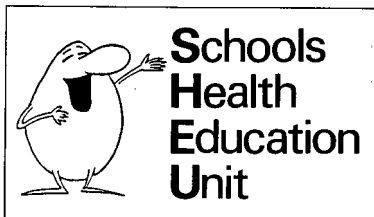


Every Child Matters
in
South Gloucestershire
PARENT/CARER VERSION

School Report
SG Special School Parents



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28 October 05

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Foreword

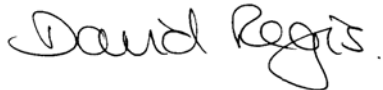
The Schools Health Education Unit (SHEU) is pleased to be able to produce your Report, which contains detailed information about the health beliefs and behaviour of your pupils.

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.

94% of the parents responding in S Glos had just one child at the school, and 82% of the parents have other children.

94% 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	0
Reception	3
Year 1	7
Year 2	6
Year 3	4
Year 4	4
Year 5	12
Year 6	11
Year 7	9
Year 8	18
Year 9	5
Year 10	9
Year 11	4
Year 12	0
Year 13	4

We asked, *Do any of your children have special educational needs?* 98% of the parents said yes; the details are given below:

Yes, learning difficulties	96%
Yes, physical disability and/or sensory impairment	31%
Yes, behavioural, social or emotional difficulties	36%

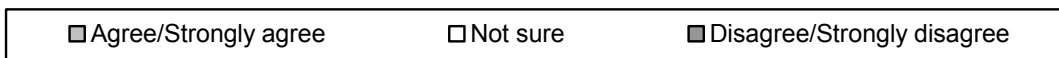
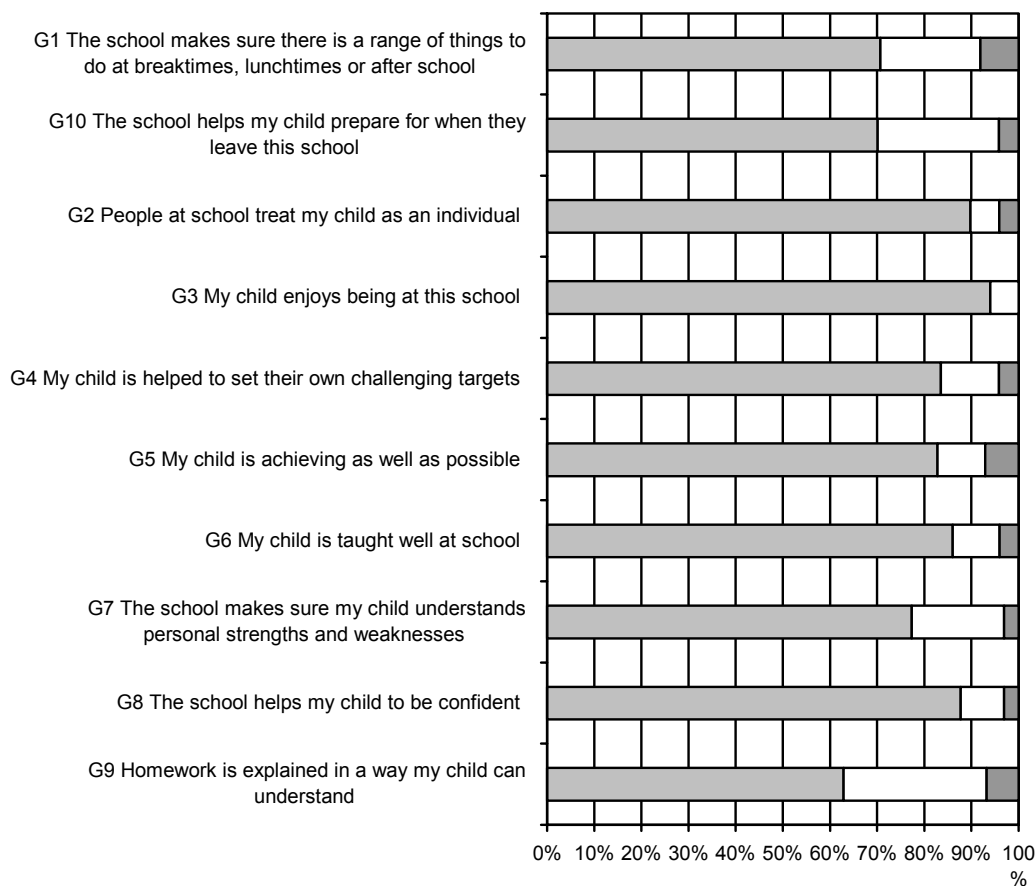
Administration

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.

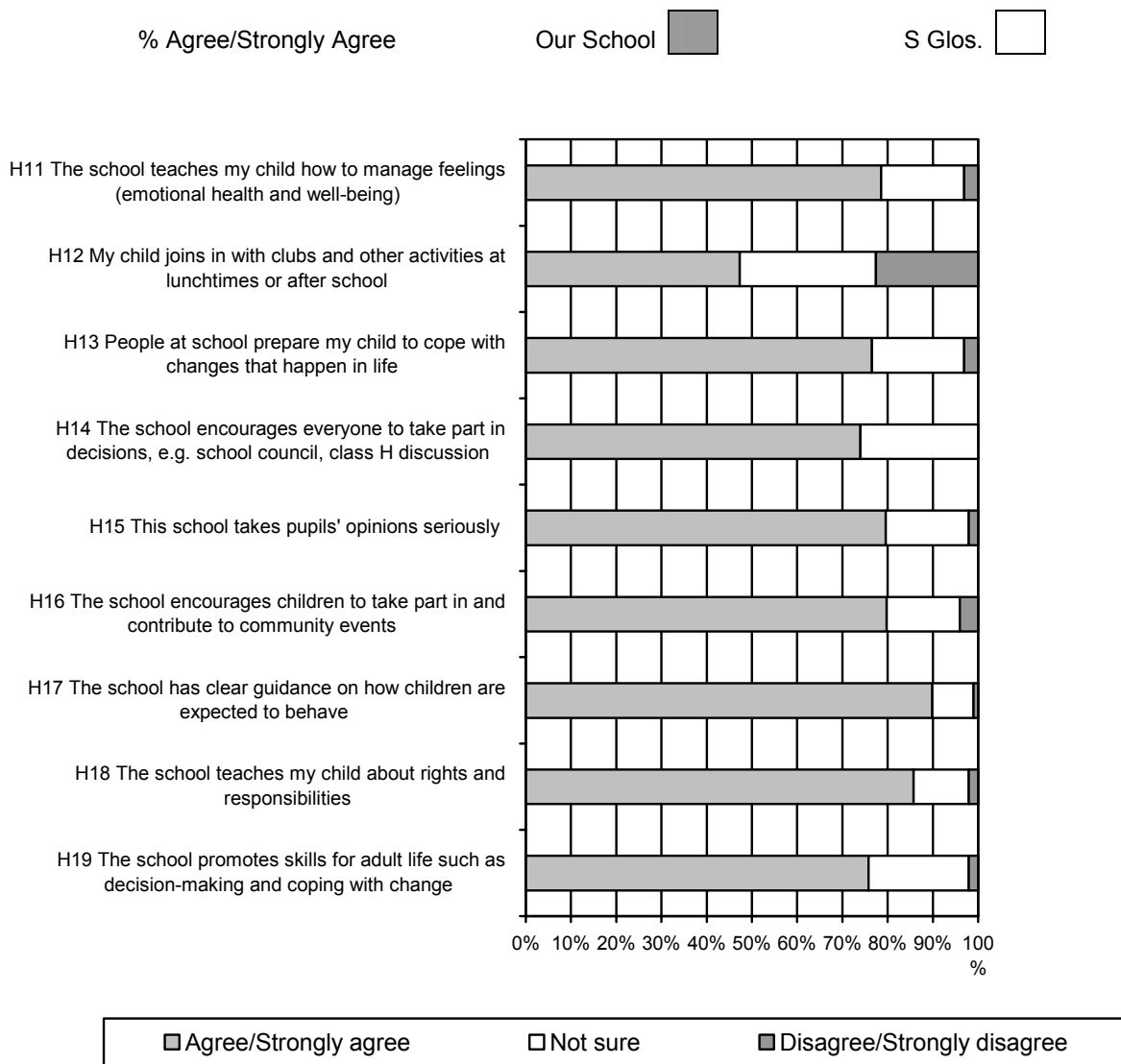
G ENJOYING AND ACHIEVING

	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	70	21	8
G2 People at school treat my child as an individual	88	6	4
G3 My child enjoys being at this school	94	6	0
G4 My child is helped to set their own challenging targets	81	12	4
G5 My child is achieving as well as possible	82	10	7
G6 My child is taught well at school	86	10	4
G7 The school makes sure my child understands personal strengths and weaknesses	75	19	3
G8 The school helps my child to be confident	86	9	3
G9 Homework is explained in a way my child can understand	56	27	6
G10 The school helps my child prepare for when they leave this school	68	25	4



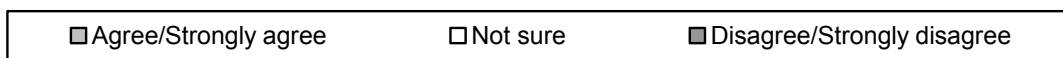
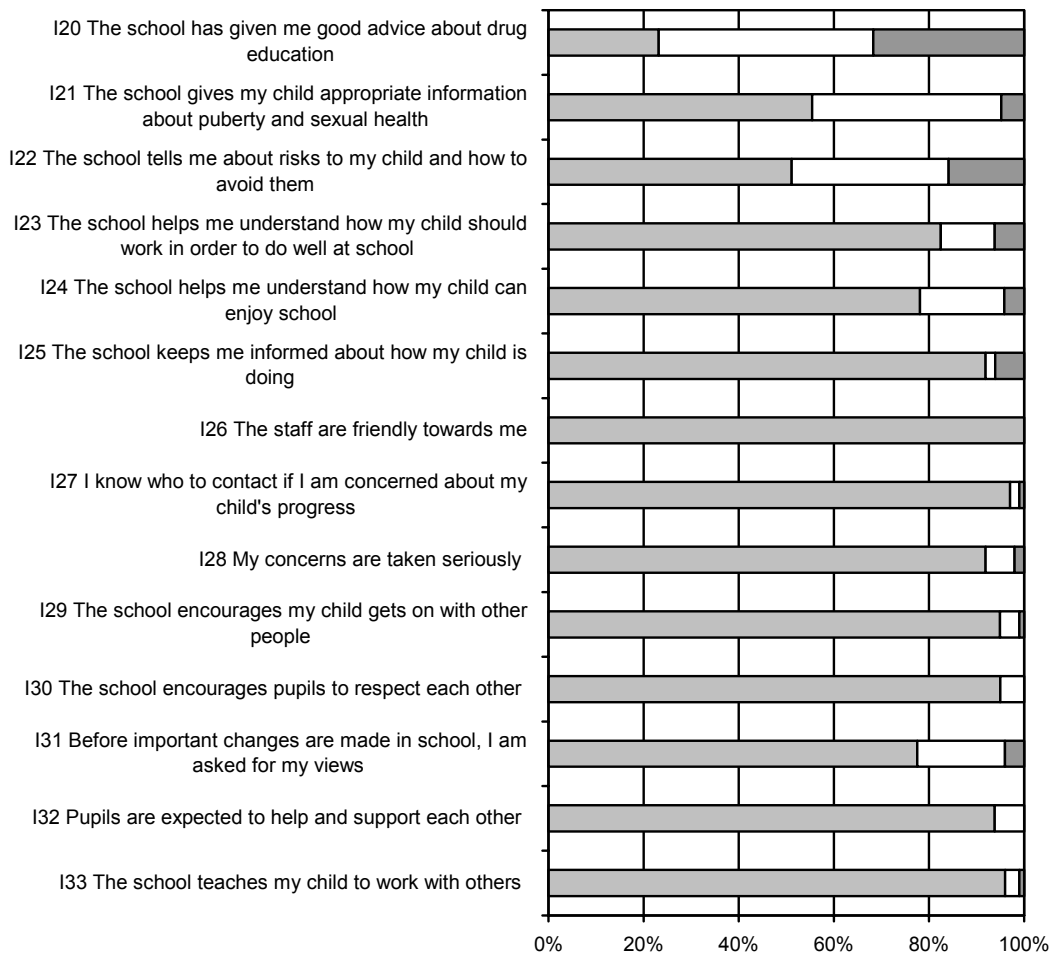
H MAKING A POSITIVE CONTRIBUTION

	Agree/Strongly agree	Not sure	Disagree/Strongly disagree
H11 The school teaches my child how to manage feelings (emotional health and well-being)	77	18	3
H12 My child joins in with clubs and other activities at lunchtimes or after school	44	28	21
H13 People at school prepare my child to cope with changes that happen in life	75	20	3
H14 The school encourages everyone to take part in decisions, e.g. school council, class H discussion	71	25	0
H15 This school takes pupils' opinions seriously	78	18	2
H16 The school encourages children to take part in and contribute to community events	79	16	4
H17 The school has clear guidance on how children are expected to behave	89	9	1
H18 The school teaches my child about rights and responsibilities	84	12	2
H19 The school promotes skills for adult life such as decision-making and coping with change	75	22	2



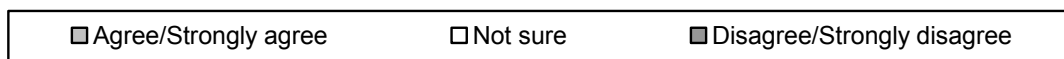
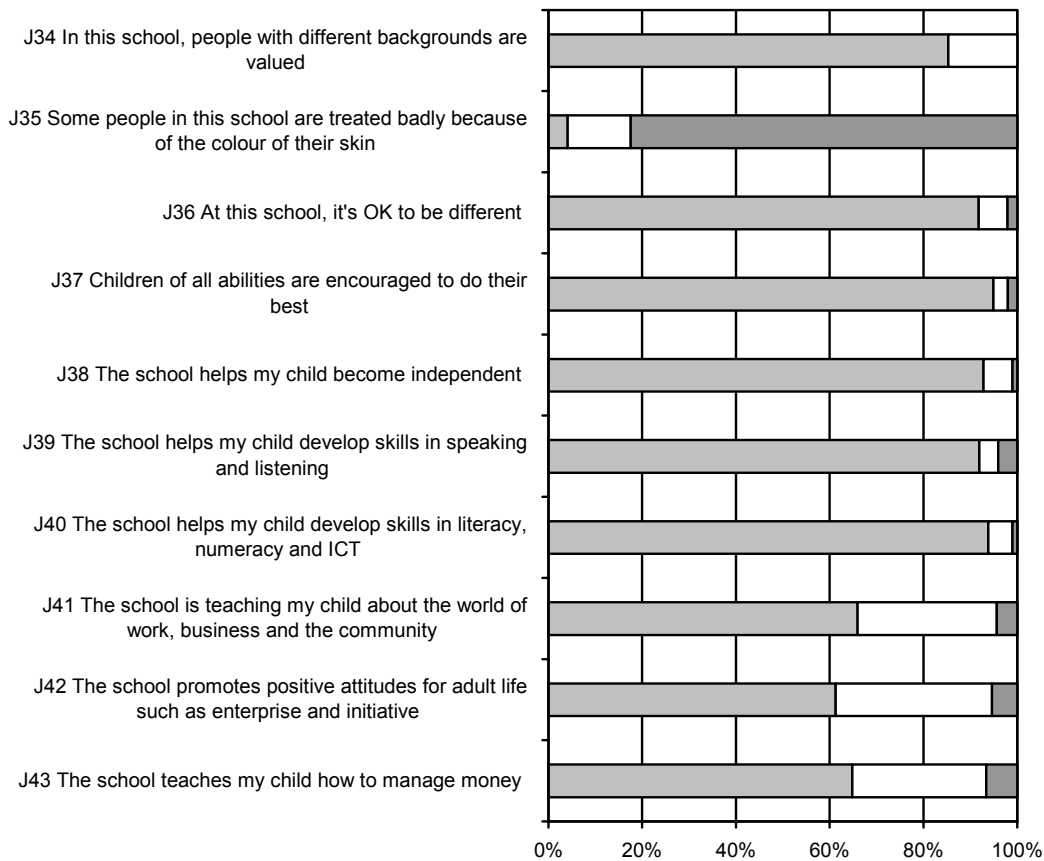
I SUPPORT FOR PARENTS AND YOUNG PEOPLE

	Agree/Strongly agree	Not sure	Disagree/Strongly disagree
I20 The school has given me good advice about drug education	19	37	26
I21 The school gives my child appropriate information about puberty and sexual health	46	33	4
I22 The school tells me about risks to my child and how to avoid them	45	29	14
I23 The school helps me understand how my child should work in order to do well at school	80	11	6
I24 The school helps me understand how my child can enjoy school	75	17	4
I25 The school keeps me informed about how my child is doing	91	2	6
I26 The staff are friendly towards me	100	0	0
I27 I know who to contact if I am concerned about my child's progress	97	2	1
I28 My concerns are taken seriously	91	6	2
I29 The school encourages my child gets on with other people	94	4	1
I30 The school encourages pupils to respect each other	95	5	0
I31 Before important changes are made in school, I am asked for my views	76	18	4
I32 Pupils are expected to help and support each other	91	6	0
I33 The school teaches my child to work with others	96	3	1



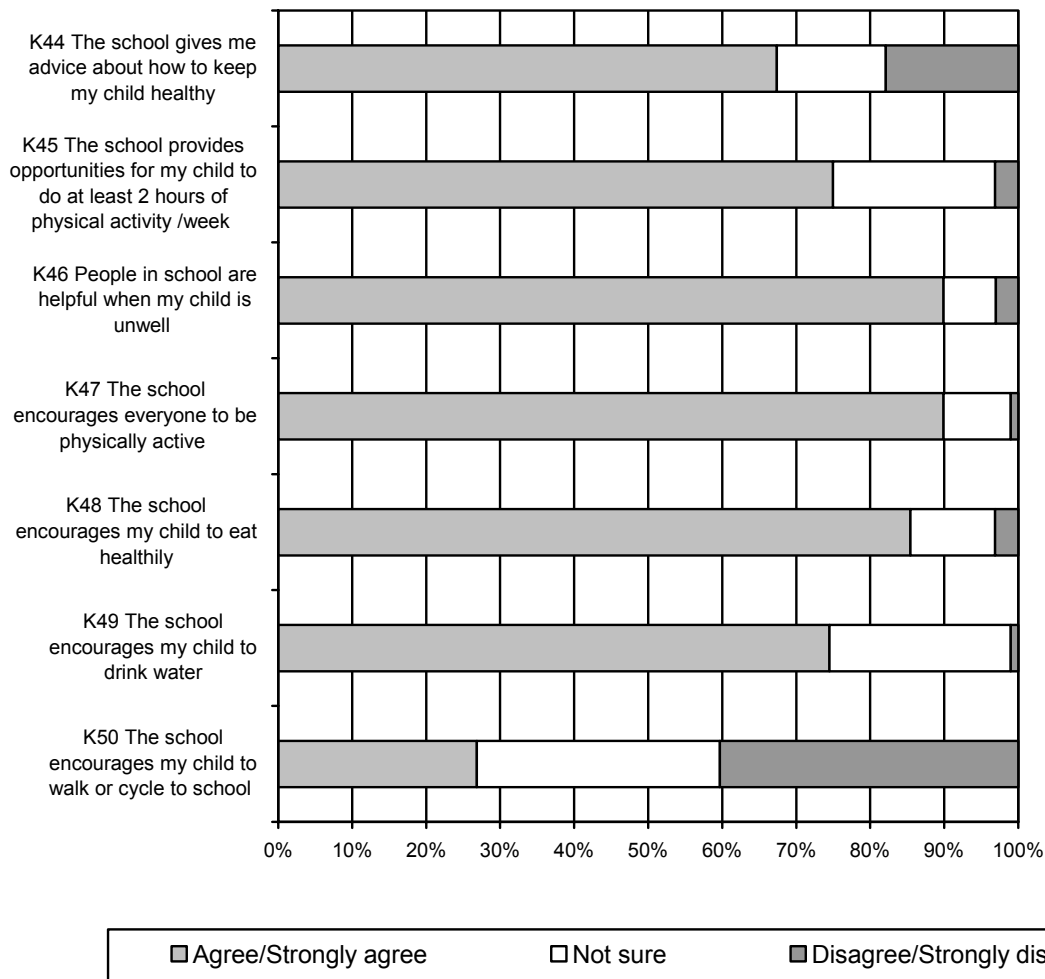
J ECONOMIC WELL-BEING and EQUALITIES

	Agree/Strongly agree	Not sure	Disagree/Strongly disagree
J34 In this school, people with different backgrounds are valued	81	14	0
J35 Some people in this school are treated badly because of the colour of their skin	4	13	80
J36 At this school, it's OK to be different	89	6	2
J37 Children of all abilities are encouraged to do their best	94	3	2
J38 The school helps my child become independent	90	6	1
J39 The school helps my child develop skills in speaking and listening	91	4	4
J40 The school helps my child develop skills in literacy, numeracy and ICT	91	5	1
J41 The school is teaching my child about the world of work, business and the community	60	27	4
J42 The school promotes positive attitudes for adult life such as enterprise and initiative	57	31	5
J43 The school teaches my child how to manage money	59	26	6



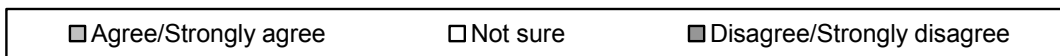
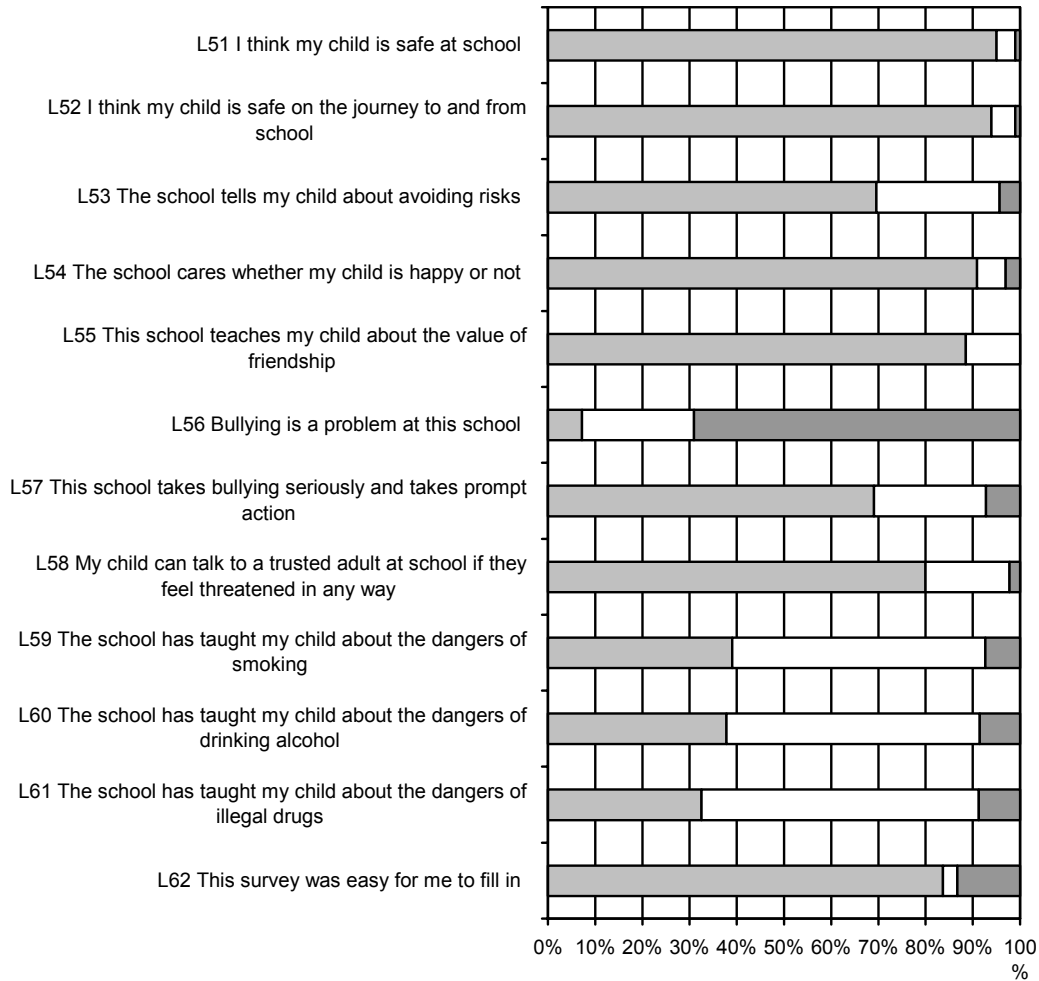
K BEING HEALTHY

	Agree/Strongly agree	Not sure	Disagree/Strongly disagree
K44 The school gives me advice about how to keep my child healthy	64	14	17
K45 The school provides opportunities for my child to do at least 2 hours of physical activity /week	72	21	3
K46 People in school are helpful when my child is unwell	89	7	3
K47 The school encourages everyone to be physically active	89	9	1
K48 The school encourages my child to eat healthily	82	11	3
K49 The school encourages my child to drink water	73	24	1
K50 The school encourages my child to walk or cycle to school	18	22	27



L STAYING SAFE

	Agree/Strongly agree	Not sure	Disagree/Strongly disagree
L51 I think my child is safe at school	95	4	1
L52 I think my child is safe on the journey to and from school	93	5	1
L53 The school tells my child about avoiding risks	64	24	4
L54 The school cares whether my child is happy or not	90	6	3
L55 This school teaches my child about the value of friendship	85	11	0
L56 Bullying is a problem at this school	7	23	67
L57 This school takes bullying seriously and takes prompt action	67	23	7
L58 My child can talk to a trusted adult at school if they feel threatened in any way	72	16	2
L59 The school has taught my child about the dangers of smoking	32	44	6
L60 The school has taught my child about the dangers of drinking alcohol	31	44	7
L61 The school has taught my child about the dangers of illegal drugs	26	47	7
L62 This survey was easy for me to fill in	82	3	13



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	Friendly/ good atmosphere/ respect shown	42	1	Friendly/ good atmosphere/ respect shown	40
2	[None]	32	2	[None]	36
3	Staff listen / help with problems	26	3	Staff listen / help with problems	29
4	Fun / I'm happy	16	4	Individual needs are met	26
5	Good teacher/ teaching	16	5	Good teacher/ teaching	20
6	Classes are small	16	6	Fun / I'm happy	13
7	Good / lovely	11	7	Good head	13
8	Individual needs are met	11	8	Classes are small	12
9	Good range of food	11	9	Parents are informed	9
10	Close to home	5	10	Good / lovely	8
11	Parents are informed	5	11	Good Special Needs provision	7
12	Good/ regular parents meetings	5	12	Enjoy visits and school trips	4
13	Good head	5	13	Good behaviour/ work acknowledged/ fair/ Golden Time	3
14	Good Special Needs provision	5	14	Parents are consulted	3
15	I like Maths	5	15	Well decorated / maintained	3
16	I like Art/ Music	5	16	Safe/ good security	2
17	Well equipped/ well resourced/ furniture	5	17	Close to home	2
18	Hygienic/ clean / no litter	5	18	Well equipped/ well resourced/ furniture	2
19			19	Would like more time at school/fewer holidays	2
20			20	[Others]	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]	89	1	[None]	81
2	Don't want/like uniform	5	2	Parents ill informed	12
3	Parents ill informed	5	3	Others	12
4	Needs of most able pupils not met, need more work	5	4	Too far from home	5
5	Poor Special Needs provision	5	5	Poor / lacking playground equipment	5
6	Classes are too big	5	6	Individual needs not met	4
7	Don't like playing with younger/older children	5	7	Want after school activities in general	4
8	Want after school activities in general	5	8	Classes are too big	3
9	Need more sports/ PE facilities	5	9	Need more sports/ PE facilities	3
10	Others	5	10	Want a swimming pool/more lessons	3
11			11	Unsafe / Lack of security	2
12			12	Insufficient / inadequate parents meetings	2
13			13	Poor Special Needs provision	2
14			14	Inadequate funding	2
15			15	Poor other PSHE policies	2
16			16	Want named physical activities after school	2
17			17	Want named non physical activities after school	2
18			18	Don't encourage healthy eating	2
19			19	Poor discipline / poor behaviour	1
20			20	Don't like mixed year groups	1

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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.