Department for Education

Longitudinal study of young people in England: cohort 2, wave 1

Research report

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Executive summary

This research report is based on the responses of the second cohort of young people to be involved in the Longitudinal Study of Young People in England (LSYPE2).

LSYPE2, known as “Our Future” to respondents, started at the beginning of 2013 and is managed by the Department for Education. This is a major study of young people that will build upon the first LSYPE, which ran from 2004 to 2010. LSYPE2 will follow young people from the age of 13/14 to 19/20.

The aims of this survey are:

- to follow a sample of young people through the final years of compulsory education;
- to follow their transition from compulsory education to other forms of education, training, employment and other activities;
- to collect information about their career paths and about the factors affecting them; and
- to provide a strategic evidence base about the lives and experiences of young people.

The main focus of this research report is the first ‘wave’ of LSYPE2 data, which examine activities and experiences during the 2012/13 academic year, at the start of which respondents were aged 13. Responses from those interviewed during the first LSYPE (LSYPE ‘cohort’ 1) are also used in some analysis, so that characteristics and observations from wave 1 of LSYPE2 can be compared to the same characteristics and observations from wave 1 of LSYPE1.

2 Life in year 9 for young people

Chapter 2 describes the experiences and attitudes of 13 year olds during year 9 at school. Young people were generally positive about their time at school.

- Studying at school, outside of lesson times, was increasingly common and varied between different types of school.
- Overall, more than 1 in 10 young people received additional private tuition (14 per cent). This increased to almost one quarter of young people living in London (24 per cent).

- The majority of year 9 pupils felt that discipline in their school was about right although there were variations between schools with different Ofsted ratings.
- Boys, young people who were bullied and those with special educational needs (SEN) were more likely to misbehave in class (although it tended to be infrequent).
- Young people were active in the decision making process for their year 10 subject choices. They made decisions based largely on areas of interest, subjects they thought they would do well in and would be important for future study and careers.
- Truancy levels decreased between LSYPE1 and LSYPE2. In LSYPE2, truancy varied between whether the young person lived in the most deprived areas, received free school meals (FSM), whether the young person had a SEN and how often they were bullied.
- Seven per cent of young people had been temporarily excluded from school (a significant decline from LSYPE1 when 11 per cent had been excluded).
- Forty per cent of young people reported they had been bullied in the previous 12 months. Eight per cent had experienced daily bullying.

3 Parents' experiences of having a child in year 9

Chapter 3 describes, from a parent's view, satisfaction with the quality of their child's school, contact with the school and how well they think their child is progressing.

- The majority of parents thought their child's school was good. Nine out of ten described the school as good or very good. The higher the Ofsted rating for the school, the more likely the parent was to describe the school as at least good.
- Parents living in areas of higher deprivation were less likely to describe their child's school as at least good too. The same is true for parents of young people with free school meals (FSM).
- Ninety three per cent of parents were either fairly or very satisfied with their child's progress at school. Satisfaction with progress did vary. Parents of young people who were bullied daily were less likely to be satisfied as were parents of young people who attended schools rated inadequate or must improve by Ofsted.
- Overwhelmingly, parents were satisfied with the school's discipline, the subjects on offer and the interest the teachers showed in their child. There were some variations. Parents of young people who were bullied most days were less satisfied with the discipline and the level of interest in their child from the teacher. The higher the Ofsted rating for a school, the more likely the parent was to be satisfied with the school's discipline.

- Ninety five per cent of parents reported that someone had been to a parents' evening at the school in the previous 12 months. Parents of young people with FSM (87 per cent) and those living in more deprived areas were slightly less likely to say this was the case (92 per cent of those living in the most deprived areas). The lower the school's Ofsted rating, the less likely it was that someone had attended a parents evening in the previous 12 months.

4 Young people's aspirations

Chapter 4 describes the aspirations of 13 year olds and their parents and the careers advice they received within school.

- Careers advice varied greatly by ethnic group, region, school type and Ofsted rating. For example, 66 per cent of young people attending schools in London reported a visit from an external careers adviser compared to 58 per cent in the East Midlands.
- Young people generally felt the careers advice they received had been helpful. Of those receiving advice, 30 per cent said it helped them a lot in thinking about what they might do in the future.
- Between LSYPE1 and LSYPE2 there was a significant increase in the proportion of young people who expected to stay on in full-time education aged 16, increasing from 79 per cent to 88 per cent.
- Four out of five young people who did not plan to stay in full-time education stated they intended to begin an apprenticeship or start work with some education or training (45 per cent and 35 per cent respectively).
- The proportion of young people planning to apply to university increased significantly between LSYPE1 and LSYPE2. Over two fifths (41 per cent) of young people in LSYPE2 said they were very likely to apply to go to university compared to 34 per cent in LSYPE1.
- Between LSYPE1 and LSYPE2 there was an increase in the proportion of young people who agreed strongly that having any kind of job was better than being unemployed (65 per cent in LSYPE2 compared to 58 per cent in LSYPE1).

5 Risky behaviour

Chapter 5 describes young people's risky behaviour, along with associated characteristics and outcomes. The respondents were unlikely to report undertaking risky

behaviours, such as smoking or vandalism, but there were consistent trends in who was most likely to do so.

- Sixty four per cent of young people reported no risky behaviours and 68 per cent of parents reported no indications of risky behaviour (such as contact with the police).
- Young people from deprived backgrounds, with greater needs or attending less successful schools were more likely to undertake almost every risky behaviour examined.
- The higher the level of risky behaviour, the less likely young people were to be engaged with their schooling or aspire to university.
- Less than a sixth of young people (16 per cent) had tried smoking and 80 per cent of those no longer smoked.
- Thirty two per cent of young people had tried alcohol. This represents a significant fall since LSYPE1, when 55 per cent had tried it.
- A large majority of young people had heard of cannabis (87 per cent), but only 4 per cent had tried it.
- One in ten parents had contacted support services because of their child, which is the same as LSYPE1. However, the proportion who had been contacted by the police had fallen to 5 per cent (from 8 per cent).
- Eight per cent of parents reported that their child received additional support for their behaviour.
- Three-quarters of young people (76 per cent) did not report any criminal behaviours. By far the most common such behaviour reported was fighting without the use of weapons (20 per cent of young people had ever done this).

6 Life outside school

Chapter 6 describes young people's life outside school, covering their relations with parents, leisure time, sport and employment.

- Young people in LSYPE2 reported closer and more positive relations with their parents than was the case in LSYPE1. The proportion saying they got on very well with their mother rose from 67 per cent to 72 per cent and for fathers the increase was from 62 per cent to 68 per cent.
- Families were also eating dinner together more often. The proportion of young people who said their family had eaten a family meal at least six out of previous

seven evenings increased from just over two fifths (42 per cent) to just over a half (52 per cent).

- Young people were socialising less in person with their friends than was the case during LSYPE1. The proportion saying they mainly spent their spare time going out somewhere with friends fell from 50 per cent to 42 per cent, while the proportion saying they went round to a friend's house or vice versa fell from 20 per cent to 13 per cent.
- Nearly half (47 per cent) of girls said they used social networking and instant messenger sites throughout the day, compared to under a third (30 per cent) of boys.
- Young people living in less deprived areas were more likely to participate in sport most days. Forty two per cent of young people in the least deprived IDACI quartile participated in sport daily compared to 34 per cent in the more deprived quartiles.
- Just over one in eight young people (13 per cent) said they had any kind of paid job, with this being slightly more common among boys (15 per cent) than girls (12 per cent).

7 Conclusions

The analysis presented in this report shows that 13 year olds and their parents are, on the whole, positive about their school, home and personal lives. They appear more likely to make responsible choices than ten years ago - the findings produced in this report are in line with other research suggesting this is a sober, responsible generation of young people.

Young people generally report that they enjoy school and work as hard as they can. This positive attitude to school can also be seen in their aspirations; they are more likely to intend to stay in education post-16 and apply to university than in the first LSYPE. The current economic climate is one possible explanation for young people's engagement with education, in that when the economy is weak and there are fewer jobs for young people, staying on in education makes more sense. Fewer young people are reporting negative experiences such as bullying or truancy. A similarly positive picture can be seen outside of school, with young people being less likely than ten years ago to undertake a range of risky behaviours and more likely to enjoy a positive relationship with their parents.

The typically positive attitude of young people to education is usually supported by their parents: parents tend to be satisfied with their child's education, to want them to continue it post-16 and to take an interest in it. It also appears to be supported by the schools, with

schools being more likely to provide additional study support than they were during LSYPE1. In general, LSYPE2 presents a positive picture of young people's education and lives, even more so than was the case a decade ago.

However, despite this generally positive trend, certain characteristics have been consistently associated with less positive outcomes. Young people from deprived backgrounds, with greater needs, who are being bullied frequently or attending less successful schools tend to be less positive about education and to undertake more risky behaviours. This highlights the importance of policies aimed at supporting these groups. A key strength of this longitudinal data is to examine changes in the lives of individuals over a long period of time. LSYPE2 will have more to add to the evidence base on this critical issue as subsequent waves become available.

Chapter 1 Introduction

This research report is based on the responses of the second cohort of young people to be involved in the Longitudinal Study of Young People in England (LSYPE2).

LSYPE2, known as “Our Future” to respondents, started at the beginning of 2013 and is managed by the Department for Education. This is a major study of young people that will build upon the first LSYPE, which ran from 2004 to 2010. LSYPE2 will follow young people from the age of 13/14 to 19/20.

The aims of this survey are:

- to follow a sample of young people through the final years of compulsory education;
- to follow their transition from compulsory education to other forms of education, training, employment and other activities;
- to collect information about their career paths and about the factors affecting them; and
- to provide a strategic evidence base about the lives and experiences of young people.

The main body of this research report can be found in Chapters 2 to 6. Each chapter gives an illustration of what LSYPE can contribute to our understanding of key government issues. At the end of the core content, annexes are provided for further information.

This research report contains selected *descriptive* analyses of some of the data from LSYPE but it does not aim to be exhaustive in terms of the subject matter or depth of analysis. For example, it does not contain multivariate analyses of relationships between variables which control for other influences. There is a programme of work within the Department for Education to examine particular issues in more detail (additional analysis will be published in the future). We also hope that, by demonstrating the breadth of the data LSYPE has to offer, this research report will inspire others to conduct the types of in-depth analyses that it would not have been practical to conduct across the entirety of the dataset for this publication.

Structure of the research report

The main focus of this research report is the first ‘wave’ of LSYPE2 data, which examines activities and experiences during the 2012/13 academic year, at the start of which

respondents were aged 13. This is the age by which they are referred to throughout this report. However, the actual age of most respondents at the time of interview will have been 14, reflective of the fact that the birthdays of the young people fall throughout the academic year.

Whilst this publication is largely focused on wave 1 of LSYPE2, responses from those interviewed during the first LSYPE (LSYPE 'cohort' 1) are also used in some analysis, so that characteristics and observations from wave 1 of LSYPE2 can be compared to the same characteristics and observations from wave 1 of LSYPE1. The ability to make such comparisons is one of the key strengths of these longitudinal data.

A summary of the ages of the two LSYPE cohorts can be seen in Table 1.1.

Table 1.1 Age and timing of the LSYPE cohorts

Wave	School year	Academic year (LSYPE2)	Academic age (years)	Actual age (years)	LSYPE1 interview (year)	LSYPE2 interview (year)
Wave 1	Year 9	2012/13	13	13/14	2004	2013
Wave 2	Year 10	2013/14	14	14/15	2005	2014
Wave 3	Year 11	2014/15	15	15/16	2006	2015
Wave 4	Post-compulsory (year 12)	2015/16	16	16/17	2007	2016
Wave 5	Post-compulsory (year 13)	2016/17	17	17/18	2008	2017
Wave 6	Post-compulsory (potentially 1st year HE or gap year)	2017/18	18	18/19	2009	2018
Wave 7	Post-compulsory (potentially 2nd year of HE)	2018/19	19	19/20	2010	2019

Source: Longitudinal Study of Young People in England: cohorts 1 and 2.

This report includes a number of common breakdowns, by characteristics such as whether the young person has special educational needs or the type of school they attend. Further details of how these breakdowns have been calculated can be found in Annex B, together with a full explanation of what has been meant by 'age' and 'parent' throughout the report. Explanations of the few technical terms from education included in this report can be found in Annex D.

Methodology

It is intended that LSYPE2 will track a sample of 13,100 young people in England from the age of 13/14 annually for seven years, through to the age of 19/20.

The young people in LSYPE2 were sampled through a two-stage sampling process. First schools were sampled, followed by pupils within those schools. The sample includes young people in local authority (LA) maintained schools, academies and independent schools, but for practical reasons excludes small schools and overseas students. It includes special schools as well as mainstream provision. This sample was designed to ensure the widest feasible perspective on young people's experiences.

Further information on the sample and survey design can be found in Annex A and the technical report, which will be released alongside the LSYPE2 data.

Sample characteristics

The following section provides a brief overview of the young people in LSYPE2.

There were a slightly higher proportion of boys in the sample than girls (52 per cent and 48 per cent respectively[1]). Eighty per cent were white, 4 per cent from mixed ethnic groups and 3 per cent from each of the Indian, Pakistani, African and 'other' ethnic groups. The 'other' ethnic group largely consisted of other Asian and Arab young people.

[1] This compares with 50.8 per cent boys and 49.2 per cent girls among those aged 14 in full time state secondary or independent schools, as reported in the Statistical First Release 'Schools, pupils and their characteristics: January 2014', published June 2014.

Table 1.2 Gender and ethnic group of young people in the sample

	Number (weighted)	Per cent
Gender		
Male	6,823	52
Female	6,277	48
Base (weighted)	13,100	
Ethnic group		
White	10,466	80
Mixed	503	4
Indian	332	3
Pakistani	427	3
Bangladeshi	170	1
African	392	3
Caribbean	171	1
Other	382	3
Not known	256	2
Base (weighted)	13,100	

Source: Longitudinal Study of Young People in England: cohort 2, wave 1.

Almost half of the young people interviewed said they did not have a religion (46 per cent). A further 41 per cent said they were Christian. The next biggest religious groups among the young people were Muslims (8 per cent), Hindus and Sikhs (1 per cent each).

For the majority of young people interviewed, English was their first language (86 per cent). A further 8 per cent spoke English as their main language but also spoke other languages. For 4 per cent of the young people English was not their main language and 1 per cent were bilingual.

Sixteen per cent of the young people interviewed had a disability. As would be expected, the type of disability varied. Most commonly, more than one quarter of disabled young people (28 per cent) had chest or breathing problems such as asthma, 15 per cent had learning difficulties and 13 per cent were on the autistic spectrum. In more than two fifths of cases (45 per cent), parents said the young person's disability affected their ability to do their school work.

Parents and young people were asked for consent to link their survey responses to the National Pupil Database (NPD), to allow wider contextual data about the young person to

supplement their responses. Both parties consented to the data linking for 93 per cent of the unweighted sample (see Annex A for further detail). For these respondents in maintained schools, there is a variety of additional evidence available including educational achievement, school records and special educational needs status. Of those with linked data, 21 per cent of young people had special educational needs (SEN) – 11 per cent had SEN with School Action and 9 per cent had either SEN with School Action Plus or a statement of SEN.

Household characteristics

Over half of young people lived in a household with two married parents or guardians living as a couple (61 per cent). A further 11 per cent lived with unmarried parents or guardians who were living as a couple (1 per cent of young people were living in the same household as two parents or guardians who were not living together as a couple). One quarter of young people (25 per cent) were living with a single parent.

Table 1.3 Household type of young people in the sample

	Number (weighted)	Per cent
Two parent household (married)	7,974	61
Two parent household (not married)	1,424	11
Two parents living together but not as a couple	103	1
One parent living as part of a couple	222	2
Lone parent	3,314	25
Not known (including in care)	63	0
Base (weighted)	13,100	

Source: Longitudinal Study of Young People in England: cohort 2, wave 1.

A quarter of young people taking part in LSYPE2 lived in households where the household income was £50,000 or more (25 per cent); almost 1 in 12 (8 per cent) lived in households with an income of less than £10,400. Collection of income data via a survey such as LSYPE2 is prone to respondent recall error and high item non-response; this can be seen from Table 1.4 by the relatively high proportion of respondents for whom there is not household income data (13 per cent). As such, results which include income should be interpreted with caution (see Annex A for further details of future data enhancement plans).

Table 1.4 Household income of young people in the sample

	Number (weighted)	Per cent
£50,000+	3,318	25
£31,200 - £50,000	2,596	20
£20,800 - £31,200	1,999	15
£15,600 - £20,800	1,202	9
£10,400 - £15,600	1,235	9
£0 - £10,400	1,016	8
Not known	1,734	13
Base (weighted)	13,100	

Source: Longitudinal Study of Young People in England: cohort 2, wave 1.

LSYPE2 is a survey of young people in England and the sample is designed to be regionally representative. Seventeen per cent of the cohort lived in the South East, 14 per cent each in London and the North West, 11 per cent each in the West Midlands and East of England, 9 per cent each in Yorkshire and the Humber and the East Midlands and 5 per cent in the North East.

Table 1.5 Region of young people in the sample

	Number (weighted)	Per cent
North East	633	5
North West	1,879	14
Yorkshire and the Humber	1,253	10
East Midlands	1,135	9
West Midlands	1,438	11
East of England	1,468	11
London	1,828	14
South East	2,199	17
South West	1,256	10
Not known	11	0
Base (weighted)	13,100	

Source: Longitudinal Study of Young People in England: cohort 2, wave 1.

Type of school attended

Just over two fifths (41 per cent) of the cohort attended local authority (LA) maintained mainstream schools. A further 35 per cent attended academy converter schools and 10

per cent sponsored academies. Seven per cent of young people attended independent schools and 1 per cent special schools.

Information was generally available on the Ofsted rating of the school if the parent and the young person agreed to the survey responses being linked to the NPD and if the young person did not attend an independent school (which are not inspected by Ofsted). Of those where an Ofsted rating was available, just over one quarter of young people (27 per cent) attended a school rated as outstanding, 47 per cent a school rated good, 21 per cent a school rated as requiring improvement and 5 per cent a school rated inadequate.

Table 1.6 Type and Ofsted rating of schools attended by young people in the sample

	Number (weighted)	Per cent
School type		
Academy converter	4617	35
Sponsored academy	1252	10
LA maintained school	5319	41
Special school	156	1
Independent school	861	7
Not coded	894	7
Base (weighted)	13,100	
Ofsted rating		
Outstanding	3,002	27
Good	5,167	47
Requires improvement	2,263	21
Inadequate	527	5
Base (weighted)	10,960	

Source: Longitudinal Study of Young People in England: cohort 2, wave 1.

Chapter 2 Life in year 9 for young people

Summary

Chapter 2 describes the experiences and attitudes of 13 year olds during year 9 at school. Young people were generally positive about their time at school. Some of the key findings are:

- Studying at school, outside of lesson times, was increasingly common and varied between different types of school.
- Overall, more than 1 in 10 young people received additional private tuition (14 per cent). This increased to almost one quarter of young people living in London (24 per cent).
- The majority of year 9 pupils felt that discipline in their school was about right although there were variations between schools with different Ofsted ratings.
- Boys, young people who were bullied and those with special educational needs (SEN) were more likely to misbehave in class (although it tended to be infrequent).
- Young people were active in the decision making process for their year 10 subject choices. They made decisions based largely on areas of interest, subjects they thought they would do well in and would be important for future study and careers.
- Truancy levels decreased between LSYPE1 and LSYPE2. In LSYPE2, truancy varied between whether the young person lived in the most deprived areas, had free school meals (FSM), had a SEN and how often they were bullied.
- Seven per cent of young people had been temporarily excluded from school (a significant decline from LSYPE1 when 11 per cent had been excluded).
- Eight per cent of young people experienced daily bullying.

The school day

For the majority of young people in LSYPE2, the official school day started by 8.45 in the morning. Around one third of young people started by 8.30 (32 per cent), a further 43 per cent began school by 8.45 and 22 per cent by 9am.

Only 2 per cent started after 9 o'clock; this was more common in special schools[2].

School days generally finished by 3.30; almost 9 in 10 had finished by this time (87 per cent). A further 11 per cent finished between 3.31 and 4.00. Young people in independent schools were much more likely to finish after 4 o'clock compared to other young people. Thirty one per cent of young people in independent schools finished their school day after 4 o'clock compared to less than 1 per cent of young people in other types of school.

Length of school day

The average length of school day was 6 hours 34 minutes. The school day for young people attending independent schools was longer than average at 7 hours 31 minutes. The average length of day in academy converters was 6 hours 32 minutes, sponsored academies 6 hours 33 minutes and LA maintained schools 6 hours 28 minutes. For young people attending special schools, the average length of school day was 6 hours 21 minutes.

Travelling to school

The main modes of travel to school for young people in LSYPE2 were walking, bus and car. Just under half (46 per cent) walked to school regularly and for 37 per cent, their only regular mode of transport to school was walking.

As might be expected, there were variations in the way young people travelled to school according to where they live (Table 2.1). Young people living in London were considerably more likely to regularly travel by bus to school compared to other regions (52 per cent of young people living in London travelled by bus). Conversely, young people in London were less likely to travel by car compared to other regions (16 per cent). Young people living in the North West or West Midlands were more likely than average to travel to school by car (33 per cent each). Walking to school was the sole method of travelling to school for 42 per cent of young people living in the East of England and 40 per cent living in Yorkshire and the Humber.

[2] A small number of young people said they started school before 7am or after 10am. These have been removed from the analysis. Similarly, a small number of young people who said their school day ended before 2pm or after 7pm have been removed from analysis. Analysis also excludes those who did not give a response.

Table 2.1 Normal modes of transport to school by region

	Bus	Car	Walks only	Walks and other methods	Base (weighted)
	%	%	%	%	
North East	36	28	33	8	622
North West	32	33	36	10	1,848
Yorkshire and the	36	24	40	7	1,233
East Midlands	38	28	35	8	1,123
West Midlands	29	33	37	12	1,409
East of England	29	25	42	6	1,441
London	52	16	33	12	1,789
South East	30	30	37	9	2,153
South West	32	26	39	10	1,219

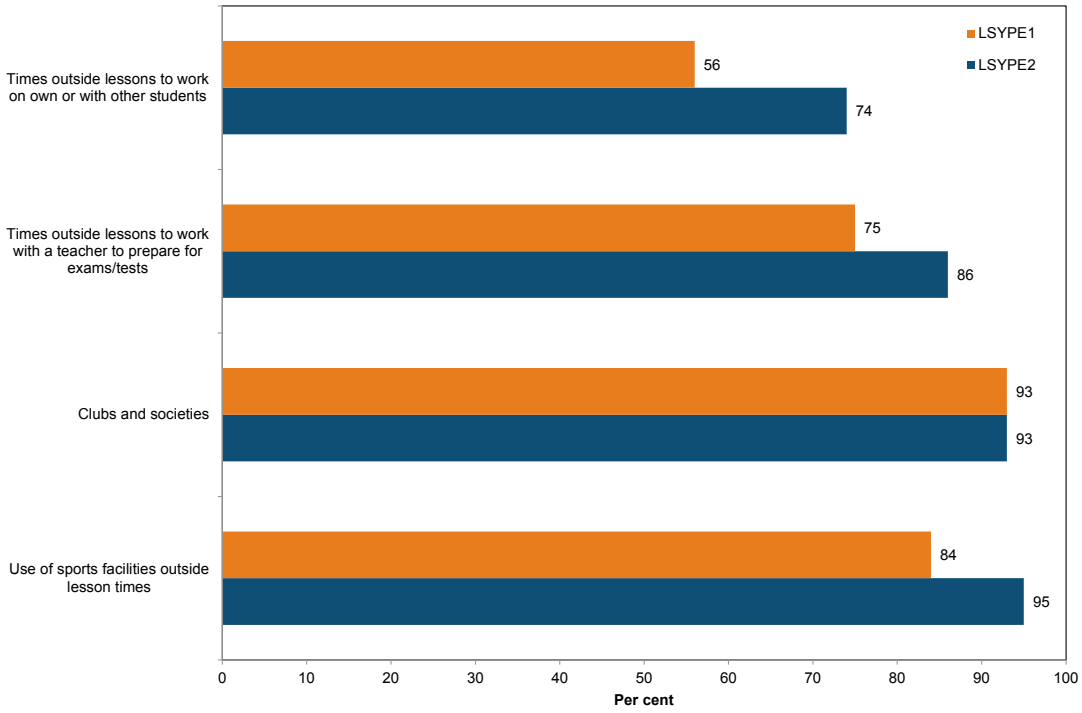
Source: Longitudinal Study of Young People in England: cohort 2, wave 1.
(see footnotes 3, 6, 9, 11, 13 in Annex F)

Extra-curricular activities

Availability of school facilities for extra-curricular activities

Schools were significantly more likely to provide extra-curricular activities, such as sports facilities and places to study outside regular lesson times in LSYPE2 compared to LSYPE1 (Figure 2.1). This was especially noticeable when considering schools which provide times outside of school lessons for young people to study, either on their own or with other students. The findings suggest a trend towards schools offering time outside lesson times to study; increasing from 56 per cent of young people reporting their school provided such facilities in LSYPE1 to 74 per cent in LSYPE2. The proportion of young people able to access an area outside lesson times with a teacher to prepare for exams or tests also increased from 75 per cent to 86 per cent. A greater proportion of young people were also able to access school sports facilities (increasing from 84 per cent to 95 per cent).

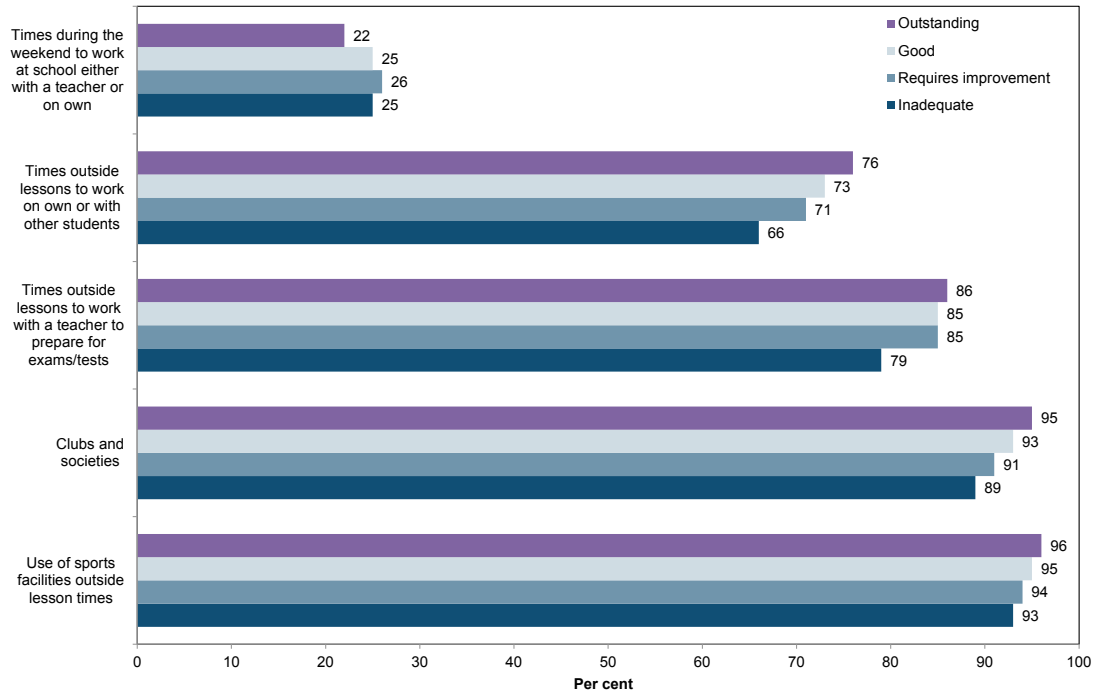
Figure 2.1 Extra-curricular activities available at school - LSYPE1 and LSYPE2



Source: Longitudinal Study of Young People in England: cohorts 1 and 2, wave 1.
(see footnotes 11, 13 in Annex F)

In LSYPE2, there were some differences between schools by their Ofsted rating. Seventy six per cent of young people attending outstanding schools had the opportunity to study during the school week outside lesson times (either on their own or with other students) compared to 66 per cent in schools rated as inadequate. Likewise, 86 per cent of young people in outstanding schools were able to prepare for exams and tests with a teacher during the school week outside of their lessons compared to 79 per cent in schools rated inadequate.

Figure 2.2 Extra-curricular activities available by schools' Ofsted rating

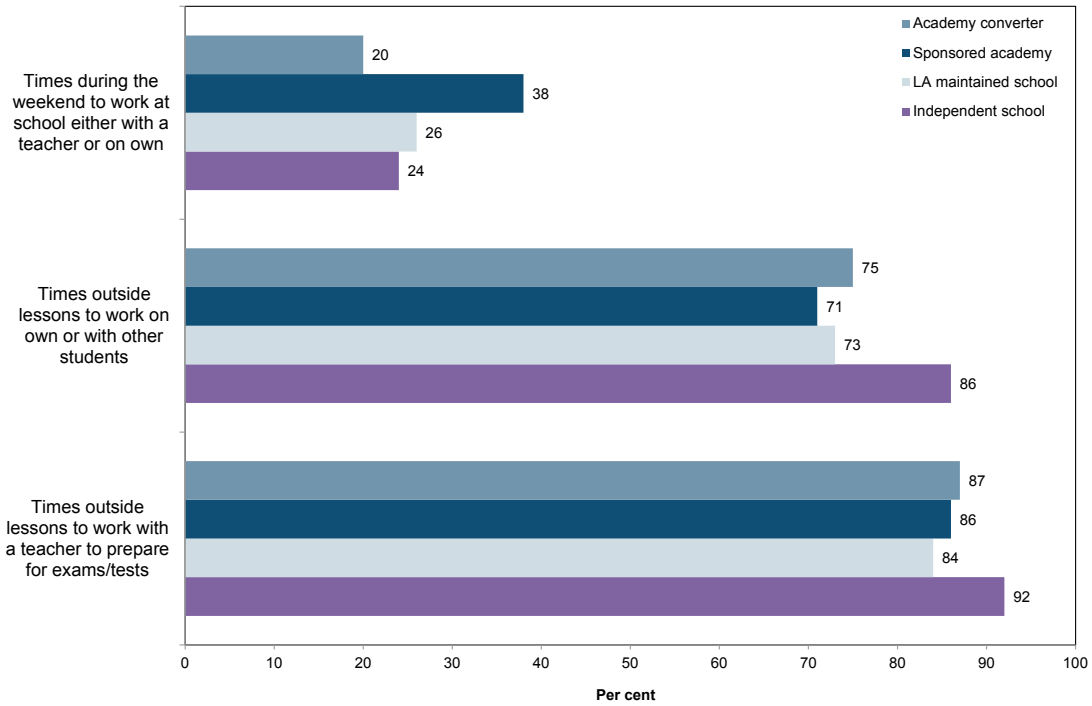


Source: Longitudinal Study of Young People in England: cohort 2, wave 1.
(see footnotes 6,11, 13 in Annex F)

Additional opportunities to study during the week were more likely among young people attending independent schools. Ninety two per cent of young people in independent schools had the opportunity to prepare for an exam or test with a teacher and 86 per cent had facilities where they could study outside lesson time.

Sponsored academies were notable in the provision of facilities for studying during the weekend (Figure 2.3). Thirty eight per cent of young people attending sponsored academies had the opportunity to use the school during the weekend for study. This compares to 20 per cent of young people in academy converter schools, 24 per cent in independent schools and 26 per cent in LA maintained schools.

Figure 2.3 Extra-curricular academic activities available by school type



Source: Longitudinal Study of Young People in England: cohort 2, wave 1.
(see footnotes 6,11, 13 in Annex F)

Use of facilities for extra-curricular activities

Where available, facilities for extra-curricular activities provided by schools in LSYPE2 were reasonably well used by young people. This section specifically refers to the use of facilities where they were available in schools (it does not include young people where such facilities were not available). Sixty six per cent of young people used sporting facilities outside lesson time where they were available, 53 per cent attended clubs or societies, 46 per cent study sessions to prepare for exams with teachers and 44 per cent study sessions on their own or with other students. Twenty two per cent used facilities to study during the weekend.

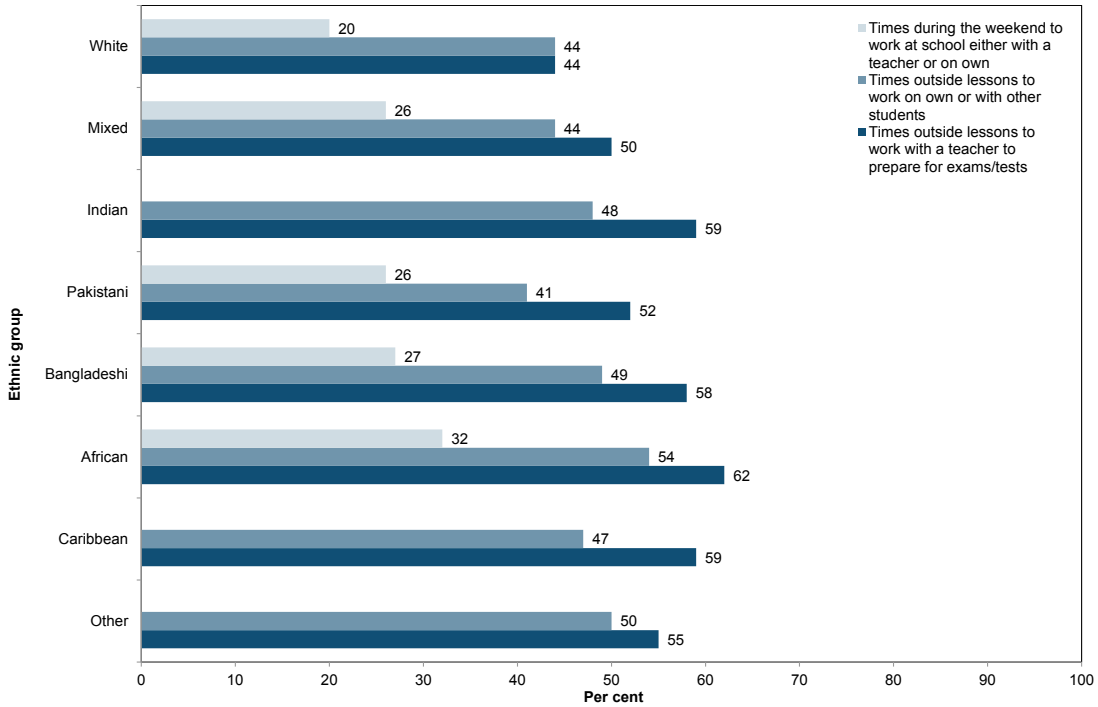
Sports facilities and clubs or societies tended to be the most frequently used (70 per cent and 63 per cent respectively of young people using such facilities used them at least once a week). It was lower for study support. Among young people whose school provided such support and who used it, 45 per cent used the drop in for self-study at least weekly and 36 per cent attended sessions with teachers at least once a week.

Boys were more likely than girls to use the sports facilities outside of lesson time (71 per cent compared to 60 per cent of girls). Girls were slightly more

likely to attend clubs or societies (56 per cent compared to 50 per cent of boys). However, a similar proportion of boys and girls attended study sessions either with or without a teacher.

Other ethnic groups were generally more likely to use academic-related extra-curricular facilities at school compared to white young people (Figure 2.4).

Figure 2.4 Young people attending extra-curricular academic activities (where available) by ethnic group

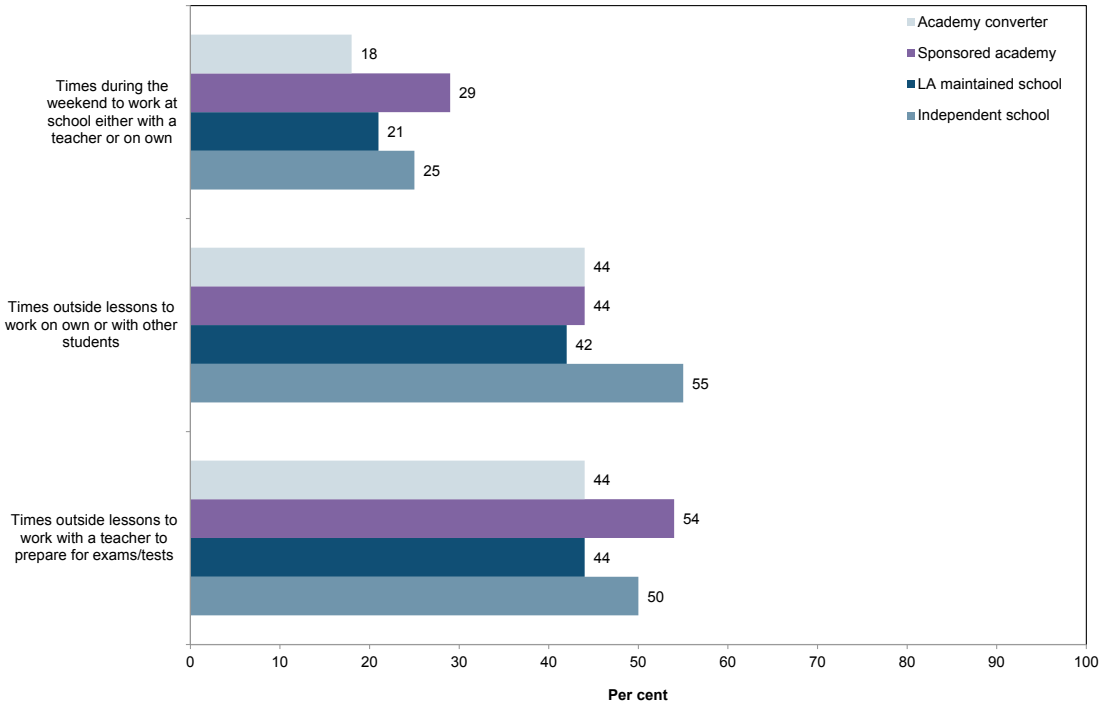


Source: Longitudinal Study of Young People in England: cohort 2, wave 1.
(see footnotes 5,6,11,13 in Annex F)

There were also some notable differences between different school types. Young people were more likely to attend additional sessions in preparation for exams or tests with a teacher if they attended a sponsored academy. Fifty four per cent of young people in sponsored academies attended such sessions where they were available. This compares to 50 per cent in independent schools and 44 per cent of young people at academy converter schools or LA maintained schools.

Not only were sponsored academies more likely to provide opportunities to study at the weekend, their pupils were also more likely to take advantage of weekend study opportunities compared to other young people (Figure 2.5). Twenty nine per cent of young people in sponsored academies used available weekend sessions compared to young people at either academy converter schools (18 per cent) or LA maintained schools (21 per cent).

Figure 2.5 Young people attending extra-curricular academic activities (where available) by school type



Source: Longitudinal Study of Young People in England: cohort 2, wave 1.
(see footnotes 6,11, 13 in Annex F)

Private tuition

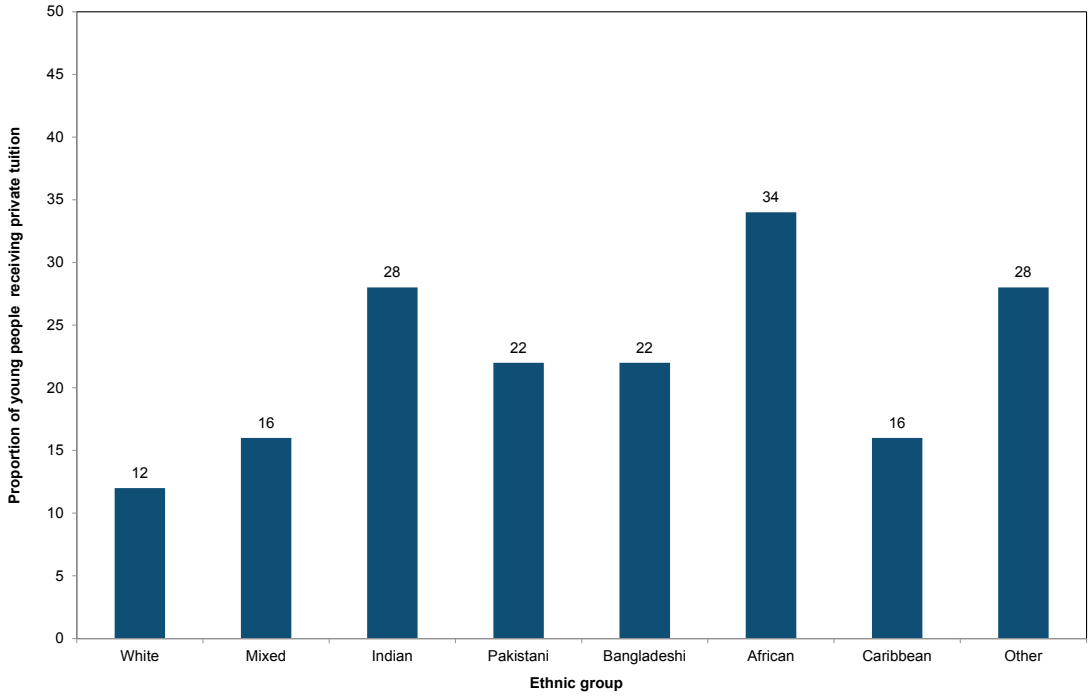
Over 1 in 10 young people had additional tuition paid for them by parents[3] or other family members during the 12 months prior to LSYPE2 (14 per cent). This was most commonly for extra tuition in maths - 54 per cent of those who received private tuition (or 8 per cent of all young people whose parents said whether they received private tuition). Thirty per cent of those paying for additional tuition had paid for music classes, 31 per cent for English and 16 per cent for science.

There were some clear differences in families paying for extra tuition between young people from different ethnic groups (Figure 2.6). Just over one third of young people in the African ethnic group received private tuition (34 per cent) as did 28 per cent of Indian young people and 28 per cent in the 'other' ethnic

[3] All questions asked of 'parents' in this chapter were asked of one parent in each household, who identified themselves as the 'main parent', or the person who undertook most of the caring responsibilities. See Annex B for a full explanation of who is counted as a parent and who responds to these questions.

group (which is largely made up of other Asian or Arab ethnic backgrounds). This compares to 12 per cent of white young people.

Figure 2.6 Private tuition by ethnic group

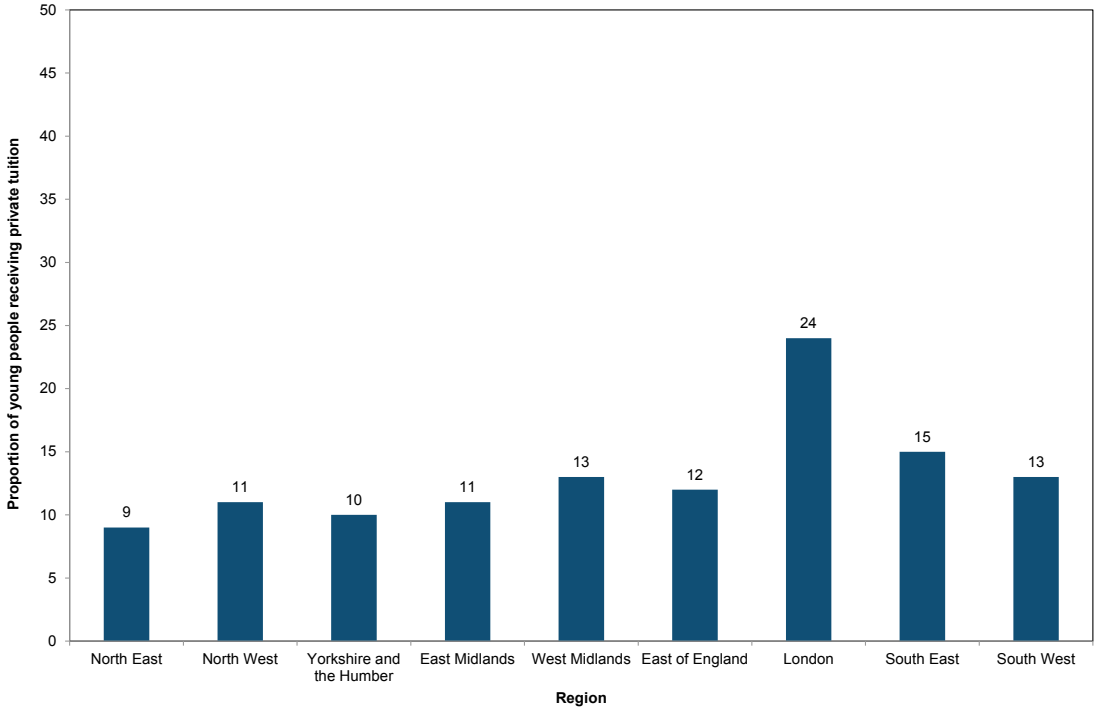


Source: Longitudinal Study of Young People in England: cohort 2, wave 1.
(see footnotes 6,11,13 in Annex F)

As might be anticipated, there were some links between economic status and receiving private tuition. Young people with free school meals (FSM) were less likely to receive private tuition (8 per cent) compared to young people without FSM (14 per cent).

Private tuition was more common in London compared to other areas of the country (Figure 2.7). Almost one quarter of young people received private tuition in London (24 per cent). This is likely to be linked to the higher concentration of minority ethnic groups living in London, as young people from these groups are also more likely to have received private tuition. However, white young people living in London were also more likely to have received private tuition compared to those living in other areas. Seventeen per cent of white young people living in London had received private tuition compared to an average of 11 per cent of white young people living elsewhere.

Figure 2.7 Private tuition by region

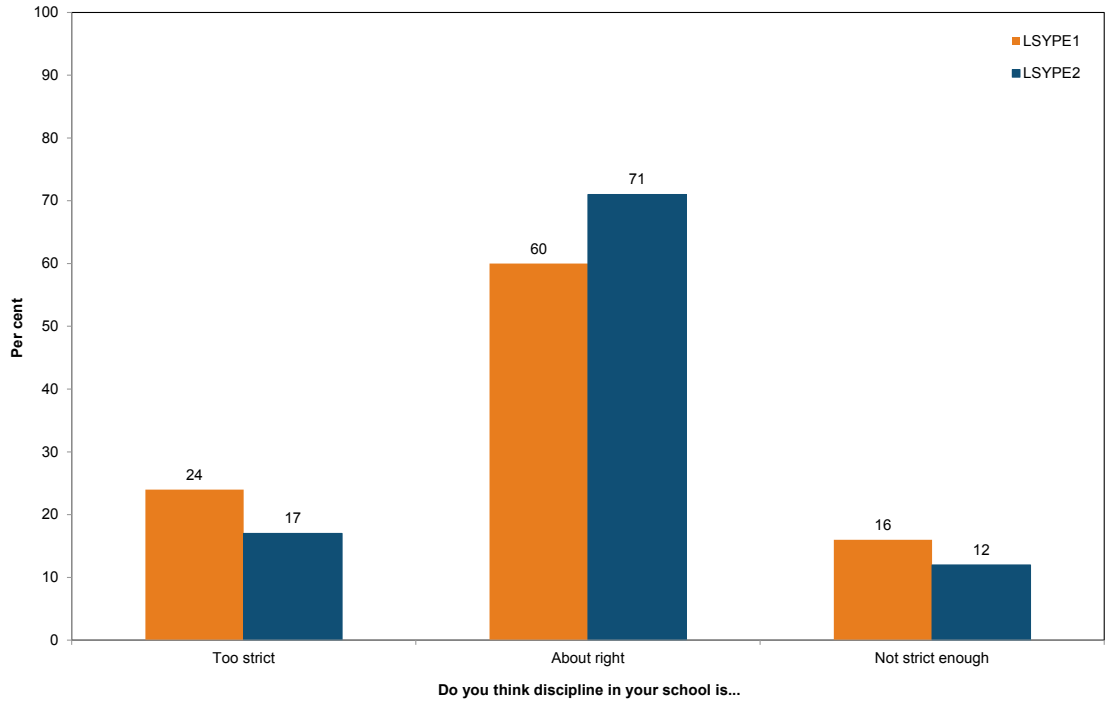


Source: Longitudinal Study of Young People in England: cohort 2, wave 1.
(see footnotes 6,11, 13 in Annex F)

School rules and discipline

Young people's views of what was an acceptable level of discipline changed between LSYPE1 and LSYPE2 (Figure 2.8). Young people in LSYPE2 were less likely to think their school was too strict and more likely to think discipline to be about right. Seventy one per cent of young people felt that discipline was about right in LSYPE2 compared to 60 per cent in LSYPE1.

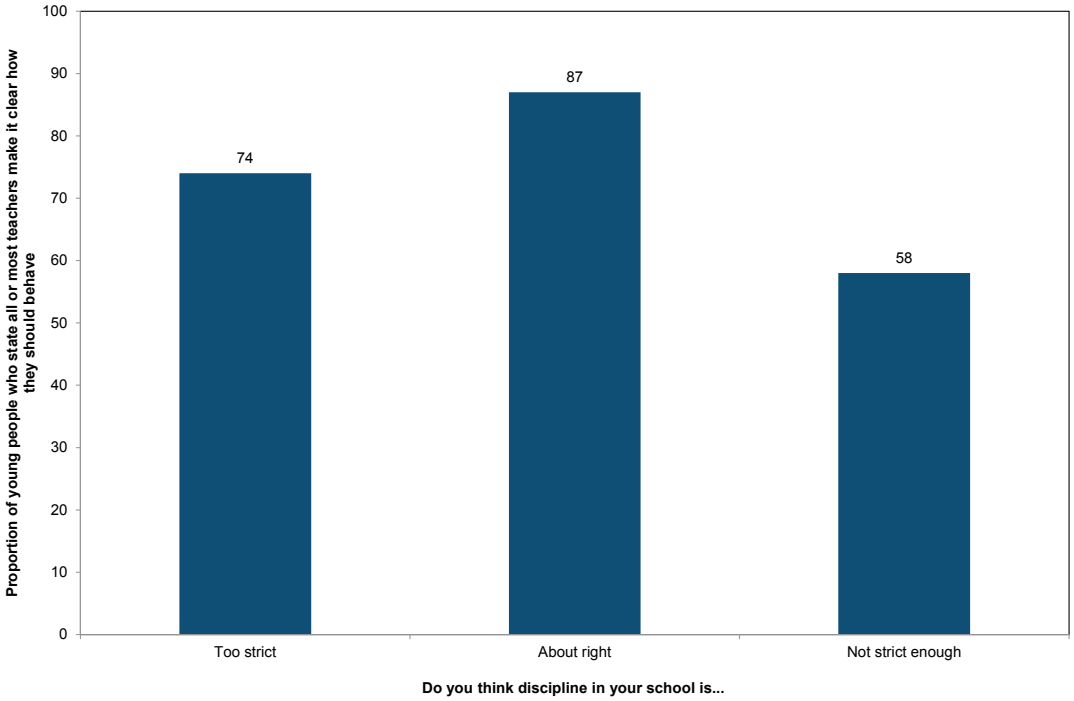
Figure 2.8 Perception of school discipline - LSYPE1 and LSYPE2



Source: Longitudinal Study of Young People in England: cohorts 1 and 2, wave 1.
(see footnotes 1,11, 13 in Annex F)

There does appear to be some confusion from young people in terms of what is expected from the school and teachers. In schools considered too strict by young people, 74 per cent of young people reported that all or most of their teachers make it clear how they expect pupils to behave compared to 87 per cent of young people in schools where they considered the discipline to be about right.

Figure 2.9 Young people's perception of whether teachers make it clear how they should behave by their views on school discipline



Source: Longitudinal Study of Young People in England: cohort 2, wave 1.
(see footnotes 11, 13 in Annex F)

There were some clear differences in attitude by the type of school the young person attended (Table 2.2). In LSYPE2, young people in sponsored academies were more likely to feel that discipline was too strict in their school compared to young people attending other types of school. Young people attending LA maintained schools were slightly more likely to say that discipline was not strict enough and young people attending independent schools were more likely to say they thought discipline was about right compared to other young people.

The higher the school's Ofsted rating, the greater the likelihood that young people attending considered the school discipline to be about right (Table 2.2). Young people were more likely to think their school discipline was not strict enough the lower the Ofsted rating of the school (25 per cent of young people attending schools rated inadequate compared to 8 per cent in schools rated outstanding).

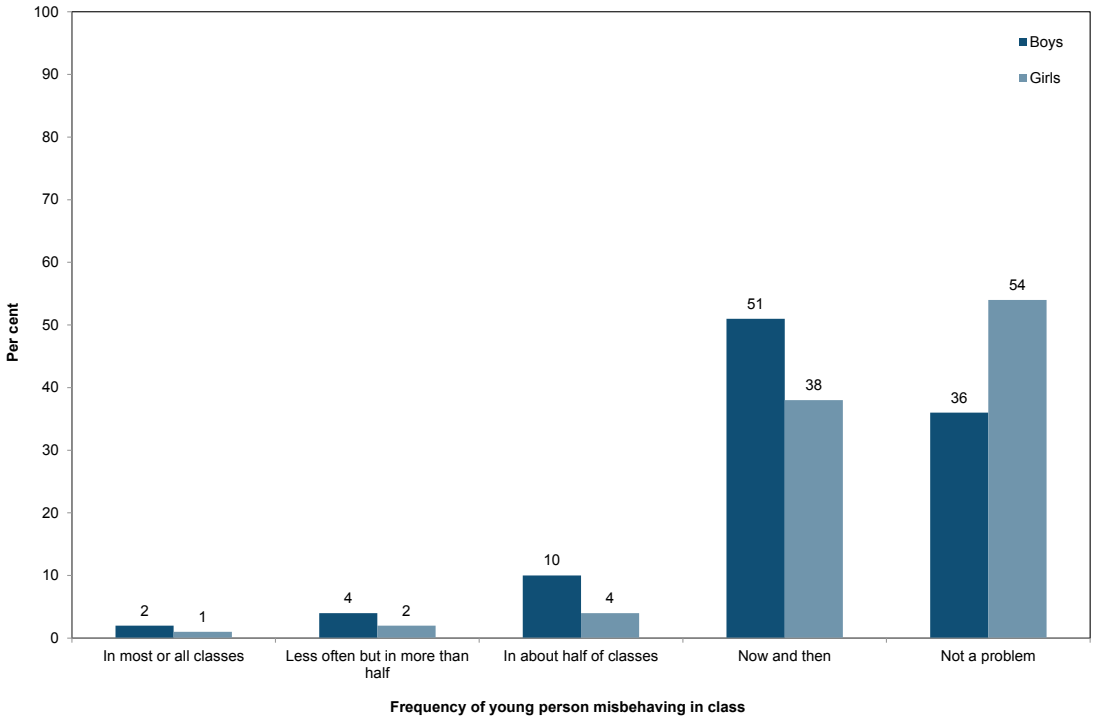
Table 2.2 Perception of school discipline by school type and Ofsted rating

	Do you think the discipline in your school is…			Base (weighted)
	Too strict	About right	Not strict enough	
	%	%	%	
School type				
Academy converter	17	73	11	4,568
Sponsored academy	22	65	13	1,234
LA maintained school	17	68	15	5,252
Special school	11	76	13	147
Independent school	9	87	4	859
Ofsted rating				
Outstanding	18	73	8	2,973
Good	17	71	12	5,097
Requires improvement	17	66	17	2,231
Inadequate	19	56	25	517

Source: Longitudinal Study of Young People in England: cohort 2, wave 1.
(see footnotes 1,6,7,11,13 in Annex F)

Boys were more likely to say they misbehaved in class (Figure 2.10). Sixty four per cent of boys said they did at least now and then compared to 46 per cent of girls. Mostly, this disruption was occasional. Fifty one per cent of boys and 38 per cent of girls said they misbehaved in class now and then. Just 6 per cent of boys and 4 per cent of girls said they caused trouble in more than half of their classes.

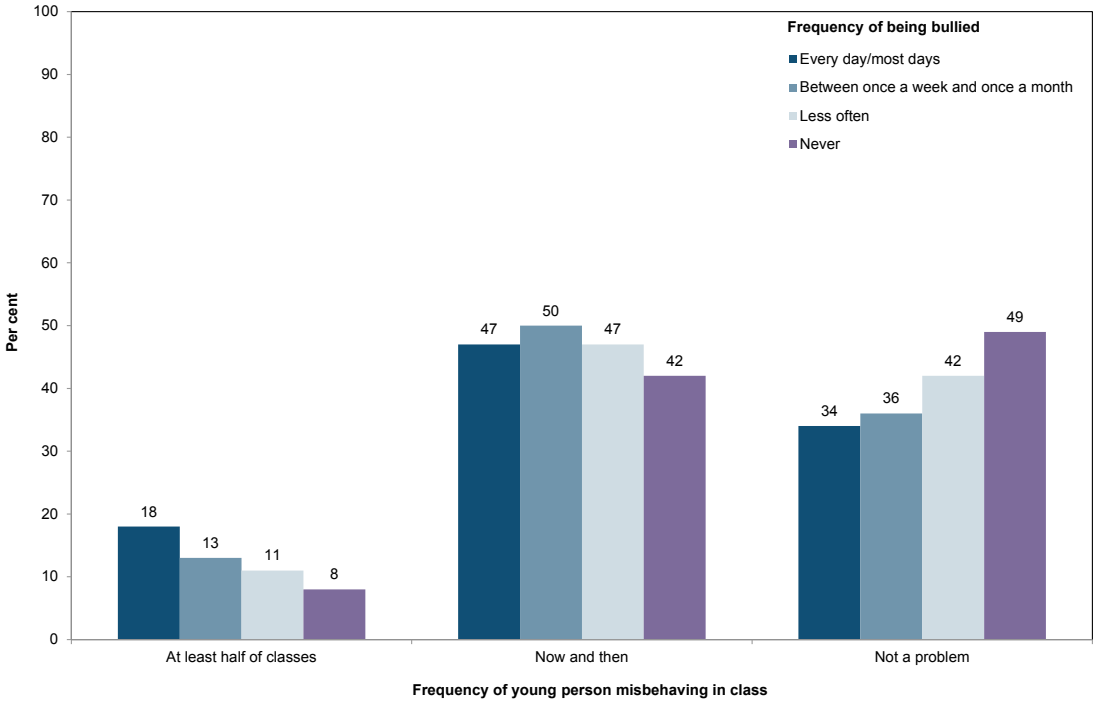
Figure 2.10 How often young people misbehaved in class by gender



Source: Longitudinal Study of Young People in England: cohort 2, wave 1.
(see footnotes 1,11, 13 in Annex F)

Young people who were bullied were also more likely to misbehave in class (Figure 2.11). Almost two thirds of young people (66 per cent) who were bullied daily reported misbehaving in class at least occasionally compared to around half (51 per cent) of young people who were not bullied.

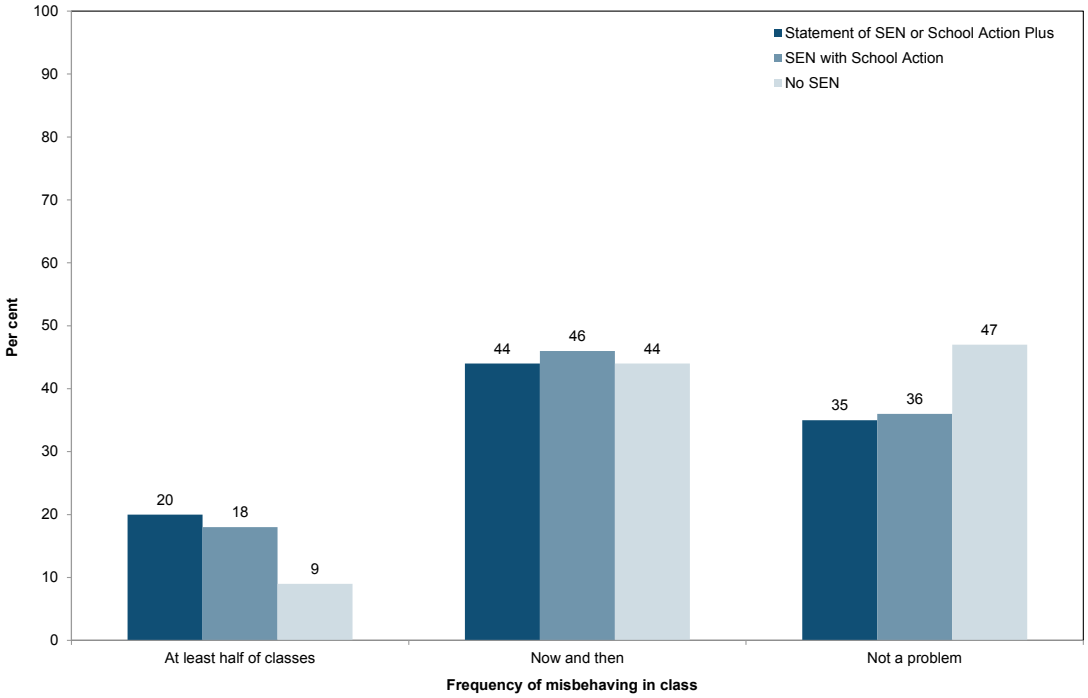
Figure 2.11 How often young people misbehaved in class by frequency of bullying experienced



Source: Longitudinal Study of Young People in England: cohort 2, wave 1.
(see footnotes 1,6,11,13 in Annex F)

Similarly, young people with special educational needs (SEN) were more likely to misbehave in class. Twenty one per cent of young people with a statement of SEN or SEN with School Action Plus and 18 per cent of young people with a SEN with School Action said they misbehaved in at least half of their classes. The same was true for 9 per cent of young people without a SEN.

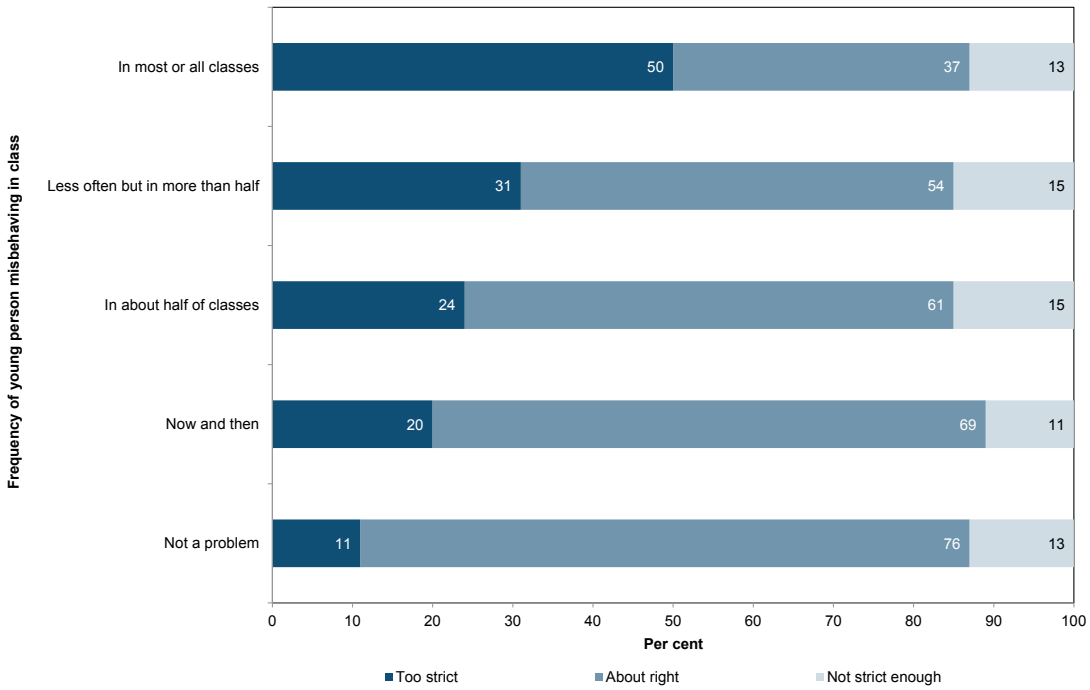
Figure 2.12 How often young people misbehaved in class by special educational needs



Source: Longitudinal Study of Young People in England: cohort 2, wave 1.
(see footnotes 1,6,11,13 in Annex F)

The more often a young person reported misbehaving in class, the more likely they were to say that school discipline was too strict (Figure 2.13). Fifty per cent of young people who misbehaved in class felt school discipline was too strict compared to 11 per cent of young people who said there was not a problem with them misbehaving in class.

Figure 2.13 Perception of school discipline by how often the young person misbehaved in class

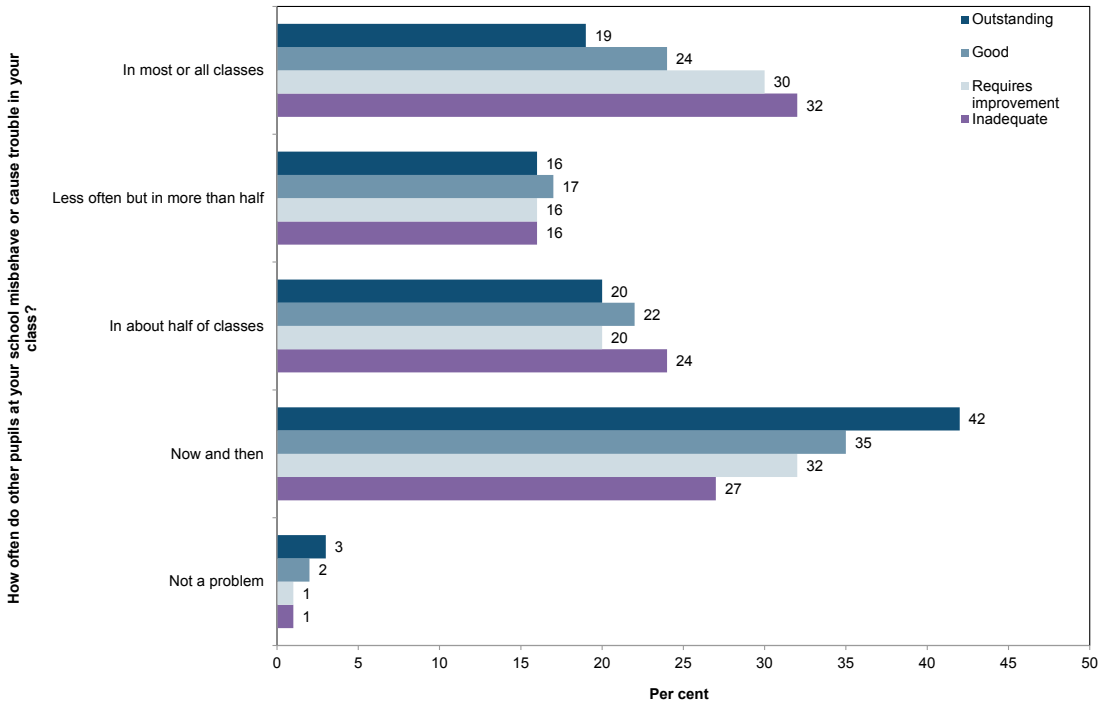


Source: Longitudinal Study of Young People in England: cohort 2, wave 1.
(see footnotes 1,6,11,13 in Annex F)

Perhaps reflecting an overall change in school discipline, young people in LSYPE2 were less likely to report pupils causing trouble in most or all of their classes. This decreased from 32 per cent in LSYPE1 to 23 per cent of young people in LSYPE2.

The amount of reported disruption in most or all classes was generally lower in schools with higher Ofsted ratings (only 19 per cent of young people in schools rated outstanding reported this to be the case compared to 24 per cent in schools rated good and 30 per cent in schools rated must improve or inadequate).

Figure 2.14 Frequency of class disruption by Ofsted rating



Source: Longitudinal Study of Young People in England: cohort 2, wave 1.
(see footnotes 1,6,11,13 in Annex F)

Young people were also asked how often class disruption made it difficult to study. Overall, 10 per cent of young people in LSYPE2 felt that disruption made it difficult to study in most of their classes but this again varied by the Ofsted rating of their school. Young people reporting difficulties in studying largely reflected the pattern of class disruption between different schools. In schools rated inadequate or must improve, 14 per cent of young people said it was difficult to study in most of their classes compared to 7 per cent of young people in outstanding schools and 11 per cent in schools rated good.

Homework

The majority of young people spent at least one hour a week on homework[4] (91 per cent). The remaining 9 per cent did not spend any time on homework. This varied considerably by the characteristics of the young person and the school they attended.

[4] Homework referred to any work set by teachers which was done outside lessons times, either at home or elsewhere (including work done at school outside of lesson time).

As shown in Table 2.3, girls were slightly more likely to spend 3 or more hours a week on homework (50 per cent did so compared to 43 per cent of boys).

Young people from the Indian ethnic group spent longer doing homework each week compared to other young people. Sixty six per cent of young people from the Indian ethnic group spent 3 hours and over on homework each week, a considerably higher proportion than young people in other ethnic groups.

Table 2.3 Number of hours spent on homework per week by gender and ethnic group

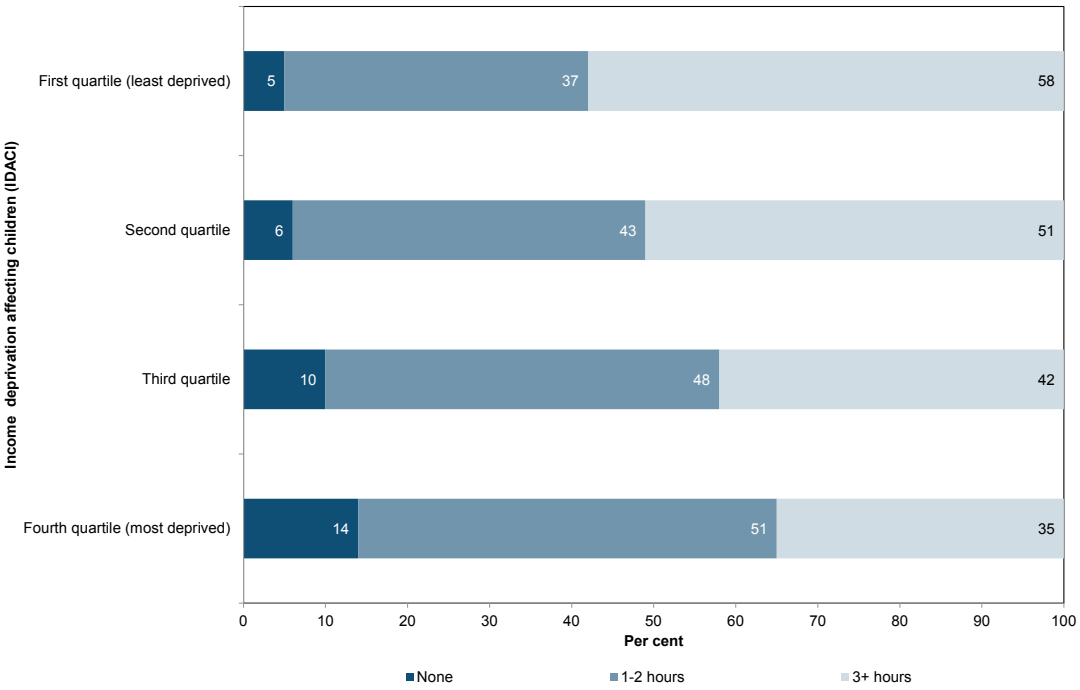
	Average hours spent on homework per week			Base (weighted)
	None	1-2	3 and over	
	%	%	%	
Gender				
Boys	10	47	43	6,145
Girls	7	43	50	5,768
Ethnic group				
White	10	45	46	9,687
Mixed	9	46	45	474
Indian	*	33	66	313
Pakistani	6	52	42	396
Bangladeshi	4	60	36	158
African	2	49	49	354
Caribbean	10	50	40	152
Other	3	39	58	357

Source: Longitudinal Study of Young People in England: cohort 2, wave 1.
(see footnotes 1,4,6,7,11,13 in Annex F)

There was also a clear relationship between deprivation and the number of hours young people spent on homework each week (Figure 2.15). The greater the level of deprivation[5] in the area the young person lived, the less likely they were to spend 3 or more hours a week on homework.

[5] This has been measured using the income deprivation affecting children index (IDACI). For further details, see Annex B.

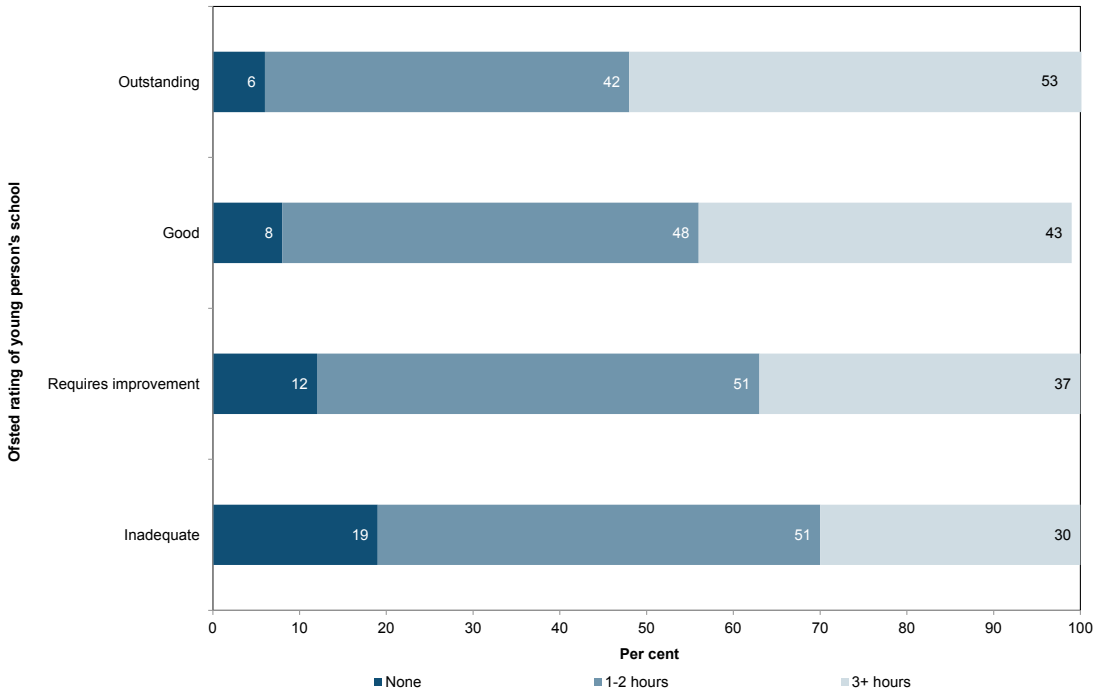
Figure 2.15 Number of hours spent on homework per week by IDACI



Source: Longitudinal Study of Young People in England: cohort 2, wave 1.
(see footnotes 1,6,11,13 in Annex F)

Reflecting some of the other findings in Chapter 2, there was a clear link between the Ofsted rating of the young person's school and the amount of time they spent on homework. The better the Ofsted rating, the more likely young people were to spend 3 or more hours a week on homework. Over half (53 per cent) of young people in schools rated outstanding spent 3 hours or more a week doing homework compared to less than one third (30 per cent) of young people in schools rated inadequate. Nineteen per cent of young people in schools rated inadequate said they did not do any homework.

Figure 2.16 Number of hours spent weekly on homework by Ofsted rating



Source: Longitudinal Study of Young People in England: cohort 2, wave 1.
(see footnotes 1,6,11,13 in Annex F)

There was also a relationship between the number of hours spent on homework each week and the type of school the young person attended. Sixteen per cent of young people in sponsored academies, 9 per cent in LA maintained schools and 6 per cent in academy converters reported they spent no time on homework each week. At the other end of the scale, 83 per cent of young people attending independent schools spent 3 or more hours a week on homework compared to 33 per cent in sponsored academies, 41 in LA maintained schools and 50 per cent in academy converters.

The majority of young people who reported receiving homework also reported receiving help with their homework (83 per cent).

Attitudes to school

Young people were generally positive about school. Just 5 per cent of young people from LSYPE2 felt that school work was not worth doing and 6 per cent felt that school was a waste of time (Table 2.4). Despite the acknowledgment that school work was worth doing, 28 per cent agreed that most of the time they did not want to go to school.

Table 2.4 Attitudes to school

	Agree	Disagree	Don't know
	%	%	%
School is a waste of time for me	6	92	2
School work is worth doing	93	5	1
Most of the time I don't want to go to school	28	68	4
On the whole I like being at school	84	12	3
I work as hard as I can in school	88	9	3
I am bored in lessons	34	58	7
The work I do in lessons is a waste of time	7	90	4
The work I do in lessons is interesting to me	78	16	7
I get good marks for my work	87	7	6

Source: Longitudinal Study of Young People in England: cohort 2, wave 1.
(see footnotes 1,7,13 in Annex F)

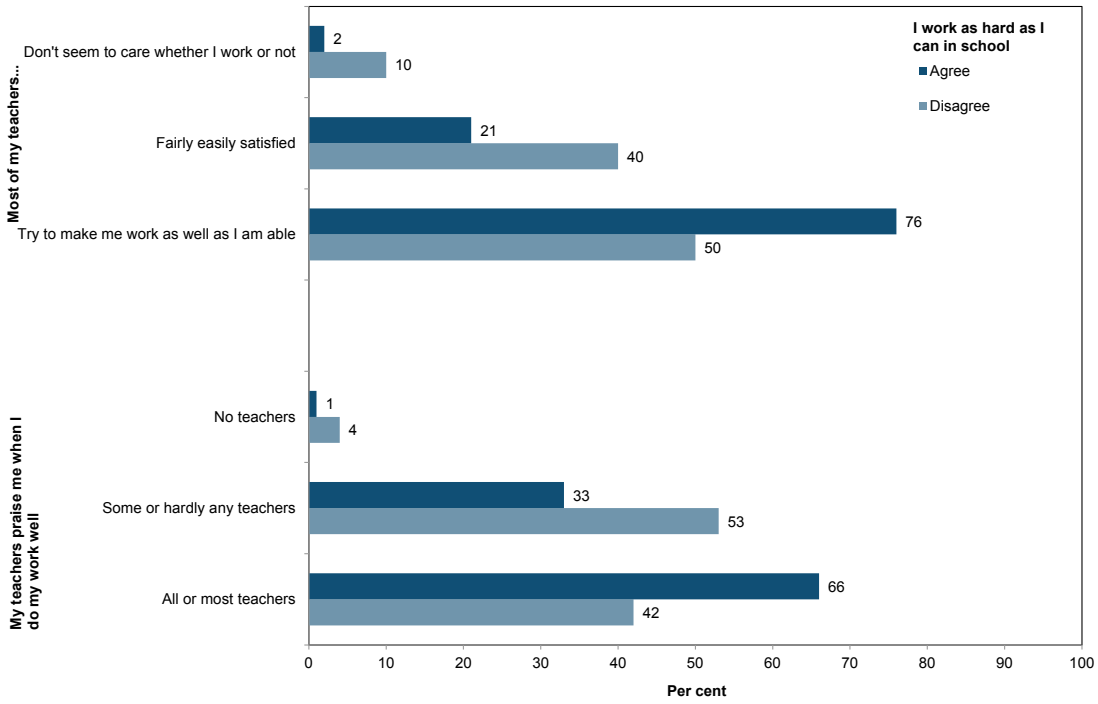
Base (weighted): 12,734

There were some differences in attitude to school among different groups of young people. For example, young people with FSM were slightly more likely to agree that school was a waste of time (9 per cent) compared to those without FSM (6 per cent). This also reflected the levels of deprivation in the area the young person lived. Young people living in areas of higher deprivation (the bottom 2 IDACI quartiles) were more likely to consider school a waste of time (8 per cent) compared to 4 per cent living in less deprived areas (the top 2 IDACI quartiles).

As might be expected, a young person's attitude towards their school work was similar to their perceptions of their teachers (Figure 2.17). Young people who agreed they worked hard at school work were also more likely to report that their teachers praised them when they did good work. Similarly, young people reporting they worked hard at school were more likely to feel their teachers tried hard to make them work as well as they were able to.

It is not possible to state from the data whether the young person's experience of their teachers was less positive because they did not work as hard as the teachers expected or whether the young person did not work as hard as they might because they lacked the support of their teachers. The relationship between the two statements is, in reality, likely to be complex.

Figure 2.17 Young people's perception of teachers by how hard they work at school



Source: Longitudinal Study of Young People in England: cohort 2, wave 1.
(see footnotes 1,6,11,13 in Annex F)

Year 10 subject choices

Young people took part in the LSYPE wave 1 surveys during the second half of their time in year 9 at school. During this time, young people traditionally make decisions about which subjects they wish to continue studying; generally taking into consideration the qualifications they wish to pass by the end of year 11. There are a number of factors young people will consider as part of this process including the subjects offered by their school, advice from the school about which subjects they consider the young person to be stronger in, future education and careers aspirations. At the time of the LSYPE2 survey, 86 per cent had agreed which subjects they would be studying in year 10.

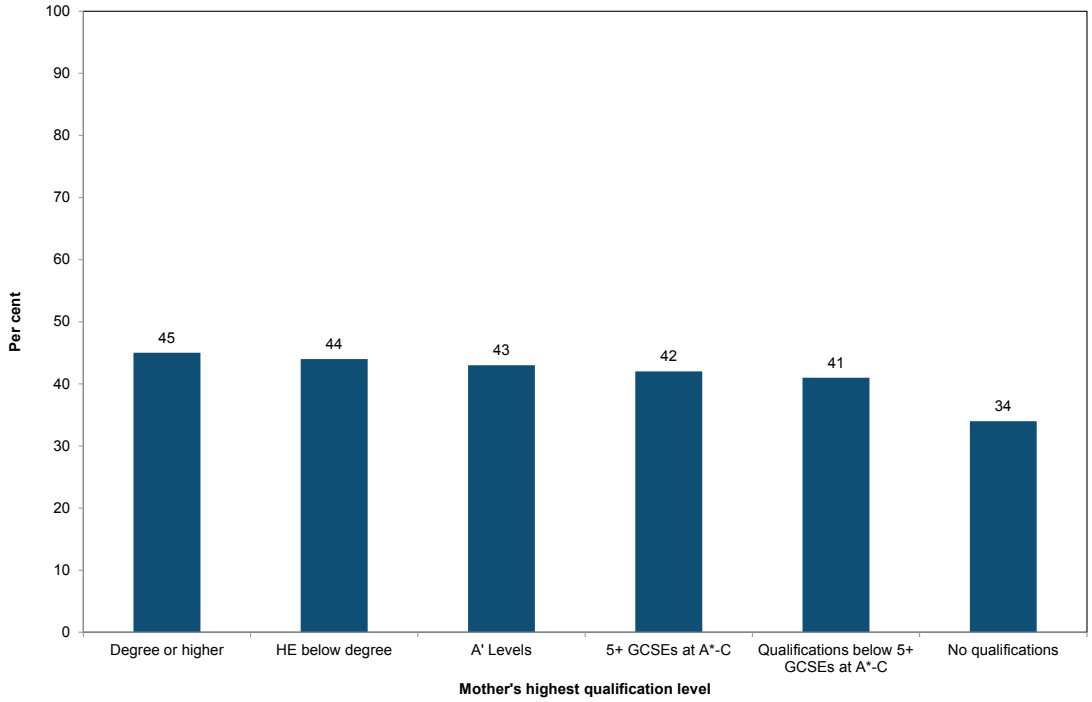
As would be expected, in LSYPE2, almost all young people played a part in the decision making process (97 per cent). Forty two per cent of parents were active in the decision as were 18 per cent of schools. Despite the seemingly low proportion of schools inputting into the year 10 decisions, 60 per cent of young people reported that their year 10 decisions had been dependent on recent exam results (either a great deal dependent or quite a lot) which would

suggest that schools played a bigger role in the young person's decision than reported (increasing from 48 per cent in LSYPE1).

Between LSYPE1 and LSYPE2, there was a small, but significant, decline in the likelihood of parental involvement in the year 10 choices (declining from 45 per cent of parents in LSYPE1 to 42 per cent in LSYPE2). Overall, parents in LSYPE2 said they were satisfied with the year 10 subject choices on offer to the young person (54 per cent were very satisfied and 37 per cent were fairly satisfied).

Parents were less likely to participate in the decision regarding which subjects the young person chose to study in year 10 where the mother of the young person had no qualifications (Figure 2.18).

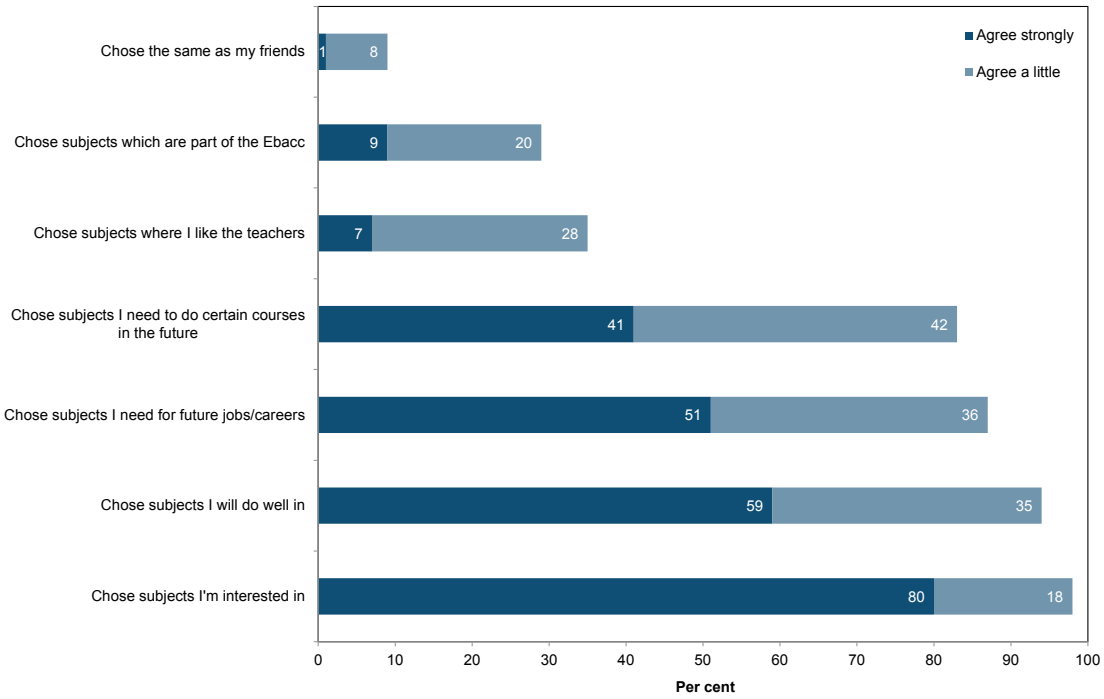
Figure 2.18 Parental involvement in year 10 subject choice decisions by mother's highest qualification



Source: Longitudinal Study of Young People in England: cohort 2, wave 1.
(see footnotes 6,11,13 in Annex F)

There were a number of reasons for young people choosing their year 10 subjects. These centred on current strengths and interests and future plans. Ninety eight per cent of young people chose subjects they were interested in and 94 per cent chose subjects they thought they would do well in. With an eye to the future, 87 per cent chose subjects they would need for future jobs and 83 per cent chose subjects they would need to do well in to progress to future studies.

Figure 2.19 Reasons for choosing year 10 subjects



Source: Longitudinal Study of Young People in England: cohort 2, wave 1.
(see footnotes 6,11,13 in Annex F)

Truancy, absences and exclusions

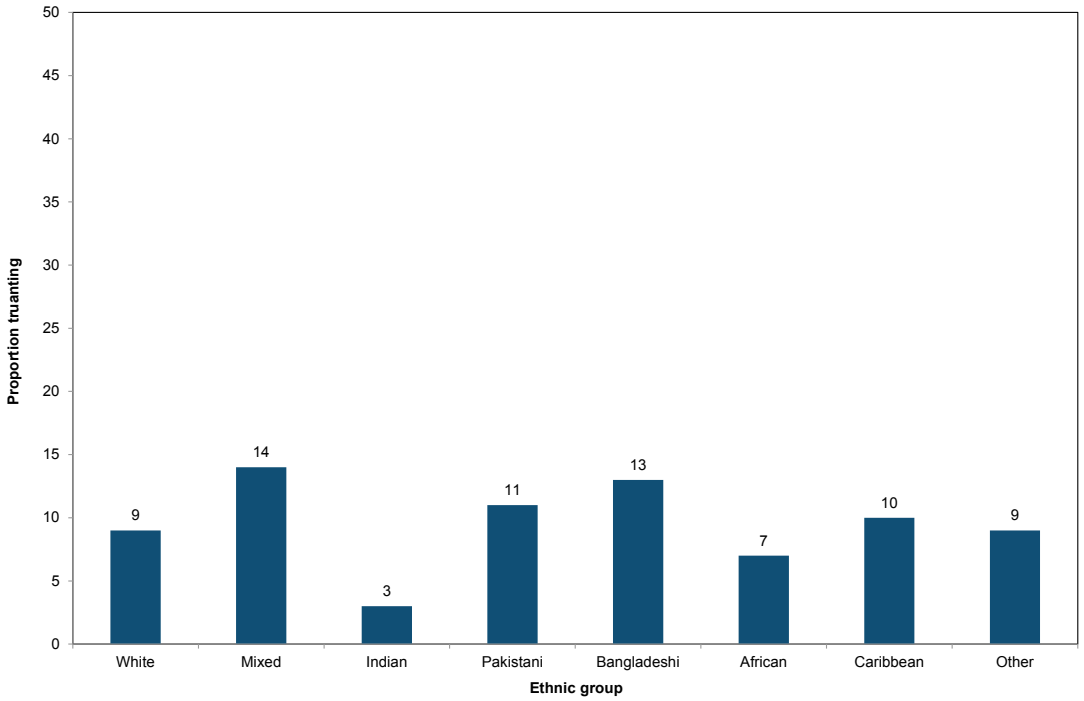
Truancy levels decreased over the years between LSYPE1 and LSYPE2. Young people from LSYPE2 were significantly less likely to miss school without permission compared to young people from LSYPE1. At the time of the wave 1 survey in LSYPE1, 15 per cent of young people reported truanting at least once in the previous 12 months. By LSYPE2, this had declined to 9 per cent.

Just 31 per cent of parents of young people who reported truanting said they had been informed by the school that the young person had been missing without permission.

The majority of young people in LSYPE2 who truanted tended to miss either the odd day or odd lessons. Of those who reported truanting, 38 per cent said the longest time they had truanted for during the previous 12 months was the odd lesson and 34 per cent had missed the odd day. Some young people however missed longer periods of time. Seven per cent reported missing weeks of school at a time and a further 9 per cent missed days at a time. Twelve per cent did not know what the longest period of truanting had been (or did not want to answer the question).

Truancy levels varied by a number of factors including ethnic group, factors associated with deprivation, SEN and bullying. In terms of ethnic group, young people from the Indian ethnic group were significantly less likely to truant (3 per cent) compared to other young people.

Figure 2.20 Truancy levels by ethnic group



Source: Longitudinal Study of Young People in England: cohort 2, wave 1.
(see footnotes 6,13 in Annex F)

Truancy was associated with a number of factors related to deprivation (Table 2.5). Young people with FSM were twice as likely to truant (16 per cent compared to 8 per cent of young people without FSM). Young people living in more deprived areas (bottom 2 IDACI quartiles) were also more likely to truant.

Table 2.5 Truancy levels by measures of deprivation

	Played truant in previous 12 months			Base (weighted)
	Yes	No	Don't want to say/don't know	
	%	%	%	
Free school meals (FSM)				
Without FSM	8	84	8	9,458
With FSM	16	71	12	1,815
Income deprivation affecting children index (IDACI)				
First quartile (least deprived)	6	88	6	3,194
Second quartile	7	86	7	3,038
Third quartile	11	80	9	3,080
Fourth quartile (most deprived)	13	76	11	3,410

Source: Longitudinal Study of Young People in England: cohort 2, wave 1.
(see footnotes 1,6,7,13 in Annex F)

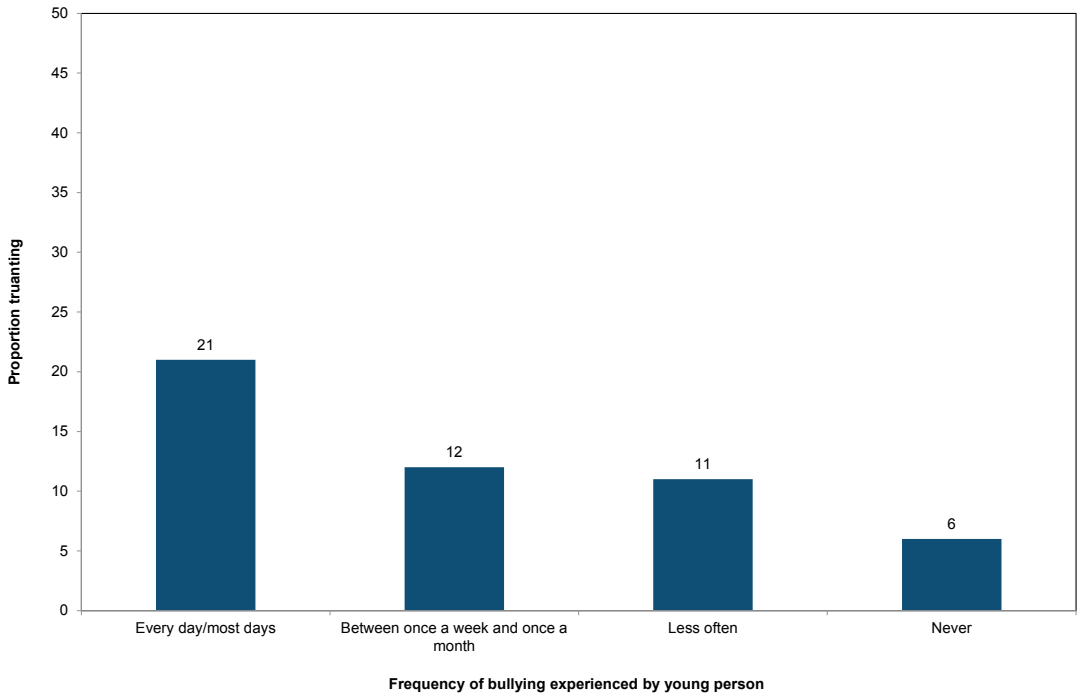
Young people living in single parent households were almost twice as likely to have truanted from school at least once in the 12 months before they were interviewed. Fourteen per cent of young people living in a household with one parent had played truant compared to 7 per cent of young people in households with two parents present.

A further significant factor associated with young people who truanted was having a SEN. This reflects the finding that young people in special schools were more likely to truant. Sixteen per cent of young people with a SEN reported truanting in the previous 12 months compared to 8 per cent of young people without a SEN. Young people with a statement of SEN or SEN with School Action Plus were also more likely to truant for longer periods of time. Fifteen per cent of young people with a statement of SEN or SEN with School Action Plus reported the longest period they had truanted during the previous 12 months was weeks at a time. This compares to 5 per cent of young people without a SEN who had truanted.

There was a clear link between bullying and truancy: the greater the incidence of bullying, the more likely the young person was to truant (Figure 2.21). Twenty one per cent bullied daily reported truanting during the 12 months

before they were interviewed. This is more than 3 times the proportion of those who were not bullied (6 per cent). Young people who were frequently bullied (most days) were also more likely to have truanted for longer periods of time. For 15 per cent, the longest period they had truanted for during the previous 12 months had been for weeks or more. This compares to 6 per cent of young people who had not been bullied but had truanted.

Figure 2.21 Truancy levels by frequency of bullying experienced by young person



Source: Longitudinal Study of Young People in England: cohort 2, wave 1.
(see footnotes 6,13 in Annex F)

There were various reasons why young people claimed they truanted from school. One fifth (20 per cent) who had truanted said it was mainly because they did not like a particular lesson. A further 17 per cent said they were bored, 15 per cent truanted because they did not like school, 14 per cent because they did not like the teacher and 13 per cent because of bullying.

Girls were more likely to miss school because of bullying compared to boys (17 per cent and 9 per cent respectively gave this as the main reason for truanting). Boys, on the other hand, were more likely to say they were bored (20 per cent compared to 14 per cent of girls).

Unsurprisingly, young people who were frequently bullied were considerably more likely to cite bullying as the main reason for missing school. Forty three per cent of young people who were bullied most days and reported truanting

said the main reason they truanted was because of bullying. This compares to 15 per cent of young people who were bullied between once a week and once a month and 5 per cent who were bullied less frequently.

Young people were additionally asked if they ever missed school because their parent kept them off for a reason other than illness. Seventeen per cent reported this had happened (and a further 7 per cent said they did not know if it had happened or did not want to answer the question).

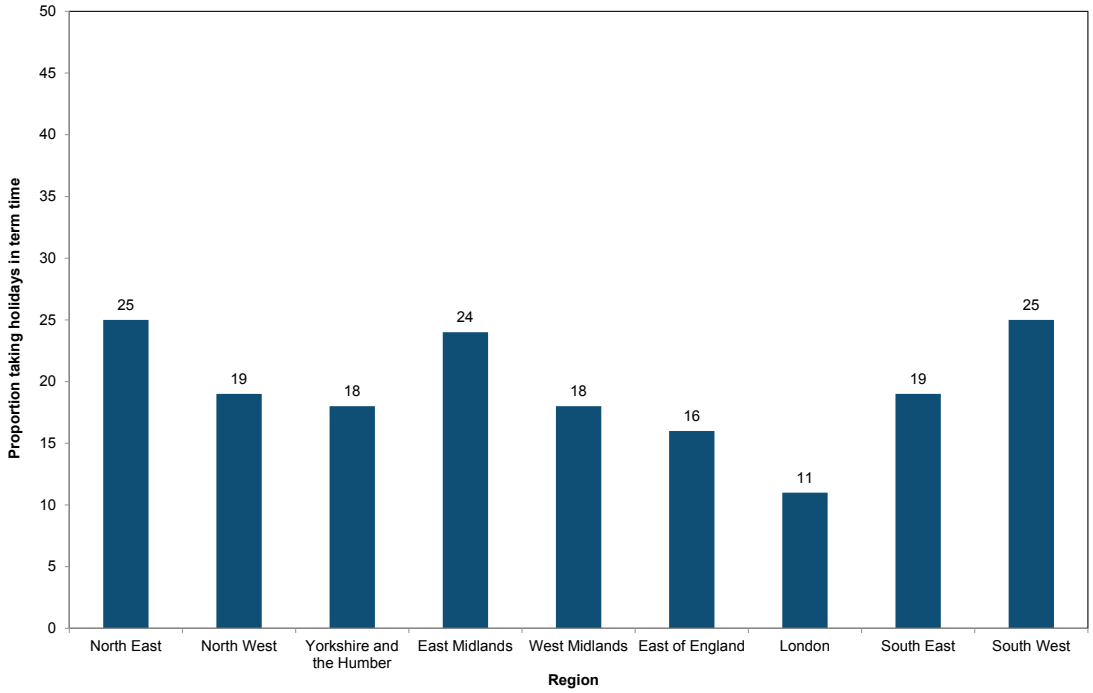
As with truanting, there was a link between bullying and whether or not the young person was kept from school by a parent. Young people who were bullied most days were more likely to have been kept from school (24 per cent). This compares to 20 per cent of young people who were bullied less frequently and 15 per cent of young people who had not been bullied.

The majority of young people who were kept from school were kept off infrequently (79 per cent were kept off less often than a couple of times a month). However, 7 per cent were kept from school once or twice a month, 2 per cent weekly and 11 per cent did not know (or did not wish to answer) how often they were kept from school by their parent.

Holidays during term time

Almost one fifth of young people missed school for a holiday (19 per cent). This varied by region, suggesting that it is considered more acceptable in some areas compared to others (Figure 2.22). Young people living in London were the least likely to take a holiday during term time (11 per cent). This compares to the North East (25 per cent), South West (25 per cent) and East Midlands (24 per cent).

Figure 2.22 Term time holidays by region



Source: Longitudinal Study of Young People in England: cohort 2, wave 1.
(see footnotes 6,11,13 in Annex F)

Among those who had missed school for a holiday in the 12 months before LSYPE2, the average number of school days missed was 4.7 days (5 days is one school week). For 39 per cent, this meant missing one or two days. Thirty seven per cent missed between 3 and 5 days and 19 per cent missed between 6 and 10 days. Five per cent missed more than two weeks of school.

Of those young people missing school for holidays, 69 per cent had permission from the school.

Exclusions from school

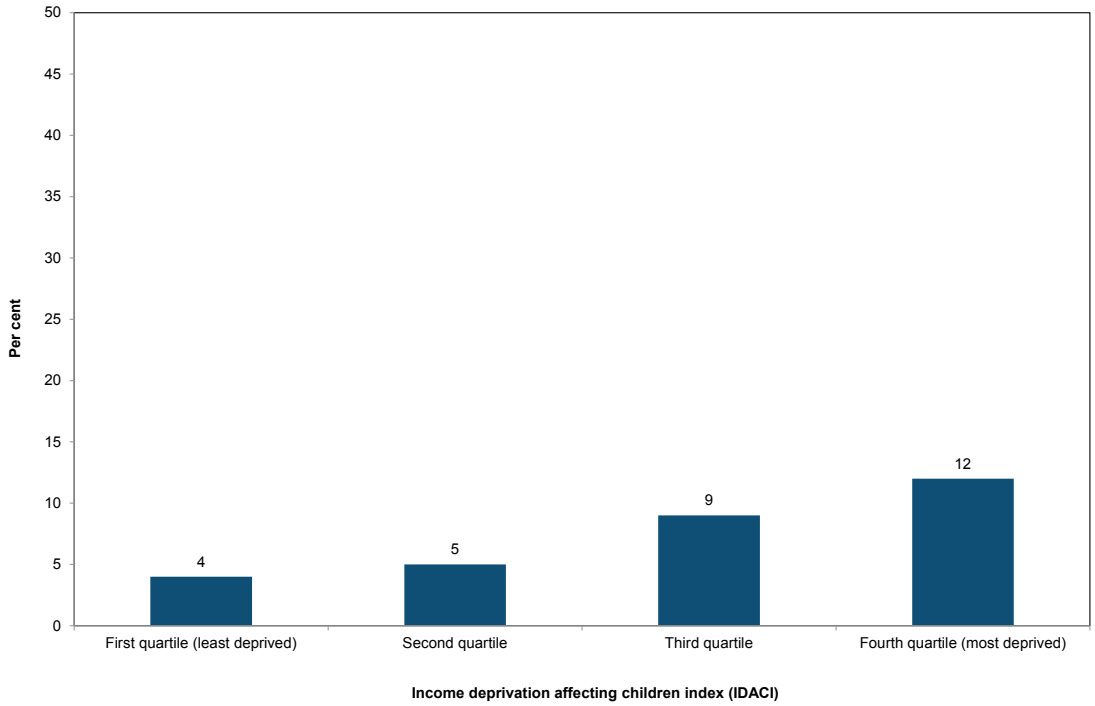
Seven per cent of young people had been temporarily excluded from school (at any point). This was a significant decline from LSYPE1 when 11 per cent had been temporarily excluded.

Of those young people in LSYPE2 who had ever been temporarily excluded, 91 per cent had been temporarily excluded during the previous 3 years. Only

1 per cent of young people in LSYPE2 had ever been permanently excluded from a school[6].

Boys were significantly more likely to have been temporarily excluded from school compared to girls (10 per cent and 4 per cent respectively). There was also a clear relationship with deprivation levels in the area the young person lived (see Figure 2.23). In addition, 17 per cent of young people with FSM had been temporarily excluded compared to 6 per cent of young people without FSM.

Figure 2.23 Temporary exclusions by IDACI

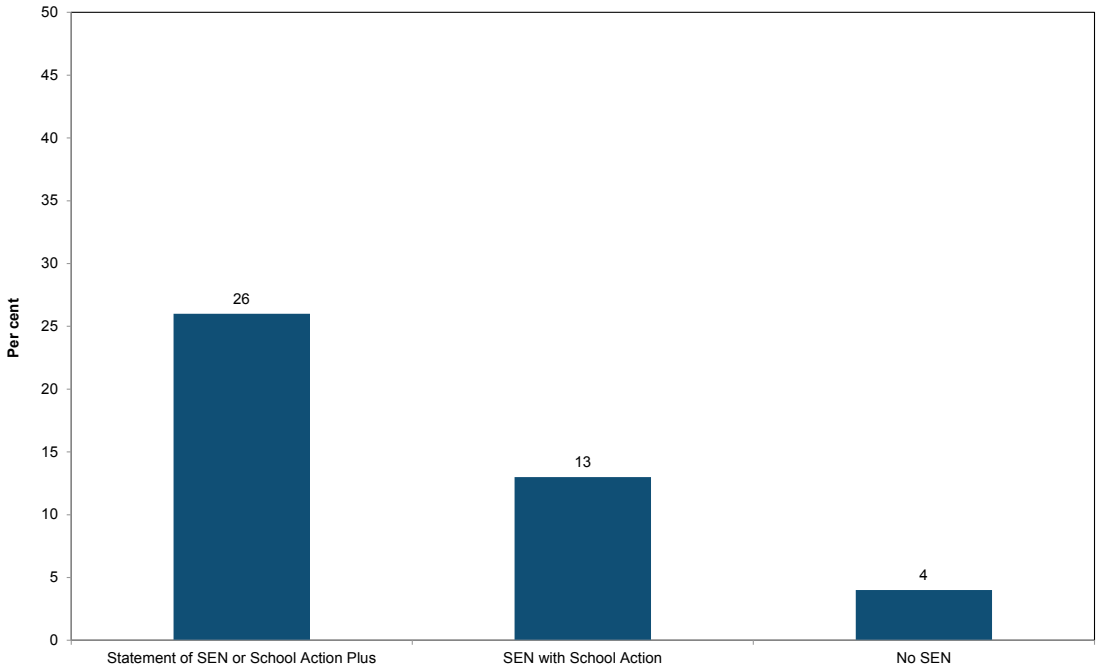


Source: Longitudinal Study of Young People in England: cohort 2, wave 1.
(see footnotes 6,11,13 in Annex F)

Young people with a SEN were significantly more likely to have been temporarily excluded from school (Figure 2.24). Over one quarter (26 per cent) of young people with a statement of SEN or SEN with School Action Plus had been temporarily excluded as had 13 per cent of young people with SEN with School Action and 4 per cent of young people without a SEN.

[6] Young people who had been permanently excluded from a school are not considered further in this report because of the low number available for analysis.

Figure 2.24 Temporary exclusions by special educational needs



Source: Longitudinal Study of Young People in England: cohort 2, wave 1.
(see footnotes 6,11,13 in Annex F)

Whether or not the young person had been bullied was also relevant to whether they had ever been excluded. Five per cent of young people who had not been bullied in the previous 12 months had been excluded from school. This compared to 15 per cent of young people who were bullied daily and 8 per cent of young people who were bullied less frequently.

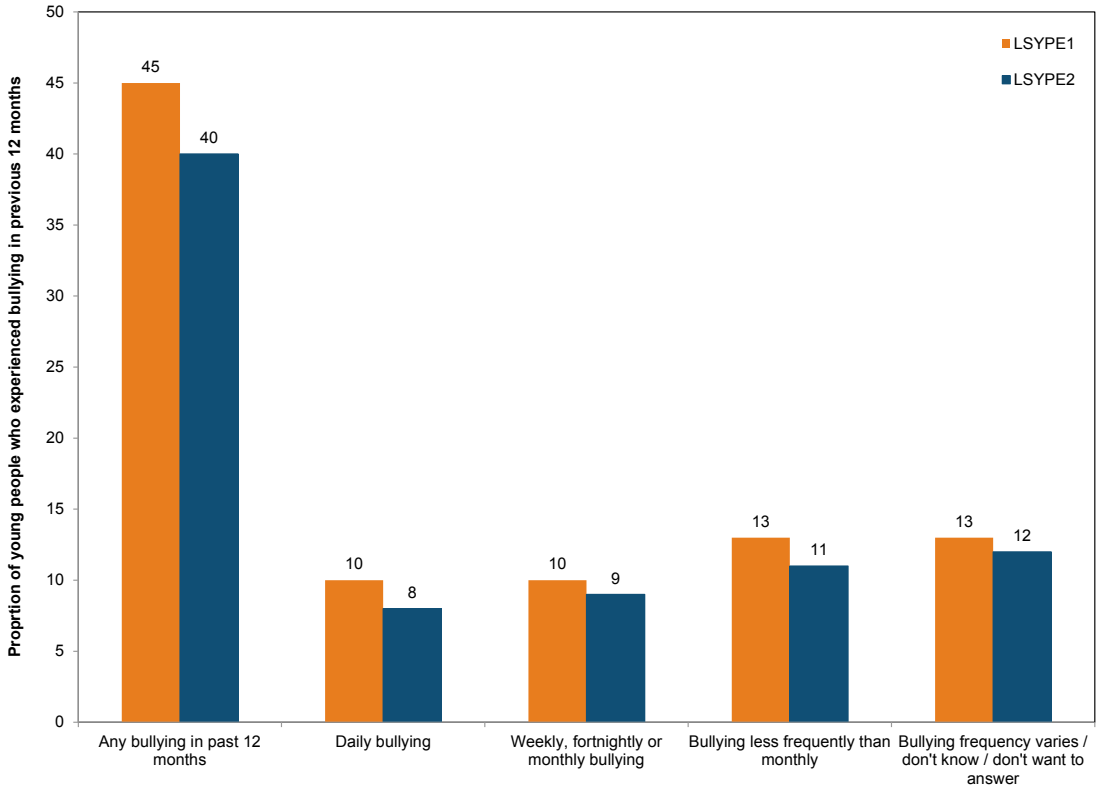
Most commonly, where young people who had been excluded during the previous 3 years, they had only been excluded once (48 per cent). However, 14 per cent had been excluded twice, 6 per cent 3 times and, in 22 per cent of cases, the parent could not recall how many times the young person had been excluded during the previous 3 years (or they did not wish to answer). Ten per cent of young people who had been excluded during the previous 3 years had been excluded more than 3 times.

Bullying

Overall, young people's reports of bullying declined between LSYPE1 and LSYPE2 (Figure 2.25). Forty per cent of young people reported they had been bullied in the previous 12 months in LSYPE2. Clearly, for a significant minority of young people, bullying was a regular problem. Eight per cent of all young people in LSYPE2 reported experiencing bullying daily. A further 9 per cent

experienced bullying between once a week and once a month. Eleven per cent of young people were bullied less than once a month and 12 per cent said the frequency of bullying varied or they did not know how often it happened.

Figure 2.25 Frequency of bullying – LSYPE1 and LSYPE2



Source: Longitudinal Study of Young People in England: cohorts 1 and 2, wave 1.
(see footnotes 13 in Annex F)

Bullying is a complex issue and, as can be seen from other sections in this chapter, it is related to many other areas of school life such as misbehaviour, truancy and temporary exclusion. The chapter does not aim to establish the direction of this relationship; that is, whether bullying is the cause of these other issues or vice versa. However, this chapter does clearly link bullying and other problems at school.

The most common form of bullying was name calling (including via text message and email). This had been experienced by 26 per cent of young people in LSYPE2 in the previous 12 months, decreasing from 29 per cent in LSYPE1 (there was a similar increase in the proportion of young people saying they did not know if they had experienced name calling – increasing from 4 to 6 per cent between LSYPE1 and LSYPE2). The second most

common form of bullying was exclusion from social groups or activities; experienced by 18 per cent in LSYPE2.

Experiences of violence, either threats or actual violence, had declined significantly since LSYPE1. In LSYPE2, 16 per cent of young people had experienced threats of violence in the previous 12 months and 13 per cent had suffered actual violence (declining from 20 per cent and 18 per cent respectively in LSYPE1).

Robbery rates remained very low between LSYPE1 and LSYPE2 with a small fall from 3 per cent in LSYPE1 to 2 per cent in LSYPE2 who had been made to give money or other possessions to other students.

Table 2.6 Types of bullying

	Experienced during previous 12 months		
	Yes	**No**	**Don't want to say/don't know**
	%	%	%
Have you ever been upset by being called hurtful names, including text messages or emails	26	68	6
Have you been excluded from a group of friends or from joining in activities	18	77	6
Have other students ever made you give them money or personal possessions	2	95	2
Have other students *threatened* to hit, kick or use any form of violence against you	16	81	4
Have other students *actually* hit, kicked or used any form of violence against you	13	84	3

Source: Longitudinal Study of Young People in England: cohort 2, wave 1.
(see footnotes 1,7,13 in Annex F)
Base (weighted): 12,734

Girls were considerably more likely to have experienced name calling, including by text message and email, compared to boys (34 per cent compared to 20 per cent of boys). Girls were also more likely to have been excluded from social groups or activities (22 per cent compared to 13 per cent of boys).

This pattern reversed in terms of either threats or actual violence; boys were more likely to have experienced either form of bullying. Eighteen per cent of boys had experienced threats of violence (compared to 13 per cent of girls) and 17 per cent of boys had experienced actual violence compared to 9 per cent of girls.

Young people with a SEN were more likely to have experienced all forms of bullying (Table 2.7). Violence was a reasonably widespread problem for young people with a SEN. Around one quarter of young people with a statement of SEN or SEN with School Action Plus experienced violence (either threats or actual violence).

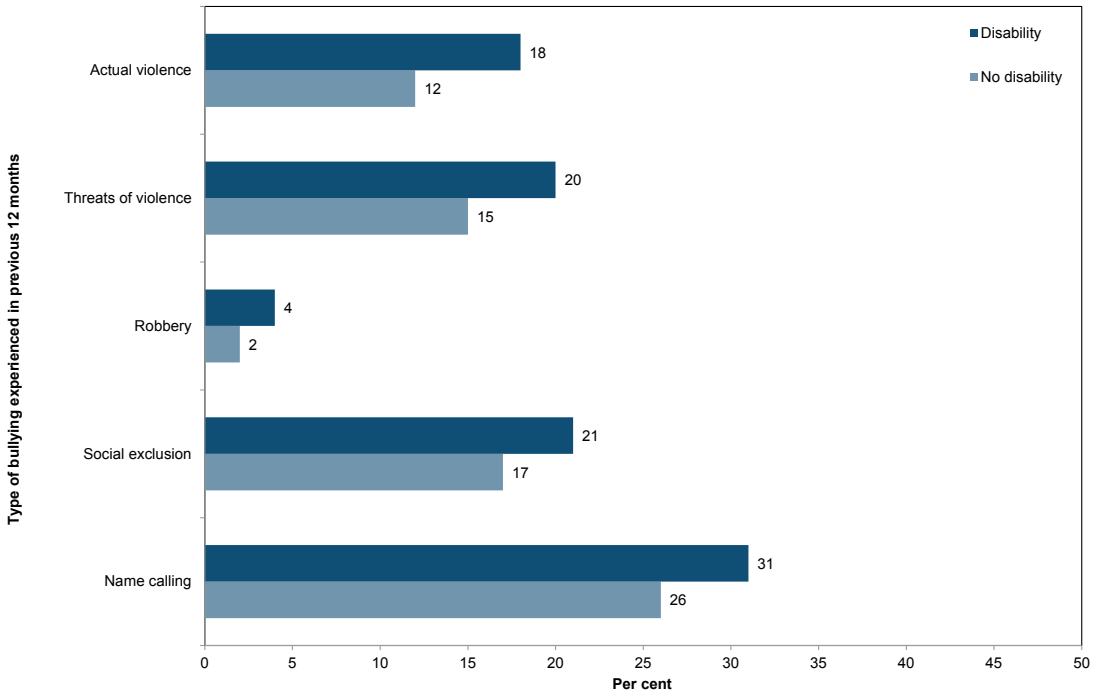
Table 2.7 Types of bullying by special educational needs

	Experienced during previous 12 months		
	Statement of SEN or SEN with School Action Plus	**SEN with School Action**	**No SEN**
	%	%	%
Have you ever been upset by being called hurtful names, including text messages or emails	34	29	26
Have you been excluded from a group of friends or from joining in activities	21	19	17
Have other students ever made you give them money or personal possessions	6	3	2
Have other students *threatened* to hit, kick or use any form of violence against you	26	21	15
Have other students *actually* hit, kicked or used any form of violence against you	24	18	11
Base (weighted)	1,022	1,281	8,970

Source: Longitudinal Study of Young People in England: cohort 2, wave 1.
(see footnotes 6, 9,13 in Annex F)

Young people with a disability were slightly more likely to have experienced all forms of bullying compared to young people without a disability. Almost one third of young people with a disability experienced name calling (31 per cent) during the previous 12 months, 21 per cent had suffered from social exclusion, 1 in 5 (20 per cent) had been threatened with violence and 18 per cent had experienced actual violence.

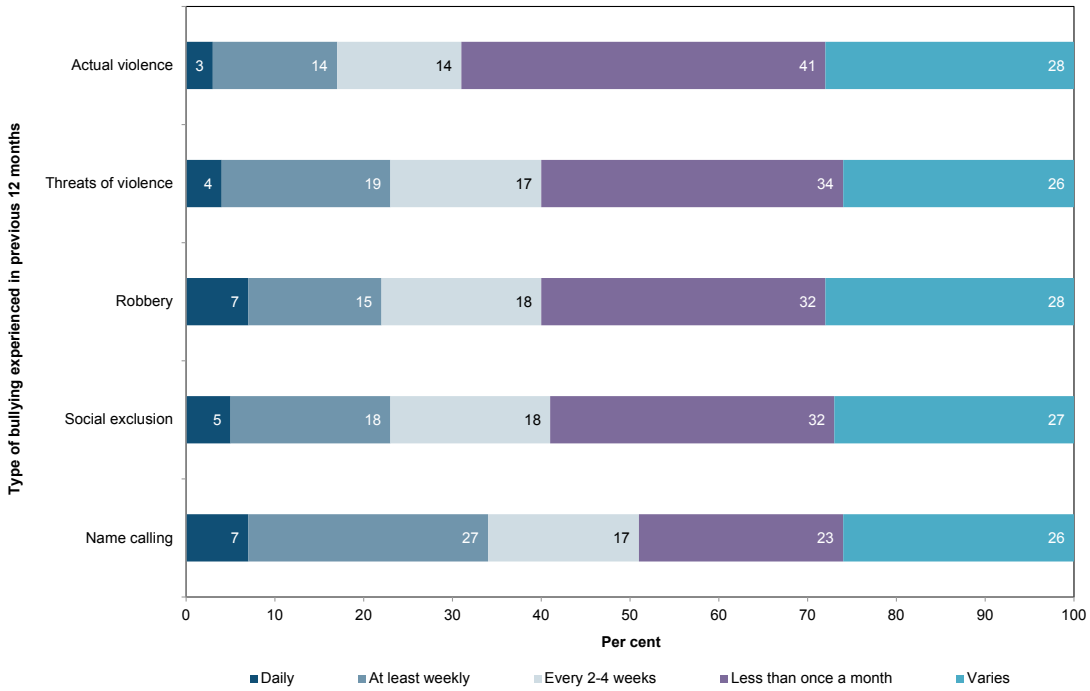
Figure 2.26 Types of bullying by disability



Source: Longitudinal Study of Young People in England: cohort 2, wave 1.
(see footnotes 6,13 in Annex F)

Frequency of bullying varied by the type of bullying; name calling was the most likely form of bullying to occur weekly. Among young people who had experienced name calling, 7 per cent experienced it daily. A further 27 per cent experienced name calling at least once a week, 17 per cent every two to four weeks and 23 per cent less often than once a month. For 26 per cent, the frequency of name calling varied.

Figure 2.27 Types and frequency of bullying during the previous 12 months

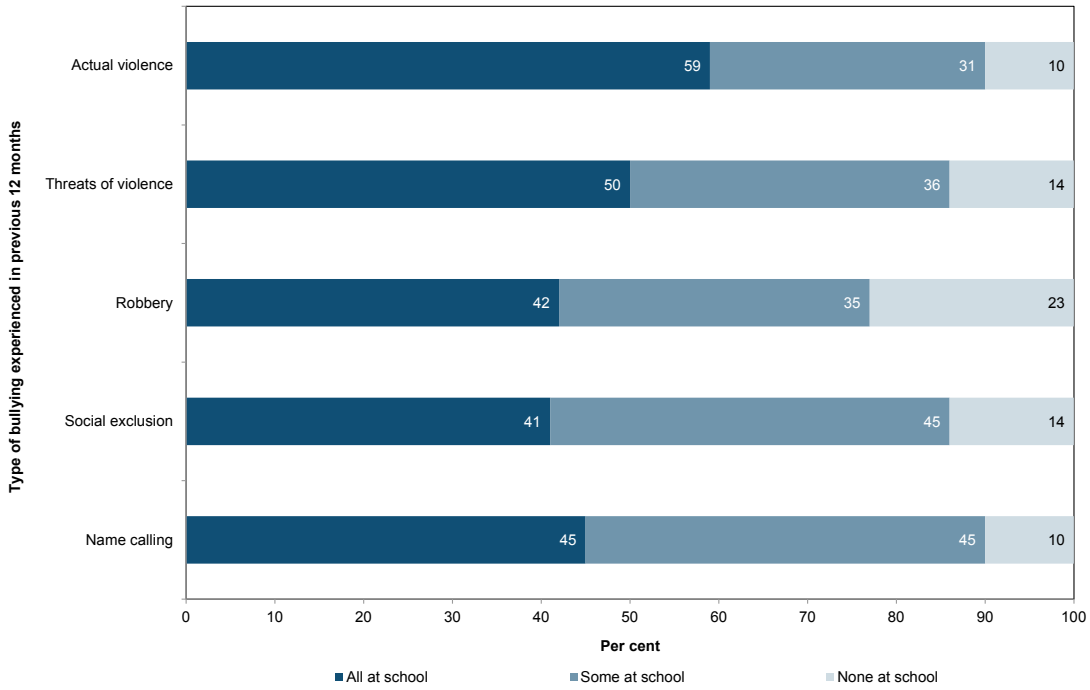


Source: Longitudinal Study of Young People in England: cohort 2, wave 1.
(see footnotes 1,11,13 in Annex F)

It was usual for some of the bullying experienced to have taken place at school. Ninety per cent of name calling took place on school grounds at least some of the time (leaving 10 per cent which never took place at school), 86 per of social exclusion took place at school at least some of the time. Robbery was slightly less likely to take place at school (77 per cent took place as school at least some of the time).

Actual violence was more likely to always take place at school compared to other types of bullying. Fifty nine per cent of actually violent bullying always took place on school grounds (in total, 90 per cent took place at school at least some of the time). The same was true for 50 per cent of threats of violence (in total 86 per cent took place in school at least some of the time). By way of comparison, 45 per cent of name calling always took place at school.

Figure 2.28 Types of bullying by whether it took place at school



Source: Longitudinal Study of Young People in England: cohort 2, wave 1.
(see footnotes 1,11,13 in Annex F)

Levels of awareness of bullying among parents were highest regarding name calling. Of the young people who had experienced name calling (including by text message and email), 62 per cent of their parents were aware that their child had experienced hurtful comments either in person or electronically. However, it is worth noting that among young people who claimed not to have experienced this type of bullying, 20 per cent of their parents thought they had experienced name calling.

Parents seemed less aware of other types of bullying. Twenty six per cent of parents of young people who had been excluded from social groups were aware of it, 30 per cent knew threats of violence had occurred, 35 per cent were aware of actual violence and only 10 per cent of parents were aware of robbery.

Conclusions

The average school day did not deviate greatly from what would be considered a traditional school day. However, there were some differences in the detail of additional support outside of the school day. For example, schools were more likely to provide extra-curricular activities, most notably, study support, in LSYPE2 than was the case in LSYPE1. It was also the case

that these additional opportunities were more likely to be available in schools rated outstanding by Ofsted. Sponsored academies stood out for their provision of weekend study opportunities and young people attending sponsored academies were more likely to make use of those weekend study opportunities compared to other young people.

Young people were, on the whole, positive about school. They were likely to think that discipline was about right, know what was expected of them, enjoy school, work as hard as they could and undertake homework (although the quantity of homework varied between different schools).

Reflecting the more positive attitudes to school, young people in LSYPE2 were less likely to truant and less likely to have been temporarily excluded. Young people living in more deprived areas were more likely to truant in general. Higher levels of temporary exclusions were linked to deprivation and SEN.

Bullying, which decreased between LSYPE1 and LSYPE2, was linked to a number of negative outcomes. Young people who were regularly bullied were more likely to misbehave, more likely to truant or miss school and more likely to be excluded.

Chapter 3 Parents' experiences of having a child in year 9

Summary

Chapter 3 describes, from a parent's view, satisfaction with the quality of their child's school, contact with the school and how well they think their child is progressing. Some of the key findings are:

- The majority of parents thought their child's school was good. Nine out of ten described the school as good or very good. The higher the Ofsted rating for the school, the more likely the parent was to describe the school as at least good.
- Parents living in areas of higher deprivation were less likely to describe their child's school as at least good. The same is true for parents of young people with free school meals (FSM).
- Ninety three per cent of parents were either fairly or very satisfied with their child's progress at school. Satisfaction with progress did vary. Parents of young people who were bullied daily were less likely to be satisfied as were parents of young people who attended schools rated inadequate or must improve by Ofsted.
- Overwhelmingly, parents were satisfied with the school's discipline, the subjects on offer and the interest the teachers showed in their child. There were some variations. Parents of young people who were bullied most days were less satisfied with the discipline and the level of interest in their child from the teacher. The higher the Ofsted rating for a school, the more likely the parent was to be satisfied with the school's discipline.
- Ninety five per cent of parents reported that someone had been to a parents' evening at the school in the previous 12 months. Parents of young people with FSM (87 per cent) and those living in more deprived areas were slightly less likely to say this was the case (92 per cent of those living in the most deprived areas). The lower the school's Ofsted rating, the less likely it was that someone had attended a parents evening in the previous 12 months.

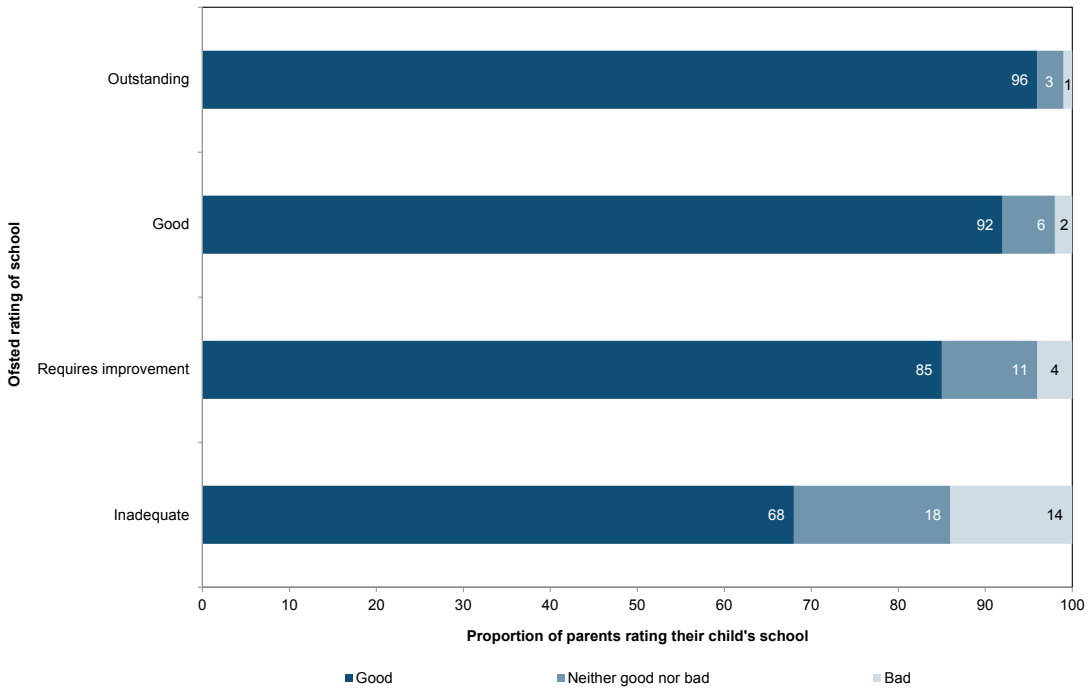
Parents' perception of school quality

Parental[7] confidence in the quality of a school, and the education provided, is likely to impact on their child's perception of their school and the importance they attach to the education they receive. The majority of parents stated that the overall quality of their child's school was at least good. One half (50 per cent) felt the school was very good. A further 40 per cent said the school was good. Just three per cent stated their child's school was poor quality (two per cent said it was bad and one per cent said very bad). The remaining seven per cent felt their child's school was neither good nor bad.

As might be expected, the quality of the school, as judged by Ofsted, was reflected to a degree in the parents' views (Figure 3.1). The higher the Ofsted rating, the more likely they were to say the school was good. It is not possible to determine how much the parent view is influenced by the Ofsted rating and how much by their experience of the school. Parents were considerably less likely to describe their child's school as good if it had been rated inadequate by Ofsted. Just over two thirds of parents (68 per cent) whose child attended an inadequate school stated that their child's school was good. This compares to 95 per cent of parents of children attending outstanding schools, 92 per cent attending good schools and 85 per cent attending schools requiring improvement.

[7] All questions asked of 'parents' in this chapter were asked of one parent in each household, who identified themselves as the 'main parent', or the person who undertook most of the caring responsibilities. See Annex B for a full explanation of who is counted as a parent and who responds to these questions.

Figure 3.1 Parents' opinion of the overall quality of their child's school by Ofsted rating



Source: Longitudinal Study of Young People in England: cohort 2, wave 1.
(see footnotes 1,6,11,13 in Annex F)

There were also some differences in the perceived quality of the school between different types of school. As might be expected given the cost incurred, parents of children at independent schools were most likely to say that they thought the overall quality of the school was good or very good (98 per cent). They were also significantly more likely to describe the school as very good compared to other parents. Four fifths said that their child's school was very good (80 per cent). This compares to 69 per cent of parents with their child attending a special school, 55 per cent attending an academy converter, 44 per cent a LA maintained school and 41 per cent a sponsored academy.

Among families living in areas of higher deprivation (as measured by IDACI[8]), parents were less likely to consider their child's school to be good (Table 3.1). A similar relationship was observed between parents of children who were with or without free school meals (FSM).

[8] Income deprivation affecting children index (IDACI). For further details, see Annex B.

Table 3.1 Perceived quality of school by measures of deprivation

	Perceived overall quality of child's school			Base (weighted)
	Good	Neither good nor bad	Bad	
	%	%	%	
Free school meals (FSM)				
Without FSM	91	6	3	9,534
With FSM	85	9	5	1,838
Income deprivation affecting children index (IDACI)				
First quartile (least deprived)	94	4	2	3,229
Second quartile	92	6	3	3,078
Third quartile	89	8	3	3,134
Fourth quartile (most deprived)	87	9	4	3,485

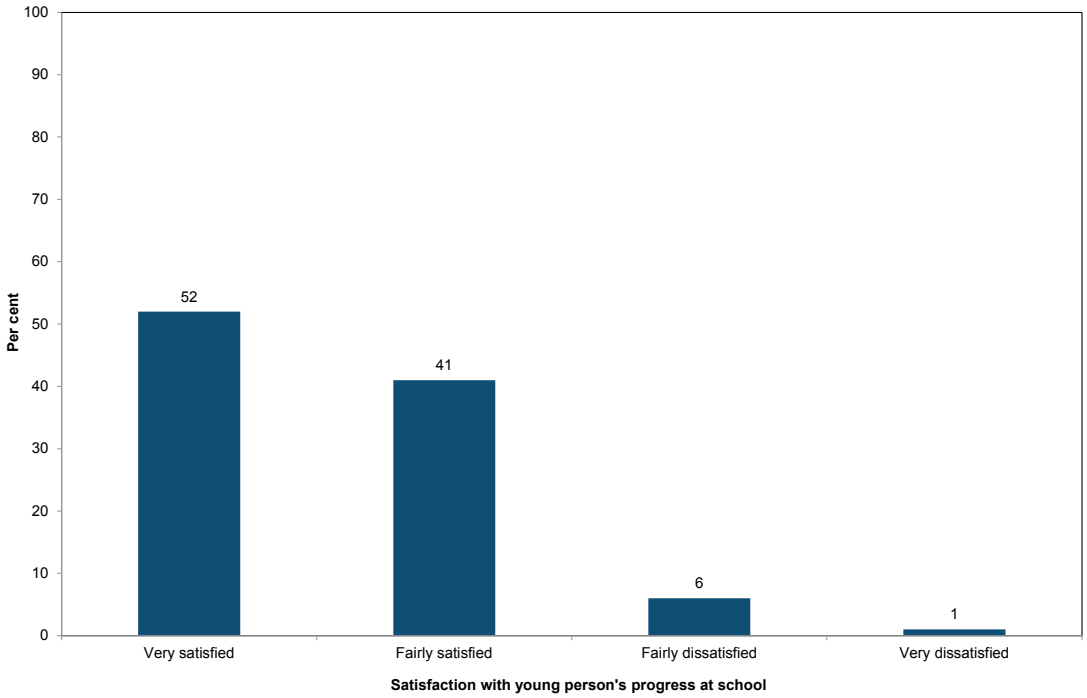
Source: Longitudinal Study of Young People in England: cohort 2, wave 1.
(see footnotes 1,6,7,11,13 in Annex F)

Parents of young people with special educational needs (SEN) were less likely to describe their child's school as good (and conversely more likely to say it was a bad school). Eighty six per cent of parents of a child with a SEN described the school as good compared to 91 per cent of parents whose child did not have a SEN.

Satisfaction with young person's progress at school

Reflecting satisfaction with school, parents were generally satisfied with the progress their child was making at school (Figure 3.2). Over half of parents were very satisfied with their child's progress (52 per cent).

Figure 3.2 Parents' satisfaction with young person's progress at school

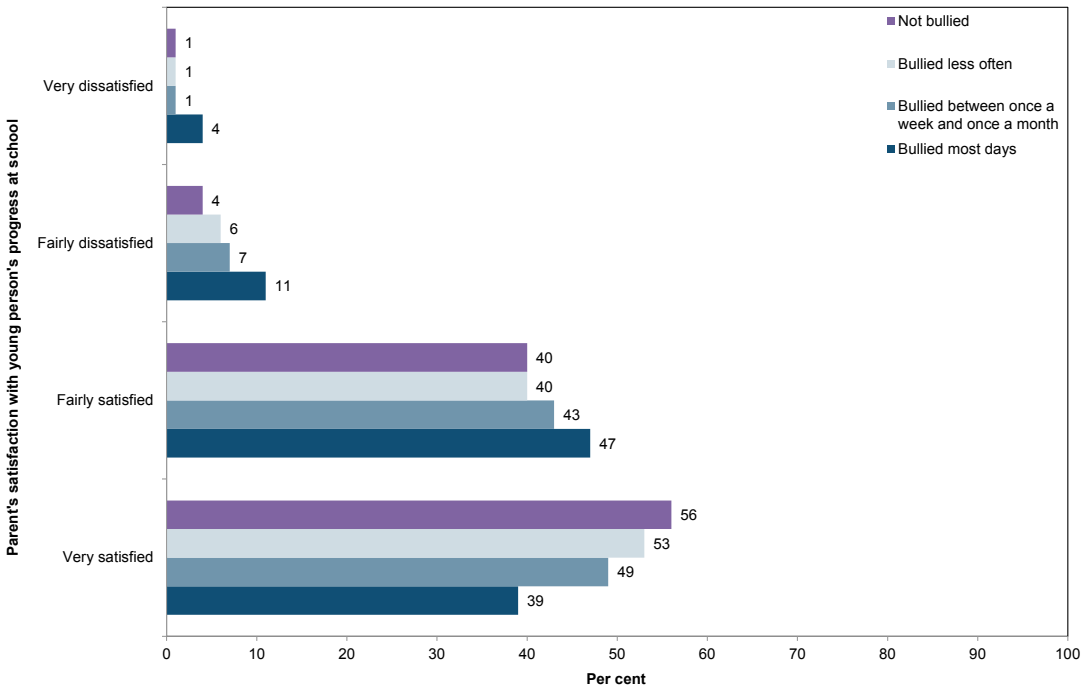


Source: Longitudinal Study of Young People in England: cohort 2, wave 1.
(see footnotes 1,11,13 in Annex F)

There was a large difference between parents of young people with a SEN and those without. Parents of young people with a statement of SEN or SEN with School Action Plus were considerably less satisfied with their child's progress at school. Eighty four per cent were either very or fairly satisfied compared to 89 per cent of parents of young people with SEN with School Action and 95 per cent of parents of young people with no SEN.

As was discussed in Chapter 2, regular bullying was associated with a number of issues. In terms of parental satisfaction with how their child was progressing at school, bullying was significant (Figure 3.3). In particular, where young people were bullied most days, parents were less likely to be satisfied with their progress at school compared to other families. Overall, 14 per cent of parents of young people who were bullied most days were dissatisfied with their progress.

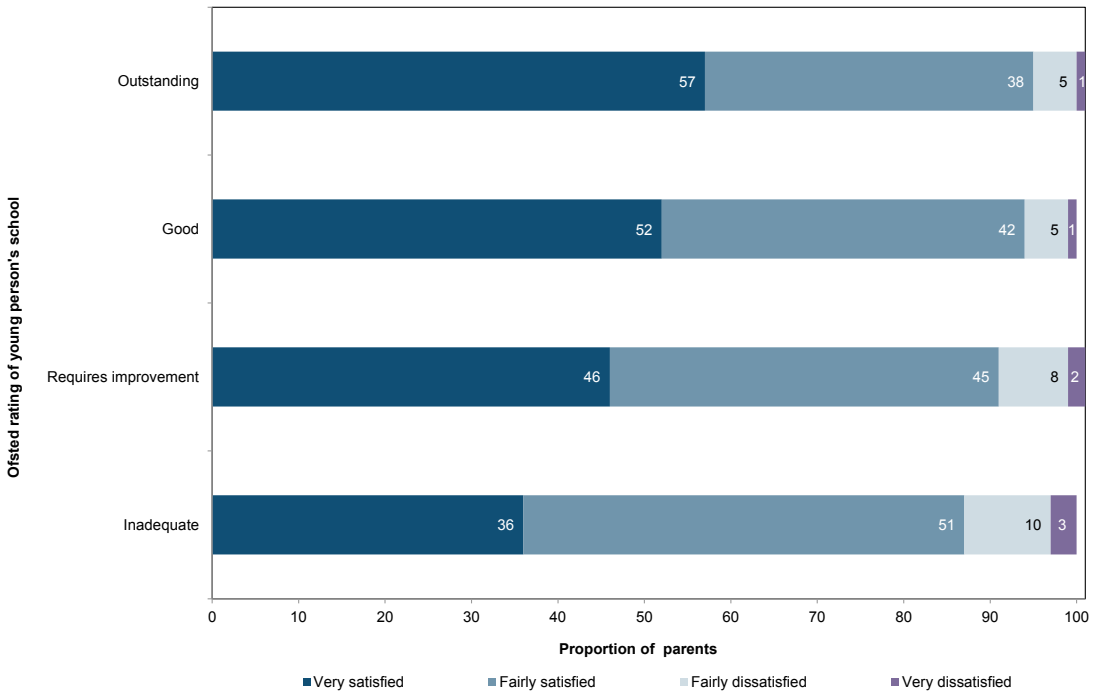
Figure 3.3 Parents' satisfaction with young person's progress at school by frequency of the young person being bullied



Source: Longitudinal Study of Young People in England: cohort 2, wave 1.
(see footnotes 1,6, 11,13 in Annex F)

Parents of young people attending schools rated inadequate or must improve by Ofsted were less likely to be satisfied with their child's progress at school (Figure 3.4). Eighty seven per cent of parents of children attending schools rated inadequate were satisfied with their child's progress compared to 95 per cent of parents of young people attending outstanding schools.

Figure 3.4 Parents' satisfaction with young person's progress at school by Ofsted rating



Source: Longitudinal Study of Young People in England: cohort 2, wave 1.
(see footnotes 1,6,11,13 in Annex F)

There were also some differences between young people attending different types of school. Parents of young people attending independent schools were more likely to be very satisfied with their child's progress (69 per cent) compared to other parents (see Table 3.2).

Table 3.2 Parents' satisfaction with young person's progress at school by school type

	Satisfaction with progress of young person at school				Base (weighted)
	Very satisfied	Fairly satisfied	Fairly dissatisfied	Very dissatisfied	
	%	%	%	%	
Sponsored academy	47	44	6	2	1,248
Academy converter	53	42	4	1	4,611
LA maintained school	50	42	7	1	5,301
Special school	57	37	6	*	156
Independent school	69	28	2	*	861

Source: Longitudinal Study of Young People in England: cohort 2, wave 1.
(see footnotes 1, 4, 6,7,11,13 in Annex F)

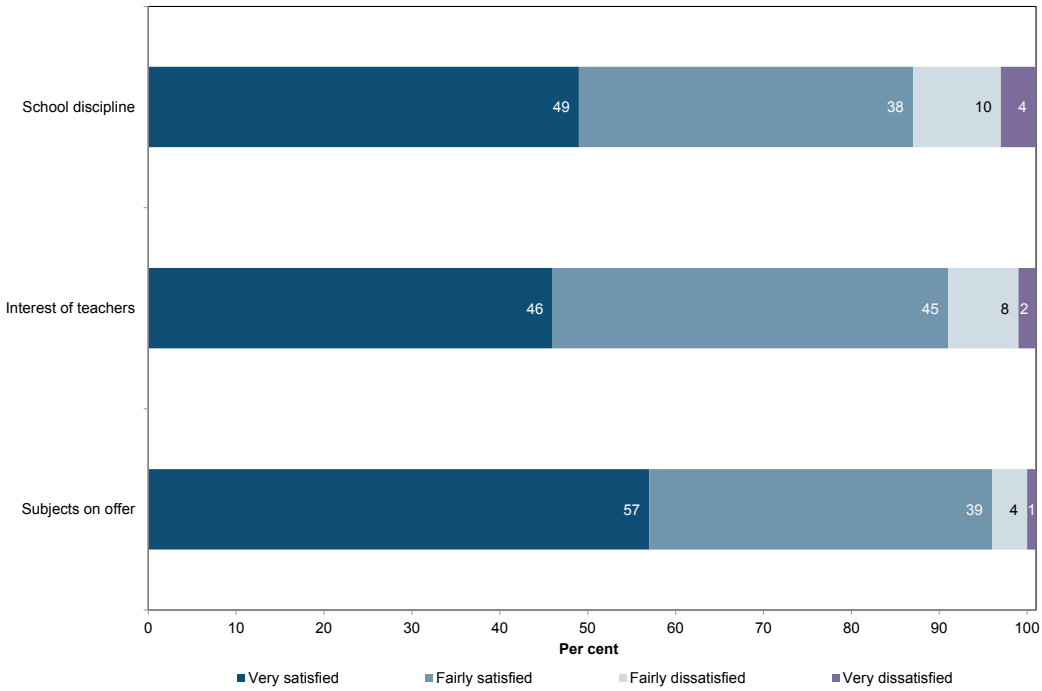
Satisfaction with aspects of school life

Parents were asked about satisfaction with three aspects of the young person's school life. Specifically they were asked if there were satisfied with:

- Discipline at school;
- How much interest the teachers showed in their child;
- The subjects on offer at school.

Overwhelmingly, parents were positive on all three measures (Figure 3.5).

Figure 3.5 Parents' satisfaction with aspects of their child's school

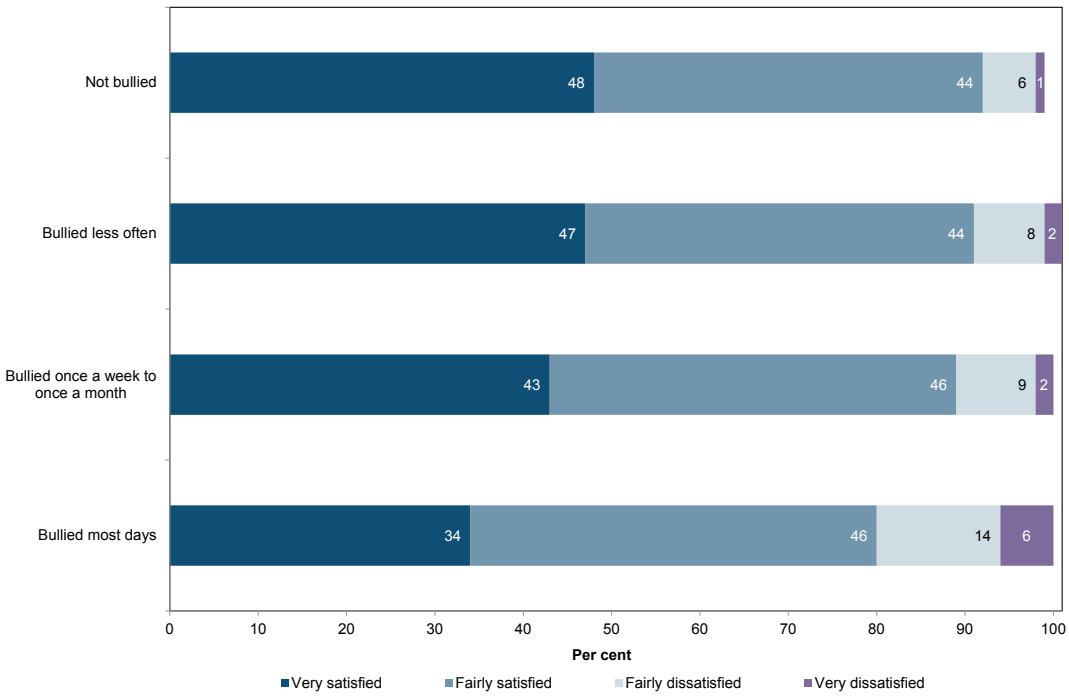


Source: Longitudinal Study of Young People in England: cohort 2, wave 1.
(see footnotes 1,11,13 in Annex F)

There were recurring themes in terms of parental satisfaction; some of the bigger differences were found between parents of children regularly bullied and between schools with different Ofsted ratings.

Parents of young people who were bullied most days were less likely to be satisfied with the level of attention their child received from the teachers (Figure 3.6). This is possibly a reflection of parents' more general dissatisfaction that their child is being bullied and maybe the school's handling of the situation.

Figure 3.6 Parents' satisfaction with how much interest teachers show in their child



Source: Longitudinal Study of Young People in England: cohort 2, wave 1.
(see footnotes 1,6,11,13 in Annex F)

Parents of bullied children were also less satisfied with discipline at the school. Over one quarter (27 per cent) of parents of young people who were regularly bullied expressed dissatisfaction with discipline at the school. This compares to 16 per cent of parents of young people who were bullied less frequently and 10 per cent of parents of children who were not bullied.

The lower the Ofsted rating of the school, the less likely parents were to be satisfied with the level of attention their child received from the teachers. Parents of children attending schools rated inadequate by Ofsted were the most likely to be dissatisfied with the level of attention their child received from teachers (Table 3.3). Fourteen per cent of parents with a child at a school rated inadequate were fairly dissatisfied with the level of attention from teachers and a further five per cent were very dissatisfied.

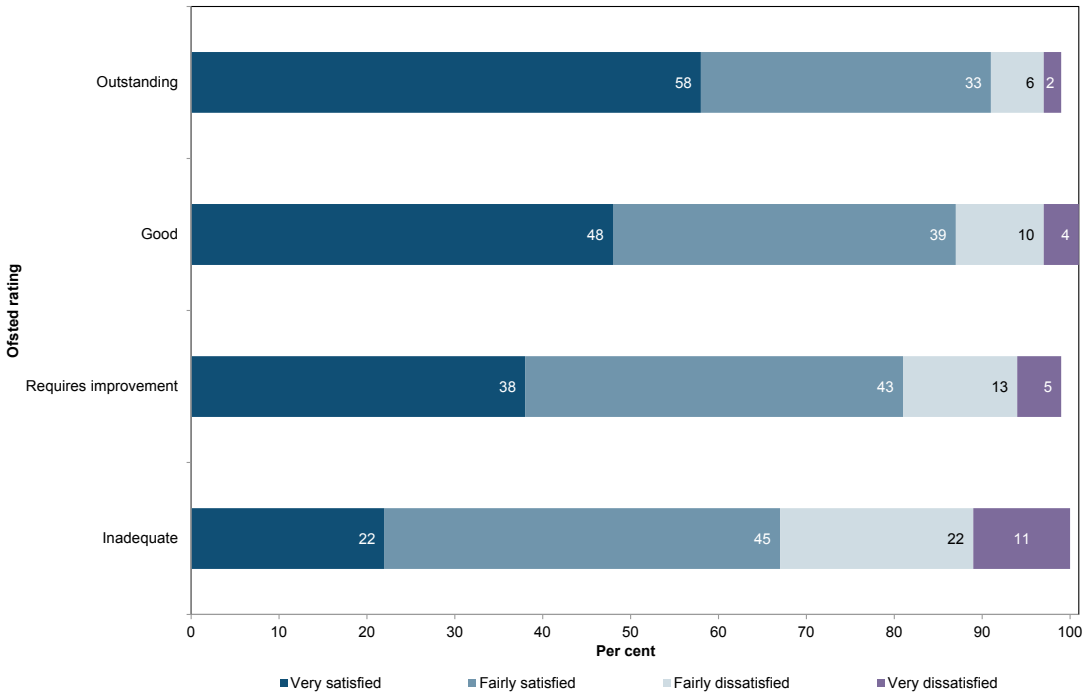
Table 3.3 Parents' satisfaction with how much interest teachers show in their child by Ofsted rating

	Satisfaction with how much interest the teachers show				Base (weighted)
	Very satisfied	Fairly satisfied	Fairly dissatisfied	Very dissatisfied	
	%	%	%	%	
Outstanding	50	43	6	1	2,952
Good	44	46	8	2	5,079
Requires improvement	38	49	11	3	2,217
Inadequate	30	51	14	5	511

Source: Longitudinal Study of Young People in England: cohort 2, wave 1.
(see footnotes 1, 6,7,11,13 in Annex F)

The higher the Ofsted rating of the school attended by the young person, the greater the likelihood that the parent was satisfied with discipline at the school. Parents of young people attending schools rated inadequate were particularly likely to be dissatisfied with discipline at their child's school (Figure 3.7). Thirty three per cent of parents of children attending schools rated as inadequate were dissatisfied with discipline at the school. This compares to eight per cent of parents of young people in outstanding schools.

Figure 3.7 Parents' satisfaction with school discipline by Ofsted rating



Source: Longitudinal Study of Young People in England: cohort 2, wave 1.
(see footnotes 1,6,11,13 in Annex F)

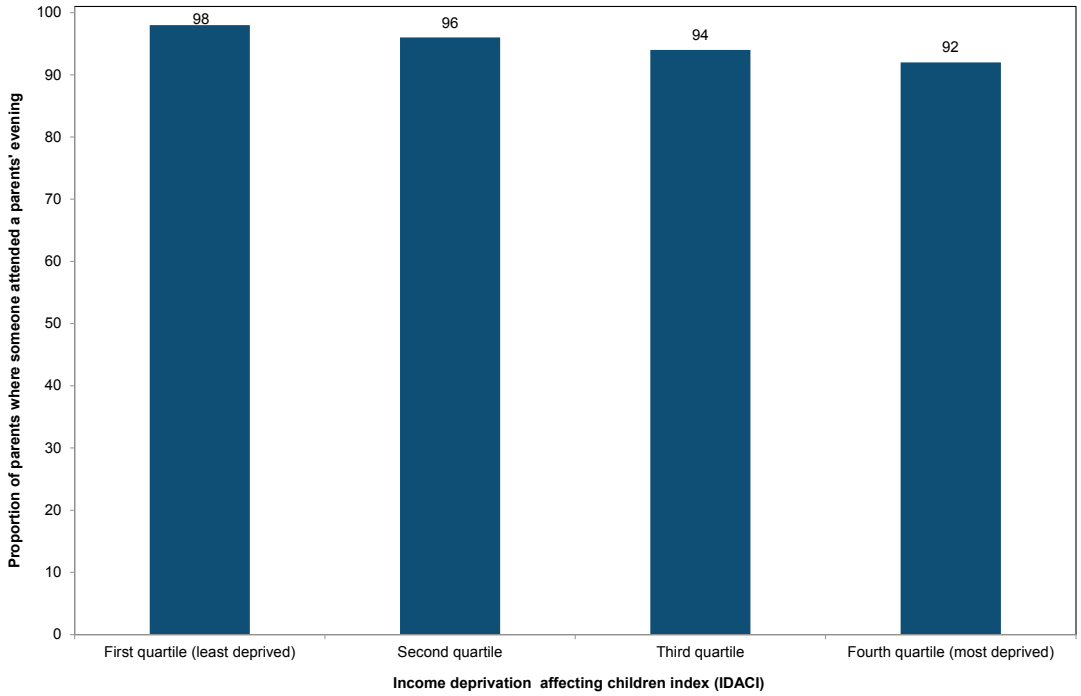
Parents' contact with school

Nearly all families had attended a parents' evening or similar during the previous 12 months. Ninety five per cent of parents in LSYPE2 said that someone had attended a parents' evening. It is not possible to know whether those who had not attended a parents' evening had the opportunity to do so but were unable to or chose not to. Of those who had not attended a parents' evening, 39 per cent had attended specially arranged meetings with teacher(s) about how their child was progressing. This was a slightly higher proportion than among those who had attended a parents' evening – 32 per cent of whom had also been to specially arranged meetings.

Parents' evening attendance was less common among families of young people with FSM. In 87 per cent of cases, someone had attended a parents' evening for young people with FSM compared to 96 per cent for young people without FSM.

Similarly, the higher the level of deprivation in the area the family lived, the less likely they were to have attended a parents' evening (Figure 3.8).

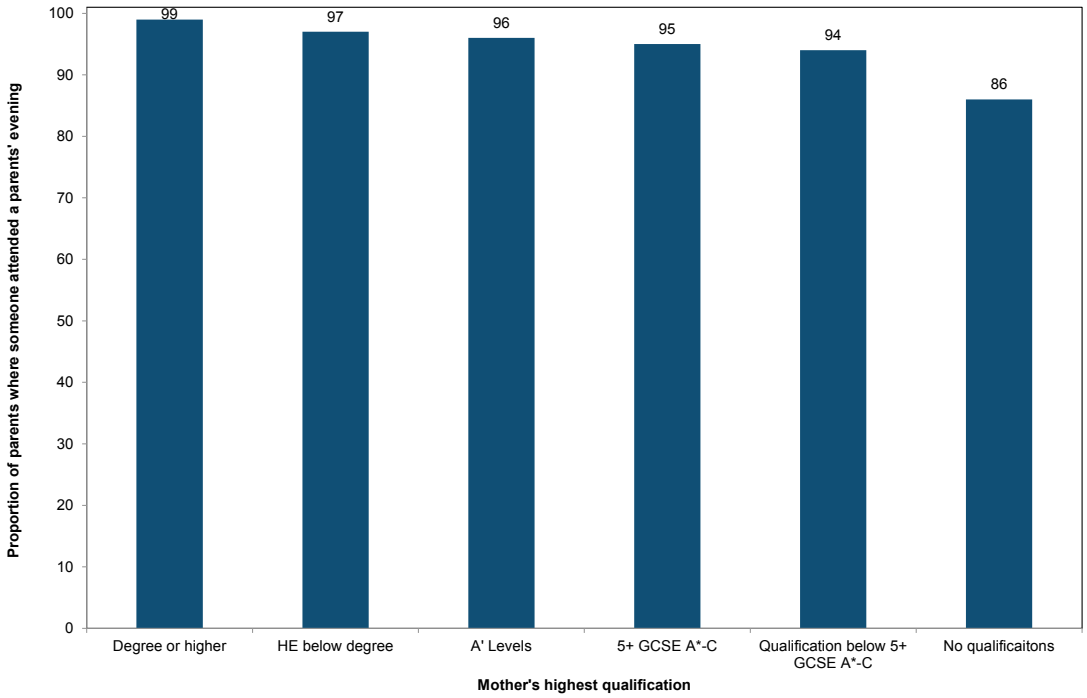
Figure 3.8 Attending a parents' evening in previous 12 months by IDACI



Source: Longitudinal Study of Young People in England: cohort 2, wave 1.
(see footnotes 6,11,13 in Annex F)

In families where the mother had no qualifications, it was less likely that anyone attended a parents' evening (86 per cent had attended).

Figure 3.9 Attending a parents' evening in previous 12 months by mother's highest qualification

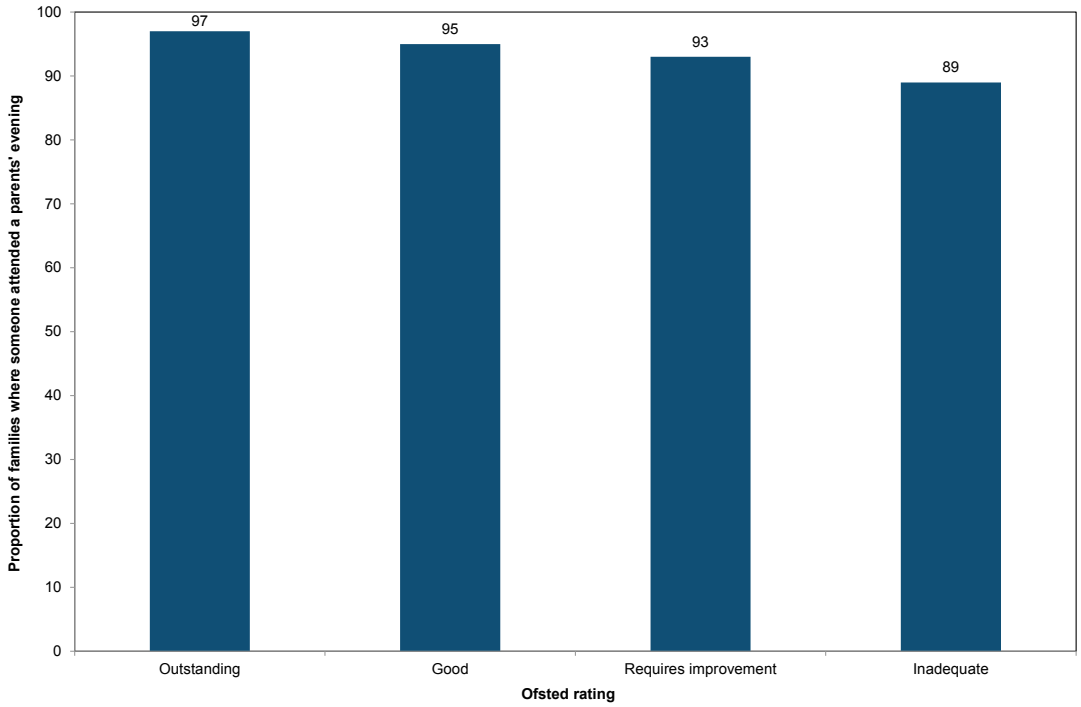


Source: Longitudinal Study of Young People in England: cohort 2, wave 1.
(see footnotes 6,11,13 in Annex F)

There was also a relationship between the school's Ofsted rating and whether anyone had attended a parents' evening in the previous 12 months. The lower the Ofsted rating, the less likely it was that anyone had attended a parents' evening. It should be remembered that it is not possible to tell from the data if the school had parents' evenings or not.

In families where young people attended schools rated inadequate, 89 per cent had attended a parents' evening (Figure 3.10). This compares to 93 per cent of families where the young person attended a school rated as requiring improvement, 95 per cent at good schools and 97 per cent at schools rated outstanding.

Figure 3.10 Attending a parents' evening in previous 12 months by Ofsted rating



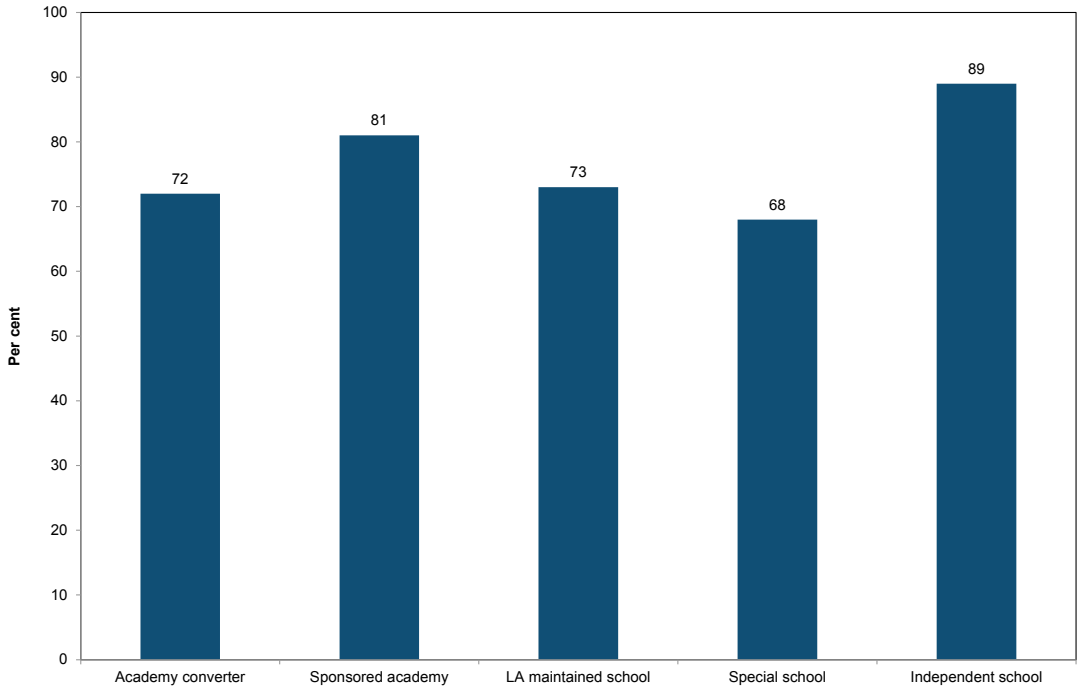
Source: Longitudinal Study of Young People in England: cohort 2, wave 1.
(see footnotes 6,11,13 in Annex F)

School reports

Almost three-quarters of parents (74 per cent) said they received a report from their child's school regarding their progress at least once a term. A further 25 per cent received a report less regularly than once a term. One per cent of parents said they never received a report from their child's school.

The frequency of reports did vary by the type of school (Figure 3.11). Parents were most likely to receive a report from school at least once a term if their child attended an independent school (89 per cent) or a sponsored academy (81 per cent).

Figure 3.11 Termly reports from school by school type



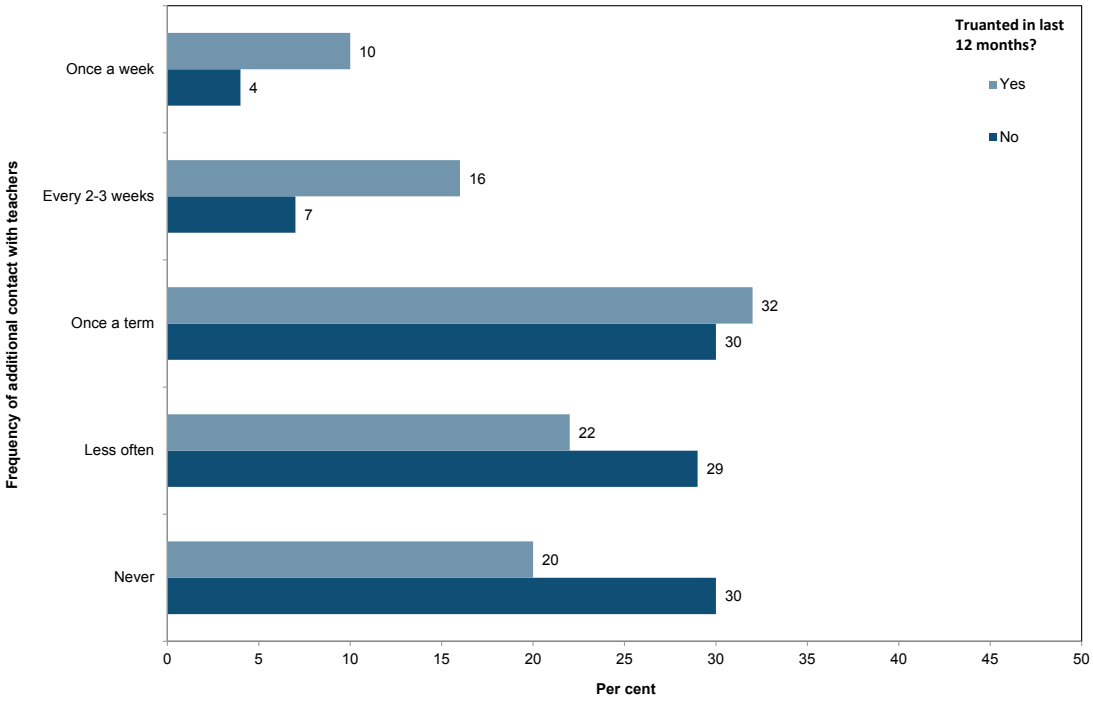
Source: Longitudinal Study of Young People in England: cohort 2, wave 1.
(see footnotes 6,11,13 in Annex F)

Parents overwhelmingly talked to their children about school reports when received. Ninety seven per cent said they discussed the reports and a further one per cent said they discussed the report if it was a bad report. Of those parents who discussed the reports, 93 per cent said they always discussed school reports and six per cent said they did most of the time.

In addition to parents' evenings and reports, parents were asked how much other contact they had with teachers about the young person's progress at school. Almost three quarters of parents had this type of contact with the school (72 per cent). Five per cent of parents had this type of contact once a week and a further eight per cent every two or three weeks. Thirty per cent had additional contact with the school about once a term and over a quarter (28 per cent) less frequently.

Parents of children who said they had played truant in the previous 12 months had more frequent contact with teachers compared to other parents (Figure 3.12). This suggests that some of the additional contact with schools related to behaviour management.

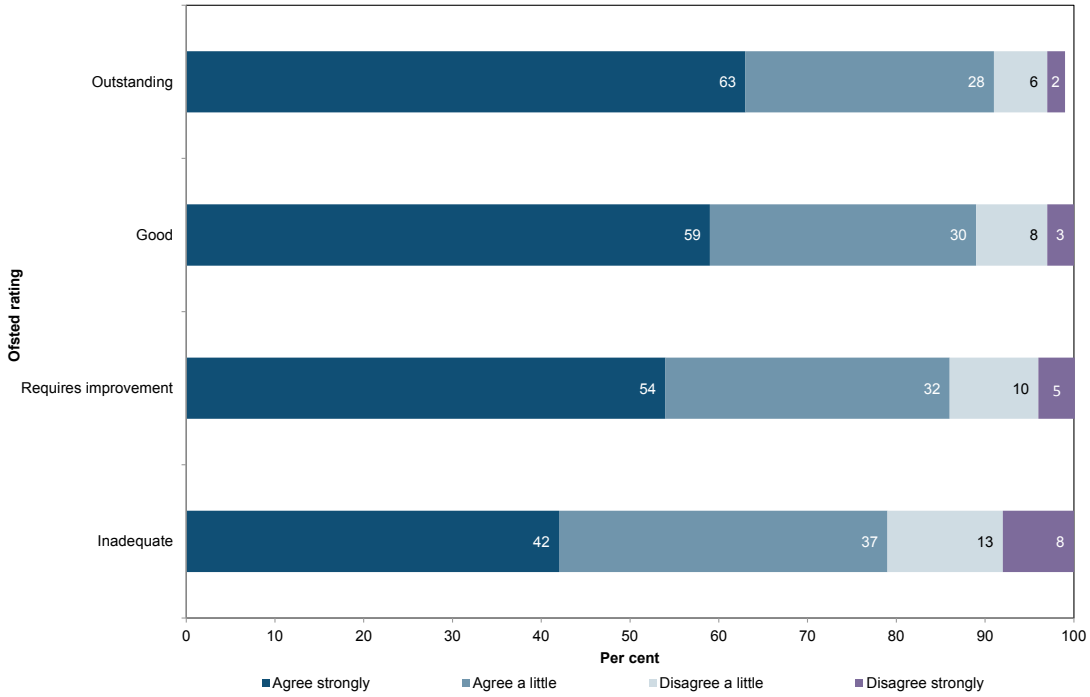
Figure 3.12 Frequency of additional parent contact with teachers by whether the young person truanted in previous 12 months



Source: Longitudinal Study of Young People in England: cohort 2, wave 1.
(see footnotes 1,6,11,13 in Annex F)

Around 9 in every 10 parents felt they received sufficient information from the school regarding their child's progress (60 per cent agreed strongly and 29 per cent agreed a little). This did vary between different Ofsted ratings; the lower the Ofsted rating, the less satisfaction about the information received from the school. In particular, parents of young people attending schools rated as requiring improvement or inadequate were more likely to feel they did not receive sufficient information from the school. Over one fifth (21 per cent) of parents whose children attended schools rated as inadequate felt they did not receive sufficient information on their child's progress (13 per cent disagreed a little and eight per cent disagreed strongly – see Figure 3.13).

Figure 3.13 Parents' satisfaction with information from school regarding their child's progress by Ofsted rating



Source: Longitudinal Study of Young People in England: cohort 2, wave 1.
(see footnotes 1,6,11,13 in Annex F)

Conclusions

On the whole, parents viewed their child's school as good and were happy with their child's progress. Parents were less likely to be satisfied with the school if their child had SEN.

In general, parents of children attending schools with lower Ofsted ratings were less happy with the school, their child's progress, discipline and the level of interest from the young person's teachers. The parents were also less likely to have attended a parents evening and to feel they received sufficient information from the school.

Chapter 4 Young people's aspirations

Summary

Chapter 4 describes the aspirations of 13 year olds and their parents and the careers advice they received within school. Some of the key findings are:

- Careers advice varied by ethnic group, region, school type and Ofsted rating. For example, young people attending schools in London were more likely than average to report a visit from an external careers adviser.
- Young people generally felt the careers advice they received had been helpful. Of those receiving advice, 30 per cent said it helped them a lot in thinking about what they might do in the future.
- Between LSYPE1 and LSYPE2 there was a significant increase in the proportion of young people who expected to stay on in full-time education aged 16, increasing from 79 per cent to 88 per cent.
- Four out of five young people who did not plan to stay in full-time education stated they intended to begin an apprenticeship or start work with some education or training (45 per cent and 35 per cent respectively).
- The proportion of young people planning to apply to university increased significantly between LSYPE1 and LSYPE2. Over two fifths (41 per cent) of young people in LSYPE2 said they were very likely to apply to go to university compared to 34 per cent in LSYPE1.
- Between LSYPE1 and LSYPE2 there was an increase in the proportion of young people who agreed strongly that having any kind of job was better than being unemployed (65 per cent in LSYPE2 compared to 58 per cent in LSYPE1).

Advice about careers and future study

Since September 2012, schools have been legally responsible for securing access to independent careers guidance for all their students in years 9 to 11 (this was subsequently extended to years 8 to 13 in September 2013). Young

people in LSYPE2 were the first cohort in year 9 during the first academic year of this legal responsibility.

Young people were asked whether their school offered careers advice from a careers advisor who ‘comes into the school to talk to you‘. Just over three fifths (62 per cent) said that such an advisor had been into the school, 28 per cent said they were not aware of an advisor coming to the school and 10 per cent said they didn’t know.

There were some variations by ethnic group, region, school type and Ofsted rating, as Tables 4.1 and 4.2 show. For example, Indian, Bangladeshi and African young people were more likely than average to say their school offered such external advice (71 per cent, 69 per cent and 69 per cent respectively compared to 62 per cent overall). Young people attending schools in London were more likely than average to have had a visit from an external careers adviser.

Table 4.1 Careers advice in schools by region and ethnic group

	Careers advice from an adviser coming into the school?			Base (weighted)
	Yes	No	Don't know	
	%	%	%	
Region				
North East	59	28	12	622
North West	62	29	8	1,848
Yorkshire and the Humber	60	29	11	1,233
East Midlands	58	31	11	1,123
West Midlands	63	27	9	1,409
East of England	62	29	9	1,447
London	66	27	7	1,792
South East	59	30	11	2,161
South West	63	25	12	1,223
Ethnic group				
White	61	29	10	10,466
Mixed	65	26	9	503
Indian	71	22	7	332
Pakistani	66	24	10	427
Bangladeshi	69	25	6	170
African	69	23	8	392
Caribbean	65	28	7	171
Other	58	32	10	382

Source: Longitudinal Study of Young People in England: cohort 2, wave 1.
(see footnotes 1,6,7,13 in Annex F)

The higher the Ofsted rating of their school, the more likely young people were to report having been visited by an external careers adviser.

Young people attending converter academies were the most likely to be aware of external careers advisors visiting the school (66 per cent), compared to 61 per cent of young people attending sponsored academies and 60 per cent at LA maintained schools.

Table 4.2 Careers advice in schools by school type and Ofsted rating

	Careers advice from an adviser coming into the school?			Base (weighted)
	Yes	No	Don't know	
	%	%	%	
School type				
Academy converter	66	25	9	4,617
Sponsored academy	61	29	10	1,252
LA maintained school	60	30	10	5,319
Special school	47	38	15	156
Independent school	55	35	11	861
Ofsted rating				
Outstanding	68	23	9	3,002
Good	62	28	10	5,167
Requires improvement	58	32	10	2,263
Inadequate	52	38	10	527

Source: Longitudinal Study of Young People in England: cohort 2, wave 1.
(see footnotes 1, 6, 7,13 in Annex F)

Young people who said their school did offer external careers advice were then asked whether they had received such advice, either as part of a group or individually, and those who received such advice were asked whether the advice helped them think about what they might do in the future.

Among young people who were aware of an external careers adviser coming into the school, the majority received advice and this advice was most commonly delivered in a group setting. Seventy one per cent had received some advice (49 per cent as part of group, 14 per cent individually and 8 per cent both as part of a group and individually). Twenty nine per cent of young people who were aware of an external careers adviser visiting the school had not received any careers advice from them.

There were some variations between groups of young people in terms of who received advice (Table 4.3). White young people were less likely to have received advice compared to those from another ethnic group; 30 per cent of white young people had not received advice, compared to an average of 22 per cent of young people in other ethnic groups. African young people were much more likely than average to have received advice (only 12 per cent had not received advice compared to an overall average of 29 per cent). Young

people living in London, the North East and East Midlands were all more likely than average to have received advice while those in the South East, South West and East of England were less likely to have done so.

Table 4.3 Careers advice received in school, where an external adviser visited, by ethnic group and region

	Young people who were aware of a careers adviser visiting the school received advice…				Base (weighted)
	As part of a group	Individually	As part of a group and individually	None received	
	%	%	%	%	
Ethnic group					
White	48	14	8	30	6,308
Mixed	53	14	6	27	326
Indian	53	15	6	25	231
Pakistani	54	14	10	22	281
Bangladeshi	57	15	7	21	115
African	66	14	9	12	267
Caribbean	54	18	8	21	111
Other	50	16	9	25	222
Region					
North East	52	12	15	21	366
North West	48	16	10	26	1,141
Yorkshire and the Humber	48	17	7	27	732
East Midlands	49	17	10	24	646
West Midlands	49	14	7	30	885
East of England	44	13	8	35	892
London	57	17	6	20	1,174
South East	47	11	7	35	1,269
South West	48	11	7	35	765

Source: Longitudinal Study of Young People in England: cohort 2, wave 1.
(see footnotes 1,6,7,11,13 in Annex F)

As noted previously in Chapter 4, whether or not a young person remembered an external careers adviser visiting the school was associated with the type of school they attended. There were also associations with who actually received careers advice. Young people attending independent schools or academy convertors were more likely not to have received any of this form of

careers advice (39 per cent and 31 per cent respectively), compared to those in sponsored academies (24 per cent).

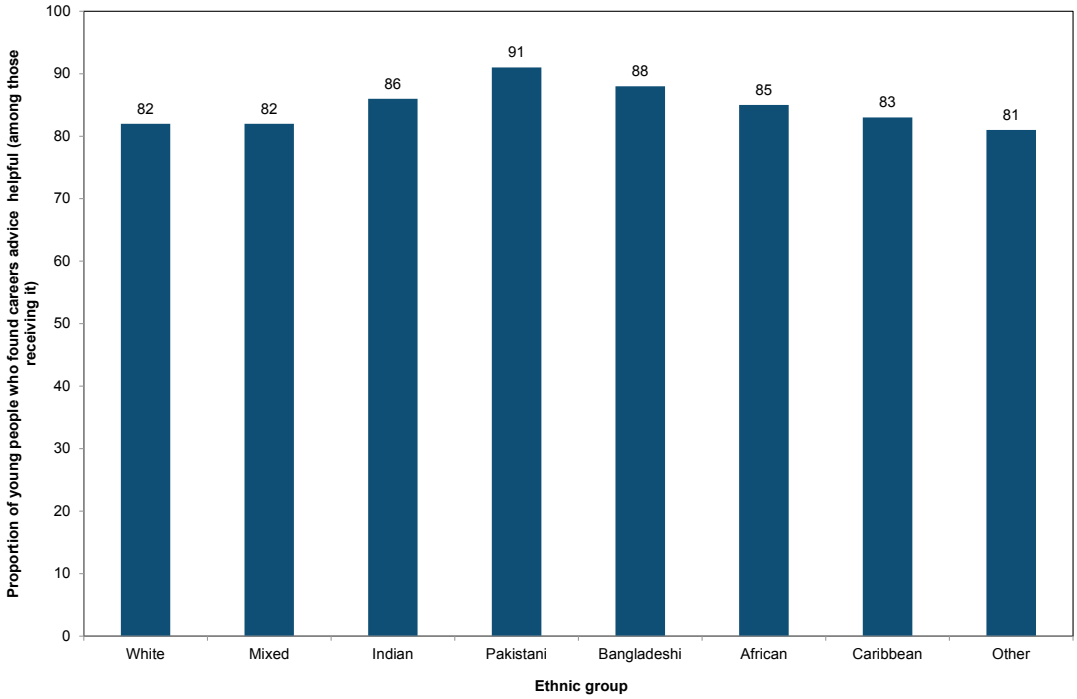
Table 4.4 Careers advice received in school, where an external adviser visited, by school type and Ofsted rating

	Young people aware of a careers adviser visiting the school who received advice…				Base (weighted)
	As part of a group	Individually	As part of a group and individually	None received	
	%	%	%	%	
School type					
Academy converter	48	14	7	31	3,019
Sponsored academy	53	14	8	24	757
LA maintained school	49	15	8	27	3,180
Independent school	44	6	11	39	468
Ofsted rating					
Outstanding	50	13	8	28	2,025
Good	49	14	7	29	3,170
Requires improvement	45	18	8	29	1,302
Inadequate	51	18	8	24	274

Source: Longitudinal Study of Young People in England: cohort 2, wave 1.
(see footnotes 1,6,7,11,13 in Annex F)

Young people generally felt the careers advice they received had been helpful (see Figure 4.1 below). Of those receiving advice, 30 per cent said it helped them a lot in thinking about what they might do in the future and just over a half (52 per cent) said it helped a little. Twelve per cent said it did not help much and 5 per cent said it did not help at all. Pakistani young people were more likely than average to consider the careers advice they received helpful (91 per cent compared to 83 per cent overall).

Figure 4.1 Careers advice considered helpful (among those who received it) by ethnic group



Source: Longitudinal Study of Young People in England: cohort 2, wave 1.
(see footnotes 6,11,13 in Annex F)

Young people for whom English was not their main language were more likely to consider the careers advice helpful. Ninety per cent said the advice was helpful compared to 82 per cent of young people with English as their first or main language.

It was not overly common for young people to regularly talk about their future study plans with their teachers, with just under one fifth (19 per cent) doing so either quite a lot or a lot. Slightly more than two thirds (69 per cent) talked to their teachers about their plans less than this, while a further 11 per cent had not spoken to their teachers about their future plans at all. Almost all young people talked to their parents about their plans for the future (just 3 per cent said they never did so).

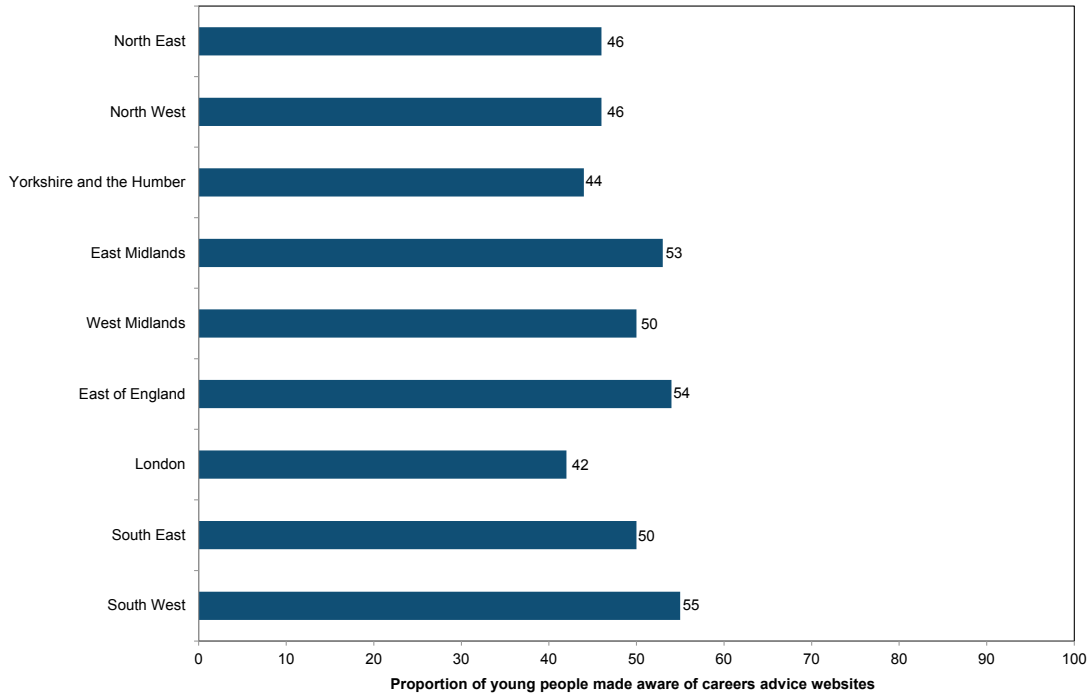
Careers advice websites

All young people were asked whether they had been told about any careers advice websites at school, for example, the National Careers Service website. Roughly half (49 per cent) had, a similar proportion (48 per cent) had not and 3 per cent said they did not know.

Young people with free school meals (FSM) were less likely to have been told about careers advice websites by their school compared to young people without FSM (42 per cent and 51 per cent respectively).

Whilst young people living in London were more likely than average to receive face-to-face careers advice from an external adviser, they were less likely to have been told about careers advice websites. Forty two per cent of young people living in London had been informed of advice websites compared to 49 per cent overall. This may be a reflection of the availability of external careers advisers in different regions and the reliance on websites where availability is lower.

Figure 4.2 Awareness of careers advice websites by region



Source: Longitudinal Study of Young People in England: cohort 2, wave 1.
(see footnotes 6,13 in Annex F)

Not only were young people attending schools with lower Ofsted ratings less likely to have been aware of external careers advisers visiting their school, they were also less likely to recall being advised about careers guidance websites.

Table 4.5 Young people who had been informed of careers advice websites by school type and Ofsted rating

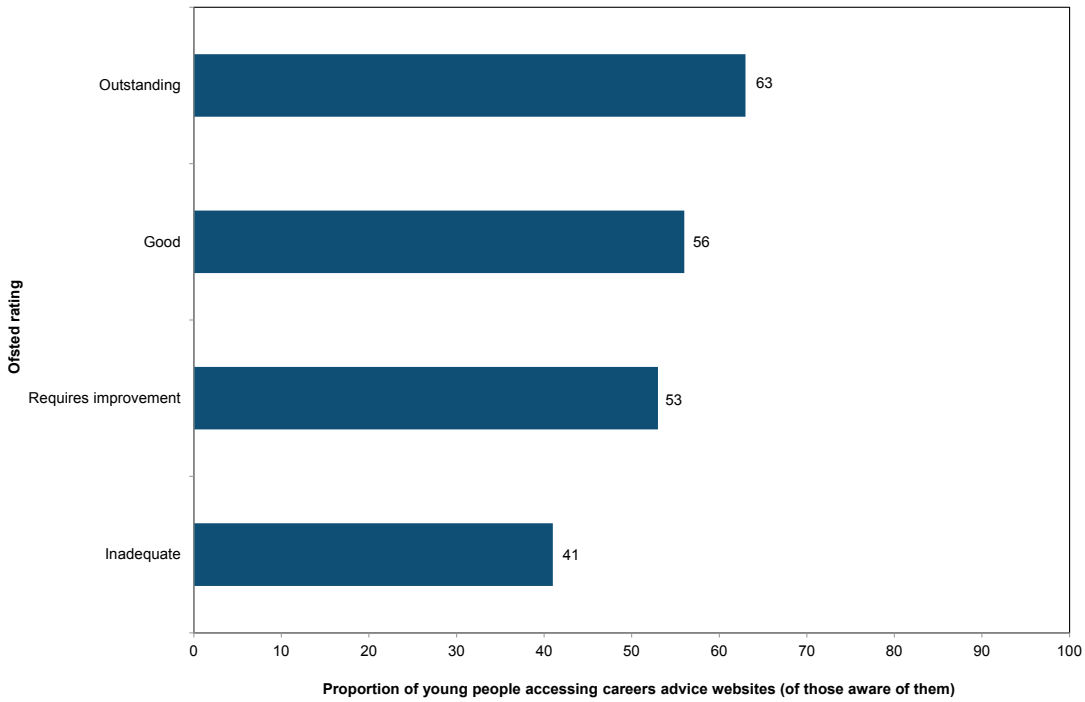
	Informed about careers advice websites by school	Base (weighted)
	%	
School type		
Academy converter	54	4,617
Sponsored academy	40	1,252
LA maintained school	49	5,319
Special school	13	156
Independent school	40	861
Ofsted rating		
Outstanding	54	3,002
Good	50	5,167
Requires improvement	46	2,263
Inadequate	39	527

Source: Longitudinal Study of Young People in England: cohort 2, wave 1.
(see footnotes 6,13 in Annex F)

Of young people who had been advised about careers guidance websites, nearly three fifths (57 per cent) had ever accessed any such website. A further 1 per cent were not sure if they had or not.

It has been noted above that schools rated inadequate by Ofsted were less likely to have provided external careers advice and less likely to be recalled as having advised young people about careers guidance websites. Additionally, young people attending schools rated inadequate who had been informed about careers guidance websites were less likely than other young people to have visited them.

Figure 4.3 Young people accessing careers guidance websites (where aware of them) by Ofsted rating



Source: Longitudinal Study of Young People in England: cohort 2, wave 1.
(see footnotes 6,13 in Annex F)

Young people were generally positive about their experience of careers advice websites. Of those who had accessed careers advice websites, 28 per cent said it had helped them a lot in thinking about what they might do in the future. Fifty four per cent said it helped a little, 13 per cent that it did not help much and 6 per cent that it did not help at all.

Post-16 plans

Changes in the law[9] between LSYPE1 and LSYPE2 have raised the participation age so that the cohort of young people in LSYPE2 are now required to continue in full-time education, employment or volunteering combined with part-time study, or by undertaking an apprenticeship or traineeship beyond the age of 16. This change was reflected in young people's post-16 plans. Between LSYPE1 and LSYPE2 there was a significant increase in the proportion of young people who expected to stay on in full-time education aged 16, from 79 per cent during LSYPE1 to 88 per cent during LSYPE2.

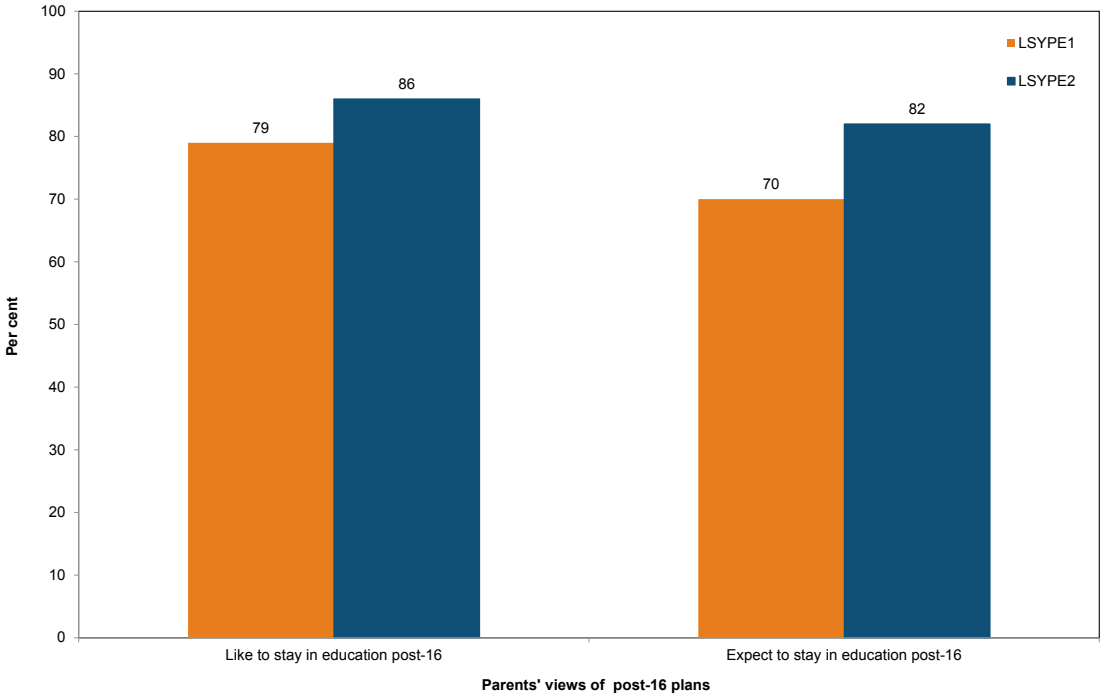
[9] Education and Skills Act (2008) http://www.legislation.gov.uk/ukpga/2008/25/contents

Young people in LSYPE2 who did not plan to remain in full-time education at age 16 were asked what they thought they would do instead. Four out of five young people who were asked this question stated they intended to begin an apprenticeship or start work with some education or training (45 per cent and 35 per cent respectively). A further 7 per cent stated they wanted to start work without education or training. The remainder stated that they wanted to do 'something else' (6 per cent); that they did not know (5 per cent); that they wanted to start a family (1 per cent), or that they thought they would be unemployed (1 per cent).

There was a broadly similar increase in the proportion of parents[10] who would like their child to stay on in full time education (increasing from 79 per cent to 86 per cent between LSYPE1 and LSYPE2). The proportion of parents who expected their child would remain in education at 16 also increased. Over four fifths of parents in LSYPE2 expected their child to remain in education post-16 (82 per cent) compared to 70 per cent in LSYPE1.

[10] All questions asked of 'parents' in this chapter were asked of one parent in each household, who identified themselves as the 'main parent', or the person who undertook most of the caring responsibilities. See Annex B for a full explanation of who is counted as a parent and who responds to these questions.

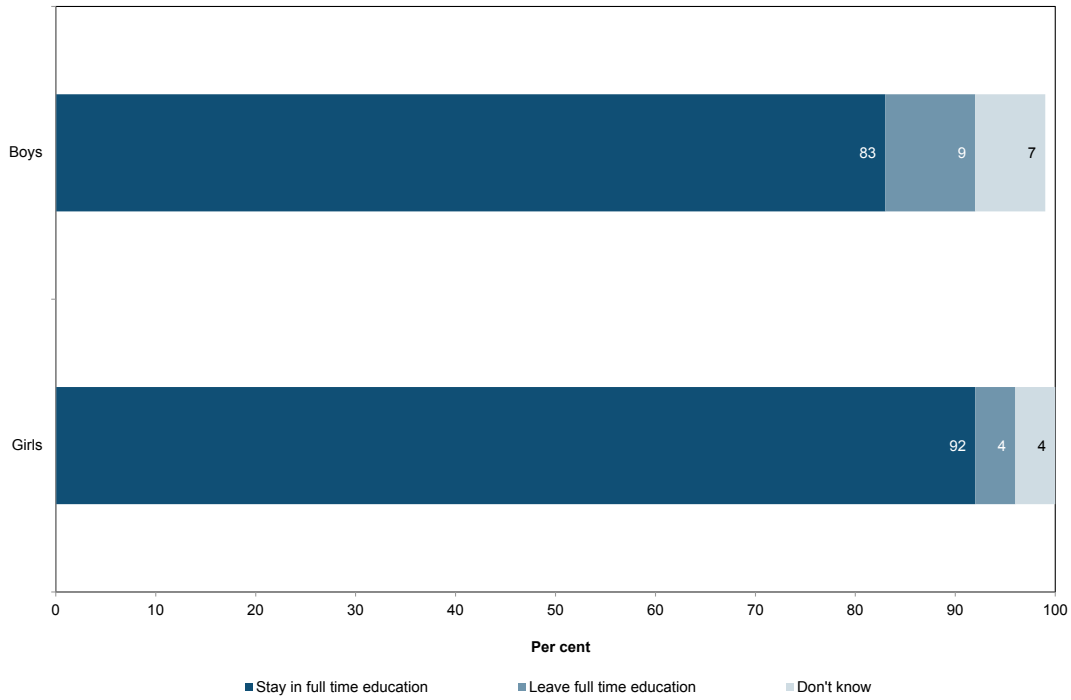
Figure 4.4 Parents' hopes for and expectations of post-16 activity - LSYPE1 and LSYPE2



Source: Longitudinal Study of Young People in England: cohorts 1 and 2, wave 1.
(see footnote 13 in Annex F)

Looking at young people's intention to stay in full-time education, girls were more likely to say they would stay in full time education than boys (92 per cent compared to 83 per cent). Conversely, boys were more likely to say they did not intend to continue in full-time education at 16. Nine per cent of boys said they did not plan to continue in full-time education at 16 compared to four per cent of girls, with seven per cent of boys and four per cent of girls being unsure.

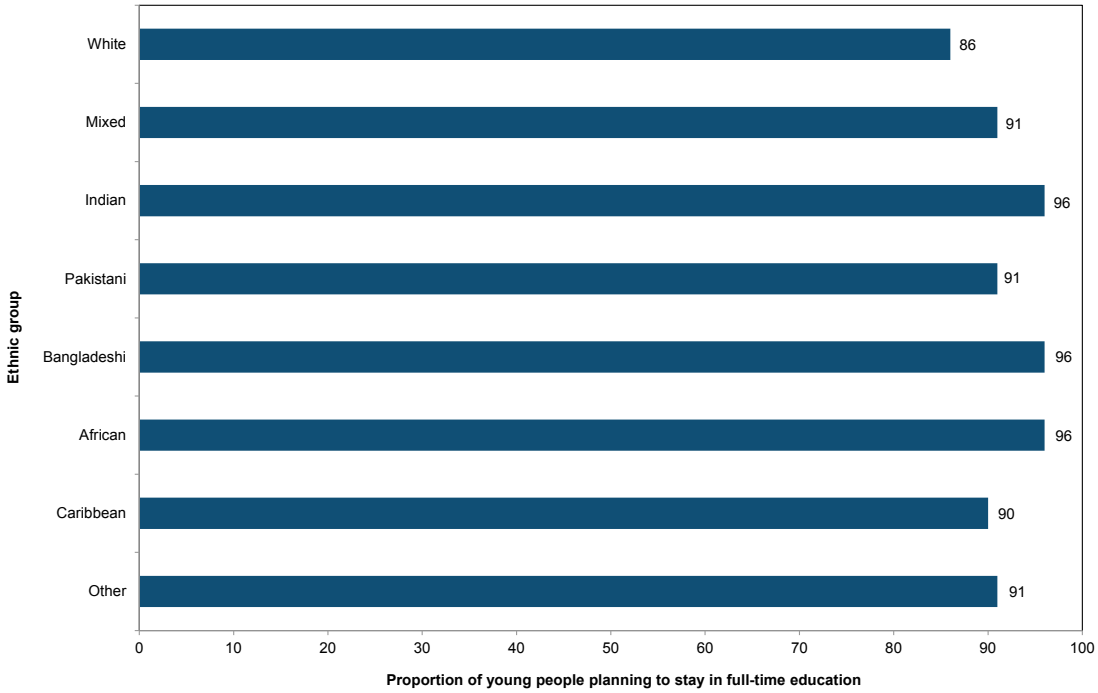
Figure 4.5 Young people planning on staying in full-time education at 16 by gender



Source: Longitudinal Study of Young People in England: cohort 2, wave 1.
(see footnotes 2,13 in Annex F)

There were differences in plans to stay in full-time education post-16 between ethnic groups. For example, white young people were less likely to say that they planned to remain in full-time education than young people from another ethnic group (86 per cent of white young people compared to 93 per cent across all other ethnic groups combined).

Figure 4.6 Young people planning on staying in full-time education at 16 by ethnic group



Source: Longitudinal Study of Young People in England: cohort 2, wave 1.
(see footnotes 6,13 in Annex F)

Young people from the highest income families were more likely to say they intended to remain in full-time education post-16. Ninety three per cent of young people living in households with an income of at least £50,000 a year said they planned to stay in education. There was less uncertainty among this group of young people – only 4 per cent said they didn't know whether or not they would remain in education.

Where their mother held a degree, young people were much more likely than average to plan to remain in education. Where she had either no qualifications or qualifications below the equivalent of 5+ GCSEs at A*-C they were less likely than average to do so.

Table 4.6 Young people's plans to remain in full-time education post-16 by household income and mother's highest qualification

	Stay in education	Leave full-time education	Don't know	Base (weighted)
	%	%	%	
Household income				
£50,000+	93	3	4	3,283
Under £50,000	86	8	6	8,488
Mother's highest qualification				
Degree or higher	94	2	4	2,684
HE below degree	88	6	6	1,667
A levels	88	6	5	1,684
5+ GCSEs at A*-C	86	8	6	2,286
Below 5+ GCSEs at A*-C	84	9	7	2,476
No qualifications	84	9	7	1,342

Source: Longitudinal Study of Young People in England: cohort 2, wave 1.
(see footnotes 2,6, 7,13 in Annex F)

Young people in independent schools were considerably more likely to state that they planned to remain in full-time education post-16. Ninety seven per cent said this was the case. Eighty nine per cent of young people attending academy converters said they planned to remain in education, as did 86 per cent in LA maintained schools and 85 per cent attending sponsored academies.

Young people attending schools rated outstanding were the most likely to say they planned to stay in full time education (Table 4.7).

Table 4.7 Young people's plans to remain in full-time education post-16 by school type and Ofsted rating

	Stay in education	Leave education	Don't know	Base (weighted)
	%	%	%	
School type				
Academy converter	89	6	5	4,617
Sponsored academy	85	9	5	1,252
LA maintained school	86	7	6	5,319
Special school	70	15	15	156
Independent school	97	*	2	861
Ofsted rating				
Outstanding	89	6	5	3,002
Good	87	7	6	5,167
Requires improvement	85	8	7	2,263
Inadequate	84	9	7	527

Source: Longitudinal Study of Young People in England: cohort 2, wave 1.
(see footnotes 2, 4, 6,13 in Annex F)

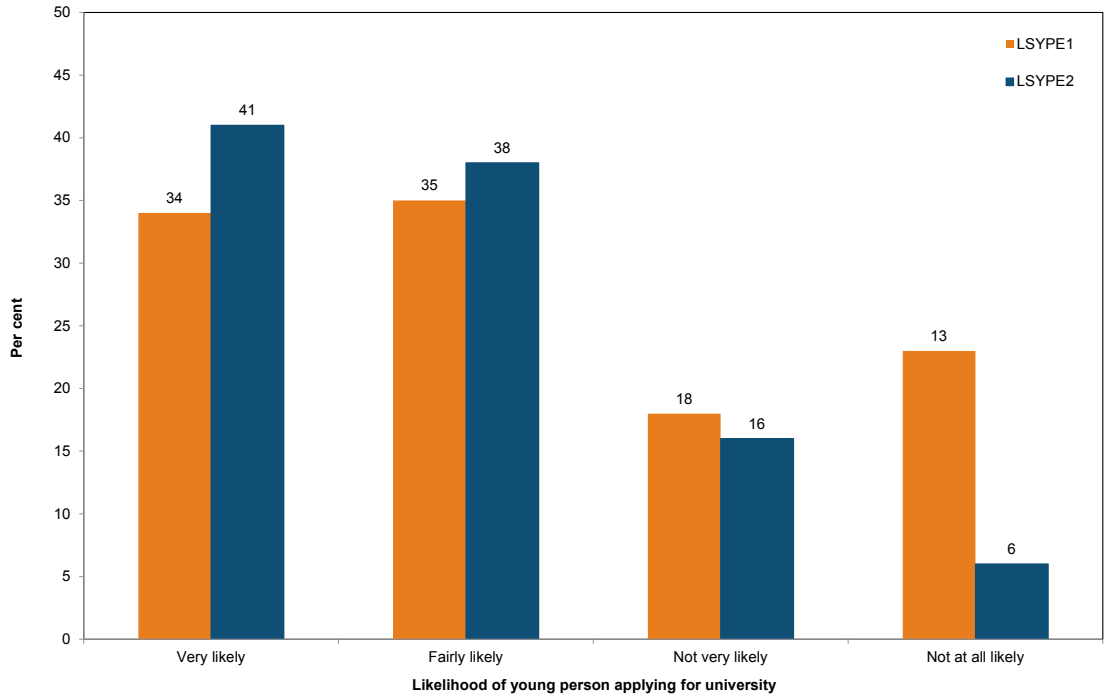
As mentioned earlier in the chapter, the government has raised the participation age so that young people are now required to continue in education or training beyond the age of 16. Just over four fifths (82 per cent) of young people said they were aware of this change. Of those aware of the change, the majority felt it did not impact much on their intentions. Eighty one per cent agreed that they would have remained in education or training post-16 regardless of the change in the law.

University plans

Likelihood of applying to go to university

The proportion of young people planning to apply to university increased significantly between LSYPE1 and LSYPE2. Over two fifths (41 per cent) of young people in LSYPE2 said they were very likely to apply to go to university compared to 34 per cent in LSYPE1. There was also an increase in the proportion who said they were fairly likely to apply (38 per cent of young people in LSYPE2 and 35 per cent in LSYPE1). Only six per cent of young people in LSYPE2 said they were very unlikely to apply to university compared to 13 per cent of young people in LSYPE1.

Figure 4.7 Likelihood of applying for a university place - LSYPE1 and LSYPE2



Source: Longitudinal Study of Young People in England: cohorts 1 and 2, wave 1.
(see footnotes 1,11,13 in Annex F)

Girls were more likely to say they thought it likely they would apply to go to university compared to boys (83 per cent and 75 per cent respectively). In LSYPE1 72 per cent of girls and 66 per cent of boys said they thought they would apply for a place. The gender gap in the proportion saying they were very likely to apply to university was 6 per cent in LSYPE1 and 11 per cent in LSYPE2.

White young people were less likely to say they thought they would apply to university compared to other ethnic groups. Seventy six per cent of white young people thought they were likely to apply to university compared to an average of 92 per cent among other ethnic groups.

Table 4.8 Likelihood of applying for a university place by gender and ethnic group

	Very or fairly likely	Not very likely or not at all likely	Base (weighted)
	%	%	
Gender			
Boys	75	25	6,440
Girls	83	17	6,019
Ethnic group			
White	76	24	10,112
Mixed	84	16	492
Indian	94	6	330
Pakistani	93	7	411
Bangladeshi	93	7	166
African	96	4	385
Caribbean	86	14	165
Other	95	5	370

Source: Longitudinal Study of Young People in England: cohort 2, wave 1.
(see footnotes 6,7,11,13 in Annex F)

On a range of measures of deprivation (such as having FSM and household income), it is apparent that those from less deprived families were more likely to say they would apply for a university place. For example, 88 per cent of young people living in a household with an income above £50,000 a year said they expected to apply for university compared to 75 per cent of all other young people.

As might be expected, the mother's highest qualification was also associated with whether or not the young person expected to apply for university. Ninety three per cent of young people whose mother had at least a degree said they intended to apply for university compared to 80 per cent whose mother had A levels and 70 per cent of young people whose mother had qualifications below 5+ GCSEs at A*-C or no qualifications at all.

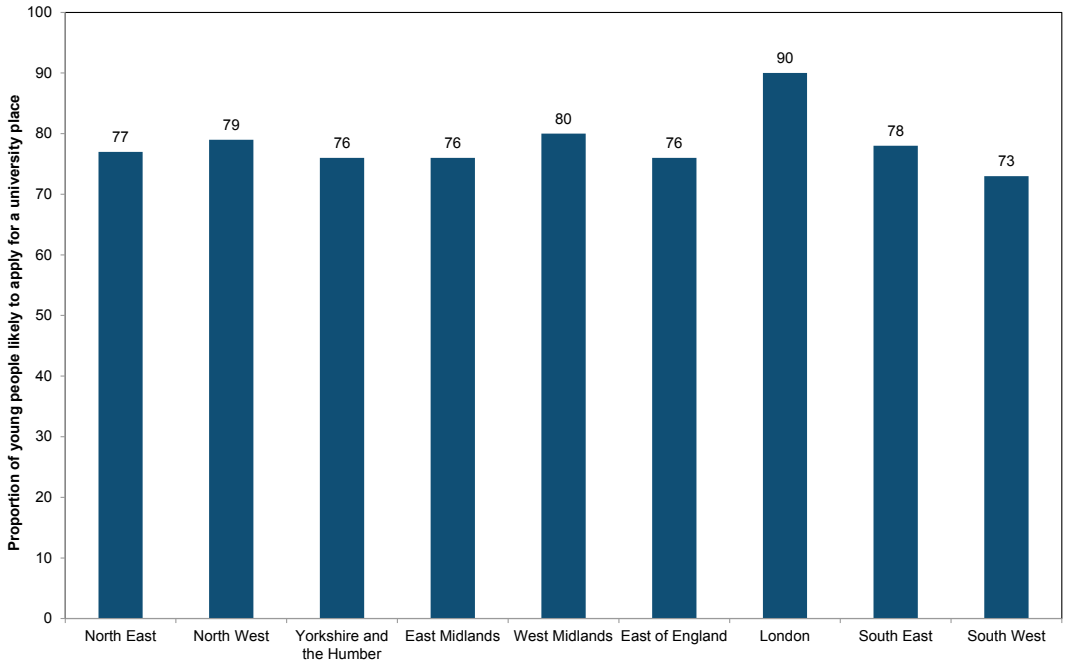
Table 4.9 Likelihood of applying for a university place by socio-economic characteristics

	Very or fairly likely	Not very likely or not at all likely	Base (weighted)
	%	%	
Free school meals (FSM)			
Without FSM	79	21	9,252
With FSM	73	27	1,760
Mother's highest qualification			
Degree or higher	93	7	2,640
HE below degree	84	16	1,618
A levels	80	20	1,618
5+ GCSEs at A*-C	74	26	2,210
Below 5+ GCSEs at A*-C	70	30	2,392
No qualifications	70	30	1,284
Household income			
Less than £50,000	75	25	7,662
£50,000+	88	12	3,216

Source: Longitudinal Study of Young People in England: cohort 2, wave 1.
(see footnotes 6,7,11,13 in Annex F)

Young people living in London were considerably more likely to say they intended to apply for a university place. Nine out of ten young people living in London (90 per cent) said they were likely to apply for a university place. This may partly reflect the relatively large proportion of London's young people who are from minority ethnic groups (members of which are more likely to apply) and also the relatively large number of universities in London - see Figure 4.8.

Figure 4.8 Likelihood of applying for a university place by region



Source: Longitudinal Study of Young People in England: cohort 2, wave 1.
(see footnotes 6,11,13 in Annex F)

Young people attending independent schools were more likely to expect to apply for a university place, mirroring the greater likelihood that they expected to remain in education once they reached 16. Ninety six per cent of young people at independent schools thought it likely they would apply for a university place compared to 79 per cent of young people attending academy converters, 78 per cent at LA maintained schools and 76 per cent attending sponsored academies.

Table 4.10 Likelihood of applying for a university place by school type and Ofsted rating

	Very or fairly likely	Not very likely or not at all likely	Base (weighted)
	%	%	
School type			
Academy converter	79	21	4,481
Sponsored academy	76	24	1,203
LA maintained school	78	22	5,156
Special school	32	68	132
Independent school	96	4	854
Ofsted rating			
Outstanding	83	17	2,917
Good	77	23	5,002
Requires improvement	74	26	2,179
Inadequate	75	25	502

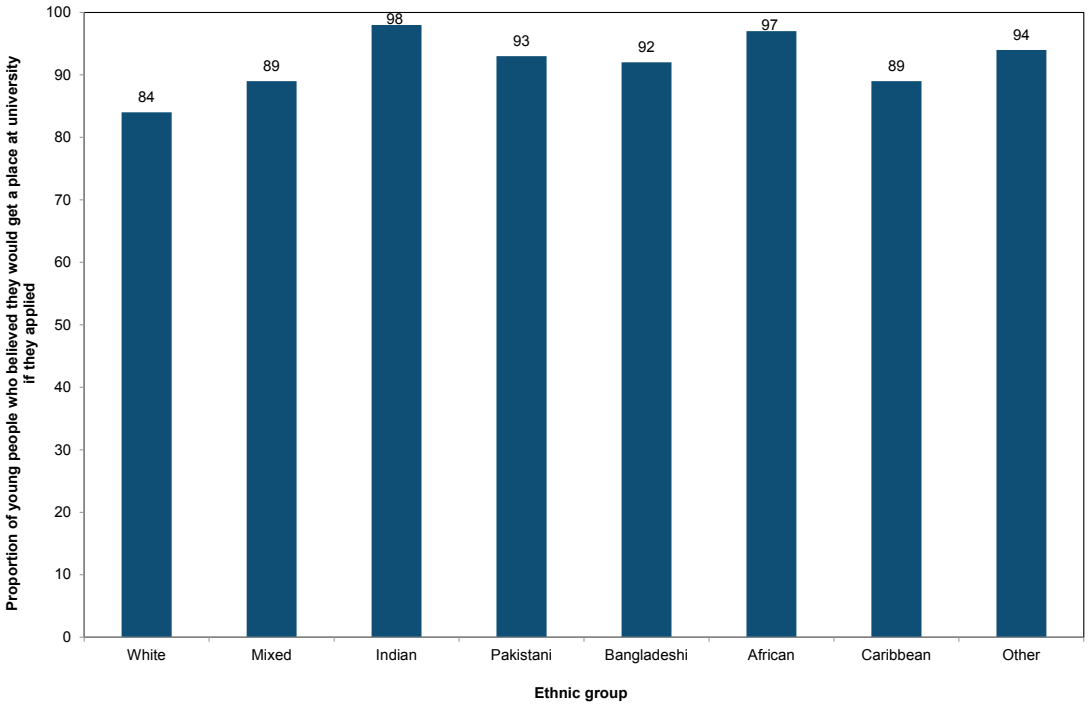
Source: Longitudinal Study of Young People in England: cohort 2, wave 1.
(see footnotes 6,7,11,13 in Annex F)

Likelihood of achieving a place at university

Young people who suggested they thought they might apply for university were asked how likely they thought it was they would get a place (young people who said it was not at all likely they would apply for university were not asked this question). Generally young people were positive about their prospects for achieving a place; 86 per cent thought it was very or fairly likely they would get a place if they applied.

White young people were less confident about getting a university place compared to other ethnic groups. Eighty four per cent of white young people thought they would be offered a place at university if they applied compared to 98 per cent and 97 per cent of Indian and African young people respectively.

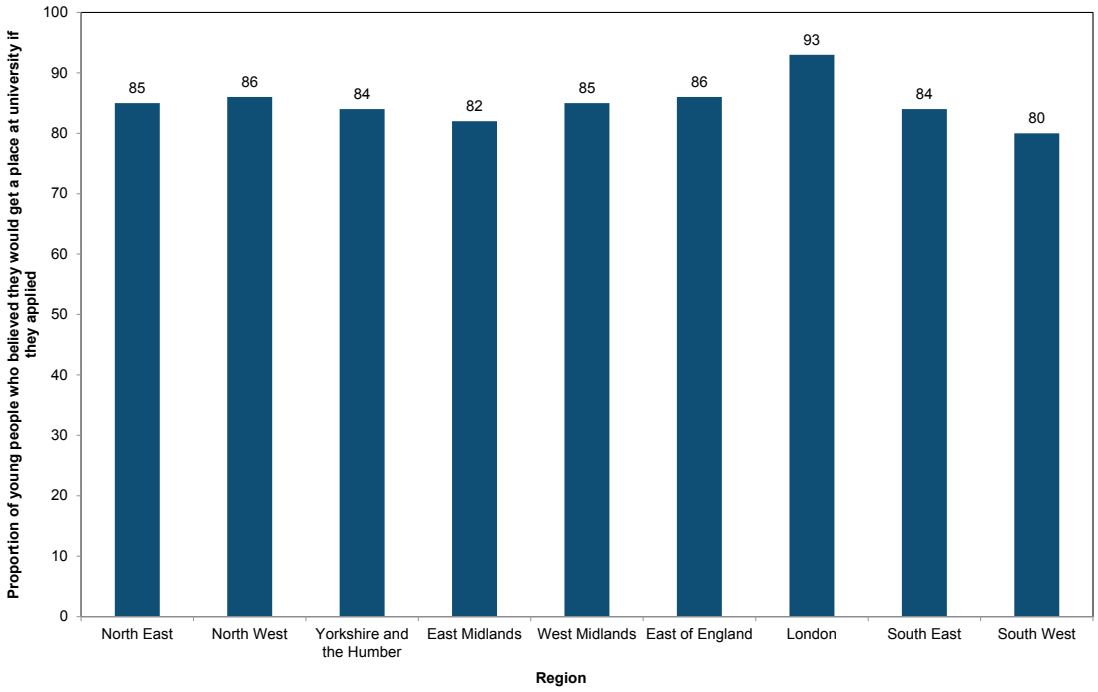
Figure 4.9 Perceived likelihood of achieving a university place by ethnic group



Source: Longitudinal Study of Young People in England: cohort 2, wave 1.
(see footnotes 6,11,13 in Annex F)

Young people's expectations of achieving a place at university followed very similar patterns to those of young people planning to apply for university. Young people in the highest income households and those whose mothers had a degree or higher were more likely to think they would get a place at university if they applied (95 per cent and 92 per cent respectively, compared to an overall average of 86 per cent). Young people living in London were also more likely than average to think they would get a university place if they applied (93 per cent).

Figure 4.10 Perceived likelihood of achieving a university place by region

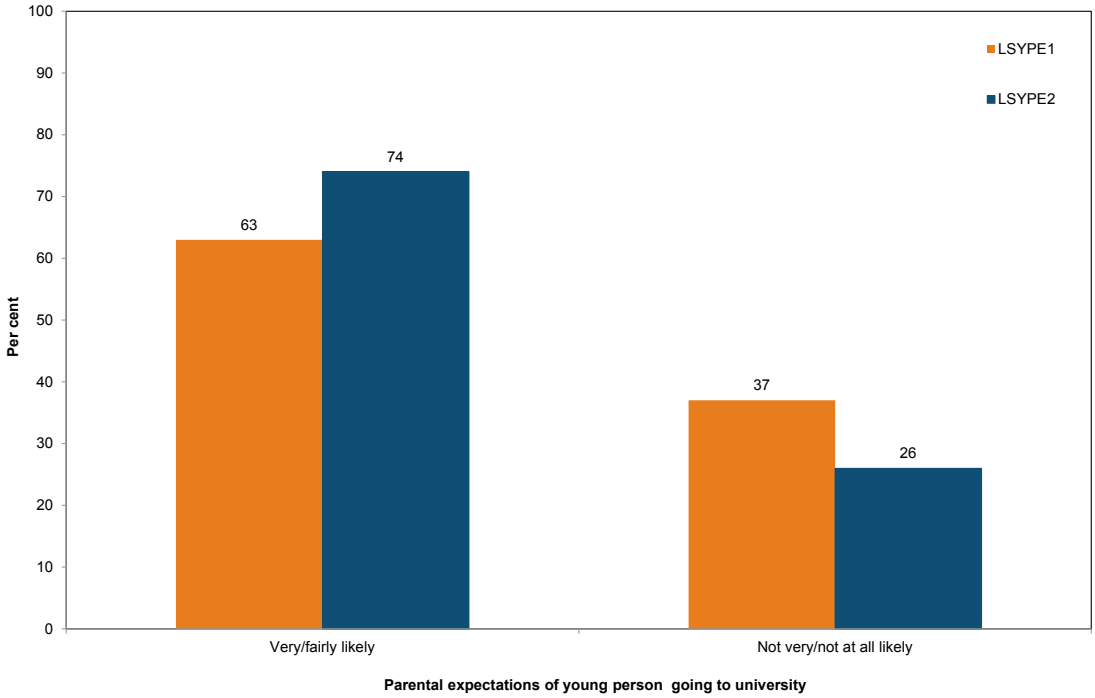


Source: Longitudinal Study of Young People in England: cohort 2, wave 1.
(see footnotes 6,11,13 in Annex F)

Parental expectations of young person going to university

Just as the proportion of young people expecting to apply to university increased so too did the proportion of parents who thought their child would enter university. Figure 4.11 shows the proportion of parents who thought it very or fairly likely that their child would go to university, which increased from 63 per cent in LSYPE1 to 74 per cent in LSYPE2.

Figure 4.11 Parental expectations of the likelihood of the young person going to university - LSYPE1 and LSYPE2

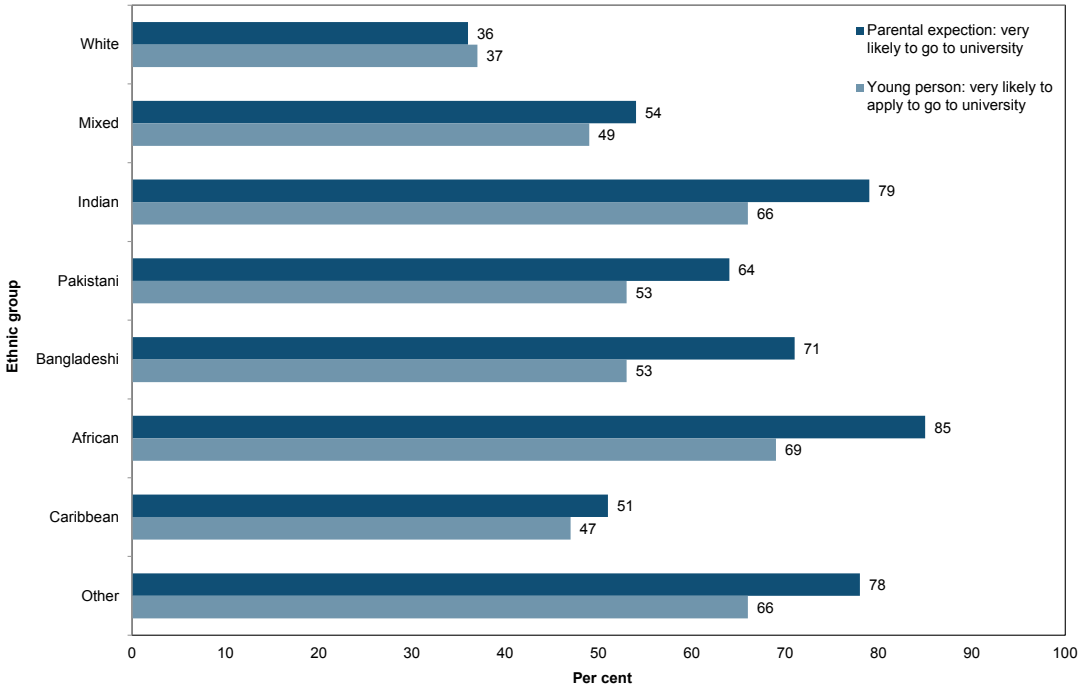


Source: Longitudinal Study of Young People in England: cohorts 1 and 2, wave 1.
(see footnotes 11,13 in Annex F)

Parents of girls were more likely to think their child would go to university, reflecting the young person's expectations of applying. Seventy nine per cent of parents of girls thought it very or fairly likely their child would go to university compared to 68 per cent of parents of boys.

Although the young people's and parents' expectations show similar patterns overall there are some marked differences between the families of white young people and other ethnic groups. There is a tendency across ethnic groups for parental expectations to be higher, with the exception of white young people. Figure 4.12 below also shows that both young people from other ethnic groups and their parents tend to be more likely to expect future university application or entry than white young people and their parents. Those from African, Indian and the 'other' ethnic groups have a particularly strong tendency to consider future university application or entry very likely.

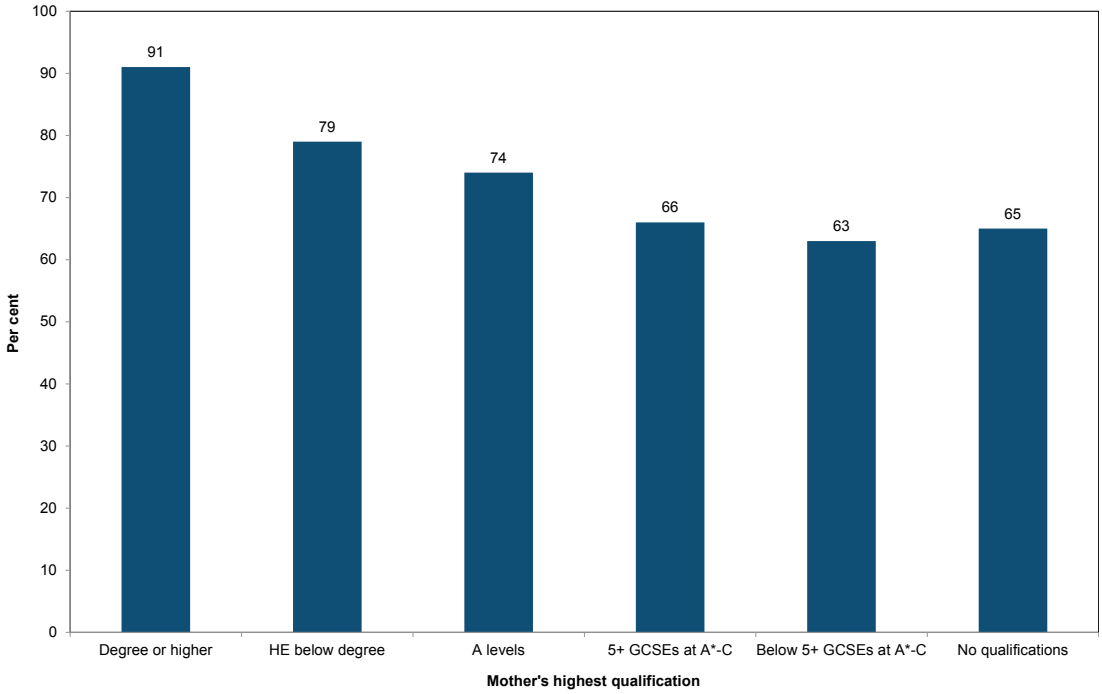
Figure 4.12 Parental expectations of university entry and young people's likelihood of applying to university by ethnic group



Source: Longitudinal Study of Young People in England: cohort 2, wave 1.
(see footnotes 6,11,13 in Annex F)

As with young people's expectations of attending university, parents were more likely to think their child would attend university where the mother has higher qualifications. Among households where the mother had a degree or higher, 91 per cent of parents thought it very or fairly likely their child would attend university. This compares to 74 percent of those where the mother had A levels and 65 per cent of those where the mother had no qualifications.

Figure 4.13 Parental expectations of university entry by mother's highest qualification level

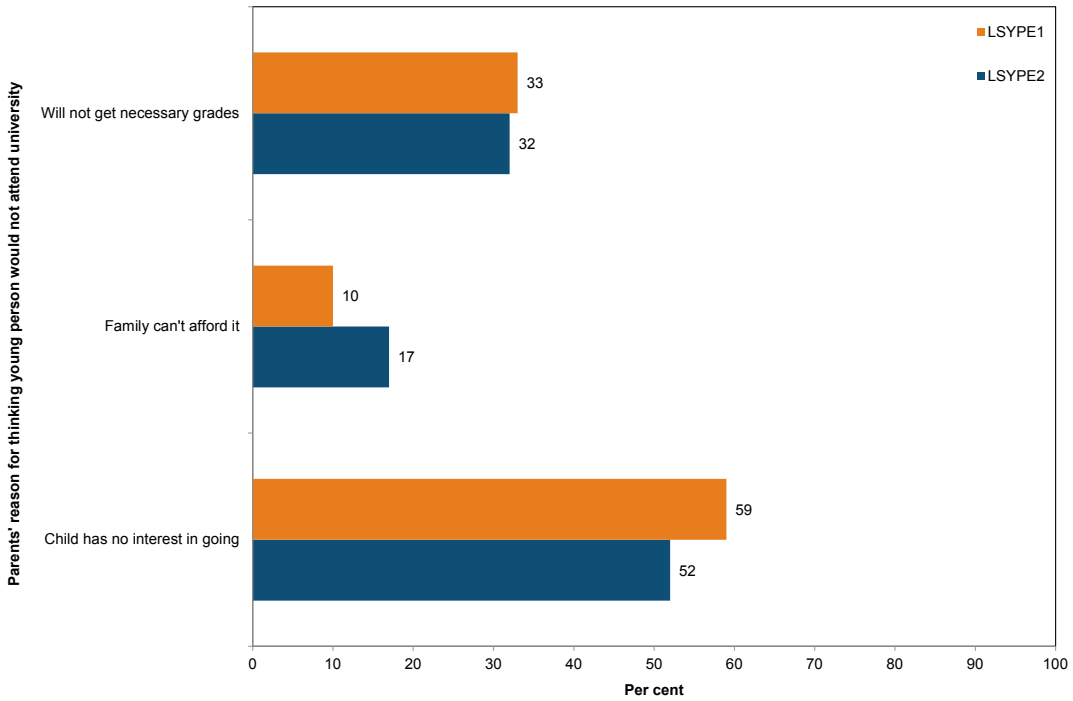


Source: Longitudinal Study of Young People in England: cohort 2, wave 1.
(see footnotes 6,11,13 in Annex F)

Reasons why parents believe young people are less likely to go to university

Those parents who said their child was unlikely or very unlikely to go to university were asked to give reasons why. Figure 4.14 compares the responses for the three most commonly mentioned reasons (respondents were free to give more than one reason) for LSYPE1 and LSYPE2. The proportion of parents saying one reason was because their child would not get the necessary grades was around a third for both LSYPE1 and LSYPE2. The proportion saying the family could not afford a university place for the young person increased from 10 per cent to 17 per cent while the proportion saying their child had no interest in going declined from 59 to 52 per cent.

Figure 4.14 Parents' reasons for why their child will not attend university - LSYPE1 and LSYPE2



Source: Longitudinal Study of Young People in England: cohorts 1 and 2, wave 1.
(see footnotes11,13 in Annex F)

There was an association between deprivation and the likelihood of parents saying the reason they thought their child would not go to university was because the family could not afford it. For example, 27 per cent of the parents of young people with FSM who said their child was unlikely to go to university gave this as the reason compared to 16 per cent of the parents of young people without FSM who thought their child would not go to university.

Future employment

Young people in LSYPE2 appeared less demanding about their future employment compared to young people in LSYPE1. This is perhaps not too surprising; at the time of interviews the LSYPE2 cohort and their families had lived for five years in the shadow of the 2008 financial crisis and the long recession which followed in its wake. This brought an initial rise in unemployment and, even with a subsequent fall in unemployment, persistently low or no wage growth and increasing insecurity in the form of temporary employment and zero hours contracts.

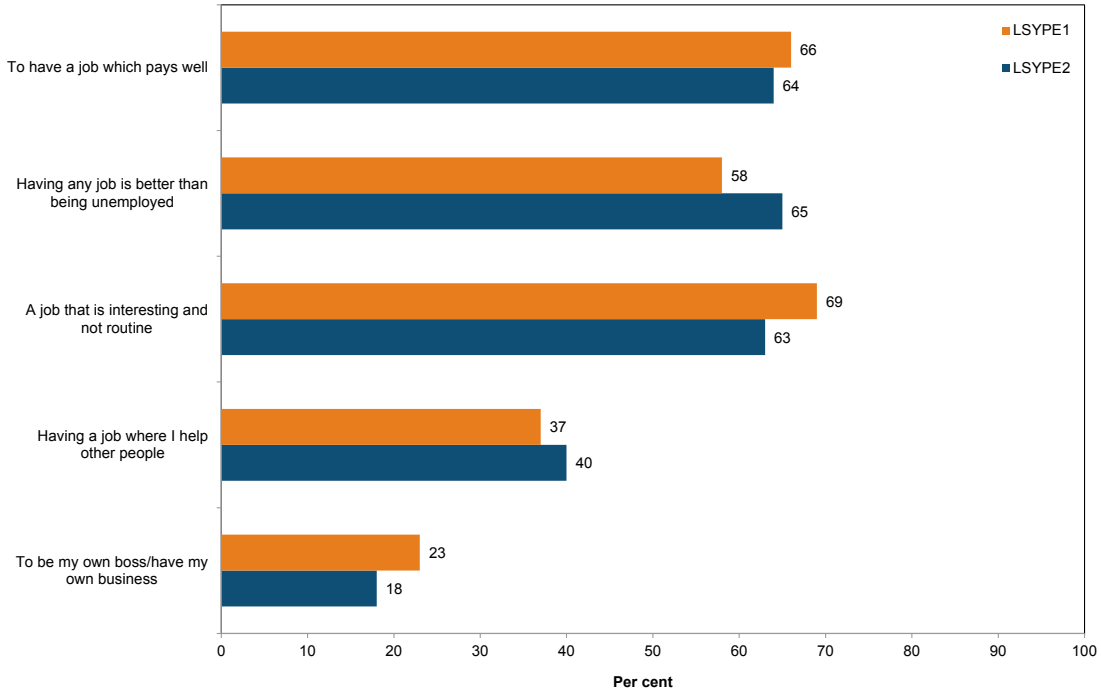
Young people were asked a series of questions about what they would want from a future job. Between LSYPE1 and LSYPE2 there was an increase in the

proportion of young people who agreed strongly that having any kind of job was better than being unemployed (65 per cent in LSYPE2 compared to 58 per cent in LSYPE1). This suggests that young people in LSYPE2 might have been more pragmatic and less demanding about any future job. This tends to be borne out from most of the comparisons between LSYPE1 and LSYPE2 about what young people want from a job in the future

There was a significant fall between LSYPE1 and LSYPE2 in those who said it mattered a lot to have a job that was interesting and not routine; perhaps mirroring the increase in those who agreed strongly that having any kind of job was better than being unemployed.

There was a decline in the proportion of young people saying being their own boss or having their own business in the future mattered a lot to them (from 23 per cent to 18 per cent).

Figure 4.15 Young person's expectations about future jobs - aspects which matter a lot - LSYPE1 and LSYPE2

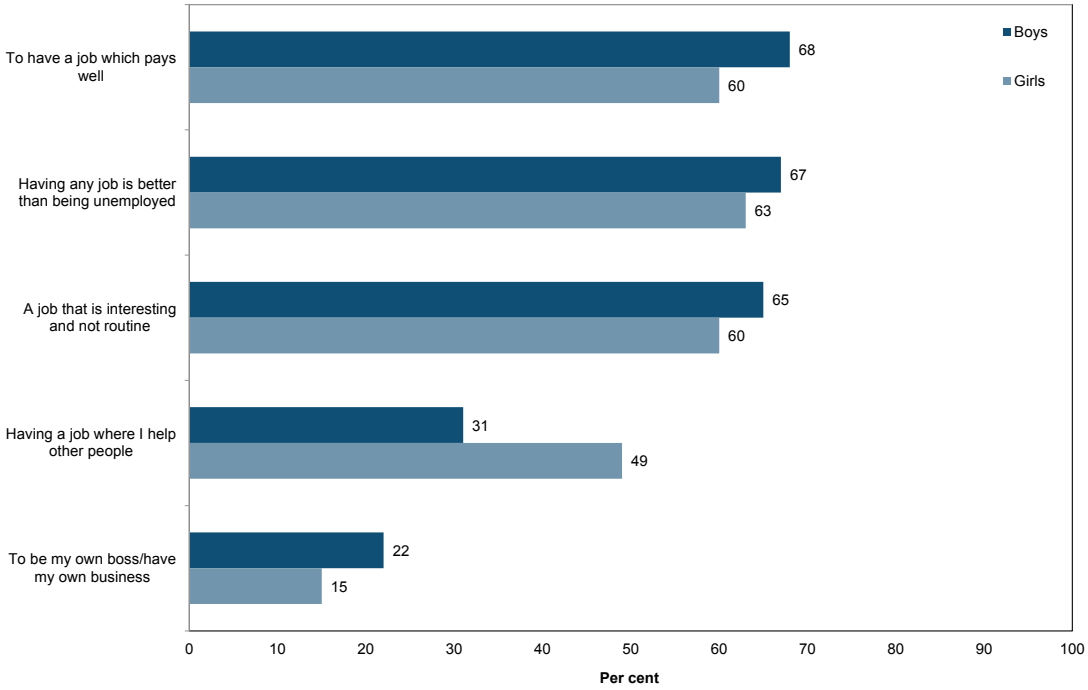


Source: Longitudinal Study of Young People in England: cohorts 1 and 2, wave 1.
(see footnotes11,13 in Annex F)

The one question which bucked this trend was whether it mattered to have a job which helped people; there was an increase in the proportion for whom this mattered a lot (up to 40 per cent in LSYPE2 from 37 per cent in LSYPE1).

There were variations between what boys and girls felt mattered a lot in a future job. Boys were more likely to feel that having a job that paid well was important (68 per cent of boys compared to 60 per cent of girls), to have an interesting job (65 per cent compared to 60 per cent) and to be their own boss (22 per cent and 15 per cent respectively). Girls were considerably more likely to say that it mattered a lot to have a job which helps other people (49 per cent of girls said this was important compared to 31 per cent of boys).

Figure 4.16 Young person's expectations about future jobs - aspects which matter a lot by gender



Source: Longitudinal Study of Young People in England: cohort 2, wave 1.
(see footnotes 11,13 in Annex F)

Conclusions

The proportion of young people who reported an external careers adviser coming to the school declined with Ofsted rating as did the levels of awareness of careers advice websites.

There was a significant increase in the proportion of young people planning to remain in full time education once they reached the age of 16, and to apply for a place at university in the future. Parents were also more likely to want (and expect) their children to remain in education.

Young people's future education intentions varied with their household income (they were more likely to plan to remain in education in the highest income

households); ethnic group (white young people were less likely to say they planned to remain in education); gender (boys were less likely to plan to remain in education); and their mother's qualification level (where she held a degree they were much more likely than average to plan to remain in education, and where she either had no qualifications or only qualifications below 5+ GCSEs at A*-C they were less likely than average to do so).

Chapter 5 Risky behaviour

Summary

Chapter 5 describes manifestations of young people's risky behaviour, along with associated characteristics and outcomes. The respondents were unlikely to report undertaking risky behaviours, such as smoking or vandalism, but there were consistent trends in who was most likely to do so. Some of the key findings are:

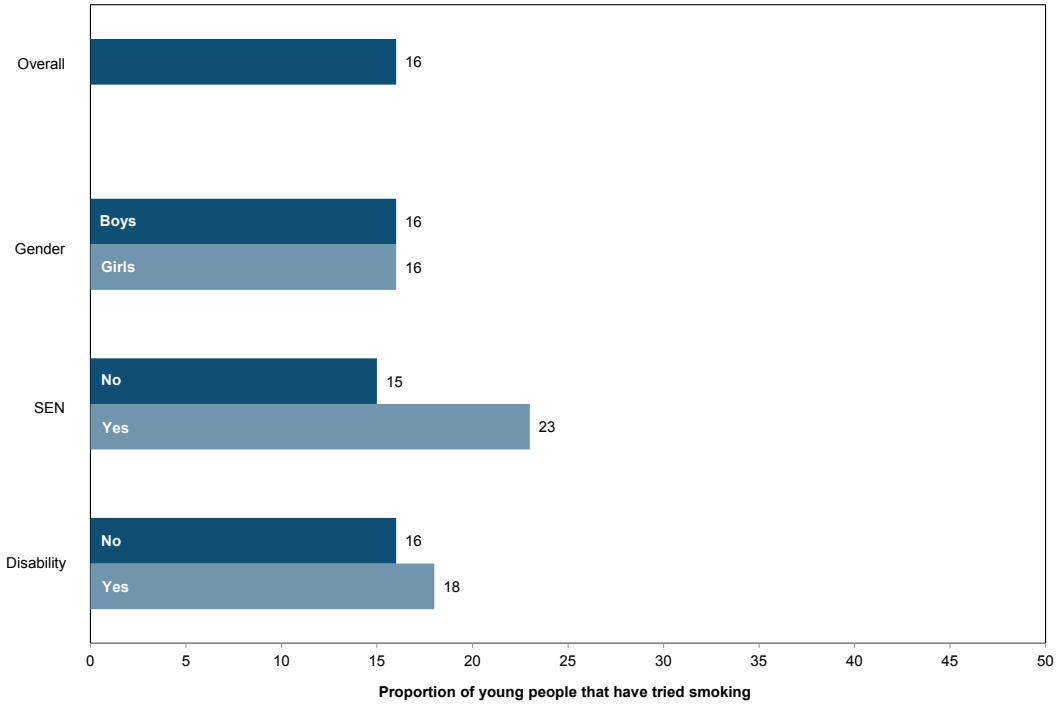
- Sixty four per cent of young people reported no risky behaviours and 68 per cent of parents reported no indications of risky behaviour (such as contact with the police).
- Young people from deprived backgrounds, with greater needs or attending less successful schools were more likely to undertake almost every risky behaviour examined.
- The higher the level of risky behaviour, the less likely young people were to be engaged with their schooling or aspire to university.
- Less than a sixth of young people (16 per cent) had tried smoking and 80 per cent of those no longer smoked.
- Thirty two per cent of young people had tried alcohol. This represents a significant fall since LSYPE1, when 55 per cent had tried it.
- A large majority of young people had heard of cannabis (87 per cent), but only 4 per cent of them had tried it.
- One in ten parents had contacted support services because of their child, which is the same as LSYPE1. However, the proportion who had been contacted by the police had fallen to 5 per cent (from 8 per cent).
- Eight per cent of parents reported that their child received additional support for their behaviour. This support was generally seen as effective in improving both their behaviour (68 per cent) and educational performance (60 per cent).
- Three-quarters of young people (76 per cent) did not report any criminal behaviours. By far the most common such behaviour reported was fighting without the use of weapons (20 per cent of young people had ever done this).

Substance abuse

Smoking

Sixteen per cent of young people reported having tried smoking[11][12]. This varied with young people's characteristics, although the proportion of boys and girls that reported having tried smoking is almost identical. As Figure 5.1 shows, a higher proportion of young people with special educational needs (SEN) or a disability reported smoking, compared to those without.

Figure 5.1 Young people that reported having tried smoking by personal characteristics



Source: Longitudinal Study of Young People in England: cohort 2, wave 1.
(see footnotes 6,11,13 in Annex F)

There was a clear relationship with deprivation: young people in the more deprived IDACI[13] quartiles and those with free school meals (FSM) were more

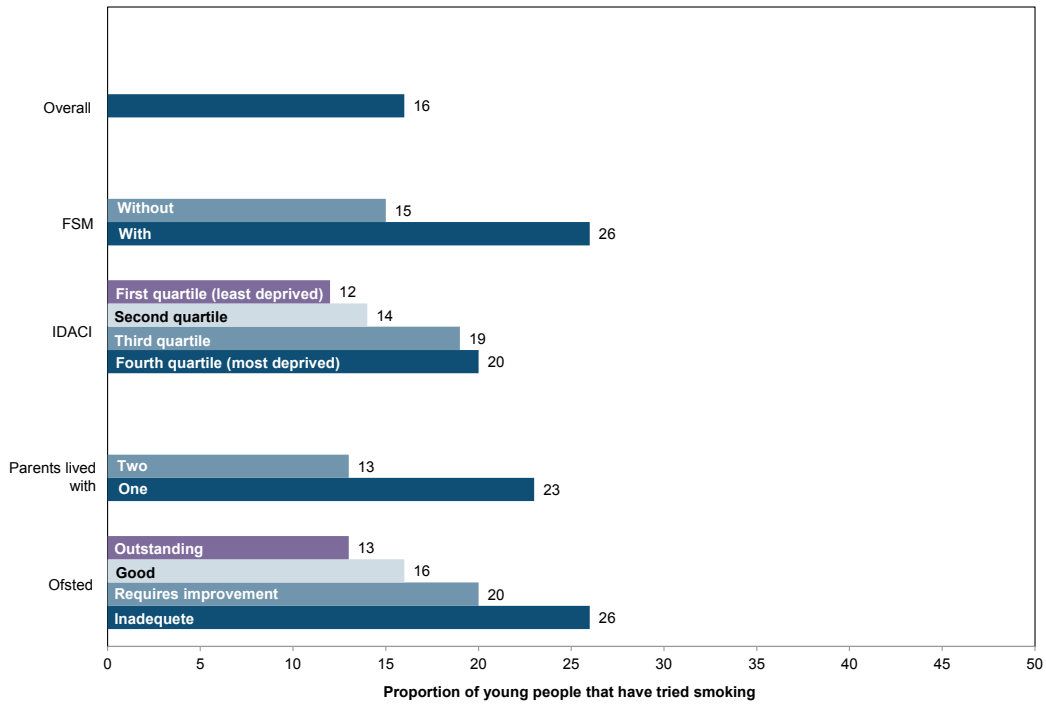
[11] This only reflects those giving a definitive response – young people who indicated they did not know or did not want to answer and those not asked the question have been excluded from the percentage calculation. This is true for all percentages throughout the chapter unless figures for don't know or did not want to answer are given separately.

[12] Superficially this appears higher than was the case in LSYPE1, when 12 per cent of young people reported smoking, but that was in response to a question with more restrictive wording.

[13] Income deprivation affecting children index (IDACI). For further details, see Annex B.

likely to have tried smoking, compared to those in the less deprived IDACI quartiles and those without FSM. A higher proportion of young people living with a single parent than living with two parents reported having tried smoking. Young people attending schools with a lower Ofsted rating were more likely to have tried smoking than those attending more highly rated schools.

Figure 5.2 Young people that reported having tried smoking by household and school characteristics



Source: Longitudinal Study of Young People in England: cohort 2, wave 1.
(see footnotes 6,11,13 in Annex F)

Additionally, white young people were more likely than average to have tried smoking (18 per cent), while young people from the Pakistani (8 per cent), Bangladeshi (9 per cent), Indian (5 per cent) and African (4 per cent) ethnic groups, plus those from the 'other' ethnic group (8 per cent), were much less likely. (There was almost no difference from the overall average in the proportion of Caribbean young people or those from mixed ethnic groups that had tried smoking - both 16 per cent).

Of those who had tried smoking, 80 per cent reported no longer doing so, with 65 per cent reporting only having tried smoking once. Young people with FSM or SEN were less likely than average to have only tried smoking once and more likely than other young people to have still been smoking. Similarly, girls

and young people with a disability were less likely to have tried smoking once and more likely to still be smoking, compared to boys and young people without a disability. Young people in the less deprived IDACI quartiles were more likely than average to have only tried smoking once.

Table 5.1 Frequency of smoking (among smokers) by characteristics

	Tried smoking once	Used to smoke, no longer did	Smoked less than 1 cigarette a week	Smoked 1-6 cigarettes a week	Smoked 7+ cigarettes a week	Base (weighted)
	%	%	%	%	%	
Overall	65	15	6	4	9	1,985
Gender						
Boys	68	15	5	4	9	1,031
Girls	62	16	8	5	10	954
Free school meals (FSM)						
Without FSM	67	15	7	3	8	1,361
With FSM	59	17	5	6	12	442
Special education needs						
No	69	16	6	3	7	1,306
Yes	55	16	8	6	14	497
Disability						
No	66	15	7	4	8	1,619
Yes	59	16	7	6	12	319
Income deprivation affecting children index (IDACI)						
First quartile (least deprived)	71	13	6	3	7	379
Second quartile	70	12	8	4	6	408
Third quartile	61	18	7	4	10	558
Fourth quartile (most deprived)	62	17	5	5	12	638

Source: Longitudinal Study of Young People in England: cohort 2, wave 1.
(see footnotes 1,6,7,11,13 in Annex F)

Nineteen per cent of young people reported not knowing what age they first tried smoking, with a further 8 per cent refusing to say. Among those that would say[14], more than half reported having started aged either 13 (40 per

[14] Only reports of first trying smoking aged 7 or older have been considered.

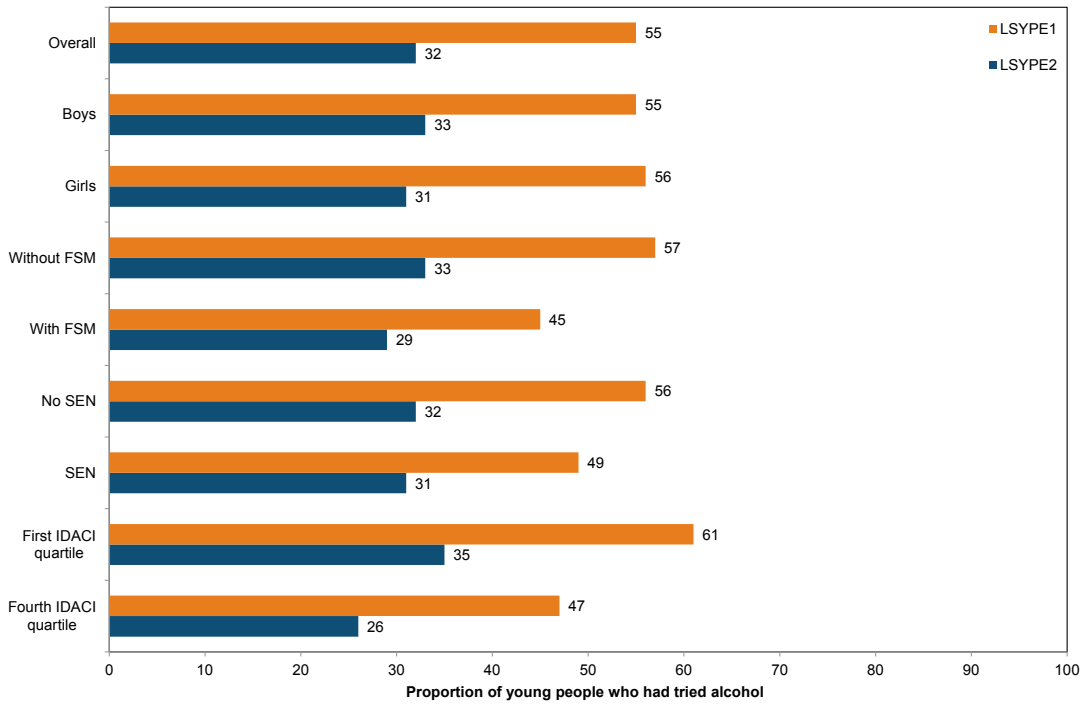
cent) or 14 (24 per cent), with 21 per cent first trying smoking aged 12 and only 15 per cent starting before this.

Similar patterns can be seen in the age of first trying smoking as in the likelihood of trying it, with the groups more likely to try smoking generally being also more likely to do so earlier in life. For example, twenty one per cent of young smokers with FSM had started smoking before the age of 12, with 16 per cent starting aged 14; among those without FSM these percentages are 12 per cent and 25 per cent respectively. Twenty three per cent of young smokers with SEN first tried it before the age of twelve, compared to only 11 per cent of smokers without SEN. One exception to this was that boys were more likely than girls to have first tried smoking before the age of 12 (17 per cent versus 12 per cent) and less likely to have started at 14 (19 per cent versus 29 per cent).

Alcohol

Thirty two per cent of young people reported having had an alcoholic drink. This represents a significant drop-off from LSYPE1, when 55 per cent of young people reported having tried alcohol. This fall appears to have taken place across almost all groups of young people.

Figure 5.3 Young people that reported having tried alcohol by characteristics - LSYPE1 and LSYPE2



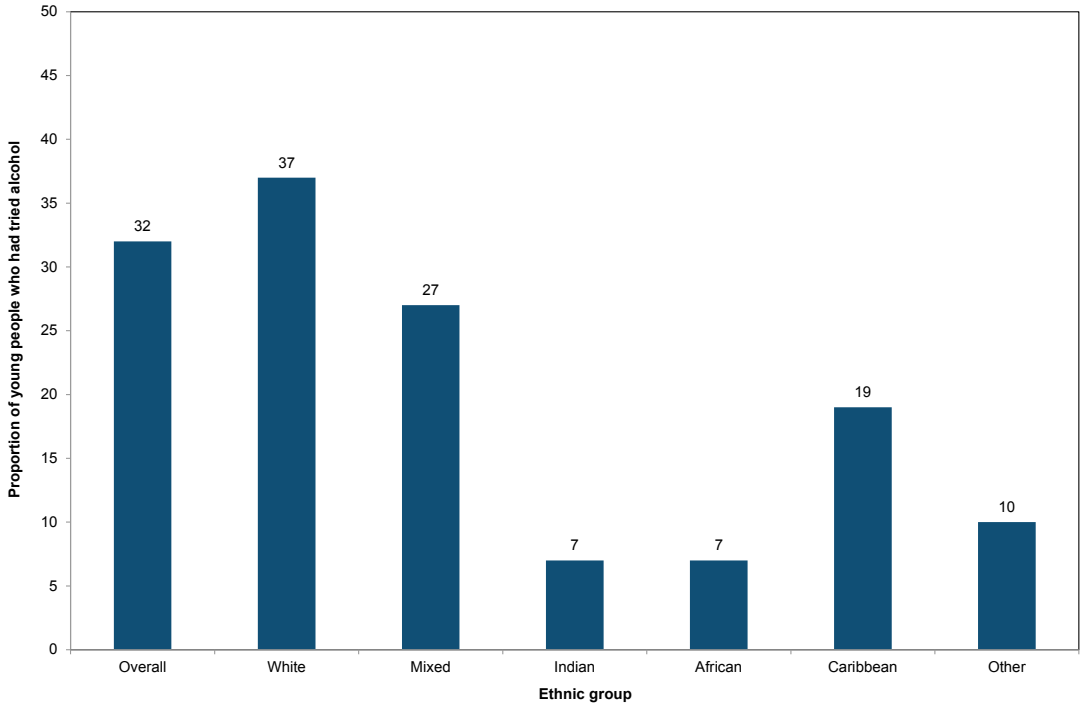
Source: Longitudinal Study of Young People in England: cohorts 1 and 2, wave 1.
(see footnotes 6,11,13 in Annex F)

There was less variation between groups in young people trying alcohol compared to smoking, although there are some significant differences. Boys were slightly more likely to report having tried alcohol than girls (33 per cent versus 31 per cent). A higher proportion of young people living with a single parent reported having had an alcoholic drink, compared to those living with two parents (36 per cent versus 30 per cent). In contrast to trying smoking, a lower proportion of those with FSM (29 per cent) or in the most deprived IDACI quartile (26 per cent) had tried alcohol, compared to those that were not (33 per cent and 34 per cent respectively).

The clearest relationship was with ethnic group: a higher proportion of white young people than any other ethnic group had tried alcohol, with every other ethnic group, apart from mixed ethnicity, having a significantly lower rate than average. For some ethnic groups the relationship with ethnicity seems likely to be a proxy for an association with religious belief: only 3 per cent of Muslims and 8 per cent of Hindus reported having tried alcohol, and the more important a young person reported religion was to the way they lived their life, the less likely they were to have tried alcohol. Seven per cent of young people who considered their religion very important had tried alcohol, compared to 24 per cent who considered it fairly important, 36 per cent who considered it not

very important and 44 per cent who considered it not at all important. Thirty nine per cent of young people of no religion had tried alcohol.

Figure 5.4 Young people that reported having tried alcohol by ethnic group



Source: Longitudinal Study of Young People in England: cohort 2, wave 1.
(see footnotes 6,11,13 in Annex F)

Twenty two per cent of young people reported not knowing what age they first tried alcohol, with a further 3 per cent refusing to say. Among those that would say[15], three-quarters reported having started aged either 13 (42 per cent) or 14 (33 per cent), with 15 per cent first trying alcohol aged 12 and 10 per cent starting before this.

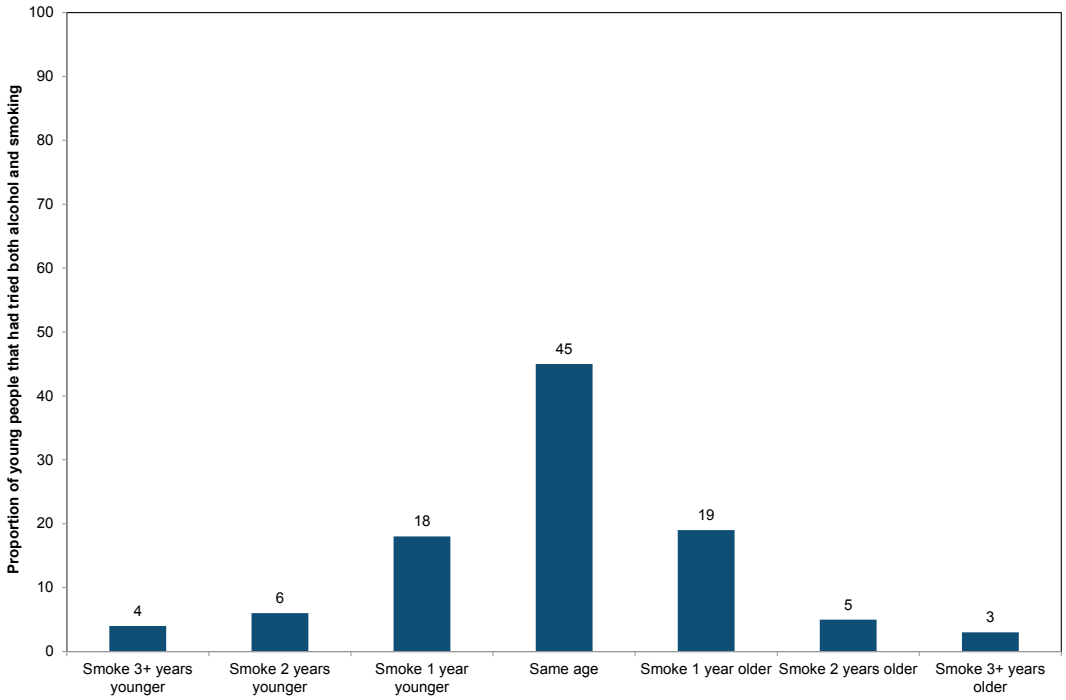
There are few clear trends in the age of first trying alcohol, in contrast to the age of first trying smoking. Young people with SEN were less likely to report first trying alcohol aged 14 (26 per cent), compared to those without (34 per cent), and more likely to have tried alcohol before they turned 12 (14 per cent versus 9 per cent).

Thirty five per cent of young people that had tried alcohol had tried smoking, as opposed to only 7 per cent of those that had not. However, of those that admit to having tried both smoking and alcohol[16], young people were most

[15] Only reports of first trying alcohol aged 7 or older have been considered.
[16] Only reports of first trying smoking or alcohol aged 7 or older have been considered.

likely to have first tried them both in the same year – there is no evidence that either tends to be a precursor to the other.

Figure 5.5 Comparing the ages at which young people reported having first tried alcohol and smoking



Source: Longitudinal Study of Young People in England: cohort 2, wave 1.
(see footnotes 1,6, 11,13 in Annex F)

It is rare for 13/14 year-olds to drink alcohol frequently. Of those that had tried alcohol, the majority (59 per cent) drank monthly or less often. Only a small minority (2 per cent) drank at least twice a week. Almost one quarter (24 per cent) of those who had tried alcohol said they no longer drank.

There appears to be a relationship between the age at which young people started drinking and the extent to which they continued to do so. Those who reported first trying alcohol at younger ages (i.e. aged 7 to 12) were more likely than average to report drinking more than once a month (24 per cent, versus 16 per cent overall). They were also less likely than average to have stopped drinking (15 per cent, compared to 24 per cent overall). In contrast, young people who first tried alcohol aged 14 were less likely to report drinking at least monthly (8 per cent) and more likely to report no longer drinking (29 per cent).

Some groups who were less likely to try alcohol were also less likely to continue drinking if they had begun – a higher proportion of young people with FSM or who were in the most deprived IDACI quartile said they no longer

drank. However, young people living with a single parent were also more likely to report no longer drinking than average, despite being more likely to have tried alcohol. Young people with SEN or a disability were more likely than young people without to have stopped drinking. As Table 5.2 shows, white young people appear much less likely than young people from other ethnic groups to stop drinking once they had tried alcohol.

Table 5.2 Frequency of alcohol use (among those that had tried alcohol) by characteristics

	No longer drank alcohol	At most one drink a month	Two or more drinks a month	Two or more drinks a week	Base (weighted)
	%	%	%	%	
Overall	24	59	14	2	3,487
Ethnic group					
White	23	61	14	3	3,267
All others	47	42	9	2	216
Free school meals (FSM)					
Without FSM	23	61	14	2	2,647
With FSM	36	50	11	3	433
Special educational needs					
No	23	60	14	2	2,498
Yes	31	56	10	4	582
Disability					
No	23	60	14	2	2,931
Yes	31	54	13	3	501
Income deprivation affecting children index (IDACI)					
First quartile (least deprived)	20	62	15	3	977
Second quartile	20	63	14	2	939
Third quartile	24	59	14	2	846
Fourth quartile (most deprived)	35	52	10	3	719
Parents lived with					
Two	22	62	14	2	2,385
One	29	54	13	3	968

Source: Longitudinal Study of Young People in England: cohort 2, wave 1.
(see footnotes 1, 6,7 11,13 in Annex F)

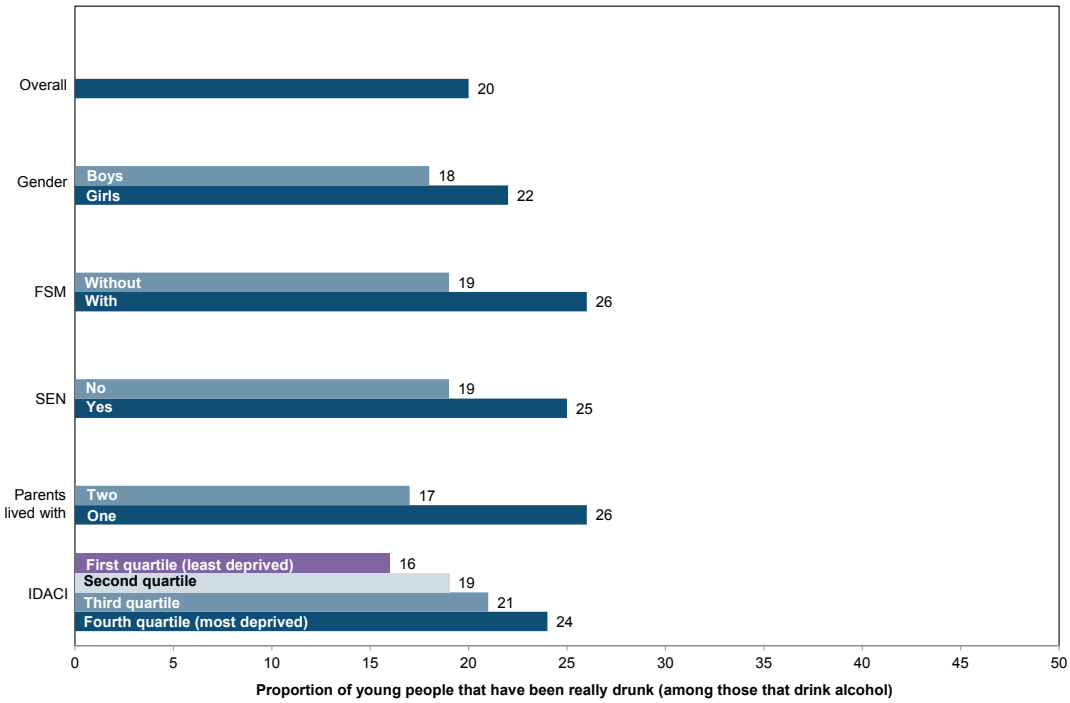
Of those that had tried alcohol, 20 per cent admitted ever having been really drunk (representing 6 per cent of the young people interviewed). This increased to 30 per cent for those that first had an alcoholic drink between the

ages of 7 and 12 and fell to 11 per cent for those that first had an alcoholic drink aged 14.

The more frequently a young person reported drinking, the more likely they were to have ever been really drunk. Almost half (46 per cent) of those that reported drinking more than once a month reported having ever been really drunk, in comparison to 17 per cent of those that drank at most once a month and 11 per cent of those who were no longer drinking.

In contrast to their lower likelihood of trying alcohol, a higher proportion of girls than boys that had tried it reported having been really drunk. Similarly, despite being less likely to have tried alcohol, amongst those that had tried it a higher proportion of young people with FSM or SEN reported having ever been really drunk. Young people living with a single parent were also more likely to report having been really drunk, compared to those living with two parents. Those in the most deprived IDACI quartile were more likely than average to have been really drunk.

Figure 5.6 Young people (among those who had tried alcohol) that have been really drunk by characteristics



Source: Longitudinal Study of Young People in England: cohort 2, wave 1.
(see footnotes 6,11,13 in Annex F)

Of those young people that reported having been really drunk, more than three fifths (61 per cent) reported that this happened less than once a month. Fifteen per cent reported getting really drunk monthly and 3 per cent getting

really drunk at least weekly. Eighteen per cent reported not knowing how often they got really drunk, with a further 4 per cent refusing to say. Among those prepared to say, girls were more likely than boys to report getting really drunk at least monthly (28 per cent compared to 17 per cent).

Those that had drunk alcohol in the last month were asked how much they had drunk last time. Thirty one per cent of those asked reported that they didn't know and 6 per cent didn't want to say.[17] Half of those giving a possible figure reported drinking up to 3 units[18], the equivalent of at most one pint of beer or glass of wine. However, more than a quarter reported drinking more than 6 units, with 6 per cent reporting more than 20 units.

The relatively small number of plausible respondents makes it difficult to identify statistically significant relationships with characteristics. However, young people living with two parents were more likely to report having drunk only up to 3 units (53 per cent) than those living with a single parent (42 per cent). A higher proportion of young people with FSM reported drinking more than 6 units (37 per cent), compared to young people without (26 per cent). Forty one per cent of young drinkers with strong indications of family disengagement (i.e. disengagement scores of two or more[19]) had drunk more than 6 units, compared to only 24 per cent of less disengaged young people.

The same group of young people were also asked what they had drunk: beer, lager or cider; wine; spirits; and/or alcopops. More than three quarters of young people (77 per cent) had stuck to a single class of drink, but most of those drinking more than 6 units had not. Most young people's drinks included beer, lager or cider. Young people whose drinks included spirits were particularly likely to have drunk more than 6 units.

[17] A further 1 per cent gave entirely implausible responses (in excess of 40 units), which illustrates the risk of young people 'showing off' when asked about risky behaviour. These have been excluded from all calculations.

[18] Details of how the number of units drunk has been approximated can be found in Annex C.

[19] The higher the score, the less positive the family relationships appear to be. See Annex B for details of how this score is calculated.

Table 5.3 Types of alcohol drunk most recently by the number of units drunk

	Beer, lager or cider	Wine	Spirits	Alcopops	One type	Two or more types	Base (weighted)
	%	%	%	%	%	%	
Number of units							
1-3 units	55	16	7	22	99	*	450
4-6 units	64	6	23	32	75	25	206
7+ units	68	22	53	43	38	62	247

Source: Longitudinal Study of Young People in England: cohort 2, wave 1.
(see footnotes 4, 6, 11,13,14 in Annex F)

Table 5.4 Units of alcohol drunk most recently by types of alcohol

	1-3 units	4-6 units	7+ units	Base (weighted)
	%	%	%	
Overall	50	23	27	904
Drinks included				
Beer, lager or cider	45	24	31	551
Wine	52	9	39	139
Spirits	16	22	62	210
Alcopops	36	24	39	270
Number of types of drink				
One	64	22	14	696
Two or more	*	25	74	207

Source: Longitudinal Study of Young People in England: cohort 2, wave 1.
(see footnotes 1,4, 6,11,13 in Annex F)

As Table 5.5 shows, boys were much more likely than girls to have been drinking beer, lager or cider, and less likely to have been drinking wine, spirits or alcopops. They were also less likely than girls to have been mixing their drinks. Young people with FSM were less likely to have been drinking beer, lager or cider and more likely to have been drinking spirits, compared to those without, which is perhaps a surprise given their relative costs. Young people living with a single parent were more likely than those living with two parents to have been drinking spirits.

Table 5.5 Types of alcohol drunk most recently by characteristics

	Beer, lager or cider	Wine	Spirits	Alcopops	1 type	2+ types	Base (weighted)
	%	%	%	%	%	%	
Overall	62	16	27	32	73	27	1,438
Gender							
Boys	80	9	20	20	77	23	776
Girls	41	24	34	45	68	32	662
Free school meals (FSM)							
Without FSM	63	14	26	32	73	27	1,097
With FSM	54	14	35	39	69	31	149
Special educational needs							
No	61	15	27	34	72	28	1,034
Yes	65	12	29	25	76	24	213
Parents lived with							
Two	63	16	24	31	74	26	998
One	62	13	33	36	68	32	388

Source: Longitudinal Study of Young People in England: cohort 2, wave 1.
(see footnotes 6,11,13,14 in Annex F)

Cannabis

Awareness of cannabis was high among young people, with 87 per cent of young people having heard of it. Awareness was lower among young people with FSM (82 per cent), SEN (80 per cent) or a disability (84 per cent), and young people in the most deprived IDACI quartile (83 per cent). Awareness was lowest among young people from the African, Pakistani (both 78 per cent) and Bangladeshi (77 per cent) ethnic groups.

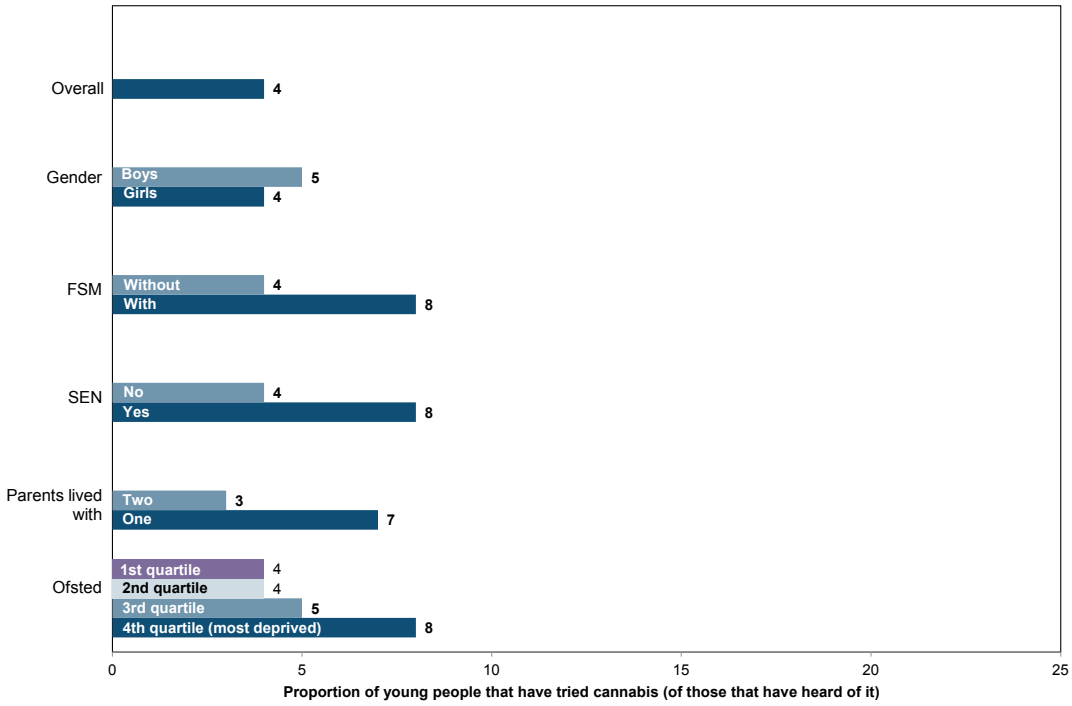
Of those that had heard of cannabis, 14 per cent had been offered it. Young people from the African (8 per cent), Pakistani (9 per cent) and Bangladeshi (6 per cent) ethnic groups who had heard of cannabis were less likely to have been offered it than average, as well as being less likely to have heard of it to begin with. In contrast, among those who had heard of it young people with FSM (18 per cent) or SEN (17 per cent) were more likely than average to have been offered cannabis.

Young people attending a school rated inadequate and young people from mixed ethnic groups were much more likely than average to have been offered cannabis (21 per cent and 20 per cent respectively), while young people in the least deprived IDACI quartile and young people from the Indian ethnic group were less likely (12 per cent and 6 per cent). A higher proportion of boys than girls reported they had been offered cannabis (16 per cent versus 13 per cent), and a higher proportion of young people living with a single parent than those living with two parents (19 per cent versus 12 per cent).

Of those who had heard of cannabis, 4 per cent of young people reported having tried it.

As you would expect, similar groups of young people were more likely to report having been offered cannabis and having tried it. Boys were more likely to report having tried cannabis than girls. A higher proportion of young people living with a single parent reported having tried cannabis, compared to those living with two parents. Those with FSM, SEN or attending a school rated inadequate were more likely to have tried cannabis than those that were not. Young people from mixed ethnic groups were more likely than average to have tried cannabis (8 per cent).

Figure 5.7 Young people that reported having tried cannabis by characteristics



Source: Longitudinal Study of Young People in England: cohort 2, wave 1.
(see footnotes 6,11,13 in Annex F)

Of those that had tried cannabis, 59 per cent claimed not to use cannabis any more, with 5 per cent refusing to say how often they now used and 4 per cent reporting not knowing. More than half (52 per cent) of those reporting continued use reported using cannabis at most once a month, with 22 per cent reporting use a couple of times a month, 13 per cent use a couple of times a week and 12 per cent use at least 4 times a week.

Of those prepared to report when they last used cannabis, 44 per cent reported that they last used it more than 6 months ago, with 24 per cent reporting use from 1 to 6 months ago, 16 per cent use in the last month and 16 per cent use in the last week.

'Legal highs'

Of those who were prepared to answer, three in ten young people (30 per cent) reported having heard of 'legal highs', with a further 7 per cent answering 'don't know'.

Thirty per cent of those that said they had heard of legal highs named one or more substances that they believed qualified, but almost half of the

substances named were illegal drugs[20] such as cannabis or heroin (49 per cent). Eleven per cent were chemicals that can be abused, such as solvents or aerosols; 10 per cent were nicotine, alcohol or caffeine; and only 20 per cent were substances that would be commonly understood as legal highs, such as mephedrone – young people were clearly confused by the term legal highs and/or by what substances are legal. Only 18 per cent of those naming legal highs listed only substances that would be typically understood as such.

Eight per cent of those that only named typical legal highs – i.e. those that appeared to truly know what legal highs were – reported having tried one or more of the substances that they named.

Contact with services and criminal behaviour

Contact with services

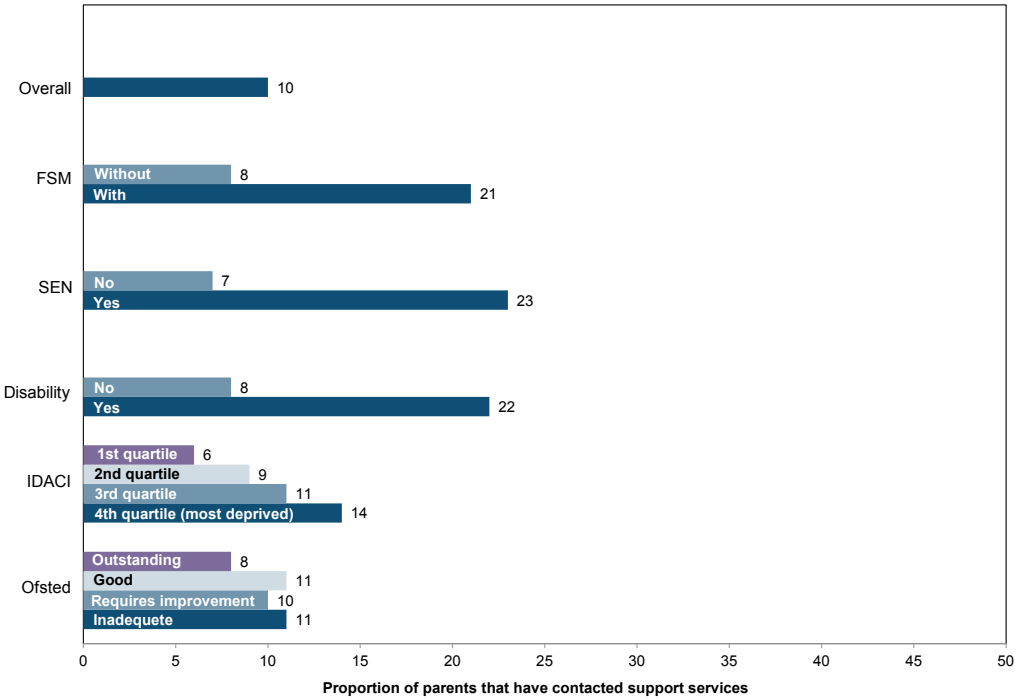
One in ten parents[21] (10 per cent) reported having contacted social services, educational welfare or other support services in the last year because of their young person's behaviour. This is unchanged since LSYPE1.

Parents of young people from the Indian ethnic group were significantly less likely than average to have contacted support services (3 per cent). Parents of young people attending outstanding schools were less likely to have contacted support services than parents of those at a less highly rated school, as shown in Figure 5.8. Parents of young people with FSM, SEN or a disability were more likely to have contacted support services, compared to parents of young people without. Parents of young people in less deprived IDACI quartiles were less likely to have contacted support services than parents of young people in more deprived IDACI quartiles.

[20] Details of how the substances named as legal highs have been classified can be found in Annex C.

[21] All questions asked of 'parents' in this chapter were asked of one parent in each household, who identified themselves as the 'main parent', or the person who undertook most of the caring responsibilities. See Annex B for a full explanation of who is counted as a parent and who responds to these questions.

Figure 5.8 Parents that reported having contacted support services by characteristics



Source: Longitudinal Study of Young People in England: cohort 2, wave 1.
(see footnotes 6,11,13 in Annex F)

Five per cent of parents reported having contacted social services, 4 per cent educational welfare and 7 per cent other support services. Of those parents that contacted services for support, 57 per cent sought help from only one, with 26 per cent having contacted two and 17 per cent all three. As you would expect, very similar characteristics appeared to be associated with a higher probability of having contacted any support service, having contacted each individual service and of having contacted more than one service.

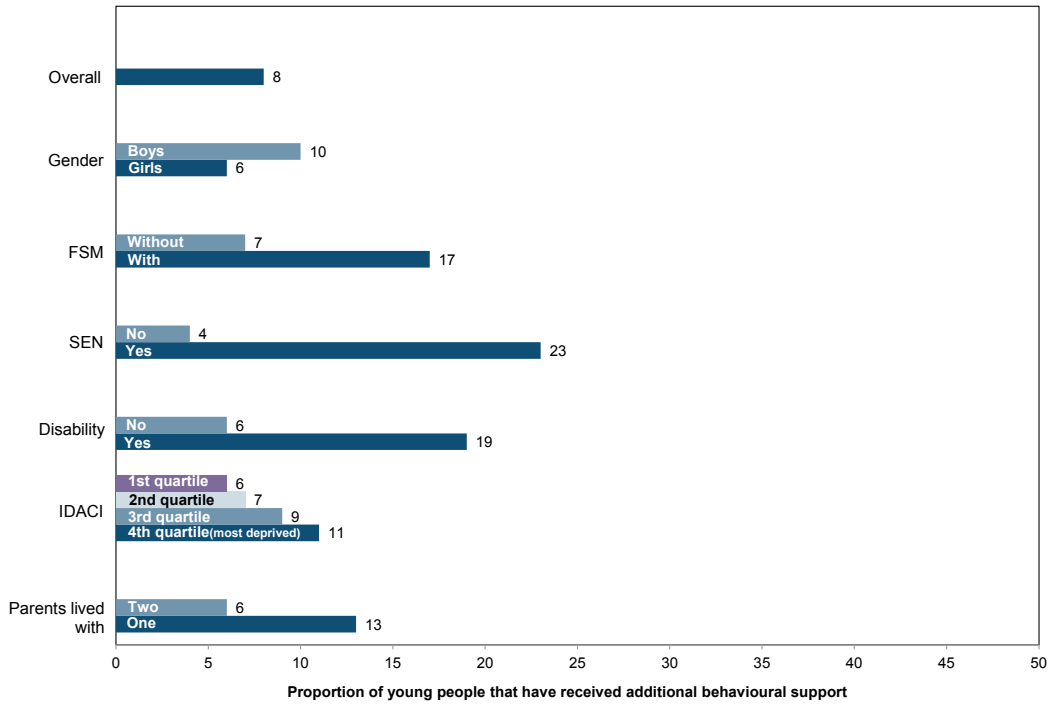
Additional behavioural support

Eight per cent of parents reported that their young person had received additional support for their behaviour, such as time in specialist units or with a counsellor, in the last two years.

Unsurprisingly, receiving additional behavioural support has similar associations with characteristics to contact with support services. Young people with FSM, SEN or a disability, living with a single parent or in the most deprived IDACI quartiles were more likely than average to have received such support. A higher proportion of boys than girls had received additional behavioural support. Young people from the Caribbean ethnic group (13 per

cent) were more likely than average to have received support and young people from the Pakistani ethnic group less likely (4 per cent).

Figure 5.9 Young people receiving additional behavioural support by characteristics



Source: Longitudinal Study of Young People in England: cohort 2, wave 1.
(see footnotes 6,11,13 in Annex F)

Forty seven per cent of this support was provided for a year or longer, with 34 per cent being provided for between one month and one year and 19 per cent being provided for one month or less. Of those receiving support, young people with SEN (59 per cent) or, in particular, a disability (66 per cent), were more likely than average to be supported for at least one year. Boys were more likely than girls to be supported for at least one year (53 per cent versus 36 per cent).

As Table 5.6 shows, the most common types of support received were support from the school with educational and/or non-educational needs and referral to an external psychologist or counsellor. Thirteen per cent of young people whose parents reported one or more forms of support were referred to a specialist behaviour unit or school, and only 2 per cent to other educational provision. Young people with SEN were more likely than those without to attend a specialist unit or school, to receive school support with educational needs or to be referred for psychological help. Young people with a disability were more likely than those without to receive school support with educational

needs or to be referred for psychological help. A higher proportion of boys than girls received help in school with educational needs. Young people with FSM were more likely than those without to attend a specialist unit, but less likely to receive support in school for non-educational needs.

Table 5.6 Parents that report different forms of additional behaviour support (of those reporting any specific support) by characteristics

	Behaviour unit / school	Other external provision	School – with educational skills	School – with non-educational skills	Psychologist or counsellor	Base (weighted)
	%	%	%	%	%	
Overall	14	2	32	42	33	959
Gender						
Boys	15	3	39	42	32	639
Girls	10	*	18	41	35	320
Free school meals (FSM)						
Without FSM	12	2	30	45	33	581
With FSM	19	3	35	37	32	266
Special educational needs						
No	7	*	9	47	26	362
Yes	19	3	48	39	37	486
Disability						
No	13	2	19	44	27	588
Yes	16	3	52	37	43	362

Source: Longitudinal Study of Young People in England: cohort 2, wave 1.
(see footnotes 3,4, 6, 9,11,13 in Annex F)

Two-thirds of parents (67 per cent) identified one type of support that their young person received, with 17 per cent receiving two and 12 per cent three or more. Three per cent of parents reported not knowing what type of support their young person received, with a further 1 per cent refusing to say.

Of those that reported particular types, boys were more likely than girls to receive multiple types of support. Young people with SEN or a disability were much more likely than those without to receive multiple types of support, as you might expect given their potentially complex needs.

Table 5.7 **Number of forms of additional behaviour support (among those reporting any specific support) by characteristics**

	One type	Two types	Three or more types	Base (weighted)
	%	%	%	
Overall	70	18	12	959
Gender				
Boys	66	19	15	639
Girls	77	16	7	320
Special educational needs				
No	86	13	2	362
Yes	58	23	19	486
Disability				
No	79	16	6	588
Yes	57	22	22	362

Source: Longitudinal Study of Young People in England: cohort 2, wave 1.
(see footnotes 1,6,7,11,13 in Annex F)

More than two thirds of parents (68 per cent) reported that this support had improved their child's behaviour, with only 19 per cent reporting that it had not. Additionally, three fifths of parents (60 per cent) reported that this support had improved their educational performance, with 27 per cent reporting that it had not (11 per cent did not know and 1 per cent refused to say).

The only statistically significant differences between groups were that a higher proportion of parents of young people with SEN or disabilities believed it had improved their education, compared to the parents of those without (this is limited by the relatively small numbers receiving support). However, Tables 5.8 and 5.9 do suggest a general tendency for the parents of young people with characteristics associated with needing support (for example, those with FSM, boys) to be more likely to believe it had improved their education, and for the support to be more likely to be perceived as effective the more of it there was.

Table 5.8 Parents that report support has improved the young person's behaviour and education by characteristics

	Improved behaviour	Improved education	Base (weighted)
	%	%	
Overall	68	60	998
Gender			
Boys	71	62	660
Girls	64	56	338
Free school meals (FSM)			
Without FSM	70	59	602
With FSM	68	64	277
Special educational needs			
No	69	55	376
Yes	70	65	504
Disability			
No	67	57	621
Yes	70	66	369
Income deprivation affecting children index (IDACI)			
First quartile (least deprived)	71	56	180
Second quartile	66	63	201
Third quartile	69	59	270
Fourth quartile (most deprived)	68	62	348
Parents lived with			
Two	70	61	546
One	66	59	406

Source: Longitudinal Study of Young People in England: cohort 2, wave 1.
(see footnotes 6, 9,11,13 in Annex F)

Table 5.9 Parents that report support has improved the young person's behaviour and education by support received

	Improved behaviour	Improved education	Base (weighted)
	%	%	
Overall	68	60	998
Form of support			
Behaviour unit / school	68	62	132
School – with educational skills	72	75	309
School – with non-educational skills	72	59	399
Psychologist or counsellor	63	54	315
Number of forms[22]			
One	69	60	671
Two	68	58	172
Three or more	74	69	115
Duration			
More than one year	74	65	394
More than one month	71	60	287
One month or less	65	53	156

Source: Longitudinal Study of Young People in England: cohort 2, wave 1.
(see footnotes 6,9,11,13 in Annex F)

Contact with the police

Five per cent of parents reported having been contacted by the police about their young person in the last 3 years. The parents of boys were more likely to have been contacted by the police than the parents of girls. Otherwise, as might be expected, contact with the police and contact with support services are associated with similar characteristics.

The proportion of parents that have been contacted by the police has fallen since LSYPE1, from 8 per cent. As can be seen from the table below (Table 5.10), this fall seems to have taken place across almost all groups of young people, regardless of deprivation, SEN, gender or ethnic group. However, the

[22] Too few parents who did not know what support their young person received reported this to be shown here, but they are included in the overall average.

only ethnic groups with a statistically significant change are white young people and young people from mixed ethnic groups.

Table 5.10 Parents that reported having been contacted by the police by characteristics

	LSYPE2	LSYPE1	LSYPE2 Base (weighted)	LSYPE1 Base (weighted)
	%	%		
Overall	5	8	12,335	14,826
Gender				
Boys	6	11	6,422	7,382
Girls	3	5	5,913	7,148
Free school meals (FSM)				
Without FSM	4	7	9,207	11,626
With FSM	10	17	1,639	1,950
Special educational needs				
No	3	7	8,617	11,002
Yes	10	17	2,228	2,574
Income deprivation affecting children index (IDACI)				
First quartile (least deprived)	3	4	3,187	3,937
Second quartile	3	6	3,023	3,540
Third quartile	6	10	2,974	3,414
Fourth quartile (most deprived)	7	13	3,139	3,916
Ethnic group				
White	5	9	10,086	13,093
Mixed	5	11	475	421
Indian	*	3	299	325
Pakistani	2	2	348	213
Bangladeshi	*	*	112	65
African	*	4	325	211
Caribbean	4	5	165	211
Other	2	2	304	275

Source: Longitudinal Study of Young People in England: cohort 2, wave 1.
(see footnotes 4, 6, 9,11,13 in Annex F)

Sixty four per cent of those contacted reported only having been contacted once. Twenty four per cent reported having been contacted more than once, with a further 5 per cent refusing to say how many times they had been contacted and 8 per cent claiming not to know. Of those prepared to say, parents of young people with SEN (37 per cent) or a disability (40 per cent) were more likely to report multiple police contacts than average (27 per cent). A higher proportion of parents of young people with FSM than without reported multiple police contacts (34 per cent versus 22 per cent). Parents of young people in the more deprived IDACI quartiles were more likely to report multiple police contacts than parents of young people in the less deprived IDACI quartiles (33 per cent versus 15 per cent).

Where either young people or their parents reported 3 or more risky[23] behaviours, the parents were far more likely than average to have reported multiple contacts with the police (44 per cent and 43 per cent respectively). The parents were significantly less likely than average to have reported multiple contacts with the police where young people reported no risky behaviours (13 per cent), or their parents reported none (6 per cent) or one (8 per cent).

Of those contacted in the last 3 years, 45 per cent reported having been contacted at some point because the young person had committed a crime or was causing trouble. Seventeen per cent reported having been contacted because the young person was a victim of crime and 13 per cent because they were thought to be vulnerable or likely to get into trouble.

[23] Certain responses from young people and their parents have been deemed indications of risky behaviour. For details of what has been counted as such, see Annex B or later sections of this chapter.

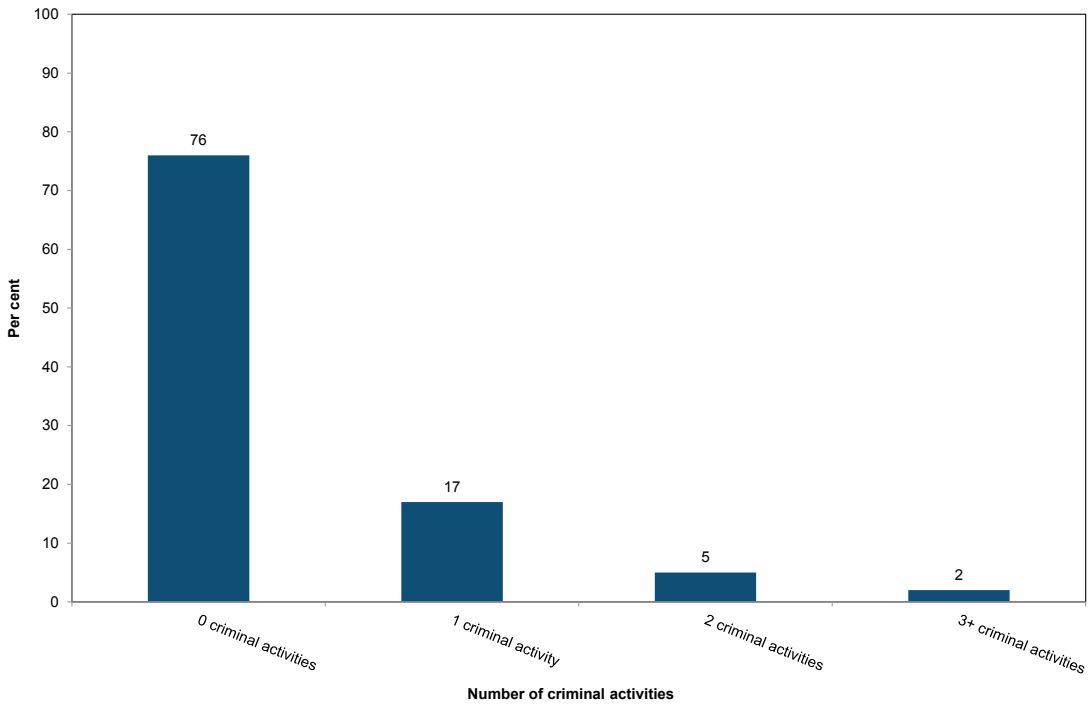
Criminal behaviour

Young people were asked whether they had undertaken any of six different criminal behaviours:

- Graffitiing in the last 12 months.
- Damaging others' property in a public place in the last 12 months.
- Ever having shoplifted.
- Ever having attacked someone with a weapon.
- Ever having attacked someone without a weapon.
- Ever having carried a knife or other weapon.

More than three quarters (76 per cent) of young people had not undertaken any of these activities. Only 2 per cent had undertaken three or more.

Figure 5.10 Numbers of criminal behaviours reported by the young person



Source: Longitudinal Study of Young People in England: cohort 2, wave 1.
(see footnotes 1,11,13 in Annex F)

Where only one such activity was undertaken, for the overwhelming majority of young people it was attacking someone without using a weapon. The only other criminal activity reported by more than 5 per cent of young people was ever having shoplifted. As Table 5.11 shows, young people with FSM or living with a single parent were more likely to have committed all criminal activities

except carrying a knife, compared to those without FSM or living with two parents[24][25]. Boys and young people with SEN were more likely to have committed all criminal activities except graffitiing, compared to girls and young people without SEN[26]. Young people with a disability were more likely than those without one to have shoplifted, fought (with or without a weapon) or carried a knife. Young people attending schools rated inadequate, or in the more deprived IDACI quartiles, were more likely to have ever fought without a weapon than other young people.

[24] There is a small but statistically significant difference for graffiti, between those living with two and one parents, masked by the rounding.

[25] The differences in the likelihood of carrying a knife are not statistically significant.

[26] The difference in graffiti between those with and without SEN is not significant.

Table 5.11 Young people reporting particular criminal behaviours by characteristics

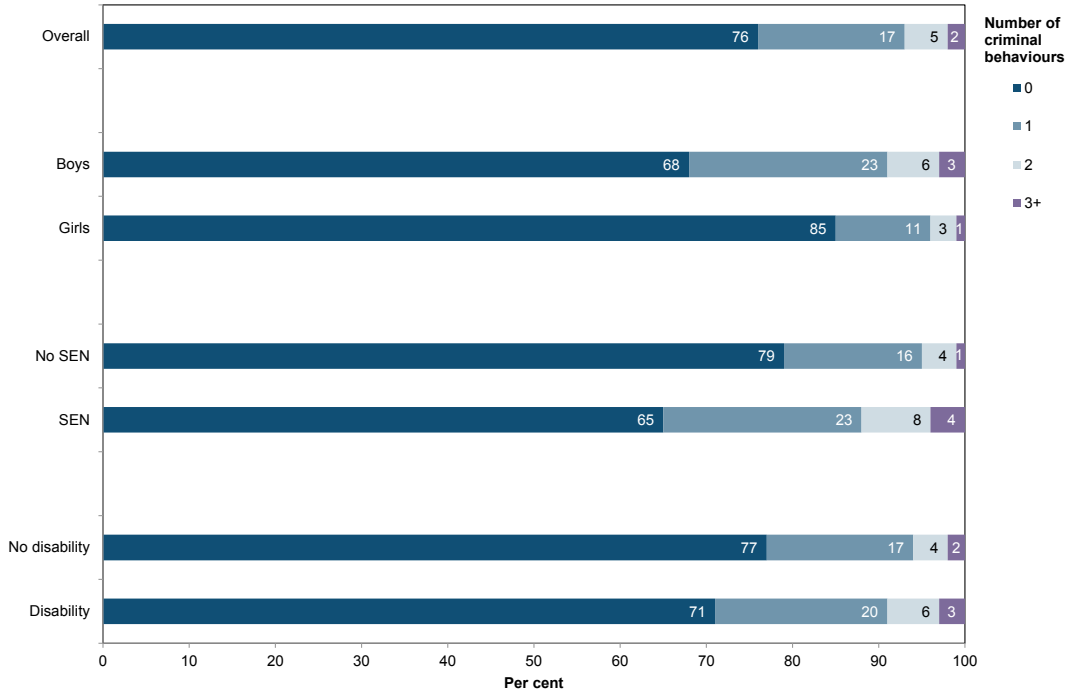
	Graffiti	Vandalism	Shoplifting	Fight – with weapon	Fight – no weapon	Carry a knife	Base (weighted)[27]
	%	%	%	%			
Overall	3	3	7	2	20	1	12,636 – 12,270
Gender							
Boys	3	4	8	3	28	2	6,526 – 6,340
Girls	3	2	5	2	11	1	6,110 – 5,931
Free school meals (FSM)							
Without FSM	3	2	6	2	18	1	9,403 – 9,126
With FSM	4	4	11	4	29	2	1,789 – 1,730
Special educational needs							
Yes	4	5	11	5	31	3	2,269 – 2,192
No	3	2	5	2	17	1	8,924 – 8,664
Disability							
No	3	3	6	2	19	1	10,558 – 10,266
Yes	3	3	9	4	26	2	1,849 – 1,782
Income deprivation affecting children index (IDACI)							
First quartile	3	2	6	2	15	1	3,176 – 3,104
Second quartile	3	2	6	2	16	1	3,022 – 2,947
Third quartile	3	3	7	3	22	1	3,058 – 2,959
Fourth quartile	3	3	8	3	25	2	3,368 – 3,248
Parents lived with							
Two	3	2	6	2	18	1	9,095 – 8,850
One	3	4	10	3	24	2	3,170 – 3,063
Ofsted rating							
Outstanding	2	2	6	2	18	1	2,949 – 2,854
Good	3	3	7	3	20	1	5,059 – 4,918
Requires improvement	3	3	6	2	21	2	2,246 – 2,182
Inadequate	3	4	7	2	27	1	517 - 502

Source: Longitudinal Study of Young People in England: cohort 2, wave 1.
(see footnotes 3,6,9,10,11,13,16 in Annex F)

[27] Some young people were prepared to say whether they had committed particular criminal behaviours but not others. This means that every cell in this table has a unique weighted base – this column provides the largest and smallest bases for each row, for context. A full set are reported in Annex E.

Very similar patterns can be seen in terms of the average number of criminal behaviours reported. Boys reported more criminal behaviours than girls, on average. Young people with SEN or a disability both reported more criminal behaviours than those without.

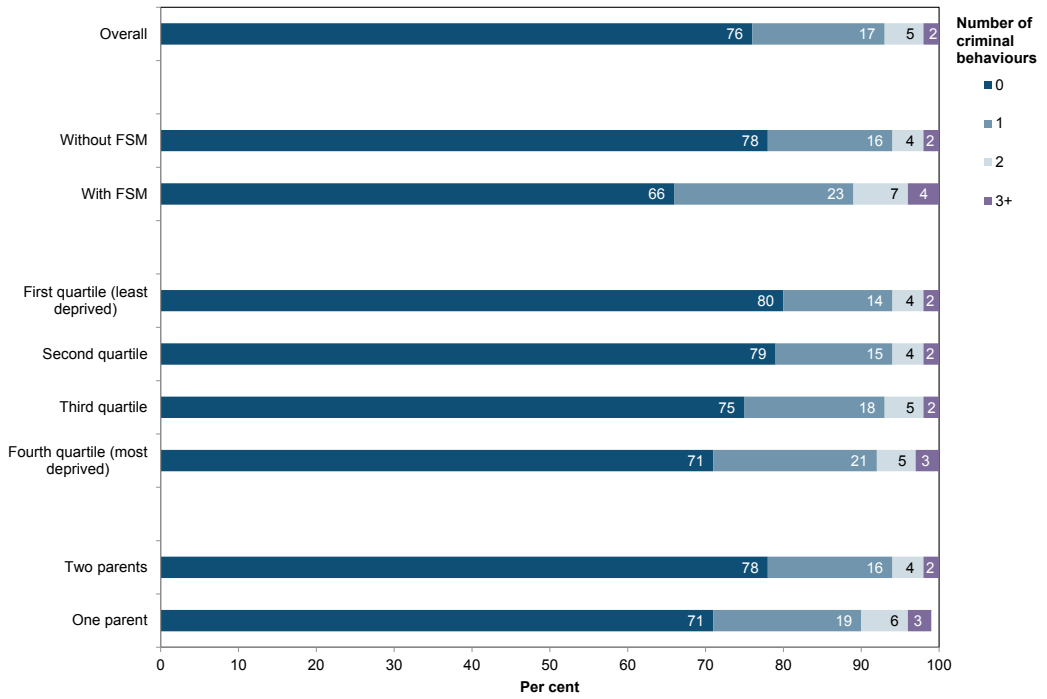
Figure 5.11 Numbers of criminal behaviours reported by the young person by personal characteristics



Source: Longitudinal Study of Young People in England: cohort 2, wave 1.
(see footnotes 1,6,11,13 in Annex F)

There were also similar connections with other factors in their daily lives. Young people with FSM or living with a single parent reported more criminal behaviours, compared to those without FSM or living with two parents. Young people in the less deprived IDACI quartiles were more likely than those in the more deprived IDACI quartiles to report no criminal behaviours, with those in the most deprived IDACI quartile being the least likely to do so.

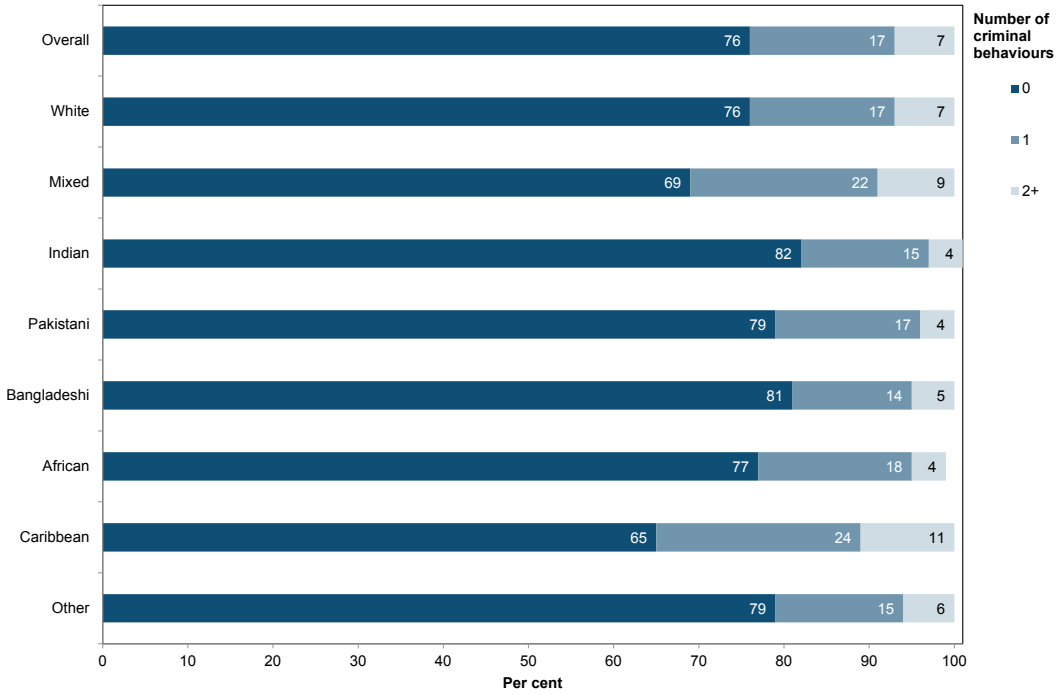
Figure 5.12 Numbers of criminal behaviours reported by the young person by household characteristics



Source: Longitudinal Study of Young People in England: cohort 2, wave 1.
(see footnotes 1,6,11,13 in Annex F)

The number of criminal behaviours reported also varied among ethnic groups, with young people from mixed ethnic groups and young people from the Caribbean ethnic group being more likely than average to report at least one.

Figure 5.13 Numbers of criminal behaviours reported by the young person by ethnic group



Source: Longitudinal Study of Young People in England: cohort 2, wave 1.
(see footnotes 1,6,11,13 in Annex F)

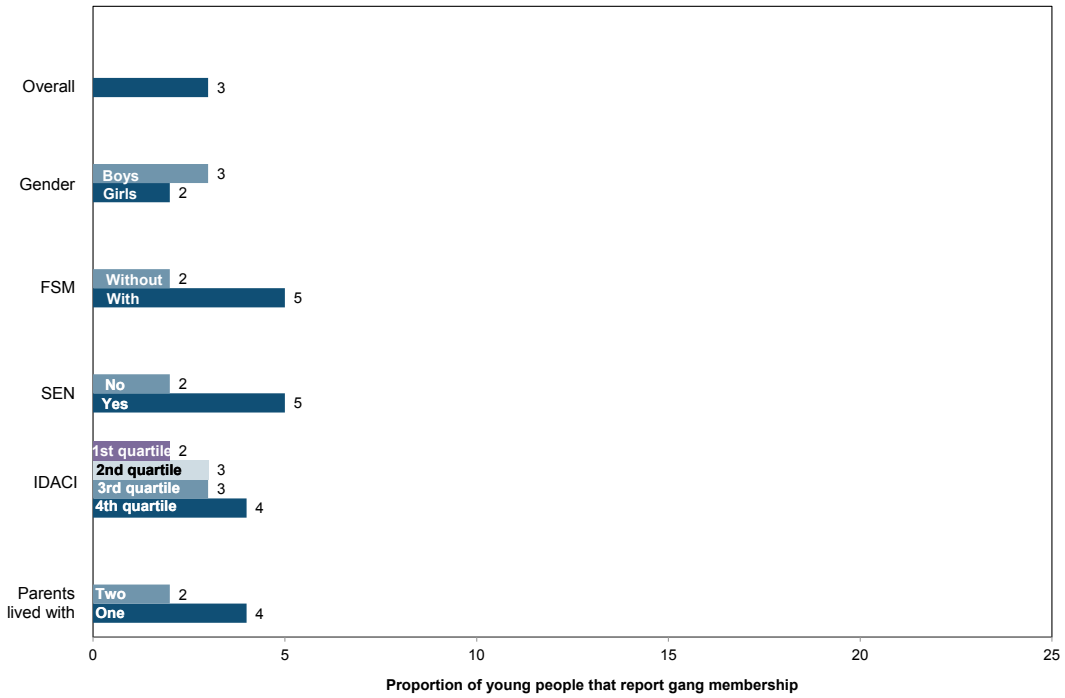
The same shoplifting question was asked of young people in both LSYPE1 and LSYPE2. The proportion of young people that reported having ever shoplifted has fallen, from 12 per cent to 7 per cent.

Gang membership

Three per cent of young people reported being a current member of a street gang (with a further 1 per cent reporting that they used to be a member of one, 1 per cent refusing to say and 2 per cent claiming not to know).

Among those prepared to say, current membership was significantly more likely than average among Caribbean young people (6 per cent). Boys were more likely to report current membership than girls and young people living with a single parent were more likely to report current membership than those living with two parents. Current membership of a gang was less likely for young people in the least deprived IDACI quartile than those in more deprived quartiles. A significantly higher proportion of those with FSM or with SEN reported current gang membership, compared to those without. These findings are in line with other published research.

Figure 5.14 Young people that report current gang membership by characteristics



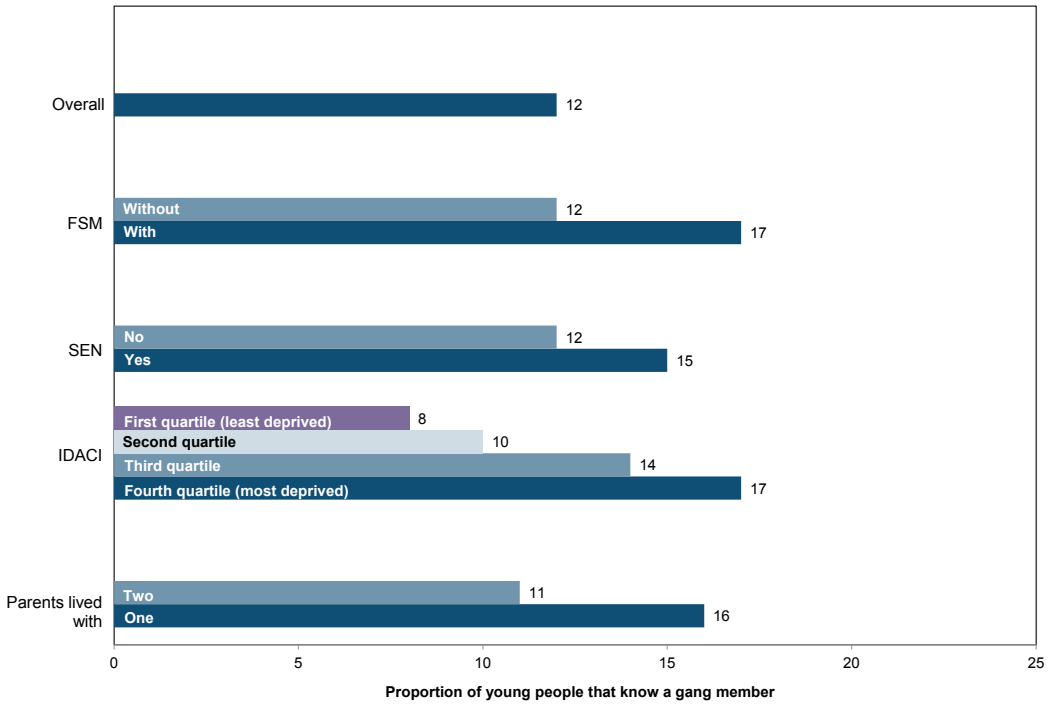
Source: Longitudinal Study of Young People in England: cohort 2, wave 1.
(see footnotes 6,11,13 in Annex F)

Eleven per cent of young people reported knowing at least one current member of a street gang. (A further 4 per cent reported that they knew a former member, with 1 per cent refusing to say and 5 per cent claiming not to know if they knew one).

Among those prepared to say, young people from London were significantly more likely than average to report knowing a current gang member (18 per cent, compared to 12 per cent), while young people from the South East (10 per cent), South West and North East (both 9 per cent) were all less likely. Young people from Caribbean, Bangladeshi and mixed ethnic groups were all far more likely than average to report knowing a gang member (26 per cent, 18 per cent and 22 per cent respectively).

As Figure 5.15 shows, a higher proportion of those with FSM or SEN reported knowing a gang member, compared to those without. Young people living with a single parent were more likely to report knowing a gang member than those living with two parents. Young people in the more deprived IDACI quartiles were more likely to report knowing a gang member than those in the less deprived IDACI quartiles.

Figure 5.15 Young people that report knowing a gang member by characteristics



Source: Longitudinal Study of Young People in England: cohort 2, wave 1.
(see footnotes 6,11,13 in Annex F)

Two thirds of young people (67 per cent) that reported knowing at least one gang member said they knew a gang member as a friend. Fifty six per cent reported knowing a gang member who was at school with them. Six per cent reported having a gang member as a sibling, 7 per cent a gang member as another relative and 7 per cent a gang member as a neighbour.

Overall indications of risk

Overall risk reported by the young person

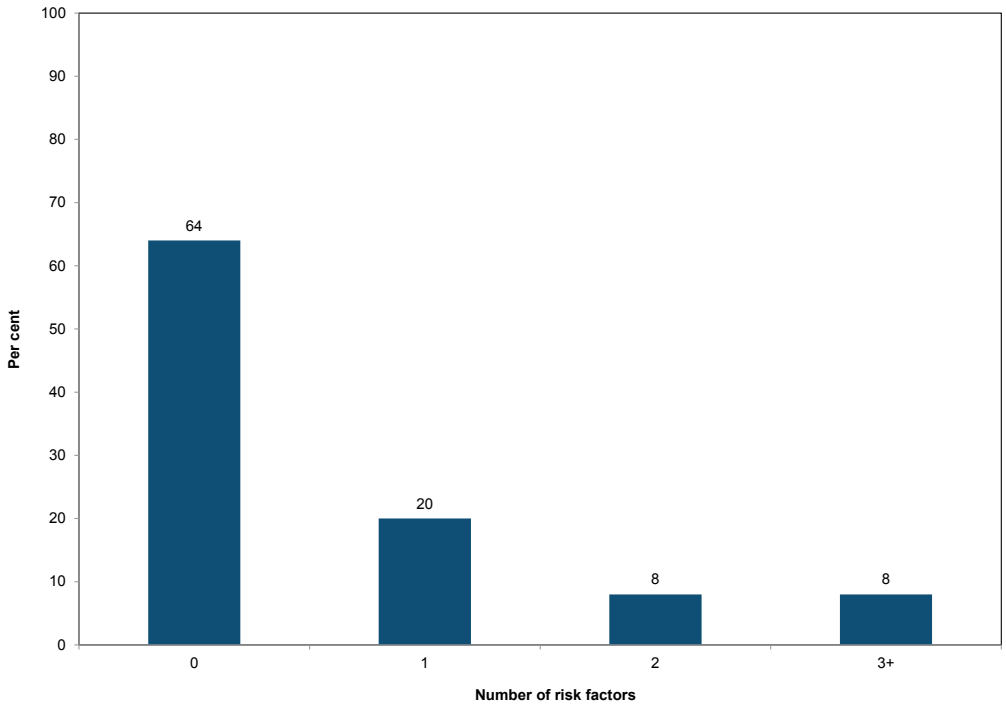
The term 'risky behaviour' covers a number of behaviours and experiences a 13 year old might have, ranging from substance abuse to criminal activity, gang membership and behavioural issues. The analysis in this section is based on a simple index, counting how many of the following risky behaviours were reported by each young person:

- Smoking – did the young person report smoking any cigarettes 'now'.
- Alcohol use – did the young person report drinking more than once a week or ever having been 'really drunk'.
- Cannabis use – did the young person report ever having tried it.
- Use of 'legal highs' – did the young person report ever having tried any.
- Truancy – did the young person report having played truant in the last year .
- Vandalism – did the young person report graffitiing or damaging objects in a public place in the last year .
- Shoplifting – did the young person report ever having taken something from a shop without paying.
- Violent conduct – did the young person report ever attacking anyone, with or without a weapon, or carrying a knife.
- Gang membership – did the young person report being a current member of a street gang.
- Misbehaviour in school – did the young person report disrupting at least half of their classes at school.

The majority of young people do not appear risky at all – almost two thirds of the young people (64 per cent) did not report any risk factors[28]. Eight per cent acknowledged three or more risk factors.

[28] The index does not include those young people that did not answer these questions; this refers only to young people who gave answers but did not report risky behaviour.

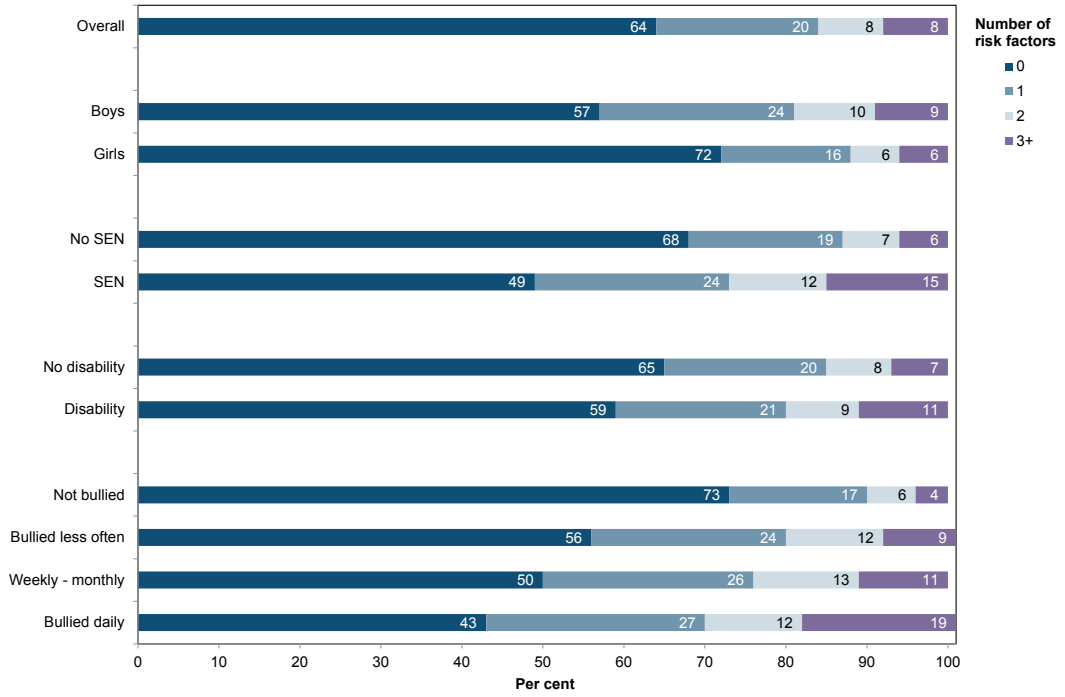
Figure 5.16 Number of risk factors reported by the young person



Source: Longitudinal Study of Young People in England: cohort 2, wave 1.
(see footnotes 1, 13 in Annex F)

A number of the young people's characteristics were associated with risky behaviours. On average, boys reported more risk factors than girls and young people with SEN reported more risk factors than those without. There was a particularly strong association with bullying, as you might expect given the findings discussed in Chapter 2: the more often young people were bullied, the more risk factors they were likely to report. Young people with a disability were less likely than those without to report no risk factors and more likely to report three or more.

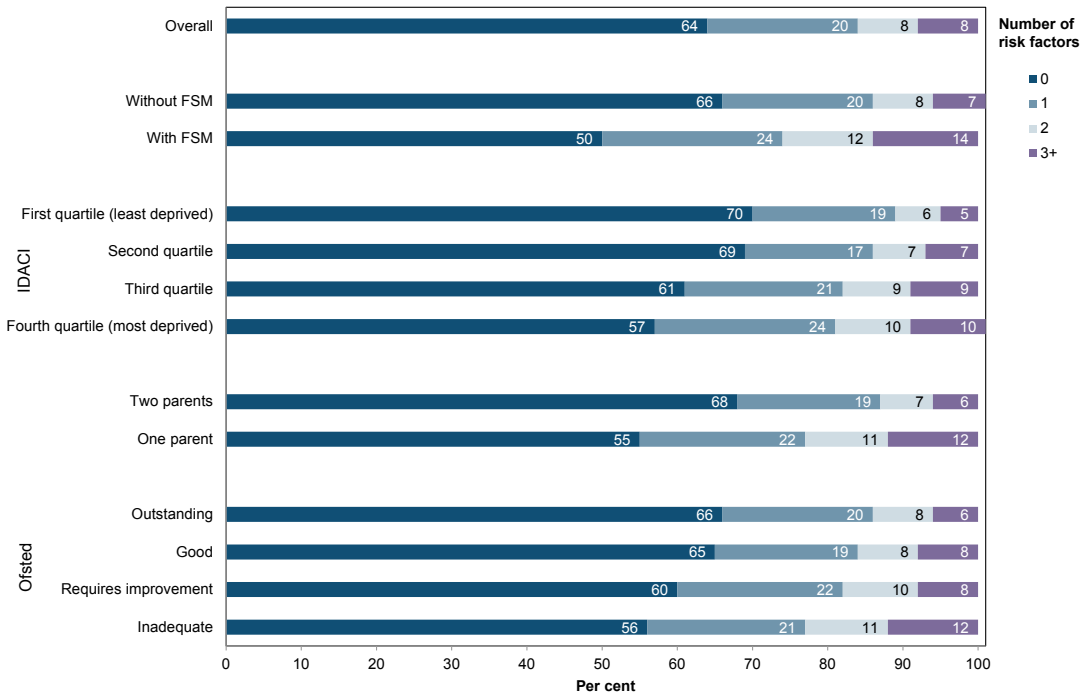
Figure 5.17 Numbers of risk factors reported by the young person by personal characteristics



Source: Longitudinal Study of Young People in England: cohort 2, wave 1.
(see footnotes1,6,13 in Annex F)

There were also connections with other factors in their daily lives. Being with FSM was strongly associated with a higher number of risk factors. Similarly, young people in the more deprived IDACI quartiles were less likely than those in the less deprived IDACI quartiles to report no risk factors. Young people living with a single parent reported more risk factors than those living with two parents. Ofsted rating was also relevant: young people attending schools rated inadequate or must improve were less likely to report no risk factors than those attending schools rated good or outstanding.

Figure 5.18 Numbers of risk factors reported by the young person by household and school characteristics



Source: Longitudinal Study of Young People in England: cohort 2, wave 1.
(see footnotes 1,6,13 in Annex F)

Young people and their parents were also asked a series of questions that indicated the degree to which the parents seemed to be focused on and supportive of the young person's education[29]. Where parents seemed less engaged with their education, young people tended to report more risk factors, compared to parents that seemed more engaged. Seventy three per cent of young people whose parents had a score of four or more for educational engagement (i.e. very strong engagement) reported no risk factors, with only 4 per cent reporting three or more. In contrast, 65 per cent of those with an educational engagement score of two or three (the average band) and only 46 per cent of those with a negative engagement score reported no risk factors. Seven per cent of those with an educational engagement score of two or three and 19 per cent of those with a negative engagement score reported three or more risk factors.

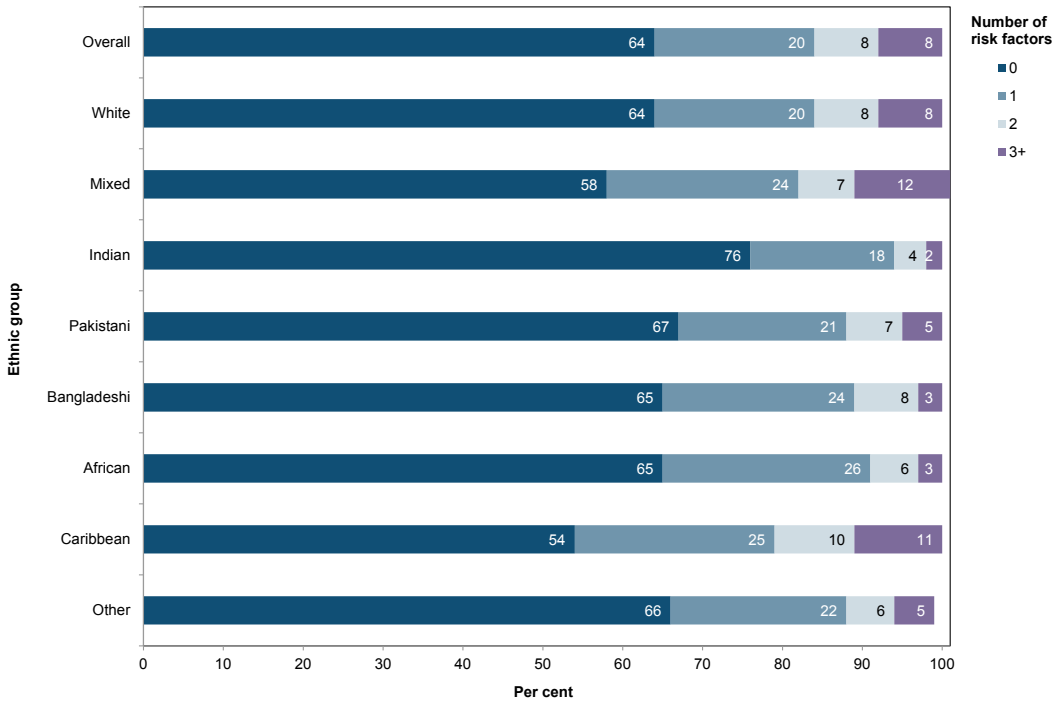
Similarly, there were a series of questions that indicated the degree to which the parents and young person appeared not to be interacting positively. Young people reporting greater family disengagement also reported more risk

[29] The higher the score, the more engaged parents seem to be with their child's education. See Annex B for details of how this score is calculated.

factors, compared to young people with lower family disengagement scores. Seventy one per cent of those with a disengagement score of zero (i.e. no signs of family disengagement) reported no risk factors, compared to 58 per cent of those with a score of one and 38 per cent of those with a score of two or more. Conversely, only 4 per cent of young people with no signs of family disengagement reported three-plus risk factors, compared to 10 per cent of those with a score of one and almost a quarter (24 per cent) of those with a score of two or more.

The average number of risk factors varied among ethnic groups. Young people from mixed ethnic groups and young people from the Caribbean ethnic group were less likely than average to report no risk factors and more likely to report at least three. Young people from the Indian ethnic group were more likely than average to report no risk factors. They were also less likely than average to report three or more, as were young people from Bangladeshi and African ethnic groups (Figure 5.19).

Figure 5.19 Numbers of risk factors reported by young person by ethnic group



Source: Longitudinal Study of Young People in England: cohort 2, wave 1.
(see footnotes 1,6,13 in Annex F)

Overall risk reported by the main parent

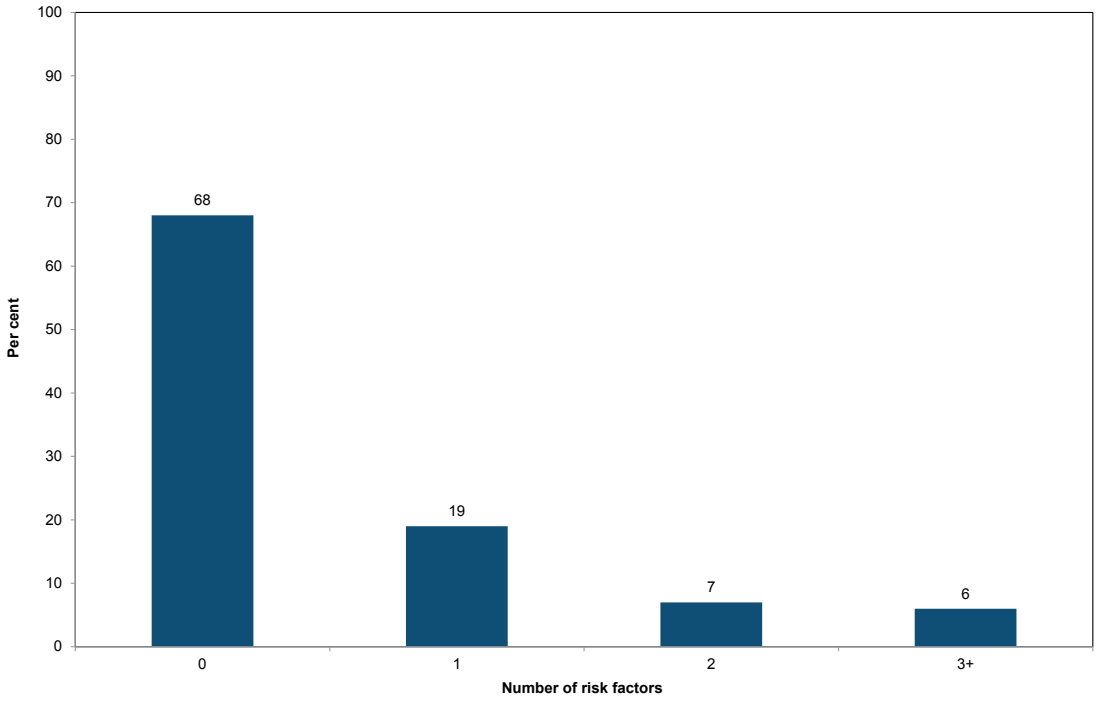
Similarly, parents in LSYPE2 were asked questions about a number of possible undesirable outcomes, likely to result from risky behaviour by the young person. As above, the analysis in this section is based on a simple index, counting how many of the following have been reported by the parent:

- Suspension – had the young person been suspended in the last 3 years.
- Expulsion – had the young person been expelled in the last 3 years.
- Behaviour support – had the young person received any additional behaviour support (not including any related to a permanent exclusion) in the last 2 years.
- Contact with support services – had the parent been in touch with social, educational welfare or any other related services in the last year because of the young person's behaviour.
- Contact with police – had the parent been contacted by the police in the last 3 years because the young person had committed an offence, caused trouble, or appeared vulnerable or likely to get into trouble.
- Truancy – had the parent been contacted by the young person's school in the last year because of the young person playing truant.
- Poor relations with the young person – did the parent report arguing with the young person most days or getting on badly with them.
- Breaking curfew – did the young person not always come home by the time set for their return in the evenings.
- Not knowing where the young person is – did the parent only sometimes or less often know where the young person is when they go out in the evenings.

More than two thirds (68 per cent) of the parents did not report any indicators of risky behaviour[30]. Only 6 per cent acknowledged three or more such indicators.

[30] As with the young people's index, this excludes parents that did not answer the questions

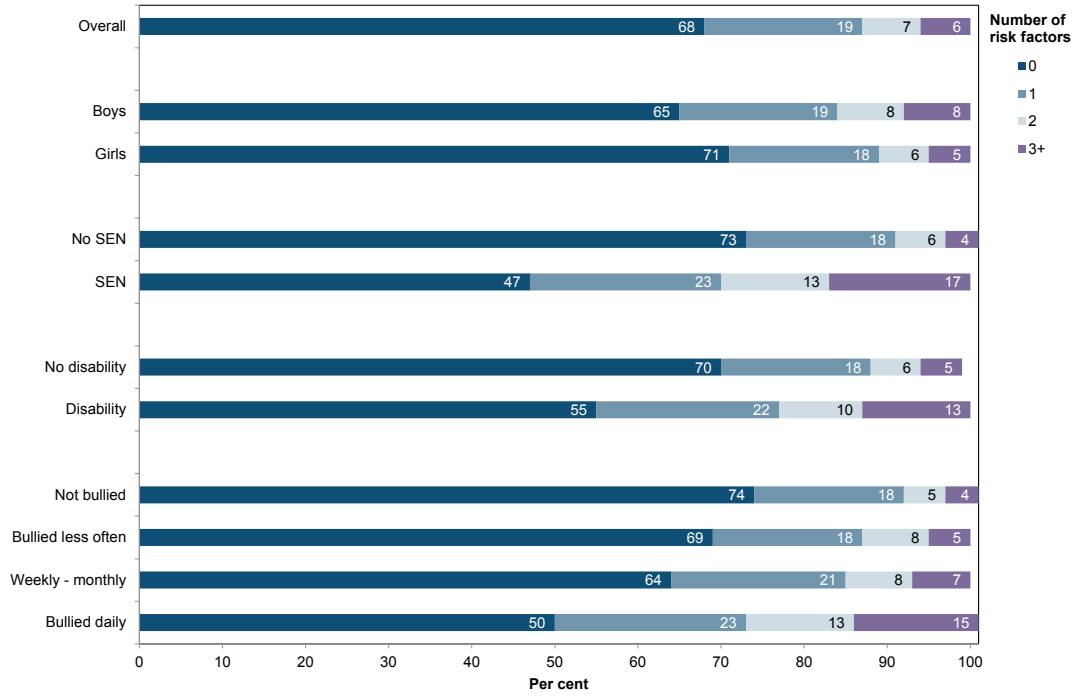
Figure 5.20 Number of risk indicators reported by the parent



Source: Longitudinal Study of Young People in England: cohort 2, wave 1.
(see footnotes 1,13 in Annex F)

As might be expected, the associations between characteristics and the number of risk indicators reported are extremely similar for the parents' and young people's indices. As Figure 5.21 shows, parents tended to report more risk factors for boys than girls. Parents of young people with SEN or a disability both reported significantly more risk factors on average than parents of those without. There was also a strong association between the frequency with which a young person reports being bullied and the likelihood of their parents reporting no risk factors.

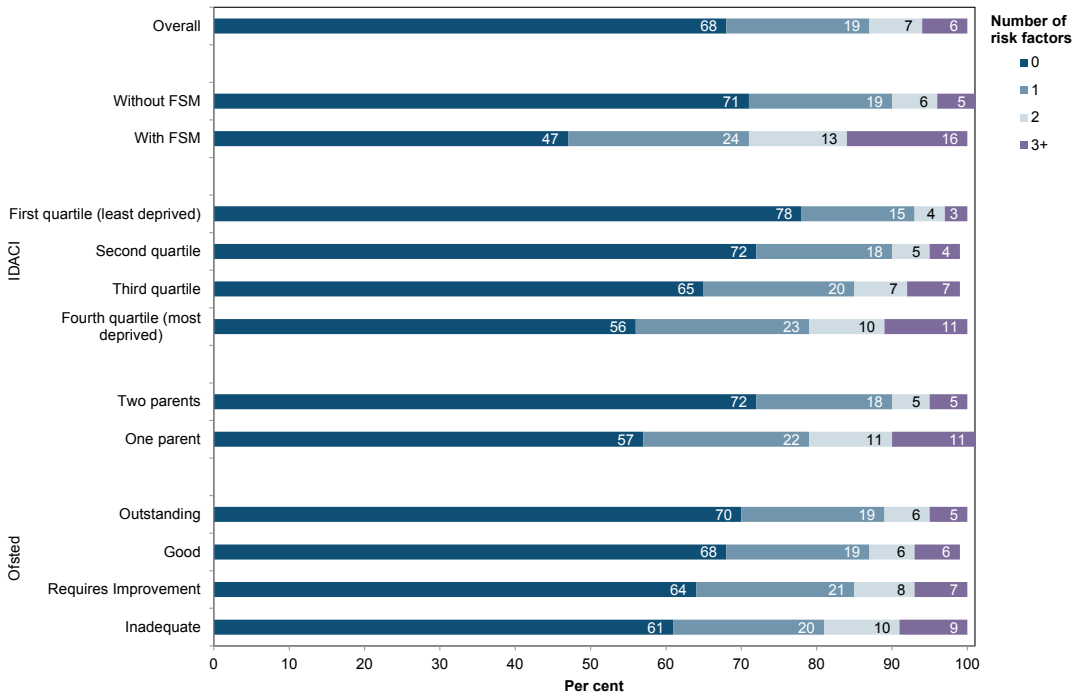
Figure 5.21 Numbers of risk indicators reported by the parent by the young person's personal characteristics



Source: Longitudinal Study of Young People in England: cohort 2, wave 1.
(see footnotes 1,6,13 in Annex F)

Parents of young people in less deprived IDACI quartiles and parents of young people without FSM reported fewer risk factors, compared to parents of more deprived young people and young people with FSM. Single parents reported more risk factors on average than households with two parents. Looking outside the household, parents of young people attending schools rated inadequate or must improve were less likely to report no risk factors than parents of young people attending schools rated good or outstanding.

Figure 5.22 Numbers of risk indicators reported by the parent by household and school characteristics



Source: Longitudinal Study of Young People in England: cohort 2, wave 1.
(see footnotes 1,6,13 in Annex F)

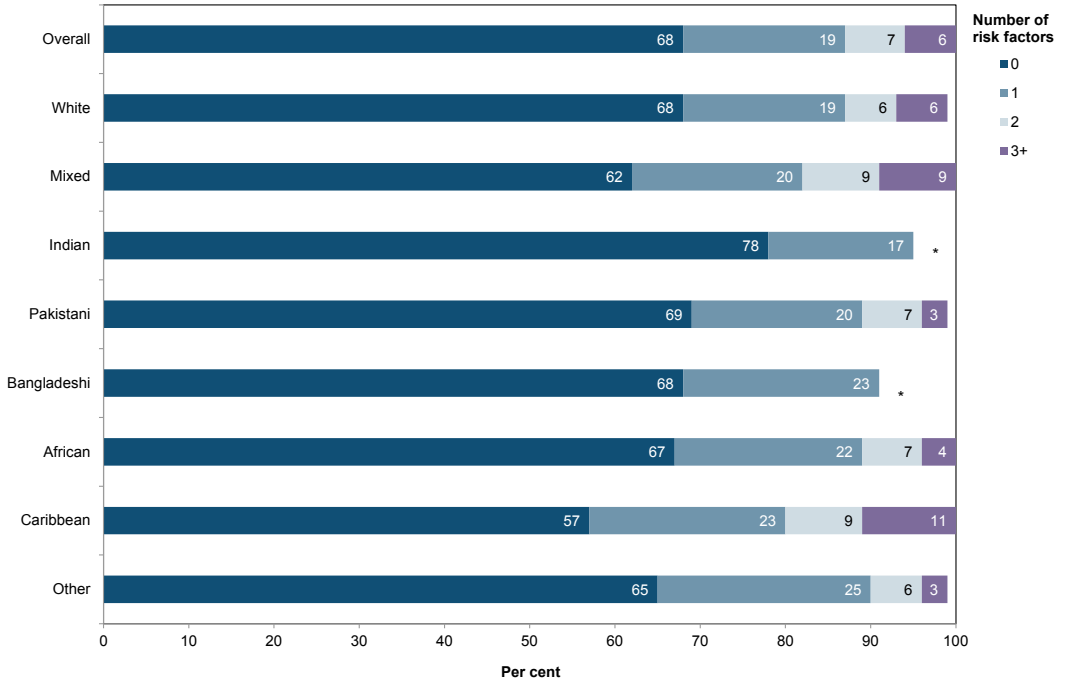
Parents that seemed less engaged with their young person's education reported more risk factors than parents that seemed more engaged: 76 per cent of parents with an educational engagement score of four or more reported no risk factors and only 3 per cent reported three or more, compared to 69 per cent and 5 per cent respectively for parents with an average engagement score of two or three and 45 per cent and 19 per cent respectively for parents with a negative engagement score.

Parents reporting less positive family engagement also reported more risk factors, compared to families reporting more positive engagement. Seventy five per cent of parents with no indicators of family disengagement reported no risk factors, as against 61 per cent of those with one indicator and 41 per cent of those with two or more. Only 3 per cent of parents with a disengagement score of zero reported at least three risk factors, versus 8 per cent of those with a score of one and 19 per cent of those with a score of two or more.

The association between the young person's ethnic group and the number of risk indicators reported was also similar for the parents' and young people's indices. The parents of young people from the Caribbean ethnic group and

those from mixed ethnic groups were less likely than average to report no risk factors, with Caribbean young people's parents also being more likely to report at least three. The parents of young people from the Indian ethnic group were more likely than average to report no risk factors.

Figure 5.23 Numbers of risk indicators reported by the parent by the young person's ethnic group



Source: Longitudinal Study of Young People in England: cohort 2, wave 1.
(see footnotes 1, 4,6,13 in Annex F)

Outcomes and attitudes associated with overall risk

The number of risk indicators young people have was strongly associated with particular outcomes and attitudes. As the correlation between the indices implies (Figure 5.24), the higher the number of risky behaviours a young person reports, the more likely that young person was to have been suspended, expelled or to have played truant.

The parents of young people with more risk factors tended to be less satisfied with their educational progress and less likely to expect them to remain in education post-16 or go on to university. Young people with more risk factors were less likely to intend to stay on post-16 and tended to have less positive attitudes to school and their teachers.

Table 5.12 Educational expectations by the level of risk reported by the young person

	Young person – 0 risk factors	Young person – 1 risk factor	Young person – 2 risk factors	Young person – 3+ risk factors	Overall
	%	%	%	%	%
Parental satisfaction with young person's educational progress					
Very satisfied	59	46	36	27	52
Quite satisfied	37	45	52	53	41
Quite dissatisfied	3	7	9	15	6
Very dissatisfied	1	2	2	5	1
Base (weighted)	8,095	2,526	1,013	954	12,925
Parental expectations for young person post-16					
Don't know	3	3	5	6	3
Full-time education	86	81	72	62	82
Apprenticeship	6	8	12	15	7
Start work (with some education or training)	4	6	8	12	6
Do something else (e.g. work without training, unemployment)	1	2	3	5	2
Base (weighted)	8,110	2,534	1,016	960	12,959
Young person's expected post-16 activity					
Don't know	5	7	7	7	6
Stay in full time education	91	86	81	77	88
Leave full time education	4	8	11	15	6
Base (weighted)	8,150	2,548	1,023	969	12,824
Parental view of likelihood of young person going to university					
Very likely	48	38	30	21	42
Fairly likely	32	33	31	31	32
Not very likely	15	20	27	29	18
Not at all likely	6	9	12	19	8
Base (weighted)	7,877	2,457	975	923	12,551

Source: Longitudinal Study of Young People in England: cohort 2, wave 1.
(see footnotes 1, 6,8,13 in Annex F)

Table 5.13 Experiences of school by the level of risk reported by the young person

	Young person – 0 risk factors	Young person – 1 risk factor	Young person – 2 risk factors	Young person – 3+ risk factors	Overall
	%	%	%	%	%
Young person report - truancy					
Yes	*	15	31	64	10[31]
No	100	85	69	36	90
Base (weighted)	7,567	2,326	920	892	11,706
Young person report - suspension					
Yes	2	9	17	33	7
No	98	91	83	67	93
Base (weighted)	7,800	2,411	959	923	12,382
Young person report - expulsion					
Yes	0	1	1	4	1
No	100	99	99	96	99
Base (weighted)	7,802	2,418	968	924	12,405
Young person - attitude to education[32]					
Lowest band	10	22	33	49	18
Second-lowest band	24	31	32	29	26
Second-highest band	31	28	22	15	28
Highest band	34	19	14	7	28
Base (weighted)	8,154	2,554	1,023	971	12,702
Young person - attitude to teachers[33]					
Lowest band	20	31	37	50	26
Second-lowest band	16	18	20	16	16
Second-highest band	34	30	28	20	32
Highest band	30	21	15	13	26
Base (weighted)	8,158	2,550	1,025	972	12,706

Source: Longitudinal Study of Young People in England: cohort 2, wave 1.
(see footnotes 1, 4,6, 8,13 in Annex F)

[31] This excludes those who answered don't know or who refused to answer, whereas the equivalent figure in Chapter 2 does not.

[32] This has been measured using a simple index based on their survey responses to a range of questions, similar to (and including) those considered in Table 2.4. For full details of how this is calculated, see Annex B.

[33] This has been measured using a simple index based on their survey responses to the types of questions, similar to (and including) those considered in Figure 2.17. For full details of how this is calculated, see Annex B.

These trends were consistent regardless of whether the parents' or young people's risk index is considered.

Table 5.14 Educational expectations by the level of risk reported by the parent

	Parental report – 0 risk factors	Parental report – 1 risk factor	Parental report – 2 risk factors	Parental report – 3+ risk factors	Overall
	%	%	%	%	%
Parental satisfaction with young person's educational progress					
Very satisfied	58	44	34	24	52
Quite satisfied	38	47	50	49	41
Quite dissatisfied	3	7	13	18	6
Very dissatisfied	0	2	4	8	1
Base (weighted)	8,433	2,351	830	786	12,925
Parental expectations for young person post-16					
Don't know	3	4	6	7	3
Full-time education	87	78	69	54	82
Apprenticeship	6	10	12	16	7
Start work (with some education or training)	4	6	8	15	6
Do something else (e.g. work without training, unemployment)	1	2	5	8	2
Base (weighted)	8,445	2,356	834	793	12,959
Young person's expected post-16 activity					
Don't know	5	6	10	10	6
Stay in full time education	91	87	77	71	88
Leave full time education	5	8	13	19	6
Base (weighted)	8,316	2,309	810	749	12,824
Parental view of likelihood of young person going to university					
Very likely	46	37	25	14	42
Fairly likely	33	31	31	27	32
Not very likely	16	22	27	31	18
Not at all likely	6	10	16	28	8
Base (weighted)	8,201	2,269	810	765	12,551

Source: Longitudinal Study of Young People in England: cohort 2, wave 1.
(see footnotes 1,6, 8,13 in Annex F)

Table 5.15 Experiences of school by the level of risk reported by the parent

	Parental report – 0 risk factors	Parental report – 1 risk factor	Parental report – 2 risk factors	Parental report – 3+ risk factors	Overall
	%	%	%	%	%
Young person report – truancy					
Yes	5	12	26	44	10
No	95	88	74	56	90
Base (weighted)	7,751	2,080	700	651	11,706
Young person report – suspension					
Yes	0	8	28	59	7
No	100	92	72	41	93
Base (weighted)	8,424	2,340	825	784	12,382
Young person report – expulsion					
Yes	*	0	2	8	1
No	100	100	98	92	99
Base (weighted)	8,432	2,349	830	785	12,405
Young person - attitude to education					
Lowest band	13	21	34	45	18
Second-lowest band	25	29	30	27	26
Second-highest	30	28	22	15	28
Highest band	32	22	14	12	28
Base (weighted)	8,278	2,292	799	734	12,702
Young person - attitude to teachers					
Lowest band	22	31	36	39	26
Second-lowest band	17	17	15	17	16
Second-highest	34	31	29	24	32
Highest band	28	22	21	21	26
Base (weighted)	8,288	2,292	797	731	12,706

Source: Longitudinal Study of Young People in England: cohort 2, wave 1.
(see footnotes 1, 4,6, 8,13 in Annex F)

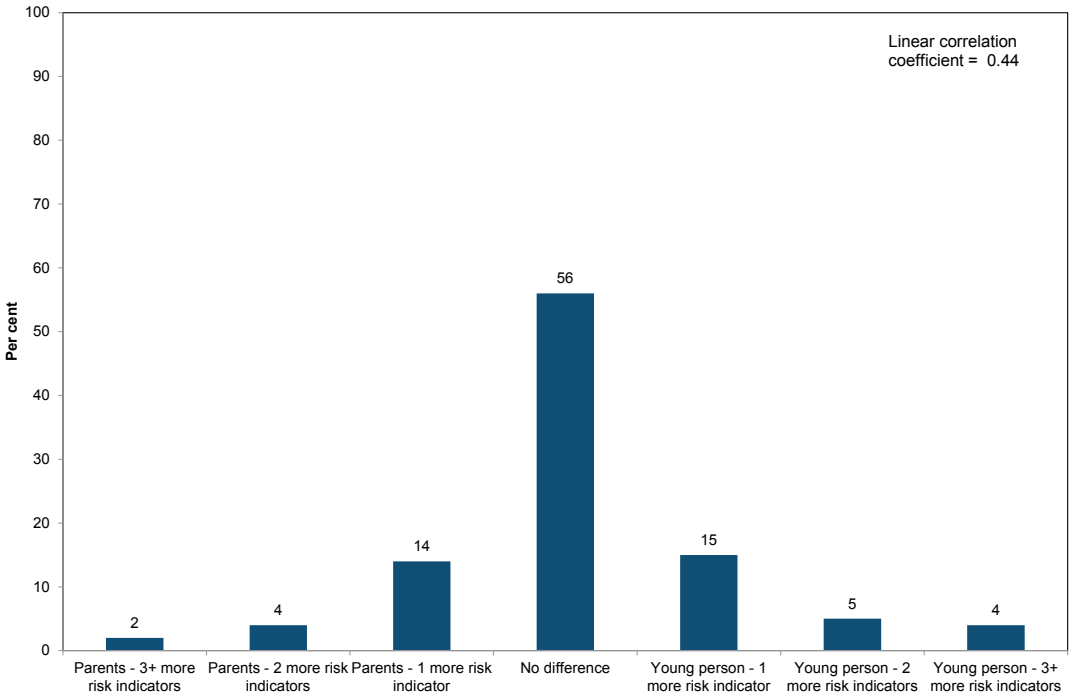
There was also a mild relationship with future planning more generally: young people reporting three or more risk factors were more likely than average to

strongly agree with the statement that they ‘don’t think much about what they will be doing in a few years’ time’, as were those whose parents reported two or more risk factors (in both cases, 12 per cent compared to 8 per cent on average).

However, there was no statistically significant association between levels of risky behaviour and the likelihood of the young person having a paid job. Fourteen per cent of young people whose parents reported zero risk factors had a paid job, compared to 13 per cent where the parent reported one or two risk factors and 14 per cent where they reported three or more. (The equivalent proportions based on the young person’s reporting of risk were 13 per cent, 14 per cent and 16 per cent respectively.)

The parents’ and young people’s indices are strongly correlated – risky behaviours reported by the young person are associated with undesirable outcomes seen by the parent, as you would expect. Nevertheless, there are a minority of young people for whom the indices do not seem to align, most commonly where the young person reported substantially more risk indicators than the parent (perhaps the most dangerous position to be in) but sometimes the other way round. The 56 per cent of young people and parents reporting the same number of risk factors overwhelmingly represent households where both report no risk factors. Very slightly more than half of all young people (50 per cent) have no risk factors reported on either index.

Figure 5.24 Comparing the number of risk factors reported by the young person and parent



Source: Longitudinal Study of Young People in England: cohort 2, wave 1.
(see footnotes 1,13 in Annex F)

Conclusions

Although any level of risky behaviour is more than is desirable, there is much to feel encouraged by in this chapter. Perhaps the most heartening finding is that more than half of young people did not have a single risk factor reported, either by themselves or by their parents. Particularly serious risky behaviours such as drug use or carrying a knife were extremely rare; by far the most common risky behaviours young people reported were drinking alcohol and fighting without weapons, which have never been uncommon amongst teenagers. Where consistent estimates were available, levels of risky behaviour have fallen substantially since LSYPE1, in line with recent reports of a sober, responsible generation.

Nevertheless, a significant minority of young people were reporting levels of risky behaviour that are of concern. Common themes can be seen throughout this chapter, in terms of the characteristics of those undertaking risky behaviours: as you would expect, deprived young people, those with greater needs, those with less access to parental support and those in less successful schools seem to be at much greater risk than average of undertaking almost

every single risky behaviour. Targeting support at these groups appears likely to be the most efficient way to deter such behaviour.

This is particularly important because the relationship between risky behaviour and outcomes can also be clearly seen throughout the chapter. Young people undertaking risky behaviours are more likely to undertake others and to suffer a range of undesirable outcomes, such as contact with the police. They have fewer educational aspirations and are reported as progressing less well at school and getting on less well with their families. It is not possible to draw a causative link from these analyses, but it seems as though action to tackle risky behaviours by young people has the potential to positively impact every aspect of their lives.

Chapter 6 Life outside school

Summary

Chapter 6 describes young people's life outside school, covering their relations with parents, leisure time, sport and employment. Some of the key findings are:

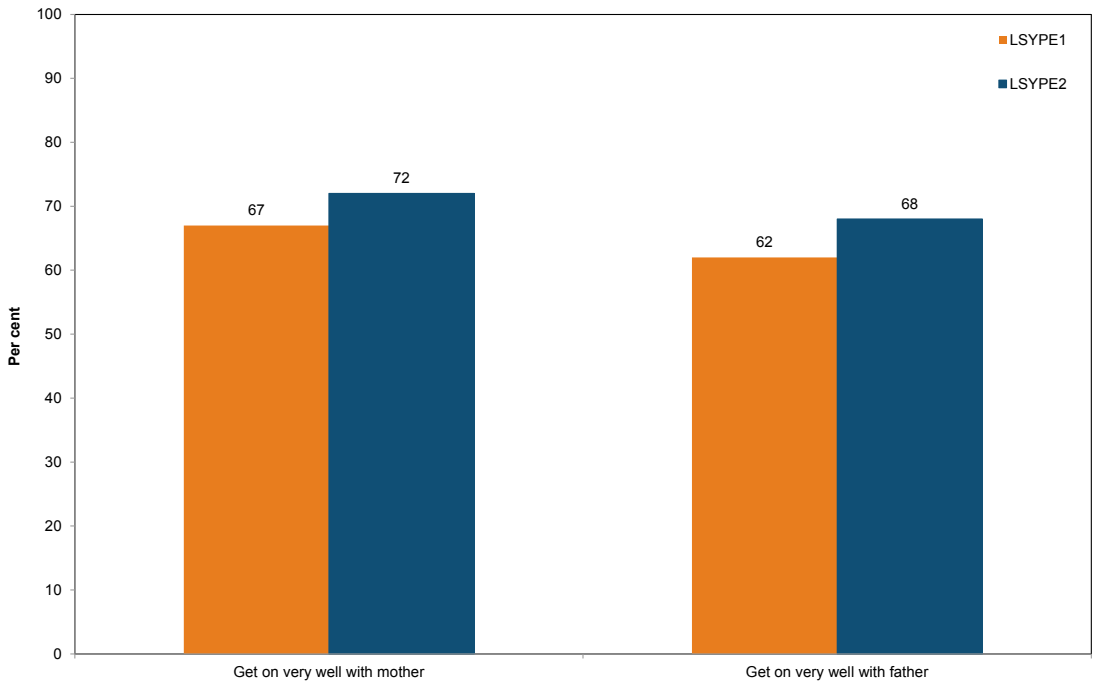
- Young people in LSYPE2 reported closer and more positive relationships with their parents than was the case in LSYPE1. The proportion saying they got on very well with their mother rose from 67 per cent to 72 per cent and for fathers the increase was from 62 per cent to 68 per cent.
- Families were also eating dinner together more often. The proportion of young people who said their family had eaten a family meal at least six out of the previous seven evenings increased from just over two fifths (42 per cent) to just over a half (52 per cent).
- Young people were socialising less in person with their friends than was the case during LSYPE1. The proportion saying they mainly spent their spare time going out somewhere with friends fell from 50 per cent to 42 per cent, while the proportion saying they went round to a friend's house or vice versa fell from 20 per cent to 13 per cent.
- Nearly half (47 per cent) of girls said they used social networking and instant messenger sites throughout the day, compared to under a third (30 per cent) of boys.
- Young people living in less deprived areas were more likely to participate in sport most days. Forty two per cent of young people in the least deprived IDACI quartile participated in sport daily compared to 34 per cent in the more deprived quartiles.
- Just over one in eight young people (13 per cent) said they had any kind of paid job, with this being slightly more common among boys (15 per cent) than girls (12 per cent).

Relationships with parents

Across a range of indicators young people in LSYPE2 appeared, on average, to have closer and more positive relationships with their parents or guardians than was the case in LSYPE1.

Figure 6.1 shows the proportion of young people reporting that they got on very well with their mother and father in LSYPE1 and LSYPE2. The proportion saying they got on very well with their mother rose from 67 per cent to 72 per cent, with the increase for fathers being from 62 per cent to 68 per cent.

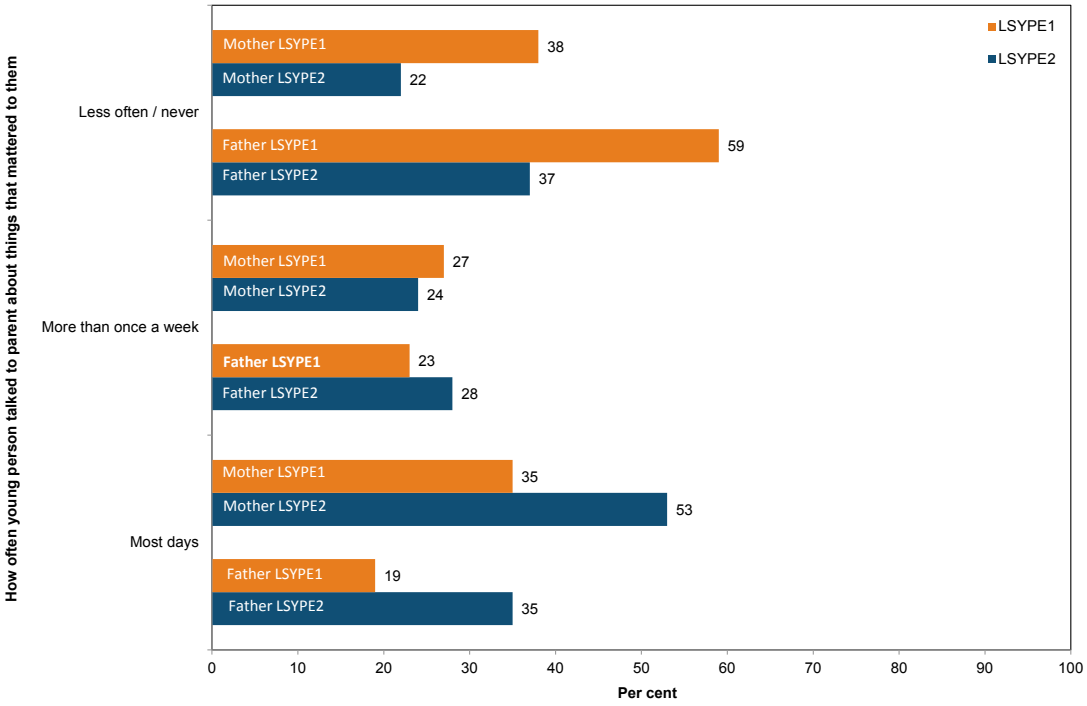
Figure 6.1 Young people reporting that they got on very well with their parents - LSYPE1 and LSYPE2



Source: Longitudinal Study of Young People in England: cohorts 1 and 2, wave 1.
(see footnotes 11,13 in Annex F)

As well as generally getting on better with them, it appears that young people were also talking to their parents about things that matter to them far more than during LSYPE1 (Figure 6.2). The proportion of young people who said they spoke to their mother about things that mattered to them most days increased from 35 per cent to 53 per cent and the corresponding increase for speaking to fathers was from 19 per cent to 35 per cent.

Figure 6.2 How often young people talked to mother and father about things that mattered to them - LSYPE1 and LSYPE2



Source: Longitudinal Study of Young People in England: cohorts 1 and 2, wave 1.
(see footnotes 11,13 in Annex F)

Young people also reported talking with their parents about the day's events at school more than was the case in LSYPE1 (55 per cent said they did this often, compared to 46 per cent in LSYPE1) (Table 6.1).

For their part, parents[34] also reported better relations with their child than in LSYPE1. The proportion of parents saying they got on 'very well' with their child rose from 74 per cent to 78 per cent, and 42 per cent said they never or hardly ever argued with their child, up from 35 per cent for LSYPE1.

There were also increases (albeit smaller) in the proportion of young people who said their parents liked them to make their own decisions. The proportion saying this was certainly true of their mother rose from 46 per cent to 50 per cent and from 49 per cent to 55 per cent for fathers.

Families were also eating together more often, or at least for dinner. The proportion of young people who said their family had eaten a family meal at

[34] All questions asked of 'parents' in this chapter were asked of one parent in each household, who identified themselves as the 'main parent', or the person who undertook most of the caring responsibilities. See Annex B for a full explanation of who is counted as a parent and who responds to these questions.

least six of the previous seven evenings increased from just over two fifths (42 per cent) to just over a half (52 per cent).

Table 6.1 Relations between young people and their parents - LSYPE1 and LSYPE2

	LSYPE1	LSYPE2
	%	%
How often the young person said their parents talked to them about the day's events at school		
Never	6	4
Sometimes	48	41
Often	46	55
Base (weighted)	14,820	12,371
How often the parent said they argued with the young person		
Most days	14	11
More than once a week	25	21
Less than once a week	27	27
Hardly ever	31	36
Never	4	6
Base (weighted)	14,822	12,306
How well the parent said they got on with the young person		
Very well	74	78
Fairly well	25	22
Fairly or very badly	1	1
Base (weighted)	14,842	12,386
Young person: did their father like them to make their own decisions		
Certainly true	49	55
Somewhat true	43	40
Not true	8	5
Base (weighted)	10,356	8,640
Young person: did their mother like them to make their own decisions		
Certainly true	46	50
Somewhat true	47	45
Not true	7	5
Base (weighted)	13,383	11,578
Young person: how often they had an evening family meal in the last week		
None	9	5
1 to 2 times	21	16
3 to 5 times	28	26
6 to 7 times	42	52
Base (weighted)	14,667	12,111

Source: Longitudinal Study of Young People in England: cohorts 1 and 2, wave 1.
(see footnotes 1,6,8,11,13 in Annex F)

Eating breakfast

Around two fifths of young people were missing breakfast, at least some of the time, as Table 6.2 shows. Fifteen per cent said they never usually ate breakfast on a school day, while 60 per cent said they usually ate breakfast every school day. Almost two thirds of boys said they ate breakfast every day (66 per cent) compared to just over half of girls (54 per cent). Nearly a fifth (19 per cent) of girls said they never usually ate breakfast on a school day, compared to less than one in eight (12 per cent) boys.

More deprived young people were less likely to eat breakfast on a school day. Almost a quarter (24 per cent) of young people with free school meals (FSM) said they never usually ate breakfast on a school day, with less than half (46 per cent) having it every day. Among those without FSM, 14 per cent never usually ate breakfast and 61 per cent always had breakfast on a school day. A higher proportion of young people in more deprived IDACI quartiles[35] said they never usually ate breakfast on a school day and a smaller proportion said they ate it every day, compared to young people in less deprived IDACI quartiles.

[35] Income deprivation affecting children index (IDACI). For further details, see Annex B.

Table 6.2 How many times young person reported eating breakfast in a typical school week by characteristics

	Never	1 or 2 days	3 or 4 days	Every day	Base (weighted)
	%	%	%	%	
Overall	15	12	13	60	12,843
Gender					
Boys	12	10	13	66	6,662
Girls	19	14	14	54	6,181
Ethnic group					
White	15	11	12	61	10,445
Mixed	17	11	18	54	503
Indian	9	10	16	65	332
Pakistani	16	16	16	52	425
Bangladeshi	14	14	18	54	170
African	15	20	17	48	392
Caribbean	20	17	17	46	170
Other	12	11	12	65	380
Free school meals (FSM)					
Without FSM	14	12	13	61	9,526
With FSM	24	16	15	46	1,837
Income deprivation affecting children index (IDACI)					
First quartile (least deprived)	9	8	12	71	3,210
Second quartile	14	10	12	64	3,054
Third quartile	16	13	13	57	3,109
Fourth quartile (most deprived)	20	15	15	49	3,458
Ofsted rating					
Outstanding	13	11	13	63	3,002
Good	15	13	13	59	5,154
Requires improvement	19	13	14	55	2,256
Inadequate	20	16	13	51	525
School type					
Academy converter	13	11	13	63	4,610
Sponsored academy	20	15	13	52	1,251
LA maintained school	17	13	14	56	5,305
Special school	11	9	9	72	155
Independent school	4	3	9	84	861

Source: Longitudinal Study of Young People in England: cohort 2, wave 1
(see footnotes 1,6,7,11,13 in Annex F)

Leisure time

How young people spent their time

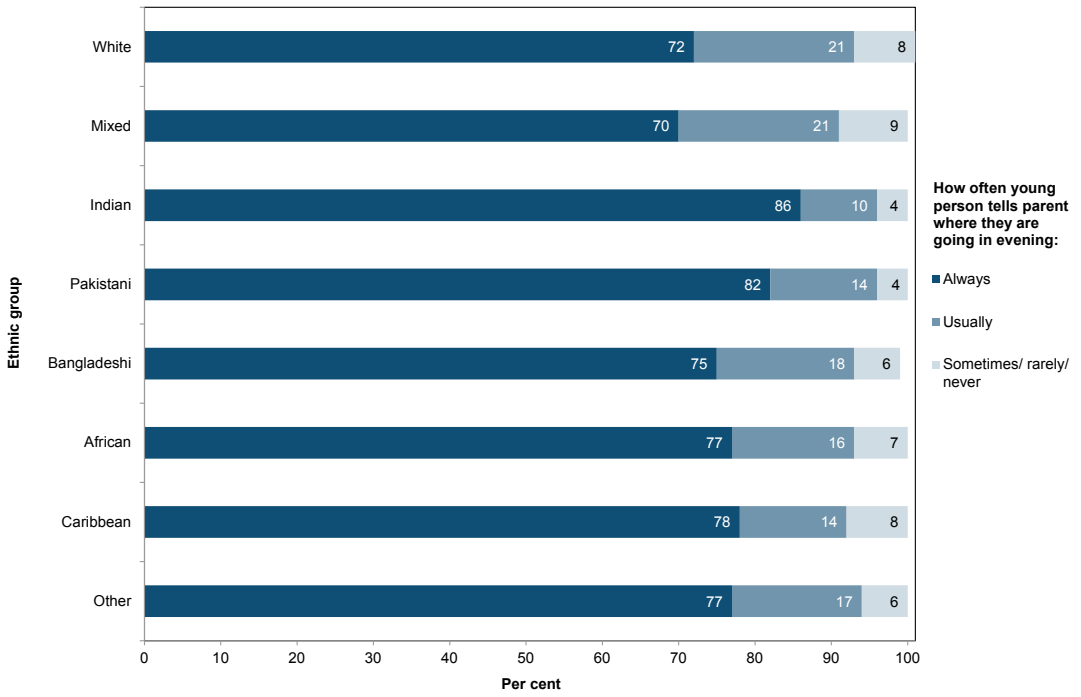
As well as generally getting on better with their parents than young people in LSYPE1, in LSYPE2 young people were more likely to stay home in the evening or to tell their parents where they were going if they did go out. The proportion who said they never went out doubled from 5 to 10 per cent. Among those that did go out in the evening, the proportion who always said where they were going increased from 63 per cent to 73 per cent.

Boys and girls were equally likely to say they did not go out in the evening (10 per cent). Of those that did go out in the evening, girls were more likely than boys to tell their parents where they were going (78 per cent and 68 per cent respectively always told their parents).

There were differences associated with the young person's ethnic group. Almost one quarter (24 per cent) of young people from the 'other' ethnic group said they did not go out in the evening, as did 19 per cent of Pakistani and Bangladeshi young people. White young people were less likely to say they did not go out in the evening than those from another ethnic group (9 per cent compared to an average of 16 per cent among other ethnic groups).

Of those who did go out in the evening, young people from Indian and Pakistani ethnic groups were particularly likely to say they always told their parents where they were going (86 per cent and 82 per cent respectively) – see Figure 6.3.

Figure 6.3 **How often young people told their parents where they were when they went out in the evening (among those who went out) by ethnic group**

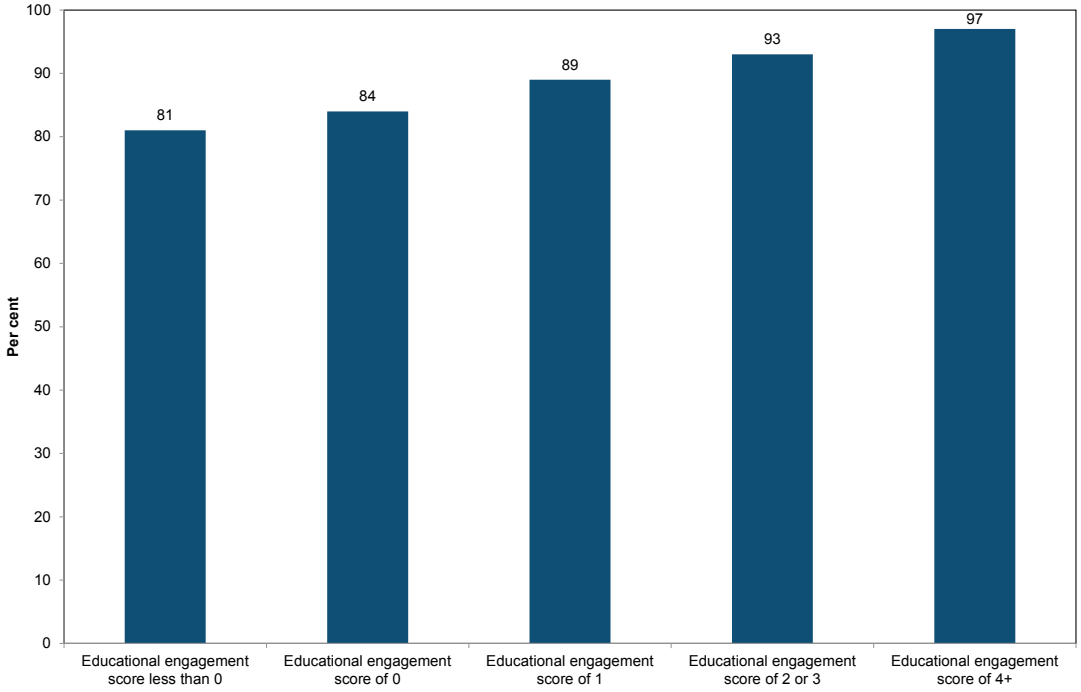


Source: Longitudinal Study of Young People in England: cohort 2, wave 1
(see footnotes 1,6,11,15 in Annex F)

In those families where the parents had the highest educational engagement scores[36], young people were more likely to always or usually tell their parents where they were going (97 per cent of young people who went out did so). This compares to 89 per cent of those with an educational engagement score of one and 81 per cent of those whose parents had the lowest educational engagement scores.

[36] The higher the score, the more engaged parents seem to be with their child's education. See Annex B for details of how this score is calculated.

Figure 6.4 Young people who always or usually informed their parents where they were going in the evening (among those whose went out) by parental educational engagement



Source: Longitudinal Study of Young People in England: cohort 2, wave 1
(see footnotes 6,11,15 in Annex F)

Young people who reported any risk factors (such as truanting, smoking, fighting etc.)[37] were less likely to say they never went out in the evening than those reporting none. In addition, considering only those young people who did go out in the evening, the greater the number of risk factors reported by the young person, the less likely they were to say that their parent(s) always knew where they were (see Table 6.3).

[37] Details of what has been counted as risky behaviours can be found in Annex B.

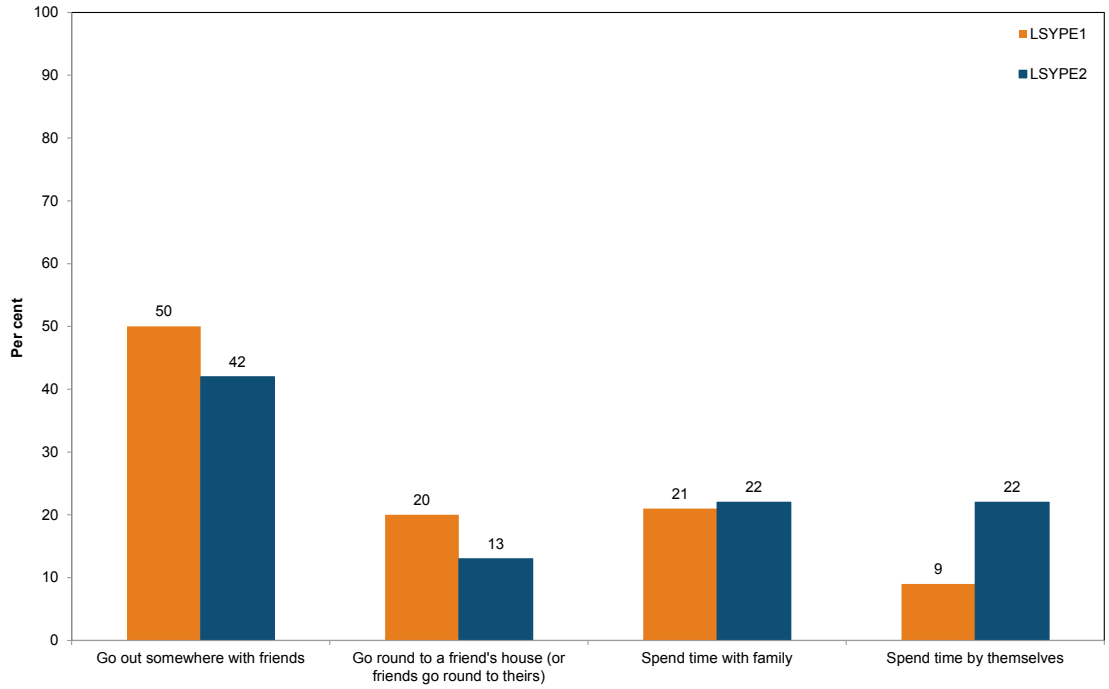
Table 6.3 Going out in the evening by the number of risk factors reported by the young person

	Young people who go out in the evening: do their parents know where they are when they are out?					Base (weighted)	Do not go out in the evening	Base (weighted)
	Always	Usually	Some-times	Rarely	Never			
	%	%	%	%	%		%	
Risk factors reported by the young person								
None	81	15	3	1	0	7,178	12	8,129
One	66	26	6	2	0	2,331	8	2,542
Two	54	31	11	4	1	948	7	1,017
Three or more	40	32	18	7	2	917	5	961

Source: Longitudinal Study of Young People in England: cohort 2, wave 1
(see footnotes 1,6,7,11,12 in Annex F)

As Figure 6.5 shows, young people were socialising less in person with their friends than was the case during LSYPE1. The proportion saying they mainly spent their spare time going out somewhere with friends fell from 50 per cent to 42 per cent and the proportion saying they went round to a friend's house or vice versa fell from 20 per cent to 13 per cent. Young people were more likely to report that they spent time by themselves than was the case in LSYPE1: just over a fifth (22 per cent) reported mainly spending time by themselves, compared to 9 per cent for LSYPE1. There was little change in the proportion mainly spending their spare time with family.

Figure 6.5 How young people mostly spent their spare time - LSYPE1 and LSYPE2



Source: Longitudinal Study of Young People in England: cohorts 1 and 2, wave 1.
(see footnotes 1,11,13 in Annex F)

There were some differences in the ways different groups of young people tended to spend their spare time. Boys were considerably more likely to spend time on their own compared to girls (26 per cent and 18 per cent respectively). Girls were more likely to spend time at friends' houses – 16 per cent of girls said they mostly did this compared to 11 per cent of boys. Girls were also more likely to spend time with brothers or sisters.

Reflecting their greater likelihood of going out in the evening (as discussed previously in this chapter) white young people were generally more likely to spend their spare time with friends, compared to young people in another ethnic group (45 per cent compared to an average of 29 per cent among other ethnic groups). They were also less likely to mainly spend time with their siblings or other family members (18 per cent compared to an average of 39 per cent among other ethnic groups).

Table 6.4 How young people mainly spent their spare time by characteristics

	Go out with friends	Go round friend's house (or vice versa)	Spend time with brothers or sisters	Spend time with other family	Spend time by themselves	Base (weighted)
	%	%	%	%	%	
Overall	42	13	12	11	22	12,655
Gender						
Boys	43	11	10	10	26	6,551
Girls	41	16	14	11	18	6,104
Ethnic group						
White	45	15	10	8	22	10,294
Mixed	39	14	9	12	26	500
Indian	22	7	23	25	22	326
Pakistani	20	5	31	26	19	419
Bangladeshi	22	8	23	25	22	168
African	32	9	13	24	21	387
Caribbean	42	10	13	13	22	166
Other	23	8	18	23	29	370
Risk factors reported by the young person						
None	37	14	14	12	23	8,028
One	46	11	9	10	24	2,521
Two	52	14	6	6	22	1,013
Three or more	61	13	4	4	18	965

Source: Longitudinal Study of Young People in England: cohort 2, wave 1
(see footnotes 1,6,7,11,13 in Annex F)

Computer games and social networking

One activity young people spent more time on in LSYPE2 was playing computer or video games. Just over a third (34 per cent) said they played such games most days (5 or more days per week), compared to just under a quarter (23 per cent) of respondents to LSYPE1. On the other hand, the proportion saying they did not usually play such games was virtually unchanged (28 per cent and 27 per cent for LSYPE2 and LSYPE1 respectively). However, this masks some contrasting changes between girls and boys: the proportion of boys who said they did not play computer or video games went down from 17 per cent to 9 per cent, whereas for girls it increased from 38 per cent to 48 per cent. Although the proportion of girls playing such games most days went up from 13 per cent to 20 per cent there

was a bigger percentage point increase reported among boys (from 33 per cent to 47 per cent).

In contrast, girls were more likely to make frequent use of social networking sites. Nearly half (47 per cent) of girls said they used social networking or instant messenger sites throughout the day, compared to under a third (30 per cent) of boys. There were also differences between different ethnic groups. Caribbean young people and those from mixed ethnic groups were more likely than average to say they used social networking sites throughout the day (45 per cent and 47 per cent respectively did so, compared to 33 per cent overall). Indian and Pakistani young people were less likely than average to use social networking sites throughout the day (24 per cent reported this).

The number of risk factors that a young person reported was associated with their frequency of use of social networking sites – the more risk factors they reported, the more likely they were to make use of such sites throughout the day. Three fifths (60 per cent) of those reporting at least three risk factors said they used social networking sites throughout the day, compared to 51 per cent, 42 per cent and 34 per cent of those reporting two, one and no risk factors respectively.

TV viewing

TV has a longer tradition of home entertainment than either computer games or computer-based social networks. A third (33 per cent) of respondents said they watched three or more hours of TV on a typical school day[38]. Almost half (48 per cent) watched 1-2 hours and the remainder (19 per cent) said they watched no TV or less than an hour on a typical school day. Fifty per cent of Caribbean young people and 43 per cent of African young people watched more than three hours per day, a significantly higher proportion than average.

Only a quarter (25 per cent) of young people from families with household incomes over £50,000 watched three or more hours of TV on a typical school day.

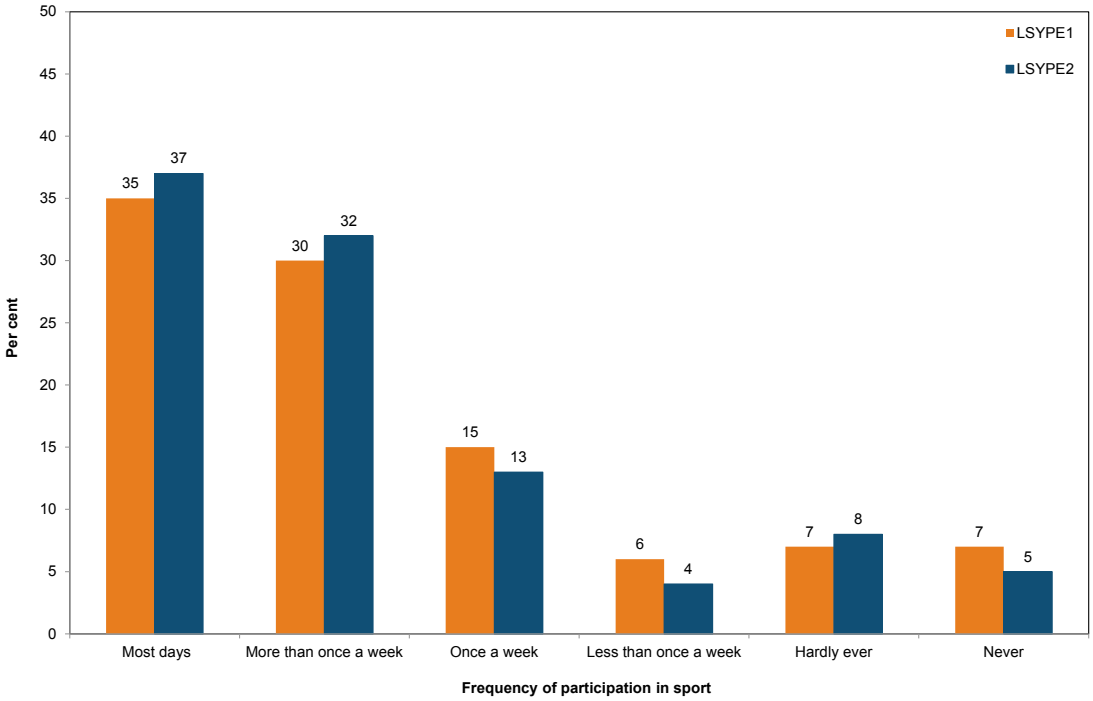
Sport

Despite respondents staying at home in the evenings more than young people in LSYPE1, this did not appear to impact participation in sport. In fact, the

[38] This included watching on computers or handheld devices such as mobile phones and tablets (including on demand or streaming).

proportion who said they participated more than once a week in sport increased slightly, from 65 per cent to 69 per cent.

Figure 6.6 Frequency of participation in sport - LSYPE1 and LSYPE2



Source: Longitudinal Study of Young People in England: cohorts 1 and 2, wave 1.
(see footnotes 1,11,13 in Annex F)

Boys were twice as likely as girls to say they participated in sport most days (49 per cent compared to 24 per cent). African young people were more likely than average to participate in sport most days (43 per cent compared to 37 per cent), while Bangladeshi young people were less likely (29 per cent). Young people living in less deprived areas were also more likely to participate in sport most days. Forty two per cent of young people in the least deprived IDACI quartile participated in sport daily compared to 38 per cent in the second quartile and 34 per cent in the two most deprived quartiles.

Table 6.5 Frequency of participation in sport by characteristics

	Most days	More than once a week	Once a week	Less than once a week	Hardly ever	Never	Base (weighted)
	%	%	%	%	%	%	
Gender							
Boys	49	29	10	3	6	3	6,672
Girls	24	35	17	5	11	8	6,185
Ethnic group							
White	37	33	13	4	8	6	10,457
Mixed	36	33	11	6	9	6	503
Indian	35	31	18	5	8	4	332
Pakistani	34	31	15	6	9	5	427
Bangladeshi	29	27	23	5	10	5	170
African	43	25	16	4	8	4	391
Caribbean	41	24	16	4	9	5	171
Other	33	27	22	5	10	4	382
Income deprivation affecting children index (IDACI)							
First quartile (least deprived)	42	34	11	3	6	3	3,213
Second quartile	38	34	12	3	8	5	3,057
Third quartile	34	31	15	4	9	7	3,112
Fourth quartile (most deprived)	34	29	16	5	10	7	3,464
Frequency of bullying							
Bullied all/ most days	29	30	16	4	11	10	1,029
Bullied weekly/ fortnightly/ monthly	33	34	13	4	9	7	1,118
Bullied less than monthly	39	32	13	3	7	5	1,380
Not bullied	39	32	13	4	7	4	7,608

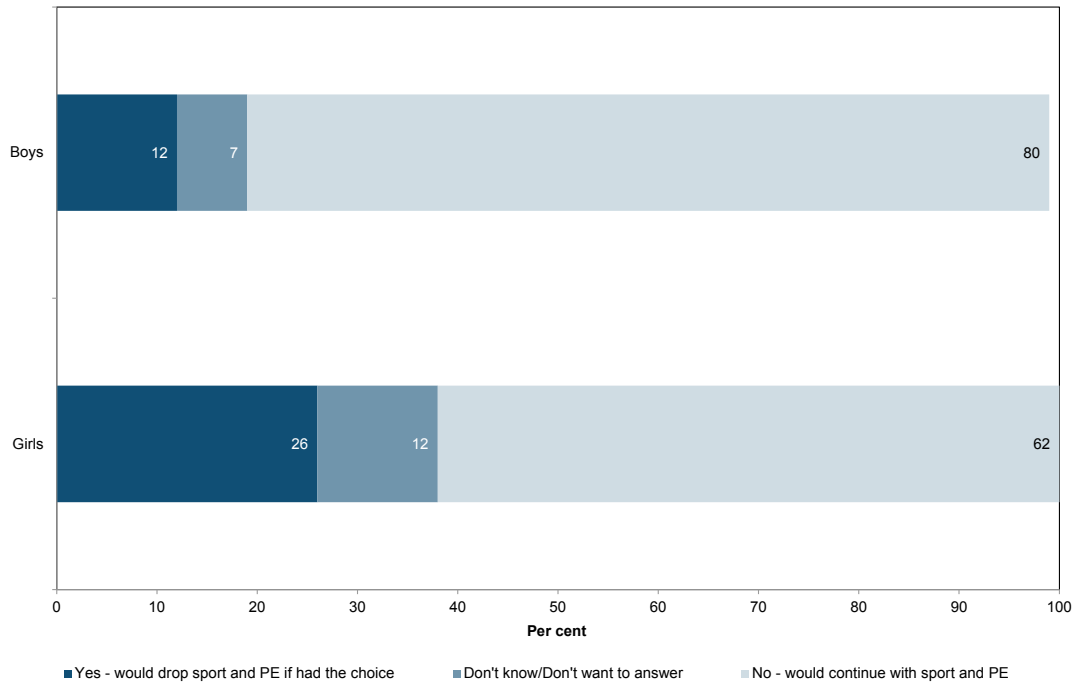
Source: Longitudinal Study of Young People in England: cohort 2, wave 1
(see footnotes 1,6,7,11,13 in Annex F)

Nearly half (47 per cent) of young people thought they were at least a little above average in terms of their sporting prowess, compared to others of the same age and gender. Only 14 per cent thought they were much or a bit worse than average. African and Caribbean young people were particularly

likely to rate themselves as better than average (both 62 per cent), as were young people from the mixed ethnic group (58 per cent).

Boys generally had a higher opinion of their sporting prowess than girls. Fifty six per cent of boys thought they were better than average at sport, while only 12 per cent thought they were worse. Girls were perhaps slightly more realistic in their perceptions, with only 38 per cent thinking they were better than average and 17 per cent thinking they were worse. When asked if they would drop physical education (PE) at school, given the choice, many more girls (26 per cent) than boys (12 per cent) said they would. A larger proportion were also undecided or did not want to answer (12 per cent of girls compared to 7 per cent of boys).

Figure 6.7 Whether young people would drop sport/PE lessons at school if they had the choice by gender



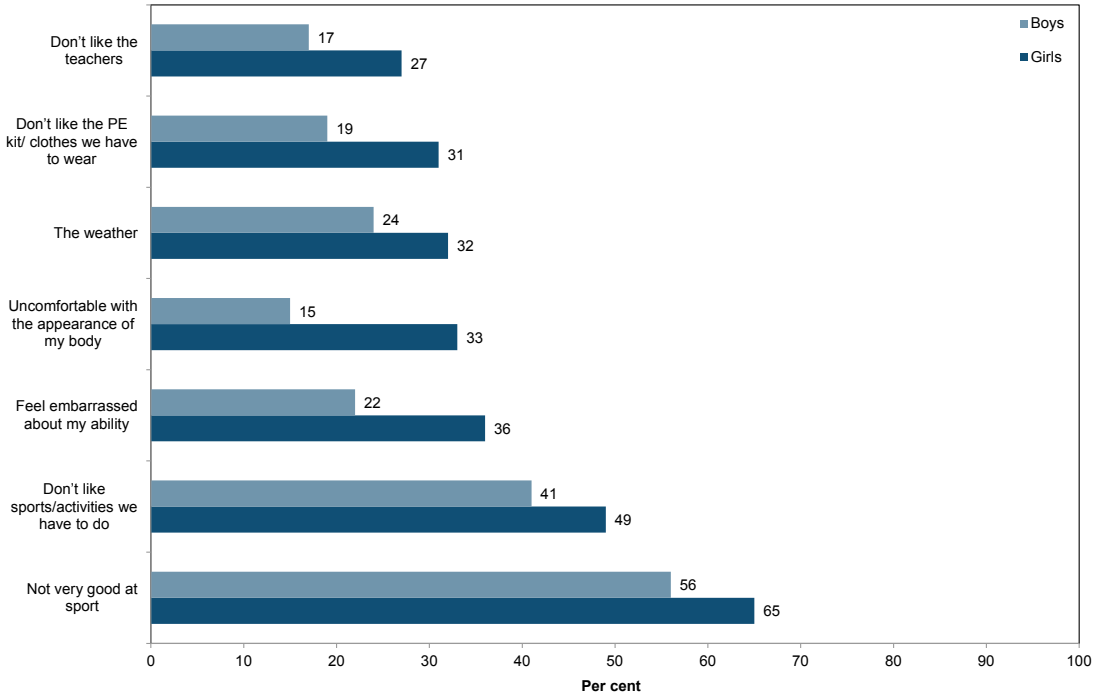
Source: Longitudinal Study of Young People in England: cohort 2, wave 1
(see footnotes 1,13 in Annex F)

Those who said they would like to drop PE were asked to select their reasons from a list. Girls were more likely than boys to say that each of the reasons applied to them. This tends to suggest that their objections to school sport were more likely to be multiple and perhaps more deep-seated than for boys. Figure 6.8 shows the proportions agreeing with each of the suggested reasons. The biggest difference in reasons between boys and girls was for body image, with a third (33 per cent) of girls saying they would want to drop

PE because they felt uncomfortable with the appearance of their body compared to 15 per cent of boys.

In addition, girls were much less likely than boys to say most or all of their friends regularly took part in sport (36 per cent compared to 64 per cent).

Figure 6.8 Reasons why young people would drop sport/PE lessons if given the choice by gender



Source: Longitudinal Study of Young People in England: cohort 2, wave 1
(see footnotes 3,11,13 in Annex F)

Employment

Just over 1 in 8 young people (13 per cent) said they had any kind of paid job, with this being slightly more common among boys (15 per cent) than girls (12 per cent). Other ethnic groups had extremely low employment rates – generally below 5 per cent – compared to the rates for white young people (15 per cent) and those from mixed ethnic groups (8 per cent). There was quite a lot of variation between regions, with young people in London having the lowest rate (6 per cent) and those in the South West the highest (20 per cent). The higher rate for the latter may be partly explained by the (mainly seasonal) opportunities offered by the tourist industry. The low rate in London may be partly linked to the higher proportion of young people from minority ethnic groups in that region, but even when the analysis is restricted to white young

people, London still has a particularly low employment rate (9 per cent compared to 15 per cent for white young people nationally).

Young people with at least one parent who was self-employed had a higher than average employment rate (20 per cent) which might be partly explained by the opportunities to work for a family member (52 per cent said they worked for a family member compared to an average of 36 per cent).

Of those who were employed, four fifths (81 per cent) worked during both term time and school holidays, while 13 per cent worked during holidays only and 6 per cent during term time only.

The types of jobs most frequently reported were paper rounds (31 per cent), babysitting (11 per cent), gardening (7 per cent), housework (7 per cent), waiting/catering (6 per cent) and retail (6 per cent).

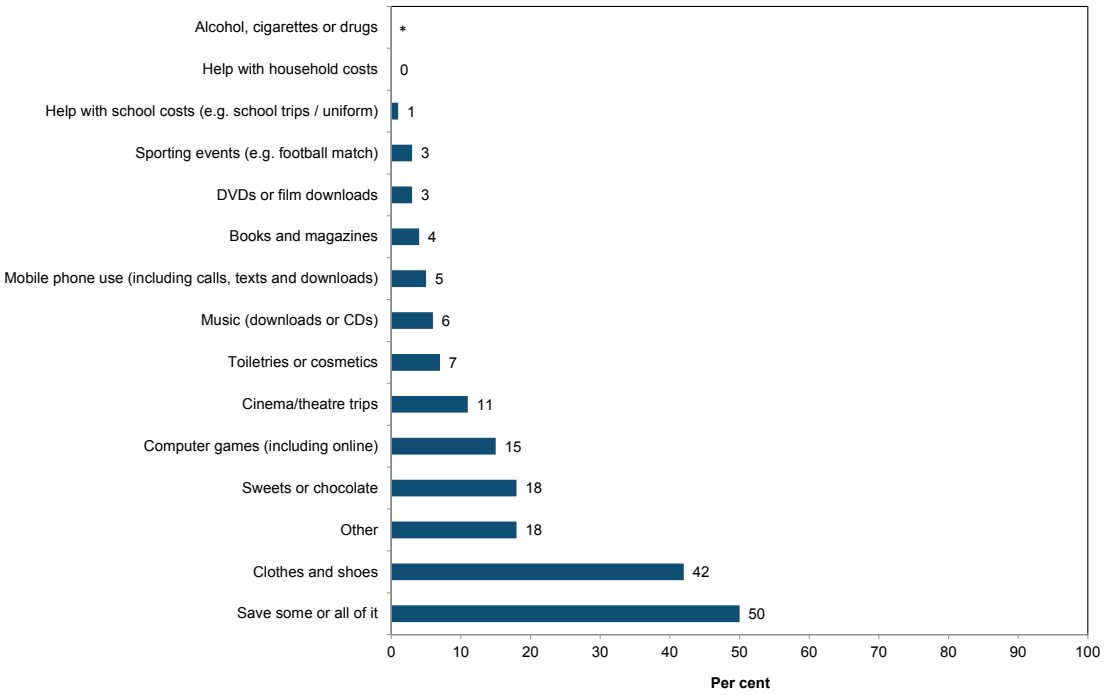
Of those who did not work for a family member, nearly three quarters (73 per cent) had some help from their family in finding their job and nearly half (48 per cent) said they first found out about their job through their parents or another family member.

In term time, slightly more than a half (52 per cent) of those working worked just 1-2 hours per week. Almost a third (32 per cent) worked 3-5 hours, 14 per cent worked 6-10 hours and only 2 per cent worked more than 10 hours per week (this is not surprising given the legal limit of 12 hours worked per week during term time for 13 and 14 year olds). The hours worked tended to be slightly longer during school holidays, but still only 8 per cent worked more than 10 hours per week (during holidays the legal limit is 25 hours per week for 13 and 14 year olds).

A third (33 per cent) of those working in term time earned less than £10 per week. Just over two fifths (42 per cent) earned between £10 and £20, 17 per cent earned £20-£30 per week and 8 per cent earned £30 or more per week. In holiday time higher rates of pay become more common with 14 per cent earning £30 plus per week, likely reflecting the increase in the hours typically worked.

Young people earning money spent it on various things – details are reported in Figure 6.9. Most commonly, they saved some (50 per cent did so). Many young people also spent their wages on clothes or shoes (41 per cent); sweets or chocolate (18 per cent); computer games (14 per cent); or cinema or theatre trips (11 per cent).

Figure 6.9 How young people used their earnings from paid employment



Source: Longitudinal Study of Young People in England: cohort 2, wave 1
(see footnotes 3,11,13 in Annex F)

Pocket money

Fewer than three quarters (72 per cent) of young people reported receiving pocket money or an allowance from parents or relatives. Just over a fifth of young people did not have a paid job and did not report receiving pocket money.

Of those getting pocket money and receiving regular fixed amounts 1 in 7 (14 per cent) received less than £2.50 per week and 19 per cent received £2.50 to £5. A third (34 per cent) got between £5 and £10, a quarter (25 per cent) £10-£20 and 8 per cent £20 or more. It is possible that young people received occasional, unscheduled money from parents or other family members which is not captured here.

There were some interesting variations in reported pocket money by ethnic group. Only just over a half (53 per cent) of young people from the Indian ethnic group said they received pocket money, compared to more than 70 per cent for all other groups. Caribbean and African young people were more likely than average to receive pocket money (83 per cent and 80 per cent respectively). Not only did Caribbean young people have a high likelihood of receiving pocket money, but of those who received regular pocket money and

described the amount and frequency of payments, they also had a particularly high proportion receiving £20 or more per week (21 per cent, compared to an average of only 8 per cent).

Seventy eight per cent of young people with FSM said they received pocket money compared to 71 per cent of young people without FSM. Of those getting pocket money only a fifth (20 per cent) of young people with FSM received less than £5 per week compared to 35 per cent of young people without FSM. Similarly, those in the most deprived IDACI quartile are the most likely to receive pocket money and to receive larger amounts where paid. More than three quarters (77 per cent) of those in the most deprived IDACI quartile reported receiving pocket money and of those who did 14 per cent received £20 or more.

Young people in London were a little more likely than average to receive pocket money (76 per cent), and among those who did they were the most likely to receive £20 or more per week (15 per cent). On the other hand, a smaller proportion than average of young people receiving pocket money in the South East, South West and East of England received £20 or more per week (4 per cent, 4 per cent and 5 per cent respectively). These differences may be linked to some extent to London having had the lowest employment rate and the South West, South East and East of England employment rates above average (20 per cent, 16 per cent and 16 per cent respectively).

Care

One in 25 young people (4 per cent) reported that they provided regular help or support to people they lived with who were physically or mentally ill, disabled or misusing drugs or alcohol. A further 4 per cent said they didn't know if they did this.

Ten per cent of young people with FSM said they were carers compared to 3 per cent of young people without FSM. Boys and girls were equally likely to say they were carers.

Of those who said they did have caring responsibilities nearly a half said they cared for a parent (47 per cent) and a similar proportion (49 per cent) said they cared for one or more siblings. These groups overlapped - 15 per cent of carers were looking after both a parent and at least one sibling. Eighteen per cent of carers were looking after someone other than a parent or sibling, most often a grandparent.

Just over a half of carers (53 per cent) felt unable to put a number on their hours of care per week. Of those who did nearly a half (45 per cent) said it was for 1-2 hours per week, a quarter (25 per cent) for 3-5 hours, a fifth (20 per cent) for 6-12 hours and just over a tenth (11 per cent) for more than 12 hours a week.

Fourteen per cent of carers said they had been late for school or left school early to provide care and 6 per cent said they had missed school to provide care.

Conclusions

Young people appeared to have closer and more positive relationships with their parents compared to a decade ago. They reported getting on well with parents, discussing things that mattered to them and, often, discussing their school day.

It would appear that parents usually knew where their children were in the evening. This was less commonly the case among children reporting a greater number of risk factors.

Young people were socialising less in person and spending more time on their own (although spending time with friends remained the most common leisure time activity). There was a parallel increase in the proportion of young people playing computer games. There was also a reasonably widespread use of social networking sites among young people. Boys were more likely to play computer games compared to girls, while girls were more likely to regularly use social media. Watching television remained a major leisure activity of young people, although almost one fifth said they watched no TV or less than an hour on a typical school day.

There has been a small increase in sports participation since LSYPE1. Participation was higher amongst boys, with girls also more likely to say they would stop doing PE given the option. A negative body image and embarrassment about their ability were much more common reasons for girls than boys for wanting to stop doing PE.

One in eight young people had paid employment. Most of these worked during term time, typically for a few hours a week. The types of employment undertaken tended to be traditional jobs for young people – paper rounds, babysitting, housework, waiting and retail. Most commonly, young people saved some of their earnings, though many also spent some of them on

unsurprising items such as clothes, sweets, computer games and cinema tickets.

Chapter 7 Conclusions

This report has provided the first analyses from the second cohort of the Longitudinal Study of Young People in England (LSYPE2). LSYPE2 is a rich, longitudinal survey that will follow the lives of 13,100 young people born between September 1st 1998 and August 31st 1999 for 7 years, from the ages of 13/14 to 19/20.

This survey, which builds on the first LSYPE, is designed to provide a strategic evidence base about the lives, experiences and education of young people. LSYPE2 covers a wide range of topics, relating to almost every major policy focus in the Department for Education as well as many others across government. This breadth is reflected in the five themes around which the previous chapters have been based:

- Life in year 9 for young people
- Parents' experiences of having a child in year 9
- Young people's aspirations
- Risky behaviour
- Life outside school

This is not a complete analysis of LSYPE2 – for example, topics not considered in this report include school choice, parental employment history and young people living apart from their parents.

This report is intended to provide initial findings from the survey, to illustrate its potential as an evidence base for policy makers and analysts. It presents descriptive analyses: as noted in the introduction, it does not aim to be exhaustive in terms of subject matter or the depth of analysis. For example, the report does not contain multivariate analyses of relationships between variables which control for other influences. We recognise that where differences or relationships are asserted then these areas would benefit from more sophisticated analysis. There is a programme of work planned to examine particular issues in more detail.

There have been some major education policy changes in the ten years between the start of the first and second LSYPE cohorts. For example, these include increasing numbers of academies and free schools; curriculum, exam and accountability reform; and the raising of the participation age. Whilst this

publication is largely focused on wave 1 of LSYPE cohort 2, we have also used responses from the first LSYPE cohort to investigate changes in the lives of 13/14 year olds over this time period. The ability to make such comparisons is one of the key strengths of these longitudinal data, although the comparisons presented here are not exhaustive.

The analysis presented in this report shows that 13 year olds and their parents are, on the whole, positive about their school, home and personal lives. They appear more likely to make responsible choices than ten years ago - the findings produced in this report are in line with other research suggesting this is a more sober, responsible generation of young people.

Young people generally report that they enjoy school and work as hard as they can. This positive attitude to school can also be seen in their aspirations; they are more likely to intend to stay in education post-16 and apply to university than in the first LSYPE. The current economic climate is one possible explanation for young people's engagement with education, in that when the economy is weak and there are fewer jobs for young people, staying on in education makes more sense. Fewer young people are reporting negative experiences such as bullying or truancy. A similarly positive picture can be seen outside of school, with young people being less likely than ten years ago to undertake a range of risky behaviours and more likely to enjoy a positive relationship with their parents.

The typically positive attitude of young people to education is usually supported by their parents: parents tend to be satisfied with their child's education, to want them to continue it post-16 and to take an interest in it. It also appears to be supported by the schools, with schools being more likely to provide additional study support than they were during LSYPE1. In general, LSYPE2 presents a positive picture of young people's education and lives, even more so than was the case a decade ago.

However, despite this generally positive trend, certain characteristics have been consistently associated with less positive outcomes. Young people from deprived backgrounds, with greater needs, who are being bullied frequently or attending less successful schools tend to be less positive about education and to undertake more risky behaviours. This highlights the importance of policies aimed at supporting these groups. A key strength of this longitudinal data is to examine changes in the lives of individuals over a long period of time. LSYPE2 will have more to add to the evidence base on this critical issue as subsequent waves become available.

Some of the key findings for each chapter are presented below:

Chapter 2 - Life in year 9 for young people

Young people were positive about school…	Those in LSYPE2 were likely to think that discipline was about right, know what was expected of them, enjoy school, work as hard as they could and undertake homework.
They were active in decision making on year 10 subject choices…	Decisions were based largely on areas of interest, subjects they thought they would do well in and those that would be important for future study and careers.
Young people are supported by their schools…	In particular, schools were more likely to provide additional study support in LSYPE2 than was the case in LSYPE1.
Young people in LSYPE2 were less likely to truant than those in LSYPE1…	They are also less likely to have been temporarily excluded. Young people living in more deprived areas were more likely to truant in general. Higher levels of temporary exclusions were linked to deprivation and special educational needs.
Frequent bullying is a problem for just under one in ten young people taking part in LSYPE2…	Eight per cent of young people experienced daily bullying. We found that bullying, which decreased between LSYPE1 and LSYPE2, was linked to a number of negative outcomes. For example, young people who were regularly bullied were more likely to misbehave, more likely to truant or miss school and more likely to be temporarily excluded.

Chapter 3 – Parents' experiences of having a child in year 9

Most parents were positive about their child's schooling…	Most parents viewed their child's school as being at least good and were happy with their child's progress. However, parents were less likely to be satisfied with the school if their child had SEN.
… and satisfied with their child's progress, school discipline, the subjects on offer and the interest teachers showed in their child…	Ninety three per cent of parents were either fairly or very satisfied with their child's progress at school. Ninety five per cent were either fairly or very satisfied with the subjects on offer, 90 per cent with the interest shown by teachers and 86 per cent with the discipline.
Parental satisfaction/involvement with school appears to be related to Ofsted ratings…	Parents of children attending schools with lower Ofsted ratings were less happy with the school, their child's progress, discipline and the level of interest from the young person's teachers. They were less likely to have attended a parents evening and to feel they received sufficient information from the school. Parents of young people bullied most days were also generally less satisfied.
The majority of parents had attended a parent's evening in the 12 months prior to interview…	Ninety five per cent of parents reported that someone had been to a parents' evening at the school in the previous 12 months. Parents of young people with FSM and those living in more deprived areas were slightly less likely to say this was the case.

Chapter 4 – Young people's aspirations

Young people are more likely to want to stay on in full-time education…	There was a significant increase in the proportion of young people planning to remain in full time education once they reached 16 years and apply for a place at university in the future, compared to LSYPE1.
Parents were also more likely to want (and expect) their children to remain in education…	More than four fifths of parents in LSYPE2 expected their child to remain in education post-16 (82 per cent), compared to 70 per cent in LSYPE1.
Young people's future intentions varied by a number of characteristics…	White young people and boys were less likely to plan to remain in full-time education, while those from the highest income households were more likely.

Chapter 5 – Risky behaviours

More than half of young people do not have a single risk factor reported…	Either by themselves or by their parents. Levels of risky behaviour have generally fallen since LSYPE1.
Serious risk factors such as drug use or carrying a knife are rare among this cohort…	The most common risk factors reported were drinking alcohol and fighting without weapons.

Nevertheless, a significant minority of young people are reporting levels of risky behaviour that are of concern…	Deprived young people, those with greater needs, less access to parental support and those in less successful schools seem to be at much greater risk than average of undertaking almost every single risky behaviour.
The relationship between risky behaviours and outcomes can be seen in our analyses…	Young people undertaking risky behaviours are more likely to undertake others and to suffer a range of undesirable outcomes, such as contact with the police. They have fewer educational aspirations and are reported as progressing less well at school and getting on less well with their families.
Chapter 6 – Life outside school	
Young people in LSYPE2 report a closer and more positive relationship with their parents compared to LSYPE1…	They reported getting on well with parents, discussing things that mattered and, often, discussing their school day. Parents usually knew where their children were in the evenings, though this was less likely where the children reported more risk factors.

Young people are socialising less and spending more time on their own…	There was an increase in the proportion of young people playing computer games most days and reasonably widespread frequent use of social network sites among young people. Boys were more likely to play computer games compared to girls and girls were more likely to regularly use social media.
There was a small increase in participation in sports compared to LSYPE1…	Participation was higher amongst boys. Girls were more likely to say they would stop doing PE given the option. A negative body image and embarrassment about ability were more common reasons for girls than boys for wanting to stop PE.
One in eight young people aged 13 had paid employment…	Most of these worked during term time and holidays, typically for a few hours a week. The types of employment undertaken tended to be traditional jobs for young people – paper rounds, babysitting, housework, waiting and retail. Most commonly, young people saved some of their earnings, as well as spending them on items like clothes, sweets, computer games and cinema tickets.

Annex A LSYPE1 and LSYPE2 - background and technical detail

LSYPE1

The first Longitudinal Study of Young People in England (LSYPE1), also known as *Next Steps,* is a major, innovative, panel study of young people which brings together data from several sources, including annual interviews with young people and their parents and administrative datasets.

LSYPE1 started in 2004. The initial sample comprised 21,000 young people aged 13 or 14, sampled from the year 9 pupil records of schools throughout England (both maintained and independent schools, and mainstream and special schools). The sample was boosted with pupils from certain ethnic groups and with those attending schools in areas with high levels of deprivation. Both young people and their parents were initially interviewed at home about a range of experiences and views; however later waves were completed solely by the young person, usually over the telephone or internet. LSYPE1 initially interviewed participants annually for 7 years, until 2010, but an eighth wave of interviews will be conducted in 2015, when respondents will be aged 24 or 25. It should be noted that wave 7 of LSYPE1 was the final wave managed by the Department for Education; the Institute of Education (IOE) have since taken over responsibility for the study.

The main role of the study is to provide evidence on the key factors affecting educational progress, attainment and the transition following the end of compulsory education. Data from the study has been used to monitor the progress of the cohort group, evaluate the success (or otherwise) of policies aimed at this group and provide an evidence base for policy development.

LSYPE2 sampling and survey design

The primary sample frame for LSYPE2 was the English School Census, which was used to identify sample members in state-funded education (apart from pupil referral units). This provides access to pupil-level characteristics information about these young people, which can be used to stratify the sample. The stratification has been designed to maintain minimum numbers in certain subgroups of interest right through to the planned end of the survey, to ensure robust analyses of these groups can continue to be produced. These subgroups include those with free school meals (FSM), those with FSM and special educational needs (SEN), and certain ethnic groups. Pupil level information was not available for sample members in independent schools or pupil referral units –

schools were sampled first and then asked to supply contact details for pupils – meaning these groups could not be stratified in the same way.

The survey design calls for interviews to be face-to-face for the first 3 waves. Following this, the intention is to move to a sequential mixed-mode design, which involves first seeking web-based interviews, then telephone interviews and finally undertaking face-to-face interviews with hard to reach cases or those who cannot take part by other means. Interviews will take place with both the young person and at least one parent in the first 3 waves (i.e. until the young person is aged 15/16). In later waves, only the young person will be interviewed. The interviews for LSYPE2 take place over a 5 month period, starting in early April and finishing in early September.

Response rates and sample size

LSYPE1 consistently met target response rates, achieving response rates of 74 per cent, 86 per cent, 92 per cent, 92 per cent, 89 per cent, 87 per cent and 90 per cent in waves 1 to 7 respectively. The wave 1 achieved sample was 15,770; the sample participating at wave 7 was 8,682.

LSYPE2 also has high target response rates, which have been met so far. In wave 1, LSYPE2 achieved a response rate of 71 per cent, representing an achieved sample of 13,100. We will continue to interview as many as possible of these young people each year for the next 6 years. Fieldwork for wave 2 was completed in September and the final response rate was 85 per cent - ahead of the target of 80 per cent. The target for wave 3 is 90 per cent[39].

It should be noted that because respondents are not continually added throughout the course of the studies, changes to the demographic structure of the overall population may not be reflected in the LSYPE cohorts. Whilst an element of adjustment for these changes is made through weighting, any large-scale population changes due to migration or mortality may not be fully replicated in the sample, increasing sample error.

Accessing the underlying data

In order to make data from the LSYPE surveys available to all, datasets are routinely deposited with the UK Data Archive (UKDA). At the time of publication (November 2014) the available data included LSYPE1 – waves 1 to 7:

SN 5545 Longitudinal Study of Young People in England: Waves One to Seven, 2004-2010

[39] Response rate targets for Waves 4-7 have not yet been set.

The LSYPE2 data will also be deposited with the UKDA. While all datasets will be made publically available, subject to appropriate data protection, the availability of data will not coincide with the publication of this research report. This is to allow for work documenting and improving the user-friendliness of the data to be completed.

Missing data

There can be missing data for a number of reasons. For example, for any survey there can be information missing due to item non-response (a respondent refusing to answer individual questions or not knowing the answers) or errors in survey administration. It is important to consider carefully how to handle missing data in any analysis.

For LSYPE2 there is also missing information among the matched administrative data from the National Pupil Database (NPD), on characteristics such as FSM and SEN status or prior attainment. Where such data is missing from the LSYPE dataset, this is either because the respondents have not given consent for the data to be matched, because we did not have sufficient information to match them, or because the data itself is missing from the NPD.

If we did not receive explicit consent to match to the NPD from both the parent and young person then we have not linked any information from the NPD to the survey responses. For the first wave of LSYPE2, in 7 per cent of cases (unweighted) we did not get explicit consent from both parties. A further 4 per cent (unweighted) gave consent, but we did not hold sufficient information to enable the survey data to be matched to the NPD, most commonly because the young person was attending an independent school. This left approximately 11,700 young people attending maintained schools for whom we have been able to match in NPD data about them and their school, where available.

There is one further complication: the LSYPE2 cohort sat their key stage 2 (KS2) tests in a year when a large number of schools boycotted them. Of those for whom we are able to match in information from the NPD, KS2 test results are missing for slightly less than 30 per cent of cases (unweighted). This also includes around 2 per cent (unweighted) with no KS2 record, which can be the case for a variety of reasons, such as being educated in an independent school or outside England at the time.

We decided to draw the LSYPE2 sample from a complete cohort of pupils, i.e. not to exclude pupils who experienced the KS2 boycott from the sample, because of the substantial risk of unobserved sample bias. Instead, we propose to impute data where possible for those pupils with missing KS2 test results. A programme of work is planned to undertake this imputation and imputed data will be made available for public use once produced. This programme is also intended to encompass other variables with substantial amounts of missing or implausible data, such as household income. This will not take place until after the initial release of the wave 1 data through the UKDA.

Given that a substantial and likely unrepresentative minority of the KS2 results are missing, no analyses based on KS2 results have been included in this report, as the results would be particularly subject to bias.

Weighting

Surveys rarely obtain information from everyone within their sample. In a survey that achieves less than a 100 per cent response rate there is a risk that respondents may be systematically different from non-respondents and as such that the estimates produced may be subject to bias. To overcome this, it is necessary to differentially weight survey respondents.

The weights given to each case can be decomposed into (i) a sampling weight, and (ii) a calibration weight.

The sampling weight is simply the inverse of the pupil sampling probability (1/p(sampled)). This component allows for differences in the likelihood of individuals being selected, so that where groups are oversampled to ensure sufficient numbers for robust analysis, they do not end up having an unrepresentative impact on the results.

The sampling weights from a survey are often adjusted to ensure that they produce estimates that match known population totals; this is known as calibration. This can help allow for differences in the response rates of particular groups that were not fully accounted for by the sample design. The sampling weight described above was used as a 'base weight' when calibrating the interview sample to known population totals. So if, for example, young people with FSM had been even less likely to respond than we expected, the proportion in our sample (with the sampling weight applied) would be lower than in the overall population – the base weight would then be adjusted to compensate. The numbers of year 9 pupils with particular characteristics were used as population totals for calibrating the maintained sector[40] interview sample. Post-calibration, a calibration factor is computed equal to the final weight divided by the sampling weight and scaled so that it has a mean value of one.

Further detailed information on weighting the LSYPE2 data can be found in the technical report which will be released alongside the LSYPE2 data.

[40] Pupils from independent schools and pupil referral units (PRUs) were sampled from the December 2012 edition of the *EduBase* school database. However, pupil counts are (i) less reliable than those in the NPD, and (ii) reported by age, not school year. Consequently, the interview sample of independent/PRU pupils has not been formally calibrated. Instead, the sampling weight of interview cases has been multiplied by the inverse of the pupil-level response rate recorded for each of the two types of school (25 per cent for independent school pupils, and 30 per cent for PRU pupils)

Making statistical comparisons

Throughout this research report, statistics are presented in the form of tables and charts, with selected findings highlighted at the start of each section. All figures presented are subject to sampling error arising from LSYPE only interviewing a subset of the population of interest. This uncertainty can be displayed in the form of confidence intervals illustrating the accuracy of each figure; however for presentational purposes this has not been undertaken in this publication. Nevertheless, wherever explicit comparisons have been made between groups or over time, these have been tested for statistical significance at the 95 per cent level. This indicates whether there is a strong likelihood there are real differences between figures, taking into account sampling error. All such comparisons reported have been found to be significant unless explicitly stated in the text.

Calculations of confidence intervals and statistical significance in any situation are subject to sampling error, which accounts for the likelihood of specific findings simply arising by chance. The complex design of the LSYPE sample means that these sampling errors need to be calculated with consideration of the design effect to ensure that any findings are accurate and robust. Further details about the design effect can be found in the technical report.

Despite LSYPE data being suitable for full statistical tests of causality and differences between factors, this introductory report only presents cross-tabulations which do not necessarily imply any relationships between factors that are compared. It is recommended that a full statistical test, controlling for any underlying factors, is completed before making any assumptions about causal relationships between factors examined within this research report.

More detailed information on the statistical techniques used in the creation of this publication is available on request.

Reporting thresholds and the weighted base

As with any survey, the accuracy of the findings from LSYPE is dependent on the sample size, with larger samples generally leading to more accurate results. Even though the overall sample size of the current cohort is large, results dependent on small sub-groups of young people need to be treated with caution.

Consequently, in this publication any results based on 100 or fewer (unweighted) respondents and any results where only 0 to 5 (unweighted) respondents have given that particular response have been suppressed. This also minimises the risk that information about specific individuals can be identified from these statistical summary results.

The tables included in this report are accompanied by one or more weighted bases, to show the de facto sample from which each result has been derived. The weighted base shown is the number of respondents on which the figure has been based. In both the base and the calculation, the data has been weighted to allow for non-response and survey design effects as far as possible.

Questions not responded to

There are a number of reasons why an individual may not answer a particular question – for example, they may not understand the question, not know the answer or not want to say it to the interviewer. Where an individual does not want to answer a particular question or is unable to, their response will be coded as either 'don't know' or 'refused'. Given the difficulty of interpreting what these answers really represent, these categories have generally been omitted from the analyses in this report, except where they were a common response or where they were thought to be of particular significance. Wherever they have been included in the calculations underlying a section, they will be explicitly mentioned in the text, tables or figures.

Additionally, responses will not be available for individuals not asked particular questions. In most cases this is because the answers to previous questions make them inappropriate – for example, we do not ask those who have not tried smoking when they first smoked. Some questions are administered through self-completion, whereby respondents fill in the answers themselves on a laptop, granting greater privacy for the sorts of sensitive topic (e.g. whether the young person has shoplifted) where respondents might not feel comfortable with the interviewer knowing the answers. These questions have not been asked of those unable to respond in this way or who did not wish to do so. There are also an extremely small number of cases where responses are not available due to technical errors during the survey process. Wherever no response (i.e. not even don't know or a refusal to answer) is available to a question, that individual is excluded from all analysis related to it. The same principle applies where matched characteristics data is not available for breakdowns.

In some households one or more members were not available for interview, meaning that no responses were recorded for that individual. This is true for a substantial minority of 'other' parents (those less involved with the young person's education and hence not asked the main block of questions) and a very small number of young people and 'main' parents. Where young people were identified as living in institutions rather than with a parent or guardian (true only of a very small number of young people), we have interviewed them and included their responses wherever possible. We have also sought to interview their key worker, if available, though there are limitations on the amount of information about the young person they were able to provide.

Annex B Explanations of characteristics and descriptions used in this report

Age

The primary measure of age in this report is academic age, which represents the age of the young person on 31st August of the previous calendar year (i.e. their age at the start of the academic year). All sample members were born between 1st September 1999 and 31st August 2000, so their academic age during the wave 1 interviews in 2013 was 13. This is the age which they have been referred to as being throughout the analyses. The only exception to this is the age at which young people report first having undertaken risky behaviours: they reported their chronological age, meaning some of the responses were, quite correctly, age 14, although the individuals were still of academic age 13.

Parents

In this report, unless otherwise specified 'parent' or 'parents' encompasses both biological and non-biological parents or guardians – anyone who was identified as a parent or guardian to the young person when the relationships between those living in the household were described at interview.

Where the report refers to answers reported by parents, such as their hopes for the young person's post-16 activity, these have been supplied once per household, by the young person's 'main parent'. In households containing two parents, the parent or guardian who considered themselves most involved with the young person's education answered these questions, regardless of their biological relationship.

The other parent was also interviewed where available, but the only information collected concerned their own education, employment and characteristics. The equivalent questions were asked of the main parent also. In this report, the only use made of these responses has been to underpin some of the breakdowns described below – for example, where the 'other' parent was female and the 'main' parent was not, their answers would have generated the mother's highest qualification.

Disability

The disability status of the young person is derived from responses to a question in the "History" section of wave 1. This section is usually asked of the biological mother, or if not available, the biological father, or failing that the parent or guardian most involved with the young person's education of those available. The question asked whether the young person had "any long-standing illness, disability or infirmity?", clarified with "By long

standing I mean anything that has troubled [him/her] over a period of time or that is likely to affect [him/her] over a period of time." and "This includes problems with physical health, mental health, learning difficulties, abnormalities of behaviour." The available responses were 'yes'; 'no'; and 'don't know', where the question was answered; only those whose disability status is known (i.e. 'Yes' and 'No' responses) have been reported in the breakdowns.

Ethnic group

Ethnicity information in this report was provided by the young person, in answer to a survey question asking what their ethnic group was. They gave one of the following responses:

1. White – English/ Welsh/ Scottish/ Northern Irish/ British
2. White – Irish
3. White – Gypsy or Irish Traveller
4. Any other White background (specify)
5. White and Black Caribbean
6. White and Black African
7. White and Asian
8. Any other mixed/ multiple ethnic background (specify)
9. Indian
10. Pakistani
11. Bangladeshi
12. Chinese
13. Any other Asian background (specify)
14. African
15. Caribbean
16. Any other Black/ African/ Caribbean background (specify)
17. Arab
18. Any other ethnic group (specify)

Don't know

Refused

For the breakdowns in this report, responses 1-4 were coded as 'White'; 5-8 as 'Mixed'; 9 as 'Indian'; 10 as 'Pakistani'; 11 as 'Bangladeshi'; 14 as 'African'; 15 as 'Caribbean'; and 12, 13, 16, 17 and 18 as 'Other', with responses of don't know and refused being excluded.

Other official publications may use similar information drawn from the National Pupil Database instead. It is known that there are sometimes differences between self-reported ethnicities and those which are recorded in administrative data. As a result, estimates concerning different ethnic groups will not always match those derived using administrative data on ethnicity.

Free school meals (FSM)

Receipt of free school meals is often used as a proxy for deprivation. However, this only captures those who meet the eligibility criteria and make a claim. FSM status has been taken from the spring 2013 school census, which means that it is not known for young people in independent schools or pupil referral units or for those not consenting to data matching. Breakdowns by FSM status only include those for whom this is known.

Household income

The household income used in this report is based on a survey response, with respondents picking a band from a list to represent the annual household income from all sources. The results have been edited to take account of implausible responses, primarily through the use of self-reported earnings data. Earnings data was generally more credible, not least because parents reported their own earnings, over the time period of their choice, rather than having to combine sources and annualise the results. This data has also been edited where implausible, such as where what looked like an annual salary for the stated occupation was reported as being paid weekly. Where the plausible earnings of a household were greater than the annual income selected, the earnings have been used instead. This is likely to underestimate the true income, as it excludes other sources such as benefits, but should still represent an improvement on the self-reported estimate.

The breakdowns in this report exclude those that said they did not know or refused to estimate their annual income. Earnings data has not been used to proxy these cases, because of the risk of substantially underestimating their income by not including other sources (without a household estimate for context).

Income data is notoriously difficult to collect accurately via household surveys, and LSYPE2 is no exception. Notwithstanding the editing and banding of this data, which is intended to mitigate its limitations, all analyses based on this should be treated with caution.

Income Deprivation Affecting Children Index (IDACI)

IDACI is produced by the Department for Communities and Local Government (DCLG). The index is based on Super Output Areas (SOAs) in England, which are geographical regions of around 1,500 residents, designed to include those of similar social backgrounds. Each SOA is given a rank between 1 and 32,482, where 1 is the SOA with the highest proportion of under-16s living in income deprived households (primarily defined by being in receipt of certain benefits).

The IDACI quartiles used in this report have been defined so that those respondents living in one of the least deprived 25 per cent of SOAs, based on the IDACI ranking, are in the first quartile, and respondents living in one of the most deprived 25 per cent of SOAs are in the fourth quartile. This means that the quartiles do not contain equal numbers of sample members – they are defined based on national figures rather than the sample.

IDACI is a subset of the Income Deprivation Domain of the Index of Multiple Deprivation. Further information about IDACI can be found at: https://www.gov.uk/government/publications/english-indices-of-deprivation-2010.

Mother's highest qualification level

This information was provided by the mother or female guardian (information was also collected about fathers' qualifications). Respondents were asked to select their highest qualification from a list in which groups of qualifications were presented from highest to lowest. It is these groups that have been used for the breakdowns in this report.

Respondents were initially given the opportunity to answer 'Other' and describe their highest qualification – the verbatim responses have since been coded into the six groups wherever possible. Typical qualifications included in each group are:

Table B.1 Categorising mothers' highest qualifications

Qualification category	What is included
Degree or higher	BA, BSc, MA, MSc, PhD.
HE below degree	Higher education qualifications below degree level, for example HNDs/HNCs.
A levels	This covers any qualifications at National Qualification Framework (NQF) level 3 including A levels, AS levels and many vocational qualifications (e.g. NVQs at level 3).
5+ GCSEs at A*-C	This also includes 5 or more 'O' level passes and any other qualification or combination of qualifications equating to a "full" level 2.
Qualifications below 5+ GCSEs at A*-C	Any qualifications at NQF entry level and level 1, or having fewer than 5 GCSEs at grades A*-C, or any other level 2 qualification or combination of qualifications that does not meet the threshold for a "full" level 2.
No qualifications	No qualifications.

The breakdowns exclude those whose 'Other' response could not be categorised, as well as those mothers that did not know their highest qualification, refused to say what it was or were not interviewed. Given the complex qualifications landscape and the changes

that have taken place since the parents of our sample members are likely to have last been in education, it is important to treat these self-reported qualification levels with some caution.

More information about qualification levels and classifications is available at:

http://webarchive.nationalarchives.gov.uk/20121015000000/http:/www.direct.gov.uk/en/EducationAndLearning/QualificationsExplained/DG_10039017

Ofsted rating

The breakdowns presented reflect the most recent overall Ofsted inspection rating, up to the end of June 2013, for the school the young person attended when they were interviewed. This was matched in from the Ofsted website where available (but only for those consenting to NPD linkage). It is important to be aware that Ofsted ratings are not available for independent schools or for those sponsored academies that had not been inspected since their change in status.

Further information about Ofsted and inspection ratings is available at:
http://www.ofsted.gov.uk/

School type

For each young person, the school type reported is that of the school which they attended when they were interviewed. This reflects each school's status on 01/05/13, early in the fieldwork period, meaning that only schools becoming academies up to this date will be reported as such. This information was only matched in for those who had consented to NPD linkage.

Five major types have been identified in the report: sponsored academies; academy converters; LA maintained schools; independent schools; and special schools. The latter includes maintained and non-maintained special schools, special academies and independent special schools. Other school types (such as pupil referral units, free schools, university technical colleges, etc.) have not been reported on as the sample sizes are too small.

Special educational needs (SEN)

Pupils with special educational needs have barriers to learning that make it harder for them to learn than most pupils of the same age. There are three categories of special educational needs, defined in relation to the level of support provided to the young person:

- SEN with School Action – where extra or different help is given by the school, beyond that provided as part of the school's usual curriculum.
- SEN with School Action Plus – where the school receive advice or support from outside specialists (such as a specialist teacher, educational psychologist or speech and language therapist), to help them enable the young person to make progress.
- A statement of SEN – where a formal, expert, assessment of the young person's needs has been made. A legal document is produced setting out the child's difficulties and the extra help they require, which local authorities then have a duty to provide.

The SEN status of the young people, as recorded in the spring 2013 school census, has been matched in from the NPD where available (subject to consent). In this report the SEN with School Action Plus and statement of SEN categories have been grouped, due to small sample sizes, and in a small number of cases all pupils with SEN have been considered as a single group.

Truancy

Where breakdowns by whether a young person has truanted have been presented, these have been based on young people's responses to being asked whether they had ever truanted in the 12 months prior to the interview. Only those answering 'Yes' or 'No' have been considered in the breakdown.

Official estimates on unauthorised absence are collected from administrative data sources and are not comparable to LSYPE information on truancy. Unauthorised absence figures can be found in the Statistical First Release 'Pupil absence in schools in England: 2012 to 2013', at: https://www.gov.uk/government/statistics/pupil-absence-in-schools-in-england-2012-to-2013.

Religion

Two aspects of religion have been considered briefly in Chapter 5, in relation to alcohol: the young person's religion and the importance of their religion to how they live their life. The young person's religion has been taken directly from their response to being asked what their religion is. The response options were: 'no religion'; 'Christian' (which includes all denominations); 'Buddhist'; 'Hindu'; 'Jewish'; 'Muslim'; 'Sikh'; 'other'; 'don't know' (which includes agnostics); and 'refused'. The importance of their religion to how young people live their lives has similarly been taken directly from their survey responses. Young people identifying with a specific religion were given the option to report it was very important, fairly important, not very important, or not at all important (together with don't know or refused, which have been excluded from both breakdowns).

English as an additional language (EAL)

In Chapter 4, a breakdown has been presented by whether the young person has English as their main language, based on their survey responses. Young people were asked whether they considered English their first or main language, with the response options being 'Yes – English only'; 'Yes – English first/main and speaks other languages'; 'Respondent is bilingual'; 'No – another language is the respondent's first or main language'; and 'don't know'. Young people giving the first three responses have been considered to have English as their main language. Those giving the fourth response have been considered not to have English as their main language, with don't knows excluded from the breakdown.

Other official publications may report on EAL, using similar information drawn from the National Pupil Database instead. It is known that there are sometimes differences between self-reported EAL statuses and those which are recorded in administrative data. As a result, estimates concerning EAL will not always match those derived using administrative data. Possible reasons why individual statuses may differ include differences in the context in which the first language is recorded and changes in language proficiency with time. The most recent EAL figures derived from administrative data can be found at:

https://www.gov.uk/government/statistics/schools-pupils-and-their-characteristics-january-2014

Risk factors – reported by the young person

Some breakdowns presented in this report reflect the number of 'risk factors' reported by the young person through their survey responses. A particular set of responses were deemed to represent risk factors – for example, if a young person reported binge drinking or shoplifting. For each young person, the number of 'risky' responses given has been added up, creating a simple index.

This index is intended to capture the full breadth of risky behaviours that we asked the young people about in LSYPE2, including criminal acts, substance abuse and misbehaviour in school. The responses that have been deemed to represent risk factors in this index are:

- Smoking – did the young person report smoking any cigarettes 'now' (yes = +1).
- Alcohol use – did the young person report drinking more than once a week or ever having been 'really drunk' (yes to either or both = +1).
- Cannabis use – did the young person report ever having tried it (yes = +1).
- Use of 'legal highs' – did the young person report ever having tried any (yes = +1).

- Truancy – did the young person report having played truant in the last year (yes = +1).
- Vandalism – did the young person report graffitiing or damaging objects in a public place in the last year (yes to either or both = +1).
- Shoplifting – did the young person report ever having taken something from a shop without paying (yes = +1).
- Violent conduct – did the young person report ever attacking anyone, with or without a weapon, or carrying a knife (yes to any or all = +1).
- Gang membership – did the young person report being a current member of a street gang (yes = +1).
- Misbehaviour in school – did the young person report disrupting at least half of their classes at school (yes = +1).

Risk factors – reported by the parent

Equivalent to the young person's risk index discussed above, some breakdowns presented in this report reflect the number of 'risk factors' reported for the young person by the parent. Again, a particular set of responses were deemed to indicate risk factors, where parents were seeing undesirable outcomes or behaviour – for example, if the parents reported being contacted by the police about their child or not knowing where they were when they go out in the evenings. For each young person, the number of 'risky' responses given by the parent has been added up, creating a simple index.

This index is also intended to capture the full breadth of risk indicators that we asked parents about in LSYPE2, including their relationships with the young person, difficulties in school and contact from support services. The responses that have been deemed to represent risk factors in this index are:

- Suspension – had the young person been suspended in the last 3 years (yes = +1).
- Expulsion – had the young person been expelled in the last 3 years (yes = +1).
- Behaviour support – had the young person received any additional behaviour support (not including any related to a permanent exclusion) in the last 2 years (yes = +1).
- Contact with support services – had the parent been in touch with social, educational welfare or any other related services in the last year because of the young person's behaviour (yes to any or all = +1).
- Contact with police – had the parent been contacted by the police in the last 3 years because the young person had committed an offence, caused trouble, or appeared vulnerable or likely to get into trouble (yes = +1).

- Truancy – had the parent been contacted by the young person's school in the last year because of the young person playing truant (yes = +1).
- Poor relations with the young person – did the parent report arguing with the young person most days or getting on badly with them (yes to either or both = +1).
- Breaking curfew – did the young person not always come home by the time set for their return in the evenings (yes = +1).
- Not knowing where the young person is – did the parent only sometimes or less often know where the young person is when they go out in the evenings (yes = +1).

Parents' educational engagement

This report includes some breakdowns by parents' educational engagement, by which we mean their perceived level of involvement with and support for the young person's education. These are based on a simple index derived from the survey responses of both parents and young people. One set of responses (indicating high engagement) were assigned values of +1, a second set (indicating low engagement) were assigned values of -1, and the score was equal to the sum of both sets of responses where present.

This index is intended to cover a wide range of indications of parental interest in the young person's education, including contact with the school, work outside school and whether the young person was kept out of school. The responses that have been deemed to represent positive and negative indicators of engagement in this index are:

- How often the parents discuss school reports with the young person (half the time or less often = -1; always = +1).
- How involved they feel in the young person's school life (not at all = -1; very = +1).
- Whether they have taken part in any activities at any of the young person's schools, including talking to teachers (none = -1; two or more = +1).
- Whether they have paid for any private tuition in a school subject (yes = +1).
- How often they have talked to the young person about future study (never = -1; quite a lot or more often = +1).
- Whether they have ever kept the young person off school without permission, including for holidays (yes = -1).
- Whether they check the young person's homework has been completed (occasionally or less often = -1; always = +1).
- How many sources of information they used to decide which schools to apply to (none = -1; two or more sources = +1).

Family engagement

This report includes some breakdowns by level of family disengagement, by which we mean the number of indications that the young person and their parent(s) do not enjoy a close, supportive relationship. These are based on a simple index derived from the survey responses of both parents and young people. A particular set of responses were deemed to represent indications of this – for example, if young people were not set a time to return home by in the evenings, or do not talk to their parents about things that matter to them – with the score being the number of these responses given.

The responses that have been deemed to represent indicators of family disengagement in this index are:

- How often the young person talks to a parent about things that matter to them (less than once a week = +1).
- Whether the family eats together once a week or more (no = +1).
- How often the parent knows where the young person is when they go out in the evenings (sometimes or less frequently = +1).
- Whether the parent sets a time for the young person to return by when they go out in the evenings (no = +1).
- Whether the parent ever talks to the young person about their day at school (no = +1).
- Whether the young person generally gets on badly with either parent (yes = +1).

Parents lived with

The number of parents the young person is reported as living with has been based on information collected about the relationships between all those living in the household (the 'Household Grid'). The parent completing the grid is asked whether each parent present is married and which adult living in the household, if any, each parent is in a relationship with. These responses are combined to assign the young person to one of five categories:

1. Living with two married parents who are in a relationship with each other.
2. Living with two unmarried parents who are in a relationship with each other.
3. Living with two parents who are not in a relationship with each other.
4. Living with one parent who is in a relationship with another adult in the household.

5. Living with one parent who is not in a relationship with another adult in the household.

Those in categories 1 and 2 have been counted as living with two parents in this report, and those in category 5 are counted as living with one parent. The small number of young people in category 3 or 4 or for whom this information is not available (e.g. young people in care) have been excluded from the breakdown.

Frequency of bullying

This report includes breakdowns by the young person's experiences of bullying, based on their survey responses. Young people were asked whether they had experienced any of five forms of bullying in the last year: in essence, name calling; social exclusion by peers; being made to hand over money or possessions; threats of violence; and actual violence. For each, they could answer 'yes'; 'no'; 'don't know'; or 'refused'. For each form they said 'yes' to, they were asked how often it had happened: 'every day'; 'a few times a week'; 'once or twice a week'; 'once a fortnight'; 'once a month'; 'less often'; or with variable frequency. They could also answer 'don't know' or refuse to say. These responses were combined into the following hierarchy of categories, representing the young person's experiences of bullying:

1. 'Daily' – those that answered 'every day' or 'a few times a week' when asked how often they experienced one or more of the forms of bullying they acknowledged suffering, or those that answered 'once or twice a week' for two or more such forms.

2. 'Weekly' – excluding those in 'Daily', those that answered 'once or twice a week' when asked how often they experienced one of the forms of bullying they acknowledged suffering, or those that answered 'once a fortnight' for two or more such forms.

3. 'Not known' – excluding those in earlier categories, those that answered 'don't know' or refused to say when asked how often they experienced one or more of the forms of bullying they acknowledged suffering.

4. 'Fortnightly' – excluding those in earlier categories, those that answered 'once a fortnight' when asked how often they experienced one of the forms of bullying they acknowledged suffering, or those that answered 'once a month' for two or more such forms.

5. 'Monthly' – excluding those in earlier categories, those that answered 'once a month' when asked how often they experienced one of the forms of bullying they acknowledged suffering, or those that answered 'less often than once a month' for two or more such forms.

6. ‘Less than monthly’ – excluding those in earlier categories, those that answered ‘less often than once a month’ when asked how often they experienced one of the forms of bullying they acknowledged suffering.

7. ‘It varies’ – excluding those in earlier categories, those that answered ‘it varies’ when asked how often they experienced one or more of the forms of bullying they acknowledged suffering.

8. ‘Not known whether bullied’ – those that answered ‘don’t know’ or that refused to say when asked whether they experienced each of the five forms of bullying.

9. ‘Not reported as bullied’ – excluding those in ‘Not known whether bullied’, those that did not answer ‘Yes’ when asked whether they had experienced any of the five forms of bullying.

Young people not included in any of these categories (such as those not asked these questions) have been excluded from all breakdowns. Categories 3, 7 and 8 have been excluded from all general bullying breakdowns apart from the overall proportion that have been bullied, i.e. figure 2.25 and the preceding commentary. So few young people fall into category 8 that its inclusion in the denominator does not affect the result.

Throughout the rest of the report, young people’s general experiences of bullying have been presented in four groups: daily bullying (category 1); weekly / fortnightly / monthly bullying (categories 2, 4 and 5); less frequent bullying (category 6); and no bullying (category 9).

There is some discussion of specific forms of bullying in the bullying section of Chapter 2, which have been based on responses to the separate questions about each form, rather than the categories above. Similarly, the examinations of parents’ awareness of bullying and of location of bulling are based on specific questions about these aspects.

Region

Regional breakdowns are based on the Region (formerly known as Government Office Region) that contains the address each young person was living at when interviewed. Regions are defined by the Office for National Statistics to represent major geographic areas of England and consist of a number of contiguous local authorities. The full set of nine regions has been reported on in breakdowns, with only the handful who could not be assigned to one being excluded. Further information on the regions can be found at:

http://www.ons.gov.uk/ons/guide-method/geography/beginner-s-guide/administrative/england/government-office-regions/index.html

Young people's attitude to education

Chapter 5 includes a couple of breakdowns by young people's attitude to education, by which we mean the extent to which they report finding school valuable and a positive experience. These have been based on a simple index derived from their responses to a range of attitudinal questions, each of which invited responses on the following scale: 'Strongly Agree'; 'Agree'; 'Disagree'; 'Strongly Disagree'; and 'don't know'. The statements young people were asked to agree or disagree with were:

1. School is a waste of time.
2. School work is worth doing.
3. Most of the time I don't want to go to school.
4. People think my school is a good school.
5. On the whole I like being at school.
6. I work as hard as I can in school.
7. I am bored in lessons.
8. The work I do in lessons is a waste of time.
9. The work I do in lessons is interesting to me.
10. I get good marks for my work.
11. I feel safe in school.

For each statement, the most response representing the most positive view of education (i.e. 'Strongly Agree' for the positively-framed statements [2, 4, 5, 6, 9, 10, 11] and 'Strongly Disagree' for the negatively-framed ones [1, 3, 7, 8]) was given a score of 3, the next most positive a score of 2, the next a score of 1, and the least positive a score of 0. Responses of 'don't know' were not scored.

For each individual, the scores were added up and divided by three times the number of questions for which they had a score, to allow for the scale and for differences in the numbers of questions with a substantive response. The result is a combined score between 0 and 1 for each young person, where 1 represents the most positive attitude possible and 0 the most negative.

Young people were then divided into four approximate quartiles, banded as follows: lowest band – scores of 0.6 or less; second-lowest band – scores above 0.6, up to 0.7; second-highest band – scores above 0.7, up to 0.8; highest band – scores above 0.8.

Those that did not answer these questions or that answered ‘don’t know’ for more than half were excluded.

Young people’s attitude to teachers

Chapter 5 includes a couple of breakdowns by young people’s attitude to their teachers, by which we mean the extent to which they report their teachers work hard and are successful at their jobs. These have been based on a simple index derived from their responses to the following questions:

1. How many of their teachers make it clear how they should behave (‘All’; ‘Most’; ‘Some’; ‘Hardly Any’; ‘None; or ‘don’t know’).

2. How many of their teachers praise them when they do their school work well (‘All’; ‘Most’; ‘Some’; ‘Hardly Any’; ‘None; or ‘don’t know’).

3. How many of their teachers do they like (‘All’; ‘Most’; ‘Some’; ‘Hardly Any’; ‘None; or ‘don’t know’).

4. How many of their teachers can keep order in class (‘All’; ‘Most’; ‘Some’; ‘Hardly Any’; ‘None; or ‘don’t know’).

5. What is their teachers’ attitude to their work (‘Try hard to make them work as well as they are able’; ‘Are fairly easily satisfied’, ‘Don’t seem to care if they work or not’; or ‘don’t know’).

6. What is their teachers’ attitude to marking their work (‘Always mark it’; ‘Usually mark it’, ‘Hardly ever mark it’; or ‘don’t know’).

Responses to the first four questions were given scores of ‘All’ = 4, ‘Most’ = 3, ‘Some’ = 2, ‘Hardly Any’ = 1 and ‘None’ = 0. For the last two questions, the response representing the most positive view of their teachers was given a score of 4, the next-most positive response a score of 2, and the least positive a score of 0. Responses of ‘don’t know’ were not scored.

For each individual, the scores were added up and divided by four times the number of questions for which they had a score, to allow for the scale and for differences in the numbers of questions with a substantive response. The result is an overall combined score between 0 and 1 for each young person, where 1 represents the most positive attitude possible and 0 the most negative.

Young people were then divided into four approximate quartiles, banded as follows: lowest band – scores of 0.6 or less; second-lowest band – scores above 0.6, up to 0.7; second-highest band – scores above 0.7, up to 0.8; highest band – scores above 0.8.

Those that did not answer these questions or that answered ‘don’t know’ for at least half were excluded.

Annex C Categorisation of 'legal highs' and calculation of units of alcohol

Classification of 'legal highs'

Young people that reported having heard of 'legal highs' were asked to name all those that they were aware of. Their free-text responses were mapped to a common list of substances, where possible, to allow for differences in nomenclature and make it feasible to analyse the results. Ten per cent of named substances could not be mapped to the common list.

For this report, the substances on the common list were grouped as follows:

Table C.1 Classification of 'legal highs'

Chemicals	Illegal drugs	Legal substances	Substances commonly understood as 'legal highs'
Solvents/ glue Aerosols	Cannabis/ marijuana/ weed/ pot Cocaine Magic mushrooms Heroin Ketamine Speed Ecstasy LSD Methamphetamine	Alcohol Cigarettes/ tobacco/ nicotine Caffeine	Mephedrone Medication Nitrous oxide Poppers Pesticides/fertilizer Synthetic cannabinoids Doob Yooba Gold Pink Panther Green Beans Herbal Haze Salvia Nutmeg Bath salts

It is important to be aware that what young people meant by particular substances or names is likely to vary, especially given the uncertainty we have seen around this topic, so any estimates of the proportion aware of a particular substance or of legal highs as a whole should be treated with caution. It is also important to note that 70 per cent of those claiming to have heard of legal highs either reported not knowing any of their names or refused to say what any were called.

Calculation of units of alcohol

Young people that had consumed alcohol in the previous month were asked to describe their intake on the most recent occasion: they were asked to select the form(s) of alcohol they had drunk from a list, then for each to say how many drinks of particular sizes they had had. The drinks young people could report having had were:

- Beer, lager or cider – in pints, half pints, regular cans (440ml), small cans (330ml), large bottles (500ml) and / or regular bottles (330ml);
- Wine – in glasses and / or bottles (750ml);
- Spirits – in glasses (including those with mixers);
- Alcopops – in large bottles (700ml) and / or small bottles (275ml).

The number of units each young person was estimated to have drunk was calculated by multiplying the number of each type of drink they had had by the estimated number of units in each such drink. These unit values can only be broad approximations – for example, they cannot take into account glass size or the different strength of brands of beer or types of spirits. The estimated units applied to the different drink types can be found below:

Table C.2 Estimated units of alcohol per drink type

Alcohol form	Measure	Estimated units of alcohol per measure
Beer, lager or cider	Pints	3
	Half pints	1.5
	Large cans (440ml)	2.3
	Small cans (330ml)	1.7
	Large bottles (500ml)	2.6
	Small bottles (330ml)	1.7
Wine	Glasses	3
	Bottles (750ml)	10
Spirits	Glasses	2
Alcopops	Large bottles (700ml)	4
	Small bottles (275ml)	1.3

There are a number of reasons to treat young people's estimated alcohol intake with particular caution. In addition to the uncertainty about the actual number of units contained in the drinks they had, self-reported alcohol consumption is at considerable risk of respondent error. Anyone unable to report what they consumed could not be included in these analyses, a group that may include disproportionate numbers who could not remember how much they drank because they drank to excess. There is also a risk of young people overstating their intake - anyone reporting consumption equating to in excess of 40 units was excluded from these analyses.

Annex D Definitions of specialist education terms used and glossary

National Pupil Database (NPD)

The national pupil database (NPD) contains detailed information about pupils in schools and colleges in England, such as whether young people have free school meals (FSM) or special educational needs (SEN). This database is controlled by the Department for Education, with permission to use data items only granted subject to appropriate data protection. Where both the young person and their parent have given consent for us to do so, certain information from the NPD has been matched to their survey responses for use in this research report.

Further information about the NPD can be found at:

https://www.gov.uk/government/collections/national-pupil-database

Raising the Participation Age (RPA)

The government has changed the law so that young people who leave year 11 from the summer of 2014 onwards (which includes the LSYPE2 cohort) must stay in education or training beyond the age of 16. This does not necessarily mean staying in school; young people have a choice about how they continue in education or training post-16, which could be through:

- Full-time study in a school, college or with a training provider.
- Full-time work or volunteering combined with part-time education or training.
- An apprenticeship or traineeship.

Further information about RPA can be found at :

https://www.gov.uk/government/collections/raising-the-participation-age

The English Baccalaureate (EBacc)

This is a performance measure used to compare schools rather than a qualification achieved by young people. The measure shows what proportion of a school's pupils have secured a GCSE C grade or above across all parts of a core of academic subjects at key stage 4. The EBacc is made up of:

- English
- mathematics

- history or geography
- the sciences
- a language

Further information, including precisely which qualifications count, is available at:

https://www.gov.uk/english-baccalaureate-information-for-schools#ebacc-subjects

Key stage 2 (KS2)

This is the four years of schooling in maintained schools in England normally known as year 3, year 4, year 5 and year 6, when pupils are aged between 7 and 11 years.

Key stage 4 (KS4)

This is the term for the two years of school education (year 10 and year 11) which incorporate GCSEs and other exams in maintained schools in England, when pupils are aged between 14 and 16 years.

Higher education (HE)

This term is commonly used to describe education post-18, at level 4 or higher.

More information about qualification levels and classifications is available at:

http://webarchive.nationalarchives.gov.uk/20121015000000/http:/www.direct.gov.uk/en/EducationAndLearning/QualificationsExplained/DG_10039017

Glossary

Table D.1 Glossary of acronyms

Acronym	Meaning
A levels	Advanced Levels (the most common academic qualifications taken by those of academic age 17, often in preparation for higher education)
DfE	Department for Education
EBacc	English Baccalaureate (see above)
EAL	English as an additional language (see Annex B)
GCSEs	General Certificates of Secondary Education (the most common academic qualifications taken by those of academic age 15, in their final year of compulsory attendance at school)
HE	Higher education (see above)
IDACI	Income deprivation affecting children index (see Annex B)
KS2	Key stage 2 (see above)
KS4	Key stage 4 (see above)
LSD	Lysergic Acid Diethylamide
LSYPE	Longitudinal Study of Young People in England
LSYPE1	The first Longitudinal Study of Young People in England
LSYPE2	The second Longitudinal Study of Young People in England
NPD	National Pupil Database (see above)
Ofsted	Office for Standards in Education, Children's Services and Skills
PE	Physical education (lessons at school)
RPA	Raising the Participation Age (see above)

Annex E Weighted bases for Table 5.11

Table E.1 Weighted bases for Table 5.11

	Graffiti	Vandalism	Shoplifting	Fight – with weapon	Fight – no weapon	Carry a knife
	%	%	%	%		
Overall	12,563	12,539	12,467	12,565	12,270	12,636
Gender						
Boys	6,502	6,458	6,439	6,486	6,340	6,526
Girls	6,061	6,081	6,028	6,079	5,931	6,110
Free school meals (FSM)						
Without FSM	1,784	1,785	1,762	1,781	1,730	1,789
With FSM	9,339	9,318	9,270	9,343	9,126	9,403
Special educational needs						
Yes	2,242	2,228	2,224	2,246	2,192	2,269
No	8,881	8,875	8,808	8,878	8,664	8,924
Disability						
No	1,837	1,843	1,829	1,838	1,782	1,849
Yes	10,499	10,472	10,413	10,504	10,266	10,558
Income deprivation affecting children index (IDACI)						
First quartile	3,163	3,155	3,144	3,165	3,104	3,176
Second quartile	3,005	2,999	2,978	3,009	2,947	3,022
Third quartile	3,039	3,023	3,017	3,029	2,959	3,058
Fourth quartile	3,344	3,352	3,317	3,350	3,248	3,368
Parents lived with						
Two	9,048	9,034	8,989	9,056	8,850	9,095
One	3,151	3,143	3,114	3,145	3,063	3,170
Ofsted rating						
Outstanding	2,945	2,920	2,905	2,936	2,854	2,949
Good	5,021	5,032	5,001	5,034	4,918	5,059
Requires	2,227	2,223	2,204	2,223	2,182	2,246
Inadequate	511	511	503	513	502	517

Annex F Footnotes for tables and figures

1 Percentages may not sum to 100 due to rounding.

2 Totals may not sum to 100 due to rounding and the exclusion of an extremely small category (those planning to leave education at 16 then return) from this chart/table.

3 Respondents could give more than one response.

4 * indicates suppression because of the small numbers involved in the underlying calculations.

5 Missing bars have been suppressed because of the small numbers involved in the underlying calculations.

6 Those whom we are unable to assign to any of the characteristics categories reported have been excluded from the underlying calculations.

7 Percentages calculated in rows.

8 Percentages calculated in columns.

9 Percentages calculated individually.

10 Weighted bases can be found in Annex E.

11 Those answering don't know or refusing to answer have been excluded from the underlying calculations.

12 The proportion of young people not going out is based on all those giving a substantive response to being asked how often they told their parents where they were when they went out in the evenings (that they do not go out was a response option). The breakdown of how often young people told their parents where they were going is based only on those whose substantive response showed that they went out.

13 Those not asked this question have been excluded from the calculations.

14 Respondents could select more than one type of drink. As such, the drink type percentages have been calculated individually and may not sum to 100. The number of types percentages have been calculated in rows.

15 Breakdown based only on those whose response showed that they went out.

16 The first IDACI quartile contains households living in the least deprived areas, and the fourth quartile the most.

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