely' do something about 'a pupil touching another pupil inappropriately and without permission'

Pupils in KS3 (70%) were more likely to say their school would 'definitely' do something about 'a pupil touching another pupil inappropriately and without permission', compared with pupils in KS4 (64%).

Similarly, parents/carers of pupils in KS3 (72%) were more likely to say their child's school would 'definitely' do something about this, compared with parents/carers of pupils in KS4 (66%).

Looking at the differences by year group of pupils:

- Pupils in year 7 (70%) were more likely to say their school would 'definitely' do something about 'a pupil touching another pupil inappropriately and without permission', compared with pupils in year 11 (63%).

- Pupils in year 8 (75%) were more likely than pupils in year 9 (65%), year 10 (64%), year 11 (63%), and year 12 (65%) to say their school would 'definitely' do something about this.

Looking at the differences by year group by parents/carers:

- Parents/carers of pupils in year 7 (73%), year 8 (74%) and year 10 (70%) were more likely than parents/carers of pupils in year 11 (62%) to say their child's school would 'definitely' do something about this.

- Parents/carers of pupils in year 8 (74%) were also more likely than parents/carers of pupils in year 12 (66%) to say their child's school would 'definitely' do something about this.

The school would 'definitely' do something about 'bullying based on race, nationality or ethnicity'

Pupils in KS3 were more likely to say their school would 'definitely' do something about 'bullying based on race, nationality or ethnicity' (70%), compared with pupils in KS4 (62%) and KS5 (61%).

Specifically, pupils in year 7 (75%) and year 8 (71%) were more likely to say their school would 'definitely' do something about 'bullying based on race, nationality or ethnicity', compared with pupils in year 9 (63%), year 10 (64%), year 11 (59%) and year 12 (59%).

Parents/carers of pupils in KS3 were also more likely to say their child's school would 'definitely' do something about this (65%), compared with parents/carers of pupils in KS4 (60%).

Parents/carers of year 7 pupils (67%) were more likely than parents/carers of pupils in year 11 (57%) and year 12 (58%) to say their child's school would 'definitely' do something about this.

The school would 'definitely' do something about 'anti-Semitic/anti-Jewish bullying'

Pupils in KS3 were more likely to say their school would 'definitely' do something about 'anti-Semitic/anti-Jewish bullying' (59%), compared with pupils in KS4 (54%).

Parents/carers of pupils in KS3 were also more likely to say their child's school would 'definitely' do something about this (60%), compared with parents/carers of pupils in KS4 (55%).

Looking at the differences by year group for pupils:

- Pupils in year 7 (63%), year 8 (60%) and year 13 (63%) were more likely to say their school would 'definitely' do something about 'anti-Semitic/anti-Jewish bullying', compared with pupils in year 11 (52%) and year 12 (51%).
- Pupils in year 8 (60%) were also more likely than pupils in year 9 (54%) and year 10 (56%) to say their school would 'definitely' do something about this.

Looking at the differences by year group for parents/carers:

- Those with pupils in year 7 (63%) and year 13 (64%) were more likely than parents/carers of pupils in year 11 and year 12 (53% for both) to say their child's school would 'definitely' do something about this.

The school would 'definitely' do something about 'anti-Islamic/anti-Muslim bullying'

Parents/carers of pupils in KS3 were more likely to say their child's school would 'definitely' do something about 'anti-Islamic/anti-Muslim bullying' (62%), compared with parents/carers of pupils in KS5 (55%).

Looking at the differences by year group for pupils:

- Year 7 pupils were more likely to say their school would 'definitely' do something about 'anti-Islamic/anti-Muslim bullying' (65%), compared with pupils in year 9 (58%), year 11 (55%) and year 12 (57%).
- Year 8 pupils (63%) were more likely than year 11 pupils (55%) to say their school would 'definitely' do something about this.

Looking at the differences by year group for parents/carers:

- Parents/carers of pupils in year 7 (64%), year 8 (62%) and year 13 (63%) were more likely than parents/carers of pupils in year 12 (52%) to say their child's school would 'definitely' do something about this.

- Parents/carers of pupils in year 7 (64%) were also more likely than parents/carers of pupils in year 11 (57%) to say their child's school would 'definitely' do something about this.

The school would 'definitely' do something about 'other bullying based on their religion'

Pupils in KS3 (63%) were more likely to say their school would 'definitely' do something about 'other bullying based on their religion', compared with pupils in KS4 (53%) and KS5 (52%).

In line with this, parents/carers of pupils in KS3 were also more likely to say their child's school would 'definitely' do something about this (58%), compared with parents/carers of pupils in KS4 (53%) and KS5 (51%).

Looking at the differences by year group for pupils:

- Year 7 pupils were more likely to say their school would 'definitely' do something about 'other bullying based on their religion' (69%), compared with pupils in year 8 (62%), year 9 (56%), year 10 (56%), year 11 (49%), year 12 (51%) and year 13 (56%).

- Year 8 pupils (62%) were more likely than pupils in year 11 (49%) and year 12 (51%) to say their school would 'definitely' do something about this.

Looking at the differences by year group for parents/carers:

- Those with year 7 pupils (62%) were more likely than parents/carers of pupils in year 11 (52%) and year 12 (50%) to say their child's school would 'definitely' do something about this.

The school would 'definitely' do something about 'anti-gay, lesbian or bisexual bullying'

Pupils in KS3 (60%) were more likely to say their school would 'definitely' do something about 'anti-gay, lesbian or bisexual bullying', compared with pupils in KS4 (50%) and KS5 (53%).

Looking at the differences by year group for pupils:

- Year 7 pupils were more likely to say their school would 'definitely' do something about 'anti-gay, lesbian or bisexual bullying' (67%), compared with

pupils in year 9 (52%), year 10 (55%), year 11 (44%), year 12 (51%) and year 13 (56%).

- Year 8 pupils (60%) were more likely than pupils in year 9 (52%), year 11 (44%) and year 12 (51%) to say their school would 'definitely' do something about this.

- Pupils in year 10 (55%) and year 13 (56%) were more likely than pupils in year 11 (44%) to say their school would 'definitely' do something about this.

The school would 'definitely' do something about 'bullying because someone is transgender'

Pupils in KS3 (61%) were more likely to say their school would 'definitely' do something about 'bullying because someone is transgender', compared with pupils in KS4 (50%) and KS5 (53%).

Looking at the differences by year group for pupils:

- Year 7 were more likely to say their school would 'definitely' do something about 'bullying because someone is transgender' (67%), compared with pupils in year 9 (54%), year 10 (55%), year 11 (46%), year 12 (52%) and year 13 (56%).

- Year 8 pupils (62%) were more likely than pupils in year 9 (54%), year 10 (55%), year 11 (46%) and year 12 (52%) to say their school would 'definitely' do something about this.

- Year 10 pupils (55%) were more likely than year 11 pupils (46%) to say their school would 'definitely' do something about this.

Looking at the differences by year group for parents/carers:

- Those with pupils in year 9 (57%) and year 13 (60%) were more likely than parents/carers of year 12 pupils (49%) to say their child's school would 'definitely' do something about this.

The school would 'definitely' do something about 'bullying based on a SEND'

Pupils in KS3 (67%) were more likely to say their school would 'definitely' do something about 'bullying based on a SEND', compared with pupils in KS4 (60%) and KS5 (61%).

Looking at the differences by year group for pupils:

- Year 7 were more likely to say their school would 'definitely' do something about 'bullying based on a SEND' (71%), compared with pupils in year 9 (61%), year 10 (62%), year 11 (58%) and year 12 (59%).

- Year 8 pupils (69%) were more likely than pupils in year 9 (61%), year 11 (58%) and year 12 (59%) to say their school would 'definitely' do something about this.

Looking at the differences by year group for parents/carers:

- Those with pupils in year 7 (63%) and year 8 (62%) were more likely than parents/carers of year 12 pupils (53%) to say their child's school would 'definitely' do something about this.

The school would 'definitely' do something about 'bullying for any other reason'

Pupils in KS3 (50%) were more likely to say their school would 'definitely' do something about 'bullying for any other reason', compared with pupils in KS4 (40%) and KS5 (38%).

Looking at the differences by year group for pupils:

- Year 7 were more likely to say their school would 'definitely' do something about 'bullying for any other reason' (61%), compared with pupils in year 8 (50%), year 9 (39%), year 10 (44%), year 11 (36%), year 12 (39%) and year 13 (37%).

- Year 8 pupils (50%) were more likely than pupils in year 9 (39%), year 11 (36%), year 12 (39%) and year 13 (37%) to say their school would 'definitely' do something about this.

Looking at the differences by year group for parents/carers:

- Those with pupils in year 7 (51%) were more likely than parents/carers of year 12 pupils (42%) to say their child's school would 'definitely' do something about this.

Pupil's gender

Boys were more likely to say their school would 'definitely' do something about the types of bullying shown on Figure 15, compared with girls.

Figure 15: The proportion of pupils who thought their school would 'definitely' do something if they were aware of bullying for each of the following reasons (significant differences only)
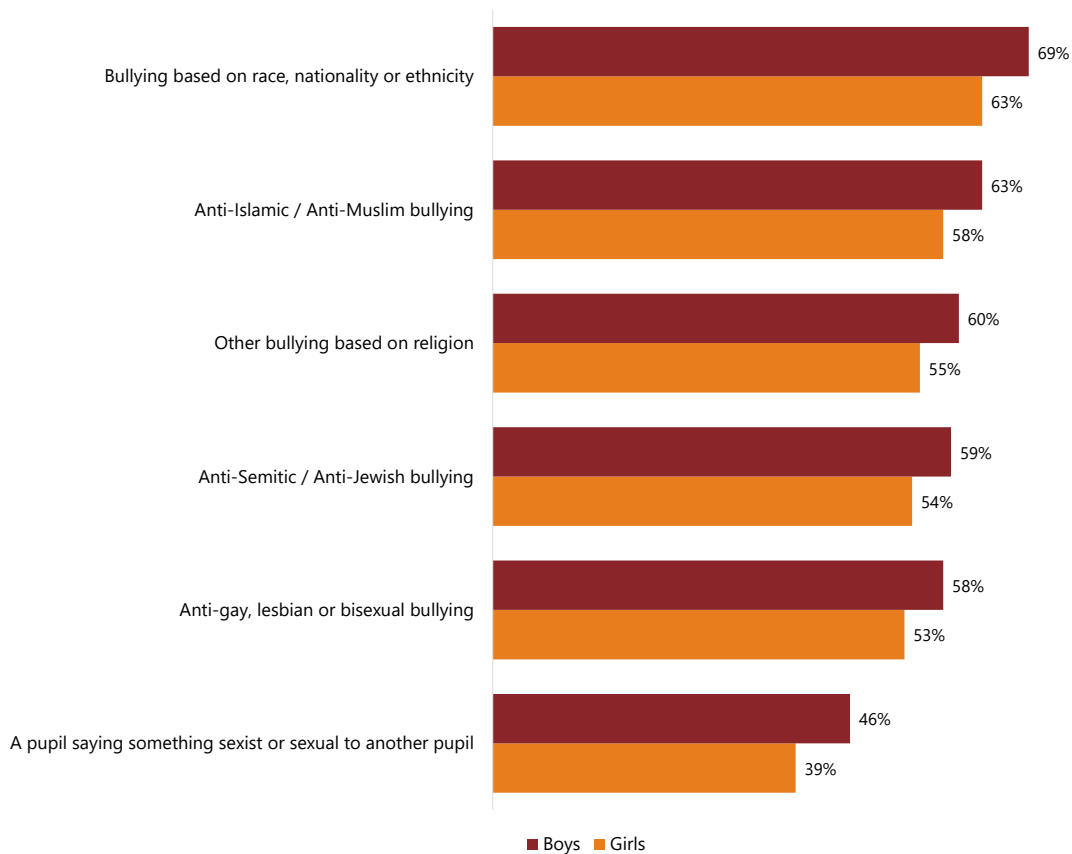
Base: All school pupils: Boys (1,281), girls (1,288),

For parents/carers, there were no differences found by pupil's gender.

Disadvantage

Pupils eligible for FSMs were less likely than non-eligible pupils to say their school would 'definitely' do something about the different types of bullying shown on Figure 16.

Figure 16: The proportion of pupils who thought their school would 'definitely' do something if they were aware of bullying for each of the following reasons (significant differences only)

A pupil touching another pupil inappropriately and without permission — FSM eligible pupils 61%, Non-eligible pupils 68%

Bullying based on a SEND — FSM eligible pupils 60%, Non-eligible pupils 65%

Bullying based on race, nationality or ethnicity — FSM eligible pupils 58%, Non-eligible pupils 67%

Anti-Islamic/anti-Muslim bullying — FSM eligible pupils 52%, Non-eligible pupils 62%

Bullying because someone is transgender — FSM eligible pupils 52%, Non-eligible pupils 57%

Other bullying based on religion — FSM eligible pupils 50%, Non-eligible pupils 59%

Anti-Semitic/anti-Jewish bullying — FSM eligible pupils 50%, Non-eligible pupils 58%

■ FSM eligible pupils   ■ Non-eligible pupils

Base: All school pupils eligible for FSM (602), non-eligible pupils (1,950)

Similarly, parents/carers of FSM eligible pupils were also less likely than parents/carers of pupils not eligible for FSM to say the school would 'definitely' do something about the different types of bullying shown on Figure 17. Only significant differences are displayed.

In addition, parents/carers of FSM eligible pupils were less likely to say their child's school would 'definitely' do something about 'anti-gay, lesbian or bisexual bullying' (51%), compared with parents/carers of non-eligible pupils (56%).

Figure 17: The proportion of parents/carers who thought the school would 'definitely' do something if they were aware of/reported bullying for each of the following reasons (significant differences only)

	FSM eligible	Non-eligible
A pupil touching another pupil inappropriately and without permission	63%	70%
Bullying based on race, nationality or ethnicity	57%	64%
Anti-Islamic/anti-Muslim bullying	55%	61%
Anti-Semitic/anti-Jewish bullying	51%	59%
Bullying because someone is transgender	50%	55%
Other bullying based on religion	50%	56%

■ Parents/carers of FSM eligible pupils   ■ Parents/carers of non-eligible pupils

Base: All parents/carers of school pupils eligible for FSM (602), parents/carers of non-eligible pupils (1,950)

SEN

Pupils with SEN were less likely to say their school would 'definitely' do something about the following types of bullying:

- 'A pupil touching another pupil inappropriately and without permission' (63%), compared with pupils without SEN (69%).

- 'Bullying based on race, nationality or ethnicity' (59%), compared with pupils without SEN (68%).

- 'Anti-Semitic/anti-Jewish bullying' (54%), compared with pupils without SEN (58%). Parents/carers of pupils with SEN (56%) were also less likely to say their child's school would 'definitely' do something about this, compared with parents/carers of pupils without SEN (59%).

- 'Anti-Islamic/anti-Muslim bullying' (58%), compared with pupils without SEN (63%). Parents/carers of pupils with SEN (59%) were also less likely to say their child's school would 'definitely' do something about this, compared with parents/carers of pupils without SEN (61%).

- 'Other bullying based on their religion' (52%), compared with pupils without SEN (59%).

- 'Anti-gay, lesbian or bisexual bullying' (53%), compared with pupils without SEN (57%).

- 'Bullying because someone is transgender' (53%), compared with pupils without SEN (59%).

- 'Bullying based on a SEND' (57%), compared with pupils without SEN (66%). Parents/carers of pupils with SEN (54%) were also less likely to say their child's school would 'definitely' do something about this, compared with parents/carers of pupils without SEN (60%).

On the other hand, parents/carers of pupils with SEN (48%) were more likely than parents/carers of pupils without SEN (44%) to say their child's school would 'definitely' do something about 'a pupil saying something sexist or sexual to another pupil'.

Ethnicity

Parents/carers of White pupils were more likely to say their child's school would 'definitely' do something about the following types of bullying:

- 'A pupil touching another pupil inappropriately, and without permission' (71%), compared with parents/carers of Asian/Asian British pupils (59%).

- 'Bullying based on race, nationality or ethnicity' (65%), compared with parents/carers of pupils in the 'other ethnic group' (51%). White pupils were also more likely to say the school would 'definitely' do something about this type of bullying (68%), compared with Asian/Asian British pupils (59%) and pupils in the 'other ethnic group' (54%).

- 'Anti-Semitic/anti-Jewish bullying' (60%), compared with parents/carers of pupils in the 'other ethnic group' (48%).

- 'Anti-Islamic/anti-Muslim bullying' (62%), compared with parents/carers of pupils in the 'other ethnic group' (47%). White pupils were also more likely to say the school would 'definitely' do something about this type of bullying (62%), compared with pupils in the 'other ethnic group' (54%).

- 'Other bullying based on their religion' (57%), compared with parents/carers of pupils in the 'other ethnic group' (44%).

- 'Anti-gay, lesbian or bisexual bullying' (57%), compared with parents/carers of pupils in the 'other ethnic group' (49%).

- 'Bullying because someone is transgender' (56%), compared with parents/carers of Black/African/Caribbean/Black British pupils (47%) and pupils in the 'other ethnic group' (49%).

Region

Pupils in the North (48%) and Midlands (47%) were more likely to say their school would 'definitely' do something about 'a pupil saying something sexist or sexual to another pupil', compared with pupils in the South (39%).

Pupils in the North (66%) were also more likely to say their school would 'definitely' do something about 'anti-Islamic/anti-Muslim bullying', compared with pupils in the South (59%).

In addition, parents/carers of pupils in the North (60%) were more likely than parents/carers in the South (54%) to say their child's school would 'definitely' do something about 'bullying because someone is transgender'.

Pupils in the North (71%) were more likely than pupils in London (62%) to say their school would 'definitely' do something about 'bullying based on race, nationality or ethnicity'.

College students and parents/carers

College students and their parents/carers were presented with the same categories of bullying as school pupils. Students were asked 'Do you think a teacher or tutor at college would do something about each of the following, if they were aware of it?'. Parents/carers were asked 'Do you think your child's college would do something about each of the following, if you were to report it to them?' Both students and their parents/carers could select 'definitely', 'probably', 'probably not' or 'definitely not'.

Both students and parents/carers were most likely to say the college would 'definitely' do something about 'a student touching another student inappropriately and without their permission' (73% and 59%, respectively), and least likely to 'definitely' do something about 'a student saying something sexist or sexual to another student (37% and 30%, respectively)'.

Students were significantly more likely than parents/carers to say the college would 'definitely' do something about all types of bullying, except for 'a student saying something sexist or sexual to another student'.

Figure 18: The proportion of students and parents/carers who thought a teacher or tutor/the college would 'definitely' do something if they were aware of/reported bullying for each of the following reasons (significant differences only)
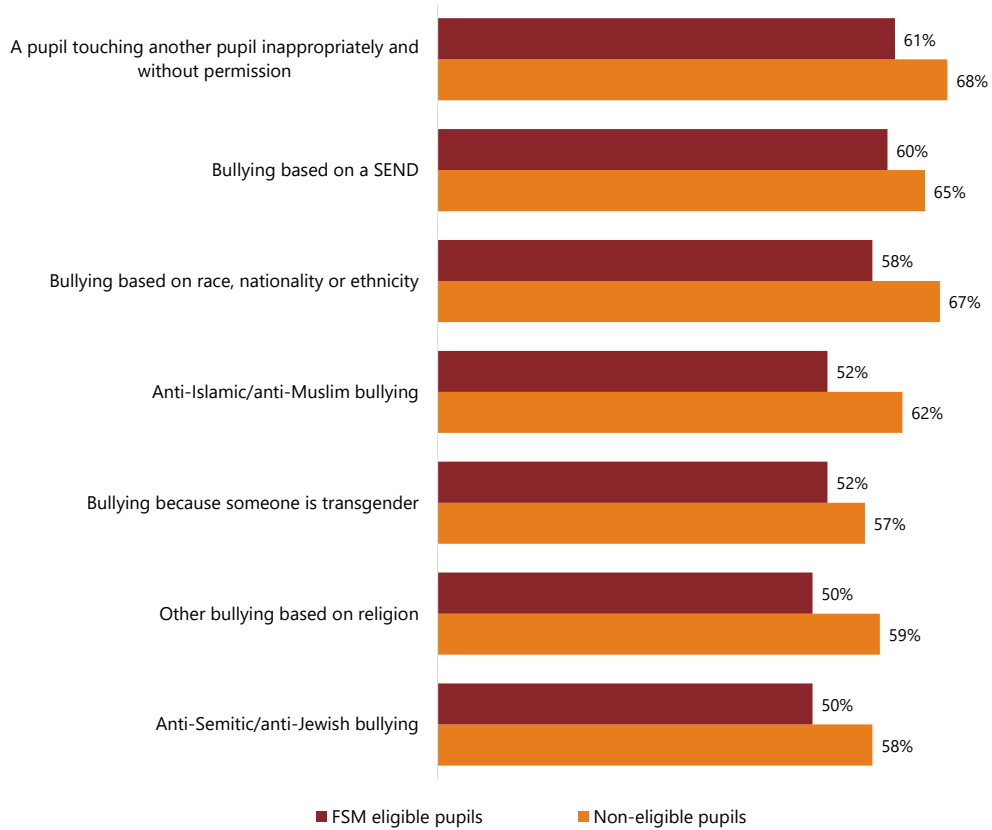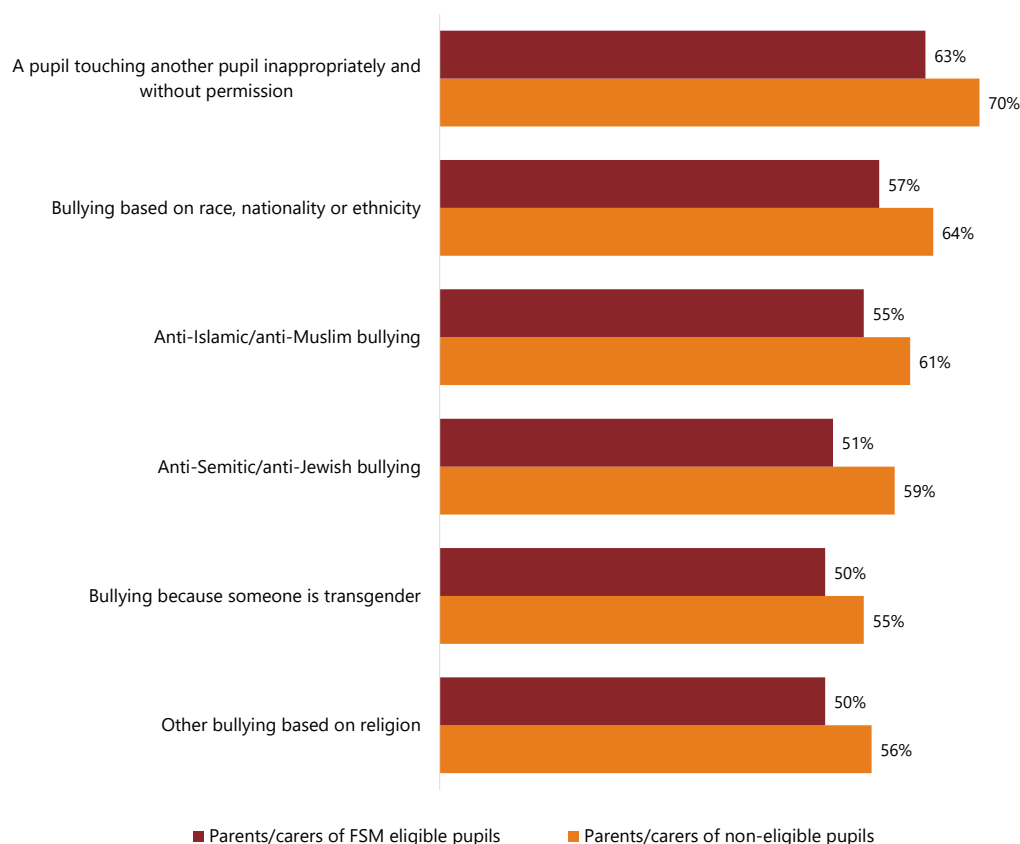

Reason	Students	Parents/carers
A student touching another student inappropriately and without permission e.g. groping, lifting skirts, etc.	73%	59%
Bullying based on race, nationality or ethnicity	68%	53%
Anti-Islamic / Anti-Muslim bullying	62%	48%
Anti-gay, lesbian or bisexual bullying	59%	47%
Bullying based on a SEND	65%	46%
Anti-Semitic / Anti-Jewish bullying	62%	44%
Bullying because someone is transgender	58%	43%
Other bullying based on religion	59%	39%
Bullying for any other reason	47%	33%

■ Students ■ Parents/carers
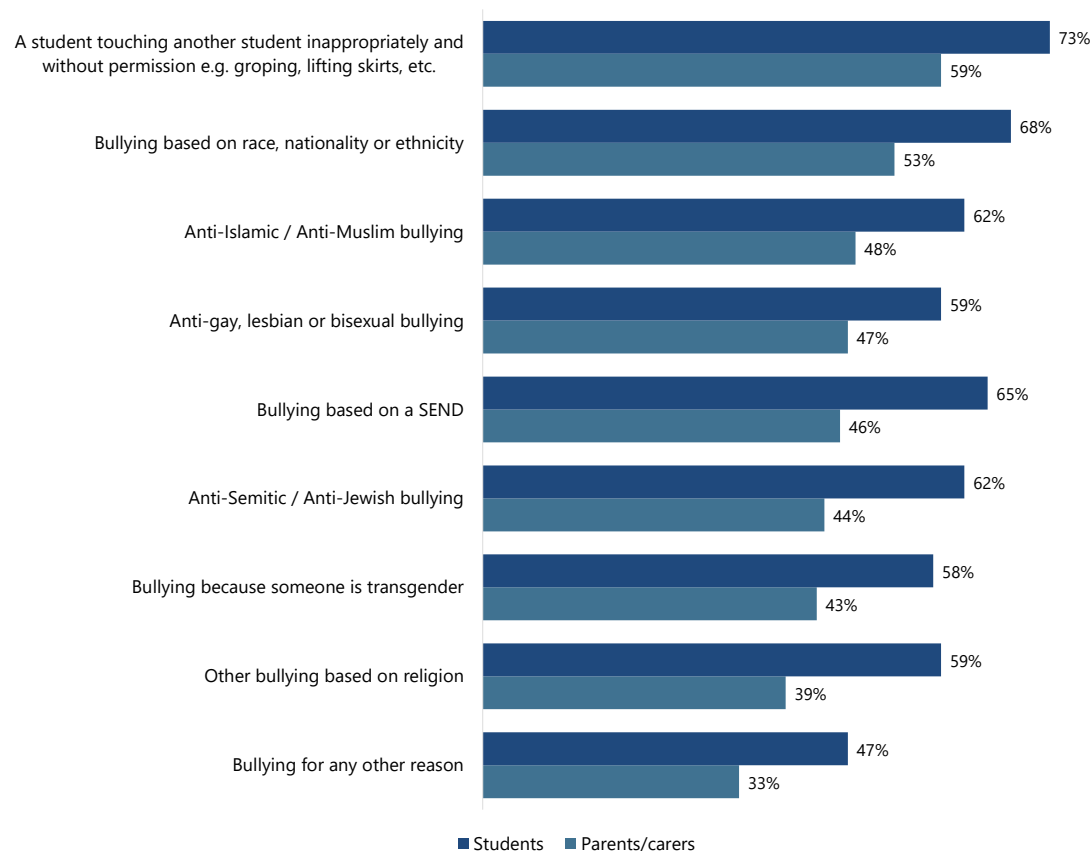
Base: All college students (206) and all parents/carers of college students (206)

Paired response

The most pronounced differences between answers given by students and their parent/carer were around whether a teacher or tutor/the college would do something about 'a student saying something sexist or sexual to another student':

- 24% of students gave a more positive answer than their parent/carer;

- 25% of parents/carers gave a more positive answer than their child; and

- 51% of students and their parent/carer gave the same answer (18% both answered 'definitely').

Differences by subgroup

Subgroup analysis looks at the differences between the proportions of each group who said a teacher or tutor at college would 'definitely' do something about bullying. Only statistically significant differences are reported here.

Student's gender

Male students (46%) were more likely than female students (31%) to say a teacher or tutor at college would 'definitely' do something about 'a student saying something sexist or sexual to another student'.

There were no differences found by year of learning or qualification type.

For parents/carers of college students, there were no differences found by student's year of learning, gender or qualification type.

Differences by sample type

This is based on comparisons between school pupils in KS5 and college students, as well as their parents/carers. It specifically considers the proportion of each group who selected that a teacher or tutor would 'definitely' do something about bullying.

When comparing school pupils in KS5 and college students, no differences were found.

As shown in Figure 19, parents/carers of college students were less likely than parents/carers of school pupils to say a teacher or tutor would 'definitely' do something about multiple types of bullying listed. The largest discrepancies between parents/carers of college students and parents/carers of school pupils were for 'Anti-Semitic/Anti-Jewish bullying' (56% and 44% respectively), and 'other bullying based on religion' (51% and 39% respectively).

Figure 19: The proportion of parents/carers who thought a teacher or tutor/the college would 'definitely' do something if they were aware of/reported bullying for each of the following reasons (significant differences only)

Bullying based on race, nationality or ethnicity — 60% / 53%

Anti-Semitic / Anti-Jewish bullying — 56% / 44%

Bullying based on a SEND — 55% / 46%

Bullying because someone is transgender — 52% / 43%

Other bullying based on religion — 51% / 39%

Bullying for any other reason — 43% / 33%

A pupil/student saying something sexist or sexual to another pupil/student — 38% / 30%

■ Parents/carers of school pupils in KS5   ■ Parents/carers of college students
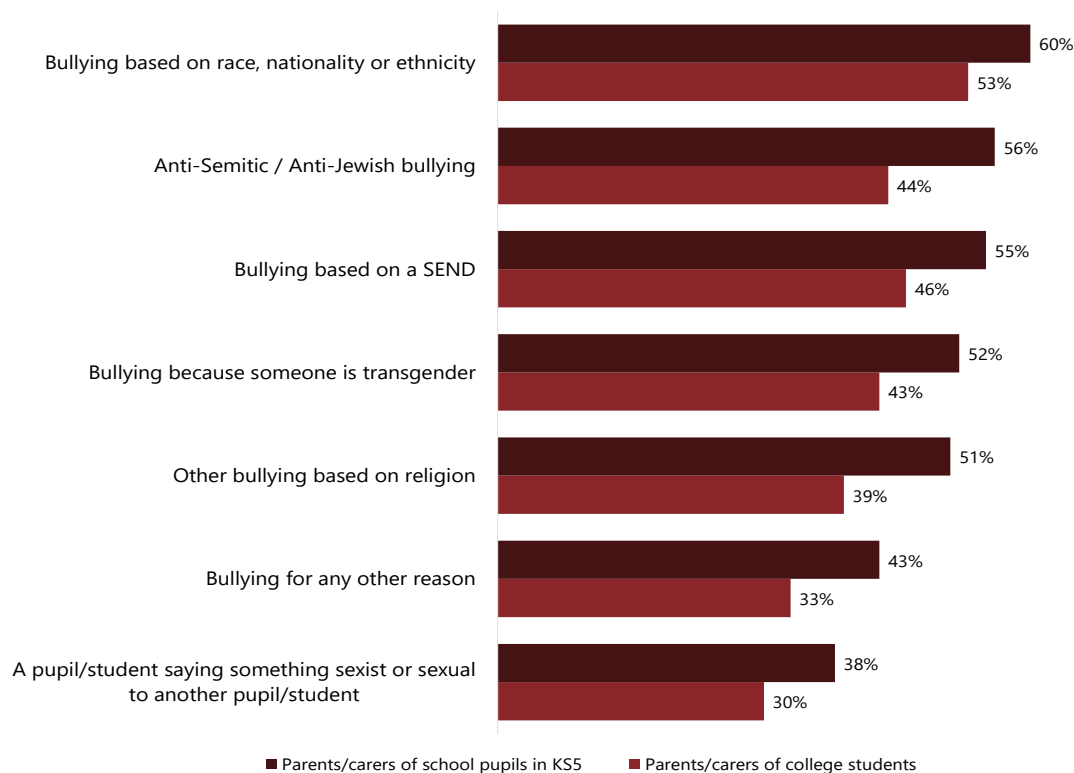
Base: All parents/carers of school pupils in KS5 (443) and all parents/carers of college students (206)

Awareness of 'Educate Against Hate'

Parents/carers of school pupils

Parents/carers of school pupils were asked 'Have you heard of the government website 'Educate Against Hate?' Those surveyed could choose from: 'No, I have not heard of the website', 'Yes, I have heard of the website but I have not used it', 'Yes, I have visited the website once', and 'Yes, I have visited the website more than once'. This question was new at wave 4.[33]

The majority of parents/carers of school pupils had not heard of the government website 'Educate Against Hate' (88%). One in ten (10%) had heard of the website but never visited it. A minority (1%) had visited the website once. Six parents/carers of school pupils (0.2%, which is shown as * in the Figure below) had visited the website more than once.

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[33] Parents/carers of school pupils who had visited the Government website 'Educate Against Hate' were also asked 'Has the website helped you with any of the following?' The findings from this question are not reported here given that just 32 parents/carers of school pupils answered the question.

Figure 20: Have you heard of the Government website 'Educate Against Hate'?
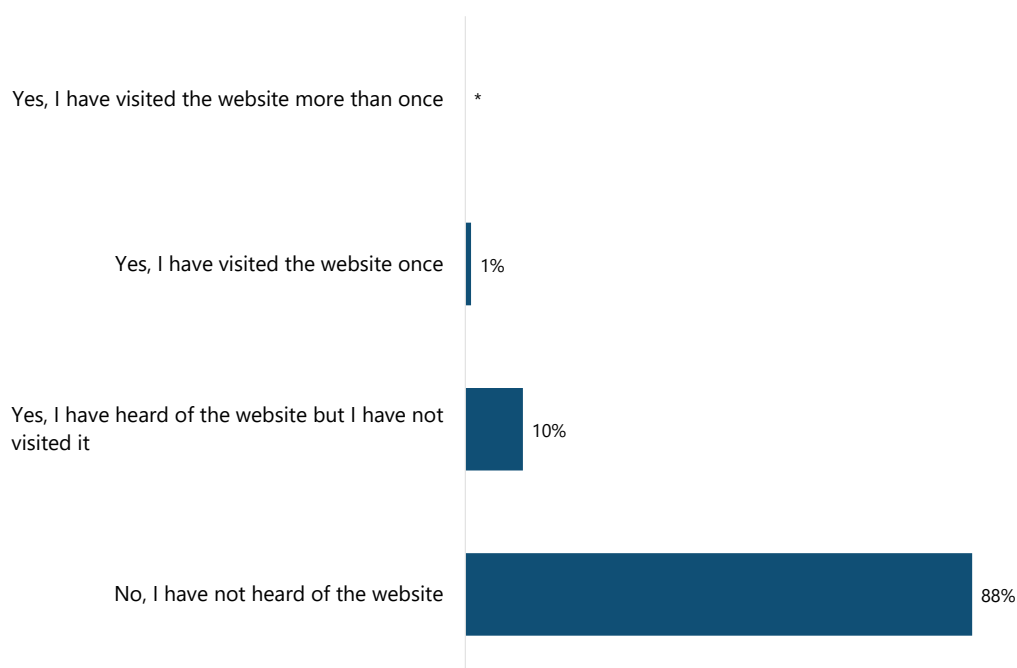
Yes, I have visited the website more than once	*
Yes, I have visited the website once	1%
Yes, I have heard of the website but I have not visited it	10%
No, I have not heard of the website	88%

Base: All parents/carers of school pupils (2,590)

Differences by subgroup

Only statistically significant differences are reported here.

Disadvantage

Parents/carers of pupils not eligible for FSM were less likely than parents/carers of pupils eligible for FSM to have heard of the website (89% selected 'No, I have not heard of the website', compared with 83%).

Ethnicity

Parents/carers of White pupils were less likely than parents/carers of Asian/Asian British pupils to have heard of the website (89% selected 'No, I have not heard of the website', compared with 81%). Similarly, parents/carers of Asian/Asian British pupils were more likely than parents/carers of White pupils to have heard of the website but not visited it (16% selected 'Yes, I have heard of the website but I have not visited it', compared with 10%).

There were no differences by pupil's year group, gender, SEN or region.

Parents/carers of college students

Parents/carers of college students were also asked 'Have you heard of the Government website 'Educate Against Hate?' and presented with the same options as parents of school pupils.[34]

The majority of parents/carers of college students had not heard of the website (93%), 6% had heard of the website but not visited it, whilst 1% had visited the website once. No parents/carers of college students had visited the website more than once.

Figure 21: have you heard of the Government website 'Educate Against Hate'?
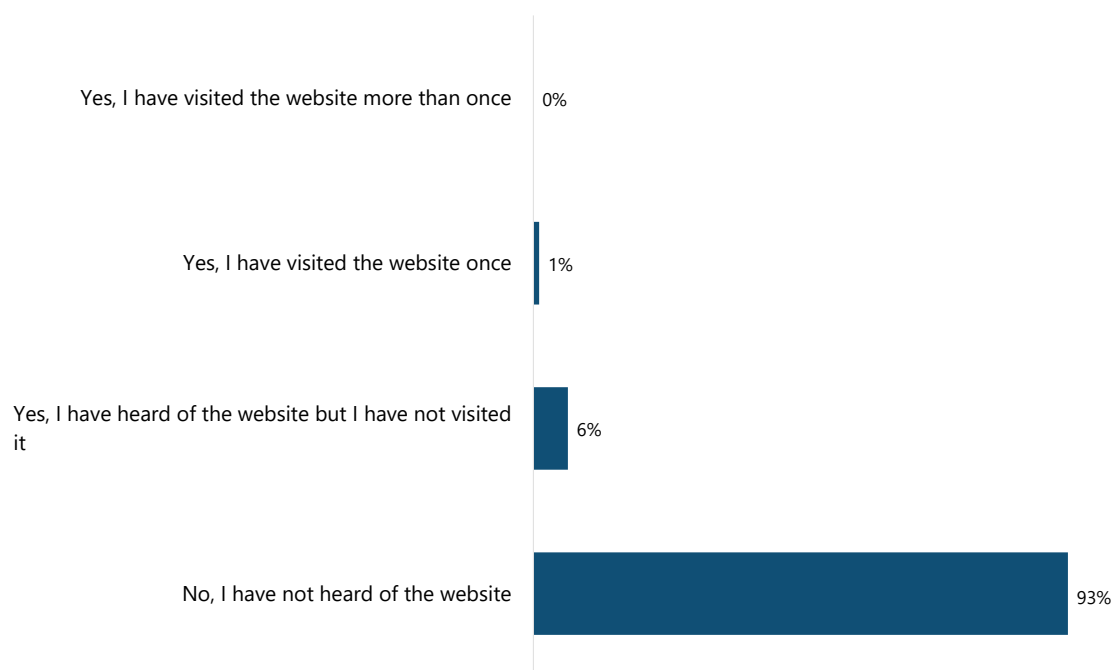
Yes, I have visited the website more than once	0%
Yes, I have visited the website once	1%
Yes, I have heard of the website but I have not visited it	6%
No, I have not heard of the website	93%

Base: All parents/carers of college students (206)

Differences by subgroup

There were no differences found by student's year of learning, gender or qualification type.

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[34] Parents/carers of college students who had visited the Government website 'Educate Against Hate' were also asked 'Has the website helped you with any of the following?' The findings from this question are not reported here given that just 1 parent/carer of a college student answered the question.

Chapter 4 – Mental Health

This chapter looks at mental health support offered through schools and colleges. School pupils and college students were asked how their school or college supports their mental health. Parents/carers were asked, as far as they were aware, whether their child's school or college had or offered particular types of mental health support. Parent/carers were also asked to think about which resources, if provided through their child's school or college, would they find most helpful for supporting their child's mental health.

Background

One in ten young people have some form of diagnosable mental health condition, and children with a mental health problem face unequal chances in their lives, particularly where childhood mental health issues continue into adulthood. Schools and colleges can play a role in identifying issues and intervening to problems escalating.[35]

The Department for Education (DfE) has committed to supporting schools 'to promote good mental wellbeing in children, to provide a supportive environment for those experiencing problems, and to secure access to more specialist help for those who need it'. [36] Jointly with the then Department of Health[37], DfE published 'Transforming Children and Young People's Mental Health: a Green Paper, on the 4th December 2017[38].

The DfE want to support schools to develop effective support for mental health for pupils, students and parents/carers. This means it is important to understand whether pupils and students know how their school or college supports their mental health Likewise, DfE need to know parents/carers know what their child's school or college offers to support mental health, and what support they would find most helpful.

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[36] Department for Education, 2016. DfE Strategy 2015-2020: World-class education and care. Can be found at:
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/508421/DfE-strategy-narrative.pdf
[36] Department for Education, 2016. DfE Strategy 2015-2020: World-class education and care. Can be found at:
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/508421/DfE-strategy-narrative.pdf
[37] Now the Department of Health and Social Care
[38] Department for Education, 2017. Transforming children and young people's mental health provision. Green paper can be found at:
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/664855/Transforming_children_and_young_people_s_mental_health_provision.pdf

Mental health support

Do pupils and students know how their school or college supports their mental health?

School pupils

School pupils were asked to think about how their school supports pupils' mental health. This was through asking whether they thought a number of statements on this topic were 'true' or 'false' (with a 'don't know' option). This was a new question in wave 4.

As shown in Figure 22, pupils were most likely to say that the following statements were 'true': my school 'has a specific member of school staff that I can talk to if I have a problem or worry' (79%), and my school 'encourages staff and pupils to care for, and look after each other' (79%).

On the other hand, pupils were least likely to say that the statement my school 'talks about mental health outside of classes' was 'true' (28%).

Figure 22: Do you think the following statements are true or false about your school, or do you not know? My school…

Has a specific member of school staff that I can talk to if I have a problem or worry	79%	6%	14%	1%
Encourages staff and pupils to care for, and look after each other	79%	8%	11%	1%
Has a professional/external counsellor who I can see if I need to	51%	13%	35%	1%
Tells me what it offers to support my mental health	48%	22%	30%	1%
Teaches me about looking after my mental health	44%	28%	27%	1%
Has specific pupils I can speak to if I have a worry or problem	38%	30%	31%	1%
Talks about mental health outside of classes	28%	37%	33%	1%

■ True ■ False ☐ Don't know ■ Not stated

Base: All school pupils (2,590)

Differences by subgroup

Subgroup analysis is based on differences between the proportions who said that the statement was accurate ('true') for their school. Only statistically significant differences are reported here.

Pupil's year group and key stage

Overall, there were some differences by pupil's year group and key stage (KS) for the different types of mental health provision offered by schools.

'My school encourages staff and pupils to care for, and look after each other'

Year 7 pupils (85%) were more likely to say 'my school encourages staff and pupils to care for, and look after each other', compared with pupils in year 9 (76%), year 10 (78%) or year 11 (78%).

'My school tells me what it offers to support my mental health'

Pupils in KS5 (54%) were more likely to say 'my school tells me what it offers to support my mental health', compared with pupils in KS3 (45%) and KS4 (48%).

The pattern is less clear when looking at responses by year group:

- Pupils in year 12 (56%) were more likely than pupils in year 7 (47%) to say this was 'true'.

'My school has a professional/external counsellor who I can see if I need to'

Pupils in KS4 (54%) and KS5 (55%) were more likely to say 'my school has a professional/external counsellor who I can see if I need to', compared with pupils in KS3 (47%).

This trend is evident when looking at differences by year group, with pupils in year 10 (54%), year 11 (53%), year 12 (54%) and year 13 (56%) being more likely to say this statement was 'true', compared with pupils in year 7 (44%).

'My school has a specific member of school staff that I can talk to if I have a problem or worry'

Year 7 and year 9 pupils (82% for both) were more likely to say 'my school has a specific member of school staff that I can talk to if I have a problem or worry', compared with year 13 pupils (72%).

'My school teaches me about looking after my mental health'

Pupils in year 8 were more likely to say 'my school teaches me about looking after my mental health' (49%), compared with pupils in year 9 (41%) and year 11 (40%).

'My school has specific pupils I can speak to if I have a worry or problem'

Pupils in KS3 (40%) and KS4 (39%) were more likely to say 'my school has specific pupils I can speak to if I have a worry or problem', compared with pupils in KS5 (32%).

This trend is apparent when looking at differences by year group:

- Pupils in year 7 (44%), year 8 (40%), year 9 (36%), year 10 (40%) and year 11 (39%) were more likely to say this statement was 'true', compared with pupils in year 13 (26%).

'My school talks about mental health outside of classes'

Pupils in KS4 (29%) and KS5 (34%) were more likely to say 'my school talks about mental health outside of classes', compared with pupils in KS3 (25%).

When looking at differences by year group:

- Pupils in year 12 (34%) and year 13 (35%) were more likely to say this statement was 'true', compared with pupils in year 7 and year 9 (24% for both).

Pupil's gender

Girls (54%) were more likely than boys (48%) to say their school 'has a professional/external counsellor who I can see if I need to'.

Girls (31%) were also more likely than boys (26%) to say their school 'talks about mental health outside of classes'.

Disadvantage

Pupils eligible for free school meals (FSMs) were more likely than those who are not eligible to say their school:

- 'Encourages staff and pupils to care for, and look after each other' (81% and 74%, respectively).

- 'Has specific pupils I can speak to if I have a worry or problem' (43% and 37%, respectively).

On the other hand, FSM eligible pupils were less likely to say their school 'teaches me about looking after my mental health' (37%), compared with non-eligible pupils (45%).

SEN

Pupils with Special Educational Needs (SEN) were less likely than pupils without SEN to say their school had the types of mental health provision shown on Figure 23

Figure 23: The proportion of pupils who think the following statements are 'true' about their school, by SEN provision (significant differences only)
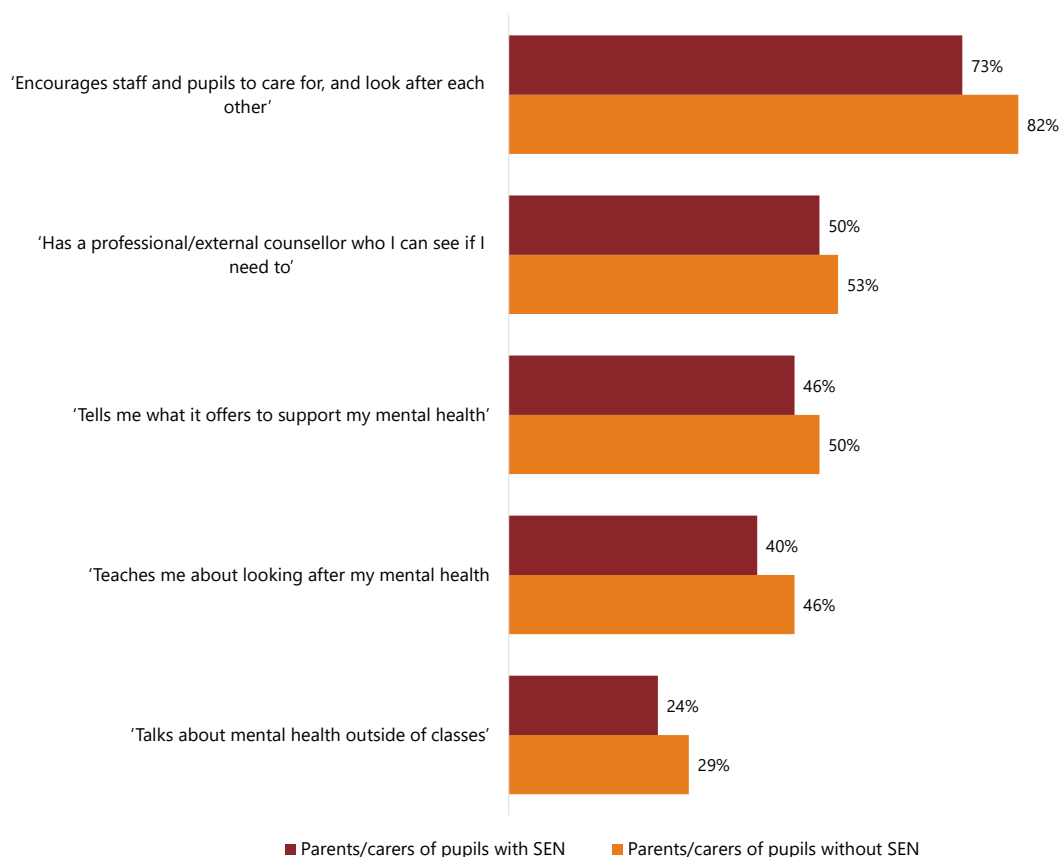
'Encourages staff and pupils to care for, and look after each other'
- 73%
- 82%

'Has a professional/external counsellor who I can see if I need to'
- 50%
- 53%

'Tells me what it offers to support my mental health'
- 46%
- 50%

'Teaches me about looking after my mental health
- 40%
- 46%

'Talks about mental health outside of classes'
- 24%
- 29%

■ Parents/carers of pupils with SEN   ■ Parents/carers of pupils without SEN

Base: All parents/carers of school pupils with SEN (609), without SEN (1,543)

Ethnicity

Overall, there were some differences by pupil's ethnicity for the different types of mental health provision offered by schools:

- White pupils were less likely to say their school 'encourages staff and pupils to care for, and look after each other' (79%), compared with pupils in the 'other ethnic group' (85%).

- White pupils (47%) and Asian/Asian British pupils (44%) were less likely to say their school 'tells me what it offers to support my mental health', compared with pupils in the 'other ethnic group' (55%).

- Black/African/Caribbean/Black British pupils were less likely to say their school 'has a professional/external counsellor who I can see if I need to' (45%), compared with pupils in the 'other ethnic group' (56%).

- White pupils were less likely to say their school 'has specific pupils I can speak to if I have a worry or problem' (37%), compared with pupils in the 'other ethnic group' (44%).

Region

Pupils in the Midlands were less likely to report that their school has a number of the possible mental health provisions, compared with London and the South.

In comparison to pupils in London pupils in the Midlands were less likely to say:

- Their school 'has a professional/external counsellor who I can see if I need to' (47% compared to 51%)

- Their school 'teaches me about looking after my mental health (40% compared to 49%).

- Their school 'talks about mental health outside of classes' (23% compared to 30%),

In comparison to pupils in the South pupils in the Midlands were less likely to say:

- Their school 'tells me what it offers to support my mental health' (44% compared with 51%).

- Their school 'talks about mental health outside of classes' (23% compared to 32%),

College students

College students were also asked to think about how their college supports students' mental health, and whether they thought a number of statements on this topic were 'true', 'false', or they 'don't know'.

As shown in Figure 24, students were most likely to say that the following statements were 'true':

- My college 'has a specific member of college staff that I can talk to if I have a problem of worry' (78% 'true'); and,

- My college 'encourages staff and students to care for, and look after each other' (78% 'true').

On the other hand, students were least likely to say that their college 'has specific students I can speak to if I have a worry or problem' (27% 'true').

Figure 24: Do you think the following statements are true or false about your college, or do you not know? My college…

Statement	True	False	Don't know	Not stated
Has a specific member of college staff that I can talk to if I have a problem or worry	78%	5%	14%	2%
Encourages staff and students to care for, and look after each other	78%	4%	16%	2%
Tells me what it offers to support my mental health	65%	15%	19%	2%
Has a professional/external counsellor who I can see if I need to	63%	5%	32%	1%
Teaches me about looking after my mental health	49%	26%	25%	
Talks about mental health outside of classes	30%	31%	37%	2%
Has specific students I can speak to if I have a worry or problem	27%	33%	39%	1%

■ True ■ False ■ Don't know ■ Not stated

Base: All college students (206)

Differences by subgroup

There were no differences found between the proportions who said 'true' for the list of statements, by student's year of learning, gender or qualification type.

Differences by sample type

Compared with school pupils in KS5 (54%), college students were more likely to report that their educational institution 'tells me what it offers to support my mental health' (65%).

Do parents/carers know what their child's school or college has or offers to support mental health?

Parents/carers of school pupils

Parents/carers of school pupils were asked, as far as they were aware, whether their child's school had or offered the particular types of mental health support listed. This is a new question for wave 4.

For each type of mental health support listed, around half of all parents/carers of pupils said they 'don't know' whether their child's school had or offered it. This ranged from 51% of parents/carers who said that they did not know if 'support for pupils provided by other pupils' and 'face-to-face information sessions for groups of parents/carers about supporting children and young people's mental health' is provided, to 59% of parents/carers who don't know if 'one-to-one support from a mental health professional (e.g. counselling) for parents and caregivers' is offered or in place.

Parents/carers of pupils were most likely to say that their child's school had or offered 'support for pupils provided by other pupils' (38% 'yes'), and most likely to say that their child's school did <u>not</u> have or offer 'face-to-face information sessions for groups of parents/carers about supporting children and young people's mental health' (29% 'no').

Figure 25: Thinking about the things your child's school does to support the mental health of their pupils, as far as you are aware, does your child's school have or offer the following?

	Yes	No	Don't know	Not stated
Support for pupils provided by other pupils	38%	11%	51%	1%
A named member of school staff responsible for mental health	37%	10%	53%	
A professional/external counsellor for pupils, who is based in the school	34%	11%	54%	1%
A plan or policy about promoting and supporting the mental health and wellbeing of pupils	29%	13%	57%	1%
Written information for parents/carers about how to support children and young people's mental health	26%	26%	48%	1%
Face-to-face information sessions for groups of parents/carers about supporting children and young people's mental health	19%	29%	51%	
One-to-one support from a mental health professional (e.g. counselling) for parents and caregivers	16%	25%	59%	1%
Something not listed above	5%	24%	58%	12%

■ Yes ■ No ■ Don't know ■ Not stated

Base: All parents/carers of school pupils (2,590)

Differences by subgroup

Subgroup analysis is based on differences between the proportions who said 'yes' to the list of statements. Only statistically significant differences are reported here.

Pupil's year group and key stage

Overall, there were some differences by pupil's year group for the different types of mental health provision offered by schools:

- Parents/carers of year 12 pupils (41%) were more likely than parents/carers of year 11 pupils (32%) to say their child's school had or offered 'a named member of school staff responsible for mental health'.

- Parents/carers of pupils in year 10 (21%) were more likely than parents/carers of pupils in year 7 (14%), year 8 (15%) and year 11 (14%) to say their child's school had or offered 'one-to-one support from a mental health professional (e.g. counselling) for parents and caregivers'.

- Parents/carers of pupils in year 10 and year 12 (34% for both) were more likely to say their child's school had or offered 'a plan or policy about

promoting and supporting the mental health and wellbeing of pupils', compared with parents/carers of year 11 pupils (23%).

- Furthermore, parents/carers of year 10 pupils were more likely to say their child's school had or offered 'a plan or policy about promoting and supporting the mental health and wellbeing of pupils' (34%), compared with parents/carers of year 9 pupils (27%).

No differences were found by key stage.

Pupil's gender

Parents/carers of girls (36%) were more likely than parents/carers of boys (32%) to say their child's school had or offered 'a professional/external counsellor for pupils, who is based in the school'.

Parents/carers of girls (41%) were also more likely than parents/carers of boys (35%) to say their child's school had or offered 'support for pupils provided by other pupils'.

Disadvantage

Parents/carers of pupils eligible for FSM were more likely than parents/carers of non-eligible pupils to say their child's school had or offered the types of mental health provision shown on Figure 26.

Figure 26: The proportion of parents/carers who thought their child's school had or offered the following types of mental health provision, by eligibility for FSM (significant differences only)

'A professional/external counsellor for pupils, who is based in the school' — 40% / 33%

'Written information for parents/carers about how to support children and young people's mental health' — 31% / 25%

'Face-to-face information sessions for groups of parents/carers about supporting children and young people's mental health' — 24% / 19%

'One-to-one support from a mental health professional (e.g. counselling) for parents and caregivers' — 23% / 15%

'Something not listed' — 8% / 5%

■ Parents/carers of FSM eligible pupils   ■ Parents/carers of non-eligible pupils

Base: All parents/carers of school pupils eligible for FSM (602), not eligible for FSM (1,950)

SEN

Parents/carers of pupils with SEN were more likely than parents/carers of pupils without SEN to say their child's school had or offered the types of mental health provision shown on Figure 27.

Figure 27: The proportion of parents/carers who thought their child's school had or offered the following types of mental health provision, by SEN provision (significant differences only)
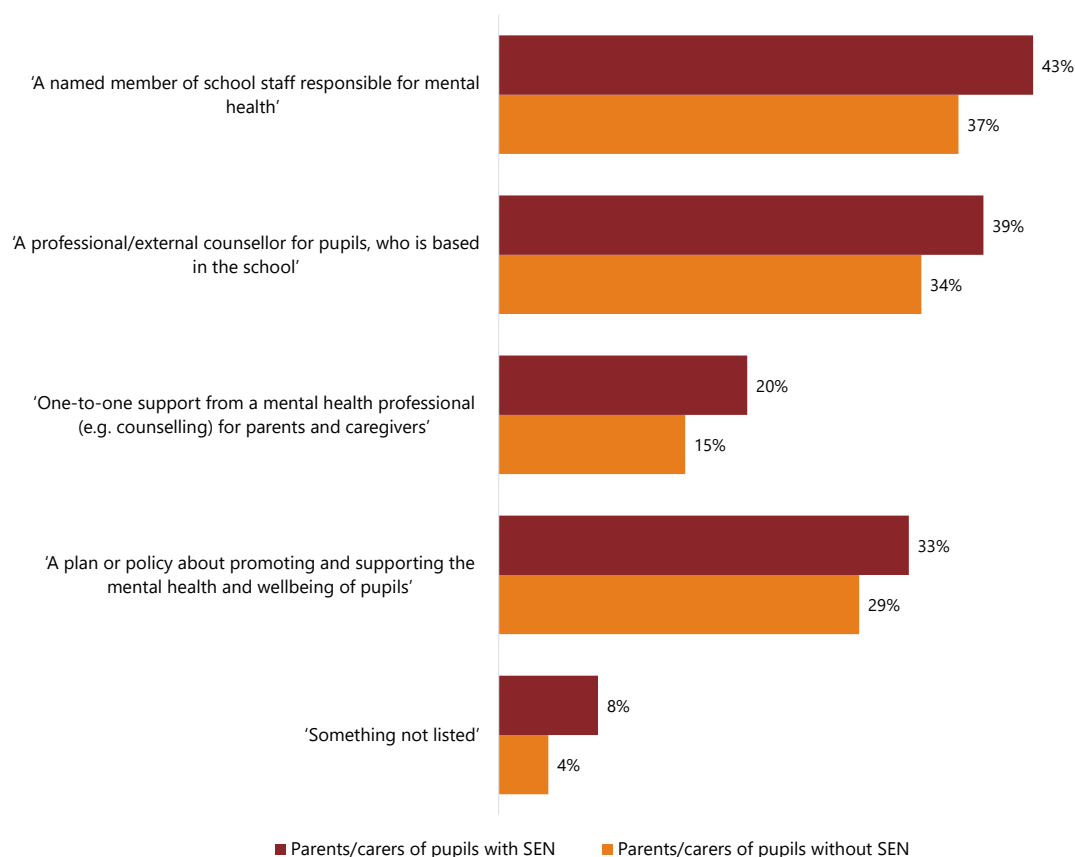
Provision	Parents/carers of pupils with SEN	Parents/carers of pupils without SEN
'A named member of school staff responsible for mental health'	43%	37%
'A professional/external counsellor for pupils, who is based in the school'	39%	34%
'One-to-one support from a mental health professional (e.g. counselling) for parents and caregivers'	20%	15%
'A plan or policy about promoting and supporting the mental health and wellbeing of pupils'	33%	29%
'Something not listed'	8%	4%

■ Parents/carers of pupils with SEN   ■ Parents/carers of pupils without SEN

Base: All parents/carers of school pupils with SEN (609), without SEN (1,543)

Ethnicity

Overall, there were some differences by pupil's ethnicity.

Parents/carers of White pupils were less likely to say their child's school had or offered:

- 'Support for pupils provided by other pupils' (37%), compared with parents/carers of pupils in the 'other ethnic group (45%).

- 'Written information for parents/carers about how to support children and young people's mental health' (24%), compared with parents/carers of Black/African/Caribbean/Black British pupils (32%) and parents/carers of pupils in the 'other ethnic group' (35%).

- 'Face-to-face information sessions for groups of parents/carers about supporting children and young people's mental health' (18%), compared with parents/carers of pupils in the 'other ethnic group' (27%).

- 'One-to-one support from a mental health professional (e.g. counselling) for parents and caregivers' (14%), compared with parents/carers of pupils in the 'other ethnic group' (25%).

In addition, parents/carers of Asian/Asian British pupils (34%) and parents/carers of Black/African/Caribbean/Black British pupils (32%) were less likely to say their child's school had or offered 'support for pupils provided by other pupils', compared with parents/carers of pupils in the 'other ethnic group' (45%).

Parents/carers of Asian/Asian British pupils were also less likely to say their child's school had 'a named member of school staff responsible for mental health' (28%), compared with parents/carers of White pupils (37%) and parents/carers of pupils in the 'other ethnic group' (39%).

Region

Overall, there were some differences by region:

- Parents/carers of pupils in London were more likely to say their child's school had or offered 'written information for parents/carers about how to support children and young people's mental health' (34%), compared with parents/carers of pupils in the North (24%), Midlands (23%) and South (26%).
- Parents/carers of pupils in London were also more likely to say their child's school had or offered 'face-to-face information sessions for groups of parents/carers about supporting children and young people's mental health' (24%), compared with parents/carers of pupils in the North (17%).

Parents/carers of college students

Parents/carers of college students were also asked, as far as they were aware, whether their child's college had or offered the particular types of mental health support listed.

For each type of mental health support listed, the majority of parents/carers of students said they 'don't know' whether their child's college had or offered it. This ranged from 59% for 'written information for parents/carers about how to support children and young people's mental health', to 73% for 'one-to-one support from a mental health professional (e.g. counselling) for parents and caregivers'.

Parents/carers of students were most likely to say that their child's college had or offered 'a professional/external counsellor for students, who is based in the college' (32% 'yes'), and most likely to say that their child's college did <u>not</u> have or offer 'written information for parents/carers about how to support children and young people's mental health' (21% 'no').

Figure 28: Thinking about the things your child's college does to support the mental health of their students, as far as you are aware, does your child's college have or offer the following?

	Yes	No	Don't know	Not stated
A professional/external counsellor for students, who is based in the college	32%	6%	61%	1%
Support for students provided by other students	31%	3%	65%	1%
A named member of college staff responsible for mental health	29%	3%	67%	1%
A plan or policy about promoting and supporting the mental health and wellbeing of students	26%	8%	66%	0%
Written information for parents/carers about how to support children and young people's mental health	19%	21%	59%	1%
Face-to-face information sessions for groups of parents/carers about supporting children and young people's mental health	10%	18%	71%	1%
One-to-one support from a mental health professional (e.g. counselling) for parents and caregivers	10%	17%	73%	0%
Something not listed above	3%	15%	62%	20%

■ Yes ■ No ■ Don't know ■ Not stated

Base: All parents/carers of college students (206)

Differences by subgroup

Subgroup analysis is based on differences between the proportions who said 'yes' to the list of statements. Only statistically significant differences are reported here.

Student's gender

Parents/carers of female students were more likely to say that their child's college had or offered 'support for students provided by other students' (38% 'yes'), compared with parents/carers of male students (23% 'yes').

There were no differences by student's year of learning or qualification type.

Differences by sample type

Figure 29 illustrates the significant differences between the responses given by parents/carers of school pupils, and parents/carers of college students. Overall, parents/carers of school pupils were more likely to say that their child's educational institution had or offered the different types of mental health support listed, compared with parents/carers of college students.

Figure 29: Proportion of parents/carers who said 'yes', their child's school/college had or offered the following types of mental health support (significant differences only)

A named member of school staff responsible for mental health
- 40%
- 29%

Support for pupils provided by other pupils
- 39%
- 31%

Face-to-face information sessions for groups of parents/carers about supporting children and young people's mental health
- 17%
- 10%

One-to-one support from a mental health professional (e.g. counselling) for parents and caregivers
- 16%
- 10%

■ Parents/carers of school pupils in KS5   ■ Parents/carers of college students

Base: All parents/carers of school pupils in KS5 (443) and parents/carers of college students (206)

What resources, provided through their child's school or college, would parents/carers find most helpful to support their child's mental health?

Parents/carers of school pupils

Parents/carers of school pupils were asked to think about which resources, if provided through their child's school, would they find most helpful for supporting their child's mental health. Parents/carers could select up to three answers. This question was new in wave 4.

Parents/carers of pupils were most likely to say the following two resources, if provided through their child's school, would be the most helpful for supporting their child's mental health: 'a specific person working in the school to speak to if you had a concern' (69%) and 'information about what the school does to support pupils' mental health' (68%).

On the other hand, parents/carers of pupils were least likely to say 'informal support from other parents/carers', if provided through their child's school, would be most helpful for supporting their child's mental health (6%).

Figure 30: Thinking about resources to help you support your child's mental health, which of the following would you find most helpful, if they were provided through your child's school?
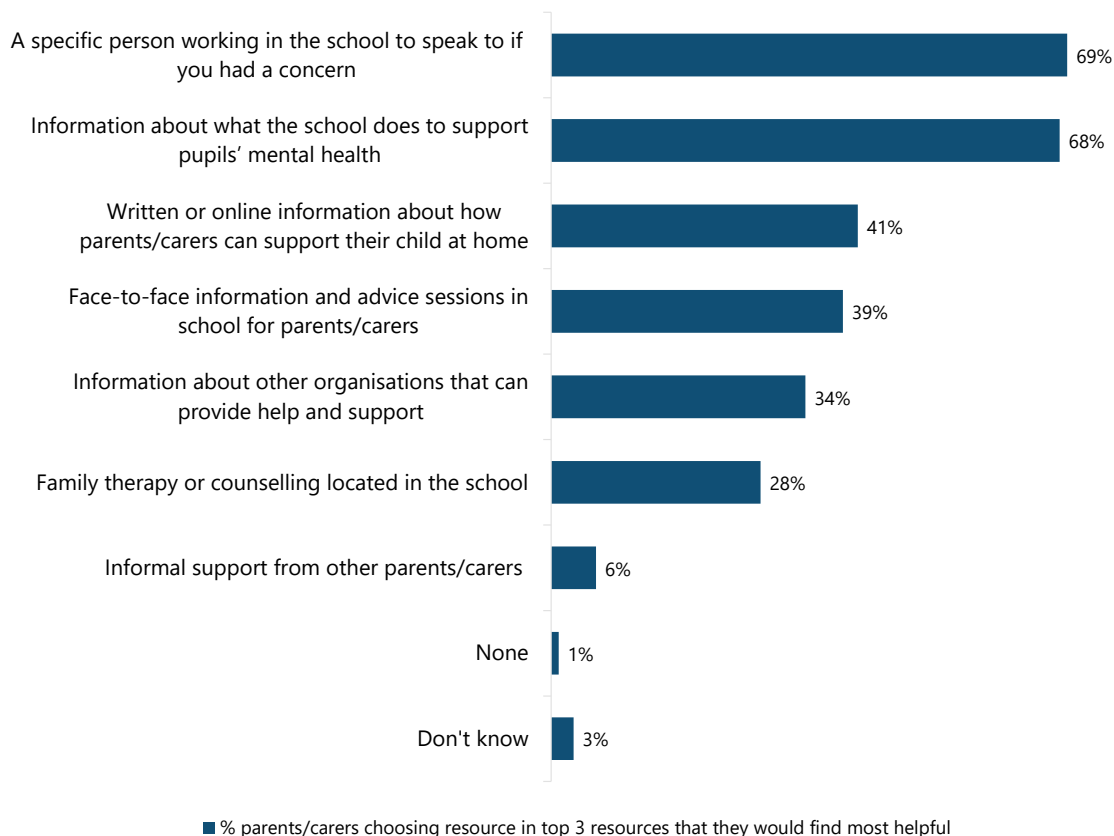
Resource	%
A specific person working in the school to speak to if you had a concern	69%
Information about what the school does to support pupils' mental health	68%
Written or online information about how parents/carers can support their child at home	41%
Face-to-face information and advice sessions in school for parents/carers	39%
Information about other organisations that can provide help and support	34%
Family therapy or counselling located in the school	28%
Informal support from other parents/carers	6%
None	1%
Don't know	3%

■ % parents/carers choosing resource in top 3 resources that they would find most helpful

Base: All parents/carers of school pupils (2,590)

Differences by subgroup

Only statistically significant differences are reported here.

Pupil's year group and key stage

Overall, there were some differences by pupil's year group and key stage for the different types of resources.

'A specific person working in the school to speak to if you had a concern'

Parents/carers of year 11 pupils (76%) were more likely than parents/carers of pupils in year 7 (69%), year 8 (65%) and year 9 (70%) to say 'a specific person working in the school to speak to if you had a concern' would be a helpful resource.

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'Information about what the school does to support pupils'

Parents/carers of pupils in KS3 were more likely to say 'information about what the school does to support pupils' mental health (72%), compared with parents/carers of pupils in KS4 (65%) and KS5 (61%).

This trend is evident when looking at the differences by year group, with parents/carers of pupils in year 7 (73%), year 8 (72%) and year 9 (71%) being more likely to say this resource would be helpful, compared with parents/carers of pupils in year 12 (62%) and year 13 (60%).

Furthermore, parents/carers of pupils in year 7 (73%) and year 8 (72%) were more likely than parents/carers of year 10 pupils (64%) to say this resource would be helpful.

'Written or online information about how parents/carers can support their child at home'

Parents/carers of year 12 pupils (45%) were more likely than parents/carers of year 9 pupils (37%) to say 'written or online information about how parents/carers can support their child at home' would be a helpful resource.

'Face-to-face information and advice sessions in school for parents/carers'

Parents/carers of pupils in year 7 (42%) and year 8 (41%) were more likely to say 'face-to-face information and advice sessions in school for parents/carers' would be a helpful resource, compared with parents/carers of year 12 pupils (32%).

'Information about other organisations that can provide help or support'

Parents/carers of pupils in year 8 (35%), year 9 (37%) and year 10 (38%) were more likely than parents/carers of year 7 (27%) to say 'information about other organisations that can provide help or support' would be a helpful resource.

'Informal support from other parents/carers'

Parents/carers of year 8 pupils (8%) were more likely to say 'informal support from other parents/carers' would be a helpful resource, compared with parents/carers of year 10 pupils (4%).

Disadvantage

Parents/carers of pupils eligible for FSMs were more likely to say the following resources, if provided through their child's school, would be most helpful for supporting their child's mental health:

- 'Informal support from other parents/carers' (8%), compared with parents/carers of non-eligible pupils (5%).

- 'None' of the resources listed (3%), compared with parents/carers of non-eligible pupils (1%).

On the other hand, parents/carers of non-eligible pupils were more likely to say the following resources, if provided through their child's school, would be most helpful for supporting their child's mental health:

- 'A specific person working in the school to speak to if you had a concern' (71%), compared with parents/carers of FSM eligible pupils (60%).

- 'Written or online information about how parents/carers can support their child at home' (42%), compared with parents/carers of FSM eligible pupils (33%).

SEN

Parents/carers of pupils with SEN were less likely to say the following resources, if provided through their child's school, would be most helpful for supporting their child's mental health:

- 'A specific person working in the school to speak to if you had a concern' (64%), compared with parents/carers of pupils without SEN (72%).

- 'Written or online information about how parents/carers can support their child at home' (34%), compared with parents/carers of pupils without SEN (43%).

Conversely, parents/carers of pupils with SEN were more likely to say 'informal support from other parents/carers' would be a helpful resource (9%), compared with parents/carers of pupils without SEN (5%).

Ethnicity

Parents/carers of White pupils were more likely to say the following resources, if provided through their child's school, would be most helpful for supporting their child's mental health:

- 'A specific person working in the school to speak to if you had a concern' (73%), compared with parents/carers of Black/African/Caribbean/Black British pupils (62%) and parents/carers of pupils in the 'other ethnic group' (59%).

- 'Family therapy or counselling located in the school' (29%), compared with parents/carers of Black/African/Caribbean/Black British pupils (18%).

On the other hand, parents/carers of White pupils were less likely to say the following resources, if provided through their child's school, would be most helpful for supporting their child's mental health:

- 'Face-to-face information and advice sessions in school for parents/carers' (38%), compared with parents/carers of pupils in the 'other ethnic group' (45%).

- 'None' of the resources listed (1%), compared with parents/carers of Asian/Asian British pupils and parents/carers of Black/African/Caribbean/Black British pupils (4% for both).

In addition, parents/carers of Black/African/Caribbean/Black British pupils were more likely to say 'information about other organisations than can provide help or support' would be a helpful resource (41%), compared with parents/carers of pupils in the 'other ethnic group' (28%).

There were no differences found by pupil's gender or region.

Parents/carers of college students

Parents/carers of college students were also asked to think about which resources, if provided through their child's college, would they find most helpful for supporting their child's mental health. Parents/carers could select up to three answers.

Parents/carers of students were most likely to say the following two resources, if provided through their child's college, would be the most helpful for supporting their child's mental health: 'a specific person working in the school to speak to if you had a concern' (75%) and 'information about what the school does to support students' mental health' (72%).

On the other hand, parents/carers of students were least likely to say 'informal support from other parents/carers' (6%), if provided through their child's college, would be most helpful for supporting their child's mental health.

Figure 31: Thinking about resources to help you support your child's mental health, which of the following would you find most helpful, if they were provided through your child's college?
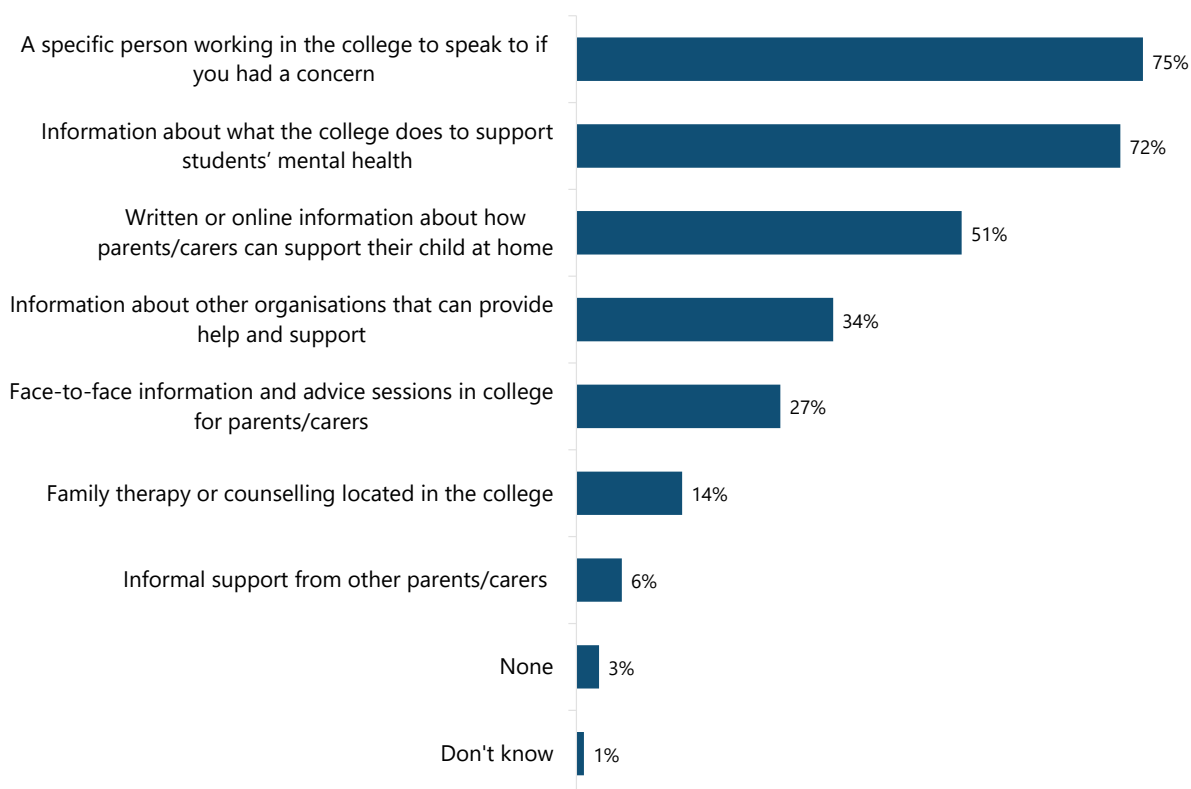
A specific person working in the college to speak to if you had a concern — 75%

Information about what the college does to support students' mental health — 72%

Written or online information about how parents/carers can support their child at home — 51%

Information about other organisations that can provide help and support — 34%

Face-to-face information and advice sessions in college for parents/carers — 27%

Family therapy or counselling located in the college — 14%

Informal support from other parents/carers — 6%

None — 3%

Don't know — 1%

■ % parents/carers choosing resource in top 3 resources that they would find most helpful

Base: All parents/carers of college students (206)

Differences by subgroup

There were no differences found by student's year of learning, gender or qualification type.

Differences by sample type

Parents/carers of college students were less likely than parents/carers of school pupils in KS5 to say 'face-to-face information and advice sessions in college/school for parents/carers' (27% and 35%, respectively) and 'family therapy or counselling in the college/school' (14% and 27%, respectively) would be helpful resources to help them support their child's mental health.

Chapter 5 – Changes at School

This chapter explores awareness and understanding of GCSE reforms for both pupils and parents/ carers across all four waves of the survey. As well as parents' / carers' awareness of Progress 8, and their understanding of how it relates to a schools' performance.

GCSE reform

Background

As part of the government's reforms to GCSEs, the way in which GCSEs are graded is changing from A* to G to a numbered system (9 to 1), with 9 being the top grade. This allows for greater differentiation between pupils of higher ability and helps distinguish the new GCSEs from previous versions. Other features of the new GCSEs are:

- Assessment is mainly by exam, with non-examined assessment (such as coursework) used only where it is the only valid way to assess essential elements of a subject such as practical skills.

- The subject content has been redeveloped to be more challenging.

- GCSEs will be linear, where the main assessment is done at the end of the two-year programme of study.

- Tiering will only be used when a single exam cannot assess pupils across the full ability range in a way that enables them all to demonstrate their knowledge, skills and understanding; this means fewer subjects will now use tiering. Foundation and higher tiers are permitted only in maths, statistics, science and modern foreign languages.

The reforms to GCSEs began with the new GCSEs in English language, English literature and maths introduced for first teaching in September 2015, with first awards in summer 2017. There will be an additional 20 new GCSE subjects awarded in summer 2018.

All GCSEs will be reformed and graded 9 to 1 from 2020. This is part of a package of reforms to GCSEs to make them more rigorous and to better prepare pupils for work or further study.

The survey explored whether parents/carers and pupils are aware of the changes and whether they feel they understand how the GCSEs are being reformed.

Have parents/carers, pupils and students heard of, and do they understand, GCSE reforms?

Parents/carers and school pupils were shown the following explanation of the recent GCSE reforms:

From 2017, the old A* - G grading at GCSE will be replaced by new grades 9 - 1

Pupils were then asked, 'Have you heard about these changes?'. Parents/carers were asked a slightly different version of the question: 'Before this survey, had you heard about the government's reforms to GCSEs?'.

Overall findings are considered for pupils (and parents/carers of pupils) in years 9 and above only, because awareness and knowledge about GCSEs are most relevant to this age group.[39] However, subgroup differences are examined for all pupils and parents/carers, including years 7 and 8.

School pupils and parents/carers

Nearly all pupils in year 9 and above (97%) said they had heard about the grading changes to GCSEs. The proportion of parents/carers who said they had heard about the government's reforms to GCSEs was only slightly lower year (91%).

This question was also asked in wave 1, wave 2 and wave 3 of the survey. As shown in Figure 32, awareness of the reforms to GCSEs has increased amongst parents/carers, rising from 72% in wave 1 to 91% in wave 4. Similarly, awareness of the grading changes to GCSEs among pupils rose from 85% in wave 1 to 97% in wave 4. For all waves, this analysis is restricted to pupils (and parents/carers of pupils) in year 9 and above.

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[39] During years 9-13, pupils select GCSE options, sit their GCSEs, and progress on to further study or training.

Figure 32: From 2017, the old A* to G grading at GCSE will be replaced by new grades 9 to 1. Have you heard about these changes? /Before this survey, had you heard about the government's reforms to GCSEs?
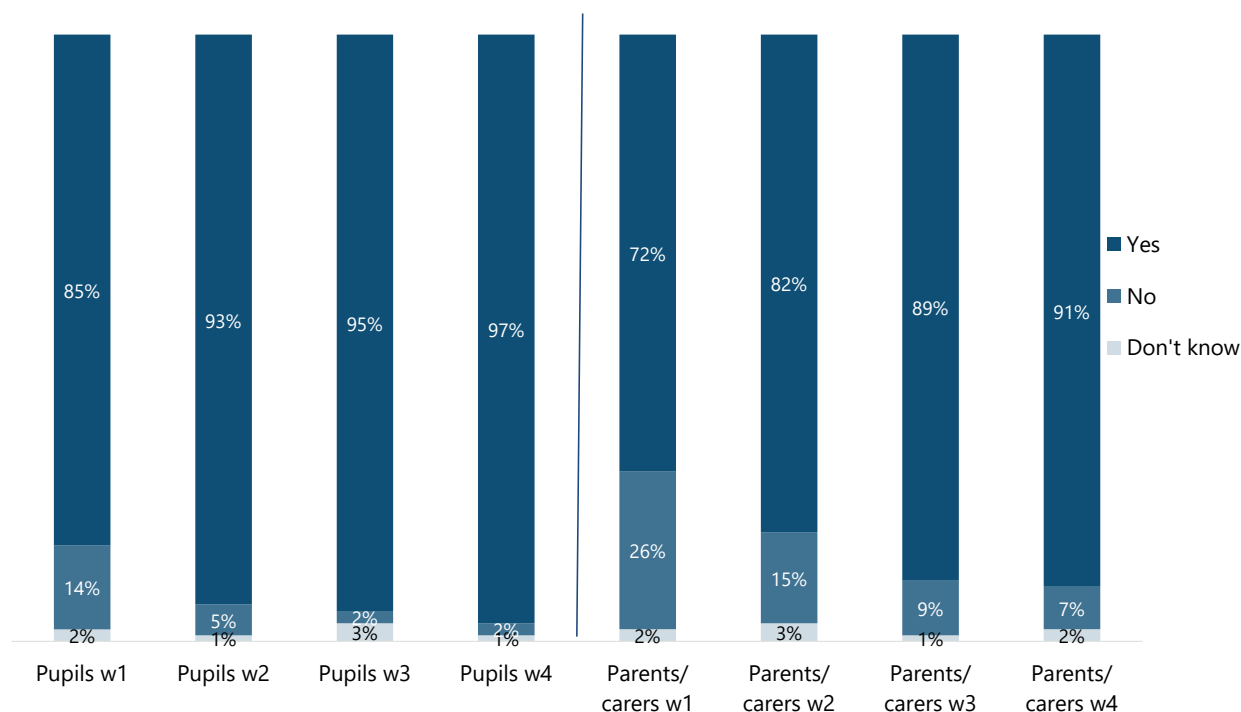
Base: paired parents/carers of year 9+ at wave 1 (1,161); paired parents/carers of year 9+ at wave 2 (1,075); paired parents/carers of year 9+ pupils at wave 3 (1,009); paired parents/carers of year 9+ pupils at wave 4 (1641); paired pupils in year 9+ at wave 1 (1,161); paired pupils in year 9+ at wave 2 (1,075); paired pupils in year 9+ at wave 3 (1,009); paired pupils in year 9+ at wave 4 (1,641)

Pupils who had heard of the changes to the GCSE grading system, and parents/carers who had heard of the government's GCSE reforms were then asked "how well, if at all, do you understand each of the following…". This analysis is also restricted to pupils in years 9 and above. As shown in Figures 33 and 34, pupils were generally more likely to report that they understood these changes ''somewhat' or 'very well'' in comparison to their parents/carers. Among both pupils and their parents/carers, the majority reportedly understood what the new highest grade is 'very well' (82% and 61%, respectively).

The majority of pupils also reported that they understood 'somewhat' or 'very well' 'what a 'standard' pass means in the new grading scale' (82%), and 'what a 'strong' pass means in the new grading scale' (80%). For parents/carers, 68%, and 71% reported to understand these, respectively.

Figure 33 How well, if at all, do you understand each of the following...? (Pupils)

	Very well	Somewhat	Not at all	Don't know	Not stated
Why the Government has introduced new GCSEs	11%	37%	30%	21%	
Why the grading scale has changed from letters to numbers	10%	30%	34%	26%	1%
What the new highest grade is	82%	12%	2%	3%	1%
What a 'standard' pass means in the new grading scale	43%	39%	10%	7%	1%
What a 'strong' pass means in the new grading scale	45%	35%	12%	7%	
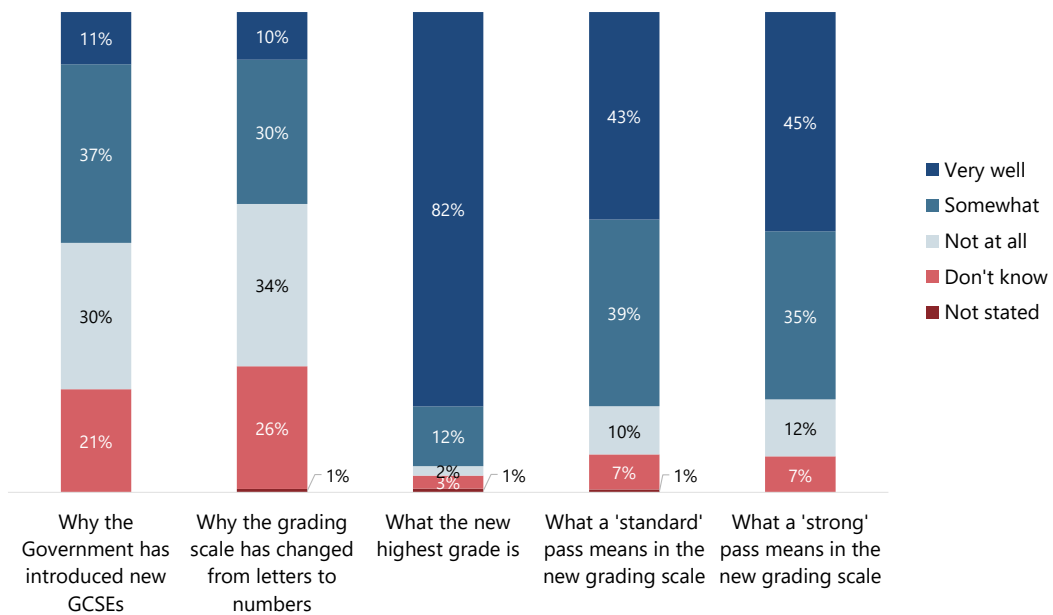
Base: School pupils in year 9+ who have heard of changes to the GCSE grading system (1,555)

Figure 34 How well, if at all, do you understand each of the following...? (Parents/carers)
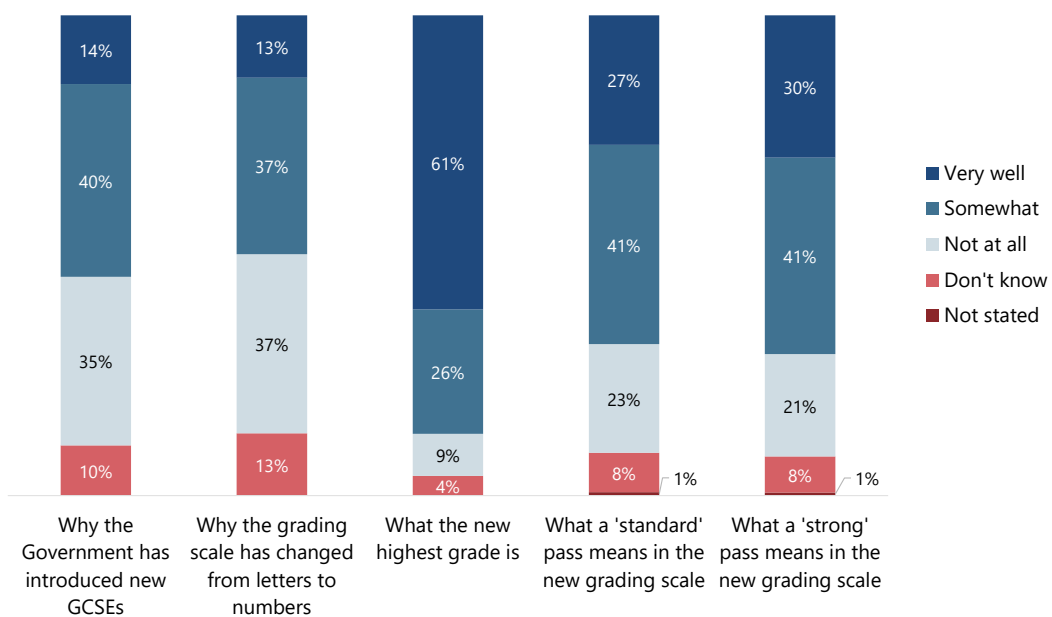
	Very well	Somewhat	Not at all	Don't know	Not stated
Why the Government has introduced new GCSEs	14%	40%	35%	10%	
Why the grading scale has changed from letters to numbers	13%	37%	37%	13%	
What the new highest grade is	61%	26%	9%	4%	
What a 'standard' pass means in the new grading scale	27%	41%	23%	8%	1%
What a 'strong' pass means in the new grading scale	30%	41%	21%	8%	1%

Base: Parents/carers of school pupils in year 9+ who have heard of changes to the GCSE grading system (1,460)

Paired response

The analysis of paired responses covers all year groups (not just those in year 9 and above), so overall awareness of the reforms/changes to the grading system is lower than for those in years 9 and above.

In the majority of cases (80%) both the parent/carer were aware of the reforms and pupils were aware of the changes to the grading system. In 7% of cases the pupil had heard of the changes but the parent/carer had not heard of the reforms; in 8% of cases the parent/carer had heard of the reforms while the pupils had not heard of the changes; and in 5% of cases neither the pupils or parents/carers had heard of the changes and reforms respectively.

Across the five questions measuring perceived understanding of the GCSE reforms/changes to the GCSE grading system, pupils and their parents/carers gave the same answer, on average, in 50% of cases. In 14% of cases the pupil said they understood 'somewhat' or 'very well' the changes to GCSEs, whilst parents/carers said they understood the reforms 'not at all'. Conversely, in 12% of the cases, parents/carers said they understood 'somewhat' or 'very well' the reforms to GCSEs, whilst pupils said they understood the changes 'not at all'. Table 16 shows how pupils were more likely than their parents to report understanding what the new highest grade is, and what constitutes a 'strong' pass according to the new grading scale. Parents/carers on the other hand, claimed to have better understanding of why the grading scale has changed from letters to numbers.

Table 16: How well, if at all, do you understand each of the following...? (Paired analysis of school pupils and parents/carers)

	Proportion of pupils and their parents/carers who gave the same answer	Proportion of pupils who said they understood 'very well' or 'somewhat', while their parent/carer said 'not at all well'	Proportion of parents/carers who said they understood 'very well' or 'somewhat', while their child said 'not at all well'
Why the government has introduced new GCSEs?	50%	18%	19%
Why the grading scale has changed from letters to numbers?	47%	17%	22%
What the new highest grade is?	62%	9%	2%

What a 'standard' pass means in the new grading scale?	46%	7%	9%
What a 'strong' pass means in the new grading scale?	45%	17%	9%
Average across all five questions	*50%*	*14%*	*12%*
Base: All parents/carers of school pupils (2,590) and school pupils (2,590)			

Differences by subgroup

Only statistically significant differences are reported here.

Pupil's year group and key stage

Parents/carers of pupils in years 11 and 12 were more likely to have heard of the government's reforms to GCSEs (94% and 93%, respectively), compared with those in years 9 and 13 (88% and 86%, respectively). Similarly, pupils in years 11 and 12 were more likely to have of heard of the government's changes to the GCSE grading system (98%), compared with those pupils in year 9 (94%).

Parents/carers of pupils in key stage 4 (KS4) and key stage 5 (KS5) were more likely to have heard of the government's reforms to GCSEs (92% and 91%, respectively), compared with those parents/carers of pupils who are in key stage 3 (KS3) (81%). This trend was also consistent amongst pupils, with those in KS4 (92%) and KS5 (91%) having heard of the changes to the grading system, compared with 81% of pupils in KS3.

As Table 17 shows, of those pupils who had heard of the changes to the GCSE grading system, pupils in years 9, 10, 11 and 12 were generally more likely than those pupils in years 7, 8 and 13 to reportedly understand 'somewhat' or 'very well' the government's changes to the GCSE grading system. Pupils in years 11 and 12 were more likely than pupils in other years to report understanding these changes 'somewhat' or 'very well'. Similarly, pupils in KS4 and KS5 were generally more likely than those in KS3 to reportedly understand these changes 'somewhat' or 'very well'.

Table 17: How well, if at all, do you understand each of the following...? (School pupils)

% of pupils who said they understood 'somewhat' or 'very well' the following…	Year 7 (A)	Year 8 (B)	Year 9 (C)	Year 10 (D)	Year 11 (E)	Year 12 (F)	Year 13 (G)	KS3 (H)	KS4 (I)	KS5 (J)
Why the government has introduced new GCSEs?	40%	41%	45% G	46% G	48% G	60% A,B,C,D,E,G	33%	42%	47%	52% H
Why the grading scale has changed from letters to numbers?	34% G	36% G	39% G	40% G	39% G	49% A,B,C,D,E,G	24%	36%	39%	42%
What the new highest grade is?	84%	88%	93% A,B	95% A,B,G	96% A,B,C,G	97% A,B,C,G	88%	89%	96% H	94% H
What a 'standard' pass means in the new grading scale?	51%	63% A	75% A,B,G	83% A,B,C,G	92% A,B,C,D,G	90% A,B,C,D,G	56%	65%	87% H,J	80% H
What a 'strong' pass means in the new grading scale?	56%	64% G	74% A,B,G	82% A,B,C,G	91% A,B,C,D,G	87% A,B,C,G	53%	66%	86% H,J	77% H
Base: All school pupils (2,590)										

AB = significant difference at 5% risk level. Columns tested: A/B/C/D/E/F/G and H/I/J.

As Table 18 shows, those parents/carers with children in years 10, 11 and 12 who had heard of the government's GCSE reforms were generally more likely to report understanding 'somewhat' or 'very well' the government's GCSE reforms, compared with those with children in years 7 and 13. Likewise, those parents/carers with children in KS4 and KS5 were generally more likely to understand 'somewhat' or 'very well' the government's reforms to GCSE, compared with those with children in KS 3.

Table 18: How well, if at all, do you understand each of the following...? (Parents/carers of school pupils, split by pupil's year group and key stage)

% of parents/carers who said they understood 'somewhat' or 'very well' the following…	Year 7 (A)	Year 8 (B)	Year 9 (C)	Year 10 (D)	Year 11 (E)	Year 12 (F)	Year 13 (G)	KS3 (H)	KS4 (I)	KS5 (J)
Why the government has introduced new GCSEs?	46%	53% A	55%	54%	49%	60% A,E	52%	51%	52%	58% H
Why the grading scale has changed from letters to numbers?	43%	46%	48%	51% A	44%	56% A,B,E	47%	46%	48%	53% H
What the new highest grade is?	75%	82% A	85% A	88% A,G	87% A,G	90% A,B,G	79%	81%	88% H	87% H
What a 'standard' pass means in the new grading scale?	52%	58%	63% A	69% A,B,G	69% A,B,G	78% A,B,C D,E,G	55%	58%	69% H	71% H
What a 'strong' pass means in the new grading scale?	54%	60%	65% A,G	72% A,B,C ,G	72% A,B,G	79% A,B,C ,G	54%	60%	72% H	72% H

Base: All parents/carers of school pupils (2,590)
AB = significant difference at 5% risk level. Columns tested: A/B/C/D/E/F/G and H/I/J.

Pupil's gender

Parents/carers of girls were more likely to have heard of the government's reforms to GCSEs (88%) compared with parents/carers of boys (84%).

Of those pupils who said that they were aware of the changes to the GCSE grading system, boys were more likely than girls to say they understood 'very well' why the government has introduced the new GCSEs (12% and 9%, respectively). In contrast, girls were more likely to say they understood 'not at all well' why the grading scale has changed from letters to numbers (37%) compared with boys (31%). Boys were,

however, more likely than girls to say they understood 'not at all well' what the new highest grade is (4% and 2%, respectively).

Of those parents/carers who said they had heard of the government's reforms to GCSE, parents/carers of girls were more likely than those of boys to understand 'somewhat' what a 'standard' pass means in the new grade scale (43% and 37%, respectively).

Disadvantage

Pupils who are eligible for free school meals (FSM) were less likely to say they have heard of the changes to the GCSE grading system (81%), compared with those pupils who were not eligible (89%). In addition, parents/carers were less likely to say they had heard of the government's GCSE reforms (75%), compared with parents/carers of pupils who were not eligible (88%).

Similarly, when looking at the IDACI measure, parents/carers of pupils in the first and second quintiles (least deprived) were more likely to say they had heard of the government's reforms to GCSEs (91% and 92%, respectively), compared with those in the most deprived (fourth and fifth) quintiles (82% and 81%, respectively). Likewise, pupils in the second quintile of IDACI were more likely to have heard of the changes to the GCSE grading system (91%), compared with those in the fourth and fifth quintiles (86%).

Among parents/carers who were aware of the government's reforms to GCSE, those with children in the first, second and third IDACI quintiles (91%, 86% and 87%, respectively), were more likely to say they understood 'somewhat' or 'very well' what the new highest grade is, compared to those in the fourth and fifth quintiles (79% and 80%, respectively). Similarly, parents/carers of pupils who were not eligible for FSM were more likely to report understanding 'somewhat'/'very well' what the new highest grade is (86%), compared to parents/carers of pupils eligible for FSM.

In addition to this, parents in the third quintile of IDACI were more likely to say they understood 'somewhat'/'very well' why the grading scale has changed from letters to numbers (56%), compared to those in the second (46%), fourth (47%) and fifth quintiles (41%). Those in the first quintile were also more likely to report this (51%), than those in the fifth (41%).

SEN

Parents/carers of pupils with SEN were less likely to have heard of the government's reforms to GCSEs (78%), compared with those parents/carers of pupils without SEN (89%). In addition, pupils with SEN were considerably less likely to have heard of the changes to the GCSE grading system (74%) compared with those without SEN (90%).

This was reflected in pupils' understanding of the government's reforms to GCSEs:

- Nearly half (47%) of pupils without SEN, who had heard of the government's reforms to GCSE, said they understood 'somewhat' or 'very well' why the government had introduced new GCSEs, compared with 39% of pupils with SEN.

- Pupils without SEN were also more likely to report understanding 'somewhat' or 'very well' what the new highest grade is (94%), compared with those with SEN (84%).

- They were also more likely to say they understand 'somewhat' or 'very well' what a 'standard' pass means in the new grading scale (77%), compared with those with SEN (65%).

- Finally, those without SEN were also more likely to understand 'somewhat' or 'very well' what a 'strong' pass means in the new grading scale (76%), versus those with SEN (65%).

There were similar differences between parents/carers of pupils with and without SEN, albeit less pronounced:

- Parents/carers of pupils without SEN were more likely to understand 'somewhat' or 'very well' what the new highest grade is (85%), compared with parents/carers of a SEN pupil (80%).

- Parents/carers of pupils without SEN were also more likely to understand 'somewhat' or 'very well' what a 'standard' pass means in the new grading scale (66%), compared with those parents/carers of pupils with SEN (60%).

Ethnicity

Parents/carers of White pupils were more likely to have heard of the government's reforms to GCSEs (88%), compared with parents of Black/African/Caribbean/Black British pupils (81%) and parents of pupils from 'other ethnic groups' (81%).

However, of those pupils who had heard of the changes to the GCSE grading system, pupils of 'other ethnic groups' were generally more likely to say they understood elements of these reforms 'somewhat' or 'very well', in comparison to White pupils (Table 19).

Table 19: How well, if at all, do you understand each of the following...? (School pupils, split by ethnicity)

% of parents/carers who said they understood 'somewhat' or 'very well' the following…	Pupil Ethnicity			
	White **(A)**	Asian/ Asian British **(B)**	Black/ African/ Caribbean/ Black British **(C)**	Other ethnic group **(D)**
Why the government has introduced new GCSEs?	44%	53%	52%	54% A
Why the grading scale has changed from letters to numbers?	37%	39%	44%	51% A,B
What the new highest grade is?	92%	93%	95%	96%
What a 'standard' pass means in the new grading scale?	74%	83% A	83% A	83% A
What a 'strong' pass means in the new grading scale?	73%	84% A	80%	81% A
Base: All school pupils (2,590)				

AB = significant difference at 5% risk level. Columns tested: A/B/C/D.

A similar trend, albeit less pronounced, was found among parents/carers of pupils who had heard of the government's reforms to GCSEs (Table 20).

Table 20: How well, if at all, do you understand each of the following...? (Parents/carers of school pupils, split by pupil ethnicity)

% of parents/carers who said they understood 'somewhat' or 'very well' the following…	Pupil Ethnicity			
	White **(A)**	Asian/ Asian British **(B)**	Black/ African/ Caribbean/ Black British **(C)**	Other ethnic group **(D)**
Why the government has introduced new GCSEs?	53%	52%	52%	57%
Why the grading scale has changed from letters to numbers?	47%	48%	46%	56%
What the new highest grade is?	84%	83%	85%	90% A
What a 'standard' pass means in the new grading scale?	64%	64%	61%	76% A,B,C
What a 'strong' pass means in the new grading scale?	66%	70%	58%	77% AC
Base: All parents/carers of school pupils (2,590)				

AB = significant difference at 5% risk level. Columns tested: A/B/C/D.

Region

Parents/carers of pupils in the South of England were more likely to have heard of the government's reforms to GCSEs (89%), compared with those in the Midlands (83%).

Of those who were aware of the government's reforms to GCSEs, there were several significant differences depending on region for both pupils and their parents/carers:

- Pupils in the North were more likely to say they understood 'very well' why the government has introduced new GCSEs (13%), in comparison to those in the South (9%).

- Parents in the South were more likely than those in the Midlands to say they understood 'not at all well' why the government has introduced new GCSEs (38% and 30%, respectively).

- Pupils in the South were also more likely to report understanding 'not at all well' why the grading scale has changed from letters to numbers (38%), compared with those in the North (32%).

- Parents/carers in London were more likely to claim to understand 'very well' what the new highest grade is (63%), in comparison to both the North (54%) and the Midlands (53%).

- Parents in the North were more likely than those in the Midlands to say they understood 'somewhat' or 'very well' what a 'strong' pass means in the new grading scale (70% and 62%, respectively).

College students and parents/carers

A large majority of college students (94%) said they had heard about the government's reforms to GCSEs, and the proportion was only slightly lower among their parents/carers (88%). year
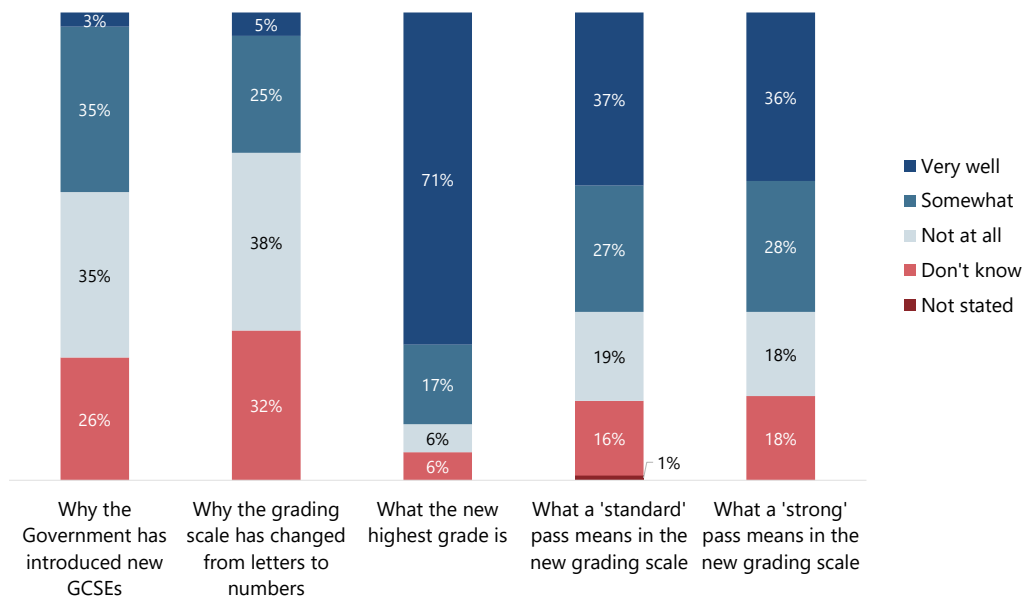
Figure 35: From 2017, the old A* to G grading at GCSE will be replaced by new grades 9 to 1. Have you heard about these changes? /Before this survey, had you heard about the government's reforms to GCSEs?

Legend: Yes, No, Don't know, Not stated

College students: 94%, 4%, 2%
Parents/carers: 88%, 9%, 1%, 2%
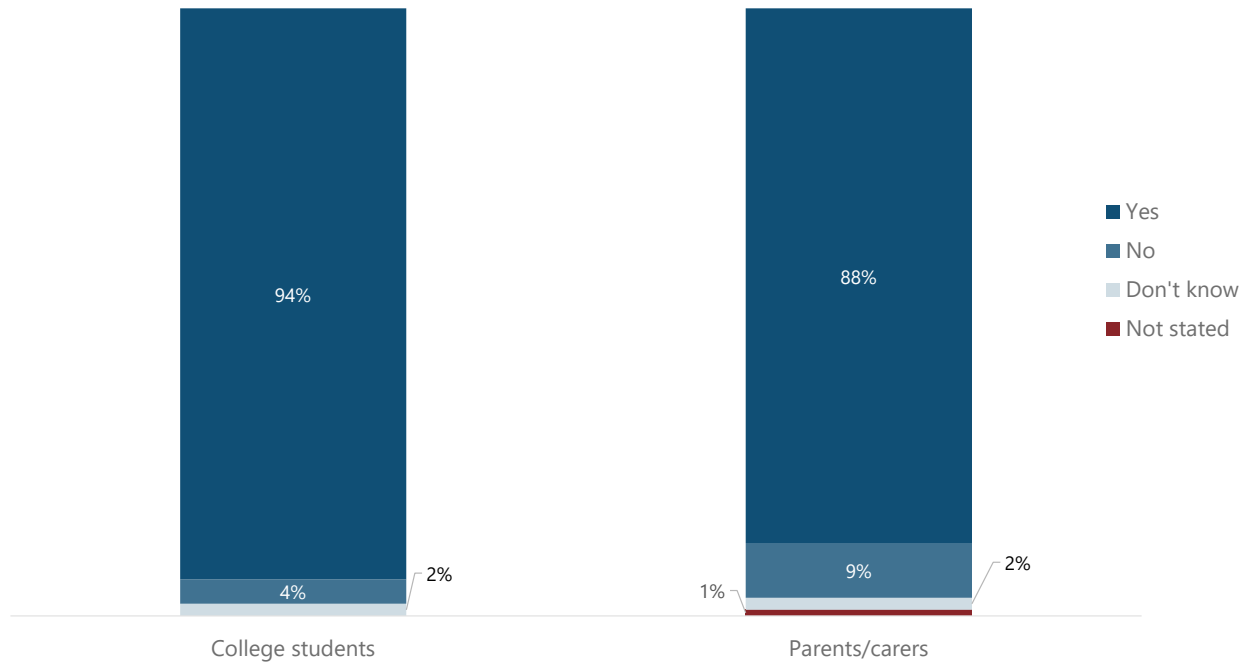
Base: All college students (206) and all parents/carers of college students pupils (206).

College students and parents/carers who had heard of the government's GCSE reforms were then asked "how well, if at all, do you understand each of the following…". As shown in Figures 36 and 37, students were generally more likely to say they understood these changes ''somewhat' or 'very well'' in comparison to their parents/carers. Among both students and their parents/carers, the majority said they understood what the new highest grade is 'very well' (71% and 54%, respectively).

Figure 36: How well, if at all, do you understand each of the following...? (College students)

Legend: Very well, Somewhat, Not at all, Don't know, Not stated

	Why the Government has introduced new GCSEs	Why the grading scale has changed from letters to numbers	What the new highest grade is	What a 'standard' pass means in the new grading scale	What a 'strong' pass means in the new grading scale
Very well	3%	5%	71%	37%	36%
Somewhat	35%	25%	17%	27%	28%
Not at all	35%	38%	6%	19%	18%
Don't know	26%	32%	6%	16%	18%
Not stated				1%	

Base: College students who have heard of changes to the GCSE grading system (197)

Figure 37: How well, if at all, do you understand each of the following...? (Parents/carers of college students)

Legend: Very well, Somewhat, Not at all, Don't know, Not stated

	Why the Government has introduced new GCSEs	Why the grading scale has changed from letters to numbers	What the new highest grade is	What a 'standard' pass means in the new grading scale	What a 'strong' pass means in the new grading scale
Very well	11%	10%	54%	25%	28%
Somewhat	37%	36%	27%	33%	35%
Not at all	38%	37%	11%	30%	25%
Don't know	13%	16%	8%	11%	11%
Not stated	1%	1%		1%	1%
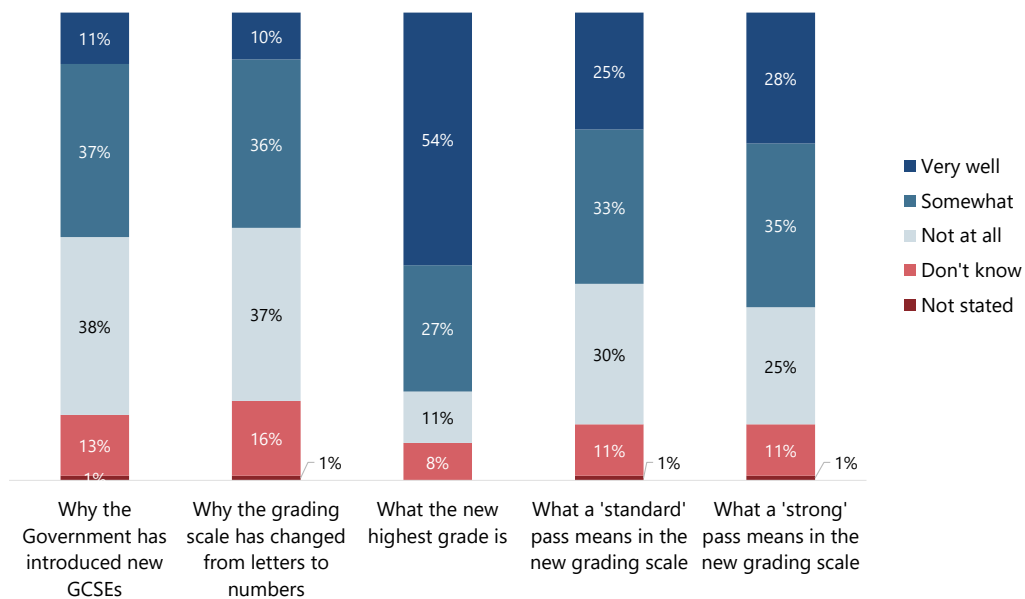
Base: Parents/carers of college students who have heard of changes to the GCSE grading system (185)

Paired response

In the vast majority of cases (91%) both the parent/carer and the student were aware of the reforms. In 6% of cases the student had heard of the reforms but the parent/carer had not; in 1% of cases only the parent/carer had heard of the reforms; and in 2% of cases neither of them had heard of the reforms.

Across the five questions measuring perceived understanding of the GCSE changes and reforms, students and their parents/carers gave the same answer, on average, in 48% of cases. The highest proportion of agreement between students and parent/carers was in their reported understanding of what the new highest grade is – 64% gave the same answer to this question.

The lowest level of agreement (38%) was in reported understanding of what a 'standard' pass means in the new grading scale. In this instance, there were more cases (20%) in which the student reported understanding 'very well'/'somewhat' this change while their parent/carer reported understanding 'not at all well, compared to the number of cases where the opposite was true (10%). Conversely, there were more cases (30%) in which parents/carers reportedly understood 'very well' or 'somewhat' why the grading scale has changed from letters to numbers, while their child said they understood 'not at all well', compared to the number of cases in which the opposite was true (19%).

Differences by subgroup

Only statistically significant differences are reported here.

Student's gender

Male college students were more likely than female college students to have <u>not</u> heard of the government's reforms to GCSEs (7% and 1%, respectively said 'no').

Student's year of learning and qualification type

For those college students who were aware of the GCSE reforms, those in their first year of learning and those undertaking AS/A levels (as opposed to technical/vocational options) were generally more likely to report understanding the various elements of these reforms:

- College students undertaking AS/A levels were more likely to say they understood 'somewhat' or 'very well' why the government has introduced the new GCSEs (50%), compared with those undertaking technical/vocational options (35%).

- Those in their first year of study were more likely than those in their second to say they understood 'somewhat' or 'very well' why the grading scale has changed from letters to numbers (36% and 22%, respectively).

- First year students were also more likely than second year students to say they understood 'somewhat' or 'very well' what the new highest grade is (98% and 80%, respectively).

- First year students were considerably more likely to report understanding 'somewhat' or 'very well' what a 'standard' pass means in the new grading scheme (81%), compared with second year students (48%).

- First year students were also considerably more likely to report understanding 'somewhat' or 'very well' what a 'strong' pass means in the new grading scheme (80%), compared with second year students (49%).

Parents/carers of college students in their first year were generally more likely than parents/carers of second year college students to say they understood the new grading scale:

- They were more likely to report understanding what the new highest grade is (90%, compared with 73%).

- They were also more likely to say they understood what a 'standard' pass means in the new grading scale (70%, compared 46%).

- Finally, they were also more likely to say they understood what a 'strong' pass means in the new grading scale (74%, compared with 52%).

Differences by sample type

While there was no significant difference between school pupils and college students in reported awareness of the government's changes to the GCSE grading system, school pupils were more likely than college students to understand the various elements of these changes. Pupils in KS5 were more likely than students in college to say they understood 'very well' or 'somewhat':

- Why the government has introduced new GCSEs (52% and 38%, respectively);

- Why the grading scale has changed from letters to numbers (42% and 30% respectively);

- What the new highest grade is (94% and 88%, respectively);

- What a 'standard' pass is in the new grading scale (80% and 64%, respectively); and

- What constitutes a 'strong' pass (77% and 64%, respectively).

A similar trend, albeit less pronounced, was found when comparing parents/carers of college students and parents/carers of school pupils in KS5:

- Parents/carers of pupils in KS5 were more likely to report understanding 'very well'/'somewhat' why the government has introduced new GCSEs (58%), compared to those of college students (48%)

- They were also more likely to report understanding 'very well'/'somewhat' what a 'standard' pass means in the new grading scale (71%), compared to parents/carers of college students (58%)

- The same held true for reported understanding of what constitutes a 'strong' pass (72% and 63%, respectively).

Progress 8

Background

From 2016, Progress 8 replaced 5 A*-C (including English and mathematics) as a new headline measure of secondary school performance. Progress 8 measures the progress that pupils make from the end of key stage 2 (KS2) to the end of key stage 4 (KS4).

A Progress 8 score is calculated for each pupil by comparing their achievement across eight qualifications (their Attainment 8 score) with the average Attainment 8 score of all pupils nationally who had a similar starting point (or 'prior attainment') using assessment results from the end of primary school. The greater the Progress 8 score, the greater the progress made by the pupil compared with the average for pupils with similar prior attainment. Performance is measured across eight qualifications including English, maths, three further EBacc subjects, and three other qualifications, which can be from the range of GCSE subjects or any other approved, high-value qualifications.

Progress 8 is calculated for individual pupils solely in order to calculate a school's Progress 8 score, and there is no need for schools to share individual Progress 8 scores with their pupils. A school's Progress 8 score is calculated as the average of its pupils' Progress 8 scores. It gives an indication of whether, as a group, pupils in the school made above or below average progress compared with similar pupils in

other schools. Provisional progress 8 scores for the 2016-2017 academic year were published in October 2017.[40],[41]

One of the aims of Progress 8 is to inform parents' choice of school. It is, therefore, important to establish parents/carers' awareness of the changes, and their level of understanding of what Progress 8 will tell them about a school's performance.

Have parents/carers of pupils heard of, and do they understand, Progress 8?

Parents/carers of school pupils were given the following definition of Progress 8:

From 2016, Progress 8 replaced 5A*-C GCSEs as the main measure of a secondary school's performance. Progress 8 shows how well pupils at that school progress from the end of primary school to the end of year 11 (age 16), compared with pupils with similar starting points.
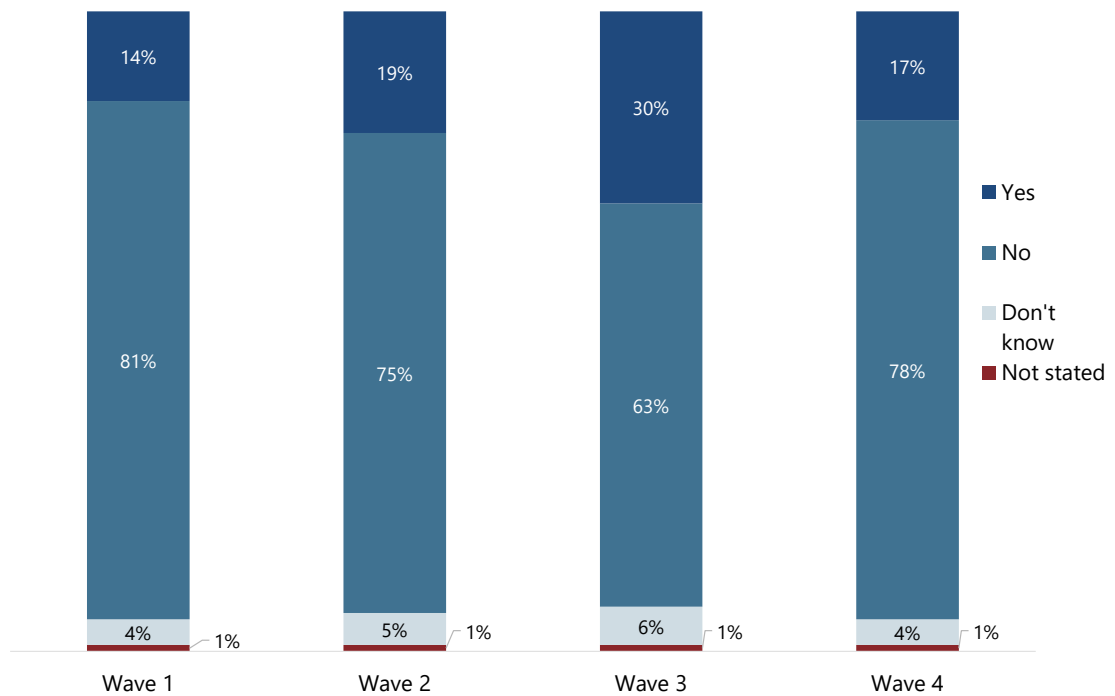
Parents/carers of pupils were then asked 'Before this survey, had you heard of Progress 8?'. Parents/carers have been asked this question across all four waves of the survey.

As shown in Figure 38, awareness among parents/carers of pupils peaked at wave 3, having risen from 14% in wave 1 (conducted in summer 2016), to 19% in wave 2 (conducted in winter 2016/17) and 30% in wave 3 (conducted in summer 2017). It has since fallen to 17% again in wave 4.

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[40] The school performance tables can be found here: https://www.compare-school-performance.service.gov.uk/
[41] Further information on Progress 8 can be found in DfE, 2018. Secondary accountability measures Guide for maintained secondary schools, academies and free schools. This can be accessed here: https://www.gov.uk/government/publications/progress-8-school-performance-measure

Figure 38: Before this survey, had you heard of Progress 8?

Base: All parents/carers of school pupils at wave (1,723), wave 2 (1,595), wave 3 (1,504), wave 4 (2,590)

Parents/carers of pupils who had heard of Progress 8 were then asked 'Do you understand what Progress 8 tells you about a school's performance?'. As shown in Figure 39, perceived understanding among parents/carers of pupils has increased since wave 1. At wave 1, 81% of parents/carers who had heard of Progress 8 said they understood what it tells them about a school's performance, at least 'somewhat'. This was similar at wave 2 (79%) but increased to 90% at wave 3, and has remained consistent at wave 4 (89%).

Figure 39: Do you understand what Progress 8 tells you about a school's performance?
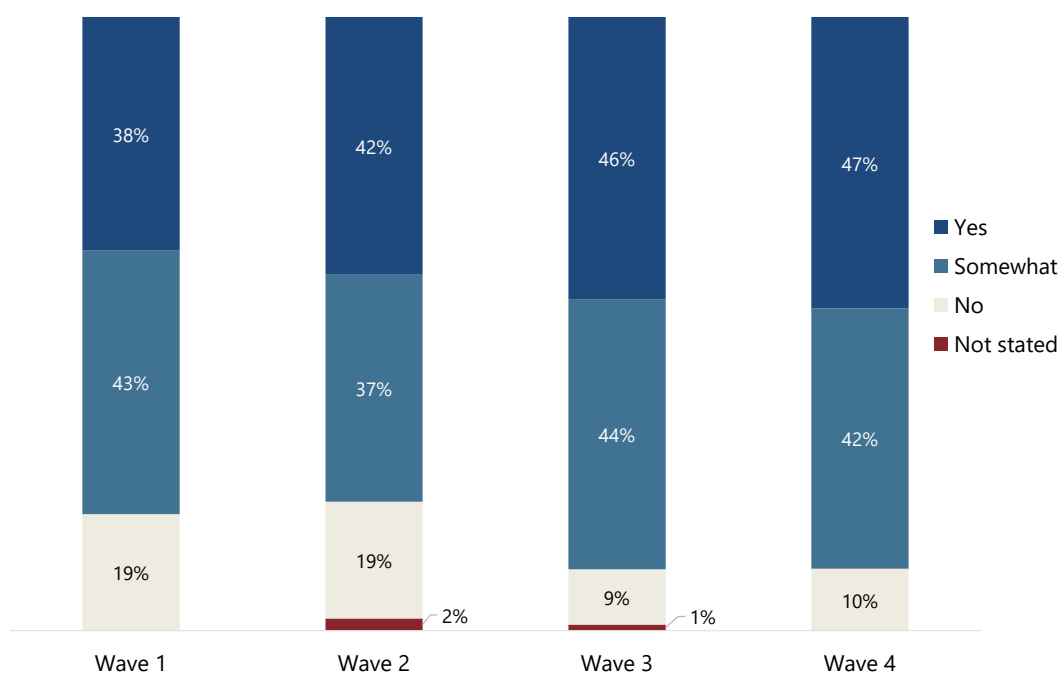
Base: All parents/carers of school pupils who have heard of Progress 8 at wave 1 (250), wave 2 (310), wave 3 (444), wave 4 (414)

Differences by subgroup

Only statistically significant differences are reported here.

Disadvantage

Parents/carers of pupils who are not-eligible for free school meals (FSM) are more likely to have heard of Progress 8 (23%) than those whose children are eligible for FSM (18%). However, of those that are aware of Progress 8 it appears that the parents/carers with a child that is eligible for FSM have a better understanding of the measure. In the survey 62% of parents/carers of FSM pupils reported understanding Progress 8 compared with 46% of those whose children are not eligible.

When looking at the Income Deprivation Affecting Children Index (IDACI), parents/carers of pupils in the fifth quintile (most deprived) were less likely to say that they had heard of Progress 8 (11%) This is in comparison with the parents/carers of pupils in the first, second and third quintiles (21%, 19% and 20%, respectively).

SEN

Parents/carers of pupils who have special educational needs (SEN) are less likely to have heard of Progress 8 (13%), compared with those parents/carers of pupils who do not have SEN (18%).

Pupil ethnicity

Parents/carers of pupils who are White, or Black/African/Caribbean/Black British are more likely to say they have **not heard** of Progress 8 (78% and 81%, respectively), compared with parents/carers of Asian/Asian British pupils (71%).

Region

Parents/carers who live in the North of England were more likely to say they understood what Progress 8 tells them about a school's performance (54%), compared with those who live in the South (39%). Conversely, parents/carers who live in the South of England were more likely to say that they understood 'somewhat' what Progress 8 tells them about a school's performance (52%), compared with those who live in the North (34%).

Chapter 6 – Subject and Qualifications Choice

This chapter identifies the GCSE subject areas pupils are taking, planning to take, or have already taken, in years 10 and 11. It also looks at why pupils are, and are not, taking, or planning to take these GCSEs.

This chapter then explores the amount of information pupils/students and their parents/carers have received on apprenticeships, and technical and vocational options from their/their child's school/college.

GCSE subject choice

Background

In addition to the compulsory core subjects (English, maths and science) and foundation subjects (computing, physical education, and citizenship) which pupils in maintained schools must take at key stage 4 (KS4), all state funded schools must teach religious education, and maintained schools must also offer at least one subject from each of these areas:

- Arts (e.g. art, music, drama)

- Design and technology

- Humanities (e.g. history, geography)

- Modern foreign languages (e.g. French, Spanish, Russian)

In addition, classical languages such as Latin or Classical Greek may also be studied at KS4 as part of the EBacc.

Questions have been included in this survey to better understand pupils' uptake of these subject areas, as well as the motivations behind choosing to study them at GCSE.

What GCSE subject areas are pupils/students taking, planning to take, or have already taken in years 10 and 11?
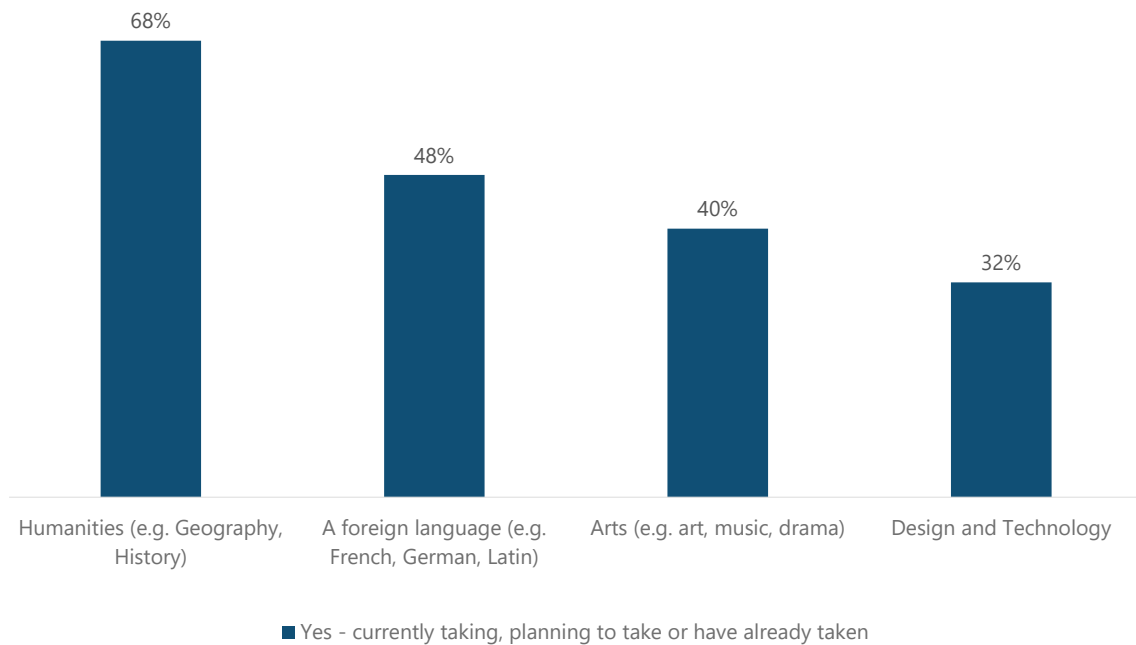
School pupils

School pupils were asked to '…think about any GCSEs you are planning to take, or have already taken in years 10 and 11. Are you currently taking, planning to take, or have already taken a GCSE in any of the following?'. This was a new question in

wave 4, although a variation of the question focused specifically on foreign language GCSEs was included at wave 3.

As shown in Figure 40 a humanities GCSE was selected by the highest proportion of pupils (68%), followed by a foreign language (48%), arts (40%), and design and technology (32%).

Figure 40: Please now think about any GCSEs you are planning to take, or have already taken in years 10 and 11. Are you currently taking, planning to take, or have already taken a GCSE in any of the following?

■ Yes - currently taking, planning to take or have already taken

Base: All school pupils (2,590)

Differences by subgroup

Only statistically significant differences are reported here.

Pupil's year group

There were large differences by year group, based on whether pupils had already chosen, or taken GCSE subjects.

Foreign language GCSE

As shown in Figure 41, more than two-fifths of pupils in years 8-10 (45% in year 8, 47% in year 9, 41% in year 10) said that they were either currently taking or planning to take a **foreign language** GCSE. The lower proportion among year 7 pupils (25%) was due to a relatively high proportion saying they hadn't decided yet (40%, compared with 21% in year 8 and 8% in year 9).

Figure 41: Please now think about any GCSEs you are planning to take, or have already taken in years 10 and 11. Are you currently taking, planning to take, or have already taken a GCSE in any of the following? (pupils, split by year group): A foreign language (e.g. French, German, Latin)
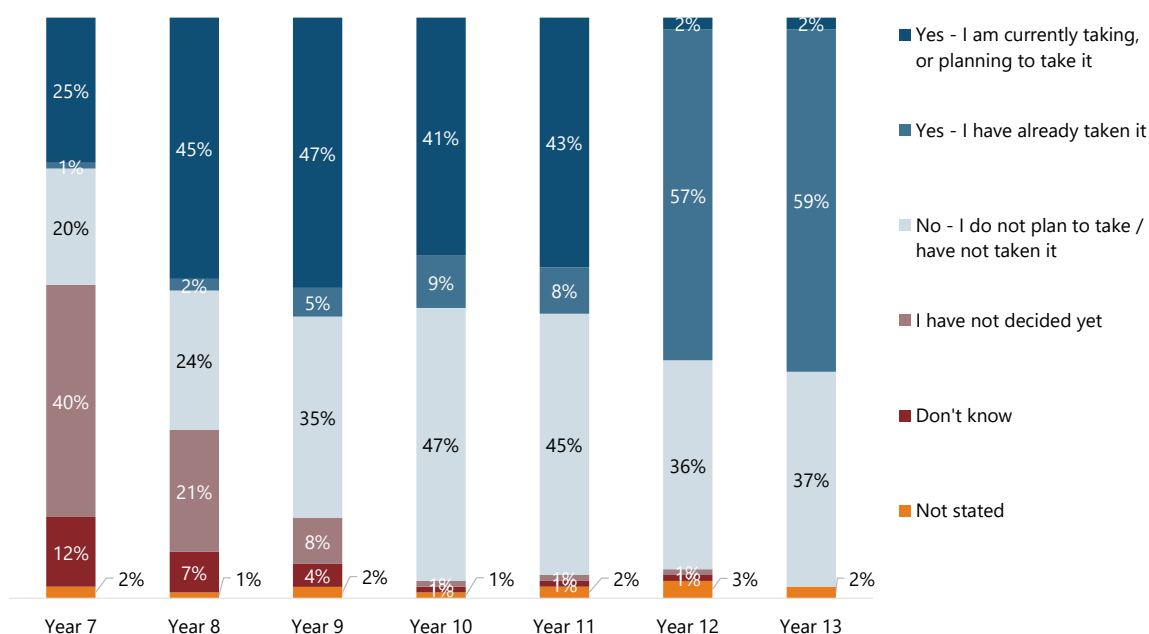
Base: All school pupils (2,590)

Humanities GCSE

Similar differences were found between year groups in those who have either taken a **humanities** GCSE, plan to or are currently taking one, compared to foreign languages GCSEs.

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Figure 42: Please now think about any GCSEs you are planning to take, or have already taken in years 10 and 11. Are you currently taking, planning to take, or have already taken a GCSE in any of the following? (pupils, split by year group): A humanities (e.g. geography, history)

Base: All school pupils (2,590)

Arts GCSE

Around a third of pupils in years 7 to 9 plan to take, are currently or planning on taking, or have taken an **arts** GCSE (36% in year 7, 39% in year 8 and 41% in year 9). However, this drops at years 10 and 11 (to 40% and 41%, respectively). (Figure 43)

Figure 43: Please now think about any GCSEs you are planning to take, or have already taken in years 10 and 11. Are you currently taking, planning to take, or have already taken a GCSE in any of the following? (pupils, split by year group): Arts (e.g. art, music, drama)

Base: All school pupils (2,590)

Design and technology GCSE

The trend among pupils with regards to **design and technology** GCSEs was similar to that for arts GCSEs (Figure 44)

Figure 44: Please now think about any GCSEs you are planning to take, or have already taken in years 10 and 11. Are you currently taking, planning to take, or have already taken a GCSE in any of the following? (pupils, split by year group): Design and Technology
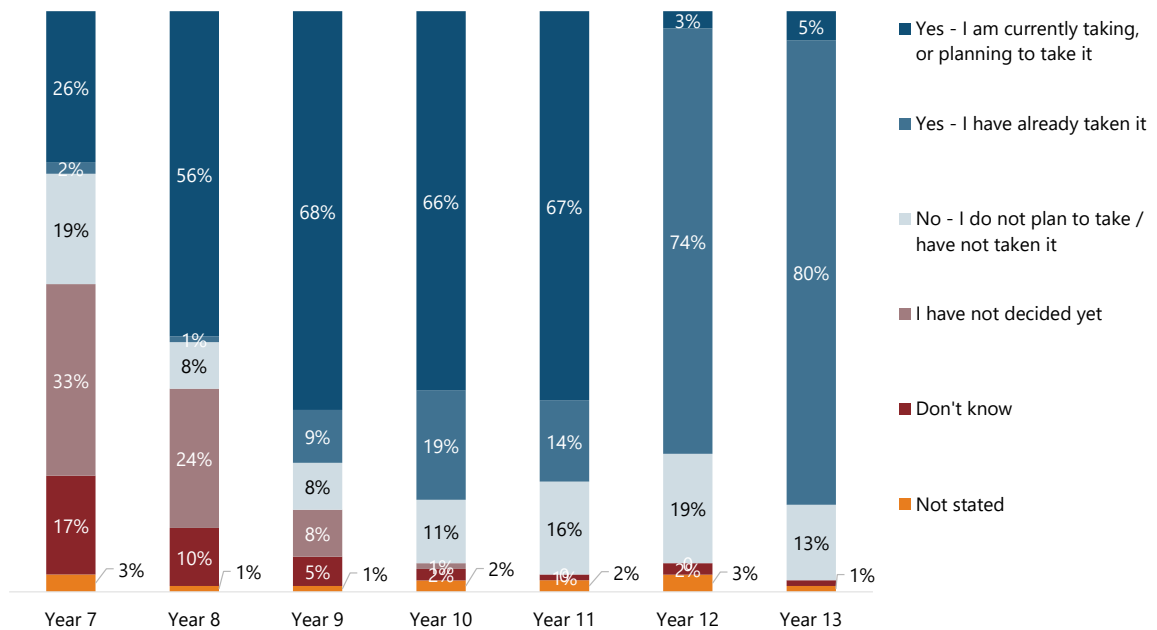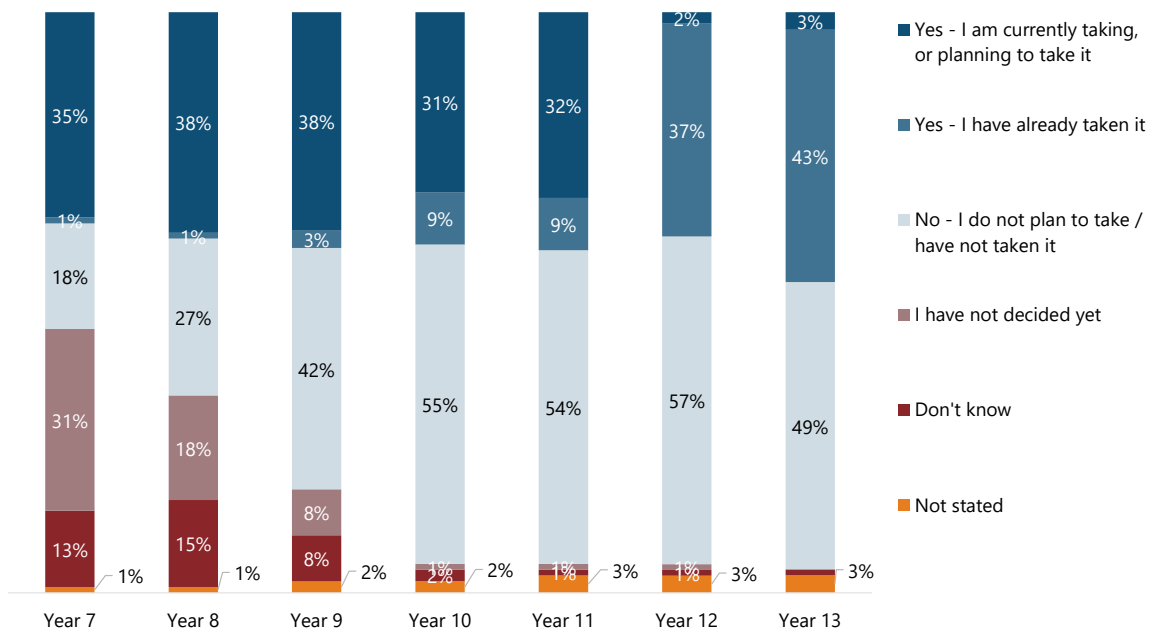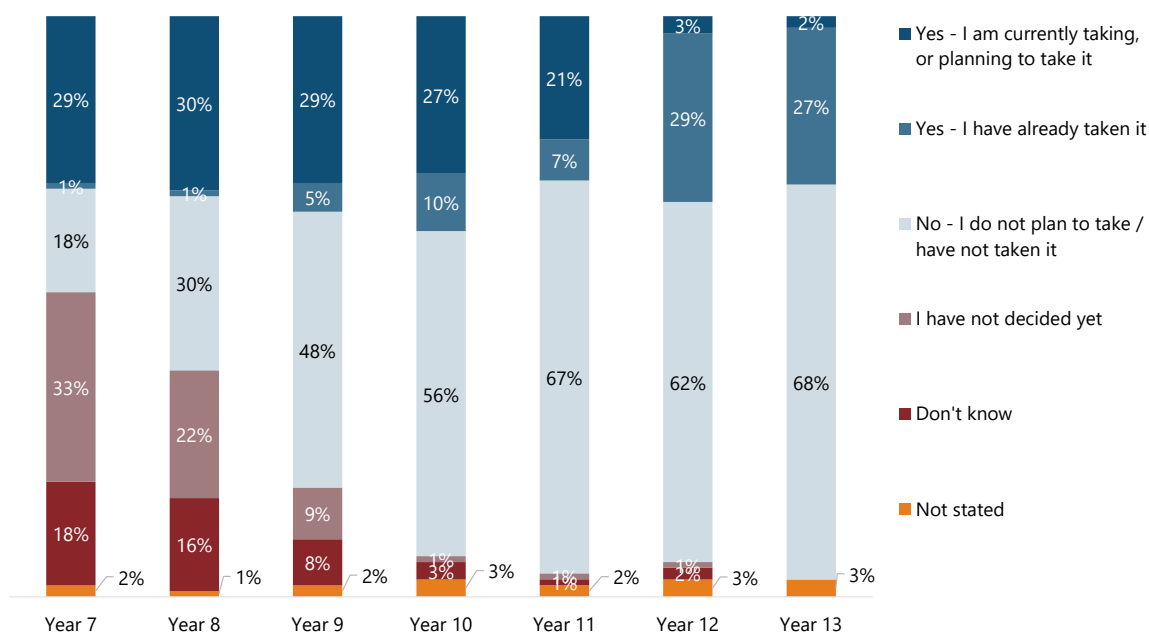

Base: All school pupils (2,590)

Pupil's gender

Girls were more likely than boys to be either currently or planning to take, or to have already taken a **foreign language** GCSE (55% and 41%, respectively). The same was true with regards to **arts** GCSEs (50%, compared to 31%), and **humanities** (71%, compared to 65%). Conversely, boys were more likely to be currently or planning to take, or have already taken a **design and technology** GCSE (37%) compared to girls (26%).

Disadvantage

Pupils who are eligible for free school meals (FSM) are less likely to be either currently or planning to take, taking, or to have already taken a **foreign language** GCSE (38%), compared to those who are not eligible (50%). They were, however, less likely to say that 'no – I do not plan to take/have not taken' an **arts** GCSE (37%) or a **design and technology** GCSEs (42%) compared to those who are not eligible (43%, and 48%, respectively). Those eligible for FSM were also less likely to have

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taken, or to be currently or planning to take a **humanities** GSCE (59%), compared to those are not eligible (69%).

When looking at the Income Deprivation Affecting Children Index (IDACI) measure, those in the first quintile (least deprived) were more likely than those in the fifth quintile (most deprived) to have taken, or to be currently or planning to take, a **foreign language** GCSE (54% and 45%, respectively).

SEN

Pupils with Special Educational Needs (SEN) are less likely than those without SEN to have taken, be currently taking, or be planning to take, a **foreign language** GCSE (25% and 53%, respectively). They are also less likely to be taking, planning to take, or have already taken a **humanities** GCSE (50%), compared to those without SEN (73%).

Pupils with SEN are, however, more likely to be currently or planning to take or have already taken a **design and technology** GCSE (38%), compared to those without SEN (31%).

Ethnicity

Asian/Asian British pupils, as well as those of an 'other ethnic group' were more likely to have taken, or to be currently or planning to take a **foreign language** GCSE (55% and 62%, respectively), compared to those of white ethnicity (46%).

Pupils in the 'other ethnic group' were more likely than Black/ African/ Caribbean/ Black British pupils to have taken, or to be currently taking or plan to take a **foreign language** GCSE (62% and 48%, respectively).

White pupils and pupils of an 'other ethnic group' were more likely to have taken, or be currently or planning to take a **design and technology** GCSE (32% and 33%, respectively), compared to Asian/Asian British pupils (22%).

Region

Pupils in London were more likely to have taken, or to be currently taking, or be planning to take a **foreign language** GCSE (62%), compared to every other region (46% in the North, 44% in the Midlands, 49% in the South). Conversely, pupils in the South, the Midlands and the North were more likely have taken, or to be currently taking or planning to take a **design and technology** GCSE (34%, 36% and 34%, respectively), compared to London (23%).

College students

College students were asked to 'please now think about any GCSEs you took in years 10 and 11. Did you take a GCSE in any of the following?'.

As shown in Figure 45, a humanities GCSE was taken by the highest proportion of students (82%), followed by a foreign language (62%), arts (56%), and design and technology (35%).

Figure 45: Please now think about any GCSEs you took in Years 10 and 11. Did you take a GCSE in any of the following?

Legend: ■ Yes - have taken

	Percentage
Humanities	82%
A foreign language	62%
Arts	56%
Design and technology	35%
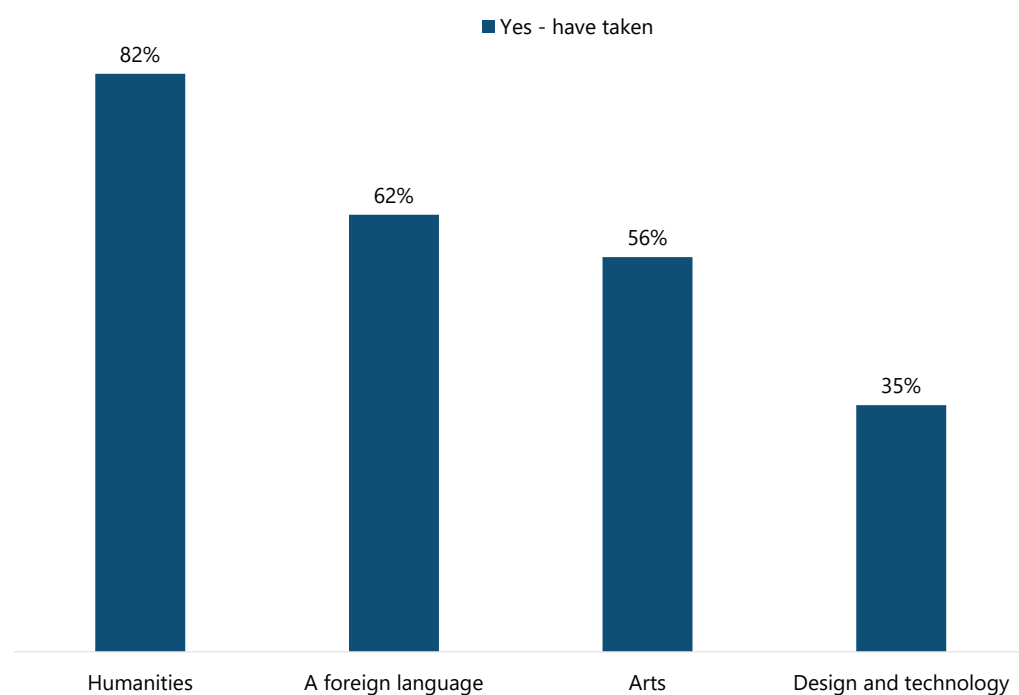
Base: All college students (206)

Differences by subgroup

Only statistically significant differences are reported here.

Student's gender

Female students were more likely than male students to have taken **arts** GCSE (70% and 39%, respectively). Conversely, male students were more likely to have taken a **design and technology** GCSE (46%), compared with female students (25%).

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Qualification type

Students doing a technical/vocational qualification were more likely to say they had not taken a **foreign language** GCSE (40%), compared with those doing AS/A levels (25%).

Why are pupils and students choosing to study these specific GCSEs?

School pupils

School pupils were asked 'when deciding to take any of the following GCSEs in years 10 and 11, which of the following were important to you?' The same subjects were included as for the previous question; foreign language, arts, design and technology, and humanities. They were instructed to complete this question only for those GCSE subjects they had already taken, are currently taking, or plan to take. They were presented with a pre-coded list (shown in Table 21) and asked to choose all that applied to them.

Pupils were most likely to say that enjoying **humanities** was important to them when deciding whether to study it at GCSE (56%). Other main reasons for taking or wanting to take a humanities GCSE included: that they had to (41%), that they expect/expected to do well in it (41%), and that it will help their career/job (34%).

Pupils were most likely to say that they had to take a GCSE in a **foreign language** at their school (50%). Despite this, other reasons for taking or wanting to take a GCSE in a foreign language were that they enjoy it (37%), that it would help their career/job (35%), and that they expect/expected to do well in it (31%).

For both **design and technology** and **arts** GCSEs, pupils were most likely to say they had chosen these because they enjoy them (71% and 85%, respectively). The other main reasons for taking or wanting to take an arts GCSE was that they expect/expected to do well in it (41%), or that it would help their career/job (30%). For pupils taking or wanting to take a design and technology GCSE, the other main reasons for doing so were that it would help their career/job (42%), or that they expect/expected to do well in it (36%).

Table 21: When deciding to take any of the following GCSEs in years 10 and 11, which of the following were important to you? Please only fill in the columns which relate to subjects you have already taken, are currently taking, or plan to take, in years 10 and 11.

	Humanities (e.g. geography, history)	A foreign language (e.g. French, German, Latin)	Arts (e.g. art, music, drama)	Design and technology
Base size:	*1,642*	*1,108*	*1,042*	*845*
I have/had to at my school	41%	50%	14%	21%
It will help my career/job	34%	35%	30%	42%
I enjoy it	56%	37%	85%	71%
I expect/expected to do well in it	41%	31%	41%	36%
A different reason	7%	13%	5%	7%
Not stated	3%	2%	2%	2%

Base definition: All school pupils who are currently taking, planning to take, or have taken a GCSE per subject.

Differences by subgroup

Only statistically significant differences are reported here.

Pupil's year group

There were large differences by year group across all five reasons for taking the GCSEs in question.

Foreign language GCSE

In **foreign languages**, year 13 pupils most often selected that they have/had to study them for GCSE (60%, compared to 46% in year 10). Year 7 pupils were the

most likely to be motivated by their enjoyment of the subject (55%), whilst those in year 11 were the least (15%). Pupils in year 8 were more motivated by the expectation that they would do well in foreign languages (41%), compared with those in years 9 (26%) and 11 (26%) (Table 22).

Table 22: When deciding to take any of the following GCSEs in years 10 and 11, which of the following were important to you? Please only fill in the columns which relate to subjects you have already taken, are currently taking, or plan to take, in years 10 and 11. (pupils, split by year group): A foreign language (e.g. French, German, Latin)

	Year 7 (A)	Year 8 (B)	Year 9 (C)	Year 10 (D)	Year 11 (E)	Year 12 (F)	Year 13 (G)
Base size:	*109*	*195*	*206*	*179*	*168*	*168*	*80*
I have/had to at my school	47%	50%	53%	46%	51%	47%	60% D
I enjoy it	55% C,D,E,F,G	49% C,D,E,F	39% E	32% E	15%	37% E	39% E
It will help my career/job	29%	33%	39% E	39% E	29%	34%	42% E
I expect/expected to do well in it	31%	41% C,D,E	26%	31%	26%	35%	30%
A different reason	13%	7%	8%	16% B,C,G	19% B,C,G	17% B,C,G	7%
Not stated	3% D	2%	2%	-	1%	2%	2%

AB = significant difference at 5% risk level. Columns tested: A/B/C/D/E/F/G.

Base definition: All school pupils who are currently taking, planning to take, or have taken a GCSE in a foreign language, per year group.

Humanities GCSE

Pupils who are currently taking, planning to take, or have taken a **humanities** GCSE were most motivated overall by their enjoyment of it. Those pupils in year 9 more frequently mentioned enjoyment as a factor (62%), compared with those in years 7 and 11 (50% and 52%, respectively). Pupils in year 13 were more likely to have had to take the GCSE at their school (50%), compared with those in years 7 and 10 (35% and 37%, respectively). Year 11 pupils were the less likely to be motivated by the belief that it will help their career/job (26%), compared with those in years 8, 9 and 10 (39%, 39% and 35%, respectively).

Table 23: When deciding to take any of the following GCSEs in years 10 and 11, which of the following were important to you? Please only fill in the columns which relate to subjects you have already taken, are currently taking, or plan to take, in years 10 and 11. (pupils, split by year group): Humanities (e.g. geography, history)

	Year 7 (A)	Year 8 (B)	Year 9 (C)	Year 10 (D)	Year 11 (E)	Year 12 (F)	Year 13 (G)
Base size:	*129*	*246*	*320*	*317*	*287*	*229*	*112*
I enjoy it	50%	55%	62% AE	57%	52%	59%	53%
I expect/expected to do well in it	30%	43% A	42% A	41% A	39%	46% A	45% A
I have/had to at my school	35%	43%	42%	37%	40%	41%	50% AD
It will help my career/job	33%	39% E	39% E	35% E	26%	33%	31%
A different reason	10% C	5%	4%	8% C	9% C	7%	8%
Not stated	7% CDE	4%	2%	2%	2%	3%	2%

AB = significant difference at 5% risk level. Columns tested: A/B/C/D/E/F/G.

Base definition: All school pupils who are currently taking, planning to take, or have taken a GCSE in a humanities subject, per year group.

Arts GCSE

When deciding to take an **arts** GCSE, pupils in year 12 (93%), were more likely than those in years 7, 8, 10 and 11 to have been motivated by their enjoyment of the subject (81%, 85%, 82% and 84%, respectively). Pupils in year 8 and 9 were more likely than those in year 13 to be motivated by the belief that it will help their career/job (35%, 38% and 20% respectively). Pupils in year 8 were also more likely to have/have had to take an arts GCSE at their school (20%), compared to years 9 (9%) and 11 (11%) (Table 24).

Table 24: When deciding to take any of the following GCSEs in years 10 and 11, which of the following were important to you? Please only fill in the columns which relate to subjects you have already taken, are currently taking, or plan to take, in years 10 and 11. (pupils, split by year group): Arts (e.g. art, music, drama)

	Year 7 (A)	Year 8 (B)	Year 9 (C)	Year 10 (D)	Year 11 (E)	Year 12 (F)	Year 13 (G)
Base size:	*169*	*179*	*182*	*164*	*160*	*121*	*65*
I enjoy it	81%	85%	88%	82%	84%	93% A,B,D,E	85%
I expect/expected to do well in it	40%	39%	44%	41%	38%	43%	36%
It will help my career/job	30%	35% G	38% D,F,G	28%	28%	25%	20%
I have/had to at my school	15%	20% C,E	9%	16% C	11%	13%	14%
A different reason	4%	5%	4%	5%	7%	5%	4%
Not stated	4% F	2%	1%	5% C,F	2%	-	2%

AB = significant difference at 5% risk level. Columns tested: A/B/C/D/E/F/G.

Base definition: All school pupils who are currently taking, planning to take, or have taken a GCSE in an arts subject, per year group.

Pupils in year 8 planning to take a **design and technology** GCSE were more likely to be motivated by their enjoyment of it (78%), compared with those in year 11 (64%). Those pupils in years 9 and 10, however, were more likely to be motivated by the belief that it will help their career/job (49% and 51%, respectively), compared with those in year 7 (35%).

Pupils in years 8 and 9 were more likely than those in year 13 to be motivated by the expectation that they would do well in it (42% and 39%, respectively), compared with those in year 13 (21%, Table 25).

Table 25: When deciding to take any of the following GCSEs in years 10 and 11, which of the following were important to you? Please only fill in the columns which relate to subjects you have already taken, are currently taking, or plan to take, in years 10 and 11. (pupils, split by year group): A design and technology GCSE

	Year 7 (A)	Year 8 (B)	Year 9 (C)	Year 10 (D)	Year 11 (E)	Year 12 (F)	Year 13 (G)
Base size:	*142*	*145*	*155*	*147*	*114*	*99*	*40[42]*
I enjoy it	72%	78% E,G	73%	72%	64%	67%	62%
It will help my career/job	35%	43%	49% A,F,G	51% A,F,G	42%	35%	30%
I expect/expected to do well in it	29%	42% A,G	39% G	37%	36%	34%	21%
I have/had to at my school	11%	25% A	19%	19%	21% A	31% A,C,D	29% A
A different reason	10% D	6%	7% D	2%	7% D	6%	11% D
Not stated	2%	1%	2%	2%	3%	2%	-

AB = significant difference at 5% risk level. Columns tested: A/B/C/D/E/F/G.

Base definition: All school pupils who are currently taking, planning to take, or have taken a GCSE in design and technology, per year group

Pupil's gender

Girls were more likely than boys to say they have taken, be currently taking, or planning to take **foreign language** GCSEs because they enjoy them (41%, compared to 31%). This was also the case for **arts** GCSEs (88%, compared to 80%).

Boys, however, were more likely to say they have taken, be currently taking or plan to take an **arts** GCSE because they have/had to at their school (21%), compared to girls (10%). Boys were more likely than girls to be taking, planning to take, or have taken a **design and technology** GCSE because it will help their career/job (50% and 31%, respectively).

Disadvantage

Those eligible for FSM were less likely to have taken, be currently or planning on taking a **foreign language** GCSE because they enjoy it (27%), compared with those who are not eligible (38%). They were also less likely to have selected that it would help their career/job (27% for FSM-eligible pupils, 36% for FSM non-eligible pupils). Pupils eligible for FSM were less likely to be taking, planning to take, or have already

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[42] Very small base. Results should be seen as indicative.

taken an **arts** GCSE because they enjoy it (77%), compared with those who were not eligible (87%). FSM eligible pupils were less likely to be taking, planning to take, or have taken a **design and technology** GCSE because they expect/expected to do well in it (26%), compared with those who are not eligible for FSM (38%).

Pupils eligible for FSM were also less likely than pupils not eligible for FSM to have taken, be planning to take, or currently taking a **humanities** GCSE because:

- They enjoy it (51%, compared to 57%)

- They expect/expected to do well in it (33%, compared to 43%)

- They have/had to at their school (35%, compared to 42%)

- It will help their career/job (25%, compared to 35%).

SEN

Pupils with a SEN were less likely to have taken, be planning to take, or currently taking a **foreign language** GCSE because it will help their career/job (25%), and because they expect/expected to do well in it (20%), compared with those without SEN (36% and 33% for the respective motivations). Pupils with SEN were more likely say they were currently taking, planning to take or had already taken an **arts** GCSE because they have/had to at their school (19%), compared to those without SEN (13%).

In addition, pupils with SEN were less likely to have taken, be taking, or planning to take a **humanities** GCSE because:

- They enjoy it (50%, compared to 58% of pupils without SEN)

- They expect/expected to do well in it (26%, compared to 43% of pupils without SEN)

- It will help their career/job (25%, compared to 35% of pupils without SEN).

Ethnicity

Black/African/Caribbean/Black British pupils were more likely than White pupils to be currently taking, planning to take, or to have already taken an **arts** GCSE because they expect/expected to do well in it (54% and 39%, respectively).

White pupils were more likely to have taken, be taking, or be planning to take a **design and technology** GCSE because they enjoy it (73%), compared to Black/African/Caribbean/Black British pupils or pupils of an 'other ethnic group' (54% and 62%, respectively). They were also more likely than pupils from an 'other ethnic group' to be motivated by the belief that it would help their career/job (44% and 30%,

respectively). In addition, they were more likely than Black/African/Caribbean/Black British pupils to be motivated by the expectation that they would do well in it (37% and 22%, respectively).

Among those who were currently taking, planning to take or had taken a **humanities** GCSE, White pupils were more likely than Asian/Asian British pupils, and those of an 'other ethnic group' to be motivated by their enjoyment of it (59%, compared to 48% and 44%, respectively). Similarly, White pupils (42%) and Black/ African/ Caribbean/Black British pupils (54%) were more likely than Asian/Asian British pupils (30%) to be currently taking, planning to take, or to have taken a **humanities** GCSE because they expect/expected to do well in it.

Region

Pupils in the North were less likely to be currently taking, planning to take, or have already taken a **foreign language** GCSE because it will help their career/job (23%), compared to those in the Midlands (36%), the South (41%), and London (40%). They were also less likely to have already taken, be planning to take, or currently taking an **arts** GCSE because they expect/expected to do well in it (33%) compared to those in the Midlands (45%) and London (48%).

Pupils in the Midlands were the most likely to say that they have to take an **arts** GCSE at their school (21%), compared to those in the North (12%) and the South (12%). Pupils in the South were more likely than those in the Midlands to be currently taking, planning to take, or to have already taken a **design and technology** GCSE because they enjoy it (76% and 64%, respectively). They were also more likely than those in the Midlands to be taking, planning to take, or have taken a **humanities** GCSE because they enjoy it (61% and 53%, respectively).

Pupils in the South (40%) and in London (40%) were more likely to be taking, planning to take, or to have taken a **humanities** GCSE because it will help their career/job, in comparison to the North (26%).

College students

College students who had already taken a humanities, foreign language, arts, or design and technology GCSE were asked 'when deciding to take any of the following GCSEs in years 10 and 11, which of the following were important to you?' They were presented with a pre-coded list (shown in Table 26) and asked to choose all that applied to them.

Across the four subject areas, students most frequently stated enjoyment of the subject as a factor in their decision to take it at GCSE. This was particularly the case in **arts** (86%) and **design and technology** (74%) GCSEs. It was only for **foreign**

languages that a higher proportion of students chose a different reason: 46% of pupils selected that they had to at their school, compared to 37% who said that enjoying the subject was important to them. After their enjoyment of it, students most frequently stated that they had to do a **humanities** GCSE at their school (43%). Only a small proportion of students said they had to take **arts** (4%) and **design and technology** (9%) GCSEs at their school.

A further key motivation across all subject areas (barring a foreign language GCSE) was that students expected to do well in it: 38% of students chose **arts** because they expected to do well in it, 49% **design and technology**, and 41% for **humanities.** This was the case for a smaller proportion of students who undertook **a foreign language** GCSE (28%).

Between a quarter and third of students said that they chose **foreign language** (31%), **arts** (26%) and **humanities** (28%) GCSEs because it would help them with their career/job. Those students who took **design and technology** GCSEs placed a greater emphasis on this, with 42% choosing it because it would help their career/job.

Table 26: When deciding to take any of the following GCSEs in years 10 and 11, which of the following were important to you? Please only fill in the columns which relate to subjects you have already taken <u>in years 10 and 11.</u>

	Humanities (e.g. geography, history)	A foreign language (e.g. French, German, Latin)	Arts (e.g. art, music, drama)	Design and technology
Base size:	*171*	*131*	*123*	*67[43]*
I have/had to at my school	43%	46%	4%	9%
It will help my career/job	28%	31%	26%	42%
I enjoy it	59%	37%	86%	74%
I expect/expected to do well in it	41%	28%	38%	49%
A different reason	7%	12%	6%	7%
Not stated	2%	3%	2%	-

Base definition: All college students who have taken a GCSE, per subject.

Differences by subgroup

Student's gender

Female students were more likely than male students to say they had taken a **humanities** GCSE because they had to at their school (51% and 34%, respectively).

Qualification type

Students doing A/AS levels were more likely to have chosen a **foreign language** GCSE because they expected to do well in it (40%), compared to those doing technical/vocation qualifications (20%).

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[43] Very small base. Results should be seen as indicative.

Why are pupils not taking or planning to take these GCSEs?

School pupils

School pupils were then asked, 'When deciding not to study any of the following GCSEs in years 10 and 11, which of the following were important to you?'. They were presented with a pre-coded list (as shown in Table 27) and asked to choose all that applied to them. They were given the same list of GCSE subjects as in the previous two questions; humanities, a foreign language, arts, design and technology.

For all subjects, pupils were most likely to say they did not/don't plan to choose it at GCSE because they don't/didn't enjoy it (humanities 46%, a foreign language 63%, arts 48% and design and technology 45%). After this, the most common answer was that they want/wanted to focus on other subjects (humanities 34%, a foreign language 33%, arts 42% and design and technology 45%).

Full results are shown in Table 27.

Table 27: When deciding not to study any of the following GCSEs in years 10 and 11, which of the following were important to you? Please only fill in columns which relate to subjects you have not already taken, are not currently taking, or do not plan to take in years 10 and 11.

	Humanities (e.g. geography, history)	A foreign language (e.g. French, German, Latin)	Arts (e.g. art, music, drama)	Design and technology
Base size:	*397*	*972*	*1,019*	*1,135*
I don't/didn't enjoy it	46%	63%	48%	45%
I want/wanted to focus on other subjects	34%	33%	42%	45%
It won't help my career/job	26%	28%	45%	35%
I don't/didn't expect to do well in it	20%	33%	32%	23%
There isn't/wasn't space on my timetable e.g. it clashes/clashed with another GCSE option	7%	5%	8%	12%
I wasn't given the option	11%	10%	4%	6%
There are/were limited spaces in these classes at my school	3%	1%	4%	4%
A different reason	11%	10%	7%	9%
Not stated	7%	4%	5%	6%

Base definition: All pupils who are not currently taking, planning to take, or have taken each GCSE, per subject.

Differences by subgroup

Only statistically significant differences are reported here.

Pupil's year group

There were large differences in the factors affecting subject choice by year group across all four reasons for not taking the GCSEs in question.

Foreign languages

Pupils in years 9 – 12 were more likely to say that they had not already taken or were not currently or planning to take a **foreign language** GCSE because they 'did

not enjoy it', compared to year 7 pupils. Similarly, pupils in years 9, 10 and 12 were more likely than pupils in years 7 and 8 to say a factor was that they don't/didn't expect to do well in the GCSE. Pupils in year 9 were more likely to say that a **foreign language** GCSE won't help their career/job, compared to those in year 10. Finally, pupils in year 7 were more likely to say it was for a different reason, compared to pupils in years 9 to 12. (Table 28)

Table 28: When deciding not to study any of the following GCSEs in Years 10 and 11, which of the following were important to you? Please only fill in columns which relate to subjects you have not already taken, are not currently taking, or do not plan to take in Years 10 and 11. (pupils, split by year group): A foreign language (e.g. French, German, Latin)

	Year 7 (A)	Year 8 (B)	Year 9 (C)	Year 10 (D)	Year 11 (E)	Year 12 (F)	Year 13 (G)
Base size:	116	129	168	198	183	124	51[44]
I don't/didn't enjoy it	46%	60%	65% A	70% A	70% A	62% A	59%
I want/wanted to focus on other subjects	34%	35%	29%	30%	37%	41%	26%
I don't/didn't expect to do well in it	19%	24%	38% A,B	39% A,B	29%	38% A,B	32%
It won't help my career/ job	29%	32%	35% D	21%	29%	29%	17%
I wasn't given the option	12%	9%	12%	8%	11%	10%	9%
There isn't/wasn't space on my timetable e.g. it clashes/clashed with another GCSE option	3%	5%	3%	7%	5%	6%	5%
There are/were limited spaces in these classes at my school	2%	1%	-	2%	1%	3%	-
A different reason	20% C,D,E,F	11%	9%	8%	8%	7%	17%

AB = significant difference at 5% risk level. Columns tested: A/B/C/D/E/F/G.
Base definition: All school pupils who are currently taking, planning to take, or have taken a GCSE in an arts subject, per year group.

Humanities

Pupils in year 10 were more likely than those in years 8 and 11 to say they had not, were not currently, or were not planning to study a **humanities** GCSE because they don't/didn't enjoy it. Pupils in years 10, 11 and 12 were more likely that those in year

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[44] Very small base. Results should be seen as indicative.

7 to say that a **humanities** GCSE would not help their career/job. Whilst pupils in year 10 were more likely than those in years 7, 11 and 13 to say that they don't/didn't expect to do well in it. Finally, pupils in year 11 were more likely than those in year 12 to say it was because of 'a different reason'. (Table 29)

Table 29: When deciding not to study any of the following GCSEs in Years 10 and 11, which of the following were important to you? Please only fill in columns which relate to subjects you have not already taken, are not currently taking, or do not plan to take in Years 10 and 11. (pupils, split by year group): Humanities (e.g. geography, history)

	Year 7 (A)	Year 8 (B)	Year 9 (C)	Year 10 (D)	Year 11 (E)	Year 12 (F)	Year 13 (G)
Base size:	99[45]	45[46]	43[47]	55[48]	69[49]	64[50]	19[51]
I don't/didn't enjoy it	42%	43%	41%	62% A,E	38%	53%	49%
I want/wanted to focus on other subjects	38%	16%	32%	34%	35%	37%	35%
It won't help my career/ job	10%	32%	31%	45% A	29% A	28% A	16%
I don't/didn't expect to do well in it	14%	20%	35%	39% A,E,F	13%	20%	9%
I wasn't given the option	11%	9%	9%	6%	15%	6%	21%
There isn't/wasn't space on my timetable e.g. it clashes/clashed with another GCSE option	4%	4%	10%	11%	8%	6%	3%
There are/were limited spaces in these classes at my school	2%	1%	1%	4%	2%	5%	9%
A different reason	13%	17%	13%	7%	17% F	4%	5%

AB = significant difference at 5% risk level. Columns tested: A/B/C/D/E/F/G.

Base definition: All school pupils who are currently taking, planning to take, or have taken a GCSE in an arts subject, per year group

[45] Very small base. Results should be seen as indicative.
[46] Very small base. Results should be seen as indicative.
[47] Very small base. Results should be seen as indicative.
[48] Very small base. Results should be seen as indicative.
[49] Very small base. Results should be seen as indicative.
[50] Very small base. Results should be seen as indicative.
[51] Very small base. Results should be seen as indicative.

Arts

Pupils in Years 7 and 8 were generally less likely to have chosen not to study an arts GCSE because they don't/didn't enjoy it, compared to those in Years 9-13. Similarly, pupils in Year 7 were less likely to have said it won't help their career/job, compared to pupils in Years 8, 9 and 12. As with foreign language GCSEs, pupils in lower years (years 7 and 8 in this instance), were more likely to say they had 'a different reason' for not choosing an arts GCSE. (Table 30)

Table 30: When deciding to take any of the following GCSEs in years 10 and 11, which of the following were important to you? Please only fill in the columns which relate to subjects you have already taken, are currently taking, or plan to take, in years 10 and 11. (pupils, split by year group): Arts (e.g. art, music, drama)

	Year 7 (A)	Year 8 (B)	Year 9 (C)	Year 10 (D)	Year 11 (E)	Year 12 (F)	Year 13 (G)
Base size:	99[52]	45[53]	43[54]	55[55]	69[56]	64[57]	19[58]
I don't/didn't enjoy it	33%	37%	49% A	50% AB	50% AB	51% A	53% A
It won't help my career/ job	31%	50% A	47% A	43%	43%	51% A	45%
I want/wanted to focus on other subjects	34%	47%	39%	43%	40%	43%	45%
I don't/didn't expect to do well in it	25%	28%	34%	30%	31%	37%	32%
There isn't/wasn't space on my timetable e.g. it clashes/clashed with another GCSE option	5%	9%	7%	7%	7%	11%	8%
I wasn't given the option	6%	4%	4%	3%	6%	6%	2%
There are/were limited spaces in these classes at my school	4%	3%	5%	3%	4%	3%	4%
A different reason	15% CDF	15% CDEF	5%	4%	7%	4%	9%

AB = significant difference at 5% risk level. Columns tested: A/B/C/D/E/F/G.

Base definition: All school pupils who are currently taking, planning to take, or have taken a GCSE in an arts subject, per year group.

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[52] Very small base. Results should be seen as indicative.
[53] Very small base. Results should be seen as indicative.
[54] Very small base. Results should be seen as indicative.
[55] Very small base. Results should be seen as indicative.
[56] Very small base. Results should be seen as indicative.
[57] Very small base. Results should be seen as indicative.
[58] Very small base. Results should be seen as indicative.

Design and technology

When deciding not to take a **design and technology** GCSE, pupils in years 8, 9 and 13 were more likely than those in year 7 to say that they want/wanted to focus on other subjects. Pupils in year 7 were less likely to say that a design and technology GCSE wouldn't help their career/job, compared to pupils in years 8, 10 and 12. They were also less likely to say they don't/didn't expect to do well in it, compared to most older year. Pupils in year 7 were more likely than any other year group to say they decided not to study a design and technology GCSE for 'a different reason'. Pupils in the four oldest year groups (years 10 to 13) were more likely than those in year 8 to say there isn't/wasn't space on their timetable or that it clashed with another GCSE option. (Table 31)

Table 31: When deciding to take any of the following GCSEs in years 10 and 11, which of the following were important to you? Please only fill in the columns which relate to subjects you have already taken, are currently taking, or plan to take, in years 10 and 11. (pupils, split by year group): Design and technology

	Year 7 (A)	Year 8 (B)	Year 9 (C)	Year 10 (D)	Year 11 (E)	Year 12 (F)	Year 13 (G)
Base size:	87[59]	127	193	211	236	189	90[60]
I don't/didn't enjoy it	41%	43%	49%	46%	39%	47%	47%
I want/wanted to focus on other subjects	34%	50% AE	52% AE	48% A	37%	42%	50% AE
It won't help my career/ job	24%	38% A	33%	40% A	31%	40% A	34%
I don't/didn't expect to do well in it	10%	19%	27% A	26% A	20%	24% A	24% A
There isn't/wasn't space on my timetable e.g. it clashes/clashed with another GCSE option	8%	4%	9%	12% B	17% BC	11% B	13% B
I wasn't given the option	8%	5%	7%	7%	7%	8%	2%
There are/were limited spaces in these classes at my school	3%	2%	4%	2%	4%	3%	7%
A different reason	28% BCDEFG	11% D	8%	5%	8%	8%	8%

AB = significant difference at 5% risk level. Columns tested: A/B/C/D/E/F/G.

Base definition: All school pupils who are currently taking, planning to take, or have taken a GCSE in an arts subject, per year group.

[59-60] Very small base. Results should be seen as indicative.

Pupil's gender

Boys were more likely than girls to say that the reason they had not taken, were not currently taking, or planning to take a **foreign language** GCSE is because they were not given the option (12% and 7%, respectively). They were also more likely to say that they had not taken, were not currently taking, or planning to take an **arts** GCSE because they don't/didn't expect to do well in it (35%), compared to girls (27%).

Conversely, girls were more likely to say that the reason they chose not to/will choose not to do a **design and technology** GCSE is because they don't/didn't enjoy it (49%), compared to boys (40%).They were also more likely than boys to have decided against a design and technology GCSE because it wouldn't help their career/job (39% and 31%, respectively).

Disadvantage

Pupils who are not eligible for FSM were more likely than those who are eligible to say they don't/didn't enjoy **foreign languages** (65% and 53%, respectively), that they want/wanted to focus on other subjects (35% and 27%, respectively), and that they don't/didn't expect to do well in a foreign language GCSE (35% and 21%).

Similarly, pupils who are not eligible for FSM were more likely to decide against an **arts** GCSE because:

- They don't/didn't enjoy it (49%, compared to 40% for FSM-eligible pupils)

- It wouldn't help their career/job (47%, compared to 39% for FSM-eligible pupils)

- They want/wanted to focus on other subjects (43%, compared to 34% for FSM-eligible pupils)

- They don't/didn't expect to do well in it (34%, compared to 20% for FSM-eligible pupils).

When deciding against a **design and technology** GCSE, pupils who are not eligible for FSM were more likely to say that they don't/didn't enjoy it (46%), compared to those who are eligible (38%). They were also more likely to say they want/wanted to focus on other subjects (46% and 38%, respectively). Conversely, pupils eligible for FSM were more likely to say they had not taken, were not currently taking, or planning to take it at GCSE because of 'a different reason' (13%), compared to those who are not eligible (6%).

Pupils who are not eligible for FSM were more likely to say that the reason they decided or planned to decide against taking a **humanities** GCSE was because they wanted to focus on other subjects (36%), compared to those who are eligible (25%).

Those who are eligible for FSM however were more likely to say that they were not given the option (17%), compared to those who are not eligible (9%).

SEN

Pupils without SEN were more likely to decide, or plan to decide, against taking a **foreign language** GCSE because they don't/didn't enjoy it (68%), compared to those with SEN (49%).They were also more likely than pupils with SEN to say it wouldn't help their career/job (29% and 22%, respectively). Pupils with SEN, on the other hand, were more likely to say they were not given the option (20%), compared to pupils without SEN (7%). They were also more likely than pupils without SEN to say it was for 'a different reason' (17% and 9%, respectively).

When deciding or planning not to take an **arts** GCSE, pupils without SEN were more likely to say it wouldn't help their career/job (50%), compared to those with SEN (24%). They were also more likely to want/have wanted to focus on other subjects (45%), compared with pupils with SEN (25%). Pupils without SEN were also more likely than pupils with SEN to say there isn't/wasn't space on their timetable/ it clashed with another GCSE option (9% and 3%, respectively). Conversely, pupils with SEN were more likely to say they were not given the option (9% versus 4% of pupils without SEN), and that they had 'a different reason' (16% versus 6% of pupils without SEN) for not choosing to, or planning to choose an arts GCSE.

Pupils without SEN were more likely than those with SEN to say that they had decided or were planning against a **design and technology** GCSE was because:

- They don't/didn't enjoy it (46%, compared to 36% of pupils with SEN)

- They want/wanted to focus on other subjects (49%, compared to 26% of pupils with SEN)

- It wouldn't help their career/job (38%, compared to 24% of pupils with SEN)

- There isn't/wasn't space on their timetable/it clashed with another GCSE option (13%, compared to 7% of pupils with SEN).

Once again, pupils with SEN were more likely than those without SEN to say that they were not given the option to take a **design and technology** GCSE (12% and 5%, respectively) and that they had decided or planning against it for 'a different reason' (18% and 7%, respectively).

When deciding against a **humanities** GCSE, the differences between pupils with SEN and pupils without SEN remained generally consistent with the other GCSE subject areas:

- Pupils without SEN were more likely to say they had decided or were planning against taking a humanities GCSE because they want/wanted to focus on other subjects (44%, compared to 21% of pupils with SEN)

- Pupils without SEN were more likely to say that they felt it wouldn't help their career/job (32%, compared to 19% of pupils with SEN)

- Consistent with the other types of GCSE, pupils with SEN were more likely to say they were not given the option (17%, compared to 6% of pupils without SEN), and that they had 'a different reason' (17%, compared to 7% of pupils without SEN) for not choosing a humanities GCSE.

Ethnicity[61]

White pupils were more likely to say that they decided or were planning not to take an **arts** GCSE because they don't/didn't enjoy it (50% and 36%, respectively) or don't/didn't expect to do well in it (50% and 35%, respectively) compared to pupils of an 'other ethnic group' (36% and 18%, respectively).

Pupils of an 'other ethnic group' were more likely to say that they had not taken a **design and technology** GCSE because they were not given the option (13%), compared to White pupils (5%).

Region

Pupils in the Midlands were more likely than those in the North to say that they decided against a **foreign language** GCSE because there isn't/wasn't space on their timetable or it clashed with another GCSE option (8% and 3%, respectively).

Pupils in London were less likely to say that they decided against an **arts** GCSE because they don't/didn't enjoy it (33%), compared to pupils in the North (53%), the Midlands (49%) and the South (48%).

When deciding against a **design and technology** GCSE, there were regional differences:

- Pupils in the South were more likely than those in the Midlands and those in London to say they don't/didn't enjoy it (52%, compared with 36% for both the Midlands and London).

- Pupils in the South were also more likely to say they want/wanted to focus on other subjects (52%), compared with pupils in London (42%).

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[61] Subgroup differences in this section are minimal as only white pupils and 'other ethnic groups' pupils ever had a large enough base size (n>100) for significance testing.

- Conversely, pupils in London were more likely than those in the Midlands to decide against a design and technology GCSE because it wouldn't help their career/job (43% and 30%, respectively).

- Pupils in the South were also more likely than those in the Midlands to say they don't/didn't expect to do well in it (28% and 18%, respectively).

- Pupils in London (11%), and in the Midlands (9%), were more likely to say they were not given the option, compared with those in the South (4%).

- Pupils in London were also more likely than pupils in both the Midlands and the South to say there are/were limited spaces available in these classes at my school (8%, compared with 2% and 3%, respectively).

College students

College students were asked, 'When deciding not to study any of the following GCSEs in years 10 and 11, which of the following were important to you?'. They were given the same GCSE subjects as in the previous question (humanities, a foreign language, arts, design and technology) and asked to only fill in columns which related to subjects they did not take in Years 10 and 11. They were presented with a pre-coded list (as shown in Table 32) and asked to choose all that applied to them.

Except for **design and technology**, the highest proportion of students decided not to undertake these GCSEs because they said that they didn't enjoy them. This was more prevalent among those who decided not to study **foreign languages** (54%), and **arts** (56%). Students who had decided not to study a **design and technology** GCSE more frequently reported that they wanted to focus on other subjects (55%). This was also frequently mentioned as a factor for college students when deciding against studying a GCSE in a **foreign language** (41%), **arts** (51%) and **humanities** (35%) subject.

Table 32: When deciding not to study any of the following GCSEs in years 10 and 11, which of the following were important to you?

	Humanities (e.g. geography, history)	A foreign language (e.g. French, German, Latin)	Arts (e.g. art, music, drama)	Design and technology
Base size:	*31[62]*	*73[63]*	*79[64]*	*128*
I didn't enjoy it	36%	54%	56%	44%
I wanted to focus on other subjects	35%	41%	51%	55%
It won't help my career/job	28%	28%	43%	38%
I didn't expect to do well in it	17%	35%	24%	27%
There wasn't space on my timetable e.g. it clashes/clashed with another GCSE option	17%	17%	15%	12%
I wasn't given the option	15%	13%	3%	7%
There were limited spaces in these classes at my school	2%	1%	2%	2%
A different reason	5%	6%	5%	4%
Not stated	5%	-	4%	8%

Base definition: All students who are not currently taking, planning to take, or have taken each GCSE, per subject.

Differences by subgroup

Only statistically significant differences are reported here.

Qualification type

Students doing AS/A level qualifications were more likely to have decided against a design and technology GCSE because they felt it would not help their career/job (51%), compared with those doing technical/vocational qualifications (28%).

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[62] Very small base. Results should be seen as indicative.
[63] Small base size. Results should be seen as indicative.
[64] Small base size. Results should be seen as indicative.

There were no differences found by student gender or year of learning.

Apprenticeships, technical and vocational education

Background

The core options for post-16 education are an academic or a technical option. The academic option includes A levels and AS levels and is designed to prepare individuals for academic higher education. The technical option includes apprenticeships which are work-based, technical education routes. An apprenticeship is a job which includes a significant training component to allow an individual to develop the knowledge, skills and behaviours needed for their chosen occupation. This option also includes technical and vocational qualifications such as BTECs, NVQs or Tech Levels which develop occupational and technical skills.

The importance of access to high quality information on post-16 options in helping young people make the best decisions is well-established.[65] Questions were included in the survey to measure the amount of information received by pupils/students and their parents/carers on apprenticeships and technical and vocational options.

How much information have pupils/students and parents/carers received from their school/college/their child's school/college on apprenticeships?

School pupils and parents/carers

School pupils in year 9 and above were asked 'how much information have you received from your school on apprenticeships?', while parents with a child in year 9 or above were asked 'how much information have you received from your child's school on apprenticeships?'. They were then shown the following information on apprenticeships:

An apprenticeship is a paid job for young people aged 16 years and over, with structured on and off the job training leading to a nationally recognised qualification

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[65]

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/664227/User_insight_research_into_post-16_choices.pdf

As shown in Figure 46, a higher proportion of pupils (61%) had received at least some information from their school on apprenticeships, compared to parents/carers (38%).

Figure 46: How much information have you received from your school /your child's school on apprenticeships?

Information on apprenticeships (from school)

■ A lot of information　■ Some information　■ No information　■ Don't know
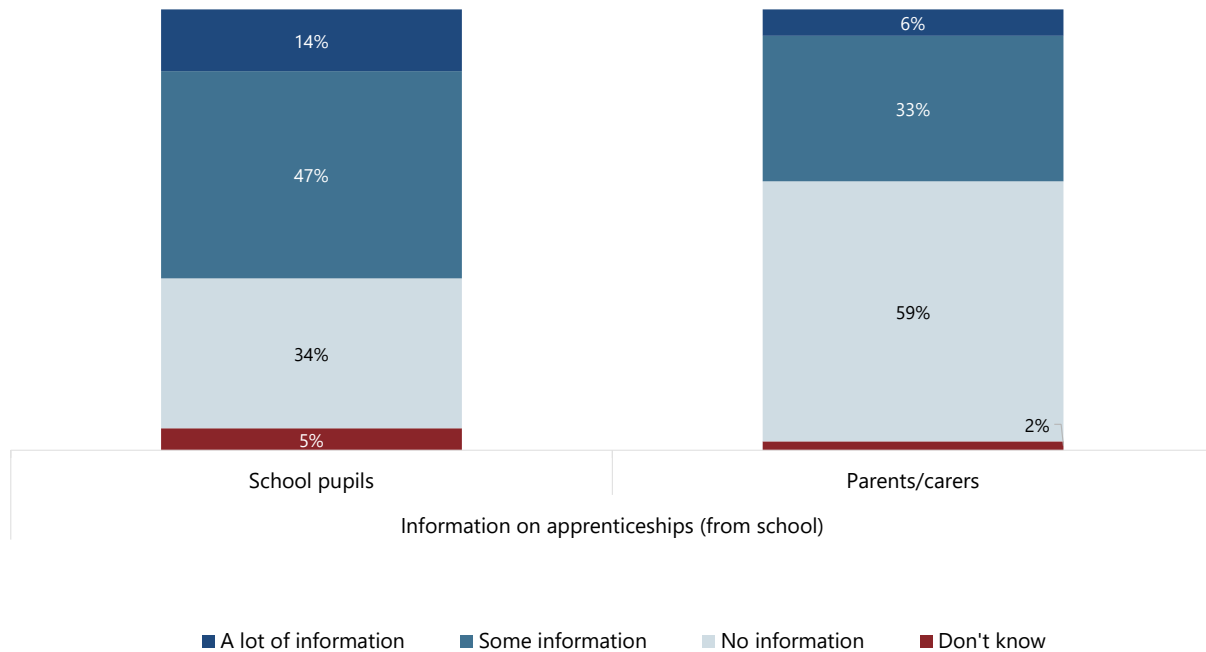
Base: All school pupils in year 9 or above (1,625) and parents/carers of school pupils in year 9 or above (1,625)

Paired response

In around a third of cases (32%) both pupils and their parent/carers had received at least some information from their/their child's school on apprenticeships. In 30% of cases pupils had received at least some information, but their parents had received none. Conversely, in 7% of cases a parent/carer received at least some information, whilst their child had received none. In 31% of cases neither of them had received any information.

Differences by subgroup

Only statistically significant differences are reported here.

Pupil's year group

Pupils in year 13 were more likely to have received information from their school on apprenticeships than those in year 9 (86%, compared with 36%).

This is also the case for parents/carers of pupils in year 13 compared with parents/carers of those in year 9 (58%, compared with 21%).

Pupil's key stage

Pupils in KS5 were more likely to have received at least some information from their school on apprenticeships than those in KS3 and KS4 (80%, compared with 36% and 61%).

These differences were also apparent among parents/carers of pupils in year 9 and above. Those with a pupil in KS5 are more likely than those with a child in KS3 or KS4 to have received at least some information (51%, compared with 21% and 39%). Similarly, those with a pupil in KS4 were more likely to have received at least some information than those with a pupil in KS3 (39%, compared with 21%).

SEN

Pupils without SEN were more likely than those with SEN to have received at least some information on apprenticeships from their school (62%, compared with 51%). This difference was not apparent among parents/carers of pupils in year 9 and above.

Region

Pupils in the North, the Midlands and the South were more likely than those in London to have received at least some information on apprenticeships (66%, 59%, 59%, compared with 49%). This difference was not apparent among parents/carers of pupils in year 9 and above.

Ethnicity

Parents/carers of Asian/Asian British pupils in year 9 and above were more likely than parents/carers of White pupils in year 9 and above to say they received at least some information on apprenticeships (49%, compared with 36%). This difference was not apparent among pupils.

There were no differences found by disadvantage.
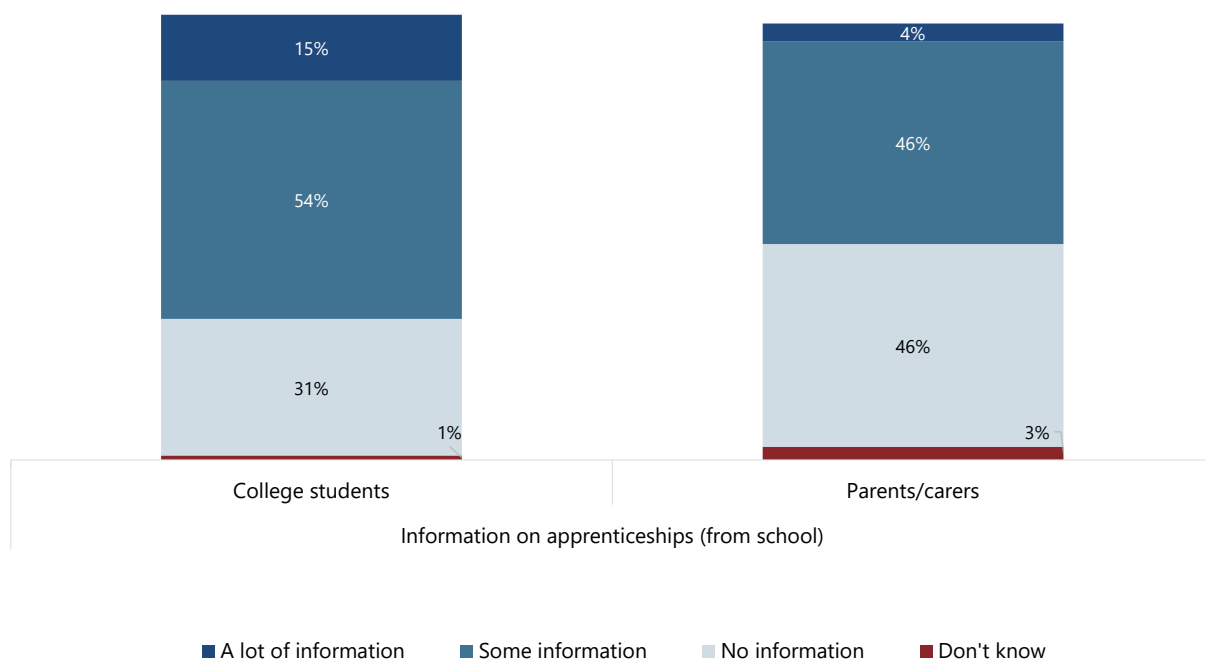
College students and parents/carers

All college students were asked 'Thinking back to when you were at school, how much information did you receive from your school on apprenticeships?', while parents/carers of college students were asked 'Thinking back to when your child was at school, how much information did you receive from your child's school on

apprenticeships?'. They were then shown the following information on apprenticeships:

An apprenticeship is a paid job for young people aged 16 years and over, with structured on and off the job training leading to a nationally recognised qualification

As shown in Figure 47, a higher proportion of students (69%) had received at least some information from their school on apprenticeships, compared with parents/carers (50%).

Figure 47: Thinking back to when you were/your child was at school, how much information did you receive from your school/your child's school on apprenticeships?

Information on apprenticeships (from school)

■ A lot of information   ■ Some information   ■ No information   ■ Don't know

Base: All college students (206) and parents/carers of college students (206)

Paired analysis

In just over two-fifths (43%) of cases, both students and their parent/carer had received at least some information from their/their child's school on apprenticeships. In 26% of cases students had received at least some information from their school, but their parents had received none. Conversely, in only 9% of cases had a parent/carer received at least some information from their child's school, whilst their child had received none. In 22% of cases neither of them had received any information.

Differences by subgroup

There were no differences found by year of learning, gender, or qualification type for college students or their parents/carers.

How much information have pupils/students and parents/carers received from their school/college/their child's school/college on other technical and/or vocational options?

School pupils and parents/carers

School pupils in year 9 and above were asked 'how much information have you received from your school on other technical and/or vocational options?', while parents/carers with a child in year 9 or above were asked 'how much information have you received from your child's school on other technical and/or vocational options?'. They were then shown the following information on other technical and/or vocational options:

By technical and vocational options, we mean qualifications like BTECs, NVQs or Tech Levels, which develop occupational and technical skills, for example, construction, hair and beauty, accounting.

As shown in Figure 48, a higher proportion of pupils (60%) had received at least some information from their school on technical and/or vocational options, compared with parents/carers (46%).

Figure 48: How much information have you received from your school /your child's school on technical and/or vocational options?
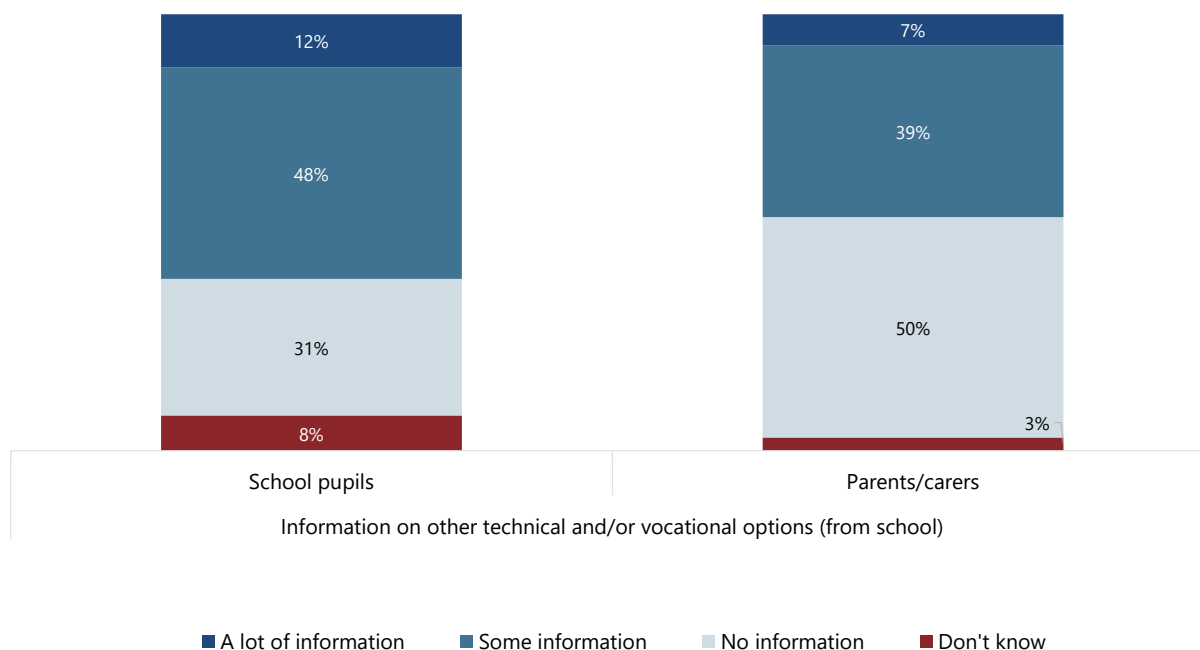
School pupils:
- A lot of information: 12%
- Some information: 48%
- No information: 31%
- Don't know: 8%

Parents/carers:
- A lot of information: 7%
- Some information: 39%
- No information: 50%
- Don't know: 3%

Information on other technical and/or vocational options (from school)

Legend: ■ A lot of information   ■ Some information   ■ No information   ■ Don't know

Base: All school pupils in year 9 or above (1,625) and parents/carers of school pupils in year 9 or above (1,625)

Paired response

In around a third of cases (37%) both pupils and their parent/carer had received at least some information from their/their child's school on other technical and/or vocational options. In 27% of cases pupils had received at least some information, but their parents had received none. Conversely, in 10% of cases a parent/carer received at least some information from their child's school, whilst their child had received none. In 26% of cases neither of them had received any information on technical and/ or vocational options.

Differences by subgroup

Only statistically significant differences are reported here.

Pupil's year group and key stage

A higher proportion of pupils in year 11, year 12, or year 13 than those in year 9 or year 10 said they received at least some information from their school on other technical and/or vocational options (71%, 76% and 70%, compared with 38% and 54%).

Similarly, pupils in KS5 were more likely than those in KS3 or KS4 to have said they received at least some information (74%, compared with 38% and 62%).

This pattern is also apparent among parents/carers. Those with a child in year 11, year 12, or year 13 were more likely than those with a child in year 9 or 10 to have received at least some information (52%, 59% and 57%, compared with 30% and 41%).

Parents/carers of pupils in KS5 were more likely than those will a pupil in KS3 or KS4 to have received at least some information (58%, compared with 30% and 47%).

Pupil's gender

Boys in year 9 and above were more likely than girls to say they received at least some information about other technical and/or vocational options (63%, compared with 57%). This difference is not apparent among parents/carers.

Disadvantage

Pupils in year 9 and above living in the fifth IDACI quintile (most deprived) were more likely to say they received at least some information on other technical and/or vocational options than those living in the first quintile (63%, compared with 54%). This difference is not apparent among parents/carers.

SEN

Pupils in year 9 and above without SEN were more likely than those with SEN to have said that they received at least some information (61%, compared with 54%). This difference is not apparent among parents/carers.

There were no differences found by region or ethnicity.

College students and parents/carers

College students were asked 'Thinking back to when you were at school, how much information did you receive from your school on other technical and/or vocational options?', while parents/carers of college students were asked 'Thinking back to when your child was at school, how much information did you receive from your child's school on other technical and/or vocational options?'. They were then shown the following information on other technical and/or vocational options:

By technical and vocational options, we mean qualifications like BTECs, NVQs or Tech Levels, which develop occupational and technical skills, for example, construction, hair and beauty, accounting.

As shown in Figure 49, the same proportion of college students and parents/carers had received at least some information on technical and/or vocational options from their school/their child's school (both 69%).

Figure 49: Thinking back to when you were at school/when your child was at school, how much information did you receive from your school/your child's school on other technical and/or vocational options?
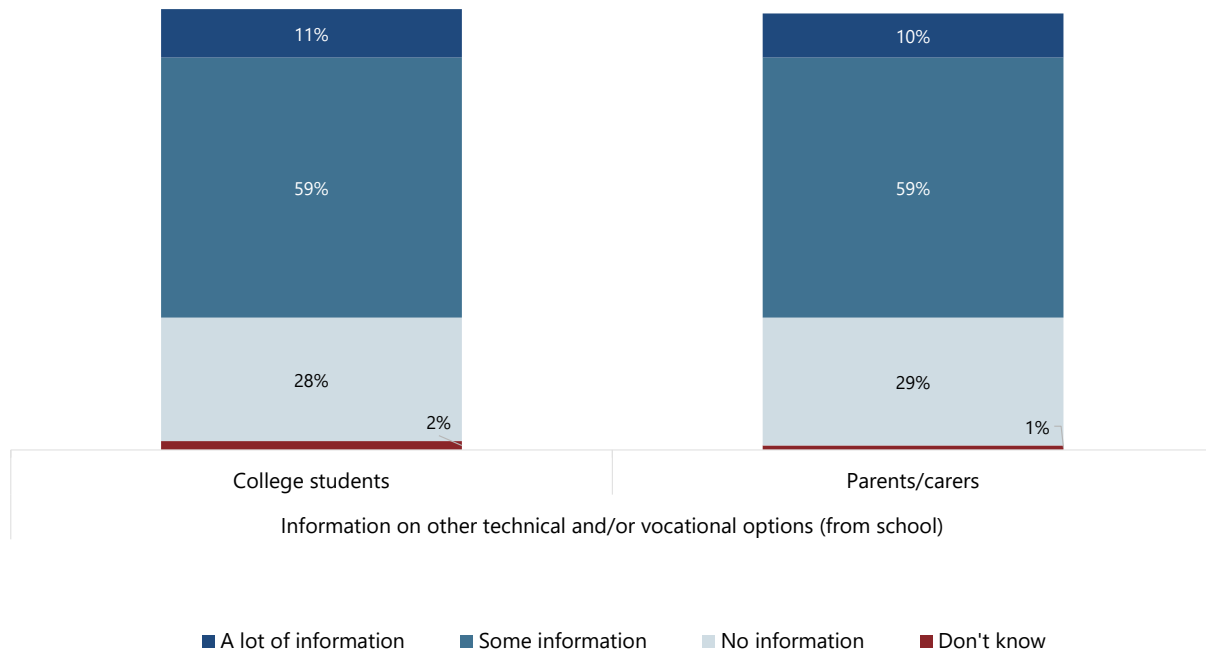
Base: All college students (206) and parents/carers of college students (206)

Paired analysis

In half (55%) of cases, both students and their parent/carer had received at least some information from their/their child's school on other technical and/or vocational options. In 15% of cases students had received at least some information, but their parents had received none. Conversely, in 13% of cases a parent/carer received at least some information from their child's school, whilst their child had received none. In 16% of cases neither of them had received any information.

Differences by subgroup

There were no differences by year of study, gender, or qualification type for college students or parents/carers of college students

Chapter 7 – Careers and Aspirations

This chapter looks ahead to the future, and asks school pupils, college students and their parents/carers to consider career or job aspirations and the kinds of skills and qualifications that may be required. It also explores school pupils' and college students' experiences of receiving careers advice, and parent/carers' confidence in advising their own child.

Background

In December 2017, the Department for Education published the Government's career strategy which set out its long-term plan to improve the quality and quantity of careers provision across the country.[66] The strategy sets out a series of measures to be implemented during 2018-20 to help young people and adults choose the career that is right for them. It follows the launch of the Government's Industrial Strategy, which will invest in the development of skills and increase productivity across the country.[67]

Do pupils/students regard the careers advice they receive as helpful?

School pupils and college students were asked whether careers advice received from a range of sources was helpful. The sources include parents/carers, teachers at their school, careers advisers (both who come into their school and outside of school), and friends.

This question is a combination of separate questions used at waves 1 and 2, and as such is not directly comparable.[68]

School pupils

Figure 50 demonstrates how 'helpful' school pupils found each source, in relation to careers advice, with parents/carers regarded as being the most 'helpful'. A third of pupils (32%) felt that their parents/carers have 'helped a lot' and two in five (39%) said they have 'helped a little'.

Figure 50 also illustrates the proportion of pupils who said that they hadn't received advice from each source; for example, just 16% had not received advice from their

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[66] Department for Education, 2017. 'Careers strategy: making the most of everyone's skills and talents'. https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/664319/Careers_strategy.pdf

[67] Department for Business, Energy & Industrial Strategy. 'Industrial Strategy: building a Britain fit for the future.'

[68] In waves 1 and 2 pupils were asked who they receive careers advice from. In wave 2 only, pupils were asked a separate, follow-up question to explore whether the advice they receive is helpful. In wave 4 the two questions were combined. However, the main sources of advice on careers continue to be parents/ carers and teachers at school. The question was not asked in Wave 3.

parents/carers. At the other end of the scale, 63% of pupils had not received advice from a careers adviser outside of school.

Figure 50: Helpfulness of advice received from each source (pupils)

Legend: ■ It helped a lot   ■ It helped a little   ■ It hasn't helped   ■ I haven't received advice from this source

Source	It helped a lot	It helped a little	It hasn't helped	I haven't received advice from this source
My parents/carers	32%	39%	5%	16%
Teachers at my school	14%	36%	11%	31%
Any other source	16%	28%	5%	38%
A careers adviser who came into school	13%	29%	9%	40%
Friends	11%	27%	12%	41%
A careers adviser outside of school	8%	14%	5%	63%
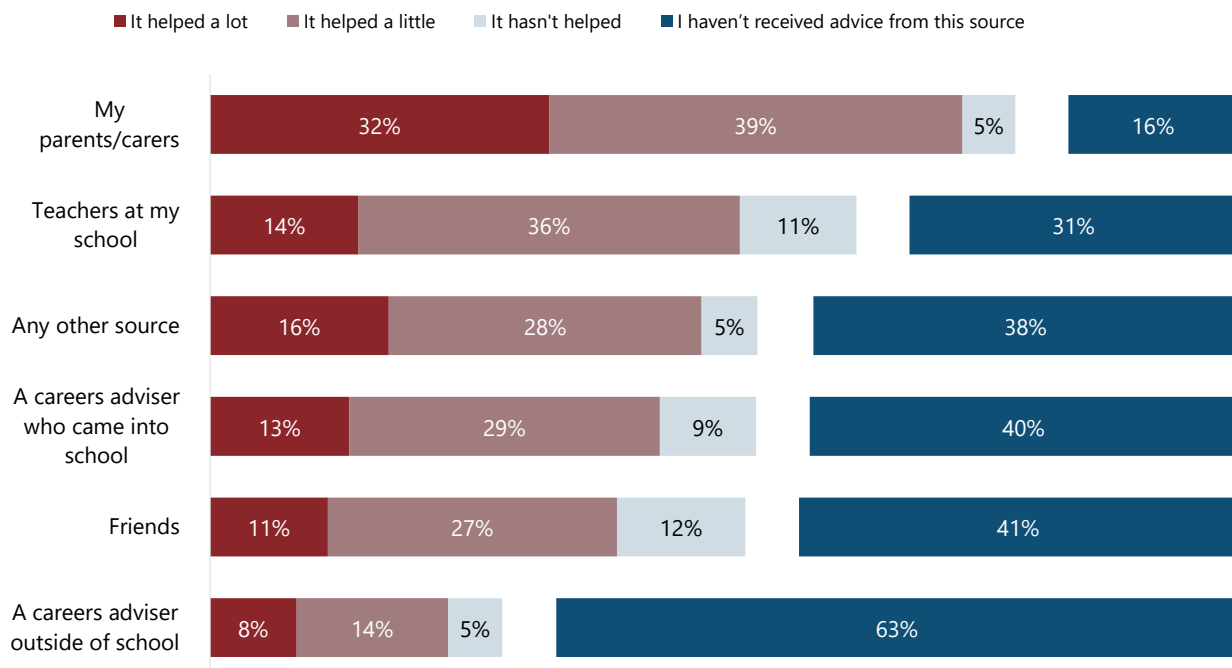
Base: All school pupils (2,590)
Chart excludes 'Don't know' and 'Not stated' responses.

Differences by subgroup

Only statistically significant differences are reported here.

Pupil's key stage

Differences in terms of advice received about careers are most notably observed by key stage. Across the board, pupils in key stage 3 (KS3) were less likely to have received careers advice from the sources listed than older pupils in key stage 4 (KS4) and key stage 5 (KS5). This is shown in Table 33 below:

Table 33: Whether advice received from each source (pupils), by key stage

% saying they have not received advice from each source	KS3 (A)	KS4 (B)	KS5 (C)
Base:	*1,371*	*765*	*443*
Parents	22% B,C	10%	8%
Teachers at my school	46% B,C	22% C	12%
Any other source	52% B,C	28% C	18%
A careers adviser who came into my school	57% B,C	30% C	14%
Friends	51% B,C	35% C	27%
A careers adviser outside of school	69% B,C	60%	55%

ABC = significant difference at 5% risk level. Columns tested: A/B/C.

Table 34 below indicates the extent to which each source was regarded as having 'helped' (combining 'it helped a lot' with 'it helped a little') by pupils in each of the key stages. Pupils in KS4 and KS5 are more likely to find each source helpful, in comparison to pupils in KS3; reflecting the pattern of contact highlighted above.

Table 34: Helpfulness of advice received from each source (pupils), by key stage

% saying the advice they received from each source 'helped'	KS3 (A)	KS4 (B)	KS5 (C)
Base:	*1,371*	*765*	*443*
Parents	64%	78% A	78% A,B
Teachers at my school	36%	57% A	69% A,B
Any other source	30%	51% A	66% A,B
A careers adviser who came into my school	28%	52% A	60% A,B
Friends	30%	40% A	55% A,B
A careers adviser outside of school	16%	25% A	30% A

ABC = significant difference at 5% risk level. Columns tested: A/B/C.

Disadvantage

Pupils who were eligible for free school meals (FSM) were more likely to find the following sources of information helpful in regards to careers advice, in comparison to pupils who are not eligible:

- A careers adviser who came in to their school; 48% of pupils who are eligible for FSM say that this source 'helped', compared with 41% of pupils who are not eligible.

- A teacher at their school; 54% of FSM eligible pupils, compared with 49% of pupils who are not eligible.

- A careers adviser outside of school; 27% of FSM eligible pupils, compared with 21% of pupils who are not eligible.

- Friends; 43% of FSM eligible pupils, compared with 37% of pupils who are not eligible.

These findings reflect the higher level of exposure pupils eligible for FSM have for each of the sources mentioned above:

- Just a third of pupils eligible for FSM (34%) have not received advice from a careers adviser who came in to their school, compared with 41% of pupils who are not eligible.

- A quarter of pupils eligible for FSM (26%) have not received advice from a teacher at their school, compared with 32% of pupils who are not eligible.

- Just half pupils eligible for FSM (53%) have not received advice from a careers adviser outside of school, compared with 65% of pupils who are not eligible.

- A third of pupils eligible for FSM (33%) have not received advice from friends, compared with 42% of pupils who are not eligible.

Ethnicity

Asian/Asian British pupils were more likely than White pupils to highlight several sources as having 'helped' in terms of providing careers advice:

- A careers adviser who came in to their school. 55% of Asian/Asian British pupils mentioned this source of advice as helping 'a lot' or 'a little', compared with 40% of White pupils.

- A careers adviser from outside their school. 34% of Asian/Asian British pupils mentioned this source of advice as helping 'a lot' or 'a little', compared with 19% of White pupils.

- Friends. Mentioned by 46% of Asian/Asian British pupils, compared with 36% of White pupils.

- Other sources of information (e.g. other people, websites etc). Mentioned by 56% of Asian/Asian British pupils, compared with 41% of White pupils.

There were no significant differences found by gender, SEN (special educational needs) or region.

College students

College students were also asked to think about the same sources and consider whether they were helpful in providing careers advice.

As shown in Figure 51 below, parents/carers were the main source of advice for students, consistent with the findings among pupils in school. Over four in five (83%) said that their parents/carers were 'helpful' in this regard. However, tutors were also a key source of advice for most students (only 11% say they haven't received advice from this source). Three quarters of students (73%) felt that the careers advice they received from their tutors had helped (22% said it 'helped a lot' and 50% said it 'helped a little').

Figure 51: Helpfulness of advice received from each source (students)
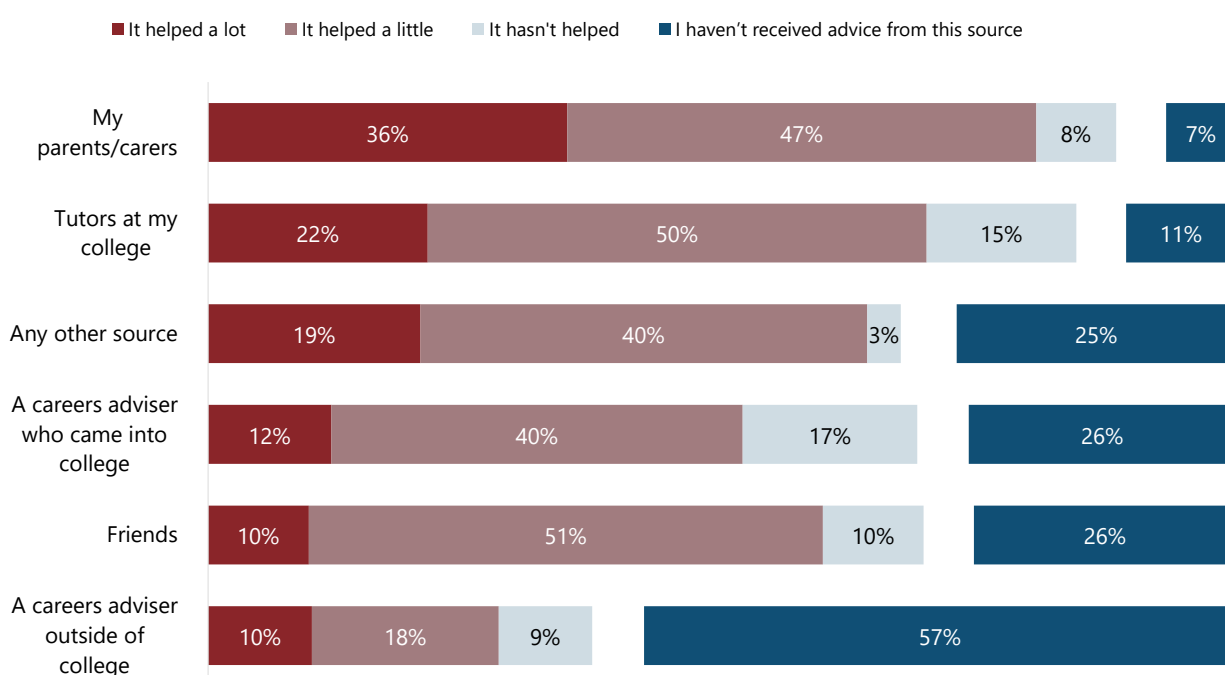
Base: All students (206)
Chart excludes 'Don't know' and 'Not stated' responses.

Differences by subgroup

Only statistically significant differences are reported here.

Student's gender

Girls were more likely to indicate that the following sources were not helpful, compared with boys:

- Teachers/tutors; 19% of girls say this source of advice 'hasn't helped', compared with 11% of boys.

- A careers adviser from outside their school; 12% of girls say this source of advice 'hasn't helped', compared with 5% of boys.

There were no significant differences by qualification type or year of learning.

Do parents/carers feel confident in their ability to advise their child on subject and career choices?

This section of the chapter examines whether parents/carers of both school pupils and college students feel confident in their ability to advise their child on subject and career choices.

Parents/carers of school pupils

Most parents/carers of school pupils felt confident in their ability to advise their child in making their 'GCSE subject choices' (72%). Half (50%) also feel confident in advising their children about 'A levels subject choices'.
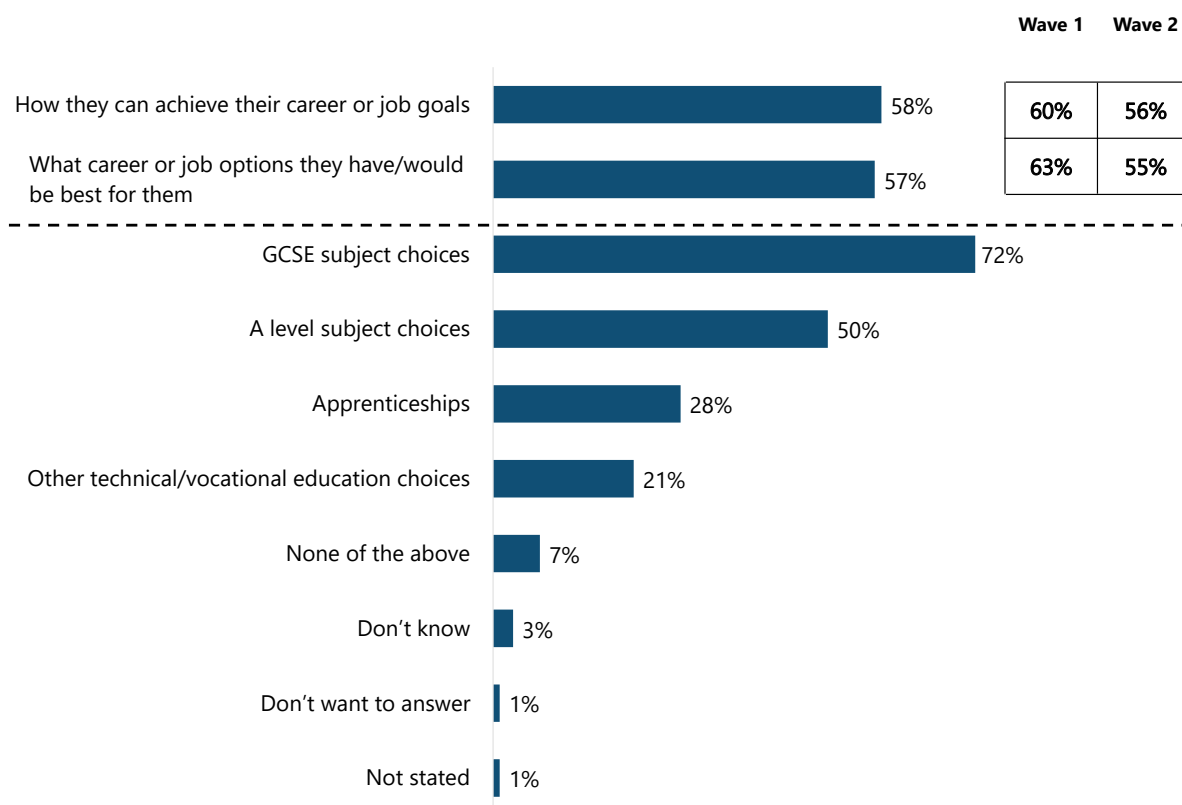
However, they are less confident in advising their children about other qualifications, such as 'apprenticeships' (28%) and 'technical/vocational education choices' (21%).

As noted in the previous section, parents/carers were the main source of careers advice for pupils. However, just three in five parents/carers felt confident in advising their child about 'how they can achieve their career/job goals' (58%) or 'what career/job options would be best for them' (57%).

At wave 1 and 2, parents/carers were also asked to consider whether they felt confident in advising their child about their career /job goals and what career/job options would suit them best[69]. The findings for wave 4 suggest a similar pattern of response, as shown in Figure 52 below.

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[69] In wave 1 and wave 2 of the research parents/carers were presented with three possible areas to comment on 'How they can achieve their career or job goals', 'What career or job options they have / world be best for them' and a combined statement which asked them to consider 'GCSEs, A Levels and technical education subject choices'. As the latter is now split into four, direct comparisons can only be made with the first two areas.

Figure 52: What parents/carers feel confident in their ability to advise their child on (school pupils)

	Wave 1	Wave 2
How they can achieve their career or job goals — 58%	60%	56%
What career or job options they have/would be best for them — 57%	63%	55%

- How they can achieve their career or job goals: 58%
- What career or job options they have/would be best for them: 57%
- GCSE subject choices: 72%
- A level subject choices: 50%
- Apprenticeships: 28%
- Other technical/vocational education choices: 21%
- None of the above: 7%
- Don't know: 3%
- Don't want to answer: 1%
- Not stated: 1%

Base: All parents/carers of school pupils (2,590)

Differences by subgroup

Only statistically significant differences are reported here.

Pupil's key stage

Parents/carers of KS3 and KS4 pupils were more likely to feel confident in advising their child about their 'GCSE subject choices' (77% and 73%, respectively) than parents/carers of KS5 pupils (61%). KS5 parents/carers were more confident in offering advice regarding 'A level subject choices' (57%, compared with 50% overall).

Disadvantage

Parents/carers with a child who is eligible for FSM were less likely to feel confident in offering advice on:

- 'GCSE subject choices' (65%, compared with 73% of parents/carers whose child is not eligible for FSM);

- 'A level subject choices' (38%, compared with 52% of parents/carers whose child is not eligible for FSM);

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- 'Achieving career or job goals' (54%, compared with 59% of parents/carers whose child is not eligible for FSM); and,

- 'Other technical/vocational education choices' (16%, compared with 22% of parents/carers whose child is not eligible for FSM).

SEN

Parents/carers of pupils with SEN were less likely to feel confident in offering advice regarding:

- 'GCSE subject choices' (62%, compared with 75% of parents/carers of pupils without SEN);

- 'A level subject choices' (33%, compared with 53% of parents/carers of pupils without SEN); and,

- 'Career or job options that would be best for them' (53%, compared with 58%) of parents/carers of pupils without SEN).

Ethnicity

Parents/carers of Black/African/Caribbean/Black British pupils were more likely to feel confident advising their child on 'how they can achieve their career goals' (67%), than parents/carers of White pupils (58%). Whereas parents/carers of Asian/Asian British pupils were more likely to express confidence in advising on 'career or job options that would suit their child best' (65%), compared with the parents/carers of White pupils (56%).

There were no significant differences found by pupil gender or region.

Parents/carers of college students

Parents/carers of college students were also asked to consider how confident they felt in their ability to advise their children on the same issues. The pattern, as shown in Figure 53, is similar to parents/carers of school pupils, with confidence highest in regards to advising their child on 'GCSE subject choices' (75%).

Notably, parents/carers of students felt more comfortable in their ability to advise their child on 'technical/vocational education choices' (36%), compared with parents/carers of school pupils (21%).

Figure 53: What parents/carers feel confident in their ability to advise their child on (students)

Category	Percentage
GCSE subject choices	75%
How they can achieve their career or job goals	61%
What career or job options they have/would be best for them	57%
A level subject choices	54%
Other technical/vocational education choices	36%
Apprenticeships	27%
None of the above	7%
Don't know	*
Don't want to answer	2%
Not stated	1%
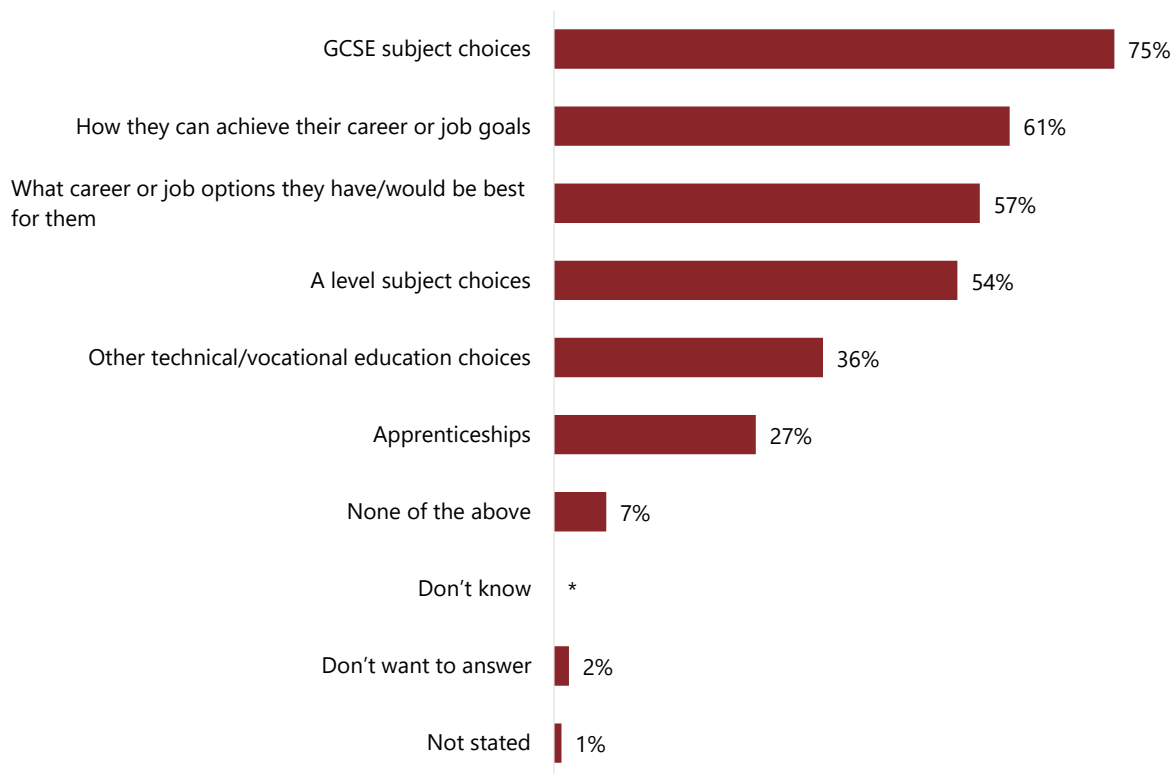
Base: All parents/carers of students (206)
NB: an asterisk (*) denotes a value greater than zero, but less than 0.5%.

Differences by subgroup

Only statistically significant differences are reported here.

Student's qualification type

Parents/carers confidence in advising their child varies by the qualification type. Parents/carers of students taking AS/A level qualifications were more likely to feel confident in advising their child on:

- 'GCSE subject choices'; 85% feel or felt confident in providing advice on this, compared with 67% of parents/carers with a child taking a technical or vocational qualification.

- 'A level subject choices'; 75% feel or felt confident in providing advice on this, compared with 45% of parents/carers with a child taking a technical or vocational qualification.

There were no significant differences by student gender or year of learning.

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What sources do parents/carers use to help or advise their child about their future job/career?

Parents/carers of school pupils and students were asked about the sources of information they use to help or advise their child about future jobs or careers.
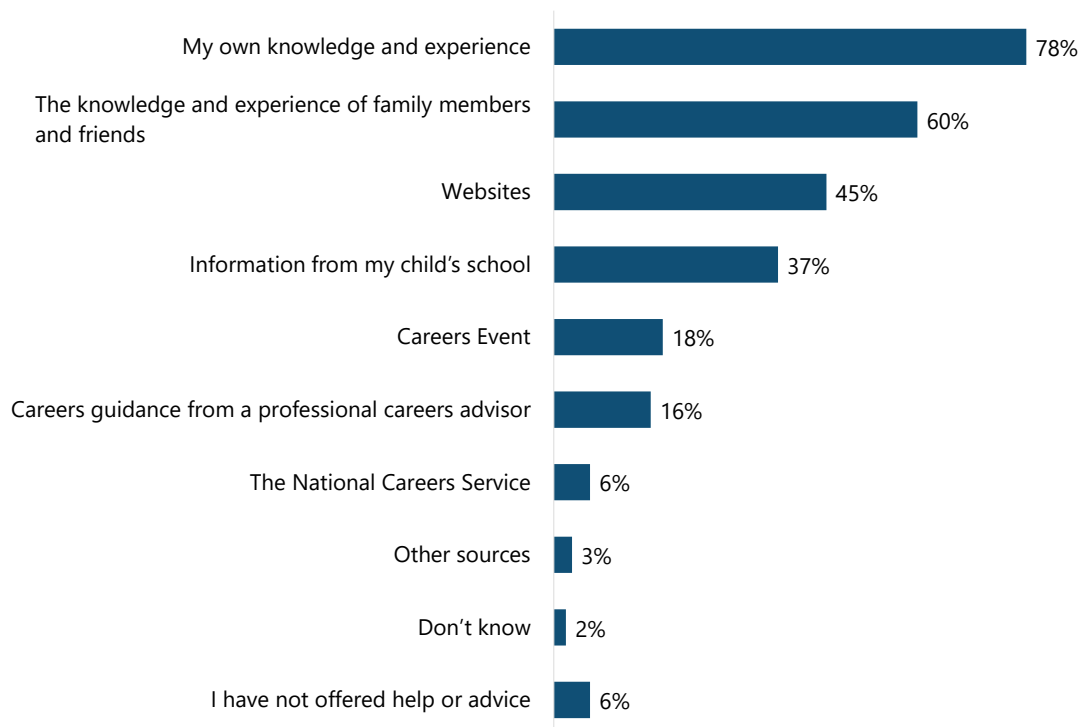
Parents/carers of school pupils

Most parents/carers of school pupils relied on their 'own knowledge and experience' or 'the knowledge and experience of family members and friends' (78% and 60%, respectively) to help or advise their child when considering possible options for their future job or career.

Less than half (45%) of parents/carers have referred to 'websites' and only two in five (37%) had used 'information from my child's school' to provide advice or support in considering career options. Fewer still have used 'careers events' (18%), 'careers guidance from a professional careers advisor' (16%) or 'The National Careers Service' (6%).

Just one in twenty (6%) said 'I have not offered help or advice', typically because their children are younger (11% of KS3 parents/carers, compared with 1% of KS5 parents/carers).

Figure 54: Sources used by parents/carers to advise pupils about their career options[70]

Source	Percentage
My own knowledge and experience	78%
The knowledge and experience of family members and friends	60%
Websites	45%
Information from my child's school	37%
Careers Event	18%
Careers guidance from a professional careers advisor	16%
The National Careers Service	6%
Other sources	3%
Don't know	2%
I have not offered help or advice	6%

Base: All parents/carers of school pupils (2,590)

Differences by subgroup

Only statistically significant differences are reported here.

Pupil's key stage

Overall, one in ten (11%) parents/carers of KS3 pupils say they have not offered help or advice to their child when considering possible future job or career options, compared with 3% of KS4 parents/carers and 1% of KS5 parents/carers.

Parents/carers of KS4 pupils were more likely to rely on their 'own knowledge and experience' (82%, compared with 76% of KS3 parents/carers) and 'the knowledge and experience of family members and friends' (64%, compared with 56% of KS3 parents/carers).

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[70] This question was also asked at wave 1 and wave 2. However, it was split in to two parts: Parents/carers were first asked 'Have you offered advice or helped your child to consider possible options for their future job and career?'. Parents/ carers who answered 'Yes' were then asked a follow-up question 'Which, if any, of the following sources did you use to help or advise your child?' They were asked to choose all that applied from a pre-coded list. In wave 2 additional options were added based on the responses in 'other' at wave 1: 'careers event', and 'the National Careers Service'. In Wave 4 the two questions were combined, rather than being asked separately, and a further new code 'Careers guidance form a professional careers advisor' was included. This means the data are not directly comparable between waves 1, 2 and 4.

Parents/carers with older children in KS5 were more likely to use 'websites' (51%, compared with 42% of parents/carers of KS3 pupils), 'information from their child's school' (43%, compared with 33% of parents/carers of KS3 pupils), and 'careers events' (25%, compared with 13% of parents/carers of KS3 pupils).

Disadvantage

Parents/carers of FSM eligible pupils were less likely to make use of most of the sources of information listed:

- 'My own knowledge and experience' (70%, compared with 80% of parents/carers of non-FSM eligible pupils);

- 'The knowledge and experience of family members and friends' (55%, compared with 61% of parents/carers whose child is not eligible for FSM);

- 'Websites' (37%, compared with 47% of parents/carers whose child is not eligible for FSM);

- 'Careers events' (13%, compared with 18% of parents/carers whose child is not eligible for FSM).

SEN

Parents/carers of pupils with SEN were also less likely to make use of most of the sources of information listed, compared with parents/carers of pupils without SEN:

- 'My own knowledge and experience' (74%, compared with 80% of parents/carers of pupils without SEN);

- 'The knowledge and experience of family members and friends' (56%, compared with 62% of parents/carers of pupils without SEN);

- ''Websites' (42%, compared with 47% of parents/carers of pupils without SEN);

- 'Information from my child's school' (30%, compared with 39% parents/carers of pupils without SEN).

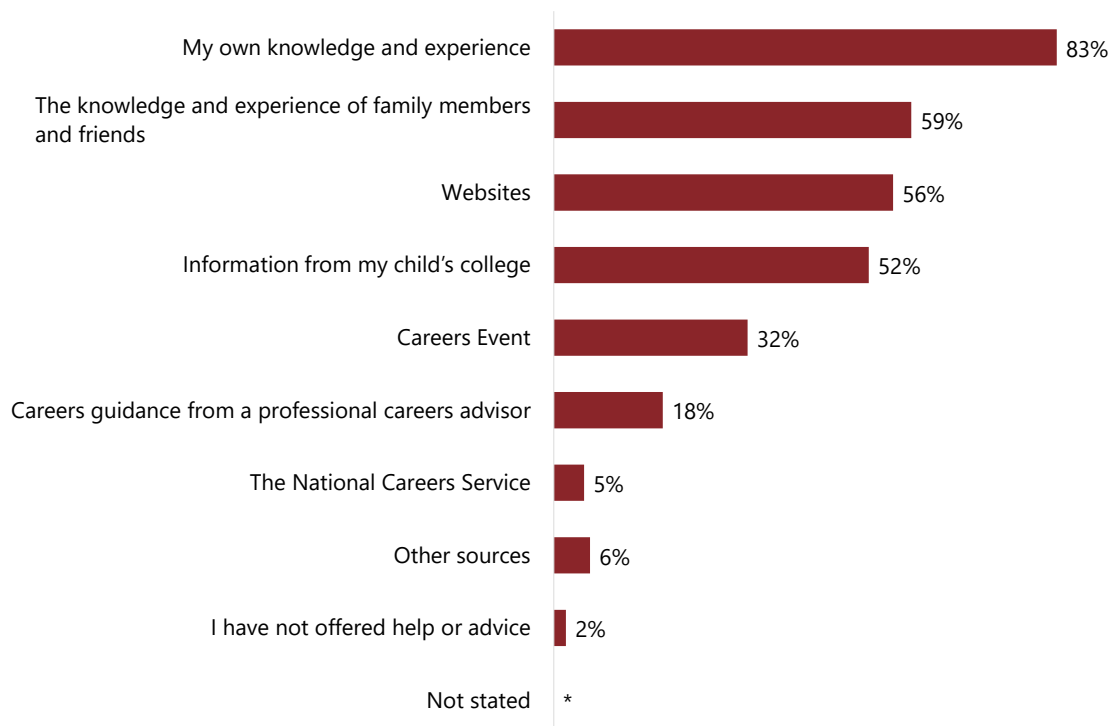*There were no significant differences by pupil gender, ethnicity or region.*

Parents/carers of college students

Parents/carers of college students also tended to rely on their 'own knowledge and experience' (83%) and 'the knowledge and experience of family members and friends' (59%) to help or advise their child when considering possible options for future jobs and careers, as shown in Figure 55.

However, parents/carers of college students were more likely to refer to websites (56%), use 'information from their child's college' (52%) and cite 'careers events' (32%), than parents/carers of school pupils.

Figure 55: Sources used by parents/carers to advise pupils about their career options (students)

Source	Percentage
My own knowledge and experience	83%
The knowledge and experience of family members and friends	59%
Websites	56%
Information from my child's college	52%
Careers Event	32%
Careers guidance from a professional careers advisor	18%
The National Careers Service	5%
Other sources	6%
I have not offered help or advice	2%
Not stated	*

Base: All parents/carers of college students (206)

NB: an asterisk (*) denotes a value greater than zero, but less than 0.5%.

Differences by subgroup

Only statistically significant differences are reported here.

Student's qualification type

Parents/carers confidence in advising their child varies by the qualification type. Parents/carers of students taking AS/A level qualifications were more likely to rely on their own knowledge and experience, compared with parents/carers of students taking technical/vocational qualifications (93%, compared with 76%).

There were no significant differences by student gender or year of learning.

What additional information would parents/carers like to help or advise their child about their future job/career?

Parents/carers of school pupils and college students were presented with a list of information relating to job/careers and asked which they would like to receive in order to help them advise their child.

Parents/carers of school pupils

When asked what additional information parents/carers of school pupils would like to help or advise their child on future job/careers, the most common response from a pre-coded list was 'the qualifications needed for particular jobs' (mentioned by 73%). Around three in five reported requiring information on 'the skills needed for particular jobs' (63%) or 'academic qualification options' (58%).

Parents/carers at wave 2 were also asked 'Which, if any, of the following would you like additional information on to help or advise your child on their future job/career options?' and prompted with the same pre-coded list.[71][72] As shown in Figure 56 the types of information that parents/carers would like has remained consistent between the two waves.

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[71] A similar question was asked in wave 1, but without the code for 'Apprenticeships'. This means the data are not directly comparable between waves 1 and 4.

[72] Department for Education (2017). "Omnibus survey of pupils and their parents/ carers: Research report wave 2"
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/626068/PPC_Omnibus_Wave_2_Report.pdf

Figure 56: Additional information parents/carers of school pupils would like to help advise pupils on future job/career options
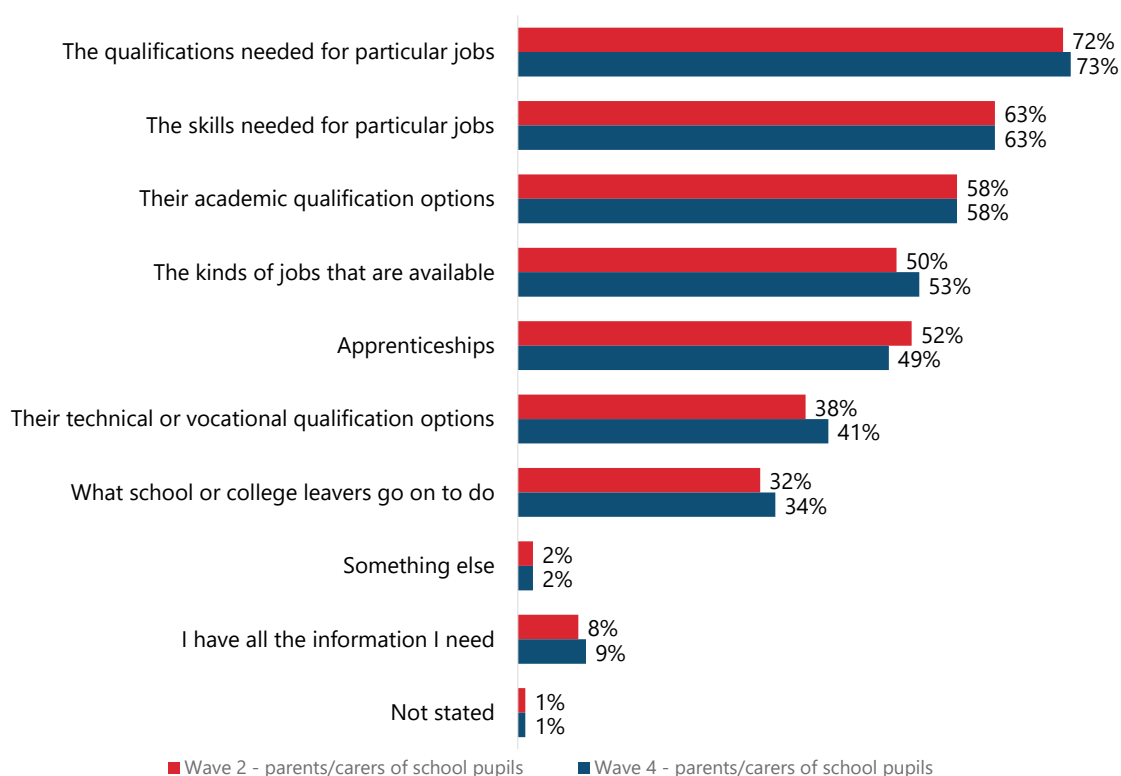
Base: All parents/carers of school pupils at wave 2 (1,595) and wave 4 (2,590)

Differences by subgroup

Only statistically significant differences are reported here.

Pupil's key stage

As shown in Table 35 below, parents'/carers' needs in regards to additional information vary by their child's key stage. Parents/carers of KS3 pupils were more likely than parents/carers of KS4 and 5 pupils to want additional information on 'the qualifications needed for particular jobs', 'the skills needed for particular jobs', 'their academic qualification options', and 'their technical or vocational qualification options'. Meanwhile, parents/carers of KS5 pupils were more likely to say 'I have all the information I need'.

Table 35: Additional information parents/carers of school pupils would like to help advise pupils on future job/career options by key stage

	KS3 (A)	KS4 (B)	KS5 (C)
Base:	*1,371*	*765*	*443*
The qualifications needed for particular jobs	80% B,C	71%	62%
The skills needed for particular jobs	68% B,C	62% C	52%
Their academic qualification options	64% B,C	55% C	48%
The kinds of jobs that are available	54%	54%	49%
Apprenticeships	53% C	54% C	36%
Their technical or vocational qualification options	46% B,C	39% C	31%
What school or college leavers go on to	37% C	35% C	25%
I have all the information I need	5%	10% A	15% A,B

ABC = significant difference at 5% risk level. Columns tested: A/B/C.

Pupil's gender

Parents/carers of boys were more likely to highlight their need for additional information regarding 'technical or vocational qualification options' (44%), compared with parents/carers of girls (37%). Similarly, parents/carers of boys were more likely to require information relating to 'apprenticeships' (54%, compared with parents/carers of girls 44%).

SEN

Parents/carers of pupils with SEN were more likely to want information relating to 'apprenticeships' (mentioned by 58%, compared with 48% of parents/carers of pupils without SEN) and 'technical or vocational qualification options' (mentioned by 47%, compared with 41% of parents/carers of pupils without SEN).

In turn, parents/carers of pupils with SEN were less likely to ask for additional information relating to 'the qualifications needed for particular jobs' (mentioned by 69%, compared with 74% of parents/carers of pupils without SEN) and 'their academic qualification options' (52%, compared with 59% of parents/carers of pupils without SEN).

There were no significant differences by disadvantage, pupil ethnicity or region.
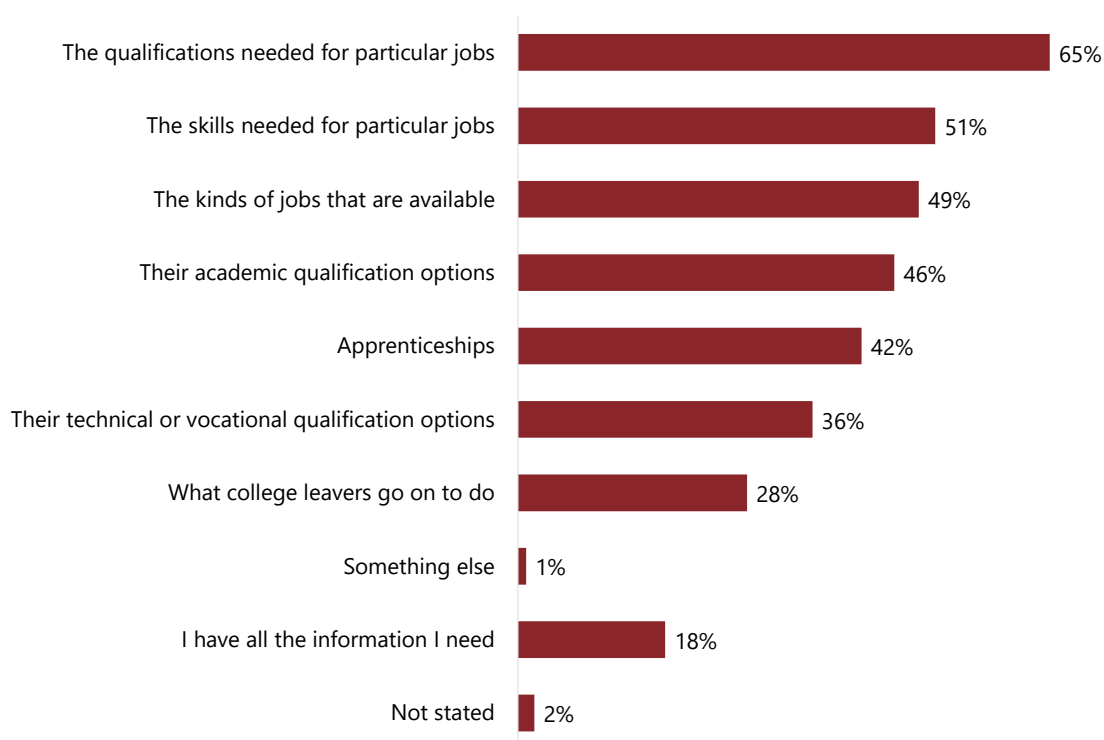
Parents/carers of college students

Parents/carers of college students would like additional information on a range of topics to help or advise their child on job/career options, the most common being information about 'the qualifications needed for particular jobs', mentioned by two-thirds (65%).

Around half of parents/carers identified information about 'the skills needed for jobs (51%), 'the kinds of jobs that are available' (49%) and 'their academic qualification options' (46%).

One in five parents/carers of students (18%) said they have all the information they need to advise their child on future job/career options.

Figure 57: Additional information parents/carers of college students would like to help advise students on future job/career options

Category	Percentage
The qualifications needed for particular jobs	65%
The skills needed for particular jobs	51%
The kinds of jobs that are available	49%
Their academic qualification options	46%
Apprenticeships	42%
Their technical or vocational qualification options	36%
What college leavers go on to do	28%
Something else	1%
I have all the information I need	18%
Not stated	2%

Base: All parents/carers of college students (206)

Differences by subgroup

Only statistically significant differences are reported here.

Student's gender

As noted above in regards to parents/carers of school pupils, additional information needs also differed by gender of college student. Parents/carers of male students were more likely to identify information regarding 'apprenticeships' (56%, compared with 32%)

and 'technical or vocational qualification options' (46%, compared with 28%), than those of a female student.

There were no significant differences by year of learning or qualification type.

What are school pupil's and college student's main priorities in terms of a future career or job?

School pupils and college students were asked to think ahead to their future career or job, and, from a pre-coded list, select up the three responses which reflect their main priorities.

This question was replicated from the wave 3 survey of school pupils, allowing for comparisons in views across the two studies. [73]
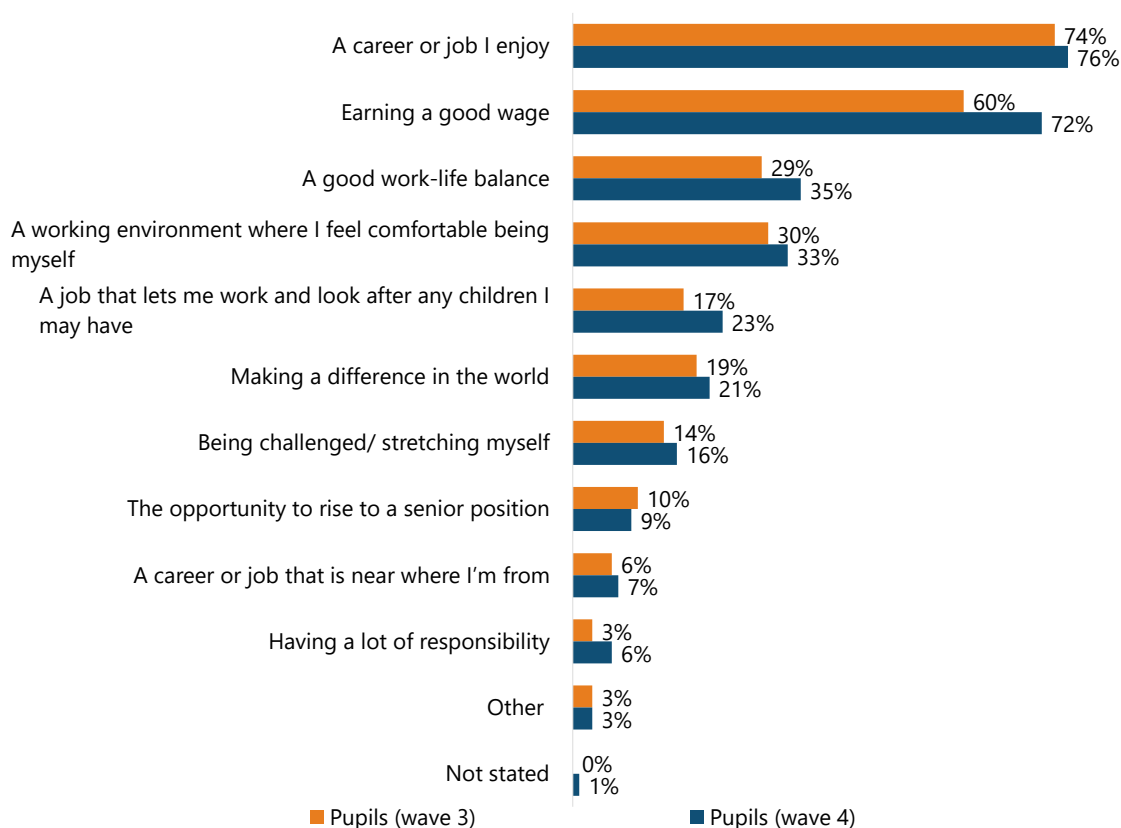
School pupils

The overriding consideration for school pupils is to be able to do 'A career or job I enjoy', mentioned by 76%, followed by 'earning a good wage' (72%). Pupils were less likely to prioritise a good work-life balance (35%) or career progression (10%) when considering their future career/job.

The pattern for priorities in terms of expectations of a future career or job have remained similar between wave 3 and wave 4, with pupils consistently prioritising 'A career or job I enjoy'. However, more pupils in wave 4 highlighted 'earning a good wage' as a priority for their future career/job (72% in wave 4, compared with 60% in wave 3) and 'a good work-life balance' job (72% in wave 4, compared with 60% in wave 3), as shown in Figure 58.

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[73] "Department for Education (2018). "Omnibus survey of pupils and their parents/ carers: Research report wave 3"
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/677696/Pupils_and_their_parents_or_carers_omnibus_-_wave_3_survey.pdf

Figure 58: The main priorities for pupils in terms of their future job/career (wave 3 and 4)

Priority	Pupils (wave 3)	Pupils (wave 4)
A career or job I enjoy	74%	76%
Earning a good wage	60%	72%
A good work-life balance	29%	35%
A working environment where I feel comfortable being myself	30%	33%
A job that lets me work and look after any children I may have	17%	23%
Making a difference in the world	19%	21%
Being challenged/ stretching myself	14%	16%
The opportunity to rise to a senior position	10%	9%
A career or job that is near where I'm from	6%	7%
Having a lot of responsibility	3%	6%
Other	3%	3%
Not stated	0%	1%

Base: All school pupils at wave 3 (1,504) and wave 4 (2,590)

Differences by subgroup

Only statistically significant differences are reported here.

Pupil's key stage

KS5 pupils were more likely to prioritise 'A career or job I enjoy' (80%, compared with 74% of KS3 pupils) and 'The opportunity to rise to a senior position' (12%, compared with 8% of KS3 pupils). Conversely, KS3 pupils were more likely to highlight the importance of 'A career that lets me work and look after my children' (27%, compared with 17% of KS5 pupils).

Pupil's gender

In line with the findings from the wave 3 study, boys were more likely to prioritise 'Earning a good wage' than girls (77%, compared with 66%). In wave 4, boys highlight this as the most important consideration for a future career/job.

Girls were more likely than boys to highlight 'A working environment where I feel comfortable being myself' (37%, compared with 28%), 'A career that lets me work and look after my children' (25%, compared with 20%) and 'Making a difference in the world' (27%, compared with 17%).
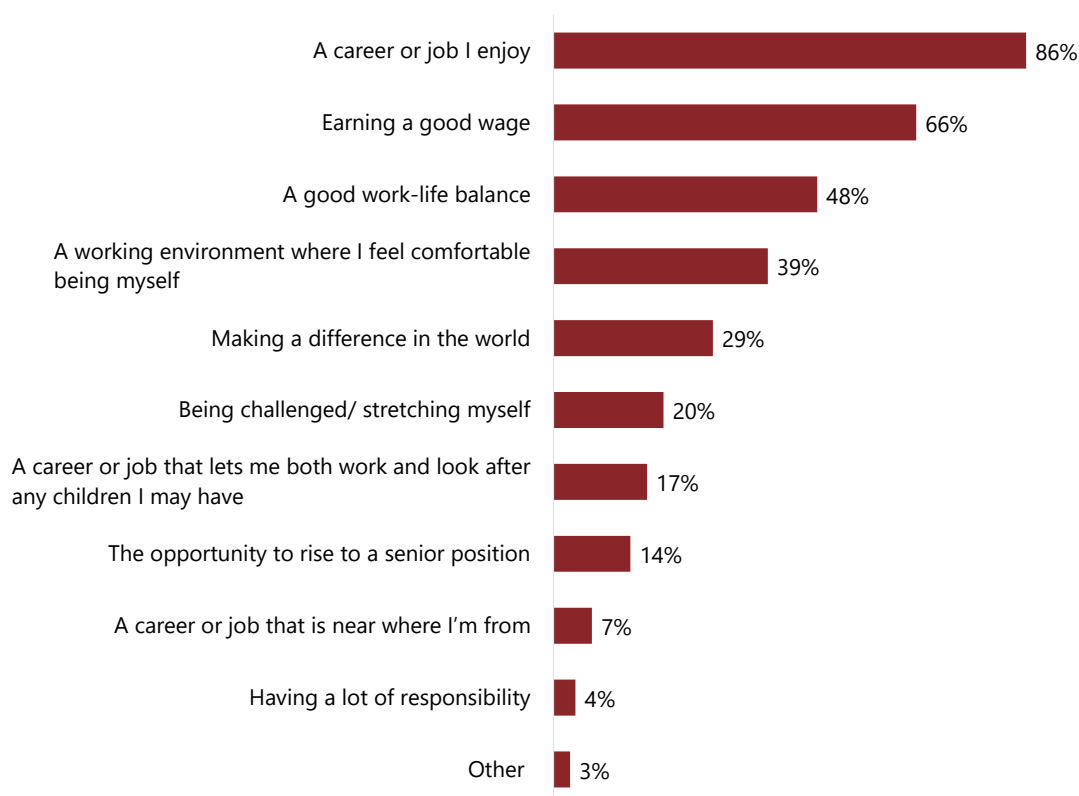
There were no significant differences by disadvantage, SEN, ethnicity or region.

College students

College students' key priorities in terms of their future career or job were in line with those of school pupils, namely 'A career or job I enjoy' (86%) and 'Earning a good wage' (66%).

However, students were significantly more likely to highlight the importance of achieving 'A good work-life balance', than school pupils (48%, compared with 35%).

Figure 59: The main priorities for students in terms of their future job/career

Priority	%
A career or job I enjoy	86%
Earning a good wage	66%
A good work-life balance	48%
A working environment where I feel comfortable being myself	39%
Making a difference in the world	29%
Being challenged/ stretching myself	20%
A career or job that lets me both work and look after any children I may have	17%
The opportunity to rise to a senior position	14%
A career or job that is near where I'm from	7%
Having a lot of responsibility	4%
Other	3%

Base: All students (206)

Differences by subgroup

Only statistically significant differences are reported here.

Student's gender

Female students were more likely to highlight 'Making a difference in the world' as a priority when choosing a future career or job than male students (37% and 17%, respectively).

Student's year of learning

Students in their first year of learning are more likely to prioritise 'earning a good wage' (73%), than those in their second year (57%). However, the main priority for first year students remains 'a career or job I enjoy' (87%).

There were no significant differences by qualification type.

What are parents/carers main priorities in terms of a future career or job for their child?

Parents/carers of both school pupils and college students were asked 'Thinking about your child's future career or job, what do you think their main priorities should be'. The same pre-coded list was shown to parents/carers, as to school pupils and college students, who were then asked to select up to three answers.

Parents/carers of school pupils

Parents/carers and school pupils both prioritise 'A career or job I/they enjoy' in regards to future careers/jobs. However, views differ over the importance of other factors. As shown in Figure 60 below, parents/carers were more likely to highlight the importance of 'A good work/life balance', 'A working environment where they feel comfortable', 'A career or job that challenges/stretches them' and 'The opportunity to rise to a senior position', than pupils

Figure 60: The main priorities for future job/careers – the views of pupils and their parents/carers

Priority	Parents/carers (wave 4)	Pupils (wave 4)
A career or job I/they enjoy	84%	76%
A good work-life balance	61%	35%
Earning a good wage	41%	72%
A working environment where I/they feel comfortable being myself/themselves	40%	33%
Being stretched/challenging myself/themselves	21%	16%
Making a difference in the world	17%	21%
The opportunity to rise to a senior position	15%	9%
A job that lets me/them both work and look after any children I/they may have	12%	23%
Having a lot of responsibility	5%	6%
A career or job that is near where I'm/they're from	4%	7%
Other	1%	3%
Not stated	0%	1%

Base: All school pupils at wave 4 (2,590) and all parents/carers of school pupils at wave 4 (2,590)

Paired response

Amongst the paired responses, there was considerable disparity between the main priorities of pupils and their parents/carers. For example, in just 5% of cases the pupil and their parent/carer both prioritised 'being challenged/stretched', while in 10% of cases it was just the pupil that gave this answer and in 14% of cases it was just the parent/carer.

Pupils were significantly more likely to prioritise the following, compared with their parent/carer:

- 'Earning a good wage' (36% of pupils, compared with 7% of their parents/carers);

- 'A career or job that lets me both work and look after any children I may have' (18% of pupils, compared with 6% of their parents/carers);

- 'Making a difference in the world' (14% of pupils, compared with 11% of their parents/carers); and

- 'A career or job that is near where I'm from' (6% of pupils, compared with 4% of their parents/carers).

Parents/carers were significantly more likely to prioritise the following, compared with their child:

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- 'A good work-life balance' (36% of parents/carers, compared with 10% of their children);

- 'A career or job that they enjoy' (18% of parents/carers, compared with 10% of their children);

- 'Being challenged/stretched' (14% of parents/carers, compared with 10% of their children);

- 'A working environment where they feel comfortable being themselves' (23% of parents/carers, compared with 16% of their children); and

- 'The opportunity to rise to a senior position' (12% of parents/carers, compared with 5% of their children).

Differences by subgroup

Only statistically significant differences are reported here.

Pupil's gender

In line with the findings from the survey of pupils, parents/carers of boys were more likely to prioritise 'Earning a good wage', than parents/carers of girls (44%, compared with 39%). Whereas, parents/carers of girls were more likely to highlight 'A working environment where they would feel comfortable' (42%, compared with 37%).

SEN

A key priority for parents/carers of children with SEN was to find a job/career with 'A working environment where they would feel comfortable' (mentioned by 49%, compared with 38% of parents/carers of children without SEN).

Parents/carers of children with SEN were, however, less likely to prioritise:

- ''Earning a good wage' (32%, compared with 43% of parents/carers of children without SEN); and,

- 'A career or job that challenges/stretches them' (15%, compared with 23% of parents/carers of children without SEN).

Pupil's ethnicity

There were also differences in response of parents/carers by ethnicity. Parents/carers of White pupils were more likely to prioritise 'A good work/life balance' (64%) compared with parents/carers of Asian/Asian British pupils (53%) and parents/carers of Black/African/Caribbean/Black British pupils (48%).

Parents/carers of White pupils were less likely to prioritise 'A career/job that allows them to make a difference in the world' (14%) compared with parents/carers of Asian/Asian

British pupils (31%) and parents/carers of Black/African/Caribbean/Black British pupils (30%).

There were no significant differences by disadvantage or region.

Parents/carers of college students

Figure 61 illustrates how views vary between college students and their parents/carers in the same way as school pupils and their parents/carers.

Overall, both students and their parents/carers prioritised 'A career or job I/they enjoy' in regards to future careers/jobs (86% and 90%, respectively). However, 'A good work/life balance' (62% and 48%, respectively) and 'A working environment where they feel comfortable' (58% and 39%, respectively) were more likely to be highlighted by parents/carers than students.

Figure 61: The main priorities for future job/careers – the views of students and their parents/carers
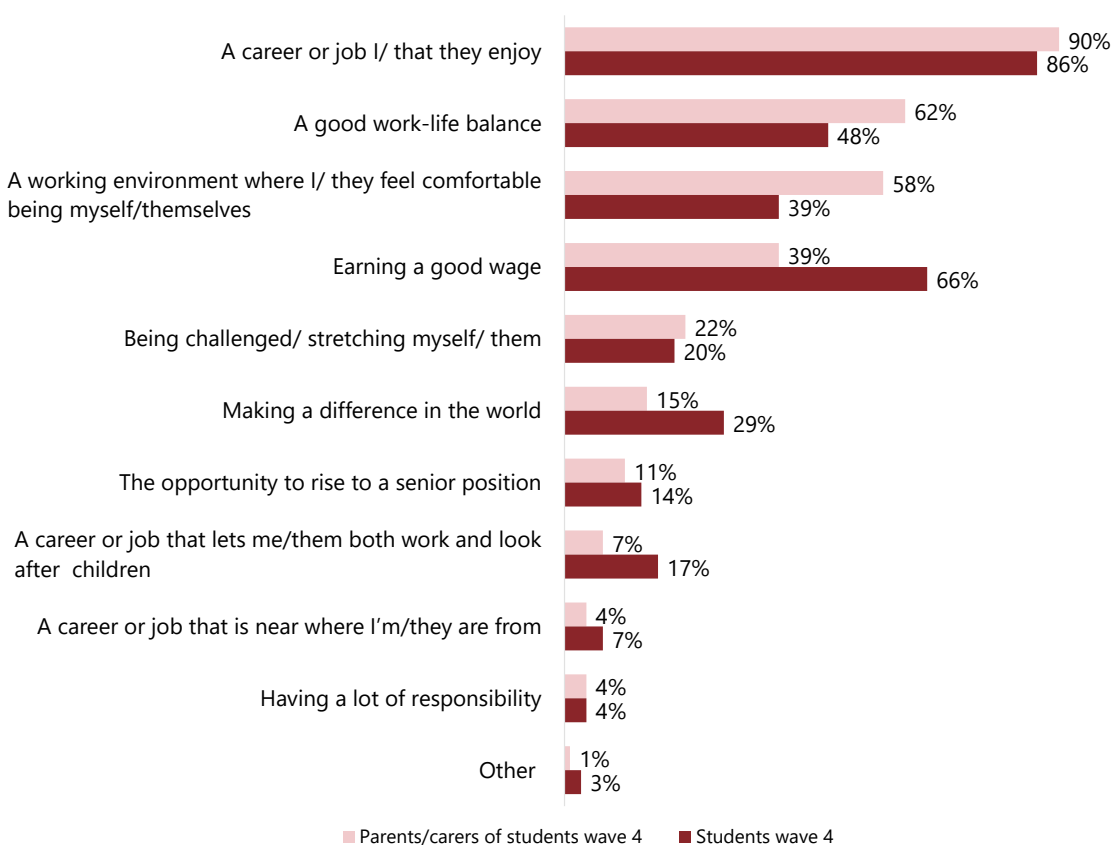
Base: All parents/carers of students (206) and students (206)

Paired response

Amongst the paired responses, there was considerable disparity between the main priorities of students and their parents/carers. For example, in just 6% of cases the student and their parent/carer both prioritised 'being challenged/stretched', while in 14%

of cases it was just the student that gave this answer and in 16% of cases it was just the parent/carer.

Students were significantly more likely to prioritise the following, compared with their parent/carer:

- 'Earning a good wage' (34% of students, compared with 9% of their parents/carers);

- 'A career or job that lets me both work and look after any children I may have' (15% of students, compared with 5% of their parents/carers); and

- 'Making a difference in the world' (21% of students, compared with 5% of their parents/carers).

Parents/carers were significantly more likely to prioritise the following, compared with their child:

- 'A good work-life balance' (33% of parents/carers, compared with 17% of their children); and

- 'A working environment where they feel comfortable being themselves' (29% of parents/carers, compared with 12% of their children).

Differences by subgroup

There were no significant differences among subgroups of parents/carers of college students by gender, year of learning or qualification type.

Do school pupils know what kind of career/job they want when they finish their education?

School pupils were asked 'Do you know what kind of career or job you might want when you finish your education?', and given three possible responses to choose one option from:

- Yes – I have a specific idea of the career or job I want

- Yes – I have a general idea of the career or job I want

- No – I don't have an idea of a career or job I want

This question was replicated from wave 3, allowing for comparisons to be made between the two studies.

The same question was asked of their parents/carers in order to compare responses.

School pupils

Overall, school pupils in waves 3 and 4 were more likely to say 'I have a *general* idea of the career or job I want' (46%), than have a specific idea (31%) or have no idea at all (18%).

As shown in Figure 62, at wave 4, pupils were more likely to say they have 'a specific idea of the career or job I want', than those who took part in the previous wave (31%, compared with 25%). In contrast, wave 4 pupils were less likely to 'have a general idea of the career or job I want' (46%, compared with 53% in wave 3).

Figure 62: Whether pupils know what kind of career or job they might want when they finish their education
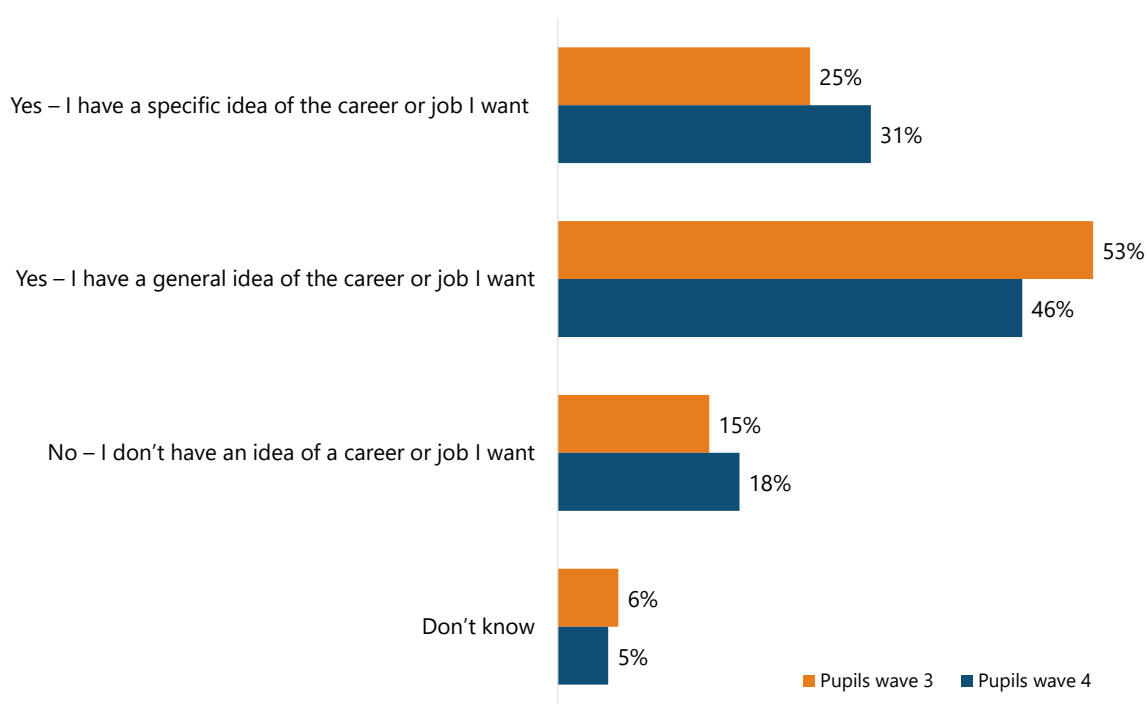
Base: All school pupils at wave 3 (1,504) and wave 4 (2,590)

Differences by subgroup

Only statistically significant differences are reported here.

Pupil's key stage

KS5 pupils were more likely to have 'a specific idea of the career or job I want' (38%) than younger pupils in KS3 (28%) and KS4 (30%).

Disadvantage

In line with the findings from the wave 3 survey, FSM eligible pupils were more likely to say 'I have a specific idea of the career or job I want' (40%, compared with 29% of those

who are not eligible). They were less likely to say 'I have a *general* idea of the career or job I want' (38%, compared with 47% of those who are not eligible).

There were no significant differences by pupil gender, SEN, ethnicity or region.

Do parents/carers know what kind of career/job their child wants when they finish their education?

Parents/carers of school pupils were asked a similar question to children: 'Does your child know what kind of career or job they might want when they finish their education?', and given the same three possible responses to choose from.

This question was also asked of parents/carers of school pupils at wave 3. Trend data is highlighted in Figure 63.

Parents/carers of school pupils

Parents/carers of school pupils tend to think that their child 'has a general idea of the career or job they want' (mentioned by 44%). Just 23% say that their child 'has a specific idea', while 31% say they no idea of the career or job they want.

As shown in Figure 63 below, parents/carers at wave 4 were less inclined to say that their child 'has a general idea of the career or job they want' (44%, compared to 48% at wave 3) and more inclined to say that they have no idea (31%, compared with 28%).

Figure 63: Whether parents/carers think their child knows what kind of career or job they want when they finish their education

Yes – my child has a specific idea of the career or job they want
- 22%
- 23%

Yes – my child has a general idea of the career or job they want
- 48%
- 44%

No – my child doesn't have an idea of a career or job they want
- 28%
- 31%

Don't know
- 2%
- 2%

Not stated
- 0%
- 1%

■ Parents/carers of school pupils - wave 3   ■ Parents/carers of school pupils - wave 4
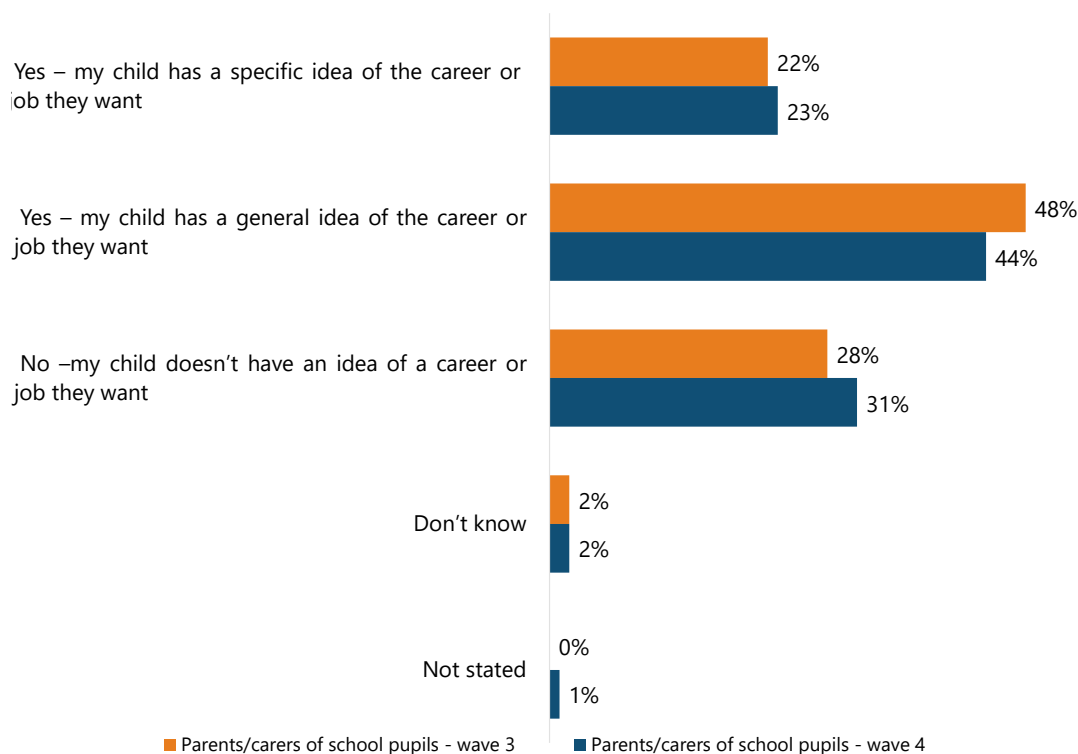
Base: All parents/carers of school pupils at wave 3 (1,504) and wave 4 (2,590)

Paired response[74]

Overall, there were 67% of cases where both the pupil and their parent/carer said that the pupil had an idea (specific or general) of the career of job they might want. In 13% of cases the pupil said that they had an idea while the parent/carer said they did not; in 3% of cases the parent/carer said that their child had an idea while the child did not; and in 17% of cases neither the pupil or their parent/carer said the pupil had an idea of the career or job they might want.

Differences by subgroup

Variations in attitudes among parents/carers mirror those of school pupils. Only significant differences are reported here.

Pupil's key stage

Parents/carers of KS5 pupils were more likely to believe that their child has 'a specific idea of the career or job I want' (34%) than younger pupils in KS3 (17%) and KS4 (26%).

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[74] Paired analysis excludes pairs where one or both respondents said 'don't know' or 'not stated'

Disadvantage

Parents/carers of FSM eligible pupils were more likely to say their child has 'a specific idea of the career or job I want' (30%), compared with 22% of those who were not eligible.

SEN

Parents/carers of children with SEN were less likely to think that their child has either 'a specific' or 'general' idea of a career or job they want when they finish their education, compared with parents/carers of children without SEN (61%, compared with 69%).

There were no significant differences by pupil gender, ethnicity or region.

Do college students know what kind of career/job they want when they finish their education?

College were also asked 'Do you know what kind of career or job you might want when you finish your education?', and given three possible responses to choose one option from:
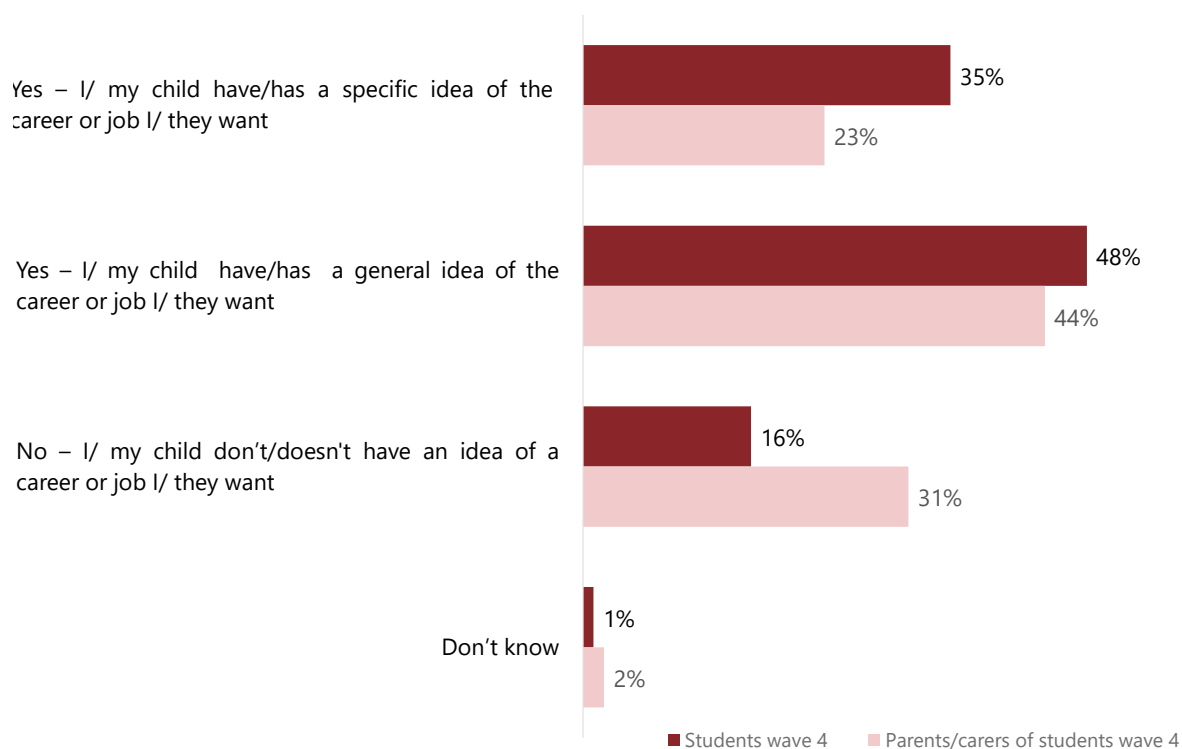
- Yes – I have a specific idea of the career or job I want

- Yes – I have a general idea of the career or job I want

- No – I don't have an idea of a career or job I want

The same question was asked of their parents/carers of college students in order to compare responses.

College students

Around half of college students (48%) said 'I have a *general* idea of the career or job I want', while a third (35%) 'have a *specific* idea' and just 16% say 'I don't have an idea of a career or job I want'. These Figures are in line with the survey of school pupils.

Figure 64: Whether students know what kind of career or job they might want when they finish their education

Yes – I/ my child have/has a specific idea of the career or job I/ they want
- Students wave 4: 35%
- Parents/carers of students wave 4: 23%

Yes – I/ my child have/has a general idea of the career or job I/ they want
- Students wave 4: 48%
- Parents/carers of students wave 4: 44%

No – I/ my child don't/doesn't have an idea of a career or job I/ they want
- Students wave 4: 16%
- Parents/carers of students wave 4: 31%

Don't know
- Students wave 4: 1%
- Parents/carers of students wave 4: 2%

■ Students wave 4   ■ Parents/carers of students wave 4

Base: All college students and parent/carers of college students (206)

Differences by subgroup

Only statistically significant differences are reported here.

Student's gender

Looking at a combined Figure for 'I have a specific idea of the career or job I want' with 'I have a general idea of the career or job I want', illustrates differences in gender. Overall female students were more likely to have an idea of the career or job they want than male students (89%, compared with 74%).

There were no significant differences by year of learning or qualification type.

Do parents/carers of college students know what kind of career/job their child wants when they finish their education?

Parents/carers of college students were also asked 'Does your child know what kind of career or job they might want when they finish their education?', and given the same three possible responses to choose from.

Parents/carers of college students

As shown in Figure 64 above, the views of college students and their parents/carers are consistent regarding a future career/job: Parents/carers are most likely to say their child has a 'general idea of the career or job they want' (46%), which is also the most common response from students (48%). Just a third of parents/carers think that their child has 'a specific idea' (33%).

Differences by subgroup

Only statistically significant differences are reported here.

Student's gender

Parents/carers of female students were more likely to say that their child 'has a specific idea of the career or job they want' (40%), compared with parents/carers of male students (24%).

There were no significant differences by year of learning or qualification type.

Paired response[75]

Overall, there were 78% of cases where both the student and their parent/carer said that the student had an idea (specific or general) of the career of job they might want. In 7% of cases the student said that they had an idea while the parent/carer said they did not; in 4% of cases the parent/carer said that their child had an idea while the child did not; and in 10% of cases neither the student or their parent/carer said the student had an idea of the career or job they might want.

Do school pupils and college students know what kinds of skills and qualifications are needed for a future job/career?

School pupils and college students were presented with the following statement and asked how much they agreed or disagreed with it:

'I know what kinds of skills and qualifications I might need for my future job/career'.

If they had answered 'Yes – I have a specific idea of the career or job I want' or 'Yes – I have a general idea of the career or job I want' at the previous question they were asked to think about the career/job they have in mind. Otherwise they were asked to think about careers more generally.

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[75] Paired analysis excludes pairs where one or both respondents said 'don't know' or 'not stated'

This question was first asked of school pupils at wave 3, allowing for comparisons to be made at wave 4.

School pupils

Most school pupils (69%) agreed or strongly agreed that they 'know what kinds of skills and qualifications they might need for their future job/career'. Just one in twenty (6%) disagreed.

As shown in Figure 65 below, these findings are consistent with the views of school pupils who participated in wave 3.

Figure 65: Whether school pupils agree or disagree with the statement 'I know what kinds of skills and qualifications I might need for my future job/career''
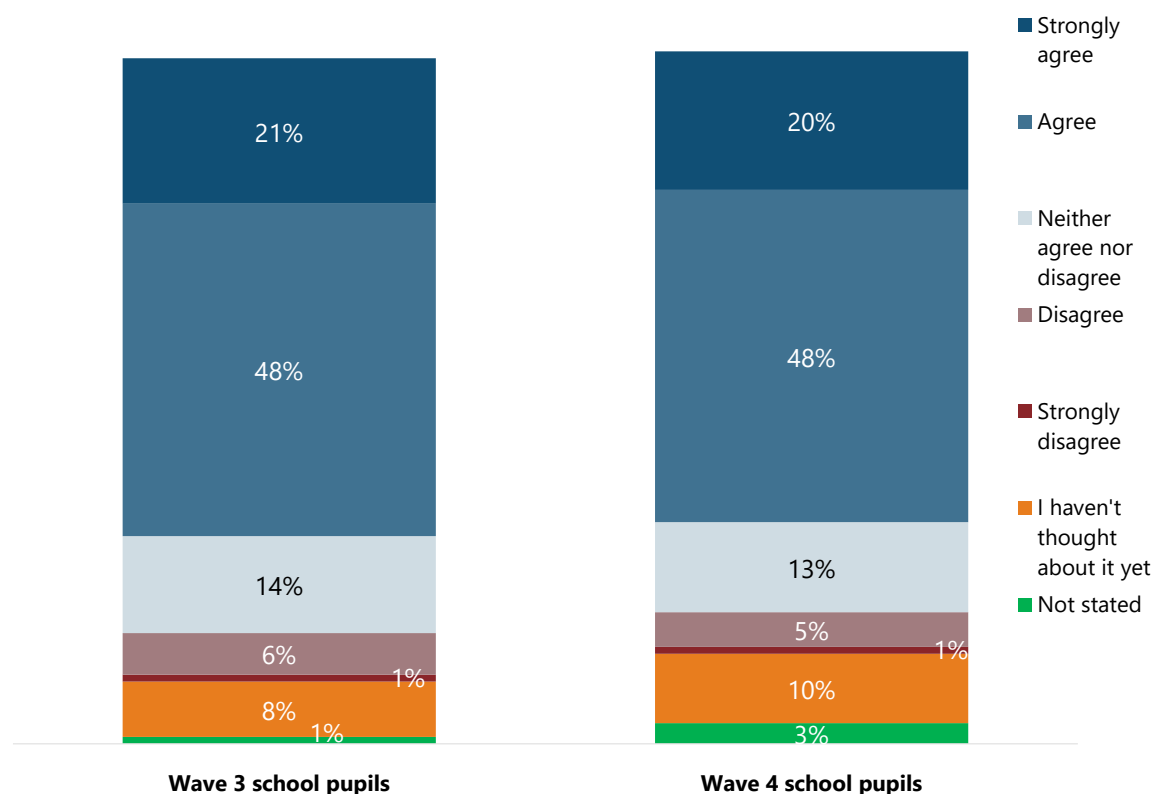
Base: All school pupils at wave 3 (1,504) and wave 4 (2,590)

Differences by subgroup

Only statistically significant differences are reported here.

Pupil's key stage

The clearest variation in response to this question is by pupils' key stage, which is similar to the pattern at wave 3. KS5 pupils were more likely to 'strongly agree' or 'agree' that

they know what kinds of skills and qualifications they might need for their future job/career (82%), compared with pupils in KS3 (60%) and KS4 (73%).

SEN

School pupils without SEN were more likely to 'strongly agree' or 'agree' with the statement 'I know what kinds of skills and qualifications I might need for my future job/career' (72% combined, compared with pupils with SEN 57%).

There were no significant differences by pupil gender, disadvantage, ethnicity or region.

College students

Most college students (80%) 'strongly agree' or 'agree' that they know what skills or qualifications they may need for a future job/career. Overall, they were more likely to 'strongly agree' (32%) with the statement, than school pupils (20%), as shown in Figure 66 below, reflecting the age variations highlighted above.

Figure 66: Whether school pupils and college students agree or disagree with the statement '*I know what kinds of skills and qualifications I might need for my future job/career''*
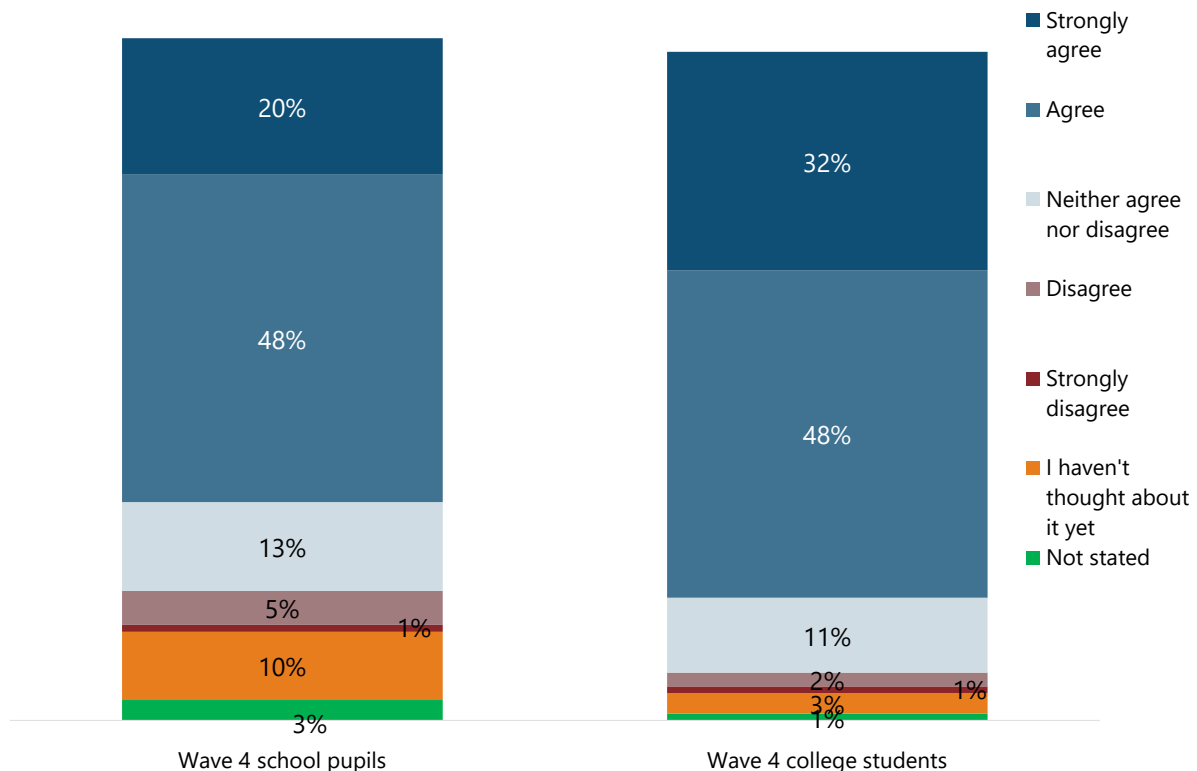
Base: All school pupils at wave 4 (2,590) and college students at wave 4 (206)

These findings are consistent across subgroups.

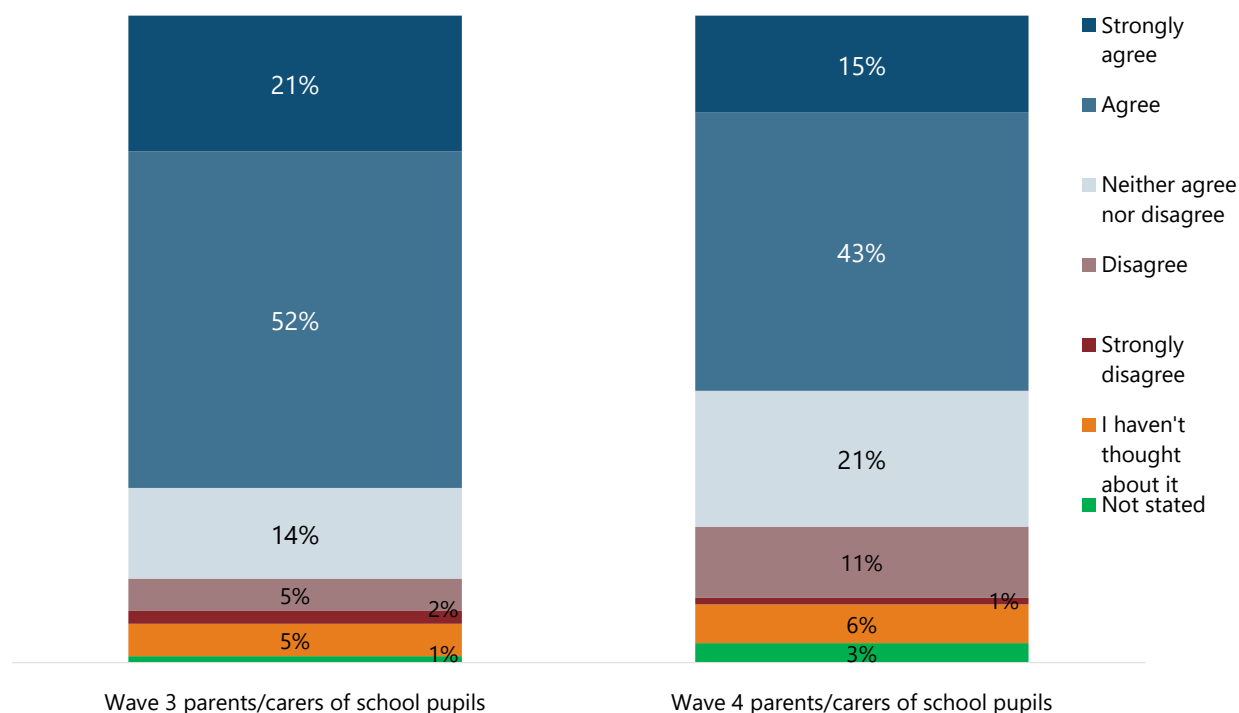# Do parents/carers know what kind of career/job their child wants when they finish their education?

Parents/carers of both school pupils and college students were asked to consider whether they know what kinds of skills and qualifications their child might need for their future job/career. Once again, an 'agree'/'disagree' format was used and parents/carers were asked to think back to their response to the previous question.

This question was also asked of parents/carers of school pupils at wave 3. Trend data is highlighted in Figure 67.

Parents/carers of school pupils

At wave 4 parents/carers of school pupils were less likely to agree (either 'strongly agree' or 'agree') that they know what kinds of skills or qualification their child might need (58%) compared with the response from parents/carers at wave 3 (73%) and school pupils at wave 4 (69%).

Figure 67: Whether parents/carers of school pupils agree or disagree with the statement 'I know what kinds of skills and qualifications my child might need for their future job/career''

Wave 3 parents/carers of school pupils — Wave 4 parents/carers of school pupils

Legend: Strongly agree, Agree, Neither agree nor disagree, Disagree, Strongly disagree, I haven't thought about it, Not stated

Wave 3 values: 21%, 52%, 14%, 5%, 2%, 5%, 1%
Wave 4 values: 15%, 43%, 21%, 11%, 1%, 6%, 3%

Base: All parents/carers of school pupils at wave 3 (1,504), wave 4 (2,590) and parents/carers of college students at wave 4 (206)

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Paired response[76]

In around half (45%) of cases, the pupil and the parent/carer gave the same response as to whether they agreed or disagreed that they knew what kinds of skills and qualifications they needed. However, in 19% of cases the pupil had a higher level of agreement than their parent/carer, and in 36% of cases the parent/carer had a higher level of agreement than their child. [77]

Differences by subgroup

Only statistically significant differences are reported here.

Pupil's key stage

As with school pupils, parents/carers views differ by their child's key stage. Parents/carers of KS5 pupils were more likely to 'strongly agree' or 'agree' that they 'know what kinds of skills and qualifications their child might need for their future job/career' (66%), compared with pupils in KS3 (52%).

Disadvantage

Parents/carers with children eligible for FSM are more likely to disagree with the statement *'I know what kinds of skills and qualifications my child might need for their future job/career',* compared with parents/carers whose child is not eligible (14%, compared with 11%).

SEN

Consistent with the views of school pupils, parents/carers of children without SEN were more likely to 'strongly agree' or 'agree' with the statement *'I know what kinds of skills and qualifications my child might need for their future job/career'* (60%), compared with parents/carers of pupils with SEN (52%).

There were no significant differences at wave 4 by pupil gender, ethnicity or region.
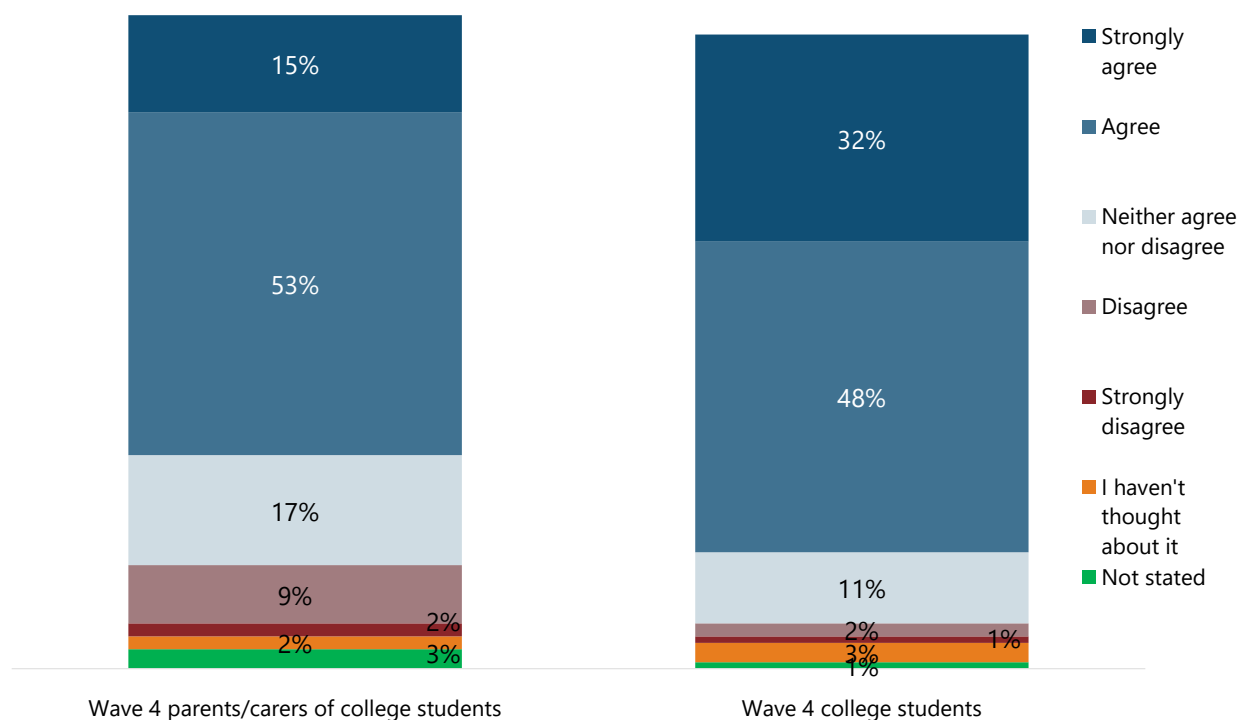
Parents/carers of college students

Over two-thirds of parents/carers of college students say they know what skills and qualifications their child might need for a future job/career (68% either 'strongly agree' or 'agree'). This compares to 80% of students who 'agree' or 'strongly agree', overall.

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[76] Paired analysis excludes pairs where one or both respondents said 'I haven't thought about it yet' or 'not stated'.
[77] Higher level of agreement on the scale 'strongly disagree' – 'disagree' – 'neither agree nor disagree' 'agree' – 'strongly agree'.

Figure 68: Whether parents/carers of college students agree or disagree with the statement 'I know what kinds of skills and qualifications my child might need for their future job/career''

Wave 4 parents/carers of college students

Wave 4 college students

Legend: Strongly agree; Agree; Neither agree nor disagree; Disagree; Strongly disagree; I haven't thought about it; Not stated

Base: All parents/carers of college students at wave 4 (206) and college students at wave 4 (206)

Paired response[78]

In 41% of cases, the student and the parent/carer gave the same response as to whether they agreed or disagreed that they knew what kinds of skills and qualifications they needed. However, in 17% of cases the student had a higher level of agreement[79] than their parent/carer, and in 42% of cases the parent/carer had a higher level of agreement than their child.

Differences by subgroup

Only statistically significant differences are reported here.

Student's gender

Parents/carers of female students were more likely to 'strongly agree' that they know what skills and qualifications their child will need to pursue their chose job/career, than parents/carers of male students (21%, compared with 7%).

There were no significant differences by student year of learning or qualification type.

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[78] Paired analysis excludes pairs where one or both respondents said 'I haven't thought about it yet' or 'not stated'.
[79] Higher level of agreement on the scale 'strongly disagree' – 'disagree' – 'neither agree nor disagree' 'agree' – 'strongly agree'.

Do pupils and students know where to get information about the skills and qualifications for a future job/career?

School pupils and college students were presented with the following statement and asked how much they agreed or disagreed with it:

'I know where I would be able to get more information about the skills and qualifications I need for my future job/career'.

As before, if they had answered 'Yes – I have a specific idea of the career or job I want' or 'Yes – I have a general idea of the career or job I want' at the previous question they were asked to think about the career/job they have in mind. Otherwise they were asked to think about careers more generally.

This question was first asked of school pupils at wave 3, allowing for comparisons to be made at wave 4.

School pupils

Three in five school pupils (62%) agree that they know where to get more information about the skills and qualifications they might need for their future job/career', 21% 'strongly agree' and 42% 'agree'. Just one in ten (9%) 'disagree'.

As shown in Figure 69 below, these findings are consistent with the views of school pupils who participated in wave 3.

Figure 69: Whether school pupils agree or disagree with the statement 'I know where I would be able to get more information about the kinds of skills and qualifications I might need for my future job/career
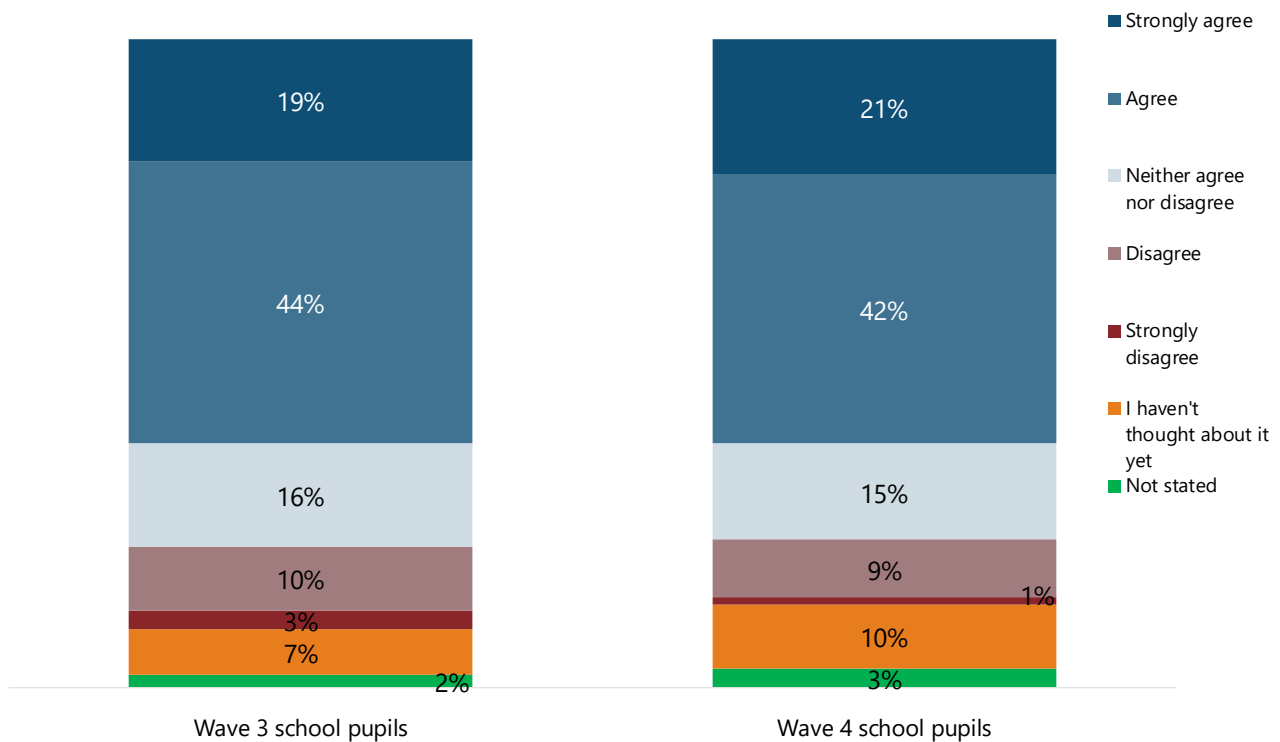
Base: All school pupils at wave 3 (1,504) and wave 4 (2,590)

Differences by subgroup

Only statistically significant differences are reported here.

Pupil's key stage

Once again, there is variation in response to this question by pupils' key stage. KS5 pupils were more likely to 'strongly agree' or 'agree' that they know where to find more information (76%), compared with pupils in KS3 (55%) and KS4 (64%).

SEN

School pupils without SEN were more likely to 'strongly agree' or 'agree' that they know where to find information about the kinds of skills and qualifications they might need (65%), compared with pupils with SEN (55%).
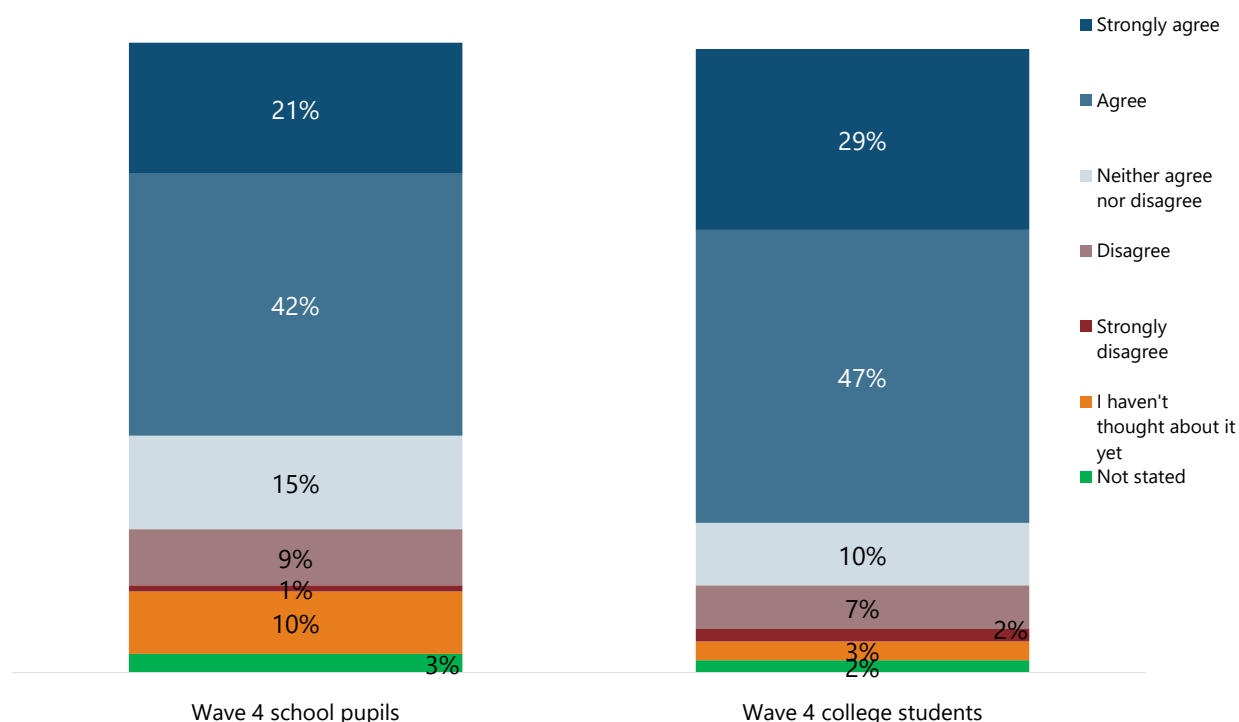
There were no significant differences at wave 4 by pupil gender, disadvantage, ethnicity or region.

College students

Three-quarters of college students (75%) 'strongly agree' or 'agree' that they know where to find information for a future job/career.

Overall, students feel more confident about knowing where to find information about future jobs/careers, compared with school pupils, as shown in Figure 70 below. However, this is in line with the findings for school pupils in KS5, who are a similar age to the college students.

Figure 70: Whether school pupils and college students agree or disagree with the statement 'I know where I would be able to get more information about the kinds of skills and qualifications I might need for my future job/career'

Base: All school pupils at wave 4 (2,590) and wave 4 college students (206)

Differences by subgroup

Only statistically significant differences are reported here.

Student's year of learning

Students in their second year of learning were more likely to agree (either 'strongly agree' or 'agree') that they know where to get more information about the kinds of skills and qualifications they might need for their future job/career', than those in their first year (83%, compared with 68%).

These findings are consistent by student gender and qualification type.

Do parents/carers know where to get information about the skills and qualifications their child needs for their future job/career?

Parents/carers of both school pupils and college students were asked to consider the extent to which they agree or disagree with the following statement:

'I know where I would be able to get more information about the skills and qualifications my child needs for their future job/career'.

As before, parents/carers were asked to think back to their response to the previous question. This question was asked in a similar format to pupils/students to allow comparison, and trend data is available for parents/carers of school pupils from the wave 3 study (as highlighted in Figure 71).

Parents/carers of school pupils

At wave 4 parents/carers of school pupils were less likely to agree (either 'strongly agree' or 'agree') that they know where they would be able to get more information about the kinds of skills or qualification their child might need (58%) compared with the response from parents/carers at wave 3 (66%).

This is consistent with the finding, highlighted in the previous section, that wave 4 parents/carers were less likely to know what kinds of skills or qualification their child might need, compared with wave 3 parents/carers.

Figure 71: Whether parents/carers of school pupils agree or disagree with the statement 'I know where I would be able to get more information about the skills and qualifications my child needs for their future job/career'

Wave 3 parents/carers of school pupils   Wave 4 parents/carers of school pupils
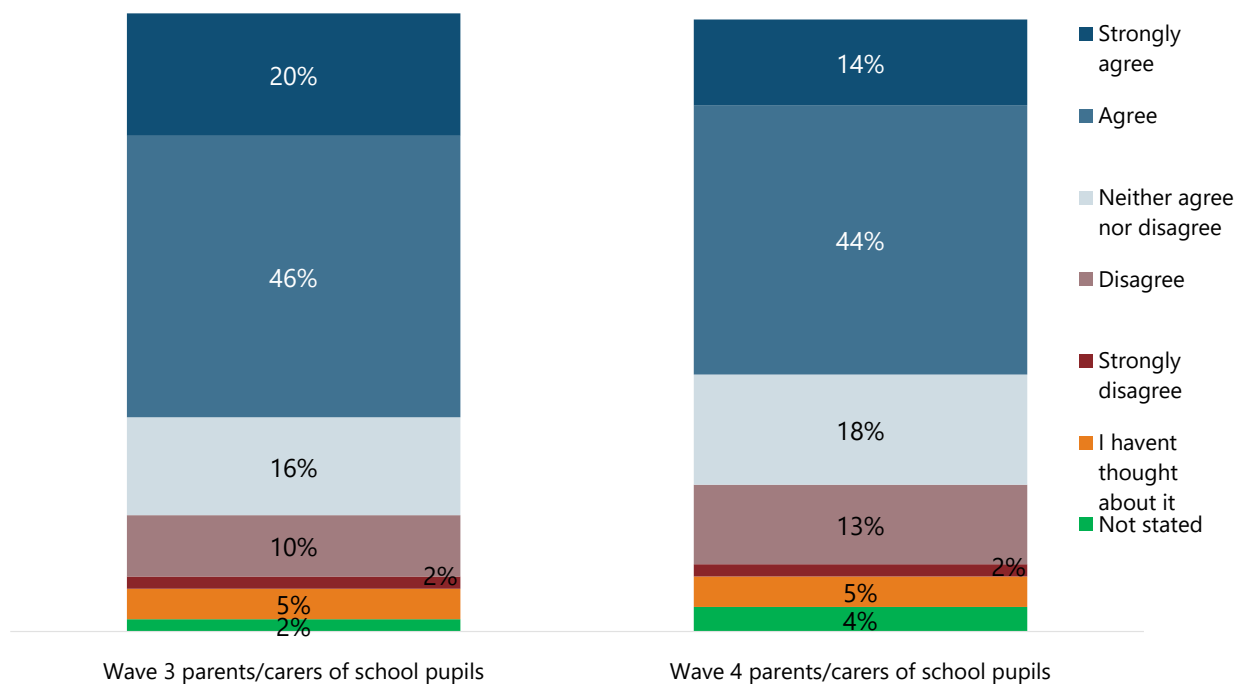
Base: All parents/carers of school pupils at wave 3 (1,504) and wave 4 (2,590)

Paired response[80]

In 40% of cases, the pupil and the parent/carer gave the same response as to whether they agreed or disagreed that they knew where they would be able to get more information about skills and qualifications needed. However, in 24% of cases the pupil had a higher level of agreement than their parent/carer, and in 36% of cases the parent/carer had a higher level of agreement than their child. [81]

Differences by subgroup

Only statistically significant differences are reported here.

Pupil's key stage

Parents/carers of KS5 pupils were more likely to 'strongly agree' or 'agree' with the statement *'I know where I would be able to get more information about the skills and qualifications my child needs for their future job/career'* (68%), compared with pupils in KS3 (53%).

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[80] Paired analysis excludes pairs where one or both respondents said 'don't know', 'don't want to answer' or 'not stated'

[81] Higher level of agreement on the scale 'strongly disagree' – 'disagree' – 'neither agree nor disagree' 'agree' – 'strongly agree'.

Ethnicity

Parents/carers of pupils who are White and Asian/Asian British (felt most confident in being able to obtain additional information about the skills and qualifications their child needs (60% and 65%, respectively either 'strongly agree' or 'agree'), compared with parents/carers of Black, African, Caribbean or Black British pupils and pupils in 'other ethnic' groups (50% and 46%, respectively).

Region

There was some variation by region in parent/carers confidence in accessing skills and qualifications information:

- Three in five parents/carers who live outside London either 'strongly agree' or 'agree' that they know where they would be able to get information (60%);

- Just half of those living in London (51%) said the same.

There were no significant differences at wave 4 by pupil gender, disadvantage or SEN.

Parents/carers of college students

Two-thirds of parents/carers of college students (66%) know where to get more information about the skills and qualifications their child needs for a future job/career (14% 'strongly agree' and 51% 'agree'). Agreement was lower than across students (75% of students 'agree' overall).

Figure 72: Whether parents/carers of college students agree or disagree with the statement 'I know where I would be able to get more information about the skills and qualifications my child needs for their future job/career''
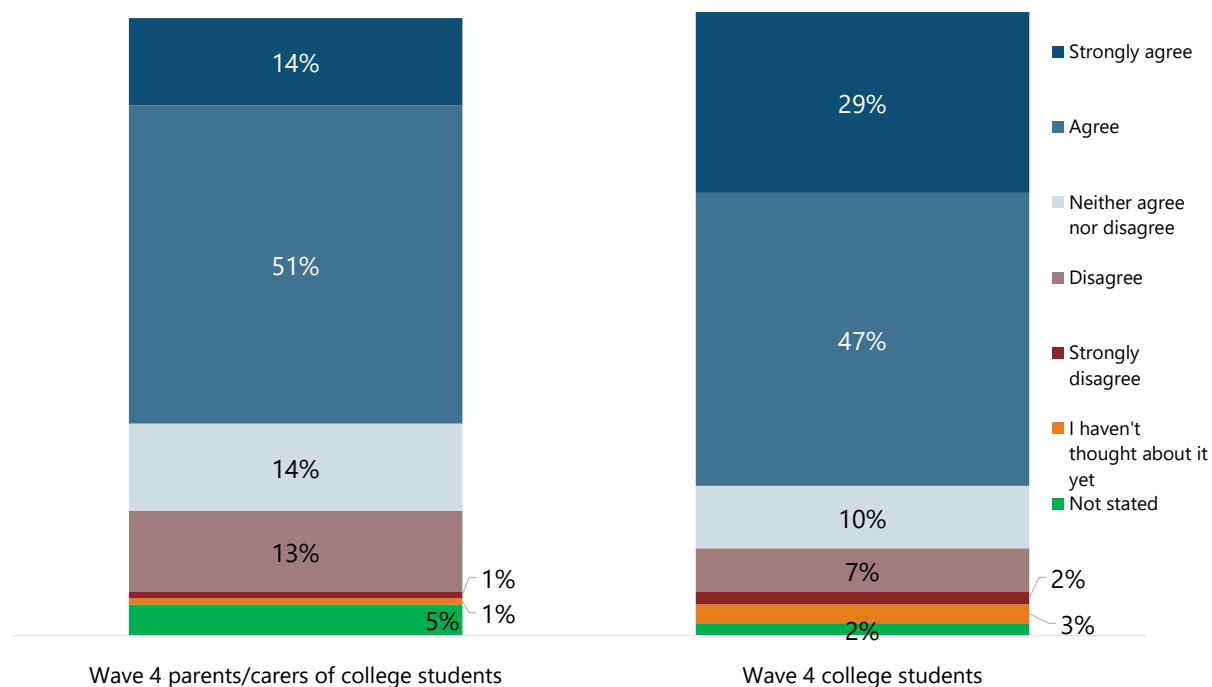
Base: All parents/carers of college students at wave 4 (206) and wave 4 college students (206)

Paired response[82]

In around half (47%) of cases, the student and the parent/carer gave the same response as to whether they agreed or disagreed that they knew where they would be able to get more information about skills and qualifications needed. However, in 17% of cases the student had a higher level of agreement than their parent/carer, and in 33% of cases the parent/carer had a higher level of agreement than their child.

Differences by subgroup

Only statistically significant differences are reported here.

Student's gender

As identified in the previous section, parents/carers of female students were more likely to feel confident about obtaining information about skills and qualifications. One in five (18%) 'strongly agree' that they know where to get more information, compared with one in ten (8%) of parents/carer of male students.

There were no significant differences by student year of learning or qualification type.

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[82] Paired analysis excludes pairs where one or both respondents said 'don't know', 'don't want to answer' or 'not stated'

Do pupils and students agree that how well they do at school affects how well they get on in life?

School pupils and college students were both asked to consider the extent to which they agree or disagree with the following statement:

'How well I do at school/school and college will affect how well I get on in life'

This question was asked of pupils at wave 1 and wave 3 in the same format, allowing for comparisons over time.[83]

Parents/carers of school pupils and college students were asked the same question; the findings of which are discussed later in this section, along with comparisons to the wave 1 and wave 3 surveys of parents/carers of school pupils.
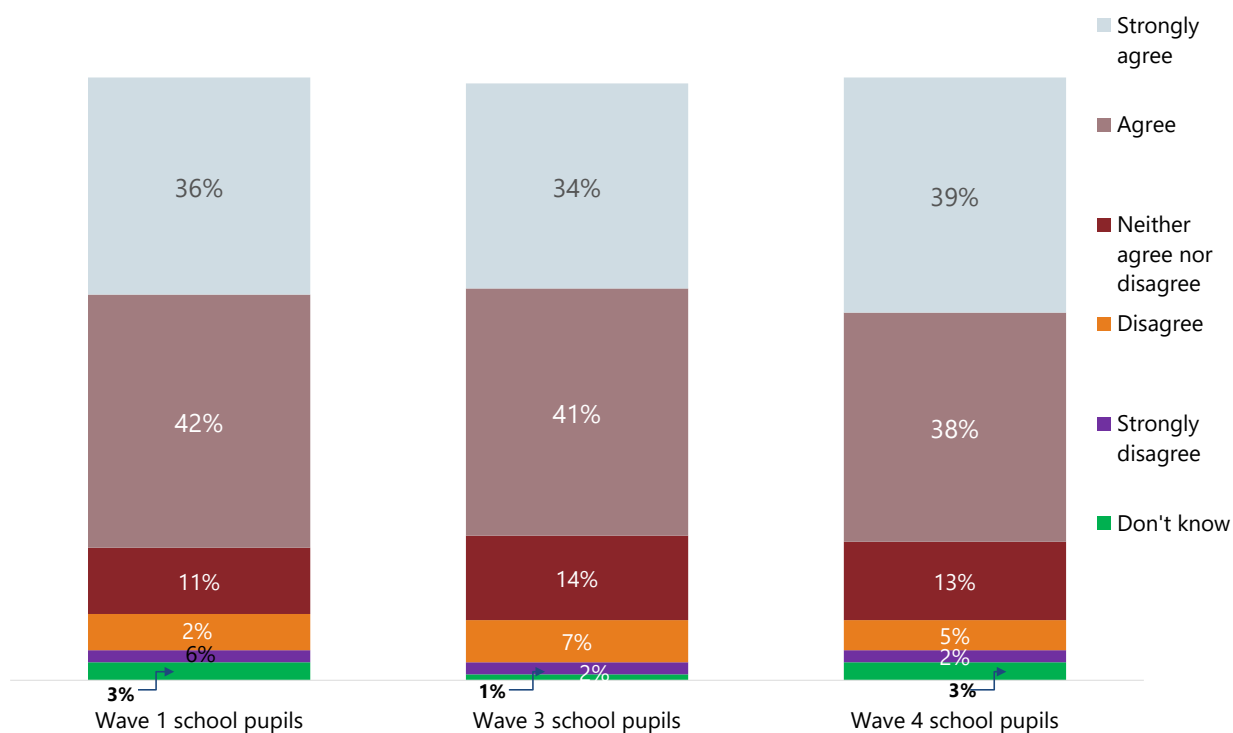
School pupils

Over three-quarters of school pupils (77%) agree (either 'strongly agree' or 'agree') that their performance at school will affect how they get on in life. This is consistent at the overall level with the findings at wave 1 (78%) and wave 3 (75%).

As shown in Figure 73 below, at wave 4, school pupils were more likely to 'strongly agree' with the statement, compared with pupils who took part in the wave 3 study (39%, compared with 34%).

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[83] Department for Education (2017). "Omnibus survey of pupils and their parents/ carers: Research report wave 1"
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/584555/DfE_PPC_Omnibus_Wave_1_Report_FINAL_January2017.pdf

Figure 73: Whether pupils agree or disagree with the statement '*How well I do at school will affect how well I get on in life''*

Legend:
- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree
- Don't know

Wave 1 school pupils: 36%, 42%, 11%, 2%, 6%, 3%

Wave 3 school pupils: 34%, 41%, 14%, 7%, 2%, 1%

Wave 4 school pupils: 39%, 38%, 13%, 5%, 2%, 3%

Base: All school pupils at wave 1 (1,723), wave 3 (1,504) and wave 4 (2,590)

Differences by subgroup

Only statistically significant differences are reported here.

Pupil's key stage

Consistent with the findings from wave 3, KS3 pupils were more likely to 'strongly agree' or 'agree' that how well they do at school will affect how well they get on in life (81%), compared with pupils in KS4 (72%) and KS5 (74%).

Ethnicity

Attitudes vary by ethnicity: Half of Asian/Asian British 'strongly agree' that their performance at school will affect how they get on in life (50%). This is compared with 36% of White pupils.

SEN

School pupils without SEN were more likely to 'strongly agree' with the statement (41%) compared with pupils with SEN (32%).
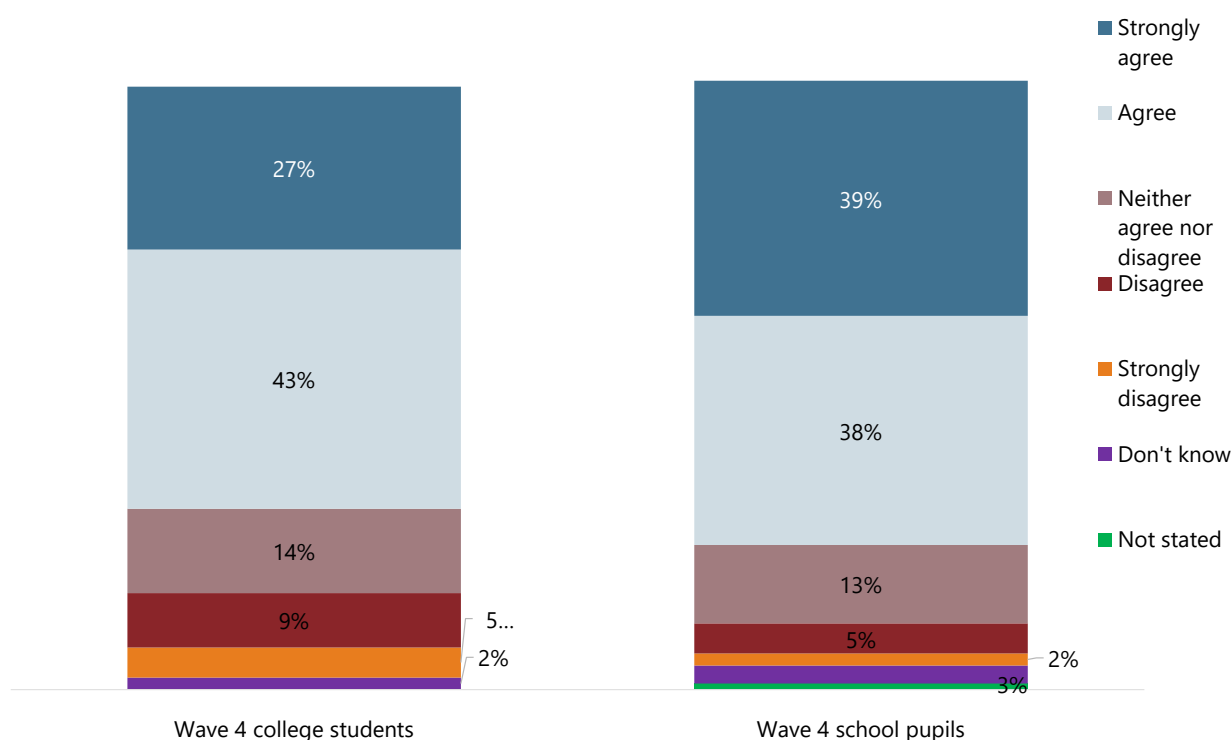
There were no significant differences at wave 4 by pupil gender, disadvantage or region.

College students

Seven in ten college students 'agree' (either 'strongly agree' or 'agree') that their performance at school will affect how well they get on in life.

As shown in Figure 74 below, college students were less likely to 'strongly agree' with the statement, compared with school pupils overall (27% and 39%, respectively). However, the views of college students are in line with those of KS5 school pupils, who have a similar age profile (27% and 33%, respectively).

Figure 74: Whether students agree or disagree with the statement '*How well I do at school will affect how well I get on in life*''

Base: All college students at wave 4 (206) and all school pupils at wave 4 (2,590)
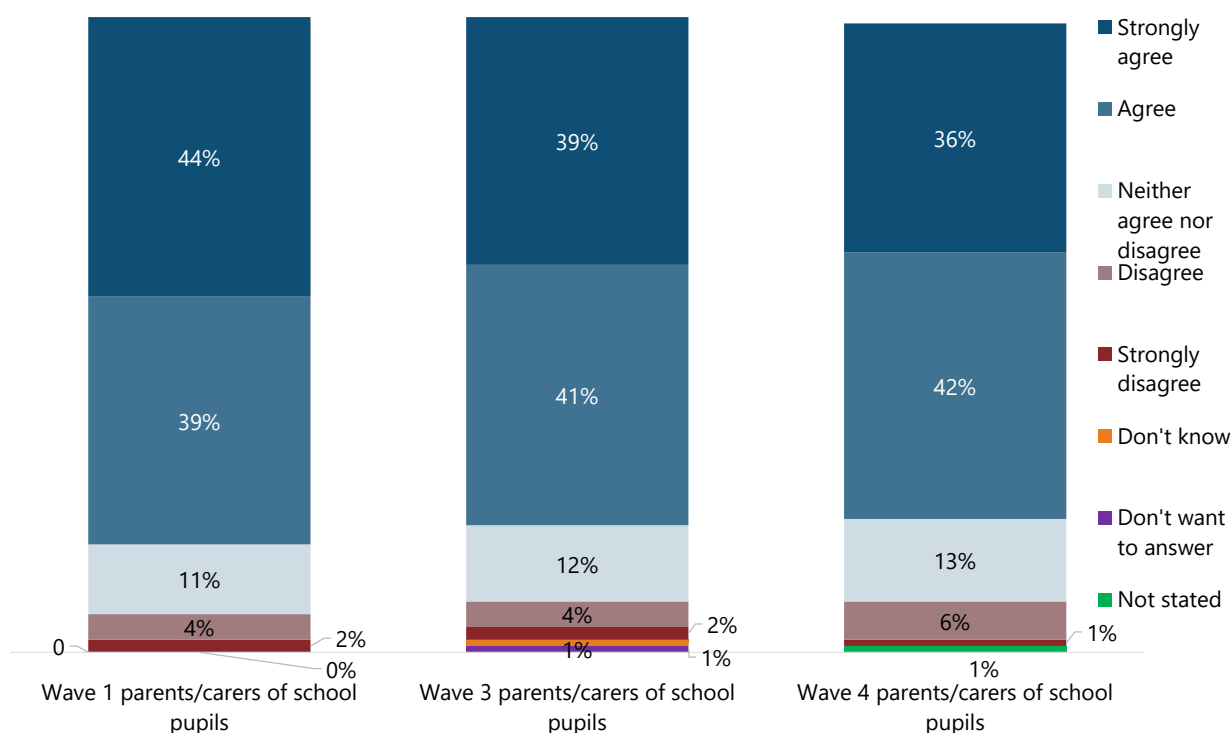
Differences by subgroup

There were no significant differences by student gender, year of learning or qualification type.

Do parents/carers of pupils and students agree that how well they do at school affects how well they get on in life?

Parents/carers of school pupils

The proportion of parents/carers who 'strongly agree' that their child's performance at school affects how well they get on in later life dropped slightly between each wave: 44% at wave 1, compared with 39% at wave 3, 36% at wave 4.

Figure 75: Whether parents/carers of school pupils agree or disagree with the statement '*How well my child does at school will affect how well they get on in life*''

Base: All parents/carers of school pupils at wave 1 (1,723), wave 3 (1,504), wave 4 (2,590).

Differences by subgroup

Only statistically significant differences are reported here.

SEN

A similar pattern can be seen among parents/carers, as was seen among school pupils: Parents/carers of young people without SEN were more likely to 'strongly agree' with the statement (38%), compared with pupils with SEN (29%).

There were no significant differences among parents/carers by pupil age, gender, disadvantage, ethnicity or region.

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Parents/carers of college students

Seven in ten parents/carers of college students (72%) either 'strongly agree' or 'agree' that their child's performance at school/college will affect how they get on in life, which is consistent with the views of students themselves (70%).

**Figure 76: Whether parents/carers of college students agree or disagree with the statement '*How well my child does at school will affect how well they get on in life''*
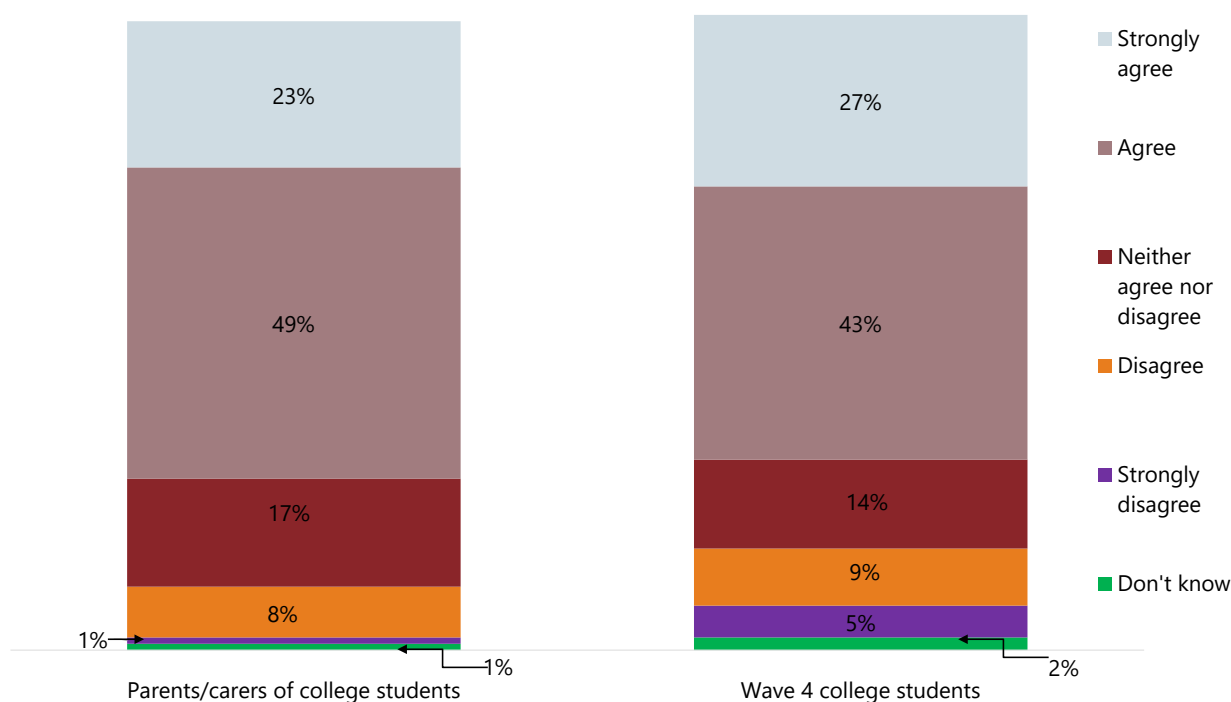
Base: All parents/carers of college students (206) and college students at wave 4 (206)

Differences by subgroup

There were no significant differences by student gender, year of learning or qualification type.

Are parents/carers of pupils and students confident in their ability to support their child's learning and development?

Parents/carers of both school pupils and college students were asked the extent to which they feel confident in their abilities to support their child's learning and development.

Comparisons are drawn with the views of parent/carers of school pupils at wave 1 and wave 3.

Parents/carers of school pupils

Over two in five (82%) parents/carers of school pupils feel confident in their ability to support their child's learning and development; 31% saying they 'strongly agree'.

However, the proportion who 'strongly agree' has decreased since wave 3; with the findings now in line with wave 1. As shown in Figure 77 below.

Figure 77: Whether parents/carers of school pupils at wave 1, wave 3 and wave 4 agree or disagree with the statement '*I feel confident in my ability to support my child's learning and development''*
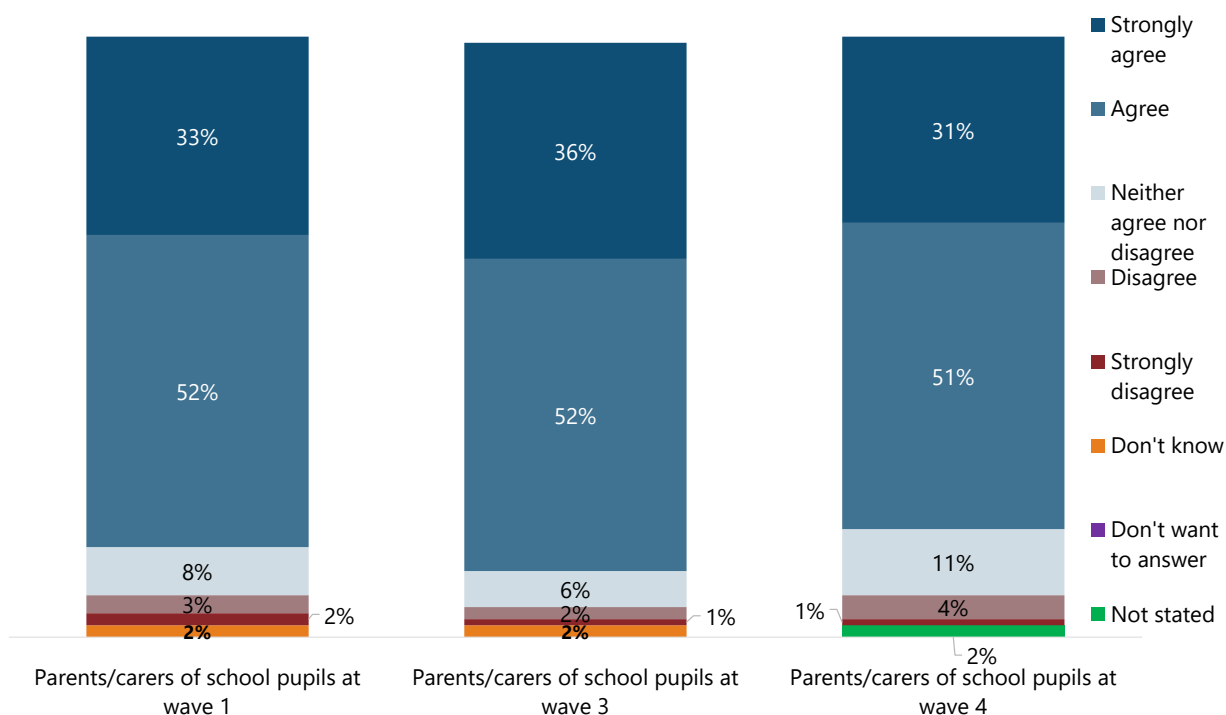
Base: All parents/carers of school pupils at wave 1 (1,723), wave 3 (1,504) and wave 4 (2,590)

Differences by subgroup

Only statistically significant differences are reported here.

Ethnicity

Parents/carers of Asian/Asian British pupils were more likely to feel confident in supporting their child's learning and development than parent/carers of White pupils (42%, compared with 29%).

SEN

Most parents/carers of children with SEN (76%) either 'strongly agree' or 'agree' that they feel confident in their ability to support their child's learning and development. However, this is a lower proportion than parents/carers of children without SEN (84%).

There were no differences among parents/carers by pupil age, gender, disadvantage or region.

Parents/carers of college students

Most parents/carers of college students either 'strongly agree' or 'agree' that they are able to support their child's learning and development (78%). This is consistent with the views of parents/carers of school pupils (82%).

Figure 78: Whether parents/carers of school pupils and college students agree or disagree with the statement '*I feel confident in my ability to support my child's learning and development*''
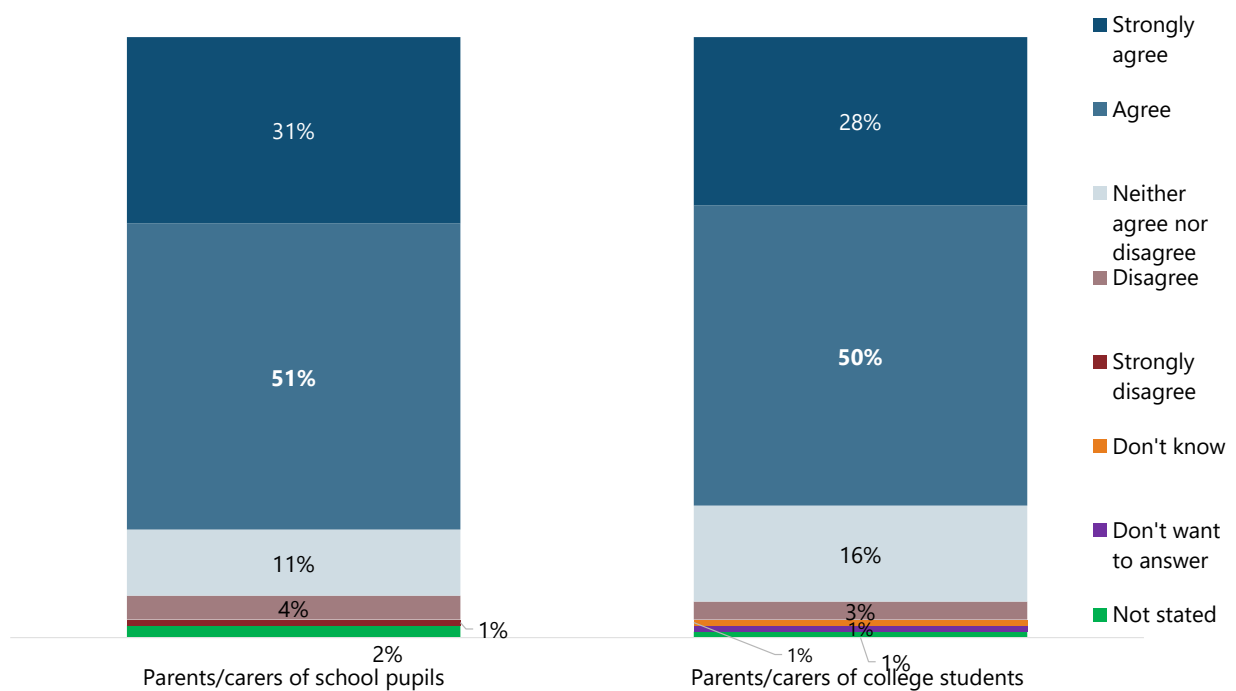
Base: All parents/carers of school pupils at wave 4 (2,590) and parents/carers of college students (206)

Differences by subgroup

There were no differences by student gender, year of learning or qualification type.

Technical Appendix

This appendix outlines the methods used in this study, including data collection methodology, sampling, data processing and weighting.

This work was carried out in accordance with the requirements of ISO 9001, ISO 20252, and ISO 27001.

Methodology overview

This fourth wave of the omnibus survey of pupils and their parents/carers surveyed a nationally representative sample of young people at secondary schools and colleges in England. A postal push-to-web approach was used, using the National Pupil Database (NPD) as a sampling frame for secondary school pupils (at state-funded schools), and the Individualised Learner Records (ILR) as a sampling frame for college students. A postal push-to-web approach is consistent with waves 1, 2 and 3. However, the inclusion of 16-17 year olds attending Further Education (FE) and Sixth Form colleges (from the ILR sampling frame) is a new addition to wave 4. Those studying apprenticeships were not included.

In each household, two separate questionnaires were administered: one to the school pupil or college student, and one to their parent/carer. All respondents self-completed the questionnaire.

Wave 4 was soft-launched to a subset of the sample[84] on Monday 27th November 2017. The main fieldwork began on Monday 4th December 2017, and closed for all respondents on 31st January 2018. The initial mailing invited school pupils/college students and their parents/carers to complete the survey online using a web-link and unique log-in details. Non-respondents were sent reminder mailings, including a paper questionnaire with the second reminder letter.

For waves 1-3, the achieved number of completed paired questionnaires for analysis were as follows:
- Wave 1: 1,723 interviews (from an initial mail-out of 8,000)
- Wave 2: 1,595 interviews (from an initial mail-out of 7,000)
- Wave 3: 1,504 interviews (from an initial mail-out of 7,252)

At wave 4, an incentive experiment ran alongside the main fieldwork. The aim of this was to explore whether incentives boosted response rates significantly, particularly across some groups of respondents where lower response rates had been achieved in previous waves. Increasing response rates in these groups would increase representativeness.

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[84] 448 pairs (school pupils and their parent/carer) were included in the soft launch. These respondents were randomly chosen from the selected sample from the National Pupil Database (NPD).

The experiment was designed to deliver adequate sample sizes in the three incentive groups: households where the named pupil had a special educational need (SEN) listed; households where the named pupil was eligible for free school meals (FSM); and households where the pupil did not have SEN recorded, and was also not FSM eligible. The response rates in the incentive groups were compared to their counterparts, who had not been offered incentives. A boost sample of SEN status/FSM eligible school pupils was drawn from the NPD to ensure that there were sufficient numbers in each arm of the experiment. The completed paired questionnaires in the incentive experiment and main fieldwork are reported together

As such, the achieved number of completed paired questionnaires for analysis for wave 4 were as follows:
- Sample from NPD: 2,590 interviews (from an initial mail-out of 11,800)
- Sample from ILR: 206 interviews (from an initial mail-out of 2,000)

Sampling

School pupils and their parents/carers (NPD)

To ensure consistency with previous waves, the sample of families included in the survey was taken from the NPD. Pupils in state-funded secondary schools in England (including middle-deemed secondary schools, academies, City Technology Colleges and special schools[85]) were included in the survey. School pupils who are home educated or attending independent schools (not covered by NPD) were not included.

Sample selection

The latest available version of the NPD was used to obtain the sample (the academic term spring 2016/2017 extract). DfE first provided an anonymised dataset with Pupil Matching References (PMR) and the measures required for the sampling. Ipsos MORI used this to select the sample, and returned the sampled PMRs to DfE to extract the contact information from the NPD, and deleted all other information held. Having received the contact information, Ipsos MORI checked for any families that appeared more than once (due to more than one child being selected) and replaced any duplicates with a family sampled at random from the reserve sample.

The sample was drawn to ensure the final profile of survey respondents would be representative, once weighted, of the population of school pupils in years 7 to 13 in England and their parents/carers. Children that were not in secondary education (defined as school years 7 to 13) were first deleted.

The sampling frame was stratified by:

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[85] Including maintained and non-maintained special schools, hospital special schools and academies.

- Provision types under the SEN Code of Practice

- Eligibility for Free School Meals (FSM)

- Gender

- School year/age in years (at the start of the school year)

- Local Authority (LA)

- Major ethnic group

- Income Deprivation Affecting Children Indices (IDACI) rank

The first level of stratification was a four-level indicator with four categories: pupils who were not listed as having SEN status nor eligible for FSM; those listed with SEN status but not FSM eligibility; FSM eligible pupils who did not have SEN status; and those with both SEN status and FSM eligibility listed. This was set as the first level of stratification in order to over-sample the SEN status and FSM eligible school pupils for the incentives experiment. The samples within each of the four groups were selected as systematic stratified samples.

The sample sizes selected in the four categories are shown in Table 36 below - a reserve sample with the same sample sizes in each category was also selected. The final column of the table shows the number of families randomly allocated to be eligible for the incentive as part of the incentives experiment.

Table 36: Sample sizes for the SEN status/FSM eligibility categories

SEN status/FSM eligibility category	Population	Sampled	Incentive	Control
No SEN recorded, nor FSM eligible	2,707,982	5,980	1,700	4,280
SEN recorded, but not FSM eligible	403,316	2,566	1,283	1,283
FSM eligible, but not SEN recorded	362,189	2,305	1,153	1,152
SEN recorded, and FSM eligible	149,126	949	475	474

Selection weights were applied at the first stage of weighting to correct for the disproportionate sampling by SEN status/FSM eligibility.

College students and their parents/carers (ILR)

Previously students attending FE and Sixth Form colleges have not been included in the survey as they are not covered by NPD. To reach more 16-17 year olds outside of the school setting a sample was drawn from the Individualised Learner Records (ILR).

College students in their first and second year of learning (i.e. school years 12 and 13) for the academic year 2017/18 were identified in the ILR and an anonymised sampling frame was sent to Ipsos MORI; college students that had declined to be contacted by post were also removed at this stage.

Duplicates were identified using the Learner Reference Number and additional entries removed so that each college student only appeared once in the sampling frame. The sampling frame was stratified by:

- Age
- Gender
- Learner aims
- Free school meals eligibility
- Ethnic group
- Learning difficulties or disabilities/health problems

A systematic stratified sample of 2,000 college students was sampled, with an additional reserve sample of 2,000.

The sample of Learner Reference Numbers was sent to ILR to extract the contact details. Again, the sample was checked for duplicate families and any identified replaced at random from the reserve sample.

Questionnaire

DfE sent Ipsos MORI provisional questions and then worked with Ipsos MORI to develop the questionnaires.

The questionnaires covered a number of topics, including:

- Extra-curricular activities, including music and breakfast clubs
- Flexible working for teachers
- Citizenship
- Educate Against Hate
- Bullying
- Mental health provision
- GCSE reform and Progress 8
- GCSE subject choice
- Careers advice and aspirations

A minority of questions were excluded from the college student questionnaires (and their parent/carer questionnaire) due to a lack of applicability outside of a school setting. Likewise, some questions in the college student questionnaire, and that of their parents/carers and some minor changes to phrasing were incorporated to ensure they were relevant to those attending colleges, and their parents/carers.

A number of questions were included on both the school pupil/college student and parent/carer questionnaires, which allows analysis of the differences in response between the school pupils/college students and their own parent/carer. These are described in the report as 'paired responses'.

Both questionnaires were cognitively tested by trained Ipsos MORI researchers. Ipsos MORI conducted ten interviews with school pupils and one of their parents/carers, each lasting around one hour in total, per pair. Quotas were set on parent gender, child gender, child ethnicity and parent social grade to ensure a spread of demographic profiles were included. Cognitive interviews were conducted face-to-face in the families' homes, and respondents were given an incentive to thank them for their time.

In addition, usability testing was carried out to ensure young people could access, navigate and complete the online survey on any device (desktop computer/laptop, smartphone or tablet) with ease. Ipsos MORI conducted six interviews with school pupils, each lasting around 45 minutes in total. Quotas were set on the school pupil's gender, age, social grade and device. Usability interviews were conducted at the Ipsos MORI Head Office, and respondents (and their accompanying parent/carer where appropriate) were given an incentive to thank them for their time.

Fieldwork

The survey opened on 27th November 2017 and closed on 31st January 2018. The stages of fieldwork largely followed the methodology established in waves 1-3 of the omnibus. However, in wave 4, additional targeted reminders were added to maximise response rates, particularly among those eligible for FSM and those with SEN provision.

Stage 1

Ipsos MORI established a single survey website and generated unique log in details for pupils and for parents/carers to access their own personalised version of the online survey.

Ipsos MORI sent an invitation letter to the 'parent/carer of [named child]' in the NPD sample, introducing the survey and inviting them and their named child to take part online, and to the '[named child]' in the ILR sample, introducing the survey and inviting them and one of their parents/carers to take part online. This letter included details of the study, instructions on how to take part, and contact details for DfE and Ipsos MORI for any further questions.

The study was branded as 'The Pupil and Parent/Carer Snapshot Survey'. The invitation explained that the survey was being conducted by Ipsos MORI on behalf of the Department for Education, that respondents had been selected at random from a database held by DfE, and that their responses would be kept strictly confidential.

The NPD sample invitation included a separate letter to pass to the named child if the parent/carer consented to the pupil taking part. The reverse was true for the ILR sample, where the invitation was addressed directly to the pupil with a separate letter provided to be shared with their parent/carer. The letters stressed the importance of both the pupil and their parent/carer taking part.

For those who were in the incentive group, the invitation letters emphasised the ability to receive two £10 vouchers – one for the pupil and one for the parent/carer – only if both submitted a response.

A soft launch was conducted for the study, approaching an initial random selection of 498 addresses on 27th November. The full sample was invited to take part from 4th December.

Stage 2

Ipsos MORI sent reminder letters to all addresses in both the NPD and ILR samples where there had been just one complete response per household, or no response received.

Reminder letters were tailored based on whether a response had already been received, and whether this had come from the parent/carer or the pupil. For households in the NPD sample where a parent had already completed the sample, invitations were sent directly to the named pupil as parental permission had already been obtained within the online survey. Similarly, for households in the ILR sample where a pupil had completed the survey but a parent/carer had not, a letter was sent for the direct attention of the parent/carer.

All reminder letters contained separate log in details for parents/carers and pupils where applicable.

Stage 3

A second reminder letter was sent to all pupils and parent/carers across the NPD and ILR samples who had not yet completed the survey. Again, letters were tailored based on whether a pupil or parent/carer (or neither) had completed the survey. The letters were also personalised to include a reference to the pupil's year group, and to whether either party had started but not yet completed a response.

Details of how to complete the survey online were again provided; however, a paper booklet version of the questionnaire was also included in this mailout alongside a

freepost return envelope. The booklets were personalised to include the name of the specified child.

Stage 4

In a bid to boost response among hard to reach groups within the NPD sample, a third reminder was administered to all pupils eligible for FSM and/or flagged as in receipt of SEN provision. This reminder was administered as a postcard. In addition, a postcard was also sent to remaining households where the specified child was in year 13 (where response rate has been historically low), and to remaining households where we had received only one response (from either the parent/carer or the specified child).

The postcard presented an opportunity to engage with respondents in a more visually appealing format. All postcards reminded respondents of their online login details, but also that they could still complete the paper version of the questionnaire if preferred.

An email reminder was also administered to all students within the ILR sample who had provided a valid email address, where either the student or their parent/carer (or both) had not yet taken part /The email included a personalised direct link to the survey, and a reminder to encourage participation among parents/carers where applicable.

Stage 5

A fourth and final reminder letter was sent to all households identified within the NPD sample at stage 4 who had not yet submitted both a pupil and parent/carer response.

To maximise the response rate, a third reminder postcard was sent to half of the outstanding NPD and ILR sample that had either not received targeted mailings at stage 4, or had not yet submitted a pupil/student and/or parent/carer response.

Data processing

Cleaning

The online survey was designed and scripted to ensure respondents were only routed to questions that were relevant to them. Where possible, this logic was applied to the paper responses, meaning that some responses were altered post-fieldwork, for example removing a response to a question that the respondent should have skipped.

School pupils

At the start of the survey pupils were asked if their parent/carer was happy for them to take part in the survey. Parents/carers were also asked if they were happy for their child to take part. Interviews for pupils under the age of 16 were only included if their parent/carer also took part in the survey. Respondents were asked for permission for

their survey responses to be linked with information held in the NPD. This information was used to define the following subgroups for analysis:

- Pupil's year group and key stage

- Pupil's gender

- Whether the pupil was eligible for Free School Meals

- Income Deprivation Affecting Children Indices (IDACI) rank

- Provision types under the SEN code of practice Pupil's major ethnic group Region (derived from postcode)

For those who did not give permission for their survey responses to be linked, answers given in the survey itself were used instead. SEN status, IDACI rank and region are exceptions to this, as comparable questions were not asked in the survey. In these cases, those who did not agree to data linking were excluded from the subgroup definition.

College students

Answers given in the survey itself were used to define the following subgroups for analysis:

- Student's year of learning

- Student's gender

- Student's qualification type: AS/A Levels or Technical/Vocational

Removing respondents

In six cases, there was a large discrepancy between the answer given in the parent/carer survey and the information held in the NPD in terms of school year. These respondents were excluded from the results, due to concerns that the respondent was not the parent/carer of the named child drawn in the sample.

In addition, a small number of respondents (three school pupils from the NPD sample, eight parents/carers from the NPD sample, and one parent/carer from the ILR sample) were excluded from the results for completing the online survey too quickly[86].

The final data for analysis included paired responses only, i.e. where the school pupil or college student and one of their parents/carers had both completed the survey.

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[86] Based on the survey completion times, the cut-off was set at 4.5 minutes.

Response rates

School pupils and parents/carers

In total, 2,955 interviews with parents/carers and 2,827 interviews with pupils were achieved. The final reporting Figure was 2,590 for paired interviews, after data cleaning.

The response rates achieved in this study are shown below, split out by those who were offered an incentive to participate in the survey, and those who were not.

Table 37: Wave 4 response rates (NPD)

	Total combined (Selected sample of 11,547*)		Non-incentive (Selected sample of 7,037*)		Incentive (Selected sample of 4,510*)	
	Interviews achieved	Response rate	Interviews achieved	Response rate	Interviews achieved	Response rate
All paired interviews in final reporting figures	2,590	22%	1,066	15%	1,524	34%
All paired interviews achieved before data cleaning	2,606	23%	1,067	15%	1,539	34%
All parent/carer interviews achieved before pairing and data cleaning	2,955	26%	1,276	18%	1,679	37%
All pupil interviews achieved before pairing and data cleaning	2,827	24%	1,233	18%	1,594	35%

*These figures are the total sample selected for each group, minus those who were removed from the sample due to incorrect/invalid addresses.

The cumulative response rates achieved at each mailout are shown in Table 38. These figures are based on the total number of interviews post-data cleaning.

Table 38: Wave 4 response rates by mailout (NPD)

		Total combined (selected sample of 11,800)			Non-incentive (selected sample of 7,189)			Incentive (selected sample of 4,611)		
		Size of mail out	Interviews achieved	Cumulative response rate	Size of mail out	Interviews achieved	Cumulative response rate	Size of mail out	Interviews achieved	Cumulative response rate
Paired parents/carers	First mail out	11,800	826	7%	7,189	248	3%	4,611	578	13%
	Second mail out	10,936	554	12%	6,885	166	6%	4,051	388	21%
	Third mail out	10,301	663	17%	6,672	353	11%	3,629	310	28%
	Fourth mail out	5,336	280	20%	3,078	146	13%	2,258	134	31%
	Fifth mailout	6,411	267	22%	4,326	153	15%	2,085	114	33%
Paired pupils	First mail out	11,800	830	7%	7,189	238	3%	4,611	592	13%
	Second mail out	10,957	546	12%	6,931	178	6%	4,026	368	21%
	Third mail out	10,361	705	18%	6,719	389	11%	3,642	316	28%
	Fourth mail out	5,295	267	20%	3,065	122	13%	2,230	145	31%
	Fifth mail out	6,353	242	22%	4,301	139	15%	2,052	103	33%

Subgroup and mode breakdown

The response rates achieved across the different subgroups are shown in Table 39. These categories are based on pupil characteristics, and 'don't know' or 'prefer not to say' options are not included. Please note these fFigures are based only on the total number of interviews post-data cleaning. The unweighted profile of respondents who completed the survey is shown in Table 40, split by the mode they used.

Table 39: Wave 4 response rates for each subgroup – Paired (NPD)

		Total combined			Non-incentive group			Incentive group		
		Size of mail out	Interviews achieved – Paired	Response rate	Size of mail out	Interviews achieved – Paired	Response rate	Size of mail out	Interviews achieved – Paired	Response rate
Pupil gender	Female	5,532	1,288	23%	3,426	536	16%	2,106	752	36%
	Male	6,268	1,281	20%	3,763	520	14%	2,505	761	30%
School year	Year 7	2,029	475	23%	1,220	206	17%	809	269	33%
	Year 8	1,943	463	24%	1,175	201	17%	768	262	34%
	Year 9	1,883	433	23%	1,144	174	15%	739	259	35%
	Year 10	1,814	394	22%	1,104	164	15%	710	230	32%
	Year 11	1,741	371	21%	1,064	140	13%	677	231	34%
	Year 12	1,734	309	18%	1,060	117	11%	674	192	28%
	Year 13	656	134	20%	422	61	14%	234	73	31%
FSM eligible	No	8,546	1,950	23%	5,563	902	16%	2,983	1,048	35%
	Yes	3,254	602	19%	1,626	148	9%	1,628	454	28%
Major ethnic group	White	8,781	1,966	22%	5,363	814	15%	3,418	1,152	34%
	Non-white	2,846	588	21%	1,717	238	14%	1,129	350	31%
SEN provision*	Yes	3,515	609	17%	1,757	173	10%	1,758	436	25%
	No	8,285	1,543	19%	5,432	728	13%	2,853	815	29%

* This is based only on those who gave consent to link their response to the NPD. A small minority of the sample did not agree to this, therefore, when comparing response rates within SEN provision, they will be lower than the overall response rate.

Table 40: Number of completed surveys for each subgroup, by mode (NPD)

		Total combined		Non-incentive group		Incentive group	
		Online	Paper	Online	Paper	Online	Paper
Pupil gender	Female	848	424	266	254	582	170
	Male	868	429	304	232	564	197
School year	Year 7	329	146	114	92	215	54
	Year 8	305	158	113	88	192	70
	Year 9	287	146	96	78	191	68
	Year 10	254	140	80	84	174	56
	Year 11	258	113	72	68	186	45
	Year 12	198	111	64	53	134	58
	Year 13	89	45	32	29	57	16
FSM eligible	No	1,287	663	494	408	793	255
	Yes	422	180	75	73	347	107
Major ethnic group	White	1,301	665	427	387	874	278
	Non-white	404	184	139	99	265	85
SEN provision	Yes	419	190	98	75	321	115
	No	1,028	515	397	331	631	184

College students and parents/carers

In total, 265 interviews with parents/carers and 286 interviews with students were achieved. The final reporting figure was 206 for paired interviews, after data cleaning.

The response rates achieved in this study are shown below.

Table 41: Wave 4 response rates (ILR)

	Total*	
	Interviews achieved	**Response rate**
All paired interviews in final reporting figures	206	10%
All paired interviews achieved before data cleaning	207	10%
All parent/carer interviews achieved before pairing and data cleaning	265	13%
All student interviews achieved before pairing and data cleaning	286	14%

*Based on the 1,977 selected sample after removal of ineligible sample.

The cumulative response rates achieved at each mailout are shown in Table 42. These figures are based on the total number of interviews post-data cleaning.

Table 42: Wave 4 response rates by mailout (ILR)

		Size of mail out	**Interviews achieved**	**Cumulative response rate**
Paired parents/carers	First mail out	2,000	42	2%
	Second mail out	1,942	20	3%
	Third mail out	1,907	92	8%
	Fourth mail out	1,892	24	9%
	Fifth mailout	1,724	28	10%
Paired students	First mail out	2,000	40	2%
	Second mail out	1,955	27	3%
	Third mail out	1,894	91	8%
	Fourth mail out	1,877	20	9%
	Fifth mail out	1,752	28	10%

Subgroup and mode breakdown

The response rates achieved across the different subgroups are shown in Table 43. These categories are based on student characteristics, and 'don't know' or 'prefer not to say' options are not included. Please note these figures are based only on the total number of interviews post-data cleaning.

The unweighted profile of respondents who completed the survey is shown in Table 44, split by the mode they used.

Table 43: Wave 4 response rates for each subgroup – Paired (ILR)

		Size of mail out	Interviews achieved – Paired	Response rate
Student gender	Male	930	69	7%
	Female	1,070	130	12%
Student year of learning	First	1,000	118	12%
	Second	1,000	86	9%

Table 44: Number of completed surveys for each subgroup, by mode (ILR)

		Online	Paper
Student gender	Male	31	38
	Female	61	69
Student year of learning	First	52	66
	Second	44	42
Qualification type[87]	AS/A Levels	40	35
	Technical/vocational	49	69

Online completion rates by device

The online survey was designed to be device-agnostic, allowing respondents to complete the questionnaire on a desktop computer/laptop, smartphone or tablet device with ease. Table 45 illustrates the online completion rates by device for each type of sample:

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[87] Based on data collected in the college student questionnaire, which asked what type of qualification they spent the majority of their time studying at college.

Table 45: Online completion rates by device for each type of sample

Sample type	Desktop computer/ laptop	Smartphone	Tablet	Unknown device[88]
School pupils (All)	46%	34%	15%	4%
School pupils (Incentive)	44%	37%	15%	4%
School pupils (Non-incentive)	50%	30%	15%	5%
Parents/carers of school pupils (All)	46%	33%	17%	4%
Parents/carers or school pupils (Incentive)	42%	37%	17%	4%
Parents/carers of school pupils (Non-incentive)	50%	28%	18%	4%
College students (All)	48%	38%	10%	3%
Parents/carers of college students (All)	56%	23%	16%	6%

Weighting

School pupils and their parents/carers (NPD)

The survey data was weighted to correct for the over-sampling in the design and for non-response bias.

A design weight was applied to correct for the disproportionate selection by SEN status/FSM eligibility category that was carried out for the incentives experiment. Calibration weighting was then applied to ensure the results were representative by the following:

• Gender

• School year

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[88] Type of device not captured by online survey.

- Region

- Major ethnic group

- Eligibility for Free School Meals

Weighting was based on characteristics of the pupils only, as the NPD does not hold information about parents.

The rim weighting targets were derived from the population totals in the full NPD extract from which the sample was drawn (see Table 46 for the population totals); respondent information from the NPD was used where permission to link was granted.

Table 46: Population totals (NPD)

		Target	**%**
Pupil gender	Female	1,772,512	49.0
	Male	1,843,271	51.0
School year	Year 7	600,256	16.6
	Year 8	582,979	16.1
	Year 9	571,764	15.8
	Year 10	555,783	15.4
	Year 11	537,359	14.9
	Year 12	535,472	14.8
	Year 13	232,170	6.4
FSM Eligible	No	3,105,654	85.9
	Yes	510,129	14.1
Major ethnic group	White	2,724,610	75.4
	Non-White	891,173	24.6
Region	East Midlands	314,925	8.7
	East of England	408,494	11.3

		Target	%
	London	555,557	15.4
	North East	170,394	4.7
	North West	485,389	13.4
	South East	569,525	15.8
	South West	341,031	9.4
	West Midlands	405,715	11.2
	Yorkshire and the Humber	364,753	10.1

Weighting the sample to compensate for the design of the study and for non-response reduces the precision of survey estimates. This is measured by the design effect, which is the relative loss in precision. The design effect due to weighting for the NPD achieved sample is 1.21.

College students and their parents/carers (ILR)

The ILR sample was weighted using calibration weighting to population estimates for: gender, school year and major ethnic group. These population totals were estimated from the full ILR sampling frame:

Table 47: Population totals (ILR)

		Target	%
Student gender	Female	14,548	53.3
	Male	12,729	46.7
Year of learning	First year	11,963	43.9
	Second year	15,314	56.1
Major ethnic group	White	22,764	83.5
	Non-White	4,513	16.5

The design effect from the ILR sample weights is 1.10.

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