Schools Omnibus 2005 (Wave 11)

A Research Study Among 11-16 Year Olds
on behalf of The Sutton Trust

January-March 2005

Contents

Introduction

This report presents the findings from the 2005 Survey of Secondary School Pupils, carried out by Market and Opinion Research International (MORI) on behalf of The Sutton Trust. The computer tabulations may be found in a separate volume.

Methodology

The sample of schools comprised 297 middle and secondary state schools in England and Wales. 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 Regions (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 were 11-16 year olds in curriculum years 7 to 11. Each school was randomly allocated one of these curriculum years, from which MORI interviewers selected one class at random (using a random number grid) to be interviewed. Interviewing was carried out through self-completion questionnaires with the whole class in one classroom period. A 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.

Fieldwork for the study was conducted between 10 January and 11 March 2005. Of the 297 schools approached, 56 declined to participate at the invitation stage (a letter sent to the headteacher), while a further 128 declined during the fieldwork period. In total, 113 schools participated, giving a response rate of 38%. Overall, fully completed questionnaires were obtained from 2,709 pupils, an average of 24 pupils per class.

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

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.

MORI would also like to thank The Sutton Trust for their help and involvement in the project.

Presentation and Interpretation of Data

When interpreting the findings, it is important to remember that the 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 therefore 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%.

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 MORI. Such approval will only be refused on the grounds of inaccuracy and misrepresentation.

Checked & Approved:

Fiona Johnson

Checked & Approved:

Jane Stevens
Claire O'Dell
Amy Lee

Summary of Findings

Likelihood of going into Higher Education

- On the whole, findings in 2005 largely mirror those found in 2004.

- The trend in the majority of young people thinking they are likely to go into higher education when they are old enough has continued, with just under seven in ten (69%) saying this. As in 2004, around a third of young people (34%) say they are *very likely* to go into higher education.

- Also in keeping with 2004, around one in five young people (18%) is *not sure either way yet*.

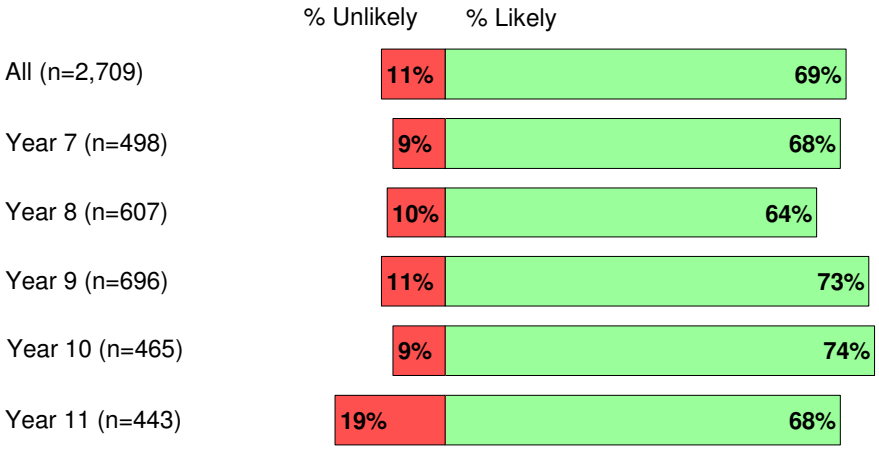
- Meanwhile, the number of young people continues low at just over one in ten (11%).

- Amongst those who say they are unlikely to go into higher education, pupils in Year 11 are more likely than those in other year groups to say this. One in five Year 11s (19%) thinks they will not go into higher education, compared to around one in ten pupils in Years 7-10 (see Figure 1).

Figure 1

Likelihood of going into higher education

Q How likely or unlikely are you to go into higher education when you are old enough?



Base: All respondents

Source: MORI

- The proportion of boys saying they are likely (*very* + *fairly*) to go into higher education has remained at around two-thirds (67%): the same

proportion as in 2004. And as in previous years, girls continue to be more likely than boys to think they will go into higher education (72% versus 67%).

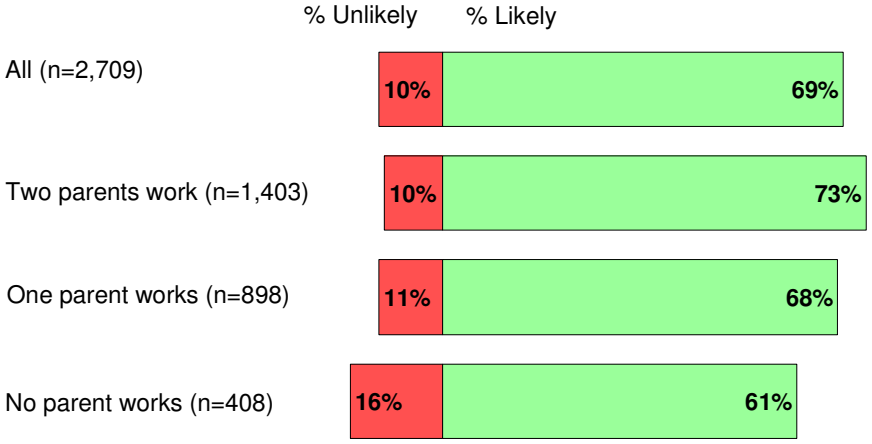
- Similarly, minority ethnic pupils are more certain than their white peers to think they are *likely* to go into higher education (79% versus 69%), including over four in ten BME pupils (44%) who say they are *very likely* to do so.

- As has been seen previously, the 'working status' of their household influences the certainty expressed by young people about going into higher education. Around seven in ten young people in households where at least one adult is working say they are *likely* to go into higher education, compared to six in ten from households where no adult is working (see Figure 2). Greater certainty also exists in the minds of young people who live in less deprived areas: 36% of these young people think they are *very likely* to go into higher education, compared to 30% of those who live in more deprived areas[1].

Figure 2

Likelihood of going into higher education

Q How likely or unlikely are you to go into higher education when you are old enough?



Base: All respondents

Source: MORI

- By Government Office Region (GOR), young people living in London are the most likely to think they will go into higher education, and

[1] 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. For the purposes of this analysis, we have defined 'deprived' as 30% and over and 'not deprived' as under 30%.

significantly more likely to say this than young people living in any other GOR *except* the West Midlands and Yorkshire & Humberside. Moreover, young people living in urban areas are more likely to say this than those living in rural areas (70% versus 61%).

Reasons for not going into Higher Education

- In 2005, nearly half (48%) of young people who say they are unlikely to go into higher education say this is because they *want to start earning money as soon as possible*. This marks a significant increase in the proportion of young people who give this as a reason for rejecting higher education, up from 40% in 2004, and chimes with the findings from qualitative research recently conducted by MORI on behalf of the Sutton Trust and Birkbeck College. In line with this, the proportion of respondents who say they *can get a well-paid job without a degree* has also increased significantly, from one in four (25%) in 2004 to one in three (35%) in 2005.

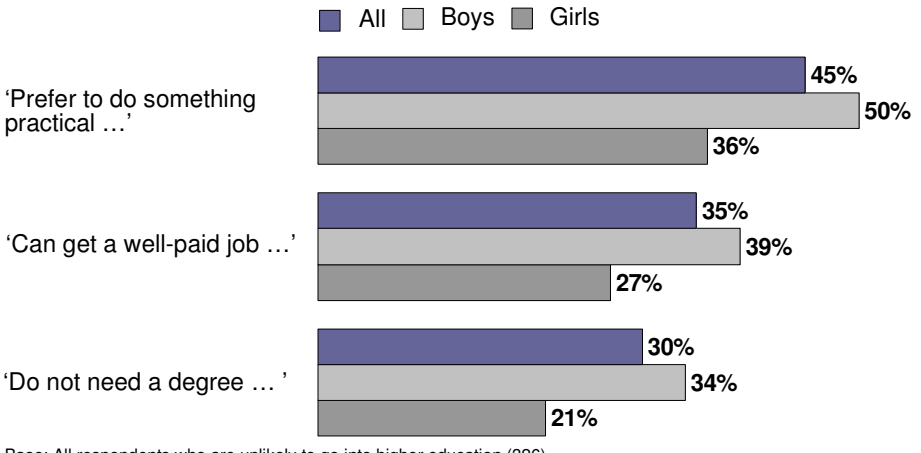
- Another key reason for not going into higher education given by young people is that they *prefer to do something practical rather than studying from books* (45%). One in three (30%) believes, too, that they *do not need a degree to do the job(s) I am considering*.

- Such views are more prevalent amongst boys (see Figure 3).

Figure 3

Reasons for not going into higher education

Q Why are you unlikely to go into higher education?



Base: All respondents who are unlikely to go into higher education (326)

Source: MORI

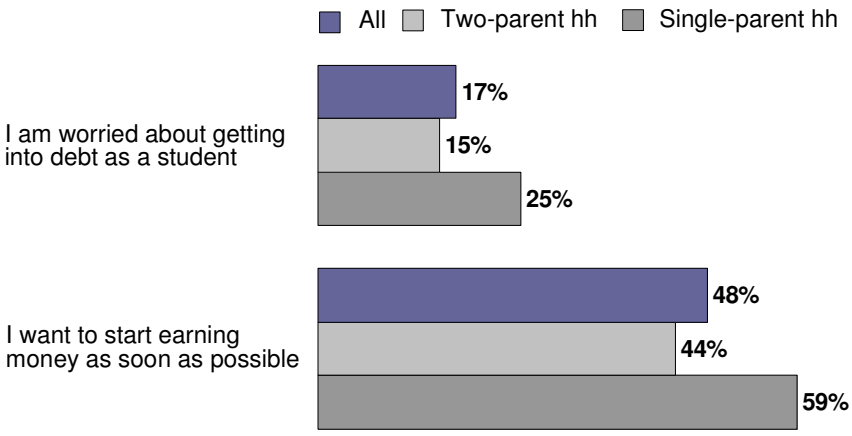
- By year group, there is indicative evidence[2] that Year 7 pupils are more likely than pupils in any other year group to say they are unlikely to go into higher education because they *can get a well-paid job without a degree.* It will be interesting to see whether this difference is still evident as this group of pupils progresses through secondary education.

- Somewhat surprisingly, given that 'top up' fees are now a given, the proportion of young people who say they are unlikely to go into higher education because they are *worried about getting into debt as a student* has remained relatively low and at the level seen in 2004 (17%). However, compared to 2004, young people living in households where at least one adult is working are now as likely as those living in households where no adult is working to say this[3].

- However, young people living in single parent households are more likely to express concern about getting into debt than young people living in two-parent households. They are also more likely to say they *want to start earning money as soon as possible* (see Figure 4)[4].

Reasons for not going into higher education

Q Why are you unlikely to go into higher education?



Base: All respondents who are unlikely to go into higher education (326)

Source: MORI

[2] Small base sizes.
[3] Indicative finding: small base size.
[4] Indicative finding: small base size.

Who has received private tuition?

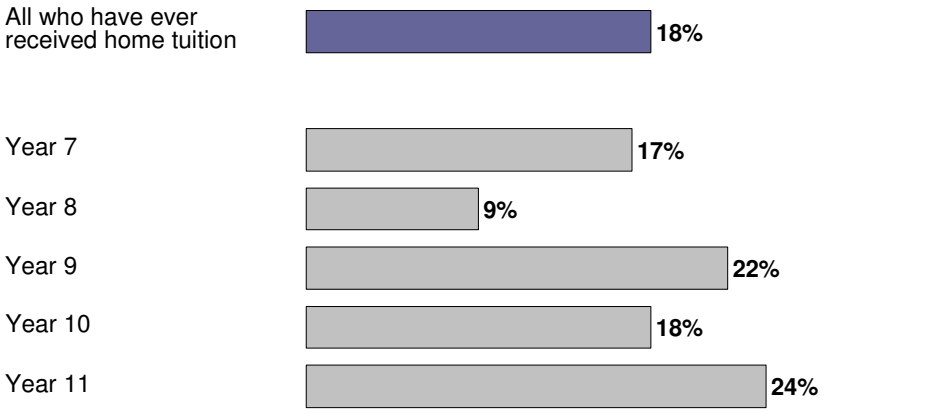
- Around one in six pupils (18%) surveyed has received private tuition at some point in their school career, with six per cent reporting that they have received private tuition in 2005 and seven per cent that they received private tuition in 2004. Conversely, nearly four in five young people (79%) report they have *never* received private tuition.

- Amongst pupils who have *ever* received private tuition, those in Year 11 are most likely to have done so, followed by those in Year 9 (see Figure 5). The same two year groups are also more likely to have received private tuition in 2005.

Figure 5

Home tuition (by year group)

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



Base: All respondents (2,709)

Source: MORI

- Looking at other demographic differences amongst young people:

  - BME pupils;
  - young people living in two-parent households;
  - young people living in households with at least one working adult; and
  - those living in less deprived areas

  are more likely than:

  - white pupils;
  - pupils living in single-parent households;

- young people living in households where no adult works; and
- young people living in more deprived areas

to have received private tuition at some point in their school careers. Indeed, BME pupils are twice as likely as white pupils to have done so.

- In the same vein, young people living in urban areas are more likely to say they have *ever* received private tuition. This finding is likely to reflect issues of access to private tuition as much as a perceived need for it. However, it is also worth noting here that young people living in London are significantly more likely than those living in any other GOR to have received private tuition (34% versus, for example, 12% in East Midlands and 19% in the South East and South West)[5].

- The findings also suggest that boys are more likely than girls to have ever received private tuition.

Q When, if at all, have you received private or home tuition?				
Sex	**All**	**Boys**		**Girls**
Base: All	*(2,709)*	*(1,423)*		*(1,286)*
	%	*%*		*%*
Ever received	18	19		17
Ethnic origin	**All**	**White**		**BME**
Base: All	*(2,709)*	*(2,226)*		*(466)*
	%	*%*		*%*
Ever received	18	15		33
Household composition	**All**	**Two-parent**		**One-parent**
Base: All	*(2,709)*	*(2,095)*		*(566)*
	%	*%*		*%*
Yes	18	19		14
Work status of household	**All**	**Two parents work**	**One parent works**	**No parent works**
Base: All	*(2,709)*	*(1,403)*	*(898)*	*(408)*
	%	*%*	*%*	*%*
Yes	18	19	19	12
Rurality	**All**	**Rural**		**Urban**
Base: All	*(2,709)*	*(440)*		*(2,269)*
	%	*%*		*%*
Ever received	18	12		19
IMD	**All**	**Yes**		**No**
Base: All	*(2,709)*	*(701)*		*(2,008)*
	%	*%*		*%*
Ever received	18	14		20

Source: MORI

[5] Indicative finding: some small base sizes

Private tuition subjects

- Over two-thirds of young people who have received private tuition (68%) have done so in maths, and just over half have done so in English (53%). One in five (20%) has received private tuition in a science subject.

- Taken together, around three in ten young people (29%) have received private tuition in two core curriculum subjects (English and maths *or* English and science *or* maths and science), while around one in seven (15%) have received private tuition in all three core curriculum subjects.

- Boys (60%), and Year 7s (67%), are more likely than girls (45%) and pupils in all other year groups (46%-55%)[6], to say they have received private tuition in English. So, too, are pupils living in less deprived areas versus those in more deprived areas (57% versus 40%).

- However, boys and girls, pupils across all year groups, and those living in both more and less deprived areas are as likely as each other to have received private tuition in maths.

- Other sub-group differences do emerge, though, with BME pupils (76%), those living in two-parent households (72%) and in households where two parents work (73%) all more likely than their counterparts – white pupils (65%), those living in one-parent households (52%) and in households where one or no parent works (62% and 66% respectively) – to say they have received private tuition in maths.

- BME pupils are also more likely than their white peers to have received private tuition in science (28% versus 16%) and in all three core curriculum subjects (21% versus 12%).

- Perhaps reflecting the focus (and timing) of national tests and examinations, pupils in Years 7 and 11 are more likely to say they have received private tuition only in a core curriculum subject (74% and 83% respectively) than pupils in other year groups (58-71%). Meanwhile, Year 9 and 10 pupils are more likely to say they have received private tuition only in a non-core curriculum subject (16% each) than pupils in other year groups (4-9%).

Why have they received private tuition?

- Not surprisingly, respondents most frequently say that they have received private tuition in order to *help me do well in a specific test or exam* (49%) (see Figure 6). This rises to:

    - 56% of those who have received private tuition in English;

[6] Indicative finding: some small base sizes.

- 60% of pupils who have received private tuition in maths;
- 65% of young people whose private tuition covered two core curriculum subjects; and
- 58% of those who have received private tuition in all three core curriculum subjects

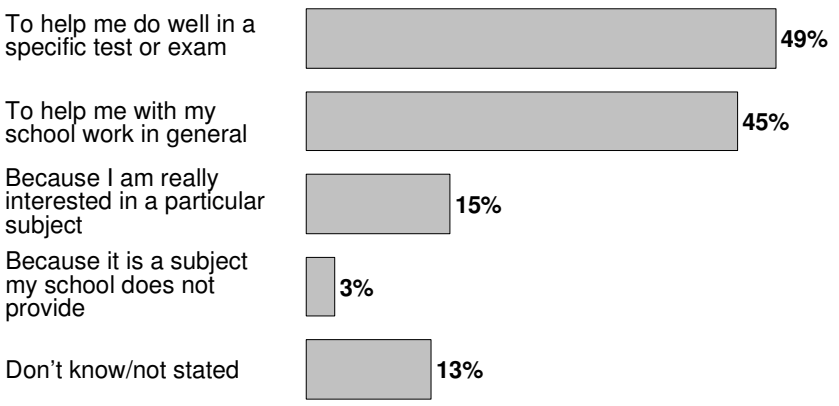
- The next most frequent reason for receiving private tuition is to *help me with my school work in general* (45%) (see Figure 6). Again, this rises to:

  - 56% of those who have received private tuition in English;
  - 51% of pupils who have received private tuition in maths;
  - 49% of young people whose private tuition covered two core curriculum subjects; and
  - 61% of those who have received private tuition in all three core curriculum subjects

Figure 6

Reasons for receiving home tuition

Q And why have you received private/home tuition?



Base: All who have received private/home tuition (491)

Source: MORI

- Overall, 73% of Year 11 pupils who have received private tuition have done so *to help me do well in a specific test or exam* and they are significantly more likely to say this than pupils in any other year group (42%-50%).

- Similarly, three in five BME pupils (61%) have received private tuition *to help me do well in a specific test or exam* compared to two in five white pupils (44%).

- In contrast, pupils in Years 8, 9 and 10 (18%, 23% and 19% respectively), and urban-dwelling pupils (16%), are more likely than pupils in Years 7

and 11 (9% and 7% respectively), and rural-dwelling pupils (2%), to say they have received private tuition because they are *really interested in a particular subject*. Just over half of young people (53%) who give this as a reason for receiving home tuition have received tuition in "Another subject (e.g. music, Latin, history, or geography)".

Travel to school

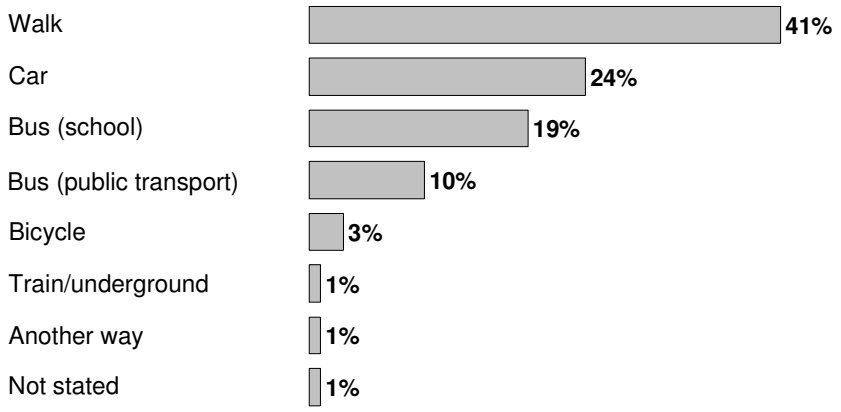
The School Transport Bill was published in October 2004[7]. The legislative changes proposed would allow councils in England and Wales to charge more parents for school transport. Under current arrangements, councils cannot charge parents for transport if they live more than three miles from schools (or more than two miles from schools if the child is younger than eight years old). The government's intention is that monies raised by charging more parents will be reinvested in travel schemes designed to reduce the number of vehicles on the roads at peak times. Critics have argued, however, that this move will encourage more parents to drive their children to school. More importantly, they say it is likely to place considerable financial pressure on poorer families and restrict their choice of school, *"putting them at a further disadvantage compared to their more affluent contemporaries"*[8].

- Two in five young people (41%) say that they currently walk to school (see Figure 7). Around a quarter (24%) are driven to school and a further one in five (19%) travel on a school bus. Few (3%) ride their bike to school.

Figure 7

Modes of travel to school

Q Most days, how do you travel to school? If you travel to school in more than one way, please tell us the MAIN way you travel to school most days



Base: All (2,709)

Source: MORI

- Young people who **walk to school** are more likely to be:
    - Pupils in Years 7 and 8, and Year 10
    - Urban dwelling (43% versus 27% of rural-dwellers)

[7] http://www.dfes.gov.uk/schooltransport/
[8] http://www.sha.org.uk/cm/newsStory.asp?cmnID=3161&cmnRef=415&cmnTopic=2

  - Resident in more deprived areas (47% versus 39% of young people living in less deprived areas)

- Nearly two-thirds of these young people (64%) live up to a mile from their school, and a further one in six (18%) live up to two or three miles from their school[9].

- Young people who **are driven to school** are more likely to be:

  - Female (26% versus 22% of boys)
  - Pupils in Year 7
  - Living in households where at least one parent works (25% versus 17% were no parent works)
  - Urban dwelling (25% versus 18% of rural-dwellers)
  - Resident in less deprived areas (26% versus 19% of young people living in more deprived areas)

- Over one in five of these young people (23%) live up to a mile from their school, and nearly a further two in five (38%) live up to two or three miles from their school. Most of the rest (16%) live up to four or five miles from their school[10].

- Young people who **take the school bus to school** are more likely to be:

  - Pupils in Years 9 and 11
  - White (21% versus 11% of BME pupils)
  - Living in households where two parents work (22% versus 17% where one parent works and 15% were no parent works)
  - Rural dwelling (46% versus 15% of urban-dwellers)

- Around a third of these young people (32%) live up three or four miles from their school, while 13% live up to five miles away. A further one in five (22%) of all young people who take the school bus travel considerably further, with one in ten overall saying they travel up to ten miles, and one in twenty each travelling up to 15 miles (5%) or more than 15 miles (6%) to school[11].

- Young people who **take the public transport bus to school** are more likely to be:

  - Pupils in Years 10 and 11

[9] N.B. 15% of young people who walk to school do not know how far their home is from school.
[10] N.B. 12% of young people who are driven to school do not know how far their home is from school.
[11] N.B. 11% of young people who are take the school bus to school do not know how far their home is from school.

- BMEs (17% versus 8% of white pupils)
- Living in single-parent households (14% versus 9% of two-parent households)
- Living in households where no parent works (15% versus 8% where two parents work and 10% where one parent works)
- Living in London
- Urban dwelling (11% versus 4% of rural-dwellers)

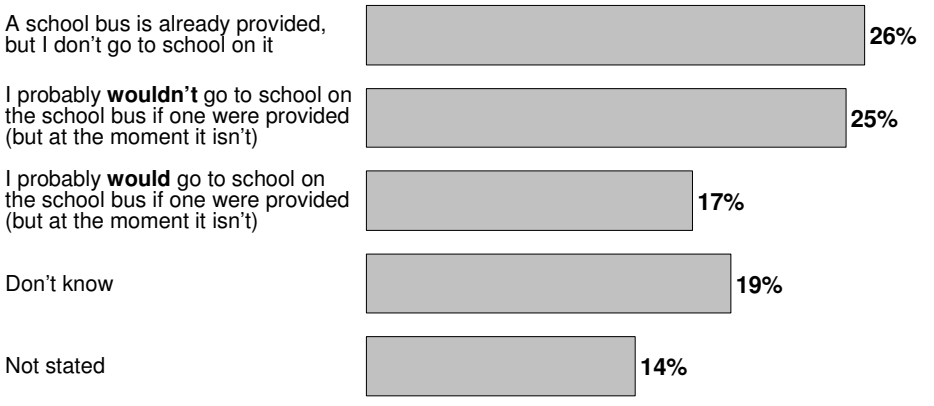
- Just over one in ten of these young people (11%) live up to a mile from their school, and a further four in ten (43%) live up to two or three miles from their school. Most of the rest (18%) live up to four or five miles from their school, although one in ten young people who take the public transport bus travel up to 10 or more miles to school[12].

- Amongst young people who currently *don't* take a school bus to school, only 17% say they would probably do so were one provided (see Figure 8). One in four young people (26%) don't take the school bus even though one is provided and a similar number (25%) say they probably wouldn't do so even if one were provided. Cumulatively, just over half of young people (51%) who currently don't take a school bus say they are unlikely to do so.

Figure 8

School bus as mode of travel to school

Q Which of the following best describes you?



Base: All who do not travel to school by school bus (2,183)

Source: MORI

- Young people who **don't take the school bus, even though one is provided** are more likely to be:

[12] N.B. 15% of young people who take the public transport bus to school do not know how far their home is from school.

  - Female (29% versus 23% of boys)
  - Pupils in Year 7
  - White (29% versus 14% of BMEs
  - Living in households where two parents work (28% versus 26% where one parent works and 22% were no parent works)
  - Rural dwelling (43% versus 25% of urban-dwellers)
  - Resident in less deprived areas (30% versus 17% of young people living in more deprived areas)

- In addition, nearly half of these young people (48%) currently walk to school. However, 40% are driven to school.

- Over two in five of these young people (43%) live up to a mile from their school, and a further three in ten (28%) live up to two or three miles from their school. Most of the rest (10%) live up to four or five miles from their school[13].

- Young people who **wouldn't take the school bus (and one is not currently provided)** are more likely to be:

  - Male (27% versus 22% of girls)
  - Living in two-parent households (26% versus 20% of young people living in single-parent households)
  - Living in households where at least one parent works (26% versus 18% were no parent works)
  - Urban dwelling (25% versus 18% of rural-dwellers)

- Currently, around three in five of these young people (61%) walk to school. However, almost a quarter (24%) are driven to school.

- Over half of these young people (53%) live up to a mile from their school, and a further one in four (26%) live up to two or three miles from their school[14].

- Young people who **would take the school bus (but one is not currently provided)** are more likely to be:

  - BMEs (24% versus 15% of white pupils)
  - Urban dwelling (17% versus 9% of rural-dwellers)

[13] N.B. 10% of young people who do not take the school bus do not know how far their home is from school.
[14] N.B. 10% of young people who do not take the school bus do not know how far their home is from school.

- Nearly two in five of these young people (39%) currently walk to school, and one in three (34%) is driven. However, a marked proportion – two in ten (21%) – use the public transport bus.

- Just over three in ten of these young people (31%) live up to a mile from their school, and a similar proportion lives up to two or three miles from their school (35%)[15].

- Taken together, these findings suggest that a substantial number of car journeys – particularly in urban areas – would be obviated were school buses provided at all or young people could be encouraged to make use of existing school bus provision.

[15] N.B. 14% of young people who do not take the school bus do not know how far their home is from school.

Appendices

Sample Profile

	Number	Unweighted %	Weighted %
Total	*2,709*	*100*	*100*
Gender of Pupils			
Male	1,423	53	51
Female	1,286	47	49
Age of Pupils			
11	285	11	19
12	552	20	19
13	633	23	19
14	581	21	19
15	465	17	17
16	193	7	7
Year of Pupils			
7	498	18	27
8	607	22	19
9	696	26	21
10	465	17	17
11	443	16	16
Ethnic Origin			
White	2,226	82	83
BME	466	17	17
Household Composition			
Two parents in household	2,095	77	78
Single parent in household	566	21	21
Sibling in household	2,302	85	85
Work Status of Household			
Two parents work	1,403	52	51
One parent works	898	33	34
No parent works	408	15	15
Region			
London	437	16	14
South East	407	15	12
South West	211	8	9
North East	77	3	5
North West (incl. Merseyside)	360	13	14
Eastern (incl. Anglia)	540	20	10
East Midlands	210	8	8
West Midlands	88	3	11
Yorkshire & Humberside	253	9	10
Wales	126	5	6

Source: 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 obtained 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
2,709 interviews *(Schools Omnibus)*	1	1	1

Source: MORI

For example, with a sample of 2,709 where 30% give a particular answer, the chances are 19 in 20 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 1 percentage points from the sample result.

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 a "95% confidence interval", the differences between the two sample results must be greater than the values given in the table below:

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: MORI

Letter to Schools

NAME
ADDRESS
ADDRESS
ADDRESS,
ADDRESS,

November 2004

ID NUMBER

Dear TITLE SURNAME,

MORI National Schools Omnibus 2005

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 to 16) throughout England and Wales. The survey will aim to discover what pupils think about a number of educational and social issues, including for example, higher education, careers advice, wildlife, criminal offences and developing countries.

I am writing to ask you for your school's participation in this important survey, due to begin on Monday 10th January 2005. Your school is one of 600 randomly selected to produce a nationally representative sample of schools in England and Wales. We aim to keep disruption to the school routine to an absolute minimum by randomly selecting **only one class** to participate. During one school period a MORI interviewer will attend the 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 a MORI Schools Omnibus pen, in order to complete the survey, but also as a thank you for taking part.

Participation in the survey is completely confidential and your school and pupils will not be revealed to the organisations who have commissioned the survey, nor identified in any analysis.

The survey is due to start on 10th January and continue until 11th March 2004. We are extremely conscious of the heavy demands currently placed on pupils and teachers. We are therefore anxious to stress that **all the administration connected with the survey will be carried out by representatives from MORI.** 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 and other social issues.

A MORI interviewer will be contacting you in the near future and explain the process to you in more detail. In the meantime, we would be grateful if you could complete the enclosed fax-back reply form to let us know whether or not you would be able to take part in the study.

I should stress that MORI will endeavour not to contact your school again in the current school year.

I very much hope that your school is able to take part in the study. A summary of the findings will be available on the MORI website (www.mori.com/schoolsomnibus) after the survey has been completed. If you have any queries or would like any further information, please do not hesitate to contact Amy Lee, Claire O'Dell or myself at MORI on 020 7347 3000.

Yours sincerely

Jane Stevens
MORI Schools Omnibus Director