

Centre for Successful Schools

Pupil Survey of School Life

Lord Grey School

Contents

Section		Page
1	Background to the Survey	1
2	Methodology	2
3	Main Findings of the Survey	3
3.1	Satisfaction with the School Experience	3
3.2	Relationship with Teachers	3
3.3	Parental Support for Pupil Learning	4
3.4	Peer Group Influence	4
3.5	Pupils' Commitment to Learning	5
4	Analysis of Questions by Category	5
4.1	Satisfaction with the School Experience	5
4.2	Relationship with Teachers	6
4.3	Parental Support for Pupil Learning	7
4.4	Peer Group Influence	7
4.5	Pupils' Commitment to Learning	8
5	Other Areas of Analysis	9
5.1	ICT Provision	9
5.2	Homework	9
5.3	Study Support and Extra-Curricular Activities	10
5.4	Use of Time Out of School – Potential Distractions	10
6	Pupils' Perceptions of Themselves	11
6.1	Abilities as a Student	11
6.2	Behaviour in School	11
6.3	Truancy	11

7	Every Child Matters	12
7.1	Being Healthy	12
7.2	Staying Safe	12
7.3	Enjoying and Achieving	13
7.4	Making a Positive Contribution	13
7.5	Economic Well-Being	13
8	Some Implications of the Survey	14

Appendices

Appendix

1	Analysis of Responses to Questions 1 to 70
Table 1	Responses Listed by Year and Gender
2	Analysis of Responses by Category
Table 2	Pupil Satisfaction with School
Table 3	Quality of Pupil Teacher Relationship
Table 4	Parental Support for Learning
Table 5	Peer Group Influence
Table 6	Pupil Commitment to Learning
3	Analysis in Diagrammatic Form
Figure 1	Pupil Satisfaction
Figure 2	Pupil Teacher Relationship
Figure 3	Parental Support for Learning
Figure 4	Peer Group Influence
Figure 5	Pupil Commitment to Learning
4	Transcript of Pupils' Comments

Centre for Successful Schools

Pupil Survey of School Life

An Investigation into the Attitudes of High School Pupils to their School Experience

Lord Grey School

Spring 2008

1. Background to the Survey

The purpose of the survey is to seek to identify those factors which are associated with pupils' positive attitudes to their school experiences. Research indicates that satisfaction levels are high in schools that actively seek, value and act on pupils' views, but the quality of their relationships with teachers, and range of enrichment activities are among many other factors that correlate strongly with pupils' satisfaction¹. The survey, therefore, focuses on the views of young people about the experiences they receive in secondary schools; their perceptions of the quality of those experiences, their relationship with teachers and peers, their awareness of their parents/carers' support for their education and the degree to which they are prepared to commit themselves to the school's purposes. It examines the way in which pupil attitude varies according to the age and gender of the pupil.

A number of questions are grouped together into five categories which correspond to broad areas of school life. They are as follows:

- the level of satisfaction with the school experience,
- the quality of pupil teacher relationships,
- the perceived extent of parental support for pupil learning,
- the influence of the peer group and
- the level of pupils' commitment to learning.

¹ Ofsted (2005). Pupils' satisfaction with their school.

It is suggested that these five categories taken together stand as a proxy for the pupils' overall school experience and that the extent to which their responses show a positive or negative attitude can be taken as an indication of the extent to which the pupils are responsive to and supportive of the purposes of the school. The survey is only of use if it can lead to focused action by schools to improve pupil commitment, expectation and achievement.

2. Methodology

The questionnaire is administered in controlled conditions to a random sample of 25% to 50% of each year group in the target schools. The participating schools are not randomly selected but are for the most part maintained secondary schools from a wide range of social and geographical locations in rural, suburban, urban and inner city situations. In the case of Lord Grey School, 347 completed questionnaires were received, of which 332 could be analysed by school year and gender.

Each question is analysed individually (Appendix 1, Table 1) showing the variation in response between different age and gender groups. Additional information is obtained by analysing groups of questions together (Appendix 2, Tables 2 to 6), in order to identify attitudinal differences in respect of the five categories explained above. This is done simply by representing the number of positive responses in each category as a percentage of the maximum number of positive responses possible. This technique allows for a broad-brush approach to interpreting the data which facilitates comparison between schools and between age and gender groups within schools.

Figures 1 to 5 in Appendix 3 provide the school with comparative data in diagrammatic form. They present the school's data from each of the categories together with the CSS database average. In Appendix 4, schools are also provided with a transcript of the pupils' written comments taken from the questionnaires.

3. Main Findings of the Survey

(Analysis data is included in Appendix 1, Table 1)

*Figures in brackets following the school figure indicate the average percentage taken from responses we have received to the relevant question from surveys conducted nationally. **The first figure is, therefore, your school and the one in brackets the CSS database average.***²

3.1 Satisfaction with the School Experience

At Lord Grey School, 50% (69%) of the pupils responding to the survey think it is a good school. Overall, 86% (88%) say that they are happy there, although 40% (35%) find school work boring, and 61% (50%) find the buildings dull. 60% (63%) agree that most things they work on in school are interesting, and 47% (49%) would attend more than half given a free choice. On the other hand, 68% (62%) of pupils admit that they often count the minutes till the lesson ends. 51% (56%) of pupils think that the school rules are fair and reasonable.

3.2 Relationship with Teachers

At Lord Grey, fewer pupils than average, 23% (38%), believe that most teachers are respected in the school. However, 59% (66%) of those questioned think they get on well with the majority of their teachers, 65% (69%) say they enjoy most of the teaching, and 58% (65%) say that the teachers try to get the best out of them. 60% (61%) feel that discipline is good. 56% (68%) of respondents say that most of their teachers really listen to what they have to say, and 76% (80%) say they are praised for hard

² Please note that the CSS database figure is an average based on responses from a wide range of schools. Research indicates that satisfaction is highest in schools where the socio-economic circumstances are the most favourable. The proportion of schools where pupils are very satisfied decreases with increasing free school meal entitlement, although in schools in the most deprived circumstances, especially secondary schools, satisfaction is high (Ofsted, 2005. Pupils' satisfaction with their school).

work. 69% (77%) of pupils agree that most of the teachers encourage them, and 36% (43%) agree that most of the teachers seem to enjoy teaching them.

According to 57% (64%) of respondents, most teachers use a variety of teaching methods to help them learn. 74% (78%) say that teachers take the time to explain things, with 47% (61%) saying that teachers regularly explain the aims of the lesson and what the pupils are supposed to learn in it. 45% (52%) say that teachers are prepared to take the time to discuss progress with individual pupils and advise them on ways of improving their work. 26% (33%) believe that they leave most lessons having learned something worthwhile. 47% (64%) say they have their homework marked regularly by their teachers.

In spite of generally positive responses to relationships with teachers, 52% (46%) of pupils agree with the statement, "My teachers often act as though they are always right and I am always wrong". 67% (62%) of pupils feel that teachers have favourites. In response to the statement, "I feel I can go to my teacher with my problems", 42% (43%) of the pupils feel that they could seldom or never take their problems to a teacher, and only 9% (13%) feel that they could always do so.

3.3 Parental Support for Pupil Learning

Most pupils feel they are well supported by their parents/carers in their learning. 72% (77%) of pupils at Lord Grey say their parents/carers ask, at least sometimes, about what they are learning at school, 89% (86%) help and advise them with school work, and 55% (59%) take an interest in the work they have been doing in their books. 94% (90%) of pupils say they are allowed access to a computer to help with homework, with 91% (86%) having access to the Internet. 75% (80%) say that there are books (dictionaries, reference books, etc.) at home for them to read or look things up in. 73% (82%) say that parents/carers attend parents' evenings to discuss their children's progress.

3.4 Peer Group Influence

The influence of other pupils in the school is not always seen as helpful. At Lord Grey, 21% (26%) agree that pupils encourage each other in lessons. 45% (30%) of those asked claim they have been approached by others with suggestions that they miss school (truant). 41% (37%) consider disruption of lessons to be frequent (every day), and 42% (41%) say other children constantly make fun of pupils who work hard. On the other hand, 83% (81%) say they enjoy working in groups with other pupils, and bullying is seen as a regular problem by only 8% (8%). At Lord Grey, 70% (69%) of pupils responding to the survey say that other pupils rarely or never make their life miserable.

3.5 Pupils' Commitment to Learning

Most young people give responses which indicate a positive attitude to the work done in school. 83% (87%) of those questioned at Lord Grey suggest that their work is important to them, 50% (52%) say they sometimes get so interested in their work that they don't want to stop, and 71% (76%) say they usually work as hard as they can.

4. Analysis of Questions by Category

(Analysis is included in Appendix 2, Tables 2 to 6, and Appendix 3, Figures 1 to 5)

The analysis of pupil responses is provided for individual questions but they are also analysed, as explained above, in respect of:

- the level of satisfaction with the school experience,
- the quality of pupil teacher relationships,
- the perceived extent of parental support for pupil learning,
- the influence of the peer group and
- the level of pupils' commitment to learning.

4.1 Satisfaction with the School Experience

11 questions are included in this category³. They are presented in Table 2 in the analysis which details the responses illustrating the pupils' general "liking" or "disliking" of school and their perception of the experiences they have there. For Lord Grey the number of positive responses in this category is 50% against an average for all schools of 56%.

The majority of pupils in year 7 in our database are happy at school and express satisfaction with most aspects of their school life. Pupils in year 8 are generally slightly less positive on all counts but are nevertheless supportive of the school in their responses. Pupils in years 9, 10 and 11 are usually not so positive in their responses. At Lord Grey, responses from year 7 and the 6th Form are the most positive, and those from year 10 the least positive. The database shows that there is often little difference in response from boys and from girls to questions in this category. Overall, at Lord Grey, 49% (56%) of boys give positive responses in this category, compared to 51% (56%) of girls.

Figure 1 in Appendix 3 represents, in graph form, the variation in response between the year groups and sexes to the questions which relate to the pupils' level of satisfaction with their school experience. The graph also shows the average pattern of response.

4.2 Relationship with Teachers

Responses to the 14 questions⁴ in this category are presented in Table 3 of the analysis. For Lord Grey the number of positive responses in this category is 48% against an average for all schools of 55%.

Generally speaking, just over half of those questioned hold the view that they get on well with all or most of their teachers. There is usually a more positive response from year 7 pupils, followed by a gradual overall decline in attitude between year 8 and year

³ Questions 1, 20, 22, 26, 27, 29, 48, 58, 64, 69, 70

⁴ Questions 2, 5, 10, 13, 15, 18, 23, 25, 28, 34, 37, 39, 66, 68

11. At Lord Grey, responses from years 9 and 10 are the least positive. The database shows that there is little difference in response from boys and from girls to questions in this category. Overall, at Lord Grey, 45% (55%) of boys give positive responses in this category, compared to 50% (54%) of girls.

Figure 2 in Appendix 3 shows, in graph form, the variation in response between the year groups and sexes to the questions which relate to the pupils' perception of their relationships with teachers. The graph also shows the average pattern of response.

4.3 Parental Support for Pupil Learning

Responses to the 5 questions⁵ in this category are presented in Table 4 of the analysis. For Lord Grey the number of positive responses in this category is 67% against an average for all schools of 71%.

Generally, parents/carers are seen as most supportive of their children in school by pupils in year 7, and as least supportive by the senior pupils. The variation between girls and boys is not usually great in this area, with parents/carers being seen as slightly more supportive of boys. These trends are replicated at Lord Grey.

Figure 3 in Appendix 3 represents, in graph form, the variation in response between the year groups and sexes to the questions which relate to the pupils' perception of the support of parents/carers. The graph also shows the average pattern of response.

4.4 Peer Group Influence

Responses to the 6 questions⁶ in this category are presented in Table 5 of the analysis. For Lord Grey the number of positive responses in this category is 54% against an average for all schools of 54%.

Many young people questioned give responses which indicate rather negative attitudes to their dealings with other pupils in the school. The most positive views are

⁵ Questions 3, 14, 42, 45, 47

⁶ Questions 24, 31, 35, 38, 50, 51

normally expressed by year 7. There is then, usually, little variation between year 8 to year 11 responses. At Lord Grey, responses from years 7 and 10 are above average in this area. Girls are generally slightly more positive about the influence of their peers than boys. At Lord Grey, 55% (55%) of girls give positive responses in this category, compared to 54% (53%) of boys.

Figure 4 in Appendix 3 represents, in graph form, the variation in response between the year groups and sexes to the questions which relate to the pupils' perception of peer group influence. The graph also shows the average pattern of response.

4.5 Pupils' Commitment to Learning

Responses to the 11 questions⁷ in this category are presented in Table 6 in the analysis which indicates the pupils' view of classroom activity and their perceived level of commitment and motivation. For Lord Grey the number of positive responses in this category is 53% against an average for all schools of 55%.

In this area, year 7 usually produces the most positive responses. Generally, this is followed by a slight overall decline in attitude from year 8 to year 11. At Lord Grey, responses from year 7 and 10 are below average in this area. Generally, girls' responses are more positive than boys'. At Lord Grey, overall, 53% (56%) of girls give positive responses in this area, compared to 53% (54%) of boys.

Figure 5 in Appendix 3 represents, in graph form, the variation in response between the year groups and sexes to the questions which relate to the pupils' perception of their commitment to lessons. The graph also shows the average pattern of response.

Responses in the five categories generally show that there is little difference between boys' and girls' attitudes, and that there is an overall decline in attitude between years 7 and 11. At Lord Grey, the overall pattern of pupil response

⁷ Questions 8, 11, 16, 19, 30, 36, 41, 43, 49, 63, 67

corresponds to the average for schools in our database with respect to peer group influences, but is below average in other areas.

5. Other Areas of Analysis

A number of important questions are put to the pupils which are not included in the broad areas so far covered. Such questions include those which relate directly to the support given to pupils' learning, in terms of ICT provision and study support opportunities, and to the level of pupil participation in school initiated pursuits, such as homework and extra-curricular activities. Consideration is given to those activities which might have a bearing on pupils' school work, such as excessive watching of television, taking a part-time job or involvement in social activity on several evenings during the week.

5.1 ICT Provision

At Lord Grey, 27% (13%) of the pupils say they have access to computers in most of their lessons to support their work. 59% (52%) say they sometimes have access to computers, but 14% (35%) say they rarely or never use computers to support their learning. Available evidence suggests that having access to new technologies to support their work markedly increases pupils' motivation. This view is supported by the fact that 87% (86%) of the boys and 84% (81%) of the girls at Lord Grey say that computers make school work more interesting, and 72% (68%) of boys and 70% (57%) of girls say that they make learning easier. 49% (44%) of pupils say that they have regular access to computers, before school, at lunchtime or after school, to help them with their work.

5.2 Homework

According to 62% (82%) of the pupils at Lord Grey, homework is set regularly each week by most teachers. 37% (43%) say that they regularly (in most or every lessons) have books and resources (worksheets, notes, etc.) to take home to help with

homework. The homework they are set is considered interesting by 35% (37%), as somewhat boring by 47% (43%) and as pointless by 18% (20%).

There is a perception that less homework is done than average for our database, with 9% (14%) of the pupils estimating that they do more than five hours homework per week. There are often variations between the school year groups, with a higher proportion of the senior pupils saying that they do more than 5 hours homework each week. At Lord Grey, 7% (16%) of the pupils in year 11 say they do more than 5 hours homework each week. Usually, year 7 presents as lowest in this area; at Lord Grey, 3% of year 7 pupils say they do more than five hours compared with the average figure of (10%). A gender difference is also usually apparent, with boys considering they do less homework than girls, but, at Lord Grey, 10% (12%) of boys and 7% (16%) of girls say they do more than five hours per week.

5.3 Study Support and Extra-Curricular Activities

At Lord Grey, 52% (56%) of the pupils say that their studies are sometimes supported by having a classroom assistant in the lesson. On the other hand, 31% (26%) say that their lessons are often taken by someone other than their normal teacher (supply, student etc.). 38% (41%) of the pupils take part in extra-curricular activities in school, and 78% (73%) say that they have opportunities to take part in additional learning support or extra study sessions outside normal curriculum time. Participation in extra curricular activities is normally highest in the early years of secondary education but then often tails off as the children progress through the school. Boys are more likely to take part in extra-curricular activities than girls.

5.4 Use of Time Out of School

At Lord Grey, 24% (18%) of those questioned spend more than four hours each day watching television and videos or playing computer games. 54% (55%) say that they go out to socialise with their friends on three or more evenings each week. At Lord Grey, 14% (15%) of pupils have a part-time job that occupies them for more than 5 hours per week. The database responses to this question indicate that pupils are

more likely to have a part-time job the older they are, but, at Lord Grey, 79% (85%) of year 7 pupils at have no part-time job of any kind, compared with 81% (63%) of year 11. Generally speaking, boys are more likely than girls to spend time watching television or going out to socialise with their friends. They are also more likely to have a part-time job and to spend more hours doing it.

6. Pupils' Perceptions of Themselves

An important consideration in analysing the attitudes of pupils to their school experiences is their perceptions of themselves; their level of self-esteem, their perception of their own behaviour in school and their attitude to deliberately missing lessons or truanting.

6.1 Abilities as a Student

There is, often, little variation between the year groups in the way in which they respond to the question about their own ability. At Lord Grey, 57% (60%) overall see themselves either above or markedly above average. In most schools the response of boys to this question is more positive than that of girls. At Lord Grey, 65% (64%) of boys see themselves as high average or above, compared to 50% (56%) of girls.

6.2 Behaviour in School

Overall, 72% (73%) of those questioned consider that their behaviour is good for the most part. The most positive responses in this respect often come from first year pupils. At Lord Grey, 64% (75%) of year 7 pupils consider themselves well behaved for most of the time. Girls are generally more positive about their behaviour than the boys; at Lord Grey, 79% (79%) and 66% (67%) respectively consider themselves well behaved.

6.3 Truancy

At Lord Grey, 72% (79%) of those questioned say they have never truanted. The evidence suggests that first year pupils are least likely to truant and the older the pupils the more likely they are to do so. There generally appears to be little difference between boys and girls in the extent to which they deliberately miss lessons.

7. Every Child Matters

The stated aim of Every Child Matters (ECM) is to improve the outcomes for children and young people. When children and young people were consulted, the five outcomes which mattered most to them were to be healthy, stay safe, enjoy and achieve, make a positive contribution, and achieve economic well-being.⁸ This section of the report presents responses from the CSS Pupil Survey of Life which touch upon each of the five outcomes for pupils in school.⁹

7.1 Being Healthy

In schools, it is considered a desirable outcome for pupils to be taught the benefits of a healthy lifestyle, to have the skills and understanding to make healthier choices, and to be encouraged both to eat healthily and to participate in and enjoy school sport and physical education. At Lord Grey, 73% (75%) of pupils agree that there are lots of activities (sport, drama, etc.) to take part in at lunchtime or after school. 38% (41%) say that they often take part in school activities at lunchtime or after school.

7.2 Staying Safe

⁸ DfES (2004), Every Child Matters: Change for Children in Schools; Ofsted (2005), Every child matters. Inspection of children's services: key judgements and illustrative evidence.

⁹ See Section 3.3, Parental Support for Pupil for responses relating to support from parents, carers and families in these areas.

This area concerns schools identifying the extent of bullying, discrimination, and anti-social behaviour in school, and providing protection for pupils. At Lord Grey, 8% (8%) of pupils responding to the survey say that they have been bullied by other pupils regularly (at least every week). 5% (10%) claim to have seen other pupils bullied every day. It is important that the school has clear policies on combating bullying and discrimination, as only 9% (13%) of pupils feel they can always go to a teacher with a problem.

7.3 Enjoying and Achieving

The outcome 'enjoying and achieving' is about pupils getting the most out of school life, by pupils being enabled and encouraged to attend and enjoy school, and to achieve highly. At Lord Grey, 86% (88%) of pupils say that they are usually happy at school, and 45% (52%) say that teachers take time to discuss progress with them, and advise them how to improve their work. 78% (73%) say they have opportunities outside of lesson time to do extra learning activities or extra study. However, 34% (35%) agree that most of the time they do not want to go to school, and 48% (47%) that most of the lessons can't end soon enough for them.

It is important for schools to take action to promote good behaviour and attendance. Although 72% (73%) of Lord Grey pupils say they rarely or never behave badly at school, 41% (37%) say that pupils try to disrupt lessons every day. Most pupils, 72% (79%), say that they have not missed school without permission from school (truanted) this year. However, a small minority, 11% (11%), admit that, even when they are at school, they sometimes deliberately miss lessons.

7.4 Making a Positive Contribution

This area is concerned with pupils developing positive relationships with adults and their peers, and choosing not to engage in anti-social or offending behaviour. At Lord Grey, 59% (66%) of pupils think that they have got on well this year with all or most of their teachers, and 23% (38%) agree that most teachers are respected by the pupils.

50% (52%) say they sometimes get so interested in their work that they don't want to stop, and 71% (76%) say they usually work as hard as they can in school.

7.5 Economic Well-Being

This outcome relates to pupils not being prevented by economic disadvantage from achieving their full potential in life. It involves their perception of the importance of learning at school or college, and their attitude to engaging in further education, employment or training on leaving school. At Lord Grey, 83% (87%) of pupils think that most of the work they do in school is important to them, and 26% (33%) say that they leave most lessons thinking they have learnt a lot. 66% (67%) of Lord Grey pupils agree that it makes good sense to stay on in full-time education post 16.

It is also important that pupils are supported in developing self-confidence, team working skills and enterprise. At Lord Grey, 21% (26%) agree that pupils encourage each other in lessons, and 83% (81%) say that they enjoy working in groups with other pupils in class.

8. Some Implications of the Survey

The CSS research findings suggest that schools should not be surprised to perceive a deterioration in pupil attitude to school as early as the second school year, becoming increasingly pronounced until year 11. Nor would it be unusual to detect a marginally more positive attitude among the girls than among the boys. This is not to say that individual schools will necessarily find that either of these circumstances is in evidence. Nor is it the case that schools should be prepared to accept the existence of circumstances in which any section or sections of the school community feel less able to relate to the school in a positive manner. **Indeed, it might well be argued that the most significant and worthwhile outcome of this exercise would be that schools seek to improve still further the educational outcomes for all pupils.**

In order to improve performance through school self-evaluation, schools must listen to and do something about the views of their stakeholders. Experience shows that the

most effective schools are those which collect, analyse, and evaluate evidence of pupils' (and other stakeholders') views and perceptions about the quality of their school's provision.¹⁰

Centre for Successful Schools
Keele University
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¹⁰ DfES and Ofsted (2006). A New Relationship with Schools: Improving Performance through School Self-Evaluation.

APPENDIX 1

ANALYSIS OF RESPONSES TO EACH QUESTION

Lord Grey School

Table 1

Responses Listed by Year and Gender (Calculated as a % of the Maximum)

Year	7		8		9		10		11		6th		All		
Gender	M	F	M	F	M	F	M	F	M	F	M	F	M	F	Total
Cases	15	19	23	25	22	21	60	58	37	30	10	12	167	165	332
Ethnicity															
Bangladeshi				4	5	5	2		3		10	8	2.4	1.8	2.1
Black African	7				9		2	9	8	7	30	8	6.0	4.8	5.4
Black Caribbean							3					17	1.2	1.2	1.2
Black other		5			5								0.6	0.6	0.6
Chinese							2						0.6		0.3
Indian					5	5	2			3	10	8	1.8	1.8	1.8
Pakistani				4			3						1.2	0.6	0.9
White European		5				5		3						2.4	1.2
White UK	73	79	74	80	55	81	73	81	84	87	40	33	71.3	78.2	74.7
White other			9			5	2		3		10	8	3.0	1.2	2.1
Other / No response	20	11	17	12	23		12	7	3	3		17	12.0	7.3	9.6
Q1 Usually happy at school															
true	67	100	91	100	86	100	79	88	78	83	100	83	81	92	86
false	33		9		14		21	12	22	17		17	19	8	14
Q2 Most teachers listen to me															
true	47	84	61	88	40	53	46	58	49	50	80	50	50	63	56
false	53	16	39	13	60	47	54	42	51	50	20	50	50	37	44
Q3 My parents help and advise me															
true	100	95	95	96	81	89	82	93	91	89	90	58	88	90	89
false		5	5	4	19	11	18	7	9	11	10	42	12	10	11
Q4 Take part in school activities															
true	64	53	41	63	47	17	43	27	40	31	30		44	33	38
false	36	47	59	38	53	83	57	73	60	69	70	100	56	67	62
Q5 Teachers always right															
true	54	33	27	25	69	50	64	52	74	40	50	58	60	44	52
false	46	67	73	75	31	50	36	48	26	60	50	42	40	56	48
Q6 Homework regularly set															
true	79	81	86	80	72	89	47	45	46	59	100	58	61	64	62
false	21	19	14	20	28	11	53	55	54	41		42	39	36	38
Q7 Computer access at home															
true	92	94	100	96	94	84	91	94	97	97	90	100	94	94	94
false	8	6		4	6	16	9	6	3	3	10		6	6	6
Q8 Count minutes til lesson ends															
true	71	61	64	39	79	63	57	82	62	87	56	91	63	72	68
false	29	39	36	61	21	37	43	18	38	13	44	9	37	28	32
Q9 Extra study opportunities															
true	71	94	73	70	65	56	82	81	83	83	100	83	79	78	78
false	29	6	27	30	35	44	18	19	17	17		17	21	22	22
Q10 Enjoy being taught															
true	85	83	68	77	39	56	59	58	58	76	90	83	62	69	65
false	15	17	32	23	61	44	41	42	42	24	10	17	38	31	35
Q11 Deliberately miss lessons															
true	21	6	5	8		11	14	17	3	7	20	33	10	13	11
false	79	94	95	92	100	89	86	83	97	93	80	67	90	87	89
Q12 Home access to internet															
true	92	89	100	92	88	84	85	88	100	100	90	92	92	91	91
false	8	11		8	12	16	15	12			10	8	8	9	9
Q13 Teachers explain things															
true	77	83	68	83	72	76	73	64	74	86	70	83	73	76	74
false	23	17	32	17	28	24	27	36	26	14	30	17	27	24	26
Q14 Books to read at home															
true	50	88	76	100	78	71	85	70	73	72	40	55	74	76	75
false	50	12	24		22	29	15	30	27	28	60	45	26	24	25
Q15 Homework regularly marked															
true	69	68	50	63	45	42	42	39	47	31	70	45	49	45	47
false	31	32	50	38	55	58	58	61	53	69	30	55	51	55	53
Q16 Usually work as hard as I can															
true	71	84	70	74	74	100	59	64	76	77	70	64	68	75	71
false	29	16	30	26	26		41	36	24	23	30	36	32	25	29

**Table 1 (Cont.)
Responses Listed by Year and Gender**

Year	7		8		9		10		11		6th		All		
Gender	M	F	M	F	M	F	M	F	M	F	M	F	M	F	Total
Cases	15	19	23	25	22	21	60	58	37	30	10	12	167	165	332
Q17 Teachers take time to discuss progress with me															
true	62	56	45	67	28	40	37	44	42	31	70	58	42	47	45
false	38	44	55	33	72	60	63	56	58	69	30	42	58	53	55
Q18 Teachers encourage me															
strongly agree	29	24	24	14	6	16	20	17	9	4	33	8	18	14	16
agree	29	59	48	55	61	47	44	43	77	68	44	58	53	53	53
not sure	43	18	14	32	33	32	13	28	6	14	22	33	17	26	22
disagree			14			5	22	11	6	14			11	7	9
totally disagree									3				0.6		0.3
Q19 Lessons can't end soon enough															
strongly agree	27	28	24		11	5	19	15	19	19		17	18	14	16
agree	45	17	14	22	44	37	30	32	19	58	30	42	29	35	32
not sure	18	39	33	57	22	47	22	38	26	15	30	17	25	36	30
disagree	9	11	29	22	22	11	24	15	32	8	40	25	26	14	20
totally disagree		6					6		3				3	1	2
Q20 This school is a good school															
strongly agree	36	12	19	4	6	11	9	10	6				11	7	9
agree	36	88	38	58	56	56	31	27	28	43	50	17	36	45	41
not sure	18		24	29	28	22	33	35	41	43	40	33	32	30	31
disagree	9		14	8	11	6	17	24	16	10	10	42	14	15	15
totally disagree			5			6	9	4	9	3		8	6	3	5
Q21 Using computers in lesson makes work more interesting															
strongly agree	85	72	71	41	64	72	46	41	27	21	25	42	50	45	48
agree	8	22	24	50	29	28	40	43	55	46	38	25	37	39	38
not sure	8	6					8	13	12	25	25	17	8	11	9
disagree				9	7		6	4	3	7	13	17	4	5	5
totally disagree			5						3				1.3		0.7
Q22 Don't want to go to school															
strongly agree	31	29	9	14	27	24	20	9	11	7			17	13	15
agree	31	12	23	5	20	18	19	24	14	21	11	27	19	18	19
not sure	15	18	32	29	7	12	22	24	20	34	11	9	20	23	21
disagree	23	29	23	38	40	41	33	33	49	31	56	36	37	34	35
totally disagree		12	14	14	7	6	6	11	6	7	22	27	7	11	9
Q23 Teachers enjoy teaching us															
strongly agree	7	12	14	13		15	4	7	6	3	20	17	6	10	8
agree	14	47	36	35	13	15	25	28	24	38	40	25	25	31	28
not sure	50	29	36	39	69	25	49	44	44	48	20	33	47	39	43
disagree	21	12	14	13	13	35	16	17	21	10	20	25	17	17	17
totally disagree	7				6	10	5	4	6				5	3	4
Q24 Pupils encourage each other															
strongly agree	9	6	5	9			4	4			10	8	3	4	4
agree	27	39	14	26	12	11	8	19	12	17	30	25	13	21	17
not sure	36	28	36	30	12	26	26	29	50	38	20	8	32	29	30
disagree	27	28	32	26	65	47	42	33	18	38	30	42	36	35	35
totally disagree			14	9	12	16	21	15	21	7	10	17	16	11	14
Q25 Most teachers are respected															
strongly agree	14	5	5	4		6	2			7			3	3	3
agree	43	37	9	26	13	17	19	16	20	23	30	17	20	21	21
not sure	29	32	45	43	31	22	31	43	37	50	50	33	35	40	38
disagree	7	21	36	22	50	39	28	27	34	17	20	17	31	24	28
totally disagree	7	5	5	4	6	17	20	14	9	3		33	11	11	11
Q26 School work is dull and boring															
strongly agree	42	11	14		11	11	20	17	6	15		17	16	13	14
agree		33	9	26	28	39	31	15	34	31	10	42	24	27	25
not sure	8	28	36	35	44	28	26	50	34	23	50	25	32	36	34
disagree	50	22	36	39	17	22	22	19	23	31	30	17	27	25	26
totally disagree		6	5						3		10		1.9	0.6	1.3

Table 1 (Cont.)
Responses Listed by Year and Gender

Year	7		8		9		10		11		6th		All		
Gender	M	F	M	F	M	F	M	F	M	F	M	F	M	F	Total
Cases	15	19	23	25	22	21	60	58	37	30	10	12	167	165	332
Q27 Lots to do out of lessons															
strongly agree	67	39	38	17	24	10	19	15	12	13		17	24	17	21
agree	25	50	38	65	65	52	48	50	53	67	60	58	49	56	52
not sure	8		14	9	6	19	28	23	21	17	20		19	15	17
disagree		11	5	4	6	19	4	8	9	3	20	8	6	8	7
totally disagree			5	4			2	4	6			17	3	3	3
Q28 Teachers have favourites															
strongly agree	31	18	32	17	24	28	28	28	30	36	11	27	28	26	27
agree	38	35	36	35	47	39	43	39	39	46	33	36	41	39	40
not sure	23	35	14	30	18	22	26	24	24	7	33	18	23	23	23
disagree		12	18	17	6	11	4	6	6	11	11		7	9	8
totally disagree	8				6			4			11	18	2	3	2
Q29 School rules are fair and reasonable															
strongly agree	15	6	14	9	6	6	4	2	3	7	20	8	7	5	6
agree	46	71	52	65	47	50	39	36	35	38	50	50	42	48	45
not sure	23	24	24	17	35	31	22	38	26	24	20		25	27	26
disagree	15		5	9	6	13	24	18	24	24	10	25	17	16	16
totally disagree			5		6		12	5	12	7		17	8	4	6
Q30 Sensible to stay on after 16															
strongly agree	31	25	29	18	28	39	33	22	30	43	60	67	33	31	32
agree	23	31	24	32	39	39	37	29	36	47	30	33	34	35	34
not sure	31	44	33	41	22	22	22	38	27	10			24	29	27
disagree	15		5	9	6		6	7	6				6	4	5
totally disagree			10		6		2	4			10		3	1	2
Q31 I enjoy working in groups															
strongly agree	62	59	27	38	25	35	29	26	11	30	11	58	26	36	31
agree	38	35	59	57	69	41	55	45	60	52	56	42	57	46	52
not sure		6	9			18	10	11	17	15	11		9	10	9
disagree			5	5			2	13	6	4	11		3	6	5
totally disagree					6	6	4	4	6		11		4	2	3
Q32 Teachers use varied teaching methods to help us learn															
strongly agree	17	6	9	19	6	6	13	9	3	7	10		10	9	9
agree	33	53	55	62	44	35	50	32	45	63	50	83	47	49	48
not sure	42	29	27	10	44	35	15	38	30	17	30		27	26	27
disagree	8	12	9	10	6	24	17	15	15	13	10	17	13	15	14
totally disagree							4	6	6				3	2	2
Q33 Use of computers in lessons makes learning easier															
strongly agree	62	29	50	33	37	32	37	20	22	21		25	35	25	30
agree	23	47	23	46	47	42	38	46	50	48		33	36	45	41
not sure	8	6	18	13	11	26	15	24	19	14	50	25	17	19	18
disagree	8	18	5	8	5		8	9	6	17	40		9	10	9
totally disagree			5				2		3		10	17	3	1	2
Q34 Teachers praise hard work															
always	8	6	9	9	6	5	9	9	5	3		17	7	8	8
often	31	41	32	14	33	26	24	19	30	33	40	8	29	23	26
sometimes	46	35	50	73	56	42	33	32	38	43	40	42	41	43	42
rarely	15	18	5	5	6	16	24	30	22	13	20	33	17	20	19
never			5			11	9	9	5	7			5	6	6
Q35 Other pupils make fun of people who work hard															
always	25	18	32	35	18	21	6	11	6	10		42	12	19	16
often	33	18	45	30	35	47	21	25	18	33		8	25	28	27
sometimes	25	41	18	17	29	21	32	28	47	30		17	31	27	29
rarely	8	18	5	13	18	11	28	28	26	27	67	25	24	22	23
never	8	6		4			13	8	3		33	8	8	5	6

Table 1 (Cont.)
Responses Listed by Year and Gender

Year	7		8		9		10		11		6th		All		
Gender	M	F	M	F	M	F	M	F	M	F	M	F	M	F	Total
Cases	15	19	23	25	22	21	60	58	37	30	10	12	167	165	332
Q36 I behave badly at school															
always	17		5				4						4		2
often			5	6	13		4	4	3				4	2	3
sometimes	33	25	33	11	19	11	33	34	21	7			26	19	23
rarely	42	38	43	44	50	53	50	41	50	47	40	9	48	41	45
never	8	38	14	39	19	37	10	21	26	47	60	91	18	38	28
Q37 Teachers try to get best out of me															
always	29	31	18	32	24	26	16	18	14	11	20	9	18	21	19
often	50	31	50	36	29	42	35	40	31	41	50	45	38	39	39
sometimes	7	31	18	27	35	21	25	22	40	37		36	26	28	27
rarely	14	6	14		6	11	18	8	14	7	10	9	14	7	10
never				5	6		6	12		4	20		4	6	5
Q38 Pupils make life miserable															
always	15	6		14	6	11	8	4	3	7		8	6	7	6
often	15		5		6		4	5	12	7		8	7	4	5
sometimes	23	13	23	36	13	16	16	13	18	21		25	17	19	18
rarely	23	31	36	23	38	26	26	24	35	31	11		30	24	27
never	23	50	36	27	38	47	46	55	32	34	89	58	41	46	43
Q39 Can go to teacher with problem															
always	14	19	19	13		21		9	6	3	10	17	6	12	9
often	21	25	19	17	19	5	20	13	18	17	20	33	19	16	18
sometimes	29	19	29	39	38	26	24	26	38	43	50	33	31	31	31
rarely	29	19	19	22	25	16	27	26	21	20	10	8	24	21	22
never	7	19	14	9	19	32	29	25	18	17	10	8	20	20	20
Q40 Have teaching assistant															
often	18	7	14	14	12	16	29	15	3	17			16	13	15
sometimes	36	33	41	50	47	32	29	45	50	34			37	38	37
rarely	45	47	27	27	41	37	29	25	19	38	20		29	30	29
never		13	18	9		16	13	15	28	10	80	100	18	19	19
Q41 I have truanted															
often	8	6				6	6	5					3	3	3
sometimes	8	6	14		6	11	12	13		3		8	8	8	8
rarely	8	6	9	13	29		16	13	21	28	50	33	19	15	17
never	75	82	77	87	65	83	67	69	79	69	50	58	70	74	72
Q42 Parents look at my work															
often	43	41	26	27	12	22	16	9	6				16	15	16
sometimes	50	35	30	50	53	22	40	37	45	34	40	25	42	36	39
rarely	7	12	26	18	18	39	18	31	33	45	30	33	22	31	26
never		12	17	5	18	17	26	22	15	21	30	42	19	19	19
Q43 Use a library															
often	42	59	35	36	11	17		4	6	7	10	8	12	18	15
sometimes	25	24	30	27	28	22	33	18	16	31	30	67	27	26	27
rarely	25	18	22	23	33	17	22	29	34	28	30		27	23	25
never	8		13	14	28	44	45	50	44	34	30	25	34	33	34
Q44 Others ask me to miss lessons															
often	27	13	23	5	6	11	14	11	6	10		8	13	10	11
sometimes	27	19	23	36	41	17	41	32	38	38	30	33	36	30	33
rarely	9		32	27	29	11	8	30	38	21	30	25	22	22	22
never	36	69	23	32	24	61	37	26	19	31	40	33	29	38	34
Q45 Parents ask what I'm learning															
often	43	24	50	46	17	35	28	22	21	17	30	25	29	27	28
sometimes	50	65	32	42	56	35	45	27	55	48	60	42	48	40	44
rarely	7	6	18	4	22	18	21	40	12	28		8	16	23	20
never		6		8	6	12	6	11	12	7	10	25	6	10	8
Q46 Have substitute teachers															
often	42	20	41	39	53	45	26	25	32	37			33	30	31
sometimes	33	53	41	35	41	40	52	45	58	52	10		46	42	44
rarely	25	27	18	22	6	15	18	22	10	7	30	50	16	21	18
never				4			4	7		4	60	50	5	8	6

**Table 1 (Cont.)
Responses Listed by Year and Gender**

Year	7		8		9		10		11		6th		All		
Gender	M	F	M	F	M	F	M	F	M	F	M	F	M	F	Total
Cases	15	19	23	25	22	21	60	58	37	30	10	12	167	165	332
Q47 Parents check I do homework															
every day	47	56	19	32	24	21	20	13	12	11	10	17	21	22	21
every week	27	25	38	36	24	21	12	23	18	19	20	25	20	24	22
sometimes	27	19	43	23	41	26	39	33	45	37	40	17	40	28	34
hardly ever				9	6	21	20	19	9	22	20		11	15	13
never					6	11	8	12	15	11	10	42	8	10	9
Q48 Pupils try to disrupt lessons															
every day	40	33	48	55	50	53	31	46	40	38		42	37	45	41
every week	27	13	13		22	6	12	20	17	17			15	13	14
sometimes	20	27	30	45	22	41	43	28	40	45	20	8	34	34	34
hardly ever	7	20	9				14	4	3		30	42	9	7	8
never	7	7			6			2			50	8	4	2	3
Q49 I get so interested in my work I don't want to stop															
every day	8		5			6	4	4	3			8	4	3	3
every week		6	15	9			4		16		30	8	9	3	6
sometimes	69	50	15	68	59	28	48	35	22	39	30	50	40	43	41
hardly ever	8	38	55	9	35	39	28	33	50	39	30	17	36	30	33
never	15	6	10	14	6	28	16	29	9	21	10	17	12	22	17
Q50 I am bullied by other pupils															
every day	15			10	6	11	2	4	3			8	4	5	4
every week			10	5			6	7	3				4	3	4
sometimes	15	6	5	40	6	17	13	9	16	14			11	15	13
hardly ever	23	19	20	10	24	11	15	18	28	25		17	20	17	18
never	46	75	65	35	65	61	64	63	50	61	100	75	62	60	61
Q51 Have seen others bullied															
every day	9	6		14	6		4	5	6	7			4	6	5
every week	18		14	5	6	11	17	11	15	24	10	8	14	11	13
sometimes	45	25	38	29	44	33	40	36	52	45	40	33	43	35	39
hardly ever	18	31	29	38	38	33	19	25	18	14	10	25	22	27	24
never	9	38	19	14	6	22	21	23	9	10	40	33	16	22	19
Q52 I can use school computers outside lessons															
every day	21	38	35	30	18	22	35	26	45	43	90	100	37	36	36
every week	21	6	20		18	6	14	13	19	14	10		17	9	13
sometimes	29	25	25	52	35	39	29	31	26	29			27	32	29
hardly ever	7	6	10	13	24	17	22	20	6	11			15	14	14
never	21	25	10	4	6	17		9	3	4			5	10	7
Q53 Use computers in lessons															
every lesson			5	4	6		11	7	3		10	42	7	6	6
most lessons	43	7	10	9	17	28	15	20	31	33	30	17	22	20	21
sometimes	43	87	57	83	50	39	67	60	59	56	30	33	57	61	59
hardly ever	7	7	29	4	22	28		11	6	11	20		10	11	10
never	7				6	6	7	2			10	8	4	2	3
Q54 Can take home resources															
every lesson		12		14	6	13	11	7		4	30	8	6	9	8
most lessons	42	12	52	41	33	27	15	20	38	44	30	8	31	27	29
sometimes	33	47	35	36	39	33	50	43	44	44	40	67	43	43	43
hardly ever	17	29	4	5	17	27	22	24	16	7		17	16	18	17
never	8		9	5	6		2	6	3				4	3	3
Q55 Teachers explain clearly what we're supposed to learn in															
every lesson	38	38	21	29	6		10	19	7	4	10		13	16	14
most lessons	23	38	32	24	39	44	45	7	33	52	30	33	37	28	33
sometimes	31	19	32	38	44	33	29	52	40	41	40	58	35	42	38
hardly ever		6	16	10	11	17	14	20	20	4	20	8	14	13	13
never	8				6		2	2					1	1	1

Table 1 (Cont.)
Responses Listed by Year and Gender

Year	7		8		9		10		11		6th		All		
Gender	M	F	M	F	M	F	M	F	M	F	M	F	M	F	Total
Cases	15	19	23	25	22	21	60	58	37	30	10	12	167	165	332
Q56 Leave lesson thinking I have learnt a lot															
every lesson		13		15			4	6	3		10		3	6	4
most lessons	75	33	19	35	31	24	13	11	19	19	20	9	23	20	22
sometimes	17	40	57	25	38	47	58	43	45	63	70	82	49	47	48
hardly ever		13	24	15	31	18	19	35	26	11		9	20	21	20
never	8			10		12	6	6	6	7			4	6	5
Q57 My abilities as a student are															
very able	7		25	27	27	11	35	15	18	11	30	25	26	15	20
high average	36	44	25	18	33	61	35	33	55	33	50	25	39	35	37
average	57	50	45	55	40	28	24	50	27	52	20	42	32	48	40
below average		6					6	2		4		8	2	3	2
poor			5										0.7		0.3
Q58 The school buildings are															
bright, warm and comfortable	7	12	10	10		5	4	6					3	5	4
reasonably clean and tidy	43	47	40	43	40	16	33	32	28	37	50	27	36	34	35
fairly dull and need decorating	36	41	30	43	60	74	51	49	53	59	30	55	47	53	50
drab and unpleasant	14		20	5		5	12	13	19	4	20	18	14	8	11
Q59 Daily television, etc.															
none		12		5				2	3		20		2	3	2
less than 2 hrs	50	53	14	48	14	38	40	31	24	21	20	9	29	34	32
2 to 4hrs	21	29	57	24	64	44	40	33	48	50	40	64	46	38	42
more than 4 hrs	29	6	29	24	21	19	19	33	24	29	20	27	23	26	24
Q60 Weekly job hours															
no job	75	82	74	75	60	94	60	82	81	80	30	14	66	77	72
less than 5 hrs	17	6	11	25	20		23	12	16	12			17	11	14
5 to 10 hrs	8	6	16		20		9	4	3	4	30	29	11	5	8
more than 10 hrs		6				6	9	2		4	40	57	5	7	6
Q61 Weekly I go out to socialise															
never	7	6	6	14	7	6	7	8	3	13	11	20	6	10	8
once or twice	43	44	35	29	47	31	30	34	47	50	44	30	39	37	38
three times	21	19	18	29	27	31	16	22	28	13	44	10	23	21	22
four times	7		6	5	13	6	21	20	19	4		40	15	12	14
five times	21	31	35	24	7	25	26	16	3	21			18	20	19
Q62 Parents come to school															
a) for parents evenings	67	68	83	84	68	81	63	76	70	77	100	67	71	76	73
b) for plays, concerts	20	26	9	20	23	10	13	12	19	20			15	15	15
c) for social events	20	11	17	8	5	5	13	17	11	10		25	12	13	12
d) when I've been in trouble	7	11	4	4	9		10	14	5			8	7	7	7
Q63 Homework done each week															
none	8		5		6	7	8	10	3	4		20	6	6	6
under 2 hrs	62	53	32	36	50	33	48	67	42	26	10	20	44	45	45
2 to 5 hrs	31	41	58	59	25	47	38	20	48	63	40	40	41	41	41
6 to 10 hrs		6	5	5	13	13	4		6	7	30	20	7	6	6
more than 10 hrs					6		2	4			20		3	1	2
Q64 School work is															
really interesting		18		4			11	4	3	7	20		6	5	6
fairly interesting	50	65	50	61	60	53	56	42	55	57	60	60	55	53	54
not very interesting	42	12	39	35	33	47	27	42	24	32	20	40	30	36	33
completely boring	8	6	11		7		7	12	17	4			9	6	7
Q65 Most homework is															
really interesting	7			5	6	6		6			11		2	4	3
sometimes interesting	43	47	27	52	47	22	18	30	19	50	22	50	26	39	33
usually a bit boring	36	47	64	33	18	67	44	44	58	46	67	50	47	46	47
often pointless	14	6	9	10	29	6	38	20	23	4			25	11	18
Q66 Discipline is															
too strict	31	31	38	14	29	18	22	20	29	11			26	17	22
just about right	62	69	43	86	57	76	62	56	45	63	50	55	54	66	60
not strict enough	8		19		14	6	16	24	26	26	50	45	19	17	18

**Table 1 (Cont.)
Responses Listed by Year and Gender**

Year	7		8		9		10		11		6th		All		
Gender	M	F	M	F	M	F	M	F	M	F	M	F	M	F	Total
Cases	15	19	23	25	22	21	60	58	37	30	10	12	167	165	332
Q67 Most work I do in school is															
very important	40	27	6	62		6	33	20	35	43	60	27	28	30	29
quite important	47	67	65	33	73	78	42	61	45	46	40	73	50	58	54
not really important	13	7	24	5	27	17	21	12	10	11			18	10	14
not important at all			6				5	6	10				5	2	3
Q68 I get on well with															
all my teachers	21	12		24	18		10	10	16	12	30	18	13	12	13
most of my teachers	29	47	61	62	29	47	36	41	48	62	70	64	43	51	47
some of my teachers	36	29	11	10	41	13	40	31	26	15		18	30	21	26
few of my teachers	7	12	28	5	12	40	12	18	10	12			12	16	14
none of my teachers	7						2						1		0.8
Q69 If could choose which															
lessons to go to I would choose															
all	17			15			11	8		8	20	36	7	9	8
most	17	44	22	30	38	47	33	34	63	50	60	36	39	39	39
about half	50	31	44	45	50	18	47	40	20	23	20	18	40	32	36
less than half	17	13	33	10	13	35	7	12	17	19		9	14	16	15
none		13					2	6					1	4	2
Q70 This school is giving me a															
good education															
strongly agree	8	19	11	24			7	6	17	12		10	8	11	10
agree	38	75	47	71	67	71	51	43	37	68	56	50	49	60	54
not sure	46	6	37	5	20	12	22	31	30	16	44	40	29	20	24
disagree	8				7	18	18	12	17	4			12	7	9
totally disagree			5		7		2	8					2	3	3

APPENDIX 2

ANALYSIS OF RESPONSES BY CATEGORY

Lord Grey School

Table 2
Pupil Satisfaction with School by Year and Gender
Calculated as a % of the Maximum Possible

Year	7		8		9		10		11		6th		All		
Gender	M	F	M	F	M	F	M	F	M	F	M	F	M	F	Total
Cases	15	19	23	25	22	21	60	58	37	30	10	12	167	165	332
% of maximum	51	67	51	61	51	50	46	43	46	51	68	53	49	51	50

Table 3
Quality of Pupil Teacher Relationship by Year and Gender
Calculated as a % of the Maximum Possible

Year	7		8		9		10		11		6th		All		
Gender	M	F	M	F	M	F	M	F	M	F	M	F	M	F	Total
Cases	15	19	23	25	22	21	60	58	37	30	10	12	167	165	332
% of maximum	52	62	52	60	39	47	42	43	43	50	60	51	45	50	48

Table 4
Parental Support for Pupil Learning by Year and Gender
Calculated as a % of the Maximum Possible

Year	7		8		9		10		11		6th		All		
Gender	M	F	M	F	M	F	M	F	M	F	M	F	M	F	Total
Cases	15	19	23	25	22	21	60	58	37	30	10	12	167	165	332
% of maximum	82	86	73	86	69	63	66	59	64	58	58	49	68	66	67

Table 5
Peer Group Influences by Year and Gender
Calculated as a % of the Maximum Possible

Year	7		8		9		10		11		6th		All		
Gender	M	F	M	F	M	F	M	F	M	F	M	F	M	F	Total
Cases	15	19	23	25	22	21	60	58	37	30	10	12	167	165	332
% of maximum	49	68	52	49	55	50	55	56	48	50	76	63	54	55	54

Table 6
Pupil Commitment to Learning by Year and Gender
Calculated as a % of the Maximum Possible

Year	7		8		9		10		11		6th		All		
Gender	M	F	M	F	M	F	M	F	M	F	M	F	M	F	Total
Cases	15	19	23	25	22	21	60	58	37	30	10	12	167	165	332
% of maximum	49	58	53	59	52	57	50	44	56	55	68	61	53	53	53

APPENDIX 3

ANALYSIS IN DIAGRAMMATIC FORM

Lord Grey School

Fig.1 Pupil Satisfaction

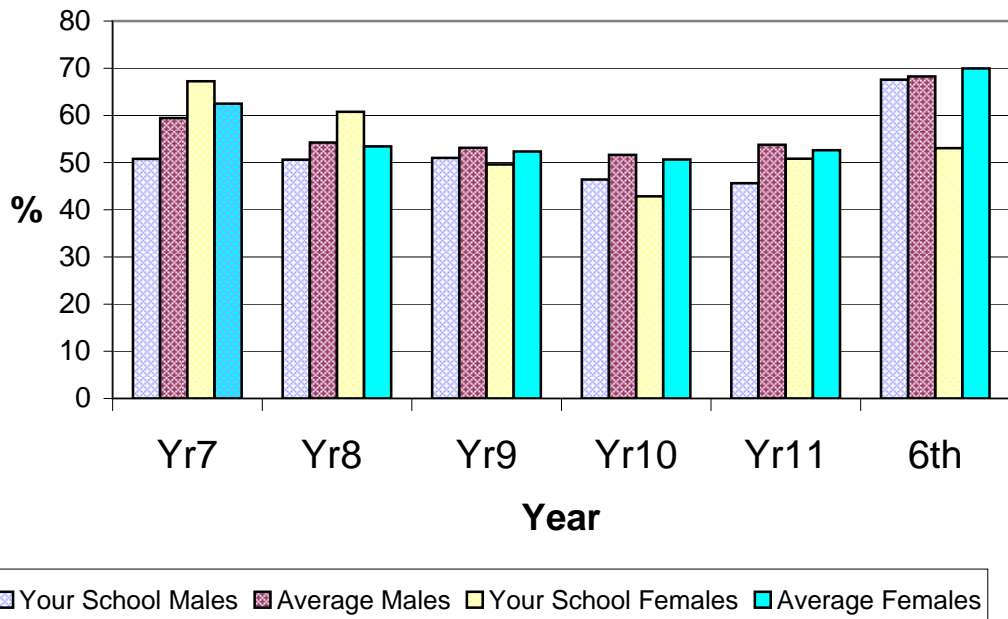


Fig.2 Pupil Teacher Relations

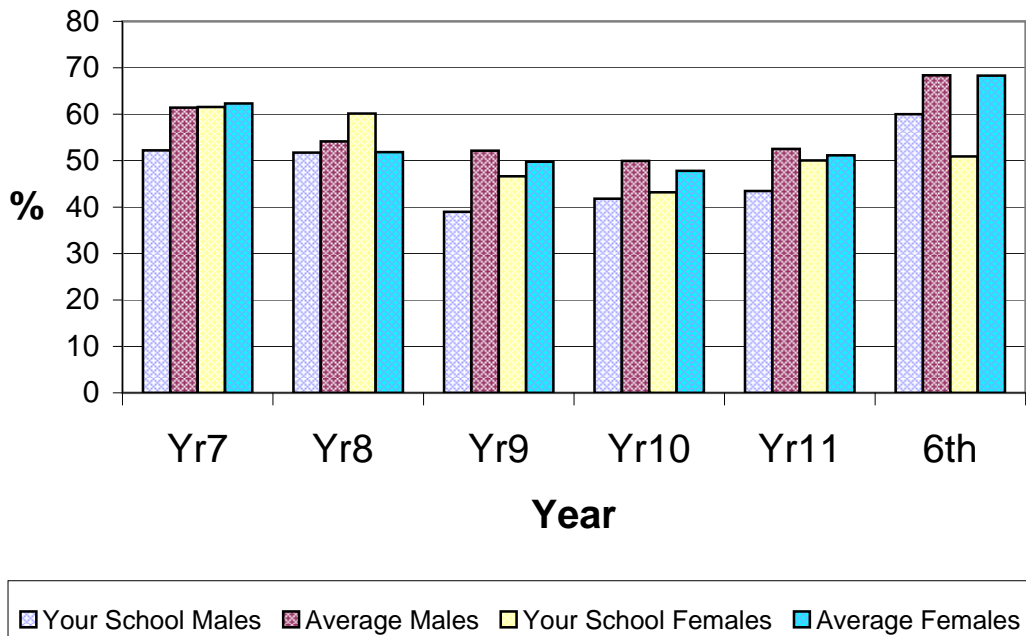


Fig.3 Parental Support for Learning

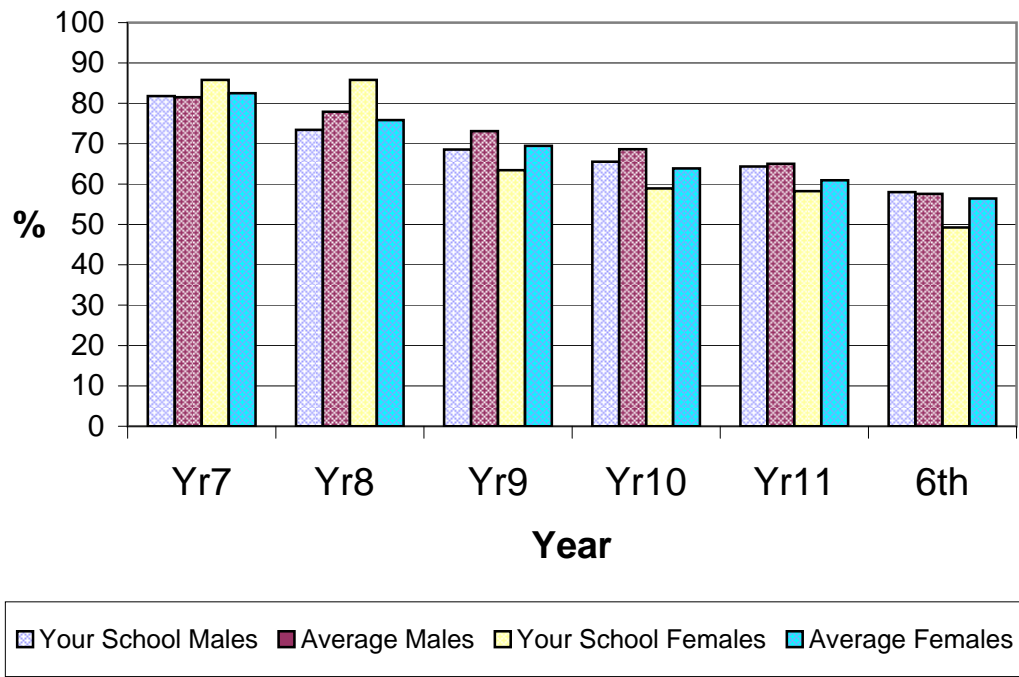


Fig.4 Peer Group Influences

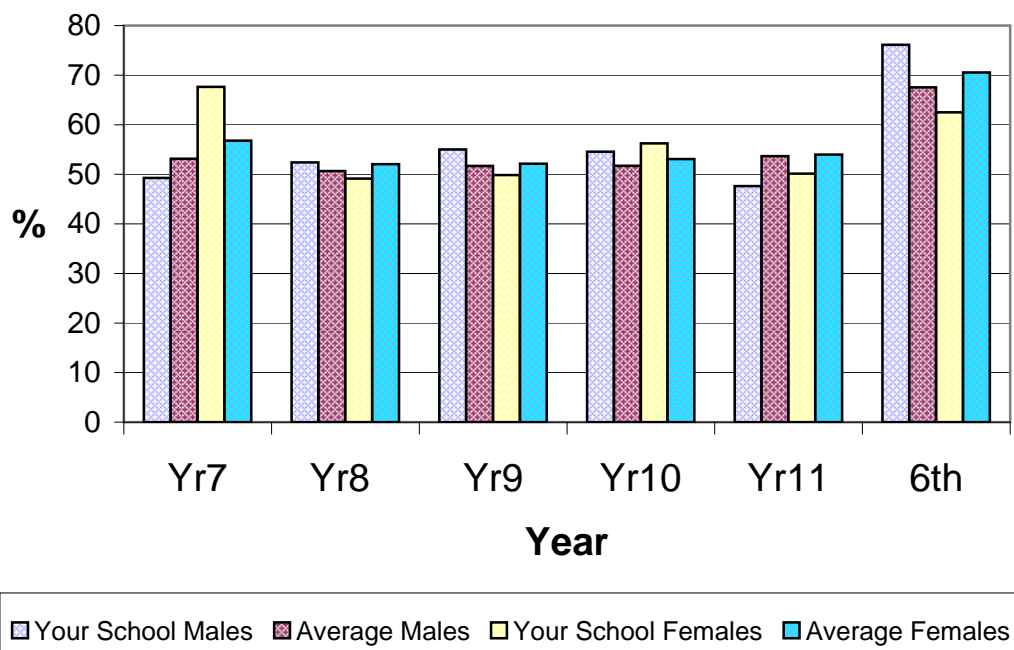
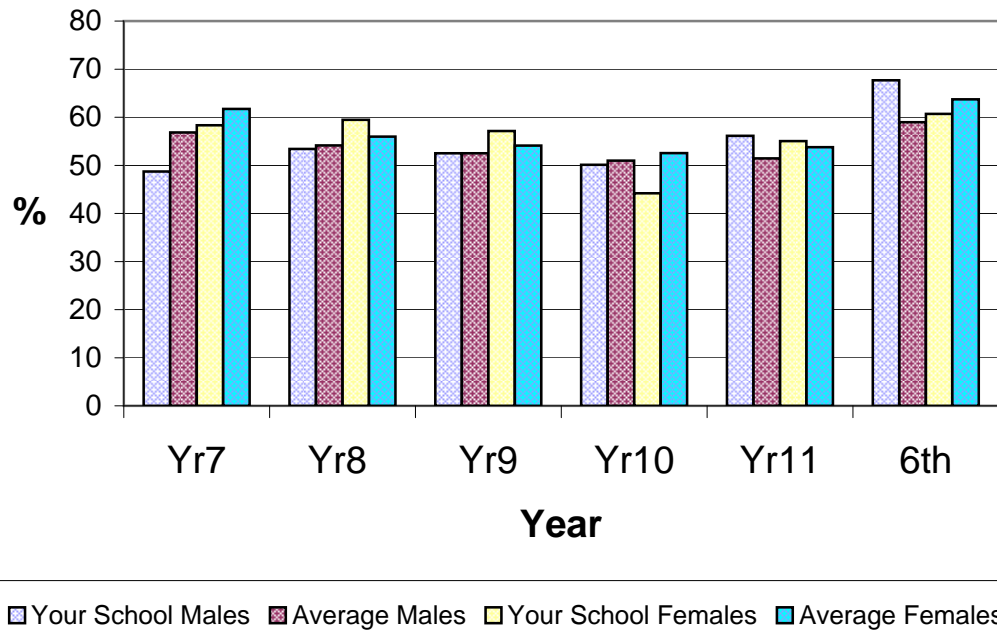


Fig.5 Pupil Commitment to Learning



APPENDIX 4

TRANSCRIPT OF PUPIL COMMENTS

Pupil Comment

Lord Grey School

Year 9

Female

001 Q.10 (*I enjoy being taught by most of my teachers*) Only enjoy being taught by five of my teachers.

No comments have been omitted from this transcript although amendments may have been made in order to maintain confidentiality.