

Customer Perception Tracking Research

Parents Survey

BMG Research



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1 Introduction

Background

In 2006, the DCSF commissioned BMG Research to undertake a 3 year Customer Perception Tracking study of the general public, parents of children and young people aged up to 19, and young people aged 11-19.

The aims and objectives of the tracking study are to:

- Monitor perceptions of the overall quality of state education provision at all stages from early years provision through to Higher Education.
- Measure attitudes towards various issues such as children's safety and wellbeing at school and in the community, children and young people's role and role in the community.
- Understand perceptions towards participation in higher education.
- Understand the overall perception of England as a place to grow up.

Methodology

Interviews were conducted by telephone between December 2007 and January 2008 amongst 1027 parents of children and young people aged up to 19.

Quotas were set according to the age of the child or young person. Hence the following quotas were set and achieved:

Table 1: Quotas achieved on final sample

Parent sample	Parent sub sample	Achieved
Pre-school	Children under 5 and not in nursery or early education yet	100
	Children under 5 and in early education or nursery school	101
Primary	School Years 1 to 2 (Key Stage 1 - ages 5-7)	128
	School Years 3 to 6 (Key Stage 2 - ages 7-11)	130
Secondary	School Years 7 to 9 (Key Stage 3 - ages 10-14)	134
	School Years 10 to 11 (Key Stage 4 - ages 14-16)	129
Post- school - 16-19s	Aged 16-19 - School 6th form	305
	Aged 16-19 - 6th form/ FE college/university/ learning through work	
	Aged 16-19 - not in learning	

Data was weighted back to national proportions, which means that analysis of “all parents” at a total sample level remains reflective of the population of parents across the country.

Tests for statistical significance are based on the number of interviews achieved and the relevant percentage figure. The maximum standard error at the 95% level of confidence for the total sample, based on a 50%:50% response is +/-3.1%. The nearer the percentage reported moves to 100% or 0% (i.e. there is a majority responding one way or another), the smaller the standard error. A reported percentage of 90%/10% would be subject to a standard error of just +/-0.6% at the 95% confidence level.

Format of report

This research report details findings from the survey of parents, with analysis of key subgroups by education stage of the child/ young person, as well as other key demographic subgroups. The findings are structured around DSO objectives, with data provided on key question area for each DSO:

- DSO 1: Secure the wellbeing and health of children and young people
- DSO 2: Safeguard the young and vulnerable
- DSO 3: Achieve world class standards in education
- DSO 4: Close the gap in educational achievement for children from disadvantaged families
- DSO 5: Ensure young people are participating and achieving their potential to 16 and beyond
- DSO 6: Keep children and young people on the path to success
- England as a place to grow up in (cross-cutting DSO objectives)

Tables and figures have been used throughout the report to illustrate the data. Where tables are used to collate total scaled responses, such as those who agree (strongly + slightly) versus those who disagree (strongly + slightly), the total positive responses (ie, total agree, total very + quite etc) are illustrated in **bold**, while the total negative responses (ie, total disagree, total not very + not at all etc) are illustrated in grey.

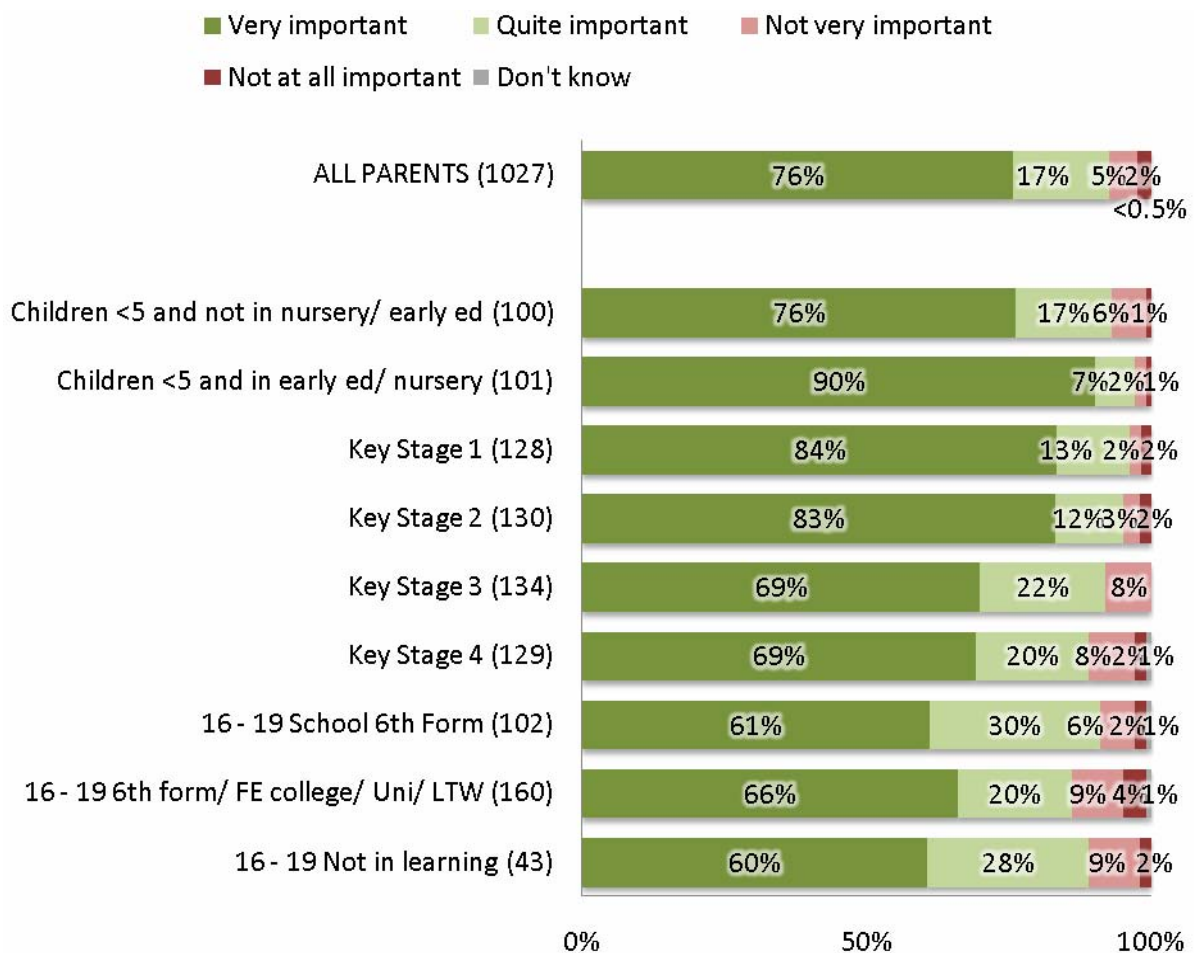
2 DSO 1: Secure the wellbeing and health of children and young people

2.1 Value of early learning

Parents were asked to rate how important they think it is for children aged 3-4 to attend some form of pre-school, nursery or early learning before they go into full time education at the age of 5. The majority of parents agree that it is important, with 93% of all parents in agreement that this is the case, and very little different in opinion evident across subgroups of parents of children at different education stages.

The only significant difference in opinion here was between male and female parents, where female parents were more likely to feel that early learning was important for children (95% of female parents agree, compared to 85% of male parents).

Figure 1: Q14: How important do you feel it is for children aged 3-4 to attend some form of pre-school, nursery or early learning before they go into full time education at the age of 5?



Sample bases shown in parentheses.

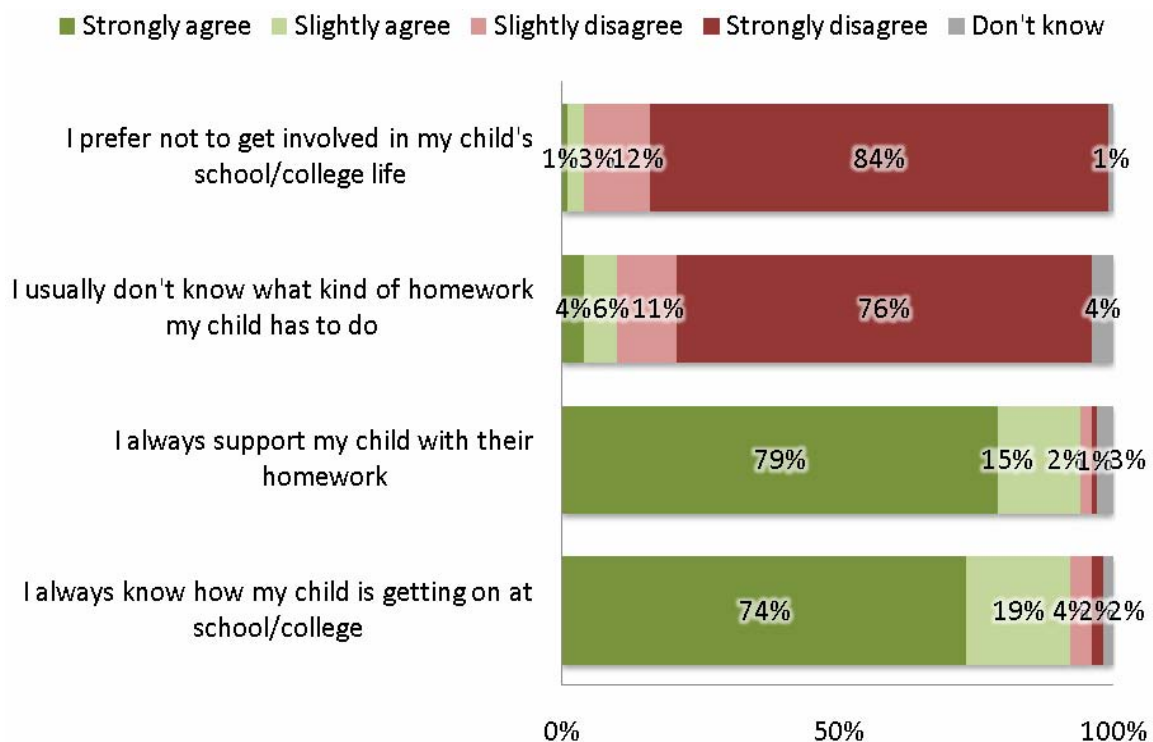
DSO 1: Secure the wellbeing and health of children and young people

2.2 Parental involvement in education

Parents were asked to rate their level of agreement with a number of statements regarding their involvement in their child's education. The figure below illustrates that in general parents prefer to be involved in their child's school or college life, and usually have an idea how their child is getting on at school and what kind of homework their child has.

While differences between education stages are minimal, the general pattern is that parents of secondary age children and 16-19s are less likely to be up to date than parents of primary age children, although these differences are still no greater than 10%, apart from in respect to knowing what kind of homework the child has to do. Here, parents of 16-19 year olds are significantly less likely than parents of younger children to know what kind of homework the child has (22% agree that they usually do not know, compared to 12% of parents of secondary schoolchildren, 4% of primary schoolchildren and 3% of pre-school children).

Figure 2: Q15: To what extent do you agree with the following statements?



Sample base = 1027

DSO 1: Secure the wellbeing and health of children and young people

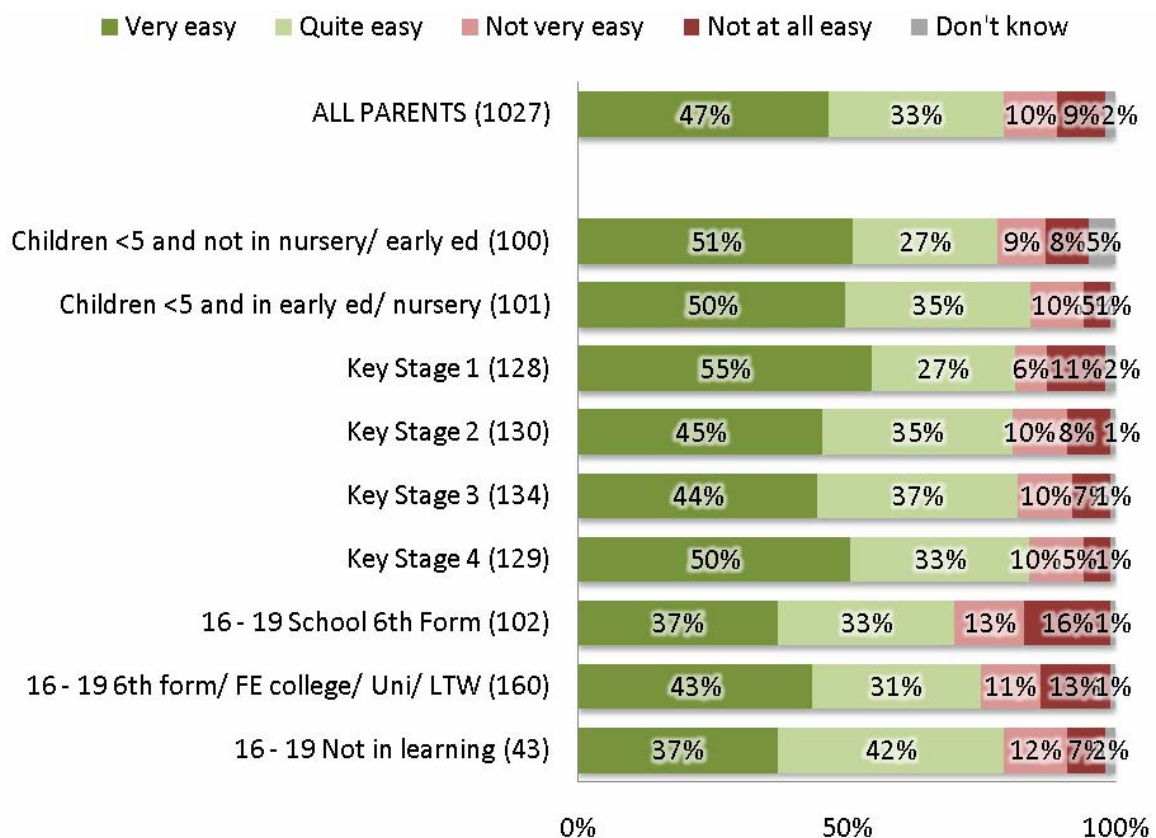
2.3 Ease of using public transport

Parents were asked to rate how easy it is for their children to get to school, college, university or work without travelling by car (i.e. to catch public transport, walk or cycle).

Almost half of parents (47%) report that they find it very easy, and a further one in three (33%) that they find it quite easy. Around one in five (19%) find it not very or not at all easy.

Responses are similar for all sub-groups apart from parents of 16 to 19s who are at school 6th Form and those at 6th Form/ FE college/ on apprenticeships where 71% and 74% respectively find it easy, and at least a quarter (28% and 24% respectively) do not find it easy.

Figure 3: Q19. Thinking about transport, how easy would you say it is for children in your local area to get to school or college without travelling by car - that is to catch public transport, walk or cycle?



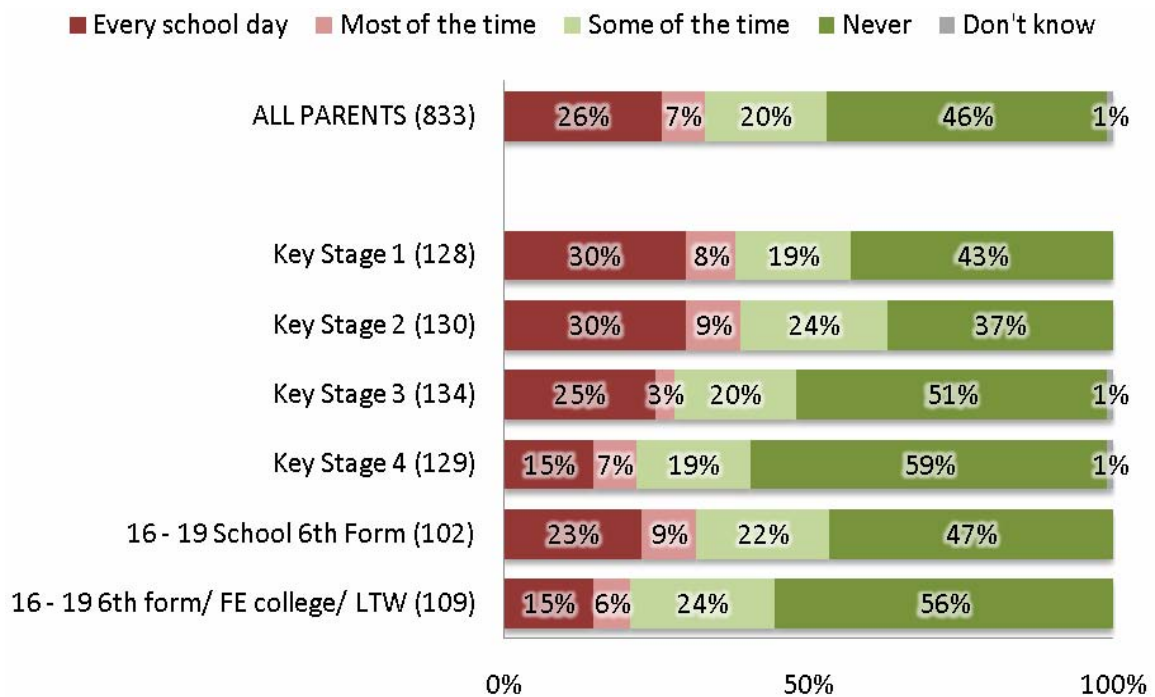
Sample bases shown in parentheses.

DSO 1: Secure the wellbeing and health of children and young people

2.4 Frequency of car use to school/college

Parents of learners at school or college were asked how frequently their child travels to school or college by car. In total, one in three parents (33%) reports that their child travels by car either every day (26%) or most of the time (7%). A further one in five (20%) state their child travels by car sometimes, while 46% report that they never travel by car.

Figure 4: Q20: How often does your child travel to school or college by car?



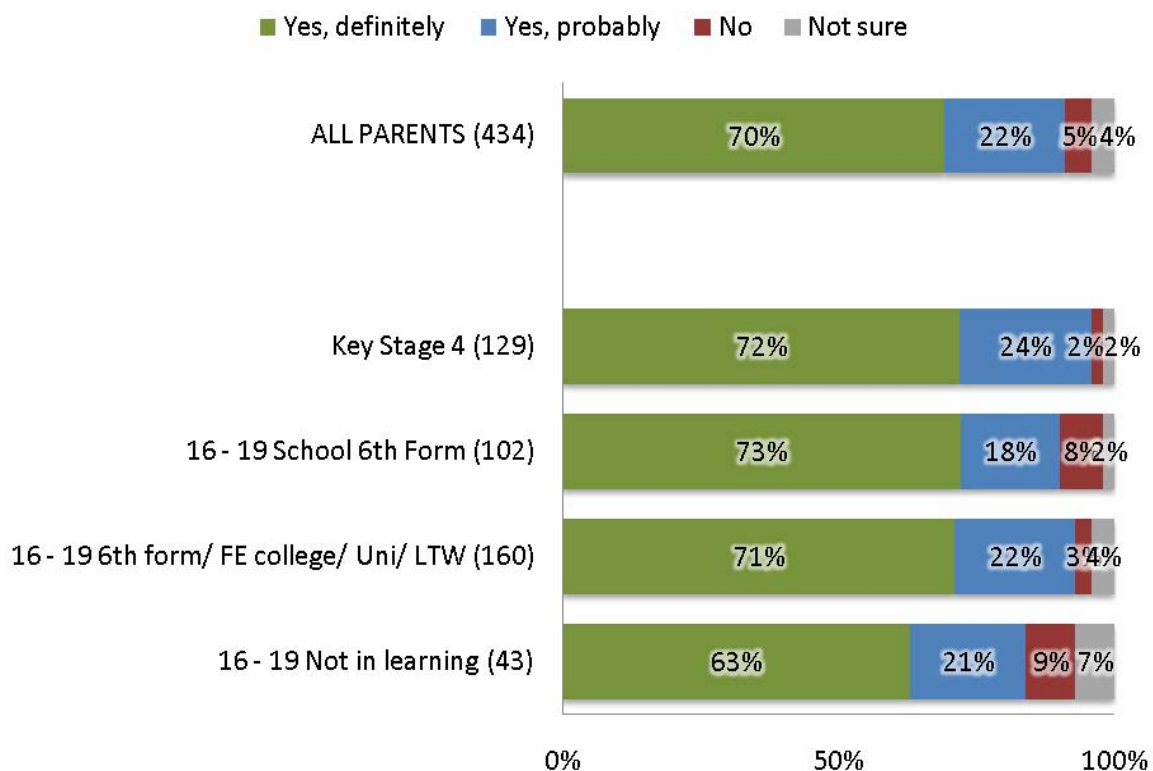
Sample bases shown in parentheses.

2.5 Someone to talk to

Parents with a child aged 14 or above were asked whether their child has someone they could talk to about things that matter to them if they were feeling worried or angry. The majority of parents feel their child does have someone they could speak to in such a scenario (92%, comprising 70% who feel their child definitely has someone they could speak to). A minority of 9% feel their child does not have someone to talk to, or are unsure of whether they do.

The older the child is, the greater the likelihood that the parent will be unsure or feel they do not have someone to talk to, as 16% of parents of 16-19 year olds who are not in learning feel they either do not have someone to talk to (9%) or they do not know (7%). This compares to 4% of parents of children aged 14-16, comprising 2% who feel their child does not have someone to talk to, and a further 2% who are unsure.

Figure 5: Q22: If your child was feeling worried or angry about anything in their life is there someone they can talk to about the things that really matter to them? Would you say...?



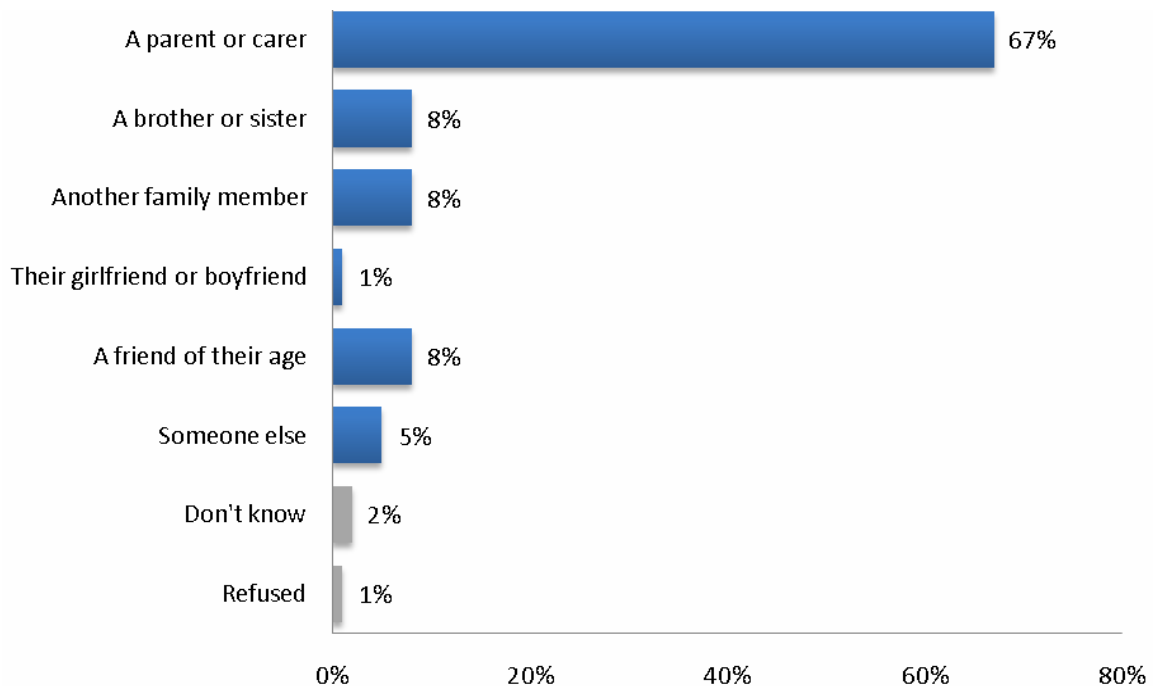
Sample bases shown in parentheses.

DSO 1: Secure the wellbeing and health of children and young people

When asked who the person their child would speak to if they were feeling worried or angry would be, parents are most likely to feel it would be themselves or another parent (67%), followed by a brother or sister (8%), another family member (8%) or a friend/girlfriend/boyfriend (8%).

Again, parents of 16-19 year olds who are not in learning are less likely to feel their child would speak to themselves or another parent (58%, compared to 71% of schoolchildren aged 14-16).

Figure 6: Q23: Who is the person your child would be most likely to talk to?



Sample base = 434

3 DSO 2: Safeguard the young and vulnerable

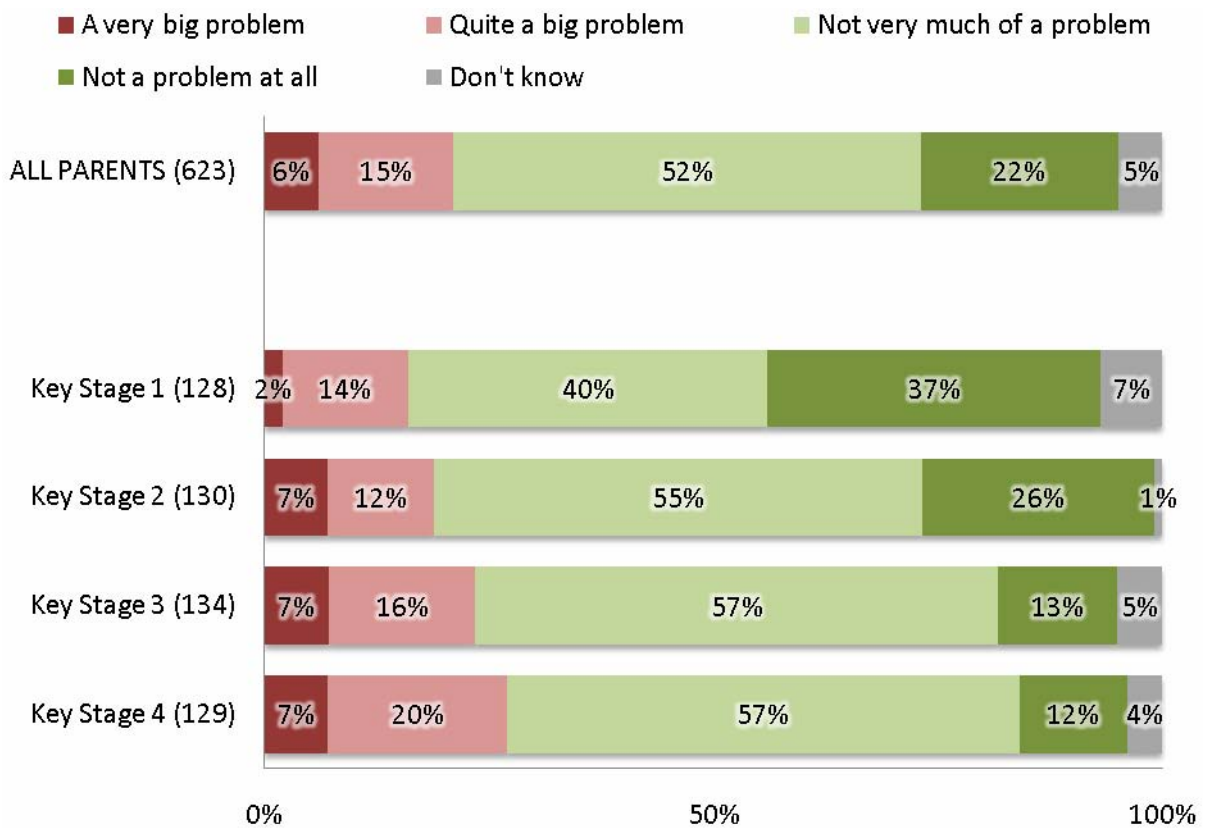
3.1 Bullying

Parents with a child at school were asked the extent to which they feel bullying is a problem in their child's school.

Around three in four (74%) parents of a child at school do not find bullying a problem, while one in five (21%) feel it is quite a big problem, or a very big problem. This varies by the age of the child, with parents of children at secondary school in Key Stages 3 and 4 most likely to find it quite a big/a very big problem (23% and 27% respectively). Parents of young people attending school 6th form are less likely than parents of other secondary schoolchildren to find bullying a problem (20%).

Parents of very young children in early education or in Primary Key Stage 1 are most likely to feel bullying is not a problem at all (46% and 37% respectively).

Figure 7: Q10: To what extent do you think bullying is a problem in your child's school?



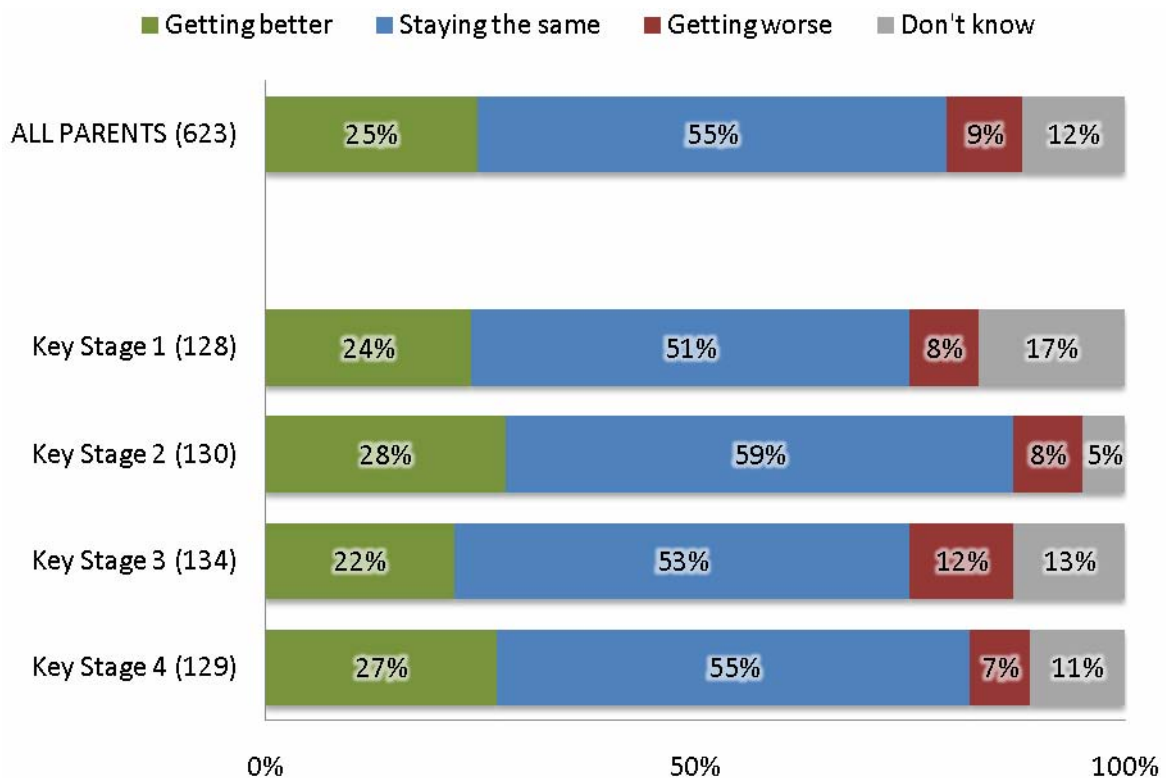
Sample bases shown in parentheses.

DSO 2: Safeguard the young and vulnerable

Parents with a child at school were then asked whether they feel the problem of bullying in their child's school is improving, staying the same, or getting worse. Over half of parents (55%) feel the extent of the problem is staying the same, bearing in mind that three in four parents feel there is no problem. A further one in four (25%) feel the problem is getting better, while less than one in ten (9%) feel that the problem is getting any worse.

Parents of children at Key Stage 3 (ages 10-14) are slightly more likely to feel the problem is getting worse (12%), while those of children at Key Stage 4, who are the parents most likely to report that bullying is a problem, are least likely to feel it is getting worse (7%), although this difference is not statistically significant.

Figure 8: Q11: Do you feel that the problem of bullying in your child's school is..?

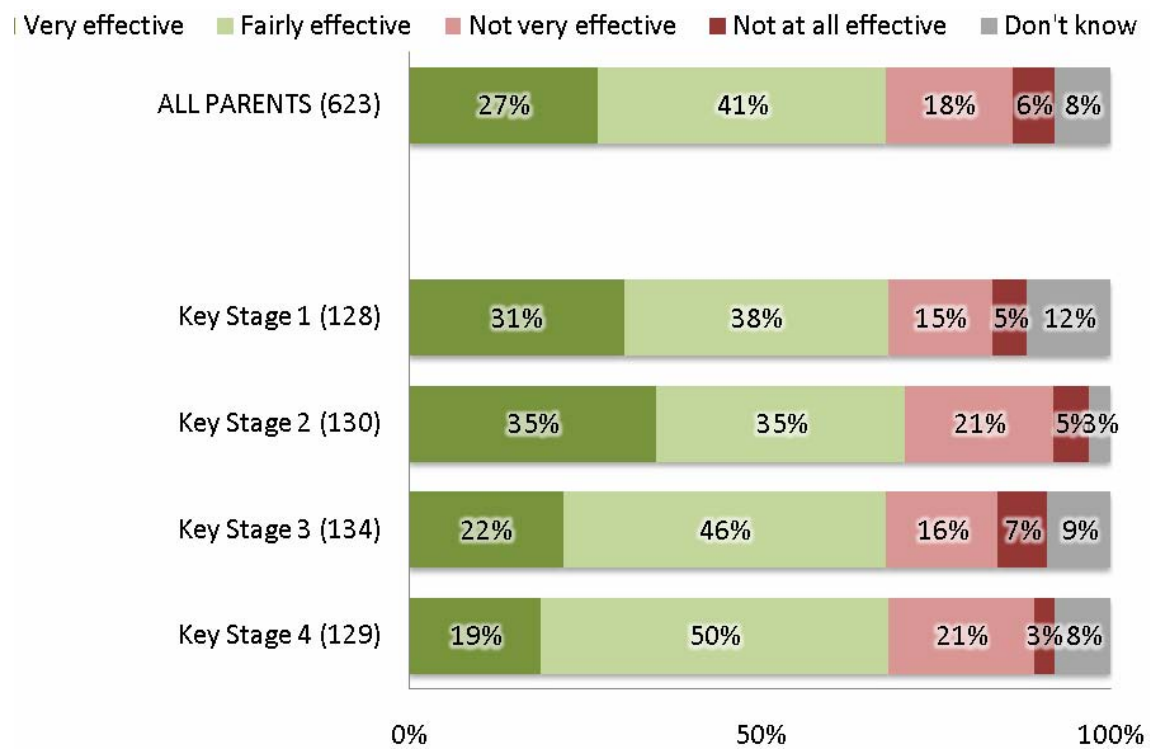


Sample bases shown in parentheses.

DSO 2: Safeguard the young and vulnerable

Parents were then asked in general how effective they think school or college staff are at dealing with bullying. The majority of parents (68%) feel that staff are very or fairly effective, however almost one in four (24%) feels that staff are not very effective or not at all effective. This is most likely to be the case amongst parents of learners at school 6th form, as 32% feel that staff are not effective.

Figure 9: Q12: In general how effective do you think school staff are at dealing with bullying?



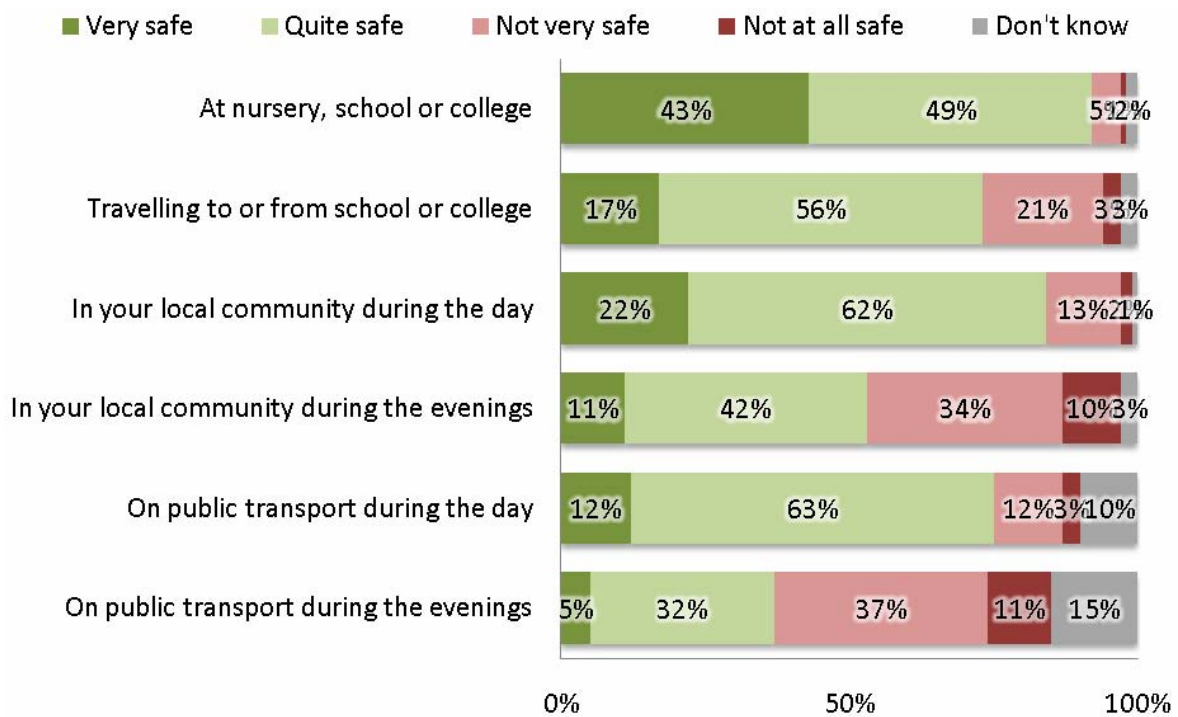
Sample bases shown in parentheses.

3.2 Safety of Young People

Parents were then asked to think about the safety of young people in general in England today, and were asked how safe they feel children and young people are in a range of situations.

As illustrated in the figure below, around three in four parents feel it is safe for young people during the day in any of the given situations. Over nine in ten (93%) feel it is safe in school or college, over eight in ten (84%) feel it is safe in the local community, while three in four parents feel it is safe on public transport during the day (75%) or travelling to and from school or college (73%). The local community at night, and public transport at night are felt to be not safe by around half of parents (45% and 48% respectively).

Figure 10: Q13: How safe do you feel it is for children and young people...?



Sample base: 1027, All parents

DSO 2: Safeguard the young and vulnerable

These findings are largely consistent across age groups, although parents of primary school children in Key Stage 1 (aged 5-7) are slightly more likely to feel that it is not safe for young people to use public transport during the day (19% feel it is not safe, 65% safe), while parents of 16-19s not in learning are more likely to feel it is safe for young people to do so (88% feel it is safe, 9% not safe), although these differences are not statistically significant.

Table 2: Q13: How safe do you feel it is for children and young people...?

	ALL PARENTS		Pre-school				Primary				Secondary				Post-school - 16-19s					
			Children <5 not in nursery/early ed		Children <5 in nursery/early ed		Key Stage 1		Key Stage 2		Key Stage 3		Key Stage 4		16-19 - School 6th form		16-19 - 6th/ FE coll/uni/ LTW		16-19 - not in learning	
	% +	% -	% +	% -	% +	% -	% +	% -	% +	% -	% +	% -	% +	% -	% +	% -	% +	% -	% +	% -
...at nursery, school or college	93	6	94	4	93	7	94	5	93	4	92	7	92	8	95	3	89	10	91	9
...travelling to or from school or college	73	25	70	28	79	19	73	23	72	24	71	28	80	20	75	25	67	31	74	26
...in your local community during the day	84	15	85	15	84	16	81	16	82	15	82	18	83	17	86	14	82	18	98	2
...in your local community during the evenings	53	45	55	43	50	46	52	43	53	43	53	46	50	50	51	47	57	42	56	44
...on public transport during the day	75	14	73	16	79	12	65	19	65	16	74	15	86	9	84	12	83	13	88	9
...on public transport during the evenings	37	48	38	51	44	45	32	48	25	53	36	46	42	47	46	44	35	55	51	37
Sample bases	1027		100		101		128		130		134		129		102		160		43	

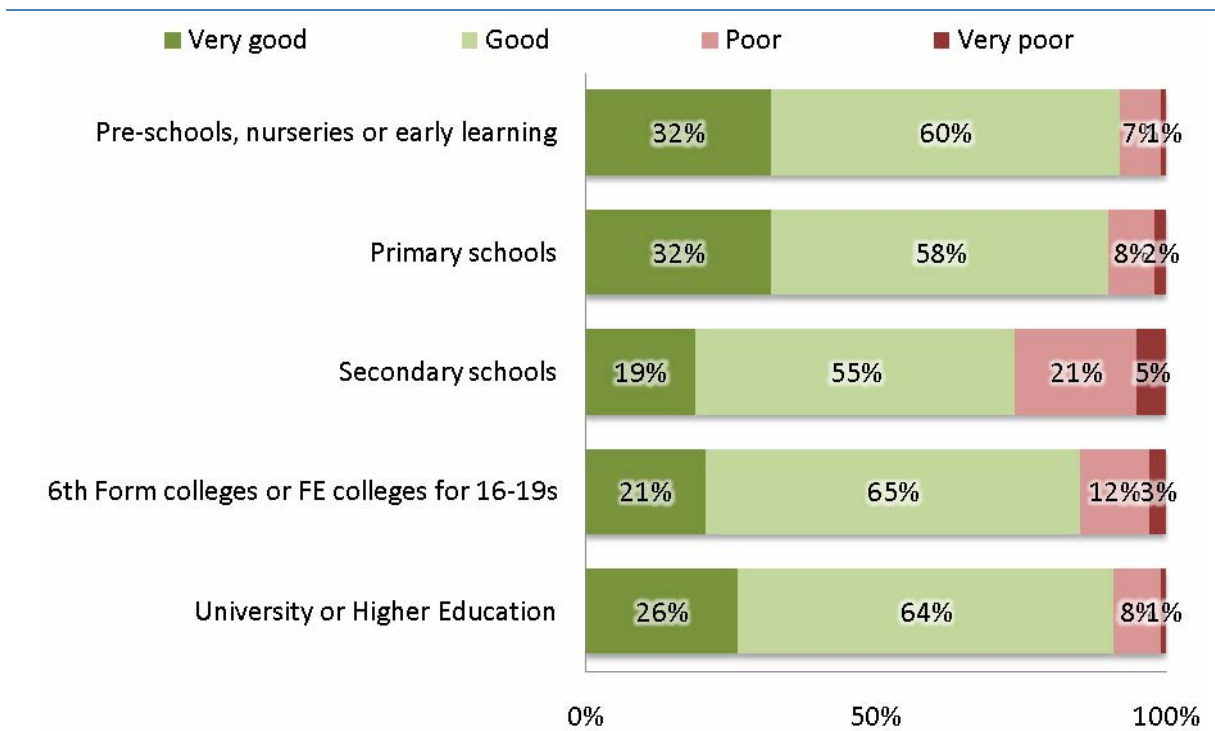
4 DSO 3: Achieve world class standards in education

4.1 Quality of education

Parents were asked to rate the current quality of various stages of publicly funded education on a four-point scale from very good to very poor. The figure below shows the positive and negative ratings for each aspect amongst all parents who provided a valid response (don't know responses are therefore excluded).

Amongst all parents pre-schools, nurseries and early learning is rated most positively (92%), followed by primary schools and universities (both 90%) and 6th form FE colleges (85%). Secondary schools are rated least positively (74%), although more parents rate them positively than negatively overall.

Figure 11: Q1: How would you rate the current quality of publicly funded education in ... (SCHOOL TYPE)?



Sample base: 1027, All parents

DSO 3: Achieve world class standards in education

The table below highlights some general differences by sub-group in terms of which aspect they rate most highly:

- The highest rating for secondary schools is from parents of children whose current or most recent learning took place at secondary school: 78% of parents with a child in Key Stage 3, 80% of those whose child is in Key Stage 4 and 82% of those whose child is aged 16-19 but not currently in learning;
- Parents of children aged 16 to 19 and in any type of learning rate university/HE most highly (91% rated good).

Table 3: Q1: How would you rate the current quality of publicly funded education in ... (SCHOOL TYPE)?

	ALL PARENTS		Pre-school				Primary				Secondary				Post-school - 16-19s						
			Children <5 not in nursery/ early ed		Children <5 in nursery/ early ed		Key Stage 1		Key Stage 2		Key Stage 3		Key Stage 4		16-19 - School 6th form		16-19 - 6th/ FE coll/uni/ LTW		16-19 - not in learning		
	% +	% -	% +	% -	% +	% -	% +	% -	% +	% -	% +	% -	% +	% -	% +	% -	% +	% -	% +	% -	
Pre-schools, nurseries, early learning (940)	92	8	91	9	92	8	95	5	94	6	91	9	90	10	92	8	89	11	90	10	
Primary schools (959)	90	10	88	12	92	8	93	7	88	12	91	9	92	8	91	9	85	15	91	9	
Secondary schools (846)	75	25	66	34	74	26	69	31	74	26	78	22	80	20	74	26	72	28	82	18	
6th form colleges /FE colleges for 16 to 19s (656)	85	15	89	11	86	14	87	13	89	11	76	24	89	11	82	18	84	16	89	11	
University or HE (586)	90	10	97	3	89	11	90	10	89	11	90	10	89	11	91	9	91	9	85	15	
Sample bases in parentheses																					

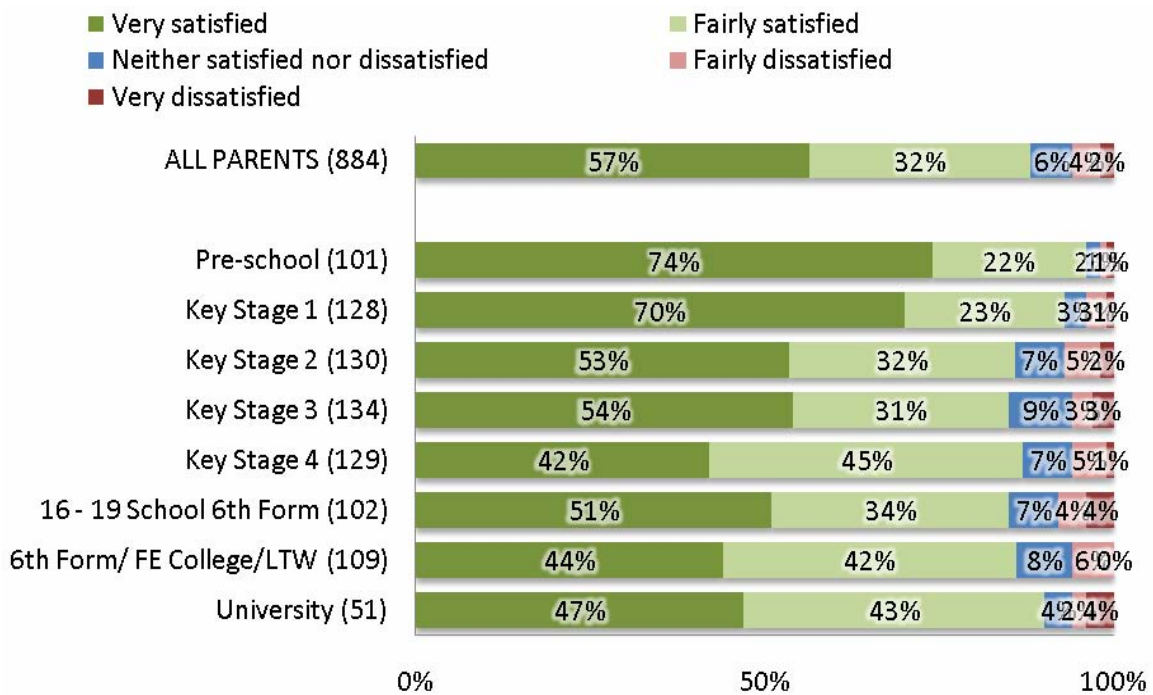
4.2 Satisfaction with child’s education

Parents of children undertaking any type of learning from pre-school learning to work-based learning were asked how satisfied they are overall with their child’s nursery/school/college/university and so on.

In general, parents are very positive, with almost nine in ten (89%) reporting satisfaction, and over half (57%) being very satisfied. Dissatisfaction is low, at 6% overall.

Satisfaction amongst parents of children learning at the pre-school stage is highest, at 96%, with 74% very satisfied and just 2% dissatisfied, while the highest level of dissatisfaction is amongst parents of learners at school 6th form, where 8% are dissatisfied (with 85% satisfied).

Figure 12: Q3: How satisfied are you overall with your child’s nursery/ school/ college/university?



Sample bases in parentheses

DSO 3: Achieve world class standards in education

Various differences exist across parental subgroups. Parents of children at independent schools are more likely to be satisfied than those of children at state schools (96% satisfied compared to 88% satisfied respectively).

Parents who report any level of dissatisfaction on any other aspect of their child's school/college/university are more likely to be dissatisfied overall. Parents who feel that behaviour in their child's school is poor are more likely to be dissatisfied (30%) than those who feel behaviour is acceptable (7%) or generally good (1%). Similarly, those who agree that in general, England is a good country for children to grow up in are more likely to be satisfied with their child's learning provider (92% satisfied, compared to 78% of those who disagree that England is a good country for children to grow up in).

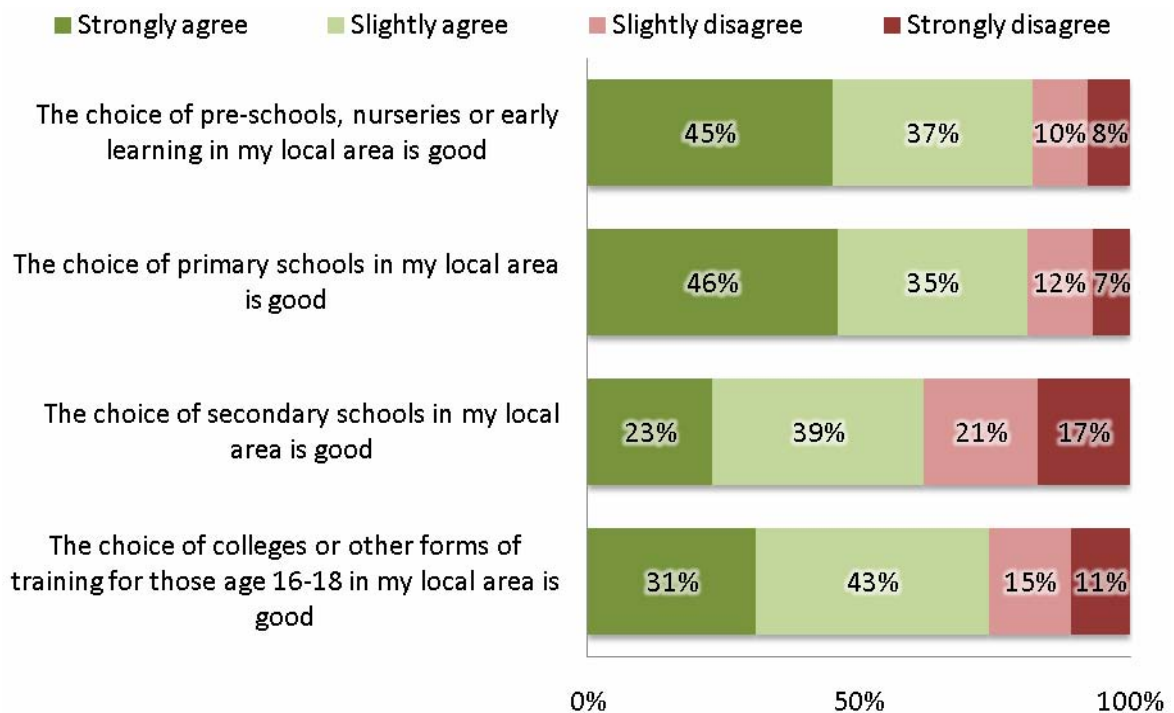
4.3 Choice

Parents were asked the extent to which they agree or disagree with a range of statements concerning the choice of publicly funded education in their local area at each stage of education up to age 18.

On the whole parents feel that there is a good choice of pre-schools, nurseries or early learning, and a good choice of primary schools in their local area, with over eight in ten parents agreeing this is the case (82% and 81% respectively).

When it comes to the later education stages parents are less likely to agree that the choice is good, although those who do feel the choice is good still make up the majority, with 62% of parents agreeing that the choice of secondary schools is good, and 74% agreeing that the choice of colleges and training for 16-19s is good.

Figure 13: Q2: To what extent do you agree or disagree that the choice of education institution is good?



Sample base: 1027, All parents

DSO 3: Achieve world class standards in education

As illustrated in the table below, the choice of colleges and other forms of training for those aged 16-19 is rated as good by slightly fewer parents (75%), while the choice of secondary schools is rated as good by the smallest group of parents (62%).

Table 4: Q2: To what extent do you agree or disagree that the choice of education institution is good?

	ALL PARENTS		Pre-school				Primary				Secondary				Post-school - 16-19s					
			Children <5 not in nursery/early ed		Children <5 in nursery/early ed		Key Stage 1		Key Stage 2		Key Stage 3		Key Stage 4		16-19 - School 6th form		16-19 - 6th/FE coll/uni/LTW		16-19 - not in learning	
	% +	% -	% +	% -	% +	% -	% +	% -	% +	% -	% +	% -	% +	% -	% +	% -	% +	% -	% +	% -
Pre-schools, nurseries, early learning (965)	82	18	83	17	85	15	80	20	87	13	78	22	78	22	82	18	74	26	85	15
Primary schools (1010)	81	19	81	19	88	12	82	18	80	20	81	19	81	19	77	23	78	22	86	14
Secondary schools (958)	62	38	64	36	73	27	55	45	58	42	56	44	66	34	64	36	63	37	67	33
6th form colleges /FE colleges for 16 to 19s (874)	74	26	72	28	83	17	73	27	72	28	76	24	71	29	75	25	72	28	81	19
Sample bases in parentheses																				

Some differences in opinion are evident across various subgroups of parents. Those whose child attends an independent school are less likely to agree that the choice of pre-schools primary school and secondary schools is good (67%, 66%, and 51% respectively), while their rating of the choice of colleges or other forms of training for those age 16-18 in their local area remains in line with the average.

Further, parents in socio-economic classification group ABC1 are less likely to feel that the choice is good than those in group DE, as 55% rate the level of choice as good, compared to 72% of those in DE.

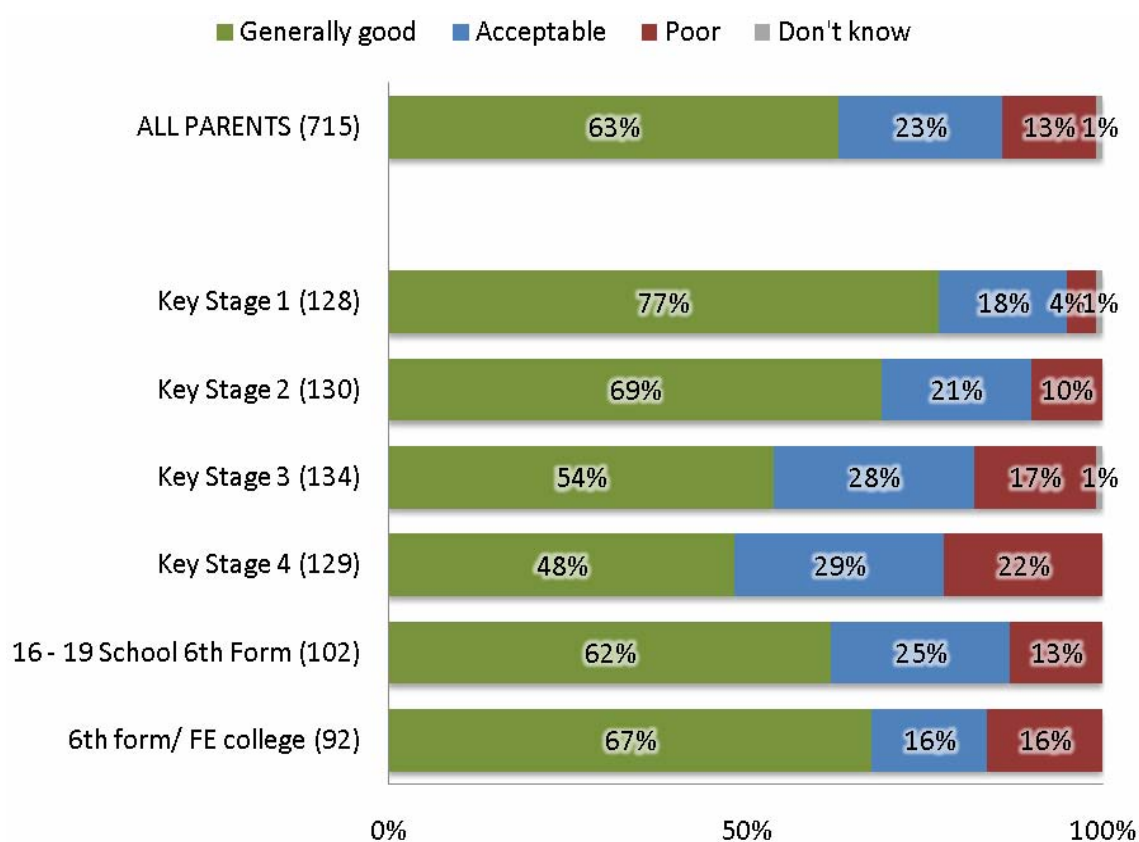
5 DSO 4: Close the gap in educational achievement for children from disadvantaged families

5.1 Behaviour at child's school or college

Parents were asked how they would describe pupil behaviour at their child's school or college. The majority of parents feel that pupil behaviour is generally good (63%), while around one in four thinks it is acceptable (23%), and one in eight feels it is poor (13%).

The highest proportion of parents rate behaviour as poor at secondary school at Key Stage 4 (children aged 14-16) where 22% of parents feel behaviour is poor and 48% feel behaviour is good. Behaviour is regarded as best amongst primary schoolchildren in Key Stage 1 (ages 5-7) where 77% of parents rate behaviour as generally good, and just 4% rate it as poor.

Figure 14: Q8: Would you describe pupil behaviour at your child's school/ college as...?



Sample bases in parenthesis

DSO 4: Close the gap in educational achievement for children from disadvantaged families

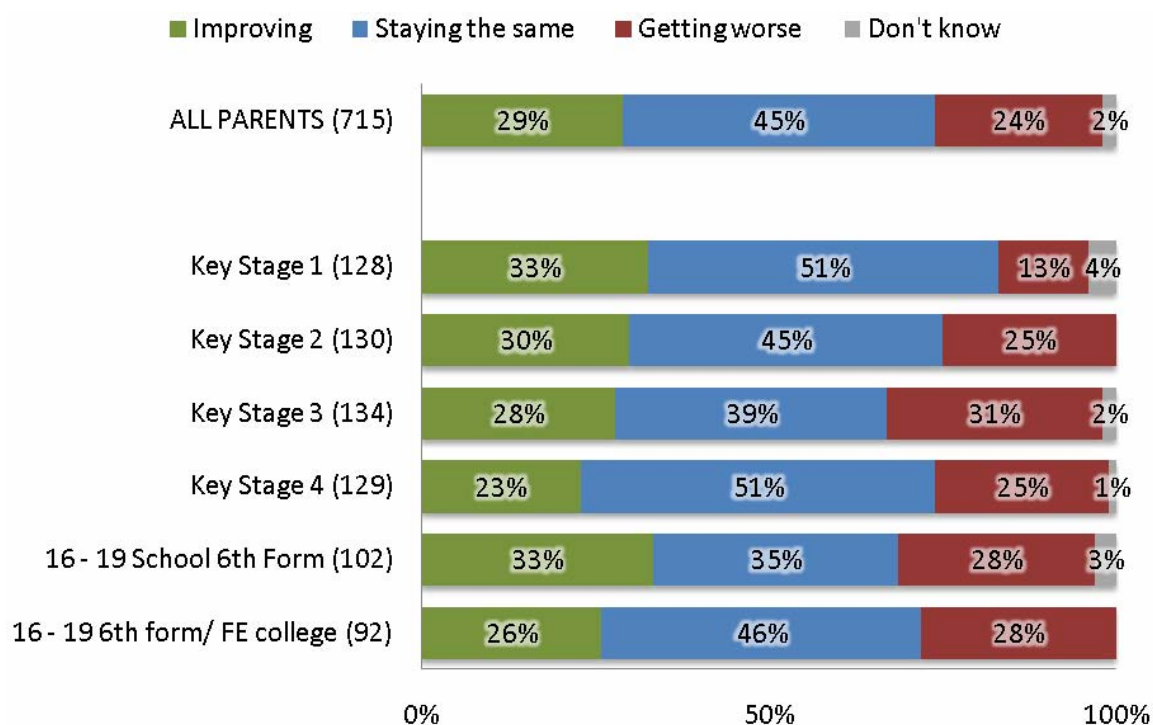
There is a clear link between pupil behaviour and bullying, as parents who feel that bullying is a problem in their child's school or college are more likely to describe pupil behaviour as poor (34%, while 35% of this group describe pupil behaviour as good), while those who feel that bullying is not a problem are more likely to describe behaviour as good (71%, while 6% of this group describe behaviour as poor).

5.2 Improvement in pupil behaviour

Parents were then asked whether they felt standards of pupil behaviour at their child's school or college are generally improving, staying the same or getting worse. As illustrated below, almost half of parents felt that standards are staying the same (45%), while the remaining parents are almost equally divided into those who feel behaviour is getting better (29%) or getting worse (24%).

Parents' views on improvements in pupil behaviour vary according to their child's education stage. Those with a child at primary school Key Stage 1 are more likely to feel that pupil behaviour in their child's school is improving or staying the same (84%), while those with a child at secondary Key Stage 3 (Ages 10-14) are more likely to feel behaviour is getting worse (31%).

Figure 15: Q9: Thinking about your child's school/ college, do you feel that standards of pupil behaviour generally are improving, staying the same or getting worse?



Sample bases shown in parentheses.

DSO 4: Close the gap in educational achievement for children from disadvantaged families

Parents who describe pupil behaviour as poor are more likely to feel that standards are getting worse, as 67% of those who rate behaviour as poor feel standards are declining, compared to 12% who feel they are improving. Parents who describe behaviour as good are most likely to feel standards are improving (35%).

Parents reporting improvements in behaviour are also more likely to report improvements in the problem of bullying, as 59% of parents who report an improvement in the bullying problem report an improvement in behaviour (while 11% report a decline in pupil behaviour), while 76% of parents who report a decline in the problem of bullying also report a decline in pupil behaviour (while 2% report an improvement in pupil behaviour).

5.3 HE financial barrier

Parents were asked to what extent they agree or disagree that it is still more difficult for students from lower-income families to go to university than it is for students from families that are financially better off.

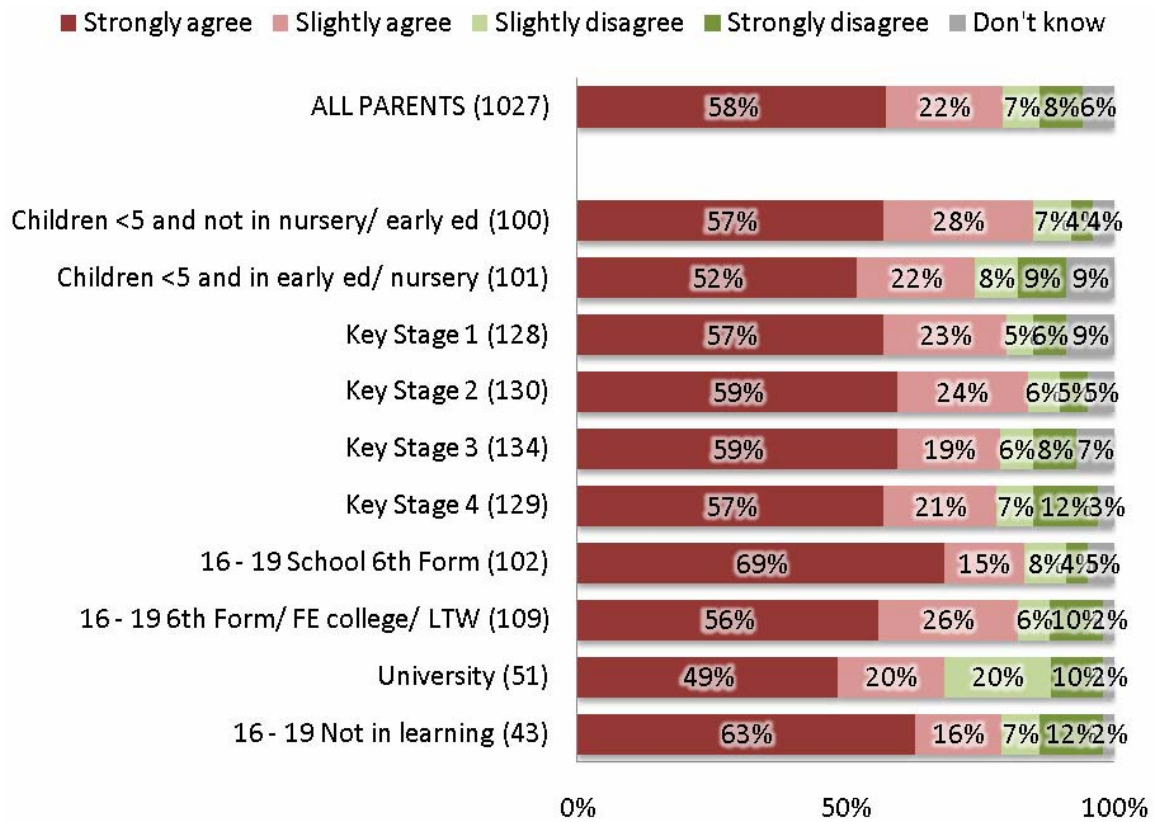
Overall, four in five (80%) parents agree that it is still more difficult, while one in seven (15%) disagree that this is the case.

Over half of all parental sub-groups agree strongly that it is more difficult for students from lower-income families to go to university (58% overall). Those with a child at school 6th form are most likely to agree that this is the case, as seven in ten parents (69%) strongly agree that it is more difficult, while 12% of this group disagree.

The group of parents least likely to agree that children from lower-income families might encounter more difficulties is those with a child at university currently, as 69% agree, and 30% disagree.

DSO 4: Close the gap in educational achievement for children from disadvantaged families

Figure 16: Q6: To what extent do you agree or disagree that it is still more difficult for children from lower-income families to go to university than it is for students from families that are financially better off?



Sample bases shown in parentheses.

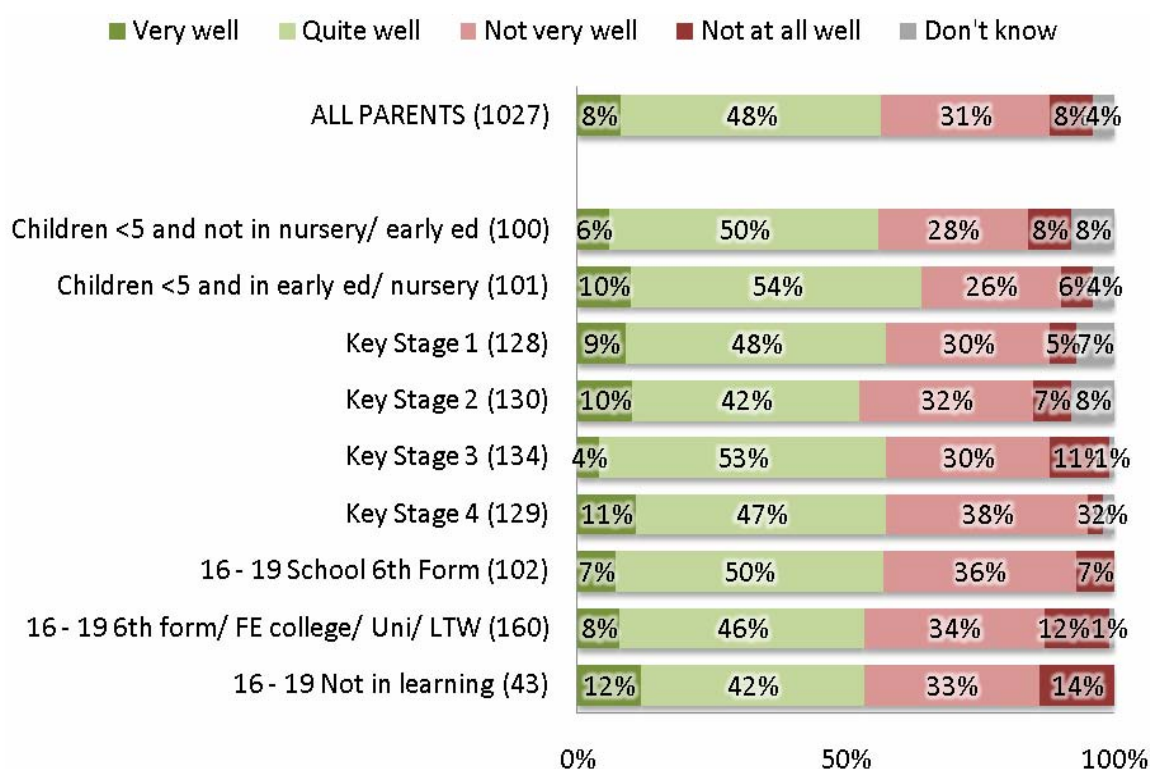
6 DSO 5: Ensure young people are participating and achieving their potential to 16 and beyond

6.1 Schools and colleges as preparation for working life

Parents were asked how well they feel schools and colleges in England prepare young people for working life.

Overall, more than half (56%) of parents feel that they prepare young people very or fairly well, with this figure fluctuating slightly amongst parental sub groups. Around two in five parents feel that schools and colleges do not prepare young people well for working life (39%).

Figure 17: Q5: Overall, how well do you feel schools and colleges in England today prepare young people for working life?



Sample bases shown in parentheses.

Parents most likely to feel that schools and colleges prepare young people for working life well include those who report an improvement in pupil behaviour or in bullying in their child's school or college (67% and 65% respectively), and those who agree that England is a good country for children to grow up in (64%).

DSO 5: Ensure young people are participating and achieving their potential to 16 and beyond

Parents more likely to feel they do not prepare young people well is parents of 16 to 19 year olds who are in 6th form college or university or who are learning through work, as half of this group (46%) feel this is the case. Further, parents whose child attends an independent school are more likely to feel schools do not prepare young people well (51%), as are parents who are dissatisfied with their child's school (66%), and parents who disagree that England is a good country for children to grow up in (61%).

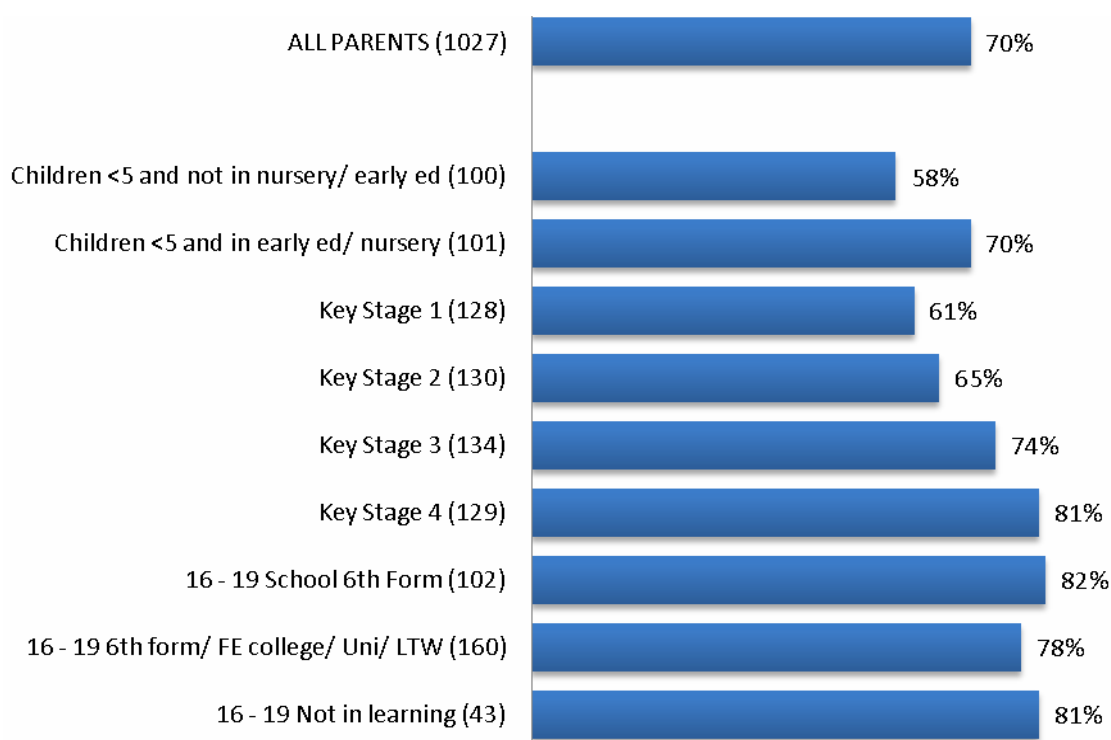
6.2 Advice on further learning and careers

Parents were asked whether they know or would know where to go to obtain advice or information about their child's learning or training options, such as which subjects to study, whether to go on to university, training options available and so on.

Seven in ten of all parents are happy that they know where they can find such information, with some variation across education stage of the child. Parents of pre-school children who are not yet in learning are least likely to know where they can obtain such information (58%, compared to 70% of parents of pre-school children in learning). Parents of children at the secondary school stage are more likely to know, as 74% of parents of Key Stage 3, 81% of parents of Key Stage 4, and 82% of parents of school 6th formers know where they can obtain such advice.

DSO 5: Ensure young people are participating and achieving their potential to 16 and beyond

Figure 18: Q4a: Do you know where to go for advice about learning or training options, such as which subjects to study, whether to go on to university, training options available to your child and so on? (% 'yes')



Sample bases shown in parentheses.

Parents whose main language spoken in the home is not English are least likely to know where they can obtain information on learning and training options. While 26% of those whose main language is English do not know where to find this information, this increases to 54% of those whose main language is not English.

Parents who are not satisfied with their child's school or college are also less likely to be aware of places they can obtain information and advice on learning and training options. One in four parents (24%) who are satisfied are unaware of where this information can be found, which increases to two in five (42%) of those who are dissatisfied with their child's school or college.

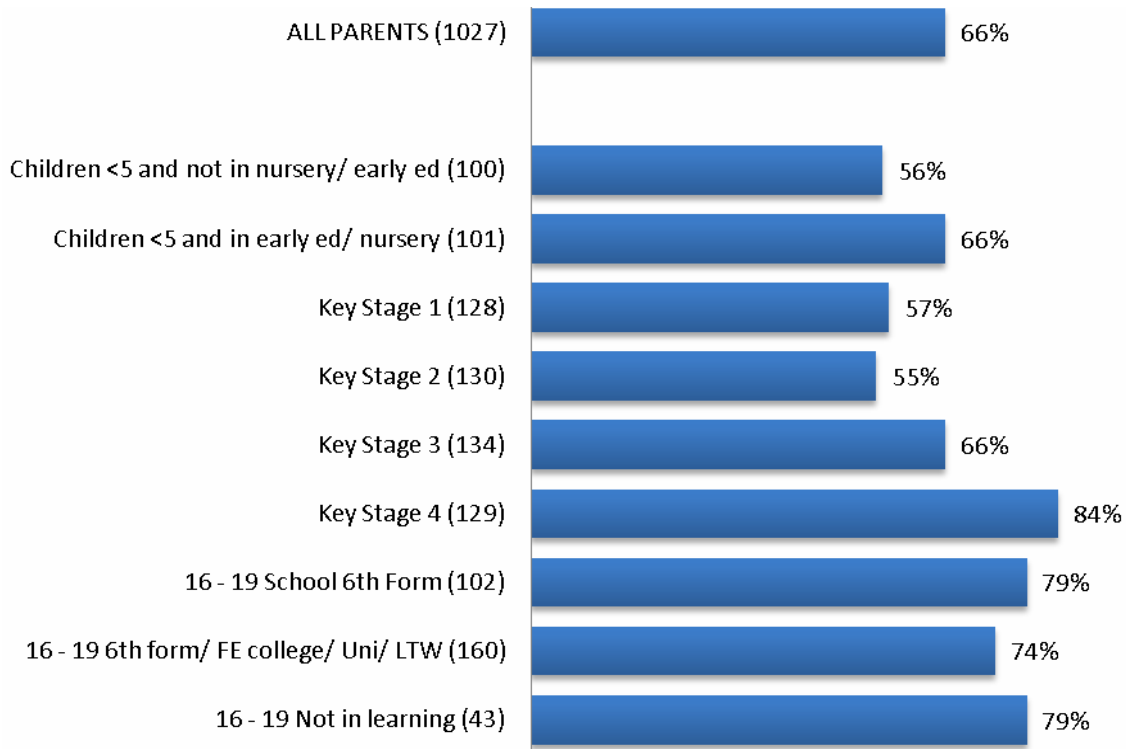
Parents were also asked whether they know or would know where to go to obtain advice or information about their child's career options. Two in three parents (66%) feel they know where to obtain this information, which is less likely amongst parents of younger children (61% of parents of pre-school stage children, and 56% of primary stage children) and more likely amongst parents of 16-19s (77%).

Similar subgroup differences are evident amongst parents, with those whose main language is not English, and those who are not satisfied with their child's school or

DSO 5: Ensure young people are participating and achieving their potential to 16 and beyond

college being less likely to know where to obtain advice or information about their child's career options (37% and 38% respectively, compared to 27% of all parents).

Figure 19: Q4b: Do you know where to go for advice or information about career options? (% 'yes')



Sample bases shown in parentheses.

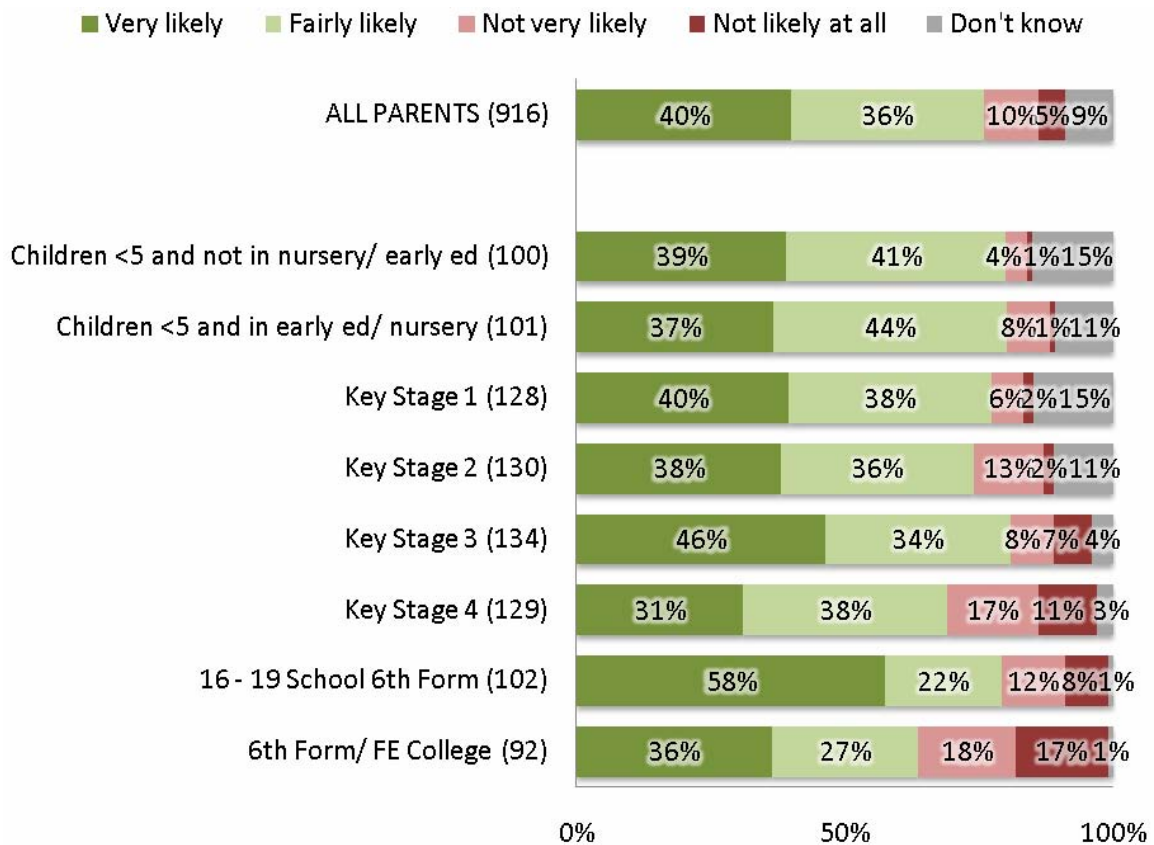
6.3 Likelihood to attend HE

Parents whose child is not at university currently and whose child is still in learning (excluding those learning through work) were asked to consider how likely it is that their child will go on to university. Overall, over three quarters of parents (76%) feel it is likely that their child will go to university.

Parents of children in school 6th form, followed by those with a child at Key Stage 3 are most likely to feel that it is very likely their child will go to university (58%, and 46% respectively), while this is less likely to be the case amongst parents whose child attends 6th form college or FE college (63%).

DSO 5: Ensure young people are participating and achieving their potential to 16 and beyond

Figure 20: Q7: How likely is it that your child will go to university to do a degree?



Sample bases shown in parentheses.

Groups of parents most likely to report that their child is likely to go on to university include the following:

- Parents from a minority ethnic background (91%, compared to 71% of parents from a white background),
- Parents who themselves have achieved a degree (87%, compared to 68% of those with lower qualifications and 51% of those with no qualifications),
- Parents in higher Socio-economic groups (82% of those in ABC1, compared to 68% of those in C2DE),
- Parents whose child attends an independent school (93%, compared to 77% of those whose child attends a state school),
- Parents whose main language is not English (91% compared to 72% of those whose main language is English)
- Parents who are satisfied with their child's school (76% compared to 59% of those who are dissatisfied), and
- Parents who describe pupil behaviour in their child's school or college as generally good (81%, compared to 59% of those who describe it as poor).

7 DSO 6: Keep children and young people on the path to success

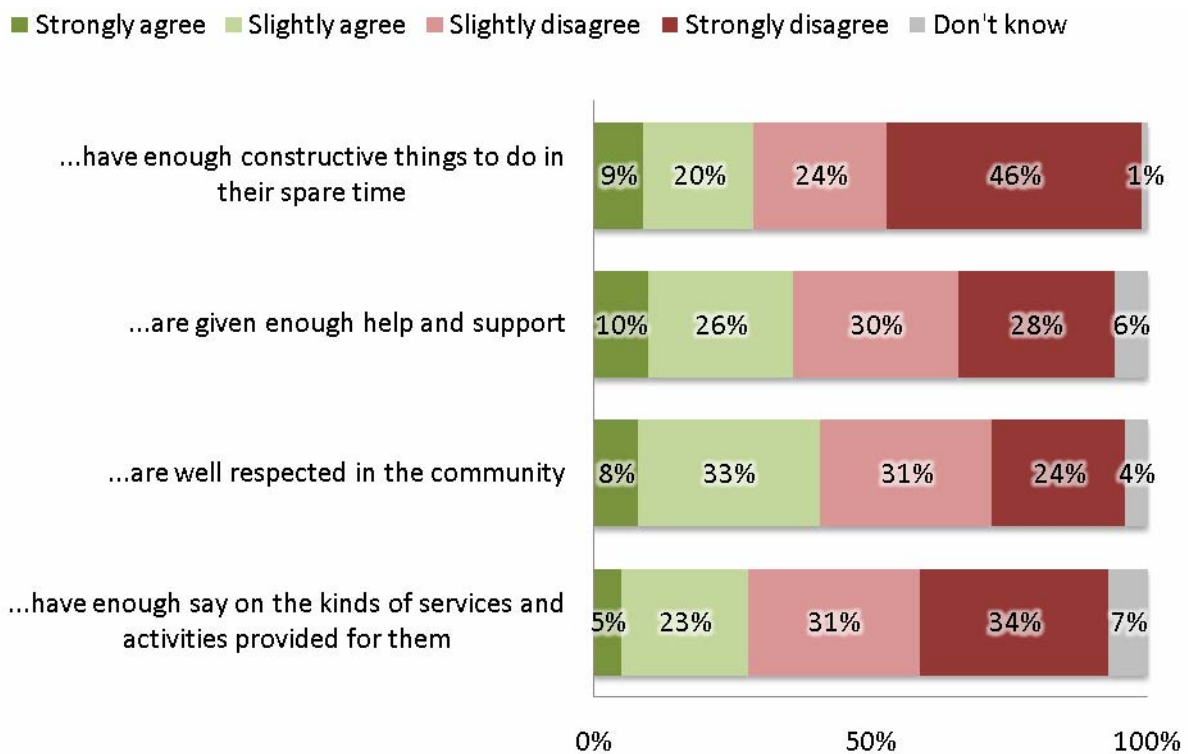
7.1 Young people’s role in the community

Parents were asked to think more generally about young people in their local community today, and to rate their agreement with a number of statements on a scale where ‘1’ indicates strong disagreement and ‘4’ indicates strong agreement.

Amongst all parents agreement is highest that young people are well respected in their local community (41%) and the lowest level of agreement is regarding whether they have enough say on services and activities (28% agree, while 65% disagree).

Figure 21: Q16: To what extent do you agree or disagree with the following statements..?

Young people in your local community...



Sample base: 1027, All parents

DSO 6: Keep children and young people on the path to success

The table below summarises the overall positive and negative ratings given for each statement amongst the various parental sub-groups.

The pattern of responses is very similar across all sub-groups, although there tends to be a greater extent of disagreement amongst parents of 16-19 year olds who are not at school (those in 6th/FE college/ university/ learning through work and those not in learning).

Table 5: Q16: To what extent do you agree or disagree with the following statements..?

	ALL PARENTS		Pre-school				Primary				Secondary				Post-school - 16-19s					
			Children <5 not in nursery/early ed		Children <5 in nursery/early ed		Key Stage 1		Key Stage 2		Key Stage 3		Key Stage 4		16-19 - School 6th form		16-19 - 6th/ FE coll/uni/ LTW		16-19 - not in learning	
	% +	% -	% +	% -	% +	% -	% +	% -	% +	% -	% +	% -	% +	% -	% +	% -	% +	% -	% +	% -
Young people in your local community...																				
...have enough constructive things to do in their spare time	29	70	33	65	31	64	38	59	29	70	22	78	24	75	25	71	24	74	28	72
...are given enough help and support	36	58	39	53	46	44	35	52	38	54	32	65	36	60	38	56	31	66	23	77
...are well respected in the community	41	55	42	55	51	43	38	52	47	51	31	65	42	57	39	57	40	55	33	67
...have enough say on the kinds of services and activities provided for them	28	65	38	51	36	52	23	65	32	65	20	74	29	67	23	69	19	76	23	74
Sample bases	1027		100		101		128		130		134		129		102		160		43	

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Some groups of parents differ in their opinions regarding young people in their local community. Those in the ABC1 socio-economic group are more likely than those in the DE group to agree that young people have enough constructive things to do in their spare time and are given enough help and support (33% and 39% respectively, compared to 22% and 31% of parents in the DE group), although parents who agree with these statements are still outnumbered by those that disagree.

Parents whose child attends an independent school are also more likely to have a positive response to these statements than those whose child attends a state school, as 53% of this group agree that young people are well respected in the community, compared to 40% of parents whose child attends a state school, and 47% agree that young people are given enough help and support, compared to 35% of parents whose child attends a state school.

Parents whose main language at home is not English are more likely than those whose main language is English to be positive in regard to young people in their local community. These parents are more likely to agree that young people are well respected in the community (63% agree, compared to 40% of those whose main language is English), that young people are given enough help and support (59% agree, compared to 35% of those whose main language is English), and that young people have enough say on services and activities provided for them (48% agree, compared to 27% of those whose main language is English).

Parents who are dissatisfied with their child's school are more likely to have a negative view of young people's position in their local community. They are less likely to agree that young people have enough constructive things to do in their spare time (11% agree, compared to 29% of parents who are satisfied with their child's school), that young people are given enough help and support (12% agree, compared to 38% of parents who are satisfied), and that young people are well respected in the community (25% agree, compared to 42% of satisfied parents).

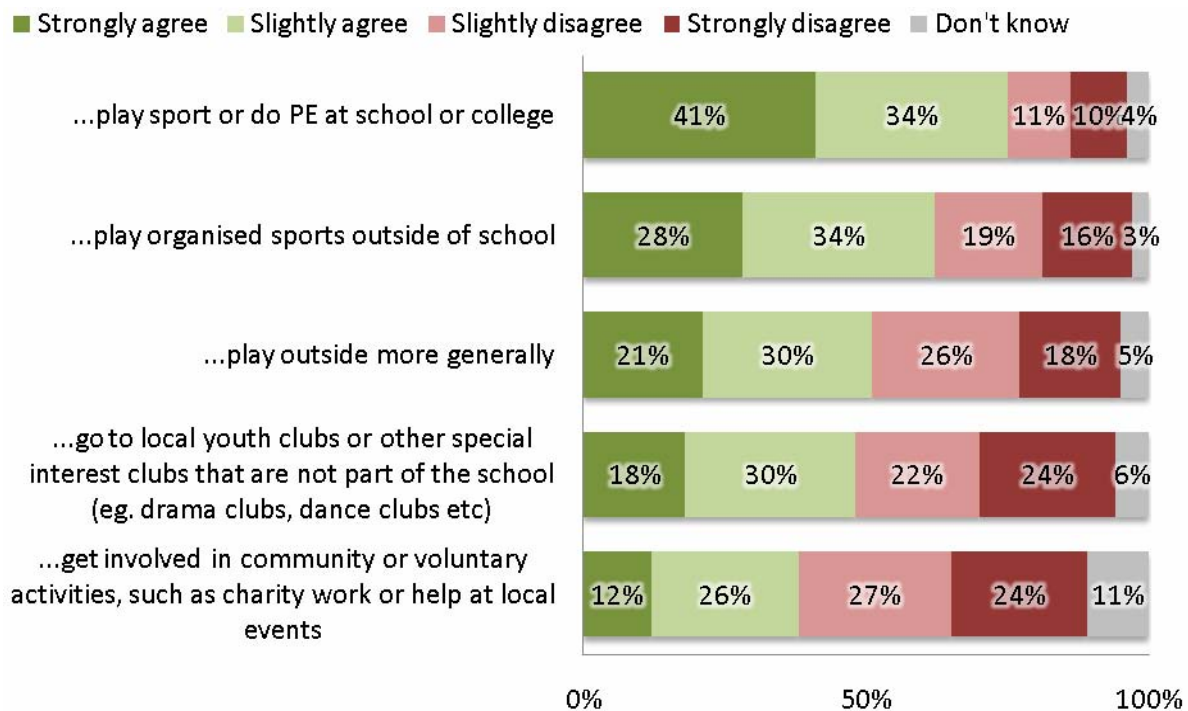
7.2 Young people’s access to sports/ clubs/ community activities

Parents were then asked to consider in more detail the activities available to young people in their local community. They were asked the extent to which they agreed or disagreed with a range of statements concerning whether young people are offered enough opportunities to take part in a range of activities.

The majority of parents (75%) feel that young people are offered enough opportunities to play sport or do PE at school or college, and over three in five (62%) feel that there are enough opportunities for young people to play organised sports outside of school or college.

Figure 22: Q17: To what extent do you agree or disagree with the following statements?

Young people in your local community are offered enough opportunity...



Sample base: 1027, All parents

When it comes to playing outside more generally, going to youth clubs or other special interest clubs or taking part in community or voluntary activities however, parents are less likely to feel there is adequate provision in their local community, as around half of parents disagree that there are enough opportunities in these areas (44%, 46% and 51% disagree respectively).

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Parents of schoolchildren in Key Stages 2 and 3 are more likely to agree that young people are offered enough opportunity to play sport or do PE at school or college, as 78% and 80% agree respectively. Outside of school, parents of school 6th formers are most likely to agree that young people have adequate opportunities to play organised sports (70% agree), whereas parents of 16-19s who are at 6th form college/FE college/ university/ learning through work or not in learning are least likely to agree (55% and 51% agree respectively, while 44% of both groups disagree).

Overall, parents of 16-19 year olds not in learning are less likely to feel young people have enough opportunity to get involved in any of these activities, while parents of those in learning are more likely to report adequate opportunities.

Table 6: Q17: To what extent do you agree or disagree with the following statements?

	ALL PARENTS		Pre-school				Primary				Secondary				Post-school - 16-19s					
			Children <5 not in nursery/early ed		Children <5 in nursery/early ed		Key Stage 1		Key Stage 2		Key Stage 3		Key Stage 4		16-19 - School 6th form		16-19 - 6th/ FE coll/uni/ LTW		16-19 - not in learning	
	% +	% -	% +	% -	% +	% -	% +	% -	% +	% -	% +	% -	% +	% -	% +	% -	% +	% -	% +	% -
Young people in your local community are offered enough opportunity...																				
...to play sport or do PE at school or college?	75	21	69	23	69	21	75	18	78	21	80	19	76	23	77	22	72	27	77	23
...to play organised sports outside of school?	62	35	62	31	60	33	66	27	69	29	58	39	62	38	70	28	55	44	51	44
...to play outside more generally?	51	44	53	41	52	43	52	42	53	46	51	46	53	47	42	51	50	47	51	44
...to go to local youth clubs or other special interest clubs that are not part of the school (eg. drama clubs, dance clubs etc)?	48	46	55	34	53	35	44	43	55	42	43	51	47	52	41	51	44	53	37	63
...to get involved in community or voluntary activities, such as charity work or help at local events?	38	51	40	43	43	38	32	52	40	51	37	55	41	55	42	53	38	57	28	67
Sample bases	1027		100		101		128		130		134		129		102		160		43	

DSO 6: Keep children and young people on the path to success

Parents' opinions again vary by certain subgroups. Parents whose child attends an independent school are slightly less likely than parents whose child attends a state school to agree that there are enough opportunities to play sport or do PE at school or college (68% agree compared to 76% of parents with a child at state school), although this is not a statistically significant difference.

Parents who are satisfied with their child's school, and those who feel that schools and colleges prepare young people well for working life are more likely to feel there are enough opportunities for young people to take part in these activities, as 77% and 82% respectively agree that there are enough opportunities to play sport or do PE at school or college (compared to 58% and 65% respectively of parents who are dissatisfied or who feel schools and colleges do not prepare young people well for working life).

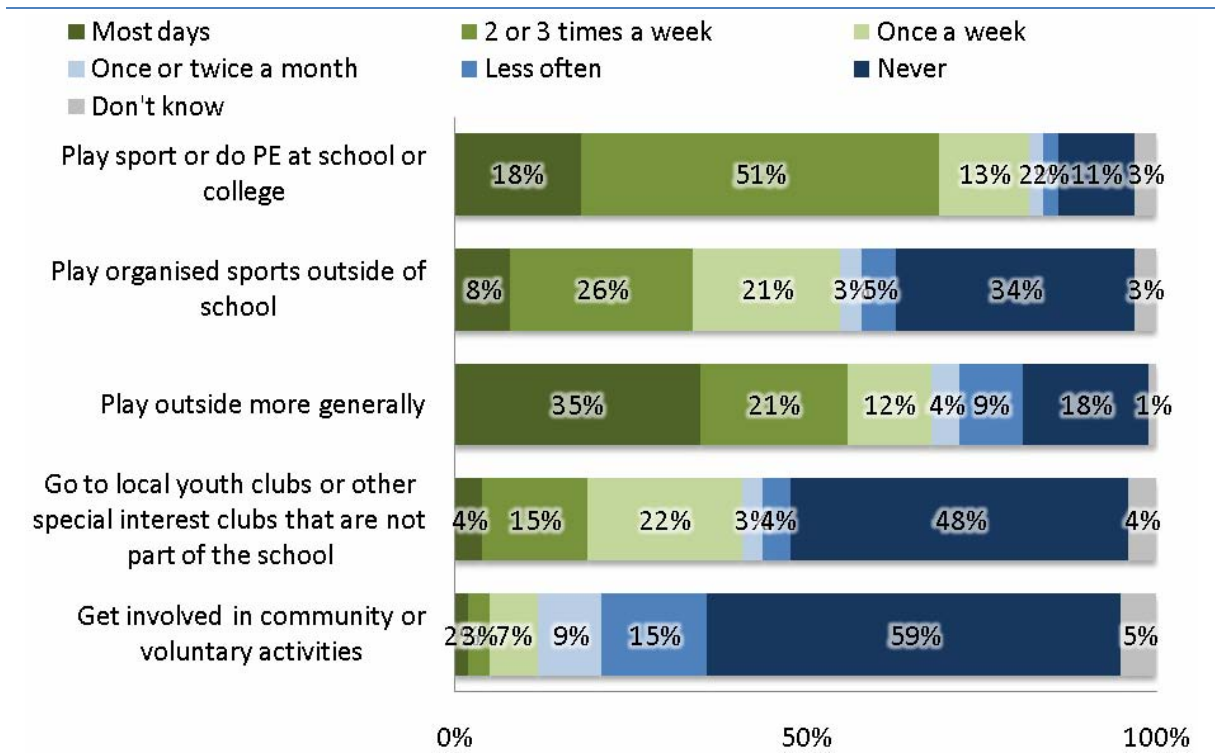
Young people's involvement in sports/ clubs/ community activities

Parents were next asked how frequently their child takes part in the specified activities. Sports and PE at school or college were most commonly cited as activities that children and young people take part in on a regular basis, as over two in three parents (69%) report that their child does so at least twice a week if not more often. Following this, general play outside was the next most common activity that children and young people participate in on a regular basis, as 56% of parents report that their child does so at least twice a week.

The other activities specified are less widespread. Around three in five parents (59%) report that their child never takes part in community or voluntary activities, while 48% report their child never goes to a youth club or other special interest club, and 34% report their child never plays organised sports outside of school or college.

DSO 6: Keep children and young people on the path to success

Figure 23: Q18: On average, how often does your child take part in each of the following activities?



Sample base: 1027, All parents

Differences are evident according to the education stage of the child. The youngest and oldest groups are least likely to take part in these activities, such as organised sport at school or college, as 20% of parents of pre-school children report their child never takes part, as do 35% of parents of 16-19s who are not at school sixth form.

7.3 Advice on alcohol, drugs, sex

Parents were asked whether they would know where to go to obtain advice if they had any queries regarding their child about drugs, alcohol or sexual health.

As illustrated below, the majority of parents do know where they can obtain advice regarding these issues, as 70% are aware of where they can obtain advice on drugs or alcohol, and 78% of parents are aware of where they can go to obtain advice on sexual health issues.

DSO 6: Keep children and young people on the path to success

Table 7: Q21: Would you know where to go if you had questions about your child regarding...? (% yes)

	ALL PARENTS	Pre-school		Primary		Secondary		Post-school - 16-19s		
		Children <5 not in nursery/early ed	Children <5 in nursery/early ed	Key Stage 1	Key Stage 2	Key Stage 3	Key Stage 4	16-19 - School 6th form	16-19 - 6th/ FE coll/un i/ LTW	16-19 - not in learning
		%	%	%	%	%	%	%	%	%
Drugs?	70	67	73	71	66	66	70	78	76	79
Alcohol?	70	66	76	71	65	64	74	78	72	77
Sexual health?	78	74	79	77	75	78	80	84	81	84
Sample bases	1027	100	101	128	130	134	129	102	160	43

In general there is little difference in awareness levels across parental subgroups, with the most apparent difference being that parents of 16-19 year olds are more likely to be aware of places to obtain advice on all three issues (77% of parents of this age group are aware of where to obtain advice regarding drugs, 75% regarding alcohol, and 83% regarding sexual health issues).

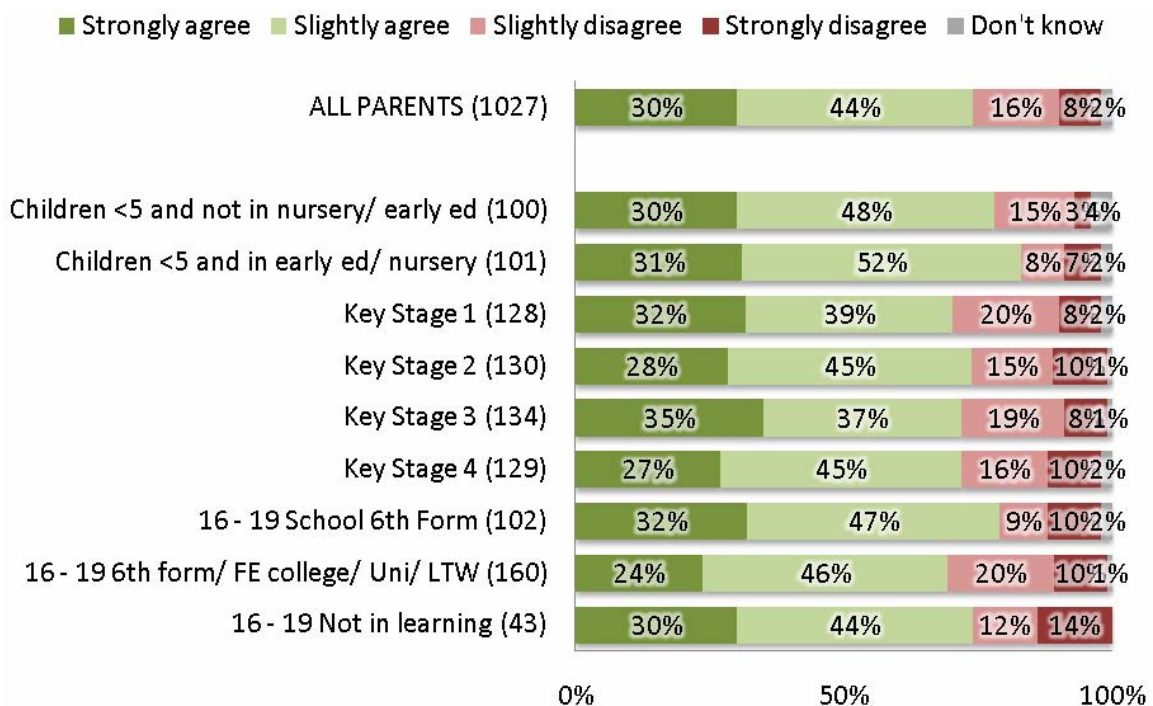
8 England as a country to grow up in

Parents were asked to rate their level of agreement that England is a good country for children to grow up in. This section analyses their responses in more detail, to understand how parents' opinions on other issues covered in the survey relate to their overall views on England as a country to grow up in.

Close to three quarters (74%) of parents strongly/slightly agree that England is a good country for children to grow up in, while a quarter (24%) strongly/slightly disagree that this is the case.

Almost one in three parents (30%) strongly agree that England is a good country for children to grow up in, which is broadly consistent across the various age groups. Parents of children 6th form college/FE college/ university or learning through work are more likely to disagree that this is the case (30%) than parents whose child is at school 6th form (19%).

Figure 24: Q24: To what extent do you agree or disagree overall that England is a good country for children to grow up in?



Sample bases shown in parentheses.

England as a country to grow up in

While some fluctuations are evident in the proportion of parents of different education stage children who agree that England is a good country for children to grow up in, there are few differences between the views of these parental groups. Further, looking at the opinions of parents in differing demographic or social groups does not reveal any significant differences.

However, examining groups of parents by their views in other areas of the survey reveals more variation. Groups of parents more likely to agree that England is a good country for children to grow up in include the following:

- Parents who are satisfied with their child's school/ college/ university (77%, compared to 48% of those who are dissatisfied),
- Parents who feel that schools and colleges in England prepare young people well for working life (84%, compared to 61% of those who feel that they do not prepare young people well), and
- Parents who rate the standard of behaviour in their child's school or college as good (77%, compared to 47% of those who rate behaviour as poor).

9 Profile of Respondents

Table 8: Profile of respondents

Profile of Parents		%
Age		
	18-29	6
	30-39	41
	40-49	39
	50-59	13
	60-69	0.5
	Refused	0.5
Gender		
	Male	24
	Female	76
Marital status		
	Single	9
	Married	82
	Separated	2
	Divorced	6
	Widowed	1
Working status		
	Working - full time (more than 30 hours a week)	43
	Working - part time (30 hours or less)	34
	Unemployed and seeking work for less than 6 months	1
	Unemployed and seeking work for more than 6 months	1
	Not working - Retired	1
	Not working - Not able to work due to illness/ disability	2
	Not working - Looking after the home or family	17
	Full-time student	1
Qualification Achievement		
	A postgraduate degree or doctorate, NVQ level 5 or equivalent	13
	A degree or higher degree, HND, HNC, NVQ level 4 or equivalent	23
	A levels, NVQ Level 3 or equivalent	20
	GCSEs, O Levels, NVQ Level 2 or equivalent	25
	Other	4
	No qualifications	15
	Don't know/refused	1
Ethnicity		
	White European	90
	Other white background	3
	Black Caribbean	1
	Black African	1
	Other black background	*
	Chinese	*
	Indian	2
	Pakistani	*
	Bangladeshi	*
	Other Asian background	*
	Mixed background	1
	Other	1
	Refused	1
Sample base: 1027		

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