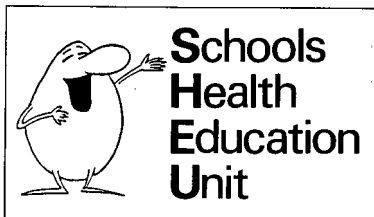


**Every Child Matters**  
**in**  
**South Gloucestershire**  
**PARENT/CARER VERSION**

**School Report**  
**SG Parents and Carers PRIMARY**



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## Foreword

The Schools Health Education Unit (SHEU) is pleased to be able to produce your Report, which contains detailed information about the health beliefs and behaviour of your pupils.

The report compares the data collected from your pupils with those from a larger, wider sample.

SHEU is sure that you, your colleagues, and your pupils will also find the information contained within this report to be of value in helping you to gauge some of the most important factors that affect the lives of our young people both now and in the future.

SHEU hope that your pupils found the experience of completing the questionnaire interesting and thought provoking.

Finally, SHEU would like to take this opportunity to thank you for your support and co-operation in agreeing to participate in this valuable research initiative.

A handwritten signature in black ink that reads "David Regis". The signature is written in a cursive style with a period at the end.

**Dr. David Regis**

Research Manager  
Schools Health Education Unit

## Introduction

1. This report contains results from your survey with explanation and commentary. Data arising from the survey can be used to inform planning decisions as well as in the classroom as the stimulus for discussion with young people.

Your comments are invited.

2. This report should ideally be studied with reference to the original questionnaire and the survey results tables. The first is recommended because we may have paraphrased a question below for reasons of space, and the precise wording and position may be important for interpretation.

Preceding this report you should have received **The Survey Results Tables**, which contains more information than can be summarised here. You may want to refer to this if you want to look in more detail at the results of a particular question. The Survey Results Tables show the number of responses received for each question, which may be less than the total sample. Also in the Results Tables are the results of each response for multiple-choice questions, whereas in this report answers may be grouped.

3. This report is created in Microsoft Word for Windows and can be e-mailed to your school; contact **e\_results@sheu.org.uk** if you would like a copy.

4. This report exists for the use of the school and the LEA does not hold a copy. The information is designed, at an individual school level, to support the process of continuing school self evaluation. As such it is intended that schools should identify the issues presented by the data as well as the likely solutions and outcomes. The results of the survey should be included in Section 2 of the OFSTED Self Evaluation Form, "Views of learners, parents and carers". School Improvement Advisers will work with schools to ensure that the appropriate issues have been identified and appropriate actions implemented. Advisers will not carry out an analysis of an individual school's set of responses. The key to best practice is not simply the analysis but effectively addressing the issues raised.

5. Where differences can be seen between your school and the reference sample, you may find the enclosed table of some use in deciding if the differences seen are significant. The 'standard error' of a proportion is an assessment of how reliable our figures are, that is, the margin of error.

Two points in particular should be made:

- when the sample size is small, it may be that just one individual voting a different way would make a large percentage difference to the results (so, one in twenty in 5%)
- even if your sample is small, you may have a very high proportion of your available population – if, say, you sample every single pupil of your year 2 class. In this case, the notion of 'margin of error' doesn't really apply to the sampling, only to the process of collecting the responses.

**TABLE OF STANDARD ERRORS OF PROPORTION**

		Percentage seen in sample				
		10%	20%	30%	40%	50%
Number In sample	20	6.7	8.9	10.2	11.0	11.2
	30	5.5	7.3	8.4	8.9	9.1
	40	4.7	6.3	7.2	7.7	7.9
	50	4.2	5.7	6.5	6.9	7.1
	60	3.9	5.2	5.9	6.3	6.5
	80	3.4	4.5	5.1	5.5	5.6
	100	3.0	4.0	4.6	4.9	5.0
	150	2.4	3.3	3.7	4.0	4.1
	200	2.1	2.8	3.2	3.5	3.5
	300	1.7	2.3	2.6	2.8	2.9
	500	1.3	1.8	2.0	2.2	2.2

So, if you have a sample of 50 parents and 15% of them think that the school needs a new swimming pool, we can see from the table that your confidence in that percentage is about  $\pm 5\%$ .



## **The Sample**

In this report the data gathered from your school has been compared with a larger sample from your area. This enables you to compare your results with others in the area.

Around 90% of the parents in the school sample were female.

57% of the parents responding in S Glos had just one child at the school, and 63% of the parents have other children.

93% of parents responding were of White British ethnic background.

Parents responding had children in the following year groups: comparable figures from the reference sample are given second.

	S Glos %
Nursery	1
Reception	9
Year 1	12
Year 2	37
Year 3	14
Year 4	13
Year 5	18
Year 6	37
Year 7	0
Year 8	0
Year 9	0
Year 10	0
Year 11	0
Year 12	0
Year 13	0

We asked, *Do any of your children have special educational needs?* 10% of the parents said yes; the details are given below:

Yes, learning difficulties	7%
Yes, physical disability and/or sensory impairment	2%
Yes, behavioural, social or emotional difficulties	3%

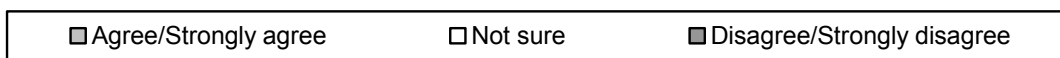
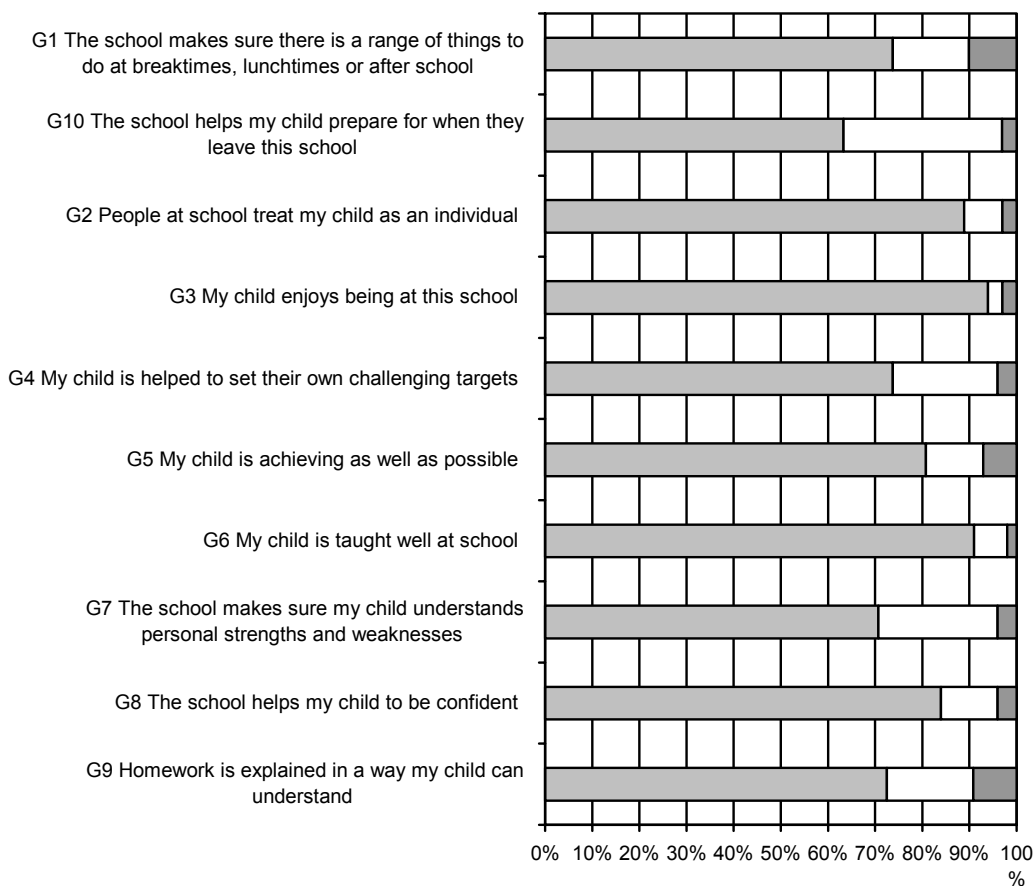
### **Administration**

Staff in school will have been responsible for the parents selected the survey.

Anything special about the day of administration, or the pupils present and absent on that day, may affect the detail of the results.

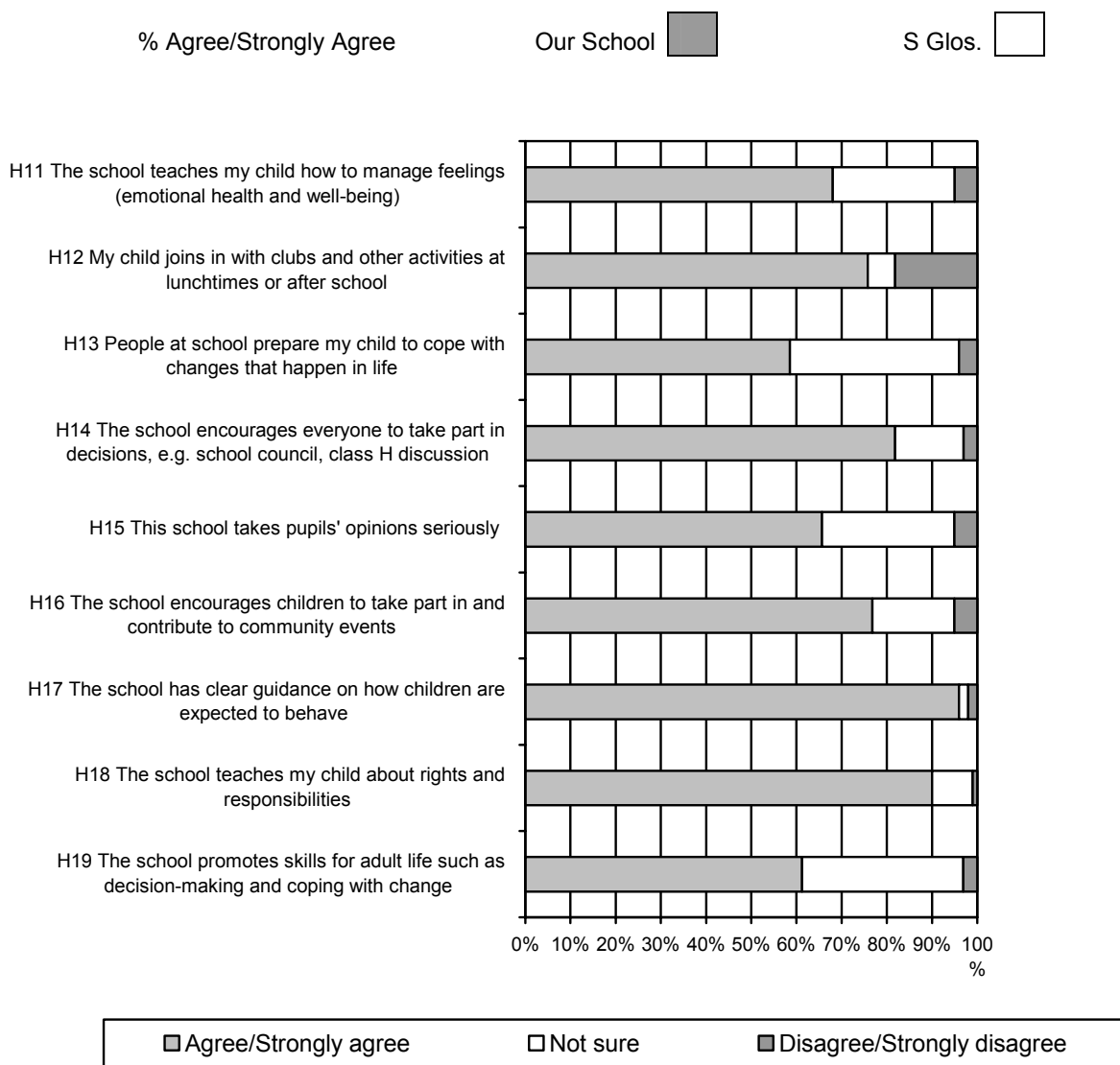
## G ENJOYING AND ACHIEVING

	Agree/Strongly agree	Not sure	Disagree/Strongly disagree
G1 The school makes sure there is a range of things to do at breaktimes, lunchtimes or after school	73	16	10
G2 People at school treat my child as an individual	88	8	3
G3 My child enjoys being at this school	93	3	3
G4 My child is helped to set their own challenging targets	73	22	4
G5 My child is achieving as well as possible	80	12	7
G6 My child is taught well at school	91	7	2
G7 The school makes sure my child understands personal strengths and weaknesses	70	25	4
G8 The school helps my child to be confident	84	12	4
G9 Homework is explained in a way my child can understand	71	18	9
G10 The school helps my child prepare for when they leave this school	62	33	3



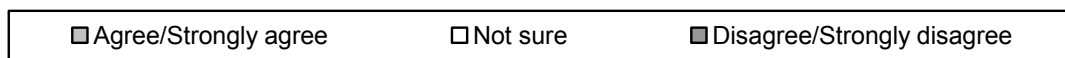
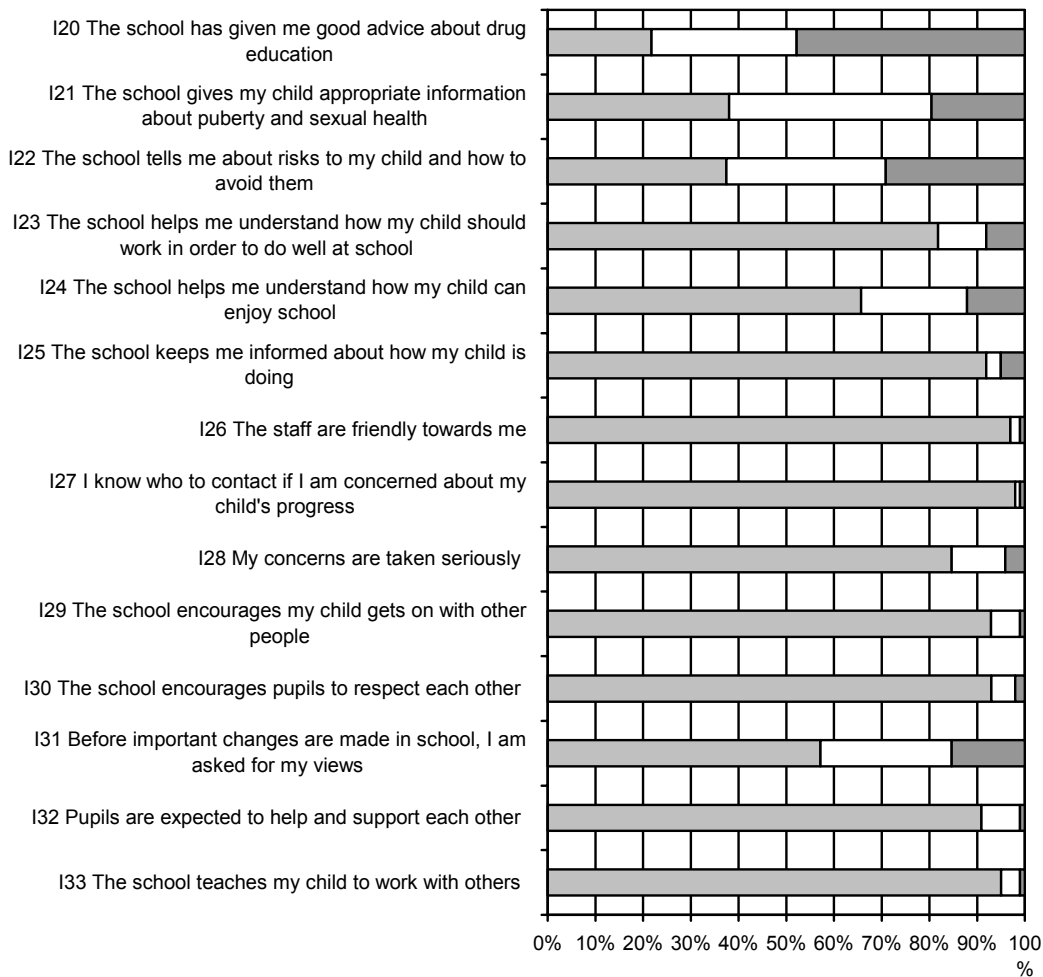
## H MAKING A POSITIVE CONTRIBUTION

	Agree/Strongly agree	Not sure	Disagree/Strongly disagree
H11 The school teaches my child how to manage feelings (emotional health and well-being)	68	27	5
H12 My child joins in with clubs and other activities at lunchtimes or after school	75	6	18
H13 People at school prepare my child to cope with changes that happen in life	58	37	4
H14 The school encourages everyone to take part in decisions, e.g. school council, class H discussion	81	15	3
H15 This school takes pupils' opinions seriously	65	29	5
H16 The school encourages children to take part in and contribute to community events	76	18	5
H17 The school has clear guidance on how children are expected to behave	96	2	2
H18 The school teaches my child about rights and responsibilities	90	9	1
H19 The school promotes skills for adult life such as decision-making and coping with change	60	35	3



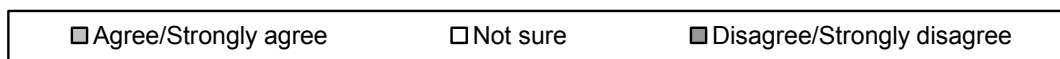
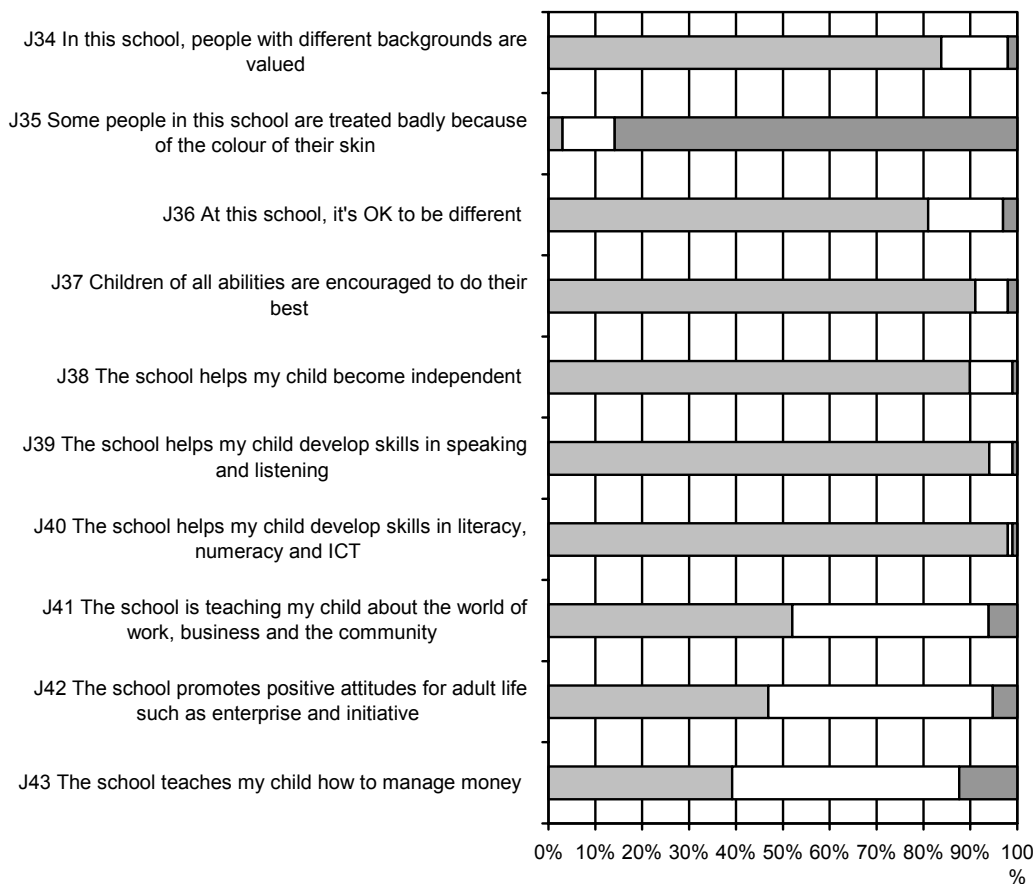
## I SUPPORT FOR PARENTS AND YOUNG PEOPLE

	Agree/Strongly agree	Not sure	Disagree/Strongly disagree
I20 The school has given me good advice about drug education	20	28	44
I21 The school gives my child appropriate information about puberty and sexual health	35	39	18
I22 The school tells me about risks to my child and how to avoid them	36	32	28
I23 The school helps me understand how my child should work in order to do well at school	81	10	8
I24 The school helps me understand how my child can enjoy school	65	22	12
I25 The school keeps me informed about how my child is doing	91	3	5
I26 The staff are friendly towards me	96	2	1
I27 I know who to contact if I am concerned about my child's progress	98	1	1
I28 My concerns are taken seriously	83	11	4
I29 The school encourages my child gets on with other people	92	6	1
I30 The school encourages pupils to respect each other	93	5	2
I31 Before important changes are made in school, I am asked for my views	56	27	15
I32 Pupils are expected to help and support each other	90	8	1
I33 The school teaches my child to work with others	95	4	1



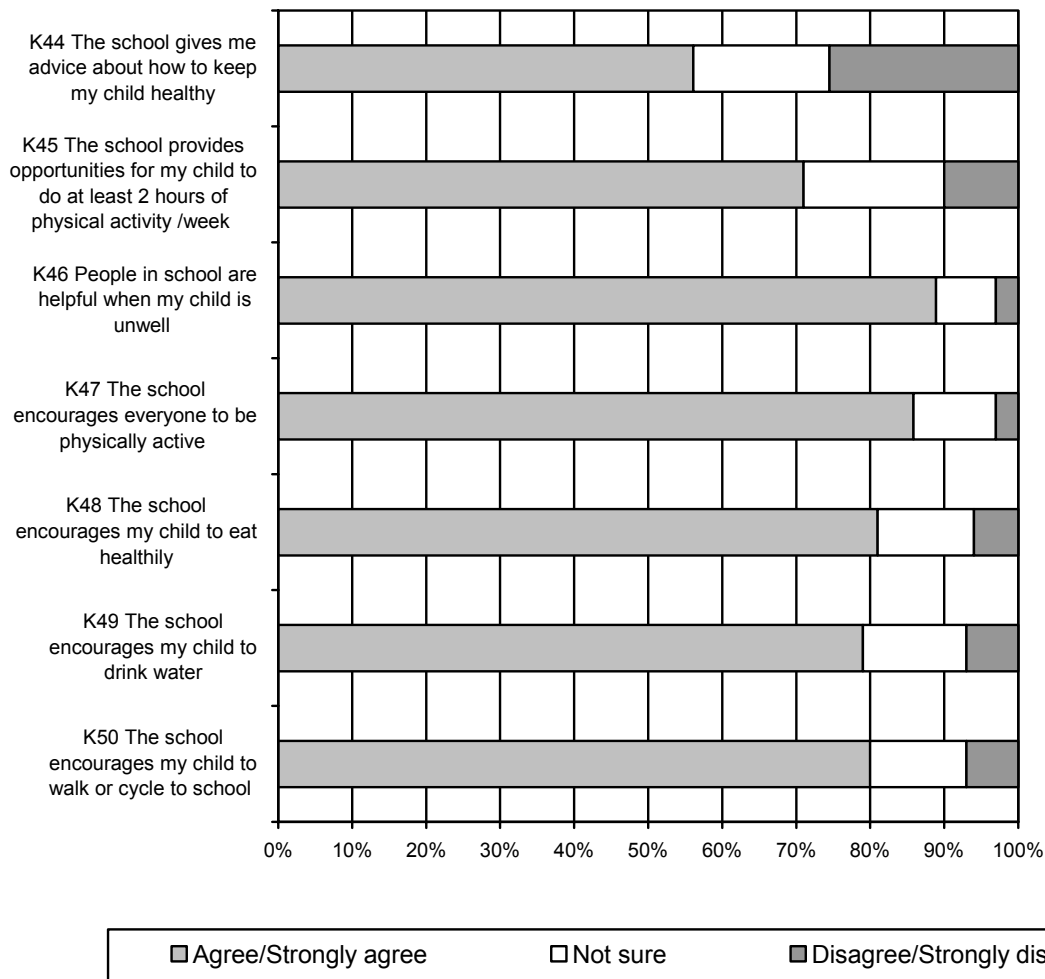
## J ECONOMIC WELL-BEING and EQUALITIES

	Agree/Strongly agree	Not sure	Disagree/Strongly disagree
J34 In this school, people with different backgrounds are valued	83	14	2
J35 Some people in this school are treated badly because of the colour of their skin	3	11	85
J36 At this school, it's OK to be different	81	16	3
J37 Children of all abilities are encouraged to do their best	92	7	2
J38 The school helps my child become independent	89	9	1
J39 The school helps my child develop skills in speaking and listening	94	5	1
J40 The school helps my child develop skills in literacy, numeracy and ICT	98	1	1
J41 The school is teaching my child about the world of work, business and the community	51	41	6
J42 The school promotes positive attitudes for adult life such as enterprise and initiative	45	46	5
J43 The school teaches my child how to manage money	38	47	12



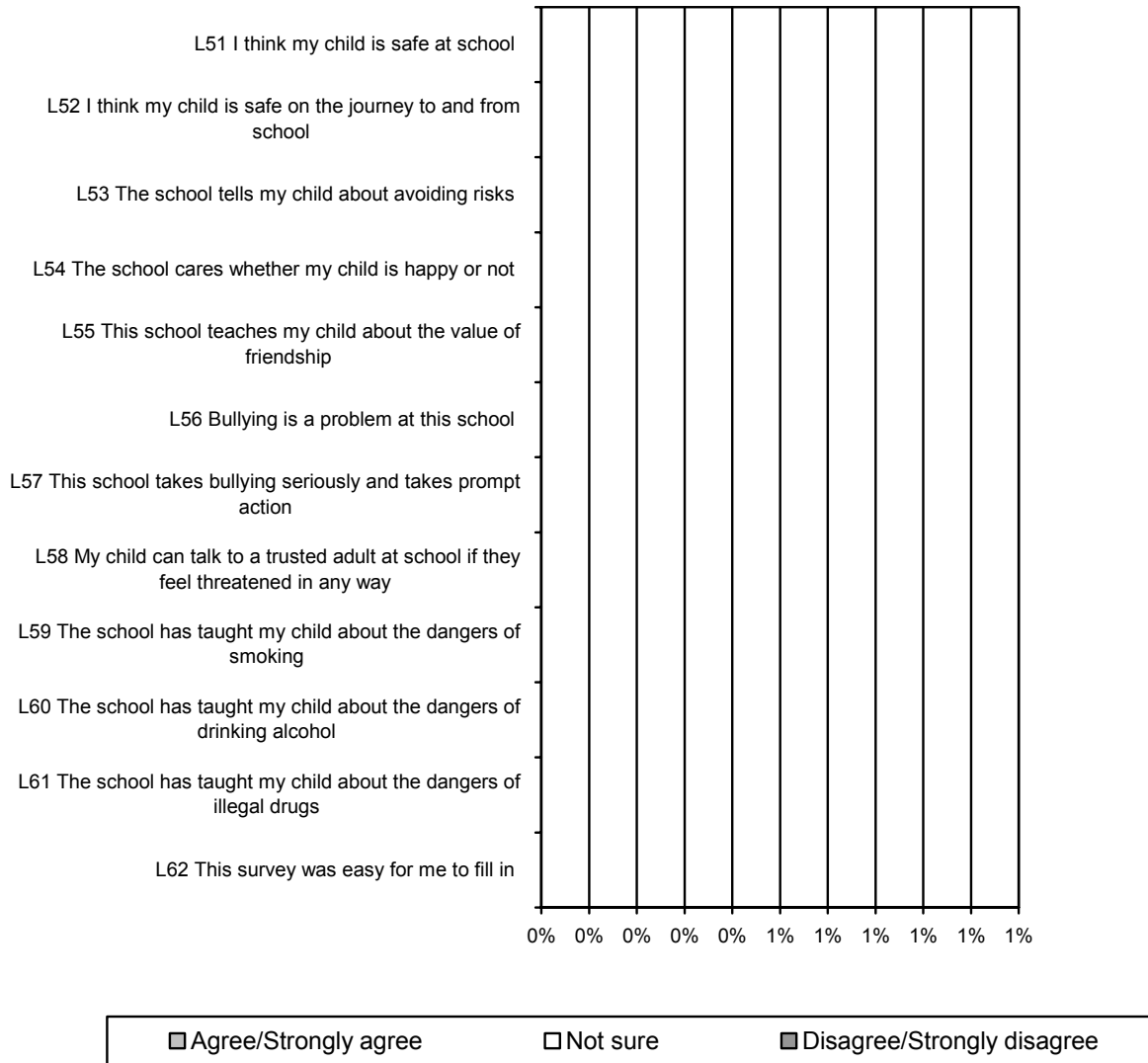
## K BEING HEALTHY

	Agree/Strongly agree	Not sure	Disagree/Strongly disagree
K44 The school gives me advice about how to keep my child healthy	55	18	25
K45 The school provides opportunities for my child to do at least 2 hours of physical activity /week	71	19	10
K46 People in school are helpful when my child is unwell	88	8	3
K47 The school encourages everyone to be physically active	85	11	3
K48 The school encourages my child to eat healthily	81	13	6
K49 The school encourages my child to drink water	79	14	7
K50 The school encourages my child to walk or cycle to school	80	13	7



## L STAYING SAFE

	Agree/Strongly agree	Not sure	Disagree/Strongly disagree
L51 I think my child is safe at school	95	3	2
L52 I think my child is safe on the journey to and from school	89	5	5
L53 The school tells my child about avoiding risks	70	27	2
L54 The school cares whether my child is happy or not	90	7	2
L55 This school teaches my child about the value of friendship	86	11	1
L56 Bullying is a problem at this school	10	29	59
L57 This school takes bullying seriously and takes prompt action	61	31	6
L58 My child can talk to a trusted adult at school if they feel threatened in any way	77	19	3
L59 The school has taught my child about the dangers of smoking	39	46	10
L60 The school has taught my child about the dangers of drinking alcohol	32	52	12
L61 The school has taught my child about the dangers of illegal drugs	32	51	12
L62 This survey was easy for me to fill in	91	2	6



## **M LIKES etc**

We have presented these figures separated by sex, however, if only a few male parents/carers responded to the survey, it may be that the percentages given below become distorted. A statement of the sample size is given in the introduction.

### **LIKES**

Male parents		Female Parents	
1	[None]	38	1 [None] 40
2	Good teacher/ teaching	37	2 Friendly/ good atmosphere/ respect shown 39
3	Friendly/ good atmosphere/ respect shown	34	3 Good teacher/ teaching 32
4	Close to home	15	4 Staff listen / help with problems 17
5	Staff listen / help with problems	15	5 Fun / I'm happy 12
6	Good head	9	6 Good discipline/ good behaviour 7
7	Good discipline/ good behaviour	7	7 Good head 7
8	Classes are small	7	8 Individual needs are met 7
9	Individual needs are met	7	9 Close to home 6
10	Fun / I'm happy	5	10 Classes are small 5
11	Safe/ good security	5	11 Good / lovely 4
12	Well equipped/ well resourced/ furniture	5	12 Safe/ good security 4
13	Good / lovely	4	13 Faith School 4
14	Parents are informed	4	14 Parents are informed 4
15	After school activities in general	4	15 Parents encouraged to be involved 4
16	Good behaviour/ work acknowledged/ fair/ Golden Time	3	16 After school activities in general 4
17	The needs of most able met/ workload OK	3	17 Good behaviour/ work acknowledged/ fair/ Golden Time 3
18	I like Sport/ Games/ PE	3	18 Well equipped/ well resourced/ furniture 3
19	Well decorated / maintained	3	19 My friends are here 2
20	[Others]	3	20 I like my lessons 2

## CHANGES

We have presented these figures separated by sex, however, if only a few male parents/carers responded to the survey, it may be that the percentages given below become distorted. A statement of the sample size is given in the introduction.

Male parents			Female Parents		
1	[None]	74	1	[None]	71
2	Need more sports/ PE facilities	9	2	Parents ill informed	7
3	Parents ill informed	5	3	Want after school activities in general	7
4	Poor homework policy	5	4	Poor / insufficient choice of food	7
5	Poor / insufficient choice of food	5	5	Don't encourage healthy eating	6
6	Others	5	6	Need more sports/ PE facilities	6
7	Classes are too big	4	7	Classes are too big	5
8	Poorly maintained/needs decorating	4	8	Poor homework policy	5
9	Poor / lacking playground equipment	4	9	Others	5
10	Want after school activities in general	4	10	Bullying (general)	4
11	Poor, unsafe drop off/ car parking facilities	4	11	Don't like mixed year groups	4
12	Unsafe / Lack of security	3	12	Don't have enough of named subject(s)	4
13	Bullying (general)	3	13	Poor, unsafe drop off/ car parking facilities	4
14	Poor discipline / poor behaviour	3	14	Unsafe / Lack of security	3
15	Insufficient / inadequate parents meetings	3	15	Poor discipline / poor behaviour	3
16	Need to encourage walking/ cycling e.g. cycle racks	3	16	Poorly maintained/needs decorating	3
17	Needs of most able pupils not met, need more work	3	17	Poor / lacking playground equipment	3
18	Individual needs not met	3	18	Parents not consulted	2
19	Don't have enough of named subject(s)	3	19	Insufficient / inadequate parents meetings	2
20	Don't encourage healthy eating	3	20	Need to encourage walking/ cycling e.g. cycle racks	2

## **CONTACTS**

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## **REFERENCES**

*Every Child Matters* is the Government White Paper about caring for children. It describes five sets of outcomes for young people.

The South Gloucestershire Vision Statement took the *Every Child Matters* document and came up with its own extended list of six types of outcome for young people, and these are the topic headings used in the survey and in this report.