



Department  
for Education

# **Attitudes to education and children's services: the British Social Attitudes survey 2016**

**Research brief**

**November 2017**

**Charlotte Saunders**

**NatCen Social Research**

# Contents

List of figures	3
Introduction	4
Executive Summary	5
General views on the role of schools	5
Post-16 education	6
Pre-school care and education	6
Special educational needs and disability (SEND)	7
Child abuse and child protection	7
1. General views on the role of schools	8
Confidence in the education system	8
The role of schools	10
Respect for teachers	11
2. Post-16 education	12
Employment prospects	12
Educational opportunities	15
3. Pre-school care and education	16
Advantages of attending nursery	16
Disadvantages of attending nursery	18
4. Special educational needs and disability (SEND)	20
5. Child abuse and child protection	21
Annex 1 – Question wording	22
CAPI questions	22
Education	22
Prejudice	31
Child abuse	32
Responsibility for children in the past	33
Self-completion questions	34

## List of figures

Figure 1: Perceptions of secondary school performance	9
Figure 2: Respect for different professions	11
Figure 3: Factors which make it hard for young people to get a job these days	12
Figure 4: Factors which are important for helping young people get their first job after leaving education	14
Figure 5: Main advantage of child attending pre-school, nursery school or playgroups	17
Figure 6: Main disadvantage of child attending pre-school, nursery school or playgroups	18

## Introduction

The Department for Education (DfE) has commissioned questions on NatCen's British Social Attitudes survey (BSA) on a number of occasions since its inception in 1983. In 2016 the Department commissioned a set of questions measuring public attitudes in relation to five topics: the role of schools; post-16 education; pre-school care and education; special educational needs and disability (SEND); and child abuse and child protection. A list of the questions referred to within this report is provided at Annex 1. This briefing paper presents topline analysis of the results to these questions.

Carried out annually since 1983,<sup>1</sup> BSA is an authoritative source of data on the views of the British public. It uses a random probability sampling methodology to yield a representative sample of adults aged 18+ living in private households in Britain.<sup>2</sup> The majority of questions are asked by an interviewer face-to-face in the form of a Computer Assisted Personal Interview (CAPI), while a smaller number are answered by respondents in a self-completion booklet. Questions commissioned by DfE were included in both sections of the survey.

Data collection was carried out between July and November 2016 in England, Wales and Scotland, with an overall response rate of 46%. The achieved sample for the face-to-face questions was 2,942, and the achieved sample for the self-completion questions was 2,400. The data have been weighted to account for unequal selection probabilities and non-response bias, and calibrated to match the population profile on the basis of age, sex and region. All differences described in the text (between different groups of people or survey waves) are statistically significant at the 95% level or above, unless otherwise specified.

---

<sup>1</sup> Apart from in 1988 and 1992 when its core funding was used to fund the British Election Study series.

<sup>2</sup> For more technical details of the survey methodology see <http://bsa.natcen.ac.uk/latest-report/british-social-attitudes-34/technical-details.aspx>

## Executive Summary

NatCen's annual British Social Attitudes survey (BSA) is an authoritative source of data on the views of the British public. It uses a random probability sampling methodology to yield a representative sample of adults aged 18+ living in private households in England, Wales and Scotland.

The Department for Education (DfE) has commissioned questions on the survey on a number of occasions since its inception in 1983. In 2016 the Department commissioned a set of questions measuring public attitudes in relation to five topics: the role of schools; post-16 education; pre-school care and education; special educational needs and disability (SEND); and child abuse and child protection. In 2016, 2,942 participants were interviewed face-to-face at home (a response rate of 46%), with 2,400 participants completing a further self-completion questionnaire. Key findings from the DfE-funded questions on the 2016 wave of the survey are summarised below.

### General views on the role of schools

- Four-fifths (80%) of respondents reported having at least some confidence in the British school system, of whom those reporting 'a great deal' or 'complete' confidence rose to 28% from 23% in 2011.
- When asked about state-funded secondary schools, 83% of respondents said that they teach young people basic skills (such as reading, writing and maths) 'well' or 'very well', which had risen over time from 56% in 1987.
- The proportion saying that secondary schools bring out students' natural abilities well or very well also increased over time, from 35% in 1987 to 60% in 2016.
- There was a smaller increase in those saying that secondary schools prepare students well or very well for work, at 47% (up from 29% in 1987 but down from a peak of 55% in 2000).
- Nearly 9 in 10 (87%) respondents said it was essential or very important that schools aim to help young people develop skills and knowledge required for getting a good job, and 58% said this of helping students develop the skills and knowledge needed to pursue a career in science and technology.
- Nearly three-quarters (74%) thought that schools should share responsibility with parents and carers for a child's personal and social development. Similarly, around three-quarters (76%) said that it was essential or very important that schools develop personal qualities such as character and resilience in their students, and 61% said this of developing knowledge of key issues about sex and relationships.

- Fifty-three per cent of respondents reported having a great deal of respect for teachers, with a further 39% saying they had some respect for teachers.

## Post-16 education

- Sixty-nine per cent of respondents thought that it is more difficult for young people to get a job now, compared to when they (the respondent) completed full-time education.
- Common factors identified as the most important reason it was hard for young people to get a job were the high level of competition (reported by 37% of respondents), followed by young people not having enough relevant work experience (20%).
- Overall, just over half (52%) of respondents said that an important factor in helping young people find their first job after leaving education was having good basic skills (reading, writing and maths).
- When asked about what advice they would give a 16-year-old about their future, 39% said they would advise them to remain in education and do A-levels, 14% said they would recommend they leave school to get training through a job, and 13% said they would recommend studying full time to get a vocational qualification. One-third (33%) said their advice would depend on the person.

## Pre-school care and education

- The most commonly cited main advantage for a child under three to attend nursery was that it is good for children to interact and socialise with others (41% of respondents). Around one in ten (11%) said it was because it helps a child's education development, and a similar proportion (10%) said it is good for developing their confidence and independence. Other main advantages included enabling parents to work (cited by 12% of respondents).
- For children aged three to four the most commonly cited main advantages of attending nursery included interaction and socialisation (28%), preparing children for school (21%), and helping educational development (17%).
- While two-fifths (40%) of respondents felt that there were no disadvantages in sending children under three to nursery, the main disadvantages that were cited included children picking up bad habits (18%), children being too young to leave their parents (16%), and children not getting enough individual attention at nursery (11%).

- For children aged three to four, half of the respondents (50%) felt there were no disadvantages to attending nursery, but main disadvantages cited included children picking up bad habits (20%) and not getting enough individual attention (11%).
- When asked about the main reason they thought parents of children under five use childcare (such as a private nursery or childminder), the majority (86%) said it was so parents could work, and only 12% said it was because it is of benefit to the child.

## Special educational needs and disability (SEND)

- A high majority (96%) of respondents said they would be comfortable with their child (or the child of a close family member or friend) being in a class with a student who was partially or fully blind and/or deaf.
- Nearly three-quarters (74%) said they would be comfortable with their child (or the child of a close family member or friend) being in a class with a child with ADHD.
- In terms of prejudice in Britain towards people with learning disabilities (such as Down's syndrome), 34% said there is a lot of prejudice and 50% said there is a little prejudice, while 11% said there is hardly any and 3% said no prejudice at all. While the level of those saying there is a lot of prejudice has remained stable over time, the level of those saying there is no prejudice at all fell from 10% in 2005.

## Child abuse and child protection

- Nearly a quarter (24%) of respondents thought it would be very or fairly easy to identify whether a ten-year-old child was suffering abuse or neglect.
- Around seven in ten (71%) felt very or quite confident in knowing what to do if they were certain a neighbour had a child who was being seriously abused or neglected; the proportion saying 'very confident' has increased from 28% in 2006, to 33% in 2016.
- Women were more likely to say that it is easy or very easy to detect if a child is being abused or neglected than men (28% compared to 20%).
- Respondents thought that, in addition to parents, a number of services should also be responsible for ensuring children live safely without abuse and neglect, including social services (66%), schools (64%) and extended family (50%). Less commonly-cited institutions included charities (12%) and the Government (11%).

# 1. General views on the role of schools

## Confidence in the education system

A series of questions were asked aiming to understand levels of confidence in the education system:

- The majority (80%) of respondents said they had at least some confidence in the British school system<sup>3</sup> (with 3% reporting complete confidence, 25% a great deal of confidence and 52% some confidence).
- Confidence in the school system appears to have increased since 2011, with the proportion saying that they have complete confidence or a great deal of confidence rising slightly from 23% to 28%, with a corresponding fall in the proportion saying they have very little confidence from 17% to 11%.<sup>4</sup>

In addition to overall confidence in the school system, we asked people how well they felt secondary schools performed in teaching basic skills; bringing out students' natural abilities; supporting every young person to achieve their potential; and preparing young people for work:

- More than four-fifths (83%) said that secondary schools teach young people basic skills (such as reading, writing and maths) well or very well.
- Three-fifths (60%) said that secondary schools bring out students' natural abilities well or very well.
- Around three-fifths (59%) said that schools support every young person, regardless of background, to achieve their potential.
- People were slightly less confident in schools preparing young people for work, with just under half (47%) saying that schools do this well or very well.

---

<sup>3</sup> Full question wording for all questions referred to in this report can be found in Annex 1.

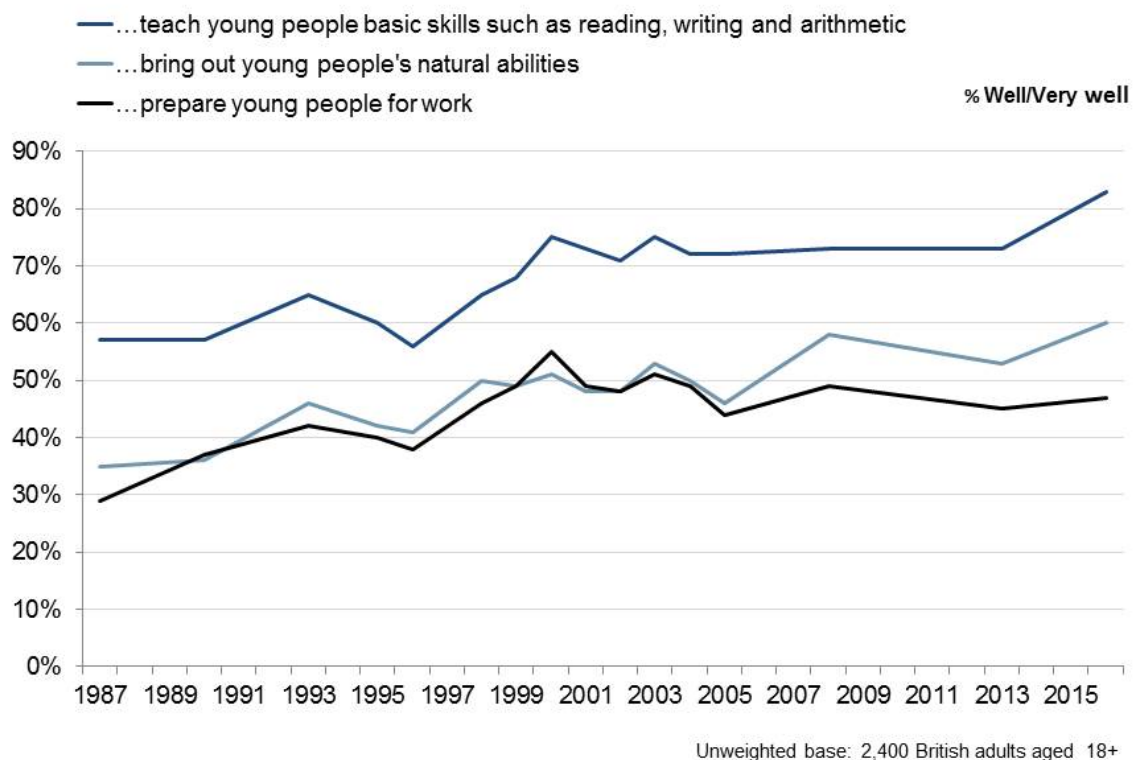
<sup>4</sup> There was a minor wording change in 2016: "educational system" was changed to "school system". The context also changed: a question about the healthcare system which followed this question in 2011, and which was visible to respondents, was omitted in 2016, and this may have affected responses.



With the exception of the ‘supporting every young person, regardless of background, to achieve their potential’ statement, this set of questions has been repeated on a regular basis since 1987. During this time, the proportion of people saying that schools deliver these outcomes well or very well has increased (see Figure 1).<sup>5</sup> The largest increase was seen in the proportion saying this about schools teaching young people basic skills (56% in 1987, to 83% in 2016). The proportion also increased by a similar amount for bringing out students’ natural abilities (35% in 1987 to 60% in 2016). There was a smaller increase in the proportion that said schools prepare students well or very well for work (29% in 1987 to 47% in 2016), and the proportion has declined somewhat since a peak in 2000 (55%).

**Figure 1: Perceptions of secondary school performance**

From what you know or have heard... how well [do] you think secondary schools nowadays...



Source: British Social Attitudes 1987-2016, NatCen Social Research

<sup>5</sup> Note there was a minor question wording change in 2016: schools were described as “that are not fee paying” instead of “state”. A new item (on supporting every young person to achieve their potential) was added to the battery (at the end) meaning there is no time series data for that question.

When looking at qualifications within the education system, the public felt that both GCSEs and A-levels<sup>6</sup> prepare young people well or very well for further study (67% and 84% respectively). However, mirroring the greater uncertainty about how well schools prepare students for work, only 35% thought that GCSEs prepare students well or very well for work, while 47% said this about A-levels.

## The role of schools

Although the majority of people (87%) said that it was essential or very important for schools to aim to help young people develop the skills and knowledge which will help them to get a good job, fewer people (74%) felt that it was essential or very important for schools to help students gain qualifications or certificates of achievement. Fifty-eight per cent of respondents felt that schools should be helping students develop the skills and knowledge needed to pursue a career in science or technology.

Most people said that the role of schools should be broader than simply teaching academic subjects. For example, nearly three-quarters (74%) felt that schools should share responsibility equally with parents and carers for the personal and social development of the children in their care. A further 8% felt that schools should have the main responsibility for children's personal and social development. Similarly, around three-quarters (76%) said that it is essential or very important that schools develop personal qualities in their students such as character and resilience.

When looking at the wider curriculum, around three-fifths (61%) said that it was essential or very important for schools to develop knowledge of key issues about sex and relationships. However, fewer people (53%) thought that it was essential or very important for schools to develop extra-curricular activities, such as music, arts and sports.

---

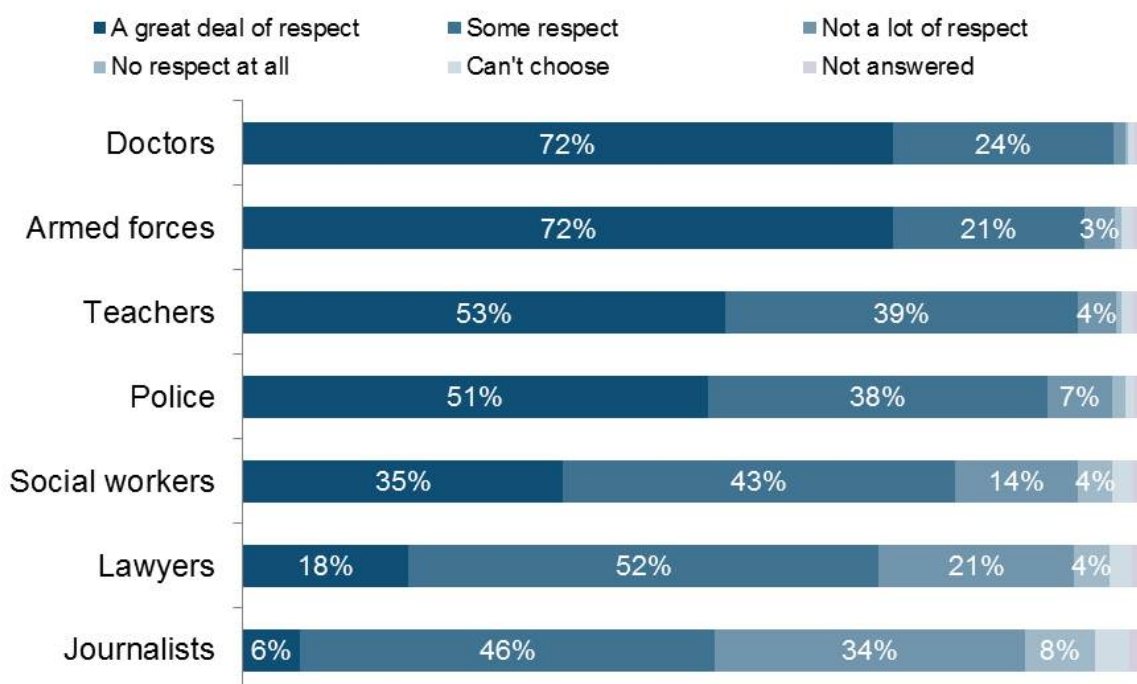
<sup>6</sup> The question wording referred to Standard Grades and Highers for respondents in Scotland.

## Respect for teachers

A series of questions were asked to understand attitudes towards teachers in comparison with other professions, with variation found in the levels of respect for different professions (see Figure 2).

Figure 2: Respect for different professions

From what you know or have heard about each one, can you say whether, on the whole, you **respect** the following professions?



Unweighted base: 2,400 British adults aged 18+

Source: British Social Attitudes 2016, NatCen Social Research

Over half of respondents (53%) said they had a great deal of respect for teachers. A further 39% said they have some respect for teachers. Parents of young children, aged under five years old, were most likely to say they had a great deal of respect for teachers (65%). People who were either teachers themselves or knew a teacher were also more likely to have a great deal of respect for teachers (63%) than those who did not know a teacher (49%). Additionally, people who did have children (under 18) living in the household were less likely to have a great deal of respect for teachers (51%).<sup>7</sup>

<sup>7</sup> This group includes adults living in a household with no children under the age of 18 and adults living in a household with at least one child under the age of 18 who is not their own biological or adopted child.

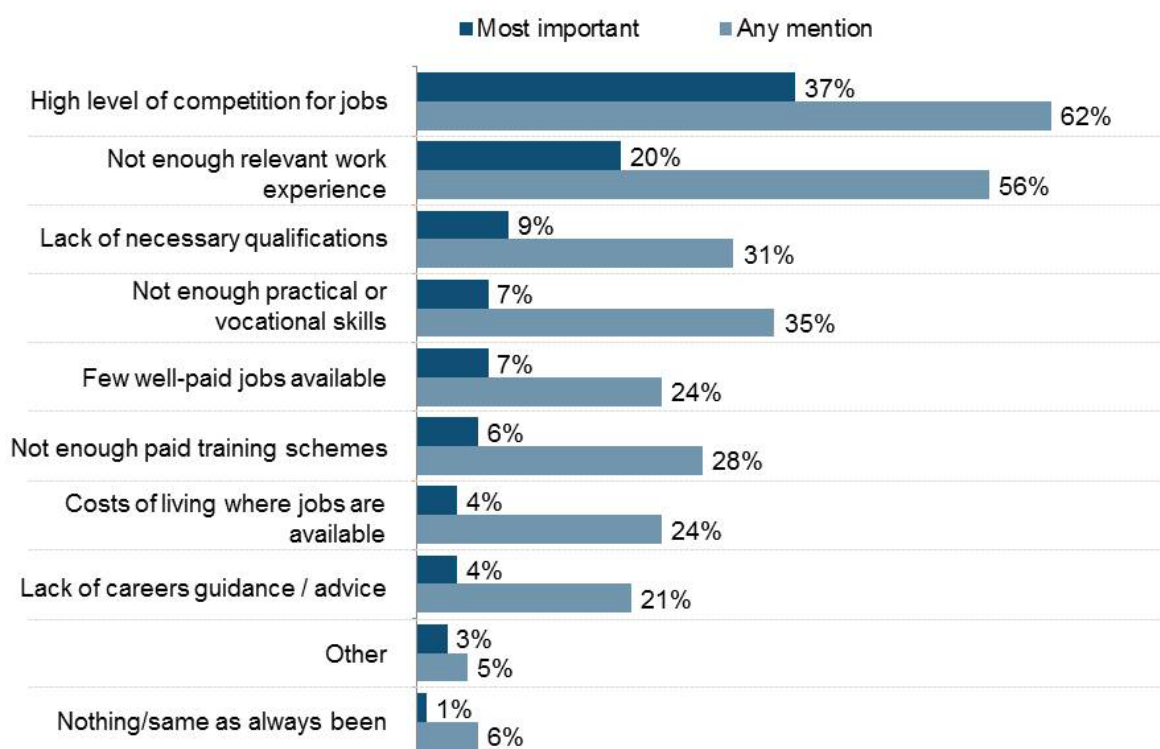
## 2. Post-16 education

### Employment prospects

Most respondents (69%) said that it was more difficult for young people to get a job now than it had been when they themselves completed full-time education. Around one-fifth (21%) said it was neither easier nor more difficult nowadays, with 7% saying it was easier than when they finished their education. Those with no qualifications were more likely (80%) to say that it is more difficult for young people to get a job now than those whose highest qualification was a degree (65%) or A levels (66%).

People were asked what they thought was the most important factor making it difficult for young people to get a job. More than one-third (37%) felt that a high level of competition for jobs was the most important factor. This was followed by 20% saying that young people do not have enough relevant work experience, and 9% saying that they do not have the necessary qualifications required by employers (see Figure 3).

**Figure 3: Factors which make it hard for young people to get a job these days**



Unweighted base: 2,942 British adults aged 18+

Source: British Social Attitudes 2016, NatCen Social Research

In addition to the most important reason, respondents were also asked to name the second and third most important reasons they thought contributed to difficulties young people face when looking for a job (also shown in Figure 3):

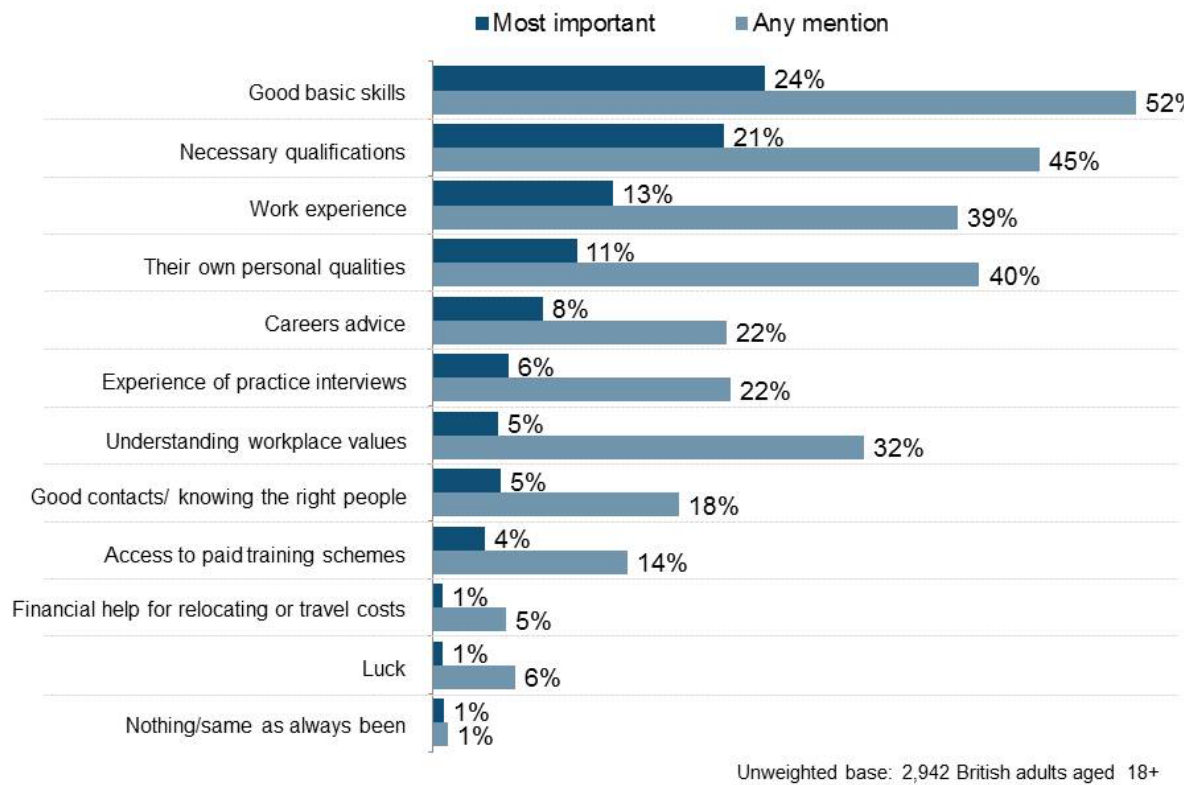
- High level of competition remained the most frequent answer mentioned overall (62%), followed by a lack of work experience (56%) and lack of practical and vocational skills (35%).
- Issues such as not enough paid training schemes (28%), cost of living where jobs are available (24%), few well-paid jobs available (24%), and a lack of career guidance (21%), were less likely to be mentioned.

We also asked what factor people thought was most important in helping young people to find their first job after leaving education (see Figure 4):

- Around one-quarter (24%) mentioned personal attributes such as good basic skills (reading, writing and maths) and around one in five (21%) mentioned having necessary qualifications.
- Interventions such as careers advice (8%), access to paid training schemes (4%), and financial assistance for relocating or travel costs (1%) were mentioned less often.

As before, this question also allowed respondents to identify the reasons they thought were second and third most important. Looking at the overall number of mentions, those relating to personal skills and qualities were the most popular responses while factors or schemes to support young people were given less frequently. More than half (52%) mentioned the importance of good basic skills and 45% mentioned necessary qualifications. Only 5% said financial assistance for relocation or travel would help young people find their first job. Careers advice (22%), experience of practice interviews (22%), having good contacts/knowing the right person (18%), and access to paid training schemes (14%) were less likely to be identified as a factor that would help young people get their first job.

**Figure 4: Factors which are important for helping young people get their first job after leaving education**



Source: British Social Attitudes 2016, NatCen Social Research

## Educational opportunities

Most people would advise a 16-year-old to continue studying full time rather than enter work directly. In general, academic qualifications were preferred to vocational qualifications, with 39% saying they would advise a 16-year-old to remain in full-time education and get their A-levels, while 13% would recommend studying full time to get a vocational qualification. One in seven (14%) would recommend leaving school to get training through a job. One-third (33%) of respondents said that their advice would depend on the person.

These figures were similar to the responses in 2004 when 42% of respondent said they would recommend continuing studying for A-levels, 13% said they would recommend that students study vocational qualifications, and 12% said they should leave education and get training through a job. Although the proportion recommending academic qualifications is the same as it was 12 years ago, there has been a large drop over the past 20 years; in 1995 more than half (53%) said they would recommend continuing to A-levels.<sup>8</sup>

The advice offered varied according to income. Academic qualifications were most likely to be recommended by people in all income quartiles, but people in the lowest income groups were more likely than the highest earners to advise a 16-year-old to leave education and get training through a job (19% compared to 9%).

---

<sup>8</sup> Note there was a minor question wording change in 2016: the first answer option removed reference to qualifications which are no longer available: “A2 levels” (England/Wales) and “Higher Stills” (Scotland).

### 3. Pre-school care and education

This section consists of questions relating to childcare for children under five years old. We asked about the main advantages and disadvantages of a young child attending a pre-school, nursery school or playgroup for about three mornings a week.<sup>9</sup> Questions were asked as a split-sample experiment, with the response categories reversed for half the sample to examine potential response-order effects.<sup>10</sup> For this report we have combined the results from both versions of the questionnaire. Any notable ordering effects have been referenced in the footnotes. The questions exploring advantages and disadvantages of nursery attendance were asked in 2008, 2010 and 2016. Results have remained consistent across all three waves.

#### Advantages of attending nursery

Considering children under three years of age, the majority of people (82%) thought the main advantage of nursery (or an equivalent) was that it has some form of benefit for the child (Figure 5). For example, 41% thought that it was good for children to socialise with others. Additionally, around one in ten (11%) said that it helps a child's educational development and another 10% said it is good for developing confidence and independence. A minority gave reasons that are not directly related to the child's development or enjoyment. For example, just over one-tenth (12%) said the main advantage of nursery is that it allows the parents to work. A further 2% said that it allows a parent to do other things.<sup>11</sup>

Respondents who were parents with a child under five in the household were more likely than non-parents to say that attending nursery is good for children's educational development (18% compared to 10%).

For children aged three to four, respondents were also most likely (28%) to say that the main advantage in attending nursery was that it was good for children to socialise and

---

<sup>9</sup> This report uses the general term 'nursery' to refer to pre-school, nursery school, or playgroups.

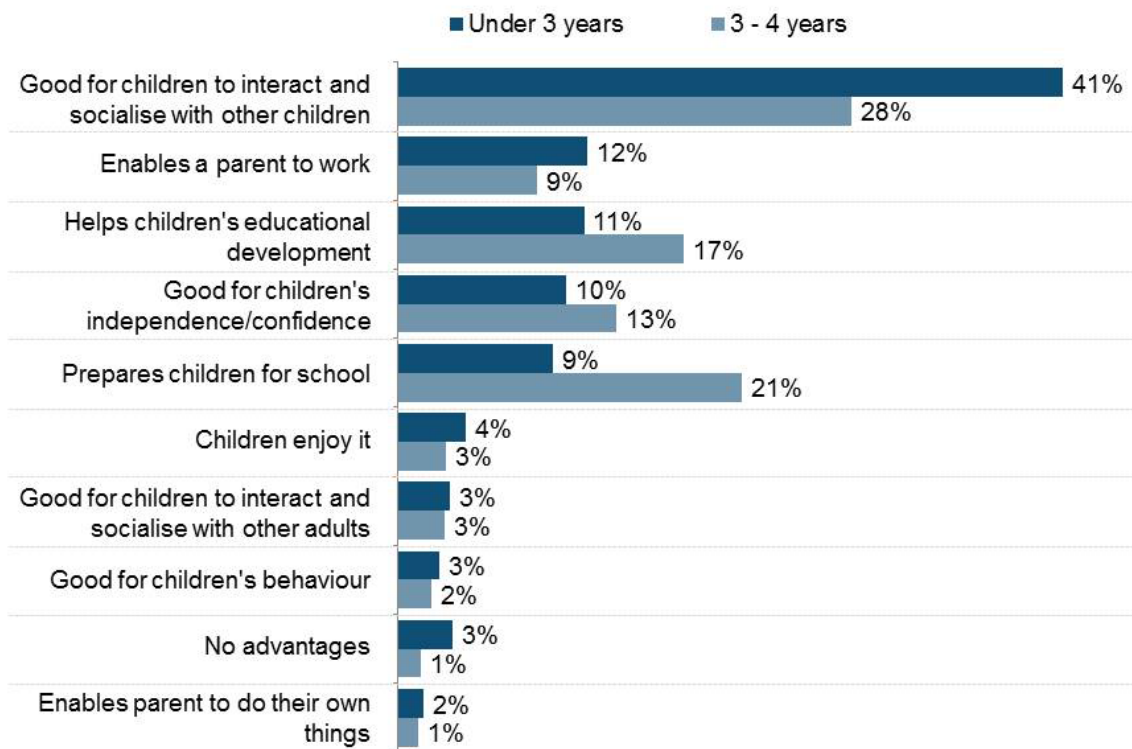
<sup>10</sup> Response-ordering effects can occur when the order of potential response options influences the distribution of responses. This can happen when options presented at the top of a list are more likely to be selected than when presented at the end (primacy), or when options presented at the end of a list are more likely to be selected than when presented at the top (recency). In 2016, a split-sample experiment was run using these questions, with 50% of respondents receiving a reversed version of the response options, to investigate any potential response-ordering effect. This report therefore refers to average distributions across the two different versions, but when comparing against previous years (2008 and 2010), the distributions for the version with the original response order are used.

<sup>11</sup> When presented at the bottom of the list of responses on the showcard, "Enables a parent to work" was mentioned by only 4% of respondents, in contrast to 19% when presented at the top (12% overall). The same was true for "Prepares children for school" (14% vs 5% when reversed, 9% overall) and "Good for children's independence/confidence" (14% vs 6% when reversed, 10% overall).



interact with other children. Compared to for children under three, respondents were more likely to say that the main advantage of nursery for three- to four-year-olds is as preparation for school (21%) and to help with children’s educational development (17%).<sup>12</sup>

**Figure 5: Main advantage of child attending pre-school, nursery school or playgroups**



Unweighted base: 2,942 British adults aged 18+

Source: British Social Attitudes 2016, NatCen Social Research

When we asked a separate question about the **main reason** parents of a child under five years of age use childcare, such as a private nursery or a childminder, the majority (86%) said it is so that the parents can work, and 12% said that it was because it is of benefit to the child. Those with a degree-level qualification were most likely (89%) to say that parents use childcare so they can work. In comparison, those with no qualifications were most likely to say that parents use childcare because it is of benefit to the child (16%).

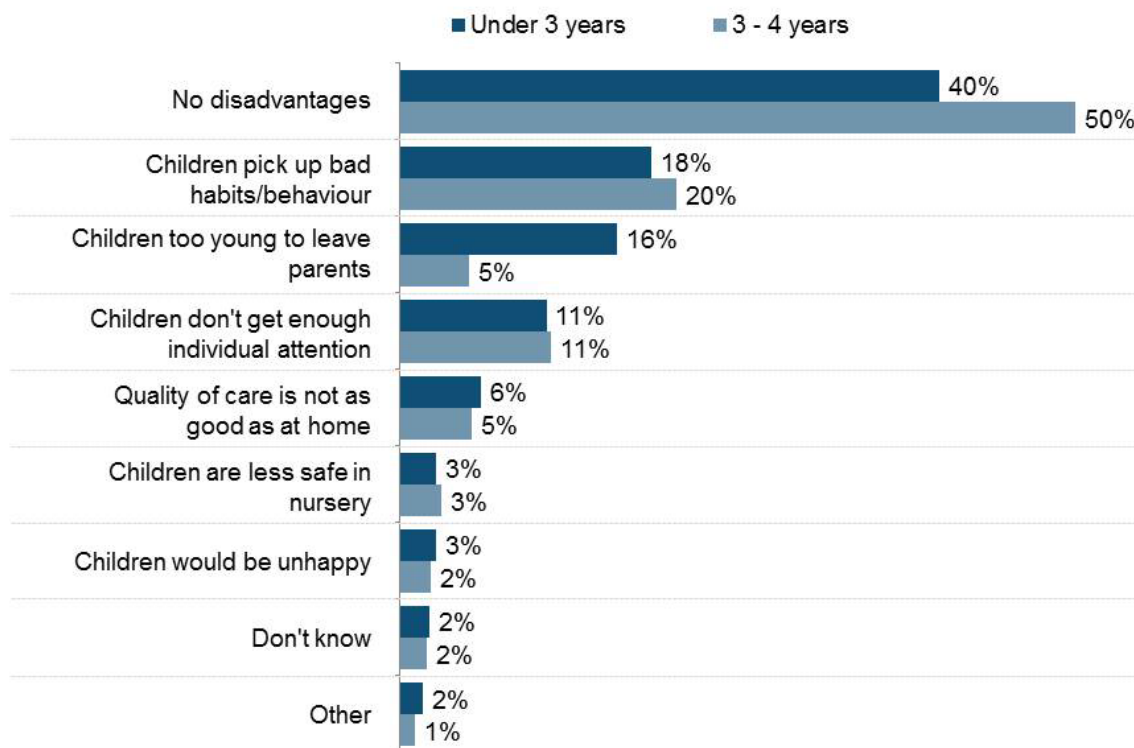
<sup>12</sup> Similar response-ordering effects were seen for this question. When presented at the top of the showcard “Enables parent to work” was mentioned by 14%, but when presented at the bottom it was only mentioned by 3%. Similarly, “Prepares children for school” was mentioned by 28% when presented near the top of the list, but only 14% mentioned it when presented near the bottom of the card.

## Disadvantages of attending nursery

Two-fifths of respondents (40%) felt that there were no disadvantages to sending a child under three years old to nursery (see Figure 6). The main disadvantages that were identified included children picking up bad habits or behaviour (18%), children being too young to leave their parents (16%) and that they do not get enough individual attention (11%).

Responses were similar for children aged three to four years old. Half felt that there were no disadvantages when sending a child to nursery at this age. Similarly to the younger children, 20% of respondents said the main disadvantage of nursery is that children pick up bad habits and behaviour, and 11% said that children do not get enough attention. In contrast to the question about younger children, only 5% said that three- or four-year-olds are too young to leave their parents.

**Figure 6: Main disadvantage of child attending pre-school, nursery school or playgroups**



Unweighted base: 2,942 British adults aged 18+

Source: British Social Attitudes 2016, NatCen Social Research

For both age groups, people with degrees were most likely to say the main disadvantage of children attending nursery was that they do not get enough individual attention (14% for under-threes, and 16% for three- to four-year-olds), while people with no qualifications were more likely to say that under-threes were too young to leave their parents (21%, compared to 13%-16% for the rest of the respondents). They were also more likely to

think that the quality of care for three- and four-year-olds is not as good at nursery as it is at home (9%, compared to 4%-5% of the other respondents).

## 4. Special educational needs and disability (SEND)

To measure attitudes towards disability, respondents were asked how they would feel if their child (or the child of a close family member or friend) was in a class with a child with a sensory impairment; such as being partially or fully blind or deaf. The vast majority (96%) said they would be comfortable with this (73% very comfortable, 22% fairly comfortable), with the overall proportion being the same as in 2009, when the question was first asked. Those with no qualifications were less likely than degree holders to say that they would be very comfortable with their child being in a class with a child with a sensory disability (56% compared to 81%).

A smaller majority (74%) were comfortable with the idea of their child (or the child of a close family member or friend) sharing a class with a child with attention deficit hyperactivity disorder (ADHD) who finds it hard to concentrate and can be hyperactive or impulsive. As with the question about sensory impairment, respondents with no qualifications were less likely than degree holders to say that they would be very comfortable with their child being in a class with a child with ADHD (25% compared to 41%).

We also asked about perceptions of prejudice towards people with learning disabilities, such as Down's syndrome. Most people said that there is prejudice towards people with learning disabilities in Britain today. Just over one-third (34%) said there is a lot of prejudice, half (50%) said there is a little prejudice and around one-tenth (11%) said there is hardly any. Only 3% said there is no prejudice at all.

These results show a slight increase in the perception of prejudice since 2005 when 10% of people thought there was no prejudice towards people with learning disabilities and 41% thought there was only a little prejudice. The proportion of people who said there is a lot of prejudice has remained consistent at one-third (34%).<sup>13</sup>

---

<sup>13</sup> While the question wording was unchanged between waves, there was a change in context. In 2005 this question was preceded by two other questions on disability and prejudice; in 2016 the preceding questions were not about disability.

## 5. Child abuse and child protection

The proportion of people who said it would be easy to tell if a ten-year-old child was suffering abuse or neglect has remained fairly consistent over the last decade. In 2006, 22% thought that it was very or fairly easy to identify abuse, while in 2016, 24% said this.

The overall proportion of people who said they would be very or quite confident that they would know what to do if they were certain their neighbours had a ten-year-old child who was being seriously abused or neglected has also remained consistent over the past ten years (70% in 2006 and 71% in 2016). However, within this, the proportion of people saying they would be very confident has risen from 28% in 2006 to 33% in 2016.

Women were more likely to say that it would be easy or very easy to tell if a child was being abused or neglected than men (28% compared to 20%). Women (75%) were also more likely than men (67%) to say they would be confident that they knew what to do if their neighbours had a child who they were certain was being seriously abused or neglected. While women expressed greater confidence that they would know how to deal with this situation, we did not ask any follow up questions measuring knowledge of appropriate actions, so we do not know how likely respondents would be to respond appropriately.

The public thought that, in addition to parents, a combination of services and institutions (social services (66%) and schools (64%)) and extended family (50%) should be responsible for ensuring children live safely without suffering from abuse or neglect. Doctors (32%) and the police (29%) were also commonly mentioned as having a responsibility for child safety. Charities (12%) and the Government (11%) were less likely to be mentioned.<sup>14</sup>

---

<sup>14</sup> Note there was a significant context change in 2016: the preceding question (which asked what the respondent themselves would do or who they would go to) was dropped. This is likely to have affected responses.

# Annex 1 – Question wording

## CAPI questions

### Education

#### ASK ALL

[BStart]

Now for some questions about education.

- 1 Press 1 and <Enter> to continue.
- 8 (Don't know)
- 9 (Refusal)

[Advis162]

Suppose you were advising a 16 year old about their future. Would you say they should ...  
READ OUT ...

- 1 ... stay on in full-time education to get their (*A-levels / Highers*),
- 2 or, study full-time to get vocational, rather than academic, qualifications,
- 3 or, leave school and get training through a job?
- 4 (Varies/depends on the person)
- 8 (Don't know)
- 9 (Refusal)

[GCSEFur]

CARD E1

Please choose one answer from the card to say how well you think (*GCSEs / Standard grades*) effectively prepare young people for further study?

SCOTLAND ONLY: INTERVIEWER NOTE: IF QUERIED, STANDARD GRADES ARE ALSO KNOWN AS INTERMEDIATES

- 1 Very well
- 2 Quite well
- 3 Not very well
- 4 Not at all well
- 8 (Don't know)
- 9 (Refusal)

[GCSEWrk]

CARD E1 AGAIN

And how well do you think (*GCSEs / Standard grades*) effectively prepare young people for work?

SCOTLAND ONLY: INTERVIEWER NOTE: IF QUERIED, STANDARD GRADES ARE ALSO KNOWN AS INTERMEDIATES

- 1 Very well
- 2 Quite well
- 3 Not very well
- 4 Not at all well
- 8 (Don't know)
- 9 (Refusal)

[ALevFur]

CARD E1 AGAIN

Please choose one answer from the card to say how well you think (*A-levels / Highers*) effectively prepare young people for further study?

- 1 Very well
- 2 Quite well
- 3 Not very well
- 4 Not at all well
- 8 (Don't know)
- 9 (Refusal)

[ALevWrk]

CARD E1 AGAIN

And how well do you think (*A-levels / Highers*) effectively prepare young people for work?

- 1 Very well
- 2 Quite well
- 3 Not very well
- 4 Not at all well
- 8 (Don't know)
- 9 (Refusal)

[GetJbNow]

CARD E2

Do you think it is easier or more difficult for young people to get a job now than it was when you completed your full-time education?

CODE ONE ONLY

- 1 Much easier
- 2 Easier
- 3 Neither easier nor more difficult
- 4 More difficult
- 5 Much more difficult
- 8 (Don't know)
- 9 (Refusal)

[DiffJob1]

CARD E3

Which of the following, if any, do you think make it hard for young people to get a job these days? Please tell me first which you think is the **most important** factor.

CODE ONE ONLY

- 1 High level of competition for jobs
- 2 Lack of necessary qualifications
- 3 Not enough relevant work experience
- 4 Not enough practical or vocational skills
- 5 Few well-paid jobs available
- 6 Costs of living where jobs are available
- 7 Lack of careers guidance / advice
- 8 Not enough paid training schemes
- 9 Other (WRITE IN)
- 10 Nothing / same as always been
- 98 (Don't know)
- 99 (Refusal)

**IF GAVE ANSWER 1-9 AT [DIFFJOB1]**

[DiffJob2]

CARD E3 AGAIN

And which do you think is the **second most important** factor (which makes it hard for young people to get a job these days)?

CODE ONE ONLY

- 1 High level of competition for jobs
- 2 Lack of necessary qualifications
- 3 Not enough relevant work experience
- 4 Not enough practical or vocational skills
- 5 Few well-paid jobs available
- 6 Costs of living where jobs are available
- 7 Lack of careers guidance / advice
- 8 Not enough paid training schemes
- 9 Other (WRITE IN)
- 10 Nothing / same as always been
- 98 (Don't know)
- 99 (Refusal)

**IF GAVE ANSWER 1-9 AT [DIFFJOB2]**

[DiffJob3]

CARD E3 AGAIN

And which is the **third most important** factor (which makes it hard for young people to get a job these days)?

CODE ONE ONLY

- 1 High level of competition for jobs
- 2 Lack of necessary qualifications
- 3 Not enough relevant work experience
- 4 Not enough practical or vocational skills
- 5 Few well-paid jobs available
- 6 Costs of living where jobs are available
- 7 Lack of careers guidance / advice
- 8 Not enough paid training schemes
- 9 Other (WRITE IN)
- 10 Nothing / same as always been
- 98 (Don't know)
- 99 (Refusal)



[HelpJob1]

CARD E4

Thinking about young people looking for their first job after leaving education. Which, if any, of the following do you think is most important for helping these young people find work? Please tell me first which you think is the **most important** factor.

CODE ONE ONLY

- 1 Necessary qualifications
- 2 Careers advice
- 3 Experience of practice interviews
- 4 Good basic skills (reading, writing and maths)
- 5 Access to paid training schemes
- 6 Work experience
- 7 Financial assistance for relocating or travel costs
- 8 Their own personal qualities like perseverance, honesty, being organised
- 9 Understanding workplace values (e.g. time-keeping, respect for colleagues)
- 10 Good contacts/ knowing the right people
- 11 Luck
- 12 Other (WRITE IN)
- 13 None of these
- 98 (Don't know)
- 99 (Refusal)

**IF 1-12 AT [HELPJOB1]**

[HelpJob2]

CARD E4 AGAIN

And which do you think is the **second most important** factor (for helping these young people find their first job after leaving education)?

CODE ONE ONLY

- 1 Necessary qualifications
- 2 Careers advice
- 3 Experience of practice interviews
- 4 Good basic skills (reading, writing and maths)
- 5 Access to paid training schemes
- 6 Work experience
- 7 Financial assistance for relocating or travel costs
- 8 Their own personal qualities like perseverance, honesty, being organised
- 9 Understanding workplace values (e.g. time-keeping, respect for colleagues)
- 10 Good contacts/ knowing the right people
- 11 Luck
- 12 Other (WRITE IN)
- 13 None of these
- 98 (Don't know)
- 99 (Refusal)

**IF 1-12 AT [HELPJOB2]**

[HelpJob3]

CARD E4 AGAIN

And which is the **third most important** factor (for helping these young people find their first job after leaving education)?

CODE ONE ONLY

- 1 Necessary qualifications
- 2 Careers advice
- 3 Experience of practice interviews
- 4 Good basic skills (reading, writing and maths)
- 5 Access to paid training schemes
- 6 Work experience
- 7 Financial assistance for relocating or travel costs
- 8 Their own personal qualities like perseverance, honesty, being organised
- 9 Understanding workplace values (e.g. time-keeping, respect for colleagues)
- 10 Good contacts/ knowing the right people
- 11 Luck
- 12 Other (WRITE IN)
- 13 None of these
- 98 (Don't know)
- 99 (Refusal)

[IntroYC]

Now some questions about younger children.

- 1 Press 1 and <Enter> to continue.
- 8 (Don't know)
- 9 (Refusal)

**ASK HALF OF SAMPLE (ODD SERIAL NUMBERS)**

[AdPrsc]

CARD E5

What do you think is the main advantage, if any, when children **under three years of age** attend pre-school, nursery school or playgroups for about three mornings a week? Please choose your answer from this card.

CODE ONE ONLY

- 1 Enables parent to work
- 2 Enables parent to do other things e.g. training, shopping, free time
- 3 Helps children's educational development (including concentration, memory, language)
- 4 Good for children to interact and socialise with other children
- 5 Good for children to interact and socialise with other adults
- 6 Good for children's behaviour
- 7 Good for children's independence/confidence
- 8 Prepares children for school
- 9 Children enjoy it
- 10 No advantages
- 11 Other (WRITE IN)
- 98 (Don't know)
- 99 (Refusal)

**ASK OTHER HALF OF SAMPLE (EVEN SERIAL NUMBERS)**

[AdPrscB]

CARD E6

What do you think is the main advantage, if any, when children **under three years of age** attend pre-school, nursery school or playgroups for about three mornings a week? Please choose your answer from this card.

CODE ONE ONLY

- 1 Children enjoy it
- 2 Prepares children for school
- 3 Good for children's independence/confidence
- 4 Good for children's behaviour
- 5 Good for children to interact and socialise with other adults
- 6 Good for children to interact and socialise with other children
- 7 Helps children's educational development (including concentration, memory, language)
- 8 Enables parent to do other things e.g. training, shopping, free time
- 9 Enables parent to work
- 10 No advantages
- 11 Other (WRITE IN)
- 98 (Don't know)
- 99 (Refusal)

**ASK HALF OF SAMPLE (ODD SERIAL NUMBERS)**

[DsPrsc]

CARD E7

What do you think is the main disadvantage, if any, when children **under three years of age** attend pre-school, nursery school or playgroups for about three mornings a week? Please choose your answer from this card.

CODE ONE ONLY

- 1 Children too young to leave parents
- 2 Children would be unhappy
- 3 Children are less safe in nursery e.g. bullying/child protection/inadequate supervision
- 4 Quality of care is not as good as at home
- 5 Children don't get enough individual attention
- 6 Children pick up bad habits/behaviour
- 7 No disadvantages
- 8 Other (WRITE IN)
- 98 (Don't know)
- 99 (Refusal)

**ASK OTHER HALF OF SAMPLE (EVEN SERIAL NUMBERS)**

[DsPrscB]

CARD E8

What do you think is the main disadvantage, if any, when children **under three years of age** attend pre-school, nursery school or playgroups for about three mornings a week?

Please choose your answer from this card.

CODE ONE ONLY

- 1 Children pick up bad habits/behaviour
- 2 Children don't get enough individual attention
- 3 Quality of care is not as good as at home
- 4 Children are less safe in nursery e.g. bullying/child protection/inadequate supervision
- 5 Children would be unhappy
- 6 Children too young to leave parents
- 7 No disadvantages
- 8 Other (WRITE IN)
- 98 (Don't know)
- 99 (Refusal)

**ASK HALF OF SAMPLE (ODD SERIAL NUMBERS)**

[AdPscTF]

CARD E9

Now thinking of children **aged three to four**. What do you think is the main advantage, if any, when children this age attend pre-school, nursery school or playgroups for about three mornings a week? Please choose your answer from this card.

CODE ONE ONLY

- 1 Enables parent to work
- 2 Enables parent to do other things e.g. training, shopping, free time
- 3 Helps children's educational development (including concentration, memory, language)
- 4 Good for children to interact and socialise with other children
- 5 Good for children to interact and socialise with other adults
- 6 Good for children's behaviour
- 7 Good for children's independence/confidence
- 8 Prepares children for school
- 9 Children enjoy it
- 10 No advantages
- 11 Other (WRITE IN)
- 98 (Don't know)
- 99 (Refusal)

**ASK OTHER HALF OF SAMPLE (EVEN SERIAL NUMBERS)**

[AdPscTFB]

CARD E10

Now thinking of children **aged three to four**. What do you think is the main advantage, if any, when children this age attend pre-school, nursery school or playgroups for about three mornings a week? Please choose your answer from this card.

CODE ONE ONLY

- 1 Children enjoy it
- 2 Prepares children for school
- 3 Good for children's independence/confidence
- 4 Good for children's behaviour
- 5 Good for children to interact and socialise with other adults
- 6 Good for children to interact and socialise with other children
- 7 Helps children's educational development (including concentration, memory, language)
- 8 Enables parent to do other things e.g. training, shopping, free time
- 9 Enables parent to work
- 10 No advantages
- 11 Other (WRITE IN)
- 98 (Don't know)
- 99 (Refusal)

**ASK HALF OF SAMPLE (ODD SERIAL NUMBERS)**

[DsPscTF]

CARD E11

And what do you think is the main disadvantage, if any, when children **aged three to four** attend pre-school, nursery school or playgroups for about three mornings a week? Please choose your answer from this card.

CODE ONE ONLY

- 1 Children too young to leave parents
- 2 Children would be unhappy
- 3 Children are less safe in nursery e.g. bullying/child protection/inadequate supervision
- 4 Quality of care is not as good as at home
- 5 Children don't get enough individual attention
- 6 Children pick up bad habits/behaviour
- 7 No disadvantages
- 8 Other (WRITE IN)
- 98 (Don't know)
- 99 (Refusal)

**ASK OTHER HALF OF SAMPLE (EVEN SERIAL NUMBERS)**

[DsPscTFB]

CARD E12

And what do you think is the main disadvantage, if any, when children **aged three to four** attend pre-school, nursery school or playgroups for about three mornings a week? Please choose your answer from this card.

CODE ONE ONLY

- 1 Children pick up bad habits/behaviour
- 2 Children don't get enough individual attention
- 3 Quality of care is not as good as at home
- 4 Children are less safe in nursery e.g. bullying/child protection/inadequate supervision
- 5 Children would be unhappy
- 6 Children too young to leave parents
- 7 No disadvantages
- 8 Other (WRITE IN)
- 98 (Don't know)
- 99 (Refusal)

**ASK ALL**

[WhyNurs]

Some parents of children under 5 years of age use childcare, such as a private nursery or a childminder. Thinking of parents of a **three year old**, in general, what would you say is the **main reason** that the parents do this... READ OUT ...

- 1 ...so that they can work, or
- 2 because it is of benefit to the child?
- 8 (Don't know)
- 9 (Refusal)

**ASK ALL**

[ScenInt2]

Now some questions about how you would feel if you came across disabled children in particular situations.

- 1 Press 1 and <Enter> to continue.
- 8 (Don't know)
- 9 (Refusal)

[DSchSns2]

CARD E13

Assuming the necessary help and assistance was in place, how do you think you would feel if your child (or the child of a close family member or friend) was in a class at school with a child with a sensory impairment such as being partially or fully blind or partially or fully deaf?

- 1 Very comfortable with this
- 2 Fairly comfortable with this
- 3 Fairly **un**comfortable with this
- 4 Very **un**comfortable with this
- 8 (Don't know)
- 9 (Refusal)

[DSchMen2]

CARD E13 AGAIN

And what if it was a child with ADHD, who finds it hard to concentrate and can be hyperactive or impulsive who was in a class at school with your child (or the child of a close family member or friend)? Again, assume the necessary help and assistance was in place.

(How comfortable or uncomfortable do you think you would feel?)

- 1 Very comfortable with this
- 2 Fairly comfortable with this
- 3 Fairly **un**comfortable with this
- 4 Very **un**comfortable with this
- 5 (SPONTANEOUS: Respondent doesn't think ADHD is a real condition)
- 8 (Don't know)
- 9 (Refusal)

[KnowTea]

CARD E14

Are you, your partner, or any of your family or friends currently working as a school teacher of pupils aged 5 to 18? Please don't include teachers that you only know in a professional capacity, such as your child's teacher at school. If you know more than one, please choose the first on the list to apply.

CODE ONE ONLY

- 1 No
- 2 Yes - Myself
- 3 Yes - Immediate family/partner
- 4 Yes - Other family member
- 5 Yes - Close friend
- 6 Yes - Other friend or acquaintance
- 7 Yes - Someone else
- 8 (Don't know)
- 9 (Refusal)

## Prejudice

**ASK ALL**

[DPrjDown]

CARD K4

Generally speaking, how much prejudice do you think there is in Britain against **people with learning disabilities**, such as someone with Down's syndrome?

- 1 A lot
- 2 A little
- 3 Hardly any
- 4 None
- 5 (Don't know what this means)
- 8 (Don't know)
- 9 (Refusal)

## Child abuse

### ASK ALL

[AbPreAm] \$

Now I would like to ask a couple of questions about child abuse.

IF IT BECOMES CLEAR THAT IT WOULD DISTRESS THE RESPONDENT TO COMPLETE THIS SECTION, ENTER CTRL + R HERE TO SKIP THIS SECTION.

1 Press 1 and <Enter> to continue.

8 (Don't know)

9 (Refusal)

### IF NOT 'Refusal' AT [AbPreAm]

[AbTell]

CARD K6

Thinking about a 10 year old child, how easy or difficult do you think it is to tell whether a child of that age is suffering abuse or neglect?

1 Very easy

2 Fairly easy

3 Neither easy nor difficult

4 Fairly difficult

5 Very difficult

8 (Don't know)

9 (Refusal)

[AbConfDo]

CARD K7

Now imagine your neighbours had a 10 year old child who you were **certain** was being really seriously abused or neglected. How confident are you that you would know what to do?

1 Very confident

2 Quite confident

3 Not very confident

4 Not at all confident

8 (Don't know)

9 (Refusal)



[ABRESP2]

CARD K8

In addition to parents, who do you think should mainly be responsible for ensuring children live safely without suffering from abuse or neglect? Please pick up to three answers from this card.

CODE UP TO **THREE** ANSWERS. PROBE: Which others?

Multicoded (Maximum of 3 codes)

- |    |  |            |
|----|--|------------|
| 1  | The police                                 | [Abrpol2]  |
| 2  | The social services                        | [AbrSSrv2] |
| 3  | A doctor/GP                                | [AbrDoc2]  |
| 4  | A church or religious group                | [AbrChur2] |
| 5  | Schools                                    | [AbrSch2]  |
| 6  | Children's charities e.g. NSPCC, Childline | [AbrChar2] |
| 7  | The government                             | [AbrGov2]  |
| 8  | Extended family                            | [AbrExFm2] |
| 9  | Neighbours                                 | [AbrNei2]  |
| 95 | Other (WRITE IN)                           | [AbrOth2]  |
| 96 | (SPONTANEOUS: No one other than parents)   | [AbrNone2] |
| 97 | (SPONTANEOUS: All of these)                | [AbrAll2]  |
| 98 | (Don't know)                               |            |
| 99 | (Refusal)                                  |            |

## Responsibility for children in the past

**IF [Numch5p] = 0** (No children in the household of school age)

[OthChld3]

Have you ever been responsible for bringing up any children of school age, including stepchildren?

- |   |              |
|---|--------------|
| 1 | Yes          |
| 2 | No           |
| 8 | (Don't know) |
| 9 | (Refusal)    |

## Self-completion questions

**Q30** In general, how much confidence do you have in...

**PLEASE TICK ONE BOX ONLY**

	Complete confidence	A great deal of confidence	Some confidence	Very little confidence	No confidence at all	Can't choose
... the school system in Britain?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	1	2	3	4	5	8

**Q31** From what you know or have heard, please tick one box on each line to show how well you think secondary schools (that are not fee paying) nowadays ...

**PLEASE TICK ONE BOX ON EACH LINE**

	Very well	Quite well	Not very well	Not at all well
a. ... prepare young people for work?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. ...teach young people basic skills such as reading, writing and maths?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. ... bring out young people's natural abilities?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. ...support every young person, regardless of background, to achieve their potential?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	1	2	3	4

**Q32** How much responsibility do you think schools should have for the personal and social development of young people?

*PLEASE TICK **ONE** BOX ONLY*

(✓)

Schools should have the **main** responsibility  1

**OR**

Responsibility should be **shared equally** with parents/carers  2

**OR**

Schools should have **less** responsibility than parents/carers  3

Can't choose  8

**Q33** The following are skills or qualities that young people may have developed by the age of 16. **In your view**, how important is it that schools aim to develop such skills or qualities?

*PLEASE TICK **ONE** BOX ON EACH LINE*

	<b>Essential</b>	<b>Very important</b>	<b>Fairly important</b>	<b>Not very important</b>	<b>Not at all important</b>	<b>Not sure either way</b>
a. Skills and knowledge which will help to get a good job	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Gaining qualifications or certificates of achievement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Skills and knowledge needed to pursue a career in science or technology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Personal qualities such as character or resilience (e.g. perseverance or the ability to cope with set-backs)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Experience of extra-curricular activities, such as music, arts and sports	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. An understanding of different jobs, careers and next steps after education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Knowledge of the key issues about sex and relationships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	1	2	3	4	5	6

**Q34** Listed below are some occupations in the UK.  
 From what you know or have heard about each one, can you say whether, on the whole,  
 you **respect** the following professions?

*PLEASE TICK **ONE** BOX  
 ON EACH LINE*

	<b>A great deal of respect</b>	<b>Some respect</b>	<b>Not a lot of respect</b>	<b>No respect at all</b>	<b>Can't choose</b>
a. Journalists	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. The Armed Forces	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Doctors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Police	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Lawyers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Social Workers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	1	2	3	4	8



Department  
for Education

© NatCen Social Research

**Reference: DFE-RR732**

**ISBN: 978-1-78105-804-6**

The views expressed in this report are the authors' and do not necessarily reflect those of the Department for Education.

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

[edward.eaton@education.gov.uk](mailto:edward.eaton@education.gov.uk) or [www.education.gov.uk/contactus](http://www.education.gov.uk/contactus)

This document is available for download at [www.gov.uk/government/publications](http://www.gov.uk/government/publications)