Young People Omnibus 2010 (Wave 16)

A research study among 11-16 year olds on behalf of the Sutton Trust

January-April 2010

Legal notice

Contents

Introduction

Introduction

This report presents findings from the 2010 Young People Omnibus Survey of secondary school pupils, carried out by the Ipsos MORI Social Research Institute on behalf of the Sutton Trust. The computer tabulations may be found in a separate volume along with further technical details of the study.

Objectives

The survey explored the following, key issues:

- The likelihood that young people will go into higher education when they are old enough to do so (a tracking question);
- Young people's reasons for not going into higher education;
- The impact of increased tuition fees on young people's likelihood of going into higher education;
- Young people's knowledge about getting help with tuition fees;
- Attitudes towards different universities and tuition fees;
- The extent to which young people are taught in sets and streams (a topic originally explored in 2006);
- Whether young people receive private tuition and the subjects studied (a topic previously explored with young people in 2005 and 2009); and
- Young people's reasons for having private tuition.

Methodology

The 2010 survey sample comprised 740 maintained middle and secondary schools in England and Wales, of which 114 schools participated, giving an unadjusted response rate of 15%[1]. The sampling universe included LEA, voluntary aided/controlled and foundation schools, but excluded special schools and sixth form colleges. This sampling frame was stratified by Government Office Region (GORs) and, within each stratum, schools were selected proportional to the size of the school register, thus producing a nationally representative sample of secondary and middle schools.

The age groups included in the survey are 11-16 year olds in curriculum years 7 to 11. Each school was randomly allocated one of these curriculum years, from which Ipsos MORI interviewers selected one class at random to be interviewed. Interviewing was carried out through self-completion questionnaires with the whole class in one classroom period. An Ipsos MORI interviewer was present to explain the survey to pupils, to reassure them about the confidentiality of the survey, to assist them in completing the questionnaire, and to collect completed questionnaires. In classes where four or more children were absent during the self-completion session, up to two follow-up visits were arranged to interview absent pupils.

[1] School closures caused by the snow at the start of 2010, and (as reported by schools) an unusually high volume of requests to participate in research, had an impact on their agreement to become involved in the YPO. As a result, an initial sample of 442 schools needed to be supplemented by a further sample of 298 schools.

Fieldwork for the study was conducted between 11 January and 23 April 2010. Overall, fully completed questionnaires were obtained from 2,700 pupils, an average of 24 pupils per class.

Data are weighted by gender, age and region. The weights were derived from data supplied by the Department for Education and the Welsh Office. The effect of weighting is shown in the sample profile in the Appendices and in the computer tables.

Since 2003, the Sutton Trust has asked questions on the Young People Omnibus. Where relevant, results from previous surveys are provided for comparison.

Acknowledgements

It is clear that schools are increasingly working under great pressure from a number of different sources. They also receive numerous requests to participate in surveys such as this. Consequently, we wish to record our gratitude to the many schools that took part and we are indebted to all pupils and staff who made this survey possible.

Ipsos MORI would also like to thank James Turner at the Sutton Trust for his help and involvement in the project.

Presentation and interpretation of data

When interpreting the findings, it is important to remember that results are based on a sample of the maintained school population, and not the entire population. Consequently, results are subject to sampling tolerances, and not all differences between sub-groups are statistically significant. A guide to statistical significance is included in this document.

In tables where percentages do not add up to 100%, this is due to multiple answers, to computer rounding, or to the exclusion of 'Don't know' or 'No response' categories. Throughout the tables an asterisk (*) denotes a value greater than zero, but less than 0.5%.

Throughout the report, findings from this year's survey are compared to those from 2008. Although the survey was conducted in 2009, it produced a higher than typical proportion of 'not stated' responses, leading to potentially anomalous comparisons. On the charts, the 2009 data is included for interest, but in the text, comparisons are made to the 2008 data to ensure the most accurate tracking of the results.

Publication of data

As with all our studies, these results are subject to our Standard Terms and Conditions of Contract. Any publication of results requires the prior approval of Ipsos MORI. Such approval will only be refused on the grounds of inaccuracy and misrepresentation.

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Summary

Summary

Four in five (80%) young people say they are likely (*very* + *fairly*) to go into higher education, the highest level recorded since the survey began in 2003. The proportion of young people who say they are *unlikely* to go into higher education remains low at 8%, in line with findings from 2008[2].

A preference for doing something practical (45%) and to begin earning money (45%) remain the primary reasons for not going into higher education, but this year there has been a significant increase in the number of pupils claiming that they are not clever enough (38%), that they won't get good enough exam results (31%), that they don't know enough about it (25%) and that they won't go to university because their parents did not go (21%).

An increase in tuition fees to £5,000 a year would result in around one in six (17%) pupils saying they are unlikely to go into further education, rising to almost half (46%) if fees were raised to £10,000 a year[3]. Those with two working parents would be more likely than average to go into higher education despite tuition fee increases.

Around three in five (62%) young people claim to have some knowledge of the financial help available when going into higher education, though one in five (18%) know nothing at all.

Almost three in five (57%) pupils think that having a degree is the most important factor for getting a well-paid job, regardless of which university it is from. Despite this, seven in ten (71%) express an interest in knowing more about what they could earn in the future with degrees in the same subject but from different universities. With this in mind, three in five (60%) think that if different universities requested varying tuition fees for the same course, it would be worth paying a higher tuition fee if it increased their chances of getting a well-paid job in the future.

One third of pupils (32%) say they are taught in streams but two in five (42%) say they don't know whether this applies to them, suggesting a lack of familiarity with the term.

Teaching in sets appears to be far more common, with 94% of pupils saying they are taught in set for at least one of their core subjects of maths, English or science, and 64% saying they are taught in sets for all three. Modern Foreign Languages also seem commonly to be taught in sets (50%) but other subjects less so.

One in five (20%) pupils say they have received private or home tuition at some stage - this is most common among those attending schools in London and those from BME backgrounds. In line with previous years, the most common reasons given for receiving private tuition are for help with a specific exam (47%) and general help with school work (41%).

[2] Throughout the report, findings from this year's survey are compared to those from 2008. Although the survey was conducted in 2009, it produced a higher than typical proportion of 'not stated' responses, leading to potentially anomalous comparisons. On the charts, the 2009 data is included for interest, but in the text, comparisons are made to the 2008 data to ensure the most accurate tracking of the results.

[3] Please note that the questionnaire provided no further information about arrangements for paying off the tuition fees, i.e. through deferred loans. We cannot say, therefore, to what extent young people interpreted this question to mean the payment must be made upfront. However, it is known that young people from lower socio-economic backgrounds tend to be financially 'risk averse' and this includes the accretion of a substantial debt through loans for tuition fees.

Key findings

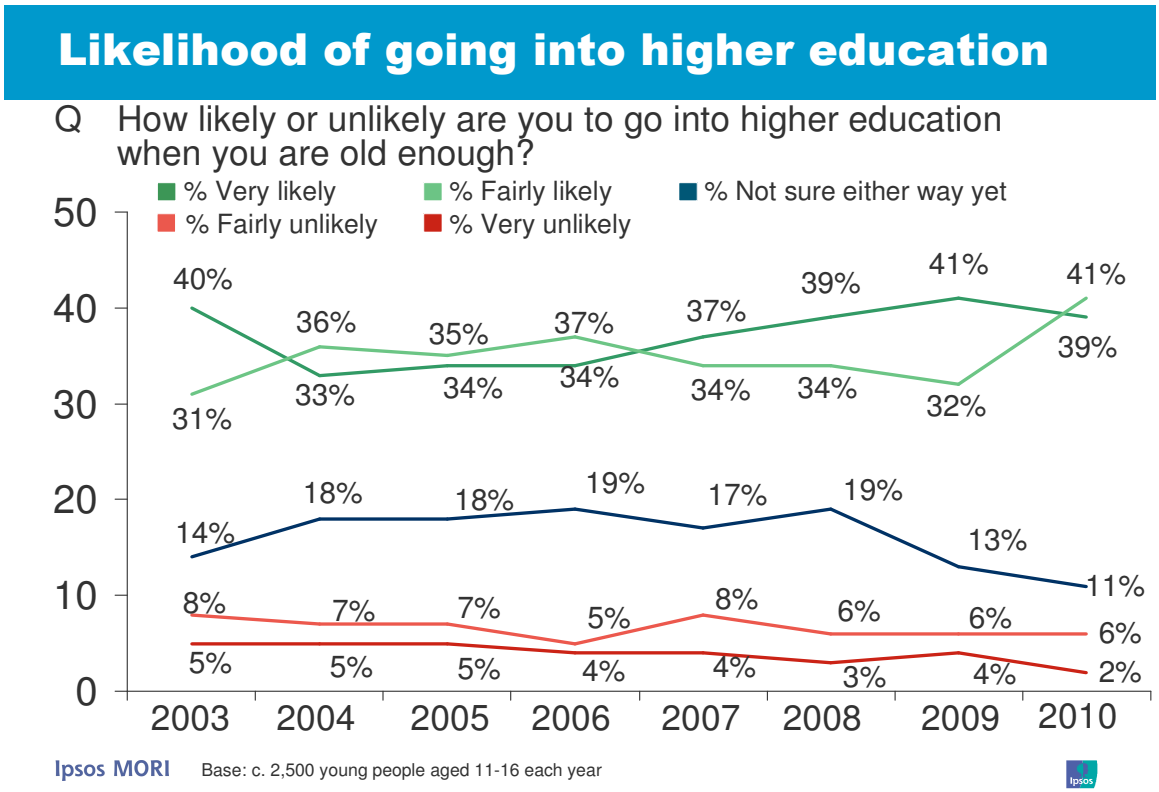
Key findings

Likelihood of going into higher education

Young people's likelihood of going into higher education has increased by seven percentage points since 2008[4], with four in five (80%) 11-16 year olds now saying they are likely to do this. This increase follows the upward trend largely evident since the research began in 2003, but represents the highest single year-on-year increase to date. This has been caused primarily by an increase of those saying they are *fairly likely* to go to into higher education (41% compared with 34% in 2008).

Just seven per cent of young people say they are unlikely to go into higher education, with one in ten (11%) unsure either way.

The chart below shows trend data since 2003 for the proportion of young people saying they are likely or unlikely to go into higher education.



Several demographic factors affect the likelihood of young people going into HE:

- **Gender:** Once again this year, girls more frequently say they are likely to go into higher education than boys (82% and 77% respectively). They are also more likely to say they are *very* likely to go into higher education (42% compared with 36%).
- **Year group**: Pupils in Years 10 and 11, who are close to making (or have made) their post-compulsory education choices, are more likely than younger pupils in Year 7 to say they will continue into higher education (82% each versus 76% respectively). These pupils are also more likely than average to say they are *very* likely to continue

[4] Please see footnote 2.

into higher education (45% and 55% versus 27% respectively). As in previous surveys, Year 7 pupils are most likely to say they are not sure either way yet (15%).

However, it is worth noting that Year 7 and Year 8 respondents in this year's survey will be the first cohorts of young people affected by changes to the school leaving age, having to participate in education or training to age 18 (academic year 2015-16) and 17 (academic year 2013-14) respectively, rather than to age 16 as now. There are some signs that this may be having an impact on younger pupils' thoughts about their future. Compared with 2008, for example, there has been a significant, nine percentage point increase in the proportion of Year 8s who say they are likely to go into higher education (as well as a no-significant, three percentage point increase in the proportion of Year 7s who say the same). Whether this is the start of a trend is something that can be tracked during future waves of the study.

- **Ethnic origin:** Pupils of Black or Asian origin are more likely to say they will go into higher education than white pupils (89% and 90% compared with 79% respectively).
- **Work status of household:** Pupils living in households without a working parent are significantly more likely than average to say they will not be continuing into HE (12% compared with 7% on average) and also more likely to say they are unsure about doing so (16% compared with 11%). Those who live in households where two parents or one parent works more frequently say they are likely to continue into higher education than those in non-working households (81%, 80% and 68% respectively).
- **Region:** Welsh pupils are more likely than the average (11%) to say they are unlikely to continue into higher education.
- **Engagement with school and studying:** Perhaps unsurprisingly, pupils who agree that going to university is *important in helping people to do well in life* are more likely to be planning to go into higher education than those who disagree (84% compared with 68% respectively). This is also true of those who are positive about all aspects of their schooling including those who feel safe at school, enjoy school activities, learn a lot and believe that they are doing well at school. Those who do not enjoy school and feel they are struggling are less likely to want to continue in higher education.

Reasons for not going into higher education

The most frequently given reasons for not wanting to go into higher education are *wanting to do something practical rather than studying from books* (45%) and *wanting to start earning money as soon as possible* (45%). However pupils are less likely to state these reasons now than they were in 2008 (52% and 50% respectively).

Compared with 2008, there have been significant increases in several of the other reasons which pupils give for being unlikely to go into higher education, most notably:

- I'm not clever enough (38% up from 22%);
- I won't get good enough exam results to get into university (31% up from 20%);
- I don't know enough about it (25% up from 16%);
- My parents did not go to university (21% up from 6%)

Amongst young people who say they're unlikely to go into HE, girls[5] are significantly more likely than boys to give *not being clever enough* as a reason for not going into higher education (50% and 28% respectively).

[5] Low base size (86), treat finding with caution

Reasons for not going into higher education

Q Why are you unlikely to go into higher education?

Base: All who are fairly or very unlikely to go into higher education 2010 (202); 2008 (223)

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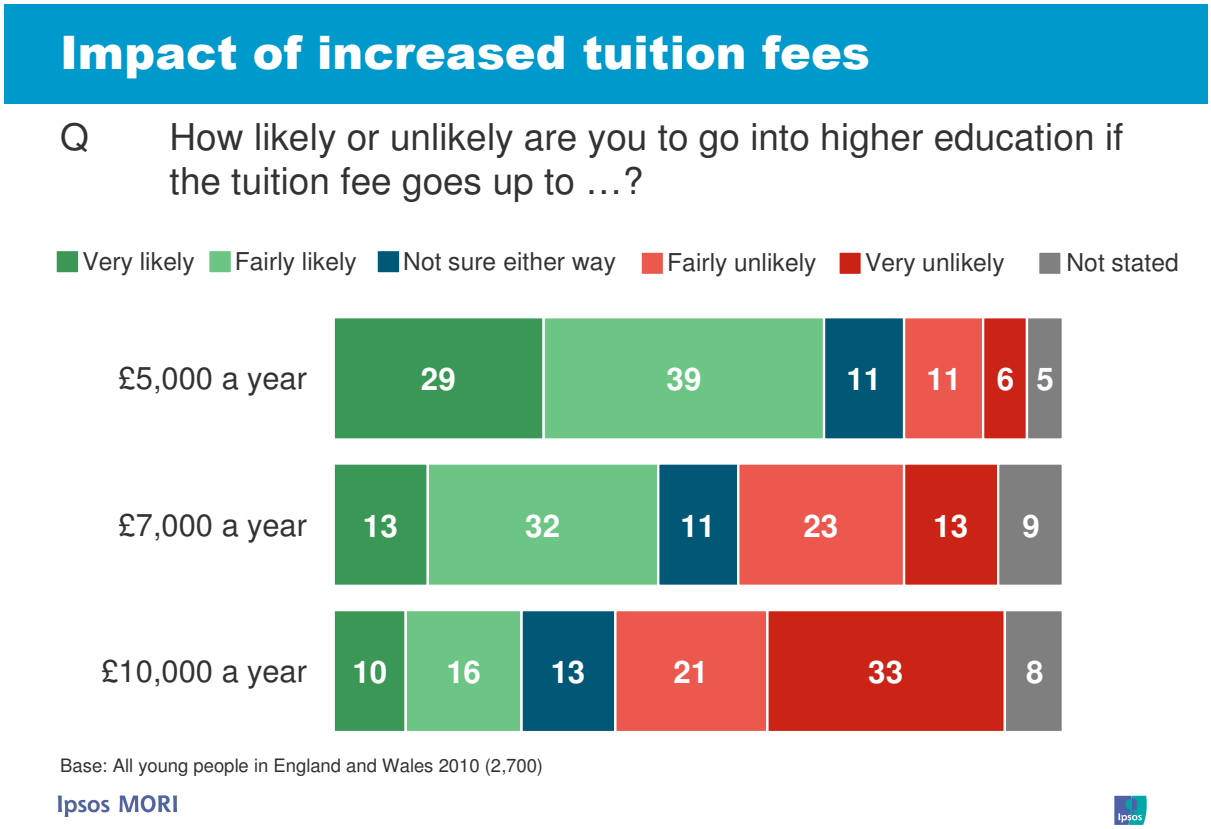
Tuition fees

Impact of increased tuition fees

Pupils were informed that the current tuition fee for university students is £3,225 per year. They were then asked their likelihood of going into higher education, conditional on the fees increasing to £5,000, £7,000 or £10,000 per year. Findings suggest that even the lowest level increase in the fees (+£1,775 p.a.) would have an impact on the proportion of young people likely to go into higher education.

Two-thirds (68%) of young people say they are likely (*very + fairly*) to go onto higher education if the tuition fee goes up to £5,000 a year (compared with 80% likely prior to any discussion of tuition fees[6]). Likelihood of continuing into higher education drops to under half (45%) if the fees increase to £7,000 a year, and to just a quarter (26%) if the amount charged is £10,000 per annum.

Potential increases in tuition fees do not lead more pupils to indecision – the proportion who are unsure once higher fees are mentioned remains much the same as when no fees are mentioned (around one in ten). Instead, pupils who previously were likely to say they will go into higher education now say they are unlikely to do so.



As might be expected when finances are involved, there are significant differences depending on the work status of a young person's household. Seven in ten (71%) of those with two parents in work are likely to go into higher education with a £5,000 annual tuition fee, while those with only one parent in work (63%) or no parents working (55%) are less likely to say they would do this if the fees were increased.

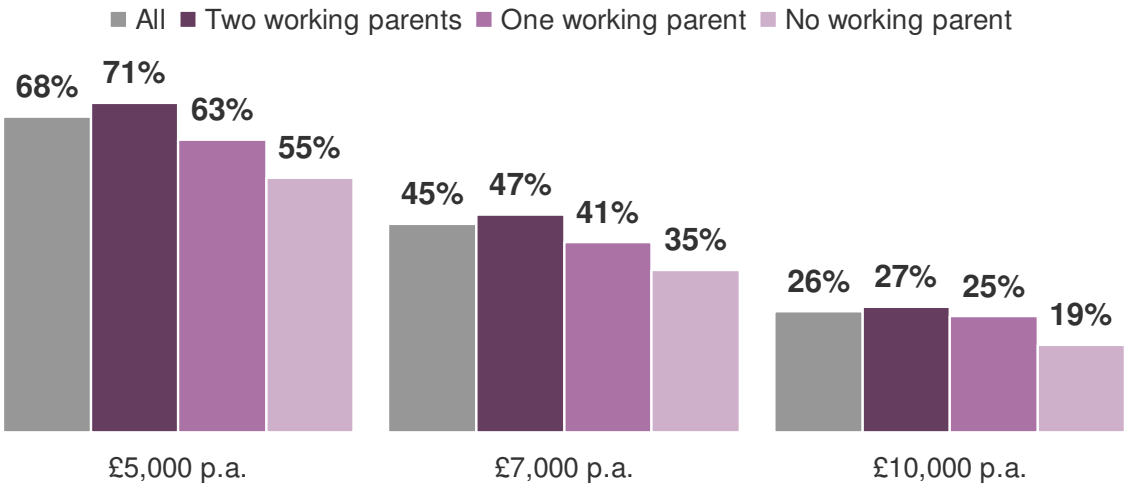
[6] We cannot say how many young people would respond differently to the initial question *'How likely or unlikely are you to go into higher education when you are old enough?'* were we to include an indication of the costs involved. The contrasts between the findings for this question, and those for the question *'How likely or unlikely are you to go into higher education if the tuition fee goes up to … ?'* should be regarded only as indicative, therefore.

With a proposed annual tuition fee of £7,000, pupils with two working parents are again more likely than average to say they are likely to go into higher education (47%), compared with 41% and 35% of young people from households with one or no working parent respectively.

When fees hit £10,000 p.a. the work status of the household becomes (largely) negligible. However, young people in households with two working parents remain more likely than those in households without a working parent to say they are likely to go into HE with this level of fee charged.

Impact of increased tuition fees

Q How likely or unlikely are you to go into higher education if the tuition fee goes up to …? (All likely (*very* + *fairly*) to go into HE)



Base: All young people in England and Wales 2010 (2,700)

Source: Ipsos MORI

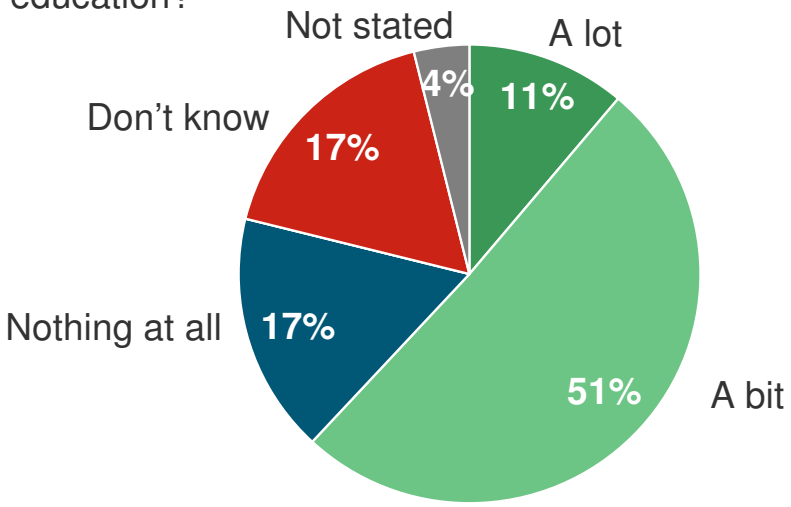
Ipsos MORI

Knowledge of financial assistance

While three in five (62%) young people claim to know at least a bit about getting help with the cost of going into higher education, just one in ten (11%) say they know *a lot* about it. A significant minority - 17% - say they know *nothing at all* about getting help with the costs of going into higher education.

Knowledge of financial assistance

Q How much, if anything, would you say you know about getting this help with the costs of going into higher education?



Base: All young people in England and Wales 2010 (2,700)

Ipsos MORI

Given that people tend to overstate their knowledge of subjects in surveys, it is likely that the actual proportion of young people who actually know *nothing at all* about the help available with the costs of going into higher education is higher than stated.

In research, we typically find that that males tend to claim higher knowledge across subjects than females, and this is true of this research: boys are significantly more likely than girls to claim they know *a lot* about available help (12% compared with nine per cent respectively) while girls are more likely than boys to say they know *nothing at all* about the help available (21% and 15% respectively).

Other pupils more likely to claim *a lot* of knowledge on this topic are those from BME backgrounds (18%), but pupils in Years 10 and 11 (23%) are most likely to say they know *nothing at all*. One might expect older pupils to be the most knowledgeable about this type of assistance given their proximity to higher education, and so it is possible that younger pupils have overstated their knowledge of this subject.

Degrees and the world of work

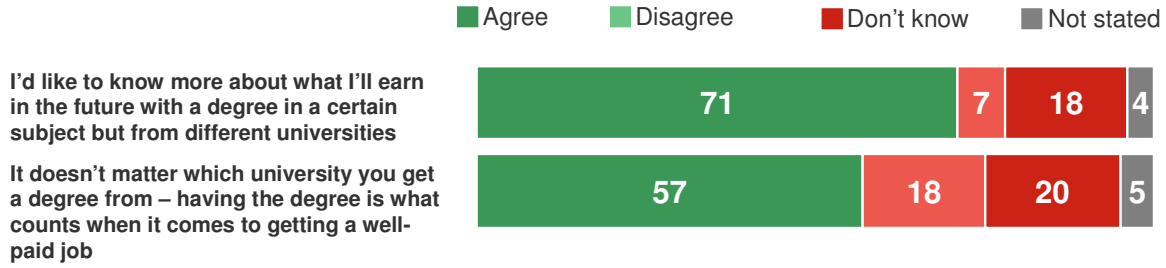
Seven in ten (71%) pupils agree that they would like to know more about how much they can expect to earn in the future, with a degree in a certain subject but from different universities. Despite this though, almost three in five (57%) think that the university itself is not important, and that simply having a degree is what counts when it comes to getting a well-paid job. This appears to be a slight contradiction, but could highlight that while there is a demand for more information about future prospects with a degree from different universities, the priority is getting the degree, regardless of which university you attend.

Pupils were also told that in future, it is possible that the tuition fee for studying a subject at one university may be higher than the fee charged by another university for the same

subject. Three in five (60%) young people agree that it would be worth paying a higher tuition fee if it increases their chances of getting a well-paid job in the future, while around one in ten (12%) disagree.

Degrees and the world of work

Q Please tick whether you agree or disagree with each of the sentences below.



Q In the future, the tuition fee for studying a subject – for example, politics – at one university may be higher than the tuition fee charged by another university for studying the same subject. Please tick whether you agree or disagree with the sentence below.

Ipsos MORI Base: All young people in England and Wales 2010 (2,700)

Pupils in Years 10 and 11 are more likely than those in Year 7 to disagree that having a degree is all counts to getting a well-paid job (22% and 24% compared with 13%) suggesting that older pupils are more likely to distinguish between different universities. Boys (20%) and those from BME backgrounds (26%) are also more likely to disagree, and place more emphasis on *which* university they go to.

While 60% of all young people agree that paying a higher tuition fee is worth it if it increases the chances of getting a well-paid job, boys (65%), pupils from a BME background (66%) and those living in a household where two parents work (62%) are more likely to feel this way. Those more likely to disagree that paying a higher tuition fee is worthwhile are pupils in Year 11 (16% compared with 12% who disagree on average), and those who do not think that going to university is important to do well in life (18%).

Teaching in streams and sets

Streaming

A third (32%) of young people say they are taught in streams, while a quarter (23%) are not. However, two in five pupils (42%) are unsure whether they are streamed or not. It may be that schools use a different term to describe the same arrangement for grouping pupils[7], or that schools do not discuss/explain their pupil grouping arrangements in most cases.

[7] The questionnaire does provide an explanation of the term, however.

Teaching in sets

Being taught in sets appears to be far more common than streaming, with 94% of pupils claiming to be taught in sets for at least one of their core subjects – English, maths or science. Maths is most commonly reported as taught in sets (89%), followed by English (80%) and science (72%). Around two thirds of pupils (64%) say they are taught in set for all three of these core subjects.

The only non-core subject taught in sets with any frequency appears to be Modern Foreign Languages (50%). The teaching of other subjects in sets is far less common, with other individual subjects mentioned by fewer than one in ten pupils.

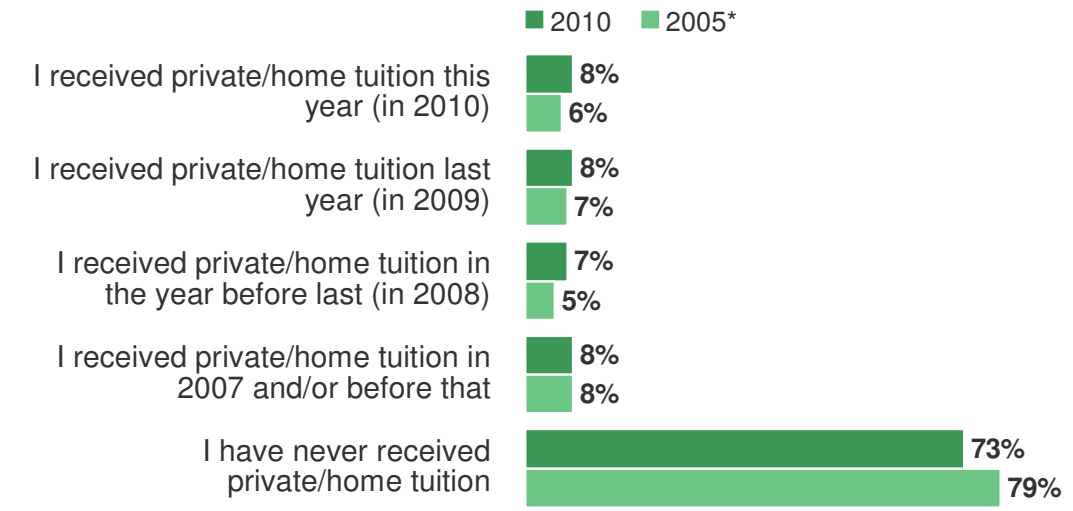
Findings on teaching in sets are broadly in line with those from 2006, but notably there has been a significant increase in the teaching of English in sets – now 80%, up from 62%.

Private/home tuition

The proportion of pupils receiving private or home tuition remains low, with just 8% claiming to have received home tuition this year (in 2010) and similar proportions receiving it in previous years. Overall, one in five pupils (20%) have received private or home tuition at some stage, while just under three quarters (73%) have never done so.

Receiving private or home tuition

Q When, if at all, have you received private or home tuition?



Base: All young people in England and Wales 2010 (2,700); 2005 (2,709)
*In 2005, years referenced were relevant to that point in time.
Ipsos MORI

The following demographics appear to have an impact on the likelihood of young people receiving private or home tuition:

- **Year group:** Pupils in Year 11, when GCSE exams take place, are more likely to have received private/home tuition in the last year than pupils in any other year group, particularly the youngest surveyed (12% compared with 6% of Year 7 pupils). However, a quarter (24%) of Year 8 pupils say they have had private/home tuition at some stage, which is significantly higher than average. In fact, the timing of this tuition

would have coincided with the run-up to primary/secondary school transfer stage for these young people.

- **Ethnic origin**: As in previous years, ethnic origin appears to be a significant factor in whether young people have received private/home tuition. Black and Asian pupils have the highest rates of private/home tuition (38% and 43% respectively have ever received this) compared with just 17% of white pupils.

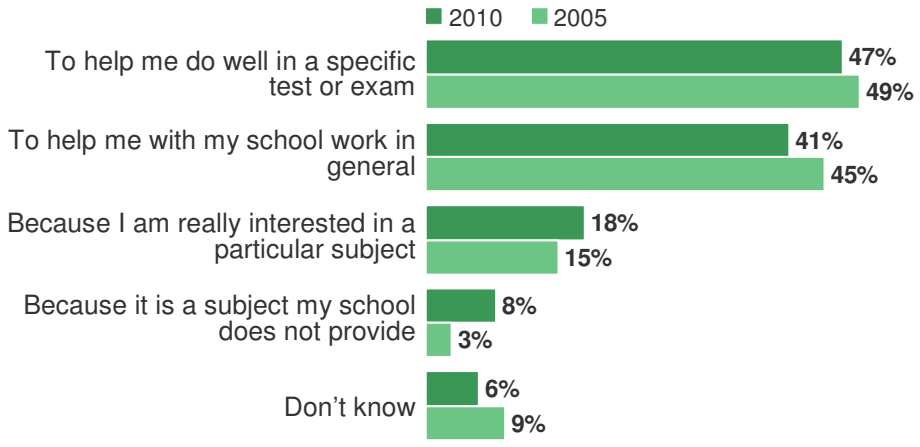
- **Region:** As in previous surveys, a significantly higher-than-average proportion of pupils in London have ever received private/home tuition (33% compared with 20% overall). However, this year's findings also suggest that private or home tuition is more common than average in the West Midlands, where 30% of young people claim to have had this at some point.

- **IMD**[8]**:** Pupils attending schools in both the highest and lowest areas of deprivation are more likely than average to have ever had private/home tuition (24% and 23% respectively) while those in areas of medium levels of deprivation are significantly less likely to have experienced this (17%).

The reasons for receiving private/home tuition have remained in line with those from 2005. The most common reason is to assist with the pupil's performance in a specific test or exam – almost half (47%) of those who have ever received private tuition give this as a reason. Two in five say they received private tuition to help with school work in general, down slightly since 2005 (45%). There has been an increase, though, in the proportion of young people saying they have received private/home tuition because they are particularly interested in a specific subject (18% versus15% in 2005).

Reasons for receiving private/home tuition

Q And why have you received private/home tuition?



Base: All who have received private/home tuition 2010 (517); 2005 (491)

Ipsos MORI

[8] IMD is the Index of Multiple Deprivation, which combines indicators across seven 'domains' – income deprivation, employment deprivation, health deprivation and disability, education, skills and training deprivation, barriers to housing and services, living environment deprivation, and crime – into a single deprivation score and rank at small area level. Each area is given a percentage score, with those closest to 0 the least deprived and those closest to 100 the most deprived.

Receiving private tuition due to a specific interest in a subject is more common among boys (23%) than girls (12%), and is also mentioned more than average by pupils from a BME background (25%).

Asian pupils are more likely than average to claim to have received private tuition for help with a specific test or exam (60%[9] compared with 47% on average), as are those who live in a two-parent household (52%) and pupils in London (59%) where private tuition is generally more common.

In areas of high deprivation, pupils are more likely than average to say they have had private tuition because they have an interest in a particular subject (24% compared with 18% on average), but also because it is in a subject that their school does not provide (13% compared with eight per cent on average).

[9] Low base size (71), treat finding with caution

Appendices

Appendices

Sample profile

	Number	Unweighted %	Weighted %
Total	2700		
Gender of Pupils			
Male	1356	50	50
Female	1319	49	49
Age of Pupils			
11	304	12	18
12	679	25	19
13	587	22	19
14	485	18	19
15-16	645	24	26
Year of Pupils			
7	702	26	29
8	639	24	19
9	515	20	17
10	426	16	20
11	418	15	15
Ethnic Origin			
White	2280	84	83
BME	403	15	16
Household Composition			
Two parents in household	1934	72	71
Single parent in household	475	18	18
Sibling in household	2029	75	76
Work Status of Household			
Two parents work	1807	67	67
One parent works	690	26	25
No parent works	203	8	8
Region			
London	229	8	10
South East	367	14	17
South West	268	10	10
North East	221	8	5
North West	385	14	12
Eastern	239	9	11
East Midlands	413	15	8
West Midlands	208	8	11
Yorkshire & Humberside	80	3	10
Wales	290	11	6

Source: Ipsos MORI

List of Local Education Authorities by Government Office Region

Eastern: Bedfordshire, Cambridgeshire, Essex, Hertfordshire, Luton, Norfolk, Peterborough, Southend, Suffolk, Thurrock.

East Midlands: Derby, Derbyshire, Leicester, Leicestershire, Lincolnshire, Northamptonshire, Nottingham, Nottinghamshire, Rutland.

London: Barking, Barnet, Bexley, Brent, Bromley, Camden, Croydon, Ealing, Enfield, Greenwich, Hackney, Hammersmith and Fulham, Haringey, Harrow, Havering, Hillingdon, Hounslow, Islington, Kensington and Chelsea, Kingston on Thames, Lambeth, Lewisham, Merton, Newham, Redbridge, Richmond upon Thames, Southwark, Sutton, Tower Hamlets, Waltham Forest, Wandsworth, Westminster.

North East: Darlington, Durham, Gateshead, Hartlepool, Middlesborough, Newcastle upon Tyne, North Tyneside, Northumberland, Redcar & Cleveland, South Tyneside, Stockton-on-Tees, Sunderland.

North West (incl. Merseyside): Blackburn, Blackpool, Bolton, Bury, Cheshire, Cumbria, Halton, Knowsley, Lancashire, Liverpool, Manchester, Oldham, Rochdale, St Helens, Salford, Sefton, Stockport, Tameside, Trafford, Warrington, Wigan, Wirral.

South East: Bracknell Forest, Brighton and Hove, Buckinghamshire, East Sussex, Hampshire, Isle of Wight, Kent, Medway, Milton Keynes, Newbury, Oxfordshire, Portsmouth, Reading, Slough, Southampton, Surrey, West Berkshire, West Sussex, Windsor and Maidenhead, Wokingham.

South West: Bath and North-East Somerset, Bournemouth, Bristol, Cornwall, Devon, Dorset, Gloucestershire, Isles of Scilly, , North Somerset, Plymouth, Poole, Somerset, South Gloucestershire, Swindon, Torbay, Wiltshire.

Wales: Anglesey, Blaenau Gwent, Bridgend, Caerphilly, Cardiff, Carmarthenshire, Ceredigon, Conwyn, Denbighshire, Flintshire, Gwynedd, Merthyr Tydfil, Monmouthshire, Neath Port Talbot, Newport, Pembrokeshire, Powys, Rhondda Cynon Taff, Swansea, Torfaen, Wrexham, Vale of Glamorgan.

West Midlands: Birmingham, Coventry, Dudley, Herefordshire, Sandwell, Shropshire, Solihull, Staffordshire, Stoke-on-Trent, Telford and Wrekin, Walsall, Warwickshire, Wolverhampton, Worcestershire.

Yorkshire and Humberside: Barnsley, Bradford, Calderdale, Doncaster, East Riding of Yorkshire, Kingston-upon-Hull, Kirklees, Leeds, North East Lincolnshire, North Lincolnshire, North Yorkshire, Rotherham, Sheffield, Wakefield, York.

Statistical reliability

The respondents to the questionnaire are only samples of the total "population", so we cannot be certain that the figures obtained are exactly those we would have if everybody had been interviewed (the "true" values). We can, however, predict the variation between the sample results and the "true" values from a knowledge of the size of the samples on which the results are based and the number of times that a particular answer is given. The confidence with which we can make this prediction is usually chosen to be 95% - that is, the chances are 95 in 100 that the "true" value will fall within a specified range. The table below illustrates the predicted ranges for different sample sizes and percentage results at the "95% confidence interval".

Size of sample on which survey results is based	**Approximate sampling tolerances applicable to percentages at or near these levels**		
	10% or 90%	**30% or 70%**	**50%**
	±	±	±
100 interviews	6	9	10
500 interviews	3	4	4
1,000 interviews	2	3	3
2,700 interviews *(Young People Omnibus)*	1	2	2

Source: Ipsos MORI

For example, with a sample of 2,700 where 30% give a particular answer, the chances are 95 in 100 that the "true" value (which would have been obtained if the whole population had been interviewed) will fall within the range of plus or minus 2 percentage points from the sample result.

Strictly speaking the tolerances shown here apply only to random samples; in practice good quality quota sampling has been found to be as accurate.

When results are compared between separate groups within a sample, different results may be obtained. The difference may be "real", or it may occur by chance (because not everyone in the population has been interviewed). To test if the difference is a real one - i.e. if it is "statistically significant", we again have to know the size of the samples, the percentage giving a certain answer and the degree of confidence chosen. If we assume "95% confidence interval", the differences between the two sample results must be greater than the values given in the table overleaf:

Size of sample compared	Differences required for significance at or near these percentage levels		
	10% or 90%	30% or 70%	50%
100 and 100	8	13	14
250 and 100	7	11	12
500 and 250	5	7	8
500 and 500	4	6	6
1,000 and 500	3	5	5
1,000 and 1,000	3	4	4
1,500 and 1,000	2	4	4

Source: Ipsos MORI

Letter to schools

Ipsos MORI National Young People Omnibus 2010

Head_full
ADDRESS
ADDRESS
ADDRESS,
ADDRESS,
ADDRESS,
POSTCODE

December 2009
ID:

Dear

Ipsos MORI has been commissioned by a range of public and voluntary sector organisations to undertake a large-scale survey of pupils in compulsory secondary education (aged 11-16) throughout England and Wales. The survey aims to discover what pupils think about a range of social issues including crime, volunteering and higher education.

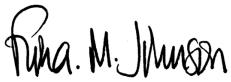
We would like your school to take part in this important survey, which will take place **between January and March 2010**. We are very conscious of the heavy demands placed on pupils and teachers and aim to keep disruption to the school routine to an absolute minimum by **randomly selecting two classes to participate in the survey**. An Ipsos MORI interviewer will attend each class, explain the survey process and hand out a self-completion questionnaire. She/he will be on hand to answer any queries and will then collect the completed questionnaires at the end of the session. Each pupil will be given an Ipsos MORI pen to complete the survey and as a thank you for taking part.

Participation in the survey is completely confidential: school and pupil names will not be revealed to any of the sponsors, or identified in any analysis. **As a thank you for taking part, participating schools will receive a resource pack to assist with the planning and teaching of modules relating to citizenship.** In addition, a summary of the findings will be available on the Ipsos MORI website after the survey has been completed: www.ipsos-mori.com/youngpeopleomnibus

An Ipsos MORI representative will contact you soon to explain the process in more detail. Before then, you can let us know whether the school is able to take part in the study by returning the enclosed form, either via fax or by post in the envelope provided.

We very much hope that your school will want to take part in this research – I should stress that Ipsos MORI will endeavour not to contact your school again in the current school year. **If you have any queries or would like further information, please do not hesitate to contact Ruth Gosling or Steven Ginnis at Ipsos MORI on 020 7347 3000**.

Yours faithfully,



Fiona Johnson
Research Director
Head of Education Research