

Pupil Attitude Survey 2017

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Executive Summary

This is the report of the 3rd Tower Hamlets Pupil Attitude Survey (PAS) which was developed and first run in 2013 to replace TellUs, a national survey which was cancelled in 2010. Following the success of the last 2 surveys in 2013 and 2015, the PAS was carried out in 2017 and captured the views of over 1800 pupils from 23 schools across the borough, that is 1,433 pupil responses from 21 primary schools and 391 pupil responses from 2 secondary schools.

As the only comprehensive platform where young people from the borough can share their views and experiences of their lives, the survey provides the Council and schools with invaluable data. The survey findings will then inform the Children's and Families Plan, and shape service and policy planning for children and young people, school learnings and other areas of development which have young people's interests at their core.

Being healthy

- The majority of primary pupils (85 per cent) and secondary pupils (76 per cent) reported having eaten some fruit or vegetables the previous day. However only 24 per cent of primary pupils and 11 per cent of secondary pupils and report eating the recommended five portions.
- Three quarters of primary pupils (75 per cent) said they did something physically active in the previous week, with lesson time being the most frequent period when they are active (85 per cent, a 4 percentage points increase from 2015). Nearly two thirds of secondary pupils (64 per cent) said they did something physically active in the previous week, break times are the most frequent period when they are active.
- 76 per cent of young people at secondary school said that they have never had an alcoholic drink. White pupils were more likely to say that they have tried alcohol in the past, while Bangladeshi pupils were by far the least likely to say that they have tried alcohol in the past.
- The vast majority of primary pupils (95 per cent) said that they have never tried cigarettes and only 1 per cent say that they smoke 'sometimes' or 'regularly'. Around 9 in 10 secondary pupils (88 per cent) said that they have never tried cigarettes and only 4 per cent say that they smoke 'sometimes' or 'regularly'.
- The majority of secondary pupils (78 per cent) said that they have never tried vapes and 6 per cent smoke them 'sometimes' or regularly'.
- 71 per cent of secondary pupils reported never having smoked shisha and 10 per cent said they smoke shisha 'sometimes' or 'regularly', making it more common than cigarettes or 'vapes'.
- Only 6 per cent of secondary pupils said they have tried drugs in the past. Among these 6 per cent, the majority (76 per cent) said they had used drugs in the past four weeks. Solvents and cannabis were the most frequently used substances.
- The advice received at school that secondary pupils found most helpful was about healthy food and lifestyles (69 per cent) and only 6 per cent had not received any advice on this topic. Pupils were less likely to find advice on sex and relationships helpful (44 per cent) and 12 per cent reported not having received any advice on this topic.

Emotional well-being

- Three quarters of primary pupils (75 per cent) and about two thirds of secondary pupils (65 per cent) reported feeling happy about life at the moment.

- Over three quarters of primary pupils (77 per cent, a 15 percentage points decrease from 2015) and secondary pupils (78 per cent) said they have one or more good friends.
- The majority of primary pupils (78 per cent) and secondary pupils (71 per cent) said that they were able to talk to at least one person when worried. Primary pupils were most likely to say they could talk to their parents/carers (75 per cent, a 6 percentage points decrease from 2015), while they were least likely to say they could talk to another adult (46 per cent, an 8 percentage points decrease from 2015). Secondary pupils were most likely to say they could talk to their friends when worried (56 per cent), and were least likely to say they could talk to another adult (26 per cent).
- Only 28 per cent of secondary pupils said they feel optimistic about the future 'all of the time' or 'often'. 48 per cent said they feel optimistic 'rarely' or 'none of the time'.
- Schoolwork and exams was the most common worry for children, with 53 per cent of primary pupils saying that they worry about it often. What to do after Year 11 was the most common worry for young people, 42 per cent of secondary pupils said they often worry about it.
- 52 per cent of secondary pupils said that they found advice on handling their emotions helpful and 13 per cent said that they have not received any advice.

Staying safe

- The majority of pupils report feeling 'quite safe' or 'very safe' in a variety of situations, primary (92 per cent) and secondary (84 per cent) pupils were most likely to say that they felt safe in school.
- Nearly three quarters of secondary pupils (74 per cent) said they found the advice they received in school about staying safe helpful.
- 30 per cent of primary pupils and 25 per cent of secondary pupils said that they have experienced bullying in school in the past year.
- Of those who said they had experienced bullying in school, the majority of primary (69 per cent) and secondary (65 per cent) pupils said that it happened 'just one time' or 'a few times' in the past year. However, 25 per cent of primary pupils (a 4 percentage points increase from 2015) and 19 per cent of secondary pupils who said they had experienced bullying in school said that they were bullied 'most days' or 'every day'.
- Verbal modes of bullying were the most common; with primary pupils (64 per cent) and secondary pupils (65 per cent) saying the perpetrator said 'bad things about me to my face'.
- Commenting on someone's appearance was the most prevalent form of bullying, with 48 per cent of primary pupils and 51 per cent of secondary pupils who have been bullied saying they had experienced this.
- The majority of primary pupils (62 per cent, an 8 percentage points decrease from 2015) said that their school deals with bullying 'quite well' or 'very well', while 18 per cent said that their school handled bullying 'not very well' or 'badly'. 44 per cent of secondary pupils said that their school deals with bullying 'quite well' or 'very well', however 34 per cent said that their school handled bullying 'not very well' or 'badly'.
- Most secondary pupils (73 per cent) said that they know how to report online bullying. However only some said that they would report online bullying (40 per cent) and hate crime (38 per cent).

Achieving their full potential

- The majority of primary pupils (89 per cent) agreed that their school is giving them useful skills and knowledge. The majority of secondary pupils (82 per cent) agreed that their school has lots of activities. Primary pupils generally had more positive views about their school than those at secondary school.
- 46 per cent of primary pupils and over a quarter of secondary pupils (28 per cent) said that they get extra help with their learning. This was most commonly from a teaching assistant and received one or two times a week.
- Only few primary (7 per cent) and secondary (9 per cent) pupils said that they ever play truant.
- The majority of primary pupils (82 per cent) and secondary pupils (76 per cent) said that their parents 'are pleased when I go to school and show interest'.

Using technology

- 32 per cent of primary pupils said that they have their own mobile phone, with boys more likely to have their own mobile phones. While 76 per cent of secondary pupils said that they have their own mobile phone, with White pupils more likely to have their own mobile phones.
- Primary pupils were most likely to use their mobiles to play games, while secondary pupils were most likely to use them to contact their parents/carers or access the internet.
- The majority of secondary pupils (83 per cent) said that they have never received a photo or video that made them uncomfortable. Only 10 per cent of pupils said that they had. The most common form of inappropriate media being shared was those of bullying. The least common were media featuring religious extremism and homophobic content.
- The majority of primary pupils (86 per cent) and over three quarters of secondary pupils (76 per cent) said that they had access to a computer, laptop or tablet outside of school.
- Most primary (80 per cent) and secondary (75 per cent) pupils said that their parents know what they look at or play on the internet.
- Most secondary pupils (61 per cent) said that they have never looked at a photo or video on the internet that made them uncomfortable or would upset people. 30 per cent of pupils said that they had. The most common form of inappropriate media on the internet was those of a violent or racist nature. The least common were media featuring homophobic and other content.
- Only 8 per cent of primary pupils (a 5 percentage points decrease from 2015) and 4 per cent of secondary pupils said that they do not use any social networks. YouTube was the most popular site for both primary and secondary pupils (both 87 per cent).
- Most primary (59 per cent) and secondary (44 per cent) pupils said that they don't use social media to find out what is happening in other countries. 30 per cent of primary pupils and 39 per cent of secondary pupils said that they do. The most common form of finding out what is happening in other countries was via news apps or pages on social media.
- Primary pupils were most likely to use their mobile phone, computer, laptop or tablet, and access social media for 0 to 1 hour a day. Secondary pupils were most likely to use their mobile phone for more than 5 hours a day, but were most likely to use their computer, laptop or tablet, and access social media for 0 to 1 hour a day.

The local area

- Nearly half (48 per cent) of secondary pupils agreed that 'Tower Hamlets is a place where young people from different backgrounds get on well together' while only 11 per cent disagreed.
- Pupils reported high levels of participation in activities. 83 per cent of primary pupils said that they participated in at least one activity (e.g. visiting a park, giving time to charity) in the past four weeks, this was most commonly done more than 5 hours a week. 79 per cent of secondary pupils said that they participated in at least one activity in the past four weeks, this was most commonly done 2 to 3 hours a week.
- Two in five primary pupils (41 per cent) and secondary pupils (37 per cent) said that there was nothing stopping them from participating in activities. Not having enough time was the biggest barrier faced by primary students, while their parents worrying about them were the biggest barrier faced by secondary students.
- The majority of primary pupils (67 per cent) and secondary pupils (45 per cent) said that they thought the parks and play areas in their local area were 'good' or 'very good'. Secondary pupils were more indifferent about parks with 32 per cent saying that they were neither good nor bad.
- Walking was the most common mode of travel to and from school, with most primary (70 per cent) and secondary pupils (65 per cent) saying they walk.
- Most primary pupils (60 per cent) and the vast majority of secondary pupils (81 per cent) said they use local public transport. Of those who do not, the large majority of primary pupils (86 per cent) and secondary pupils (81 per cent) said it was because they do not need to.
- Most primary pupils (68 per cent) and secondary pupils (63 per cent) said that they have learned about child rights in at least one place, with most pupils saying they have learned about child rights at school.

Resilience for the future

- Most primary pupils (69 per cent, a 5 percentage points decrease from 2015) and secondary pupils (60 per cent) said that they think they will go to university or higher education in the future. Only 5 per cent of primary pupils and 4 per cent of secondary pupils said that they did not think they would go.
- The majority of pupils in primary (39 per cent) and secondary (44 per cent) schools who said they did not want to go to university said this was because they were not interested.
- The most common response about secondary pupils' plans after Year 11 was to study in sixth form or college (35 per cent).
- A relatively high proportion of secondary pupils (31 per cent) said that they were unsure about what to do after Year 11.
- Family and friends were the most frequently cited sources of help and advice to plan for the future after Year 11.
- The most popular career aspiration was a 'top professional job' (e.g. doctor, lawyer). 47 per cent of primary and secondary pupils chose this option, with Bangladeshi primary pupils more likely than average primary pupils to say they wanted a 'professional job' (54 vs. 47 per cent), and White primary pupils less likely to say this (35 vs. 47 per cent).
- 37 per cent of secondary pupils said they felt that they have had enough support to plan their future, while 23 per cent said that they have not.

- 52 per cent of secondary pupils said that they found advice on managing money helpful and 16 per cent said they had not received any.
- Primary pupils said the thing that would most improve their lives was 'more places where I can go to spend time with my friends' while secondary pupils said it was 'more help to plan for my future'.

1. Introduction

1.1. Background and aims

The Tower Hamlets Pupil Attitude Survey (PAS) captures pupils' views and experiences on health and well-being, staying safe, the use of technology, local community and their plans for the future.

As the only comprehensive method where young people from the borough can share their views and experiences of their lives, the survey provides the Council and schools with invaluable data. The survey findings will inform the Children's and Families Plan, and shape service and policy planning for children and young people, school learnings and other areas of development which have young people's interests at their core.

1.2 Methodology

The Pupil Attitude Survey questionnaire was kept very similar to that in the previous surveys (and to prior TellUs surveys) so that results can be tracked over time. However, Council services were consulted on any additions or alterations to the questionnaire. Changes were kept to a minimum so as not to lengthen the survey.

Revisions were made to the questions about bullying, hate crime, photos/videos on the internet, physical activity, the use of technology, social media, and alcohol to reflect both local priorities and what we know about ongoing developments in technology and social media.

Before the survey went live, it was piloted in one primary school to test the questionnaire content and survey length. No changes were made to the survey based on the findings of the pilot.

All community schools (those run by the Council) were invited to take part in the PAS. It was conducted online, and a link to the survey was sent to the Head Teacher of each school that signed up to take part along with an information pack advising how to facilitate the survey. The survey took place between 24th November 2017 and 26th January 2018, giving schools a 9 week period to complete the survey. Frequent reminders and updates were emailed to the schools and published in the Head Teacher's Bulletin.

The 2017 PAS received fewer responses than previous survey, with just under half the number of participants that it had in 2015. A total of 1,824 pupils took part: 1,433 primary pupil responses from 21 schools and 391 secondary pupil responses from 2 schools. A significant amount of activity was undertaken to promote the survey in advance and there was further engagement to encourage involvement and issue reminders. There appeared to be a high level of interest from schools for taking part in the survey, however this did not translate into the same level of follow through to active participation, particularly for secondary schools. A full list of participating schools can be found in Appendix A. Primary pupils who took part in the survey were aged between 9 and 11.

Unfortunately, only a relatively small number of post-16 pupils (13) responded to the survey. Their views proved to be quite different from those of other secondary pupils, however the low numbers meant that they could not be included in the analysis as a separate age group. They have therefore been excluded from the analysis in this report.

The 2017 survey results for primary schools were weighted by age and ethnic group using a similar methodology as employed in the previous 2015 survey to ensure that the sample reflects the wider primary school roll. Unfortunately, unlike the previous survey, given the lower response rate for secondary schools (391 responses from 2 schools), their survey results were not weighted in 2017 as it would not be representative of the wider secondary school roll. Therefore it was not possible for secondary schools' 2017 results to be compared to the 2015 results within this report. All comparisons to the results in 2015 throughout the report refer to primary school responses only.

Therefore it was also not possible to give combined results for all pupils (both primary and secondary) as primary results were weighted and secondary results were not weighted. All results in this report are given for primary and secondary pupils separately.

Finally, survey results for primary schools were tested for statistical significance between age groups, genders, ethnic groups and compared to the 2015 PAS. A 99 per cent confidence interval was used to conduct significance testing due to the large size of the survey sample for primary schools. This helps to ensure that the findings presented in this report are more robust.

For age group and gender, significance testing was conducted between these groups (i.e. females vs. males). For significance testing between ethnic groups, significance testing for each ethnic group was conducted against the average for all primary pupils (e.g. Bangladeshi vs. all primary pupils) rather than between groups (e.g. Bangladeshi vs. White pupils).

1.3 Technical notes

The results presented throughout this report have been rounded to the nearest percentage point. However, all of the figures given for change, difference and statistical significance have been calculated using unrounded numbers. This means that some results will appear to show a slight difference to what a reader would expect when looking only at the rounded figures presented in figures and tables. Rounding may also mean that percentages do not add up to 100.

Not every pupil who took part in the survey answered each question. Therefore, sample sizes between questions vary. In figures and tables which feature more than one survey question, the minimum sample size for all questions is given.

Pupils were categorised into three ethnic groups based on their survey responses: Bangladeshi, White and BME (everyone except Bangladeshi and White). The two biggest ethnic groups within the BME group are Black African and Asian Other.

A substantial number of pupils did not provide their gender and/or their ethnic group. While survey responses from these pupils have been included in analysis for all pupils, they are not included in breakdowns by gender and/or ethnic group. This means that, for example, the sample sizes of female and male pupils may not add up to that of all pupils.

In figures and some tables, an asterisk (*) has been used to highlight statistical significance. In addition, colour coding has been used in the tables of this report to indicate statistically significant differences:

 Denotes positive statistically significant difference

 Denotes negative statistically significant difference

 Denotes statistically significant difference where no value judgement can be made

1.4 Further information

This report was produced by the Council's Corporate Research Unit which is based within the Council's Corporate Strategy and Equality Service. The team regularly publishes analysis and research about Tower Hamlets which can be accessed on the Council's website at the following link:

 http://www.towerhamlets.gov.uk/lqnl/community_and_living/borough_statistics/borough_statistics.aspx

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2. Being Healthy

Key Findings

- The majority of primary pupils (85 per cent) and secondary pupils (76 per cent) reported having eaten some fruit or vegetables the previous day. However only 24 per cent of primary pupils and 11 per cent of secondary pupils and report eating the recommended five portions.
- Three quarters of primary pupils (75 per cent) said they did something physically active in the previous week, with lesson time being the most frequent period when they are active (85 per cent, a 4 percentage points increase from 2015). Nearly two thirds of secondary pupils (64 per cent) said they did something physically active in the previous week, break times are the most frequent period when they are active.
- 76 per cent of young people at secondary school said that they have never had an alcoholic drink. White pupils were more likely to say that they have tried alcohol in the past, while Bangladeshi pupils were by far the least likely to say that they have tried alcohol in the past.
- The vast majority of primary pupils (95 per cent) said that they have never tried cigarettes and only 1 per cent say that they smoke 'sometimes' or 'regularly'. Around 9 in 10 secondary pupils (88 per cent) said that they have never tried cigarettes and only 4 per cent say that they smoke 'sometimes' or 'regularly'.
- The majority of secondary pupils (78 per cent) said that they have never tried vapes and 6 per cent smoke them 'sometimes' or regularly'.
- 71 per cent of secondary pupils reported never having smoked shisha and 10 per cent said they smoke shisha 'sometimes' or 'regularly', making it more common than cigarettes or 'vapes'.
- Only 6 per cent of secondary pupils said they have tried drugs in the past. Among these 6 per cent, the majority (76 per cent) said they had used drugs in the past four weeks. Solvents and cannabis were the most frequently used substances.
- The advice received at school that secondary pupils found most helpful was about healthy food and lifestyles (69 per cent) and only 6 per cent had not received any advice on this topic. Pupils were less likely to find advice on sex and relationships helpful (44 per cent) and 12 per cent reported not having received any advice on this topic.

2.1 Healthy eating

All pupils responding to the PAS were asked how many 'five a day' fruit and vegetables they ate the previous day. Table 1 shows that 85 per cent of primary pupils had eaten some fruit or vegetables the previous day (a 2 percentage points increase from the last PAS in 2015), 6 per cent had not eaten any, and 9 per cent did not know.

Although more primary pupils reported eating some fruit or vegetables, only 24 per cent of primary pupils reported eating the recommended five portions of fruit and vegetables the previous day, which was lower than the 2015 PAS, though the difference (1 per cent) was not great enough to be significant.

The results show a significant difference between female and male primary pupils. Male primary pupils were twice more likely to report eating no fruit and vegetables the previous day than female primary pupils (8 vs. 4 per cent).

Table 1: Number of 'five a day' fruit and vegetables eaten yesterday by primary pupils

Q: How many of the 'five a day' fruit and vegetables did you eat yesterday?	% of primary pupils			
	All Primary 2015	PAS 2017		
		All Primary	Female	Male
5 or more	25	24	25	23
3 or 4	29	33	34	32
1 or 2	29	28	29	27
None	6	6	4	8
Don't know	12	9	8	10
sample size	1,422	1,144	564	519

Source: Tower Hamlets Pupil Attitude Survey 2017

Highlights indicate statistical significance to a 99 per cent confidence interval.

Overall, 76 per cent of secondary pupils had eaten some fruit or vegetables the previous day, 12 per cent had not eaten any, and 13 per cent did not know.

However, only 11 per cent of primary pupils reported eating the recommended five portions of fruit and vegetables the previous day.

There were no statistically significant differences in secondary pupils eating the recommended five portions of fruit and vegetables the previous day by gender and ethnic group.

Table 2: Number of 'five a day' fruit and vegetables eaten yesterday by secondary pupils

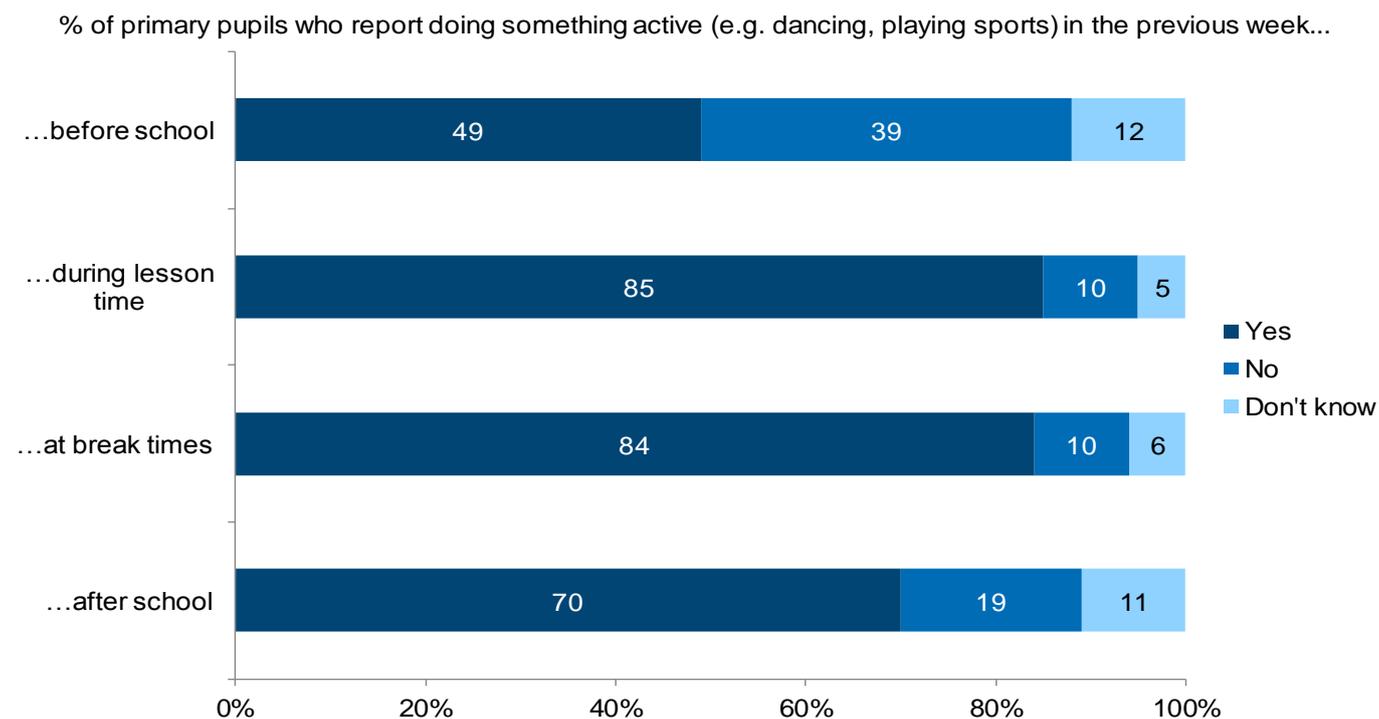
Q: How many of the 'five a day' fruit and vegetables did you eat yesterday?	% of secondary pupils
	All Secondary
5 or more	11
3 or 4	29
1 or 2	36
None	12
Don't know	13
sample size	287

Source: Tower Hamlets Pupil Attitude Survey 2017

2.2 Physical activity

Children and young people were asked how active they were before, during and after school in the previous week. This could include walking to school, running around, riding a bike, playing sports, dancing and swimming. Overall, 75 per cent of primary pupils reported doing something active at some point during the previous week, with lesson time being the most frequent period they are active. Figure 1 shows the survey responses for primary pupils for different time periods.

Figure 1: Proportion of primary pupils who did something active the previous week



Source: Tower Hamlets Pupil Attitude Survey 2017
Sample size (min): 901

There are differences in the reported levels of physical activity of primary pupils. Primary pupils are significantly more active before school (49 per cent, a 7 percentage points increase since 2015) and during lesson time (85 per cent, a 4 percentage points increase since 2015). Male primary students were more active than female primary students before school (53 vs. 45 per cent), during break times (85 vs. 83 per cent), and after school (71 vs. 69 per cent). However, girls were slightly more active during lesson times than boys (87 vs. 85 per cent).

Table 3: Physical activity of primary pupils

Q: Thinking back to last week, did you do something active?	% of primary pupils who said they were active			
	All Primary 2015	PAS 2017		
		All Primary	Female	Male
Before school	42	49	45	53
During lesson time	81	85	87	85
During break times	85	84	83	85
After school	67	70	69	71
sample size (min)	1148	901	428	424

Source: Tower Hamlets Pupil Attitude Survey 2017

Highlights indicate statistical significance to a 99 per cent confidence interval.

Overall, 64 per cent of secondary pupils reported doing something active at some point during the previous week. Table 4 shows the survey responses for secondary pupils. There were no significant differences by gender and ethnicity of pupils.

Table 4: Physical activity of secondary pupils	
Q: Thinking back to last week, did you do something active?	% of secondary pupils
	All Secondary
Before school	53
During lesson time	47
During break times	74
After school	38
sample size	246

Source: Tower Hamlets Pupil Attitude Survey 2017.

2.3 Drug and alcohol use

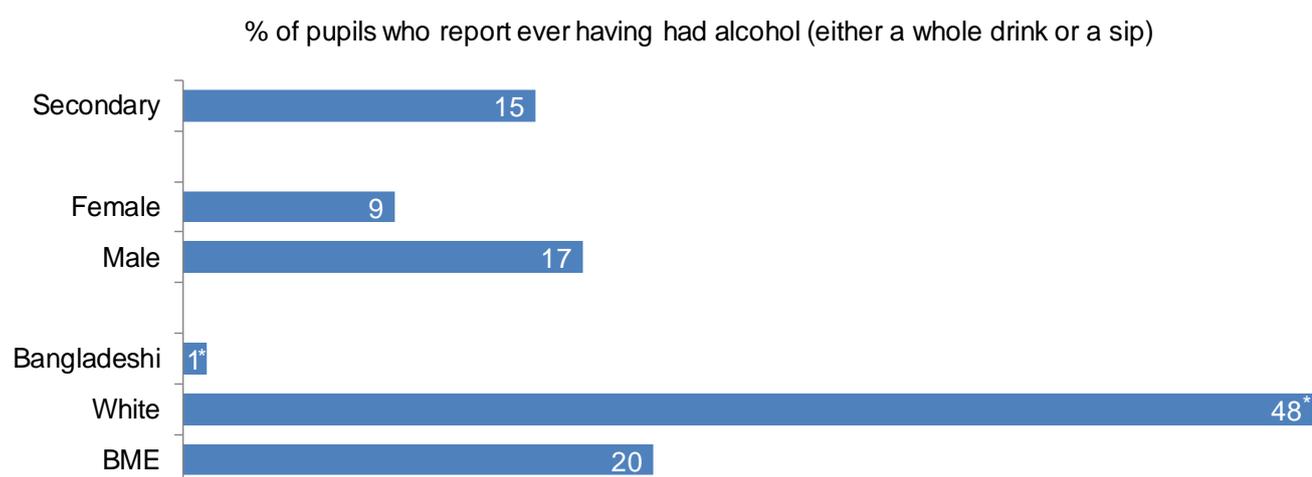
Alcohol

Only secondary pupils were asked if they have ever had an alcoholic drink, either a whole drink or a sip.

Most students (76 per cent) said that they had never had an alcoholic drink. 15 per cent of pupils said that they have had alcohol, 6 per cent did not want to say and a further 4 per cent were unsure.

Figure 2 shows that there were differences in reported alcohol use of secondary pupils by ethnic group. Bangladeshi pupils, at only 1 per cent, were by far the least likely to have tried alcohol. White pupils were the most likely, with 48 per cent reporting that they have had an alcoholic drink in the past.

Figure 2: Proportion of secondary pupils who have ever had alcohol, by age, gender and ethnic group



Source: Tower Hamlets Pupil Attitude Survey 2017

Sample size: 290

* indicates statistical significance to a 99 per cent confidence interval

Young people who reported having had an alcoholic drink in the past were asked a follow up question about how often they had had an alcoholic drink in the past four weeks. 45 per cent said that they did not have any alcohol in the past four weeks, 30 per cent said they had a drink one or more times, 15 per cent said they did not know, and a further 10 per cent did not want to say.

Smoking

The majority of primary students (95 per cent) said that they have never tried cigarettes, a 2 percentage point decrease from the previous 2015 PAS, and only 1 per cent of pupils said that they smoke 'sometimes' or 'regularly'.

Table 4 provides a breakdown of survey responses. Girls were slightly more likely than boys to report never having smoked cigarettes (97 vs. 94 per cent). Boys were five times more likely than girls to say they smoke 'sometimes' or 'regularly' (2 vs. 0.4 per cent).

Table 4: Reported cigarette smoking of primary pupils				
Q: Have you ever smoked cigarettes?	% of primary pupils			
	All Primary 2015	PAS 2017		
		All Primary	Female	Male
I have never smoked cigarettes	97	95	97	94
I have only ever tried smoking cigarettes once	1	4	3	4
I regularly smoke cigarettes - more than once a week	<1	<1	0	<1
I sometimes smoke cigarettes - less than once a week	<1	1	<1	2
sample size (min)	1357	1,075	530	489

Source: Tower Hamlets Pupil Attitude Survey 2017

Highlights indicate statistical significance to a 99 per cent confidence interval.

Most secondary students (88 per cent) said that they have never tried cigarettes and only 4 per cent said that they smoke 'sometimes' or 'regularly'. Table 5 provides a breakdown of secondary pupils' responses. There were no significant differences by gender and ethnicity of pupils.

Table 5: Reported cigarette smoking of secondary pupils	
Q: Have you ever smoked cigarettes?	% of secondary pupils
	All Secondary
I have never smoked cigarettes	88
I have only ever tried smoking cigarettes once	8
I regularly smoke cigarettes - more than once a week	2
I sometimes smoke cigarettes - less than once a week	2
sample size	285

Source: Tower Hamlets Pupil Attitude Survey 2017.

Secondary pupils were also asked if they had ever smoked e-cigarettes or 'vapes'. 78 per cent of secondary pupils in the survey said that they had never tried them, 10 per cent said that they had tried them once, 6 per cent said that they smoke them 'sometimes' or 'regularly' and 6 per cent did not know. There were no significant differences by gender and ethnicity of pupils.

Secondary pupils were also asked if they had ever smoked shisha. Overall, 71 per cent of pupils reported never having smoked shisha, 12 per cent said that they had tried it once and 10 per cent said they smoke shisha 'sometimes' or 'regularly', making it more popular than cigarettes or 'vapes'. 8 per cent of pupils said that they did not know what shisha is. There were no significant differences by gender and ethnicity of pupils.

Drugs

Only secondary pupils were asked if they had ever taken drugs. Table 6 provides a breakdown of secondary pupils' responses. 17 secondary pupils (6 per cent) said that they had taken drugs in the past. There were no significant differences by gender and ethnicity of pupils.

Q: Have you ever taken drugs?	% of secondary pupils	
	All Secondary	
Yes	6	
No	87	
I don't want to say	3	
Don't know	4	
sample size	292	

Source: Tower Hamlets Pupil Attitude Survey 2017.

Young people who said that they had taken drugs before were asked a series of follow up questions about the type and frequency of drug use. Out of the 17 secondary pupils (6 per cent) who said that they had taken drugs in the past, 13 secondary pupils (76 per cent) said that they had taken at least one drug at least once in the last four weeks. This equates to 4 per cent of all secondary pupils (who answered any questions about drug use).

Table 7 provides detail on recent drug usage by drug type. It shows that solvents and cannabis were the most frequently used substances. 7 secondary pupils (44 per cent) said they had taken solvents at least once in the last four weeks, and 5 secondary pupils (36 per cent) said they had taken cannabis at least once in the last four weeks. This equates to 2 per cent of all secondary pupils (who answered any questions about drug use) for both drug types.

Q: In the last four weeks, how often have you taken any of the following drugs?	Proportion of secondary pupils who took drug at least once in the last four weeks	
	% of those who have taken drugs in the past	% of all secondary pupils
Solvents, glue or gas (to inhale or sniff, like Laughing Gas/Nitrous Oxide etc.)	44	2
Cannabis or skunk	36	2
What may be known as a 'Legal High' (like Novel Psychoactive Substances (NPS), bath salts, plant food)	27	1
Other drugs (like cocaine, LSD, heroin, crack, speed, magic mushrooms, ecstasy, GHB etc.)	15	1
sample size (min)	13	292

Source: Tower Hamlets Pupil Attitude Survey 2017

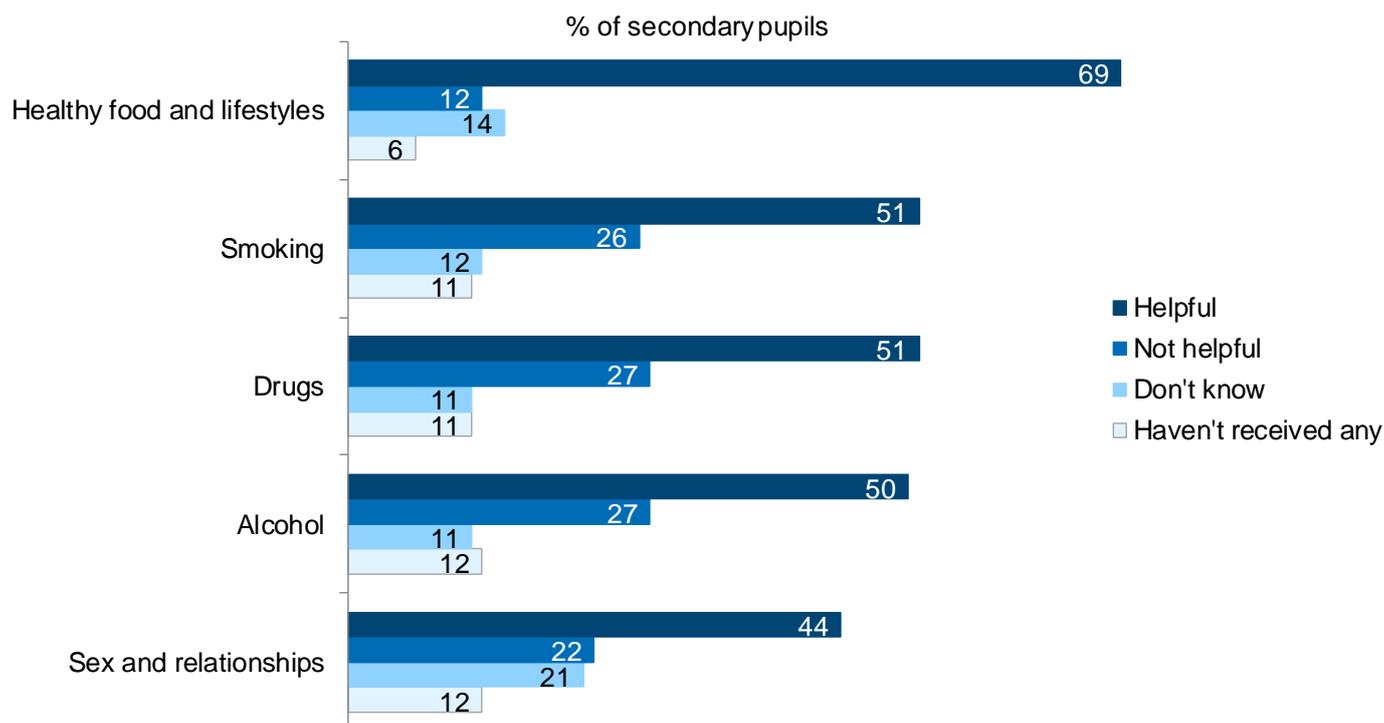
2.4 Information received in school about being healthy

Secondary pupils were asked about the information and advice they had received at school on a variety of topics related to their health. A summary of the survey responses is shown in Figure 3. It

shows that a majority of pupils stated that they had received some information and advice on each subject (whether deemed helpful or not).

The advice young people found most helpful was that on healthy food and lifestyles, with 69 per cent of secondary pupils saying they found it helpful. Pupils found advice on sex and relationships the least helpful, with 44 per cent saying that they found it helpful. Pupils were also most likely to say that they had not received any advice on alcohol, and sex and relationships (12 per cent) for both topics compared to other topics. There were no significant differences by gender and ethnicity of pupils.

Figure 3: Quality of advice secondary pupils received in school about being healthy



Source: Tower Hamlets Pupil Attitude Survey 2017
 Sample size (min): 281

3. Emotional Well-being

Key Findings:

- Three quarters of primary pupils (75 per cent) and about two thirds of secondary pupils (65 per cent) reported feeling happy about life at the moment.
- Over three quarters of primary pupils (77 per cent, a 15 percentage points decrease from 2015) and secondary pupils (78 per cent) said they have one or more good friends.
- The majority of primary pupils (78 per cent) and secondary pupils (71 per cent) said that they were able to talk to at least one person when worried. Primary pupils were most likely to say they could talk to their parents/carers (75 per cent, a 6 percentage points decrease from 2015), while they were least likely to say they could talk to another adult (46 per cent, an 8 percentage points decrease from 2015). Secondary pupils were most likely to say they could talk to their friends when worried (56 per cent), and were least likely to say they could talk to another adult (26 per cent).
- Only 28 per cent of secondary pupils said they feel optimistic about the future 'all of the time' or 'often'. 48 per cent said they feel optimistic 'rarely' or 'none of the time'.
- Schoolwork and exams was the most common worry for children, with 53 per cent of primary pupils saying that they worry about it often. What to do after Year 11 was the most common worry for young people, 42 per cent of secondary pupils said they often worry about it.
- 52 per cent of secondary pupils said that they found advice on handling their emotions helpful and 13 per cent said that they have not received any advice.

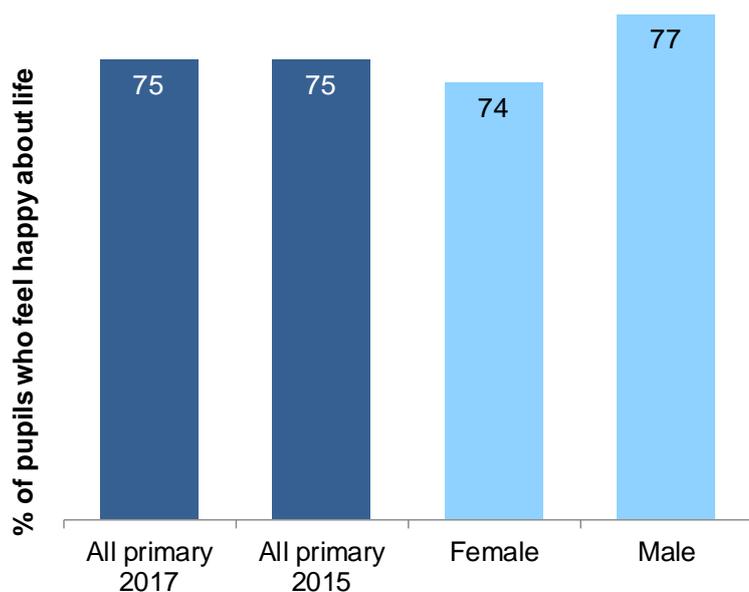
3.1 How children and young people are feeling

Primary and secondary pupils who responded to the survey were asked a series of questions related to their emotional health and well-being. Pupils could respond that the statements were 'true', 'neither true nor untrue', 'not true' or 'don't know'.

'I feel happy about life at the moment'

Overall three quarters of primary pupils (75 per cent) said that they felt happy about life at the moment. Figure 4 shows that this is similar to the results of the PAS 2015 (75 per cent) but still significantly lower than that in 2013 (81 per cent). There were no significant differences by gender and ethnicity of pupils.

Figure 4: Proportion of primary pupils who feel happy about life at the moment



Source: Tower Hamlets Pupil Attitude Survey 2017

Table 8 shows that about two thirds of secondary pupils (65 per cent) reported feeling happy about life at the moment. With significantly more boys than girls saying that they felt happy about life at the moment (71 vs. 55 per cent).

Table 8: Secondary pupils feeling happy about life	
<i>Q: I feel happy about life at the moment.</i>	% of secondary pupils
	All Secondary
All secondary	65
Female	55
Male	71
<i>sample size (min)</i>	115

Source: Tower Hamlets Pupil Attitude Survey 2017.

‘I have one or more good friends’

Over three quarters (77 per cent) of all primary pupils in the survey said that they had one or more good friends. This is significantly lower than the results of the PAS 2015 (a 15 percentage points decrease). There were no significant differences between how primary pupils of different genders, and ethnic groups responded to the question.

Similarly, 78 per cent of secondary pupils said that they had one or more good friends. There were no significant differences between how secondary pupils of different genders responded to the question. However, Bangladeshi secondary pupils were significantly more likely to report having one or more good friends than the average for all secondary pupils (96 vs. 78 per cent).

‘When I’m worried I can talk to someone’

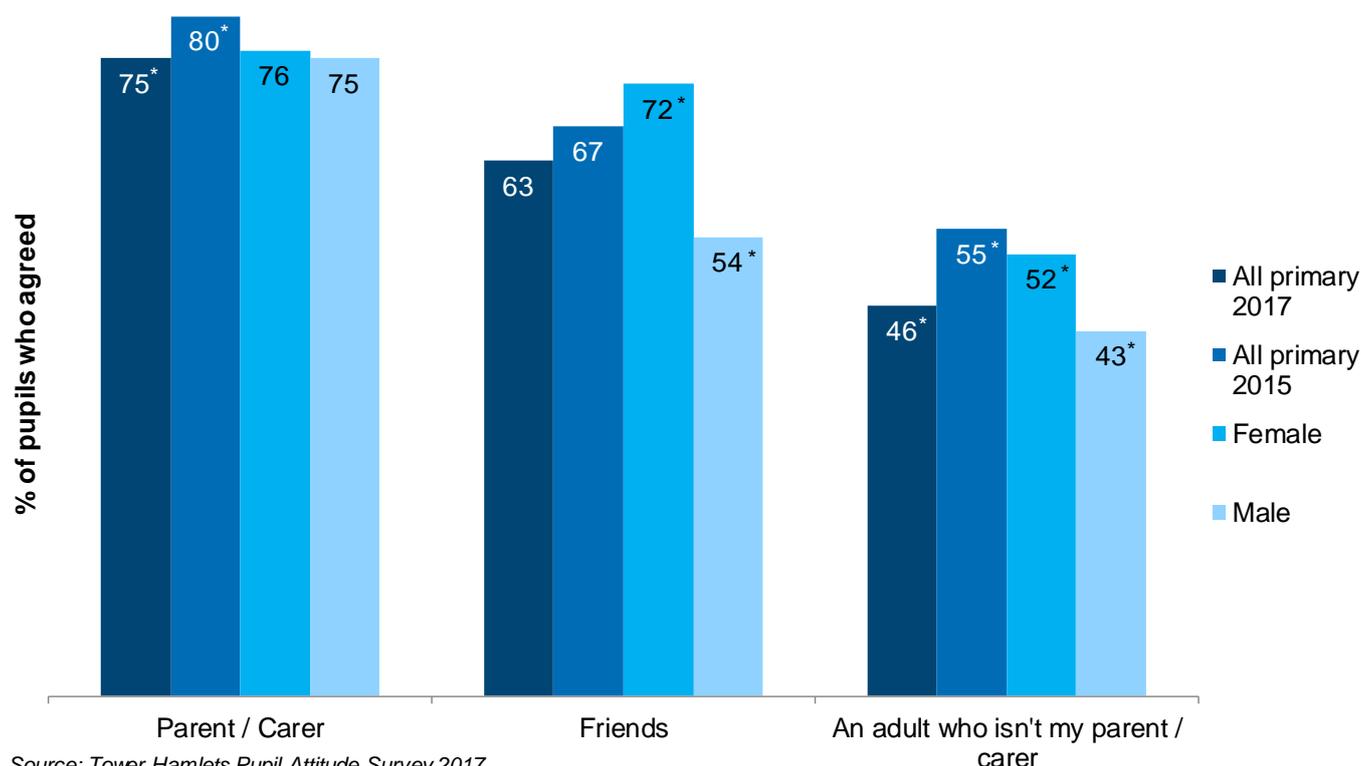
Children and young people were asked if they were able to talk to their parent/carer, friends, or another adult if they were worried about something.

Most primary pupils (78 per cent) said that they were able to talk to at least one person when worried. Figure 5 provides a summary of responses, detailing the person who primary pupils said they could talk to when worried. There is a significant decrease from PAS 2015 in the amount of primary pupils that said they could to talk to a parent/carer (a 6 percentage points decrease) and another adult (an 8 percentage points decrease).

Primary pupils were most likely to be able to talk to their parent/carer (75 per cent) and friends (63 per cent) and are least likely to be able to talk to an adult who isn't their parent/carer (46 per cent).

Girls were significantly more likely than boys to feel that they can talk to friends (72 vs. 54 per cent) and an adult who isn't their parent/carer (52 vs. 43 per cent).

Figure 5: Proportion of primary pupils who have someone to talk to when worried



Source: Tower Hamlets Pupil Attitude Survey 2017
 Sample size (min): 532
 * indicates statistical significance to a 99 per cent confidence interval

Most secondary pupils (71 per cent) said that they were able to talk to at least one person when worried. Table 9 details the person who secondary pupils said they could talk to when worried. Pupils were most likely to be able to talk to their friends (56 per cent) and parent/carer (49 per cent). At 26 per cent, an adult who isn't their parent/carer were the least common source of support for pupils.

Table 9: Secondary pupils who have someone to talk to when worried

Q: <i>When I'm worried I can talk to someone.</i>	% of secondary pupils	
	All Secondary	
Parent / Carer		49
Friends		56
An adult who isn't my parent / carer		26
<i>sample size (min)</i>		113

Source: Tower Hamlets Pupil Attitude Survey 2017.

3.2 Thoughts and feelings of secondary pupils

Young people at secondary school were asked to respond to a series of questions about their thoughts and feelings. They were asked to describe how each statement reflected their experience in the last two weeks with 'none of the time', 'rarely', 'some of the time', 'often' or 'all of the time'.

Table 10 shows the responses for each statement. The statement 'I've been able to make up my own mind about things' received the most positive responses (i.e. 'all of the time' or 'often') at 51 per cent of secondary pupils. The statement 'I've been feeling optimistic about the future' received the most negative responses (i.e. 'rarely' or 'none of the time') at 48 per cent.

Table 10: Thoughts and feelings of secondary pupils

	% of secondary pupils		
	All of the time or often	Some of the time	Rarely or none of the time
I've been able to make up my own mind about things	51	27	22
I've been thinking clearly	44	29	27
I've been feeling relaxed	44	28	28
I've been feeling close to other people	39	26	35
I've been dealing with problems well	37	31	32
I've been feeling useful	35	36	29
I've been feeling optimistic about the future	28	24	48

Source: Tower Hamlets Pupil Attitude Survey 2017

Sample size (min): 277

When broken down by gender boys were more likely than girls to respond positively to the statement 'I've been feeling relaxed'. 52 per cent of boys said that they felt relaxed 'all of the time' or 'often' compared to 30 per cent of girls.

3.3 What children and young people say they often worry about

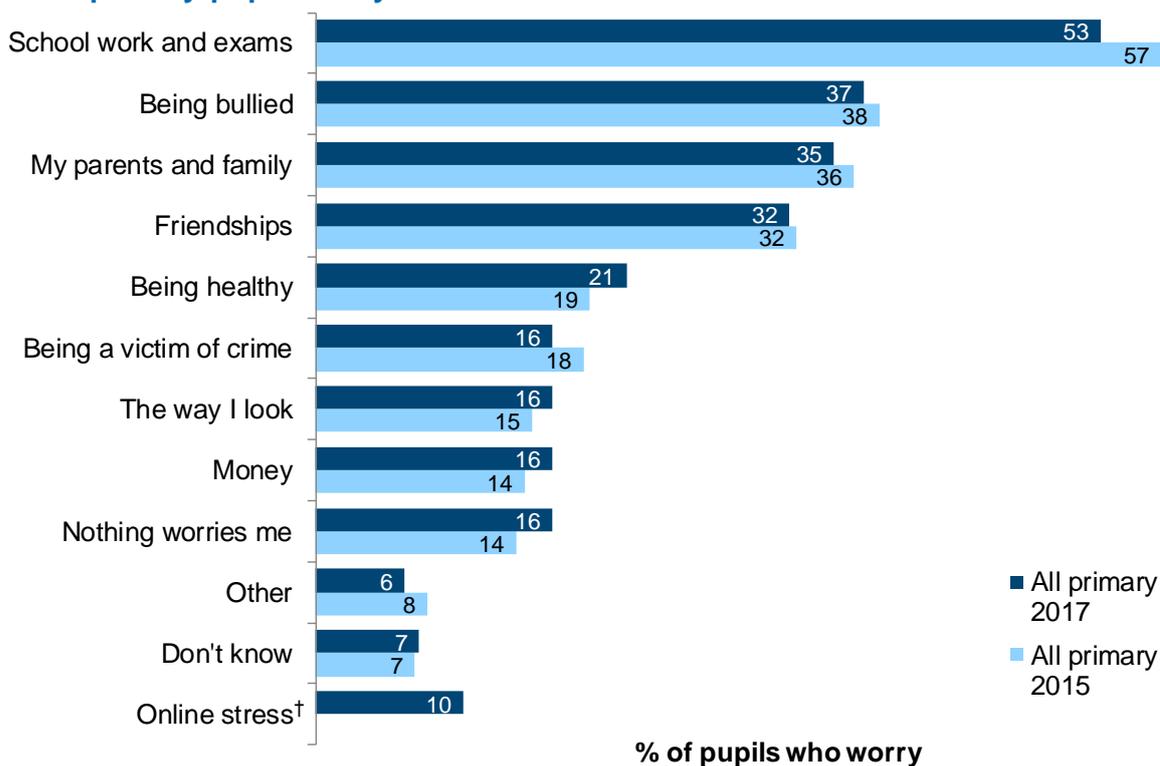
Pupils who took part in the survey were asked what they often worry about and were able to select from multiple options. Figure 6 provides a summary of the survey responses in comparison to responses in the previous PAS in 2015. There were no significant differences in responses for primary pupils.

'Schoolwork and exams' was by far the most frequent response for primary pupils (53 per cent), this is a 4 percentage point decrease from PAS 2015. The second most frequent response was

being bullied, with 37 per cent saying this is something they often worry about. 16 per cent of the primary students said that nothing worries them.

There are also significant differences between how boys and girls in primary schools responded. Girls were more likely than boys to say that they often worried about being bullied (42 vs. 33 per cent), friendships (37 vs. 26 per cent), and the way they look (20 vs. 13 per cent). While boys were more likely than girls to say that they often worried about being a victim of crime (19 vs. 13 per cent). Boys were also more likely than girls to say that nothing worries them (19 vs. 13 per cent).

Figure 6: What primary pupils worry about



Source: Tower Hamlets Pupil Attitude Survey 2017
 Sample size (min): 1231. Respondents could select more than one answer, so percentages will not sum to zero.
 † indicates that pupils were not given this option in 2015

Table 11 shows that for those at secondary schools, what to do after Year 11 was the most frequent response, at 42 per cent. The second most frequent response was money, with 30 per cent saying this is something they often worry about. 17 per cent of pupils said that nothing worries them.

There are also significant differences between how boys and girls in secondary schools responded. Girls were about twice as likely as boys to say that they often worried about friendships (35 vs. 19 per cent) the way they look (32 vs. 15 per cent), and online stress (19 vs. 8 per cent).

Table 11: What secondary pupils worry about	
<i>Q: Which of these do you worry about?</i>	% of secondary pupils
	All Secondary
What to do after year 11	42
Money	30
My parents and family	29
Being bullied	26
Friendships	24
Being healthy	24
The way I look	21
Nothing worries me	17
Being a victim of crime	15
Relationships/girlfriends/boyfriends	15
Cyber bullying	13
Online stress	12
Don't know	11
Social media	10
Sex	7
<i>sample size (min)</i>	113

Source: Tower Hamlets Pupil Attitude Survey 2017.

3.4 Advice on handling emotions

Secondary pupils were asked to rate the information and advice that they received at school about handling their feelings. Over half of the pupils (52 per cent) said they found the advice helpful and 17 per cent said that they did not find it helpful. A further 18 per cent said they did not know, and 13 per cent said that they had not received any information or support about handling their emotions. There were no statistically significant differences by gender and ethnicity of pupils.

4. Staying safe

Key Findings

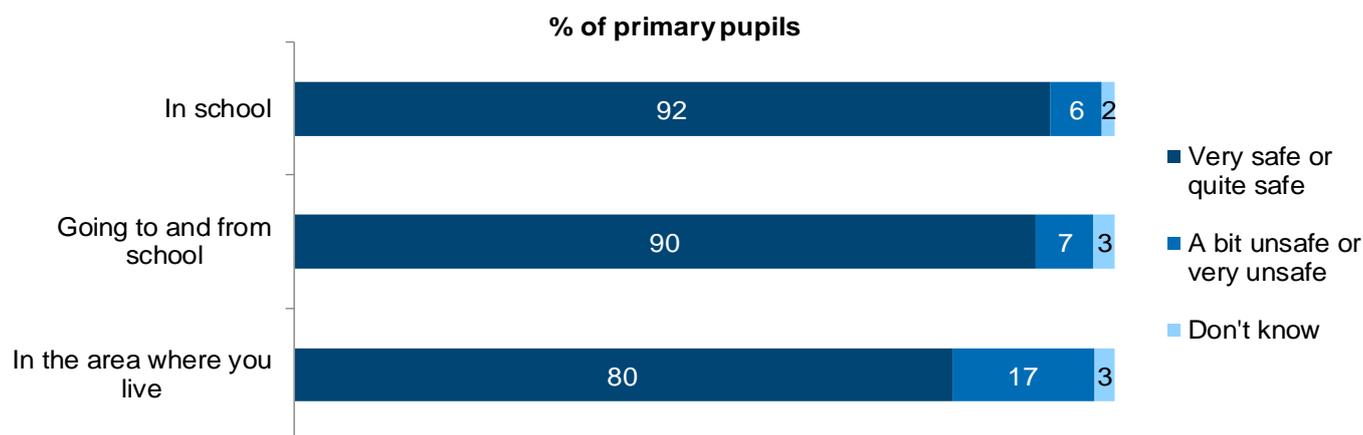
- The majority of pupils report feeling 'quite safe' or 'very safe' in a variety of situations, primary (92 per cent) and secondary (84 per cent) pupils were most likely to say that they felt safe in school.
- Nearly three quarters of secondary pupils (74 per cent) said they found the advice they received in school about staying safe helpful.
- 30 per cent of primary pupils and 25 per cent of secondary pupils said that they have experienced bullying in school in the past year.
- Of those who said they had experienced bullying in school, the majority of primary (69 per cent) and secondary (65 per cent) pupils said that it happened 'just one time' or 'a few times' in the past year. However, 25 per cent of primary pupils (a 4 percentage points increase from 2015) and 19 per cent of secondary pupils who said they had experienced bullying in school said that they were bullied 'most days' or 'every day'.
- Verbal modes of bullying were the most common; with primary pupils (64 per cent) and secondary pupils (65 per cent) saying the perpetrator said 'bad things about me to my face'.
- Commenting on someone's appearance was the most prevalent form of bullying, with 48 per cent of primary pupils and 51 per cent of secondary pupils who have been bullied saying they had experienced this.
- The majority of primary pupils (62 per cent, an 8 percentage points decrease from 2015) said that their school deals with bullying 'quite well' or 'very well', while 18 per cent said that their school handled bullying 'not very well' or 'badly'. 44 per cent of secondary pupils said that their school deals with bullying 'quite well' or 'very well', however 34 per cent said that their school handled bullying 'not very well' or 'badly'.
- Most secondary pupils (73 per cent) said that they know how to report online bullying. However only some said that they would report online bullying (40 per cent) and hate crime (38 per cent).

4.1 Feeling safe

Primary and secondary pupils were asked to rate how safe they feel in a variety of situations. Figure 7 shows that a large majority of primary students said that they felt either 'very safe' or 'quite safe' in all contexts.

Primary pupils were most likely to say that they felt safe in school (92 per cent) and were most likely to say that they felt either 'a bit unsafe' or 'very unsafe' in the area where they live (17 per cent).

Figure 7: Proportion of primary pupils who say they feel safe



Source: Tower Hamlets Pupil Attitude Survey 2017
Sample size (min): 1,235.

Table 12 shows that there are statistically significant differences in primary pupils' responses by gender. Girls were more likely than boys to say they felt safe at school (94 vs. 90 per cent).

Table 12: Proportion of primary pupils who feel 'quite safe' or 'very safe'

Q: How safe do you feel?	% who feel 'quite safe' or 'very safe'			
	All primary 2015	All primary 2017	Female	Male
In school	94	92	94	90
In the area where you live	84	80	82	78
Going to and from school	91	90	92	89
sample size (min)	954	1,235	613	557

Source: Tower Hamlets Pupil Attitude Survey 2017

Highlights indicate statistical significance to a 99 per cent confidence interval.

Table 13 shows that a large majority of secondary students said that they felt either 'very safe' or 'quite safe' in school, going to and from school, and in the area where they live.

Secondary pupils were most likely to say that they felt safe in school (84 per cent) and were most likely to say that they felt either 'a bit unsafe' or 'very unsafe' outside their area (36 per cent).

Girls were slightly more likely than boys to say they felt safe in the area where they live (76 vs. 72 per cent) but were less likely to feel safe outside their area (49 vs. 58 per cent).

Table 13: Proportion of secondary pupils who feel 'quite safe' or 'very safe'

Q: How safe do you feel?	% of secondary pupils	
	All Secondary	
In school	84	
In the area where you live	72	
Going to and from school	83	
Outside your area	53	
sample size (min)	339	

Source: Tower Hamlets Pupil Attitude Survey 2017.

4.2 Advice about staying safe

Young people at secondary school were asked how helpful they found the information and advice they received at school about staying safe. Nearly three quarters of pupils (74 per cent) said that they found the advice they received helpful. 11 per cent said they did not find it helpful, 10 per cent said they did not know, and 5 per cent said that they have not received any. There were no significant differences by gender and ethnicity of pupils.

4.3 Experience of bullying in and outside of school

Section 3.3 showed that 37 per cent of primary pupils say they often worry about being bullied, a slight decrease since 2015 (1 percentage point).

Table 14 provides a breakdown of survey responses by gender and ethnicity. 30 per cent of primary pupils said that they had experienced bullying in school (including on the way to and from school) in the past year. Pupils in the survey were also asked if they had experienced bullying outside of school in the past year, which did not include travel to and from school. 20 per cent of primary pupils said they had. While White pupils reported the most bullying in school (34 per cent), and girls reported more bullying than boys outside of school (22 vs. 17 per cent), their smaller sample sizes meant that these were not statistically significant in comparison to the averages for all primary pupils.

Table 14: Proportion of primary pupils who have experienced bullying

	% of primary pupils who said they have experienced bullying in the last year						
	All primary 2015	All primary 2017	Female	Male	Bangladeshi	White	BME (ex. Bangladeshi)
In school (including on the way to and from school)	31	30	30	30	27	35	34
Outside of school	20	19	17	22	17	17	23
sample size (min)	1,408	1,129	559	513	584	117	210

Source: Tower Hamlets Pupil Attitude Survey 2017

Primary pupils were also asked where the bullying in school (including on the way to and from school) took place, two thirds of students who said they were bullied at school said that it happened on school premises (66 per cent), 17 per cent said it happened outside school premises, and 17 per cent said it happened somewhere else.

In section 3.3, 26 per cent of secondary pupils said they often worry about being bullied. Table 15 shows that 25 per cent of secondary pupils said that they had experienced bullying (including on the way to and from school) in the past year. 17 per cent of secondary pupils said they had experienced bullying outside of school in the past year, which did not include travel to and from school. There were no significant differences in pupils' responses by gender and ethnic group.

Secondary pupils were also asked where the bullying in school (including on the way to and from school) took place, over three quarters of students who said they were bullied at school said that it happened on school premises (77 per cent), 12 per cent said it happened outside school premises, and 12 per cent said it happened somewhere else.

Table 15: Proportion of secondary pupils who have experienced bullying	
	% of secondary pupils
	All Secondary
In school (including on the way to and from school)	25
Outside of school	17
<i>sample size (min)</i>	300

Source: Tower Hamlets Pupil Attitude Survey 2017.

4.4 Frequency of bullying in school

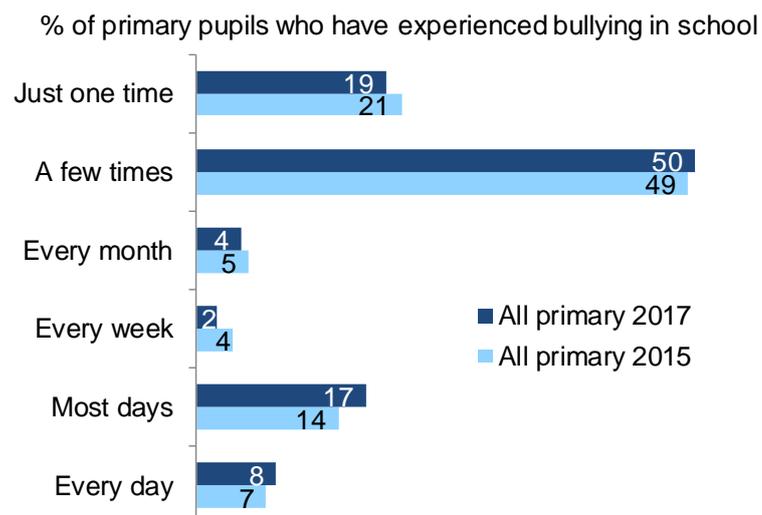
Pupils who reported having experienced bullying in school in the past year were asked how frequently it occurred in a follow up question. Figure 8 shows a summary of the responses for all primary pupils.

For the majority of primary pupils, bullying is a relatively rare occurrence. Figure 8 shows that over two thirds of pupils (69 per cent) said that the bullying they have experienced either 'just one time' or 'a few times'.

However, a quarter of primary pupils (25 per cent) who have experienced bullying say that this happened 'most days' or 'every day' (a 4 percentage point increase from the PAS in 2015). A further 6 per cent of pupils said that their bullying occurred 'every month' or 'every week'.

There were no statistically significant differences in the frequency of bullying by gender or ethnicity.

Figure 8: Frequency of bullying in primary school



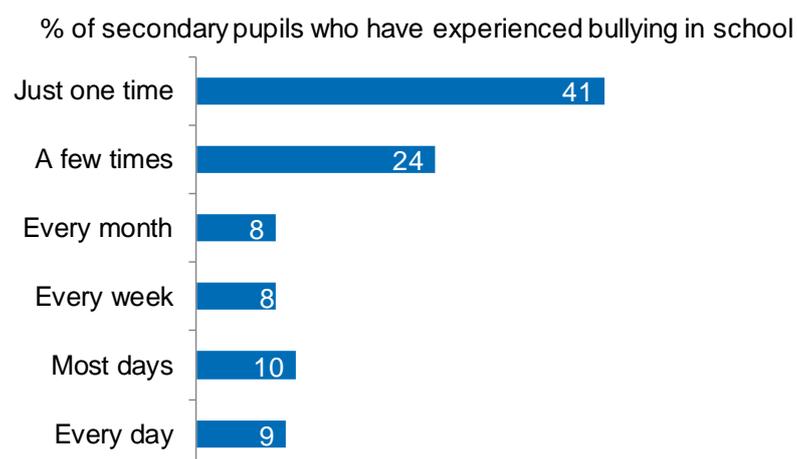
Source: Tower Hamlets Pupil Attitude Survey 2017
Sample size: 346

For the majority of secondary pupils, bullying is also a relatively rare occurrence. Figure 9 shows that two thirds of pupils (65 per cent) said that the bullying they have experienced was either 'just one time' or 'a few times'.

However, 19 per cent of secondary pupils who have experienced bullying say that this happened 'most days' or 'every day'. A further 16 per cent of pupils said that their bullying occurred 'every month' or 'every week'.

There were no statistically significant differences in the frequency of bullying by gender or ethnicity.

Figure 9: Frequency of bullying in secondary school



Source: Tower Hamlets Pupil Attitude Survey 2017
Sample size: 78

4.5 Mode/type of bullying in school

Children and young people who said they had experienced bullying in school were asked how they have been bullied.

Table 16 provides a breakdown of primary pupils' responses. The results show that for primary pupils verbal modes of bullying were the most predominant (64 and 53 per cent) and the least common type of bullying in school was by phone (4 per cent). 20 per cent of pupils who have experienced bullying in the past said that their bullying was physical, however this is significantly less than that reported in 2015, and 5 per cent said that it occurred online.

Boys who have been bullied in school were significantly more likely to experience physical bullying than girls (47 vs. 30 per cent). Girls were significantly more likely than boys to have experienced people saying bad things about them to other people at school (60 vs. 47 per cent).

Table 16: Mode/type of bullying in primary school				
Q: Were you bullied in any of the following ways?	% of primary pupils who have experienced bullying			
	All primary 2015	All primary 2017	Female	Male
Saying bad things about me to my face	62	64	60	67
Saying bad things about me to other people at school	56	53	60	47
Physical (like hitting or threatening to hit me)	39	20	30	47
Other	23	40	21	21
Online (on Facebook or other social websites)	7	5	4	5
Through a call or text message on a phone	6	4	5	4
sample size	443	356	165	170

Source: Tower Hamlets Pupil Attitude Survey 2017

Pupils could select multiple responses, so totals do not sum to 100.

Highlights indicate statistical significance to a 99 per cent confidence interval.

Table 17 shows that for secondary pupils verbal modes of bullying were also the most predominant (65 and 48 per cent) and the least common types of bullying in school was by phone (11 per cent) and other forms of bullying (10 per cent). 29 per cent of pupils who have experienced bullying in the past said that their bullying was physical, and 20 per cent said that it occurred online.

Boys who have been bullied in school were significantly more likely to experience physical bullying than girls (44 vs. 18 per cent).

Table 17: Mode/type of bullying in secondary school	
Q: Were you bullied in any of the following ways?	% of secondary pupils
	All Secondary
Saying bad things about me to my face	65
Saying bad things about me to other people at school	48
Physical (like hitting or threatening to hit me)	29
Online (on Facebook or other social websites)	20
Through a call or text message on a phone	11
Other	10
sample size (min)	82

Source: Tower Hamlets Pupil Attitude Survey 2017.

4.6 Content of bullying in school

Pupils who have experienced bullying at school in the past year were also asked to describe what the person (or people) doing the bullying said about them.

Table 18 provides a full breakdown of the primary pupils' responses. It shows that commenting on someone's appearance was the most prevalent form of bullying, reported by nearly half of those who have experienced bullying in school (48 per cent). Saying something negative about 'a disability or health condition' was the least frequent type of bullying reported (8 per cent).

Boys were more likely than girls to report having experienced bullying through the use of homophobic language to describe their possessions/belongings (18 vs. 8 per cent). There were no significant differences in pupils' responses by ethnic group.

Table 18: Content of bullying in primary school				
Q: What did the person (or people) doing the bullying say about you?	% of primary pupils who have experienced bullying			
	All primary 2015	All primary 2017	Female	Male
Something about how I look.	47	48	47	47
Things about my abilities (e.g. what I am good at or not very good at).	37	30	29	30
Something else about my background or family.	28	25	28	23
Something about my race or nationality.	17	17	14	20
Something about my faith, religion, or beliefs.	17	12	13	13
Nothing was said - it was more physical.	17	15	11	19
Used the word 'gay' or something similar to describe my possessions/belongings.	16	13	8	18
Something else about my possessions/belongings.	14	13	14	13
Something about me being gay, lesbian, or something similar.	14	12	9	15
Something about a disability or health condition.	10	8	7	7
<i>sample size</i>	421	330	152	158

Source: Tower Hamlets Pupil Attitude Survey 2017

Pupils could select multiple responses, so totals do not sum to 100.

Highlights indicate statistical significance to a 99 per cent confidence interval.

Table 19 provides a breakdown of the secondary pupils' responses. It shows that commenting on someone's appearance was the most prevalent form of bullying, reported by over half of those who have experienced bullying in school (51 per cent). Physical bullying was the least frequent type of bullying reported (5 per cent).

BME pupils (ex. Bangladeshi) were significantly more likely than average to say they have been bullied through the use of homophobic language to describe their possessions/belongings (31 vs. 10 per cent). There were no significant differences in pupils' responses by gender.

Table 19: Content of bullying in secondary school

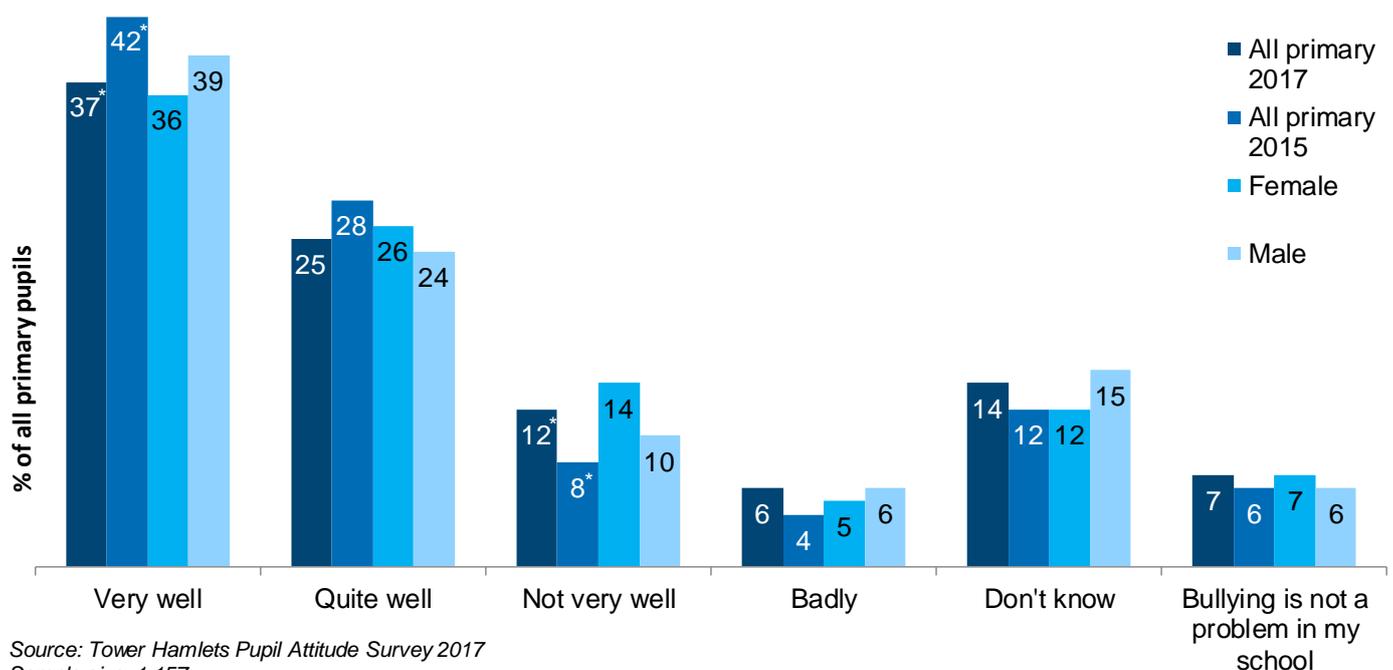
Q: What did the person (or people) doing the bullying say about you?	% of secondary pupils
	All Secondary
Something about how I look.	51
Things about my abilities (e.g. what I am good at or not very good at).	23
Something else about my background or family.	23
Something about my race or nationality.	17
Something about my faith, religion, or beliefs.	11
Something else about my possessions/belongings.	11
Something about me being gay, lesbian, or something similar.	10
Used the word 'gay' or something similar to describe my possessions/belongings.	10
Something about a disability or health condition.	9
Nothing was said - it was more physical.	5
sample size (min)	81

Source: Tower Hamlets Pupil Attitude Survey 2017.

4.7 School response to bullying

All pupils who responded to the survey, not just those who have experienced bullying, were asked how well they thought their school dealt with bullying. Figure 10 provides a full breakdown of primary pupils' responses. It shows that a majority of primary pupils (62 per cent) said that their school deals with bullying 'very well' or 'quite well', however, this is an 8 percentage point decrease from 2015. 18 per cent said 'not very well' or 'badly'. There were no significant differences in pupils' responses by gender and ethnic group.

Figure 10: Perceptions of how well primary schools deal with bullying, by gender



Source: Tower Hamlets Pupil Attitude Survey 2017
Sample size: 1,157

Table 20 shows that 44 per cent of secondary pupils said that their school deals with bullying 'very well' or 'quite well', 34 per cent said 'not very well' or 'badly'. There were no significant differences in pupils' responses by gender and ethnic group.

Table 20: Perceptions of how well secondary schools deal with bullying	
<i>Q: How well does your school deal with bullying?</i>	% of secondary pupils
	All Secondary
Very well	14
Quite well	30
Not very well	22
Badly	12
Don't know	19
Bullying is not a problem in my school	3
<i>sample size (min)</i>	300

Source: Tower Hamlets Pupil Attitude Survey 2017.

4.8 Thoughts and feelings towards reporting

Secondary pupils were asked how they felt about reporting bullying and hate crime.

Table 21 provides a full breakdown of secondary pupils' responses. It shows that knowing how to report bullying was the most common statement pupils agreed with, reported by nearly three quarters of secondary pupils (73 per cent). Reporting hate crime to the relevant social media website was the least frequent thing students said they would do. There were no significant differences in pupils' responses by gender and ethnic group.

Table 21: What secondary pupils feel about reporting	
<i>Q: How strongly do you agree with the following statements?</i>	% of secondary pupils who 'strongly agree' and 'agree'
I know how to report online bullying	73
I would tell my parents or carers about online bullying	63
I would tell my parents or carers about a hate crime	61
I would feel comfortable reporting online bullying	59
I know how to report hate crime	54
I would feel comfortable reporting hate crime	52
I would tell my teachers about online bullying	42
I would tell my teachers about a hate crime	41
I would tell relevant social media website about online bullying	40
I would tell relevant social media website about a hate crime	38
<i>sample size (min)</i>	292

Source: Tower Hamlets Pupil Attitude Survey 2017.

5. Achieving their full potential

Key Findings:

- The majority of primary pupils (89 per cent) agreed that their school is giving them useful skills and knowledge. The majority of secondary pupils (82 per cent) agreed that their school has lots of activities. Primary pupils generally had more positive views about their school than those at secondary school.
- 46 per cent of primary pupils and over a quarter of secondary pupils (28 per cent) said that they get extra help with their learning. This was most commonly from a teaching assistant and received one or two times a week.
- Only few primary (7 per cent) and secondary (9 per cent) pupils said that they ever play truant.
- The majority of primary pupils (82 per cent) and secondary pupils (76 per cent) said that their parents 'are pleased when I go to school and show interest'.

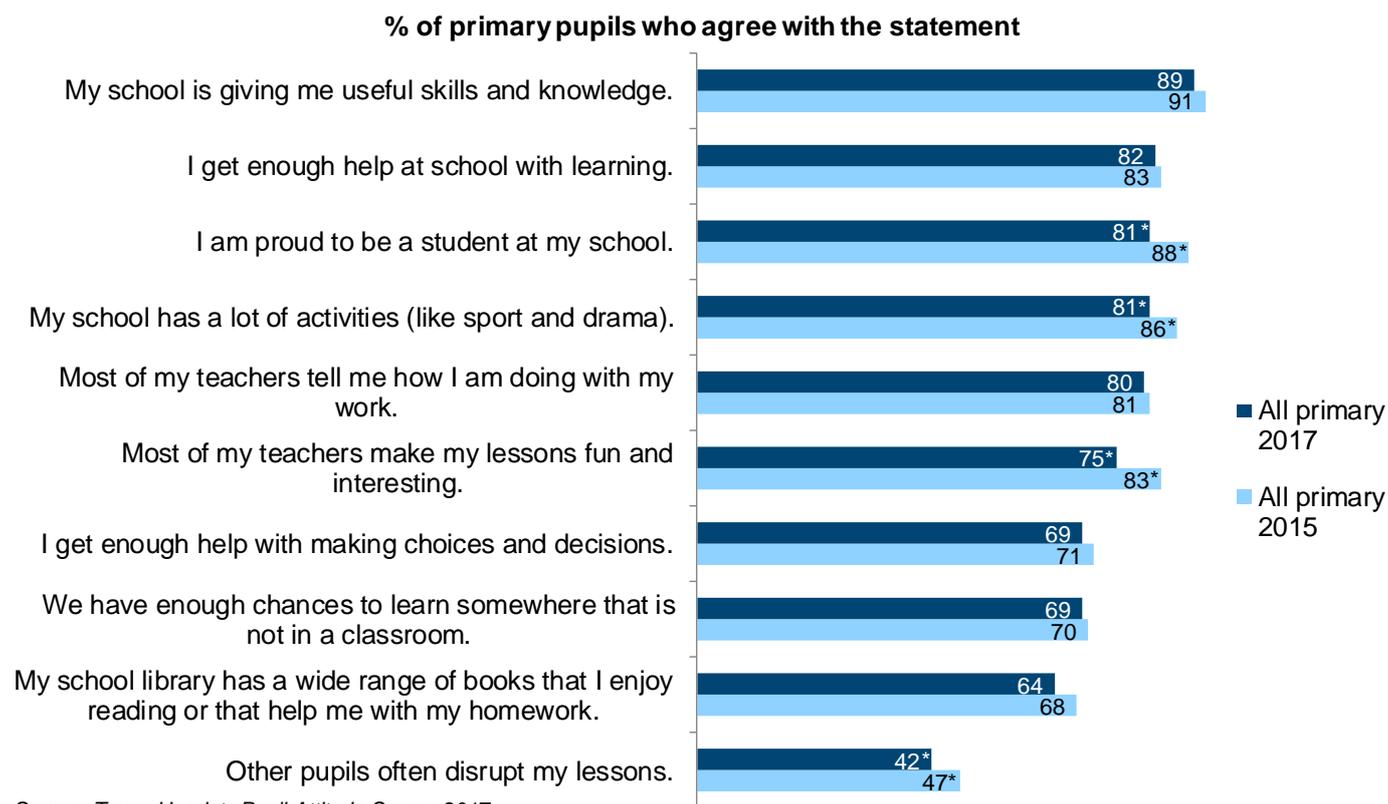
5.1 Pupils' views about their school

Both primary and secondary pupils were given a series of statements about their school which they could either agree or disagree with, or say that they were not sure.

Figure 11 shows the proportion of primary pupils who agreed with each statement. The majority of pupils held positive views about the support and feedback they received from their school. The most positive responses were for the statements 'my school is giving me useful skills and knowledge' (89 per cent) and 'I get enough help at school with learning' (82 per cent). Pupils were also given one negative statement ('other pupils often disrupt my lessons') which 42 per cent of primary pupils agreed with (this has statistically significantly decreased by 5 percentage points since 2015).

Figure 11 also shows that there were a number of statistically significant differences in this survey compared to that in 2015 with primary pupils being less positive overall. The biggest difference was the proportion of pupils in comparison to that in 2015 agreeing with the statement 'most of my teachers make my lessons fun and interesting' (75 vs. 83 per cent), an 8 percentage points decrease.

Figure 11: Primary pupils' views about their school



Source: Tower Hamlets Pupil Attitude Survey 2017
 Sample size (min): 1,178
 * indicates statistical significance to a 99 per cent confidence interval

Boys were more likely than girls to agree with the negative statement that other pupils disrupt their lessons (46 vs. 39 per cent). When analysed by ethnicity, BME pupils (ex. Bangladeshi) were more likely than average to agree with the negative statement that other pupils disrupt their lessons, with 51 per cent of BME pupils (ex. Bangladeshi) agreeing compared to 42 per cent of all pupils.

Table 22 shows the proportion of secondary pupils who agreed with each statement. The majority of pupils held positive views about the support and feedback they received from their school. The most positive responses were for the statements 'my school has lots of activities (like sport and drama)' (82 per cent) and 'my school is giving me useful skills and knowledge' (70 per cent). 56 percent of secondary pupils agreed with the negative statement 'other pupils often disrupt my lessons'. The least common response secondary students agreed with was 'most of my teachers make my lessons fun and interesting'. There were no statistically significant differences in pupils' responses by gender and ethnic group.

Table 22: Secondary pupils' views about their school

<i>Q: How much do you agree with these things about your school?</i>	% of secondary pupils who agree
My school has lots of activities (like sport and drama)	82
My school is giving me useful skills and knowledge.	70
Most of my teachers tell me how I am doing with my work.	57
I get enough help at school with learning	57
Other pupils often disrupt my lessons	56
My school library has (a wide range of) books that I enjoy reading or that help me with my homework	55
I am proud to be a student at my school	52
I get enough help with making choices and decisions	51
We have enough chances to learn somewhere that is not in a classroom (this can include learning outside going on visits)	38
Most of my teachers make my lessons fun and interesting	28
<i>sample size (min)</i>	312

Source: Tower Hamlets Pupil Attitude Survey 2017.

5.2 Getting help with school work and learning

46 per cent of primary pupils said they get extra help with their learning. Pupils who said they did get extra support were asked who gives them help. Table 23 provides a summary of the responses. Primary pupils were most likely to say that they get extra help from a teaching assistant.

Table 23: Providers of learning support for primary pupils

<i>Q: Who gives you extra help?</i>	% of primary pupils who get extra help
Teaching Assistant	61
My parents / carers	58
A Private tutor	17
Learning Support Assistant	16
Staff outside of school (e.g. Behavioural Support Staff)	7
SENCO or Inclusion co-ordinator	5
Place to Talk counsellor	5
<i>sample size</i>	547

Source: Tower Hamlets Pupil Attitude Survey 2017

Pupils could select multiple responses, so totals do not sum to 100.

28 per cent of secondary pupils said they get extra help with their learning. Table 24 shows that secondary pupils were most likely to say that they get extra help from their parents or carers.

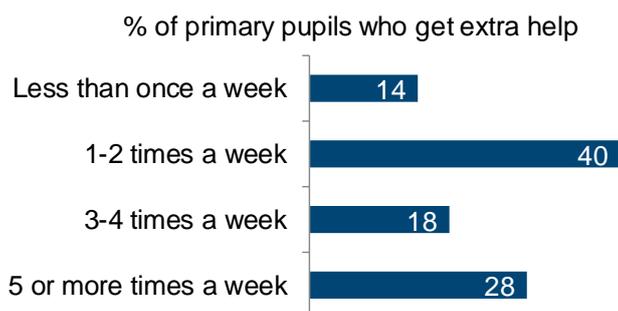
Table 24: Providers of learning support for secondary pupils

Q: Who gives you extra help?	% of secondary pupils who get extra help
Teaching Assistant	34
A Private tutor	30
Learning Support Assistant	23
Staff outside of school (e.g Behavioural Support Staff)	8
SENCO or Inclusion co-ordinator	7
Someone to help you with your reading (e.g. Reading mentor)	6
Place to Talk counsellor	4
sample size	90

Source: Tower Hamlets Pupil Attitude Survey 2017

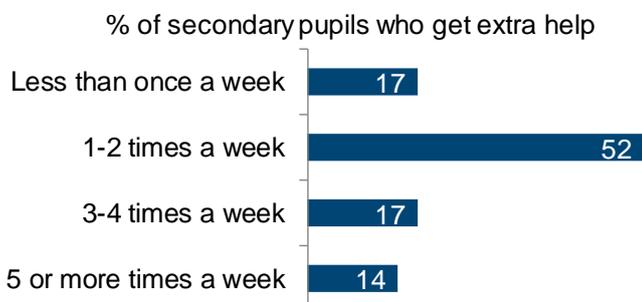
Pupils could select multiple responses, so totals do not sum to 100.

Pupils who said they got extra help were also asked how often they get support. Figure 12 shows that '1-2 times a week' was the most common response for primary pupils.

Figure 12: Frequency of learning support for primary pupils

Source: Tower Hamlets Pupil Attitude Survey 2017
Sample size: 519

Figure 13 shows that '1-2 times a week' was also the most common response for secondary pupils.

Figure 13: Frequency of learning support for secondary pupils

Source: Tower Hamlets Pupil Attitude Survey 2017
Sample size: 88

5.3 Truancy

Pupils were asked if they ever had any unauthorised absence from school. Table 25 shows that 7 per cent of primary pupils said that they do. There was no significant difference by gender and ethnic group.

Q: Do you ever skip school / play truant?	% of primary pupils						
	All primary 2015	All primary 2017	Female	Male	Bangladeshi	White	BME (ex. Bangladeshi)
Yes	7	7	6	6	6	12	6
No	82	76	77	77	79	75	79
Don't want to say or don't know	11	17	17	17	15	12	14
sample size	1,404	1,777	573	539	603	121	221

Source: Tower Hamlets Pupil Attitude Survey 2017

Highlights indicate statistical significance to a 99 per cent confidence interval.

Pupils who said they do play truant were asked if their parents and/or carers knew that they sometimes did not go to school when they are meant to. 56 per cent of primary pupils said that their parents did know about their truancy and 21 per cent said that they did not. The remaining pupils either said they did not know or did not want to say. There was no significant difference by gender and ethnic group.

Table 26 shows that 9 per cent of secondary pupils said that they have unauthorised absence from school. There was no significant difference by gender and ethnic group. 39 per cent of secondary pupils said that their parents did know about their truancy and 26 per cent said that they did not. The remaining pupils either said they did not know or did not want to say. Similarly, there was no significant difference by gender and ethnic group.

Q: Do you ever skip school / play truant?	% of secondary pupils
	All Secondary
Yes	9
No	78
Don't want to say or don't know	13
sample size	314

Source: Tower Hamlets Pupil Attitude Survey 2017

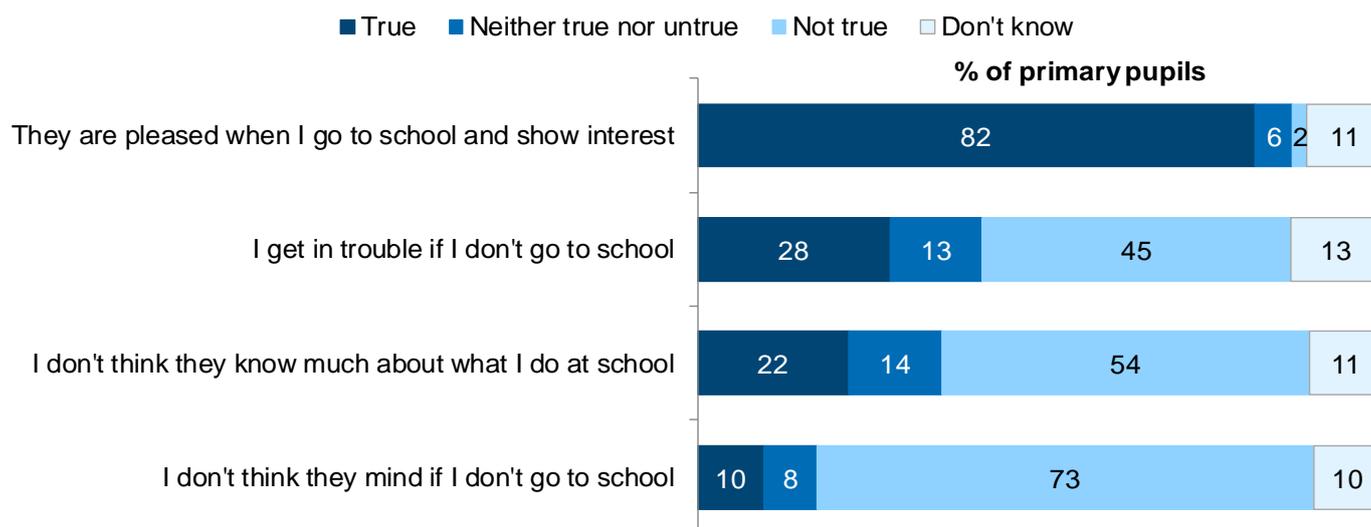
Finally, all pupils were given a series of statements about how their parents or carers feel about their attendance at school, regardless of whether they said they ever truanted. Primary pupils responded positively to the statements, as shown in Figure 14. 82 per cent agreed that their parents 'are pleased when I go to school and show interest' and only 2 per cent said the statement was not true.

When asked to respond to the statement 'I don't think they mind if I don't go to school', only 10 per cent of primary pupils said this was true and the majority (73 per cent) said it was not true.

Pupils were also asked about the statement ‘I don’t think they know much about what I do at school’. 22 per cent of primary pupils said that the statement was true and 54 per cent said that it was not true. Boys were more likely to say that the statement was not true than girls (27 vs. 18 per cent).

Finally, pupils (regardless of whether they had taken unauthorised absence from school) were asked to respond to the statement ‘I get in trouble if I don’t go to school’. 28 per cent of primary pupils said that this was true and 45 per cent said that it was not true. Boys were more likely than girls to say that the statement was true than girls (32 vs. 24 per cent).

Figure 14: Primary pupils' perceptions of what parents think about school attendance



Source: Tower Hamlets Pupil Attitude Survey 2017
 Sample size (min): 1,126

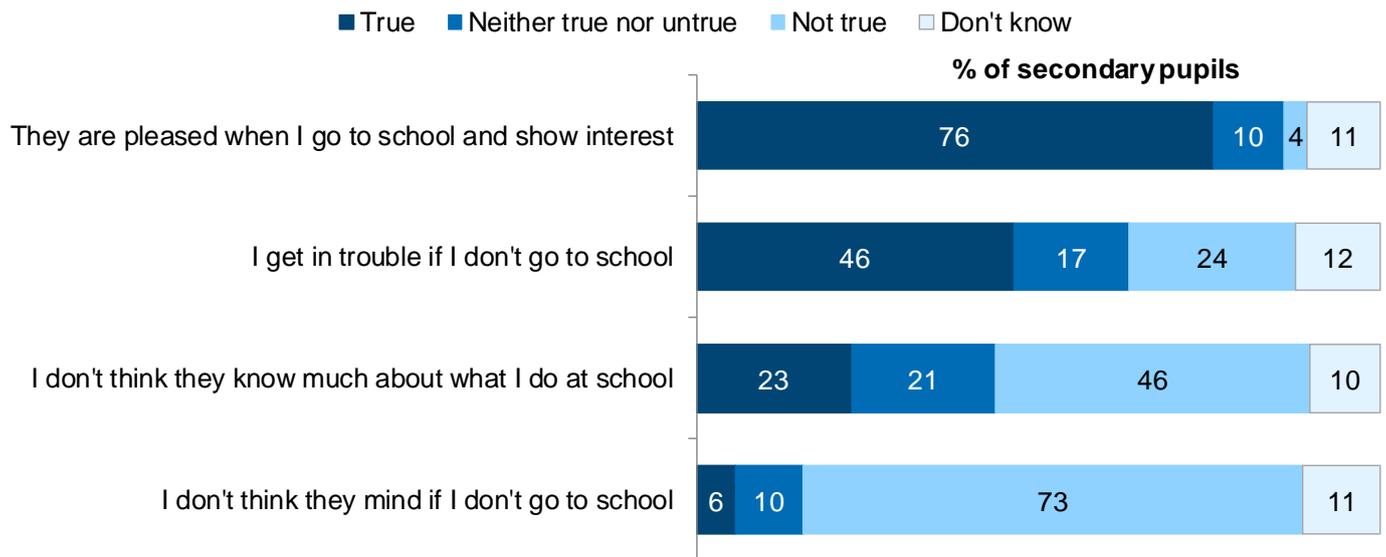
Figure 15 shows that 76 per cent of secondary pupils agreed that their parents ‘are pleased when I go to school and show interest’ and only 4 per cent said the statement was not true.

When asked to respond to the statement ‘I don’t think they mind if I don’t go to school’, only 6 per cent of secondary pupils said this was true and the majority (73 per cent) said it was not true.

In regards to the statement ‘I don’t think they know much about what I do at school’, 23 per cent of secondary pupils said that the statement was true and 46 per cent said that it was not true.

Finally, 46 per cent of secondary pupils said that the statement ‘I get in trouble if I don’t go to school’ was true and 24 per cent said that it was not true.

Figure 15: Secondary pupils' perceptions of what parents think about school attendance



Source: Tower Hamlets Pupil Attitude Survey 2017
 Sample size (min): 300

6. Using technology

Key findings:

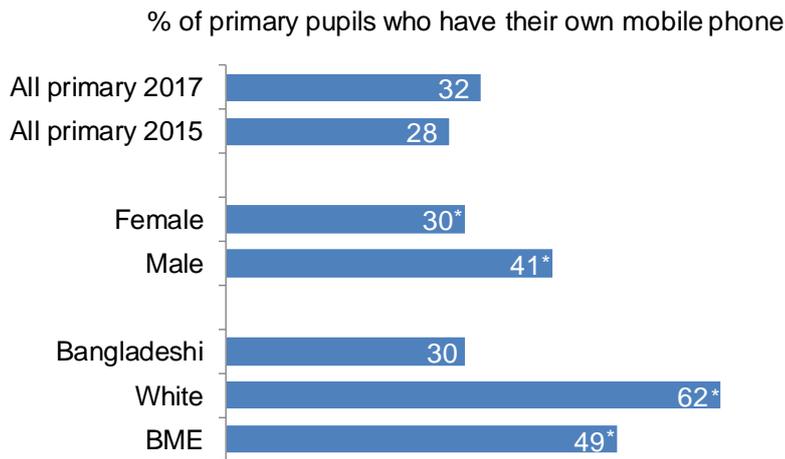
- 32 per cent of primary pupils said that they have their own mobile phone, with boys more likely to have their own mobile phones. While 76 per cent of secondary pupils said that they have their own mobile phone, with White pupils more likely to have their own mobile phones.
- Primary pupils were most likely to use their mobiles to play games, while secondary pupils were most likely to use them to contact their parents/carers or access the internet.
- The majority of secondary pupils (83 per cent) said that they have never received a photo or video that made them uncomfortable. Only 10 per cent of pupils said that they had. The most common form of inappropriate media being shared was those of bullying. The least common were media featuring religious extremism and homophobic content.
- The majority of primary pupils (86 per cent) and over three quarters of secondary pupils (76 per cent) said that they had access to a computer, laptop or tablet outside of school.
- Most primary (80 per cent) and secondary (75 per cent) pupils said that their parents know what they look at or play on the internet.
- Most secondary pupils (61 per cent) said that they have never looked at a photo or video on the internet that made them uncomfortable or would upset people. 30 per cent of pupils said that they had. The most common form of inappropriate media on the internet was those of a violent or racist nature. The least common were media featuring homophobic and other content.
- Only 8 per cent of primary pupils (a 5 percentage points decrease from 2015) and 4 per cent of secondary pupils said that they do not use any social networks. YouTube was the most popular site for both primary and secondary pupils (both 87 per cent).
- Most primary (59 per cent) and secondary (44 per cent) pupils said that they don't use social media to find out what is happening in other countries. 30 per cent of primary pupils and 39 per cent of secondary pupils said that they do. The most common form of finding out what is happening in other countries was via news apps or pages on social media.
- Primary pupils were most likely to use their mobile phone, computer, laptop or tablet, and access social media for 0 to 1 hour a day. Secondary pupils were most likely to use their mobile phone for more than 5 hours a day, but were most likely to use their computer, laptop or tablet, and access social media for 0 to 1 hour a day.

6.1 Mobile phone ownership

Figure 16 shows that 32 per cent of primary pupils who took part in the survey said that they have their own mobile phone.

There are statistically significant differences by gender and ethnicity. Male primary pupils were more likely than female pupils to say that they had their own mobile phone (41 vs. 30 per cent). White and BME (ex. Bangladeshi) pupils were more likely than the average to own mobile phones (62 and 49 per cent, respectively).

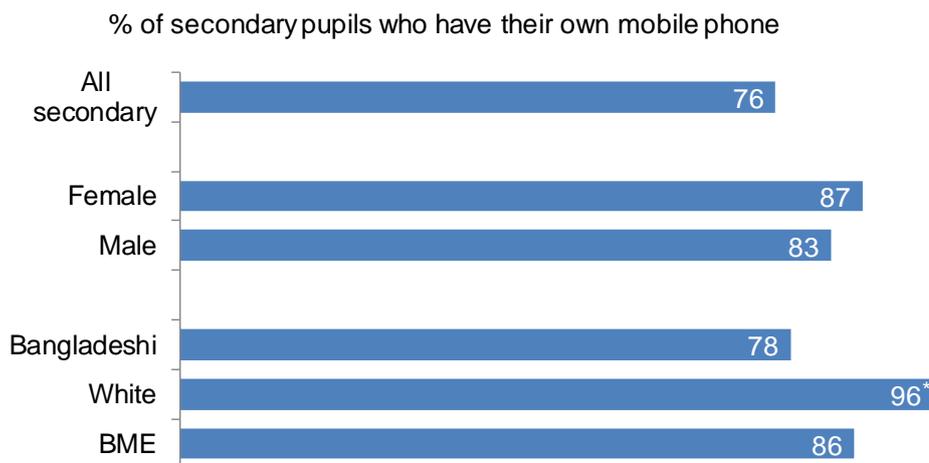
Figure 16: Primary pupils' mobile phone use



Source: Tower Hamlets Pupil Attitude Survey 2017
Sample size: 1,287
* indicates statistical significance to a 99 per cent confidence interval

Figure 17 shows that 76 per cent of secondary pupils said that they have their own mobile phone. BME (ex. Bangladeshi) pupils were more likely than the average to own mobile phones (96 vs. 76 per cent).

Figure 17: Secondary pupils' mobile phone use



Source: Tower Hamlets Pupil Attitude Survey 2017
Sample size: 342
* indicates statistical significance to a 99 per cent confidence interval

Those that did have their own mobile phone were asked how they use it. Table 27 provides a summary of primary pupils' responses. The most popular response for primary pupils was to play games (79 per cent).

Table 27: Primary pupils' mobile phone activity

Q: How do you use your mobile phone?	% of primary pupils with a mobile phone			
	All primary 2015	All primary 2017	Female	Male
Play games	82	79	74	81
Contact my parents / carers †	-	58	64	56
Access the internet	57	55	53	57
Send texts	49	46	50	43
Call friends	38	41	40	38
Share photos/videos	29	23	21	23
Only for emergencies †	-	13	13	12
Other	21	11	13	12
sample size	456	487	204	252

Source: Tower Hamlets Pupil Attitude Survey 2017

Pupils could select multiple responses, so totals do not sum to 100.

Highlights indicate statistical significance to a 99 per cent confidence interval.

† Pupils were only given this option in 2017.

Table 28 shows that the most popular responses for secondary pupils was that they use their mobile phones to 'contact their parents/carers' and 'access the internet' (both 81 per cent).

Table 28: Secondary pupils' mobile phone activity

Q: How do you use your mobile phone?	% of secondary pupils
	All Secondary
Contact my parents / carers	81
Access the internet	81
Send texts	77
Play games	71
Call friends	68
Share photos/videos	53
Only for emergencies	15
Other	10
sample size	298

Source: Tower Hamlets Pupil Attitude Survey 2017

Pupils could select multiple responses, so totals do not sum to 100.

Highlights indicate statistical significance to a 99 per cent confidence interval.

6.2 Concerns about photo/video sharing

Secondary pupils were asked if anyone had ever shared a photo or video that made them feel uncomfortable. The majority of pupils (83 per cent) said no, 10 per cent said yes, and the remaining 7 per cent did not want to say. When analysed by gender and ethnic groups, there were no significant differences in the pupils who had received a photo or video that made them uncomfortable.

Pupils that said they had received a photo or video that made them uncomfortable were asked about the content of the media in a follow-up question. Table 29 provides a summary of the survey

responses. It shows that the most common form of inappropriate photos or videos being shared is those of bullying (29 per cent). The least common were those featuring homophobic content (9 per cent).

Differences by gender and ethnic group were not enough to be statistically significant due to the small sample size.

Table 29: Secondary pupils' concerns about photo/video sharing

Q: Why did the photo/video make you feel uncomfortable?	% of secondary pupils		
	All secondary	Female	Male
It featured bullying	29	74	81
It was violent	26	64	56
It was of a sexual nature	26	53	57
Other	26	50	43
It was racist	18	40	38
It featured religious extremism	12	21	23
It was homophobic	9	13	12
sample size	34	10	21

Source: Tower Hamlets Pupil Attitude Survey 2017

Pupils could select multiple responses, so totals do not sum to 100.

6.3 Computer and internet access

Children and young people taking part in the survey were asked if they had access to a computer, laptop or tablet outside of school. The vast majority of primary pupils (86 per cent) said that they did, with no significant differences compared to 2015, and by gender or ethnicity. This means that over one in ten primary pupils do not have digital access outside of school.

Pupils were also asked if their parents/carers knew what they looked at or played on the internet. 80 per cent of primary pupils said that they did, though there were significant differences by gender. Table 30 shows that female pupils were more likely than boys to say that their parents/carers knew what they did on the internet (83 vs. 76 per cent). There was no significant difference by ethnicity.

Table 30: Parent/carer supervision of primary pupils' internet use

Q: Do your parents/carers know what you look at/play on the internet?	% of primary pupils			
	All primary 2015	All primary 2017	Female	Male
Yes	81	80	83	76
No	7	8	6	10
Don't know	13	12	11	14
sample size	1,534	1,291	635	587

Source: Tower Hamlets Pupil Attitude Survey 2017

Highlights indicate statistical significance to a 99 per cent confidence interval.

Over three quarters of secondary pupils (76 per cent) said that they had access to a computer, laptop or tablet outside of school. Bangladeshi pupils were more likely than the average to say they had digital access outside of school. There were no significant differences by gender. This means that over two in ten secondary pupils do not have digital access outside of school.

Table 31 shows that three quarters of secondary pupils (75 per cent) said their parents/carers knew what they looked at or played on the internet, with no significant differences by gender and ethnic group.

Q: Do your parents/carers know what you look at/play on the internet?	% of secondary pupils	
	All Secondary	
Yes	75	
No	11	
Don't know	14	
sample size	334	

Source: Tower Hamlets Pupil Attitude Survey 2017

Highlights indicate statistical significance to a 99 per cent confidence interval.

6.4 Concerns about photos/videos on the internet

Secondary pupils were asked if they had ever looked at photos or videos on the internet that made them feel uncomfortable or would upset people. Most pupils (61 per cent) said no, 30 per cent said yes, and the remaining 9 per cent did not want to say. When analysed by gender and ethnic groups, there were no significant differences in the pupils who had received a photo or video that made them uncomfortable.

Pupils that said they had viewed photos or videos on the internet that made them feel uncomfortable or would upset people were asked about the content of the media in a follow-up question. Table 32 provides a summary of the survey responses. It shows that the most common form of inappropriate photos or videos being shared on the internet are those of a 'violent' and 'racist' nature (both 40 per cent). The least common were those featuring homophobic content (18 per cent).

Differences by gender and ethnic group were not enough to be statistically significant due to the small sample size.

Q: Why did the photos/videos make you feel uncomfortable or could be viewed as upsetting?	% of secondary pupils		
	All secondary	Female	Male
It was violent	40	47	38
It was racist	40	53	37
It featured bullying	29	32	29
It featured religious extremism	28	33	27
It was of a sexual nature	20	22	19
Other (please specify)	20	23	19
It was homophobic	18	25	13
sample size	193	60	113

Source: Tower Hamlets Pupil Attitude Survey 2017

Pupils could select multiple responses, so totals do not sum to 100.

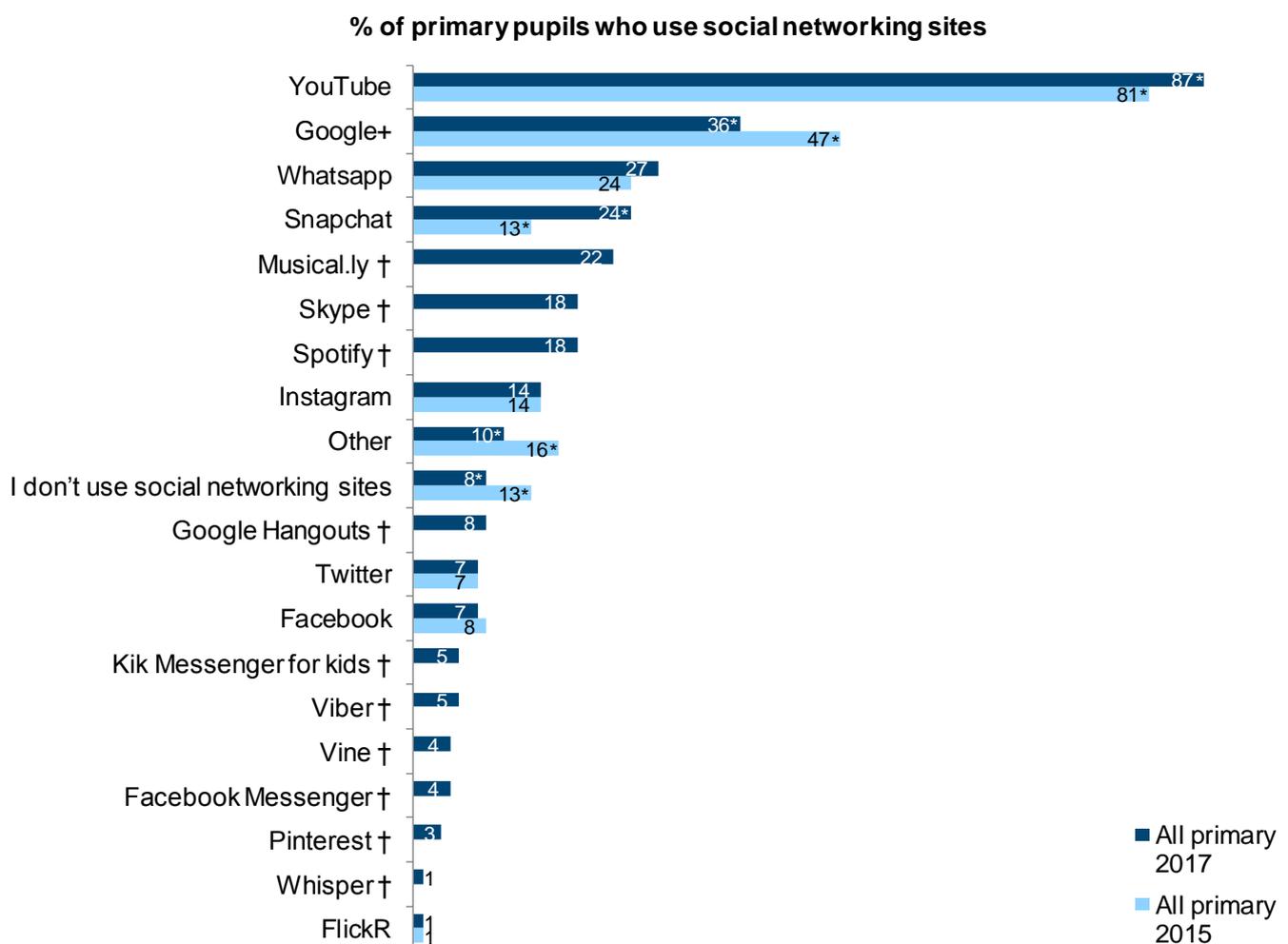
6.5 Social networks

Pupils were asked about the social networking sites that they use. A small minority of primary pupils said that they didn't use any social networking sites – just 8 per cent (a 5 percentage points decrease from 2015).

YouTube proved to be the most popular social networking site for primary pupils, with 87 per cent of primary pupils saying they used it (a 6 percentage points increase from 2015). Figure 18 provides a summary of responses.

While Google+ appears as the second most popular social network in the responses (36 per cent), it is quite possible that pupils completing the survey interpreted this as simple 'Google' (the search engine) rather than the social network.

Figure 18: Primary pupils' use of social networking sites

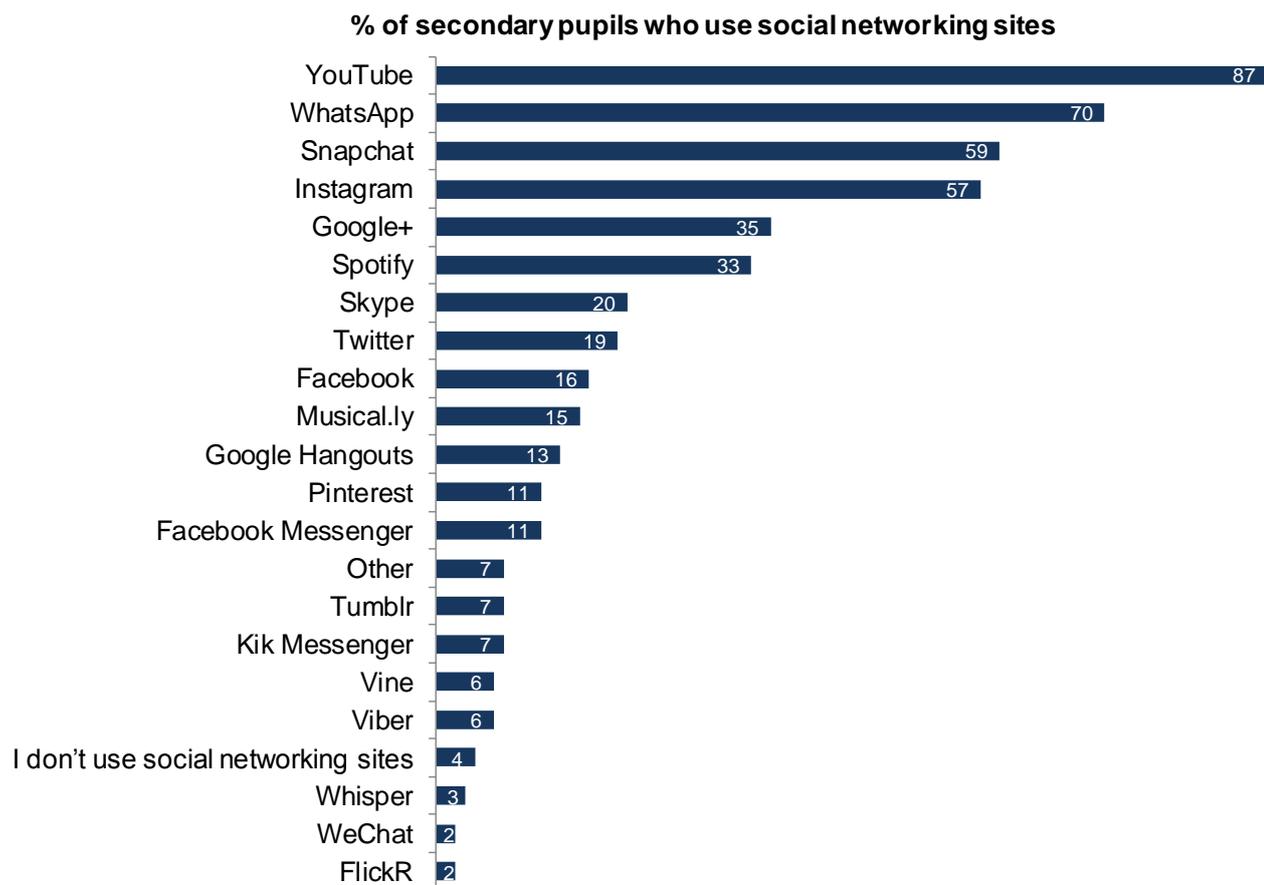


Source: Tower Hamlets Pupil Attitude Survey 2017
 Sample size: 1,281
 * indicates statistical significance to a 99 per cent confidence interval
 † Pupils were only given this option in 2017.

Figure 19 shows that only 4 per cent of secondary pupils said that they didn't use any social networking sites.

At 87 per cent, YouTube proved to be the most popular social networking site for secondary pupils, followed by WhatsApp (70 per cent).

Figure 19: Secondary pupils' use of social networking sites



Source: Tower Hamlets Pupil Attitude Survey 2017
Sample size: 342

6.6 Using social media to find out what is happening

Pupils were asked if they use social media to find out what is happening in other countries. Most primary pupils (59 per cent) said no, 22 per cent said yes, and the remaining 18 per cent did not know or did not want to say. When analysed by ethnic groups, BME (excluding Bangladeshi) pupils were more likely than average to say that they use social media to find out what is happening in other countries (28 vs. 19 per cent). There were no significant differences in the pupils by gender.

Pupils that said they use social media to find out what is happening in other countries were asked how they use it in a follow-up question. Primary pupils gave a range of responses mostly relating to checking the news on apps such as BBC News, and communicating with family members in other countries. Other responses included watching YouTube, debates, and documentaries. With several pupils stating they did not know or did not want to say.

When asked if they use social media to find out what is happening in other countries, 44 per cent of secondary pupils said no, while 39 per cent said yes, and the remaining 17 per cent did not know or did not want to say. When analysed by gender and ethnic groups, there were no significant differences in the responses.

When asked how they use social media to find out what is happening in other countries, secondary pupils gave varied responses, with most pupils saying they use it to check the news.

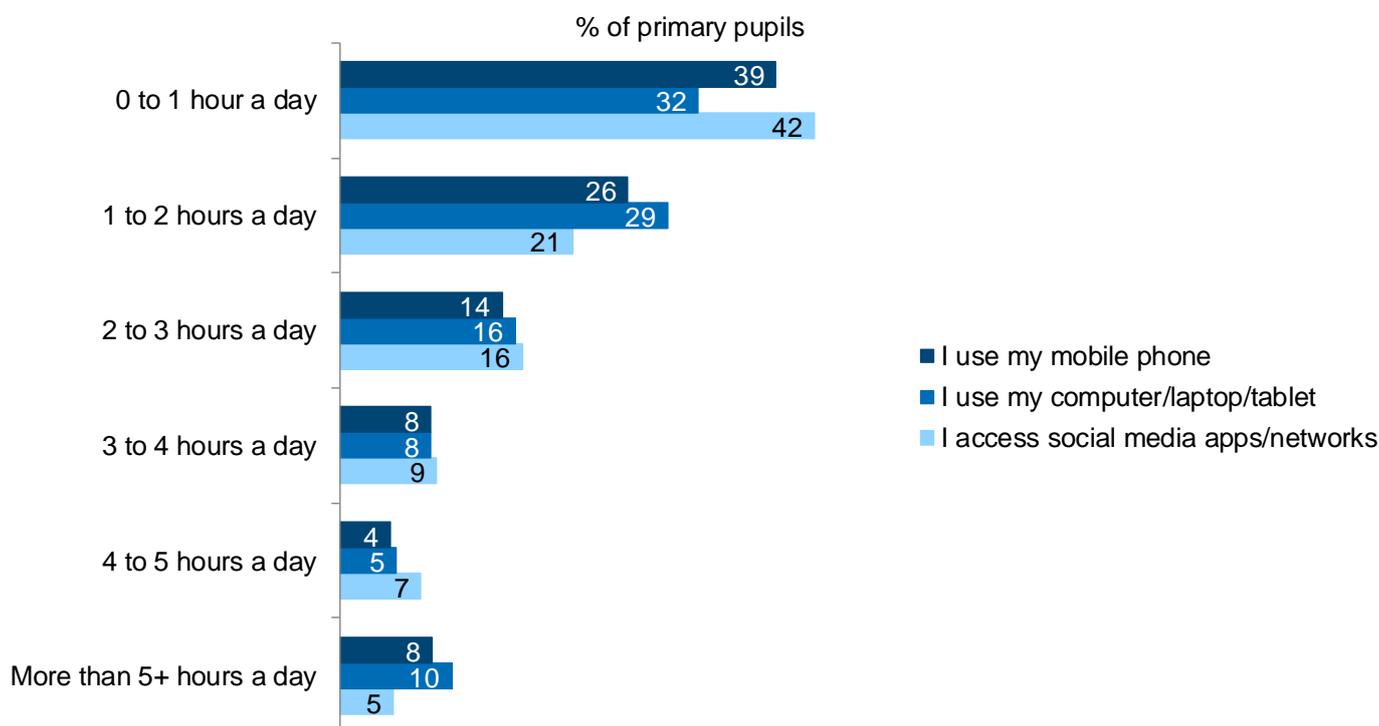
Other responses included using it to check celebrity gossip, war in other countries, news articles, social media posts, and YouTube videos.

6.7 Frequency of technology use

Pupils who reported using mobile phones, social media and having digital access were asked how frequently they used it in a follow up question. Figure 20 shows a summary of the responses for all primary pupils.

The majority of primary pupils said that they use their mobile phone (65 per cent), computer, laptop or tablet (61 per cent), and social media (63 per cent) either '0 to 1 hour a day' or '1 to 2 hours a day'.

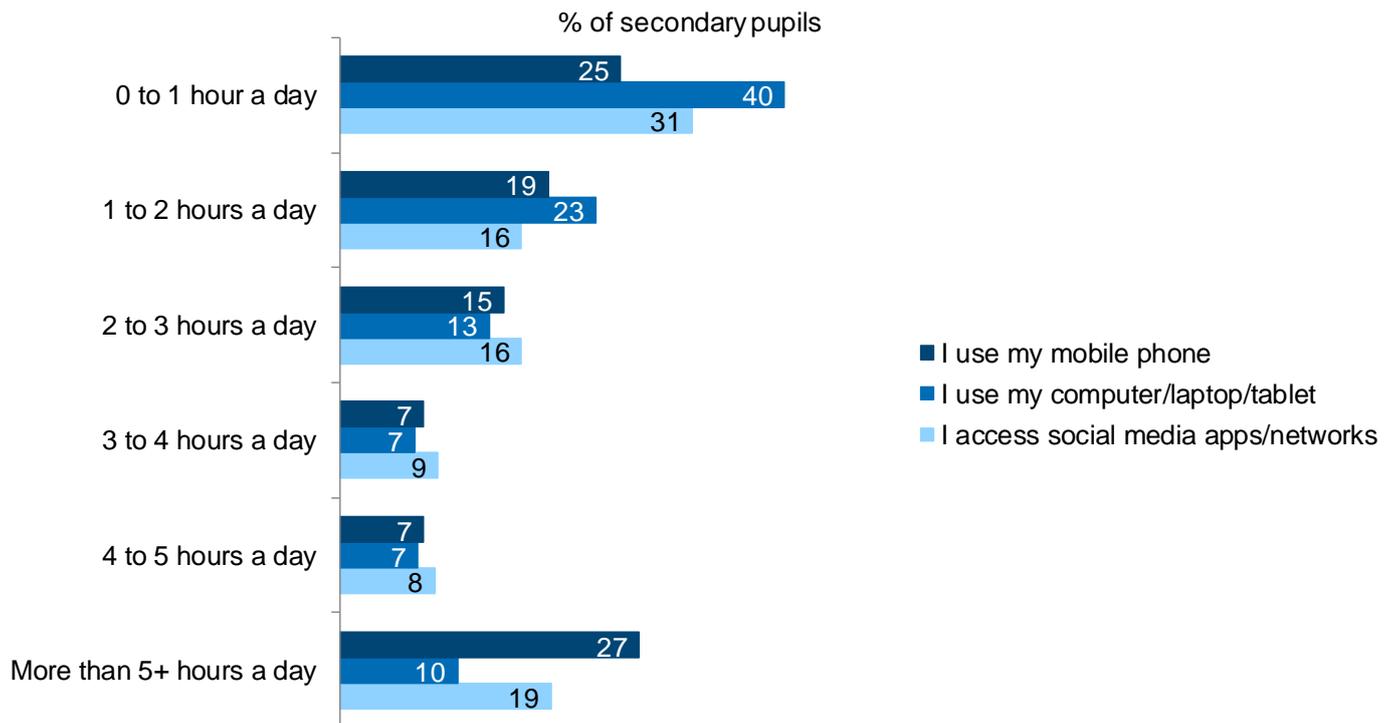
Figure 20: Frequency of technology use by primary pupils



Source: Tower Hamlets Pupil Attitude Survey 2017
Sample size (min): 534

Figure 21 shows that most secondary pupils either used their mobile phones a lot, more than 5 hours a day (27 per cent), followed by not so much, 0 to 1 hour a day (25 per cent). On the other hand, most secondary pupils either use social media not so much, 0 to 1 hour a day (31 per cent), followed by a lot, more than 5 hours a day (19 per cent). The majority of secondary pupils said that they use their computer, laptop or tablet (63 per cent) either '0 to 1 hour a day' or '1 to 2 hours a day'.

Figure 21: Frequency of technology use by secondary pupils



Source: Tower Hamlets Pupil Attitude Survey 2017
Sample size (min): 307

7. The local area

Key findings:

- Nearly half (48 per cent) of secondary pupils agreed that 'Tower Hamlets is a place where young people from different backgrounds get on well together' while only 11 per cent disagreed.
- Pupils reported high levels of participation in activities. 83 per cent of primary pupils said that they participated in at least one activity (e.g. visiting a park, giving time to charity) in the past four weeks, this was most commonly done more than 5 hours a week. 79 per cent of secondary pupils said that they participated in at least one activity in the past four weeks, this was most commonly done 2 to 3 hours a week.
- Two in five primary pupils (41 per cent) and secondary pupils (37 per cent) said that there was nothing stopping them from participating in activities. Not having enough time was the biggest barrier faced by primary students, while their parents worrying about them were the biggest barrier faced by secondary students.
- The majority of primary pupils (67 per cent) and secondary pupils (45 per cent) said that they thought the parks and play areas in their local area were 'good' or 'very good'. Secondary pupils were more indifferent about parks with 32 per cent saying that they were neither good nor bad.
- Walking was the most common mode of travel to and from school, with most primary (70 per cent) and secondary pupils (65 per cent) saying they walk.
- Most primary pupils (60 per cent) and the vast majority of secondary pupils (81 per cent) said they use local public transport. Of those who do not, the large majority of primary pupils (86 per cent) and secondary pupils (81 per cent) said it was because they do not need to.
- Most primary pupils (68 per cent) and secondary pupils (63 per cent) said that they have learned about child rights in at least one place, with most pupils saying they have learned about child rights at school.

7.1 Views about social cohesion in Tower Hamlets

Children and young people taking part in the PAS were asked whether they thought 'Tower Hamlets is a place where young people from different backgrounds get on well together'. Unfortunately due to a technical problem, the responses from primary pupils could not be used and therefore only those from secondary pupils have been analysed.

Table 33 shows that 48 per cent of secondary pupils responded positively to the question (either strongly agreeing or agreeing), 11 per cent responded negatively to the question (either disagreeing or strongly disagreeing), and the remaining 40 per cent were either neutral or unsure. The high proportion of uncertain responses indicates that pupils may not have fully understood the question. This could be because they do not identify with 'Tower Hamlets' as a distinct area. There were no statistically significant differences in pupils' responses by ethnic group.

Table 33: Secondary pupils' views about social cohesion in Tower Hamlets

Q: Do you think Tower Hamlets is a place where young people from different backgrounds get on well together?	% of secondary pupils			
	All secondary	Bangladeshi	White	BME (ex. Bangladeshi)
Agree	48	48	55	53
Disagree	11	10	16	10
Neutral or unsure	40	42	29	37
sample size	343	161	51	113

Source: Tower Hamlets Pupil Attitude Survey 2017

7.2 Participation in activities

Survey participants were asked if they participated in a range of activities in the past four weeks which included organised activities led by an adult, and other independent activities such as visiting a park or play area. Overall, primary pupils showed high levels of activity, with 83 per cent of respondents saying that they took part in at least one of the activities. 2 per cent said they had not taken part in any of the activities listed.

Table 34 shows the results for each individual activity. It shows that reading was the most popular activity for primary pupils, with 83 per cent saying that they had read a book or a newspaper in the past four weeks. The least common activity was a music group or lesson, with only 16 per cent of primary pupils saying that they had taken part.

When compared to the previous PAS in 2015, the survey shows a 5 percentage points decrease in primary students reading a book or newspaper. There were also significant differences between the responses of girls and boys. Girls were significantly more likely than boys to say that they read a book or newspaper (87 vs. 79 per cent), and took part in art-related activities (42 vs. 26 per cent). Boys were more likely than girls to take part in a sports club or class (56 vs. 30 per cent), attend a youth centre or club (31 vs. 23 per cent), and attend a religious, faith or community group (58 vs. 49 per cent).

Table 34: Primary pupils' participation in activities in the past four weeks

Q: Which of these have you been to or done in your free time in the last 4 weeks?	% of primary pupils			
	All primary 2015	All primary 2017	Female	Male
Local park or playground	65	62	61	63
Sports club or class (not in school lessons)	43	43	30	56
A youth centre or club to take part in organised activities	26	27	23	31
Religious, faith or community group (not including services)	53	54	49	58
Art, craft, dance, drama, film/video-making group (not in school lessons)	33	35	42	26
Music group or lesson (not in school lessons)	17	16	15	15
Given your time to help a charity, a local voluntary group or done some organised volunteering	34	37	36	38
An Idea Store or public library	57	53	54	50
Read a book or newspaper	89	83	87	79
sample size (min)	1,247	983	476	454

Source: Tower Hamlets Pupil Attitude Survey 2017

Highlights indicate statistical significance to a 99 per cent confidence interval.

Overall, secondary pupils showed high levels of activity, with 79 per cent of respondents saying that they took part in at least one of the activities. 7 per cent said they had not taken part in any of the activities listed.

Table 35 shows that reading was the most popular activity for secondary pupils, with 63 per cent saying that they had read a book or a newspaper in the past four weeks. The least common activity for pupils was a music group or lesson, with only 10 per cent saying that they had taken part.

Girls were significantly more likely than boys to say that they took part in art-related activities (33 vs. 14 per cent).

Table 35: Secondary pupils' participation in activities in the past four weeks

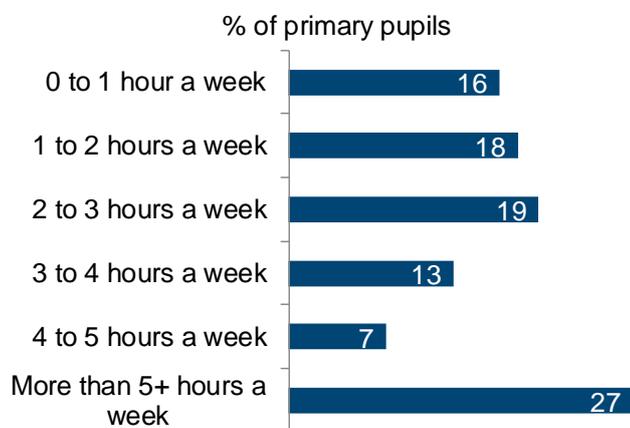
Q: Which of these have you been to or done in your free time in the last 4 weeks?	% of secondary pupils		
	All secondary	Female	Male
Local park or playground	58	64	53
Sports club or class (not in school lessons)	39	31	44
A youth centre or club to take part in organised activities	22	15	26
Religious, faith or community group (not including services)	39	35	42
Art, craft, dance, drama, film/video-making group (not in school lessons)	22	33	14
Music group or lesson (not in school lessons)	10	15	8
Given your time to help a charity, a local voluntary group or done some organised volunteering	22	21	22
An Idea Store or public library	27	28	27
Read a book or newspaper	63	71	59
<i>sample size (min)</i>	298	104	180

Source: Tower Hamlets Pupil Attitude Survey 2017

Highlights indicate statistical significance to a 99 per cent confidence interval.

Pupils who said they took part in any of the activities in their free time were also asked how much time they spent on the activities. Figure 22 shows that ‘more than 5 hours a week’ was the most common response for primary pupils.

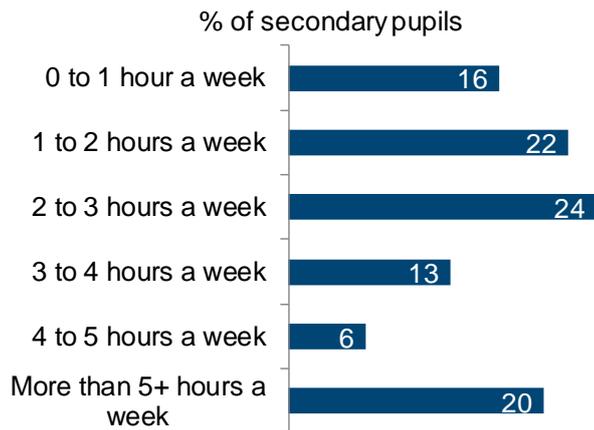
Figure 22: Frequency of participation in activities by primary pupils



Source: Tower Hamlets Pupil Attitude Survey 2017
Sample size: 1,233

Figure 23 shows that ‘2 to 3 hours a week’ was the most common response for secondary pupils.

Figure 23: Frequency of participation in activities by secondary pupils



Source: Tower Hamlets Pupil Attitude Survey 2017
Sample size: 319

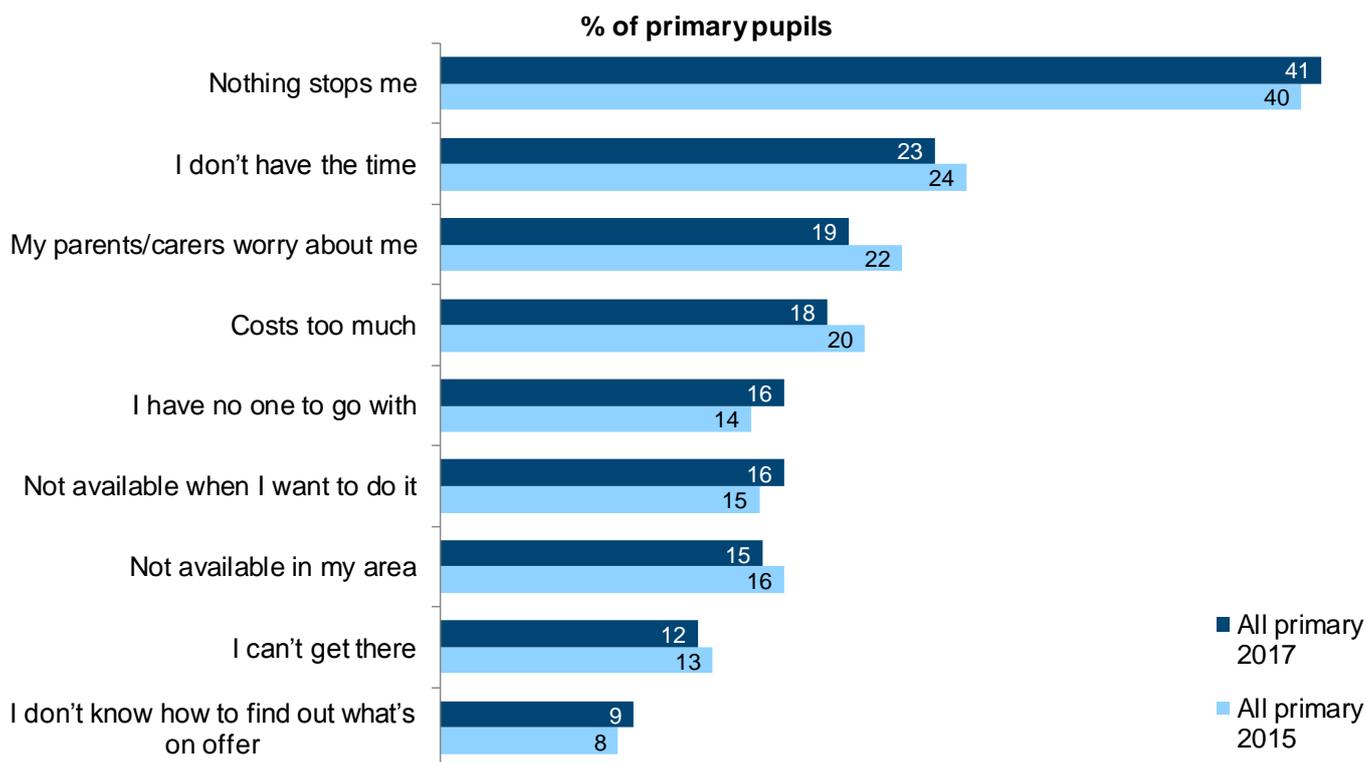
7.3 Barriers to participating in activities

Children and young people were also asked about their barriers to participating in activities.

Figure 24 provides a breakdown of survey responses of primary students. Over two in five primary pupils (41 per cent) said that there was nothing stopping them from taking part in the activities that they wanted to participate in. Nearly a quarter of primary pupils cited not having enough time as a barrier to participating in activities (23 per cent). The least common barrier for pupils was that they did not know how to find out what is on offer (9 per cent). There were no statistically significant differences in primary pupils' responses when compared to the last PAS in 2015.

Girls were significantly more likely than boys to say that they don't have time (28 vs. 19 per cent). There were no significant differences by ethnicity.

Figure 24: Primary pupils' barriers to participating in activities

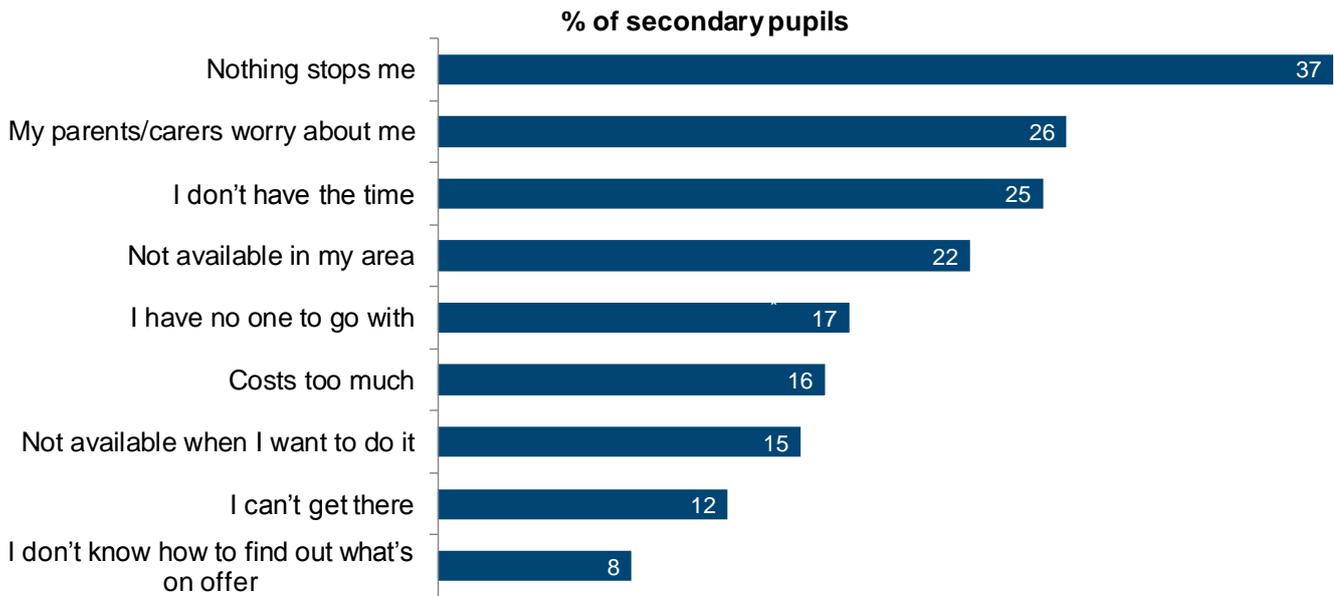


Source: Tower Hamlets Pupil Attitude Survey 2017
 Sample size: 1,208
 Pupils could select multiple responses, so totals do not sum to 100

Figure 25 shows that over one third of secondary pupils (37 per cent) said that there was nothing stopping them from taking part in the activities that they wanted to participate in. 26 per cent of secondary pupils said that their parents/carers worrying about them was a barrier to them participating in activities. And a quarter of secondary pupils cited not having enough time as a barrier to participating in activities (25 per cent). The least common barrier for pupils was that they did not know how to find out what is on offer (8 per cent).

Girls were significantly more likely than boys to say that they don't have anyone to go with (25 vs. 13 per cent). There were no significant differences by ethnicity.

Figure 25: Secondary pupils' barriers to participating in activities



Source: Tower Hamlets Pupil Attitude Survey 2017
Sample size: 330
Pupils could select multiple responses, so totals do not sum to 100

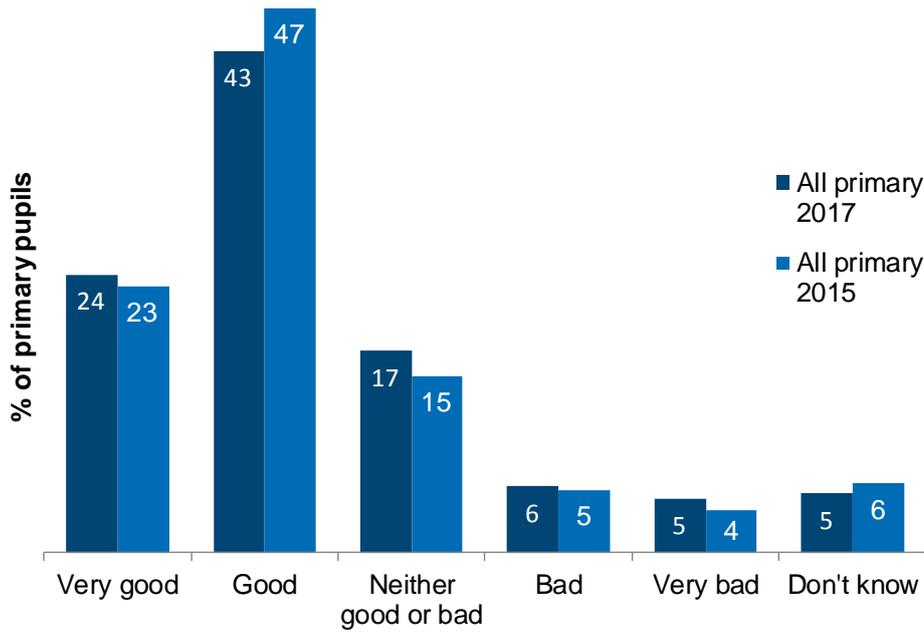
7.4 Satisfaction with parks and play areas

Pupils taking part in the survey were asked what they thought about the parks and play areas in their area.

Figure 26 shows that overall, a majority of primary pupils (67 per cent) responded positively, saying they thought they were either 'good' or 'very good'. 10 per cent of primary pupils responded negatively, saying that the parks and play areas in their local area were either 'bad' or 'very bad'. There were no statistically significant differences in primary pupils' responses when compared to the last PAS in 2015.

Boys were nearly twice as likely to say that they the thought the parks and play areas in their local area were either 'bad' or 'very bad' (13 vs. 7 per cent).

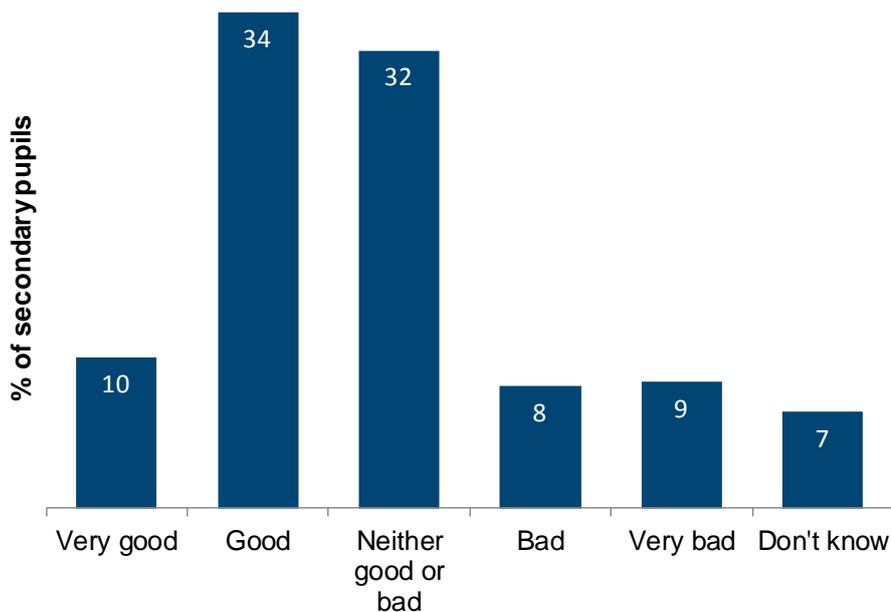
Figure 26: Primary pupils' view on the parks and play areas in their local area



Source: Tower Hamlets Pupil Attitude Survey 2017
Sample size: 1,326

Figure 27 shows that overall, 45 per cent of secondary pupils said the parks and play areas in their local area were either 'good' or 'very good'. 17 per cent responded negatively, saying they were either 'bad' or 'very bad'. With 32 per cent saying that they were neither good nor bad. Boys were twice as likely to say that they thought the parks and play areas in their local area were either 'bad' or 'very bad' (21 vs. 10 per cent).

Figure 27: Secondary pupils' view on the parks and play areas in their local area



Source: Tower Hamlets Pupil Attitude Survey 2017
Sample size: 345

7.5 Travel to and from school

Table 36 provides a summary of survey responses about how primary pupils travel to and from school on most days. Walking was the most popular mode of travel to and from school, with 70 per cent of primary pupils saying they walk. Travelling on the school bus was the least popular method of transport, with only 4 per cent of all pupils saying they ride on the school bus to and from school on most days.

There were significant differences by ethnicity, White primary pupils were less likely than average to say that they walk to and from school (59 vs. 70 per cent), but were more likely than average to say that they travel to and from school by public transport (22 vs. 13 per cent). Bangladeshi primary pupils were less likely to say that they use public transport (9 vs. 13 per cent).

Table 36: Primary pupils' travel to and from school

Q: How do you get to and from school on most days?	% of primary pupils
Walk	70
By car	29
By public transport	13
By bike	4
On the school bus	4
sample size	1,229

Source: Tower Hamlets Pupil Attitude Survey 2017

Pupils could select multiple responses, so totals do not sum to 100.

Table 37 provides a summary of survey responses about how secondary pupils travel to and from school on most days. The most popular mode of travel to and from school was walking, with 65 per cent of pupils saying they walk. Travelling by bike was the least popular method of transport, with only 4 per cent of students saying they cycled to and from school on most days.

While White secondary pupils reported less travelling than the average by car (16 vs. 22 per cent), and more use of public transport (45 vs. 36 per cent), their smaller sample sizes meant that these were not statistically significant in comparison to the averages for all secondary pupils.

Table 37: Secondary pupils' travel to and from school

Q: How do you get to and from school on most days?	% of secondary pupils
Walk	65
By public transport	36
By car	22
On the school bus	8
By bike	4
sample size	316

Source: Tower Hamlets Pupil Attitude Survey 2017

Pupils could select multiple responses, so totals do not sum to 100.

7.6 Using public transport

Pupils were asked if they used local public transport. 60 per cent of primary pupils said that they did use public transport. There was virtually no difference between how pupils responded by gender and ethnic group.

Pupils who said they use public transport were asked in a follow-up question about how safe they feel when they travel on public transport. Two thirds of primary pupils (66 per cent) said that they felt 'very safe' or 'quite safe'. 29 per cent said that they felt 'a bit unsafe' or 'very unsafe', and a further 5 per cent said they don't know. There were no significant differences by gender and ethnicity.

Pupils who said they did not use public transport were asked why in a follow-up question. A summary of survey responses is shown in Table 38. The large majority of pupils (86 per cent) said that they did not use public transport because they do not need to. The second most popular response was 'other' in which pupils could write in their own reasons. Most of these responses related to their parents owning a car and living close to their school.

Only a small proportion of pupils said that they did not use public transport because they do not find it easy to use (4 per cent), they do not feel safe (3 per cent), their parents/carers don't want them to (2 per cent), there is no public transport where they live (2 per cent), or because it costs too much money (1 per cent).

Q: Why don't you use public transport?	% of primary pupils	
	All primary 2015	All primary 2017
I don't need to	80	86
Other	20	15
It isn't easy	3	4
I don't feel safe	4	3
My parents/carers don't want me to	6	2
There isn't any where I live	2	1
It costs too much money †	-	1
sample size	593	526

Source: Tower Hamlets Pupil Attitude Survey 2017

Highlights indicate statistical significance to a 99 per cent confidence interval

Pupils could select multiple responses, so totals do not sum to 100

† Pupils were only given this option in 2017.

81 per cent of secondary pupils surveyed said that they use public transport. There was no significant difference by gender and ethnicity.

Secondary pupils who use public transport were asked how safe they feel when they travel on public transport, 73 per cent said that they felt 'very safe' or 'quite safe'. 23 per cent said that they felt 'a bit unsafe' or 'very unsafe', and 4 per cent said they don't know.

Table 39 shows that when asked why they did not use public transport the majority of secondary pupils (81 per cent) said that they did not use public transport because they do not need to. The

second most popular response was 'other' in which pupils could write in their own reasons. Most of these responses related to them walking to school and living close to their school.

Only a small proportion of secondary pupils said that they did not use public transport because they do not find it easy to use (4 per cent), there is no public transport where they live (3 per cent), they do not feel safe (3 per cent), or because it costs too much money (1 per cent).

Table 39: Secondary pupils' barriers to using public transport	
<i>Q: Why don't you use public transport?</i>	% of secondary pupils
I don't need to	81
Other	10
My parents/carers don't want me to	7
It isn't easy	4
There isn't any where I live	3
I don't feel safe	3
It costs too much money	1
<i>sample size</i>	68

Source: Tower Hamlets Pupil Attitude Survey 2017

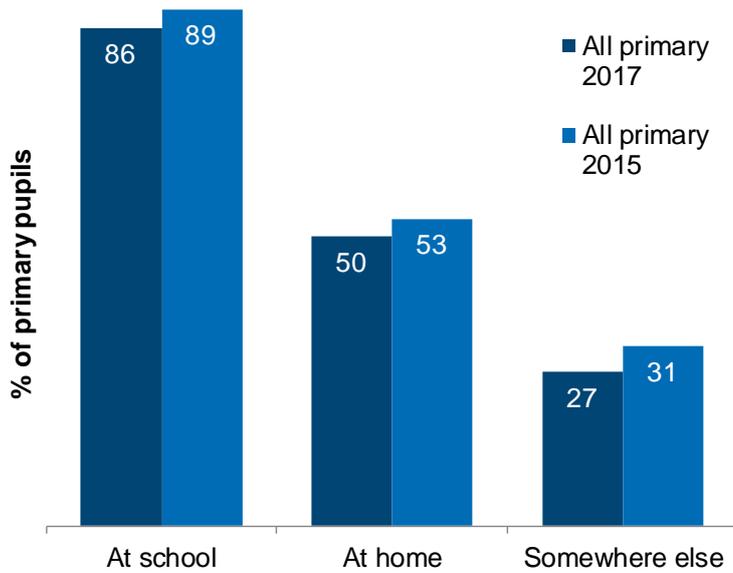
Pupils could select multiple responses, so totals do not sum to 100.

7.7 Child rights

Pupils responding to the survey were asked if they had ever learned about children's rights in three different contexts. 68 per cent of primary pupils said that they had learned about child rights in at least one place.

Figure 28 provides a breakdown of primary pupils' responses by place. It shows that school was the most common place for children to learn about their rights, with 86 per cent of primary pupils saying they have learned about child rights in school.

Figure 28: Primary pupils learning about child rights

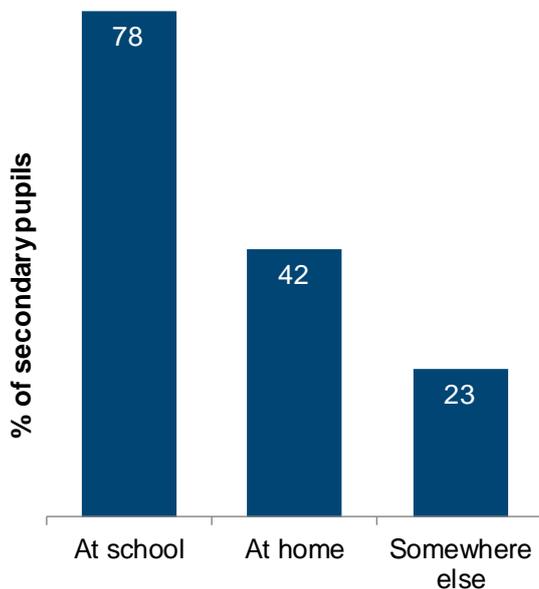


Source: Tower Hamlets Pupil Attitude Survey 2017
Sample size (min): 737

63 per cent of secondary pupils said that they had learned about child rights in at least one place.

Figure 29 shows that school was the most common place for secondary pupils to learn about their rights, with 78 per cent of pupils saying they have learned about child rights in school.

Figure 29: Secondary pupils learning about child rights



Source: Tower Hamlets Pupil Attitude Survey 2017
Sample size (min): 208

8. Resilience for the future

Key findings:

- Most primary pupils (69 per cent, a 5 percentage points decrease from 2015) and secondary pupils (60 per cent) said that they think they will go to university or higher education in the future. Only 5 per cent of primary pupils and 4 per cent of secondary pupils said that they did not think they would go.
- The majority of pupils in primary (39 per cent) and secondary (44 per cent) schools who said they did not want to go to university said this was because they were not interested.
- The most common response about secondary pupils' plans after Year 11 was to study in sixth form or college (35 per cent).
- A relatively high proportion of secondary pupils (31 per cent) said that they were unsure about what to do after Year 11.
- Family and friends were the most frequently cited sources of help and advice to plan for the future after Year 11.
- The most popular career aspiration was a 'top professional job' (e.g. doctor, lawyer). 47 per cent of primary and secondary pupils chose this option, with Bangladeshi primary pupils more likely than average primary pupils to say they wanted a 'professional job' (54 vs. 47 per cent), and White primary pupils less likely to say this (35 vs. 47 per cent).
- 37 per cent of secondary pupils said they felt that they have had enough support to plan their future, while 23 per cent said that they have not.
- 52 per cent of secondary pupils said that they found advice on managing money helpful and 16 per cent said they had not received any.
- Primary pupils said the thing that would most improve their lives was 'more places where I can go to spend time with my friends' while secondary pupils said it was 'more help to plan for my future'.

8.1 Plans to attend university or higher education

When asked about their plans for the future, 69 per cent of primary pupils said that they think they will go to university or on to higher education. Only 5 per cent said that they did not think they would go to university or higher education, while the remaining 26 per cent were unsure.

There were statistically significant differences since the previous PAS in 2015, the proportion of primary pupils who said they thought they would attend university or higher education in the future decreased by 5 percentage points. Table 40 shows that there were no significant differences by gender and ethnic group of the pupils.

Table 40: Primary pupils' plans to attend university or higher education

Q: Do you think that you will go to university or higher education in the future?	% of primary pupils					
	All primary	Female	Male	Bangladeshi	White	BME (ex. Bangladeshi)
Yes	69	70	67	70	67	73
No	5	5	5	5	9	6
Don't know	26	25	28	25	24	21
sample size	1,154	566	525	599	119	217

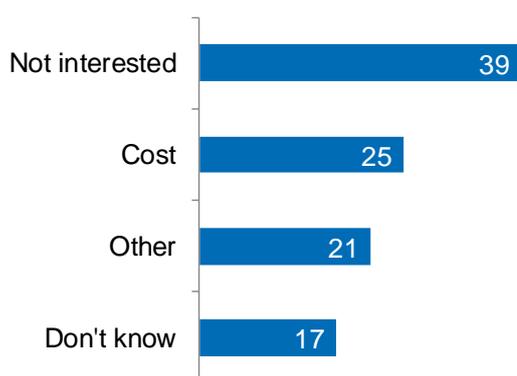
Source: Tower Hamlets Pupil Attitude Survey 2017

Primary pupils who said they did not want to go to university or higher education in the future were asked about their reasons in a follow up question. Figure 30 provides a summary of primary pupil's responses. The most common reason for not wanting to attend university was because they are not interested (39 per cent). 25 per cent of pupils said that they did not want to go to university because of the cost.

A further 21 per cent of pupils wrote in their own reasons for not wanting to attend university. Common responses were that university would get in the way of the job they wanted, and that they did not feel their grades were good enough.

Figure 30: Primary pupils' reasons for not wanting to go to university or higher education

% of primary pupils who said they did not want to attend



Source: Tower Hamlets Pupil Attitude Survey 2017

Sample size: 206

Pupils could select multiple options, so percentages do not sum to 100.

Table 41 shows that 60 per cent of secondary pupils said that they think they will go to university or higher education. Only 4 per cent said that they did not think they would go to university or higher education, while 35 per cent were either unsure or hadn't decided. 1 per cent said they had other plans, and wrote their own reasons including wanting to play football in the future.

There were significant differences by gender. 64 per cent of female secondary pupils said that they thought they would go to university or higher education (not via the apprenticeship route) compared to 48 per cent of male secondary pupils.

When analysed by ethnic group, White secondary pupils were significantly less likely than average to say that they would attend university (not via the apprenticeship route) (40 vs. 54 per cent).

Table 41: Secondary pupils' plans to attend university or higher education

Q: Do you think that you will go to university or higher education in the future?	% of secondary pupils					
	All secondary	Female	Male	Bangladeshi	White	BME (ex. Bangladeshi)
Yes	54	64	48	59	40	56
Yes, via the apprenticeship route	6	5	7	4	12	6
No	4	2	6	4	5	4
Don't know	16	12	19	15	16	19
I haven't decided	19	17	20	17	28	14
Other	1	1	1	0	0	1
sample size	296	111	175	43	140	101

Source: Tower Hamlets Pupil Attitude Survey 2017

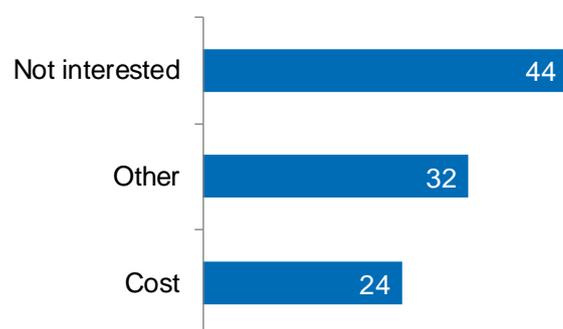
Highlights indicate statistical significance to a 99 per cent confidence interval.

Figure 31 shows that when secondary pupils who said they did not want to go to university or higher education in the future were asked their reasons why, 44 per cent said because they are not interested.

32 per cent of secondary pupils wrote their own reasons for not wanting to attend university. Responses included they felt they had 'terrible grades', and that it would not help them get the job they wanted such as being a footballer. A further 24 per cent of secondary pupils said that they did not want to go to university because of the cost.

Figure 31: Secondary pupils' reasons for not wanting to go to university or higher education

% of secondary pupils who said they did not want to attend



Source: Tower Hamlets Pupil Attitude Survey 2017

Sample size: 25

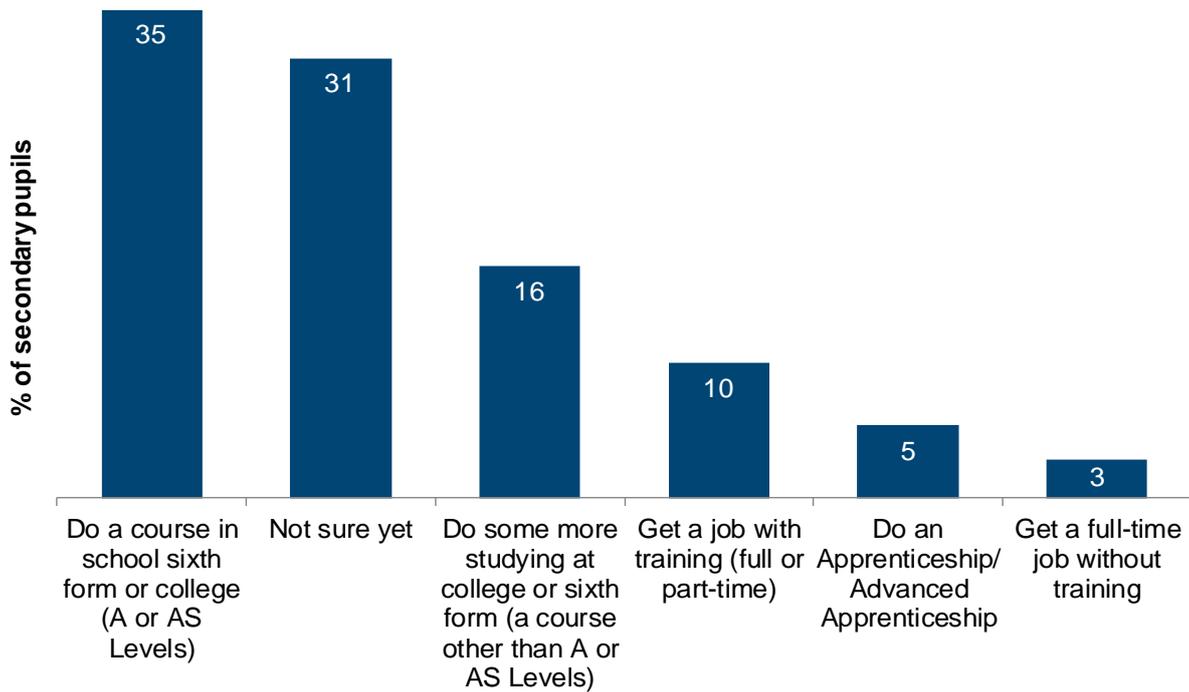
Pupils could select multiple options, so percentages do not sum to 100.

8.2 Plans after Year 11

Secondary pupils were asked about their plans after Year 11. The most common response, at 35 per cent of secondary pupils, was to do a course in a school sixth form (A or AS levels). A further 16 per cent said that they planned to continue studying at college or sixth form (a course other than A or AS levels). Relatively small proportions of secondary pupils said that they planned to get a job with training (10 per cent), take on an apprenticeship (5 per cent) or get a full-time job without training (3 per cent). A relatively high proportion of pupils – 31 per cent – said that they were not sure yet.

There were no statistically significant differences between the pupils' responses to this question by gender and ethnic group.

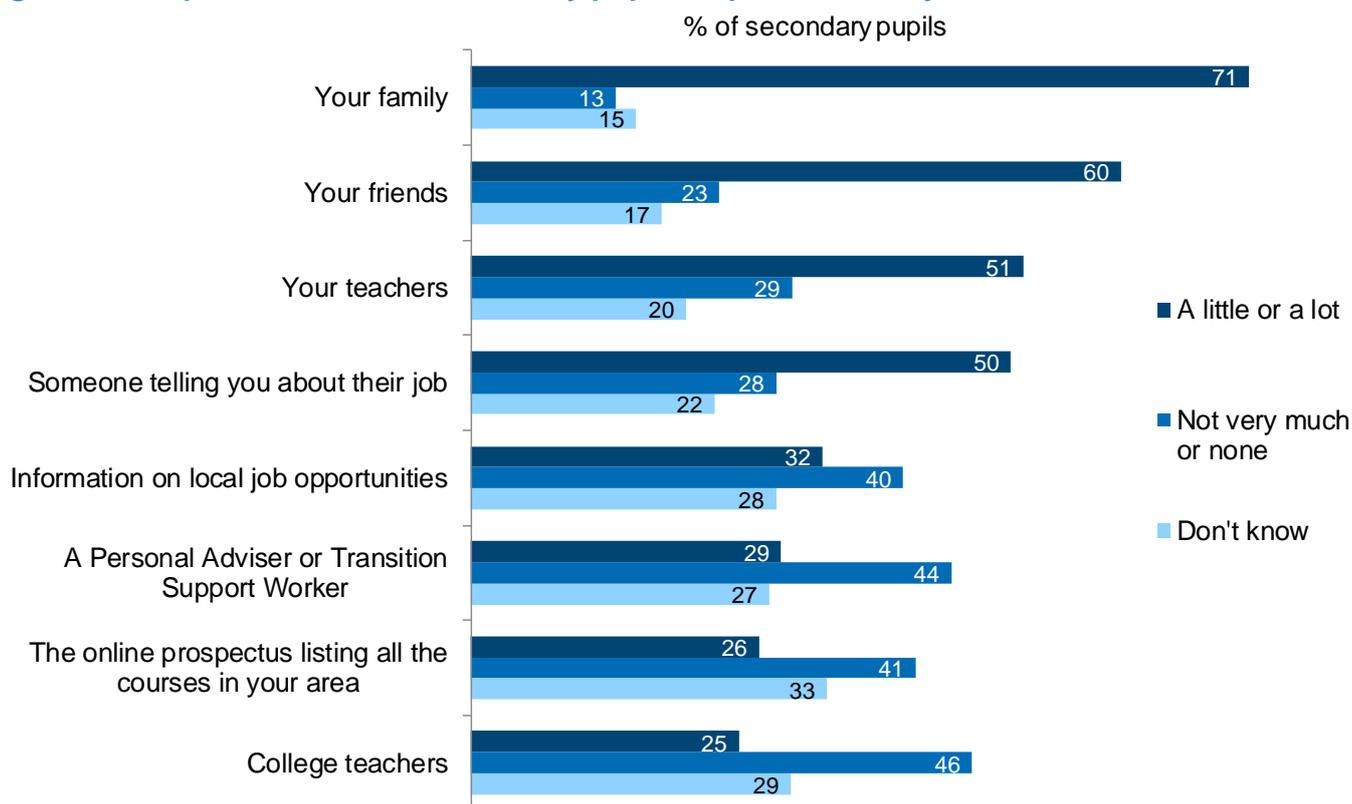
Figure 32: Secondary pupils' plans after year 11



Source: Tower Hamlets Pupil Attitude Survey 2017
Sample size: 291

Secondary pupils were also asked about the help they have had to make plans for their future after Year 11. The most common cited sources of help were family (71 per cent), friends (60 per cent) and teachers (51 per cent). Figure 33 provides a full breakdown of the survey responses.

Figure 33: Help and advice for secondary pupils to plan for after year 11



Source: Tower Hamlets Pupil Attitude Survey 2017
Sample size (min): 252

8.3 Career aspirations

Both primary and secondary pupils taking part in the survey were asked about what job they want to do in the future, and were given a list of categories to choose from.

Table 41 provides a summary of the responses of primary pupils. The most frequently cited career aspiration was a 'professional job', such as being an engineer, doctor, or lawyer. 47 per cent of pupils chose this option. The least popular choice was to work in an 'administrative role', only 5 per cent of primary pupils chose this option.

When analysed by gender, girls were more likely than boys to say they want a 'professional job' (53 vs. 40 per cent) and to work in the arts (22 vs. 7 per cent), while boys were more likely than girls to say that they want a job related to sport (32 vs. 11 per cent), to run their own business (25 vs. 18 per cent), work in ICT (18 vs. 8 per cent), and in the military (10 vs. 3 per cent).

There were also significant differences by ethnic group, Bangladeshi pupils were more likely than average to say they wanted a 'professional job' (54 vs. 47 per cent). On the other hand, White pupils were less likely than average to say they wanted a 'professional job' (35 per cent vs. 47 per cent). BME (excluding Bangladeshi) pupils were more likely than average to say they wanted a 'job in the arts' (22 vs. 15 per cent).

Table 41: Career aspirations of primary pupils

Q: What job do you want to do when you grow up?	% of primary pupils					
	All primary	Female	Male	Bangladeshi	White	BME (ex. Bangladeshi)
A professional job (e.g. Engineer, surveyor, doctor, lawyer, manager, teacher, in finance, vet, architect, scientist, social worker)	47	53	40	54	35	42
Other (please specify)	23	20	24	19	26	26
Sport related job	22	11	32	19	31	22
Run my own business	21	18	25	24	21	19
Job in the arts or entertainment (e.g. fashion, music, creative, media, acting, graphic designer, author, dancer)	15	22	7	13	16	22
ICT job (e.g. computer programmer, graphics designer, web designer, coder, computer games developer)	13	8	18	12	11	13
I haven't decided on my future job yet	12	14	10	11	13	12
Emergency services job (e.g. police, firefighter, paramedic)	10	9	12	11	9	7
Military job (e.g. Air force, Army, Navy)	7	3	10	5	13	9
Skilled trade (e.g. hairdresser, builder, beautician, plumber, electrician, mechanic)	7	9	6	8	7	8
Administrative work (e.g. in an office)	5	4	6	6	5	6
<i>sample size</i>	1,138	556	522	593	116	214

Source: Tower Hamlets Pupil Attitude Survey 2017

Pupils could select multiple responses, so totals do not sum to 100

Highlights indicate statistical significance to a 99 per cent confidence interval.

Figure 42 shows that the most frequently cited career aspiration for secondary pupils was a 'professional job', such as being an engineer, doctor, or lawyer (47 per cent). The least popular choice was to work in a 'customer service', only 2 per cent of primary pupils chose this option.

There were also significant differences when analysed by gender, boys were more likely than girls to say that they want a job related to sport (19 vs. 8 per cent), and to work in the military (11 vs. 2 per cent).

White pupils were more likely than average to say they wanted to work in the 'military' (22 vs. 8 per cent).

Table 42: Career aspirations of secondary pupils

Q: What job do you want to do when you growup?	% of secondary pupils					
	All secondary	Female	Male	Bangladeshi	White	BME (ex. Bangladeshi)
A professional job (e.g. Engineer, surveyor, doctor, lawyer, manager, teacher, in finance, vet, architect, scientist, social worker)	47	52	47	57	30	48
I haven't decided on my future job yet	18	20	18	21	17	15
Run my own business	15	18	15	16	9	19
Sport related job	15	8	19	12	15	18
Other (please specify)	15	14	16	12	20	18
ICT job (e.g. computer programmer, graphics designer, web designer, coder, computer games developer)	12	6	15	12	7	14
Job in the arts or entertainment (e.g. fashion, music, creative, media, acting, graphic designer, author, dancer)	11	14	9	9	17	11
Military job (e.g. Air force, Army, Navy)	8	2	11	5	22	5
Administrative work (e.g. in an office)	7	7	7	8	7	8
Emergency services job (e.g. police, firefighter, paramedic)	6	9	4	6	9	8
Skilled trade (e.g. hairdresser, builder, beautician, plumber, electrician, mechanic)	6	7	5	6	7	5
Customer service (e.g. in a shop or restaurant)	2	3	2	2	2	3
sample size	314	111	182	145	46	99

Source: Tower Hamlets Pupil Attitude Survey 2015

Pupils could select multiple responses, so totals do not sum to 100

Highlights indicate statistical significance to a 99 per cent confidence interval.

8.4 Help to plan for the future

Secondary pupils were asked if they feel they had enough information and support to help plan their future (for example, choosing subject options and thinking about careers). 37 per cent of pupils said that felt they had enough support and 23 per cent said that they did not feel they had had enough help. A further 31 per cent said they were not sure and 9 per cent said they 'don't know what there is'. There were no significant differences in students' responses by gender and ethnicity.

8.5 Advice on managing money

Young people at secondary school were asked if the information and advice they received at school about managing money was helpful. Over half of the pupils (52 per cent) said that the advice was helpful and 15 per cent of pupils said that it was not helpful. A further 16 per cent said they did not know, and 16 per cent said that they have not received any. There were no significant differences by gender and ethnicity of pupils.

8.6 Things that would improve life for children and young people

Pupils were asked to choose three things from a list that would make their lives better. Table 43 provides a summary of primary pupils' responses. The most common response from children at primary school was 'more places where I can go to spend time with my friends' (47 per cent).

There were significant differences in comparison to the previous PAS in 2015. Less primary pupils than in 2015 said 'more organised activities and things to do' (34 vs. 40 per cent), 'someone they can always talk to' (24 vs. 29 per cent) and 'other' (7 vs. 10 per cent) things would improve their lives.

There were statistically significant differences by gender. Girls were more likely than boys to say that 'someone I can always talk to' (28 vs. 20 per cent) would improve their lives. While boys were more likely than girls to say that 'more advice about being healthy' (22 vs. 16 per cent) and 'more chance to say how things are run at school/local area' (19 vs. 13 per cent) would improve their lives. There were no statistically significant differences by ethnic group.

Table 43: Things that would improve life for children				
<i>Q: If there are three things that would make your life better, what would they be?</i>	% of pupils who included item in top three things			
	All primary 2015	All primary 2017	Female	Male
More places where I can go to spend time with my friends	47	47	48	47
More interesting school lessons	39	38	36	39
More help to plan for my future	41	37	34	40
Less bullying	35	36	36	35
More organised activities and things to do	40	34	33	37
More help to do better at school	32	32	30	36
Someone I can always talk to	29	24	28	20
More help to feel safe at school and in my local area	23	21	23	20
More advice about being healthy	20	19	16	22
More chance to have a say in how things are run at school / local area	17	16	13	19
Don't know	12	9	10	8
Other	10	7	7	6
None of these †	-	5	5	5
<i>sample size</i>	1,381	1,108	547	502

Source: Tower Hamlets Pupil Attitude Survey 2017

Pupils could select multiple responses, so totals do not sum to 100.

Highlights indicate statistical significance to a 99 per cent confidence interval.

† Pupils were only given this option in 2017.

Table 44 provides a summary of the secondary pupils' responses. The most popular choice for young people at secondary school was 'more help to plan for my future' (48 per cent).

There were statistically significant differences by ethnic group. White pupils were less likely than average to say that 'more help to plan for their future' (24 vs. 48 per cent) would improve their lives, but were more likely than average to say that 'they are unsure' (31 vs. 15 per cent) of what would improve their lives. There were no statistically significant differences by gender.

Table 44: Things that would improve life for young people			
<i>Q: If there are three things that would make your life better, what would they be?</i>	% of pupils who included item in top three things		
	All secondary	Female	Male
More help to plan for my future	48	47	50
More help to do better at school	45	42	48
More interesting school lessons	43	41	46
More places where I can go to spend time with my friends	39	47	36
More organised activities and things to do	32	28	36
Less bullying	26	25	28
Someone I can always talk to	22	24	23
More ways I can volunteer or help people	21	25	19
More advice about being healthy	21	19	23
More help to feel safe at school and in my local area	20	24	20
More chance to have a say in how things are run at school / local area	16	15	18
Don't know	15	17	15
None of these	7	5	8
Other	5	8	2
<i>sample size</i>	291	106	166

Source: Tower Hamlets Pupil Attitude Survey 2017

Pupils could select multiple responses, so totals do not sum to 100.

Highlights indicate statistical significance to a 99 per cent confidence interval.

Appendix A: List of participating schools

- Bow School
- Bygrove Primary School
- Cayley Primary School
- Cyril Jackson Primary School
- Hague Primary School
- Halley Primary School
- Harry Gosling Primary School
- John Scurr Primary School
- Lawdale Primary School
- Malmesbury Primary School
- Manorfield Primary School
- Morpeth School
- Olga Primary School
- Redlands Primary School
- Shapla Primary School
- St Anne's Primary School
- St Mary and St Michael Primary School
- St Paul's Whitechapel & St John's Primary School
- St Luke's Primary School
- Stewart Headlam Primary School
- Thomas Buxton Primary School
- Wellington Primary School
- William Davis Primary School

Appendix B: Individual school reports

School level reports have been produced for schools by collaborative groupings. As those with fewer than 100 responses had sample sizes that were too small to report at school level and compare against borough averages.

The reports include a selection of responses from the survey questionnaire, but do not include every question. This is because several questions were given to a sub-group of pupils as a follow-up question dependant on their preceding answer, so sample sizes are considerably smaller.

Where possible, school results have been tested against that of all primary/secondary schools for statistical significance. Significant differences have been highlighted as follows:

-  Denotes positive statistically significant difference
-  Denotes negative statistically significant difference
-  Denotes statistically significant difference where no value judgement can be made

Please note that the sample size for each question greatly influences statistical significance. Since the samples from individual schools are small in comparison to the entire PAS cohort, this may mean that large differences are not flagged as significant.