

Tower Hamlets

Pupil Attitude Survey 2013

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Executive Summary

Background

The 2013 Pupil Attitude Survey (PAS) has been undertaken by Tower Hamlets Council to replace a national survey (the TellUs) which had been conducted annually by the DfE until its cancellation in 2010.

The PAS took place between the 11th November and the 13th December 2013 and the survey results represent the views of 1,629 pupils drawn from 26 primary and secondary schools across the borough.

Key findings

- Most children and young people said that they “feel happy about life at the moment” and that they have one or more good friends. Most also said that they had somebody they could talk to when worried about something. These both represented improvements over the previous TellUs survey results.
- More than half of all pupils at primary and secondary schools said that school work and exams are something they often worry about. This was chosen more often by pupils than any other issue.
- Most children and young people were positive about their experiences at school, with more than 8 out of 10 pupils saying that their school is giving them useful skills and knowledge. There was positive change across all of the opinions on school when compared to the TellUs4 results.
- Bullying at school in the previous year had been experienced by 22% of pupils, though most said that it happened just a few times or less this year. Most children and young people felt that their school dealt well with bullying or that it was not a problem in their school.
- The reported use of alcohol, cigarettes and drugs was extremely low.
- More than half of children and young people said that they did something active every day, and over 90% said that they did something active on most days. Girls at secondary school were the least active group with just under seven in ten saying that they did something active on ‘most days’.
- Most (seven out of ten) children and young people said that they planned to go to university or higher education in the future. This was an increase over the proportion in the TellUs4 survey.
- ‘More places where I can go to spend time with my friends’ was the most frequently chosen option as something pupils felt would improve their lives overall, cited by almost half of respondents.

Main findings

Physical health

Most children and young people said that they had eaten some fruit and vegetables the previous day, with 'three to four pieces' being the most common response.

Almost six in ten children and young people said that they did something active every day, and nine in ten said that they did something active at least on most days. Girls at secondary school were the least active group with just under seven in ten saying that they did something active on at least 'most days'.

Emotional health

Over three quarters of children and young people taking part in the survey said that they 'felt happy about life at the moment' and nine in ten said that they have one or more good friends.

More than eight in ten children and young people said that they also had somebody they could talk to when worried about something (either a friend, parent or other adult) and almost eight out of ten said that they could talk to an adult (either a parent, carer or other adult). Less than one in ten children and young people stated that they did not have an adult that they could talk to when worried about something.

Drinking, smoking and substance misuse

Most children and young people (more than eight in ten) say that they have never tried an alcoholic drink, with just one in ten saying that they had done so. Less than one in ten pupils at both primary and secondary schools admitted to having been drunk in the four weeks prior to the survey.

Smoking was also not widespread with more than nine in ten children and young people saying that they have never tried cigarettes. At secondary schools more than nine in ten young people stated that they had never, or do not currently, smoke cigarettes. The use of shisha, though still low, was found to be more prevalent than the smoking of cigarettes.

The use of drugs was also not widespread with less than one in ten pupils at secondary schools admitting to having ever tried drugs. The proportion who also said that they had used drugs recently (in the four weeks before the survey) equated to five per cent of the secondary school sample.

Bullying

Just over a fifth of children and young people said that they had experienced bullying in the past year, however; of those that had experienced bullying more than two thirds said that it had happened 'just one time' or a 'few times this year'.

More than seven in ten children and young people said that they thought their school dealt either 'very well' or 'quite well' with bullying, or that bullying was not a problem in their school.

Views of school and learning

Most children and young people have positive views about their school with nine in ten primary pupils and seven in ten secondary pupils agreeing with the statement 'my school is giving me useful skills and knowledge. Satisfaction with schools across all areas was lower amongst secondary pupils than those at primary schools.

School work and exams was something a majority of children and young people often worried about at both primary and secondary schools (cited by around six in ten pupils). This was the most often worried about issue by a significant margin.

Being active

More than nine in ten children and young people said that they had participated in at least one of the activities they were asked about in the previous four weeks, with more than three quarters saying that they had participated in an organised activity led by an adult.

Almost half of all children and young people said that they had visited an idea store or public library in the past four weeks.

Planning for the future

Almost seven in ten children and young people said that they planned to go to university or higher education in the future, though this was lower at secondary schools (six out of ten). At secondary, three out of ten pupils said that they were still unsure as to what they would do in the future.

1. Introduction

1.1 Background and aims

In 2010 the TellUs survey, previously conducted by the Department for Children, Schools and Families (DCSF) was cancelled. This had been an annual national survey of children and young people at schools across England which, on its final iteration in 2009 (TellUs4) sampled the views of 253,755 pupils.

The survey results had provided for a rich source of information concerning the views and experiences of children and young people regarding their life, school and their local area. This information had also been available at local authority level for those that had participated and in 2009; TellUs4 sampled a total of 1,129 children and young people at schools in Tower Hamlets.

Since the cancellation of the TellUs survey, there has been no comparable source of information available on the views and experiences of children and young people.

In 2013, Tower Hamlets Council conducted the Pupil Attitude Survey (PAS) as a replacement for the TellUs survey, retaining as much of the original form and content as was possible.

1.2 The survey

The survey was based closely on the questionnaire from the TellUs4 survey as the content had been tested with the appropriate age groups and had also covered a wide range of relevant themes. This also enabled us to make some comparisons with the 2009 TellUs4 results as the PAS ran in a similar autumn timeframe as the TellUs4 survey.

The PAS was conducted between the 11th November and the 13th December 2013 and the survey results represent the views of 1,629 pupils drawn from 26 schools across the borough¹.

Some modifications were made to update the survey to include questions on online activity and access, and also to collect more detailed information on aspects of bullying which had not been included in TellUs4.

The methodology of the previous survey has also been followed as closely as possible, including:

- The application of weighting to the results based on level of education; gender and broad ethnic group to ensure the sample reflects the wider school roll.
- The exclusion from the results of respondents who completed less than half of the possible responses to the questionnaire

¹ The TellUs4 survey used for comparisons was conducted between the 5th October and the 20th November in 2009

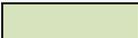
1.3 Structure of the report

The chapters of this report have been broadly structured along the themes contained in the Children and Families Plan, and also include updates to several national indicators that had previously been informed by the TellUs survey results.

- Chapter 2 – Health and emotional wellbeing
- Chapter 3 – Staying safe
- Chapter 4 – Achieving their full potential
- Chapter 5 - Being active and responsible citizens
- Chapter 6 – Resilience for the future
- Chapter 7 – Updates to the National Indicators

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.

Colour coding has been used in the report to indicate statistically significant differences. Differences which are not colour coded were not of a great enough magnitude to be found statistically significant.

 Denotes positive statistically significant difference

 Denotes negative statistically significant difference

 Denotes statistically significant difference where no value judgement can be made

Significance testing between sub-groups within the 2013 PAS sample was at the 95% level.

Significance testing of differences between the 2013 PAS results and those from TellUs4 was at the 99% level. This was due to the availability of only rounded TellUs4 figures, and also to allow for the time difference between the two surveys.

2. Health and emotional wellbeing

This chapter focuses on the survey responses from children and young people on issues relating to their health and emotional wellbeing, specifically:

- Whether young people eat healthily and whether they have received helpful information and advice about being healthy.
- How much physical activity children and young people participate in.
- Their emotional wellbeing and aspects of life they often worry about.
- The extent to which they smoke and use drugs and alcohol.

Summary findings on health and emotional wellbeing

- Most children and young people (81%) said that they had eaten some fruit and vegetables the previous day, with 'three to four pieces' being the most common response. Just 17% of children and young people said that they ate the recommended 'five or more' portions of fruit and vegetables the previous day, with children at primary being twice as likely to say that they ate the recommended amount than young people at secondary
- A majority of young people (67%) had received information and advice about healthy food and lifestyles and said that they had found it helpful. This was also the case regarding alcohol, smoking and drugs where over 50% said they had received information and advice and that it was helpful.
- A majority of children and young people (59%) said that they were active at least every day, with just 3% saying that they were never active.
- A large majority of children and young people (76%) said that they were happy about life at the moment and 91% said that they had one or more good friends. 87% of respondents said that they had somebody (a friend, parent or other adult) that they could talk to when worried about something.
- School work and exams were the most frequently cited thing that children and young people often worry about. This was the case at both primary schools (cited by 57%) and at secondary (60%).
- 85% of children and young people stated that they had never tried alcohol, 91% said that they had never tried cigarettes and 86% said that they had had never tried drugs

2.1 Healthy eating

Table 2.1 shows that 81% of children and young people had eaten some fruit or vegetables the previous day, with eating three or four pieces being the most common response. This was a significant improvement (of 4 percentage points) over the equivalent response in the TellUs4 survey, where 77% said that they had eaten some fruit or vegetables the previous day.

Although more children and young people reported eating some fruit or vegetables, only 17% of those surveyed said that they had eaten the recommended five portions the previous day, which was lower than the TellUs4 result, though the difference was not great enough to be significant.

Table 2.1 Number of ‘five a day’ fruit and vegetables eaten yesterday

How many of the five a day ‘fruit and vegetables’ did you eat yesterday?	PAS	TellUs4	Change (ppts)
Five or more	17%	19%	-3
Three or four	34%	26%	8
One or Two	30%	32%	-2
None	8%	15%	-7
Don’t know	12%	9%	3
<i>n</i> =	1,579	1,129	

A single response item. Due to rounding percentages may not sum to 100

When broken down by age, significant differences in the responses were:

- Secondary pupils were more likely to say that they had eaten no portions of fruit or vegetables the previous day (14%) than primary children (4%).
- Secondary pupils who said that they had eaten some fruit or vegetables the previous day were still more likely to say they had eaten a lower amount than children at primary.

Table 2.2 Number of ‘five a day’ fruit and vegetables eaten yesterday - breakdown

How many of the five a day ‘fruit and vegetables’ did you eat yesterday?	Primary	Secondary	PAS Total
Five or more	20%	10%	17%
Three or four	37%	27%	34%
One or Two	28%	36%	30%
None	4%	14%	8%
Don’t know	11%	13%	12%
<i>n</i> =	1,057	522	1,579

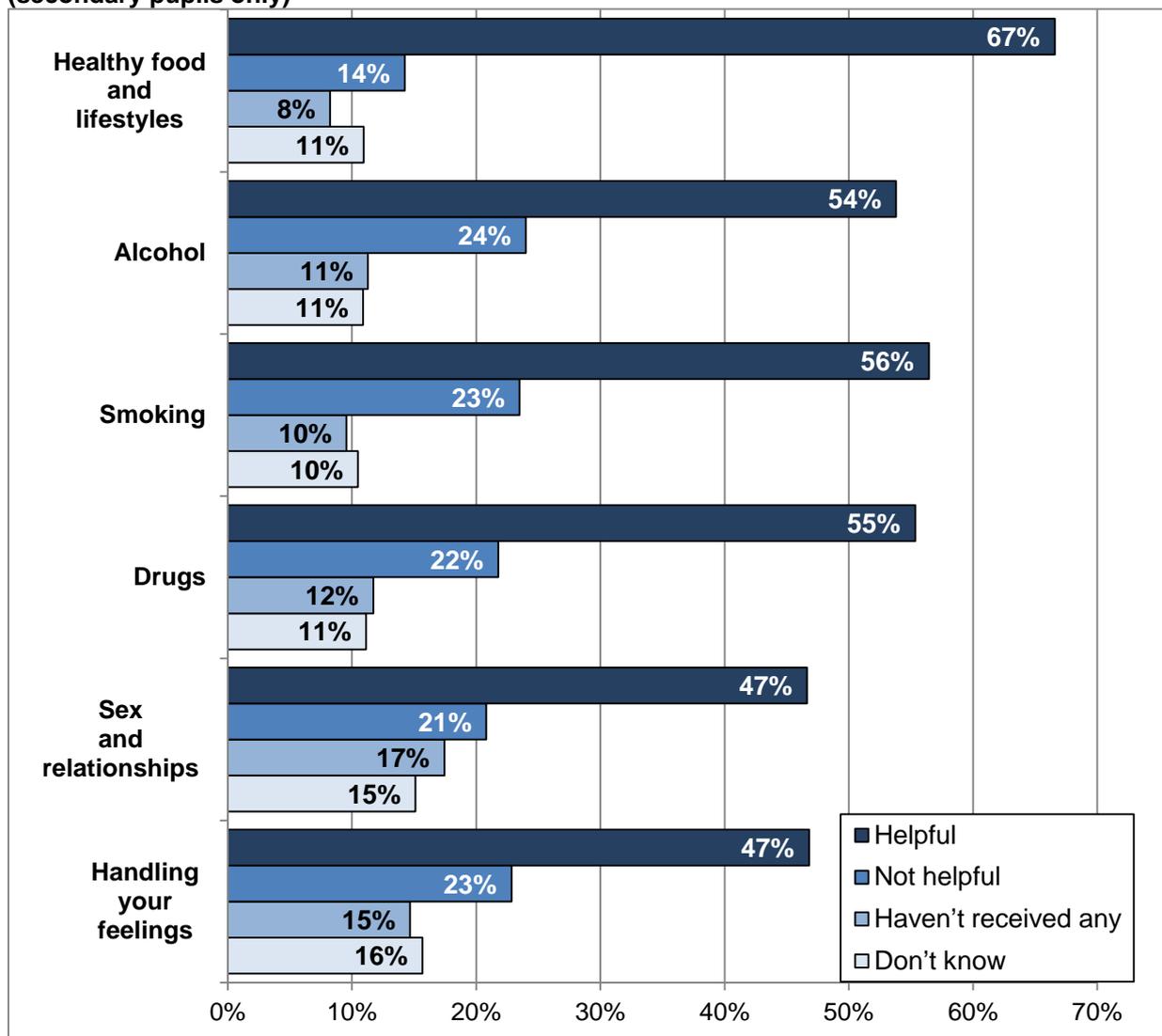
A single response item. Due to rounding percentages may not sum to 100

- Overall, boys were more likely to say that they had eaten no portions of fruit or vegetables the previous day (9%) compared to girls (6%). This was also significant at primary where more boys than girls said that they had not eaten any portions of fruit or vegetables (6% and 2% respectively).

2.2 Information received in school about being healthy

Young people at secondary schools were asked to rate the information and advice they had received at school on a variety of topics which relate to physical and emotional health. These results are shown in the following chart (figure 2.1).

Fig 2.1 Helpfulness of information and advice received in school about being healthy (secondary pupils only)



A series of single response items. Due to rounding percentages may not sum to 100

The results show that a majority of pupils stated that they had received some information and advice (whether deemed helpful or not) on all of the related subjects.

Compared with the TellUs4 results there were significant improvements in the following areas:

Healthy food and lifestyles

- The proportion of secondary pupils saying that they had received information and advice in this area increased by 8 percentage points, to reach 81% of secondary pupils at the time of the PAS.
- The proportion who said that they received information and advice and that it was helpful increased by 8 percentage points to 67%.

Alcohol

- The proportion of secondary pupils saying that they had received information and advice in this area increased by 11 percentage points, to reach 78% of secondary pupils at the time of the PAS.
- The proportion who said that they received information and advice and that it was helpful increased by 15 percentage points to 54%.
- The proportion who said that they had not received information and advice decreased by 10 percentage points, from 21% to 11%.

Smoking

- The proportion of secondary pupils saying that they had received information and advice in this area increased by 10 percentage points, to reach 80% of secondary pupils at the time of the PAS.
- The proportion who said that they received information and advice and that it was helpful increased by 17 percentage points to 56%.
- The proportion who said that they had not received information and advice decreased by 9 percentage points, from 19% to 10%.

Drugs

- The proportion of secondary pupils saying that they had received information and advice in this area increased by 8 percentage points, to reach 77% of secondary pupils at the time of the PAS.
- The proportion who said that they received information and advice and that it was helpful increased by 14 percentage points to 55%.
- The proportion who said that they had not received information and advice decreased by 8 percentage points, from 20% to 12%.

There was some positive change regarding the areas of information and advice regarding sex and relationships, and also handling your feelings, however the change was not great enough to be found statistically significant.

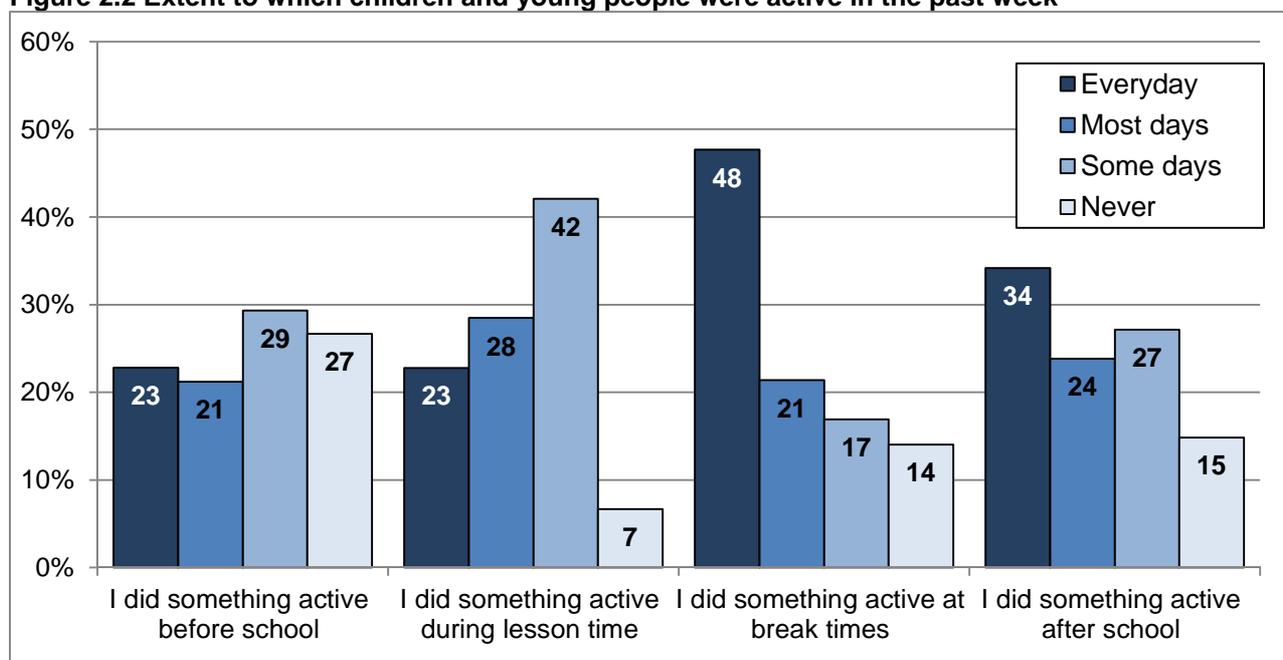
2.3 Being active during the school week

Figure 2.2 shows how active children and young people said they were before, during and after school in the previous week. The survey questions asked them to include things like walking to school, running around, riding a bike, playing sports, skateboarding, dancing and swimming.

Overall, 59% of children and young people answered ‘everyday’ to at least one of the four possible places/times they might be active during the day, and just 3% said that they had not done anything active at any time.

This rose to 91% of respondents when considering responses of at least ‘most days’ to a least one of the four areas listed, though girls at secondary were the least active with only 69% saying they did something active most days compared with 81% of boys. At primary the results were 98% and 97% respectively.

Figure 2.2 Extent to which children and young people were active in the past week



A series of single response items. Due to rounding percentages may not sum to 100

The responses to this question also showed that:

- 73% of children and young people said that they did something active before school (which could include walking or cycling to school) on at least some days (or more frequently) in the previous week.
- 93% of children and young people said that they did something active during lesson time on at least some days (or more frequently) in the previous week.

- 86% of children and young people said that they did something active during break times on at least some days (or more frequently) in the previous week.
- 85% of children and young people said that they did something active during break times on at least some days (or more frequently) in the previous week.

In comparison to the TellUs4 results, there were also some significant reductions in the proportion of children and young people who said they had not done anything active in the past week (shown in table 2.3).

Table 2.3 Inactivity during the previous week

Proportion of children and young people who said they had not done something active in the previous week	PAS	TellUs4	Change (ppts)
Before school	27%	29%	-2
During lesson time	7%	10%	-3
At break times	14%	21%	-7
After school	15%	19%	-4

A series of single response items. Due to rounding percentages may not sum to 100

Significant differences in the responses by gender and level of education were:

I did something active before school:

- Girls were more likely to say that they had not done anything active in the past week (30%) than boys (24%). And they were also less likely to say that they had done something active before school ‘every day’ (19%) compared to boys (27%).
- Secondary pupils were more likely to say that they had not done anything active before school (38%) compared with primary pupils (21%)

I did something active during lesson time:

- Girls were more likely to say that they had not done anything active during lesson time in the past week (8%) compared with boys (5%).
- Boys were more likely to say that they had done something active either ‘most days’ or ‘everyday’ during lesson time at 54% than girls (48%).

I did something active at break times:

- Boys were more likely to say that they did something active every day at break times (54%) than girls (41%).
- Secondary pupils were less likely to say that they did something active every day at break times (19%) than primary pupils (62%).
- Secondary pupils were more likely to say that they never did anything active at break times (28%) than primary pupils (7%).

I did something active after school:

- Boys were more likely to say that they did something active every day after school (41%) than girls (28%).
- Secondary pupils were less likely to say that they did something active every day after school (27%) than primary pupils (38%).
- Secondary pupils were more likely to say that they never did anything active after school (24%) than primary pupils (10%).

2.4 Emotional health

In regards to emotional health and wellbeing, children and young people were asked whether they agreed that several statements relating to wellbeing applied to themselves. These covered whether they were happy with life at the moment and whether they had emotional support in the form of somebody they could talk to when they were worried about something.

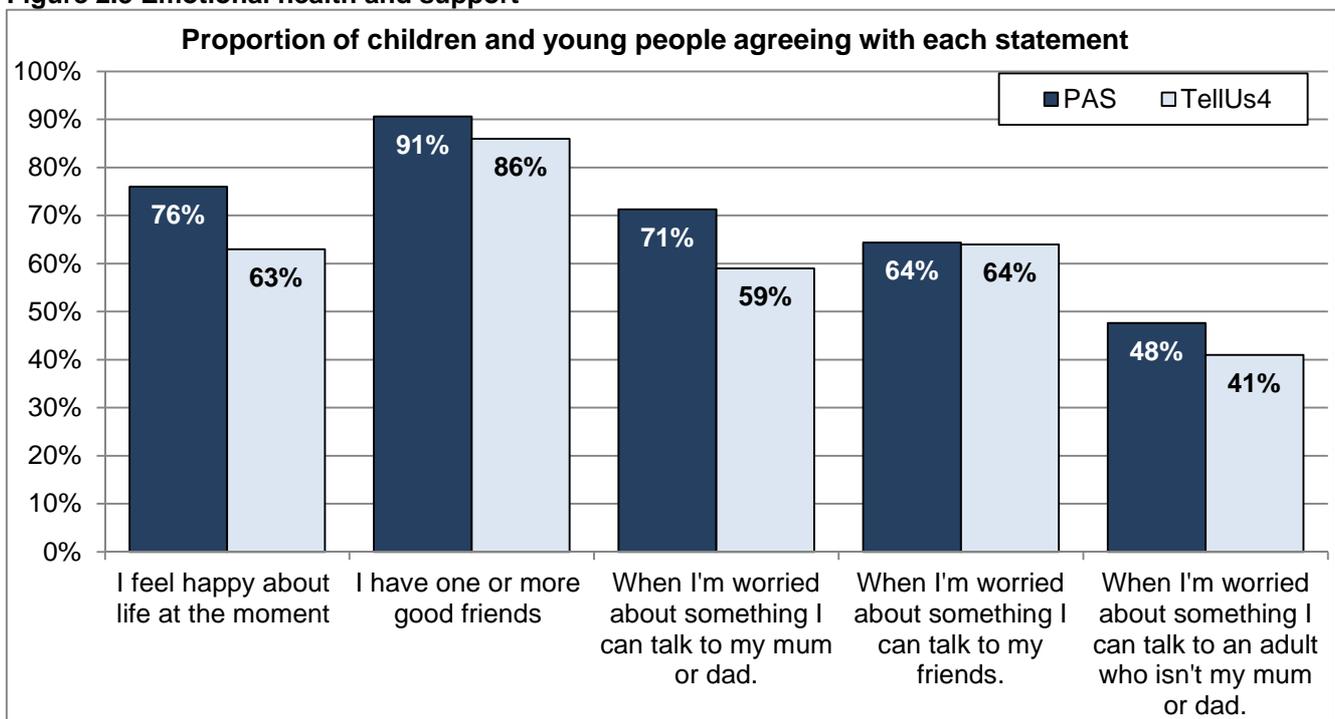
A large majority of children and young people responded positively to this series of questions and figure 2.3 shows the percentage agreeing that each individual statement applied to themselves for both the PAS and the TellUs4 survey.

The findings showed that:

- 76% of children and young people said that they felt happy about life, a significant 13 percentage point increase over the TellUs4 result.
- 91% of children and young people have one or more good friends, which was a significant increase over the TellUs4 result of 5 percentage points.
- 71% of children and young people said that when they were worried about something they could talk to their mum or dad, a significant 12 percentage point increase over the TellUs4 result.

- The percentage who said that when they were worried about something they could talk to their friends stayed the same at 64% in both the 2013 PAS and the TellUs4 survey.
- 48% of children and young people said that when they were worried about something they could talk to an adult who wasn't their mum or dad, a significant 7 percentage point increase over the TellUs4 result.
- 87% of children and young people agreed that they had at least someone (a friend, parent or other adult) to talk to when worried about something, with 2% saying that they did not have anyone that they could talk to.

Figure 2.3 Emotional health and support



A series of single response items – respondents could answer 'true', 'neither true nor not true', 'not true' or 'don't know'. This figure shows those who agreed the statements were 'true' about themselves.

The questionnaire guided respondents as follows – 'where we mention your mum and dad, we mean either your parents or the person/people, such as step parents, carers or grandparents who you live with and who look after you most of the time'.

There were some significant differences in the responses given by age and by gender:

I feel happy about life at the moment

- Boys were more likely to say that they felt happy about life at the moment (80%) than girls (72%).
- Primary children were more likely to say that they felt happy about life at the moment (81%) than those at secondary schools (66%).

I have one or more good friends

- There were no significant differences in response when broken down by either age or gender, however; girls at primary school were less likely to report having one or more good friends (89%) compared with boys at primary schools (93%).

Having somebody to talk to when worried

- Boys were less likely to say they could talk to their friends (58%) compared to girls (70%).
- Primary children were more likely to report being able to talk to a parent or another adult when worried than secondary children were, however; it is possible that this may reflect differences in nature of the issues being worried about, rather than the general ability to talk to an adult.
- This was reflected in the results for those who said they did not have anyone (a friend, parent or other adult) to talk to when worried about something, with 2% of primary children and 4% of young people at secondary disagreeing with all three of the statements regarding having somebody to talk to.

The responses to the statements regarding having one or more good friends and being able to talk to others when worried are used to inform the national indicator NI 50 – Emotional well-being.

This is a composite measure which gives the proportion of children who say they have one or more good friends **and** say that they can talk to at least one out of parents, friends or an adult who is not their parent when they are worried about something.

The results on this indicator showed a significant improvement of 7 percentage points over the Tellus4 result (table 2.4), and also that primary children scored higher on the emotional well-being measure than those at secondary schools.

Table 2.4 Emotional wellbeing indicator

NI 50	Primary	Secondary	PAS Total	TellUs4
Total	62%	56%	60%	53%
<i>n</i> =	989	514	1,503	1,129

2.5 What children and young people say they often worry about

The nature of issues that may concern children and young people was explored in a multiple response question where pupils were asked to choose from a selection of possible things that they might 'often worry about'.

The 2013 PAS showed decreases in the proportion of pupils who worried about most subjects and in almost all of these cases the differences were great enough to be statistically significant (table 2.5). This was accompanied by a statistically significant increase in the proportion who responded to the question with 'nothing worries me'.

Table 2.5 What children and young people often worry about

Which of these things do you often worry about?	Primary	Secondary	PAS Total	TellUs4
Being bullied	28%	17%	24%	24%
School work and exams	57%	60%	58%	60%
Relationships/girlfriends/boyfriends - <i>Secondary Only</i>	N/A	14%	14%	23%
Sex - <i>Secondary Only</i>	N/A	10%	10%	20%
Being healthy	14%	24%	17%	26%
What to do after year 11 - <i>Secondary Only</i>	N/A	39%	39%	52%
Money	12%	25%	17%	24%
Friendships	26%	25%	26%	29%
My parents and family	29%	30%	29%	40%
Being a victim of crime	13%	12%	13%	21%
The way I look	9%	20%	13%	23%
Don't know	6%	8%	7%	8%
Nothing worries me	15%	18%	16%	10%
Something else (please specify)	4%	4%	4%	15%
<i>n =</i>	1,090	534	1,624	1,129

More than one answer could be selected and so percentages will not sum to 100

Some response options were only available to secondary pupils

Differences large enough to be statistically significant have been highlighted

The biggest cause of worry amongst both primary and secondary pupils was school work and exams, followed by 'what to do after year 11' at secondary schools (cited by 39%) and 'my parents and family' for primary pupils (cited by 29%).

Although there were no further questions which could establish why children and young people may often worry about their parents and family (also cited by 30% of secondary pupils), it is worth noting that overall, the proportion who chose this response showed a significant reduction between the TellUs4 results (40%) and that for the PAS (29%).

When broken down by gender the results on this question showed that girls were more likely than boys to often worry about:

- Being bullied (28% to 21% respectively)
- School work and exams (64% to 51%)
- Being healthy (19% to 15%)
- Friendships (34% to 17%)
- The way I look (17% to 9%)

Boys were more likely than girls to often worry about 'being a victim of crime' (16% - compared to 10% for girls) or say that 'nothing worries me' (20% - compared to 12% for girls).

2.6 The use of drugs and alcohol

This section covers children and young people's responses to questions on the use of alcohol, drugs, and also smoking. The questions on alcohol use and smoking were asked of all pupils taking part in the survey, while the questions on drug use were restricted to pupils at secondary schools only.

2.6.1 Use of alcohol

Most children and young people who took part in the survey (85%) said that they had never had an alcoholic drink (the question specified a whole drink and not just a sip) and a further 5% did not want to say. Just 10% of children and young people said that they had tried an alcoholic drink.

This result represented a significant reduction over the TellUs4 result in the proportion of children and young people who said that they had ever tried alcohol (of 11 percentage points, from 21 to 10%). There was also similar increase in the proportion who said that they had not ever tried alcohol, with the percentage who did not want to say staying about the same (table 2.6).

Although a significant difference, the change in the responses to the alcohol question could reflect the different compositions of the two survey samples. In the TellUs4 survey Bangladeshi children accounted for only 45% of respondents, despite accounting for 63% of all pupils in the 2009 school census. In the Pupil Attitude Survey, Bangladeshi children accounted for 64% of the survey sample (reflecting the 2013 school census), which was almost 20 percentage points higher than for TellUs4.

We also know from the PAS results that Bangladeshi children and young people are significantly more likely to say that they have never tried alcohol than children and young people of other ethnic backgrounds².

² For example, at secondary schools, 86% of Bangladeshi young people said that they had never tried alcohol compared with 60% of those from a different ethnic background.

Table 2.6 use of alcohol

Have you ever had an alcoholic drink – a whole drink or a sip?	Primary	Secondary	PAS Total	TellUs4
Yes	6%	18%	10%	21%
No	90%	75%	85%	74%
I don't want to say	4%	7%	5%	6%
Total	100%	100%	100%	100%
<i>n=</i>	1,050	525	1,575	1,129

A single response item. Due to rounding percentages may not sum to 100

A further follow up question asked those who said that they had tried an alcoholic drink whether (and how often) they had been drunk in the past four weeks.

The response to this question showed that, of those children and young people who said that they had tried an alcoholic drink:

- 29% said that they had never been drunk
- 38% said that they had not been drunk in the past 4 weeks
- 7% chose a 'don't want to say/don't know/can't remember' response
- 26% said that they had been drunk at least once in the past 4 weeks

The proportion of children and young people who admitted to having been drunk in the 4 weeks prior to the survey equated to 3% of all children and young people who answered the questions regarding alcohol use.

Because of the very small cohort of children and young people who said that they had tried an alcoholic drink (168 children and young people); the numbers became too small when broken down by age and gender for significance testing. However, we can see from the results that:

- 8% of the primary pupils, who said that they **had** tried alcohol, also said that they had been drunk at least once in the past four weeks. This equates to less than 1% of all primary pupils who answered the questions on alcohol use.
- 37% of the secondary pupils, who said that they **had** tried alcohol, also said that they had been drunk at least once in the past four weeks. This equates to 7% of all secondary pupils who answered the questions on alcohol use.
- More boys admitted being drunk in the past 4 weeks than girls (31% of the boys who **had** tried alcohol compared with 18% of girls who **had** tried alcohol). This equates to 4% of boys and 2% of girls who answered the questions on alcohol use.

2.6.2 Smoking cigarettes

Around nine out of ten of the pupils that took part in the survey (91%) said that they had never tried cigarettes, and this was a significant increase over the Tellus4 result of 78% (13 percentage points).

6% of children and young people said that they had tried cigarettes or used to smoke, but that they never smoke now.

A further 3% of the survey sample said that they smoked either occasionally or regularly.

Broken down by age and gender, the cohort who said that they regularly smoked was too small for any significance testing, however:

- Primary pupils were more likely to say that they have never, or do not smoke cigarettes now (100%) compared with secondary pupils (93%).
- Girls were more likely to say that they had never, or do not smoke cigarettes now (98%) compared to boys (96%).
- More boys at secondary said that they occasionally or regularly smoke cigarettes (10%) compared to girls at secondary (5%).

2.6.3 Smoking shisha

A question on shisha use was asked for the first time in the 2013 PAS and so there are no results from TellUs4 survey for comparison. This question was only asked of secondary pupils.

Overall, 58% of secondary pupils said that they had never tried smoking shisha, 18% said that they had only tried it once and a further 7% said that they used to smoke shisha, but do not smoke it now.

This gave a figure of 84% for secondary pupils who do not currently smoke shisha (90% of girls and 78% of boys).

Overall, the remaining 16% of secondary pupils that said they did currently smoke shisha were evenly split between occasional use (less than once a week) and regular use (every week) at 8% in each frequency category.

Broken down by gender, boys were much more likely to cite regular use of shisha (at 12%) than girls (4%).

Table 2.7 Use of shisha

Have you ever smoked shisha?	Female	Male	PAS Total
I have never smoked shisha	65%	52%	58%
I have only ever tried smoking shisha once	19%	17%	18%
I used to smoke shisha sometimes, but I never smoke now	5%	9%	7%
I sometimes smoke shisha, but less than once a week	7%	10%	8%
I smoke shisha every week	4%	12%	8%
Total	100%	100%	100%
	<i>n</i> = 261	258	519

A single response item. Due to rounding percentages may not sum to 100

2.6.4 Substance Misuse

Questions relating to the use of drugs were also only asked of pupils at secondary schools. The questions were explicit in that respondents were not to include medicine or alcohol when considering their answers.

The proportion of pupils who said that they had never tried drugs actually reduced from 89% in the TellUs4 survey to 86% in the 2013 PAS, however, this difference (of 3 percentage points) was not great enough to be statistically significant.

Table 2.8 Use of drugs

Have you ever taken drugs?	Female	Male	PAS total	TellUs4
No	88%	83%	86%	89%
Yes	6%	11%	8%	9%
I don't want to say	6%	6%	6%	2%
	<i>n</i> = 257	268	525	300

A single response item. Due to rounding percentages may not sum to 100

Although the cohort who said that they had ever taken drugs was small, follow up questions on frequency of drug use showed that 4% of girls and 7% of boys who answered the questions on drugs said that they had used drugs in the previous 4 weeks. This equated to 5% of secondary pupils who answered the questions on drugs.

Due to the very small cohort who said that they had tried drugs, and that they had used them in the previous four weeks, it was not possible to do any more detailed analysis by drug types or frequency of use.

3. Staying Safe

This chapter presents the findings of the 2013 PAS questions concerning bullying, feeling safe and advice on staying safe received in school. The chapter has been subdivided into two sections focussing on bullying and feeling safe.

Summary findings on bullying and feeling safe

- Around a quarter of children and young people were concerned about bullying, either 'often worrying about it' (24%) or saying that 'less bullying' would improve life overall (26%)
- Just over a fifth (22%) of children and young people said that they had experience of bullying in the previous year
- The PAS results demonstrated a significant reduction in the frequency of bullying reported when compared with the TellUs4 results.
- Of those that had experienced bullying, more than two thirds (67%) said that it had occurred 'just one time' or 'a few times this year'.
- The instance of reported online bullying was low compared with other modes of bullying (8% of those that had experienced bullying in the past year).
- Children and young people were positive about how their school deals with bullying, with 71% saying that their school dealt 'very' or 'quite well' with bullying, or that bullying was not a problem in their school.
- A large majority of children and young people said that they felt 'very' or 'quite safe' at school (92%), on their journey to and from school (90%) and in the area where they live (82%).
- These results showed significant improvements over the equivalent results from the 2009 TellUs4 survey.
- There were significant decreases in the proportions who said they felt either 'a bit' or 'very unsafe' (the proportion of 'don't know' responses was broadly the same).
- Most young people at secondary schools (66%) said that the information and advice they receive at school on staying safe was helpful.
- There was a significant decrease in the proportion of young people at secondary who said they had not received any advice on staying safe when compared to the TellUs4 survey (from 12% to 7%).

3.1 Experience of bullying

This section covers children and young people's general concerns about bullying, their direct experience of it and also their views on how well their school deals with bullying.

3.1.1 Concerns about bullying

The survey contained two questions which covered children and young people's general concerns about bullying, regardless of whether or not they had direct personal experience of it.

In the first of these questions, almost a quarter of children and young people (24%) chose 'being bullied' from a list of possible things that they might often worry about³. This was in line with the proportion who said that they had experienced bullying in the past year (22%) and was the same percentage as reported in the TellUs4 survey results.

Another question in the survey asked children and young people to select three things (from a possible list of fourteen) that they thought would make their life better overall (figure 5.6 on page 46). In the responses to this question 26% of children and young people chose 'less bullying' as one of three things that would make their life better, making it the sixth most common response chosen overall⁴.

The response to the question concerning 'things that would improve life overall' was higher than the equivalent result for the same question in TellUs4, where 17% of children and young people had said that less bullying would improve their life. The TellUs4 result on this question was, however, somewhat at odds with the other responses regarding bullying and the response gives only a relative measure as respondents could only choose the three options they found *most* important. In the TellUs4 survey, 24% of children and young people said that they often worried about bullying and 25% said that they had been bullied in the past year.

There were some significant differences in the PAS responses to these two questions from children and young people depending on their age and gender:

³ There was no restriction on the number of responses that could be chosen for this question.

⁴ The top five choices in order were: 1 - More places where I can go to spend time with my friends, 2 - More interesting school lessons, 3 - More help to plan for my future, 4 - More organised activities and things to do, 5 - More help to do better at school.

Differences by age:

- Children at primary school were much more likely to worry about being bullied (28%) than those at secondary schools (17%).
- Children at primary school were much more likely to cite 'less bullying' as something that would improve life overall (28%) than those at secondary schools (21%).

Differences by gender:

- A higher proportion of girls than boys at both levels of education said that they often worried about being bullied, and girls were also more likely to cite 'less bullying' as something that would improve life overall than boys. However, only the difference in often worrying about bullying at primary was found to be statistically significant.

Table 3.1 Bullying concerns

General concerns about bullying	Primary		Secondary		Primary Total	Secondary Total
	Female	Male	Female	Male		
Response chosen						
Often worry about being bullied	32%	24%	20%	15%	28%	17%
Less bullying would improve life overall	30%	27%	20%	23%	28%	21%

Responses taken from two independent questions in the survey

Differences by ethnic group

- While there were some differences by ethnic group in the response to these questions, because of the small sample sizes for all ethnic groups other than Bangladeshi⁵ there were no statistically significant differences from the average for all groups to report.

3.1.2 Experience of bullying

The first direct question about bullying asked whether children and young people had experienced any incident of bullying in school in the past year, regardless of the type, seriousness or frequency of bullying. Prior to the section of the survey regarding bullying, children and young people were also presented with the following definition of bullying to emphasise what type of incidents should be considered when responding.

⁵ Bangladeshi children and young people accounted for 63% of the sample compared to 15% for the next largest group. This is in line with the school census proportions.

Definition of bullying specified for the PAS questionnaire

Bullying can mean lots of different things to different people. Bullying is when people hurt or pick on you on purpose, for example by teasing you, hitting you or kicking you or saying that they will do this. It can involve people taking or breaking your things, making you do something you don't want to do, leaving you out or spreading hurtful and untrue rumours.

Bullying can be face to face, by not letting you join in things other children are doing, by mobile phone or on the internet.

In response to this question, around a fifth (22%) of children and young people said that they had been bullied at school in the previous year. This was lower than an equivalent figure derived from the TellUs4 survey⁶ of 25%, though the difference was not great enough to be found statistically significant. Despite this finding, a subsequent question did show a significant reduction in the frequency of bullying that was reported (see following section), which indicates a reduction in the actual number of incidents of bullying at schools in the borough.

This finding that the proportion of children that had experienced bullying at school in the last year had not changed significantly since TellUs4 in 2009 was also in line with the National Indicator results that concern bullying (NI50).

This composite indicator includes bullying occurring both inside and outside of school to give a proportion of all children who had experienced any instance of bullying in the last year. The NI50 Experience of Bullying result for the 2013 PAS was 29% compared with 28% in TellUs4.

Differences by age

- Children at primary school were more likely to state that they had been bullied with 26% of primary children and 16% of those at secondary stating that they had been bullied at school in the last year.

Differences by gender

- While there were some differences by gender these were not large enough to be significant.

Differences by ethnic group

- Children and young people of a Bangladeshi background were less likely to state that they had been bullied in the past year (17%) than those of other ethnic backgrounds (28%).

⁶ The form of the questions regarding experiences of bullying were modified for the PAS, however, it was possible to derive an equivalent figure from two TellUs4 questions to arrive at a figure for those who had been bullied at school in the last year for comparison.

3.1.3 Frequency of bullying

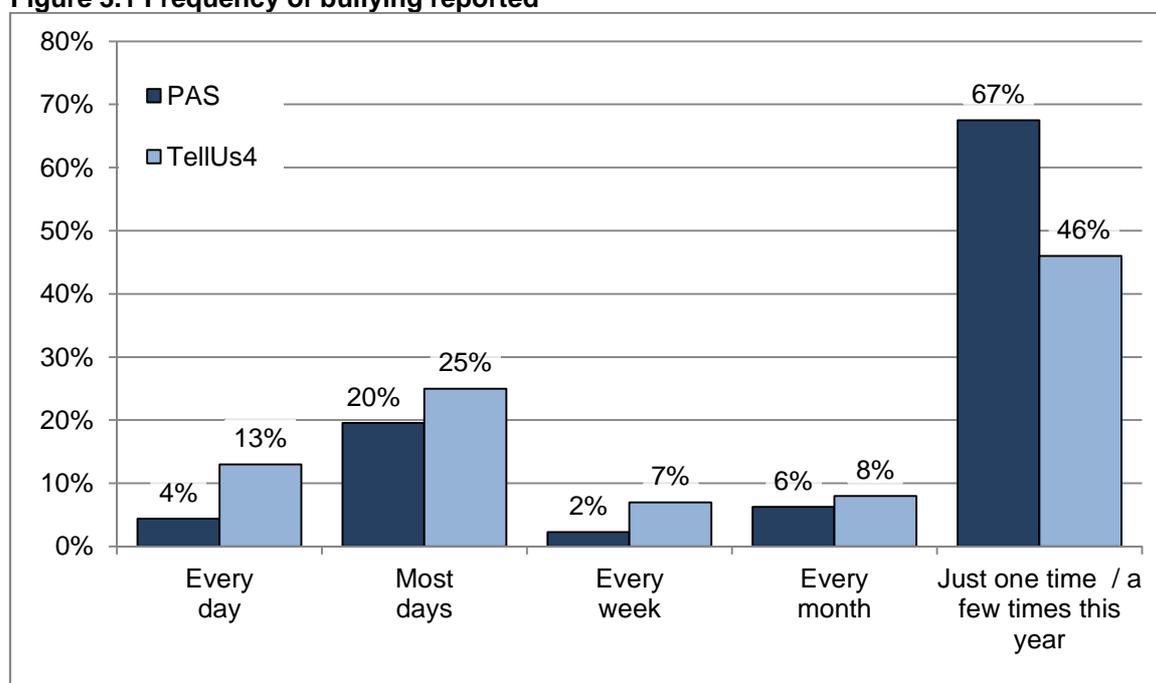
While there was not a significant change in the proportion of pupils that reported having experienced an incident of bullying at school in the last year, for those pupils that had experience of bullying; the survey results showed a significant reduction in the frequency reported.

Around a quarter (26%) of the children and young people who said that they *had* been bullied at school in the last year, also specified in a follow up question that it occurred at least every week or more. This was significantly lower (by 19 percentage points) than the equivalent figure from the TellUs4 survey of 45%. This result indicates that 6% of the entire survey sample experience bullying every week or more compared with 11% at the time of the TellUs4 survey.

In the 2013 PAS results, more than two thirds (67%) of the children and young people that had experienced bullying said that it had occurred either 'just one time' (36%) or 'a few times this year' (32%).

The proportion of children and young people reporting each frequency category of bullying is shown in figure 3.1. This shows reductions in all categories except for the lowest frequency of 'just one time / a few times this year'.

Figure 3.1 Frequency of bullying reported



A single response item. Due to rounding percentages may not sum to 100

Differences by age

- There were no significant differences by age in the frequency of bullying reported

Differences by gender

- Boys were more likely to report bullying of a higher frequency than girls, with 39% of boys that had experienced bullying reporting a frequency of every month or more compared to 27% of girls.

New Bullying questions

The PAS included new questions on how bullying was conducted and what form the bullying may have taken. There were no equivalent questions from the TellUs4 survey for comparison.

3.1.4 Mode/type of bullying

The first of the new questions asked those children and young people that had experienced bullying in the previous year a follow up question as to how they had been bullied. This question was a multiple response question and pupils were free to select as many responses as they felt appropriate.

The responses to this question showed that types of verbal bullying were the predominant forms, with physical bullying (or the threat of it) experienced by 38% of children and young people who had been bullied in the past year (this equates to 8% of all the children and young people surveyed).

The results also showed the incidence of online bullying and that conducted via mobile phones to be relatively low when compared to the other types of bullying.

Table 3.2 Mode of bullying

Were you bullied in any of the following ways?	% of those bullied in the past year	% all children surveyed
Saying bad things about me to my face	55%	11%
Saying bad things about me to other people at school	51%	10%
Physical (like hitting or threatening to hit me)	38%	8%
Online (on Facebook or other social websites)	8%	2%
Through a call or text message on a phone	4%	1%
<i>n =</i>	331	1,629
<i>Average number of responses chosen per respondent</i>	1.7	

Multiple response question – totals may not sum to 100

At secondary schools (where 94% of respondents said they could use the internet unsupervised and 78% owned a mobile phone), young people who had experienced bullying in the past year were still twice as likely to report an

instance of physical bullying (37%), than an instance of bullying taking place online (18%).

Instances of bullying at secondary schools via a mobile phone (through calls or texts) were lower still, being reported by 14% of those who had been bullied in the past year (equivalent to 2% of all secondary pupils taking part).

When looking at the results to this question it should be noted that there were differences by age and gender in the average number of responses selected.

- The average number of responses chosen was higher for secondary pupils (2.1) than those at primary (1.6).
- Girls had a higher average number of responses chosen (1.8) than boys (1.7).

Boys were more than twice as likely to say that they had been subject to, or threatened with, physical bullying (52%) compared with girls (24%). The degree of difference was primarily related to the differences at primary (57% to 21%) rather than at secondary schools (39% to 34%)⁷.

Conversely, girls were more likely to report verbal bullying than boys, with face to face verbal bullying reported by 61% of girls compared to 49% of boys, and 'saying bad things about me to other people' reported by 57% to 45% respectively.

3.1.5 Type/content of bullying

A further follow up question to those who had experienced bullying in the previous year concerned the content of the bullying. Respondents could again choose as many of the options as they felt appropriate.

The results to this question showed that bullying someone regarding their appearance was the most prevalent form of bullying (reported by over half of those that had experienced bullying), followed by saying negative things about a person's abilities (reported by 37%).

This was followed by saying something negative about a person's background or family (31%) and then by saying negative things about race or nationality (24%).

The question also covered the use of homophobic language in bullying, though an effort was made to differentiate between calling a person 'gay, lesbian or something similar' (reported by 13% of those that had experienced bullying) and using these terms to describe a person's things (reported by 20% of those that had experienced bullying).

⁷ The sub-sample sizes were too small for significance testing at this level of detail.

Table 3.3 Type of bullying

What did the person (or people) doing the bullying say about you?	% of those bullied in the past year	% all children surveyed
Something about how I look.	54%	10%
Things about my abilities (e.g., what I am good at or not very good at).	37%	7%
Something else about my background or family.	31%	6%
Something about my race or nationality.	24%	5%
Used the word 'gay' or something similar to describe my possessions/belongings.	20%	4%
Something about me being gay, lesbian or something similar.	13%	3%
Something about my faith, religion or beliefs.	13%	2%
Something else about my possessions/belongings.	12%	2%
Something about a disability or health condition.	10%	2%
<i>n</i> =	315	1,629
Average number of responses chosen	2.2	

Multiple response question – totals may not sum to 100

When broken down by age and/or gender, most of the sub samples became too small for significance testing; however the following differences could be tested and were found to be significant:

- Being bullied regarding appearance was reported by a higher proportion of girls (60%) than boys (47%).
- People 'saying something about my background of family' was also reported by a higher proportion of girls (38%) than boys (24%).

3.1.6 Views on how schools deal with bullying

Children and young people's views on their schools ability to deal with bullying were more positive in the 2013 PAS compared with the 2009 TellUs4 survey results.

Almost two thirds (65%) of children and young people said that they felt that their school dealt either 'quite well' or 'very well' with bullying, compared with 59% in 2009 – an increase of 6 percentage points. This was matched by a decrease in the proportion who responded with 'not very well' or 'badly'.

There was also a 2 percentage point increase in the proportion who said that bullying was not a problem at their school, rising from 3% to 5%.

Overall, 71% of children and young people surveyed gave a positive response to this question compared with 62% in 2009.

Table 3.4 Perceptions of how well schools deal with bullying

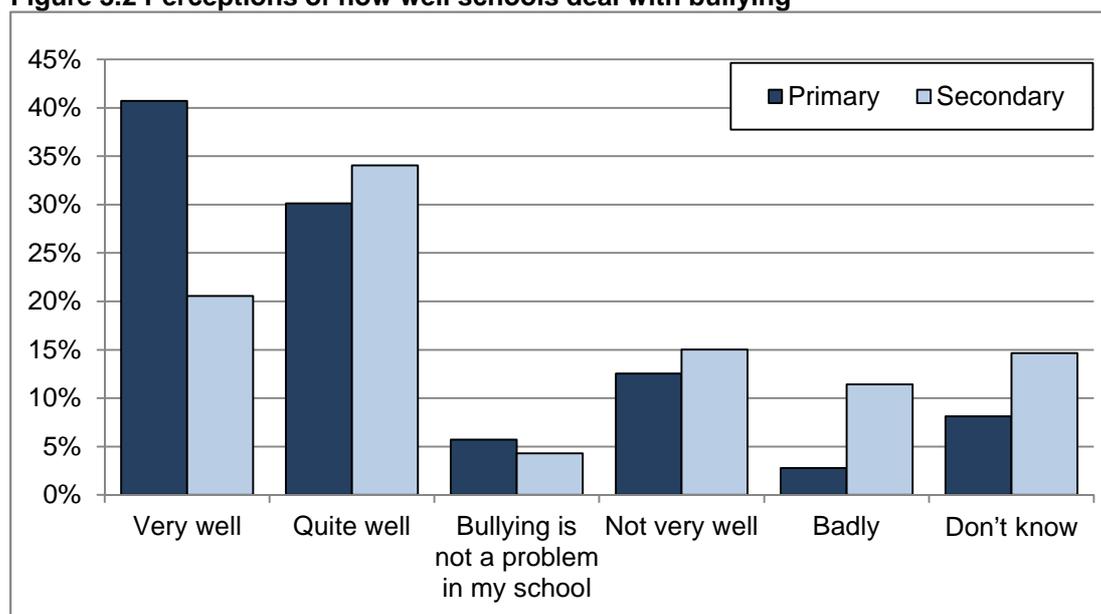
How well does your school deal with bullying?	Primary	Secondary	PAS Total	TellUs4	Change ppts
'Very well' or 'quite well'.	71%	55%	65%	59%	6
'Not very well' or 'badly'.	15%	26%	19%	25%	-6
Bullying is not a problem in my school	6%	4%	5%	3%	2
Don't know	8%	15%	10%	12%	2
Total	100%	100%	100%	100%	
<i>n</i> =	1,053	534	1,587	1,129	

Differences large enough to be statistically significant have been highlighted
 Due to rounding percentages may not sum to 100

Although differences between genders were not great enough to be statistically significant, there were some significant differences by level of education.

- A higher proportion of children at primary said that their school dealt 'very well' with bullying (41%) compared with those at secondary (21%).
- A higher proportion at secondary said that their school dealt 'badly' with bullying (11%) compared with those at primary (3%).
- Overall, 77% of primary children gave a positive view of how their school deals with bullying, as did 59% of those at secondary schools.

Figure 3.2 Perceptions of how well schools deal with bullying



A single response item. Due to rounding percentages may not sum to 100

3.2 Feeling safe

This section presents the survey findings from questions regarding feeling safe (both inside and outside of school) and information and advice provided in schools on staying safe.

3.2.1 Feeling safe before, after and at school

Children and young people were asked to rate how safe they felt in the area where they live, going to and from school and also when they were at school. In response to these questions a large majority said that they felt either 'very safe' or 'quite safe' in all three contexts (table 3.5).

Children and young people were most likely to say that they felt safe in school, and were more likely to say that they felt either 'a bit' or 'very unsafe' in the area where they live.

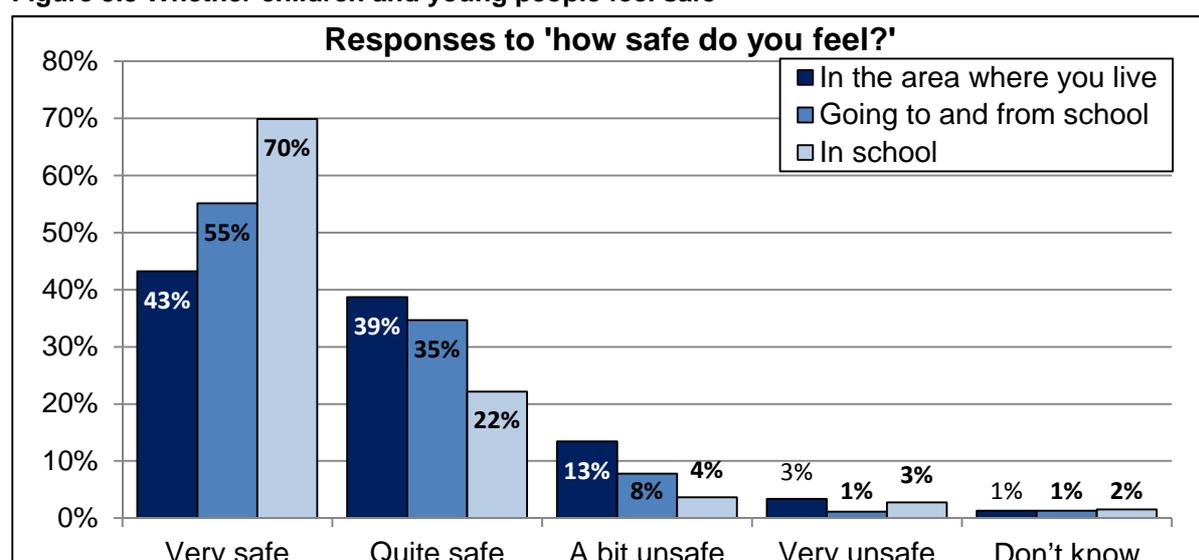
Table 3.5 Whether children and young people feel safe

How safe do you feel?	'Very safe' or 'quite safe'	'A bit unsafe' or 'very unsafe'	'Don't know'	n =
In the area where you live	82%	17%	1%	1,605
Going to and from school	90%	9%	1%	1,550
In school	92%	6%	2%	1,543

A series of single response items. Due to rounding percentages may not sum to 100

Figure 3.3 shows the distribution of possible responses for the three questions which demonstrates that the largest differences in the proportion of those who said they do not feel safe comes from responses of 'a bit unsafe' rather than those of feeling 'very unsafe'.

Figure 3.3 Whether children and young people feel safe



A series of single response items. Due to rounding percentages may not sum to 100

These results represented significant increases in the proportion of positive responses (either feeling ‘very’ or ‘quite safe’) in all three contexts (table 3.6), with corresponding reductions in the proportion stating that they felt either ‘a bit’ or ‘very unsafe’.

Table 3.6 Change in whether children and young people feel safe

Proportion who felt either ‘very’ or ‘quite safe’	PAS	TellUs4	Change (ppts)
In the area where you live	82%	72%	10
Going to and from school	90%	85%	5
In school	92%	88%	4
Proportion who felt either ‘quite’ or ‘very unsafe’	PAS	TellUs4	Change (ppts)
In the area where you live	17%	26%	-9
Going to and from school	9%	13%	-4
In school	6%	10%	-4

A series of single response items. Due to rounding percentages may not sum to 100

For those children and young people who said that they felt either ‘quite’ or ‘very unsafe’:

In the area where you live

- Girls were more likely to say that they felt ‘quite unsafe’ (16%) compared to boys (11%). This was equally true at both primary and secondary.
- There were no significant differences between primary and secondary.

Going to or from school

- Girls were more likely to say that they felt ‘quite unsafe’ (10%) compared to boys (6%).
- Secondary pupils were more likely to say that they felt ‘quite unsafe’ (11%) compared to those at primary school (6%).

In school

- There were no significant differences between girls and boys.
- Secondary pupils were more likely to say that they felt ‘quite’ or ‘very unsafe’ at school (11%) than primary pupils (4%).

In a separate question which asked children and young people to select things they might often worry about, 13% chose ‘being a victim of crime’. This

made 'being a victim of crime' one of the less frequently selected options, with it ranking 10th out of a possible 14 options.

- There were not any significant differences between responses by age.
- Boys were more likely to say they often worried about being a victim of crime (16%) than girls (10%).

3.2.2 Information and advice about staying safe

Young people at secondary schools were specifically asked about the information and advice they had received in school on a variety of topics, one of which was staying safe. In response to this question 66% of secondary pupils said that the information and advice they had received at school on staying safe was helpful.

This was a 4 percentage point increase over the result from the TellUs4 survey; however, there was also an increase of equal magnitude in the percentage who said that advice on staying safe had not been helpful.

These findings were possible because of the reduction in the proportion that gave a 'don't know' response and a reduction in the proportion who said that they had not received any information or advice on staying safe.

The 5 percentage point decrease in the proportion of pupils who said they had not received any advice (from 12% to 7%) was great enough to be found statistically significant.

Table 3.7 Information and advice on staying safe

How useful is the information and advice you get in school on staying safe?	PAS	TellUs4	Change (ppts)
Helpful	66%	62%	4
Not helpful	16%	12%	4
Don't know	11%	14%	-3
Haven't received any	7%	12%	-5
<i>n=</i>	463	300	

This question was asked of secondary pupils only

A single response item. Due to rounding percentages may not sum to 100

4. Achieving their full potential

This chapter looks at the survey questions concerning the current circumstances of children and young people in relation to school work. These are:

- concerns about school work and the future
- views about school
- getting help with school work and learning
- Computer and internet access

The aspirations of children and young people in regards to further and higher education are covered in the theme of chapter 6: Resilience for the future.

Summary findings

- School work and exams was something a majority of children and young people often worried about at both primary and secondary schools (cited by 57% and 60% of respondents respectively). This was the most often worried about issue by a significant margin.
- Overall, children and young people were positive in their views about their school, with significant improvements seen in comparison to the TellUs4 results.
- Over half of all primary pupils surveyed (53%) and almost a quarter of secondary pupils (24%) stated that they 'often get extra help with school work and learning'.
- While a large majority of children and young people reported having access to a computer outside of school (86.2%), 16.8% of primary children and 7.7% of young people at secondary school said that they *did not have access* to a computer outside of school.

4.1 Worries about school work and exams

Over half of the children taking part in the survey (58%) said that they often worried about school work and exams, making this the most often chosen response to this question at both primary and secondary schools. While there was a difference between the results at primary (57%) and secondary (60%), this was not large enough to be found significant.

At primary schools, being worried about school work and exams was chosen by almost twice as many children as the second most frequently chosen option of ('my parents and family') and the third most frequently chosen option ('being bullied'). These were chosen by 29% and 28% of primary school respondents respectively.

Although we do not have the TellUs4 results for Tower Hamlets broken down by age for comparison, this contrasts with the TellUs4 national results where a 15 percentage point difference was found by age. This showed secondary pupils being more likely than those at primary to cite school work and exams as something they often worried about, unlike in the PAS result where the proportions at primary and secondary were very similar.

At secondary schools, the second most frequently chosen option after being worried about school work and exams was worrying about what to do after year 11. While the question remained unchanged between TellUs4 and the PAS, we cannot directly compare the proportion of secondary pupils who said that they often worried about what to do after year 11 with the TellUs4 result because of changing circumstances since the 2009 survey.

The raising of the participation age means that the year 10 cohort surveyed will finish year 11 in summer 2015 and will be required to stay in education or training until their 18th birthday. As this was not the case for the 2009 year 10 cohort, they may have faced more uncertainty about what they would do after year 11, affecting the result.

Table 4.1 Concerns of children and young people

Which of these things do you often worry about?	Primary	Secondary	PAS Total	TellUs4
School work and exams	57%	60%	58%	60%
<i>n =</i>	1,090	534	1,624	1,129
What to do after year 11 - <i>Secondary Only</i>	N/A	39%	39%	52%
<i>n =</i>	-	534	534	300

More than one answer could be selected so percentages do not sum to 100
Differences large enough to be statistically significant have been highlighted

4.2 Pupils views about their school

Overall, a majority of children and young people held positive views about their school. Figure 4.2 shows that most agreed that their school was giving them useful skills and knowledge (84%), that their school offers lots of activities (77%) and that they get feedback on how well they are doing with their work (74%).

More than half of children and young people agreed with each of the other positive statements put forward about their school and less than half agreed with the negative statement that ‘other pupils often disrupt my lessons’.

Compared with the TellUs4 results, each of the responses to this question showed significant positive change except for one additional statement that was not present in the TellUs4 questionnaire⁸.

⁸ The statement ‘my school library has (a wide range of) books that I enjoy reading or that help me with my homework’ was new in the 2013 PAS.

The largest improvements were seen in the proportion of children and young people agreeing with the statements ‘most of my teachers make my lessons fun and interesting’ (a 17 percentage point increase), ‘my school is giving me useful skills and knowledge’ (+14 percentage points), ‘most of my teachers tell me how I am doing with my work.’(+13 percentage points) and ‘other pupils often disrupt my lessons’ (reducing by 13 percentage points).

Table 4.2: Pupils views about their school

Percentage of pupils that agreed with the following statements	Primary	Secondary	PAS Total	TellUs4	Change (ppts)
My school is giving me useful skills and knowledge	90%	71%	84%	70%	14
My school has lots of activities (like sport and drama)	81%	69%	77%	68%	9
Most of my teachers make my lessons fun and interesting	81%	31%	64%	47%	17
Other pupils often disrupt my lessons	37%	52%	43%	55%	-13
Most of my teachers tell me how I am doing with my work.	80%	60%	74%	61%	13
I get enough help at school with learning	80%	55%	71%	59%	12
We have enough chances to learn somewhere that that is not in a classroom (this can including learning outside going on visits)	68%	32%	56%	45%	11
My school library has (a wide range of) books that I enjoy reading or that help me with my homework	64%	52%	60%	N/A	N/A
I get enough help with making choices and decisions	66%	47%	60%	49%	11

Responses taken from a series of single response questions

Differences large enough to be statistically significant have been highlighted

While the overall results on this question were positive there were some significant differences between primary and secondary responses, with secondary pupils being consistently less positive about their school. Unfortunately we do not have a breakdown of the TellUs4 results by level of education for comparison with the 2013 PAS.

The PAS results show that less than a third of secondary pupils agreed that ‘most of my teachers make my lessons fun and interesting’ and that ‘we have enough chances to learn somewhere that that is not in a classroom’ and just over half agreed that ‘other pupils often disrupt my lessons’ (52%).

These results at secondary reflect some of the answers in a question where young people were asked to pick three things (from a list of fourteen possible things) which would improve their life overall. In response to this question 50% of secondary pupils chose ‘more interesting school lessons’ which made this the most frequently chosen option. There was no significant difference in this response between girls at secondary (51%) and boys (50%).

The second most frequently chosen option was ‘more help to plan for my future’, cited by 49% of young people at secondary, followed by ‘more places where I can go to spend time with my friends’ (cited by 42%).

4.3 Getting help with school work and learning

Over half of all primary pupils surveyed (53%) and almost a quarter of secondary pupils (24%) stated that they 'often get extra help with school work and learning' from a person like a teaching assistant.

The overall percentage of children 'often getting help with school work and learning' was 44%, this represented a 19 percentage point increase over the equivalent figure from the TellUs4 survey results.

4.4 Computer and internet access

Two new questions were added for the 2013 PAS, asking children and young people about their access to a computer outside of school and also their use of the internet.

There were not any significant differences in the overall results by gender, however: boys at secondary schools were more likely to say that they could not use a computer outside of school (10.4%) compared with girls at secondary (4.8%).

Overall, 16.8% of primary children and 7.7% of young people at secondary school said that they could not use a computer outside of school.

Figure 4.3 Computer access

Can you use a computer outside of school?	Primary	Secondary	PAS Total
Yes	83%	92%	86%
No	17%	8%	14%
<i>n =</i>	1,071	535	1,606

A single response item. Due to rounding percentages may not sum to 100

The results also showed that the majority of children and young people who used the internet were able to do so without any supervision.

Figure 4.4 Internet use

Are you allowed to use the internet on you own (unsupervised)?	Primary	Secondary	PAS Total
Yes	81%	94%	86%
No	19%	6%	14%
<i>n =</i>	1,070	535	1,604

A single response item. Due to rounding percentages may not sum to 100

5. Being active and responsible citizens

This chapter looks at the level of involvement children and young people have in activities, decisions about things that matter to them and what things they think would improve their life overall. These are covered under the headings:

- Participation in activities
- Barriers to participation in activities
- Satisfaction with parks and play areas
- Being listened to
- Child rights
- Things that would improve life overall

Summary findings

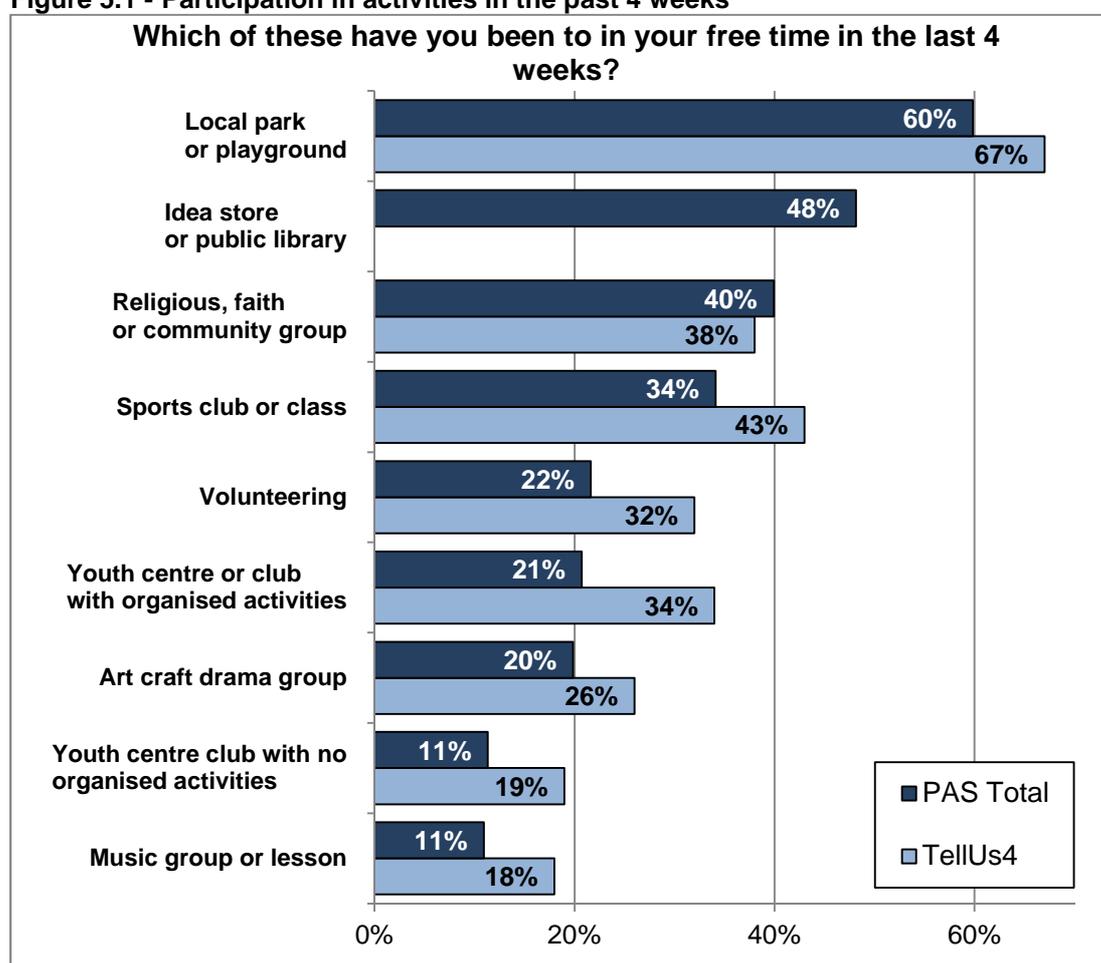
- Levels of participation in most forms of organised activities have declined in relation to the TellUs4 survey results.
- 92% of children and young people said that they participated in at least one of the activities given in the participation question.
- Almost half of children and young people surveyed (48%) had visited an idea store or public library in the four weeks prior to the survey.
- Overall, 'I don't have the time' was the most frequently cited barrier to participating in activities, highlighted by 22% of children and young people.
- A significant proportion of children and young people said that nothing stops them from participating in activities they wanted to do (40%).
- More than half (60%) of young people in secondary schools said that they had been able to put forward their ideas about things that mattered to them
- Completing a questionnaire (excluding the PAS) was the most common method, cited by 36% of young people, for putting forward views on things they felt were important to them.
- A vast majority (90%) of children and young people said that they had learnt about child rights either at school, at home or somewhere else.
- Almost half (49%) of children and young people cited 'more places where I can go and spend time with my friends' as something that would improve their life overall, making this the most frequently chosen response.

5.1 Participation in activities in the last 4 weeks

The question concerning participation in activities in the past 4 weeks covered both organised activities led by an adult, and other activities such as visiting a park or play area. The participation in some of the activities covered in this question are also used to inform National Indicator 110 – Participation in Positive Activities (page 55).

As shown in figure 5.1, The responses to the question regarding participation in activities in the last 4 weeks showed significant reductions in the proportion of children who said that they had participated in most of the possible activities listed, except for visiting a religious, faith or community group⁹.

Figure 5.1 - Participation in activities in the past 4 weeks



More than one answer could be selected so percentages will not sum to 100

Table 5.1 shows participation in activities by level of education and the overall results compared with TellUs4. There were significant differences between primary and secondary responses for a majority of the activities covered.

⁹ 'Going to an idea store or public library' was a new question in the 2013 PAS and so there was no comparator information from TellUs4.

Table 5.1- Participation in activities in the past 4 weeks

Which of these have you been to in your free time in the last 4 weeks?	Primary	Secondary	PAS Total	TellUs4	Change (ppts)
Local park or playground	59%	61%	60%	67%	-7
Sports club or class (not in school lessons)	35%	32%	34%	43%	-9
A youth centre or club to take part in organised activities	18%	25%	21%	34%	-13
A youth centre or club with few or no organised activities	10%	15%	11%	19%	-8
Religious, faith or community group (not including services)	42%	35%	40%	38%	2
Art, craft, dance, drama, film/video-making group (not in school lessons)	23%	14%	20%	26%	-6
Music group or lesson (not in school lessons)	11%	11%	11%	18%	-7
Given your time to help a charity, or done some organised volunteering	23%	18%	22%	32%	-10
An idea store or public library	55%	35%	48%	N/A	N/A
<i>n =</i>	1,034	514	1,548	1,129	

More than one answer could be selected so percentages do not sum to 100
Differences large enough to be statistically significant have been highlighted

The results also showed that 92% of children and young people said that they had participated in at least one of the activities listed as part of the question and 45% listed at least three activities.

There was a significant difference in levels of activity between primary and secondary pupils in that while 6% of primary pupils said that they had not participated in any of the listed activities, this rose to 13% for secondary pupils.

5.2 Barriers to participation in activities

Overall, two in five children and young people (40%) said that there was nothing that stopped them from doing activities they wanted to participate in. This was a significant increase of 7 percentage points over the equivalent result from TellUs4. Slightly more young people chose this response at secondary than at primary, but the difference was not significant.

There was also a significant reduction in the proportion of children and young people choosing the response 'not available in my area' as a barrier to participating in activities. The proportion of respondents selecting this answer reduced by 7 percentage points, from 23% in TellUs4 to 16% in the PAS.

The most frequently cited barrier to participating in activities was ‘I don’t have the time’ (22% of respondents), which was chosen by 25% of secondary respondents and 21% of those at primary. This was followed by ‘my parents/carers worry about me’ as the second most frequently chosen response cited by 21% of children and young people.

Table 5.2 – Barriers to participation in activities

What sort of things stop you from doing any activities you would like to do?	Primary	Secondary	PAS Total	TellUs4
Nothing stops me	39%	42%	40%	33%
Not available in my area	13%	22%	16%	23%
Not available when I want to do it	11%	20%	14%	17%
Costs too much	18%	14%	17%	16%
I can’t get there	9%	10%	9%	13%
I have no one to go with	14%	18%	15%	17%
I don’t have the time	21%	25%	22%	19%
My parents/carers worry about me	21%	20%	21%	23%
I don’t know how to find out what’s on offer	6%	10%	7%	12%
<i>n</i> =	1,049	529	1,578	1,129

More than one answer could be selected so percentages do not sum to 100

There were also some significant differences in the responses to this question by both age and gender, which were:

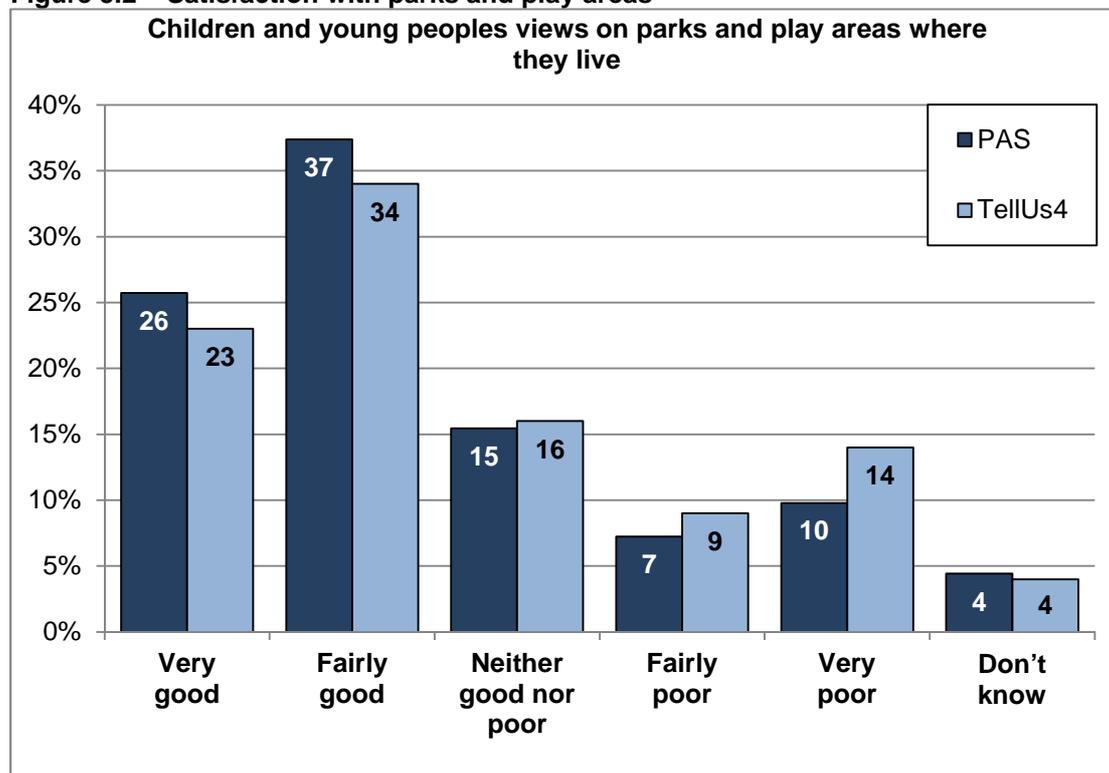
- Secondary pupils were more likely than those at primary to say that activities were ‘not available in my area’ (22% and 13% respectively) and that they were ‘not available when I want to do it’ (20% and 11% respectively).
- Boys were more likely to say that ‘nothing stops me’ (43%) than girls (37%).
- Boys were also more likely to say that activities were not available in their area (18%) than girls (13%).
- Girls were more likely to say ‘I have no one to go with’ as a reason for not participating in activities they would like to (18%) than boys (13%).

5.3 Satisfaction with parks and play areas

The question on children and young people’s views of parks and play areas in the area where they live is the subject of National Indicator 199 – Satisfaction with Parks and Play Areas (page 57). This indicator simply measures the percentage of children and young people who say that they think parks and play areas are either ‘very’ or ‘fairly good’.

The 2013 PAS results showed that overall there was significant improvement of 6 percentage points in the proportion of children and young people who rated park and play areas as 'very' or 'fairly good'. Children at primary were more likely to say this (69%) than young people at secondary (51%).

Figure 5.2 – Satisfaction with parks and play areas



A single response item. Due to rounding percentages may not sum to 100

5.4 Being listened to

Overall, 60% of young people at secondary schools taking part in the survey had put forward their ideas about things that mattered to them in at least one of the ways listed in the question.

The most frequently cited method for having given ideas was through filling in a questionnaire (not including the PAS survey) which was chosen by 36% of pupils, the same proportion as in the TellUs4 survey.

Of the sample of secondary pupils:

- 42% selected just one method for having put forward their ideas
- 13% selected two methods
- 5% said that they had put forward their ideas in three or more ways.

Table 5.3 Putting forward ideas

Have you been asked to give your ideas about things that are important to you in the last year in any of these ways?	PAS Total	TellUs 4
By telephone, text, Facebook, Twitter or any other form of social media	11%	12%
Filled in a questionnaire (not including this one)	36%	36%
Given your ideas to a school council	28%	23%
Given your ideas to a youth council or youth parliament ¹⁰	5%	4%
Meeting outside school about making things better in your local area	4%	3%
None of these	17%	9%
I haven't given my ideas	29%	17%
Something else (please specify)	3%	9%
<i>n</i> =	532	300

More than one answer could be selected so percentages do not sum to 100
Differences large enough to be statistically significant have been highlighted

Significant differences from the TellUs4 result were seen in the proportion of young people who said that they had not put forward their ideas and also in the proportion who selected 'none of these' as their response. These increased by 12 and 8 percentage points respectively.

Although more than one response could be chosen to this question, very few young people chose both the 'I haven't given my ideas' and 'none of these' responses (17 young people chose both options, equating to 3% of the secondary sample). There were also very few young people who selected 'none of these' and then specified 'something else'. This combination of responses was selected by just 1% of the sample (4 young people).

These results indicate that there has been an increase since 2009 in the proportion of young people who say that they have not given their ideas about things that are important to them.

This is also reflected in a subsequent question where young people were asked how much they thought their ideas has been listened to (figure 5.4). In response to this question, 29% said either 'I haven't given my ideas' or 'I don't know', which was the same percentage that said they had not given their ideas in the previous question.

¹⁰ Although there was an increase seen in the proportion who said that they had given their ideas to a school council, this increase was not great enough to be statistically significant.

Table 5.4 Being listened to

How much of your ideas about your school have been listened to when you have given them to your school council or in other ways?	PAS Total	TellUs4
A lot	10%	14%
A little	24%	25%
Not very much	20%	16%
Not at all	17%	15%
I haven't given my ideas	16%	15%
I don't know	13%	14%
<i>n</i> =	529	300

A single response item. Due to rounding percentages may not sum to 100

The proportion of young people who were positive about their ideas being listened to in response to the question was 34%, which was a 5 percentage point reduction over the equivalent TellUs4 result. This was accompanied by a 6 percentage point increase in the proportion who said that their ideas had been listened to 'not very much' or 'not at all'. This rose from 31% in TellUs4 to 37% in the PAS.

5.5 Child rights

As Tower Hamlets is participating in a three-year Unicef child rights pilot, children and young people were simply asked if they had 'learnt about child rights' in three different contexts. The results of these three questions are given in table 5.5 below.

Table 5.5 Child rights

Have you ever learnt about children's rights?		Primary	Secondary	PAS Total
At school	Yes	85%	85%	85%
	<i>n</i> =	975	506	1481
At home	Yes	56%	49%	54%
	<i>n</i> =	817	387	1204
Somewhere else	Yes	33%	30%	32%
	<i>n</i> =	661	328	989

A series of single response items. Due to rounding percentages may not sum to 100

90% of the respondents said that they had learnt about child rights in at least one of the places mentioned in the question, with the remaining 10% saying that they had not learnt about child rights in any place. There were not any significant differences in the overall response by gender or level of education except at secondary school level where girls were more likely to say that they had learnt about child rights (92%) than boys (85%).

5.6 Things that would improve life overall

Table 5.6 shows the response to a question which asked children and young people to select three things which they felt would improve their life overall, the results are ordered by highest to lowest frequency in the overall results.

Almost half of all children and young people (49%) chose ‘more places where I can go and spend time with my friends’ making this the most frequently cited option overall that would improve life.

Table 5.6 Things that would improve life overall

If there are three things that would make your life better, what would they be?	Primary	Secondary	PAS Total	TellUs4
More places where I can go to spend time with my friends	52%	42%	49%	32%
More interesting school lessons	36%	50%	41%	35%
More help to plan for my future	35%	49%	40%	32%
More organised activities and things to do	36%	34%	36%	19%
More help to do better at school	30%	38%	32%	36%
Less bullying	28%	21%	26%	17%
Someone I can always talk to	24%	22%	23%	16%
More ways I can volunteer or help people	20%	18%	20%	10%
More help to feel safe at school and in my local area	17%	18%	17%	9%
More advice about being healthy	15%	18%	16%	12%
More chance to have a say in how things are run at school / local area	13%	19%	15%	9%
Don't know	7%	15%	9%	10%
Something else (please specify)	5%	7%	6%	8%
None of these	4%	6%	5%	4%
<i>n</i> =	1,052	520	1,572	1,129

More than one answer could be selected so percentages do not sum to 100
Differences large enough to be statistically significant have been highlighted

For children at primary, ‘more places where I can go to spend time with my friends’ was the most frequently cited response for both boys and girls, with ‘more help to plan for my future’ being the second most frequent response for girls (36%) and ‘more interesting school lessons’ being the second most popular choice for boys (41%).

At secondary schools, the most frequently chosen options were ‘more help to plan for my future’ (chosen by 52% of girls and 45% of boys) and ‘more interesting school lessons’ (chosen by 51% of girls and 50% of boys). ‘More places where I can go to spend time with my friends’ was cited by 51% of girls at secondary and 34% of boys.

6. Resilience for the future

This chapter looks at the plans and aspirations children and young people have for the future, and also their views on the support and advice they have received to help plan for it. The survey asked several questions regarding:

- Intentions to go on to university or higher education in the future
- The future plans of secondary pupils after they complete year 11
- How much help secondary pupils have had to help plan for their future, and where that help has come from
- Whether secondary pupils feel that they have had enough information and support in planning for their future.

Summary findings

- Over two thirds of children and young people (67%) said that they intend to go on to university or higher education in the future.
- More pupils at primary (71%) than at secondary schools (59%) said that they intended to go on to university or higher education in the future, though there were no significant differences by gender.
- Over a quarter of primary pupils (26%) and almost a third of secondary pupils (32%) said that they did not know if they would go on to university or further education.
- Around four in ten young people at secondary schools (39%) said that they intended to go on to study at college after year 11, with 23% saying that would go on to a school sixth form.
- Over a fifth (22%) of secondary pupils said that they were not sure of what they would go on to do after year 11.
- A quarter of secondary pupils felt that they had not had enough information and support to help plan for their future. This response was more prevalent amongst girls at secondary (29%) than boys (23%).

6.1 Future plans

When asked about their plans for the future, 67% of children and young people said that they intended to go on to university or higher education in the future. This was a significant increase of 4 percentage points over the TellUs4 result.

There were also significant differences between the results for primary and secondary pupils, with more uncertainty about higher education apparent amongst secondary pupils. 32% of young people at secondary schools answered this question with a 'don't know' response compared with 26% at primary schools.

Table 6.1 Plans to go to university or higher education

Do you think that you will go to university or higher education in the future?	Primary	Secondary	PAS Total	TellUs4
Yes	71%	59%	67%	63%
No	3%	9%	5%	7%
Don't know	26%	32%	28%	30%
<i>n</i> =	1,052	525	1,578	1,129

A single response item. Due to rounding percentages may not sum to 100

There were no significant differences in the responses by gender with only a 1 percentage point difference in the proportion planning to go on to university or higher education in both the primary and secondary responses.

6.2 Future plans at secondary schools

When asked about their plans for when they finished year 11, 61% of secondary pupils said that they intended to go on to further study. A further 12% said that they intended to get a job and 5% said they intended to do some form of apprenticeship.

While this question was asked in the TellUs4 survey, and the wording remained unchanged, the results are not comparable because of the changing circumstances for the secondary cohort taking part in the PAS. The raising of the participation age will affect these young people who will now be required to remain in education (or training) until their 18th birthday. Though it is of note that despite these changes, the proportion of young people who answered with 'not sure yet' in the PAS was broadly similar to the TellUs4 result (22% and 18% respectively).

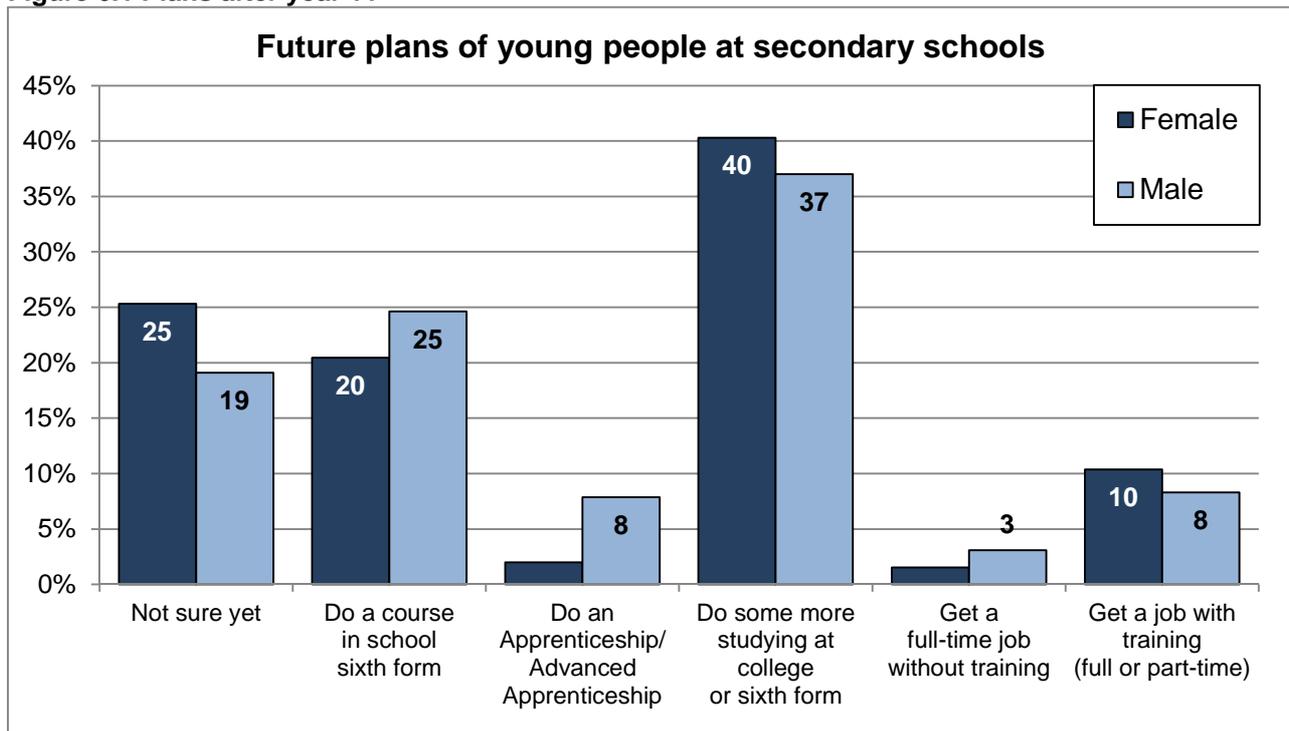
Table 6.2 Plans after year 11

What do you think you will do when you finish Year 11?	PAS Total
Not sure yet	22%
Do a course in school sixth form	23%
Do an Apprenticeship/Advanced Apprenticeship	5%
Do some more studying at college or sixth form college	39%
Get a full-time job without training	2%
Get a job with training (full or part-time)	9%
<i>n</i> =	531

A single response item. Due to rounding percentages may not sum to 100

While there were some differences in the response by gender (figure 6.1) these were not large enough to be statistically significant given the secondary sample size. The largest difference by gender was in the ‘not sure yet’ response, this was chosen by 25% of girls and 19% of boys at secondary schools.

Figure 6.1 Plans after year 11



A single response item. Due to rounding percentages may not sum to 100

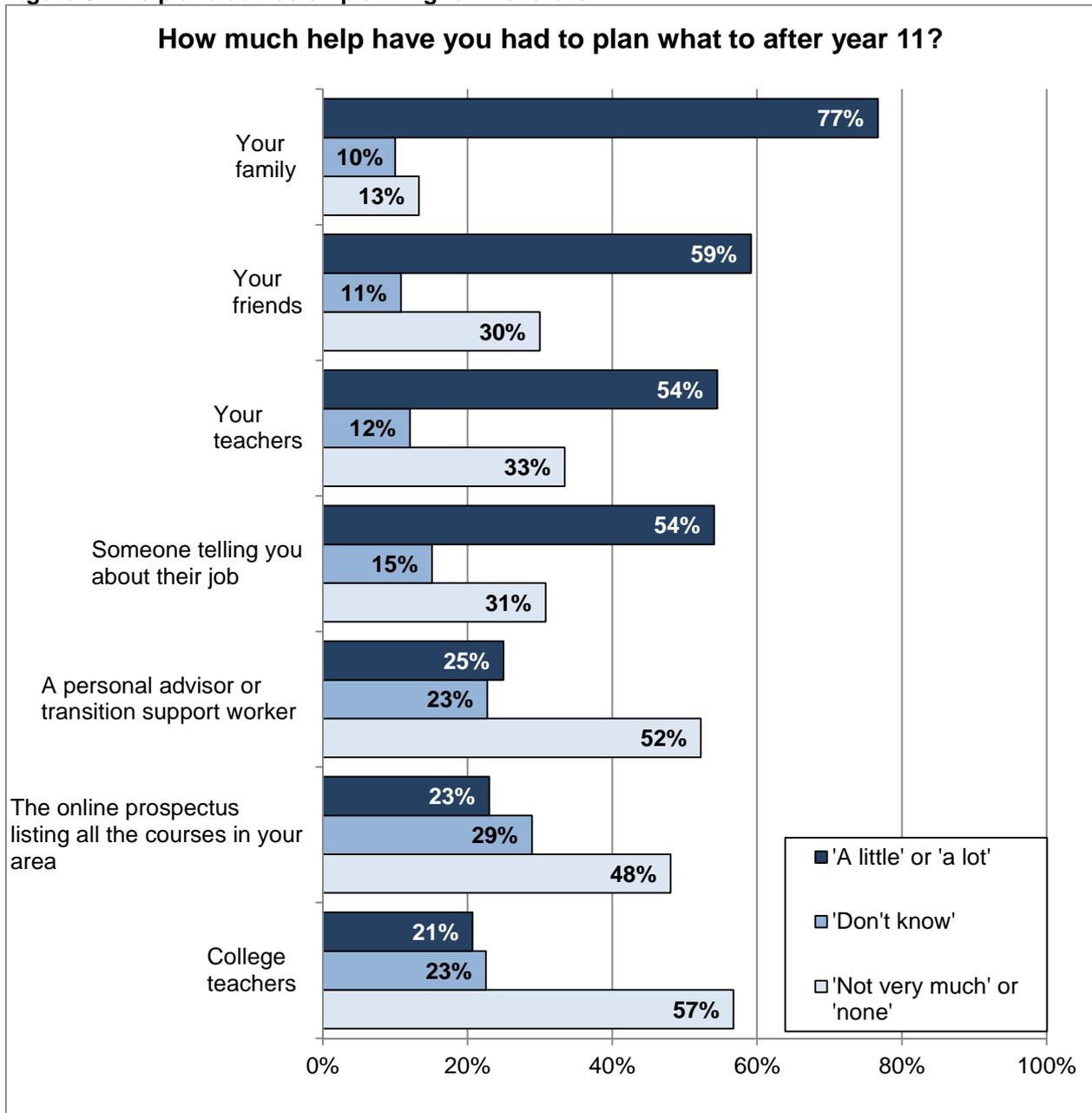
6.3 Support in preparing for the future

In the PAS question asking children and young people what they ‘often worry about’, the second most frequently cited response for secondary pupils was ‘what to do after year 11’ (chosen by 39% of pupils) with worrying about school work and exams being chosen by 60%.

Further questions later in the survey (which were only asked of secondary pupils) explored their views of the level of advice and support they had received from different sources in planning for their future, these results are given in figure 6.2.

The most frequently cited source of help and advice was from family (77%), followed by friends (59%) and then from teachers (54%).

Figure 6.2 Help and advice on planning for the future

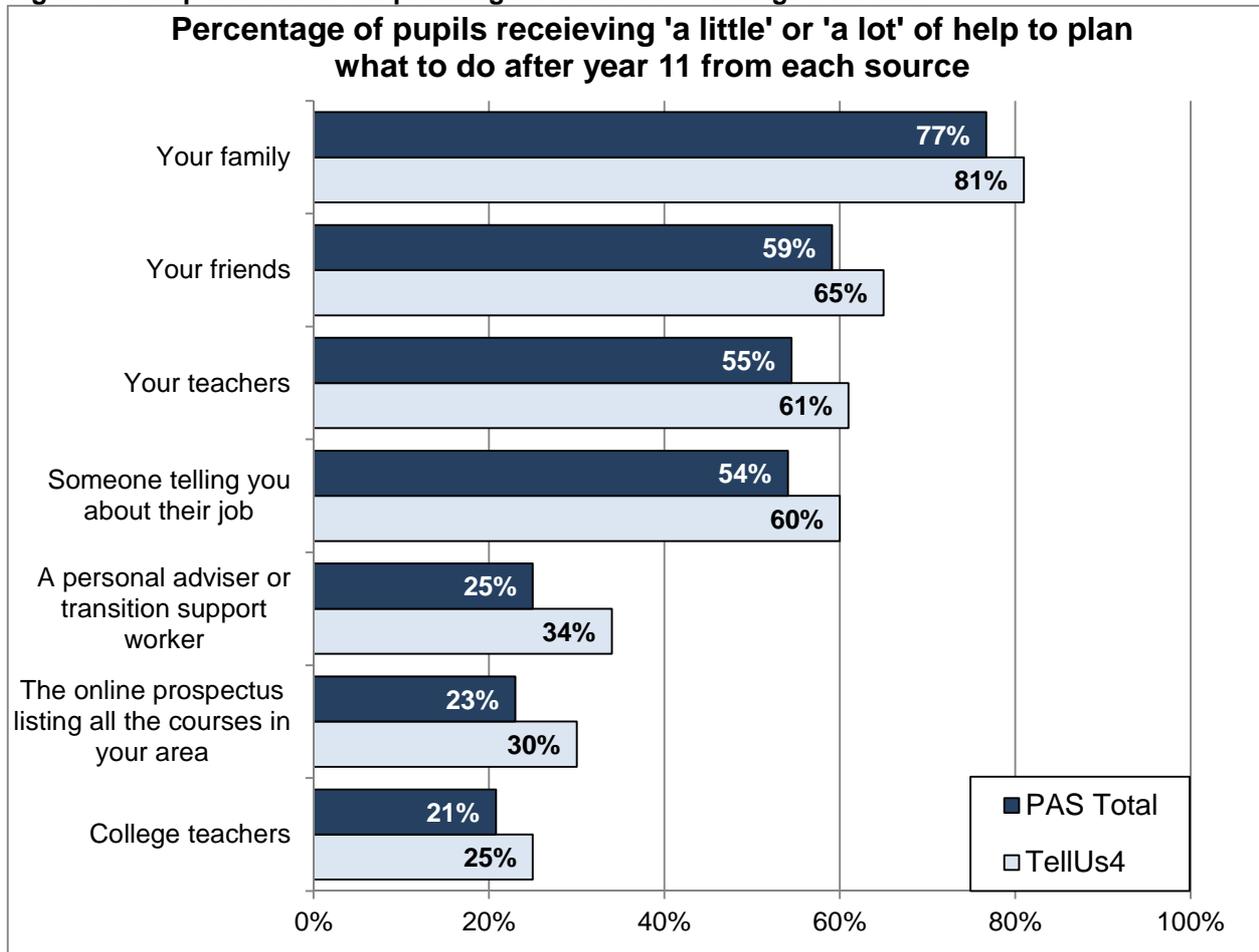


A series of single response items. Due to rounding percentages may not sum to 100

While there were some differences from TellUs4 in the PAS results, with fewer young people saying that they had received either 'a little' or 'a lot' of help from each of the sources, the hierarchy of where help was likely to come

from remained the same. Figure 6.3 shows the percentage of young people who said that they had received either 'a lot' or 'a little' of help from each of the sources to plan their future, from both the PAS and from TellUs4.

Figure 6.3 Help and advice on planning for the future – change over time



A series of single response items.

These decreases were not found to be statistically significant, except for two cases regarding help from a personal adviser or transition support worker¹¹ which fell from 34% to 25%, and for an online prospectus listing courses in the area which fell from 30% to 23%.

Over 90% of young people at secondary said they had received help from at least one of the sources included in the question and a further 2.1% explicitly said that they not received any help from any of these sources.

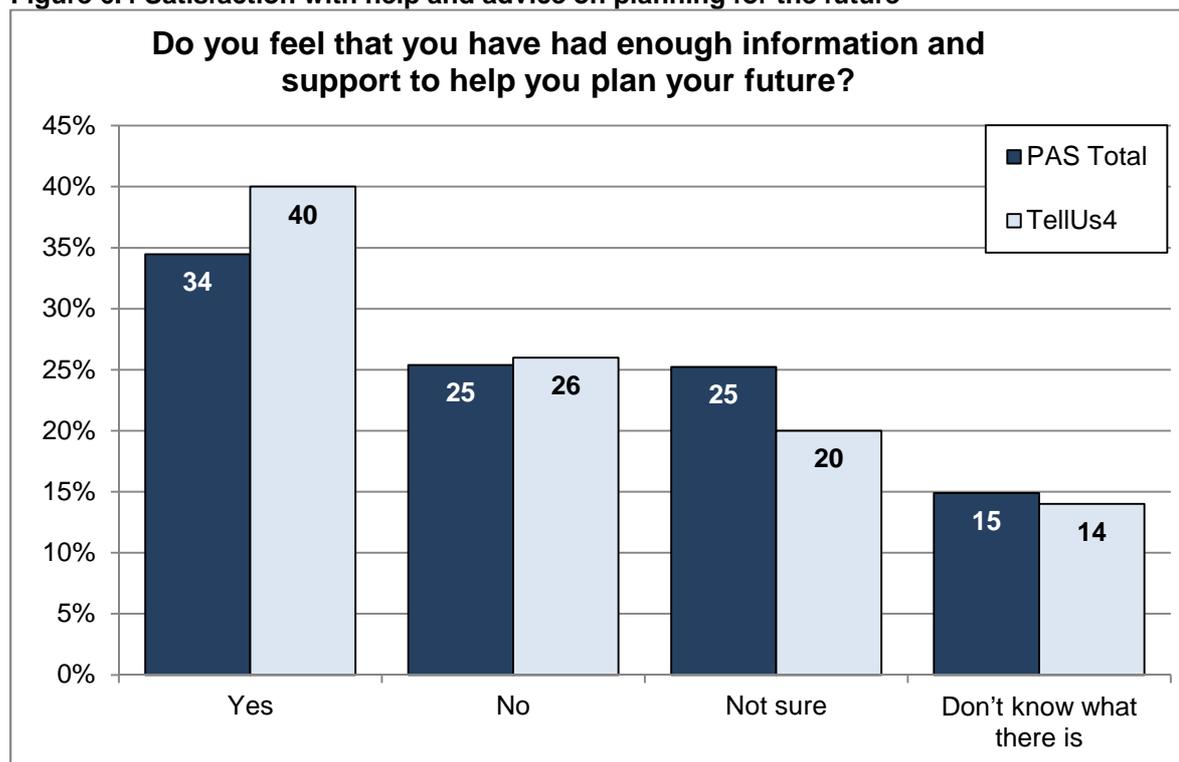
On average young people said that they had received at least some help from four of the possible sources listed.

¹¹ A new term for what had been known as a connexions advisor

6.4 Satisfaction with information and support received

When asked if they felt that they had had enough information and support overall to help plan for their future, the proportion that answered 'yes' fell from 40% in the TellUs4 result to 35% in the PAS. Though this difference was not great enough to be statistically significant, it was accompanied by a rise in the proportion who said they were 'not sure' from 20% to 25%. The proportion who answered 'no' remained roughly the same at around one quarter of secondary pupils.

Figure 6.4 Satisfaction with help and advice on planning for the future



A single response item. Due to rounding percentages may not sum to 100

A higher proportion of girls than boys said that they had *not* had enough information and support to plan for the future, with this response being chosen by 29% of girls and 23% of boys. Girls were also less likely to say that they had had enough information and support (30%) compared with boys (38%).

7. National Indicator Results

National Indicators derived from the TellUs survey

The TellUs survey was used to derive five national indicators covering the themes of **Being Healthy** (indicators NI 50 & NI 115), **Staying Safe** (Indicator NI 69), **Enjoy & Achieve** (indicator NI 199) & **Making a Positive Contribution** (indicator NI 110).

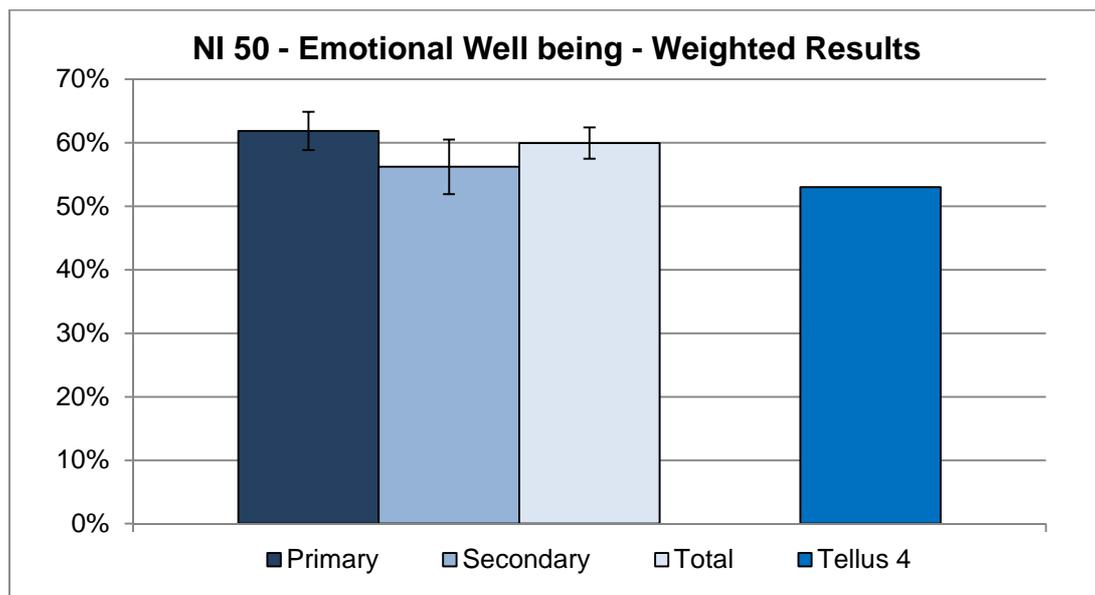
The last time the indicators were updated was after the TellUs4 survey in 2009. These have now been recalculated for Tower Hamlets in 2013 using the results from the Pupil Attitude Survey (PAS). The definitions and methodology behind the indicators is provided in the final section of this document.

7.1 Ni 50 - Emotional Health and Well-being

This indicator is a composite measure created using children's responses to four questions regarding being able to talk to people when they are worried about something. The result is the proportion of children who are deemed to have good relationships & support.

The relevant questions in the Pupil Attitude Survey remained identical to those in the previous TellUs4 questionnaire, providing for comparability.

NI 50	Primary	Secondary	PAS Total	TellUs4 2009
Total	62%	56%	60%	53%
<i>n</i> =	989	514	1,503	1,129



Error bars denote 95% confidence intervals for the given estimates

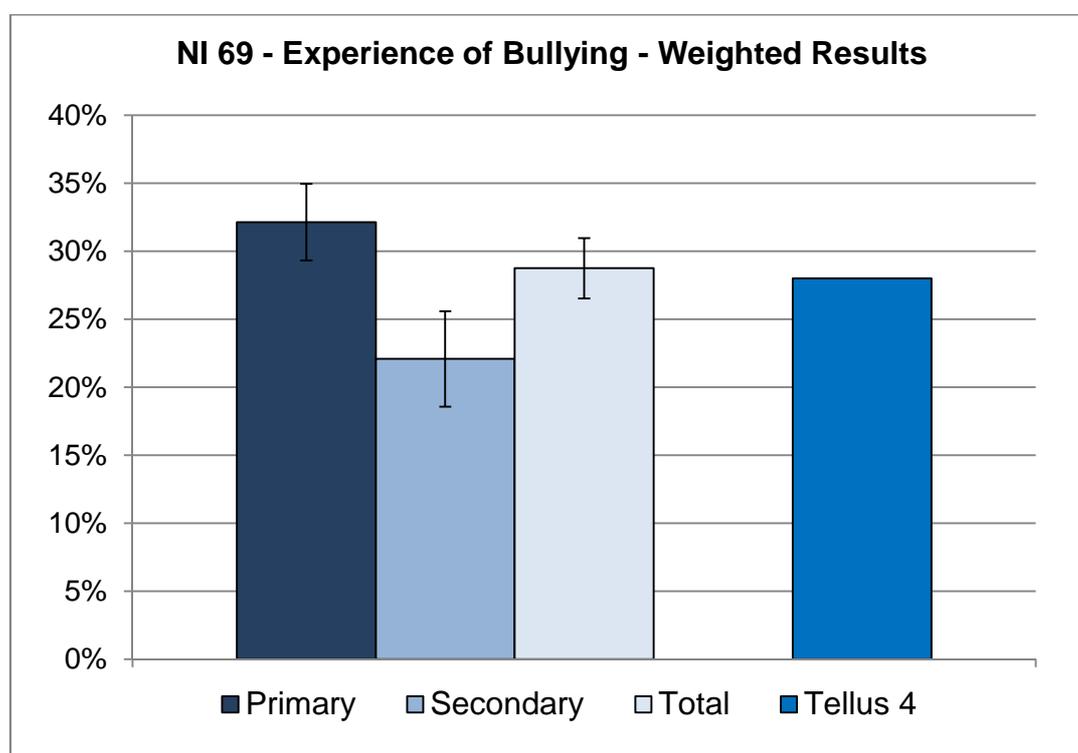
7.2 NI 69 – Experience of Bullying

This indicator is a measure of the percentage of children who had experienced bullying within the last year, either inside or outside of school (including the journey to/from school).

The questions concerning the location and frequency of bullying in the TellUs4 questionnaire were modified for the Pupil Attitude Survey. This was done in an effort to introduce additional questions covering both the type and mode of bullying without unduly lengthening the full questionnaire.

Despite the changes, the questions in the Pupil Attitude Survey still enable us to assess how many children responded that they had experienced bullying in the previous year, regardless of where it had occurred.

Ni 69	Primary	Secondary	PAS Total	TellUs4 2009
Total	32%	22%	29%	28%
<i>n</i> =	1,061	539	1,600	1,129



Error bars denote 95% confidence intervals for the given estimates

7.3 NI 110 – Participation in Positive Activities

This indicator measured the percentage of year 10 pupils who have participated in positive activities outside of school in the four weeks prior to the survey. In the Pupil Attitude Survey results, ages 14 and 15 have been used as a proxy for year 10, however, this is likely to have also included some year 9 children in the sample. The questions that informed this indicator were also modified for the Pupil Attitude Survey; the changes made are detailed in the appendix.

The activities specified in the guidance that contribute to this indicator are: a sports club or class (where the child participated in rather than watched sport), a youth club or group with organised activities led by adults, an art, craft dance, drama or film/video making group outside of school lessons or a music group or lesson outside of school time.

NI 110	PAS 2013	TellUs4 2009	
	Ages 14 & 15	Year 10	
Total	65%	66%	
<i>n</i> =	149		

NI 110	Primary	Secondary	PAS Total
Total	60%	60%	60%
<i>n</i> =	911	448	1,359

Other activities led by an adult which were included in the questions, but excluded from the indicator calculation were:

- A religious, faith or community group (not including services)
- Given your time to help a charity, a local voluntary group or done some organised volunteering

If these activities were included as positive activities led by an adult, the proportion of children aged 14 & 15 participating (after weighting) would increase to 75%.

NI 110 – Expanded activity list	PAS 2013
	Ages 14 & 15
Total	75%
<i>n</i> =	152

NI 110 – Expanded activity list	Primary	Secondary	PAS Total
Total	80%	73%	78%
<i>n</i> =	953	462	1,415

7.4 NI 115 – Alcohol, Drug and Substance Misuse

This indicator measures the percentage of children who responded that they had used alcohol and/or drugs more than once in the four weeks prior to the survey. Questions relating to alcohol use are asked of all pupils, while questions regarding drugs are only asked of those in secondary schools.

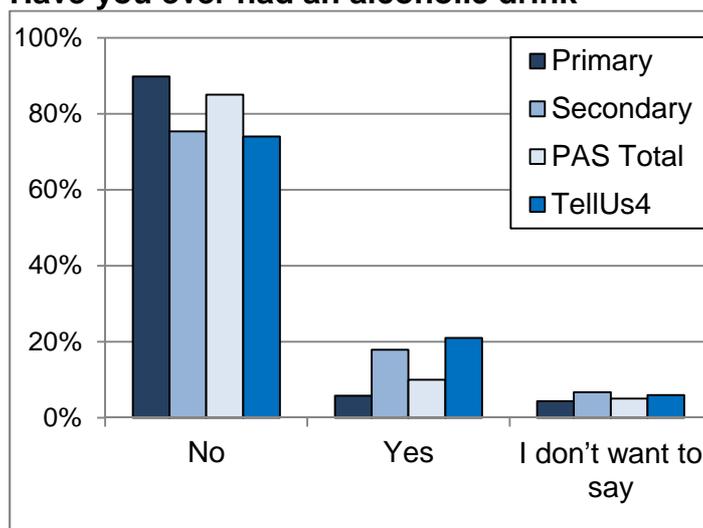
The questions regarding frequency of drug use were modified for the Pupil Attitude Survey to include two additional specific substances that previously would have come under the 'other drugs' response option. The changes along with the methodology behind the indicator are given in the appendix.

NI 115	Primary ¹²	Secondary	PAS Total	Tellus4
Total	<1%	7%	2%	7%
<i>n</i> =	1,050	529	1,579	1129

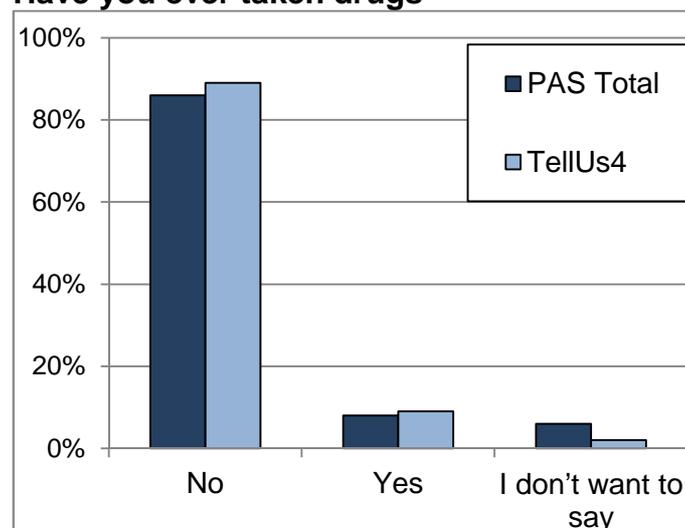
The NI 115 results calculated for the Pupil Attitude Survey show a significant drop in the number of respondents who said that they had used alcohol and/or drugs more than one time in the specified time period. This is primarily due to a significantly lower proportion stating that they had ever tried alcohol. In the TellUs4 survey 21% said that they had ever tried alcohol compared with just over 9% in the Pupil Attitude Survey.

These differing results on the alcohol question responses could reflect the different compositions of the two survey samples. In the TellUs4 survey Bangladeshi children accounted for 45% of respondents after weighting, despite accounting for 63% of all pupils in the 2009 spring school census. In the Pupil Attitude Survey, Bangladeshi children accounted for 63.7% of the sample after weighting, almost 20 percentage points higher than for TellUs4.

Have you ever had an alcoholic drink



Have you ever taken drugs



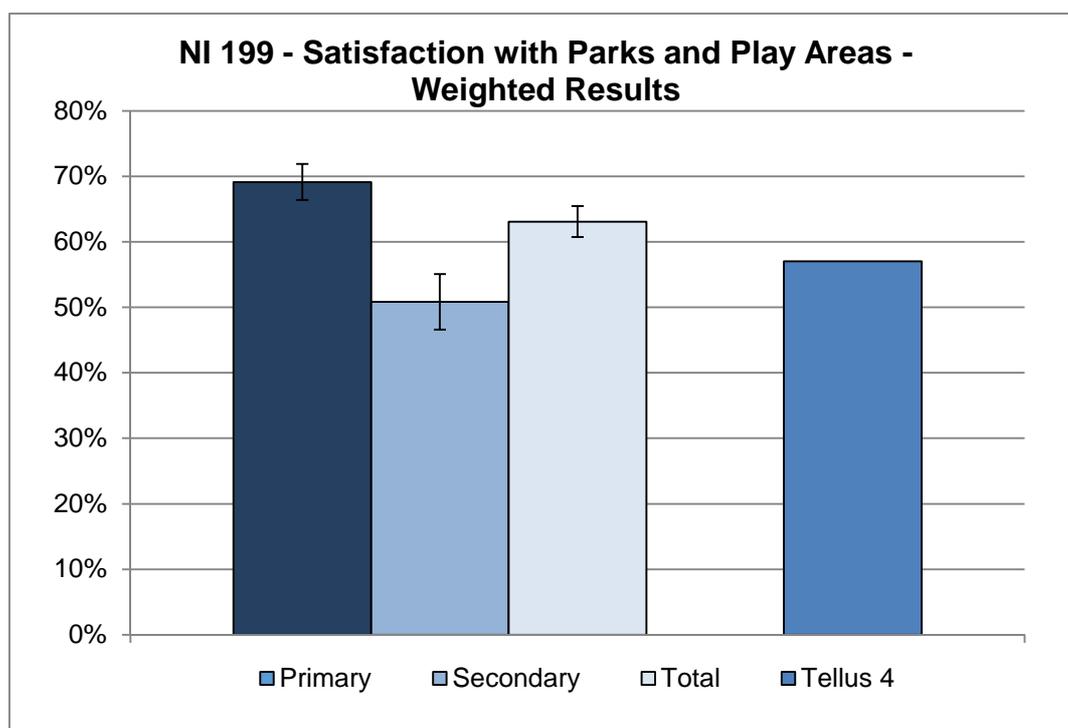
¹² Primary result applies to alcohol use only

7.5 NI 199 – Satisfaction with Parks and Play Areas

This indicator simply measures the proportion of survey respondents who said that they thought parks and play areas where they lived were either ‘fairly good’ or ‘very good’.

The Pupil Attitude Survey question that informs this indicator remained identical to the one in TellUs4.

NI 199	Primary	Secondary	PAS Total	Tellus4 2009
Total	69%	51%	63%	57%
<i>n</i> =	1,082	535	1,617	1,129



Error bars denote 95% confidence intervals for the given estimates

Appendix - National Indicator Definitions and Question Changes

NI 50 - Emotional health and well-being definition

This indicator intends to capture one of the key elements of children's emotional health: the quality of their relationships with family and friends. The questions which inform this indicator **remained unchanged** in the Pupil Attitude Survey.

The four question responses that are used to form this indicator are:

- I have one or more good friends
- When I'm worried about something I can talk to my mum or dad
- When I'm worried about something I can talk to my friends
- When I'm worried about something I can talk to an adult other than my mum or dad

The **numerator** consists of children who agreed with the statement "I have one or more good friends" and also agreed with at least two of the other 3 statements about being able to talk to someone when worried.

The **denominator** consists of children who gave any valid response to the statement "I have one or more good friends" and also gave valid responses to any two of the other three statements about being able to talk to someone when worried.

NI 69 – Experience of bullying definition

The TellUs4 questions informing this indicator were **modified** for the Pupil Attitude Survey in an effort to introduce additional questions covering both the type and mode of bullying without unduly lengthening the full questionnaire. Despite this, the Pupil Attitude Survey questions still enable us to assess how many children responded that they had been bullied in the past year, both inside and outside of school (including journeys to and from school). The relevant questions and method from both surveys are detailed below for comparison.

TellUs4 questions regarding experience of bullying

In the TellUs4 questionnaire, children were asked if they had ever been bullied in school (excluding journeys to or from school). If they responded that they had ever been bullied in school they were then asked a follow up question regarding the frequency of bullying. The frequency question contained options such as 'every month', 'every day', and also 'I was bullied more than one year ago'.

These questions were then repeated for bullying outside of school which included journeys to and from school.

The **numerator** consisted of children who answered that they had ever been bullied (either in or out of school) and chose any follow up response on frequency of bullying other than 'I was bullied more than one year ago'.

The **denominator** consisted of all children who gave any valid response concerning either (or both) bullying in and outside of school.

Pupil Attitude Survey questions regarding experience of bullying

The changes made to the relevant bullying questions were:

1. Modification of all bullying questions to specify the previous year as a timeframe, this meant that the 'more than one year ago' response option in the frequency question could be replaced with one where children could then specify that they had been bullied once in the past year.
2. Modification of the bullying outside of school 'Yes' or 'No' question to collect additional information on whether bullying outside of school was separate or associated with bullying occurring in school.
3. Remove the frequency question regarding bullying outside of school to make space for questions regarding the mode and type of bullying.

Children were asked if they had been bullied in the last year at school (including journeys to and from school) and if so, were then asked a follow up question on frequency. Because the lead-in question specified 'bullying in the last year', the follow up question did not include a 'more than one year ago' option. Children were also asked 'Have you been bullied outside of school in the last year (excluding journeys to or from school)?' Possible response options to this question were:

- 'Yes (to do with bullying at school)'
- 'Yes (not to do with bullying at school)'
- 'No'

The **numerator** consists of all children who answered that they had been bullied in the past year, either inside or outside of school (or both).

The **denominator** consisted of all children who gave any valid response concerning either (or both) bullying in and outside of school.

Ni 110 - Participation in positive activities definition

The TellUs4 questions informing this indicator were **modified** for the Pupil Attitude Survey. In the original survey there were five response options spread across two questions that would contribute to the numerator for this indicator. In the Pupil Attitude Survey one of these questions was removed, leaving four response options that would contribute to the numerator. The

relevant questions and method from both surveys are detailed below for comparison.

TellUs4 questions regarding positive activities

The TellUs questionnaire first asked whether children had participated in any activity outside of school lessons in the past four weeks that had been led by an adult.

The following question then asked whether they had been to any of a set of eight listed activities/places (also during the last four weeks), and an additional 'something else' response option.

Of the eight specific activities/places included in the list, four were deemed relevant to NI 110, these were:

1. A sports club or class (where the child participated in, rather than watched sport)
2. A youth club or group with organised activities led by adults
3. An art, craft dance, drama or film/video making group outside of school lessons
4. A music group or lesson outside of school time

The **numerator** consisted of all children who said that they had participated in activities outside of school lessons in the past four weeks that had been led by an adult, and/or said that they had been to one or more of the four activities listed above.

The **denominator** consisted of all children who had given a valid response to at least one of the questions regarding activities outside of school.

Pupil Attitude Survey questions regarding positive activities

The question regarding activities outside of school in the last four weeks led by an adult was dropped from the Pupil Attitude Survey to make space for new questions. This question was selected for removal as it was seen to duplicate some information gathered in the subsequent question on which specific activities had been participated in.

The follow up question on which specific activities/places children had been to in the last four weeks was retained, but was modified by the inclusion of an additional option of having been to an idea store or public library.

Because the Pupil Attitude Survey only included four possible responses which contribute to this indicator compared with the original five, we could expect the resulting score to be lower.

The **numerator** consisted of all children who said that they had been to one or more of the four specific activities deemed relevant to the indicator.

The **denominator** consisted of all children who had given any valid response to the question regarding specific activities outside of school.

Additional comparability issue for NI 110 regarding age and year group.

The original Ni 110 indicator specifically concerned children in year 10 only and although there was no question on year group in the TellUs survey, NFER were able to determine which year group children belonged using age when calculating the indicator.

The Pupil Attitude Survey also did not contain a question on year group, however, due to the expansion of the sample to include year groups 8, 9 & 10 at secondary (rather than just year groups 8 & 10) the use of ages 14 & 15 to determine year group is likely to have included some year 9 pupils in the sample.

Ni 115 - Alcohol, drugs and substance misuse definition

The questions which inform this indicator were **modified** for the Pupil Attitude survey to gather more detailed information on drug types potentially in use.

TellUs4 questions regarding alcohol, drugs and substance misuse

Alcohol – questions asked of all children

Children were first asked if they had ever tried alcohol, and if they responded that they had, they were then asked a follow up question regarding frequency of being drunk within the four weeks prior to the survey.

The possible response options allowed children to indicate that they had never been drunk, had not been drunk in the last four weeks or had been drunk 'once', 'twice' or 'three or more times'. Options for 'don't want to say' and 'don't know/can't remember' were also included.

Substance use – Questions asked of secondary pupils only

The questions regarding substance use followed a similar format to the questions on alcohol, except that there were three follow up questions on frequency that focussed on different groups of substances separately. The frequency questions covered:

1. Cannabis or skunk
2. Solvents glue or gas (to inhale or sniff)
3. Other drugs (like cocaine, LSD, ecstasy, heroin, crack, speed, magic mushrooms, etc.)

The **numerator** consisted of:

1. All children at primary who said that they had tried alcohol and had also been drunk twice or more in the last four weeks
2. All children at secondary who said that they had tried alcohol and/or drugs and whose responses on frequency indicated that they had used substances (including alcohol) on two or more occasions in the last four weeks.

The **denominator** consisted of all children who had given any valid response to the questions regarding whether they had ever tried alcohol and/or drugs.

Pupil Attitude Survey questions regarding alcohol, drugs and substance misuse

The alcohol questions remained unchanged in the Pupil Attitude Survey and the restriction of questions on drugs to secondary pupils only was retained.

The modification consisted of the addition of two additional substances/substance groups to the follow up questions on frequency of use. These were:

- What may be known as a ‘legal high’
- Khat

As these substances would likely have previously been captured within the ‘other drugs’ category in the TellUs4 survey, for calculating NI115 from the Pupil Attitude Survey Results the full list of five substance groups were included in the numerator. Apart from this modification, all other aspects of the calculation remained unchanged.

Ni 199 - Satisfaction with parks and play areas definition

The question which informs this indicator **remained unchanged** for the Pupil Attitude Survey. In the question children were asked to rate the parks and play areas where they lived on the five point scale below:

- Very Good
- Fairly good
- Neither good nor poor
- Fairly poor
- Very poor

A ‘don’t know’ choice was also included which was considered a valid response that contributes to the indicator denominator.

The **numerator** consists of children who stated that they thought the parks and play areas where they lived were either ‘fairly good’ or ‘very good’.

The **denominator** consists of children who gave any valid response to the question regarding their views on parks and play areas where they lived.

Appendix B - Individual School Reports

School level reports have been produced based on a selection of responses from the survey questionnaire. These include questions where pupils were asked to express a view about their school and questions regarding their well-being and future plans.

Sample Sizes

There have been some issues with small sample sizes when looking at the results from an individual school. Where the sample size was fewer than 30 pupils, significance testing of the results against borough averages has not been possible.

There were also several questions where a sub group of pupils were asked a follow up question dependant their preceding answer. This has in many cases produced numbers which are too small to report at the individual school level.

Significance testing

Where possible, significance testing has been undertaken of the difference between an individual school result and that for the full sample of that school type. Where the difference was large enough to found statistically significant, the difference has been highlighted as shown below.

 = Statistically significant difference

In all other cases, differences were not found to be statistically significant because the magnitude of the difference was not great enough given the sample size for that school. Where differences are not found statistically significant the difference could be the result of sampling variability and may not reflect actual differences.