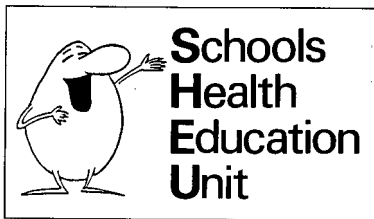


**Every Child Matters**  
**in**  
**South Gloucestershire**  
**PARENT/CARER VERSION**

**School Report**  
**SG Parents SECONDARY**



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28 October 05

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## Foreword

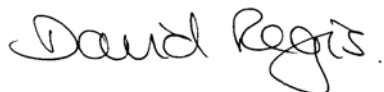
The Schools Health Education Unit (SHEU) is pleased to be able to produce your Report, which contains detailed information about the health beliefs and behaviour of your pupils.

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.

63% of the parents responding in S Glos had just one child at the school, and 70% of the parents have other children.

92% of parents responding were of White British ethnic background.

Parents responding had children in the following year groups.

	S Glos %
Nursery	0
Reception	0
Year 1	0
Year 2	0
Year 3	0
Year 4	0
Year 5	0
Year 6	0
Year 7	59
Year 8	14
Year 9	12
Year 10	36
Year 11	11
Year 12	3
Year 13	2

We asked, *Do any of your children have special educational needs?* 16% of the parents said yes; the details are given below:

Yes, learning difficulties	12%
Yes, physical disability and/or sensory impairment	3%
Yes, behavioural, social or emotional difficulties	4%

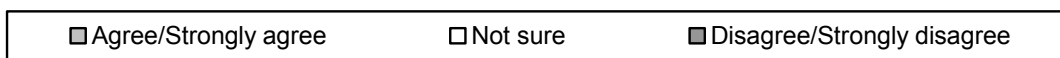
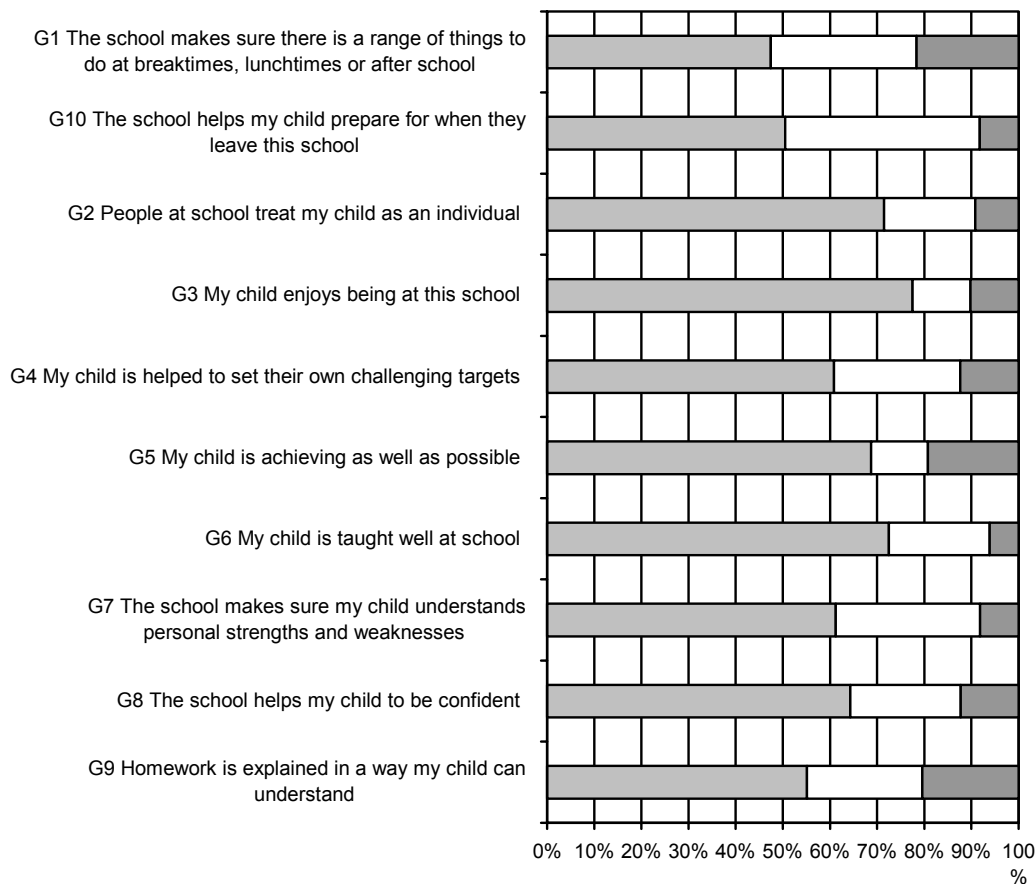
### **Administration**

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.

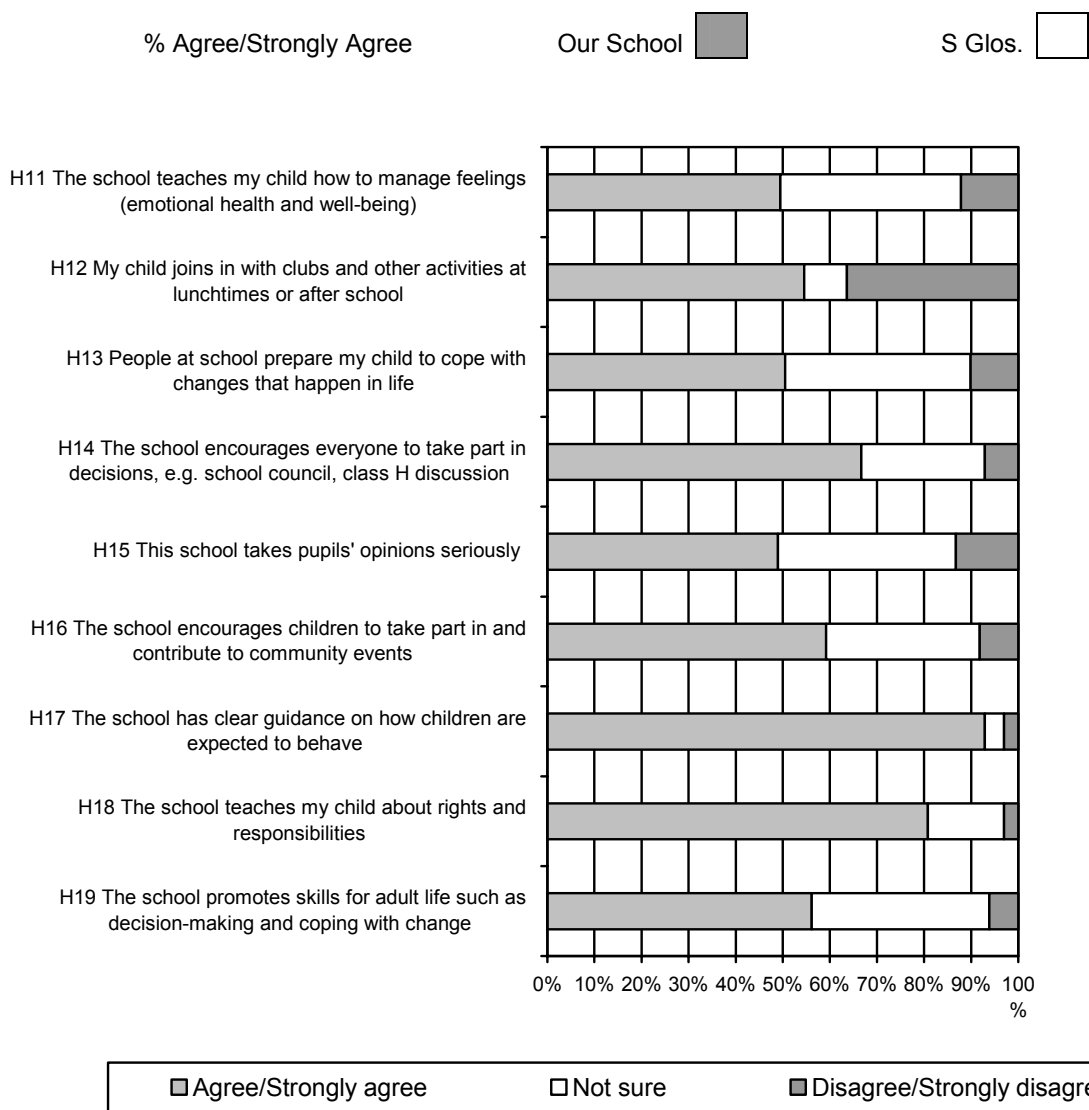
## G ENJOYING AND ACHIEVING

	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	46	30	21
G2 People at school treat my child as an individual	70	19	9
G3 My child enjoys being at this school	76	12	10
G4 My child is helped to set their own challenging targets	59	26	12
G5 My child is achieving as well as possible	68	12	19
G6 My child is taught well at school	71	21	6
G7 The school makes sure my child understands personal strengths and weaknesses	60	30	8
G8 The school helps my child to be confident	63	23	12
G9 Homework is explained in a way my child can understand	54	24	20
G10 The school helps my child prepare for when they leave this school	49	40	8



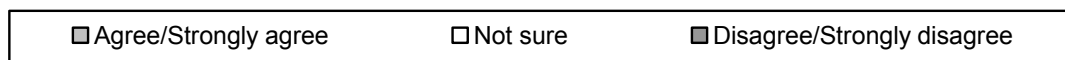
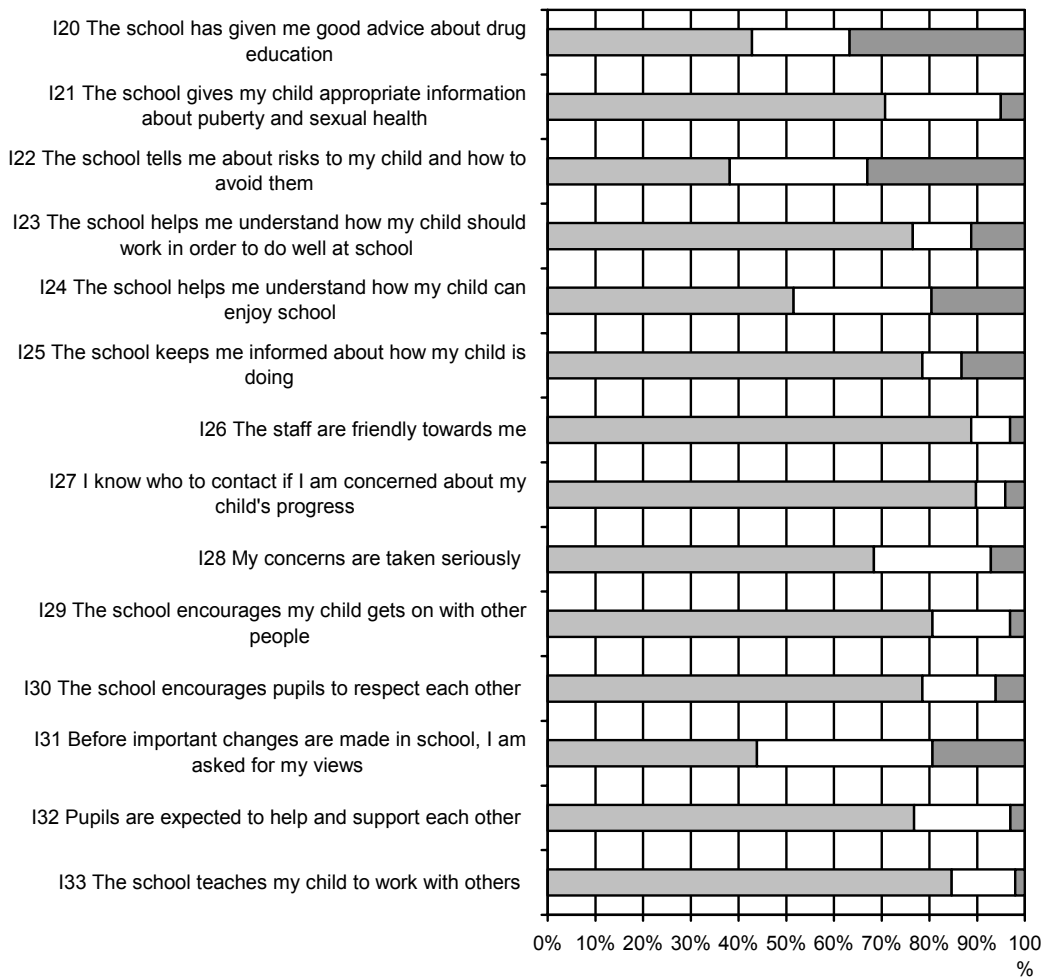
## H MAKING A POSITIVE CONTRIBUTION

	Agree/Strongly agree	Not sure	Disagree/Strongly disagree
H11 The school teaches my child how to manage feelings (emotional health and well-being)	49	38	12
H12 My child joins in with clubs and other activities at lunchtimes or after school	54	9	36
H13 People at school prepare my child to cope with changes that happen in life	50	39	10
H14 The school encourages everyone to take part in decisions, e.g. school council, class H discussion	66	26	7
H15 This school takes pupils' opinions seriously	48	37	13
H16 The school encourages children to take part in and contribute to community events	58	32	8
H17 The school has clear guidance on how children are expected to behave	92	4	3
H18 The school teaches my child about rights and responsibilities	80	16	3
H19 The school promotes skills for adult life such as decision-making and coping with change	55	37	6



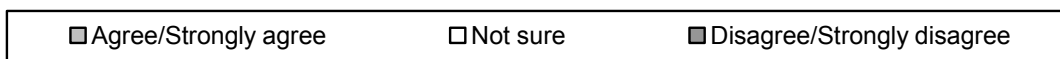
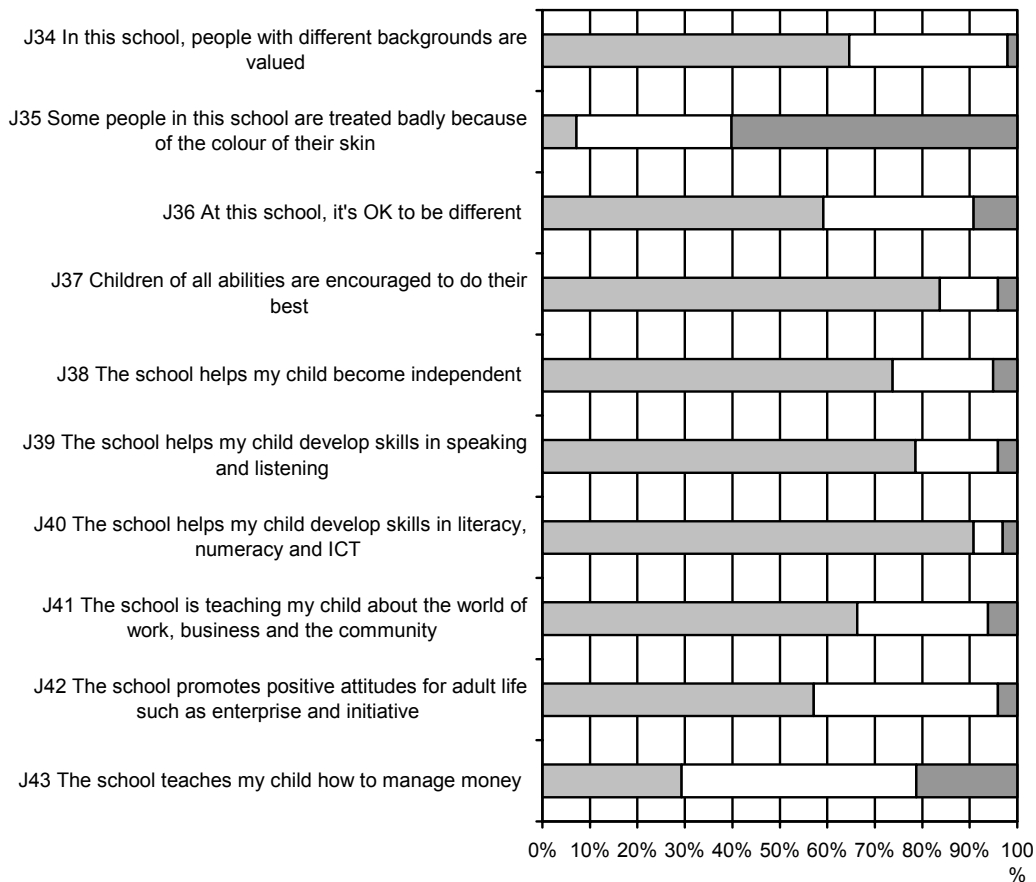
## I SUPPORT FOR PARENTS AND YOUNG PEOPLE

	Agree/Strongly agree	Not sure	Disagree/Strongly disagree
I20 The school has given me good advice about drug education	42	20	36
I21 The school gives my child appropriate information about puberty and sexual health	70	24	5
I22 The school tells me about risks to my child and how to avoid them	37	28	32
I23 The school helps me understand how my child should work in order to do well at school	75	12	11
I24 The school helps me understand how my child can enjoy school	50	28	19
I25 The school keeps me informed about how my child is doing	77	8	13
I26 The staff are friendly towards me	87	8	3
I27 I know who to contact if I am concerned about my child's progress	88	6	4
I28 My concerns are taken seriously	67	24	7
I29 The school encourages my child gets on with other people	79	16	3
I30 The school encourages pupils to respect each other	77	15	6
I31 Before important changes are made in school, I am asked for my views	43	36	19
I32 Pupils are expected to help and support each other	76	20	3
I33 The school teaches my child to work with others	83	13	2



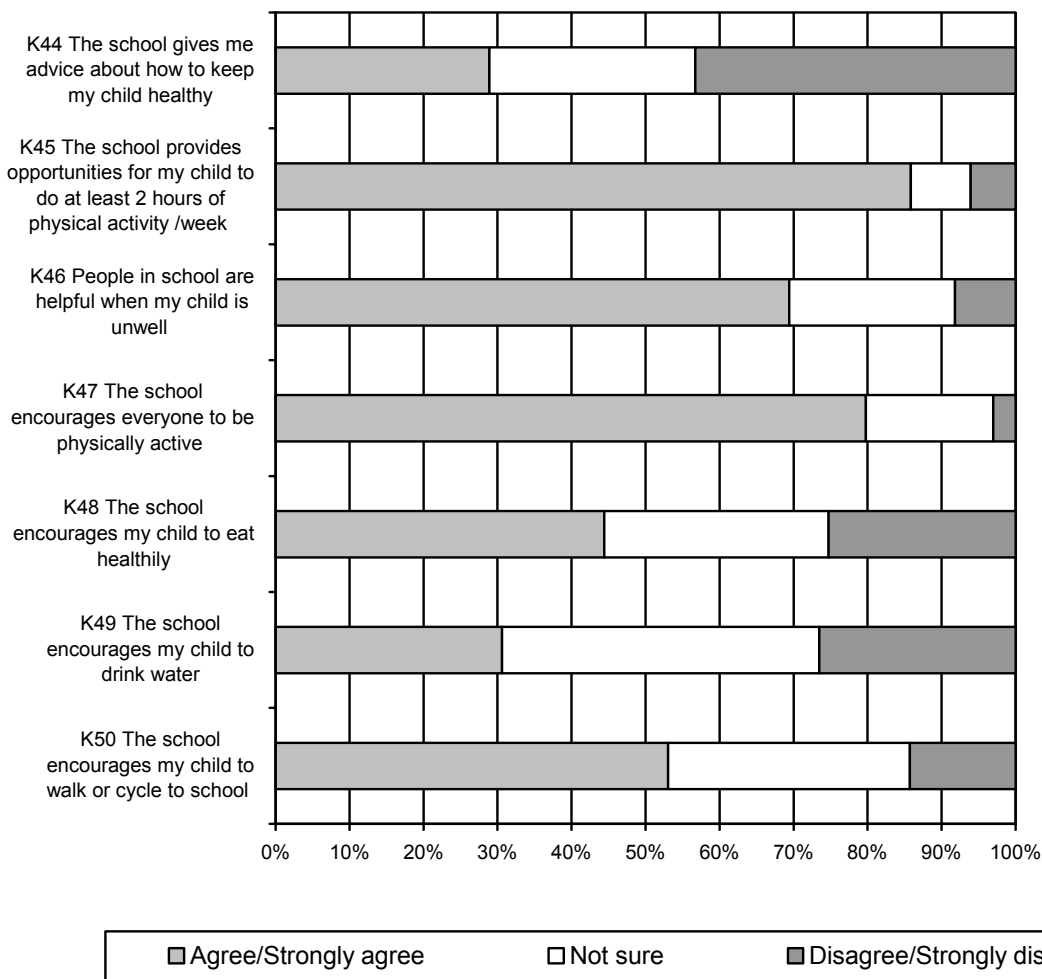
## J ECONOMIC WELL-BEING and EQUALITIES

	Agree/Strongly agree	Not sure	Disagree/Strongly disagree
J34 In this school, people with different backgrounds are valued	64	33	2
J35 Some people in this school are treated badly because of the colour of their skin	7	32	59
J36 At this school, it's OK to be different	58	31	9
J37 Children of all abilities are encouraged to do their best	82	12	4
J38 The school helps my child become independent	73	21	5
J39 The school helps my child develop skills in speaking and listening	77	17	4
J40 The school helps my child develop skills in literacy, numeracy and ICT	89	6	3
J41 The school is teaching my child about the world of work, business and the community	65	27	6
J42 The school promotes positive attitudes for adult life such as enterprise and initiative	56	38	4
J43 The school teaches my child how to manage money	29	49	21



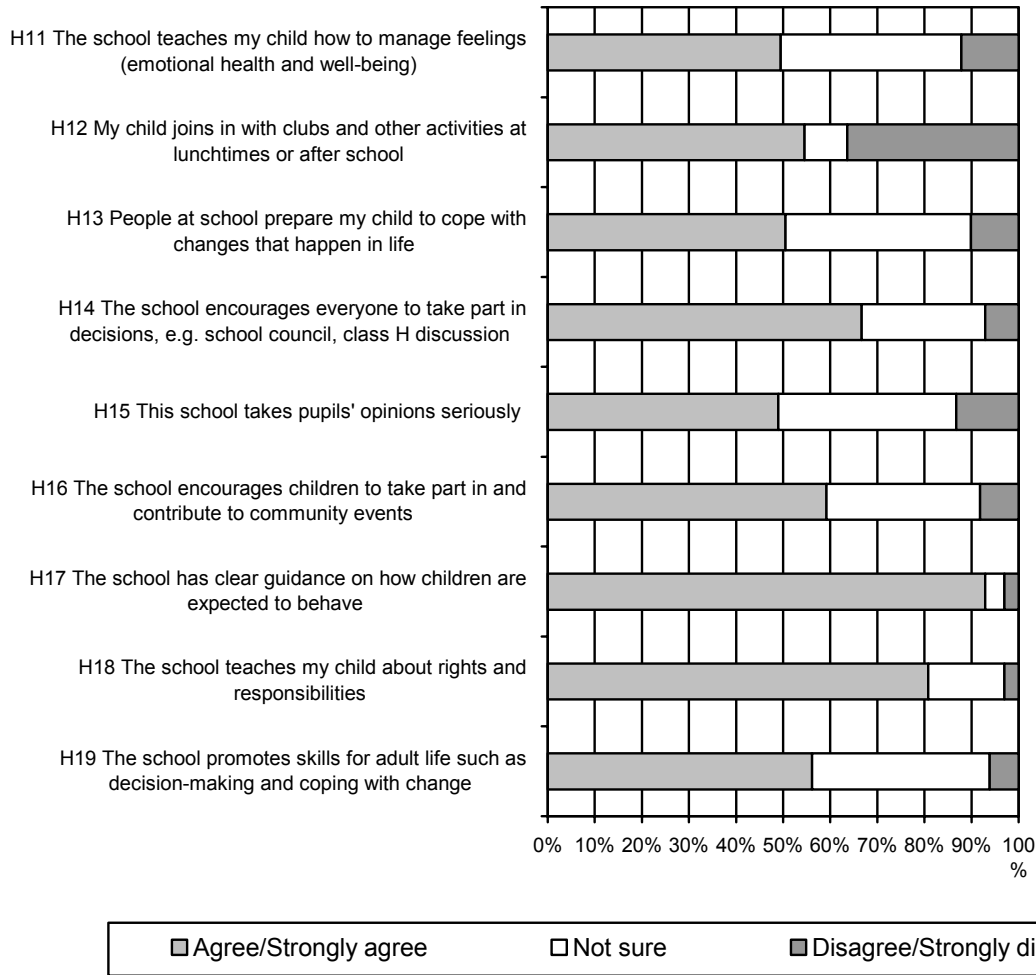
## K BEING HEALTHY

	Agree/Strongly agree	Not sure	Disagree/Strongly disagree
K44 The school gives me advice about how to keep my child healthy	28	27	42
K45 The school provides opportunities for my child to do at least 2 hours of physical activity /week	85	8	6
K46 People in school are helpful when my child is unwell	68	22	8
K47 The school encourages everyone to be physically active	79	17	3
K48 The school encourages my child to eat healthily	44	30	25
K49 The school encourages my child to drink water	30	42	26
K50 The school encourages my child to walk or cycle to school	52	32	14



## L STAYING SAFE

	Agree/Strongly agree	Not sure	Disagree/Strongly disagree
L51 I think my child is safe at school	83	11	5
L52 I think my child is safe on the journey to and from school	77	14	8
L53 The school tells my child about avoiding risks	50	43	5
L54 The school cares whether my child is happy or not	68	23	8
L55 This school teaches my child about the value of friendship	65	28	5
L56 Bullying is a problem at this school	26	44	28
L57 This school takes bullying seriously and takes prompt action	60	29	8
L58 My child can talk to a trusted adult at school if they feel threatened in any way	72	21	5
L59 The school has taught my child about the dangers of smoking	65	28	5
L60 The school has taught my child about the dangers of drinking alcohol	55	35	9
L61 The school has taught my child about the dangers of illegal drugs	65	28	6
L62 This survey was easy for me to fill in	88	2	9



## **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]	61	1	[None]	59
2	Friendly/ good atmosphere/ respect shown	18	2	Good teacher/ teaching	17
3	Good teacher/ teaching	17	3	Friendly/ good atmosphere/ respect shown	13
4	Staff listen / help with problems	11	4	Staff listen / help with problems	12
5	Close to home	9	5	Close to home	8
6	I like my lessons	7	6	Like uniform	7
7	Good sports/ PE facilities	7	7	I like my lessons	7
8	Well equipped/ well resourced/ furniture	6	8	Good sports/ PE facilities	7
9	Good behaviour/ work acknowledged/ fair/ Golden Time	5	9	Parents are informed	6
10	Parents are informed	5	10	Individual needs are met	6
11	Good head	5	11	Fun / I'm happy	5
12	I like Art/ Music	5	12	Good discipline/ good behaviour	5
13	[Others]	5	13	Well equipped/ well resourced/ furniture	5
14	Good discipline/ good behaviour	4	14	After school activities in general	4
15	Enjoy visits and school trips	4	15	Good / lovely	3
16	Like uniform	3	16	No bullying	3
17	Individual needs are met	3	17	Good behaviour/ work acknowledged/ fair/ Golden Time	3
18	Fun / I'm happy	2	18	Good head	3
19	Parents encouraged to be involved	2	19	I like other named subject(s)	3
20	Good/ regular parents meetings	2	20	Well decorated / maintained	3

## 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]	79	1	[None]	72
2	Poor homework policy	12	2	Parents ill informed	11
3	Bullying (general)	9	3	Poor discipline / poor behaviour	9
4	Poor discipline / poor behaviour	6	4	Others	8
5	Others	6	5	Bullying (general)	7
6	Insufficient / inadequate parents meetings	5	6	Don't encourage healthy eating	6
7	Poor / insufficient choice of food	5	7	Poor homework policy	5
8	Needs of most able pupils not met, need more work	4	8	Insufficient / inadequate parents meetings	4
9	Need more sports/ PE facilities	4	9	Poor teaching / teacher	4
10	Good behaviour / work not acknowledged/ unfair	3	10	Poorly maintained/needs decorating	4
11	Parents ill informed	3	11	Poor / insufficient choice of food	4
12	Don't like playtime staff	3	12	Don't want/like uniform	3
13	Don't like toilets, cloakrooms etc.	3	13	Don't have enough of named subject(s)	3
14	Need more to do at playtime	3	14	Don't like toilets, cloakrooms etc.	3
15	Poor teaching / teacher	2	15	Want after school activities in general	3
16	Don't like / worry about SATS/Tests/Exams	2	16	Parents not consulted	2
17	Individual needs not met	2	17	Needs of most able pupils not met, need more work	2
18	Need more equipment/ resources/ furniture	2	18	Rate of staff turn over/ too many supply staff	2
19	Unhygienic/ dirty/ litter	2	19	Staff Don't listen / help with problems	2
20	Poorly maintained/needs decorating	2	20	Classes are too big	2

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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.