

Customer Perception Tracking Research Young People Survey

Final Report (Waves 1-3)

BMG Research



**Research Report No
DCSF-RR157**

*Customer Perception Tracking Research
Young People Survey
Final Report (Waves 1-3)*

BMG Research

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

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Table of Contents

1	Introduction	1
2	DSO 1 - Secure the wellbeing and health of children and young people.....	4
2.1	Parental involvement in education.....	4
2.2	Ease of using public transport	6
2.3	Frequency of car use to school/college	7
2.4	Someone to talk to.....	8
3	DSO 2 - Safeguard the young and vulnerable.....	11
3.1	Bullying	11
3.2	Safety of Young People.....	14
4	DSO 3 - Achieve world class standards in education	17
4.1	Quality of education.....	18
4.2	Choice	20
5	DSO 4 - Close the gap in educational achievement for children from disadvantaged families.....	21
5.1	Behaviour at child's school or college	21
5.2	Improvement in pupil behaviour	22
6	DSO 5 - Ensure young people are participating and achieving their potential to 16 and beyond	24
6.1	Schools and colleges as preparation for working life	24
6.2	Advice on further learning and careers.....	25
6.3	Likelihood to attend HE	28
7	DSO 6 - Keep children and young people on the path to success	29
7.1	Young people's role in the community.....	30
7.2	Young people's access to sports / clubs / community activities	32
7.3	Young people's involvement in sports / clubs / community activities	35
7.4	Advice on alcohol, drugs, sex.....	39
8	England as a country to grow up in	40
9	Profile of Respondents	42

Table of Figures

Figure 1 - Q13: To what extent do you agree with the following statements?	4
Figure 2 - Q17. Thinking about transport, how easy would you say it is for you to get to school / college / university / work without travelling by car - that is to catch public transport, walk or cycle?	7
Figure 3 - Q18. How often do you travel to school / college / university / work by car?.....	8
Figure 4 - Q20. If you were feeling worried or angry about anything in your life is there someone you can talk to about the things that really matter to you?	9
Figure 5 - Q21: Who is the person you would be most likely to talk to about these things? .	10
Figure 6 - Q9. To what extent do you think bullying is a problem in your school / college?.	12
Figure 7 - Q10. Do you feel that the problem of bullying in your school / college is?	13
Figure 8 - Q11. In general how effective do you think school staff are at dealing with bullying?.....	14
Figure 9 - Q12. How safe do you feel...?.....	15
Figure 10 - Q1. How would you rate the current quality of publicly funded education in ... (SCHOOL TYPE)?	18
Figure 11 - Q2. Would you say that you had enough choice of which school / 6th form / college / university you went to? % Yes.....	20
Figure 12 - Q7. Would you describe pupil behaviour at your school/ college as...?.....	22
Figure 13 - Q8. Thinking about your school/college, do you feel that standards of pupil behaviour generally are improving, staying the same or getting worse?	23
Figure 14 - Q4. Overall, how well do you feel schools and colleges in England today prepare young people for working life? Please tell me whether you feel they prepare them... ..	24
Figure 15 - Q3a. Would you know where to go to obtain advice or information about your learning or training options , such as which subjects to study, whether to go on to university, training options available to you and so on (% 'yes')	26
Figure 16 - Q3b. And would you know where to go to obtain advice or information about your career options (% 'yes').....	27
Figure 17 - Q6. How likely is it that you will go to university to do a degree?	28
Figure 18 - Q14. To what extent do you agree with the following statements...? Wave 3....	30
Figure 19 - Q15. To what extent do you agree or disagree with the following statements? .	33
Figure 20 - Q16. How often do you take part in the following activities?	36
Figure 21 - Q22. To what extent do you agree or disagree overall that England is a good country for children to grow up in?.....	40

Table of tables

Table 1 - Quotas achieved on final sample.....	1
Table 2 - Q13: To what extent do you agree with the following statements...? Wave 3.....	5
Table 3 - Q12. How safe do you feel...? Wave 3.....	16
Table 4 - Q1. How would you rate the quality of publicly funded education in...? Wave 3 ...	19
Table 5 - Q14. To what extent do you agree or disagree with the following statements..? Wave 3.....	31
Table 6 - Q15. To what extent do you agree or disagree with the following statements? Wave 3.....	34
Table 7 - Q16. How often do you take part in the following activities? Wave 3	37
Table 8 - Q19. Would you know where to go to get advice if you had any questions about the following issues? (% yes) Wave 3	39

1 Introduction

1.1 Background

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

The aims and objectives of the tracking study are to:

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

This report covers the third wave of the survey among young people, with the main analysis focussing on wave 3 findings. Comparisons are also made with data from wave 1 and wave 2.

1.2 Methodology

Interviews for wave 3 were conducted by telephone in December 2008 and January 2009 among 1005 young people in England.

Wave 1's interviews were conducted in December 2007 and January 2008, while wave 2's interviews were conducted in June and July 2008.

In wave 3, as in previous waves, quotas were set according to the age of the child or young person. Hence the following quotas were set and achieved:

Table 1 - Quotas achieved on final sample

Young People sample	Young People sub sample	Achieved
Secondary	Key Stage 3 - Ages 10-14	250
	Key Stage 4 - Ages 14-16	250
6 th Form	School 6 th Form	205
	College 6 th Form	90
16-19	FE learners / Apprenticeships	89
	HE learners	61
	Not in learning	60

Data was weighted back to national proportions, which means that analysis of "all young people" at a total sample level remains reflective of the population of young people across the country. A demographic profile of respondents is provided in Section 9.

1.3 Statistical significance

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

When reporting findings from sub-samples; say, male respondents or those aged 18-29; each percentage figure based on the sub-sample it is reported for is subject to a level of standard error which will be larger than the standard error that the total sample is subject to because the number of interviews it is based on will be smaller. The smaller the sample base the larger the standard error.

When comparing two sub-samples, or two waves of data, the calculation of the standard error takes in account both sample sizes and the percentages reported for each. Based on this calculation, the difference between two sub-samples or waves of data may or may not be statistically significant.

When reporting on data, statistically significant differences or changes are described in the text as 'significant', other changes of note are mentioned but not described as 'significant'.

1.4 Format of report

This research report details findings from the survey of young people, with analysis of subgroups by education stage. The analysis compares wave 1, wave 2 and wave 3 data on the total sample, to provide a comparison over time, then presents a detailed breakdown from wave 3 on sub-groups of young people.

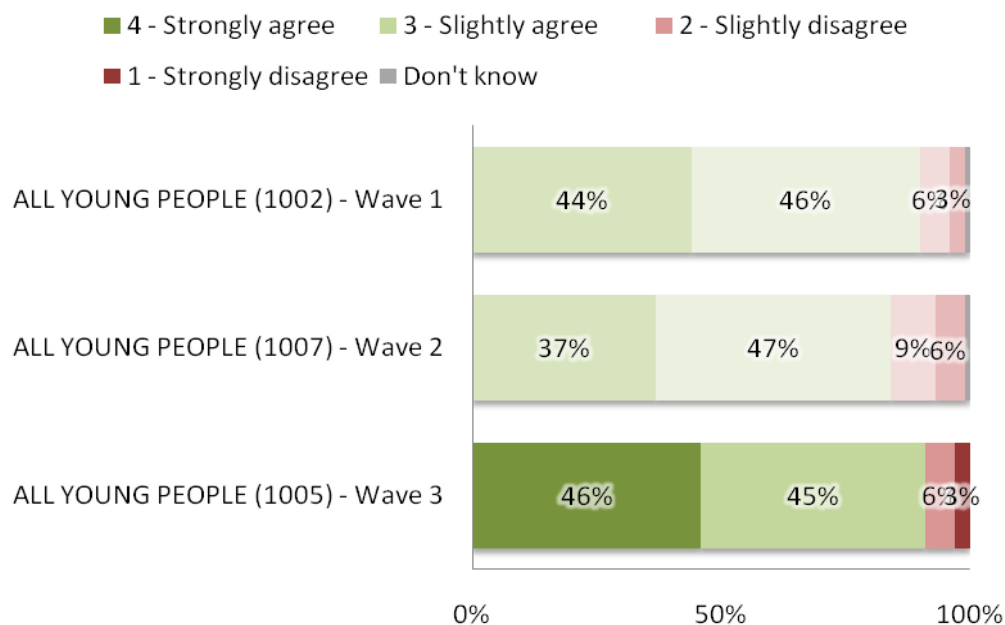
The findings are structured around DSO objectives, with data provided on key question areas for each DSO:

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

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

The tables and figures present wave 1,2 and 3 data on the total sample, with wave 1 and 2 data shown in pale colours and wave 3 in full colour, followed by the detailed breakdown from wave 3, also illustrated in full colour.

Wave 1 and 2 vs Wave 3 example



It should also be noted that occasionally when two or more figures are summed to provide an aggregate figure (such as the proportion giving a positive response overall for example) there may be an apparent discrepancy between the two figures and the aggregate figure. This is due to roundings. Data is presented as whole integers in this report, but has been presented in the data report to one decimal place. Anything up to n.4 is rounded down to the previous whole integer (24.4% becomes 24%) and anything from n.5 to n.9 is rounded up to the next whole integer (24.5 becomes 25%). Thus a percentage of, say 62.8% rounds up to 63% and a percentage of 15.5% rounds up to 16%, but the aggregate figure will not be 79% as one would expect but, calculated by summing 62.8% and 15.5%, will be 78.3%, which rounds down to 78%.

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

2.1 Parental involvement in education

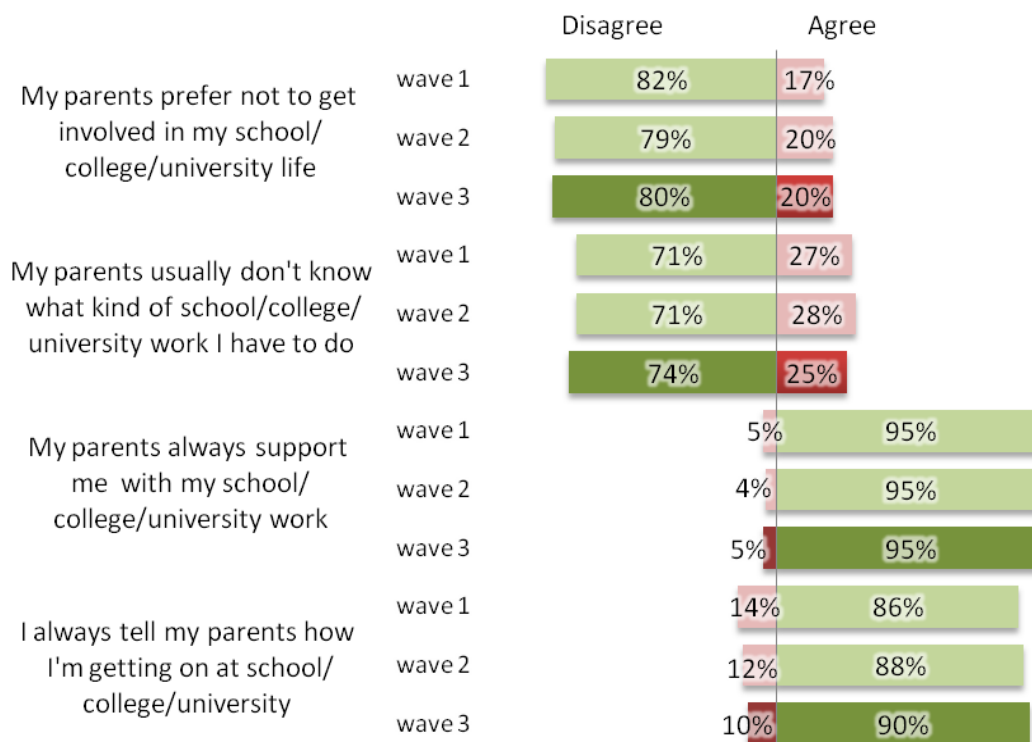
Young people were asked to what extent their parents are involved in various aspects of their education.

As in waves 1 and 2, the majority of young people report that their parents are involved in their school or college life (80% disagree that their parents prefer not to get involved), The majority of young people also report that their parents do usually know what kind of homework they have (as 74% disagree that their parents do not know what kind of work they have).

Agreement is highest that young people always feel supported by their parents in their work (95%). Virtually all young people also agree that they always tell their parents how they are getting on in their education (90%).

As the following chart shows, these views are consistent with previous waves of the study (i.e. no statistically significant differences).

Figure 1 - Q13: To what extent do you agree with the following statements?



Sample bases: wave 1 (1002); wave 2 (1007); wave 3 (1005)

There are no significant differences in opinion between different education stage sub-groups, as most young people give positive responses regarding their parents' involvement in their education. However, respondents in Higher Education are most likely to agree that their parents prefer not to get involved in their education (27%), and young people learning in Further Education or on an apprenticeship are most likely to agree that their parents don't know what kind of work they have to do (34%).

Young people in Higher Education are most likely to disagree that their parents support them with their school life (13%) while children at sixth-form in a school are most likely to disagree that they tell their parents how they are getting on with their education (19%).

Table 2 - Q13: To what extent do you agree with the following statements...? Wave 3

	ALL YOUNG PEOPLE		Secondary				6 th Form				16-19			
			Key Stage 3 – Ages 10-14		Key Stage 4 – Ages 14-16		School		College		FE learners/ apprenticeship		HE learners	
	% +	%-	% +	%-	% +	%-	% +	%-	% +	%-	% +	%-	% +	%-
My parents prefer not to get involved in my school/ college/ university life	20	80	22	78	15	85	19	81	25	75	20	79	27	72
My parents usually don't know what kind of school/ college/ university work I have to do	25	75	23	77	22	78	30	70	29	71	34	65	23	75
My parents always support me with my school/ college/ university work	95	5	96	4	97	3	93	7	94	6	94	6	87	13
I always tell my parents how I'm getting on at school/ college/ university	90	10	95	5	89	11	81	19	85	15	90	10	87	13
Sample bases	945		250		250		205		90		89		61	

Compared with wave 2 there are no significant changes in responses from each education sub-group.

Compared with wave 1 there has been significant increases amongst Key Stage 4 children in the proportion that disagree that their parents don't know what kind of school work they have to do (from 69% to 78%) and the proportion that agree they always tell their parents how they are getting on at school (from 77% to 89%).

In wave 3 girls are significantly less likely than boys to always tell their parents how they are getting on at school/college/university (13% disagree that this is the case, compared with 6% of males).

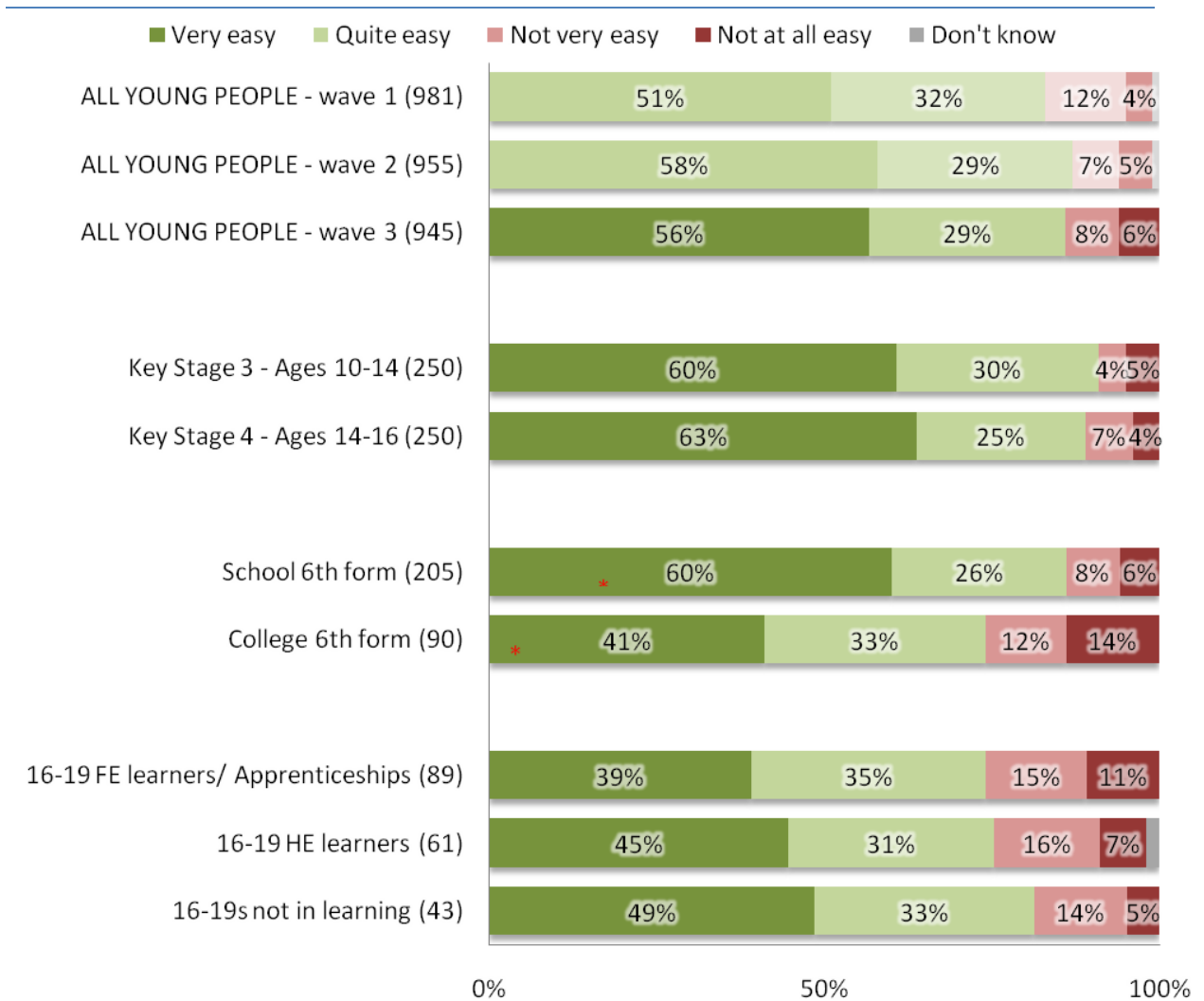
2.2 Ease of using public transport

Similar to wave 2, when young people were asked how easy it is for them to travel to school, college, university or work without using a car, the majority reported that it is easy for them to do so (86%), with well over half saying it is very easy (56%). Between waves 1 and 2 there was a significant increase in the proportion of young people saying it is easy, with a significant increase in the proportion that said that it is *very* easy to travel without using a car (from 51% in wave 1 up to 58% in wave 2). In this wave there has been a slight fall in the proportion saying 'very easy' but the level is still significantly higher than in wave 1 (51%; 56%).

Young people at Key Stages 3 and 4, and those in sixth-form at school are most likely to feel that getting to school without using a car is easy for them, with around nine-in-ten from each group agreeing that this is the case (90% of Key Stage 3; 89% of Key Stage 4 children and 85% of school sixth-form children). For other sub-groups the proportion is nearer three-quarters, with a quarter of young people in sixth-form college (26%), Further Education or Apprenticeships (26%) and Higher Education (23%) saying it is not easy to travel to their place of education, without using a car.

Sixth-form children at school are significantly more likely than those in sixth-form at college to say it is very easy to travel without using a car (60%; 41% in sixth-form at college).

Figure 2 - Q17. Thinking about transport, how easy would you say it is for you to get to school / college / university / work without travelling by car - that is to catch public transport, walk or cycle?



Sample bases shown in parentheses (figures of 2% and below omitted); where in work/education

Compared with wave 2 the main change at education sub-group level has been the drop in the proportion of college sixth-formers who say it is very easy for them to travel to college, from 61% in wave 2, to 41% this time. Wave 2's figure represented a significant increase on wave 1 (50%) and overall, a decline in the proportion of college sixth-formers saying it is very easy for them to travel to college over the three waves is suggested.

In this third wave children at independent schools are significantly more likely than children at state schools to say it is not easy to travel without using the car (22%; 10% at state school).

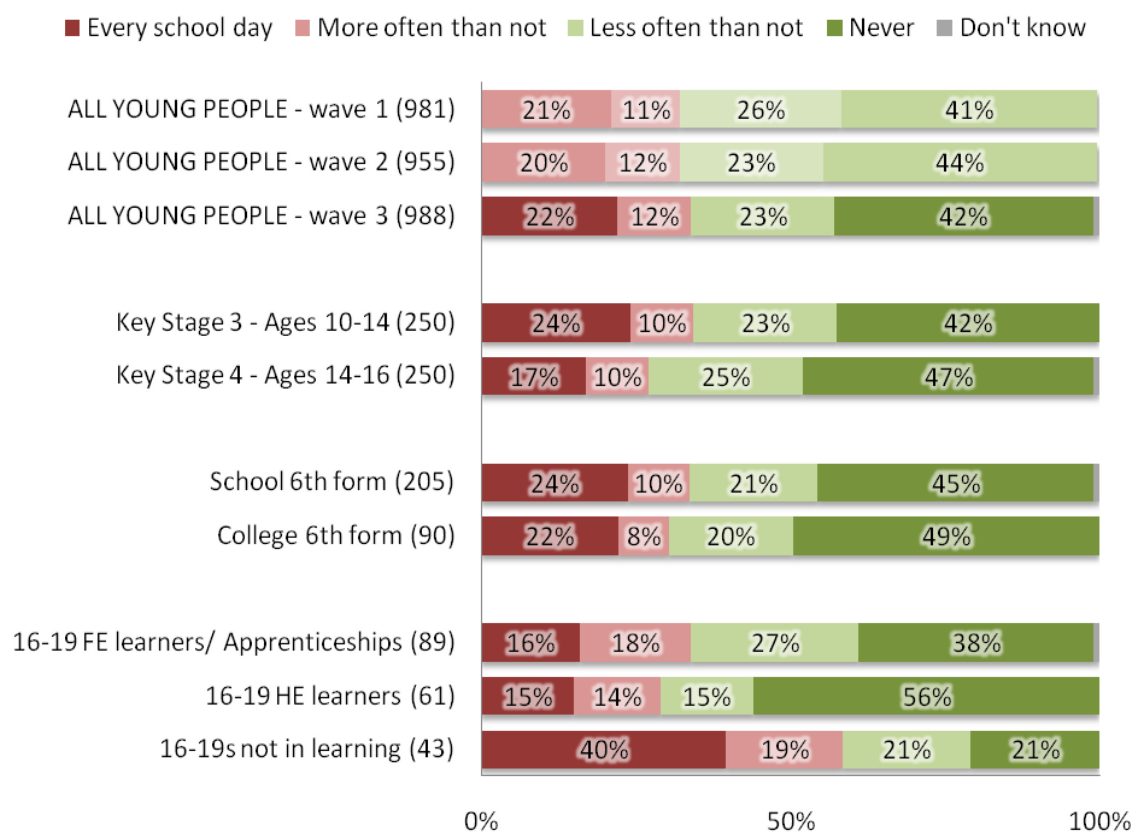
There is also a significant difference according to whether children get free school meals. Children who do receive free school meals are significantly more likely to find it easy to travel without a car (98%), compared with children who do not receive free meals (88%).

2.3 Frequency of car use to school / college

Young people were asked how often they use a car to travel to school, college, university or work. Car usage is still the exception rather than the norm for the majority of young people, as two thirds (65%) report that they rarely or never travel to school, college, university or work by car, including two-fifths (42%) who state that they never travel by car. These results are similar to waves 1 and 2.

Responses are similar for young people at most education stages. However, for young people not in learning but at work, use of the car is much more common, with two-fifths (40%) using a car every day. Young people in Higher Education are the least likely to travel by car, with over half saying they never do so (56%).

Figure 3 - Q18. How often do you travel to school / college / university / work by car?



Sample bases shown in parentheses; where in work/education

There are no significant differences with waves 1 or 2 at education sub-group level.

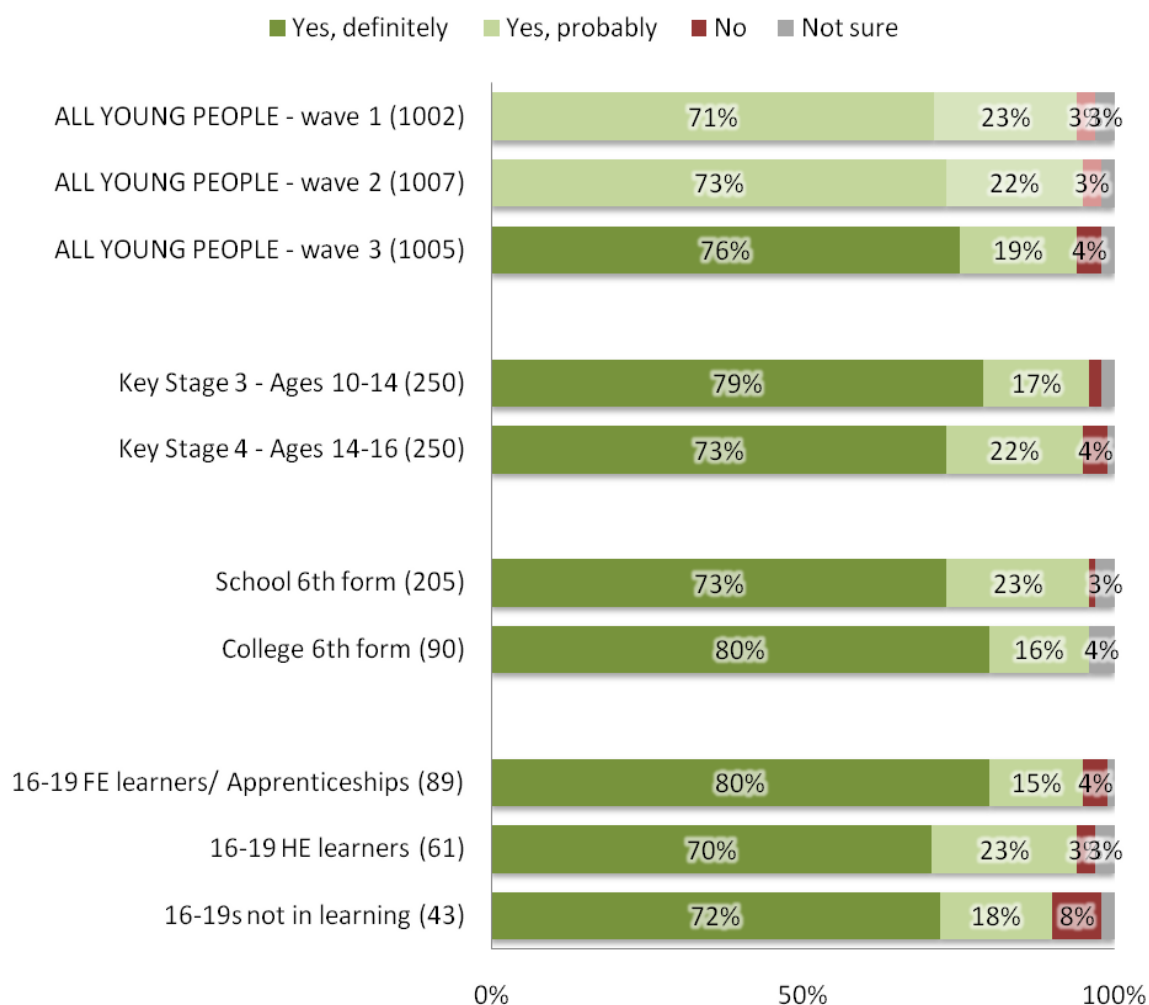
2.4 Someone to talk to

The majority of young people feel they *definitely* have someone they can speak to if they were feeling worried or angry about anything in their life (76%), while one-in-five (19%) feel they *probably* have someone to speak to, leaving a minority of 5% who either feel they do not have someone to talk to, or do not know if they do. Compared with wave 1 there has been a significant increase in the proportion of young people who feel they definitely have someone they can speak to (up from 71% to 76%)

There are no significant differences in responses between subgroups from wave 3. Within the Key Stage 4 sub-group however there has been a significant improvement since waves 1 and 2, with the proportion saying ‘yes, *definitely*’ increasing from 64% in waves 1 and 2, to 73% in wave 3.

There has also been a significant increase in the proportion saying ‘yes, *definitely*’ amongst those in Further Education or apprenticeships, from 66% in wave 1, up to 80% in this latest wave.

Figure 4 - Q20. If you were feeling worried or angry about anything in your life is there someone you can talk to about the things that really matter to you?



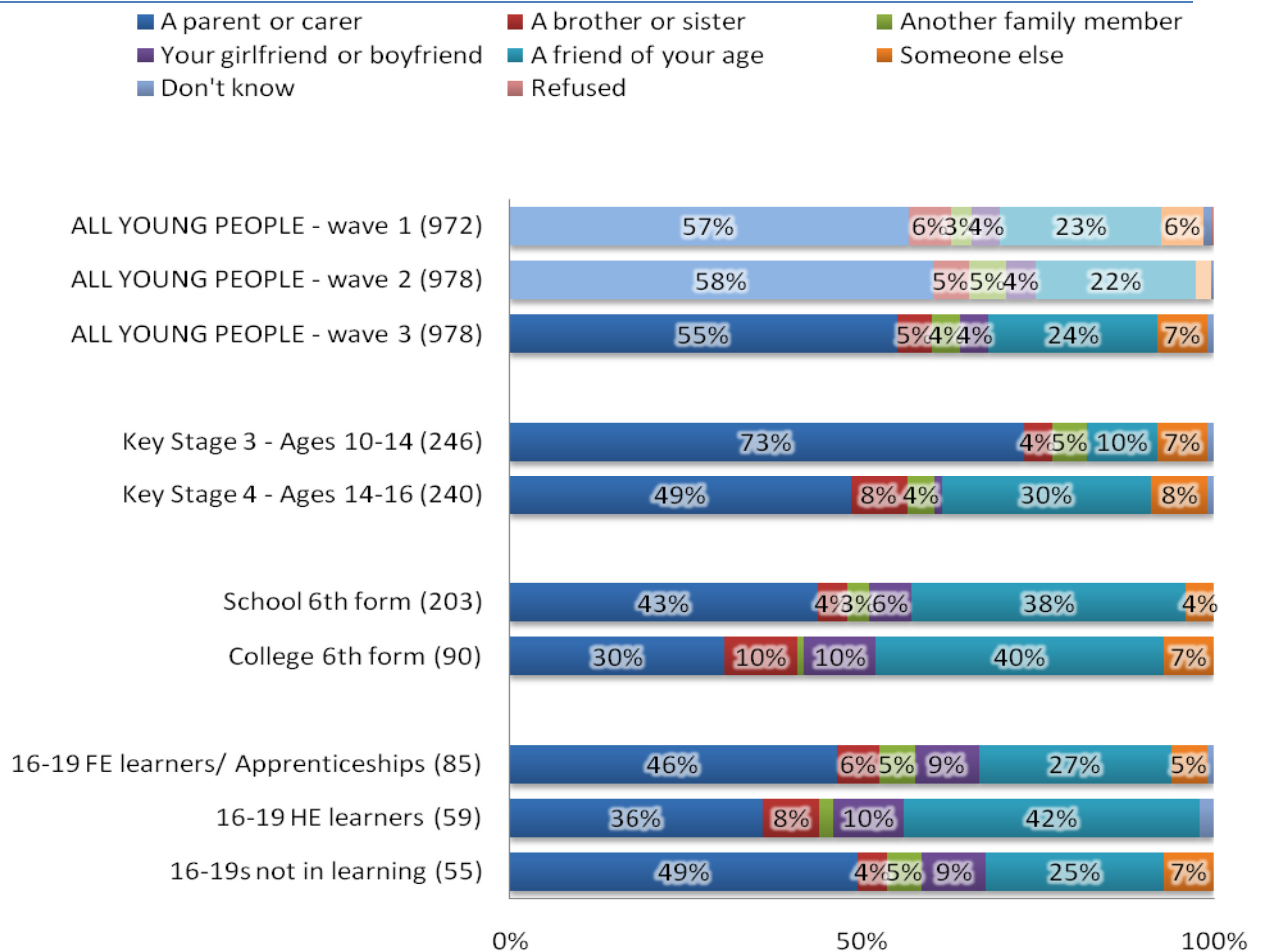
Sample bases shown in parentheses (figures of 2% and below omitted)

When asked who it would be that young people would speak to in such a situation, the majority say it would be a parent or carer (55%), followed by a friend of their age (24%). Other people mentioned by young people included a brother or sister (5%), a girlfriend or boyfriend (4%) another family member (4%) or a school teacher (3%). These results are similar to waves 1 and 2, as illustrated in the chart below.

There are differences in response depending on the age and educational stage of the child. The youngest group of 10-14 year olds are most likely to talk to their parents (73%), while those in sixth-form college are least likely to do so (30%), and Higher Education learners are the group most likely to talk to a friend their age (42%).

Responses within each sub-group are generally similar to waves 1 and 2, with the exception of college sixth-formers, who are now less likely to talk to their parents/carers (down from 54% in wave 1, to 30% in wave 3), and more likely to talk to a friend their age (up from 20% in wave 1, to 40% in wave 3).

Figure 5 - Q21: Who is the person you would be most likely to talk to about these things?



Sample bases in parentheses (figures of 2% and below omitted); where have someone to talk to

3 DSO 2 - Safeguard the young and vulnerable

3.1 Bullying

Young people in learning at school or college were asked about the extent to which they feel bullying is a problem in their school / college.

Overall, one-in-six young people (18%) recognise that there is a problem, to some degree, with bullying in their school or college, with just under one-in-twenty (4%) considering it a very big problem.

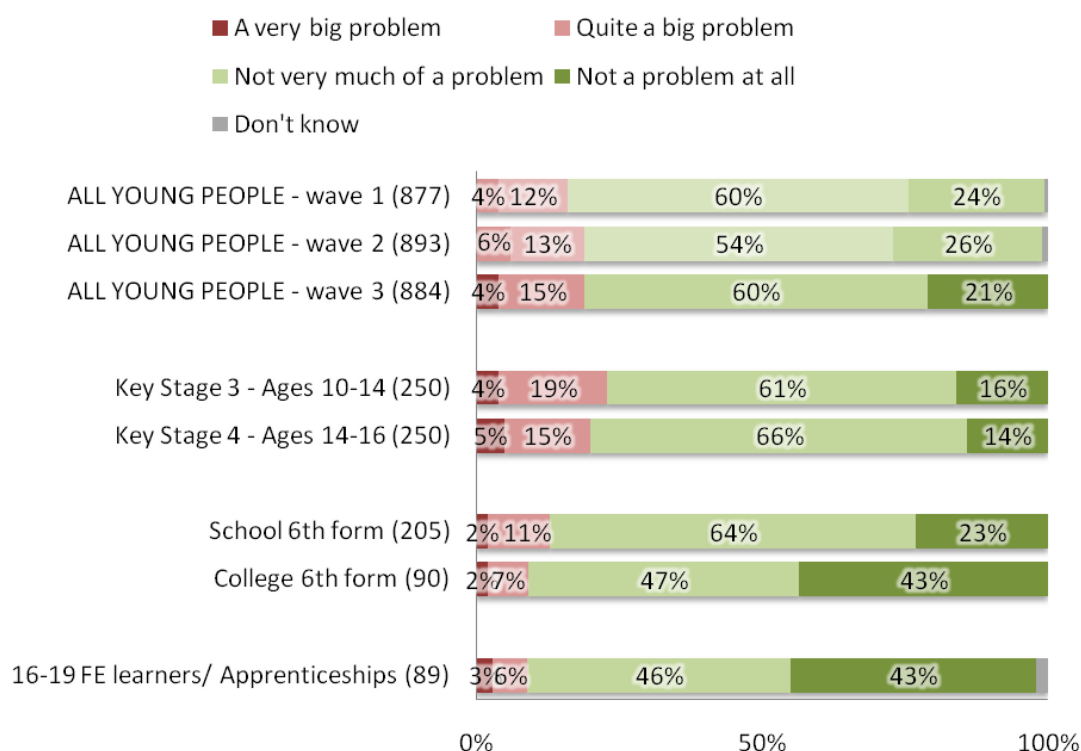
The majority (81%) say there is not a problem at all. Young people are most likely to feel that it is not very much of a problem (60% of all young people who attend school or college).

Young people at Key Stage 3, aged 10-14 are most likely to report bullying as a big problem (23%, comprising 19% who report quite a big problem, and 4% who report a very big problem). Key Stage 4 children are next most likely, with one-in-five reporting bullying to be a very or quite big problem (20%).

Bullying is less likely to be a problem in college sixth-form and for young people in Further Education or apprenticeships, as over two-fifths in both groups state that bullying is not a problem at all (43% in each case). Young people in school sixth-form are significantly less likely than those in college sixth-form to say there is not a problem at all with bullying (23%; 43% in college sixth form).

Among children aged 10-14 at Key Stage 3 there has been a significant decrease, compared with wave 2, in the proportion saying there is not a problem of bullying at all (from 25% in waves 1 and 2 to 16% in wave 3). The results across other education stages are similar to the results from waves 1 and 2.

Figure 6 - Q9. To what extent do you think bullying is a problem in your school / college?



Sample bases shown in parentheses; where attend school/school sixth form/college

Young people were then asked if they feel the problem of bullying at their school or college is getting better, staying the same or getting worse. The results are slightly less positive than in waves 1 and 2, but not significantly so. More than half the young people feel the extent of the problem is getting better (57%, compared with 60% in waves 1 and 2), while one-in-three feel the problem is staying the same (36%). A minority of 4% feel that the problem is getting worse.

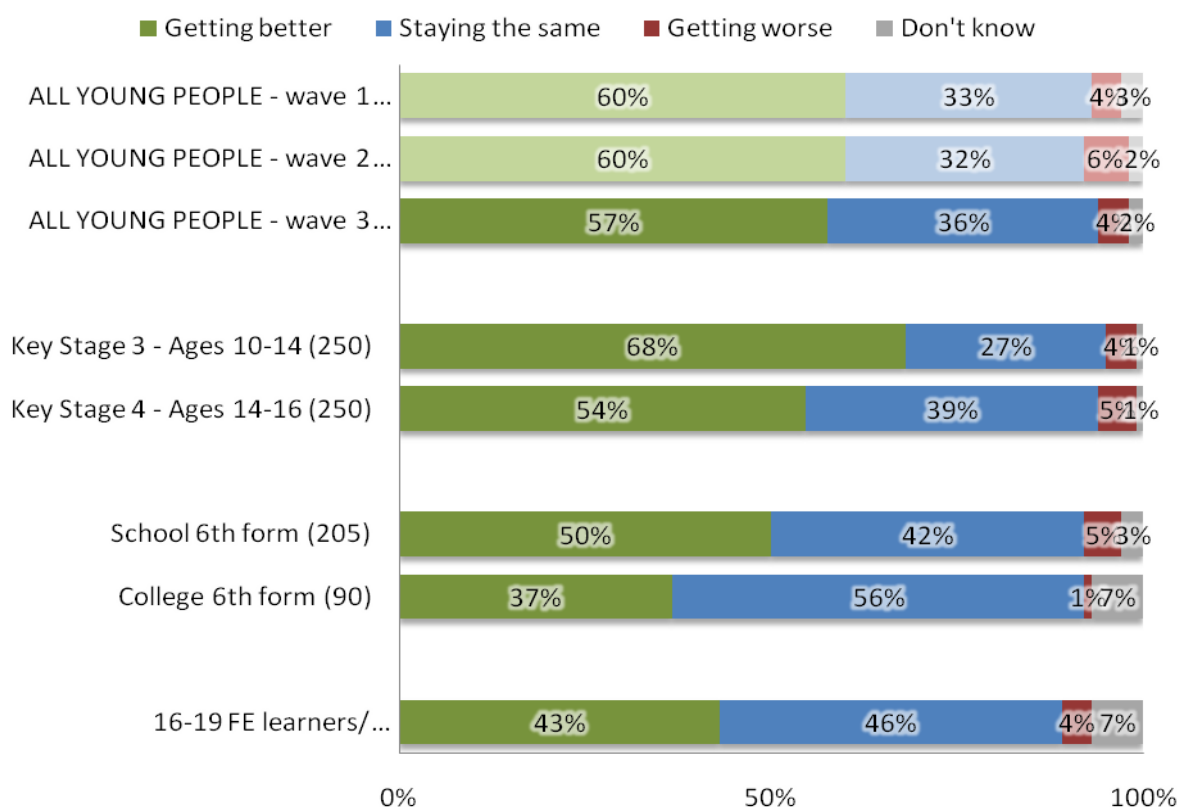
Younger children are most positive about the problem of bullying, with more than two-thirds of children in Key Stage 3 reporting that the problem of bullying is getting better (68%). Older children and particularly those in college sixth-form are more likely to feel that the problem of bullying is staying the same. The proportion of young people in college sixth-form who feel the problem is staying the same (56%) is greater than the proportion who feels it is getting better (37%).

Only a small minority in each age/education sub-group feel the problem of bullying is getting worse, as the following chart illustrates.

Compared with wave 2, among Key Stage 4 children there has been a significant fall in the proportion who feel bullying is getting better (from 62% to 54%). However, this follows a significant increase in this proportion between waves 1 and 2 (from 51% up to 62%).

Among college sixth-formers the proportion that believes the problem of bullying is getting better has reduced significantly since wave 1, from 52% to 37% in this latest wave. At the same time, the proportion that thinks the problem is staying the same has increased from 42% in wave 1 up to 56% amongst this sub-group in wave 3.

Figure 7 - Q10. Do you feel that the problem of bullying in your school / college is?



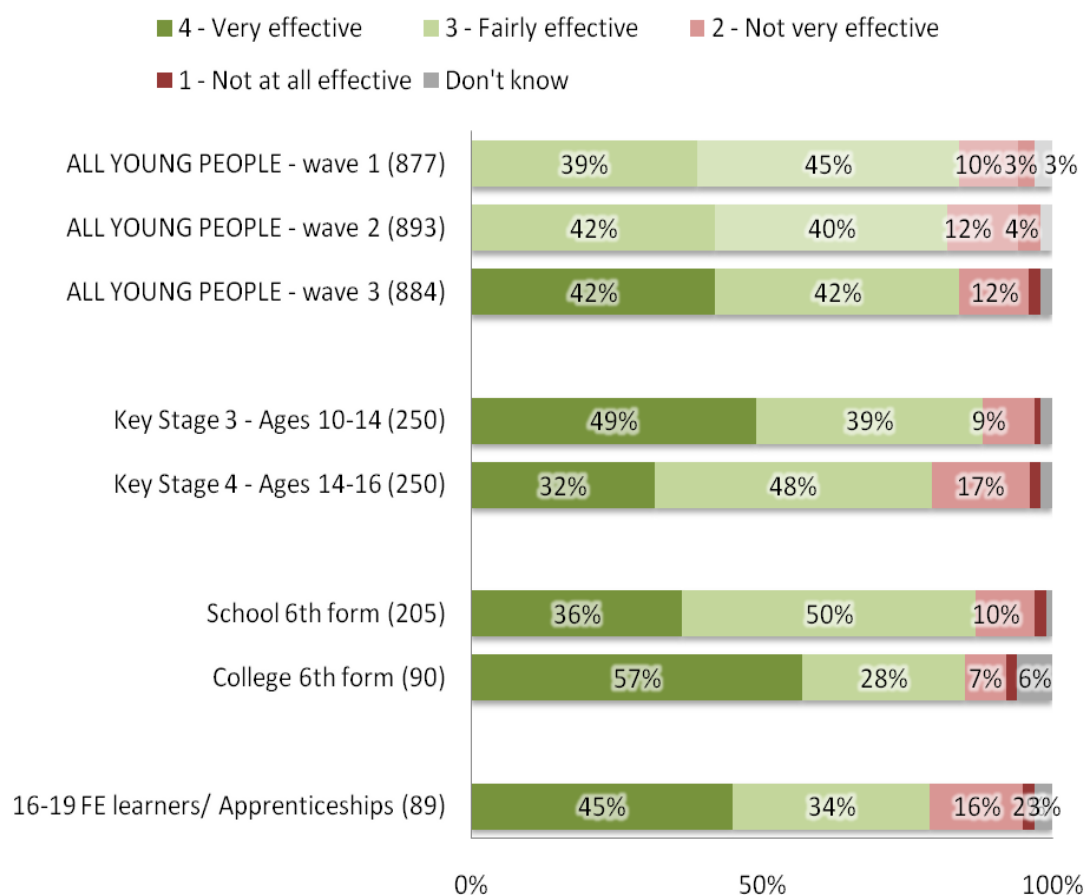
Sample bases shown in parentheses; where attend school/school sixth form/college

More than four-fifths of young people (84%) feel staff are very or fairly effective at dealing with the problem of bullying, which includes two-in-five who feel they are very effective (42%). One-in-seven young people (14%) feel that staff are not very effective or not at all effective. These results are similar to those observed in waves 1 and 2.

Young people at each education stage are generally satisfied with the way staff deal with bullying, with around 8 in 10 or more respondents at each level, giving a rating of very or fairly effective. This ranges from 88% of children at Key Stage 3 down to 79% among Further Education learners/Apprenticeships, as the following chart shows.

No significant changes are noted at education sub-group level between waves 2 and 3. While compared with wave 1 there has been a significant increase in the proportion of college sixth-formers who rate staff as very effective at dealing with bullying, up from 44% in wave 1 to 57% in this latest wave.

Figure 8 - Q11. In general how effective do you think school staff are at dealing with bullying?



Sample bases shown in parentheses; where attend school / school sixth form / college

Young people at independent schools are significantly more likely than those at state schools to say staff are not effective at dealing with bullying (33%; 12% of children at state school).

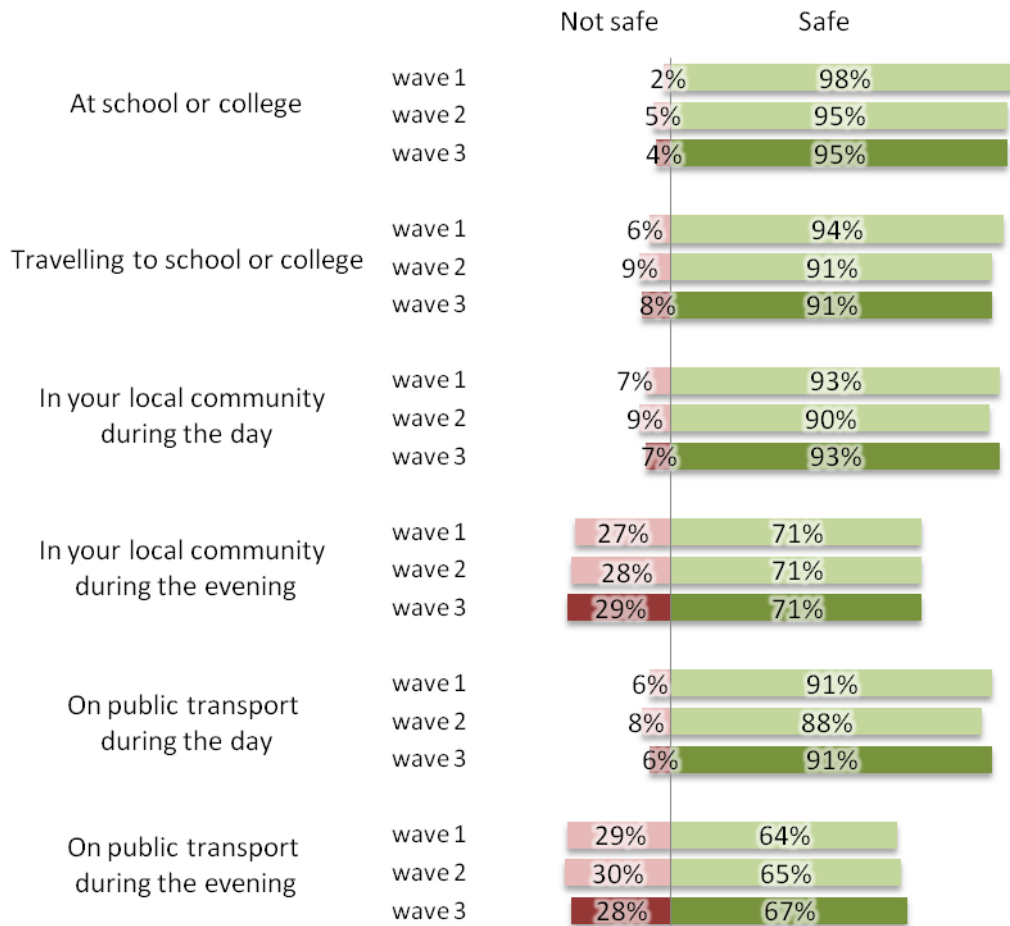
Among children who perceive there to be a problem of bullying in their school or college there is also a significantly higher belief that staff are not effective at dealing with the problem (32% say they are not effective, compared with 9% of children who say there is not a problem of bullying).

3.2 Safety of Young People

Young people were asked to consider how safe they feel in a number of situations. At least nine-in-ten feel it is safe in school or college (95%), travelling to school or college (91%), in their local community during the day (93%) or on public transport during the day (91%).

Fewer young people feel safe during the evenings, either in their community or on public transport (71% and 67% respectively feel safe, while 29% and 28% do not feel safe). These perceptions of safety have remained consistent with previous waves of the study, as illustrated in the chart that follows.

Figure 9 - Q12. How safe do you feel...?



Sample bases: wave 1 (1002); wave 2 (1007); wave 3 (1005)

There are minor variations in the education stage subgroups. Young people in Further Education or Apprenticeships are least likely to feel safe travelling to college (87%), while together with those at college sixth-form are less likely to feel safe in their local community during the evening (66% of FE learners/Apprentices feel safe; 33% feel unsafe, and 65% of college sixth-formers feel safe; 35% feel unsafe).

Young people in higher education are least likely to feel safe using public transport during the evenings (61% feel safe; 36% feel unsafe). The results at education sub-group level are generally consistent with those observed in waves 1 and 2, with the only significant change being amongst young people in Further Education or apprenticeships who are less likely, than in wave 1, to feel safe on public transport during the day (98% felt safe in wave 1, compared with 89% in wave 3).

Table 3 - Q12. How safe do you feel...? Wave 3

	ALL YOUNG PEOPLE		Secondary				6th Form				16-19					
			Key Stage 3 – Ages 10-14		Key Stage 4 – Ages 14-16		School		College		FE learners/ apprenticeship		HE learners		Not in learning	
	% +	%-	% +	%-	% +	%-	% +	%-	% +	%-	% +	%-	% +	%-	%+	%-
At school or college?	95	4	97	3	98	2	99	1	100	0	96	5	97	1	na*	na
Travelling to or from school or college?	91	8	95	5	95	5	95	5	97	3	87	13	95	5	na*	na
In your local community during the day?	93	7	94	6	93	6	96	4	92	7	89	11	95	5	88	12
In your local community during the evenings?	71	29	70	29	74	26	73	27	65	35	66	33	76	23	72	28
On public transport during the day?	91	6	89	6	93	5	92	7	94	5	89	9	94	5	90	5
On public transport during the evenings?	67	28	65	28	70	26	69	29	70	27	66	30	61	36	65	30
Sample bases	1005		250		250		205		90		89		61		60	

**Young people aged 16-19 and not in learning were excluded from the analyses relating to schools and colleges*

Females are significantly more likely than males to say they feel unsafe when travelling to school or college (11% feel unsafe, compared with 4% of males) and also when travelling on public transport in the evenings (35% feel unsafe; 22% of males).

The number of parents at home also seems to make a difference in terms of how safe young people feel. Young people with both parents at home are significantly more likely than those who have just one parent at home to feel safe when in their local community in the evenings or when on public transport in the evenings. Among children who have at least two parents at home 73% feel safe in their local community in the evenings and 26% feel unsafe. This compares with 59% and 41% respectively among young children with one parent at home. For travelling on public transport in the evening 70% of children with two parents at home feel safe and 26% feel unsafe, compared with 53% and 41% respectively among children who live with one parent

4 DSO 3 - Achieve world class standards in education

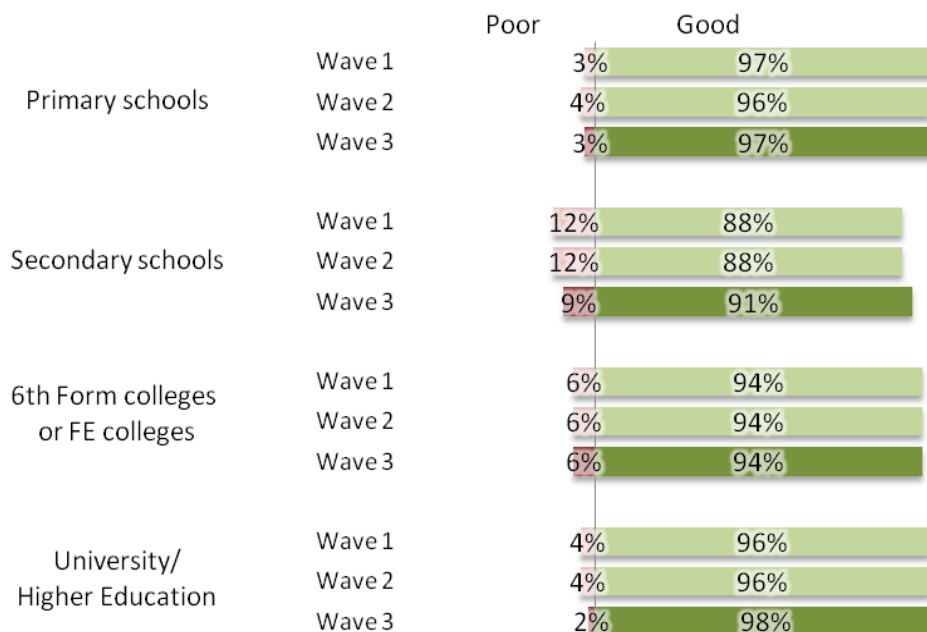
4.1 Quality of education

Young people were asked to give a rating on a four point scale of the various stages of publicly funded education in England. The figure below shows the positive versus negative ratings in waves 1, 2 and 3, based on valid responses only, meaning that don't know responses are excluded.

Primary schools and universities are rated most positively (good or very good) and by virtually all young people (97% and 98% respectively rate them as good), followed by sixth-form colleges and Further Education colleges for those aged 16-19 (94%). Secondary schools are also rated positively by the vast majority (91%).

However, as in waves 1 and 2, universities are rated as *very good* by the highest proportion (45%), followed by sixth-form colleges and Further Education colleges for 16-19 year olds (41%). The proportions rating schools as 'very good' are much lower, with 27% rating secondary schools as very good and 21% giving this rating to primary schools. In all cases the proportion of young people that consider each type of publicly funded education as poor is a small minority.

Figure 10 - Q1. How would you rate the current quality of publicly funded education in ... (SCHOOL TYPE)?



Sample bases vary; where provided a response

Ratings at education sub-group level are generally similar to waves 1 and 2. The rating of primary schools and universities is consistently high across each of the education stage subgroups, with the greatest change over time being the improved rating of university/Higher Education amongst young people not in learning (from 88% in wave 1 providing a positive rating, up to 98% in wave 3). The rating of sixth-form colleges/Further Education colleges for 16-19s is also fairly consistent, although slightly less favourable among young people in Higher Education (10% give a rating of poor) and those not in learning (9% give a poor rating).

Differences of opinion are more marked for secondary schools. The youngest age group i.e. those in Key Stage 3 are most favourable about the quality of publicly funded education in secondary schools (97%, a significantly higher proportion than observed for other groups). Further Education learners and apprentices (16%) and young people not in learning (19%) are more likely than younger children (Key Stage 3, 3%; Key Stage 4, 8%) to rate secondary schools as poor. The greatest improvement over time for Secondary schools has been amongst young people in Higher Education, with 93% now providing a positive rating, compared with 80% in wave 1.

Table 4- Q1. How would you rate the quality of publicly funded education in...? Wave 3

	ALL YOUNG PEOPLE		Secondary				6 th Form				16-19					
			Key Stage 3- Ages 10-14		Key Stage 4 - Ages 14-16		School		College		FE learners / apprenticeship		HE learners		Not in learning	
			% +	% -	% +	% -	% +	% -	% +	% -	% +	% -	% +	% -	% +	% -
Primary schools	97	3	97	3	98	2	98	2	98	2	97	3	100	0	97	3
Secondary schools	91	9	97	3	92	8	91	9	87	13	84	16	93	7	81	19
6th Form colleges FE colleges for 16-19s	94	6	95	5	97	3	94	6	95	5	92	8	90	10	91	9
University / Higher Education	98	2	99	1	99	1	99	1	97	3	98	2	93	7	98	2
Sample bases vary. Valid responses only																

Children who attend independent schools hold less favourable opinions about publicly funded education in primary or secondary schools and are significantly more likely than state school children to rate schools as poor. For primary schools 11% of children at independent schools give a rating of poor, compared with 2% of children at state schools, while for secondary schools 15% of independent school children consider them to be poor, compared with 5% of children at state school.

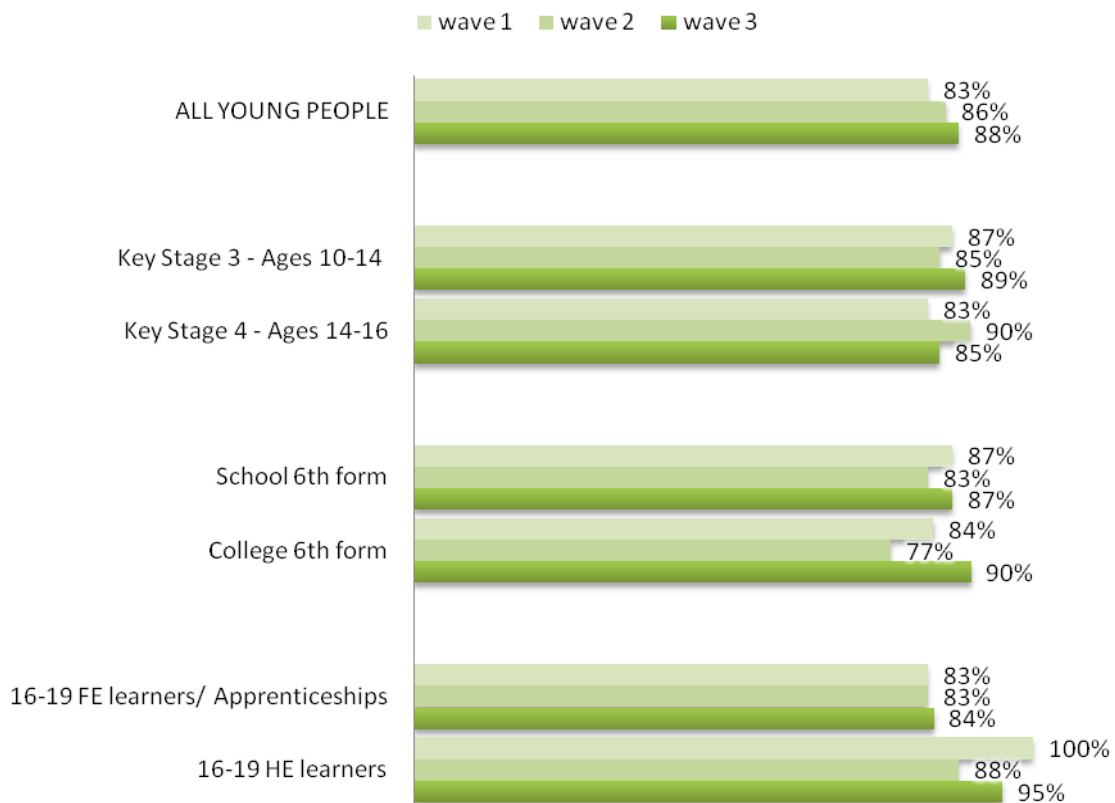
4.2 Choice

Nearly 9 in 10 young people in learning feel they had enough choice of which educational institution they would attend (88%). Compared with wave 1 of the study this represents a significant improvement, when the proportion who felt they had enough choice was just over 8 in 10 (83%).

The greatest improvement has been for the choice of college sixth-form. In wave 1 84% felt they had enough choice, but the proportion dropped to 77% in wave 2. However in wave 3 the proportion has improved considerably, to 90%.

While some fluctuations exist across other educational stage subgroups, the findings are statistically similar to waves 1 and 2.

Figure 11 - Q2. Would you say that you had enough choice of which school / 6th form / college / university you went to? % Yes



Sample bases vary; where in education

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

5.1 Behaviour at child's school or college

Young people were asked how they would describe pupil behaviour at their school or college. Overall, the results in wave 3 almost mirror those from wave 2, with 89% giving a rating of generally good or acceptable, compared with 88% in wave 2. Compared to wave 1 however, significantly fewer young people feel that behaviour in their school or college is generally good (44% in wave 3, compared to 51% in wave 1).

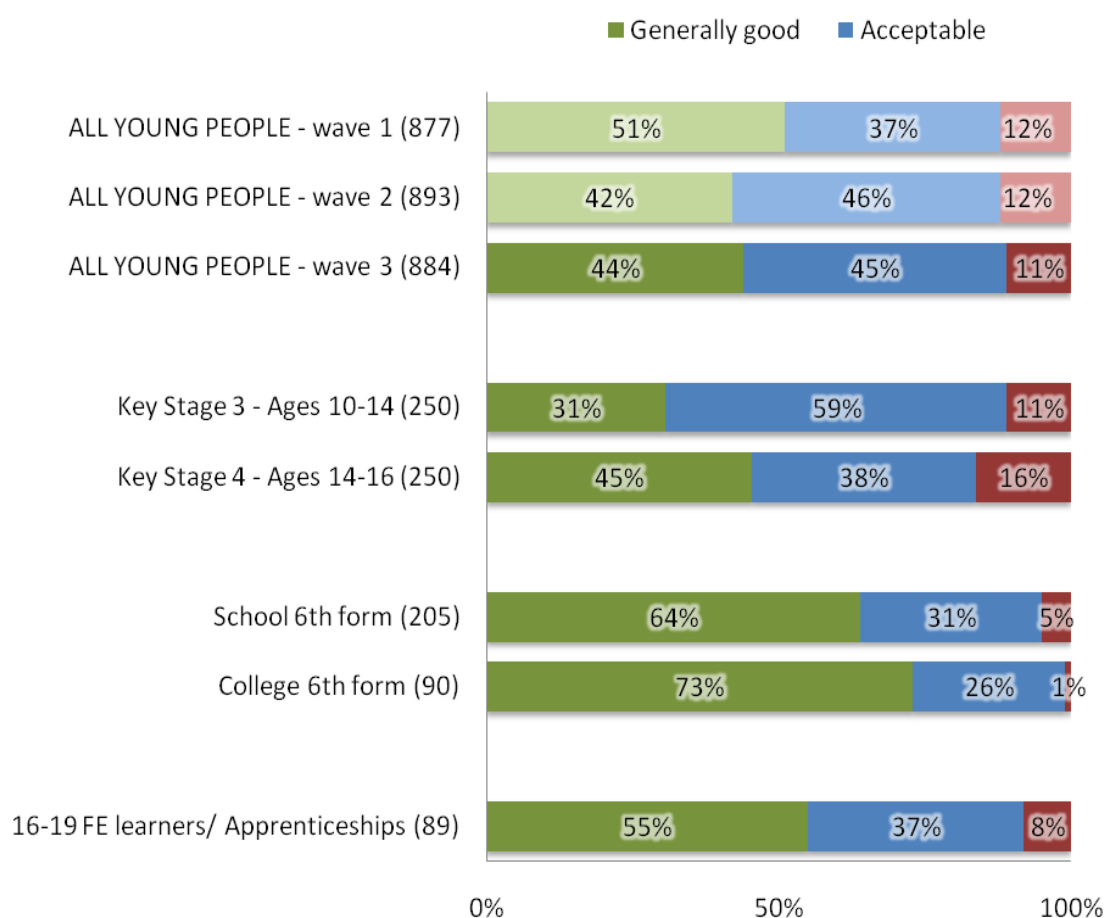
Despite this however, the proportion of young people who report poor behaviour, has remained virtually unchanged across all three waves of the study.

Young people at Key Stage 3 are least likely to rate pupil behaviour as good (31%) and most likely to consider behaviour acceptable (59%). This is a significant turnaround since wave 1 of the study when 50% of Key Stage 3 children rated pupil behaviour as good and 37% rated it as acceptable.

Pupils at Key Stage 4 are more likely than younger respondents to rate behaviour as good (45%), but also more likely to give a rating of poor, and more so than pupils at any other stage (16%).

Young people in sixth-form, either at school or college are most positive about pupil behaviour, with 64% of those at school and 73% of those at college saying behaviour is generally good. This is a significant improvement compared with wave 2 when 53% of school sixth-formers and 57% of college sixth-formers said pupil behaviour was generally good, which means the responses amongst sixth-formers are now more similar to wave 1 levels, when a 'good' rating was provided by 64% of school and college sixth-formers.

Figure 12 - Q7. Would you describe pupil behaviour at your school / college as...?



Sample bases in parentheses; where attend school / sixth form / college

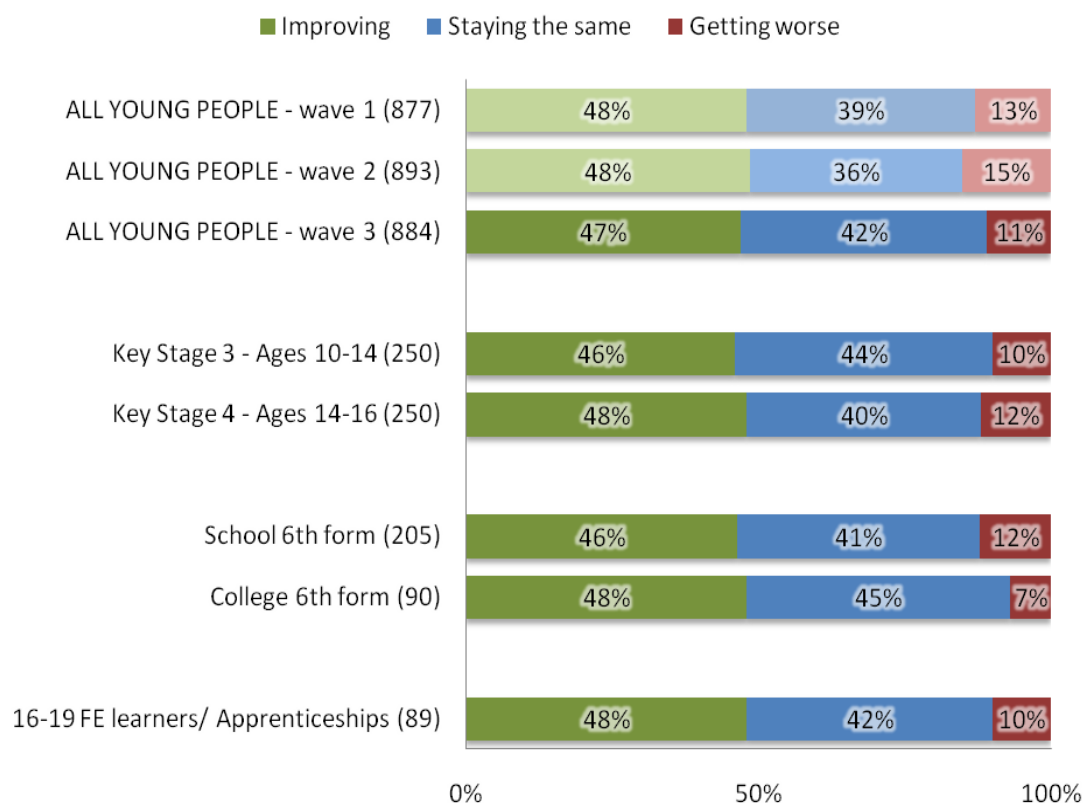
5.2 Improvement in pupil behaviour

Young people were next asked if they perceive standards of pupil behaviour to be improving, staying the same or getting worse. Almost half (47%) feel that standards are improving, while slightly fewer (42%) feel behaviour is staying the same and one-in-ten feel it is getting worse (11%). These findings represent some improvement (not statistically significant) compared with wave 2, when 15% of young people felt standards of pupil behaviour was getting worse. However, while the proportion of young people who think pupil behaviour is getting worse has reduced significantly, the proportion that think the situation is staying the same has increased significantly (from 36% to 42%) and the proportion that think it is improving has fallen by 1% (from 48% to 47%).

Responses are very consistent across sub-groups of young people at different education stage, as the following chart highlights.

The only statistically significant change over the three waves of the study is that compared with wave 2 the proportion of school sixth-formers that say behaviour is improving has increased from 35% up to 46% in wave 3 (compared with 38% in wave 1).

Figure 13 - Q8. Thinking about your school /college, do you feel that standards of pupil behaviour generally are improving, staying the same or getting worse?



Sample bases shown in parentheses; where attend school/sixth form/college

Children at independent schools are twice as likely as those at state schools to think that standards of pupil behaviour are getting worse (21%, compared with 10% of state school children). This is a statistically significant difference.

Children with one parent at home are also more likely to perceive standards to be getting worse (19%) compared with children who have both parents at home (9%).

The perception that behaviour is getting worse is also higher among young people who feel their choice of school / college / university was poor (19%), young people who feel discipline/behaviour at school or college is poor (34%), and among children who think there is a problem of bullying at school or college (26%) and even more so among children who think the problem of bullying is getting worse (34%).

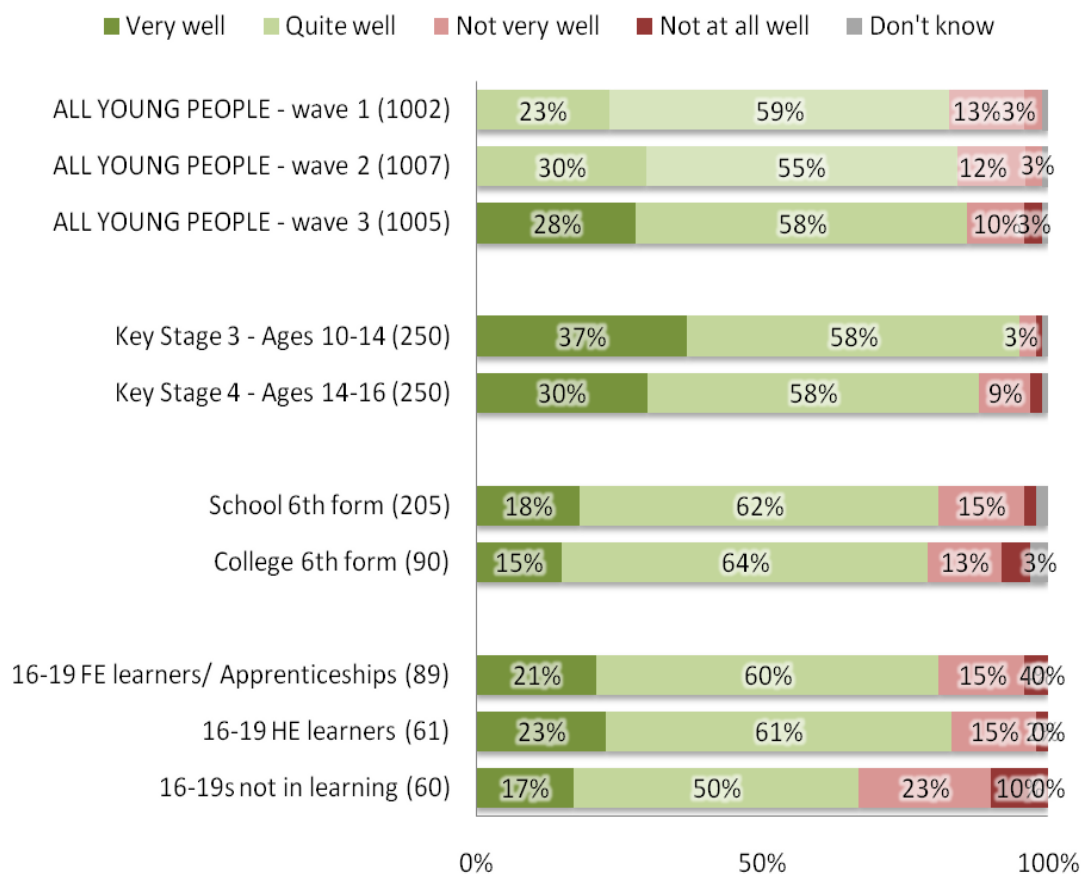
6 DSO 5 - Ensure young people are participating and achieving their potential to 16 and beyond

6.1 Schools and colleges as preparation for working life

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

Over eight-in-ten young people (86%) feel that schools and colleges in England prepare young people very or quite well, with the remaining proportion (13%) feeling that young people are not very / not at all well prepared for working life. These responses are very similar to wave 2. However the proportion feeling schools and colleges prepare young people very well is still significantly higher than in wave 1 (28%, compared with 23% in wave 1).

Figure 14 - Q4. Overall, how well do you feel schools and colleges in England today prepare young people for working life? Please tell me whether you feel they prepare them...



Sample bases shown in parentheses

There are variations in opinion by education stage, with younger children, at Key Stage 3 in particular but also Key Stage 4, more likely to say that schools and colleges prepare children well for working life (96% and 88% respectively). Among 16-19 year olds not in learning, the proportion that feels that young people are not very well or not at all well prepared for working life increases to 33%, which is statistically significantly higher than average. This compares with 13% of young people overall and just 4% of the youngest children, in Key Stage 3. This pattern was also observed in waves 1 and 2.

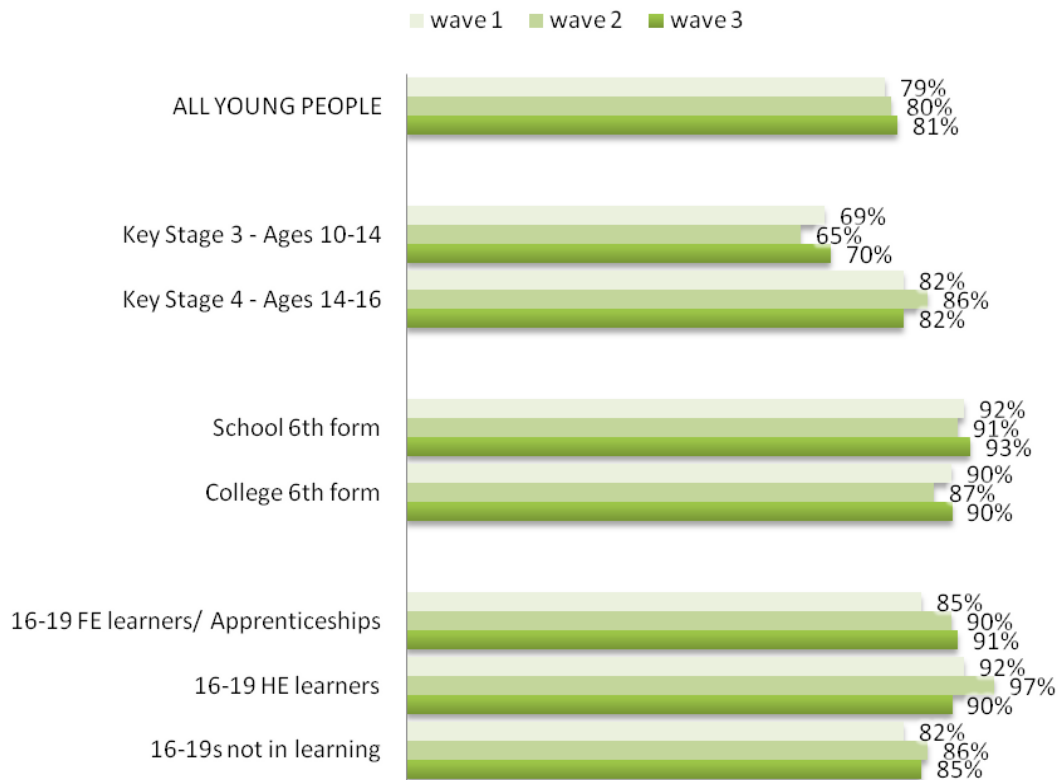
Compared with wave 1 there has been a significant improvement in perceptions amongst young people in Higher Education. In wave 1 just 7% of young people in Higher Education felt schools / colleges prepare young people *very well* for working life, compared with 23% in wave 3.

Young people who think their choice of school / college / university was poor are more likely than young people generally to feel that schools and colleges in England today do not prepare young people either very well or at all well for working life (21%). This is also the case for young people who rate discipline / behaviour in schools and colleges as poor (25%) and even more so among those who think discipline/behaviour is getting worse (30%). All these differences are statistically significant.

6.2 Advice on further learning and careers

Eight in ten young people (81%) are happy that they would know where they could go to get advice or information about their future learning or training options, such as what subjects to study, whether to go to university and what training options are available. Young people aged 10-14, at Key Stage 3 are least likely to know where they can obtain such information (70%, significantly lower than other groups), while those in sixth-form, Further Education or Higher Education are most likely to know (at least 9 in 10 do, significantly higher).

Figure 15 - Q3a. Would you know where to go to obtain advice or information about your learning or training options, such as which subjects to study, whether to go on to university, training options available to you and so on (% 'yes')

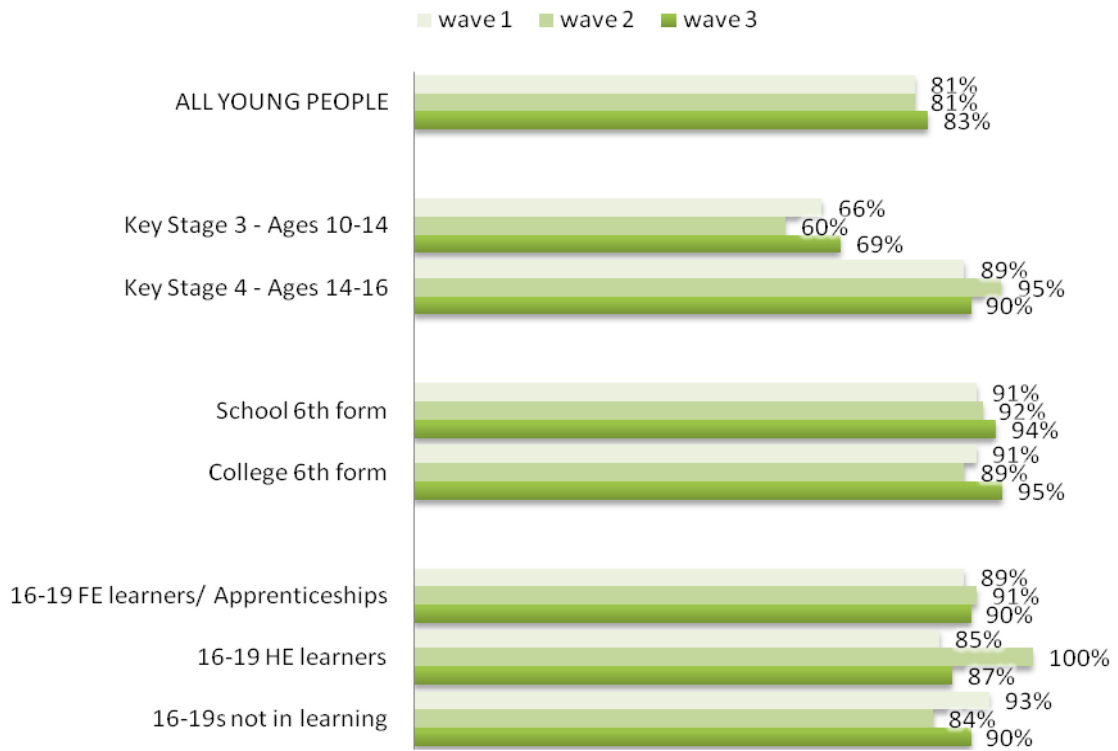


Sample bases vary

Young people were then asked if they would know where to go to obtain advice or information about their career options. Again, the majority of young people (83%) feel they know where to obtain this information (just 2 percentage points higher than in waves 1 and 2). Among 10-14 at Key Stage 3 the proportion knowing where to go for careers advice is significantly lower, at 69%, although this is an improvement on wave 2 when just 60% of children at this age knew where to go.

Among all other education stages around 9 in 10 young people know where to go to obtain advice or information about their career options.

Figure 16 - Q3b. And would you know where to go to obtain advice or information about your career options (% 'yes')



Sample bases vary

6.3 Likelihood to attend HE

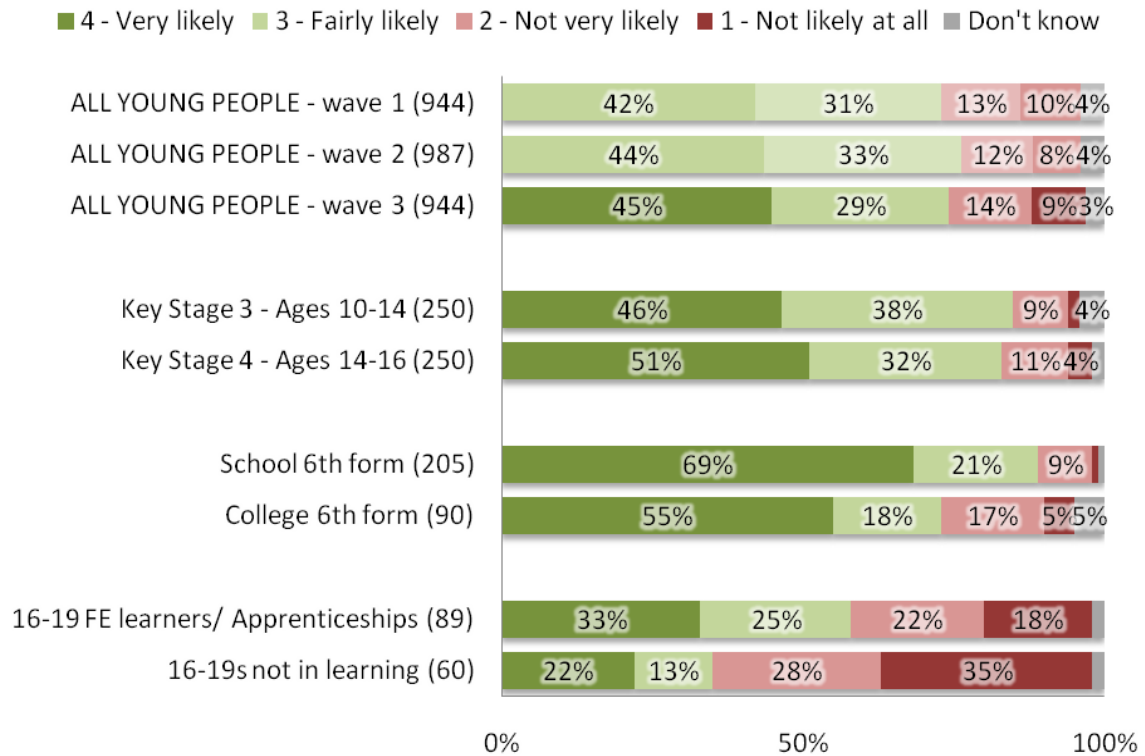
Three-quarters of young people (75%) not at university feel it is very / fairly likely that they will go to university. This proportion is slightly lower than in wave 2 (77%) but a little higher than in wave 1 (73%). There is no significant change in this proportion from wave to wave.

Young people at school sixth-form are most likely to say that it is very likely that they will go on to university (69%, significantly higher than average), with those at sixth-form college being next most likely to say it is very likely (55%, not statistically significantly higher than average).

Over half of young people aged 16-19 and learning at a Further Education college or through an apprenticeship (57%) feel that going to university is likely while two-fifths feel it is unlikely they will go (40%).

For 16-19 year olds not in learning, the proportion who says they are unlikely to go to university (63%) is higher than the proportion that are likely to go (35%).

Figure 17 - Q6. How likely is it that you will go to university to do a degree?



Sample bases shown in parentheses (figures of 2% and below omitted)

Compared with wave 2 the greatest change, at education sub-group level has been the in Key Stage 4 children who say they are *very likely* to go to university, up from 40% in wave 2 to 51% in wave 3 (45% in wave 1). This represents a significant increase in wave 3. Since wave 1 there has also been a significant increase in the proportion of 16-19 years olds not in learning who say they are *very likely* to go to university (up from 4% in wave 1, to 22% in wave 3).

Young people from ethnic minority groups are significantly more likely in this wave of the study, to say they will go on to university (92%), compared with young people from white backgrounds (74%).

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

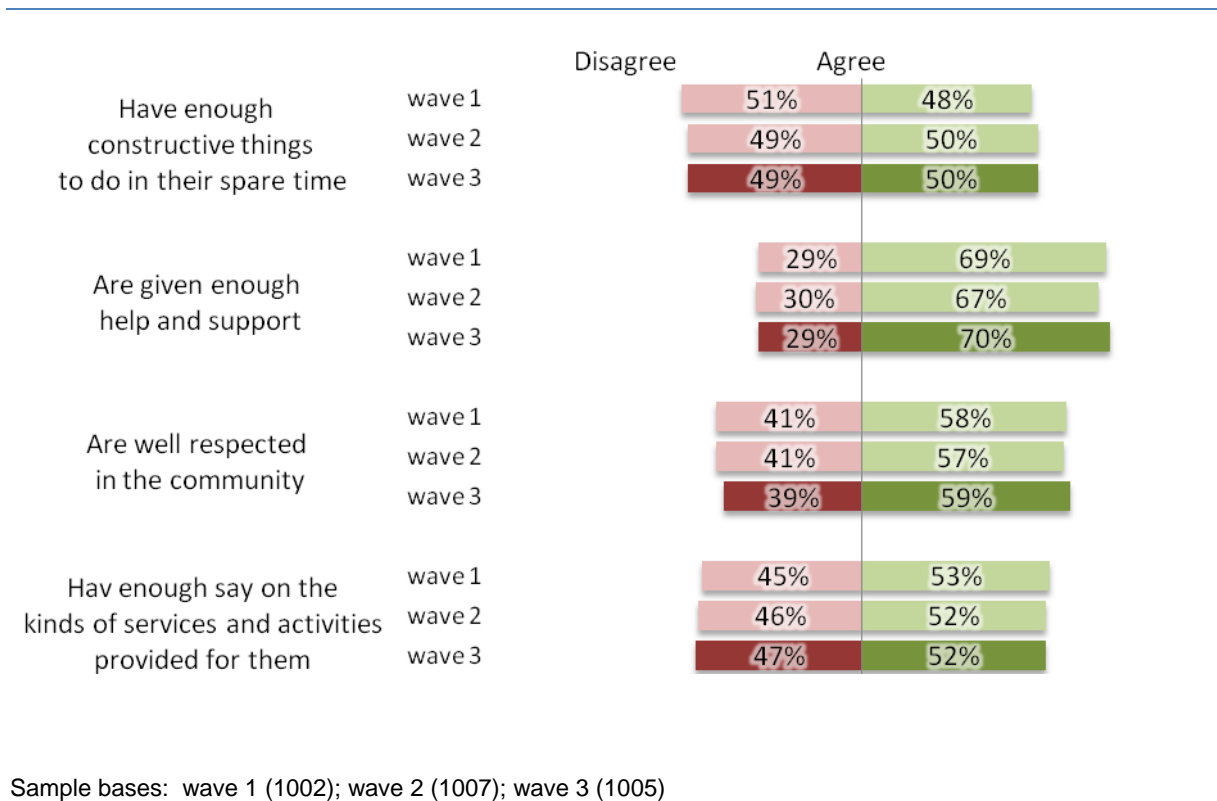
7.1 Young people's role in the community

Respondents were asked to think about young people in their local communities in relation to a number of statements.

Agreement is strongest that young people are given enough help and support, 70% agree, while 29% disagree that this is the case.

Young people are next most likely to agree that they are well respected in the community (59%), although two-fifths of young people (39%) believe that this is not the case. Opinions are more divided regarding whether young people have enough constructive things to do in their spare time (50% agree and 49% disagree) and whether they have enough say on activities and services provided for them (52% agree and 47% disagree). These findings are similar to those in waves 1 and 2.

**Figure 18 - Q14. To what extent do you agree with the following statements...? Wave 3
Young people in your local community...**



The table below shows that responses vary according education stage subgroups. Agreement that young people have enough constructive things to do in their spare time decreases as age or education stage increases, with 10-14 year olds at Key Stage 3 being most likely to agree (68%) and 16-19 year olds, not in learning least likely to agree (27%).

Younger children are also more likely to agree that young people are given enough help and support and that they are well respected in the community. Key Stage 3 children are significantly more likely than older children to agree with any of the statements. Just over 8 in 10 children at Key Stage 3 agree that young people are given enough help and support (82%), compared with just less than half of 16-19 year olds in Further Education or Apprenticeships (48%). Over three-quarters of children at Key Stage 3 agree that young people are well respected (78%), compared with just a third of young people in higher education (34%).

Furthermore, while nearly three-quarters of children at Key Stage 3 agree that young people do have enough say (73%), the proportion drops to just under half (48%) among children at Key Stage 4. Agreement is even lower among sixth-formers, either at school (38%) or college (34%), and lowest of all among young people in higher education, where just under a quarter agree that young people have enough say on the kinds of services and activities provided for them (23%).

Table 5 - Q14. To what extent do you agree or disagree with the following statements..? Wave 3

Young people in your local community...

	ALL YOUNG PEOPLE		Secondary				6 th Form				16-19					
			Key Stage 3 - Ages 10-14		Key Stage 4 - Ages 14-16		School		College		FE learners / apprenticeship		HE learners		Not in learning	
			% +	%-	% +	%-	% +	%-	% +	%-	% +	%-	% +	%-	%+	%-
Have enough constructive things to do in their spare time?	50	49	68	30	52	48	40	60	40	60	33	67	31	69	27	72
Are given enough help and support?	70	29	82	18	71	29	70	28	62	38	48	52	59	39	62	38
Are well respected in the community?	59	39	78	21	59	41	46	53	46	54	46	51	34	61	42	58
Have enough say on the kinds of services and activities provided for them?	52	47	73	25	48	50	38	61	34	65	40	58	23	74	35	65
Sample bases	1005		250		250		205		90		89		61		60	

Compared with wave 2 agreement that young people are given enough help and support has increased significantly among sixth-formers in school, reversing the decline seen between waves 1 and 2 (70% in wave 1, down to 57% in wave 2, and back to 70% in wave 3). There has also been an increase among 16-19 year olds not in learning (from 45% in wave 1 and 47% in wave 2, to 62% in wave 3, although this is not statistically significant).

Among Higher Education learners there has been a significant fall in the proportion providing a positive response regarding having enough say on the kinds of services and activities provided for them (from 41% in wave 1 to 23% in wave 3).

Females are significantly more likely than males to *disagree* that young people have enough constructive things to do in their spare time (57%; 42% of males), that young people are well respected in the community (44%; 35% of males) and that young people have enough say on the kinds of services and activities provided for them (53%; 40% of males).

Children from independent schools are also significantly more likely than children from state schools to disagree that young people are well respected within the community (53% disagree, compared with 31% of state school children).

Respondents who agree that the choice of schools/colleges/universities is good, agree that schools / colleges do well at preparing young people for working life and those who are likely to go on to higher education are all more positive about each of the statements regarding young people, compared with young people who disagree there is a good choice of schools / colleges / university, or that schools / colleges prepare young people well for working life and compared with those who are unlikely to go on to higher education.

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

Young people were then asked to consider different types of activities available in their local community, and asked to what extent they agree or disagree that they are offered enough opportunities to participate in each.

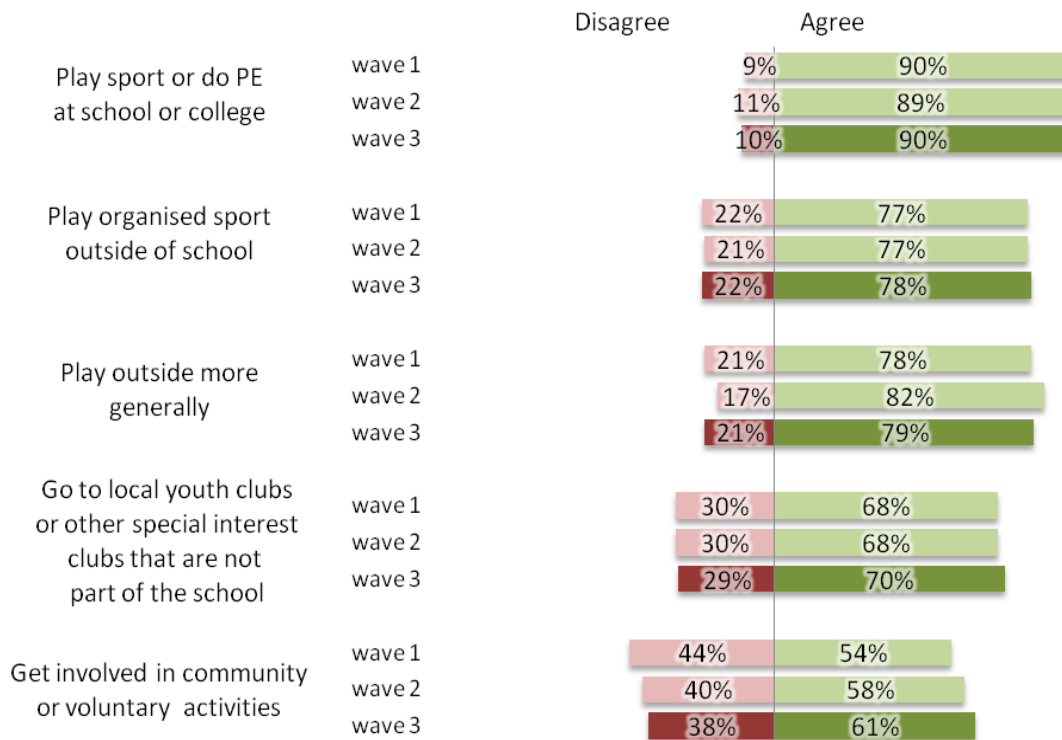
The majority of all young people agree with each of the statements, as the following chart illustrates. Agreement is highest that young people are offered enough opportunities to play sport or do PE at school or college, with 9 in 10 agreeing with this (90%). Young people are next most likely to agree that there are enough opportunities for young people to play organised sports outside of school or college, or to play outside more generally (78% and 79% respectively).

Respondents are less likely to agree that young people have enough of an opportunity to go to local youth clubs or other special interest clubs that are not part of the school or college, although still the majority view is that there are enough opportunities in this respect, as 70% agree, compared with 29% who disagree.

Young people feel more divided as to whether there are enough opportunities to take part in community or voluntary activities, three-fifths agree that there are enough opportunities in this area (61%), while just under two-fifths disagree (38%).

Compared with waves 1 and 2 levels of agreement and disagreement are fairly consistent, although for agreement that there are enough opportunities to take part in community or voluntary activities there seems to be a positive upward trend and a significant improvement since wave 1.

**Figure 19 - Q15. To what extent do you agree or disagree with the following statements?
Young people in your local community are offered enough opportunities to...**



Sample bases: wave 1 (1002); wave 2 (1007); wave 3 (1005)

As in waves 1 and 2 respondents aged 10-14, at Key Stage 3 again hold the most positive views regarding activities for young people in the local community. They are significantly more likely than older children to agree with each of the statements, and agreement tends to reduce as age or education level increases.

Of all the statements young people aged 10-14 and at Key Stage 3 are least likely to agree that young people have enough opportunities to get involved in community or voluntary activities, but still the majority do (75%).

Young people in higher education are considerably less likely than other young people to agree that young people are offered enough opportunities to play sport or do PE at School or college (74%), to go to local youth clubs or other special interest clubs that are not part of school (33%) or to get involved in community or voluntary activities (38%), as the following table summarises.

Table 6 - Q15. To what extent do you agree or disagree with the following statements? Wave 3

Young people in the local community are offered enough opportunities...

	ALL YOUNG PEOPLE		Secondary				6 th Form				16-19					
			Key Stage 3 - Ages 10-14		Key Stage 4 - Ages 14-16		School		College		FE learners / apprenticeship		HE learners		Not in learning	
	% +	%-	% +	%-	% +	%-	% +	%-	% +	%-	% +	%-	% +	%-	%+	%-
... to play sport or do PE at school or college?	90	10	96	3	93	7	88	11	85	15	80	19	74	27	82	18
... to play organised sports outside of school or college?	78	22	88	12	82	17	72	27	64	33	62	38	64	33	67	33
... to play outside more generally?	79	21	93	7	80	20	75	24	75	22	64	35	64	33	58	42
... to go to local youth clubs or other special interest clubs that are not part of the school?	70	29	83	15	67	32	68	31	64	34	54	44	33	64	63	35
... to get involved in community or voluntary activities?	61	38	75	24	60	38	59	40	46	52	46	54	38	60	45	53
Sample bases	1005		250		250		205		90		89		61		60	

Compared with wave 2 there has been a significant fall in the proportion of 16-19 year olds not in learning who agree there are enough opportunities for young people to play outside more generally (from 79% to 58%).

No other changes at education stage sub-group since waves 1 or 2 are statistically significant.

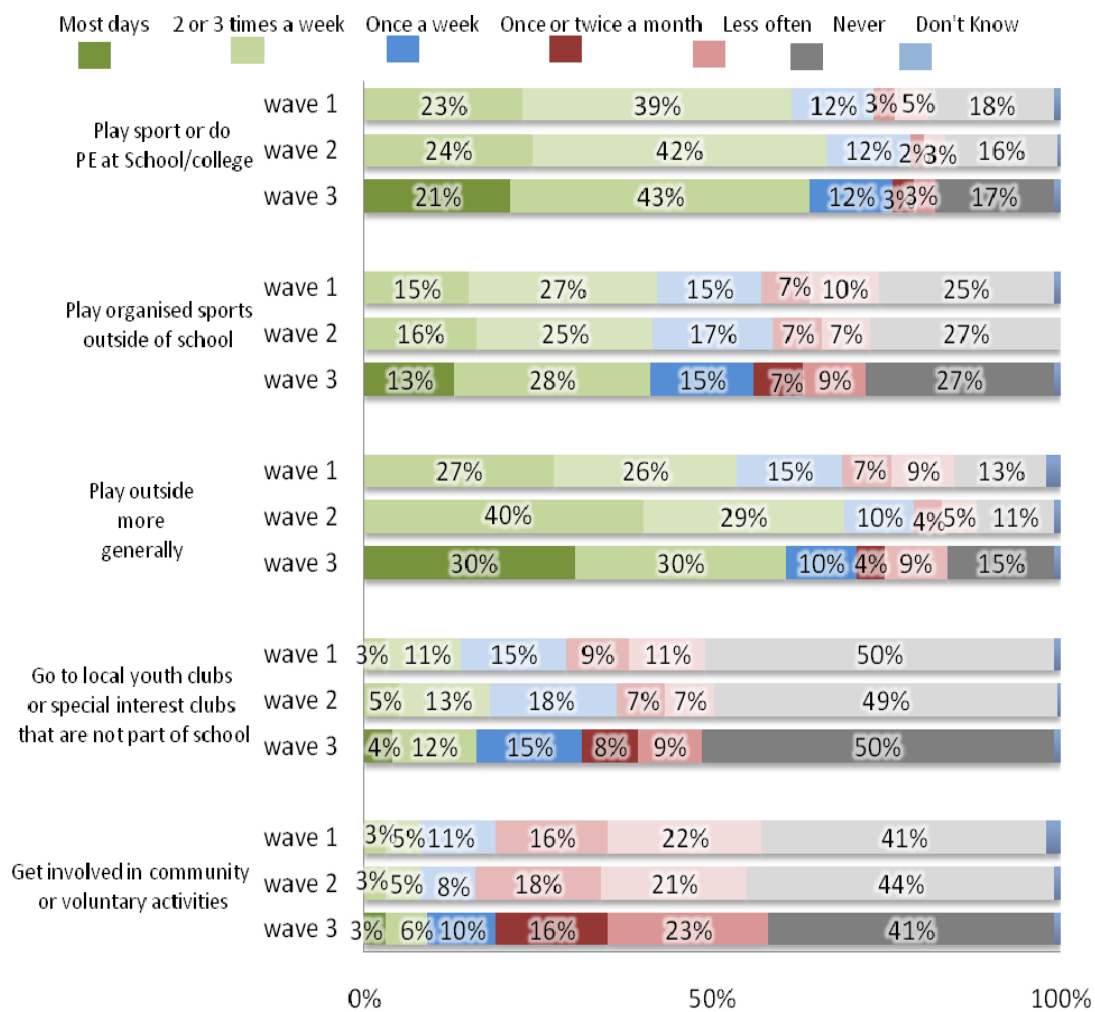
7.3 Young people's involvement in sports/ clubs/ community activities

Young people were then asked how often they are involved in sports, clubs or community activities.

Nearly two-thirds of young people are involved in sport at school or college at least 2 or 3 times a week (64%), while two-fifths are involved in organised sport outside of school as often (41% at least 2 or 3 times a week) and around three-fifths play outside more generally (59% at least 2 or 3 times a week). Young people are much less likely to go to local youth clubs or special interest clubs outside of school (50% never do) or to get involved in community or voluntary activities (41% never do).

These findings are similar to waves 1 and 2, as the following chart reveals.

Figure 20 - Q16. How often do you take part in the following activities?



bases: wave 1 (1002); wave 2 (1007); wave 3 (1005) (figures of 2% and below omitted)

Sample

There are variations by education stage in how often young people take part in the specified activities. The table below shows the proportion of young people who take part in a specified activity at least once a month against those who take part less often or never across the different education stage subgroups. Don't know responses are not illustrated.

Table 7- Q16. How often do you take part in the following activities? Wave 3

	Frequency	ALL YOUNG PEOPLE	Secondary		6 th Form		16-19		
			Key Stage 3 Ages 10-14	Key Stage 4 Ages 14-16	School	College	FE learners/apprenticeship	HE learners	Not in learning
Play sport or do PE at school or college	At least once a month	79	98	97	64	51	48	62	42
	Less often or never	20	2	3	35	49	52	36	50
Play organised sports outside of school or college	At least once a month	63	73	69	60	50	55	51	45
	Less often or never	36	27	29	40	49	45	49	55
Play outside more generally	At least once a month	74	83	85	71	69	55	60	55
	Less often or never	25	17	14	29	30	43	34	42
Go to local youth clubs or other special interest clubs that are not part of the school	At least once a month	39	50	44	32	30	25	23	30
	Less often or never	60	49	55	68	69	75	77	70
Get involved in community or voluntary activities (such as charity work or help at local events)	At least once a month	35	36	36	43	36	29	38	25
	Less often or never	64	62	63	56	63	71	62	75
Sample bases		1005	250	250	205	90	89	61	60

Virtually all young people in secondary education at Key Stages 3 and 4, and aged 10-16 play sport or do PE at least once a month (98% and 97% respectively), however the proportion reduces significantly among older children. With the exception of community or voluntary activities, participation in other activities tends to reduce as age or education stage increases. For community or voluntary activities participation is highest among school sixth-formers (43% take part at least once a month).

Between waves 2 and 3 there has been a considerable drop in the proportion saying they play outside more generally at least once a month, among Key Stage 3 children (93% to 83%), college sixth-formers (84% to 69%), Further Education learners and apprentices (70% to 55%) and among 16-19 year olds not in learning (70% to 55%). This is likely to reflect seasonal factors, with young people less likely to play outside in colder weather. This is supported by the fact that wave 3's figures are more consistent with those of wave 1 when the fieldwork was conducted at the same time of year.

Compared with wave 1 there has been a significant increase in the proportion of Key Stage 4 children who play organised sport outside of school at least once a month (from 56%, up to 69% in wave 3) and in the proportion that play outside more generally from (76%, up to 85% in wave 3). School sixth-formers are now significantly more likely to play sport or do PE at school (54% said they did so at least once a month in wave 1, compared with 64% in wave 3).

Organised sport outside of school is less common among girls, with 34% of females saying they never play organised sports outside of school, compared with 20% of males. Girls are also less likely to play outside more generally, 63% do so once a month or more often, compared with 85% of boys.

7.4 Advice on alcohol, drugs and sex

Young people, aged 14 or over, were asked whether they would know where to go to obtain advice if they had questions about drugs, alcohol or sexual health.

The table below shows that the vast majority of young people are confident that they would know where to go to get advice about these issues, and that levels of awareness have remained virtually unchanged between each wave of the survey.

Table 8 - Q19. Would you know where to go to get advice if you had any questions about the following issues? (% yes) Wave 3

	YOUNG PEOPLE AGED 14+			Secondary		6 th Form		16-19		
	YOUNG PEOPLE AGED 14+ wave 1	YOUNG PEOPLE AGED 14+ wave 2	YOUNG PEOPLE AGED 14+ wave 3	Key Stage 3 – Aged 14	Key Stage 4 – Ages 14-16	School	College	FE learners/ apprenticeship	HE learners	Not in learning
	% +	% +	% +	% +	% +	% +	% +	% +	% +	%+
Drugs	88	89	89	79	91	92	88	85	82	90
Alcohol	84	86	85	74	90	91	83	84	84	78
Sexual Health	91	91	91	82	90	94	93	92	95	93
Sample bases	781	801	790	39	246	205	90	89	61	60

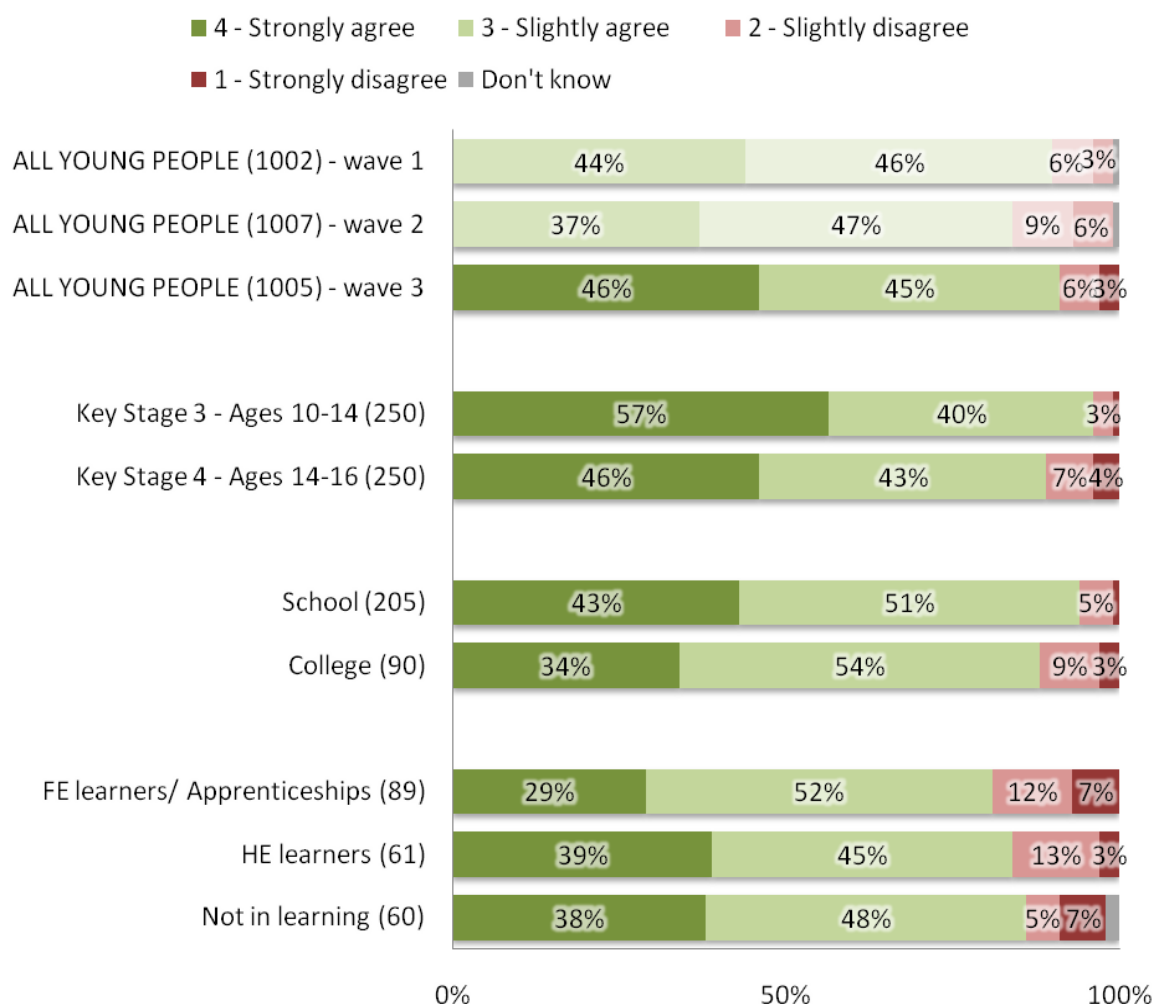
There are only minor differences in awareness across young people at each education stage, with at least three-quarters of each group aware of where they can obtain advice on drugs, alcohol and sexual health issues. Awareness of each issue is lowest among 14 year olds, although for 16-19 year olds not in education awareness of where to obtain advice about alcohol is slightly lower than average.

The only significant difference since wave 1 is the fall in Higher Education learners that say they know where to go to seek advice on drugs (from 94% in wave 1, down to 82% in wave 3).

8 England as a country to grow up in

This section analyses young people's views on whether England is a good place for children to grow up in.

Figure 21 - Q22. To what extent do you agree or disagree overall that England is a good country for children to grow up in?



Sample bases shown in parentheses.

Nine-in-ten young people agree either slightly or strongly that England is a good country for children to grow up in (91%). This represents a significant improvement on wave 2 when 84% agreed this is the case, taking the proportion back up to the wave 1 level (when 90% agreed).

Agreement that England is a good country to grow up in is highest among Key Stage 3 children, where 97% agree, including 57% who agree strongly. Disagreement is highest among young people in Further Education or Apprenticeships, where 19% disagree. Levels of agreement have improved for each education stage sub-group since wave 2 but particularly among Key Stage 4 children (46% strongly agree, compared with 36% in wave 2), school sixth formers (43% strongly agree, compared with 32% in wave 2), College learners (34%; 27% in wave 2 - not significant), Higher Education learners (39%; 14% in wave 2 - significant difference) and 16-19 year olds not in education (38%; 22% in wave 2 - not significant).

Amongst Further Education learners and apprentices the proportion that strongly agrees England is a good country for children to grow up in has fallen significantly, from 44% in wave 1, down to 29% in wave 3.

Some further differences exist where young peoples' views differ in relation to other aspects of the survey. Those most likely to agree that England is a good country for children to grow up are:

- Young people who feel that schools and colleges in England prepare young people well for working life (94% agree, compared with 71% of those who feel that they do not prepare young people well),
- Young people who feel they are likely to go to university (93% agree, compared with 85% of those who feel they are not likely), and
- Young people who feel that the behaviour of pupils at their school or college is at least acceptable (49% agree, compared with 33% of those who feel that pupils' behaviour is poor).

All these differences are statistically significant.

9 Profile of Respondents

		%		
Gender		wave 1	wave 2	wave 3
Gender	Male	49	48	50
	Female	51	52	50
Age	10	3	5	<0.5
	11	9	7	12
	12	11	11	11
	13	9	7	9
	14	13	16	14
	15	11	12	11
	16	13	14	12
	17	11	12	12
	18	10	10	12
	19	7	6	6
Number of parents / carers	0	1	1	<0.5
	1	20	23	15
	2	78	73	84
	3+	1	3	1
Number of siblings	0	N/A	9	16
	1	N/A	37	42
	2+	N/A	54	41
Sample bases		1002	1007	1005

Profile of Young people		%		
		wave 1	wave 2	wave 3
Ethnicity	White European	90%	82	91%
	Other white background	2%	5	3%
	Black Caribbean	1%	1	<0.5
	Black African	1%	1	<0.5
	Other black background	<0.5	1	<0.5
	Chinese	0	<0.5	<0.5
	Indian	1%	2	2%
	Pakistani	1%	2	1%
	Bangladeshi	<0.5	<0.5	<0.5
	Other Asian background	<0.5	1	0
	Mixed background	3%	3	2%
	Other	<0.5	1	<0.5
	Refused	1%	1	<0.5
Sample bases		1002	1007	1005

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