



Department  
for Education

# Omnibus Survey of Pupils and their Parents/Carers

Research report wave 2

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Social Science in Government

# Contents

Glossary of terms	5
Executive summary	7
Background and introduction	13
Methodology	13
Chapter 1 - Parental choice of, and engagement with their child's secondary school	19
Choosing a school	19
Background	19
1.1 How do parents/carers choose a secondary school for their child?	19
1.2 What sources of information do parents/carers find most useful when choosing a secondary school for their child?	21
Engagement with school	24
Background	24
1.3 Are parents/carers volunteering in schools?	24
1.4 How do parents/carers want schools to engage with them?	26
1.5 What topics do parents/carers receive communications from school about?	28
1.6 How do parents/carers perceive the quality of teaching?	32
Chapter 2 – Changes to the school day and timetable	34
Background	34
2.1 Are parents/carers in favour of extending the length of the school day?	34
2.2 What activities would parents/carers and pupils most like the pupil to take part in if the school day was extended?	37
2.3 What would parents/carers most like their child to gain from participating in extra-curricular activities?	45
Chapter 3 – Changes at School	48
GCSE Reform	48
Background	48
3.1 Are parents/carers and pupils aware of the GCSE reforms?	48
3.2 Do parents/carers and pupils understand the rationale for the GCSE reforms?	51
Progress 8	54
Background	54

3.3 Have parents/carers heard of, and do they understand Progress 8?	55
English Baccalaureate (EBacc) awareness	56
Background	56
3.4 Are parents/carers and pupils aware of (and have they been provided with any information about) the EBacc?	57
3.5 How would parents/carers like to be informed about changes at school?	60
Chapter 4 – Bullying	63
Background	63
4.1 How often pupils are bullied at school and for what reasons	64
4.2 How often pupils see others being bullied and for what reasons	68
4.3 Whether female pupils have been bullied in a sexist or sexual way	71
4.4 Whether pupils and parents/carers think teachers will take action if aware of different types of bullying	73
Chapter 5 – Subject and Qualification Choices	79
Background	79
5.1 What is important when choosing GCSE or A level subjects?	79
5.2 What path would pupils and their parents/carers like the pupil to take after Year 11?	83
5.3 Would pupils consider doing an apprenticeship/traineeship or vocational/technical qualifications after Year 11?	87
5.4 How do pupils think they will progress academically compared to their parents/carers?	90
Chapter 6 - Careers Guidance and the future	92
Background	92
6.1 Are parents/carers confident about giving advice to their children?	92
6.2 Have parents/carers offered advice on career options?	95
6.3 What resources do parents/carers use to support their advice on careers?	96
6.4 What additional information would parents/carers like?	98
6.5 How would parents/carers like to be provided with careers information?	103
6.6 Who has given pupils careers advice?	105
6.7 Did the careers advice help pupils?	109
6.8 How have schools facilitated contact with employers?	111

6.9 What do pupils think will affect their future prospects and salary?	113
Technical Appendix	117
Methodology overview	117
Sampling	117
Questionnaire	120
Fieldwork	120
Response Rates	122
Data processing	125
Weighting	126

## Glossary of terms

<b>FSM entitlement</b>	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.
<b>IDACI</b>	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 5 quintiles where the first IDACI quintile represents the 20% least deprived areas and the fifth IDACI quintile represents the 20% most deprived areas.
<b>Key stages</b>	<p>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).</p> <p>Key stage 4 covers the phase when most pupils are working towards GCSE qualifications (Years 10 and 11)</p> <p>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)</p>
<b>Regions</b>	<p>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:</p> <p>North = North East, North West and Yorkshire &amp; Humber</p> <p>Midlands = East Midlands and West Midlands</p> <p>South = South East, South West and East of England</p> <p>London = London (Greater)</p>
<b>SEND</b>	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

	<p>provided for others of the same age in mainstream schools (or mainstream post-16 institutions).</p> <p>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’.</p>
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# Executive summary

## Background

This report draws together the findings from the second 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).

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. Some questions were repeated from wave 1, and comparisons are made where appropriate. The survey also included questions on a range of new topics. As in wave 1, some questions were only asked to pupils, some only to parents/carers, and others were asked to both. In these cases, their responses are compared.

Fieldwork for wave 1 was conducted between July 4th and August 22<sup>nd</sup> 2016. Overall, a total of 1,723 paired parent/carer pupil questionnaires were completed.<sup>1</sup> Fieldwork for wave 2 was conducted between November 23<sup>rd</sup> 2016 and January 16<sup>th</sup> 2017, and included 1,595 paired parent/carer pupil questionnaires.

## Chapter 1 summary - Parental choice of, and engagement with their child's secondary school

- Parents/carers were asked to select their single strongest reason for choosing a school for their child, from a pre coded list. The most popular reasons for parents/carers choosing a school were because 'it was the best school academically in the area' (31%), 'it was the closest school/college' (19%), and 'I have other children at the school/college' (13%)
- Parents/carers were most likely to use 'visits/open days' (70%) to help choose a school for their child
- 12% of parents/carers had a volunteer role at their child's school and a further 11% said they didn't, but would like to get involved. However, the majority of parents/carers (72%) selected the option, 'no, and I don't want/have time to get involved'

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<sup>1</sup> Full details are contained in the wave 1 published report:  
<https://www.gov.uk/government/publications/pupils-and-their-parents-or-carers-omnibus-wave-1-survey>

- Parents/carers most commonly want their child's school to engage with them through 'parent evenings' (81%) or 'frequent informal contact with my child's teacher' (61%)<sup>2</sup>
- Parents/carers most frequently reported receiving communications from their child's school about 'my child's progress' and 'school activities' (each 82%)<sup>3</sup>
  - Parents/carers of pupils eligible for free school meals (FSM) were less likely to report receiving communications on the majority of topics including:
    - 'My child's progress' (66%, compared with 86%)
    - 'School activities e.g. events or trips' (72%, compared with 84%)
    - 'Changes to school policies e.g. uniforms or food' (48%, compared with 67%)
    - 'The curriculum' (21%, compared with 35%)
- 76% of parents/carers were 'happy', or 'very happy' with the quality of teaching at their child's school
  - As at wave 1, parents/carers of pupils in Year 7 were the most likely to be happy or very happy with the quality of teaching at their child's school (81% in wave 2, 82% in wave 1)

## Chapter 2 summary – Changes to the school day and timetable

- Over half of parents/carers (54%) were in favour of extending the length of the school day for at least some pupils<sup>4</sup>
- From the list of options provided, parents/carers most commonly wanted this extra time to focus on 'work experience/careers guidance/employability skills sessions' (54%) or 'academic support' (53%). The former was also most popular amongst pupils (46%), along with 'sport' (45%)<sup>5</sup>

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<sup>2</sup> The options provided in the questionnaire were: regular surveys of parent views; frequent informal contact with my child's teacher; opportunities to be a member of the PTA, or Parent Council/forum; opportunities to volunteer at the school; parent evenings; and parent workshops.

<sup>3</sup> The list of options on the questionnaire included: the curriculum; what my child is currently learning; my child's progress; school performance; changes to school policies, e.g. uniforms or food; school activities, e.g. events or trips; and my child's behaviour.

<sup>4</sup> Pupils were not asked if they were in favour of extending the school day, but were asked which activities would they most like to take part in if the school day was extended.

<sup>5</sup> The options provided in the questionnaire were: academic support (e.g. homework clubs, small group tutoring); academic-related activity (e.g. debating clubs, science clubs); creative activities (e.g. art, dance and music); more classroom/teaching time; sport, volunteering; work experience/careers guidance/employability skills sessions; and computing and technology skills sessions.



- The most popular desired outcome for extending the school timetable amongst parents/carers was 'improved character' (39%)<sup>6</sup>

### Chapter 3 summary – Changes at school

- Overall, 77% of all parents/carers and 86% of all pupils said they had heard of the GCSE reforms to replace the old A\* - G grading with new grades 9 - 1
  - Compared with wave 1 this shows an increase of 5 and 6 percentage points amongst parents/carers and pupils respectively (72% of parent/carers; 80% of pupils in wave 1)
  - Nearly all pupils in Year 10 and 11 had heard of the reforms (98% and 95%, respectively in wave 2)
- Of those pupils who had heard of the reforms, 9% said they understood the rationale for the reforms, and a further 23% said they somewhat understood the rationale. This was not significantly different to wave 1 where 7% said they understood the rationale for the reforms, and a further 21% said they somewhat understood the rationale
- 19% of parents/carers had heard of Progress 8
  - This is an increase of 5 percentage points compared with wave 1, where 14% parents/carers had heard of Progress 8
- 29% of pupils and 50% of parents/carers had heard of the English Baccalaureate (EBacc). Of these, 50% of the pupils and 29% of the parents/carers had received information from school
  - This is a fall from wave 1, when 58% of parents/carers had heard of the EBacc. Consistent with wave 2, 30% of parents/carers who had heard of the EBacc had received information about it from school in wave 1. Pupils were asked about their awareness of the EBacc for the first time in wave 2

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<sup>6</sup> The options provided in the questionnaire were: improved academic achievements; improved character e.g. resilience, confidence, social skills; improved fitness levels; improved mental health; increased opportunity to pursue new or existing interests.

## Chapter 4 summary – Bullying

- Pupils were presented with a list of possible reasons for being bullied.<sup>7</sup> A third (33%) of pupils said they had been bullied for at least one of the reasons listed, monthly, or more often in the past year. However, just 9% of parents/carers said their child had been bullied for any of the reasons, monthly or more often. Looking over the past year, nearly half (45%) of pupils said they had been bullied at least once or twice, which compares with almost a quarter (24%) of parents/carers saying the same of their child
- Just under two-thirds of pupils (63%) said they had seen someone else being bullied at school in the past 12 months,<sup>8</sup> with a third (33%) saying they saw another pupil being bullied monthly, or more often
- The most common type of observed bullying by pupils was because ‘they are, or someone says they are, gay, lesbian or bisexual’; 17% had seen this monthly, or more often in the past year
- Pupils at key stage 4 were more likely to report that they had seen other children being bullied at school for almost all of the reasons provided
  - For example, 26% of pupils at key stage 4 had witnessed someone being bullied because ‘they are, or someone says they are, gay, lesbian or bisexual’ at least monthly, compared with 14% of those at key stages 3, or 5
- Pupils and parents/carers were generally confident action would be taken if teachers were aware of ‘a boy touching a girl inappropriately and without permission’ (67% of pupils and 68% of parents/carers said definitely; and a further 21% of pupils and 18% of parents/carers said probably)
- Fewer pupils and parents/carers felt certain teachers would take action if they were aware of ‘a boy saying something sexist to a girl’ (35% of pupils and 44% of parents/carers said definitely; and a further 40% of pupils and 34% of parents/carers said probably)

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<sup>7</sup> Pupils and their parents/carers were asked how often the child has been a victim of bullying at school because of the following reasons: their religion; their race, nationality, or ethnicity; they are/someone says they are, gay, lesbian or bisexual; they are/someone says they are transgender; they have / someone says they have Special Educational Need or Disability; their gender; or any other reason. Pupils were also asked how often they had seen other pupils at their school being bullied for a similar list of reasons (including prompting on bullying because someone is Muslim or Jewish).

<sup>8</sup> Pupils were asked to ‘Please include any bullying on school grounds, on the way to and from school, or cyberbullying by other pupils at your school.’ The list of reasons given were: they are Muslim; they are Jewish; they are another religion; their race, nationality, or ethnicity; they are/someone says they are gay, lesbian or bisexual; they are/someone says they are transgender; they have/someone says they have a Special Educational Need or Disability; their gender; or any other reason.

- Boys were generally more confident than girls that teachers would 'definitely' do something if they were aware of a pupil 'saying something sexist or sexual to a girl' (39%, compared with 32%) or 'a boy touching a girl inappropriately and without permission' (70%, compared with 64%)

## Chapter 5 summary – Subject and qualification choices

- Parents/carers were most likely to think that 'enjoying the subject or finding it interesting' was the most important consideration when choosing a subject for GCSEs or A levels (85%)<sup>9 10</sup>
- Pupils were most likely to want to 'continue with academic learning' after Year 11 (56%)<sup>11</sup>
  - Amongst pupils with SEND, 24% wanted to continue with academic learning, compared with 62% of those without SEND
  - Pupils eligible for FSM were also less likely to want to continue with academic learning (44%, compared with 59% of pupils not eligible)
- However, in a follow-up question, 55% of all pupils said they definitely or probably would consider doing 'some sort of non-academic qualification' after Year 11
  - Year 8 and 9 pupils were the most likely to consider doing an apprenticeship, traineeship or vocational/technical qualification (58% and 60%, respectively)
- The majority of pupils (60%) expected to achieve a higher level of qualification than their parents/carers in the future
  - Pupils eligible for FSM were particularly likely to feel this way (73%, compared with 58% of pupils not eligible)

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<sup>9</sup> The following options were provided: Whether the subject is useful for the career my child wants; Whether the subject is useful for a range of careers; Whether they are likely to do well in it/ get good grades in it; If they enjoy it or find it interesting; Whether it is an important subject that everyone should study; Whether this subject leads to higher earnings later in life; Which subjects they need to study for their chosen course at university; Which subjects will strengthen their University application.

<sup>10</sup> Pupils were not asked this question in wave 2.

<sup>11</sup> The options provided were: academic learning, e.g. A levels; an apprenticeship or traineeship; a different kind of vocational or technical qualification; or something else.

## Chapter 6 summary – Careers guidance and the future

- 77% of parents/carers had offered careers advice or helped their child
  - This is a lower proportion than wave 1, where 83% of parents/carers said they had offered advice (wave 1 was conducted towards the end of summer term 2015-16; wave 2 was conducted towards the end of autumn term 2016-17)
- Parents/carers were most likely to use 'my own knowledge and experience' (81%) or 'the knowledge and experience of family members and friends' (62%) when offering careers advice
- The most preferred way of parents/carers receiving information about their child's future job/career options was 'through my child's school' (77%)<sup>12</sup>
  - Parents/carers of key stage 3 pupils were particularly likely to want to receive information about careers 'through my child's school' (84%). This was higher than parents/carers of key stage 4 and 5 pupils (74% and 69%, respectively)
- Pupils were most likely to have received careers advice from their parents/carers (71%) or teachers at their school (51%)
- The vast majority of pupils found this careers advice helpful – 94% found the advice from their parents/carers helped 'a little' or 'a lot'; 87% found the advice from teachers at their school, and advice from friends 'helped 'a little' or 'a lot', whilst 88% found advice from advice from other sources helped 'a little' or 'a lot'.
- Over three quarters (82%) of pupils at key stage 5 said their school had provided them with any opportunities to have contact with employers. This falls to under two-thirds (64%) of pupils at key stage 4 and less than a quarter (21%) of pupils at key stage 3

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<sup>12</sup>The options provided were: Through a website; Through my child's school; Through a careers advisor; Through a mailing list (post or email); Conversations with friends and family; I would not like to be provided with information.

## Background and introduction

This report draws together the findings from the second wave (wave 2) 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.

The second wave of the omnibus covered a range of topics, some of which were repeated from wave 1, and some of which were new topics in this wave. The survey included:

- Factors influencing and informing parental choice of secondary school, and parental engagement with their child's school
- Opinions on potential changes to the school day, including lengthening the day and extra activities
- Changes at school, incorporating GCSE Reform, Progress 8 and the English Baccalaureate (EBacc)
- Prevalence of bullying at school and perceptions of teachers' reactions to it
- Subject choices and preferred qualifications options
- Plans for the future, including careers guidance and job placements

Trend data is shown where questions have been repeated across the 2 waves.

## Methodology

The wave 2 survey followed the same methodology as wave 1. Each survey was conducted using a postal 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 a second reminder letter to ensure that those without internet access, or with a preference for completing a postal version of the survey were not excluded from taking part.

The sample of families included in the survey was taken from the National Pupil Database (NPD)<sup>13</sup>. 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 one of the duplicates was randomly selected and removed.

The sampling 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 SEND Code of Practice<sup>14</sup>
- 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 households where both the parent/carer and the selected pupil completed their respective questionnaires were included in the final dataset.

Fieldwork for wave 1 was conducted between July 4 2016 and August 22 2016. Overall a total of 1,723 valid linked parent/carer pupil questionnaires were completed.<sup>15</sup>

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<sup>13</sup> The National Pupil Database (NPD) is a pupil level database held by the Department for Education which records pupil and school characteristics. It includes all pupils attending state schools in England.

<sup>14</sup> The SEND Code of Practice is the statutory code which details the legal requirements that must be followed without exception and the statutory guidance that must be followed by law unless there's a good reason not to. It explains the duties of local authorities, health bodies, schools and colleges to provide for those with special educational needs.

<sup>15</sup> Full details are contained in the wave 1 published report:

<https://www.gov.uk/government/publications/pupils-and-their-parents-or-carers-omnibus-wave-1-survey>

Fieldwork for wave 2 was conducted between November 23 2016 and January 16 2017. Overall a total of 1,595 valid paired parent/carer pupil questionnaires were completed. A breakdown of the questionnaires completed by each of the key analysis subgroups in wave 2 is shown in Table 1. These figures are based on pupil characteristics, with the exception of parent gender.

**Table 1 Breakdown of sample by characteristics**

		<b>Questionnaires completed</b>	<b>% of total</b>
Pupil gender	Male	724	45%
	Female	870	55%
Parent gender	Male	280	18%
	Female	1300	82%
School year	Year 7	251	16%
	Year 8	261	16%
	Year 9	290	18%
	Year 10	244	15%
	Year 11	218	14%
	Year 12	142	9%
	Year 13	181	11%
FSM Eligible	No	1450	91%
	Yes	115	7%
Major ethnic group	White	1199	75%
	Non-white	362	23%
SEND provision	Yes	110	7%
	No	1131	71%

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

In total, 1,828 parent questionnaires and 1,874 pupil questionnaires were completed. However, questionnaires were discarded if they arrived after the cut-off date or if we did not receive a paired response. A total of 279 pupil questionnaires and 233 parent questionnaires were discarded for these reasons. Two respondents were excluded from the final sample as their survey responses differed from the NPD, and a further 14 were excluded for speeding through the survey too quickly (which implies they were not completing the survey properly). The final base size for analysis following exclusions for these reasons is 1,595 for each of pupils and their parents/carers (please see the technical appendix for details).

The total sample split is shown in Table 2 below:

**Table 2 Breakdown of sample**

	<b>Total</b>
Pupils – total number of completed questionnaires	1847
Parents/carers – total number of completed questionnaires	1801
Pupil, and Parent/carers included in final reporting (each)	1595

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% due to rounding and/or certain questions allowing survey participants to give more than a single response. Where multiple responses were allowed, this has been noted throughout.

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

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 this analysis.



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 would be found on at least 95 occasions. This report only includes statistically significant findings, however, 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).

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

Two measures are used to explore differences by disadvantage: pupils who are or aren't eligible for free schools meals (FSM); and the Income Deprivation Affecting Children Index (IDACI) quintiles. To avoid repetition, throughout this report subgroup analysis is typically only included for one of these 2 measures, selecting the one which shows the clearest pattern. However, where it adds to understanding both are discussed.

In the charts, where the proportion of respondents that selected don't know is less than 5% this is grouped with those not giving an answer.

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 is used in any statistical testing, is smaller than the unweighted base size. This effect has been taken into account in determining whether or not differences described throughout the report are statistically significant. Therefore, while the base sizes reported throughout this report are the actual base sizes, the statistical analysis is based on the effective base.

Table 3 shows the effective base sizes and margins of error for each sample type. The effective base sizes for subgroups are lower and can be found in the data tabulations which accompany this report.

**Table 3 Sample size and margin of error of survey data**

		<b>Unweighted sample size</b>	<b>Effective base size</b>	<b>Margin of error at 95% confidence level<sup>16</sup></b>
Wave 1	Parents/carers	1,723	1,501	+/- 3%
	Pupils	1,723	1,501	+/- 3%
Wave 2	Parents/carers	1,595	1,352	+/- 3%
	Pupils	1,595	1,352	+/- 3%

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<sup>16</sup> 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 choice of, and engagement with their child's secondary school

*In this chapter we discuss the aspects that parent/carers consider when choosing a secondary school for their child, the sources they use, and the ways in which they engage with their child's school.*

## Choosing a school

### Background

In 2015, the government began to release provisional GCSE results in advance of final GCSE results, to improve transparency and help parents/carers choose a secondary school for their child based on academic performance.<sup>17</sup> However, there is evidence to suggest that parents/carers make their choice of school based on a range of factors. It is therefore important to understand how and why parents/carers choose secondary schools, and the factors affecting their choices.

### 1.1 How do parents/carers choose a secondary school for their child?

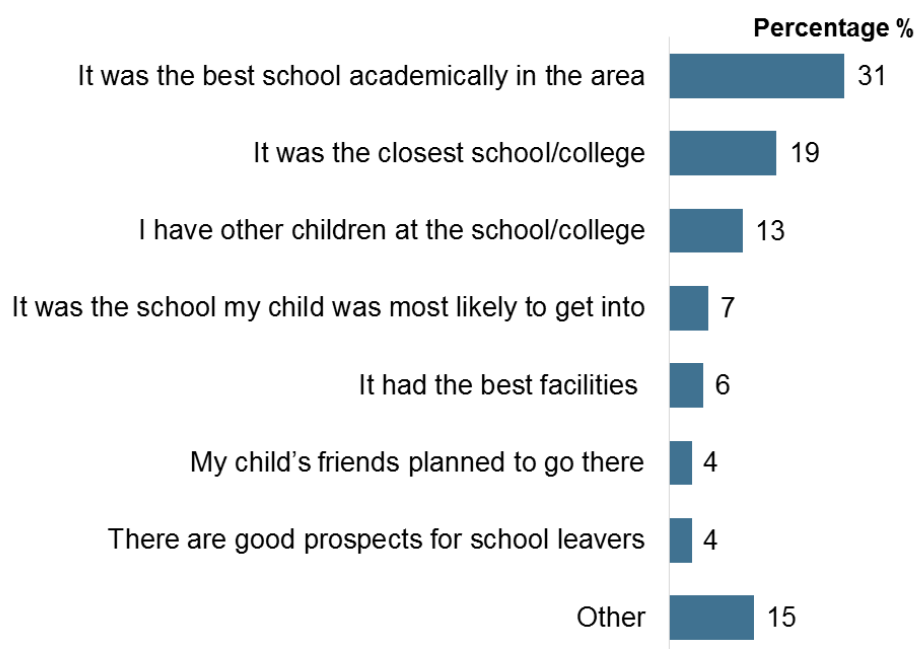
Parents/carers were asked, 'When you chose your child's secondary school which of the following was the strongest reason for your choice?' They were presented with a pre-coded list and asked to choose one answer only. This question was not asked in wave 1.

The most popular reason for choosing a school was that 'it was the best school academically in the area' (31%), followed by 'it was the closest school/college' (19%) and 'I have other children at the school/college' (13%). This is shown in Figure 1.

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<sup>17</sup> Department for Education (2015). 'Parents to receive more help choosing secondary schools', <https://www.gov.uk/government/news/parents-to-receive-more-help-choosing-secondary-schools>

**Figure 1 Reasons for parents/carers choice of secondary school**



**Base: all parents/carers (1,595)**

### Differences by subgroup

There were some subgroup differences in the proportion of parents/carers selecting different reasons, which are outlined in this section. However, aside from the pattern by disadvantage which is discussed overleaf, across different subgroups parents/carers were still most likely to select the school being the best academically in the area as their strongest reason.

### Pupil's age

The school being the best academically in the area was the most commonly selected reason amongst all parents/carers. Parents/carers of pupils in Year 12 were particularly likely to say this (38%), although this is only significantly different compared with 27% of parents/carers of Year 9 pupils.<sup>18</sup>

Looking specifically at parents/carers of Year 7 pupils, who will have recently made this decision, 30% chose the school being 'the best school academically in the area' as the main reason for choosing their child's school. This was followed by 'I have other children at the school/college' (16%) and 'it was the closest school/college' (13%).

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<sup>18</sup> Three-tenths (30%) of Year 7 pupils selected this option.

## Disadvantage

When looking at the Income Deprivation Affecting Children Index (IDACI), parents/carers of pupils in the least deprived quintiles (first and second) were more likely to choose a school because 'it was the best academically' (37% and 35%, respectively) than those in the most deprived (fifth) quintile (23%). Meanwhile, parents/carers of pupils in the fourth and fifth IDACI quintiles were more likely to choose a school because 'it was the closest' (22% and 24%, respectively), compared with parents/carers of pupils in the first and second quintiles (14% and 12%, respectively).

Parents/carers in the fifth IDACI quintile were more likely to select the school being the closest (24%) than the school being the best academically (23%). The only other identified subgroup where this was the case was amongst parents/carers with a child eligible for free school meals (FSM), which is another measure of disadvantage.<sup>19</sup>

## Region

Parents/carers of London pupils were less likely to choose a school because they 'have other children at the school/college' than parents/carers in other regions (8%, compared with 14%). Parents/carers of pupils in the North were more likely to choose a school because their child's 'friends planned to go there' (7%), than those in other regions (2% in London; 3% in the South; 4%<sup>20</sup> in the Midlands).

*There were no significant differences found by gender, SEND or ethnicity.*

## 1.2 What sources of information do parents/carers find most useful when choosing a secondary school for their child?

Parents/carers were then asked, 'When you were choosing your child's secondary school, which of the following did you find most useful?'. They were presented with a pre-coded list of 9 options, and asked to select up to 3. They were also able to say 'none of these', or 'other sources'.

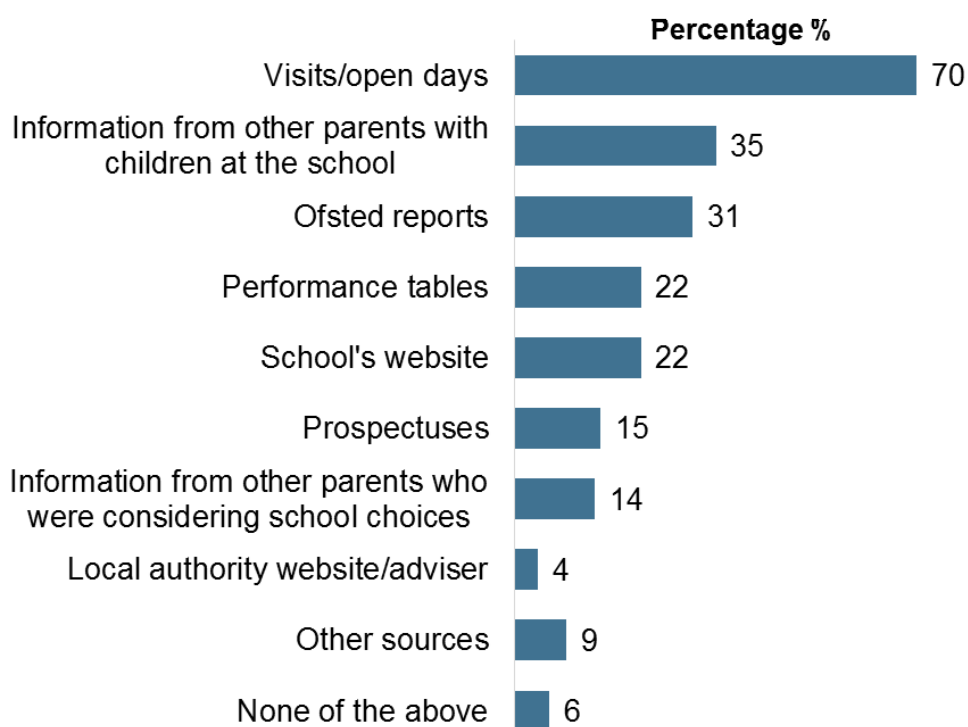
Figure 2 shows the sources selected by parents/carers. The most useful source of information was 'visits/open days', which was chosen by 70% of parents/carers.

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<sup>19</sup> 'It was the closest school/college' - 25% FSM eligible; 18% not FSM eligible. 'It was the best school academically in the area' – 23% FSM eligible; 32% not FSM eligible.

<sup>20</sup> The difference between the North and the Midlands is not statistically significant.

**Figure 2 Sources parents/carers found useful when choosing their child's secondary school**



**Base: all parents/carers (1,595)**

### Differences by subgroup

'Visit/opens days' was by far the most frequently selected source across all subgroups of parents/carers, although there were some variations, which are discussed below. Whilst parents/carers were able to select up to 3 sources, the average number of sources selected was 2, and this did not vary across subgroups.

### Pupil's age

Parents/carers of key stage 3 pupils were more likely to find 'information from other parents with children at the school' useful (39%), compared with parents/carers of key stage 4 and 5 pupils (32%).

Parents/carers of key stage 5 pupils were more likely to find 'performance tables' useful (26%), compared with parents/carers of key stage 3 pupils (19%). As discussed in section 1.1, parents/carers of pupils in Year 12 were particularly likely to have chosen their child's secondary school as it was the best school academically in the area.

## Disadvantage

Parents/carers of pupils who are FSM eligible were less likely to find 'visits/open days' useful, compared with parents/carers of non-eligible pupils (56%, compared with 74%). They were also less likely to find 'information from other parents with children at the school' useful (23%), compared with parents/carers of non-FSM eligible pupils (37%).

## Ethnicity

There were a few differences found by pupil ethnicity. Parents/carers of White pupils were more likely to find 'visits/open days' useful (76%), compared with parents/carers of Asian/Asian British and Black/African/Caribbean/Black British pupils (55% and 53%, respectively). Parents/carers of White pupils were also more likely to find 'information from other parents with children at the school' more useful than parents/carers of Asian/Asian British pupils (37%, compared with 24%). The corresponding figure for Black/African/Caribbean/Black British pupils was also 37%, although this is not a statistically significant difference due to base sizes.

However, parents/carers of Black/African/Caribbean/Black British pupils were particularly likely to say the 'schools website' was one their most useful sources (40%, compared with 19% parents/carers of White pupils, and 28% of parents/carers of Asian/Asian British pupils).

## Region

'Visits/open days' were the most useful source across all regions, and were particularly likely to be selected by parents/carers of pupils in the South (74%). London parents/carers were less likely to select 'visits/open days' in comparison to those in the rest of the South (64%). These differences by the other regions were not statistically significant (70% Midlands; 69% North).

*There were no significant differences by gender or SEND.*

# Engagement with school

## Background

Parental involvement is recognised as a key factor in the educational success of pupils and has significant positive effects on children's achievement and adjustment.<sup>21</sup> DfE published a review of best practice in parental engagement in 2011, which considered the different ways schools and parents/carers can work effectively together to promote and improve pupils' abilities.<sup>22</sup> This omnibus offers a good opportunity to update the Department's understanding of the ways in which parents/carers would like to get involved in their child's school/college and what additional information they would like.

### 1.3 Are parents/carers volunteering in schools?

Parents/carers were asked, 'Do you perform any of the following voluntary roles within your child's school/college?'. They were presented with a pre-coded list and asked to choose all that applied to them. Only a small minority were volunteering in some form, as shown in Figure 3. Across these different volunteering options 12% volunteered in some capacity.<sup>23</sup> A large majority said they were not volunteering and did not have time or did not want to get involved (72%), however, a tenth of parents/carers (11%) were not currently volunteering but would like to get involved.

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<sup>21</sup> Desforges, Charles (2003), 'The Impact of Parental Involvement. Parental Support and Family Education on Pupil Achievements and Adjustment: A Literature Review,'

[https://www.nationalnumeracy.org.uk/sites/default/files/the\\_impact\\_of\\_parental\\_involvement.pdf](https://www.nationalnumeracy.org.uk/sites/default/files/the_impact_of_parental_involvement.pdf)

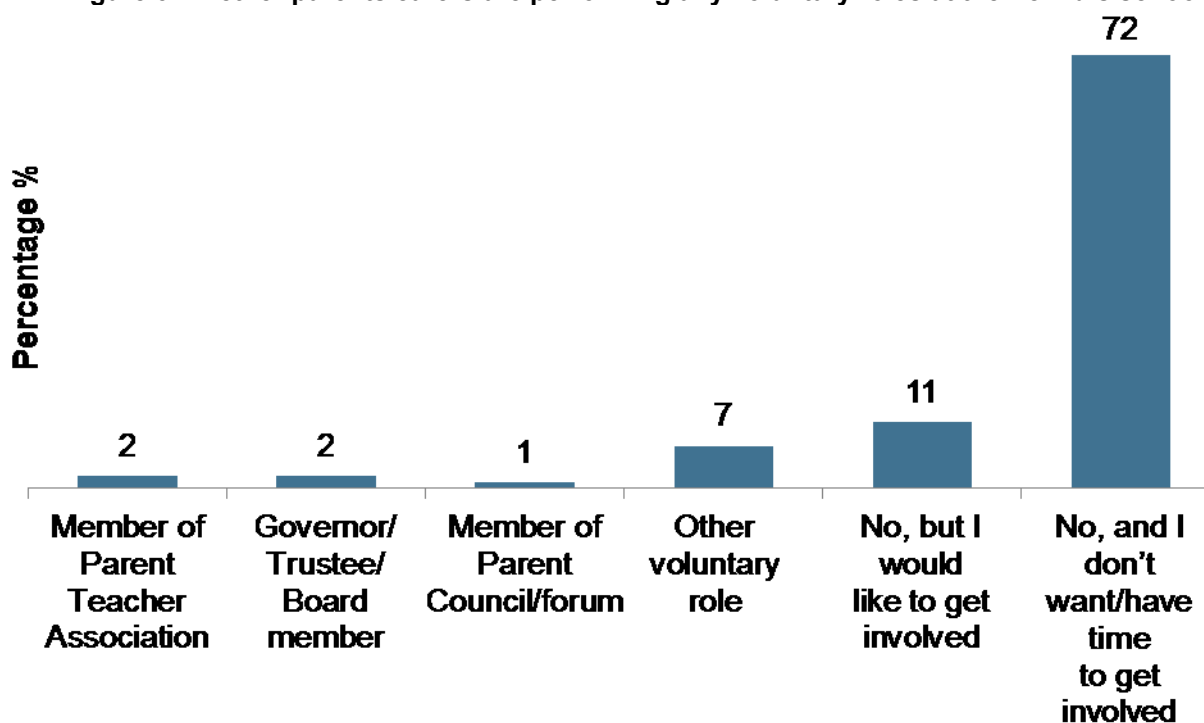
<sup>22</sup> Department for Education (2011), 'Review of best practice in parental engagement',

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/182508/DFE-RR156.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/182508/DFE-RR156.pdf)

<sup>23</sup> Volunteering in some capacity includes 'member of Parent Teacher Association', 'Governor/ Trustee Board member', 'member of Parent Council/forum', and 'other voluntary role'.



Figure 3 Whether parents/carers are performing any voluntary roles at their child's school



**Base: all parents/carers (1,595)**

### Differences by subgroup

#### Pupil's age

Parents/carers of key stage 3 pupils were slightly more likely than parents/carers of pupils in key stage 5 to have any volunteering role in their child's school (14%, compared with 8%). In particular, they were more likely to perform 'other voluntary roles' than parents/carers of older pupils (9%, compared with 6% of parents/carers of key stage 4, and 3% of parents/carers of key stage 5 pupils).

#### Gender

Parents/carers of male pupils were slightly more likely than parents/carers of female pupils to have any volunteering roles in their child's school (13%, compared with 10%). However, they were no less likely to say they would like to get involved or that they don't have time to get involved.

## Disadvantage

Although no less likely to volunteer for a school role in general, volunteering as a member of a Parent Teacher Association (PTA) was less common among parents/carers of more disadvantaged pupils. Parents/carers of pupils in the first IDACI quintile were most likely to be a PTA member (6%), while parents/carers of pupils in the fourth and fifth IDACI quintiles were the least likely (2% and 1%, respectively). Conversely, parents/carers in the fifth quintile were more likely than parents/carers of pupils in any of the other quintiles to say they wanted to get involved (19%, compared with 11%, 6%, 10% and 9% for the first to the fourth quintiles respectively).

## Ethnicity

Parents/carers of White and Asian/Asian British pupils were more likely to say they did not have time to get involved than parents/carers of Black/African/Caribbean/Black British pupils (75% and 69% respectively, compared with 45%). Conversely, parents/carers of Black/African/Caribbean/Black British pupils were more likely to want to get involved (35%), compared with parents/carers of White pupils (9%) and Asian/Asian British pupils (10%).

*There were no statistically significant differences found by SEND or region.*

## 1.4 How do parents/carers want schools to engage with them?

Parents/carers were asked, 'In general, how would you like your child's school to engage with you?'. They were able to choose all that applied from the pre-coded list detailed below, with the proportion of parents/carers selecting each option shown in brackets. The question included the prompt to parents/carers to, 'think both about things the school already does and things it does not do'. The methods of engagement that parents/carers would most like schools to use were 'parent evenings' and 'frequent informal contact with their child's teacher'.

- Parent evenings (81%)
- Frequent informal contact with my child's teacher (61%)
- Regular surveys of parent views (34%)
- Parent workshops (27%)
- Opportunities to volunteer at the school (11%)
- Opportunities to be a member of the PTA, or Parent Council/forum (10%)
- Other (7%)
- Don't know (3%)

When comparing with responses at section 1.3, parents/carers who were already volunteering, and those who would like to volunteer, were more likely to want to be provided with information on opportunities to volunteer at their child's school (28% and 29%, respectively) compared with parents/carers who did not want to, or did not have time to volunteer (5%).

## Differences by subgroup

### Pupil's age

'Parent evenings' were particularly valued by parents/carers of Year 7 pupils (86%).<sup>24</sup> Parents/carers of Year 11 pupils were least likely to say they would like their child's school to engage with them through 'opportunities to volunteer at the school' (5%). This is compared with 11% overall and 14% of Year 8 parents/carers, and 12% of both Year 9 and 13 parents/carers).

### Gender

While their preference for formal parents' evenings did not differ, parents/carers of male pupils were more likely to want 'frequent informal contact with their child's teacher' than parents/carers of females (66%, compared with 56%). They were also slightly more likely to want parent workshops (29%, compared with 23%).

### Disadvantage

Three of the methods of engagement listed were less popular among parents/carers of FSM eligible pupils, compared with parents/carers of non-FSM eligible pupils. These were 'parent evenings' (68%, compared with 83%); 'frequent informal contact with my child's teacher' (46%, compared with 64%); and 'parent workshops' (17%, compared with 29%).

### Ethnicity

The only significant difference across the 3 ethnic groups was that parents/carers of White pupils were more likely to want 'frequent informal contact with my child's teacher' (63%) compared with parents/carers of Asian/Asian British pupils (51%), and parents/carers of Black/African/Caribbean/Black British pupils (48%).

*There were no statistically significant differences found by SEND or region.*

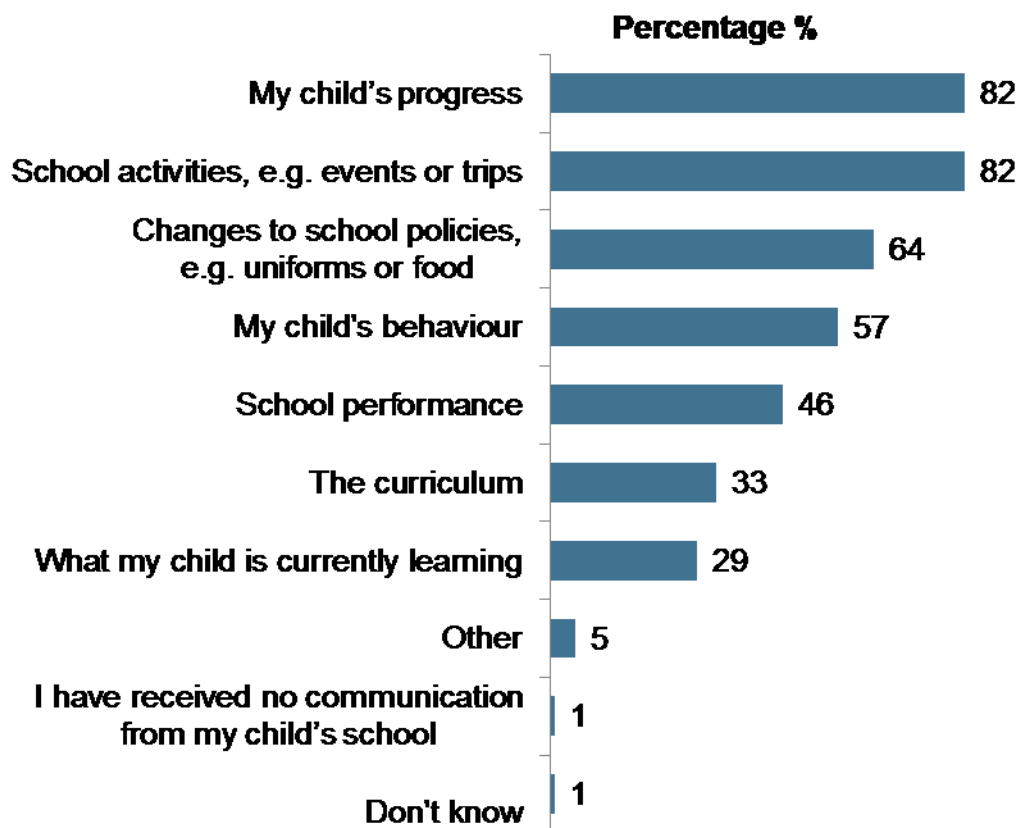
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<sup>24</sup> This was the highest across the year groups although it was only statistically significantly different to parents/carers of Year 10 pupils (77%) and Year 13 pupils (78%). It compares to 81% of all parents/carers selecting parents' evening.

## 1.5 What topics do parents/carers receive communications from school about?

Parents/carers were also asked, 'Which, if any of the following does your child's school communicate with you about?'. They were presented with a pre-coded list and asked to choose all that applied. As shown in Figure 4, parents/carers were most likely to currently receive communications about 'my child's progress' and 'school activities' (each 82%).

Figure 4 What parents/carers receive communications about from their child's school



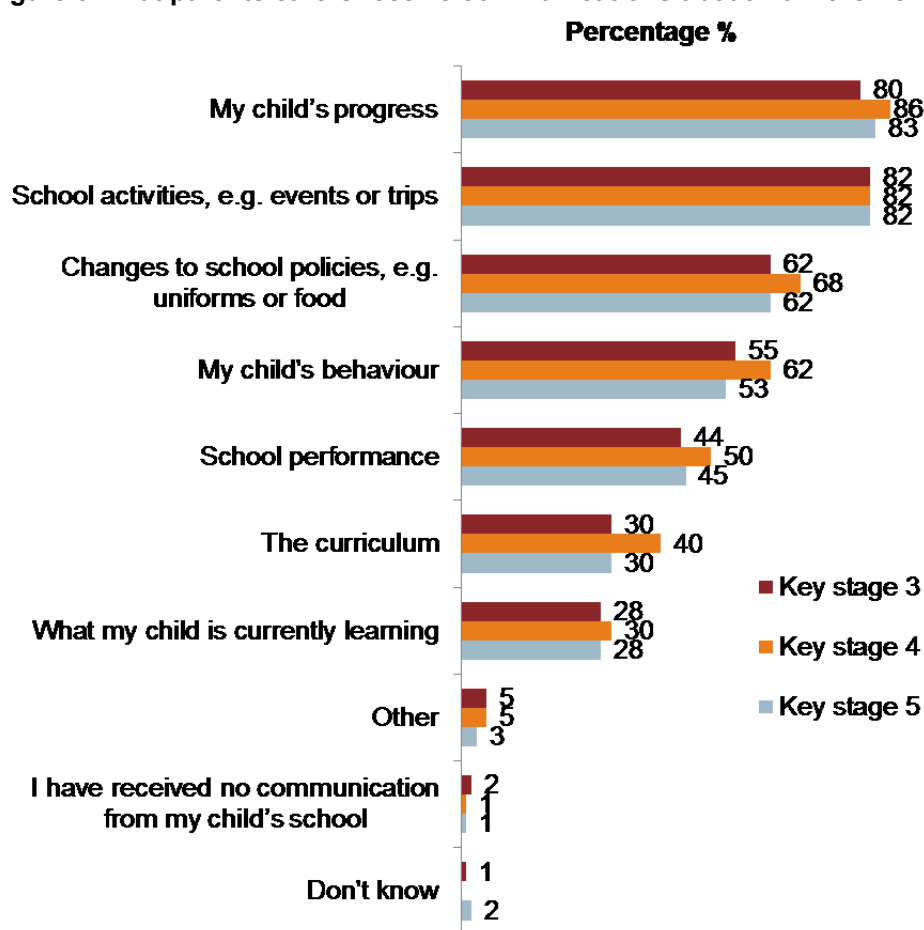
Base: all parents/carers (1,595)

## Differences by subgroup

### Pupil's age

Parents/carers of Year 11 pupils were the most likely to say they received communications on nearly all of the listed topics. This was also reflected in the differences across key stages, as shown in Figure 5.<sup>25</sup> Parents/carers of key stage 4 pupils were more likely than parents/carers of key stage 3 pupils to receive information about 'my child's progress', 'changes to school policies', 'my child's behaviour', and 'the curriculum'. Parents/carers of key stage 4 pupils were also more likely than parents/carers of pupils at key stage 5 to receive information about their "child's behaviour" and 'the curriculum'.

Figure 5 What parents/carers receive communications about from their child's school, by key stage



Base: parents/carers of pupils at key stage 3 (802) key stage 4 (462) key stage 5 (323)

<sup>25</sup> Although a greater proportion of parents/carers of pupils in Year 11 selected each option than those in the other key stage 4 year group, Year 10, none of the differences between Years 10 and 11 were statistically significant.

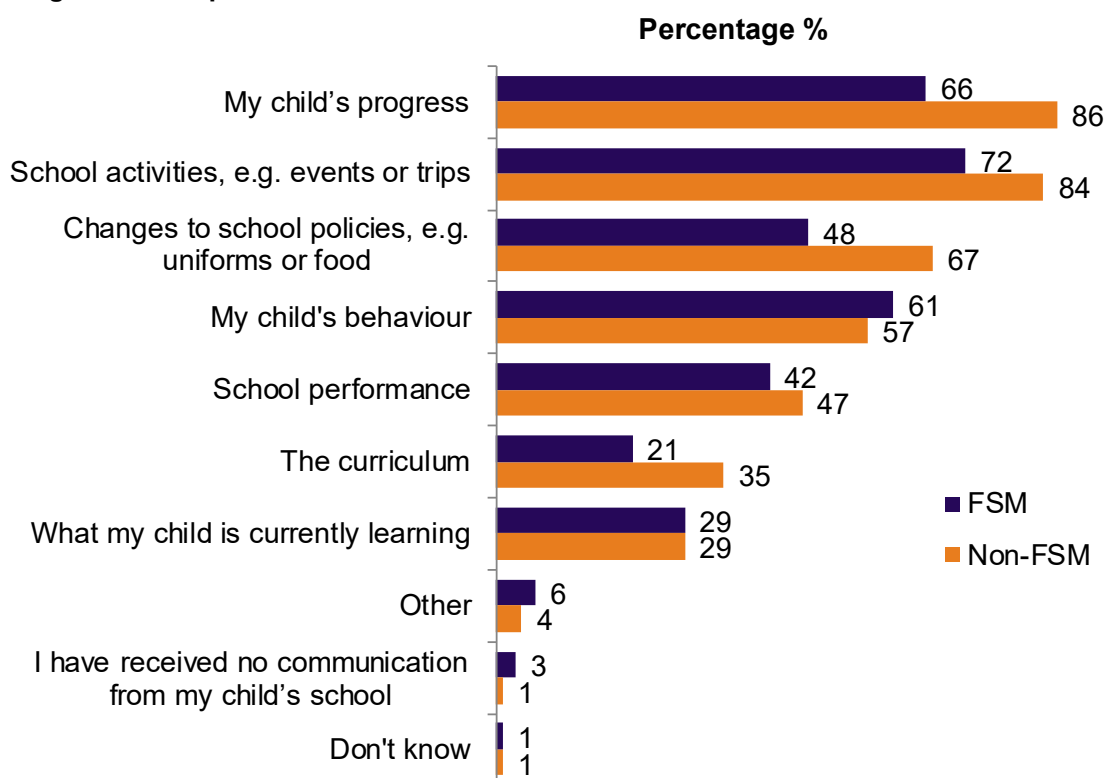
## Gender

Parents/carers of male and female pupils generally received communications on the same topics. However, parents/carers of male pupils were more likely to say they received communications about their 'child's behaviour at school' than parents/carers of female pupils (61%, compared with 52%).

## Disadvantage

Parents/carers of pupils eligible for FSM were less likely to say they received any of the communications listed than parents/carers of non-eligible pupils.<sup>26</sup> As shown in Figure 6, 'my child's behaviour' is the exception, although this difference is not statistically significant. The greatest difference was for communication about their 'child's progress' - 66% of parents/carers of FSM eligible pupils received this, compared with 86% of parents/carers of non-FSM eligible pupils.

**Figure 6 What parents/carers receive communications about from their child's school, by FSM**



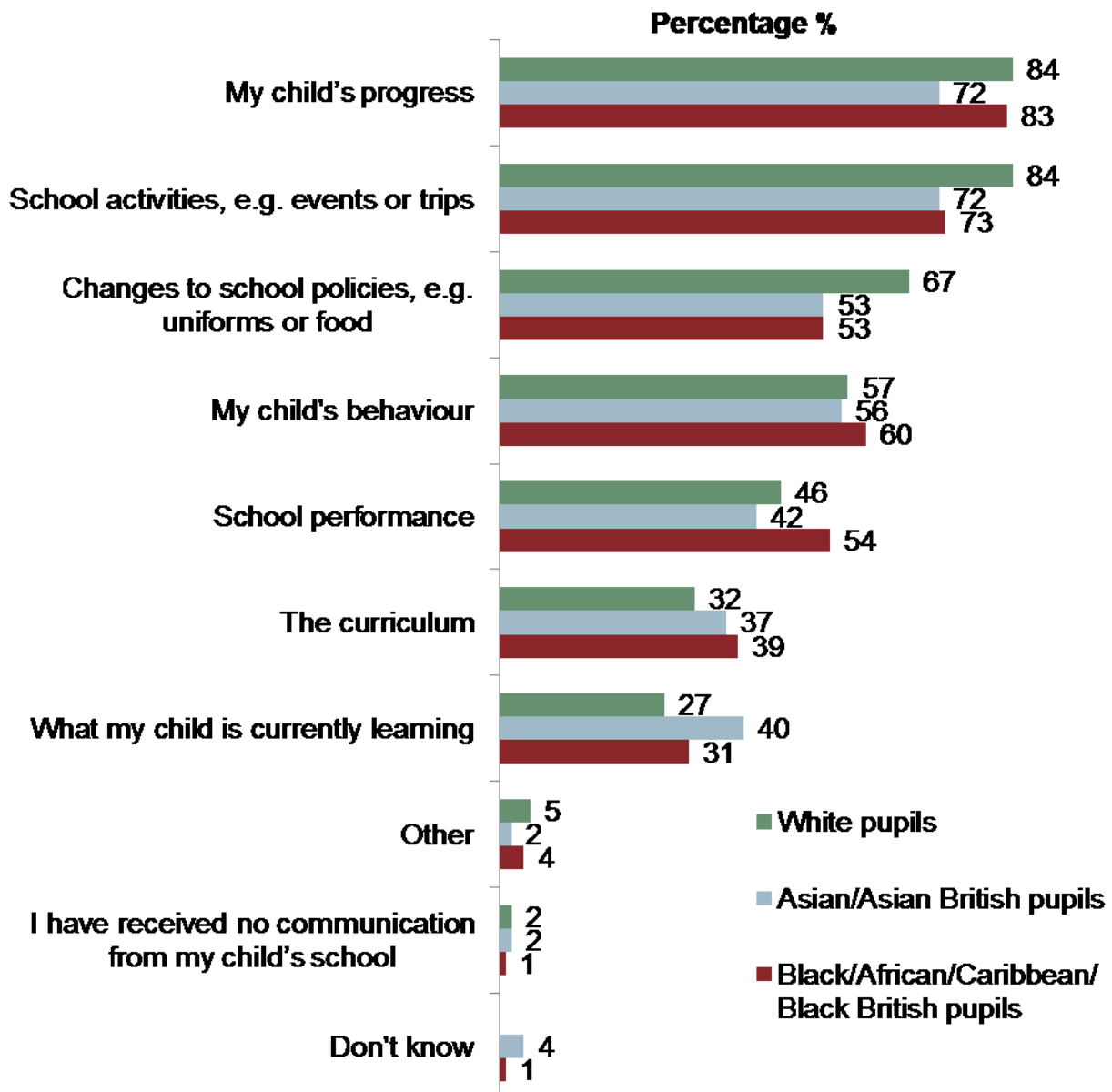
**Base: parents/carers of FSM eligible pupils (115)  
non-FSM eligible pupils (1450)**

<sup>26</sup> The differences in responses for 'my child's behaviour', 'school performance' and 'what my child is learning' were not statistically significant

## Ethnicity

As shown in Figure 7, parents/carers of White pupils were more likely to say they received communications about the 3 most common topics ('my child's progress', 'school activities' and 'changes to school policies'), compared with parents/carers of Asian/Asian British pupils.

Figure 7 What parents/carers receive communications about from their child's school, by pupil's ethnicity



**Base: parents/carers of White pupils (1,199) Asian/Asian British pupils (173) Black/African/Caribbean/Black British pupils (82)**

## Region

There were some regional differences on the topics parents/carers received communications about from their child's school. Parents/carers of pupils in the South were more likely than those outside of the South to say they received communications about 'school activities' (87%, compared with 79%) and 'changes to school policies' (71%, compared with 59%).

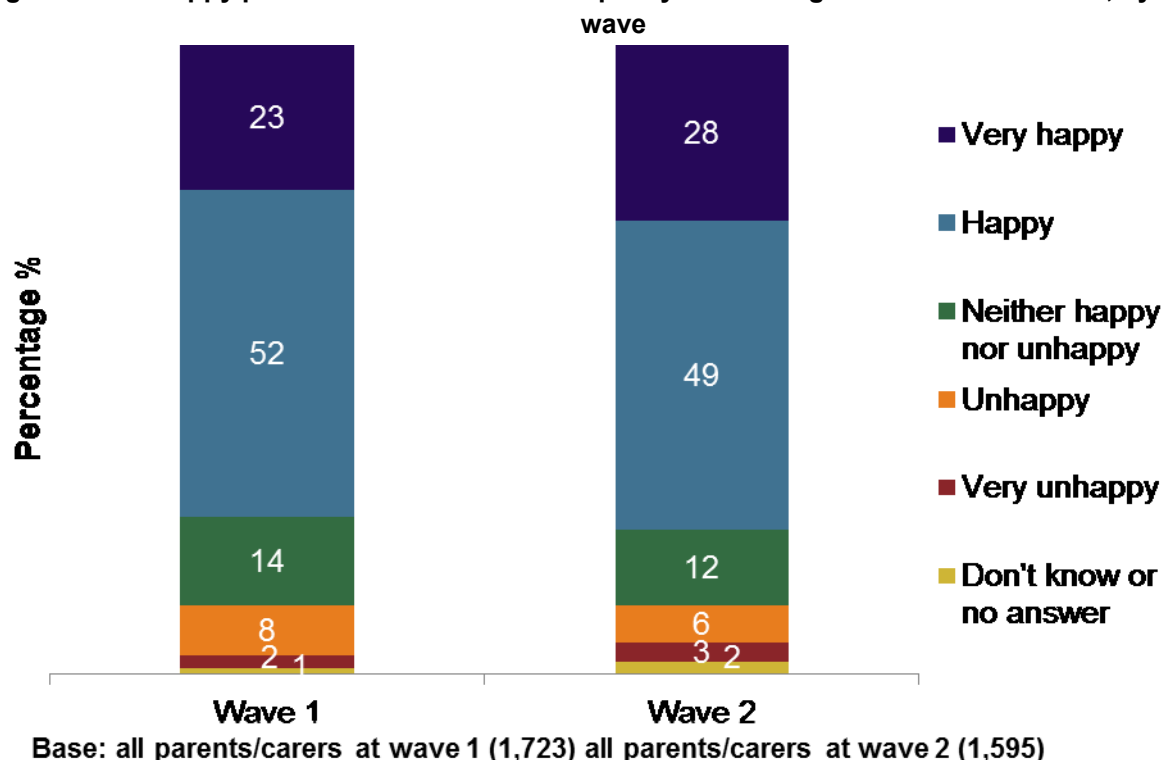
Parents/carers of pupils living in the Midlands were less likely to say they received communications about 'my child's behaviour' than those living elsewhere (50%, compared with 58%).

*There were no statistically significant differences found by SEND.*

## 1.6 How do parents/carers perceive the quality of teaching?

Parents/carers were asked 'Overall, how happy are you with the quality of teaching at your child's secondary school?' at both waves 1 and 2.<sup>27</sup> As shown in Figure 8, the findings at wave 2 were consistent with those at wave 1, with around three quarters of parents/carers (76% wave 2; 74% wave 1) being 'happy' or 'very happy' with the quality of teaching at their child's school.

**Figure 8 How happy parents/carers are with the quality of teaching at their child's school, by survey wave**



<sup>27</sup> This question was also asked of pupils at wave 1 but not wave 2.



## Differences by subgroup (wave 2)

### Pupil's age

Parents/carers of pupils in Year 7 were most likely to be 'happy' or 'very happy' with the quality of teaching at their child's school (81%). This compares to 76% of parents/carers across all year groups.

Conversely, the highest levels of unhappiness (those who responded with 'unhappy' or 'very unhappy') were amongst parents/carers of pupils in Year 11 and Year 9 (13% and 12%, respectively), which compares to 9% of parents/carers across all year groups.

Parents/carers of Year 12 pupils had the lowest levels of unhappiness at 5%. Unhappiness across key stage 5, which includes year 13 was also low at 6%.

### Disadvantage

There were no significant differences by FSM eligibility, however there were some differences by IDACI quintile. Parents/carers in the first or second quintiles (least deprived) were more likely to be happy than those in third or fourth quintiles (81%, compared with 75%). However the trend didn't continue, as 80% of parents/carers in the fifth IDACI quintile (most deprived) were happy with the quality of teaching.

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

## Chapter 2 – Changes to the school day and timetable

*In this chapter, we discuss parents/carers' opinions of extending the school day, and their preference of what activities would be provided to pupils in this extra time. We go on to explore what parents/carers hope pupils can gain by taking part in these extra-curricular activities.*

### Background

In 2011 the government announced plans to give more freedom to local authority maintained schools to change the length and structure of the school day.<sup>28</sup> This section identifies whether parents/carers believe the school day should be extended, and if so, what activities parents/carers would like schools to provide.

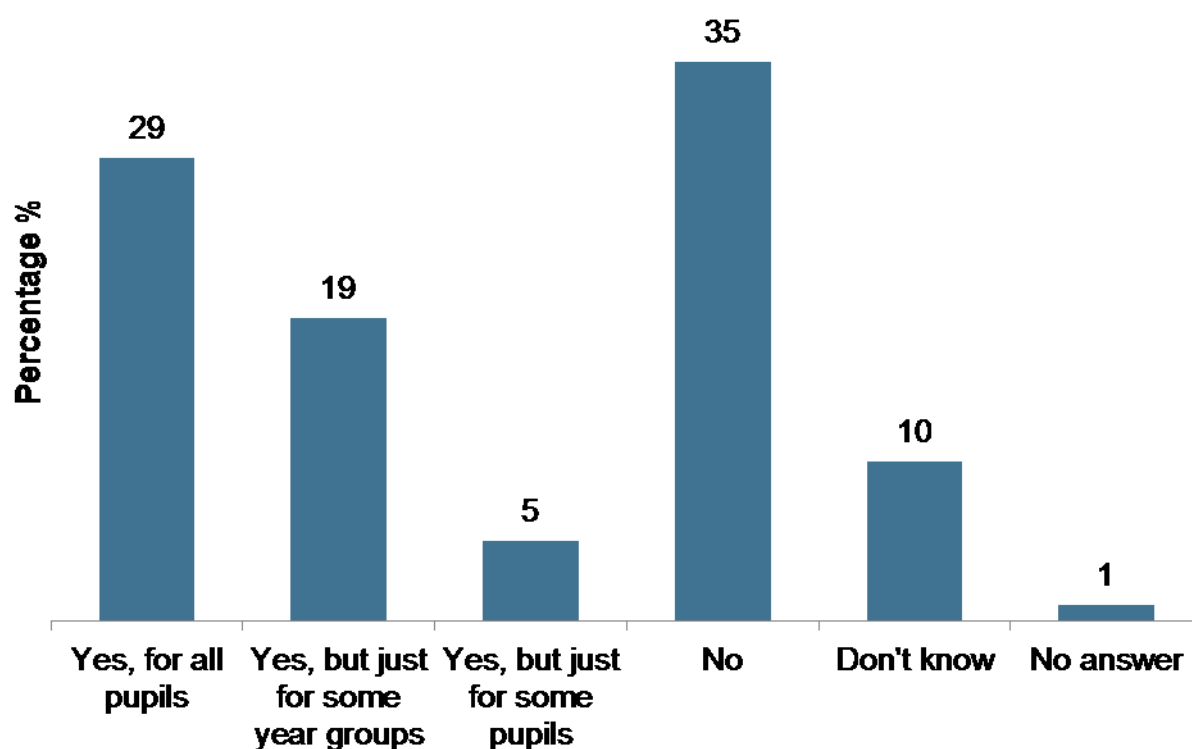
#### 2.1 Are parents/carers in favour of extending the length of the school day?

Parents/carers were asked, 'Would you be in favour of your child's school extending the length of the compulsory school day?' either for all pupils or for specific groups or pupils only. The single response options provided are shown in Figure 9. Overall, the majority of parents/carers (54%) were in favour of extending the length of the school day for at least some pupils, although over a third (35%) were not in favour.

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<sup>28</sup> Department for Education (2011), 'Schools given freedom from bureaucratic rules to have control over school day', <https://www.gov.uk/government/news/schools-given-freedom-from-bureaucratic-rules-to-have-control-over-school-day>

Figure 9 Whether parents/carers are in favour of extending the length of the school day



**Base: all parents/carers (1,595)**

### Differences by subgroup

#### Region

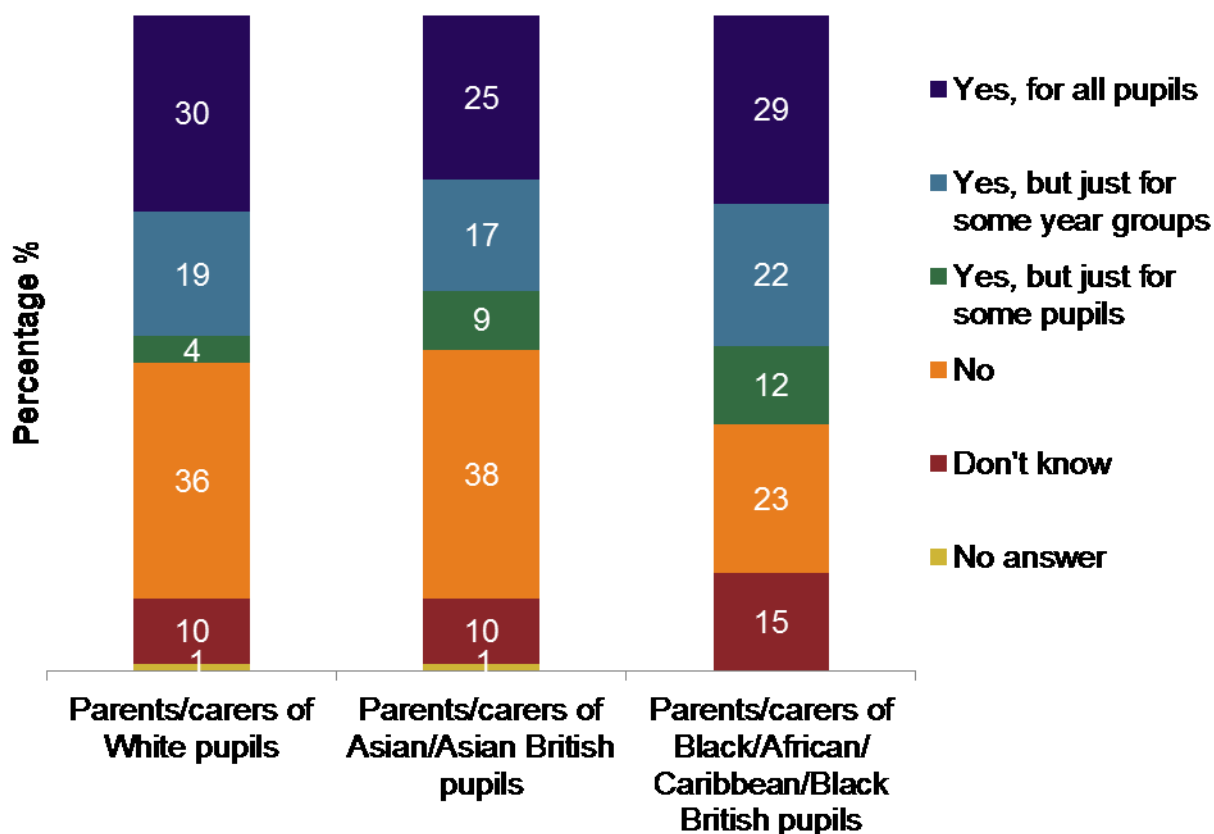
Parents/carers of pupils living in the North (32%) and the South (33%) were most likely to be in favour of extending the school day 'for all pupils'. Parents/carers of pupils living in the Midlands (22%) were least likely to be in favour (although 16% in the Midlands said they didn't know, which compares with 10% saying 'don't know' across all regions). For comparison, 27% of parents/carers in London were in favour of extending the school day 'for all pupils'. There were no significant differences in the proportion of parents/carers that said 'no' across the different regions.

## Ethnicity

As shown in Figure 10, parents/carers of Asian/Asian British and Black/African/Caribbean/Black British pupils were more likely to be in favour of extending the school day for 'just for some pupils' compared with parents/carers of White pupils.

Parents/carers of White pupils were fairly evenly split between saying it should be extended 'for all pupils' (30%), and saying it should not be extended (36%).

**Figure 10 Whether parents/carers are in favour of extending the length of the school day, by ethnicity**



**Base: parents/carers of White pupils (1,199) Asian/Asian British pupils (173) Black/African/Caribbean/Black British pupils (82)**

*There were no statistically significant differences found by pupil's age, gender, disadvantage or special educational need or disability (SEND).*

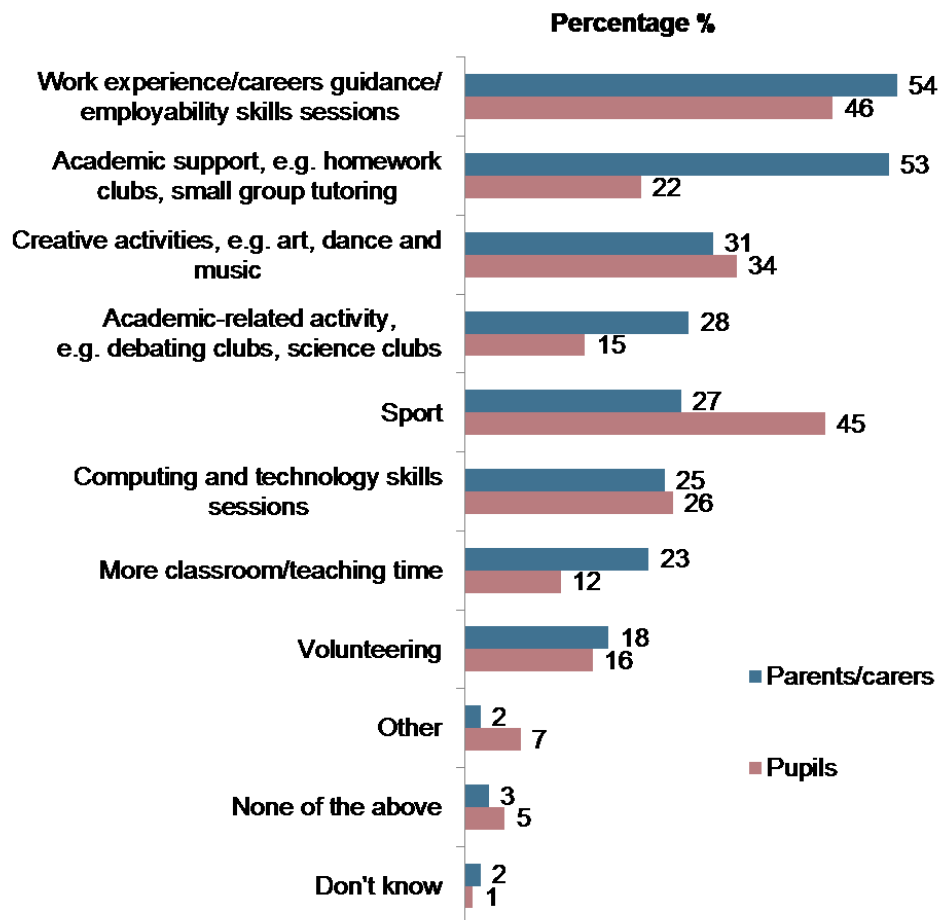
## 2.2 What activities would parents/carers and pupils most like the pupil to take part in if the school day was extended?

Both pupils and their parents/carers were asked, 'Which, if any, of the following activities would you most like your child to take part in if the school day was extended?'. Pupils and their parents/carers were presented with a list of extra-curricular activities (shown in Figure 2.3) and asked to choose up to 3 of these.

Over half of parents/carers chose 'work experience/careers guidance/employability skills sessions' (54%) or 'academic support' (53%), as shown in Figure 11. The former was also most popular amongst pupils (46%), along with 'sport' (45%).

'Academic support' and 'sport' were the categories with the greatest difference between pupil and parent/carer responses. Pupils were much less likely to choose 'academic support' than parents/carers (22%, compared with 53%, respectively), while a much smaller proportion of parents/carers than pupils chose 'sport' (27% or parents/carers, compared with 45% of pupils).

**Figure 11 What activities parents/carers and pupils would most like to take part in if the school day was extended**



Base: all parents/carers (1,595) all pupils (1,595)

## Paired response

Amongst the paired responses there were some activities that parents/carers were more likely to select than their child. Those that were more likely to be selected by the parent were:

- Academic support (38%)<sup>29</sup>
- Work experience/career/employability skills sessions (25%)
- Academic-related activity (20%)
- More classroom/teaching time (20%)
- Volunteering (12%)

The only activities preferred by pupils in comparison with their paired parent/carer were:

- Sport (26%)
- Creative activity (15%)

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<sup>29</sup> Numbers in brackets show the proportion of linked responses i.e. 38% of parents/carers selected the option 'academic support' activities in an extended school day, while their child did not.

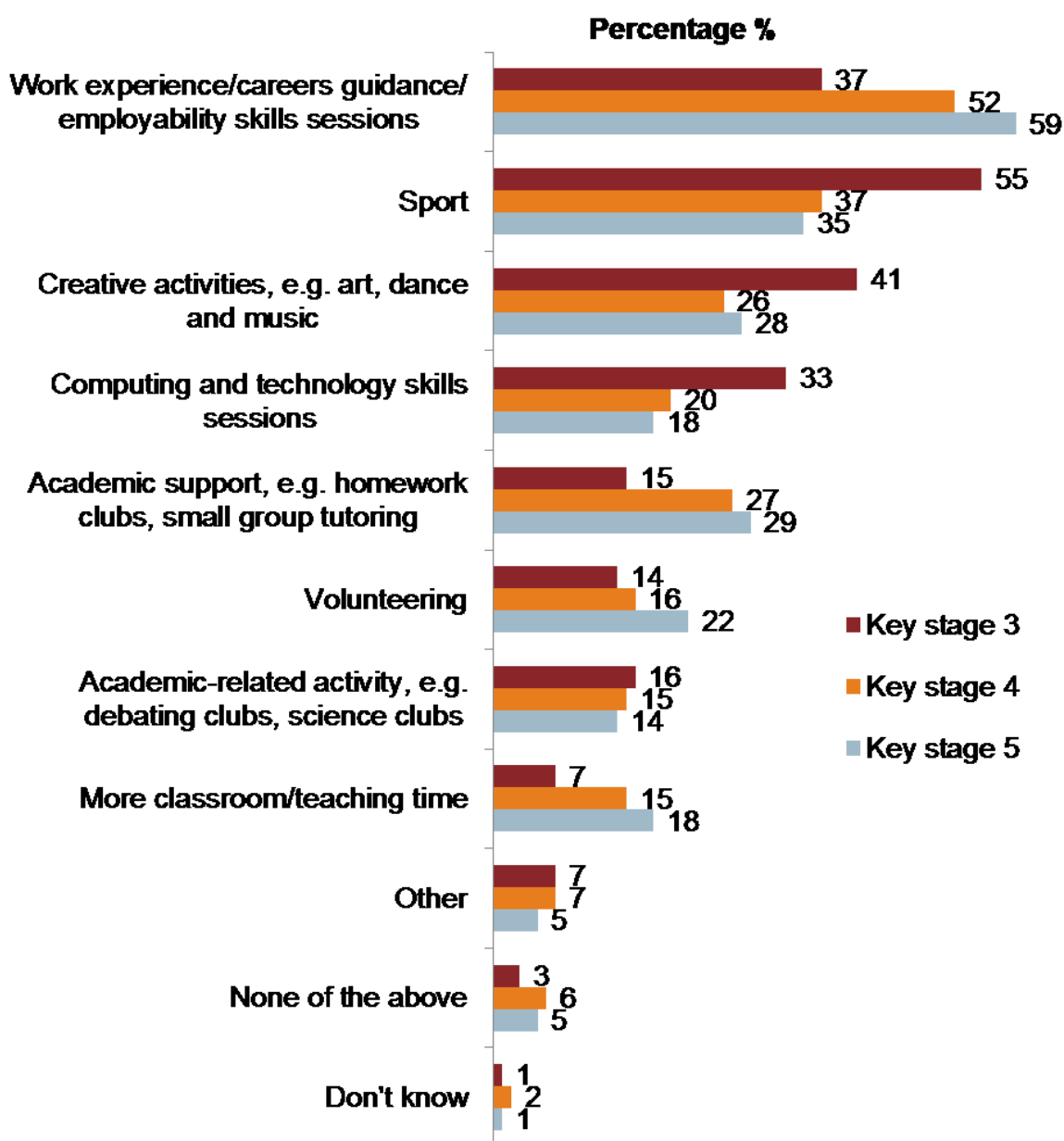
## Differences by subgroup

### Pupil's age

As shown in Figure 12, older pupils (key stages 4 and 5) were more likely to select 'academic support', 'more classroom/teaching time', and 'experience/careers/employability skills sessions' than younger pupils (key stage 3).

Conversely, key stage 3 pupils were more likely to choose 'creative activities', 'sport', and 'computing and technology skills sessions'.

Figure 12 What activities pupils would most like to take part in if the school day was extended, by key stage

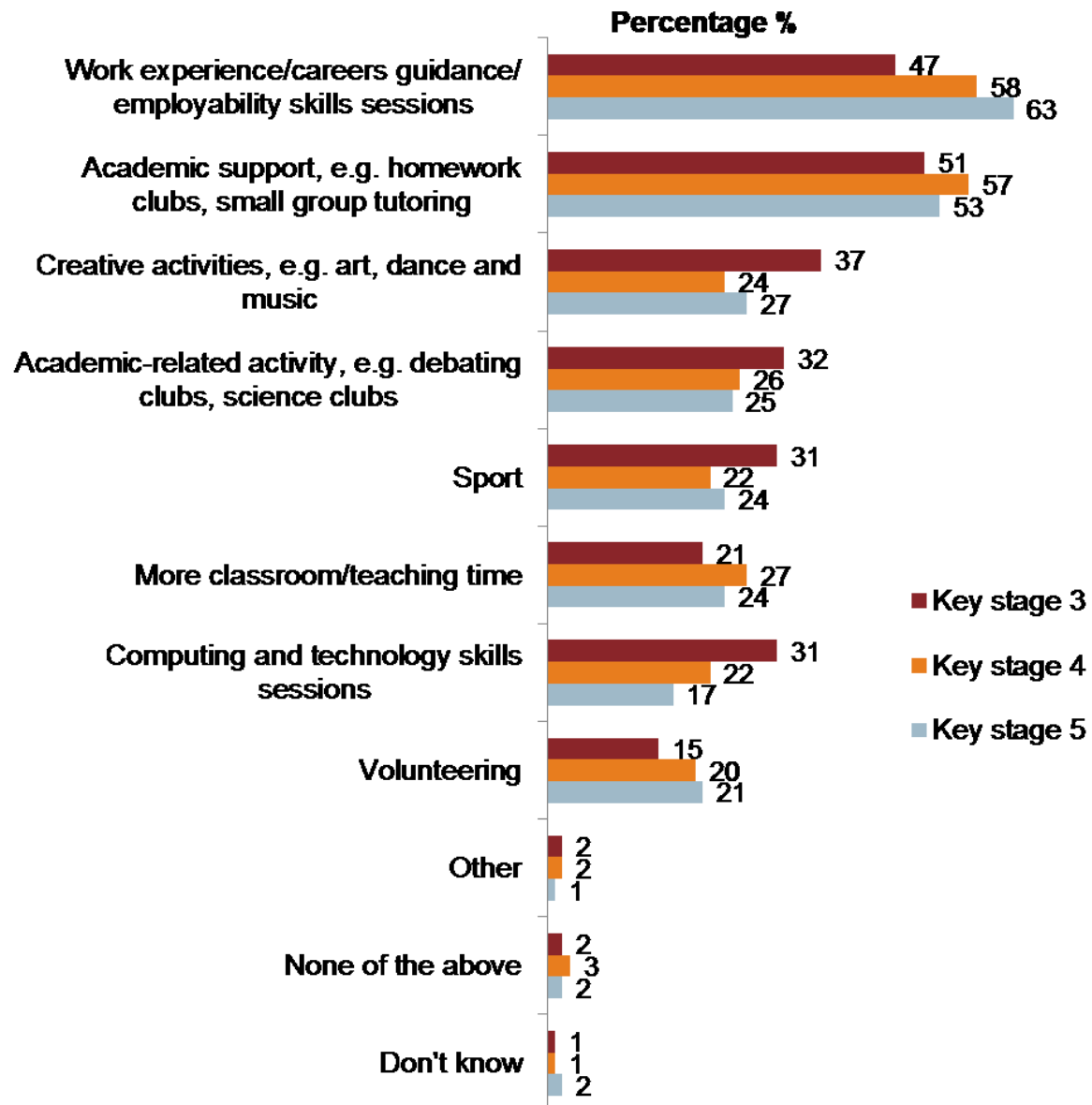


Base: pupils at key stage 3 (802) key stage 4 (462) key stage 5 (323)

These trends were reflected amongst parents/carers as well, although to a lesser degree. As shown in Figure 13, parents/carers of younger pupils favoured 'creative activities', 'sport', and 'computing and technology skills sessions'. Parents/carers of pupils in Year 11 were more likely to choose 'academic support' compared with parents/carers of pupils in the other year groups.

'Volunteering' was particularly popular amongst pupils in Year 13 and parents/carers of pupils in this year group (29% and 26%, respectively).

**Figure 13 What activities parents/carers would most like their child to take part in if the school day was extended, by key stage**



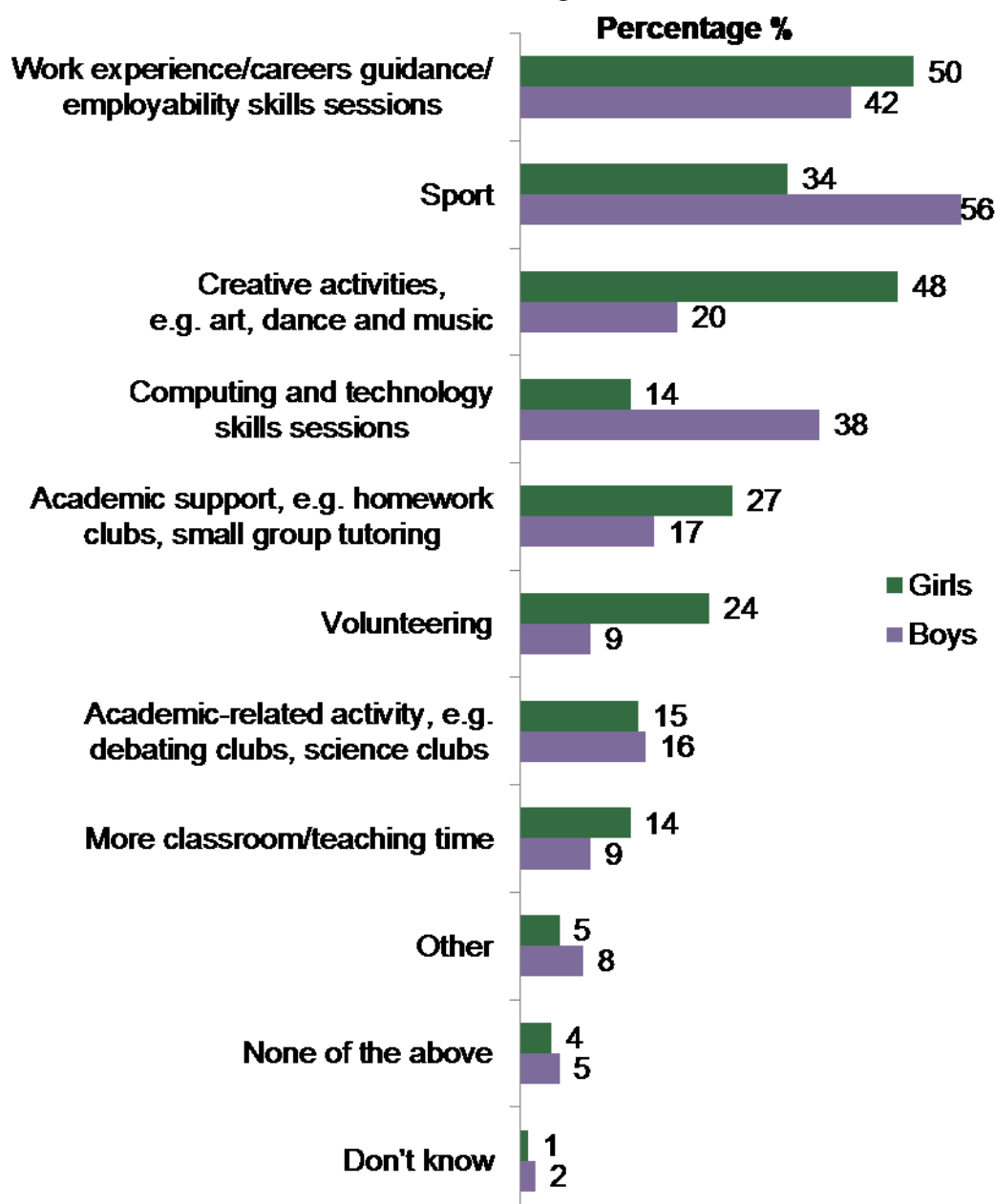
**Base: parents/carers of pupils at key stage 3 (802) key stage 4 (462) key stage 5 (323)**



## Gender

As shown in Figure 14, there were considerable differences between the preferences of girls and boys, with the exception of 'academic-related activities'. Girls were more likely to choose 'work experience/careers/employability skills sessions', while boys were more likely to choose 'sport'. The largest difference was for 'creative activities', which girls selected more frequently.

**Figure 14 What activities pupils would most like to take part in if the school day was extended, by gender**



**Base: girls (870) boys (724)**

The trend amongst parents/carers of male and female pupils was similar, but less pronounced. Parents/carers of female pupils were more likely to choose 'creative activities' (38%) than parents/carers of male pupils (23%); and less likely to choose 'computing and technology skills sessions' (17%) than parents/carers of male pupils (33%). Parents/carers of male pupils were more likely to choose 'sport' (30%, compared with 23% of parents/carers of female pupils).

## **Disadvantage**

There were no significant differences when looking at free school meal (FSM) eligibility. When looking across the Income Deprivation Affecting Children Index (IDACI) quintiles there was a difference in pupils selecting 'sport', although these did not follow a clear trend. Pupils in both the first (least deprived) and fifth (most deprived) quintiles were most likely to choose 'sport' (each 50%). This was higher than pupils in the fourth quintile (36%). For comparison 45% of pupils in the second IDACI quintile, and 41% in the third selected sport.

Parents/carers of pupils in the first or second IDACI quintiles were more likely to choose 'sport' (32% combined) than those in the fourth or fifth quintiles (20% combined). In contrast to this, parents/carers in the fifth quintile were more likely to choose 'computing and technology skills sessions' than those in the less deprived quintiles (35%, compared with 22% in the first or second quintiles combined).

## **SEND**

Amongst pupils with SEND and their parents/carers, around two-fifths (40% and 36%, respectively) choose 'computing and technology skills sessions'. This compares with 24% of pupils without SEND and 25% of their parents/carers.

Parents/carers of pupils with SEND were also more likely to select 'academic support' (65%), compared with parents/carers of those without SEND (53%), although there was no difference amongst pupils themselves.

Pupils with SEND were less likely to choose 'sport' as their preferred activity (30%, compared with 46% of those without SEND), while their parents/carers were less likely to choose 'volunteering' (8%, compared with 18% of those without SEND).

## Region

Compared with pupils across all other regions, pupils living in London were more likely to select:

- 'Work experience//careers/employability skills sessions' (53%, compared with 45% of those outside of London)
- 'Volunteering' (24%, compared with 15% of those outside of London)
- 'Academic-related activity e.g. debating clubs, science clubs' (21%, compared with 14% of those outside of London); although pupils in the Midlands were also particularly likely to select this option (20%, which compares with 13% of pupils in the North or South)

Parents/carers of pupils living in London (36%) were more likely to choose 'academic-related activity' than parents/carers of pupils living outside of London (27%). In contrast to pupils, parents/carers in the Midlands were no more likely to select this than parents/carers in the North or South (25%, compared with 28% of parents/carers in each of the North and South).

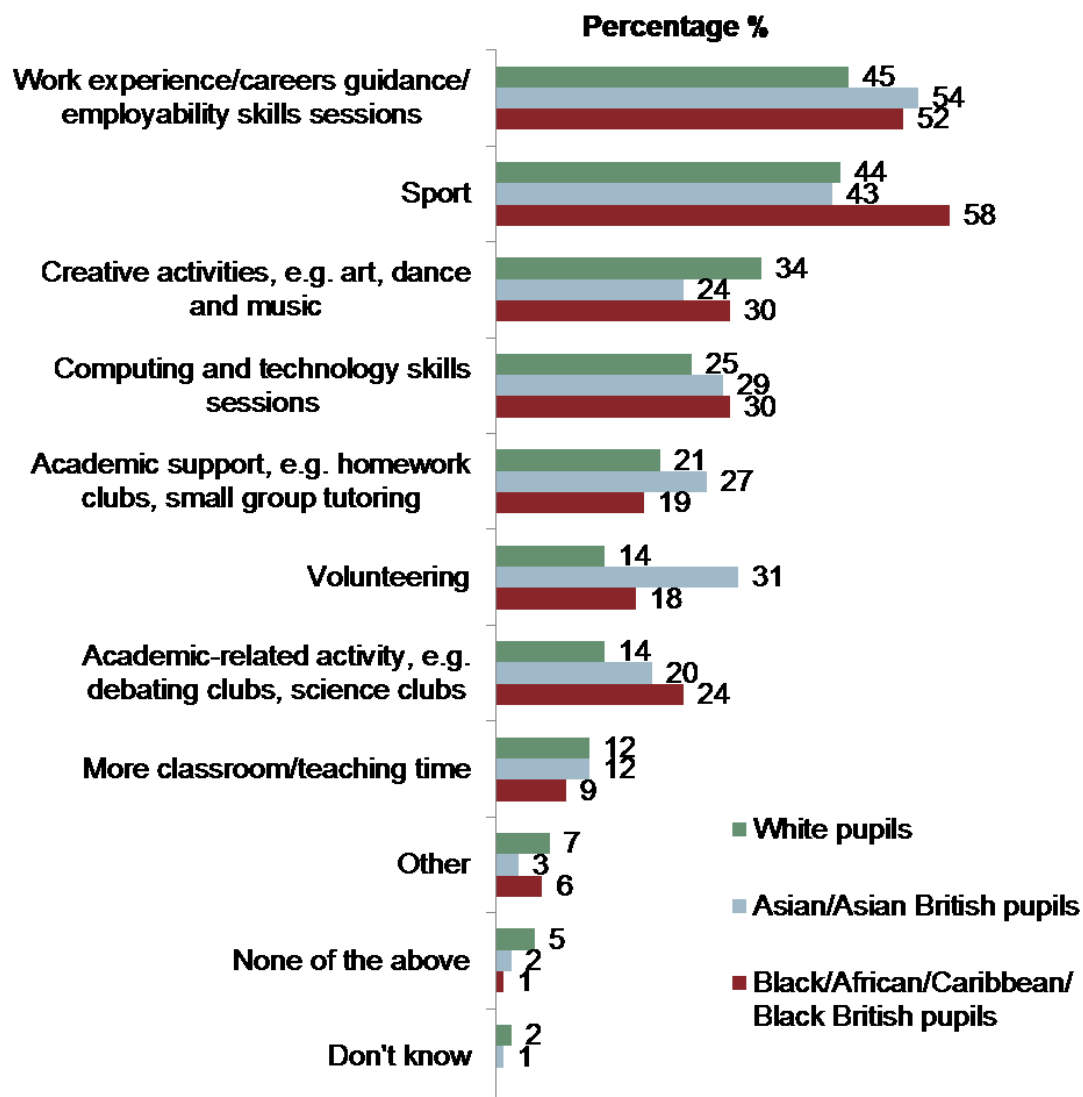
## Ethnicity

There were some differences across ethnicity amongst pupils' preferences for extra-curricular activities, as shown in Figure 15. In particular, White pupils were less likely to choose 'academic-related activities' compared with Asian/Asian British and Black/African/Caribbean/Black British pupils. White pupils were more likely to choose 'creative activities' than Asian/Asian British pupils.

Conversely, Asian/Asian British pupils were comparatively more likely to choose 'volunteering,' while Black/African/Caribbean/ Black British pupils were more likely to choose 'sport' compared with their White counterparts.

However, these differences were not seen amongst their parents/carers. Parents/carers of White pupils were less likely to choose 'computer and technology skills sessions' than parents/carers of Asian/Asian British or Black/African/Caribbean/Black British pupils (23%, compared with 33% and 37%, respectively).

Figure 15 What activities pupils would most like to take part in if the school day was extended, by ethnicity

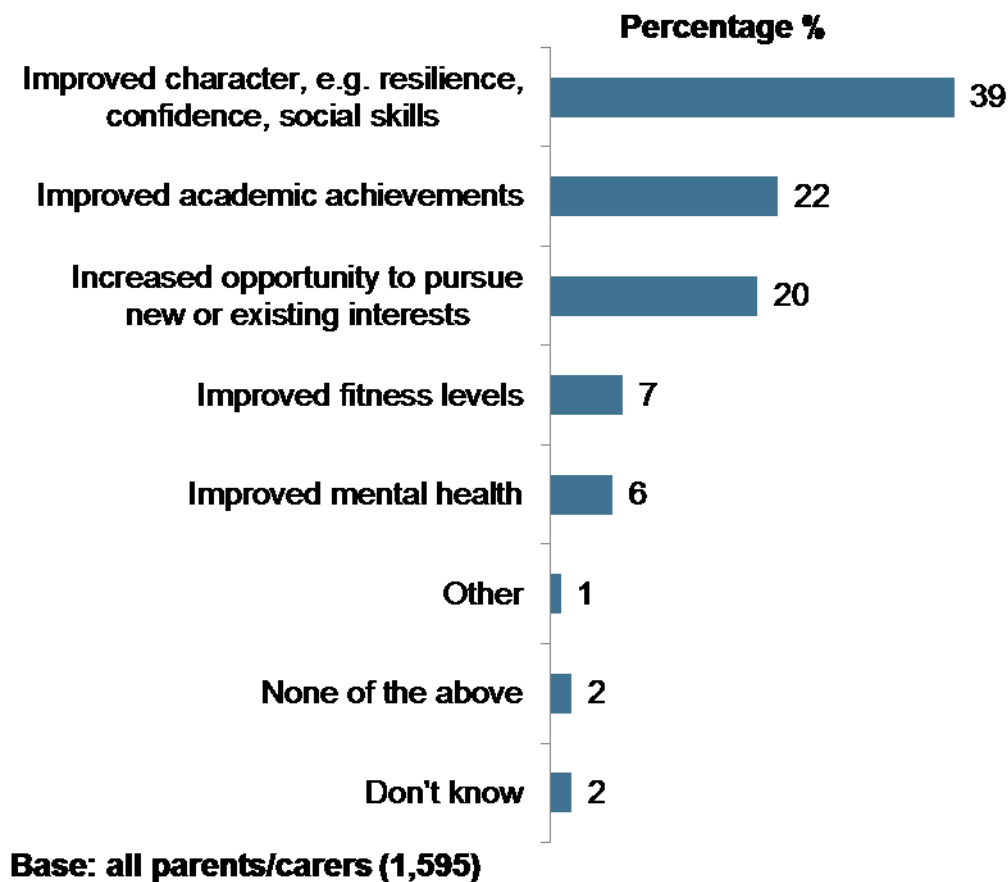


Base: White pupils (1,199) Asian/Asian British pupils (173)  
 Black/African/Caribbean/Black British pupils (82)

## 2.3 What would parents/carers most like their child to gain from participating in extra-curricular activities?

Parents/carers were presented with a list of potential outcomes and asked, 'Which, if any, of the following would you most like your child to gain from participating in activities outside of the normal school timetable?'. The most popular response was 'improved character', which was chosen by 39% of parents/carers. This was followed by 'improved academic achievements' (22%) and 'increased opportunity to pursue new and existing interests' (20%).

**Figure 16 What parents/carers would most like their child to gain from participating in extra-curricular activities**



## Differences by subgroup

### Pupil's age

Almost one third of parents/carers of pupils in Year 11 (31%) would like their child to gain 'improved academic achievements' through extended school day activities. The proportions for parents/carers of pupils in other school years varied between 17% and 24%, with no particular trend.

### Disadvantage

Parents/carers of pupils in more deprived areas were more likely to want their child to gain 'improved academic achievements' than those in less deprived areas (27% of parents/carers in the fourth or fifth IDACI quintiles, compared with 16% in the first and second).

### Region

Parents/carers living outside of London were more likely to prioritise 'improved character' (41%, compared with 33% of those in London). This was particularly prevalent amongst parents/carers of pupils living in the South (43%).<sup>30</sup>

In contrast, parents/carers of pupils living in London were more interested in 'improved academic achievements' than those living outside of London (32%, compared with 20%).<sup>31</sup>

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<sup>30</sup> For comparison 38% of parents/carers in the North selected 'improved character' and 40% in the Midlands.

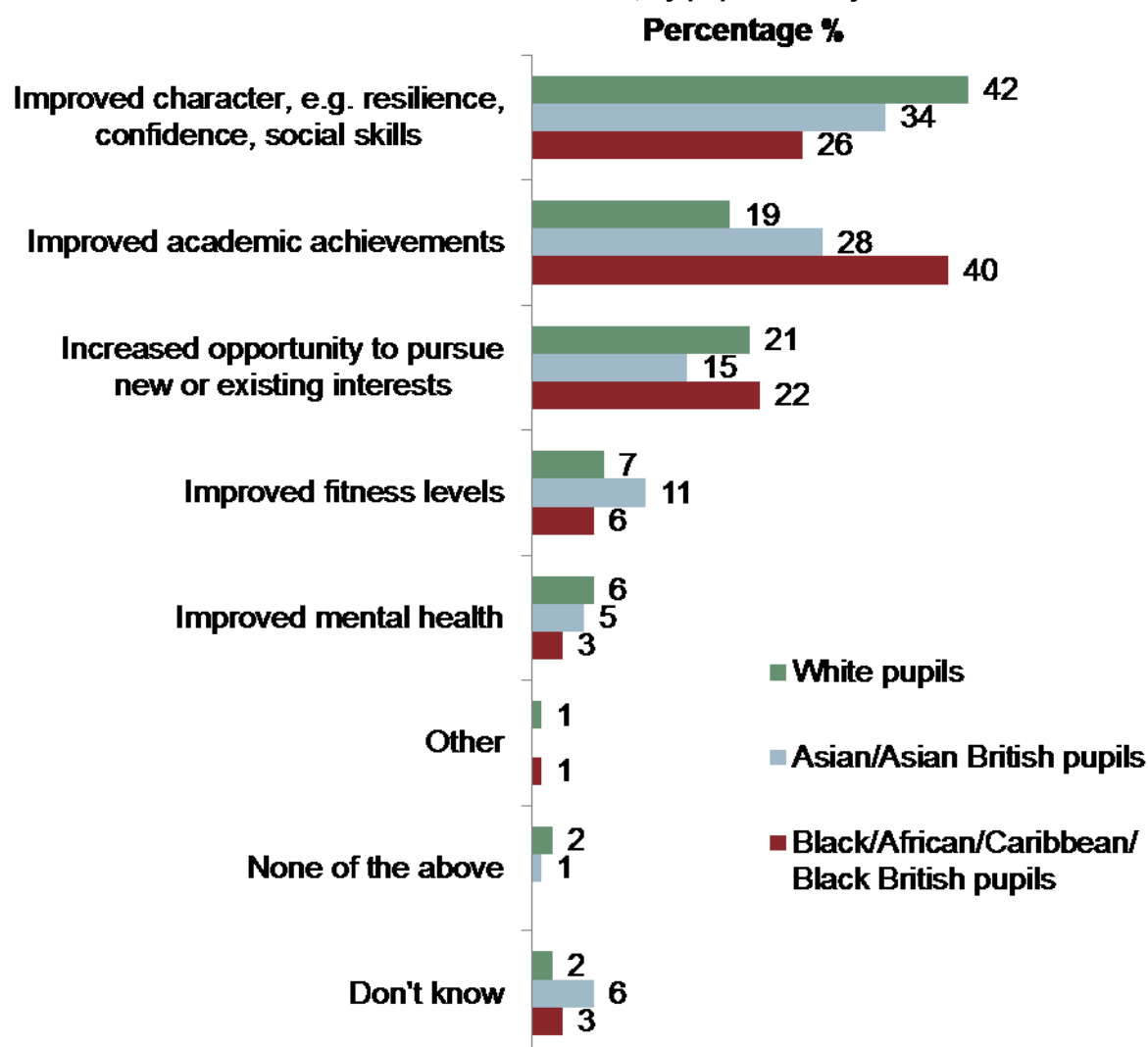
<sup>31</sup> This was higher than the proportion of parents/carers selecting 'improved academic achievements' in each of the other regions: North and Midlands (both 21%); South (18%).

## Ethnicity

As shown in Figure 17, parents/carers of White pupils would most like their children to gain 'improved character' from participating in out-of-normal timetable activities (42%). This was a higher percentage compared with parents/carers of Black/African/Caribbean/Black British pupils (26%).

Parents/carers of Black/African/Caribbean/Black British and Asian/Asian British pupils more frequently selected 'improved academic achievements' (40% and 28%, respectively), than parents/carers of White pupils (19%).

**Figure 17 What parents/carers would most like their child to gain from participating in extra-curricular activities, by pupil ethnicity**



**Base: parents/carers of White pupils (1,199) Asian/Asian British pupils (173) Black/African/Caribbean/Black British pupils (82)**

*There were no statistically significant differences found by gender or SEND.*

## Chapter 3 – Changes at School

*In this chapter we identify awareness amongst pupils and parents/carers of 3 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\* to G, to 9 to 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 3 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. 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. It should be noted that the survey fieldwork was conducted before Ofqual, the exams regulator, had commenced a major communications campaign on the reforms to GCSEs and the new 9 to 1 grading scale.

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

Parents/carers were shown the following explanation of the recent GCSEs reforms:

*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.*

Pupils were given the following description:

*From 2017, the old A\* - G grading at GCSE will be replaced by new grades 9 -1, with grade 5 being the same level as grade C.<sup>32</sup>*

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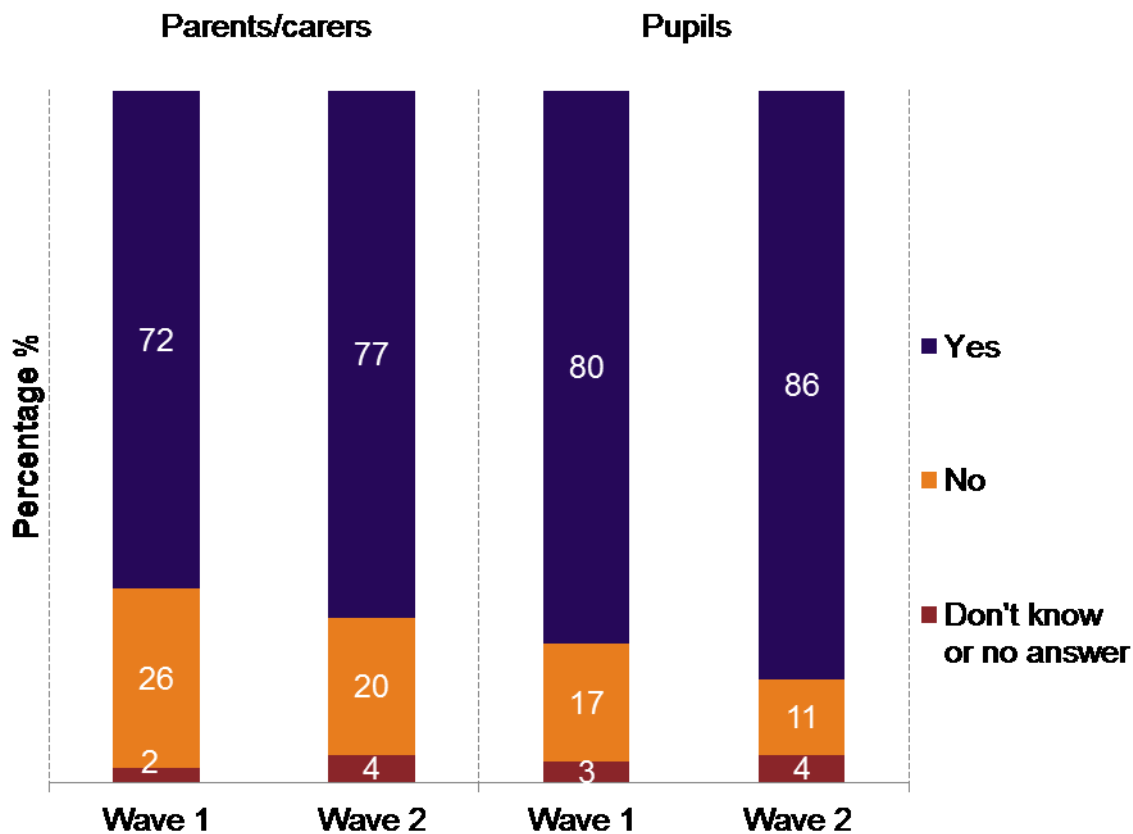
<sup>32</sup> Since the fieldwork was carried out the government has announced that it will no longer use the term "good pass": instead, a grade 4 or above will be a "standard pass" and a grade 5 or above a "strong pass". (see [www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/603594/ESC\\_letter.pdf](http://www.gov.uk/government/uploads/system/uploads/attachment_data/file/603594/ESC_letter.pdf)). A grade 4 will be broadly equivalent to the bottom two thirds of a current C grade, and a grade 5 will be broadly equivalent to the top third of a grade C and bottom third of a grade B.



They were then asked, ‘Before this survey, had you heard about the government’s reforms to GCSEs?’ More than three-quarters (77%) of parents/carers and pupils (86%) said they had. This question was also asked in the previous wave of the survey. As shown in Figure 18, the results were similar, with pupils being more likely to say that they had heard of the reforms than parents/carers (80%, compared with 72%).

Figure 18 also shows that awareness has increased between the 2 surveys by 5 percentage points amongst parents/carers, and 6 percentage points amongst pupils.

**Figure 18 Whether parents/carers and pupils have heard of the GCSE reforms, by survey wave**



**Base: all parents/carers at wave 1 (1,723) all parents/carers at wave 2 (1,595)  
all pupils at wave 1 (1,723) all pupils at wave 2 (1,595)**

## Paired response

In three-quarters of cases (75%) both the parent/carers and their child were aware of the reforms. In 15% of cases the pupil had heard of the reforms but the parent had not; in 6% of cases only the parent/carers had heard of the reforms; and in 5% of cases neither of them had heard of the reforms.

## Differences by subgroup

### Pupil's age

As shown in Table 4, the vast majority of pupils in Years 9, 10 and 11 had heard of the GCSE reforms. Awareness was lower amongst pupils in Years 7 and 8, compared with each of the other year groups. Parents/carers responses followed a similar trend across the year groups.

**Table 4 Whether parents/carers and pupils have heard of the GCSE reforms, by year group**

Aware of reforms	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
Pupils	65%	73%	93%	98%	95%	92%	84%
Parents/carers	64%	71%	74%	90%	89%	77%	75%
Base	251	261	290	244	218	142	181

### Gender

Although there were no differences between parents/carers of male and female pupils, amongst the pupils, boys were less likely to have heard of the reforms than girls (83%, compared with 88%).

### Disadvantage

Both free school meal (FSM) eligible pupils and parents/carers of FSM eligible pupils were less likely to be aware of the reforms. Amongst those eligible for FSM, 78% of pupils and 56% of parents/carers were aware of the reforms, compared with 87% of non-eligible pupils and 81% of parents/carers of non-eligible pupils.

### SEND

Pupils with special educational needs or disabilities (SEND) were less likely to be aware of the reforms (72%, compared with 88% of pupils without SEND). There was a similar, but not statistically significant, difference between parents/carers of pupils with SEND and parents/carers of pupils without SEND (70%, compared to 79%).

## Ethnicity

Awareness of the reforms was highest amongst parents/carers of White pupils and lowest amongst parents/carers of Asian/Asian British pupils (80%, compared with 68%). Amongst parents/carers of Black/African/Caribbean/Black British pupils, 75% were aware of the reforms. There were no significant differences amongst pupils of different ethnicities.

## Region

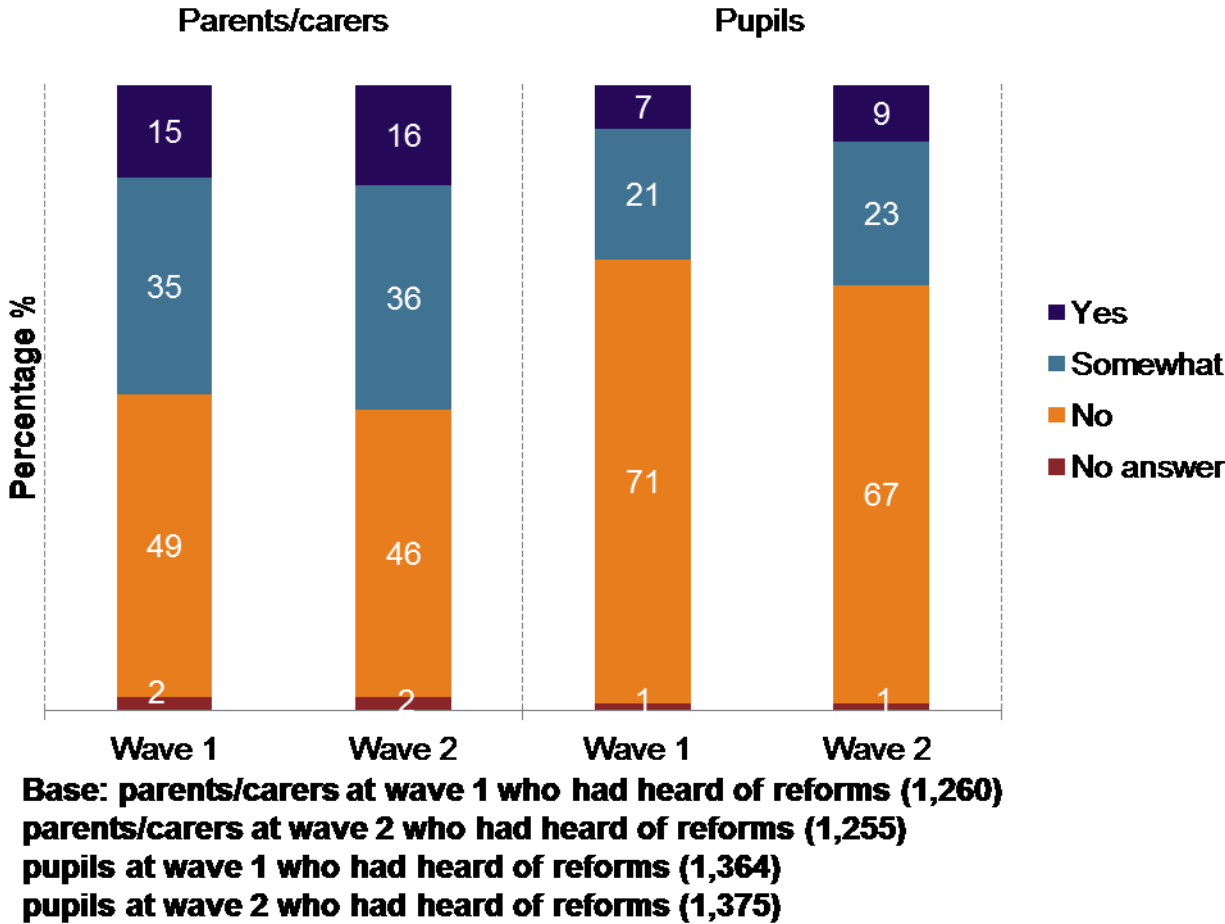
Awareness of the reforms was highest amongst parents/carers of pupils living in the South outside of London (81%), which was higher than those in London or the Midlands (each 73%). For comparison, 77% of parents/carers in the North were aware. However there were no significant differences by region amongst pupils themselves.

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

Pupils, and parents/carers who said they had heard of the reforms were asked, 'Do you understand why the government is changing GCSEs in this way?' and 'Do you understand the rationale behind the government's GCSE reform?', respectively. Of those pupils who had heard of the reforms 32% said they 'understood' (9%) or 'somewhat understood' (23%) the rationale for the GCSE reforms. Amongst parents/carers understanding was higher - over half of parents/carers (52%) said they 'understood' (16%) or 'somewhat understood' (36%) the rationale for the GCSE reforms.

This question was also asked in the previous wave of the survey however there were no significant differences between waves. It should be noted that the survey fieldwork was conducted before Ofqual, the exams regulator, had commenced a major communications campaign on the reforms to GCSEs and the new 9 to 1 grading scale.

Figure 19 Whether parents/carers and pupils understood the rationale for the GCSE reforms by survey wave



### Paired response

Most commonly, neither the parent/carer nor their child said they understood the reforms (36%). As expected from the low level of understanding amongst pupils, the second most common situation was that the parent/carer understood more of the rationale than the pupil (35%).<sup>33</sup> In 15% of cases the pupil said they understood why the changes were being made more than their parent/carer, while in 10% of cases both the pupil and the parent/carer said they somewhat understood the rationale and in 4% of cases both the pupil and the parent/carer said they understood the rationale.

<sup>33</sup> This means that if parent/carer gave an answer ‘yes’, their child gave theirs as ‘somewhat’ or ‘no’; or if the parent/carer gave an answer of ‘somewhat’ then the pupil responded with ‘no’.

## Differences by subgroup (wave 2)<sup>34</sup>

### Pupil's age

Pupils at key stage 4 were most likely to say they understood the rationale behind the reforms (13%, which compares with 8% at key stage 3 and 5% at key stage 5). They were also least likely to say they didn't understand the rationale behind the reforms (60%, which compares with 71% at key stage 3, and although not statistically significant, 67% at key stage 5).

When looking by key stage there were no significant differences amongst parents/carers.

### Gender

Boys were slightly more likely to say they understood the rationale of the reforms (11%, compared with 7% of girls). Girls were more likely to say they somewhat understood the rationale (25%, compared with 21%), although this difference was not statistically significant. These differences were not apparent amongst their parents/carers.

### Region

There was a slight difference according to where pupils live, with pupils living in London less likely to say they did not understand the rationale for the reforms (59%, compared with 68% of pupils outside of London). Although not statistically significant, this difference was reflected amongst parents/carers (39%, compared with 47% outside of London).

*There were no statistically significant differences found by disadvantage, ethnicity or SEND.*

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<sup>34</sup> Option codes for this question were: yes; somewhat; no.

## Progress 8

### Background

From 2016, Progress 8 replaced 5A\*-C (including English and mathematics) as the new headline measure of secondary school performance. Progress 8 measures the progress that pupils make from the end of key stage 2 to the end of key stage 4. A Progress 8 score is calculated for each pupil by comparing their achievement across 8 qualifications (their Attainment 8 score) with the average Attainment 8 score of all pupils nationally who had a similar starting point (or 'prior attainment'), using assessment results from the end of primary school. The greater the Progress 8 score, the greater the progress made by the pupil compared to the average of pupils with similar prior attainment. Performance is measured across 8 qualifications including English, maths, 3 further EBacc subjects, and 3 other qualifications, which can be from the range of GCSE subjects or any other approved, high-value qualifications.

Progress 8 is calculated for individual pupils solely in order to calculate a school's Progress 8 score, and there is no need for schools to share individual Progress 8 scores with their pupils. A school's Progress 8 score is calculated as the average of its pupils' Progress 8 scores. It gives an indication of whether, as a group, pupils in the school made above or below average progress compared to similar pupils in other schools. Progress 8 scores were published in January 2017.<sup>35</sup>

One of the aims of Progress 8 is to inform parents' choice of school. It is, therefore, important to establish parents/carers' awareness of the changes, and their level of understanding of what Progress 8 will tell them about a school's performance.

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<sup>35</sup> 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>

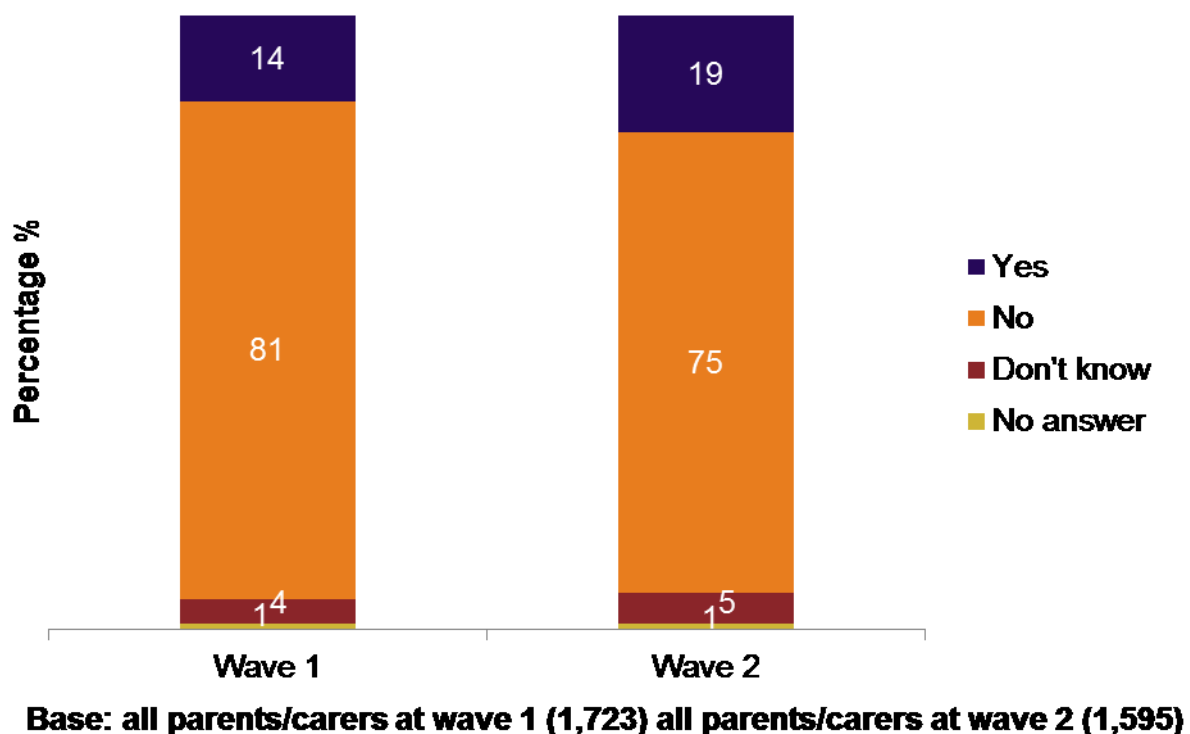
### 3.3 Have parents/carers heard of, and do they understand Progress 8?

Parents/carers were given the following definition of Progress 8:

*From 2016, Progress 8 will replace 5 A\* - 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.*

They were then asked, 'Before this survey, had you heard of Progress 8?'. As shown in Figure 20, awareness of Progress 8 has increased by 5 percentage points since wave 1, which was conducted in summer 2016.

Figure 20 Whether parents/carers have heard of Progress 8, by survey wave



As in wave 1, parents/carers who had heard of Progress 8 were asked 'Do you understand what Progress 8 tells you about a school's performance?'. Table 5 shows responses across the 2 waves. These differences are not statistically significant.

**Table 5 Understanding of Progress 8 amongst parents/carers who had heard of it, by survey wave**

	<b>Understood</b>	<b>Somewhat understood</b>	<b>Did not understand</b>
Wave 1 (Base: 250)	38%	43%	19%
Wave 2 (Base: 310)	42%	37%	19%

## **Differences by subgroup (wave 2) <sup>36</sup>**

### **Pupil's age**

Parents/carers of key stage 4 pupils were more likely to have heard Progress 8 (22%) compared with parents/carers of key stage 3 pupils (17%). For comparison, 19% of parents/carers of key stage 5 had heard of Progress 8.

### **Disadvantage**

Parents/carers of pupils who are FSM eligible were less likely to have heard of Progress 8 than parents/carers of non-eligible pupils (12%, compared with 20%).

*There were no statistically significant differences found by gender, ethnicity, SEND or region.*

## **English Baccalaureate (EBacc) 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 grade 5 (for those reformed qualifications) or above at GCSE in the EBacc subjects of English, mathematics, science, history or geography, and a language.

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<sup>36</sup> Subgroup analyses have not been conducted on understanding of Progress 8 due to the low base of parents/carers who had previously heard of it.



The government previously announced the aim that pupils who started Year 7 in September 2015 should take the EBacc subjects when they reach their GCSEs in 2020. This will allow the government and parents/carers to measure and compare school league tables.<sup>37</sup> 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 Are parents/carers and pupils aware of (and have they been provided with any information about) the EBacc?**

In wave 2 both parents/carers and pupils were asked, 'Have you heard of the English Baccalaureate (EBacc)', without further details of the EBacc being provided to them. This question was only asked to parents/carers in wave 1.

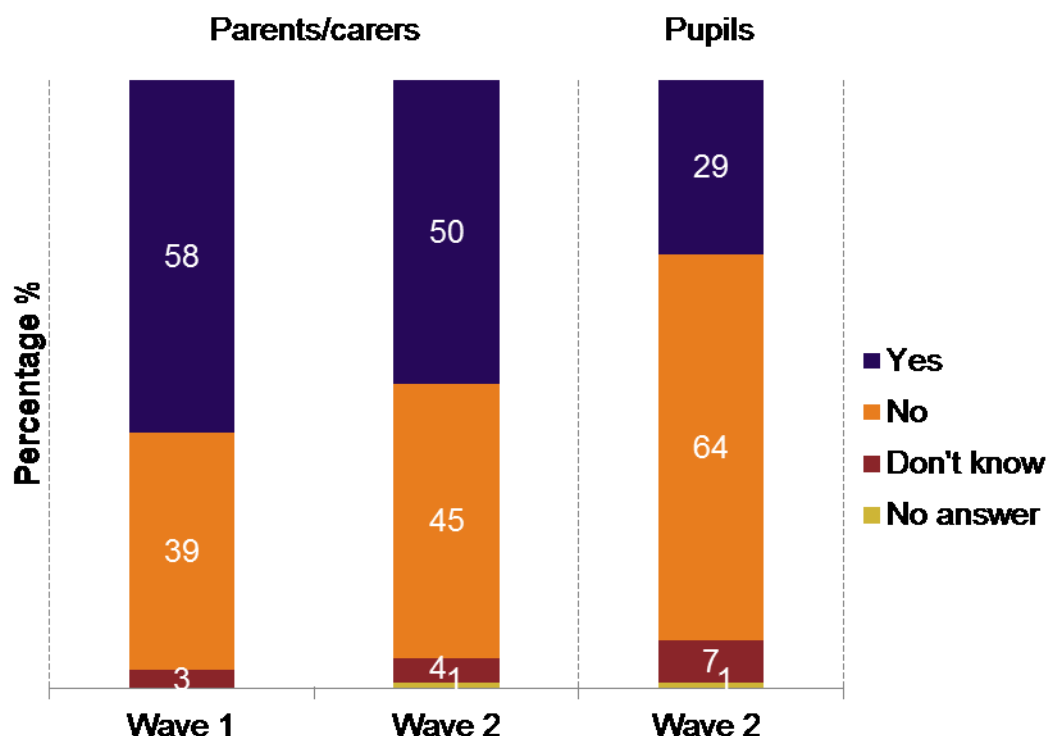
Nearly a third (29%) of pupils and half (50%) of parents/carers had heard of the EBacc. As shown in Figure 21, awareness was lower amongst parents/carers in the second wave.

As shown in the subgroup differences section, awareness increases with year group.

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<sup>37</sup> DfE (2016), Policy Paper: English Baccalaureate (EBacc), <https://www.gov.uk/government/publications/english-baccalaureate-ebacc/english-baccalaureate-ebacc>

Figure 21 Whether parents/carers and pupils have heard of the EBacc, by survey wave



**Base: all parents/carers at wave 1 (1,723)**  
**all parents/carers at wave 2 (1,595) all pupils at wave 2 (1,595)**

Parent/carers, and pupils who said they had heard of the EBacc were asked 'Have you received any information about the English baccalaureate (EBacc) from your child's school?'. Of these, 50% of the pupils and 29% of the parents/carers said they had received information from the school.

### Paired response

Amongst the paired responses:

- In 40% of paired responses neither pupils nor parents/carers had heard of the EBacc
- In 25% both pupils and parents/carers were aware of the EBacc
- In 29% only the parents/carers had heard of the EBacc
- In 7% only the pupil had heard of it

Out of those paired responses where both pupils and their parents/carers had answered that they were aware of the EBacc as well as whether they had received any information from their school:

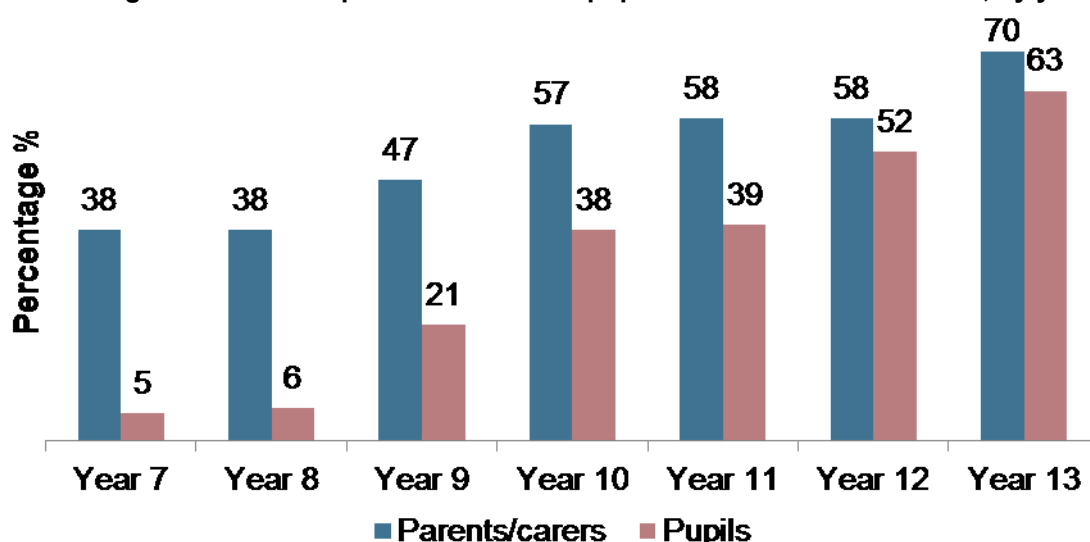
- In 39% of cases, both said they had received information from school
- In 32% of paired responses neither said they had received information from school
- In 17% of cases only the pupil said they had received information from school
- In 12% of cases only the parent/carer said they had received information about the EBacc from school

## Differences by subgroup (wave 2)

### Pupil's age

As shown in Figure 22, awareness of the EBacc was lowest amongst pupils in Years 7 and 8 (5% and 6%, respectively) and their parents/carers (each 38%). The proportion who said they had heard of the EBacc increased with age and was highest amongst pupils in Year 13 and parents/carers of pupils in this school year (63% and 70%, respectively).

Figure 22 Whether parents/carers and pupils have heard of the EBacc, by year group



**Base: all parents/carers (1,595) all pupils (1,595)**

Amongst pupils, the proportion who had received information from school was highest amongst those at key stage 4 (57%, compared with 37% at key stage 3). Although not statistically significantly different from key stage 4, 48% of pupils at key stage 5 said they had received information from school.

Similarly, parents/carers of pupils at key stage 4 were more likely than parents/carers of pupils at both key stage 3 and 5 to have received information from their child's school (43%, compared with 19% and 27%, respectively).

## Disadvantage

A fifth (20%) of parents/carers of FSM eligible pupils, and FSM eligible pupils themselves (19%), had heard of the EBacc. This was considerably lower than parents/carers of non-FSM eligible pupils, of which more than half (56%) had heard of the EBacc. The corresponding figure amongst non-FSM eligible pupils was 30%.

## Ethnicity

Parents/carers of White pupils were the most likely to have heard of the EBacc (56%, compared with 27% parents/carers of Asian/Asian British, and 34% of parents/carers of Black/African/Caribbean/Black British pupils). This difference was not reflected amongst pupils themselves.

## Region

Over half (57%) of parents/carers of pupils living in the South said they had heard of the EBacc, while less than half of parents/carers of pupils living elsewhere (47% in the North, 46% in the Midlands, 46% in London) had heard of it.

*There were no statistically significant differences found by gender, or SEND.*

## 3.5 How would parents/carers like to be informed about changes at school?

After the questions on reforms, parents/carers were asked the following question, 'The government wants to ensure that parents/carers and pupils understand what changes are being made to the education system and the reasons behind them. How would you most prefer to receive this information?' They were asked to rank up to 3 options from the following bullet point list.

Mean scores were calculated for each option. A score of 3 was assigned when ranked first, 2 when ranked second, 1 when ranked third and 0 if not selected. These mean scores are shown in brackets. As shown in the bullet point list, parents/carers tended to prefer to be informed by their child's school, rather than the government, and were most likely to want to receive 'a letter from their child's school'.<sup>38</sup>

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<sup>38</sup> These mean scores align with the proportion of parents/carers selecting each option first: Letter from my child's school (28%); Email/parentmail from my child's school (21%); A face to face session at my child's school (19%); Letter from the government (13%); On gov.uk (1%); On social media (0%); Other website (0%). For clarity, in this section we just report the mean score as it takes into account parents/carers' first, second and third choices.

- Letter from my child's school (1.52)
- Email/parentmail from my child's school (1.23)
- A face to face session at my child's school (1.05)
- Letter from the government (0.83)
- On gov.uk (0.18)
- On social media (0.06)
- Other website (0.02)

## **Differences by subgroup**

### **Pupil's age**

Parents/carers of younger pupils (key stage 3) were more likely than parents/carers of older pupils to prioritise receiving communications about changes through 'A face to face session at my child's school' (mean = 1.17, compared with 0.98 for parents/carers of key stage 4 pupils and 0.87 for key stage 5 pupils).

### **Gender**

There were few differences seen by pupil gender, however, parents/carers of female pupils were slightly more likely to prefer social media as a way to receive information (mean = 0.08) compared with parents/carers of male pupils (mean = 0.04).

### **Disadvantage**

Parents/carers of FSM eligible pupils were less likely than parents/carers of non-FSM eligible pupils to prefer 'Email/parentmail from my child's school' (mean = 1.04 compared with 1.28), 'A face to face session at my child's school' (mean = 0.79 compared with 1.11) and 'on gov.uk' (mean = 0.08 compared with 0.2) as contact channels. However, they were more likely to rank 'letter from the government' as a preferred contact channel (mean = 1.04 compared with 0.8 for parents/carers of non-eligible pupils).

### **SEND**

Parents/carers of pupils with SEND were less likely than parents/carers of those without to want to receive information through 'Email/parentmail from my child's school' (mean = 1.03 compared with 1.33).

## Ethnicity

Parents/carers of White pupils were more likely to prefer 'Email/parentmail from my child's school' (mean = 1.3) compared with parents/carers of Asian/Asian British and Black/African/Caribbean/Black British pupils (mean = 0.97 and 0.93, respectively). They were also more likely to prioritise receiving information through 'A face to face session at my child's school' (mean = 1.12) compared with a mean of 0.79 for each of parents/carers of Asian/Asian British, and Black/African/Caribbean/Black British pupils.

However, parents/carers of Asian/Asian British pupils were more likely to rank receiving information through a 'Letter from the government' highly (mean = 1.04) compared with parents/carers of White or Black/African/Caribbean/Black British pupils (mean = 0.83).

## Region

In all regions 'Letter from my child's school' was parents/carers' preferred contact channel, and 'social media' and 'other website' were the least preferred. However, parents/carers of pupils in the North were more likely to prefer 'Letter from my child's school' (mean = 1.62) than parents/carers of pupils in the South (mean = 1.43).<sup>39</sup> Parents/carers of pupils in the South were more likely to prefer 'Email/parentmail from my child's school' (mean = 1.36) compared with parents/carers of pupils in the Midlands and London (mean = 1.11 combined).<sup>40</sup>

Parents/carers in the South were also more likely to prefer 'A face to face session at my child's school' (mean = 1.15) compared with parents/carers of pupils in the Midlands (mean = 0.95).<sup>41</sup>

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<sup>39</sup> The corresponding mean for each of the Midlands and London was 1.52.

<sup>40</sup> The corresponding mean for the North was 1.23.

<sup>41</sup> The corresponding mean for the North was 1.01 and London 0.98.

## Chapter 4 – Bullying

*In this chapter we discuss how often pupils are bullied, for what reasons and whether pupils and their parents/carers feel confident that teachers at school will take action. These questions were not asked in wave 1, therefore there is no trend analysis.*

### Background

All schools in England, Wales and Scotland have a duty to prevent bullying among pupils.<sup>42</sup> A report based on the Longitudinal Study of Young People in England (LSYPE) found that bullying had fallen amongst Year 10 pupils between 2005 and 2014. Name calling was the most common form of bullying, with around 1 in 5 pupils affected. Cyberbullying was also common and just over 1 in 10 pupils said they had experienced this in the last 12 months. Six per cent of young people said they were bullied daily.<sup>43</sup>

The government published guidance for schools and colleges on how to deal with bullying in 2014.<sup>44</sup> This guidance makes clear that schools should involve parents/carers to ensure that they are clear that the school does not tolerate bullying and are aware of the procedures to follow. Pupils should also be involved so that they understand the approach and are clear what they should do in the event of being bullied or witnessing someone being bullied. Schools should make it easy for pupils to report bullying and provide effective training for staff. Therefore, finding out what kinds of bullying are happening and whether parents/carers and pupils are confident that teaching staff will act if they find out about bullying taking place is important. This section will look into these areas in more detail.

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<sup>42</sup> Relevant legislation states - "All schools are required by law to have a behaviour policy with measures to prevent bullying among pupils. Schools are free to develop their own anti-bullying strategies but they are held clearly to account for their effectiveness through Ofsted".

<sup>43</sup> Department for Education (2015), 'Bullying: Evidence from the Longitudinal Study of Young People in England 2, wave 2',  
[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/570241/Bullying\\_evidence\\_from\\_the\\_longitudinal\\_study\\_of\\_young\\_people\\_in\\_England\\_2\\_wave\\_2\\_brief.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/570241/Bullying_evidence_from_the_longitudinal_study_of_young_people_in_England_2_wave_2_brief.pdf)

<sup>44</sup> Department for Education (2014), 'Preventing and tackling bullying: Advice for headteachers, staff and governing bodies',  
[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/444862/Preventing\\_and\\_tackling\\_bullying\\_advice.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/444862/Preventing_and_tackling_bullying_advice.pdf)

## 4.1 How often pupils are bullied at school and for what reasons

Pupils were asked, 'In the last year, how often, if at all, are you a victim of bullying at school because of the following reasons?' Their parents/carers were asked a similar question: 'In the last year, how often, if at all, is your child a victim of bullying at school because of the following reasons?' They were shown a list of reasons for being bullied (see Figure 23) and for each type of bullying asked to select one of the following options: 'daily,' 'weekly,' 'monthly,' 'once or twice in the last year,' 'never,' 'don't know' or 'don't want to answer'. They were asked to 'include any bullying on school grounds, on the way to and from school, or cyberbullying by other pupils at your school'.

Looking across all reasons for being bullied listed in Figure 23, a third of pupils (33%) said they had been bullied monthly or more often for at least one of the reasons.<sup>45</sup> However, just 9% of parents/carers said their child had been bullied monthly or more often for any reason. Similarly, over two-fifths (45%) of pupils said they had been bullied at least once or twice in the last year,<sup>46</sup> which compares with 24% of parents/carers thinking their child had been bullied for at least one of these reasons once or twice in the past year.

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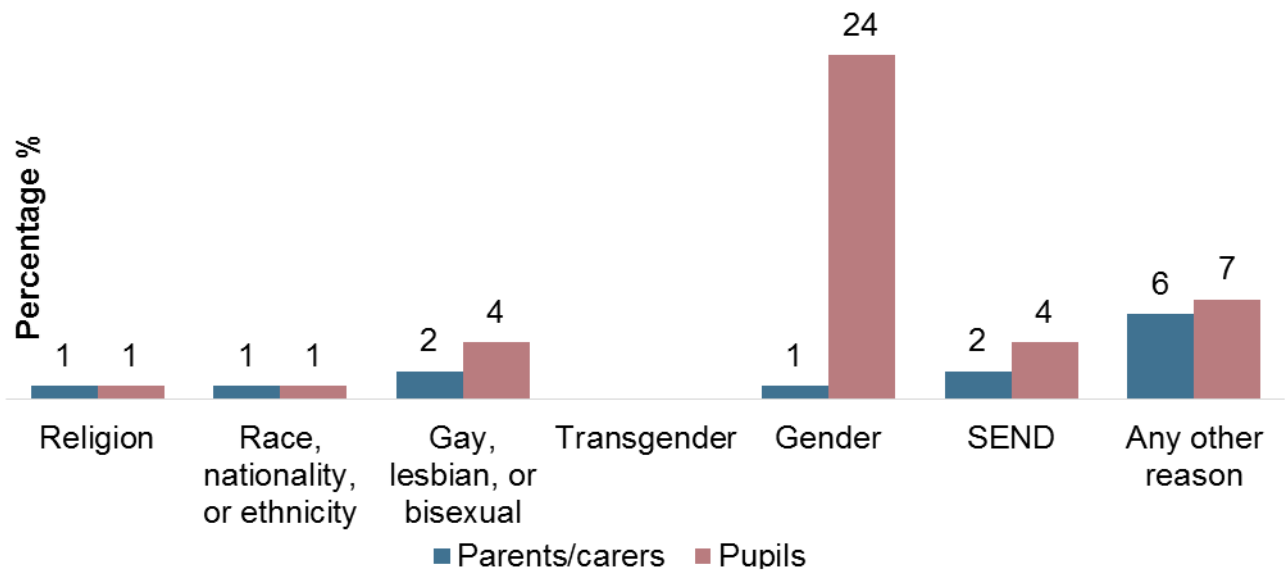
<sup>45</sup> This figure has been created by combining the number of pupils who said they were bullied at least monthly across all reasons provided. Pupils who may have been bullied for more than one reason will only be counted once.

<sup>46</sup> This figure has been created by combining the number of pupils who said they were bullied at least once or twice a year across all reasons provided. Pupils who may have been bullied for more than one reason will only be counted once.



Figure 23 below shows the proportions of pupils who had been bullied either ‘daily,’ ‘weekly,’ or ‘monthly’ for each reason.<sup>47</sup> It also shows the proportion of parents/carers who thought their child had been bullied.

Figure 23 Proportion of pupils who have been bullied for each reason



Base: all pupils (1,595) all parents/carers (1,595)

Figure 23 shows that for a number of the options provided, pupils were more likely to report that they had been bullied, than parents/carers were to report that their child had been bullied. The most notable difference was regarding gender: a quarter of pupils (24%) said they had been bullied because of their gender, while only 1% of parents/carers thought that their child had been bullied for this reason. There was also a difference between pupils, and their parents/carers saying they been bullied because ‘they are, or someone says they are, gay/lesbian/bisexual,’ or ‘they have or someone says they have a special educational need or disability,’.

Those that chose ‘religion’, ‘race/nationality/ethnicity’ or ‘any other reason’ were then asked to further specify in their own words. These responses have been coded, but the responses were varied and therefore base sizes are too low for any further analysis.

<sup>47</sup> The following definition was provided for transgender, ‘When a person’s sex and gender do not match, they might think of themselves as transgender. Sex is what a person is assigned at birth. Gender is how a person feels’.

## Paired Response

In general, pupils were more likely to have said they were bullied monthly or more in the last 12 months, compared with their parent/carer. In 26% of cases, the pupil said they had been bullied at least monthly, but their parent/carer thought they had not been, and in only 7% of cases both pupil and their parent/carer said they had been bullied at least monthly. However, the majority of pupils and their parents/carers (64%) gave a similar response that they had not been bullied in the last 12 months.<sup>48</sup>

## Differences by subgroup

Subgroup analysis is based on differences between the proportions who had been bullied at least monthly,<sup>49</sup> unless otherwise stated.

### Pupil's age

There were some differences between year groups. For example, Year 11 pupils were more likely than all other pupils to have said they had been bullied 'because of their race/nationality/ethnicity' (6%, compared with 1% or less in all other year groups). Over a quarter of Year 10 pupils (28%) said they were bullied because of their gender. This was higher than pupils in Year 7 and 8 (19% combined). Slightly more than one tenth (11%) of Year 9 pupils said they were bullied for another reason. This was higher than pupils in Year 10 and 12 (5% and 4% respectively).

Parent/carers of Year 9 pupils were more likely than parents/carers in other years to say their child had been bullied 'because they are/someone says they are gay/lesbian/bisexual' (6%, compared with 1% of all years combined). Parents/carers of key stage 3 pupils were more likely to say their child had been bullied for 'another reason' than parents/carers of older pupils in key stage 5 (8%, compared with 3%). Parents/carers of key stage 4 pupils were not significantly less or more likely to report bullying for this reason (6%) than parents/carers of key stage 3 or 5 pupils.

### Gender

Boys were more likely than girls to say they had been bullied 'because they are/someone says they are gay/lesbian/bisexual' (6%, compared with 2%). Similarly, parents/carers of male pupils were more likely than parents/carers of female pupils to say their child had been bullied 'because they are/someone says they are gay/lesbian/bisexual' (3%, compared with 1%).

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<sup>48</sup> In 3% of cases the parent/carer said their child had been bullied but the pupil said they had not.

<sup>49</sup> These figures are calculated by aggregating the responses 'daily', 'weekly' and 'monthly'.

## SEND

Pupils with a special educational need or disability (SEND) were more likely to say they had been bullied across several different reasons. Sixteen per cent of pupils with SEND said they had been bullied 'because they have/someone says they have SEND', compared with 3% of pupils without. Like their child, parents/carers of pupils with SEND were more likely to say their child had been bullied for this reason than parents/carers of pupils without (11%, compared with 1%). Twice as many pupils with SEND said they had been bullied for 'another reason' than pupils without SEND (14% and 7%, respectively).

Parents/carers of pupils with SEND were also more likely than parents/carers of pupils without SEND to say their child had been bullied 'because they are/someone says they are gay/lesbian/bisexual' (6%, compared with 2%).

## Ethnicity

White pupils were less likely to say they had been bullied 'because of their race/nationality/ethnicity' (1%) compared with Asian/Asian British and Black/African/Caribbean/Black British pupils (4% combined).

White and Black/African/Caribbean/Black British pupils (8% combined) were more likely than their Asian/Asian British counterparts (2%) to say they were bullied for another reason.

*There were no statistically significant differences by disadvantage and region.*

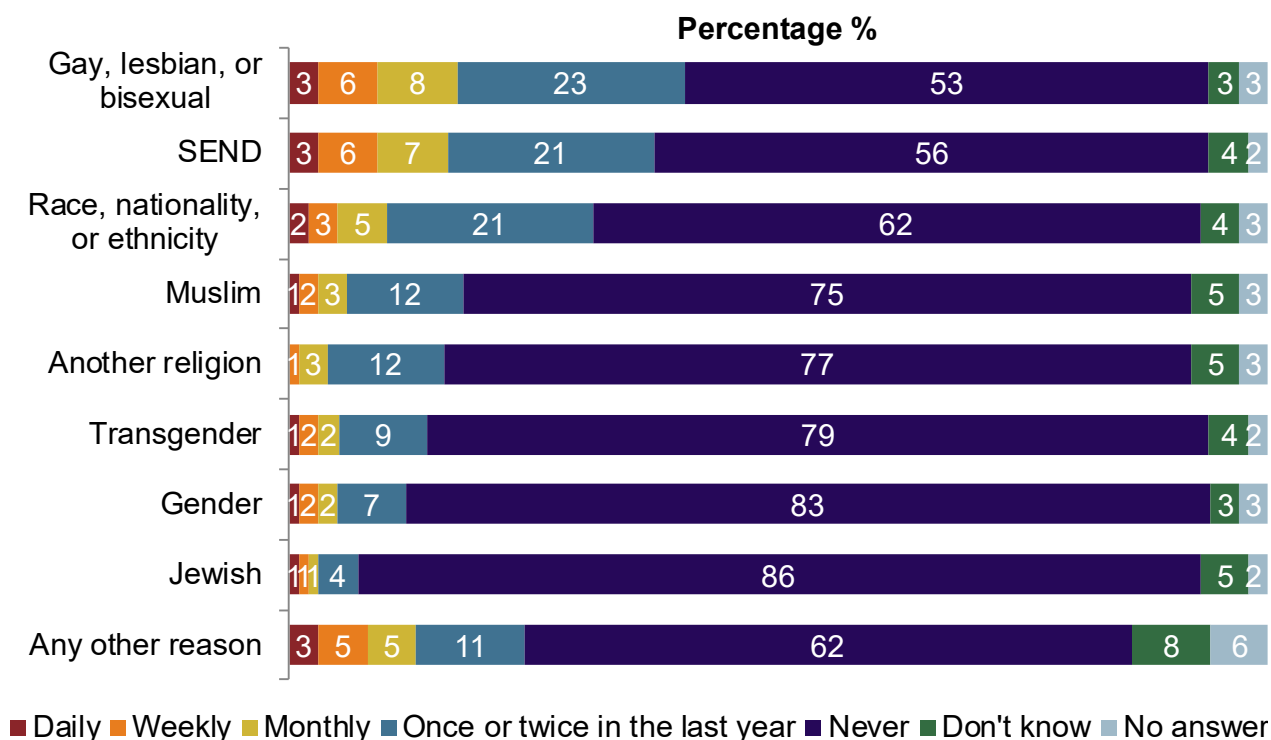
## 4.2 How often pupils see others being bullied and for what reasons

Pupils were then asked 'In the past year how often, if at all, have you seen any pupil being bullied at school because of the following reasons?' They were presented with a pre-coded list shown in Figure 24. For each type of bullying, they were able to select, 'daily,' 'weekly,' 'monthly,' 'once or twice in the last year,' 'never,' 'don't know' or 'don't want to answer'. They were asked to 'include any bullying on school grounds, on the way to and from school, or cyberbullying by other pupils at your school'.

Although slightly higher than the proportions that had experienced bullying, the majority of pupils had not seen any other children being bullied for each of the reasons shown. Overall, 33% of pupils said they had witnessed someone being bullied at least monthly for any reason, in the last 12 months, and 63% said they had witnessed bullying at least once or twice in the last year.

The most common reason for others being bullied was because 'they are, or someone says they are, gay, lesbian or bisexual', with 17% of pupils having witnessed this at least monthly. Meanwhile, 16% had seen other children being bullied at least monthly because 'they have, or someone says they have, a special educational need or disability'.

**Figure 24 How often pupils have seen other children being bullied for each reason**



**Base: all pupils (1,595)**

## Differences by subgroup

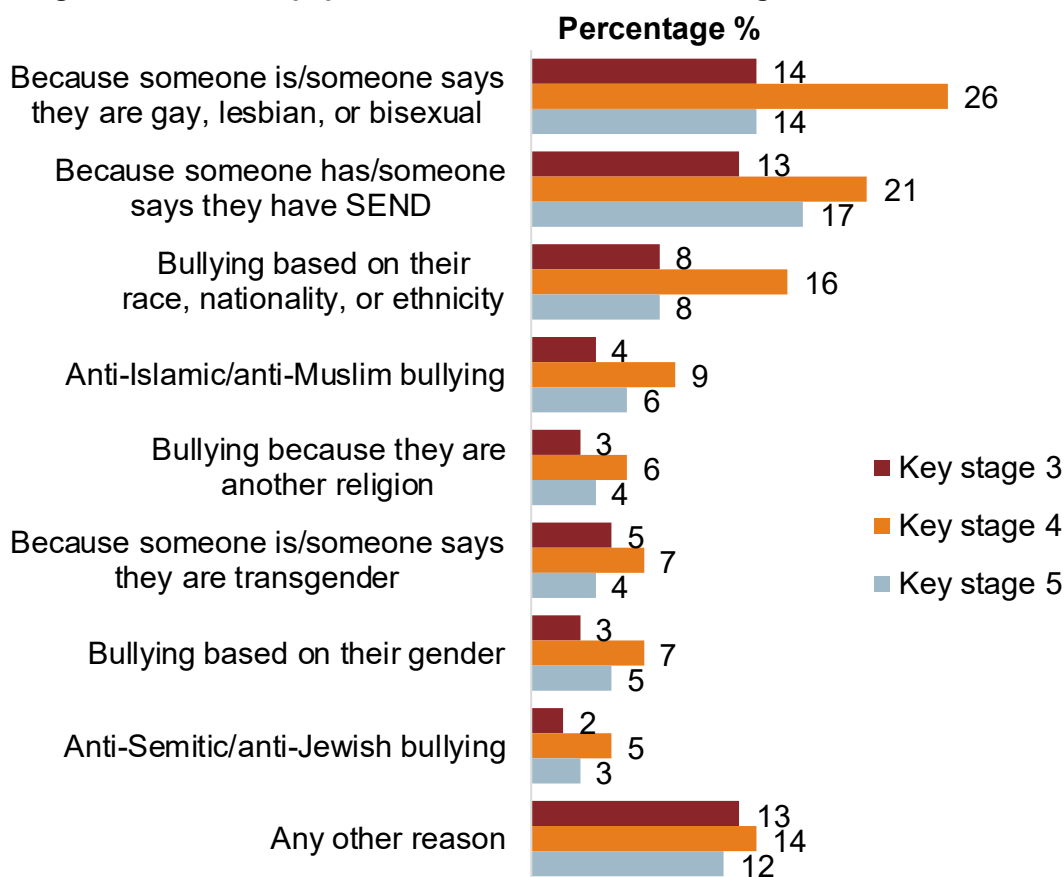
Subgroup analysis is based on differences between the proportions who witnessed bullying at least monthly<sup>50</sup>, unless otherwise stated.

### Pupil's age

As shown in Figure 25, pupils at key stage 4 were the most likely to have seen other children being bullied at school for each of the reasons shown. Significantly more pupils at key stage 4 reported witnessing bullying for each of the listed reasons with the exception of 'because they are transgender' or 'any other reason', in comparison with key stage 3 pupils.

There was also a difference between the proportion of key stage 4 and key stage 5 pupils for witnessing bullying because of someone's 'race, nationality or ethnicity' and because 'they are/someone says they are gay, lesbian or bisexual'.

**Figure 25 How often pupils have seen other children being bullied for each reason, by key stage**



**Base: pupils at key stage 3 (802) key stage 4 (462) key stage 5 (323)**

<sup>50</sup> These figures are calculated by aggregating the responses 'daily', 'weekly' and 'monthly'.

## Gender

The responses of girls and boys were broadly similar. The only difference was that girls were slightly more likely to have witnessed someone being bullied because of their gender, compared with boys (7% and 2%, respectively).

## Disadvantage

Pupils who are eligible for free school meals were more likely to have witnessed 'anti-Islamic/anti-Muslim bullying' at least once or twice in the last year (26%, compared with 16% of pupils not eligible for FSM).

## Ethnicity

The main difference seen between pupils of different ethnicities was whether they had witnessed someone being bullied because 'they are Muslim'. Asian/Asian British and Black/African/Caribbean/Black British pupils were more likely to have witnessed this at least monthly than White pupils (12% and 11%, compared with 4%). However, Asian/Asian British pupils were less likely to have witnessed bullying for any other reason monthly or more often (5%) than White pupils (14%). The corresponding figure for Black/African/Caribbean/Black British pupils was 8%.

## Region

There were some regional differences in the types of bullying witnessed by pupils. Pupils in London were more likely than those from other regions to have witnessed someone being bullied because 'they are, or someone says they are, gay, lesbian or bisexual' (25%, compared with 16% of those outside London).

Pupils in London were more likely to have witnessed someone being bullied because 'they are Muslim' (11%) than pupils in the South (5%) or North (3%). The corresponding figure for the Midlands was 8%, which is statistically higher than pupils in the North. Pupils in London were also more likely to have witnessed someone being bullied because 'they are another religion' than pupils in the North (6% compared with 2%).

In the Midlands, pupils were the most likely to have witnessed someone being bullied because 'they have, or someone says they have, a special educational need or disability' (23%), especially compared with pupils in the North (13%) and the South (16%). The corresponding proportion in London was 17%.

Pupils in the North were less likely than those from other regions to have witnessed someone being bullied because of their 'race, nationality or ethnicity' (5%, compared with 20% in London, 11% in the Midlands and 10% in the South).

*There were no significant differences found by SEND.*

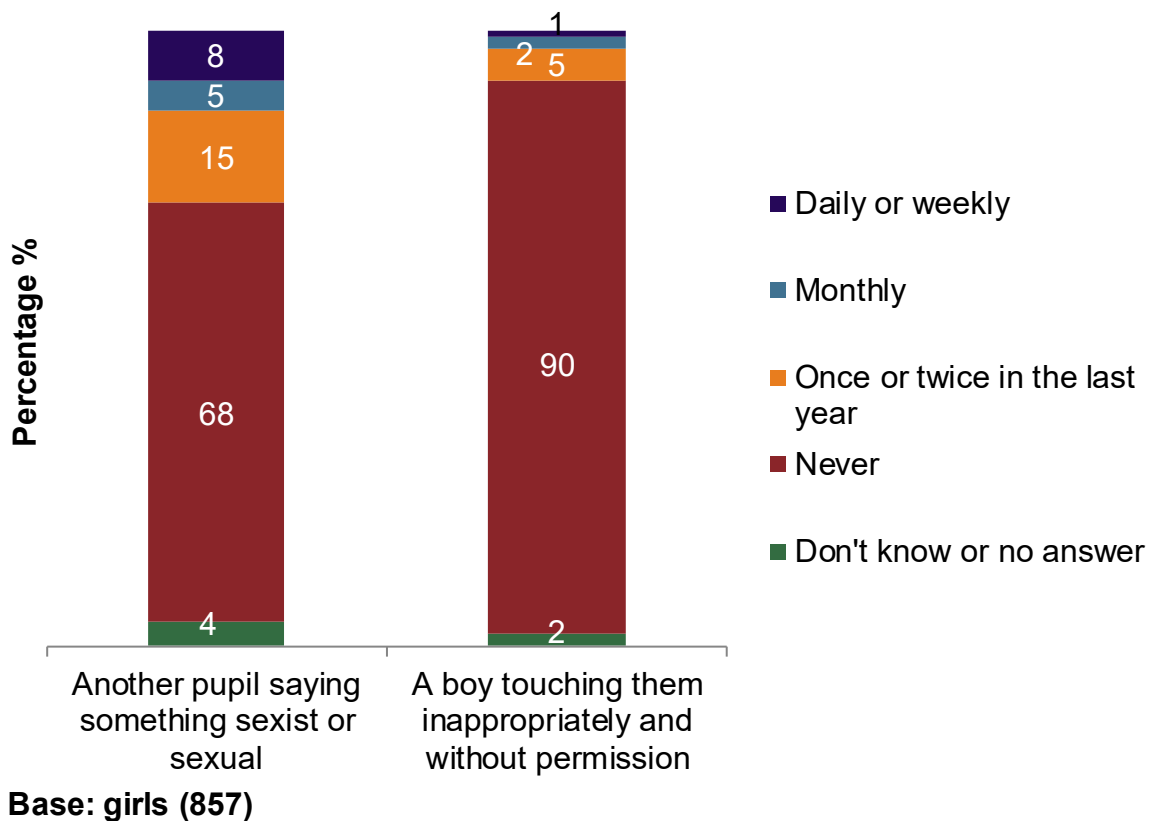
### 4.3 Whether female pupils have been bullied in a sexist or sexual way

Girls were asked a follow up question ‘How often, if at all, has the following happened to you at school in the last 12 months?’ for the following:

- ‘Another pupil saying something sexist or sexual to you’
- ‘A boy touching you inappropriately, and without your permission’

As shown in Figure 26, the majority of girls had not experienced either type of bullying in the last 12 months (68% and 90%, respectively), although 13% had experienced another pupil saying something sexist or sexual at least once a month or more often.

**Figure 26 How often girls have experienced sexist or sexual bullying in the last 12 months**



## Differences by subgroup

Subgroup analysis is based on differences between the proportions who had experienced sexist or sexual bullying at least monthly,<sup>51</sup> unless otherwise stated.

### Pupil's age

Key stage 4 and 5 pupils were more likely to report that 'another pupil had said something sexist or sexual to them' at least monthly in the last 12 months (17% and 19%, respectively) compared with key stage 3 pupils (7%).

### Ethnicity

White pupils were more likely to report that 'another pupil had said something sexist or sexual to them' (15%) compared with Asian/Asian British or Black/African/Caribbean/Black British pupils (each 1%).

### Region

Pupils in London were more likely to report that 'a boy had touched them inappropriately and without permission' at least monthly in the last year (7%, compared with 2% of those outside of London).

*There were no significant differences found by SEND or disadvantage.*

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<sup>51</sup> These figures are calculated by aggregating the responses 'daily', 'weekly' and 'monthly'.

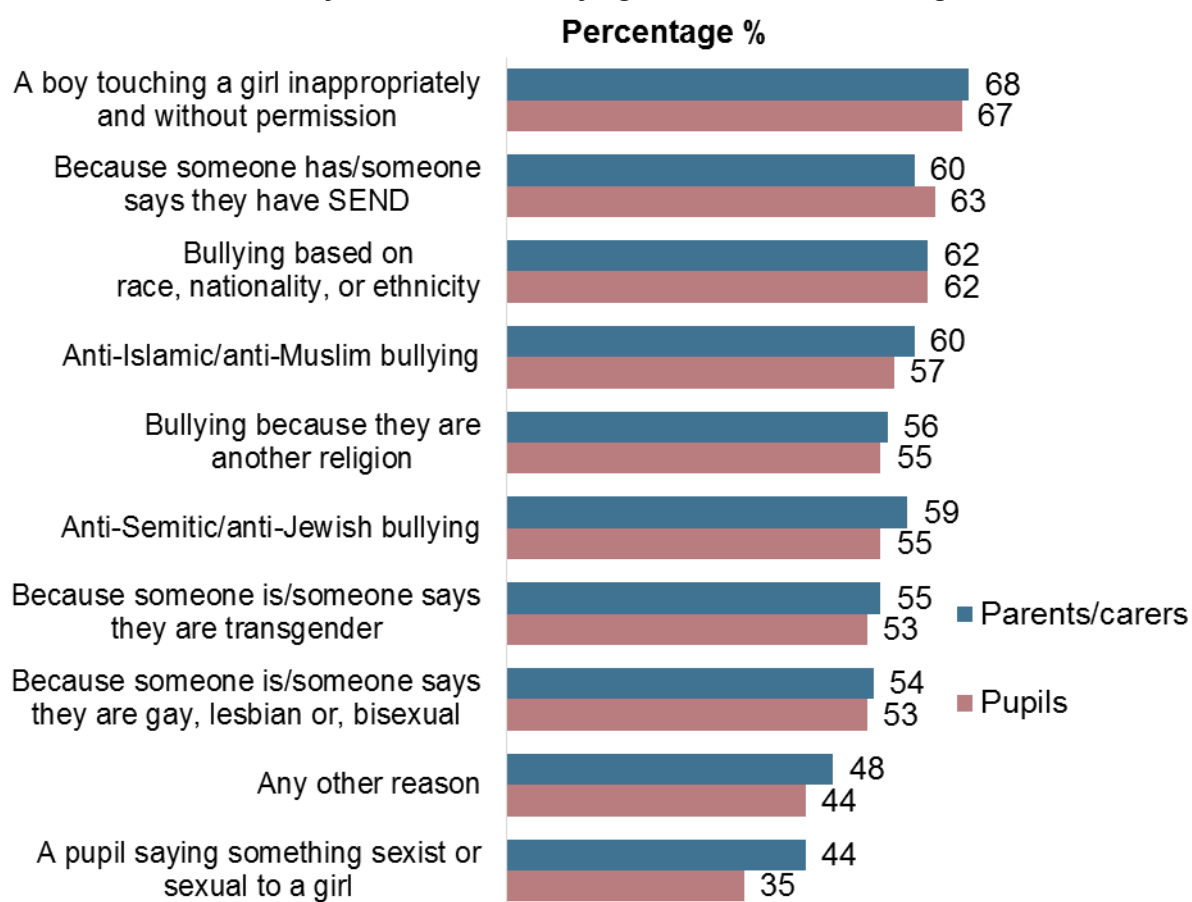


## 4.4 Whether pupils and parents/carers think teachers will take action if aware of different types of bullying

Pupils and their parents/carers were then asked 'Do you think a teacher/your child's school would do something about each of the following, if they were aware of it/ if you were to report it to them' for any of the listed reasons. Participants could select 'definitely', 'probably', 'probably not' or 'definitely not'.

Overall, pupils and parents/carers were most likely to report that they thought teachers would 'definitely' take action if they witnessed or became aware of each type of bullying. As shown in Figure 27, pupils and parents/carers were most confident that action would be taken if teachers were aware of 'a boy touching a girl inappropriately and without permission' (67% and 68% said 'definitely', respectively). However, both pupils and parents/carers were the least confident that teachers would 'definitely' take action if they were aware of 'another pupil saying something sexist to a girl' (35% and 44%, respectively).

**Figure 27 The proportion of pupils and parents/carers who thought teachers would 'definitely' take action if they were aware of bullying for each of the following reasons**



**Base: all pupils (1,595) all parents/carers (1,595)**

## Paired response<sup>52</sup>

The majority of pupils and their parent/carer gave the same response as to whether they felt the school would take action if they became aware of the different kinds of bullying. However, there were differences found between pupils and their parent/carer on whether they believed teachers would act if they were aware of a pupil 'saying something sexist or sexual to a girl':

- 20% of pupils were more confident than their parent/carer that the school would act if they were aware of this kind of bullying
- 35% of parents/carers were more confident than their child that the school would take action
- 45% of pupils and their parents/carers gave the same response

## Differences by subgroup

Subgroup analysis is based on differences between the proportions who felt that the teacher would 'definitely' take action.

### Pupil age

In section 4.1, we saw that pupils at key stage 4 were more likely to witness bullying. Pupils at this key stage were also less likely to report that their teacher would 'definitely' take action if they knew about certain types of bullying.

Table 6 shows the types of bullying for which key stage 4 pupils were less likely to think their teacher would 'definitely' take action compared with key stage 3 pupils. Key stage 5 pupils were also more likely than key stage 4 pupils to think their teacher would 'definitely' take action, but these differences are not significant.

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<sup>52</sup> Based on cases where majority of responses differed.

**Table 6 Whether pupils think teachers would definitely take action if they knew about bullying**

	<b>Key stage 3 pupils</b>	<b>Key stage 4 pupils</b>	<b>Key stage 5 pupils</b>
Another pupil saying something sexist or sexual to a girl	40%*	30%*	34%
Bullying based on race, nationality or ethnicity	65%*	56%*	63%
Bullying for any other reason	48%*	37%*	44%
Anti-gay, lesbian, or bisexual bullying	57%*	52%	49%*
<i>Base</i>	<i>(802)</i>	<i>(462)</i>	<i>(323)</i>

\* Statistically significant difference

There were also some differences between parent/carer responses, although for different types of bullying than pupils. Table 7 shows that parents/carers of younger (key stage 3) pupils were more likely than parents/carers of older pupils to think that a teacher would 'definitely' take action if they were aware of certain types of bullying.

**Table 7 Whether parents/carers think teachers would definitely take action if they knew about bullying**

	Parents/carers of key stage 3 pupils	Parents/carers of key stage 4 pupils	Parents/carers of key stage 5 pupils
Another pupil saying something sexist or sexual to a girl	46%*	44%	38%*
A boy touching a girl inappropriately and without permission	70%*	69%	63%*
Bullying based on religion	59%*	57%	50%*
Anti-gay, lesbian, or bisexual bullying	58%*	53%	48%*
Bullying because someone is transgender	59%*	55%*	48%
Bullying based on SEND	63%*	60%	53%*
<i>Base</i>	<i>(802)</i>	<i>(462)</i>	<i>(323)</i>

\* Statistically significant difference

## Gender

Boys were more confident than girls that teachers would ‘definitely’ do something if they were aware of ‘another pupil saying something sexist or sexual to a girl’ (39%, compared with 32%). Boys were also more confident that a teacher would ‘definitely’ do something about ‘a boy touching a girl inappropriately and without permission’, if they were aware of it (70%, compared with 64% of girls).

Boys were also more likely than girls to feel that teachers would ‘definitely’ do something about ‘anti-gay, lesbian or bisexual bullying’ if they were aware of it (56%, compared with 50%).

Parents/carers of male pupils were more likely to believe that teachers would ‘definitely’ act if they were aware of bullying based on ‘race, nationality, or ethnicity’ (65%) compared with parents/carers of female pupils (59%).

## Disadvantage

Parents/carers of FSM eligible pupils were less confident than parents/carers of non-eligible pupils that teachers would 'definitely' do something if they were aware of 'another pupil saying something sexist or sexual to a girl' (35%, compared with 46%). They were also less likely to think that teachers would 'definitely' act if they were aware of 'a boy touching a girl inappropriately and without permission' (54%) compared with parents/carers of non-eligible pupils (71%).

Parents/carers of FSM eligible pupils were less likely than parents/carers of non-eligible pupils to think that teachers would 'definitely' act if they were aware of certain types of bullying. Parents/carers of FSM eligible pupils were less likely to think a teacher would 'definitely' take action for each of the below:

- 'Bullying based on race, nationality, or ethnicity' (51%, compared with 65%)
- 'Anti-Islamic/anti-Muslim bullying' (51%, compared with 62%)
- 'Anti-Semitic/anti-Jewish bullying' (48%, compared with 61%)

## SEND

Pupils with SEND were less likely to think that teachers would 'definitely' act if they were aware of bullying based on 'race, nationality, or ethnicity' (53%) compared with those without SEND (66%).

## Ethnicity

Asian/Asian British pupils were more likely to believe that teachers would 'definitely' do something if they were aware of 'anti-gay, lesbian, or bisexual bullying' (61%) compared with White pupils (51%).

Just over three-quarters of Black/African/Caribbean/Black British pupils (77%) believed that teachers would 'definitely' act if they were aware of bullying based on a SEND compared with less than two-thirds of White pupils (63%).

Parents/carers of White or Black/African/Caribbean/Black British pupils were more likely to think that teachers would 'definitely' do something if they were aware of bullying based on 'race, nationality, or ethnicity' (64% and 68%, respectively) than parents/carers of Asian/Asian British pupils (52%).

Parents/carers of White pupils were also more likely to think that teachers would 'definitely' do something about 'anti-Semitic or anti-Jewish bullying' (61%) compared with parents/carers of Asian/Asian British pupils (52%).

## Region

There were a few differences in perceived likelihood to take action across the different regions. In general, pupils in London were more likely, and pupils in the Midlands less likely to feel that teachers would 'definitely' take action if aware of certain types of bullying.

Pupils in London were more likely than those outside of London to feel that teachers would 'definitely' do something about:

- 'Another pupil saying something sexist or sexual to girl' (42%, compared with 34%)
- 'Anti-gay, lesbian, or bisexual bullying' (60%, compared with 52%)

Pupils in London and the South combined were more confident than those in the North and Midlands combined to feel that teachers would 'definitely' do something if they were aware of:

- 'Anti-Semitic/anti-Jewish bullying' (57%, compared with 52%)

Meanwhile, pupils in the Midlands were less likely than those outside the Midlands to feel that teachers would 'definitely' do something about bullying based on 'race, nationality, or ethnicity' (54%, compared with 64%).

## Chapter 5 – Subject and Qualification Choices

*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. Finally we report pupils' qualification expectations compared to their parents.*

### 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.

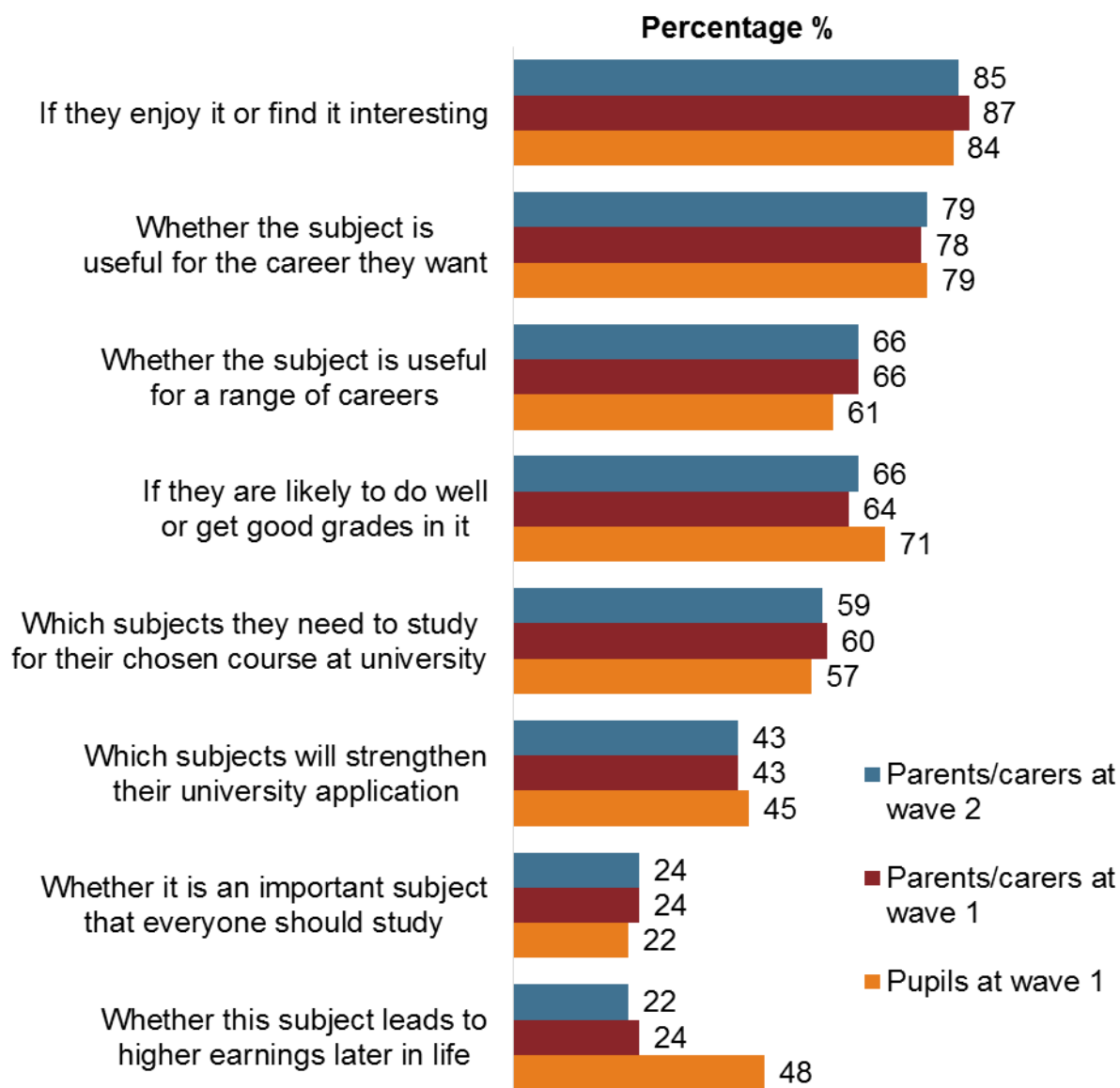
In this section we identify which factors pupils consider important when choosing their GCSE and A level subjects and examine the interesting differences between pupils and their parents/carers.

### 5.1 What is important when choosing GCSE or A level subjects?

At waves 1 and 2 parents/carers were asked 'Which, if any, of the following do you feel are important in your child's choice of GCSE or A level subjects?' They were presented with a pre-coded list and asked to choose all that applied to them. This is shown in Figure 28. Pupils were only asked this question in wave 1.

As Figure 28 shows, the responses of parents/carers at wave 1 and 2 were similar. The factor most commonly seen as important amongst parents/carers remains the pupil 'enjoys the subject or finds it interesting'. This was also most frequently selected by pupils in wave 1.

Figure 28 Reasons for choosing GCSE and A level subjects, by survey wave



**Base: all parents/carers at wave 2 (1,595) all parents/carers at wave 1 (1,667) all pupils at wave 1 (1,667)**



## Differences by subgroup (wave 2)

### Pupil's age

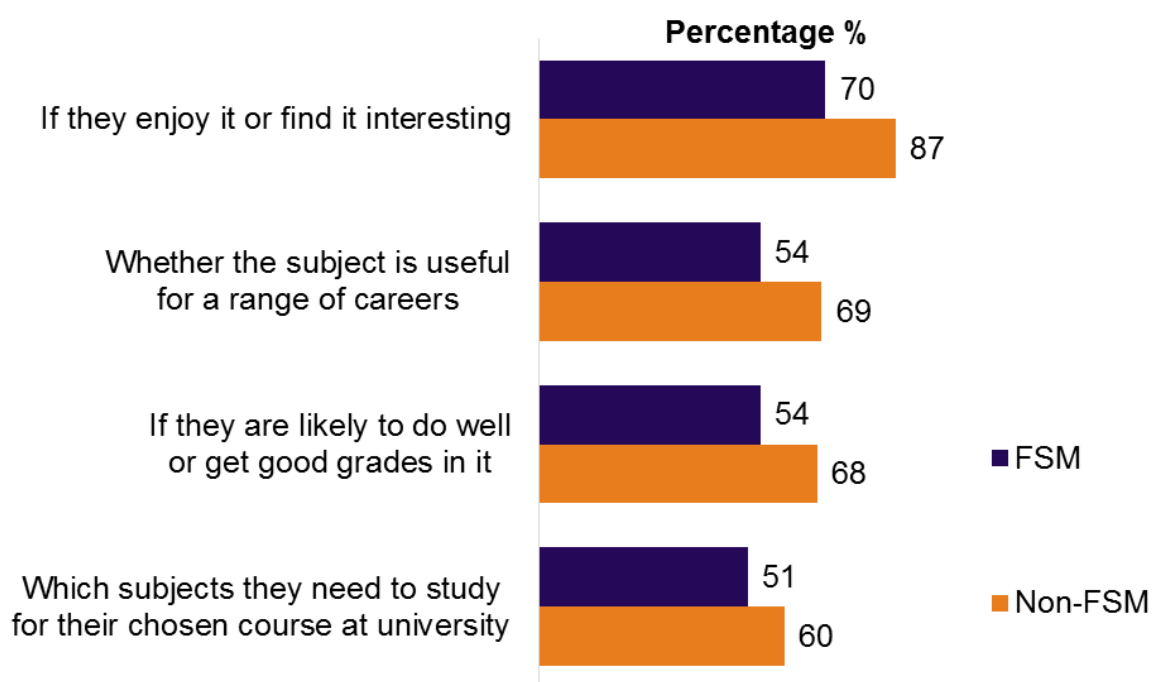
Around half (48%) of parents/carers of older (key stage 5) pupils thought subjects which strengthen their university application were important when choosing GCSE and A level subjects, compared with 41% of parents/carers of younger pupils (key stages 3 and 4 combined).

Meanwhile, 30% of parents/carers of key stage 3 pupils chose 'whether it is an important subject that everyone should study' compared with 24% of parents/carers of key stage 4 pupils and 13% of parents/carers of key stage 5 pupils.

### Disadvantage

Parents/carers of free school meal (FSM) eligible pupils were significantly less likely to select each of the options shown in Figure 29 compared with parents/carers of non-eligible pupils:

**Figure 29 Reasons for choosing GCSE and A level subjects, by FSM eligibility**



**Base: parents/carers of FSM eligible pupils (115) non-FSM eligible pupils (1450)**

## SEND

There were some differences between parents/carers of pupils with special educational need or disability (SEND) and those without. Parents/carers of pupils with SEND were less likely to think that each of the following were important compared with parents/carers of pupils without SEND:

- 'Whether the subject is useful for the career my child wants' (69%, compared with 81%)
- 'Which subjects they need to study for their chosen course at university' (39%, compared with 62%)
- 'Which subjects will strengthen their university application' (30%, compared with 45%)

## Ethnicity

Parents/carers of White pupils were more likely to think if their child 'enjoys or find it interesting' is important when choosing GCSE and A level subjects (89%) compared with parents/carers of Asian/Asian British pupils (66%) and parents/carers of Black/African/Caribbean/Black British pupils (65%).

Parents/carers of White pupils were also more likely to think that 'whether they are likely to do well in it/get good grades in it' is important (68%) compared with parents/carers of Asian/Asian British pupils (56%).<sup>53</sup>

Conversely, parents/carers of White pupils were less likely than parents/carers of Asian/Asian British and Black/African/Caribbean/Black British pupils to choose 'whether this subject leads to higher earnings later in life' (18% of parents/carers of White pupils, compared with 42% of parents/carers of Asian/Asian British pupils and 34% parents/carers of Black/African/Caribbean/Black British pupils).

## Region

Parents/carers of pupils in the South were more likely than parents/carers in other regions to feel 'if their child enjoys a subject or find it interesting' is important when choosing GCSE and A level subjects (88% compared with 83% across all other regions).

Half of parents/carers of pupils in London (50%) thought that 'which subjects will strengthen their university application' is important when choosing GCSE and A level subjects; this was higher than parents/carers of pupils outside of London (41%).

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<sup>53</sup> The corresponding figure for parents/carers of Black/African/Caribbean/Black British pupils was 61%.

Parents/carers of pupils in London (27%) or the North (26%) were more likely than parents/carers of pupils in the South (18%), and although not statistically significant, parents/carers in the Midlands (20%), to think that ‘whether the subject leads to higher earnings later in life’ is important when choosing GCSE and A level subjects.

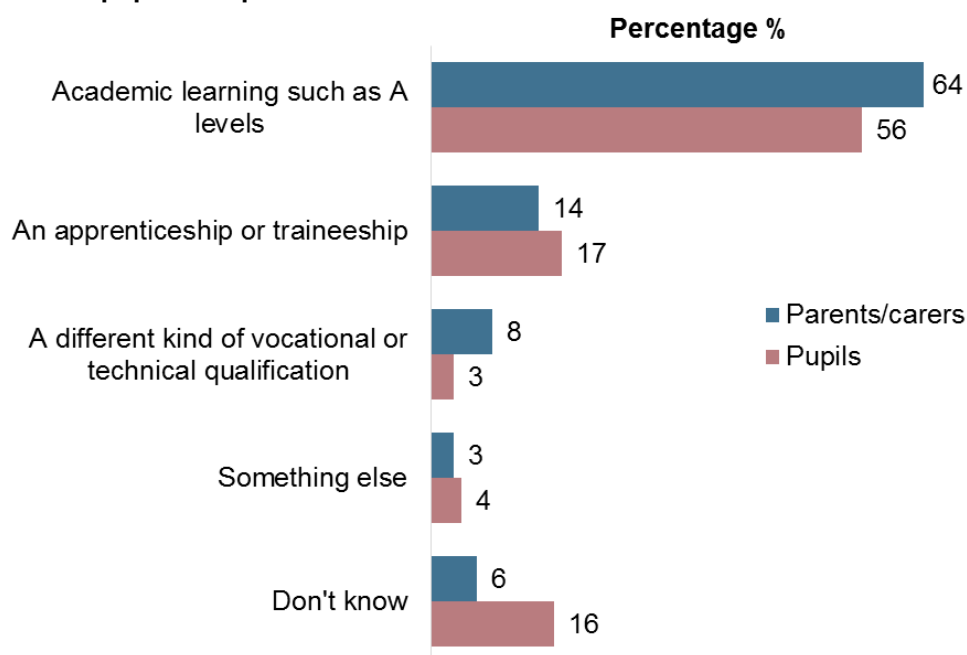
Finally, parents/carers of pupils in the Midlands were less likely to choose ‘whether they are likely to do well in it/ get good grades in it’ (59%) compared with parents/carers of pupils outside of the Midlands (67%).

*There were no differences found by gender.*

## 5.2 What path would pupils and their parents/carers like the pupil to take after Year 11?<sup>54</sup>

Pupils at key stages 3 and 4 were asked ‘How would you most like to continue your education or training after Year 11?’ Their parents/carers were also asked ‘How would you most like your child to continue their education after Year 11?’ Both groups were presented with the list of options shown in Figure 30. The most commonly chosen option was to continue with their academic learning (56% of pupils and 64% of parents/carers).

**Figure 30 How pupils and parents/carers would like continue their education after Year 11**



**Base: pupils in Years 7 - 11 (1,258) parents/carers with pupils in Years 7 - 11 (1,255)**

<sup>54</sup> Pupils were asked this question in wave 1, although the data are not comparable with wave 1 due to changes to the options provided on the questionnaire.

## Paired response

There was a lot of similarity between pupils' and parents'/carers' responses on how the pupil or their parent/carers would like them to continue their education after Year 11. Three quarters (76%) of pupils and parents/carers gave the same response to this question.

Of those pupils who wanted to do 'an apprenticeship or traineeship' after Year 11, 29% of their parents/carers wanted them to carry on with 'academic learning'. This was similar to pupils who said they wanted to do 'a different kind of technical or vocational qualification', where 42% of their parents/carers wanted them to continue with 'academic learning' after Year 11.

## Differences by subgroup

### Pupil's age

Key stage 4 pupils were more likely to want to continue their education after Year 11 with 'academic learning' (65%) compared with key stage 3 pupils (51%). Nearly three-quarters (73%) of Year 11 pupils wanted to carry on their education with 'academic learning' compared with 45% of Year 7 pupils. However, this difference is mainly because younger pupils were less likely to know how they would carry on their education after Year 11; a quarter of Year 7 pupils (25%) were unsure compared with just 5% of Year 11 pupils.

There were fewer differences seen amongst parents/carers of pupils in different years. However, parents/carers of Year 11 pupils were more likely to want their child to carry on with 'academic learning' compared with parents/carers of pupils in all other years.<sup>55</sup> Parents/carers of younger pupils (in Years 7, 8, 9 and 10) were also more likely to say they don't know what they want their child to do after Year 11, compared with parents/carers of pupils in Year 11.

### Gender

Boys were less likely than girls to want to continue their education with 'academic learning' after Year 11 (52% of boys, compared with 60% of girls). In contrast, they were more likely than girls to want to continue their education by doing 'an apprenticeship or traineeship' (22%, compared with 12%).

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<sup>55</sup> This difference compared to parents/carers of Year 9 pupils was not statistically significant.

Similarly, parents/carers of female pupils were also more likely to want their child to carry on with 'academic learning' (71%) compared with parents/carers of male pupils (59%). As seen amongst pupils, parents/carers of male pupils were more likely to want their child to continue their education by doing 'an apprenticeship or traineeship' (17%) than parents/carers of female pupils (11%).

## **Disadvantage**

Three in ten FSM eligible pupils (28%) wanted to continue their education after Year 11 by doing 'an apprenticeship or traineeship'. This was higher than their non-eligible counterparts where 15% wanted to do the same. Conversely, FSM eligible pupils were less likely to want to carry on their education with 'academic learning' (44%) than non-eligible pupils (59%).

Just under a quarter of parents/carers of FSM eligible pupils (23%) wanted their child to carry on their education after Year 11 by doing 'an apprenticeship or traineeship' compared with 12% of parents/carers of non-eligible pupils.

## **SEND**

Pupils and parents/carers of pupils with SEND were less likely to want to carry on education with 'academic learning'. A quarter of pupils (24%) wanted to carry on their education after Year 11 with 'academic learning', compared with 62% of those without SEND. Pupils with SEND were more likely to want to carry on their education by doing 'an apprenticeship or traineeship' (35%) or 'a different kind of vocational or technical qualification' (9%) than those without SEND (15% of whom wanted to do 'an apprenticeship or traineeship', and 2% 'a different kind of vocational or technical qualification').

This pattern was reflected amongst their parents/carers. Parents/carers of pupils with SEND were more likely to want their child to carry on in education through 'an apprenticeship or traineeship' (32%) than parents/carers of pupils without SEND (11%). Parents/carers of pupils without SEND were more likely to want their child to carry on in 'academic learning' (70%, compared with 30% of parents/carers of pupils with SEND).

## Ethnicity

Asian/Asian British, and Black/African/Caribbean/Black British pupils were more likely to want to continue their education after Year 11 with 'academic learning' (66% and 69%, respectively) compared with White pupils (53%).

Parents/carers of Asian/Asian British pupils were also more likely to want their child to continue with 'academic learning' after Year 11 (74%) than parents/carers of White pupils (62%). Conversely, parents/carers of White pupils were more likely to want their child to do 'an apprenticeship or traineeship' (16%) than parents/carers of Asian/Asian British pupils (8%) , and although not significantly different, parents/carers of Black/African/Caribbean/Black British pupils (11%).

## Region

Pupils and parents/carers in London were more likely to want to continue their/their child's education through 'academic learning'.

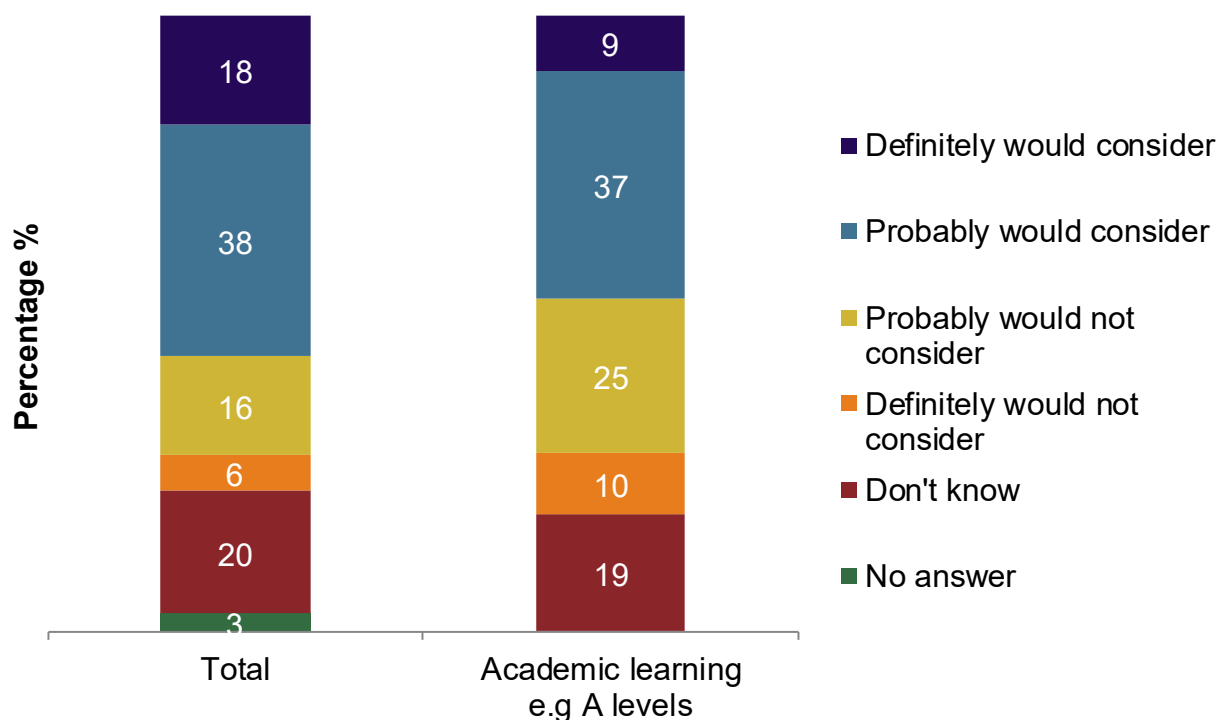
Pupils in London were more likely to want to continue with 'academic learning' after Year 11 (66%) than pupils outside of London (54%). Amongst parents/carers in London, 76% wanted their child to carry on their education with 'academic learning', compared with parents/carers of pupils outside of London (62%).

### 5.3 Would pupils consider doing an apprenticeship/traineeship or vocational/technical qualifications after Year 11?

Pupils at key stage 3 and 4 were asked 'Would you consider doing an apprenticeship/traineeship or vocational/technical qualification after Year 11?' As shown in Figure 31, over half of pupils (55%) said they 'definitely' or 'probably' would consider doing some sort of non-academic qualification after Year 11.

Interestingly, of those who said they would most like to continue with academic learning after Year 11 (discussed in section 5.2), 46% would still 'definitely' or 'probably' consider an apprenticeship, traineeship or vocational/technical qualification after Year 11.

**Figure 31 How likely pupils would be to consider an apprenticeship/traineeship or vocational/technical qualification overall, and for those who are planning to continue with academic learning**



**Base: Year 7-11 pupils (1,258) pupils planning academic learning (727)**

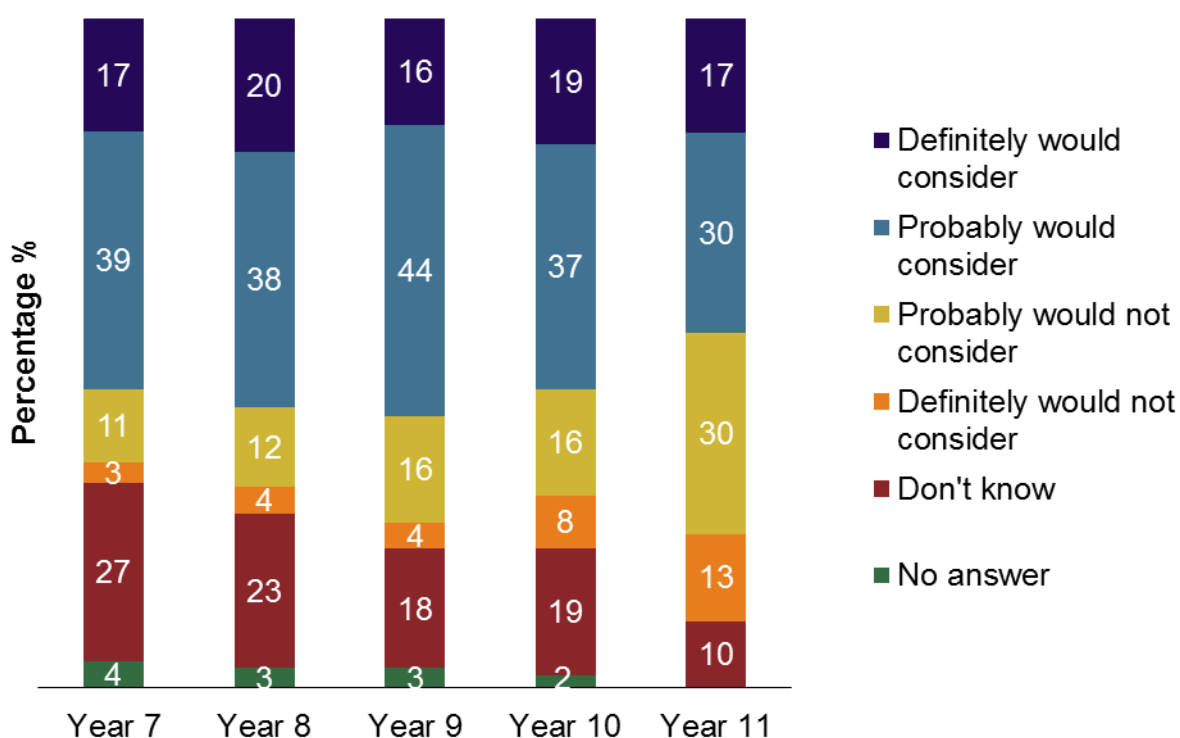
## Differences by subgroup

In general, the subgroup differences seen here follow the same pattern as for the previous question. Boys, those who are more disadvantaged, those with SEND and those who are White, or Black/African/Caribbean/Black British were more likely to consider an apprenticeship/traineeship, or vocational/technical qualification after Year 11.

## Pupil's age

Year 8 and 9 pupils were more likely to say they would consider doing an apprenticeship/traineeship or vocational/technical qualification after Year 11 (58% and 60%, respectively) compared with their Year 11 counterparts (47%) (see Figure 32).

**Figure 32 Whether pupils would consider doing an apprenticeship/traineeship or vocational/technical qualification, by pupil's year group**



**Base: pupils in Year 7 (248) Year 8 (260) Year 9 (288) Year 10 (242) Year 11 (209)**



## Gender

Boys were more likely than girls to consider doing an apprenticeship/traineeship or vocational/technical qualification after Year 11 (58% of boys, compared with 52% of girls). This was driven by a higher percentage of boys who said they 'definitely' would consider doing one of these qualifications (21%, compared with 14% of girls).

## Disadvantage

No significant differences were found when comparing FSM eligibility. However pupils in the highest Income Deprivation Affecting Children Index (IDACI) quintile were less likely to consider doing an apprenticeship/traineeship, or vocational/technical qualification (46%) compared with those in the second (59%), third (63%), fourth (60%) and although not significantly, those in the fifth IDACI quintile (56%).

## SEND

Three quarters of pupils with SEND (75%) said they would consider doing an apprenticeship/traineeship or vocational/technical qualification after Year 11 compared with 55% of those without SEND. This was due to a higher proportion of pupils with SEND who said they would 'definitely' consider doing some of these qualifications (30%, compared with 17% of those without SEND).

## Ethnicity

One fifth of both White, and Black/African/Caribbean/Black British pupils would 'definitely' consider doing an apprenticeship/traineeship or vocational/technical qualification after Year 11 (each 20%), whilst only 6% of Asian/Asian British pupils would. However, a large proportion of Asian/Asian British pupils would consider doing a qualification of this kind; 47% of Asian/Asian British pupils said they 'probably' would consider doing a non-academic qualification (53% 'probably' or 'definitely' would consider). This is a similar proportion to Black/African/Caribbean/Black British (50%), and White pupils (58%) who 'probably' or 'definitely' would consider.

*No significant differences were found when comparing region.*

## 5.4 How do pupils think they will progress academically compared to their parents/carers?

Pupils were asked, 'Thinking about your parents, which of these best describes your expectations', and shown the following options. The proportions of responses are listed below.

- 60% of pupils chose 'I expect to achieve a higher level of qualification than my parents'
- 23% chose 'I expect to achieve the same level of qualification as my parents'
- 3% chose 'I expect to achieve a lower level of qualification as my parents'
- 13% didn't know

This was a new question in wave 2, so there is no trend analysis

### Differences by subgroup

#### Pupil's age

There was little difference across the year groups, with the exception that pupils in Year 12 and Year 11 were more likely than Year 7 pupils to expect to achieve a higher level of qualification than their parents/carers (67% and 65% respectively, compared with 54%).<sup>56</sup> For comparison, 57% of pupils in Year 13 said this.

#### Disadvantage

Almost three-quarters of FSM eligible pupils (73%) said 'I expect to achieve a higher level of qualification than my parents'. This was higher than non-eligible pupils, where 58% expected to achieve a higher level of qualification. Non-eligible FSM pupils were more likely to state 'I expect to achieve the same level of qualification as my parents' than FSM eligible pupils (26%, compared with 10%).

#### SEND

Around half of pupils (48%) with SEND expected to achieve a higher level of qualification than their parents/carers; this was lower than those without SEND (62%). Just 5% of pupils with SEND expected to achieve a lower level of qualification than their parents (although a further 18% didn't know).

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<sup>56</sup> This difference was not related to the proportion saying don't know (12% Year 7; 10% Year 12).

## Ethnicity

Black/African/Caribbean/Black British pupils, and Asian/Asian British pupils were more likely to expect to achieve a higher level of qualification than their parents/carers (86% and 79%, respectively) compared with White pupils (55%).

## Region

Pupils in the North or London were more likely to expect to achieve a higher level of qualification than their parents/carers (71% and 68%, respectively) than pupils in the Midlands and South (54% and 53%, respectively). Pupils in the South were more likely than those in the North and London to expect to achieve the same level as their parents/carers (28% compared with 19% in the North, and 18% in London). For comparison, 25% of pupils in the Midlands expected to achieve the same level of qualifications as their parents.

*There were no statistically significant differences found by gender.*

## Chapter 6 - Careers Guidance and the future

*In this chapter, we discuss whether pupils have received any careers guidance, their contact with employers and how they would like to continue in education or training. We also look at how confident parents/carers feel about advising their child about future careers, and the sources of information they use to help advise them.*

### 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 legally required to provide independent, impartial careers guidance for students in Year 8 through to Year 13.<sup>57</sup> 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 education, apprenticeships, and higher education.

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, by finding out what information could be given to parents/carers and in what ways.

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

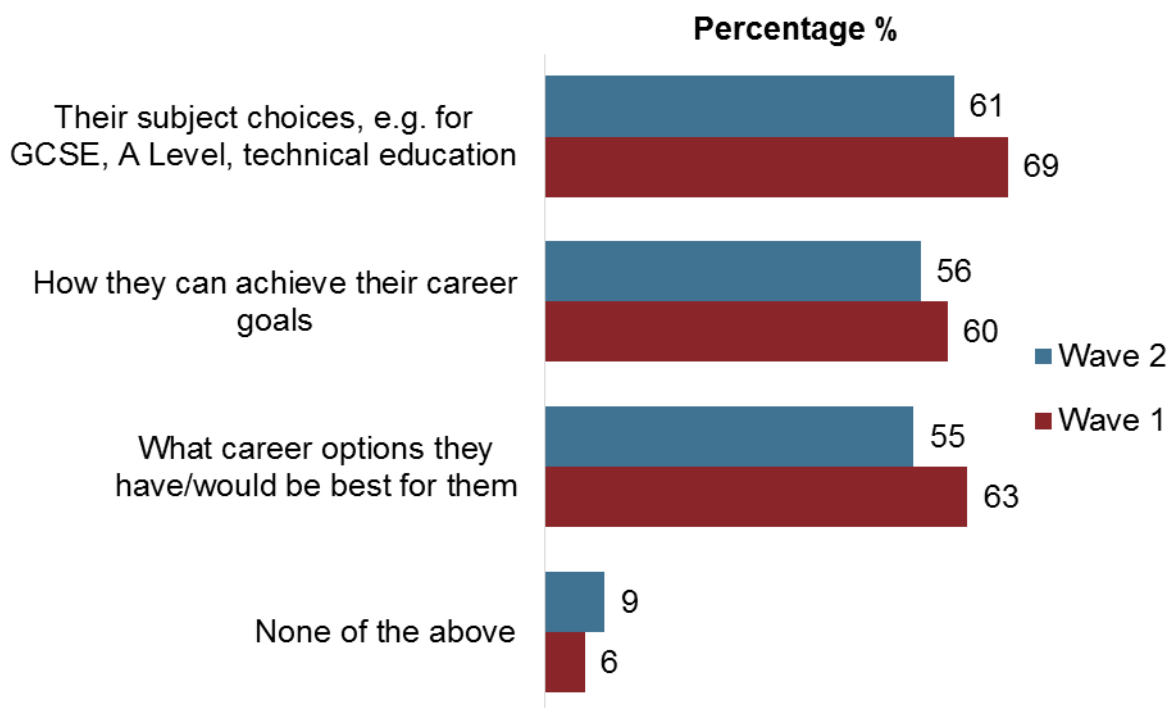
At both waves 1 and 2, parents/carers were asked 'Which, if any, of the following do you feel confident in your ability to advise your child on?' from a pre-coded list detailed in Figure 33.

Figure 33 shows a similar pattern of response at waves 1 and 2; parents/carers are still most likely to feel confident advising their child on 'their subject choices', with a slightly lower proportion at wave 2 confident in advising their child on 'what career options they have/would be best for them' compared to parents/carers at wave 1. However parents/carers in wave 2 were less likely to pick each of the options compared with parents/carers in wave 1, and more likely to say 'none of the above'.

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<sup>57</sup> DfE (2015), Careers information and guidance in schools, [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/440795/Careers\\_Guidance\\_Schools\\_Guidance.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/440795/Careers_Guidance_Schools_Guidance.pdf)

**Figure 33 What parents/carers feel confident in their ability to advise on, by survey wave**



**Base: all parents/carers at wave 2 (1,595) all parents/carers at wave 1 (1,723)**

### Differences by subgroup (wave 2)

#### Pupil's age

Parents/carers of key stage 3 and 4 pupils were more likely to feel confident advising their child on 'how they can achieve their career goals' (57% and 59%, respectively) than parents/carers of pupils in key stage 5 (48%).

#### Disadvantage

Parents/carers of free school meal (FSM) eligible pupils were less likely to feel confident about giving advice to their child on 'their subject choices' (47%) and 'how they can achieve their career goals' (46%) compared with parents/carers of non-eligible pupils (64% and 57%, respectively).

Three-quarters of parents/carers of pupils in the least deprived Income Deprivation Affecting Children Index (IDACI) quintile (75%) felt confident in their ability to advise their child on 'their subject choices'. This was higher than all other quintiles (63% of parents/carers of pupils in the second quintile, 65% of those in the third, 52% of those in the fourth and 51% of those in the fifth).

## SEND

Parents/carers of pupils with a special educational need or disability (SEND) were less likely to feel confident in their ability to advise their child on 'their subject choices' (38%) and 'how they can achieve their career goals' (44%), than parents/carers of those without SEND (64% and 56%, respectively).

## Ethnicity

Parents/carers of Black/African/Caribbean/Black British pupils were more likely to feel confident advising their child on 'how they can achieve their career goals' than their Asian/Asian British, and White counterparts (79%, 55%, and 53%, respectively).

Parents/carers of Asian/Asian British, and Black/African/Caribbean/Black British pupils were more likely to feel confident giving advice on 'what career options their child has/would be best for them' (62% and 71%, respectively) compared with just over half of parents/carers of White pupils (53%).

## Region

Parents/carers of pupils in the South were more likely to feel confident advising their child on 'their subject choices' (67%) than parents/carers of pupils in the North, and Midlands (58% and 56%, respectively).<sup>58</sup>

However, parents/carers of pupils in London were particularly likely to feel confident in giving advice to their child on 'how they can achieve their career goals' (63%, compared with 54% of those outside of London).

*There were no significant differences found by pupil's gender.*

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<sup>58</sup> For comparison, 61% of parents/carers in London felt confident in their ability to give their child advice on their subject choices.

## 6.2 Have parents/carers offered advice on career options?

Parents/carers were asked 'Have you offered advice or helped your child to consider possible options for their future job and career?' at waves 1 and 2. Parents/carers could answer 'yes', 'no', or 'don't want to say'.

The proportion of parents/carers who said they had offered careers advice or helped their child was:

- Wave 1 – 83% (conducted towards the end of summer term 2015-16)
- Wave 2 – 77% (conducted towards the end of autumn term 2016-17)

### Differences by subgroup (wave 2)

#### Pupil's age

As seen in wave 1, this varied by pupils' age. In wave 2, parents/carers of younger pupils were less likely to have offered advice or help; 44% of parents/carers of Year 7 pupils, and 30% of parents/carers of Year 8 pupils had not offered their child advice compared with only 10% of parents/carers of Year 11, 12 and 13 pupils combined.

#### Disadvantage

Parents/carers of pupils who are FSM eligible were more likely to have offered careers advice or helped their child (79%) compared with those who are not eligible (68%).

#### Ethnicity

Parents/carers of Black/African/Caribbean/Black British pupils were more likely than parents/carers of Asian/Asian British pupils to have offered careers advice (87%, compared with 78%). The corresponding figure for parents/carers of White pupils was 78%.

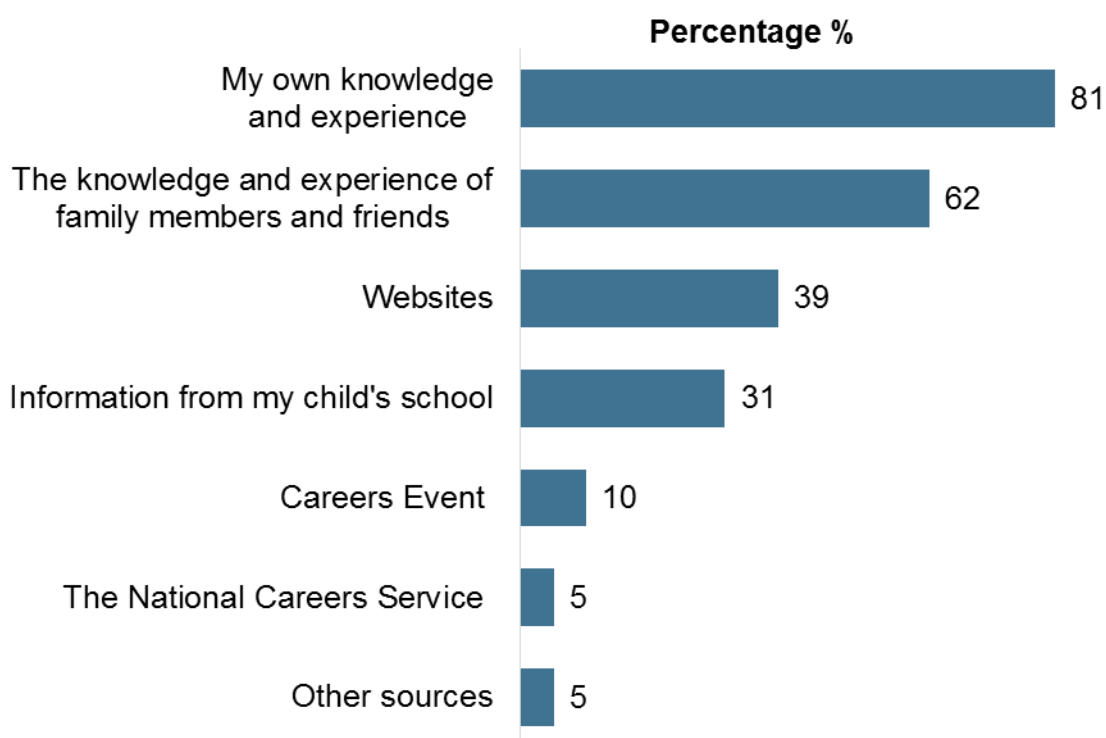
*There were no significant differences found by pupil's gender, SEND or region.*

## 6.3 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 'Which, if any, of the following sources did you use to help or advise your child?' They were asked to choose all that applied from a pre-coded list shown in Figure 34. This question was asked in both wave 1 and wave 2, however, in wave 2 additional options were added based on the responses in 'other' at wave 1: 'careers event', and 'the National Careers Service'. This means the data are not directly comparable between the 2 waves.

There was a strong tendency for parents/carers to use 'my own knowledge and experience' (81%), or 'the knowledge and experience of family members and friends' (62%) to support their child. Only 31% had used 'information from my child's school' to provide advice or support in considering career options.

**Figure 34 Sources used by parents/carers to advise pupil about their career options**



**Base: parents/carers who offered careers advice (1,249)**

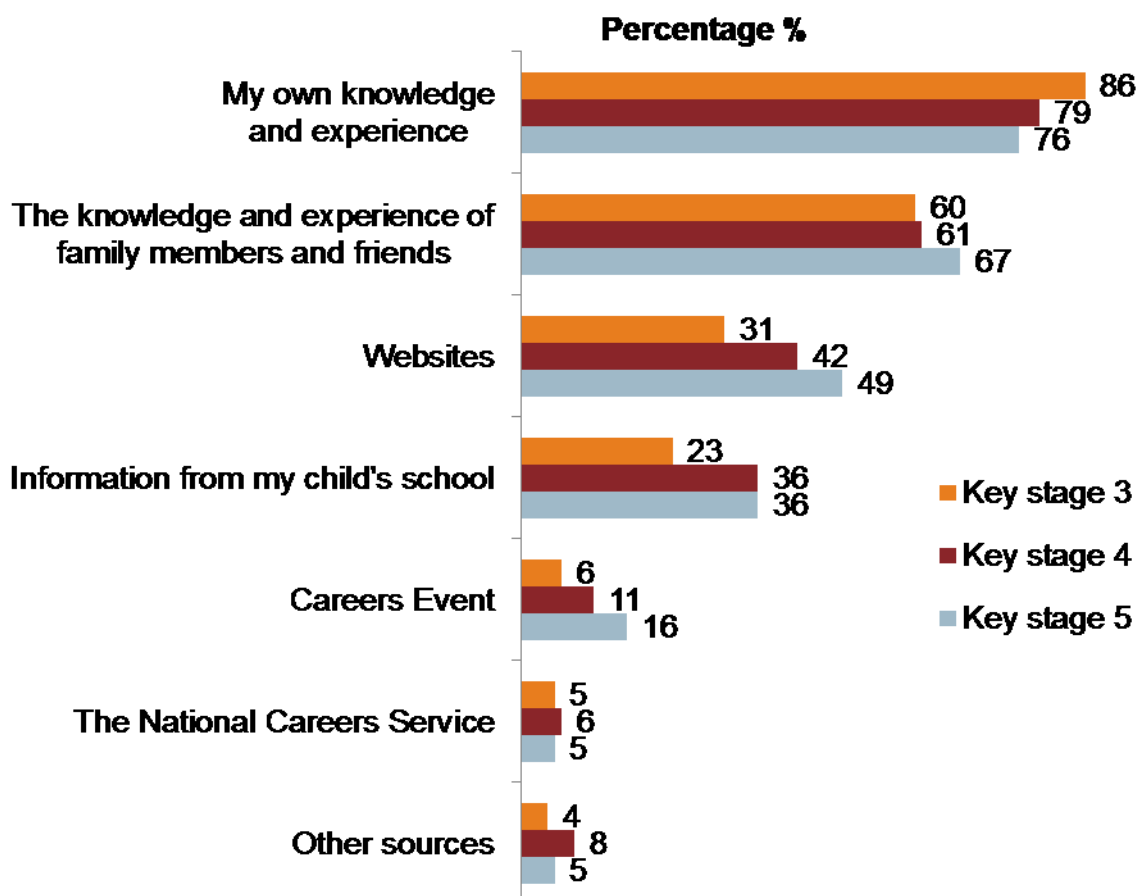


## Differences by subgroup

### Pupil's age

Parents/carers of key stage 3 pupils were more likely to have used 'my own knowledge and experience' when advising their child than parents/carers of pupils in key stages 4 and 5. However, they were less likely to have used 'websites', 'information from my child's school', and 'careers events', as shown in Figure 35.

Figure 35 Sources used by parents/carers to advise pupil about their career options, by key stage



**Base: parents/carers who offered careers advice of pupils at key stage 3 (555) key stage 4 (410) key stage 5 (281)**

### Disadvantage

Parents/carers of FSM eligible pupils largely used the same sources of information to give advice and help to their child as parents/carers of non-eligible pupils. However, they were less likely to have used 'the knowledge and experience of family members and friends' (50%) than parents/carers of non-eligible pupils (64%).

## Ethnicity

Parents/carers of White, and Black/African/Caribbean/Black British pupils were more likely to have used 'my own knowledge and experience' to help advise their child (82% and 88%, respectively) than parents/carers of Asian/Asian British pupils (72%).

However, three-quarters of parents/carers of Asian/Asian British pupils (74%) used 'the knowledge and experience of family members and friends' to help them advise their child. This was higher than parents/carers of White pupils, where 60% had used this as an information source, and higher than parents/carers of Black/African/Caribbean/Black British pupils (66%), although this was not significantly different.

Parents/carers of White, and Black/African/Caribbean/Black British pupils were also more likely than parents/carers of Asian/Asian British pupils to have used 'websites' (41% combined, compared with 29%).

## Region

Few differences are found by region. However, parents/carers of pupils in the Midlands were more likely to have used 'websites' (47%) compared with parents/carers of pupils in London (32%).<sup>59</sup> Parents/carers of pupils in the North were less likely than parents/carers of pupils outside of the North to have used 'information from my child's school' (25%, compared with 33% across all other regions).

*There were no statistically significant differences found by gender or SEND.*

## 6.4 What additional information would parents/carers like?

Parents/carers at wave 2 were also asked 'Which, if any, of the following would you like additional information on to help or advise your child on their future job/ career options?' They were prompted with the pre-coded list shown in Figure 36 and asked to choose all that applied to them. This question was also asked a wave 1, however, 'Apprenticeships' was a new option added at wave 2 so this question cannot be directly compared with wave 1.

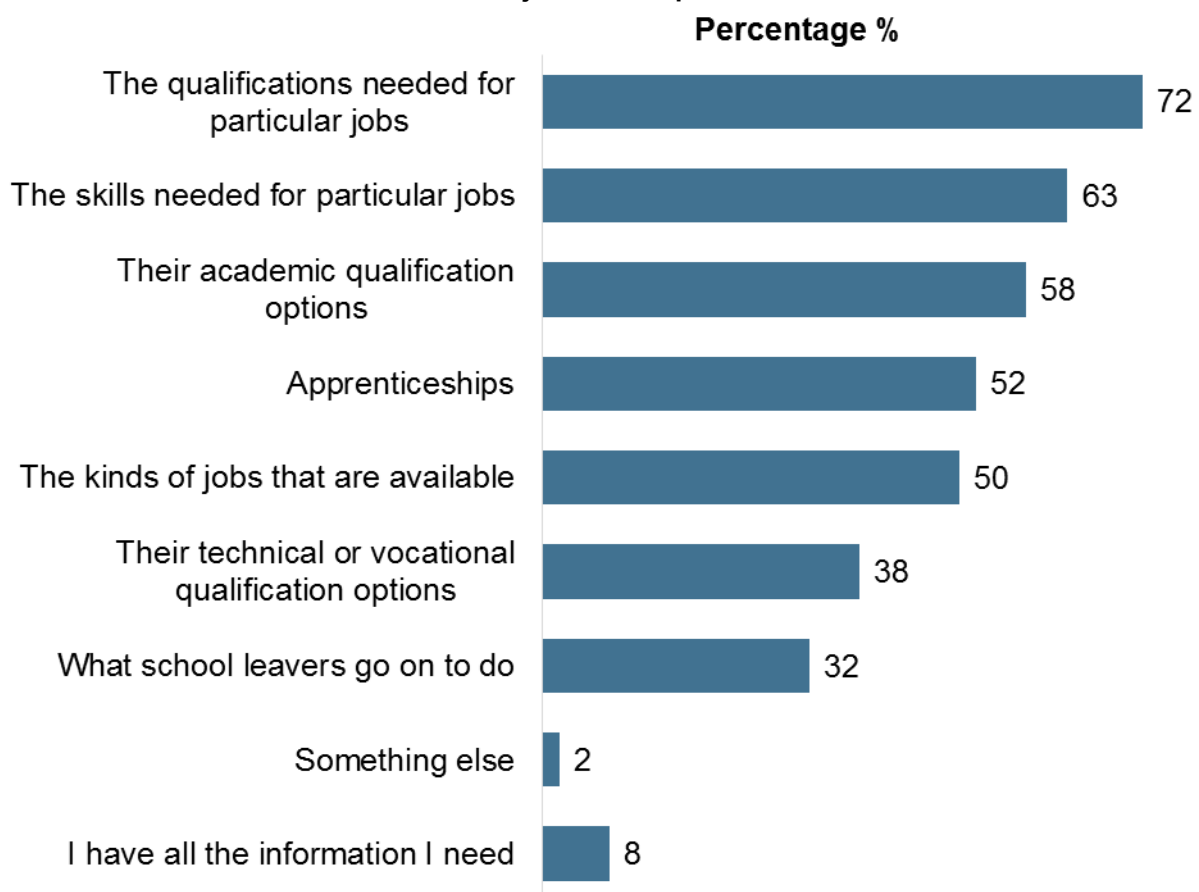
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<sup>59</sup> For comparison, 38% of parents/carers of pupils in the North said they had used websites and 39% of parents/carers in the South.

As at wave 1, 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’ (as shown in Figure 36). However, parents/carers at wave 1 (which was conducted towards the end of summer term 2015/16) were more likely to say that they had all the information they needed (15%) compared with parents/carers at wave 2 (conducted towards the end of autumn term 2016/17) (8%).

In section 5.2, we observed that the majority of parents/carers would most like their child to continue with academic learning after Year 11 (64%), while a fifth (22%) would like them to do ‘an apprenticeship/traineeship or vocational/technical qualification’. This is reflected in the information that parents/carers would like to have, with over half (58%) wanting information on ‘their [child’s] academic qualification options’. However, still over half of parents/carers would like to have information on ‘apprenticeships’ (52%), and over a third (38%) would like information about ‘technical or vocational qualification options’.

**Figure 36 What additional information parent/carers would like to help advise pupils on future job/career options**



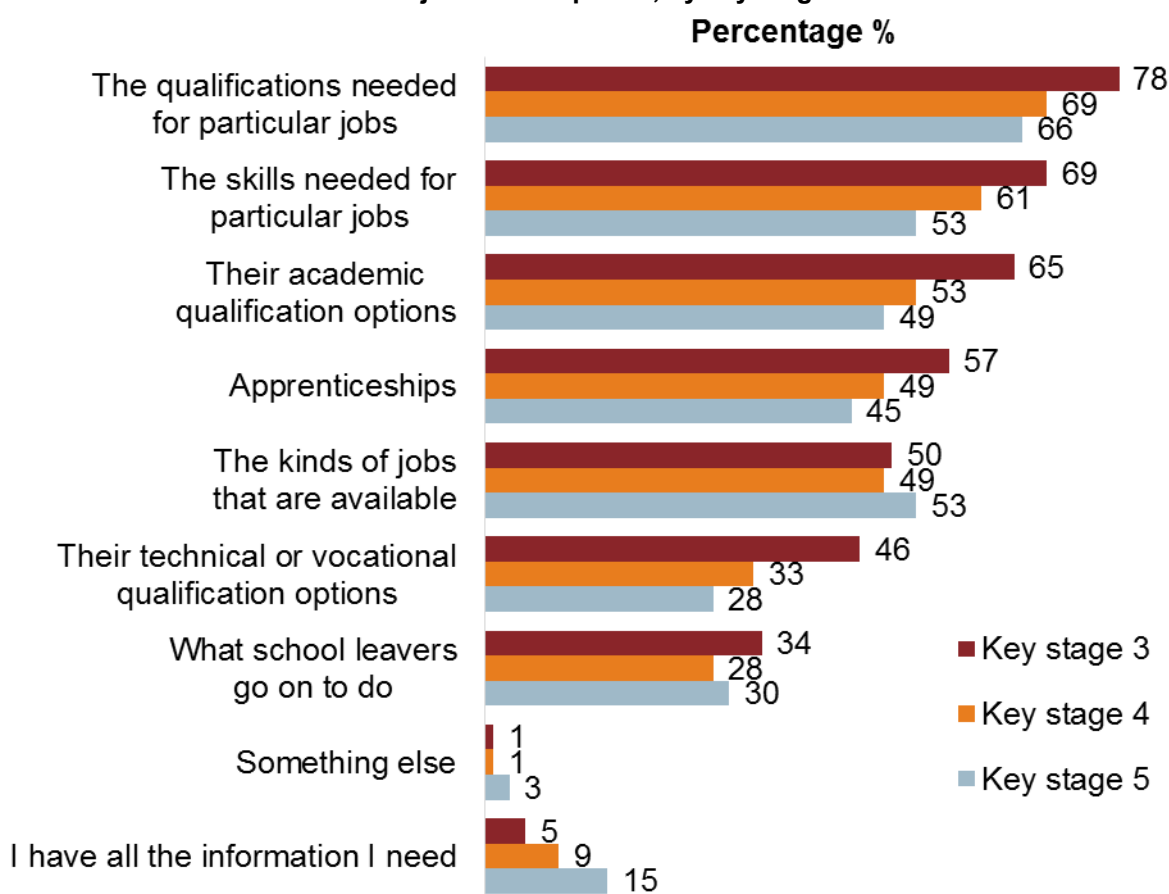
**Base: all parents/carers (1,595)**

## Differences by subgroup (wave 2)

### Pupil's age

Parents/carers of key stage 3 pupils were more likely than parents/carers of key stage 4 and 5 pupils to want additional information on 'the qualifications needed for particular jobs', 'the skills needed for particular jobs', 'their academic qualification options', 'apprenticeships' and 'their technical or vocational qualification options' (as shown in Figure 37). Meanwhile, parents/carers of key stage 4 and 5 pupils were more likely to say 'I have all the information I need'.

**Figure 37 What additional information parent/carers would like to help advise pupils on future job/career options, by key stage**



**Base: parents/carers of pupils at key stage 3 (802) key stage 4 (462) key stage 5 (323)**

## Gender

Over half of parents/carers of male pupils (58%) said they would like to have additional information about 'apprenticeships', which compares with under half (46%) of parents/carers of female pupils. Parents/carers of male pupils were also more likely to want additional information on 'their technical or vocational qualification options' (41%, compared with 35% of parents/carers of female pupils).

This pattern was also seen in section 5.2, where parents/carers of male pupils were more likely to want their child to continue their education by doing 'an apprenticeship/traineeship or vocational/technical qualification' (17%, compared with 11% of parents/carers of female pupils). Boys were also more likely than girls to consider doing 'an apprenticeship/traineeship or vocational/technical qualification' after Year 11 (58% of boys, compared with 52% of girls).

## Disadvantage

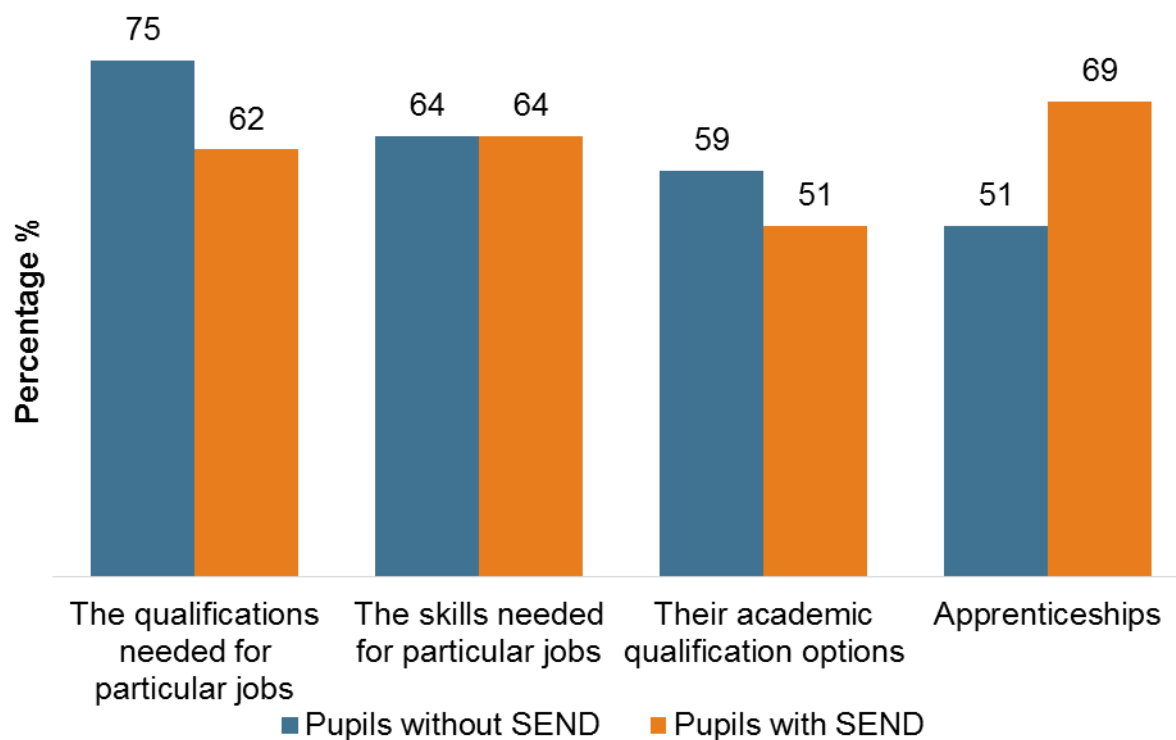
Parents/carers of FSM eligible pupils were less likely than parents/carers of non-eligible pupils to say they wanted additional information on 'the qualifications needed for particular jobs' (61%, compared with 75%), 'their academic qualification options' (49%, compared with 59%) and 'their technical or vocational qualification options' (29%, compared with 40%).

Parents/carers of pupils in the first (least deprived) IDACI quintile were more likely than those in the most deprived IDACI quintile to want additional information on 'their [child's] academic qualification options' (64%, compared with 54%).

## SEND

Parents/carers of pupils with SEND were less likely to want additional information on ‘the qualifications needed for particular jobs’ than parents/carers of those without SEND. However, they were more likely to want additional information about ‘apprenticeships’ (as shown in Figure 38).

**Figure 38 Top 4 additional information parent/carers would like to help advise pupils on future job/career options, by SEND status**



**Base: parents/carers of pupils without SEND (1,131) parents/carers of pupils with SEND (110)**

## Ethnicity

Over half of parents/carers of White pupils (55%) said they would like additional information on ‘apprenticeships’. This was higher than both parents/carers of Asian/Asian British pupils (40%), and parents/carers of Black/African/Caribbean/Black British pupils (38%). Similarly, parents/carers of White pupils were more likely to want additional information on ‘their [child’s] technical or vocational qualification options’ (41%), compared with parents/carers of Asian/Asian British pupils (30%), and parents/carers of Black/African/Caribbean/Black British pupils (26%).

## Region

There were few differences found by region. However, parents/carers of pupils in the Midlands were less likely than parents/carers of pupils outside the Midlands to want information about the ‘qualifications needed for particular jobs’ (66%, compared with 74% outside the Midlands).

Parents/carers of pupils in the Midlands (58%) or the South (54%) were more likely to want additional information on ‘apprenticeships’ compared with parents/carers of pupils in London (44%) or the North (49%).<sup>60</sup>

## 6.5 How would parents/carers like to be provided with careers information?

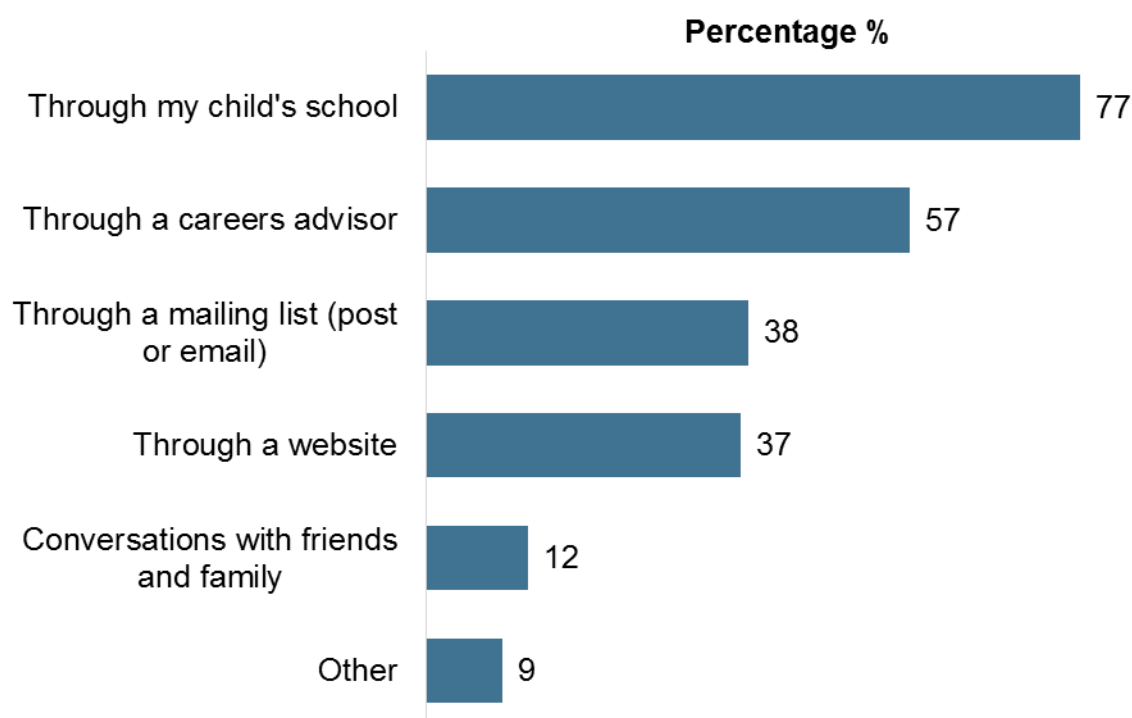
All parents/carers at wave 2 were asked, ‘How, if at all, would you prefer to be provided with information about your child’s future job/career options?’ They were prompted with the list of options shown in Figure 39, and could select as many options as they liked. A similar question was also asked to parents/carers at wave 1, however based on a review of the ‘other, please specify’ responses in wave 1, in wave 2 the additional explanation ‘(post or email)’ was added to ‘through a mailing list’ and the option ‘conversations with friends and family’ was also added. This means this question is not directly comparable between the 2 survey waves.

The most preferred way of receiving information was ‘through my child’s school’ (77%) and the least preferred through ‘conversations with friends and family’ (12%).

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<sup>60</sup> The difference between the South and the North is not statistically significant.

**Figure 39 Parents' preferred channels for information about careers**



**Base: all parents/carers (1,595)**

### **Differences by subgroup**

#### **Pupil's age**

The majority of parents/carers of key stage 3 pupils (84%) would like to receive information about careers 'through my child's school'. This was higher than parents/carers of key stage 4 and 5 pupils (74% and 69%, respectively).

Parents/carers of key stage 3 and 4 pupils were also more likely to want to receive information 'through a careers advisor' (59% and 61%, respectively) than parents/carers of key stage 5 pupils (47%).

#### **Gender**

Parents/carers of male pupils were more likely to want to receive information 'through my child's school' (80%) than parents/carers of female pupils (75%). They were also more likely to want to receive information 'through a careers advisor' (60%) than parents/carers of female pupils (54%).



## Disadvantage

Parents/carers of FSM eligible and non-eligible pupils would generally like to receive information on careers through the same channels. However, there was one difference; parents/carers of FSM eligible pupils were less likely to want to receive information 'through a website' (28%) than parents/carers of non-eligible pupils (39%).

## Ethnicity

Over half of parents/carers of White pupils (60%) said they would like to receive careers information 'through a careers advisor' compared with under half of parents/carers of Asian/Asian British pupils (48%), and parents/carers of Black/African/Caribbean/Black British pupils (40%). In contrast, parents/carers of Asian/Asian British, and Black/African/Caribbean/Black British pupils were more likely to say they would like to receive the information 'through a mailing list' (52% and 62%, respectively), than parents/carers of White pupils (35%).

## Region

There were few differences found amongst region, apart from parents/carers of pupils in London, who were more likely than parents/carers of pupils in the North to want to receive careers information through 'conversations with friends and family' (15%, compared with 9%).<sup>61</sup> Parents/carers of pupils in the Midlands and South were more likely to have received information 'through a careers advisor' (59% and 60%, respectively) than parents/carers of pupils in London (49%).<sup>62</sup>

*There were no statistically significant differences found by SEND*

## 6.6 Who has given pupils careers advice?

Pupils at both wave 1 and 2 were asked 'Who, if any, of the following have you had careers advice from?', and asked to choose all that apply using the prompted list shown in Figure 40.

Wave 2 responses followed a similar pattern to that at wave 1, with pupils most likely to have received careers advice from their 'parents/carers' (71%), followed by 'teachers at my school' (51%). One in ten (10%) had not received careers advice from anyone.

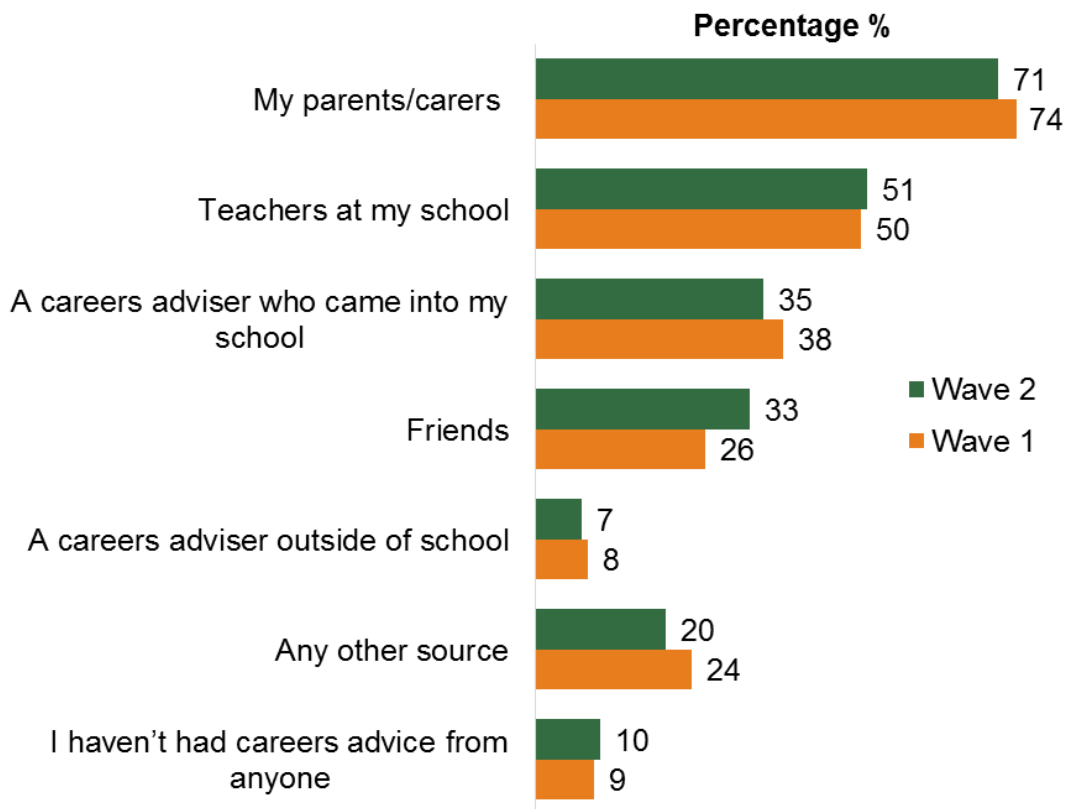
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<sup>61</sup> For comparison 13% of parents/carers in the Midlands and 11% in the South said they would like to be provided with information about their child's future job/career options through conversations with friends and family.

<sup>62</sup> For comparison 56% of parents/carers in the North said they would like to be provided with information about their child's future job/career options through a careers advisor.

As shown in Figure 40, there were only small differences between the 2 waves, the largest of which was that one third of pupils at wave 2 (33%) said they had received careers advice from 'friends', which compares with a quarter (26%) of pupils in wave 1.

**Figure 40 Where, if anywhere, pupils had received careers advice from, by survey wave**



**Base: all pupils at wave 2 (1,595) all pupils at wave 1 (1,723)**

As we saw in section 6.2, three quarters (77%) of parents/carers said they had offered help or advice to their child on future careers. Looking at the paired response, in almost a quarter of cases (24%) where the parent/carer said they had given advice or help to their child on future career options, the pupil said they had not received any advice from their parent/carer. Conversely, in half (50%) of the paired responses where the parent/carer said they had not given their child advice or help, the pupil said they had received careers advice from their parents/carers.<sup>63</sup>

<sup>63</sup> Note that the pupil may be referring to a different parent/carer.

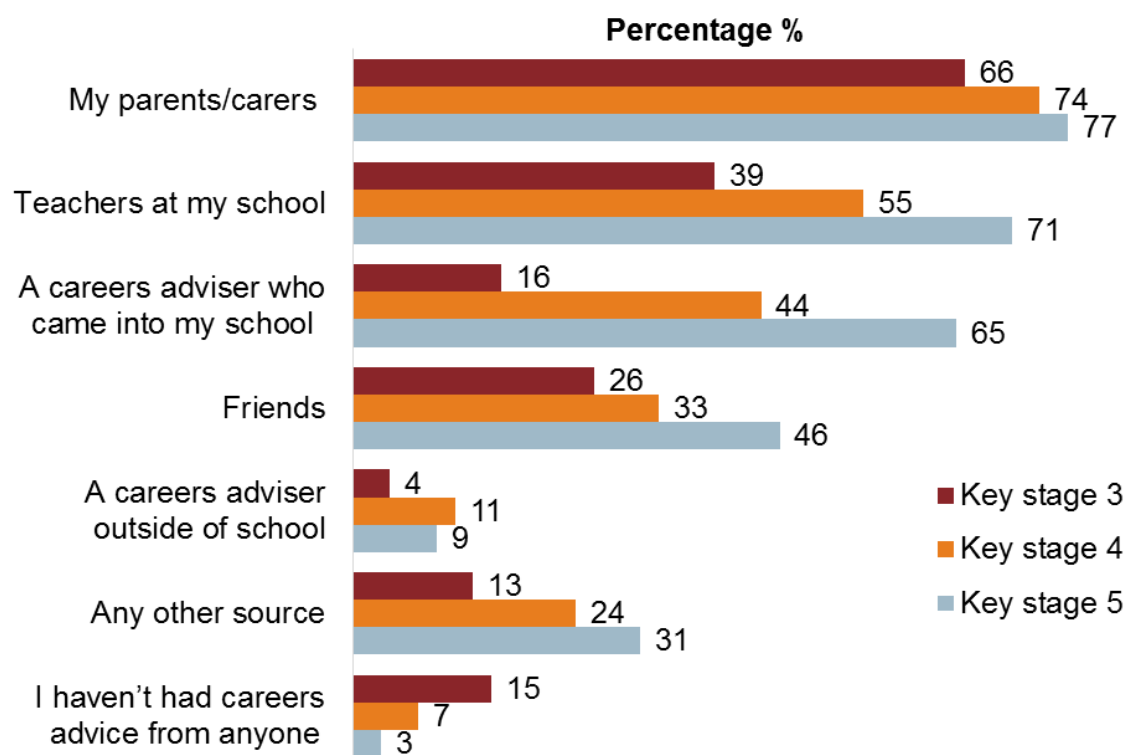
## Differences by subgroup (wave 2)

### Pupil's age

Pupils in key stage 4 and 5 were more likely to have received careers advice from all sources compared with key stage 3 pupils. Conversely, key stage 3 pupils were more likely not to have received any careers advice than pupils in key stage 4 or 5 (as shown in Figure 41).

Key stage 5 pupils were also more likely to have received careers advice from 'teachers at my school', 'a careers adviser who came into my school' and 'friends' than key stage 4 pupils.

**Figure 41 Where, if anywhere, pupils had received careers advice, by key stage**



**Base: pupils at key stage 3 (802) key stage 4 (462) key stage 5 (323)**

### Gender

Boys and girls said they had received careers advice from similar sources. However, girls were more likely to say they had received advice 'from a careers adviser who came into my school' (39%) than boys (32%).

### Disadvantage

Pupils in the most deprived IDACI quintile were more likely to have received careers advice from 'friends' (40%) than those in less deprived IDACI quintiles (30% of pupils in the first, second and third IDACI quintiles combined).

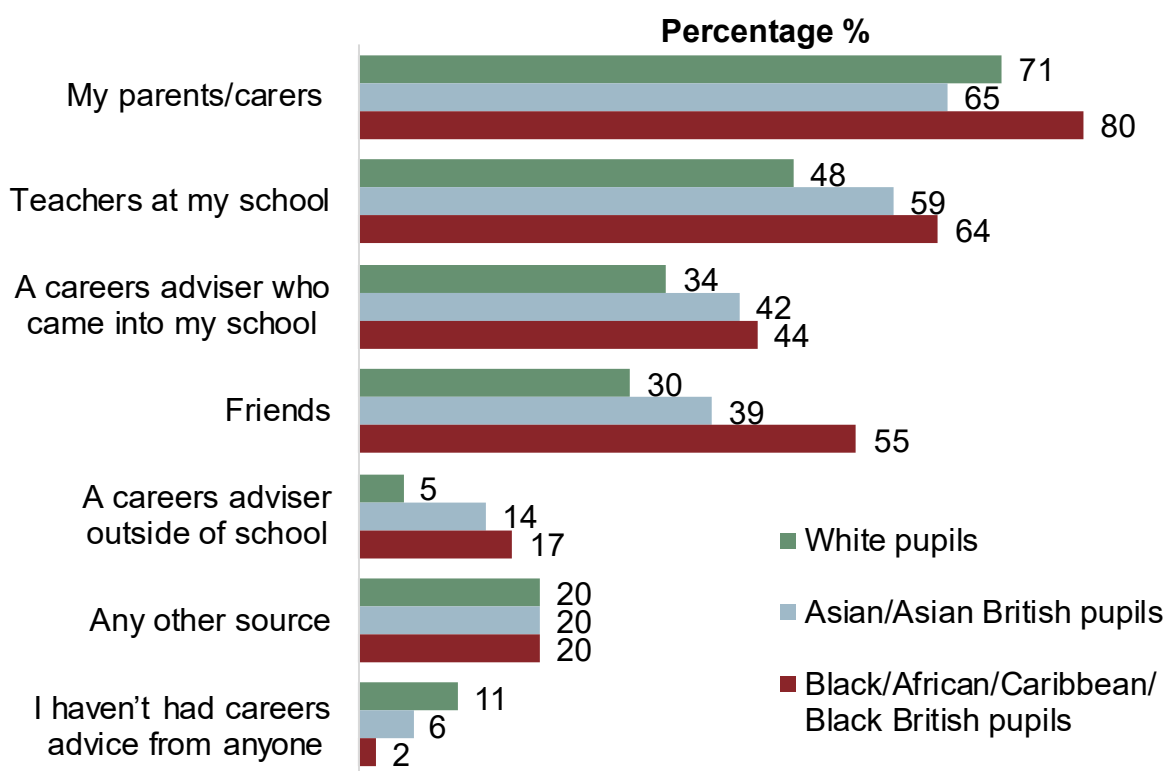
## SEND

Pupils with SEND, and those without, received careers advice from similar sources, with the only difference being whether they had received advice from 'friends'. One fifth of pupils with SEND (20%) had received careers advice from 'friends' compared with 34% of those without SEND.

## Ethnicity

Asian/Asian British, and Black/African/Caribbean/Black British pupils were more likely than their White counterparts to say they had received careers advice 'from teachers at my school', or 'a careers adviser outside of school' (as shown in Figure 42). White pupils were more likely to have not received careers advice from anyone (11%) compared with Black/African/Caribbean/Black British pupils (2%), and Asian/Asian British pupils (6%), although not significantly different.

**Figure 42 Where, if anywhere, pupils had had careers advice, by ethnicity**



**Base: White (1,199) Asian/Asian British (173)  
Black/African/Caribbean/Black British (82)  
pupils**

## Region

There were several differences between pupils in London and the South (with pupils in the North and Midlands falling between these 2 extremes). Pupils in London were more likely to say they had received careers advice ‘from teachers at my school’ (57%, compared with 49% in the South), or ‘a careers adviser outside of school’ (11%, compared with 6%). Pupils in London were also more likely to say they had received careers advice from ‘a careers adviser who came into my school’ (42%) than pupils outside of London (34%). Pupils in London and the Midlands were more likely than those in the North or the South to say they had received careers advice from ‘friends’ (39%, combined, compared with 29%).

### 6.7 Did the careers advice help pupils?

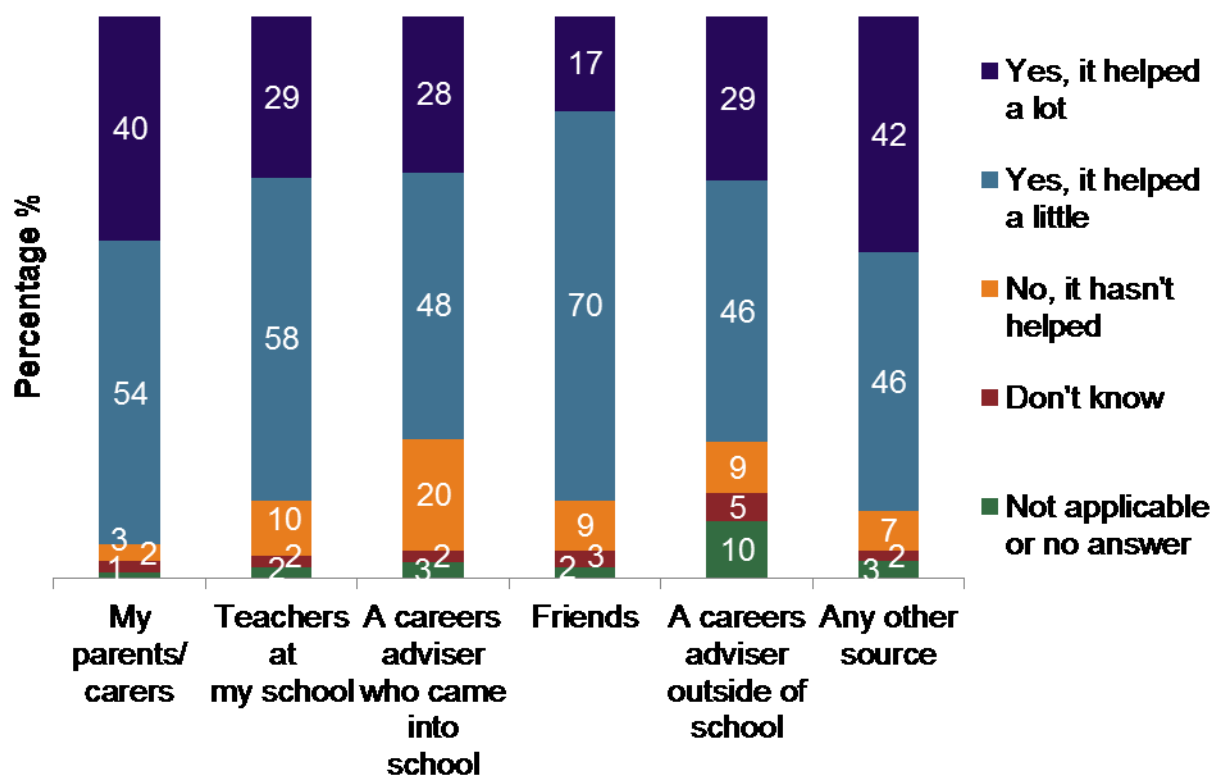
All pupils who had received careers advice were then asked ‘And was the careers advice you received helpful?’ (shown in Figure 43).<sup>64</sup> This follow-up question was not asked in wave 1 so there is no trend analysis.

Pupils tended to find the advice helpful, with the careers advice received from ‘my parents/carers’ seen as being the most helpful (94% thought that it had helped a little or a lot). The least helpful form of advice was ‘a careers adviser who came into school’; 20% of pupils thought that this advice had not helped them.

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<sup>64</sup> A question similar to this was asked at wave 1 asking pupils about how helpful they found all of the advice. At wave 2, the different advice they received was split out for each source of advice, meaning data are not comparable.

Figure 43 Whether pupils thought the careers advice they received was helpful



Base: pupils who had received careers advice (c.802)

## Differences by subgroup

### Pupil's age

As seen in the previous section, pupils in key stages 4 and 5 were more likely to have received advice from 'a careers adviser who came into school' than younger pupils. Approaching half of key stage 4 (48%) and key stage 5 (44%) pupils said it 'helped a little'; and over a quarter (27%) of key stage 4 and 5 pupils said it 'helped a lot'. While fewer key stage 3 pupils had received advice 'from a careers advisor who came into their school', those who had were more likely to find it helpful. The proportions who said it helped 'a 'little' or 'a lot' were: key stage 3 (84%); key stage 4 (74%) and key stage 5 (71%)<sup>65</sup>.

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

<sup>65</sup> The result for key stage 4 is not significantly different compared to key stages 3 or 5.

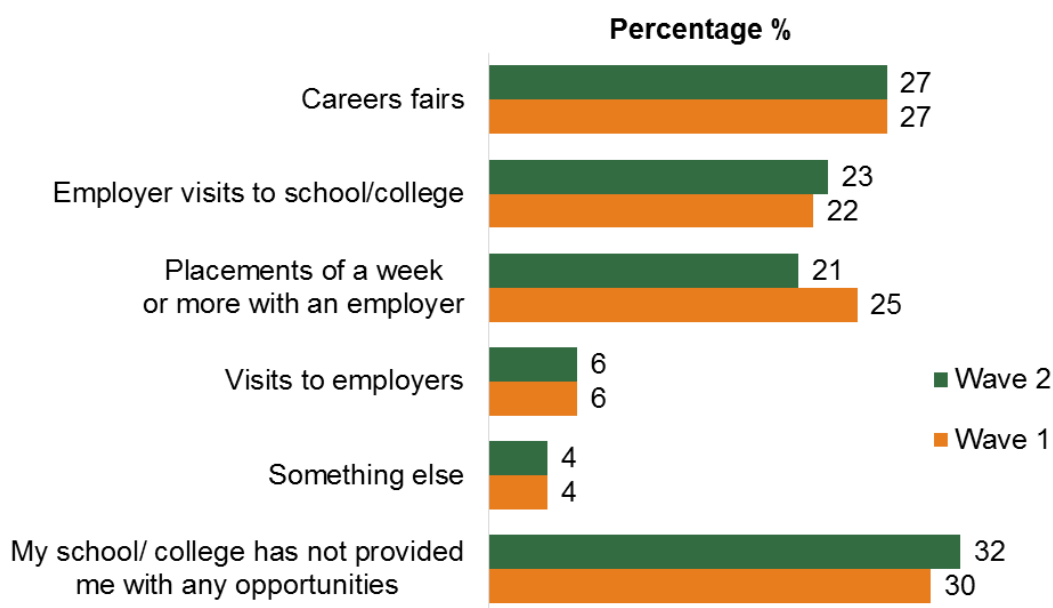
## 6.8 How have schools facilitated contact with employers?

In waves 1 and 2 pupils were asked 'Has your school/college provided you with opportunities to have contact with employers in any of the following ways?', with a list of options shown in Figure 44. They could select all that applied. Note that this identifies pupils' awareness of opportunities rather than being an accurate measure of whether these opportunities have been provided by their school. The question was identical in both waves, so these data are comparable.

Overall, pupils at wave 1 and 2 have had similar experiences of contact with employers provided through their school. However, pupils at wave 2 (conducted towards the end of autumn term) were slightly less likely to say that their school had provided them with 'placements of a week or more with an employer' (21%) than those at wave 1 (conducted at the end of summer term) (25%).

In both waves nearly one third of pupils said 'my school/college has not provided me with any opportunities' to have contact with employers. Of those that had, the most common vehicle for contact was 'careers fairs' (27% in both waves), followed by 'employers visits to school/college' (22% and 23% at waves 1 and 2, respectively), and 'placements of a week or more with an employer' (25% and 21% at waves 1 and 2, respectively).

**Figure 44 Opportunities pupils have had to have contact with employers, by survey wave**



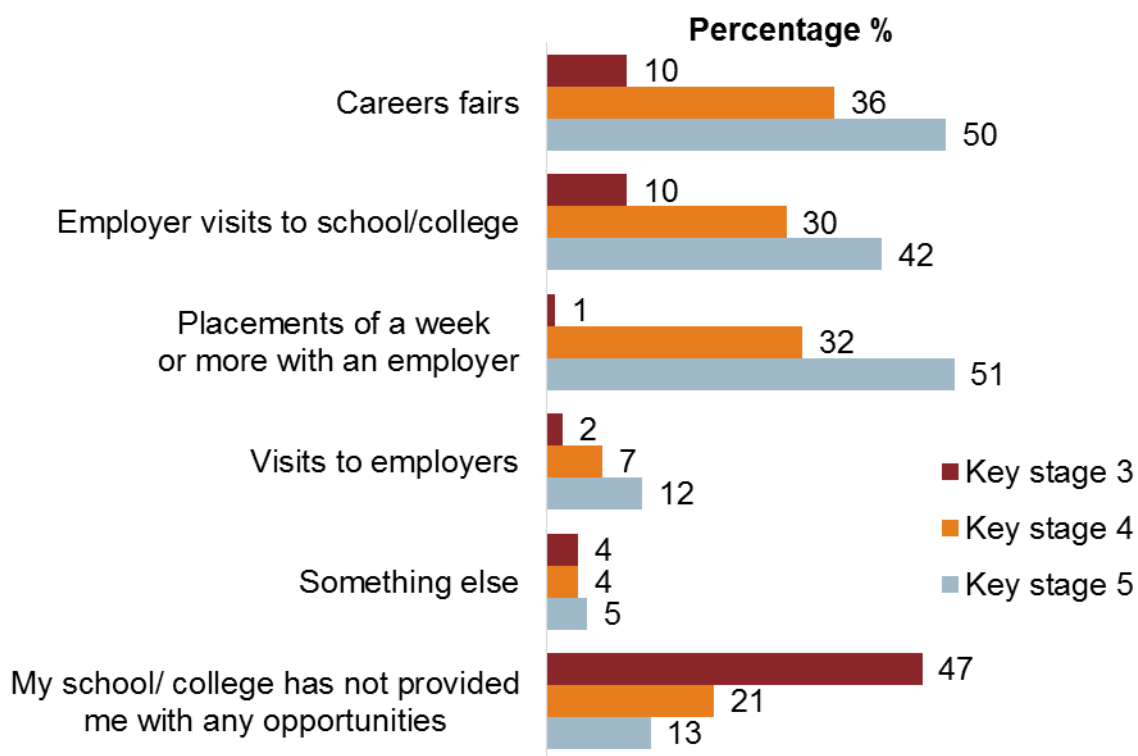
**Base: all pupils at wave 2 (1,595) all pupils at wave 1 (1,723)**

## Differences by subgroup (wave 2)

### Pupil's age

As with receiving careers advice, key stage 4 and 5 pupils were more likely to have had contact with employers through each method compared with key stage 3 pupils (Figure 45).

**Figure 45 Opportunities pupils have had to have contact with employers, by key stage**



**Base: pupils at key stage 3 (802) key stage 4 (462) key stage 5 (323)**

### Gender

Almost one third of girls (30%) said they had had contact with employers through 'careers fairs', which was higher than the 23% of boys who said this.

### Disadvantage

FSM eligible pupils were less likely to say that they had been provided with access to 'placements of a week or more with an employer' by their school/college (10%, compared with 23% of non-eligible pupils).

Pupils in the first, second and third IDACI quintiles were more likely to have been provided with contact with employers through 'careers fairs' (31% combined) than pupils in the most deprived IDACI quintiles (20% of fourth and fifth combined).



## Region

Pupils in London were more likely than pupils in all other regions to have been provided with 'visits to employers' through their school/college (11%, compared with 5% of those outside of London). However, they were less likely to say they have had the opportunity to have contact with employers at 'careers fairs' (20%, compared with 28% of pupils outside of London).

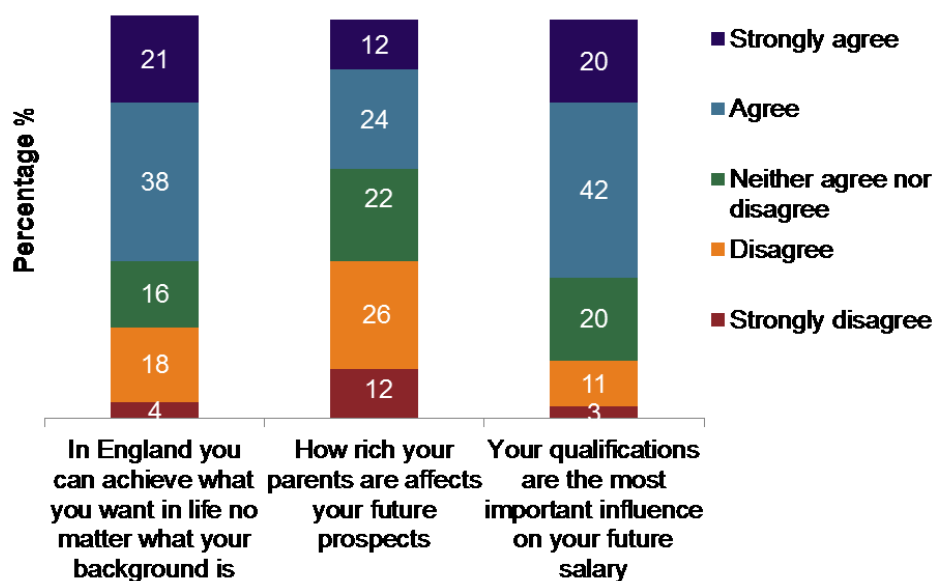
*There were no statistically significant differences found by SEND or ethnicity.*

## 6.9 What do pupils think will affect their future prospects and salary?

Pupils were asked 'How much do you agree or disagree' with a number of statements about factors affecting their future prospects and salary. This was a new question in wave 2 and was only included on the pupil questionnaire. The statements are shown below, with the proportion of pupils agreeing or disagreeing shown in brackets. Figure 46 shows the full responses.

- 'In England you can achieve what you want in life no matter what your background is' (59% 'strongly agreed' or 'agreed'; 21% 'disagreed' or 'strongly disagreed')
- 'How rich your parents are affects your future prospects' (36% 'strongly agreed' or 'agreed'; 38% 'disagreed' or 'strongly disagreed')
- 'Your qualifications are the most important influence on your future salary' (62% 'strongly agreed' or 'agreed'; 14% 'disagreed' or 'strongly disagreed')

**Figure 46 Whether pupils agree with statements on factors affecting future prospects and salary**



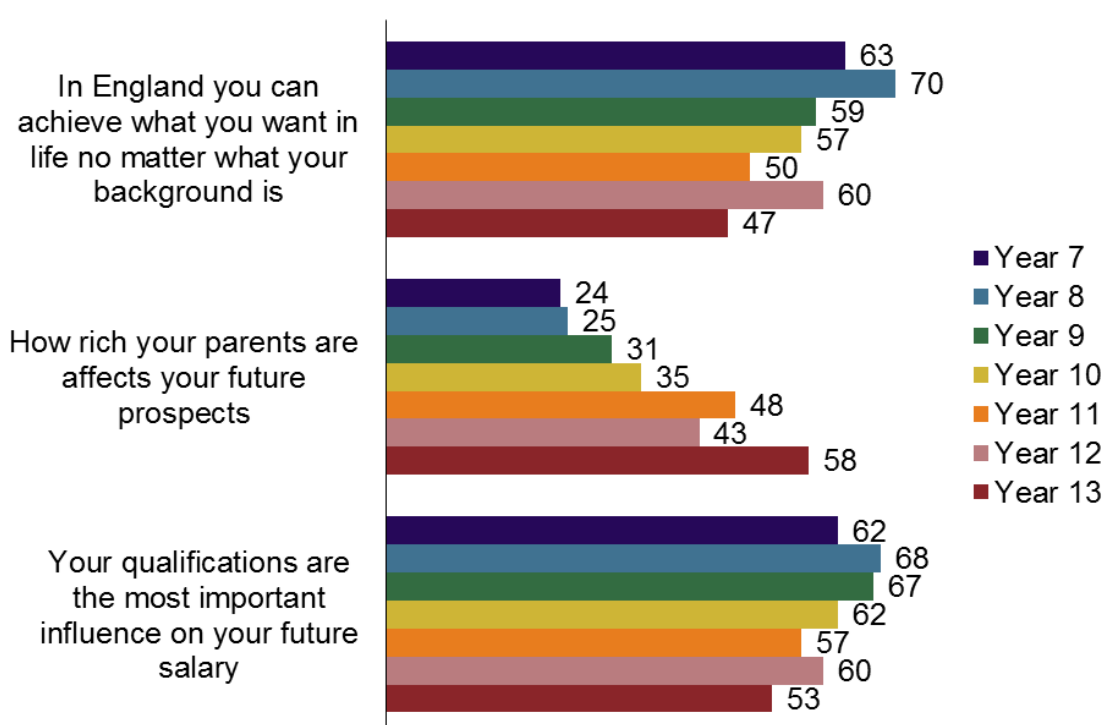
**Base: all pupils (1,595)**

## Differences by subgroup

### Pupil's age

There are some differences in opinion by pupil age. Figure 47 shows the proportion of pupils who agreed or strongly agreed with each statement by year group. Younger pupils were more likely to agree that 'in England you can achieve what you want in life no matter what your background is' than older pupils, although Year 12 pupils were an exception to this pattern. Older pupils, on the other hand, were more likely to agree with the statement 'how rich your parents are affects your future prospects' than younger pupils. Pupils in Year 8 or 9 were more likely to agree that 'Your qualifications are the most important influence on your future salary' (68% and 67%, respectively) compared with pupils in Year 11 or 13 (57% and 53%, respectively).

**Figure 47 Whether pupils agree with statements on factors affecting future prospects and salary, by pupil's age. Chart shows proportion of pupils who 'agree' or 'strongly agree'**



**Base: pupils in Year 7 (251) Year 8 (261) Year 9 (290) Year 10 (244)  
Year 11 (218) Year 12 (142) Year 13 (181)**

### Gender

Girls were significantly more likely to disagree with the statement that 'how rich your parents are affects your future prospects' (42%) than boys (35%). Boys were more likely than girls to agree with the statement 'your qualifications are the most important influence on your future salary' (65% of boys, compared with 59% of girls), however this difference was not statistically significant.

## Disadvantage

Looking at FSM eligibility, there were no significant differences in the proportions who agreed with the first two statements ('in England you can achieve what you want to in life no matter what your background is' and 'how rich your parents are affects your future prospects'). However, pupils eligible for FSM were particularly likely to 'strongly agree' that, 'your qualifications are the most important influence on your future salary' (39% 'strongly agreed', compared with 18% of pupils who aren't eligible). The proportions who agreed either 'strongly' or 'slightly' were similar though (66% of those eligible for FSM and 61% of those not eligible).

There are further differences when looking at how attitudes vary by IDACI. Pupils in the least deprived IDACI quintiles were more likely to agree that 'in England you can achieve what you want in life no matter what your background is' (63% of pupils in the fourth or fifth IDACI quintile, compared with 55% of those in the first, second or third quintile). Conversely, pupils in the most deprived quintiles were more likely to disagree with this statement (27% of pupils in the first, second and third quintile, compared with 16% in the fourth and fifth).

There was also a difference in attitude towards 'how rich your parents are affects your future prospects', with pupils living in more disadvantaged areas being more likely to agree with this statement:

- 40% of pupils in the first, second or third (less deprived) quintiles agreed with this statement; and 37% disagreed
- 27% of pupils in the fourth or fifth quintiles agreed with this statement; and 44% disagreed

## Ethnicity

Asian/Asian British pupils were more likely to agree that 'in England you can achieve what you want in life no matter what your background is' than White pupils (71%, compared with 57%, respectively). The corresponding figure for Black/African/Caribbean/Black British pupils was 61%.

Asian/Asian British pupils were also more likely to agree that 'your qualifications are the most important influence on your future salary' than White pupils (74%, compared with 60%, respectively). The corresponding figure for Black/African/Caribbean/ Black British pupils was 65%.

## Region

Pupils in the North or South were more likely to disagree that 'in England you can achieve what you want in life no matter what your background is' (24% and 23%, respectively) than pupils in London (16%) or the Midlands (18%).<sup>66</sup>

Pupils in the North (16%) or South (15%) were also more likely to disagree that 'your qualifications are the most important influence on your future salary' than pupils in London (9%), and although not statistically significant, the Midlands (13%).

*There were no significant differences by SEND.*

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<sup>66</sup> The difference between the Midlands and the North as well as the Midlands and the South were not statistically significant.

## 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 second wave of the Pupil-Parent/Carer Omnibus surveyed a nationally representative sample of young people at secondary schools in England. A postal drive online approach was used, with the National Pupil Database (NPD) as a sampling frame. All pupils invited to take part in the research were at state-funded schools. The same approach was used at wave 1.

The survey was mixed mode self-completion, 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.

As at wave 1, the survey aimed to achieve 1500 completed linked questionnaires with pupils and their parent/carer (3000 questionnaires in total). At wave 1, this target was surpassed, and 1,723 interviews were achieved. As a result the initial mail-out was reduced at the second wave, to a sample size of 7,000 instead of 8,000. At wave 2, the target was also surpassed, and 1,595 paired interviews were achieved overall.

### Sampling

#### Sampling frame

The 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 – including 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 Year 12 and Year 13 only).

The latest available version of the NPD was used (the Spring 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 from respondents. 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. Children that were not in secondary education (defined as school Year 6 to 12) were deleted. The school years were defined as such because the sample was drawn over the summer before pupils had begun the new academic year. In practice, this means a sample was drawn of pupils who would be in secondary school from Autumn 2016.

Duplicate cases (as identified by their Anonymised Pupil Matching Reference) were then 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.

**Table 8 Sample selection by year group**

<b>Year</b>	<b>Population</b>	<b>Sample selected for original issue</b>	<b>Sample selected for reserve</b>
6	587,860	1,000	1,000
7	571,330	1,000	1,000
8	555,637	1,000	1,000
9	536,727	1,000	1,000
10	542,424	1,000	1,000
11	547,731	1,000	1,000
12	241,676	1,000	1,000

## 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:

- Choice of, and satisfaction with school
- Communications with school
- Extension of the school day and non-timetabled activities
- Bullying
- GCSE and other educational reforms
- Subject and qualification choice
- Careers advice and views of the future.

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

Both questionnaires were cognitively tested by trained researchers from Kantar Public. Ten interviews each lasting half an hour were held with pupils aged 11-17, and with one of their parents/carers (one hour in total per pair). These interviews were conducted over the telephone and an incentive was paid.

## Fieldwork

Fieldwork began on November 23 2016, and closed on January 16 2017. Data were collected over the 3 stages outlined below. Incentives were not offered to either the parents/carers or pupils during this phase.

### 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 each respondent completed the correct survey.

An invitation was sent to the 'parent/carers 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/carers 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 first reminder, to encourage online completion amongst those with online access.

## **Stage 3**

A second (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.

## Response Rates

### Response rates by mail out

In total, 1,828 interviews with parents/carers and 1,874 interviews with pupils were achieved. However, the final reporting figure was 1,595 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.

**Table 9 Response rates for wave 2**

Based on:	Interviews achieved	Response Rate*
All in final reporting figures	1,595	22.8%
All paired interviews achieved before data cleaning	1,609	23.0%
All parent/carer interviews achieved before non-paired responses were removed	1,828	26.1%
All pupil interviews achieved before non-paired responses were removed	1,874	26.8%

\*Based on the 7,000 selected sample

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.

**Table 10 Response rates by mailout**

		Size of mail out	Interviews achieved	Response rate
Parents/carers	First Mail out	6928	443	6.4%
	Second Mail out	6481	373	5.8%
	Third Mail out	6096	780	12.8%
Pupils	First Mail out	6928	478	6.9%
	Second Mail out	6335	348	5.5%
	Third Mail out	5974	770	12.9%

## Subgroup and mode breakdown

The response rates achieved across the different subgroups are shown in Table 11 . 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.

**Table 11 Response rates for each subgroup**

		Size of total mail out	Interviews achieved	Response rate*
Pupil gender	Female	3445	867	25%
	Male	3555	727	20%
School year	Year 7	1000	250	25%
	Year 8	1000	263	26%
	Year 9	1000	290	29%
	Year 10	1000	245	25%
	Year 11	1000	219	22%
	Year 12	1000	141	14%
	Year 13	1000	180	18%
FSM eligible	No	6027	1450	24%
	Yes	973	115	12%
Major ethnic group	White	5330	1200	23%
	Non-white	1670	362	22%
SEND provision**	Yes	797	111	14%
	No	5951	1132	19%

\*Based on the 7,000 selected sample

\*\*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.

**Table 12 Number of completed surveys for each subgroup, by mode**

		Pupil		Parent/carers	
		CAWI	PAPI	CAWI	PAPI
Pupil gender	Female	506	361	496	371
	Male	396	331	414	313
School year	Year 7	149	101	146	104
	Year 8	161	103	163	101
	Year 9	156	134	157	132
	Year 10	131	114	132	113
	Year 11	134	85	132	87
	Year 12	73	68	75	66
	Year 13	97	82	103	76
FSM eligible	No	830	619	835	615
	Yes	58	57	60	55
Major ethnic group	White	669	530	676	524
	Non-white	214	147	215	146
SEND provision	Yes	66	45	69	42
	No	674	458	667	465

## 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.

Respondents were asked for permission for their survey responses to be linked with information held in the NPD. This information was used to define the following subgroups for analysis:

- 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 subgroup definition.

### Removing respondents

In accordance with MRS guidelines, any interviews from pupils aged under 16 that did not have a corresponding parent/carers interview were discarded. Interviews with pupils aged 16 or over only and interviews from only parents/carers were also discarded, meaning analysis focused on interviews of linked pairs only.

In 2 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 (14) were also excluded from the results for completing the online survey too quickly.

## 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 subgroup definitions, respondent information from the NPD was used where permission to link was granted.

The weighting targets are shown below.

**Table 13 Weighting targets**

		Target	%
Pupil gender	Female	782	49.0%
	Male	813	51.0%
School year	Year 7	262	16.4%
	Year 8	254	15.9%
	Year 9	247	15.5%
	Year 10	239	15.0%
	Year 11	241	15.1%
	Year 12	244	15.3%
	Year 13	108	6.7%
FSM Eligible	No	1,365	85.6%
	Yes	230	14.4%
Major ethnic group	White	1,219	77.8%
	Non-white	376	22.2%
Region	East Midlands	139	8.7%
	East of England	181	11.3%
	London	243	15.2%
	North East	75	4.7%
	North West	214	13.4%
	South East	252	15.8%
	South West	152	9.5%
	West Midlands	179	11.2%
	Yorkshire and The Humber	161	10.1%

Weighting the sample to compensate for the design of the study and for non-responses has reduced the precision of survey estimates. A design effect is an adjustment made to find a survey sample size, due to a sampling method. At the overall level, the mean design effect is 1.18.



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