Department
for Education

Omnibus survey of pupils and their parents/carers

Research report Wave 1

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Contents

Glossary of terms

FSM entitlement	FSM entitlement refers to pupils that 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 1st IDACI quintile represents the 20% least deprived areas and the 5th IDACI quintile represents the 20% most deprived areas.
Key stages	Key stages are used to categorise different phases of pupils' educational journey. This report focuses on key stages 3 to 5. Key stage 3 spans the initial years of secondary education (from Year 7 to Year 9).
	Key stage 4 covers the phase when most pupils are working towards GCSE qualifications (Years 10 and 11)
	Key stage 5 covers the 'sixth form' phase in which the majority of students focus on A Levels or vocational qualifications (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 Midlands and West Midlands
	South = South East, South West and East of England
	London = London (Greater)

SEND	A child or young person has special educational needs (SEN) if he or she has 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'. In this context, 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'.

Executive Summary

Background

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

Fieldwork was conducted between July 4 and August 22 2016 via a drive-online survey sampled from the National Pupil Database (NPD). Overall, a total of 1,723 valid linked parent/carer pupil questionnaires were completed with pupils in Years 7 to 13 in England and their parents/carers. All pupils invited to take part in the research were at state-funded schools.

Questions were submitted by different policy teams within DfE and this executive summary is broken down by chapter, following the structure of the main report. It ends with a spotlight on disadvantage, drawing together some of the patterns seen across the report[1].

Chapter 1 summary: Parental involvement in pupils' learning

A large proportion of parents/carers reported that they were 'very happy' or 'happy' with their child's progress at secondary school. Similarly, the majority of all pupils were happy with their own progress, although only 19% of pupils reported that they were 'very happy' with their progress.

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[1] Chapter 6 of the main report draws together findings amongst pupils with special educational needs and disabilities (SEND).

Very happy/Happy…	Progress secondary school	The quality of teaching at their secondary school
Parents/carers	**81%**	**74%**
Pupils	**75%**	**64%**

Base: all parents/carers (1,723) all pupils (1,723)

- Pupils eligible for FSM were less likely to be 'very happy' or 'happy' with their progress than those not eligible for FSM (65% and 77% respectively).

- Fifty-eight per cent of children with SEND were 'happy' or 'very happy' with their progress at school (79% of those without SEND). Their parents/carers also tended to be less happy than other parents/carers in this respect – 64% of parents/carers of those with SEND said they were 'happy' or 'very happy' with their child's progress.

- Although happiness with the quality of teaching was slightly lower compared with happiness with pupil's progress, it was still relatively high, with three-quarters (74%) of parents/carers and 64% of pupils being 'happy' or 'very happy' with the quality of teaching at their child's school.

- Fewer pupils with SEND (59%) and their parents/carers (66%) were 'happy' or 'very happy' with the quality of teaching (64% and 76% of those without SEND respectively).

Chapter 2 summary: Mental health and well-being

The majority of parents/carers felt they knew how to look after their child's mental health and knew where to get advice or information if they needed it. Around two thirds of pupils felt the same way.

Strongly Agree/ Agree…	I know how to look after my/my child's mental health	I know where to get advice/ information about mental health
Parents/carers	83%	78%
Pupils	65%	65%

Base: all parents/carers (1,723) all pupils (1,723)
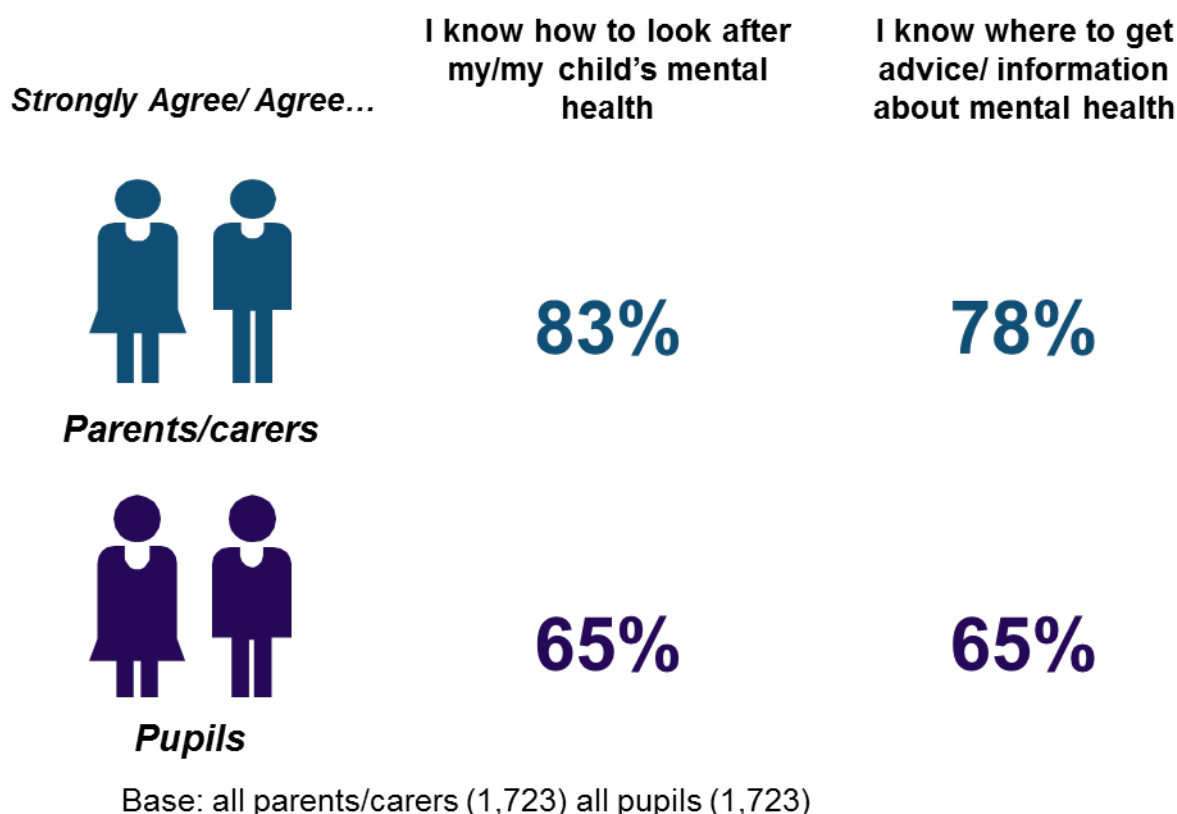
- Sixty-nine per cent of boys agreed that they knew enough about how to look after their mental health compared with 61% of girls.

- Half (50%) of pupils with SEND felt they had sufficient knowledge about looking after their mental health (67% of those without SEND).

- Pupils were most comfortable discussing mental health issues with parents/carers or other family members (81%).

- Sixty per cent of girls reported that they would be comfortable discussing mental health issues with their friends, compared with 47% of boys.

- Pupils with SEND and pupils eligible for FSM were less likely to report that they would be comfortable about obtaining information from the majority of the potential sources and were generally less comfortable speaking to people about mental health.

- Forty-eight per cent of pupils reported that they would feel comfortable sourcing information about mental health online, while only 26% were comfortable with the idea of using an in-school counselling service.

The majority of parents/carers would like to know more about one or more of the listed sources of information to help support their child's mental health, particularly the support that their child's school can provide.

What would be useful for parents/carers to know more
about to help support their child's mental health?

What support my child's school can provide	**46%**
What support is available in my local community	**39%**
How to promote good mental health at home	**37%**
How I can help support any mental health needs my child may have	**36%**
When my child's mental health is most at risk	**36%**
Mental health issues and their symptoms	**34%**
Where it is safe for my child to get support or information online	**34%**
Where I can go for information on young people's mental health	**34%**
Do not need any more information	**22%**

Parents/carers

Base: all parents/carers (1,723)

Chapter 3 summary: Changes at school

The majority of pupils and parents/carers were aware of the upcoming changes to the GCSE grading system, although fewer understood, or somewhat understood, the rationale behind them.

	Heard of reforms (All respondents)	Understood/somewhat understood the rationale (All who heard of the reforms)
Parents/carers	72%	49%
Pupils	80%	28%
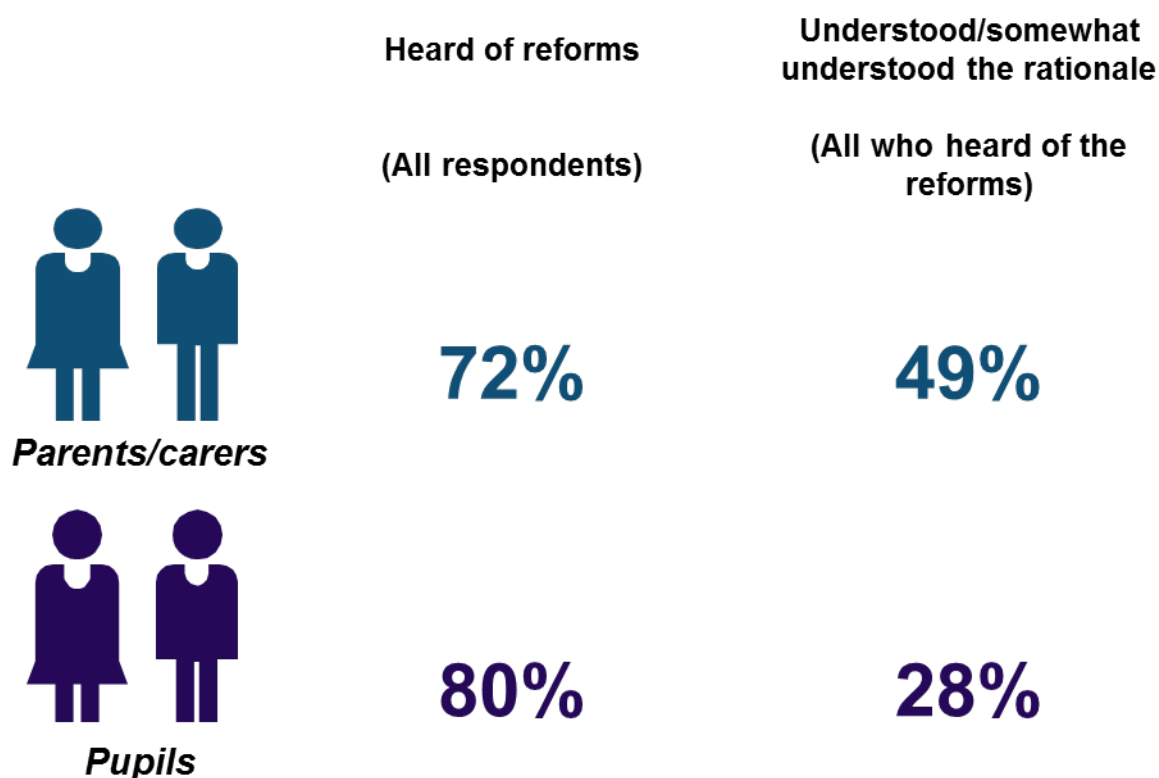
Base: all parents/carers (1,723) parent/carers who have heard of reforms (1,260) all pupils (1,723) pupils who have heard of reforms (1,364)

- Ninety-six per cent of pupils in Year 9 and 95% of pupils in Year 10 were aware of the upcoming GCSE changes.

- Only 69% of pupils eligible for FSM and 46% of their parents/carers of children eligible for FSM were aware of these changes, compared to 81% and 76% respectively of those not eligible for FSM.

- This proportion was also relatively low amongst pupils with SEND (59% compared with 83% of those without SEND) and parents/carers of those with SEND (63% compared with 74% of parents/carers of those without SEND).

A small proportion of parents/carers (14%) had heard of Progress 8 and, of these, only 38% reported that they understood what Progress 8 told them about a school's performance, while 43% reported that they somewhat understood the performance indicator.

Heard of Progress 8

Understood/somewhat understood what Progress 8 says about a school's performance

(All parents/carers)

(All who had heard of Progress 8)

14%

81%
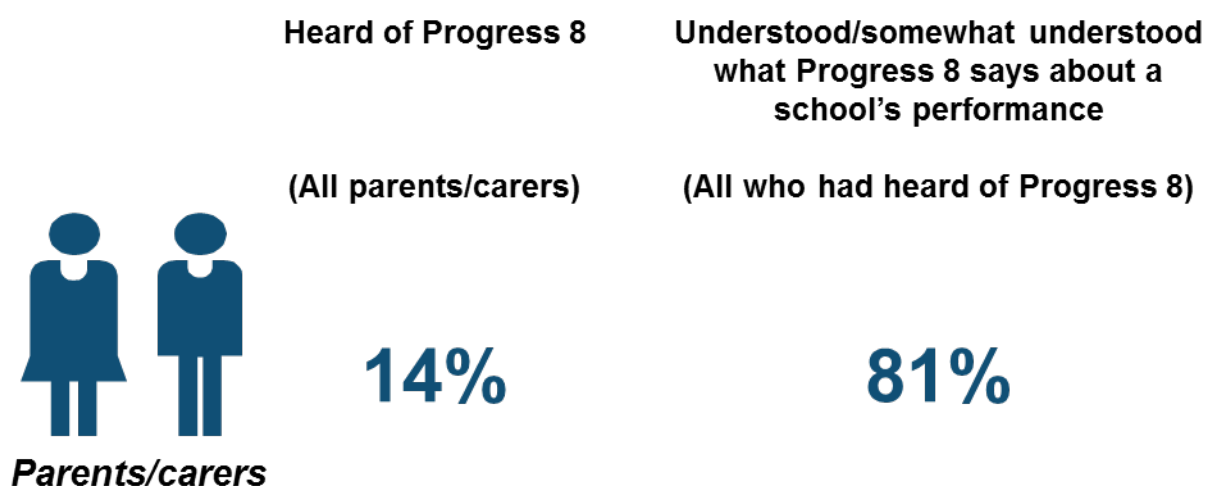
Parents/carers

Base: all parents/carers (1,723) parent/carers who have heard of Progress 8 (250)

Over half of parents/carers had heard of the EBacc. Of these, 30% reported that they had received information about it from their child's school.

Heard of the EBacc

Received information about EBacc from child's school

(All parents/carers)

(All who had heard of the EBacc)

58%

30%
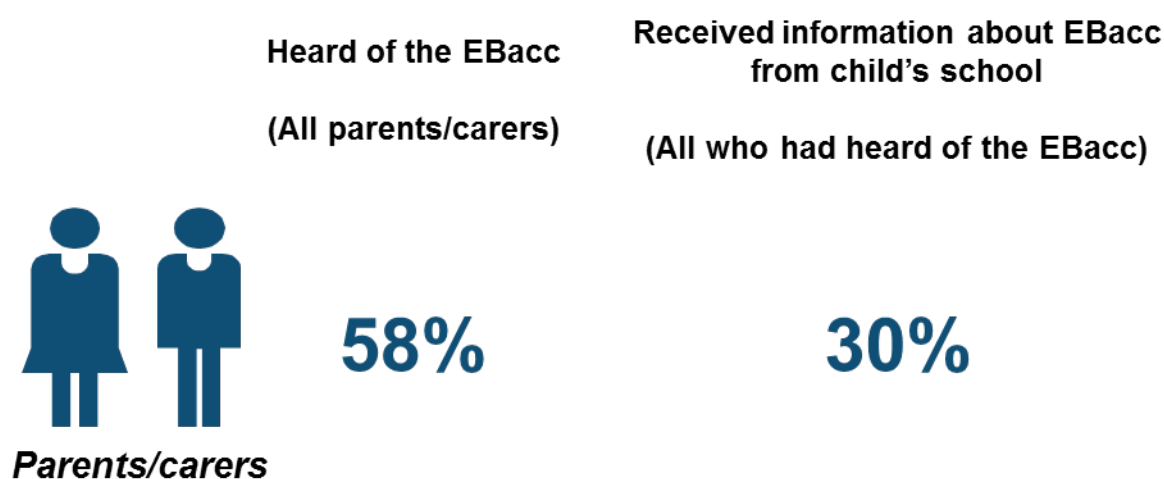
Parents/carers

Base: all parents/carers (1,723) parent/carers who have heard of EBacc (1,058)

- Seventy-three per cent of parents/carers of pupils at key stage 5 were aware of the EBacc, compared with 61% at key stage 4 and 52% at key stage 3.

- Only 30% of parents/carers of pupils eligible for FSM were aware of the EBacc (compared with 63% of parents/carers of ineligible children).

Chapter 4 summary: Plans for the Future

Finding a subject enjoyable or interesting was a key reason for studying it at GCSE, as well as a subject being useful for the child's desired career.

Reasons for choosing GCSE and A Level subjects

Pupils

Parents/carers

Pupils	Reason	Parents/carers
84%	If they enjoy it or find it interesting	87%
79%	Whether the subject is useful for the career my child wants	78%
61%	Whether the subject is useful for a range of careers	66%
71%	Whether they are likely to do well in it/ get good grades in it	64%
57%	Which subjects they need to study for their chosen course at university	60%
45%	Which subjects will strengthen their university application	43%
48%	Whether this subject leads to higher earnings later in life	24%
22%	Whether it is an important subject that everyone should study	24%

Base: all parents/carers (1,667) all pupils (1,667)
56 respondents were removed from this question due to an inconsistency in the online script which was rectified shortly after fieldwork began

Forty-eight per cent of pupils reported that whether the subject leads to higher future earnings was a key reason for studying it at GCSE, compared with 24% of parents/carers.

The majority of parents/carers had offered their child advice on future careers, and used their own knowledge to do so.

Parental careers advice

Parents/carers

Offered advice on future jobs and careers

Yes	**83%**
No	**15%**

Sources used by these parents carers to help or advise

Own knowledge and experience	**84%**
Knowledge and experience of family members and friends	**66%**
Websites	**46%**
Information from school	**29%**
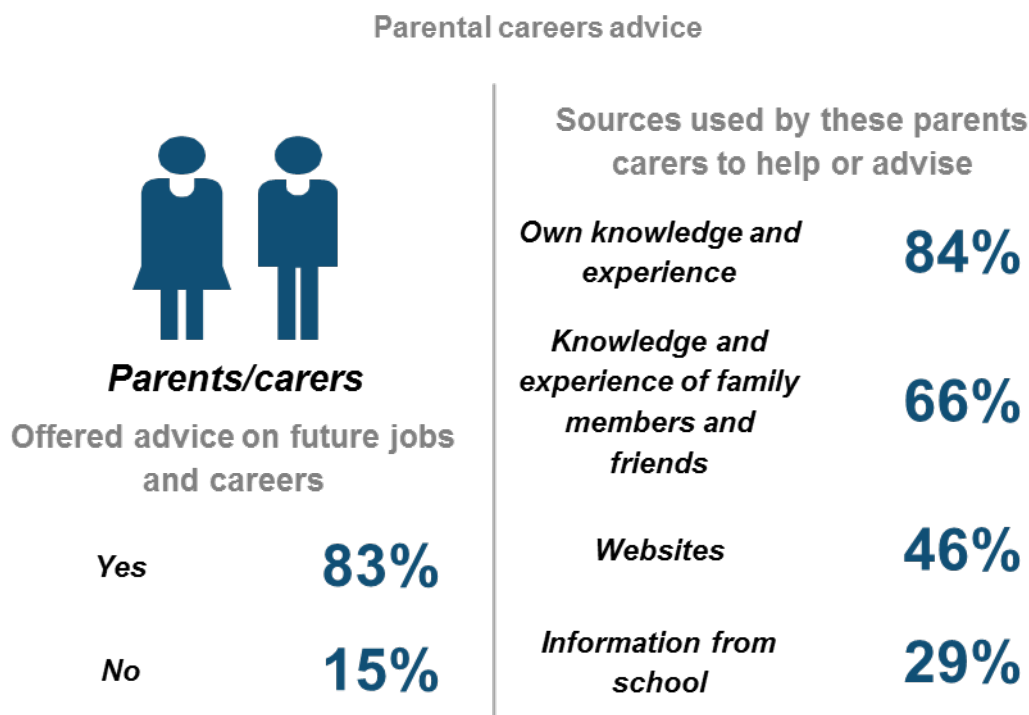
Base: all parents/carers (1,723) all parents/carers who have offered pupil advice on their future job and career(1452)

- Half (50%) of parents/carers of pupils with SEND felt confident advising them on how they can achieve their career goals (compared with 61% of parents/carers of pupils without SEND).

- Only 7% of parents/carers of pupils at key stage 5 said that they had not offered advice on careers options to their children.

- Parents/carers were most likely to view Year 9 as the best time for their children to start receiving careers advice from school (38%).

- Sixty-four per cent of parents/carers said that they would like to receive information about their child's future job/career options via their child's school.

The majority of pupils wanted to continue with academic learning after Year 11, although there is notable interest in apprenticeships/traineeships.

How pupils would most like to continue their education after Year 11

	Academic Learning (e.g. A levels)	An apprenticeship or traineeship	A different kind of vocational or technical qualification	Have not thought about it / have not decided yet
Pupils	52%	12%	2%	26%
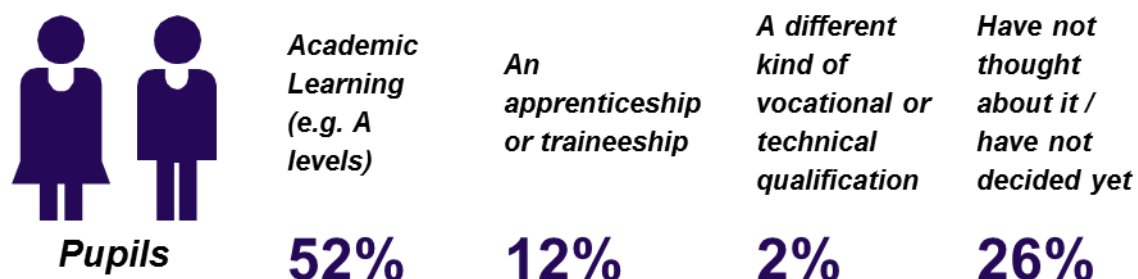
Base: pupils in Years 7 - 11 (1,274)

- Fifty-seven per cent of girls at key stages 3 and 4 wanted to continue with academic learning after Year 11 (compared with 46% of boys).

- Only 35% of pupils eligible for FSM wanted to continue with academic learning (compared with 54% of pupils not eligible for FSM).

- Seventeen per cent of boys at key stages 3 and 4 wanted to pursue an apprenticeship (compared with 7% of girls).

- A quarter (24%) of pupils with SEND at key stages 3 and 4 had not thought about what they would do after Year 11 (compared with 8% of pupils without SEND).

- Seventy-three per cent of Asian/Asian British pupils wanted to go to university/college, compared with only 46% of White pupils.

Chapter 5 summary: Life outside of studies

Pupils were generally happier and more excited during exercise undertaken outside of school rather than in PE lessons.

How pupils feel during physical activity

Strongly Agree/ Agree…		During PE lessons	When physically active outside school
🙂	Happy	68%	82%
😃	Excited	43%	62%
😐	Bored	19%	6%
😟	Nervous	18%	10%

Base: all pupils (1,723)

- Seventy-four per cent of pupils at key stage 3 were happy during PE, compared with 57% at key stage 5.

- Seventy-six per cent of boys said they felt happy during PE lessons compared with 59% of girls.

- Twenty-six per cent of pupils with SEND felt nervous during PE, compared with 17% of pupils without SEND.

- Eighty-nine per cent of parents/carers reported that their child's school offered extra-curricular activities. This was lower amongst FSM eligible families (80%) and Asian/Asian British families (80%).

The majority of parents/carers do not feel that their child's extra-curricular activities meet their child's needs or that they are fully informed. However, only 28% said that they wanted their child's school to offer more activities.

Feelings towards extra-curricular activities

	School offers activities that meet child's needs	**Fully informed about the range of activities school offers**	**Would like school to offer more activities**
	(% selecting)	*(% selecting)*	*(% selecting)*
Parents/carers	37%	38%	28%
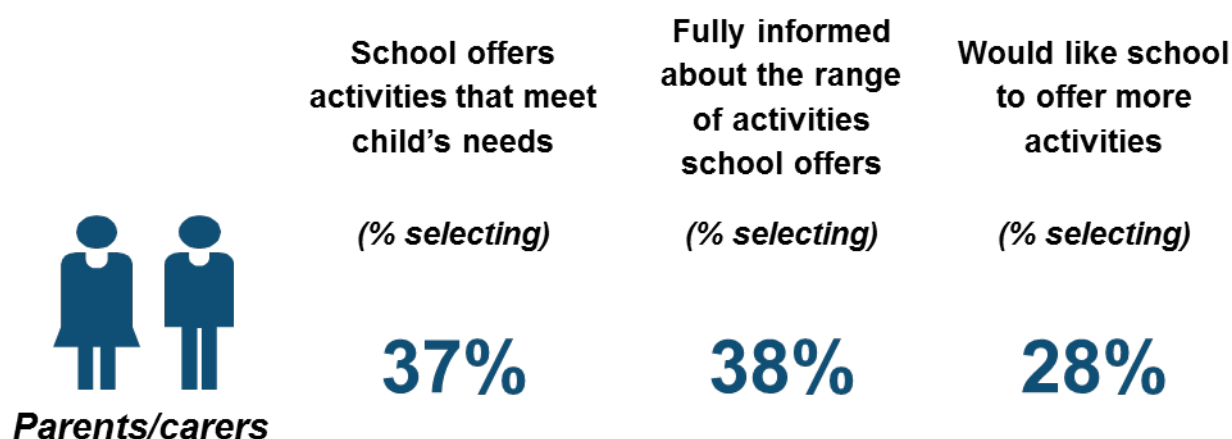
Base: parents/carers where pupil's school offer extra-curricular activities (1,535)

- Enjoyment was reported as the key driver of participation in extra-curricular activities (cited by 79% of participating pupils). Half (49%) reported that they took part to learn new skills

Under half of pupils and parents/carers had heard of the National Citizen Service (NCS).

Awareness of NCS

Parents/carers 38%   **Pupils** 46%

Base: all parents/carers (1,723) all pupils (1,723)

- Eighty-five per cent of pupils in Year 12 had heard of NCS, compared with 21% of pupils in Year 7.

- Thirty-two per cent of pupils with SEND had heard of NCS, compared with 49% of those without SEND.

- Around a quarter (23%) of pupils aware of NCS reported that they would definitely or probably take part in the future. A further one in ten (10%) said

they had already taken part. Over half of parents/carers (53%) aware of NCS wanted their child to take part in the programme.

Chapter 6 summary: Pupils with special needs and disabilities (SEND)

Pupils with SEND are less likely than pupils without SEND to feel they are being prepared well for adult life. However, there is not a significant difference amongst parents/carers.

How well parents/carers and pupils feel teachers and other school staff are preparing them for adult life

Very well/Quite well…	With SEND	Without SEND
Parents/carers	66%	70%
Pupils	54%	66%
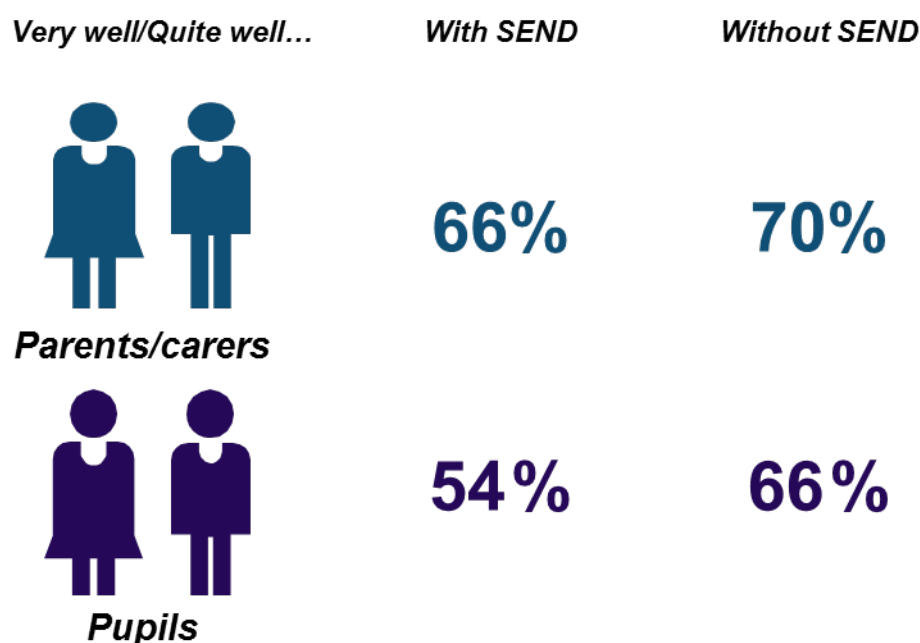
Base: all parents/carers (1,723) all pupils (1,723)

- Fifty-four per cent of parents/carers of children with SEND agree, 'most teachers at the school/ college know how to support my child'.

- Thirty-five per cent of parents/carers of children with SEND feel, 'confident that the right level of support is being put in place for my child'.

- Twenty-eight per cent feel 'fully involved in the decisions about the support the school/college gives my child'[2].

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[2] These questions were only asked to parents/carers who identified that their child has SEND.

Spotlight on disadvantage

Patterns seen across the data indicate lower levels of engagement with academic learning, careers options, and school life more broadly amongst pupils from disadvantaged backgrounds[3,4]. It should be noted that these results by disadvantage do not control for prior attainment.

- Disadvantaged pupils and their parents/carers were less likely to have heard about the GCSE reforms, or the English Baccalaureate (EBacc)[5].

- Compared with their more advantaged counterparts, disadvantaged pupils and their parents/carers were less likely to be happy with the pupil's progress at school. Parents/carers were additionally less likely to be happy with the quality of teaching. Disadvantaged pupils were also less likely to discuss their experiences at school with their parent/carer.

- While most of the reasons disadvantaged pupils choose subjects GCSEs and A Levels are consistent with more advantaged pupils, they are less likely to select a subject because they, 'enjoy it or find it interesting'.

- Parents/carers of disadvantaged pupils were less likely to feel confident advising their child on subject choices, or to draw on their own experience when advising their child on career options. At the same time, however, they were less likely to select most of the identified information types to help advise their child[6]. In turn, disadvantaged pupils were less likely to say they had received careers advice from their parent/carer (although not the other listed sources[7]).

- Disadvantaged pupils were much less likely to be planning on continuing academic learning after Year 11, and indicatively more likely to want to get a job after compulsory education rather than continue at college or university. However, they were less likely to say they have had the opportunity to have contact with employers at careers fairs (and more likely to say they don't know if they have had an opportunity to have contact with employers).

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[3] Definitions of disadvantage vary between these findings and may be different from the definition of disadvantaged in national statistics. Disadvantage in these findings is identified via free school meal (FSM) eligibility and/or Income Deprivation Affecting Children Index (IDACI) as appropriate to the analysis.
[4] Note that pupils eligible for FSM are also more likely to also have SEND than those that are not eligible (29% of pupils with SEND are eligible for FSM compared with 11% of those without SEND).
[5] Currently awareness of Progress 8 is low across all parent groups
[6] Pre-coded list: the qualifications needed for particular jobs; the skills needed for particular jobs; their academic qualification options; the kinds of jobs that are available; their vocational qualification options; what school leavers go on to do.
[7] Pre-coded list: teachers at my school; a careers advisor who came into my school; friends; a careers advisor outside of school; any other source (e.g. other people; websites etc.)

- Additionally, despite disadvantaged pupil's greater likelihood to be looking at moving into work after compulsory education, parents/carers of disadvantaged pupils were less likely to advise their child to undertake a work placement[8]. Similarly disadvantaged pupils were less likely to have undertaken a work placement or to be planning to in future.

- Looking at school life more broadly, parents/carers of disadvantaged pupils were less likely to report that their child takes part in sports extra-curricular activities through school. Disadvantaged pupils were also less likely to feel happy or excited during PE lessons. Parents/carers of disadvantaged pupils were less likely to select each of the identified benefits of taking part in extracurricular activities[9], or to be aware of their child's school offering extra-curricular activities.

- While disadvantaged pupils and their parents/carers were less likely to have heard of National Citizen Service (NCS), amongst those that had heard of it, they were more likely to want to take part in future than more advantaged pupils.

- Disadvantaged pupils were less likely to feel comfortable using many of the mental health services or speaking to each of the listed sources of support/ information about their mental health.

Regional differences were limited, but where statistically significant these are reported throughout.

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[8] Although this was still high at 77% of parents/carers of FSM eligible pupils (compares with 91% of pupils not eligible).
[9] Pre-coded list: it is something they enjoy doing; it allows them to learn new skills; it is something for them to do outside their studies; it enables them to make new friends; it gives them something to do with their friends.

Background and introduction

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

This omnibus survey enables policy teams across DfE to collect data on a range of topics in a cost-effective and timely manner. It is particularly aimed at meeting the Department's informational needs in cases where a relatively small set of questions can get to the heart of the matter.

The first wave of the omnibus covered a range of topics including:

- progress and parental involvement in children's learning, including perceived progress, quality of teaching and learning interactions at home;

- mental health and wellbeing, covering attitudes towards, and confidence in dealing with, mental health issues;

- changes at school, incorporating GCSE Reform, Progress 8 and the English Baccalaureate (EBacc);

- plans for the future including subject choice, careers guidance and job placements;

- life outside of academic studies focusing on PE, the National Citizen Service and other extra-curricular activities; and

- Special Educational Needs and Disabilities - examining perceptions of the support that is in place.

Methodology

The survey was conducted using a drive-online method, in which respondents were invited to participate via a postal invitation but completed the survey online. A paper version of the questionnaire was included with the second reminder to ensure that those without internet access or a preference for completing a postal version of the survey were not excluded from taking part.

The sample of families interviewed in the survey was taken from the National Pupil Database (NPD). The sample was drawn with a view of ensuring the final profile of those going on to participate in the study would be representative of the population of pupils in Years 7 to 13 in England and their parents/carers.

When selecting the sample, children that were not in secondary education (defined as school Year 7 to 13) were first deleted. Secondly, duplicate cases (as identified by

their Anonymised Pupil Matching Reference) were identified and de-duplicated at random.

The frame was then stratified by school year, and within each stratum sorted by:

- Gender

- Age in years (at the start of the school year)

- Local Authority

- Major ethnic group

- Eligibility for Free School Meals

- Provision types under the SEN Code of Practice

- IDACI (Income Deprivation Affecting Children Indices) rank

Using this sorted database, a sample (including a reserve) was systematically selected from each stratum.

Two separate questionnaires were administered - one to a parent/carer and one to a pupil in each household. Only those households where both the parent/carer and the selected pupil completed their respective questionnaires were included in the final dataset. Fieldwork was conducted between July 4 and August 22 2016. Overall a total of 1,723 valid linked parent/carer pupil questionnaires were completed. A breakdown of the questionnaires completed by each of the key analysis sub-groups is shown below. These figures are based on pupil characteristics, with the exception of parent gender.

Table A.1 Breakdown of sample by characteristic

Pupil gender	Questionnaires completed	% of total
Male	792	46%
Female	930	54%

Parent gender		
Male	308	18%
Female	1434	82%

School year		
Year 7	274	16%
Year 8	284	16%
Year 9	260	15%
Year 10	241	14%
Year 11	212	12%
Year 12	231	13%
Year 13	217	13%

FSM Eligible		
No	1579	92%
Yes	135	8%

Major ethnic group	Questionnaires completed	% of total
White	1330	77%
Non-white	364	22%

SEND provision		
Yes	151	9%
No	1324	77%

Respondents were asked their permission to link their survey responses to characteristics information contained on the NPD. The questionnaire also included key demographic questions to enable us to identify key sub groups and apply weighting for those who did not agree to data linking.

In total, 2,104 parent questionnaires and 2,200 pupil questionnaires were completed. However, questionnaires were discarded if they arrived after the cut-off date and if we did not receive a paired response, 412 pupil questionnaires and 318 parent questionnaires were discarded for these reasons. A small number of respondents

(30) were excluded from the final sample as their survey responses differed from the NPD. The final reporting figure was 1,723 for each, after non-paired responses and those received after the cut-off were discounted (please see the technical appendix for details).

Data were weighted to ensure that the final weighted sample more precisely matched the profile of families with children in Years 7 to 13 on the NPD. Weights were applied to adjust for non-response bias by region, age, gender, eligibility for Free School Meals, and ethnicity.

A guide to interpreting the survey data

Percentages in charts and tabulations do not always add to 100 per cent due to rounding and/or certain questions allowing survey participants to give more than a single response.

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

The analysis of paired responses is based on derived variables which compare whether the parent/carer and pupil 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 the variable.

Unless specified to the contrary, all commentary in the report 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 (e.g. sub-group A is more likely to respond in a certain way than sub-group B) would be found on at least 95 occasions. On occasion, findings which are not significant have been presented in places where their addition was important for context or indicative of a wider trend. These are described as being indicative differences (as opposed to statistically significant, or 'substantive', differences).

Applying weights to 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 should be 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 reported throughout this report are the actual base sizes, the statistical analysis is based on the effective base.

Table A.2 shows the effective base sizes and margins of error for each sample type. The effective base sizes for sub-groups are lower and can be found in the data tabulations which accompany this report.

Table A.2: Sample size and margin of error of survey data

	Unweighted sample size	Effective base size	Margin of error at 95% confidence level[10]
Parents/carers	1,723	c.1500	+/- 3%
Pupils	1,723	c.1500	+/- 3%

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[10] 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.

Chapter 1 - Parental involvement in their child's learning

In this chapter we report attitudes towards pupils' learning at school, the quality of teaching and parental involvement with their child's learning.

1.1 Are parents/carers and pupils happy with progress at school?

Pupils were asked how happy they were with their progress at secondary school[11], using a five point scale ranging from 'very happy' to 'very unhappy'. Their parents/carers were asked how they felt about their child's progress using the same scale.

Figure 1.1 How happy pupils and parents/carers are with child's progress at secondary school
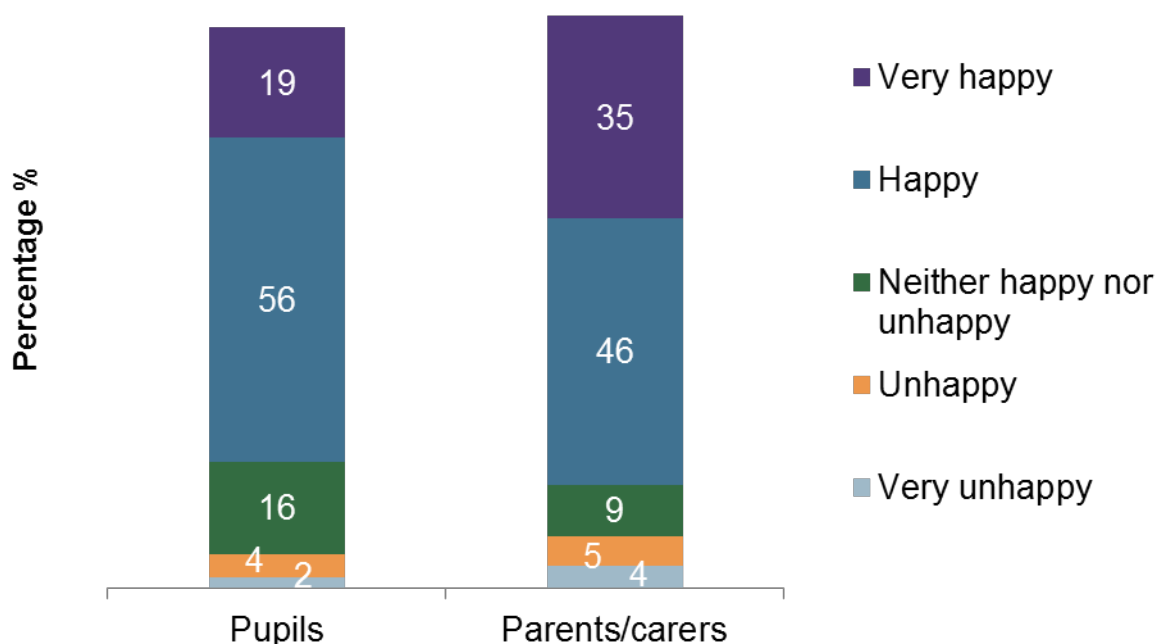
Base: all pupils (1,723) all parents/carers (1,723)

Overall, three-quarters (75%) of pupils reported that they were 'very happy' or 'happy' with their progress at school. A similar proportion of parents/carers (81%) said the same of their child's progress. However, a fifth of pupils (19%) reported that they were 'very happy' with their progress, suggesting that there is a general sense that improvement is possible. Parents/carers were more likely to use the top end of the rating scale, with 35% saying they were 'very happy' with their child's progress at

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[11] The question referred specifically to 'progress at school'.

school. Only 6% of pupils and 9% of parents/carers reported that they were 'unhappy' or 'very unhappy' with their progress.

Paired response

As this question was asked to both respondent types, we can analyse whether pupils and their own parents/carers responded differently by looking at the paired responses.

Half of pupils and their parents/carers (50%) gave the same response to this question. In 33% of cases the parents/carers were happier with their progress at school than the pupils, while 17% of pupils were happier than their parents.

Differences by subgroup

Pupil's age

Pupils at the start of their schooling tended to be happier with their progress than those in later years. Eighty-two per cent of pupils in Year 7 were either happy or very happy their progress, which is significantly higher than pupils in Years 9,11,12 and 13 (see figure 1.2). Pupils in Year 11 were least likely to be happy with their progress.

Figure 1.2 How happy pupils and parents/carers are with child's progress at secondary school by school year
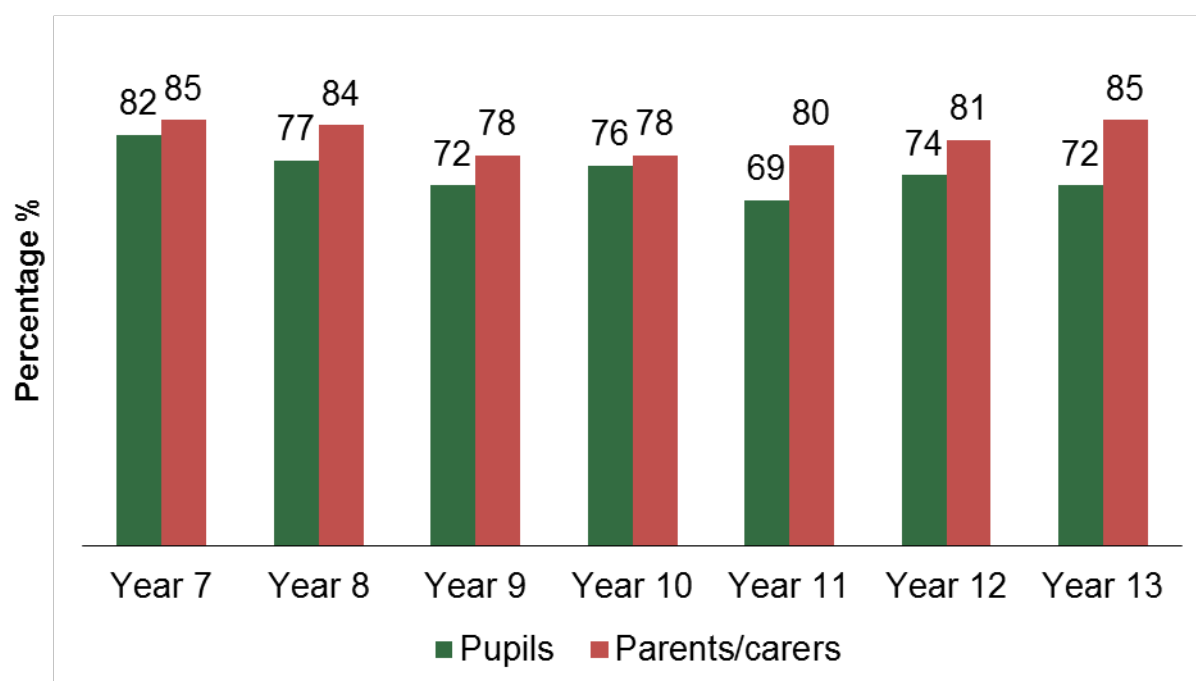
Base: pupils in Year 7 (274) Year 8 (284) Year 9 (260) Year 10 (241) Year 11 (212) Year 12 (231) Year 13 (217)

Parents/carers of pupils at key stage 5 were more likely to give a higher rating than their child than parents/carers of pupils at earlier key stages. Forty per cent of parents/carers of key stage 5 pupils gave a higher rating than their child, compared with 31% of parent/carers of pupils at key stage 3 giving a higher rating than their child[12].

Gender

In spite of the fact that girls continue to outperform boys in terms of exam results[13], we see little difference between girls and boys, with 76% and 74% respectively 'happy' or 'very happy' with their progress at secondary school. However, parents/carers of girls tended to be slightly happier with their progress at school than parents/carers of boys (84% and 79%). Accordingly, there was more likely to be a difference in the paired responses between boys and their parents/carers, with 19% of boys happier with their progress than their parent/carer, compared with 15% of girls and their parent/carer.

Disadvantage

Pupils who are eligible for FSM were less likely to be 'happy' or 'very happy' with their progress at school than those who are not eligible (65% compared with 77%). Results from their parents/carers mirror this trend, with 74% of those whose child is FSM eligible 'happy' or 'very happy' with their progress, compared with 82% of parents/carers whose child is not eligible.

Results by IDACI quintile[14] further support the finding that disadvantaged pupils tend to be less happy with their progress at school. Eighty per cent of pupils in the first (least deprived) quintile are happy with their progress to at least some extent, compared with 65% of those in the fifth (most deprived) quintile. This difference by IDACI quintile is also present amongst the linked parents/carers in the survey, but to a lesser degree. Eighty-five per cent of parents/carers in the first quintile were happy to some extent with their child's progress at school, compared with 78% of those in the fifth quintile.

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[12] Fewer pupils at key stage 5 gave a higher rating than their parent/carer, although this difference is not statistically significant when compared to the difference between those at key stage 4 or 3 and their parent/carer.

[13] Pg 18 - DfE (2016), Revised GCSE and equivalent results in England, 2014 to 2015, https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/494073/SFR01_2016.pdf - pg23

[14] This measure ranks areas according to the proportion of children under the age of 16 that live in low income households. The first IDACI quintile represents the 20% least deprived areas and the fifth IDACI quintile represents the 20% most deprived areas.

SEND

Pupils who have a special educational need or disability (SEND) were much less likely to report that they are 'happy' or 'very happy' with their school progress than those without SEND (58% and 79% respectively). Parents/carers of children with SEND were also markedly less likely to be happy to some extent with their child's progress at secondary school than parents/carers whose child does not have SEND (64% and 85% respectively). Pupils with SEND were, however more likely to give a higher rating than their parent/carer (23%) than pupils not recorded as SEND (16%).

Figure 1.3 How happy pupils and parents/carers are with child's progress at secondary school by SEND
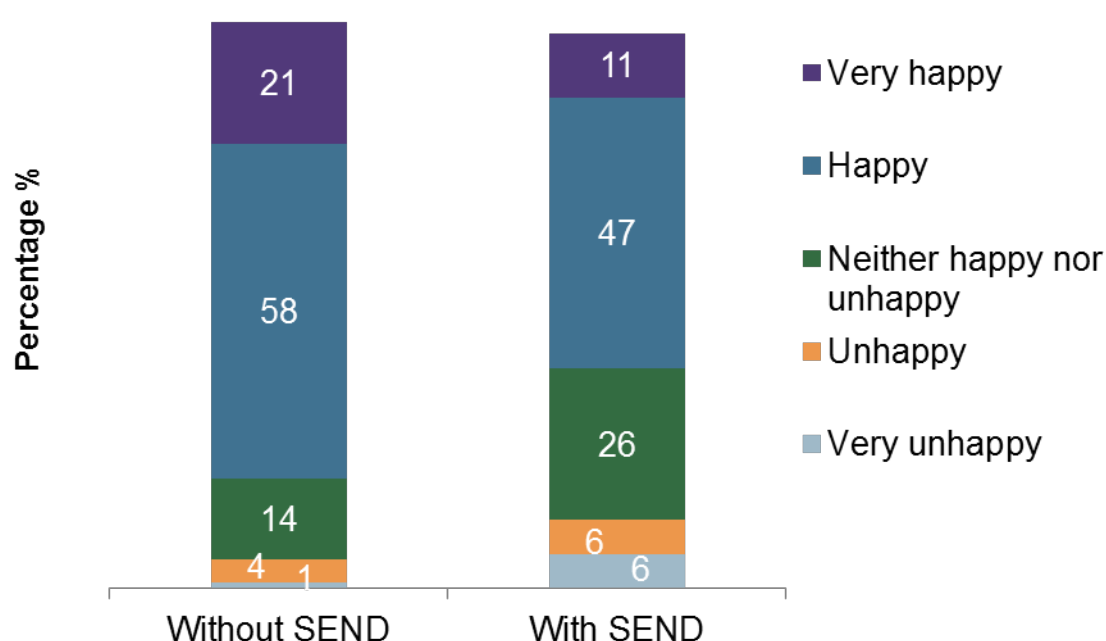
Base: pupils with SEND (151) pupils without SEND (1,324)

Ethnicity

White or Asian/Asian British pupils were happier with their progress at school (76% and 74% respectively) than Black/ African/ Caribbean/ Black British pupils (58%). This difference is less pronounced amongst their parents/carers (82% and 83% compared with 75%)[15].

No significant differences were found by region.

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[15] Base size: White (1330); Asian or Asian British (179); Black/ African/ Caribbean/ Black British (79); Other ethnic group (119).

1.2 How do parents/carers and pupils perceive the quality of teaching?

Using the same response scale, pupils and their parents/carers were asked how happy they are with the quality of teaching at their school.

Overall, 64% of pupils were 'happy' or 'very happy' with the quality of teaching at their school, although only 14% used the top end of the scale and reported that they were 'very happy'. As with their child's progress discussed in section 1.1, parents/carers were again slightly more positive, with 52% 'happy' and 23% 'very happy' with the quality of teaching at their child's school.

Figure 1.4 How happy pupils and parents/carers are with quality of teaching at secondary school
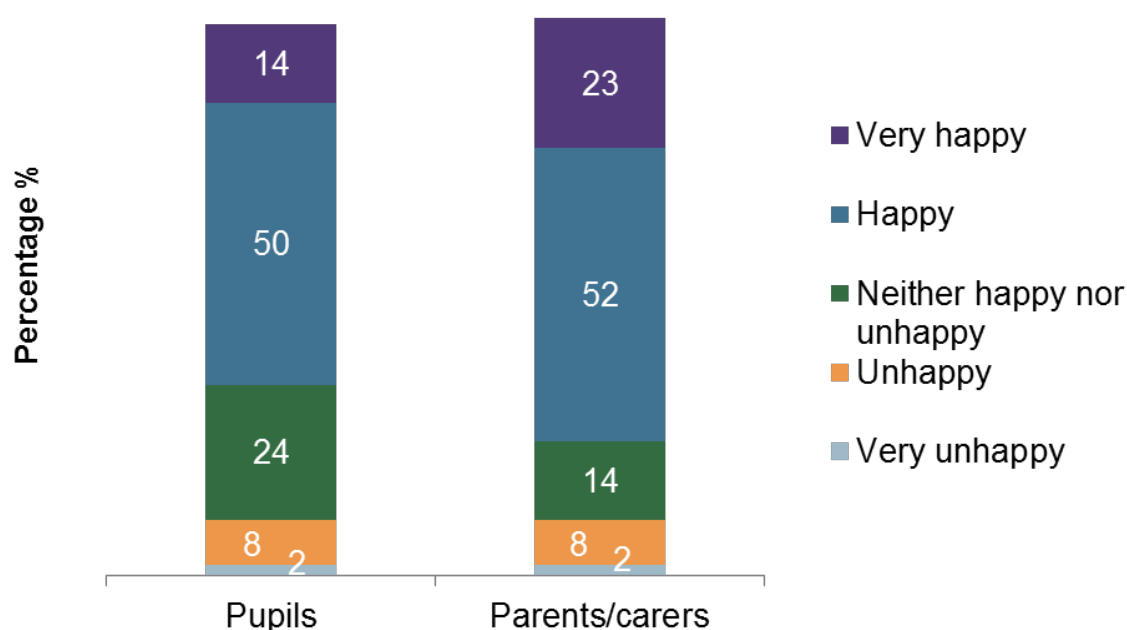
Base: all pupils (1,723) all parents/carers (1,723)

Paired response

Similar to the previous measure, just under half of pupils and their parents/carers (48%) gave the same response to this question. Amongst one third (34%) of the paired responses, parents/carers were happier with the quality of teaching at their child's secondary school than the pupil. In 18% of cases, the pupil gave a more positive response to this question than their parent/carer.

Differences by subgroup

Pupil's age

Pupils in Year 9 (57%) were the least likely to say they were happy with the quality of teaching at their school. This was mirrored by their parents/carers; parents/carers of Year 9 pupils were also least likely to be happy (68%). Conversely, pupils in Year 7 were most likely to be happy with the quality of teaching (73% happy), again a view echoed by their parents/carers (82%).

Gender

Amongst both pupils and their parents/carers, there is no difference by the pupil's gender.

Disadvantage

Parents/carers whose child is eligible for FSM were more likely to be 'unhappy' with the quality of teaching (16%) compared with parents/carers of pupils who are not eligible for FSM (9%). However, this difference is not seen amongst pupils.

SEND

Although no statistically significant differences were found, indicatively pupils with SEND were less likely to be happy with the quality of teaching at their school than those without SEND. This reflects their attitudes towards their own progress. Fifty-nine per cent of pupils with SEND were happy to some extent with the quality of teaching at their school, compared with 66% of pupils without SEND. This gap is again slightly wider amongst parents/carers of these pupils, with 66% of parents/carers whose child has SEND being happy to some extent with the quality of teaching compared with 76% of parents/carers whose child does not have SEND.

Ethnicity

There were no significant differences when looking at the aggregate ratings across ethnic groups amongst either pupils or their parents/carers. However, Asian/ Asian British pupils were significantly more likely to give the same rating as their parent/carer (67%) than White pupils and their parent/carer (46%) and Black/African/Caribbean/Black British pupils and their parents/carers (44%). Amongst these latter groups the parent/carer was more likely to be happier with the quality of teaching than their child (35% and 42% respectively, compared with 21% Asian / Asian British parents/carers and their child).

There were no statistically significant differences found by region.

1.3 What is the perceived impact of school on life outcomes?

Pupils and parents/carers were asked the extent to which they agreed with the following statements:

- Pupils – 'How well I do at school will affect how well I get on in life'; and

- Parents/carers – 'How well my child does at school will affect how well they get on in life'.

Close to four-fifths (78%) of pupils agree to some extent that achievement at school will affect how well they get on in life, with 36% strongly agreeing. Amongst parents/carers, 83% agree to some extent that how well their child does at school will affect how well they get on in life, and 44% agree strongly.

There appears to be a correlation between perceived quality of teaching at secondary school, happiness with the progress being made and the perceived impact of school on life outcomes as measured by the above statement. Pupils who were happy with their progress at school were much more likely to be happy with the quality of teaching (73% of those happy with their progress, compared with 35% of those who were not). This was even more pronounced amongst parents/carers, where 85% of those who were happy with their progress were happy with the quality of teaching (compared with 26% of those who were not happy with the quality of teaching).

Pupils who were happy with their progress at school were also more likely to agree that 'how well you do at school affects how well you get on in later life'. Of those pupils who were happy with their progress at school, 82% agreed with the statement, compared with 68% of those who were not happy with their progress at school.

Paired response

Just over four in ten (45%) pupils and parents/carers gave the same response when asked whether they agreed 'how well you do at school affects how well you get on in later life'. For this measure there were again more cases where the parents/carers responded more positively than the pupil (32%) than where the pupil responded more positively than their parent/carer (23%).

Differences by subgroup

Pupil's age

Younger pupils and their parents/carers were more likely to agree with these statements than those in Year 11 and their parents/carers (68% and 79% respectively). As discussed earlier in this chapter, pupils in Year 11 tend to be less happy with their progress at school and also with the quality of teaching at their school than pupils at the beginning of their secondary school career. Parents/carers of key stage 3 pupils are slightly more likely than parents/carers of key stage 4 pupils to either agree or strongly agree that how well their child does in school will affect how well they get on in life (85% compared with 80% respectively).

Figure 1.5 Whether pupils and their parents/carers agree that 'how well you do in school affects how well you get on in life' by school year
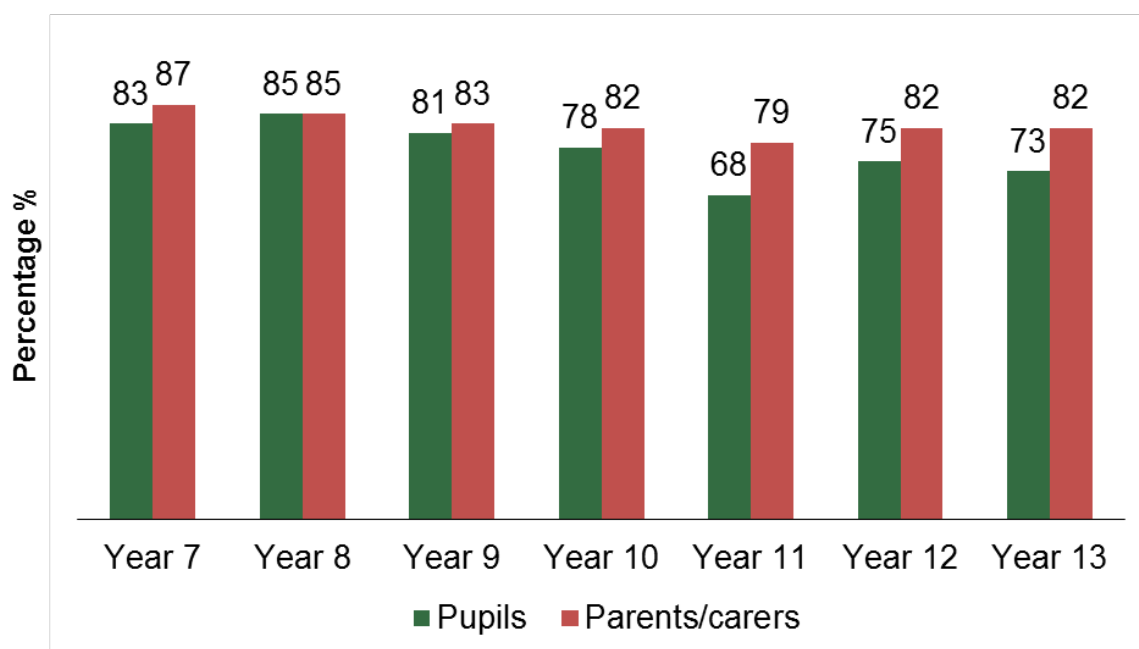
Base: pupils in Year 7 (274) Year 8 (284) Year 9 (260) Year 10 (241) Year 11 (212) Year 12 (231) Year 13 (217)

SEND

Parents/carers of children with SEND were less likely than parents/carers of pupils without SEND to agree (to any extent) with the statement linking school performance with later life outcomes (77% of parents/carers of children with SEND and 85% of parents/carers whose child does not have SEND). The differences between pupils with and without SEND were not significant, although indicatively this pattern is reflected amongst pupils (73% of pupils with SEND agree compared with 80% of pupils without SEND).

Ethnicity

As seen in the previous section, when looking at the paired responses there was more likely to be parity between Asian / Asian British pupils and their parent/carer (59% saying the same) than White pupils (42% saying the same as their parent/carer) and although not significantly, 50% of Black/African/Caribbean/Black British pupils and their parents/carers saying the same.

Region

The only significant difference by region was that pupils in the South were more likely to 'disagree' or 'strongly disagree' that doing well in school will affect how well they do in life (10%) compared with pupils in London (5%). This difference was not found amongst parents/carers in the region.

There were no significant differences by gender or disadvantage.

1.4 Do parents/carers feel confident that they can give their children the support they need?

Parents/carers were asked to rate their agreement with a second statement, shown below:

- 'I feel confident in my ability to support my child's learning and development'.

The results showed a strongly positive response. A large majority of parents/carers (85%) agreed to some extent that they were confident in their ability to support their child, while 33% agreed strongly. Only 5% of parents/carers disagreed with the statement.

Differences by subgroup

Pupil's age

Results were consistent across school years, with around 85% of parents/carers with pupils in each of Years 7-12 agreeing with the statement. This includes parents/carers of pupils in Years 10 (84%) and 11 (86%), which contrasts with the patterns discussed in the previous section. Agreement was lower amongst parents/carers of pupils in Year 13 (79%) although this was only significantly different to parents/carers of pupils in Year 7 (87%).

There were no significant differences by gender, disadvantage, SEND, ethnicity or region.

1.5 Are parents taking an active role in their child's performance at school?

Parents/carers were asked if they had done anything to improve their child's performance at school, asking them to choose from the options below. Three-fifths (61%) of parents/carers had taken one or more of these courses of action. The percentage in brackets shows the total proportion of parents/carers who had taken each action (some parents/carers had done more than one of these):

- Complained to your child's school (30%)

- Tutored your child yourself (21%)

- Hired a private tutor for your child (20%)

- Moved your child (or considered moving them) to another school (12%)

- Something else (10%)

- None of the above (39%)[16]

Differences by subgroup

Pupil's age

As shown in Figure 1.6, parents/carers of pupils in Year 11 were particularly likely to have complained to their child's school (40%). We saw in sections 1.1 and 1.2 of this chapter that parents/carers of pupils in this age group were less happy with their child's progress and the quality of teaching at that school than pupils in other years (as were Year 11 pupils themselves).

Forty-six per cent of parents/carers of pupils in Year 7 (whose child has been in school for less time than those in higher year groups) had taken none of these actions

Parents/carers of pupils in Years 12 and 13 were more likely to have hired a tutor for their child to improve performance.

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[16] This figure includes those who said 'don't know' or gave no answer.

Figure 1.6 Actions taken by parents/carers to improve their child's performance by school

Complained to your child's school
Year 7: 24, Year 8: 28, Year 9: 32, Year 10: 26, Year 11: 40, Year 12: 33, Year 13: 29

Tutored your child yourself
Year 7: 21, Year 8: 22, Year 9: 22, Year 10: 20, Year 11: 21, Year 12: 20, Year 13: 12

Hired a private tutor for your child
Year 7: 10, Year 8: 19, Year 9: 18, Year 10: 21, Year 11: 24, Year 12: 30, Year 13: 32

Moved your child (or considered moving them) to another school
Year 7: 10, Year 8: 13, Year 9: 13, Year 10: 11, Year 11: 11, Year 12: 12, Year 13: 13

■ Year 7 ■ Year 8 ■ Year 9 ■ Year 10 ■ Year 11 ■ Year 12 ■ Year 13

Base: pupils in Year 7 (274) Year 8 (284) Year 9 (260) Year 10 (241) Year 11 (212) Year 12 (231) Year 13 (217)

Disadvantage

Although no differences are seen when looking at FSM eligibility, parents/carers in the first four IDACI quintiles are more likely than the fifth (the most disadvantaged) to have hired a private tutor for their child (first 26%, second 24%, third 19%, fourth 20% and dropping to 10% amongst fifth quintile parents/carers).

SEND

Parents/carers of pupils with SEND were more likely to have complained to their child's school (44%) and/or to have moved their child (or considered moving them) to another school (20%) compared with parents/carers of pupils without SEND (28% and 11% respectively).

Region

Parents/carers in the South and London were more likely to say they have 'hired a private tutor' (22% and 32% respectively) compared with parents/carers in the North and Midlands (15% and 13% respectively).

Ethnicity

Parents/carers of pupils from a White or a Black/African/Caribbean/Black British background were much more likely to have complained to their child's school (33% and 28%, compared with 15% of those from an Asian/Asian British background). Parents/carers of White pupils were, however, much less likely to have tutored their child themselves (18% compared with 28% of those from an Asian/Asian British background and 37% from a Black/ African/Caribbean/Black British background) or to have hired a tutor (18% compared with 32% of those from an Asian/Asian British background and, not significantly, 24% of those from a Black/ African/Caribbean/Black British)[17].

There were no significant differences by gender.

1.6 What are parents/carers and pupils talking about and doing together?

We asked pupils about how often they talk to someone at home about their experiences at school, their school work, news and current events, and how often they receive help from someone at home with their homework, or are taken for educational visits.

As shown in Figure 1.7 the vast majority of pupils (80%) discuss their experiences at school on a daily basis. Fifty-three per cent of pupils discuss their school work on a daily basis, and 44% discuss news or current events every day.

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[17] Note that we did not identify what subject this tutoring was in (for example, whether this was tutoring in a parent/carer's native language).

Figure 1.7 How often someone at home does the following with pupils
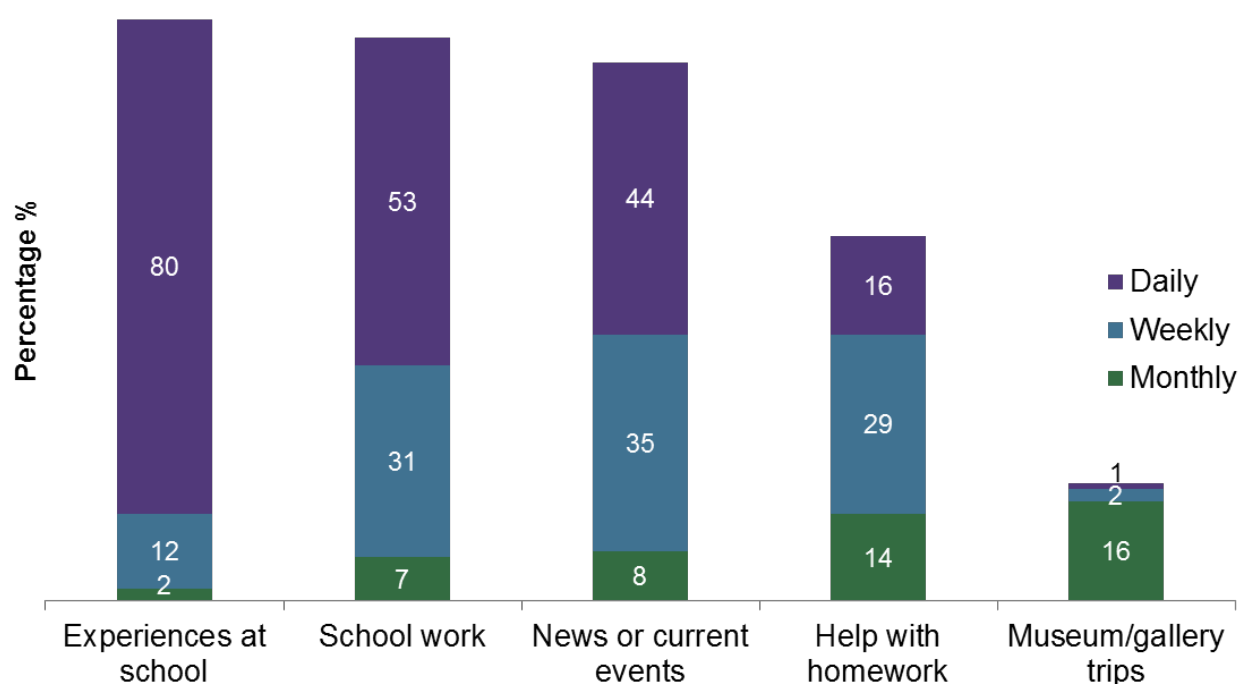
Base: all pupils (1,723)

Differences by subgroup

Pupil's age

There are large differences across key stages. Pupils at key stage 3 were more likely than those at key stage 5 to discuss their experiences at school (82% compared with 77% of those at key stage 5) and to talk about their school work (56%, compared with 46% of those at key stage 5). Key stage 3 pupils were also significantly more likely than both key stage 4 and 5 pupils to get help with their homework (20%, compared with 13% at key stage 4 and 5% at key stage 5). The proportion of pupils who had an educational visit at least monthly fell from 24% at key stage 3 to 15% by key stage 4.

Gender

Parents/carers of boys were more likely to say they helped their child daily with their homework (21%) compared with parents/carers of girls (16%), although this difference is not seen amongst pupils.

Disadvantage

Pupils from more deprived backgrounds were less likely to discuss their experiences at school. Of those who are eligible for FSM, 67% talked about their experiences at school on a daily basis, compared with 82% of those who are not FSM eligible.

SEND

Pupils with SEND were more likely to talk about homework (65% compared with 52% of those without SEND) and get help with their homework (23% compared with 13% of those without SEND) at home.

Ethnicity

Parents/carers of white pupils were more likely to say that their child talks to someone at home about their experiences at school daily (81%) compared with parents/carers of Asian/Asian British and Black/African/Caribbean/Black British pupils (60% and 57% respectively). This difference is also seen amongst pupils, with white pupils more likely to say that they talk to someone at home about their school experiences daily (84%) compared with their Asian/Asian British and Black/African/Caribbean/Black British counterparts (66% and 58% respectively).

Parents/carers of Asian/Asian British pupils were more likely to say someone at home never takes their child on educational visits (e.g. museums or galleries) (19%) compared with parents/carers of white pupils (6%). Similarly, Asian/Asian British pupils were also more likely to say someone at home never takes them on such educational visits (21%) compared with white pupils (12%).

Region

Parents/carers in London were more likely to say someone at home never helps their child with their homework (12%), compared with 6% of parents/carers in the North, Midlands and the South. However, this difference is not reflected amongst pupils.

Chapter 2 – Mental health and well-being

In this chapter, we discuss levels of knowledge about and attitudes towards mental health support.

Background

Supporting and protecting vulnerable children is at the heart of the government's approach to children's social care and education policy and is an explicit feature of the Department for Education's (DfE) strategic priorities for 2015-20[18]. The DfE has committed to support 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'[19]. They note that around one in ten children may be suffering from some form of mental illness at any given time and that schools need to establish their own processes to support them, as well as to form partnerships with other service providers to enable children and young people to access appropriate specialist support.

Understanding who young people feel comfortable talking to about their mental health and which services they feel comfortable using is important when considering which types of mental health provision to promote through Child and Adolescent Mental Health Services (CAMHS). Similarly, knowing the best way to support parents/carers is crucial to helping schools provide the right support for parents/carers and pupils. Pupils' and parent/carers' knowledge of mental health support are explored in this section.

2.1 Do pupils/parents/carers know enough about mental health issues?

Parents/carers were more confident than pupils that they knew how to look after the pupil's mental health: 65% of pupils agreed or strongly agreed with the statement 'I know enough about how to look after my mental health' compared with 83% of parents/carers who agreed or strongly agreed with the statement 'I know how to look after my child's mental health' (see figure 2.1).

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[18] DfE (2016), Mental health and behavior in schools, https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/508847/Mental_Health_and_Behaviour_-_advice_for_Schools_160316.pdf
[19] ibid pg 33

Paired response

Amongst 43% of the paired responses, the parent/carer agreed more strongly that that they knew how to look after their child's mental health than the pupil. In 39% of cases, the parent/carer and pupil gave the same response, and for 18% of cases the pupil agreed more strongly than their parent/carer.

These findings indicate that in general, pupils feel less confident in their ability to manage their personal mental health than their parents/carers.

Figure 2.1 Whether pupils and their parents/carers agree that they know how to look after the pupil's mental health
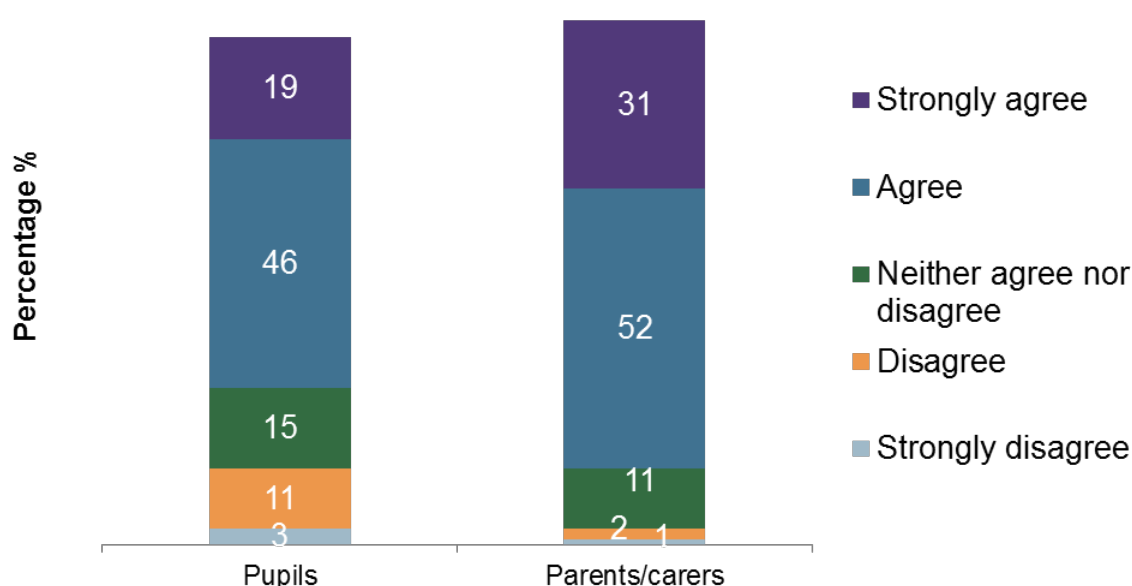
Base: all pupils (1,723) all parents/carers (1,723)

Differences by subgroup

Pupil's age

Few differences were seen across sub-groups amongst parents/carers, but there were differences amongst pupils. Key stage 4 and 5 pupils were more likely to disagree with the statements that they knew enough about how to look after their mental health (19% and 20% respectively) compared with key stage 3 pupils (10%).

Gender

Boys were more likely to agree to some extent with the statement 'I know how to look after my own mental health' (69%) compared with girls (61%).

SEND

Pupils with SEND were significantly less likely to agree to some extent with the statement (50%), than pupils without SEND (67%). However, this difference was not significant amongst parents/carers - 84% of parents/carers whose children did not have SEND agreed with the statement compared with 79% of parents/carers with children with SEND.

Ethnicity

White pupils (15%) were significantly more likely to disagree that they knew how to look after their mental health compared with their Asian/Asian British counterparts (9%)[20]. This compares to 11% of Black/African/Caribbean/Black British pupils.

Parents/carers of Asian/ Asian British pupils were also more likely to agree that they knew how to look after their child's mental health (87%) compared with parents/carers of Black/African/Caribbean/Black British pupils (74%)[21]. This compares to 83% of parents/carers of White pupils.

Region

Parents/carers in the North were more likely to agree with the statement 'I know how to look after my child's mental health' (86%) than parents/carers in the Midlands (79%).

There were no significant differences by level of disadvantage or free school meal eligibility.

2.2 What services would pupils feel comfortable using if they needed information or support for their mental health?

Pupils were asked which services they would feel comfortable using and who they would feel comfortable talking to if they needed information and support for their mental health. They were given a list to choose from, shown in figure 2.2.

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[20] The differences between pupils agreeing with the statement were not significant.
[21] The differences between parents/carers disagreeing with the statement were not significant.

Pupils were more likely to say they would be comfortable using online information about mental health, including websites, social media and internet forums (48%). Pupils were also more likely to feel comfortable using services that are outside of school, such as mental health support services (41%) and apps to help manage their mental health (33%), compared with the services provided in school/college (eg counselling service in school/college 26%).

Figure 2.2 Services pupil would feel comfortable using if they needed information or support for their mental health
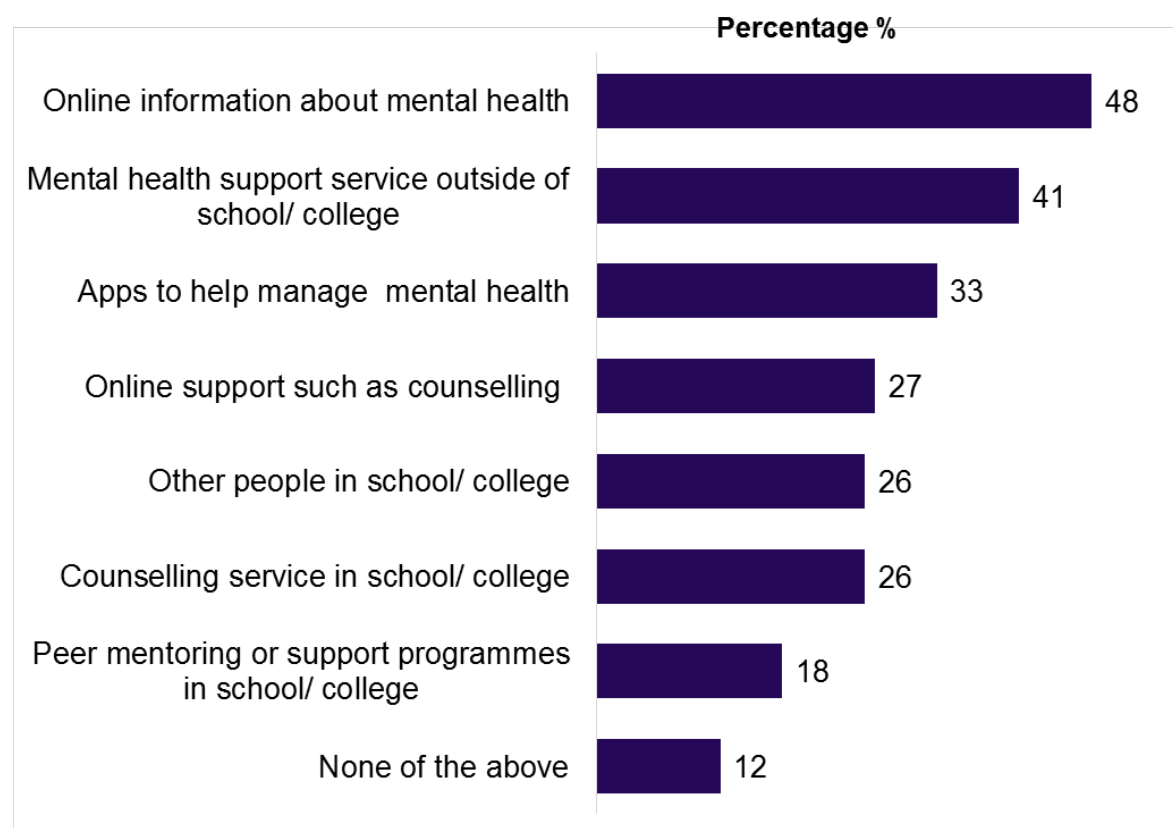
Base: all pupils (1,723)

Differences by subgroup

Pupil's age

Key stage 5 pupils were more likely to state that they felt comfortable using technology-enabled services if they needed information or support with their mental health compared with key stage 3 and key stage 4 pupils. This is shown in figure 2.3. For example, key stage 5 pupils were more likely to say they would feel comfortable using online support such as apps to help manage mental health (39%) and online counselling support (36%) compared with pupils at key stage 3 (29% and 25% respectively).

Figure 2.3 Technology-enabled services pupil would feel comfortable using if they needed information or support for their mental health by key stage

Base: pupils at key stage 3 (818) key stage 4 (453) key stage 5 (448)

Gender

Girls appear to be more comfortable seeking support than boys. For example, they were more likely to say that they felt comfortable with the idea of using technology-enabled support services such as apps (39% compared with 28% of boys) and online support such as counselling (30% compared with 25% of boys) (figure 2.4). Girls were also less likely to say they would not feel comfortable using any of the listed methods (9% compared with 14% of boys).

Figure 2.4 Services pupil would feel comfortable using if they needed information or support for their mental health by gender

Percentage %

Service	Boys	Girls
Online information about mental health	46	50
Mental health support service outside of school/ college	40	42
Apps to help manage mental health	28	39
Online support such as counselling	25	30
Other people in school/ college	26	27
Counselling service in school/ college	25	26
Peer mentoring or support programmes in school/ college	18	18
None of the above	14	9

■ Boys ■ Girls
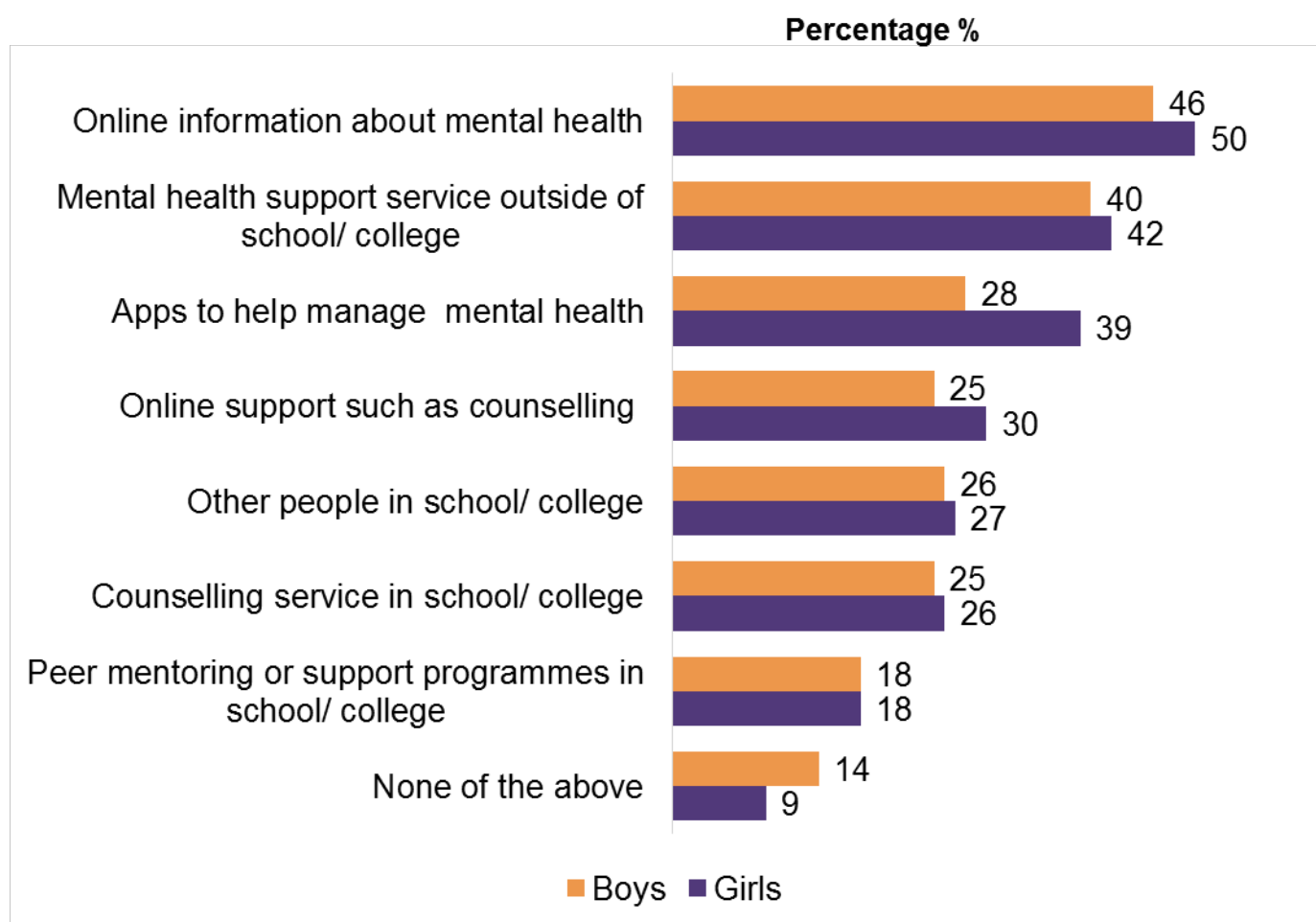
Base: boys (792) girls (930)

Disadvantage

Disadvantaged pupils felt less comfortable using many of the mental health services. Pupils eligible for FSM felt less comfortable using online information (31%) and mental health support services outside of school/college (25%) compared with non-FSM pupils (51% and 44% respectively). This pattern was also seen when looking by IDACI quintile.

SEND

As shown in figure 2.5, pupils with SEND tended to be less likely to feel comfortable using most of the services if they needed information or support for their mental health compared with pupils without SEND. The exceptions were other people in school/college, counselling service in school/college and peer mentoring or support programmes in school/college, which pupils with SEND were as likely than those without SEND to feel comfortable using.

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Figure 2.5 Services pupil would feel comfortable using if they needed information or support for their mental health by SEND

Percentage %

Service	Pupils without SEND	Pupils with SEND
Online information about mental health	51	30
Mental health support service outside of school/ college	45	25
Apps to help manage mental health	36	22
Online support such as counselling	30	17
Other people in school/ college	28	28
Counselling service in school/ college	27	30
Peer mentoring or support programmes in school/ college	20	13
None of the above	10	20

■ Pupils without SEND   ■ Pupils with SEND

Base: pupils without SEND (1,324) pupils with SEND (151)

Ethnicity

Black/African/Caribbean/Black British pupils were less likely to feel comfortable using online information about mental health if they needed information or support for their mental health than White pupils (36% and 49% respectively). This compares to 44% of Asian/ Asian British pupils.

Region

Some regional differences are seen. Pupils in the North and South were more likely to say they would feel comfortable using online information about mental health (50% and 53% respectively) and online support such as counselling (29% and 30% respectively) compared with pupils in London (38% and 20% respectively). Pupils in the South also felt more comfortable using apps to help manage their mental health (38%) compared with their Midlands and London counterparts (30% and 29% respectively).

2.3 Who would pupils feel comfortable speaking to if they needed information or support for their mental health?
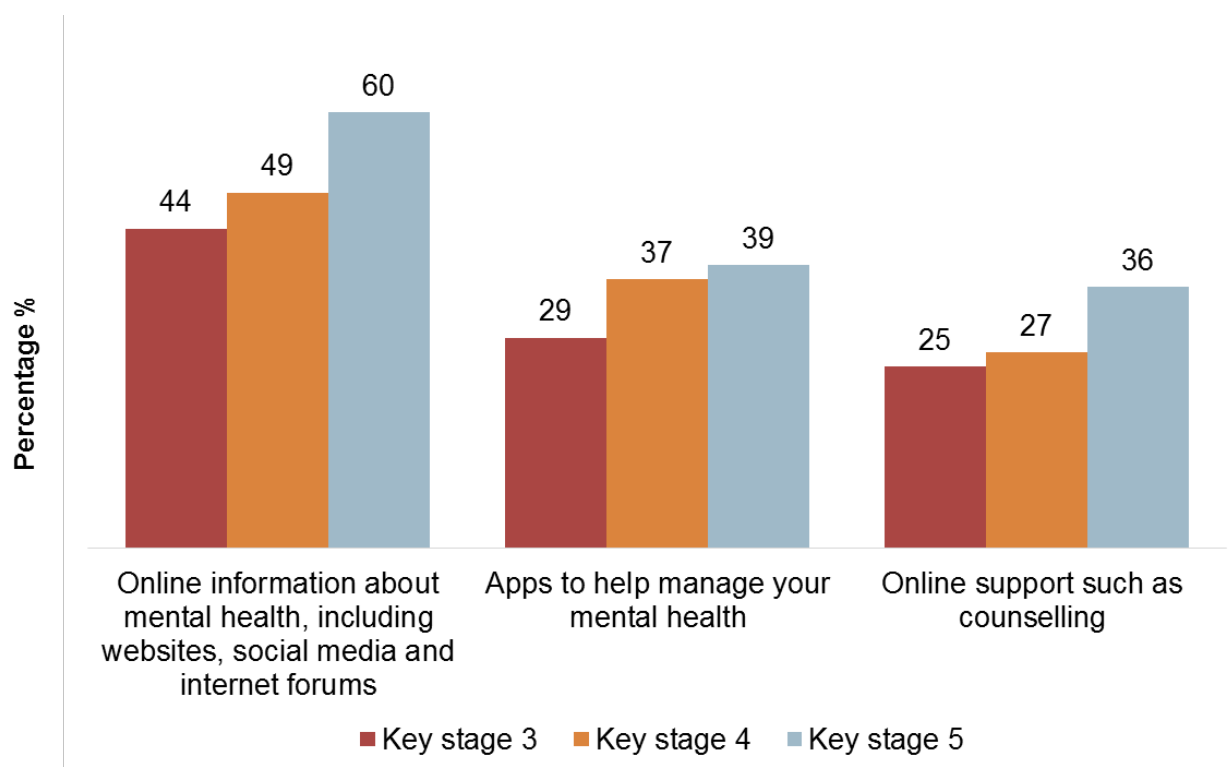
Pupils were also asked who they would feel comfortable speaking to if they needed information or support for their mental health. Overall, pupils were most likely to say they would feel comfortable speaking to a parent or other family member (81%). Over half of pupils (53%) said they would feel comfortable speaking to a friend about their mental health, but in line with the findings discussed in the previous section, only 29% said they would feel comfortable speaking to a teacher at their school.

Differences by subgroup

Pupil's age

The person who pupils would feel most comfortable speaking to varied according to their age. Key stage 3 pupils were more likely to say they would feel comfortable talking to a parent/carer or other family member (88%) than key stage 4 and 5 pupils (76% and 72% respectively). Conversely, they were less likely to say they would feel comfortable talking to a professional, such as their doctor or another adult at school/college compared with key stage 5 pupils (see figure 2.6).

Figure 2.6 Who pupils feel comfortable speaking to about their mental health by key stage
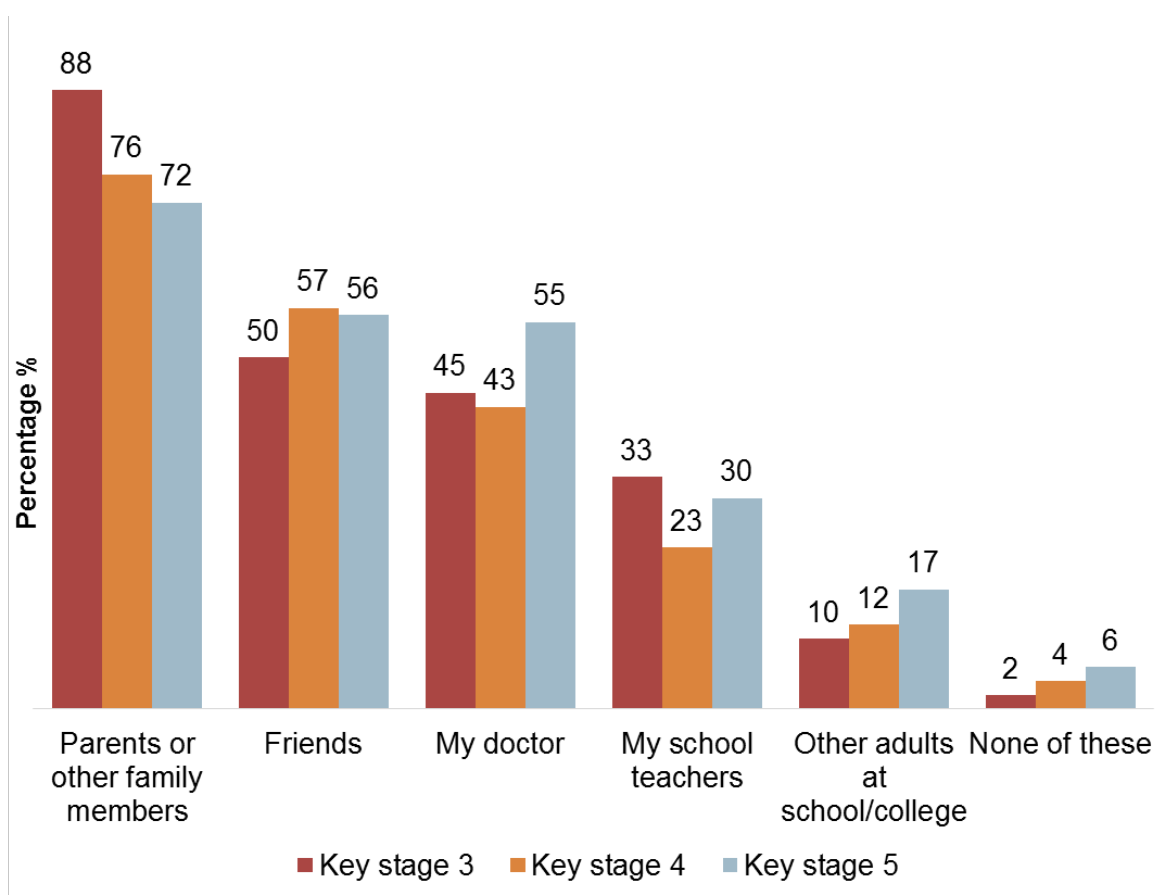
Base: pupils at key stage 3 (818) key stage 4 (453) key stage 5 (448)

Gender

Parents/carers or other family members are a key source of support for pupils' mental health for both boys and girls. However, as shown in figure 2.7, boys were more likely to say they would feel comfortable talking to a parent/carer or professional than girls, while girls would feel more comfortable talking to their friends than boys.

Figure 2.7 Who pupils feel comfortable speaking to about their mental health by gender
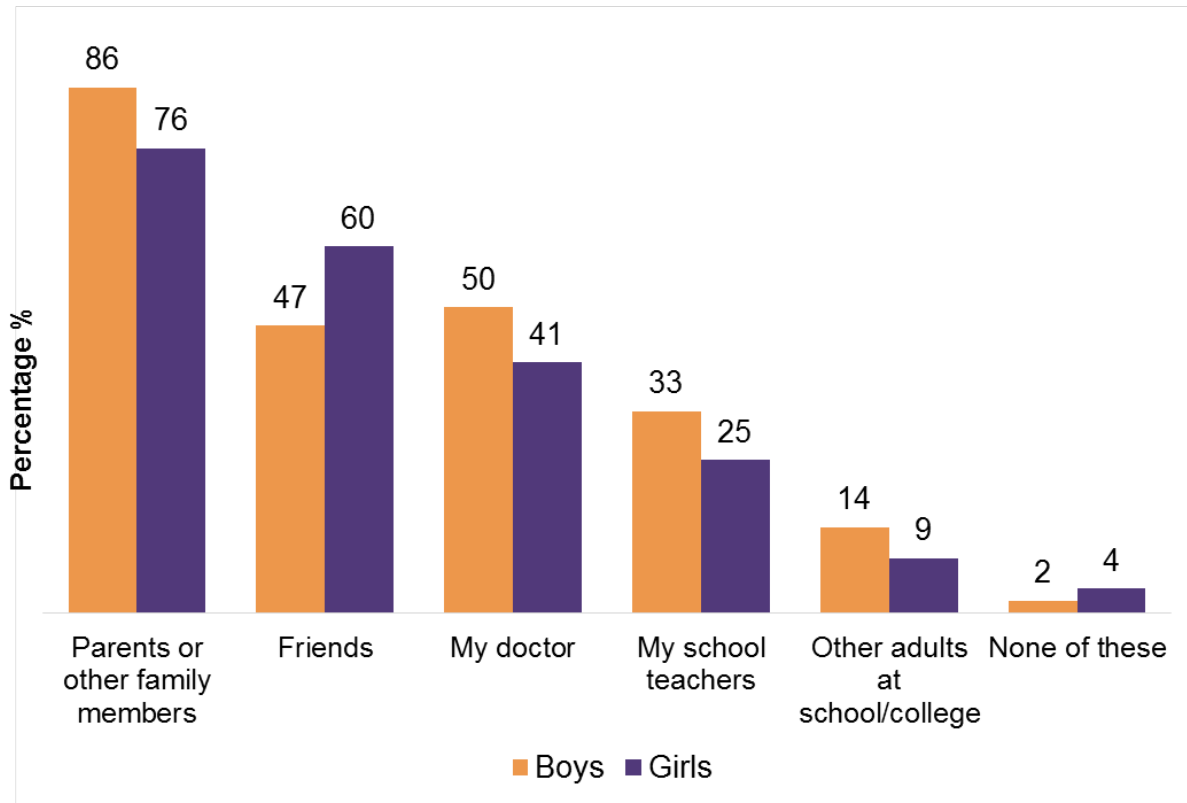
Base: boys (792) girls (930)

Disadvantage

Pupils who are eligible for FSM were less likely to say they would feel comfortable talking to any of the listed sources if they needed support or information about their mental health. For example, pupils not eligible for FSM were more likely to say they would feel comfortable speaking to a parent or other family members about their mental health then those eligible for FSM (83%, compared with 73% who are eligible). This was also true when it comes to feeling comfortable about speaking to their friends (55% compared with 42%) and their doctor (48% compared with 33%).

SEND

Pupils with SEND were less likely to say they would feel comfortable talking to a friend (36%) or their doctor (35%) than pupils without SEND (57% and 48%, respectively). Although not statistically significant due to low base sizes[22], pupils with SEND were indicatively more likely to say they would feel comfortable talking to other adults at school/college (17% compared with 11% of pupils without SEND).

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[22] Pupils with SEND (151); pupils without SEND (1324).

Ethnicity

Generally, pupils from different ethnic groups followed a similar pattern for who they would feel comfortable talking to if they needed help with their mental health, with parents or other family members being an important source of support. However, White pupils and Asian/Asian British pupils were more likely to say they felt comfortable talking to friends (56% and 49% respectively) compared with Black/ African/ Caribbean/ Black British pupils (32%).

Region

Pupils in the North, Midlands and South were more likely to say they would feel comfortable talking to their friends if they needed information or support about their mental health (54%, 53% and 57%, respectively) compared with their London counterparts (43%).

2.4 What do parents/carers feel it would be useful to know more about to help them support their child's mental health?

Parents/carers were asked what they would find useful to know more about to help them support their child's mental health. Of the choices provided (see figure 2.8), the greatest proportion of parents/carers said they would like to know more about what support their child's school can provide (46%), followed by what support is available in their local community (39%) and finding out what they can do to promote good mental health at home (37%). Around a fifth of parents/carers (22%) said they don't need any more information.

Figure 2.8 What parents/carers feel it would be useful to know more about to help them support their child's mental health

Percentage %

Category	Percentage
What support my child's school can provide	46
What support is available in my local community	39
How to promote good mental health at home	37
How I can help support any mental heath needs my child may have	36
When my child's mental health is most at risk	36
Mental health issues and their symptoms	34
Where it is safe for my child to get support or information online	34
Where I can go for information on young people's mental health	34
Other	1
Do not need any more information	22

Base: all parents/carers (1,723)

Differences by subgroup

Gender

Parents/carers of female pupils were more likely to want to know more about where they can go for information about young people's mental health than parents/carers of male pupils (36%, compared with 31%). They were also more likely to want information on how they can help support any mental health needs their child may have (39%, compared with 34%). A quarter of parents/carers of male pupils (24%) felt they did not need any more information on how to help support their child's mental health compared with 19% of parents/carers of female pupils.

Disadvantage

Parents/carers of pupils who are not eligible for FSM were more likely to want information on when their child's mental health is most at risk (38%) than parents/carers of pupils who are FSM eligible (27%). Although not significant due to

base sizes[23], these parents/carers were also indicatively more likely to want information on where it is safe for their child to get support or information online (35%, compared with 26%). As seen before, pupils who are not eligible for FSM were more likely to use online services compared with those who are eligible.

Ethnicity

Almost a quarter (24%) of parents/carers of White pupils said they did not need any more information about how to help support their child's mental health. This was higher than parents/carers of Asian or Asian British pupils where one in ten (10%) said they did not need any more information; and parents/carers of Black/African/Caribbean/Black British pupils, 13% of whom said they did not need any more information.

There were no significant differences by pupil's age, SEND status or region.

2.5 Do pupils and their parents/carers know where to go if they need help with their child's mental health?

Pupils were also asked whether they knew where to go if they needed help with their mental health. Parents/carers were asked a similar question about their child's mental health. A relatively high proportion of parents/carers (78%) either agreed or strongly agreed with the statement, 'I know where to go for advice/information if my child needs help with their mental health'. This compares with 65% of pupils that agreed or strongly agreed with the statement, 'I know where to go if I need help with my mental health'.

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[23] Parents/carers of pupils eligible for FSM base =135; parents/carers of pupils not eligible for FSM base = 1579.

Figure 2.9 Whether pupils and their parents/carers agree that they know where to go if they need help with their mental health
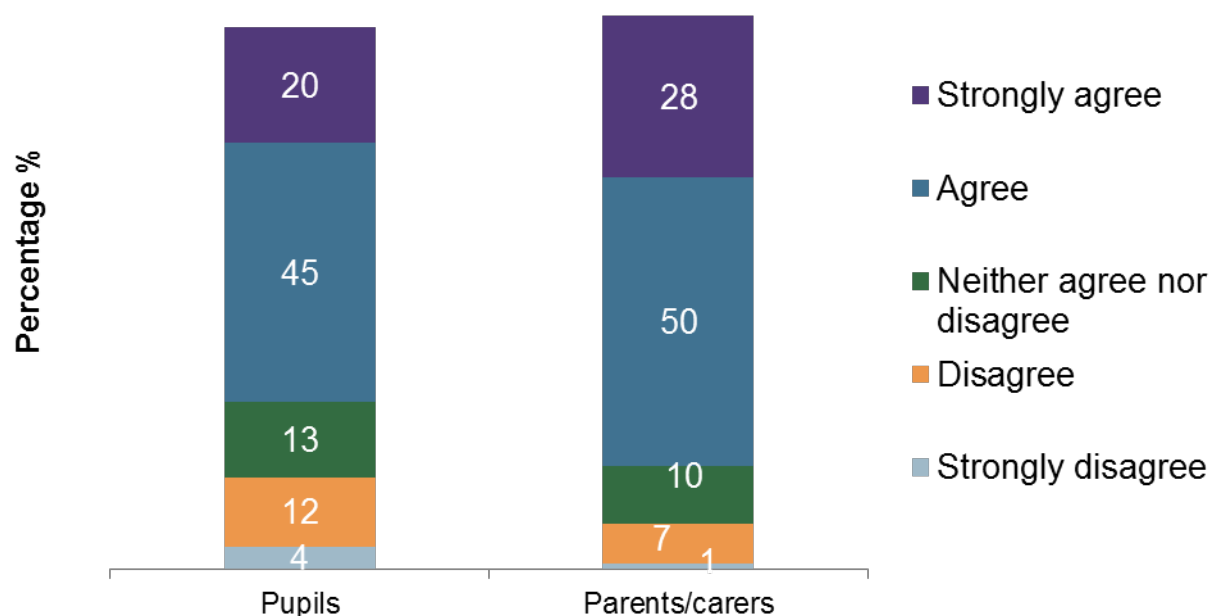
Base: all pupils (1,723) all parents/carers (1,723)

Paired response

As with the earlier statement regarding mental health, the responses amongst parents/carers were again more positive than those of the pupil. In 39% of cases, the parent/carer agreed more strongly than the pupil that they knew where to get information or advice if their child/they needed help with their mental health. Thirty-eight per cent gave the same response, and for 23% of cases, the pupil agreed more strongly than their parent/carer.

Differences by subgroup

Pupil's age

Key stage 3 pupils were more likely to report that they know where to go if they need help with their mental health (69%) than key stage 4 (61%) and key stage 5 (60%) pupils.

SEND

Pupils with SEND were less likely to know where to go if they needed help with their mental health (56%) compared with pupils without SEND (67%). Again, this difference was not evident amongst parents/carers of pupils with SEND, where close to three-quarters (73%) of parents/carers of pupils with SEND felt they knew where

to go if they needed help with their child's mental health, compared with 79% of parents/carers of pupils without SEND.

Ethnicity

As with knowledge of how to look after their own mental health, Asian/Asian British pupils were more likely to report that they knew where to go for help (75%) than White pupils (65%) and Black/African/Caribbean/Black British pupils (56%).

Region

Parents/carers in the South were more likely to disagree or strongly disagree with the statement (10%) compared with parents/carers in London (5%).

There were no significant differences by gender, level of disadvantage or FSM status.

Chapter 3 – Changes at School

In this chapter we identify awareness amongst pupils and parents/carers of three current and forthcoming changes in the education system: GCSE Reform; Progress 8; and the English Baccalaureate.

GCSE Reform

Background

As part of the government's reforms to GCSEs, the way in which GCSEs will be graded has changed from A*-G, to 9-1 (where grade 9 is the highest). This will apply to GCSEs in English language, English literature and maths which are awarded from summer 2017, and will be extended to other subjects gradually over the following three years. It will apply to all GCSEs awarded from 2020. This is part of a package of reforms to GCSEs to make them more robust and rigorous, with more demanding content and a focus on 'deep learning'.[24]. To make sure these reforms are effective and have the support of parents/carers and pupils, it is important to identify whether parents/carers and pupils are aware of the change and understand why GCSEs are being reformed in this way.

3.1 Are parents/carers and pupils aware of the GCSE reforms?

Parents/carers and pupils were asked whether they had heard of the government's reforms to GCSEs (after first being prompted with introductory text explaining the nature of these reforms[25]). Four-fifths of pupils (80%) and 72% of parent/carers said that they were aware of the reforms.

Paired response

In the majority of cases (66%) where pupils were aware of the GCSE reforms, their parents/carers were also aware. Amongst 16% of paired responses, pupils were aware of the reforms but their parents were not, and this trend was reversed for 8%.

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[24] Ofqual (2015), Grading new GCSEs from 2017, https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/537147/Postcard_-_Grading_New_GCSEs.pdf
[25] The introductory text stated "From 2017, the old A* - G grading at GCSE will be replaced by new grades 9 -1. The level of a 'good pass' at GCSE is changing from a grade C in the old GCSE to grade 5 in the reformed GCSE".

Differences by subgroup

Pupil's age

As shown in figure 3.1, awareness varied by year group, with pupils in Year 9 (96%) and Year 10 (95%) having the highest awareness levels. Year 7 pupils (64%) and those in Year 13 (66%) were least likely to be aware of the reforms.

Figure 3.1 also shows that a similar pattern is seen amongst parents/carers. Parents/carers of Year 9 pupils (84%) and Year 10 pupils (80%) had the highest awareness levels.

Figure 3.1 Awareness of GCSE reforms amongst pupils and parents/carers by school year
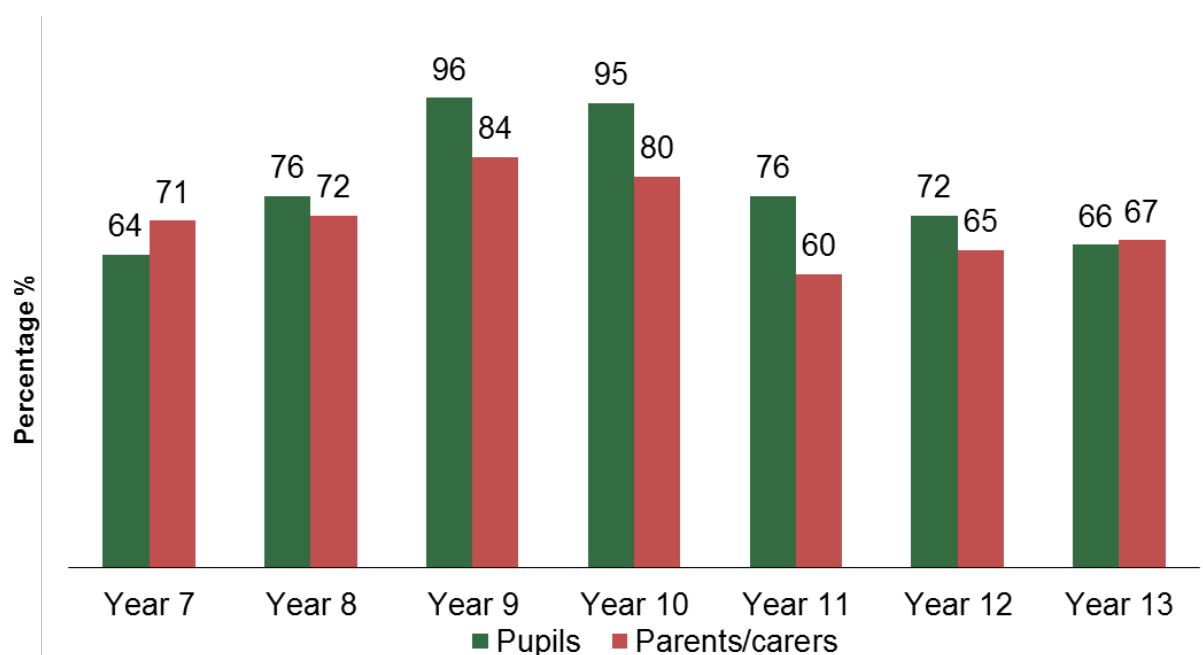
Base: all pupils (1,723) all parents/carers (1,723)

It was more common for pupils at key stage 4 to have heard of the reforms but not their parent/carer (19% compared with 14% at key stage 3 and although not significantly different, 16% at key stage 5). Conversely it was more common for parents/carers of pupils at key stage 3 (10%) or key stage 5 (14%) to have heard of the reforms but not their child than those at key stage 4 (3%).

Gender

Girls were slightly more likely to say they have heard of the reforms than boys (83% and 76% respectively). However, there was just a small and not statistically significant difference in awareness of the reforms amongst parents/carers according to the gender of their child (70% of parents/carers of boys compared with 74% of parents/carers of girls).

Disadvantage

Pupils who are eligible for FSM were less likely to say they have heard about the reforms than pupils who are not eligible (69% and 81% respectively). Awareness was even lower for parents/carers of FSM eligible pupils, amongst whom fewer than half were aware of the changes (46%). In comparison, 76% of the parents/carers of non-FSM eligible pupils were aware of the reforms.

Additionally, there was a greater likelihood of pupils eligible for FSM having heard of the reforms but not their parent/carer (30%) than in households where the pupil wasn't eligible for FSM (14%). Conversely, it was also less common for the parent/carer in households where the pupil was eligible for FSM to be aware of the reforms but not the pupil (4% compared with 9% in non-eligible households).

Note that in chapter one of this report, we saw that pupils from disadvantaged backgrounds tend to be less happy with their progress at school, and with the quality of teaching at their school than pupils who are not FSM eligible. They are also less likely to agree that how well they do at school will affect how well they get on in life.

SEND

Pupils with SEND were significantly less likely to have heard about the GCSE reforms (59% compared with 83% of pupils without SEND). A similar pattern is seen amongst parents/carers of SEND children; 63% of parents/carers of SEND pupils had heard of the reforms compared with 74% with parents/carers of pupils without SEND.

Ethnicity

Awareness of the GCSE reforms did not differ between pupils of different ethnicities. However, three-quarters (74%) of parents/carers of White pupils said they had heard of the reforms compared with 60% of parents/carers of Black/African/Caribbean/Black British pupils. Sixty-seven per cent of parents/carers of Asian/Asian British pupils said they had heard of the reforms.

Parents/carers in the South were more likely to say they had heard of the government's reforms to GCSEs (76%) compared with parents/carers in the Midlands (67%). Seventy-one per cent of parents/carers in the North and 70% of parents/carers in London had heard of the reforms. However, these different levels of awareness were not seen amongst pupils.

3.2 Do parents/carers and pupils understand the rationale for the GCSE reforms?

Pupils and parents/carers who were aware of the GCSE reforms were asked a follow up question, asking if they understood why the government was reforming GCSEs in this way.

As shown in figure 3.2 although awareness of the reforms was reasonably high, there was a very low understanding of *why* the government is changing the GCSE system. Only 7% of pupils aware of the reforms said that they understood why they are happening, with a further 21% saying they 'somewhat' understood. Understanding amongst parents/carers was higher - around half of parents aware of the GCSE reforms (50%) said that they understood or somewhat understood the rationale behind them.

Figure 3.2 Pupils' and parents/carers' understanding of the rationale behind GCSE reforms
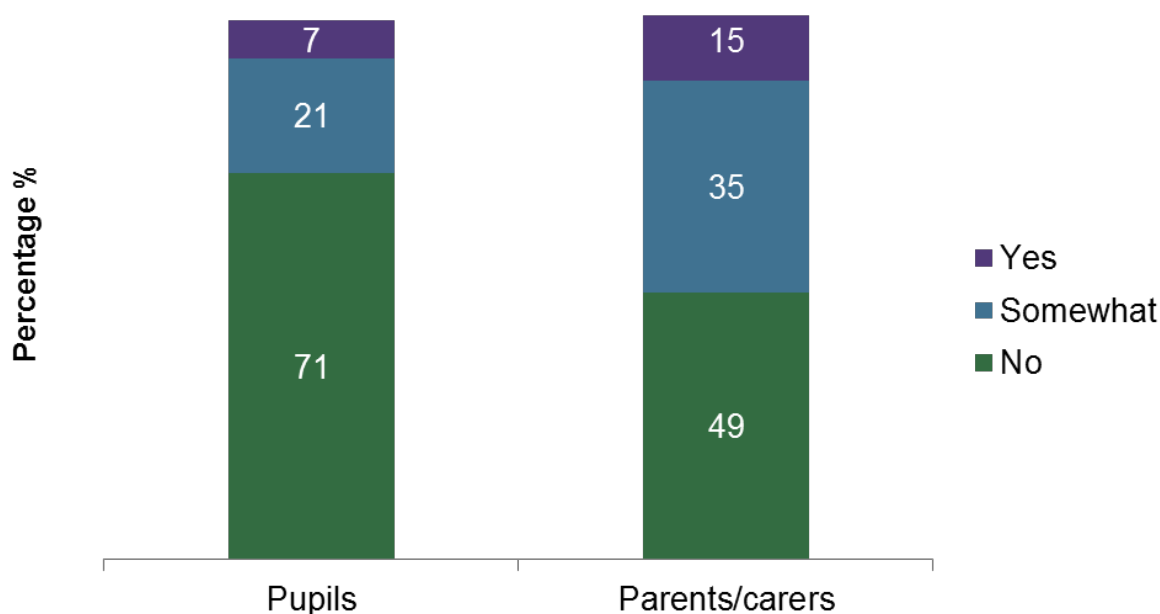
Base: pupils who have heard of GCSE reforms (1,364)
parents/carers who have heard of GCSE reforms (1,260)

Paired response

The majority of pupils and their parents/carers gave the same response to this question. In 39% of cases, both the pupil and their parent/carer did not understand the rationale behind the GCSE reforms, and in 14% of cases both pupils and their parents/carers understood or somewhat understood. However, for 34% of the paired responses, the parent/carer understood the rationale behind the reforms to a greater extent than the pupil, and for the remaining 13% the pupil understood more than their parent/carer.

Differences by subgroup

Pupil's age

Although awareness of the GCSEs reforms differed between parents/carers with pupils in different year groups, this pattern was not seen when asked about whether they understand the rationale behind the reforms i.e. parents/carers of pupils in Years 9 and 10 did *not* have a greater understanding.

Amongst pupils, however, in addition to pupils at key stage 5 (and particularly those in Year 13) being less likely to be aware of GCSE reforms, amongst those that were aware, understanding of the rationale behind them was lower. Thirty-three per cent of pupils at key stage 3 and 28% at key stage 4said they at least somewhat understood the rationale, compared with 18% at key stage 5.

SEND

Pupils with SEND[26] were more likely to say they did not understand why the reforms were happening (82% compared with 70% of pupils without SEND). However this difference was not seen amongst parents/carers.

Ethnicity

Understanding amongst White pupils was low, with almost three-quarters (74%) saying they don't understand the reason for the reforms, compared with 57% of Asian/ Asian British pupils and 63% of Black/African/Caribbean/Black British pupils. The same pattern was not seen amongst parents.

Region

Pupils in London were more likely to say that they understood why the reforms were happening than in the Midlands (11% compared with 5%). This compares to 7% and

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[26] Note low base of 88.

6% respectively in the North and the South. This pattern was not seen amongst parents/carers.

There were no significant differences by gender or disadvantage.

Progress 8

Background

Progress 8 is a new measure of secondary school performance. It measures the progress that pupils make across eight qualifications from the end of KS2 to the end of KS4. This replaces the 5A*-C GCSEs including English and maths performance measure from 2016. Progress 8 will show how well pupils at each school achieve in eight qualifications (including English, maths, three further EBacc subjects, and three other qualifications, which can be from the range of EBacc subjects or any other approved, high-value qualifications) compared with other pupils nationally with similar results at the end of primary school. Progress 8 incentivises a broad and balanced curriculum with an academic core, and recognises the achievements of all pupils, not just those at the C/D grade boundary. Provisional Progress 8 scores were published on 13 October in the school performance tables and revised Progress 8 scores will be published in January 2017[27].

One of the aims of Progress 8 is to inform school choice. 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. Parents/carers' awareness and understanding of Progress 8 is looked at in this section.

3.3 Have parents/carers heard of, and do they understand Progress 8?

Parents/carers were given a definition of Progress 8 and asked whether they had heard about it prior to participating in the survey[28]. If parents/carers were aware of Progress 8, they were then asked a follow up question to see whether they understood what Progress 8 told them about a school's performance.

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[27] The school performance tables can be found here: https://www.compare-school-performance.service.gov.uk/. Further information on Progress 8 can be found here: https://www.gov.uk/government/publications/progress-8-school-performance-measure
[28] "From 2016, Progress 8 will replace 5A*-C GCSEs as the main measure of a secondary school's performance. Progress 8 shows how well pupils at that school progress across 8 qualifications from the end of primary school to the end of secondary school".

Only 14% of parents/carers had heard of Progress 8 and of these around four in ten (38%) said that yes, they understood what it told them about a school's performance with a further 43% saying that they only 'somewhat' understood. The remainder (19%) said no, they did not understand what it told them about a school's performance. Awareness of Progress 8 was low amongst all parental groups. However, parents/carers in the first IDACI quintile had slightly higher awareness of Progress 8 (19%) than those in the third quintile (10%).

Unfortunately, due to the low base size for this question, sub-group analysis was not possible.

English Baccalaureate Awareness

Background

First introduced in 2010, the English Baccalaureate (EBacc) measures school performance in core academic subjects at key stage 4. It shows how many pupils achieve a grade C or above at GCSE in the EBacc subjects of English, mathematics, science, history or geography and a language. The government previously announced the aim that pupils who started Year 7 in September 2015 should take the EBacc subjects when they reach their GSCEs in 2020. This will allow the government and parents/carers to measure and compare school league tables[29]. Although not a qualification required by universities, the EBacc subjects reflect the facilitating subjects at A-level which Russell Group universities say keep a wide range of degree courses open to students. This section identifies parents/carers' knowledge around this measure, and whether they feel schools are keeping them informed.

3.4 Have parents/carers heard of (and have they been provided information about) the EBacc?

Parents/carers were asked (*without* being prompted with an explanation of what it is) whether they were aware of the English Baccalaureate (EBacc) and if so, whether they had received any information about it from their child's school.

Overall, around six in ten (58%) parents/carers had heard of the EBacc. Of those parents/carers who had heard of the EBacc, 30% said they had received information about it from their child's school. As such, while communication from schools has

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[29]DfE (2016), Policy Paper: English Baccalaureate (EBacc),
https://www.gov.uk/government/publications/english-baccalaureate-ebacc/english-baccalaureate-ebacc

been important in raising awareness of the EBacc, other sources have also clearly been playing a role.

Differences by subgroup

Pupil's age

As shown in figure 3.3, awareness of the EBacc amongst parents/carers increases with their child's age. Parents/carers of key stage 3 pupils were the least likely to have heard about the EBacc - 52% compared with 61% of parents/carers at key stage 4 and 73% of parents/carers at key stage 5. Two-fifths (40%) of parents/carers of Year 13 pupils said they received information about the EBacc from their child's school, which was highest level across the different year groups.

Figure 3.3 Awareness of the English Baccalaureate (EBacc) amongst parents/carers by school year
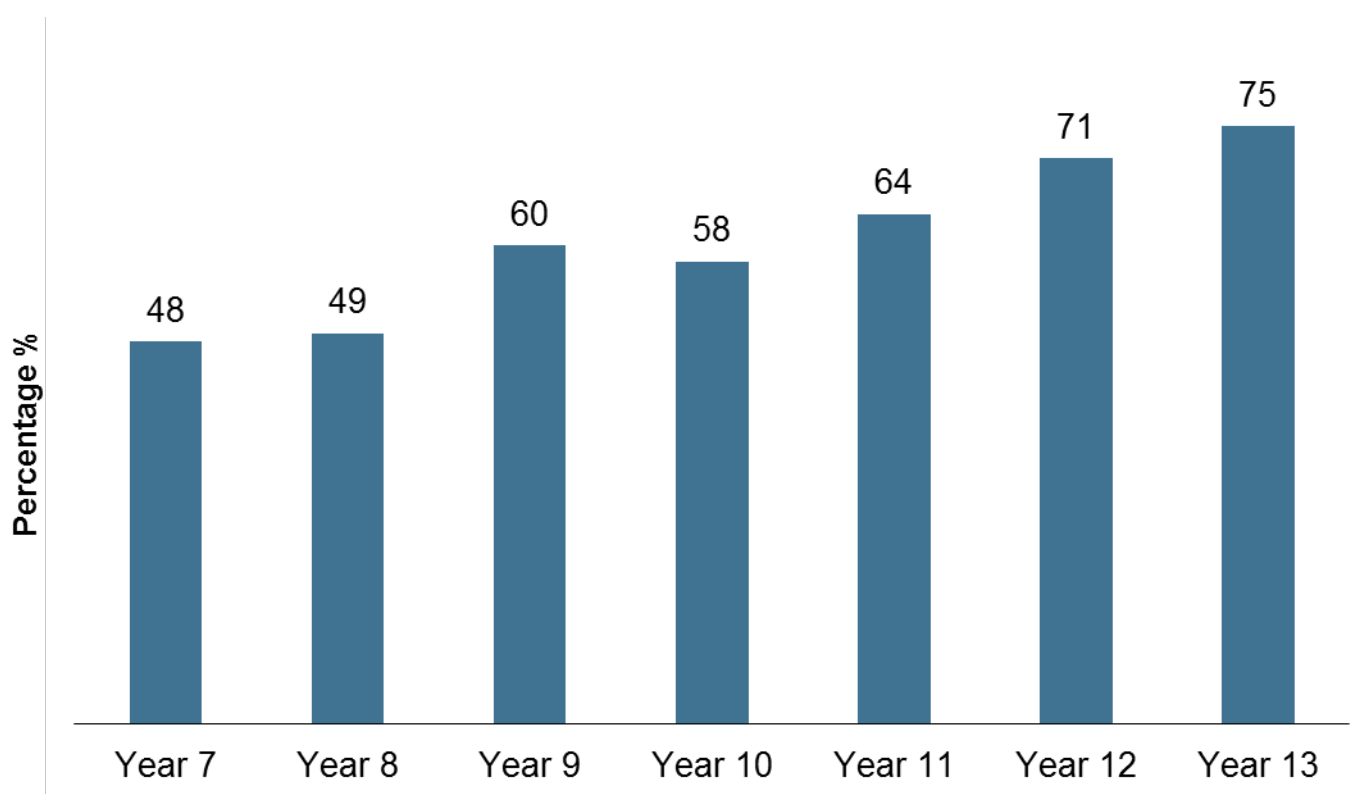
Base: pupils in Year 7 (274) Year 8 (284) Year 9 (260) Year 10 (241) Year 11 (212) Year 12 (231) Year 13 (217)

Disadvantage

Awareness of the EBacc also varied according to advantage. Awareness amongst parents/carers of pupils eligible for FSM was low (30%) compared with 63% of parents/carers whose children are not eligible for FSM. As seen in figure 3.4 this pattern was also present when looking at the IDACI measure - awareness amongst first quintile parents/carers was high (75%) while only a minority of parents/carers in the fifth quintile were aware (36%). Amongst those parents/carers who were aware of the EBacc, it appears that schools played a more important role in raising awareness amongst more deprived families. Thirty-seven per cent of parents/carers in the fifth quintile who were aware of the EBacc said that they had received information from their child's school, compared with 24% of parents/carers in the second quintile and although not statistically significantly different, 31% of parents/carers in the first quintile.

Figure 3.4 Awareness of the English Baccalaureate (EBacc) amongst parents/carers by IDACI quintile
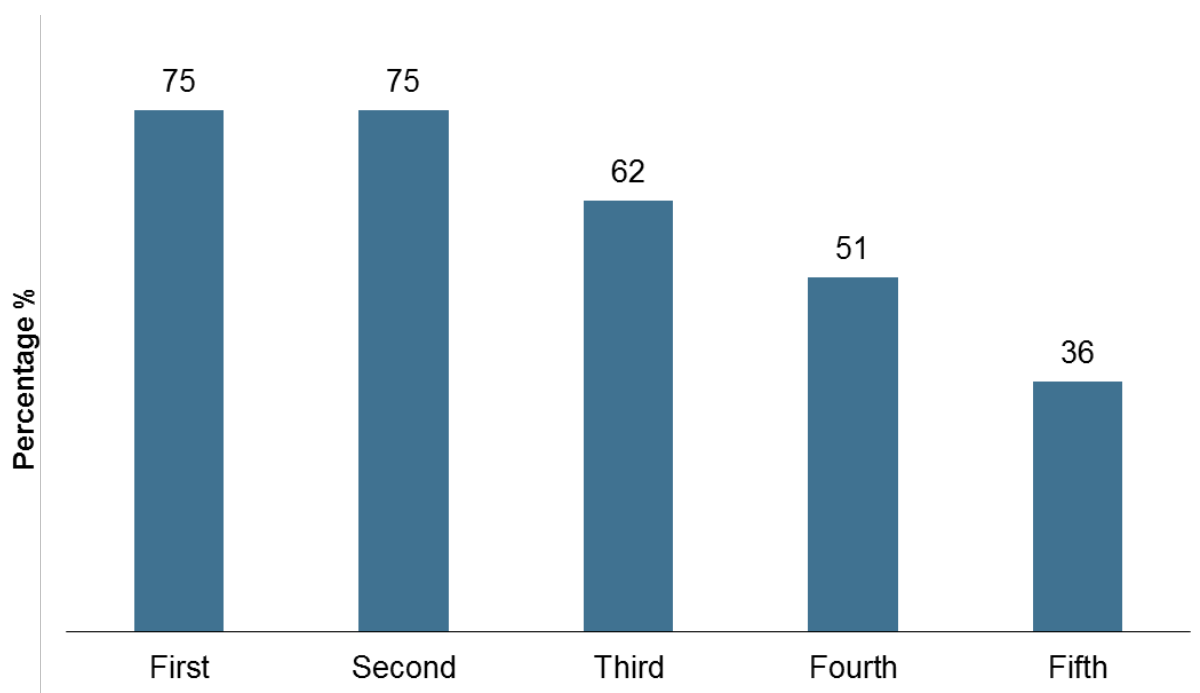
Base: first (333) second (307) third (304) fourth (285) fifth (244)

SEND

Parents/carers of SEND pupils were less likely to have heard of the EBacc than parents/carers of pupils without SEND (43% and 62% respectively).

Ethnicity

Parents/carers of White pupils were more likely to have heard of the EBacc (63%) than parents/carers of Asian/Asian British pupils (36%) and parents/carers of Black/ African/ Caribbean/ Black British pupils (45%).

Region

There were regional differences in awareness of the EBacc, with parents/carers of pupils living in the South being more likely to have heard of it (66%) than parents/carers in London (55%), the North (53%) and the Midlands (51%). However, parents/carers in the South were not more likely to have received information from their child's school than parents in other regions. As such, it appears that the difference is possibly driven by external factors (such as media coverage) rather than being school-led.

There were no significant differences by the pupil's gender.

Chapter 4 – Plans for the Future

In this chapter we identify what pupils and their parents/carers consider to be important when choosing GCSE and A level subjects. We go on to explore how pupils are being prepared for the future through careers guidance and work placements and how parents/carers are supporting their child in these areas.

GCSE/ A Level Subject Choices

Background

Understanding how and why pupils choose which subjects to study at GCSEs and A levels is important, as the choices they make can have implications for their future education and job opportunities. A report published by DfE in 2010 looking at decisions of pupils from a behavioural economics perspective, put forward the theory that pupils may overweigh short-run considerations (such as finding the subject easy) compared with long-run considerations (such as impact on future job prospects)[30].

In this section we identify which factors pupils consider important when choosing their GCSE and A Level subjects and examine the interesting differences between pupils and their parents/carers.

4.1 What is important when choosing GCSE or A Level subjects

Pupils and their parents/carers were asked which reasons they felt were the most important when choosing GCSE or A Level subjects. They were presented with a pre-coded list and asked to choose all that applied[31].

As figure 4.1 shows, the responses of parents/carers and pupils were similar. The factor most commonly seen as important amongst both pupils and their parents/carers was that the pupil enjoys the subject or finds it interesting (chosen by 84% of pupils and 87% of parents/carers). The subject being an important one 'that everyone should study' was the least popular reason for pupils and amongst the least popular for parents/carers (chosen by 22% and 24% respectively).

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[30] DfE (2011), Subject and course choices at ages 14 and 16 amongst young people in England: insights from behavioural economics, https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/182677/DFE-RR160.pdf
[31] 56 respondents were removed from this question due to an inconsistency in the online script which was rectified shortly after fieldwork began

There was one significant point of divergence – pupils were more than twice as likely as parents/carers to perceive a subject's potential impact on future earnings as being important. Overall, 48% of pupils selected this as an important factor, compared with 24% of parents.

Figure 4.1 Reasons for choosing GCSE and A Level subjects
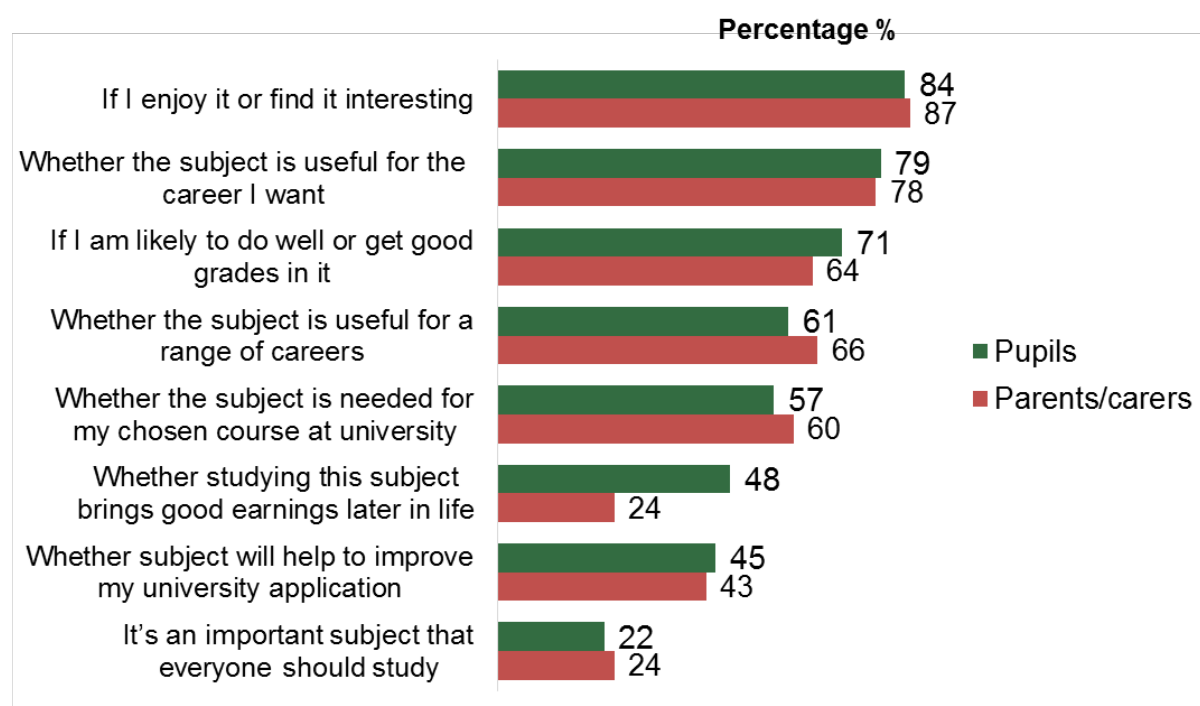
Base: all pupils (1,667) all parents/carers (1,667)

Paired response

For the majority of the options shown, three-fifths or more of pupils and their parents/carers were in agreement, with the highest level of agreement with importance of enjoying the subject - 76% of pupils and their parents/carers selected this response.

There were two areas where opinions were more likely to differ, with a lower proportion of pupils and their parent/carer giving the same response to these options:

- 'Whether the subject is useful for a range of careers' - in 23% of cases the parent/carer thought it was important but their child did not, and 18% demonstrated the reverse trend.

- 'Whether the subject leads to higher earnings later in life' - In 32% of cases the pupil considered this to be important but their parent/carer did not, although only 8% of parents/carers felt this to be important in contrast to their child.

Differences by subgroup

Pupil's age

'Enjoying the subject' was a more important reason for pupils at key stage 5 (90%) than those at earlier stages (81% of those at key stage 3, which compares to 86% at key stage 4). The subject being 'needed for my chosen course at university' was also more important to pupils who are nearer university age (67% of those at key stage 5 compared with 55% of those at key stage 3 and 54% of those at key stage 4). The same pattern was found amongst parents/carers (74% of parents/carers with a child at key stage 5 compared with 60% of parents/carers with a child at key stage 3).

In contrast, a subject's potential impact on future earnings was less likely to be important to pupils at key stage 5 (34%) than those at key stage 3 or 4 (52% and 49% respectively). This pattern was not reflected amongst their parents –19% of parents/carers of pupils at key stage 5 felt future earning potential was important, compared with a slightly greater proportion of key stage 3 parents/carers (25%, and 24% of key stage 4 parents/carers).

Gender

Girls were more likely to choose 'which subjects they need to study for their chosen course at university' (61%) compared with boys (52%). This is also seen amongst parents/carers of girls, where 64% chose it compared with 57% of parents/carers of boys. However, boys were more likely to choose 'whether studying subject brings good earnings later in life' (53%) compared with girls (43%). Boys were also more likely to choose 'it's an important subject everyone should study' (27% compared 18% of girls).

Disadvantage

Pupils who are FSM eligible were significantly less likely to choose a subject because they 'enjoy it' (77%, compared with 85% of non-eligible pupils). The other reasons were fairly consistent with pupils who are not FSM eligible.

SEND

This question allowed multi-coding and pupils with SEND were significantly less likely than those without SEND to choose almost all of the reasons shown, with the exception of the subject being an 'important one that everyone should study' (21% of pupils with SEND compared with 22% of those without). Pupils with SEND chose 3.6 different answer options on average (excluding those who said 'don't know') while those without SEND chose 4.9 options on average. Their parents/carers also responded in a similar pattern, and chose 3.9 and 4.6 options respectively.

Ethnicity

Differences were observed between pupils and parents from White and Asian/Asian British ethnic backgrounds. White pupils were more likely to choose a subject because they enjoy it (85% compared with 76% of Asian/Asian British pupils). However, Asian/Asian British pupils were more likely to choose a subject because of its potential future earnings (55% compared with 45% of White pupils).

Region

Pupils in London were particularly likely to choose a subject because of its potential future earnings (58%), especially compared with those in the Midlands (43%). This trend was also evident amongst parents/carers in these regions (37% in London and 19% in the Midlands).

Careers Guidance

Background

The Department for Education believes that high quality and independent careers guidance is crucial in preparing young people for making subject and career decisions. Schools in England are therefore obligated to provide independent, impartial careers guidance for students in Year 8 through to Year 13[32]. Pupils should have access to the information and data they need to make informed decisions on education, training and employment options, including the routes into technical

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[32] UCAS, Careers information and guidance in schools, https://www.ucas.com/ucas/16-18-choices/help-and-support/parents/carers-and-carers/careers-information-and-guidance-schools

education, apprenticeships and higher education. However, in 2013 it was reported by Ofsted that only one-fifth of schools were providing effective career guidance[33].

This survey looks at whether pupils say they have been given careers guidance and how useful they found it. This section also examines how parents/carers can be better supported in providing guidance to their child at this crucial time in their child's life, by finding out what information can be given to parents/carers and in what ways.

4.2 Are parents/carers confident about giving advice to their children?

To better understand the support that parents/carers can give their children about subject choices and careers, we asked them which, if any, of the following they felt confident advising their child on. The proportion selecting each statement is shown in brackets.

- Their subject choices (e.g. for GCSE, A Level, technical education) (69%)

- What career options they have/would be best for them (63%)

- How they can achieve their career goals (60%)

The vast majority of parents/carers felt confident advising their child on at least one of the options; only 6% said 'none' and a further 6% said that they did not know.

Differences by subgroup

Disadvantage

Parents/carers of pupils who are eligible for FSM were less likely to say they feel confident advising their child on their subject choices (56% compared with 71% of parents/carers whose children are not FSM eligible). Similarly parents/carers in the fifth IDACI quintile were also less likely to feel confident in advising their child on their subject choices (57% compared with 81% of those in the first quintile).

SEND

Parents/carers of pupils with SEND were less likely to say they felt confident advising them on their subject choice (61%) or career goals (50%) compared with parents/carers of pupils without SEND (71% and 61% respectively).

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[33] DfE (2015), Careers guidance and inspiration in schools, https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/440795/Careers_Guidance_Schools_Guidance.pdf

Ethnicity

Parents/carers of White pupils were more likely to feel confident than those from an Asian / Asian British background advising their child about subject choices (71% compared with 62%).

Region

Parents/carers in London were less likely to feel confident advising on subject choice (62%), especially compared with parents/carers in other parts of the South (71%). In the previous section we observed that parents/carers in London are more likely to see future earnings as being important in subject choices than parents in other regions.

There were no significant differences by the pupil's age or gender.

4.3 Have parents/carers offered advice on career options?

Parents/carers were asked whether they had offered advice or helped their child to consider possible options for their future job and career. A large majority, 83%, said they had offered advice to their child. Just 15% had not offered any advice and this tended to be parents/carers of younger children. Only 8% of parents/carers of key stage 4 pupils, and 7% of parents/carers of key stage 5 pupils had not offered advice or help.

4.4 What resources do parents/carers use to support their advice on careers?

Parents/carers who had offered advice or help about considering career options were then asked what information sources they had used to help or advise their child. This is shown in figure 4.2.

There was a strong tendency for parents/carers to use their own knowledge and experience (84%) or the knowledge and experience of family members and friends (66%). Only 29% had used information from their child's school to provide advice or support in considering career options (although as discussed in section 4.10, the proportion of pupils who say they have received careers advice in school was higher than this).

Figure 4.2 Sources used by parents/carers to advise pupil about their career options

Percentage %

Source	Percentage
My own knowledge and experience	84
The knowledge and experience of family members and friends	66
Websites	46
Information from my child's school	29
Other sources	10
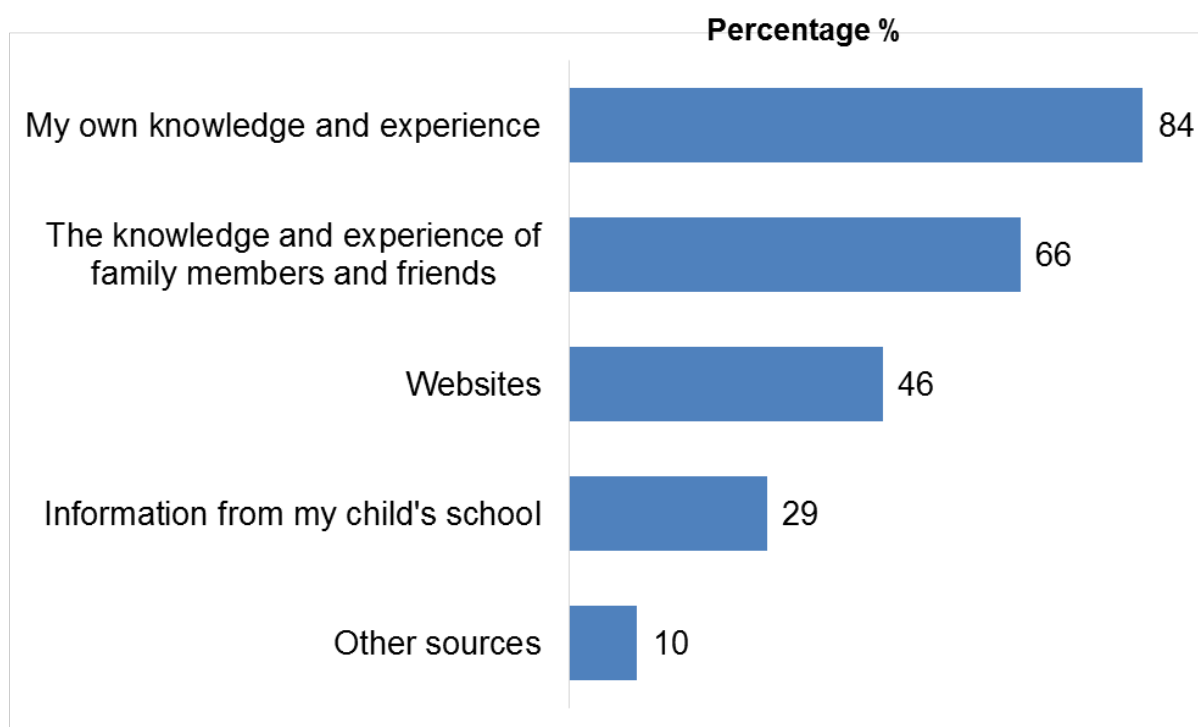
Base: parents/carers who offered careers advice (1,452)

Differences by subgroup

Pupil's age

Parents/carers of pupils at key stage 5 (35%) were more likely to have used information from their child's school than those at key stage 3 or 4 (28% each). Parents/carers of older pupils were also more likely to have used information from websites to help advise their child: 55% of parents/carers of pupils at key stage 5; 51% at key stage 4; and 38% at key stage 3. However, this does show that many parents/carers may start to actively look for careers information to support their child at a fairly early stage in their secondary school career.

In section 4.7 later in this chapter we identify that parents/carers are most likely to want pupils to start receiving advice on future careers options in Year 9. As highlighted in section 4.1, the subject being useful for the career their child wants was the second most frequently reason selected by parents/carers as being important when choosing GCSE or A Level subjects. That so many parents/carers are using websites to help advise their child on career options at key stage 3 (38%) suggests that they would also potentially appreciate being given more guidance on the potential career options and relevant subjects well ahead of the decisions made at key stages 4 and 5. As discussed in section 4.6 of this chapter, there is a strong

desire for this information to come from their child's school, much more so than through a website.

Disadvantage

Parents/carers in the lowest (fifth) IDACI quintile were less likely to draw on their own experiences to advise their children (75% compared with 86% of those in the first quintile).

SEND

Parents/carers of pupils with SEND were more likely to use information provided by their child's school (39% compared with 29% of parents/carers whose child does not have SEND). They were also less likely to rely on their own experiences (76% compared with 85% of parents/carers whose child does not have SEND) and the experiences of family or friends (57% compared with 68% of parents/carers whose child does not have SEND).

Ethnicity

Parents/carers of White pupils were more likely to use their own experiences (86%) than those from an Asian/Asian British background (70%). This compares to 80% of parents/carers of Black/African/Caribbean/Black British pupils.

Region

Parents/carers in the South were more likely to use their own knowledge and experiences to help advise their child (87%) compared with parents/carers in the North and in London (82% and 80% respectively).

There were no significant differences by the pupil's gender.

4.5 What additional information would parents/carers like?

Parents/carers were also asked what kind of information they would like more of and were prompted with the pre-coded list shown in figure 4.3.

Overall, parents/carers most wanted the kind of information that would prepare their child for a specific job; the most popular responses chosen were 'the qualifications needed for particular jobs', and 'the skills needed for particular jobs', (see figure 4.3).

Figure 4.3 What additional information parent/carers would like to help advise pupils on future job/career options

Percentage %

Category	Percentage
The qualifications needed for particular jobs	67
The skills needed for particular jobs	58
Their academic qualification options	51
The kinds of jobs that are available	48
Their vocational qualification options	34
What school leavers go on to do	30
Something else	2
I have all the information I need	15
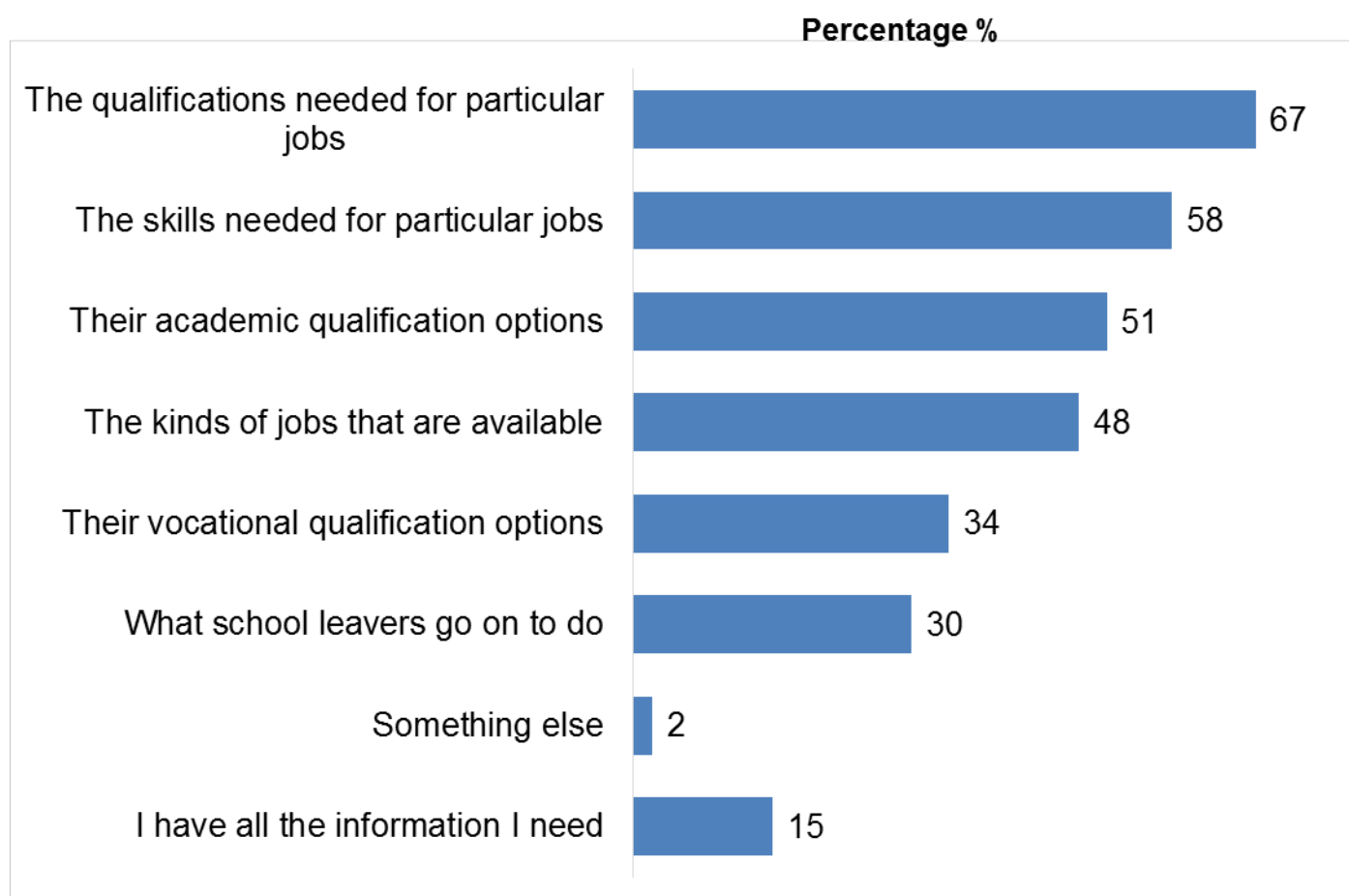
Base: all parents/carers (1,723)

Differences by subgroup

Pupil's age

Overall only 15% of parents/carers felt that they had all the information that they needed. However parents/carers of pupils at key stage 5 were more likely to report that they have all the information they need (27%) than parents/carers of pupils at key stage 3 (10%).

Disadvantage

Parents/carers whose children are not FSM eligible were generally more interested in receiving each type of information. This was particularly the case in terms of the qualifications needed for particular jobs (68% compared with 58% of parents/carers whose children are FSM eligible).

SEND

As shown in figure 4.4, parents/carers of pupils with SEND were less likely to want information on each of the four most frequently mentioned options. In particular, they showed a lower level of interest in finding out more about the qualifications needed for particular jobs (55%) and their academic qualification options (39%).

Figure 4.4 Top 4 additional information parent/carers would like to help advise pupils on future job/career options by SEND
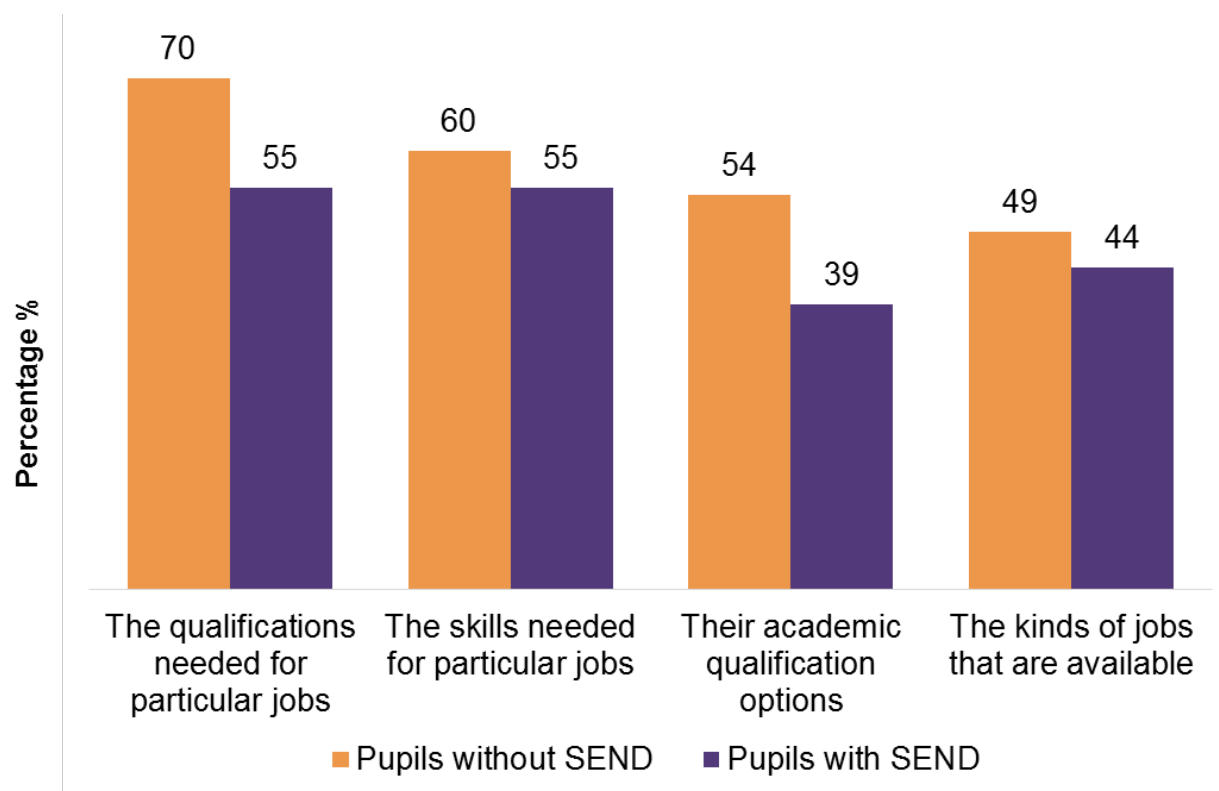
Base: parents/carers of pupils without SEND (1,324)
parents/carers of pupils with SEND (151)

Ethnicity

Parents/carers of White pupils were more likely to want additional information about their child's vocational qualification options (36%) compared with parents/carers of Asian/Asian British pupils (27%). Parents/carers of White pupils were also more likely to say that they have all the information they need (17%) compared with parents/carers of Asian/Asian British and Black/African/Caribbean/Black British pupils (6% each).

Parents/carers in the Midlands and the South were more likely to say that they had all the information they need (18% and 16% respectively) compared with parents/carers in London (9%).

There were no significant differences by the pupil's gender.

4.6 How would parents like to be provided with careers information?

All parents/carers in the survey were asked how they would prefer to be provided with information on their child's future job/career options. They were prompted with a list of options as shown in figure 4.5 below. The most preferred way of receiving information chosen was 'through my child's school'.

Figure 4.5 Preferred channels for information about careers

Base: all parents/carers (1,723)

77
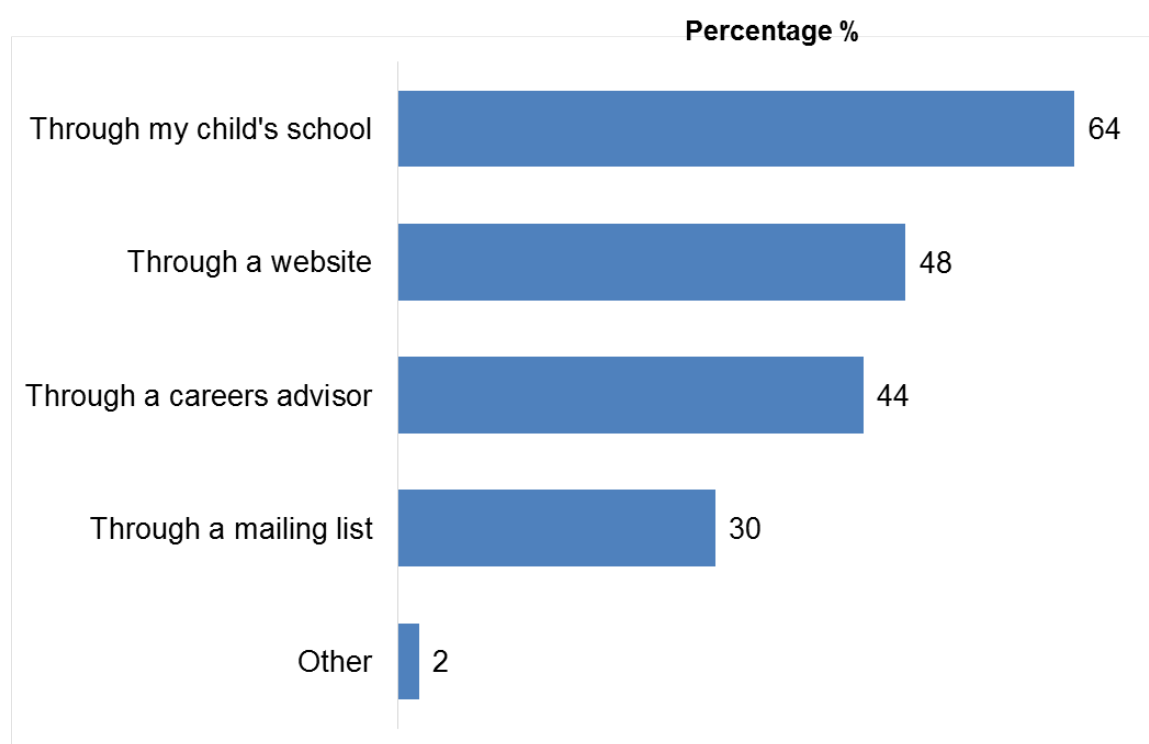
Differences by subgroup

The main differences across the different demographic groups were seen by key stage. Parents/carers of pupils at key stage 3 were much more likely to want to receive information through their child's school (72% compared with 50% of parents/carers of pupils at key stage 5, and 57% of those at key stage 4).

4.7 When do parents/carers think careers advice should start?

All parents/carers in the survey were asked in what school year, they felt pupils should first be given advice about their future career options.

As shown in figure 4.6 Year 9 was the most common response, selected by 38% of parents/carers, while a further 20% felt Year 10 was the most appropriate time to begin careers advice at school.

Figure 4.6 Year in which parents/carers think schools should start to give careers advice to pupils
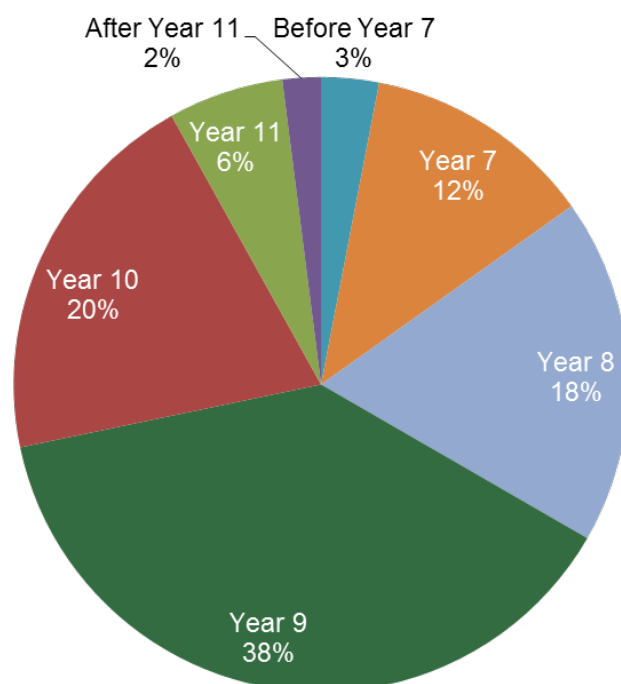
Base: all parents/carers (1,723)

Differences by age

Parents/carers of younger pupils were more likely to want careers advice to be given at a younger age - 18% of parents/carers of Year 7 pupils wanted careers advice to be given in Year 7, falling to between 7% and 12% of parents/carers of pupils in Years 9-12 wanting careers advice to start in Year 7. In the context of the discussion above (see section 4.6), this suggests that parents/carers in this year group are potentially more concerned about having gaps in their knowledge that they're not aware of, rather than necessarily needing to receive information about careers at this stage in their child's schooling.

A fifth (20%) of parents/carers of pupils in Year 8 wanted careers advice to start in Year 8, as did 23% of parents/carers of pupils in Year 9 (want careers advice to start in Year 8). While this was significantly lower than parents/carers of pupils in Years 11 (10%) and 12 (13%), 17% of parents/carers of Year 13 pupils felt schools should start to give careers advice to pupils in Year 8.

As these are parents/carers' perceptions rather than their child's, this indicates that parents/carers also have information needs on how the decisions their child makes may impact on their future career choices. At Year 8 this might be in the form of information on what they and their child should be starting to think about over the coming year. The information provided to parents/carers by schools in Year 9 might be more focused on what factors they and their child ought to consider when making their choices for key stage 4.

4.8 What path would parents/carers like their children to take after Year 11?

Pupils at key stages 3 and 4 were asked how they wanted to continue their education after Year 11. Their parents/carers were also asked what they wanted for their child. Both groups were prompted with the list of options shown in figure 4.7.

The most commonly chosen option was to continue with their academic learning (52% of pupils and 67% of parents/carers), although around a quarter of pupils were still undecided.[34]

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[34] The question asked to Parents/carers did not include the answer options 'I thought about it but I haven't decided yet' or 'I haven't thought about it yet'

Figure 4.7 How pupils and parents/carers would like continue their education after Year 11

Percentage %

	Pupils	Parents/carers
Academic learning such as A levels	52	67
An apprenticeship or traineeship	12	16
A different kind of vocational or technical qualification	2	5
Something else	3	3
I've thought about it but I haven't decided yet	15	
I haven't thought about it yet	10	
Don't know		5
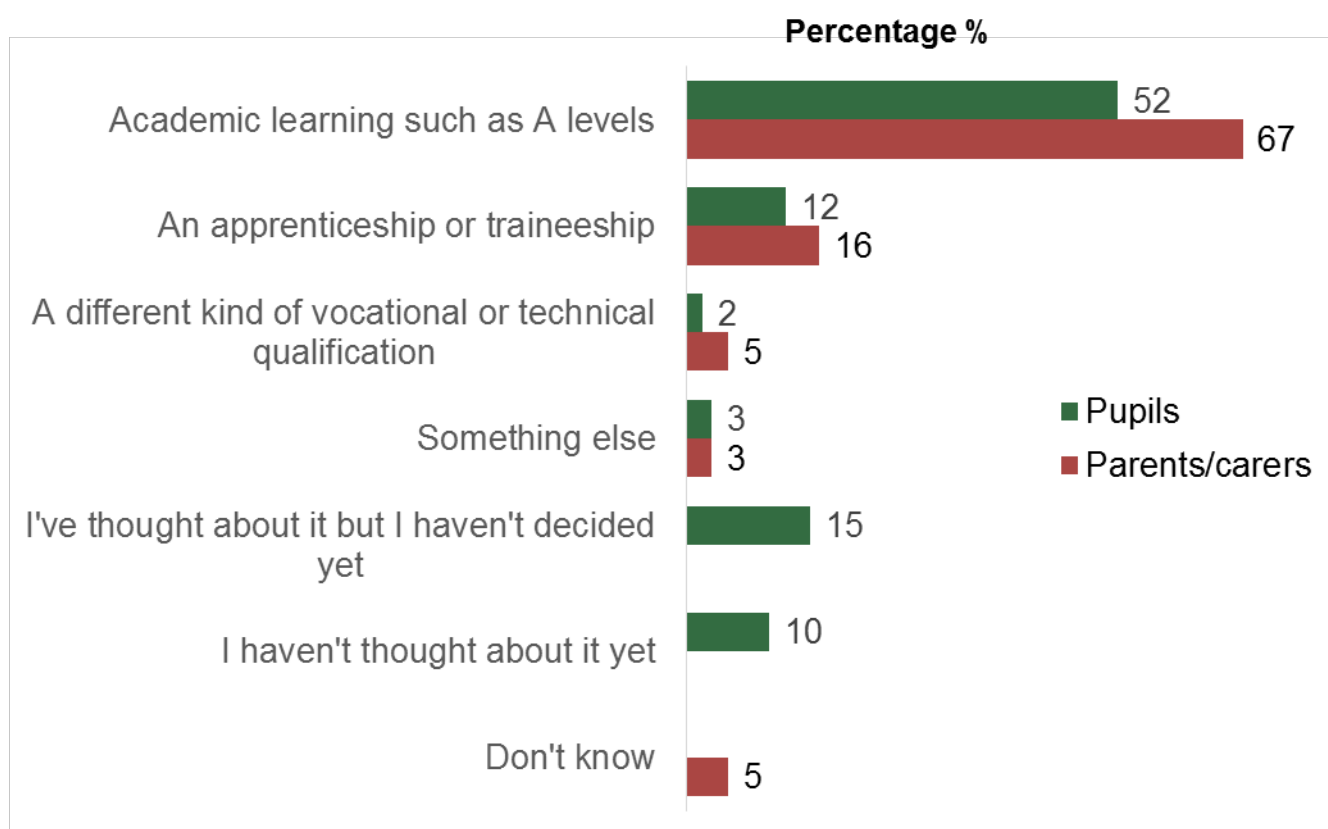
Base: pupils in Years 7 - 11 (1,274) parents/carers with pupils in Years 7 - 11 (1,276)

Paired response

There were high levels of agreement between pupils and their parent/carer about what the pupil will do after year 11[35]. Over eight in ten (82%) pairs of pupils and their parents/carers gave the same response to this question.

However, there was some divergence with regards to vocational/technical learning. Amongst pupils that said they wanted to do an apprenticeship or traineeship, 32% of their parents/carers said they would like their child to pursue academic learning. The base of pupils saying they would like to pursue a different kind of vocational or technical qualification is too low for robust analysis (27), although a number of their parents/carers also had more academic aspirations for their child.

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[35] These figures are based on only those who were asked this question and selected one of the first three options.

Differences by subgroup

Pupil's age

Pupils at key stage 4 were significantly more likely to say they want to continue with academic learning (65%) than those at key stage 3 (43%), however this difference is related to a higher proportion of pupils at key stage 3 being undecided (35% compared with 12% of those at key stage 4).

Gender

Girls were significantly more likely to say they want to continue with academic learning (57%) than boys (46%). Conversely, boys were significantly more likely to want to pursue an apprenticeship (17%) than girls (7%).

Disadvantage

Other research has shown a clear link between economic advantage and plans to continue academic learning[36], and this was borne out in our survey findings. Pupils who are not FSM eligible were significantly more likely to be planning academic learning (54%) than pupils who are FSM eligible (35%). Similarly, pupils in the least deprived IDACI quintile were significantly more likely to plan to pursue academic learning (60%) than those in the most deprived quintile (41%).

SEND

Pupils with SEND were significantly less likely to want to continue with academic learning (29% compared with 56% of pupils without SEND). Just under a quarter of pupils with SEND (24%) had not yet thought about what they will do after Year 11, compared with only 8% of pupils without SEND.

Ethnicity

White pupils were less likely to want to continue with academic leaning (49%) compared with pupils from an Asian/Asian British background (68%). Conversely, pupils from a White background were significantly more likely to want to pursue an apprenticeship (14%) than pupils from an Asian/Asian British background (6%).

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[36]DfE (2016), Longitudinal Study of Young People in England cohort 2: health and wellbeing at wave 2, https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/540563/LSYPE2_w2_research_report.pdf - pg 40.

Pupils from London were much more likely to plan to continue academic learning (63%) than those outside of London (49%).

4.9 What do pupils want to do when they leave education or training?

All pupils were asked what they would like to do when they leave compulsory education or training at age 18, and given the options shown in figure 4.8. Continuing studies at university or college was the most popular option (51%), while just under a quarter overall were undecided or hadn't thought about it yet.

Figure 4.8 What pupils would like to do when they leave compulsory education or training at age 18
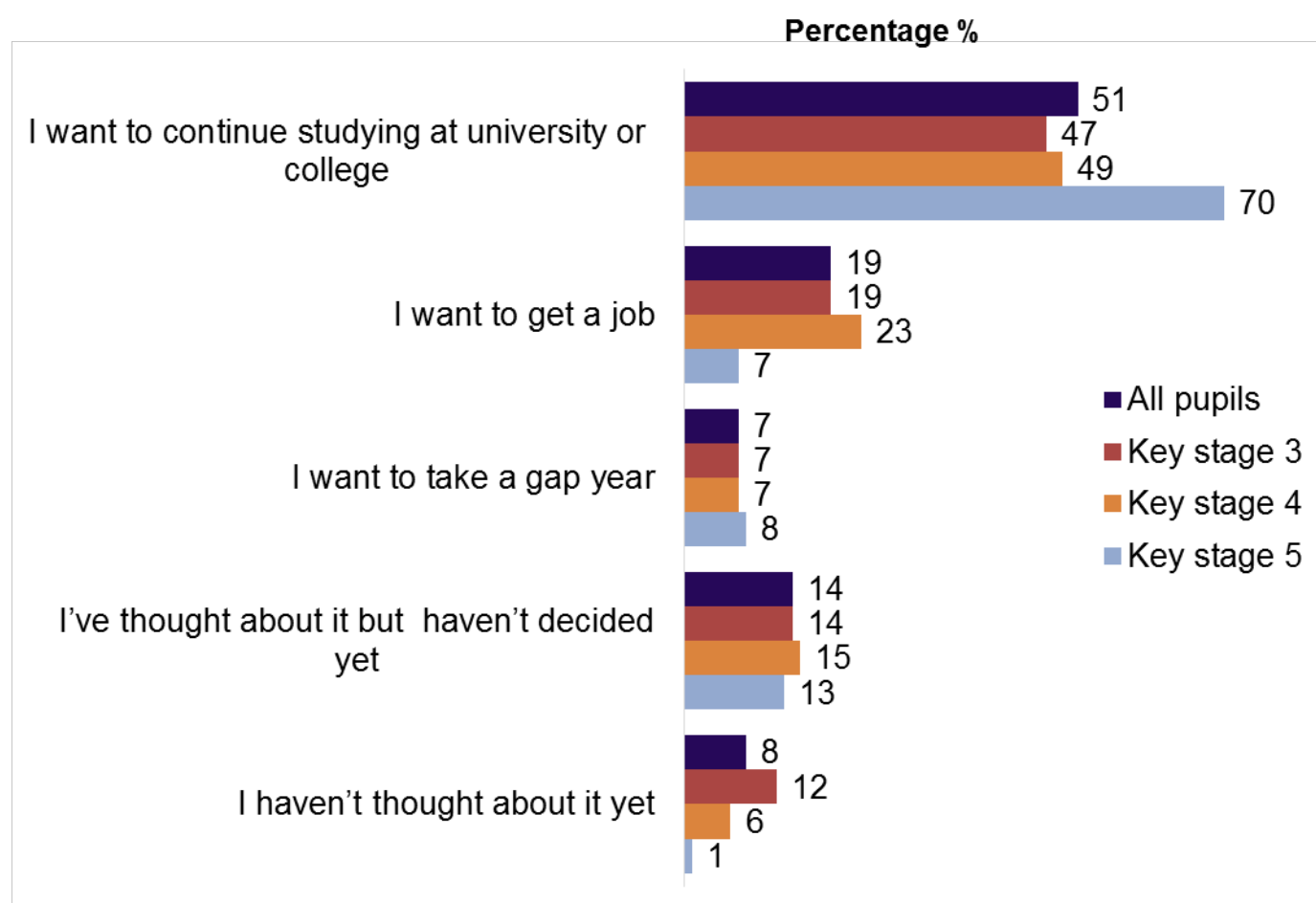
Base: all pupils (1,723) pupils at key stage 3 (818) key stage 4 (453) key stage 5 (448)

Differences by subgroup

Pupil's age

As shown in figure 4.8 pupils at key stage 5 were significantly more likely to want to go to university/college (70% compared with 49% of those at key stage 4 and 47% of those at key stage 3), although this is related to the larger proportion of pupils in an earlier stage in their school career being undecided. Pupils at key stage 4 were more likely to say they want to get a job (23%) than those at key stage 5 (7%). We saw in chapter 1 that pupils at key stage 4 were also less likely to be happy with their progress at school.

Gender

Reflecting current patterns, girls were more likely to want to go to university/college (55%) than boys (46%)[37]. Conversely, a greater proportion of boys were focused on moving into employment (25% compared with 13% of girls).

Disadvantage

There was also a relationship between economic circumstances and plans to get a job after age 18. Pupils who are FSM eligible were more likely to want to get a job (24% compared with 18% of those who are not FSM eligible), however, due to lower base size this is an indicative difference[38].

SEND

Pupils with SEND were significantly less likely to want to go on to university/college, although a large proportion (31%) nevertheless harboured ambitions in this respect (this compares with 53% of pupils without SEND). Pupils with SEND were instead more likely to want to get job (33%) than those without SEND (17%). Pupils with SEND were also more likely to have not yet thought about their future plans (17% compared with 6% of those without SEND).

Ethnicity

White pupils were significantly *less* likely to want to go on to university/college (46% compared with 69% of those from a Black/African/Caribbean/Black British background and 73% of those from an Asian/Asian British background).

Conversely, White pupils were significantly more likely to want to get a job (21%), compared with those from an Asian/Asian British background (11%). This compares to 14% of Black/African/Caribbean/Black British pupils. White pupils were also significantly more likely to want to take a gap year (8%) compared with those from an

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[37] BBC (2016): Why do women get more university places? http://www.bbc.co.uk/news/education-36266753
[38] With SEND (135), Without SEND (1,579)

Asian/Asian British background (2%). This compares to 3% of Black/African/ Caribbean/Black British pupils.

Region

Pupils in London were the most likely to be planning to go to university/college (62% compared with 49% of pupils outside of London). Bearing in mind the findings highlighted elsewhere in this section, this is possibly related to the ethnic profile of pupils in London.

4.10 Who has given pupils careers advice?

Pupils were asked who, if anybody, they had received careers advice from, using the prompted list shown in figure 4.9.

Pupils were most likely to have received careers advice from their parents/carers or teachers at their school. Just under one in ten (9%) had not received careers advice from anyone.

Figure 4.9 Where, if anywhere, pupils had had careers advice from

Percentage %

My parents/carers: All pupils 74, Key stage 3 71, Key stage 4 77, Key stage 5 75

Teachers at my school: All pupils 50, Key stage 3 43, Key stage 4 53, Key stage 5 67

A careers adviser who came into my school: All pupils 38, Key stage 3 23, Key stage 4 56, Key stage 5 50

Friends: All pupils 26, Key stage 3 21, Key stage 4 29, Key stage 5 34

A careers adviser outside of school: All pupils 8, Key stage 3 6, Key stage 4 10, Key stage 5 9

Any other source (e.g. other people; websites etc.): All pupils 24, Key stage 3 20, Key stage 4 28, Key stage 5 34

I haven't had careers advice from anyone: All pupils 9, Key stage 3 13, Key stage 4 4, Key stage 5 4

Base: all pupils (1,723) pupils at key stage 3 (818) key stage 4 (453) key stage 5 (448)

Earlier we saw that 83% of parents reported that they had given their children careers advice – as such there is a slight disparity (9%) in this respect. It is, however, not possible to identify from the data whether parents are over-claiming their input or if they are offering advice but it isn't registering with their children.

Paired response

Amongst parents/carers who reported that they had offered their child careers advice, 77% of paired pupils reported that they had received this advice[39]. This means that over one in five (23%) pupils whose parent/carer said they gave them careers advice, did not recall it.

Differences by subgroup

Pupil's age

As shown in figure 4.9, the proportion of pupils who said they had received careers advice from teachers increased with age (43% at key stage 3, 53% at key stage 4 and 67% at key stage 5). There was a similar trend in terms of receiving advice from friends, indicating that topics of conversation around careers become more prevalent with age.

Gender

Boys were slightly more likely than girls to say that they had received careers advice from a careers adviser outside of school (9%, compared with 6% of girls).There were no other significant differences.

Disadvantage

Pupils who are FSM eligible were less likely to have received advice from their parents/carers (66% compared with 75% of those who are not FSM eligible), although the other sources were broadly consistent.

SEND

Pupils with SEND were less likely to say they have received careers advice from most of the sources listed, including their parents/carers (64% compared with 76% of those without SEND) or from teachers (40% compared with 52% of those without SEND). Twelve per cent of pupils with SEND said they had not received any careers advice, although this was broadly in line with pupils without SEND (8%).

Ethnicity

Asian/Asian British pupils were more likely to have received advice from teachers (61%) than White pupils (48%). Pupils from Asian/Asian British (48%) and

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[39] These figures exclude those who said 'don't know' or gave no answer to these questions.

Black/African/Caribbean/Black British (49%) backgrounds were more likely to say they have received advice from a careers adviser who came to their school, than those from a White background (36%).

There were no statistically significant differences by region.

4.11 Did the careers advice help pupils?

All pupils who had received careers advice were asked whether it had helped them decide what they want to do in the future, or whether they hadn't thought about what they might do in the future. Most pupils had a positive view of the careers advice they had received. Just over half (55%) said that the careers advice they had received had 'helped a little', and 25% felt it had 'helped a lot'. Only 11% reported that their careers advice had not been helpful.

Differences by subgroup

Pupil's age

Pupils at key stage 4 and 5 (15% and 14%) were more likely than their key stage 3 counterparts (8%) to say the advice they had received was not helpful.

Difference by gender

Although still a low percentage, boys were more likely than girls to say that had not thought about what they might do in the future (7% compared with 4%).

Disadvantage

Pupils from disadvantaged backgrounds were more likely to report that the careers advice they received was useful. A third (32%) of FSM eligible pupils found the advice they received had helped a lot (compared with 23% of non FSM eligible pupils). Pupils in the most deprived (fifth) IDACI quintile were the most likely to report that the careers advice they had received had helped a lot (34% compared with 20% in the first quintile).

SEND

Pupils with SEND were less likely to report that the careers advice that they had received was helpful (72%) than those without SEND (82%).

Ethnicity

Asian/Asian British pupils were more likely to have found the advice they received helped a lot (35%), compared with White pupils (22%). This compares to 31% of Black/African/Caribbean/Black British pupils. We saw in the previous section that Asian/ Asian British pupils' were more likely to have received advice from teachers (61% compared with 48% of White pupils and 51% of Black/African/Caribbean/Black British pupils).

Pupils in the South were more likely to say that the advice they had received had not helped compared with pupils in London (13% compared with 7%).

Work Placements

Background

Contact with employers through schools helps to inspire pupils, increase their understanding and knowledge of different careers and develop pupils' employability skills[40]. As such, the government advises schools to work in partnership with local employers and apprenticeship providers. Despite this, a report in 2013 stated that 31% of young people do not feel they have the appropriate skills when starting work, citing a lack of work experience (71%) as the main cause[41]. This survey will help to identify what contact, if any, pupils are provided with in school and the role that parents/carers play when it comes to arranging work placements.

4.12 How have schools facilitated contact with employers?

Pupils were asked whether their school had provided them with the opportunity to have contact with employers through a variety of different means shown in figure 4.10. Note that this is identifies pupils' *awareness* of opportunities rather than being an accurate measure of whether these opportunities have been provided by their school.

Three in ten pupils said their school has not provided them with any opportunities to have contact with employers. Of those that had, the most common vehicle for contact was careers fairs, followed by placements of a week or more, and employers visiting their school.

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[40] DfE (2015), Post-16 work experience as a part of 16 to 19 study prorgrammes and traineeships, https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/534922/Post_16_work_experience_guidance.pdf
[41] ibid.

Figure 4.10 Opportunities pupils have had to have contact with employers

Percentage %

Careers fairs
- All pupils: 27
- Key stage 3: 12
- Key stage 4: 39
- Key stage 5: 53

Placements of a week or more with an employer
- All pupils: 25
- Key stage 3: 4
- Key stage 4: 45
- Key stage 5: 53

Employer visits to school/college
- All pupils: 22
- Key stage 3: 15
- Key stage 4: 26
- Key stage 5: 41

Visits to employers
- All pupils: 6
- Key stage 3: 4
- Key stage 4: 7
- Key stage 5: 8

Something else
- All pupils: 4
- Key stage 3: 5
- Key stage 4: 3
- Key stage 5: 2

My school/ college has not provided me with any opportunities
- All pupils: 30
- Key stage 3: 43
- Key stage 4: 18
- Key stage 5: 12

Legend: ■ All pupils ■ Key stage 3 ■ Key stage 4 ■ Key stage 5

Base: all pupils (1,723) pupils at key stage 3 (818) key stage 4 (453) key stage 5 (448)

Differences by subgroup

Pupil's age

Pupils at key stage 5 had had more contact with employers through each channel than was the case for younger pupils.

Gender

Girls were more likely to say their school / college had provided them access to employers via careers fairs than boys (31% compared with 23% of boys).

Disadvantage

Pupils who are eligible for FSM were less likely to report having been to a careers fair (19% compared with 29% of non-eligible pupils) or had an employer visit their school (13% compared with 24% of non-eligible pupils). However FSM-eligible pupils were more likely to report that they 'don't know' (29% compared with 16% non-FSM pupils).

SEND

Pupils with SEND were less likely to say they have been given access to employers at a careers fair (19% compared with 29% of pupils without SEND) and indicatively less likely to say an employer has visited their school (17% compared with 24% of pupils without SEND). Also indicatively, a greater proportion of pupils with SEND said they didn't know (23% compared with 16% of those without).

Ethnicity

White pupils were more likely to say their school/college has not given them any opportunity to contact employers (32%), compared with Asian/Asian British pupils (20%). Twenty-six per cent of Black/African/Caribbean/Black British pupils said this.

However, a greater proportion of Asian/Asian British pupils said they didn't know (27% compared with 17% of White pupils and 19% of Black/African/Caribbean/Black British pupils).

Region

Pupils in the North were more likely to say that their school/college had provided them with opportunities to visit employers (7%) compared with 4% of pupils in the South.

4.13 How do parents/carers feel about work placements?

Parents/carers were asked a series of questions about work placements for their child – whether;

- they would advise their child to undertake a work placement (section 4.13);

- their child had already undertaken a work placement of a week or more, or if they were planning to do so (section 4.14) and

- amongst those whose child had undertaken a placement, how involved they were in the process (section 4.15).

A large majority of parents/carers (89%) said that they would advise their child to undertake a work placement. Four per cent said they wouldn't, while 6% said they didn't know.

Differences by subgroup

Age

It was more common for parents/carers of pupils at key stage 3 to say they didn't know compared to key stage 5 (7% compared with 4%). Six per cent of parents/carers of pupils at key stage 4 didn't know.

Disadvantage

Parents/carers of FSM eligible children were less likely to advise their child to undertake a work placement, although this was still high at three-quarters of these parents (77%). This compares with 91% of parents/carers of children not eligible for FSM.

SEND

There was also widespread appreciation of the importance of work placements amongst parents/carers of children with SEND, 85% of whom said they would advise their children to undertake one. This is, however lower than parents/carers of children without SEND (91%).

Ethnicity

Parents/carers of White (92%) and Black/African/Caribbean/Black British (90%) pupils were significantly more likely to advise undertaking a work placement than parents/carers of Asian/Asian British pupils, although this was still high at 73%. As seen earlier in this chapter (section 4.9), pupils from an Asian/Asian British background were significantly more likely to want to go on to university/college when they leave compulsory education/training at 18. Parents of Asian/ Asian British children were also more likely to have tutored their child (see chapter 1.5).

At the same time, as discussed in section 4.1, Asian/Asian British pupils were more likely than White pupils to choose a subject because of its potential future earnings (a factor that was also particularly important amongst parents of Asian/Asian British pupils – 41% compared with 20% of parents of White pupils).

Pupils from a Black/African/Caribbean/Black British background were more likely to want to go to university/college and to choose a subject because of its potential future earnings. Looking at the paired responses shows that the parents/carers of these pupils were also highly likely to advise undertaking a work placement.

Region

Parents/carers in the South (93%) were more likely than all other regions to say they would advise their child to undertake a work placement (89% in the North, 86% in the Midlands and 85% in London).

There were no significant differences by gender.

4.14 Have pupils already undertaken work placements?

Parents/carers were also asked whether their child had already undertaken a work placement of a week or more, or if they were planning to do so. At an overall level 29% reported that their child had already taken part in a work placement, and 28% had not but were planning to.

Differences by subgroup

Pupil's age

Thirty-seven per cent of parents/carers reported that their child had not undertaken a work placement and had no plans to do so. However, as might be expected, this varies by age: 71% of those at key stage 5 had undertaken a work placement of a week or more, compared with 52% of those at key stage 4 and 2% at key stage 3.

Gender

Girls were significantly more likely to be reported by their parents as having undertaken a placement than boys (32% and 26% respectively). However, this gap is slightly reduced when future plans are taken into account - 27% of boys were planning to go on a placement in the future compared with 29% of girls.

Disadvantage

Despite the greater likelihood of disadvantaged pupils to look to move into work after they leave compulsory education / training (see section 4.9), under half (46%) of pupils who are FSM eligible had undertaken a work placement or planned to in the future, compared with 58% of those who are not eligible for FSM.

SEND

Parents/carers of pupils with SEND were equally likely as parents/carers of pupils without SEND to say that their child had undertaken a work placement (28% and 29% respectively).

Ethnicity

Roughly similar proportions of pupils from different ethnic backgrounds had already undertaken a work placement. However, White pupils (39%) were the most likely to have not undertaken a work placement and not be planning to do so. This compares to 31% of those from an Asian/Asian British background and 24% of those from a Black/African/Caribbean/ Black British background. Pupils from a Black/African/Caribbean/Black British background were significantly more likely to be planning to do so in the future (41%, compared with 27% of White pupils and 30% of Asian/Asian British pupils).

Parents/carers in the North were more likely to say that their child had not taken part in a work placement and was not planning to (41%) compared with parents/carers in London (31%).

4.15 How involved were parents/carers in arranging work placements?

Parents/carers whose child had undertaken a work placement (29% of parents/carers) were asked whether they had been involved in making arrangements for their child to undertake the placement.

There is a high claimed level of involvement in their child's work placement, with 85% of parents/carers selecting one or more of the pre-codes shown in the following list. The proportion selecting each response is shown in brackets.

- Offering advice (57%)

- Helping my child arrange placements/ work shadowing (42%)

- Helping search for opportunities (39%)

- Arranging placements/ work shadowing on behalf of my child (27%)

- None of these (13%)

Differences by subgroup

Region

The one area where we can identify a significant difference despite the low base sizes for analysis is that parents/carers in London were particularly likely to say they offered advice (71% compared with 54% of those outside of London).

It is not possible to identify any other differences amongst other sub-groups due to low bases.

4.16 Did parents/carers discuss work placements with their child?

The parents/carers whose child had already undertaken a work placement (29%) were also asked the following two questions. The proportion of parents/carers saying they had done each of these is shown in brackets, which reveals a high level of parental discussion about the placement:

- whether they had discussed what their child was hoping to learn from the placement (89%); and

- whether they had discussed the skills and behaviours learned afterwards (91%).

Differences by subgroup

Ethnicity

The base sizes are low for statistical analysis although it still is possible to identify that parents/carers of White pupils were more likely to say they discussed with their child what he or she was hoping to learn from the placement than parents/carers of Asian/Asian British pupils[42] (91% compared with 74%). This is related to parents/carers of pupils from an Asian background being more likely to say they didn't want to answer (11% compared with one per cent of parents/carers of White pupils).

Parents/carers of White pupils were also more likely than those of Asian/Asian British pupils to say they discussed the skills and behaviours their child learnt during their work placement (93% and 75% respectively). In this case, this was related to a large proportion of parents/carers of Asian/Asian British pupils saying no (as opposed to don't know in the previous question) – 23% compared with 6% of parents of White pupils.

It is not possible to identify any other differences amongst other sub-groups due to low bases.

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[42] Base is 60 Asian/ Asian British pupils and 27 Black/African/Caribbean/Black British. For comparison, 91% of parents/carers of Black/African/Caribbean/Black British pupils said they discussed what their child was hoping to learn from the placement although note the very low base.

Chapter 5 – Life outside of studies

In this chapter we explore pupils' participation in sport as well as other extra-curricular activities they take part in. We will start by looking at PE and sport both inside and outside of school, before going on to look at which extra-curricular activities pupils take part in either through school or outside of school. The chapter finishes with an exploration of pupils' and parents'/carers' awareness of the National Citizen Service.

PE and Sport

Background

Studies show that participation in PE and sports leads to a range of physical and mental health benefits, for example increased bone strength and better mental health. It is also linked to improved concentration and behaviour in the classroom[43]. In this section we investigate whether there are any differences in secondary pupils' enjoyment and involvement in PE inside and outside of school.

5.1 How do pupils feel about PE and physical exercise?

Pupils were asked a series of questions about how they felt during PE lessons at school and, separately, how they felt when undertaking physical activity outside of school. For each scenario, pupils were asked to what extent they agreed that they felt:

- Happy

- Excited

- Bored

- Nervous

PE at school was generally well regarded; 68% of pupils agreed to some extent that they felt happy and 43% agreed that they felt excited during these lessons. However, close to one in five pupils reported that during PE they felt bored (19%) or nervous (18%).

Outside of school PE pupils are more positive about physical activity. The majority of pupils said they feel happy (82%), and excited (62%), while only 6% are bored and 10% nervous during physical activity outside of school.

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[43] DfE (2013), Evidence on physical education and sport in schools: key findings, https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/226506/Evidence_on_physical_education_and_sport_in_schools-summary.pdf

Figure 5.1 Feelings in PE and during physical activity outside of school - % agree
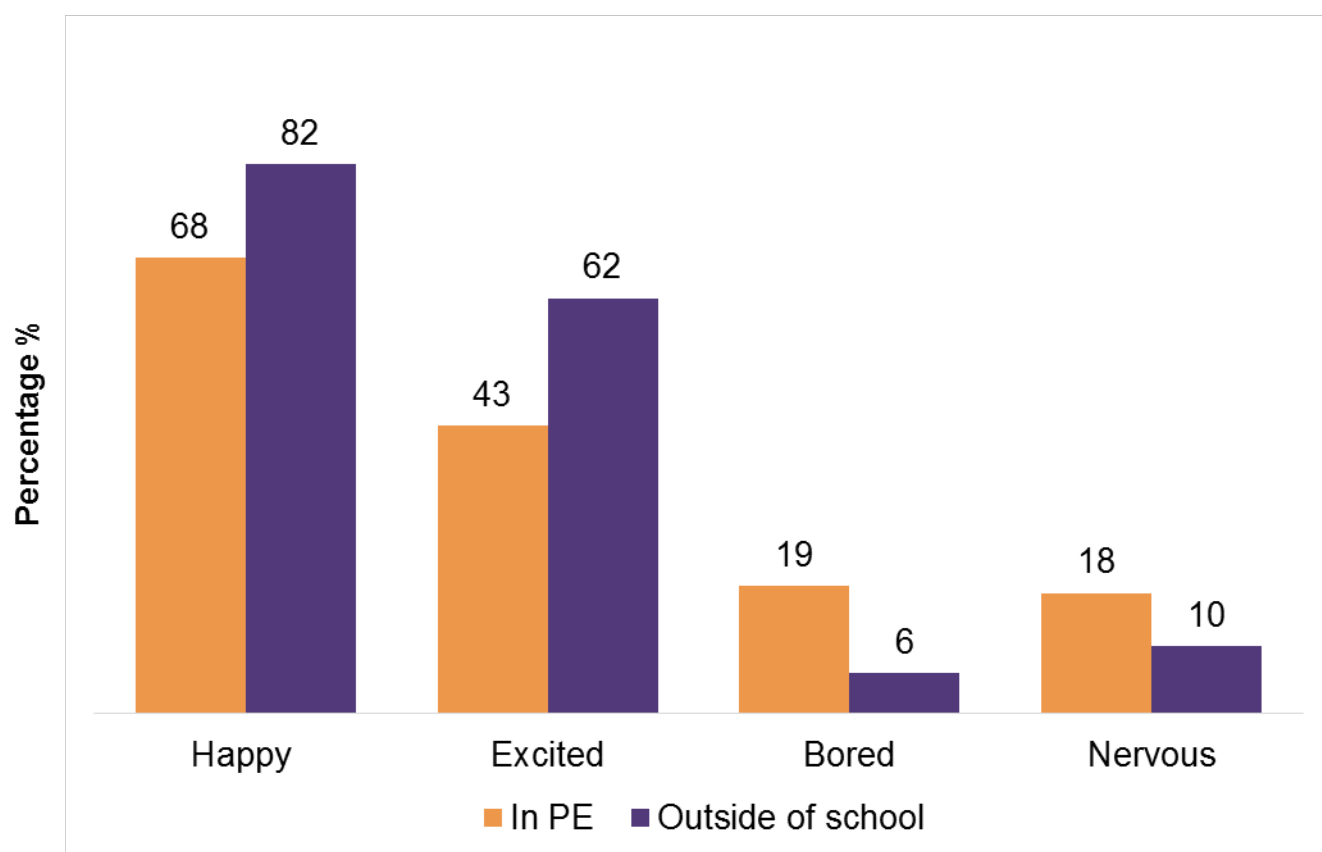
Base: all pupils (1,723)

Differences by subgroup

Pupil's age

Happiness and excitement during PE appears to wane with age. At key stage 3, 74% of pupils were happy during PE and 51% were excited. At key stage 5 this had fallen to 57% and 33% respectively. Levels of boredom in PE peaked for pupils in Years 11 (29%) and Year 13 (27%).

Gender

Overall boys were more positive towards PE than girls. Seventy-six per cent of boys felt happy in PE (compared with 59% of girls) and 53% felt excited during PE (compared with 33% of girls). Girls were much more likely to be bored (26% compared with 13% of boys) or nervous (24% compared with 12% of boys) in PE lessons.

Disadvantage

Pupils who are eligible for FSM were less likely to feel happy in PE (60%, compared with 69% of those who are not FSM eligible) or excited (35%, compared with 44% of those who are not FSM eligible).

SEND

Pupils with SEND were not any less likely to feel happy or excited in PE, but were more likely to feel bored (30% compared with 18% of pupils without SEND) or nervous (26% compared with 17%).

Ethnicity

Asian/Asian British and Black/African/Caribbean/Black British pupils were more likely to agree or strongly agree that they feel excited in PE lessons (52% and 58% respectively) compared with White pupils (40%).

Region

Pupils in the North, South and Midlands (24%, 24% and 25% respectively) were more likely to disagree or strongly disagree that they feel excited during PE lessons compared with pupils in London (16%).

Outside of school

Trends across the different demographic groups were consistent both in and outside of PE lessons. Girls, pupils with SEND and pupils from more disadvantaged backgrounds were generally more likely to feel bored or nervous, and less likely to feel happy or excited.

Extra-Curricular Activities

Background

The government believes that extra-curricular activities offered both in and out of school are an important force in instilling certain character traits in pupils. The government invested £3.5m in 2015/16 to fund grants to schools and organisations working with children and young people to introduce activities that help pupils to build and develop character and resilience. To help encourage participation in these activities, it is important to identify whether pupils and their parents/carers are aware

of and/or taking part in them[44]. This is discussed in this section, along with an exploration of the reasons why pupils take part in extra-curricular activities.

5.2 Are parents/carers aware of schools offering extracurricular activities?

Parents/carers were asked whether their child's school offers extra-curricular activities. A large majority reported that their child's school did so (89%); 5% said their child's school did not; and 6% said they didn't know. This compares to 2% of pupils saying their school did not offer any extra-curricular activities (see section 5.7).

Differences by subgroup

Age

Parents/carers of pupils at key stage 3 were slightly more likely than those of pupils at key stage 5 to say their child's school offered extra-curricular activities (90% compared with 86% at key stage 5, which compares to 89% of parents/carers of pupils at key stage 4). It is worth noting that pupils at key stage 3 were more likely to take part in extra-curricular activities at school (63%, compared with 52% of pupils at key stage 4 and 5).

Disadvantage

Parents/carers of pupils who are eligible for FSM were more likely to say they didn't know if their child's school offered extra-curricular activities (11% compared with 5% of parents/carers of non-eligible pupils). Four-fifths (80%) of these parents/carers said their child's school offered extra-curricular activities, which compares with 90% of parents/carers whose child is not eligible for FSM.

Ethnicity

Parents/carers of White pupils were more likely to report that their school offered extra-curricular activities (92%), than those from an Asian/Asian British (80%) or Black/African/Caribbean/Black British background (84%). This does not necessarily mean that extra-curricular activities are not on offer - indeed the two latter groups were more likely to say they didn't know (eight per cent of parents/carers of Asian/Asian British pupils; and nine per cent of parents/carers of Black/African/Caribbean/Black British pupils). However, this does leave a large proportion of parents/carers of Asian/Asian British pupils saying no extra-curricular activities were on offer (11%).

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[44] Note that the survey only collects data from parents/carers/carers and pupils, so is based on their awareness, rather than the validation of what activities their school actually offers.

Region

Parents/carers of pupils in the South were more likely to say their child's school offered extra-curricular activities (93%, compared with 86% in the Midlands, 87% in the North and 88% in London).

There were no significant differences by gender or SEND.

5.3 What do parents/carers think about these extra-curricular activities?

Parents/carers who reported that their child's school offered extra-curricular activities were then asked which, if any, of the following statements applied to them. The proportion of parents/carers selecting each statement is shown in brackets.

- I feel fully informed about the range of extra-curricular activities my child's school offers (38%)

- My child's school offers extra-curricular activities that meet my child's needs (37%)

- I would like my child's school to offer more extra-curricular activities (28%)

Differences by subgroup

Age

Parents/carers of pupils at key stage 3 were slightly more likely to feel that their child's school offers extra-curricular activities that meet my child's needs than those of pupils at key stage 4 (40%, compared with 34%[45]). Parents/carers of pupils across the key stages were equally likely to select the other responses.

Ethnicity

Parents/carers of Asian / Asian British pupils were more likely to say that they would like their child's school to offer more extra-curricular activities than parents/carers of White pupils (40% compared with 26%[46]). This is consistent with their greater likelihood of saying no such activities are on offer (discussed in section 5.2).

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[45] For comparison, 35% of parents/carers of pupils at key stage 5 selected this.
[46] The effective base size of parents/carers of pupils from a Black background is low for statistical comparison, but 37% said this.

SEND

This difference was not statistically significant due to the low base size[47], but indicatively, parents of pupils with SEND were less likely to agree that the extra-curricular activities on offer meet their child's needs (30% compared with 39% of parents/carers of pupils without SEND). They were also indicatively less likely to feel informed (32% compared with 39%), and more likely to say that they want there to be more activities on offer for their child (32% compared with 27% of parents/carers of pupils without SEND).

Ethnicity

Parents/carers of Asian/Asian British children were much more likely to want there to be more activities on offer (40%) compared with those from a White background (26%).

Region

Parents/carers in London were more likely than all other regions to say they would like their child's school to offer more extra-curricular activities (37%) compared to 27% of parents/carers in the North and Midlands and 25% of parents/carers in the South.

No significant differences were seen by the age of pupils.

5.4 What activities do parents/carers say their children participate in through their school?

Parents/carers who reported that their child's school offered extra-curricular activities were asked about the types of activities and clubs that their child takes part in through school, using a pre-coded list.

As shown in figure 5.2 sports were the most widespread activity, followed by academic clubs, homework clubs and volunteering[48].

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[47] Base of parents/carers of pupils with SEND = 129; base of parents/carers of pupils without SEND = 1,211.
[48] The online version of the survey allowed respondents to type in a response to the other code. This was not coded, but indicatively many of these responses related to dance, drama or music.

Figure 5.2 What types of activities and clubs pupil takes part in through school
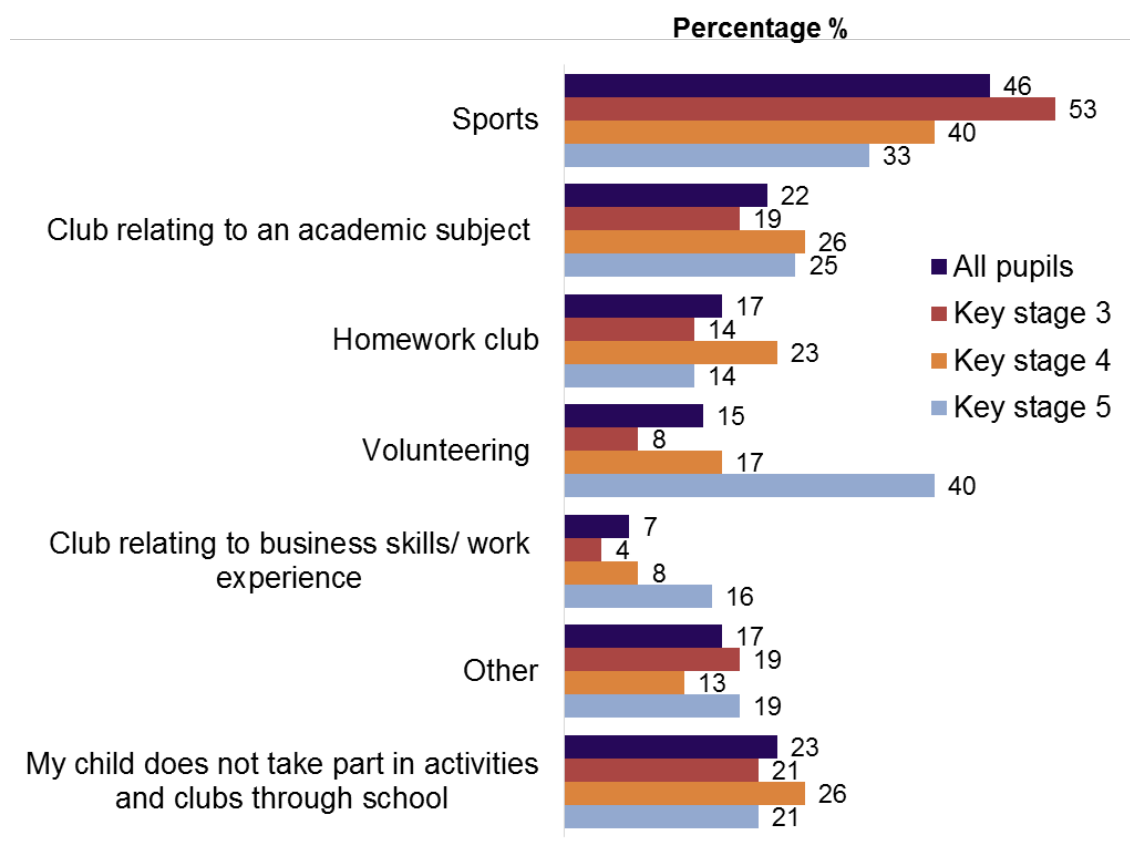
Base: all pupils (1,535) pupils at key stage 3 (740) key stage 4 (406) key stage 5 (386)

Differences by subgroup

Pupil's age

As shown in figure 5.1 there were differences in relation to the pupil's stage of education. For example, participation in sports was reported to be higher amongst parents/carers of pupils at key stage 3 (53% compared with 33% amongst pupils at key stage 5). Homework clubs were more significantly more widely reported as being attended by pupils in Year 11 (28%), as were clubs relating to an academic subject (30%).

Gender

Continuing the theme seen elsewhere, boys were more likely to engage in sports than girls (50% and 41% respectively). However volunteering was more popular amongst girls than boys (20% compared with 11% boys), as were clubs relating to an academic subject e.g. French club, maths club (25% compared with 19%).

Disadvantage

There were also differences in sports participation according to deprivation. Pupils who are eligible for FSM were less likely to be reported by their parents as

participating in sports activities (35% compared with 47% of non-eligible pupils). Similarly, those in the first IDACI quintile had a higher participation rate than those in the fifth quintile (52% and 39% respectively).

SEND

Pupils with SEND were less likely to participate in sports (32% compared with 47% of those without SEND) or volunteering (eight per cent compared with 17% of pupils without SEND).

Ethnicity

As shown in table 5.1 there were differences by the pupil's ethnicity. Despite the low base size of parents/carers of Black/African/ Caribbean/ Black British, the majority of these differences showing a higher level of participation amongst this group are statistically significant with parents/carers of pupils of either/both of the other ethnic groups (with the exception of clubs relating to an academic subject).

Table 5.1 Types of activities and clubs pupil takes part in through school

	White	Asian/Asian British	Black/African/ Caribbean/ Black British
Base (unweighted) - All parents/carers where pupil's school offers extra-curricular activities	*1214*	*144*	*66**
Sports	44%	53%	61%
Club relating to an academic subject (e.g. French club, maths club)	21%	29%	30%
Homework club	16%	19%	28%
Volunteering (e.g. reading with younger students, mentoring)	14%	25%	18%
Club relating to business skills/ work experience (e.g. Young Enterprise, Business club)	5%	15%	13%
My child does not take part in activities and clubs through school	25%	14%	11%

*Note low base

There were no statistically significant differences seen when comparing region.

5.5 What activities do parents/carers say their children participate in outside of school?

Parents/carers were also asked about the types of activities and clubs that their child takes part in *outside of* school. This choices offered to parents/carers are shown below with responses in brackets. Again sports were the most widely mentioned.

- Sports (49%)

- Community groups (e.g. Scouts, Air Training Corps etc.) (14%)

- Extra tuition (13%)

- Youth Clubs (9%)

- Voluntary organisations (e.g. local charity organisations) (9%)

- Other activity[49] (17%)

- My child does not take part in any extra-curricular activities outside of school (26%)

Differences by subgroup

The trends seen across the different demographic groups are similar to those seen for activities arranged through school. For example, sports outside of school were more common amongst pupils at key stage 3 (53%), boys (60%), pupils without SEND (52%), those who are not FSM eligible (53%) and those in the first IDACI quintile (67%).

Pupils at key stage 4 (28%), girls (30%), those with SEND (30%), those eligible for FSM (43%), those in the most deprived quintile (35%) and those in the North (30%) were more likely to not take part in *any* activities outside of school (26% overall).

5.6 Why do parents/carers want their children to take part in extra-curricular activities, both in and out of school?

Parents/carers whose child takes part in extra-curricular activities in and/or outside of school were asked what the benefits are, using the pre-coded list shown in figure 5.3. The most commonly mentioned benefit was that 'it is something they enjoy', as well as 'it allows them to learn new skills'.

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[49] The online version of the survey allowed respondents to type in a response. This was not coded, but indicatively many of these responses were related to dance, drama or music.

Figure 5.3 Benefits of pupil taking part in extra-curricular activities

Percentage %

Benefit	%
It is something they enjoy doing	77
It allows them to learn new skills	68
It is something for them to do outside their studies	61
It enables them to make new friends	53
It gives them something to do with their friends	45
None of the above	5
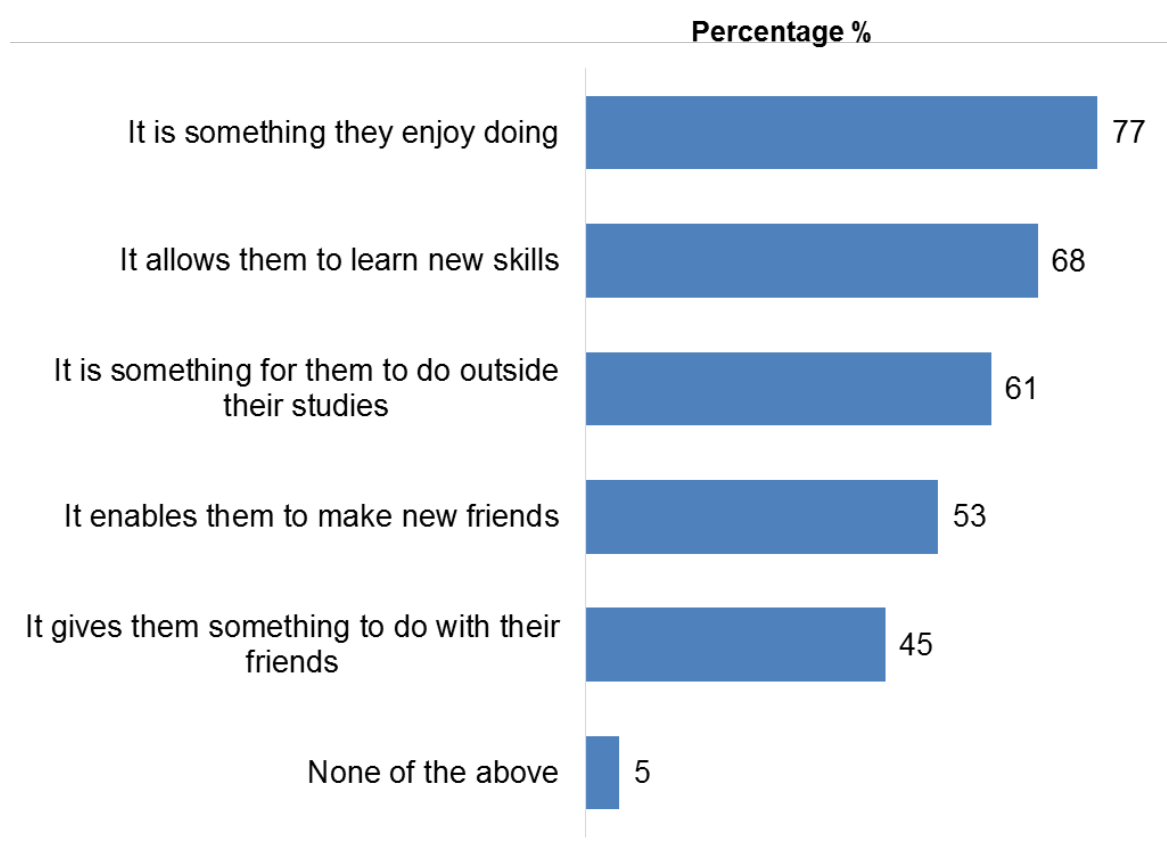
Base: parents/carers whose child takes part in activities or clubs either inside or outside of school (1,496)

Differences by subgroup

Pupil's age

Parents/carers of pupils at key stage 3 were significantly more likely to mention that extra-curricular activities are 'something their child enjoys' (81% compared with 73% at both key stages 4 and 5), that it enables them to 'make new friends,' (59% compared with 47% of key stage 4 and 48% at key stage 5) and that it 'gives them something to do with their friends (49% compared with 42% of key stage 4 and 34% at key stage 5).

Gender

The only difference by gender was 48% of parents/carers of boys saying selecting the benefit of, 'it gives them something to do with their friends,' compared with 41% of parents/carers of girls.

Disadvantage and SEND

Parents/carers of pupils eligible for FSM were less likely to select each of the reasons provided. This is shown in table 5.2, with each comparison being statistically significant.

Parents/carers of children with SEND were also less likely to select each of the benefits (table 5.2).

Table 5.2 Types of activities and clubs pupil takes part in through school

	Eligible for FSM	Not eligible for FSM		With SEND	Without SEND
Base (unweighted) - All parents/ carers whose child takes part in activities or clubs either in or outside of school	*100*	*1388*		*122*	*1180*
It is something they enjoy doing	59%	80%		67%	80%
It allows them to learn new skills	49%	71%		61%*	71%
It is something for them to do outside their studies	44%	63%		51%	63%
It enables them to make new friends	35%	56%		47%*	55%
It gives them something to do with their friends	33%	46%		35%	47%
None of the above	8%	4%		8%*	4%
Don't know	4%	1%		2%*	1%

* Difference is not statistically significant due to low base.

Region

Parents/ carers of pupils in the South were particularly likely to select, 'it is something they enjoy doing' (81%) and, 'it enables them to make friends' (57%).

5.7 Do pupils report participation in extra-curricular activities?

Pupils were also asked whether they take part in any of their school's extra-curricular activities. Fifty-eight per cent reported that they do take part, while 38% do not[50]. Only 2% reported that their school doesn't offer extra-curricular activities. The proportion of children reporting that they don't participate was higher than that given by the parents, while the proportion reporting that their school doesn't offer extra-curricular activities was lower.

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[50] Two per cent said their school does not offer any extra-curricular activities; and two per cent said they did not know.

Paired response

Eight in ten pupils and their parents/carers (80%) gave the same response to this question; 61% saying that the pupil takes part, and 19% saying that they do not. However in 17% of cases, the parent/carer reported that their child took part in extra-curricular activities, but the pupil did not (the reverse was true in 3% of cases).

5.8 Why do pupils take part in extra-curricular activities?

Pupils who take part in extra-curricular activities at school were asked their reasons for doing so and were prompted with a list of options (figure 5.4). Most pupils reported taking part in extra-curricular activities because they enjoy them (79%). Around half also took part to learn new skills or for something to do with their friends (49% and 47% respectively).

Figure 5.4 Reasons why pupils take part in extra-curricular activities
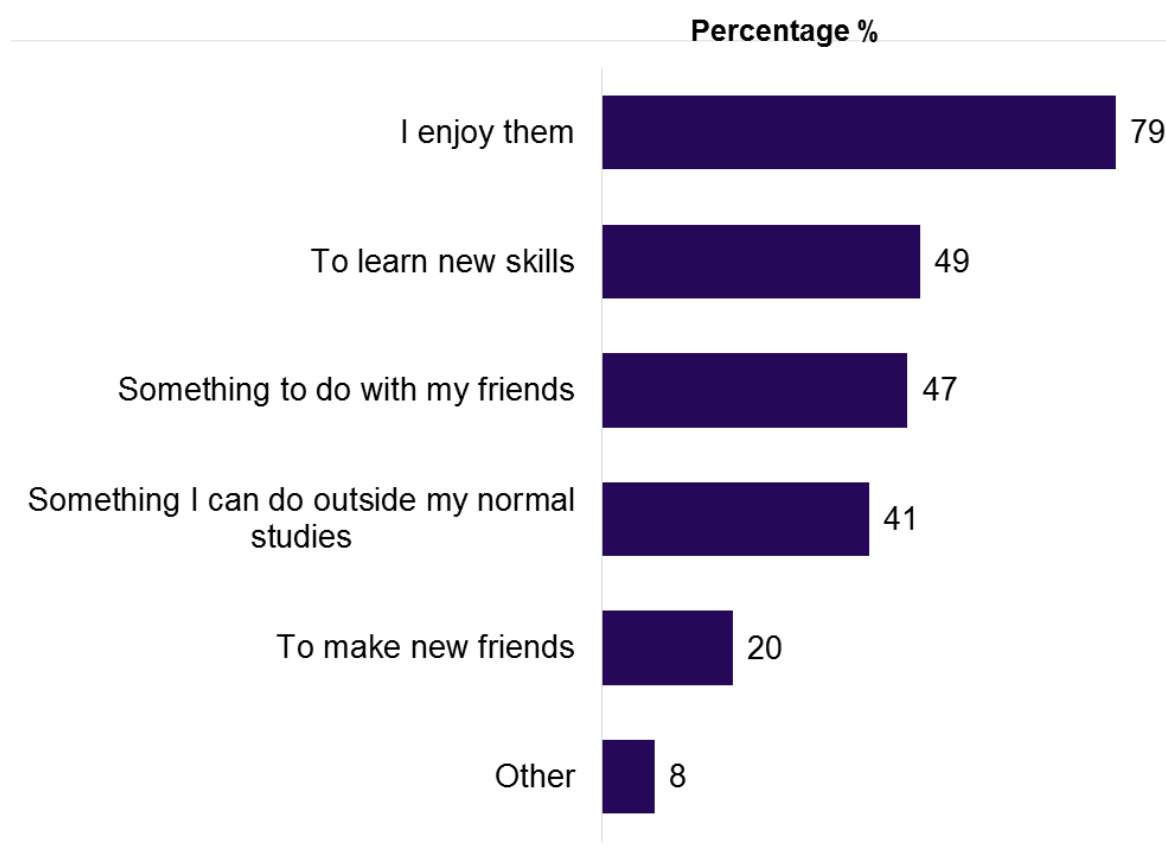
Base: pupils who take part in their school's extra-curricular activities (999)

Differences by subgroup

Pupil's age

Key stage 3 pupils were more likely to take part in their school's extra-curricular activities to learn new skills (53%). Pupils at key stage 5 were more likely to take part to do something outside of their studies (49%).

Ethnicity

White pupils were more likely to select, 'I enjoy them' (81%) compared with Asian or Asian British pupils (68%) and Black / African / Caribbean/ Black British pupils (69%)[51]. White pupils were less likely to take part in extra-curricular activities at school to, 'learn new skills' (47%, compared with 61% and 68% respectively).

Disadvantage

Pupils in the less deprived quintiles were more likely to take part in their schools extra-curricular activities because they enjoy them (88% of those in the first quintile compared with 70% of those in the fifth) or as something to do with their friends (54% of those in the first quintile compared with 37% of those in the fifth). Pupils in more deprived quintiles were more likely to take part to learn new skills (51% of those in the fifth quintile compared with 43% of those in the first).

Region

Pupils in the South were more likely to take part in their school's extra-curricular activities, 'enjoy them' (83% compared with 73% of pupils in London and 75% of pupils in the North; 80% of pupils in the Midlands said this).

There were not significant differences by gender or SEND.

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[51] This difference is not significant due to the low base of 49 Black / African / Caribbean/ Black British pupils.

5.9 Why do some pupils NOT take part in extra-curricular activities?

Pupils who did not take part in their school's extra-curricular activities were asked why they did not do so, using the following prompted list. The numbers in brackets show the proportion of pupils giving each reason (they were able to select more than one reason):

- I'm not interested in the activities on offer (58%)

- I take part in other activities outside of school (25%)

- My friends don't take part in them (23%)

- I don't have time (22%)

- I don't know enough about them (10%)

As this question was only asked of those who did not take part in extra-curricular activities, the scope for sub-group analysis is limited by base sizes. However despite the low base of 64 pupils eligible for FSM, these pupils were significantly less likely to select the reason, 'I take part in other activities outside of school' than pupils who are not FSM-eligible (10% compared with 28%).

It is also possible to identify that pupils at key stage 5 were more likely to say, 'I don't have time,' (32% compared with 22% of pupils at key stage 4 and 18% at key stage 3).

Programmes for young people and National Citizen Service

Background

The survey asked about awareness of a range of programmes for young people, and included follow-up questions specifically about National Citizen Service (NCS). NCS is a personal development programme that helps young people build the skills for work and life that they'll need in the future. At its heart, NCS is about helping to set young people on the path towards developing the social, moral, spiritual and cultural character to play an active role in a stronger society as they progress to adulthood. Previous evaluations of NCS have demonstrated positive impacts on participants with regards to social mixing, transition to adulthood, teamwork, communication and leadership and community involvement[52]. Other benefits include bringing young

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[52] NCS, Our Impact, http://www.ncsyes.co.uk/our-impact

people together from different backgrounds and helping them to develop greater confidence, self-awareness and sense of responsibility[53].

To help increase the take up of NCS it is first essential to know whether parents/carers and pupils are aware of the programme. To make campaigns more targeted and appealing, it is also important to understand where parents/carers and pupils have heard of NCS and what motivates young people to take part.

5.10 Are parents/carers and pupils aware of the National Citizen Service?

To minimise false claiming through acquiescence bias both pupils and their parents/carers were asked whether they had heard of a number of programmes for young people in a prompted list including the Duke of Edinburgh Award and the Combined Cadet Force. However, the fundamental aim of the question was to test whether they had heard of the National Citizen Service.

Just under half (46%) of pupils said they had heard of the National Citizen Service (NCS). Awareness levels amongst parents/carers were slightly lower (38%).

Differences by subgroup

Pupil's age

Awareness of NCS increased with the school year of the pupils. Pupils in Year 7 were the least likely to have heard of NCS (21%), and awareness rose to 43% amongst pupils in Year 10, 80% amongst Year 11s and 85% of Year 12s.

Parents/carers exhibited the same pattern, with only 24% of Year 7 parents/carers aware of NCS, compared with 38% of Year 10 parents/carers and 58% of Year 11 parents/carers. Again, parents/carers of pupils in Year 12 were the most likely to be aware of NCS (61%).

Gender

Parents/carers of girls were more likely than parents/carers of boys to be aware of NCS (42% compared with 34%). However, this difference was not significant amongst girls and boys.

Disadvantage

NCS is aimed at all young people in the UK aged between 15 and 17, however efforts have been made to target young people in more deprived areas and increase their levels of participation. However, pupils who are eligible for FSM were less likely

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[53] NCS, Take Part: National Citizen Service, https://www.gov.uk/government/get-involved/take-part/national-citizen-service

to be aware of NCS (35% compared with 48% of those who are not FSM eligible). This difference was smaller and not significant amongst parents/carers of these groups (39% and 32% respectively). Similarly, pupils and parents/carers who fall into the first IDACI quintile were much more likely to be aware of NCS (54% of pupils and 44% of parents/carers) than those in the fifth quintile (36% of pupils and 33% of parents/carers).

SEND

Pupils with SEND were less likely to be aware of NCS (32%, compared with 49% of those without SEND), but this gap was less pronounced and not significant amongst the parents/carers of these groups (35% and 39% respectively).

There were no statistically significant differences by ethnicity or region.

5.11 Where had pupils and parents/carers heard about NCS?

Pupils and parents/carers who had heard of the National Citizen Service (NCS), were then asked where they had heard about it and were prompted with a list of options shown in figure 5.5.

Pupils were most likely to have heard about NCS from their school (59%) and/or through the media (53%). Similarly, parents/carers were most likely to have heard about NCS from the media (46%) or through their child's school (42%).

Figure 5.5 Where pupils and parents/carers had heard of NCS
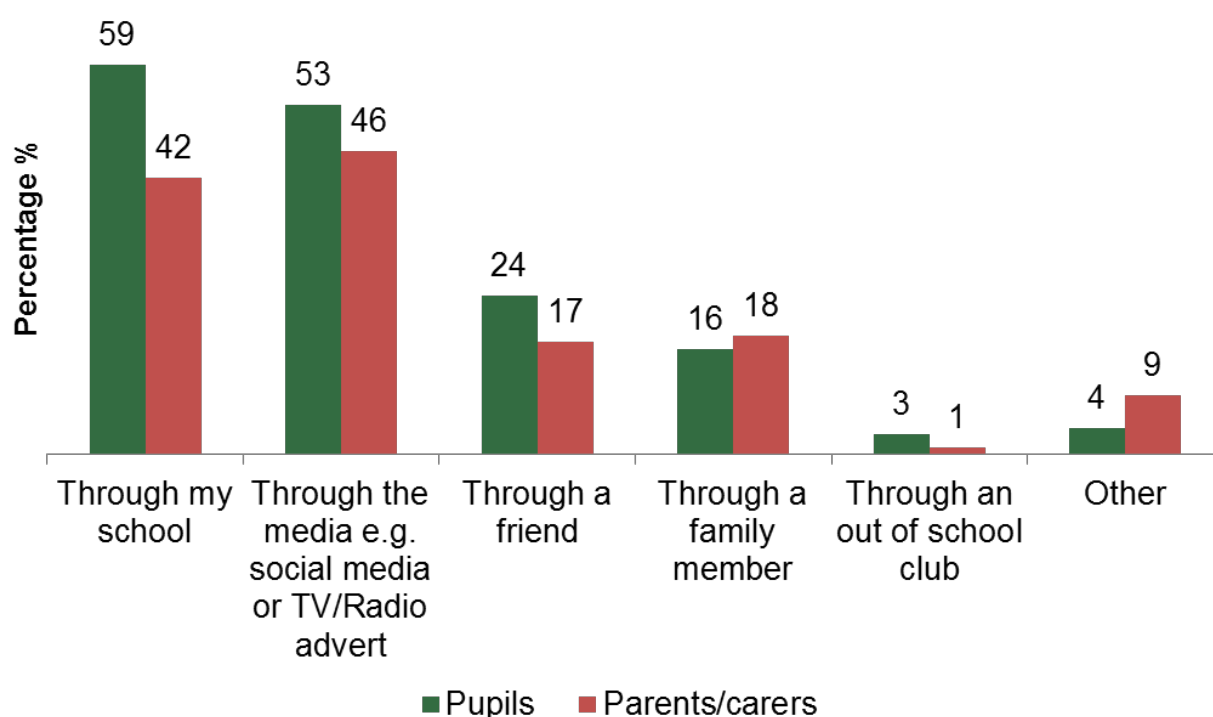
Base: pupils who have heard of NCS (873)
parents/carers who have heard of NCS (696)

5.12 Are pupils likely to take part in NCS?

Pupils who had heard of NCS were asked whether they would take part in the programme in the future and parents/carers were asked whether they would want their child to take part.

Just under a quarter (23%) of pupils reported that they definitely or probably will take part in NCS in the future, while a further 10% reported that they had already taken part. Over half of parents/carers (53%) wanted their child to take part in NCS in the future, showing that there is currently more enthusiasm for the programme amongst parents/carers than amongst pupils.

Figure 5.6 Likelihood to take part in NCS in the future
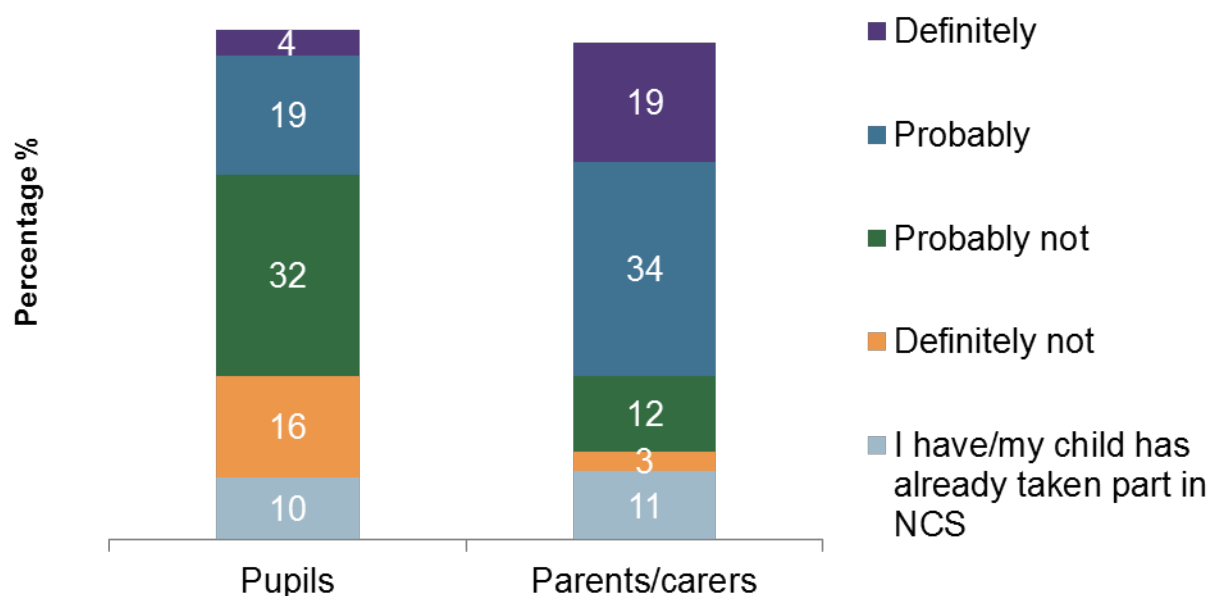
Base: pupils who have heard of NCS (873)
parents/carers who have heard of NCS (696)

Differences by subgroup

Gender

Girls were more likely want to say they want take part in NCS than boys (26% and 19% respectively). However, parents/carers of boys were more enthusiastic about them taking part than parents/carers of girls (58% and 49%), even though the proportions of pupils saying they already taken part were roughly the same (10% of girls and 9% of boys).

Pupils' Age

Pupils at key stage 3 were more likely to want to take part in NCS (33%) than key stage 4 pupils (26%).

Disadvantage

Although pupils in the lowest IDACI quintile had the lowest levels of awareness, desire to take part was highest in this group amongst those aware, (although these differences were not statistically significant due to low base sizes[54]). Three in ten

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[54] First (192); second (160); third (173); fourth (138); fifth (96).

pupils aware of NCS in the fifth (the most deprived) quintile wanted to take part (30%), compared with 22% of those in the first quintile. A further 12% in the fifth quintile reported that they had already done so, the highest across the quintiles. Parents/carers of those in the fifth IDACI quintile were also the most interested in their child taking part (63% compared with 52% of those in the first quintile).

Region

In terms of regional differences, pupils in London were the most likely to want to take part in NCS in future (31%) (and indicatively the most likely to have already taken part - 15%, compared with 7-10% of pupils in other regions). Pupils in the South were least interested (18%). Parents/carers in the South were also the least likely to be interested in their child taking part (47%) and parents/carers in London the most likely (60%).

No significant differences were seen by ethnicity or SEND (although note the low base sizes for statistical analysis).

5.13 Why are pupils and parents/carers interested in NCS?

Pupils and parents/carers who had heard of NCS and wanted the child to take part were asked their reasons, using the pre-coded list shown in figure 5.7.

The most popular reason amongst both groups was 'to learn new skills,' chosen by 71% of pupils and 86% of parents/carers. 'Meeting new people' and 'trying something different/new' are also important motivators for taking part in NCS, as shown in figure 5.7.

Figure 5.7 Why pupils and their parents/carers are interested in NCS
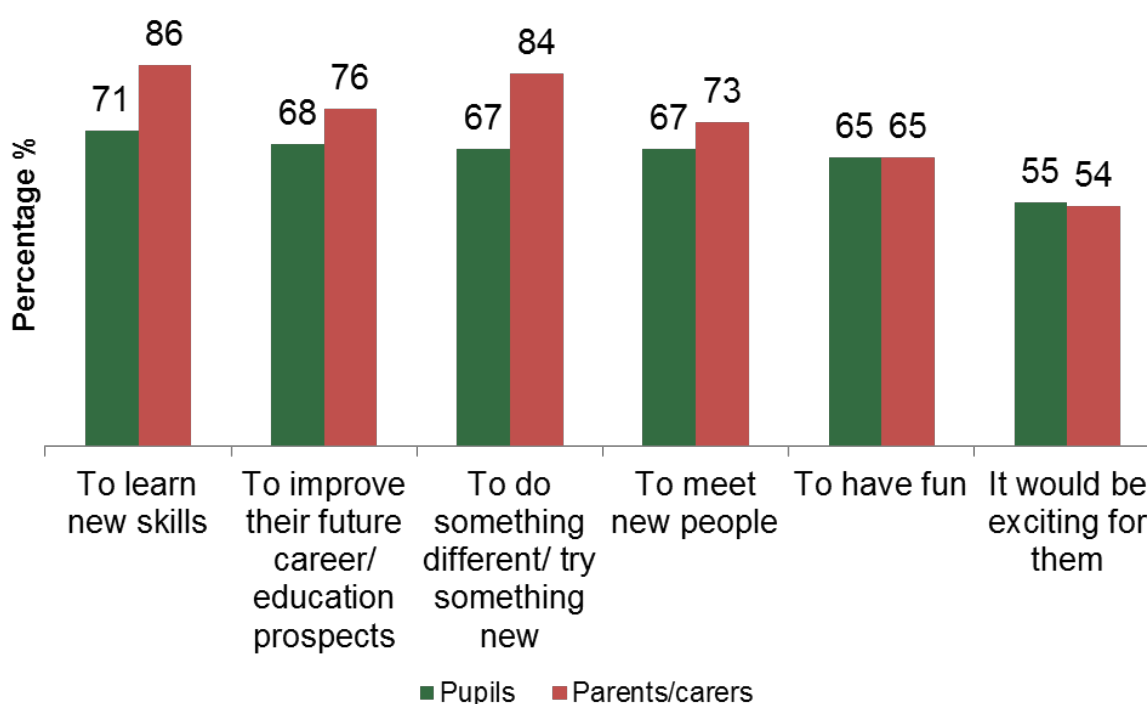
Base: pupils who have heard of NCS and want to take part (163)
parents/carers who have heard of NCS and want their child to take part (328)

As this question was only asked of those who had heard of NCS it is not possible to analyse this question by individual year group, FSM eligibility, ethnicity or SEND, due to low base sizes.

Chapter 6 – Pupils with special educational needs and disabilities (SEND)

In this chapter, we explore the experiences of pupils with special educational needs and disabilities (SEND), by drawing together the findings discussed throughout this report specifically amongst this group of pupils and their parents/carers, as well as exploring their responses to specific questions on SEND provision in schools.

Background

The government is committed to improving the support system for young people with special educational needs and disabilities (SEND) and their families. It can be difficult for children and young people with SEND and their families to get the support they need, and the government introduced a range of reforms in 2014 designed to improve this. This includes replacing statements of special educational needs and learning difficulty assessments with a more holistic Education, Health and Care (EHC) plan for those children and young people with complex needs who meet relevant eligibility criteria[55]. In 2016, 2.8% of pupils in England had an EHC plan or statement, while 11.6% of the total pupil population is classified as being on SEN support[56].

Special educational needs vary widely but they broadly fall under the following categories: communication and interaction; cognition and learning; social, emotional and mental health; and sensory and/or physical needs. Some children and young people will have a number of different needs and some, typically those with an Education, Health and Care plan, will require more intensive support than others to help them progress with their learning and to support their well-being.

The government believes that young people with SEND should receive the same opportunities as all other pupils. In order for this to happen, young people with SEND should be supported by teachers and staff to ensure a smooth transition into adulthood. Therefore, it is essential to know if parents/carers feel that their child is getting the support and help they need and whether pupils feel that teachers are effectively helping them prepare for the future.

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[55] DfE (2015) Special educational needs and disability code of practice:0 to 25 years, https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf
[56] DfE (2016), Special Educational needs in England: January 2016, https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/539158/SFR29_2016_Main_Text.pdf

The survey aimed to find out how parents/carers and pupils feel about the level of SEND support in their school/college. The analysis from this chapter is taken from linked information from the National Pupil Database (NPD[57]) and therefore only includes those pupils and parents/carers that agreed to data linkage[58]. For this analysis, all pupils who have been identified as having a statement, an Education, Health and Care Plan (EHC plan), are on SEN Support or where school action has been taken in the NPD are categorised as having SEND. For the purposes of this document, all remaining pupils are not classified as having SEND, even if their parent/carer considered them to have a special educational need or disability in the survey.

Summary of findings from across the report

Although the majority of pupils with SEND and their parents/carers were either 'happy' or 'very happy' with their progress at school this proportion was lower than their counterparts where the child does not have SEND.

Happiness with progress at school

Very happy/Happy…	With SEND	Without SEND
Parents/carers	64%	85%
Pupils	58%	79%
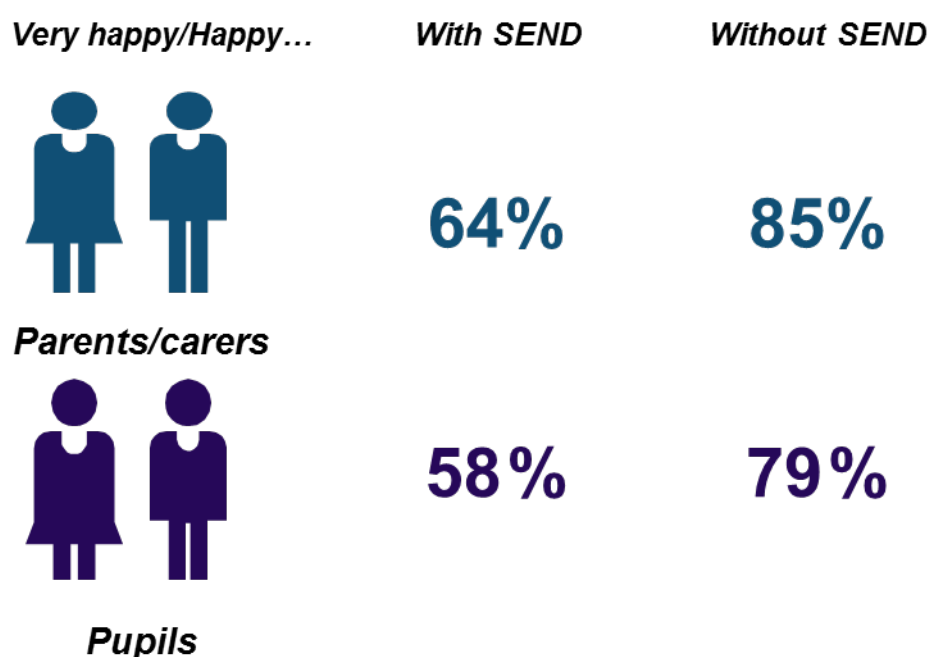
Base: all parents/carers (1,723) all pupils (1,723)

- Forty-four per cent of parents/carers of pupils with SEND had complained to their child's school (compared with 28% where pupil doesn't have SEND).

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[57] Information on SEND was taken from the variable 'SENprovision_AUT16' in the NPD.
[58] In total 87% of the sample agreed to data linkage with the NPD.

- Twenty per cent of parents/carers of pupils with SEND had moved or considered moving schools (compared with 11% where pupil doesn't have SEND).

Pupils with SEND are less likely to have thought about their future plans for both after Year 11 and after age 18 compared with those without SEND.

Plans after leaving compulsory training or education at age 18

		University or college	Get a job	Haven't thought about it yet
Pupils	With SEND	31%	33%	17%
	Without SEND	53%	17%	6%

Base: all pupils (1,723)

- Pupils with SEND are less likely to say they will go on to further academic studies after Year 11 (29% compared with 56% of pupils without SEND).

- Parents/carers of pupils with SEND are less likely to agree that how well they do in school now will affect how well they get on in life (77% compared with 85% of parents/carers whose child does not have SEND). This pattern is reflected by children with SEND although the difference is not statistically significant due to the low base (73% compared with 80%).

- Sixty-one per cent of parents/carers of pupils with SEND feel confident advising their child on subject choices (71% without SEND).

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Parents/carers of pupils with SEND are less likely to feel confident advising their child on their careers goals than parents/carers of pupils without SEND.

Parents/carers feeling confident in their ability to advise their child on how they can achieve their career goals

With SEND   **Without SEND**

Parents/carers

50%   **61%**

Base: all parents/carers (1,723)
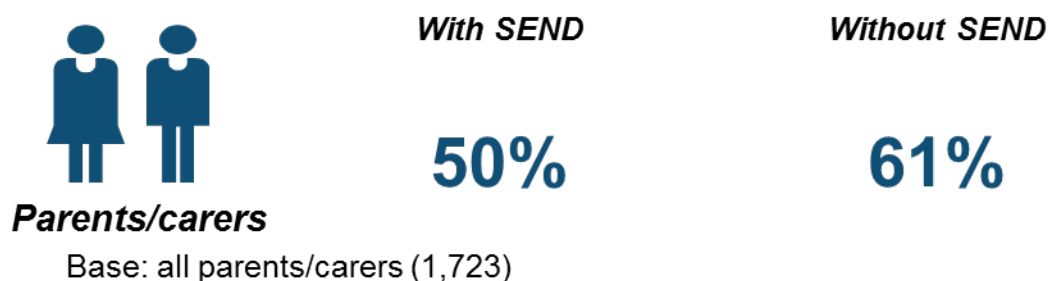
- Pupils with SEND are more likely to say they have not thought about what they will do in future compared to those without SEND (12% and 4% respectively).

- Sixty-four per cent of pupils with SEND have received careers advice from their parent/carer (76% of pupils without SEND).

- However, similar proportions of parents/carers whose child has SEND and those without feel confident advising their child on their career options (64% and 63% respectively).

- Forty per cent of pupils with SEND have received careers advice from teachers (52% of pupils without SEND).

- Pupils with SEND (59%) and their parents/carers (63%) are less likely to have heard about GCSE reforms compared with pupils without SEND and their parents/carers (83% and 74% respectively).

In general, pupils with SEND are less confident about looking after their mental health compared with pupils without SEND.

Whether parents/carers and pupils feel that they know enough about how to look after pupil's mental health

Strongly agree/agree…	With SEND	Without SEND
Parents/carers	79%	84%
Pupils	50%	67%

Base: all parents/carers (1,723) all pupils (1,723)

6.1 Other characteristics of pupils with SEND

Looking at the composition of the sample shown in table 6.1 below, we can see the greater likelihood for male pupils to have SEND (64% of pupils with SEND are male and 36% female). We also see the greater likelihood for pupils from a disadvantaged background to have SEND – 29% of pupils with SEND are eligible for FSM compared with 11% of those without SEND.

Table 6.1: Profile of pupils with and without SEND

		With SEND *(151)*	**Without SEND** *(1,324)*
Year Group	*Key stage 3*	53%	51%
	Key stage 4	34%	34%
	Key stage 5	13%	14%
Eligible for FSM	*Yes*	29%	11%
	No	71%	89%
Pupil Gender	*Male*	64%	49%
	Female	36%	51%
Pupil ethnicity	*White*	84%	79%
	Asian/Asian British	5%	10%
	Black/ African/ Caribbean/ Black British	4%	4%
	Other ethnic group	7%	7%
Deprivation (IDACI)	*First*	13%	21%
	Second	22%	20%
	Third	18%	20%
	Fourth	19%	20%
	Fifth	27%	19%

6.2 Do parent/carers feel there is adequate support and do pupils feel that teachers are able to help them prepare for their future?

Two of the key principles of the SEND reforms are that:

- schools need to listen to and respond to the concerns of parents, children and young people and use person-centred approaches; and

- parents/carers, children and young people need to be actively involved in decision-making from the start, for example, in the initial decision about whether a child or young person has SEN.

With this in mind, parents/carers of children with SEND were prompted with a number of statements about the support provided for their child and asked which they felt applied to them. Only 54% per cent of parents/carers felt that 'most teachers at the school/ college know how to support my child'. Just over a third of parents/carers (35%) felt, 'confident that the right level of support is being put in place for my child'; and only around three-tenths (28%) felt, 'fully involved in the decisions about the support the school/college gives my child'. The relatively low proportions of parents/carers agreeing with each of these statements suggest that, at the very least, improved communication between the schools/colleges and parents/carers of children with SEND would be beneficial.

One of the Department's aims is to ensure that SEND pupils achieve the same chances in life as other pupils. However, only half of pupils with SEND (54%) believed that teachers and other school staff were preparing them well for adult life once they leave school/college or training (either 'very well' or 'quite well'). This was lower than the proportion found amongst children without SEND (66%), although it should be highlighted that a significant proportion of both groups felt that they were not being well prepared for adult life (see figure 6.1). This theme is explored in more detail in chapter 4 of this report where we look at provision of careers guidance in schools/colleges.

Figure 6.1 How well pupils feel teachers and other school staff are preparing them for adult life when they leave school, college or training
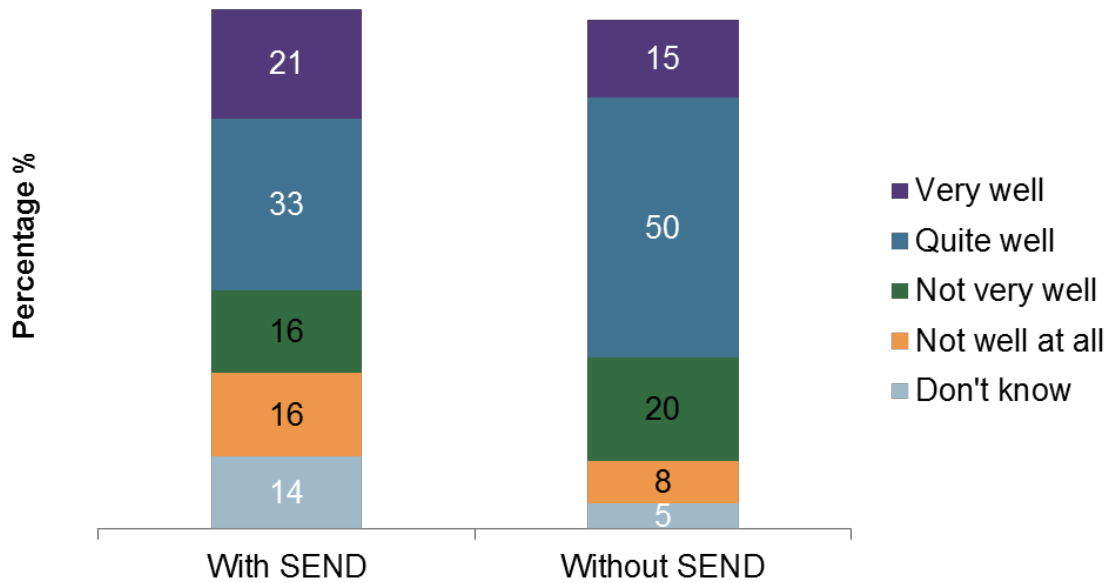
Base: pupils with SEND (151)
pupils without SEND (1,324)

Parents/carers of pupils with SEND were more positive than their children. Two-thirds (66%) of these parents/carers felt that teachers and other school staff were preparing their child well for adult life when they leave school/college. The proportion amongst parents/carers of non-SEND pupils was similar (70%). This shows a greater gap between the perceptions of parents/carers of pupils with SEND and their child (66% compared with 54%) than parents/carers of pupils without SEND (70% compared with 66%). This raises questions over the extent to which expectations may differ between pupils with SEND and their parents/carers, and whether pupils with SEND feel they are able to communicate their concerns.

Technical Appendix

This appendix outlines the methods used in this study, including data collection methodology, sampling, data processing and weighting.

This project was carried out in compliance with our certification to ISO 9001 and ISO 20252 (International Service Standard for Market, Opinion and Social Research).

Methodology overview

This first wave of the Pupil-Parent/Carer Omnibus delivered a nationally representative sample of young people at secondary schools and colleges in England. A postal drive online approach was used, with the National Pupil Database as a sampling frame. All pupils invited to take part in the research were at state-funded schools.

A mixed mode self-completion approach was employed, using Computer Assisted Web Interviewing (CAWI) and Paper and Pencil Interviewing (PAPI). In the initial mailing and first reminder respondents were driven online via a letter including a web-link. The second reminder also included a paper version of the questionnaire. The survey aimed to achieve 1500 completed linked questionnaires with pupils and their parent/carer (3000 questionnaires in total).

Sampling

Sampling frame

The national pupil database (NPD) was used as the sampling frame for this project as it offers near comprehensive coverage of the target population.

The NPD includes details on all pupils in England that attend one of the following types of school:

- Secondary - middle deemed secondary schools and academies and City Technology Colleges

- Special - maintained and non-maintained special schools, hospital special schools and academies.

It is important to note that the NPD does not cover all children in England, and as a consequence the children educated in the following settings were excluded from the study:

- Home educated

- Independent schools

- Further Education or Sixth Form colleges (which applies to Y12 and Y13 only)

The latest available version of the NPD was used (the Autumn 2016 extract). The stages involved in receiving and using the NPD information are detailed below.

1.   DfE provided a de-sensitised dataset with Pupil Matching References (PMR) and the characteristics data used to sample. This was used by Kantar Public to draw a sample for the survey and ensure the feasibility of the proposed methodology.

2.   Kantar Public returned the sampled PMRs to DfE, who provided contact details to invite respondents to participate in the survey. Kantar Public then deleted all other information held.

3.   At the end of the survey, consent to link responses back to the NPD was requested. Kantar Public sent DfE a list of PMRs for those that consented, to re-obtain their characteristic and attainment data.

Sample selection

The sample frame was cleaned prior to the selection of the sample. Firstly, children that were not in secondary education (defined as School Year 7 to 13) were deleted. Secondly, duplicate cases (as identified by their Anonymised Pupil Matching Reference) were identified (they accounted for 0.1% of the population) and these were de-duplicated at random.

The frame was then stratified by School Year, and within each stratum sorted by:

- Gender

- Age in years (at the start of the school year)

- Local Authority

- Major ethnic group

- Eligibility for Free School Meals

- Provision types under the SEN Code of Practice

- IDACI (Income Deprivation Affecting Children Indices) rank

Using this sorted database, a sample (including a reserve) was systematically selected from each stratum. The sample selection is summarised in the following table.

Year	Population	Sample selected for original issue	Sample selected for reserve
7	570,335	1,143	1,143
8	554,936	1,143	1,143
9	536,026	1,143	1,143
10	541,893	1,143	1,143
11	550,184	1,143	1,143
12	245,955	1,143	1,143
13	200,616	1,143	1,143

Questionnaire

The questions used in each questionnaire originated from the Department for Education, and were developed by Kantar Public in partnership with the Department.

The questionnaire covered a number of topics, including

- Progress at and satisfaction with school

- GCSE and other educational reforms

- Mental health

- Extra-curricular activities

- Careers advice and plans for the future

- National Citizen Service

A number of questions were included on both the parent/carer and pupil questionnaires, which enables analysis of the differences in response between the pupils and their own parent/carer.

Both questionnaires were cognitively tested by trained researchers from Kantar Public. Ten half hour interviews were held with pupils aged 11-17 and one of their parents (1 hour in total per pair). These interviews were conducted over the telephone.

Fieldwork

Fieldwork began on July 4th, and closed on August 22nd. Data were collected over the three stages outlined below. Incentives were not offered to either the parents/carers or pupils at any stage.

Stage 1

Two survey websites were set up for each of the pupils and their parents/carers to log in to and access the CAWI survey. This was to ensure that the each respondent completed the right survey.

An invitation was sent to the 'parent/carer of [named child], introducing the survey and inviting them to take part online. As well as details of the study, the letter contained a username and password and instructions of how to log in to the survey website.

The study was branded as 'Have Your Say,' and it was explained that the survey was being conducted on behalf of the Department for Education (DfE). Respondents were also informed that their details had been selected from a database held by DfE.

Included in the envelope was a letter to pass on to the named child, if the parent/carer consented to the pupil taking part. Both parents/carers and pupils were informed that a response from both of them was required. Separate log in details were provided for the pupil.

Stage 2

Reminder letters were sent to all parents/carers where the parent/carer and/or named pupil had not responded to the initial invitation. Separate log in details for the parents and pupils were again included. Where only the pupils had responded, one reminder letter was sent to the parent/carers. Where the parent/carer had completed the survey but the child had not, the parent/carer was sent a cover letter asking them to give an enclosed reminder letter to their child.

Postal surveys were not included with the second reminder to encourage online completion amongst those with online access.

Stage 3

A final reminder letter was sent to all parents/carers and pupils who did not respond to the previous invitation letters. PAPI questionnaires were also included in this mail out, along with a freepost envelope.

A timeline of the mail outs and fieldwork period is shown below.

Response Rates

Response rates by mail out

In total, 2,104 interviews with parents and 2,200 interviews with pupils were achieved. However, the final reporting figure was 1,723 for each, after non-paired responses and those received after the cut-off were discounted.

The response rates achieved in this study are shown below. This includes the number of interviews achieved overall before data cleaning and removal of non-paired responses. A number of responses to the postal survey were achieved after the final fieldwork cut-off date, and the response rate including these interviews is also shown.

Based on…	Response Rate	After cut off
All in final reporting figures	21.5%	N/A*
All paired interviews achieved before data cleaning	22.3%	N/A*
All Parent interviews achieved before non-paired responses were removed	25.0%	26.3%
All Pupil interviews achieved before non-paired responses were removed	26.3%	27.5%

*responses that arrived after the cut-off date were not paired or cleaned

The response rates achieved at each mail out are shown below. Please note these figures are based only on the total of paired interviews post-data cleaning.

Parents/carers	Size of mail out	Interviews achieved	Response rate
First Mail out	7999	492	6.2%
Second Mail out	7569	470	6.2%
Third Mail out	6905	761	11.0%

Pupils			
First Mail out	7999	588	7.4%
Second Mail out	7361	404	5.5%
Third Mail out	6742	731	10.8%

Sub-group and mode breakdown

The response rates achieved across the different subgroups are shown below. These categories are based on pupil characteristics, and 'don't know' or 'prefer not to say' options are not included. Please note these figures are based only on the total of paired interviews post-data cleaning.

We are unable to provide a breakdown of the size of each separate mail out, as in accordance with our NPD agreement, we were only able to retain the contact details of those in the sample.

Gender	Size of total mail out	Interviews achieved	Response rate
Female	3941	930	23%
Male	4058	792	20%

School year			
Year 7	1143	274	24%
Year 8	1143	284	25%
Year 9	1143	260	23%
Year 10	1143	241	21%
Year 11	1143	212	19%

Year 12	1143	231	20%
Year 13	1143	217	19%

FSM Eligible			
No	6885	1579	23%
Yes	1114	135	12%

Major ethnic group	Size of total mail out	Interviews achieved	Response rate
White	6049	1330	23%
Non-white	1950	364	19%

SEN provision*			
Yes	1186	151	13%
No	6813	1324	19%

*This is based only on those who gave consent to link their response to the NPD

The unweighted profile of respondents who completed the survey is shown below, split by the mode they used.

	Pupil		Parent	
Gender	*CAWI*	*PAPI*	*CAWI*	*PAPI*
Female	617	313	579	366
Male	476	316	498	308

School year				
Year 7	176	98	177	104
Year 8	192	92	184	100
Year 9	170	90	179	91
Year 10	141	100	127	118
Year 11	133	79	133	84
Year 12	147	84	142	91
Year 13	133	84	135	83

FSM Eligible				
No	1020	559	1004	601
Yes	65	70	65	73

Major ethnic group				
White	828	502	828	502
Non-white	247	117	242	130

SEN provision				
Yes	86	65	82	73
No	862	462	842	500

Data processing

Cleaning

The CAWI program incorporated routing for particular questions, and logic checks were also scripted to check answers that were not feasible. Where possible, this logic was applied to the PAPI responses, meaning that some responses were altered post-fieldwork, for example removing a response to a question that the respondent should have skipped.

Sub-group definitions and data linkage

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 sub-groups for analysis:

- Gender

- School year

- IDACI

- Major ethnic group

- Eligibility for Free School Meals

- Provision types under the SEN Code of Practice

- IDACI (Income Deprivation Affecting Children Indices) rank

For those who did not give permission for their survey responses to be linked, answers given in the survey itself were used instead. IDACI rank and SEN are exceptions to this, as questions comparable to the NPD were not asked in the survey. In these cases, those who did not agree to data linking were excluded from the sub-group definition.

Removing respondents

In accordance with MRS guidelines, any interviews from pupils that did not have a corresponding parent/carer interview were discarded. Completed interviews from only parents were also discarded, meaning analysis focused on interviews of linked pairs only.

In 30 cases, there was a large discrepancy between the answer given in the survey and the information held in the NPD in terms of gender and school year. These respondents were excluded from the results, due to concerns that the respondent was not the named child drawn in the sample.

A small number of respondents (less than 10) were also excluded from the results for either completing the online survey too quickly or giving a 'flat-lined' response.

Weighting

The data collected were weighted to correct for the design of the study and ensure representative results. Weighting was based on characteristics of the pupils only (as NPD does not include characteristics of parents).

A design weight was applied to correct for the disproportionate selection by year group. RIM weighting was then applied to ensure the results were representative by the following:

- Gender

- Region

- School year

- Local Authority

- Major ethnic group

- Eligibility for Free School Meals

The RIM weighting targets were derived from the population totals in the full NPD extract from which the sample was drawn. As with the sub-group definitions, respondent information from the NPD was used where permission to link was granted.

The weighting targets are shown below.

Region	Target	%
North East	82	4.7%
North West	230	13.1%
Yorkshire and The Humber	175	10.0%
East Midlands	153	8.7%
West Midlands	195	11.2%
East of England	202	11.5%
London	267	15.3%
South East	279	15.9%
South West	168	9.6%

Gender		
Female	863	49.3%
Male	889	50.7%

School year	Target	%
Year 7	312	17.8%
Year 8	304	17.3%
Year 9	293	16.8%
Year 10	297	16.9%
Year 11	301	17.2%
Year 12	135	7.7%
Year 13	110	6.3%

FSM Eligible		
No	1,508	86.1%
Yes	244	13.9%

Major ethnic group		
White	1,362	77.8%
Other	390	22.2%

Weighting the sample to compensate for the design of the study and for non-response has reduced the precision of survey estimates. At the overall level, the mean design effect is 1.15.

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

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