Department for Children Schools and Families

Evaluation of Building Schools for the Future – Technical Report

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Building Schools for the Future
Technical Report

Appendix A: Quantitative analysis metholodogy

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1 Introduction

1.1 This note outlines the methodology that we intend to apply to quantitative data in order to evaluate the BSF programme. This note will not review the use of the qualitative data or discuss the fieldwork necessary to collect it.

1.2 The methodological approach to be used in the evaluation is complex. We will use multivariate modelling techniques to estimate value added educational production functions (i.e. the relationship between inputs and outputs/outcomes).

1.3 They key technical difficulty will be the modelling of the selection process for BSF schools. As schools are not selected by random, the standard “treatment vs. control” approach will not be accurate.

1.4 This note discusses a number of key technical aspects of the evaluation. The note is as prescriptive as it is possible to be at this stage about the specific technical elements of the approach to be used. Nevertheless, it is important to note that, in relation to some of the technical elements, further work needs to be undertaken by the study team in order to clarify the specific approaches to be adopted.

1.5 Within this context, the main aims of this note are to:

- Summarise some of the key technical aspects of the evaluation; and
- Highlight a number of specific technical issues for discussion.

1.6 The structure of the remainder of this note is as follows:

- Section 2: Analytical framework;
- Section 3: Data collection; and
- Section 4: Data analysis.

2 Analytical framework

Understanding the objectives of the evaluation

2.1 The technical methodology to be used in this evaluation is inextricably linked to the research questions to be addressed. In particular the quantitative analysis will focus on measuring the effect of the BSF programme on pupil and school level outcomes.

2.2 This list of outcomes will include but need not be limited to:

- Test and Exam scores;
- Truancy;
- Discipline measures (exclusions etc);
- Ofsted ratings;
- Impact on neighbouring schools;[1] and
- Impact on different ethnic groups.[2]

2.3 We will be able to examine the effect of BSF on any other performance measure that may be of interest to DFES, providing, of course, that the particular performance measure can be observed.

2.4 The basic approach will be to estimate an education production function where variables representing the outcomes above are mapped into a series of variables representing inputs to the school (including BSF funding in terms of scale, type and location) and student characteristics. These input variables will include aspects of the BSF programme (type and scale of investment); other school characteristics (such as demography of student body; free schools meals etc) and pupil level variables. This data should be available from the NPD, the school census, and the pupil and head teacher questionnaires.

2.5 In particular, we note that there are two distinct elements of BSF input that we will to take account of:

- The level of capital investment; and
- The planning input to BSF including the educational visioning and strategic planning of new investment at an authority-wide/school cluster level which crucially makes BSF investment potentially different from other forms of capital spend.

2.6 While this basic approach is clear two crucial technical issues arise:

- How schools are selected to participate in the BSF programme?
- What is the size of the BSF input and how is it to be measured?

2.7 As it is the most crucial, we discuss the selection issue in detail below.

[1] For example, we could see if the presence of a BSF school in a particular postcode or LEA had an effect on the performance of other schools in the same area
[2] In order to examine this we would need to observe the ethnic background of students in BSF schools.

Control groups, comparative analysis and additionality

Dealing with the selection of the control group and dealing with the problem of selection for BSF

2.8 Estimating the additionality of the BSF initiative is, obviously, dependent on establishing effective control groups for the analysis. At the outset, however, it is important to be clear that benchmarking BSF schools against suitable control schools is only one aspect of the comparative analysis which needs to be conducted as part of this evaluation.

2.9 Nevertheless establishing a control group presents some particular problems in this study. This is because participation in the BSF programme is not an "either – or" variable. Participation is a dynamic process which will eventually encompass all schools. Thus there is no true control group. The standard "treatment vs. control" dichotomy is not an accurate representation of the BSF programme. We will have to be careful how we model the selection process. We comment on this further below. Within this we make a distinction between the criteria used to select projects for different waves of BSF, and, once selected for a wave, how far clusters of schools have progressed through the stages of BSF.

2.10 The best approach is to identify and record key stages in the selection process i.e. from application, to awarding of the contract. An accurate assessment of the efficacy of BSF will require a more complete recording of the stages and of how schools progress from one to the other. In effect we will be modelling a school's transition from being "control" to becoming "treatment".

2.11 In order to do this we will have to identify, measure and record variables that reflect any of the criteria that make a school's proposal more or less likely to be approved. These are likely to include (but not be limited to):

- Social profile (as indicated by, for example, FSM), and geographical location;
- Pupil performance (e.g. exam performance, attendance, exclusions);
- School management type; and
- Size and gender.

It should be noted that dealing correctly with the selection is crucial. Failure in this regard would seriously undermine the reliability of the overall results.

2.12 For example, suppose that the BSF selection process were to systematically select better performing schools for treatment. If we neglected to account for this then our estimates of treatment effect would be biased upwards. All we would be picking up would be the fact that BSF treatment schools were better to begin with.

2.13 The bias could equally work in the opposite direction if poorer performing schools were systematically selected for BSF. This would bias our estimates of the effect of BSF downwards.

2.14 The ideal solution would be to make selection to the BSF programme completely random as in a medical trial. This is obviously impossible for good policy and ethical reasons. The second best solution is to observe all the variables that go into deciding whether or not a school is selected for BSF treatment in any particular wave. For example, we know that one criterion for selection for BSF was free school meals and that geographical areas were prioritised according to levels of eligibility. In this case we can completely solve the selection problem by simply observing the FSM profile of schools. The method can be extended to any number of selection criteria provided they are all observable.

2.15 A problem will arise when selection is made on some criteria that are not observed. For example, if a key issue in selecting schools is the perceived competence of some key stakeholders (e.g. head teacher or Local Authority), or there are some particular dynamics at local authority level that influence how the funding envelope defined by DfES is then allocated to individual schools then there may be some difficulty. We include the latest Comprehensive Performance Assessment scores[3] from the Audit Commission as an indicator of the competence of Local Authorities in an effort to control for the influence they may have in the selection of schools for BSF. We will use data from Ofsted inspection on the leadership and management of schools in an effort to control for the influence of head teachers on school selection.

2.16 If we can reliably observe the competence of the relevant stakeholders then we can take account of this element of the selection process. If on the other hand, we cannot observe these or other factors, then the selection process will only partly be dealt with. To the extent that relevant factors are left out of the model because they are not recorded, the estimates of BSF performance will be biased.

2.17 We also recognise that schools have been selected for BSF in clusters, not as individual institutions and that there is some diversity in the selection variables (FSM, attainment etc) across the schools in each cluster. This in itself does not present any difficulties in modelling the selection process as we can observe the variables for each individual school (and identify suitable control schools based on a propensity matching method). For example, School X in wave 1 has above average attainment and/or below average levels of FSM but has been included in wave 1 because it is part of a cluster of schools which, overall, has much weaker attainment and/or much higher levels of FSM. This does not present a problem in that we are able to observe these variables in school X and match these (along with a basket of other variables including school AMP data) to a sample of schools that are then selected for the control group.

2.18 There may be another dynamic where schools are part of a 'one cluster' local authority (such as Westminster) versus schools that are one of a number of clusters in a local authority (such as Kent). For example, this may impact on the quality and extent of management support that head teachers receive from their local authority. Whilst this is not so much a factor in the selection process this may impact the efficacy of BSF. Alongside the CPA scores noted above which performance of Local Authorities, we can also model whether schools are part of a one cluster authority or not.

2.19 Our understanding from guidance published by DfES is that the following criteria have been applied in selection of clusters of schools for wave 1 and waves 2 to 3 projects as set out in Figure 1[4]. We are able to address the selection issue provided we are sure that these are adequate representations of the BSF process in reality. The reliability of the analysis will be vastly improved to the extent that data is provided on all inputs to the selection process. To the extent that the selection process is influenced by unquantifiable (or simply unrecorded) factors, then the accuracy of the analysis will be impaired.

[3] The number of stars awarded to the Local Authority, the corporate assessment (which assess ambition, prioritisation, capacity, performance management and achievement) and the assessment of Children and Young People services.
[4] As described in Prioritisation and Forward Planning Information, DfES, November 2004.

2.20 We are assuming that selection of clusters of schools for BSF waves 1-3 was made solely on the criteria set out below.

Selection criteria for Wave 1 and Waves 2 and 3 projects

Selection criteria - Wave 1		Observation
1	Relative need based on data on standards and deprivation (with equal importance given to standards and deprivation)	This criteria can be observed based on data available on attainment and FSM in the National Pupil Data based and the Annual School Census
2	Whether strategic proposals address the educational issues of the schools in the area and whether the capital investment would reinforce action/ plans/ strategies in place now for schools improvement	Our understanding is that a qualitative assessment of the strategic proposals in local authorities' Expressions of Interest was undertaken but that no observable quantitative judgement of this criterion undertaken at EOI stage is available (a quantitative assessment was undertaken at Educational Vision stage once clusters had been selected for waves 1-3). This criterion is known but unobservable which may bias estimates of the performance of BSF. This creates a problem since the competence of local authorities may have systematically affected the BSF selection process, which may create some bias in the measured performance of BSF schools. We will seek to address this by using Comprehensive Performance Assessments (CPA) of local authorities by the Audit Commission as an observable proxy for their performance against this selection criterion.
3	Capacity in local authority to deliver a large procurement exercise of £50m-£150m[5]	Our understanding is that, as with the assessment of strategic proposals, a qualitative assessment of LA's capacity to deliver was undertaken at EOI stage but that no observable quantitative judgement of this criterion is available. There is a risk that some unobserved reputational effect based on perceived competence and track record may have biased the selection of local authority projects for waves 1-3. We assume that this is not correlated with the performance of BSF schools and mitigate the risk by observing CPA scores as a proxy for local authorities' capacity to deliver. In addition, DfES guidance[6] states that, in the case of larger authorities where there may be more than one project with high educational and social need, these authorities have not been given more than one project to deliver over the first three BSF waves due to capacity constraints. This criterion or constraint can be observed in the evaluation.
4	Affordability of total value of all the proposals (based on building need) given the available budget	We assume that the affordability of projects is a selection criteria that is not directly related to the pre-existing quality of schools and hence the selection of schools for BSF treatment, i.e. we assume that the affordability of proposals has no impact on and is not correlated to the performance of schools in BSF and as such does not need to be observed for modelling the effect of BSF. There is a possibility that the DfES affordability envelope may have had some impact on the selection of school clusters for wave 1 at the margins (i.e. if the total value of all proposals exceeded the available budget) but we assume that this is not a significant factor. Furthermore, funding guidance from DfES states that the indicative funding envelope was based on information

[5] Guidance for Local Education Authorities, July 2003.
[6] Prioritisation and Forward Planning Information, DfES, 2004.

Selection criteria - Wave 1		Observation
		in the Expressions of Interests from authorities in autumn 2003 and that this indicative envelope was subject to revision. In other words this was not a fixed selection criteria and the budget was elastic.
5	Regional market capacity, deliverability and value for money of overall package of proposals	DfES guidance[6] explains that consideration was given to whether investment decisions might place unacceptable pressures on the regional capacity of the construction industry and that as a consequence some projects proposed in London were delayed. We are able to observe the geographical spread of projects and insert a dummy variable to allow for this regional effect.
Selection criteria Waves 2-3		**Observation**
6	Relative educational and social need, as measured by pupils' GCSE attainment and eligibility for free school meals (with equal importance given to standards and deprivation)	This criteria can be observed based on data available on attainment and FSM in the National Pupil Data based and the Annual School Census
7	Phasing and financial requirements of school buildings across the whole programme.	We assume that this criterion is consistent with criteria 2-5 above and subsequently will be addressed in the same way as noted by the respective observations above.

2.21 Once we have modelled the selection process satisfactorily we will be in a position to compare schools at various stages of the BSF programme and thus to assess its efficacy.

2.22 Comparing BSF "treatment" and "control" schools is the main route to assessing the additionality of the BSF initiative. In addition to this, a further analysis of additionality can be conducted by examining how the performance of BSF compares to predecessor schools.

2.23 This means, therefore, that there are two broad types of controls:

- *Time-based controls:* i.e. comparing the performance in the BSF schools to their own performance before implementation of the BSF programme; and
- *Space-based controls:* i.e. comparing the performance of BSF schools with performance in other similar "control" schools, or with national or regional averages.

2.24 Once we are confident that we have data that accurately captures the nature of the selection process, we can incorporate this into our estimate of the education production function. The simplest method of doing so would be to estimate the education production function by a linear regression controlling for selection using the "Heckit" procedure. This has the advantage of simplicity but comes at the cost of making strong assumptions about the functional form of both the production function and the selection procedure. A less restrictive approach would be provided by a matching procedure. This is less restrictive, but is correspondingly more difficult to estimate especially for large datasets. We plan to implement both approaches and a number of intermediate approaches as appropriate.[7]

Measuring the size and type of BSF Input

2.25 Another important issue to be resolved is the exact nature of the BSF input. We take the view that BSF consists of two aspects. First there is the level of capital investment. In principle this should be the same as capital investment from any source. The second aspect, however, makes BSF investment potentially different from other forms of capital spend. It is a crucial part of the BSF programme that schools and LEAs have to prepare detailed plans to justify the capital spend. It is possible that this planning aspect of BSF affects outcomes. We can examine the effect on education outcomes of both aspects of the programme BSF. In order to do this we will need data on the size of the BSF spend in each school and data on the size of non-BSF investment and the pre-existing capital stock.

2.26 Data on the BSF level of capital spend should be available from the BSF programme itself. We are assuming that data on the profile of BSF spend at school level will be available from DfES/PfS including:

- *Scale:* Capital amount invested in school;
- *Type:* New build versus refurbishment versus minor works (including details of ICT spend); and
- *Location:* The areas of the school that have received investment.

2.27 If this is not the case, we will collect this data in the head teacher survey.

[7] For example, if the outcome variable is qualitative then linear regression would be inappropriate. Instead we would have to use an ordered model with selection.

2.28 For data on non-BSF existing levels of capital spend, we will use data available in Consistent Financial Reporting (CFR) but we will also ask schools for some details of capital spend (type and location) in the head teacher questionnaire.

2.29 Data on existing levels of capital will be drawn from the Asset Management Plan data (AMP). In addition, the first year of the head teacher and pupil survey will collect some baseline data on asset condition and suitability.

2.30 With this data, we will seek to compare the impact of BSF spend in schools relative to comparator schools (for example in terms of pupil characteristics, teacher quality, existing capital stock) that do not receive similar significant capital investment in the same timeframe. Where samples permit, we will seek to segment the results by different types and levels of capital investment (as noted above) which may include, for example:

- Different types of spend: re-build, re-furb etc.;
- Different procurement routes: conventional funding versus PFI; and
- Spend in different capital assets across the school.

2.31 The questionnaires will also collect baseline data on the condition of existing ICT capital in the schools, although it must be noted that the focus of the evaluation is on capital investment and that analysis of the impact of ICT spend within BSF on attainment cannot be as extensive as other studies that have focused solely on ICT investment (such as ImpaCT2) without a significant burden being placed on schools for data collection.

Preparatory modelling

2.32 The AMP and CFR data will allow us to conduct a preparatory study which will look at the effect on educational outcome of general capital investment. This study is of independent interest in its own right but will also give us the opportunity to test our empirical models on existing real world data soon as opposed to waiting for the pathfinder wave of the BSF to come on stream. It will also provide a base case against which the BSF results can be compared. Furthermore, it will allow us assess the reliability of the AMP and CFR data. If either data sets are found to be error prone, we would need to use an instrumental variable procedure to deal with the errors. A possible instrument would be the levels of capital spend reported in the head teacher questionnaire.

2.33 A related issue is the nature of the BSF investment. For example, does investment in ICT have a different set of outcomes than investment in general buildings? We would be able to account for this provided that we can observe the type of BSF investment and the scale and type of the pre-existing capital stock in each school. As discussed above, we are assuming that CFR and AMP data will provide this, but baseline data from the head teacher questionnaire will also be used.

2.34 A summary of the proposed analytical models is set out below.

Summary of the analytical models

Variables		Source	Modelling issues
Dependent Variable	Attainment/Test Scores	NPD	Qualitative variable requires Ordered model
	Discipline	Ofsted	
	Pupil Happiness	Pupil Questionnaire	
	Quality of Learning environment	Pupil & Head teacher Questionnaire	
Independent Variable	Capital Stock	AMP, CFR & Head teacher Questionnaire	Capital Stock Measured with error: Use IV Some Pupil background unobserved or measured with error: Use IV
	Demography	Annual School Census	
	Competence of Teachers	NPD, Ofsted	
Selection Variables	Need Variables to capture every selection criteria actually used to select BSF schools See Table 1 above		Simple Parametric selection models such as “Heckit” Semi-parametric models such as “Matching”

3 Data collection

Introduction

3.1 The evaluation will draw on two main sources of information: firstly, information from existing data sources which are held centrally by the Department (e.g. PLASC, ASC, pupil performance information). Secondly, information drawn from fieldwork conducted in the schools and their local areas. This section describes first of these information sources in more detail, and provides an initial discussion about the linkages between the two different types of information.

Existing data

3.2 An overview of the main information sources to be used in the analysis is provided below.

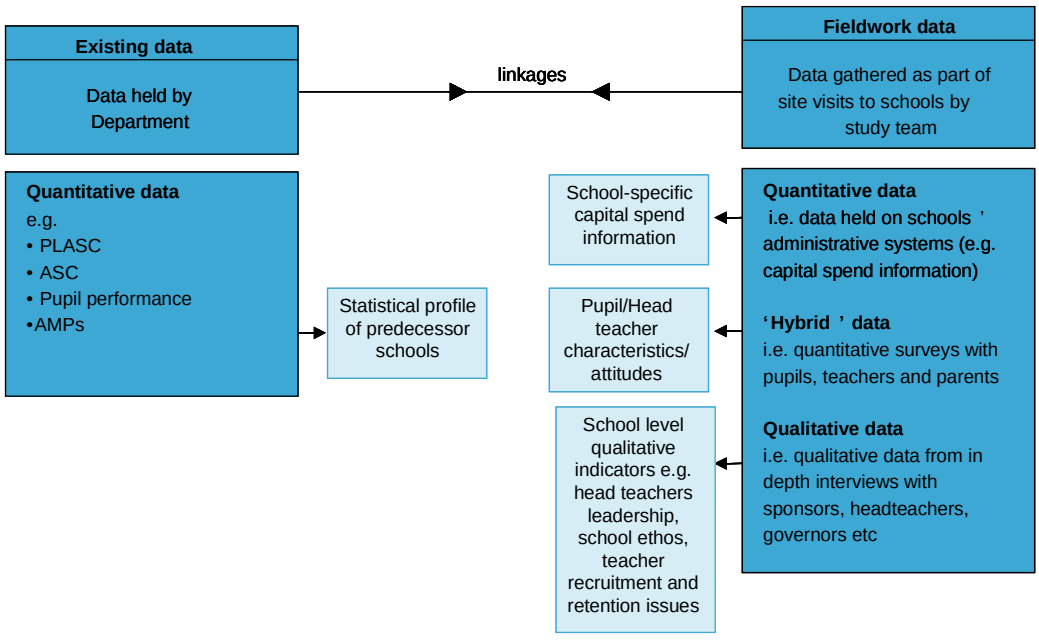
Summary of information sources

Data available at government level	Data contained	Notes
Pupil Level Annual School Census (PLASC)	Pupil level information: e.g. FSM, ethnicity, output area (proxy for postcode), other deprivation indices, gender, SEN status, first language	Pupil census taken at the start of the Calendar year
Annual School Census (ASC)	School level information: e.g. pupil numbers, staffing levels, FSM eligibility, pupil: teacher and pupil: adult ratios	School census taken at start of the Calendar year
Consistent Financial Reporting (CFR)	School level information: broad classification of financial outturn and budgets for the year ahead	The main source of financial information on spend (capital and resource) at school level.
Asset Management Plan (AMP) information	School level information: gathered and reported on at LEA level. Reports on Condition and Suitability standard and spending prioritises in schools.	Survey evaluations of condition and suitability of existing capital stock within schools (no capital 'balance sheet' value data available).
Pupil performance records (National Pupil database)	Pupil level information: core Key Stage results for each pupil, linked where possible to historical records using Unique Pupil Numbers (UPN)	Data on pupil attainment by individual. Need to explore how Contextual Value Add (CVA) measures are collated.
Ofsted data	Including data on quality of provision and leadership.	Data available from most recent inspection (may be possible to supplement with SEF data? See below).
Design Quality Indicators DQI	Data on build quality, functionality and impact.	Will provide outcome data. As Is baseline data not colleted as part of process, but some could be collected as part of baseline fieldwork.

Data available at the school level	Data contained	Notes
Financial statements	School level spending and revenue information.	Detailed financial information, in the absence of CFR remains best and most accurately gathered from schools themselves
Historical data	School and pupil level	Although the official sources hold the 'raw' data, historically in many cases, the schools 'evolution' and patterns of spending, changes of management / personnel remain best gathered at the school level. This includes some spending information.
School self-evaluation (SEF)	Self-evaluation information on achievement and standards, personal development, quality of provision, leadership and management, overall effectiveness and efficiency.	Provides a data source on achievement and progress of individual schools. Supplements Ofsted data. Question about extent to which data can be accessed.
BSF documentation – EOI data, Educational Vision and SBC (SFC), OBC and School Visions	Data on vision and detailed plans for BSF for cluster of schools and at individual school level.	Will provide detail on selection criteria for BSF. Provides details that will inform school visits in fieldwork.

3.3 One of the key issues which this raises is the extent to which the data collected as part of the fieldwork ('quantitative', 'hybrid' or 'qualitative' data), need to be matched to / merged with data from the main quantitative dataset assembled from centrally-held records. Our view on this issue is that we do envisage matching some of the fieldwork data with the main quantitative data. It is likely that some information will be taken from each of the three main elements of fieldwork data (administrative, hybrid and qualitative – see below for examples).

Joining up the fieldwork data with existing quantitative data



4 Data analysis

Value added analysis

4.1 Our specific approach to estimating value added models of educational attainment in BSF schools will be based on:

- The study team's understanding in this area and experience with estimating value added models in similar contexts;
- The key findings from the Literature Review, an important part of which will focus on highlighting the key methodological lessons to be learned from existing value added studies. We comment on the implications of lessons learnt from existing studies for the methodological approach to BSF in more detail in the Literature Review; and
- Making assumptions about the selection issue for BSF clusters of schools as discussed in Section 2.

4.2 It will also need to take account of the DfES's experience from collating and interpreting Contextual Value Added measures.

4.3 Given that our review of the literature and data is currently ongoing it is difficult, at this stage, to be overly prescriptive about the precise functional forms and methodologies to be used in the value added analysis. Nevertheless the analysis will compare BSF schools through time and across space with non BSF schools using several approaches that are likely to include:[8]

- **Multilevel analysis** of value added from KS2 to KS3, from KS3 to GCSE and from KS2 to GCSE, using pupil-level prior attainment data, gender and other pupil-level characteristics of interest, including Free School Meals recipient status, English as an additional language status, ethnicity and special educational needs, together with school-level variables of interest, including average class size by year group, support staff per pupil and other resourcing data;
- **Non-parametric analysis** of value added from KS2 to KS3, by comparing pupil-level performance score at KS3 with the median performance of other pupils in the national sample of pupils in secondary schools with the same or similar prior attainment at KS2, and of value added from KS3 to GCSE, by comparing pupil-level performance score at KS3 with the median performance of other pupils in the national sample of pupils in secondary schools with the same or similar prior attainment at KS3. The school's value added score is calculated as the arithmetic mean of the value added measures of all the pupils in the school. If feasible, this method will be extended to include adjustments for pupil gender, FSM status, English as an additional language status, ethnicity, and special educational needs status; and

[8] Note that the value added analysis will draw particularly on the PLASC dataset on pupil-level characteristics, on ASC school level information, and on Section 52 and Consistent Financial Reporting returns on school income and expenditure patterns.

- **Multivariate analysis** of the value added from KS2 to KS3 by comparing the school's performance at KS3 with that which can be predicted as a benchmark for it, given the prior attainment at KS2 of the pupils taking KS3 tests, its gender mix, ethnic composition, FSM proportion, English as an additional language, special educational needs proportions, average class size by year group, support staff per pupil.

4.4 Some specific issues in relation to the multivariate / value added analysis are outlined below.

- **The Basic Model:** the basic approach of the multivariate analysis will be linear regression with adjustments for to account for the selection issue;

- **Aggregation Issues:** the desirability of different levels of disaggregation in the educational outcome measures and indicators of prior attainment will be discussed in the light of the available empirical evidence. School level variables could include:

  - % of pupils receiving free meals;
  - social class of parents;
  - Average income in area (postcode? LEA? Etc); and
  - Teaching quality (OFSTED ranking etc).

- **The Explanatory Variables:** in addition to pupil-level data on prior attainment, other variables which might increase the predictive power of the empirical model on which value added assessments are based include: the pupil's gender, their socio-economic background, and whether English is their first language;

- **Family Linkages:** it would also be desirable if we could track sibling pupils in the data. The ideal situation would be where one sibling is in a BSF school and the other is not. As the siblings have the same background, any differential performance can be attributed to BSF and other school level variables. This would be straight-forward if schools record the National Insurance numbers of parents.

- **The Functional Form:** a further consideration which may significantly affect the value added assessments of individual schools, and particularly those who are outliers in the overall distribution, is the functional form adopted for the inclusion of the independent and dependent variables in the regression equation for determining each pupil's predicted outcome scores. We envisage making use of several alternative functional forms to see whether our conclusions are robust;

- **Interactions:** the basic value added model can be further extended by permitting the slope coefficients (i.e. the extent to which different predictive factors influence each pupil's expected performance) to vary across treatment and control schools;

- **Multilevel Issues:** performance data on pupils have a natural hierarchical structure in which pupils are located within schools, which are in turn located in LEAs. Such a hierarchical structure means that one of the assumptions of the standard Ordinary Least Squares (OLS) regression analysis may not hold, namely that the variance of the stochastic disturbance term in the regression model is constant across all pupils. This in turn can pose a potential problem of heteroscedasticity that can weaken the reliability of the standard tests of the statistical significance of the estimated parameters of the equation which is used to predict pupil performance in value added analysis. Multilevel modelling in contrast seeks to take the hierarchical structure of the data explicitly into account in order to seek to overcome such a problem; and

- **Selection/Endogeneity Issues:** we will need to adjust OLS to account for the fact that BSF schools are not selected randomly but as the result of a multistage vetting procedure. In order to do this, we will use an ordinal adaptation of Heckman's sample selection procedure. (see also the discussion in Section 2)

Tracking the progress of schools

4.5 During the life of the project, the progress of each school (control and treatment) will be tracked, firstly through a school-level analysis of a number of characteristics including:

- Academic performance at KS3 and GCSE at school level;
- Pupil intake characteristics, including prior attainment at KS2;
- School resourcing levels;
- Year-group and subject class sizes and resourcing;
- Teacher characteristics;
- Support staff characteristics;
- Head teacher characteristics;
- School governor characteristics;
- School buildings; and
- Attendance and exclusions.

4.6 The analysis will draw particularly upon:

- ASC School level information: e.g. staffing levels, FSM eligibility;
- PLASC data on pupil characteristics;
- Consistent Financial Reporting returns on school income and expenditure patterns;
- OFSTED report data, including information on standards and rating of teaching process and environment; and
- Asset Management Plan information.

4.7 The school-level quantitative analysis will be complemented by the analysis of the survey instruments for each school, reporting on the internal changes taking place within each school in each relevant direction, including its resourcing policies for different subjects and year groups.

Analysis of factors contributing to their success / relative progress

4.8 The quantitative analysis of the extent of the improved performance of each BSF school in each relevant direction will then feed into a qualitative analysis of the results of the survey instruments, and how the extent of the improved performance of the BSF is likely to be attributable to:

- Changes in the attitudes, experience, and other background characteristics of teachers, the head teacher, pupils, the school governors, support staff;

- Changes in the characteristics and attitudes of parents and their relationship with the school, and their child's relationship with the school;

- Changes in leadership style and practices within the school, in terms of vision, staff unity on school values and practices and the nature of the school's educational leadership;

- Changes in teaching practices within the school on curricular provision, specialism, timetabling, staff expertise, school development, teacher collaboration, and the extent of teacher confidence and development;

- Changes in students' learning, in terms of the school's expectations and standards, teacher-pupil relationships, and pupil attitudes to learning; and

- Changes in the school's relationships with other schools in the local community.

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Building Schools for the Future

Headteacher questionnaire

This survey is part of the national evaluation of *Building Schools for the Future* (BSF) that is being carried out by PricewaterhouseCoopers and University College Dublin on behalf of the Department for Education and Skills (DfES). It seeks to gather information on the background to your school, your views on your school's **existing** facilities and your experience, if any, of the BSF processes.

We recognise that your school may not be in one of the early waves of BSF and your involvement in BSF to date may be limited. However, we would appreciate your help in completing **as many of the questions as possible.** Your responses will help to identify the effect of BSF at a national level and will contribute to the refinement of BSF processes in the future. The questionnaire is structured as follows:

Section A: About your school

Section B: Your school buildings

Section C: Your school context

Section D: The delivery of *Building Schools for the Future*

This questionnaire will take approximately 35 minutes to complete. *We do not require complete accuracy in your responses to our questionnaire - if you do not have exact figures; please give your best estimate.* Your response to this survey is voluntary. The research is conducted in accordance with the Market Research Society Code of Conduct, which guarantees confidentiality and anonymity.

When you have completed this questionnaire, please return it by **FRIDAY 30TH MARCH 2007** in the enclosed stamped addressed envelope to:

Caroline Perry
PricewaterhouseCoopers
Waterfront Plaza
8 Laganbank Road
Belfast BT1 3LR

Thank you for your help with this evaluation. If you have any queries please do not hesitate to contact the survey helpline on (028) 90 415606.

Section A: About your school

The questions in this section relate to the nature of your school, pupil intake and school buildings.

1) How long have you been a headteacher in this school?

Years ☐ Months ☐

2) Please indicate whether your school falls under one of these categories or has applied for any of these categories. (Please tick all that apply)

Category of school	Please tick if yes	In process of applying for status (Y/N)		Date of commencement (format dd/mm/yy)
Federation		Yes	No	
Full Service Extended school[1]		Yes	No	
Extended school[2]		Yes	No	
Specialist school *(please specify)*.		Yes	No	
Other (please state)		Yes	No	

3) Please provide details of applications and admissions to your school for your main intake of pupils in September 2006 in each of the boxes below. (Please use numeric values only)

Pupil applications and admissions	Number
Standard number/approved admissions number	
Number of pupils who applied to the school	
Number of first preference applications (if known)	
Number of appeals	
Total number of pupils admitted	

4) Please indicate approximately what percentage of Year 11 pupils at the end of the 2005/06 year went on to the following…: (If none please write in 0)

	%
Went on to full time education post 16 (either in your school, another school, a sixth form college or a further education college)	
Went on to employment	
Did not go on to either full time learning or employment	
Total	100%

5) If you have a sixth form, approximately what percentage of Year 13 pupils who left in 2005-06 went on to higher education? (If none write in 0)

☐ %

[1] Full Service Extended Schools – schools nominated through the former Behaviour Improvement Programme to provide a core of services for pupils, families and the wider community, including health and social care, childcare, study support, adult education and family learning, ICT access and sports and arts facilities.
[2] Extended Schools - the provision on school premises of easily accessible family and community services such as childcare, study support, police, health and social services, breakfast clubs, after school clubs and adult, family and community learning.

Your School Buildings

6) Please tell us how many school buildings[3] you currently have and the number of sites occupied:

Number of school buildings	
Number of school sites	

7) For each of your current buildings, please indicate approximately how old it is and its primary use. Please tick one box in each column and use one column for each building.

Age (Please tick one for each building)										
Building first erected:	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
Pre 1919										
1919-1946										
1947-1966										
1967-1976										
1976-1996										
1996-2006										
Temporary (<3 years old)										
Temporary (>3 years old)										

Primary uses (Please tick all that apply for each building)										
Building:	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
General teaching										
Specialist teaching[4]										
School hall and concert areas										
Staff and administration areas										
Indoor sport facilities										
Learning resource centres										
Dining areas and school kitchen										
Social areas										
Areas dedicated for community use										
Any other uses (please specify)										

8) Approximately, how much has been spent on your school over the last four years on capital projects either by yourself or your local authority under each of the following headings (please include funding from other sources such as your local authority if you know the amounts)? *We do not require complete accuracy, please give your best estimate.*

Year	New Build £	Refurbishment £	Minor works (<£5k) £	ICT capital spend £
2003-04				
2004-05				
2005-06				
2006-07				

[3] Including buildings used for basic teaching, halls, learning resource areas, staff and administration areas, storage, dining and social activities and sports activities. Based on Building Bulletin 98.
[4] e.g. specialist facilities to support pupils with SEN, small group rooms

9) Please estimate the approximate proportion of the overall capital spend over the last four years on each of the following areas of the school.

Year	New Build	Refurbishment	Minor works	ICT
Basic teaching	%	%	%	%
Specialist teaching	%	%	%	%
School hall and concert areas	%	%	%	%
Staff and administration areas	%	%	%	%
Dining areas and school kitchen	%	%	%	%
Social areas	%	%	%	%
Other (Please specify e.g. community use areas, learning resource centre)	%	%	%	%
Other (Please specify)	%	%	%	%
Total (should total 100%)	**100%**	**100%**	**100%**	**100%**

Information Communications Technology (ICT)

10) Approximately how many of each of the following items of ICT do you have in your school? (Please write in number for each) Please note, "Computers" refers to desktops, laptops, handhelds and tablets.

Computers primarily for pupil use	
Computers primarily for staff use	
Computers for office/administration use	
Interactive white boards	
Digital projectors	
Printers	
Scanners	
Digital cameras/digital video cameras	
Video-conferencing facilities	
Other	

11) Please enter the total number of computers that are networked versus stand alone available in your school that are **mainly for teaching and learning purposes**. Please also indicate how many of these have internet facilities. (if none, please write 0)

	Stand alone	Networked
Total number of computers		
Number with internet access		

12) What is your replacement policy for computers in your school? Are they replaced …..? (Please tick one only)

Less than every 3 years		
Every 3-4 years		
Every 4-5 years		
After 5 years or more		
When they can no longer be repaired		

13) Do you have a managed service where replacement is by the contractor? (Please tick one only)

Yes		
No		

Section B: Your school buildings

We would now like to ask you about the condition and suitability of your existing school buildings.

14) How would you rate the *physical condition* of the current school buildings and facilities at your school (Please tick one box in each row)

	Very good	Good	Neither / Nor	Poor	Very poor	N/A
General teaching classrooms						
Science labs						
ICT facilities						
Arts and design facilities (e.g. drama, music)						
Hall and concert spaces						
Staff and administration spaces						
Facilities (indoor and outdoor) for PE and school sport (including changing facilities)						
Learning resource centres (e.g. Library, study areas)						
Specialist facilities (e,g, SEN resource base, small group rooms)						
Dining areas and school kitchen						
Social areas						
Outdoor school spaces						
School toilets						
Facilities used by the community						
Other (please specify)						

15) Overall, how would you rate the *suitability* of the current facilities/equipment at your school? (Please tick one in each row)

	Very good	Good	Neither / Nor	Poor	Very poor	N/A
General teaching classrooms						
Science labs						
ICT facilities						
Arts and design facilities (e.g. drama, music)						
Hall and concert spaces						
Staff and administration spaces						
Facilities (Indoor and outdoor) for PE and school sport (including changing facilities)						
Learning resource centres (e.g. Library, study areas)						
Specialist facilities (e,g, SEN resource base, small group rooms)						
Dining areas and school kitchen						
Social areas						
Outdoor school spaces						
School toilets						
Facilities used by the community						
Other (please specify)						

16) To what extent is your school's capacity to provide education affected by the inadequacy or inappropriateness of any of the following? (Please tick one in each row)

	To a large extent	To some extent	Not at all	N/A
Heating/cooling systems				
Natural lighting				
Artificial lighting				
Acoustics				
Furniture in the classroom that is fit for purpose				
Special equipment for those with hearing difficulties or visual impairment				
Special equipment and access for pupils with mobility difficulties				
Teaching materials (e.g. textbooks)				

Specific areas of your school

We would now like to ask you a few questions about particular areas of your school.

17) Thinking about the **school entrance and reception**, please tell us whether you agree or disagree with the following statements. (Please tick one box in each row)

	Agree strongly	Agree	Neither/ Nor	Disagree	Disagree strongly
The school has an attractive entrance					
The school buildings and reception are welcoming					
The school entrance and reception are accessible for all school users					

18) Thinking about the **basic teaching areas**, please tell us whether you agree or disagree with the following statements. (Please tick one box in each row)

	Agree strongly	Agree	Neither/ Nor	Disagree	Disagree strongly
The teaching spaces support effective teaching and learning					
There is adequate natural lighting in the teaching spaces					
There is adequate artificial lighting in the teaching spaces					
The temperature in the teaching spaces is about right throughout the year					
Teaching spaces are flexible, allowing for variations in use, number of occupants and layout					
The acoustics and noise levels in the teaching spaces negatively effect teaching and learning					
The teaching spaces are inspiring for teaching and learning					
The pupils' furniture is comfortable					

19) Thinking about the **staff and administration areas,** please tell us whether you agree or disagree with the following statements. (Please tick one box in each row)

	Agree strongly	Agree	Neither/ Nor	Disagree	Disagree strongly
The staff and administration areas are cramped and overcrowded					
Staff and administration areas are suitable for the needs of the school workforce					
The buildings offer the school workforce flexible working space for planning, preparation, assessment and individual reflection					

20) Thinking about the **halls, corridors and social spaces**, please tell us whether you agree or disagree with the following statements. (Please tick one box in each row)

	Agree strongly	Agree	Neither/ Nor	Disagree	Disagree strongly
The school has wide corridors that prevent congestion					
The corridors have poor sight lines and are hard to supervise					
There is good natural light in all the corridors					
There is a good balance between the teaching areas and social spaces					

21) Thinking about **ICT facilities** in your school, please state whether you agree or disagree with the following statements. (Please tick one box in each row)

	Agree strongly	Agree	Neither/ Nor	Disagree	Disagree strongly
Pupils have ready access to computers when needed to support their learning					
The ICT infrastructure is fully integrated and easily accessible throughout the school					
ICT is used in a variety of innovative ways within the school to deliver the curriculum					
The use of ICT in this school has contributed significantly to the positive learning experience of the pupils					
Staff have ready access to computers for teaching across the full range of subjects					

22) Thinking about use of **school facilities for extended services**, how would you rate the facilities at your school for the following activities? (Please tick one box in each row)

	Very good	Good	Neither /Nor	Poor	Very poor	Facilities not available	Not applicable
Community access to facilities for adult learning (e.g. access to learning resource centres, ICT facilities)							
Parenting support and family learning services							
Activities for young people outside of school hours							
Community access for sport and recreation							
Community and adult learning activities							
Childcare provision out of school hours (including Breakfast clubs and after schools clubs)							
Health and social care services							

Design and Impact

23) We would now like you to think about the **design and impact** of your **school's buildings as a whole**, please tell us whether you agree or disagree with the following statements. (Please tick one box in each row)

	Agree strongly	Agree	Neither/ Nor	Disagree	Disagree strongly
The buildings are difficult to maintain					
The school buildings are aesthetically pleasing					
The buildings lift your spirits					
I don't feel proud of our school buildings					
The buildings are not adaptable to changing teaching and learning needs					
The buildings are inclusive for those with special educational needs					
The school buildings and their layout are suitable for community access and use out of hours					
The school buildings have a positive public presence and engender local pride					

24) Please tell us your opinion about the views of staff, pupils, parents/carers and the community about your school buildings. (Please tick one box in each row)

	Agree strongly	Agree	Neither/ Nor	Disagree	Disagree strongly
Staff feel proud of the school buildings and its facilities					
Pupils feel proud of the school buildings					
The buildings raise pupils' aspirations					
Pupils in the school don't respect the buildings and facilities					
The building creates a sense of ownership amongst the local community					
Parents are proud of the school buildings					

25) Please use the box below if you wish to comment further on any particular elements of the buildings or design of your school.

Section C: Your school context

In this section we would like to ask you some background information about the school to inform our understanding of the context in which your school operates.

Teacher recruitment and retention

26) Reflecting on the past two years at your school, is the **recruitment** of teaching staff of the appropriate quality ……. (Please tick one box only)

becoming more difficult in all or most subjects?		
becoming more difficult in some subjects?		
no more difficult than before?		
becoming easier in some subjects?		
becoming easier in all or most subjects?		

27) Reflecting on the last two years at your school, is the **retention** of good quality staff ……. (Please tick one box)

becoming more difficult in all or most subjects?		
becoming more difficult in some subjects?		
no more difficult than before?		
becoming easier in some subjects?		
becoming easier in all or most subjects?		

Teaching, learning and leadership

We would like to assess the impact of school buildings and the BSF programme on the performance of schools. In order to do this, we would like to collect some information on the performance of your school.

28) The following questions are derived from your school self-evaluation form (SEF). Please rate the following aspects of provision in your school as stated in your SEF.

	Outstanding	Good	Satisfactory	Inadequate
Pupils' achievement and standards in their work				
Pupils' personal development and well-being				
Quality of teaching and learning				
Quality of the curriculum and other activities				
Quality of care, guidance and support for pupils				
Effectiveness and efficiency of leadership and management				

29) Please state whether you agree or disagree with the following statements about attitudes to teaching and learning at your school. (Please tick one box only)

	Agree strongly	Agree	Neither/ Nor	Disagree	Disagree strongly
Teaching meets the needs of the full range of pupils' requirements					
Teachers take care to ensure that their teaching is appropriate for pupils with special educational needs					
Staff morale is high					
Most pupils want to do well in tests and exams					
Most pupils behave well in class					

30) Please state whether you agree or disagree with the following statements about parental involvement. Most parents/carers of pupils at the school… (Please tick one box in each row)

	Agree strongly	Agree	Neither/ Nor	Disagree	Disagree strongly
Are interested in their children's education					
Help their children with their homework					
Want their children to do well at school					
Have high aspirations for their children					
Rarely contact the school					
Are openly encouraged to be involved in decisions relating to the school					

Section D: Delivery of Building Schools for the Future

31) Which of the following best describes what stage in the BSF process your school is at? (Please tick one only)

Stage 1:	**Development of the Education Vision of your local authority has not started yet**	**If you are at stage 1 you do not need to answer any of the following questions. Thank you for completing this questionnaire**
Stage 2:	Developing Educational Vision with the local authority and the Strategic Business Case (now known as the Strategy for Change)	
Stage 3:	Developing the Outline Business Case	
Stage 4:	Procurement process/identifying the preferred supplier	
Stage 5:	Financial close/Local Education partnership (LEP) set up	
Stage 6:	Started construction	
Stage 7:	New or re-furbished school building open	

32) Are you a BSF quick win school? (Please tick one only)

Yes	
No	

33) If appropriate for you, please indicate all members of senior staff in your school that are or are likely to be involved in working on the BSF programme and the member of staff with primary responsibility for programme delivery (Please tick all that apply).

	Involvement in BSF (tick all that apply)	Primary responsibility (tick one only)
Headteacher		
Deputy headteacher		
Bursar		
Premises manager		
Business manager		
Other (please specify)		

Consultation

34) During each stage of Building Schools for the Future, to what extent have you felt informed about the process? (Please tick one in each column only depending on how many stages as defined in Q31 you have passed through)

Stage	Stage 2	Stage 3	Stage 4	Stage 5	Stage 6	Stage 7
Completely informed						
Informed						
Neither informed or not						
Not very informed						
Not at all informed						
Not applicable						

35) In relation to your experience of the consultation process in BSF, please state whether you agree or disagree with the following statements. (Please tick one box in each row)

	Agree strongly	Agree	Neither/ Nor	Disagree	Disagree strongly	N/A
We have had sufficient time for consultation and refinement of designs						
We have received clear briefing documentation						
The DfES's policy priorities for BSF have been clearly communicated to us						
Our governing body was able to fully engage in the consultation						
All staff feel that they have been sufficiently consulted on their views						
Pupils feel that they have been sufficiently consulted on their views						
The school's expectations of the BSF project have been adequately listened to						
There has been effective partnership working with wider agencies including health and children's services						

Clusters

36) BSF proposals are generally based around clusters or groups of schools in geographical areas. Thinking about these clusters, please state whether you agree with the following statements. (Please tick one box in each row).

	Agree strongly	Agree	Neither/ Nor	Disagree	Disagree strongly	N/A
We have worked entirely on our own						
We benefit from getting advice from other schools in the cluster						
We have been able to plan more effectively to meet the needs of the area for different types of schools						
Working as a cluster has created significant delay						
Our aspirations have been diluted by working in a cluster						
The cluster approach has created more collaboration across types of school (e.g. specialist schools, Academies)						
The cluster approach has helped support delivery across initiatives (e.g. extended schools, 14-19 vocational provision, inclusion provision for excluded pupils)						

Educational vision

A key element of the BSF programme has been the investment in developing an Education Vision to identify how BSF will shape secondary education in your cluster of schools.

37) Thinking about the BSF strategy and your school, please state whether you agree or disagree with the following statements. (Please tick one box in each row) [Please note, "BSF strategy" refers to the *Educational Vision* or, for later waves, the *Strategy for Change* document]

	Agree strongly	Agree	Neither/ Nor	Disagree	Disagree strongly	N/A
The BSF strategy will support us in tackling fundamental design issues with our school buildings						
The BSF strategy is educationally transformational						
The BSF strategy is inspirational but realistic						
The BSF strategy prioritises the areas of most pressing educational need and deprivation across our cluster						
The BSF strategy prioritises the buildings with most pressing need in terms of condition and suitability						

38) In your opinion, what do you think will be the most significant impacts of the BSF strategy on how you do things at your school? It will help your school… (Please tick three only)

	Tick three only
Increase the pace of workforce reform to wider the roles and responsibilities of all staff	
Have more interactive social areas, indoors as well as outdoors	
Allow teachers to focus on more personalised teaching and learning	
Increase the involvement and responsibility of parents in school	
Involve the wider community more in educational and cultural activities	
Improve the professional competence of your staff	
Improve provision for children with special educational needs	
Increase the range of services offered in schools to support learners and their families	
Deliver better outcomes for pupils	
Other (please specify)	

39) To what extent do you think the BSF strategy will impact on the following in your school? (Please tick one box in each row)

	Agree strongly	Agree	Neither/ Nor	Disagree	Disagree strongly
Making the school environment more stimulating and welcoming					
Making the school buildings a community resource					
Accommodating a variety of learning styles and situations					
Improving pupil behaviour in the school					
Improving the quality of teaching and learning in the school					
Providing pupils a curriculum choice that suits their needs and interests					
Making the school a better place to work for staff					

Management and support

40) How satisfied are you with the advice, support and guidance that you have received for the BSF programme to date? (Please tick one in each column only depending on how many stages as defined in Q31 you have passed through)

	Stage 2	Stage 3	Stage 4	Stage 5	Stage 6	Stage 7
Very satisfied						
Satisfied						
Neither satisfied or not						
Dissatisfied						
Very dissatisfied						
Not applicable						

41) Please state whether you agree or disagree with the following statements. (Please tick one box in each row)

	Agree strongly	Agree	Neither/ Nor	Disagree	Disagree strongly
We have had adequate time to develop our proposals					
We have received adequate support to allow us to release the staff time required to develop our BSF proposals					
We have received adequate support in considering how to sustain the school until BSF funding becomes available					
We are confident that management strategies are being put in place to deliver the local authority's BSF strategy					
The BSF processes of management and delivery represent an improvement on previous relevant programmes of capital investment					

Procurement

42) How satisfied are you with each of the following? (Please tick one only)

	Very satisfied	Satisfied	Neither/ nor	Dissatisfied	Very dissatisfied	N/A
That your expectations of the BSF project have been/are being adequately listened to during the procurement process						
You have had the opportunity to comment on and evaluate proposals						
The procurement process as a whole at this stage						

43) Please use the space below to add any comments on the BSF process, including how you think it could be improved.

Thank you for taking the time to complete this questionnaire. Please return it using the envelope provided to Caroline Perry at PwC by FRIDAY 30TH MARCH 2007.

Caroline Perry
PricewaterhouseCoopers
Waterfront Plaza
8 Laganbank Road
Belfast BT1 3LR

Building Schools for the Future
Technical Report

Part C: Pupil questionnaire

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Building Schools for the Future

Pupil questionnaire: you and your school

Introduction

We want to know what you think about your school and your education. Your participation is voluntary but we would appreciate your help as the information you give us is valuable.

We would be very grateful if you would complete this questionnaire. Please just tick the box which is closest to what you think; there are no right or wrong answers.

No one at school will see your answers.

When you have finished, please put your questionnaire in the envelope and return it to your teacher who will send it to us. Thank you for your help.

Please put your full name in the box below:

Name:

Section A: Tell us about your school and its facilities

In this section we would like you to tell us what you think about your school's buildings

1) How good do you think the following facilities/equipment are at your school? (Please tick one box for each row)

	Very good	Good	Neither / Nor	Poor	Very Poor	Facilities not available
Classrooms						
Science labs						
Computers (ICT)						
Arts and design facilities (e.g. drama, music)						
Hall and concert spaces						
Indoor and outdoor space and facilities for PE and school sport (along with changing facilities)						
Learning resource areas (e.g. Library facilities)						
Places for homework/extra study						
School dining and kitchen areas						
Areas for socialising with my friends						
Outdoor school grounds						
Toilet facilities						

2) Please tell us what you think about your school's buildings? (Please tick one box for each statement)

	Agree	Not sure	Disagree
This school has modern, clean buildings			
I find it easy to get around the school			
The school buildings feel like a safe environment to be in			
My school buildings make a difference to my learning			
The school buildings provide a stimulating environment for me			
Visitors like coming to our school			
I don't think that the school buildings are very welcoming			
I feel proud of our school buildings			
The buildings and its grounds lift my spirits and raise my aspirations			
I think the school buildings are uninspiring			

3) Please tell us what you think of your classrooms? (Please tick one box for each statement)

	Agree	Not sure	Disagree
The temperature in my classrooms is about right throughout the year			
I like the colour of my classrooms			
The noise levels in my classrooms make it harder for me to learn			
The classrooms feel cramped and overcrowded			
There isn't enough natural light in my classrooms			
The artificial light in my classrooms is about right			
The furniture in my classrooms is comfortable			
We have enough subject textbooks to use			
We have good equipment to use in our classrooms			
My classrooms are inspiring			

4) Tell us what you think about these different parts of the school buildings (Please tick one box for each statement)

	Agree	Not sure	Disagree	Facilities not available
There are not enough places to go during break and lunch times				
The halls and corridors get very congested				
The social areas for me and my friends to relax are good				
There isn't enough indoor and outdoor space for school sports and PE				
There isn't enough room to work in the science labs				
There isn't enough room to work in the design and technology labs				
My art and design classrooms are adequate for my lessons				
The toilets and changing rooms are not very good				

5) Tell us what you think of your ICT / computing facilities? (Please tick one box for each statement)

	Agree	Not sure	Disagree
There are enough computers for us to use			
It is easy to get access to ICT in my classrooms			
We don't get enough time to use computers in different subjects			
Using computers helps me to learn			
I enjoy using computers in school			
My school work has got better because I use computers			
I find it difficult to use computers			
I can use computers at home that are linked to the school			

6) Tell us what you think of your school dining facilities? (Please tick one box for each statement)

	Agree	Not sure	Disagree
I like the food in the school dining facilities			
The dining area is a nice place to eat			
I always eat in the school dining area			
The food that the school serves is unhealthy			
The dining area is always clean			

7) Have you heard about a new building programme for your school, which is part of a government scheme called Building Schools for the Future? (Please tick one box)

	Yes	No

IF NO, PLEASE GO TO Q9

8) Tell us what involvement you have had in the new building programme at your school (Please tick one box for each statement)

	Agree	Not sure	Disagree
I have been asked about the type of facilities I would like to see at the school			
I have been part of a pupil council that has been asked its views on what facilities the school needs			

9) Please indicate three things that you really like about your school buildings. **(Write them in your order of preference - the best thing first)**

1._____

_____

2._____

_____

3._____

_____

10) Please indicate three things you particularly dislike about your school buildings. **(Write them in your order of preference - the worst thing first)**

1._____

_____

2._____

_____

3._____

_____

Section B: Tell us about your views on school

In this section we would like you to tell us what you think about your school and what you are like at school.

11) Is this the nearest school to your home? (Please tick one box only)

	Yes	No	Don't know

12) If not, why didn't you attend the school closest to your home? (Please tick all that apply)

It was full	
My current school has a better academic record	
My current school has better facilities	
My current school is more modern & comfortable	
Don't know	
Other, please specify ……..	

13) Please describe yourself at school? (Please tick one box for each statement)

	Agree	Not sure	Disagree
I am well behaved in school			
I am bullied or badly treated by other students in the school			
I do my homework on time			
I go to all my classes unless I am unwell			
I try hard in school			

14) Have you or your friends played truant (bunked off or skived) from school so far this year? (Please tick one box only)

Never	
For the odd day or lesson	
For particular days or lessons	
For a few days at a time	
For weeks at a time	

15) How often are you late for classes? (Please tick one box only)

Never	1
For the odd lesson	2
For some lessons	3
For particular lessons	4
For most lessons	5

16) Please describe what other pupils are like at your school and how they treat the school buildings? (Please tick one box for each statement)

	Agree	Not sure	Disagree
There is graffiti in my school			
There is too much litter around the school			
Pupils in the school respect the buildings, facilities and school resources			
Pupils are well behaved in classes			

17) Do you agree with the following statements about your school? (Please tick one box for each statement)

	Agree	Not sure	Disagree
Most of the time I enjoy being at school			
I think the school suits my talents and interests			
School work is worth doing			
Most pupils treat the school staff with respect			
Pupil's opinions are listened to			
I really like this school			
I feel that I belong in this school			
Some pupils get bullied by others			
School work here is dull and boring			
I feel safe at this school during break and lunch times			
If there were fewer pupils in my classes I would learn a lot more			
I feel like I get the support I need from adults in the school if I have a problem			

18) Do you agree with the following statements about the subjects that you study? (Please tick one box for each statement)

	Agree	Not sure	Disagree
I find the subjects I study interesting			
I feel I can choose subjects which interest me			
I feel like I get the support I need from adults in school to help me choose my subjects			
I feel like I get the support I need from adults in school to help me with my school work			
I can get support with my studies out of school hours if I want to (e.g. at study support centres)			
I find my lessons challenging in a way that I like			
I find I can make progress in lessons at a pace that suits me			
I feel like I get left behind in lessons			

19) Please tell us how you feel about the lessons you've had during the last school year (Please tick one box for each statement)

	All lessons	Most lessons	Some lessons	Hardly any lessons	No lessons
I work as hard as I can in school					
I often count the minutes till a lesson ends					
I do well in school					
I am bored in lessons					
The work I do in lessons is a waste of time					
The work I do in lessons is interesting					

We would now like to ask you a few questions about your future.

20) Which of the following statements are true for you? (Please tick one box for each statement)

	Agree	Not sure	Disagree
I can't wait to leave school and get a job			
I'd really like to go to university			
My friends will think I am a snob if I go to university			
My parents want me to stay in education for as long as possible			
I am not happy about the thought of leaving school			

21) When do you think you might leave full-time education? (Please tick one box only)

At the end of Year 11	
At age 17, after one year in college or in sixth form	
At age 18, after two years in college or in sixth form	
After I have been to university	
I don't know yet	

22) After finishing school at the end of Year 11, do you expect to (Please tick one box only)

Go into a school sixth form (year 12)?	
Go to college?	
Go on a training scheme?	
Get a job?	
Not sure yet	
Do something else? (please say what)	
……	

23) What do your parents think about your school? (Please tick one box for each statement)

	Agree	Not sure	Disagree
My parents think that my school is a good school			
My parents believe that the facilities at my school are good			
My parents think that the teachers at the school care about my education and want me to learn			
My parents are proud of the school I attend			

Section C: Tell us about your teachers

24) How often do your teachers use these different methods to help you learn? (Please tick one box for each statement)

	Every or almost every lesson	About half the lessons	Some lessons	Never
The teacher asks us questions about what we have learnt				
We listen whilst the teacher teaches the whole class about something				
We read our textbooks and other resource material				
We work on problems on our own				
We give explanations about what we are studying				
We use drama, acting and role plays				
We use ICT (computers)				
We work in small groups or in pairs				
We get help from other adults in the classroom				

25) We would like to know your views of your teachers. How many teachers do each of these sentences apply to? (Please tick one box for each statement)

	All teachers	Most teachers	Some teachers	Hardly any teachers
My teachers make it clear how we should behave in school				
The teachers do something when they see someone breaking the rules				
The teachers can keep order in class				
My teachers try to get me to work as well as I am able				
My teachers always mark my work				
My teachers praise me when I do my school work well				

26) Tell us how dedicated you think your teachers are to helping you learn? (Please tick one box for each statement)

	Agree	Not sure	Disagree
Some teachers don't care if I learn or not			
Teachers in this school seem to like teaching			
Teachers really believe that all pupils can achieve			
Teachers are only interested in the pupils who do well in tests and exams			
Subject teachers know their subject well			

Section D: About you

27) How much do you agree with these sentences? (Please tick one box for each statement)

	Agree	Not sure	Disagree
There are lots of things about myself I would change			
If I have something to say, I usually say it			
Things are all mixed up in my life			
I have a good time at home			
I am popular with people my own age			
I often feel lonely at school			
I find it very hard to talk to the class			
I ask the teacher if I don't understand something			

28) About how many books are there in your home? (Do not count magazines, newspapers or your school books) (Please tick one box only)

None or very few (0-10)	
Enough to fill one shelf (11-25)	
Enough to fill one bookcase (26-100)	
Enough to fill two bookcases (101-200)	
Enough to fill three or more bookcases (more than 200)	

29) Do you have any of these things at your home? (Please tick yes or no for each)

	Yes	No
Calculator		
Computer (but do not include video game computers)		
Study desk / table for your use		
Dictionary		
Internet connection		
Mobile phone		
Encyclopaedia (books or CD Rom)		

30) Could you tell us about your mother and father's education? (Please tick one box for each)

Did your mother and father . . .	Mother / Guardian	Father / Guardian
Finish secondary school (at age 15/16)		
Study at college or school sixth form (after age 16)		
Study at university or polytechnic / get a degree		
Don't know		

31) Which of the following best describes your mother / father or guardian's job? (Please tick one box for each)

	Mother / Guardian	Father / Guardian
Works full-time		
Works part-time		
Works for her / himself		
Unemployed / looking for work		
Looking after the home		
Retired		
Other		

32) Who do you live with? (Please tick all that apply)

Mother / Guardian	
Father / Guardian	
Sister(s)	
Brother(s)	
Other (Grandparent, Aunt)	

33) How many brothers and sisters do you have? (Please write in numbers)

	Brothers	Sisters

Thank you for helping us with this research

Please put the questionnaire in the envelope and give it to your teacher

Building Schools for the Future
Technical Report

Appendix D: Topic guide

Contents

Headteacher / members of the SLT D2
Senior members of the school's support staff D7
Class-based teachers D11
Governing Body D14
BSF Project Manager / architect D17
Local Authority BSF Project Manager / architect D21

Note: This topic guide has been used with research participants in Wave 1-3 schools. A rationalised diversion of the topic guide has been used with research participants in control schools (schools with statistically similar characteristics to BSF Wave 1-3 schools but that are not currently benefiting from BSF funding.

School Visits – BSF Wave 1-3 schools

Building Schools for the Future
School Visits
Topic Guide

Interviewers:	
Date of visit:	
School name:	*Full name*
School contact:	*Principal/Secretary*
Interviewees	
Interview recorded?	*Yes/No*

Notes:

1. Please type up your notes fully but based on the themes set out in the report outline and send your completed notes to Dr Richard Nugent no later than one week after the school visit. Please also remember to record all your interviews on a digital disc, put a copy of the audio file on the shared area of the network (to be arranged) and send a note to Dr Richard Nugent to confirm when you have done this.

2. This is the only topic guide you will need for all the interviews you will be undertaking. It may be amended in light of the first few visits to schools and a revised topic guide will be sent to you as soon as possible thereafter. Whilst the topic guide may seem long, there are a number of recurring themes. Key questions in each section have been underlined.

3. Please incorporate as many complete quotations as possible. These will be used in the main body of the report. Quotations should be highlighted in a colour other than black and should make grammatical sense. Please ensure that you reference all your notes/quotations so that it is clear who said what.

4. It is also important that you write up your visit notes in a style and format that fits with the research questions and outline content of the final report (as set out in this topic guide, under Sections A-E).

5. All interview notes will be checked to ensure they are of sufficient quality and that they can be used in the final report. Where there are significant gaps or where points are not appropriately elaborated, we would appreciate an explanation of why this has occurred (e.g. interview didn't last as long as anticipated etc.)

Thank interviewees for their time and send a follow-up email (the day after the visit) to the school to collectively thank them for their participation.

Headteacher / members of the SLT

Notes

- Explain the purpose of our evaluation (please refer to fieldwork briefing documents for more details).
- Explain to the headteacher / SLT member that we will report the findings from the schools visits in an anonymised format and that we will not identify any schools / respondents in our report.
- Explain to the headteacher / SLT member that we would like to record the interviews to enable us to report the findings and clarify any points raised in the interview.
- Interviews with the headteacher will last approximately 1-2 hours
- Interviews with other members of the SLT will last approximately 1 hour.
- The following questions are for use with the headteacher, deputy head/assistant head, and other members of the SLT (excluding senior members of support staff)

Introduction

1. How long have you been headteacher / member of the Senior Leadership Team at this school / in total?

2. Could you briefly tell me how your school came to be involved in the initiative?

3. Could you briefly outline the context of your school (prompt: attainment levels, deprivation factors, profile of pupils in school?)

Section A: Context and models

BSF project aims and the impact of other Government initiatives

4. What do you think are the principal aims and objectives of Building Schools for the Future (BSF)?

   - Have the aims of BSF been clearly articulated to you and members of your staff? If "no" why do you say that?
   - Could the initiative have been better communicated to you and members of your staff? If so, how?

5. What do you hope to achieve from BSF for your school? (what are the main aims and objectives of BSF for your school?)

6. BSF is intended to be about educational transformation and the delivery of wider Government policies (e.g. personalisation of learning, extended schools, 14-19 agenda etc)…

   - …how do you think BSF can impact on the achievement of these policy initiatives at your school?
   - …to what extent do you think BSF can deliver / is BSF delivering 'educational transformation' (as opposed to it being 'simply a building programme')?

The 'BSF Model'

7. How far have you got in the BSF process? [Prompt: Developing an educational vision with the local authority; developing an outline business case; identifying the preferred supplier; Local Education Partnership set up; construction started, and; new/refurbished school building opened]

8. Briefly, how would you describe the 'BSF model' operating in your cluster of schools / local authority? [Prompt: number of schools involved/clustering arrangements, working relationship with LA, extent of autonomy, partnership, extent of joined-up planning and funding, stakeholder engagement and consultation]

9. How clear are you on the BSF model? Has the BSF processes been clearly explained to you and your school? *[Prompt: clustering arrangements, working relationship with LA, stakeholder engagement and consultation, LEP]*

Section B: BSF processes

We want to understand how the BSF process of management, procurement and delivery have worked for your school:

Consultation and visioning: the involvement of schools

10. To what extent has your school been involved with the LA at each stage of the process to date:
    - Creating your local authority Education Vision?
    - Developing a Strategic Business Case (SBC) and Outline Business Case (OBC)?
    - Have you / your school been involved in the activities of the Project Board and/or Project Team

11. To what extent has your school been involved in planning changes to the school buildings and co-ordinating changes to teaching, learning and working in your school?

12. What processes are there in place to consult with / how have the following been involved:
    - Pupils?
    - Staff?
    - Parents?

13. To what extent is the Governing Body involved in this and how effective have they been?

14. Has BSF had any effect on the quality of your relationship with your LA? If so, what?

Clustering approaches to BSF

15. Is your school involved in a cluster in relation to the delivery of BSF in your local authority?...if yes:

    - How does it work?
    - What are the benefits / disadvantages?
    - Has it improved the way you work with other schools?
    - Has it helped you to look at secondary provision in your area more holistically (i.e. beyond your own school gates)?

16. Has the cluster-based approach changed the way in which the local authority works with schools?

Management and support

17. What is the BSF project management structure in your local authority? *[Prompt: who is involved and how? Are roles and responsibilities clear? Is there sufficient sponsorship at board level? Are the right people at the LA involved? What is the capacity of the local authority to deliver BSF?]*

18. What support, guidance and advice is available to you in relation to BSF?

    - Has individual support been made available re: transformation design, the BSF process, the procurement?
    - Are resources available clearly signposted?
    - Are there links to other schools to share experience / network / draw on good practice

Delivery efficiency/impact

19. How long has it taken you to get to the stage you are at? Roughly how long has each stage taken?

20. Is the process too complicated / are there any bottlenecks?

21. Is delivery of BSF having any effects on the day-to-day running of your school? If yes, what?

22. What have been the resourcing implications for you and your SMT from following the BSF process (and how have you dealt with them)?

23. What plans have been put in place / planned to be put in place to minimise any potential disruption to teaching and learning?

Procurement / LEP

If applicable…

24. What is the procurement model / do you have a LEP set up? [Prompt: Is there a LEP/or is it a series of framework arrangements]

25. Where there is a LEP, can you comment on what benefits/disadvantages it brings?

Overall on the BSF process…

26. What elements of the BSF model/process have worked well? / In what ways could the BSF model be improved?

27. How does the BSF process compare to other / previous processes of capital delivery?

28. What lessons can be learnt from your experience of BSF (management/procurement/delivery) that you would pass on to head teachers in later waves of BSF?

29. Are you confident that the design features / changes in teaching and learning environments that you hope to see will be realised? If not, why not?

Section C: School estate

30. What is the current state of your school's buildings? [in terms of condition and suitability]
    - For general teaching and learning
    - For pupils with SEN
    - For you for planning, preparation and administration
    - For pupils to socialise with their friends
    - For sport
    - For community use
    - Halls and corridors

31. Are there any particular design features in your current buildings that you would highlight impact negatively/positively on pupils and/or staff….think about:
    - Learning environment
      - Flexibility and adaptability
      - light; acoustics; heating; furniture
    - Other spaces – their flexibility and adaptability
      - Social spaces; resource spaces; staff areas; group spaces
    - Planning
      - site location/access; ability to expand site; circulation; adaptability
    - Sustainability – energy efficiency; re-cycling

32. [As applicable] What do you think of the quality of new buildings / refurbished buildings? / What do you hope the new BSF designed buildings will achieve? [re: learning environment; other spaces, planning]

    - What has been the impact on teaching environments?
    - What design features would you highlight as particularly important?
    - Do you expect to see any impact on educational attainment?

33. Overall, are you confident that the school buildings will be well designed to meet the school's needs for the next 20-30 years; with regards to the following…?

    - changing curriculum (specialist schools, vocational options, modern apprenticeships
    - new ways of learning (learning at the individual's own pace, using ICT imaginatively, personalising learning)
    - 'opening up the school' – (e.g. childcare, health care, adult learning, ICT access, sport and leisure use)
    - Inclusion (promoting the inclusion of SEN pupils into mainstream schools)

Section D: Attainment and attitudes

Thinking about pupils….

34. Do you think school buildings and their design impact on pupil learning and pupil attainment? Why do you say that?

35. Do you think that pupils' attitudes, motivations, behaviour and aspirations are affected by the design and layout of the school buildings? If so, how?

36. Do you think pupils are proud of their school buildings? Why do you say that?

37. Do you think that pupils' attitudes / behaviour / attendance / attainment will change / has changed because of BSF?

Thinking about teaching and learning…..

38. Do you think that the condition / suitability of your current school buildings impacts on the quality of teaching and learning? If so how, and why?

39. Do you think that BSF will enable / has enabled teachers to teach differently? Will it have an impact on teaching pedagogies?

40. What impact has BSF had on implementing the personalised learning agenda? [has it allowed teachers to adapt to the learning needs of pupils?]

Thinking about teachers…..

41. Do you think that the condition / suitability of your current school buildings impact on teacher morale / job satisfaction / recruitment & retention? If so, how?

42. How positive / negative are school staff, particularly class-based teachers, towards BSF? Do you think that BSF will have an impact on the recruitment and retention of school staff?

Thinking about parents…..

43. What has been the reaction of parents to the BSF proposals?

44. What impact do you think BSF will have, if any, on how parents perceive the school? [Do you think there will be any impact on application rates for instance?]

Section E: Concluding questions

45. What has been achieved to date as a result of your school's participation in BSF?

46. Overall, what are your aspirations for the future delivery of BSF? [Prompt: pupil motivation, teacher motivation, quality of teaching, quality of learning, pupil performance]

47. What are the three key lessons you have learned from your school's participation in BSF?

Senior members of the school's support staff

Notes

- Explain the purpose of our evaluation (please refer to fieldwork briefing documents for more details).
- Explain to the senior member of support staff that we will report the findings from the schools visits in an anonymised format and that we will not identify any schools / respondents in our report.
- Explain to the respondent that we would like to record the interviews to enable us to report the findings and clarify any points raised in the interview.
- Interviews with senior members of the school's support staff should last for approximately one-hour
- These questions are for use with senior members of the school's support staff including bursar, finance manager, school manager or behaviour manager

Introduction

1. How long have you been in your present position / role in this school?

2. Could you briefly tell me how your school became involved in the Building Schools for the Future?

Section A: Context and models

BSF project aims and objectives

3. What do you think are the principal aims and objectives of Building Schools for the Future (BSF)?

4. Have the aims of BSF been clearly articulated to you and members of the school's workforce?

5. Could the initiative have been better communicated to you and members of your staff?

The 'BSF model'

6. How far have you got in the BSF process? *[Prompt: Developing an educational vision with the local authority; developing an outline business case; identifying the preferred supplier; Local Education Partnership set up; construction started, and; new/refurbished school building opened]*

7. How would you describe the 'BSF model' operating in your cluster of schools / local authority? *[Prompt: number of schools involved, clustering arrangements, extent of autonomy, partnership, extent of joined-up planning and funding, stakeholder engagement and consultation]*

8. How clear are you on the BSF model? Has the BSF processes been clearly explained to you and your school? *[Prompt: clustering arrangements, working relationship with LA, stakeholder engagement and consultation, LEP]*

Section B: BSF processes

Consultation and visioning: the involvement of schools

9. To what extent has your school been involved in the following:
   - creating your local authority Education Vision?
   - developing a Strategic Business Case (SBC) and/or Outline Business Case (OBC)?
   - Have you / your school been involved in the activities of the Project Board and/or Project Team

10. To what extent has your school been involved in planning changes to the school buildings and co-ordinating changes to teaching, learning and working in your school?

11. Overall, how effective has the consultation process been? Is there anything you would change?

Clustering approaches to BSF

12. Is your school involved in a cluster in relation to the delivery of BSF in your local authority?...if yes:

    - How does it work?
    - What are the benefits / disadvantages?
    - Has it improved the way you work with other schools?
    - Has it helped you to look at secondary provision in your area more holistically (i.e. beyond your own school gates)?

13. Has the cluster-based approach changed the way in which the local authority works with schools?

Management and support

14. What is the BSF project management structure in your local authority? *[Prompt: who is involved and how? Are roles and responsibilities clear? What is the capacity of the local authority to deliver BSF?]*

15. What support, guidance and advice is available to you in relation to BSF and how effective is it?

16. How does the management, support, advice and guidance compare to management of previous new builds/refurbishment funding using other capital sources, e.g. Devolved Capital Formula?

Delivery efficiency

17. How long has it taken you to get to the stage you are at? Roughly how long has each stage taken?

18. Is the process too complicated or are there any bottlenecks?

19. What plans have been put in place / planned to be put in place to minimise any potential disruption to teaching and learning?

20. What processes are there in place to manage delivery risks?

Overall on the BSF process…

21. What elements of the BSF model/process have worked well?
    - In what ways could the BSF model be improved?
    - What are the limitations of the existing BSF model and how can they be overcome?

22. How does the BSF process compare to previous processes of capital delivery?

23. What lessons can be learnt from your experience of BSF (management/procurement/delivery) that you would pass on to other schools in later waves of BSF?

Section C: School estate

24. What is the current state of your school's buildings? [in terms of condition and suitability]
    - For general teaching and learning
    - For pupils with SEN
    - For you for planning, preparation and administration
    - For pupils to socialise with their friends
    - For sport
    - For community use
    - Halls and corridors

25. Are there any particular design features in your current buildings that you would highlight impact negatively/positively on pupils and/or staff….think about:
    - Learning environment:
      - Flexibility and adaptability
      - light; acoustics; heating; furniture
    - Other spaces – their flexibility and adaptability
      - Social spaces; resource spaces; staff areas; group spaces
    - Planning
      - site location/access; ability to expand site; circulation; adaptability
    - Sustainability – energy efficiency; re-cycling

26. Overall, are you confident that the school buildings will be well designed to meet the school's needs for the next 20-30 years; with regards to the following…?

    - changing curriculum (specialist schools, vocational options, modern apprenticeships
    - new ways of learning (learning at the individual's own pace, using ICT imaginatively, personalising learning)
    - 'opening up the school' – (e.g. childcare, health care, adult learning, ICT access, sport and leisure use)
    - Inclusion (promoting the inclusion of SEN pupils into mainstream schools)

Section D: Attainment and attitudes

If applicable to interviewee [e.g. behaviour manager; teacher]

Thinking about pupils….

27. Do you think school buildings and their design impact on pupil learning and pupil attainment? Why do you say that?

28. Do you think that pupils' attitudes, motivations, behaviour and aspirations are affected by the design and layout of the school buildings? If so, how?

29. Do you think pupils are proud of their school buildings? Why do you say that?

30. Do you think that pupils' attitudes / behaviour / attendance / attainment will change / has changed because of BSF?

Thinking about teachers…..

31. do you think that the condition / suitability of your current school buildings impact on teacher morale / job satisfaction / recruitment & retention? If so, how?

Section E: Concluding questions

32. What has been achieved to date as a result of your school's participation in BSF?

33. Overall, what are your aspirations or the future delivery of BSF? *[Prompt: pupil motivation, teacher motivation, quality of teaching, quality of learning, pupil performance]*

34. What are the three key lessons you have learned from your school's participation in BSF that you would pass on to schools in later waves?

Class-based teachers

Notes

- Explain the purpose of our evaluation (please refer to fieldwork briefing documents for more details).
- Explain to the teacher that we will report the findings from the schools visits in an anonymised format and that we will not identify any schools / respondents in our report.
- Explain to the teacher that we would like to record the interviews to enable us to report the findings and clarify any points raised in the interview.
- Interviews with class-based teachers should last between a minimum of 30 minutes and a maximum of one hour
- These questions are for use class-based teachers who have few or no leadership/management responsibilities

Introduction

1. How long have you been in your present position / role in this school?

2. Does any aspect of the initiative directly affect you? In what way?

Section A: BSF processes

3. In what aspects of BSF have you been involved in to date? *[Prompt: prior to commencement or at each of the stages of BSF]*

4. What processes are there in place for communicating the BSF initiative to members and how effective has your school been at doing this for the following groups:

   - Staff
   - parents
   - pupils
   - the community?

5. Have pupils that you teach been informed, consulted and/or involved in decisions regarding how BSF operates in your school (in particular the design process)?

6. To what extent have members of the school's workforce been involved and consulted on a range of issues, including building design, operational matters, and any employment-related issues?

7. What observations would you make on these processes of design and consultation?

Section B: School estate

8. What do you think about the condition and suitability of different areas of the school…?
   - For general teaching and learning
   - *For pupils with SEN*
   - *For you for planning, preparation and administration*
   - For pupils to socialise with their friends
   - For sport
   - For community use
   - Halls and corridors

9. [As applicable] What do you think of the quality of new buildings / refurbished buildings? / What do you hope the new BSF designed buildings will achieve? *[Prompt: basic specification, educational specification, flexibility to adapt to developments in the curriculum, aesthetic appeal etc.]*

10. Overall, are you confident that the school buildings will be well designed to meet the school's needs for the next 20-30 years; with regards to the following…?

    - changing curriculum (specialist schools, vocational options, modern apprenticeships
    - new ways of learning (learning at the individual's own pace, using ICT imaginatively, personalising learning)
    - 'opening up the school' – (e.g. childcare, health care, adult learning, ICT access, sport and leisure use)
    - Inclusion (promoting the inclusion of SEN pupils into mainstream schools)

11. Are there any particular design features in your current buildings that you would highlight impact negatively/positively on pupils and/or staff….think about:
    - Learning environment:
        - Flexibility and adaptability
        - light; acoustics; heating; furniture
    - Other spaces – their flexibility and adaptability
        - Social spaces; resource spaces; staff areas; group spaces
    - Planning
        - site location/access; ability to expand site; circulation; adaptability
    - Sustainability – energy efficiency; re-cycling

Section C: Attainment and attitudes

Thinking about staff attitudes …

12. What effect does working in the existing buildings have on staff morale / staff recruitment and retention?

13. In general, how positive and/or negative are school staff towards BSF? What has been the impact on morale?

Thinking about teaching and learning…

14. How do teaching staff in your school use school buildings? Does this enable innovative teaching practices to be used?

15. Do you think that the BSF programme has enabled teachers to teach differently? If so, in what ways?

16. Has BSF had any impact on involving other educators (e.g. classroom assistants, learning mentors etc?)

17. What impact, if any, has BSF had on delivering personalised learning? *[Prompt: accommodating a variety of learning styles and situations with individuals, small groups, large groups etc.; flexibility of resources, specialist resources, ICT equipment, home-based study etc.]*

18. What were the expected outcomes as a result of your participation in BSF?

Thinking about pupil attitudes…

19. Do you think school buildings and their design impact on pupil learning and pupil attainment? Why do you say that?

20. Do you think that pupils' attitudes, motivations, behaviour and aspirations are affected by the design and layout of the school buildings? If so, how?

21. Do you think pupils are proud of their school buildings? Why do you say that?

22. Do you think that pupils' attitudes / behaviour / attendance / attainment will change / has changed because of BSF?

Section D: Concluding questions

23. What has been achieved to date as a result of your school's participation in BSF?

24. Overall, what are your aspirations or the future delivery of BSF? [Prompt: pupil motivation, teacher motivation, quality of teaching, quality of learning, pupil performance]

25. What lessons have you learnt from BSF that you would pass on to schools and teachers in later waves?

Governing Body

Notes

- Explain the purpose of our evaluation (please refer to fieldwork briefing documents for more details).
- Explain to the Governor that we will report the findings from the schools visits in an anonymised format and that we will not identify any schools / respondents in our report.
- Explain to the Governor that we would like to record the interviews to enable us to report the findings and clarify any points raised in the interview.
- Interviews with the Governor should last between a minimum of 30 minutes and a maximum of one hour
- These questions are for use with members of the school's governing body only

Introduction

1. How long have you been in your present position / role in this school?

2. Could you briefly tell me how your school became involved in the Building Schools for the Future?

3. Briefly, what role has the governing body had in developing/delivering BSF for your school?

4. Who, on your Governing Body, has direct responsibility for all/any aspect of the initiative?

Section A: Context and models

BSF project aims and the impact of other Government initiatives

5. What do you think are the principal aims and objectives of Building Schools for the Future (BSF)? Have you been clearly briefed on the programme?

6. What do you hope to achieve from BSF for your school? (what are the main aims and objectives of BSF for your school?)

7. BSF is intended to be about educational transformation and the delivery of wider Government policies (e.g. personalisation of learning, extended schools, 14-19 agenda etc)…

   - …how does BSF impact on the achievement of these policy initiatives in your school?
   - …to what extent is BSF delivering 'educational transformation' (as opposed to it being 'simply a building programme')?

The 'BSF Model'

8. How clear are you on the BSF model? Has the BSF processes been clearly explained to you and your school? *[Prompt: clustering arrangements, working relationship with LA, stakeholder engagement and consultation, LEP]*

Section B: BSF processes

Involvement of the school and governing body

Thinking about the governing body and the school's involvement in the BSF process….

9. How has the local authority involved the governing body and your school…
   - in developing the Education Vision for your local authority or for your school?
   - [if applicable] in developing a Strategic Business Case (SBC) and/or Outline Business Case (OBC)?
   - in the activities of a Project Board, Project Team and/or stakeholder Group with the local authority?

10. To what extent have the Governing Body been involved in planning changes to the school buildings and co-ordinating changes to teaching, learning and working within your school?

11. What processes has the Governing Body put in place to consult with parents, staff and pupils (including building design, operational matters, and any employment-related issues)?

12. How have pupils been informed, consulted and/or involved in decisions regarding how BSF operates in your school (in particular the design process?)

13. Overall, do you think that your school has been fully involved in developing the local vision and strategy? Why do you say that?

Clustering approaches to BSF

14. Is your school involved in a cluster in relation to the delivery of BSF in your local authority?

15. If yes, what is the purpose of the cluster and how does it work? Are there any benefits to working in a cluster?

    - Has it improved the way you work with other schools?
    - Has it helped you to look at secondary provision in your area more holistically (i.e. beyond your own school gates)
    - How well do you feel the schools in the cluster are working together?

Management and support

16. What is the project management structure for the BSF process? *[Prompt: at school/LA level who is involved and how? Are roles and responsibilities clear? What is the capacity to deliver?]*

17. What support, advice and guidance have been made available to you and other individuals in this school?

Delivery efficiency

18. How long has it taken you to get to the stage that you are at? Roughly how long has each stage taken? *[See the fieldwork briefing for details of the seven stages]*

19. Is the process too complicated? Are there any bottlenecks?

20. What processes are there in place to manage delivery risks?

21. Is delivery of BSF having any effects on the day-to-day running of the school by the head/SMT? If yes, what?

Overall on the BSF process…

22. What elements of the BSF model/process have worked well? / In what ways could the BSF model be improved?

23. How does the BSF process (management, procurement, delivery) compare to previous programmes of capital investment?

24. What lessons can be learnt from your experience of BSF (management/procurement/delivery) that you would pass on to head teachers / governors in later waves of BSF?

Section C: School estate

25. What is the current state of your school's buildings? [in terms of condition and suitability]

26. [As applicable] What do you think of the quality of new buildings / refurbished buildings? / What do you hope the new BSF designed buildings will achieve? [in terms of condition and suitability; *prompt: basic specification, educational specification, flexibility to adapt to developments in the curriculum, aesthetic appeal]*

48. Overall, are you confident that the school buildings will be well designed to meet the school's needs for the next 20-30 years; with regards to the following…?

    - changing curriculum (specialist schools, vocational options, modern apprenticeships
    - new ways of learning (learning at the individual's own pace, using ICT imaginatively, personalising learning)
    - 'opening up the school' – (e.g. childcare, health care, adult learning, ICT access, sport and leisure use)
    - Inclusion (promoting the inclusion of SEN pupils into mainstream schools)

Section D: Attainment and attitudes

27. What are the expected outcomes as a result of your school's participation in BSF?

28. What do you think has been achieved to date as a result of your school's participation in BSF?

Thinking about pupil attitudes…

29. Do you think school buildings and their design impact on pupil learning and pupil attainment? Why do you say that?

30. Overall, what are your aspirations for the future delivery of BSF?

Section E: Concluding questions

31. Reflecting on your involvement with BSF, what recommendations would you make to improve, if necessary, how BSF operates in your local authority/your school?

32. What recommendations would you make to improve how BSF operates at a national level?

BSF Project Manager / architect

Notes

- Explain the purpose of our evaluation (please refer to fieldwork briefing documents for more details).
- Explain to the project manager that we will report the findings from the schools visits in an anonymised format and that we will not identify any schools / respondents in our report.
- Explain to the project manager that we would like to record the interviews to enable us to report the findings and clarify any points raised in the interview.
- Interviews with the project manager should last a maximum of one hour
- These questions are for use with the BSF project manager only

Introduction

1. Could you outline your present role in relation to your involvement in Building Schools for the Future?

2. Could you outline your key responsibilities in relation to BSF?

Section A: Context and models

BSF project aims and the impact of other Government initiatives

3. What do you hope to achieve from BSF for your school? (what are the main aims and objectives of BSF for your school?)

4. BSF is intended to be about educational transformation and the delivery of wider Government policies (e.g. personalisation of learning, extended schools, 14-19 agenda etc)…

   - …how does BSF impact on the achievement of these policy initiatives?
   - …to what extent is BSF delivering 'educational transformation' (as opposed to it being 'simply a building programme')?

The 'BSF Model'

5. How far has your school got in the BSF process? *[Prompt: Developing an educational vision with the local authority; developing an outline business case; identifying the preferred supplier; Local Education Partnership set up; construction started, and; new/refurbished school building opened]*

6. How would you describe the BSF model operating in your local authority? *[Prompt: number of schools involved, clustering arrangements, extent of autonomy, partnership, extent of joined-up planning and funding, stakeholder engagement and consultation]*

7. How clear are you on the BSF model? Has the BSF processes been clearly explained to you and your school? *[Prompt: clustering arrangements, working relationship with LA, stakeholder engagement and consultation, LEP]*

Section B: BSF processes

We want to understand how the BSF process of management, procurement and delivery have worked for your school:

Consultation and visioning: the involvement of schools

8. To what extent has your school been involved at each stage of the process to date:
   - Creating your local authority Education Vision?
   - Has the local authority involved you in developing a Strategic Business Case (SBC) and/or Outline Business Case (OBC)?
   - Have you / your school been involved in the activities of the Project Board, Project Team and/or Stakeholder Group?

9. What processes are there in place to consult with / how have the following been involved:
   - Pupils?
   - Staff?
   - Parents?
   - Community?

Clustering approaches to BSF

10. Is your school involved in a cluster in relation to the delivery of BSF in your local authority?

11. If yes, what is the purpose of the cluster and how does it work? Are there any benefits to working in a cluster?

    - Has it improved the way you work with other schools?
    - Has it helped you to look at secondary provision in your area more holistically (i.e. beyond your own school gates)
    - How well do you feel the schools in the cluster are working together?
    - Has the cluster-based approach improved the mechanisms in relation to investing in school buildings/ICT?

Delivery efficiency/impact

12. What is the project management structure for BSF in your local authority? *[Prompt: who is involved and how? Are role and responsibilities clear? What is the capacity to deliver?]*

13. How long has it taken you to get to the stage that you are at? *[Note: please refer to the fieldwork briefing document for details of the seven stages involved]*

14. Is the process too complicated? Are there bottlenecks?

15. What processes are there in place to manage delivery risks?

16. Do you expect the renewal of the school estate to take place on time and in budget?

17. Is *delivery of BSF having any effects on the day-to-day running of your school? If yes, what?*

18. *What have been the resourcing implications for you and your SMT from* following *the BSF process (and how have you dealt with them)?*

19. What plans have been put in place / planned to be put in place to minimise any potential disruption to teaching and learning?

Procurement / LEP

If applicable…

20. What is the procurement model / do you have a LEP set up? *[Prompt: Is there a LEP/or is it a series of framework arrangements]*

21. *Where there is a LEP, can you comment on what benefits/disadvantages it brings?*

Overall on the BSF process…

22. What elements of the BSF model/process have worked well?
    - In what ways could the BSF model be improved? **/** What recommendations would you make to improve this model?
    - What are the limitations of the existing BSF model and how can they be overcome?

23. How does the BSF process compare to previous processes of capital delivery?

24. What lessons can be learnt from your experience of BSF (management/procurement/delivery) that you would pass on to schools in later waves of BSF?

25. Are you aware of different models/approaches used in other local authorities? Do you share best practice?

Section C: The school estate

26. What is the current state of your school's buildings? [in terms of condition and suitability]

School design and use of the Exemplar designs

27. Have there been any benefits / disadvantages from the use of exemplar designs? What have they been? [prompt, are they too prescriptive? Are the designs appropriate for this school?]

28. [As applicable] What do you think of the quality of new buildings / refurbished buildings? / What do you hope the new BSF designed buildings will achieve? [in terms of condition and suitability; *prompt: basic specification, educational specification, flexibility to adapt to developments in the curriculum, aesthetic appeal]*

    - *What has been the impact on teaching environments?*
    - *What design features would you highlight as particularly important?*
    - *Do you expect to see any impact on educational attainment?*

Overall impact on school estate

29. Are there any particular design features in your current buildings that you would highlight impact negatively/positively on pupils and/or staff….think about:
    - Learning environment:
      - Flexibility and adaptability
      - light; acoustics; heating; furniture
    - Other spaces – their flexibility and adaptability:
      - Social spaces; resource spaces; staff areas; group spaces
    - Planning:
      - site location/access; ability to expand site; circulation; adaptability
    - Sustainability – energy efficiency; re-cycling

30. Overall, are you confident that the school buildings will be well designed to meet the school's needs for the next 20-30 years; with regards to the following…?

- changing curriculum (specialist schools, vocational options, modern apprenticeships
- new ways of learning (learning at the individual's own pace, using ICT imaginatively, personalising learning)
- 'opening up the school' – (e.g. childcare, health care, adult learning, ICT access, sport and leisure use)
- Inclusion (promoting the inclusion of SEN pupils into mainstream schools)

Section D: Attainment and attitudes

Thinking about pupil attitudes…

26. Do you think school buildings and their design impact on pupil learning and pupil attainment? Why do you say that?

27. Do you think that pupils' attitudes, motivations, behaviour and aspirations are affected by the design and layout of the school buildings? If so, how?

28. Do you think pupils are proud of their school buildings? Why do you say that?

29. Do you think that pupils' attitudes / behaviour / attendance / attainment will change / has changed because of BSF?

Thinking about teaching and learning…..

49. Do you think that the condition / suitability of your current school buildings impacts on the quality of teaching and learning? If so how, and why?

50. Do you think that BSF will enable / has enabled teachers to teach differently? Will it have an impact on teaching pedagogies?

Section E: Concluding questions

31. How do you see BSF moving forward in this school?

32. What recommendations would you make to improve how the initiative operates in this school or at the local authority level?

33. Is there anything else, which we have not discussed, that you would like to add?

Information request(s):

- Ask for any information/data in relation to capital sustainability / non capital sustainability costs

- Ask for information/data in relation to delivery and management costs per pupil place

Local Authority BSF Project Manager / architect

Notes

- Explain the purpose of our evaluation (please refer to fieldwork briefing documents for more details).
- Explain to the LA project manager that we will report the findings from the schools visits in an anonymised format and that we will not identify any schools / respondents in our report.
- Explain to the LA project manager that we would like to record the interviews to enable us to report the findings and clarify any points raised in the interview.
- Interviews with the project manager should last a maximum of one hour
- These questions are for use with the BSF LA project manager only

Introduction

1. Could you outline your present role in relation to your involvement in Building Schools for the Future?

2. Could you outline your key responsibilities in relation to BSF?

3. Could you briefly outline the context of your Local Authority and the schools involved in BSF (prompt: attainment levels, deprivation factors, profile of pupils in school?)

Section A: Context and models

BSF project aims and the impact of other Government initiatives

4. What do are the principal aims and objectives of Building Schools for the Future (BSF) in your LA/in this cluster of schools?

5. What do you hope to achieve from BSF for this cluster of schools?

6. BSF is intended to be about educational transformation and the delivery of wider Government policies (e.g. personalisation of learning, extended schools, 14-19 agenda etc)…

   - …how does BSF impact on the achievement of these wider policy initiatives?
   - …to what extent is BSF delivering 'educational transformation' (as opposed to it being 'simply a building programme')?

7. How well does the BSF project integrate with the wider community

The 'BSF Model'

8. How far have you got in the BSF process?

9. How would you describe the 'BSF model' operating in your local authority? [Prompt: number of schools involved/clustering arrangements, working relationship with schools, extent of joined up planning and funding, stakeholder engagement and consultation]

10. How has this model / approach been developed / agreed with PfS? [prompt: how it been too prescriptive for you? Do you need some flexibility and if so why? – note, we ask about the LEP model they have developed below];

Section B: BSF processes

We want to understand how the BSF process of management, procurement and delivery have worked for your schools:

Consultation and visioning: the involvement of schools

11. Can you describe the process of engagement and consultation with schools / stakeholders?
    - How have you consulted with schools / governors / parents?
    - Are schools engaged on an on-going basis? If so, how? How effective has this been?
    - What has been the impact of BSF on the LA's relationship with schools in the cluster

Clustering approaches to BSF

12. What has been the impact of the cluster approach to BSF? Are there any benefits to working in a cluster?

    - Has it improved the way you work with schools?
    - Has it helped you to look at secondary provision in your area more holistically (i.e. beyond the school gates)
    - How well do you feel the schools in the cluster are working together?

Management and support

13. Could you just briefly describe the structure of the BSF management / delivery team within the LA

    - Who is involved? And how? [prompt: is it educationalists? Or buildings management? And why? What priority is BSF given? *Are roles and responsibilities clear?*]
    - What is the involvement of the Chief Exec? [prompt: is there sufficient sponsorship?]
    - What is the involvement of the Leader? [prompt: is there sufficient sponsorship?]

14. What support, guidance and advice is made available to schools in relation to BSF?

15. What support, advice and guidance has been made available to your LA? How effective has this been?

Delivery efficiency/impact

16. How long has it taken you to get to the stage you are at?

17. Is the process too complicated / are there any bottlenecks? [prompt: what has been the trade off between cost / time / quality?]

18. Is delivery of BSF having any effects on the day-to-day running of the schools? If yes, what?

19. What have been the resourcing implications for the LA / for the schools from following the BSF process (and how have you dealt with them)?

20. What plans have been put in place / planned to be put in place to minimise any potential loss/interruption to service delivery?

21. What processes are there in place to manage delivery risks?

Procurement / LEP

22. What is the procurement model / do you have a LEP set up? [Prompt: Is there a LEP/or is it a series of framework arrangements]

23. Where there is a LEP, can you comment on what benefits/disadvantages it brings?

24. Does your LEP procurement model differ from the PfS 'standard' of LEP with design and build, PFI or a combination of the two? If so, why?

25. Do you think LEPs are well placed to raise educational attainment as well as deliver improved buildings and services [prompt: who is dominant in the LEP? What is the influence of educationalists in the LEP versus construction expertise?]

26. What has been your experience of engaging with suppliers? [prompt: enough competition? Entry/bid costs?

27. What has been the approach to evaluating proposal (following the tendering process)?

Overall on the BSF process…

28. What elements of the BSF model/process have worked well?
    - In what ways could the BSF model be improved?
    - What are the limitations of the existing BSF model and how can they be overcome?

29. How does the BSF process compare to previous processes of capital delivery?

30. What lessons can be learnt from your experience of BSF (management/procurement/delivery) that you would pass on to LAs in later waves of BSF?

Section C: The school estate

34. Overall, are you confident that the school buildings will be well designed to meet the school's needs for the next 20-30 years; with regards to the following…?

    - changing curriculum (specialist schools, vocational options, modern apprenticeships
    - new ways of learning (learning at the individual's own pace, using ICT imaginatively, personalising learning)
    - 'opening up the school' – (e.g. childcare, health care, adult learning, ICT access, sport and leisure use)
    - Inclusion (promoting the inclusion of SEN pupils into mainstream schools)

Section D: Attainment and attitudes

Thinking about pupils….

31. Do you think school buildings and their design impact on pupil learning and pupil attainment? Why do you say that?

32. What do you think the impact of BSF will be on pupil's attainment / engagement

Section E: Concluding questions

33. Overall, what are your aspirations for the future delivery of BSF? *[Prompt: pupil motivation, teacher motivation, quality of teaching, quality of learning, pupil performance]*

34. What are the three key lessons you have learned from your LA's participation in BSF?

Building Schools for the Future

Technical Report

Appendix E: Literature review

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Appendix E: Review of evidence on the impact of school buildings on educational performance

Introduction

1.1 This review of literature provides an overview of existing studies of the links between school buildings and learning and attainment in schools. The purpose of this review is to examine whether existing evidence supports the view that increased capital investment is linked to improvements in school standards and pupil attainment and to consider the implications for the current study.

1.2 We have focused the current review on more recent, relevant research, building on evidence that was reported in the first year of the evaluation of the Academies programme (PwC, 2003).

Summary of key findings

1.3 The key findings from the literature are set out below:

- **School design affects learning:** Empirical studies show that *design attributes* such as noise, heat, cold, light, and air quality impact on teaching and learning;
- **The *negative* impact of *poor design* on pupils and staff is clearly evident:** There are clear links between poor quality school design and poor outcomes for pupils. Inadequate temperature control, lighting, air quality and acoustics have negative impacts on attention, behaviour, attendance and ultimately attainment. The evidence supports bringing poor environments up to an adequate level;
- **The additional benefit of good design for already adequate environments is less clear:** There is very limited evidence on the additionality of improving environments that are already adequate; the evidence points towards build quality (positive outdoor spaces and ease of movement), light (daylight and ease of control of light levels), colour, display and storage but the evidence is not unequivocal;
- **The condition of school buildings affects learning:** Quantitative research shows a clear link exists between overall school building condition (as distinct from age) and pupil attainment. Building age is not an indicator of a building's impact on pupil performance. Existing studies also link building quality to improved student behaviour and attitudes and teacher morale;
- **Some evidence that *capital investment* in school buildings has a positive impact on pupil performance:** The literature looking at capital investment and pupil outcomes in the UK is very limited but suggests some modest evidence of a positive relationship between capital investment and increased educational outcomes. But studies that look at the physical environment alongside many other variables, find that a wide range of other factors have a significant impact on pupil performance and school effectiveness. A lack of longitudinal studies means there is little evidence to support or refute the argument that the main impact of capital on performance is evident over a period of time;
- **ICT investment has a positive impact on outcomes:** The literature on ICT investment illustrates that it can have a positive impact on pupil motivation and engagement. However, for the most part, the literature suggests that higher pupil attainment as a result of using ICT could be an indicator of more effective teaching and particular contextual factors as opposed to the use and impact of ICT *per se*; and

- **User participation in the process of school design is important:** The evidence suggests that the involvement of users in the design and development of the buildings is important and that pupils benefit when they are involved in building planning and design but more research is needed into the ways and degrees of involvement that are most beneficial.

1.4 It is important to distinguish at the outset between the different kinds of study that look at the impact of school capital on outcomes. The research is reviewed in three areas:

- Studies that look at the impact of *individual design attributes* such as light, heat and build quality on teaching and learning;
- Studies that look at the impact of *schools buildings as a whole,* by looking at building condition, school design and capital investment on teaching and learning; and
- Studies that look at the impact of *ICT capital* on teaching and learning.

The impact of design attributes on teaching and learning

1.5 A considerable amount of research has been done into the elements of school design that impact on teaching and learning. An overview of the key findings from this literature is shown below, making a distinction between studies where improvements to the environment have had a positive impact on outcomes; studies where the evidence is inconclusive; and studies where poor design and environment have had a negative impact on outcomes[1]. Overall, the research concludes that:

- Physical elements of the school environment such as light, heat and build quality do impact on pupil attitudes and behaviour, and ultimately levels of attainment.
- The negative impact of *poor* design is more evident; there is a clear relationship between the improvement of very poor learning environments and improvements in pupil morale, motivation and engagement and attainment.
- The positive impact of *good* design is less clear; the benefit of improving already adequate environments for teaching and learning is less evident.

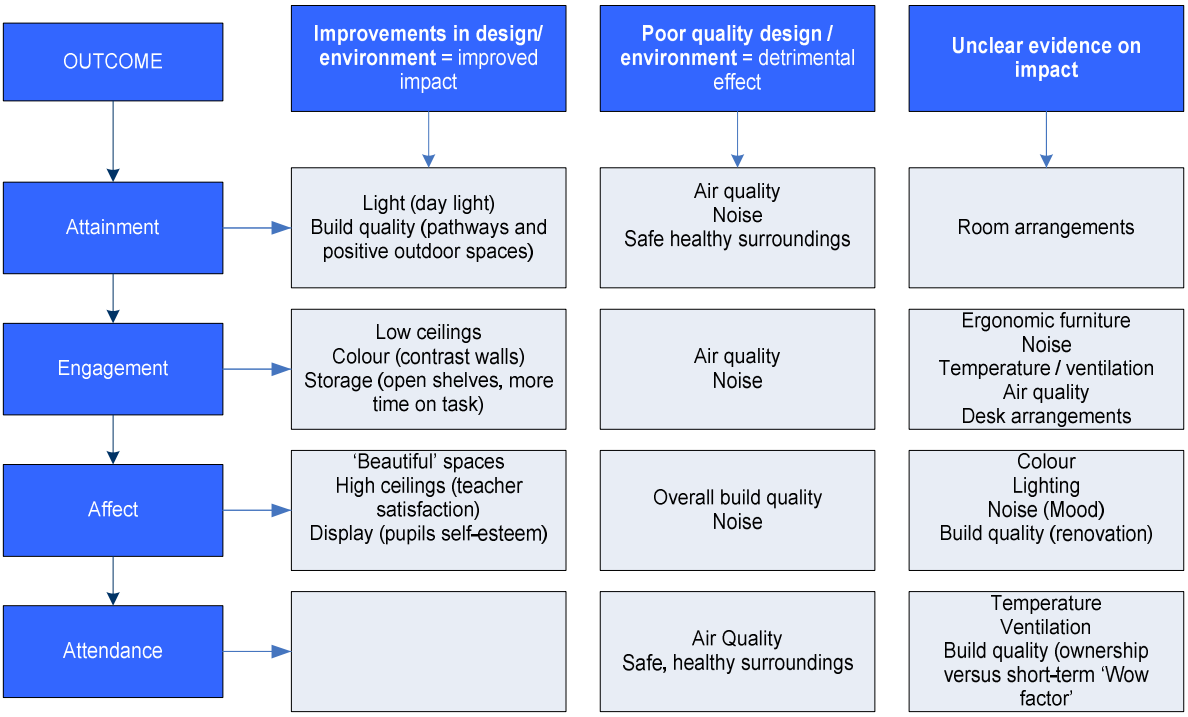
1.6 The literature in this area distinguishes between different kinds of impact. The majority of evidence examines impacts in the following four areas:

- Attainment: improvements in curriculum attainment;
- Engagement: improvements in attention and behaviour;
- Affect: improvements in self-esteem and motivation for staff and pupils and academic self-concept; and
- Attendance: improvements in levels of lateness and non-attendance.

1.7 The findings are summarised in the table below. By way of example when interpreting the table, the top left hand corner box in light blue denotes that studies show that improvements in light and build quality are associated with improvements in pupil attainment.

[1] As described in Woolner at al., 2007, 'A sound foundation? What we know about the impact of environments on learning and the implications for Building Schools for the Future'

Impact of design attributes on teaching and learning outcomes



Source: Adapted from Woolner et al. (2007).

The impact of school buildings on teaching and learning

1.8 A considerable amount of research has been conducted, largely in the US, into the relationship between the condition of school buildings and pupil attitudes, behaviour and attainment. Relatively little research has been undertaken in the UK. A small number of studies have looked at the impact of capital investment on teaching and learning. An overview of the key findings from this literature is shown below.

- There is a clear link between the condition of school buildings and levels of attainment. Newer and better school buildings contribute to higher levels of pupil attainment. The evidence is unequivocal on this effect for improving buildings in a 'poor' condition but some research challenges whether this effect is significant where buildings improve from 'adequate' to 'excellent'.
- The limited evidence on the relationship between capital investment and attainment tentatively points towards a positive relationship between the two but is cautious in claiming any firm links, citing the difficulty of isolating the impact of capital spend from the multitude of factors effecting attainment.
- On balance, evidence suggests that building design does impact on the attitudes, behaviour and morale of staff and pupils. However, the relationships between teaching and learning; pupil performance; and buildings are complex and there is not enough evidence in order to give firm guidance to policy makers on priorities for funding.
- As one important factor in school design, the evidence on the impact of class size on attainment is inconclusive. There is no definitive answer to the questions of whether and by how much reducing class size increases student performance. However when controlling for the endogeneity of class size brought on by the non-random sorting that takes place both between schools and within schools, the weight of the evidence indicates that smaller classes do result in higher student achievement *for some students and some classes*. On balance, a clear evidence base does not exist that allows firm policy advice to be given.
- Evidence on the impact of school size is inconclusive. The US literature consistently shows that small schools are more effective than large ones, and that this effect is more marked for students with lower socio-economic status. These effects are seen across a range of outcomes including improved pupil attitudes and behaviour, improved teacher attitudes, greater parental and community involvement and improvements in attainment. Evidence also suggests that smaller schools may be more cost effective. However, in the UK a review of four studies looking at school size found that achievement increased as school size increased, up to a certain point, after which achievement decreased as school size increased. However, there is great variation in the 'optimum' school size at which attainment is maximised.
- Evidence shows that ICT has a positive impact on a range of intermediate outcomes such as improved behaviour, grater self-esteem, improved attention and focus and an increased level of motivation. Whilst it is difficult to establish firm evidence of a relationship between ICT and pupil attainment because of the difficulty of isolating the effect that ICT has, the evidence points towards a positive relationship.
- Many writers have commented on the symbolic meaning of a particular environment and recent evidence from the Academies evaluation supports this. There is an implication from these studies that ownership and genuine engagement in the design and delivery of capital investment will have a positive knock on effect on the attitudes of pupils and staff towards teaching and learning and, ultimately, attainment. However, there has been very little longitudinal research into the validity of this version of events.

Implications for BSF

1.9 The literature clearly shows that school buildings can have an impact on staff and pupils. Some studies link the effects of building quality to levels of pupil attainment others link building design to pupil behaviour and attitudes. However, while these studies point towards improved outcomes for pupils in higher quality facilities, many are cautious about the causal relationships that exist between school buildings and pupil outcomes and there is not a body of evidence in the UK that shows a positive relationship between capital investment and pupil performance.

1.10 As a schools capital programme, BSF is unprecedented in terms of ambition, scale and complexity. Significant investment is being put in to the rebuild and refurbishment of the secondary school estate. The review of the existing literature raises questions about the impact of investment on pupil attitudes and attainment and highlights the need for more research in to a number of areas to inform future policy decisions:

- **Testing the value of <u>good</u> design quality:** Whilst the evidence is clear on the impact that poor design can have on attainment, there is no similar evidence base to show that *good* design has a positive impact on outcomes. Pupils and staff should have the opportunity through BSF to learn and work in a modern high quality environments but the evidence of

the impact of good design quality on attainment is unclear. The benefit of good design quality needs to be tested in the BSF programme;

- **Testing the impact of innovative design for teaching and learning:** BSF is about creating school buildings that are effective for teaching and learning requirements today and in the future. Learning environments are evolving and this will impact on the nature and form that the school should take in the future. Schools have the opportunity to look at new ways of teaching and learning and how the school design and environment needs to adapt to support this but these design changes are untested, but innovation needs to be tested. The impact of innovative design and the interaction of different design features need to be challenged and tested for their effectiveness and the learning shared;

- **Understanding the relative value of investment in different area:** There is not enough evidence in the existing literature to give clear guidance to policy makers on relative benefits of funding capital investment in different areas of the school or different aspects of the school design. Whist there is clear evidence of a link between pupil achievement and the condition of school buildings, more evidence is needed about the types of capital investment that have the most impact on teaching and learning. There is little evidence on the relative impact of different forms of investment such as refurbishment, re-build and ICT. Research is needed to better inform policy advice on the types of capital investment that are most beneficial for teaching and learning. BSF presents an opportunity to look at the cost benefit of different types of investment to help set priorities for funding;

- **Understanding the causal relationship between school buildings and an effective school environment:** Whilst the existing literature identifies a relationship between school buildings and pupil outcomes, it is hesitant about describing the nature of any causal relationship. The impact of school buildings does not take place in a vacuum and it is difficult to come to firm conclusions about the impact of school buildings because of complex interacting factors such as the nature of school leadership; pedagogical factors; socio-cultural factors; and a changing curriculum which all influence attainment. Further research is needed to try and un-pick the nature of the relationship between school buildings and teaching and learning, taking account of the context within which schools are working, but also to take a more holistic view of the factors responsible for creating an effective school environment; and

- **Understanding how the relationship staff and pupils have with their built environment develops:** Staff and pupils may not naturally think about the school buildings as a factor influencing attitudes and attainment. Some evidence suggests that involving users in genuine participation in the design and development of buildings is more likely to lead to the emergence of a better built environment. It is reasonable to argue that an inclusive design process that builds consensus and ownership is more likely to generate greater benefits and an awareness of the impact of good school design. The processes of delivery in BSF emphasise the importance of the visioning and consultation processes in delivering educational transformation but experiences of these processes will be different and the impact of different methods and degrees of involvement of staff and pupils in that process needs to be explored.

1.11 In conclusion, there is clear evidence to show that physical capital does have effects on teachers and pupils, but given the ambition, scale and complexity of BSF, there is a need for further evidence to support policy makers on how to deliver the best outcomes from BSF. In particular, it is difficult to come to conclusions about the cause and effect relationships between school buildings and teaching and learning because of the wider factors that go in to making an effective school environment.

1.12 The remainder of this appendix sets out the findings of the review under the following headings:

- *The impact of design attributes:* studies that look at the relationship between individual design attributes such as light, heat and build quality on teaching and learning;
- *The impact of building condition and design:* studies that look at the relationship between measures of the quality of school buildings as a whole, such as building condition, capital investment, building size and class size and teaching and learning; and
- *The impact of ICT capital:* studies that look at the relationship between ICT capital investment and teaching and learning.

The impact of design on teaching and learning

1.13 A number of empirical studies look at the impact of individual elements of the physical design and environment on teaching and learning. In the paragraphs below we highlight some of the important design features of buildings that the literature suggests have an important effect on student attitudes, motivations and attainment.

1.14 Woolner's *et al.* (2007) review of the design literature draws out the links between different aspects of building design and their impacts on staff and pupils. In their review of a large number of studies (over 200), their main conclusions were that:

- There is a clear link between poor (detrimental) quality school buildings and classrooms and poor outcomes for learners;
- That there is equivocal evidence of the impact of contextual factors (e.g. room arrangements and furniture) on pupil outcomes; and
- There are some areas where there appears to be good evidence to support changes to 'already adequate' environments to bring about improvements in learner and teacher affect, engagement and attainment.[2]

Lighting

1.15 The evidence suggests that lighting affects mood and attitude, which might then influence pupil attainment. This was the conclusion reached by Woolner *et al* (2007) in their recent review of the available evidence. Part of their review focused on the impact of lighting on health related issues such as 'headaches, eyestrain and fatigue, which are often exacerbated by inadequate lighting or shielding from glare associated with the use of ICT.' (Woolner *et al.,* 2007, p. 53). The evidence presented to suggest that lighting effects mood and attitude is, on balance, mixed with Veitch (1997) suggest that lighting has no effect on mood or performance.

1.16 In contrast, a study by Heschong and Mahone Group (1999) in California and which analysed the test results of over 21,000 student records from three school districts in the US found that controlling for other variables, that students with the most natural daylight in their classrooms progressed 20 percentage points faster in mathematics tests and 26 percentage points faster in reading tests in one year than those with the least amount of natural light (CABE, 2002). In addition, this study, undertaken by CABE, pointed to other research evidence from a doctoral thesis that indicated that pupils based in newly refurbished facilities and classrooms with the most daylight achieved higher test scores (between 7% and 18% higher) than those with the least daylight.

[2] The authors, however, point to a low number of observations in some of the studies they have reviewed.

1.17 On balance, therefore, the available evidence suggest that good lighting (daylight) can have a positive effect on morale and mood, with some studies suggesting that it can contribute to improved student attainment.

Air conditioning / quality

1.18 Earthman (2004) rated temperature, heating and air quality as the most important individual elements for student achievement. Woolner *et al.* (2007) present a range of evidence to suggest that air quality improves morale and mood and increases attendance and standardised results (Berry, 2002); that air quality was highly likely to affect student behaviour and outcomes (Fisher, 2001) and that improved air quality could be linked to improved attendance amongst children which would have implications for children learning and achievement (Rosen and Richardson, 1999).

1.19 Examining the importance of air quality and its impact on staff retention in the higher education context (Cabe, 2005), it was found air quality and ventilation was not reported by staff to be highly significant (percentage of respondents noting that air quality was very positive/positive impact on retention) with only 32% of respondents noting this as having a positive or very positive impact on retention.

1.20 The available evidence suggests, therefore, that air conditioning / quality do have some impact on morale and mood and that it is likely to impact on student behaviours and outcomes. Whilst this may be the case, air conditioning units can have a negative impact, through the noise they make, on the acoustics and noise level within classrooms. In addition, there is little evidence to suggest that air quality has a positive or very positive impact on retention.

1.21 In addition, a recent literature review by Higgins et al. (2005) emphasizes temperature and air quality as being important factors in student learning. It notes that the literature traditionally emphasized the importance of comfortable air temperatures; however, recent evidence by Shield and Dockrell (2004) finds that air conditioning, ventilation, and heating systems also have negative consequences as they contribute quite markedly to classroom level noise.

Heating and noise

1.22 The evidence relating to the impacts on noise relate mainly to the impact of chronic external noise due to, for example, aircraft or road traffic. Woolner *et al.* (2007). However, beyond this, the main concern in the literature has been the preoccupation with the impact of internal noise ('inside the classroom') on pupil learning. Woolner's study provides no evidence of empirical studies that examine the impact of various forms of noise on pupil engagement, motivation or attainment but does, however, highlight the negative impact that heating systems may have in generating noise in the classroom but no evidence to suggest that this is linked in any way to changes in pupil motivation, engagement and attainment.

Build quality

1.23 As reported in Woolner's (2007); there is evidence that the provision of new buildings or the renovation of old ones can have positive effects on motivation and engagement (Berry, 2002). Tanner (2000) found some school design features correlate with attainment, in particular 'pathways' that encourage ease of movement and avoid feelings of crowding and 'positive outdoor spaces' that are well designed and maintained. However these positive factors are tempered by evidence that these effects can be short-term as new cohorts of pupils do not have the same chance to personalise the space (Killeen, 2003).

1.24 It should be noted that we have not examined in any detail the impact of colour, room furniture and room arrangement, however as Woolner (2007) note, the evidence in these areas is less extensive and equivocal in its findings, at best providing limited, empirical evidence to suggest

that these have a significant effect on pupil morale, motivation, engagement and attainment.

Summary

1.25 School design effects learning. Overall, evidence shows that physical elements of the school environment do impact on school effectiveness. In those environments which are classified as 'poor'/'very poor', the evidence is more robust.

1.26 A review of research studies by Clark (2002) identifies the following 'structural' and 'cosmetic' factors as influencing learning[3]:

> *Structural:* building age, windows, flooring, hearing, air-conditioning, roof leaks, adjacent facilities, locker conditions, ceiling material, equipment, lighting, colour, noise, student density (m^2/student), site acreage.
>
> *Cosmetic:* interior painting, exterior painting, floors swept, floors mopped, graffiti, furniture, landscaping.

1.27 Whilst the factors outlined above are not consistently significant in all the studies, there are some patterns that emerge.

1.28 Woolner (2007) in their review of the literature made a distinction between evidence of poor quality factors having a detrimental effect, and evidence of improvements in the environment leading to improvement. The key findings are summarised below:

- *The negative impact of poor design is clear:* evidence shows a convincing relationship between the improvement of very poor learning environment and improvements in pupil morale, motivation and engagement and attainment; and
- *The positive impact of good design is less clear:* evidence to support the idea that improvements in already 'adequate' environments are linked to positive improvements is less convincing.

	Attainment	Engagement	Affect	Attendance
Improvement of design / environment leads to improvement	Light (daylight) Build quality (pathways and positive outdoor spaces)	Low ceilings Colour (contrast walls) Storage (open shelves, more time on task)	'Beautiful' spaces High ceilings (teacher satisfaction) Display (pupils self-esteem)	
Poor quality design / environment leads to detrimental effect	Air quality Noise Safe, healthy surroundings	Air quality Noise	Overall build quality Noise	Air quality Safe, healthy surroundings

1.29 The evidence is clear that poor design has detrimental effects on engagement, attitudes, behaviour, attendance and, ultimately, attainment. As Woolner (2007) notes, some commentators have warned against being too confident of a definite effect on achievement (Weinstein, 1979). Other more recent reviews have been more positive about the links between design and attainment, although these tend to be cases of poor performance in

[3] Adapted from Australian Department of Education, Training and Youth Affairs, 1999.

schools with poor environments (Schneider, 2002; Young et al., 2003). Beyond the need to improve poor design and bring poor design up to an acceptable standard, these is less evidence to inform policy on the benefits and priorities for funding to improve already adequate environments. The evaluation of BSF provides the opportunity to further test this evidence base.

The impact of building condition and design on teaching and learning

1.30 The studies described above examine the relationship between single design factors and teaching and learning. A large number of studies, particularly from the US, have examined the impact of school buildings as a whole on educational outcomes. These look at variables such as building condition, capital investment, class size and school size.

1.31 Some commentators support an assumption that school design has a positive effect on pupil outcomes, for example, CABE argue that "it is widely accepted that the built environment contributes to teaching and learning outcomes" (see CABE, 2004, p.5), the Audit Commission (2003a) note, "the quality of school buildings is important for supporting effective teaching and learning". However the clear empirical evidence for this link is challenged (Woolner et al, 2007) and CABE acknowledge that whilst there have been a number of studies that have tried to establish a link between the nature and quality of the physical environment and the learning outcomes associated with these environments, it has been difficult to support 'explicit' links (i.e. cause-and-effect). Furthermore, whilst there may well be underpinning universal design principles with explicit links to learning outcomes, some of the effects and impacts of buildings may be highly context specific such as understanding the local learning culture and understanding the relationships between (and impact of) policy, pedagogy and environment (see CABE, 2004, p.6).

Building condition and attainment

1.32 A number of studies have found evidence that asserts a general link between building condition and attainment. These studies use the same basic approach, making an assessment of building condition to classify them from poor to good, and then comparing pupil test scores with the building condition. For example:

- Edwards (1992) found that student's standardised achievement scores rose by 5.5% as a school's physical environment improved from one design category to the next e.g. from 'poor' to 'fair' to 'excellent' whilst controlling for other variables such as a student's economic status;
- Earthman et al. (1995) in a series of American studies on the relationship between pupil performance, achievement, behaviour and the built environment found that scores for the Comprehensive Test of Basic Skills amongst students aged 16-17 in well designed high schools in North Dakota were between 1% and 11% higher than those in poorly designed high school buildings;
- A study of Academic Proficiency test results in small, rural high schools in Virginia, USA indicated a positive relationship between building condition and student achievement (Cash, 1993);

- Maxwell (1998) provides evidence from a longitudinal study in the US, in which exam performances were compared across a number of schools in Syracuse over a 12 year period before and after renovations. The results suggested that performance improved after renovations, although the effects were not always statistically significant. Looking at attainment before and after works were undertaken, a statistically significant relationship was found between newer facilities and higher mathematics scores, although reading scores were not significantly correlated with facility condition. Unsurprisingly, performance dropped during renovations;

- More recently, Al-Enezi (2004) found a significant positive relationship between the overall structural and cosmetic building condition and student achievement in a study of 56 public high schools in Kuwait; and

- Lewis (2000) tried to isolate the effect of school quality on attainment scores in Milwaukee. The study found a significant relationship between facility condition and student achievement. Good facilities had a major impact on learning.

1.33 Rutter *et al.* (1979) found building conditions to be an important factor in pupil performance. Subsequently, similar evidence has been found by numerous other studies in the literature (Chubb, 1988; Mortimore, 1991, 1993; Mortimore *et al.,* 1988; Berner, 1993). Given this, and the weight of evidence presented above, there is support for a link between building condition and pupil attainment.

1.34 More recently, Estyn (2007) examines the performance of students before and after moving into new school buildings and finds that building conditions do matter. The evidence base largely consists of visits to eight local education authorities and eight schools in Wales, in addition to the analyses of data from 74 Welsh schools. Making basic student attainment comparisons, they find that pupils' achievement significantly improved in the new buildings, with particularly noticeable gains in those schools situated in socially and economically deprived communities. The range of improvement within secondary schools was between -5 and 10 percentage points, with an average of 3.9 percentage points. In elementary schools, the range of improvement was between -8 and 45 percentage points and an average of 11.6 points.

1.35 In a summary of the literature, Schneider (2002) concludes that there is "a consensus that newer and better school buildings contribute to higher student scores on standardised tests" although he notes some methodological challenges with these studies. In particular, accurately isolating and establishing a buildings' *condition* as distinct from its age, as building *age* is found not to be an indicator of a building's impact on pupil performance; older buildings "can still provide, with some modernisation, excellent learning environments; many newer schools built in the cost conscious 1960s and 1970s do not".

1.36 Similarly, Earthman (2004) concludes that the literature shows "there is a link between student achievement and the condition of the school building. …the condition of the building …does in fact influence how they will learn" and Clark (2002) in a review for the Institute of Education concludes that "quantitative research overall implies that a relationship exists between school buildings and achievement"

1.37 However, as Woolner (2007) reports, some studies suggest that the evidence of impact is clearer when it is looking at the 'lower extremes' of provision. Earthman (2004) found that while inadequate school buildings contribute to poor student performance, there was not convincing evidence that schools need be anything more than adequate. Stricherz (2000) notes that student achievement lags in inadequate school buildings but suggests there is no hard evidence to prove that student performance rises when facilities improve well beyond the norm. "Research does show that student achievement lags in shabby school buildings—those

with no science labs, inadequate ventilation, and faulty heating systems," Stricherz says. "But it does not show that student performance rises when facilities go from the equivalent of a Ford to a Ferrari".

Capital investment and attainment

1.38 An on-going issue in the economics of education literature relates to the estimation of the effect of additional resources (either financial or non-financial) on education attainment. Most of the economic literature examines overall school expenditure rather than specifically capital expenditure (although capital expenditure would be one element of such expenditure). Very little evidence looks specifically at capital investment and there is no significant body of longitudinal research that investigates the potential lagged effect of investment benefits being realised over a period of time.

1.39 An influential meta-analysis by Hanushek (2003) looked at 163 estimates of total expenditure per pupil from 89 individual publications. Of these, 27% of the estimates of total expenditure showed a statistically significant relationship with pupil attainment, 66% of the estimates were statistically insignificant, including capital expenditure per pupil.

1.40 Evidence from the UK is very limited. One substantial study undertaken in the UK was by PwC (2000) which empirically examined the relationship between capital investment in schools and subsequent academic achievement (PwC, 2000). Based on an analysis of aggregate measures of capital spend and pupil performance in 1,916 schools in England, combined with qualitative interviews at schools in five Local Education Authorities, the study finds some evidence of a positive and statistically significant relationship between capital investment and pupil performance, however this is not universally positive or significant.

1.41 Reflecting the range of factors that directly and indirectly influence school effectiveness the study also found that the absolute size of the effect of capital investment on pupil performance is relatively weak compared to other characteristics of the school, in particular the socio-economic composition of the school. In addition, schools in which a larger proportion of pupils are eligible for free school meals generally improve their performance by less than those in schools in which only a small proportion of pupils are eligible.

1.42 Interestingly, the study also found that the relationship between capital and pupil performance is found to be consistently stronger in schools starting from a lower level of academic achievement compared to schools whose performance levels at the beginning of the period are relatively high.

1.43 A follow up study, (PwC, 2003) found some additional evidence of a positive and statistically significant relationship between capital investment and pupil performance. This study examined different types of capital investment and found that spending on suitability-related areas of investment (i.e. investment that ensures the buildings are as appropriate as possible for the teaching of the curriculum) had a greater impact on performance than condition related investment (i.e. ensuring that the buildings are in a good enough condition to enable the pupils to be educated).

1.44 In summary, there is very little literature on the relationship between capital investment and attainment. The evidence that exists does tentatively point towards a positive relationship but is cautious in claiming any firm links, citing the difficulty of isolating the impact of capital spend from the multitude of factors effecting attainment.

Building condition and pupil and teacher attitudes

1.45 While many studies look at the link between school building condition and attainment, others look at the links with pupil attitudes and behaviour. Earthman (1995) found that schools that

had higher quality buildings had fewer disciplinary incidents and in a follow up study (Earthman, 2004) he found that inadequate school buildings lower pupil morale (although he was not convinced of the benefit of school buildings being anything more than adequate). PwC (2000) found that the attitudes, behaviour and relationships amongst pupils and staff are more conductive to learning in those schools that have had significant capital investment.

1.46 In a recent summary of the literature, Schneider (2002) reports that on balance studies found that there were fewer disciplinary incidents as building quality improves and that discipline was better in newer buildings. Although he cites some evidence where disciplinary incidents actually increased in schools with newer and better buildings, possibly caused by the stricter discipline standards in these newer schools, among other factors.

1.47 A study of capital investment in new Academy school (PwC, 2005) found that the majority of parents, pupils and staff thought that new buildings contributed positively to the pupils' learning experiences. Teachers were generally positive about the increased maturity that pupils displayed towards their learning as a result of the new buildings and commented on the overall improvements in the pupils' behaviour and attitudes. Following years of this longitudinal study have reiterated these findings. In the latest evaluation report (PwC, 2007), researchers find that moving into the new Academy building is a significant enabler to improving behaviour and raising aspirations.

1.48 Other studies have looked at the links between building condition and teacher attitudes and morale. The findings of this body of research support the links and provide explanations for the pupil performance effects described earlier. Corcoran *et al.* (1988) find that poor building conditions lead to higher teacher absenteeism, higher job-flow, lower job-satisfaction and lower effort. Poplin and Weeres (1992) argue that a depressed physical environment is believed by pupils to reflect society's lack of priority for their education and is therefore detrimental to morale and effort. Also in this vein of research, Lezote (1989) argues that a safe and orderly environment' is good for pupil performance.

1.49 The importance of teacher quality in relation to school buildings is highlighted in PwC's study (2000) which suggests that good teaching takes place in schools with a good physical environment, i.e. in schools where the quality of the capital stock is judged to be favourable. The qualitative fieldwork found that, in the opinion of head teachers, capital investment was found to be an important lever on teacher motivation through, for example, the boost to teacher morale created by working in a good quality environment.

1.50 BSF will deliver a significant number of new schools and there is little evidence that examines the effects of teacher quality in the context of new schools. Fink (1997) finds that teachers in new schools usually enjoy positive relationships with colleagues, students and the community; they typically share a view of education which is more egalitarian, democratic and pupil-centred. However, working in new schools requires teachers to invest a good deal of their own time in the early stages of school development, and this is not sustainable. There is evidence of attrition in enthusiasm and innovation in new schools; new schools often begin with a strong sense of purpose, high levels of collegiality, dedication, motivation and staff morale that tails-off over time.

1.51 On balance, the evidence suggests that poorly designed buildings can impact on the morale and motivation of both staff and pupils. However, the relationships between teaching and learning; pupil performance; and buildings are complex and there is not enough evidence in order to give firm guidance to policy makers on priorities for funding. As Woolner (2007) notes:

"The relationship between people and their environment is complex and therefore any outcomes from a change in setting are likely to be produced through an involved chain of events. It is the defining and understanding of these mediating chains that is key and must take account of issues relating to ownership, relevance, purpose and permanence".

1.52 Woolner goes on to highlight how many writers have commented on the symbolic meaning of a particular environment and notes the example of a recent school that opened where the headteacher reported "this is more than just another school in Hackney: it is a symbolic school, an emblem, saying these places should be where children from all backgrounds in inner city areas should come and be successful" (Ward, 2004). PwC (2005) found in the evaluation of new Academy buildings that a significant part of improvements in pupils' behaviour in the new buildings was attributed to the messages that accompanied the new buildings: pupils are valued, learning is valued and good buildings are a tangible reflection of this. This finding is reiterated in the most recent Academies evaluation report (PwC, 2007), one Academy principle reporting that:

"It [the new building] does not make the school, but it has changed aspirations in a way and so all of the hopes that went into it of something that was probably the first new thing that this community has ever had really; and it is a real symbol. It is not just bricks and mortar and a really impressive building but a really impressive building that is imminently fit for purpose."

1.53 More research is needed into how the environment can produce effects on staff and pupils in order to identify the nature of the relationship between environment and pupil and staff attitudes and behaviour in order to inform what type of capital investment is most effective.

School size

1.54 Building size is an important factor in school design and an important question for studying the impact and value for money of investment through BSF. A number of studies have looked at the links between school size and pupil outcomes and the evidence argues that small schools are more effective than large ones, and that this effect is more marked for students with lower socio-economic status.

1.55 Evidence points towards smaller schools creating a better learning environment. Walsey et al. (2000) argue that small schools can improve education through using small, more intimate learning communities where pupils are well-known, can be encouraged by adults who care for them; reducing isolation of pupils; and encouraging teachers to use their expertise. Public opinion research by Public Agenda (2002) found that two-thirds of parents interviewed believed that smaller schools would engender a better sense of community, have leaders that would be better able to identify and address weak teaching practice, and would be better able to personalise learning. Conversely, two-thirds of parents thought larger schools were more likely to have discipline problem.

1.56 Evidence finds positive effects from small school sizes across the a number of outcomes, including, as summarised in Schneider (2000):

- *Improvements in pupil attitudes and behaviour and higher attendance rates*: Nathan and Febey (2001) argue that smaller schools were associated with providing a safer place for students; a more positive environment; fewer discipline; higher levels of satisfaction amongst pupils, staff and parents; and higher achievement;
- *Improvement in teacher attitudes*: Lee and Loeb (2000) found more positive teacher attitudes in small school in Chicago;
- *Economies of scale quickly become diseconomies of scale as schools grow in size; however care must be taken in interpreting this finding based on evidence from the US*

where schools are, on average, larger than in the UK. (Steifel et al. 2000);

- *Improvements in wider community and parental involvement*: Schneider et al. (2000) found that small schools often encourage parental involvement, which benefits pupils and the community; and
- *Improvements in attainment levels*: Keller (2000) found that small schools consistently outperformed large ones based on evidence from 13,000 schools in the US.

1.57 The majority of this evidence comes from studies in the U.S. A review of four British studies which control for prior attainment found that they are consistent in finding that achievement increased as school size increased, up to a certain point, after which achievement decreased as school size increased (Garrett et al., 2004). However there is great variation in the 'optimum' school size at which attainment is maximised.

1.58 In summary, the evidence is inconclusive. Whilst studies in the US find that small school buildings are associated with a range of positive outcomes, as noted in Schneider's summary of the literature (2002), different studies use different definitions of 'small' and future research would benefit from a clearer definition of what constitutes a small school environment.

Class size

1.59 Class size is an important factor in school design not least because it is a key driver of building planning and design, construction, cost and maintenance and also a key driver of staff resourcing. There has been much debate on the benefits of reduced class size with the evidence to date proving inconclusive, with much discussion around the methods used in studies in this field.

1.60 A body of work has been undertaken in this area by economists using education production functions to estimate how different school elements (such as class size) affect pupil attainment. One of the leading proponents in this field is Hanushek. Consistent with his earlier studies summarised in our literature review for the Academies evaluation (PwC, 2003) Hanushek's more recent meta-analysis (2003), based on an investigation of 89 separate articles up to 1994, argues that class size has no impact on attainment. He counted 376 estimates of the effects of resources on student performance of which 276 relate to the impact of higher teacher-pupil ratios. He finds that only 14 percent of these yield a statistically significant positive sign, which is equal to the proportion of those that give a statistically significant negative sign. Importantly, 72 percent of the estimates are not statistically significant. Other studies have also found that class size has no effect on attainment (Hoxby, 2000; Johnson, 2000).

1.61 Krueger (2003) criticizes both the study selection and the weighting methods employed by Hanushek. He questions the criteria employed in the selection of the studies and whether Hanushek adhered to it completely. Importantly, Krueger shows that Hanushek's results depend critically on whether the studies are accorded equal weight. If each publication is given equal weight, as Hanushek did, then resources (including class size) are shown not to be systematically related to pupil achievement. If instead publications are weighted in proportion to the number of estimates they yield, then a link between class size and achievement is found. Krueger also found that if studies are weighted according to the quality of the journal in which they are published then, again, a link is found.

1.62 Other recent studies show mixed results on the impact of reduced class size. Rivkin et al. (2005) use matched panel data set of students in Texas to investigate the relevance of policies related to school resources. They find that class size has a modest statistically significant effect on reading and mathematics achievement growth, but the benefits decline as students proceed through school. Krueger (1999) finds class size to have significant effects on

student achievement. Using data on both students and teachers from a large scale randomized Tennessee experiment, known as Project STAR, he finds that student performance, measured by standardized test results, increases by four percentile points the first year which students attend small classes. In subsequent years, the test score advantage of students in small classes expands by one percentile point per year. Nye (1999) also examined the long term effects of STAR and found that more time spent in small classes is positively related to higher achievement.

1.63 Levacic and Vignoles (2002) carried out a review of UK studies in the area. Only four studies could be examined based on the criteria they employed to include only quantitative studies using sophisticated statistical methods. They found that:

- *Cla*ss size: The one study that looked at the effect of class size on examination results finds there to be a significant relationship, but it is a positive sign (Dolton and Vignoles, 1999);
- Pupil: teacher ratio: The *school* pupil teacher ratio was found to impact academic achievement in only two out of the four studies (Dustmann et al., 2003 and Dolton and Vignoles, 1999); and
- LEA expenditure: Two studies examined local education authority (LEA) expenditures per pupil and both found they do not *affect* examination results (Dolton and Vignoles, 1999 and Dearden et al., 2002).

1.64 The effect of class size on student achievement is explored by Averett and McLennon (2004) in a comprehensive literature review which finds that "[t]here is no definitive answer to the questions of whether and by how much reducing class size increases student performance. However when examining those studies that carefully control for the endogeneity of class size brought on by the non-random sorting that takes place both between schools and within schools, the weight of the evidence indicates to us that smaller classes do result in higher student achievement for some students and some classes."

1.65 In summary, the evidence for the effect of class size on attainment is ambiguous. On balance, the weight of evidence in the literature falls on the side of a positive impact of small class size however none of the econometric studies have found very large effects and further work is needed before there is an evidence base that allows firm policy advice to be given.

ICT investment

1.66 This section briefly summarises the more recent literature that looks specifically at the impact of ICT capital investment on attainment. As with studies looking at the impact of capital investment on school buildings, it is not easy to identify and isolate the impact of ICT investment on pupil performance. Commentators[4] acknowledge that benefits are not easy to identify and may appear (or disappear) over time; that characteristics of the learners and the learning environment can have effects; and that the quality of teachers may also be a significant factor in ICT's impact.

1.67 To the extent these factors can be observed, the present study will seek to isolate the impact of ICT investment. Furthermore, it will consider whether there is any 'additionality' effect in schools where ICT investment is delivered alongside capital investment in the learning environment.

Intermediate outcomes

[4] British Educational Communications and Technology Agency presentation on Understanding the Impact of ICT, 2006

1.68 Evidence points towards a positive impact from ICT on pupil motivation and attitudes towards teaching and learning.

1.69 Passey et al. (2004) study the impact of ICT investment on intermediate outcomes, in particular pupil motivation. Summarising their findings:

- ICT use by pupils and teachers led to positive motivational outcomes, supporting a focus on learning;
- There were indicators that the motivation arising from the use of ICT was linked to improvements in attainment in some subjects;
- There was also a gender effect, with boys' motivation to learn particularly advantaged;
- Socio-economic background did have some impact where this was linked to limited access or out of school support for ICT use; and
- There was also some evidence that ICT impacted positively on behaviour both inside and outside school.

1.70 A number of other studies support Passey's findings and identify motivational effects as being an important outcome and benefit of ICT investment, as cited in BECTA's summary of the literature (2003a).

- Motivational outcomes are seen for pupils from ICT use across different curriculum subjects Watson (1993), Cox (1997) and Denning (1997);
- On-line learning can engage de-motivated pupils (Duckworth 2001, Harris and Kington 2002);
- Improved confidence, motivation and self-esteem particularly for children with special educational needs and disaffected pupils (Passey, 2000); and
- Students are generally more 'on task' and express more positive feelings when using computers to complete tasks compared to when they are not (Becker, 2000).

1.71 Again, as with the research on buildings, drawing firm conclusions on the impact of ICT is complicated by the context in which ICT is used. Improvements in attitudes and behaviour will be dependent upon the ways in which ICT is used by teachers and pupils as an effective pedagogical tool. However, it is apparent from the evidence that ICT has a positive impact on a range of intermediate outcomes such as improved behaviour, greater self-esteem, improved attention and focus and an increased level of motivation.

Specific technologies

1.72 Recent studies have also looked at the impact of specific technologies, and found positive effects on intermediate outcomes; in particular:

- Teacher use of Interactive whiteboards (IWB) enhances the nature of teaching and learning through an enhanced interactive approach between pupil and teacher (Miller et al., 2004);
- The IWB pilot study (Higgins et al., 2005) found pupils and staff were very positive about the value of IWB. The study found a positive attainment impact for low performing pupils in English, although no other statistically significant effects on attainment were identified and

performance gains in Maths in year 1 were not sustained in year 2;

- Improved broadband connectivity is linked to a greater use of online resources and a growth in pupil led research; there is also a link between increased bandwidth in schools and KS4 attainment (Underwood et al., 2005); and

- Controlling for other factors, levels of ICT use at home for subject learning are linked statistically to better performance in Maths in years 6, 9 and 11 and English in year 11 (although substantial use of ICT for recreational uses is linked with a decline in attainment for boys) (Valentine et al., 2005).

Pupil attainment and whole school effectiveness

1.73 Ofsted (2001) in reporting on improvements in pupil's ICT capabilities identified an emerging link between high standards across the curriculum and good ICT provision, although this effect varied across subjects.

1.74 Studies by Becta (2000, 2001a, 2001b) indicate the enhanced attainment that uses of ICT can bring to schools and to pupils, and a part of this was the recognition of the motivational effect described above. More specific findings have emerged as a result of the ImpaCT 2 study (Harrison et al., 2002), the Pathfinder evaluation study (Somekh et al., 2001), and the Home ICT and School study (DfES, 2001).

1.75 Becta's (2003b) review of ICT and standards in secondary schools examines test and examination results and whole school level judgements about teaching and learning made by Ofsted and ICT provision. It finds a positive relationship between good ICT learning opportunities and higher pupil achievement in secondary education. Schools that make good use of ICT within subjects at Key Stage 3 and GCSE level achieve better results than those who do not, especially where such schools have access to good ICT resources. Schools assessed as having higher levels of e-maturity demonstrated more a rapid increase in performance scores than those with lower levels. The study is also consistent with research cited above that finds a number of additional positive relationships between ICT learning opportunities and other measures such as pupils' attitudes, behaviour and attendance, and the views of their parents about the school.

1.76 The study identifies five 'ICT enablers' in the effective use of ICT in schools. One of these relates specifically to ICT capital investment: good ICT resources must be present for a secondary school to offer good ICT learning opportunities to pupils. However, good ICT resources alone will not guarantee good ICT learning opportunities. Schools with more ICT enablers in place tend to achieve better results in English, Maths and Science at GCSE. As with the studies looking at the impact of school building, these highlight a number of non-capital related factors that impact pupil attainment. The five ICT enablers are:

- ICT resources - includes the quantity and quality of ICT hardware, software, and data sources such as CD-ROMs, but also books and supporting materials';

- School leadership – based on the assessment by Ofsted of school leadership and management in raising achievement and supporting all learners';

- ICT leadership – the quality of ICT leadership and management of ICT in a school';

- General teaching – based on the assessment by Ofsted of the effectiveness of teaching and learning in meeting the full range of learners' needs; and

- ICT teaching – the quality of ICT teaching in a school.

1.77 Socio-economic factors also come into play. Becta's (2003b) review finds that there is no notable difference in ICT resources in schools in different socio-economic circumstances. However, schools in higher social grades are able to offer better ICT learning opportunities, although this may be attributable in part to general standards of teaching which tend to be higher in those schools in higher socio-economic grades. Satisfactory or better prior attainment has an association with a higher incidence of good ICT learning opportunities, but good ICT learning opportunities still exist when attainment on entry is unsatisfactory.

1.78 Cox *et al.* (2003), in their review of the literature on ICT and pupil attainment stress that the impact of ICT is dependent upon the context in which it is used. In particular, they note that teachers' pedagogies have a large effect on pupils' attainment through a number of factors such as the selection of the ICT resource and the way the resource is used with pupils in lessons. Studies often cannot factor out the influence of the teacher, although this does not mean that there is no contribution from using ICT. This contextual effect is supported by Laurillard (1994) and Joy II and Garcia (2000) who suggest that the context of the use of ICT determines any effects that ICT may have on attainment, and that it is extremely difficult to separate the uses that new technologies are put to from the context of their use.

1.79 The ImpaCT2 report (Harrison et al., 2002) examines the relationship between pupils' use of ICT and their performance in National Tests and GCSEs. They study compares the attainment of pupils for each subject when ICT use was characterised as either 'high' or 'low'. Based on a comparison of actual exam performance to that expected for that learner (using predictions taking account of factors such as prior performance and socio-economic and ethnic group, the study finds evidence of a positive relationship between ICT use and achievement; "in all subjects investigated the pupils characterised as high ICT users outperformed, on average, low ICT users". It should be noted that the effects were not statistically significant in some subjects. These effects were found regardless of the type of use (the fact that ICT was used in learning the subject was sufficient) and across ability groups (the impact was seen evenly across low and high performers).

1.80 More recently, the latest ICT Test Bed evaluation (Somekh et al., 2007) provides further evidence of the impact of ICT on pupil outcomes. This study looked at the impact of investment in ICT over a four year period in 23 primary schools, five secondary schools and three further education colleges and found positive effects for both staff and pupils. The results showed that investment in technology led to rapid improvements in skills in using technology in teaching and learning. The study notes significant staff workload benefits allowing more time to support learning. The study also finds effects on pupil outcomes, in particular:

- National test outcomes improved more rapidly than at comparator schools at primary level; the Test Bed primary schools improved more rapidly on a range of indicators (Key Stage 2 English, Mathematics and Science and Average Points Score per institution);
- At secondary level, numbers of pupils achieving 5 or more A*-C grades were significantly higher in Test Bed schools than in comparator schools in 2006;
- Effective use of presentation led to improvements in teacher – pupil interaction;
- The use of ICT allowed a more personalised style of learning with greater choice in subjects studied and more differentiated learning;
- The use of electronic registration led to improved attendance levels of 3-4% in some schools, while behaviour management systems were reported by some teachers to have had a positive effect on behaviour and attendance; and
- The stage of a school's e-maturity at the end of the project was a good test of improvement

in pupil performance in national tests.

1.81 National data also show a statistical link between e-maturity and higher Key Stage 2 scores; higher overall point scores and a greater percentage of A*-C grades at GCSE and; better Key Stage 3-4 value-add scores.[5] In addition, secondary schools demonstrating strong development in e-maturity over the last four years also demonstrate a faster improvement than other schools in Key Stage 3 average point scores; the percentage A*-C grades at GCSE and; Key Stage 3-4 value-added scores.

1.82 In summary, whilst it is difficult to establish firm evidence of the impact of ICT on pupil attainment because of the difficulty of isolating the effect that ICT has the evidence points towards a positive relationship.

Understanding how school environments effect teaching and learning

1.83 Quantitative research overall implies that a relationship exists between school buildings and pupil attitudes and achievement. However, there are ambiguities in the findings that arise because of the difficulty of establishing casual relationships in an environment where a multitude of factors affect pupil behaviour, attitudes and ultimately, attainment.

1.84 Research in this area is faced with an inherent difficulty in isolating the impact of the variable being measured. As Schneider (2002) notes it is difficult for studies to isolate and measure the impact of variables such as building condition, school size, classroom size or capital investment.

1.85 Furthermore there are a number of less quantifiable qualities alluded to earlier in the discussion of how buildings can effect pupil and staff attitudes, such as user participation and genuine involvement in the deign process that it is not unreasonable to assume will effect the impact buildings have. These less quantifiable factors are tied up in the symbolic meaning of a particular environment and will shape how an environment can produce effects on staff and pupils.

1.86 As a consequence most of the research in this area yields only tentative results and is unlikely to establish causal relationships between school design and learning outcomes. It is more likely to show how building conditions indirectly affect learning through the attitudes of staff and pupils towards their built environment.

1.87 Perhaps more fundamentally, more research is needed that examines more closely the processes by which the environment is supposed to impact on staff and pupils, as Woolner (2007) notes:

"If investment is to be the most fruitful, we must examine critically the question of just how the environment is supposed to produce effects on its users. Clearly this is not a simple matter of architectural determinism…The relationship between people and their environment is complex and therefore any outcomes from a change in setting are likely to be produced through an involved chain of events. It is the defining and understanding of these mediating chains that is key and must take account of issues relating to ownership, relevance, purpose and permanence".

1.88 We comment briefly below on a small number of articles that have commented further on the nature of the factors that influence the effective use resources in schools.

1.89 There are many factors that will influence the effectiveness of school resources for teaching

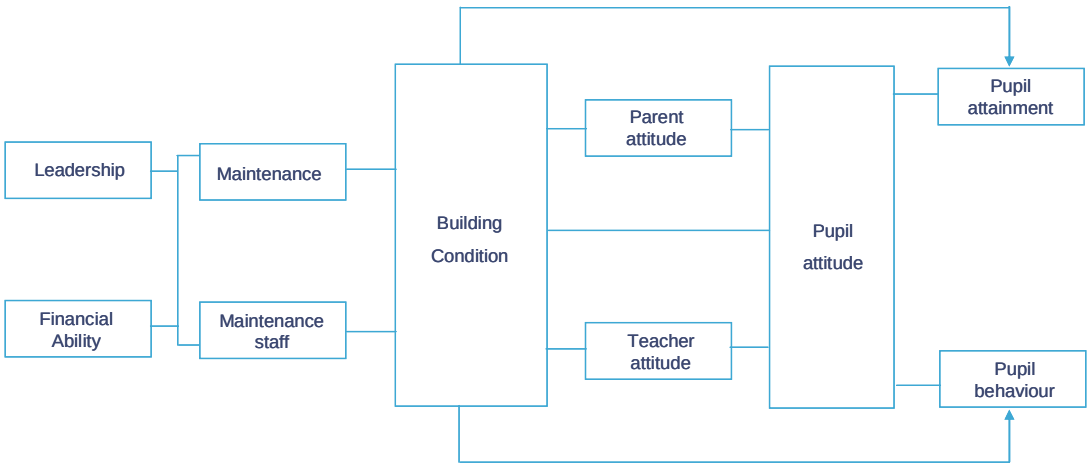
[5] Butt and Cebulla (2006) *E-maturity and school performance – a secondary analysis of COL evaluation data.*

and learning. Al-Enezi (2004) described one theoretical model, based on Cash (1993) of the relationship between school buildings and teaching and learning which is summarised in the diagram below.

1.90 As Al-Enezi reports, Cash argued that there are a number of key relationships that link building condition and attainment and "can affect both the academic achievement and the behaviour of students", in particular;

- Leadership and financial ability influence maintenance and staff who maintain the building, which in turn has a corresponding effect on school building condition;
- School building conditions affect the attitudes of pupils, teachers and parents; and
- The attitudes of teachers and parents particularly affect the pupils' perceptions of the building.

Theoretical model of links between building condition and pupil outcomes (Al-Enezi, 2004)



1.91 Recent research by DfES (Dodd, 2006) identified a broader range of factors contributing to the effective use of resources in schools. Whilst it concludes that there is no single path to effectiveness, the sample of schools in the study had a number of common characteristics, summarised in the following table, capturing some of the less quantifiable factors such as ethos and inclusiveness.

Summary of factors contributing to effective use of resources in schools

Ethos: Strong, positive ethos founded on principles that a schools is a place to learn and achieve
Leadership: Strong leadership, personalised in the head teacher, but also throughout the SLT
Monitoring and pupil progress: Rigorous and focused use of student performance data to set attainment targets, measure progress and develop responses to under-performance
Staff recruitment and retention: A very strong emphasis on recruitment, retention and development of high quality staff, and a refusal to compromise on quality of staff
Accountability: The dissemination of a culture of accountability for performance to all staff
Additional inputs: A willingness to make significant additional inputs of time and effort to offer students the best chance of success
Curriculum: A curriculum which reflects the needs of students, in particular those that are less academically able
Inclusiveness: An approach that seeks to offer every child the opportunity to participate and achieve
Funding: A proactiveness in seeking additional funding sources and deploying such funding to improve the school
Planning: A commitment to planning, evidenced by very comprehensive school improvement plans

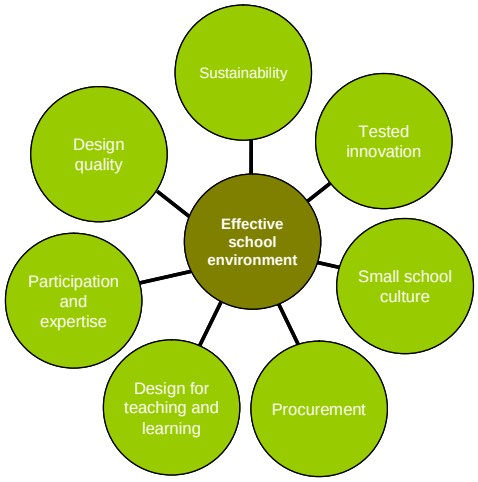
ICT: A strong commitment to the use of and investment in ICT

Source: Dodd (2006)

1.92 Specifically, on school capital, whilst Dodds identified a large number of characteristics associated with an 'effective' school, he found no correlation between both significant capital investment and class sizes and school effectiveness. However, the study does make some interesting observations about the relationship between capital and effectiveness and found that 'effective' schools have made use of specialist school funding to make focussed investments in new capital assets and have, in general, also taken advantage of accessing capital funds where they are available.

1.93 A recent article by the British Council for School Environments (BCSE) and the British Educational Suppliers Association (BESA) (2007) identifies a number of principles that it argues support an effective school environment. These highlight some of the less quantifiable qualities of the built environment such as participation and some important elements of the actual process of designing and delivering school capital. The following diagram summarises the principles.

Core principles underpinning an effective school environment



Source: BCSE & BESA, 2007

1.94 Of relevance to the present study, BCSE & BESA identify design quality as one important element of an effective school environment; 'schools must be committed to improving the quality, attractiveness and health of the learning and communal spaces in our school' (BCSE et al., 2007).

1.95 However, effective school environments are characterised by much more that the physical school buildings and structures. Whilst the purpose of the present study is to focus on the impact of school capital upon pupils' attitudes and attainment a number of the less quantifiable elements of the built environment are nonetheless important parts of the present evaluation of BSF as they reflect some of the important processes by which BSF is being delivered and will be discussed in the presentation of our findings; in particular:

- Design for teaching and learning: School buildings that provide effective environments for changing teaching and learning needs, such as new spatial requirements, flexibility, diverse resources, external spaces and adaptability;

- Participation and expertise: Involving those who use the school buildings and learning environment in the design and equipping of a school building;

- Procurement: Learning lessons from the processes of management, procurement and delivery from waves 1-3; and

- Tested innovation: The design process for BSF involves innovative designs for teaching and learning, which need to be tested for their effectiveness.

1.96 There is some evidence on these themes, in particular the impact of user participation in design. Dudek (2000) and Clark (2002) recommend the genuine involvement of students and teachers in the design process. The NAO report on Academies (2007) found that the time and effort spent working with users on achieving their goals was crucial to the design of many of the Academy buildings. CABE (2006) have identified a number of areas of concern where they think the *process* or *ethos* of a project is affecting the potential outcome. Clark (2002) argues that *"the benefits of authentic participation include the emergence of better decisions and more appropriate solutions through the harnessing of stakeholders' knowledge of their surroundings".*

1.97 There are also lessons learnt from previous capital procurement exercises that highlight the importance of 'getting the process right' as a key factor in ensuring a successful capital programme. The Audit Commission (2003b) report on PFI in schools notes: *"A consistent message, particularly from headteachers, was that a significant investment of time and personal commitment in the detailed design and development stages is essential if the benefits are to be realised."*

1.98 There is an implication from these studies that ownership and genuine engagement in the design and delivery of capital investment will have a positive knock on effect on the attitudes of pupils and staff towards teaching and learning and, ultimately, attainment. However, there has been very little longitudinal research in to the validity of this version of events.

Conclusion

- *School design affects learning:* Empirical studies show that *design attributes* such as noise, heat, cold, light, and air quality impact on teaching and learning. The negative impact of poor design on pupils and staff is more evident than the additional benefit of good design for already adequate environments;

- *Building condition effects attainment:* The evidence points to a clear link between school building condition and pupil attainment. On balance, evidence shows that this effect is seen as building condition improves from 'poor' to 'fair' to 'excellent' although some research challenges whether attainment continues to improve as school buildings move from 'fair' to 'excellent' and argue that school buildings need not be anything more than adequate;

- *Buildings can influences attitudes and morale:* The evidence suggests that poorly designed buildings can impact on the morale and motivation of staff and pupils, and hinder the development of effective teaching practice. Studies point to improved student behaviour and better teaching in higher-quality facilities. However, the relationships between teaching and learning; pupil performance are complex and more research in order to identify how the environment produces effects on pupils and staff in order to inform what type of capital investment is most effective;

- *The effect of school sizes is ambiguous:* There is a consensus in the US literature about the positive effects of small class size, however evidence from the UK challenges this. This effect is more marked for pupils from lower socio-economic background;

- *The effects of class size are also ambiguous but the weight of evidence suggests small class sizes are of benefit:* Evidence is inconsistent and none of the econometric studies

have found very large effects. An evidence base does not exist that allows firm policy advice to be given;

- *The effect of ICT is unambiguous*. Evidence shows that ICT has a positive impact on a range of intermediate outcomes such as improved behaviour, greater self-esteem, improved attention and focus and an increased level of motivation. The effect on attainment is difficult to firmly establish but the evidence points towards a positive impact; and

- *Establishing a causal relationship is difficult:* Whilst evidence shows that the quality of the built environment can impact on attainment, research it less likely to be able to establish a causal relationship between school buildings and teaching and learning. There are inherent methodological problems in isolating and establishing the nature of the relationship between school buildings and attainment. Lewis (2000) notes 'with the complexity of the learning process and the number of factors that can influence it, it may not be possible to produce a definitive estimate of the effect of facility conditions on student achievement'. However, rather than solely focus on establishing a direct relationship between capital and attainment, research should also take a broader view of examining the factors responsible for creating an effective school environment, such as participation and consultation, in which school buildings better support teaching and learning. As Clark (2003) notes:

  "rather than seeking a definitive correlation between the built environment and educational outcomes, future research should adopt a more holistic approach to the examination of the factors responsible for student achievement. The physical setting needs to be examined alongside pedagogical, psychological and social variables that act together as a whole to shape the context in which learning takes place."

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Building Schools for the Future
Technical Report

Appendix F: Headteacher survey data[1]

[1] Totals may not sum to 100% due to rounding

Q1. How long have you been a headteacher in this school?	Treatment	Control	Overall
Years	6	6	6
Months	5	6	5

Q2. Please indicate whether your school falls under one of these categories or has applied for any of these categories. (Please tick all that apply)	Treatment	Control	Overall
Federation	2%	3%	3%
Full Service Extended school	3%	5%	4%
Extended school	19%	17%	17%
Specialist school (please specify).	60%	60%	61%
Other (please state)	16%	16%	15%
Total count	97	235	370[2]
In Process of applying for status (Y/N)	**Treatment**	**Control**	**Overall**
Federation			
Yes	5%	2%	3%
No	95%	98%	97%
Full Service Extended school			
Yes	0%	2%	1%
No	100%	98%	99%
Extended school			
Yes	9%	13%	11%
No	91%	87%	89%
Specialist school (please specify).			
Yes	30%	55%	50%
No	70%	45%	50%
Other (please state)			
Yes	11%	12%	11%
No	89%	88%	89%

Q3. Please provide details of applications and admissions to your school for your main intake of pupils in September 2006 in each of the boxes below. (Please use numeric values only)	Treatment	Control	Overall
Standard number/approved admissions number	189	181	186
Number of pupils who applied to the school	292	259	275
Number of first preference applications (if known)	130	121	125
Number of appeals	18	11	13
Total number of pupils admitted	159	153	157

Q4. Please indicate approximately what percentage of Year 11 pupils at the end of the 2005/06 year went on to the following… (If none please write in 0)	Treatment	Control	Overall
Went on to full time education post 16 (either in your school, another school, a sixth form college or a further education college)	80%	81%	80%
Went on to employment	10%	12%	12%
Did not go on to either full time learning or employment	10%	9%	10%

[2] Overall, includes an additional category of 'unknown'. Hence 'Overall' is greater than the sum of 'Treatment' and 'Control'.

Q5. If you have a sixth form, approximately what percentage of Year 13 pupils who left in 2005-06 went on to higher education? (If none write in 0)	Treatment	Control	Overall
	54%	55%	54%

Q6. Please tell us how many school buildings you currently have and the number of sites occupied:	Treatment	Control	Overall
Number of school buildings	5	5	5
Number of school sites	1	1	1

Q7. For each of your current buildings, please indicate approximately how old it is and its primary use. Please tick one box in each column and use one column for each building.	Treatment	Control	Overall
Building one			
Pre 1919	14%	15%	14%
1919-1946	14%	13%	13%
1947-1966	26%	36%	35%
1967-1976	26%	21%	22%
1976-1996	10%	8%	8%
1996-2006	8%	6%	6%
Temporary (less than3 years old)	0%	1%	0%
Temporary (>3 years old)	1%	0%	0%
General teaching	19%	17%	18%
Specialist teaching	12%	12%	12%
School hall and concert areas	12%	12%	12%
Staff and administration areas	15%	14%	14%
Indoor sport facilities	10%	10%	10%
Learning resource centres	8%	10%	9%
Dining areas and school kitchen	11%	12%	12%
Social areas	9%	8%	8%
Areas dedicated for community use	4%	4%	4%
Any other uses (please specify)	0%	0%	0%

Q7. For each of your current buildings, please indicate approximately how old it is and its primary use. Please tick one box in each column and use one column for each building. (Continued from previous page)	Treatment	Control	Overall
Building two			
Pre 1919	6%	6%	6%
1919-1946	6%	6%	5%
1947-1966	24%	24%	25%
1967-1976	23%	34%	32%
1976-1996	21%	9%	13%
1996-2006	9%	16%	12%
Temporary (less than3 years old)	9%	4%	5%
Temporary (>3 years old)	3%	2%	2%
General teaching	25%	21%	23%
Specialist teaching	25%	24%	24%
School hall and concert areas	7%	7%	7%
Staff and administration areas	11%	14%	13%
Indoor sport facilities	8%	9%	9%
Learning resource centres	7%	6%	6%
Dining areas and school kitchen	7%	8%	7%
Social areas	6%	5%	5%
Areas dedicated for community use	3%	4%	4%
Any other uses (please specify)	1%	1%	1%
Building **three**			
Pre 1919	2%	2%	2%
1919-1946	6%	8%	7%
1947-1966	19%	22%	21%
1967-1976	29%	26%	27%
1976-1996	13%	18%	17%
1996-2006	14%	14%	14%
Temporary (less than3 years old)	8%	4%	6%
Temporary (>3 years old)	10%	5%	7%
General teaching	31%	24%	26%
Specialist teaching	18%	24%	22%
School hall and concert areas	6%	6%	5%
Staff and administration areas	9%	13%	12%
Indoor sport facilities	8%	9%	9%
Learning resource centres	6%	7%	7%
Dining areas and school kitchen	7%	7%	7%
Social areas	7%	6%	7%
Areas dedicated for community use	5%	5%	4%
Any other uses (please specify)	2%	0%	1%

Q7. For each of your current buildings, please indicate approximately how old it is and its primary use. Please tick one box in each column and use one column for each building. (Continued from previous page)	Treatment	Control	Overall
Building four			
Pre 1919	6%	0%	2%
1919-1946	2%	5%	4%
1947-1966	19%	20%	20%
1967-1976	13%	30%	25%
1976-1996	17%	12%	14%
1996-2006	19%	18%	18%
Temporary (less than3 years old)	13%	9%	9%
Temporary (>3 years old)	13%	6%	9%
General teaching	27%	27%	27%
Specialist teaching	25%	23%	25%
School hall and concert areas	4%	8%	7%
Staff and administration areas	11%	11%	11%
Indoor sport facilities	9%	10%	9%
Learning resource centres	4%	3%	4%
Dining areas and school kitchen	10%	7%	8%
Social areas	5%	4%	4%
Areas dedicated for community use	4%	4%	4%
Any other uses (please specify)	1%	1%	1%
Building five			
Pre 1919	3%	1%	2%
1919-1946	5%	6%	5%
1947-1966	11%	16%	13%
1967-1976	16%	22%	22%
1976-1996	16%	12%	14%
1996-2006	16%	21%	19%
Temporary (less than3 years old)	14%	6%	9%
Temporary (>3 years old)	19%	16%	16%
General teaching	41%	30%	33%
Specialist teaching	20%	23%	23%
School hall and concert areas	2%	6%	5%
Staff and administration areas	14%	13%	13%
Indoor sport facilities	11%	5%	7%
Learning resource centres	5%	4%	5%
Dining areas and school kitchen	0%	6%	4%
Social areas	4%	7%	6%
Areas dedicated for community use	4%	4%	3%
Any other uses (please specify)	0%	1%	1%

Q7. For each of your current buildings, please indicate approximately how old it is and its primary use. Please tick one box in each column and use one column for each building. (Continued from previous page)	Treatment	Control	Overall
Building six			
Pre 1919	7%	2%	3%
1919-1946	3%	7%	5%
1947-1966	17%	7%	9%
1967-1976	10%	27%	23%
1976-1996	10%	19%	14%
1996-2006	27%	15%	21%
Temporary (less than3 years old)	3%	8%	6%
Temporary (>3 years old)	23%	15%	20%
General teaching	38%	34%	35%
Specialist teaching	19%	23%	25%
School hall and concert areas	4%	5%	4%
Staff and administration areas	8%	18%	15%
Indoor sport facilities	8%	8%	7%
Learning resource centres	4%	1%	2%
Dining areas and school kitchen	6%	3%	4%
Social areas	6%	2%	3%
Areas dedicated for community use	4%	3%	3%
Any other uses (please specify)	2%	2%	2%
Building seven			
Pre 1919	0%	2%	1%
1919-1946	5%	5%	4%
1947-1966	20%	14%	14%
1967-1976	15%	19%	18%
1976-1996	10%	16%	16%
1996-2006	25%	23%	27%
Temporary (less than3 years old)	15%	14%	12%
Temporary (>3 years old)	10%	7%	8%
General teaching	46%	36%	35%
Specialist teaching	27%	19%	23%
School hall and concert areas	0%	2%	1%
Staff and administration areas	8%	17%	13%
Indoor sport facilities	8%	13%	13%
Learning resource centres	8%	5%	6%
Dining areas and school kitchen	0%	2%	1%
Social areas	0%	2%	1%
Areas dedicated for community use	0%	2%	3%
Any other uses (please specify)	4%	5%	4%

Q7. For each of your current buildings, please indicate approximately how old it is and its primary use. Please tick one box in each column and use one column for each building. (Continued from previous page)	Treatment	Control	Overall
Building eight			
Pre 1919	0%	3%	2%
1919-1946	8%	3%	4%
1947-1966	8%	20%	14%
1967-1976	23%	10%	14%
1976-1996	15%	17%	16%
1996-2006	8%	30%	24%
Temporary (less than3 years old)	8%	13%	14%
Temporary (>3 years old)	31%	3%	12%
General teaching	25%	43%	36%
Specialist teaching	30%	28%	28%
School hall and concert areas	0%	3%	1%
Staff and administration areas	10%	13%	12%
Indoor sport facilities	10%	8%	9%
Learning resource centres	5%	3%	4%
Dining areas and school kitchen	5%	0%	1%
Social areas	10%	0%	3%
Areas dedicated for community use	5%	5%	6%
Any other uses (please specify)	0%	0%	0%
Building nine			
Pre 1919	11%	5%	6%
1919-1946	0%	5%	3%
1947-1966	11%	19%	15%
1967-1976	22%	10%	12%
1976-1996	0%	10%	9%
1996-2006	11%	29%	21%
Temporary (less than3 years old)	0%	5%	6%
Temporary (>3 years old)	44%	19%	29%
General teaching	25%	28%	31%
Specialist teaching	42%	28%	31%
School hall and concert areas	0%	3%	2%
Staff and administration areas	8%	14%	11%
Indoor sport facilities	0%	14%	9%
Learning resource centres	8%	0%	2%
Dining areas and school kitchen	8%	10%	9%
Social areas	8%	0%	2%
Areas dedicated for community use	0%	3%	2%
Any other uses (please specify)	0%	0%	0%

Q7. For each of your current buildings, please indicate approximately how old it is and its primary use. Please tick one box in each column and use one column for each building. (Continued from previous page)	Treatment	Control	Overall
Building ten			
Pre 1919	0%	6%	4%
1919-1946	0%	12%	7%
1947-1966	17%	12%	15%
1967-1976	17%	12%	15%
1976-1996	0%	18%	11%
1996-2006	17%	18%	15%
Temporary (less than3 years old)	0%	6%	7%
Temporary (>3 years old)	50%	18%	26%
General teaching	33%	32%	33%
Specialist teaching	17%	11%	13%
School hall and concert areas	0%	4%	3%
Staff and administration areas	17%	14%	13%
Indoor sport facilities	33%	14%	18%
Learning resource centres	0%	11%	8%
Dining areas and school kitchen	0%	7%	5%
Social areas	0%	7%	8%
Areas dedicated for community use	0%	0%	3%
Any other uses (please specify)	0%	0%	0%

Q8. Approximately, how much has been spent on your school over the last four years on capital projects either by yourself or your local authority under each of the following headings	Treatment	Control	Overall
New Build			
2003-04	£602,690	£734,753	£746,698
2004-05	£182,215	£383,670	£332,204
2005-06	£486,472	£193,658	£281,161
2006-07	£293,605	£514,632	£411,739
Refurbishment			
2003-04	£87,415	£130,929	£133,562
2004-05	£58,012	£130,959	£125,490
2005-06	£54,927	£110,468	£89,831
2006-07	£38,619	£111,463	£90,148
Minor works (<£5k)			
2003-04	£18,108	£35,766	£28,521
2004-05	£21,534	£37,448	£31,333
2005-06	£25,507	£31,770	£28,679
2006-07	£19,244	£30,593	£26,133
ICT capital spend			
2003-04	£39,071	£39,680	£38,113
2004-05	£42,881	£44,264	£43,197
2005-06	£49,882	£45,416	£46,475
2006-07	£32,929	£47,484	£43,046

Q9. Please estimate the approximate proportion of the overall capital spend over the last four years on each of the following areas of the school.	Treatment	Control	Overall
New Build			
Basic teaching	22%	22%	22%
Specialist teaching	24%	36%	33%
School hall and concert areas	1%	5%	4%
Staff and administration areas	4%	6%	5%
Dining areas and school kitchen	3%	4%	3%
Social areas	3%	4%	3%
Other (Please specify e.g. community use areas, learning resource centre)	15%	12%	13%
Other (Please specify)	6%	5%	6%
Refurbishment			
Basic teaching	34%	35%	33%
Specialist teaching	27%	27%	29%
School hall and concert areas	2%	4%	3%
Staff and administration areas	10%	9%	9%
Dining areas and school kitchen	8%	8%	8%
Social areas	6%	4%	4%
Other (Please specify e.g. community use areas, learning resource centre)	10%	10%	9%
Other (Please specify)	14%	14%	15%
Minor work			
Basic teaching	41%	38%	39%
Specialist teaching	13%	17%	16%
School hall and concert areas	5%	4%	4%
Staff and administration areas	8%	10%	10%
Dining areas and school kitchen	2%	5%	4%
Social areas	3%	5%	4%
Other (Please specify e.g. community use areas, learning resource centre)	3%	6%	5%
Other (Please specify)	13%	9%	10%
ICT			
Basic teaching	46%	49%	47%
Specialist teaching	42%	32%	37%
School hall and concert areas	1%	1%	1%
Staff and administration areas	8%	8%	8%
Dining areas and school kitchen	0%	0%	1%
Social areas	0%	0%	0%
Other (Please specify e.g. community use areas, learning resource centre)	4%	3%	3%
Other (Please specify)	2%	0%	1%

Q10. Approximately how many of each of the following items of ICT do you have in your school? (Please write in number for each) Please note, "Computers" refers to desktops, laptops, handhelds and tablets.	Treatment	Control	Overall
Computers primarily for pupil use	236	230	235
Computers primarily for staff use	73	64	67
Computers for office/administration use	19	20	19
Interactive white boards	24	23	23
Digital projectors	30	30	30
Printers	42	37	38
Scanners	8	7	8
Digital cameras/digital video cameras	14	13	13
Video-conferencing facilities	1	3	2
Other	6	7	7

Q11. Please enter the total number of computers that are networked versus stand alone available in your school that are mainly for teaching and learning purposes. Please also indicate how many of these have internet facilities. (if none, please write 0)	Treatment	Control	Overall
Stand alone			
Total number of computers	293	269	278
Number with internet access	5	24	17
Networked			
Total number of computers	295	273	283
Number with internet access	11	21	18

Q12. What is your replacement policy for computers in your school? Are they replaced …..? (Please tick one only)	Treatment	Control	Overall
Less than every 3 years	5%	4%	4%
Every 3-4 years	51%	46%	49%
Every 4-5 years	14%	24%	22%
After 5 years or more	13%	9%	10%
When they can no longer be repaired	16%	18%	16%
Total count	92	187	2

Q13. Do you have a managed service where replacement is by the contractor? (Please tick one only)	Treatment	Control	Overall
Yes	9%	7%	8%
No	91%	93%	92%
Total count	93	187	2

Q14. How would you rate the physical condition of the current school buildings and facilities at your school (Please tick one box in each row)	Treatment	Control	Overall
General teaching classrooms			
Very Good	4%	7%	7%
Good	22%	31%	27%
Neither / Nor	34%	34%	34%
Poor	29%	20%	23%
Very poor	11%	8%	9%
N/A	0%	1%	0%
Science labs			
Very Good	14%	13%	13%
Good	22%	30%	26%
Neither / Nor	23%	24%	25%
Poor	22%	21%	21%
Very poor	15%	10%	12%
N/A	5%	2%	3%
ICT facilities			
Very Good	10%	16%	15%
Good	45%	47%	46%
Neither / Nor	26%	23%	24%
Poor	17%	10%	12%
Very poor	3%	3%	3%
N/A	0%	1%	1%
Arts and design facilities (e.g. drama, music)			
Very Good	6%	12%	11%
Good	26%	25%	25%
Neither / Nor	32%	28%	28%
Poor	29%	22%	24%
Very poor	7%	12%	11%
N/A	0%	2%	1%
Hall and concert spaces			
Very Good	5%	9%	8%
Good	23%	23%	24%
Neither / Nor	27%	25%	24%
Poor	27%	27%	27%
Very poor	15%	14%	14%
N/A	3%	2%	2%
Staff and administration spaces			
Very Good	5%	7%	7%
Good	17%	26%	22%
Neither / Nor	29%	33%	32%
Poor	38%	23%	27%
Very poor	11%	11%	11%
N/A	0%	1%	1%
Facilities (indoor and outdoor) for PE and school sport (including changing facilities)			
Very Good	10%	15%	13%
Good	18%	27%	23%
Neither / Nor	15%	17%	16%
Poor	24%	21%	21%
Very poor	31%	21%	25%

N/A	2%	1%	1%

Q14. How would you rate the physical condition of the current school buildings and facilities at your school (Please tick one box in each row) (Continued from previous page)	Treatment	Control	Overall
Learning resource centres (e.g. Library, study areas)			
Very Good	6%	9%	9%
Good	19%	34%	30%
Neither / Nor	27%	28%	28%
Poor	34%	23%	24%
Very poor	11%	5%	7%
N/A	3%	2%	2%
Specialist facilities (e,g, SEN resource base, small group rooms)			
Very Good	4%	8%	7%
Good	24%	27%	26%
Neither / Nor	27%	33%	30%
Poor	27%	20%	22%
Very poor	18%	9%	12%
N/A	0%	3%	2%
Dining areas and school kitchen			
Very Good	1%	5%	4%
Good	15%	23%	19%
Neither / Nor	29%	26%	27%
Poor	30%	23%	25%
Very poor	22%	24%	23%
N/A	3%	1%	2%
Social areas			
Very Good	2%	4%	4%
Good	5%	11%	8%
Neither / Nor	11%	20%	17%
Poor	34%	27%	28%
Very poor	36%	28%	31%
N/A	11%	10%	11%
Outdoor school spaces			
Very Good	5%	7%	6%
Good	22%	26%	24%
Neither / Nor	26%	25%	26%
Poor	27%	24%	26%
Very poor	19%	16%	17%
N/A	1%	1%	1%
School toilets			
Very Good	2%	7%	5%
Good	17%	25%	21%
Neither / Nor	26%	28%	28%
Poor	28%	25%	26%
Very poor	27%	16%	19%
N/A	1%	1%	1%
Facilities used by the community			
Very Good	3%	7%	6%
Good	13%	27%	22%

Neither / Nor	26%	30%	29%
Poor	17%	8%	12%
Very poor	12%	5%	8%
N/A	28%	24%	24%

Other (please specify)			
Very Good	4%	6%	5%
Good	4%	3%	3%
Neither / Nor	4%	3%	3%
Poor	0%	1%	2%
Very poor	13%	7%	9%
N/A	75%	80%	77%

Q15. Overall, how would you rate the suitability of the current facilities/equipment at your school? (Please tick one in each row)	Treatment	Control	Overall
General teaching classrooms			
Very Good	4%	5%	5%
Good	21%	30%	26%
Neither / Nor	36%	31%	33%
Poor	32%	29%	30%
Very poor	6%	6%	6%
N/A	0%	1%	0%
Science labs			
Very Good	12%	11%	11%
Good	18%	32%	26%
Neither / Nor	27%	19%	23%
Poor	29%	27%	27%
Very poor	10%	11%	10%
N/A	5%	2%	2%
ICT facilities			
Very Good	13%	12%	12%
Good	30%	45%	40%
Neither / Nor	32%	24%	27%
Poor	24%	14%	16%
Very poor	1%	6%	4%
N/A	0%	1%	1%
Arts and design facilities (e.g. drama, music)			
Very Good	7%	7%	8%
Good	20%	32%	27%
Neither / Nor	33%	21%	24%
Poor	24%	24%	24%
Very poor	15%	16%	16%
N/A	0%	1%	1%
Hall and concert spaces			
Very Good	2%	8%	6%
Good	19%	26%	25%
Neither / Nor	24%	21%	21%
Poor	40%	25%	29%
Very poor	11%	19%	16%
N/A	3%	2%	3%
Staff and administration spaces			
Very Good	4%	5%	5%
Good	14%	25%	21%
Neither / Nor	28%	31%	30%
Poor	37%	29%	31%
Very poor	17%	10%	13%
N/A	0%	1%	0%

Q15. Overall, how would you rate the suitability of the current facilities/equipment at your school? (Please tick one in each row) (Continued from previous page)	Treatment	Control	Overall
Facilities (Indoor and outdoor) for PE and school sport (including changing facilities)			
Very Good	9%	11%	10%
Good	16%	28%	24%
Neither / Nor	14%	14%	14%
Poor	31%	25%	26%
Very poor	29%	21%	25%
N/A	2%	1%	1%
Learning resource centres (e.g. Library, study areas)			
Very Good	5%	7%	7%
Good	11%	29%	24%
Neither / Nor	31%	30%	29%
Poor	33%	25%	27%
Very poor	17%	8%	10%
N/A	3%	2%	2%
Specialist facilities (e,g, SEN resource base, small group rooms)			
Very Good	3%	8%	6%
Good	18%	27%	24%
Neither / Nor	27%	28%	28%
Poor	34%	21%	25%
Very poor	17%	14%	14%
N/A	1%	3%	3%
Dining areas and school kitchen			
Very Good	2%	6%	5%
Good	11%	18%	15%
Neither / Nor	24%	23%	23%
Poor	38%	31%	34%
Very poor	21%	22%	22%
N/A	3%	1%	2%
Social areas			
Very Good	1%	3%	2%
Good	6%	11%	9%
Neither / Nor	12%	16%	14%
Poor	39%	32%	33%
Very poor	31%	30%	31%
N/A	11%	9%	10%
Outdoor school spaces			
Very Good	7%	4%	5%
Good	16%	26%	22%
Neither / Nor	20%	26%	24%
Poor	37%	25%	29%
Very poor	18%	18%	18%
N/A	1%	1%	1%
School toilets			
Very Good	5%	7%	6%
Good	13%	25%	20%
Neither / Nor	26%	28%	28%
Poor	33%	23%	27%
Very poor	23%	17%	19%
N/A	0%	1%	0%

Q15. Overall, how would you rate the suitability of the current facilities/equipment at your school? (Please tick one in each row) (Continued from previous page)	Treatment	Control	Overall
Facilities used by the community			
Very Good	2%	5%	4%
Good	17%	26%	22%
Neither / Nor	20%	25%	25%
Poor	19%	12%	14%
Very poor	12%	5%	8%
N/A	30%	27%	26%
Other (please specify)			
Very Good	4%	4%	4%
Good	0%	4%	3%
Neither / Nor	4%	0%	1%
Poor	9%	0%	3%
Very poor	4%	7%	7%
N/A	78%	84%	81%

Q16. To what extent is your school's capacity to provide education affected by the inadequacy or inappropriateness of any of the following? (Please tick one in each row)	Treatment	Control	Overall
Heating/cooling systems			
To a large extent	22%	29%	27%
To some extent	62%	52%	55%
Not at all	16%	18%	17%
N/A	0%	1%	1%
Natural lighting			
To a large extent	16%	8%	10%
To some extent	54%	52%	54%
Not at all	30%	38%	35%
N/A	0%	3%	2%
Artificial lighting			
To a large extent	10%	7%	7%
To some extent	60%	51%	55%
Not at all	30%	40%	36%
N/A	0%	3%	2%
Acoustics			
To a large extent	26%	12%	16%
To some extent	51%	67%	63%
Not at all	23%	18%	20%
N/A	0%	3%	2%
Furniture in the classroom that is fit for purpose			
To a large extent	16%	17%	15%
To some extent	57%	51%	55%
Not at all	27%	30%	29%
N/A	0%	2%	1%
Special equipment for those with hearing difficulties or visual impairment			
To a large extent	25%	23%	23%
To some extent	34%	33%	35%
Not at all	27%	26%	25%
N/A	14%	18%	17%

Q16. To what extent is your school's capacity to provide education affected by the inadequacy or inappropriateness of any of the following? (Please tick one in each row) (Continued from previous page)	Treatment	Control	Overall
Special equipment and access for pupils with mobility difficulties			
To a large extent	42%	34%	37%
To some extent	31%	36%	34%
Not at all	17%	21%	19%
N/A	10%	10%	11%
Teaching materials (e.g. textbooks)			
To a large extent	4%	10%	8%
To some extent	47%	47%	48%
Not at all	47%	41%	42%
N/A	2%	2%	2%

Q17. Thinking about the school entrance and reception, please tell us whether you agree or disagree with the following statements. (Please tick one box in each row)	Treatment	Control	Overall
The school has an attractive entrance			
Agree Strongly	13%	16%	16%
Agree	23%	30%	28%
Neither/Nor	18%	19%	19%
Disagree	31%	23%	25%
Disagree strongly	15%	12%	13%
The school buildings and reception are welcoming			
Agree Strongly	12%	16%	15%
Agree	38%	36%	38%
Neither/Nor	17%	20%	17%
Disagree	21%	19%	20%
Disagree strongly	12%	9%	10%
The school entrance and reception are accessible for all school users			
Agree Strongly	16%	21%	20%
Agree	44%	39%	40%
Neither/Nor	13%	9%	10%
Disagree	14%	19%	18%
Disagree strongly	14%	13%	13%

Q18. Thinking about the basic teaching areas, please tell us whether you agree or disagree with the following statements. (Please tick one box in each row)	Treatment	Control	Overall
The teaching spaces support effective teaching and learning			
Agree Strongly	7%	7%	7%
Agree	24%	36%	31%
Neither/Nor	33%	22%	26%
Disagree	31%	28%	30%
Disagree strongly	4%	8%	6%
There is adequate natural lighting in the teaching spaces			
Agree Strongly	7%	7%	7%
Agree	28%	44%	40%
Neither/Nor	27%	22%	23%
Disagree	33%	23%	26%

Disagree strongly	5%	5%	5%

There is adequate artificial lighting in the teaching spaces			
Agree Strongly	10%	8%	8%
Agree	37%	54%	50%
Neither/Nor	33%	27%	30%
Disagree	18%	9%	11%
Disagree strongly	2%	2%	2%

The temperature **in the teaching spaces is about right throughout the year**			
Agree Strongly			0%
Agree	9%	16%	13%
Neither/Nor	12%	12%	13%
Disagree	51%	39%	43%
Disagree strongly	29%	30%	30%

Teaching spaces **are flexible, allowing for variations in use, number of occupants and layout**			
Agree Strongly			2%
Agree	6%	9%	8%
Neither/Nor	9%	13%	11%
Disagree	48%	42%	44%
Disagree strongly	35%	34%	34%

The acoustics **and noise levels in the teaching spaces negatively effect teaching and learning**			
Agree Strongly			7%
Agree	30%	35%	33%
Neither/Nor	30%	29%	30%
Disagree	27%	22%	24%
Disagree strongly	6%	6%	6%

The teaching **spaces are inspiring for teaching and learning**			
Agree Strongly			2%
Agree	15%	12%	13%
Neither/Nor	24%	34%	32%
Disagree	31%	31%	31%
Disagree strongly	28%	19%	21%

The pupils' **furniture is comfortable**			
Agree Strongly			4%
Agree	23%	26%	26%
Neither/Nor	27%	32%	30%
Disagree	34%	30%	33%
Disagree strongly	12%	6%	7%

Q19. Thinking about the staff and administration areas, please tell us whether you agree or disagree with the following statements. (Please tick one box in each row)	Treatment	Control	Overall
The staff and administration areas are cramped and overcrowded			
Agree Strongly	43%	32%	34%
Agree	31%	33%	33%
Neither/Nor	10%	15%	14%
Disagree	14%	19%	17%
Disagree strongly	3%	2%	3%
Staff and administration areas are suitable for the needs of the school workforce			
Agree Strongly	3%	3%	3%
Agree	13%	21%	18%
Neither/Nor	11%	18%	16%
Disagree	45%	37%	40%
Disagree strongly	28%	22%	23%
The buildings offer the school workforce flexible working space for planning, preparation, assessment and individual reflection			
Agree Strongly	4%	2%	2%
Agree	9%	14%	12%
Neither/Nor	11%	11%	11%
Disagree	44%	42%	44%
Disagree strongly	32%	31%	30%

Q20. Thinking about the halls, corridors and social spaces, please tell us whether you agree or disagree with the following statements. (Please tick one box in each row)	Treatment	Control	Overall
The school has wide corridors that prevent congestion			
Agree Strongly	3%	5%	4%
Agree	11%	12%	11%
Neither/Nor	11%	10%	11%
Disagree	32%	34%	33%
Disagree strongly	44%	40%	41%
The corridors have poor sight lines and are hard to supervise			
Agree Strongly	35%	24%	27%
Agree	27%	28%	28%
Neither/Nor	12%	18%	17%
Disagree	20%	22%	22%
Disagree strongly	6%	7%	7%
There is good natural light in all the corridors			
Agree Strongly	2%	3%	2%
Agree	11%	14%	13%
Neither/Nor	11%	10%	11%
Disagree	38%	46%	44%
Disagree strongly	38%	28%	30%
There is a good balance between the teaching areas and social spaces			
Agree Strongly	1%	3%	2%
Agree	5%	9%	7%
Neither/Nor	9%	13%	11%
Disagree	37%	35%	37%
Disagree strongly	48%	40%	43%

Q21. Thinking about ICT facilities in your school, please state whether you agree or disagree with the following statements. (Please tick one box in each row)	Treatment	Control	Overall
Pupils have ready access to computers when needed to support their learning			
Agree Strongly	16%	17%	16%
Agree	44%	44%	46%
Neither/Nor	16%	12%	13%
Disagree	20%	24%	22%
Disagree strongly	4%	3%	4%
The ICT infrastructure is fully integrated and easily accessible throughout the school			
Agree Strongly	17%	17%	16%
Agree	38%	43%	44%
Neither/Nor	17%	15%	15%
Disagree	22%	19%	18%
Disagree strongly	5%	6%	6%
ICT is used in a variety of innovative ways within the school to deliver the curriculum			
Agree Strongly	15%	16%	16%
Agree	55%	55%	55%
Neither/Nor	18%	16%	17%
Disagree	11%	11%	11%
Disagree strongly	1%	2%	1%
The use of ICT in this school has contributed significantly to the positive learning experience of the pupils			
Agree Strongly	21%	22%	22%
Agree	59%	57%	58%
Neither/Nor	16%	14%	14%
Disagree	4%	5%	5%
Disagree strongly	0%	2%	1%
Staff have ready access to computers for teaching across the full range of subjects			
Agree Strongly	21%	20%	21%
Agree	37%	46%	43%
Neither/Nor	16%	19%	18%
Disagree	22%	13%	15%
Disagree strongly	4%	3%	4%

Q22. Thinking about use of school facilities for extended services, how would you rate the facilities at your school for the following activities? (Please tick one box in each row)	Treatment	Control	Overall
Community access to facilities for adult learning (e.g. access to learning resource centres, ICT facilities)			
Very good	8%	6%	7%
Good	14%	25%	22%
Neither/Nor	18%	23%	21%
Poor	15%	16%	15%
Very poor	9%	5%	6%
Facilities not available	15%	12%	13%
N/A	22%	15%	16%

Parenting support and family learning services			
Very good	0%	1%	1%
Good	15%	15%	14%
Neither/Nor	18%	25%	24%
Poor	18%	21%	20%
Very poor	6%	4%	5%
Facilities not available	24%	18%	21%
N/A	18%	17%	17%
Activities **for young people outside of school hours**			
Very good	4%	11%	9%
Good	28%	38%	34%
Neither/Nor	28%	21%	24%
Poor	20%	17%	18%
Very poor	6%	5%	5%
Facilities not available	4%	3%	4%
N/A	10%	6%	7%
Community **access for sport and recreation**			
Very good	12%	16%	16%
Good	24%	40%	33%
Neither/Nor	14%	12%	14%
Poor	17%	15%	16%
Very poor	10%	5%	6%
Facilities not available	10%	6%	7%
N/A	14%	7%	9%
Community **and adult learning activities**			
Very good	4%	6%	5%
Good	14%	21%	19%
Neither/Nor	19%	29%	27%
Poor	26%	17%	19%
Very poor	3%	5%	4%
Facilities not available	15%	10%	11%
N/A	19%	14%	15%
Childcare **provision out of school hours (including Breakfast clubs and after schools clubs)**			
Very good			2%
Good	18%	22%	20%
Neither/Nor	16%	23%	21%
Poor	17%	16%	16%
Very poor	11%	5%	6%
Facilities not available	18%	17%	18%
N/A	17%	14%	15%
Health **and social care services**			
Very good	1%	4%	3%
Good	7%	8%	7%
Neither/Nor	18%	17%	18%
Poor	18%	16%	18%
Very poor	10%	7%	8%
Facilities not available	28%	24%	26%
N/A	17%	24%	22%

Q23. We would now like you to think about the design and impact of your school's buildings as a whole, please tell us whether you agree or disagree with the following statements. (Please tick one box in each row)	Treatment	Control	Overall
The buildings are difficult to maintain			
Agree Strongly	36%	41%	38%
Agree	34%	34%	37%
Neither/Nor	22%	13%	16%
Disagree	7%	9%	7%
Disagree strongly	0%	4%	2%
The school buildings are aesthetically pleasing			
Agree Strongly	5%	7%	6%
Agree	14%	15%	16%
Neither/Nor	20%	23%	21%
Disagree	36%	28%	30%
Disagree strongly	24%	28%	27%
The buildings lift your spirits			
Agree Strongly	4%	7%	6%
Agree	11%	11%	10%
Neither/Nor	20%	21%	21%
Disagree	37%	33%	35%
Disagree strongly	28%	29%	28%
I don't feel proud of our school buildings			
Agree Strongly	20%	19%	20%
Agree	27%	17%	20%
Neither/Nor	28%	27%	27%
Disagree	17%	25%	23%
Disagree strongly	9%	12%	10%
The buildings are not adaptable to changing teaching and learning needs			
Agree Strongly	35%	38%	36%
Agree	39%	32%	35%
Neither/Nor	12%	16%	15%
Disagree	12%	10%	10%
Disagree strongly	2%	4%	3%
The buildings are inclusive for those with special educational needs			
Agree Strongly	7%	10%	9%
Agree	26%	22%	24%
Neither/Nor	17%	24%	22%
Disagree	32%	22%	25%
Disagree strongly	18%	21%	20%
The school buildings and their layout are suitable for community access and use out of hours			
Agree Strongly	4%	2%	3%
Agree	14%	26%	21%
Neither/Nor	17%	20%	20%
Disagree	35%	33%	34%
Disagree strongly	30%	19%	22%
The school buildings have a positive public presence and engender local pride			
Agree Strongly	7%	7%	7%
Agree	16%	18%	18%
Neither/Nor	21%	28%	25%
Disagree	31%	26%	28%
Disagree strongly	24%	22%	23%

Q24. Please tell us your opinion about the views of staff, pupils, parents/carers and the community about your school buildings. (Please tick one box in each row)	Treatment	Control	Overall
Staff feel proud of the school buildings and its facilities			
Agree Strongly	5%	9%	7%
Agree	20%	22%	22%
Neither/Nor	27%	29%	28%
Disagree	36%	27%	29%
Disagree strongly	12%	13%	14%
Pupils feel proud of the school buildings			
Agree Strongly	3%	8%	6%
Agree	26%	21%	22%
Neither/Nor	26%	34%	32%
Disagree	35%	26%	28%
Disagree strongly	11%	11%	12%
The buildings raise pupils' aspirations			
Agree Strongly	3%	5%	4%
Agree	13%	18%	16%
Neither/Nor	24%	28%	27%
Disagree	44%	32%	36%
Disagree strongly	16%	17%	17%
Pupils in the school don't respect the buildings and facilities			
Agree Strongly	3%	4%	3%
Agree	14%	14%	14%
Neither/Nor	20%	24%	24%
Disagree	43%	41%	42%
Disagree strongly	20%	16%	17%
The building creates a sense of ownership amongst the local community			
Agree Strongly	3%	3%	3%
Agree	14%	14%	13%
Neither/Nor	22%	30%	28%
Disagree	39%	35%	36%
Disagree strongly	21%	18%	20%
Parents are proud of the school buildings			
Agree Strongly	2%	5%	3%
Agree	23%	21%	21%
Neither/Nor	30%	31%	31%
Disagree	30%	30%	30%
Disagree strongly	15%	13%	14%

Q25. Please use the box below if you wish to comment further on any particular elements of the buildings or design of your school.

Q26. Reflecting on the past two years at your school, is the recruitment of teaching staff of the appropriate quality ……. (Please tick one box only)	Treatment	Control	Overall
becoming more difficult in all or most subjects?	18%	15%	16%
becoming more difficult in some subjects?	35%	42%	41%
no more difficult than before?	38%	27%	30%
becoming easier in some subjects?	6%	12%	10%
becoming easier in all or most subjects?	3%	4%	3%
Total count	95	195	2

Q27. Reflecting on the last two years at your school, is the retention of good quality staff ……. (Please tick one box)	Treatment	Control	Overall
becoming more difficult in all or most subjects?	4%	5%	5%
becoming more difficult in some subjects?	20%	23%	23%
no more difficult than before?	59%	56%	56%
becoming easier in some subjects?	12%	9%	9%
becoming easier in all or most subjects?	5%	7%	7%
Total count	95	195	2

Q28. The following questions are derived from your school self-evaluation form (SEF). Please rate the following aspects of provision in your school as stated in your SEF.	Treatment	Control	Overall
Pupils' achievement and standards in their work			
Outstanding	15%	9%	11%
Good	47%	46%	47%
Satisfactory	35%	39%	37%
Inadequate	2%	6%	5%
Pupils' personal development and well-being			
Outstanding	30%	27%	29%
Good	63%	56%	58%
Satisfactory	7%	16%	13%
Inadequate	0%	0%	0%
Quality of teaching and learning			
Outstanding	11%	7%	8%
Good	73%	58%	63%
Satisfactory	16%	34%	29%
Inadequate	0%	1%	0%
Quality of the curriculum and other activities			
Outstanding	20%	17%	17%
Good	67%	62%	65%
Satisfactory	12%	22%	18%
Inadequate	1%	0%	0%
Quality of care, guidance and support for pupils			
Outstanding	37%	36%	37%
Good	54%	53%	53%
Satisfactory	9%	12%	10%
Inadequate	0%	0%	0%
Effectiveness and efficiency of leadership and management			
Outstanding	20%	14%	16%
Good	68%	58%	62%
Satisfactory	12%	28%	22%
Inadequate	0%	0%	0%

Q29. Please state whether you agree or disagree with the following statements about attitudes to teaching and learning at your school. (Please tick one box only)	Treatment	Control	Overall
Teaching meets the needs of the full range of pupils' requirements			
Agree Strongly	24%	18%	20%
Agree	54%	56%	57%
Neither/Nor	14%	17%	15%
Disagree	7%	9%	8%
Disagree strongly	0%	0%	0%
Teachers take care to ensure that their teaching is appropriate for pupils with special educational needs			
Agree Strongly	32%	32%	31%
Agree	56%	54%	56%
Neither/Nor	11%	11%	11%
Disagree	1%	3%	2%
Disagree strongly	0%	0%	0%
Staff morale is high			
Agree Strongly	14%	13%	13%
Agree	61%	52%	54%
Neither/Nor	19%	28%	25%
Disagree	6%	6%	7%
Disagree strongly	0%	1%	1%
Most pupils want to do well in tests and exams			
Agree Strongly	26%	20%	23%
Agree	62%	65%	63%
Neither/Nor	9%	11%	10%
Disagree	1%	4%	3%
Disagree strongly	2%	1%	1%
Most pupils behave well in class			
Agree Strongly	29%	22%	25%
Agree	61%	66%	64%
Neither/Nor	9%	9%	9%
Disagree	1%	3%	2%
Disagree strongly	1%	0%	0%

Q30. Please state whether you agree or disagree with the following statements about parental involvement. Most parents/carers of pupils at the school… (Please tick one box in each row)	Treatment	Control	Overall
Are interested in their children's education			
Agree Strongly	16%	15%	16%
Agree	69%	67%	68%
Neither/Nor	10%	14%	12%
Disagree	4%	4%	4%
Disagree strongly	1%	0%	0%
Help their children with their homework			
Agree Strongly	4%	2%	3%
Agree	29%	30%	31%
Neither/Nor	48%	41%	44%
Disagree	18%	24%	20%
Disagree strongly	1%	3%	2%
Want their children to do well at school			
Agree Strongly	26%	24%	25%
Agree	69%	67%	68%
Neither/Nor	4%	8%	7%
Disagree	0%	1%	0%
Disagree strongly	1%	0%	0%
Have high aspirations for their children			
Agree Strongly	16%	11%	13%
Agree	38%	37%	37%
Neither/Nor	39%	32%	36%
Disagree	5%	18%	13%
Disagree strongly	1%	2%	1%
Rarely contact the school			
Agree Strongly	2%	2%	2%
Agree	23%	24%	23%
Neither/Nor	28%	32%	30%
Disagree	38%	36%	39%
Disagree strongly	9%	6%	6%
Are openly encouraged to be involved in decisions relating to the school			
Agree Strongly	19%	15%	16%
Agree	63%	55%	58%
Neither/Nor	11%	24%	21%
Disagree	6%	5%	5%
Disagree strongly	1%	0%	0%

Q31. Which of the following best describes what stage in the BSF process your school is at? (Please tick one only)	Treatment	Control	Overall
Development of the Education Vision of your local authority has not started yet	4%	58%	42%
Developing Educational Vision with the local authority and the Strategic Business Case (now known as the Strategy for Change)	15%	29%	24%
Developing the Outline Business Case	25%	6%	12%
Procurement process/identifying the preferred supplier	30%	4%	12%
Financial close/Local Education partnership (LEP) set up	19%	1%	6%
Started construction	5%	1%	2%
New or re-furbished school building open	1%	2%	2%

Q32. Are you a BSF quick win school? (Please tick one only)	Treatment	Control	Overall
Yes	11%	4%	7%
No	89%	96%	93%
Total count	54	67	1

Q33. If appropriate for you, please indicate all members of senior staff in your school that are or are likely to be involved in working on the BSF programme and the member of staff with primary responsibility for programme delivery (Please tick all that apply).	Treatment	Control	Overall
Involvement in BSF			
Headteacher	30%	30%	30%
Deputy headteacher	26%	24%	25%
Bursar	14%	19%	17%
Premises manager	15%	15%	15%
Business manager	11%	11%	11%
Other (please specify)	4%	1%	3%
Primary responsibility (tick one only)			
Headteacher	73%	85%	79%
Deputy headteacher	22%	4%	13%
Bursar	0%	1%	1%
Premises manager	1%	3%	2%
Business manager	3%	7%	5%
Other (please specify)	1%	0%	1%

Q34. During each stage of Building Schools for the Future, to what extent have you felt informed about the process? (Please tick one in each column only depending on how many stages as defined in Q31 you have passed through)	Treatment	Control	Overall
Stage 2			
Completely informed	24%	32%	28%
Informed	55%	41%	47%
Neither informed or not	7%	1%	5%
Not very informed	10%	14%	12%
Not at all informed	3%	3%	3%
Not applicable	0%	9%	5%
Stage 3			
Completely informed	25%	10%	17%
Informed	47%	13%	29%
Neither informed or not	4%	1%	2%
Not very informed	13%	1%	8%
Not at all informed	0%	0%	0%
Not applicable	12%	74%	43%
Stage 4			
Completely informed	28%	5%	15%
Informed	24%	4%	12%
Neither informed or not	4%	1%	2%
Not very informed	12%	0%	5%
Not at all informed	0%	0%	0%
Not applicable	32%	89%	65%

Q34. During each stage of Building Schools for the Future, to what extent have you felt informed about the process? (Please tick one in each column only depending on how many stages as defined in Q31 you have passed through) (Continued from previous page)	Treatment	Control	Overall
Stage 5			
Completely informed	7%	2%	4%
Informed	14%	1%	6%
Neither informed or not	5%	1%	3%
Not very informed	4%	0%	2%
Not at all informed	0%	0%	0%
Not applicable	70%	96%	85%
Stage 6			
Completely informed	5%	2%	4%
Informed	1%	0%	1%
Neither informed or not	0%	1%	1%
Not very informed	0%	0%	0%
Not at all informed	0%	0%	0%
Not applicable	94%	97%	95%
Stage 7			
Completely informed	1%	2%	2%
Informed	0%	0%	0%
Neither informed or not	0%	0%	0%
Not very informed	0%	1%	1%
Not at all informed	0%	0%	0%
Not applicable	99%	97%	98%

Q35. In relation to your experience of the consultation process in BSF, please state whether you agree or disagree with the following statements. (Please tick one box in each row)	Treatment	Control	Overall
We have had sufficient time for consultation and refinement of designs			
Agree Strongly	3%	5%	4%
Agree	20%	14%	17%
Neither/Nor	18%	19%	20%
Disagree	33%	10%	23%
Disagree strongly	15%	12%	13%
N/A	10%	39%	24%
We have received clear briefing documentation			
Agree Strongly	8%	9%	9%
Agree	35%	27%	31%
Neither/Nor	22%	13%	19%
Disagree	20%	13%	17%
Disagree strongly	12%	8%	10%
N/A	2%	30%	14%
The DfES's policy priorities for BSF have been clearly communicated to us			
Agree Strongly	4%	5%	5%
Agree	39%	38%	39%
Neither/Nor	24%	19%	21%
Disagree	18%	9%	14%
Disagree strongly	12%	11%	12%
N/A	2%	19%	9%

Q35. In relation to your experience of the consultation process in BSF, please state whether you agree or disagree with the following statements. (Please tick one box in each row) (Continued from previous page)	Treatment	Control	Overall
Our governing body was able to fully engage in the consultation			
Agree Strongly	6%	8%	6%
Agree	36%	10%	23%
Neither/Nor	24%	19%	21%
Disagree	22%	17%	21%
Disagree strongly	9%	9%	9%
N/A	3%	36%	19%
All staff feel that they have been sufficiently consulted on their views			
Agree Strongly	3%	4%	3%
Agree	38%	12%	25%
Neither/Nor	28%	14%	21%
Disagree	18%	22%	22%
Disagree strongly	8%	10%	9%
N/A	4%	38%	20%
Pupils feel that they have been sufficiently consulted on their views			
Agree Strongly	1%	4%	2%
Agree	32%	6%	20%
Neither/Nor	32%	19%	25%
Disagree	19%	14%	18%
Disagree strongly	8%	16%	11%
N/A	8%	40%	23%
The school's expectations of the BSF project have been adequately listened to			
Agree Strongly	6%	5%	6%
Agree	36%	10%	23%
Neither/Nor	20%	21%	22%
Disagree	19%	13%	17%
Disagree strongly	15%	12%	13%
N/A	4%	39%	20%
There has been effective partnership working with wider agencies including health and children's services			
Agree Strongly	2%	5%	3%
Agree	8%	1%	5%
Neither/Nor	19%	24%	21%
Disagree	33%	13%	24%
Disagree strongly	28%	14%	22%
N/A	10%	42%	24%

Q36. BSF proposals are generally based around clusters or groups of schools in geographical areas. Thinking about these clusters, please state whether you agree with the following statements. (Please tick one box in each row).	Treatment	Control	Overall
We have worked entirely on our own			
Agree Strongly	3%	7%	5%
Agree	13%	8%	11%
Neither/Nor	13%	12%	13%
Disagree	40%	25%	32%
Disagree strongly	17%	12%	15%
N/A	15%	36%	24%

Q36. BSF proposals are generally based around clusters or groups of schools in geographical areas. Thinking about these clusters, please state whether you agree with the following statements. (Please tick one box in each row) (Continued from previous page)	Treatment	Control	Overall
We benefit from getting advice from other schools in the cluster			
Agree Strongly	10%	7%	9%
Agree	26%	28%	27%
Neither/Nor	26%	17%	22%
Disagree	18%	7%	13%
Disagree strongly	2%	4%	3%
N/A	18%	38%	26%
We have been able to plan more effectively to meet the needs of the area for different types of schools			
Agree Strongly	5%	7%	6%
Agree	22%	22%	22%
Neither/Nor	30%	14%	22%
Disagree	15%	12%	14%
Disagree strongly	9%	4%	7%
N/A	20%	41%	29%
Working as a cluster has created significant delay			
Agree Strongly	1%	1%	1%
Agree	10%	3%	7%
Neither/Nor	28%	26%	28%
Disagree	28%	18%	23%
Disagree strongly	8%	5%	8%
N/A	24%	47%	33%
Our aspirations have been diluted by working in a cluster			
Agree Strongly	1%	4%	2%
Agree	8%	3%	5%
Neither/Nor	29%	20%	26%
Disagree	26%	20%	24%
Disagree strongly	11%	4%	9%
N/A	24%	49%	34%
The cluster approach has created more collaboration across types of school (e.g. specialist schools, Academies)			
Agree Strongly	9%	5%	8%
Agree	17%	19%	17%
Neither/Nor	31%	23%	27%
Disagree	13%	5%	10%
Disagree strongly	5%	1%	3%
N/A	25%	47%	34%
The cluster approach has helped support delivery across initiatives (e.g. extended schools, 14-19 vocational provision, inclusion provision for excluded pupils)			
Agree Strongly	8%	5%	7%
Agree	28%	19%	25%
Neither/Nor	28%	21%	24%
Disagree	9%	10%	9%
Disagree strongly	2%	0%	2%
N/A	24%	45%	33%

Q37. Thinking about the BSF strategy and your school, please state whether you agree or disagree with the following statements. (Please tick one box in each row) [Please note, "BSF strategy" refers to the Educational Vision or, for later waves, the Strategy for Change document]	Treatment	Control	Overall
The BSF strategy will support us in tackling fundamental design issues with our school buildings			
Agree Strongly	33%	32%	34%
Agree	47%	30%	37%
Neither/Nor	7%	13%	9%
Disagree	5%	6%	6%
Disagree strongly	5%	2%	3%
N/A	5%	16%	10%
The BSF strategy is educationally transformational			
Agree Strongly	30%	30%	29%
Agree	37%	35%	37%
Neither/Nor	13%	16%	14%
Disagree	11%	6%	9%
Disagree strongly	6%	1%	3%
N/A	3%	12%	8%
The BSF strategy is inspirational but realistic			
Agree Strongly	16%	21%	18%
Agree	34%	23%	29%
Neither/Nor	23%	24%	23%
Disagree	15%	15%	15%
Disagree strongly	8%	2%	5%
N/A	3%	15%	9%
The BSF strategy prioritises the areas of most pressing educational need and deprivation across our cluster			
Agree Strongly	10%	14%	12%
Agree	30%	31%	30%
Neither/Nor	26%	16%	21%
Disagree	20%	13%	16%
Disagree strongly	5%	6%	5%
N/A	9%	19%	15%
The BSF strategy prioritises the buildings with most pressing need in terms of condition and suitability			
Agree Strongly	14%	20%	17%
Agree	32%	31%	33%
Neither/Nor	25%	17%	20%
Disagree	16%	7%	11%
Disagree strongly	8%	7%	8%
N/A	6%	17%	11%

Q38. In your opinion, what do you think will be the most significant impacts of the BSF strategy on how you do things at your school? It will help your school… (Please tick three only)	Treatment	Control	Overall
Increase the pace of workforce reform to wider the roles and responsibilities of all staff	5%	7%	5%
Have more interactive social areas, indoors as well as outdoors	14%	14%	14%
Allow teachers to focus on more personalised teaching and learning	21%	17%	19%
Increase the involvement and responsibility of parents in school	1%	0%	0%
Involve the wider community more in educational and cultural activities	11%	12%	12%
Improve the professional competence of your staff	2%	2%	2%
Improve provision for children with special educational needs	11%	8%	9%
Increase the range of services offered in schools to support learners and their families	10%	16%	13%
Deliver better outcomes for pupils	26%	23%	25%
Other (please specify)	0%	0%	0%
Total count	250	219	2

Q39. To what extent do you think the BSF strategy will impact on the following in your school? (Please tick one box in each row)	Treatment	Control	Overall
Making the school environment more stimulating and welcoming			
Agree Strongly	63%	59%	62%
Agree	32%	32%	31%
Neither/Nor	3%	8%	5%
Disagree	2%	1%	2%
Disagree strongly	0%	0%	0%
Making the school buildings a community resource			
Agree Strongly	35%	40%	39%
Agree	45%	47%	46%
Neither/Nor	13%	12%	12%
Disagree	7%	1%	4%
Disagree strongly	0%	0%	0%
Accommodating a variety of learning styles and situations			
Agree Strongly	47%	47%	48%
Agree	42%	36%	39%
Neither/Nor	7%	16%	11%
Disagree	5%	1%	3%
Disagree strongly	0%	0%	0%
Improving pupil behaviour in the school			
Agree Strongly	24%	27%	25%
Agree	36%	33%	36%
Neither/Nor	29%	31%	29%
Disagree	8%	9%	8%
Disagree strongly	2%	0%	1%
Improving the quality of teaching and learning in the school			
Agree Strongly	33%	35%	35%
Agree	51%	47%	49%
Neither/Nor	8%	16%	11%
Disagree	7%	3%	5%
Disagree strongly	1%	0%	1%
Providing pupils a curriculum choice that suits their needs and interests			
Agree Strongly	34%	33%	36%
Agree	46%	36%	41%
Neither/Nor	10%	23%	15%
Disagree	8%	8%	8%
Disagree strongly	1%	0%	1%
Making the school a better place to work for staff			
Agree Strongly	56%	57%	57%
Agree	37%	32%	34%
Neither/Nor	3%	11%	6%
Disagree	2%	1%	2%
Disagree strongly	1%	0%	1%

Providing pupils a curriculum choice that suits their needs and interests			
Agree Strongly	34%	33%	36%
Agree	46%	36%	41%
Neither/Nor	10%	23%	15%
Disagree	8%	8%	8%
Disagree strongly	1%	0%	1%
Making the school a better place to work for staff			
Agree Strongly	56%	57%	57%
Agree	37%	32%	34%
Neither/Nor	3%	11%	6%
Disagree	2%	1%	2%
Disagree strongly	1%	0%	1%

Q40. How satisfied are you with the advice, support and guidance that you have received for the BSF programme to date? (Please tick one in each column only depending on how many stages as defined in Q31 you have passed through)	Treatment	Control	Overall
Stage 2			
Very satisfied	14%	14%	14%
Satisfied	44%	39%	41%
Neither satisfied or not	15%	17%	16%
Dissatisfied	13%	10%	13%
Very dissatisfied	9%	6%	7%
Not applicable	5%	13%	9%
Stage 3			
Very satisfied	16%	3%	9%
Satisfied	33%	10%	21%
Neither satisfied or not	19%	6%	13%
Dissatisfied	8%	3%	6%
Very dissatisfied	7%	3%	5%
Not applicable	16%	76%	46%
Stage 4			
Very satisfied	16%	1%	7%
Satisfied	23%	4%	12%
Neither satisfied or not	10%	2%	5%
Dissatisfied	9%	2%	5%
Very dissatisfied	5%	2%	3%
Not applicable	36%	88%	67%
Stage 5			
Very satisfied	7%	1%	3%
Satisfied	11%	1%	5%
Neither satisfied or not	4%	1%	2%
Dissatisfied	4%	0%	2%
Very dissatisfied	3%	2%	2%
Not applicable	72%	95%	85%
Stage 6			
Very satisfied	5%	1%	3%
Satisfied	2%	1%	2%
Neither satisfied or not	0%	1%	1%
Dissatisfied	0%	0%	0%
Very dissatisfied	0%	2%	1%
Not applicable	93%	95%	94%
Stage 7			
Very satisfied	0%	1%	1%
Satisfied	1%	1%	1%
Neither satisfied or not	0%	0%	0%
Dissatisfied	0%	1%	1%
Very dissatisfied	0%	2%	1%
Not applicable	99%	95%	97%

Stage 6			
Very satisfied	5%	1%	3%

Q40. How satisfied are you with the advice, support and guidance that you have received for the BSF programme to date? (Please tick one in each column only depending on how many stages as defined in Q31 you have passed through) (Continued from previous page)	**Treatment**	**Control**	**Overall**
Satisfied	2%	1%	2%
Neither satisfied or not	0%	1%	1%
Dissatisfied	0%	0%	0%
Very dissatisfied	0%	2%	1%
Not applicable	93%	95%	94%
Stage 7			
Very satisfied	0%	1%	1%
Satisfied	1%	1%	1%
Neither satisfied or not	0%	0%	0%
Dissatisfied	0%	1%	1%
Very dissatisfied	0%	2%	1%
Not applicable	99%	95%	97%

Q41. Please state whether you agree or disagree with the following statements. (Please tick one box in each row)	Treatment	Control	Overall
We have had adequate time to develop our proposals			
Agree Strongly	8%	8%	8%
Agree	29%	20%	25%
Neither/Nor	24%	37%	28%
Disagree	28%	25%	28%
Disagree strongly	11%	11%	11%
We have received adequate support to allow us to release the staff time required to develop our BSF proposals			
Agree Strongly	7%	5%	6%
Agree	14%	14%	14%
Neither/Nor	19%	33%	24%
Disagree	33%	36%	35%
Disagree strongly	26%	13%	21%
We have received adequate support in considering how to sustain the school until BSF funding becomes available			
Agree Strongly	6%	6%	6%
Agree	6%	6%	6%
Neither/Nor	31%	45%	36%
Disagree	39%	23%	33%
Disagree strongly	18%	19%	19%
We are confident that management strategies are being put in place to deliver the local authority's BSF strategy			
Agree Strongly	6%	9%	7%
Agree	45%	41%	42%
Neither/Nor	19%	34%	26%
Disagree	20%	11%	18%
Disagree strongly	10%	5%	8%
The BSF processes of management and delivery represent an improvement on previous relevant programmes of capital investment			
Agree Strongly	14%	6%	10%
Agree	32%	33%	31%
Neither/Nor	40%	46%	42%
Disagree	10%	8%	10%
Disagree strongly	5%	6%	6%

Q42. How satisfied are you with each of the following? (Please tick one only)	Treatment	Control	Overall
That your expectations of the BSF project have been/are being adequately listened to during the procurement process			
Very satisfied	10%	3%	7%
Satisfied	43%	22%	33%
Neither satisfied or not	17%	20%	18%
Dissatisfied	10%	13%	12%
Very dissatisfied	8%	6%	8%
Not applicable	12%	36%	23%
You have had the opportunity to comment on and evaluate proposals			
Very satisfied	19%	6%	12%
Satisfied	42%	24%	33%
Neither satisfied or not	15%	15%	15%
Dissatisfied	7%	16%	11%
Very dissatisfied	5%	1%	4%
Not applicable	12%	37%	24%
The procurement process as a whole at this stage			
Very satisfied	9%	2%	5%
Satisfied	32%	17%	25%
Neither satisfied or not	30%	24%	26%
Dissatisfied	9%	8%	9%
Very dissatisfied	5%	3%	5%
Not applicable	16%	46%	30%

Building Schools for the Future
Technical Report

Appendix G: Pupil survey data[1]

[1] Totals may not sum to 100% due to rounding

Q1. How good do you think the following facilities/equipment are at your school? (Please tick one box for each row)	Treatment	Control	Overall
Classrooms			
Very good	5%	6%	6%
Good	51%	52%	51%
Neither / Nor	25%	28%	26%
Poor	15%	11%	14%
Very Poor	3%	2%	3%
Facilities not available	0%	0%	0%
Science labs			
Very good	16%	17%	16%
Good	53%	51%	52%
Neither / Nor	19%	20%	19%
Poor	10%	10%	10%
Very Poor	3%	2%	2%
Facilities not available	0%	0%	0%
Computers (ICT)			
Very good	30%	34%	31%
Good	49%	48%	49%
Neither / Nor	11%	12%	11%
Poor	7%	5%	7%
Very Poor	2%	1%	2%
Facilities not available	0%	0%	0%
Arts and design facilities (e.g. drama, music)			
Very good	22%	26%	23%
Good	46%	44%	45%
Neither / Nor	19%	20%	19%
Poor	10%	8%	10%
Very Poor	2%	2%	2%
Facilities not available	1%	0%	1%
Hall and concert spaces			
Very good	16%	17%	16%
Good	42%	41%	42%
Neither / Nor	24%	22%	24%
Poor	14%	11%	13%
Very Poor	3%	2%	3%
Facilities not available	1%	7%	2%
Indoor and outdoor space and facilities for PE and school sport (along with changing facilities)			
Very good	25%	36%	29%
Good	36%	37%	36%
Neither / Nor	18%	14%	17%
Poor	15%	10%	14%
Very Poor	5%	3%	4%
Facilities not available	1%	0%	1%
Learning resource areas (e.g. Library facilities)			
Very good	19%	18%	19%
Good	50%	46%	49%
Neither / Nor	21%	27%	22%
Poor	8%	6%	7%
Very Poor	2%	3%	2%
Facilities not available	0%	0%	0%

Q1. How good do you think the following facilities/equipment are at your school? (Please tick one box for each row) (Continued from previous page)	Treatment	Control	Overall
Places for homework/extra study			
Very good	11%	10%	11%
Good	32%	35%	33%
Neither / Nor	29%	29%	29%
Poor	16%	15%	16%
Very Poor	6%	5%	6%
Facilities not available	6%	5%	6%
School dining and kitchen areas			
Very good	9%	21%	13%
Good	34%	40%	36%
Neither / Nor	23%	21%	23%
Poor	18%	12%	16%
Very Poor	10%	5%	8%
Facilities not available	7%	0%	5%
Areas for socialising with friends			
Very good	17%	19%	17%
Good	36%	40%	38%
Neither / Nor	19%	22%	20%
Poor	17%	13%	16%
Very Poor	7%	5%	7%
Facilities not available	3%	2%	3%
Outdoor school grounds			
Very good	16%	20%	17%
Good	40%	42%	41%
Neither / Nor	22%	22%	22%
Poor	13%	13%	13%
Very Poor	7%	3%	6%
Facilities not available	1%	1%	1%
Toilet facilities			
Very good	3%	5%	3%
Good	15%	17%	16%
Neither / Nor	16%	17%	16%
Poor	23%	25%	24%
Very Poor	40%	33%	38%
Facilities not available	3%	3%	3%

Q2. Please tell us what you think about your school's buildings? (Please tick one box for each statement)	Treatment	Control	Overall
This school has modern, clean buildings			
Agree	22%	27%	23%
Not Sure	35%	44%	38%
Disagree	43%	28%	39%
I find it easy to get around the school			
Agree	75%	83%	77%
Not Sure	15%	10%	14%
Disagree	10%	8%	9%
The school buildings feel like a safe environment to be in			
Agree	42%	47%	43%
Not Sure	37%	39%	38%
Disagree	21%	14%	19%
My school buildings make a difference to my learning			
Agree	33%	31%	32%
Not Sure	46%	46%	46%
Disagree	22%	23%	22%
Visitors like coming to our school			
Agree	36%	39%	37%
Not Sure	57%	56%	57%
Disagree	7%	5%	7%
I don't think that the school buildings are very welcoming			
Agree	34%	27%	32%
Not Sure	33%	33%	33%
Disagree	33%	40%	35%
I feel proud of our school buildings			
Agree	22%	25%	23%
Not Sure	39%	44%	40%
Disagree	40%	31%	37%
The buildings and its grounds lift my spirits and raise my aspirations			
Agree	10%	12%	11%
Not Sure	36%	44%	38%
Disagree	54%	44%	51%
I think the school buildings are uninspiring			
Agree	36%	28%	34%
Not Sure	45%	50%	46%
Disagree	19%	23%	20%

Q3. Please tell us what you think of your classrooms? (Please tick one box for each statement)	Treatment	Control	Overall
The temperature in my classrooms is about right throughout the year			
Agree	22%	30%	24%
Not Sure	23%	25%	24%
Disagree	55%	45%	52%
I like the colour of my classrooms			
Agree	13%	19%	15%
Not Sure	26%	28%	27%
Disagree	60%	53%	58%
The noise levels in my classrooms make it harder for me to learn			
Agree	47%	49%	48%
Not Sure	28%	27%	27%
Disagree	25%	24%	25%
The classrooms feel cramped and overcrowded			
Agree	38%	23%	34%
Not Sure	31%	30%	31%
Disagree	31%	47%	36%
There isn't enough natural light in my classrooms			
Agree	28%	24%	27%
Not Sure	29%	26%	28%
Disagree	43%	50%	45%
The artificial light in my classrooms is about right			
Agree	51%	56%	52%
Not Sure	34%	32%	33%
Disagree	15%	12%	14%
The furniture in my classrooms is comfortable			
Agree	18%	19%	18%
Not Sure	20%	22%	21%
Disagree	62%	59%	61%
We have enough subject textbooks to use			
Agree	45%	56%	48%
Not Sure	28%	27%	27%
Disagree	27%	17%	24%
We have good equipment to use in our classrooms			
Agree	37%	45%	40%
Not Sure	34%	34%	34%
Disagree	29%	21%	27%
My classrooms are inspiring			
Agree	13%	16%	14%
Not Sure	44%	51%	46%
Disagree	43%	33%	40%

Q4. Tell us what you think about these different parts of the school buildings (Please tick one box for each statement)	Treatment	Control	Overall
There are not enough places to go during break and lunch times			
Agree	57%	53%	56%
Not sure	17%	18%	18%
Disagree	23%	27%	24%
Facilities not available	2%	2%	2%
The halls and corridors get very congested			
Agree	81%	67%	77%
Not sure	15%	23%	17%
Disagree	4%	9%	6%
Facilities not available	1%	1%	1%
The social areas for me and my friends to relax are good			
Agree	19%	27%	22%
Not sure	27%	28%	27%
Disagree	46%	37%	43%
Facilities not available	8%	8%	8%
There isn't enough indoor and outdoor space for school sports and PE			
Agree	26%	19%	24%
Not sure	22%	16%	20%
Disagree	50%	64%	54%
Facilities not available	1%	1%	1%
There isn't enough room to work in the science labs			
Agree	27%	25%	26%
Not sure	24%	21%	23%
Disagree	49%	53%	50%
Facilities not available	1%	1%	1%
There isn't enough room to work in the design and technology labs			
Agree	27%	25%	26%
Not sure	24%	21%	23%
Disagree	49%	53%	50%
Facilities not available	1%	1%	1%
My art and design classrooms are adequate for my lessons			
Agree	48%	56%	50%
Not sure	38%	34%	37%
Disagree	13%	9%	12%
Facilities not available	1%	1%	1%
The toilets and changing rooms are not very good			
Agree	76%	63%	72%
Not sure	15%	18%	16%
Disagree	8%	18%	11%
Facilities not available	1%	1%	1%

Q5. Tell us what you think of your ICT / computing facilities? (Please tick one box for each statement)	Treatment	Control	Overall
There are enough computers for us to use			
Agree	60%	68%	63%
Not sure	15%	12%	14%
Disagree	25%	20%	23%
It is easy to get access to ICT in my classrooms			
Agree	51%	52%	51%
Not sure	26%	26%	26%
Disagree	23%	21%	22%
We don't get enough time to use computers in different subjects			
Agree	73%	73%	73%
Not sure	16%	15%	15%
Disagree	11%	12%	11%
Using computers helps me to learn			
Agree	78%	80%	79%
Not sure	16%	15%	15%
Disagree	6%	5%	5%
I enjoy using computers in school			
Agree	87%	89%	87%
Not sure	8%	7%	8%
Disagree	6%	4%	5%
My school work has got better because I use computers			
Agree	47%	48%	47%
Not sure	38%	38%	38%
Disagree	15%	13%	14%
I find it difficult to use computers			
Agree	5%	6%	6%
Not sure	10%	9%	9%
Disagree	85%	85%	85%
I can use computers at home that are linked to the school			
Agree	30%	26%	29%
Not sure	28%	34%	30%
Disagree	41%	40%	41%

Q6. Tell us what you think of your school dining facilities? (Please tick one box for each statement)	Treatment	Control	Overall
I like the food in the school dining facilities			
Agree	27%	36%	30%
Not sure	30%	26%	29%
Disagree	43%	38%	41%
The dining area is a nice place to eat			
Agree	21%	44%	28%
Not sure	26%	24%	26%
Disagree	52%	32%	46%
I always eat in the school dining area			
Agree	33%	37%	34%
Not sure	11%	8%	10%
Disagree	57%	55%	56%
The food that the school serves is unhealthy			
Agree	14%	9%	12%
Not sure	42%	41%	42%
Disagree	44%	50%	46%
The dining area is always clean			
Agree	19%	34%	24%
Not sure	33%	36%	34%
Disagree	48%	30%	42%

Q7. Have you heard about a new building programme for your school, which is part of a government scheme called Building Schools for the Future? (Please tick one box)	Treatment	Control	Overall
Yes	61%	29%	52%
No	39%	71%	48%

Q8. Tell us what involvement you have had in the new building programme at your school (Please tick one box for each statement)	Treatment	Control	Overall
I have been asked about the type of facilities I would like to see at the school			
Agree	37%	31%	36%
Not sure	19%	31%	21%
Disagree	43%	38%	43%
I have been part of a pupil council that has been asked its views on what facilities the school needs			
Agree	11%	18%	12%
Not sure	13%	15%	13%
Disagree	77%	67%	75%

Q11. Is this the nearest school to your home? (Please tick one box only)			Overall
Yes			54%
No			38%
Don't know			9%

Q12. If not, why didn't you attend the school closest to your home? (Please tick all that apply)			Overall
It was full			8%
My current school has a better academic record			29%
My current school has better facilities			17%
My current school is more modern & comfortable			11%
Don't know			20%

Q13. Please describe yourself at school? (Please tick one box for each statement)			Overall
I am well behaved in school			
Agree			59%
Not sure			34%
Disagree			7%
I am bullied or badly treated by other students in the school			
Agree			10%
Not sure			17%
Disagree			73%
I do my homework on time			
Agree			53%
Not sure			32%
Disagree			15%
I go to all my classes unless I am unwell			
Agree			89%
Not sure			7%
Disagree			4%
I try hard in school			
Agree			78%
Not sure			19%
Disagree			3%

Q14. Have you or your friends played truant (bunked off or skived) from school so far this year? (Please tick one box only)			Overall
Never			79%
For the odd day or lesson			15%
For particular days or lessons			4%
For a few days at a time			1%
For weeks at a time			1%

Q15. How often are you late for classes? (Please tick one box only)			Overall
Never			30%
For the odd lesson			48%
For some lessons			16%
For particular lessons			3%
For most lessons			2%

Q16. Please describe what other pupils are like at your school and how they treat the school buildings? (Please tick one box for each statement)			Overall
There is graffiti in my school			
Agree			58%
Not sure			25%
Disagree			17%
There is too much litter around the school			
Agree			61%
Not sure			25%
Disagree			14%
Pupils in the school respect the buildings, facilities and school resources			
Agree			10%
Not sure			40%
Disagree			50%
Pupils are well behaved in classes			
Agree			7%
Not sure			44%
Disagree			48%

Q17. Do you agree with the following statements about your school? (Please tick one box for each statement)			Overall
Most of the time I enjoy being at school			
Agree			53%
Not sure			23%
Disagree			24%
I think the school suits my talents and interests			
Agree			39%
Not sure			43%
Disagree			18%
School work is worth doing			
Agree			61%
Not sure			28%
Disagree			11%
Most pupils treat the school staff with respect			
Agree			38%
Not sure			36%
Disagree			26%
Pupil's opinions are listened to			
Agree			37%
Not sure			38%
Disagree			25%
I really like this school			
Agree			41%
Not sure			40%
Disagree			19%
I feel that I belong in this school			
Agree			50%
Not sure			36%
Disagree			14%
Some pupils get bullied by others			
Agree			67%
Not sure			26%
Disagree			6%
School work here is dull and boring			
Agree			37%
Not sure			40%
Disagree			23%
I feel safe at this school during break and lunch times			
Agree			57%
Not sure			30%
Disagree			13%
If there were fewer pupils in my classes I would learn a lot more			
Agree			49%
Not sure			30%
Disagree			21%
I feel like I get the support I need from adults in the school if I have a problem			
Agree			48%
Not sure			36%
Disagree			17%

Q18. Do you agree with the following statements about the subjects that you study? (Please tick one box for each statement)			Overall
I find the subjects I study interesting			
Agree			41%
Not sure			43%
Disagree			16%
I feel I can choose subjects which interest me			
Agree			52%
Not sure			27%
Disagree			20%
I feel like I get the support I need from adults in school to help me choose my subjects			
Agree			43%
Not sure			38%
Disagree			19%
I feel like I get the support I need from adults in school to help me with my school work			
Agree			56%
Not sure			32%
Disagree			12%
I can get support with my studies out of school hours if I want to (e.g. at study support centres)			
Agree			37%
Not sure			41%
Disagree			22%
I find my lessons challenging in a way that I like			
Agree			37%
Not sure			41%
Disagree			22%
I find I can make progress in lessons at a pace that suits me			
Agree			60%
Not sure			27%
Disagree			13%
I feel like I get left behind in lessons			
Agree			15%
Not sure			32%
Disagree			52%

Q19. Please tell us how you feel about the lessons you've had during the last school year (Please tick one box for each statement)			Overall
I work as hard as I can in school			
All lessons			29%
Most lessons			50%
Some lessons			18%
Hardly any lessons			2%
No lessons			0%
I often count the minutes till a lesson ends			
All lessons			23%
Most lessons			19%
Some lessons			32%
Hardly any lessons			15%
No lessons			11%
I do well in school			
All lessons			33%
Most lessons			47%
Some lessons			18%
Hardly any lessons			2%
No lessons			1%
I am bored in lessons			
All lessons			11%
Most lessons			22%
Some lessons			47%
Hardly any lessons			15%
No lessons			5%
The work I do in lessons is a waste of time			
All lessons			4%
Most lessons			8%
Some lessons			31%
Hardly any lessons			30%
No lessons			28%
The work I do in lessons is interesting			
All lessons			9%
Most lessons			32%
Some lessons			42%
Hardly any lessons			13%
No lessons			4%

Q20. Which of the following statements are true for you? (Please tick one box for each statement)			Overall
I can't wait to leave school and get a job			
Agree			57%
Not sure			30%
Disagree			14%
I'd really like to go to university			
Agree			59%
Not sure			30%
Disagree			11%
My friends will think I am a snob if I go to university			
Agree			9%
Not sure			29%
Disagree			62%
My parents want me to stay in education for as long as possible			
Agree			58%
Not sure			36%
Disagree			5%
I am not happy about the thought of leaving school			
Agree			15%
Not sure			34%
Disagree			50%

Q21. When do you think you might leave full-time education? (Please tick one box only)			Overall
At the end of Year 11			13%
At age 17, after one year in college or in sixth form			5%
At age 18, after two years in college or in sixth form			10%
After I have been to university			36%
I don't know yet			36%

Q22. After finishing school at the end of Year 11, do you expect to (Please tick one box only)			Overall
Go into a school sixth form (year 12)?			25%
Go to college?			39%
Go on a training scheme?			4%
Get a job?			12%
Not sure yet			20%
Do something else? (please say what)			0%

Q23. What do your parents think about your school? (Please tick one box for each statement)			Overall
My parents think that my school is a good school			
Agree			58%
Not sure			32%
Disagree			10%
My parents believe that the facilities at my school are good			
Agree			35%
Not sure			50%
Disagree			15%
My parents think that the teachers at the school care about my education and want me to learn			
Agree			55%
Not sure			37%
Disagree			8%
My parents are proud of the school I attend			
Agree			48%
Not sure			43%
Disagree			9%

Q24. How often do your teachers use these different methods to help you learn? (Please tick one box for each statement)			Overall
The teacher asks us questions about what we have learnt			
Every or almost every lesson			30%
About half the lessons			28%
Some lessons			37%
Never			5%
We listen whilst the teacher teaches the whole class about something			
Every or almost every lesson			45%
About half the lessons			31%
Some lessons			23%
Never			2%
We read our textbooks and other resource material			
Every or almost every lesson			36%
About half the lessons			34%
Some lessons			28%
Never			2%
We work on problems on our own			
Every or almost every lesson			25%
About half the lessons			32%
Some lessons			36%
Never			7%
We give explanations about what we are studying			
Every or almost every lesson			29%
About half the lessons			29%
Some lessons			33%
Never			9%
We use drama, acting and role plays			
Every or almost every lesson			18%
About half the lessons			15%
Some lessons			50%
Never			17%
We use ICT (computers)			
Every or almost every lesson			20%
About half the lessons			19%
Some lessons			59%
Never			3%
We work in small groups or in pairs			
Every or almost every lesson			20%
About half the lessons			29%
Some lessons			48%
Never			3%
We get help from other adults in the classroom			
Every or almost every lesson			31%
About half the lessons			21%
Some lessons			37%
Never			11%

Q25. We would like to know your views of your teachers. How many teachers do each of these sentences apply to? (Please tick one box for each statement)			Overall
My teachers make it clear how we should behave in school			
All teachers			49%
Most teachers			39%
Some teachers			11%
Hardly any teachers			1%
The teachers do something when they see someone breaking the rules			
All teachers			44%
Most teachers			38%
Some teachers			15%
Hardly any teachers			3%
The teachers can keep order in class			
All teachers			19%
Most teachers			42%
Some teachers			32%
Hardly any teachers			7%
My teachers try to get me to work as well as I am able			
All teachers			48%
Most teachers			35%
Some teachers			15%
Hardly any teachers			2%
My teachers always mark my work			
All teachers			19%
Most teachers			32%
Some teachers			37%
Hardly any teachers			11%
My teachers praise me when I do my school work well			
All teachers			25%
Most teachers			30%
Some teachers			28%
Hardly any teachers			17%

Q26. Tell us how dedicated you think your teachers are to helping you learn? (Please tick one box for each statement)			Overall
Some teachers don't care if I learn or not			
Agree			20%
Not sure			37%
Disagree			43%
Teachers in this school seem to like teaching			
Agree			52%
Not sure			40%
Disagree			8%
Teachers really believe that all pupils can achieve			
Agree			61%
Not sure			32%
Disagree			8%
Teachers are only interested in the pupils who do well in tests and exams			
Agree			27%
Not sure			39%
Disagree			35%
Subject teachers know their subject well			
Agree			68%
Not sure			27%
Disagree			5%

Q27. How much do you agree with these sentences? (Please tick one box for each statement)			Overall
There are lots of things about myself I would change			
Agree			39%
Not sure			36%
Disagree			24%
If I have something to say, I usually say it			
Agree			59%
Not sure			28%
Disagree			13%
Things are all mixed up in my life			
Agree			26%
Not sure			30%
Disagree			44%
I have a good time at home			
Agree			79%
Not sure			16%
Disagree			5%
I am popular with people my own age			
Agree			51%
Not sure			40%
Disagree			10%
I often feel lonely at school			
Agree			10%
Not sure			18%
Disagree			72%
I find it very hard to talk to the class			
Agree			23%
Not sure			26%
Disagree			51%
I ask the teacher if I don't understand something			
Agree			68%
Not sure			22%
Disagree			11%

Q28. About how many books are there in your home? (Do not count magazines, newspapers or your school books) (Please tick one box only)			Overall
None or very few (0-10)			24%
Enough to fill one shelf (11-25)			27%
Enough to fill one bookcase (26-100)			27%
Enough to fill two bookcases (101-200)			12%
Enough to fill three or more bookcases (more than 200)			11%

Q29. Do you have any of these things at your home? (Please tick yes or no for each)			Overall
Calculator			
Yes			96%
No			4%
Computer (but do not include video game computers)			
Yes			93%
No			7%
Study desk / table for your use			
Yes			82%
No			18%
Dictionary			
Yes			87%
No			13%
Internet connection			
Yes			86%
No			14%
Mobile phone			
Yes			96%
No			4%
Encyclopaedia (books or CD Rom)			
Yes			72%
No			28%

Q30. Could you tell us about your mother and father's education? (Please tick one box for each)			Overall
Finish secondary school (at age 15/16)			
Mother/ Guardian			29%
Father/ Guardian			27%
Study at college or school sixth form (after age 16)			
Mother/ Guardian			15%
Father/ Guardian			12%
Study at university or polytechnic / get a degree			
Mother/ Guardian			14%
Father/ Guardian			15%
Don't know			
Mother/ Guardian			41%
Father/ Guardian			46%

Q31. Which of the following best describes your mother / father or guardian's job? (Please tick one box for each)			Overall
Works full-time			
Mother/ Guardian			39%
Father/ Guardian			61%
Works part-time			
Mother/ Guardian			27%
Father/ Guardian			13%
Works for her / himself			
Mother/ Guardian			3%
Father/ Guardian			10%
Unemployed / looking for work			
Mother/ Guardian			4%
Father/ Guardian			3%
Looking after the home			
Mother/ Guardian			20%
Father/ Guardian			4%
Retired			
Mother/ Guardian			1%
Father/ Guardian			2%
Other			
Mother/ Guardian			5%
Father/ Guardian			7%

Q32. Who do you live with? (Please tick all that apply)			Overall
Mother / Guardian			33%
Father / Guardian			24%
Sister(s)			20%
Brother(s)			21%
Other (Grandparent, Aunt)			2%

Building Schools for the Future

Technical Report

Appendix H: Baseline pupil profile and performance data

Contents

Pupil profile H1

Pupil performance H26

The statistical data provided in this part of the Technical Report relates to all pupils in the schools for which data is available.

Pupil profile

Headcount of pupils data

Headcount of Pupils (Average)						
	2001	**2002**	**2003**	**2004**	**2005**	**2006**
Wave 1 BSF Schools	867	868	869	868	853	872
Wave 2 BSF Schools	678	687	693	682	664	667
Wave 3 BSF Schools	773	778	779	777	773	782
All schools wave 1-3	795	798	800	796	783	794
Field Treatment Schools	1066	1070	1077	1076	1068	1063
Field Control Schools[1]	691	737	764	801	802	790
Control schools	846	853	868	874	872	867
National Average	686	698	705	704	707	710
Ranking (Percentile) of Headcount of Pupils						
	2001	**2002**	**2003**	**2004**	**2005**	**2006**
Wave 1 BSF Schools	65.35	64.31	63.24	63.23	61.20	61.45
Wave 2 BSF Schools	49.57	49.68	48.82	48.24	48.22	47.27
Wave 3 BSF Schools	59.52	57.71	57.62	55.58	54.57	53.41
All schools wave 1-3	60.77	60.33	59.79	59.36	57.66	57.11
Field Treatment Schools	66.81	67.05	67.99	66.65	66.09	66.74
Field Control Schools	54.92	59.23	61.38	63.33	61.89	59.22
Control schools[2]	60.83	60.00	60.10	59.86	59.76	58.66
National Average	n/a	n/a	n/a	n/a	n/a	n/a

Source: Annual School Census (2001-2006); averages calculated by PwC

[1] Note: 'Field Control Schools' refer to those schools visited (7 in total) as part of the this year's fieldwork. These schools are a subgroup of 'Control Schools' and were randomly selected from that group.
[2] Note: 'Control schools' have similar characteristics to BSF Wave 1-3 schools but are not currently benefiting from the initiative.

Headcount of Pupils- Field Treatment Schools						
School	**2001**	**2002**	**2003**	**2004**	**2005**	**2006**
n	679	682	700	728	732	735
h	779	783	785	778	786	786
r	782	802	829	821	830	858
b	859	833	872	949	971	991
g	865	884	888	889	870	866
e	880	886	900	926	895	922
k	881	893	910	900	894	887
l	919	963	990	977	977	959
i	945	933	893	860	856	868
a	1023	1022	1039	1026	1043	1045
p	1102	1076	1115	1105	1087	1100
m	1188	1197	1209	1215	1208	1205
d	1220	1213	1215	1215	1213	1215
j	1327	1360	1341	1346	1357	1354
o	1459	1485	1450	1419	1437	1433
f	1571	1628	1665	1656	1613	1554
c	1636	1548	1504	1489	1391	1298
Ranking (Percentile) of Headcount of Pupils- Field Treatment Schools						
School	**2001**	**2002**	**2003**	**2004**	**2005**	**2006**
n	47.01	46.21	46.26	47.84	47.77	47.89
h	53.73	53.02	52.18	51.26	51.60	51.55
r	54.03	54.43	55.17	54.25	54.46	56.53
b	60.32	56.86	58.25	64.52	65.79	66.74
g	60.67	60.90	59.73	59.26	57.43	57.11
e	61.67	61.15	60.97	62.54	59.62	61.89
k	61.77	61.48	61.77	60.42	59.58	58.82
l	64.84	67.05	67.99	66.65	66.09	64.73
i	66.81	64.68	60.27	57.13	56.33	57.23
a	72.71	71.49	71.44	69.99	71.42	70.98
p	78.38	75.32	77.25	75.81	74.32	74.58
m	83.17	82.90	82.46	82.04	81.55	81.23
d	84.79	83.78	82.79	82.06	81.72	81.79
j	89.68	90.43	88.56	88.40	88.86	88.74
o	94.47	94.72	93.08	91.63	92.26	91.99
f	96.72	97.42	97.62	97.19	96.52	95.18
c	97.65	96.02	94.62	94.18	90.48	85.92

Source: Annual School Census (2001-2006); averages calculated by PwC

Headcount of Pupils- Field Control Schools						
School	**2001**	**2002**	**2003**	**2004**	**2005**	**2006**
u	60	61	68	72	68	70
x	70	68	72	68	72	66
t	615	668	677	715	730	702
q	761	928	939	996	1014	1046
s	824	875	962	1028	997	946
v	863	851	872	885	855	827
w	1010	1085	1105	1169	1248	1272
y	1328	1363	1415	1471	1430	1393
Ranking (Percentile) of Headcount of Pupils- Field Control Schools						
School	**2001**	**2002**	**2003**	**2004**	**2005**	**2006**
u	13.12	13.10	15.67	18.02	17.18	17.27
x	15.75	15.02	16.76	17.00	18.08	16.20
t	43.00	45.47	44.93	47.07	47.62	45.69
q	52.60	64.47	64.37	67.92	68.80	71.15
s	57.25	60.08	66.14	70.26	67.47	63.94
v	60.57	58.39	58.38	58.75	56.31	54.50
w	71.68	75.96	76.65	79.60	83.62	84.69
y	89.70	90.51	91.89	93.57	91.97	90.51

Source: Annual School Census (2001-2006); averages calculated by PwC

FSM data

Number of Pupils Eligible for Free School Meals (Average)						
	2001	**2002**	**2003**	**2004**	**2005**	**2006**
Wave 1 BSF Schools	327	301	297	296	291	278
Wave 2 BSF Schools	401	388	391	393	393	377
Wave 3 BSF Schools	237	229	229	226	219	208
All schools wave 1-3	316	298	297	296	292	279
Field Treatment Schools	233	214	221	221	215	216
Field Control Schools	219	224	228	261	229	257
Control schools	214	205	205	206	203	198
National Average	157	150	148	149	147	142
Percentage of Pupils Eligible for Free School Meals (%)						
	2001	**2002**	**2003**	**2004**	**2005**	**2006**
Wave 1 BSF Schools	30.05	27.66	27.24	27.22	26.82	25.51
Wave 2 BSF Schools	42.15	40.52	39.31	39.65	39.91	38.23
Wave 3 BSF Schools	24.51	23.36	23.05	22.61	22.28	21.14
All schools wave 1-3	30.90	29.12	28.60	28.51	28.26	26.92
Field Treatment Schools	22.43	20.89	21.50	21.23	20.91	20.99
Field Control Schools	26.30	25.01	25.24	27.12	24.05	26.97
Control schools	21.50	20.58	20.27	20.23	19.96	19.52
National Average	16.43	15.53	15.11	15.04	14.71	14.24
Ranking (Percentile) of % of Pupils Eligible for FSMs in National Average						
	2001	**2002**	**2003**	**2004**	**2005**	**2006**
Wave 1 BSF Schools	68.28	67.32	66.19	66.03	68.97	66.72
Wave 2 BSF Schools	83.77	83.22	83.85	82.24	84.54	82.75
Wave 3 BSF Schools	61.16	59.74	61.76	58.69	60.05	60.35
All schools wave 1-3	68.16	68.32	67.59	66.29	69.13	66.95
Field Treatment Schools	58.51	58.18	61.04	58.54	59.19	58.51
Field Control Schools	43.09	47.26	53.29	54.96	54.51	51.78
Control schools	51.66	51.60	52.10	52.06	53.36	53.27
National Average	n/a	n/a	n/a	n/a	n/a	n/a

Source: Annual School Census (2001-2006); averages calculated by PwC

Number of Students Eligible for Free School Meals- Field Treatment Schools						
School	**2001**	**2002**	**2003**	**2004**	**2005**	**2006**
o	78	77	101	100	97	77
m	85	69	71	82	74	89
f	174	96	108	105	94	91
c	243	224	209	208	201	239
n	116	115	105	109	109	107
d	211	209	218	242	234	227
r	160	265	386	351	350	351
p	237	222	238	220	217	222
l	198	178	178	188	146	155
e	210	238	252	245	222	251
k	221	233	230	184	223	192
j	370	359	334	381	366	388
a	297	207	227	224	202	193
i	299	275	237	261	237	253
h	320	315	308	266	295	250
b	396	246	264	249	266	250
g	447	470	469	473	465	461
Percentage (%) of Students Eligible for Free School Meals- Field Treatment Schools						
School	**2001**	**2002**	**2003**	**2004**	**2005**	**2006**
o	5.30	5.20	7.00	7.00	6.80	5.37
m	7.20	5.80	5.90	6.70	6.10	7.39
f	11.10	5.90	6.50	6.30	5.80	5.84
c	14.90	14.50	13.90	14.00	14.40	18.41
n	17.10	16.90	15.00	15.00	14.90	14.56
d	17.30	17.20	17.90	19.90	19.30	18.68
r	20.50	33.00	46.60	42.80	42.20	40.91
p	21.50	20.60	21.30	19.90	20.00	20.18
l	21.50	18.50	18.00	19.20	14.90	16.16
e	23.90	26.90	28.00	26.40	24.80	27.22
k	25.10	26.10	25.30	20.40	24.90	21.65
j	27.90	26.40	24.90	28.30	27.00	28.66
a	29.00	20.30	21.80	21.80	19.40	18.38
i	31.60	29.50	26.50	30.30	27.70	29.15
h	41.10	40.20	39.20	34.20	37.50	31.81
b	46.10	29.50	30.30	26.20	27.40	25.08
g	51.70	53.20	52.80	53.20	53.40	53.23

Source: Annual School Census (2001-2006); averages calculated by PwC

Number of Students Eligible for Free School Meals- Field Treatment Schools						
School	**2001**	**2002**	**2003**	**2004**	**2005**	**2006**
o	78	77	101	100	97	77
m	85	69	71	82	74	89
f	174	96	108	105	94	91
c	243	224	209	208	201	239
n	116	115	105	109	109	107
d	211	209	218	242	234	227
r	160	265	386	351	350	351
p	237	222	238	220	217	222
l	198	178	178	188	146	155
e	210	238	252	245	222	251
k	221	233	230	184	223	192
j	370	359	334	381	366	388
a	297	207	227	224	202	193
i	299	275	237	261	237	253
h	320	315	308	266	295	250
b	396	246	264	249	266	250
g	447	470	469	473	465	461
Percentage (%) of Students Eligible for Free School Meals- Field Treatment Schools						
School	**2001**	**2002**	**2003**	**2004**	**2005**	**2006**
o	5.30	5.20	7.00	7.00	6.80	5.37
m	7.20	5.80	5.90	6.70	6.10	7.39
f	11.10	5.90	6.50	6.30	5.80	5.84
c	14.90	14.50	13.90	14.00	14.40	18.41
n	17.10	16.90	15.00	15.00	14.90	14.56
d	17.30	17.20	17.90	19.90	19.30	18.68
r	20.50	33.00	46.60	42.80	42.20	40.91
p	21.50	20.60	21.30	19.90	20.00	20.18
l	21.50	18.50	18.00	19.20	14.90	16.16
e	23.90	26.90	28.00	26.40	24.80	27.22
k	25.10	26.10	25.30	20.40	24.90	21.65
j	27.90	26.40	24.90	28.30	27.00	28.66
a	29.00	20.30	21.80	21.80	19.40	18.38
i	31.60	29.50	26.50	30.30	27.70	29.15
h	41.10	40.20	39.20	34.20	37.50	31.81
b	46.10	29.50	30.30	26.20	27.40	25.08
g	51.70	53.20	52.80	53.20	53.40	53.23

Source: Annual School Census (2001-2006); averages calculated by PwC

Ranking (Percentile) of Students Eligible for Free School Meals- Field Treatment Schools						
School Name	**2001**	**2002**	**2003**	**2004**	**2005**	**2006**
o	16.72	17.72	26.37	26.06	26.89	20.07
m	24.23	19.83	21.21	24.90	23.77	29.15
f	36.79	20.33	24.23	23.14	21.92	22.45
c	45.84	47.08	46.79	47.55	49.71	58.08
n	50.51	51.86	48.93	49.31	50.72	50.92
d	50.96	52.45	55.10	58.52	59.06	58.51
r	56.59	75.22	89.51	86.22	87.12	87.23
l	58.51	55.12	55.20	57.14	50.76	53.85
p	58.56	58.58	61.04	58.54	60.05	61.32
e	62.35	68.61	70.84	68.54	67.76	72.66
k	64.36	67.45	67.59	59.28	67.92	64.27
j	68.16	67.84	66.82	70.86	71.12	74.71
a	69.35	58.18	62.05	61.81	59.19	57.95
i	72.18	71.61	69.09	73.53	72.17	75.26
h	83.42	83.98	83.36	77.90	83.16	77.88
b	87.71	71.72	73.39	68.23	71.51	69.73
g	91.94	93.22	93.52	93.31	94.34	94.43

Source: Annual School Census (2001-2006); averages calculated by PwC

Number of Students Eligible for Free School Meals- Field Control Schools						
School	**2001**	**2002**	**2003**	**2004**	**2005**	**2006**
x	0	0	72	68	72	66
y	164	165	172	194	177	193
w	124	112	114	128	143	160
v	118	124	149	159	143	124
t	179	193	184	205	202	151
q	230	302	307	362	302	286
s	580	519	488	562	456	670
u	60	61	57	60	48	55
Percentage (%) of Students Eligible for Free School Meals- Field Control Schools						
School	**2001**	**2002**	**2003**	**2004**	**2005**	**2006**
x	0.00	0.00	100.00	100.00	100.00	100.00
y	12.30	12.10	12.10	13.20	12.40	13.85
w	12.30	10.30	10.30	10.90	11.40	12.58
v	13.70	14.60	17.10	18.00	16.70	14.99
t	29.10	28.90	27.20	28.70	27.70	21.51
q	30.20	32.50	32.70	36.30	29.80	27.34
s	70.40	59.30	50.70	54.60	45.70	70.82
u	100.00	100.00	83.80	83.30	70.60	78.57
Ranking (Percentile) of Students Eligible for Free School Meals- Field Control Schools						
School	**2001**	**2002**	**2003**	**2004**	**2005**	**2006**
x	0.39	1.08	99.98	99.53	99.90	99.71
y	39.68	41.44	42.53	45.58	44.77	49.04
w	39.72	36.66	38.07	39.52	41.96	45.86
v	43.09	47.26	53.29	54.96	54.51	51.78
t	69.49	70.85	69.87	71.39	72.07	64.02
q	70.80	74.80	76.06	80.34	74.82	72.83
s	98.03	96.08	92.39	94.13	89.79	98.43
u	99.47	99.85	99.40	99.23	98.50	99.15

Source: Annual School Census (2001-2006); averages calculated by PwC

ENGLISH AS AN ADDITIONAL LANGUAGE (EAL) DATA

Number of Pupils with English as Additional Language (Average)					
	2001	**2003**	**2004**	**2005**	**2006**
Wave 1 BSF Schools	183	195	198	203	213
Wave 2 BSF Schools	249	254	258	264	278
Wave 3 BSF Schools	156	165	163	163	168
All schools wave 1-3	189	199	200	204	213
Field Treatment Schools	190	174	182	189	193
Field Control Schools	39	64	65	59	71
Control schools	130	140	143	146	153
National Average	85	95	96	99	104
Percentage of Pupils with English as Additional Language					
	2001	**2003**	**2004**	**2005**	**2006**
Wave 1 BSF Schools	16.12	16.72	16.85	17.64	18.31
Wave 2 BSF Schools	26.18	26.02	26.08	26.91	27.87
Wave 3 BSF Schools	14.86	15.43	14.74	15.11	15.45
All schools wave 1-3	17.79	18.33	18.19	18.86	19.50
Field Treatment Schools	19.24	16.80	17.69	18.22	18.60
Field Control Schools	4.87	7.34	6.36	6.64	7.02
Control schools	12.31	13.10	13.05	13.51	14.02
National Average	8.28	9.00	8.83	9.21	9.55
Ranking (Percentile) of % of Pupils with English as Additional Language					
	2001	**2003**	**2004**	**2005**	**2006**
Wave 1 BSF Schools	69.81	71.04	74.02	76.58	75.65
Wave 2 BSF Schools	84.60	75.52	79.51	79.14	79.30
Wave 3 BSF Schools	66.69	63.29	63.56	65.50	59.99
All schools wave 1-3	73.30	71.04	72.49	74.71	74.27
Field Treatment Schools	67.17	48.46	64.19	66.88	63.90
Field Control Schools	30.95	56.19	29.32	54.35	31.11
Control schools	58.37	59.63	59.75	59.62	60.15
National Average	n/a	n/a	n/a	n/a	n/a

Source: Annual School Census (2001,2003-2006); averages calculated by PwC

Number of Pupils with English as Additional Language- Field Treatment Schools					
School	**2001**	**2003**	**2004**	**2005**	**2006**
b	3	3	2	3	3
m	7	6	7	4	2
n	4	5	6	5	5
p	8	8	9	7	7
o	13	0	26	29	39
c	29	36	49	52	50
l	3	13	13	13	9
a	3	10	9	10	10
f	3	10	18	24	20
k	58	59	56	60	65
e	159	129	115	118	122
h	248	277	259	254	245
j	454	475	431	489	483
i	354	317	321	345	388
d	848	791	800	823	847
r	552	383	473	435	429
g	642	553	645	640	639
Percentage of Pupils with English as Additional Language- Field Treatment Schools					
School	**2001**	**2003**	**2004**	**2005**	**2006**
b	0.30	0.30	0.20	0.30	0.30
m	0.60	0.50	0.60	0.30	0.17
n	0.60	0.70	0.80	0.70	0.68
p	0.70	0.70	0.80	0.60	0.64
o	0.90	0.00	1.80	2.00	2.72
c	1.80	2.40	3.30	3.70	3.85
l	3.00	1.30	1.30	1.30	0.94
a	3.00	1.00	0.90	1.00	0.96
f	3.00	0.60	1.10	1.50	1.29
k	6.60	6.50	6.20	6.70	7.33
e	18.10	14.30	12.40	13.20	13.23
h	31.80	35.30	33.30	32.30	31.17
j	34.20	35.40	32.00	36.00	35.67
i	37.50	35.50	37.30	40.30	44.70
d	69.50	65.10	65.80	67.80	69.71
r	70.60	46.20	57.60	52.40	50.00
g	74.20	62.30	72.60	73.60	73.79

Source: Annual School Census (2001,2003-2006); averages calculated by PwC

Ranking (Percentile) of % of Pupils with English as Additional Language- Field Treatment Schools					
School	**2001**	**2003**	**2004**	**2005**	**2006**
b	24.86	21.29	22.47	19.65	21.67
m	31.23	24.25	32.81	20.02	18.80
n	31.60	28.57	37.36	29.27	30.16
p	33.70	28.42	38.09	26.05	28.98
o	37.90	16.08	53.12	46.27	57.80
c	47.79	48.46	64.19	66.88	63.90
l	60.50	38.07	47.92	39.42	35.79
f	67.17	26.00	43.64	41.41	42.24
a	67.29	35.38	41.19	33.78	36.45
k	76.83	74.19	73.65	75.04	74.27
e	86.94	83.22	81.97	82.90	81.59
h	92.72	93.01	92.54	92.02	90.93
j	93.46	93.05	92.07	92.92	92.27
i	94.34	93.09	93.45	93.83	94.00
d	98.46	98.03	97.94	98.09	98.06
r	98.58	95.29	97.15	96.12	95.28
g	98.85	97.72	98.61	98.79	98.58

Source: Annual School Census (2001,2003-2006); averages calculated by PwC

Number of Pupils with English as Additional Language- Field Control Schools					
School	**2001**	**2003**	**2004**	**2005**	**2006**
x	0	0	0	0	0
t	0	3	0	3	2
v	0	3	4	4	3
u	0	0	0	0	0
w	4	7	7	3	1
y	8	4	5	6	10
s	98	182	199	190	211
q	159	209	192	166	217
Percentage of Pupils with English as Additional Language- Field Control Schools					
School	**2001**	**2003**	**2004**	**2005**	**2006**
x	0.00	0.00	0.00	0.00	0.00
t	0.00	3.00	0.00	3.00	0.28
v	0.00	3.00	0.50	0.50	0.36
u	0.00	0.00	0.00	0.00	0.00
w	0.40	0.60	0.60	3.00	0.08
y	0.60	0.30	0.30	0.40	0.72
s	11.90	18.90	19.40	19.10	22.30
q	20.90	22.30	19.30	16.40	20.75
Ranking (Percentile) of % of Pupils with English as Additional Language- Field Control Schools					
School	**2001**	**2003**	**2004**	**2005**	**2006**
x	3.50	0.04	10.08	17.24	2.43
t	4.79	61.66	13.86	58.80	21.22
v	12.90	56.43	30.33	24.43	22.84
u	18.12	17.76	1.02	2.68	11.09
w	28.19	26.43	34.41	62.10	17.29
y	31.84	20.60	26.45	22.73	31.06
s	82.74	86.55	87.01	86.75	87.63
q	88.51	88.17	86.93	85.14	86.79

Source: Annual School Census (2001,2003-2006); averages calculated by PwC

Data on SEN (with statements)

Number of Pupils with SEN (with Statements) (Average)						
	2001	**2002**	**2003**	**2004**	**2005**	**2006**
Wave 1 BSF Schools	36	35	33	32	30	36
Wave 2 BSF Schools	25	24	25	25	24	25
Wave 3 BSF Schools	31	32	32	30	30	31
All schools wave 1-3	32	32	31	30	29	32
Field Treatment Schools	31	29	30	29	28	31
Field Control Schools	21	23	23	23	19	21
Control schools	30	29	30	29	29	30
National Average	28	27	28	28	27	28
Percentage of Pupils with SEN (with Statements)						
	2001	**2002**	**2003**	**2004**	**2005**	**2006**
Wave 1 BSF Schools	4.87	4.85	4.62	4.49	4.42	4.12
Wave 2 BSF Schools	5.25	5.14	5.07	5.01	5.33	5.36
Wave 3 BSF Schools	4.60	4.76	4.74	4.51	4.52	4.38
All schools wave 1-3	4.87	4.88	4.75	4.61	4.64	4.46
Field Treatment Schools	2.73	2.59	2.75	2.67	2.62	2.36
Field Control Schools	4.46	4.50	4.53	4.30	3.89	3.76
Control schools	4.26	4.17	4.13	4.00	4.03	3.86
National Average	5.14	5.00	4.95	4.73	4.79	4.57
Ranking of Percentage of Pupils with SEN (with Statements)						
	2001	**2002**	**2003**	**2004**	**2005**	**2006**
Wave 1 BSF Schools	45.68	44.89	40.97	42.48	41.48	43.76
Wave 2 BSF Schools	30.69	27.62	31.99	35.22	33.75	31.77
Wave 3 BSF Schools	41.49	46.37	49.28	46.15	48.07	47.95
All schools wave 1-3	41.81	42.43	38.67	39.70	38.92	42.12
Field Treatment Schools	45.85	39.20	41.55	43.88	43.29	43.27
Field Control Schools	28.50	31.97	35.82	29.34	31.68	33.56
Control schools	39.62	40.19	41.21	41.19	42.00	42.16
National Average	n/a	n/a	n/a	n/a	n/a	n/a

Source: Annual School Census (2001-2006); averages calculated by PwC

Number of Pupils with SEN (with Statements)- Field Treatment Schools						
School	**2001**	**2002**	**2003**	**2004**	**2005**	**2006**
m	16	13	11	11	13	9
f	19	25	20	17	19	15
r	12	13	20	21	19	17
p	38	32	39	38	30	21
o	29	25	26	24	24	21
n	20	14	31	36	36	41
l	13	13	15	16	17	18
k	34	37	42	43	39	31
e	37	36	43	43	47	41
d	28	29	28	30	31	31
i	32	37	40	32	31	32
b	12	14	17	30	33	33
j	49	43	48	43	37	32
a	58	52	55	45	42	34
c	58	50	38	38	35	31
h	27	26	22	18	14	13
g	15	12	9	5	8	6
Percentage of Pupils with SEN (with Statements)- Field Treatment Schools						
School	**2001**	**2002**	**2003**	**2004**	**2005**	**2006**
m	1.30	1.10	0.90	0.90	1.10	0.75
f	1.20	1.50	1.20	1.02	1.20	0.97
r	1.50	1.60	2.40	2.55	2.30	1.98
p	3.40	3.00	3.50	3.43	2.80	1.91
o	2.00	1.70	1.80	1.69	1.70	1.47
n	2.90	2.10	4.40	4.94	4.90	5.58
l	1.40	1.30	1.50	1.63	1.70	1.88
k	3.90	4.10	4.60	4.77	4.40	3.49
e	4.20	4.10	4.80	4.64	5.30	4.45
d	2.30	2.40	2.30	2.46	2.50	2.55
i	3.40	4.00	4.50	3.72	3.60	3.69
b	1.40	1.70	1.90	3.16	3.40	3.33
j	3.70	3.20	3.60	3.19	2.70	2.36
a	5.70	5.10	5.30	4.38	4.00	3.25
c	3.50	3.2	2.50	2.55	2.50	2.39
h	3.50	3.30	2.80	2.31	1.80	1.65
g	1.70	1.40	1.00	0.56	0.90	0.69

Source: Annual School Census (2001-2006); averages calculated by PwC

Ranking of Percentage of Pupils with SEN (with Statements)- Field Treatment Schools						
School	**2001**	**2002**	**2003**	**2004**	**2005**	**2006**
m	16.68	14.38	11.08	12.46	13.59	11.21
f	15.65	20.30	15.50	14.27	15.27	14.14
r	20.50	24.48	40.20	43.90	39.07	35.17
p	52.63	48.76	56.07	56.12	48.42	33.48
o	29.34	26.29	27.74	25.94	26.73	23.38
n	45.85	34.40	64.03	67.48	68.64	71.72
l	19.25	17.72	20.31	24.90	26.28	32.65
k	58.68	61.94	65.47	66.70	65.86	61.06
e	60.61	61.68	66.72	65.97	69.95	67.82
d	35.84	39.20	37.73	41.90	42.67	47.31
i	53.36	61.01	65.24	58.89	60.39	62.59
b	18.09	26.18	29.48	53.00	58.24	58.90
j	56.51	52.55	57.68	53.34	46.78	43.27
a	69.33	67.45	68.54	64.50	63.56	58.15
c	54.13	51.67	41.55	43.88	43.29	43.78
h	54.28	53.67	46.85	39.11	28.62	27.54
g	25.03	19.66	12.48	8.54	11.29	10.35

Source: Annual School Census (2001-2006); averages calculated by PwC

Number of Pupils with SEN (with Statements)- Field Control Schools						
School	**2001**	**2002**	**2003**	**2004**	**2005**	**2006**
t	0	33	27	24	19	16
u	59	61	68	72	68	69
x	70	68	72	68	72	65
w	23	22	24	21	12	10
v	22	20	23	19	17	19
q	37	32	39	39	30	20
s	16	12	8	19	19	25
y	20	18	15	14	12	14
Percentage of Pupils with SEN (with Statements)- Field Control Schools						
School	**2001**	**2002**	**2003**	**2004**	**2005**	**2006**
t	0.00	4.90	4.00	3.35	2.60	2.28
u	98.30	100.00	100.00	100.00	100.00	98.57
x	100.00	100.00	100.00	100.00	100.00	98.48
w	2.30	2.00	2.20	1.79	1.00	0.79
v	2.50	2.40	2.60	2.14	2.00	2.30
q	4.90	3.40	4.20	3.91	3.00	1.91
s	1.90	1.40	0.80	1.84	1.90	2.64
y	1.50	1.30	1.10	0.95	0.80	1.01
Ranking of Percentage of Pupils with SEN (with Statements)- Field Control Schools						
School	**2001**	**2002**	**2003**	**2004**	**2005**	**2006**
t	0.97	66.80	61.63	55.22	45.32	41.52
u	83.09	99.96	92.38	96.41	97.98	84.31
x	88.19	93.00	93.21	88.36	86.45	84.17
w	35.97	31.97	35.82	28.04	12.84	11.54
v	39.58	40.17	43.48	35.87	33.56	41.83
q	65.70	54.49	62.49	60.89	52.90	33.56
s	28.50	19.05	9.19	29.34	31.68	49.04
y	20.93	17.59	12.88	13.11	9.05	14.88

Source: Annual School Census (2001-2006); averages calculated by PwC

DATA ON SEN (WITHOUT STATEMENTS)

Number of Pupils with SEN (without Statements) (Average)						
	2001	**2002**	**2003**	**2004**	**2005**	**2006**
Wave 1 BSF Schools	220	208	182	184	198	220
Wave 2 BSF Schools	225	224	203	207	220	225
Wave 3 BSF Schools	184	176	157	165	180	184
All schools wave 1-3	211	202	179	183	197	211
Field Treatment Schools	211	209	160	160	178	211
Field Control Schools	218	184	169	212	171	218
Control schools	187	174	149	158	168	187
National Average	172	161	133	141	149	172
Percentage of Pupils with SEN (without Statements)						
	2001	**2002**	**2003**	**2004**	**2005**	**2006**
Wave 1 BSF Schools	19.47	18.59	16.19	16.46	17.69	19.66
Wave 2 BSF Schools	23.02	22.45	19.52	19.64	21.18	22.49
Wave 3 BSF Schools	19.04	17.86	15.79	16.40	17.91	18.60
All schools wave 1-3	20.07	19.19	16.78	17.12	18.49	19.95
Field Treatment Schools	19.94	19.77	15.20	14.96	16.92	17.74
Field Control Schools	21.24	18.15	15.66	17.88	14.73	16.64
Control schools	18.07	16.81	14.17	14.90	15.88	17.04
National Average	16.88	15.71	12.91	13.41	14.20	15.21
Ranking of Percentage of Pupils with SEN (without Statements)						
	2001	**2002**	**2003**	**2004**	**2005**	**2006**
Wave 1 BSF Schools	78.46	80.77	82.75	79.03	80.97	82.87
Wave 2 BSF Schools	85.14	83.86	88.10	84.56	85.02	85.22
Wave 3 BSF Schools	71.17	75.17	77.97	78.10	78.54	77.82
All schools wave 1-3	76.99	79.89	81.83	80.67	81.93	81.30
Field Treatment Schools	83.82	83.33	77.44	78.89	81.97	79.53
Field Control Schools	67.94	72.88	74.17	75.65	67.91	80.02
Control schools	72.16	70.82	71.47	71.57	72.77	73.70
National Average	n/a	n/a	n/a	n/a	n/a	n/a

Source: Annual School Census (2001-2006); averages calculated by PwC

Number of Pupils with SEN (without Statements)- Field Treatment Schools						
School	**2001**	**2002**	**2003**	**2004**	**2005**	**2006**
m	113	56	73	77	77	81
f	124	141	108	104	118	143
r	134	130	143	162	112	104
p	135	249	201	171	202	179
o	140	168	73	162	158	139
n	147	109	96	93	152	115
l	183	175	99	101	193	121
k	187	154	168	133	166	186
e	218	208	197	232	173	187
d	221	202	143	120	185	185
i	222	244	150	85	194	200
b	231	253	192	221	232	224
j	260	291	156	185	193	183
a	268	266	136	137	159	432
c	331	242	261	248	244	237
h	344	369	298	247	285	238
g	354	339	289	260	229	253
Percentage of Pupils with SEN (without Statements)- Field Treatment Schools						
School	**2001**	**2002**	**2003**	**2004**	**2005**	**2006**
m	9.50	4.70	6.00	6.33	6.40	6.72
f	7.90	8.70	6.50	6.28	7.30	9.20
r	17.10	16.20	17.20	19.73	13.50	12.12
p	12.30	23.10	18.00	15.47	18.60	16.27
o	9.60	11.30	5.00	11.41	11.00	9.70
n	21.60	16.00	13.70	12.77	20.80	15.65
l	19.90	18.20	10.00	10.33	19.80	12.62
k	21.20	17.20	18.50	14.77	18.60	20.97
e	24.80	23.50	21.90	25.05	19.30	20.28
d	18.10	16.70	11.80	9.87	15.30	15.23
i	23.50	26.20	16.80	9.88	22.70	23.04
b	26.90	30.40	22.00	23.28	23.90	22.60
j	19.60	21.40	11.60	13.74	14.20	13.52
a	26.20	26.00	13.10	13.35	15.20	41.34
c	20.20	15.6	17.40	16.65	17.50	18.26
h	44.20	47.10	38.00	31.74	36.30	30.28
g	40.90	38.30	32.50	29.24	26.30	29.21

Source: Annual School Census (2001-2006); averages calculated by PwC

Ranking of Percentage of Pupils with SEN (without Statements)- Field Treatment Schools						
School	**2001**	**2002**	**2003**	**2004**	**2005**	**2006**
m	53.06	35.47	47.94	48.03	45.30	45.97
f	56.73	65.15	63.08	58.56	61.56	67.99
r	60.41	60.82	75.20	78.93	59.07	53.74
p	60.80	90.11	88.63	81.20	85.49	78.48
o	62.71	73.52	47.84	78.89	74.09	66.75
n	64.65	53.18	58.07	54.43	72.49	58.01
l	75.64	75.30	59.74	57.35	83.64	60.34
k	76.82	69.48	82.64	69.47	76.71	80.00
e	83.82	83.33	87.97	91.32	78.63	80.50
d	84.29	81.82	75.09	65.13	81.97	79.82
i	84.50	89.64	77.44	51.39	83.91	82.83
b	85.95	90.58	87.10	90.05	90.03	87.14
j	90.19	93.95	79.19	84.50	83.61	79.53
a	90.94	91.95	73.09	71.06	74.45	98.97
c	95.80	89.3133	95.07	92.96	91.88	89.05
h	96.40	97.70	97.18	92.90	95.27	89.18
g	96.90	96.78	96.74	93.77	89.52	91.28

Source: Annual School Census (2001-2006); averages calculated by PwC

Number of Pupils with SEN (without Statements)- Field Control Schools						
School	**2001**	**2002**	**2003**	**2004**	**2005**	**2006**
t	0	75	76	100	112	139
u	0	0	0	0	0	1
x	0	0	0	0	0	1
w	86	91	86	116	108	145
v	91	52	53	73	63	98
q	158	165	140	151	137	186
s	390	404	320	236	143	272
y	450	283	282	469	382	210
Percentage of Pupils with SEN (without Statements)- Field Control Schools						
School	**2001**	**2002**	**2003**	**2004**	**2005**	**2006**
t	0.00	11.20	11.20	13.98	15.30	19.80
u	0.00	0.00	0.00	0.00	0.00	1.43
x	0.00	0.00	0.00	0.00	0.00	1.52
w	8.50	8.40	7.80	9.92	8.70	11.40
v	10.50	6.10	6.10	8.24	7.40	11.85
q	20.80	17.80	14.90	15.16	13.50	17.78
s	47.30	46.20	33.30	22.95	14.30	28.75
y	33.90	20.80	19.90	31.88	26.70	15.08
Ranking of Percentage of Pupils with SEN (without Statements)- Field Control Schools						
School	**2001**	**2002**	**2003**	**2004**	**2005**	**2006**
t	3.83	41.14	49.29	57.24	59.15	66.91
u	16.29	11.95	3.09	17.07	8.52	19.50
x	17.26	16.76	17.17	16.99	13.32	19.13
w	44.21	46.74	53.76	63.56	57.51	68.67
v	45.90	34.57	38.81	46.08	39.87	51.78
q	67.94	72.88	74.17	75.65	67.91	80.02
s	98.08	98.56	97.74	91.73	69.83	93.16
y	98.99	93.30	96.37	99.53	98.79	84.66

Source: Annual School Census (2001-2006); averages calculated by PwC

PUPILS ABSENCES

Percentage of Half Days Missed due to Absence (Authorised)						
	2001	2002	2003	2004	2005	2006
Wave 1 BSF Schools	9.07	8.47	7.88	7.45	7.03	7.24
Wave 2 BSF Schools	9.21	8.96	8.29	7.87	7.49	7.39
Wave 3 BSF Schools	8.69	8.44	7.90	7.56	6.97	6.83
All schools wave 1-3	8.98	8.56	7.97	7.57	7.11	7.15
Field Treatment Schools	8.55	8.34	7.14	7.08	6.82	7.05
Field Control Schools	10.39	9.93	8.64	7.27	6.68	7.52
Control schools	8.37	8.04	7.52	7.22	6.85	6.98
National Average	7.80	7.50	7.10	7.00	6.70	6.80

Ranking (Percentile) of % of Half Days Missed due to Absence (Authorised)						
	2001	2002	2003	2004	2005	2006
Wave 1 BSF Schools	63.02	61.68	61.09	52.10	49.52	52.53
Wave 2 BSF Schools	66.34	71.72	70.41	64.57	60.88	57.06
Wave 3 BSF Schools	61.99	60.85	61.04	59.75	52.21	43.23
All schools wave 1-3	63.02	62.74	61.61	56.61	53.76	51.03
Field Treatment Schools	62.86	60.65	41.79	32.56	29.37	52.84
Field Control Schools	69.59	62.24	58.96	55.42	56.38	58.40
Control schools	50.63	51.88	50.51	49.77	48.43	48.45
National Average	n/a	n/a	n/a	n/a	n/a	n/a

Source: Achievement and Attainment Tables (2001-2006); averages calculated by PwC

Percentage of Half Days Missed due to Absence (Authorised)- Field Treatment Schools						
School	2001	2002	2003	2004	2005	2006
R	8.20	6.10	5.60	5.20	4.70	6.00
F	7.20	6.10	6.20	4.70	5.30	6.00
O	7.10	7.20	7.10	5.70	6.40	5.00
M	7.10	7.50	6.20	6.30	6.00	8.00
A	8.90	8.20	8.10	7.90	9.00	9.00
H	8.10	8.70	6.70	6.70	5.80	6.00
B	10.30	11.30	7.60	6.50	6.00	6.00
K	9.80	10.00	7.90	7.60	8.20	7.00
D	6.50	7.20	5.70	5.30	6.00	6.00
C	10.40	8.80	7.90	8.70	7.90	8.00
P	8.80	8.30	8.60	9.20	8.20	9.00
E	9.60	9.60	9.80	10.30	8.20	8.00
I	8.00	7.20	6.20	6.40	5.80	6.00
N	9.00	5.60	1.60	5.00	5.40	8.00
J	9.40	10.00	7.60	6.40	5.70	7.00
L	10.20	11.90	9.90	11.20	10.80	8.00
G	7.40	8.30	6.60	5.90	4.90	6.00

Ranking (Percentile) of % of Half Days Missed due to Absence (Authorised)- Field Treatment Schools						
School	2001	2002	2003	2004	2005	2006
R	52.47	17.19	13.36	10.73	7.30	21.14
F	32.51	17.70	24.16	6.61	14.51	18.48
O	29.92	38.64	41.79	18.20	40.05	12.48
M	29.51	43.91	23.88	30.77	29.21	71.85
A	65.88	59.06	64.98	68.58	87.71	87.15
H	49.22	68.97	33.09	39.22	24.94	17.30
K	77.78	84.22	61.04	60.63	78.63	48.79
B	82.70	91.45	54.17	35.38	28.87	22.01
D	18.71	37.86	15.62	11.98	29.37	33.60
C	83.08	70.51	61.09	80.25	74.00	68.98
p	62.86	60.85	74.09	84.60	78.60	83.33
i	47.25	37.84	23.85	32.48	24.45	27.22
e	76.02	80.79	87.36	91.91	78.32	72.85
n	66.60	10.46	0.05	9.18	16.97	66.98
j	73.53	84.27	52.88	32.56	22.46	52.84
l	82.06	93.65	88.06	94.35	94.28	79.75
g	36.78	60.65	30.62	21.51	9.96	31.41

Source: Achievement and Attainment Tables (2001-2006); averages calculated by PwC

Percentage of Half Days Missed due to Absence (Authorised)- Field Control Schools						
School	2001	2002	2003	2004	2005	2006
W	9.70	7.80	7.80	7.50	7.50	9.00
S	13.20	11.40	11.20	7.40	8.80	9.00
V	8.10	7.40	7.20	6.80	6.30	7.00
T	11.50	10.60	10.10	8.50	7.50	8.00
Q	12.70	13.70	9.20	8.60	7.00	6.00
Y	9.10	8.30	7.40	6.00	4.80	7.00
U	7.40	7.80	6.40	9.50	10.80	9.00
X	.	.	.	1.90	1.70	9.20

Ranking (Percentile) of % of Half Days Missed due to Absence (Authorised)- Field Control Schools						
School	2001	2002	2003	2004	2005	2006
W	77.43	51.95	58.96	59.59	67.48	86.52
S	95.32	91.81	93.36	55.42	85.17	89.23
V	50.19	42.88	45.16	41.65	37.39	58.40
T	90.43	87.80	89.32	76.98	65.98	76.04
Q	94.19	96.82	82.78	78.51	56.38	24.20
Y	69.59	62.24	49.90	22.81	8.05	58.14
U	36.14	51.55	27.07	87.51	94.20	86.78
X	.	.	.	0.13	0.03	89.99

Source: Achievement and Attainment Tables (2001-2006); averages calculated by PwC

Percentage of Half Days Missed due to Absence (Unauthorised)						
	2001	2002	2003	2004	2005	2006
Wave 1 BSF Schools	2.01	2.06	1.93	1.95	2.00	2.00
Wave 2 BSF Schools	2.26	2.33	2.09	2.06	2.21	2.10
Wave 3 BSF Schools	1.32	1.45	1.30	1.30	1.45	1.55
All schools wave 1-3	1.85	1.94	1.78	1.78	1.89	1.89
Field Treatment Schools	1.24	1.52	1.23	1.52	1.57	1.51
Field Control Schools	1.79	1.49	1.73	3.01	2.77	1.91
Control schools	1.43	1.39	1.39	1.48	1.60	1.52
National Average	1.10	1.10	1.10	1.20	1.30	1.30

Ranking (Percentile) of % of Half Days Missed due to Absence (Unauthorised)						
	2001	2002	2003	2004	2005	2006
Wave 1 BSF Schools	71.95	76.25	74.66	70.24	68.58	68.05
Wave 2 BSF Schools	81.26	76.17	76.09	74.61	74.61	74.44
Wave 3 BSF Schools	62.88	64.85	60.44	57.00	62.06	61.27
All schools wave 1-3	69.83	73.78	71.76	68.01	68.44	66.04
Field Treatment Schools	62.74	62.96	59.66	60.99	54.84	53.84
Field Control Schools	70.21	54.20	69.33	87.66	87.99	73.48
Control schools	56.76	56.83	57.36	58.68	59.03	56.03
National Average	n/a	n/a	n/a	n/a	n/a	n/a

Source: Achievement and Attainment Tables (2001-2006); averages calculated by PwC

Percentage of Half Days Missed due to Absence (Unauthorised)- Field Treatment Schools						
School	2001	2002	2003	2004	2005	2006
r	0.10	0.10	0.10	0.20	0.20	0.00
f	0.10	1.00	0.60	0.70	1.00	1.00
o	0.30	0.30	0.70	0.50	0.90	1.00
m	0.40	0.50	0.10	0.10	0.20	0.00
a	0.50	0.40	0.30	0.60	0.60	1.00
h	1.00	0.90	1.00	0.80	1.60	1.00
b	1.10	1.90	1.40	2.90	2.00	3.00
k	1.10	0.80	2.20	2.60	2.70	4.00
d	1.20	1.20	1.70	2.20	1.60	1.00
c	1.20	3.50	1.70	1.10	1.10	1.00
p	1.30	1.80	0.90	0.80	1.60	1.00
e	1.40	1.70	2.30	3.20	4.90	4.00
i	1.40	1.00	1.00	0.80	1.00	1.00
n	2.30	5.20	0.90	3.10	1.90	2.00
j	2.50	2.30	2.80	3.50	2.90	3.00
l	2.80	1.70	1.50	1.20	1.00	1.00
g	3.10	1.90	1.50	2.10	1.90	1.00

Ranking (Percentile) of % of Half Days Missed due to Absence (Unauthorised)- Field Treatment Schools						
School	2001	2002	2003	2004	2005	2006
r	8.67	8.10	9.48	12.81	12.90	5.13
f	9.02	57.12	41.02	41.43	51.33	54.31
o	21.28	21.07	47.20	33.34	48.81	51.62
m	25.64	34.17	4.22	9.41	14.55	0.69
a	31.14	25.82	23.53	38.20	33.29	51.56
h	59.36	55.47	59.34	47.88	69.20	53.84
k	61.28	48.88	82.71	85.59	84.75	93.77
b	62.14	77.98	69.68	87.93	77.69	87.77
d	62.74	62.96	74.47	81.77	68.58	38.67
c	64.47	90.99	74.93	60.99	54.84	48.00
p	66.50	75.24	55.09	48.51	68.66	59.52
i	67.45	56.11	59.66	46.80	53.22	32.69
e	69.00	74.15	83.60	89.74	94.97	92.81
n	82.10	95.56	54.74	89.23	76.37	81.79
j	84.19	82.09	87.92	91.13	86.51	89.50
l	86.46	73.59	71.55	63.84	50.87	47.72
g	88.14	77.90	70.12	80.39	75.42	59.30

Source: Achievement and Attainment Tables (2001-2006); averages calculated by PwC

Percentage of Half Days Missed due to Absence (Unauthorised)- Field Control Schools						
School	2001	2002	2003	2004	2005	2006
w	0.30	0.10	0.80	0.80	0.50	1.00
s	0.80	0.90	1.40	6.40	4.20	3.00
v	0.90	0.50	0.20	0.50	1.10	1.00
t	1.50	0.90	1.00	1.50	1.80	1.00
q	1.70	2.30	3.00	3.60	3.30	2.00
y	3.00	2.40	2.50	2.90	3.00	2.00
u	11.20	7.40	5.40	7.50	6.60	6.30
x	.	.	.	5.60	9.40	6.70

Ranking (Percentile) of % of Half Days Missed due to Absence (Unauthorised)- Field Control Schools						
School	2001	2002	2003	2004	2005	2006
w	21.39	6.88	50.96	46.15	32.10	45.31
s	50.12	51.22	69.33	96.91	92.83	89.74
v	54.10	35.47	17.08	31.82	55.84	48.27
t	70.21	54.20	60.25	69.91	72.39	59.87
q	73.46	82.97	89.03	91.54	89.53	73.48
y	87.73	83.90	85.41	87.66	87.99	79.68
u	98.48	97.34	96.43	97.59	96.73	97.09
x	.	.	.	96.15	98.46	97.31

Source: Achievement and Attainment Tables (2001-2006); averages calculated by PwC

Pupil performance

KS4 data

Percentage (%) of 15 Year old Pupils Achieving Level 2 Threshold (KS4)							
	2001	**2002**	**2003**	**2004**	**2005**	**2006**	**2006 (EM)***
Wave 1 BSF Schools	35.48	38.31	40.46	42.42	46.65	49.05	32.11
Wave 2 BSF Schools	29.03	30.60	35.17	40.17	44.00	48.19	28.04
Wave 3 BSF Schools	37.20	38.28	40.40	41.11	47.48	49.67	34.23
All schools wave 1-3	34.70	36.68	39.32	41.57	46.33	49.05	31.87
Field Treatment Schools	41.25	42.86	46.02	50.05	54.09	57.18	39.32
Field Control Schools	27.13	30.81	30.28	36.37	39.27	42.23	26.31
Control schools	43.30	45.01	46.47	47.35	50.04	53.51	39.17
National Average	50.00	51.60	52.90	53.70	56.30	58.50	45.30
Ranking (Percentile) of % of 15 Year old Pupils Achieving Level 2 Threshold (KS4)							
	2001	**2002**	**2003**	**2004**	**2005**	**2006**	**2006 (EM)***
Wave 1 BSF Schools	35.58	36.89	34.58	40.10	44.77	43.14	40.83
Wave 2 BSF Schools	21.79	22.83	28.74	37.19	44.98	44.54	33.06
Wave 3 BSF Schools	34.51	34.50	38.24	35.36	46.00	44.62	43.80
All schools wave 1-3	32.88	33.40	34.84	38.05	45.22	43.85	40.91
Field Treatment Schools	32.53	35.51	45.84	52.64	61.41	67.97	50.91
Field Control Schools	18.59	27.19	27.67	45.28	45.74	52.41	36.77
Control schools	47.31	48.53	48.09	49.76	51.87	53.09	52.46
National Average	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Note: Includes English and Math							

Source: Achievement and Attainment Tables (2001-2006); averages calculated by PwC

Percentage (%) of Pupils Achieving Level 2 Threshold (KS4)- Field Treatment Schools							
School Name	**2001**	**2002**	**2003**	**2004**	**2005**	**2006**	**2006 (EM)***
a	45	42	45	41	55	44	29
b	32	31	30	44	56	71	26
c	29	27	31	36	30	43	25
d	47	50	54	56	55	66	55
e	21	32	33	38	27	29	20
f	61	63	68	67	68	72	47
g	29	34	49	49	51	58	46
h	50	45	56	65	52	55	44
i	28	30	30	49	57	53	37
j	33	27	34	37	44	43	31
k	32	21	27	31	31	35	23
l	31	43	48	59	78	71	36
m	55	61	61	65	74	68	56
n	23	26	25	31	46	41	24
o	65	65	60	65	66	70	59
p	35	37	40	40	49	62	30
r	91	93	94	90	94	93	81
Ranking (Percentile) of % Pupils Achieving Level 2 Threshold (KS4)- Field Treatment Schools							
School Name	**2001**	**2002**	**2003**	**2004**	**2005**	**2006**	**2006 (EM)***
a	51.88	43.56	45.84	40.10	61.52	39.77	38.80
b	31.51	27.51	22.95	45.64	61.93	81.60	33.93
c	27.70	22.75	25.57	32.71	25.87	37.35	32.46
d	55.51	57.94	61.16	64.80	61.41	74.41	77.63
e	16.85	28.67	28.42	36.31	23.79	22.58	27.43
f	77.57	77.68	82.32	80.73	80.73	83.18	66.54
g	27.38	32.04	53.44	53.00	55.07	61.07	65.07
h	59.53	49.19	65.10	78.81	56.58	55.86	62.52
i	25.14	25.43	23.87	52.64	64.56	52.25	51.30
j	32.53	21.71	29.20	34.31	42.69	37.01	42.27
k	30.90	16.11	20.21	26.11	26.52	26.30	30.56
l	30.23	45.44	51.31	69.40	90.95	82.39	50.91
m	67.47	75.52	73.68	78.18	88.01	77.65	78.76
n	19.12	20.96	18.23	25.37	46.13	33.46	30.85
o	83.10	80.51	71.00	77.82	78.34	80.97	83.36
p	35.93	35.51	37.63	39.19	51.35	67.97	41.48
r	94.91	95.35	95.36	94.74	95.53	95.05	94.79

Source: Achievement and Attainment Tables (2001-2006); averages calculated by PwC

Percentage (%) of Pupils Achieving Level 2 Threshold (KS4)- Field Control Schools							
School Name	**2001**	**2002**	**2003**	**2004**	**2005**	**2006**	**2006 (EM)***
q	19	20	26	30	30	22	18
s	23	20	17	18	23	28	12
t	21	41	35	44	50	55	37
u	0	0	0	0	0	0	0
v	48	50	48	52	58	59	44
w	15	20	19	26	27	40	25
x	0	0	0	0	0	0	0
y	28	31	33	45	46	53	28
Ranking (Percentile) of % Pupils Achieving Level 2 Threshold (KS4)- Field Control Schools							
School Name	**2001**	**2002**	**2003**	**2004**	**2005**	**2006**	**2006 (EM)***
q	15.19	15.13	18.77	24.43	26.24	19.77	24.06
s	18.59	15.24	12.64	15.73	21.84	21.90	20.40
t	16.82	42.78	30.23	45.28	52.03	56.44	51.57
u	2.41	8.55	3.46	1.16	13.36	15.48	4.55
v	55.98	56.81	50.36	56.94	66.33	62.94	62.94
w	12.28	16.02	13.85	20.33	23.66	32.93	32.51
x	2.39	8.63	4.78	3.02	15.34	13.06	3.16
y	25.52	27.19	27.67	46.52	45.74	52.41	36.77

Source: Achievement and Attainment Tables (2001-2006); averages calculated by PwC

Percentage (%) of Pupils Achieving Level 1 Threshold (KS4)						
	2001	**2002**	**2003**	**2004**	**2005**	**2006**
Wave 1 BSF Schools	86.28	86.42	85.98	85.83	86.57	87.20
Wave 2 BSF Schools	82.82	81.05	82.02	82.01	82.64	84.37
Wave 3 BSF Schools	88.55	88.20	88.06	88.89	89.36	89.04
All schools wave 1-3	86.26	85.81	85.75	85.93	86.55	87.14
Field Treatment Schools	89.05	88.56	88.64	90.43	89.46	90.27
Field Control Schools	77.60	78.47	81.39	79.11	80.09	84.35
Control schools	89.30	89.24	88.85	88.64	88.97	89.88
National Average	88.90	88.90	88.80	88.80	90.20	90.50
Ranking (Percentile) of % of Pupils Achieving Level 1 Threshold (KS4)						
	2001	**2002**	**2003**	**2004**	**2005**	**2006**
Wave 1 BSF Schools	34.30	34.09	32.85	35.14	36.41	38.60
Wave 2 BSF Schools	29.01	26.44	25.83	29.27	29.13	26.86
Wave 3 BSF Schools	40.88	41.14	41.00	46.39	49.42	43.45
All schools wave 1-3	34.77	33.98	34.58	37.14	37.46	38.29
Field Treatment Schools	42.10	41.22	48.34	50.12	48.31	50.95
Field Control Schools	15.68	23.56	28.39	28.63	28.24	43.14
Control schools	47.86	48.59	48.00	49.57	48.84	49.05
National Average	n/a	n/a	n/a	n/a	n/a	n/a

Source: Achievement and Attainment Tables (2001-2006); averages calculated by PwC

Percentage (%) of Pupils Achieving Level 1 Threshold (KS4)- Field Treatment Schools						
School Name	**2001**	**2002**	**2003**	**2004**	**2005**	**2006**
e	70	79	74	78	67	66
n	80	81	84	82	94	93
i	81	75	76	86	89	88
c	83	81	74	84	81	84
p	85	83	84	91	84	85
j	86	82	88	88	93	87
h	89	93	98	94	95	95
g	90	93	90	92	90	96
l	90	93	92	94	92	97
b	91	88	94	83	81	91
d	92	93	95	96	94	94
a	92	86	91	91	88	78
k	93	90	87	90	86	92
m	97	96	95	97	98	99
r	97	98	98	97	100	100
o	97	95	93	98	97	96
f	98	98	98	95	95	96
Ranking (Percentile) of % Pupils Achieving Level 1 Threshold (KS4)- Field Treatment Schools						
School Name	**2001**	**2002**	**2003**	**2004**	**2005**	**2006**
e	11.43	17.09	13.99	20.02	14.89	14.15
n	17.84	20.38	26.20	24.07	62.87	50.95
i	18.24	13.74	15.09	32.21	37.68	32.32
c	22.64	18.88	14.17	27.64	22.45	24.43
p	25.08	23.04	25.63	47.27	25.64	26.05
j	29.47	21.02	34.70	36.69	53.65	30.90
h	35.67	55.34	85.46	63.64	64.12	64.45
g	39.86	58.66	44.80	53.53	39.84	69.89
l	42.10	55.69	50.68	63.20	48.31	81.09
b	47.22	35.51	60.87	25.95	21.90	44.23
d	48.21	56.15	67.46	72.69	61.35	60.59
a	49.87	29.04	48.34	50.12	36.41	17.48
k	55.11	41.22	31.44	42.70	30.84	48.71
m	76.90	71.30	71.98	82.91	83.69	92.89
r	81.55	86.58	88.66	82.89	94.74	95.41
o	81.64	65.27	55.02	88.84	78.99	69.19
f	89.26	86.00	84.57	69.07	64.01	69.27

Source: Achievement and Attainment Tables (2001-2006); averages calculated by PwC

Percentage (%) of Pupils Achieving Level 1 Threshold (KS4)- Field Control Schools						
School Name	**2001**	**2002**	**2003**	**2004**	**2005**	**2006**
x	0	0	0	0	0	0
u	46	15	47	40	43	64
t	71	73	79	84	85	90
q	77	68	85	76	82	93
w	78	63	67	72	72	73
y	78	87	85	85	86	91
s	80	83	80	70	70	67
v	90	94	92	91	89	92
Ranking (Percentile) of % Pupils Achieving Level 1Threshold (KS4)- Field Control Schools						
School Name	**2001**	**2002**	**2003**	**2004**	**2005**	**2006**
x	6.43	8.03	0.20	1.66	1.38	1.18
u	9.16	8.78	10.16	13.46	13.59	14.01
t	12.02	12.79	17.62	28.63	28.24	40.36
q	14.34	11.86	28.42	18.47	23.62	50.31
w	15.48	10.88	11.83	16.34	15.70	15.27
y	15.68	32.56	28.39	30.41	30.62	43.14
s	18.10	23.56	19.29	15.51	15.42	14.26
v	39.16	59.12	53.93	47.49	38.01	47.37

Source: Achievement and Attainment Tables (2001-2006); averages calculated by PwC

Percentage (%) of 15 Year old Pupils Achieving Any Qualifications (KS4)			
	2004	**2005**	**2006**
Wave 1 BSF Schools	94.59	95.24	95.85
Wave 2 BSF Schools	92.93	93.57	94.85
Wave 3 BSF Schools	96.06	96.73	97.10
All schools wave 1-3	94.67	95.32	96.01
Field Treatment Schools	96.74	96.67	96.96
Field Control Schools	91.58	93.39	95.76
Control schools	96.07	96.62	97.32
National Average	95.90	97.40	97.80
Ranking (Percentile) of % of 15 Year old Pupils Achieving Any Qualifications (KS4)			
	2004	**2005**	**2006**
Wave 1 BSF Schools	36.25	33.14	30.78
Wave 2 BSF Schools	24.18	26.36	21.15
Wave 3 BSF Schools	41.71	47.87	39.27
All schools wave 1-3	35.86	35.55	32.44
Field Treatment Schools	51.43	42.66	35.91
Field Control Schools	17.25	23.45	46.55
Control schools	47.22	45.49	45.60
National Average	n/a	n/a	n/a

Source: Achievement and Attainment Tables (2004-2006); averages calculated by PwC

Percentage (%) of 15 Year old Pupils Achieving Any Qualifications (KS4)- Field Treatment Schools			
	2004	**2005**	**2006**
e	90	89	91
c	91	91	91
j	95	97	95
n	95	99	100
l	97	96	98
b	97	92	95
p	97	97	97
i	98	100	97
d	98	97	98
h	98	98	98
g	98	98	100
k	98	98	95
o	98	99	100
a	99	98	97
m	99	100	99
f	100	98	99
r	100	100	100
Ranking (Percentile) of % of 15 Year old Pupils Achieving Any Qualifications (KS4)- Field Treatment Schools			
	2004	**2005**	**2006**
e	13.21	10.24	10.20
c	15.84	13.10	10.17
j	26.59	40.17	18.38
n	26.67	73.12	72.91
l	40.85	29.98	47.31
b	42.40	15.53	20.70
p	45.00	39.51	31.90
i	50.18	87.96	34.12
d	51.43	37.29	38.82
h	52.09	45.38	35.91
g	53.48	48.06	94.82
k	53.81	46.12	20.62
o	56.22	68.55	83.70
a	71.73	42.66	34.87
m	77.21	88.18	53.17
f	88.95	54.73	72.10
r	92.47	79.43	83.11

Source: Achievement and Attainment Tables (2004-2006); averages calculated by PwC

Percentage (%) of 15 Year old Pupils Achieving Any Qualifications (KS4)- Field Control Schools			
	2004	**2005**	**2006**
x	62	87	79
u	70	86	73
s	86	87	90
q	90	93	98
y	92	95	95
w	95	93	100
t	96	95	99
v	98	98	99
Ranking (Percentile) of % of 15 Year old Pupils Achieving Any Qualifications (KS4)- Field Control Schools			
	2004	**2005**	**2006**
x	3.52	8.50	5.57
u	4.71	8.08	4.48
s	9.14	8.53	9.30
q	13.32	17.28	46.55
y	17.25	23.45	17.68
w	31.68	16.86	93.42
t	33.40	23.70	52.52
v	62.31	45.29	65.71

Source: Achievement and Attainment Tables (2004-2006); averages calculated by PwC

Average GCSE point score						
	2001	**2002**	**2003**	**2004**	**2005**	**2006**
Wave 1 BSF Schools	33.02	29.98	30.00	303.87	319.87	335.06
Wave 2 BSF Schools	29.68	26.59	27.49	288.18	303.62	326.73
Wave 3 BSF Schools	33.78	30.37	30.59	309.75	329.82	338.85
All schools wave 1-3	32.57	29.38	29.64	302.31	319.34	334.40
Field Treatment Schools	35.35	31.80	32.24	329.81	344.52	356.33
Field Control Schools	27.88	26.20	26.47	274.11	287.18	309.27
Control schools	36.52	32.51	32.57	322.91	333.91	349.05
National Average	39.30	34.70	34.80	340.40	355.20	365.00
Ranking (Percentile) of Average GCSE point score						
	2001	**2002**	**2003**	**2004**	**2005**	**2006**
Wave 1 BSF Schools	34.27	35.71	33.77	39.49	38.62	41.12
Wave 2 BSF Schools	23.74	23.50	25.34	37.08	41.56	39.02
Wave 3 BSF Schools	37.79	38.51	36.80	41.21	44.71	43.56
All schools wave 1-3	32.96	33.31	33.37	39.57	41.56	41.57
Field Treatment Schools	32.88	39.90	45.64	46.39	55.51	59.19
Field Control Schools	16.73	26.13	21.42	39.10	44.55	52.72
Control schools	47.19	48.59	47.71	49.29	48.92	49.92
National Average	n/a	n/a	n/a	n/a	n/a	n/a

Source: Achievement and Attainment Tables (2001-2006); averages calculated by PwC

Average GCSE point score- Field Treatment Schools						
School	**2001**	**2002**	**2003**	**2004**	**2005**	**2006**
e	23.10	26.10	24.80	261.50	219.10	221.40
i	27.20	25.70	27.00	318.90	333.10	321.10
l	27.60	31.30	32.40	351.10	477.30	460.60
n	28.80	26.30	26.00	287.70	339.30	331.80
p	30.30	27.70	29.30	314.10	360.30	401.80
c	30.30	25.00	23.90	279.70	229.60	277.90
b	30.80	28.80	29.30	287.60	310.30	383.80
j	31.90	27.20	28.50	285.90	320.60	302.10
k	32.30	25.80	24.70	264.00	268.90	308.80
g	33.00	31.20	34.30	306.90	313.10	342.20
d	36.50	34.50	36.00	340.50	348.90	365.10
a	37.40	30.90	32.70	333.50	352.70	312.60
h	38.60	33.50	35.90	364.20	363.50	339.90
m	43.40	38.20	38.40	377.80	410.40	397.20
f	45.90	39.60	40.20	384.60	383.60	430.80
o	48.00	40.30	38.80	398.10	402.90	377.60
r	56.90	48.00	47.80	488.50	493.20	499.80
Ranking (Percentile) of Average GCSE point score- Field Treatment Schools						
School	**2001**	**2002**	**2003**	**2004**	**2005**	**2006**
e	12.98	21.54	18.69	24.67	15.70	14.62
i	19.26	20.24	24.85	46.39	48.06	36.19
l	20.08	41.63	45.64	63.28	95.13	91.71
n	22.84	22.43	21.34	34.09	51.02	41.34
p	26.51	26.53	33.37	44.31	62.21	76.95
c	26.83	18.53	16.24	30.88	16.69	21.15
b	28.40	30.43	33.23	34.01	37.38	68.52
j	31.54	24.83	29.80	33.20	41.94	28.40
k	32.88	20.61	18.34	25.28	23.39	30.53
g	34.94	41.40	54.39	41.29	38.51	46.69
d	46.99	55.95	62.65	57.63	55.51	59.19
a	50.13	39.90	47.25	53.86	57.70	32.55
h	54.79	51.39	62.08	69.87	63.90	45.18
m	73.15	75.00	74.75	76.18	84.11	74.90
f	81.76	80.95	82.41	79.62	74.36	86.50
o	86.99	83.63	76.85	83.94	81.73	65.46
r	95.17	95.15	94.96	96.70	96.23	95.88

Source: Achievement and Attainment Tables (2001-2006); averages calculated by PwC

Average GCSE point score- Field Control Schools						
School	**2001**	**2002**	**2003**	**2004**	**2005**	**2006**
x	0.10	2.30	0.60	36.60	65.70	59.50
u	5.40	5.10	9.70	94.90	120.20	118.50
q	22.50	20.90	25.90	228.40	232.70	255.30
s	23.80	22.50	21.30	210.80	222.30	225.70
t	25.60	27.60	26.10	301.40	324.80	374.20
w	26.10	21.10	22.50	257.90	232.90	313.70
y	28.90	28.60	28.00	304.50	337.30	353.10
v	40.40	35.20	34.90	357.70	354.70	364.30
Ranking (Percentile) of Average GCSE point score- Field Control Schools						
School	**2001**	**2002**	**2003**	**2004**	**2005**	**2006**
x	0.23	5.02	2.16	5.18	8.91	7.34
u	7.27	7.91	9.79	11.91	13.34	12.61
q	12.42	12.73	20.93	17.64	17.05	17.37
s	13.70	14.32	12.96	15.81	15.92	14.79
t	16.15	26.13	21.42	39.10	44.55	63.81
w	16.73	12.88	14.11	23.68	17.17	32.94
y	23.31	29.88	27.93	40.21	50.17	52.72
v	61.97	59.41	57.70	66.33	58.80	58.71

Source: Achievement and Attainment Tables (2001-2006); averages calculated by PwC

KS3 ACHIEVEMENT DATA

Percentage (%) of Pupils Achieving Level 5+ on English Test (KS3)						
	2001	**2002**	**2003**	**2004**	**2005**	**2006**
Wave 1 BSF Schools	55.72	58.45	60.39	60.26	65.37	63.74
Wave 2 BSF Schools	47.58	49.60	51.84	54.54	57.99	57.78
Wave 3 BSF Schools	55.70	58.54	61.47	63.66	68.73	66.72
All schools wave 1-3	54.05	56.63	58.89	60.01	64.81	63.38
Field Treatment Schools	61.12	60.23	65.20	69.83	73.04	70.77
Field Control Schools	47.50	50.49	56.32	53.36	59.46	56.54
Control schools	61.01	63.15	65.21	66.74	69.98	69.10
National Average	64.72	67.00	69.00	71.00	74.00	73.00
Ranking of % of Pupils Achieving Level 5+ on English Test (KS3)						
	2001	**2002**	**2003**	**2004**	**2005**	**2006**
Wave 1 BSF Schools	46.16	45.70	45.06	40.16	44.25	41.12
Wave 2 BSF Schools	34.11	34.70	35.40	32.37	34.63	33.42
Wave 3 BSF Schools	43.14	42.16	44.55	45.69	48.44	44.23
All schools wave 1-3	43.29	40.21	42.79	40.16	43.45	40.52
Field Treatment Schools	45.82	44.14	44.17	50.72	51.87	40.50
Field Control Schools	36.06	41.45	33.75	34.88	52.07	28.56
Control schools	53.99	51.48	53.49	50.54	50.66	50.70
National Average	n/a	n/a	n/a	n/a	n/a	n/a

Source: Achievement and Attainment Tables (2001-2006); averages calculated by PwC

Percentage (%) of Pupils Achieving Level 5+ on English Test (KS3)- Field Treatment Schools						
School	**2001**	**2002**	**2003**	**2004**	**2005**	**2006**
i	42	60	65	61	72	80
n	44	46	60	68	72	70
j	45	57	55	64	73	59
c	46	30	50	50	56	71
a	51	51	60	44	68	64
e	53	56	57	78	57	46
k	53	61	54	57	68	61
p	54	50	53	73	72	61
g	56	59	57	68	65	63
l	57	50	61	65	64	59
b	66	50	63	66	52	64
h	66	62	61	78	73	64
d	72	71	62	76	78	85
o	79	79	87	82	82	88
m	80	76	91	90	91	76
f	82	84	80	77	89	93
r	95	93	97	96	96	95
Ranking of % of Pupils Achieving Level 5+ on English Test (KS3)- Field Treatment Schools						
School	**2001**	**2002**	**2003**	**2004**	**2005**	**2006**
i	31.24	44.75	50.89	41.16	51.35	70.47
n	32.40	28.60	43.15	50.72	51.74	49.77
j	33.59	40.18	36.96	44.41	53.10	34.33
c	34.01	19.58	32.09	29.55	29.41	50.65
a	39.11	33.35	42.94	25.14	44.38	40.21
e	42.08	38.60	39.84	69.55	29.59	23.19
k	42.10	46.17	35.12	36.16	44.15	35.82
p	42.60	32.53	33.98	57.89	51.87	36.53
g	45.82	44.14	39.71	50.46	39.28	38.36
l	46.01	32.24	44.17	45.69	37.77	33.81
b	61.19	32.66	47.66	47.03	26.65	40.29
h	61.36	47.99	44.22	69.73	52.30	40.50
d	69.26	63.48	45.77	65.56	63.16	81.20
o	80.37	77.36	88.54	77.34	70.23	86.92
m	82.82	71.58	91.87	89.75	90.30	61.93
f	84.06	86.04	76.26	65.89	86.39	92.56
r	95.12	94.06	96.05	95.03	94.16	94.15

Source: Achievement and Attainment Tables (2001-2006); averages calculated by PwC

Percentage (%) of Pupils Achieving Level 5+ on English Test (KS3)- Field Control Schools						
School	**2001**	**2002**	**2003**	**2004**	**2005**	**2006**
x	0	0	0	0	0	0
u	0	0	0	7	0	13
q	27	50	50	56	53	68
s	32	22	63	42	34	30
y	48	58	52	52	77	54
w	48	56	45	57	56	33
t	61	58	67	67	74	80
v	78	69	67	62	72	80
Ranking of % of Pupils Achieving Level 5+ on English Test (KS3)- Field Control Schools						
School	**2001**	**2002**	**2003**	**2004**	**2005**	**2006**
x	3.56	2.93	3.11	12.61	16.34	5.12
u	9.16	12.98	4.33	18.12	1.34	18.33
q	23.37	31.79	31.64	34.88	27.24	45.61
s	25.12	17.52	47.35	24.14	20.43	19.53
y	36.06	42.53	33.75	31.09	60.25	28.56
w	36.29	38.31	27.87	36.24	28.89	19.92
t	51.96	41.45	53.87	48.00	54.95	70.37
v	78.66	58.39	53.72	41.39	52.07	69.11

Source: Achievement and Attainment Tables (2001-2006); averages calculated by PwC

Percentage (%) of Pupils Achieving Level 5+ on Math Test (KS3)						
	2001	**2002**	**2003**	**2004**	**2005**	**2006**
Wave 1 BSF Schools	55.15	56.32	61.45	63.36	64.98	68.81
Wave 2 BSF Schools	46.97	48.37	52.98	56.93	58.00	63.39
Wave 3 BSF Schools	57.60	58.19	62.76	65.16	67.74	71.31
All schools wave 1-3	54.20	55.21	60.03	62.51	64.33	68.42
Field Treatment Schools	60.26	63.86	66.59	71.21	72.99	74.39
Field Control Schools	48.59	49.64	57.16	59.33	62.60	65.75
Control schools	61.50	62.84	66.53	69.12	69.94	73.77
National Average	66.01	67.00	71.00	73.00	74.00	77.00
Ranking of % of Pupils Achieving Level 5+ on Math Test (KS3)						
	2001	**2002**	**2003**	**2004**	**2005**	**2006**
Wave 1 BSF Schools	40.08	40.06	40.79	37.42	38.22	37.90
Wave 2 BSF Schools	30.93	29.11	29.28	31.00	29.53	30.37
Wave 3 BSF Schools	46.29	43.06	44.40	43.68	46.76	45.31
All schools wave 1-3	40.40	38.46	39.72	37.21	38.40	39.68
Field Treatment Schools	43.85	44.63	46.73	44.68	48.69	42.88
Field Control Schools	31.49	35.59	41.58	45.45	43.52	41.89
Control schools	52.43	50.87	51.39	51.69	50.59	50.65
National Average	n/a	n/a	n/a	n/a	n/a	n/a

Source: Achievement and Attainment Tables (2001-2006); averages calculated by PwC

Percentage (%) of Pupils Achieving Level 5+ on Math Test (KS3)- Field Treatment Schools						
School	**2001**	**2002**	**2003**	**2004**	**2005**	**2006**
e	41	58	47	56	62	54
i	45	62	63	66	74	80
j	46	55	64	64	70	70
c	47	60	48	60	55	64
b	49	51	52	60	60	71
k	52	60	56	74	63	62
g	53	43	47	54	64	63
h	56	67	66	71	74	65
p	57	60	63	67	66	73
a	57	53	65	70	76	69
n	59	55	69	67	70	73
l	60	55	67	65	69	72
d	71	69	76	83	83	81
f	78	85	87	81	85	91
o	78	79	83	88	85	91
m	79	78	87	85	88	88
r	95	91	94	94	87	91
Ranking of % of Pupils Achieving Level 5+ on Math Test (KS3)- Field Treatment Schools						
School	**2001**	**2002**	**2003**	**2004**	**2005**	**2006**
e	27.36	41.57	26.00	30.20	34.95	22.71
i	30.71	48.36	44.09	43.35	56.71	61.89
j	31.95	36.77	45.34	40.08	48.69	40.07
c	33.01	44.22	26.30	34.68	26.44	30.29
b	35.01	33.25	29.48	34.02	32.20	40.88
k	38.39	45.27	33.19	58.52	36.24	28.18
g	38.83	25.62	25.79	27.44	38.45	29.82
h	42.75	56.55	47.32	51.36	56.74	31.52
p	43.85	44.63	42.97	43.96	41.98	46.79
a	44.58	34.76	46.73	50.72	60.67	38.16
n	47.20	37.28	53.11	44.68	48.48	45.31
l	47.86	37.90	49.25	41.76	45.86	42.88
d	67.34	58.89	67.04	77.95	76.11	65.54
f	79.25	90.36	88.69	75.01	82.05	89.44
o	80.87	79.21	82.69	88.26	83.00	90.62
m	82.73	78.29	88.82	83.76	88.97	83.24
r	95.38	94.37	94.97	94.68	85.52	89.99

Source: Achievement and Attainment Tables (2001-2006); averages calculated by PwC

Percentage (%) of Pupils Achieving Level 5+ on Math Test (KS3)- Field Control Schools						
School	**2001**	**2002**	**2003**	**2004**	**2005**	**2006**
x	8	18	6	0	19	13
u	25	24	27	20	41	38
s	34	30	38	39	46	40
q	42	45	55	55	61	71
y	46	54	64	71	67	71
w	53	44	52	66	69	67
t	54	55	61	68	68	77
v	72	70	75	69	75	80
Ranking of % of Pupils Achieving Level 5+ on Math Test (KS3)- Field Control Schools						
School	**2001**	**2002**	**2003**	**2004**	**2005**	**2006**
x	18.03	17.99	17.33	5.70	17.98	16.03
u	21.12	18.63	20.10	18.47	20.14	18.82
s	23.95	19.58	21.75	20.43	21.60	19.03
q	28.46	27.21	32.38	28.67	33.87	41.03
y	31.49	35.59	45.31	52.69	43.52	41.89
w	39.71	26.90	30.09	43.38	45.96	34.46
t	40.15	38.10	41.58	45.45	44.32	54.51
v	69.24	62.46	64.96	48.49	57.25	61.94

Source: Achievement and Attainment Tables (2001-2006); averages calculated by PwC

Percentage (%) of Pupils Achieving Level 5+ on Science Test (KS3)						
	2001	**2002**	**2003**	**2004**	**2005**	**2006**
Wave 1 BSF Schools	53.35	54.90	57.21	53.72	58.53	61.60
Wave 2 BSF Schools	43.73	45.31	48.15	47.39	50.78	53.86
Wave 3 BSF Schools	55.86	56.70	59.36	56.73	62.23	65.19
All schools wave 1-3	52.12	53.42	55.91	53.24	57.99	61.05
Field Treatment Schools	58.41	61.27	61.89	61.89	67.32	67.77
Field Control Schools	48.04	48.51	51.57	48.46	52.41	56.49
Control schools	60.49	61.89	63.31	61.14	64.69	68.07
National Average	65.56	67.00	68.00	66.00	70.00	72.00
Ranking of % of Pupils Achieving Level 5+ on Science Test (KS3)						
	2001	**2002**	**2003**	**2004**	**2005**	**2006**
Wave 1 BSF Schools	40.57	39.71	40.24	37.19	39.56	39.63
Wave 2 BSF Schools	30.51	28.49	29.30	30.87	29.54	27.12
Wave 3 BSF Schools	44.98	41.82	44.35	43.15	46.04	45.29
All schools wave 1-3	40.57	38.65	39.35	37.03	39.56	39.11
Field Treatment Schools	43.49	43.10	43.11	46.14	44.40	48.79
Field Control Schools	33.55	30.62	35.06	38.75	31.88	38.96
Control schools	51.96	50.03	50.34	50.66	49.46	49.70
National Average	n/a	n/a	n/a	n/a	n/a	n/a

Source: Achievement and Attainment Tables (2001-2006); averages calculated by PwC

Percentage (%) of Pupils Achieving Level 5+ on Science Test (KS3)- Field Treatment Schools						
School	**2001**	**2002**	**2003**	**2004**	**2005**	**2006**
g	40	36	43	47	63	54
c	41	53	45	44	44	56
i	43	54	59	56	62	72
j	43	47	56	45	62	55
k	50	57	50	59	60	60
e	53	57	42	53	50	44
b	54	49	41	53	52	59
n	54	50	60	64	68	72
h	55	71	65	69	79	69
a	55	58	59	58	61	64
d	55	64	70	70	75	76
p	57	51	55	53	62	60
l	67	58	61	63	67	69
o	72	78	80	78	79	88
f	80	81	83	72	81	86
m	84	86	90	82	85	78
r	95	90	94	91	88	94
Ranking of % of Pupils Achieving Level 5+ on Science Test (KS3)- Field Treatment Schools						
School	**2001**	**2002**	**2003**	**2004**	**2005**	**2006**
g	28.87	22.95	26.58	31.66	44.40	28.71
c	29.55	37.06	28.54	28.67	24.99	30.98
i	30.97	38.09	42.90	42.20	43.37	54.37
j	31.19	31.11	39.07	29.62	43.21	29.88
k	37.81	43.10	32.22	46.14	40.77	35.07
e	40.18	43.03	25.92	37.90	29.82	22.79
b	41.41	33.38	25.54	38.36	31.57	33.38
n	42.31	33.58	43.44	53.73	53.39	55.15
h	43.19	62.66	51.69	61.64	73.42	49.39
a	43.49	43.31	43.11	45.32	41.59	40.94
d	43.71	52.11	58.34	63.32	66.17	62.19
p	44.91	35.36	36.99	37.03	43.68	34.84
l	59.65	43.36	44.81	52.51	50.85	48.79
o	67.02	75.01	77.63	77.21	73.80	87.59
f	80.88	82.50	82.66	67.03	78.30	84.28
m	87.19	89.29	92.97	85.50	85.37	67.17
r	95.25	93.08	94.92	94.40	90.05	94.86

Source: Achievement and Attainment Tables (2001-2006); averages calculated by PwC

Percentage (%) of Pupils Achieving Level 5+ on Science Test (KS3)- Field Control Schools						
School	**2001**	**2002**	**2003**	**2004**	**2005**	**2006**
u	13	35	0	7	29	13
x	15	12	6	0	13	8
s	33	32	37	32	39	33
q	39	36	46	40	46	55
t	43	47	53	60	66	70
y	46	55	56	54	53	63
w	58	41	42	52	51	62
v	80	76	76	66	70	71
Ranking of % of Pupils Achieving Level 5+ on Science Test (KS3)- Field Control Schools						
School	**2001**	**2002**	**2003**	**2004**	**2005**	**2006**
u	18.88	22.72	5.26	17.08	19.36	16.43
x	19.39	16.91	16.81	11.76	17.17	15.44
s	24.41	21.20	23.28	22.10	22.08	18.93
q	28.23	23.16	28.97	25.29	26.40	29.65
t	31.59	30.62	35.06	48.26	49.13	51.63
y	33.55	39.55	38.59	38.75	31.88	38.96
w	47.36	26.25	26.05	36.37	30.26	37.24
v	81.22	71.98	69.76	56.27	56.94	53.22

Source: Achievement and Attainment Tables (2001-2006); averages calculated by PwC

Average KS3 point score					
	2002	**2003**	**2004**	**2005**	**2006**
Wave 1 BSF Schools	31.71	32.36	32.01	32.47	33.04
Wave 2 BSF Schools	30.06	30.67	30.68	31.07	31.64
Wave 3 BSF Schools	31.84	32.43	32.35	32.84	33.37
All schools wave 1-3	31.40	32.02	31.82	32.28	32.84
Field Treatment Schools	32.71	33.32	33.55	34.03	34.32
Field Control Schools	30.70	31.50	31.47	31.86	32.34
Control schools	32.77	33.25	33.13	33.48	34.07
National Average	33.70	34.30	34.10	34.50	35.00
Ranking (Percentile) of Average KS3 point score					
	2002	**2003**	**2004**	**2005**	**2006**
Wave 1 BSF Schools	37.35	40.15	40.12	40.75	39.44
Wave 2 BSF Schools	23.77	23.71	27.66	29.03	30.50
Wave 3 BSF Schools	39.43	38.28	43.71	46.54	44.84
All schools wave 1-3	35.48	35.85	39.22	40.15	39.07
Field Treatment Schools	36.28	39.08	44.07	47.08	44.97
Field Control Schools	29.23	33.38	39.55	48.55	41.00
Control schools	48.46	47.77	51.12	50.71	50.48
National Average	n/a	n/a	n/a	n/a	n/a

Source: Achievement and Attainment Tables (2002-2006); averages calculated by PwC

Average KS3 point score- Field Treatment Schools					
School	**2002**	**2003**	**2004**	**2005**	**2006**
g	29.50	29.70	31.60	32.70	31.90
n	30.00	32.40	32.40	33.70	34.00
b	30.10	31.40	32.00	30.80	32.80
c	30.80	31.10	31.20	30.60	33.00
a	30.90	32.50	31.60	33.20	33.90
l	31.30	33.20	32.60	32.90	33.30
i	31.40	32.50	31.90	33.00	34.50
j	31.40	32.10	32.10	33.20	32.20
p	31.60	32.00	33.40	32.90	33.30
e	32.10	30.10	31.90	31.30	30.60
k	32.10	31.30	32.40	33.10	33.50
h	33.20	32.30	33.50	34.10	33.10
d	34.00	33.80	35.60	35.10	36.20
m	35.40	37.70	36.20	37.40	35.60
f	36.60	36.50	35.10	36.80	38.20
o	36.70	38.10	37.10	37.20	38.50
r	38.30	39.30	39.40	38.20	38.20
Ranking (Percentile) of Average KS3 point score- Field Treatment Schools					
School	**2002**	**2003**	**2004**	**2005**	**2006**
g	22.42	20.33	36.66	42.34	30.50
n	25.00	39.08	43.71	52.69	50.14
b	25.27	30.50	40.27	28.01	37.16
c	30.27	28.31	33.56	26.51	39.44
a	31.39	40.64	36.76	47.08	48.86
l	34.30	46.78	46.14	44.14	41.94
i	34.85	40.50	39.27	45.38	55.45
j	35.24	36.04	40.63	47.31	32.96
p	36.28	35.85	53.58	44.04	41.92
e	41.90	22.20	38.48	30.50	24.13
k	41.99	30.28	44.07	46.54	44.97
h	53.40	38.09	54.63	57.01	40.38
d	61.75	53.22	75.72	67.26	73.67
m	75.66	90.65	82.59	88.31	66.18
f	86.94	81.09	69.93	84.27	89.92
o	87.16	92.19	88.52	86.95	91.62
r	93.47	94.55	95.16	92.54	90.23

Source: Achievement and Attainment Tables (2002-2006); averages calculated by PwC

Average KS3 point score- Field Control Schools					
School	**2002**	**2003**	**2004**	**2005**	**2006**
x	24.30	23.80	.	25.20	23.90
u	26.60	24.90	25.60	25.90	26.10
s	27.10	29.80	29.00	29.10	28.40
w	29.30	30.00	32.10	31.10	30.80
q	30.30	31.70	30.60	30.80	32.90
t	30.70	32.10	33.10	33.50	34.90
y	31.60	31.70	32.00	33.30	33.20
v	34.70	34.10	33.30	34.40	35.10
Ranking (Percentile) of Average KS3 point score- Field Control Schools					
School	**2002**	**2003**	**2004**	**2005**	**2006**
x	12.38	12.00	.	18.30	16.82
u	14.08	12.83	19.10	18.76	18.44
s	14.82	20.55	23.12	21.67	19.74
w	21.27	21.40	41.07	29.47	24.76
q	27.06	32.97	29.51	27.90	38.73
t	29.23	36.94	51.04	50.37	59.36
y	36.80	33.38	39.55	48.55	41.00
v	68.69	57.03	52.45	59.85	61.06

Source: Achievement and Attainment Tables (2002-2006); averages calculated by PwC

KS2 ACHIEVEMENT DATA

KS2 DATA FOR YEAR 7 PUPILS

Average KS2 Point Score for Year 7 pupils	
	2006
Wave 1 BSF Schools	22.61
Wave 2 BSF Schools	22.28
Wave 3 BSF Schools	22.65
All schools wave 1-3	22.55
Field Treatment Schools	23.44
Field Control Schools	22.14
Control schools	22.85
National Average	22.94

Ranking (Percentile) of Average KS2 Point Score for Year 7 pupils	
	2006
Wave 1 BSF Schools	34.41
Wave 2 BSF Schools	34.75
Wave 3 BSF Schools	44.44
All schools wave 1-3	37.78
Field Treatment Schools	44.65
Field Control Schools	29.23
Control schools	47.54
National Average	n/a

Source: National Pupil Database (2006)

Average KS2 Point Score for Year 7 pupils- Field Treatment Schools	
School	2006
K	21.96
D	22.39
C	22.57
M	22.72
L	23.83
B	25.00
J	25.67
N	.
F	.
E	.
G	.
A	.
R	.
P	.
O	.
I	.
H	.

Ranking (Percentile) of Average KS2 Point Score for Year 7 pupils- Field Treatment Schools	
School	2006
K	19.19
D	31.85
C	38.11
M	44.65
L	83.64
B	94.14
J	96.16
N	.
F	.
E	.
G	.
A	.
R	.
P	.
O	.
I	.
H	.

Source: National Pupil Database (2006); averages calculated by PwC

Average KS2 Point Score for Year 7 pupils- Field Control Schools	
School	2006
U	20.83
Q	21.25
W	22.31
V	23.35
X	.
Y	.
S	.
T	.

Ranking (Percentile) of Average KS2 Point Score for Year 7 pupils- Field Control Schools	
School	2006
U	7.41
Q	11.25
W	29.23
V	70.98
X	.
Y	.
S	.
T	.

Source: National Pupil Database (2006); averages calculated by PwC

KS4 Pupil Value Added

Average KS3- KS4 Value Added				
	2002	2003	2004	2005
Wave 1 BSF Schools	98.17	98.67	988.22	990.31
Wave 2 BSF Schools	98.48	99.49	995.62	998.24
Wave 3 BSF Schools	98.26	98.71	990.57	996.24
All schools wave 1-3	98.26	98.85	990.45	993.71
Field Treatment Schools	98.78	98.93	995.83	996.16
Field Control Schools	96	97.81	981.99	978.95
Control schools	98.57	98.92	989.7	992.09
National Average	98.7	99.09	991.24	993.31

Ranking (Percentile) of Average KS3- KS4 Value Added				
	2002	2003	2004	2005
Wave 1 BSF Schools	41.97	34.96	35.7	42.08
Wave 2 BSF Schools	44.61	50.7	56.63	54.14
Wave 3 BSF Schools	38.61	35.02	42.44	44.54
All schools wave 1-3	40.93	38.44	40.79	43.82
Field Treatment Schools	30.35	44.11	57.87	47.68
Field Control Schools	17.86	13.27	22.92	30.47
Control schools	45.01	42.77	39.75	41.77
National Average	n/a	n/a	n/a	n/a

Source: Achievement and Attainment Tables (2002-2005); averages calculated by PwC

Average KS3- KS4 Value Added- Field Treatment Schools				
	2002	2003	2004	2005
k	94.8	94.9	974.9	980.3
l	96	98.9	1012	1033.4
d	96.1	101	997.4	1005.1
i	96.3	97.9	995.3	998.4
p	96.6	97.5	998.6	999.3
e	96.6	95.6	959.1	949.2
c	96.9	95.5	980	963.8
j	97.3	99.4	993.6	1001.7
n	97.4	95.7	982.3	993.9
b	98.9	97.1	995.4	998.9
a	99	101.8	996.3	988.6
o	100.1	99.8	1003.1	991.6
m	101	97.9	1001	992.6
f	101.7	99.8	992	993.6
h	102.4	104	1010.5	1017.2
r	103.2	102.2	1016.6	1023.7
g	107.1	105.3	1038.2	1039.2
Ranking (Percentile) of Average KS3- KS4 Value Added- Field Treatment Schools				
	2002	2003	2004	2005
k	5.94	4.12	15.56	21.32
l	13.22	44.11	83.29	93.37
d	14.06	75.84	60.31	71.07
i	15.65	28.31	55.51	58.39
p	19.16	23.34	63.01	60.38
e	19.54	6.79	4.07	0.78
c	23.62	6.5	23.37	5.12
j	28.7	51.39	51.71	65.53
n	30.35	7.2	27.58	47.68
b	52.58	19.25	55.76	59.4
a	54.9	84.35	57.87	35.7
o	73.04	56.91	71.04	42.53
m	83.33	28.22	67.5	44.54
f	89.28	57.64	48.54	46.78
h	93.1	95.35	81.63	85.7
r	95.22	88.12	87.3	90.12
g	99.13	97.27	95.59	94.88

Source: Achievement and Attainment Tables (2002-2005); averages calculated by PwC

Average KS3- KS4 Value Added- Field Control Schools				
	2002	2003	2004	2005
w	92.8	94.4	976	964.7
q	94.4	101.1	973.9	964.6
t	95.6	95.3	987.3	990.1
x	96.1	99.4	975.6	1017.7
s	96.5	96.1	977.1	956.8
y	96.7	98.9	987.6	990.5
v	97.4	96.5	979.8	985.9
u	97.9	109.2	1027.3	1049.7
Ranking (Percentile) of Average KS3- KS4 Value Added- Field Control Schools				
	2002	2003	2004	2005
w	1.39	2.5	17.28	5.43
q	4.41	76.45	14.3	5.37
t	10.26	5.57	37.47	39.28
x	13.97	52	16.66	85.95
s	17.86	9.67	18.9	2.49
y	20.17	43.58	38.48	39.82
v	30.14	13.27	22.92	30.47
u	36.84	99.13	92.92	96.78

Source: Achievement and Attainment Tables (2002-2005); averages calculated by PwC

Average KS2- KS4 Value Added			
	2004	2005	2006*
Wave 1 BSF Schools	972.88	973.18	998.6
Wave 2 BSF Schools	972.79	974.56	1004.49
Wave 3 BSF Schools	976.74	980.74	999.52
All schools wave 1-3	974	975.68	1000.15
Field Treatment Schools	980.34	979.64	997.13
Field Control Schools	959.97	955.24	994.95
Control schools	981.09	981.69	999.4
National Average	986.49	987.47	1000.7
Ranking (Percentile) of Average KS2- KS4 Value Added			
	2004	2005	2006*
Wave 1 BSF Schools	25.63	23.01	46.43
Wave 2 BSF Schools	28.45	26.48	59.49
Wave 3 BSF Schools	29.54	35.46	52.47
All schools wave 1-3	27.74	27.63	51.96
Field Treatment Schools	33.37	37.05	34.16
Field Control Schools	10.89	5.59	34.25
Control schools	38.6	37.33	41.92
National Average	n/a	n/a	n/a

*2006 is contextual value added

Source: Achievement and Attainment Tables (2002-2005); averages calculated by PwC

Average KS2- KS4 Value Added- Field Treatment Schools			
	2004	2005	2006*
c	937	937.3	970.9
n	954.5	981.6	1008.8
b	956	961.1	1027
e	956.1	929.4	961
k	960.6	950.4	982.6
j	964.4	971.4	974.2
i	973.5	987.9	1014.3
p	974	969.4	997.6
a	978.3	982.6	979
l	986.6	1001.8	1021.3
f	990.1	975.4	995
m	990.3	989.5	989.2
d	997.4	994.2	987.5
o	1007.4	1001.3	1006.4
h	1015.1	1016.4	1030.4
r	1022.6	1019.7	1021.1
g	1039.8	1027.1	1030.2
Ranking (Percentile) of Average KS2- KS4 Value Added- Field Treatment Schools			
	2004	2005	2006*
c	3.91	3.5	4.71
n	11.4	35.96	66.52
b	12.35	14.18	90.78
e	12.52	1.93	1.41
k	15.11	7.8	13.65
j	18.63	23.35	6.63
i	27.52	45.19	77.83
p	28.31	21.17	39.92
a	33.37	37.05	10.21
l	44.29	65.49	86.12
f	49.44	28.3	34.16
m	49.58	47.23	22.85
d	60.47	54.7	20.59
o	74.17	64.82	60.9
h	82.08	83.08	92.95
r	88.1	85.4	85.98
g	95.39	90.13	92.83

*2006 is contextual value added

Source: Achievement and Attainment Tables (2004-2006); averages calculated by PwC

Average KS2- KS4 Value Added- Field Control Schools			
	2004	2005	2006*
s	931.5	928.5	990
w	933.4	938.3	993.7
q	952.1	942.7	995.5
t	953.9	945	993.6
v	970.6	965.3	995
y	978.1	974.7	996.1
x	988.3	1011.3	1000.3
u	1041.9	1059.3	1063.3
Ranking (Percentile) of Average KS2- KS4 Value Added- Field Control Schools			
	2004	2005	2006*
s	2.5	1.82	24.09
w	2.95	3.69	30.97
q	9.99	4.98	35.35
t	10.89	5.59	30.69
v	24.96	17.31	34.25
y	33.06	27.38	36.59
x	46.88	77.52	46.06
u	96.09	97.82	98.82

*2006 is contextual value added

Source: Achievement and Attainment Tables (2004-2006); averages calculated by PwC

Average KS2- KS3 Value Added					
	2002	2003	2004	2005	2006
Wave 1 BSF Schools	99.03	99	98.88	98.81	99.06
Wave 2 BSF Schools	98.47	98.47	98.48	98.52	98.82
Wave 3 BSF Schools	99.03	99.01	99.06	99.12	99.28
All schools wave 1-3	98.91	98.89	98.84	98.84	99.08
Field Treatment Schools	98.87	98.97	99.08	99.12	99.31
Field Control Schools	98.61	98.57	98.36	98.5	98.63
Control schools	99.47	99.4	99.28	99.23	99.45
National Average	99.85	99.81	99.73	99.63	99.8
Ranking (Percentile) of Average KS2- KS3 Value Added					
	2002	2003	2004	2005	2006
Wave 1 BSF Schools	25.78	23.32	21.52	21.4	21.85
Wave 2 BSF Schools	14.38	15.78	17.27	18.19	22.28
Wave 3 BSF Schools	27.26	22.51	25.53	29.09	27.86
All schools wave 1-3	23.19	20.85	21.26	22.69	23.87
Field Treatment Schools	28.24	22.16	20.06	34.8	20.44
Field Control Schools	14	21.12	10.09	20.22	23.34
Control schools	37.35	34.94	32.11	32.43	33.81
National Average	n/a	n/a	n/a	n/a	n/a

Source: Achievement and Attainment Tables (2002-2006); averages calculated by PwC

Average KS2- KS3 Value Added- Field Treatment Schools					
School	2002	2003	2004	2005	2006
c	96.9	98.4	98	98.1	99
b	97.2	97.3	97.7	96.9	98.4
j	97.8	97.5	98.1	98.8	98
i	97.8	99.1	99.5	99.7	100.6
n	97.8	99.1	99.1	99.3	98.9
l	97.9	98.4	98.5	98.5	98.9
p	98	98.1	98	97.9	98.2
a	98.4	99.8	97.8	98.9	98.5
m	99.1	99.9	99.4	100.5	98.8
k	99.2	97.7	98.8	99.9	99.5
g	99.8	99.3	100.3	99.8	100.3
f	100	98.9	98.6	99.2	100.3
d	100.1	99.4	100.9	99.8	101
e	100.1	98.8	99.9	98.3	98.3
h	100.3	99.7	99.9	100	100.4
r	100.6	99.9	100.3	99.6	98.3
o	101	101.4	100.2	100.3	100.9
Ranking (Percentile) of Average KS2- KS3 Value Added- Field Treatment Schools					
School	2002	2003	2004	2005	2006
c	1.77	13.2	8.71	8.63	21.8
b	3.25	3.07	5.82	1.66	11.56
j	7.07	4.05	9.29	22.58	5.95
i	7.18	28.62	38.08	47.01	71.82
n	7.75	27.29	26.86	34.8	20.44
l	8.38	13.87	14.5	16.11	19.54
p	8.79	9.99	8.14	6.61	8.98
a	13.7	46.38	6.03	24.9	12.49
m	28.24	49.55	35.47	73.55	18.95
k	30.26	5.05	20.06	50.78	34.9
g	46.44	31.77	66.93	49.41	64.41
f	50.04	22.16	16.33	32.27	64.38
d	54.19	34.84	79.6	47.83	82.03
e	54.62	20.09	48.23	12.61	9.25
h	60.22	44.18	49.45	57.41	67.78
r	67.78	48.22	67.55	42.38	10.47
o	76.18	85.39	65.65	69.12	79.32

Source: Achievement and Attainment Tables (2002-2006); averages calculated by PwC

Average KS2- KS3 Value Added- Field Control Schools					
School	2002	2003	2004	2005	2006
s	96.5	98.9	97.8	96.7	97.4
t	97.4	96.8	98.3	98.7	99
q	98.2	98.8	99.1	98.8	99.6
w	98.4	98.1	98.4	98.9	97.5
y	99.6	98.9	98.1	98.3	98
v	99.6	98.8	98.2	99.4	99.1
u	103.8	100.7	103.4	101.1	104
x	104	99.3	.	102.9	102.5
Ranking (Percentile) of Average KS2- KS3 Value Added- Field Control Schools					
School	2002	2003	2004	2005	2006
s	1.01	23.21	6.68	0.87	2.29
t	4.17	1.41	11.61	20.22	23.34
q	11.92	21.12	26.03	22.43	37.51
w	14	9.39	13.48	24.35	2.53
y	38.96	23.89	9.65	12.85	5.9
v	40.85	20.66	10.09	35.9	24.56
u	97.49	71.93	98.88	84.52	99.02
x	97.93	33.91	.	97.66	95.32

Source: Achievement and Attainment Tables (2002-2006); averages calculated by PwC

KS2 Data for year 7 pupils

Average KS2 Point Score for Year 7 pupils	
	2006
Wave 1 BSF Schools	22.61
Wave 2 BSF Schools	22.28
Wave 3 BSF Schools	22.65
All schools wave 1-3	22.55
Field Treatment Schools	23.44
Field Control Schools	22.14
Control schools	22.85
National Average	22.94
Ranking (Percentile) of Average KS2 Point Score for Year 7 pupils	
	2006
Wave 1 BSF Schools	34.41
Wave 2 BSF Schools	34.75
Wave 3 BSF Schools	44.44
All schools wave 1-3	37.78
Field Treatment Schools	44.65
Field Control Schools	29.23
Control schools	47.54
National Average	n/a

Source: National Pupil Database (2006); averages calculated by PwC

Average KS2 Point Score for Year 7 pupils- Field Treatment Schools	
School	2006
k	21.96
d	22.39
c	22.57
m	22.72
l	23.83
b	25
j	25.67
n	.
f	.
e	.
g	.
a	.
r	.
p	.
o	.
i	.
h	.

Ranking (Percentile) of Average KS2 Point Score for Year 7 pupils- Field Treatment Schools	
School	2006
k	19.19
d	31.85
c	38.11
m	44.65
l	83.64
b	94.14
j	96.16
n	.
f	.
e	.
g	.
a	.
r	.
p	.
o	.
i	.
h	.

Source: National Pupil Database (2006); averages calculated by PwC

Average KS2 Point Score for Year 7 pupils- Field Control Schools	
School	2006
u	20.83
q	21.25
w	22.31
v	23.35
x	.
y	.
s	.
t	.
Ranking (Percentile) of Average KS2 Point Score for Year 7 pupils- Field Control Schools	
School	2006
u	7.41
q	11.25
w	29.23
v	70.98
x	.
y	.
s	.
t	.

Source: National Pupil Database (2006); averages calculated by PwC