

London Challenge: Survey of Parents and Carers 2006

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BMG Research

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1 Executive Summary

Introduction

1. The Department for Education and Skills (DfES) initiative, the London Challenge, aims to raise levels of attainment in London schools and to create a world class education system in the capital.
2. The DfES commissioned BMG Research to conduct the fourth annual survey of parents and carers. The survey investigated whether improvements to London schools delivered under the London Challenge programme are reflected in parents and carers' perceptions of maintained school provision in the capital.
3. The views of parents and carers in London were compared with views expressed in a similar survey undertaken in 2003, 2004 and 2005, and with the views of a smaller sample of parents and carers living in the rest of England on the secondary schools available to their children.

Key Findings

4. Key findings in terms of satisfaction with London schools:
 - 86% of parents and carers of secondary age school children living in London were satisfied with their child's school, compared to 87% in 2005, 85% in 2004 and 88% in 2003;
 - 48% of parents and carers of secondary age school children living in London were satisfied with secondary schools in their borough of residence, compared to 49% in 2005, 47% in 2004 and 55% in 2003;
 - 44% of parents and carers of secondary age school children living in London were satisfied with secondary schools in London as a whole, compared to 45% in 2005, 43% in 2004 and 47% in 2003;
 - 47% of parents and carers of secondary age school children living in London thought that their child's schooling had improved over the past 12 months, compared to 45% in 2005, 44% in 2004 and 39% in 2003.
5. Key findings amongst sub-groups of parents and carers living in London in 2006 were:
 - The overall level of satisfaction with the child's secondary school amongst parents and carers living in Inner London was similar to those living in Outer London (85% compared to 86%); however, those in Outer London were more likely to be very satisfied (49% compared to 44% of those in Inner London). Those in Inner London were more likely to report improvement in the quality of

their child's schooling over the last 12 months, however (52% compared to 44%);

- A higher proportion of parents and carers whose child attended school in one of the five key boroughs (London Challenge focuses support on five key boroughs: Hackney, Haringey, Islington, Lambeth and Southwark) perceived an improvement (58%) compared to parents and carers whose child attended school in other boroughs (45%);
- Parents and carers whose child attended an independent school were more likely to be satisfied with the school than those whose child attended a maintained school (95% compared to 84% respectively);
- Some of the groups of parents and carers living in London most likely to be dissatisfied with their child's school (parents and carers from a minority ethnic background, and those from lower socio-economic groups) were also the groups most likely to report improvement in their child's school;
- Parents and carers whose child attended an independent school were less likely to be satisfied with schools in the borough of residence, and in London as a whole, than those whose children attended a maintained school (28% and 27% compared to 51% and 47% respectively).
- Furthermore, those whose child attended a maintained school in their borough of residence were more likely to be satisfied with maintained schools in the borough as a whole, than those whose child attended school outside the borough in which they lived (56% compared to 27% respectively).

6. Key findings in terms of satisfaction with secondary schools in London in 2006 compared to satisfaction with secondary schools in the rest of England were:

- 86% of both parents and carers of secondary age school children living in London and those living the rest of England were satisfied with their child's school. Both groups also reported similar levels of dissatisfaction (8% of those living in London, compared to 9% of those living in the rest of England);
- Parents and carers of secondary age school children in the rest of England were distinctly more satisfied with secondary schools in their area of residence than parents and carers in London (71% compared to 48%). Parents and carers in London were more likely to report dissatisfaction with local schools compared to those in the rest of England (24% compared to 10%);
- Over the four years of the study, parents and carers of secondary age school children living in London appear to demonstrate

slightly higher levels of satisfaction overall with their child's school when compared to those in the rest of England;

- 2006 saw the fourth consecutive increase in the perceptions of improvement in the quality of a child's schooling amongst parents and carers living in London with children at secondary school. In the rest of England, perceptions of improvement fluctuated over the four years, with fewer parents and carers in 2006 who felt that the quality of their child's school had improved over the last 12 months.

7. Key findings relating to satisfaction with primary schools in 2006 were:

- When comparing the level of satisfaction with their child's school of all parents and carers living in London, those with primary age school children demonstrated similarly high levels of satisfaction to those with secondary age school children (86% of both groups);
- However, when comparing all parents and carers of primary school children, those living in the rest of England were more likely than those living in London to be satisfied with their child's primary school (93% satisfied, compared to 86% of those in London). This difference was not evident between the views of parents and carers of secondary age school children;
- Over the four years of the survey to date, the proportion of parents and carers satisfied with their child's primary school increased amongst parents and carers living in the rest of England (from 89% to 93%), while amongst those living in London, it decreased, from 91% to 86%. This is in contrast to a picture of relative stability in the views of parents and carers of secondary age school children.

Background

8. The London Challenge is a partnership between all those who seek more for London's young people. Through a unified effort it sets out to make London a world leading city for learning and creativity, improving educational experiences in ways that will significantly raise attainment and help to break the link between deprivation and educational underachievement.

Aims

9. The key research objectives of this study were:

- To measure levels of satisfaction amongst parents and carers both in London and in the rest of England during 2006;
- To provide comparisons against levels of satisfaction measured in the previous years of the survey, from 2003 to 2005;

- To analyse sub-groups of parents and carers to identify whether particular groups demonstrate higher or lower than average levels of satisfaction, including areas identified as key boroughs by London Challenge;
- To examine these sub-groups over the four years of the survey, providing insight into groups whose opinions may have changed over time; and
- To determine the extent to which parents and carers report improvement in the quality of their child's schooling over the last 12 months, and to investigate any change over the four years of the survey.

Methodology

10. The survey was conducted by telephone and had a random sample of 2400 parents and carers living in London and 400 parents and carers living in the rest of England. All interviews were carried out between June and July 2006.
11. The sample of parents and carers reflected the London population in terms of number of parents and carers per borough of London and the proportion of parents and carers of primary school children versus parents and carers of secondary school children. The sample was also representative of the population of London parents and carers in terms of their socio-demographic profile, such as their ethnicity and economic status.
12. The London survey had an additional focus on five key boroughs (Hackney, Haringey, Islington, Lambeth and Southwark), as the London Challenge supports these boroughs in particular. To allow reliable analysis of these boroughs compared to other boroughs in London, more interviews were conducted in those boroughs.
13. The sample of parents and carers from the rest of England was representative in terms of government office region, ethnic profile and economic status.

2 Introduction

Background

14. The Department for Education and Skills (DfES) initiative, the London Challenge, aims to raise levels of attainment in London schools and to create a world-class education system in the capital. The London Challenge is a partnership between all those who seek more for London's young people. Through a unified effort it sets out to make London a world-leading city for learning and creativity, improving educational experiences in ways that will significantly raise attainment and help to break the link between deprivation and educational underachievement.
15. BMG Research was commissioned by the DfES to conduct an annual survey of parents and carers, which is now in its fourth year. The survey investigates whether improvements to London secondary schools delivered under the London Challenge programme are reflected in parents' and carers' perceptions of secondary school provision in the capital.

Research objectives

16. The key research objectives were:
 - To measure levels of satisfaction amongst parents and carers both in London and in the rest of England during 2006;
 - To provide comparisons against levels of satisfaction measured in the previous years of the survey, from 2003 to 2005;
 - To analyse sub-groups of parents and carers to identify whether particular groups demonstrate higher or lower than average levels of satisfaction, including areas identified as key boroughs by London Challenge;
 - To examine these sub-groups over the four years of the survey, providing insight into groups whose opinions may have changed over time;
 - To determine the extent to which parents and carers report improvement in the quality of their child's schooling over the last 12 months, and to investigate any change over the four years of the survey.

Report contents

17. The report is structured to provide the main findings in a series of chapters, covering the following key areas:
 - Parental satisfaction in 2006 (which compares the views of parents and carers with a child in primary school to the views of those with a child in secondary school, as well as the views of parents and carers in London to the rest of England);
 - Satisfaction in London across the four years of the survey (compared against the benchmark of the rest of England);
 - Satisfaction amongst parents in London 2003-2006, analysed by sub-groups; and
 - Travel to school in London in 2006.
18. The report then draws overall conclusions from the findings.
19. Figures and tables are used throughout to illustrate key findings and to highlight particular patterns. Occasionally anomalies may appear in figures due to rounding differences, but these are never more than +/- 1%.

3 Methodology

Sampling

20. The 2006 survey had a sample size of 2400 parents and carers living in the 33 boroughs of London and 400 parents and carers living in the rest of England. All interviews were carried out between June and July 2006.
21. Randomly generated samples of telephone numbers were used, with screening questions to ascertain eligibility. Parents and carers eligible for the survey were those with a child Years 5 and 6 (aged 9-11 years), and those with a child in Years 7-11 (aged 11-16). While the survey focused on secondary schooling provision, the views of parents and carers of primary school children nearing secondary school age were also included, as they will be choosing a secondary school for their child in the next year or two years.
22. The sample of parents and carers reflected the London population in terms of number of parents and carers per borough of London and the proportion of parents and carers of primary school children versus parents and carers of secondary school children. The sample is also representative of the population of London parents and carers in terms of their socio-demographic profile, such as their ethnicity and economic status.
23. This was achieved by setting targets for the number of parents and carers interviewed in each borough, the proportion of parents and carers interviewed whose child was at secondary or primary school, and the ethnic profile of parents and carers in each borough. This means that the final sample of parents and carers analysed is an accurate reflection of all parents and carers in London, as according to data from the 2001 Census.
24. The London survey had an additional focus on five key boroughs (Hackney, Haringey, Islington, Lambeth and Southwark), as the London Challenge initiative supports these boroughs in particular. To allow reliable analysis of these boroughs compared to the other boroughs in London, more interviews were conducted in those boroughs.
25. In the rest of England sample of parents and carers, interviews were representative of all Government Office regions. Targets were set on ethnicity and school age of the child, as in London, with no targets set at local level as the main focus of the research was parents and carers in London.

Data

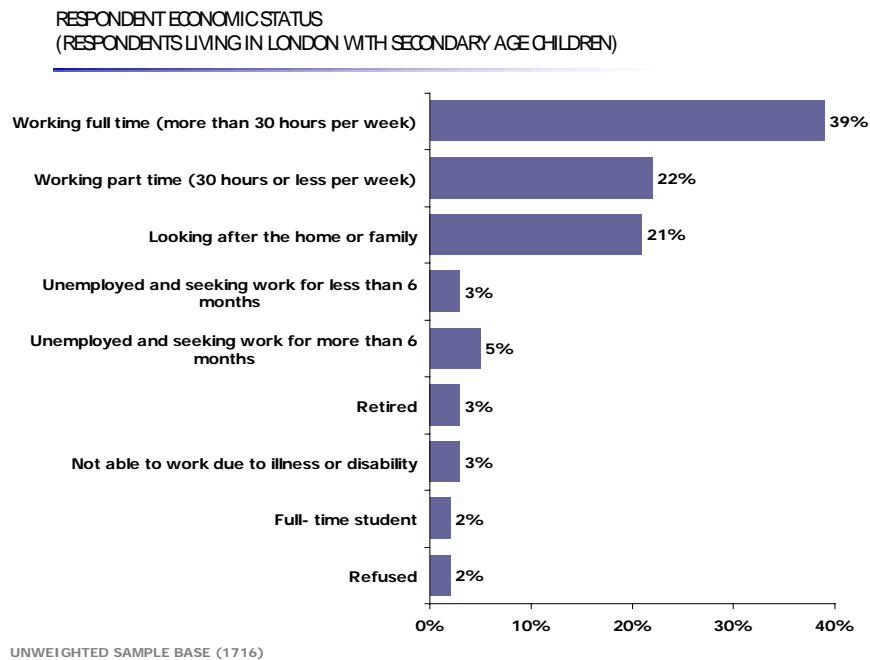
26. To ensure that the data from the London sample of parents and carers remained representative of all parents and to remove any bias towards the over-represented boroughs, the resulting data has been weighted. This means that the final data are representative of all parents, and at the same time allows greater analysis of the key boroughs.
27. In both London and the rest of England, more interviews were conducted with female parents and carers than males. Again, to remove any bias towards female parents and carers, this group was down-weighted to accurately reflect the Census 2001 profile for parents and carers.
28. The final data sets for both London and rest of England are therefore an accurate reflection of the composition of the population of parents and carers as recorded by the 2001 Census of Population, in terms of gender, ethnicity, borough/region of residence and economic status.
29. Data from the London survey as a whole is subject to a standard error of no more than +/- 1.99% at the 95% level of confidence. It is therefore considered generally reliable. Data generated across the rest of England is subject to a standard error of no more than +/-3.1% at the 95% level of confidence. Comments are only made on differences that are statistically significant to the 95% level of confidence.

4 Profile of parents and carers of secondary school children living in London

30. This section illustrates the socio-demographic profile of respondents in London with a secondary school age child.
31. Figure 1 below shows the economic status of parents and carers interviewed regarding their secondary school age child. Overall, nearly two fifths of parents and carers worked full time (39%), and over one in five worked part time (22%). One in five parents looked after the home and family full time (21%).

Figure 1

Q24 Which of the following best describes your employment?



32. Figure 2 below illustrates the differences in qualification level achieved by parents or carers of secondary school children.

Figure 2

QUALIFICATIONS HELD BY RESPONDENT RESPONDENTS LIVING IN LONDON WITH SECONDARY AGE CHILDREN (Q30E)	
	%
A POSTGRADUATE DEGREE OR DOCTORATE, NVQ LEVEL 5, OR EQUIVALENT	8
A DEGREE OR HIGHER DEGREE, HND, HNC, NVQ LEVEL 4 OR EQUIVALENT	20
A LEVELS, NVQ LEVEL 3, OR EQUIVALENT	15
GCSEs, O LEVELS, NVQ LEVEL 2, OR EQUIVALENT	23
OTHER	4
DON'T HAVE / NOT SURE OF QUALIFICATIONS	28
REFUSED	2

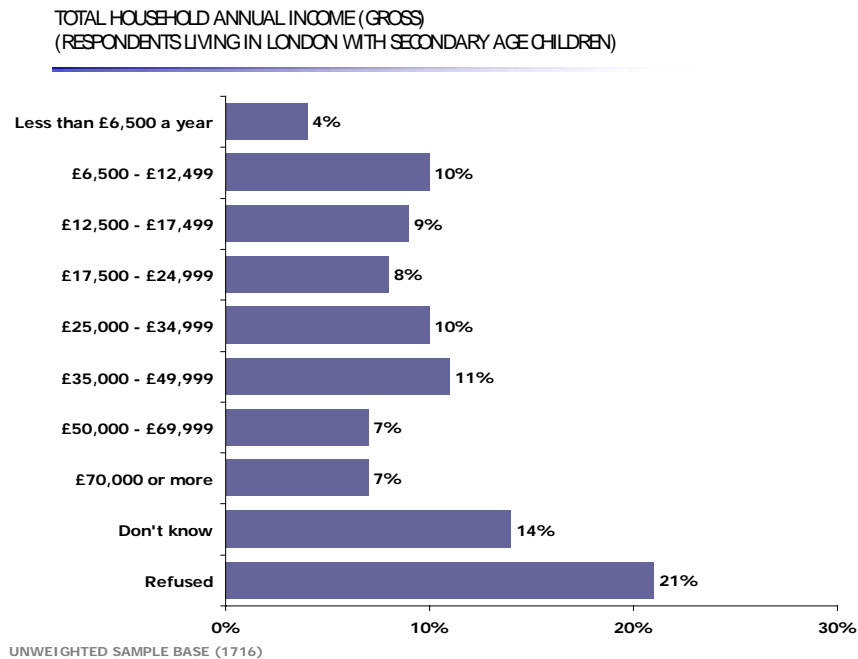
Unweighted sample base (1716)

33. Figure 3 shows the total annual household income of parents and carers of secondary school children.

- Overall, almost a third (31%) reported their total household income as up to £24,999, while just over one in five (21%) reported a total income of between £25,000 and £49,999.
- One in seven (14%) reported their total household income as £50,000 or more.
- Over a third of respondents were either not sure of or declined to provide their total household income (14% and 21% respectively).

Figure 3

Q47 In which of the following bands does your household income belong?



Type and location of secondary school

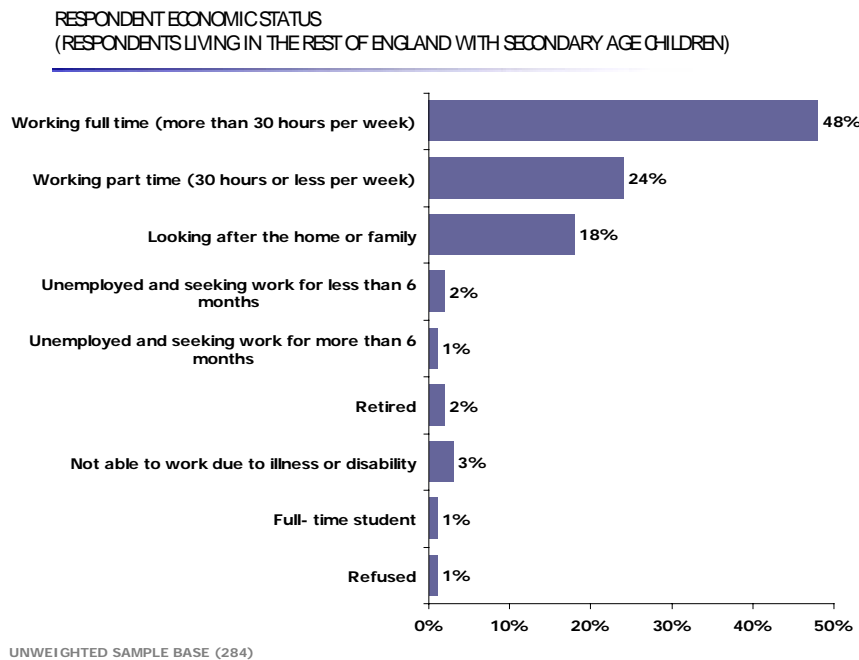
34. The responses of parents and carers of secondary school children were analysed to compare their borough of residence, to the borough in which the child attended secondary school. The majority of children attended school in the borough in which they lived (81%).
35. Boroughs where a higher proportion of children go to school than live were Barking and Dagenham, Ealing, Enfield, Greenwich, Hillingdon, Islington, Kensington, Lambeth, Lewisham, Newham and Waltham Forest. Boroughs where a higher proportion of children live than go to school were Bromley, Croydon, Kingston upon Thames and Richmond. In other boroughs, equal proportions of children lived or went to school there.
36. Most parents and carers reported that their child attended a maintained secondary school (88%), with the remaining 12% reporting that their child attended an independent secondary school.

5 Profile of parents and carers of secondary school children living in the rest of England

37. This section illustrates the socio-demographic profile of respondents in the rest of England with a secondary school age child.
38. Figure 4 below shows the economic status of parents and carers in the rest of England interviewed regarding their child. Overall, nearly half of parents and carers worked full time (48%), and just under a quarter worked part time (24%). Almost one in five parents looked after the home and family full time (18%).

Figure 4

Q16 Which of the following best describes your employment?



39. Comparing this to the profile of the London sample (Figure 1), it can be seen that parents and carers in London were less likely than those in the rest of England to work full time (39% do, compared to 48% in the rest of England).

Figure 5 below illustrates the differences in the qualification level held by parents or carers of secondary school children in the rest of England. Parents and carers in the rest of England were less likely than those in London to be qualified to degree level or higher (23% in total, compared to 28% in London).

Figure 5

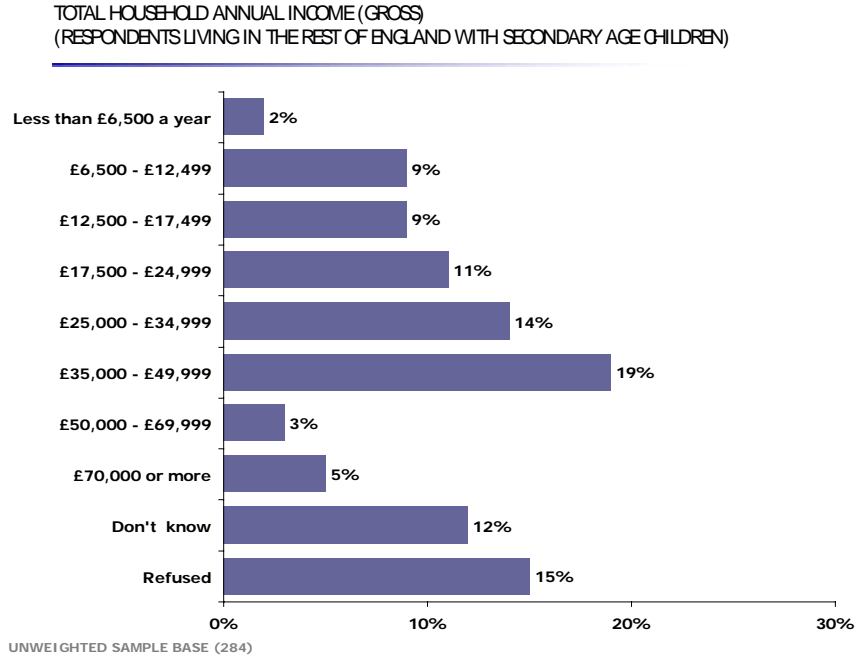
QUALIFICATIONS HELD BY RESPONDENT	
RESPONDENTS LIVING IN THE REST OF ENGLAND WITH SECONDARY AGE CHILDREN (Q30E)	
	%
A POSTGRADUATE DEGREE OR DOCTORATE, NVQ LEVEL 5, OR EQUIVALENT	6
A DEGREE OR HIGHER DEGREE, HND, HNC, NVQ LEVEL 4 OR EQUIVALENT	17
A LEVELS, NVQ LEVEL 3, OR EQUIVALENT	16
GCSE'S, O LEVELS, NVQ LEVEL 2, OR EQUIVALENT	30
OTHER	3
DON'T HAVE / NOT SURE OF QUALIFICATIONS	27
REFUSED	1

Unweighted sample base (284)

40. Figure 6 shows the total annual household income of parents and carers of secondary school children living in the rest of England.
- Overall, almost a third (31%) reported their total household income as up to £24,999, while another third (33%) reported a total income of between £25,000 and £49,999.
 - One in twelve (8%) reported their total household income as £50,000 or more.
 - Over a quarter of respondents were either not sure of or declined to provide their total household income (12% and 15% respectively).
41. Parents and carers living in the rest of England were more likely than those in London to fall into the middle household income band, as 33% reported a total income of £25,000 to £49,999, compared to 21% of those in London. Parents and carers living in London were more likely to fall into the upper income band (14% reported total household income as £50,000 or more, compared to 8% of those living in the rest of England).

Figure 6

Q39 In which of the following bands does your household income belong?



5 Findings 1: Key satisfaction measures - 2006

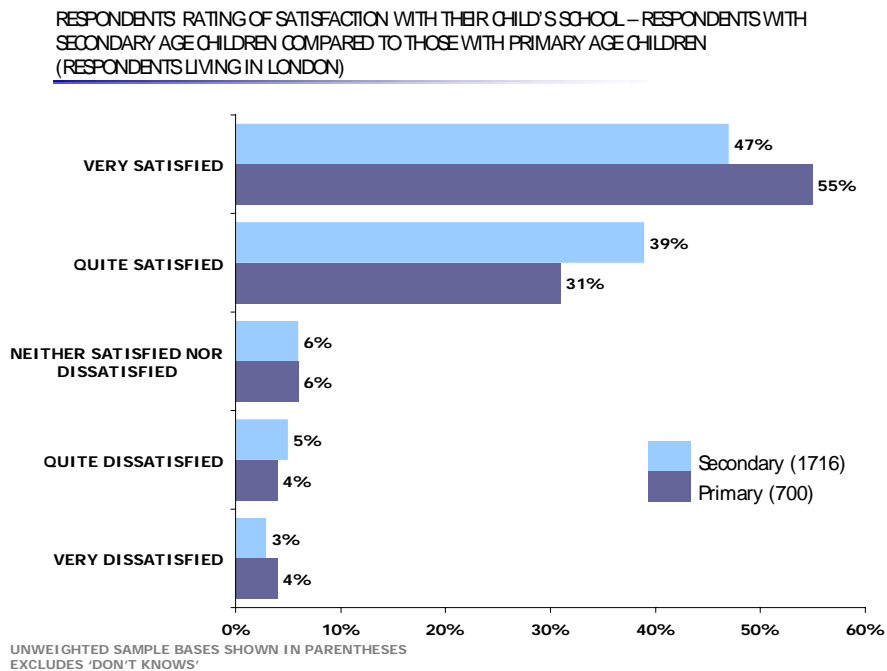
London parents' and carers' satisfaction levels in 2006

Satisfaction with child's school

42. By far the majority of all parents and carers in London were satisfied with their own child's school (86% of parents and carers of both primary and secondary school children), with around half being very satisfied (47% of parents and carers of secondary school children, and 55% of parents and carers of primary school children). Around a third of all parents (39% of parents and carers of secondary school children and 31% of parents and carers of primary school children) were quite satisfied. A small proportion of parents and carers reported that they were neither satisfied nor dissatisfied (6% of parents of both primary and secondary school children). A very low level of dissatisfaction was recorded, with less than one in ten of all parents and carers dissatisfied to any degree with their own child's school (8% of parents of both primary and secondary school children), as shown in Figure 7.

Figure 7

Q16 How satisfied are you overall with your child's school?

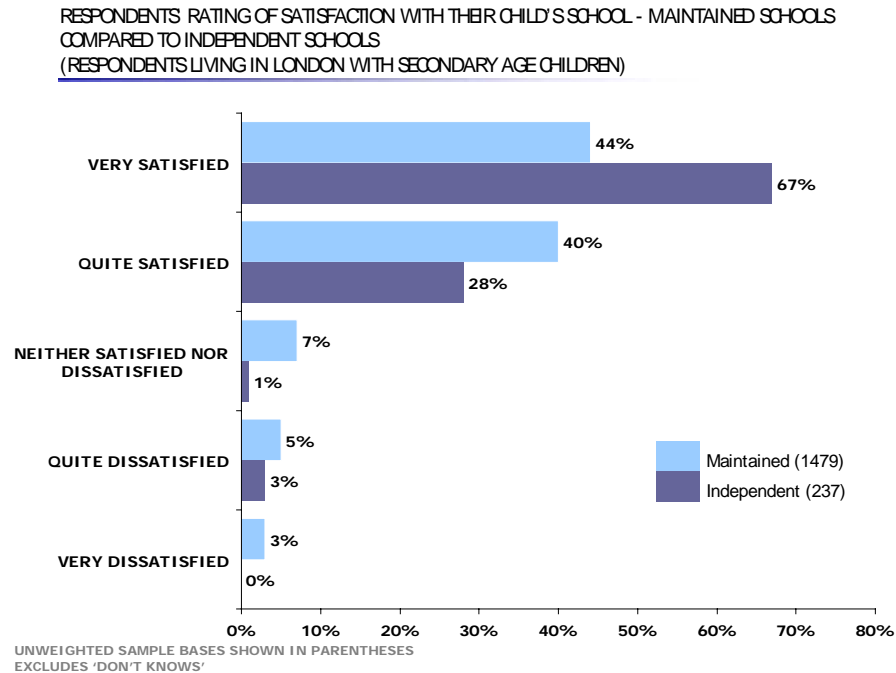


Satisfaction with child's school – differences between types of school

43. There were differences between the satisfaction levels of parents and carers in London when considering different types of school. As Figure 8 illustrates, there was a 95% combined level of satisfaction amongst parents and carers of children attending an independent school and an 84% level of satisfaction of those with children attending a maintained school.
44. Parents and carers whose child attended an independent school were more likely to report that they were very satisfied with their child's school (67%, compared to 44% of those whose child attended a maintained school).

Figure 8

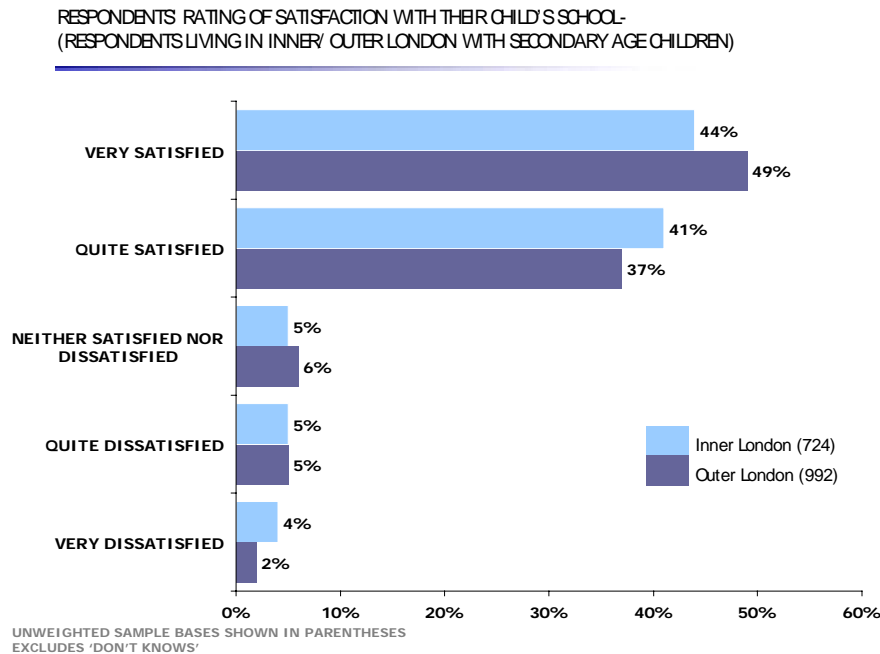
Q16 How satisfied are you overall with your child's school?



45. The views of parents and carers living in Inner London were also compared with those living in Outer London¹. Satisfaction overall was at similar levels, with 85% of parents and carers living in Inner London satisfied (very/quite satisfied), compared to 86% of those in Outer London. However, there was a difference in the degree of satisfaction reported, with more parents and carers living in Outer London reporting that they were very satisfied with their child's school (49% compared to 44% of those living in Inner London).

Figure 9

Q16 How satisfied are you overall with your child's school?



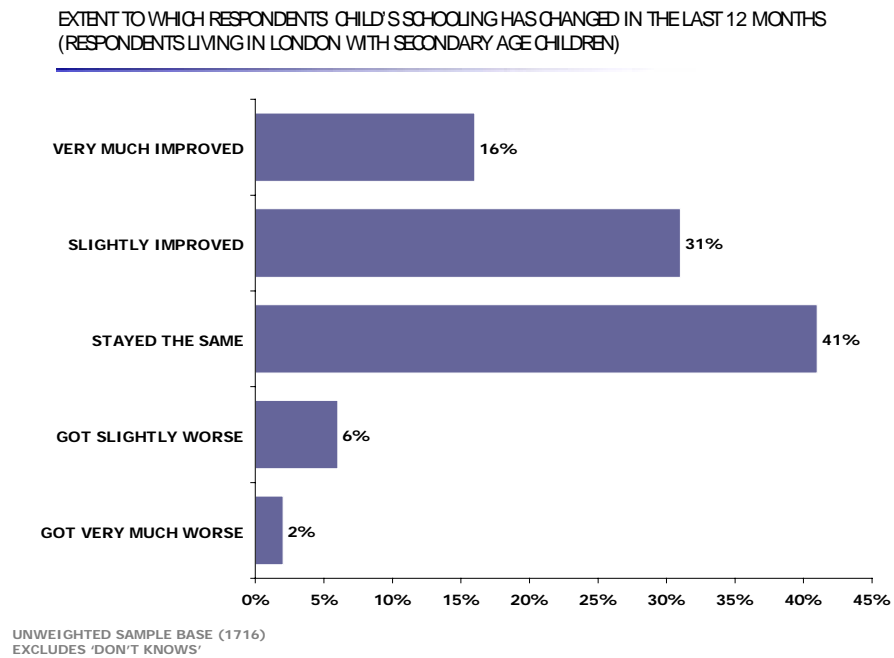
¹ Inner London was defined as the boroughs of Camden, City of London, Hackney, Hammersmith & Fulham, Haringey, Islington, Kensington & Chelsea, Lambeth, Lewisham, Newham, Southwark, Tower Hamlets, Wandsworth, and Westminster. Outer London was defined as the boroughs of Barking & Dagenham, Barnet, Bexley, Brent, Bromley, Croydon, Ealing, Enfield, Greenwich, Harrow, Havering, Hillingdon, Hounslow, Kingston Upon Thames, Merton, Redbridge, Richmond Upon Thames, Sutton and Waltham Forest.

Improvement in the quality of child's schooling

46. Almost half of parents and carers in London reported that the quality of their child's secondary schooling had improved over the last 12 months (47%). However, 41% felt that the quality of schooling had stayed the same over the last 12 months, while less than one in ten (8%) felt that the quality of schooling had got worse to any degree, as illustrated in Figure 10.

Figure 10

Q19 Overall, how has the quality of your child's schooling changed over the last 12 months?

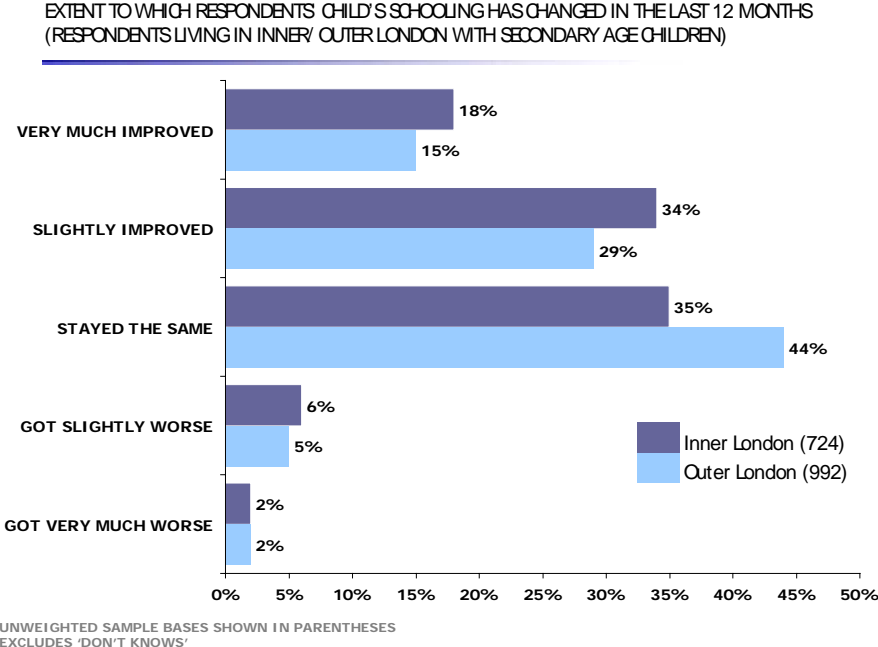


Improvement in the quality of child’s secondary schooling in London – Inner London compared to Outer London

- 47. In addition, the extent to which parents and carers in Inner or Outer London saw improvement in their child’s schooling in the previous 12 months was compared.
- 48. Parents and carers of secondary age children in Inner London perceived more improvement, as 52% saw an improvement, compared to 44% of those in Outer London, as shown in Figure 11.

Figure 11

Q19 Overall, how has the quality of your child’s schooling changed over the last 12 months?

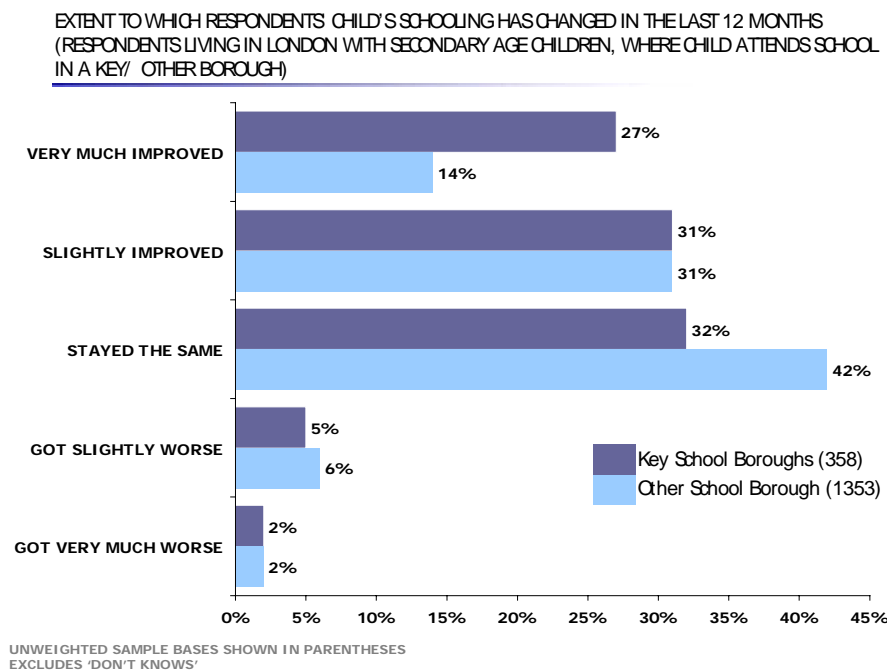


Improvement in the quality of child's secondary schooling in London – schools in key boroughs compared to schools in other boroughs

49. A marked difference is evident in the level of improvement reported by parents and carers whose child attended school in a key borough compared to those whose child attended school in another London borough.
50. Parents and carers of secondary age children attending school in a key London borough (Hackney, Haringey, Islington, Lambeth, Southwark), were more likely to report improvements in the quality of their child's schooling over the last 12 months than those whose child attended school in other London boroughs (58% compared to 45%). This difference was due to a higher proportion of parents and carers whose child attended school in a key London borough who reported that their child's schooling had very much improved (as reported by 27% of this group, compared to 14% of those whose child attended school in other boroughs).
51. Those in other school boroughs were more likely to feel the quality of their child's schooling had stayed the same over the last 12 months (42% compared to 32%) as shown in Figure 12.

Figure 12

Q19 Overall, how has the quality of your child's schooling changed over the last 12 months?

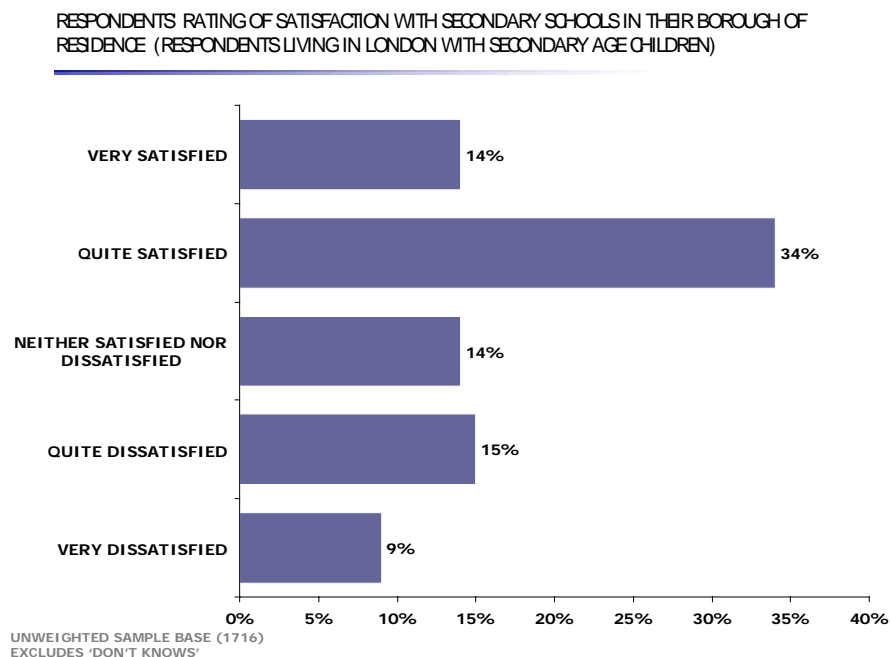


Satisfaction with secondary schools in the borough

52. All parents and carers with secondary age school children were asked about their general satisfaction with secondary or middle schools in the borough in which they lived, as shown in Figure 13.

Figure 13

Q17 Overall, how satisfied are you with state² secondary or middle schools in your borough of residence?



53. Nearly half of the parents and carers of secondary age school children surveyed were satisfied with secondary or middle schools in the borough in which they lived (48%). This level of satisfaction was considerably lower than the level of satisfaction that was felt towards the school that the respondents' child attended (86% - see Figure 7).
54. The proportion of parents and carers of secondary age school children who were very or quite dissatisfied was higher than that seen when they considered their own child's school (24% dissatisfied, compared to 8% who were dissatisfied with their own child's school – see Figure 7).

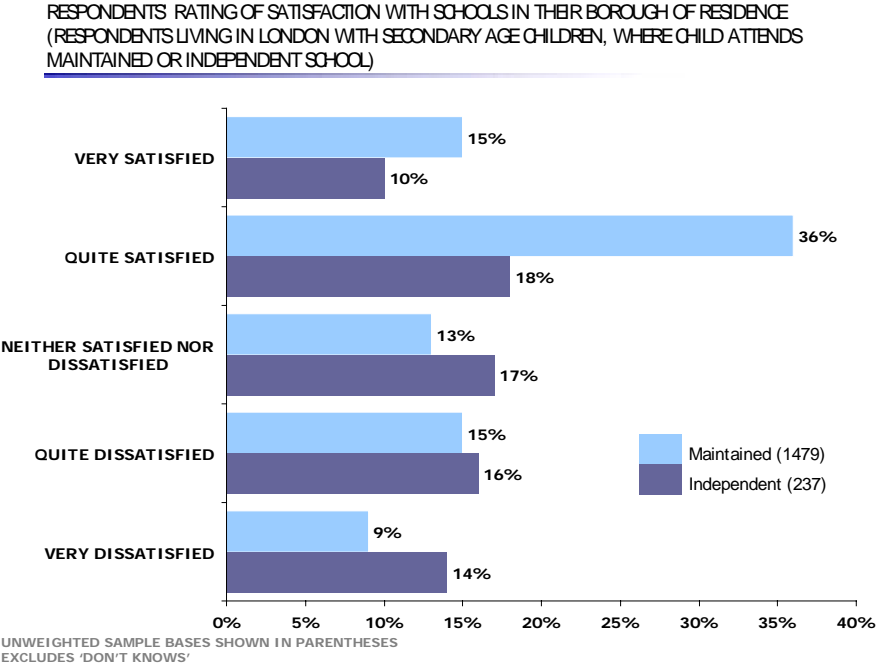
² The term "state secondary schools" was used in the survey; however, the report uses the current phrase, "maintained schools".

Satisfaction with secondary schools in the borough – Independent schools compared to maintained schools

- 55. A difference was evident in levels of satisfaction with maintained schools in the borough of residence between parents and carers of children who attended a maintained school compared to those whose child attended an independent school.
- 56. Those whose child attended a maintained school were more likely to be satisfied with their local maintained schools than those whose child attended an independent school (51% and 28% respectively), and those whose child attended an independent school were more likely to be dissatisfied (30% compared to 24%) as shown in Figure 14 below.

Figure 14

Q17 Overall, how satisfied are you with state secondary or middle schools in your borough of residence?

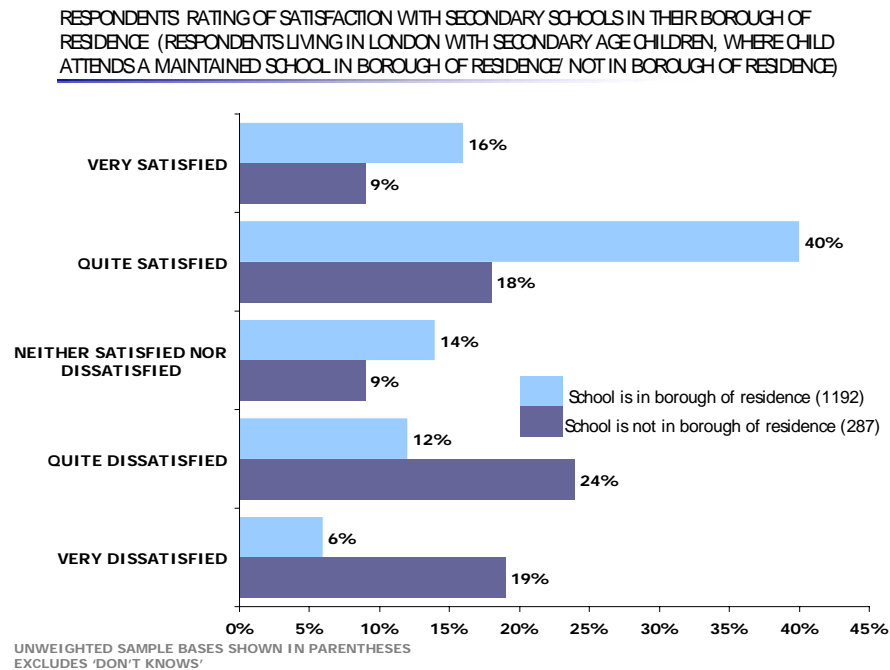


Satisfaction with secondary schools in the borough – Maintained schools in borough of residence compared to maintained schools outside the borough of residence

57. Figure 15 compares the level of satisfaction with local maintained schools of parents and carers whose child attended a maintained school in the borough of residence, with those whose child attended a maintained school outside the borough of residence.
58. 56% of parents and carers of children who attended a maintained secondary or middle school in the borough were satisfied, compared to 27% of parents and carers of children who did not attend a maintained school in the borough. Levels of dissatisfaction were higher amongst those whose child attended school in a borough outside their borough of residence (43% dissatisfied, compared to 18% of those whose child attended a school in their borough of residence).

Figure 15

Q17 Overall, how satisfied are you with state secondary or middle schools in your borough of residence?

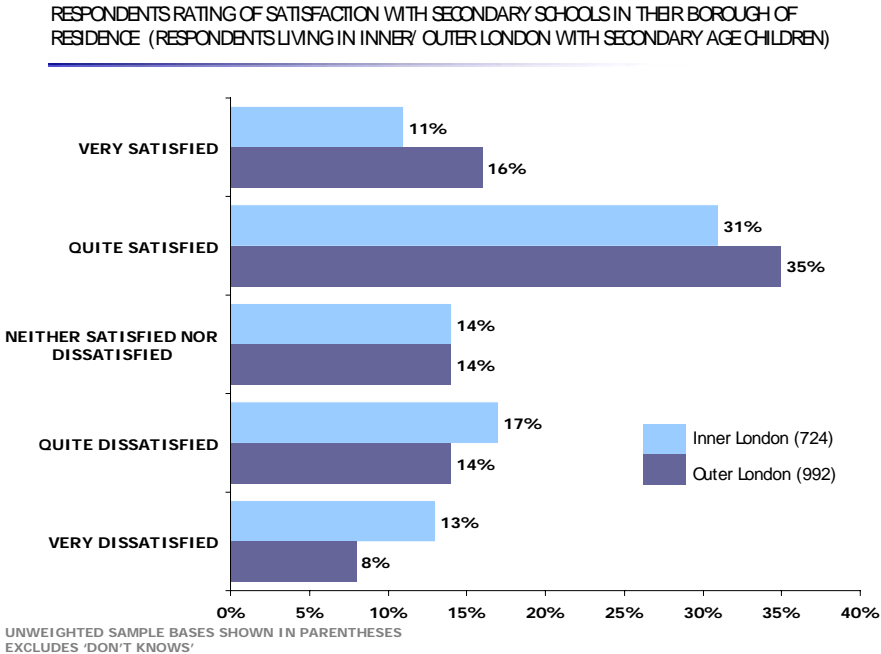


Satisfaction with secondary schools in the borough – Inner London compared to Outer London

59. As the following Figure 16 illustrates, parents and carers of secondary age children living in Inner London had lower levels of satisfaction compared to those living in Outer London (42% compared to 51%). Parents and carers in Inner London also reported higher levels of dissatisfaction than those in Outer London (30% compared to 22%).

Figure 16

Q17 Overall, how satisfied are you with secondary or middle schools in your borough of residence?

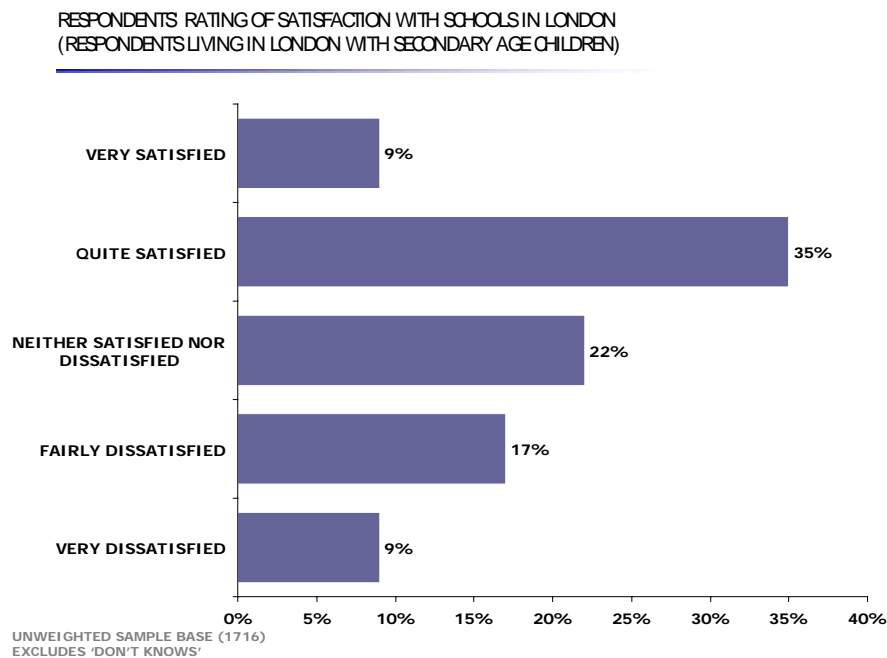


Satisfaction with schools throughout London

60. Further to being asked their level of satisfaction with their own child's school and schools in the borough where they lived, respondents with a child in secondary school were also asked about their satisfaction with secondary schools across London as a whole.
61. As shown in Figure 17, 44% were satisfied (either very or quite) and a quarter (26%) was dissatisfied to some degree.

Figure 17

Q18 Overall, how satisfied are you with state secondary schools in London?



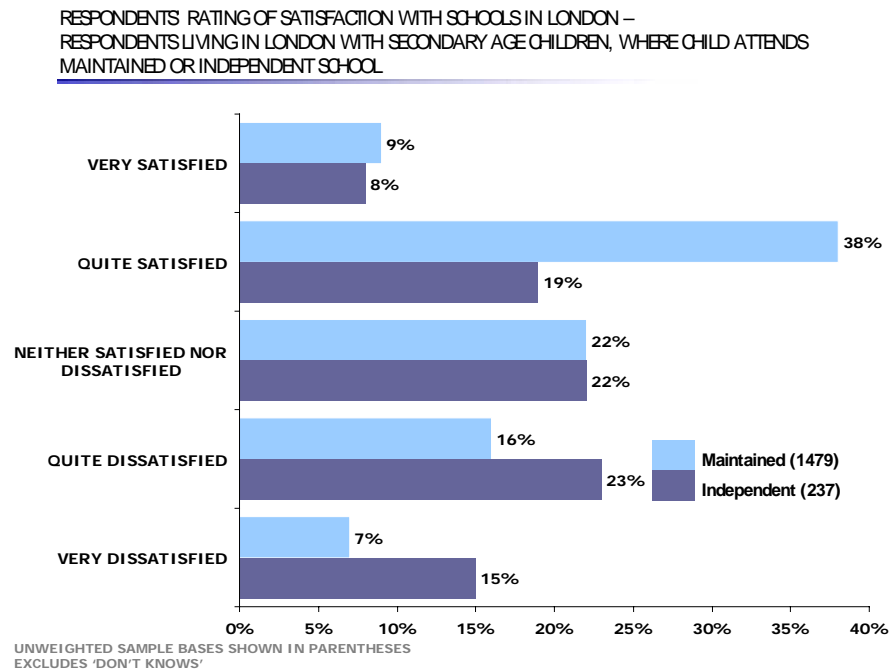
62. The views of parents and carers in Inner and Outer London with secondary age school children deviated little from the average of 44% satisfied (46% level of satisfaction in Inner London, compared to a 44% level of satisfaction in Outer London).

Satisfaction with schools throughout London – Independent schools compared to maintained schools

63. Looking in more detail at satisfaction levels with schools in London, there was a clear difference in opinion between those whose child attended a maintained school compared to those whose child attended an independent school.
64. Figure 18 illustrates that while similar proportions of parents and carers were very satisfied with schools in London overall (9% of those whose child attended a maintained school, compared to 8% of those whose child attended an independent school), a higher proportion of those whose child attended a maintained school reported that they were quite satisfied (38% compared to 19% respectively).
65. In terms of dissatisfaction with schools in London overall, those whose child attended an independent school were more likely to be dissatisfied than those whose child attended a maintained school (38% and 23% respectively).

Figure 18

Q18 Overall, how satisfied are you with state secondary schools in London?



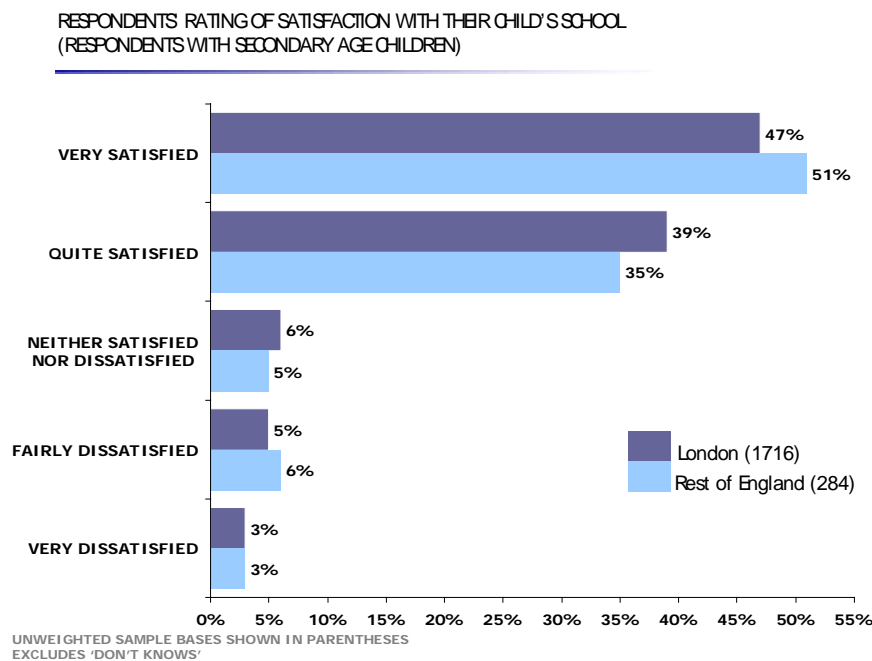
Satisfaction of parents and carers with secondary school age children, those living in London compared to those living in the rest of England

Satisfaction with child's school

66. Figure 19 below demonstrates that, overall, parents and carers of secondary school children living in London were equally likely to be satisfied with their child's school as those living in the rest of England, as 86% of both groups were either very or quite satisfied. Parents and carers in the rest of England recorded a slightly higher level of satisfaction (51% were very satisfied, compared to 47% of those in London), while in London a slightly higher proportion of parents and carers were quite satisfied (39% were quite satisfied, compared to 35% of those in the rest of England).
67. Both groups of parents and carers reported similarly small levels of dissatisfaction, with 8% of parents and carers in London and 9% of those living elsewhere in England reporting any level of dissatisfaction.

Figure 19

Q16/Q9 How satisfied are you overall with your child's school?

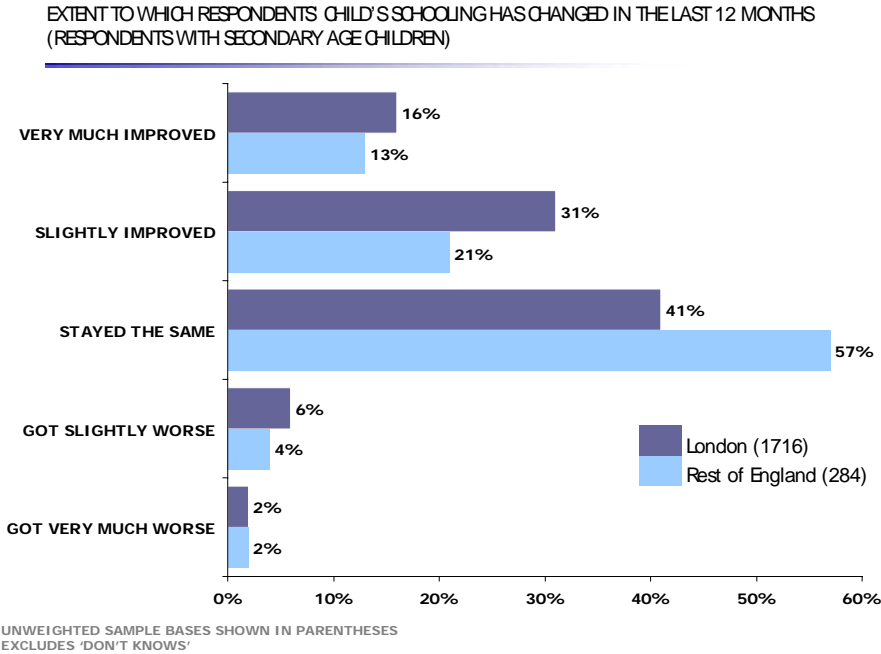


Improvement in quality of child's secondary schooling, London compared to rest of England

68. The extent to which respondents in London and the rest of England saw improvement in their child's secondary schooling in the previous 12 months was also compared. Parents and carers living in London were more likely to say their child's schooling had improved (47% in London and 34% in the rest of England), whilst a higher proportion of parents and carers in the rest of England said that there had been no change in the quality of their child's schooling over the last 12 months (57% compared to 41%). The proportions of parents and carers in London and the rest of England who said the quality of their child's schooling had worsened were at similar levels (8% and 6%), as shown in Figure 20.

Figure 20

Q19/Q11 Overall, how has the quality of your child's schooling changed over the last 12 months?

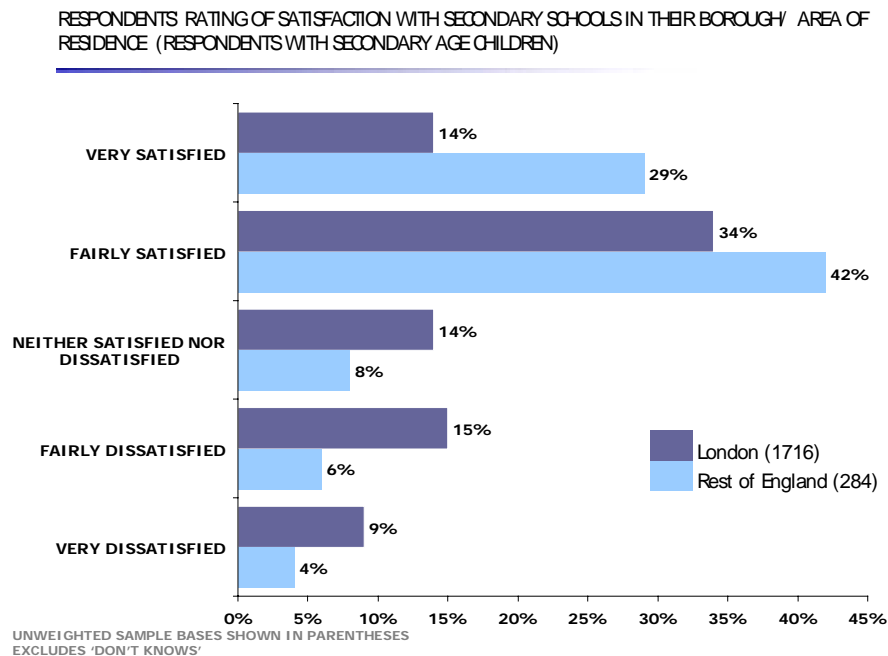


Satisfaction with local schools, London compared to the rest of England

69. Parents and carers of secondary school children living in the rest of England were asked to rate their satisfaction with secondary schools in their area of residence. These ratings are compared with the satisfaction of parents and carers of secondary school children London with schools in their borough.
70. The figure below (Figure 21) shows that parents and carers of secondary school children in the rest of England were notably more satisfied with secondary schools in their area of residence compared to parents and carers living in London. Seven in ten parents and carers in the rest of England (71%) were satisfied with local secondary schools, compared to nearly five in ten (48%) of parents and carers in London. This difference was particularly marked when comparing the proportions of parents and carers who were very satisfied with local schools, as 29% of those in the rest of England were very satisfied, compared to 14% of those in London.
71. Parents and carers in London were also more likely to report dissatisfaction with schools in their area, with one in four stating they were dissatisfied (24%), compared to 10% in the rest of England.

Figure 21

Q17/Q10 Overall, how satisfied are you with state secondary or middle schools in your borough/ area of residence?



Summary – Findings 1

72. Key findings in terms of satisfaction with schools in London in 2006 were:

- Almost nine out of ten parents and carers in London were satisfied with their child's school (86% of parents and carers of both primary and secondary school children were satisfied), with less than one in ten dissatisfied (8% of both groups).
- Parents and carers whose child attended an independent school were more likely to be satisfied with their child's school than those whose child attended a maintained school (95% compared to 84%), and particularly more likely to be very satisfied (67% compared to 44%).
- Parents and carers living in Inner and Outer London both reported similar overall levels of satisfaction with their child's own school; however, those in Outer London were more likely to be very satisfied than those in Inner London (49% compared to 44%).
- Almost half of all parents and carers reported that the quality of their child's schooling had improved over the last 12 months (47%).
- Those in Inner London were more likely to report improvements in the quality of their child's schooling over the last 12 months (52% compared to 44%). Those whose child attended school in a key borough were more likely to report that their child's school had improved (58% compared to 45% of those whose child attended school in other boroughs) with this difference due to a higher proportion who felt their child's school had very much improved (27% compared to 14% respectively).
- Nearly half of all parents and carers were satisfied with maintained schools in their borough of residence (48%), with just over one in four dissatisfied (28%).
- Parents and carers whose child attended a maintained school were more likely to be satisfied with schools in the borough of residence than those whose children attended an independent school (51% compared to 28% respectively).
- Furthermore, those whose child attended a maintained school in their borough of residence were more likely to be satisfied with maintained schools in the borough as a whole, than those whose child attended school outside the borough in which they lived (56% compared to 27% respectively).
- Those in Inner London were less likely to report satisfaction with schools in their borough of residence (42% compared to 51% of parents and carers living in Outer London), and more likely to be dissatisfied (30% compared to 22% respectively).

- Over two in five (44%) of parents and carers of secondary school children living in London were satisfied with secondary schools across London as a whole, while one in four were dissatisfied (26%).
- Parents and carers whose child attended an independent school were less likely to be satisfied with schools in London as a whole than those whose children attended a maintained school (27% compared to 47% respectively). Dissatisfaction with schools in London was higher amongst these parents and carers, with 38% dissatisfied compared to 23% of those whose child attended a maintained school.
- The proportion of parents and carers of secondary school children living in the rest of England who were satisfied overall with their child's school was the same as amongst those living in London (86%).
- Almost half of parents and carers of secondary school children living in London reported that the quality of their child's schooling had improved over the last 12 months (47%), compared to a third (34%) of parents and carers living in the rest of England, who were more likely to report no change in the quality of their child's schooling (57%, compared to 41% in London). Similar proportions of parents in London and the rest of England felt that the quality of their child's schooling had worsened (8% and 6% respectively).
- However, higher levels of satisfaction with local secondary schools were reported in the rest of England than in London. 48% of parents and carers living in London were satisfied with maintained secondary schools in the borough in which they lived (including 14% very satisfied), compared with 71% of parents and carers of secondary school children living in the rest of England (with 29% very satisfied). Parents and carers in London were also more likely to report dissatisfaction with local schools, as 24% of parents and carers in London were dissatisfied, compared to 10% in the rest of England.

6 Findings 2: London compared to the rest of England - 2003-2006

73. This chapter compares the results for London in 2006 with those from London in the three previous years of the survey, to highlight any changes over time. Key indicators from the 2006 survey were compared with the same indicators in 2003, 2004 and 2005.

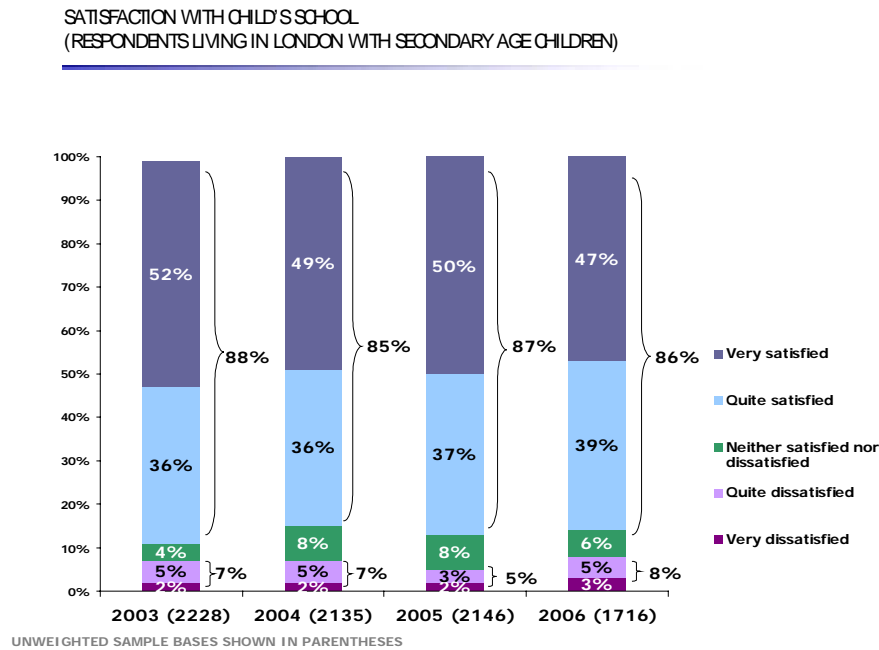
Satisfaction with own child's secondary school, 2003-2006

London

74. In 2006, parents' and carers' level of satisfaction with their own child's secondary school remained at a high level at 86%. While some minor fluctuations in the level of satisfaction are evident, the picture overall was relatively stable.

Figure 22

Q16 How satisfied are you overall with your child's school?

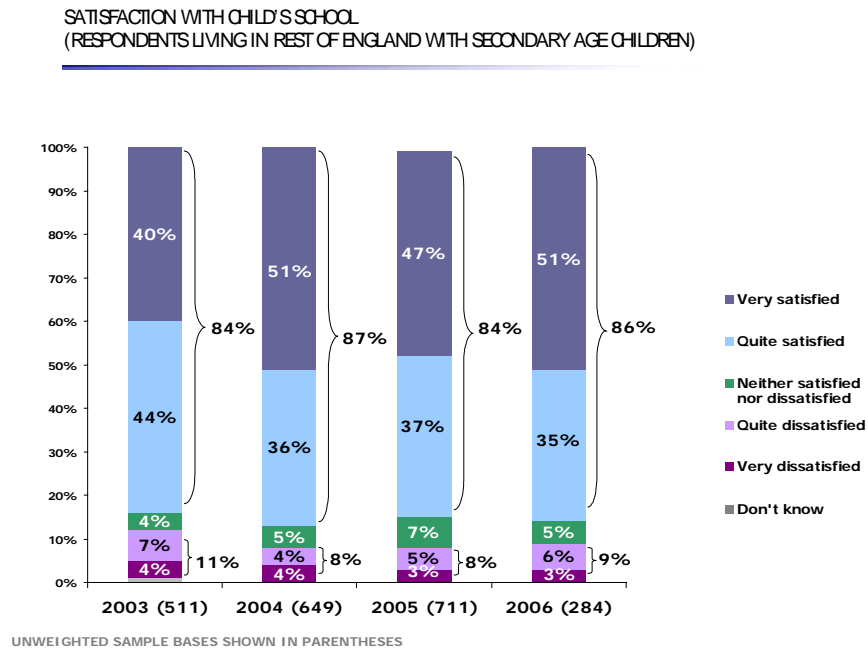


Rest of England

75. In the rest of England, the overall level of satisfaction from 2005 to 2006 increased by 2% from 84% to 86%, and the proportion of parents and carers feeling very satisfied with their child's school increased by 4% (from 47% to 51%). However, the level of dissatisfaction amongst parents and carers in the rest of England also increased slightly from 2005 to 2006, by 1% from 8% to 9%, as illustrated in Figure 23 below.

Figure 23

Q9 How satisfied are you overall with your child's school?

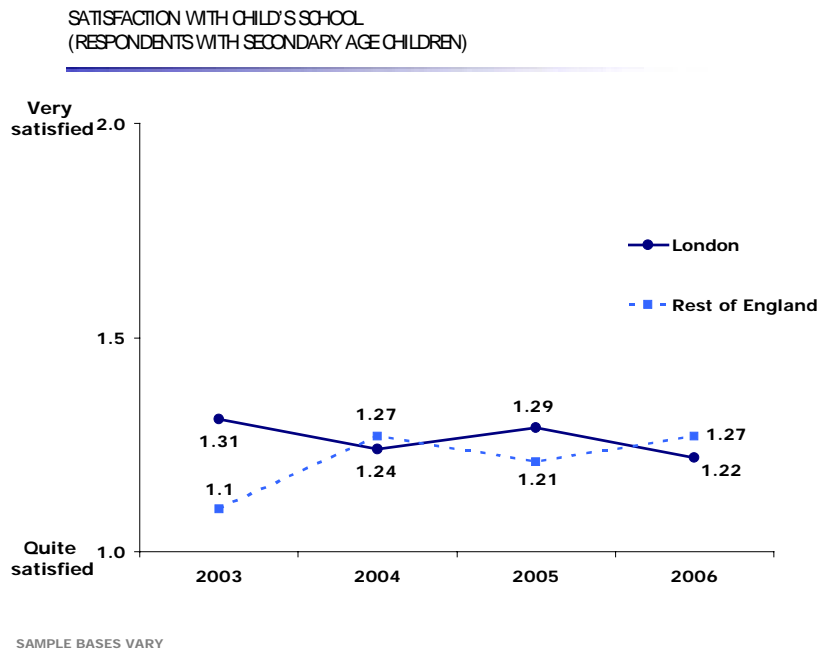


London compared to rest of England

76. The comparison between London and the rest of England is best illustrated using a line. The line is created by using an overall satisfaction score for each year of the survey, which takes into account the proportions of parents who were satisfied and dissatisfied, as well as those who recorded their satisfaction rating in the middle of the scale, as neither satisfied nor dissatisfied.
77. As shown in Figure 24 below, the overall effect of the fluctuations described is that generally, parents and carers of secondary school children living in London appeared to demonstrate slightly higher levels of satisfaction overall than their counterparts in the rest of England on average over the four years of the study, with slightly higher levels reported in 2003 and 2005 (1.31 average score amongst parents and carers in London in 2003, compared to 1.1 amongst those in the rest of England, and 1.29 and 1.21 respectively in 2005).
78. However, whilst there has been a slight decrease in the level of satisfaction amongst parents in London in 2006, there has been a slight increase in the number of satisfied parents and carers in the rest of England. Overall, though, there has been minimal change over time.

Figure 24

Q16/Q9 How satisfied are you overall with your child's school?



Improvement in quality of child's secondary schooling, 2003-2006

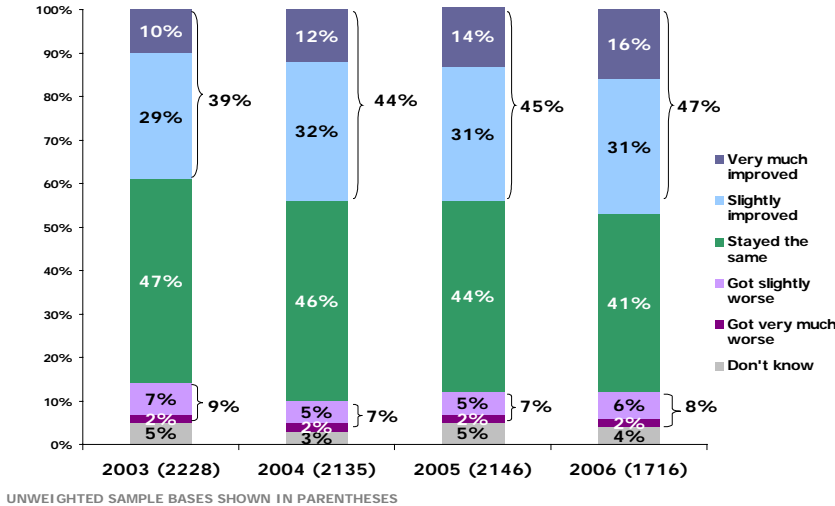
London

79. Parents and carers living in London with a child at secondary school were asked whether they felt there had been any change in the quality of their child's schooling over the last 12 months. The responses from each year of the survey are shown in Figure 25 below. 2006 saw the fourth consecutive increase, from 39% in 2003, to 44% in 2004, 45% in 2005 and 47% in 2006. Similarly, fewer parents and carers in 2006 than in 2003 reported that the quality of their child's schooling stayed the same over the last 12 months (41% reported no change in 2006, compared to 47% in 2003). The proportion of parents and carers who reported that the quality of their child's schooling had got worse, however, remained largely stable over the four years of the survey.

Figure 25

Q19 Overall, how has the quality of your child's schooling changed over the last 12 months?

EXTENT TO WHICH RESPONDENTS CHILD'S SCHOOLING HAS CHANGED IN THE LAST 12 MONTHS (RESPONDENTS LIVING IN LONDON WITH SECONDARY AGE CHILDREN)



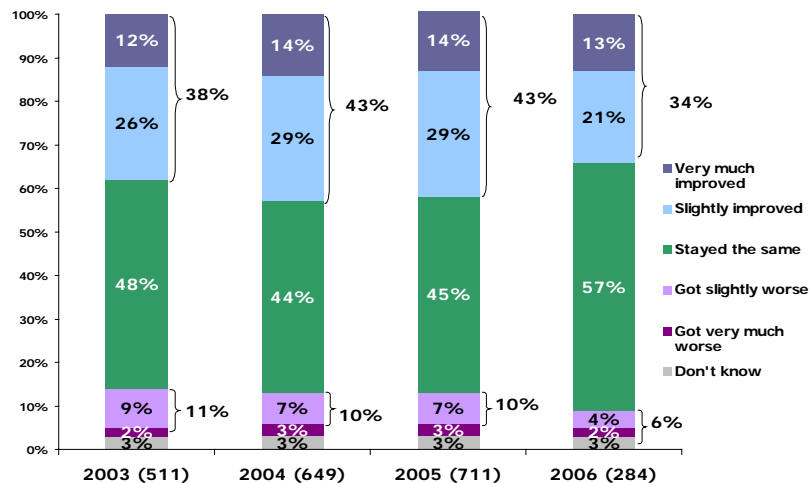
Rest of England

80. Parents and carers in the rest of England with children at secondary school were also asked whether they felt there had been any change in the quality of their child's schooling over the last 12 months. The responses from each year of the survey are shown in Figure 26 below. Perceptions of improvement in the quality of the child's schooling fluctuated slightly over the four years of the survey, with fewer parents and carers in 2006 reporting that the quality of their child's school had improved over the last 12 months (the percentage reporting improvement changed from 38% in 2003, to 43% in both 2004 and 2005, to 34% in 2006).
81. Similarly, fewer parents felt that the quality of their child's schooling had got worse to any degree over the last 12 months, as 6% reported any decline in quality, compared to 10% in both 2004 and 2005 and 11% in 2003. Parents and carers in the rest of England in 2006 were therefore more likely to report that the quality of their child's schooling stayed the same over the last 12 months (57% in 2006, compared to 48% in 2003, 44% in 2004, and 45% in 2005).

Figure 26

Q11 Overall, how has the quality of your child's schooling changed over the last 12 months?

EXTENT TO WHICH RESPONDENTS' CHILD'S SCHOOLING HAS CHANGED IN THE LAST 12 MONTHS
(RESPONDENTS LIVING IN REST OF ENGLAND WITH SECONDARY AGE CHILDREN)

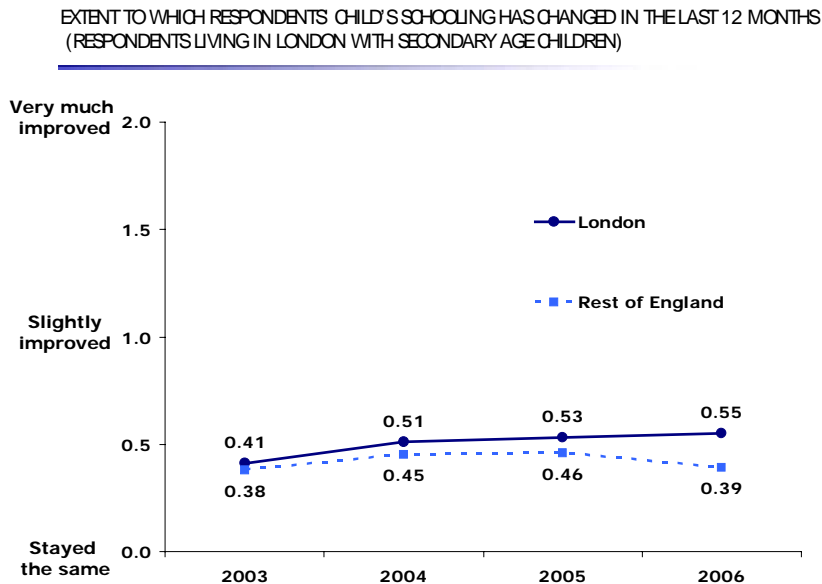


London compared to rest of England

82. Again, the overall effects of these fluctuations over time are most clearly displayed in a line chart, which is illustrated in Figure 27 below. Generally, parents and carers in London perceived slightly more improvement in their child's schooling than parents and carers in the rest of England.

Figure 27

Q19/Q11 Overall, how has the quality of your child's schooling changed over the last 12 months?



SAMPLE BASES VARY

This figure illustrates that, in London, there appears to have been a slight year on year increase in parents and carers reporting an improvement in the quality of their child's schooling over the last 12 months. In the rest of England, however, perceptions of improvement in the quality of schooling reported in 2006 were slightly less positive than in 2005 and 2004.

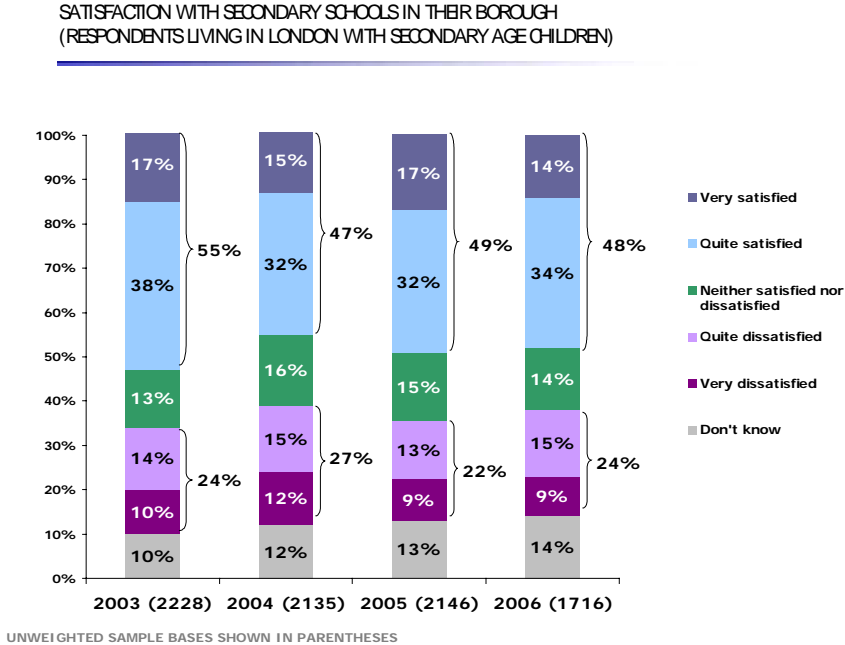
Satisfaction with schools in area of residence, 2003-2006

London

- 83. In 2006 a very similar proportion of parents and carers of secondary school children were satisfied with secondary schools in their borough when compared to 2005 (with 49% of parents and carers satisfied in 2005 compared to 48% satisfied in 2006), although this represents a slight decrease from the level of satisfaction reported in 2003 (55% satisfied).
- 84. The proportion of parents and carers who registered any degree of dissatisfaction with schools in their borough of residence increased by 2% from 2005 to 2006 (from 22% to 24%), which is lower than reported in 2004 (27%), and the same proportion as in 2003 (24%), as illustrated in Figure 28.

Figure 28

Q17 Overall, how satisfied are you with secondary or middle schools in your borough of residence?

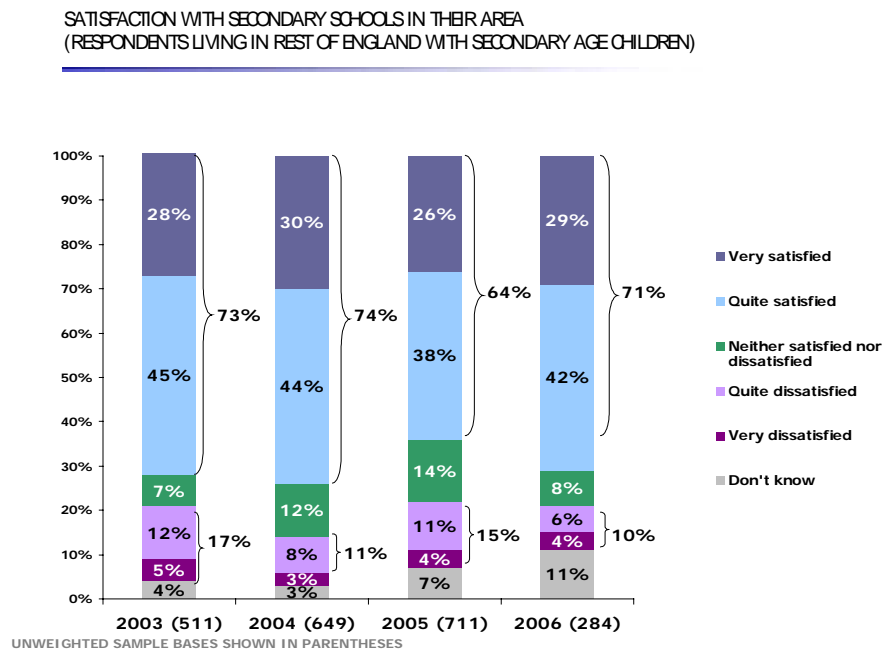


Rest of England

85. In the rest of England, parents and carers in 2006 demonstrated a level of satisfaction that more closely resembled that seen in 2003 and 2004 rather than the 2005 level. In 2005, parents and carers were less likely to state that they were satisfied with secondary schools in their area than in previous years; however, in 2006 this proportion had increased (71% in 2006 were satisfied with secondary schools in their area, compared to 74% in 2004 and 73% in 2003), as illustrated in Figure 29.

Figure 29

Q10 Overall, how satisfied are you with secondary or middle schools in your area of residence?

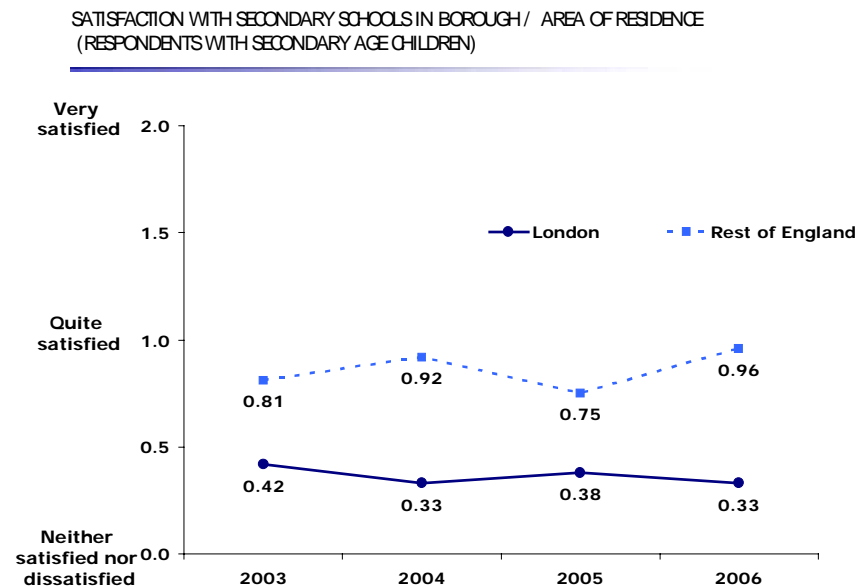


London and rest of England

86. The net effect of the differences in satisfaction and dissatisfaction are illustrated in the line chart in Figure 30. This shows that the overall changes in satisfaction levels in London over the four years of the survey to date are relatively stable, albeit at a lower level than in the rest of England. In the rest of England, there was more fluctuation over time.

Figure 30

Q17/Q10 Overall, how satisfied are you with secondary or middle schools in your area of residence?



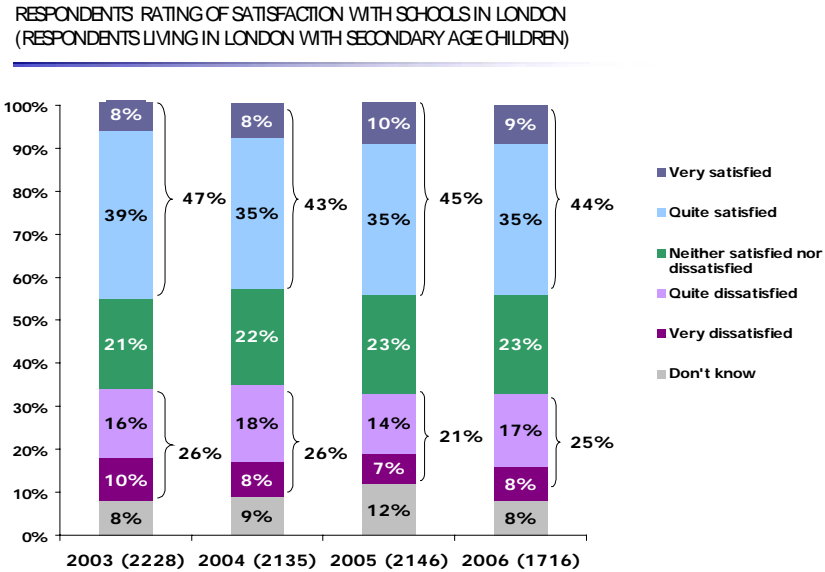
SAMPLE BASES VARY

Satisfaction with schools throughout London, 2003-2006

87. Overall satisfaction with maintained secondary schools throughout London in 2006 was at a similar level to that seen in 2005, 2004 and 2003 (44% of parents and carers of secondary age school children were satisfied, compared to 45% in 2005, 43% in 2004 and 47% in 2003). The level of dissatisfaction reported also remained largely stable, as the proportion of parents and carers who reported any degree of dissatisfaction with secondary schools in London was at similar levels over the four years, albeit with a decrease in reported dissatisfaction in 2005, as shown in Figure 31 below (the percentage of parents and carers who reported any degree of dissatisfaction being 26% in both 2003 and 2004, 25% in 2006, with a decrease in 2005 to 21%).

Figure 31

Q18 Overall, how satisfied are you with state secondary schools in London?

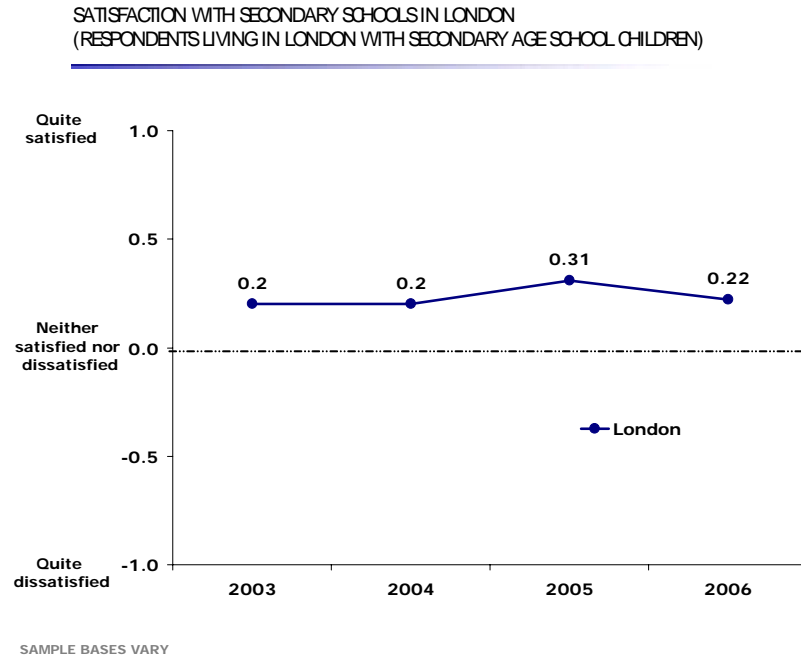


UNWEIGHTED SAMPLE BASES SHOWN IN PARENTHESES

88. In order to see the overall impact of these fluctuations year on year, Figure 32 below shows the average satisfaction scores as a line chart. This illustrates that the level of satisfaction with maintained secondary schools across London as a whole has remained stable overall, albeit with a slight increase in satisfaction in 2005.

Figure 32

Q18 Overall, how satisfied are you with state secondary schools in London?



Summary – Findings 2

89. Key findings when analysing the data from 2003 to 2006 were as follows:

- When comparing parents and carers of secondary school children in London with those in the rest of England, satisfaction with the child's own secondary school varied over the four years of the survey, although no real trend was evident in terms of an overall increase or decrease in either area. Rather, satisfaction with the child's own school appeared to be largely stable in both areas, with parents and carers living in London having slightly higher levels of satisfaction in two of the four years of the survey.
- Data over the four years of the survey appear to illustrate that perceptions of improvement have increased in London, yet remained stable in the rest of England.
- Satisfaction with maintained secondary schools in the borough of residence in London was stable over the course of the survey, albeit at lower levels than satisfaction with the child's own school. Parents and carers in the rest of England were more likely to be satisfied with their local maintained schools than parents and carers in London.
- Satisfaction with maintained schools in London overall was at a lower level than with the child's own school, and also lower than with schools in the borough of residence.

7 Findings 3: London secondary schools 2003-2006: a more detailed picture

90. This chapter analyses the trends over the four years of the survey in more detail, focussing on key differences across groups of parents and carers. Key groups of interest include:
- Parents and carers who lived in or whose child attended school in a key borough (Hackney, Haringey, Islington, Lambeth, Southwark);
 - Parents and carers from differing ethnic backgrounds;
 - Parents and carers whose main language spoken at home was not English;
 - Parents and carers from differing socio-economic groups; and
 - Parents and carers of different age groups.

Satisfaction with own child's school in London, 2003-2006

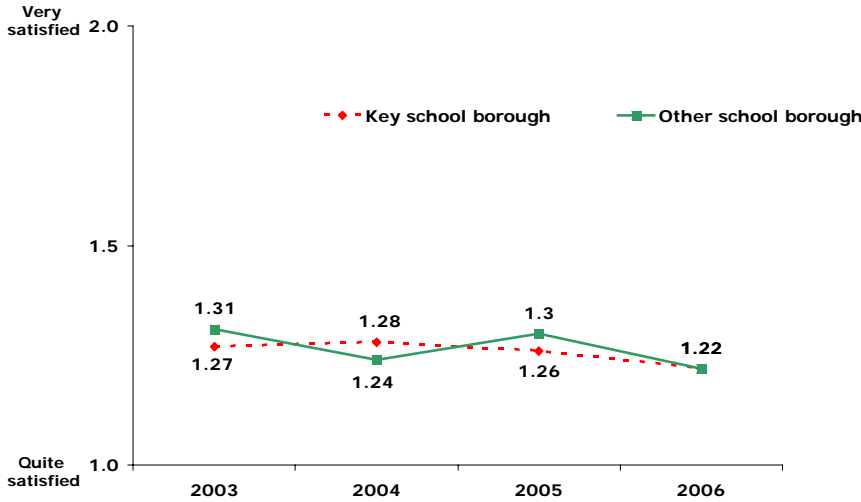
Key school boroughs compared to other boroughs

- 91. The average satisfaction score for the child's secondary school moved from 1.31 in 2003, to 1.22 in 2006 (Figure 24, Chapter 7). This section analyses the average satisfaction scores sub-groups of parents and carers within this overall group.
- 92. Figure 33 illustrates the average satisfaction scores of parents and carers whose child attended school in a key borough compared to those whose child attended school in another London borough. The average satisfaction score for both groups of parents and carers fluctuated between 2003 and 2005. From 2005 to 2006, however, while there was a slight decline in satisfaction reported by both groups of parents, this decline was less marked amongst parents and carers of children whose child attended secondary school in a key borough (average score moving from 1.27 to 1.22, while the satisfaction score of those whose child attended school in another London borough moved from 1.31 to 1.22).

Figure 33

Q16 How satisfied are you overall with your child's school?

SATISFACTION WITH CHILD'S SCHOOL
(RESPONDENTS LIVING IN LONDON WITH SECONDARY SCHOOLCHILDREN, WHERE CHILD ATTENDS SCHOOL IN A KEY BOROUGH OR OTHER BOROUGH)



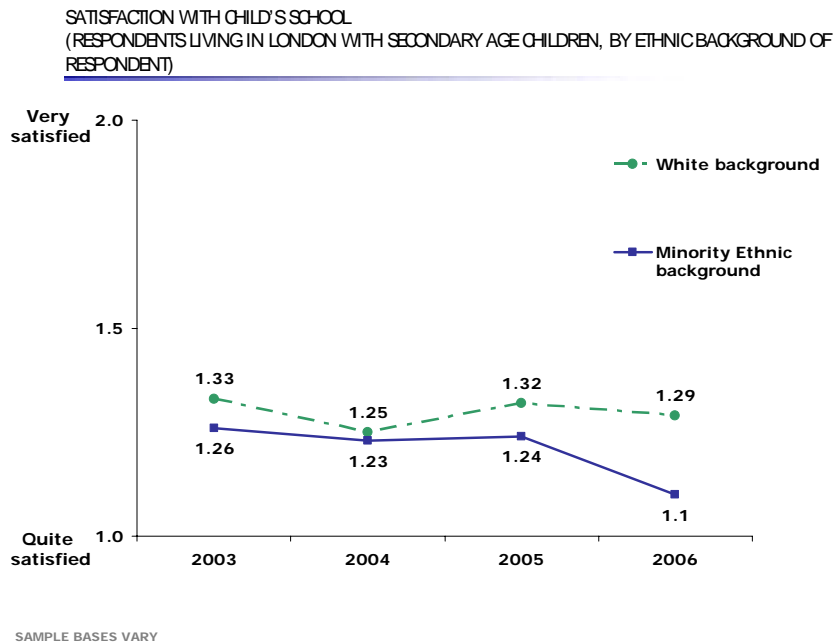
SAMPLE BASES VARY

Parents and carers from a White background compared to those from a Minority Ethnic background

93. Parents and carers from a White background were more likely to be satisfied with their own child's secondary school than those from a Minority Ethnic background. In 2003 and 2004 the difference was only slight (average satisfaction score of 1.33 for parents and carers from a White background compared to 1.26 for parents and carers from a Minority Ethnic background in 2003, and 1.25 and 1.23 respectively in 2004). In 2005, the average satisfaction score increased amongst parents and carers from a White background from 1.25 to 1.32, while the average score for parents and carers from a Minority Ethnic background remained stable, which lead to an increased gap in satisfaction scores between the two groups (a gap of 0.08). In 2006, satisfaction amongst parents and carers from a White background remained relatively stable, while the average score for parents and carers from a Minority Ethnic background decreased from 1.24 to 1.1, increasing the overall gap to 0.18.

Figure 34

Q16 How satisfied are you overall with your child's school?



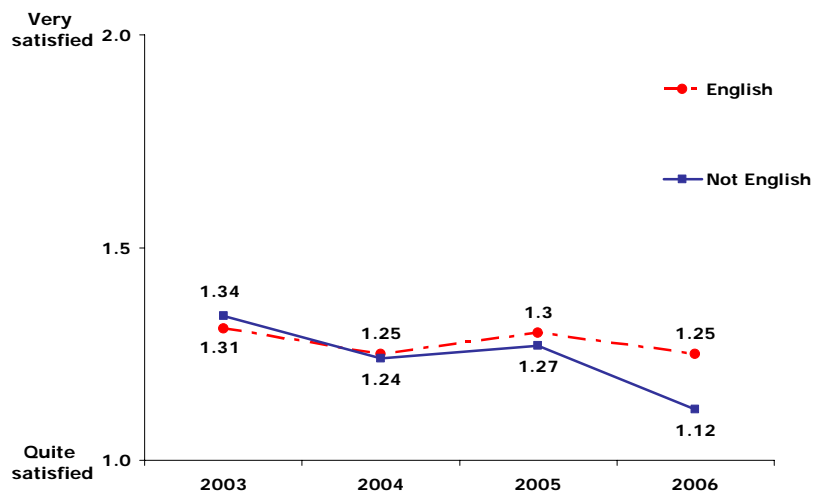
Parents and carers whose main language spoken at home was English compared to those whose main language was not English

94. In 2003, 2004 and 2005, parents and carers whose main language spoken at home was English had similar average satisfaction scores to parents and carers whose main language at home was English.
95. In 2006 however, parents and carers whose main language spoken at home was English were more likely to be satisfied with their own child's secondary school (an average satisfaction score of 1.25 for these parents and carers) than those whose main language in the home was not English, where there was a decrease from 2005 in satisfaction (from 1.27 in 2005 to 1.12 in 2006).

Figure 35

Q16 How satisfied are you overall with your child's school?

SATISFACTION WITH CHILD'S SCHOOL
(RESPONDENTS LIVING IN LONDON WITH SECONDARY AGE CHILDREN, BY MAIN LANGUAGE SPOKEN AT HOME)



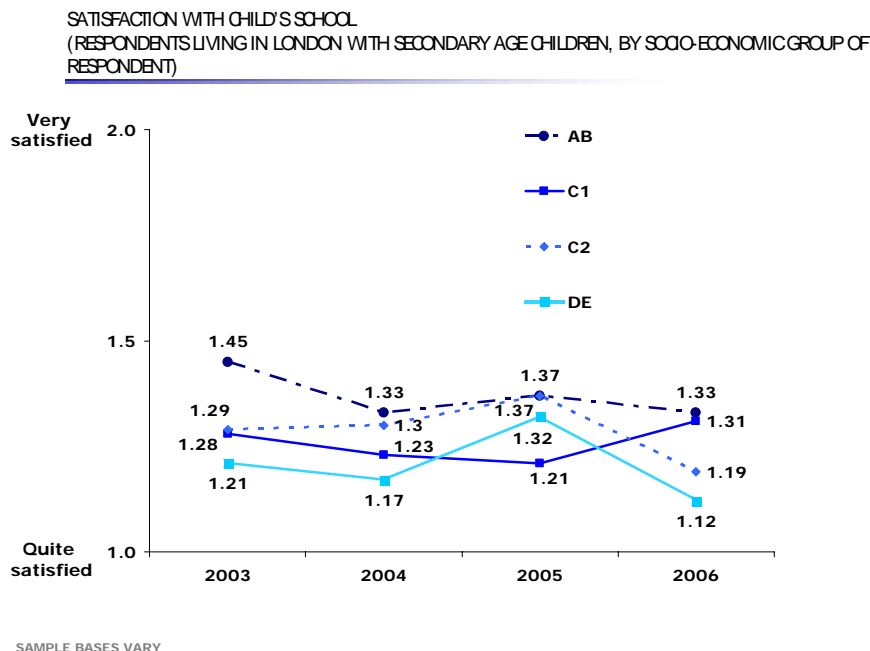
SAMPLE BASES VARY

Parents and carers of different socio-economic groups

96. There were also differences in the level of satisfaction with the child's own school reported amongst parents and carers from differing socio-economic groups.
97. The socio-economic groups are defined by the Market Research Society (MRS) and are developed by taking into account a person's qualification level including any professional qualifications, and the level of responsibility in their work, according to the size of the organisation and number of staff (if any) that the person is responsible for. Broadly speaking, group AB refers to professionals and senior managers, C1 to managers and executives, C2 refers to skilled workers and DE to semi-skilled workers, unskilled workers and those dependant on state benefits. A fuller explanation can be found in the Glossary of Terms in the Appendix (p84).
98. Figure 36 illustrates that while over the four years of the survey there were fluctuations in the average levels of satisfaction reported by each group, those in group AB were consistently most satisfied, while those in group DE were least likely to be satisfied in three of the four years of the survey (2003, 2004 and 2006). While most groups fluctuated in satisfaction levels over the four years of the survey, in 2005 group DE reported increased satisfaction, which then decreased again in 2006 (from 1.17 in 2004, to 1.32 in 2005, to 1.12 in 2006). Similarly those in group C2 peaked in 2005 (from 1.3 in 2004, to 1.37 in 2005, to 1.19 in 2006). Group C1 peaked in 2006, remaining relatively stable from 2003 to 2005 (moving from 1.28 to 1.21, then increasing to 1.31 in 2006).

Figure 36

Q16 How satisfied are you overall with your child's school?

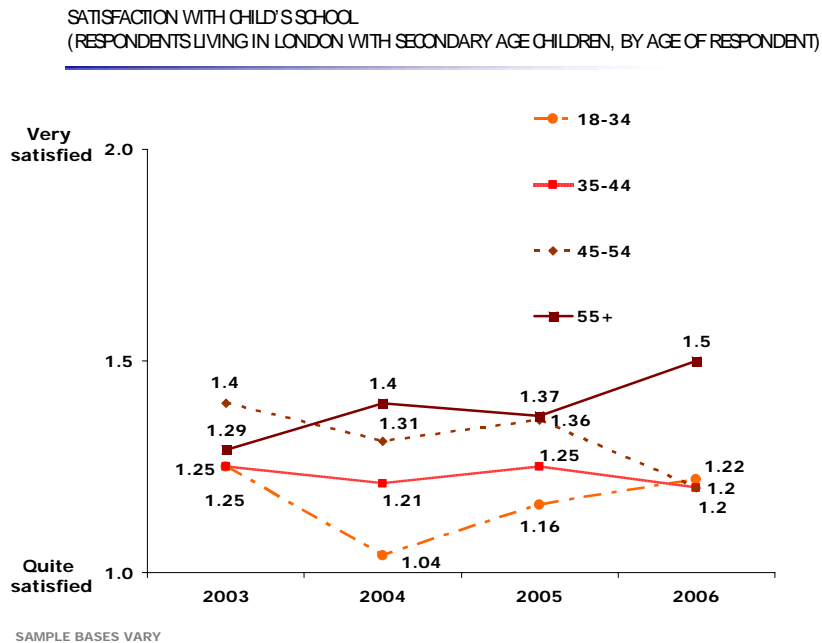


Parents and carers of different age groups

99. While no real trend was evident over time amongst parents and carers of different age groups, certain differences are evident over time. Parents and carers aged 55 and over were more likely to be satisfied with their child's school than any other age group in 2006 (average satisfaction score of 1.5, compared to 1.22, 1.2 and 1.2 again for those aged 18-34, 35-44 and 45-54 respectively). In 2006 the satisfaction score amongst parents and carers aged 45-54 decreased from 1.36 to 1.22.
100. In 2005 and 2004, the group least likely to be satisfied with their child's school was those aged 18-34, with the satisfaction score decreasing from 1.25 in 2003 to 1.04 in 2004.

Figure 37

Q16 How satisfied are you overall with your child's school?



Improvement in quality of child's secondary schooling, 2003-2006

101. The average score for improvement in the quality of their child's school for parents and carers living in London with secondary age children moved from 0.41 in 2003, to 0.55 in 2006 (Figure 27, Chapter 5). This section analyses the average improvement scores sub-groups of parents and carers within this overall group.

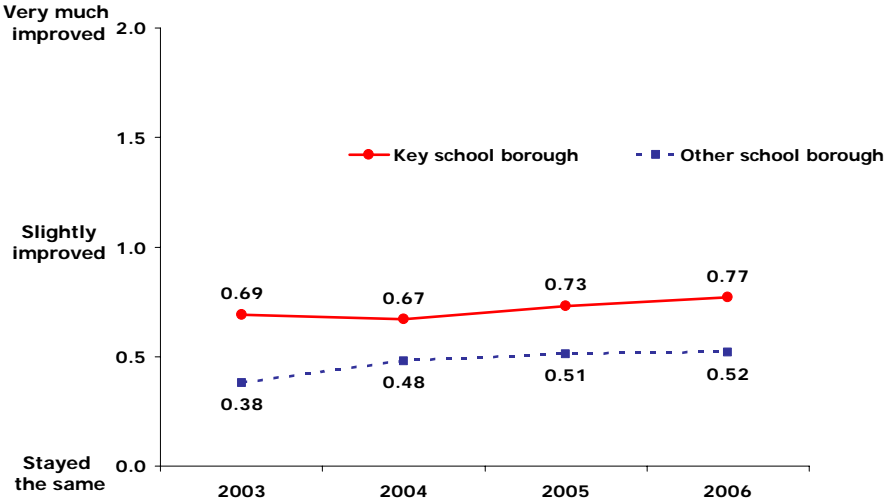
Key school boroughs compared to other boroughs

- 102. Figure 38 below illustrates the level of improvement in the quality of their child's secondary schooling over the last 12 months reported by parents and carers in key boroughs and in non-key boroughs over time.
- 103. Parents and carers whose child attended school in a key borough were more likely to report improvement in the last 12 months than those whose child attended school elsewhere in London, in each year of the survey. However, the level of improvement reported remained similarly stable in both areas over time.

Figure 38

Q19 Overall, how has the quality of your child's schooling changed over the last 12 months?

EXTENT TO WHICH QUALITY OF CHILD'S SCHOOLING HAS CHANGED IN LAST 12 MONTHS
(RESPONDENTS LIVING IN LONDON WITH SECONDARY AGE CHILDREN, WHERE CHILD ATTENDS SCHOOL IN A KEY BOROUGH OR OTHER BOROUGH)



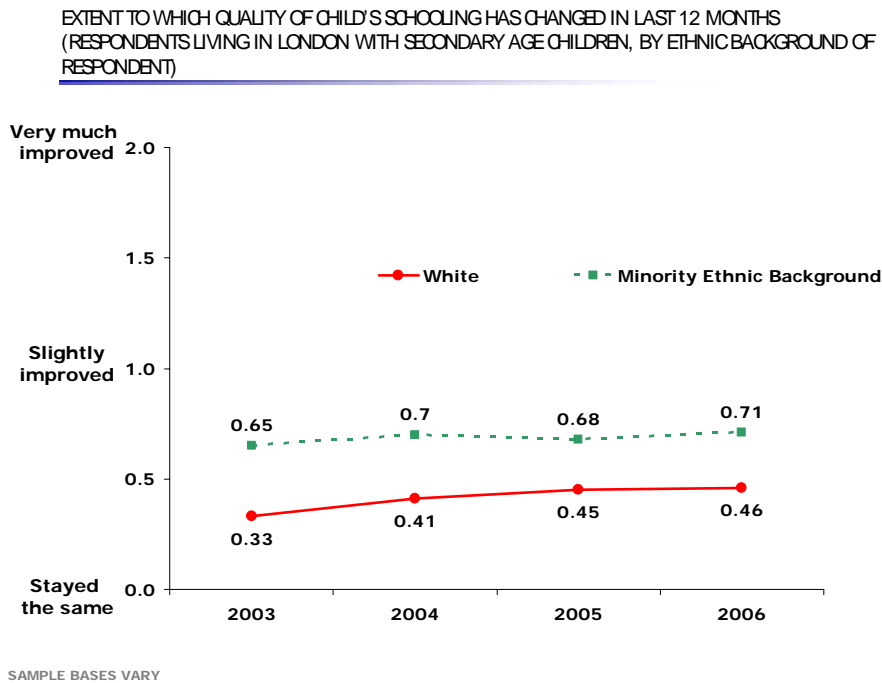
SAMPLE BASES VARY

Parents and carers from a White background compared to those from a Minority Ethnic background

104. As Figure 39 shows, parents and carers from Minority Ethnic backgrounds were more likely to report improvement than those from a White background. Over time the trend is largely stable, with those from Minority Ethnic backgrounds becoming more likely to report improvement (with the average improvement score for parents and carers from a Minority Ethnic background moving from 0.33 in 2003 to 0.46 in 2006, while for parents and carers from a White background the score moves from 0.65 to 0.71).
105. This lead to the gap between the two groups narrowing slightly (from 0.32 in 2003 to 0.25 in 2006).

Figure 39

Q19 Overall, how has the quality of your child's schooling changed over the last 12 months?

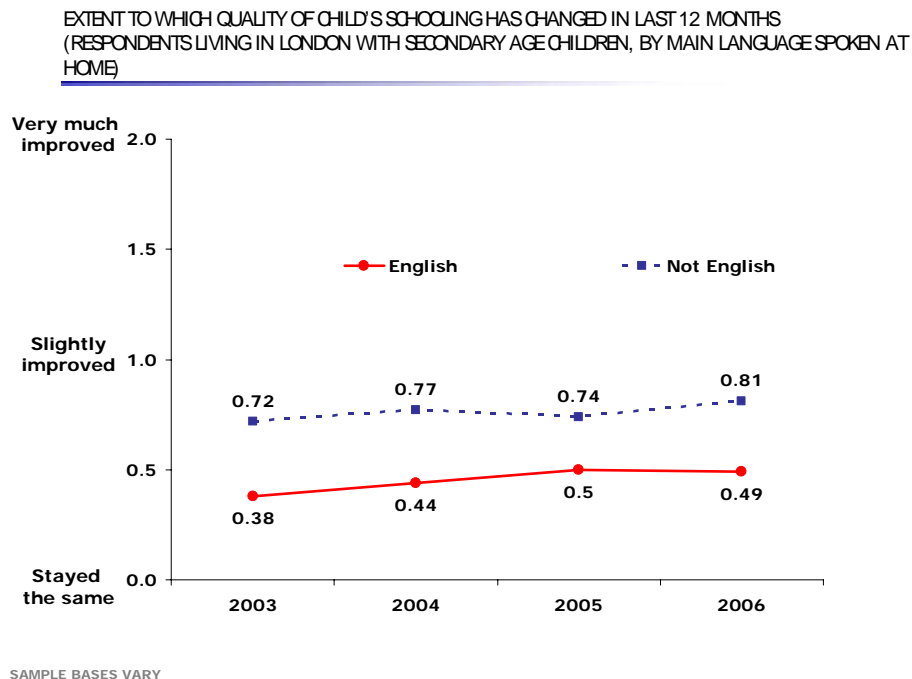


Parents and carers whose main language spoken at home was English compared to those whose main language was not English

106. Parents and carers whose main language spoken at home was not English were more likely to report improvement compared to those whose main language was English (with the average improvement score being 0.81, compared to 0.49 for those parents and carers whose main language was English). Figure 40 illustrates the movement in average scores from 2003 to 2006. It shows that although parents and carers whose main language spoken at home was not English reported on average higher level of improvement, the perceptions of both groups of parents and carers showed a slight increase over time.

Figure 40

Q19 Overall, how has the quality of your child's schooling changed over the last 12 months?

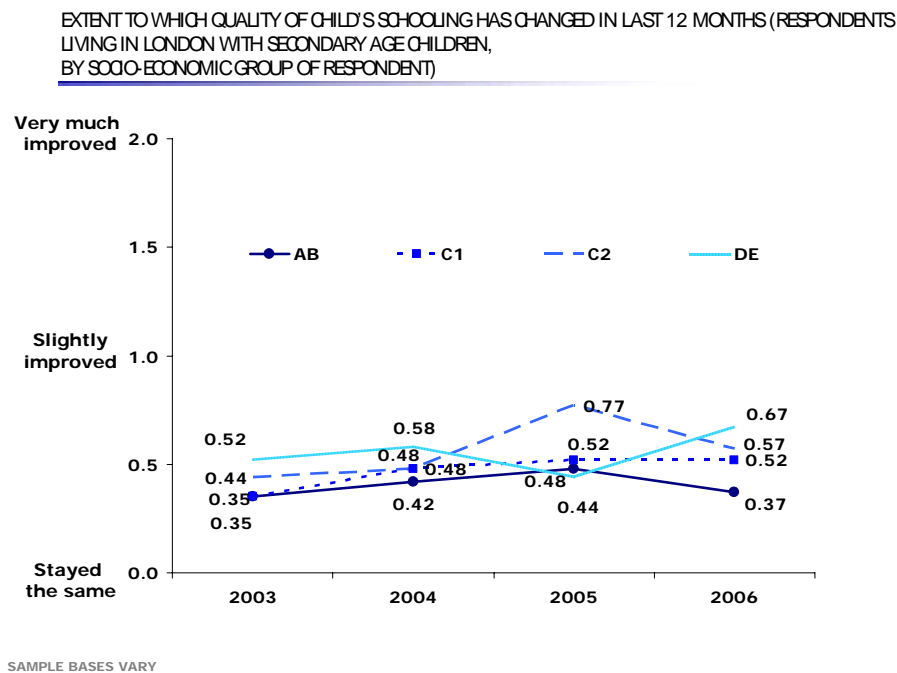


Parents and carers of different socio-economic groups

107. Parents and carers from a lower socio-economic group reported the highest levels of improvement, and this decreased as the socio-economic group classification increased. In 2006, the average improvement score for parents and carers in the AB group was 0.37, compared to 0.52 for those in the C1 group, and 0.57 for parents and carers in the C2 group and 0.67 for those in the DE group).
108. As illustrated in Figure 41, the movement in average score over the four years of the survey fluctuated but group C2 and DE remained most likely to report improvement in 2003, 2004 and 2006, with group AB least likely to do so. In 2005 group C2 peaked with an improvement score of 0.77 (compared to 0.48 in 2004 and 0.57 in 2006), while in the same year the average improvement score amongst parents and carers in group DE decreased, from 0.58 in 2004, to 0.44 in 2005, and increasing again to 0.67 in 2006.

Figure 41

Q19 Overall, how has the quality of your child's schooling changed over the last 12 months?

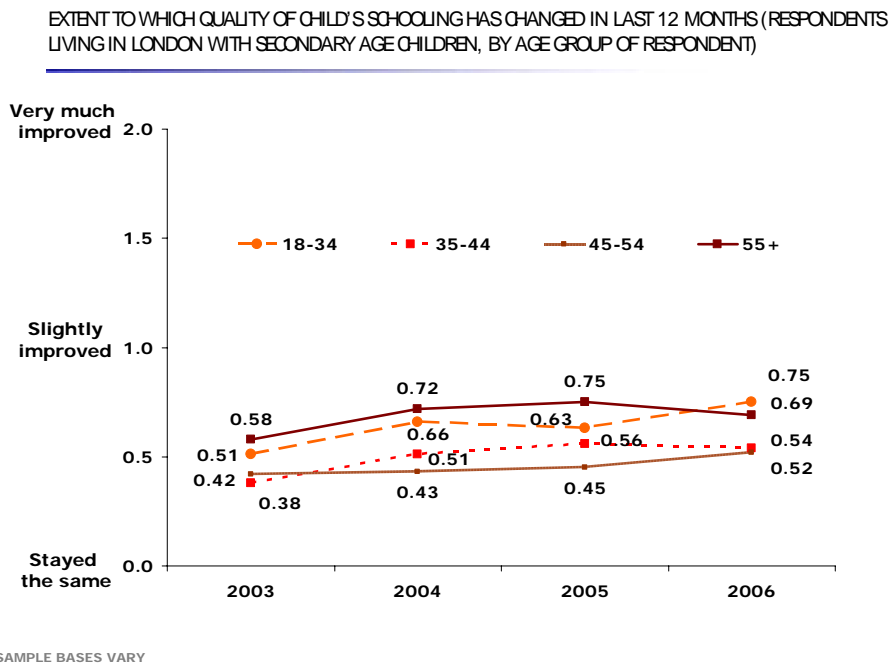


Parents and carers of different age groups

109. When analysing sub-groups of parents and carers by their age, their views on improvement of their child's school over the last 12 months again illustrate differences. While some fluctuation was evident, those in the youngest (aged 18-34) and oldest (aged 55+) age groups were most likely to report improvement in their child's schooling over the last 12 months, and those in the 45-54 years age group were least likely to do so.

Figure 42

Q19 Overall, how has the quality of your child's schooling changed over the last 12 months?



Satisfaction with schools in borough of residence, 2003-2006

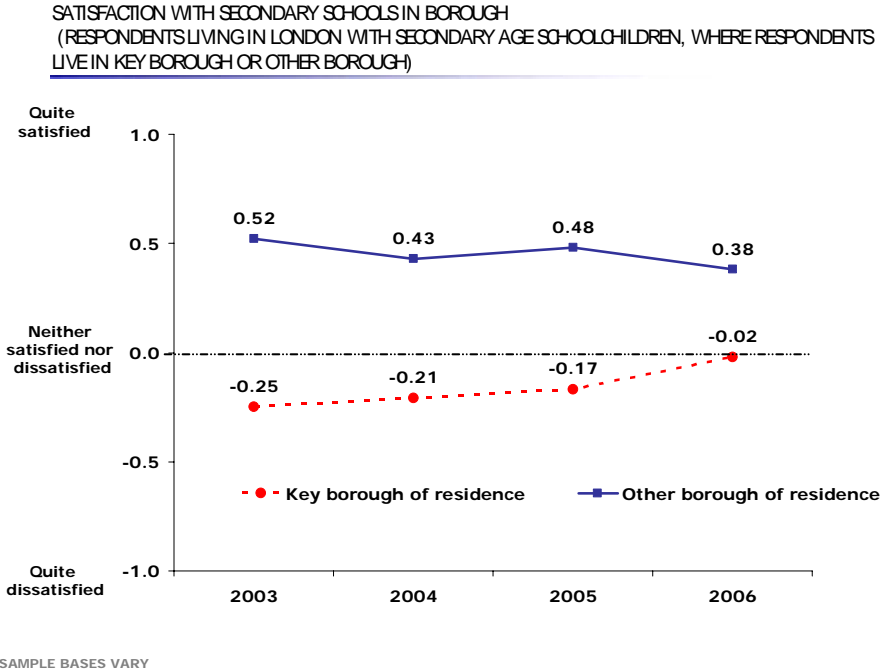
110. The average satisfaction score for schools in the borough of residence moved from 0.42 in 2003, to 0.33 in 2006 (Figure 30, Chapter 7). This section analyses the average satisfaction scores sub-groups of parents and carers within this overall group.

Key borough of residence compared to other boroughs

- 111. Parents and carers living in a key borough demonstrated lower levels of satisfaction with secondary schools in their borough as a whole, when compared to parents and carers living in other boroughs, as illustrated in Figure 43 below.
- 112. However, over the four years of the survey, the general trend was that the proportion of parents and carers living in other boroughs in London who were satisfied with secondary schools in their borough has declined, while the proportion of parents and carers living in key boroughs who were satisfied with secondary schools in their borough has increased.

Figure 43

Q17 Overall, how satisfied are you with secondary or middle schools in your area of residence?

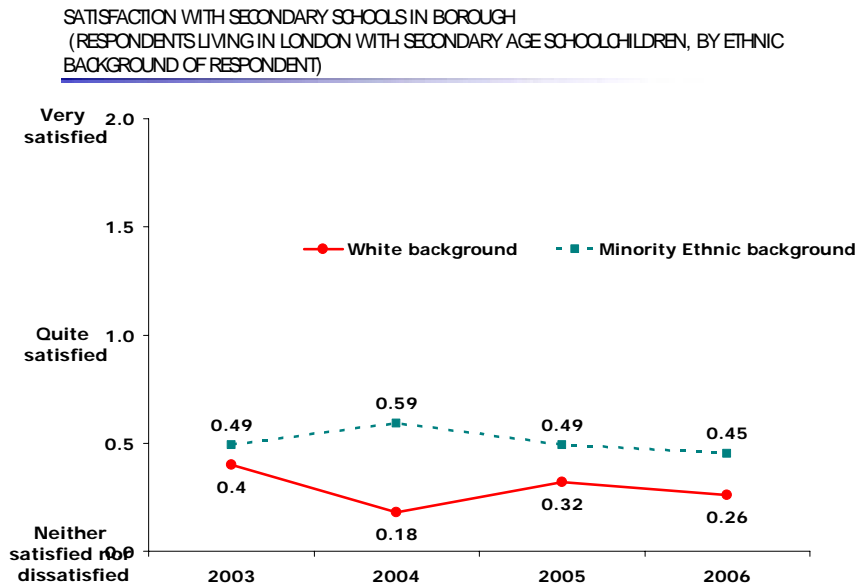


Parents and carers from a White background compared to those from a Minority Ethnic background

113. Further, differences existed amongst parents and carers of differing ethnic backgrounds. Parents and carers from a Minority Ethnic background were most likely to be satisfied with secondary schools in their borough of residence (with an average satisfaction score moving from 0.49 in 2003, to 0.45 in 2006, peaking at 0.59 in 2004), while parents and carers from a White background were least likely to be satisfied (with an average satisfaction score moving from 0.4 in 2003, to 0.26 in 2006).

Figure 44

Q17 Overall, how satisfied are you with secondary or middle schools in your area of residence?



SAMPLE BASES VARY

Satisfaction with schools throughout London, 2003-2006

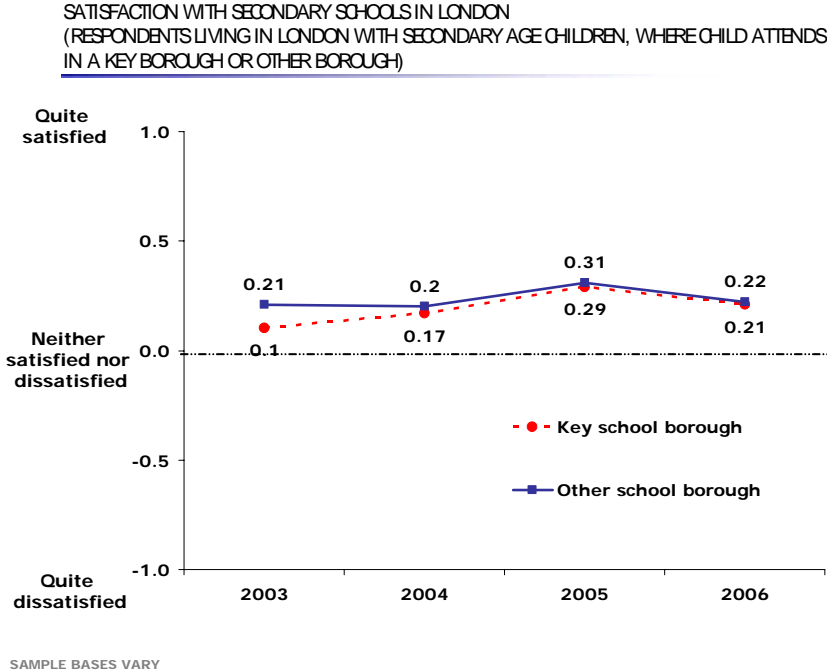
114. Satisfaction with secondary schools throughout London as a whole was at a lower level than satisfaction with the child’s own school or with schools in the borough of residence, and remained largely stable over the four years of the survey. The average satisfaction score for schools in London moved from 0.2 in 2003, to 0.22 in 2006 (Figure 31, Chapter 5).

Key school boroughs compared to other boroughs

- 115. The differences in opinion on schools throughout London between parents and carers whose child attended school in a key borough, compared to those whose child attended school in another London borough, were very slight. In addition, these differences appear to be decreasing over time.
- 116. The line chart in Figure 45 below illustrates this well, as it shows the overall effect of the differences in the average satisfaction score over the four years of the survey. While in 2003 there was a gap of 0.11 between parents and carers in key boroughs and parents and carers in other boroughs in London, in 2006 this gap narrowed to 0.01.

Figure 45

Q18 Overall, how satisfied are you with state secondary schools in London?

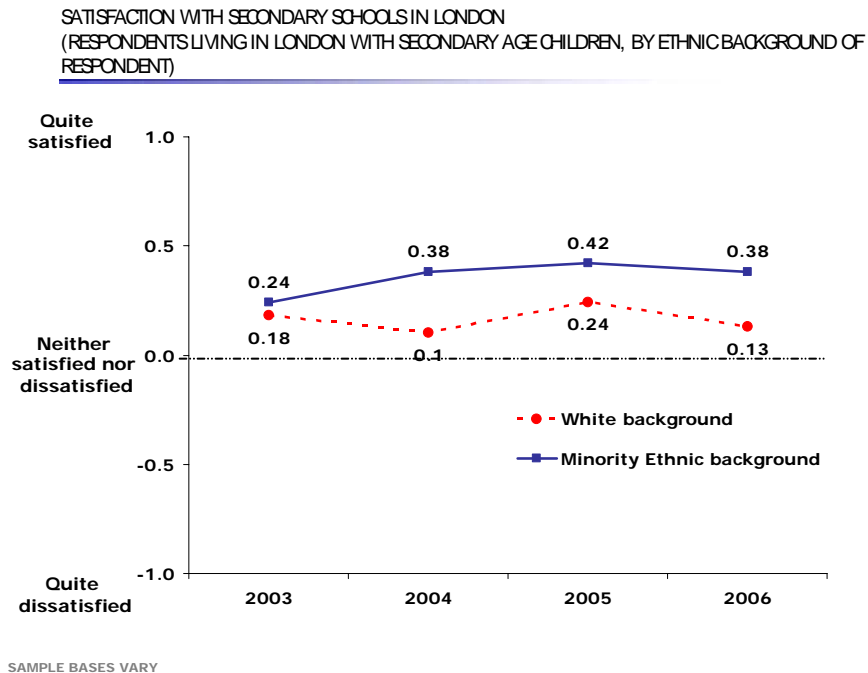


Parents and carers from a White background compared to those from a Minority Ethnic background

117. Another difference was evident amongst parents and carers from differing ethnic backgrounds, as illustrated in Figure 46. Parents from a Minority Ethnic background were consistently most likely to be satisfied with maintained secondary schools across London as a whole (with an average satisfaction score of 0.24 in 2003, 0.38 in 2004, 0.42 in 2005 and 0.38 in 2006), while parents and carers from a White background were least likely to be satisfied, with the proportion satisfied fluctuating, but remaining broadly stable over the four years of the survey (an average satisfaction score of 0.18 in 2003, 0.1 in 2004, 0.24 in 2005 and 0.13 in 2006).

Figure 46

Q18 Overall, how satisfied are you with state secondary schools in London?

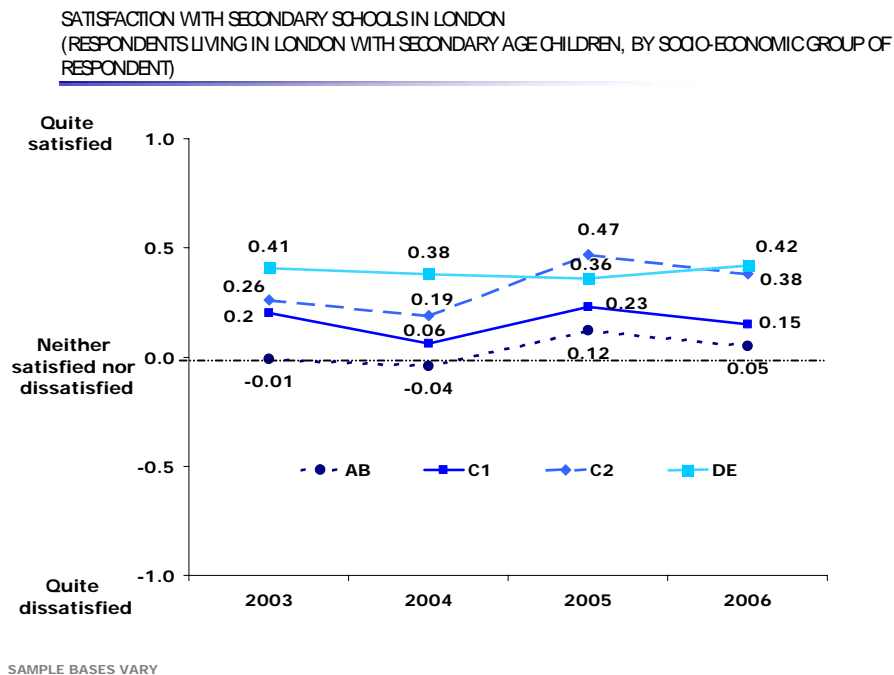


Parents and carers of different socio-economic groups

118. Figure 47 below demonstrates the average satisfaction scores for schools throughout London by socio-economic group of the respondent. This illustrates that parents and carers from a lower socio-economic group were more likely to be satisfied with maintained secondary schools across London than those from a higher group.
119. Parents and carers in socio-economic group DE were most satisfied in 2003, 2004 and 2006, with an average satisfaction score of (0.41 in 2003, 0.38 in 2004, 0.36 in 2005 and 0.42 in 2006). Those in group AB however, were consistently the least likely group to be satisfied, with the average score moving from -0.01 in 2003, to -0.04 in 2004, 0.12 in 2005 and to 0.05 in 2006.

Figure 47

Q18 Overall, how satisfied are you with state secondary schools in London?



Summary – Findings 3

120. Key findings in terms of comparing parents' and carers' levels of satisfaction with London schools from 2003 to 2006 and examining these trends amongst differing sub-groups are outlined below.

Satisfaction with own child's school

- Satisfaction with the child's own school was at similar level amongst parents and carers whose child attended school in a key London borough (Hackney, Haringey, Islington, Lambeth and Southwark) and those whose child attended school in another London borough. While both fluctuated over time, 2006 has seen a slight decline in satisfaction for both groups, both with average scores of 1.22 in 2006, compared to 1.27 and 1.31 respectively in 2003.
- White parents and carers were slightly more likely to be satisfied with their own child's school than parents and carers from a Minority Ethnic background, particularly in 2006, where the satisfaction score amongst parents and carers from a Minority Ethnic background decreased from 1.24 in 2005 to 1.1 in 2006, while amongst White parents and carers it remained stable (moving from 1.32 in 2005 to 1.29 in 2006).
- Those whose main language spoken at home was English reported similar levels of satisfaction in 2003, 2004 and 2005, while in 2006, the average satisfaction score amongst those whose main language was not English fell from 1.27 in 2005 to 1.12, and those whose main language was English remained more stable (moving from 1.3 to 1.25).
- Parents and carers from the highest socio-economic group, AB, were most likely to be satisfied, with the average satisfaction score moving from 1.45 in 2003, to 1.33 in 2006. Those in the lowest socio-economic group, DE, were least likely to be satisfied in three of the four years of the survey (2003, 2004 and 2006).
- While no real trend was evident over time when comparing parents and carers by age group, in 2006, those parents and carers aged 55 years or over were most likely to be satisfied, with the average satisfaction score moving from 1.29 in 2003, to 1.5 in 2006.

Improvement in the quality of child's schooling

- Parents and carers whose child attended school in a key London borough were more likely to report improvement in the quality of their child's schooling over the last 12 months than those whose child attended school in other London boroughs. Over the four years of the survey, the proportions of both these groups of

parents and carers reporting improvement showed a slight increase year on year.

- Parents and carers from a Minority Ethnic background were more likely to report improvement in the quality of their child's schooling over the last 12 months than those from a White background, although the gap between the two groups narrowed slightly over time (from a gap of 0.32 in 2003, to 0.25 in 2006).
- Those whose main language spoken at home was not English were more likely to report improvement, and again both of these groups showed a slight increase in the level of reported improvement over time (the average score of those whose main language was not English moving from 0.72 in 2003 to 0.81 in 2006, and from 0.38 to 0.49 amongst those whose main language was English).
- Parents and carers from lower socio-economic groups (DE and C2) were more likely to report improvement in the quality of their child's schooling over the last 12 months than those from a higher socio-economic group, with the average satisfaction score moving from 0.52 in 2003 to 0.67 in 2006 for those in group DE, and from 0.44 in 2003 to 0.57 in 2006 for those in group C2, although both groups fluctuated in 2005.
- The age groups most likely to report improvement were the youngest, aged 18-34 years (average satisfaction score moving from 0.51 in 2003 to 0.75 in 2006), and the oldest groups, aged 55+ (average satisfaction score moving from 0.58 in 2003 to 0.69 in 2006).

Satisfaction with schools in borough of residence

- Parents and carers living in a key London borough were less likely to be satisfied with maintained secondary schools than those living elsewhere in London; however, over the four years of the survey the gap between the views of these two groups of parents narrowed. This is because parents and carers living in a London borough other than the key boroughs appeared to be becoming slightly less likely to report satisfaction with their local maintained schooling provision, and at the same time, parents and carers living in a key London borough appeared to be becoming more likely to report satisfaction with their local maintained schooling provision.
- Parents and carers from a Minority Ethnic background were most likely to be satisfied with maintained secondary schools in their borough of residence (average satisfaction score moving from 0.49 in 2003 to 0.45 in 2006), while those from a White background were the least likely to be satisfied (scoring 0.4 in 2003, and moving to 0.26 in 2006).

Satisfaction with schools in London

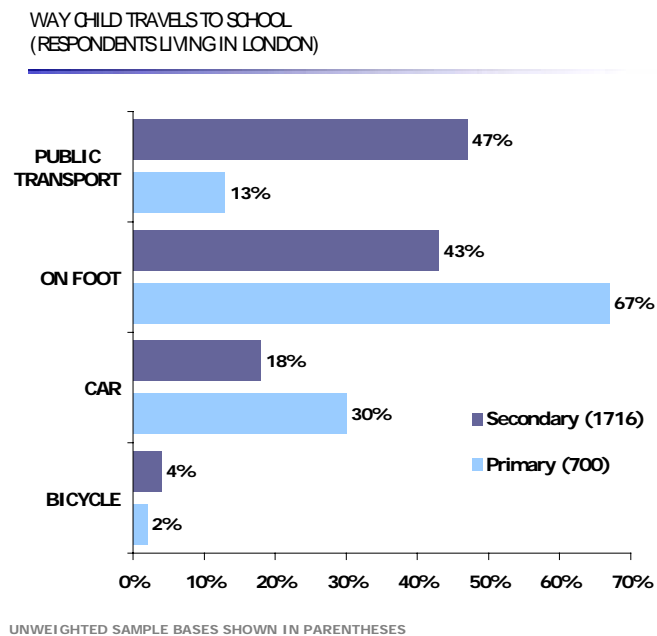
- In terms of satisfaction with maintained secondary schooling provision across London as a whole, parents and carers whose child attended school in a key London borough were equally likely to be satisfied as those whose child attended school in another London borough. Over the four years of the survey there were fluctuations in the level of satisfaction reported by both groups; however, on this area of satisfaction both groups fluctuated in similar directions, with no overall up- or downward trend.
- Parents and carers from a Minority Ethnic background were more likely to be satisfied with maintained secondary schools in London than those from a White background (average satisfaction score moving from 0.24 in 2003 to 0.38 in 2006, while for parents and carers from a White background, this score moved from 0.18 in 2003 to 0.13 in 2006).
- Furthermore, parents and carers from the lowest socio-economic group, DE, were more likely to be satisfied with maintained secondary schools in London than those from the highest socio-economic group, AB (with those in DE scoring 0.41 in 2003, moving to 0.42 in 2006, while those in group AB scored -0.01 in 2003, moving to 0.05 in 2006).

8 Findings 4: Travel to school in London

121. This chapter examines the ways in which children in London travel to school. As shown in the next figure (Figure 48), half of all children walked to school (49%). More primary than secondary school children walked to school (67% compared to 43%). In contrast, 37% of all children used public transport, with secondary school children more likely to travel this way than primary school children (47%, compared to 13%). Primary school children were more likely to be driven to school (30% compared to 18% of secondary school children).

Figure 48

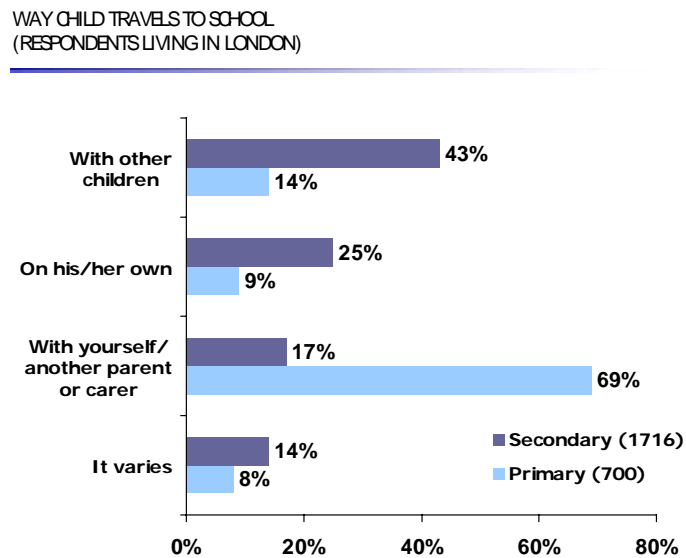
Q14 In which of the following ways does your child usually travel to school?



122. Parents and carers were also asked whether their child travelled to school accompanied by other children, or alone. As illustrated in Figure 49, primary school children were more likely to travel to school accompanied by their parent or carer (69% do so, compared to 17% of secondary school children). Secondary school children were more likely to travel with other children (43% do so, compared to 14% of primary school children) or on their own (25% do so, compared to 9% of primary school children).

Figure 49

Q15 Does your child usually travel to and from school? (Read out options)



UNWEIGHTED SAMPLE BASES SHOWN IN PARENTHESES

Summary – Findings 4

123. The majority of primary school children travelled to school on foot (67%). Following this, the next most common mode of transport to school was the car (30%). Secondary school children were more likely to travel to school on public transport (47%) or on foot (43%).

124. Primary school children were most likely to be accompanied by a parent or carer on their way to school (69%) while secondary school children were most likely to travel with other children (43%) or on their own (25%).

9 Findings 5: London primary schools 2003-2006

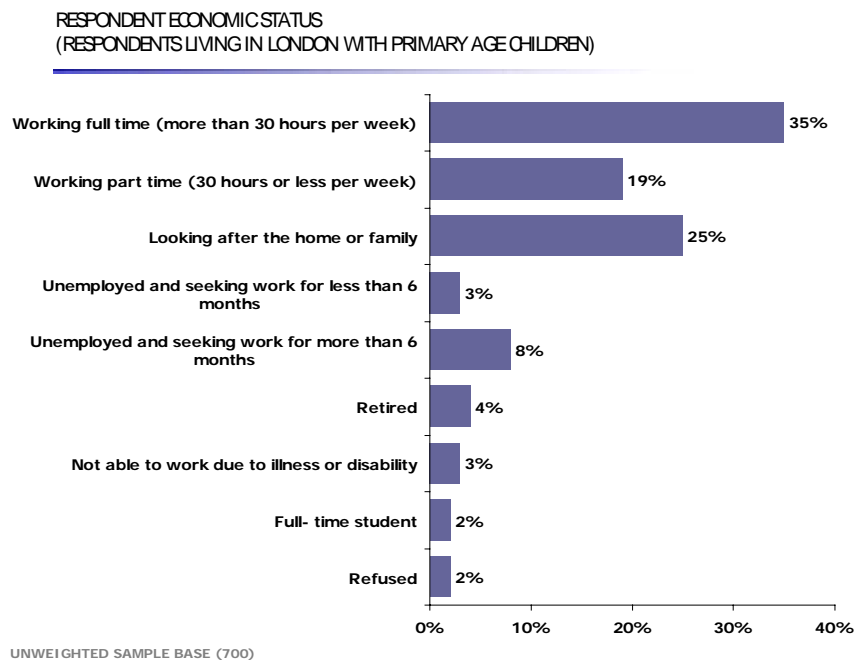
125. This year, the report also includes feedback on how the parents and carers of primary school children in London felt about their child's school. London Challenge is now working, in partnership with the Primary National Strategy, on a programme of support for London's primary schools in addition to their work with secondary schools.

Profile of parents and carers of primary school children

126. This section illustrates the socio-demographic profile of this group of respondents.
127. The study focused on parents with children in Years 5 and 6. Figure 50 below shows the economic status of parents and carers interviewed regarding their child. Overall, more than a third of parents and carers worked full time (35%), and one in five worked part time (19%). One in four parents looked after the home and family full time (25%).

Figure 50

Q24 Which of the following best describes your employment?



128. In terms of the qualifications held by parents and carers of primary school children, almost one in three parents and carers did not have any qualifications or was unsure of their qualification level (30%), while 28% were qualified to degree or postgraduate degree level. The table below illustrates the differences in level of qualification level achieved.

Figure 51

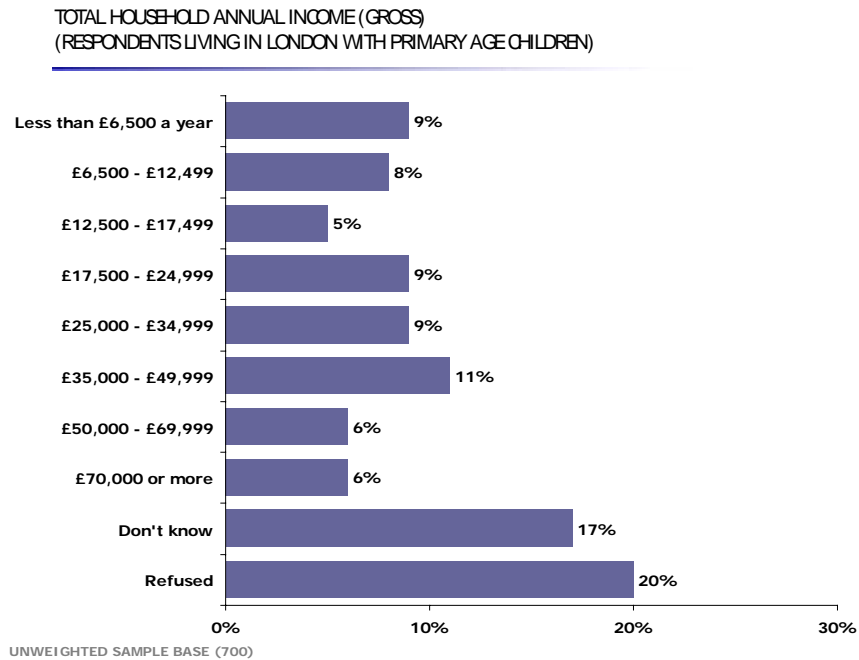
QUALIFICATIONS HELD BY RESPONDENT RESPONDENTS LIVING IN LONDON WITH PRIMARY AGE CHILDREN (Q30E)	
	%
A POSTGRADUATE DEGREE OR DOCTORATE, NVQ LEVEL 5, OR EQUIVALENT	9
A DEGREE OR HIGHER DEGREE, HND, HNC, NVQ LEVEL 4 OR EQUIVALENT	19
A LEVELS, NVQ LEVEL 3, OR EQUIVALENT	12
GCSEs, O LEVELS, NVQ LEVEL 2, OR EQUIVALENT	25
OTHER	2
DON'T HAVE / NOT SURE OF QUALIFICATIONS	30
REFUSED	3

Unweighted sample base (700)

129. Figure 52 below shows the total annual household income of parents and carers of primary school children. Overall, almost a third (31%) reported their total household income as up to £24,999, while one in five (20%) report a total income of between £25,000 and £49,999. One in eight (12%) report their total household income as £50,000 or more. Two in five respondents (37%) were either not sure of or declined to provide their total household income.

Figure 52

Q47 In which of the following bands does your household income belong?



Type and location of school

130. The responses of parents and carers of primary school children were analysed to compare their borough of residence, to the borough in which the child attended primary school. The majority of children attended school in the borough in which they lived (90%).
131. Boroughs where a higher proportion of children went to school than lived were Hounslow, Waltham Forest and Westminster, while boroughs where a higher proportion of children lived than went to school were Brent and Kingston upon Thames. In other boroughs, equal proportions of children lived or went to school there.
132. Most parents and carers reported that their child attended a maintained primary school (90%), with the remaining 10% reporting that their child attended an independent primary school.

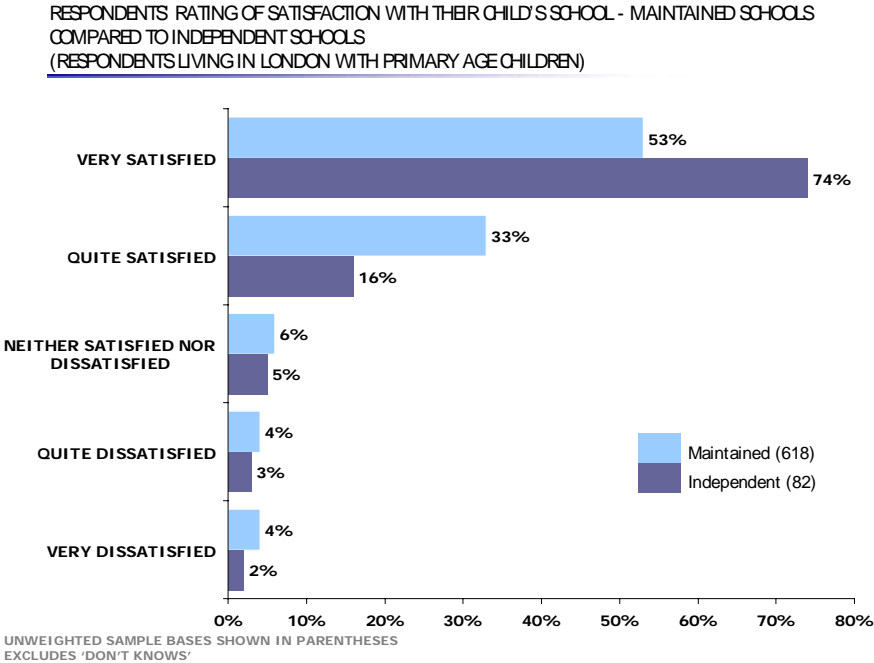
London parents' and carers' satisfaction levels in 2006

Satisfaction with child's primary school

- 133. As illustrated previously (Figure 7, Chapter 5), the majority of parents and carers of both secondary and primary school children (86% of both groups) were satisfied with their child's school. However, parents and carers of primary school children were more likely to feel very satisfied with their child's school, as 55% were very satisfied, compared to 47% of parents and carers of secondary school children.
- 134. Certain differences were evident in satisfaction levels between various subgroups of parents and carers of primary school children.
- 135. Those whose child attended an independent primary school were more likely to be satisfied, and higher proportions being very satisfied, than those whose child attended a maintained school (90% satisfied, with 74% very satisfied, compared to 86% satisfied, and 53% very satisfied amongst those whose child attended a maintained primary school), as illustrated in Figure 53 below.

Figure 53

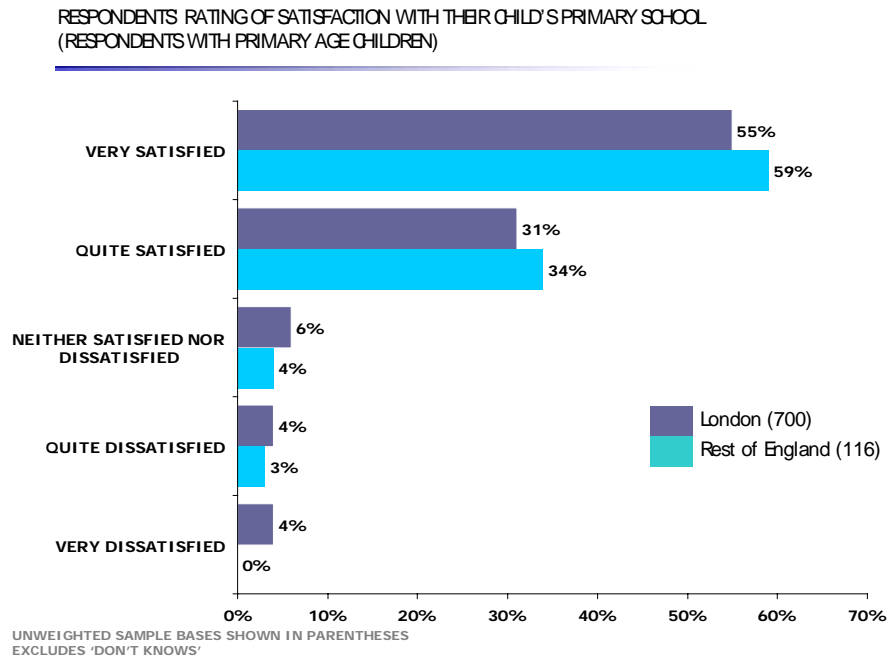
Q16 How satisfied are you overall with your child's school?



136. Figure 54 below compares levels of satisfaction with the child's primary school amongst parents and carers living in London to those living in the rest of England. This illustrates that 93% of parents and carers living in the rest of England were satisfied with their child's primary school, compared to 86% of those living in London.

Figure 54

Q16/Q10 How satisfied are you overall with your child's school?



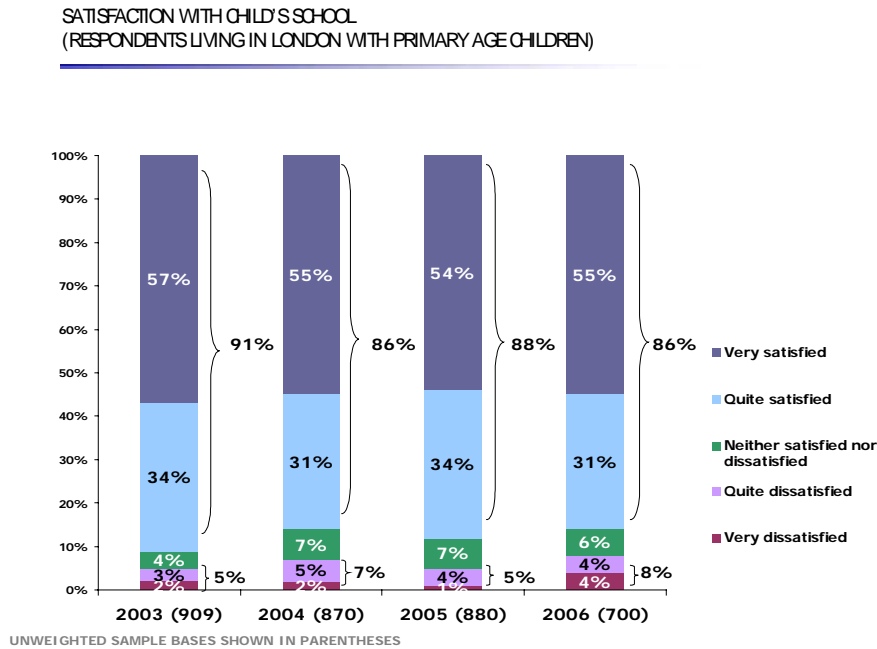
Parents' and carers' satisfaction levels 2003- 2006

London

137. Figure 55 illustrates the total levels of satisfaction recorded amongst parents and carers of primary school children living in London over the four years of the study to date.

Figure 55

Q16 How satisfied are you overall with your child's school?



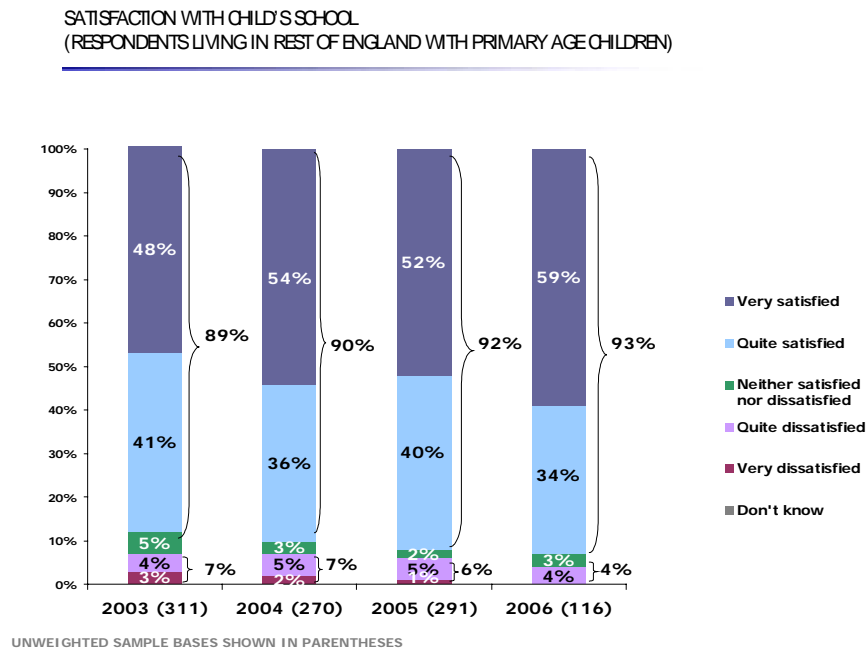
138. Satisfaction over the last three years of the survey has remained relatively stable, moving from a peak of 91% in 2003, to 86% in both 2004 and 2006 and a slight increase measured in 2005 (88%). Levels of dissatisfaction also fluctuated over the four years, moving from 5% in 2003 to 7% in 2004, to 5% again in 2005 and rising to 8% in 2006.

Rest of England

139. In the rest of England, overall levels of satisfaction with the child's primary school from 2003 to 2006 have increased year on year, from 89% satisfied in 2003 to a four-year high of 93% satisfied in 2006.
140. The proportion of parents and carers feeling very satisfied with their child's primary school has also increased by 11% in total from 2003 to 2006, (from 48% to 59%). The level of dissatisfaction amongst parents and carers in the rest of England also decreased from 2003 to 2006, from 7% in 2003 and 2004 to 6% in 2005 and 4% in 2006, as illustrated in Figure 56 below.

Figure 56

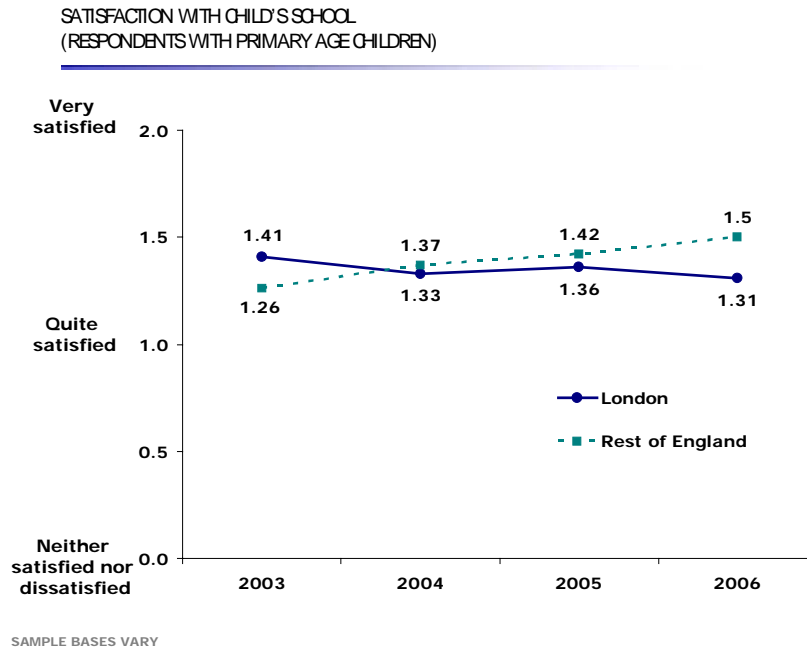
Q10 How satisfied are you overall with your child's school?



141. In order to better illustrate the overall effect of these fluctuations in satisfaction and dissatisfaction, the figure below shows the average score for satisfaction over the four years of the study.

Figure 57

Q16Q10 How satisfied are you overall with your child's school?

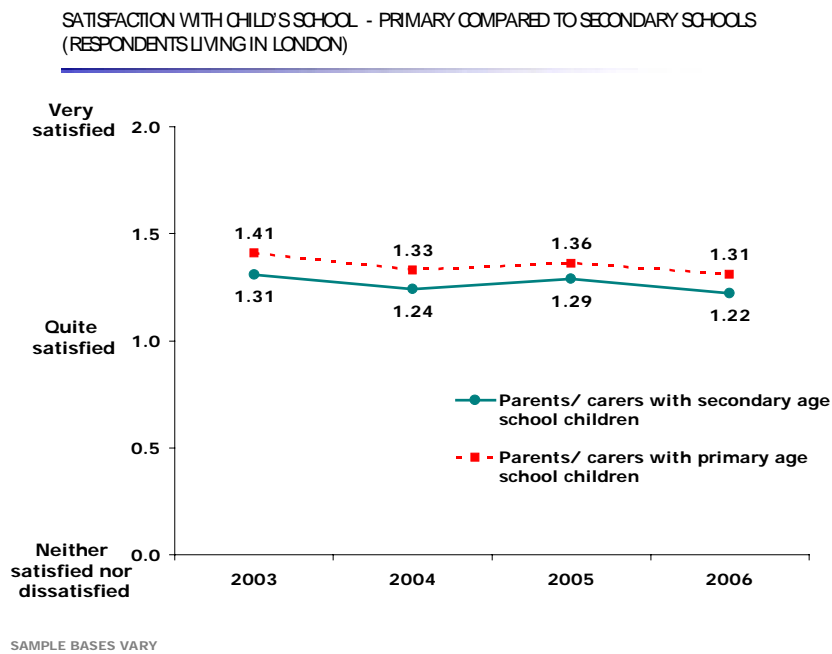


142. The figure shows that the level of satisfaction amongst parents and carers of primary school children living in London declined slightly from 2003 to 2004, but has remained relatively stable from 2004 to 2006. In contrast in the rest of England, parents and carers were more likely to report that they were satisfied with their child's primary school year on year from 2003 to 2006.

143. The average satisfaction scores with the child's school for parents and carers of primary age school children are illustrated below compared to the average scores for parents and carers of secondary age school children.
144. This illustrates that while parents and carers of primary age school children were more positive towards their child's school than one those of secondary age school children. Over the four years of the survey a similar pattern is evident for both phases, with a decline from 2003 to 2004, and then a relatively stable picture from 2004 to 2006.

Figure 58

Q16 How satisfied are you overall with your child's school?



Summary – Findings 5

145. Key findings amongst parents and carers of primary school children can be summarised as follows:

- Overall, parents and carers of primary school children living in London demonstrated similarly high levels of satisfaction to parents and carers of secondary school children, although parents and carers of primary school children appeared more likely to be very satisfied than those of secondary school children.
- Parents and carers whose child attended an independent primary school were more likely to be satisfied than those whose child attended a maintained primary school (90% satisfied compared to 86% of those whose child attended a maintained primary school), with markedly more parents and carers being very satisfied (74% compared to 53%).
- Parents and carers of primary school children living in the rest of England were more likely than those living in London to be satisfied with their child's school, demonstrating particularly high levels of satisfaction (93% satisfied, compared to 86% of those in London). This is in contrast to the patterns observed in the responses of parents and carers of secondary school children, however, as there was no difference in satisfaction with the child's secondary school between parents and carers living in London compared to those living in the rest of England (86% of both groups of parents were satisfied).
- Over the four years of the survey to date, the proportion of parents and carers satisfied with their child's primary school has increased amongst parents and carers living in the rest of England (from 89% to 93%), while amongst those living in London, it has decreased (from 91% to 86%).
- When comparing the satisfaction level of parents and carers of primary school children to that of parents and carers of secondary school children over the four years of the survey, both groups follow the same overall trend, with parents and carers of primary school children remaining slightly more satisfied throughout. Both groups' satisfaction score decreased from 2003 to 2004, and then remained relatively stable from 2004 to 2006.

10 Discussion

146. The overarching message is encouraging. Parents and carers living in London reported high levels of satisfaction with their child's school, this being high across all sub-groups of parents and carers, and comparing favourably with those living in the rest of England.
147. Further, parents and carers living in London were more likely than those living in the rest of England to report improvement in the quality of their child's schooling over the last 12 months, this being higher amongst those whose child attended school in a key borough.
148. The research demonstrated that levels of satisfaction with the child's own school remained stable over the four years of the survey. As satisfaction has consistently been reported at a high level, there is not much room for that measure to improve and indeed, maintaining such a high level of satisfaction should be recognised as an achievement.
149. There was also a growing perception amongst those in London that schooling provision is improving, particularly those in the key boroughs where the London Challenge has focussed support over the last four years.
150. Another notable achievement is that satisfaction with maintained secondary schools in key boroughs has increased, this being recorded against a decrease in satisfaction with schools in other London boroughs.
151. Some sub-groups of parents and carers were less likely to report satisfaction with schooling; however, on the whole the majority of parents and carers have relayed a positive message of satisfaction with and improvement in maintained secondary schooling provision across the capital.

Appendices

Sample Profile – London

Profile of respondents – prior to weighting

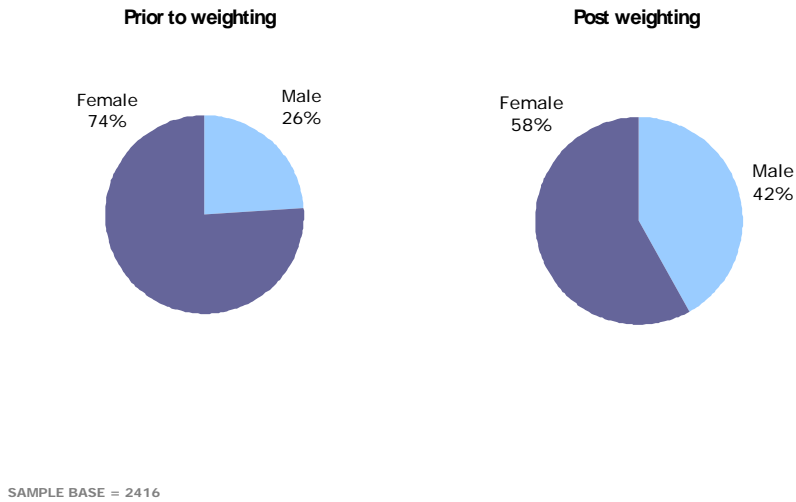
152. The number of interviews to be achieved in each borough was specified in line with Census 2001 data for All Parents in London. Furthermore, in order to obtain an accurate reflection of the ethnic breakdown of each borough, quotas were also set at borough level on the ethnicity of the parent interviewed, again as according to Census 2001 data, for All People in London.
153. Quotas were set at an overall London level to achieve a certain proportion of interviews with parents and carers of primary or secondary school children. This means that the majority of interviews (71%) were conducted amongst parents and carers of children attending secondary school in Years 7-11, with the remaining 29% being from the last two years of primary school (Years 5 and 6).
154. No quotas were set in terms of age or gender, as all parents and carers were considered to be eligible as long as their child was within the specified age range. More interviews were conducted with females (76%), and the age range of parents and carers was fairly homogeneous, with half the sample being aged between 35 and 44 years.
155. Prior to weighting the data, economically inactive parents and carers were overrepresented. This was felt to be due to the overrepresentation of female parents and carers interviewed, and was to be re-investigated after applying the gender weights in case the bias was still apparent.
156. Due to the research aim of focussing on the five key boroughs, in each of these 130 interviews were conducted, rather than in direct proportion to the Census 2001 data.
157. Weights were applied to the data in order to correct these imbalances and therefore avoid any bias in the results towards any of these over-represented groups.

Profile post weighting

158. Weights used to address the imbalances noted above were also calculated using data from Census 2001.
159. Firstly, the five key boroughs were down-weighted to their appropriate proportion to produce an accurate picture as per Census data. Secondly, weights were applied to address the gender imbalance. Data used for this weighting was again from Census 2001 data, for All Parents in London, which also shows a bias towards female parents and carers, although to a lesser degree, resulting in a sample of 58% female, 42% male parents and carers, as illustrated in Figure 59.

Figure 59

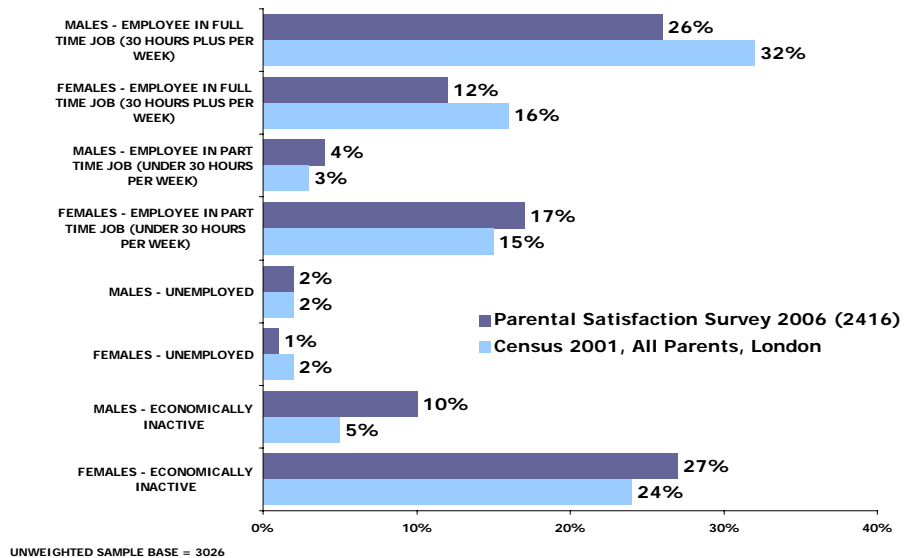
PROFILE OF RESPONDENTS – GENDER OF PARENT INTERVIEWED
(RESPONDENTS LIVING IN LONDON)



160. As predicted, once this gender weighting had been applied, the bias towards economically inactive respondents was also addressed, confirming that it was indeed due to the female bias. The resulting profile in Figure 60 shows that respondent's economic status achieved was in fact very close to the Census 2001 data.

Figure 60

ECONOMIC STATUS OF RESPONDENTS COMPARED TO "ALL PARENTS, LONDON", CENSUS 2001 (ALL RESPONDENTS LIVING IN LONDON)



Sample Profile - rest of England

Profile of respondents – prior to weighting

161. In the rest of England sample, parents and carers eligible to take part in the survey had at least one child aged 9-16 years of age. As in London, quotas on ethnicity of the parent or carer were also set at a national level, using Census 2001 figures for All People in England (excluding London).
162. Quotas were also set at an overall rest of England level to achieve a certain proportion of interviews with parents and carers of secondary and primary school children. In line with the previous years of the survey, this meant that the total proportion of interviews conducted with parents and carers of secondary age school children was 71%, with the remaining 29% of interviews conducted with parents and carers of primary age school children.
163. As noted in the main London sample, the majority of interviews achieved in the rest of England were with female parents and carers (73%). It was therefore necessary to ensure the comparability of data, that this dataset was weighted using the appropriate data: Census 2001, All Parents, England (excluding London).
164. The rest of England sample was not subject to the quotas at borough level (or equivalent) as was the case for the main London sample, as the data was not to be examined with a focus on any particular areas or regions. As Random Digit Dial (RDD) methodology uses nationally representative numbers, the sample can be expected to fall out naturally to cover all regions; therefore no weights were necessary at area or regional level.

Profile post weighting

165. This results in a sample of 56% female respondents, and 44% male.

Response rates

166. A screening question was used to establish household eligibility - presence of any children attending school in years 5-11. Interviewers called households a maximum of seven times in order to complete an interview.
167. In total, interviews were achieved in 62% of all households identified as eligible, as shown in the figure below.

Figure 61

Response rates						
	Total	%	London	%	Rest of England	%
Total sample issued	63144		55726		7418	
Total sample						
No final outcome achieved	5571	9%	4458	8%	1113	15%
Final outcome achieved	57573	91%	51268	92%	6305	85%
Final outcome achieved						
Number unobtainable	5118	9%	4614	9%	504	8%
Fax/computer line	4542	8%	4101	8%	441	7%
Business number	3391	6%	3076	6%	315	5%
Contact with household	44522	77%	39477	77%	5045	80%
Contacted households						
Refusal before eligibility established	10979	25%	9869	25%	1110	22%
Ineligible for interview	29334	66%	26055	66%	3279	65%
Eligible for interview	4209	9%	3553	9%	656	13%
Eligible households						
All refusals after eligibility established	1393	33%	1137	32%	256	39%
Interviews completed	2816	67%	2416	68%	400	61%

Weighting

168. Following fieldwork, weights were applied to survey statistics to compensate for the fact that more respondents were female than male. Thus, the group that was over-represented (female respondents) was down-weighted to reflect accurately the Census 2001 profile for all parents and carers in the rest of England (excluding London) -- this paragraph seems to repeat the previous information.
169. The overall result is a final sample for analysis that proportionately reflects the composition of the population as recorded by the 2001 Census of Population in terms of gender, ethnicity and economic status (numbers of parents and carers working part time, full-time, unemployed and so on).

Glossary of Terms

Market Research Society socio-economic group (SEG)

Figure 62

Market Research Society socio-economic group (SEG)	
Occupational Groups	Description
A	<p>Approximately 3% of the total population.</p> <p>Professionals, very senior managers in business or commerce or top-level civil servants.</p> <p>Retired people, previously grade A, and their widows</p>
B	<p>Approximately 20% of the total population.</p> <p>Middle management executives in large organisations, with appropriate qualifications.</p> <p>Principal officers in local government and civil service.</p> <p>Top management or owners of small business concerns, educational and service establishments.</p> <p>Retired people, previously grade B, and their widows.</p>
C1	<p>Approximately 28% of the total population.</p> <p>Junior management, owners of small establishments, and all others in non-manual positions.</p> <p>Jobs in this group have very varied responsibilities and educational requirements.</p> <p>Retired people, previously grade C1, and their widows.</p>
C2	<p>Approximately 21% of the total population.</p> <p>All skilled workers, and those manual workers with responsibility for other people.</p> <p>Retired people, previously grade C2, with pensions from their jobs.</p> <p>Widows, if receiving pensions from their late husband's job.</p>
D	<p>Approximately 18% of the total population.</p> <p>All semi-skilled and un-skilled manual workers, and apprentices and trainers to skilled workers.</p> <p>Retired people, previously grade D, with pensions from their jobs.</p> <p>Widows, if receiving pensions from their late husband's job.</p>
E	<p>Approximately 10% of the total population.</p> <p>All those entirely dependent on the state long-term, through sickness, unemployment, old age or other reasons. Those unemployed for a period exceeding six months (otherwise classified by previous occupation).</p> <p>Casual workers and those without a regular income.</p> <p>Only households without a Chief Income Earner.</p>

NVQ Equivalence

170. Highest NVQ equivalence refers to the NVQ equivalence of the respondent's highest qualification.
- NVQ level 5 relates to a Masters degree, professional qualification or equivalent.
 - NVQ level 4 denotes a degree or a higher-level vocational qualification.
 - NVQ level 3 relates to advanced level qualifications such as 2 A Levels, an NVQ level 3, an Advanced GNVQ or the equivalent.
 - NVQ level 2 relates to intermediate level qualifications such as 5 GCSEs at grades A*-C, an NVQ level 2, an intermediate GNVQ or the equivalent.
 - NVQ level 1 is broadly equivalent to foundation level qualifications such as a foundation level GNVQ or GCSEs at grade D-G.

Household Reference Person

171. The expression Household Reference Person (HRP) was an amendment made to the Census 2001 data. It replaces Head of Household used in the 1991 Census. This person can be identified as follows:
- For a person living alone, it follows that this person is the HRP.
 - If the household contains a family (with or without ungrouped individuals) the HRP is chosen using criteria in the following order: economic activity, then age, then order of people listed on the Census form. If there is no family, the HRP is chosen from the individuals using the same criteria.

The London Challenge questionnaire (London) 2006

Hello, my name is ___ and I am calling from BMG Research. We're conducting a research project that involves talking to people to get their views on education and schools. The information from this research will be used to inform improvements to schools across London, and any information that you provide will be anonymous and your personal information will remain confidential.

We've selected your telephone number purely at random and would greatly appreciate your help for a few minutes to answer some simple questions about schools.

Are you the parent or carer of a child aged 9-16 years who is attending school, that is a child in primary school years 5 and 6, or in secondary school, years 7-11?

Yes – Continue

No – Close

Thank you. Just before I start, I need to make you aware that this call may be recorded for training purposes.

⇒ **IF NECESSARY**

For the purposes of our research project it is most important that we talk to a representative cross section of all people. Therefore, your views are extremely important to us and the interview will only take a few minutes of your time.

⇒ **IF NECESSARY**

If you cannot spare the time at the moment I would really appreciate it if we could call you back at your own convenience over the next few days. As I say your own views are very important to us.

⇒ **IF NECESSARY**

We are conducting this research study on behalf of the Department for Education and Skills.

1. How many children aged 9-16 who attend school are there in your household?

- | | | |
|----|--------|----------|
| 1. | One | Continue |
| 2. | Two | Continue |
| 3. | Three | Continue |
| 4. | Four | Continue |
| 5. | Five + | Continue |

2. And what age(s) are they/ is your child?

- | | | | | | | | | | |
|----|-----------------|---|----|----|----|----|----|----|----|
| 1. | Child 1 (Years) | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 2. | Child 2 (Years) | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 3. | Child 3 (Years) | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 4. | Child 4 (Years) | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 5. | Child 5 (Years) | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 |

(Q1. /1 – Continue to Q3)

(Q1. /2-5 – Skip to Q4)

3. I'd now like to talk to you about your child aged 9-16 who is attending school. Just so that we can make the interview easier, could you tell me their first name?

WRITE DOWN. REFER TO NAME AT ALL TIMES

Skip to Q6.

(Q1. /2-5)

4. I'd now like to talk to you about one of your children aged 9-16 who is attending school. Just to make the interview easier, could you tell me the first name of the child aged 9-16 years whose birthday is coming next?

IF NECESSARY:

This is just so that we randomly choose one of your children to talk about, to avoid always talking to people about their youngest or oldest child for example.

WRITE DOWN. REFER TO NAME AT ALL TIMES

5. Can I just check, is __<Q3>__at primary or secondary school?

- | | | |
|----|---------------------------------|--------------|
| 1. | Year 5-6 (in primary school) | 1 – CONTINUE |
| 2. | Year 7-11 (in secondary school) | 2 – CONTINUE |

⇒ **ASK IF NECESSARY, OR CODE**

6. Can I just confirm, isNAME..... a boy/girl?

- | | |
|----|------|
| 1. | Boy |
| 2. | Girl |

7. To which of these ethnic groups do you consider you belong?

READ OUT AND CODE ONE ONLY

- | | |
|-----|---|
| 1. | White British |
| 2. | White Irish |
| 3. | Any other White background please specify |
| 4. | White and Black Caribbean |
| 5. | White and Black African |
| 6. | White and Asian |
| 7. | Any other Mixed background please specify |
| 8. | Indian |
| 9. | Pakistani |
| 10. | Bangladeshi |
| 11. | Any other Asian background please specify |
| 12. | Black Caribbean |
| 13. | Black African |
| 14. | Any other Black background please specify |
| 15. | Chinese |
| 16. | Any other ethnic group please specify |

8. Which London Borough do you actually live in? CODE RESPONSE

Inner London

1. Camden
2. City of London
3. Hammersmith & Fulham
4. Haringey
5. Islington
6. Kensington & Chelsea
7. Lambeth
8. Lewisham
9. Newham
10. Southwark
11. Tower Hamlets
12. Wandsworth
13. Westminster
14. Hackney

Outer London

1. Barking & Dagenham
2. Barnet
3. Bexley
4. Brent
5. Bromley
6. Croydon
7. Ealing
8. Enfield
9. Greenwich
10. Harrow
11. Havering
12. Hillingdon
13. Hounslow
14. Kingston Upon Thames
15. Merton
16. Redbridge
17. Richmond Upon Thames
18. Sutton
19. Waltham Forest

9. And which of the following types of schools does ...QS2...attend?

1. Primary school
2. Middle school
3. Secondary school
4. Comprehensive
5. Grammar school
6. Academy

READ OUT IF NEC: Academies are all-ability schools established by sponsors from business, faith or voluntary groups working in partnership with central Government and local education groups.

7. Pupil referral unit (PRU).....THANK AND CLOSE

INT. NOTE: Pupil referral unit is where children excluded from mainstream schools may go, or pupils with behavioural or other problems

10. And to confirm, is that in the London borough ofQ8...?

Yes – Go to Q12

No – continue to Q11

11. Which London Borough is the school that ...Q3...attends in?

Check off list of Boroughs

12. Again, just to help us with the interview, can you tell me the name of the school NAME.... attends?

.....WRITE IN

13. Is this a state run school or an independent (private) school?

1. State run (comprehensive/grammar) school
2. Independent / private school

14. In which of the following ways does....Q3... usually travel to school?

READ OUT AND CODE ALL THAT APPLY

1. On foot
2. On public transport
3. On a bicycle
4. By car

15. Does ...Q3... usually travel to and from school....?

READ OUT AND CODE ONE ONLY

1. With yourself / another parent or carer
2. With other children
3. On their own
4. It varies

IEWS OF LONDON SECONDARY SCHOOLS

⇒ **ASK ALL**

16. How satisfied are you overall with Q12? Would you say... READ OUT

1. Very satisfied
2. Quite satisfied
3. Neither satisfied nor dissatisfied
4. Quite dissatisfied
5. Very dissatisfied
6. Don't know

⇒ **ASK ALL:**

17. Overall, how satisfied are you with ...Q8... secondary or middle schools?

1. Very satisfied
2. Quite satisfied
3. Neither satisfied nor dissatisfied
4. Quite dissatisfied
5. Very dissatisfied
6. Don't know

⇒ **ASK ALL**

18. Overall, how satisfied are you with state secondary schools in London?

1. Very satisfied
2. Quite satisfied
3. Neither satisfied nor dissatisfied
4. Quite dissatisfied
5. Very dissatisfied
6. Don't know

POLICY IMPACT

⇒ **IF Q1 = 2**

19. Overall, how has the quality of ...Q12... schooling changed over the last 12 months? Would you say it has....READ OUT

1. Very much improved
2. Slightly improved
3. Stayed the same
4. Got slightly worse
5. Got very much worse
6. Don't know

NOW SOME QUESTIONS TO CLASSIFY THE ANSWERS YOU HAVE GIVEN...

CLASSIFICATION

20. Record gender – DO NOT ASK

1. Male
2. Female

21. Could I just ask what age were you last birthday?

Write in _____

22. Can I just check whether you are a parent or carer living by yourself or do you live with a partner?

DO NOT READ OUT - INTERVIEWER CLASSIFY

1. Living with a partner
2. Living alone
3. Other (Write in) _____

23. With regard to your home are you (or your partner)... READ OUT AND CODE ONE ONLY

1. The owner occupier
2. Renting from the council
3. Renting from a housing association
4. Renting from a private landlord or other landlord

24. Which of the following best describes your employment?

READ OUT AND CODE ONE ONLY

1. Working – full time (more than 30 hours) – Go to Q26.
2. Working – part time (30 hours or less) – Go to Q26.
3. Unemployed and seeking work for less than 6 months – Go to Q25.
4. Unemployed and seeking work for more than 6 months– Go to Q27.
5. Not working - Retired – Go to Q25.
6. Not working - Not able to work due to illness/disability – Go to Q27.
7. Not working - Looking after the home or family – Go to Q27.
8. Full-time student – Go to Q27.

25. Have you previously held a job?

1. Yes Go to Q26.
2. No Go to Q27.

26. What is/was your job title?

27. Do you currently hold any qualifications?

1. Yes Continue
2. No Go to Q29.

WHERE HOLD QUALIFICATIONS:

28. From the following list I am going to read out, can you tell me when we come to a qualification that you hold?

READ OUT ALL AND CODE ONE ONLY

1. A postgraduate degree or doctorate, NVQ level 5 or equivalent
2. A degree or higher degree, HND, HNC, NVQ level 4 or equivalent
3. A levels, NVQ Level 3 or equivalent
4. GCSEs, O Levels, NVQ Level 2 or equivalent
5. 95 Other Please specify _____

Interviewer Note: Probe for level and number of qualifications, awarding body etc. Take full definition – not abbreviations or acronyms.

[Coding to re-classify 'other' above, where possible]

ASK ALL

29. Who is the person responsible for owning or renting your accommodation?

DO NOT READ OUT

1. Respondent – solely – Go to Q32.
2. Respondent – jointly – Go to Q30.
3. Someone else__(Collect Name)_____ - Go to Q33.

30. Which of you who are jointly responsible for owning /renting your accommodation earns the most?

DO NOT READ OUT

1. Me – Go to Q32.
2. Someone else_(Collect Name)_____ – Go to Q33.
3. We earn the same amount – Go to Q31.

31. Which of you who earns the same amount is older?

DO NOT READ OUT

1. Me – Go to Q32.
2. Someone else__(Collect Name)_____ - Go to Q33.

32. Interviewer note: **The respondent is the Household Reference Person; occupation details need to be collected about this person – Skip to Q41.**

33. Interviewer note: **Someone else__(Collect Name)_____ is the Household Reference Person; occupation details need to be collected about this person**

Could I just ask your relationship to _____ please?

1. HRP is married to respondent
2. HRP is their partner
3. HRP is other relative
4. Other relationship (WRITE IN)_____
5. Don't know

NB: Ask Qs 34. – 36. where coded Q29./3 or Q30./2 or Q31./2

34. From the following list I am going to read out, can you tell me when we come to a qualification that ____<the HRP>____ holds?

READ OUT ALL AND CODE ONE ONLY

1. A postgraduate degree or doctorate, NVQ level 5 or equivalent
2. A degree or higher degree, HND, HNC, NVQ level 4 or equivalent
3. A levels, NVQ Level 3 or equivalent
4. GCSEs, O Levels, NVQ Level 2 or equivalent
5. HRP holds no qualifications
6. Other, Please specify _____

Interviewer Note: Probe for level and number of qualifications, awarding body etc. Take full definition – not abbreviations or acronyms.

[Coding to re-classify 'other' above, where possible]

35. Which of the following best describes ____<the HRP>____'s employment?

READ OUT AND CODE ONE ONLY

1. Working – full time (more than 30 hours) – **Go to Q37.**
2. Working – part (30 hours or less) – **Go to Q37.**
3. Unemployed and seeking work for less than 6 months – **Go to Q36.**
4. Unemployed and seeking work for more than 6 months- **GO TO Q44**
5. Not working - Retired – **Go to Q36.**
6. Not working - Not able to work due to illness/disability - **GO TO Q44**
7. Not working - Looking after the home or family - **GO TO Q44.**
8. Full-time student - **GO TO Q44.**

36. Has ____<the HRP>____ previously held a job?

1. Yes - CONTINUE
2. No - Skip TO Q43

37. What is (was) ____<the HRP>'s____ job title?

38. What does (did) he /she mainly do in his/her job?

39. Does (did) he/she supervise any other employees on a day-to-day basis?

1. Yes - CONTINUE
2. No - SKIP TO Q44.

40. How many employees does (did) he/she supervise?

_____ Now skip to Q44

ASK ALL WORKING RESPONDENTS who are HRPs –at Q29/1 UNLESS ALSO CODED (Q24/6,7,8) IN WHICH CASE SKIP TO Q44

41. What do (did) you mainly do in your job?

42. Do (did) you supervise any other employees on a day-to-day basis?

1. Yes - CONTINUE
2. No - SKIP TO Q44

43. How many employees do (did) you supervise?

ASK ALL

44. How many adults aged 18 or over are there in your household?

45. How many children aged 10 or less are there in your household?

46. And how many children aged between 11 and 17 are there in your household?

47. In which of the following bands does your household income belong? By household income I mean the total income of everyone in the household combined before tax and other deductions.

1. Less than £6,500 a year
2. £6,500-£12,499
3. £12,500-£17,499
4. £17,500-£24,999
5. £25,000-£34,999
6. £35,000-£49,999
7. £50,000 - £69,999
8. £70,000 +
9. Refused
10. Don't know

48. What is the main language spoken at home?

1. English
2. Other, please write in _____

49. Finally could I just take your postcode please?

Interviewer note: If respondent refuses then just take first half of postcode

That completes our interview with you today. Thank you very much for your time; your help is much appreciated by BMG Research. All your comments are entirely confidential. If you would like to know more about this survey, please ring Rhian Dent on 0121 333 6006.

The London Challenge questionnaire (Rest of England) 2006

Hello, my name is ____ and I am calling from BMG Research. We're conducting a research project that involves talking to people throughout the country about education and schools. Any information that you provide will be anonymous and your personal information will remain confidential.

We've selected your telephone number purely at random and would greatly appreciate your help for a few minutes to answer some simple questions about schools.

Are you the parent or carer of a child aged 9-16 years who is attending school, that is a child in primary school years 5 and 6, or in secondary school, years 7-11?

Yes – Continue

No – Close

Thank you. Just before I start, I need to make you aware that this call may be recorded for training purposes.

IF NECESSARY:

For the purposes of our research project it is most important that we talk to a representative cross section of all people. Therefore, your views are extremely important to us and the interview will only take a few minutes of your time.

IF NECESSARY:

If you cannot spare the time at the moment I would really appreciate it if we could call you back at your own convenience over the next few days. As I say your own views are very important to us.

IF NECESSARY:

We are conducting this research study on behalf of the Department for Education and Skills.

1. How many children aged 9-16 who attend school are there in your household?

- | | | |
|----|--------|----------|
| 1. | One | Continue |
| 2. | Two | Continue |
| 3. | Three | Continue |
| 4. | Four | Continue |
| 5. | Five + | Continue |

2. And what age(s) are they/ is your child?

1. Child 1 (Years)	9	10	11	12	13	14	15	16
Child 2 (Years)	9	10	11	12	13	14	15	16
Child 3 (Years)	9	10	11	12	13	14	15	16
Child 4 (Years)	9	10	11	12	13	14	15	16
Child 5 (Years)	9	10	11	12	13	14	15	16

(Q1/1 – Continue to Q3)

(Q1/2-5 – Skip to Q4)

3. I'd now like to talk to you about your child aged 9-16 who is attending school. Just so that we can make the interview easier, could you tell me their first name?

WRITE DOWN. REFER TO NAME AT ALL TIMES

Skip to Q6

(Q1/2-5)

4. I'd now like to talk to you about one of your children aged 9-16 who is attending school. Just to make the interview easier, could you tell me the first name of the child aged 9-16 years whose birthday is coming next?

IF NECESSARY:

This is just so that we randomly choose one of your children to talk about, to avoid always talking to people about the youngest or oldest child for example.

WRITE DOWN. REFER TO NAME AT ALL TIMES

5. Can I just check, is ___<Q3>___at primary or secondary school?

- | | |
|------------------------------------|--------------|
| 1. Year 5-6 (in primary school) | 1 – CONTINUE |
| 2. Year 7-11 (in secondary school) | 2 – CONTINUE |

ASK IF NECESSARY, OR CODE

6. Can I just confirm, is ___<Q3>___a boy/girl?

- | |
|---------|
| 1. Boy |
| 2. Girl |

7. To which of these ethnic groups do you consider you belong?
READ OUT AND CODE ONE ONLY

1. White British
2. White Irish
3. Any other White background please specify
4. White and Black Caribbean
5. White and Black African
6. White and Asian
7. Any other Mixed background please specify
8. Indian
9. Pakistani
10. Bangladeshi
11. Any other Asian background please specify
12. Black Caribbean
13. Black African
14. Any other Black background please specify

Chinese

Any other ethnic group please specify

8. And which of the following types of schools does ...Q3...attend?

1. Primary school
2. Middle school
3. Secondary school
4. Comprehensive
5. Grammar school
6. Academy

READ OUT IF NEC: Academies are all-ability schools established by sponsors from business, faith or voluntary groups working in partnership with central Government and local education groups.

7. Pupil referral unit (PRU).....THANK AND CLOSE

INT. NOTE: Pupil referral unit is where children excluded from mainstream schools may go, or pupils with behavioural or other problems

IEWS OF SECONDARY SCHOOLS

ASK ALL

9. How satisfied are you overall with ...Q3...'s school? Would you say...
READ OUT

1. Very satisfied
2. Quite satisfied
3. Neither satisfied nor dissatisfied
4. Quite dissatisfied
5. Very dissatisfied
6. Don't know

ASK ALL:

10. Overall, how satisfied are you with secondary or middle schools in your area?

1. Very satisfied
2. Quite satisfied
3. Neither satisfied nor dissatisfied
4. Quite dissatisfied
5. Very dissatisfied
6. Don't know

POLICY IMPACT

IF Q5 = 2

11. Overall, how has the quality of schooling at ...Q3...'s school changed over the last 12 months? Would you say it has....READ OUT

1. Very much improved
2. Slightly improved
3. Stayed the same
4. Got slightly worse
5. Got very much worse
6. Don't know

NOW SOME QUESTIONS TO CLASSIFY THE ANSWERS YOU HAVE GIVEN.....

CLASSIFICATION

12. Record gender – DO NOT ASK

Male
Female

13. Could I just ask what age were you last birthday?

14. Can I just check whether you are a parent or carer living by yourself or do you live with a partner?

DO NOT READ OUT - INTERVIEWER CLASSIFY

Living with a partner
Living alone
Other (Write in)_____

15. With regard to your home are you (or your partner)... READ OUT AND CODE ONE ONLY

The owner occupier
Renting from the council
Renting from a housing association
Renting from a private landlord or other landlord

16. Which of the following best describes your employment?

READ OUT AND CODE ONE ONLY

Working – full time (more than 30 hours) – Go to Q18.
Working – part time (30 hours or less) – Go to Q18.
Unemployed and seeking work for less than 6 months – Go to Q17.
Unemployed and seeking work for more than 6 months– Go to Q19.
Not working - Retired – Go to Q17.
Not working - Not able to work due to illness/disability – Go to Q19.
Not working - Looking after the home or family – Go to Q19.
Full-time student – Go to Q19.

17. Have you previously held a job?

Yes – Go to Q18
No – Go to Q19

18. What is/was your job title?

19. Do you currently hold any qualifications?

1. YES CONTINUE
2. NO GO TO Q21

WHERE HOLD QUALIFICATIONS:

20. From the following list I am going to read out, can you tell me when we come to a qualification that you hold?

READ OUT ALL AND CODE ONE ONLY

A postgraduate degree or doctorate, NVQ level 5 or equivalent

A degree or higher degree, HND, HNC, NVQ level 4 or equivalent

A levels, NVQ Level 3 or equivalent

GCSEs, O Levels, NVQ Level 2 or equivalent

95 Other Please specify _____

Interviewer Note: Probe for level and number of qualifications, awarding body etc. Take full definition – not abbreviations or acronyms.

[Coding to re-classify 'other' above, where possible]

ASK ALL

21. Who is the person responsible for owning or renting your accommodation?

Do not read out

Respondent – solely – Go to Q24

Respondent – jointly – Go to Q22

Someone else__(Collect Name)_____ - Go to Q25

22. Which of you who are jointly responsible for owning /renting your accommodation earns the most?

Do not read out

Me – Go to Q24

Someone else_(Collect Name)_____ – Go to Q25

We earn the same amount – Go to Q23

23. Which of you who earns the same amount is older?

Do not read out

Me – Go to Q24

Someone else__(Collect Name)_____ - Go to Q25

24. Interviewer note: **The respondent is the Household Reference Person; occupation details need to be collected about this person – Skip to Q33**

25. Interviewer note: **Someone else__(Collect Name)_____ is the Household Reference Person; occupation details need to be collected about this person**

Could I just ask your relationship to _____ please?

1. HRP is married to respondent
2. HRP is their partner
3. HRP is other relative
4. Other relationship (WRITE IN)_____
5. Don't know

NB: Ask Qs 26 – 28 where coded 21/3 or 22/2 or 23/2

26. From the following list I am going to read out, can you tell me when we come to a qualification that ____<the HRP>____ holds?
READ OUT ALL AND CODE ONE ONLY

1. A postgraduate degree or doctorate, NVQ level 5 or equivalent
2. A degree or higher degree, HND, HNC, NVQ level 4 or equivalent
3. A levels, NVQ Level 3 or equivalent
4. GCSEs, O Levels, NVQ Level 2 or equivalent
96. HRP holds no qualifications
- 95 Other Please specify _____

Interviewer Note: Probe for level and number of qualifications, awarding body etc. Take full definition – not abbreviations or acronyms.

[Coding to re-classify 'other' above, where possible]

27. Which of the following best describes ____<the HRP>____?

READ OUT AND CODE ONE ONLY

1. Working – full time (more than 30 hours) – **Go to Q30**
2. Working – part (30 hours or less) – **Go to Q30**
3. Unemployed and seeking work for less than 6 months – **Go to Q28**
4. Unemployed and seeking work for more than 6 months- **Go to Q36**
5. Not working - Retired – **Go to Q28**
6. Not working - Not able to work due to illness/disability - **Go to Q36**
7. Not working - Looking after the home or family - **Go to Q36**
8. Full-time student - **Go to Q36**

28. Has ____<the HRP>____ previously held a job?

Yes - CONTINUE

No - Skip TO Q33

29. What is (was) ____<the HRP>'s____ job title?

30. What does (did) he /she mainly do in his/her job?

31. Does (did) he/she supervise any other employees on a day-to-day basis?

Yes - CONTINUE

No - SKIP TO Q36

32. How many employees does (did) he/she supervise?

_____Now skip to Q36

ASK ALL RESPONDENTS who are HRPs – at Q21/1 UNLESS ALSO CODED (Q16/6,7,8) IN WHICH CASE SKIP TO Q36

33. What do (did) you mainly do in your job?

34. Do (did) you supervise any other employees on a day-to-day basis?

- Yes - CONTINUE
- No - SKIP TO Q35

35. How many employees do (did) you supervise?

ASK ALL

36. How many adults aged 18 or over are there in your household?

37. How many children aged 10 or less are there in your household?

38. And how many children aged between 11 and 17 are there in your household?

39. In which of the following bands does your household income belong? By household income I mean the total income of everyone in the household combined before tax and other deductions.

- 1. A. Less than £6,500 a year
- 2. B. £6,500-£12,499
- 3. C. £12,500-£17,499
- 4. D. £17,500-£24,999
- 5. E. £25,000-£34,999
- 6. F. £35,000-£49,999
- 7. G. £50,000 - £69,999
- 8. H. £70,000 +
- 98. Refused
- 97. Don't know

40. And what is the main language spoken at home?

- 1. English
- 2. Other (specify)_____

41. Finally could I just take your postcode please?

That completes our interview with you today. Thank you very much for your time; your help is much appreciated by BMG Research. All your comments are entirely confidential. If you would like to know more about this survey, please ring Rhian Dent on 0121 333 6006.

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