You and Your School survey:

Overview report of survey outcomes

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OVERVIEW REPORT OF SURVEY OUTCOMES

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Glossary

CATI	Computer Assisted Telephone Interview
FAS	Family Affluence Scale
PtS	Pathways to Success schools
SCC	Schools Challenge Cymru
School cluster	A group of schools in which there is evidence of partnership-working between primary and secondary schools

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Summary

1. Schools Challenge Cymru was designed to provide intensive and bespoke support to 39 underperforming secondary schools (and their clusters) with the aim of raising attainment and skills in schools in Wales. Each of the targeted schools (known as Pathways to Success or PtS schools) faced different challenging circumstances, including, but not exclusively, socio-economic deprivation and/or low aggregate levels of attainment.

2. A pilot pupil voice survey (known as You and Your School) was designed to obtain information on how pupils in the PtS schools (and in their feeder primary schools) perceived their learning environment and experiences. In order to capture a wide range of pupil responses, and to capture change in responses over time, the survey included both a cross-sectional and longitudinal element. Pupils who were in Years 6, 7 and 9 took part in the survey in 2014/15 and, as far as possible, were followed up and completed the survey again in 2015/16, when they were in Years 7, 8 and 10.

Findings in brief

3. In 2014/15, pupils in the older cohorts (Years 7 and 9) reported a wider variety of pedagogical approaches in use the classroom (and in the wider learning environment) than did younger pupils (Year 6), with a statistically significant change in the median number of strategies reported by each year group (from Year 6 to Year 9). In 2015/16, however, there were no significant differences in the number of approaches reported by pupils in Years 7, 8 or 10, suggesting some positive changes in the teaching and learning environment in PtS schools.

4. Older pupils were significantly less likely to be positive about their experiences of school than were younger pupils. Across the two survey sweeps (2104/15 and 2015/16), younger pupils tended to:

   - report taking part in more physical activity

   - be happier in school (with both Year 6 and Year 7 pupils happier than those in Year 8, 9 or 10), though less likely to mention having good relationships with their peers

   - be more positive about their relationship with their teachers and to think they were interested

   - be less likely to mention playing truant or being late to lessons

5.   Older pupils tended to:

- be more likely to mention the use of different pedagogies by their teachers or opportunities to take part in a range of non-classroom activities

- be less engaged with school (pupils tracked from Year 7 to Year 8 became more engaged, but pupils tracked from Year 9 to Year 10 became less engaged)

- think school was preparing them well for the future

- be less motivated by good marks or think that school was worthwhile

6.   Three school Groups were hypothesised through the in-depth fieldwork in schools. These were:

- **Group A**: Schools in which the quality of provision appeared to have been diminishing prior to engagement with SCC

- **Group B**: Schools in which the quality of provision appeared to be stable prior to engagement with SCC but was, nonetheless, considered in need of improvement.

- **Group C**: Schools in which the quality of provision had started to improve prior to engagement with SCC, but which needed additional support to enhance the process.

7.   In 2014/15 and compared to their peers in Group C and Group B schools, pupils in Group A schools were:

- more likely to rate highly the facilities available in their schools, but less likely to identify opportunities to take part in a wide range of activities

- more likely to note that they regularly got help with their homework from people outside their school

- more likely to think their teachers were supportive, but less likely to report that they (as pupils) were fully engaged at school.

- more likely to see themselves as independent learners but less likely to think school prepared them well for the future and the world of work

- more likely to report that they (or their friends) had played truant or had frequently been late to school or for lessons.

8. By 2015/16, a number of these differences (around facilities, autonomy and homework) **were no longer significant** and the main significant differences with other pupils were that pupils in Group A schools were:

- less likely to report a wide range of pedagogical approaches in the classroom (other than in Year 10)

- more likely than their counterparts to think their teachers were supportive and respectful

- less likely to report parental attendance at parents' evenings

- more likely to report that they (or their friends) had played truant or had frequently been late to school or for lessons

9. There were few differences between pupils in Group C schools and Group B schools, though those in Group C schools tended to think, in 2014/15, that teachers supported a homework strategy and marked it more regularly. They were less positive about their teachers' ability to control classes effectively or to think that their parents provided a high level of support than pupils in Group B schools. As with the Group A schools some of the significant differences noted in 2014/15 were no longer significant in 2015/16. At that point, pupils in Group C schools tended to think they were better prepared for the future than their peers in both Group B and Group A schools.

10. There were few gender differences, although, in 2014/15, girls generally were more likely to think that their work was interesting than boys and identified more opportunities for obtaining feedback on their performance. Boys, in contrast, tended to be more positive about their relationships with their friends and to think that teachers were supportive. By 2015/16, the main gender differences that remained were in reported access to (and positive views of) different school facilities and in levels of self-reported truancy (higher amongst boys) and lateness (higher amongst girls).

In summary

11. It should be noted that this was a pilot study, with a limited number of questions in the survey and too few schools/pupils to enable hierarchical modelling or complex statistical analysis. Nonetheless, the pilot demonstrated:

- a willingness amongst schools to participate in pupil voice surveys (though not necessarily annually or with all year groups)

- schools' capacity to participate in online surveys is not universal, but response rates suggest that online surveys are possible

- response bias can be present within schools (with the selection of participants) as well as between schools

- a comparative analysis of the views expressed by pupils can provide insights into changing mindsets as they progress, highlight potential areas for change in schools (whether in helping pupils feel supported, or identifying areas where additional help is needed) and provide information on school-wide changes that may reflect the impact of an external intervention.

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1. Introduction

1.1   Schools Challenge Cymru was designed to provide intensive and bespoke support to 39 underperforming secondary schools[1] (and their clusters) with the aim of raising attainment and skills in schools in Wales. Each of the targeted schools (known as Pathways to Success or PtS schools) faced different challenging circumstances, including, but not exclusively, socio-economic deprivation and/or low aggregate levels of attainment.

1.2   The delivery and emphasis of the programme was primarily on enhancing the leadership strategies in these schools and improving their approaches to teaching and learning. The intention was that pupils would benefit ultimately through better targeting and educational provision, with that benefit being demonstrated in terms of improved attendance, behaviour and attainment (including narrowing any gap in outcomes with their less disadvantaged peers) and through the promotion of pupil confidence, engagement and positive attitudes to learning (including raising aspirations).

1.3   In order to capture the impact of the programme on pupils, therefore, there was a need to look not only at the 'hard' (measurable) outcomes, but also at these 'softer' outcomes which previous research has shown to be a precursor to success (Morris and Rutt, 2006). The pilot pupil voice survey (known as You and Your School) was designed as a means of understanding how pupils perceived their learning environment and experiences, the support they received from their teachers and their parents and (as far as possible) its impact on their views of (and aspirations for) their progression in learning.

Aim of the survey

1.4   In requesting the survey, the Welsh Government were interested in a number of different things. The first was to see whether or not schools would participate in such a survey (and if they preferred to participate online or on paper).   The second was to see whether the views expressed by pupils (including their views on the aspects of Schools Challenge Cymru that might affect them) could be used a) by schools to inform their school development planning and b) to inform the Welsh Government about the progress and impact of Schools Challenge Cymru.

1.5   In order to capture a wide range of pupil responses, and to capture change in responses over time, the design for the Pupil Voice survey included both a cross-sectional and longitudinal element.   This latter was intended to track three cohorts of pupils (those who were in Years 6, 7 and 9 in 2014/15)

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[1] Initially, there were 40 schools, but two schools subsequently merged.

through two survey tranches, the first in 2014/15 and the second in 2015/16. **Core questions** (using a closed question format) were asked of all pupils in order to look at their experiences, confidence and perceived competence, while **tailored questions**, relevant to their cohort and age, were developed for pupils in Key Stage 2 (Year 6), Key Stage 3 (Years 7, 8 and 9) and Key Stage 4 (Year 10).

Recruitment and participation

Wave 1 (2014/15)

1.6   In 2014/15, all 39 PtS schools and their feeder primary schools were invited to engage pupils in the relevant cohorts in the survey, completing the questionnaire either online or on paper (as the schools preferred) and with the option that the survey could be completed either in English or in Welsh. A total of 3,918[2] pupils from 57 schools (28 primary schools and 19 of the 39 PtS schools completed the survey during the summer term of 2014/15 (in June and July). Over four fifths of the respondents (3,161) completed the survey online, with 757 (19%) completing it on paper.

Wave 2 (2015/16)

1.7   In 2015/16, the recruitment process was replicated in the secondary schools, with 17 PtS schools participating fully (11 of whom administered the survey to all three of the year groups targeted that year - Years 7, 8 and 10).[3] The survey, which was again administered in the summer term, was completed by 2,446 pupils: 861 Year 7 respondents (63 of whom were tracked through from Year 6), 893 Year 8 respondents (402 of whom were tracked through from Year 7) and 692 Year 10 respondents (317 of whom were tracked through from Year 9). In total 1395 of the respondents (57%) completed the survey online, with 1051 (43%) completing it on paper.

Feedback to schools

1.8   Following completion of the survey, all participating schools (in both sweeps) were sent a detailed breakdown of their pupils' anonymised and aggregated responses (at question and item level) compared to all other pupils in the relevant year group (whether Year 6, Year 7, Year 8, Year 9 or Year 10). These reports (in both Welsh and English) were sent out in September 2015 and September 2016. Comparative reports on all of their participating pupils were sent to each school *unless* the number of responding pupils in any single year group was so small that individuals could be identifiable; in such

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[2] In 2014/15, there were 802 Year 6 primary school respondents, 1,526 Year 7 respondents and 1,590 Year 9 respondents

[3] Three schools agreed to participate but returned only single responses, which could not be matched to pupil IDs, and so were not included in the final total.

cases schools were provided with the aggregated population-level data for that year group. The PtS schools that did not fully take part in the survey (22 in total) were also provided with these population level aggregated reports (for all relevant cohorts), for their information.

1.9   Schools welcomed the feedback in 2015, as noted in two unsolicited written responses from Headteachers, which indicated both a willingness to take part in the future: '*Thank you very much for this. Interesting reading. We would be happy to take part again in 2016*' (Headteacher PtS school) and the fact that the data was useful internally: '*Thank you for such detailed analysis - this will be invaluable as we prepare for our forthcoming Estyn inspection*'. Although a request for feedback was issued with the 2016 survey, no Headteachers responded.

This report

1.10   This paper provides an overview of the aggregated pupil responses, looking (as appropriate) at their replies by year group and by gender. In addition, we examined the responses by apparent school profile, using the three different school Groups hypothesised through the in-depth fieldwork in schools. These three school Groups were indicative *only* of the profile of the schools at the start of the SCC programme, and were based on a consideration of their prior performance trajectories (in relation to each other and not to all schools in Wales) and the qualitative information provided by school and other interviewees[4]. The schools could be broadly described as:

- **Group A**: Schools in which the quality of provision appeared to have been diminishing prior to engagement with SCC

- **Group B**: Schools in which the quality of provision appeared to be stable prior to engagement with SCC but was, nonetheless, considered in need of improvement.

- **Group C**: Schools in which the quality of provision had started to improve prior to engagement with SCC, but which needed additional support to enhance the process.

1.11   At this point, it should be emphasised that the survey research (in both waves) was exploratory and that the findings need to be viewed with caution in light of the patterns of response from different Groups of schools. The numbers of participating schools by Group suggests that there was an element of response bias at school level, and of selection bias at pupil level, in both waves of the survey, as set out below.

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[4] Full details can be found in the main report for the project: http://gov.wales/statistics-and-research/evaluation-schools-challenge-cymru/?lang=en

Profile of respondents to Wave 1 (2014/15)

1.12   In 2015, just over 11% (339) of the secondary pupils were from schools identified as Group A (14% of the Year 7 cohort and 9% of the Year 9 cohort) compared to 37% (1,100 pupils) in Group B and 52% in Group C schools (1,577 pupils).[5] While the various tests used in the analysis (see Annexes C and E) are designed to explore the statistical significance of any emerging differences between the school Groups, the responding pupils from Group A schools represented only three of the eight schools classified in this way (that is, just over one third). Five of the schools in this category chose not to administer the survey in 2014/15, and, in the participating schools, pupil responses were received from a mean of 68 pupils per school, per cohort. This suggests that only some classes and/or some pupils were asked to take part in these schools. It is likely, therefore, that the respondents may not have been fully representative of the Group A schools either at school level or at pupil level.

1.13   Respondents from Group B schools represented half of the schools in the group (eight of the 16), but the mean size of the responding cohorts was very similar (69 pupils per school, per year group) to that of the Group A schools, suggesting that there may still have been an element of selection bias in these schools. However, pupils from Group C schools included nearly three fifths of all the schools in the group (eight of the 14), with a mean responding cohort of 113 pupils per school, per year group. In 2014/15, the responses from Group C schools were more likely to be broadly representative of the cohorts than the responses from pupils in Group A or Group B schools.

Profile of respondents to Wave 2 (2015/16)

1.14   Similar proportions of schools in each Group took part in the 2015/16 survey. Half of the Group A schools (four of the eight schools), just over one third of the Group B schools (six of the 16) and half (seven of the 14) of the Group C schools administered the survey. As in 2014/15, the majority of all respondents came from schools designated as Group C (1443 pupils and 52% of all respondents). In each of these schools, there was a mean of 85 respondents per year group (Years 7, 8 and 10). Response rates were lower amongst the other school Groups. Twenty two per cent of the respondents (527 pupils) came from Group B schools, with a school mean of 35 pupils per year group, and 19% of the respondents (475 pupils) came from Group A schools, with a school mean of 47 pupils per year group. As in 2014/15, the respondents from Group C schools may be more representative of their cohorts than responding pupils in each of the other school groups.

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[5] See Annex B

Effect of response mode

1.15   As this was a pilot study, we also explored pupil responses in terms of the medium in which they completed the survey, in order to see whether there were any significant differences in pupil responses according to whether they completed the survey online or on paper and whether or not these appeared to indicate any underlying patterns of response.   In 2014/15, a number of apparent differences were identified, including that pupils responding using the paper form were less positive about certain aspects of their school life (such as their relationship with teachers) and displayed lower levels of confidence in their approaches to learning than those who completed the surveys online. However, these differences correlated more with phase (the paper forms were used by more secondary than primary pupils) and school type (with findings correlating with school Group) than with mode of completion, and the analysis was not repeated in 2015/16 (see Annex A).

Report contents

1.16   In the following sub-sections of this report, we explore, in Section 2, differences and similarities in young people's attitudes to school (including their views on facilities, opportunities for out-of-classroom activities and the pedagogical approach of their teachers), their level of engagement with school and their interaction with their teachers.   Section 3 provides an analysis of their attitudes to learning, their behaviour and their preparation for the future.   In both sections, the analysis includes:

- cross-sectional data (looking at responses by pupils in different year groups)

- cohort data (comparing data over time for whole year groups, such as the difference between the Year 7 cohort in 2014/15 and the Year 8 cohort in 2015/16 and including a comparison between the Year 7 cohort in 2014/15 and the Year 7 cohort in 2015/16)

- longitudinal data (tracking individual pupils who responded to surveys in both 2014/15 and 2015/16).

Annex contents

1.17   Fuller details about the purpose of the survey and the responding schools (including mode of completion) are provided in Annex A.   A profile of the survey respondents across survey sweeps is included in Annex B; this includes details of the proportion of respondents from schools categorised according to the groups hypothesised as a result of the findings from the fieldwork visits.

1.18 Details of the approach adopted for the data analysis including the factor scores, derived variables (including FAS scores[6]) and analyses of variance are included in Annexes C, D and E respectively. The full set of basic frequency tables for 2014/15 Years 6, 7, and 9 (Wave 1) and for Years 7, 8 and 10 in 2015/16 (Wave 2) are included in Annex F.

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[6] The FAS or Family Affluence Scale is a measure used in the Health Behaviour in School-Aged Children (HBSC) Study to measure 'material affluence'. It is an international proxy for socioeconomic status used instead of parental occupation or education. Six items were included in the pupil surveys. For the purposes of this analysis, pupils' responses to all six items were coded and summed together in order to provide an FAS score of low (0-7), medium (8-11) or high (12+) affluence.

2.1   Each survey was designed to capture information about young people's experience of school and the ways in which they saw their interaction with their teachers. Questions were common to all the age groups and provided a picture of changing perspectives as pupils made the transition from primary to secondary school and through Key Stage 3.

Facilities, activities and pedagogy

2.2   Across both waves of the survey, pupils noted that, in most cases, their schools had access to a range of subject-related and wider facilities for learning (including, in some cases, dedicated space for completing homework). Their views on the **quality** of these facilities varied, with the range of equipment for technology, sports and computing and science consistently seen (in both survey sweeps) as better than that which was available for the study of languages or performing arts, for example.

2.3   Reports on the **frequency** with which facilities were used showed a relatively high level of pupil self-reported participation in computing and sports activities, though it was clear from the 2014/15 survey that there was a phase difference (from primary to secondary). While nearly four fifths (87%) of the pupils in Year 6 highlighted regular weekly sports activities in that year, nearly one quarter of Year 7 pupils and one third of Year 9 pupils suggested that they took part in such physical activity less than once a week. The picture for secondary school pupils was similar in 2015/16: one quarter of Year 7 pupils, nearly one third of Year 8 pupils and over one third of Year 9 pupils reported only a limited frequency of access physical activities on their timetables (see tables in Annex F).[7]

2.4   Participation in activities outside the school (such as visiting a museum, or the theatre) also appeared to be on a less regular basis for older pupils than for those in Year 6. While over one third of Year 6 pupils in 2014/15 said they took part in such cultural visits at least once a term, these activities appeared to take place no more than once a year, or even less, for their older peers. In that year, over half of the respondents in Year 7 and Year 9 said that they were not aware of any such activities in their school. By 2015/16, there was little change and, for many, awareness of school-organised cultural visits was limited, particularly amongst the older pupils; over half of Year 7 and nearly two thirds of Year 8 and Year 10 said they did not have such opportunities.

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[7] The revised programmes of study and attainment target for physical education become legal requirements by means of an Order made by the Welsh Assembly Government and came into effect in August 2008 for Years 3, 4 and 5 and Years 7 and 8, in August 2009 for Year 6, Year 9 and Year 10 in Key Stage 4 and in August 2010 for Year 11 in Key Stage 4

2.5   Views on the range of available activities, however, were significantly more positive amongst the older pupils who, in 2014/15, also appeared to recognise the use of a wider range of different pedagogical techniques in the classroom.[8] In the first survey sweep, pupils in Year 9 more frequently identified the use of a *range* of teaching strategies, including both small group and whole class teaching and the use of role-play, questioning techniques and external speakers, than younger pupils in either Year 7 or Year 6.

2.6   By 2015/16, however, the picture changed positively. Pupils in all surveyed groups (Years 7, 8 and 10) reported a wide range of interactive pedagogical strategies and there were no significant differences in the opportunities reported between year groups.[9] Pupils' responses also demonstrated a statistically significant increase in the variety of classroom approaches used compared to the survey responses from secondary school pupils in Wave 1 (few pupils, by 2015/16, thought that teachers preferred them to work on their own, for example).

2.7   Although there seemed to be no difference between boys and girls in their views of the facilities available to them in 2014/15, there were some marked differences in 2015/16, with girls more positive about access to art, drama and study facilities and boys more approving of the science and IT facilities. Nonetheless, there were no differences in the reported frequency with which pupils accessed these facilities or took part in related activities. Girls in 2014/15 (whether in primary or secondary school) were significantly more likely to identify a wider range of pedagogies in use in the classroom than boys, but by 2015/16 these gender differences were no longer significant. This may suggest that, over the two years, boys may have (encouragingly) become more aware of the different approaches used by their teachers, though it is not possible to investigate this further in the survey data.

2.8   In 20154/15, pupils in schools that (based on the evidence gathered during the fieldwork) appeared to be operating in the most challenging circumstances (Group A) were significantly less likely than their peers in other schools to indicate that they took part in a range of activities or experienced a wide range of different teaching strategies on a regular basis. Indeed, the range of different teaching strategies reported by pupils as in use on a daily basis was significantly higher in schools that (during our visits) stated that they had started to turn the curve, successfully starting to address some of the challenges they faced, prior to the launch of the SCC. By 2015/16, many of these differences still existed, but it is worth noting that Year 10 pupils in the

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[8] These differences were identified using ANOVA and also showed a change in the median participation in activities from year group to year group.
[9] Though awareness of external visitors was more prevalent amongst the younger students

most challenged schools appeared significantly *more* aware of the range of pedagogies than their peers. This was not evident amongst younger cohorts, however, suggesting that pupils in Year 10 in these schools may have been targeted specifically when new teaching strategies were introduced into the school, or when staff were encouraged to widen their range of teaching techniques.

Engagement with school

2.9   The majority of pupils in 2014/15 said they were happy at school (87% of Year 6, 73% of Year 7 and 64% of Year 9). By 2015/16, the proportions stating they were happy in the respective cohorts were lower (64% of Year 7, 56% of Year 8 and 46% of Year 9), though not significantly so. However, happiness is not a sufficient measure of pupil engagement or motivation, which in itself is a complex mixture of issues related to perceptions of self, peers, the curriculum and learning as highlighted by Smith *et al*. (2005). The proportion of pupils in secondary schools who appeared motivated by good marks, for example, decreased with age across both survey sweeps (from 56% in Year 7 to 40% in Year 9 2014/15 and 58% in Year 7 to 40% in Year 10 in 2015/16 agreeing strongly that they enjoyed getting good marks). This reflects wider research literature (e.g. Harlen and Deakin-Crick, 2002) that suggests that test scores (in particular) are less motivating than developing intrinsic subject interest amongst pupils.

2.10   The proportion of pupils who felt fully engaged in their school declined significantly between Year 7 and Year 9 in 2014/15.[10] That pattern continued in 2015/16 with significantly lower levels of engagement reported by pupils in Year 10 compared to pupils in Year 8 or Year 7. The story is not a straightforward one of pupils becoming less enthusiastic with age, however. Pupils in the longitudinal cohort tracked from Year 7 to Year 8 reported a significantly higher level of engagement than they had done in 2014/15 (though less autonomy), presumably reflecting a greater level of confidence or familiarity with the secondary environment. In contrast, pupils tracked from Year 9 to Year 10, appeared less engaged, perhaps reflecting their move into a more 'high stakes' testing environment (identified by Harlen and Deakin-Crick as having a negative influence on motivation) as their GCSE courses got underway.

2.11   Some differences between schools were noted in 2014/15, when overall levels of engagement with schools were significantly lower amongst pupils in schools that (as identified during the qualitative fieldwork) appeared to be declining prior to the introduction of SCC (Group A). This difference was

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[10]   Though there was no significant difference in the responses of pupils in Years 6 and 7.

evident in comparison to pupils in schools that appeared stable (though not making any clear signs of progress – Group B) and pupils in schools that appeared to have been making some progress before 2014/15 (Group C). By 2015/16, reported levels of engagement in the Group A schools were not statistically different to that noted in the other schools. It was notable, however, that pupils in Group C schools in 2015/16 were markedly more positive about their level of engagement than pupils in Group B schools; previously, in 2104/15, the views of pupils in these schools had not differed in any significant way.

Interaction with teachers

2.12   The extent to which pupils felt their teachers were supportive differed according to age and gender. The younger cohorts, across both survey sweeps (Wave 1 and Wave 2), were significantly more positive than older pupils in terms of the extent to which they thought their teachers listened to them, encouraged them and treated them with respect. Equally they were more likely to state that the work they did was of interest and to think that school was worthwhile than their older peers, a finding that reflects much of the previous research around dips in pupil engagement in Key Stage 3 (Morris and Pullen, 2007).[11] These findings were also evident amongst the pupils in the longitudinal cohorts; individual pupils tracked from Year 7 to Year 8 and Year 9 to Year 10 tended to be less positive about levels of support and levels of interest than they had been when younger.

2.13   In both 2014/15 and 2015/16, boys were significantly more positive than girls as to the extent to which they saw their teachers as helpful, but they were *less* likely than girls to think the work was interesting or that school was worthwhile. Positive attitudes to their teachers did not, therefore, necessarily translate into positive attitudes to learning (although, as indicated previously, boys appeared more aware of wider pedagogical approaches by 2015/16).[12]

2.14   Some further insights into this may be gained by looking at the changing story for pupils in the PtS schools. In 2014/15, the pupils in the most challenging schools (Group A) were significantly more likely to value school than pupils in Group B schools. They were also more likely to think that their teachers listened to them, encouraged them and treated them with respect than pupils in schools that had previously shown signs of improvement (Group C). The effect size (^{r}) of this latter difference was small (0.1), but is worth considering further. There was no difference (by school Group) in terms of pupils' overall

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[11] See for example, Morris, M. and Pullen, C. (2007). *Disengagement and Re-engagement of Young People in Learning at Key Stage 3*. Totnes: Research in Practice

[12] While the views individual pupils expressed in 2014/15 and 2015/16 may have become less positive with age, they did not change by gender.

level of interest in the work they did, nor in the *range* of opportunities for feedback or for assessing their progress.

2.15   It is possible, therefore, that, in 2014/15 pupils in Group C schools were more aware (and possibly made less comfortable by) a higher level of personal challenge than their peers. Certainly, they were significantly more likely than their peers in Group A schools to think their schools were preparing them well for the future, even though they were less likely to think that school was worthwhile.

2.16   By 2015/16, the picture was different on a number of fronts. Pupils who responded from Group A schools now appeared *less* likely than their peers in other schools to think that school was worthwhile, but nonetheless continued to be more likely to feel that their teachers were supportive than pupils in Group C schools. They also identified more opportunities to assess their progress than did pupils in other schools. These findings were evident at both a population level (all respondents to the survey) and amongst those pupils tracked from Year 7 to Year 8 (though not amongst those tracked from Year 9 to 10). While there were evident differences between the year groups in terms of their views on how schools prepared them for the future (older pupils reported more positively than younger pupils), no such difference was noted between school Groups.

2.17   The results are quite nuanced, and suggest that factors other than in-school initiatives may have affected attitudes and (possibly) behaviour. Pupils in Group A schools were generally positive about the support their school was providing them for their future, both in and out of class, and were engaged in school activities, but by 2015/16 saw less value in the education process than their peers. It is possible that this may reflect their views on the futures they saw open to them. However, it should be noted that the only significant differences in pupils' plans for the future were between those of young people with a low level of disadvantage (as measured by the FAS score[13]) and those with either a medium or high level of disadvantage. Young people in Year 10 with lower levels of disadvantage were significantly more likely to be considering progression to further and/or higher education than their peers.

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[13] See Annex D.

3. Young people's attitudes to learning and behaviour

3.1   The way in which young people view themselves and their relationship to school has been shown to have a significant impact on attainment and progression through education (see, for example, Sebba *et al.,* 2008).   The survey analysis explored a number of different dimensions of this, including pupils' perceptions of their own ability to learn, their relationships with their teachers, the extent to which they believed they had teacher and parental support and their own behaviour.

The pupil as learner

3.2   There were no differences in the level of self-perceived autonomy expressed by pupils in each age group. Those in Years 6, 7 and 9 in 2014/15 and those in Years 7, 8 and 10 in 2015/16 were equally likely to think they had good problem solving skills, could work independently and used a variety of strategies to find information or to set targets for themselves. However, while there were no significant difference in the views of secondary pupils in each of the three identified school Groups in 2014/15, the story had changed by 2015/16. Pupils in Group C schools now reported a greater degree of personal autonomy and confidence in the approaches they adopted to independent learning than their peers. As we have seen, pupils in these schools also expressed a higher level of engagement with school than pupils in schools that (prior to 2014) had been seen as stable but making little progress.

3.3   Previous research has suggested that motivation to study is linked to the extent to which teachers promote both collaborative and interactive strategies (Smith *et al.* 2005) and that teaching approaches that promote the selection of appropriate strategies by pupils help encourage the development of pupils' learning skills (see, for example, Higgins *et al.* 2007). The current findings suggest that teachers in Group C schools may be promoting a wide range of learning strategies, but that more may need to be done to ensure pupils feel supported and encouraged. Support alone, however, as was clear in 2014/15, is not sufficient to ensure engagement. In 2014/15, for example, pupils in the most challenging schools expressed lower levels of engagement than their peers, despite their positive view of themselves as learners and despite the fact that they were more likely than pupils in all other surveyed schools to think their teachers were both supportive and effective.

3.4   The extent to which pupils acknowledged parental support for their school work varied mainly in relation to assessed levels of disadvantage (FAS scores). Across each year group, the less disadvantaged pupils more

frequently reported that their parents attended parents' evenings and supported their education than their peers. Differences were also noted by school Group. Pupils in Year 7 (whether in 2014/15 or 2015/16) or in Year 8 (in 2015/16) in Group A schools were less likely than their counterparts in other schools to say that their parents attended school events. While differences were not statistically significant amongst older pupils, this finding highlights one of the issues for the most challenged schools in areas of high disadvantage; the difficulty of engaging with parents, many of whom may have had negative experiences of school themselves.

Pupil behaviour

3.5 While the level of self-reported truancy was generally relatively low, there was a significant and observable increase in truancy from Year 6 through to Year 9 in 2014/15 and a similar increase from Year 7 to Year 10 in 2015/16. Amongst the pupils in longitudinal cohorts, however, this trend was not observed; there were no significant differences amongst pupils tracked through from Year 7, while the reported incidence of truancy *decreased* for those tracked from Year 9 to Year 10.

3.6 In 2014/15 more than four fifths of Year 6 pupils (85%) said they had never truanted. Amongst older pupils in that year, the proportion who said they had never truanted was lower in both Year 7 (78%) and Year 9 (72%). Across phase and between the year groups in Wave 1, there was, however, a general increase in occasional truancy (for the odd lesson or day). There was also an apparent rise in more systematic truancy (albeit a very small proportion of each cohort), with three in every 100 pupils in Year 7 and five in every 100 pupils in Year 9 regularly missing certain days or certain lessons. For those pupils with higher levels of personal truancy there may be implications for their longer-term outcomes. Poor attendance, for example, is acknowledged as a strong contributory factor to lower attainment (see Morris and Rutt, 2005).

3.7 By 2015/16, the proportion of each year group reporting that they had never truanted was marginally lower (by a few percentage points) than in the previous year, while reporting of systematic truancy was marginally higher. However, these differences were not significantly different and there were indications that the tracked cohorts were significantly less likely to have reported incidents of truancy in 2015/16 than they had in 2014/15.

3.8 Pupils across all three age cohorts tended to report higher levels of truancy amongst their friends than they admitted to for themselves. In 2014/15 27% of Year 6 pupils, 42% of Year 7 pupils and 45% of Year 9 pupils reported some incidence of truancy amongst their friends. In 2015/16 reported truancy

amongst the friends of Year 7 pupils was lower (34%), though increased for Year 8 pupils (45%) and Year 10 pupils (52%). In both waves, around one in 10 in each year group said they were not sure what their friends' behaviour was like on this front.

3.9 Boys were more likely than girls across all year groups and across both survey sweeps to report that they (*and* their friends) had missed school on at least some occasions. The story was rather different when pupils from Year 6 were included in the analysis, when girls were more likely than boys to admit to truancy. The reasons for these differences cannot be identified through the survey. Indeed, girls were no less likely than boys to say that they were unhappy with school, with both genders equally likely to indicate that they liked being in school and felt they fitted in well. It was notable, however that boys in Years 7, 8, 9 and 10 were more likely than the girls in those year groups to suggest that they were happy with (and well-liked by) their peers, felt included by them and were not bullied. This gender difference was not evident when pupils in Year 6 were included in the dataset, suggesting that some girls may have found the adjustment to their new peer groups in secondary school more difficult than the boys had done and that this difficulty may have continued into subsequent year groups.

3.10 Across all year groups, girls were also more likely than boys to acknowledge higher levels of lateness (whether their own or that of their friends) to school or to lessons. Regular lateness (that is, most days) for school and lessons was reported by four in every 100 pupils in Year 7 rising to nine in every 100 in Year 10.

3.11 The reasons for these differences cannot be identified through the survey. Indeed, girls were no less likely than boys to say that they were unhappy with school, with both genders equally likely to indicate that they liked being in school and felt they fitted in well. It was notable, however that boys in Years 7, 8, 9 and 10 were more likely than the girls in those year groups to suggest that they were happy with (and well-liked by) their peers, felt included by them and were not bullied. This gender difference was not evident when pupils in Year 6 were included in the dataset, suggesting that some girls may have found the adjustment to their new peer groups in secondary school more difficult than the boys had done and that this difficulty may have continued into subsequent year groups.

3.12 Pupils in schools in the most challenging circumstances (Group A) reported higher levels of personal truancy and lateness than their peers in other schools in 2014/15, though many of these differences (particularly in relation to truancy) were no longer evident in 2015/16 and the overall proportions of pupils reporting truancy and lateness stayed the same. In both survey

sweeps, these pupils also tended to report higher levels of truancy and lateness amongst their friends than in relation to themselves.

Annex A: Purpose of the surveys

A.1   This survey (You and Your School), was set up as a pilot study with the following aims:

- To pilot an approach to running a Pupil Voice survey. In addressing this aim, we felt that there was also a particular need to address questions relating to:

  ➢   whether or not schools would participate in whole cohort surveys of pupils

  ➢   the medium of completion (online or paper) schools would prefer

  ➢   the extent to which the medium of completion had any impact on pupil response.

- Obtain pupils' views on a range of aspects of their school experience (including views on aspects of the SCC that affect them):

  ➢   what, if anything, could such a survey tell the Welsh Government about the progress and impact of Pathways to Success (PtS) as part of Schools Challenge Cymru?

- Get a more systematic picture of how pupil views could be incorporated into school governance and used to support school improvement plans.

A.2   In the following sub-sections, we look more closely at the responses related to the recruitment and participation of schools and the preferred medium of completion. The remaining annexes provide an overview of pupil views (aggregated by Year group) and set out the ways in which we analysed the information, the findings of which are in the body of the report.

School participation

A.3   In 2014/15, all 39 PtS schools and their feeder primary schools were invited to engage pupils in the relevant cohorts in the survey, completing the questionnaire either online or on paper (as the schools preferred) and with the option that the survey could be completed either in English or in Welsh. The survey was completed by pupils during the summer term of 2014/15 (in June and July). Since the survey was not going to all schools in Wales, but to targeted schools, schools were recruited using a multi-stage approach:

- An initial email (in English and Welsh) to all in-scope schools (39 secondary and 253 primary schools) inviting them to participate in the research.

- A pdf of a letter (in English and Welsh) for schools to send to parents, informing them about the research, and providing an opt-out for those parents who do not want their child to take part in the survey.

- A CATI recruitment process with schools, using both English and Welsh speakers (as appropriate).

- The collation of details from schools agreeing to participate to give information on:

    - the numbers of classes and pupils per cohort (important for the printing of paper surveys)

    - preferred contact details for the school (including email addresses) so that anonymised and aggregated survey feedback could be sent directly to the school

    - preferred time/dates for the links to the online surveys (or the postage of paper surveys) to be sent out.

- The collation of details from schools not agreeing to participate in order to understand their reasons for lack of participation.

A.4　Despite the late timing in the year, a total of 57 schools (including 19 of the 39 PtS schools and 28 primary schools) subsequently facilitated the participation of their pupils in the survey.

A.5　Reasons given for not participating in the survey related primarily to:

- the **timing** of the survey, with the majority of non-participating schools saying that lessons were already fully planned and (in secondary schools) that staff were too busy preparing, invigilating, marking or moderating school and/or external examinations

- the perceived **relevance** of the survey to their school; primary schools in particular thought that, given the link with Schools Challenge Cymru, the survey did not relate to them

- the **subject matter**, with some schools stating that their pupils would not be interested in providing their views on school.

A.6　A similar process was adopted in 2015/16, though the Wave 2 survey was targeted only at the 39 PtS schools. The survey was run at the same point in the school year in 2015/16. Survey responses were received from 17 of the 39 PtS schools and a total of 2,445 pupils across Year 7 (861), Year 8 (892 and Year 10 (692).

Mode of completion

A.7   Most schools said that they were happy to facilitate online completion of the surveys, though appreciated the offer of a paper survey. For some schools, the paper surveys were preferred. Preferences did not always relate to IT issues (such as slow/no broadband or lack of access points for whole class completion of the survey), but were sometimes linked to pragmatics (such as completion of the survey in classes or tutor group periods when access to computers may have been less straightforward).

A.8   Wave 1 questionnaire responses were received from a total of 3,918 pupils (with 861 Year 7 respondents, 1,526 Year 7 respondents and 1,590 Year 9 respondents). Over four fifths of the respondents (3,161) completed the survey online, with 757 (19%) completing it on paper.

A.9   Wave 2 questionnaire responses were received from a total of 2,445 pupils (with 861 Year 6 respondents, 892 Year 8 respondents and 692 Year 10 respondents). Over half of the respondents (1394 or 57%) completed the survey online, with 1051 (43%) completing it on paper.

Impact of mode of completion

A.10   During our analysis of the Wave 1 survey, we sought (where possible) to examine whether or not there were any significant differences in the responses of pupils who completed the survey online and those who completed it on paper. Pupils using the medium of paper *appeared* to be less positive about certain aspects of their school life (such as their relationship with teachers) and displayed lower levels of confidence in their approaches to learning than those who completed the surveys online.

A.11   However, given that this was not set up as an experimental (or even quasi-experimental) design to explore the effect of different modes of completion, but was instead a self-selecting sample of schools, we should be very cautious about drawing conclusions from this. It is possible that the outcomes were as much to do with the type of schools that elected to use paper surveys as the mode of completion. Of the five schools that elected to use the paper survey, three were secondary schools. Less than one fifth (12%) of the pupils to complete a paper survey were in Year 6.

A.12   Given the inconclusive nature of the findings on mode of completion in Wave 1, no similar analysis was conducted for Wave 2.

Internal Response rates

A.13   Rates of response within the surveys suggest that they were approximately the right length for the age cohorts for which they were designed. Non-response rates in 2014/15 on the attitudinal questions ranged from zero to two

per cent (Year 6), zero to three per cent (Year 7) and zero to four per cent for Year 9. Figures were similar in 2015/16, with non-response rates ranging from one to three per cent for Year 7, Year 8 and Year 10. In both waves of the survey, non-response rates to attitudinal questions were greater at the end of the survey than at the start ((up to three per cent) suggesting that some of this may have been due mainly to survey fatigue. The highest non-response rates were in relation to factual details – most specifically the level of parental qualifications, and particularly the level of paternal qualification.

You and Your School survey:
Overview report of survey outcomes

Annex B: Profile of the participating pupils

B.1 In order to provide a context for interpreting young people's responses to the surveys, this annex provides a profile of the responding pupils. It includes details of:

- the characteristics of the responding pupils, including gender, ethnicity and FAS scores. The FAS scores were grouped into low (0-7), medium (8-11) or high (12+) affluence.

- the proportion of PtS pupils (Years 7 and 9) in the different school Groups identified through the qualitative analysis.

Table B-1: Wave 1: Year 6, 7 and 9 (self-reported characteristics)

Characteristic	Respondents			Percentage		
	Year 6	Year 7	Year 9	Year 6	Year 7	Year 9
Gender						
Male	427	815	819	53	53	52
Female	372	702	705	46	46	44
No data	3	9	66	0.3	1	4
Ethnicity						
White	608	1195	1366	75.8	78	86
Mixed/multiple group	54	60	36	6.7	4	2
Asian/Asian British	18	40	34	2.2	3	2
Black/African/Caribbean/Black British	25	13	25	3.1	1	2
Other ethnic group	13	15	15	1.6	1	1
Prefer not to say	76	139	77	9.5	9	5
No data	8	64	37	1.0	4	2

Source: SQW You and Your School Survey 2014/15 (Wales)

Table B-2: Wave 1: Year 6, 7 and 9 (FAS Score, self-reported)

Characteristic	Number				Percentage of all respondents		
	Low	Medium	High	(Incomplete data)	Low	Medium	High
Year 6	253	434	66	(49)	31.5	54.1	8.2
Year 7	449	772	153	(152)	29.4	50.6	10
Year 9	463	863	178	(86)	29.1	54.3	11.2

Source: You and Your School Survey 2014/15 (Wales).
The percentages for the FAS scores were based on the total number of respondents. Since some respondents did not answer all six of the FAS questions, their FAS score could not be calculated and so percentages do not add to 100%.

Table B-3: Wave 2: Year 7, 8 and 10 (self-reported characteristics)

Characteristic	Respondents			Percentage		
	Year 7	Year 8	Year 10	Year 7	Year 8	Year 10
Gender						
Male	459	461	394	53	52	57
Female	385	426	295	45	48	43
No data	17	7	3	2	1	0
Ethnicity						
White	651	723	574	76	81	83
Mixed/multiple group	44	24	22	5	3	3
Asian/Asian British	22	40	21	3	4	3
Black/African/Caribbean/Black British	13	14	16	2	2	2
Other ethnic group	14	6	8	2	1	1
Prefer not to say	92	69	31	11	8	4
No data	25	18	20	3	2	3

Source: SQW You and Your School Survey 2015/16 (Wales)

Table B-4: Wave 2: Year 7, 8 and 10 (FAS Score, self-reported)

Characteristic	Respondents				Percentage of all respondents		
	Low	Medium	High	(Incomplete data)	Low	Medium	High
Year 7	271	420	94	(76)	31.5	48.8	10.9
Year 8	291	456	94	(52)	32.6	51.1	10.5
Year 10	213	375	67	(37)	30.8	54.2	9.7

Source: SQW You and Your School Survey 2015/16 (Wales).
The percentages for the FAS scores were based on the total number of respondents. Since some respondents did not answer all six of the FAS questions, the FAS score could not be calculated for them and so percentages do not add to 100%.

Table B-5: Wave 1: Year 7 and 9 (hypothesised school group)

Characteristic	Respondents			Percentage all cohort respondents	
	Year 7	Year 9	Total	Year 7	Year 9
Group A (3 schools/5 cohorts)	212	127	339	14	9
Group B (8 schools/16 cohorts)	559	541	1100	37	36
Group C (8 schools/14 cohorts)	755	822	1577	49	55
	1,526	1,490	3016	1,526	1,490

Source: SQW: You and Your School Survey 2014/15 (Wales)

Table B-6: Wave 2: Year 7, 8 and 10 (hypothesised school group)

Characteristic	Respondents				Percentage all cohort respondents		
	Year 7	Year 8	Year 10	Total	Year 7	Year 9	Year 10
Group A (4 schools/10 cohorts)	162	145	168	475	19%	16%	24%
Group B (6 schools/14 cohorts)	182	201	144	527	21%	23%	21%
Group C (7 schools/17cohorts)	517	546	380	1443	60%	61%	55%
Total	861	892	692	2445	100%	100%	100%

Source: SQW: You and Your School Survey 2015/16 (Wales)

Annex C: Factor analysis of pupil survey

C.1   Exploratory factor analyses were carried out to consolidate various elements of the data from each of the three surveys in Wave 1 (for Years 6, 7 and 9) and Wave 2 (for Years 7, 8 and 10). Factor analysis looks at variables and items that appear to correlate highly with each other. The existence of such high correlations between variables suggests that they may each be measuring a different aspect of a wider underlying issue or factor.

C.2   The analysis produced more robust measures of pupil's attitudes and experiences than an exploration of the individual items on the questionnaire alone. They also allowed us to conduct a series of additional analyses (using analyses of variance), exploring pupils' views in relation to their sex, their year group, their mode of survey completion and, for pupils in secondary schools, the different types of school in which they were being educated.

C.3   We ran two different sets of factor analysis in Wave 1:

- in order to explore the differences between year groups, we ran a set of factor analyses that included only those items that were common across all three surveys

- in order to get a more nuanced analysis at secondary level (i.e. across Years 7 and 9), we also ran further analyses so that we could include items on questions that were only in the surveys of secondary pupils.

C.4   For Wave 2, the analyses were also run for:

- Years 7, 8 and 10 independently and for the whole population of secondary pupils in Wave 2

- For the various cohorts across the years (for example Cohort 1, which included Year 6 in 2014/15 and Year 7 in 2015/16) and one cross-sectional cohort (Year 7 in 2014/15 and Year 7 in 2015/16) See Table C-1)

- For two tracked cohorts (pupils who responded in Year 7 in 2014./15 and again in Year 8 in 2015/16, and pupils who responded in Year 9 in 2014./15 and again in Year 10in 2015/16). The numbers in a third tracked cohort (pupils who responded in Year 6 in 2014./15 and again in Year 7 in 2015/16 were too small to carry out any meaningful analysis).

Table C-1: Cohorts included in the study

	Cohort 1	Cohort 2 (cross-sectional)	Cohort 3	Cohort 4
Wave 1	Y6	Y7	Y7	Y9
Wave 2	Y7	Y7	Y8	Y10

C.5 The questionnaire items that appeared to closely relate to each other were grouped together. We focused particularly on the factor analyses of data around respondents' views:

- on their teachers and the ways in which they helped them to learn (in 2014/15 for example, this included 10 questionnaire items across Years 6, 7 and 9 and 12 items for Years 7 and 9)

- on the ways in which they worked, the extent to which they felt able to contribute to their own learning and their views on how well they fitted into school life

- on their school.

C.6 Following the analysis, 18 factors were identified in Wave 1, with eight of these related to the total population for Years 6, 7 and 9 for Years 7 and 9 only. In Wave 2, 17 factors were identified, with 15 at population level (and in Years 7, 8 and 10), one additional factor for Years 7 and 8 and one for Years 8 and 10.

C.7 The factors were extracted using Principal Axis Factoring in SPSS, and rotated using Oblimin (with Kaiser Normalisation), to reflect the non-parametric nature of the data. Items that did not load well with any of the emerging factors (or which reduced the reliability of any factor score, as tested using Cronbach's alpha) were removed. This does not mean that the items had no validity, only that they stood on their own, rather than as an element of a wider underpinning factor. Such items were used to provide descriptive statistics for the analysis.

C.8 We explored both the **explanatory power** of the factors (in terms of the level of variance explained at pupil level) and their **reliability** (tested using Cronbach's alpha) as an **explanatory variable** for any particular construct (such as pupil autonomy). Given the self-completion and wide-ranging nature of the survey, with only a limited number of items included to measure any construct (Cronbach's alpha tends to be lower when there are only a limited number of contributing variables), few first order factors would be expected to have a high degree of reliability. Nonetheless, they provided a useful

indication of areas in which differences *might* be expected, where second-order constructs (combining items in existing factors) might be useful, or where future surveys might benefit from additional variables (though not for this pilot study).

C.9　　Across both waves of the survey was a degree of overlap between the factors identified across the different Year groups and cohorts, with additional items and explanatory factors identified in Year 7 (over Year 6), and Years 9 and 10 (over Years 7 and 8). A number of the factors (perceived effectiveness of teachers, pupil engagement with school and with their peers, pupil autonomy and level of support from teachers) showed good reliability. Others were acceptable (a number of these had only a few items in the factor) or were poor (on homework, on measuring progress and on teamwork). In the subsequent analysis of variance, we worked primarily with those factors that were acceptable or good; some analysis was done with the weaker factors to obtain indicative findings.

Annex D: Preparation of other data for analysis

D.1 A number of the questionnaire items were couched in a format that did not support factor analysis. Some of these were used on their own as explanatory variables, others that could be reduced to fewer variables by using strategies to provide, for example, a count of activities, were used to create to create **derived variables**. These were created to look at:

- The frequency and prevalence of different teaching strategies

- The quality and availability of facilities, equipment and activities in schools

D.2 These variables were then tested for any significant differences between pupils and school using analysis of variance.

Use of FAS scores

D.3 The FAS or Family Affluence Scale is a measure used in the Health Behaviour in School-Aged Children (HBSC) Study to measure 'material affluence'. It is an international proxy for socioeconomic status used instead of parental occupation or education. Six items from the scale were included in the pupil surveys. In HBSC, individual countries analyse FAS in slightly different ways. For the purposes of this analysis, pupils' responses to all six items were coded and summed together in order to provide an FAS score of low (0-7), medium (8-11) or high (12+) affluence. The survey responses of pupils were tested (using analysis of variance) to see if there were any significant differences between the answers given by pupils with different levels of affluence/disadvantage.

Annex E: Analysis of variance

E.1 We used the data from the pupil surveys to explore differences between pupils' views and experiences in terms of:

- **age** (all such comparisons have drawn on the combined Years 6, 7, 8, 9 and 10 datasets and factor scores)

- **gender** (using both the combined datasets as appropriate)

- **method of survey completion** (this was only conducted in 2014/15 and using both the combined Years 6, 7 and 9 datasets and the Year 7 and 9 datasets)

- **school Group** (using the datasets from Year 7, Year 8, Year 9 and Year 10).

E.2 We have used a range of Analysis of Variance techniques for non-parametric data, using (as appropriate) Mann-Whitney U tests, Kruskall Wallis and Jonckheere Terpstra (this latter to explore whether there were systematic changes in the median scores). These techniques enabled the significance of any observed differences between populations against a single variable to be assessed; future analyses would benefit from the use of hierarchical multiple regression analyses, which would enable a range of background variables to be included in the analysis of outcomes.

E.3 The analyses were run against:

- the derived variables, such as the range of pedagogical techniques that teachers were thought to deploy, perceived quality of school facilities and range of activities in which young people took part in school

- the factors identified during the factor analysis (that were deemed 'good' and 'acceptable' based on their Alpha scores).

E.4 We should note that few of the effect sizes were other than small or very small and so, even when findings were significant, the difference between the different groups were small.

Annex F: Responses to the 'You and Your School' Survey

Wave 1: 2014/15

Year 6 Survey Responses
Table F6-1: Gender of respondent

	Population (n)	Percentage of respondents
Boy	427	53
Girl	372	46
No response	3	0
Total	802	100

Source: 'You and Your School' Survey 2014/15
Type of question: Single-response (n=802)

Table F6-2: What do teachers at school use to help you learn?

Teachers…	Percentage of respondents			
	In most subjects	In only one or two subjects	This does not happen in my school	Don't know
Teach the whole class together	85	13	1	1
Let us work in small groups	30	68	1	2
Generally like us to work on our own	66	29	2	3
Ask us questions about what we have learnt	62	31	4	3
Use drama, acting or role play	8	70	19	3
Bring in people from outside the school (industry or business)	20	60	17	4

Source: 'You and Your School' Survey 2014/15
Type of question: Series of single response items (n=802)

Table F6-3: How do you know how well you are doing at school?

	Percentage of respondents			
	Agree	**Not sure**	**Disagree**	**No response**
My school gives me the chance to talk to a teacher about how I am doing	73	22	4	1
My school gives me the chance to talk to older pupils about how I am doing	26	38	34	3
My school gives me the chance to talk to pupils in my class/tutor group about how I am doing	59	27	10	3
My school gives me the chance to set targets for my work	84	11	2	3
My school gives me the chance to do tests so that I can see how well I am doing	79	15	3	3

Source: 'You and Your School' Survey 2014/15
Type of question: Series of single response items (n=802)

Table F6-4: What are the teachers like in your school?

	Percentage of respondents					
	Agree strongly	Agree	Not sure	Disagree	Disagree strongly	No response
Teachers always set us homework	23	55	13	6	2	1
Teachers make sure we do our homework	49	35	11	3	1	1
Teachers always mark our work	60	27	10	2	0	1
Teachers make it clear how we should behave in school	74	22	2	1	0	1
Teachers do something when they see someone breaking the rules	58	31	7	2	1	1
Teachers praise us when we do well	48	37	11	2	1	2
Teachers can keep order in class	46	38	13	1	0	2
Teachers help us to work as well as we are able	60	30	6	1	2	0
Teachers give us work that is too hard	4	11	32	35	14	2

Source: 'You and Your School' Survey 2014/15
Type of question: Series of single response items (n=802)

Table F6-5: What activities do you take part in at your school?

	Percentage of respondents					
	At least once a week	At least once a term	At least once a year	I'm not sure	We don't do this	No response
Sports activities	87	6	1	4	1	0
Arts activities (dance/drama/music etc.)	39	30	7	15	7	2
Using computers	81	10	0	4	2	2
Homework clubs	21	9	2	23	42	4
Visits to a museum/art gallery/theatre	6	29	36	14	12	2
Visitors giving talks	15	57	12	9	4	3

Source: 'You and Your School' Survey 2014/15
Type of question: Series of single response items (n=802)

Table F6-6: To what extent do you agree with the following statements?

	Percentage of respondents				
	Agree strongly	Agree	Don't know	Disagree	Disagree strongly
I am well-behaved at school	36	45	15	3	1
I make friends easily at school	42	38	13	5	2
I am bullied or badly treated by some people at school	3	12	17	23	46
I feel like I belong at my school	50	32	12	3	2
I am happy at my school	55	32	8	2	2
I feel left out of things at my school	3	7	16	32	42
Other people my own age seem to like me	47	38	13	1	1
I like my school	58	29	8	2	2
I feel lonely at school	2	3	12	28	54
I enjoy getting good marks	64	28	7	1	0
I am looking forward to the next school year	54	22	15	5	3

Source: 'You and Your School' Survey 2014/15
Type of question: Series of single response items (n=802)

Table F6-7: Does anyone apart from your teachers help you with your homework?

	Population (n)	Percentage of respondents
Yes, always	206	26
Yes, sometimes	501	62
No	92	11
Don't Know	3	0
Total	802	100

Source: 'You and Your School' Survey 2014/15
Type of question: Single-response: Filter question (n=802)

Table F6-8: Who helps you with your homework?

	Population (n)	Percentage of respondents
Mother	618	87
Father	428	61
Mother's partner	66	9
Father's partner	33	5
Brother or sister	242	34
Friend	210	30
Someone else (e.g. relative)	251	36
Don't know	2	0

Source: 'You and Your School' Survey 2014/15
Type of question: Filtered Multi-response (n=707)

Table F6-9: Where do you usually do your homework?

	Population (n)	Percentage of respondents
At home in my room	544	68
With music on	231	29
In front of the TV	224	28
In a quiet place in my home	379	47
With other people in a room at home	379	47
At school	42	5
Somewhere else	114	14
On the way to or from school	379	47
At homework club	31	4
In the library	32	4

Source: 'You and Your School' Survey 2014/15
Type of question: Multi-response (n=802)

Table F6-10: To what extent do the following statements reflect the way in which you work?

	Percentage of respondents				
	Agree strongly	**Agree**	**Don't know**	**Disagree**	**Disagree strongly**
I am good at working on my own	20	40	26	11	3
I am good at looking in books for information	20	40	26	11	3
I enjoy working in a team	50	35	10	5	1
I would like to do more practical work at school	26	27	38	7	3
I am good at using computers to get information	54	35	8	2	1
I would like more help with my homework	8	14	24	36	17
I am good at organising my work	28	40	22	7	3
I am good at solving problems	25	43	23	7	2
I find it easy to set targets for myself	18	36	32	10	3
I enjoy getting good marks	63	28	6	1	1
I find it hard to talk in class	9	13	19	31	28
I ask the teachers if I don't understand something	46	39	11	3	2

Source: 'You and Your School' Survey 2014/15
Type of question: Series of single response items (n=802)

Table F6-11: Have you or your friends played truant from school so far this year?

	Population (n)		Percentage of respondents	
	Me	**My friends**	**Me**	**My friends**
Never	683	495	85	62
For the odd day or lesson	65	123	8	15
For particular lessons (or days)	15	48	2	6
For several days at a time	5	30	1	4
For weeks at a time	16	16	2	2
Don't Know	18	90	2	11
Total	802	802	100	100

Source: 'You and Your School' Survey 2014/15
Type of question: Series of single response items (n=802)

Table F6-12: How often are you or your friends late for lessons?

	Population (n)		Percentage of respondents	
	Me	**My friends**	**Me**	**My friends**
Never	552	344	69	43
For some lessons	132	214	16	27
Some days	71	116	9	14
Most days	17	41	2	5
Don't Know	30	87	4	11
Total	802	802	100	100

Source: 'You and Your School' Survey 2014/15
Type of question: Series of single response items (n=802)

Table F6-13: What do your parents/carers think about school?

	Percentage of respondents			
	Yes	Not sure	No	No response
They make sure I do my homework	83	12	3	1
They make it clear how I should behave at school	84	11	3	2
They help me with my homework	75	14	8	2
They praise me for doing good work at school	79	14	4	2
They say they think school is important	86	9	2	3
They think this is a good school	79	15	3	3

Source: 'You and Your School' Survey 2014/15
Type of question: Series of single response items (n=802)

Table F6-14: Did your parents/carers go to the last parents' evening/day at your school?

	Population (n)	Percentage of respondents
Yes	615	77
No	74	9
Not sure	98	12
Don't Know	15	2
Total	802	100

Source: 'You and Your School' Survey 2014/15
Type of question: Single-response (n=802)

Table F6-15: To what extent do you agree with these statements about your school?

	Percentage of respondents			
	Agree	**Not sure**	**Disagree**	**No response**
Most of the time, I like being at school	77	15	8	0
School work is worth doing	82	13	4	1
This school has sensible rules	86	10	2	1
The school should concentrate more on preparing us for tests and exams	25	35	39	2
Most teachers treat the pupils with respect	86	10	2	1
I think this is a good school	84	12	3	1
Most teachers listen to what pupils have to say	80	16	3	1
Most teachers help pupils who find work difficult	88	9	1	1
Most teachers encourage pupils who are good at something	81	15	2	2

Source: 'You and Your School' Survey 2014/15
Type of question: Series of single response items (n=802)

Table F6-16: What do you think of the lessons you've had during the last school year?

	Percentage of respondents					
	In every lesson	**In more than half of my lessons**	**In about half of my lessons**	**In only a few of my lessons**	**Never**	**No response**
I work as hard as I can in school	64	26	6	2	0	1
I count the minutes until the lesson ends	22	10	8	27	32	1
I am bored in lessons	9	10	12	42	25	1
The work I do in lessons is a waste of time	5	3	2	15	73	1
The work I do in lessons is interesting	37	35	15	8	4	1

Source: 'You and Your School' Survey 2014/15
Type of question: Series of single response items (n=802)

Table F6-17: Which of the following statements do you agree with now and for the future?

	Percentage of respondents			
	True for me	**Not sure**	**Not true for me**	**No response**
I think school is a waste of time	6	15	78	1
Trying hard at school is important	90	6	2	1
I am looking forward to going to secondary school	71	20	7	1
I have been on trips to my new (secondary) school	82	6	10	2
My teachers have given me the confidence to go to secondary school	79	15	5	1
I am worried about going up to secondary school	26	30	43	2
I am confident that I will make friends at secondary school	67	26	5	2
I think the work may be too hard at secondary school	28	53	17	1
I am not happy about the thought of leaving my primary school	42	31	26	2

Source: 'You and Your School' Survey 2014/15
Type of question: Series of single response items (n=802)

Table F6-18: What is your ethnicity?

	Population (n)	**Percentage of respondents**
White	608	76
Mixed/Multiple ethnic groups	54	7
Asian/Asian British	18	2
Black/African/Caribbean/Black British	25	3
Other ethnic group	13	2
Prefer not to say	76	9
No response	8	1
Total	802	100

Source: 'You and Your School' Survey 2014/15
Type of question: Single-response (n=802)

Table F6-19: How often do you speak Welsh/English at home?

	Population (n)		Percentage of respondents	
	Welsh	**English**	**Welsh**	**English**
Always (or almost always)	16	738	2	92
Sometimes	316	37	39	5
Never	384	7	48	1
No response	86	20	11	2
Total	802	802	100	100

Source: 'You and Your School' Survey 2014/15
Type of question: Series of single response items (n=802)

Table F6-20: Who do you live with?

	Population (n)	Percentage of respondents
Mother	747	93
Father	544	68
Other children	528	66
Mother's partner	92	11
Other adult (e.g. relatives)	69	9
Father's partner	23	3

Source: 'You and Your School' Survey 2014/15
Type of question: Multi-response (n=802)

Table F6-21: What is your mother's and/or father's educational background?

	Population (n)		Percentage of respondents	
	Mother	**Father**	**Mother**	**Father**
Finished secondary school (age 15/16)	134	126	17	16
Studied at college or sixth form (after age 16)	128	95	16	12
Studied at university/got a degree	110	95	14	12
I'm not sure	417	443	52	55
No response	13	43	2	5
Total	802	802	100	100

Source: 'You and Your School' Survey 2014/15
Type of question: Series of single response items (n=802)

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Table F7-1: Gender of respondent

	Population (n)	Percentage of respondents
Boy	815	53
Girl	702	46
No response	9	1
Total	1526	100

Source: 'You and Your School' Survey 2014/15
Type of question: Single-response (n=1526)

Table F7-2: What do teachers at school use to help you learn?

	Percentage of respondents			
	In most subjects	**In only one or two subjects**	**This does not happen in my school**	**Don't know**
Teach the whole class together	90	8	1	1
Let us work in small groups	33	63	2	2
Generally like us to work on our own	59	37	2	2
Ask us questions about what we have learnt	50	41	6	3
Use drama, acting or role play	12	67	18	3
Bring in people from outside the school (industry or business)	10	52	34	3

Source: 'You and Your School' Survey 2014/15
Type of question: Series of single response items (n=1526)

Table F7-3: How do you know how well you are doing at school?

	Percentage of respondents			
	Agree	**Not sure**	**Disagree**	**No response**
My school gives me the chance to talk to a teacher about how I am doing	67	26	6	1
My school gives me the chance to talk to older pupils about how I am doing	19	46	33	2
My school gives me the chance to talk to pupils in my class/tutor group about how I am doing	58	30	11	2
My school gives me the chance to set targets for my work	80	14	3	2
My school gives me the chance to do tests so that I can see how well I am doing	81	14	3	2

Source: 'You and Your School' Survey 2014/15
Type of question: Series of single response items (n=1526)

Table F7-4: What are the teachers like in your school?

	Percentage of respondents					
	Agree strongly	**Agree**	**Not sure**	**Disagree**	**Disagree strongly**	**No response**
Teachers always set us homework	19	52	17	9	2	1
Teachers make sure we do our homework	55	35	6	2	2	1
Teachers always mark our work	30	42	17	7	2	1
Teachers make it clear how we should behave in school	59	31	6	1	1	2
Teachers do something when they see someone breaking the rules	47	36	11	3	2	1
Teachers praise us when we do well	36	41	15	6	2	1
Teachers can keep order in class	26	44	21	5	3	2
Teachers help us to work as well as we are able	42	40	12	2	1	2
Teachers give us work that is too hard	8	16	35	29	10	2

Source: 'You and Your School' Survey 2014/15
Type of question: Series of single response items (n=1526)

Table F7-5: How good are the equipment/facilities at your school?

	Percentage of respondents					
	Excellent	**Good**	**Not very good**	**I'm not sure**	**We don't have these**	**No response**
Sports/PE facilities	51	38	7	2	0	1
Computers/ ICT equipment	46	43	7	3	0	1
Science facilities	43	43	9	3	1	2
Arts facilities (painting/ textiles etc.)	46	39	10	3	0	2
Performing arts facilities (dance/drama/music etc.)	35	38	12	9	4	2
Language facilities	28	49	13	7	1	1
Technology equipment	57	34	5	3	0	2
Library/ resource centre	44	37	9	7	3	1
Place for homework/ extra study	33	36	13	12	5	2

Source: 'You and Your School' Survey 2014/15
Type of question: Series of single response items (n=1526)

Table F7-6: What activities do you take part in at your school?

	Percentage of respondents					
	At least once a week	**At least once a term**	**At least once a year**	**I'm not sure**	**We don't do this**	**No response**
Sports activities	76	9	3	8	3	1
Arts activities (dance/drama/music etc.)	44	15	7	21	12	2
Using computers	72	11	2	8	4	2
Homework clubs	17	11	7	35	27	3
Visits to a museum/art gallery/theatre	8	11	22	29	29	2
Visitors giving talks	11	36	18	22	11	2

Source: 'You and Your School' Survey 2014/15
Type of question: Series of single response items (n=1526)

Table F7-7: To what extent do you agree with the following pupil-related statements?

	Percentage of respondents				
	Agree strongly	Agree	Don't know	Disagree	Disagree strongly
I am well-behaved at school	40	40	15	3	2
I make friends easily at school	39	36	14	6	3
I am bullied or badly treated by some people at school	7	12	15	26	40
I feel like I belong at my school	31	36	23	5	4
I am happy at my school	34	39	17	5	4
I feel left out of things at my school	4	11	24	29	32
Other people my own age seem to like me	35	42	18	4	2
I like my school	33	41	17	5	5
I feel lonely at school	4	6	15	27	49
I enjoy getting good marks	56	30	12	1	1
I am looking forward to the next school year	40	28	20	6	6

Source: 'You and Your School' Survey 2014/15
Type of question: Series of single response items (n=1526)

Table F7-8: Does anyone apart from your teachers help you with your homework?

	Population (n)	Percentage of respondents
Yes, always	364	24
Yes, sometimes	924	61
No	212	14
Don't Know	26	2
Total	1526	100

Source: 'You and Your School' Survey 2014/15
Type of question: Single-response: Filter question (n=1526)

Table F7-9: Who helps you with your homework?

	Population (n)	Percentage of respondents
Mother	1056	82
Father	794	62
Mother's partner	153	12
Father's partner	87	7
Brother or sister	481	37
Friend	633	49
Someone else (e.g. relative)	460	36
Don't know	15	1

Source: 'You and Your School' Survey 2014/15
Type of question: Filtered Multi-response (n=1288)

Table F7-10: Where do you usually do your homework?

	Population (n)	Percentage of respondents
At home in my room	1086	71
With music on	668	44
In front of the TV	397	26
In a quiet place in my home	566	37
With other people in a room at home	368	24
At school	231	15
Somewhere else	208	14
On the way to or from school	54	4
At homework club	96	6
In the library	250	16

Source: 'You and Your School' Survey 2014/15
Type of question: Multi-response (n=1526)

Table F7-11: To what extent do the following statements reflect the way in which you work?

	Percentage of respondents				
	Agree strongly	Agree	Don't know	Disagree	Disagree strongly
I am good at working on my own	21	38	26	11	5
I am good at looking in books for information	21	38	26	11	5
I enjoy working in a team	49	34	10	4	3
I feel confident making plans for my future	34	35	23	5	3
I would like to do more practical work at school	48	28	17	3	2
I am good at using computers to get information	46	37	13	3	2
I would like more help with my homework	12	17	29	29	12
I am good at organising my work	26	40	23	7	4
I am good at solving problems	22	41	27	7	4
I find it easy to set targets for myself	22	35	28	11	4
I enjoy getting good marks	57	30	10	1	1
I find it hard to talk in class	12	17	24	25	21
I ask the teachers if I don't understand something	34	40	16	6	4

Source: 'You and Your School' Survey 2014/15
Type of question: Series of single response items (n=1526)

Table F7-12: Have you or your friends played truant from school so far this year?

	Population (n)		Percentage of respondents	
	Me	My friends	Me	My friends
Never	1187	728	78	48
For the odd day or lesson	170	381	11	25
For particular lessons (or days)	42	151	3	10
For several days at a time	15	50	1	3
For weeks at a time	29	64	2	4
Don't Know	83	152	5	10
Total	1526	1526	100	100

Source: 'You and Your School' Survey 2014/15
Type of question: Series of single response items (n=1526)

Table F7-13: How often are you or your friends late for lessons?

	Population (n)		Percentage of respondents	
	Me	**My friends**	**Me**	**My friends**
Never	616	375	40	25
For some lessons	638	675	42	44
Some days	132	195	9	13
Most days	67	133	4	9
Don't Know	73	148	5	10
Total	1526	1526	100	100

Source: 'You and Your School' Survey 2014/15
Type of question: Series of single response items (n=1526)

Table F7-14: What do your parents/carers think about school?

	Percentage of respondents			
	Yes	**Not sure**	**No**	**No response**
They make sure I do my homework	84	11	3	3
They make it clear how I should behave at school	80	14	3	3
They help me with my homework	73	16	7	4
They praise me for doing good work at school	79	13	4	3
They say they think school is important	84	10	2	4
They think this is a good school	65	25	6	4

Source: 'You and Your School' Survey 2014/15
Type of question: Series of single response items (n=1526)

Table F7-15: Did your parents/carers go to the last parents' evening/day at your school?

	Population (n)	Percentage of respondents
Yes	1072	70
No	219	14
Not sure	150	10
No response	85	6
Total	1526	100

Source: 'You and Your School' Survey 2014/15
Type of question: Single-response (n=1526)

Table F7-16: To what extent do you agree with these statements about your school?

	Percentage of respondents			
	Agree	**Not sure**	**Disagree**	**No response**
Most of the time, I like being at school	62	22	14	2
School work is worth doing	72	21	5	2
This school has sensible rules	69	21	7	2
The school should concentrate more on preparing us for tests and exams	41	40	16	3
Most teachers treat the pupils with respect	72	20	5	2
I think this is a good school	67	22	8	3
Most teachers listen to what pupils have to say	65	25	7	3
The school should concentrate more on preparing us for the world of work	48	40	9	3
Most teachers help pupils who find work difficult	73	20	3	3
Most teachers encourage pupils who are good at something	72	20	4	4

Source: 'You and Your School' Survey 2014/15
Type of question: Series of single response items (n=1526)

Table F7-17: What do you think of the lessons you've had during the last school year?

	Percentage of respondents					
	In every lesson	In more than half of my lessons	In about half of my lessons	In only a few of my lessons	Never	Don't Know
I work as hard as I can in school	53	32	7	4	1	3
I count the minutes until the lesson ends	30	12	8	27	19	3
I am bored in lessons	13	16	16	41	10	4
The work I do in lessons is a waste of time	8	6	7	30	45	4
The work I do in lessons is interesting	22	37	18	14	6	4

Source: 'You and Your School' Survey 2014/15
Type of question: Series of single response items (n=1526)

Table F7-18: Which of the following statements do you agree with now and for the future?

	Percentage of respondents			
	True for me	Not sure	Not true for me	No response
I think school is a waste of time	10	26	61	3
Trying hard at school is important	83	12	2	3
School has given me the confidence to make decisions for myself	61	29	7	3
I have made new friends at secondary school	88	6	2	4
I think the work is too hard at secondary school	14	42	40	4
It is very important for me to be treated as an adult	47	40	9	4

Source: 'You and Your School' Survey 2014/15
Type of question: Series of single response items (n=1526)

Table F7-19: How well do you think your school is doing in preparing you for the future?

	Percentage of respondents			
	Very well	**I am not sure**	**Not very well**	**No response**
Covering a wide range of subjects	69	24	3	4
Helping me develop useful skills and knowledge	68	25	3	4
Giving me helpful information about my choices for the future	59	28	8	5

Source: 'You and Your School' Survey 2014/15
Type of question: Series of single response items (n=1526)

Table F-20: What is your ethnicity?

	Population (n)	**Percentage respondents**
White	1195	78
Mixed/Multiple ethnic groups	60	4
Asian/Asian British	40	3
Black/African/Caribbean/Black British	13	1
Other ethnic group	15	1
Prefer not to say	139	9
No response	64	4
Total	1526	100

Source: 'You and Your School' Survey 2014/15
Type of question: Single-response (n=1526)

Table F7-21: How often do you speak Welsh/English at home?

	Population (n)		Percentage respondents	
	Welsh	**English**	**Welsh**	**English**
Always (or almost always)	77	1361	5	89
Sometimes	482	62	32	4
Never	777	26	51	2
No response	190	77	12	5
Total	1526	1526	100	100

Source: 'You and Your School' Survey 2014/15
Type of question: Series of single response items (n=1526)

Table F7-22: Who do you live with?

	Population (n)	Percentage respondents
Mother	1389	91
Father	1042	68
Other children	919	60
Mother's partner	154	10
Other adult (e.g. relatives)	127	8
Father's partner	63	4

Source: 'You and Your School' Survey 2014/15
Type of question: Multi-response (n=1526)

Table F7-23: What is your mother's and father's educational background?

	Population (n)		Percentage respondents	
	Mother	**Father**	**Mother**	**Father**
Finished secondary school (age 15/16)	271	258	18	17
Studied at college or sixth form (after age 16)	248	201	16	13
Studied at university/got a degree	278	237	18	16
I'm not sure	651	688	43	45
No response	78	142	5	9
Total	1526	1526	100	100

Source: 'You and Your School' Survey 2014/15
Type of question: Series of single response items (n=1526)

Year 9 Survey Responses

Table F9-1: Gender of respondent

	Population (n)	Percentage respondents
Boy	819	52
Girl	705	44
Missing	66	4
Total	1590	100

Source: 'You and Your School' Survey 2014/15
Type of question: Single-response (n=1590)

Table F9-2: What do teachers at school use to help you learn?

	Percentage respondents			
	In most subjects	In only one or two subjects	This does not happen in my school	Don't know
Teach the whole class together	89	9	1	1
Let us work in small groups	26	71	3	1
Generally like us to work on our own	58	38	2	1
Ask us questions about what we have learnt	38	50	10	2
Use drama, acting or role play	6	54	37	2
Bring in people from outside the school (industry or business)	8	57	32	2

Source: 'You and Your School' Survey 2014/15
Type of question: Series of single response items (n=1590)

Table F9-3: How do you know how well you are doing at school?

	Percentage respondents			
	Agree	**Not sure**	**Disagree**	**No response**
My school gives me the chance to talk to a teacher about how I am doing	59	32	9	1
My school gives me the chance to talk to older pupils about how I am doing	15	42	41	2
My school gives me the chance to talk to pupils in my class/tutor group about how I am doing	46	35	17	2
My school gives me the chance to set targets for my work	74	21	4	2
My school gives me the chance to do tests so that I can see how well I am doing	74	21	4	2

Source: 'You and Your School' Survey 2014/15
Type of question: Series of single response items (n=1590)

Table F9-4: What are the teachers like in your school?

	Percentage respondents					
	Agree strongly	Agree	Not sure	Disagree	Disagree strongly	No response
Teachers always set us homework	15	48	18	14	4	1
Teachers make sure we do our homework	29	49	12	7	3	1
Teachers always mark our work	16	42	24	14	3	2
Teachers make it clear how we should behave in school	34	48	10	4	1	2
Teachers do something when they see someone breaking the rules	24	45	18	9	3	2
Teachers praise us when we do well	15	42	22	14	5	2
Teachers can keep order in class	10	41	30	12	5	2
Teachers help us to work as well as we are able	20	51	21	6	1	2
Teachers give us work that is too hard	8	21	39	24	5	2

Source: 'You and Your School' Survey 2014/15
Type of question: Series of single response items (n=1590)

Table F9-5: How good are the equipment/facilities at your school?

	Percentage respondents					
	Excellent	**Good**	**Not very good**	**I'm not sure**	**We don't have these**	**No response**
Sports/PE facilities	28	53	15	2	1	1
Computers/ ICT equipment	25	54	17	2	0	1
Science facilities	21	58	16	3	1	2
Arts facilities (painting/ textiles etc.)	23	53	17	6	1	1
Performing arts facilities (dance/drama/music etc.)	15	39	20	19	6	2
Language facilities	13	50	22	12	2	1
Technology equipment	30	51	12	5	0	1
Library/ resource centre	22	47	16	10	4	2
Place for homework/ extra study	15	37	24	14	8	2

Source: 'You and Your School' Survey 2014/15
Type of question: Series of single response items (n=1590)

Table F9-6: What activities do you take part in at your school?

	Percentage response					
	At least once a week	At least once a term	At least once a year	I'm not sure	We don't do this	No response
Sports activities	65	12	7	8	6	2
Arts activities (dance/drama/music etc.)	32	13	9	23	21	2
Using computers	66	13	4	10	5	2
Homework clubs	10	8	9	35	36	2
Visits to a museum/art gallery/theatre	4	8	24	23	38	2
Visitors giving talks	6	34	29	17	13	2
Visits to a local FE college	5	6	11	32	44	2
Visits to a university	3	6	15	25	50	2

Source: 'You and Your School' Survey 2014/15
Type of question: Series of single response items (n=1590)

Table F9-7: To what extent do you agree with the following pupil-related statements?

	Percentage respondents				
	Agree strongly	**Agree**	**Don't know**	**Disagree**	**Disagree strongly**
I am well-behaved at school	33	49	14	3	1
I make friends easily at school	24	49	16	7	3
I am bullied or badly treated by some people at school	6	11	15	31	37
I feel like I belong at my school	18	40	28	9	5
I am happy at my school	19	45	21	9	5
I feel left out of things at my school	5	11	23	40	21
Other people my own age seem to like me	20	51	22	5	2
I like my school	16	43	23	11	8
I feel lonely at school	4	6	13	35	42
I enjoy getting good marks	40	43	14	2	1
I am looking forward to the next school year	23	32	25	10	11

Source: 'You and Your School' Survey 2014/15
Type of question: Series of single response items (n=1590)

Table F9-8: Does anyone apart from your teachers help you with your homework?

	Population (n)	Percentage respondents
Yes, always	266	17
Yes, sometimes	955	60
No	342	22
Don't Know	27	2
Total	1590	100

Source: 'You and Your School' Survey 2014/15
Type of question: Single-response: Filter question (n=1590)

Table F9-9: Who helps you with your homework?

	Population (n)	Percentage respondents
Mother	937	77
Father	679	56
Mother's partner	101	8
Father's partner	52	4
Brother or sister	430	35
Friend	692	57
Someone else (e.g. relative)	320	26
Don't know	14	1

Source: 'You and Your School' Survey 2014/15
Type of question: Filtered Multi-response (n=1221)

Table F9-10: Where do you usually do your homework?

	Population (n)	Percentage respondents
At home in my room	1222	77
With music on	742	47
In front of the TV	347	22
In a quiet place in my home	479	30
With other people in a room at home	291	18
At school	304	19
Somewhere else	126	8
On the way to or from school	79	5
At homework club	53	3
In the library	128	8

Source: 'You and Your School' Survey 2014/15
Type of question: Multi-response (n=1590)

Table F9-11: To what extent do the following statements reflect the way in which you work?

	Percentage respondents				
	Agree strongly	**Agree**	**Don't know**	**Disagree**	**Disagree strongly**
I am good at working on my own	13	49	22	13	4
I am good at looking in books for information	13	49	22	13	4
I enjoy working in a team	36	43	13	5	4
I feel confident making plans for my future	25	38	27	8	3
I would like to do more practical work at school	42	36	16	4	2
I am good at using computers to get information	35	45	14	4	2
I would like more help with my homework	9	20	34	29	8
I am good at organising my work	18	44	26	9	3
I am good at solving problems	16	44	29	8	2
I find it easy to set targets for myself	14	39	31	12	3
I enjoy getting good marks	40	43	14	2	1
I find it hard to talk in class	13	20	28	25	14
I ask the teachers if I don't understand something	20	46	19	10	4

Source: 'You and Your School' Survey 2014/15
Type of question: Series of single response items (n=1590)

Table F9-12: Have you or your friends played truant from school so far this year?

	Population (n)		Percentage respondents	
	Me	**My friends**	**Me**	**My friends**
Never	1150	717	72	45
For the odd day or lesson	260	402	16	25
For particular lessons (or days)	72	209	5	13
For several days at a time	12	55	1	3
For weeks at a time	21	68	1	4
Don't Know	75	139	5	9
Total	1590	1590	100	100

Source: 'You and Your School' Survey 2014/15
Type of question: Series of single response items (n=1590)

Table F9-13: How often are you or your friends late for lessons?

	Population (n)		Percentage respondents	
	Me	**My friends**	**Me**	**My friends**
Never	642	387	40	24
For some lessons	687	722	43	45
Some days	151	205	9	13
Most days	58	136	4	9
Don't Know	52	140	3	9
Total	1590	1590	100	100

Source: 'You and Your School' Survey 2014/15
Type of question: Series of single response items (n=1590)

Table F9-14: What do your parents/carers think about school?

	Percentage of respondents			
	Yes	**Not sure**	**No**	**No response**
They make sure I do my homework	74	18	6	2
They make it clear how I should behave at school	76	17	5	3
They help me with my homework	65	20	12	3
They praise me for doing good work at school	74	16	6	3
They say they think school is important	83	12	3	3
They think this is a good school	51	32	13	3

Source: 'You and Your School' Survey 2014/15
Type of question: Series of single response items (n=1590)

Table F9-15: Did your parents/carers go to the last parents' evening/day at your school?

	Population (n)	Percentage respondents
Yes	1148	72
No	253	16
Not sure	136	9
Don't Know	53	3
Total	1590	100

Source: 'You and Your School' Survey 2014/15
Type of question: Single-response (n=1590)

Table F9-16: To what extent do you agree with these statements about your school?

	Percentage respondents			
	Agree	**Not sure**	**Disagree**	**No response**
Most of the time, I like being at school	54	26	19	2
School work is worth doing	70	23	6	2
This school has sensible rules	50	30	18	2
The school should concentrate more on preparing us for tests and exams	56	32	10	2
Most teachers treat the pupils with respect	58	27	13	2
I think this is a good school	54	29	15	2
Most teachers listen to what pupils have to say	50	32	16	2
The school should concentrate more on preparing us for the world of work	67	26	5	2
Most teachers help pupils who find work difficult	64	27	7	2
Most teachers encourage pupils who are good at something	63	27	6	3

Source: 'You and Your School' Survey 2014/15
Type of question: Series of single response items (n=1590)

Table F9-17: What do you think of the lessons you've had during the last school year?

	Percentage respondents					
	In every lesson	**In more than half of my lessons**	**In about half of my lessons**	**In only a few of my lessons**	**Never**	**No response**
I work as hard as I can in school	38	46	9	4	1	2
I count the minutes until the lesson ends	34	18	12	25	9	3
I am bored in lessons	14	20	20	39	3	3
The work I do in lessons is a waste of time	6	11	12	42	25	3
The work I do in lessons is interesting	10	39	25	18	6	3

Source: 'You and Your School' Survey 2014/15
Type of question: Series of single response items (n=1590)

Table F9-18: Which of the following statements do you agree with now and for the future?

	Percentage respondents			
	True for me	**Not sure**	**Not true for me**	**No response**
I think school is a waste of time	12	27	58	3
Trying hard at school is important	82	13	2	3
School has given me the confidence to make decisions for myself	51	34	12	3
I have made new friends at secondary school	87	7	2	3
My parents want me to stay in education as long as possible	70	24	3	3
It is very important for me to be treated as an adult	59	34	4	3
I'd really like to go to university	58	29	10	3
There is no point in studying a subject unless it leads to a qualification	46	33	18	3
My friends will think I'm a snob if I go to university	8	25	64	3
I don't think that qualifications at 16 will be enough to get me to college or on to an apprenticeship	20	55	21	4
I don't think that qualifications at 16 will be enough to get me the job I want	30	48	18	4

Source: 'You and Your School' Survey 2014/15
Type of question: Series of single response items (n=1590)

Table F9-19: How well do you think your school is doing in preparing you for the future?

	Percentage respondents			
	Very well	**I am not sure**	**Not very well**	**No response**
Covering a wide range of subjects	56	36	5	3
Helping me develop useful skills and knowledge	61	32	4	3
Giving me helpful information about my choices for the future	53	33	10	3
Helping me think about the value of training (e.g. Apprenticeships)	35	46	15	4
Helping me think about the value of going to university	40	39	18	4

Source: 'You and Your School' Survey 2014/15
Type of question: Series of single response items (n=1590)

Table F9-20: When do you think you might leave full-time education?

	Population (n)	**Percentage respondents**
At the end of Year 11 (to get a job)	205	13
At the end of Year 11 (to get a job with training)	62	4
At the end of Year 11 (to get an Apprenticeship)	59	4
At age 17 (after a year in college or sixth form)	123	8
At age 18 (after two years in college or sixth form)	246	15
In my early 20s, after a university course	551	35
Not sure yet	296	19
No response	48	3
Total	1590	100

Source: 'You and Your School' Survey 2014/15
Type of question: Single-response (n=1590)

Table F9-21: What do you expect to do after finishing school at the end of Year 11?

	Population (n)	Percentage respondents
Go into a school sixth form (Year 12)	432	27
Go to college (FE or sixth form college)	600	38
Join a training scheme (e.g. an Apprenticeship)	68	4
Get a job	184	12
Not sure yet	215	14
Something else	34	2
No response	57	4
Total	1590	100

Source: 'You and Your School' Survey 2014/15
Type of question: Single-response (n=1590)

Table F9-22: What is your ethnicity?

	Population (n)	Percentage respondents
White	1366	86
Mixed/Multiple ethnic groups	36	2
Asian/Asian British	34	2
Black/African/Caribbean/Black British	25	2
Other ethnic group	15	1
Prefer not to say	77	5
No response	37	2
Total	1590	100

Source: 'You and Your School' Survey 2014/15
Type of question: Single-response (n=1590)

Table F9-23: How often do you speak Welsh/English at home?

	Population (n)		Percentage respondents	
	Welsh	**English**	**Welsh**	**English**
Always (or almost always)	60	1457	4	92
Sometimes	461	50	29	3
Never	909	15	57	1
No response	160	68	10	4
Total	1590	1590	100	100

Source: 'You and Your School' Survey 2014/15
Type of question: Series of single response items (n=1590)

Table F9-24: Who do you live with?

	Population (n)	Percentage respondents
Mother	1450	91
Father	1026	65
Other children	827	52
Mother's partner	175	11
Other adult (e.g. relatives)	116	7
Father's partner	49	3

Source: 'You and Your School' Survey 2014/15
Type of question: Multi-response (n=1590)

Table F9-25: What is your mother's and/or father's educational background?

	Population (n)		Percentage respondents	
	Mother	**Father**	**Mother**	**Father**
Finished secondary school (age 15/16)	322	337	20	21
Studied at college or sixth form (after age 16)	349	233	22	15
Studied at university/got a degree	274	215	17	14
I'm not sure	588	673	37	42
No response	57	132	4	8
Total	1590	1590	100	100

Source: 'You and Your School' Survey 2014/15
Type of question: Series of single response items (n=1590)

You and Your School survey:
Overview report of survey outcomes

Wave 2: 2015/16

Year 7 Survey Responses
Table F7-1: Gender of respondent

	Population (n)	Percentage of respondents
Boy	459	53
Girl	385	45
No response	17	2
Total	861	100

Source: 'You and Your School' Survey 2015/16
Type of question: Single-response (n=861)

Table F7-2: What do teachers at school use to help you learn?

Teachers…	Percentage of respondents			
	In most subjects	**In only one or two subjects**	**This does not happen in my school**	**Don't know**
Teach the whole class together	90	8	1	2
Let us work in small groups	28	67	2	2
Generally like us to work on our own	2	33	62	3
Ask us questions about what we have learnt	5	39	52	3
Use drama, acting or role play	17	70	10	4
Bring in people from outside the school (industry or business)	36	50	10	4

Source: 'You and Your School' Survey 2015/16
Type of question: Series of single response items (n=861)

Table F7-3: How do you know how well you are doing at school?

	Percentage of respondents			
	Agree	**Not sure**	**Disagree**	**No response**
My school gives me the chance to talk to a teacher about how I am doing	5	27	67	2
My school gives me the chance to talk to older pupils about how I am doing	16	47	33	3
My school gives me the chance to talk to pupils in my class/tutor group about how I am doing	11	29	58	2
My school gives me the chance to set targets for my work	4	17	77	2
My school gives me the chance to do tests so that I can see how well I am doing	3	17	77	3

Source: 'You and Your School' Survey 2015/16
Type of question: Series of single response items (n=861)

Table F7-4: What are the teachers like in your school?

	Percentage of respondents					
	Agree strongly	**Agree**	**Not sure**	**Disa gree**	**Disagree strongly**	**No response**
Teachers always set us homework	18	49	18	11	2	2
Teachers make sure we do our homework	51	36	8	2	1	2
Teachers always mark our work	32	38	19	7	2	2
Teachers make it clear how we should behave in school	58	31	6	1	1	3
Teachers do something when they see someone breaking the rules	45	35	12	4	2	3
Teachers praise us when we do well	29	41	17	7	3	3
Teachers can keep order in class	23	41	25	6	2	3
Teachers help us to work as well as we are able	40	42	12	2	2	2
Teachers give us work that is too hard	8	13	36	30	10	3

Source: 'You and Your School' Survey 2015/16
Type of question: Series of single response items (n=861)

Table F7-5: How good are these facilities/equipment at your school?

	Percentage of respondents					
	Excellent	**Good**	**Not very good**	**I'm not sure**	**We don't have these**	**No response**
Sports/PE facilities	50	40	7	2	0	2
Computers/ ICT equipment	53	36	7	1	0	3
Science facilities	46	41	7	4	0	2
Arts facilities (painting/ textiles etc.)	46	40	8	3	0	3
Performing arts facilities (dance/drama/music etc.)	41	35	10	9	3	2
Language facilities	28	47	14	8	1	2
Technology equipment	57	35	4	2	0	2
Library / resource centre	46	35	7	8	1	3
Place for homework / extra study	31	37	13	12	4	3

Source: 'You and Your School' Survey 2015/16
Type of question: Series of single response items (n=861)

Table F7-6: What activities do you take part in at your school?

	Percentage of respondents					
	At least once a week	**At least once a term**	**At least once a year**	**I'm not sure**	**We don't do this**	**No response**
Sports activities	71	11	3	10	3	2
Arts activities (dance/drama/music etc.)	47	14	7	21	8	3
Using computers	70	10	3	10	4	3
Homework clubs	22	10	8	34	22	3
Visits to a museum/art gallery/theatre	7	11	21	30	28	4
Visitors giving talks	12	40	15	20	10	3

Source: 'You and Your School' Survey 2015/16
Type of question: Series of single response items (n=861)

Table F7-7: To what extent do you agree with the following statements?

	Percentage of respondents					
	Agree strongly	Agree	Don't know	Disagree	Disagree strongly	No response
I am well-behaved at school	38	41	15	3	1	2
I make friends easily at school	37	38	14	7	3	2
I am bullied or badly treated by some people at school	6	13	16	26	36	3
I feel like I belong at my school	29	40	19	6	5	2
I am happy at my school	34	39	16	5	4	2
I feel left out of things at my school	5	11	18	33	30	2
Other people my own age seem to like me	30	41	22	3	2	2
I like my school	36	40	14	4	4	2
I feel lonely at school	3	6	11	31	47	2
I enjoy getting good marks	56	32	8	1	1	2
I am looking forward to the next school year	38	28	19	5	7	3

Source: 'You and Your School' Survey 2015/16
Type of question: Series of single response items (n=861)

Table F7-8: Does anyone apart from your teachers help you with your homework?

	Population (n)	Percentage of respondents
Yes, always	193	22
Yes, sometimes	500	58
No	151	18
Don't Know	17	2
Total	861	100

Source: 'You and Your School' Survey 2015/16
Type of question: Single-response: Filter question (n=861)

Table F7-9: Who helps you with your homework?

	Population (n)	Percentage of respondents
Mother	594	86
Father	424	61
Mother's partner	73	11
Father's partner	32	5
Brother or sister	253	37
Friend	301	43
Someone else (e.g. relative)	244	35
Don't know	0	0

Source: 'You and Your School' Survey 2015/16
Type of question: Filtered Multi-response (n=693)

Table F7-10: Where do you usually do your homework?

	Population (n)	Percentage of respondents
At home in my room	632	73
With music on	345	40
In front of the TV	201	23
In a quiet place in my home	325	38
With other people in a room at home	184	21
At school	116	13
Somewhere else	130	15
On the way to or from school	23	3
At homework club	49	6
In the library	108	13

Source: 'You and Your School' Survey 2015/16
Type of question: Multi-response (n=861)

Table F7-11: To what extent do the following statements reflect the way in which you work?

	Percentage of respondents					
	Agree strongly	Agree	Don't know	Disagree	Disagree strongly	No response
I am good at working on my own	29	49	15	4	2	1
I am good at looking in books for information	18	40	25	10	6	2
I enjoy working in a team	48	30	12	6	4	2
I feel confident making plans for my future	37	31	22	5	3	2
I would like to do more practical work at school	49	28	15	3	1	2
I am good at using computers to get information	43	39	13	3	1	2
I would like more help with my homework	12	16	27	30	13	2
I am good at organising my work	27	38	23	7	3	2
I am good at solving problems	23	40	25	6	5	2
I find it easy to set targets for myself	20	33	30	10	4	2
I enjoy getting good marks	58	30	9	1	1	2
I find it hard to talk in class	13	18	18	28	20	3
I ask the teachers if I don't understand something	33	40	14	6	4	3

Source: 'You and Your School' Survey 2015/16
Type of question: Series of single response items (n=861)

Table F7-12: Have you or your friends played truant from school so far this year?

	Population (n)		Percentage of respondents	
	Me	**My friends**	**Me**	**My friends**
Never	699	454	81	53
For the odd day or lesson	76	187	9	22
For particular lessons (or days)	20	70	2	8
For several days at a time	9	16	1	2
For weeks at a time	10	23	1	3
Don't Know	47	111	5	13
Total	802	802	100	100

Source: 'You and Your School' Survey 2015/16
Type of question: Series of single response items (n=861)

Table F7-13: How often are you or your friends late for lessons?

	Population (n)		Percentage of respondents	
	Me	**My friends**	**Me**	**My friends**
Never	385	201	45	23
For some lessons	339	392	39	46
Some days	61	120	7	14
Most days	31	51	4	6
Don't Know	45	97	5	11
Total	802	802	100	100

Source: 'You and Your School' Survey 2015/16
Type of question: Series of single response items (n=861)

Table F7-14: What do your parents/carers think about school?

	Percentage of respondents			
	Yes	**Not sure**	**No**	**No response**
They make sure I do my homework	85	11	2	2
They make it clear how I should behave at school	81	13	4	2
They help me with my homework	74	15	9	2
They praise me for doing good work at school	77	14	6	2
They say they think school is important	84	11	3	2
They think this is a good school	72	20	5	3

Source: 'You and Your School' Survey 2015/16
Type of question: Series of single response items (n=861)

Table F7-15: Did your parents/carers go to the last parents' evening/day at your school?

	Population (n)	**Percentage of respondents**
Yes	609	71
No	148	17
Not sure	75	9
Don't Know	29	3
Total	861	100

Source: 'You and Your School' Survey 2015/16
Type of question: Single-response (n=861)

Table F7-16: To what extent do you agree with these statements about your school?

	Percentage of respondents			
	Agree	**Not sure**	**Disagree**	**No response**
Most of the time, I like being at school	64	22	12	2
School work is worth doing	71	22	5	2
This school has sensible rules	70	22	6	2
The school should concentrate more on preparing us for tests and exams	39	40	19	2
Most teachers treat the pupils with respect	70	21	6	3
I think this is a good school	71	20	6	2
Most teachers listen to what pupils have to say	66	25	7	2
The school should concentrate on preparing us for the world of work	47	41	9	3
Most teachers help pupils who find work difficult	74	19	4	3
Most teachers encourage pupils who are good at something	74	20	3	3

Source: 'You and Your School' Survey 2015/16
Type of question: Series of single response items (n=861)

Table F7-17: What do you think of the lessons you've had during the last school year?

	Percentage of respondents					
	In every lesson	**In more than half of my lessons**	**In about half of my lessons**	**In only a few of my lessons**	**Never**	**No response**
I work as hard as I can in school	53	33	7	4	1	2
I count the minutes until the lesson ends	30	14	8	27	17	3
I am bored in lessons	13	17	15	43	9	3
The work I do in lessons is a waste of time	7	7	6	30	46	3
The work I do in lessons is interesting	21	33	23	15	4	4

Source: 'You and Your School' Survey 2015/16
Type of question: Series of single response items (n=861)

Table F7-18: Which of the following statements do you agree with now and for the future?

	Percentage of respondents			
	True for me	**Not sure**	**Not true for me**	**No response**
I think school is a waste of time	9	25	63	3
Trying hard at school is important	78	19	1	1
School has given me the confidence to make decisions for myself	62	29	8	1
I have made new friends at secondary school	94	3	1	2
I think the work is too hard at secondary school	8	45	43	4
It is very important for me to be treated as an adult	41	45	12	2

Source: 'You and Your School' Survey 2015/16
Type of question: Series of single response items (n=861)

Table F7-19: We would like to know what help you think your school has given you, in preparing you for your future

	Percentage of respondents			
	Very well	**Not sure**	**Not very well**	**No response**
My school is covering a wide range of subjects	67	28	1	3
My school is helping me develop useful skills and knowledge	72	21	3	4
My school is giving me helpful information about my choices for the future	58	30	8	4

Source: 'You and Your School' Survey 2015/16
Type of question: Series of single response items (n=861)

Table F7-20: What is your ethnicity?

	Population (n)	Percentage of respondents
White	651	76
Mixed/Multiple ethnic groups	44	5
Asian/Asian British	22	3
Black/African/Caribbean/Black British	13	2
Other ethnic group	14	2
Prefer not to say	92	11
No response	25	3
Total	861	100

Source: 'You and Your School' Survey 2015/16
Type of question: Single-response (n=861)

Table F7-21: How often do you speak Welsh/English at home?

	Population (n)		Percentage of respondents	
	Welsh	**English**	**Welsh**	**English**
Always (or almost always)	28	779	3	90
Sometimes	313	34	36	4
Never	414	10	48	1
No response	106	38	12	4
Total	861	861	100	100

Source: 'You and Your School' Survey 2015/16
Type of question: Series of single response items (n=861)

Table F7-22: Who do you live with?

	Population (n)	Percentage of respondents
Mother	784	91
Father	571	66
Other children	518	60
Mother's partner	99	11
Other adult (e.g. relatives)	78	9
Father's partner	23	3

Source: 'You and Your School' Survey 2015/16
Type of question: Multi-response (n=861)

Table F7-23: What is your mother's and/or father's educational background?

	Population (n)		Percentage of respondents	
	Mother	**Father**	**Mother**	**Father**
Finished secondary school (age 15/16)	144	141	17	16
Studied at college or sixth form (after age 16)	159	114	18	13
Studied at university/got a degree	155	110	18	13
I'm not sure	346	417	40	48
No response	57	79	7	9
Total	861	861	100	100

Source: 'You and Your School' Survey 2015/16
Type of question: Series of single response items (n=861)

Year 8 Survey Responses

Table F8-1: Gender of respondent

	Population (n)	Percentage of respondents
Boy	461	52
Girl	426	48
No response	7	1
Total	894	100

Source: 'You and Your School' Survey 2015/16
Type of question: Single-response (n=894)

Table F8-2: What do teachers at school use to help you learn?

	Percentage of respondents			
	In most subjects	**In only one or two subjects**	**This does not happen in my school**	**Don't know**
Teach the whole class together	90	7	2	1
Let us work in small groups	28	67	3	2
Generally like us to work on our own	3	36	60	1
Ask us questions about what we have learnt	8	48	42	2
Use drama, acting or role play	21	69	7	2
Bring in people from outside the school (industry or business)	33	56	8	3

Source: 'You and Your School' Survey 2015/16
Type of question: Series of single response items (n=894)

Table F8-3: How do you know how well you are doing at school?

	Percentage of respondents			
	Agree	Not sure	Disagree	No response
My school gives me the chance to talk to a teacher about how I am doing	7	25	68	1
My school gives me the chance to talk to older pupils about how I am doing	18	47	34	1
My school gives me the chance to talk to pupils in my class/tutor group about how I am doing	13	31	54	2
My school gives me the chance to set targets for my work	4	18	77	1
My school gives me the chance to do tests so that I can see how well I am doing	3	14	81	2

Source: 'You and Your School' Survey 2015/16
Type of question: Series of single response items (n=894)

Table F8-4: What are the teachers like in your school?

	Percentage of respondents					
	Agree strongly	Agree	Not sure	Disagree	Disagree strongly	No response
Teachers always set us homework	17	51	17	12	2	1
Teachers make sure we do our homework	41	43	9	4	2	1
Teachers always mark our work	24	44	17	11	2	1
Teachers make it clear how we should behave in school	49	39	8	2	1	1
Teachers do something when they see someone breaking the rules	34	42	16	5	2	1
Teachers praise us when we do well	25	41	19	9	4	2
Teachers can keep order in class	18	42	29	7	3	1
Teachers help us to work as well as we are able	33	45	17	3	1	2
Teachers give us work that is too hard	7	16	37	30	8	2

Source: 'You and Your School' Survey 2015/16
Type of question: Series of single response items (n=894)

Table F8-5: How good are the equipment/facilities at your school?

	Percentage of respondents					
	Excellent	Good	Not very good	I'm not sure	We don't have these	No response
Sports/PE facilities	37	48	11	3	0	1
Computers/ ICT equipment	44	46	8	1	0	1
Science facilities	32	52	12	3	0	1
Arts facilities (painting/ textiles etc.)	34	49	12	3	0	1
Performing arts facilities (dance/drama/music etc.)	31	40	13	9	6	1
Language facilities	21	50	18	9	1	1
Technology equipment	46	44	6	2	0	1
Library/ resource centre	36	41	12	9	1	1
Place for homework/ extra study	21	41	18	15	5	1

Source: 'You and Your School' Survey 2015/16
Type of question: Series of single response items (n=894)

Table F8-6: What activities do you take part in at your school?

	Percentage of respondents					
	At least once a week	At least once a term	At least once a year	I'm not sure	We don't do this	No response
Library/resource centre	36	41	12	9	1	1
Place for homework/extra study	21	41	18	15	5	1
Sports activities	70	9	5	11	4	1
Arts activities (dance/drama/music etc.)	41	14	8	21	13	2
Using computers	68	12	3	11	4	2
Homework clubs	14	11	10	41	23	2
Visits to a museum/art gallery/theatre	5	10	20	30	34	2
Visitors giving talks	7	36	23	21	11	2

Source: 'You and Your School' Survey 2015/16
Type of question: Series of single response items (n=894)

Table F8-7: To what extent do you agree with the following pupil-related statements?

	Percentage of respondents				
	Agree strongly	Agree	Don't know	Disagree	Disagree strongly
I am well-behaved at school	35	40	17	4	2
I make friends easily at school	33	43	14	5	4
I am bullied or badly treated by some people at school	5	12	13	30	38
I feel like I belong at my school	23	38	24	8	4
I am happy at my school	25	41	19	8	5
I feel left out of things at my school	5	10	22	34	27
Other people my own age seem to like me	28	44	21	4	2
I like my school	24	40	20	7	8
I feel lonely at school	3	5	13	34	43
I enjoy getting good marks	47	37	12	2	1
I am looking forward to the next school year	26	32	24	8	9

Source: 'You and Your School' Survey 2015/16
Type of question: Series of single response items (n=894)

Table F8-8: Does anyone apart from your teachers help you with your homework?

	Population (n)	Percentage of respondents
Yes, always	167	19
Yes, sometimes	548	61
No	168	19
Don't Know	11	1
Total	894	100

Source: 'You and Your School' Survey 2015/16
Type of question: Single-response: Filter question (n=894)

Table F8-9: Who helps you with your homework?

	Population (n)	Percentage of respondents
Mother	563	79
Father	393	55
Mother's partner	72	10
Father's partner	37	5
Brother or sister	258	36
Friend	371	52
Someone else (e.g. relative)	238	33
Don't know	705	79

Source: 'You and Your School' Survey 2015/16
Type of question: Filtered Multi-response (n=715)

Table F8-10: Where do you usually do your homework?

	Population (n)	Percentage of respondents
At home in my room	705	79
With music on	422	47
In front of the TV	217	24
In a quiet place in my home	277	31
With other people in a room at home	183	21
At school	163	18
Somewhere else	107	12
On the way to or from school	28	3
At homework club	40	5
In the library	92	10

Source: 'You and Your School' Survey 2015/16
Type of question: Multi-response (n=894)

Table F8-11: To what extent do the following statements reflect the way in which you work?

	Percentage of respondents					
	Agree strongly	Agree	Don't know	Disagree	Disagree strongly	No response
I am good at working on my own	24	52	16	5	2	1
I am good at looking in books for information	17	43	22	13	4	1
I enjoy working in a team	44	33	13	5	3	1
I feel confident making plans for my future	29	33	27	6	3	2
I would like to do more practical work at school	46	31	16	4	2	2
I am good at using computers to get information	39	41	14	3	1	2
I would like more help with my homework	9	17	32	28	12	1
I am good at organising my work	22	41	23	9	4	1
I am good at solving problems	18	40	28	8	3	2
I find it easy to set targets for myself	17	37	32	9	3	2
I enjoy getting good marks	48	36	11	1	1	2
I find it hard to talk in class	10	19	24	27	18	2
I ask the teachers if I don't understand something	28	44	15	6	4	2

Source: 'You and Your School' Survey 2015/16
Type of question: Series of single response items (n=894)

Table F8-12: Have you or your friends played truant from school so far this year?

	Population (n)		Percentage of respondents	
	Me	**My friends**	**Me**	**My friends**
Never	669	407	75	46
For the odd day or lesson	118	273	13	31
For particular lessons (or days)	39	80	4	9
For several days at a time	5	28	1	3
For weeks at a time	10	24	1	3
Don't Know	53	82	6	9
Total	894	894	100	100

Source: 'You and Your School' Survey 2015/16
Type of question: Series of single response items (n=894)

Table F8-13: How often are you or your friends late for lessons?

	Population (n)		Percentage of respondents	
	Me	**My friends**	**Me**	**My friends**
Never	363	219	41	24
For some lessons	373	411	42	46
Some days	70	106	8	12
Most days	48	79	5	9
Don't Know	40	79	4	9
Total	894	894	100	100

Source: 'You and Your School' Survey 2015/16
Type of question: Series of single response items (n=894)

Table F8-14: What do your parents/carers think about school?

	Percentage of respondents			
	Yes	Not sure	No	No response
They make sure I do my homework	80	14	5	2
They make it clear how I should behave at school	78	16	4	2
They help me with my homework	70	16	12	3
They praise me for doing good work at school	77	15	6	2
They say they think school is important	84	12	3	2
They think this is a good school	58	30	10	2

Source: 'You and Your School' Survey 2015/16
Type of question: Series of single response items (n=894)

Table F8-15: Did your parents/carers go to the last parents' evening/day at your school?

	Population (n)	Percentage of respondents
Yes	621	69
No	151	17
Not sure	94	11
No response	28	3
Total	894	100

Source: 'You and Your School' Survey 2015/16
Type of question: Single-response (n=894)

Table F8-16: To what extent do you agree with these statements about your school?

	Percentage of respondents			
	Agree	**Not sure**	**Disagree**	**No response**
Most of the time, I like being at school	56	25	18	1
School work is worth doing	69	25	5	2
This school has sensible rules	59	27	13	2
The school should concentrate more on preparing us for tests and exams	46	39	13	2
Most teachers treat the pupils with respect	64	24	11	2
I think this is a good school	59	29	11	2
Most teachers listen to what pupils have to say	58	27	13	2
The school should concentrate more on preparing us for the world of work	63	30	5	2
Most teachers help pupils who find work difficult	67	26	6	2
Most teachers encourage pupils who are good at something	71	22	5	2

Source: 'You and Your School' Survey 2015/16
Type of question: Series of single response items (n=894)

Table F8-17: What do you think of the lessons you've had during the last school year?

	Percentage of respondents					
	In every lesson	**In more than half of my lessons**	**In about half of my lessons**	**In only a few of my lessons**	**Never**	**Don't Know**
I work as hard as I can in school	44	38	10	5	1	2
I count the minutes until the lesson ends	32	14	12	28	12	2
I am bored in lessons	16	16	19	38	7	3
The work I do in lessons is a waste of time	7	7	11	37	35	3
The work I do in lessons is interesting	15	33	25	18	5	3

Source: 'You and Your School' Survey 2015/16
Type of question: Series of single response items (n=894)

Table F8-18: Which of the following statements do you agree with now and for the future?

	Percentage of respondents			
	True for me	**Not sure**	**Not true for me**	**No response**
I think school is a waste of time	12	31	55	2
Trying hard at school is important	83	14	2	2
School has given me the confidence to make decisions for myself	58	31	10	2
I have made new friends at secondary school	87	8	2	3
I think the work is too hard at secondary school	11	41	45	2
It is very important for me to be treated as an adult	53	39	5	3

Source: 'You and Your School' Survey 2015/16
Type of question: Series of single response items (n=894)

Table F8-19: How well do you think your school is doing in preparing you for the future?

	Percentage of respondents			
	Very well	**I am not sure**	**Not very well**	**No response**
Covering a wide range of subjects	65	30	3	2
Helping me develop useful skills and knowledge	63	31	4	2
Giving me helpful information about my choices for the future	53	31	13	2

Source: 'You and Your School' Survey 2015/16
Type of question: Series of single response items (n=894)

Table F8-20: What is your ethnicity?

	Population (n)	**Percentage respondents**
White	723	81
Mixed/Multiple ethnic groups	24	3
Asian/Asian British	40	4
Black/African/Caribbean/Black British	14	2
Other ethnic group	6	1
Prefer not to say	69	8
No response	18	2
Total	894	100

Source: 'You and Your School' Survey 2015/16
Type of question: Single-response (n=894)

Table F8-21: How often do you speak Welsh/English at home?

	Population (n)		Percentage respondents	
	Welsh	**English**	**Welsh**	**English**
Always (or almost always)	33	812	4	91
Sometimes	263	36	29	4
Never	505	16	56	2
No response	93	30	10	3
Total	894	894	100	100

Source: 'You and Your School' Survey 2015/16
Type of question: Series of single response items (n=894)

Table F8-22: Who do you live with?

	Population (n)	Percentage respondents
Mother	809	90
Father	566	63
Other children	535	60
Mother's partner	119	13
Other adult (e.g. relatives)	77	9
Father's partner	29	3

Source: 'You and Your School' Survey 2015/16
Type of question: Multi-response (n=894)

Table F8-23: What is your mother's and father's educational background?

	Population (n)		Percentage respondents	
	Mother	**Father**	**Mother**	**Father**
Finished secondary school (age 15/16)	162	175	18	20
Studied at college or sixth form (after age 16)	199	144	22	16
Studied at university/got a degree	160	131	18	15
I'm not sure	333	394	37	44
No response	40	50	4	6
Total	894	894	100	100

Source: 'You and Your School' Survey 2015/16
Type of question: Series of single response items (n=894)

Year 10 Survey Responses

Table F10-1: Gender of respondent

	Population (n)	Percentage respondents
Boy	394	57
Girl	295	43
Missing	3	0
Total	692	100

Source: 'You and Your School' Survey 2015/16
Type of question: Single-response (n=692)

Table F10-2: What do teachers at school use to help you learn?

	Percentage respondents			
	In most subjects	In only one or two subjects	This does not happen in my school	Don't know
Teach the whole class together	90	8	1	1
Let us work in small groups	28	67	4	1
Generally like us to work on our own	4	40	54	2
Ask us questions about what we have learnt	13	51	33	2
Use drama, acting or role play	56	37	5	2
Bring in people from outside the school (industry or business)	26	62	9	3

Source: 'You and Your School' Survey 2015/16
Type of question: Series of single response items (n=692)

Table F10-3: How do you know how well you are doing at school?

	Percentage respondents			
	Agree	**Not sure**	**Disagree**	**No response**
My school gives me the chance to talk to a teacher about how I am doing	7	26	66	1
My school gives me the chance to talk to older pupils about how I am doing	17	41	40	2
My school gives me the chance to talk to pupils in my class/tutor group about how I am doing	15	32	50	2
My school gives me the chance to set targets for my work	5	21	72	2
My school gives me the chance to do tests so that I can see how well I am doing	4	17	78	2

Source: 'You and Your School' Survey 2015/16
Type of question: Series of single response items (n=692)

Table F10-4: What are the teachers like in your school?

	Percentage respondents					
	Agree strongly	**Agree**	**Not sure**	**Disagree**	**Disagree strongly**	**No response**
Teachers always set us homework	14	52	18	12	2	1
Teachers make sure we do our homework	25	47	15	8	3	2
Teachers always mark our work	18	40	21	16	4	2
Teachers make it clear how we should behave in school	35	48	9	4	2	2
Teachers do something when they see someone breaking the rules	22	46	16	9	6	2
Teachers praise us when we do well	15	39	22	16	6	2
Teachers can keep order in class	9	41	30	12	5	2
Teachers help us to work as well as we are able	19	53	18	4	3	2
Teachers give us work that is too hard	10	23	38	21	6	2

Source: 'You and Your School' Survey 2015/16
Type of question: Series of single response items (n=692)

Table F10-5: How good are the equipment/facilities at your school?

	Percentage respondents					
	Excellent	Good	Not very good	I'm not sure	We don't have these	No response
Sports/PE facilities	22	48	24	4	1	1
Computers/ ICT equipment	31	48	16	3	1	2
Science facilities	22	54	17	4	1	2
Arts facilities (painting/ textiles etc.)	18	40	17	21	2	1
Performing arts facilities (dance/drama/music etc.)	16	29	16	29	10	2
Language facilities	9	47	18	21	4	1
Technology equipment	25	49	12	10	2	2
Library/ resource centre	24	43	13	14	3	1
Place for homework/ extra study	18	38	17	18	8	1

Source: 'You and Your School' Survey 2015/16
Type of question: Series of single response items (n=692)

Table F10-6: What activities do you take part in at your school?

	Percentage response					
	At least once a week	At least once a term	At least once a year	I'm not sure	We don't do this	No response
Sports activities	64	10	8	12	4	1
Arts activities (dance/drama/music etc.)	22	9	9	30	29	2
Using computers	68	12	3	10	5	1
Homework clubs	13	12	8	37	28	2
Visits to a museum/art gallery/theatre	5	6	22	22	43	3
Visitors giving talks	6	36	28	14	13	2
Visits to a local FE college	4	8	21	26	40	1
Visits to a university	3	7	23	23	42	2

Source: 'You and Your School' Survey 2015/16
Type of question: Series of single response items (n=692)

Table F10-7: To what extent do you agree with the following statements?

	Percentage of respondents					
	Agree strongly	Agree	Don't know	Disagree	Disagree strongly	No response
I am well-behaved at school	33	48	12	3	2	1
I make friends easily at school	24	47	14	11	4	1
I am bullied or badly treated by some people at school	5	11	16	27	39	2
I feel like I belong at my school	13	41	27	9	7	2
I am happy at my school	16	43	19	11	9	1
I feel left out of things at my school	5	13	23	35	23	1
Other people my own age seem to like me	18	51	21	4	5	1
I like my school	14	42	21	9	13	1
I feel lonely at school	5	8	12	34	40	2
I enjoy getting good marks	40	38	15	2	2	2
I am looking forward to the next school year	18	24	24	14	19	1

Source: 'You and Your School' Survey 2015/16
Type of question: Series of single response items (n=692)

Table F10-8: Does anyone apart from your teachers help you with your homework?

	Population (n)	Percentage respondents
Yes, always	89	13
Yes, sometimes	393	57
No	200	29
Don't Know	10	1
Total	692	100

Source: 'You and Your School' Survey 2015/16
Type of question: Single-response: Filter question (n=692)

Table F10-9: Who helps you with your homework?

	Population (n)	Percentage respondents
Mother	358	74
Father	244	51
Mother's partner	36	7
Father's partner	27	6
Brother or sister	175	36
Friend	283	59
Someone else (e.g. relative)	143	30
Don't know	**0**	**0**

Source: 'You and Your School' Survey 2015/16
Type of question: Filtered Multi-response (n=482)

Table F10-10: Where do you usually do your homework?

	Population (n)	Percentage respondents
At home in my room	546	79
With music on	371	54
In front of the TV	157	23
In a quiet place in my home	200	29
With other people in a room at home	111	16
At school	185	27
Somewhere else	66	10
On the way to or from school	32	5
At homework club	34	5
In the library	47	7

Source: 'You and Your School' Survey 2015/16
Type of question: Multi-response (n=692)

Table F10-11: To what extent do the following statements reflect the way in which you work?

	Percentage of respondents					
	Agree strongly	**Agree**	**Don't know**	**Disagree**	**Disagree strongly**	**No response**
I am good at working on my own	26	51	15	5	2	1
I am good at looking in books for information	15	42	22	14	4	2
I enjoy working in a team	34	40	14	7	4	2
I feel confident making plans for my future	21	34	29	10	4	2
I would like to do more practical work at school	39	37	16	4	1	2
I am good at using computers to get information	35	47	11	4	2	2
I would like more help with my homework	10	20	33	24	11	2
I am good at organising my work	16	45	23	10	4	2
I am good at solving problems	15	43	29	8	3	2
I find it easy to set targets for myself	14	39	30	12	3	2	2
I enjoy getting good marks	41	40	13	2	1	2
I find it hard to talk in class	15	23	23	22	15	3
I ask the teachers if I don't understand something	20	47	17	8	6	2

Source: 'You and Your School' Survey 2015/16
Type of question: Series of single response items (n=692)

Table F10-12: Have you or your friends played truant from school so far this year?

	Population (n)		Percentage respondents	
	Me	**My friends**	**Me**	**My friends**
Never	442	253	64	37
For the odd day or lesson	145	203	21	29
For particular lessons (or days)	47	98	7	14
For several days at a time	7	31	1	4
For weeks at a time	11	31	2	4
Don't Know	40	76	6	11
Total	692	692	100	100

Source: 'You and Your School' Survey 2015/16
Type of question: Series of single response items (n=692)

Table F10-13: How often are you or your friends late for lessons?

	Population (n)		Percentage respondents	
	Me	**My friends**	**Me**	**My friends**
Never	278	153	40	22
For some lessons	257	295	37	43
Some days	66	97	10	14
Most days	63	82	9	12
Don't Know	28	65	4	9
Total	692	692	100	100

Source: 'You and Your School' Survey 2015/16
Type of question: Series of single response items (n=692)

Table F10-14: What do your parents/carers think about school?

	Percentage of respondents			
	Yes	**Not sure**	**No**	**No response**
They make sure I do my homework	71	20	7	2
They make it clear how I should behave at school	74	19	5	3
They help me with my homework	58	22	17	3
They praise me for doing good work at school	73	17	7	3
They say they think school is important	80	12	4	3
They think this is a good school	49	32	16	3

Source: 'You and Your School' Survey 2015/16
Type of question: Series of single response items (n=692)

Table F10-15: Did your parents/carers go to the last parents' evening/day at your school?

	Population (n)	**Percentage respondents**
Yes	471	68
No	129	19
Not sure	71	10
Don't Know	21	3
Total	692	100

Source: 'You and Your School' Survey 2015/16
Type of question: Single-response (n=692)

Table F10-16: To what extent do you agree with these statements about your school?

	Percentage respondents			
	Agree	**Not sure**	**Disagree**	**No response**
Most of the time, I like being at school	46	26	26	2
School work is worth doing	64	24	11	1
This school has sensible rules	44	30	24	2
The school should concentrate more on preparing us for tests and exams	56	28	13	2
Most teachers treat the pupils with respect	55	25	18	2
I think this is a good school	47	32	19	2
Most teachers listen to what pupils have to say	45	32	21	2
The school should concentrate more on preparing us for the world of work	72	20	5	3
Most teachers help pupils who find work difficult	60	29	7	3
Most teachers encourage pupils who are good at something	60	28	10	3

Source: 'You and Your School' Survey 2015/16
Type of question: Series of single response items (n=692)

Table F10-17: What do you think of the lessons you've had during the last school year?

	Percentage respondents					
	In every lesson	**In more than half of my lessons**	**In about half of my lessons**	**In only a few of my lessons**	**Never**	**No response**
I work as hard as I can in school	35	43	13	6	1	2
I count the minutes until the lesson ends	41	17	11	21	7	2
I am bored in lessons	22	21	19	32	3	3
The work I do in lessons is a waste of time	10	10	13	41	23	3
The work I do in lessons is interesting	10	30	26	23	8	3

Source: 'You and Your School' Survey 2015/16
Type of question: Series of single response items (n=692)

Table F10-18: Which of the following statements do you agree with now and for the future?

	Percentage respondents			
	True for me	**Not sure**	**Not true for me**	**No response**
I think school is a waste of time	17	26	55	2
Trying hard at school is important	74	21	3	2
School has given me the confidence to make decisions for myself	45	36	16	3
I have made new friends at secondary school	84	11	2	3
My parents want me to stay in education as long as possible	63	30	4	3
I am not happy about the thought of leaving school	24	36	37	3
I can't wait to leave school and get a job	50	34	13	3
It is very important for me to be treated as an adult	62	33	2	3
I'd really like to go to university	49	35	13	3
There is no point in studying a subject unless it leads to a qualification	52	31	13	3
My friends will think I'm a snob if I go to university	11	25	60	4
I don't think that qualifications at 16 will be enough to get me to college or on to an apprenticeship	23	53	20	4
I don't think that qualifications at 16 will be enough to get me the job I want	31	50	16	4

Source: 'You and Your School' Survey 2015/16
Type of question: Series of single response items (n=692)

Table F10-19: How well do you think your school is doing in preparing you for the future?

	Percentage respondents			
	Very well	**I am not sure**	**Not very well**	**No response**
Covering a wide range of subjects	51	37	9	3
Helping me develop useful skills and knowledge	53	35	10	3
Giving me helpful information about my choices for the future	43	36	18	3
Helping me think about the value of training (e.g. Apprenticeships)	34	39	23	3
Helping me think about the value of going to university	36	37	23	4

Source: 'You and Your School' Survey 2015/16
Type of question: Series of single response items (n=692)

Table F10-20: When do you think you might leave full-time education?

	Population (n)	**Percentage respondents**
At the end of Year 11 (to get a job)	97	14
At the end of Year 11 (to get a job with training)	29	4
At the end of Year 11 (to get an Apprenticeship)	42	6
At age 17 (after a year in college or sixth form)	60	9
At age 18 (after two years in college or sixth form)	118	17
In my early 20s, after a university course	205	30
Not sure yet	121	17
No response	20	3
Total	692	100

Source: 'You and Your School' Survey 2015/16
Type of question: Single-response (n=692)

Table F10-21: What do you expect to do after finishing school at the end of Year 11?

	Population (n)	Percentage respondents
Go into a school sixth form (Year 12)	131	19
Go to college (FE or sixth form college)	314	45
Join a training scheme (e.g. an Apprenticeship)	46	7
Get a job	69	10
Not sure yet	89	13
Something else	18	3
No response	25	4
Total	692	100

Source: 'You and Your School' Survey 2015/16
Type of question: Single-response (n=692)

Table F10-22: What is your ethnicity?

	Population (n)	Percentage respondents
White	574	83
Mixed/Multiple ethnic groups	22	3
Asian/Asian British	21	3
Black/African/Caribbean/Black British	16	2
Other ethnic group	8	1
Prefer not to say	31	4
No response	20	3
Total	692	100

Source: 'You and Your School' Survey 2015/16
Type of question: Single-response (n=692)

Table F10-23: How often do you speak Welsh/English at home?

	Population (n)		Percentage respondents	
	Welsh	English	Welsh	English
Always (or almost always)	22	633	3	91
Sometimes	148	25	21	4
Never	459	9	66	1
No response	63	25	9	4
Total	692	692	100	100

Source: 'You and Your School' Survey 2015/16
Type of question: Series of single response items (n=692)

Table F10-24: Who do you live with?

	Population (n)	Percentage respondents
Mother	620	90
Father	426	62
Other children	374	54
Mother's partner	72	10
Other adult (e.g. relatives)	48	7
Father's partner	21	3

Source: 'You and Your School' Survey 2015/16
Type of question: Multi-response (n=692)

Table F10-25: What is your mother's and/or father's educational background?

	Population (n)		Percentage respondents	
	Mother	Father	Mother	Father
Finished secondary school (age 15/16)	145	153	21	22
Studied at college or sixth form (after age 16)	161	114	23	16
Studied at university/got a degree	110	98	16	14
I'm not sure	245	285	35	41
No response	31	42	4	6
Total	692	692	100	100

Source: 'You and Your School' Survey 2015/16
Type of question: Series of single response items (n=692)

Annex G: References

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