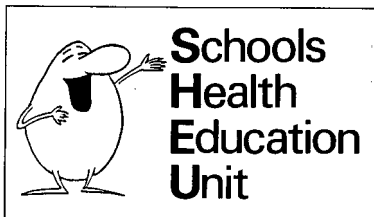


**Every Child Matters**  
**in**  
**South Gloucestershire**  
Version for OLDER CHILDREN

**School Report**  
**SG Pupils Year 6**

Figures compared with a reference sample



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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](mailto: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**

The numbers in the sample are shown below.

	SG Pupils Year 6
Males	1201
Females	1128

89% of children in the S Glos sample were of White British ethnic background.

We sampled children in the following year groups:

	S Glos %
Reception	0
Year 1	0
Year 2	0
Year 3	0
Year 4	0
Year 5	0
Year 6	100
Year 7	0
Year 8	0
Year 9	0
Year 10	0
Year 11	0
Year 12	0
Year 13	0

### **Administration**

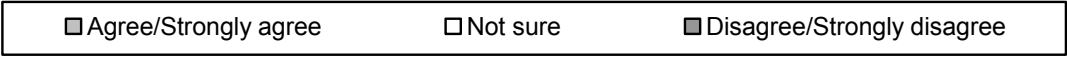
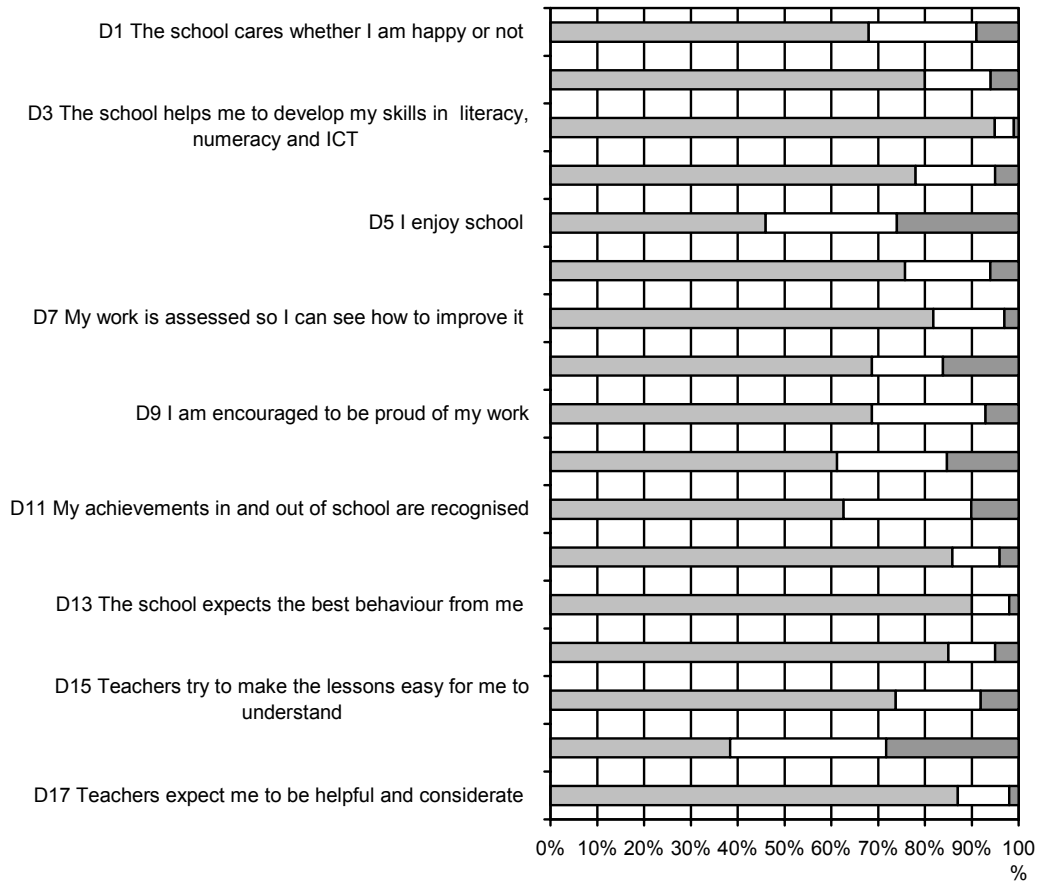
Staff in school will have been responsible for the classes selected for inclusion.

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

## **D ENJOYING AND ACHIEVING**

Year 6

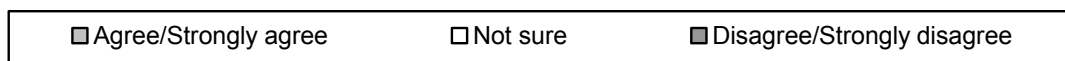
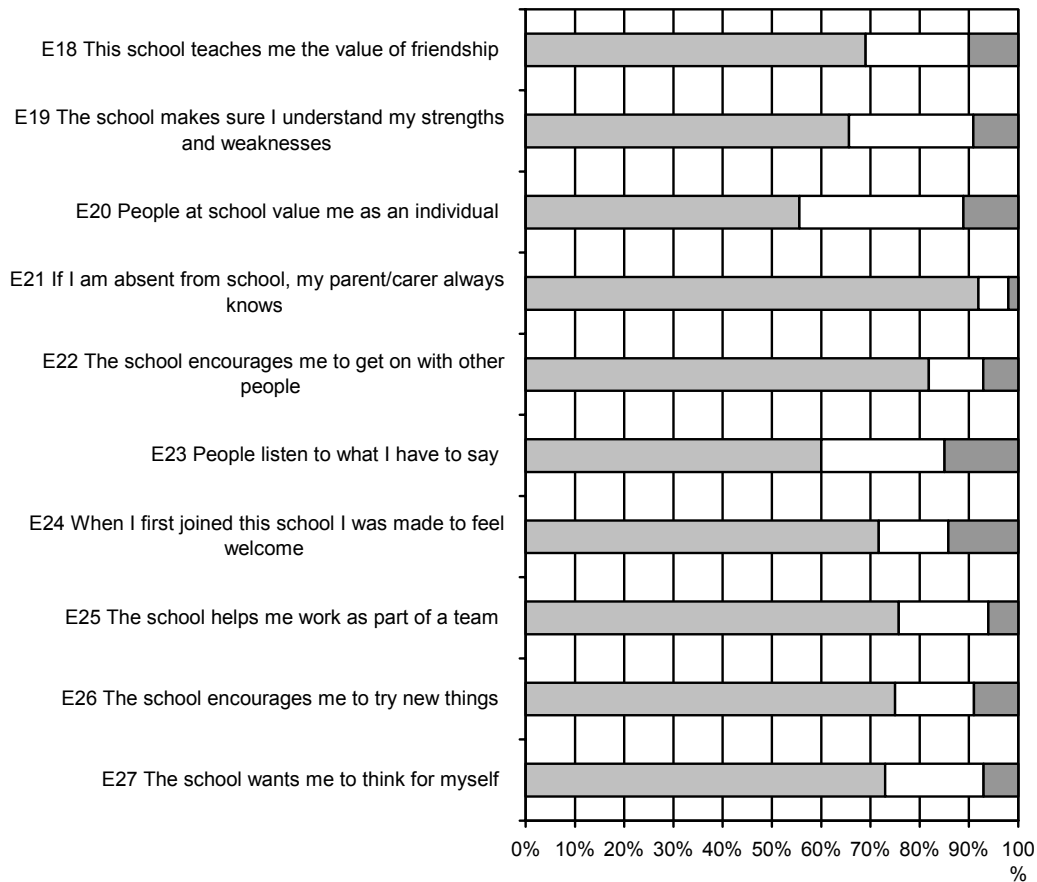
	Agree/Strongly agree	Not sure	Disagree/Strongly disagree
D1 The school cares whether I am happy or not	68	23	9
D2 The school helps me to develop my skills in speaking and listening	80	14	6
D3 The school helps me to develop my skills in literacy, numeracy and ICT	94	4	1
D4 The school helps me understand how to do well in lessons	78	17	5
D5 I enjoy school	46	28	26
D6 The school helps me learn from my mistakes	75	18	6
D7 My work is assessed so I can see how to improve it	81	15	3
D8 The school provides a range of things to do at breaktimes, lunchtimes+after school	68	15	16
D9 I am encouraged to be proud of my work	68	24	7
D10 I set my own targets and I am helped to meet them	60	23	15
D11 My achievements in and out of school are recognised	62	27	10
D12 I am taught well at school	85	10	4
D13 The school expects the best behaviour from me	90	8	2
D14 I am expected to come to school every day and on time	85	10	5
D15 Teachers try to make the lessons easy for me to understand	73	18	8
D16 I know what I am going to learn next	38	33	28
D17 Teachers expect me to be helpful and considerate	87	11	2



## E SUPPORT FOR PARENTS AND YOUNG PEOPLE

Year 6

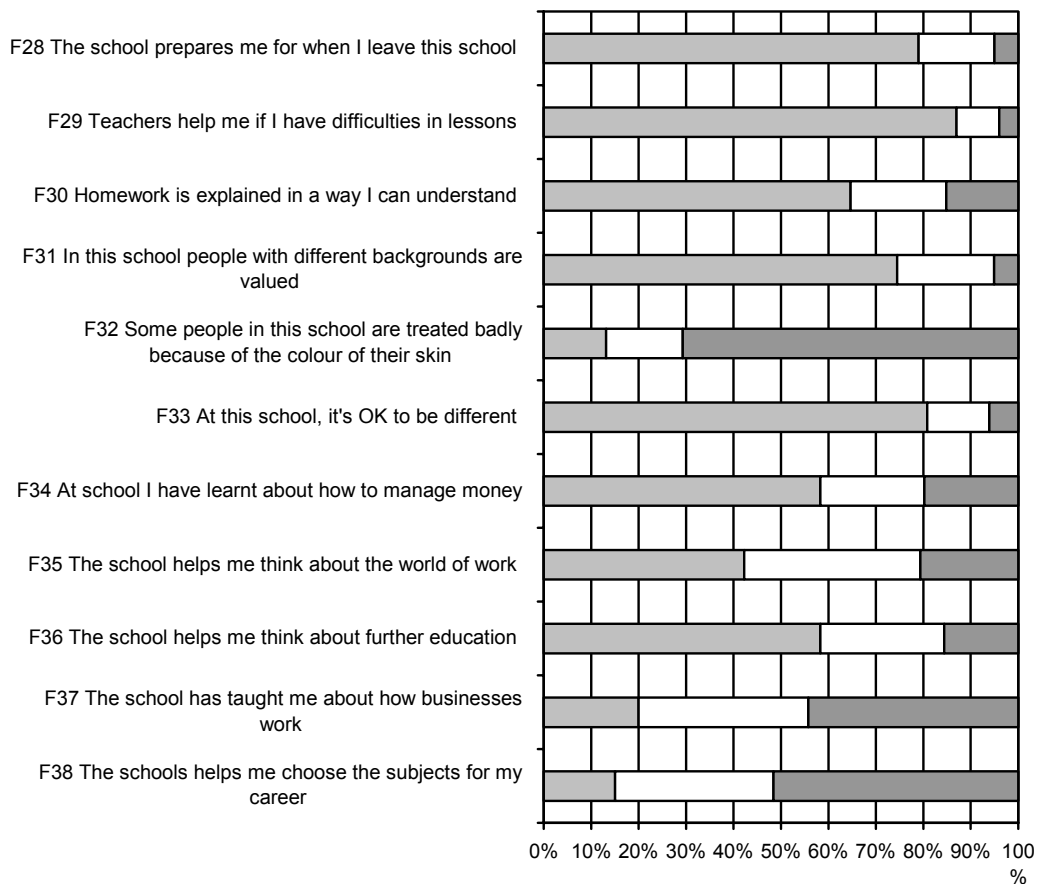
	Agree/Strongly agree	Not sure	Disagree/Strongly disagree
E18 This school teaches me the value of friendship	69	21	10
E19 The school makes sure I understand my strengths and weaknesses	65	25	9
E20 People at school value me as an individual	55	33	11
E21 If I am absent from school, my parent/carer always knows	91	6	2
E22 The school encourages me to get on with other people	81	11	7
E23 People listen to what I have to say	60	25	15
E24 When I first joined this school I was made to feel welcome	76	15	15
E25 The school helps me work as part of a team	75	18	6
E26 The school encourages me to try new things	75	16	9
E27 The school wants me to think for myself	73	20	7



## F ECONOMIC WELL-BEING and EQUALITIES

Year 6

	Agree/Strongly agree	Not sure	Disagree/Strongly disagree
F28 The school prepares me for when I leave this school	79	16	5
F29 Teachers help me if I have difficulties in lessons	87	9	4
F30 Homework is explained in a way I can understand	64	20	15
F31 In this school people with different backgrounds are valued	73	20	5
F32 Some people in this school are treated badly because of the colour of their skin	13	16	70
F33 At this school, it's OK to be different	80	13	6
F34 At school I have learnt about how to manage money	56	21	19
F35 The school helps me think about the world of work	41	36	20
F36 The school helps me think about further education	56	25	15
F37 The school has taught me about how businesses work	19	34	42
F38 The schools helps me choose the subjects for my career	14	31	48



■ Agree/Strongly agree

□ Not sure

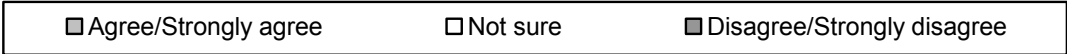
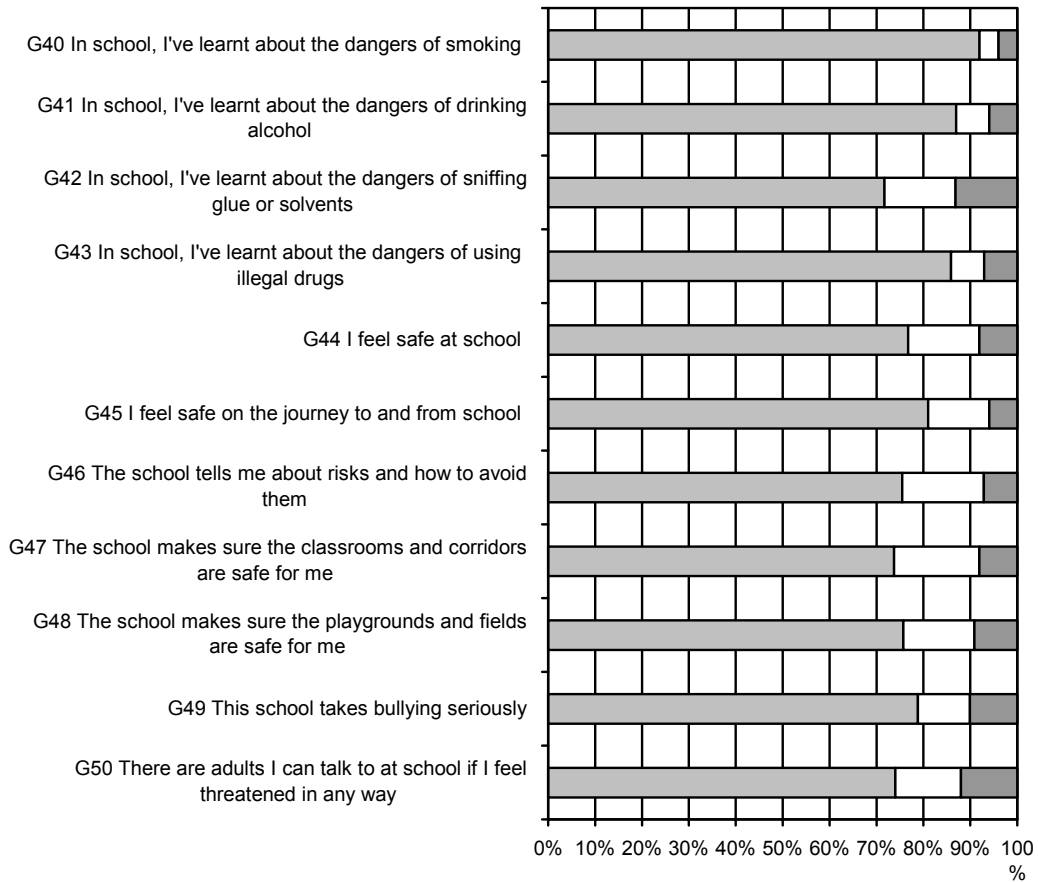
■ Disagree/Strongly disagree

## G STAYING SAFE

G39.2.X9 % of our pupils say they have been bullied at school in the last 12 months, compared with (No Data)% of the Reference Sample.

Year 6

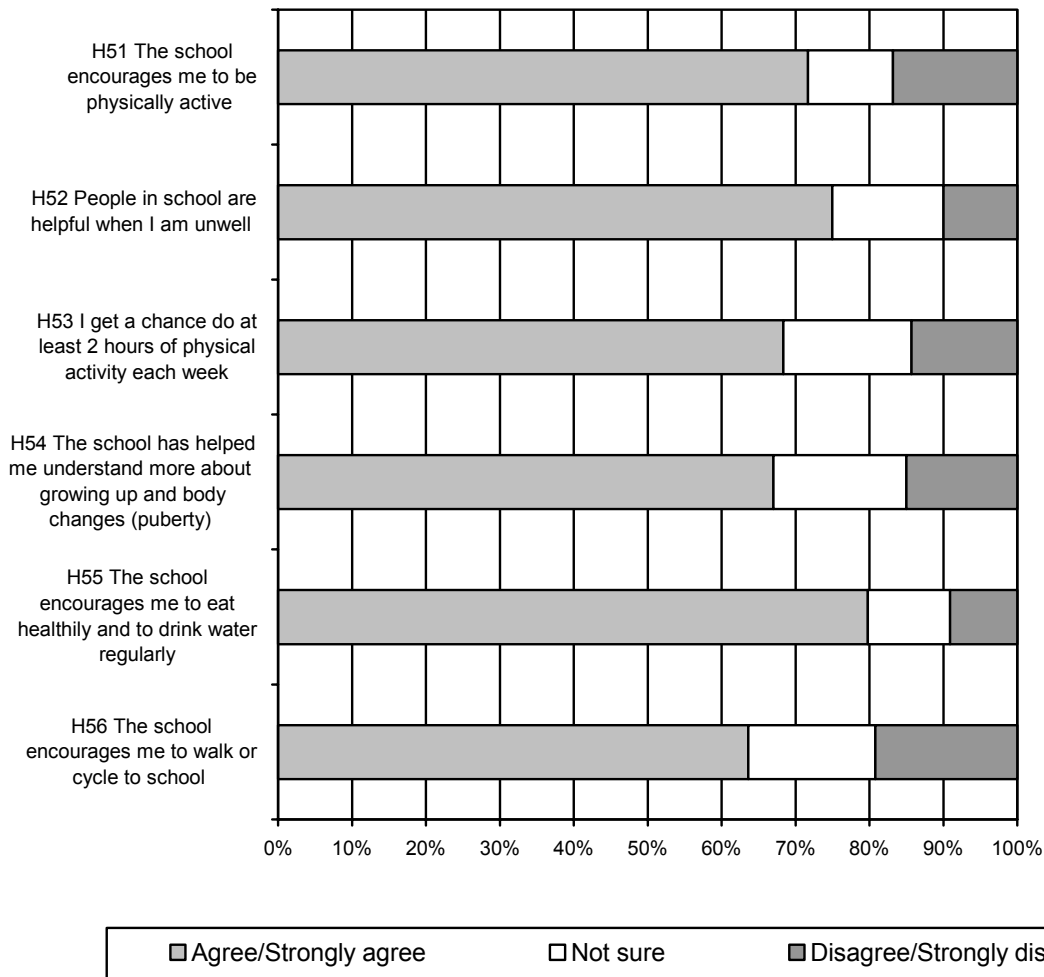
	Agree/Strongly agree	Not sure	Disagree/Strongly disagree
G40 In school, I've learnt about the dangers of smoking	92	4	4
G41 In school, I've learnt about the dangers of drinking alcohol	87	7	6
G42 In school, I've learnt about the dangers of sniffing glue or solvents	71	15	13
G43 In school, I've learnt about the dangers of using illegal drugs	85	7	7
G44 I feel safe at school	76	15	8
G45 I feel safe on the journey to and from school	81	13	6
G46 The school tells me about risks and how to avoid them	74	17	7
G47 The school makes sure the classrooms and corridors are safe for me	73	18	8
G48 The school makes sure the playgrounds and fields are safe for me	75	15	9
G49 This school takes bullying seriously	78	11	10
G50 There are adults I can talk to at school if I feel threatened in any way	74	14	12



## H BEING HEALTHY

Year 6

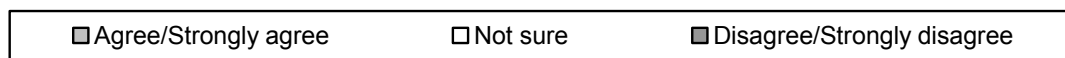
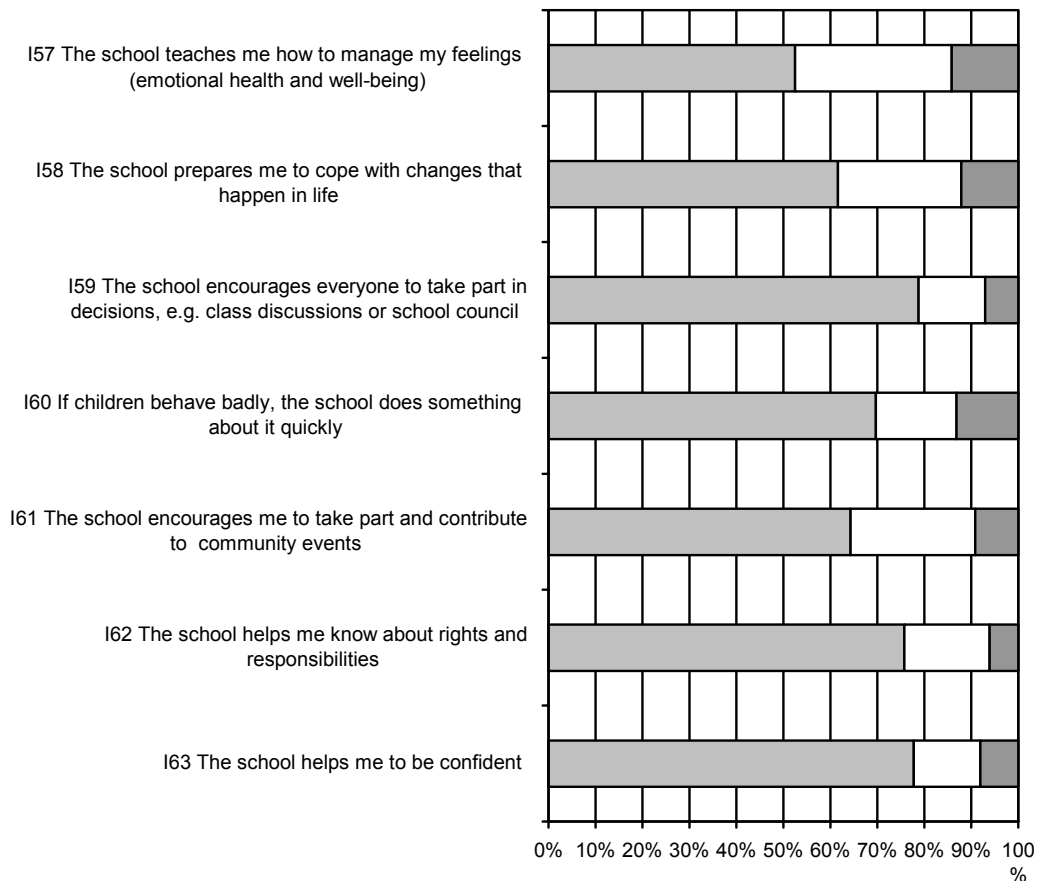
	Agree/Strongly agree	Not sure	Disagree/Strongly disagree
H51 The school encourages me to be physically active	81	13	5
H52 People in school are helpful when I am unwell	75	15	9
H53 I get a chance do at least 2 hours of physical activity each week	67	17	15
H54 The school has helped me understand more about growing up and body changes (puberty)	67	18	14
H55 The school encourages me to eat healthily and to drink water regularly	79	11	10
H56 The school encourages me to walk or cycle to school	63	17	19



## I MAKING A POSITIVE CONTRIBUTION

Year 6

	Agree/Strongly agree	Not sure	Disagree/Strongly disagree
I57 The school teaches me how to manage my feelings (emotional health and well-being)	52	33	14
I58 The school prepares me to cope with changes that happen in life	61	26	12
I59 The school encourages everyone to take part in decisions, e.g. class discussions or school council	78	14	7
I60 If children behave badly, the school does something about it quickly	69	17	13
I61 The school encourages me to take part and contribute to community events	63	26	9
I62 The school helps me know about rights and responsibilities	75	18	6
I63 The school helps me to be confident	77	14	8



## **J LIKES etc**

### **LIKES**

	Boys		Girls		
1	I like Sport/ Games/ PE	29	1	Good teacher/ teaching	42
2	[None]	27	2	My friends are here	29
3	Good teacher/ teaching	26	3	[None]	22
4	My friends are here	23	4	I like Sport/ Games/ PE	17
5	Enjoy playtime	22	5	I like my lessons	16
6	I like ICT	13	6	Friendly/ good atmosphere/ respect shown	15
7	I like my lessons	12	7	Enjoy playtime	14
8	I like Art/ Music	10	8	I like Art/ Music	12
9	Friendly/ good atmosphere/ respect shown	8	9	Staff listen / help with problems	11
10	Like playground/ field	8	10	I like ICT	7
11	Good range of food	8	11	Clubs/games in general	7
12	Staff listen / help with problems	6	12	Like playground/ field	7
13	I like Maths	6	13	[Others]	7
14	Clubs/games in general	6	14	Safe/ good security	5
15	[Others]	6	15	Well equipped/ well resourced/ furniture	5
16	Well equipped/ well resourced/ furniture	5	16	Good range of food	5
17	Good sports/ PE facilities	5	17	I like Maths	4
18	Grounds attractive	4	18	Enjoy visits and school trips	4
19	Playground equipment	4	19	Playground equipment	4
20	I like other named subject(s)	3	20	After school activities in general	4

## CHANGES

Boys			Girls		
1	[None]	48	1	[None]	48
2	Need more sports/ PE facilities	20	2	Poor / insufficient choice of food	19
3	Want longer playtime/fewer lessons	18	3	Poor / lacking playground equipment	13
4	Poor / insufficient choice of food	11	4	Want longer playtime/fewer lessons	12
5	Others	11	5	Others	12
6	Poor / lacking playground equipment	10	6	Don't like toilets, cloakrooms etc.	10
7	Need more equipment/ resources/ furniture	8	7	Need more equipment/ resources/ furniture	10
8	Don't like my lessons / more fun in class	7	8	Need more sports/ PE facilities	10
9	Don't have enough of named subject(s)	7	9	Bullying (general)	7
10	Don't like toilets, cloakrooms etc.	7	10	Don't have enough of named subject(s)	7
11	Need bigger/ better play area/ bigger field	7	11	Don't want/like uniform	6
12	Bullying (general)	6	12	Need more to do at playtime	6
13	Poor homework policy	6	13	Need bigger/ better play area/ bigger field	6
14	Need more to do at playtime	5	14	Poor discipline / poor behaviour	5
15	Poor discipline / poor behaviour	4	15	Don't like my lessons / more fun in class	5
16	Individual needs not met	4	16	Poor homework policy	5
17	Don't want/like uniform	3	17	Poorly maintained/needs decorating	5
18	Too strict too many rules	3	18	Individual needs not met	4
19	Poor teaching / teacher	3	19	Too strict too many rules	3
20	Don't like/ too few dinner ladies	3	20	Poor teaching / teacher	3

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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.