



Department
for Education

Omnibus Survey of Pupils and their Parents/Carers

Research report wave 3

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**Sally Panayiotou, David Andersson,
Peter Matthews - Kantar Public
Nick Coleman - Associate**



Social Science in Government

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Glossary of terms

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

Term	Description
SEND	<p>A child or young person has special educational needs (SEN) if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she has a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools (or mainstream post-16 institutions).</p> <p>The Equality Act 2010 defines disability as ‘a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. In this context, ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’.</p> <p>SEND refers to both those with SEN and those with disabilities.</p>

Executive summary

Background

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

Data was collected from pupils in years 7-13 in state-funded secondary schools in England (including middle deemed secondary schools and academies, and City Technology Colleges, special schools (maintained and non-maintained special schools, hospital special schools and academies, and pupil referral units), as well as their parent/carers. This included pupils in school sixth forms but not pupils from further education or sixth form colleges.

Questions were submitted by different policy teams within DfE and this executive summary is broken down by chapter, following the structure of the main report. Some questions were repeated from waves 1 and/or 2, and comparisons are made where appropriate. The survey also included questions on a range of new topics. This executive summary includes trend data for the main findings. Where no comparisons are made, these are new questions in wave 3. As in waves 1 and 2, some questions were only asked to pupils, some only to parents/carers, and others were asked to both. In these cases, their responses are compared.

Fieldwork for wave 1 was conducted between July 4th and August 22nd 2016. Overall, a total of 1,723 paired parent/carer pupil questionnaires were completed (22% response rate). Fieldwork for wave 2 was conducted between November 23rd 2016 and January 16th 2017, and included 1,595 paired parent/carer pupil questionnaires (23% response rate). Fieldwork for wave 3 was conducted between July 11th and August 30th 2017, and includes 1,504 paired interviews (21% response rate).

In contrast to waves 1 and 2, in wave 3, the analysis also includes data from unpaired interviews. The combined totals of paired and unpaired interviews by respondent type are: 1,725 parents/carers; and 1,635 pupils.

Chapter 1 summary – Behaviour and attendance at school

- The vast majority of both pupils (90%) and parents/carers (88%) ‘strongly agreed’ or ‘agreed’ that the school makes it clear how it expects pupils to behave
- Three-quarters of parents/carers (75%) ‘strongly agreed’ or ‘agreed’ that their child’s school would involve them to help find a solution if there was a problem with their child’s behaviour

- Around three-quarters of pupils (71%) and parents/carers (75%) said that they/their child had missed school no more than once or twice over the last year. A minority of pupils and parents/carers said that the pupil missed school three times or more in a term (7% of each)
- Where pupils had missed school at least once or twice a term, pupils and parents/carers were asked what had stopped them going to school regularly, from a pre-coded list. The most common reason was illness (chosen by 83% of both pupils and parents/carers), followed by bullying (9% of pupils and 15% of parents/carers), and lack of support from the school for health or disability needs (8% and 9%, respectively).

Chapter 2 summary – Mental health, SEND, and pupil support

- Most parents/carers ‘agreed’ or ‘strongly agreed’ that they know how to look after their child’s mental health (83%). This was higher than the proportion of pupils who ‘agreed’ or ‘strongly agreed’ that they know enough about how to look after their own mental health (71%)
 - There was an increase in agreement among pupils between wave 1 and wave 3 (65% ‘agreed’ or ‘strongly agreed’ at wave 1, compared with 71% at wave 3), while there was no change in responses among parents/carers
 - Key stage 5 (KS5) pupils were less likely to ‘agree’ or ‘strongly agree’ that they know enough about how to look after their mental health (63% in wave 3), compared with key stage 3 (KS3) and key stage 4 (KS4) pupils (72% and 71%, respectively). Girls were less likely than boys to ‘agree’ or ‘strongly agree’ (64%, compared with 77%)
- Around three-quarters of parents/carers ‘agreed’ or ‘strongly agreed’ that they know where to go for advice/information if their child needs help with their mental health (76%), similar to the proportion in wave 1 (78%). Pupils were more likely to ‘agree’ or ‘strongly agree’ that they know where to go if they need help with their mental health at wave 3, than at wave 1 (71%, compared with 65%)
- Pupils were asked ‘Which, if any, of these services would you feel comfortable using if you needed information or support for your mental health?’ and provided with a pre-coded response list. At both wave 1 and wave 3, pupils were most likely to say they would feel comfortable using a mental health support service outside the school or college (41% at both waves) and online information about mental health (48% at wave 1, 40% at wave 3)
 - Comparing responses from wave 1 and wave 3, there was an increase in the proportion of pupils feeling comfortable using services based at their school or college, such as a counselling service (26% at wave 1, 33% at

wave 3), peer mentoring or support programmes (18% and 26%, respectively), and support provided by other people in the school (26% and 30%, respectively). By contrast, there was a decrease in the proportion feeling comfortable using online services, such as online information about mental health (48% at wave 1, 40% at wave 3), apps to help manage their mental health (33% and 25%, respectively), and online support such as counselling (27% and 21%, respectively)

- KS3 pupils were less likely to say that they would feel comfortable using technology-enabled services, compared with KS4 and KS5 pupils. For example, 32% of KS3 pupils said they would feel comfortable using online information about mental health, compared with 46% of KS4 and 53% of KS5 pupils
 - Boys were less comfortable than girls with using technology-enabled services. For example, 36% of boys said they would feel comfortable using online information about mental health, compared with 43% of girls
 - Pupils with special educational needs (SEN) were less likely to feel comfortable using online services, compared with pupils without SEN. For example, 11% of pupils with SEN said they would feel comfortable using online support such as counselling, compared with 25% of pupils without SEN
- When asked ‘Which, if any, of the following would it be useful to know more about to help you support your child’s mental health?’ from a pre-coded list, parents/carers were most likely to say that it would be useful to know ‘what support my child’s school can provide’ (49%), ‘how I can help support any mental health needs my child may have’ (42%), ‘what support is available in my local community’ (41%), and ‘how to promote good mental health at home’ (40%)
 - In total, 12% of parents/carers said that they considered their child to have a special educational need or disability
 - More than a third (39%) of these parents/carers said that their child had a statement/Education Health and Care (EHC) plan/Learning Difficulty Assessment
 - More than half (55%) of parents/carers said ‘I feel that most teachers at the school/college know how to support my child’, while 45% said ‘I am confident that the right level of support is being put in place for my child’. Around a quarter (26%) said that they ‘feel fully involved in decisions about the support the school/college gives my child’. However, 17% of parents/carers said that none of these statements applied to them

- A large majority of all parents/carers (88%) ‘strongly agreed’ or ‘agreed’ that they were confident in their ability to support their child’s learning and development, a slight increase from wave 1 (85%).

Chapter 3 summary – National Citizen Service

- Across the year groups, similar proportions of pupils (43%) and parents/carers (44%) said that they had heard of the National Citizen Service (NCS)¹
 - Awareness of the NCS increased markedly with age, with a clear rise in awareness evident between pupils in Year 10 (36% of whom had heard of the NCS) and Year 11 (81%)
 - 86% of pupils in KS5 had heard of the NCS; 59% in KS4; and 22% in KS3
- Both pupils and parents/carers were most likely to have heard about the NCS either from the school (65% and 40%, respectively) or through the media (32% among both groups)
 - Both pupils and parents/carers were much less likely to have heard about the NCS through the media at wave 3, than at wave 1 (32%, compared with 53% among pupils; and 32%, compared with 46% among parents/carers)
- Around half of parents/carers who had heard of the NCS (54%) said they would either ‘definitely’ or ‘probably’ like their child to take part in the NCS in the future. This is very similar to the proportion at wave 1 (53%)
 - Pupils were less likely to report they ‘definitely’ or ‘probably’ would take part in the NCS in the future (21%), again consistent with the wave 1 findings (23%).

Chapter 4 summary – Foreign language

- Almost three-quarters of parents/carers (73%) said they would advise their child to take a foreign language GCSE, if their child had a choice, while 18% said that they would not recommend this, and 9% were unsure
 - Parents/carers of female pupils were more likely to say they would advise their child to take a foreign language GCSE, compared with parents/carers of male pupils (76%, compared with 69%, respectively)

¹ Awareness of the NCS was included in the wave 1 survey, however, the findings are not directly comparable, as the wave 1 question included the NCS as part of a list of programmes. For reference, 46% of pupils and 38% of parents/carers said they had heard of the NCS at wave 1.

- Parents/carers of pupils with SEN were less likely to say they would advise this, compared with parents/carers of pupils without SEN (52%, compared with 76%, respectively)
- Just over a third of pupils (35%) said that they were currently taking, or were planning to take a GCSE in a foreign language, while a further 19% said that they had already taken a foreign language GCSE
 - Pupils who are eligible for free school meals (FSM) and pupils with SEN were both less likely than other pupils to say they were taking or planning to take a GCSE in a foreign language (25% and 15%, respectively)
- Those pupils who were taking, planned to take, or had already taken a GCSE in a foreign language were asked why they wanted, or had wanted to take a GCSE in a foreign language, from a pre-coded list of responses. Pupils were most likely to say that they had to take a GCSE in a foreign language at their school (47%), while the other main reasons were that they enjoyed it (33%), or because it would help their career (31%)
 - Those who were not planning to, were not currently taking, and had not previously taken a GCSE in foreign language were asked why they didn't, or hadn't wanted to. From a pre-coded list of responses, pupils were most likely to say that they didn't enjoy it (49%), or that they wanted to focus on other subjects (37%).

Chapter 5 summary – Changes to the education system

- A large majority of pupils in Year 9 and above (95%) said they had heard of the GCSE reforms to replace the old A* - G grading with new grades 9 – 1. The proportion was only slightly lower among parents/carers of pupils in Year 9 and above (89%)
 - Awareness has increased over time, with awareness among parents/carers of pupils in Year 9 and above rising from 72% in wave 1 to 82% in wave 2 and 89% in wave 3; and among pupils from 85% in wave 1 to 93% in wave 2 and 95% in wave 3²
 - Across all age ranges (Years 7-13), both FSM eligible pupils (77%) and parents/carers of FSM eligible pupils (69%) were less likely to be aware of the reforms, compared with non-FSM eligible pupils (91%) and their

² Analysis in this paragraph is based on pupils, and parents/carers of pupils, in Year 9 and above. It is important to note that the description of the reforms and (in the case of pupils) the actual question wording has changed slightly since the previous waves of the survey. Therefore, the changes in percentages between waves should be viewed with an element of caution.

parents/carers (89%). Pupils with SEN (72%) and their parents/carers (74%) were also less likely to be aware of the reforms, compared with pupils without SEN (91%) and their parents/carers (88%)

- Awareness of Progress 8 among parents/carers has increased over time, from 14% in wave 1, and 19% in wave 2 to 30% in wave 3
 - 90% of parents/carers who had heard of Progress 8 said they understood what it tells them about a school's performance, at least 'somewhat'. This has increased since wave 2 (79%)
- Half of pupils in Year 9 and above (51%) said they had heard of the EBacc, an increase on the proportion in wave 2 (40%)³
 - Across households with pupils in Year 9 and up, awareness of the EBacc was higher among parents/carers than among pupils: in wave 3, 60% of parents/carers of year 9 pupils and above said that they had heard of it (compared with 51% of pupils). This was similar to the proportion of parents aware in previous waves (63% wave 1, 56% in wave 2)
 - Across all age ranges (Years 7-13), awareness of the EBacc was lower among FSM eligible pupils (24%) and their parents/carers (23%), than among non-FSM eligible pupils (40%) and their parents/carers (61%). Awareness was also lower among pupils with SEN (21%) and their parents/carers (44%), compared with pupils without SEN (41%) and their parents/carers (59%)
- Half of parents/carers (50%) said they had heard of the destination measures that the government publishes on school and college performance tables, including 11% who said they knew a lot about them.

Chapter 6 summary – Careers guidance

- When asked 'What do you want to do when you leave compulsory education or training at age 18?', from a pre-coded list, pupils were most likely to say that they wanted to continue studying at university (44%).⁴ The second most common response was 'I want to get a job' (10%), while 8% said they wanted to do an apprenticeship, 5%, take a gap year, and 3%, do a technical/vocational qualification

³ This question was not asked to pupils in wave 1.

⁴ A question in wave 1 asked about the same topic, however, it is not possible to compare responses from wave 1 with those in wave 3, because the question wording and response options were different.

- Both pupils and parents/carers were asked what they thought the pupil's main priorities should be when thinking about their future career, choosing up to three answers from a pre-coded list. The most frequent response among both pupils and parents/carers was to have a career that they/their child enjoyed (63% and 82%, respectively)
 - Pupils placed a higher priority than parents/carers on earning a good wage (50%, compared with 30%) and having 'a job that lets me both work and look after any children I may have' (29% compared with 10%)
Parents/carers were more likely than pupils to choose 'a good work-life balance' (60%, compared with 27%), and 'a working environment where they feel comfortable being themselves' (50%, compared with 25%)
- Four in five pupils (79%) said that they had either a specific or a general idea of the career or job they wanted when they finished their education, higher than the proportion of parents/carers who said this about the pupil (70%)
- More than two-thirds of pupils (69%) and parents/carers (73%) 'agreed' or 'strongly agreed' that they knew what kinds of skills and qualifications they/their child needed for a future job or career (those who had a specific or general idea of what career or job the pupil wanted were asked to consider this)
 - Pupils with SEN were less likely to 'agree' or 'strongly agree' with this statement, compared with pupils without SEN (53%, compared with 72%, respectively)
- Similar proportions of pupils and parents/carers 'agreed' or 'strongly agreed' that they knew where they would be able to get more information about the skills and qualifications needed for the pupil's future job/career (63% of pupils, and 66% of parents/carers)
- Pupils were asked whether they had attended various careers events or activities at their school in the past year. From a pre-coded list, pupils were most likely to say that they had attended careers talks (65%), followed by attending careers and skills fairs (50%), and visiting careers websites (45%). The majority of pupils (71%) said that they had attended at least one activity led by staff at school, while 41% said that they had attended an activity led by an external employer, and 26% an activity led by someone else
 - For a number of activities, pupils with SEN were less likely to say that they had attended, compared with pupils without SEN. The largest differences were for careers/skills fairs led by school staff (25%, compared with 35%), careers talks led by external employers (11%, compared with 26%), and careers websites led by school staff (22%, compared with 35%)
 - Pupils in London were more likely to say that they had attended various types of activities, compared with pupils in other regions; for example,

enterprise activities/competitions, either led by school staff (34%, compared with 26% of pupils outside London) or led by external employers (14%, compared with 9%)

- Parents/carers were more confident in their child's ability to achieve their career goals than the pupils themselves. The difference is most pronounced in terms of the proportions that were 'very confident' (37% of parents/carers, compared with 16% of pupils)
 - Pupils who are FSM eligible were less likely to be 'very confident' or 'fairly confident' (68%), compared with pupils not eligible for FSM (78%). Pupils with SEN were less likely to be 'very confident' or 'fairly confident' (68%), compared with pupils without SEN (79%).

Chapter 7 summary – Preparing for life after school

- More than two-thirds of pupils (69%) said their school teaches personal, social, health, and economic/ personal and social education (PSHE/PSE) topics 'very well' or 'quite well', while a quarter (26%) said that these subjects are taught 'not well' or 'not at all well'
 - KS3 pupils were more likely to say PSHE/PSE topics were taught 'very well' or 'quite well' (76%), compared with KS4 (64%) and KS5 pupils (54%)
- Just under two-thirds of pupils (62%) said that their school's teaching of PSHE/PSE is 'very helpful' or 'quite helpful' in preparing them for adulthood, while around a third (31%) said it was 'not very helpful' or 'not at all helpful'
- Two-thirds of parents/carers (67%) said that teachers and other school staff were preparing the pupil 'very well' or 'quite well' for adult life, while 60% of pupils expressed the same view about their own preparation for adult life. Pupils were twice as likely as parents/carers to say that teachers and other staff were preparing them 'not very well' or 'not well at all' (29%, compared with 15%)
 - Findings have remained similar between wave 3 and wave 1, where 69% of parents/carers, and 64% of pupils said 'very well' or 'quite well'
- Parents/carers were slightly more likely than pupils to agree that 'how well I/my child do/does at school will affect how well I/they get on in life'. Four in five parents/carers (80%) 'agreed' or 'strongly agreed', compared with three in four pupils (75%)
 - For both groups, the proportion that 'agreed' or 'strongly agreed' was slightly lower at wave 3 than at wave 1: 75% compared with 78% among pupils, and 80% compared with 83% among parents/carers.

Spotlight on gender

All statistically significant differences by gender are outlined throughout this report. For many questions there were few or no differences. However, there were particular differences in attitude towards mental health and future career, which are described below.

In relation to mental health, boys were more likely than girls to 'agree' or 'strongly agree' that they know enough about how to look after their mental health (77%, compared with 64%); and parents/carers of male pupils (24%) were more likely to say that they did not need any more information on how to help support their child's mental health, compared with parents/carers of female pupils (18%). Girls were more likely than boys to say that they would feel comfortable using online information about mental health (43%, compared with 36%) and apps to manage mental health (28%, compared with 21%).

When thinking about their future job or career, boys were more likely than girls to say they wanted to get a job, or do an apprenticeship after leaving compulsory education or training at aged 18 (21% and 8%, respectively), compared with girls (15% and 4%, respectively).

Girls were more likely than boys to want to continue studying at university (43%, compared with 34%). When thinking about their future career, boys were more likely to prioritise earning a good wage (55%) and having a job that is near where they are from (7%), compared with girls (46% and 4%, respectively). In contrast, girls were more likely than boys to say it was a priority to make a difference in the world (25%, compared with 14%). Likewise, parents/carers of male pupils were also more likely than parents/carers of female pupils to say that earning a good wage was a priority (33%, compared with 26%), whereas parents/carers of female pupils were more likely to say that their child should prioritise a job that lets them both work and look after any children they may have (12%), compared with parents/carers of male pupils (8%).

Boys were more likely than girls to say that teachers and other school staff were preparing them 'very well' or 'quite well' for adult life (64%, compared with 57%), and girls were more likely than boys to say that they were 'not very confident' or 'not at all confident' they will achieve their career goals (16%, compared with 10%).

Background and introduction

This report draws together the findings from the third wave (wave 3) of the omnibus survey of pupils and their parents/carers in England, which was conducted by Kantar Public on behalf of the Department for Education (DfE).

This omnibus survey enables policy teams across DfE to collect data on a range of topics in a cost-effective and timely manner.

The third wave of the omnibus covered a range of topics, some of which were repeated from waves 1 and/or 2, and some of which were new topics in this wave. The survey included questions on:

- Pupils' attendance at school, and parent/carer and pupils' perceptions around how clear the school is about their expectations of pupils' behaviour
- Mental health and wellbeing, including awareness and support for mental health issues, and support in schools for all pupils
- Awareness of, and current, and future, participation in the National Citizen Service (NCS)
- Behaviours and opinions on taking foreign language GCSEs
- Changes at schools, including awareness and understanding of GCSE reforms, Progress 8, and the English Baccalaureate (EBacc)
- Provision of careers guidance at schools, and awareness of what future qualifications and skills are needed for chosen jobs and careers
- The school's role in preparing pupils for the future.

Trend data is shown where questions have been repeated from previous waves.

Methodology

The wave 3 survey followed the same methodology as waves 1 and 2. Each survey was conducted using a postal drive online method, in which respondents were invited to participate in an online survey via a postal invitation. A paper version of the questionnaire was included with a second reminder letter to ensure those without internet access, or preferring to complete via pen and paper were not excluded from taking part.

The sample of families included in the survey was taken from the National Pupil Database (NPD). The sample was drawn to ensure the final profile of survey participants would be representative of the population of pupils in Years 7 to 13 in England, and their parents/carers.

Pupils in state-funded secondary schools in England (including middle deemed secondary schools and academies, and City Technology Colleges, and special schools (maintained and non-maintained special schools, hospital special schools and academies)) were included in the survey. Pupils who are home educated, or attending independent schools and Further Education or Sixth Form colleges were not included, as they are not covered by the NPD.

When selecting the sample, children that were not in secondary education (defined as school Years 7 to 13) were first deleted. Secondly, duplicate cases (as identified by their Anonymised Pupil Matching Reference) were identified, and one of the duplicates was randomly selected and removed.

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

- Gender
- Age in years (at the start of the school year)
- Local authority
- Major ethnic group
- Eligibility for Free School Meals
- SEN Provision
- IDACI (Income Deprivation Affecting Children Indices) rank.

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

Two separate questionnaires were administered - one to a parent/carers, and one to a pupil in each household. In contrast to previous waves, the wave 3 report includes data where only the pupil or the parent/carers completed the survey, in addition to households where both participated (paired responses).

Fieldwork for wave 3 was conducted between July 11th 2017 and August 30th 2017. A total of 1,504 paired parent/carers, and pupil questionnaires were completed (21% response rate). In addition to this, 221 parent/carers only questionnaires, and 314 pupil only questionnaires were included in the analysis (1,725 paired and unpaired parent/carers questionnaires; and 1,818 paired and unpaired pupil questionnaires in total).

Fieldwork for wave 2 was conducted between November 23rd 2016 and January 16th 2017. A total of 1,595 valid paired parent/carers pupil questionnaires were completed (23% response rate).

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

A breakdown of the number of questionnaires completed by each of the key analysis subgroups in wave 3 is shown in Table 1. These figures are based on pupil characteristics, with the exception of parent gender.

Table 1 Breakdown of sample by characteristics

		Paired questionnaires (n)	% of total	All parent/ carer questionnaires (n)	% of total	All pupil questionnaires (n)	% of total
Pupil gender	Male	683	45%	805	47%	784	43%
	Female	813	54%	911	53%	1024	56%
Parent gender	Male	223	15%	268	16%	224	12%
	Female	1,264	84%	1,436	83%	1,265	70%
School year	Year 7	249	17%	280	16%	299	16%
	Year 8	241	16%	268	16%	276	15%
	Year 9	228	15%	251	15%	278	16%
	Year 10	216	14%	244	14%	258	14%
	Year 11	191	13%	221	13%	234	13%
	Year 12	175	12%	204	12%	235	13%
	Year 13	199	13%	250	14%	231	13%
FSM Eligible	No	1,376	91%	1,562	91%	1,478	81%
	Yes	109	7%	129	7%	125	7%
Pupil major ethnic group	White	1,128	75%	1,287	75%	1,329	73%
	Non-white	348	23%	401	23%	453	25%
SEN provision	Yes	115	8%	116	7%	118	6%
	No	930	62%	936	54%	1,045	57%

Respondents were asked their permission to link their survey responses to information contained on the NPD. The questionnaire also included demographic questions to identify some of the characteristics of those who did not agree to data linking.

Special educational needs (SEN) analysis throughout this report is based on NPD information only, unless otherwise specified.⁵

In total, 1,732 parent/carer questionnaires and 1,834 pupil questionnaires were completed. Seven pupil questionnaires and three parent/carer questionnaires were excluded for speeding through the survey (which implies they were not completing the survey properly). Four paired parent/carer and pupil questionnaires, and one pupil only questionnaire were excluded from the final sample as their survey responses differed from the NPD (which implies the survey was not completed by the intended recipient). One pupil questionnaire was removed as they had not indicated parental consent and were under the age of 16, and their parent/carer had not returned their questionnaire to provide parental consent. The final base sizes for analysis following exclusions for these reasons are 1,504 paired pupil and parents/carer questionnaires, 221 parent only questionnaires, and 314 pupil only questionnaires (please see the technical appendix for details).

The total sample split is shown in Table 2 below:

Table 2 Breakdown of sample

	Total
Pupils – total number of completed questionnaires	1,834
Parents/carers – total number of completed questionnaires	1,732
Paired pupils and parents/carers included in final reporting	1,504
All pupils included in final reporting	1,818
All parents/carers included in final reporting	1,725

Kantar Public weighted the data to match the final weighted sample to the profile of pupils in Years 7 to 13 on the NPD. Weights were applied to adjust for non-response bias by region, age, gender, eligibility for Free School Meals, and ethnicity. Analyses of some questions were based on paired responses only, whereas analyses of other questions were based on either all parents/carer responses, or all pupil responses. Therefore, three sets of weightings were calculated, with the most appropriate weighting selected for each set of analysis.

⁵ Please note that in the wave 1 and wave 2 report, the breakdown of analysis by SEN Provision was referred to as SEND analysis. The SEN analysis in this report (wave 3) uses the same NPD data variable as the analysis previously described as 'SEND' in waves 1 and 2, so remains directly comparable.

A guide to interpreting survey data

Percentages in charts and tabulations do not always add to 100% due to rounding and/or certain questions allowing survey participants to give more than a single response. Where multiple responses were allowed, this has been noted throughout.

Throughout the report, analysis is based on either paired, all parent/carer, or all pupil responses. In each question we state which sample group we have based the analysis on. In general, where questions appear on both the parent and pupil questionnaire, we have analysed the paired responses. Where the question is only present on the parent/carer questionnaire, we have analysed all parent/carer responses, including those without a corresponding child questionnaire. Similarly, where the question only appears on the pupil questionnaire, the total sample of pupils have been analysed, including those without a corresponding parent/carer questionnaire.

The exception to this is where questions were asked in previous waves. In these cases, for consistency we have analysed the data where we have paired interviews rather than the total sample of parents/carers, or pupils.

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

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

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

Demographic information for sub group analysis and weighting was taken from NPD information, where parents/carers and pupils had agreed to linkage. In cases where data linkage was not agreed to, demographic information was taken from the parent response (the pupils' age, gender, ethnicity and FSM eligibility). Where there was no parent response (for unpaired pupil questionnaires), demographic information was taken from the pupil questionnaire (age, gender and ethnicity).

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

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

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

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

Table 3 Sample size and margin of error of survey data

		Unweighted sample size	Effective base size	Margin of error at 95% confidence level⁶
Wave 1	Parents/carers	1,723	1,501	+/- 2.5%
	Pupils	1,723	1,501	+/- 2.5%
Wave 2	Parents/carers	1,595	1,352	+/- 2.7%
	Pupils	1,595	1,352	+/- 2.7%
Wave 3	Paired Parents/carers	1,504	1,316	+/- 2.7%
	Paired Pupils	1,504	1,316	+/- 2.7%
	All Parents/carers	1,725	1,508	+/- 2.5%
	All Pupils	1,818	1,602	+/- 2.4%

⁶ This is the margin of error for a figure of 50%. Margins of error reduce as figures tend towards either 100% or 0%. As such, the quoted margin of error is the largest that would apply to any data based on the total samples of parents/carers or pupils. Note that in the wave 1 and wave 2 reports the margins of error were rounded to 3%.

Chapter 1 - Behaviour and attendance at school

Background

A recent report noted that behaviour at school is strongly correlated with pupils' eventual outcomes; improving behaviour at school helps pupils achieve more, both academically and socially. This report also highlighted the importance of including parents in building and maintaining a culture of positive behaviour in schools.⁷ This survey included questions to explore pupils and parents/carers perceptions of schools' expectations of behaviour, and their involvement in resolving issues at school.

Attending school regularly is also essential to ensure pupils benefit from their education and fulfil their potential. Pupils that miss lessons are more likely to fall behind, and have lower achievement levels at both primary and secondary schools.⁸ Over the last decade, levels of absence from both primary and secondary schools has decreased. Between 2014/15 and 2015/16, absence levels remained stable (and actually reduced in secondary schools). In addition, around one in ten pupils were persistently absent from school during the 2015/2016 academic year, according to official statistics released by the Department for Education.⁹ This survey included questions to those who report that they miss school regularly, to understand the reasons behind persistent absence.

Do parents/carers and pupils agree that their school makes it clear how they expect the pupil to behave?

Pupils were asked 'How strongly do you agree or disagree that "my school makes it clear how they expect me to behave"?' Parents/carers were asked a similar question, with the wording of the statement revised to: "my child's school makes it clear to parents how it expects pupils to behave". This was a new question in wave 3.

As shown in Figure 1, the vast majority of both pupils (90%) and parents/carers (88%) 'strongly agreed' or 'agreed' that the school makes it clear how it expects pupils to

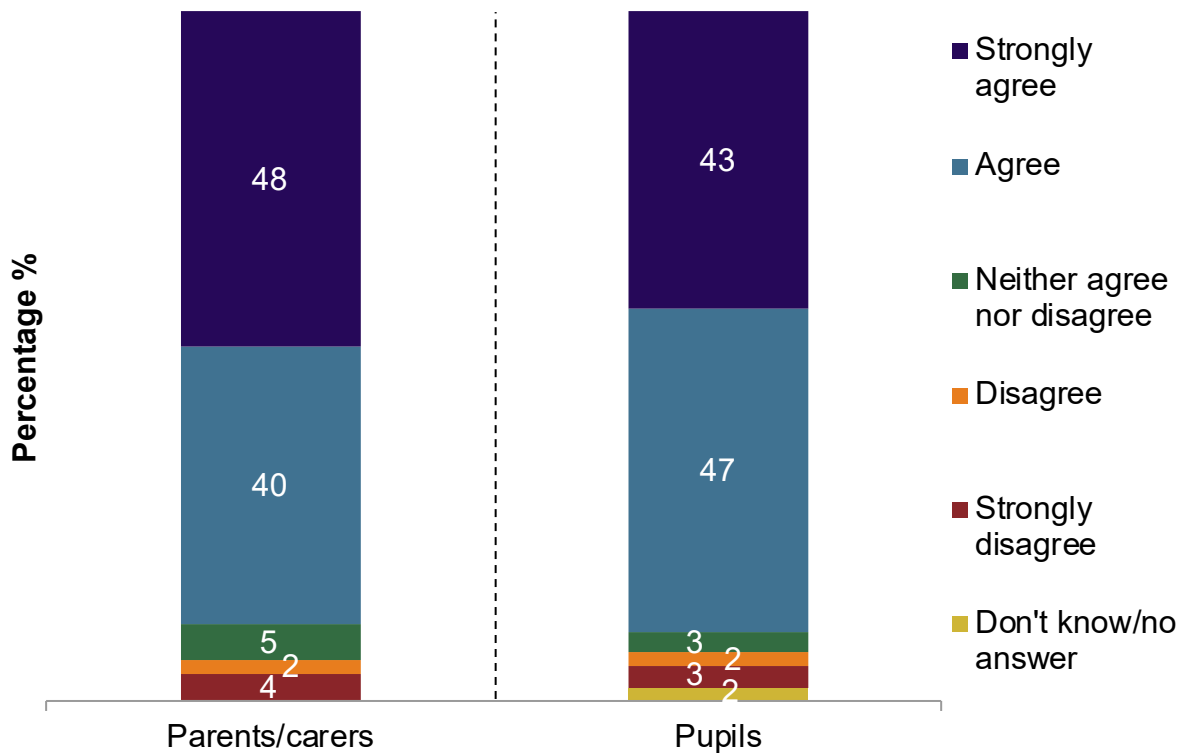
⁷Bennett, 2017. Creating a culture: How school leaders can optimise behaviour. Can be found at: https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/602487/Tom_Bennett_Independent_Review_of_Behaviour_in_Schools.pdf

⁸Department for Education, 2016. School attendance: Guidance for maintained schools, academies, independent schools and local authorities, pg 4. Can be found at: https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/564599/school_attendance.pdf

⁹Department for Education, 2017. Pupil absence in schools in England: 2015 to 2016. Can be found at: <https://www.gov.uk/government/statistics/pupil-absence-in-schools-in-england-2015-to-2016>

behave. Just 5% of pupils and 6% of parents/carers 'disagreed' or 'strongly disagreed' with the statement.

Figure 1 Whether pupils and parents/carers agree that their school makes it clear how they expect pupils to behave



Base: paired parents/carers (1,504); paired pupils (1,504)

Paired response

In around half of cases (52%), the pupil and their parent/carer gave the same response as to whether they agreed that the school makes it clear to them how it expects pupils to behave. However, where the responses differed:

- 24% of pupils had a higher level of agreement than their parent/carer that the school makes it clear how it expects pupils to behave
- 23% of parents/carers had a higher level of agreement than the pupil that the school makes it clear how it expects pupils to behave.

Differences by subgroup

Pupil's age

There was little difference across the year groups, although there were indications of lower levels of agreement among both parents/carers and pupils in the middle year groups.

Specifically, key stage 4 (KS4) pupils were less likely to 'strongly agree' with the statement (39%) than pupils in KS3 or KS5 (both 46%). Parents/carers of Year 11 pupils were more likely to disagree (9%) than parents/carers of pupils in Year 7 (4%), or Year 12 (3%).

Gender

Parents/carers of male pupils were more likely than parents/carers of female pupils to 'strongly agree' with the statement (51%, compared with 45%). There were no differences in pupil responses.

Disadvantage

When looking at the Income Deprivation Affecting Children Index (IDACI), pupils in the least deprived quintiles (first and second) were more likely to 'agree' with the statement (95% and 94%, respectively) than those in the third quintile (86%).

There was a clearer pattern among parents/carers. Parents/carers of pupils in the first and second quintiles were most likely to 'strongly agree' with the statement (59% and 57%, respectively), falling steadily to 48% of parents/carers in the third quintile, 43% in the fourth quintile and 37% in the fifth quintile.

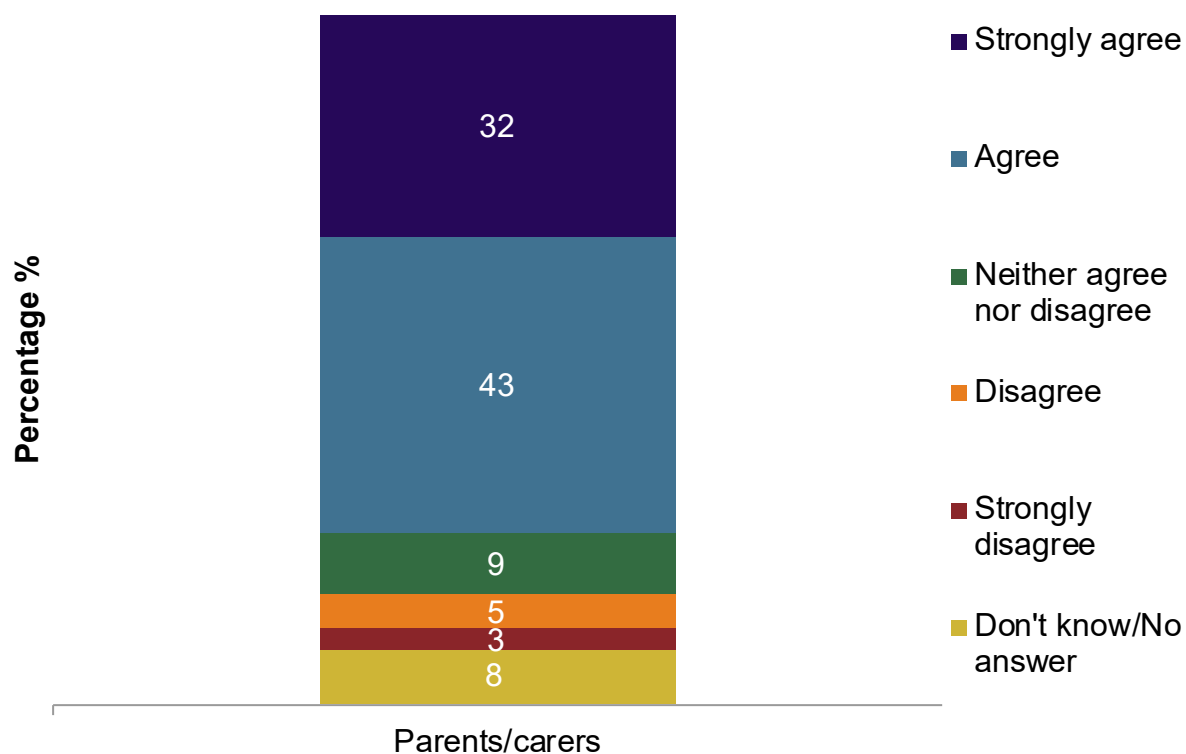
There were no differences found by SEN, ethnicity or region.

Do parents/carers think the school would involve them to help find a solution if there was a problem with their child's behaviour?

Parents/carers were asked, 'How strongly do you agree or disagree that "my child's school would involve me to help find a solution if there was a problem with my child's behaviour"?' This was a new question in wave 3 and was only included in the parents/carers questionnaire. Findings are based on all parents/carers who responded to the survey (both paired and unpaired).

As shown in Figure 2, three-quarters of parents/carers (75%) 'strongly agreed' or 'agreed' that their child's school would involve them, while just 8% 'disagreed' or 'strongly disagreed'.

Figure 2 Whether parents/carers think the school would involve them to help find a solution if there was a problem with their child's behaviour



Base: all parents/carers (1,725)

Differences by subgroup

Pupil's age

Parents/carers of KS5 pupils were less likely to disagree that their child's school would involve them to help find a solution (4%), compared with parents/carers of KS3 and KS4 pupils (8% and 9%, respectively).

Disadvantage

Parents/carers of pupils who are eligible for free school meals (FSM) were less likely to agree that the school would involve them, compared with parents/carers of non-eligible pupils (66%, compared with 76%, respectively).

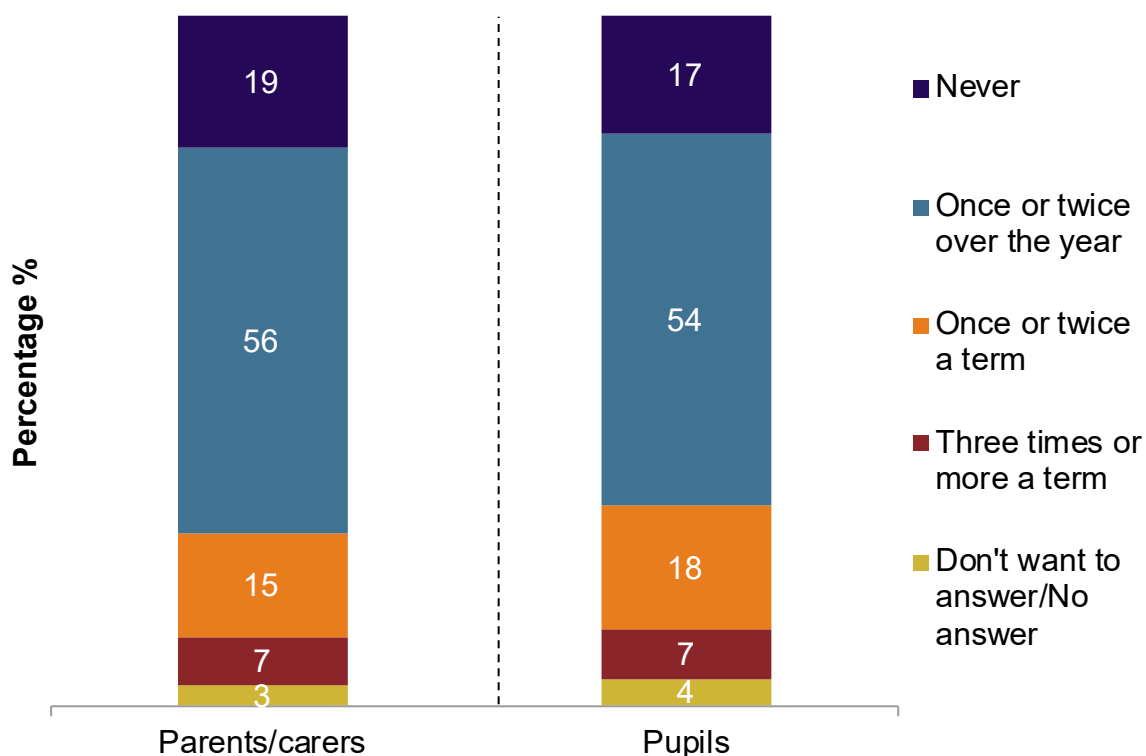
There were no differences found by gender, SEN, ethnicity or region.

How often did pupils miss school in the last year?

Pupils were asked 'Over the last year, how often did you miss school?' Parents/carers were asked the same question about their child: 'Over the last year, how often did your child miss school?' Both groups were able to select 'never', 'once or twice over the year', 'once or twice a term', 'three times or more a term' or 'don't want to answer'. This was a new question in wave 3.

Responses were similar among pupils and their parents/carers. Around three-quarters of both parents/carers (75%), and pupils (71%) said that they/their child had missed school no more than once or twice over the last year. A minority of parents/carers and pupils said that the pupil missed school three times or more in a term (7% in each group).

Figure 3 How often pupils missed school in the last year



Base: paired parents/carers (1,504); paired pupils (1,504)

Paired response

There was a lot of similarity between pupils' and parents'/carers' responses on the amount of time that the pupil had missed over the past year. Over three-quarters (80%) of pupils and parents/carers gave the same response to this question. Where there was a difference, it was more common for the pupil to say that they had missed school more often than their parent/carer thought (12%), rather than the opposite (7%).

Differences by subgroup

Pupil's age

There was no clear pattern across year groups, although there were some specific differences between absence among year groups. Year 12 pupils were more likely to say they missed school three times or more a term, compared with Year 7 pupils (14%, compared with 3%, respectively).

Parents/carers of Year 11 pupils were more likely to say their child never missed school (25%), compared with parents/carers of Year 9 and Year 10 pupils (both 15%).

Disadvantage

Parents/carers of pupils who are FSM eligible were more likely to say that their child missed school three times or more a term, compared with parents/carers of non-eligible pupils (13%, compared with 6%). There were no differences in pupil responses.

Ethnicity

Black/African/Caribbean/Black British pupils were more likely to say that they never missed school (45%), compared with White pupils (16%) and Asian/Asian British pupils (15%).

Similarly, parents/carers of Black/African/Caribbean/Black British pupils were more likely to say that their child never missed school (43%), compared with parents/carers of White pupils (18%) and parents/carers of Asian/Asian British pupils (15%).

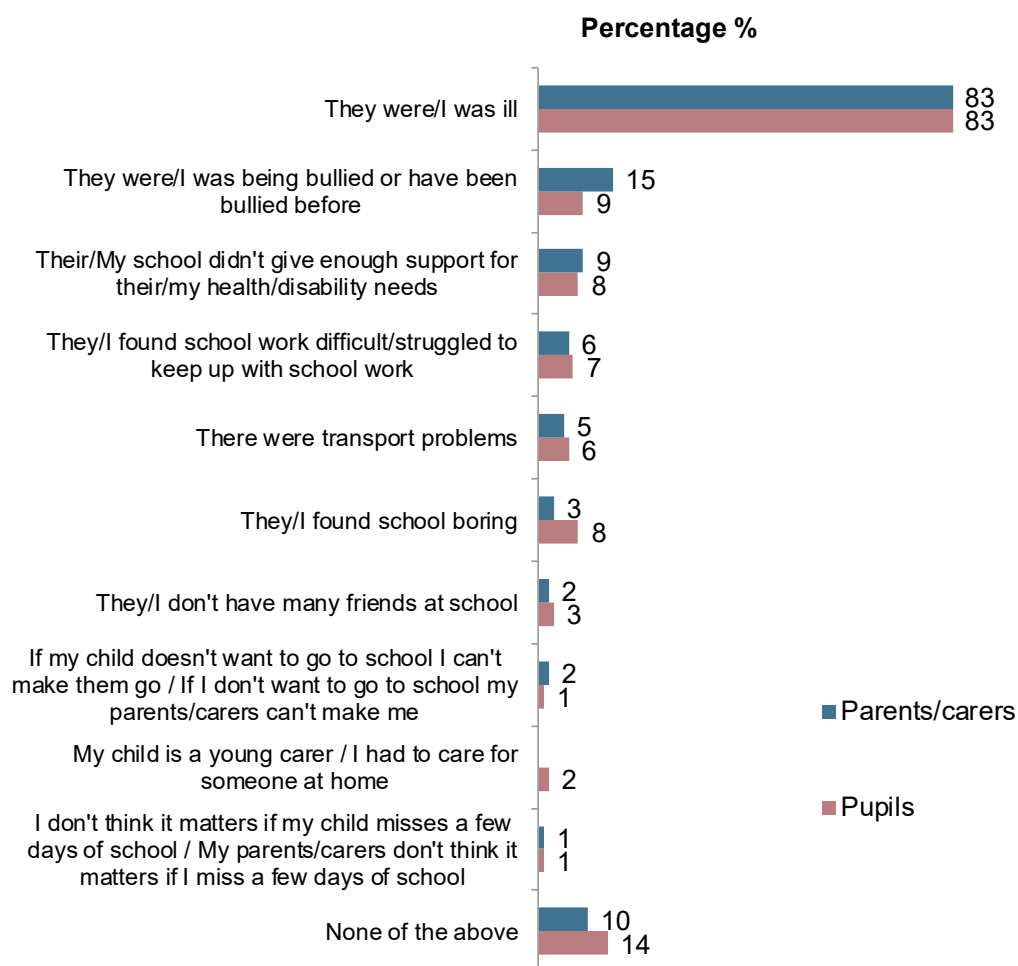
There were no differences found by gender, SEN or region.

What has stopped pupils attending school regularly?

Pupils who said they had missed school at least once or twice a term were asked 'Which, if any, of the following have stopped you going to school regularly?' They were presented with a pre-coded list (as shown in Figure 4) and asked to choose all that applied to them. Parents/carers were asked the same question about the pupil.

As Figure 4 shows, illness was the most common reason given by both pupils and parents/carers (both 83%). The responses of pupils and parents/carers were similar; however, pupils were more likely than parents/carers to say that absence was due to them finding school boring (8%, compared with 3%, respectively), while parents/carers were more likely than pupils to say that absence was related to bullying (15%, compared with 9%, respectively).

Figure 4 What stops pupils from going to school regularly



Base: paired parents/carers whose child has missed school at least once or twice a term (333); paired pupils who have missed school at least once or twice a term (396)

Paired response

The paired response analysis is based on cases where both parent/carers and pupil said the pupil had missed school at least once or twice a term. There were two responses that pupils were more likely to select than their parents/carers: that they found school boring (6%) and that they found school work difficult or struggled to keep up with it (5%).¹⁰

Differences by subgroup

Illness was by far the most frequently given reason for absence across all subgroups of pupils and parents/carers, although there were some variations in other responses, which are discussed below.

Pupil's age

KS5 pupils were more likely than KS3 pupils to say that they missed school because they found it boring (13%, compared with 5%) or because they found school work difficult or struggled to keep up with it (15%, compared with 3%). KS4 pupils were more likely than pupils at KS5 to say that the school didn't give them enough support for their health or disability needs (12%, compared with 3%).

Parents/carers of KS3 pupils were more likely than parents/carers of KS5 pupils to say that the pupil's absence was due to bullying (19%, compared with 4%), or because the school didn't give them enough support for their health or disability needs (14%, compared with 3%).

Region

Parents/carers of pupils in the North were more likely to say that the pupil's absence from school was due to bullying (22%), compared with parents/carers of pupils in other areas (12%). The proportion was lowest in the Midlands and London (both 6%).

There were no differences found by gender.¹¹

¹⁰ Numbers in brackets show the proportion of linked responses i.e. 6% of pupils selected the response that they found school boring, while their parent/carers did not.

¹¹ Analysis by disadvantage, ethnicity and SEN was not possible because of the small number of respondents in relevant sample groups.

Chapter 2 - Mental health, SEND, and pupil support

In this chapter, we discuss levels of knowledge about, and attitudes towards mental health support amongst parents/carers and pupils. We also look at the mental health services pupils feel comfortable using, and the topics parents/carers want to know more about. Parents are asked whether they consider their child to have a special education need or disability (SEND), and whether they have a statement/Education Health and Care (EHC) plan/Learning Difficulty Assessment. Finally, all parents are asked about the support that their child's school provides.

Mental health support

Background

Supporting and protecting vulnerable children is at the heart of the government's approach to children's social care and education policy, and is an explicit feature of the Department for Education's (DfE) strategic priorities for 2015-20. DfE has committed to support schools 'to promote good mental wellbeing in children, to provide a supportive environment for those experiencing problems, and to secure access to more specialist help for those who need it'. They note that around one in ten children may be suffering from some form of mental illness at any given time and that schools need to establish their own processes to support them. Schools should also form partnerships with other service providers to enable children and young people to access appropriate specialist support.¹²

Understanding who young people feel comfortable talking to about their mental health, and which services they feel comfortable using, is important in supporting schools to develop and implement provision to support the mental health of their pupils. Similarly, knowing the best way to support parents/carers is crucial to helping schools provide the right support for parents/carers and pupils.

¹² Department for Education, 2016. Mental health and behaviour in schools. Can be found at: https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/508847/Mental_Health_and_Behaviour_-_advice_for_Schools_160316.pdf

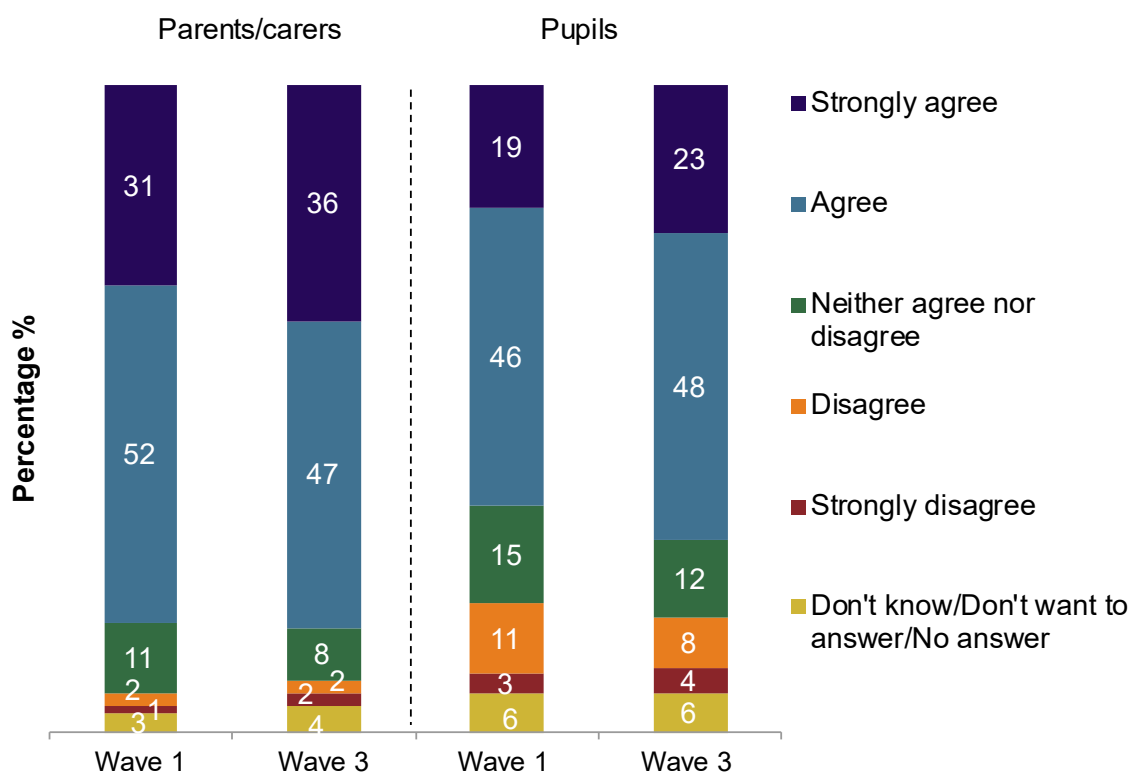
Do pupils and their parents/carers know enough about looking after mental health?

At waves 1 and 3, pupils were asked ‘How much do you agree or disagree that “I know enough about how to look after my mental health”?’ Parents/carers were asked a similar question: ‘How much do you agree or disagree that “I know how to look after my child’s mental health”?’

Parents/carers were more confident than pupils themselves that they know how to look after the pupil’s mental health: 83% of parents/carers ‘agreed’ or ‘strongly agreed’ with the statement, compared with 71% of pupils. A similar pattern was seen in wave 1, as shown in Figure 5.

Pupils were more likely to ‘agree’ or ‘strongly agree’ with the statement at wave 3 than at wave 1 (71%, compared with 65%), while there was no change in responses among parents/carers (83% at both waves).

Figure 5 Whether pupils and their parents/carers agree that they know how to look after the pupil’s mental health, by survey wave



Base: paired parents/carers at wave 1 (1,723); paired parents/carers at wave 3 (1,504); paired pupils at wave 1 (1,723); paired pupils at wave 3 (1,504)

Paired response

Amongst the paired responses:

- In 41% of paired responses, pupils and parents/carers gave the same answer
- In 41%, parents/carers expressed a higher level of agreement with the statement than pupils
- In 18%, pupils expressed a higher level of agreement with the statement than parents/carers.

Differences by subgroup (wave 3)

Pupil's age

Key stage 5 (KS5) pupils were less likely to 'agree' or 'strongly agree' that they know enough about how to look after their mental health (63%), compared with pupils at KS3 (72%) or KS4 (71%).

There was no clear pattern among parents/carers, although parents/carers of pupils in Year 11 were more likely to 'disagree' or 'strongly disagree' that they know how to look after their child's mental health (8%), compared with parents/carers of pupils in Year 9 (3%).

Gender

Boys were more likely than girls to 'agree' or 'strongly agree' that they know enough about how to look after their mental health (77%, compared with 64%), and boys were less likely than girls to 'disagree' or 'strongly disagree' with the statement (8%, compared with 15%). There were no differences in the findings for parents/carers.

Disadvantage

Pupils eligible for free school meals (FSM) were more likely to 'disagree' or 'strongly disagree' that they know enough about how to look after their mental health (18%), compared with non-eligible pupils (11%).

Parents/carers of pupils who are FSM eligible were less likely to 'agree' or 'strongly agree' that they know how to look after their child's mental health, compared with parents/carers of non-eligible pupils (76%, compared with 85%). However, parents/carers of pupils who are FSM eligible were more likely to 'strongly agree' with the statement (46%), compared with parents/carers of non-eligible pupils (35%).

Region

Parents/carers of pupils in the South (85%) were more likely to 'agree' or 'strongly agree' that they know how to look after their child's mental health, compared with parents/carers of pupils in London (78%). However, parents/carers of pupils in London were more likely to 'strongly agree' with the statement (43%), compared with parents/carers of pupils in the South (33%).

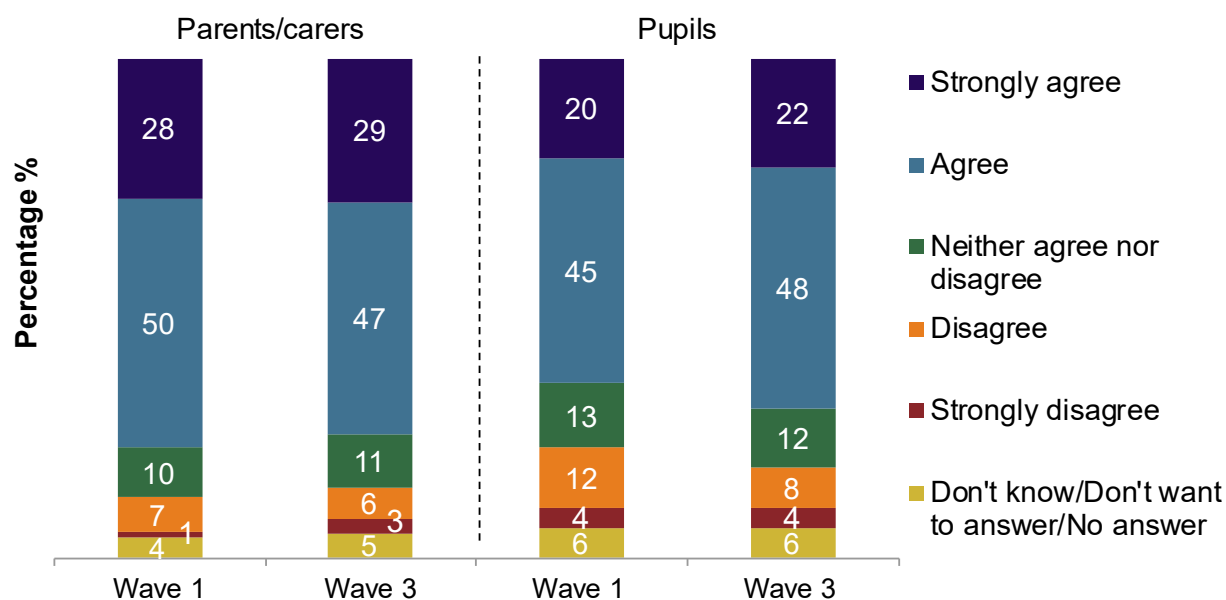
There were no differences found by ethnicity or SEN.

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

At waves 1 and 3, parents/carers were asked 'How much do you agree or disagree that "I know where to go for advice/information if my child needs help with their mental health"?' and pupils were asked a similar question: 'How much do you agree or disagree that "I know where to go if I need help with my mental health"?'.

Around three-quarters of parents/carers (76%) 'agreed' or 'strongly agreed' with the statement at wave 3, similar to the proportion in wave 1 (78%). Pupils were more likely to 'agree' or 'strongly agree' with the statement at wave 3 than at wave 1 (71%, compared with 65%).

Figure 6 Whether pupils and their parents/carers agree that they know where to go if they need help with their mental health, by survey wave



Base: paired parents/carers at wave 1 (1,723); paired parents/carers at wave 3 (1,504); paired pupils at wave 1 (1,723); paired pupils at wave 3 (1,504)

Paired response

Amongst the paired responses:

- In 39% of paired responses, pupils and parents/carers gave the same answer
- In 36%, parents/carers expressed a higher level of agreement with the statement than pupils
- In 25%, pupils expressed a higher level of agreement with the statement than parents/carers.

Differences by subgroup (wave 3)

Pupil's age

KS3 pupils were more likely to 'agree' or 'strongly agree' that they know where to go if they need help with their mental health (74%), compared with pupils at KS5 (63%).

There was no clear pattern among parents/carers, although parents/carers of pupils in Year 11 were more likely to 'agree' or 'strongly agree' that they know where to go for advice/information if their child needs help with their mental health (81%), compared with parents/carers of pupils in Year 9 (71%).

Disadvantage

Parents/carers of pupils who are FSM eligible were more likely to 'strongly agree' with the statement (40%), compared with parents/carers of non-eligible pupils (27%).

Region

Parents/carers of pupils in the North (78%) were more likely to 'agree' or 'strongly agree' that they know where to go for advice/information if their child needs help with their mental health, compared with parents/carers of pupils in London (69%). For comparison, 76% of parents/carers of pupils in the South, and 75% of parents/carers of pupils in the Midlands, 'agreed' or 'strongly agreed' with the statement. Agreement was not significantly different in the South or Midlands, compared with the North or London.

There were no differences found by gender, ethnicity or SEN.

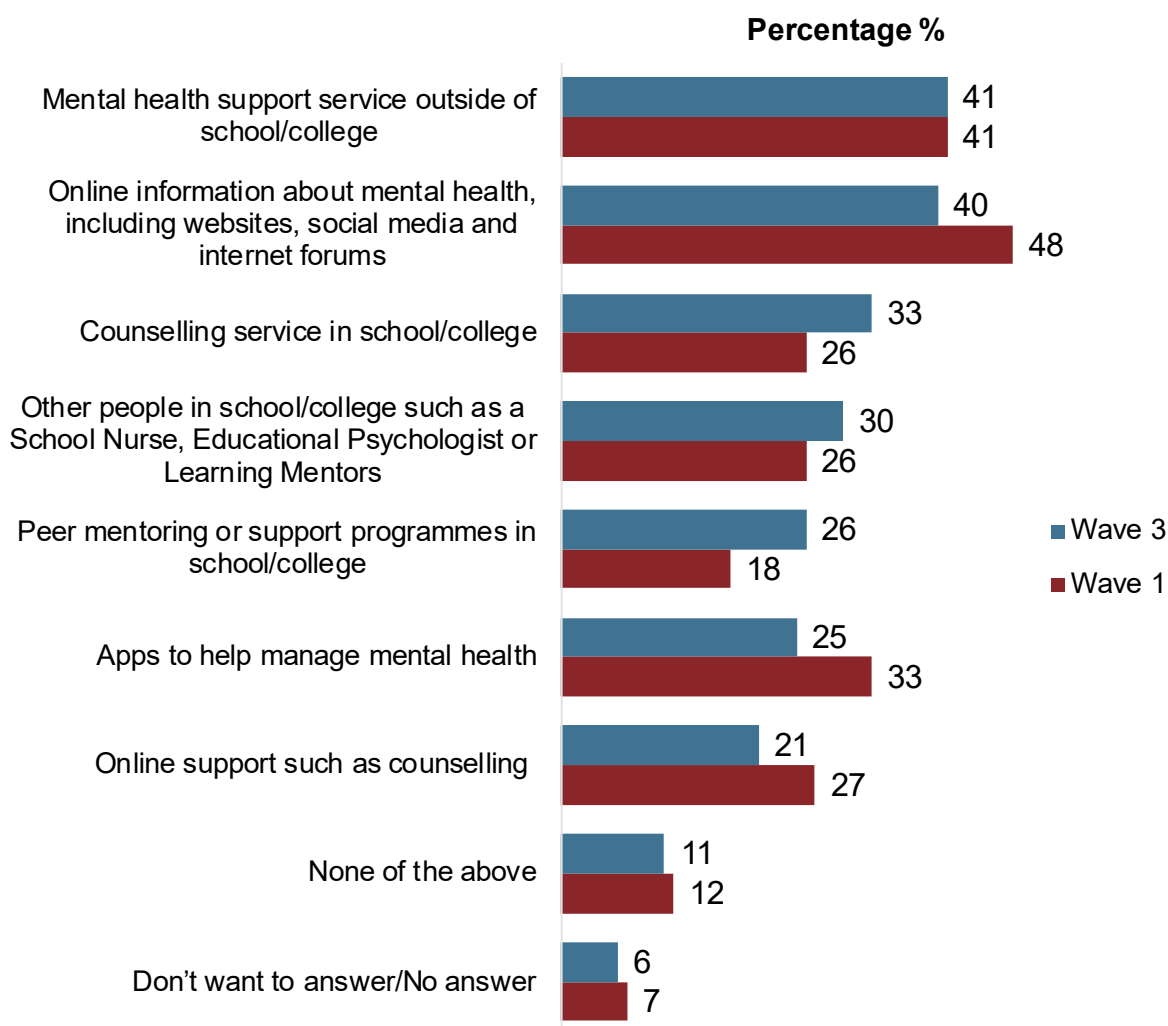
What services would pupils feel comfortable using if they needed information or support for their mental health?

At waves 1 and 3, pupils were asked 'Which, if any, of these services would you feel comfortable using if you needed information or support for your mental health?' from a pre-coded list detailed in Figure 7.

At both waves, pupils were most likely to say they would feel comfortable using a mental health support service outside the school or college (41% at both waves) and online information about mental health (48% at wave 1, 40% at wave 3).

Figure 7, overleaf, shows that there have been some changes between wave 1 and wave 3. At wave 3, a higher proportion of pupils said that they would feel comfortable using the following services based at their school or college: a counselling service in school or college; peer mentoring or support programmes in the school or college; or other people at the school or college such as a school nurse, educational psychologist, or learning mentors. By contrast, pupils were less likely to say they would feel comfortable using various online services at wave 3 than at wave 1: online information about mental health, including websites, social media and internet forums; apps to help manage their mental health; and online support such as counselling.

Figure 7 Services pupils would feel comfortable using if they needed information or support for their mental health, by survey wave



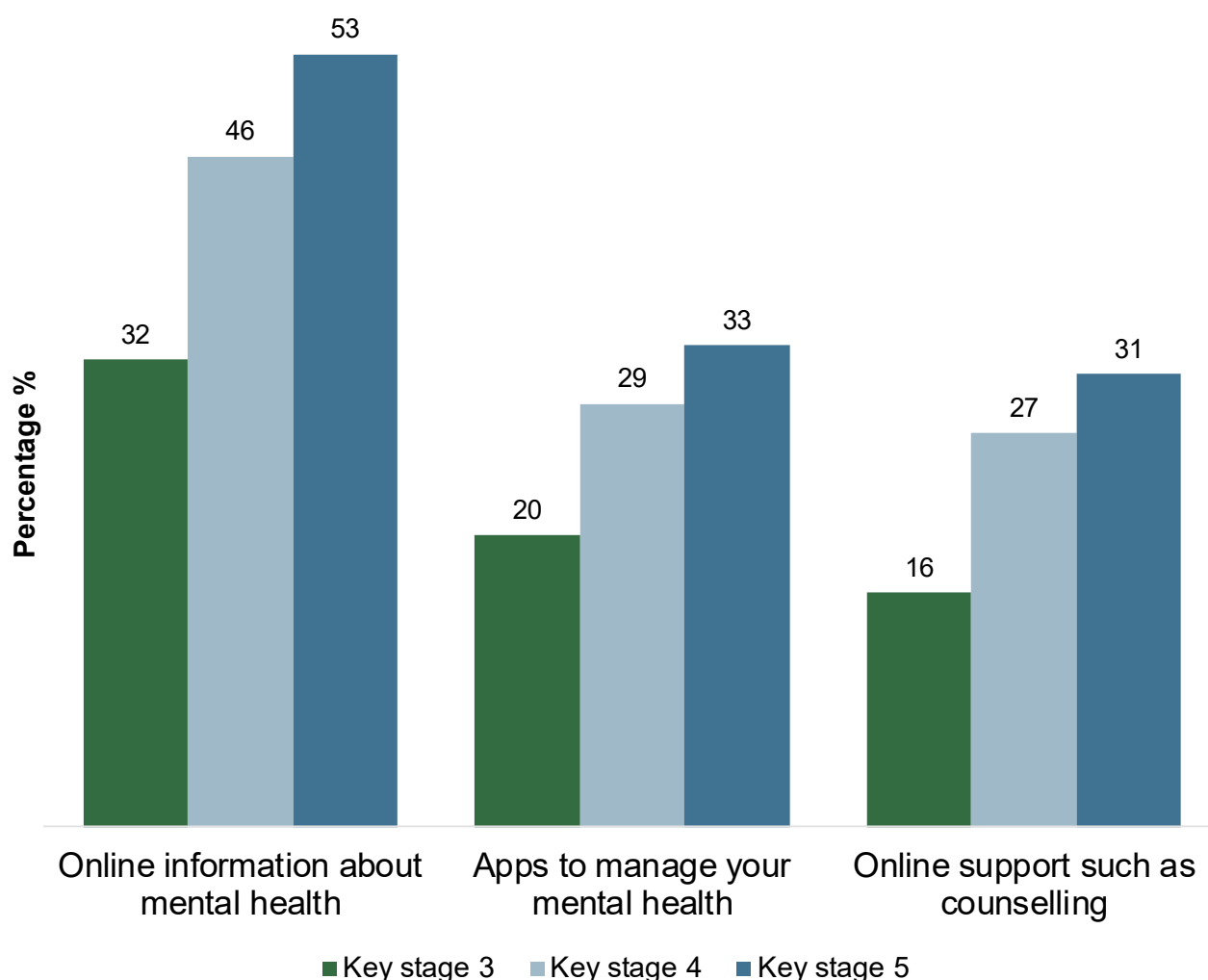
Base: paired pupils at wave 3 (1,504); paired pupils at wave 1 (1,723)

Differences by subgroup (wave 3)

Pupil's age

KS3 pupils were less likely to say that they would feel comfortable using technology-enabled services if they needed information or support with their mental health, compared with KS4 and KS5 pupils. This is shown in Figure 8. Specifically, KS3 pupils were less likely to say they would feel comfortable using online information about mental health, apps to help manage mental health and online counselling support.

Figure 8 Services pupils would feel comfortable using if they needed information or support for their mental health, by key stage



Base: paired pupils at key stage 3 (718); key stage 4 (407); key stage 5 (374)

There were other differences by key stage. KS5 pupils were more likely than KS3 or KS4 pupils to say they would feel comfortable using a mental health support service outside the school or college (53%, compared with 37% and 41%). KS3 pupils were more likely to feel comfortable seeking support from other people in the school or college such as a school nurse, educational psychologist or learning mentor (34%), compared with pupils at KS4 or KS5 (26% and 25%, respectively).

Gender

Girls appear to be more comfortable seeking online support than boys. Girls were more likely than boys to say that they would feel comfortable using online information about mental health (43%, compared with 36%) and apps to manage mental health (28%, compared with 21%). Girls were also less likely than boys to say they would not feel comfortable using any of the listed methods (7%, compared with 14%).

Disadvantage

There were no clear differences in relation to pupil disadvantage. When looking across the Income Deprivation Affecting Children Index (IDACI) quintiles, pupils in the first (least deprived) quintile were more likely to say they would feel comfortable using services provided by other people in the school or college such as a school nurse, educational psychologist or learning mentor (42%), compared with pupils in the third or fourth quintiles (28% and 32%, respectively). Pupils in the second quintile were more likely than those in the fourth quintile to say they would feel comfortable using a mental health support service outside the school or college (49%, compared with 35%).

SEN

Pupils with special educational needs (SEN) were less likely to feel comfortable using online services, compared with pupils without SEN. Specifically, they were less likely to say they would feel comfortable using online information about mental health (30%, compared with 45%) and online support such as counselling (11%, compared with 25%).

Ethnicity

The only difference by pupil ethnicity was that White pupils were more likely to say they would feel comfortable using apps to help manage mental health than Asian/Asian British pupils (25%, compared with 16%).

Region

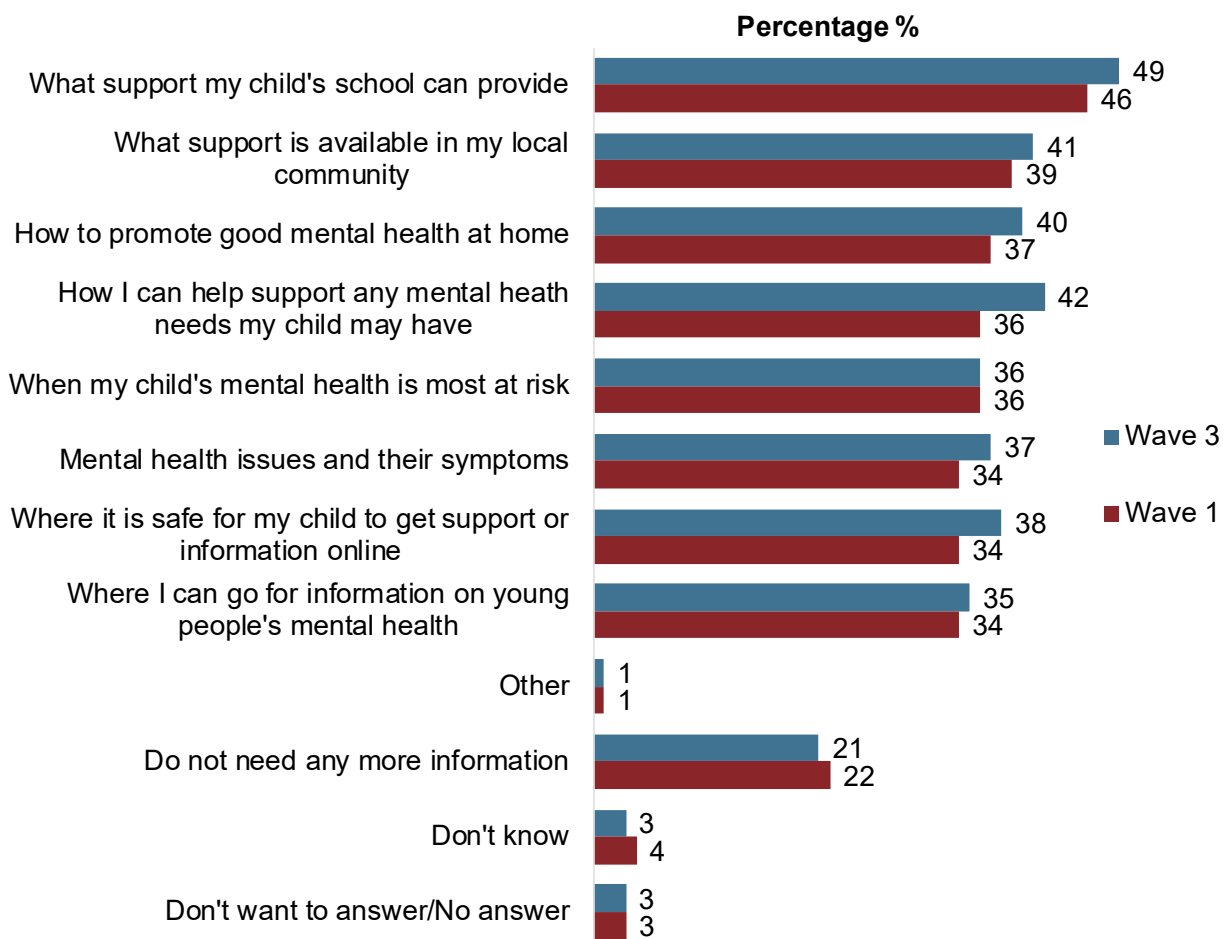
The only difference by region was that pupils in the Midlands were more likely than those in London to say that they would feel comfortable using peer mentoring or support programmes in their school or college (32%, compared with 22%).

What do parents/carers want to know more about to help support their child's mental health?

At waves 1 and 3, parents/carers were asked 'Which, if any, of the following would it be useful to know more about to help you support your child's mental health?' from a pre-coded list detailed in Figure 9.

Figure 9 shows a similar pattern of response at waves 1 and 3; parents/carers are still most likely to say they it would be useful to know what support the child's school can provide. In comparison with wave 1, parents/carers in wave 3 were slightly more likely to pick two of the options: information on how they can help to support any mental health needs their child may have, and where it is safe for their child to get support or information online.

Figure 9 What parents/carers feel it would be useful to know more about to help them support their child's mental health, by survey wave



Base: paired parents/carers at wave 3 (1,504); paired parents/carers at wave 1 (1,723)

Differences by subgroup (wave 3)

Pupil's age

The one difference by age was that parents/carers of KS3 pupils were more likely to want information on what support their child's school can provide (53%), compared with parents/carers of KS4 and KS5 pupils (46% and 44% respectively).

Gender

Parents/carers of male pupils (24%) were more likely to say that they did not need any more information on how to help support their child's mental health, compared with parents/carers of female pupils (18%). Otherwise, there were no differences by pupil gender.

Disadvantage

Parents/carers of pupils who are not eligible for FSM were more likely to want information on a number of items, compared with parents/carers of pupils who are FSM eligible: what support is available in the local community (43%, compared with 30%), how to promote good mental health at home (43%, compared with 26%), when their child's mental health is most at risk (38%, compared with 27%), where they can go for information on young people's mental health (37%, compared with 25%) and where it is safe for their child to get support or information online (39% compared with 29%).

Ethnicity

Parents/carers of White pupils (50%) were more likely than parents/carers of Asian/Asian British pupils (41%) to say they would like to know what support their child's school can provide. However, almost a quarter (23%) of parents/carers of White pupils said they did not need any more information about how to help support their child's mental health. This was significantly higher than parents/carers of Black/African/Caribbean/Black British pupils, 11% of whom said they did not need any more information.

Region

Findings were generally consistent by region. The only difference was that parents/carers of pupils in the South were more likely to want information on how they can help support any mental health needs their child may have, compared with parents/carers of pupils in the Midlands (45% compared with 37%).

There were no differences found by SEN.

Special educational needs and disabilities

Background

SEN support is the term given to children and young people who have special educational needs or disabilities and require support, but who do not have an Education, Health and Care (EHC) plan or Statement of SEN. Almost all children and young people on SEN support are educated in mainstream schools or colleges, rather than specialist settings or units. Schools and colleges have freedom in how they support children with special educational needs and disabilities (SEND), guided by the Department for Education and Department of Health SEND Code of Practice (2015).¹³ They can choose to 'buy in' particular professional/specialist support or programmes, or to provide their staff with training in particular areas. Therefore, it is important to understand how children and young people with SEND are currently supported at school, in addition to those without SEND.

How many parents consider their child to have a special educational need or disability

Parents/carers were asked 'Do you consider your child to have a special educational need or disability?' Findings are based on all parents/carers who responded to the survey (both paired and unpaired).

In total, 12% of parents/carers said that they considered their child to have a special educational need or disability.

Differences by subgroup (wave 3)

Pupil's age

Parents/carers of KS4 pupils were more likely than parents/carers of KS5 pupils to consider their child to have a special educational need or disability (14% compared with 9%).

¹³ Department for Education and Department of Health, 2015. Special educational needs and disabilities code of practice: 0 to 25 years. Can be found at: https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf

Gender

Parents/carers of male pupils (15%) were more likely to consider their child to have a special educational need or disability, compared with parents/carers of female pupils (8%).

Disadvantage

When looking at the IDACI quintiles, parents/carers of pupils in the least deprived quintile (first) were more likely to consider their child to have a special educational need or disability, compared with those in the most deprived (fifth) quintile (15%, compared with 8%).

There were no differences found by ethnicity or region.

Comparison with National Pupil Database

Parents/carers were asked their permission to link their survey responses to information contained on the National Pupil Database (NPD). Where permission was given, and where data were successfully matched, it is possible to compare the survey answers with administrative data contained in the NPD.

As shown in Table 4, where the NPD recorded the pupil as having SEN status, 64% of parents/carers said that they considered their child to have a special educational need or disability, although 32% did not and a further 5% did not give an answer. It should also be noted that SEN status refers only to special SEN provision, and does not include all types of disabilities.

Table 4 Whether parents/carers consider their child to have a special educational need or disability, by SEN status in the National Pupil Database

Parent/carers considers child to have a special educational need or disability (SEND)	Recorded as SEN in NPD¹⁴
Yes	64%
No	32%
Don't wish to answer/no answer	5%
<i>Base</i>	<i>116</i>

¹⁴ Cases recorded in the NPD as either 'E - Education, health and care plan', 'K - SEN support' or 'S - Statement' in the variable 'SENprovision_SPR17'.

Does your child have a statement/Education Health and Care (EHC) plan/Learning Difficulty Assessment?

Parents/carers who considered their child to have a special educational need or disability were then asked 'Does your child have a statement/Education Health and Care (EHC) plan/Learning Difficulty Assessment?' Findings are based on both paired and unpaired responses.

More than a third (39%) of these parents/carers said that their child had a statement/Education Health and Care (EHC) plan/Learning Difficulty Assessment, while 57% said they did not, and 4% did not answer.

This means that 5% of all parents/carers surveyed said that their child had a statement/Education Health and Care (EHC) plan/Learning Difficulty Assessment.

Pupil support

Do parents/carers feel there is adequate support for their child at school?

Parents/carers were asked 'Which, if any, of the following apply to you?' They were offered the following options and asked to choose all that applied:

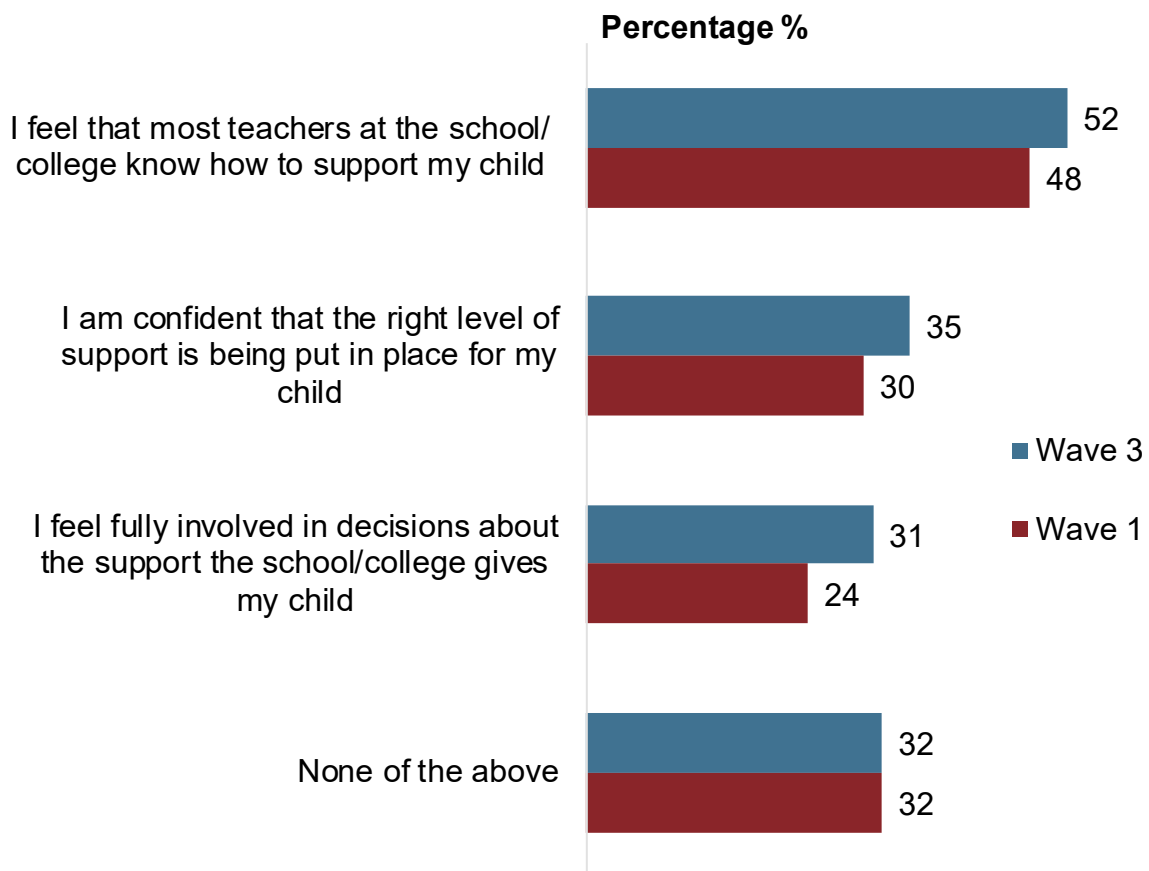
- 'I feel fully involved in decisions about the support the school/college gives my child'
- 'I feel that most teachers at the school/college know how to support my child'
- 'I am confident that the right level of support is being put in place for my child'
- 'None of the above'.

At wave 3, this question was asked of all parents/carers, but at wave 1 the question was restricted to parents/carers who said that they considered their child to have a special educational need or disability. Therefore, the analysis focuses mainly on the latter group, to allow comparisons to be made between wave 1 and wave 3.

At wave 3, around half (52%) of parents/carers who said that they considered their child to have a special educational need or disability said that they 'feel confident that most teachers at the school/college know how to support my child', while around a third (35%) said that they were confident that 'the right level of support is being put in place for my child'. A similar proportion (31%) said that they 'feel fully involved in decisions about the support the school/college gives my child'. However, a third of these parents/carers (32%) said that none of the first three statements applied to them.

Findings were similar at wave 1 and wave 3, as shown in Figure 10.

Figure 10 How parents/carers feel about the support their child receives, by survey wave



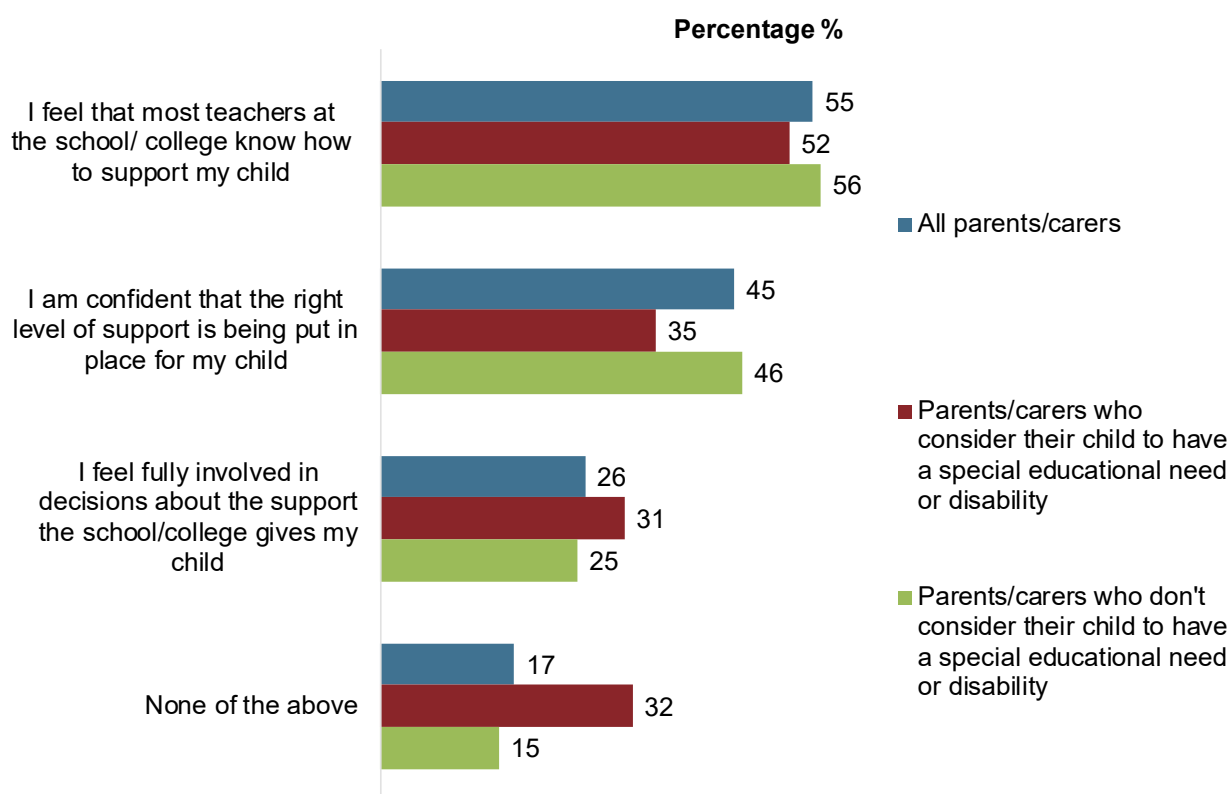
Base: paired parents/carers who considered their child to have a special education need at wave 1 (193); paired parents/carers who considered their child to have a special education need at wave 3 (158)

Comparison between all parents/carers

Similar proportions of parents/carers who did, and did not consider their child to have a special educational need or disability said that they 'feel fully involved in decisions about the support the school/college gives my child' and that they 'feel confident that most teachers at the school/college know how to support my child'.

However, parents/carers who considered their child to have a special educational need or disability were less likely to 'feel confident that the right level of support is being put in place for my child' (35%), compared with parents/carers who did not consider their child to have a special educational need or disability (47%). In addition, parents/carers who considered their child to have a special educational need or disability were more likely to say that none of the statements applied to them (32%), compared with parents/carers who did not consider their child to have a special educational need or disability (15%).

Figure 11 How parents/carers feel about the support their child receives, by whether parent/carer considers their child to have a special educational need or disability



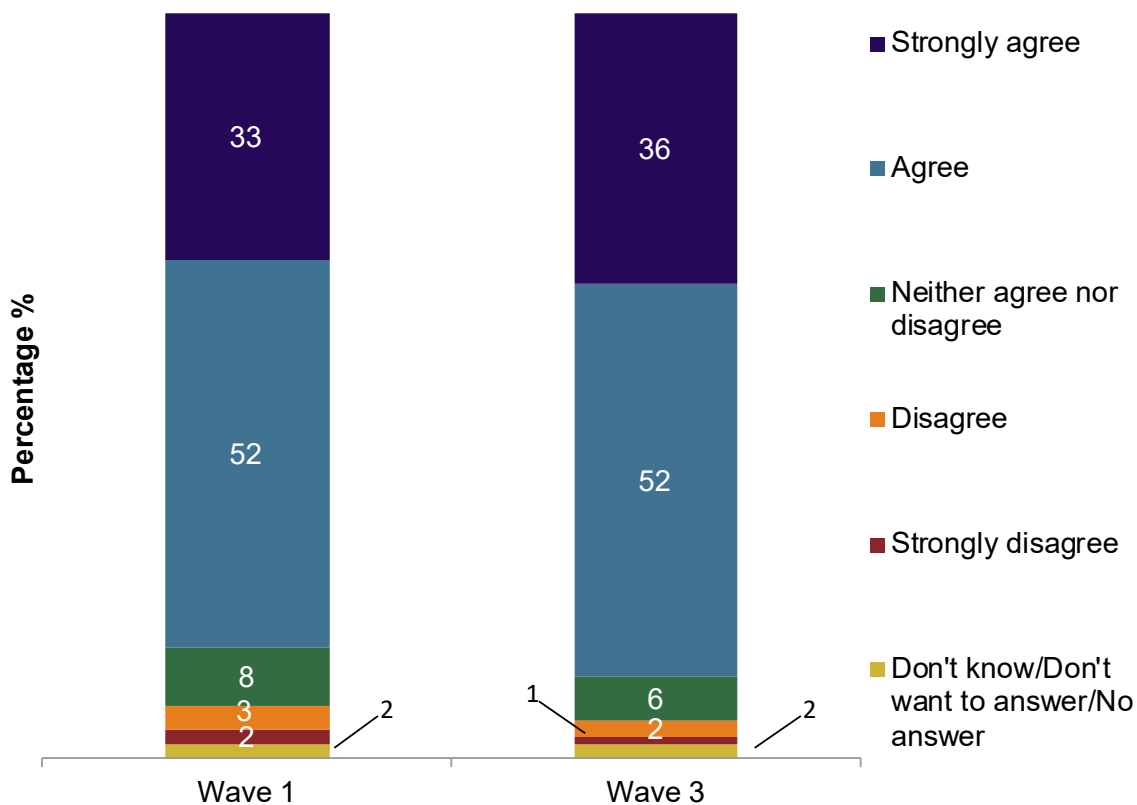
Base: paired parents/carers at wave 3 (1,504); paired parents/carers who considered their child to have a special education need or disability at wave 3 (158); paired parents/carers who did not consider their child to have a special education need or disability at wave 3 (1,346)

How confident do parents/carers feel in their ability to support their child's learning and development?

At waves 1 and 3, parents/carers were asked, 'How much do you agree or disagree that "I feel confident in my ability to support my child's learning and development"?'

At wave 3, a large majority of parents/carers (88%) 'strongly agreed' or 'agreed' that they were confident in their ability to support their child, including 36% who agreed strongly. Only 4% of parents/carers 'strongly disagreed' or 'disagreed' with the statement. The responses from parents/carers in wave 3 were similar to those seen in wave 1, although there was a slight increase in the proportion that 'strongly agreed' or 'agreed' (from 85% in wave 1).

Figure 12 How confident parents/carers feel in their ability to support their child's learning and development



Base: paired parents/carers at wave 1 (1,723); paired parents/carers at wave 3 (1,504)

Differences by subgroup (wave 3)

Pupil's age

Parents/carers of Year 8 and Year 11 pupils were more likely to 'strongly agree' or 'agree' with the statement (91%, and 92%, respectively), compared with pupils/carers of Year 13 pupils (84%).

Ethnicity

Parents/carers of Black/African/Caribbean/Black British pupils were more likely to agree with the statement, and this is particularly apparent in the proportion that 'strongly agreed': 60%, compared with 35% of parents/carers of White pupils, and 38% of parents/carers of Asian/Asian British pupils.

There were no differences found by gender, disadvantage, SEN or region.

Chapter 3 - National Citizen Service

In this chapter we identify awareness of the National Citizen Service (NCS) amongst parents/carers and pupils, and how many pupils plan to take part in NCS. We also examine the reasons why parents/carers may or may not want the pupil to take part in NCS.

Background

The National Citizen Service (NCS) is a personal development programme for 15 to 17 year olds to help them build the skills for work and life that they'll need in the future.¹⁵ At its heart, the NCS is about helping to set young people on the path towards developing the social, moral, spiritual and cultural character to play an active role in a stronger society as they progress to adulthood. Previous evaluations of the NCS have demonstrated positive impacts on participants with regards to social mixing, transition to adulthood, teamwork, communication and leadership and community involvement.¹⁶ Other benefits include bringing young people together from different backgrounds and helping them to develop greater confidence, self-awareness and sense of responsibility.¹⁷

Have parents/carers and pupils heard of the NCS?

Both pupils and their parents/carers were asked 'Have you heard of the National Citizen Service (NCS)?' This question was asked for the first time at wave 3; although awareness of the NCS was included in the wave 1 survey, the findings are not directly comparable, as the wave 1 question included the NCS as part of a list of programmes. For reference, 46% of pupils and 38% of parents/carers said they had heard of the NCS at wave 1.

At wave 3, similar proportions of pupils (43%) and parents/carers (44%) said that they had heard of the NCS.

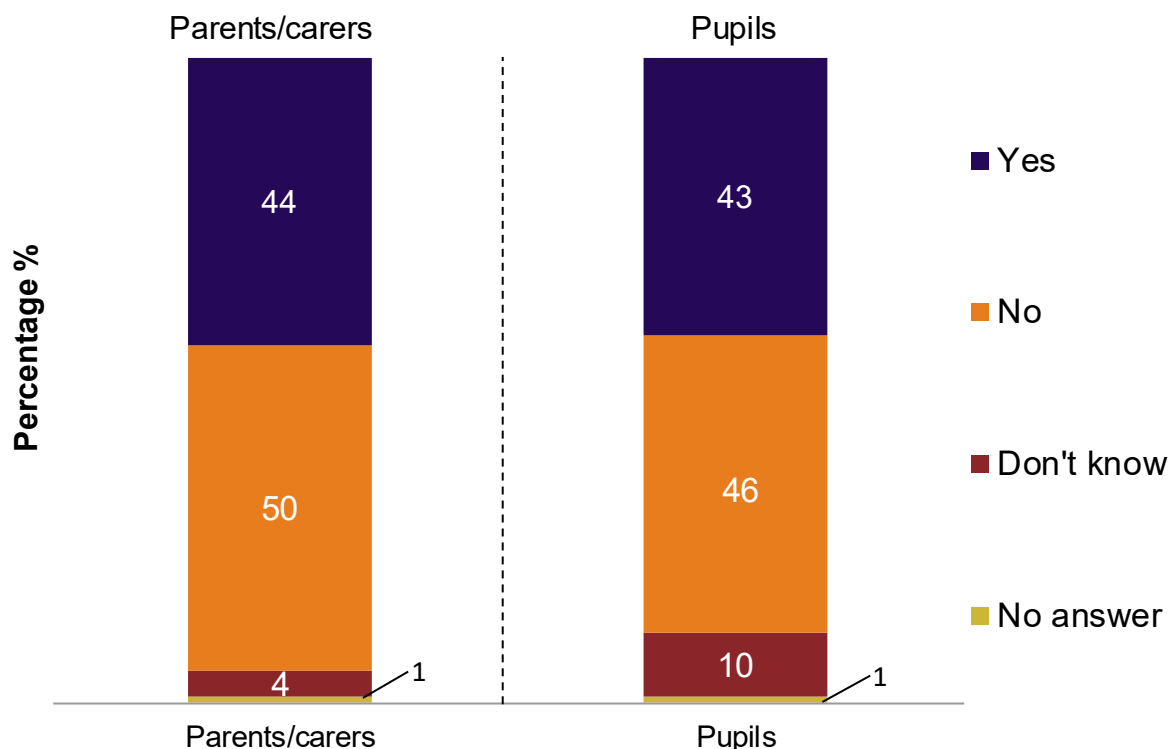
¹⁵ Age eligibility differs by NCS season. Young people aged 16 or 17 on 31 August can take part in that year's summer or autumn programmes (with the proviso that they do not turn 18 during any residential component of the autumn programme).

¹⁶ NCS, 2017. Annual report & accounts 2016/17. Can be found at:

<http://www.ncsyes.co.uk/sites/default/files/AnnualReport.pdf>

¹⁷ 'Take Part: National Citizen Service'. Can be found at: <https://www.gov.uk/government/get-involved/take-part/national-citizen-service> Accessed November 2017.

Figure 13 Whether pupils and their parents/carers have heard of the National Citizen Service (NCS)



Base: paired parents/carers (1,504); paired pupils (1,504)

Paired response

Amongst the paired responses:

- In a third of cases (33%), both the pupil and the parent/carer had heard of the NCS
- In 16% of paired responses, the pupil had heard of the NCS but the parent/carer had not
- In 15%, the parent/carer had heard of the NCS but the pupil had not
- In 35%, neither the pupil nor the parent/carer had heard of the NCS.

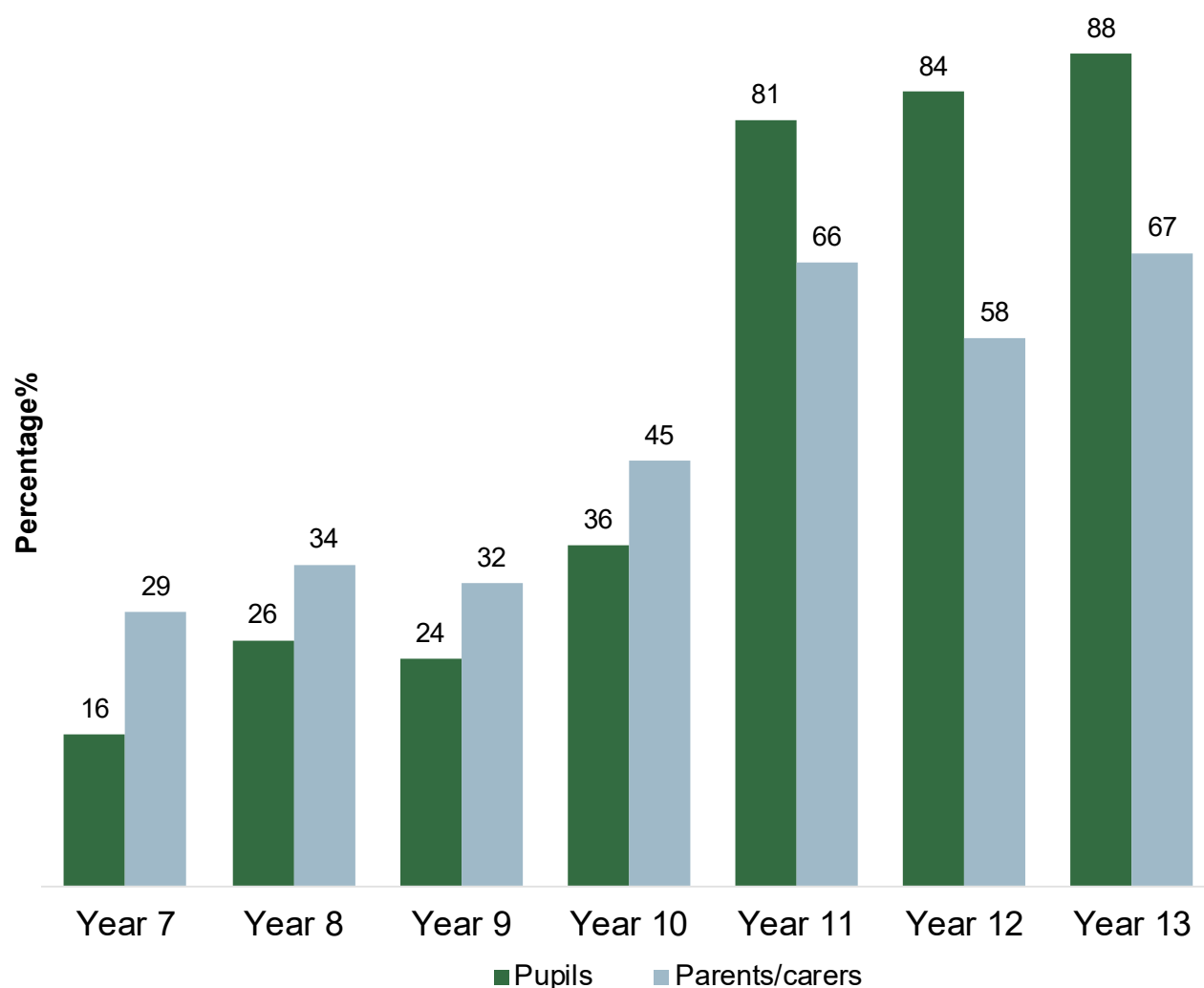
Differences by subgroup (wave 3)

Pupil's age

Awareness of the NCS increased markedly with age, with a clear rise in awareness evident between pupils in Year 10 (36% of whom had heard of the NCS) and Year 11 (81%). Figure 14 shows a detailed breakdown by year group.

A similar (if less pronounced) pattern can be seen in the responses of parents/carers, with a large rise in awareness between parents/carers of Year 10 pupils (45%) and parents/carers of Year 11 pupils (66%).

Figure 14 Whether pupils and their parents/carers have heard of the National Citizen Service (NCS), by year group



Base: paired pupils and parents/carers at Year 7 (249); Year 8 (241); Year 9 (228); Year 10 (216); Year 11 (191); Year 12 (175); Year 13 (199)

Disadvantage

Pupils eligible for free school meals (FSM) were less likely to have heard of the NCS (31%), compared with non-eligible pupils (45%).

Similarly, parents/carers of pupils who are FSM eligible were less likely to have heard of the NCS (27%), compared with parents/carers of non-eligible pupils (47%).

SEN

A third (33%) of pupils with special educational needs (SEN) had heard of the NCS, lower than the proportion of pupils without SEN (45%).

Region

Parents/carers of pupils in London (36%) were less likely to have heard of the NCS, compared with parents/carers outside London (46%).

There were no differences found by gender or ethnicity.

Where have parents/carers and pupils heard about the NCS?

Pupils and parents/carers who had heard of the NCS were asked 'Where have you seen or heard about the National Citizen Service (NCS)?' They were presented with a pre-coded list (as shown in Figure 15) and asked to choose all that applied to them. The question was asked at wave 1 and wave 3.

Pupils were most likely to have heard about the NCS from their school (65%), while around a third of pupils said they heard about it through the media (32%). These two sources were also the most common for parents/carers: 40% of parents/carers heard about the NCS through their child's school, and 32% through the media.

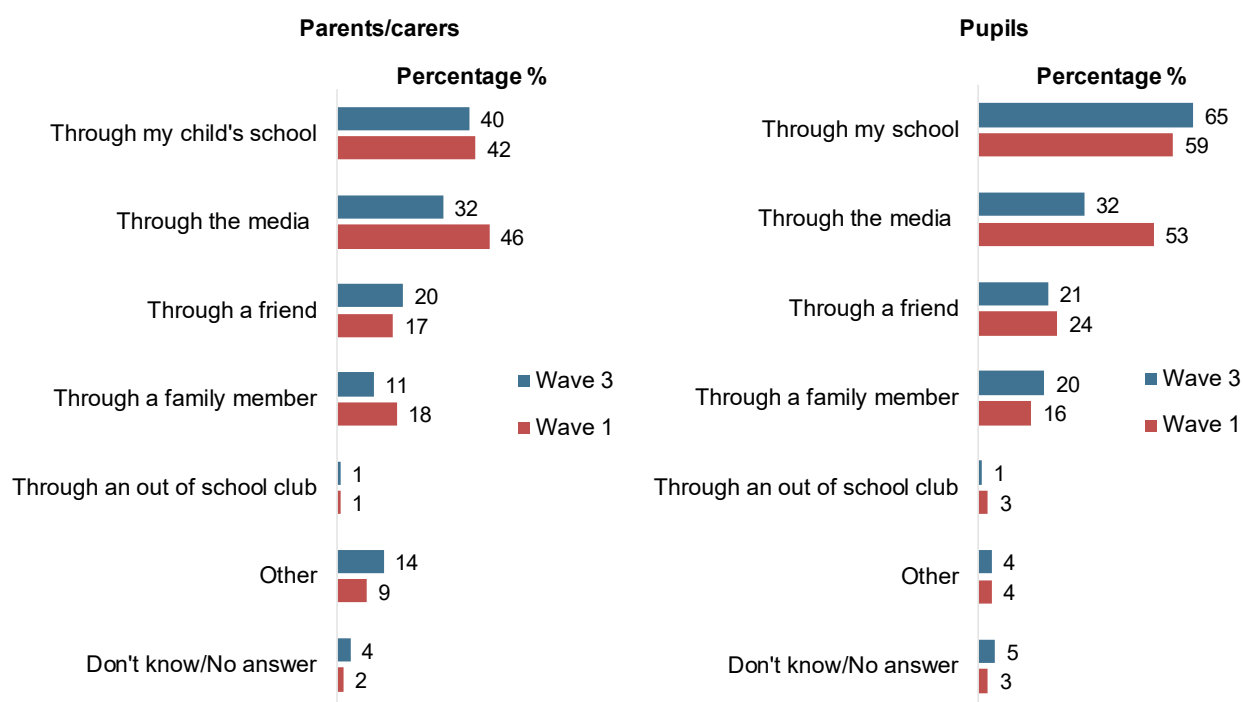
In comparison with wave 1, pupils were much less likely to have heard about the NCS through the media at wave 3 (32%, compared with 53%), and were more likely to have heard about the NCS either through the school (65%, compared with 59%) or through a family member (20%, compared with 16%).¹⁸ Parents/carers were also less likely to have heard about the NCS through the media at wave 3 than at wave 1 (32%, compared with 46%). In comparison to pupils, they were less likely to have heard of it through a family member (11% at wave 3, compared with 18% at wave 1).

A national integrated marketing campaign for NCS ran in early 2016 (before the wave 1 omnibus survey of pupils and their parents/carers) under the banner "An Experience To Change Your Life". Broadcast TV advertising played a central role in the campaign, which was designed to hit multiple channels at once, including social media, bus banner advertisement, radio and cinema.

The 2017 marketing campaign did not include any live broadcast TV advertising, which was a major marketing channel in the first half of 2016. Instead, video on demand (including YouTube and catch-up TV) was a core part of the communications plan, as was engagement on social media. This difference in approach may explain why fewer young people/parents heard about NCS via traditional communication routes in wave 3.

¹⁸ Fieldwork for wave 1 was conducted between July 4th and August 22nd 2016. Fieldwork for wave 3 was conducted between July 11th and August 30th 2017.

Figure 15 Where pupils and parents/carers have seen or heard about the National Citizen Service (NCS)



Base: paired parents/carers who have heard of NCS at wave 1 (696); paired parents/carers who have heard of NCS at wave 3 (712); paired pupils who have heard of NCS at wave 1 (873); paired pupils who have heard of NCS at wave 3 (728)

Paired response

Amongst the paired responses, both the pupil and the parent/carers said that they heard about the NCS through the school in 44% of cases. Otherwise, it was more likely that just the pupil (26%) rather than just the parent/carers (8%) heard about the NCS through the school.

For the other response options, it was unusual for both the pupil and the parent/carers to say that they had heard about the NCS from the same source:

- In 15% of paired responses, both the pupil and the parent/carers had heard of the NCS through the media, while in 18% of cases it was only the pupil, and in 12% of cases it was only the parent/carers
- In just 7% of cases, both the pupil and the parent/carers had heard of the NCS through a family member, while in 16% of cases it was only the pupil, and in 6% of cases it was only the parent/carers
- In just 6% of cases, both the pupil and the parent/carers had heard of the NCS through a friend, while in 17% of cases it was only the pupil, and in 12% of cases it was only the parent/carers.

Differences by subgroup (wave 3)

Pupil's age

Older pupils were more likely than younger pupils to have heard about the NCS through their school. As with pupils' awareness of the NCS, a clear difference can be seen between Year 10 pupils (37% of whom heard about the NCS through their school) and Year 11 pupils (87%). By contrast, younger pupils were more likely to have heard about the NCS through a family member: 36% of key stage 3 (KS3) pupils, compared with 18% of KS4 pupils and 7% of KS5 pupils.

The responses of parents/carers also showed a clear difference between parents/carers of Year 10 pupils (22% of whom heard about the NCS through their school) and parents/carers of Year 11 pupils (62%). Parents/carers of KS3 pupils were more likely to have heard of the NCS through a friend (25%), compared with parents/carers of KS5 pupils (13%).

Disadvantage

Pupils in the fifth (most deprived) Income Deprivation Affecting Children Index (IDACI) quintile (19%) were less likely to have heard of the NCS through the media, compared with pupils in less deprived quintiles (37% of pupils in the first quintile, 40% of those in the second and 38% of those in the third).

Region

Parents/carers of pupils in the North (41%) were more likely than those in the Midlands (22%) or London (24%) to have heard about the NCS through the media. For comparison, 33% of parents/carers of pupils in the South had heard about the NCS through the media, not significantly different to the proportion in any other region.

There were no differences found by gender, SEN or ethnicity.

Would parents/carers and pupils want the pupil to take part in the NCS in the future?

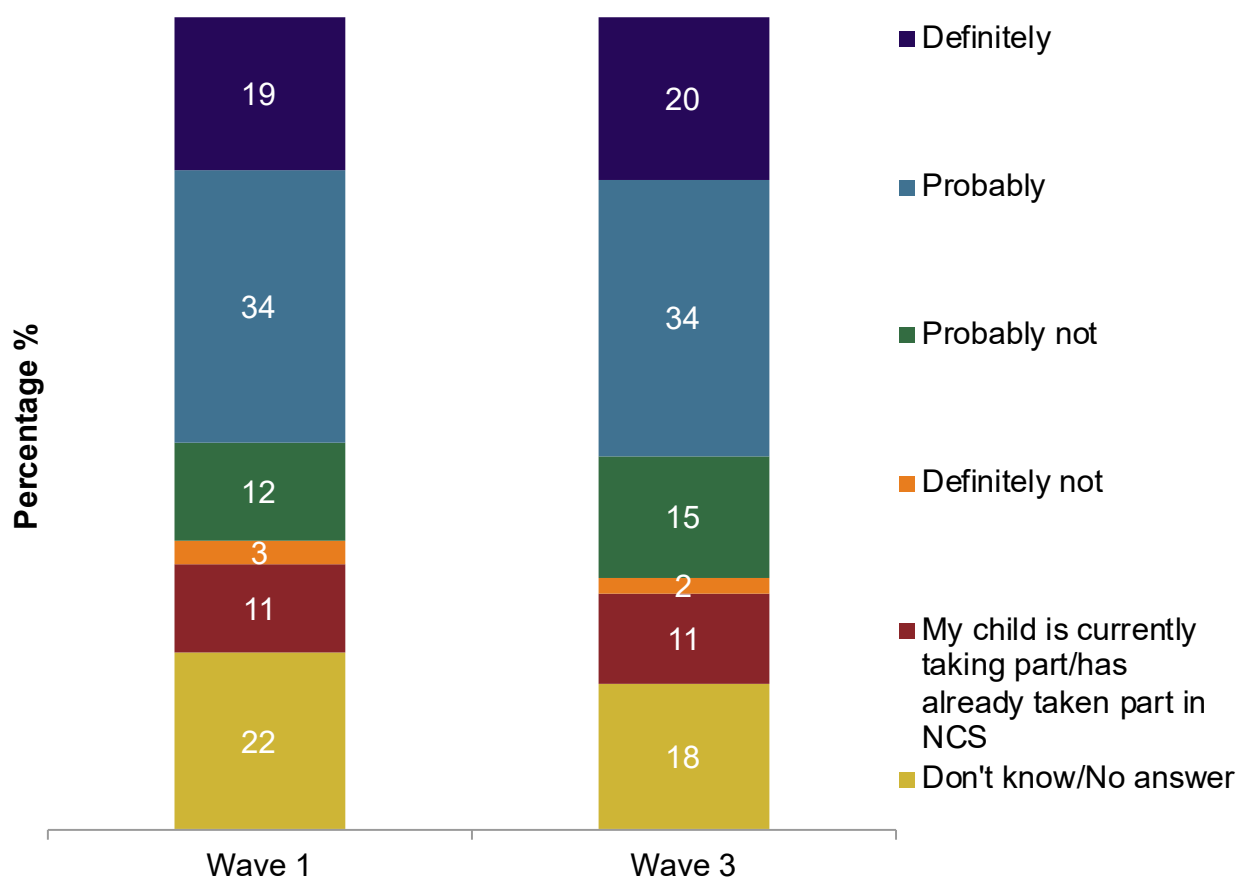
At waves 1 and 3, all parents/carers who had heard of the NCS were asked 'Would you like your child to take part in the National Citizen Service (NCS) in the future?'

Participants could select 'definitely', 'probably', 'probably not', 'definitely not' or 'my child is currently taking part/has already taken part in the NCS'.

At wave 3, over half of parents/carers who had heard of the NCS (54%) said they would either 'definitely' or 'probably' like their child to take part in the NCS in the future, very

similar to the proportion at wave 1 (53%). At both waves, 11% of parents/carers who had heard of the NCS said that their child had already taken part (or was currently doing so).

Figure 16 Whether parents/carers would like their child to take part in the National Citizen Service (NCS)



Base: paired parents/carers who have heard of NCS at wave 1 (696); paired parents/carers who have heard of NCS at wave 3 (712)

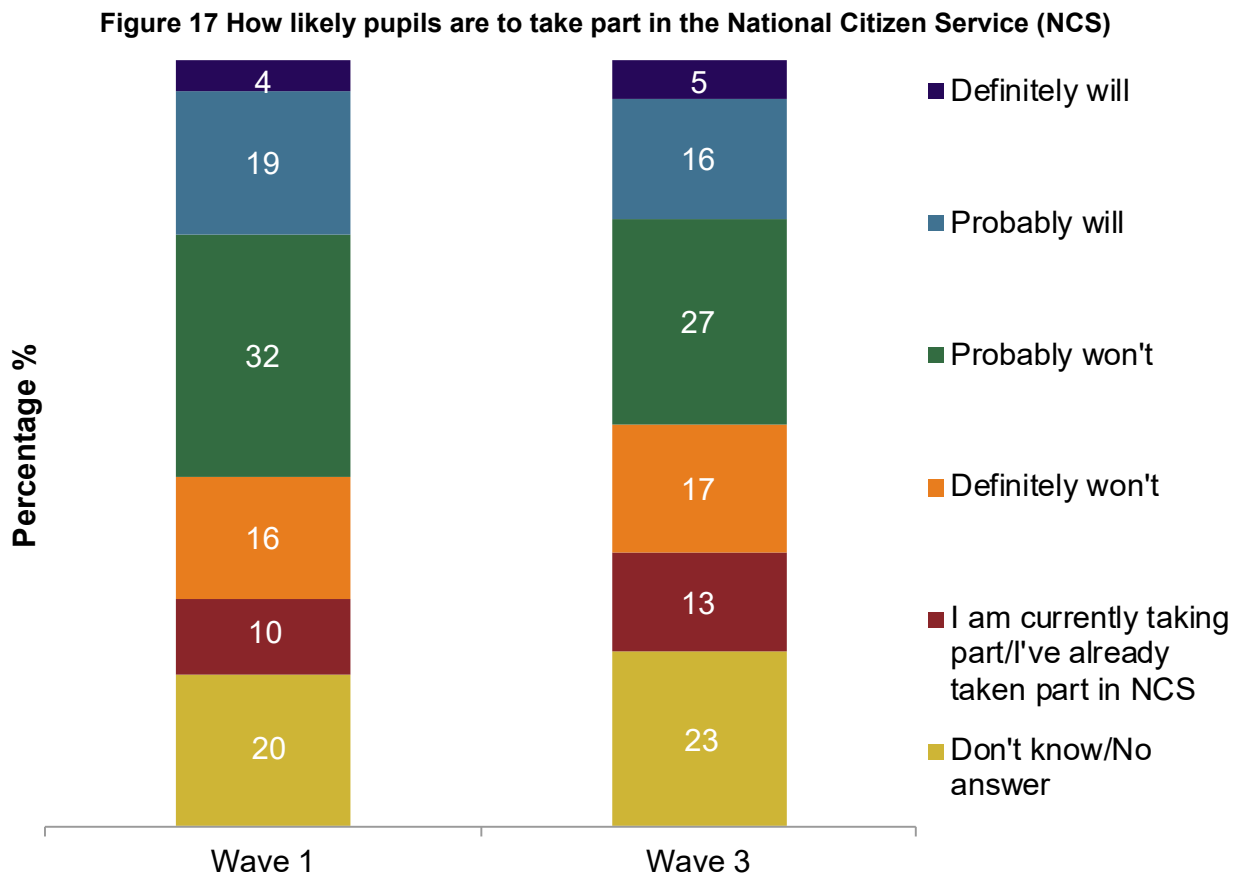
Amongst parents/carers of pupils in years 7 to 11 only, and excluding those whose child was currently taking part / had already taken part in NCS, 65% of parents/carers said they definitely or probably would like their child to take part in NCS in future. Amongst parents/carers of pupils in 7 to 10, this proportion was 69%.¹⁹

At waves 1 and 3, all pupils (years 7-13) who had heard of the NCS were also asked 'How likely are you to take part in the National Citizen Service (NCS) in the future?' Participants could select 'definitely will', 'probably will', 'probably won't', 'definitely won't' or 'I am currently taking part/I've already taken part in the NCS'.

¹⁹ Only 15 to 17 year olds can take part in the programme. This means that pupils in years 12 and 13 would not be able to take part in the future because they would be too old.

Around one in five pupils (21%) said that they 'definitely will' or 'probably will' take part in the NCS in the future, while a further 13% reported that they had already taken part. The findings are consistent with those seen at wave 1.

As at wave 1, a comparison between the responses from parents/carers and pupils shows a greater level of enthusiasm for the programme amongst parents/carers than amongst pupils.



Base: paired pupils who have heard of NCS at wave 1 (873); paired pupils who have heard of NCS at wave 3 (728)

However, looking just at pupils in years 7 to 11 only, and excluding those who were currently taking part / had already taken part, 29% of pupils definitely or probably will take part in NCS in future. This rises to 38% when looking just at pupils in years 7 to 10.²⁰

Paired response

Amongst the paired responses (and where both the pupil and the parent/carers gave a valid answer), in over a third of cases (37%) the pupil and the parent/carers expressed the

²⁰ Only 15 to 17 year olds can take part in the programme. This means that pupils in years 12 and 13 would not be able to take part in the future because they would be too old.

same likelihood of participation in the NCS. In over half of cases (57%), the parent/carer expressed a stronger interest in participation than the pupil, while in just 6% of cases the pupil gave a stronger indication of interest than the parent/carer.

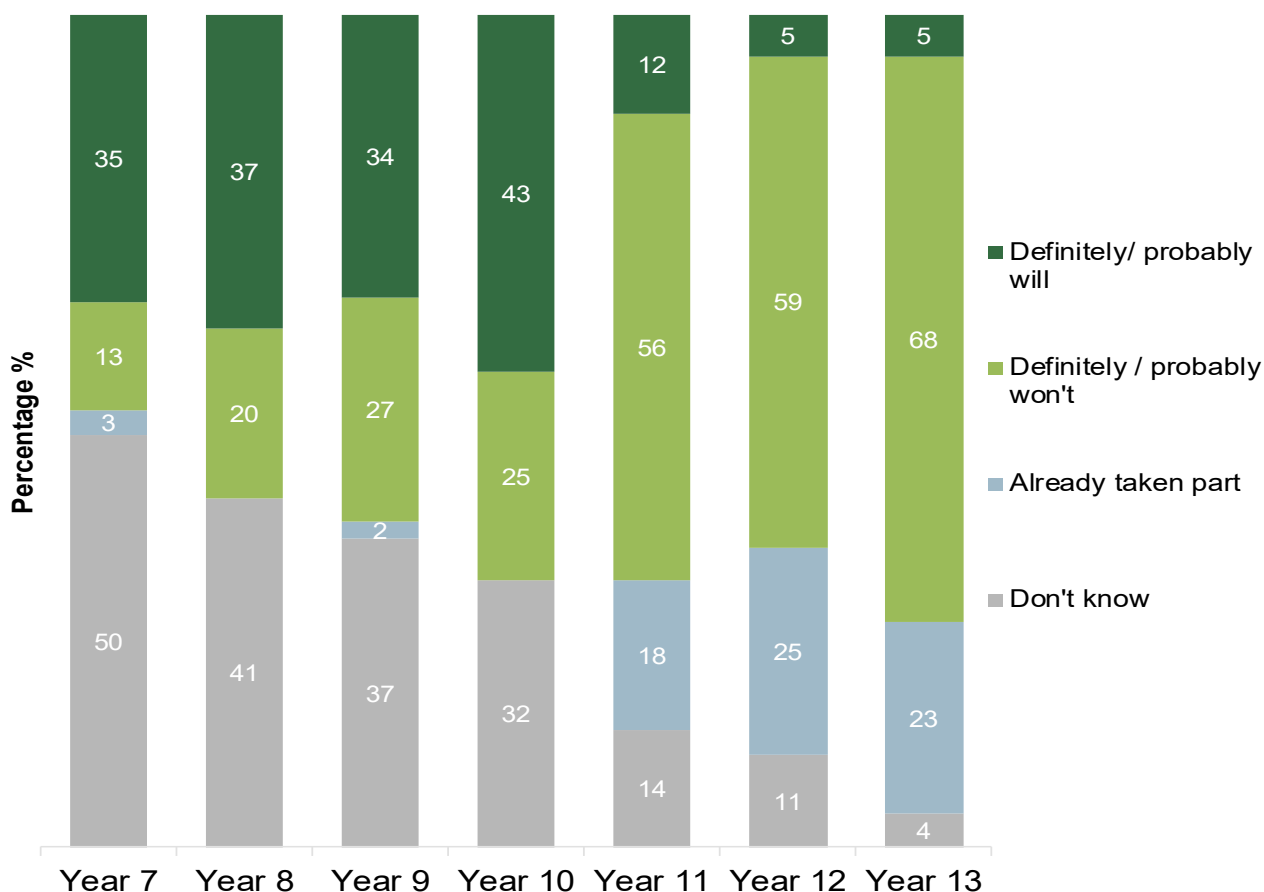
Differences by subgroup (wave 3)

Pupil's age

Pupils in Years 7-10 were more likely to say that they 'definitely will' or 'probably will' take part in the NCS in the future, compared with pupils in Years 11-13. However, this is partly because a substantial proportion of pupils in Years 11-13 said that they had already taken part, or were currently taking part. Details can be seen in Figure 18.

The responses of parents/carers showed a similar pattern. Parents/carers of pupils in Years 7-10 were more likely to say that they 'definitely' or 'probably' would like their child to take part in the NCS in the future (between 62% and 72%), compared with pupils in Years 11-13. However, again this reflects a higher proportion of parents/carers of Year 11-13 pupils who said that their child had already taken part, or was currently taking part.

Figure 18 How likely pupils are to take part in the National Citizen Service (NCS), by age group



Base: paired pupils at year 7 (42); year 8 (62); year 9 (58); year 10 (79); year 11 (155); year 12 (153); year 13 (176)

Disadvantage

Parents/carers of pupils in the fifth (most deprived) IDACI quintile were more likely to say that they ‘definitely’ or ‘probably’ would like their child to take part in the NCS (69%), compared with those in the second or fourth quintiles (50% and 51%, respectively).

Ethnicity

Asian/Asian British pupils were more likely than White pupils both to say they ‘definitely will’ or ‘probably will’ take part in the NCS (33%, compared with 17%) and that they had already taken part or were currently taking part (25%, compared with 9%). The number of Black/African/Caribbean/Black British pupils was too small for analysis.

Region

Pupils in London were more likely to say that they ‘definitely will’ or ‘probably will’ take part in the NCS (31%), compared with pupils outside London (19%).

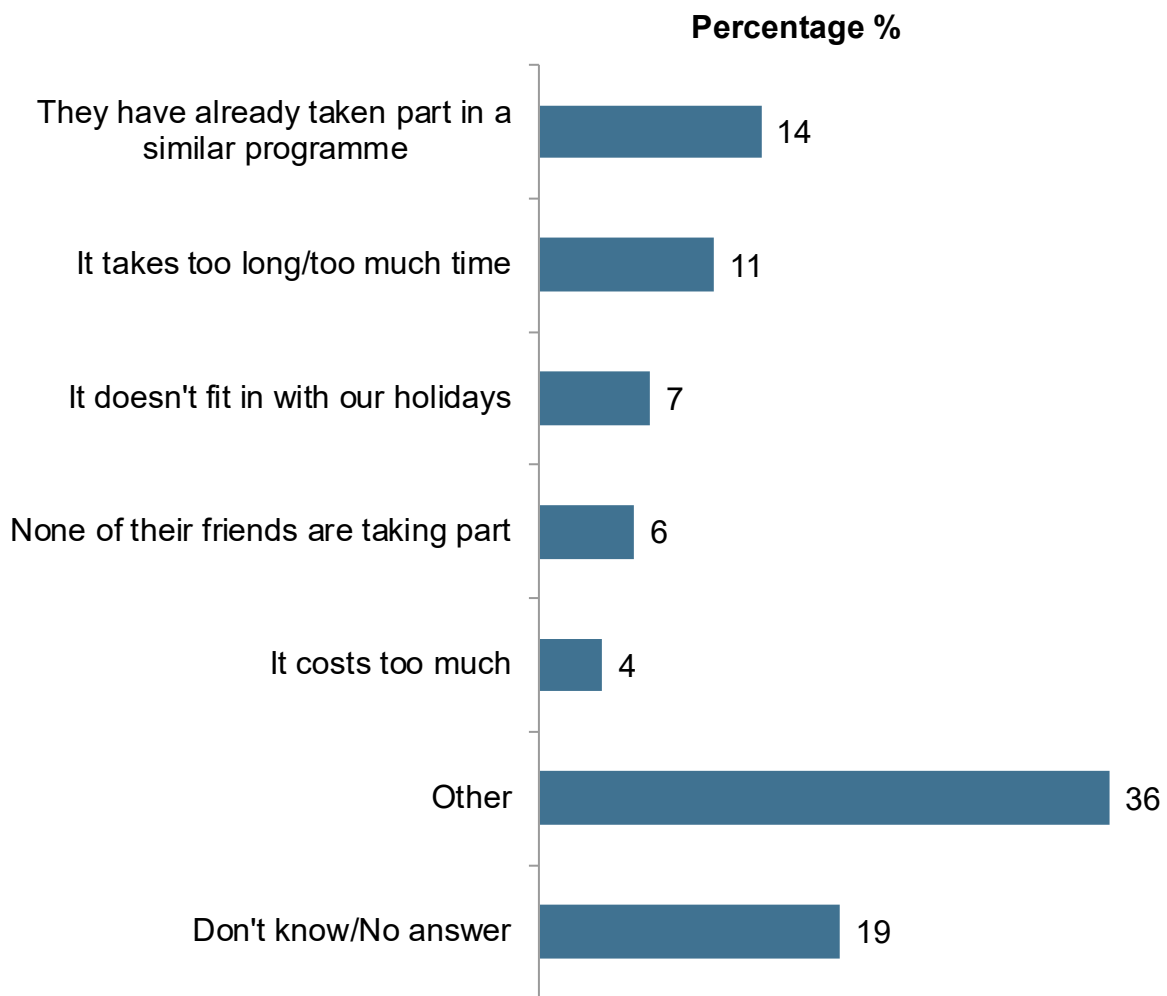
There were no differences found by gender or SEN.

Why parents/carers would not want their child to take part in the NCS?

The 17% of parents/carers who said that they ‘probably would not’ or ‘definitely would not’ like their child to take part in the NCS, were asked ‘What is the main reason you would not like your child to take part in the National Citizen Service (NCS)?’ They were presented with a pre-coded list and asked to choose one answer only, as listed in Figure 19. This was a new question in wave 3 and was only included in the parents/carers questionnaire; findings are based on both paired and unpaired responses.

Parents/carers gave a range of answers, including around a third (36%) that were not part of the pre-coded list. The most common responses were that ‘they have already taken part in a similar programme’ (14%) and ‘it takes too long/too much time’ (11%).

Figure 19 Reasons why parents/carers would not like their child to take part in the National Citizen Service (NCS)²¹



Base: parents/carers who have heard of NCS and probably/definitely don't want their child to take part at wave 3 (150)

²¹ Other responses are collected as verbatims in the online version of the questionnaire only, therefore these cannot be shown statistically.

Chapter 4 - Foreign language GCSEs

In this chapter we look at whether parents/carers would recommend to their child that they take a foreign language GCSE, and whether the pupil has done, or will do, so. We also examine pupils' reasons for and against taking a foreign language GCSE.

Background

Studying a foreign language is compulsory for pupils at key stages 2 and 3 (KS2/3). However, from 2002-2003, it is no longer compulsory for KS4 pupils to study a foreign language GCSE, although it is a component of the English Baccalaureate (EBacc) performance measure.²² Since then, there has been a 27 percentage point drop in the proportion of KS4 pupils sitting a foreign language GCSE, which has been linked with this change by some sources.²³ Questions were included in this survey to better understand parents' and pupils' opinions of foreign languages, as well as the motivations behind choosing to study a language at GCSE.

Would parents/carers recommend taking a foreign language GCSE to their child?

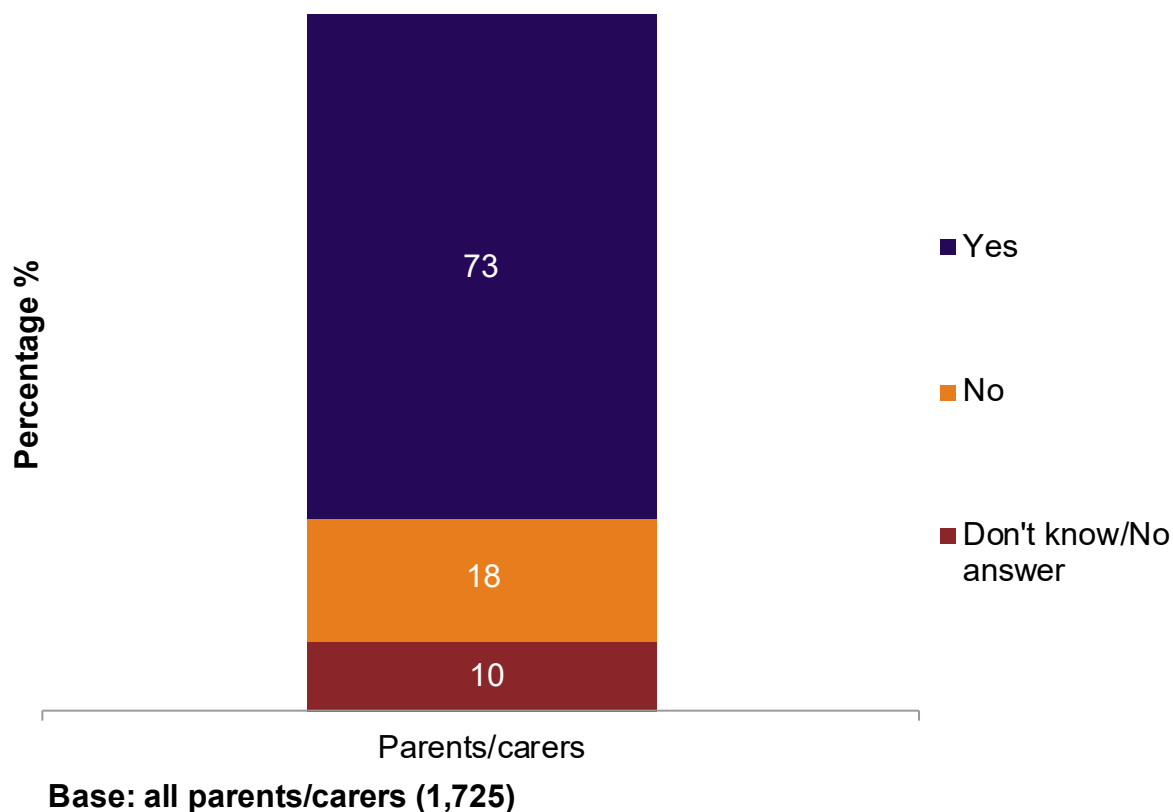
Parents/carers were asked, 'If your child had a choice, would you advise them to take a foreign language GCSE (e.g. French, German, Latin)?' This was a new question in wave 3 and was only included in the parents/carers questionnaire; findings are based on all parents/carers who responded to the survey (both paired and unpaired).

As shown in Figure 20, almost three-quarters of parents/carers (73%) said they would advise their child to take a foreign language GCSE, while 18% said that they would not recommend this, and 9% were unsure.

²² Gov.uk, n.d., The national curriculum. Can be found at: <https://www.gov.uk/national-curriculum/key-stage-3-and-4>

²³ Tinsley and Board, 2017. Language trends 2016/17. British Council, p16. Can be found at: https://www.britishcouncil.org/sites/default/files/language_trends_survey_2017_0.pdf

Figure 20 Whether parents/carers would advise their child to take a foreign language GCSE



Differences by subgroup

Pupil's age

Although there were no differences in the proportions saying they would advise their child to take a foreign language GCSE, parents/carers of KS4 pupils (i.e. those currently at GCSE stage) were more likely to say that they would not advise this (22%), compared with parents/carers of KS3 or KS5 pupils (both 16%).

Gender

Parents/carers of female pupils were more likely to say they would advise their child to take a foreign language GCSE, compared with parents/carers of male pupils (76%, compared with 69%).

SEN

Parents/carers of pupils with special educational needs (SEN) were less likely than parents/carers of pupils without SEN to say they would advise their child to take a foreign language GCSE (52%, compared with 76%).

Ethnicity

Parents/carers of White pupils were less likely to say they would advise their child to take a foreign language GCSE (69%), compared with parents/carers of Asian/Asian British pupils (80%) and Black/African/Caribbean/Black British pupils (83%).

Region

Parents/carers of pupils in London were more likely than those in other regions to say they would advise their child to take a foreign language GCSE (84% compared with 70%, respectively). The proportion was also higher among parents/carers in the South than those in the North (74%, compared with 66%).

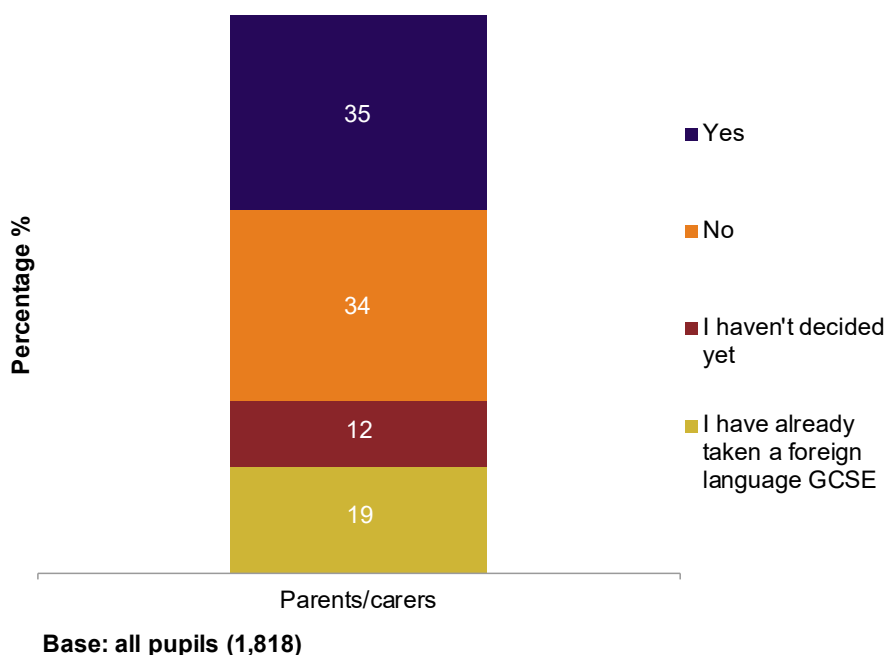
There were no differences found by disadvantage.

Are pupils taking, planning to take, or have they already taken a foreign language GCSE?

Pupils were asked 'Are you currently taking, or planning to take a GCSE in a foreign language (e.g. French, German, Latin)?' This was a new question in wave 3 and was only included in the pupils questionnaire; findings are based on all pupils who responded to the survey (both paired and unpaired).

Just over a third of pupils (35%) said that they were currently taking, or were planning to take a GCSE in a foreign language, while a further 19% said that they had already taken a foreign language GCSE.

Figure 21 Whether pupils are currently taking or planning to take a foreign language GCSE

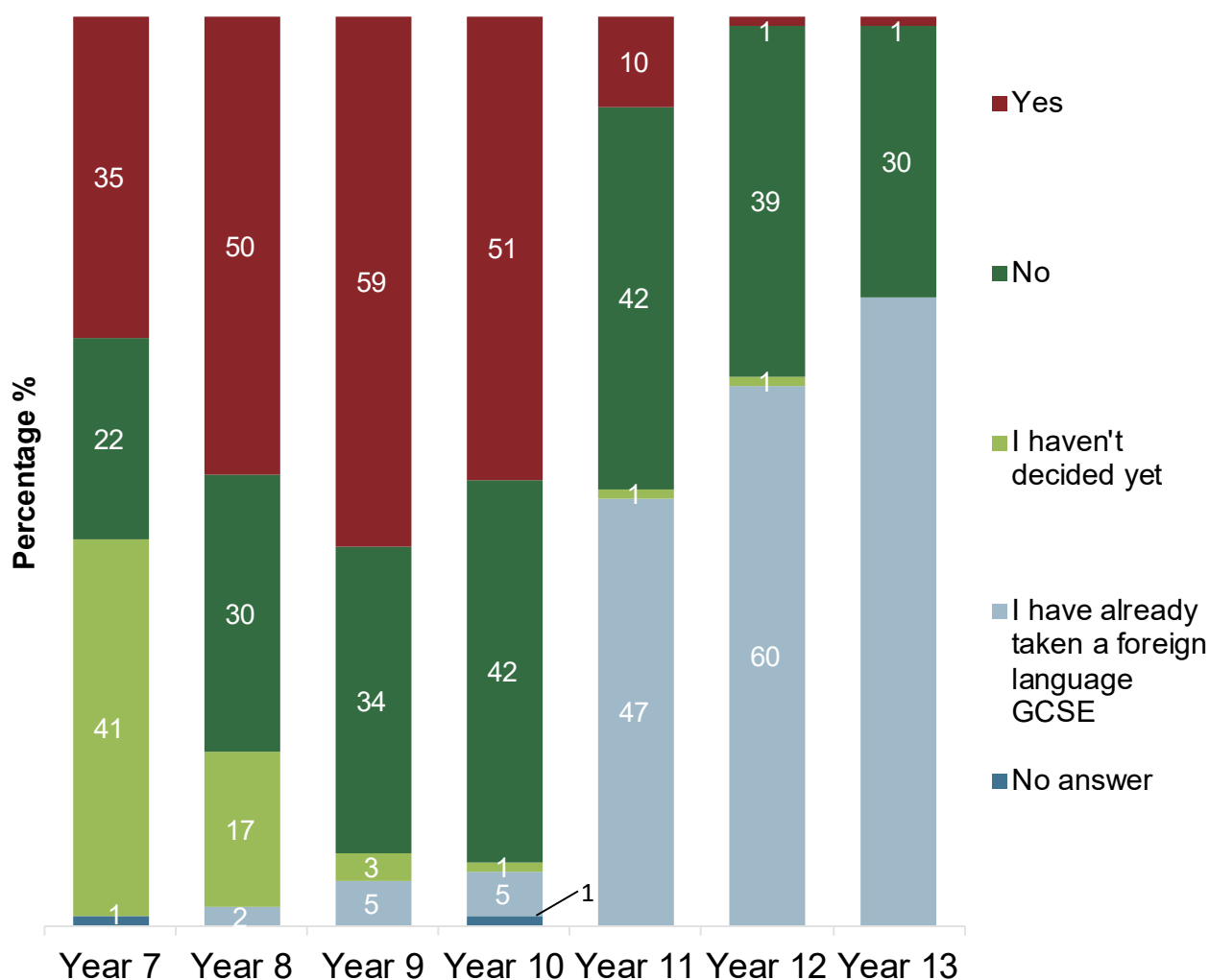


Differences by subgroup

Pupil's age

There were large differences by year group, based on whether pupils had already chosen or taken GCSE subjects, as shown in Figure 22. Half or more of pupils in Years 8-10 (50% in Year 8, 59% in Year 9, 51% in Year 10) said that they were either taking or planning to take GCSE in a foreign language. The lower proportion among Year 7 pupils (35%) was due to a relatively high proportion saying they hadn't decided yet (41%, compared with 18% in year 8 and 3% in year 9).

Figure 22 Whether pupils are currently taking, or planning to take a foreign language GCSE, by year group



Base: all pupils at year 7 (299); year 8 (276); year 9 (278); year 10 (258); year 11 (234); year 12 (235); year 13 (231)

Gender

Boys were more likely to say they were not taking, or planning to take a GCSE in a foreign language (40%, compared with 27%). Girls were more likely than boys to say that they had already taken a foreign language GCSE (23%, compared with 15%).

Disadvantage

Pupils who are eligible for free school meals (FSM) were less likely to say they were taking, or planning to take a GCSE in a foreign language, compared with pupils not eligible for FSM (25%, compared with 36%). They were also less likely to say that they had already taken a foreign language GCSE (10%, compared with 22%).

SEN

Pupils with SEN were less likely to say they were taking, or planning to take a GCSE in a foreign language, compared with those without SEN (15%, compared with 38%). They were also less likely to say that they had already taken a foreign language GCSE (12%, compared with 22%).

Ethnicity

White pupils were most likely to say they were not taking, or planning to take a GCSE in a foreign language (37%, compared with 26% for Asian or Asian British pupils). The corresponding figures for Black/African/Caribbean/Black British pupils was 23%, however, this was not statistically significantly different from either of the other groups.

Region

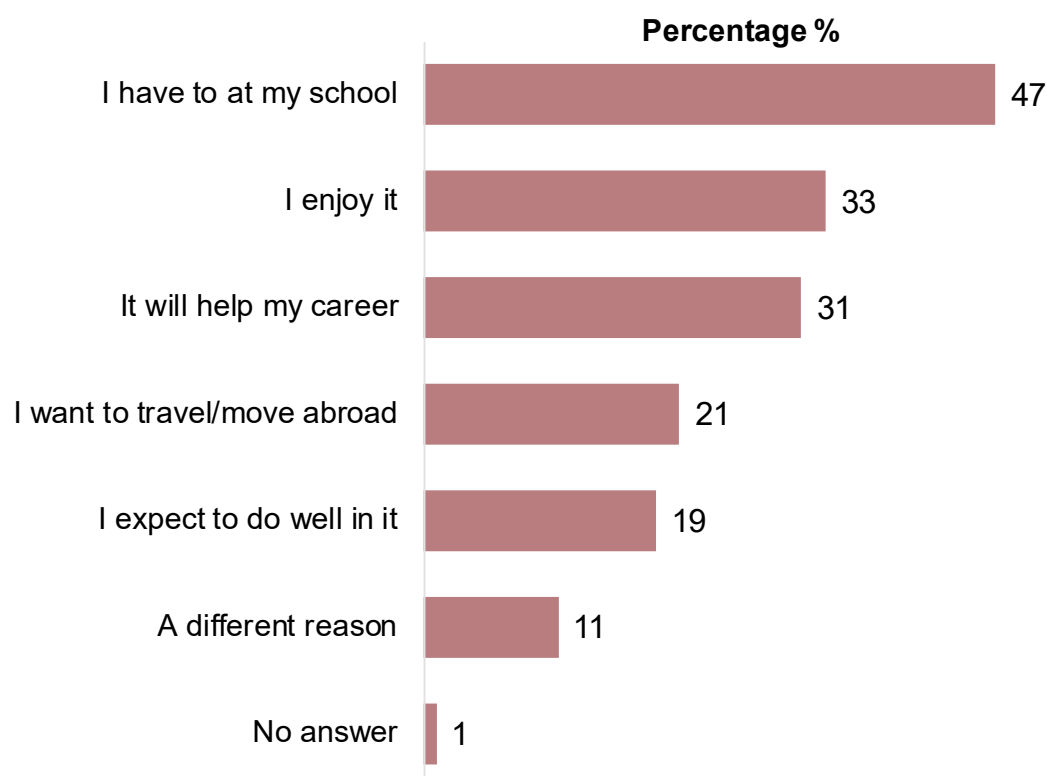
Pupils in London were more likely to say they were taking, or planning to take a GCSE in a foreign language (42%, compared with 34% outside London).

Why are pupils taking a foreign language GCSE?

Pupils who had already taken a foreign language GCSE, or who were currently taking or planning to take one, were asked 'Why do/did you want to take a GCSE in a foreign language?' They were presented with a pre-coded list (as shown in Figure 23) and asked to choose all that applied to them. Findings are based on both paired and unpaired pupil responses.

Pupils were most likely to say that they had to take a GCSE in a foreign language at their school (47%), while the other main reasons for taking or wanting to take a GCSE in a foreign language were that they enjoyed it (33%) or because it would help their career (31%).

Figure 23 Reasons why pupils are taking a foreign language GCSE



Base: all pupils that want to take, are taking, or have taken a foreign language GCSE in wave 3 (1,061)

Differences by subgroup

Pupil's age

There were no clear patterns by age group. Pupils in Year 8 were most likely to say that they had to take a GCSE in a foreign language at their school (57%), and this was higher than the proportion of pupils in Year 7 (39%), Year 10 (43%) and Year 12 (43%). Pupils in Year 9 were more likely to say that it would help their career (38%), compared with pupils in Year 12 (24%).

Disadvantage

Pupils in the first (least deprived) Income Deprivation Affecting Children Index (IDACI) quintile were more likely to say that they wanted to take a GCSE in a foreign language because it would help their career (39%), compared with pupils in the fourth quintile (24%).

Pupils in the first and second quintiles (23% and 28%, respectively) were more likely than pupils in the fourth quintile (12%) to say that they expected to do well in it.

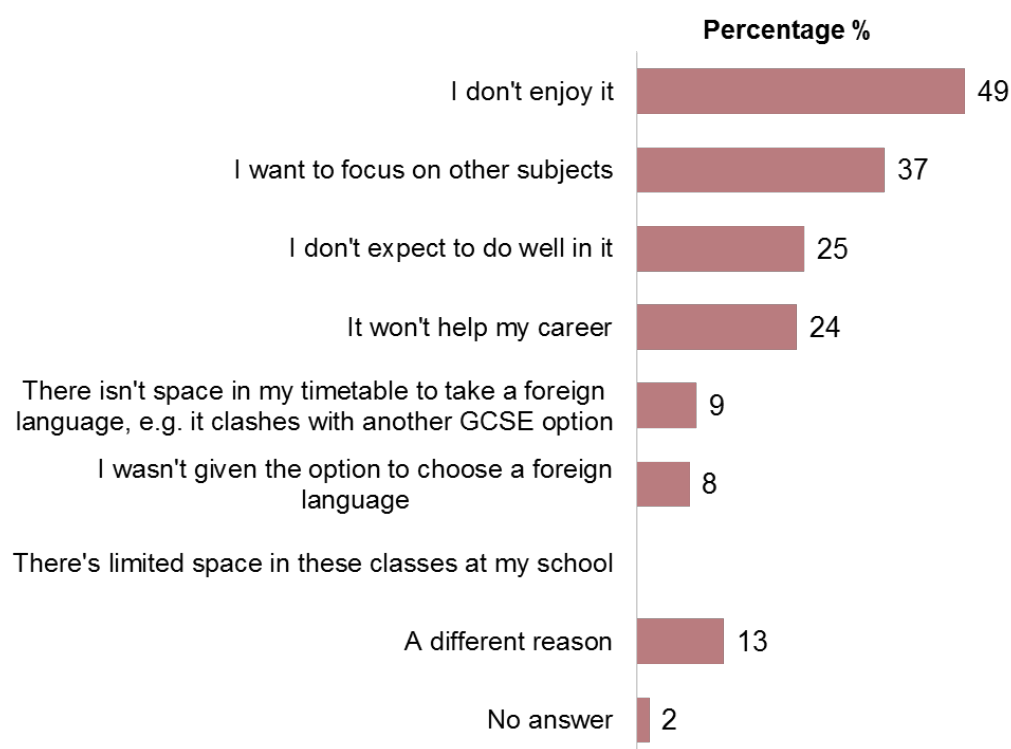
There were no differences found by gender, SEN, ethnicity or region.

Why are pupils not taking a foreign language GCSE?

Pupils who had not taken a foreign language GCSE, and were neither taking nor planning to take one, were asked 'Why do/did you not want to take a GCSE in a foreign language?' They were presented with a pre-coded list (as shown in Figure 24) and asked to choose all that applied to them. Findings are based on both paired and unpaired pupil responses.

Pupils were most likely to say that they didn't enjoy it (49%) or that they wanted to focus on other subjects (37%). Around a quarter of pupils said that they didn't expect to do well in it (25%), or that it wouldn't help their career (24%).

Figure 24 Reasons why pupils are not taking a foreign language GCSE



Base: all pupils that do not want to, or are not taking a foreign language GCSE at wave 3 (573)

Differences by subgroup (wave 3)

Pupil's age

There was a difference by age group in the proportions that said they didn't enjoy foreign languages. This was higher among pupils at KS3 and KS4 (52% and 51%, respectively) than those at KS5 (38%).

Disadvantage

Pupils who are FSM eligible were more likely to say that they weren't given the option to choose a foreign language (16%), compared with non-FSM eligible pupils (7%).

SEN

Pupils with SEN were more likely to say that they weren't given the option to choose a foreign language (23%), compared with pupils without SEN (6%). Pupils with SEN were less likely than pupils without SEN to say that they didn't enjoy foreign languages (30%, compared with 52%) and that they wanted to focus on other subjects (19%, compared with 41%).

Ethnicity

White pupils were more likely than Asian/Asian British pupils to say that taking a GCSE in a foreign language wouldn't help their career (26%, compared with 6%). The number of Black/African/Caribbean/Black British pupils was too small for analysis (23 respondents).

There were no differences found by gender or region.

Chapter 5 - Changes to the education system

In this chapter we identify awareness amongst pupils and parents/carers of three current and forthcoming changes in the education system: GCSE reform; Progress 8; and the English Baccalaureate. We also identify awareness amongst parents/carers of government published destination measures.

GCSE reform

Background

As part of the government's reforms to GCSEs, the way in which GCSEs are graded is changing from A* to G, to 9 to 1 (where grade 9 is the highest). This applied to GCSEs in English language, English literature and maths awarded in summer 2017, and will be extended to other subjects gradually over the following three years. All GCSEs will be graded 9 to 1 from 2020. This is part of a package of reforms to GCSEs to make them more robust and rigorous, to better prepare pupils for work or further study.

To ensure these reforms are effective and have the support of parents/carers and pupils, it is important to identify whether parents/carers and pupils are aware of the changes and whether they understand why GCSEs are being reformed in this way.

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

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

From 2017, the old A - G grading at GCSE will be replaced by new grades 9 -1*

Pupils were then asked, 'Have you heard about these changes?'. Parents/carers were asked a slightly different version of the question: 'Before this survey, had you heard about the government's reforms to GCSEs?'

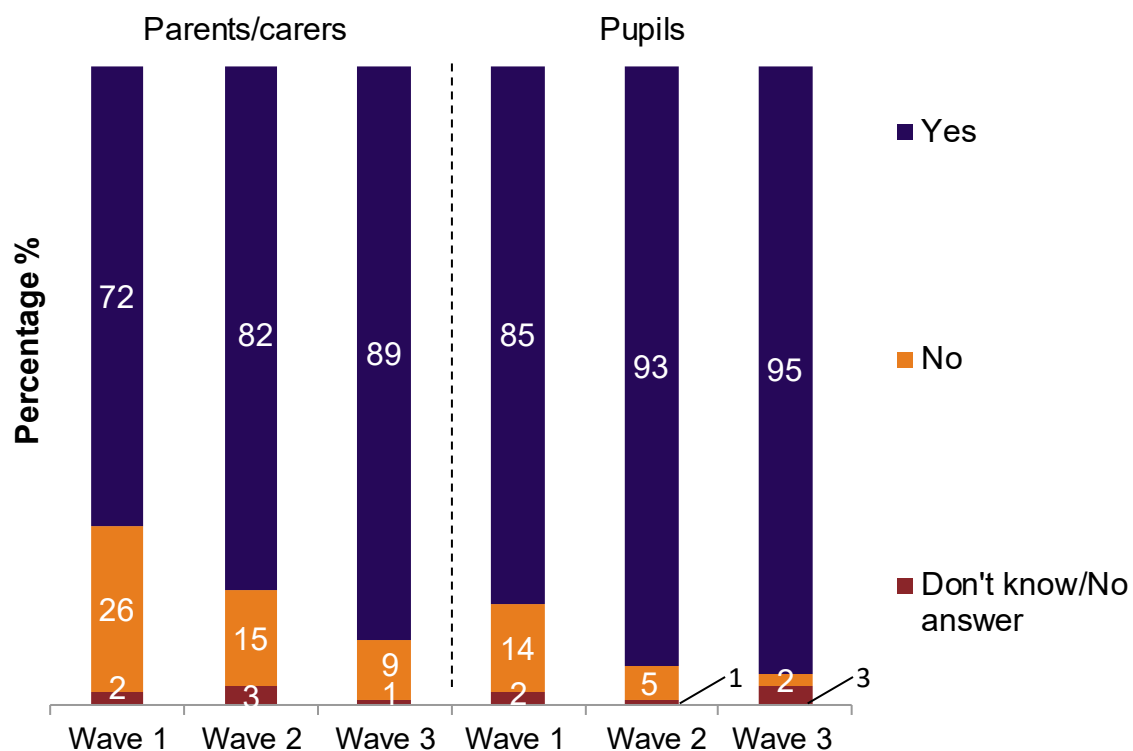
Overall findings are considered for pupils (and parents/carers of pupils) in Years 9 and above only, because awareness and knowledge about GCSEs are most relevant to this age group.²⁴ However, subgroup differences are examined for all pupils and parents/carers, including Years 7 and 8.

²⁴ During Years 9-13, pupils select GCSE options, sit their GCSEs, and progress on to further study or training.

A large majority of pupils in Year 9 and above (95%) said they had heard about the changes, and the proportion was only slightly lower among parents/carers of pupils in Year 9 and above (89%).

This question was also asked in both wave 1 and wave 2 of the survey. As shown in Figure 25, awareness has increased over time, with awareness among parents/carers rising from 72% in wave 1 to 89% in wave 3, and among pupils from 85% in wave 1 to 95% in wave 3.²⁵ For all waves, this analysis is restricted to pupils (and parents/carers of pupils) in Year 9 and above.

Figure 25 Whether parents/carers and pupils are aware of the GCSE reforms



Base: paired parents/carers of year 9+ at wave 1 (1,161); paired parents/carers of year 9+ at wave 2 (1,075); paired parents/carers of year 9+ pupils at wave 3 (1,009); paired pupils in year 9+ at wave 1 (1,161); paired pupils in year 9+ at wave 2 (1,075); paired pupils in year 9+ at wave 3 (1,009)

²⁵ It is important to note that the description of the reforms and (in the case of pupils) the actual question wording has changed slightly since the previous waves of the survey. Therefore, the changes in percentages between waves should be viewed with caution.

Paired response

The analysis of paired responses covers all year groups (not just those in Year 9 and above).

In the vast majority of cases (85%) both the parent/carer and the pupil were aware of the reforms. In 8% of cases the pupil had heard of the reforms but the parent/carer had not; in 4% of cases only the parent/carer had heard of the reforms; and in 4% of cases neither of them had heard of the reforms.

Differences by subgroup (wave 3)

The subgroup analysis covers all year groups (not just those in Year 9 and above).

Pupil's age

As shown in Table 5, the vast majority of pupils in Years 9 and above had heard of the GCSE reforms. Awareness was lower amongst pupils in Years 7 and 8, compared with each of the other year groups. Parents/carers of pupils in Year 7 were less likely to have heard of the reforms than those in Years 9 or higher (76% compared 89% of parents/carers of pupils in Year 9 or higher).

Table 5 Whether parents/carers and pupils have heard of the GCSE reforms, by year group

Aware of reforms	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
Pupils	71%	83%	95%	95%	97%	93%	92%
Parents/carers	76%	83%	90%	91%	90%	85%	85%
Base	249	241	228	216	191	175	199

Disadvantage

Both free school meal (FSM) eligible pupils and parents/carers of FSM eligible pupils were less likely to be aware of the reforms than non-eligible pupils and their parents/carers. Amongst those eligible for FSM, 77% of pupils and 69% of parents/carers were aware of the reforms, compared with 91% of non-eligible pupils and 89% of parents/carers of non-eligible pupils.

SEN

Pupils with special educational needs (SEN) were less likely to be aware of the reforms (72%, compared with 91% of pupils without SEN). There was a similar difference between parents/carers of pupils with SEN and parents/carers of pupils without SEN (74%, compared to 88%).

Ethnicity

Awareness of the reforms was lower among Black/African/Caribbean/Black British pupils (79%), compared with White pupils (90%). A similar pattern was evident among parents/carers: parents of Black/African/Caribbean/Black British pupils were less likely to be aware of the reforms (68%), compared with parents/carers of White pupils and Asian/Asian British pupils (both 87%).

Region

Awareness of the reforms was higher amongst pupils living in the South outside of London (92%), compared with those in the Midlands (84%). For comparison, 88% of pupils in the North and in London were aware of the reforms (this was not significantly different to other regions).

There were no differences found by gender.

Progress 8

Background

From 2016, Progress 8 replaced 5 A*-C (including English and mathematics) as the new headline measure of secondary school performance. Progress 8 measures the progress that pupils make from the end of key stage 2 (KS2) to the end of key stage 4 (KS4). A Progress 8 score is calculated for each pupil by comparing their achievement across eight qualifications (their Attainment 8 score) with the average Attainment 8 score of all pupils nationally who had a similar starting point (or 'prior attainment'), using assessment results from the end of primary school. The greater the Progress 8 score, the greater the progress made by the pupil compared to the average of pupils with similar prior attainment. Performance is measured across eight qualifications including English, maths, three further EBacc subjects, and three other qualifications, which can be from the range of GCSE subjects or any other approved, high-value qualifications.

Progress 8 is calculated for individual pupils solely in order to calculate a school's Progress 8 score, and there is no need for schools to share individual Progress 8 scores with their pupils. A school's Progress 8 score is calculated as the average of its pupils' Progress 8 scores. It gives an indication of whether, as a group, pupils in the school made above or below average progress compared to similar pupils in other schools. Provisional progress 8 scores for the 2016-2017 academic year were published in October 2017.^{26,27}

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

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

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

From 2016, Progress 8 replaced 5A-C GCSEs as the main measure of a secondary school's performance. Progress 8 shows how well pupils at that school progress from the end of primary school to the end of Year 11 (age 16), compared to pupils with similar starting points.*

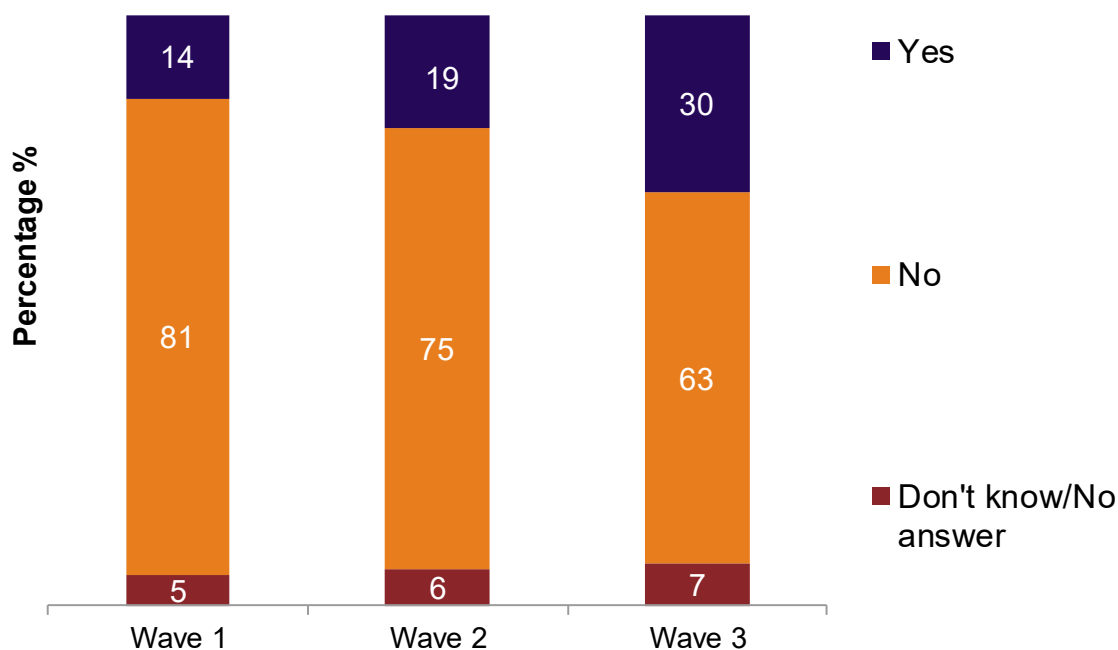
Both pupils and parents/carers were then asked 'Before this survey, had you heard of Progress 8?' Pupils were asked this question for the first time in wave 3, but the question had previously been asked of parents/carers in both waves 1 and 2.

As shown in Figure 26, awareness among parents/carers has increased over time, from 14% in wave 1 (conducted in summer 2016) to 19% in wave 2 (conducted in winter 2016/17) and 30% in wave 3.

²⁶ The school performance tables can be found here: <https://www.compare-school-performance.service.gov.uk/>.

²⁷ Further information on Progress 8 can be found in DfE, 2017. Secondary accountability measures Guide for maintained secondary schools, academies and free schools. This can be accessed here: <https://www.gov.uk/government/publications/progress-8-school-performance-measure>

Figure 26 Whether parents/carers had heard of Progress 8

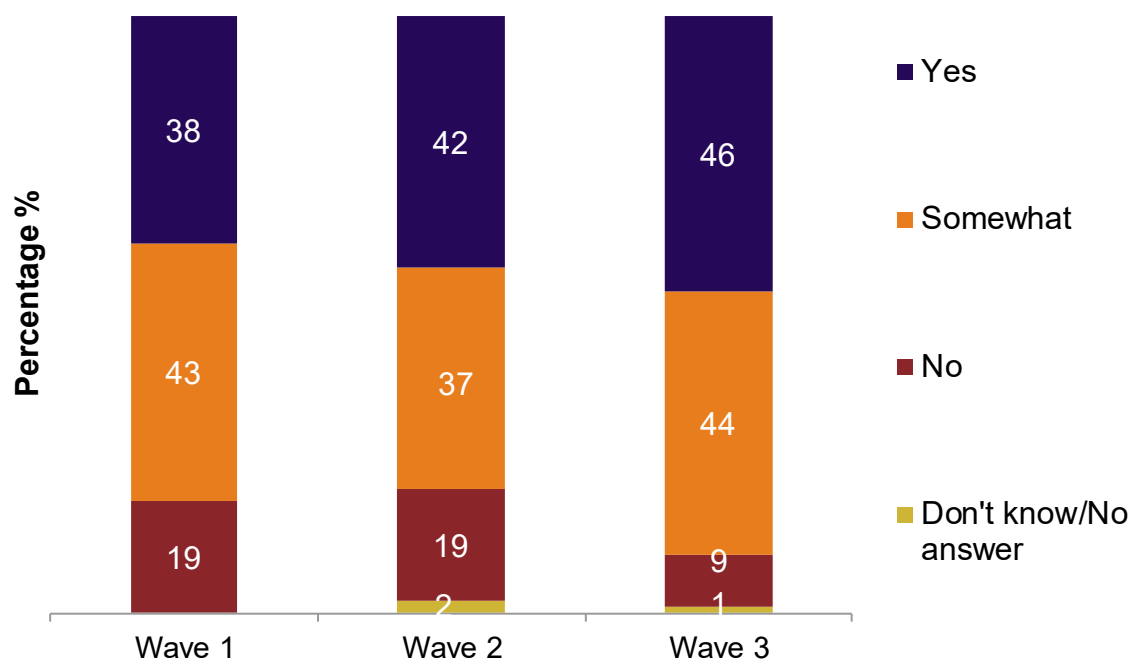


Base: paired parents/carers at wave 1 (1,723); paired parents/carers at wave 2 (1,595); paired parents/carers at wave 3 (1,504)

Amongst pupils, 12% had heard of Progress 8, whilst 77% had not, and the remaining 11% didn't know, or did not answer.

Pupils and parents/carers who had heard of Progress 8 were then asked 'Do you understand what Progress 8 tells you about a school's performance?'. As shown in Figure 27, perceived understanding among parents/carers has increased since wave 1. At wave 1, 81% of parents/carers who had heard of Progress 8 said they understood what it tells them about a school's performance, at least 'somewhat'. This was similar at wave 2 (79%) but increased to 90% at wave 3.

Figure 27 Whether parents/carers understand what Progress 8 tells them about school performance



Base: paired parents/carers who have heard of Progress 8 at wave 1 (250); paired parents/carers who have heard of Progress 8 at wave 2 (310); paired parents/carers who have heard of Progress 8 at wave 3 (444)

Differences by subgroup (wave 3)

Pupil's age

Parents/carers of Year 11 pupils expressed a relatively high level of awareness (33%), along with parents/carers of Year 9 pupils (34%), compared with parents/carers of Year 13 pupils (23%).

There were also differences in terms of the level of understanding of Progress 8 among parents/carers who had heard of it. Parents/carers of key stage 5 (KS5) pupils were more likely to say they understood what Progress 8 tells you about a school's performance (61% answered 'yes'), compared with parents/carers of KS3 and KS4 pupils (44% and 43%, respectively).

Disadvantage

Parents/carers of pupils in the least deprived quintiles were more likely to say they had heard of Progress 8, than parents/carers of pupils in the more deprived quintiles: 35% in the first quintile and 37% in the second quintile, compared with 24% in the fourth quintile and 23% in the fifth quintile.

Ethnicity

Parents/carers of White pupils were more likely to say they had heard of Progress 8, compared with parents/carers of Asian/Asian British pupils (31%, compared with 21%).

There were no statistically significant differences found by gender, SEN or region.

English Baccalaureate (EBacc) awareness

Background

First introduced in 2010, the English Baccalaureate (EBacc) measures school performance in core academic subjects at KS4. It shows how many pupils both enter the EBacc subjects of English, mathematics, science, history or geography, and a language, and how many achieve a grade C or grade 5 (for reformed qualifications), or above, at GCSE in these subjects. The government has announced an ambition that 75% of year 10 pupils in state-funded mainstream schools will take up study of the EBacc subject combination by 2022 (taking their exams in 2024).

The EBacc subjects reflect the facilitating subjects at A-level which Russell Group universities say keep a wide range of degree courses open to students.²⁸ Research published by the Centre for Longitudinal Studies shows that studying the EBacc combination of GCSE subjects increases the likelihood that a pupil will stay on in full time education.²⁹ This section identifies parents/carers' knowledge around this measure, and whether they feel schools are keeping them informed.

²⁸ Russell Group, 2017. Subject choices at school and college. <http://russellgroup.ac.uk/for-students/school-and-college-in-the-uk/subject-choices-at-school-and-college/>

²⁹ Moulton, V., Henderson, M., Anders, J., Sullivan, A., 2017. [Continuing education post-16: does what you study at GCSE matter?](http://www.cls.ioe.ac.uk/shared/get-file.ashx?itemtype=document&id=3331) CLS working paper 2017/8. London: Centre for Longitudinal Studies, <http://www.cls.ioe.ac.uk/shared/get-file.ashx?itemtype=document&id=3331>

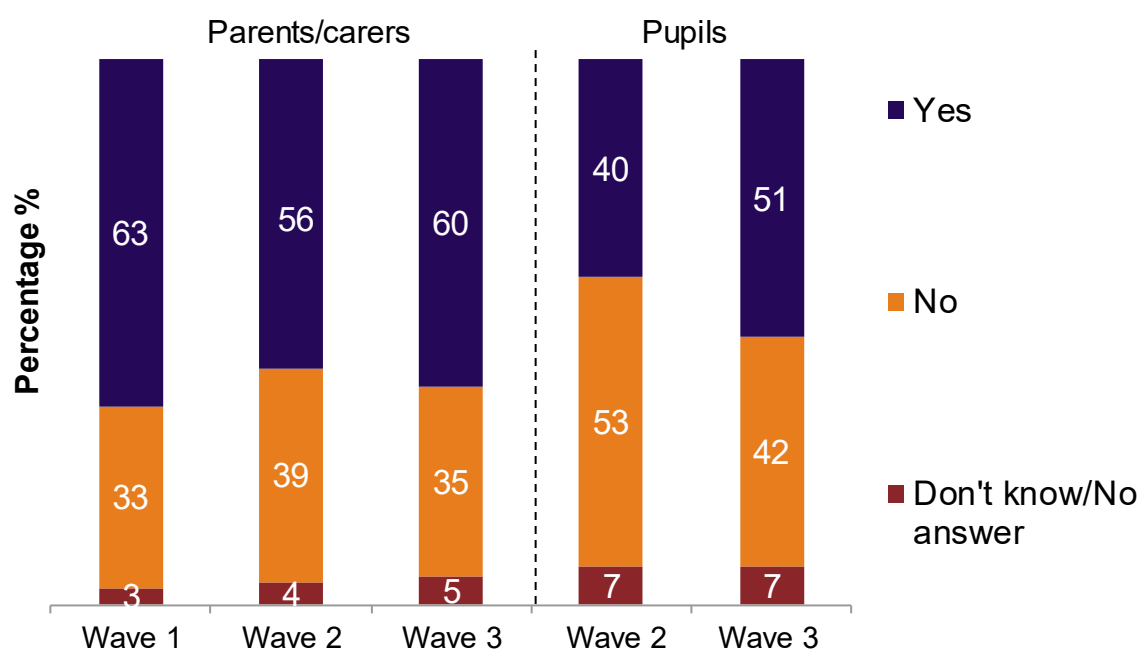
Are parents/carers and pupils aware of the EBacc?

In waves 2 and 3, both parents/carers and pupils were asked, 'Have you heard of the English Baccalaureate (EBacc)?', without further details of the EBacc being provided to them. This question was only asked to parents/carers in wave 1.

Overall findings are considered for pupils (and parents/carers of pupils) in Years 9 and above only, as shown in Figure 28. However, subgroup differences are examined below for all pupils and parents/carers, including Years 7 and 8.

Half of pupils in Year 9 and above (51%) said they had heard of the EBacc in wave 3, an increase on the proportion in wave 2 (40%). Awareness of the EBacc was higher among parents/carers: in wave 3, 60% said that they had heard of it, similar to the proportion in previous waves. For all waves, this analysis is restricted to pupils (and parents/carers of pupils) in Year 9 and above.

Figure 28 Whether parents/carers and pupils are aware of the EBacc



Base: paired parents/carers of year 9+ at wave 1 (1,161); paired parents/carers of year 9+ at wave 2 (1,075); paired parents/carers of year 9+ pupils at wave 3 (1,009); paired pupils in year 9+ at wave 2 (1,075); paired pupils in year 9+ at wave 3 (1,009)

Paired response

The analysis of paired responses covers all year groups (not just those in Year 9 and above). Amongst the paired responses:

- In 34% of paired responses, both pupils and parents/carers were aware of the EBacc
- In 33%, neither pupils nor parents/carers had heard of the EBacc
- In 25%, only the parents/carers had heard of the EBacc
- In 8%, only the pupil had heard of it.

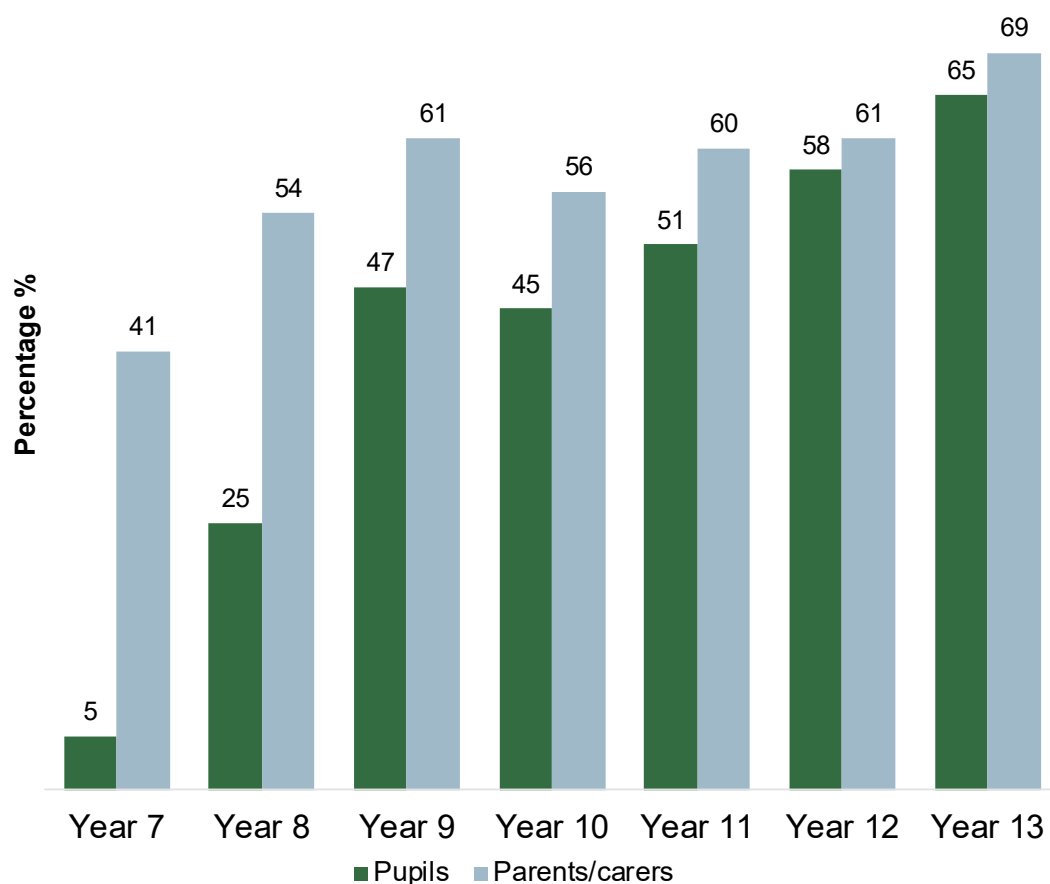
Differences by subgroup (wave 3)

The subgroup analysis covers all year groups (not just those in Year 9 and above).
Pupil's age

As shown in Figure 29, awareness of the EBacc was lower in Year 7 pupils (5%) than all other year groups. Awareness was also low amongst pupils in Year 8 (25%, compared with 50% of pupils across Years 9 to 13), with awareness increasing by key stage (25% at KS3, 48% at KS4, and 61% at KS5).

Awareness amongst parents/carers of pupils in Year 7 (41%) was also lower than each other year group, as shown in Figure 29. The only other difference was parents/carer of pupils in Year 13 (69%), being more likely to have heard of the EBacc than those in Year 8 (54%) or Year 10 (56%). Parents/carers of pupils at KS5 (65%) were more likely to have heard of the EBacc than those of pupils at KS3 (52%).

Figure 29 Whether parents/carers and pupils have heard of the EBacc, by year group



Base: paired pupils and parents/carers at year 7 (249); year 8 (241); year 9 (228); year 10 (216); year 11 (191); year 12 (175); year 13 (199)

Gender

Parents/carers of male pupils were more likely than parents/carers of female pupils to have heard of the EBacc (60%, compared with 52%). There was no difference among pupils themselves.

Disadvantage

A quarter (23%) of parents/carers of FSM eligible pupils, and FSM eligible pupils themselves (24%), had heard of the EBacc. This was considerably lower than parents/carers of non-FSM eligible pupils, of which more than half (61%) had heard of the EBacc. The corresponding figure amongst non-FSM eligible pupils was 40%.

SEN

Pupils with SEN (21%) were less likely than pupils without SEN (41%) to have heard of the EBacc. A similar pattern was evident among parents/carers: awareness among parents/carers of pupils with SEN (44%) was lower than among parents/carers of pupils without SEN (59%).

Ethnicity

Parents/carers of White pupils were the most likely to have heard of the EBacc (60%), compared with 37% parents/carers of Asian/Asian British, and 41% of parents/carers of Black/African/Caribbean/Black British pupils. This difference was not reflected amongst pupils themselves.

Region

Awareness of the EBacc was lower among pupils in the Midlands (32%), compared with pupils in London (42%) or the South (40%). For comparison, 37% of pupils in the North were aware of the EBacc, this was not significantly different to any other regions.

Parents/carers of pupils living in the South (66%) were more likely to have heard of the EBacc, compared with parents/carers of pupils living elsewhere (51% in the North, 47% in the Midlands, 50% in London).

Destination measures

Background

How much do parents/carers know about the destination measures published by the government?

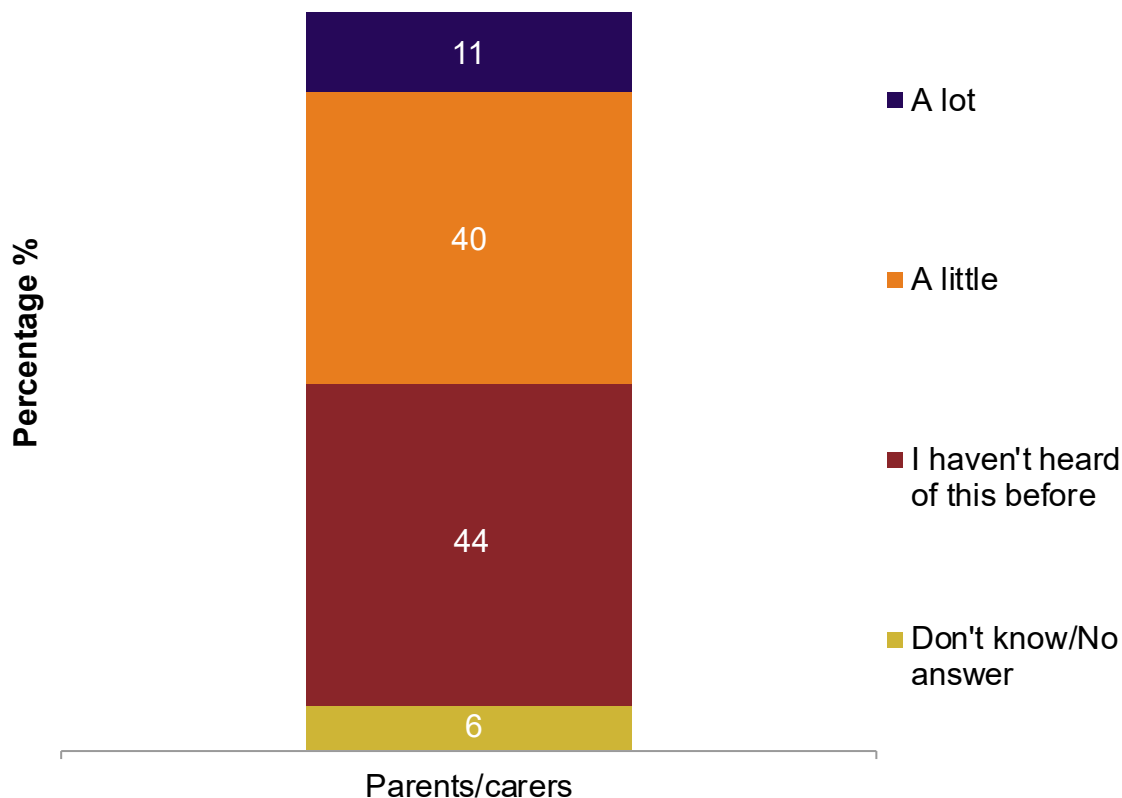
Parents/carers were given the following description:

“The government publishes destination measures on school and college performance tables. This is information about how many pupils from the school stay in education, or go on to employment or training in the year after finishing study.”

Parents/carers were asked, ‘Before this survey, how much did you know about this?’ They could choose one of the following answers: ‘A lot’, ‘A little’, ‘I haven’t heard of this before’ and ‘Don’t know’. This was a new question in wave 3 and was only included in the parents/carers questionnaire; findings are based on all parents/carers who responded to the survey (both paired and unpaired).

Half of parents/carers (50%) said they had heard of these destination measures, including 11% who said they knew a lot about them and 40% a little. Details are shown in Figure 30.

Figure 30 How much parents/carers know about the destination measures published by the government



Base: all parents/carers at wave 3 (1,725)

Differences by subgroup

Pupil's age

Parents/carers of KS5 pupils were more likely than parents/carers of pupils in KS3 to have heard of the destination measures (55%, compared with 48%) and to say they knew a lot about them (14%, compared with 9%).

Disadvantage

Awareness of the destination measures was lower among parents/carers of FSM eligible pupils (41% had heard of them), compared with parents/carers of non-FSM eligible pupils (52%).

There were no differences found by gender, SEN, ethnicity or region.

Chapter 6 – Careers guidance

In this chapter, we identify pupils' plans for the future, including career options, and whether parents/carers and pupils know what kinds of skills and qualifications would be required for their career of choice. We discuss whether pupils have received any careers support or contact with employers. We also look at how confident parents/carers and pupils feel about whether pupils will achieve their career goals.

Background

The Department for Education believes that high quality and independent careers guidance is crucial in preparing young people for making subject and career decisions. Schools in England are therefore legally required to provide independent, impartial careers guidance for pupils in Year 8 through to Year 13. The Gatsby Charitable Foundation has brought together the best national and international research to set out eight benchmarks that define an excellent careers programme.³⁰ Following the publication of the Government's careers strategy,³¹ schools and colleges have been asked to meet these standards in their careers provision. New statutory guidance has been published to help schools and colleges achieve the benchmarks.³² Pupils should have access to the information and data they need to make informed decisions on education, training and employment options, including the routes into technical education and apprenticeships.

In addition, a report in 2013 stated that 31% of young people do not feel they have the appropriate skills when starting work, citing a lack of work experience (71%) as the main cause.³³ This survey will also help to identify what contact with employees, if any, pupils are provided with in school.

What do pupils want to do when leaving compulsory education or training at age 18?

Pupils were asked 'What do you want to do when you leave compulsory education or training at age 18?' They were presented with a pre-coded list (as shown in Figure 31)

³⁰ The Careers & Enterprise Company, 2017. Careers & Enterprise Provision in England's Schools: State of the Nation 2017. London: The Careers & Enterprise Company.

³¹ Department for Education, 2017. Careers strategy: Making the most of everyone's skills and talents. Can be found at: <https://www.gov.uk/government/publications/careers-strategy-making-the-most-of-everyones-skills-and-talents>

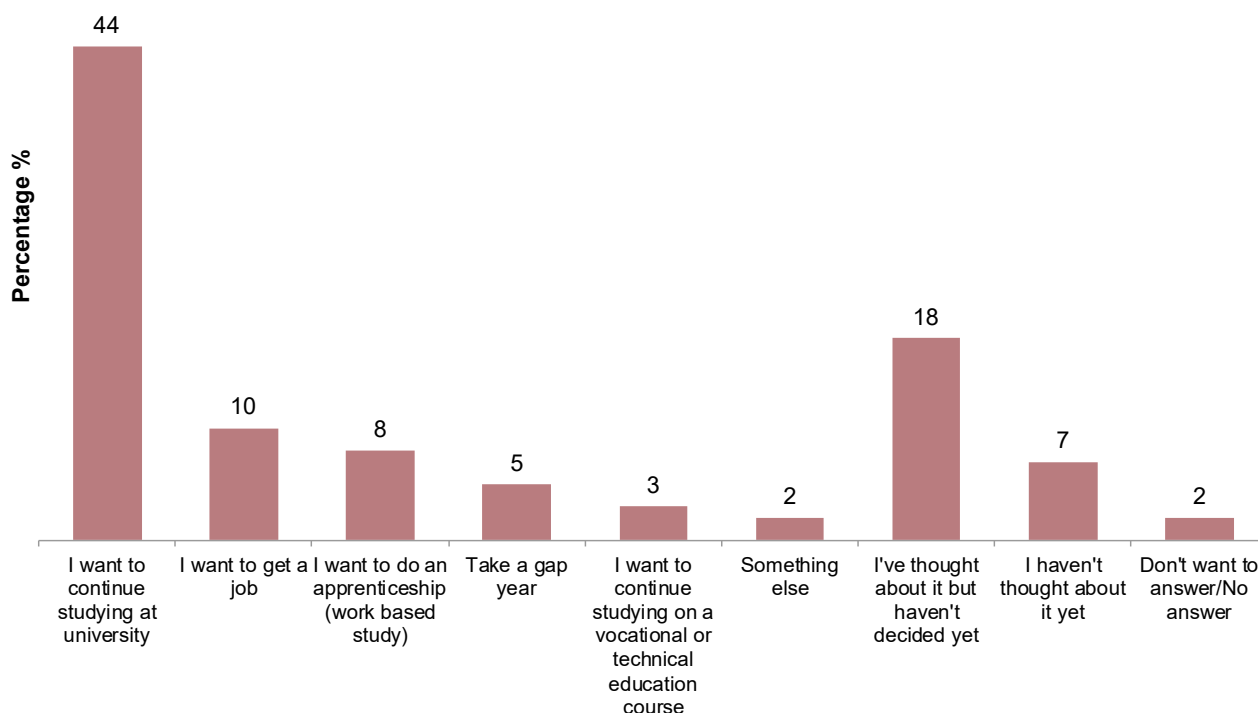
³² Department for Education, 2018. Careers guidance and access for education and training providers. Can be found at: <https://www.gov.uk/government/publications/careers-guidance-provision-for-young-people-in-schools>

³³ CBI/Pearson Education and Skills Survey, 2013.

and asked to choose one answer only, that applied to them. Although a question in wave 1 asked about the same issue, it is not possible to compare responses from wave 1 with those in wave 3, because the question wording and response options were different. Findings are based on all pupils who responded to the survey (both paired and unpaired).

Pupils were most likely to say that they wanted to continue studying at university (44%), whilst 10% said they wanted to get a job.

Figure 31 What pupils want to do when leaving compulsory education or training at age 18



Base: all pupils at wave 3 (1,818)

Differences by subgroup (wave 3)

Pupil's age

Key stage 5 (KS5) pupils were more likely to say that they wanted to continue studying at university (64%), compared with KS3 or KS4 pupils (39% and 43%, respectively). KS5 pupils were less likely to say that they wanted to get a job (4%), compared with KS3 and KS4 pupils (11% and 12%, respectively).

As might be expected, younger pupils were less likely than older pupils to have made a decision yet. The proportion that said 'I've thought about it but haven't decided yet' was higher among KS3 and KS4 pupils (21% and 18%, respectively) than among KS5 pupils (10%). The proportion that said 'I haven't thought about it yet' was higher among KS3 pupils (11%) than pupils at KS4 or KS5 (4% and 2%, respectively).

Gender

There were differences by gender. Boys were more likely than girls to say that they wanted to get a job (12%, compared with 8%), and that they wanted to do an apprenticeship (11%, compared with 5%). Girls were more likely than boys to say that they wanted to continue studying at university (49%, compared with 39%).

Disadvantage

No significant differences were found when comparing eligibility for free school meals (FSM). However, pupils in the second highest Income Deprivation Affecting Children Index (IDACI) quintile were less likely to want to get a job (5%), compared with those in the third and fifth IDACI quintiles (both 11%). Pupils in the highest three quintiles were more likely to say they wanted to take a gap year, compared with those in the fifth quintile (8%, compared with 2%).

In addition, pupils in the second highest IDACI quintile were more likely to say they had thought about it but hadn't decided yet (27%), compared with those in the third (17%), fourth (14%) and fifth IDACI quintiles (13%).

SEN

Pupils with special educational needs (SEN) were less likely to say that they wanted to continue studying at university (25%), compared with pupils without SEN (47%). They were more likely to say that they wanted to get a job (19%), compared with pupils without SEN (7%). They were also more likely to say they wanted to study on a vocational or technical education course (7%), compared with pupils without SEN (2%).

Ethnicity

White pupils were less likely than Asian/Asian British pupils and Black/African/Caribbean/Black British pupils to say that they wanted to continue studying at university (38% compared with 66% and 62%, respectively).

However, White pupils were also more likely to say they had thought about it but hadn't decided yet (21%), compared with Asian/Asian British pupils and Black/African/Caribbean/Black British pupils (10% and 7%, respectively).

Region

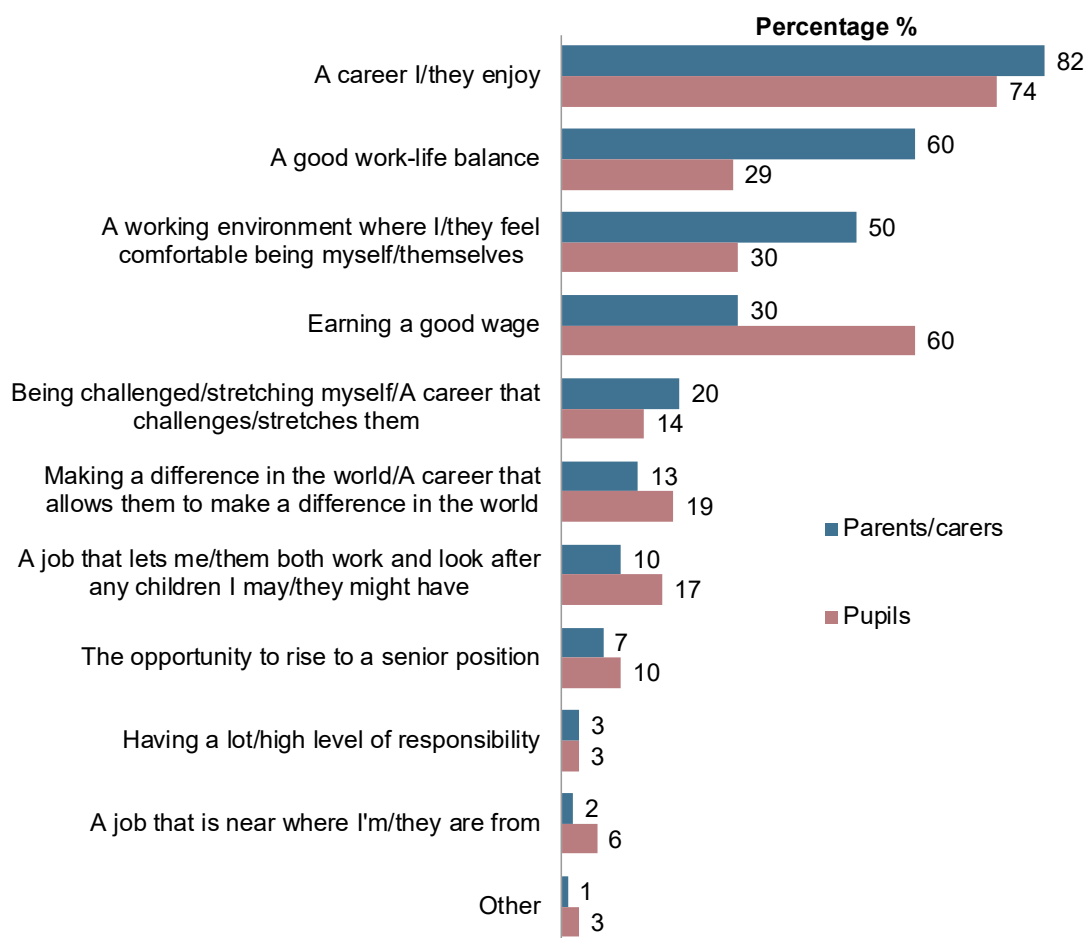
Pupils in London were more likely to say that they wanted to continue studying at university (61%), compared with pupils in other regions (41%). Pupils outside London were more likely to say that they wanted to do an apprenticeship (9%), compared with pupils in London (3%).

What do parents/carers and pupils think the pupil's main priorities should be in their future career?

At wave 3, pupils were asked 'Thinking about your future career, what are your main priorities?' Parents/carers were asked a similar question: 'Thinking about your child's future career, what do you think their main priorities should be?' Both pupils and parents/carers were presented with a pre-coded list (as shown in Figure 32) and asked to choose up to three answers.

The most frequent response among both pupils and parents/carers was to have a career that they/their child enjoyed (74% and 82%, respectively). Pupils placed a higher priority than parents/carers on earning a good wage (60%, compared with 30%) and having 'a job that lets me both work and look after any children I may have' (17%, compared with 10%). Parents/carers were more likely than pupils to choose a good work-life balance (60%, compared with 29%) and a working environment where they feel comfortable being themselves (50%, compared with 30%).

Figure 32 What parents/carers and pupils think the pupil's main priorities should be in their future career



Base: paired parents/carers at wave 3 (1,504); paired pupils at wave 3 (1,504)

Paired response

Amongst the paired responses, there was quite a lot of disparity between the priorities of pupils and of parents/carers. For example, in just 5% of cases the pupil and parent/carer both prioritised 'being challenged/stretched', while in 10% of cases it was just the pupil that gave this answer and in 15% of cases it was just the parent/carer.

Factors that were more likely to be selected by the parent/carer than the pupil were:

- A good work-life balance (40%)³⁴
- A working environment where they feel comfortable being themselves (32%)
- A career they enjoy (18%).

The main factors prioritised by pupils in comparison with their paired parent/carer were:

- Earning a good wage (38%)
- Making a difference in the world (15%)
- A job that lets them both work and look after any children they may have (14%).

Differences by subgroup (wave 3)

Pupil's age

KS3 pupils were more likely to prioritise a job that lets them both work and look after any children they may have (21%, compared with 10% of KS5 pupils and 16% of KS4 pupils), and a job that is near where they are from (7%, compared with 4% of both KS4 and KS5 pupils). However, KS3 pupils were less likely to prioritise the opportunity to rise to a senior position (6%, compared with 12% of KS4, and 15% of KS5 pupils).

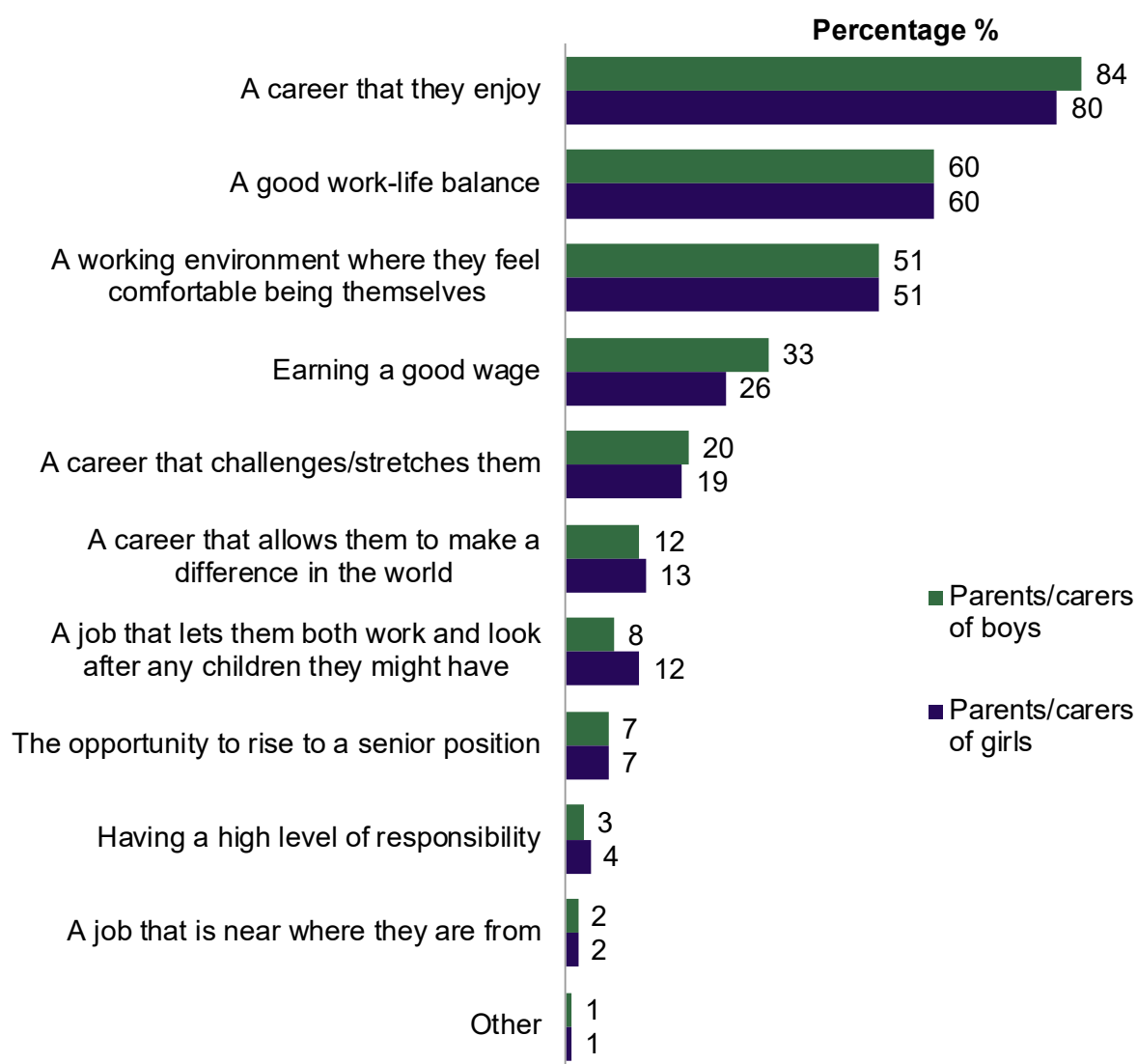
There was only one difference among parents/carers. Parents/carers of KS4 pupils were more likely to prioritise a working environment where they feel comfortable being themselves (58%), compared with parents of KS3 pupils (48%) and KS5 pupils (44%).

³⁴ Numbers in brackets show the proportion of linked responses i.e. 41% of parents/carers selected the option 'a good work-life balance', while the pupil did not.

Gender

Boys were more likely than girls to prioritise earning a good wage (65%, compared with 55%), and a job that is near where they are from (7%, compared with 4%). However, girls were more likely than boys to say it was a priority to make a difference in the world (26%, compared with 13%).

Figure 333 What parents/carers think their child's main priorities should be in their future career, by pupil's gender



Base: paired parents/carers of boys (683); paired parents/carers of girls (813)

Figure 33 shows that parents/carers of male pupils were also more likely than parents/carers of female pupils to say that earning a good wage was a priority (33%, compared with 26%). Parents/carers of female pupils were more likely to say that their child should prioritise a job that lets them both work and look after any children they may have (12%), compared with parents/carers of male pupils (8%).

Disadvantage

Parents/carers of FSM eligible pupils were more likely to say that it should be a priority for their child to have a high level of responsibility (10%), compared with parents/carers of non-eligible FSM pupils (2%). They were also more likely to say they should prioritise a job that is near where they are from (6%, compared with 2%). However, parents/carers of FSM eligible pupils were less likely to say that it should be a priority for their child to have a good work-life balance (39%), compared with parents/carers of non-eligible FSM pupils (64%).

FSM eligible pupils were less likely to say they would prioritise a career they enjoy compared with pupils not eligible for FSM (66% compared with 76%).

SEN

Pupils with SEN were more likely to prioritise 'a working environment where I feel comfortable being myself' (48%), compared with pupils without SEN (28%). They were also more likely to prioritise a job that is near where they are from (12%, compared with 4%). However, pupils with SEN were less likely to say it was a priority to have the opportunity to rise to a senior position (4%, compared with 11%).

Ethnicity

White pupils were more likely to prioritise a career that they enjoyed (77%), compared with Asian/Asian British pupils (67%) and Black/African/Caribbean/Black British pupils (61%).

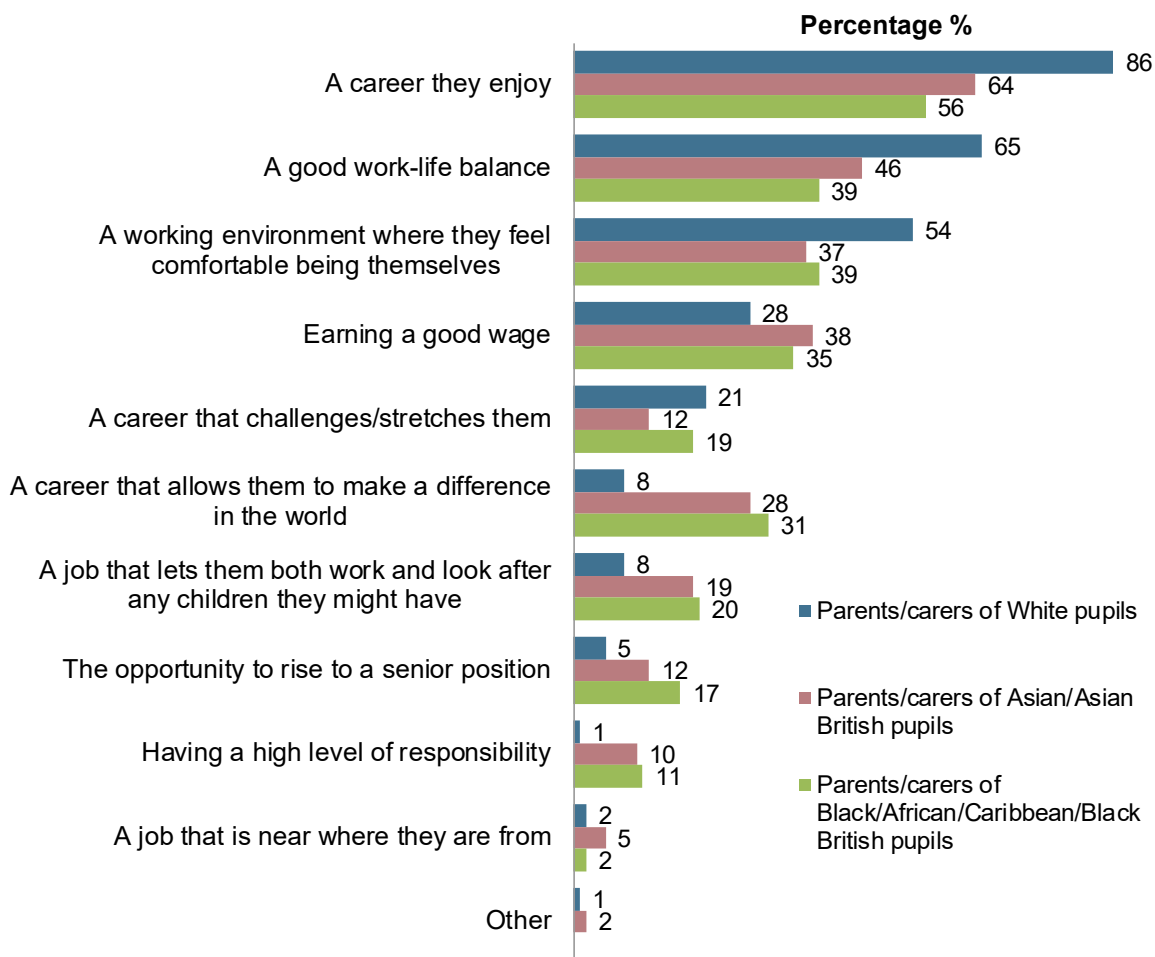
There were also differences by ethnicity in the responses of parents/carers, as shown in Figure 34. Parents/carers of White pupils were more likely to prioritise the following factors, compared with parents/carers of Asian/Asian British pupils and Black/African/Caribbean/Black British pupils:

- A career they enjoy
- A good work-life balance
- A working environment where they feel comfortable being themselves.

Parents/carers of White pupils were less likely to prioritise the following features, compared with parents/carers of Asian/Asian British pupils and Black/African/Caribbean/Black British pupils:

- A job that lets them both work and look after any children they may have
- Making a difference in the world
- The opportunity to rise to a senior position
- A high level of responsibility
- Earning a good wage.

Figure 344 What parents/carers think the pupil's main priorities should be in their future, by ethnicity



Base: paired parents/carers of White pupils (1,128); paired parents/carers of Asian/Asian British pupils (156); paired parents/carers of Black/African/Caribbean/Black British pupils (79)

Region

Pupils outside London were more likely to prioritise a career that they enjoyed (75%), compared with pupils in London (66%).

There were also regional differences among parents/carers. Parents/carers of pupils in London were more likely to prioritise a career that allows them to make a difference in the world (20%, compared with 11% outside London), earning a good wage (36%, compared with 28%), the opportunity to rise to a senior position (11%, compared with 6%) and having a high level of responsibility (10%, compared with 2%).

Parents/carers of pupils in London were less likely to prioritise a good work-life balance (49%, compared with 63% in other regions), and a working environment where they feel comfortable being themselves (42%, compared with 52%).

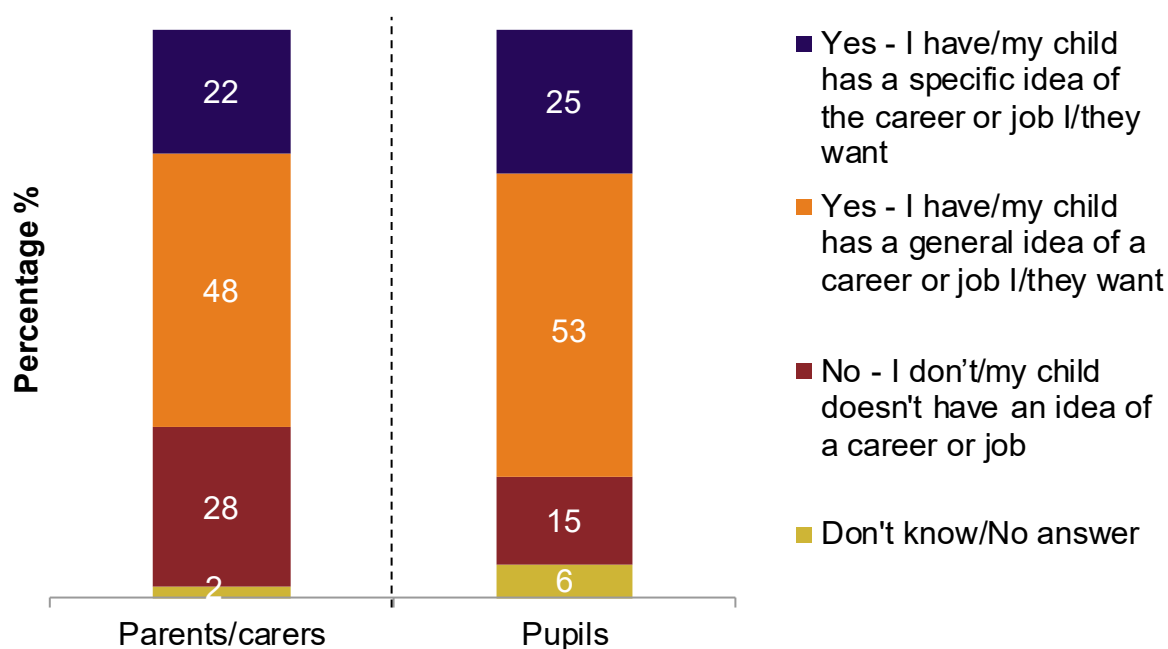
Do pupils know what kind of job or career they want when they finish their education?

At wave 3, pupils were asked 'Do you know what kind of career or job you might want when you finish your education?' Parents/carers were asked a similar question: 'Does your child know what kind of career or job they might want when they finish their education?' Both pupils and parents/carers were asked to choose one answer from the following options:

- 'Yes – I/my child have/has a specific idea of the career or job I/they want'
- 'Yes – I/my child have/has a general idea of the career or job I/they want'
- 'No – I/my child don't/doesn't have an idea of a career or job'.

Pupils were more likely than parents/carers to say that they had either a specific or a general idea of the career or job they wanted (79% compared with 70%, respectively), as shown in Figure 35.

Figure 35 Whether pupils know what kind of career or job they might want when they finish their education



Base: paired parents/carers (1,504); paired pupils (1,504)

Paired response

In more than two-thirds of cases (69%) both the parent/carer and the pupil said that the pupil had an idea (specific or general) of the career or job they might want. In 15% of cases the pupil said that they had an idea but the parent didn't; in 4% of cases only the parent/carer said their child had an idea; and in 13% of cases neither of them said they had an idea of a career or job.

Differences by subgroup (wave 3)

Pupil's age

Parents/carers of KS3 pupils were less likely to say that their child had an idea (specific or general) of a career or job that they wanted (66%), compared with parents/carers of KS4 or KS5 pupils (73% and 78%, respectively). There were no differences among pupils themselves.

Gender

Parents/carers of female pupils were more likely than parents/carers of male pupils to say that their child had an idea (specific or general) of a career or job that they wanted (75%, compared with 66%). There were no differences among pupils themselves.

Disadvantage

FSM eligible pupils were more likely than non-eligible FSM pupils to say that they had a specific idea of a career or job that they wanted (34%, compared with 24%). Similarly, parents/carers of FSM eligible pupils were more likely than non-eligible FSM pupils to say that their child had a specific idea of a career or job that they wanted (33%, compared with 20%).

Ethnicity

Black/African/Caribbean/Black British pupils were more likely to say they had a specific idea of the career or job they wanted (35%), compared with White pupils (26%) and Asian/Asian British pupils (20%). However, Asian/Asian British pupils were the most likely to say that they had a general idea of a career or job (65%, compared with 51% of both White pupils and Black/African/Caribbean/Black British pupils).

Parents/carers of White pupils were more likely to say that their child didn't have an idea of a career or a job (32%), compared with parents/carers of Asian/Asian British pupils (21%) and parents/carers of Black/African/Caribbean/Black British pupils (18%).

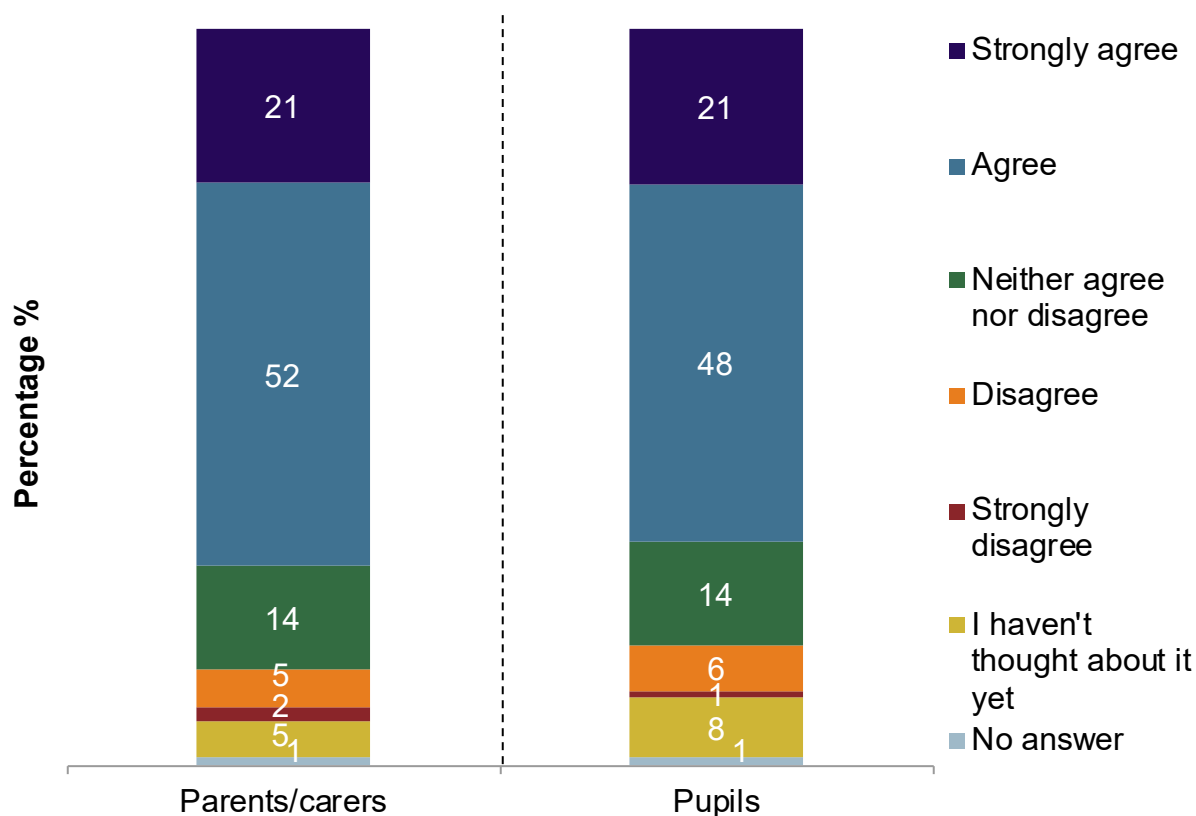
There were no differences found by SEN or region.

Do parents/carers and pupils know what skills and qualifications are needed for the pupil's future job/career?

At wave 3, both pupils and parents/carers were asked 'How much do you agree or disagree that "I know what kinds of skills and qualifications I/my child might need for my/their future job/career"?' If they had answered yes to the previous question ('Does your child know what kind of career or job they might want when they finish their education?') they were asked to think about this career or job for this and the next question. Otherwise they were asked to think about careers more generally.

More than two-thirds of pupils (69%) 'agreed' or 'strongly agreed' that they knew what kinds of skills and qualifications they needed, while just 8% 'disagreed' or 'strongly disagreed', and 8% said that they hadn't thought about it yet. The findings for parents/carers were very similar, as shown in Figure 36.

Figure 36 Whether parents/carers and pupils agree that they know what skills and qualifications are needed for the pupil's job/career



Base: paired parents/carers (1,504); paired pupils (1,504)

Paired response

In around half of cases (47%), the pupil and their parent/carer gave the same response as to whether they agreed that they knew what kinds of skills and qualifications they needed. However, where the responses differed:

- 26% of pupils had a higher level of agreement than their parent/carer that they knew what kinds of skills and qualifications they needed
- 27% of parents/carers had a higher level of agreement than the pupil.

Differences by subgroup (wave 3)

Pupil's age

KS5 pupils were more likely to 'agree' or 'strongly agree' that they knew what kinds of skills and qualifications they needed (82%), compared with KS4 pupils (73%) and KS3 pupils (63%).

There were differences between parents/carers of pupils in individual year groups. Parents/carers of Year 7 pupils were less likely to 'agree' or 'strongly agree' with the

statement (67%), compared with parents/carers of pupils in Year 11 (78%) and Year 13 (77%).

Disadvantage

Parents/carers of pupils in the least deprived IDACI quintile were more likely to 'agree' or 'strongly agree' with the statement, compared with parents/carers of pupils in the second quintile (80%, compared with 70%).

SEN

Pupils with SEN were less likely to 'agree' or 'strongly agree' that they knew what kinds of skills and qualifications they needed, compared with pupils without SEN (53%, compared with 72%).

Ethnicity

Asian/Asian British pupils were more likely to 'agree' or 'strongly agree' with the statement than White pupils (77%, compared with 67%).

Region

Pupils in the North were less likely to 'disagree' or 'strongly disagree' with the statement (4%), compared with pupils in the Midlands (9%), or South (10%). For comparison, 7% of pupils in London 'disagreed' or 'strongly disagreed' with the statement.

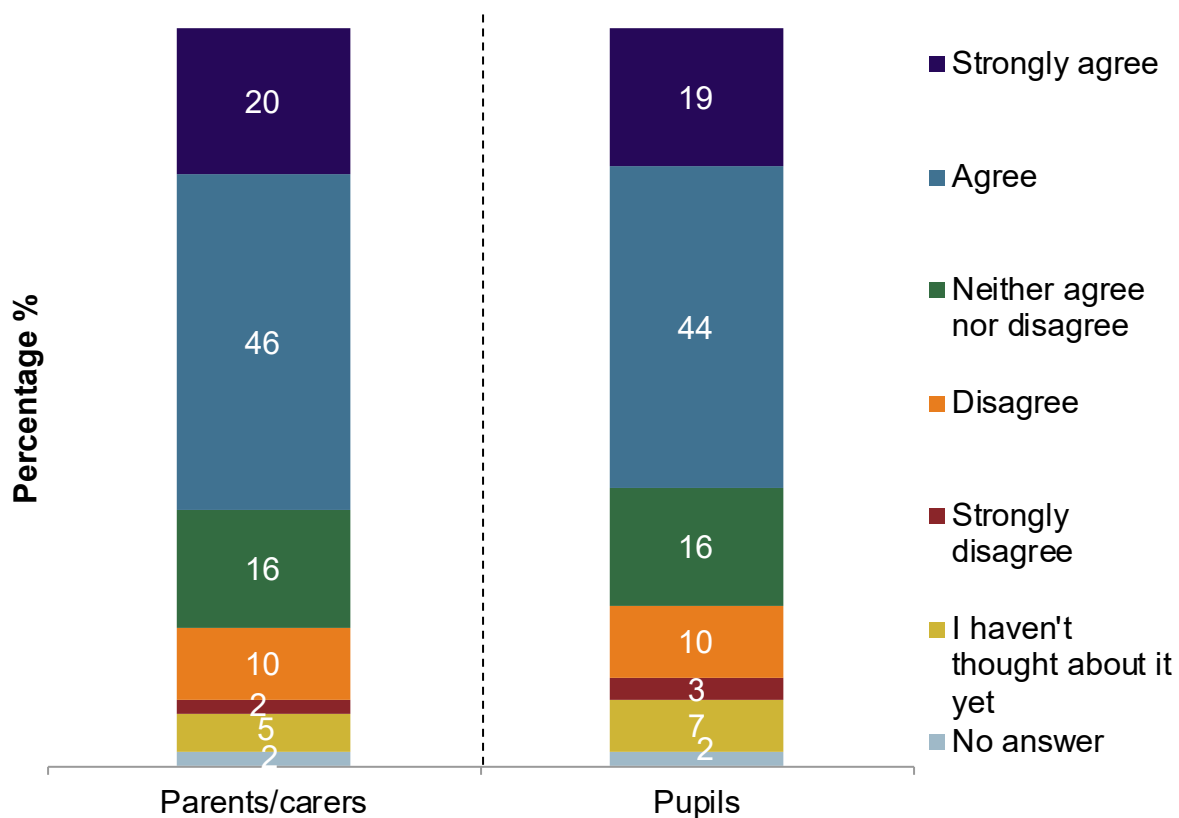
There were no differences found by gender.

Do parents/carers and pupils know where to find information about the skills and qualifications needed for the pupil's future job/career?

At wave 3, both pupils and parents/carers were asked 'How much do you agree or disagree that "I know where I would be able to get more information about the skills and qualifications I/my child need(s) for my/their future job/career"?''

Pupils and parents/carers again gave very similar responses. Around two-thirds of each group 'agreed' or 'strongly agreed' that they knew where they would be able to get more information (63% of pupils, and 66% of parents/carers), as shown in Figure 37.

Figure 37 Whether parents/carers and pupils agree that they know where to find information about the skills and qualifications needed for the pupil's future job/career



Base: paired parents/carers (1,504); paired pupils (1,504)

Paired response

In less than half of cases (42%), the pupil and their parent/carer gave the same response as to whether they agreed that they knew where they would be able to get more information. Where the responses differed:

- 28% of pupils had a higher level of agreement than their parent/carer that they knew where they would be able to get more information
- 30% of parents/carers had a higher level of agreement than the pupil.

Differences by subgroup

Pupil's age

KS3 pupils were less likely to 'agree' or 'strongly agree' that they knew where to find information (59%), compared with KS4 pupils (66%) and KS5 pupils (71%).

Parents/carers of KS4 pupils (70%) were more likely to 'agree' or 'strongly agree' that they knew where to find information, than those of KS3 pupils (64%). For comparison, 65% of parents/carers of KS5 pupils 'agreed' or 'strongly agreed', this was not significantly different to parents/carers of KS3 or KS4 pupils.

Disadvantage

Pupils in the fourth IDACI quintile were more likely to 'strongly agree' with the statement, compared pupils in the first quintile (27%, compared with 15%).

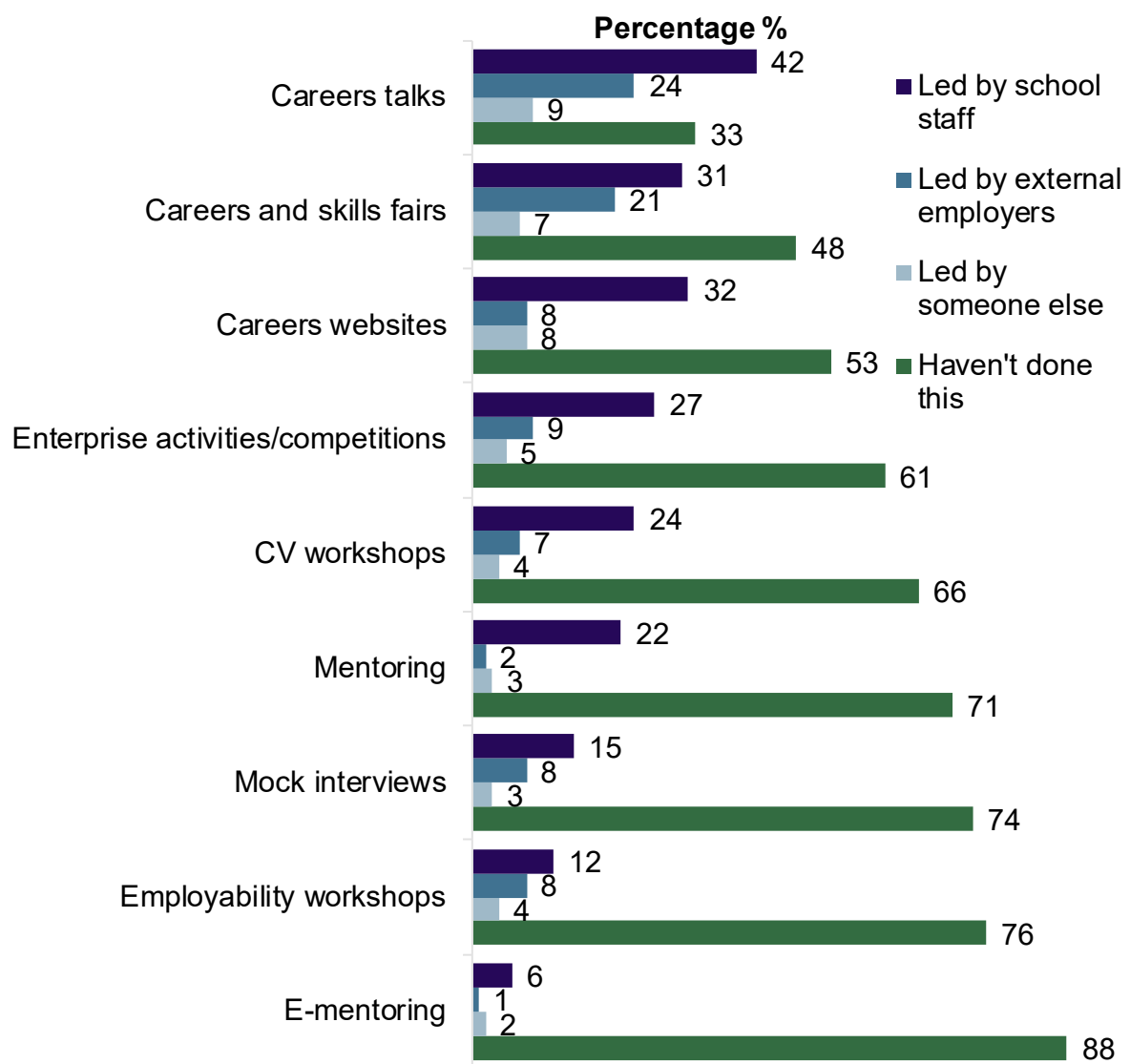
There were no differences found by gender, SEN, ethnicity or region.

What kinds of careers support have pupils had at school?

Pupils were asked 'Which of the following have you done or attended at school in the past year? For each, please say if it was led by staff at school, an external employer or someone else'. They were presented with a pre-coded list of activities (as shown in Figure 38) and asked to choose all answers that applied to them. Findings are based on all pupils who responded to the survey (both paired and unpaired).

Pupils were most likely to say that they had attended careers talks (65%), followed by careers and skills fairs (50%), and careers websites (45%). The majority of pupils (71%) said that they had attended at least one activity led by staff at school, while 41% said they had attended an activity led by an external employer, and 26% an activity led by someone else.

Figure 38 Kinds of careers support that pupils had at school



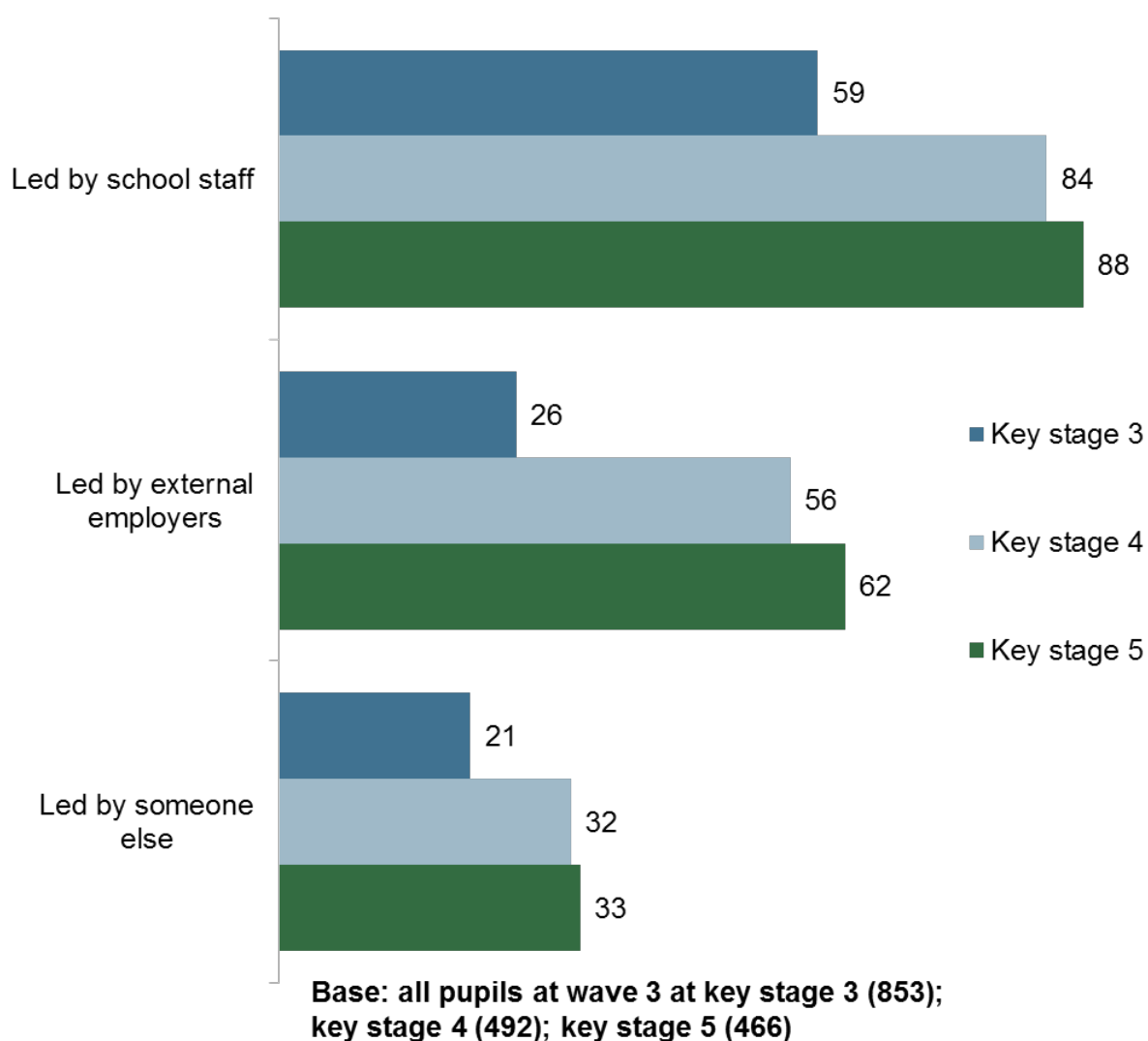
Base: all pupils (1,818)

Differences by subgroup

Pupil's age

KS3 pupils were less likely to have had most of the different types of support, compared with KS4 and KS5 pupils. For example, 31% of KS3 pupils said that they had attended a careers talk led by school staff, compared with 54% of KS4 pupils and 59% of KS5 pupils. Figure 39 summarises the proportion of pupils across KS3, KS4 and KS5 who have received any type of support led by either school staff, external employers, or someone else, for example, 59% of KS3 pupils had received any type of support led by school staff (compared with 84% of KS4, and 88% of KS5 pupils).

Figure 39 Careers support that pupils had at school, by key stage and activity leader



Disadvantage

Pupils who are FSM eligible were less likely to have attended careers and skills fairs led by external employers (13%, compared with 23% of non-eligible pupils), but were more

likely to have attended certain types of activities run by someone else: careers websites (16%, compared with 7%) and CV workshops (8%, compared with 3%).

SEN

Pupils with SEN were less likely to say that they had attended certain types of activity, compared with pupils without SEN: careers/skills fairs led by school staff (25%, compared with 35%), careers talks led by external employers (11%, compared with 26%), careers websites led by school staff (22%, compared with 35%), mock interviews led by external employers (3%, compared with 10%), employability workshops led by external employers (3%, compared with 9%) and enterprise activities/competitions led by external employers (4%, compared with 10%).

Ethnicity

Asian/Asian British pupils were more likely than White pupils to say that they had attended a number of activities led by school staff: careers talks (60%, compared with 41%), careers/skills fairs (42%, compared with 29%), careers websites (39%, compared with 31%) and mock interviews (21%, compared with 15%).

In addition, White pupils (23%) were less likely than Asian/Asian British pupils (42%) and Black/African/Caribbean/Black British pupils (34%) to say that they had attended enterprise activities/competitions led by school staff. Black/African/Caribbean/Black British pupils were more likely to say they had received mentoring support led by school staff (38%), compared with White pupils (21%) and Asian/Asian British pupils (25%).

Region

Pupils in London were more likely to say that they had attended various activities, compared with pupils in other regions:

- Enterprise activities/competitions, led by school staff (34%, compared with 26% of pupils outside London), and led by external employers (14%, compared with 9%)
- CV workshops, led by external employers (12%, compared with 6% in other regions), and led by someone else (7%, compared with 3%)
- Employability workshops, led by external employers (11%, compared with 6% in the North), and led by someone else (7%, compared with 4% outside London)

Pupils in the South were more likely to have attended careers/skills fairs led by someone else (10%, compared with 5% of pupils in other regions).

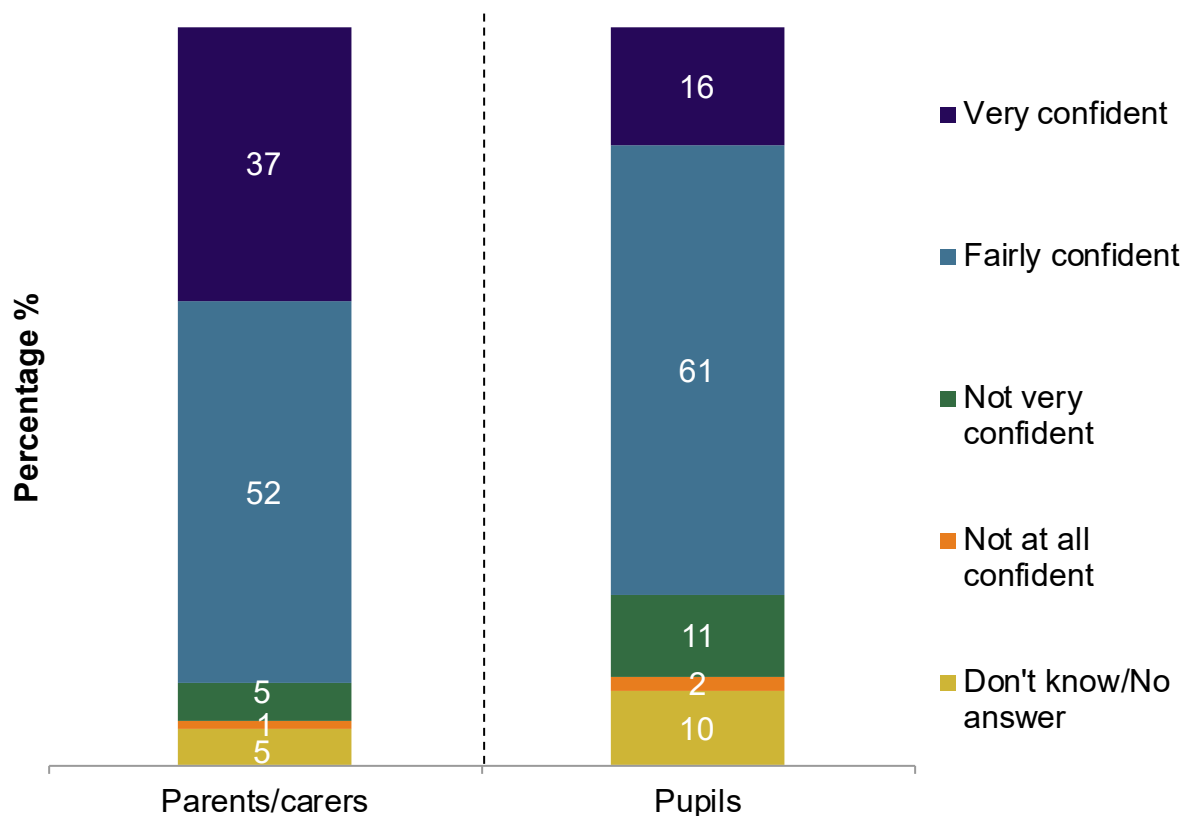
There were no differences found by gender.

How confident are parents/carers and pupils that the pupil will achieve their career goals?

At wave 3, both pupils and parents/carers were asked 'How confident are you that you/your child will achieve your/their career goals?' The single response options provided are shown in Figure 40.

Parents/carers were more confident in their child's ability to achieve their career goals than pupils themselves. The difference is most pronounced in terms of the proportions that were 'very confident' (37% of parents/carers, compared with 16% of pupils).

Figure 40 How confident parents/carers and pupils are that the pupil will achieve their career goals



Base: paired parents/carers (1,504); paired pupils (1,504)

Paired response

In around half of cases (53%), the pupil and their parent/carer were equally confident in the pupil's ability to achieve their career goals. However, where the responses differed:

- 11% of pupils expressed greater confidence than their parent/carer
- 36% of parents/carers expressed greater confidence than the pupil.

Differences by subgroup (wave 3)

Pupil's age

There were no coherent patterns by age, although there were specific differences between individual year groups, as highlighted below.

Year 8 and Year 11 pupils were more likely to say they were 'very confident' or 'fairly confident' (83% and 84%, respectively) that they would achieve their career goals, compared with pupils in Year 9 (73%), Year 10 (70%), Year 12 (72%), and Year 13 (71%). Pupils in Year 7 (80%) were also more likely to say they were 'very confident' or 'fairly confident', compared with pupils in Years 10 and 13.

There were also differences by year group among parents/carers. Parents/carers of Year 8 and Year 11 pupils were more likely to say they were 'very confident' or 'fairly confident' (94% and 92%, respectively) that their child would achieve their career goals, compared with parents/carers of pupils in Years 9, 10 and 12 (all 85%).

Gender

Girls were more likely than boys to say that they were 'not very confident' or 'not at all confident' (16%, compared with 10%).

By contrast, parents/carers of male pupils were more likely than parents/carers of female pupils to say that they were 'not very confident' or 'not at all confident' (8%, compared with 5%). Parents/carers of female pupils were more likely to say that they were 'very confident' (42%), compared with parents/carers of male pupils (32%).

Disadvantage

Pupils who are eligible for FSM were less likely to be 'very confident' or 'fairly confident' (68%), compared with pupils not eligible for FSM (78%).

SEN

Pupils with SEN were less likely to be 'very confident' or 'fairly confident' (68%), compared with pupils without SEN (79%). Similarly, parents/carers of pupils with SEN (72%) were less likely to be 'very confident' or 'fairly confident', compared with parents/carers of pupils without SEN (91%).

Ethnicity

Black/African/Caribbean/Black British pupils were more likely to be 'very confident' (30%), compared with White pupils (16%) and Asian/Asian British pupils (13%). Similarly, parents/carers of Black/African/Caribbean/Black British pupils were more likely to be

'very confident' (67%), compared with parents/carers of White pupils (35%) and Asian/Asian British pupils (30%).

There were no differences found by region.

Chapter 7 – Preparing for life after school

In this chapter we examine how well pupils think Personal, Social, Health and Economic education lessons are taught, and if they are helpful in preparing them for adulthood. We also look at whether parents/carers and pupils think pupils are being prepared well for adult life, and whether they agree that doing well in school will affect their later life.

Background

Personal, Social, Health and Economic (PSHE) education, sometimes referred to as Personal and Social Education (PSE) in schools can encompass many areas of study, including knowledge and skills that pupils need to manage their lives, keep themselves healthy and safe, and prepare them for life and work in modern Britain. The Children and Social Work Act 2017 requires the Secretary of State to make Relationships Education mandatory in all primary schools, and Relationships and Sex Education mandatory in all secondary schools through regulations. The Act also provides for a power to make PSHE, or elements therein, mandatory in all schools, subject to careful consideration.³⁵

In this survey, questions on the perceived usefulness of current PSHE lessons, including sex and relationship education were asked to pupils.

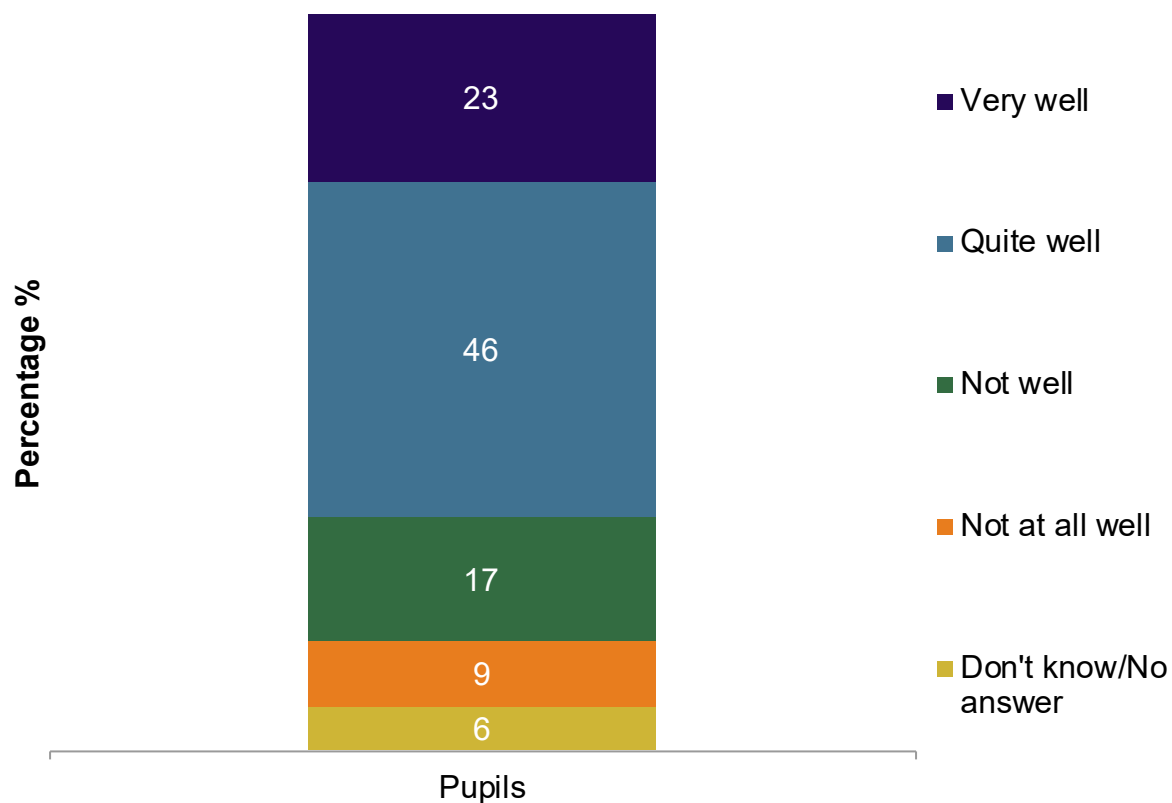
How well do pupils think school teaches PSHE topics, including relationships and sex education?

Pupils were asked ‘How well do you think your school teaches PSHE/PSE topics in class? These topics might include sex education, relationships, drugs and alcohol, or online safety.’ The single response options provided are shown in Figure 41. Findings are based on all pupils who responded to the survey (both paired and unpaired).

More than two-thirds of pupils (69%) said their school teaches PSHE/PSE topics ‘very well’ or ‘quite well’, while a quarter (26%) said that these subjects are taught ‘not well’ or ‘not at all well’.

³⁵Department for Education, 2017. Policy statement: Relationships education, relationships and sex education, and personal, social, health and economic education. Can be found at: https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/595828/170301_Policy_statement_PSHEv2.pdf

Figure 41 How well the pupil thinks their school teaches PSHE/PSE topics in class



Base: all pupils (1,818)

Differences by subgroup

Pupil's age

Younger pupils were more positive about the teaching of PSHE/PSE. Key stage 3 (KS3) pupils were more likely to say PSHE/PSE topics were taught 'very well' or 'quite well' (76%), compared with KS4 (64%) and KS5 pupils (54%). The same pattern can be seen in the proportions that said these topics were taught 'not well' or 'not at all well': 17% of KS3 pupils, 33% of KS4 pupils and 41% of KS5 pupils.

SEN

Pupils with special educational needs (SEN) were less likely to say that their school teaches PSHE/PSE topics 'not well' or 'not at all well' (16%), compared with pupils without SEN (27%).

Ethnicity

Asian/Asian British pupils were more likely to say PSHE/PSE topics were taught 'very well' or 'quite well' (76%), compared with White pupils (68%). Conversely, White pupils were more likely to say these topics were taught 'not well' or 'not at all well' (27% compared with 17% of Asian/Asian British pupils).

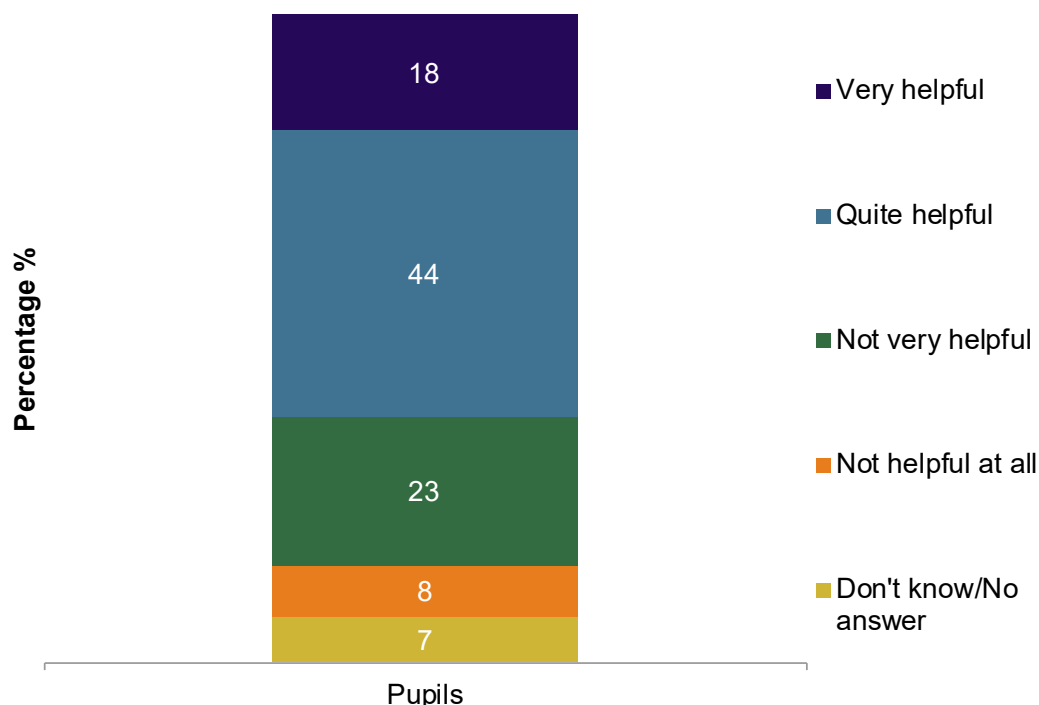
There were no differences found by gender, disadvantage or region.

How helpful do pupils think the PSHE topics they are taught, including relationships and sex education are, in preparing them for adulthood?

Pupils were asked 'Thinking about what your school teaches you in PSHE/PSE topics, how helpful do you think this is in preparing you for adulthood?' The single response options provided are shown in Figure 42. Findings are based on all pupils who responded to the survey (both paired and unpaired).

Just under two-thirds of pupils (62%) said that their school's teaching of PSHE/PSE is 'very helpful' or 'quite helpful' in preparing them for adulthood, while around a third (31%) said it was 'not very helpful' or 'not at all helpful'.

Figure 42 How helpful the pupil thinks the topics taught in PSHE/PSE are in preparing them for adulthood



Base: all pupils (1,818)

Differences by subgroup (wave 3)

Pupil's age

Younger pupils were again more positive about how helpful they found the PSHE/PSE topics they are taught. KS3 pupils were more likely to say that the teaching of PSHE/PSE topics was 'very helpful' or 'quite helpful' (72%), compared with KS4 (56%) and KS5 pupils (44%). The same pattern can be seen in the proportions that said it was 'not very helpful' or 'not at all helpful': 21% of KS3 pupils, 39% of KS4 pupils and 49% of KS5 pupils.

Disadvantage

No significant differences were found when comparing eligibility for free school meals (FSM). However, pupils in the fourth Income Deprivation Affecting Children Index (IDACI) quintile were more likely to say the topics taught in PSHE/PSE were 'very helpful' or 'quite helpful' in preparing them for adult life (24%), compared with those in the second quintile (16%).

Ethnicity

Asian/Asian British pupils were more likely to say the topics taught in PSHE/PSE were 'very helpful' or 'quite helpful' (73%), compared with White pupils (62%).

There were no differences found by gender, SEN or region.

How well do parents/carers and pupils think staff at school are preparing the pupil for adult life?

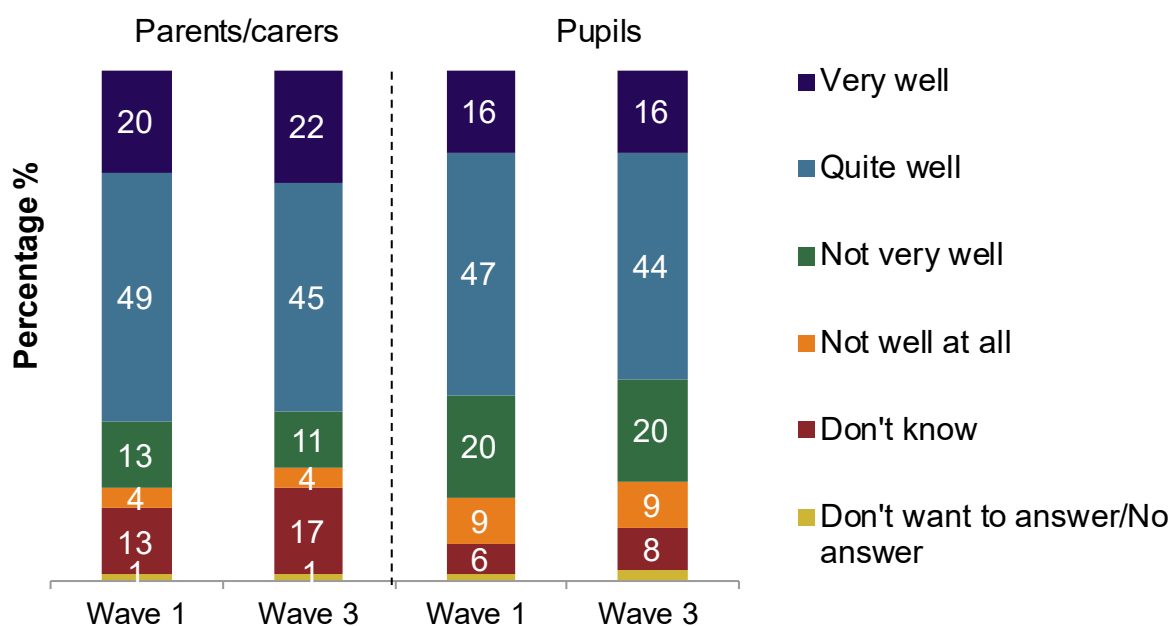
At wave 1 and wave 3, pupils were asked, 'How well do you feel that teachers and other staff are preparing you for adult life when you leave school/college/training?'

Parents/carers were asked a similar question: 'Overall, how well are teachers and other staff preparing your child for adult life when you leave school/college or training?' The single response options provided are shown in Figure 43.

Parents/carers were slightly more positive on this issue than pupils. Two-thirds of parents/carers (67%) said that teachers and other school staff were preparing their child 'very well' or 'quite well' for adult life, while 60% of pupils expressed the same view about their own preparation for adult life. Pupils were twice as likely as parents/carers to say that teachers and other staff were preparing them 'not very well' or 'not well at all' (29%, compared with 15%).

As shown in Figure 43, findings have remained very similar between wave 1 and wave 3 for both pupils and parents/carers.

Figure 43 How well do parents/carers and pupils think the staff at school are preparing the pupil for adult life



Base: paired parents/carers at wave 1 (1,723); paired parents/carers at wave 3 (1,504); paired pupils at wave 1 (1,723); paired pupils at wave 3 (1,504)

Paired response

In around half of cases (47%), the pupil and their parent/carer expressed the same view. In 37% of cases, parents/carers expressed a more positive view than the pupil; in 16% of cases, pupils were more positive than their parent/carer.

Differences by subgroup (wave 3)

Pupil's age

KS3 pupils were more likely to say that teachers and other school staff were preparing them 'very well' or 'quite well' for adult life (62%), compared with KS5 pupils (55%). The difference can also be seen in relation to the proportion saying they were being prepared 'very well' (20% of KS3 pupils, compared with 12% of KS4 and 11% of KS5 pupils).

A similar pattern can be seen among parents/carers. Parents/carers of KS3 pupils were less likely to say staff were preparing their child 'not very well' or 'not well at all' (12%), compared with parents/carers of KS4 and KS5 pupils (20% and 19%, respectively).

Gender

Boys were more likely than girls to say that teachers and other school staff were preparing them 'very well' or 'quite well' for adult life (64%, compared with 57%).

Disadvantage

Pupils in the second IDACI quintile (69%) were more likely to say that staff were preparing them 'very well' or 'quite well' for adult life, compared with pupils in the third and fourth quintiles (57% and 59%, respectively). For comparison, 61% of pupils in the first quintile; and 60% in the fifth said 'very well' or 'quite well'.

SEN

Parents of pupils with SEN were less likely to say that staff were preparing their child 'very well' for adult life, compared with parents/carers of pupils without SEN (14%, compared with 23%).

Ethnicity

Asian/Asian British pupils were more likely to say that staff were preparing them 'very well' or 'quite well' for adult life (71%), compared with White pupils (59%).

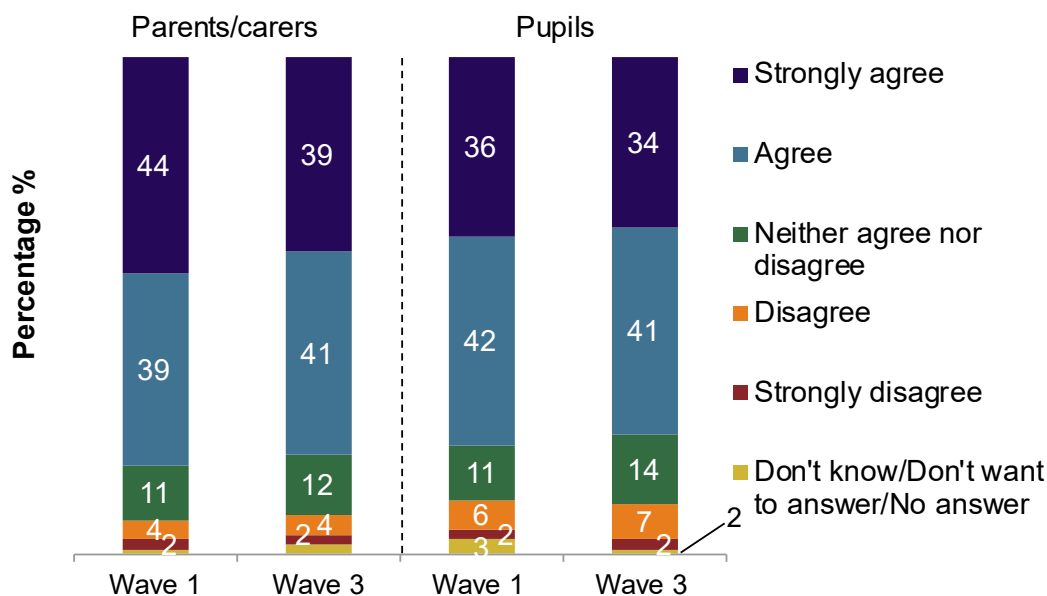
There were no differences found by region.

How much do parents/carers and pupils agree that ‘how well the pupil does at school affects how they get on in life’?

At wave 1 and wave 3, pupils and parents/carers were asked, ‘How much do you agree or disagree that “How well I/my child do/does at school will affect how well I/they get on in life”?’

Parents/carers were slightly more likely than pupils to agree with this statement, as shown in Figure 44. Four in five parents/carers (80%) ‘agreed’ or ‘strongly agreed’, compared with three in four pupils (75%). For both groups, the proportion that ‘agreed’ or ‘strongly agreed’ was slightly lower at wave 3 than at wave 1: 75% compared with 78% among pupils, and 80% compared with 83% among parents/carers.

Figure 44 Whether parents/carers and pupils agree that how well the pupil does at school will affect how well they get on in life



Base: paired parents/carers at wave 1 (1,723); paired parents/carers at wave 3 (1,504); paired pupils at wave 1 (1,723); paired pupils at wave 3 (1,504)

Paired response

In less than half of cases (43%), the pupil and their parent/carer expressed the same view. In 32% of cases, parents/carers expressed a stronger level of agreement than the pupil; in 25% of cases, pupils expressed stronger agreement than their parent/carer.

Differences by subgroup (wave 3)

Pupil's age

KS3 pupils were more likely to 'agree' or 'strongly agree' that how well they do at school will affect how well they get on in life (80%), compared with KS4 (70%), and KS5 pupils (68%).

Similarly, parents/carers of KS3 pupils were more likely to 'strongly agree' with the statement (43%), compared with parents/carers of pupils at KS4 (35%), or KS5 (36%).

Disadvantage

Parents/carers of pupils eligible for FSM were more likely to 'strongly agree' that how well they do at school will affect how well they get on in life, compared with parents/carers of non-eligible pupils (52%, compared with 38%).

Ethnicity

Black/African/Caribbean/Black British pupils and Asian/Asian British pupils were more likely to 'strongly agree' with the statement (51% and 43%, respectively), compared with White pupils (32%).

Similarly, parents/carers of Black/African/Caribbean/Black British pupils and Asian/Asian British pupils were more likely to 'strongly agree' with the statement (55% and 51%, respectively), compared with parents/carers of White pupils (36%).

There were no differences found by gender, SEN or region.

Appendix 1: Technical details

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

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

Methodology overview

This third wave of the Pupil-Parent/Carer Omnibus surveyed a nationally representative sample of young people at secondary schools in England. A postal drive online approach was used, with the National Pupil Database (NPD) as a sampling frame. All pupils invited to take part in the research were at state-funded schools. The same approach was used at waves 1 and 2.

The survey was mixed mode self-completion, using Computer Assisted Web Interviewing (CAWI) and Paper and Pencil Interviewing (PAPI). In the initial mailing and first reminder respondents were driven online via a letter including a web-link. The second reminder also included a paper version of the questionnaire.

As at waves 1 and 2, the survey aimed to achieve 1,500 completed linked questionnaires with pupils and their parent/carers (3,000 questionnaires in total). At wave 1, this target was surpassed, and 1,723 interviews were achieved. As a result the initial mail-out was reduced at the second wave, to a sample size of 7,000 instead of 8,000. At wave 2, the target was also surpassed, and 1,595 paired interviews were achieved overall. The initial mailout at wave 3 was 7,252 and 1,504 paired interviews were achieved for analysis.

In contrast to waves 1 and 2, in wave 3 the Department for Education (DfE) opted to also include unpaired interviews in the analysis. A total of 1,725 parent interviews and 1,818 pupil interviews were achieved.

Sampling

Sampling frame

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

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

- Secondary – including middle deemed secondary schools and academies, and City Technology Colleges

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

The NPD does not cover all pupils in England, and as a consequence pupils not educated in state schools were excluded from the study. This would include:

- Home educated
- Independent schools
- Further Education or Sixth Form colleges (which applies to Year 12 and Year 13 only).

The latest available version of the NPD was used (the autumn 2016/2017 extract). The stages involved in receiving and using the NPD information are detailed below.

1. DfE provided a de-sensitised dataset with Pupil Matching References (PMR) and the characteristics data used to sample. Kantar Public used this to draw a sample for the survey
2. Kantar Public returned the sampled PMRs to DfE, who provided contact details to invite respondents to participate in the survey. Kantar Public then deleted all other information held
3. At the end of the survey, Kantar Public requested consent to link responses back to the NPD. Kantar Public sent DfE a list of PMRs for those that consented, to re-obtain their characteristic and attainment data.

Sample selection

The sample frame was cleaned prior to the selection of the sample. Pupils that were not in secondary education (defined as school Year 7 to 13) were deleted.

Duplicate cases (as identified by their Anonymised Pupil Matching Reference) were then identified and de-duplicated at random. These accounted for 0.1% of the population.

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

- Gender
- Age in years (at the start of the school year)
- Local authority
- Major ethnic group
- Eligibility for Free School Meals (FSM)
- Provision types under the SEN Code of Practice
- IDACI (Income Deprivation Affecting Children Indices) rank.

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

Table 6 Sample selection by year group

Year	Population	Sample selected for original issue	Sample selected for reserve
7	583,304	1,036	1,036
8	572,621	1,036	1,036
9	556,531	1,036	1,036
10	538,294	1,036	1,036
11	539,516	1,036	1,036
12	237,435	1,036	1,036
13	200,492	1,036	1,036

Questionnaire

DfE sent Kantar Public provisional questions and then worked with Kantar Public to develop the questionnaires.

The questionnaires covered a number of topics, including:

- Pupils' attendance at school and reasons for non-attendance
- Mental health
- The National Citizens Service (NCS)
- Foreign language GCSEs
- GCSE and other educational reforms
- Careers guidance and advice
- Preparing pupils for the future.

A number of questions were included on both the parent/carers and pupil questionnaires, which allows analysis of the differences in response between the pupils and their own parent/carers. These are described in the report as 'paired responses'.

Both questionnaires were cognitively tested by trained Kantar Public researchers. Kantar Public conducted ten interviews with pupils and one of their parents/carers, each lasting around one hour in total, per pair. Cognitive interviews were completed with pupils of a spread of ages (11 to 17 years). Interviews were conducted over the telephone and participants were given an incentive to thank them for their time.

Fieldwork

Fieldwork began on July 11th 2017, and closed on August 30th 2017. It took place over the following three stages:

Stage 1

Kantar Public set up two survey websites: one for pupils; and one for their parent/carer to access the CAWI survey via a secure log-in.

Kantar Public sent an invitation to the 'parent/carer of [named child]', introducing the survey and inviting them to take part online. This letter included details of the study, a username and password, and instructions on how to log in to the survey website.

The study was branded as 'Have Your Say,' and the invitation explained that the survey was being conducted on behalf of the Department for Education. Kantar Public also told respondents that their details had been selected from a database held by DfE.

The envelope included a letter to pass on to the named child, if the parent/carer consented to the pupil taking part. The letter stressed the importance of both the pupil and their parent/carer taking part.

Stage 2

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

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

Stage 3

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

Response Rates

Response rates by mail out

In total, 1,732 interviews with parents/carers and 1,834 interviews with pupils were achieved. However, the final reporting figure was 1,504 for paired interviews; 1,725 for parent/carer interviews (included unpaired responses); and 1,818 for pupil interviews (including unpaired responses), after data cleaning.

The response rates achieved in this study are shown below.

Table 7 Response rates for wave 3

Based on:	Interviews achieved	Response Rate*
All paired interviews in final reporting figures	1,504	21%
All paired interviews achieved before data cleaning	1,521	21%
All pupil interviews in final reporting figures	1,818	25%
All pupil interviews achieved before data cleaning	1,834	25%
All parent interviews in final reporting figures	1,725	24%
All parent interviews achieved before data cleaning	1,732	24%

*Based on the 7,252 selected sample

The response rates achieved at each mailout are shown in Table 8 overleaf. These figures are based on the total of interviews post-data cleaning.

Table 8 Response rates by mailout

		Size of mail out	Interviews achieved	Response rate
Paired Parents/carers	First Mail out	7,252	432	6%
	Second Mail out	6,794	361	5%
	Third Mail out	6,404	711	11%
Paired Pupils	First Mail out	7,252	476	7%
	Second Mail out	6,632	327	5%
	Third Mail out	6,255	701	11%
Parents/carers only	First Mail out	7,252	500	7%
	Second Mail out	6,794	442	7%
	Third Mail out	6,404	783	12%
Pupils only	First Mail out	7,252	645	9%
	Second Mail out	6,632	435	7%
	Third Mail out	6,255	738	12%

Subgroup and mode breakdown

The response rates achieved across the different subgroups are shown in Table 9. These categories are based on pupil characteristics, and 'don't know' or 'prefer not to say' options are not included. Please note these figures are based only on the total of interviews post-data cleaning.

The unweighted profile of respondents who completed the survey is shown in Table 10, split by the mode they used.

Table 9 Response rates for each subgroup - Paired

		Size of mail out	Interviews achieved - Paired	Response rate*	Interviews achieved – Parent/ carer only	Response rate*	Interviews achieved – Pupil only	Response rate*
Pupil gender	Female	3611	813	23%	911	25%	1024	28%
	Male	3641	683	22%	805	22%	784	22%
School year	Year 7	1036	249	24%	280	27%	299	29%
	Year 8	1036	241	23%	268	26%	276	27%
	Year 9	1036	228	22%	251	24%	278	27%
	Year 10	1036	216	21%	244	24%	258	25%
	Year 11	1036	191	18%	221	21%	234	23%
	Year 12	1036	175	17%	204	20%	235	23%
	Year 13	1036	199	19%	250	24%	231	22%
FSM eligible	No	6358	1376	22%	1562	25%	1478	23%
	Yes	894	109	12%	129	14%	125	14%
Major ethnic group	White	5380	1128	21%	1287	24%	1329	25%
	Non-white	1657	348	21%	401	24%	453	27%
SEN provision **	Yes	963	115	12%	116	12%	118	12%
	No	6289	930	15%	936	15%	1045	17%

*Based on the 7,252 selected sample

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

Table 10 Number of completed surveys for each subgroup, by mode

		Paired Pupil		Paired Parent/carers		All Pupils		All Parent/carers	
		CAWI	PAPI	CAWI	PAPI	CAWI	PAPI	CAWI	PAPI
Pupil gender	Female	499	314	486	327	704	320	568	343
	Male	407	276	418	265	506	278	519	286
School year	Year 7	143	106	142	107	193	106	170	110
	Year 8	162	79	160	81	196	80	182	86
	Year 9	147	81	155	73	194	84	174	77
	Year 10	139	77	133	83	179	79	156	88
	Year 11	107	84	105	86	150	84	128	93
	Year 12	102	73	101	74	160	75	128	76
	Year 13	108	91	108	91	140	91	148	102
FSM eligible	No	840	536	834	542	942	536	991	571
	Yes	62	47	65	44	77	48	80	49
Major ethnic group	White	673	455	669	459	868	461	802	485
	Non-white	223	125	223	125	326	127	269	132
SEN provision	Yes	84	31	85	30	87	32	86	30
	No	709	221	672	258	823	222	677	259

Data processing

Cleaning

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

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

- Gender
- School year
- Major ethnic group
- Eligibility for Free School Meals
- Provision types under the SEN Code of Practice
- IDACI (Income Deprivation Affecting Children Indices) rank.

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

Removing respondents

At the start of the survey pupils were asked if their parent/carer was happy for them to take part in the survey. Parents/carers were also asked if they were happy for their child to take part. In accordance with MRS guidelines, interviews for pupils under the age of 16 were only included if their parent/carer had said they were happy for their child to take part. Where there was no corresponding parent/carer interview (for unpaired pupil interviews), interviews for pupils under the age of 16 were only included if the pupil had coded that their parent/carer was happy for them to take part, and named the parent/carer who had provided consent. One such interview was removed where there was no indication of parental consent.

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

A small number of respondents (seven pupils and three parents/carers) were excluded from the results for completing the online survey too quickly.

Weighting

The survey data was weighted to correct for design and non-response bias. The inclusion of unpaired interviews meant that three sets of weights were created: one for paired interviews, one for all pupil interviews, and one for all parent/carer interviews. Weighting was based on characteristics of the pupils only, as NPD does not include characteristics of parents.

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

- Gender
- Region
- School year
- Local authority
- Major ethnic group
- Eligibility for Free School Meals.

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

The weighting targets are shown in Table 11.

Table 11 Weighting targets

		Target	%
Pupil gender	Female	1590751	49.3
	Male	1637442	50.7
School year	Year 7	583304	18.1
	Year 8	572621	17.7
	Year 9	556531	17.2
	Year 10	538294	16.7
	Year 11	539516	16.7
	Year 12	237435	7.4
	Year 13	200492	6.2
FSM Eligible	No	2793583	86.5
	Yes	434610	13.5
Major ethnic group	White	2466063	76.4
	Non-white	762130	22.5
Region	East Midlands	281381	8.7
	East of England	367112	11.4
	London	504367	15.6
	North East	150319	4.7
	North West	421808	13.1
	South East	508345	15.7
	South West	306071	9.5
	West Midlands	359501	11.1
	Yorkshire and The Humber	321195	9.9

Weighting the sample to compensate for the design of the study and for non-response reduces the precision of survey estimates. A design effect is an adjustment made to find a survey sample size, due to a sampling method. At the overall level, the mean design effect for paired interviews is 1.14; for parent only interviews 1.14; and for pupil only interviews 1.18.

Appendix 2 – Main reason parents would not like their child to take part in NCS

Parents/carers who said they ‘probably’ or ‘definitely’ would not like their child to take part in NCS in future were asked “What is the main reason you would not like your child to take part in the National Citizen Service (NCS)?” They were able to select from the pre-coded list included in chapter 3. In the online version of the questionnaire parents/carers were able to type in any ‘other’ responses. These are listed in Table 12 below.

Table 12 Free-text reasons parents/carers would not like their child to take part in NCS in future

Already has hobbies that take up a lot of his time
Autism
Daughter decided she did not want to take part for a variety of reasons
Daughter may be leaving school
Doesn't suit his needs
Finishes school next year
[Name] has his Gold Duke of Edinburgh Award
He already does volunteer work and it's his choice
Health issues
I don't do abstract education
In applying for vet med a huge amount of work experience is required for uni. This is the priority
Mental health issues
Mental health issues
[Name] has significant outside interests that take up her time
Not her kind of thing
Not interested
Now doing work experience
Of dubious benefit
Other commitments
Other interests outside of school
Partakes in volunteering work
She has already done it in 2015
She may have considered it at an earlier stage but now is busy planning to go to university
Son is not interested
They already do a diverse range of out of school activities
They are not interested
They didn't like the sound of it
This is not the type of activities/ environment she feels comfortable in
Too far from home
Too old as going to uni but my younger daughter is hoping to take part next year



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Any enquiries regarding this publication should be sent to us at:

omnibus.surveys@education.gov.uk

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