Department
for Education

Evaluation of the Gaining Ground Strategy: technical appendices

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Contents

Appendix A: Gaining Ground schools selection criteria and characteristics

The programme developers identified a range of criteria that local authorities, in partnership with National Strategies, might use to assess whether schools are eligible for additional support. Reflecting the range of criteria and the ability to draw on local contextual knowledge, local authorities placed different emphases on specific criteria, resulting in the selection of schools with a wide range of characteristics:

- stable intake with strong prior attainment at KS2

- more than 30 per cent of pupils achieving five or more GCSE passes including English and mathematics, but overall pupil progress from Key Stage 2 to Key Stage 4 is below average

- strong parental support for children

- little or no improvement in the schools progression rates over three years

- expectations and aspirations of pupils not being commensurate with their ability

- pupils not being sufficiently challenged and consequentially lose interest and momentum

- not being held sufficiently to account for their performance, as parents and governors do not have the tools or information to assess their performance

- serving isolated communities and therefore parental choice does not act as a lever to drive up performance

- receiving little support or attention with regards to putting into place actions to improve their performance

- limited application of Assessment for Learning (AfL) approaches

- not using data on pupils to best effect to develop an understanding of pupil progression and the effectiveness of teaching

- absence of on-going pupil support strategies through Key Stages 3 and 4. (Instead these schools tend to focus on pupils approaching external examinations and students on grade boundaries)

- significant in-school variations in terms of the performance of different groups of pupils

- Contextual Value Added score is significantly below average

- disappointing Ofsted ratings given the school's intake and potential

Characteristics of Gaining Ground Schools

Table A1:   Government Office Region

	Frequency	Percent
1 North East	27	6.8
2 North West/Merseyside	64	16.1
3 Yorkshire & The Humber	45	11.3
4 East Midlands	43	10.8
5 West Midlands	41	10.3
6 Eastern	54	13.6
7 London	37	9.3
8 South East	52	13.1
9 South West	35	8.8
Total	398	100.0

Source: NFER Register of Schools 2009

Table A2:   LA type

	Frequency	Percent
1 London Borough	37	9.3
2 Metropolitan Authorities	83	20.9
3 English Unitary Authorities	83	20.9
4 Counties	195	49.0
Total	398	100.0

Source: NFER Register of Schools 2009

Table A3:   Urban/Rural

	Frequency	Percent
1 Rural	71	17.8
2 Non-rural	326	81.9
Total	397	99.7
Missing	1	.3
Total	398	100.0

Source: NFER Register of Schools 2009

Table A4:   Secondary school type

	Frequency	Percent
2 Comprehensive to 16	171	43.0
3 Comprehensive to 18	211	53.0
4 Other Secondary schools	15	3.8
5 Grammar	1	.3
Total	398	100.0

Source: NFER Register of Schools 2009

Table A5:   Type of Education (Edubase)

	Frequency	Percent
3 Community	250	62.8
6 Foundation	78	19.6
24 Voluntary aided	61	15.3
25 Voluntary controlled	9	2.3
Total	398	100.0

Source: NFER Register of Schools 2009

Table A6:   % Pupils eligible for FSM 2008 (5 pt scale)

	Frequency	Percent
1 Lowest 20%	25	6.3
2 2nd lowest 20%	107	26.9
3 Middle 20%	162	40.7
4 2nd highest 20%	83	20.9
5 Highest 20%	20	5.0
Total	397	99.7
Missing	1	.3
Total	398	100.0

Source: NFER Register of Schools 2009

Table A7: % of EAL pupils (2008)

	Frequency	Percent
1 None	49	12.3
2 1 - 5%	242	60.8
3 6 - 49%	96	24.1
4 50% +	10	2.5
Total	397	99.7
Missing	1	.3
Total	398	100.0

Source: NFER Register of Schools 2009

Table A8: % of pupils with statements (2008)

	Frequency	Percent
1 None	13	3.3
2 1 - 2%	259	65.1
3 3 - 29%	125	31.4
Total	397	99.7
Missing	1	.3
Total	398	100.0

Source: NFER Register of Schools 2009

Table A9: GCSE Achievement band (2008)

	Frequency	Percent
1 Lowest band	82	20.6
2 2nd lowest band	140	35.2
3 Middle band	106	26.6
4 2nd highest band	56	14.1
5 Highest band	13	3.3
Total	397	99.7
Missing	1	.3
Total	398	100.0

Source: NFER Register of Schools 2009

Table A10: Percentile Group of KS24CVA08

	Frequency	Percent
1 Lowest 20%	191	48.0
2 2nd lowest 20%	117	29.4
3 Middle 20%	54	13.6
4 2nd highest 20%	25	6.3
5 Highest 20%	10	2.5
Total	397	99.7
Missing	1	.3
Total	398	100.0

Source: NFER Register of Schools 2009

Appendix B: Selecting the comparison group

In order to explore the extent to which changes in outcomes at Gaining Ground schools could be attributed to the strategy itself, it was important to select a comparison group of similar schools from outside of the strategy. When the strategy began, Local Authorities were provided with guidelines for selecting participating schools. However, the decision was ultimately left to individual LAs' discretion and there was no mechanistic set of rules to follow. As a result, the characteristics of Gaining Ground schools were varied and it was similarly not possible to select comparison schools in a mechanistic fashion.

Instead, we used Propensity Score Matching to select comparison schools that were statistically most similar to Gaining Ground schools, and to calculate suitable weights to apply to responding schools. Based on the schools actually chosen for Gaining Ground, this technique fits a logistic model to predict schools "propensity" for selection given their characteristics. Included in the model are measures of Key Stage 4 outcomes, prior attainment (at Key Stage 2), and other background variables (such as the percentage of pupils eligible for free school meals (FSM)). These included dummy variables identifying whether a school's GCSE results lie between 30% and the median – one of the criteria suggested to LAs in defining Gaining Ground schools. We then selected comparison schools to match the Gaining Ground schools according to their propensity scores[1]. The characteristics found by the model to be most associated with Gaining Ground schools were in turn most influential in this selection.

Although Propensity Score Matching was less straightforward than applying fixed, pre-determined criteria, it had the advantage of being able to account for complex or large numbers of factors which might have affected selection. It ensured that the comparison and intervention groups were comparable across a range of background variables, rather than just those where explicit criteria can be defined. Finally, being based on the actual schools selected by LAs, it provided a comparison group which was genuinely comparable to the Gaining Ground schools taking into account any other factors LAs may have considered.

Once a matched comparison group had been selected, it nevertheless the case that responding schools were not a fair representation of Gaining Ground schools due to those with particular characteristics having lower response rates. Propensity scores allowed us to weight responses to correct for this, with the most relevant characteristics to Gaining Ground participation corrected most effectively.

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[1] So, in a simplified example, if 70% of GG schools have a predicted propensity score in the range 0.5-1.0, and 30% have a score less than 0.5, than comparison group schools would be chosen whose propensity scores match this distribution

In order to illustrate this, below are a selection of charts showing the distribution of school characteristics amongst GG schools, unweighted responding comparison schools, and weighted responding comparison schools (shown here for the first year 8 pupil survey). This demonstrates that for characteristics indicated by the model to be important in determining participation (such as 2008 GCSE performance) the match was successfully improved. On the other hand, for characteristics found to be less relevant important (such as % fsm band) the match was not improved.

% pupils eligible for FSM 2008 (5 pt scale)

Legend:
- All GG schools
- Yr8 comparison (unweighted)
- Yr8 comparison (weighted)
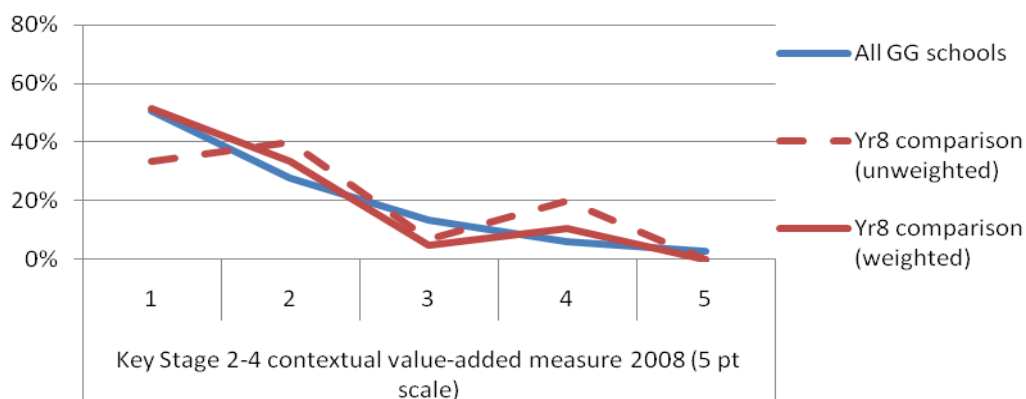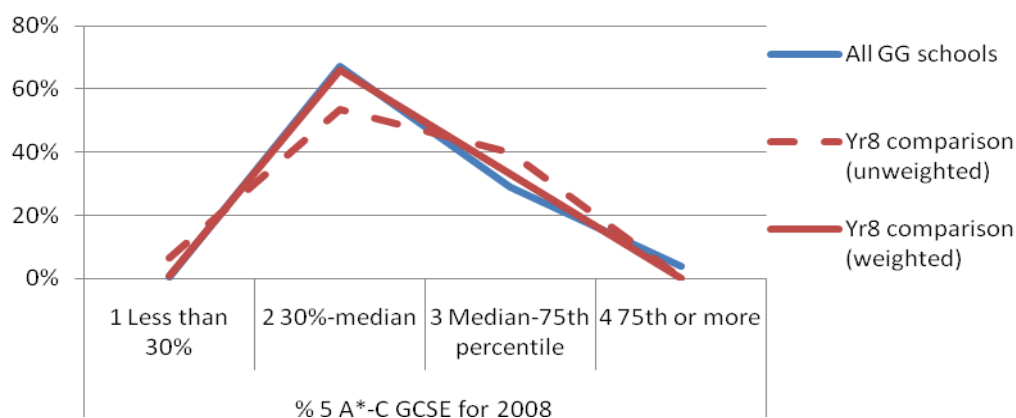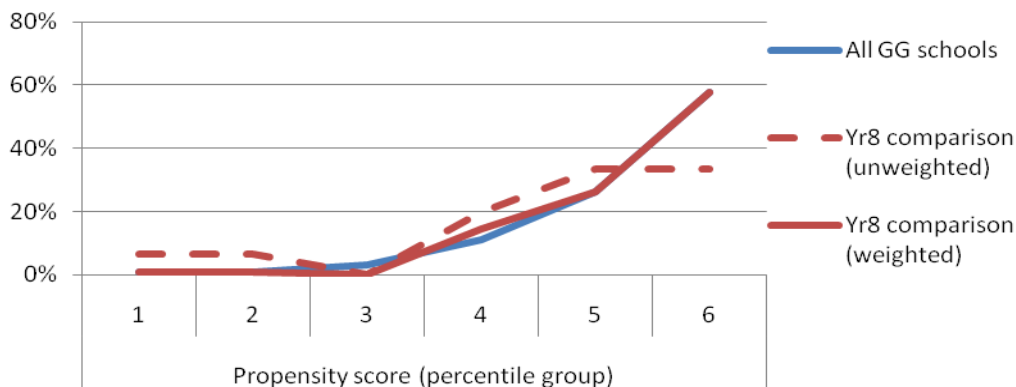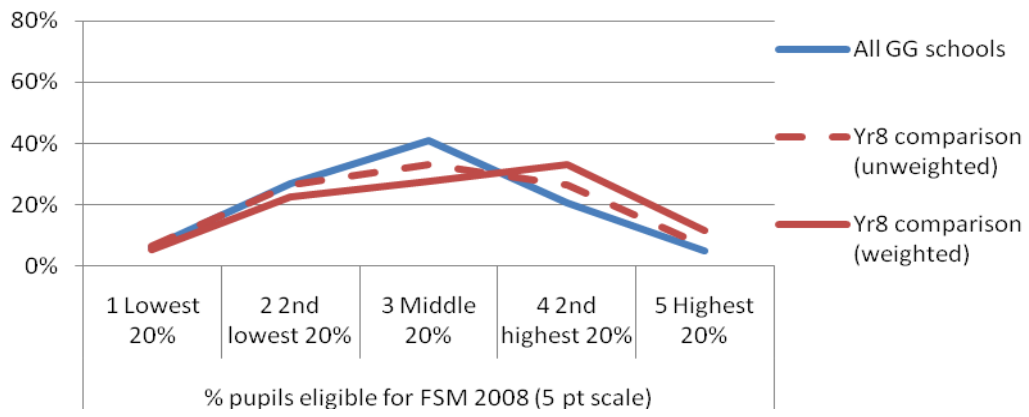
Appendix C: NPD modeling

This section provides additional technical details on the modelling of pupil outcomes undertaken using data from the National Pupil Database (NPD). It should be read in conjunction with the overview provided in the methodology section of the main report.

Data

We requested four years of NPD data from DfE's NPD team covering school years 7-11 from 2007/08 to 2010/11 for the 398 Gaining Ground and 449 comparison schools. This data consisted of pupil level data including background characteristics from the school census, attainment and attendance outcomes for each year, all linked to pupils' prior attainment at Key Stage 2. We also used school-level information (such as school type, region, etc) from NFER's Register of Schools.

Some of the comparison schools (13 in total) participated in the programme as partners to Gaining Ground schools, and so these were removed from the analysis. There were a further four comparison schools which we excluded from the analysis because they had significant changes in status during the four years considered (such as mergers with other schools). We also examined the match between the each year of pupil data, and removed from the analysis a small number of pupils where their year group showed odd patterns across the four years.

We constructed the five outcome variables as follows:

- Total and unauthorised absence variables for each pupil in each of the four years were defined as sessions missed in the Autumn and Spring terms divided by the number of available sessions. These were then multiplied by one hundred for practical reasons, to ensure fewer zeros in the modelling coefficients.
- Total capped points score at Key Stage 4 in GCSE and equivalent qualifications (NPD variable 'ptscnewe'). This is based on listing each pupils' qualifications in descending order of points score, and summing these points for the top eight qualifications (or rather, those equivalent to eight GCSEs worth of study – e.g. a double award subject would count for two on the list).
- A dichotomous variable identifying whether a pupil has achieved at least 5 GCSEs at grade A*-C including English and Maths (NPD variable 'KS4_LEVEL2_EM').
- Average progress in English and Maths from Key Stage 2-4 was defined in terms of National Curriculum levels. At Key Stage 2 we used the 'KS2_ENGLEV' and 'KS2_MATLEV' variables. For Key Stage 4 we used 'KS4_APENG' and 'KS4_APMAT' and converted grades into levels as follows: A*=10 A=9 B=8 C=7 D=6 E=5 F=4 G=3 U=2.

We also constructed independent variables at school-level (such as school type and region); cohort-level (such as percentage of pupils eligible for free school meals); pupil-level (using the available longitudinal data where possible, such as whether a pupil has ever been eligible for Free School Meals or had a Statement); and time point-level (such as school year, and whether Gaining Ground has commenced).

All continuous independent variables were centred about the mean prior to inclusion in modelling, so that the constant term represents outcomes for the 'typical' (base case) pupil. Similarly, categorical variables were defined with the most common category as the base case.

Modelling

We prepared the datasets using SPSS and then uploaded these to MLwiN in order to run multilevel models. We also followed a procedure of randomly sampling from the data, so that attainment models contained half of the available data, and attendance models contained one quarter of the full dataset. Further details of this procedure are provided below. For attainment outcomes we constructed a three-level hierarchical structure (school-cohort-pupil), and ran linear models for the total points score and progress outcomes, and logistic models for the five good GCSEs measure.

Because attendance is measured at multiple time points for each pupil, and we had this longitudinal data available, the attendance models included an additional 'time point' level. Attendance is most accurately modelled as a binomial outcome, however the extremely large number of cases in our dataset (720,000) and its complex structure meant that these models did not converge. However, a binomial distribution can be approximated by a normal distribution, particularly for larger values of n ('number of trials') and p ('event probability'). In the case of our modelling, for the vast majority of pupils n (in this case, number of available sessions) was greater than 200. The value of p was more varied, but for the total absence models was typically greater than 5 per cent, and for the unauthorised absence around 0.5 per cent. On this basis, approximating total absence as being normally distributed is robust, however for unauthorised absence the results should be treated with greater caution. In particular, the model coefficients implied small negative rates of absence for some subgroups of pupils.

In constructing the models, we followed a backward selection procedure, adding all of the variables into the models to begin with and then successively removing those insignificant at the ten per cent level. Ten per cent was chosen to ensure variables that were marginally significant in the initial model were not unduly removed when their significant may increase in subsequent iterations. However, we have only reported findings in the main report based on the final set of models where variables were significant at the five per cent level.

We estimated the impact of Gaining Ground overall and for particular subgroups of pupils using a number of variables and interaction terms:

- A variable to control for any pre-existing differences between outcomes at Gaining Ground and comparison schools ("EGG"). This took the value of one for all cases in Gaining Ground schools in any of the four years, and zero for comparison schools.
- A variable to identify relative change between Gaining Ground and comparison schools once the strategy was in place ("GG"). This took at value of one in Gaining Ground schools during 2009/10 and 2010/11, and a value of zero in Gaining Ground schools during 2007/08 and 2008/09 and in all years for comparison schools.
- Variables to identify relative change in the two separate years of the strategy ("GG1" and "GG2"), defined similarly as for "GG" but focussing on 2009/10 and 2010/11 respectively.
- Interaction terms between each of the four variables described above, and a range of school, cohort, and pupil-level characteristics.

Setting the models up in this way meant that we did not explicitly estimate change over time in Gaining Ground and comparison schools. Rather, we estimated incremental improvement in Gaining Ground schools over and above what would have been expected in the absence of the programme given the characteristics of the pupils, cohorts, schools, and on their historical levels of performance.

Split dataset

One methodological criticism that can be levelled at modelling results from quasi-experimental designs such as this is that through repeated testing of a wide range of variables one focuses on findings that arise purely out of statistical chance [2]. At a 5 per cent significance level, in principle one in twenty 'significant' findings will nevertheless be purely due to chance variation, so by trying a sufficient number of variables there will inevitably some which turn out to be significant.

In order to address this criticism and provide confidence in the findings, prior to undertaking the modelling we randomly selected half of the attainment dataset and a quarter of the attendance dataset and put the rest to one side (this procedure had the added benefit of reducing the datasets so that they were small enough to be handled by the available computer hardware and software). The findings in this report are based on the modelling using this primary dataset; however, having finalised the model specifications we then re-ran identical modelling using the alternative secondary dataset.

The findings from the complementary set of modelling results closely mirrored the primary results, and whilst there were small changes in the coefficients these were all within the bounds one would expect given the standard errors of the primary findings.

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[2] See for example, "Deming, data and observational studies", S. Stanley Young and Alan Karr, writing in 'significance' magazine September 2011

All of the main effects remained significant, and there were only a small number of interaction terms that were only marginally significant in the primary data that shifted to being marginally insignificant at the five per cent level using the secondary data.

Findings

Progress in Mathematics and English

Variable	Description	Coefficient	Standard error	p value	Significant at 5% level
const	Constant	2.698	0.036	0.00	*
egg	Gaining Ground school	-0.155	0.017	0.00	*
KS24CVA08	average KS2-KS4 CVA measure 2008	0.006	0.001	0.00	*
gorNE	North East	-0.199	0.043	0.00	*
gorNW	North West/Merseyside	-0.149	0.038	0.00	*
gorYH	Yorkshire & The Humber	-0.196	0.038	0.00	*
gorEM	East Midlands	-0.180	0.039	0.00	*
gorWM	West Midlands	-0.174	0.037	0.00	*
gorE	Eastern	-0.116	0.038	0.00	*
gorSE	South East	-0.126	0.037	0.00	*
gorSW	South West	-0.130	0.039	0.00	*
Bsch	boys school	0.076	0.036	0.03	*
Rural	School in Rural area	0.042	0.016	0.01	*
typeSM	Secondary Modern	-0.058	0.032	0.07	
typeGram	Grammar	0.563	0.100	0.00	*
cfsmever	% cohort ever entitled to FSM	0.008	0.001	0.00	*
cgandteve	% cohort ever G&T	-0.006	0.000	0.00	*
csenap	% cohort with levels A or P of SEN	0.005	0.000	0.00	*
cidaci	average IDACI of cohort	-1.378	0.137	0.00	*
cewhite	% cohort who are White British	-0.003	0.001	0.00	*
ck2av	cohorts' average KS2	0.030	0.008	0.00	*
female	Gender	0.126	0.005	0.00	*
fsmever	Ever eligible for Free School Meals	-0.309	0.007	0.00	*
ealever	Ever English as an Additional Language	0.335	0.013	0.00	*
gandtever	Ever Gifted & Talented	0.579	0.008	0.00	*
senstat	Highest level of SEN is a Statement	-0.493	0.019	0.00	*
senap	Highest level of SEN is School Action or Action P	-0.515	0.007	0.00	*
idaci	IDACI	-0.979	0.043	0.00	*
etravel	Gypsy/Romany and Travellers of Irish Heritage	-0.915	0.069	0.00	*

Variable	Description	Coefficient	Standard error	p value	Significant at 5% level
easian	Ethnicity Asian	0.318	0.015	0.00	*
eblack	Ethnicity Black	0.307	0.015	0.00	*
emixed	Ethnicity Mixed	0.048	0.012	0.00	*
echinese	Ethnicity Chinese	0.471	0.040	0.00	*
eother	Ethnicity Other	0.239	0.031	0.00	*
emissing	Ethnicity Unclassified or Missing	-0.081	0.016	0.00	*
k2av	Key Stage 2 Average	0.106	0.001	0.00	*
FSM.p.EGG	EGG school/FSM (pupil-level) interaction	0.017	0.014	0.24	
sex.p.EGG	EGG school/female (pupil-level) interaction	0.018	0.009	0.04	*
GT.p.EGG	EGG school/G&T (pupil-level) interaction	0.063	0.013	0.00	*
SENS.p.EGG	EGG school/SEN Statement (pupil-level) interaction	0.034	0.033	0.29	
SENAP.p.EGG	EGG school/SEN (A, P) (pupil-level) interaction	-0.083	0.012	0.00	*
IDACI.p.EGG	EGG school/IDACI (pupil-level) interaction	-0.225	0.045	0.00	*
KS2.p.EGG	EGG school/KS2 (pupil-level) interaction	0.005	0.001	0.00	*
FSM.p.GG	GG/FSM (pupil-level) interaction	-0.051	0.015	0.00	*
sex.p.GG	GG/female (pupil-level) interaction	-0.030	0.010	0.00	*
GT.p.GG	GG/G&T (pupil-level) interaction	-0.085	0.015	0.00	*
SENS.p.GG	GG/SEN Statement (pupil-level) interaction	-0.004	0.038	0.92	
SENAP.p.GG	GG/SEN (A, P) (pupil-level) interaction	0.119	0.014	0.00	*
IDACI.p.GG	GG/IDACI (pupil-level) interaction	0.356	0.052	0.00	*
KS2.p.GG	GG/KS2 (pupil-level) interaction	-0.011	0.002	0.00	*
FSM.c.EGG	EGG school/FSM (cohort-level) interaction	-0.006	0.001	0.00	*
EAL.c.EGG	EGG school/EAL (cohort-level) interaction	-0.003	0.001	0.01	*
IDACI.c.EGG	EGG school/IDACI (cohort-level) interaction	0.863	0.197	0.00	*
KS2.c.EGG	EGG school/KS2 (cohort-level) interaction	-0.031	0.013	0.01	*
EAL.c.GG	GG/EAL (cohort-level) interaction	0.005	0.002	0.00	*
white.c.GG	GG/% white (cohort-level)	0.002	0.001	0.05	

Variable	Description	Coefficient	Standard error	p value	Significant at 5% level
	interaction				
KS2.c.GG	GG/KS2 (cohort-level) interaction	0.049	0.011	0.00	*
CVA.GG	GG/school level KS2-4 CVA interaction	-0.002	0.001	0.01	*
k2av_2	KS2 average to the power two	0.003	0.000	0.00	*
KS2_2.p.GG	KS2 average to the power two/GG interaction	-0.001	0.000	0.00	*
KS2_2.p.EGG	KS2 average to the power two/EGG interaction	0.001	0.000	0.00	*
k2av_3	KS2 average to the power three	-0.001	0.000	0.00	*
k2av_4	KS2 average to the power four	0.000	0.000	0.00	*
k2av_5	KS2 average to the power five	0.000	0.000	0.00	*
GG1	experienced 1 year of GG	0.199	0.019	0.00	*
GG2	experienced 2 years of GG	0.244	0.021	0.00	*
idaci_2	IDACI to the power two	2.420	0.199	0.00	*
ida_2.p.GG	IDACI to the power two/GG interaction	-0.313	0.178	0.08	
ida_2.p.EGG	IDACI to the power two/EGG interaction	0.411	0.156	0.01	*
idaci_3	IDACI to the power three	-8.668	1.410	0.00	*
idaci_4	IDACI to the power four	18.610	4.709	0.00	*
idaci_5	IDACI to the power five	-13.940	4.142	0.00	*

Achieving five good GCSEs

Variable	Description	Coefficient	Standard error	p value	Significant at 5% level
const	Constant	-0.317	0.022	0.00	*
egg	A Gaining Ground school	-0.313	0.033	0.00	*
KS24CVA08	Average KS2-KS4 CVA measure 2008	0.009	0.001	0.00	*
gorSW	South West	-0.061	0.038	0.11	
Gsch	Girls school	0.257	0.075	0.00	*
typeGram	Grammar	2.049	0.289	0.00	*
typeAcad	Academies	0.114	0.034	0.00	*
cfsmever	% cohort ever entitled to FSM	0.020	0.001	0.00	*
cgandtever	% cohort ever Gifted & Talented	-0.011	0.001	0.00	*
csenap	% cohort with levels A or P of SEN	0.010	0.001	0.00	*
cidaci	Average IDACI of cohort	-1.954	0.282	0.00	*
ck2av	Cohorts' average KS2	0.041	0.018	0.02	*
female	Gender	0.316	0.012	0.00	*
fsmever	Ever eligible for Free School Meals	-0.567	0.021	0.00	*
ealever	Ever English as an Additional Language	0.617	0.038	0.00	*
gandtever	Ever Gifted & Talented	1.121	0.025	0.00	*
senstat	Highest level of SEN is a Statement	-0.575	0.054	0.00	*
senap	Highest level of SEN is School Action or Action P	-1.011	0.021	0.00	*
idaci	IDACI	-1.881	0.118	0.00	*
etravel	Gypsy/Romany and Travellers of Irish Heritage	-1.012	0.294	0.00	*
easian	Ethnicity Asian	0.697	0.042	0.00	*
eblack	Ethnicity Black	0.503	0.043	0.00	*
emixed	Ethnicity Mixed	0.101	0.034	0.00	*
echinese	Ethnicity Chinese	1.082	0.137	0.00	*
eother	Ethnicity Other	0.530	0.092	0.00	*
k2av	Key Stage 2 Average	0.502	0.004	0.00	*
FSM.p.EGG	EGG school/FSM (pupil-level) interaction	0.093	0.043	0.03	*
GT.p.EGG	EGG school/G&T (pupil-level) interaction	0.074	0.043	0.09	
SENAP.p.EGG	EGG school/SEN (A, P) (pupil-level) interaction	-0.099	0.039	0.01	*
IDACI.p.EGG	EGG school/IDACI (pupil-level) interaction	-0.268	0.100	0.01	*
FSM.p.GG	GG/FSM (pupil-level) interaction	-0.150	0.045	0.00	*
sex.p.GG	GG/female (pupil-level) interaction	-0.051	0.024	0.03	*
GT.p.GG	GG/G&T (pupil-level) interaction	-0.190	0.049	0.00	*
SENAP.p.GG	GG/SEN (A, P) (pupil-level) interaction	0.159	0.043	0.00	*

Variable	Description	Coefficient	Standard error	p value	Significant at 5% level
IDACI.p.GG	GG/IDACI (pupil-level) interaction	0.579	0.111	0.00	*
FSM.c.EGG	EGG school/FSM (cohort-level) interaction	-0.015	0.003	0.00	*
IDACI.c.EGG	EGG school/IDACI (cohort-level) interaction	1.582	0.436	0.00	*
white.c.EGG	EGG school/% white (cohort-level) interaction	-0.002	0.002	0.32	
KS2.c.EGG	EGG school/KS2 (cohort-level) interaction	-0.054	0.029	0.06	
EAL.c.GG	GG/EAL (cohort-level) interaction	0.003	0.002	0.06	
KS2.c.GG	GG/KS2 (cohort-level) interaction	0.075	0.027	0.01	*
GG1	Experienced 1 year of GG	0.420	0.044	0.00	*
GG2	Experienced 2 years of GG	0.608	0.048	0.00	*
k2av_2	KS2 average to the power two	-0.022	0.001	0.00	*
KS2_2.p.GG	KS2 average to the power two/Gaining Ground interaction	0.002	0.001	0.01	*
k2av_3	KS2 average to the power three	0.000	0.000	0.03	*
k2av_4	KS2 average to the power four	0.001	0.000	0.00	*
k2av_5	KS2 average to the power five	0.000	0.000	0.00	*
idaci_2	IDACI to the power two	5.314	0.543	0.00	*
idaci_3	IDACI to the power three	-20.440	4.063	0.00	*
idaci_4	IDACI to the power four	46.180	13.760	0.00	*
idaci_5	IDACI to the power five	-35.040	12.220	0.00	*

Overall KS4 performance

Variable	Description	Coefficient	Standard error	p value	Significant at 5% level
const	Constant	313.300	0.749	0.00	*
egg	Gaining Ground school	-10.330	0.970	0.00	*
KS24CVA08	average KS2-KS4 CVA measure 2008	0.653	0.041	0.00	*
gorNW	North West/Merseyside	4.030	1.116	0.00	*
gorSW	South West	-3.741	1.109	0.00	*
typeC18	Comprehensive to 18	1.339	0.769	0.08	
typeGram	Grammar	26.270	6.126	0.00	*
typeAcad	Academies	2.366	1.081	0.03	*
cfsmever	% cohort ever entitled to FSM	1.122	0.036	0.00	*
cgandtever	% cohort ever Gifted & Talented	-0.230	0.028	0.00	*
csenap	% cohort with levels A or P of SEN	0.421	0.026	0.00	*
cidaci	average IDACI of cohort	-83.340	7.933	0.00	*
ck2av	cohorts' average KS2	3.363	0.504	0.00	*
female	Gender	12.850	0.230	0.00	*
fsmever	Ever eligible for Free School Meals	-21.820	0.392	0.00	*
ealever	Ever English as an Additional Language	21.920	0.836	0.00	*
gandtever	Ever Gifted & Talented	28.980	0.470	0.00	*
senstat	Highest level of SEN is a Statement	-38.770	1.173	0.00	*
senap	Highest level of SEN is School Action or Action P	-35.520	0.439	0.00	*
idaci	IDACI	-71.140	1.737	0.00	*
etravel	Gypsy/Romany and Travellers of Irish Heritage	-67.740	4.260	0.00	*
easian	Ethnicity Asian	17.680	0.917	0.00	*
eblack	Ethnicity Black	19.750	0.955	0.00	*
emixed	Ethnicity Mixed	2.989	0.762	0.00	*
echinese	Ethnicity Chinese	22.840	2.568	0.00	*
eother	Ethnicity Other	16.000	1.961	0.00	*
emissing	Ethnicity Unclassified or Missing	-7.117	1.020	0.00	*
k2av	Key Stage 2 Average	10.680	0.068	0.00	*
GT.p.EGG	EGG school/G&T (pupil-level) interaction	3.441	0.854	0.00	*
SENS.p.EGG	EGG school/SEN Statement (pupil-level) interaction	6.204	1.662	0.00	*
SENAP.p.EGG	EGG school/SEN (A, P) (pupil-level) interaction	-7.524	0.778	0.00	*
IDACI.p.EGG	EGG school/IDACI (pupil-level) interaction	-17.660	2.837	0.00	*
KS2.p.EGG	EGG school/KS2 (pupil-level)	1.445	0.091	0.00	*

Variable	Description	Coefficient	Standard error	p value	Significant at 5% level
	interaction				
FSM.p.GG	GG/FSM (pupil-level) interaction	-2.674	0.699	0.00	*
GT.p.GG	GG/G&T (pupil-level) interaction	-4.722	0.974	0.00	*
SENAP.p.GG	GG/SEN (A, P) (pupil-level) interaction	13.230	0.869	0.00	*
IDACI.p.GG	GG/IDACI (pupil-level) interaction	30.460	3.284	0.00	*
KS2.p.GG	GG/KS2 (pupil-level) interaction	-2.748	0.108	0.00	*
FSM.c.EGG	EGG school/FSM (cohort-level) interaction	-0.848	0.070	0.00	*
IDACI.c.EGG	EGG school/IDACI (cohort-level) interaction	81.360	11.330	0.00	*
KS2.c.EGG	EGG school/KS2 (cohort-level) interaction	-1.652	0.796	0.04	*
KS2.c.GG	GG/KS2 (cohort-level) interaction	1.883	0.690	0.01	*
CVA.EGG	EGG/school level KS2-4 CVA interaction	0.093	0.067	0.17	
Urb.GG	GG/Urban school interaction	-2.272	1.383	0.10	
CVA.GG	GG/school level KS2-4 CVA interaction	-0.380	0.054	0.00	*
GG1	experienced 1 year of GG	17.200	1.635	0.00	*
GG2	experienced 2 years of GG	25.170	1.697	0.00	*
KS2_2.p.GG	KS2 average to the power two/GG interaction	-0.069	0.010	0.00	*
KS2_2.p.EGG	KS2 average to the power two/EGG interaction	0.052	0.008	0.00	*
k2av_3	KS2 average to the power three	-0.025	0.001	0.00	*
k2av_5	KS2 average to the power five	0.000	0.000	0.00	*
idaci_2	IDACI to the power two	145.200	9.822	0.00	*
ida_2.p.GG	IDACI to the power two/GG interaction	-24.800	11.270	0.03	*
ida_2.p.EGG	IDACI to the power two/EGG interaction	26.750	9.913	0.01	*
idaci_3	IDACI to the power three	-128.700	16.990	0.00	*

Total absence

Variable	Description	Coefficient	Standard error	p value	Significant at 5% level
const	Constant	4.210	0.062	0.00	*
y8	Year 8	0.987	0.038	0.00	*
y9	Year 9	1.558	0.040	0.00	*
y10	Year 10	1.851	0.043	0.00	*
y11	Year 11	2.625	0.047	0.00	*
y7.p.EGG	EGG/Year7 (pupil-level) interaction	0.231	0.083	0.01	*
y8.p.EGG	EGG school/Year8 (pupil-level) interaction	0.337	0.081	0.00	*
y9.p.EGG	EGG school/Year9 (pupil-level) interaction	0.495	0.080	0.00	*
y10.p.EGG	EGG school/Year10 (pupil-level) interaction	0.741	0.082	0.00	*
y11.p.EGG	EGG school/Year11 (pupil-level) interaction	0.976	0.092	0.00	*
KS24CVA08	average KS2-KS4 CVA measure 2008	-0.017	0.002	0.00	*
gorYH	Yorkshire & The Humber	0.234	0.075	0.00	*
gorWM	West Midlands	0.229	0.082	0.00	*
gorE	Eastern	0.162	0.079	0.04	*
gorSE	South East	0.369	0.074	0.00	*
cfsmever	% cohort ever entitled to FSM	-0.050	0.002	0.00	*
cgandtever	% cohort ever Gifted & Talented	0.017	0.002	0.00	*
csenstat	% cohort with statement of SEN	-0.045	0.010	0.00	*
csenap	% cohort with levels A or P of SEN	-0.024	0.002	0.00	*
ck2av	cohorts' average KS2	-0.318	0.032	0.00	*
female	Gender	0.821	0.030	0.00	*
fsmever	Ever eligible for Free School Meals	3.104	0.038	0.00	*
ealever	Ever English as an Additional Language	-1.067	0.068	0.00	*
gandtever	Ever Gifted & Talented	-1.267	0.034	0.00	*
senstat	Highest level of SEN is a Statement	1.513	0.108	0.00	*
senap	Highest level of SEN is School Action or Action P	2.323	0.040	0.00	*
idaci	IDACI	7.069	0.164	0.00	*
etravel	Gypsy/Romany and Travellers of Irish Heritage	9.508	0.342	0.00	*
easian	Ethnicity Asian	-0.464	0.077	0.00	*
eblack	Ethnicity Black	-3.000	0.084	0.00	*
emixed	Ethnicity Mixed	-0.202	0.067	0.00	*
echinese	Ethnicity Chinese	-2.762	0.235	0.00	*
eother	Ethnicity Other	-0.882	0.167	0.00	*

Variable	Description	Coefficient	Standard error	p value	Significant at 5% level
emissing	Ethnicity Unclassified or Missing	0.659	0.095	0.00	*
k2av	Key Stage 2 Average	-0.203	0.008	0.00	*
FSM.p.EGG	EGG school/FSM (pupil-level) interaction	-0.204	0.065	0.00	*
sex.p.EGG	EGG school/female (pupil-level) interaction	-0.108	0.050	0.03	*
SENS.p.EGG	EGG school/SEN Statement (pupil-level) interaction	0.490	0.154	0.00	*
SENAP.p.EGG	EGG school/SEN (A, P) (pupil-level) interaction	0.151	0.064	0.02	*
IDACI.p.EGG	EGG school/IDACI (pupil-level) interaction	1.293	0.246	0.00	*
KS2.p.EGG	EGG school/KS2 (pupil-level) interaction	-0.013	0.006	0.02	*
FSM.p.GG	GG/FSM (pupil-level) interaction	0.447	0.063	0.00	*
sex.p.GG	GG/female (pupil-level) interaction	0.142	0.050	0.00	*
SENAP.p.GG	GG/SEN (A, P) (pupil-level) interaction	-0.159	0.059	0.01	*
IDACI.p.GG	GG/IDACI (pupil-level) interaction	-0.895	0.181	0.00	*
FSM.c.EGG	EGG school/FSM (cohort-level) interaction	0.031	0.004	0.00	*
GT.c.EGG	EGG school/G&T (cohort-level) interaction	-0.007	0.003	0.03	*
IDACI.c.EGG	EGG school/IDACI (cohort-level) interaction	-1.790	0.568	0.00	*
KS2.c.EGG	EGG school/KS2 (cohort-level) interaction	0.190	0.050	0.00	*
KS2.c.GG	GG/KS2 (cohort-level) interaction	-0.054	0.030	0.07	
small.GG	GG/small school interaction	-0.179	0.060	0.00	*
CVA.GG	GG/school level KS2-4 CVA interaction	0.008	0.002	0.00	*
y7.p.GG1	GG1/Year7 (pupil-level) interaction	-0.251	0.093	0.01	*
y8.p.GG1	GG1/Year8 (pupil-level) interaction	-0.512	0.086	0.00	*
y9.p.GG1	GG1/Year9 (pupil-level) interaction	-0.549	0.084	0.00	*
y10.p.GG1	GG1/Year10 (pupil-level) interaction	-0.559	0.085	0.00	*
y11.p.GG1	GG1/Year11 (pupil-level) interaction	-0.835	0.090	0.00	*
y7.p.GG2	GG2/Year7 (pupil-level) interaction	-0.591	0.099	0.00	*
y8.p.GG2	GG2/Year8 (pupil-level) interaction	-0.696	0.094	0.00	*
y9.p.GG2	GG2/Year9 (pupil-level)	-0.890	0.088	0.00	*

Variable	Description	Coefficient	Standard error	p value	Significant at 5% level
	interaction				
y10.p.GG2	GG2/Year10 (pupil-level) interaction	-1.075	0.089	0.00	*
y11.p.GG2	GG2/Year11 (pupil-level) interaction	-1.050	0.096	0.00	*
k2av_2	(KS2 average)2	-0.005	0.002	0.00	*
k2av_3	(KS2 average)3	0.002	0.000	0.00	*
k2av_4	(KS2 average)4	0.000	0.000	0.00	*
k2av_5	(KS2 average)5	0.000	0.000	0.00	*
idaci_2	(IDACI)2	-11.720	0.932	0.00	*
ida_2.p.EGG	EGG/(IDACI)2 (pupil-level) interaction	-2.963	0.793	0.00	*
idaci_3	(IDACI)3	12.490	1.653	0.00	*

Unauthorised absence

Variable	Description	Coefficient	Standard error	p value	Significant at 5% level
const	Constant	-0.234	0.043	0.00	*
y8	Year 8	0.316	0.025	0.00	*
y9	Year 9	0.684	0.026	0.00	*
y10	Year 10	1.113	0.027	0.00	*
y11	Year 11	1.771	0.029	0.00	*
y7.p.EGG	EGG/Year7 (pupil-level) interaction	0.110	0.056	0.05	
y8.p.EGG	EGG school/Year8 (pupil-level) interaction	0.119	0.056	0.03	*
y9.p.EGG	EGG school/Year9 (pupil-level) interaction	0.131	0.055	0.02	*
y10.p.EGG	EGG school/Year10 (pupil-level) interaction	0.200	0.055	0.00	*
y11.p.EGG	EGG school/Year11 (pupil-level) interaction	0.301	0.056	0.00	*
y7.p.GG1	GG1/Year7 (pupil-level) interaction	-0.133	0.060	0.03	*
y8.p.GG1	GG1/Year8 (pupil-level) interaction	-0.182	0.056	0.00	*
y9.p.GG1	GG1/Year9 (pupil-level) interaction	-0.205	0.054	0.00	*
y10.p.GG1	GG1/Year10 (pupil-level) interaction	-0.132	0.054	0.01	*
y11.p.GG1	GG1/Year11 (pupil-level) interaction	-0.301	0.055	0.00	*
y7.p.GG2	GG2/Year7 (pupil-level) interaction	-0.180	0.063	0.00	*
y8.p.GG2	GG2/Year8 (pupil-level)	-0.093	0.060	0.12	

Variable	Description	Coefficient	Standard error	p value	Significant at 5% level
	interaction				
y9.p.GG2	GG2/Year9 (pupil-level) interaction	-0.167	0.056	0.00	*
y10.p.GG2	GG2/Year10 (pupil-level) interaction	-0.226	0.056	0.00	*
y11.p.GG2	GG2/Year11 (pupil-level) interaction	-0.252	0.058	0.00	*
KS24CVA08	average KS2-KS4 CVA measure 2008	-0.014	0.002	0.00	*
gorEM	East Midlands	0.142	0.073	0.05	
gorSE	South East	0.225	0.059	0.00	*
bigSch	school size - large	0.136	0.046	0.00	*
cfsmever	% cohort ever entitled to FSM	-0.013	0.001	0.00	*
csenap	% cohort with levels A or P of SEN	-0.009	0.001	0.00	*
cidaci	average IDACI of cohort	0.781	0.311	0.01	*
ck2av	cohorts' average KS2	-0.065	0.018	0.00	*
female	Gender	0.195	0.015	0.00	*
fsmever	Ever eligible for Free School Meals	1.363	0.023	0.00	*
ealever	Ever English as an Additional Language	-0.307	0.055	0.00	*
gandtever	Ever Gifted & Talented	-0.368	0.022	0.00	*
senstat	Highest level of SEN is a Statement	0.327	0.049	0.00	*
senap	Highest level of SEN is School Action or Action P	1.068	0.018	0.00	*
idaci	IDACI	3.063	0.070	0.00	*
etravel	Gypsy/Romany and Travellers of Irish Heritage	5.488	0.212	0.00	*
easian	Ethnicity Asian	-0.269	0.048	0.00	*
eblack	Ethnicity Black	-0.698	0.053	0.00	*
echinese	Ethnicity Chinese	-0.431	0.146	0.00	*
emissing	Ethnicity Unclassified or Missing	0.480	0.059	0.00	*
k2av	Key Stage 2 Average	-0.079	0.004	0.00	*
FSM.p.EGG	EGG school/FSM (pupil-level) interaction	-0.152	0.039	0.00	*
EAL.p.EGG	EGG school/EAL (pupil-level) interaction	-0.154	0.065	0.02	*
KS2.p.EGG	EGG school/KS2 (pupil-level) interaction	-0.018	0.003	0.00	*
FSM.p.GG	GG/FSM (pupil-level) interaction	0.539	0.038	0.00	*
sex.p.GG	GG/female (pupil-level) interaction	0.088	0.027	0.00	*
GT.p.GG	GG/G&T (pupil-level) interaction	-0.082	0.038	0.03	*
BME.p.GG	GG/non-white (pupil-level)	-0.148	0.045	0.00	*

Variable	Description	Coefficient	Standard error	p value	Significant at 5% level
	interaction				
GT.c.GG	GG/G&T (cohort-level) interaction	0.004	0.002	0.01	*
SENS.c.GG	GG/SEN Statement (cohort-level) interaction	-0.039	0.010	0.00	*
KS2.c.GG	GG/KS2 (cohort-level) interaction	-0.088	0.019	0.00	*
big.GG	GG/large school interaction	0.089	0.033	0.01	*
CVA.GG	GG/school level KS2-4 CVA interaction	0.007	0.002	0.00	*
k2av_2	(KS2 average)2	0.004	0.000	0.00	*
k2av_3	(KS2 average)3	0.001	0.000	0.00	*
k2av_4	(KS2 average)4	0.000	0.000	0.00	*
ida_2.p.EGG	EGG/(IDACI)2 (pupil-level) interaction	-1.060	0.367	0.00	*
idaci_4	(IDACI)4	-15.200	4.184	0.00	*
idaci_5	(IDACI)5	21.420	6.091	0.00	*

Appendix D: Factor analysis

Factor analysis

Factor analysis looks for variables that correlate highly with each other. The existence of such correlations between variables suggests that those variables could be measuring some common underlying trait. These underlying traits are known as factors. Thus, the aim of the factor analyses was to derive a smaller number of composite 'attitude' variables from selected questions on the pupil questionnaire which could be used to explore the attitudes of pupils in further detail. Aggregated variables produce more robust measures of pupils' attitudes than a consideration of the individual items on the questionnaire alone.

Six separate factors were identified. A description of the individual items on the pupil questionnaire that made up each factor is presented below:

Factor 1:   Positive views of teachers and lessons
- I think teachers care about me
- The teaching in my school is good
- Teachers explain why they are teaching us certain things in each lesson
- Teachers make it clear what I need to do in lessons
- I am given opportunities to learn things on my own in lessons
- I am given work that stretches and challenges me
- I am given all the help I need to achieve my best
- The teaching in my school is getting better
- Teachers check how well you are doing
- Teachers provide useful comments on your work
- Teachers tell you what you need to do to improve
- Teachers are doing more to help me improve
- There is more support available to help me improve
- Encouraged by teachers to work hard in lessons
- Told by teachers that they have high expectations of you
- Encouraged by teachers to think about what you might want to do when you leave school
- I have been getting more encouragement to work hard

Factor 2:   Positive views of school
- I am proud of my school
- My school is a good school
- Pupils behave well
- Pupils care about each other
- My school is becoming a more caring place

- The behaviour of pupils at my school is improving
- The number of after school clubs/activities at my school is increasing
- Overall, my school is getting better

Factor 3:   Positive attitude to studying
- I like studying
- I get a sense of achievement from studying
- I think my school work is worth doing
- I enjoy school work more than I used to
- I get more of a sense of achievement from my work than I used to
- I feel positive about studying more than I used to

Factor 4:   Positive attitude towards making progress
- I am confident in taking part in things/activities in class
- I think I am doing well in most of my subjects
- I am becoming more confident about taking part in activities in class
- I am doing better at school
- I am becoming more confident about what I can achieve in the future

Factor 5:   Positive about Maths
- I enjoy maths
- I am doing well in maths

Factor 6:   Positive about English
- I enjoy English
- I am doing well in English

By matching these 'factors' to pupil characteristics from the National Pupil Database, we were able to use these as outcomes in more sophisticated multilevel modelling analysis. The models were run using factor scores scored in a range of 0 to 10. Variables included in each model, and a list of significant results for each model, are included in tables below. It should be noted that this analysis is only based on survey respondents, so does not go into the same detail as the main NPD outcomes analysis.

Table D.1   Variables included in the models

Year 8 pupil
Year 11 pupil
Year 8 pupil in GG school
Year 11 pupil in GG school
Average KS2-KS4 CVA measure 2008
North East
North West/Merseyside
Yorkshire & The Humber
East Midlands
West Midlands
Eastern
South East
South West
boys school
Girls school
Rural school
Secondary Modern
Comprehensive to 18
Grammar
Academies
school size - small
school size - large
Gender
Ever been eligible for Free School Meals
English as an additional language
Gifted and Talented
Statement
School Action or Action Plus
IDACI (deprivation index)
Ethnicity Asian
Ethnicity Black
Ethnicity Mixed
Ethnicity Other/Unclassified or missing
Key Stage 2 Average
Gaining Ground/FSM (pupil-level) interaction
Gaining Ground/female (pupil-level) interaction
Gaining Ground/SEN Statement (pupil-level) interaction
Gaining Ground/SEN (A, P) (pupil-level) interaction
Gaining Ground/IDACI (pupil-level) interaction
Gaining Ground/non-white (pupil-level) interaction
Gaining Ground/KS2 (pupil-level) interaction
Gaining Ground/EAL (pupil-level) interaction
Gaining Ground/G&T (pupil-level) interaction

Table D.2   Factor 1: Positive view of teachers and lessons (significant variables)

	Fixe Fixed Effect	StdErr Standard Error	Signicant at 10%?	Significant at 5%?
Year 11 pupil	-.27	.09	Yes	Yes
Year 8 pupil in GG school	-.20	.10	Yes	
Average KS2-KS4 CVA measure 2008	.02	.01	Yes	Yes
North East	.76	.41	Yes	
North West/Merseyside	.94	.33	Yes	Yes
Yorkshire & The Humber	.98	.32	Yes	Yes
East Midlands	.72	.32	Yes	Yes
West Midlands	1.10	.33	Yes	Yes
Eastern	.79	.36	Yes	Yes
South East	.72	.32	Yes	Yes
South West	.95	.38	Yes	Yes
Rural school	-.31	.17	Yes	
Secondary Modern	.78	.33	Yes	Yes
Gender	-.13	.05	Yes	Yes
English as an additional language	.41	.22	Yes	
Ethnicity Asian	-.29	.16	Yes	
Ethnicity Black	-.31	.18	Yes	
Ethnicity Other/Unclassified or missing	-.38	.21	Yes	
Key Stage 2 Average	-.01	.01	Yes	Yes
GG/SEN Statement (pupil-level) interaction	.41	.25	Yes	
GG/EAL (pupil-level) interaction	.44	.24	Yes	

Table D.3   Factor 2: Positive view of the school (significant variables)

	Fixe Fixed Effect	StdErr Standard Error	Signicant at 10%?	Significant at 5%?
Year 11 pupil	-.31	.05	Yes	Yes
Average KS2-KS4 CVA measure 2008	.03	.01	Yes	Yes
West Midlands	.51	.23	Yes	Yes
South West	.59	.30	Yes	
boys school	1.50	.64	Yes	Yes
Secondary Modern	.76	.39	Yes	
Grammar	1.26	.64	Yes	
Gender	.09	.05	Yes	
Ever been eligible for Free School Meals	-.14	.06	Yes	Yes
English as an additional language	.42	.11	Yes	Yes
Statement	-.96	.39	Yes	Yes
Ethnicity Other/Unclassified or missing	-.34	.20	Yes	
GG/SEN Statement (pupil-level) interaction	1.08	.46	Yes	Yes

Table D.4   Factor 3: Positive attitude to studying (significant variables)

	Fixe Fixed Effect	StdErr Standard Error	Signicant at 10%?	Significant at 5%?
Average KS2-KS4 CVA measure 2008	.01	.01	Yes	Yes
boys school	.99	.46	Yes	Yes
Grammar	.78	.46	Yes	
Gender	.29	.06	Yes	Yes
Ever been eligible for Free School Meals	-.16	.08	Yes	
English as an additional language	1.19	.13	Yes	Yes
Gifted and Talented	.27	.10	Yes	Yes
Statement	-.52	.26	Yes	Yes
IDACI	-.55	.26	Yes	Yes
Ethnicity Mixed	.35	.19	Yes	
Key Stage 2 Average	-.02	.01	Yes	

Table D.5   Factor 4: Positive attitudes towards making progress (significant variables)

	Fixed Effect	Standard Error	Signicant at 10%?	Significant at 5%?
Year 11 pupil	-.46	.06	Yes	Yes
Average KS2-KS4 CVA measure 2008	.01	.01	Yes	Yes
Rural school	-.23	.13	Yes	
Secondary Modern	.49	.25	Yes	
Gender	-.39	.06	Yes	Yes
Ever been eligible for Free School Meals	-.12	.07	Yes	
English as an additional language	.58	.12	Yes	Yes
Gifted and Talented	.33	.08	Yes	Yes
Statement	-.49	.23	Yes	Yes
School Action or Action Plus	-.19	.08	Yes	Yes
IDACI	-.97	.23	Yes	Yes

Table D.6   Factor 5: Positive about Maths (significant variables)

	Fixed Effect	Standard Error	Signicant at 10%?	Significant at 5%?
Year 11 pupil	.29	.13	Yes	Yes
Year 8 pupil in GG school	.38	.16	Yes	Yes
Rural school	-.43	.20	Yes	Yes
Gender	-.47	.14	Yes	Yes
English as an additional language	.97	.18	Yes	Yes
Gifted and Talented	1.17	.22	Yes	Yes
IDACI	-.97	.33	Yes	Yes
Key Stage 2 Average	.04	.02	Yes	Yes
GG/female (pupil-level) interaction	-.31	.16	Yes	
GG/KS2 (pupil-level) interaction	.05	.02	Yes	Yes
GG/G&T (pupil-level) interaction	-.53	.27	Yes	Yes

Table D.7   Factor 6: Positive about English (significant variables)

	Fixed Effect	Standard Error	Significant at 10%?	Significant at 5%?
Year 11 pupil	-.66	.12	Yes	Yes
Year 8 pupil in GG school	-.30	.14	Yes	Yes
East Midlands	.49	.22	Yes	Yes
boys school	.93	.54	Yes	
Rural school	-.50	.21	Yes	Yes
Academies	.61	.27	Yes	Yes
school size - large	-.29	.18	Yes	
Gender	.46	.08	Yes	Yes
Ever been eligible for Free School Meals	-.21	.10	Yes	Yes
Gifted and Talented	.73	.19	Yes	Yes
GG/IDACI (pupil-level) interaction	-1.51	.40	Yes	Yes
GG/KS2 (pupil-level) interaction	.03	.01	Yes	Yes
GG/EAL (pupil-level) interaction	.56	.20	Yes	Yes
GG/G&T (pupil-level) interaction	-.56	.24	Yes	Yes

The difference between pupils in Years 8 and 11 overall were explored, as were any differences between Gaining Ground and comparison pupils in Years 8 and 11. Overall, there were no differences between Gaining Ground and comparison pupils in Year 11 across any of the six models. Some differences existed for Year 8 pupils (see Chapter 4 on impact).

Appendix E: Headteacher responses

Table E1: **For each of the following areas, please could you indicate whether they were a low, medium or high priority for your school?**

		HT Gaining Ground schools %	HT comparison schools %
(a) To improve overall progress from KS2 to KS4 in English	Low priority	5	4
	Medium priority	17	12
	High priority	76	83
	Not a priority / Not identified as an issue	3	1
(b) To improve overall progress from KS2 to KS4 in Maths	Low priority	3	2
	Medium priority	10	15
	High priority	87	83
	Not a priority / Not identified as an issue	1	0
(c) To fully embed monitoring and tracking procedures across the whole school	Low priority	6	5
	Medium priority	21	24
	High priority	73	69
	Not a priority / Not identified as an issue	2	2
(d) To develop leadership capacity at the middle level	Low priority	6	0
	Medium priority	31	36
	High priority	63	64
	Not a priority / Not identified as an issue	2	0
(e) To develop leadership at the senior level	Low priority	18	7
	Medium priority	47	56
	High priority	31	36
	Not a priority / Not identified as an issue	5	0
(f) To reduce in-school variation in the quality of teaching	Low priority	2	1
	Medium priority	18	11
	High priority	80	89
	Not a priority / Not identified as an issue	2	0

(g) To ensure that the Assessing Pupils' Progress (APP) approach is embedded in all core subjects	Low priority	12	9
	Medium priority	44	38
	High priority	41	49
	Not a priority / Not identified as an issue	3	3
(h) To improve after-school enrichment activities	Low priority	44	27
	Medium priority	39	51
	High priority	13	20
	Not a priority / Not identified as an issue	5	3
(i) To improve the effectiveness of the governing body	Low priority	29	20
	Medium priority	37	50
	High priority	27	25
	Not a priority / Not identified as an issue	8	5
(j) Other areas of priority (identified without prompting)	Low priority	0	0
	Medium priority	5	1
	High priority	31	49
	Not a priority / Not identified as an issue	65	51
Total		100	100
		N=200	N=100

Source: NFER CATI survey of headteachers, 2011
Due to percentages being rounded to the nearest integer, they may not sum to 100.

Table E2: **Thinking about the last two years, please say to what extent you have undertaken the following activities?**

		HT Gaining Ground schools %	HT comparison schools %
(a) Worked with a partner school or NLE to support your school improvement work	Not at all	1	24
	To a small extent	9	30
	To some extent	40	25
	To a great extent	50	20
	Unable to comment	0	1
(b) Invested in training for Assessment for Learning (AfL)	Not at all	6	1
	To a small extent	8	15
	To some extent	45	51
	To a great extent	42	33
(c) Invested in training for Assessing Pupils' Progress (APP)	Not at all	8	6
	To a small extent	14	13
	To some extent	56	51
	To a great extent	23	31
(d) Worked closely with staff to improve the reliability and validity of teacher assessment of pupil progression	Not at all	2	0
	To a small extent	5	2
	To some extent	32	28
	To a great extent	62	70
(e) Provided training and support for governors to enable them to better challenge and hold SLT to account	Not at all	7	6
	To a small extent	18	27
	To some extent	43	45
	To a great extent	30	22
(f) Worked with the SIP to identify areas of under-performance	Not at all	2	2
	To a small extent	9	15
	To some extent	23	28
	To a great extent	67	56
(g) Worked with the SIP to support governors to play their part in raising standards and accelerating progress	Not at all	11	16
	To a small extent	15	34
	To some extent	51	43
	To a great extent	23	7
	Unable to comment	1	0

(h) Brought in additional specialist staff to support pupils (e.g. mentors, teaching assistants)	Not at all	15	12
	To a small extent	15	12
	To some extent	32	28
	To a great extent	39	48
	Unable to comment	1	0
(i) Provided study support to pupils out of school hours	Not at all	5	3
	To a small extent	12	8
	To some extent	32	34
	To a great extent	51	55
	Unable to comment	1	0
(j) Drawn on the advice of external consultants	Not at all	7	13
	To a small extent	22	16
	To some extent	44	51
	To a great extent	28	21
	Unable to comment	1	0
Total		100	100
		N=200	N=100

Source: NFER CATI survey of headteachers, 2011
Due to percentages being rounded to the nearest integer, they may not sum to 100.

Table E3: Thinking about the last two years, please say to what extent you agree or disagree with the following statements:

		HT Gaining Ground schools %	HT comparison schools %
(a) All pupils are now better encouraged to achieve their best	Strongly disagree	1	0
	Disagree	2	0
	Neither agree nor disagree	3	2
	Agree	28	30
	Strongly agree	66	66
	Don't know	1	0
	Not applicable as was not an area of concern	2	2
(b) Pupil behaviour has improved	Strongly disagree	1	0
	Disagree	4	0
	Neither agree nor disagree	10	14
	Agree	42	50
	Strongly agree	36	34
	Don't know	1	0
	Not applicable as was not an area of concern	7	2
(c) The teaching is now more engaging and effective	Strongly disagree	0	0
	Disagree	1	1
	Neither agree nor disagree	8	8
	Agree	55	59
	Strongly agree	35	32
	Don't know	1	0
	Not applicable as was not an area of concern	0	0
(d) There is now more consistent and effective use of Assessment for Learning amongst teachers	Strongly disagree	0	0
	Disagree	1	0
	Neither agree nor disagree	8	5
	Agree	61	66
	Strongly agree	31	29
	Don't know	0	0
	Not applicable as was not an area of concern	1	0

(e) We have put in place more effective support strategies for the most disadvantaged pupils	Strongly disagree	0	0
	Disagree	2	0
	Neither agree nor disagree	10	4
	Agree	48	42
	Strongly agree	39	51
	Don't know	1	0
	Not applicable as was not an area of concern	1	2
(f) We have improved the range of engaging activities for pupils that take place outside of school hours	Strongly disagree	1	0
	Disagree	13	6
	Neither agree nor disagree	27	27
	Agree	44	45
	Strongly agree	11	15
	Don't know	0	1
	Not applicable as was not an area of concern	5	7
(g) We have improved whole school systems for monitoring, tracking and evaluating pupil progress	Strongly disagree	0	1
	Disagree	2	2
	Neither agree nor disagree	2	5
	Agree	24	25
	Strongly agree	73	66
	Don't know	1	2
	Not applicable as was not an area of concern	1	2
(h) Action planning and intervention work is now better informed by the analysis of pupil data	Strongly disagree	0	0
	Disagree	2	1
	Neither agree nor disagree	3	3
	Agree	26	31
	Strongly agree	70	62
	Don't know	1	1
	Not applicable as was not an area of concern	0	2
(i) The governing body is now more engaged and better able to hold SLT to account	Strongly disagree	0	0
	Disagree	5	1
	Neither agree nor disagree	13	22
	Agree	55	48
	Strongly agree	25	20
	Don't know	1	0
	Not applicable as was not an area of concern	3	10

(j) The quality of teaching has improved	Strongly disagree	1	0
	Disagree	1	0
	Neither agree nor disagree	4	6
	Agree	57	50
	Strongly agree	39	44
	Don't know	0	0
	Not applicable as was not an area of concern	0	0
(k) The head of maths has become a more effective leader	Strongly disagree	3	1
	Disagree	6	0
	Neither agree nor disagree	14	17
	Agree	36	34
	Strongly agree	36	32
	Don't know	1	4
	Not applicable as was not an area of concern	7	12
(l) The head of English has become a more effective leader	Strongly disagree	1	1
	Disagree	4	1
	Neither agree nor disagree	13	8
	Agree	37	46
	Strongly agree	40	35
	Don't know	1	1
	Not applicable as was not an area of concern	6	10
Total		100	100
		N=200	N=100

Table E4:   Headteachers' views on the extent to which Gaining Ground contributed to the improvements in school

	Headteachers Gaining Ground schools %
Not at all	1
To a small extent	4
To some extent	29
To a great extent	67
N=200	

Source: NFER CATI survey of headteachers, 2011
Due to percentages being rounded to the nearest integer, they may not sum to 100.

Table E5: To what extent do you consider that your school improvement work over the last two years has enhanced:

		HT Gaining Ground schools %	HT comparison schools %
(a) Personalised approaches to teaching and learning	Not at all	2	0
	To a small extent	5	2
	To some extent	50	43
	To a great extent	43	55
(b) Ambitious target-setting for individual pupils	Not at all	2	1
	To a small extent	3	1
	To some extent	28	29
	To a great extent	68	69
	Unable to comment	0	1
	Not applicable	1	1
(c) Targeted support in maths	Not at all	2	0
	To a small extent	1	1
	To some extent	26	25
	To a great extent	70	74
	Not applicable	1	0
(d) Targeted support in English	Not at all	3	1
	To a small extent	3	2
	To some extent	34	37
	To a great extent	59	59
	Not applicable	2	1
(e) Interventions to assist pupils identified as under-achieving	Not at all	1	0
	To a small extent	1	0
	To some extent	22	29
	To a great extent	75	71
	Unable to comment	1	0
(f) Study support out of school hours	Not at all	5	2
	To a small extent	14	15
	To some extent	49	40
	To a great extent	30	42
	Not applicable	3	1
Total		100	100
		N=200	N=100

Source: NFER CATI survey of headteachers, 2011
Due to percentages being rounded to the nearest integer, they may not sum to 100.

Table E6: To what extent do you consider that your school improvement work over the last two years has improved or raised your pupils':

		HT Gaining Ground schools %	HT comparison schools %
(a) Aspirations	Not at all	2	0
	To a small extent	4	3
	To some extent	48	46
	To a great extent	46	51
	Unable to comment	1	0
(b) Attendance	Not at all	11	6
	To a small extent	9	11
	To some extent	40	44
	To a great extent	37	36
	Unable to comment	3	3
(c) Motivation to work hard	Not at all	2	2
	To a small extent	5	2
	To some extent	64	69
	To a great extent	30	26
	Unable to comment	1	1
(d) Attitude to learning	Not at all	2	0
	To a small extent	4	3
	To some extent	61	60
	To a great extent	34	36
	Unable to comment	0	1
(e) Understanding of how to improve	Not at all	1	0
	To a small extent	2	3
	To some extent	46	50
	To a great extent	51	47
	Unable to comment	1	1
(f) Satisfaction with school	Not at all	2	1
	To a small extent	7	4
	To some extent	54	63
	To a great extent	37	32
	Unable to comment	2	0

(g) Progress in maths	Not at all	3	3
	To a small extent	7	4
	To some extent	47	45
	To a great extent	44	45
	Unable to comment	1	2
(h) Progress in English	Not at all	2	1
	To a small extent	3	8
	To some extent	49	48
	To a great extent	45	41
	Unable to comment	2	2
(i) Progression from KS2 to KS4	Not at all	1	0
	To a small extent	3	3
	To some extent	56	63
	To a great extent	40	32
	Unable to comment	2	2
(j) Access to good and timely Information, Advice and Guidance	Not at all	6	5
	To a small extent	10	5
	To some extent	47	49
	To a great extent	38	41
	Unable to comment	1	1
Total		100	100
		N=200	N=100

Source: NFER CATI survey of headteachers, 2011
Due to percentages being rounded to the nearest integer, they may not sum to 100.

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Table E7: **Thinking about leadership within the school, to what extent do you agree with the following statements?**

		HT Gaining Ground schools %	HT comparison schools %
(a) I am effectively supported by the school's governing body	Not at all	1	0
	To a small extent	5	3
	To some extent	32	32
	To a great extent	64	65
(b) I am effectively challenged by the school's governing body	Not at all	33	1
	To a small extent	6	4
	To some extent	42	50
	To a great extent	51	45
(c) The SLT provides strong support for middle leaders on improving rates of pupil progression	Not at all	1	0
	To a small extent	1	0
	To some extent	22	18
	To a great extent	77	82
Total		100	100
		N=200	N=100

Source: NFER CATI survey of headteachers, 2011
Due to percentages being rounded to the nearest integer, they may not sum to 100.

Table E8: To what extent do you consider that your school improvement work over the last two years has enhanced:

		HT Gaining Ground schools %	HT comparison schools %
(a) Governors' aspirations for what the school can achieve	Not at all	2	2
	To a small extent	3	1
	To some extent	41	33
	To a great extent	54	64
	Unable to comment	2	0
(b) SLT's aspirations for what the school can achieve	Not at all	1	3
	To a small extent	2	0
	To some extent	17	19
	To a great extent	80	78
	Unable to comment	1	1
(c) SLT's ability to track school performance	Not at all	1	2
	To a small extent	3	0
	To some extent	16	22
	To a great extent	81	76
	Unable to comment	1	0
(d) Middle leaders' performance in leading improvements in teaching	Not at all	1	0
	To a small extent	5	1
	To some extent	54	74
	To a great extent	41	26
(e) Middle leaders' performance in leading improvements in monitoring and evaluation of school / pupil performance	Not at all	1	0
	To a small extent	3	1
	To some extent	48	51
	To a great extent	49	48
	Unable to comment	1	0
(f) The information and tools given to parents / carers to hold the school accountable	Not at all	1	3
	To a small extent	12	12
	To some extent	61	50
	To a great extent	25	34
	Unable to comment	1	2
Total		100	100
		N=200	N=100

Source: NFER CATI survey of headteachers, 2011
Due to percentages being rounded to the nearest integer, they may not sum to 100.

Table E9: **To what extent do you consider that your school improvement work over the last two years has had an impact on your school's systems for monitoring and evaluating school/pupil performance and enhanced:**

		HT Gaining Ground schools %	HT comparison schools %
(a) The quality of information and data used for school improvement planning	Not at all	1	0
	To a small extent	4	0
	To some extent	18	14
	To a great extent	77	86
	Unable to comment	1	0
(b) The alignment of departmental action plans with the school improvement plan	Not at all	3	2
	To a small extent	5	0
	To some extent	36	30
	To a great extent	56	67
	Unable to comment	1	1
(c) Data management systems for tracking and monitoring pupils' progress	Not at all	2	2
	To a small extent	2	1
	To some extent	17	13
	To a great extent	80	83
	Unable to comment	1	1
(d) The use of data to inform ambitious target-setting for pupils	Not at all	2	2
	To a small extent	3	1
	To some extent	19	19
	To a great extent	77	78
(e) The use of data to target support for pupils	Not at all	1	0
	To a small extent	3	0
	To some extent	20	19
	To a great extent	76	81
	Unable to comment	1	0
(f) The scrutiny of teachers' planning by subject leaders	Not at all	3	1
	To a small extent	16	13
	To some extent	68	72
	To a great extent	12	13
	Unable to comment	2	1

(g) The monitoring of each pupil's progress in relation to an expectation of at least three levels of progress from KS2 to KS4	Not at all	2	0
	To a small extent	4	4
	To some extent	42	47
	To a great extent	54	49
	Unable to comment	0	1
(h) The quality of data that is used by your governing body	Not at all	4	0
	To a small extent	4	5
	To some extent	37	50
	To a great extent	55	45
	Unable to comment	1	0
Total		100	100
		N=200	N=100

Source: NFER CATI survey of headteachers, 2011
Due to percentages being rounded to the nearest integer, they may not sum to 100.

Table E10a: **Impact of Gaining Ground on monitoring and evaluation**

	Impact on systems of monitoring and evaluation%
To a great extent	50
To some extent	34
To a small extent	11
Not at all	5
No response	1
N=200	

Source: NFER CATI survey of headteachers, 2011
Due to percentages being rounded to the nearest integer, they may not sum to 100.

Table E10b: **Impact of Gaining Ground on leadership**

	Impact on leadership%
To a great extent	46
To some extent	47
To a small extent	7
Not at all	2
	N=200

Source: NFER CATI survey of headteachers, 2011
Due to percentages being rounded to the nearest integer, they may not sum to 100

Table E10c: **Impact of Gaining Ground on teaching and learning**

	Impact on teaching and learning%
To a great extent	41
To some extent	48
To a small extent	10
Not at all	2
	N=200

Source: NFER CATI survey of headteachers, 2011
Due to percentages being rounded to the nearest integer, they may not sum to 100

Table E11: **Headteachers' views on the extent to which their school had benefited from specific strands of the Gaining Ground Strategy**

Gaining Ground strand	To a great extent %	To some extent %	To a small extent %	Not at all %
Funding for AFSS	66	21	8	7
School-to-school support	46	41	11	3
Four additional SIP days	41	40	11	9
Access to specialist support	20	47	22	12
National events, conferences and training	18	44	20	19
Funding for Trust formation process	3	8	8	82
N=200				

Source: NFER CATI survey of headteachers, 2011
Due to percentages being rounded to the nearest integer, they may not sum to 100

Table E12: Headteachers' views on which strand of the Gaining Ground Strategy had the greatest benefit for their school

Gaining Ground strand	%
Funding for AFSS	41
School-to-school support	40
Four additional SIP days	10
Access to specialist support	4
Other	4
National events, conferences and training	3
Funding for Trust formation process	1
N=200	

Source: NFER CATI survey of headteachers, 2011
Due to percentages being rounded to the nearest integer, they may not sum to 100

Table E13: [Gaining Ground schools] To what extent do you think Gaining Ground has made a positive difference to your school?

	HT Gaining Ground schools %
Not at all	1
To a small extent	4
To some extent	29
To a great extent	67
Unable to answer	0
Total	100

Source: NFER CATI survey of headteachers, 2011
Due to percentages being rounded to the nearest integer, they may not sum to 100.

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Table E14: **[Gaining Ground schools] Thinking about all the activities aimed at improving pupil progression that Gaining Ground allowed your school to carry out, how many of these would have been possible without Gaining Ground?**

	HT Gaining Ground schools %
All of them	6
Most of them	20
A few of them	73
None of them	2
Total	100

Source: NFER CATI survey of headteachers, 2011
Due to percentages being rounded to the nearest integer, they may not sum to 100.

Table E15: **[Gaining Ground schools] Thinking of these activities, in the absence of Gaining ground, how, if at all, would the timescale for their implementation have been different?**

	HT Gaining Ground schools %
Implementation would have been slower without Gaining Ground	89
Gaining Ground made no difference to the timescale	12
Implementation would have been faster without Gaining Ground	0
Total	100

Source: NFER CATI survey of headteachers, 2011
Due to percentages being rounded to the nearest integer, they may not sum to 100.

Table E16: **[Gaining Ground schools] Thinking again of these same activities, in the absence of Gaining Ground, how many pupils would have participated in these activities?**

	HT Gaining Ground schools %
Fewer pupils would have participated without Gaining Ground	76
Gaining Ground would have made no difference to the number of pupils who participated	25
More pupils would have participated without Gaining Ground	0
Total	100

Source: NFER CATI survey of headteachers, 2011
Due to percentages being rounded to the nearest integer, they may not sum to 100.

Table E17: **[Gaining Ground schools] Do you think it would have been possible for your school to have put together an equally effective package of support from other provision for school improvement in the absence of the Gaining Ground strategy?**

	HT Gaining Ground schools %
Yes	26
No	69
Don't know	6
Total	100

Source: NFER CATI survey of headteachers, 2011
Due to percentages being rounded to the nearest integer, they may not sum to 100.

Table E18: **[Gaining Ground schools] Reflecting on your previous answers, would you say the Gaining Ground strategy represents good value for money in terms of the outcomes achieved?**

	HT Gaining Ground schools %
Yes	92
No	6
Don't know	2
Total	100

Source: NFER CATI survey of headteachers, 2011
Due to percentages being rounded to the nearest integer, they may not sum to 100.

Table E19: **[Gaining Ground] Q12 [Comparison] How long [in years and months] have you been the headteacher of this school?**

How long have you been the headteacher of this school?	HT Gaining Ground schools %	HT comparison schools %
Minimum	1	1
Maximum	26	20
Mean	5	6
Standard deviation	4	4
Valid N	183	96

Source: NFER CATI survey of headteachers, 2011
Due to percentages being rounded to the nearest integer, they may not sum to 100.

Table E20: **What other funding or resource, if any, have you drawn upon to support your school improvement work?**

		HT Gaining Ground schools %	HT comparison schools %
(a) Additional funding from local authority	Yes	41	58
	No	56	43
	Don't know	3	0
(b) Allocation from within existing school budget	Yes	65	91
	No	33	6
	Don't know	3	3
(c) Benefits in kind (e.g. support from employers)	Yes	11	33
	No	87	67
	Don't know	3	0
(d) Other – please specify	Yes	35	48
	No	65	51
	Don't know	1	1
Total		100	100
		N=200	N=100

Source: NFER CATI survey of headteachers, 2011
Due to percentages being rounded to the nearest integer, they may not sum to 100.

Table E21: Thinking about whether your school improvement work has equipped your school to make sustained improvement going forward, to what extent do you agree or disagree that your school:

		HT Gaining Ground schools %	HT comparison schools %
(a) Has established strategies and systems for sustained and continuous improvement in progression rates in English	Strongly disagree	1	0
	Disagree	0	0
	Neither agree nor disagree	4	1
	Agree	27	32
	Strongly agree	70	66
	Don't know	0	0
(b) Has established strategies and systems for sustained and continuous improvement in progression rates in Maths	Strongly disagree	1	0
	Disagree	1	1
	Neither agree nor disagree	3	5
	Agree	42	32
	Strongly agree	54	62
	Don't know	0	0
(c) Is making good and sustainable progress in closing the gap in attainment between different groups of learners	Strongly disagree	1	0
	Disagree	2	0
	Neither agree nor disagree	6	14
	Agree	53	50
	Strongly agree	40	36
	Don't know	0	0
Total		100	100
		N=200	N=100

Source: NFER CATI survey of headteachers, 2011
Due to percentages being rounded to the nearest integer, they may not sum to 100.

Table E22: How long [in years and months] have you been a headteacher?

How long have you been a headteacher?	HT Gaining Ground schools %	HT comparison schools %
Minimum	1	1
Maximum	26	20
Mean	6	7
Standard deviation	5	4
Valid N	183	96

Source: NFER CATI survey of headteachers, 2011
Due to percentages being rounded to the nearest integer, they may not sum to 100

Table E23: How long [in years and months] have you been the headteacher of this school?

How long have you been the headteacher of this school?	HT Gaining Ground schools %	HT comparison schools %
Minimum	1	1
Maximum	26	20
Mean	5	6
Standard deviation	4	4
Valid N	183	96

Source: NFER CATI survey of headteachers, 2011
Due to percentages being rounded to the nearest integer, they may not sum to 100.

Appendix F: SIP responses

Table F1:   According to the information provided by the DfE…

you currently support [name of school] as part of Gaining Ground…	Yes (correct) %	No (incorrect) %
Is this correct?	97	3
N=104		

Source: NFER CATI survey of SIPs, 2011
Due to percentages being rounded to the nearest integer, they may not sum to 100

Table F2:   Did you work with [name of school] prior to Gaining Ground?

	Yes %	No %
Did you work with [name of school] prior to Gaining Ground?	80	20
N=104		

Source: NFER CATI survey of SIPs, 2011
Due to percentages being rounded to the nearest integer, they may not sum to 100

Table F3   **Thinking about the period since you and your school became involved with the programme.**

To what extent were you able to do the following:	Not at all %	To a small extent %	To some extent %	To a great extent %	Not required to do so %	Unable to answer %
a) identify priorities for improvement	0	0	16	84	0	0
b) facilitate the development of the school-to-school partnership	5	14	40	40	0	0
c) identify the type of support needed by the school	1	3	31	64	0	1
d) broker the support needed by the school	6	13	39	39	4	0
e) monitor the quality of support received by the school	6	14	38	41	1	0
f) provide on-going support and guidance for the headteacher	1	3	14	81	1	0

g) develop the capability of the senior leadership team	2	11	43	42	2	0
h) develop the capability within the school to analyse pupil progression data	6	6	40	43	4	1
i) provide training for governors to enable them to undertake a more effective challenge role	9	10	42	35	5	0
j) deliver training for school staff	22	18	24	20	14	1
k) assess the quality of teaching and learning (e.g. the observation of lessons, reviewing lesson plans)	11	7	34	34	41	8
l) monitor improvements made by the school	0	3	16	81	0	0
N=104						

Source: NFER CATI survey of SIPs, 2011
Due to percentages being rounded to the nearest integer, they may not sum to 100

Table F4   What, if any, additional activities (that you would not normally undertake with schools you work with) have you been able to undertake with your school as a result of their participation in the Gaining Ground strategy?

Additional activities undertaken as a result of Gaining Ground:	% of SIPs
a) I was able to spend more time with the headteacher(s)	6
b) I was able to spend more time with senior leaders	9
c) I was able to spend more time with governors	8
d) I was able to spend more time with middle leaders	7
e) I was able to develop a closer relationship with our partner school	11
f) I was able to organise more joint activities with our partner school	10
g) I was able to focus more on observation	10
h) I was able to provide more training for senior leaders	9
i) I was able to provide more training for governors	10
j) I was able to focus more on teaching and learning	4
k) I was able to have amore hands-on approach at the school	9
l) I had more time to do what I already do	16
m) I was able to spend more time engaging pupils in Gaining Ground issues	3
n) I did not undertake any additional activities	8
o) I was able to monitor the impact of strategies more carefully	10
p) Other	10
N=104	

Source: NFER CATI survey of SIPs, 2011
Note: Respondents could give more than one response and so their responses sum to more than 100 per cent.

Table F5a: **How many of the eight additional days of SIP time allocated over the two years of the Gaining Ground programme has your school used?**

Additional days of SIP time used	%
0.5 days	1
1.5 days	1
2 days	4
3 days	2
4 days	9
5 days	8
5.5 days	2
6 days	19
7 days	11
8 days	44
Total	100
N=104	

Source: NFER CATI survey of SIPs, 2011
Due to percentages being rounded to the nearest integer, they may not sum to 100

Table F5b: Can you provide a breakdown of how your time has been used – specifically how your time was split between the following types of activity? (figures in %)

	Brokering Gaining Ground-funded support for your school	Directly providing support yourself to the school	Monitoring, reviewing and evaluating progress made by the school	General administration	Other
0 – 25 per cent	93	16	43	96	95
26 – 50 per cent	6	55	48	4	0
51 – 75 per cent	0	23	7	0	0
76 – 100 per cent	1	6	2	0	1
Total	100	100	100	100	100

Source: NFER CATI survey of SIPs, 2011
Due to percentages being rounded to the nearest integer, they may not sum to 100

Table F5c: Can you provide a breakdown of how your time has been used – specifically how your time was split between the following types of activity? (figures in days)

	Brokering Gaining Ground-funded support for your school	Directly providing support yourself to the school	Monitoring, reviewing and evaluating progress made by the school	General administration	Other
Mean	0.8	2.9	2.9	0.6	<0.1
Median	0.7	3	3	0.5	0
Standard deviation	0.7	1.6	1.6	0.6	0.2
Minimum	0	0	0	0	0
Maximum	4	8	8	3.2	1
N=104					

Source: NFER CATI survey of SIPs, 2011
Due to percentages being rounded to the nearest integer, they may not sum to 100

Table F5d: Will you continue to support your school as part of Gaining Ground until July 2011?

	%
Yes, I will definitely be providing support	69
Yes, subject to funding	10
No	19
Don't know	2
Total	100
N=104	

Source: NFER CATI survey of SIPs, 2011
Due to percentages being rounded to the nearest integer, they may not sum to 100

Table F6:   Based on your observations from working with your school over the period of the programme…

… to what extent would you say your school has benefited from …	Not at all %	To a small extent %	To some extent %	To a great extent %	N/A – not accessing this support %	Unable to answer %	Total %
a) School-to-school support	0	14	44	41	0	1	100
b) Four additional SIP days per year	0	1	31	66	0	2	100
c) Access to specialist support	8	18	48	20	2	4	100
d) Funding for Academic Focused Study Support	2	13	36	43	4	3	100
e) Funding for legal and other aspects of Trust information process	50	9	11	6	18	7	100
f) National events, conferences, training by DfE/SSAT/National Strategies	14	24	44	12	3	3	100
N=104							

Source: NFER CATI survey of SIPs, 2011
Due to percentages being rounded to the nearest integer, they may not sum to 100

Table F7:   Which element of Gaining Ground would you say has had the greatest benefit for your school?

	%
a) School-to-school support	33
b) Four additional SIP days per year	32
c) Access to specialist support	7
d) Funding for Academic Focused Study Support	25
e) Funding for legal and other aspects of Trust formation process	1
f) National events, conferences and training by DfE/SSAT/National Strategies	1
g) None of the above	1
h) Other	1
Total	100
N=104	

Source: NFER CATI survey of SIPs, 2011
Due to percentages being rounded to the nearest integer, they may not sum to 100

Table F8:   To what extent do you agree or disagree that [the school's] participation in Gaining Ground has resulted in

… …	Strongly disagree %	Disagree %	Neither agree or disagree %	Agree %	Strongly Agree %	Don't Know %	N/A – not an area of concern %
a) A positive change in the culture of the school where all pupils are encouraged to achieve their best	1	4	14	39	39	0	4
b) Improved pupil behaviour	2	10	30	28	10	2	19
c) More engaging and effective teaching	0	3	7	63	26	2	0
d) Consistent and effective use of Assessment for Learning amongst teachers	2	1	11	56	29	0	2
e) Effective support strategies for most disadvantage pupils	1	6	19	52	15	0	7
f) Improved range of engaging activities in school that take place outside of school hours	4	11	24	36	16	3	7
g) Improved whole school systems for monitoring, tracking and evaluating pupil progress were effective	1	5	6	40	46	1	1
h) Analysis of pupil data that is more effective and informs action planning and intervention	1	3	7	39	45	2	3
Governing body being more engaged and better able to hold SLT to account	2	7	17	46	23	2	3
More high quality teaching	0	2	15	61	20	2	0

Source: NFER CATI survey of SIPs, 2011
Due to percentages being rounded to the nearest integer, they may not sum to 100

Table F9: To what extent do you agree or disagree that [the school]…

	Strongly disagree %	Disagree %	Neither agree or disagree %	Agree %	Strongly Agree %	Don't Know %
a) has established strategies and systems for sustained and continuous improvement in progression rates in English	1	8	8	47	36	1
b) has established strategies and systems for sustained and continuous improvement in progression rates in maths	1	6	6	52	34	2
c) has established strategies and systems for sustained and continuous improvement in progression rates generally	0	5	5	62	29	0
d) is likely to receive improved Ofsted ratings	3	8	14	39	37	1
e) is making good and sustainable progress in narrowing the gap in attainment between different groups of learners	0	5	14	58	23	1
f) has put in place a whole school approach to improvement rather than targeting pupils in Years 10 and 11	1	10	12	49	26	3
N=104						

Source: NFER CATI survey of SIPs, 2011
Due to percentages being rounded to the nearest integer, they may not sum to 100

Table F10a: To what extent do you think that Gaining Ground has made a positive difference to your school?

	Not at all %	To a small extent %	To some extent %	To a great extent %	Unable to answer %	Total %
N=104	0	10	40	49	1	100

Source: NFER CATI survey of SIPs, 2011
Due to percentages being rounded to the nearest integer, they may not sum to 100

Table F10b: Thinking about all the activities aimed at improving pupil progression that Gaining Ground allowed your school to carry out, how many of these would have been possible without Gaining Ground

	All of them %	Most of them %	A few of them %	None of them %	Total %
b) Thinking about all the activities aimed at improving pupil progression that Gaining Ground allowed your school to carry out, how many of these would have been possible without Gaining Ground? N=104	10	29	57	5	100

Source: NFER CATI survey of SIPs, 2011
Due to percentages being rounded to the nearest integer, they may not sum to 100

Table F10c: Thinking of these activities, in the absence of Gaining Ground how, if at all, would the timescale for their implementation have been different?

	Implementation would have been slower without Gaining Ground %	Gaining Ground made no difference to the timescale of implementation %	Implementation would have been faster without Gaining Ground %	Don't Know %	Total %
N=104	85	14	0	1	100

Source: NFER CATI survey of SIPs, 2011
Due to percentages being rounded to the nearest integer, they may not sum to 100

Table F10d: Thinking again of these same activities, in the absence of Gaining Ground how many pupils would have participated in these activities?

	Fewer pupils would have participated without Gaining Ground %	Gaining Ground would have made no difference to the number of pupils who participated %	More pupils would have participated without Gaining Ground %	Don't Know %	Total %
N=104	76	17	2	5	100

Source: NFER CATI survey of SIPs, 2011
Due to percentages being rounded to the nearest integer, they may not sum to 100

Table F11:   Do you think it would have been possible for [the school] to have put together an equally effective package of support from other provision for school improvement in the absence of the Gaining Ground strategy?

	Yes %	No %	Don't know %	Total %
N=104	37	56	8	100

Source: NFER CATI survey of SIPs, 2011
Due to percentages being rounded to the nearest integer, they may not sum to 100

Table F12a: Reflecting on your previous answers, would you say the Gaining Ground strategy represents good value for money in terms of the outcomes achieved?

	Yes %	No %	Don't know %	Total %
N=104	79	15	6	100

Source: NFER CATI survey of SIPs, 2011
Due to percentages being rounded to the nearest integer, they may not sum to 100

Table F12b: If yes, why do you think this is?

Why believe GG represents value for money	% of SIPs
a) Very significant impact considering relatively small amount of funding	10
b) School benefited from how 'focused' the Gaining Ground programme is	13
c) Impact was evident immediately	10
d) Additional SIP time allowed the programme to have the greatest possible impact	10
e) Funding allowed us to explore different /full range of support we could offer	7
f) We had identified measurable improvements in results or targets met	14
g) 'Overall positive impact' comment	8
h) Praise for benefits of SIP	5
i) Improvements in staff capabilities	3
j) Praise for positive impact on school culture	2
k) Other	7
l) No comment	1
No response (as did not say Gaining Ground represents value for money)	21
N=104	

Source: NFER CATI survey of SIPs, 2011
Note: Respondents could give more than one response and so their responses sum to more than 100 per cent.

Q12b – If no, why do you think this is?

Why believe GG does NOT represent value for money	% of SIPs
a) Failure of school or particular staff to engage in the process	3
b) Gaining Ground did not provide anything the school did not already have in place	2
c) Monitoring of improvement was not rigorous enough	2
d) Because access to funding was regarded as an end in itself	2
e) Questions regarding effectiveness of school partnership element	3
f) Funding was of course helpful, but could not entirely solve all problems	2
g) General 'was not good value at this school' comment	2
No response (as did not say Gaining Ground does not represent value for money)	85
N=104	

Source: NFER CATI survey of SIPs, 2011
Note: Respondents could give more than one response and so their responses sum to more than 100 per cent.

Table F13:   To what extent do you agree with the following statements?

	Strongly disagree %	Disagree %	Neither agree or disagree %	Agree %	Strongly Agree %	Total %
a) I was able to put together a holistic/integrated package of support that is tailored to the development needs of the school	2	8	16	48	26	100
b) I was able to broker the best support for my Gaining Ground school	4	8	17	48	23	100
c) I was able to influence the school	1	2	5	48	44	100
d) I was able to establish trust and a strong working relationship with the Gaining Ground school senior leadership team	0	2	5	34	60	100
e) I received sufficient support and training to enable me to undertake my role for this programme	3	16	14	39	27	100
N=104						

Source: NFER CATI survey of SIPs, 2011
Due to percentages being rounded to the nearest integer, they may not sum to 100

Appendix G: LA responses

Table G1:   How many schools in your local authority have taken part in Gaining Ground? (Please give a number)

Summary statistics	No. of schools %
Valid	18
Missing	0
Mean	3.7
Median	3
Standard deviation	2.7
Minimum	1
Maximum	11
	N=18

Source: NFER online survey of LA staff, 2011
Due to the small number of responses, the findings are presented in frequencies rather than percentages

Table G2a: Has your local authority allocated additional funding to Gaining Ground schools to support their school improvement work?

	No. of local authorities
Yes	9
No	8
Don't know	1
Missing	0
Total	18
	N=18

Source: NFER online survey of LA staff, 2011
Due to the small number of responses, the findings are presented in frequencies rather than percentages

Table G2b: If yes, how much in total to the nearest £100

Summary statistics	Amount of additional funding allocated
Valid	7
Missing	11
Mean	£46,714
Median	£25,000
Standard deviation	£39,495
Minimum	£10,000
Maximum	£95,000
	N=18

Source: NFER online survey of LA staff, 2011
Due to the small number of responses, the findings are presented in frequencies rather than percentages

Table G3: **In your view, to what extent would you say Gaining Ground has had the following impacts on participating schools in your authority?**

Leadership:	Not at all	To a small extent	To some extent	To a great extent	Don't know	Missing	Total
f) Headteachers were empowered to enact necessary changes to bring about school improvement	0	4	9	4	0	1	18
g) Senior leadership capacity has been increased	1	4	6	6	0	1	18
h) Leadership capacity has been developed in the maths department	1	5	7	4	0	1	18
i) Leadership capacity has been developed in the English department	1	5	6	5	0	1	18
j) Governing bodies are functioning more effectively	1	7	8	1	0	1	18
Quality of teaching	Not at all	To a small extent	To some extent	To a great extent	Don't know	Missing	Total
n) The quality of teaching has improved	2	4	8	3	0	1	18
o) New out-of-school activities are on offer and being used	1	5	6	2	3	1	18
p) Strategies have been put in place to support under-achieving	1	3	6	7	0	1	18

| pupils | | | | | | | |
Attainment and progression:	Not at all	To a small extent	To some extent	To a great extent	Don't know	Missing	Total
q) Attainment in English has increased	2	1	9	5	0	1	18
r) Attainment in maths has increased	1	2	11	3	0	1	18
s) Greater progress between Key Stage 2 and Key Stage 4 has been made by pupils generally	1	1	10	5	0	1	18
t) Progress has been made in closing the gap in attainment between different groups of learners	1	6	8	2	0	1	18
u) Pupils are now consistently achieving their potential	1	4	11	1	0	1	18
							N=18

Source: NFER online survey of LA staff, 2011
Due to the small number of responses, the findings are presented in frequencies rather than percentages

Table G4:   **Which strand, if any, of Gaining Ground has proved most valuable in driving improvements? (Please tick one box)**

Strand	No. of responses
School-to-school support	4
Additional SIP days	9
Funding for Academic Focused Study Support	2
Access to special support (e.g. AfL training)	0
National events, conferences and training	0
Strands have been of equal value	1
None	1
Don't know	0
Missing	1
Total	18
	N=18

Source: NFER online survey of LA staff, 2011
Due to the small number of responses, the findings are presented in frequencies rather than percentages

Table G5:   How effectively do you think SIPs have supported Gaining Ground schools in your authority?

Effectiveness	No. of responses
Not effectively at all	0
Not very effectively	1
Fairly effectively	3
Very effectively	11
Don't know	0
Missing	3
Total	18
	N=18

Source: NFER online survey of LA staff, 2011
Due to the small number of responses, the findings are presented in frequencies rather than percentages

Table G6:   To what extent have SIPs been able to achieve the following:

	Not at all	To a small extent	To some extent	To a great extent	Don't know	Missing	Total
a) Establish a relationship of trust with senior leadership teams	0	0	3	14	0	1	18
b) Agree with schools their priorities for improvement	0	0	3	14	0	1	18
c) Identify the types of support needed by schools	0	1	5	11	0	1	18
d) Provide of broker the support needed by schools	0	4	7	6	0	1	18
							N=18

Source: NFER online survey of LA staff, 2011
Due to the small number of responses, the findings are presented in frequencies rather than percentages

Table G7:   **To what extent has the additional SIP support led to the following benefits?**

	Not at all	To a small extent	To some extent	To a great extent	Don't know	Missing	Total
a) Enhanced the capabilities of the school senior leadership teams	0	1	11	5	0	1	18
b) Developed the skills of school and departmental leaders to analyse and interpret pupil progression data effectively	0	2	10	5	0	1	18
c) Supported school governors to more effectively support and challenge school leaders	0	4	9	4	0	1	18
							N=18

Source: NFER online survey of LA staff, 2011
Due to the small number of responses, the findings are presented in frequencies rather than percentages

Table G8: **To what extent do you think that Gaining Ground has made a positive difference to participating schools?**

	Not at all	To a small extent	To some extent	To a great extent	Don't know	Missing	Total
Extent to which Gaining Ground has made a positive difference to participating schools	1	3	10	3	0	1	18
							N=18

Source: NFER online survey of LA staff, 2011
Due to the small number of responses, the findings are presented in frequencies rather than percentages

Table G9: **To what extent would the school improvement activities undertaken by participating schools have been possible without Gaining Ground?**

	Not at all	To a small extent	To some extent	To a great extent	Don't know	Missing	Total
Extent to which school improvement activities would have been possible without Gaining Ground	0	1	10	5	1	1	18
							N=18

Source: NFER online survey of LA staff, 2011
Due to the small number of responses, the findings are presented in frequencies rather than percentages

Table G10: **Has Gaining Ground enabled participating schools to access support that they would not otherwise have had in the absence of the programme?**

	No. of responses
Yes	5
To a degree	7
No	5
Don't know	0
Missing	1
Total	18
	N=18

Source: NFER online survey of LA staff, 2011
Due to the small number of responses, the findings are presented in frequencies rather than percentages

Table G11: Did the local authority provide support to schools signed up to the Gaining Ground programme above and beyond that which it would normally provide?

	No. of responses
Yes	14
No	3
Don't know	0
Missing	1
Total	18
	N=18

Source: NFER online survey of LA staff, 2011
Due to the small number of responses, the findings are presented in frequencies rather than percentages

Table G12a: Do you expect any improvements associated with Gaining Ground to be sustained by participating schools?

	No. of responses
Yes	12
To a degree	5
No	0
Don't know	0
Missing	1
Total	18
	N=18

Source: NFER online survey of LA staff, 2011
Due to the small number of responses, the findings are presented in frequencies rather than percentages

Table G12b: Do you expect the partnerships between Gaining Ground schools and partner schools to be sustained?

	No. of responses
Yes	3
To a degree	11
No	2
Don't know	1
Missing	1
Total	18
	N=18

Source: NFER online survey of LA staff, 2011
Due to the small number of responses, the findings are presented in frequencies rather than percentages

Table G13: Reflecting on your previous answers, would you say the Gaining Ground strategy represents good value for money in terms of the outcomes achieved?

	No. of responses

Yes	9
No	2
Don't know	6
Missing	1
Total	18
	N=18

Source: NFER online survey of LA staff, 2011
Due to the small number of responses, the findings are presented in frequencies rather than percentages

Appendix H: Pupil responses

Table H1:   Gender of pupils responding to the pupil surveys

		Comparison schools %	Gaining Ground schools %
Gender	Male	46	51
	Female	54	49
	Missing	0	0
Total		100	100
		N=2096	N=3823

Source: NFER survey of pupils, 2011
Due to rounding, percentages may not sum to 100.

Table H2:   Year group of pupils responding to the pupil surveys

		Comparison schools %	Gaining Ground schools %
Year group	Year 8	58	50
	Year 11	42	50
	Missing	0	0
Total		100	100
		N=2096	N=3823

Source: NFER survey of pupils, 2011
Due to rounding, percentages may not sum to 100.

Table H3:   Extent pupils agree with the following statements:

		Comparison schools %	Gaining Ground schools %
(a) I am proud of my school	Strongly agree	7	5
	Agree	41	38
	Neither agree nor disagree	40	40
	Disagree	7	11
	Strongly disagree	5	6
	Missing	<1	<1
(b) My school is a good school	Strongly agree	12	8
	Agree	51	49
	Neither agree nor disagree	26	28
	Disagree	7	10
	Strongly disagree	4	5
	Missing	1	<1
(c) Pupils behave well	Strongly agree	2	1
	Agree	19	18
	Neither agree nor disagree	48	47
	Disagree	23	25
	Strongly disagree	8	9
	Missing	1	<1
(d) Pupils care about each other	Strongly agree	4	3
	Agree	28	28
	Neither agree nor disagree	43	43
	Disagree	16	17
	Strongly disagree	8	8
	Missing	1	1
Total		100	100
		N=2096	N=3823

Source: NFER survey of pupils, 2011
Due to rounding, percentages may not sum to 100.

Table H4:　　　**Please say whether the following statement is true for you:**

		Comparison schools %	Gaining Ground schools %
(a) I take part in after-school clubs/activities	Always true	13	14
	Mostly true	20	17
	Sometimes true	40	40
	Never true	30	28
	Missing	<1	<1
Total		100	100
		N=2096	N=3823

Due to rounding, percentages may not sum to 100.
Source: NFER survey of pupils, 2011
Due to rounding, percentages may not sum to 100.

Table H5:　　　**Please say whether the following statement is true for you:**

		Comparison schools %	Gaining Ground schools %
(a) I think teachers care about me	A lot	9	9
	Quite a lot	35	33
	A bit	48	48
	Not at all	9	10
	Missing	<1	<1
Total		100	100
		N=2096	N=3823

Source: NFER survey of pupils, 2011
Due to rounding, percentages may not sum to 100.

Table H6: **Thinking about the last two years, please say to what extent you agree with the following statements:**

		Comparison schools %	Gaining Ground schools %
(a) My school is becoming a more caring place	Strongly agree	4	3
	Agree	35	32
	Neither agree nor disagree	42	44
	Disagree	14	15
	Strongly disagree	5	6
	Missing	<1	<1
(b) The behaviour of pupils at my school is improving	Strongly agree	4	3
	Agree	33	33
	Neither agree nor disagree	38	36
	Disagree	20	20
	Strongly disagree	6	8
	Missing	<1	<1
(c) The number of after-school clubs/ activities is increasing	Strongly agree	15	10
	Agree	50	44
	Neither agree nor disagree	25	29
	Disagree	7	12
	Strongly disagree	3	5
	Missing	<1	<1
(d) Overall, my school is getting better	Strongly agree	10	8
	Agree	40	38
	Neither agree nor disagree	36	36
	Disagree	10	12
	Strongly disagree	4	6
	Missing	<1	<1
Total		100	100
		N=2096	N=3823

Source: NFER survey of pupils, 2011
Due to rounding, percentages may not sum to 100.

Table H7:   Why pupils think their school is getting better?

		Comparison schools %	Gaining Ground schools %
Attribute school improvement to changes in:	School/class organisation	8	11
	Learning environment	29	26
	Resources and opportunities	35	31
	Teachers and lessons	20	23
	Pupils	25	25
	Relationships	7	5
	Oneself	<1	<1
	Other	7	10
	Don't know	1	2
	School not getting better	<1	1
	No response	10	11
Total		100	100
		N=2096	N=3823

Source: NFER survey of pupils, 2011
Due to rounding, percentages may not sum to 100.

Table H8:   Please say whether the following statements are true for you:

		Comparison schools %	Gaining Ground schools %
(a) I like studying	Always true	5	6
	Mostly true	27	26
	Sometimes true	46	46
	Never true	22	22
	Missing	<1	<1
(b) I get a sense of achievement from studying	Always true	11	12
	Mostly true	37	35
	Sometimes true	37	38
	Never true	16	16
	Missing	<1	<1
(c) I think my school work is worth doing	Always true	23	24
	Mostly true	44	42
	Sometimes true	28	27
	Never true	5	6
	Missing	<1	<1
(d) I enjoy Maths	Always true	14	15
	Mostly true	30	27
	Sometimes true	34	34
	Never true	22	24
	Missing	<1	<1
(e) I enjoy English	Always true	19	16
	Mostly true	33	32
	Sometimes true	34	35
	Never true	15	17
	Missing	<1	<1
Total		100	100
		N=2096	N=3823

Source: NFER survey of pupils, 2011
Due to rounding, percentages may not sum to 100.

Table H9:   Please say whether the following statement is true for you:

		Comparison schools %	Gaining Ground schools %
(a) I enjoy most of my subjects	True	64	61
	Not true	17	19
	Don't know	18	19
	Missing	<1	<1
Total		100	100
		N=2096	N=3823

Source: NFER survey of pupils, 2011
Due to rounding, percentages may not sum to 100.

Table H10a: **Thinking about the last two years, please say to what extent you agree with the following statements:**

		Comparison schools %	Gaining Ground schools %
(a) I enjoy studying more than I used to	Strongly agree	8	8
	Agree	32	33
	Neither agree nor disagree	38	37
	Disagree	15	15
	Strongly disagree	7	8
	Missing	1	<1
(b) I get more of a sense of achievement than I used to	Strongly agree	11	10
	Agree	45	45
	Neither agree nor disagree	30	30
	Disagree	9	10
	Strongly disagree	4	5
	Missing	1	<1
(c) I feel more positive about studying than I used to	Strongly agree	11	11
	Agree	39	40
	Neither agree nor disagree	34	32
	Disagree	11	12
	Strongly disagree	5	6
	Missing	1	<1
Total		100	100
		N=2096	N=3823

Source: NFER survey of pupils, 2011
Due to rounding, percentages may not sum to 100.

Table H10b: Why pupils are feeling more positive about studying

		Comparison schools %	Gaining Ground schools %
Attribute more positive feelings to changes in:	School/class organisation	0	<1
	Learning environment	2	2
	Resources and opportunities	4	4
	Teachers and lessons	33	28
	Pupils	<1	1
	Relationships	2	2
	Oneself	88	86
	Other	2	1
	Don't know	2	3
	Not feeling more positive	1	1
	No response	10	12
		N=2096	N=3823

Source: NFER survey of pupils, 2011
Due to rounding, percentages may not sum to 100.

Table H11: Please say whether the following statements are true for you:

		Comparison schools %	Gaining Ground schools %
(a) The teaching in my school is good	Always true	11	8
	Mostly true	55	54
	Sometimes true	31	33
	Never true	3	4
	Missing	<1	<1
(b) Teachers explain why they are teaching us certain things in each lesson	Always true	12	10
	Mostly true	38	37
	Sometimes true	42	43
	Never true	8	10
	Missing	<1	<1
(c) Teachers make it clear what I need to do in lessons	Always true	15	14
	Mostly true	47	48
	Sometimes true	35	34
	Never true	3	4
	Missing	<1	<1
(d) I am given opportunities to learn things on my own in lessons	Always true	14	11
	Mostly true	42	44
	Sometimes true	37	38
	Never true	6	7
	Missing	1	<1
(e) I am given work that stretches and challenges me	Always true	15	14
	Mostly true	47	48
	Sometimes true	33	32
	Never true	5	5
	Missing	<1	<1
(f) I am given all the help I need to achieve my best	Always true	17	15
	Mostly true	40	39
	Sometimes true	36	37
	Never true	7	8
	Missing	1	1
Total		100	100
		N=2096	N=3823

Source: NFER survey of pupils, 2011
Due to rounding, percentages may not sum to 100.

Table H12: **Thinking about the last two years, please say to what extent you agree with the following statement:**

		Comparison schools %	Gaining Ground schools %
(a) The teaching in my school is getting better	Strongly agree	8	8
	Agree	36	34
	Neither agree nor disagree	44	43
	Disagree	8	8
	Strongly disagree	4	6
	Missing	0	2
Total		100	100
		N=2096	N=3823

Source: NFER survey of pupils, 2011
Due to rounding, percentages may not sum to 100.

Table H13: How pupils think teaching in their school is getting better

		Comparison schools %	Gaining Ground schools %
Link improvements in teaching to changes in:	School/class organisation	1	1
	Learning environment	<1	1
	Resources and opportunities	6	6
	Teachers: approach/ attitude	33	32
	Teachers: practice/ techniques	44	42
	Teachers: staff body	11	12
	Pupils	3	4
	Relationships	8	8
	Oneself	7	6
	Other	2	2
	Don't know	2	4
	Not getting better	1	1
	No response	16	15
		N=2096	N=3823

Source: NFER survey of pupils, 2011
Due to rounding, percentages may not sum to 100.

Table H14:   How often do your teachers do the following?

		Comparison schools %	Gaining Ground schools %
(a) Check how well you are doing	Always	12	10
	Most of the time	45	44
	Sometimes	38	40
	Never	4	5
	Missing	<1	1
(b) Provide useful comments on your work	Always	15	13
	Most of the time	40	38
	Sometimes	39	42
	Never	5	7
	Missing	1	1
(c) Tell you what you need to do to improve	Always	25	21
	Most of the time	43	42
	Sometimes	28	32
	Never	4	4
	Missing	1	1
Total		100	100
		N=2096	N=3823

Source: NFER survey of pupils, 2011
Due to rounding, percentages may not sum to 100.

Table H15: **Thinking about the last two years, please say to what extent you agree with the following statements:**

		Comparison schools %	Gaining Ground schools %
(a) Teachers are doing more to help me improve	Strongly agree	11	10
	Agree	47	46
	Neither agree nor disagree	33	34
	Disagree	6	7
	Strongly disagree	2	3
	Missing	1	1
(b) There is more support available to help me improve	Strongly agree	13	12
	Agree	44	45
	Neither agree nor disagree	32	31
	Disagree	7	7
	Strongly disagree	3	4
	Missing	1	1
Total		100	100
		N=2096	N=3823

Source: NFER survey of pupils, 2011
Due to rounding, percentages may not sum to 100.

Table H16: Please say whether the following statements are true for you

		Comparison schools %	Gaining Ground schools %
(a) I am confident in taking part in things / activities in class	Always	25	22
	Most of the time	44	45
	Sometimes	25	27
	Never	5	6
	Missing	1	1
(b) I am doing well in Maths	Always	27	26
	Most of the time	43	42
	Sometimes	22	24
	Never	8	8
	Missing	1	<1
(c) I am doing well in English	Always	23	23
	Most of the time	48	48
	Sometimes	23	23
	Never	5	6
	Missing	1	1
Total		100	100
		N=2096	N=3823

Source: NFER survey of pupils, 2011
Due to rounding, percentages may not sum to 100.

Table H17: Please say to what extent you agree with the following statement

		Comparison schools %	Gaining Ground schools %
(a) I think I am doing well in most of my subjects	A lot	21	19
	Quite a lot	53	53
	A bit	22	24
	Not at all	3	3
	Missing	1	1
Total		100	100
		N=2096	N=3823

Source: NFER survey of pupils, 2011
Due to rounding, percentages may not sum to 100.

Table H18: **Thinking about the last two years, please say to what extent you agree with the following statements:**

		Comparison schools %	Gaining Ground schools %
(a) I am becoming more confident about taking part in activities in class	Strongly agree	17	16
	Agree	43	44
	Neither agree nor disagree	28	28
	Disagree	7	7
	Strongly disagree	4	4
	Missing	1	1
(b) I am doing better at school	Strongly agree	20	17
	Agree	46	48
	Neither agree nor disagree	26	27
	Disagree	5	5
	Strongly disagree	3	3
	Missing	1	1
Total		100	100
		N=2096	N=3823

Source: NFER survey of pupils, 2011
Due to rounding, percentages may not sum to 100.

Table H19: Why do you think you are doing better at school?

		Comparison schools %	Gaining Ground schools %
Attribute progress to changes in:	School/class organisation	1	1
	Learning environment	2	2
	Resources and opportunities	3	5
	Teachers and lessons	26	25
	Pupils	<1	<1
	Relationships	3	1
	Oneself	77	74
	Other	8	9
	Don't know	2	2
	Not doing better	1	1
	No response	14	14
		N=2096	N=3823

Source: NFER survey of pupils, 2011
Due to rounding, percentages may not sum to 100.

Table H20:   To what extent are you…?

		Comparison schools %	Gaining Ground schools %
(a) … encouraged by your teachers to work hard in lessons?	A lot	17	15
	Quite a lot	48	48
	A bit	30	31
	Not at all	4	5
	Missing	1	1
(b) … told by your teachers that they have high expectations of you?	A lot	21	22
	Quite a lot	38	38
	A bit	29	29
	Not at all	10	10
	Missing	1	1
(c) … encouraged by your teachers to think about what you might want to do when you leave school?	A lot	15	13
	Quite a lot	30	31
	A bit	37	35
	Not at all	17	20
	Missing	2	1
Total		100	100
		N=2096	N=3823

Source: NFER survey of pupils, 2011
Due to rounding, percentages may not sum to 100.

Table H21: **Thinking about the last two years, please say to what extent you agree with the following statements:**

		Comparison schools %	Gaining Ground schools %
(a) I have been getting more encouragement to work hard	Strongly agree	12	12
	Agree	47	47
	Neither agree nor disagree	31	30
	Disagree	6	7
	Strongly disagree	3	3
	Missing	1	1
(b) I am becoming more confident about what I can achieve in the future	Strongly agree	18	17
	Agree	46	45
	Neither agree nor disagree	26	26
	Disagree	6	7
	Strongly disagree	4	4
	Missing	1	1
Total		100	100
		N=2096	N=3823

Source: NFER survey of pupils, 2011
Due to rounding, percentages may not sum to 100.

Table H22 **Year 11 Pupils' future plans**

Year 11	Gaining Ground schools %	Comparison schools %	Total %
AS/A-levels	58	54	57
Another type of post-16 course at college/sixth form (e.g. Diploma)	25	27	26
An apprenticeship / other on-the-job training	8	9	9
A paid job	2	2	2
Not sure yet	4	4	4
Missing	3	4	3
	N=1773	N=821	N=2594

Source: NFER survey of pupils, 2011
Due to rounding, percentages may not sum to 100.

Table H23a: **How satisfied are you with the opportunities you have had in school to discuss what you want to do after Year 11?**

		Comparison schools %	Gaining Ground schools %	Total %
(a) Number of opportunities	Very satisfied	18	14	15
	Satisfied	62	61	62
	Unsatisfied	13	18	16
	Very unsatisfied	6	6	6
	Missing	2	2	2
Total		100	100	100

Source: NFER survey of pupils, 2011
Due to rounding, percentages may not sum to 100.

Table H23b: **How satisfied are you with the opportunities you have had in school to discuss what you want to do after Year 11?**

		Comparison schools %	Gaining Ground schools %	Total %
(b) Quality of opportunities	Very satisfied	14	12	13
	Satisfied	59	59	59
	Unsatisfied	15	18	17
	Very unsatisfied	6	6	6
	Missing	7	6	6
Total		100	100	100

Source: NFER survey of pupils, 2011
Due to rounding, percentages may not sum to 100.

Table H24: **Have you been encouraged to think about applying for university?**

		Comparison schools %	Gaining Ground schools %	Total %
	Yes	43	41	42
	No	38	38	38
	Don't know	17	18	18
	Missing	3	3	3
Total		100	100	100

Source: NFER survey of pupils, 2011
Due to rounding, percentages may not sum to 100.

Table H25:   How likely to you think you are to go to university in the future?

		Comparison schools %	Gaining Ground schools %	Total %
	Very likely	23	24	23
	Likely	23	26	25
	Not sure	23	27	26
	Unlikely	13	11	12
	Very unlikely	16	11	13
	Missing	2	2	2
Total		100	100	100

Source: NFER survey of pupils, 2011
Due to rounding, percentages may not sum to 100.