London Challenge:
Survey of Pupils and Teachers 2006

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and Lesley Kendall
National Foundation for Educational Research

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Contents

Acknowledgements

Executive summary

Introduction

The London Challenge is a partnership between the Department for Education and Skills (DfES), schools and local authorities to raise educational standards in London's schools. It aims to improve the educational opportunities for London's young people and to create a world class education system in the capital.

In 2006, DfES commissioned the National Foundation for Educational Research (NFER) to carry out a survey of Year 7 pupils, Year 10 pupils and teachers from maintained schools in London.

The survey sought to gather information on pupils' and teachers' attitudes, expectations and perceptions of schooling in London. Additionally, schools from other metropolitan areas in England were also sent questionnaires on key questions, in order for the views of pupils and teachers in these areas to be compared with those from London. Findings from this year's surveys were also compared to the findings of similar surveys conducted in 2004 and 2005.

Key findings

Pupil surveys

- On average, just over two-thirds of pupils in London and other metropolitan areas (69%) considered their school to be a good school.

- In London, a substantial minority of pupils said that lessons were dull and boring (29% of Year 7 pupils and 37% of pupils in Year 10). These views differed from the view held by the majority of teachers in London (74%) that most lessons were motivating and challenging.

- In London, 37% of Year 7 pupils and 28% of pupils in Year 10 felt that bullying was a particular problem at their school.

- In 2006, pupils in London were more likely than in 2005 to identify travelling by public transport as one of the means by which they travelled to school.

- In London, there was a significant increase in the proportion of pupils with access to the internet at home (from 80% in 2005 to 85% in 2006).

- The majority of pupils received help and advice with their school work from parents or carers (84% of pupils in London, 85% of pupils in other metropolitan areas).

Teacher surveys

- Teachers were generally positive about their current schools. 87% of London teachers and 83% of teachers from metropolitan areas said that they enjoyed working in their current school and most would recommend the school to other teachers as a good place to work (77% of London teachers, 78% from metropolitan areas).

- Teachers in key boroughs, however, were slightly more likely to recommend working in London than those working in non-key boroughs (75% compared to 67%).

- About 45% of teachers thought staff morale was high in their school, with teachers in London responding slightly more positively than teachers in other metropolitan areas.

- The majority of London teachers felt that staff dealt effectively with bullying among pupils (67%) and that in the school as a whole, control of pupils was good (61%).

- Just under half of teachers in London (46%) and a slightly smaller proportion of teachers in other metropolitan areas (41%) felt that the overall quality of schooling in their school had improved over the last year. A fifth of teachers in London, and a quarter of teachers in metropolitan authorities, felt that the quality had worsened during this period.

Background

The London Challenge is a partnership between all those who seek more for London's young people. It aims to raise levels of attainment in London schools and involves a range of work focused around three components:

- transforming key London boroughs – Islington, Hackney, Haringey, Southwark and Lambeth;

- providing support for those schools on the frontline of breaking the link between disadvantage and low attainment; and

- providing a better deal for London pupils, teachers, leaders and schools (DfES, 2003).[1]

Aims

The main aim of the research was to gather information on pupils' and teachers' attitudes, expectations and perceptions of education in London. This data could then be compared to views reported in the 2004 and 2005 surveys

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[1] Department for Education and Skills (2003). *The London Challenge: Transforming London Secondary Schools* [online]. Available:
www.dfes.gov.uk/londonchallenge/downloads/LCtransformingsecondaryschools.pdf

in order to assess delivery and monitor change. Additionally, schools from other metropolitan areas in England were also sent questionnaires on key questions, in order for the views of pupils and teachers in these areas to be compared with those from London.

As well as informing policy development, the research aimed to provide information to schools which could enable and support ongoing evaluation at a local level and be used as a management tool for school improvement.

Methodology

All maintained secondary schools in London and a matched sample of schools from other metropolitan areas in England were invited to take part in the survey during the summer term of 2006. The survey was completed by Year 7 pupils, Year 10 pupils and teachers. The pupil questionnaires were designed as a paper document to be administered in a classroom session, whilst teachers had the option of completing the survey via the internet or on paper.

A total of 4,536 teacher questionnaires and 47,727 pupil questionnaires were received from 200 schools in London. 2,505 completed teacher questionnaires and 13,238 pupil questionnaires were received from comparison schools in other metropolitan authorities in England.

Findings

Pupil survey

Did pupils think they attended a good school?

- Most pupils in London and other metropolitan areas (69%) considered their school to be a good school. Pupils in key boroughs[2] (particularly Year 10 pupils) tended to be less positive: 55% of pupils in Year 10 agreed that their school was a good school compared to 67% of Year 10 pupils in non-key boroughs.

- Most pupils in London (81% of Year 7 pupils and 74% of pupils in Year 10) felt that their school was giving them a good education. However, the percentage of pupils in key boroughs who agreed that they were getting a good education was markedly lower (71% of Year 7 pupils, 68% of pupils in Year 10).

Pupils' classroom experience

- 84% of pupils in London felt that it was important to be praised for good work or behaviour, but only 40% of pupils in Year 7 and 27% of pupils in

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[2] Islington, Hackney, Haringey, Southwark and Lambeth.

Year 10 said that this 'always' or 'often' happened. In contrast, 93% of London teachers said that pupils were praised and encouraged in their work.

- Less than half the pupils in London agreed that teachers were good at keeping control in the classroom (47% of pupils in Year 7 and 38% of pupils in Year 10).

- 29% of pupils in London reported that other pupils in their school tried to disrupt lessons every day; 45% of pupils in London and 42% of pupils in other metropolitan areas reported that other pupils were 'always' or 'often' so noisy in class that they found it difficult to work. Overall, Year 7 pupils in London were the most likely to indicate that there was a high level of noise from other pupils in class.

Pupil behaviour

- Most pupils considered themselves to be well behaved at school. Overall, pupils in London were more likely to admit being badly behaved than similar pupils in other metropolitan areas.

- A small minority of pupils in London and other metropolitan areas (4% or less) admitted to often playing truant. Pupils in London schools were more likely to admit to missing school without permission than similar pupils in other metropolitan areas.

Bullying

- 3% of pupils in London said that they were bullied every day and a further 3% every week.

- Most pupils in London had seen another pupil being bullied at school. 30% of pupils said that this happened 'sometimes'; a further 17% said that they had witnessed other pupils being bullied on a daily or weekly basis.

- Less than 40% of pupils in London agreed that most teachers dealt effectively with bullying or were good at dealing with poor pupil behaviour if and when it occurred.

Racism

- In London, 24% of Year 7 pupils and 19% of pupils in Year 10 said that racism was a particular problem at their school.

- In 2006, the survey indicates that pupils in London were less likely than in 2004 to indicate that racism was not a particular issue at their school and more likely to respond that they were unsure.

Support and access to resources at home

- There was considerable variability in the extent to which pupils from different schools had access to the internet at home. In some London schools, just over 40% of pupils said they had access to the internet at home.

Travelling to school

- Just over half of pupils in London (53%) did not attend the school closest to their home.

- On average it took pupils in London longer to get to school than pupils in other metropolitan authorities.

- For the majority of pupils in London (70%) the journey to school took less than half an hour; 13% of pupils reported that that it took them between 30 and 45 minutes; 6% said their journey took between 46 minutes and an hour. For a minority of London pupils (2%) the journey to school took more than an hour.

- Pupils (in London and in other metropolitan areas) with longer journey times to school (particularly of 45 minutes or more) were less likely than otherwise similar pupils to say that they were happy at school and more likely to admit being badly behaved. They were also less likely to say that they received help with their school work at home.

- Year 7 pupils with long journeys to schools were less likely to say that they found the work they did at school interesting.

- Year 10 pupils with long journey times to school (particularly over 45 minutes) were more likely than otherwise similar pupils to admit to missing school without permission.

Overall trends

- Overall, London pupils' attitudes to school were broadly similar to the attitudes held by pupils attending schools in other metropolitan areas.

- The main difference in attitudes was between pupils in Year 7 and pupils in Year 10, with younger pupils tending to respond more positively than older pupils.

Teacher survey

Teachers' views of their school

- Almost two-thirds of London teachers overall (65%), but less than half of those in key boroughs (45%), said that they would advise friends to send their children to the school.

Teachers' morale

- 31% of teachers in London and 36% of teachers in other metropolitan areas did not think that staff morale was high in their schools. Within London, teachers in non-key boroughs were more likely than teachers in key boroughs to report high staff morale (48% compared to 39%).

Teachers' views on the quality of schooling

- Compared to 2005, there was a decrease of six percentage points in the proportion of classroom teachers in metropolitan areas reporting that the quality of schooling had improved over the last year (from 47% in 2005 to

41% in 2006). The percentage of teachers in London reporting improvements remained the same (46%).

- More senior teachers, and those in relatively high-attaining schools or in schools in the lowest attainment band, were more likely to report that quality had improved than less senior colleagues, or those in schools with average levels of attainment.

Views on senior management

- 56% of teachers in London and 50% of teachers in other metropolitan areas felt that the senior management at their school provided good leadership.

- Within London teachers in key boroughs were considerably less positive about school leadership and management than teachers in non-key boroughs. Teachers in key boroughs were less likely than teachers in non-key boroughs to feel that senior management dealt effectively with unauthorised absence (34% compared to 50%) and to feel supported when they needed help with a difficult pupil (49% compared to 62%).

Pupil behaviour

- About 70% of teachers in London and other metropolitan areas felt that pupils generally or always behaved well, although the proportion was markedly lower (about 54%) in the key boroughs. The higher the level of overall attainment of the school, the greater the proportion of teachers reporting that pupil behaviour was good. Pupil behaviour was also seen as good in smaller schools.

- Overall, bullying was not seen as a major problem. However, schools in key boroughs seemed to face greater challenges in relation to bullying, with over a quarter of teachers from these areas reporting that bullying was a problem, compared with less than a fifth in non-key boroughs.

Teacher recruitment and retention in London

- The majority of teachers in London felt that access to high quality professional development from subject specialists (90%), support with the cost of housing, for example through the Key Worker initiative (88%), up-to-date ICT resources (87%), good school buildings (75%), and recognition through achieving Chartered London Teacher (57%) could all help to improve recruitment and retention.

Overall trends

- Patterns in teachers' responses were not always consistent; however, teachers in more senior posts (but not older teachers), teachers in schools with higher levels of attainment; and teachers in school situated in areas with lower levels of deprivation, tended to be more positive in their attitudes than their colleagues.

1. Introduction

1.1 Context

The London Challenge is a partnership between those who seek more for London's young people. It aims to raise levels of attainment in London schools and involves a range of work focused around three components:

- transforming key London boroughs – Islington, Hackney, Haringey, Southwark and Lambeth

- providing support for those schools on the frontline of breaking the link between disadvantage and low attainment; and

- providing a better deal for London pupils, teachers, leaders and schools (DfES, 2003).[3]

Approximately one sixth of England's secondary school pupils are educated in London schools. London is a unique context: it has a large number of small local authorities (LAs), high levels of deprivation, a highly diverse and mobile population, and high costs of living which affect recruitment and retention of teachers. These are not seen in such sharp relief anywhere else in the country.

In 2004 and 2005, Year 7 pupils, Year 10 pupils and teachers from maintained secondary schools in London were surveyed to gather information on their perceptions of maintained school provision and the quality of schooling. In 2006, the Department for Education and Skills (DfES) commissioned NFER to conduct a third survey of pupils and teachers.

1.2 Aims of the research

The main aim of the research was to collect data on pupils' and teachers' attitudes, expectations and perceptions of schooling in London. This data was then compared to views reported in the 2004 and 2005 surveys, in order to monitor change.

Additionally, schools from other metropolitan areas in England were also sent questionnaires on certain key questions, in order for the views of pupils and teachers in these areas to be compared with those from London.

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[3] Department for Education and Skills (2003). *The London Challenge: Transforming London Secondary Schools* [online]. Available:
www.dfes.gov.uk/londonchallenge/downloads/LCtransformingsecondaryschools.pdf

As well as informing policy development, the study aimed to provide information to schools, through the production of feedback reports that could enable and support ongoing evaluation at a more local level and be used as a management tool for school improvement.

The questions in the 2006 survey were largely based on questions used in the 2004 and 2005 surveys. The research gathered information relating to pupils' and teachers' perceptions of schools, including:

- perceptions of the quality of schooling (including ethos, facilities and resources, the school workforce, attainment, attendance and behaviour);
- experiences and perceptions of London secondary schools locally, across London, and nationally;
- views on behaviour, discipline and teaching and learning;
- perceptions of change and views on the factors inhibiting change;
- the changes teachers and pupils would like to see; and
- the extent to which attitudes and experiences vary in relation to the social characteristics and circumstances of respondents.

There were some key questions that appeared in both the London questionnaires and the shortened versions of the questionnaires that were sent to metropolitan schools. These questions were selected because it was felt they provided particularly valuable data and were applicable to pupils and teachers in all areas. Copies of the questionnaires for London respondents and respondents in metropolitan authorities can be found in Appendices B and C.

1.3 Research methods

1.3.1 Survey administration

In May 2006, all maintained secondary schools in London (411 schools) and a matched sample of 411 secondary schools from other metropolitan areas were invited to take part in the 2006 London Challenge Surveys of Pupils and Teachers.

All schools were asked to return a reply form indicating whether or not they wished to participate in the surveys by mid-June. On the reply form, schools were asked to name a contact person for the survey and to detail the number of questionnaires they required for their Year 7 pupils, Year 10 pupils and teachers.

Schools that had not responded were then sent a written reminder, followed by at least one telephone reminder to try and ensure that all invited schools had considered whether or not they wished to be involved in the research.

Questionnaires were dispatched to 336 schools (222 schools in London; 114 schools in other metropolitan authorities) in mid-June for completion and return by the end of July 2006.[4] All teachers were also given the opportunity to complete the survey online.

Consent was sought from all participating London schools, excluding academies and City Technology Colleges (CTCs), to share their findings with their Local Authority (LA).

1.3.2 Sample details

The number of London schools returning completed questionnaires has increased each year since the survey began (see Table 1).

Table 1.   Number of London schools participating in the survey

Year	Number of London schools returning completed questionnaires
2004	114
2005	187
2006	200

In 2006, completed questionnaires were received from 200 schools in London and 92 schools in other metropolitan authorities.

A total of 4536 completed teacher questionnaires were received from schools in London and 47,727 pupil questionnaires.

2505 teacher questionnaires and 13,238 pupil questionnaires were received from schools in other metropolitan authorities.

The following tables provide a breakdown of the number of schools agreeing to participate in the surveys; the numbers of schools returning questionnaires, and the total number of completed questionnaires returned.

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[4]   Schools in metropolitan authorities were sent questionnaires for half of their pupils in Year 7 and Year 10.

Table 2.   Response rate – invitation to participate

	Schools in London authorities		Schools in metropolitan authorities	
	Number	%	Number	%
Invited to participate	**411**	**100**	**411**	**100**
Sent reminder letter	318	77	311	77
Telephoned for participation	235	57	224	55
Declining involvement	67	16	104	25
Agreeing to participate	**222**	**54**	**114**	**28**

Table 3.   Response rate – participating schools

	Schools in London authorities		Schools in metropolitan authorities	
	Number	%	Number	%
Sent questionnaires	**222**	**100**	**114**	**100**
Sent reminder letter for return of materials	130	59	49	43
Telephoned for return of materials	109	49	45	39
Not returning questionnaires	22	10	22	19
Returning questionnaires (either pupil questionnaires, or teacher questionnaires or both)	**200**	**90**	**92**	**81**

Table 4.   Questionnaire returns

	London	Metropolitan
	Number of completed questionnaires	Number of completed questionnaires
Year 7 questionnaires	25,276	6784
Year 10 questionnaires	22,451	6454
Teacher questionnaires	4536	2505

A summary of the composition of achieved samples in comparison with the target groups, at both school and pupil level, can be found in Appendix A. The schools in London that participated in the survey were broadly representative of all schools in London. Participating schools from metropolitan authorities were broadly representative of all schools in metropolitan authorities.

1.4 Survey analysis

Once questionnaires were received, responses to the open-ended questions were coded and all data was keyed and then analysed. The pupil background data (name and date of birth) was matched to information from the National Pupil Database (NPD). This provided background characteristic information such as eligibility for Free School Meals (FSM), Special Educational Needs (SEN), and ethnicity. Data from the 2001 census was also included in the analysis.[5]

Initial descriptive statistics based on pupils' and teachers' responses to the survey were produced. Significance testing was not carried out on the descriptive analyses due to the large sample sizes involved.[6]

Further analysis using multilevel modelling was undertaken on the key questions (questions which appeared in both the London and the metropolitan surveys) in order to explore the relationships and associations between teachers' or pupils' background characteristics and their attitudes towards school.

In addition to this, factor analysis was used to develop quantitative measures of the attitudes and experiences of pupils and teachers in London. Multilevel modelling was then used to explore the relationships between factor scores and various pupil, teacher and school characteristics. Further details about the factor analysis can be found in Appendix G.

Significance testing was carried out as part of the further analysis.

1.5 Outline of report structure

The analysis of findings from the survey is provided in the following chapters.

Chapter 2 presents the main findings from the pupil survey. The main findings from the teacher survey are provided in **Chapter 3**.

These chapters contain descriptive statistics based on pupils' and teachers' responses to the survey. When describing differences in the descriptive analyses, differences of five percentage points or greater are focused on.

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[5] Factor analysis was then used to create four categories of deprivation from the census variables.

[6] One of the disadvantages of the chi-squared test is that it is sensitive to large numbers and can give a statistically significant result even if the differences between distributions are relatively small. The samples being studied here are large enough that even small differences would often show up as being significant. Instead, significance testing was carried out during the further analysis where it provides a more useful indicator of differences.

These chapters also include findings from the multilevel modelling undertaken on the key questions (questions which appeared in both the London and the metropolitan pupil surveys). Multilevel modelling enables comparisons to be made on a like with like basis. For example, when comparing male and female pupils there are many differences in their background characteristics but in order to make comparisons that take account of these other differences and make statements that are purely related to gender, modelling is used to estimate what the differences between groups would be if all other background characteristics were the same. This will be written as (for example) 'female pupils were more likely to say that they were usually happy at school compared to otherwise *similar* boys'.

Where findings from the multilevel modelling are discussed these are statistically significant. Findings from this further analysis are presented in text boxes to distinguish them from the descriptive statistics.

Findings from the multilevel modelling using factor scores are provided at the end of Chapters 2 and 3.

Chapter 4 discusses the extent to which responses to questions vary between London schools.

Changes in teachers' and pupils' attitudes over time are explored in **Chapter 5**.

Finally, **Chapter 6** draws together the overall findings from the teacher and pupil surveys, comparing pupil and teacher responses, and identifying common themes and differences.

6

2.   Main findings from the pupil surveys

This chapter presents the main findings from the surveys of Year 7 and Year 10 pupils in London boroughs and other metropolitan authorities. A breakdown of responses to each closed question on the Year 7 survey can be found in Appendix D. Appendix E contains a breakdown of the data for all closed questions on the Year 10 survey.

Further analysis was carried out on the questions which appeared in both the London and the metropolitan survey of pupils. Findings from this further analysis are presented in text boxes.

Summary of findings from the pupil surveys

Most pupils in London and other metropolitan authorities responded positively to questions about their school. Approximately two-thirds of pupils in London and other metropolitan areas thought their school was a good school (69%). Most pupils in London (81% of pupils in Year 7 and 74% of pupils in Year 10) felt that they were getting a good education.

The majority of pupils in London (84%) and other metropolitan authorities (85%) were happy at school. When asked what they would say to someone considering coming to their school, most pupils in London and other metropolitan authorities said that they would recommend it. Further analysis revealed that in 2006, pupils (in London and metropolitan authorities) were slightly more likely to say that they were happy at school than similar pupils in 2005.

Overall, the main difference in attitudes was between pupils in Year 7 and pupils in Year 10, with younger pupils tending to hold more positive attitudes than older ones. Pupils' responses also varied for some questions according to their gender, ethnic background and the length of time it took them to get to school.

Overall findings suggest that a relatively high proportion of pupils in London and other metropolitan areas do not find their classroom experiences particularly stimulating.   Less than half of pupils in London and other metropolitan areas (45%) said that school work was interesting. However, this year there was a very small but statistically significant increase in the proportion of London pupils reporting that they found most of the work they did at school interesting (from 44% in 2005 to 45% in 2006).

Most pupils in London and in other metropolitan authorities considered themselves to be well behaved at school (60% of pupils in London and 62% in other metropolitan areas said that they rarely or never misbehaved).

37% of Year 7 pupils and 28% of Year 10 pupils in London felt that bullying was a particular problem at their school. Approximately a fifth of pupils in London (24% of Year 7 pupils and 19% of pupils in Year 10) said that racism was an issue for their school.

In London, there was a significant increase in the proportion of pupils with access to the internet at home (from 80% in 2005 to 85% in 2006).

Over half of pupils in London (53%) did not go to the school closest to where they lived. However, most pupils in London and other metropolitan areas reported that it took them less than half an hour to get to school, and for approximately two-fifths of pupils the journey to school took less than 15 minutes. On average it took pupils in London longer to get to school than pupils in other metropolitan authorities.

2.1 Happiness at school

Pupils in London and metropolitan authorities were asked if they were usually happy at school. Over 80% of pupils in London, and a similar percentage of pupils from metropolitan schools, said that they were. Overall, pupils in Year 7 tended to respond more positively to this question than pupils in Year 10 (see Table 5 below). Within London, the level of positive response to this question was higher amongst pupils in non-key boroughs than in key boroughs.[7]

Table 5.   I am usually happy at school

	Metropolitan %	Greater London %	Inner London %	Outer London %	Key Boroughs %	Non-key Boroughs %
Year 7 pupils	87	87	85	87	83	87
Year 10 pupils	82	81	78	82	77	81

Percentage of pupils responding 'true'

I am usually happy at school

Pupils in 2006 in all areas were slightly but significantly more likely to say that they were happy at school than similar pupils in 2005. In particular, girls were more likely than boys to say they were usually happy at school.

Within London, however, Year 10 pupils attending schools in Inner London were less likely to say they were usually happy at school than similar pupils attending schools in outer London or other metropolitan areas.

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[7]   London Challenge is working intensively with five key boroughs to deliver transformational plans for secondary education. The five boroughs are: Hackney, Haringey, Islington, Lambeth and Southwark.

The longer it took pupils to get to school (particularly if the journey took 45 minutes or more) the less likely they were than other similar pupils to say that they were happy at school.

Pupils with high levels of prior attainment (at either Key Stage 2 or Key Stage 3) were more likely than other similar pupils to report being happy at school. Pupils with special educational needs (particularly those on school action or school action plus) were less likely to say they were usually happy at school.

The London survey also asked pupils if they would prefer to go to a different school. As can be seen in Table 6, around a quarter of Year 7 pupils and a slightly higher proportion of pupils in Year 10 said that they would. The proportion of pupils indicating that they would like to go to a different school was highest amongst pupils in key boroughs. Differences were also noted between pupils in Inner and Outer London, with a higher proportion of pupils in Inner London stating that they would prefer to go to a different school (see Table 6 below).

Table 6.   Would you prefer to have gone to a different school?

	Greater London %	Inner London %	Outer London %	Key Boroughs %	Non-key Boroughs %
Year 7 pupils	24	29	22	36	23
Year 10 pupils	28	33	27	36	28

Percentage of pupils responding 'yes'

Pupils in London were also asked to what extent they agreed with the statement 'most of the time I do not want to go to school'. Overall, 33% of pupils said they agreed with this statement.

2.2   School quality

Pupils in London and other metropolitan authorities were asked to what extent they agreed that the school they attended was a good school.

On average, around two-thirds of pupils in London and metropolitan schools considered their school to be a good school. As can be seen in Tables 7 and 8, Year 7 pupils were more likely than pupils in Year 10 to strongly agree with the statement.

Table 7. Year 7 pupils – This school is a good school

	Metropolitan %	Greater London %	Inner London %	Outer London %	Key Boroughs %	Non-key Boroughs %
Strongly agree	20	25	20	26	14	26
Agree	53	48	46	48	46	48
Not sure	20	19	23	18	26	19
Disagree	4	4	5	4	7	4
Totally disagree	3	3	3	3	4	3
No response	0	1	2	1	2	1
N	**6784**	**25,276**	**5845**	**19,431**	**1412**	**23,864**

A single response item
Due to percentages being rounded to the nearest integer, they may not sum to 100

Table 8. Year 10 pupils – This school is a good school

	Metropolitan %	Greater London %	Inner London %	Outer London %	Key Boroughs %	Non-key Boroughs %
Strongly agree	11	13	12	13	6	14
Agree	53	53	50	54	49	53
Not sure	23	20	23	20	26	20
Disagree	9	8	9	8	10	8
Totally disagree	4	4	4	4	4	4
No response	0	2	3	1	4	1
N	**6454**	**22,451**	**5048**	**17,394**	**1428**	**21,014**

A single response item
Due to percentages being rounded to the nearest integer, they may not sum to 100

Differences can also be seen between pupils' responses in Inner and Outer London, and in key and non-key boroughs (see Tables 7 and 8). However, further analysis of this key question found that once the background characteristics of pupils were taken into account, these differences were not statistically significant.

This school is a good school

Pupils in schools with a high proportion of pupils eligible for free school meals were less likely to agree that their school was a good school than similar pupils in other schools. On the other hand, further analysis found that pupils attending specialist schools were more likely than other similar pupils to report that their school was a good school.

Pupils with higher prior attainment levels were more likely than other similar pupils to say that their school was a good school. Further analysis also showed that Year 10 pupils with English as an additional language were more likely than other similar pupils to consider their school to be a good school.

Pupils in London were also asked some further questions about the quality of their school. Questions focused on the extent to which they agreed that the school they attended was better than other schools, and was providing them with a good education. Overall, most pupils responded positively to these questions.

Most pupils in London felt that their school was giving them a good education. As with previous questions, pupils in Year 7 tended to respond more positively than pupils in Year 10: overall, 81% of pupils in Year 7 agreed with this statement compared to 74% of pupils in Year 10. There was little difference between the views of pupils in Inner London and Outer London. However, the percentage of Year 7 pupils in key boroughs who felt they were receiving a good education was lower than for those in non-key boroughs: just 71% of Year 7 pupils in key boroughs agreed that they were getting a good education compared to 81% of the same age pupils in non-key boroughs.

When asked whether their school was better or worse than most schools, overall 61% of London pupils in Year 7 and 54% of London pupils in Year 10 said that their school was 'much better' or 'better' than other schools.

The percentage of Year 7 pupils describing their school as better than most schools was lower in key boroughs than in non-key boroughs: 46% in key boroughs thought that their school was better than other schools compared to 62% in non-key boroughs.

2.3 Transition from primary to secondary school in London

Year 7 pupils in London were asked a number of questions about their experiences of moving from primary to secondary school.

Most pupils (83%) had been on an organised visit to their secondary school before starting Year 7. Pupils in non-key boroughs were slightly more likely than pupils in key boroughs to have visited their school before joining (84% compared to 78%).

Since starting secondary school, almost all pupils had found it easy to make new friends (89%) and just under 80% of pupils felt that they were getting on well at their new school.

Just over three-quarters of pupils (76%) liked having different teachers for different lessons; less than a third (32%) would have preferred to stay in the same room for most of their lessons.

Overall, almost three-quarters of pupils thought that the work in secondary school was harder than in primary school. The percentage of pupils expressing

this view was higher in schools in Outer London than in Inner London (76% compared to 69%); and in schools in non-key boroughs than in key boroughs (74% compared to 65%).

When asked if they were happier in their current school than at primary school, overall responses were mixed. Just over a third of pupils said that they were; a similar proportion said that they were not. Approximately a quarter of pupils were unsure.

Pupils in non-key boroughs were more likely to report that they were happier in their current school than pupils in key boroughs (37% compared to 28%). 26% of pupils in key boroughs indicated that they 'totally disagreed' with this statement, compared to 18% of pupils in non-key boroughs.

Differences were also noted between pupils in Inner and Outer London, with pupils in Outer London more likely to report that they were happier at secondary school than pupils in Inner London (38% compared to 32%).

Comments from Year 7 pupils in London included:

> *'It may seem a shock at first but you can easily make friends and find your way around quickly'.*

> *'It's a good school. At first you will find it big and you might get lost but when you get used to it you should enjoy it a lot'.*

> *'Don't come here if you don't want to be worked hard!'*

> *'Don't worry. This school is very welcoming and there are very nice teachers and pupils to help you settle in'.*

2.4   Relationship with teachers

Year 7 and Year 10 pupils in London were asked a number of questions about the relationship between pupils and teachers at their school. Responses to these questions were more mixed than in relation to earlier questions.

60% of Year 7 pupils and 55% of pupils in Year 10 said that they got on well with 'all' or 'most' of their teachers. When asked how often they felt that could go to a teacher if they had a problem, responses varied. 30% of pupils in Year 7 felt that they could 'always' or 'often' go to a teacher with a problem, compared to 19% of pupils in Year 10. The most commonly cited response amongst Year 7 pupils to this question was 'sometimes' (28%). Similar proportions of pupils in Year 10 responded either 'sometimes' (26%), 'rarely' (27%) or 'never' (25%).

Year 7 pupils were more than twice as likely as pupils in Year 10 to strongly agree that most of their teachers were respected by pupils (11% compared to 5%). A further 31% of pupils in Year 7 and 30% of pupils in Year 10 agreed with this statement. Overall, responses to this question were more positive amongst Year 7 pupils in non-key boroughs than in key boroughs: 43% of Year 7 pupils in non-key boroughs felt that most of the teachers at their school were respected by pupils compared to 36% of the same age pupils in key boroughs.

Overall, Year 7 pupils were also more likely than pupils in Year 10 to agree that teachers treated pupils with respect (60% compared to 50%). Amongst Year 7 pupils, responses were more positive in non-key boroughs than in key boroughs (62% compared to 52%).

2.5   Views on teaching and learning

All pupils were asked their views on the quality of teaching at their school. Just under half described 'all' or 'most' of their teachers as good teachers. A slightly higher proportion of pupils from London boroughs than from metropolitan authorities said that this was the case (50% compared to 47%).

Overall responses about the quality of teachers tended to be more positive in Year 7 than in Year 10. For example in London, 55% of pupils in Year 7 felt that most of their teachers were good teachers compared to 46% of pupils in Year 10. A similar difference was noted between responses from Year 7 and Year 10 pupils in metropolitan authorities.

How many of your teachers are good teachers?

Further analysis showed that pupils in London were significantly more likely to report that all or most of their teachers were good teachers than similar pupils in other metropolitan areas.

As well as the location of the school, the type of school pupils attended was also found to be significant.

Pupils from a Black Caribbean background were less likely than white pupils to agree that all or most of their teachers were good teachers. Year 7 pupils who were from a Black African background were also less likely than similar pupils from other ethnic backgrounds to report all or most of their teachers were good teachers. Year 10 pupils with English as an additional language were more likely than other similar pupils to think that most of their teachers were good teachers.

Around 60% of pupils in London said that in 'every' or 'most' lessons teachers explained the aims of the lesson clearly. Pupils in Year 7 were almost

twice as likely as pupils in Year 10 to report that this happened in every lesson (23% compared to 12%).

Just over 60% of pupils in London said that teachers took time to discuss their progress with them and to advise them on how they could improve their work.

The majority of pupils in London (84%) felt that it was important to be rewarded for good work or behaviour. Just under half of these pupils described it as 'very important'. Pupils in key boroughs (in particular Year 10 pupils) were less likely to respond to this question than pupils in non-key boroughs (7% of Year 10 pupils in key boroughs did not respond to this question compared to 2% of Year 10 pupils in non-key boroughs).

Around a third of pupils in London said that teachers 'always' or 'often' praised them when they worked hard. Pupils in Year 7 were more likely than pupils in Year 10 to report that this was the case (40% compared to 27%). Again, pupils attending schools in key boroughs (in particular Year 10 pupils) were less likely to respond to this question than pupils in non-key boroughs (8% of Year 10 pupils in key boroughs did not respond to this question compared to 2% of Year 10 pupils in non-key boroughs).

The majority of pupils in London said that most of their teachers set homework regularly (each week). A higher proportion of pupils in Year 7 than in Year 10 reported that this was the case (86% compared to 79%).

The lowest proportions of Year 10 pupils reporting that teachers set homework on a regular basis were in key boroughs: 69% of Year 10 pupils in key boroughs said that they were set homework regularly compared to 79% of Year 10 pupils in non-key boroughs.

Differences were also noted between pupils in Outer and Inner London, with pupils in Outer London more likely than those in Inner London to report that teachers set homework regularly (80% compared to 73% of pupils in Year 10; 87% compared to 80% of pupils in Year 7).

Around a quarter of pupils in London said that they were 'often' taught by a supply teacher.

Overall, nearly a fifth of London pupils said that there was 'often' a teaching assistant helping in class. Year 7 pupils were considerably more likely than pupils in Year 10 to report that this was the case (24% compared to 10%).

Classroom experience

Pupils in London and metropolitan authorities were asked some more specific questions about their classroom experience, such as how interesting they found their school work and the behaviour of other pupils during lessons.

Findings suggest that a relatively high proportion of pupils in and outside of London did not find their classroom experiences particularly stimulating. Overall, just under half of pupils in Year 7, and approximately 60% of pupils in Year 10 indicated that most of the work they did at school was not interesting.

When pupils in London were asked to what extent they agreed that school work was dull and boring, responses were fairly evenly divided between those who agreed it was, those who disagreed, and those who were unsure. Overall, pupils in Year 10 were more likely than pupils in Year 7 to agree with the statement (37% compared to 29%).

Most of the things I work on at school are interesting

Further analysis revealed that there had been a significant increase in the tendency for London pupils to find the things they worked on at school interesting.

Amongst Year 7 pupils, significant differences were also identified in relation to gender and the length of time it took to get to school. Female pupils were more likely to report that school work was interesting than similar male pupils. Year 7 pupils with long journeys to school (particularly taking 45 minutes or more) were less likely to say they found most things at school interesting.

Pupils who spoke English as an additional language were more likely than pupils who spoke English as their first language to say they found most things at school interesting.

Just under 30% of pupils in London said that other pupils tried to disrupt lessons every day. Around two-fifths of pupils (43%) from schools in London felt that most teachers were good at keeping control in the classroom. Pupils in Year 7 tended to respond more positively to this question than pupils in Year 10 (47% compared to 38%).

> *'Be careful about talking and disrupting lessons here, you will nearly always be caught doing so'* (Year 7 pupil, London)

> '*Only come to* [name of school] *if you don't mind not learning in certain subjects as some teachers can't control the class*'. (Year 7 pupil, London)

Pupils from schools in London and metropolitan authorities were also asked about the level of noise from other pupils during class. On average, around 45% of pupils in London and other metropolitan authorities reported that other pupils were 'always' or 'often' so noisy in class that they found it difficult to work.

How often are other pupils noisy in class?

Year 7 pupils in London were more likely to complain about the level of pupil noise in class than similar pupils elsewhere.

Pupils attending schools with a high percentage of pupils eligible for free school meals were more likely than similar pupils from other schools to report other pupils were often or always noisy. Likewise, pupils in schools with larger class sizes[8] were more likely than similar pupils elsewhere to report that pupils in their school were often or always noisy in class.

Resources to support teaching and learning

Pupils in London were asked how often they had books and other resources to take home. Overall, less than half the sample indicated that this happened regularly (9% 'every' lesson and 37% 'most' lessons) while 34% said it happened 'sometimes'. 16% of pupils said it happened 'hardly ever' or 'never'. Year 7 pupils in non-key boroughs were more likely to report that they had books and other resources to take home after 'every' or 'most' lessons than Year 7 pupils in key boroughs (47% compared to 39%).

Almost two-thirds of pupils in London agreed that they learnt more easily when they used a computer in class, and just under 60% of pupils said that they found it easier to learn when their teachers used an interactive whiteboard. Pupils in Year 7 were more likely to strongly agree with each of these statements than pupils in Year 10.

Pupils in London were also asked how often they used a computer as part of a lesson. Just over half said that they 'sometimes' used a computer; around a quarter responded 'hardly ever' or 'never'. Only a minority of pupils (14%) said that they used a computer in 'every' or 'most' of their lessons. Year 10 pupils in key boroughs were slightly more likely to report using computers in either 'every' or 'most' of their lessons than pupils in non-key boroughs (23% compared to 17%).

2.6   Out of lesson activities

Opportunities for extra study

Most schools provided opportunities for pupils to do extra learning activities or study outside of lesson time. On average 80% of pupils attending schools in metropolitan authorities said that they had opportunities to do extra learning activities, compared with 71% of pupils in London. Further analysis found that this difference was statistically significant.

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[8]   This variable was based on the pupil to teacher ratio in a school. The pupil to teacher ratio ranged from 11:1 to 28:1.

Overall, Year 10 pupils were slightly more likely to report that they had opportunities to do extra study than pupils in Year 7. A higher proportion of pupils in Outer London than Inner London (particularly amongst Year 7 pupils) and in non-key boroughs than in key boroughs said that they had opportunities for extra study (see Tables 9 and 10).

Table 9. We have opportunities outside of lesson time to do extra learning activities or extra study (Year 7 pupils)

	Metropolitan %	Greater London %	Inner London %	Outer London %	Key Boroughs %	Non-key Boroughs %
True	77	68	63	70	60	69
False	21	30	34	28	37	29
No response	1	2	3	2	4	2
N	**6784**	**25,276**	**5845**	**19,431**	**1412**	**23,864**

A single response item
Due to percentages being rounded to the nearest integer, they may not sum to 100

Table 10. We have opportunities outside of lesson time to do extra learning activities or extra study (Year 10 pupils)

	Metropolitan %	Greater London %	Inner London %	Outer London %	Key Boroughs %	Non-key Boroughs %
True	82	74	72	74	67	74
False	16	24	25	24	27	24
No response	1	2	3	2	6	2
N	**6454**	**22,451**	**5048**	**17,394**	**1428**	**21,014**

A single response item
Due to percentages being rounded to the nearest integer, they may not sum to 100

Opportunities for extra study

Further analysis showed that London pupils were less likely than similar pupils in other areas to report that they had opportunities for extra study. However, the gap between Year 7 pupils in London and in other metropolitan areas had narrowed since 2005. This was due to a reduction in the percentage of pupils in metropolitan areas reporting that they have opportunities for extra study which was not seen in London.

Year 7 pupils with higher attainment levels at Key Stage 2 were more likely than other similar pupils to say that there were opportunities for extra study. Likewise, pupils in Year 10 who achieved higher attainment levels at Key Stage 3 were more likely than similar pupils to say they had opportunities for extra study.

> Pupils in schools with a high percentage of pupils eligible for free school meals were less likely to say they had opportunities for extra study compared to similar pupils from other schools, as were Year 7 pupils in schools with larger class sizes.
>
> Year 7 female pupils were more likely to report having opportunities for extra study than other similar pupils.
>
> Pupils in London and other metropolitan areas with English as an additional language were less likely than otherwise similar pupils to say they had opportunities for doing extra work.

Opportunities to attend other after-school clubs

Around two-fifths of pupils in London thought that after-school clubs were either very important (13%) or quite important (29%). Overall, pupils in Year 7 tended to place greater importance on after-school clubs than pupils in Year 10 (47% of pupils in Year 7 described after-school clubs as either 'very' or 'quite' important compared to 36% of pupils in Year 10).

The majority of pupils in London (75%) agreed that there were lots of activities (e.g. sport and drama) to take part in at lunchtime or after school:

> *'This school has a wide variety of clubs and activities to offer. Make the most of them and enjoy yourself!'* (Year 7 pupil, London)

As would perhaps be expected given the greater importance they placed on after-school activities, pupils in Year 7 were also more likely than pupils in Year 10 to say that they regularly took part in activities at lunchtime or after school (50% compared to 33%).

Year 7 pupils in Inner London were less likely to take part in after-school clubs than pupils in Outer London (44% compared to 52%), and Year 7 pupils in key boroughs were less likely to participate than pupils in non-key boroughs (42% compared to 51%). One possible explanation could be pupils' travel arrangements: 40% of Year 7 pupils in key boroughs indicated that their travel arrangements did not allow them to take part in after-school activities, compared to 30% of pupils in non-key boroughs. A higher proportion of Year 7 pupils in Inner London than in Outer London also said that travel arrangements prevented them from participating in activities after school (35% compared to 30%).

2.7　School discipline

Overall, just over half of pupils in London (55%) agreed that the rules in their school were fair and reasonable, although younger pupils were more likely to agree than older ones (Year 7 62%, Year 10 47%).

The majority of pupils in London (61%) thought that the level of discipline at their school was 'about right'. However, responses were less positive in relation to teachers' abilities to deal with poor pupil behaviour or to tackle issues of bullying.

> *'There are a few good teachers but not many can deal well with bullying. Try to avoid bullies but if they physically hurt you, you're best bet is to take lessons in self-defence'.* (Year 7 pupil, London)

> '*This is a good school but it can get very noisy and messy especially at lunchtimes'.* (Year 7 pupil, London)

Overall, 39% of pupils agreed that most teachers dealt effectively with bullying; 38% agreed that teachers were good at dealing with poor behaviour. However, as with previous questions, Year 7 pupils responded more positively than pupils in Year 10.

- 47% of pupils in Year 7 agreed that most teachers dealt effectively with bullying compared to 30% of pupils in Year 10.
- 45% of Year 7 pupils agreed that most teachers were good at dealing with poor pupil behaviour compared to 31% of pupils in Year 10.

Pupils in London were asked to what extent they agreed with the statement 'most teachers are very strict about pupils missing school'. Just over 60% of pupils either strongly agreed or agreed with the statement. Pupils in Year 7 were more likely to strongly agree than pupils in Year 10 (34% compared to 22%).

2.8 Pupil behaviour and attendance

Most pupils in London and in other metropolitan authorities considered themselves to be well behaved at school and reported that they never missed school without their school's permission. When asked how often they behaved badly at school the majority of pupils in both areas responded 'rarely' or 'never' (60% of pupils in London and 62% of pupils in other metropolitan areas).

How often do you behave badly at school?

Pupils in London were more likely to admit being badly behaved than similar pupils elsewhere. Overall, female pupils were less likely than male pupils to admit to being badly behaved.

Pupils with special educational needs (particularly those on school action/school action plus) were more likely than other similar pupils to admit to being badly behaved at school.

> Journey time to school was also found to be significant with pupils with the longest journey times to school (particularly 45 minutes or longer) being more likely to admit to being badly behaved at school.

A relatively small percentage of pupils (4% or less) admitted to often playing truant. As can be seen in Tables 11 and 12, pupils in metropolitan authorities were slightly more likely to report that they never missed school without permission than pupils in London authorities. Further analysis revealed that this difference was significant.

Differences can also be seen between pupils in London. Pupils in Outer London or in non-key boroughs were more likely than pupils in other areas to report that they never missed school without the school's permission. Pupils in Inner London or in key boroughs were more likely not to respond to this question than pupils in other areas. However, further analysis of this key question found that once the background characteristics of pupils were taken into account, these differences were not statistically significant.

Table 11.   Year 7 – This term, how often have you missed school without permission from school?

	Metropolitan %	Greater London %	Inner London %	Outer London %	Key Boroughs %	Non-key Boroughs %
Often	2	3	3	2	4	3
Sometimes	8	10	12	10	11	10
Rarely	21	21	22	21	24	21
Never	68	62	57	64	55	63
No response	1	4	6	3	7	3
N	**6784**	**25,276**	**5845**	**19,431**	**1412**	**23,864**

A single response item
Due to percentages being rounded to the nearest integer, they may not sum to 100

Table 12.   Year 10 – This term, how often have you missed school without permission from school?

	Metropolitan %	Greater London %	Inner London %	Outer London %	Key Boroughs %	Non-key Boroughs %
Often	3	4	4	4	4	4
Sometimes	11	13	14	13	14	13
Rarely	26	24	25	23	26	24
Never	59	56	50	57	46	56
No response	1	4	6	3	9	3
N	**6454**	**22,451**	**5048**	**17,394**	**1428**	**21,014**

A single response item
Due to percentages being rounded to the nearest integer, they may not sum to 100

How often do you miss school without permission from school?

Pupils in London schools were more likely to admit missing school without permission than similar pupils in other metropolitan areas.

Year 7 pupils in schools with a high percentage of pupils eligible for free school meals were also more likely than similar pupils to admit to missing school.

Year 10 pupils who had longer journeys to school, specifically over 45 minutes, were more likely to admit to missing school without permission compared to otherwise similar pupils with shorter journeys to school.

Pupils with higher prior attainment levels were less likely to admit to missing school without permission. Likewise pupils from Black African or Black Caribbean backgrounds were less likely than similar pupils from other ethnic backgrounds to admit to missing school without permission.

Pupils in London were also asked if they sometimes deliberately missed lessons even when they were at school. Overall, the majority of pupils (89%) said that they did not. However, the proportion of pupils reporting that they did not miss lessons was slightly higher in Year 7 (91%) than in Year 10 (86%).

Bullying behaviour

In London, just under 40% of pupils said that pupils were 'always' or 'often' made fun of if they worked hard. This kind of behaviour was more commonly reported by pupils in:

- Year 7 than in Year 10 (42% compared to 33%);
- non-key boroughs than in key boroughs (42% compared to 29% of pupils in Year 7; 34% compared to 24% of pupils in Year 10); and
- Outer London than in Inner London (43% compared to 34% of pupils in Year 7; 34% compared to 28% of pupils in Year 10).

Pupils in London were asked if they thought that bullying was a particular problem at their school. Overall, a third of pupils thought that it was, with pupils in Year 7 more likely to report this than pupils in Year 10 (37% compared to 28%). Although most pupils said that they had never been bullied, overall 3% of pupils in London said that they were bullied every day and a further 3% every week. Just under half of pupils in London said that they 'hardly ever' or 'never' saw other pupils being bullied; 30% said that they 'sometimes' did; and a further 17% said that they had witnessed other pupils being bullied on a daily or weekly basis.

Further analysis found that amongst Year 7 pupils, males were more likely than females to strongly agree that bullying was a particular problem at their

school (19% compared to 14%). Male pupils in both years were also more likely to report that they were bullied at school. Of those pupils who said that they were bullied every day, in Year 7 55% were male and 42% were female, in Year 10 55% were male and 35% were female.[9]

Further analysis also found that there was a positive relationship between how often pupils reported that they were bullied at school and how often they missed school without permission. Of the Year 10 pupils in London who said that they were bullied every day, 22% indicated that they often missed school without permission, 42% said that they never missed school. Of those who said that they were never bullied 3% said that they often missed school, 60% reported that they never missed school without permission. A similar pattern of responses was also found amongst pupils in Year 7.

Racism

The London survey asked pupils to what extent they agreed that racism was a particular problem at their school. Just under half of pupils (46%) disagreed with the statement, 29% said that they were not sure. Around a fifth of pupils in London (21%) felt that racism was a particular problem at their school.

2.9   Support and access to resources at home

Support from parents or carers

The majority of pupils in London and other metropolitan authorities received help and advice with their school work from parents or carers. Year 7 pupils were more likely to report that they received help with their school work. (Approximately 90% of Year 7 pupils in London and other metropolitan authorities reported that they received help and advice from parents or carers compared with around 80% of pupils in Year 10.)

My parents or carers help and advise me with my school work

Year 7 pupils attending specialist schools, in particular science schools, were more likely to say they received help compared to pupils from similar pupils from other schools.

Year 10 pupils in schools with high proportions of pupils eligible for free school meals were less likely than similar pupils from other schools to say they received help with their school work.

Of pupils in Year 10, those with high levels of attainment levels at Key Stage 3 were less likely to say they got help with their school work.

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[9]   Percentages do not sum to 100 as data on gender was not available for all pupils responding to this question.

Pupils with longer journeys to school (in particular more than 45 minutes for Year 7 pupils and more than 30 minutes for pupils in Year 10) were less likely to say they received help with their school work compared to similar pupils with shorter journeys to school.

Among London pupils, nearly half of those in Year 7 and around a third of those in Year 10 said that their parents or carers 'often' asked them about school.

Almost 90% of pupils in London said that their parents or carers came to parents' evenings. 27% of pupils in Year 7 and 14% of pupils in Year 10 said that their parents or carers came to school for social events.

Overall, a quarter of pupils in London reported that their parents or carers came to school because they were having problems (28% of pupils in Year 7, 22% of pupils in Year 10); and around a fifth (21% of Year 7 pupils, 22% of Year 10 pupils) because they were in trouble at school.

Places to work and resources to help with school work

Just over 80% of pupils in London said that they had somewhere quiet at home to do their homework. Almost 90% of pupils said that there were books at home (e.g. dictionaries, reference books) for them to use and look things up in.

Overall, around 90% of pupils in London had access to a computer outside of school. A higher proportion of pupils in non-key boroughs than in key boroughs, and in Outer London than in Inner London, reported that they has access to a computer to help them with homework (see Tables 13 and 14).

Table 13. Year 7 – At home I have access to a computer to help me with my homework

	Greater London %	Inner London %	Outer London %	Key Boroughs %	Non-key Boroughs %
True	87	81	89	78	87
False	12	17	10	19	12
No response	1	2	1	3	1
N	**25,276**	**5845**	**19,431**	**1412**	**23,864**

A single response item
Due to percentages being rounded to the nearest integer, they may not sum to 100

Table 14. Year 10 – At home I have access to a computer to help me with my homework

	Greater London %	Inner London %	Outer London %	Key Boroughs %	Non-key Boroughs %
True	90	85	92	82	91
False	8	12	7	14	8
No response	1	3	1	4	1
N	22,451	5048	17,394	1428	21,014

A single response item
Due to percentages being rounded to the nearest integer, they may not sum to 100

Over 80% of pupils in London and in other metropolitan authorities had access to the internet at home and most had received advice on how to use the internet safely. Around three-quarters of Year 7 pupils in both areas (75% in London, 76% in other metropolitan areas) said that their parents, carers or teachers had advised them about using the internet safely, compared to 57% of pupils in Year 10.

Do you have access at home to the internet?

Across all areas there was a significant increase in the proportion of pupils with access to the internet at home, compared to 2005. Pupils in London were more likely to have access at home than similar pupils in other metropolitan areas.

Female pupils in Year 10 were less likely than other similar male pupils to have access to the internet at home.

Year 7 pupils from a Bangladeshi background were less likely to have access to the internet at home. Year 10 pupils of Indian heritage were more likely to have access at home. Overall, Year 10 pupils with English as an additional language were less likely to have access to the internet compared to otherwise similar pupils who spoke English as their first language.

Do your parents, carers or teachers advise you about using the internet safety?

Female pupils were more likely than male pupils to have received advice form their parents, carers or teachers about using the internet safely.

Further analysis also showed that pupils in faith schools were more likely than similar pupils from other schools to have received advice or guidance on using the internet safely.

2.10 Travelling to school

Pupils in London were asked if the school they attended was the nearest school to their home. Less than half of pupils (45%) said that it was.

For most pupils in London and metropolitan authorities, the journey to school took less than half an hour. A slightly higher proportion of pupils in Year 7 than in Year 10 said it took less than 15 minutes to get to school. As shown in Table 15, it took pupils in London longer to get to school than pupils attending schools in metropolitan authorities.

Table 15.   How long does it take you to get to school?

Length of journey:	London		Metropolitan	
	Year 7 pupils %	Year10 pupils %	Year 7 pupils %	Year 10 pupils %
Less than 15 minutes	40	30	47	42
15 to 30 minutes	35	36	40	43
31 to 45 minutes	11	15	9	11
46 minutes to 1 hour	5	7	3	3
More than 1 hour	2	3	1	1
No response	8	8	1	1
N	**25,276**	**22,451**	**6784**	**6454**

A single response question
Due to rounding, percentages may not sum to 100

Pupils in London were asked how they usually got to and from school (pupils could indicate more than one method of transport). Most pupils in London normally used public transport for at least part of their journey to school (55%), just under half (47%) said that they walked. Around a third (31%) travelled to school by car. Less than 5% cycled to school.

Pupils attending schools in key boroughs were less likely than pupils in non-key boroughs to walk to school (39% compared to 45% of Year 7 pupils; 39% compared to 49% of pupils in Year 10); and more likely to travel by public transport (62% compared to 54% of pupils in Year 7; 63% compared to 56% of pupils in Year 10).

Pupils in Inner London were also more likely to travel to school by public transport than pupils in Outer London (58% compared to 53% of pupils in Year 7; 61% compared to 55% of pupils in Year 10).

The majority of pupils reported that travel problems 'rarely' or 'never' made them late for school (60%). A higher proportion of pupils in Year 10 than in Year 7 said that travel problems 'often' or 'sometimes' made them late for school (40% compared to 33%).

Year 7 pupils in London were also asked if they felt safe travelling to and from school. Most pupils (84%) said that they did.

2.11 Future learning and careers

Almost all Year 10 pupils in London thought that having the opportunity to do work experience was important (62% described it as very important; 27% as quite important). Access to good careers guidance was important to 85% of pupils in Year 10 (51% described it as very important; 34% as quite important).

Just over 80% of Year 7 and Year 10 pupils in London said that they intended to stay on in education after the age of 16, and around 90% of pupils in Year 10 said that they would like to go to university.

Almost all pupils in Year 10 (92%) felt that it was important to have a good range of subject options to choose from (62% described this as very important). Nearly 40% thought it was very important to be able to do work-related courses. Around 80% of pupils in Year 10 thought that there was a good range of courses to choose from after completing their GCSEs.

2.12 Telling other young people about the school

In order to gather more detailed information on pupils' opinions about the school they attended, all pupils were asked the following question:

What would you say to someone thinking of moving to your school?

Table 16 shows the most frequently mentioned comments from pupils in London and metropolitan schools. When ordered in terms of the most frequently mentioned issues, the ranking of types of comments from pupils in London and in other metropolitan areas was very similar.

The most common response from pupils (regardless of year group or location) was to say something positive about the school and/or to encourage other young people to come to their school. Some examples of pupils' comments are shown in the text box below.

As with earlier questions, the level of positive response to this question was higher amongst Year 7 pupils than Year 10 pupils. In London, more than twice as many Year 10 pupils than Year 7 pupils commented that other young people should not move to their school (11% compared to 5%, respectively). In metropolitan authorities, just over three times the proportion of pupils in

Year 10 than in Year 7 said they would recommend that other young people chose a different school to come to.

'It's hard at first, but it's a brilliant school if you want to learn. See you there – you'll fit in without a doubt. There's almost a community feeling here.' (Year 10 pupil, London authority)

'They should come because they would be very happy here.'
(Year 7 pupil, metropolitan authority)

'It's a good school and if you are prepared to work hard you can do very well. Good sports facilities and mostly friendly teachers. Nice pupils and a fun atmosphere.' (Year 10 pupil, London authority)

'I would say that they should not worry as this school is very welcoming and there are very nice teachers and pupils to help you settle in.'
(Year 7 pupil, London authority)

'I think that this school is a very good and well-disciplined school. I think anyone who comes here will like it too! I think that the teachers are friendly and there's a wide range of activities after school, so there are lots of opportunities.' (Year 7 pupil, London authority)

'You'll have to wake up really early if you live a long way from the school. You'll be tired'. (Year 7 pupil, London).

'You will fit in straight away. Other people have moved to our school and immediately found friends and been accepted.'
(Year 10 pupil, metropolitan authority)

'This is a good school. Try and keep out of trouble and always have your uniform tidy or you could get detentions. Be nice to other students and don't worry if you have to get public transport because a lot of other people do as well. You'll make friends quickly'. (Year 7 pupil, London)

Table 16.   What would you say to someone thinking of moving to your school?

	London authorities			Metropolitan authorities		
	Both years %	Year 7 %	Year 10 %	Both years %	Year 7 %	Year 10 %
Positive comment about the school in general (e.g. 'it's a good school')	30	36	23	37	45	28
Do come to this school / It would be a good idea to come to this school	16	18	13	20	23	18
You can learn a lot here / You will get a good education here	10	10	10	7	7	7
Do not come here, choose a different school	8	5	11	9	4	14
Most of the pupils are nice/friendly/kind	7	9	5	7	8	5
General comment about the school (e.g. 'the school is alright')	5	5	5	7	8	7
I would say it was their decision / up to them	4	3	5	5	4	6
If you work hard you will be OK	4	4	5	3	2	4
The school has good /strict discipline	4	4	4	3	2	3
It might be difficult at first as you need time to settle in	3	4	2	4	6	3
Most of the teachers are nice/friendly/kind	3	5	2	4	5	2
If you behave well you will be OK	3	4	2	3	4	2
Negative comment about the school in general (e.g. 'the school is horrible')	3	3	4	3	2	4
Most of the teachers teach well/ there is a high standard of teaching	3	3	3	3	3	2
Pupils get a lot of support/help with problems	2	2	1	2	2	1
Some of the teachers are horrible/too strict	2	3	2	2	2	2
There are lots of clubs you can join	2	3	1	2	2	1
Lessons are interesting	1	2	0	2	3	1
Keep away from tough pupils/the wrong crowd	1	2	1	2	2	2
No response	23	21	26	8	5	11
N	**47,727**	**25,276**	**22,451**	**13,238**	**6784**	**6454**

An open-ended question. Respondents could give more than one answer. Not all responses are shown.

2.13 Further statistical analysis

2.13.1 Factor analysis

This section provides the main findings from the further statistical analysis of the pupil survey data. Factor analysis was used to identify groups of questions that produce similar patterns of responses and that cover similar issues. Due to the relatively small number of items contained in the survey of pupils in metropolitan authorities, factor analysis was only carried out on the data from the London pupil survey.

Three factors were identified from items in the questionnaire. These factors covered the main themes reported in the earlier sections in this chapter. (Details of which individual questions contributed to each factor can be found in Appendix G.)

Factor 1: quality of pupils' relationship with their teachers
This factor included 13 items from the questionnaire. This factor brought together topics such as interaction with teachers and respect within the classroom. The factor included questions on whether pupils get on well with teachers, whether teachers take time to discuss pupil progress and how well teachers deal with bad behaviour.

Factor 2: extent to which pupils had witnessed and experienced poor behaviour and bullying
This factor comprised seven items from the questionnaire. The items related to bullying, racism, disruption and whether pupils made fun of people who worked hard.

Factor 3: extent to which pupils liked their school
Ten questions were drawn together for this factor, which covered topics such as how much pupils wanted to come to school and their views on the quality of their school. The factor included questions on playing truant or missing lessons, whether pupils thought their school was a good school and whether they would have preferred to have gone to a different school.

Each factor was then analysed using multilevel modelling. This modelling included:

- background characteristics of pupils (e.g. gender, age, ethnic background and special educational needs);

- information about pupils' homes gathered from the questionnaire data (e.g. having a quiet place at home to work); and

- school characteristics (e.g. levels of attainment, school size, and location).

2.13.2 Main findings

Prior attainment

Year 7 pupils with higher prior attainment were less likely than other similar pupils to have a positive relationship with their teachers. They were also less likely than other similar pupils to say that they had witnessed or experienced poor pupil behaviour or bullying.

Of Year 10 pupils, those who achieved a high level attainment at Key Stage 3 were more likely to say they liked their school than other similar pupils.

Ethnic background

Year 7 pupils of Black Caribbean or Black African heritage were less likely to say they got on well with their teachers than other similar pupils.

English as an additional language (EAL)

Year 10 pupils with EAL had better relationships with teachers than other similar pupils but were more likely to say that they had witnessed or experienced poor pupil behaviour, including bullying.

Home environment

Pupils in Year 7 and in Year 10 with somewhere quiet to work at home were more likely to have a better relationship with their teachers and be happy at school than other similar pupils. Pupils with somewhere quiet to work at home were also less likely than other similar pupils to have witnessed or experienced poor pupil behaviour or bullying. Having reference books at home to help with school work was also positively associated with having a good relationship with teachers and being happy at school.

Parents

The pupil survey contained a number of questions about parents' contact with the school, most of which were found to have significant relationships with the pupil factor scores. Pupils whose parents attended parents' evenings or who came to school for social events were more likely than otherwise similar pupils to say they liked their school. Pupils with parents who attended social events at the school were also more likely to have a good relationship with their teachers.

Pupils whose parents came to school because they were in trouble had worse relationships with teachers than other similar pupils and were less likely to have a positive view of their school. Analysis also showed that, perhaps unsurprisingly, pupils whose parents went into school because they were having problems were more likely to report having witnessed or experienced bad behaviour or bullying than otherwise similar pupils.

Free School Meals (FSM)

Pupils in schools that have a high proportion of pupils eligible for free school meals were more likely to say they had witnessed or experienced bad behaviour or bullying compared to other similar pupils and less likely to indicate that they liked their school.

Class sizes

Year 7 pupils who attended a school with a high teacher to pupil ratio (larger class sizes) were more likely to report having witnessed or experienced bad behaviour than otherwise similar pupils from other schools.

Year 7 pupils at schools with larger class sizes were also less likely to be happy with their school than other similar pupils.

Homework

Year 7 and Year 10 pupils in schools where teachers regularly set homework tended to have substantially better relationships with their teachers and to be more positive about their school than other similar pupils.

School location

Year 7 pupils from schools in Inner London were slightly more likely to indicate they liked their school compared to other similar pupils.

3. Main findings from the teacher surveys

This chapter presents the main findings from the survey of teachers. A breakdown of responses to each closed question on the survey can be found in Appendix F.

This chapter contains descriptive statistics based on teachers' responses to the survey. When describing differences in the descriptive analyses, differences of five percentage points or greater are focused on. This chapter also includes findings from the further analysis undertaken on questions which appeared in both the London and the metropolitan survey of teachers. These findings are presented in text boxes to distinguish them from the descriptive statistics.

Summary of findings from the teacher surveys

Teachers were generally positive about the schools in which they worked. Most teachers said they enjoyed working in their current school (87% of London teachers and 83% of teachers from metropolitan areas) and a slightly smaller proportion would recommend the school to other teachers as a good place to work (77% of London teachers, 78% from metropolitan areas). Almost two-thirds of London teachers overall (65%), but slightly less than half of those in key boroughs (45%), would advise friends to send their children there. In contrast, teachers in key boroughs were slightly more likely to recommend working in London schools than were those working elsewhere in London (75% compared to 67%).

Teachers were more divided in their opinions as to whether there was high staff morale within their schools. About 45% of teachers thought morale was high, with those in London being slightly more positive than those in metropolitan areas, but in both types of area a third of teachers disagreed. Within London, those in non-key boroughs were less likely than those in key boroughs to report high staff morale (48% compared to 39%).

Just under half the teachers (46% in London and 41% in metropolitan areas) felt that the overall quality of schooling in their school had improved over the last year. A fifth of those in London, and a quarter of those in metropolitan authorities, felt that the quality had worsened in this period. More senior teachers, and those in schools with relatively high attainment or in schools in the lowest attainment band, were more likely to report that quality had improved than less senior colleagues, or those in schools with average levels of attainment.

About three-quarters of teachers in London (74%), and two-thirds of those in metropolitan authorities (68%) said that most lessons in their school were motivating and challenging. Teachers in London generally felt that there were high expectations of pupils (75%), and that teaching was informed by up-to-date research and best practice (60%). However, only just over half (53%) felt that teaching styles were matched to the needs of individual pupils.

The majority of teachers in London felt that access to high quality professional development from subject specialists (90%), support with the cost of housing, for example through the Key Worker initiative (88%), up-to-date ICT resources (87%), good school buildings (75%), and recognition through achieving Chartered London Teacher (57%) could all help to improve recruitment and retention.

Most London teachers also agreed that smaller class sizes (91%) and the changes being brought about through workforce remodelling, including the appointment of more technical and administrative support staff (81%) and more teaching assistants (67%), would all contribute to greater job satisfaction and improved morale amongst teachers.

Overall, the proportions of teachers agreeing that their senior management provided good leadership were much greater than the proportions who disagreed (In London, 56% compared to 28%; in other metropolitan areas 50% compared to 30%). Teachers in non-key boroughs in London were considerably more positive than those in key boroughs, with 57% of teachers in non-key boroughs agreeing that senior management provided good leadership compared to 48% in key boroughs. Teachers in more senior roles, those in schools with higher levels of attainment, or smaller class sizes were more positive than their colleagues.

70% of teachers in London felt that pupils generally or always behaved well. The proportion was slightly lower in metropolitan areas (66%), and markedly lower (54%) in the key boroughs. The higher the level of overall attainment of the school, the greater the proportion of teachers reporting that pupil behaviour was good. Pupil behaviour was also seen as good in smaller schools and schools with smaller class sizes.

Overall, bullying was not seen as a major problem. However, schools in key boroughs seemed to face greater challenges in relation to bullying, with over a quarter of teachers from these areas (27%) reporting that bullying was a problem, compared with less than a fifth (18%) in non-key boroughs.

Almost all teachers in London (98%) agreed that parental involvement in their child's education was important, but the involvement of parents in school life, for example as a parent governor, was not seen as quite so important (81%).

3.1 Teachers' perceptions of their school

3.1.1 Working in schools

A high proportion of teachers from London authorities and metropolitan authorities (87% and 83% respectively) enjoyed working at their current school most of the time.

How do you feel about your work at this school?

Further analysis revealed that the seniority of the respondent was an important variable in relation to this question. In general, the more senior the respondent the more likely they were to report that they enjoyed their work. The likelihood of enjoying working in school increased in the following order:

- class teacher
- class teacher with special responsibilities
- teacher with cross-school responsibilities
- advanced skills teacher
- assistant headteacher
- deputy headteacher
- headteacher.

The model indicated that almost all headteachers (99.6%) would state that they enjoyed their work compared to 83% of class teachers with otherwise similar background characteristics.

Further analysis also showed that the older the respondent, the less likely they were than other similar teachers to enjoy working at the school.

The gender of the respondent was also found to be an important variable, with female teachers more likely than their male teaching colleagues to say that they enjoyed working at the school.

More differences were found in relation to school level variables. Teachers in schools with larger class sizes, in schools in the lowest band of attainment and situated in an area with high levels of deprivation, were significantly less likely than other teachers to report that they enjoyed their work.

Just under half of teachers from both areas thought that their school had high staff morale, with teachers in London authorities slightly more positive than teachers in metropolitan authorities in this respect. In 2006, there was a significant decrease in the percentage of teachers in metropolitan areas indicating that their school had high staff morale (from 50% in 2005 to 43% in 2006). However, the level of morale reported by teachers in London had remained relatively constant (47% in 2005, 48% in 2006).

Approximately a third of teachers in both areas, however, did not think that their school had high staff morale. Further analysis of this key question found that the difference between teachers in London and other metropolitan areas was not statistically significant.

Within London, teachers in non-key boroughs were more likely than teachers in key boroughs to agree that staff morale was high (48% compared to 39%). However, further analysis revealed that once background characteristics of the teachers and their schools were taken into account, this difference was not statistically significant.

This school has high staff morale

Further analysis found that the role of the respondent was strongly related to the likelihood of teachers agreeing that their school had high staff morale. Again, in general the more senior the role of the respondent the more likely they were to agree with the statement. The only exception to this was in relation to class teachers with special curricular or non-curricular responsibilities. These teachers were significantly less likely than other class teachers to agree that their school had high staff morale.

Differences were also noted in relation to gender and age. Female teachers were less likely than male teachers to feel that staff morale was high. On the other hand, younger teachers (aged 30 or below) were more likely than other similar teachers to report that their school had high staff morale.

As with the previous question, differences were also found in relation to a number of school variables.

Teachers in schools in the lowest bands of attainment, in schools with larger class sizes and in bigger schools were less likely than other similar teachers to agree that their school had high staff morale.

Teachers in schools in the second highest band of attainment, and teachers in Maths and Computing Specialist Schools were more likely than other similar teachers to agree with the statement.

In London and other metropolitan areas, the majority of teachers would recommend their school to other teachers as a good place to work (77% in London authorities and 78% in metropolitan authorities). Within London, teachers in key boroughs were less positive than teachers in non-key boroughs: 68% of teachers in key boroughs said that they would recommend their school, compared to 78% of teachers in non-key boroughs. However, further analysis of this key question revealed that once background characteristics were taken into account, this difference was not statistically significant.

Would you recommend your school to other teachers as a good place to work?

The more senior the role of the respondent, the more likely they were to recommend their school to other teachers as a good place to work (for example, 100% of headteachers said that they would recommend their school to other teachers).

Teachers in schools in the lowest bands of attainment were much less likely than other teachers to recommend their school. The greater the levels of deprivation surrounding the school the less likely teachers were to say that they would recommend their school.
Teachers from Maths and Computing Specialist Schools were more likely than other teachers to indicate that they would recommend their school to other teachers as a good place to work.

Teachers in schools where there were larger class sizes were less likely to recommend their school to other teachers.

The age of the respondent was another important variable. Younger teachers (aged below 30) were more likely than other teachers to say that they would recommend their school; teachers over 50 were the least likely.

Ethnic background was also found to be a significant variable in relation to this question. Teachers from Indian or Bangladeshi backgrounds were less likely than other teachers to indicate that they would recommend their school as a good place to work.

Most teachers in London (68%) said that they would recommend working in London to other teachers. Teachers in key boroughs were most likely to report that they would recommend London to teachers as a good place to work. Three-quarters of teachers in key boroughs said that they would recommend working in London compared to around two-thirds of teachers in non-key boroughs.

3.1.2 School quality

Just under half of teachers in London boroughs and metropolitan authorities felt that the overall quality of schooling at their school had improved over the last year (around ten% indicated that the quality had 'very much improved', and approximately a third reported that it had 'slightly improved'). About 30% of all teachers felt that the quality of schooling had remained the same, and around a quarter of teachers in metropolitan authorities and approximately a fifth of teachers in London boroughs indicated that the quality of schooling had worsened in the past 12 months (either becoming 'slightly worse' or 'very much worse'). Further analysis of this key question found that whilst there had been a decrease in the percentage of classroom teachers in metropolitan authorities reporting that the quality of schooling had improved over the past year, the percentage of teachers in London reporting this had remained the same.

Overall, how has the quality of schooling at your school changed over the last 12 months?

In general, the more senior the role of the respondent the more likely they were to feel that the quality of schooling had improved over the past year. The probability of class teachers agreeing that the quality had improved was 34% compared to 89% of headteachers with otherwise similar background characteristics.

Teachers in schools in the top two bands of attainment were more likely than other teachers to indicate that the quality of schooling at their school had improved during the last 12 months.

The statistical analysis also found that teachers in schools in the lowest band of attainment and in schools with a high percentage of pupils eligible for free

school meals were more likely than other teachers to feel that the quality in their school had improved over the past year.

Teachers in London were also asked whether they thought the quality of schooling in London as a whole had changed in the last 12 months. Overall, around a fifth of teachers (22%) felt that the quality of schooling had improved; just over a quarter (27%) said that it had stayed the same; and 13% felt that it had worsened (responding either 'slightly worse' or 'very much worse'). The most common response to this question was 'don't know' (37%). Teachers in Inner London were slightly more likely than teachers in Outer London to report that the quality of schooling in London had improved in the past year (28% compared to 21%). Differences were also noted between teachers in key and non-key boroughs, with teachers in key boroughs responding slightly more positively than teachers in non-key boroughs (29% of teachers in key boroughs felt that schooling had improved in the past 12 months, compared to 22% of teachers in non-key boroughs).

When London teachers were asked if they would advise friends to send their children to the school, almost two-thirds (65%) said that they would.

However, as can be seen in Table 17, there were differences between groups of respondents. For example, teachers in key boroughs were considerably less likely to indicate that they would advise friends to send their children to the school than teachers in non-key boroughs (45% compared to 67%).

Table 17.   Would you advise friends to send their children to this school?

	Greater London %	Inner London %	Outer London %	Key Boroughs %	Non-key Boroughs %
Yes	65	58	68	45	67
No	32	39	30	51	31
No response	2	3	2	5	2
N	**4536**	**1043**	**3476**	**265**	**4254**

A single response item
Due to percentages being rounded to the nearest integer, they may not sum to 100

3.1.3 School leadership and management

On the whole, teachers responded positively to questions about the quality of leadership and management at their school.

Higher proportions of teachers in both areas felt that the senior management at their school provided good leadership than those who did not, with teachers in London boroughs slightly more positive than teachers in metropolitan authorities (56% compared with 50%). Within London, responses differed between teachers in key and non-key boroughs, with teachers in non-key

boroughs tending to respond more positively than teachers in key boroughs (see Table 18).

Table 18.   Senior management provides good leadership

	Metropolitan %	**Greater London** %	**Inner London** %	**Outer London** %	**Key Boroughs** %	**Non-key Boroughs** %
Strongly agree	11	14	15	13	10	14
Agree	39	42	43	42	38	43
Not sure	19	15	12	16	18	15
Disagree	22	22	21	23	22	22
Totally disagree	8	6	7	5	11	5
No response	1	1	2	1	2	1
N	**2505**	**4536**	**1043**	**3476**	**265**	**4254**

A single response item
Due to percentages being rounded to the nearest integer, they may not sum to 100

Senior management provides good leadership

Further analysis found that senior staff were significantly more likely than other similar respondents to agree that the leadership in their school was good.

Overall, teachers in schools with the lowest bands of attainment were least likely to agree with this statement; teachers in schools in the highest bands of attainment were the most likely to agree.
Teachers in schools situated in areas of high deprivation were more likely than otherwise similar teachers to report good leadership.

School type was also found to be an important variable, with teachers from Maths and Computing Specialist Schools and from secondary modern schools[10] responding more positively about the leadership in their school than similar teachers working in other types of schools.

Teachers from Black African backgrounds were more likely than other similar teachers to consider that they had good leadership in their school.

The larger the class sizes in a school, the less likely teachers were to report that their senior management provided good leadership.

Leadership was seen as an important issue by teachers: 92% of teachers in London indicated that (more) encouragement from senior staff was important for improving their satisfaction/morale as a teacher (56% described it as very important and 36% as quite important).

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[10]   There is no statutory basis for the definition of a school as a 'secondary modern school'. Some schools, however, define themselves on EduBase, a database of educational establishments, as secondary modern.

The majority of teachers in London (57%) strongly agreed or agreed that the senior management in their school maintained a good relationship with staff. Almost three-quarters of teachers (72%) reported that the way they were managed meant that they set and agreed appropriate objectives for their work with their line manager.

In respect of the management of school discipline, around half of teachers (55% in metropolitan authorities and 50% in London boroughs) agreed that senior management dealt effectively with unauthorised pupil absence and around 60% of teachers in London said that they felt fully and appropriately supported when they needed help with a difficult pupil.

Within London, teachers in non-key boroughs were more likely than teachers in key boroughs to report that senior management dealt effectively with unauthorised pupil absence (50% compared to 34%), and to feel supported when they needed help with a difficult pupil (62% compared to 49%).

Senior management at my school deals effectively with unauthorised absence

Further analysis showed that respondents with senior roles within the school (in particular deputy headteachers and assistant headteachers) were most likely to think that management dealt well with unauthorised absences. Other personal characteristics found to be important variables included age, gender and ethnicity. Female teachers were more likely to report that senior managers dealt effectively with unauthorised absence, as were teachers from Black African backgrounds. Younger teachers (aged under 40) were less likely than similar older teachers to agree with the statement.

The statistical analysis also found some differences in relation to the background characteristics of the school. Teachers from schools in the highest bands of attainment were more likely than other similar teachers to feel that management dealt well with unauthorised absence; teachers working in schools in the lowest attainment band were the least likely to agree with the statement. Teachers in schools in areas of high levels of deprivation were more likely than other similar teachers to report that management dealt well with unauthorised absence.

Respondents from secondary modern schools were more likely than other teachers to agree that absences were dealt with effectively. Teachers from comprehensive schools without a sixth form were less likely to agree with the statement.

Responses from London teachers were divided as to whether communication in their school was effective: 44% felt that it was; 38% disagreed.

3.1.4 School ethos

Most teachers in London responded positively to questions about the ethos of their school. Almost three-quarters (72%) reported that their school had a

distinct mission and ethos. Teachers in non-key boroughs were more likely than teachers in key boroughs to think that this was the case (72% compared to 65%).

31% of teachers in London strongly agreed and a further 56% agreed with the statement 'this school seeks to give every pupil the chance to achieve his/her potential'. Most teachers in London (85%) believed that their school was working hard to improve.

Just over 80% of teachers in London agreed that the school was committed to involving parents and carers in their children's education.

3.1.5 Professional development

Teachers in London were asked a series of questions about professional development at their school. 60% of teachers agreed that their school provided them with a wide range of opportunities to meet their professional development needs. Three-quarters of teachers rated the quality of the professional development at their school as 'very high' or 'reasonably high'. A fifth described the professional development as 'not of very high quality'; 4% considered it to be of 'poor quality'.

Almost all teachers (94%) felt that staff working as teams to raise standards was an important factor in raising teachers' satisfaction and morale.

Over two-thirds of London teachers (68%) reported that they worked collaboratively with colleagues to develop their skills as teachers.

3.2 The importance of non-curricular support

3.2.1 Resources for improving teaching and learning

Almost all teachers in London (96%) thought that refurbished and well-resourced schools were important in helping to improve pupils' learning. Around two-thirds of teachers in London (68%) thought that their school was well resourced in terms of books, ICT, facilities and equipment (19% strongly agreed, 49% agreed). Teachers in non-key boroughs were more likely than teachers in key boroughs to strongly agree or agree that their school was well resourced (70% compared to 54%).

The majority of teachers (85%) thought that access to ICT to support teaching and learning was important to teacher satisfaction and morale (46% said that it was very important; 39% quite important). Almost all teachers (90%) agreed that adequate ICT provision was important in helping to improve pupils' learning.

Other factors felt to be important in helping to improve pupils' learning were: relevant work experience for pupils through good partnerships with the business community (81%); extra-curricular learning opportunities (90%); and teaching support staff such as learning mentors (84%).

3.2.2 Resources for Year 10 pupils

Teachers in London were asked to indicate the importance of a number of factors for pupils in Year 10. The vast majority of teachers agreed that it was important for pupils in Year 10 to have access to individual careers guidance (53% felt this was very important, a further 38% as quite important). Most teachers also thought that it was important for Year 10 pupils in London to have work-related learning and a vocational curriculum: around 40% felt that this was very important; a similar proportion described it as quite important. Teachers were slightly less likely to view having a learning mentor as important (77% thought that it was, 16% had 'no opinion' and 7% said that it was not important).

3.2.3 Extending on-site facilities and services

Overall, 60% of teachers in London felt it was important to extend the range of support and services offered by the school and to bring in other services such as Social Services, Health Services and adult learning opportunities (27% described this as very important; a further 33% as quite important). Approximately a quarter of teachers (23%) said that they had 'no opinion' on this issue. 16% thought it was not important. Teachers in key boroughs were slightly more likely than teachers in other London boroughs to view this as important (68% compared to 60%).

3.2.4 Parental involvement

Most teachers in London schools agreed that parental involvement in their child's education was important. 84% of teachers in London indicated that parental involvement was very important; a further 14% described it as quite important. Teachers felt slightly less strongly about the importance of parental involvement in the school (e.g. as governors or teaching assistants). Most teachers in London schools, however, did consider this to be important: 39% of teachers described it as very important; a further 42% as quite important.

3.3 Time and workforce remodelling

Teachers in London were asked about aspects of teaching that were related to improving their satisfaction or morale as a teacher. Smaller class sizes were viewed as important by just over 90% of teachers. Of this, around 60% described it as very important in improving morale. Around 85% of teachers considered more non-contact time, less form filling, and less change and more time for consolidation as important for morale.

Just over 80% of teachers noted that the appointment of additional support staff (technical and administrative) would increase morale. Teachers in key boroughs were more likely than teachers in non-key boroughs to describe this as very important for morale (45% compared to 37%).

Around two-thirds of teachers in London (67%) also considered the appointment of more teaching assistants as an important factor in improving morale. Again, teachers in key boroughs were more likely to consider this to be very important than teachers in non-key boroughs (34% compared to 25%).

3.4   Pupil behaviour

As can be seen in Table 19, the majority of teachers felt that most pupils in their school were generally well behaved. Further analysis of this key question found that when compared to similar schools (e.g. with similar levels of attainment) teachers in London were less positive about the behaviour of most pupils in their school than other similar teachers.

There were also differences between groups of teachers within London, with teachers from key boroughs tending to respond less positively than teachers from non-key boroughs, and teachers in Inner London responding less positively than teachers in Outer London. However, further analysis revealed that these differences were not statistically significant.

Table 19.   Which of the following best describes how you find the behaviour of most pupils in the school?

	Metropolitan %	Greater London %	Inner London %	Outer London %	Key Boroughs %	Non-key Boroughs %
Always well behaved	2	4	1	5	1	4
Generally well behaved	64	66	60	68	53	67
Sometimes well behaved	27	24	31	22	38	24
Rarely well behaved	6	5	7	5	8	5
Never well behaved	0	0	0	0	0	0
No response	0	0	0	0	0	0
N	2505	4536	1043	3476	265	4254

A single response item
Due to percentages being rounded to the nearest integer, they may not sum to 100

> ### How do you find the behaviour of most pupils in the school?
>
> The multilevel modelling showed that good pupil behaviour was strongly related to levels of school attainment: the higher the attainment of the school the more likely teachers were to report that pupils were generally well behaved. The likelihood of teachers agreeing that their school had well behaved pupils ranged from 44% amongst typical teachers in schools in the lowest band of attainment to 81% amongst teachers in schools in the highest band of attainment.
>
> The larger the school and/or the larger the class sizes, the less likely teachers were to agree that pupils behaved well.
>
> The location of the school was also found to be an important variable. Teachers in London schools were significantly less likely than other teachers to report that pupils behaved well. In particular, teachers in Inner London were less likely to report good pupil behaviour. Teachers from schools in high levels of deprivation were less likely than otherwise similar teachers to report good pupil behaviour.
>
> Perceptions of pupil behaviour also varied according to the role of the respondent, with senior teachers more likely to report good behaviour than classroom teachers with no additional curriculum responsibilities.

Almost all teachers in London agreed that effective behaviour improvement and reward systems were important in helping to improve pupils' learning (76% strongly agreed, 22% agreed).

Around two-thirds of teachers in London (68%) either strongly agreed or agreed with the statement 'this school has a good reputation in the community'. Teachers in Inner London were less likely than teachers in Outer London to strongly agree with this statement (26% compared to 33%). Almost three times the proportion of teachers in non-key boroughs than key boroughs strongly agreed with this statement (32% compared to 12%).

The majority of teachers in London (64%) did not see bullying as a particular problem at their school, 18% were unsure and 19% thought that it was. Teachers from key boroughs were more likely to consider that bullying was a problem at their school than teachers from non-key boroughs (27% compared to 18%). Pupils in London were also asked if they thought that bullying was a particular problem at their school. Overall, a third of pupils thought that it was. Unlike the findings from the teacher survey, there was very little difference between the proportions of pupils in key boroughs and non-key boroughs reporting that bullying was a particular problem at their school (Year 7, 40% and 37% respectively; Year 10 28% in both key and non-key boroughs).

The majority of teachers in London felt that the staff at their school dealt effectively with bullying among pupils. A higher proportion of teachers from non-key boroughs felt this was the case than teachers from key boroughs (67%

compared with 59%). Pupils in London were also asked to what extent they agreed that their teachers dealt effectively with bullying. Overall, a smaller proportion of pupils than teachers felt that bullying was dealt with effectively (39%). As with the teacher survey, Year 7 pupils in key boroughs were less likely than pupils in non-key boroughs to think that bullying was dealt with effectively in their school (41% compared to 48%). For Year 10 pupils, there was very little difference between responses in key and non-key boroughs (28% and 30% respectively).

Staff here deal effectively with bullying issues

Senior teachers were again more likely than other teachers to respond positively to this statement. Headteachers and deputy headteachers were the most likely to agree that staff at their school dealt effectively with bullying issues. Teachers aged over 40 were also more likely to agree with this statement, as were teachers from a Black African background.

Teachers from schools in the lowest bands of attainment and/or from schools with larger class sizes were the least likely to agree that bullying issues were dealt with effectively.

Teachers from schools in areas with high levels of deprivation were more likely to agree that staff dealt effectively with bullying than otherwise similar teachers.

Around two-thirds of teachers (64%) agreed that, in the school as a whole, control of pupils was good. Teachers from non-key boroughs were more likely to think that this was the case than teachers from key boroughs (65% compared to 49%).

Just over half of teachers in London felt that most pupils in the school were always or generally motivated to work hard. A further 38% said that they were sometimes motivated to work hard (7% said rarely). Teachers from key boroughs reported lower levels of motivation amongst pupils than teachers from other boroughs (39% said that pupils were always or generally motivated to work hard, 51% said sometimes, 10% said rarely or never motivated).

3.5 Improving the transition process

Teachers in London were asked how important they thought different factors were in smoothing the transition process for pupils from primary to secondary school.

Almost all teachers (85%) thought it was important to provide more support for pupils during the transition process. How important, however, varied between different groups of teachers (see Table 20). For example, teachers

from key boroughs were more likely to think that this was very important than teachers from non-key boroughs (54% compared to 40%).

Table 20. How important is more support for pupils in transition between primary and secondary school?

	Greater London %	Inner London %	Outer London %	Key Boroughs %	Non-key Boroughs %
Very important	41	47	39	54	40
Quite important	44	41	45	37	44
No opinion	9	6	9	5	9
Not very important	5	4	6	3	6
Not important at all	0	0	0	0	0
No response	1	1	1	1	1
N	4536	1043	3476	265	4254

A single response item
Due to percentages being rounded to the nearest integer, they may not sum to 100

In terms of factors that would aid the transition process, about half of teachers considered it important to have a timetable that reduces the number of new teachers that pupils meet at secondary school, and to have buildings that create a more welcoming primary-style environment for the youngest children. About a fifth of teachers had no opinion about these suggestions and just over a quarter thought that they were not important. A relatively small proportion of teachers thought that allowing Year 7 pupils to stay in one place as much as possible was important (28%). Approximately a fifth of teachers had no opinion on this suggestion and just over half (52%) felt it was not important.

As can be seen in Table 21, teachers from key boroughs were more likely to consider these suggestions important than teachers from non-key boroughs.

Table 21. How important are the following factors for improving the transition process?

	Key boroughs %	Non-key boroughs %
Timetables which reduce the number of new teachers pupils meet in secondary schools	61	49
Buildings which create more welcoming primary-style environments for the youngest children.	62	52
Allowing Year 7 pupils to stay in one base as much as possible (i.e. teachers move to pupils).	39	28
N	265	4254

A series of single response items
Percentage responding 'very' or 'quite' important

3.6 Good classroom practice

Teachers were asked a number of questions about classroom practice in their school as a whole. Around three-quarters of teachers in London and approximately two-thirds of teachers in metropolitan authorities felt that most lessons at their school were motivating and challenging.

Most lessons are motivating and challenging

The level of school attainment was again found to be an important variable. Teachers from schools in the lowest band of attainment were significantly less likely than other similar teachers to agree with the statement 'most lessons are motivating and challenging'.

In terms of the type of school, teachers from Maths and Computing Specialist Schools were more likely than other similar teachers to agree with the statement.

The role of the respondent was also an important variable, with senior teachers (particularly headteachers and deputy headteachers) viewing lessons more positively than other teachers. Teachers from Black African backgrounds or from Pakistani backgrounds were also more likely to report that lessons were motivating and challenging than other teachers. Teachers over the age of 30 were less likely to agree with the statement.

Almost all teachers in London said that pupils at their school were praised and encouraged in their work (24% strongly agreed with this statement, 69% agreed). The majority of teachers in London also reported that teachers at their school had high expectations of all their pupils (19% strongly agreed, 56% agreed).

60% of teachers said that teaching at their school was informed by up-to-date research and/or best practice. Just over half (53%) agreed that teaching styles were matched to the needs of individual pupils.

Most teachers in London (57%) felt that their school was committed to working collaboratively with other schools to support pupils' learning.

3.7 Location

The majority of teachers working in schools in London (85%) also lived in London. Around a third lived in the same borough as the school; just over half lived in a different borough. Overall teachers working in schools in key boroughs and in Inner London were more likely to live in London than teachers in schools in non-key boroughs or Outer London.

Table 22.   Do you live in London?

	Greater London %	Inner London %	Outer London %	Key Boroughs %	Non-key Boroughs %
Yes, in the same borough as school	34	26	36	28	34
Yes, in a different borough	51	67	47	66	50
No	15	7	17	6	16
No response	0	0	0	0	0
N	**4536**	**1043**	**3476**	**265**	**4254**

A single response item
Due to percentages being rounded to the nearest integer, they may not sum to 100

The majority of teachers currently living outside London did not want to change where they lived.

3.7.1 Journey to work

Just over 60% of teachers reported that their journey to work took 30 minutes or less. A further 21% said it took between 31 minutes to 45 minutes to get to work, while 16% said it took over 45 minutes.

3.8   Recruitment and retention

Teachers in London were asked for their views on what might make teaching in London more attractive. 88% of teachers agreed that having support with the cost of buying a home in London (Key Worker housing) would make teaching in London more attractive (60% strongly agreed, 28% agreed).

Having access to high quality professional development and support from subject specialists was seen as important by most teachers (90%).

Just under 90% of teachers agreed that having access to up-to-date ICT, including interactive whiteboards would help make teaching in London more attractive.

Three-quarters of teachers agreed that working in a new or refurbished school would help. Just over half of teachers (57%) thought that professional recognition of relevant London experience and skills through Chartered London Teacher status would make teaching in London more attractive.

Teachers from key boroughs were much more likely than teachers from non-key boroughs to strongly agree that each of the above suggestions would make teaching in London more attractive.

The item that teachers were least convinced would make London a more attractive place to teach was if their school had Specialist School/Training School status: 46% thought this would make it more attractive, 29% were not sure, 23% thought that it would not.

Teachers in London were also asked whether they thought that Specialist Schools and Training Schools were valuable in improving teaching and learning in London. Two-thirds of teachers (66%) viewed Training Schools as valuable. Just over half of teachers (53%) said that they thought Specialist Schools were valuable.

3.9 Open-ended responses – opinions about teaching

3.9.1 Establishing a culture of achievement

In addition to the closed questions reported above, all teachers were asked the following question:

> *What would help/has helped to establish a culture of achievement in your school?*

Teachers' comments could be grouped into a number of broad categories relating to:

• behaviour management, sanctions, reward systems and incentives;

• quality of staff and leadership;

• ethos, attitudes and expectations; and

• pupil support and staff/pupil relationships.

Teachers frequently mentioned more than one issue in their response, as these comments illustrate:

> *Rewarding positive system. Behaviour policies supported by senior management. Relationship with parents.*
> (Teacher, London)

> *Strong leadership of management team. Still care about the well-being of the staff and the pupils. Not subsumed by data collection and paperwork.* (Teacher, London)

Table 23 shows the most common responses for teachers in London and other metropolitan areas.

Table 23. What would help/has helped establish a culture of achievement in your school?

	London %	Metropolitan %
The school having a good reward system/offering incentives	13	9
Celebration of success events such as assemblies/displays/performances	10	6
Having a good/strong headteacher or leadership team	9	14
The teachers have high expectations of the pupils/demand high standards	9	6
There is good behaviour management	8	13
Having high quality staff (e.g. motivated/committed)	5	6
The school has high expectations of its staff	5	8
There is good support for the pupils/the pupils feel valued	5	6
Parental involvement/support helps	5	5
The pupils having positive attitudes (e.g. the pupils are well motivated)	4	4
There is a good working ethos in the school	4	2
The school offers lots of enrichment activities/extra curricular activities	4	2
Hard work is recognised	3	4
There is a good teaching and learning culture in the school	3	3
There is a good staff support system	3	6
Target setting	2	2
Improvement in school examination grades	2	1
The school has a clear behaviour code/discipline policy	2	3
Pupils should have positive role models especially linked to ethnic minority groups	2	1
Nature of school (e.g. the school is selective/has Specialist School Status/is faith based)	2	2
Use of effective sanctions/punishments	1	3
There is high staff morale	1	3
Inclusion/exclusion issues	1	3
No response given	28	29
N	**4536**	**2505**

An open-ended question. Respondents could give more than one answer. Not all responses are shown.

Comments indicated that teachers felt that building a culture of achievement required an emphasis on success and good behaviour. Teachers referred to the need for a good system of rewards and incentives, the need to celebrate success in events such as assemblies, displays and performances, and the importance of a good behaviour code and effective sanctions. More London teachers mentioned reward systems and the celebration of success than teachers in other metropolitan areas. In comparison, metropolitan teachers were more likely to mention behaviour management than London teachers. Some examples of comments include:

> *Assemblies to celebrate success, merit points, praise in planners, letters to parents.* (Teacher, London)

> *Award ceremonies, successful Ofsted, displays celebrating achievement.* (Teacher, London)

> *Celebrating achievement by displaying on walls/certificates/prizes etc.* (Teacher, metropolitan authority)

Teachers also commented on the need for high quality staffing and effective leadership. 14% of metropolitan and 9% of London teachers mentioned the importance of a strong headteacher or leadership team. Teachers also commented on the importance of having high quality staff (i.e. motivated and committed teachers) and a good staff support system.

A third group of teacher comments related to ethos, attitudes and expectations, with teachers remarking on the need for a good working ethos in schools, a good culture of teaching and learning, and the importance of positive attitudes among pupils and teachers. In addition to this, they remarked on the importance of support for pupils and teachers, and the value of parental involvement in schools (with no discernible difference between the comments of London and metropolitan teachers).

3.9.2 Factors that encourage teaching in London

Teachers in London were also asked two further questions specifically about teaching in London. Firstly:

> *What factors or changes would most encourage you to go on teaching in a London school?*

Table 24 shows the most common responses.

Table 24. What factors or changes would most encourage you to continue teaching in London?

Comment	Greater London %	Inner London %	Outer London %	Key boroughs %	Non-key boroughs %
Salary related (e.g. more pay or increased London Allowance)	24	19	25	19	24
Pupil behaviour needs to be improved/better behaviour management	15	16	15	16	15
Teachers need more help with housing/Key Worker scheme does not work	8	10	8	10	8
Improved leadership/support from SMT	6	7	5	7	5
Smaller class sizes	5	6	5	6	5
Increased availability of training/INSET/professional development opportunities	5	6	5	7	5
Improvements to school facilities/environment	4	5	4	6	4
Having a reduced timetable/more non-contact time for marking/preparation	4	4	4	3	4
General comment about the high cost of living in/around London	4	2	4	2	4
Improved team working/staff support system	4	5	3	6	4
School having up-to-date/improved equipment	4	4	4	4	4
Improved status for teachers	3	3	3	5	3
Opportunities for promotion/better career structure	3	3	3	2	3
Less paperwork/bureaucracy for teachers	2	3	2	2	2
Inclusion/exclusion issues (e.g. schools being able to exclude disruptive pupils)	2	2	2	1	2
Transport related (e.g. teachers getting free travel passes like other Key Workers)	2	3	2	3	2
Fewer new initiatives	2	2	2	1	2
Multi-ethnic/multi-cultural issues (e.g. London is such a multi-cultural city)	2	3	2	2	2
None needed (e.g. I shall be retiring soon/would not want to leave London)	2	3	2	3	2
More support/help being available for pupils (particularly those with special needs)	2	3	2	3	2
Financial investment in the schools/additional funding for the schools	2	2	2	2	2
No response given	1	0	1	0	1
N=	4536	1043	3476	265	4254

An open-ended question. Respondents could give more than one answer. Not all responses are shown.

A wide range of comments were received in response to this question. The most commonly cited responses centred on increased salary and issues surrounding the cost of living in London, in particular the cost of housing. Comments about strong leadership, support from members of the school management team (SMT), and improved team work were given. Difficulties with pupil behaviour and the need for smaller class sizes were also mentioned. Below are some examples of typical or particularly illustrative quotations.

Greater pay! Can't afford to buy a house, so will be leaving London!

Key Worker housing – availability of help for those who probably have a property but need to move and cannot afford to do so.

Smaller class sizes. This has been the reason many colleagues have moved to the private sector. I believe this is one of the most important factors in improving achievements in education.

3.9.3 Benefits and challenges of teaching in London

The final question to teachers in London asked about the benefits and challenges of teaching in a London school.

Again, a wide range of responses were received from teachers in relation to this question. Table 25 shows the most commonly cited responses.

The diversity of pupil backgrounds was the most commonly cited main benefit of teaching in a London school (mentioned by 23% of teachers). Occasionally, however, this was said to be one of the challenges as well. The second most commonly cited response was the challenge of poor pupil behaviour (mentioned by 21% of teachers). Similar comments to those raised in previous questions arose: teaching in London provides access to extensive resources, such as galleries and museums; greater opportunities for training and promotion; problems stemming from the cost of living in London; and a lack of parental involvement or support for the school.

Benefit – exposure to a diverse, exciting cultural mix, and energy and change. Challenge – extreme behaviour, poverty and lack of aspiration.

Variety of cultures never encountered before (challenge at first – hard to adjust to – then a benefit)

Opportunities on your doorstep for London sites/venues.

The main challenge is poor and worsening behaviour by a minority of pupils.

Keeps your class management skills sharp!

Table 25. What do you think are the main benefits/challenges of teaching in London schools?

Comment	Greater London %	Inner London %	Outer London %	Key boroughs %	Non-key boroughs %
The diversity of the pupils' backgrounds/cultural mix of the pupils provides benefits	23	28	22	27	23
There are a lot of behaviour issues affecting London schools/challenging behaviour is a concern	21	23	20	24	20
Access to external resources such as museums, theatres, shops for educational purposes is advantageous	8	7	8	6	8
It is rewarding/sense of satisfaction/feeling that you make a difference to the young people's lives	5	7	5	9	5
Motivation of pupils can be difficult	5	5	5	6	5
Challenges from working with a diverse pupil body	4	4	4	5	4
Cost of living concerns (e.g. London is very expensive)	4	3	4	2	4
Bigger budgets/more money available to London schools	4	4	4	3	4
Often a lack of parental involvement/support for the school	4	4	4	4	4
There is a wider range of opportunities for training/professional development locally	2	3	2	2	2
Schools have a large proportion of disadvantaged pupils	3	5	3	5	3
There are more opportunities for promotion/career progression	2	2	2	2	2
Understanding the variety of pupil backgrounds and needs can be a problem	2	3	2	4	2
The benefits derived from the pupils' personalities/sense of humour/resilience	2	3	1	3	2
Overcoming the challenges that make each day different	2	3	2	5	2
Teaching in London is a unique experience	4	5	4	3	4
Staff recruitment/retention can be difficult	2	2	2	1	2
Schools have large numbers of pupils with SEN/EAL needs	2	2	2	2	2
The cultural/ethnic diversity of the staff/colleagues is a benefit	2	3	2	2	2
Other relevant or vague comments	3	3	3	5	3
No response given	28	22	30	24	28
N=	**4536**	**1043**	**3476**	**265**	**4254**

An open-ended question. Respondents could give more than one answer. Not all responses are shown.

3.10 Further statistical analysis

3.10.1 Factor analysis

This section presents the main findings from the further statistical analysis of the teacher questionnaire data. Factor analysis was used to identify groups of questions that produce similar patterns of responses and that cover similar issues. Due to the relatively small number of items contained on the questionnaire for teachers in metropolitan authorities, factor analysis was only carried out on the data from the London teacher questionnaires.

Six factors were identified from items in the questionnaire. These factors covered the main themes reported in the earlier sections in this chapter. (Details of which individual questions contributed to each factor can be found in Appendix G).

Factor 1: good school for teachers

This factor consisted of 19 items from the questionnaire. This factor brought together topics such as leadership, quality and professional development. This factor included questions on whether teachers enjoyed working at their current school most of the time, whether the school had high staff morale and whether the senior management at their school provided good leadership.

Factor 2: importance of non-curricular support

This factor comprised 13 items from the questionnaire. The topics covered by these items related to school resources, parental involvement and future career-related support for pupils.

Factor 3: time and workforce remodelling

This factor consisted of five items. The factor contained questions on aspects of teaching relating to improved teacher satisfaction and morale. Areas covered included the importance of more time, less form filling, more support staff and smaller class sizes.

Factor 4: behaviour of pupils

Eight questionnaire items were grouped together to create a factor relating to pupil behaviour. In addition to a direct question asking teachers to rate the behaviour of most pupils in their school, the factor also included questions on bullying, control of pupils and pupil motivation.

Factor 5: improving the transition process

This factor consisted of the four items in the questionnaire that explored issues surrounding the transition to secondary school for Year 7 pupils.

Factor 6: good classroom practice

Questions included in this factor covered: the extent to which lessons were seen as motivating and challenging; praise and encouragement of pupils; the use of up-to-date research and/or best practice in informing classroom practice. A total of six items contributed to this factor.

Each factor was then analysed using multilevel modelling. This modelling included:

- background characteristics of respondents (e.g. role, age, ethnic background and gender); and
- school characteristics (e.g. levels of attainment, school size, and location).

3.10.2 Main findings

Attainment

Teachers from schools with the highest levels of attainment (top 40%) were most likely to consider their school to be a good school to teach in. They were more likely than other similar teachers to report that pupils were well behaved and less likely than other teachers to think that non-curricular support was important.

Teachers in schools in the highest band of attainment (top 20%) were also more likely than similar teachers in schools in the lowest band of attainment to describe classroom practice as of a high quality. However, the gap between teachers' views in schools in the highest and lowest attainment bands had narrowed since 2005.

Teachers from schools in the lowest attainment bands (bottom 40%) were more likely than other teachers to view improving transition for pupils from primary to secondary school as important.

Role of respondent

The seniority of the role of the respondent was an important variable in relation to each of the factors. Taking into consideration differences in the background characteristics of respondents, the more senior the teacher the more likely they were to hold a positive view of the school they worked in. For example, senior managers were more likely than other teachers to view pupil behaviour as generally good and to consider classroom practice as being of a high standard.

More senior teachers were less likely than similar teachers of less seniority to consider the factor relating to time and workforce remodelling as important. The only exception to this were heads of department who were more likely than other teachers to rate this factor as important.

Ethnicity

Teachers from Black African backgrounds were slightly more likely than white teachers to consider their school to be a good school to work in and to report good pupil behaviour.

Teachers from Indian, Black African or Black Caribbean backgrounds were slightly more likely than white teachers to stress the importance of non-curricular support for pupils (for example, relevant work experience and work related learning, support from Learning Mentors or Personal Tutors, or more support for pupils during the transition process).

The higher the percentage of White British pupils at a school, the more likely teachers were to report good pupil behaviour and the less likely they were to consider aspects of workforce remodelling as important.

In relation to pupil transition from primary to secondary school, teachers from an Indian background or from a Black Caribbean background were more likely than white teachers to feel that improvements to the transition process were important. Further analysis showed that this was slightly more important to teachers from Indian or Black Caribbean backgrounds this year, than in 2005.

Census variables

Teachers from schools situated in areas of high deprivation or in areas with high levels of mobility were less likely than other teachers to report that pupils were well behaved.

Teachers from schools surrounded by high levels of deprivation were also more likely than other teachers to view non-curricular support for pupils as important.

Gender

Female teachers were more likely than their male teaching colleagues to stress the importance of non-curricular support for pupils. They were also more likely to consider aspects of workforce remodelling as important. Female teachers were less likely than male teachers to consider that pupils at their school were well behaved and more likely to place importance on improving the transition process for pupils.

Age

Older teachers (in particular teachers aged over 50) were the least likely to think that non-curricular support for pupils was important. Teachers aged 40 or over were the most likely to give high importance to issues relating to time and workforce remodelling while teachers aged under 30 years old were the least likely to rate these issues as important.

Younger teachers were more likely than other teachers to report poor pupil behaviour.

Teachers under the age of 40 were less likely than other teachers to view improving the transition process as important.

Other school variables

The larger the class sizes in a school, the less likely teachers were to report good pupil behaviour or high-quality classroom practice. Teachers in schools with larger class sizes were also more likely than other similar teachers to stress the importance of improving the transition process for pupils.

4.   Variation between schools

The analysis so far has explored differences between pupils in terms of the areas in which they go to school, their personal characteristics and the characteristics of the schools they attend. Similarly, differences between teachers have been examined. So far, differences between schools have not been considered. This section looks at the extent to which schools in London differ in terms of the attitudes and experiences reflected in pupils' and teachers' responses to the questionnaires. Are there, for example, schools where pupils are more likely to report that they get homework regularly, or where there is greater access to the internet at home? How much variation is there between schools in the extent to which teachers feel that there is effective leadership, or that teachers work collaboratively to develop their skills?

In order to compare questions of different types, the response to each question was scored on a scale from 0 to 100. For a yes/no question, such as 'Do you want to go on to a college or university?', 'No' was scored as 0 and 'Yes' as 100. For questions with five options, the least positive was scored as 0 and the most positive as 100, with the intermediate options as 25, 50 and 75. The average score for each school was then calculated: this is termed the percentage positivity in this section. The variation between schools was calculated using the standard deviation of the percentage positivity scores across all schools.[11] The percentage positivity scores and their standard deviations provide a way of comparing questions and identifying those where there is the greatest variability between schools.

4.1   Pupil questionnaire

To avoid schools where very few pupils completed questionnaires having an overly large effect, schools where fewer than ten pupils responded were removed from the analysis.

The ten questions showing the greatest variation are shown in Table 26.

Travelling to school by public transport or on foot were the two questions showing the greatest variation between schools, whilst travelling by car was one of the ten questions showing high levels of variation. The percentage of pupils using public transport ranged from 14% in one school to 94% in

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[11]   The standard deviation measures the extent to which the percentage positivity scores for schools is spread about the average percentage positivity for all schools: the larger the standard deviation the greater the variation between schools. If there was no difference between schools, the standard deviation would be 0.

another, with a standard deviation of 17.8. The findings in relation to these questions were very similar to those in 2005.

The variation between schools was also relatively large in relation to attending the school nearest home and preferring a different school: again, the pattern in 2006 was very similar to that in 2005.

In 2006, the extent to which pupils reported that they regularly received homework varied considerably between schools (with percentage positivity scores ranging from 45 to 99%. The range in 2005 was slightly narrower (56 to 100%).

As in 2005, the percentage positivity scores in relation to whether pupils thought their school was better than most ranged from just under 40% to about 90%. Responses in relation to the extent to which pupils experienced a teaching assistant working with a teacher were also similar in 2005 and 2006.

In 2005, there was considerable variability in the extent pupils from different schools had access to the internet at home (with a range of 41 to 98%, and a standard deviation of 11.8). In 2006, the difference was slightly less marked, with a range of 54 to 98% and standard deviation of 9.2.

Table 26.   Percentage positivity scores for the ten pupil questions with the greatest variation between schools

Question	Lowest percentage positivity	Highest percentage positivity	Standard deviation between schools	Rank in 2006	Rank in 2005
Travel to school on public transport	14	94	17.8	1	1
Travel to school on foot	5	83	16.8	2	2
Attending the school nearest home	7	82	15.7	3	3
Prefer different school	4	63	12.1	4	4
Travel to school by car	7	67	11.8	5	6
Get homework regularly	45	99	11.2	6	9
School better than most	38	89	10.9	7	7
Often have a teaching assistant	20	80	10.8	8	10
Taking part in lunchtime or after-school activities	21	69	9.5	9	0
Bullying a particular problem	23	73	9.3	10	0
Number of schools				181	175

4.2   Teacher questionnaire

The same analysis was carried out with the teacher questionnaire (see Table 27). To avoid schools where very few teachers completed questionnaires having an overly large effect, schools where fewer than five teachers responded were removed from the analysis.

Six of the ten questions showing the greatest variability in 2006 were also among the most variable in 2005. These related to the extent to which teachers would recommend the school to their friends or to other teachers, whether they felt it had a good reputation and high staff morale, whether senior management provided good leadership and whether the school had a distinct mission and ethos. These are all related to school ethos, management and the overall quality of the school. In 2006, questions on the extent to which Training Schools and Specialist Schools were seen as valuable in improving teaching and learning also showed considerable variation between schools.

In 2005, one of the ten questions showing greatest variability related to the extent to which teachers would recommend London as a good place to work, but there was slightly less variation between schools for this question in 2006. Similarly, there was a reduction between 2005 and 2006 in the variability between schools in relation to support in dealing with difficult pupils.

Table 27. Percentage positivity scores for the ten teacher questions with the greatest variation between schools

Question	Lowest percentage positivity	Highest percentage positivity	Standard deviation between schools	Rank in 2006	Rank in 2005
Would advise friends to send children	6	100	27.4	1	1
School has a good reputation	19	99	22.4	2	2
Would recommend school to teachers	20	100	18.8	3	3
School well resourced	20	95	16.7	4	4
Training Schools are valuable in improving teaching and learning	25	100	14.9	5	-
Specialist Schools are valuable in improving teaching and learning	9	94	14.7	6	-
School has high staff morale	12	90	14.4	7	5
Control of pupils is good	29	96	13.8	8	7
Senior management provides good leadership	26	85	13.6	9	6
School has distinct mission and values	31	100	13.5	10	9
Number of schools				**162**	**164**

5. Changes over time

The London Challenge Pupil and Teacher Surveys were carried out in 2004, 2005 and 2006. The questions asked of teachers and pupils were very similar in each year, allowing the investigation of changes in pupils' and teachers' attitudes over time. This chapter examines these changes, using two sub-samples of schools:

- all those schools that took part in all three surveys (n=44[12])

- all schools that took part in 2005 and 2006, regardless of whether or not they also participated in 2004 (n=125).

Questions which did not show changes in attitudes or experiences over time are not discussed in this chapter.

The design of the surveys was such that, although the same schools are included for each year under consideration, individual pupils participated in only one year. Some of the teachers completing the questionnaire in one year may also have participated in other years.

5.1 Changes between 2004, 2005 and 2006

The following section discusses those questions that showed changes over time between the results from 2004 and those from 2006. In this section, we focus on questions where there was a substantial change[13] between 2004 and 2006.

Pupils' attitudes in London – changes between 2004 and 2006

- In 2006, Year 7 and Year 10 pupils were less likely to indicate that racism was not a particular issue in their school and more likely to respond that they were unsure.

- In 2006, Year 7 and Year 10 pupils were more likely to report that learning was easier with an interactive whiteboard.

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12   Due to the relatively small number of schools participating in each of the three surveys there is a potential for bias in this sample. It is important to note that schools participating in each of the three surveys may have different characteristics to the overall samples of schools.

13   A change was deemed to be significant if proportion of respondents selecting a given response category differed by ten percentage points or more between 2004 and 2006.

- In 2006, Year 7 and Year 10 pupils were more likely to report that their parents came to school because they (the pupils) had been in trouble. Year 7 pupils were also more likely to report that their parents came to school because they (the pupils) were having problems and for social events.

- In 2006, pupils were more likely to identify travelling by public transport as one of the means by which they travel to school.

Teachers' attitudes in London – changes between 2004 and 2006

- In 2006, teachers were more likely to recommend London as a place to work.

- In 2006, teachers working, but not living, in London, were less likely to want to live in the capital.

5.1.1 Pupils' attitudes

School quality

There was a year on year increase in the percentage of Year 7 pupils from Inner London who strongly agreed that their school was giving them a good education (up from 31% in 2004 to 38% in 2005 and 42% in 2006).

Overall, the percentage of Inner London pupils in Year 7 who agreed (either strongly agreed or agreed) that their school was giving them a good education remained relatively constant (82% in 2004, 83% in 2005 and 81% in 2006).

For Year 10 pupils, there were no substantial changes in responses between 2004 and 2006.

Classroom experience

There was a year on year increase in the percentage of Year 7 pupils from all areas of London who reported that they 'sometimes' had a teaching assistant helping the teacher in the classroom.[14] This, however, coincided with a small decrease in the percentage of pupils from all areas reporting that they 'often' had a teaching assistant helping in the classroom.

For Year 10 pupils, there were no substantial changes between 2004 and 2006.

Use of ICT

From 2004 to 2006, there were increases in the proportion of pupils strongly agreeing or agreeing that they learned more easily when the teacher uses an interactive whiteboard. Much of the increase was between 2004 and 2005,

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[14]   In Greater London, the proportion increased from 28 % in 2004 to 38 % in 2005 and 39 % in 2006. The corresponding figures for Inner London were 29 % in 2004, 38 % and 40 % and for outer London 27 %, 38 % 39 %.

with a relatively small change between 2005 and 2006. There was also a decrease in the percentage of Year 10 pupils from Outer London who were not sure whether or not they learned more easily when the teacher uses an interactive whiteboard.

Bullying

There was a year on year increase in the percentage of Year 7 pupils from Inner London who reported that they had not been bullied during that term (up from 48% in 2004 to 55% in 2005 and 59% in 2006).

There was a decrease in successive years in the percentage of Year 10 pupils from Inner London who disagreed or totally disagreed that bullying is a particular problem at their school: the proportion fell from 51% in 2004 to 37% in 2005 and 34% in 2006, suggesting that an increasing proportion of Year 10 pupils see bullying as a problem.

Racism

As shown in Figure 1, there was an increase in the percentage of Year 7 pupils from Greater London who responded that they were not sure whether racism was a particular issue at their school (from 18% in 2004 to 31% in 2005 and 31% in 2006). This increase was associated with a corresponding decrease in the percentage of Year 7 pupils from these areas who did not feel that racism was an issue in their school (from 60% in 2004 to 44% in 2005 and 48% in 2006).

Figure 1.   Do you think racism is a particular problem at your school? (London Year 7 pupils)
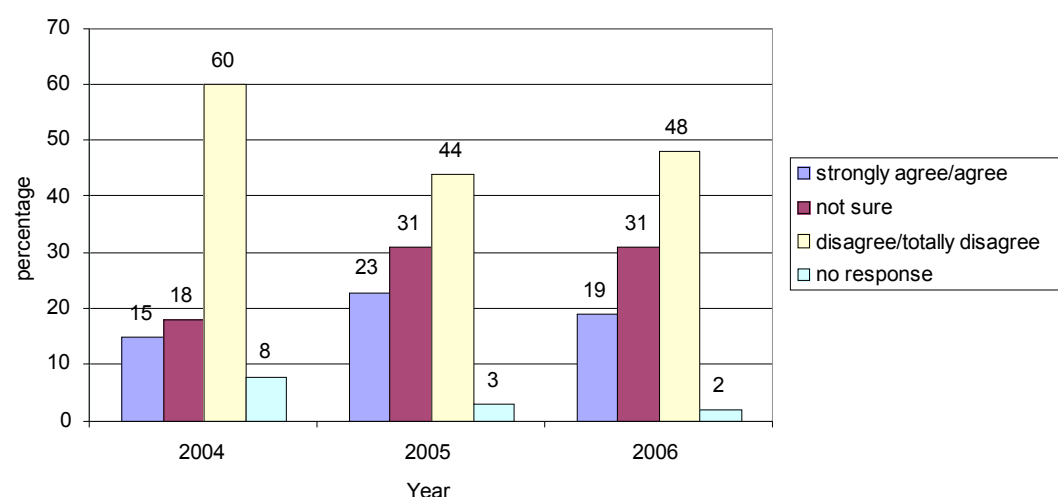
Similarly there was an increase in the percentage of Year 10 pupils from Greater London who responded that they were not sure whether racism was a particular issue at their school (from 17% in 2004 to 25% in 2005 and 27% in 2006). This was associated with a decrease of about 12 percentage points in the respondents who disagreed or totally disagreed, and an increase of about

five percentage points in the respondents who strongly agreed or agreed, that racism was a particular issue in their school.

Figure 2. Do you think racism is a particular problem at your school? (London Year 10 pupils)
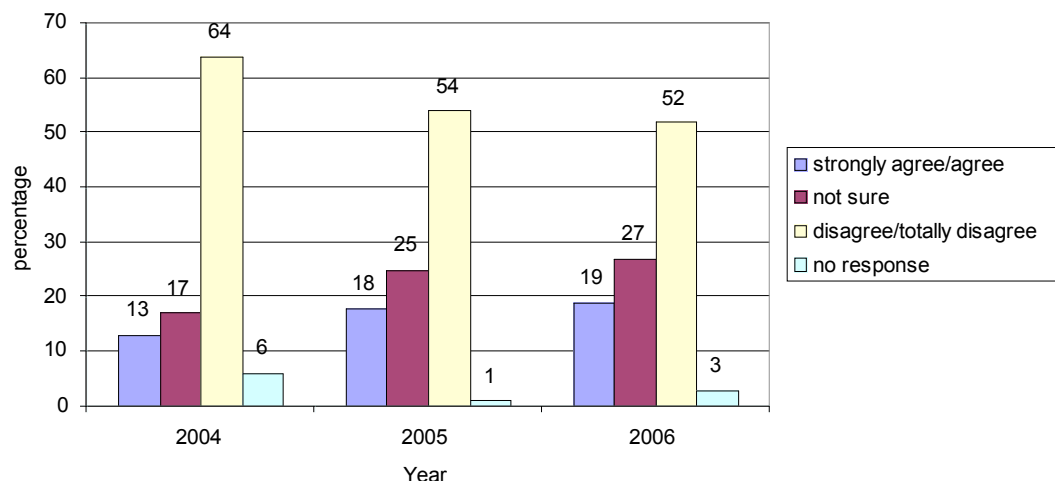

Home resources and parental support

There was a year on year increase in the percentage of Year 7 pupils from Inner London who reported that they had computer access to the internet at home, up from 67% in 2004 to 73% in 2005 and 79% in 2006.

The proportion of Year 7 pupils from Greater London who reported that their parents attended parents' evenings increased from 81% in 2004 to 91% in 2005 and 2006.

There was a year on year increase in the percentage of Year 7 pupils from all areas of London who reported that their parents attended social events at school. In Greater London the proportions increased from 18% in 2004 to 29% in 2005 and 32% in 2006. For Inner London the corresponding figures were 15% in 2004, 25% and 29%; and for Outer London 19%, 29% and 33%.

As shown in Figure 3, there were increases in the percentage of Year 7 pupils from all areas of London who reported that their parents come to school because they (the pupils) were having problems in school (in Greater London up from 11% in 2004 to 26% in 2005 and 2006; in Inner London up from 11% in 2004 to 25% in 2005 and 2006 and in Outer London up from 11% in 2004 to 26% in 2005 and 2006).

Figure 3. My parents come to school because I am having problems at school (London Year 7 pupils)
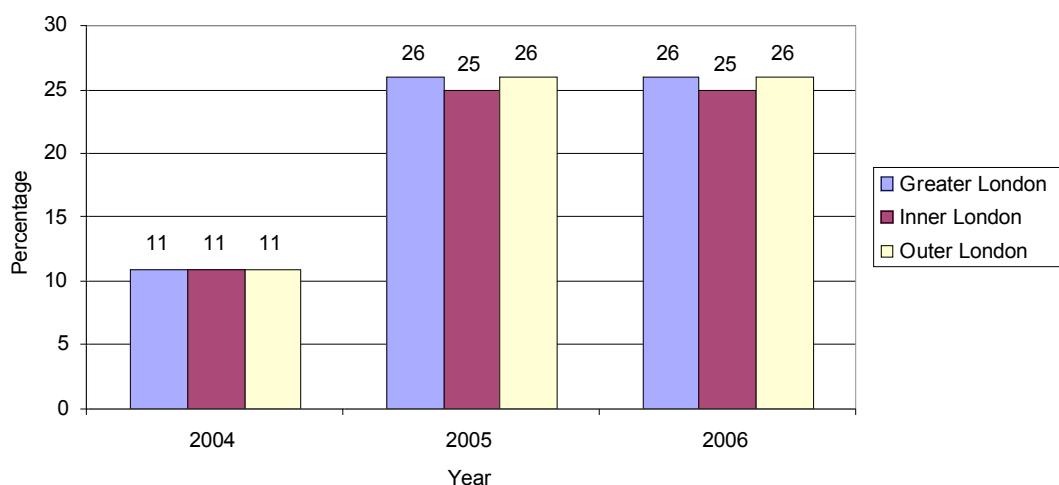
There were also increases in the percentage of Year 7 pupils from all areas of London who reported that their parents come to school because they (the pupils) had been in trouble at school. In Greater London, the proportions increased from 3% in 2004 to 20% in 2005 and 2006, in Inner London from 3% in 2004 to 22% in 2005 and 2006, and in Outer London up from 3% in 2004 to 19% in 2005 and 20% in 2006). There were similar increases for Year 10 pupils (see Figure 4, below).

**Figure 4.** My parents come to school because I am in trouble at school (London Year 10 pupils)
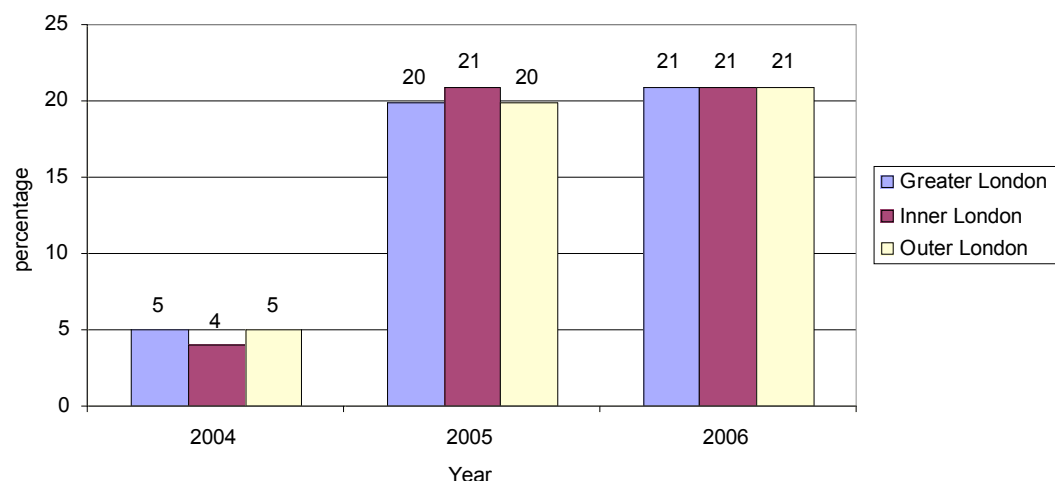
Travelling to school

There was an increase in the percentage of Year 7 pupils from all areas of London who responded that they used public transport for at least part of their journey to school (in Greater London up from 28% in 2004 to 35% in 2005 and 34% in 2006; in Inner London up from 16% in 2004 to 26% in 2005 and 2006 and in Outer London up from 37% in 2004 to 42% in 2005 and 51% in

2006). Generally, higher proportions of Year 10 pupils used public transport, but there was a similar pattern of increases (see Figure 5, below).

**Figure 5.**   Percentage of Year 10 pupils using public transport as part of their journey to school
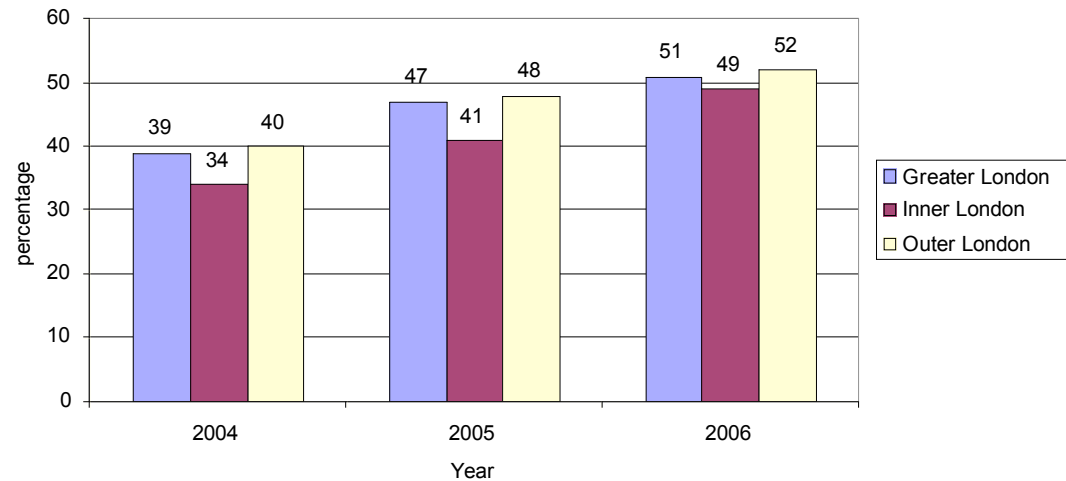
5.1.2 Teachers' attitudes

As with the pupil questionnaires, data was available from a sub-sample of schools that had taken part in the 2004, 2005 and 2006 surveys. The following section discusses those questions that indicate substantial changes between 2004 and 2006.

Working in schools

As shown in Figure 6, there was a year on year increase in the percentage of teachers in Greater London who reported that they would recommend London to other teachers as a good place to work (up from 52% in 2004 to 58% in 2005 and 68% in 2006). The increase was particularly evident in Outer London (up from 49% in 2004 to 57% in 2005 and 68% in 2006).

Figure 6.   Percentage of teachers who would recommend London as a good place to work
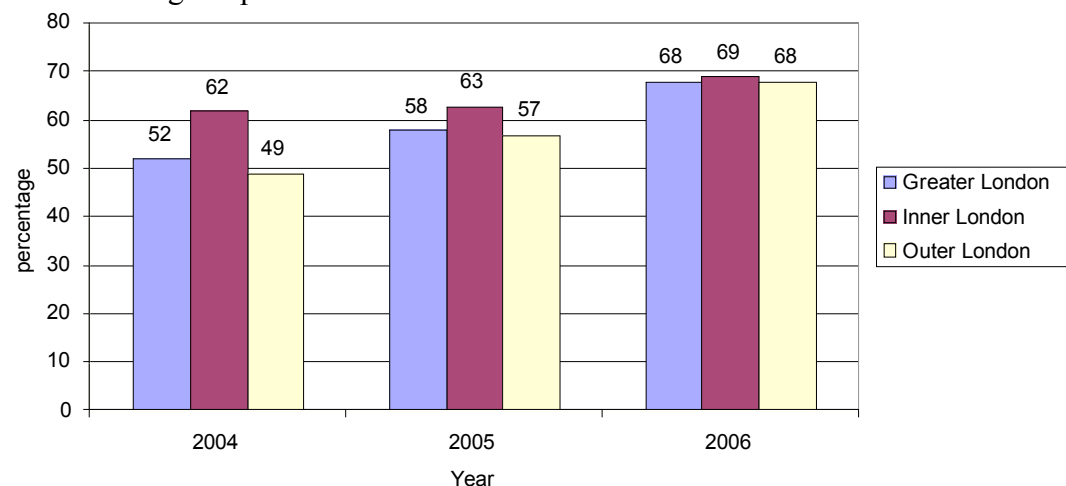
School quality

The percentage of teachers in Inner London who reported that the quality of schooling at their school had remained the same over the last 12 months increased each year, from 30% in 2004 to 36% in 2005 and 44% in 2006. This was associated with a small decrease (3 percentage points) in the percentage of Inner London teachers reporting that the quality was slightly worse. There was a 13% drop in Inner London teachers reporting that the quality was 'much' or 'slightly' improved (from 48% in 2004 and in 2005 to 35% in 2006).

The importance of non-curricular support

Overall, the percentage of Inner London teachers who either agreed or strongly agreed that adequate ICT provision was important in helping staff to improve pupils' learning showed a small increase (five percentage points) between 2004 and 2006. There was a year on year increase in the percentage of teachers in Inner London who responded that they agreed[15] with the statement, from 46% in 2004 to 49% in 2005 and 57% in 2006. However this increase was associated with a small decrease in the percentage of these teachers who responded that they strongly agreed that adequate ICT provision was important.

Similarly there was an increase in the percentage of teachers in Inner London who responded that they agreed (but did not strongly agree) that refurbished and well-resourced schools were important in helping staff to improve pupils' learning (40% in 2004, 39% in 2005, 51% in 2006). However, this increase was associated with a corresponding decrease in the percentage of Inner London teachers who strongly agreed with the statement (55% in 2004, 57% in 2005, and 45% in 2006). Overall the percentage of Inner London teachers who either agreed or strongly agreed remained broadly unchanged between 2004 and 2006.

Location

Among teachers who worked in Greater London but who did not live in London, there was a decrease in the percentage who would like to live in the capital (down from 19% in 2004 to 11% in 2005 and 9% in 2006). There were corresponding increases in the percentage of these teachers who responded that they would not like to live in the capital (from 74% in 2004 to 86% in 2005 and 90% in 2006).

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[15]   That is, excluding those who strongly agreed with the statement.

Figure 7. Would you like to live in London? (teachers working but not living in Greater London)
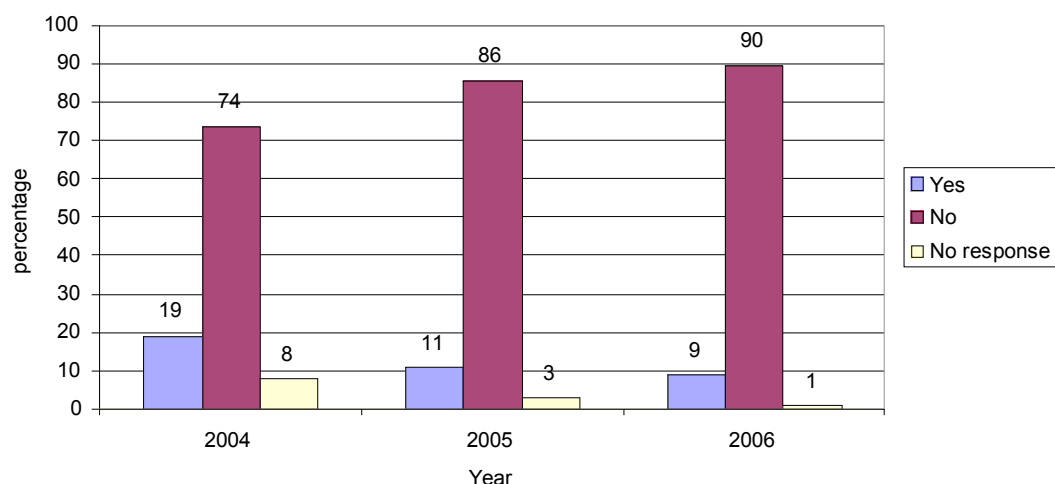
5.2 Changes between 2005 and 2006

This section focuses on changes between 2005 and 2006, and on those questions where there was a change of at least five percentage points for at least one response category.

Pupils' attitudes in London

- Overall, there was very little change in pupils' attitudes between 2005 and 2006.

- Both Year 7 and 10 pupils were less likely to walk to school in 2006 and were more likely to travel to school by public transport.

- A greater proportion of Year 7 pupils said their teachers discussed their progress and advised them on how to improve their work in 2006 than in 2005.

- A smaller proportion of Year 10 pupils felt career guidance was important in 2006 than in 2005.

Teachers' attitudes in London

- For teachers, the changes over time observed between 2005 and 2006 suggest that slight improvements have been made in only one area: an increase in the proportion of teachers who would recommend London to other teachers as a good place to work

- Teachers in Inner London were less positive about the impact of Specialist Schools on teaching and learning in London in 2006 than in 2005.

- There was a fall in the percentage of teachers in Inner London and in the comparison group who reported high staff morale in 2006.

5.2.1 Pupils' attitudes

Generally there was little change in the attitudes of pupils between 2005 and 2006.

Views on school

In 2006, there was an increase in the proportion of Year 10 pupils in Inner London who said their school was much better than other schools in 2006 compared to 2005 (up from 15% to 20%). However, there was a matching decrease in the percentage of pupils reporting that their school was just 'better'.

Getting to and from school

In 2006, pupils living in Inner London were less likely to walk to and from school than in 2005 (down from 53% in 2005 to 48% in 2006 for Year 7 pupils; and down from 54% to 48% for Year 10 pupils). Year 7 pupils in Greater London were more likely to use public transport to or from school in 2006 than in 2005 (55% compared to 47%). Proportions for Year 10 pupils were similar.

Support for learning

There was an increase in the percentage of Year 7 pupils in Inner London who said their teachers took time to discuss progress and offer advice on how to improve their work (62% in 2005 compared to 68% in 2006).

Out-of-school-hours learning

There was a five percentage point decrease (from 31% in 2005 to 26% in 2006) in the proportion of Year 10 pupils in Inner London who said that travel arrangements did not allow them time to participate in after-school activities.

Careers guidance

Year 10 pupils in Inner London were less likely to think careers guidance was very important in 2006 than in 2005 (a decrease from 60% in 2005 to 55% in 2006).

5.2.2 Teachers' attitudes

As with the pupil questionnaires, data was available from a sub-sample of schools that had taken part in both the 2005 and 2006 surveys. Particular focus is placed on questions where there was a change of at least five percentage points for at least one response category.

Due to the small sample sizes, results for key boroughs are not reported separately in this section (n=182 in 2005, n=163 in 2006).

Teaching and learning

In 2006, a greater proportion of teachers in Inner London did not think that their school was committed to working collaboratively with other schools to support for pupils' learning (an increase from 9% in 2005 to 14% in 2006).

In 2006 a smaller proportion of teachers in Inner London than in 2005 strongly agreed that adequate ICT provision was important in helping to improve pupils' learning (46% in 2005, 41% in 2006). However, the proportion of teachers who agreed that ICT provision was important to help pupils learn rose from 45 to 51%. By contrast, there was an increase in the proportion of teachers in Outer London who strongly agreed with this statement (from 38% to 43%).

In 2006, 80% of teachers in Inner London strongly agreed that effective behaviour improvement and reward systems helped to improve pupils' learning compared to 74% in 2005. (There was, however, a matching decrease in the number of teachers that agreed but did not strongly agree.)

Working in schools

A greater proportion of teachers would recommend London to other teachers as a good place to work in 2006 than did so in 2005. The increase was particularly evident in Outer and Greater London, with increases from 56 to 65% for Outer London and from 59 to 67% for Greater London teachers. Increases were also apparent in Inner London (from 58% to 66%).

There was a decrease in the percentage of teachers in Inner London and in non-key boroughs who strongly agreed that refurbished and well-resourced schools were important in helping improve pupils' learning in 2006 compared to 2005 (down to 53% from 58% for Inner London teachers and from 56% to 51% for teachers in non-key boroughs).

Issues related to Specialist Schools

The proportion of teachers in Inner London reporting that Specialist Schools were valuable in improving teaching and learning in London had declined since 2005 (55% in 2005 compared to 49% in 2006).

Professional development

There was an increase in the percentage of teachers who said professional recognition of relevant London experience and skills through Chartered London Teacher status would make teaching in London more attractive. The increase was most evident for Inner London teachers (from 56% to 62%) but was also apparent for teachers in Greater London (from 51% to 57%), in Outer London (from 30% to 35%) and in non-key boroughs (from 49% to 55%).

Issues relating to morale

There was a decrease in the percentage of teachers in Inner London and in the comparison group reporting high staff morale. In Inner London, the percentage of teachers agreeing or strongly agreeing with this statement fell from 52% to 47%. In the metropolitan group the percentage fell from 53% to 47%.

6. Summary of main findings

6.1 Pupil surveys

6.1.1 Life at school

In common with pupils in other metropolitan areas, most pupils in London had something positive to say about life at their school. The majority of pupils in all areas (69%) considered their school to be a good school and a high proportion of pupils in London (81% of Year 7 pupils and 74% of pupils in Year 10) felt that they were getting a good education. There was a slight but statistically significant increase in the proportion of pupils in both London and other metropolitan areas reporting that they were happy at school (in London from 83% in 2005 to 84% in 2006, in other metropolitan areas from 83% to 85%).

6.1.2 Out of lesson activities

Most schools in London and other metropolitan areas provided opportunities for pupils to do extra learning activities or study outside of lesson time. Overall, the proportion of pupils reporting that they had opportunities for extra study was higher in metropolitan authorities than in London (80% compared to 71%). However, for Year 7 pupils, the difference in provision between London and other metropolitan areas had narrowed since 2005. This was due to a reduction in the percentage of pupils in metropolitan areas reporting that they had opportunities for extra study (from 80% in 2005 to 77% in 2006). The proportion of Year 7 pupils in London reporting that they had opportunities for extra study had remained very similar (69% in 2005 and 68% in 2006).

6.1.3 Views on teaching and learning

London pupils were slightly but statistically significantly more likely than similar pupils in other metropolitan areas to report that 'all' or 'most' of their teachers were good teachers (50% compared to 47%). The majority of pupils in London indicated that most teachers explained lesson aims clearly (59%), and took time to discuss their progress with them and to advise them on how they could improve their school work (63%). Just over 80% of pupils in London felt it was important to be praised for good work or behaviour but less than half of pupils in Year 7 (40%) and around a quarter of pupils in Year 10 (27%) said that this 'always' or 'often' happened. This contrasts with the view held by the majority of teachers responding to the London survey (93%) that pupils were praised and encouraged in their work (see sections 3.6 and 6.2.5).

Overall, pupils' views on the work they did at school were less than positive, with most pupils in and outside of London (53%) reporting that they did not find the work they did at school particularly interesting. In London, 37% of pupils in Year 10 and 29% in Year 7 described the work as dull and boring. These views differed considerably to the view held by the majority of teachers (74%) that most lessons were motivating and challenging (see sections 3.6 and 6.2.5).

6.1.4   Behaviour of pupils

Most pupils considered themselves to be well behaved at school (60% of pupils in London and 62% of pupils in other metropolitan areas said that they rarely or never misbehaved).

A minority of pupils in London and other metropolitan areas (4% or less) admitted to often playing truant. Pupils in London schools were slightly more likely to admit to missing school without permission than similar pupils in other metropolitan areas (3% compared to 2% of Year 7 pupils, 4% compared to 3% in Year 10).

Although most pupils in London (57%) felt that they got on well with all or most of their teachers, only a minority of pupils (30% of pupils in Year 7 and 20% of pupils in Year 10) felt that they could go to a teacher for help with a problem. The ability of teachers to deal with the behaviour of other pupils and to tackle issues such as bullying was an issue for some. Overall, less than half of pupils in London (43%) felt that most teachers were good at keeping control in the classroom; a smaller proportion (around two-fifths) felt that most teachers could deal effectively with poor behaviour (38%) or handle bullying if and when it occurred (39%). The majority of teachers responding to the London survey, however, felt that staff dealt effectively with bullying among pupils and that in the school as a whole, control of pupils was good (see sections 3.4 and 6.2.6).

29% of pupils in London reported that other pupils in their school tried to disrupt lessons every day; 45% of pupils in London and 42% in other metropolitan areas reported that other pupils were 'always' or 'often' so noisy in class that they found it difficult to work. Overall, Year 7 pupils in London were the most likely to indicate that there was a high level of noise from pupils in class (46% compared to 39% in Year 10).

37% of Year 7 pupils and 28% of Year 10 pupils in London felt that bullying was a particular problem at their school. In London, 3% of pupils said that they were bullied every day and a further 3% every week. Most pupils had seen another pupil being bullied at school: 30% of pupils said that this happened 'sometimes'; a further 17% said that they had witnessed other pupils being bullied on a daily or weekly basis.

- Overall around a fifth of pupils in London (24% of Year 7 pupils and 19% of pupils in Year 10) felt that racism was a particular problem at their school. In 2006, pupils were less likely than in 2004 to indicate that racism was not a particular issue in their school and more likely to respond that they were unsure. (The percentage of Year 7 pupils who did not feel that racism was a particular issue declined from 60% in 2004 to 44% in 2005 and 48% in 2006. The percentage responding that they were unsure increased from 18% in 2004 to 31% in 2005 and 2006. The percentage of Year 10 pupils indicating that racism was not a particular issue dropped from 64% in 2004 to 54% in 2005 and 52% in 2006. The percentage responding 'not sure' increased from 17% in 2004 to 25% in 2005 and 27% in 2006).

6.1.5 Support and access to resources at home

The majority of pupils in London (84%) and other metropolitan areas (85%) received help and advice with their school work from parents or carers.

Overall, just over 80% of pupils in London and in other metropolitan authorities had access to the internet at home – a significant increase compared to 2005. In general, pupils in London were more likely to have access to the internet at home than similar pupils in other metropolitan areas. However, it was not universal and there was considerable variability in the extent to which pupils from different schools had access to the internet at home. In some schools, just over 40% of pupils said they had access to the internet at home.

The majority of pupils (particularly in Year 7) had been given advice from their parents, carers or teachers about using the internet safely (Year 7: 75% in London, 76% in other metropolitan areas; Year 10: 57% in London and the same percentage in other metropolitan areas). Overall, female pupils were more likely to say that they had received advice on safe internet use than male pupils.

6.1.6 Travelling to school

Over half of pupils in London (53%) did not attend the school closest to home. However, most pupils (70%) reported that it took them less than half an hour to get to school. Of this, 35% of pupils said that the journey to school took less than 15 minutes. On average it took pupils in London longer to get to school than pupils in other metropolitan authorities.

6.2 Teacher surveys

6.2.1 The school

On the whole, most teachers responded positively to questions about the schools in which they were working. A high proportion of teachers (87% of London teachers, 83% of teachers from metropolitan areas) enjoyed working

in their current school and over three-quarters (77% of London teachers, 78% from metropolitan areas) said they would recommend the school to other teachers as a good place to work. Almost two-thirds of London teachers overall (65%), but slightly less than half of teachers in key boroughs (45%), said they would advise friends to send their children there. In comparison, teachers in key boroughs were slightly more likely to recommend working in London schools than teachers working in other areas of London (75% compared to 67%).

6.2.2 School leadership

Overall, most teachers in London and other metropolitan areas seemed satisfied with the leadership at their school. Teachers in metropolitan areas responded slightly less positively, and were more likely to be not sure, than teachers in London. Teachers in more senior roles, in schools with higher levels of attainment or in schools with smaller class sizes, were more positive than their colleagues.

6.2.3 Staff morale

Teachers' opinions on staff morale were more mixed. Less than half of teachers (around 45%) thought there was high staff morale within their schools, although teachers in London were slightly more positive than teachers in other metropolitan areas. 31% of teachers in London and 36% of teachers in other metropolitan areas disagreed.

The proportion of classroom teachers in metropolitan areas reporting high staff morale had decreased since 2005 (from 50% to 43% in 2006). However, the level of morale reported by teachers in London had remained relatively constant (47% in 2005, 48% in 2006). Most London teachers agreed that smaller class sizes (91%) and the changes being brought about through workforce remodelling, including the appointment of more technical and administrative support staff (81%) and more teaching assistants (67%), would all contribute to greater job satisfaction and improved morale amongst teachers.

The majority of teachers in London felt that access to high quality professional development from subject specialists (90%), support with the cost of housing, for example through the Key Worker initiative (88%), up-to-date ICT resources (87%), good school buildings (75%), and recognition through achieving Chartered London Teacher (57%) could all help to improve recruitment and retention.

6.2.4 Quality of schooling

More teachers (46% in London and 41% in metropolitan areas) felt that the overall quality of schooling in their school had improved over the last year, than thought it had stayed the same (31% in London, 29% in other

metropolitan areas) or worsened (18% in London, 26% in other metropolitan areas). Senior teachers, and those in schools with relatively high attainment or in schools in the lowest attainment band, were more likely to report that quality had improved than less senior colleagues, or those in schools with average levels of attainment.

Compared to 2005, there was a decrease of six percentage points in the proportion of classroom teachers in metropolitan areas reporting that the quality of schooling had improved over the last year (from 47% in 2005 to 41% in 2006). The percentage of teachers in London reporting improvements remained the same (46%).

6.2.5 Teaching and learning

The majority of teachers (74% of teachers in London, and 68% of teachers in metropolitan authorities) felt that most lessons in their school were motivating and challenging. Almost all teachers in London (93%) said that pupils were praised and encouraged in their work. In general, teachers in London felt that there were high expectations of pupils (75%), and that teaching was informed by up-to-date research and best practice (60%). However, only just over half of teachers in London (53%) felt that teaching styles were matched to the needs of individual pupils.

6.2.6 Pupil behaviour

The majority of teachers (70% in London) felt that pupils generally or always behaved well, although the proportion of teachers agreeing that this was the case was slightly lower in metropolitan areas (66%), and markedly lower (54%) in the key boroughs. The higher the level of overall attainment at the school, the more likely teachers were to report that pupils were generally well behaved. Pupil behaviour was also seen as good in smaller schools and schools with lower smaller class sizes. The more senior the role of the respondent the more likely they were to report good pupil behaviour.

On the whole, most teachers in London (64%) did not think that bullying was a particular issue at their school and felt that staff dealt effectively with any bullying that arose (67%). Bullying was most likely to be identified as a particular issue by teachers in key boroughs, with over a quarter of teachers (27%) from these areas reporting that bullying was a problem, compared with less than a fifth of teachers (18%) in non-key boroughs.

Appendix A   Sample representativeness

A1   London schools

Completed questionnaires were received from 200 schools in London. It was possible to match 199 of these schools to the database. Table A.1.1 shows how the sample of participating schools compared to all schools in London.

| | | London schools (Any response) | | | |
| | | 1 Responding London Schools | | 2 All London Schools | |
		Frequency	Col%	Frequency	Col%
FRS code	ACAD Academies	1	0.5	12	2.9
	CTC City Technology College	2	1.0	4	1.0
	LCOM Community School	111	55.8	204	49.6
	LFOU Foundation School	39	19.6	72	17.5
	LVA Voluntary Aided School	43	21.6	115	28.0
	LVC Voluntary Controlled School	3	1.5	4	1.0
Total		**199**	**100.0**	**411**	**100.0**
School type	9 Secondary Modern	6	3.0	9	2.2
	10 Comprehensive to 16	66	33.2	143	34.8
	11 Comprehensive to 18	113	56.8	223	54.3
	12 Grammar	11	5.5	19	4.6
	13 Other Secondary schools	1	0.5	13	3.2
	15 CTC schools	2	1.0	4	1.0
Total		**199**	**100.0**	**411**	**100.0**
Sex of school	1 Boys	28	14.1	60	14.6
	2 Girls	38	19.1	83	20.2
	3 Mixed	133	66.8	268	65.2
Total		199	100.0	411	100.0
Achievement Band (KS3 Overall performance 2005)	1 Lowest band	61	33.2	118	32.4
	2 2nd lowest band	31	16.8	68	18.7
	3 Middle band	27	14.7	62	17.0
	4 2nd highest band	26	14.1	46	12.6
	5 Highest band	39	21.2	70	19.2
Total		**184**	**100.0**	**364**	**100.0**
Achievement Band (total GCSE point score 2005)	1 Lowest band	42	21.4	91	22.7
	2 2nd lowest band	47	24.0	90	22.4
	3 Middle band	26	13.3	65	16.2
	4 2nd highest band	35	17.9	70	17.5
	5 Highest band	46	23.5	85	21.2
Total		**196**	**100.0**	**401**	**100.0**
% eligible FSM 2005 (5 pt scale)	1 Lowest 20%	18	9.0	35	8.6
	2 2nd lowest 20%	16	8.0	34	8.3
	3 Middle 20%	35	17.6	67	16.4
	4 2nd highest 20%	67	33.7	131	32.0
	5 Highest 20%	63	31.7	142	34.7
Total		**199**	**100.0**	**409**	**100.0**
% of pupils with statements (2005)	1 None	13	6.5	25	6.1
	2 1 - 2%	91	45.7	199	48.7
	3 3 - 29%	95	47.7	185	45.2
Total		**199**	**100.0**	**409**	**100.0**

		London schools (Any response)			
		1 Responding London Schools		2 All London Schools	
		Frequency	Col%	Frequency	Col%
% of EAL pupils (2005)	1 None	1	0.5	2	0.5
	2 1 - 5%	21	10.6	43	10.5
	3 6 - 49%	133	66.8	264	64.5
	4 50% +	44	22.1	100	24.4
Total		**199**	**100.0**	**409**	**100.0**
Size of school	1 600 or fewer pupils	17	8.5	35	8.5
	2 601-1000 pupils	63	31.7	154	37.5
	3 1001-1300 pupils	71	35.7	132	32.1
	4 1301 or more pupils	48	24.1	90	21.9
Total		**199**	**100.0**	**411**	**100.0**

A2   Metropolitan schools

Table A.1.2 details how the sample of participating schools compared to all schools in metropolitan authorities.

		Metropolitan schools (Any response)			
		1 Responding Comparison Schools		2 All Metropolitan Schools	
		Frequency	Col%	Frequency	Col%
FRS code	ACAD Academies			2	0.3
	LCOM Community School	65	70.7	480	68.4
	LFOU Foundation School	7	7.6	54	7.7
	LVA Voluntary Aided School	20	21.7	156	22.2
	LVC Voluntary Controlled School			10	1.4
Total		**92**	**100.0**	**702**	**100.0**
School type	9 Secondary Modern	2	2.2	12	1.7
	10 Comprehensive to 16	45	48.9	335	47.7
	11 Comprehensive to 18	41	44.6	323	46.0
	12 Grammar	4	4.3	28	4.0
	13 Other Secondary schools			4	0.6
Total		**92**	**100.0**	**702**	**100.0**
Sex of school	1 Boys	7	7.6	38	5.4
	2 Girls	6	6.5	46	6.6
	3 Mixed	79	85.9	618	88.0
Total		**92**	**100.0**	**702**	**100.0**
Achievement Band (KS3 Overall performance 2005)	1 Lowest band	30	35.7	221	34.1
	2 2nd lowest band	20	23.8	154	23.7
	3 Middle band	10	11.9	101	15.6
	4 2nd highest band	11	13.1	85	13.1
	5 Highest band	13	15.5	88	13.6
Total		**84**	**100.0**	**649**	**100.0**
Achievement Band (total GCSE point score 2005)	1 Lowest band	20	22.0	213	30.5
	2 2nd lowest band	22	24.2	167	23.9
	3 Middle band	16	17.6	111	15.9
	4 2nd highest band	16	17.6	119	17.0
	5 Highest band	17	18.7	89	12.7
Total		**92**	**100.0**	**699**	**100.0**

		Metropolitan schools (Any response)			
		1 Responding Comparison Schools		2 All Metropolitan Schools	
		Frequency	Col%	Frequency	Col%
% eligible FSM 2005 (5 pt scale)	1 Lowest 20%	3	3.3	38	5.4
	2 2nd lowest 20%	14	15.2	101	14.4
	3 Middle 20%	24	26.1	158	22.5
	4 2nd highest 20%	25	27.2	203	28.9
	5 Highest 20%	26	28.3	202	28.8
Total		**92**	**100.0**	**702**	**100.0**
% of pupils with statements (2005)	1 None	6	6.5	41	5.8
	2 1 - 2%	48	52.2	372	53.1
	3 3 - 29%	38	41.3	288	41.1
Total		**92**	**100.0**	**701**	**100.0**
% of EAL pupils (2005)	1 None	5	5.4	114	16.2
	2 1 - 5%	44	47.8	328	46.7
	3 6 - 49%	33	35.9	207	29.5
	4 50% +	10	10.9	53	7.5
Total		**92**	**100.0**	**702**	**100.0**
Size of school	1 600 or fewer pupils	5	5.4	45	6.4
	2 601-1000 pupils	38	41.3	274	39.0
	3 1001-1300 pupils	26	28.3	205	29.2
	4 1301 or more pupils	23	25.0	178	25.4
Total		**92**	**100.0**	**702**	**100.0**

Appendix B
Copies of the London questionnaires

2006

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London Challenge
Year 7 Pupil Survey

We would like to know what you think about your school and education.

This is not a test. There are no right or wrong answers. The questions are designed so that you can let us know how you feel about being a Year 7 student in London.

What you tell us will not be read by your teachers.
No-one at your school will see your answers.

Please complete your details clearly and carefully.
When you have finished, please put the questionnaire in the envelope and return it to your teacher who will send it to us.
Thank you for your help.

First Name [   ] **Surname** [   ]

please ✓as appropriate

Gender: male ☐ female ☐

Date of birth

[ ][ ][ ][ ][ ][ ]
D D M M Y Y

1. I am usually happy at school ☐ ☐

2. My parents/carers help and advise me with my school work ☐ ☐

3. I often take part in school activities at lunchtime or after school ☐ ☐

4. Most of my teachers set homework regularly (each week) ☐ ☐

5. At home I have access to a computer to help me with my homework ☐ ☐

6. We have opportunities outside of lesson time to do extra learning activities or extra study ☐ ☐

7. Most things I work on in school are really interesting ☐ ☐

8. I intend to stay on in full-time education after I am 16 ☐ ☐

9. Even when I am at school I sometimes deliberately miss lessons ☐ ☐

10. At home I have computer access to the Internet ☐ ☐

11. My parents/carers or teachers advise me about using the Internet safely ☐ ☐

12. At home there are books (dictionaries, reference books, etc.) for me to read or look things up in ☐ ☐

13. At home I have somewhere quiet to do my homework ☐ ☐

14. My teachers take time to discuss my progress with me, and advise me how I can improve my work ☐ ☐

15. Do your travel arrangements allow you time to take part in after-school activities? ☐ ☐

16. Of the schools that you could have gone to, is this the nearest one to your home? ☐ ☐

17. Would you prefer to have gone to a different school? ☐ ☐

18. Did you have an organised visit to the school before you joined as a pupil? ☐ ☐

19. Have you found it easy to make new friends since you came to the school? ☐ ☐

20. Do you feel safe when you are travelling to and from school? ☐ ☐

	strongly agree 1	agree 2	not sure 3	disagree 4	totally disagree 5
21. This school is a good school	☐	☐	☐	☐	☐
22. When I use a computer in lessons, I learn more easily	☐	☐	☐	☐	☐
23. Most of the time I do not want to go to school	☐	☐	☐	☐	☐
24. Most of the teachers here are respected by the pupils	☐	☐	☐	☐	☐
25. School work here is dull and boring	☐	☐	☐	☐	☐
26. There are lots of activities (sport, drama, etc.) to take part in at lunchtime or after school	☐	☐	☐	☐	☐
27. I learn more easily when the teacher uses an interactive whiteboard	☐	☐	☐	☐	☐
28. Most teachers here treat the pupils with respect	☐	☐	☐	☐	☐
29. This school is giving me a good education	☐	☐	☐	☐	☐
30. School rules are fair and reasonable	☐	☐	☐	☐	☐
31. Most teachers are good at keeping control in the classroom	☐	☐	☐	☐	☐
32. Most teachers are very strict about pupils missing school without permission from school	☐	☐	☐	☐	☐
33. I am happier in this school than I was in my primary/junior school	☐	☐	☐	☐	☐
34. I like having different teachers for different subjects	☐	☐	☐	☐	☐
35. It would be good to stay in the same room for most of my lessons	☐	☐	☐	☐	☐
36. The work is harder in this school than it was in my primary school	☐	☐	☐	☐	☐
37. I think I am getting on well at this school	☐	☐	☐	☐	☐

How important to you are the following?

please ✓one box on each row

	very important (1)	quite important (2)	no opinion (3)	not very important (4)	not important at all (5)
38. Attending a school close to your home	☐	☐	☐	☐	☐
39. Being rewarded for good work or behaviour	☐	☐	☐	☐	☐
40. Being able to give your views about the school (e.g. through a School Council)	☐	☐	☐	☐	☐
41. Learning about other cultures	☐	☐	☐	☐	☐
42. Having lots of opportunities to do sport and PE	☐	☐	☐	☐	☐
43. Going on cultural visits (e.g. to theatres and art galleries)	☐	☐	☐	☐	☐
44. Attending after-school clubs	☐	☐	☐	☐	☐

please ✓one box

	much better (1)	better (2)	about the same (3)	not as good (4)	much worse (5)
45. Do you feel that your school is better or worse than most schools?	☐	☐	☐	☐	☐

please ✓one box on each row

	always (1)	often (2)	sometimes (3)	rarely (4)	never (5)
46. How often do the teachers praise you when you have tried hard?	☐	☐	☐	☐	☐
47. How often do other pupils make fun of people who work hard?	☐	☐	☐	☐	☐
48. How often do you behave badly at school?	☐	☐	☐	☐	☐
49. How often do you feel you can go to a teacher with a problem?	☐	☐	☐	☐	☐
50. How often are other pupils so noisy in lessons that you find it difficult to work?	☐	☐	☐	☐	☐

please ✓one box on each row

	strongly agree (1)	agree (2)	not sure (3)	disagree (4)	totally disagree (5)
51. Do you think that bullying is a **particular** problem at your school?	☐	☐	☐	☐	☐
52. Do you think that the teachers deal effectively with bullying?	☐	☐	☐	☐	☐
53. Do you think that racism is a **particular** problem at your school?	☐	☐	☐	☐	☐

85

	often	sometimes	rarely	never

54. How often do you have a teaching assistant (other adult) helping the teacher in lessons?

55. This term, how often have you missed school without permission from school?

56. How often do your parents/carers ask about what you are learning at school?

57. How often have you had a substitute teacher (someone who is not your normal teacher) to teach lessons this year?

58. How often do you do joint work (activities, lessons, projects) with pupils from other schools?

59. How often do travel problems cause you to be late for school?

	every lesson 1	most lessons 2	sometimes 3	hardly ever 4	never 5

60. How often do you use computers in your lessons to help you with your work?

61. How often do you have books and resources (worksheets, notes, etc.) to take home to help you do your homework?

62. How often do the teachers explain clearly what you are supposed to learn in the lesson?

	every day 1	every week 2	sometimes 3	hardly ever 4	never 5

63. How often do pupils at your school try to disrupt lessons?

64. How often have you been bullied by other pupils this term?

65. How often have you seen other pupils bullied this term?

	all 1	most 2	some 3	few 4	none 5
66. How many teachers have you got on well with this year?	☐	☐	☐	☐	☐
67. How many of your teachers do you think are good teachers?	☐	☐	☐	☐	☐
68. How many of your teachers are good at dealing with bad behaviour in class or around the school?	☐	☐	☐	☐	☐

For questions 69 to 73 choose the answer nearest to what YOU think:

69. Do your parents/carers come to school?   please ✓all that apply

for parents' evenings	☐ 1
to help out in the classroom	☐ 2
for social events	☐ 3
because you are having problems in school	☐ 4
because you have been in trouble at school	☐ 5

70. How do you usually get to and from school?   please ✓all that apply

on foot	☐
on a bicycle	☐
on public transport	☐
by car	☐

71. On average, how long does it take you to get to school each morning?   please ✓one box

less than 15 minutes	☐ 1
15 to 30 minutes	☐ 2
31 to 45 minutes	☐ 3
46 minutes to an hour	☐ 4
more than an hour	☐ 5

72. How would you describe your abilities as a student?   please ✓one box

very good	☐ 1
quite good	☐ 2
average	☐ 3
below average	☐ 4
poor	☐ 5

73. With **most** teachers the discipline here is: please ✓one box

too strict	☐
just about right	☐
not strict enough	☐

74. What would you say to someone thinking of moving to your school?

Thank you for answering these questions.

2006

London Challenge
Year 10 Pupil Survey

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We would like to know what you think about your school and education.

This is not a test. There are no right or wrong answers. The questions are designed so that you can let us know how you feel about being a Year 10 student in London.

What you tell us will not be read by your teachers.
No-one at your school will see your answers.

Please complete your details clearly and carefully.
When you have finished, please put the questionnaire in the envelope and return it to your teacher who will send it to us.
Thank you for your help.

First Name [ ]   **Surname** [ ]

please ✓as appropriate

Gender: male [ ]   female [ ]

Date of birth

[ ][ ][ ][ ][ ][ ]
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LY10

1. I am usually happy at school   ☐ ☐

2. My parents/carers help and advise me with my school work   ☐ ☐

3. I often take part in school activities at lunchtime or after school   ☐ ☐

4. Most of my teachers set homework regularly (each week)   ☐ ☐

5. At home I have access to a computer to help me with my homework   ☐ ☐

6. We have opportunities outside of lesson time to do extra learning activities or extra study   ☐ ☐

7. Most things I work on in school are really interesting   ☐ ☐

8. I intend to stay on in full-time education after I am 16   ☐ ☐

9. Even when I am at school I sometimes deliberately miss lessons   ☐ ☐

10. At home I have computer access to the Internet   ☐ ☐

11. My parents/carers or teachers advise me about using the Internet safely   ☐ ☐

12. At home there are books (dictionaries, reference books, etc.) for me to read or look things up in   ☐ ☐

13. At home I have somewhere quiet to do my homework   ☐ ☐

14. My teachers take time to discuss my progress with me, and advise me how I can improve my work   ☐ ☐

please ✓one box on each row

Yes No

15. Do your travel arrangements allow you time to take part in after-school activities?   ☐ ☐

16. Of the schools that you could have gone to, is this the nearest one to your home?   ☐ ☐

17. Would you prefer to have gone to a different school?   ☐ ☐

18. Have you attended another secondary school before coming to this one?   ☐ ☐

19. Is there a good range of courses to choose from when you have finished your GCSEs (at school or college)?   ☐ ☐

20. Do you want to go on to college or university?   ☐ ☐

	strongly agree 1	agree 2	not sure 3	disagree 4	totally disagree 5
21. This school is a good school	☐	☐	☐	☐	☐
22. When I use a computer in lessons, I learn more easily	☐	☐	☐	☐	☐
23. Most of the time I do not want to go to school	☐	☐	☐	☐	☐
24. Most of the teachers here are respected by the pupils	☐	☐	☐	☐	☐
25. School work here is dull and boring	☐	☐	☐	☐	☐
26. There are lots of activities (sport, drama, etc.) to take part in at lunchtime or after school	☐	☐	☐	☐	☐
27. I learn more easily when the teacher uses an interactive whiteboard	☐	☐	☐	☐	☐
28. Most teachers here treat the pupils with respect	☐	☐	☐	☐	☐
29. This school is giving me a good education	☐	☐	☐	☐	☐
30. School rules are fair and reasonable	☐	☐	☐	☐	☐
31. Most teachers are good at keeping control in the classroom	☐	☐	☐	☐	☐
32. Most teachers are very strict about pupils missing school without permission from school	☐	☐	☐	☐	☐

How important to you are the following?   please ✓one box on each row

	very important 1	quite important 2	no opinion 3	not very important 4	not important at all 5
33. Having a mentor (an adult who comes into school to discuss your progress with you)	☐	☐	☐	☐	☐
34. Having a good range of subject options to choose from	☐	☐	☐	☐	☐
35. Being able to do work-related courses	☐	☐	☐	☐	☐
36. Having the opportunity to do work experience	☐	☐	☐	☐	☐
37. Having good careers guidance	☐	☐	☐	☐	☐
38. Having a teacher who helps you to set targets (for your individual learning plan)	☐	☐	☐	☐	☐

	very important 1	quite important 2	no opinion 3	not very important 4	not important at all 5
39. Being rewarded for good work or behaviour	☐	☐	☐	☐	☐
40. Being able to give your views about the school (e.g. through a School Council)	☐	☐	☐	☐	☐
41. Learning about other cultures	☐	☐	☐	☐	☐
42. Having lots of opportunities to do sport and PE	☐	☐	☐	☐	☐
43. Going on cultural visits (e.g. to theatres and art galleries)	☐	☐	☐	☐	☐
44. Attending after-school clubs	☐	☐	☐	☐	☐

please ✓one box

	much better 1	better 2	about the same 3	not as good 4	much worse 5
45. Do you feel that your school is better or worse than most schools?	☐	☐	☐	☐	☐

please ✓one box on each row

	always 1	often 2	sometimes 3	rarely 4	never 5
46. How often do the teachers praise you when you have tried hard?	☐	☐	☐	☐	☐
47. How often do other pupils make fun of people who work hard?	☐	☐	☐	☐	☐
48. How often do you behave badly at school?	☐	☐	☐	☐	☐
49. How often do you feel you can go to a teacher with a problem?	☐	☐	☐	☐	☐
50. How often are other pupils so noisy in lessons that you find it difficult to work?	☐	☐	☐	☐	☐

please ✓one box on each row

	strongly agree 1	agree 2	not sure 3	disagree 4	totally disagree 5
51. Do you think that bullying is a **particular** problem at your school?	☐	☐	☐	☐	☐
52. Do you think that the teachers deal effectively with bullying?	☐	☐	☐	☐	☐
53. Do you think that racism is a **particular** problem at your school?	☐	☐	☐	☐	☐

	often	sometimes	rarely	never
54. How often do you have a teaching assistant (other adult) helping the teacher in lessons?	☐	☐	☐	☐
55. This term, how often have you missed school without permission from school?	☐	☐	☐	☐
56. How often do your parents/carers ask about what you are learning at school?	☐	☐	☐	☐
57. How often have you had a substitute teacher (someone who is not your normal teacher) to teach lessons this year?	☐	☐	☐	☐
58. How often do you do joint work (activities, lessons, projects) with pupils from other schools?	☐	☐	☐	☐
59. How often do travel problems cause you to be late for school?	☐	☐	☐	☐

please ✓one box on each row

	every lesson 1	most lessons 2	sometimes 3	hardly ever 4	never 5
60. How often do you use computers in your lessons to help you with your work?	☐	☐	☐	☐	☐
61. How often do you have books and resources (worksheets, notes, etc.) to take home to help you do your homework?	☐	☐	☐	☐	☐
62. How often do the teachers explain clearly what you are supposed to learn in the lesson?	☐	☐	☐	☐	☐

please ✓one box on each row

	every day 1	every week 2	sometimes 3	hardly ever 4	never 5
63. How often do pupils at your school try to disrupt lessons?	☐	☐	☐	☐	☐
64. How often have you been bullied by other pupils this term?	☐	☐	☐	☐	☐
65. How often have you seen other pupils bullied this term?	☐	☐	☐	☐	☐

	all 1	most 2	some 3	few 4	none 5
66. How many teachers have you got on well with this year?	☐	☐	☐	☐	☐
67. How many of your teachers do you think are good teachers?	☐	☐	☐	☐	☐
68. How many of your teachers are good at dealing with bad behaviour in class or around the school?	☐	☐	☐	☐	☐

For questions 69 to 73 choose the answer nearest to what YOU think:

69. Do your parents/carers come to school?

please ✓all that apply

for parents' evenings	☐ 1
to help out in the classroom	☐ 2
for social events	☐ 3
because you are having problems in school	☐ 4
because you have been in trouble at school	☐ 5

70. How do you usually get to and from school?

please ✓all that apply

on foot	☐
on a bicycle	☐
on public transport	☐
by car	☐

71. On average, how long does it take you to get to school each morning?

please ✓one box

less than 15 minutes	☐ 1
15 to 30 minutes	☐ 2
31 to 45 minutes	☐ 3
46 minutes to an hour	☐ 4
more than an hour	☐ 5

72. How would you describe your abilities as a student?

please ✓one box

very good	☐ 1
quite good	☐ 2
average	☐ 3
below average	☐ 4
poor	☐ 5

73. With **most** teachers the discipline here is:

please ✓one box

too strict	☐
just about right	☐
not strict enough	☐

74. What would you say to someone thinking of moving to your school?

Thank you for answering these questions.

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2006

London Challenge
Teacher Survey

The aim of this survey is to find out what you think about teaching and learning in London schools. A minimum amount of personal information is needed in order to make the survey fully useful. Will you, therefore, please complete the 'Personal Details' section overleaf before answering the main survey questions.

All information you provide to the NFER will be treated in the strictest confidence and the anonymity of individuals will be preserved.

If you prefer to complete this questionnaire online, please go to **www.nfer.ac.uk/lcq** and enter your **login ID**, which is on the top right hand corner of this questionnaire.
Your password is **LCQ.**

If you have any queries, please do not hesitate to contact Jennie Jupp on 01753 637356.

Thank you for completing the questionnaire.

Please return the questionnaire in the pre-paid envelope to:

**National Foundation for Educational Research,
RDS, The Mere,
Upton Park, Slough, Berkshire, SL1 2DQ**

It would be much appreciated if you could return the questionnaire as soon as possible.

**LCQ
3223**

LTQ

Personal details

please ✓one box

Gender: male ☐   female ☐

please ✓one box

Age: below 30 ☐   30-39 ☐   40-49 ☐   over 50 ☐

Ethnicity: **please ✓one box**

Bangladeshi ☐ 1
Black African ☐ 2
Black Caribbean ☐ 3
Black Other ☐ 4
Chinese ☐ 5
Indian ☐ 6
Pakistani ☐ 7
White British ☐ 8
White Other ☐ 9
White & Black Caribbean ☐ 10
White & Black African ☐ 11
White & Asian ☐ 12
Other ☐ 13

Do you work at this school:

please ✓one box

part-time? ☐   full-time? ☐

Which of the following **best** describes your current professional role?

please ✓one box

Supply teacher ☐ 1
Class or subject teacher ☐ 2
Class teacher with special curricular or non-curricular responsibilities ☐ 3
Cross-school responsibilities without a class teaching role ☐ 4
Head of department, year or key stage ☐ 5
Advanced skills teacher ☐ 6
Assistant head ☐ 7
Deputy head ☐ 8
Headteacher ☐ 9

1. Which of the following best describes your feeling about your work at this school?

please ✓one box

I enjoy my work for the vast majority of the time	☐ 1
I mostly enjoy what I do	☐ 2
I often do not enjoy my work	☐ 3
I rarely enjoy my work	☐ 4
I would like to leave this school	☐ 5

2. Overall, how has the quality of schooling at your school changed over the last 12 months?

please ✓one box

very much improved	☐ 1
slightly improved	☐ 2
stayed the same	☐ 3
slightly worse	☐ 4
very much worse	☐ 5
don't know	☐ 6

3. Overall, how has the quality of schooling in London changed over the last 12 months?

please ✓one box

very much improved	☐ 1
slightly improved	☐ 2
stayed the same	☐ 3
slightly worse	☐ 4
very much worse	☐ 5
don't know	☐ 6

To what extent do you agree with the following statements about your school?

please ✓one box on each row

		strongly agree	agree	not sure	disagree	totally disagree
		1	2	3	4	5
4.	Overall this school is well resourced (books, ICT, facilities, equipment)	☐	☐	☐	☐	☐
5.	This school has a good reputation in the community	☐	☐	☐	☐	☐
6.	Bullying among pupils is a particular problem at this school	☐	☐	☐	☐	☐
7.	Staff here deal effectively with bullying among pupils	☐	☐	☐	☐	☐
8.	The school seeks to give every pupil the chance to achieve his/her potential	☐	☐	☐	☐	☐
9.	This school is working hard to improve	☐	☐	☐	☐	☐
10.	This school is committed to involving parents/carers in their children's education	☐	☐	☐	☐	☐

The school (continued)

please ✓one box on each row

	strongly agree	agree	not sure	disagree	totally disagree
	1	2	3	4	5
11. This school has high staff morale	☐	☐	☐	☐	☐
12. This school has a distinct mission and ethos	☐	☐	☐	☐	☐
13. This school is committed to working collaboratively with other schools to support pupils' learning	☐	☐	☐	☐	☐
14. The school offers me a wide range of opportunities to meet my professional development needs	☐	☐	☐	☐	☐

Support and Leadership

please ✓one box on each row

	strongly agree	agree	not sure	disagree	totally disagree
	1	2	3	4	5
15. Senior Management provides good leadership	☐	☐	☐	☐	☐
16. If you need help with a difficult pupil you are fully and appropriately supported	☐	☐	☐	☐	☐
17. Communication in the school is effective	☐	☐	☐	☐	☐
18. Senior Management maintains good relationships with staff	☐	☐	☐	☐	☐
19. Senior Management deals effectively with unauthorised pupil absence	☐	☐	☐	☐	☐
20. The way I'm managed means that I set and agree appropriate objectives for my work with my line manager	☐	☐	☐	☐	☐

Classroom Practice (in the school as a whole)

please ✓one box on each row

	strongly agree	agree	not sure	disagree	totally disagree
	1	2	3	4	5
21. Pupils are praised and encouraged in their work	☐	☐	☐	☐	☐
22. Most lessons are motivating and challenging	☐	☐	☐	☐	☐
23. Control of pupils is good	☐	☐	☐	☐	☐
24. Teachers here have high expectations of all the pupils	☐	☐	☐	☐	☐
25. Teaching is informed by up-to-date research and/or best practice from elsewhere	☐	☐	☐	☐	☐
26. Teaching styles are matched to the needs of individual pupils	☐	☐	☐	☐	☐
27. Teachers here work collaboratively with colleagues to develop their skills as teachers	☐	☐	☐	☐	☐

How important do you think the following factors are for improving your satisfaction/morale as a teacher?

please ✓one box on each row

	very important 1	quite important 2	no opinion 3	not very important 4	not important at all 5
28. More encouragement from senior staff	☐	☐	☐	☐	☐
29. More non-contact time	☐	☐	☐	☐	☐
30. Less change and more time for consolidation	☐	☐	☐	☐	☐
31. Less form filling	☐	☐	☐	☐	☐
32. Opportunities for high quality professional development	☐	☐	☐	☐	☐
33. Staff working as teams to raise standards	☐	☐	☐	☐	☐
34. More teaching assistants	☐	☐	☐	☐	☐
35. Smaller classes	☐	☐	☐	☐	☐
36. More support staff (technical, administrative)	☐	☐	☐	☐	☐
37. Better access to ICT (to support teaching and learning)	☐	☐	☐	☐	☐

38. How do you rate the continuing professional development provided by your school?

please ✓one box

of very high quality	☐
of reasonably high quality	☐
not of very high quality	☐
of poor quality	☐

39. Which of the following best describes how you find the behaviour of most pupils in the school?

please ✓one box

always well behaved	☐ 1
generally well behaved	☐ 2
sometimes well behaved	☐ 3
rarely well behaved	☐ 4
never well behaved	☐ 5

40. How do you rate the industry of most pupils in the school?

please ✓one box

always motivated to work hard	☐ 1
generally motivated to work hard	☐ 2
sometimes motivated to work hard	☐ 3
rarely motivated to work hard	☐ 4
never motivated to work hard	☐ 5

41. Do you live in London?

yes, in the same Borough as school ☐
yes, in a different Borough ☐
no ☐

42. If no, would you like to live in London?

please ✓one box

yes ☐
no ☐

43. On average, how long does it take you to get to school each morning?

please ✓one box

less than 15 minutes ☐ 1
15 to 30 minutes ☐ 2
31 to 45 minutes ☐ 3
46 minutes to an hour ☐ 4
more than an hour ☐ 5

please ✓one box on each row

	yes	no
44. Do you think that Specialist Schools are valuable in improving teaching and learning in London?	☐	☐
45. Do you think that Training Schools are valuable in improving teaching and learning in London?	☐	☐
46. Would you advise friends to send their children to this school?	☐	☐
47. Would you recommend the school to other teachers as a good place to work?	☐	☐
48. Would you recommend London to other teachers as a good place to work?	☐	☐

Teacher recruitment and retention is an important issue in London. To what extent do you agree that the following factors would make teaching in London more attractive?

please ✓one box on each row

	strongly agree	agree	not sure	disagree	totally disagree
	1	2	3	4	5
49. Working in a new or refurbished school	☐	☐	☐	☐	☐
50. Having access to up-to-date ICT, including Interactive Whiteboards	☐	☐	☐	☐	☐

		strongly agree	agree	not sure	disagree	totally disagree
		1	2	3	4	5
51.	Professional recognition of relevant London experience and skills through Chartered London Teacher status	☐	☐	☐	☐	☐
52.	Having access to high quality professional development and support from subject specialists	☐	☐	☐	☐	☐
53.	Having support with the cost of buying a home in London (Key Worker Housing)	☐	☐	☐	☐	☐
54.	Your school having Specialist School/Training School status	☐	☐	☐	☐	☐

To what extent do you agree that the following are important in helping you improve pupils' learning?

please ✓one box on each row

		strongly agree	agree	not sure	disagree	totally disagree
		1	2	3	4	5
55.	Adequate ICT provision	☐	☐	☐	☐	☐
56.	Teaching support staff (e.g. Learning Mentors, Personal Tutors)	☐	☐	☐	☐	☐
57.	Refurbished and well-resourced schools (books, facilities, equipment)	☐	☐	☐	☐	☐
58.	Extra-curricular learning opportunities	☐	☐	☐	☐	☐
59.	Effective behaviour improvement and reward systems	☐	☐	☐	☐	☐
60.	Relevant work experience for pupils through good partnerships with the business community	☐	☐	☐	☐	☐
61.	Matching teaching styles to the needs of the individual pupil	☐	☐	☐	☐	☐

How important do you think the following factors are for London schools?

please ✓one box on each row

		very important	quite important	no opinion	not very important	not important at all
		1	2	3	4	5
62.	Parental involvement in the child's education (encouragement with work done in the home, etc.)	☐	☐	☐	☐	☐
63.	Parental involvement with the school (e.g. Governor, Teaching Assistant)	☐	☐	☐	☐	☐
64.	Extending the school to bring other services on to the school site, such as Social Services, Health Centres and adult learning opportunities	☐	☐	☐	☐	☐

How important do you think the following factors are for London Year 7 pupils?

please ✓ one box on each row

		very important 1	quite important 2	no opinion 3	not very important 4	not important at all 5
65.	More support for pupils in transition between primary and secondary school	☐	☐	☐	☐	☐
66.	Timetables which reduce the number of new teachers pupils meet in secondary schools	☐	☐	☐	☐	☐
67.	Buildings which create more welcoming primary-style environments for the youngest children	☐	☐	☐	☐	☐
68.	Allowing Year 7 pupils to stay in one base as much as possible (i.e. teachers move to pupils)	☐	☐	☐	☐	☐

How important do you think the following factors are for London Year 10 pupils?

please ✓ one box on each row

		very important 1	quite important 2	no opinion 3	not very important 4	not important at all 5
69.	Work-related learning	☐	☐	☐	☐	☐
70.	Vocational curriculum	☐	☐	☐	☐	☐
71.	Individual careers guidance	☐	☐	☐	☐	☐
72.	Having a Learning Mentor	☐	☐	☐	☐	☐

73. What would help/has helped to establish a culture of achievement in your school?

74. What factors/changes would most encourage you to go on teaching in a London school?

75. What do you see as the main benefits and/or challenges of teaching in London schools?

Thank you very much for completing this questionnaire

Appendix C

Copies of the metropolitan questionnaires

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2006

London Challenge
Year 7 Pupil Survey

We would like to know what you think about your school and education.

This is not a test. There are no right or wrong answers. The questions are designed so that you can let us know how you feel about being a Year 7 student.

What you tell us will not be read by your teachers.
No-one at your school will see your answers.

Please complete your details clearly and carefully.
When you have finished, please put the questionnaire in the envelope and return it to your teacher who will send it to us.
Thank you for your help.

First Name [   ]   **Surname** [   ]

please ✓as appropriate

Gender: male ☐   female ☐

Date of birth

[ ][ ][ ][ ][ ][ ]
D D M M Y Y

	True	False
1. I am usually happy at school	☐	☐
2. My parents/carers help and advise me with my school work	☐	☐
3. We have opportunities outside of lesson time to do extra learning activities or extra study	☐	☐
4. Most things I work on in school are really interesting	☐	☐
5. At home I have computer access to the Internet	☐	☐
6. My parents/carers or teachers advise me about using the Internet safely	☐	☐

please ✓one box on each row

	strongly agree 1	agree 2	not sure 3	disagree 4	totally disagree 5
7. This school is a good school	☐	☐	☐	☐	☐

please ✓one box on each row

	always 1	often 2	some-times 3	rarely 4	never 5
8. How often do you behave badly at school?	☐	☐	☐	☐	☐
9. How often are other pupils so noisy in lessons that you find it difficult to work?	☐	☐	☐	☐	☐

please ✓one box

	often	some-times	rarely	never
10. This term, how often have you missed school without permission from school?	☐	☐	☐	☐

please ✓one box

	all 1	most 2	some 3	few 4	none 5
11. How many of your teachers do you think are good teachers?	☐	☐	☐	☐	☐

12. On average, how long does it take you to get to school each morning?

please ✓one box

less than 15 minutes	☐ 1
15 to 30 minutes	☐ 2
31 to 45 minutes	☐ 3
46 minutes to an hour	☐ 4
more than an hour	☐ 5

13. What would you say to someone thinking of moving to your school?

Thank you for answering these questions.

106

2006

London Challenge
Year 10 Pupil Survey

We would like to know what you think about your school and education.

This is not a test. There are no right or wrong answers. The questions are designed so that you can let us know how you feel about being a Year 10 student.

What you tell us will not be read by your teachers.
No-one at your school will see your answers.

Please complete your details clearly and carefully.
When you have finished, please put the questionnaire in the envelope and return it to your teacher who will send it to us.
Thank you for your help.

First Name [ ] **Surname** [ ]

please ✓as appropriate

Gender: male [ ] female [ ]

Date of birth

[ ][ ][ ][ ][ ][ ]
D D M M Y Y

True **False**

1. I am usually happy at school ☐ ☐

2. My parents/carers help and advise me with my school work ☐ ☐

3. We have opportunities outside of lesson time to do extra learning activities or extra study ☐ ☐

4. Most things I work on in school are really interesting ☐ ☐

5. At home I have computer access to the Internet ☐ ☐

6. My parents/carers or teachers advise me about using the Internet safely ☐ ☐

please ✓one box on each row

	strongly agree 1	agree 2	not sure 3	disagree 4	totally disagree 5
7. This school is a good school	☐	☐	☐	☐	☐

please ✓one box on each row

	always 1	often 2	some-times 3	rarely 4	never 5
8. How often do you behave badly at school?	☐	☐	☐	☐	☐
9. How often are other pupils so noisy in lessons that you find it difficult to work?	☐	☐	☐	☐	☐

please ✓one box

	often	some-times	rarely	never
10. This term, how often have you missed school without permission from school?	☐	☐	☐	☐

please ✓one box

	all 1	most 2	some 3	few 4	none 5
11. How many of your teachers do you think are good teachers?	☐	☐	☐	☐	☐

12. On average, how long does it take you to get to school each morning?

please ✓one box

less than 15 minutes ☐ 1
15 to 30 minutes ☐ 2
31 to 45 minutes ☐ 3
46 minutes to an hour ☐ 4
more than an hour ☐ 5

13. What would you say to someone thinking of moving to your school?

_____

_____

_____

Thank you for answering these questions.

108

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2006

London Challenge
Teacher Survey

The aim of this survey is to find out what you think about teaching and learning. A minimum amount of personal information is needed in order to make the survey fully useful. Will you, therefore, please complete the 'Personal Details' section overleaf before answering the main survey questions.

All information you provide to the NFER will be treated in the strictest confidence and the anonymity of individuals will be preserved.

If you prefer to complete this questionnaire online, please go to **www.nfer.ac.uk/lcq** and enter your **login ID,** which is on the top right hand corner of this questionnaire. **Your password is LCQ.**

If you have any queries, please do not hesitate to contact Jennie Jupp on 01753 637356.

Thank you for completing the questionnaire.

Please return the questionnaire in the pre-paid envelope to:

**National Foundation for Educational Research,
RDS, The Mere,
Upton Park, Slough, Berkshire, SL1 2DQ**

It would be much appreciated if you could return the questionnaire as soon as possible.

LCQ
3224

CTQ

Personal details

Gender: male ☐   female ☐   **please ✓one box**

Age: below 30 ☐   30-39 ☐   40-49 ☐   over 50 ☐   **please ✓one box**

Ethnicity: **please ✓one box**

Bangladeshi ☐ 1
Black African ☐ 2
Black Caribbean ☐ 3
Black Other ☐ 4
Chinese ☐ 5
Indian ☐ 6
Pakistani ☐ 7
White British ☐ 8
White Other ☐ 9
White & Black Caribbean ☐ 10
White & Black African ☐ 11
White & Asian ☐ 12
Other ☐ 13

Do you work at this school:

please ✓one box

part-time? ☐   full-time? ☐

Which of the following **best** describes your current professional role?

please ✓one box

Supply teacher ☐ 1
Class or subject teacher ☐ 2
Class teacher with special curricular or non-curricular responsibilities ☐ 3
Cross-school responsibilities without a class teaching role ☐ 4
Head of department, year or key stage ☐ 5
Advanced skills teacher ☐ 6
Assistant head ☐ 7
Deputy head ☐ 8
Headteacher ☐ 9

1. Which of the following best describes your feeling about your work at this school?

please ✓one box

I enjoy my work for the vast majority of the time	☐	1
I mostly enjoy what I do	☐	2
I often do not enjoy my work	☐	3
I rarely enjoy my work	☐	4
I would like to leave this school	☐	5

2. Overall, how has the quality of schooling at your school changed over the last 12 months?

please ✓one box

very much improved	☐	1
slightly improved	☐	2
stayed the same	☐	3
slightly worse	☐	4
very much worse	☐	5
don't know	☐	6

To what extent do you agree with the following statements about your school?

please ✓one box on each row

	strongly agree	agree	not sure	disagree	totally disagree
	1	2	3	4	5
3. Staff here deal effectively with bullying among pupils	☐	☐	☐	☐	☐
4. This school has high staff morale	☐	☐	☐	☐	☐
5. Senior Management provides good leadership	☐	☐	☐	☐	☐

Support and Leadership

please ✓one box on each row

	strongly agree	agree	not sure	disagree	totally disagree
	1	2	3	4	5
6. Senior Management deals effectively with unauthorised pupil absence	☐	☐	☐	☐	☐

Classroom Practice (in the school as a whole)

please ✓one box on each row

	strongly agree	agree	not sure	disagree	totally disagree
	1	2	3	4	5
7. Most lessons are motivating and challenging	☐	☐	☐	☐	☐

8. Which of the following best describes how you find the behaviour of most pupils in the school?

please ✓one box

always well behaved	☐ 1
generally well behaved	☐ 2
sometimes well behaved	☐ 3
rarely well behaved	☐ 4
never well behaved	☐ 5

9. Would you recommend the school to other teachers as a good place to work?

please ✓one box

yes	no
☐	☐

10. What would help/has helped to establish a culture of achievement in your school?

[text box]

Thank you very much for completing this questionnaire

Appendix D   Year 7 pupil data

Responses to key questions

Table 1.   I am usually happy at school

	Metropolitan %	Greater London %	Inner London %	Outer London %	Key Boroughs %	Non-key Boroughs %
True	87	87	85	87	83	87
False	13	12	13	12	15	12
No response	1	1	2	1	2	1
N	**6784**	**25276**	**5845**	**19431**	**1412**	**23864**

A single response item
Due to percentages being rounded to the nearest integer, they may not sum to 100

Table 2.   My parents/carers help and advise me with my school work

	Metropolitan %	Greater London %	Inner London %	Outer London %	Key Boroughs %	Non-key Boroughs %
True	91	89	89	89	89	89
False	9	10	10	10	8	10
No response	1	1	2	1	2	1
N	**6784**	**25276**	**5845**	**19431**	**1412**	**23864**

A single response item
Due to percentages being rounded to the nearest integer, they may not sum to 100

Table 3.   We have opportunities outside of lesson time to do extra learning activities or extra study

	Metropolitan %	Greater London %	Inner London %	Outer London %	Key Boroughs %	Non-key Boroughs %
True	77	68	63	70	60	69
False	21	30	34	28	37	29
No response	1	2	3	2	4	2
N	**6784**	**25276**	**5845**	**19431**	**1412**	**23864**

A single response item
Due to percentages being rounded to the nearest integer, they may not sum to 100

Table 4. **Most things I work on in school are really interesting**

	Metropolitan %	Greater London %	Inner London %	Outer London %	Key Boroughs %	Non-key Boroughs %
True	53	53	56	52	55	53
False	46	45	41	46	42	45
No response	1	2	3	2	3	2
N	**6784**	**25276**	**5845**	**19431**	**1412**	**23864**

A single response item
Due to percentages being rounded to the nearest integer, they may not sum to 100

Table 5. **At home I have access to the Internet**

	Metropolitan %	Greater London %	Inner London %	Outer London %	Key Boroughs %	Non-key Boroughs %
True	81	83	73	86	72	84
False	18	16	25	13	25	16
No response	1	1	2	1	2	1
N	**6784**	**25276**	**5845**	**19431**	**1412**	**23864**

A single response item
Due to percentages being rounded to the nearest integer, they may not sum to 100

Table 6. **My parents/carers or teachers advice me about using the Internet safely**

	Metropolitan %	Greater London %	Inner London %	Outer London %	Key Boroughs %	Non-key Boroughs %
True	76	75	76	75	75	75
False	23	23	21	24	22	23
No response	1	1	2	1	3	1
N	**6784**	**25276**	**5845**	**19431**	**1412**	**23864**

A single response item
Due to percentages being rounded to the nearest integer, they may not sum to 100

Table 7.   **This school is a good school**

	Metropolitan %	Greater London %	Inner London %	Outer London %	Key Boroughs %	Non-key Boroughs %
Strongly agree	20	25	20	26	14	26
Agree	53	48	46	48	46	48
Not sure	20	19	23	18	26	19
Disagree	4	4	5	4	7	4
Totally disagree	3	3	3	3	4	3
No response	0	1	2	1	2	1
N	**6784**	**25276**	**5845**	**19431**	**1412**	**23864**

A single response item
Due to percentages being rounded to the nearest integer, they may not sum to 100

Table 8.   **How often do you behave badly at school?**

	Metropolitan %	Greater London %	Inner London %	Outer London %	Key Boroughs %	Non-key Boroughs %
Always	2	2	2	2	2	2
Often	8	8	8	8	7	8
Sometimes	28	26	27	26	26	26
Rarely	39	38	34	39	36	38
Never	23	23	24	23	24	23
No response	1	3	5	2	6	3
N	**6784**	**25276**	**5845**	**19431**	**1412**	**23864**

A single response item
Due to percentages being rounded to the nearest integer, they may not sum to 100

Table 9.   **How often are other pupils so noisy in lessons that you find it difficult to work?**

	Metropolitan %	Greater London %	Inner London %	Outer London %	Key Boroughs %	Non-key Boroughs %
Always	15	18	19	18	20	18
Often	32	28	27	28	27	28
Sometimes	34	31	30	31	30	31
Rarely	13	15	13	15	12	15
Never	5	5	5	5	4	5
No response	2	3	5	2	6	3
N	**6784**	**25276**	**5845**	**19431**	**1412**	**23864**

A single response item
Due to percentages being rounded to the nearest integer, they may not sum to 100

Table 10. **This term, how often have you missed school without permission from school?**

	Metropolitan %	Greater London %	Inner London %	Outer London %	Key Boroughs %	Non-key Boroughs %
Often	2	3	3	2	4	3
Sometimes	8	10	12	10	11	10
Rarely	21	21	22	21	24	21
Never	68	62	57	64	55	63
No response	1	4	6	3	7	3
N	**6784**	**25276**	**5845**	**19431**	**1412**	**23864**

A single response item
Due to percentages being rounded to the nearest integer, they may not sum to 100

Table 11. **How many of your teachers do you think are good teachers?**

	Metropolitan %	Greater London %	Inner London %	Outer London %	Key Boroughs %	Non-key Boroughs %
All	9	11	12	11	10	11
Most	42	44	40	45	37	44
Some	28	25	25	25	25	25
Few	18	13	14	13	16	13
None	2	2	1	2	2	1
No response	1	5	7	4	9	5
N	**6784**	**25276**	**5845**	**19431**	**1412**	**23864**

A single response item
Due to percentages being rounded to the nearest integer, they may not sum to 100

Table 12. **On average, how long does it take you to get to school each morning?**

	Metropolitan %	Greater London %	Inner London %	Outer London %	Key Boroughs %	Non-key Boroughs %
Less than 15 minutes	47	40	38	40	37	40
15 to 30 minutes	40	35	34	35	35	35
31 to 45 minutes	9	11	12	11	10	11
46 minutes to an hour	3	5	5	5	4	5
More than an hour	1	2	1	2	1	2
No response	1	8	11	8	13	8
N	**6784**	**25276**	**5845**	**19431**	**1412**	**23864**

A single response item
Due to percentages being rounded to the nearest integer, they may not sum to 100

116

Responses to questions in London survey only

Table 13. **I often take part in school activities at lunchtime or after school**

	Greater London %	Inner London %	Outer London %	Key Boroughs %	Non-key Boroughs %
True	50	44	52	42	51
False	49	54	47	56	48
No response	1	2	1	2	1
N	**25276**	**5845**	**19431**	**1412**	**23864**

A single response item
Due to percentages being rounded to the nearest integer, they may not sum to 100

Table 14. **Most of my teachers set homework regularly (each week)**

	Greater London %	Inner London %	Outer London %	Key Boroughs %	Non-key Boroughs %
True	86	80	87	79	86
False	13	18	12	19	13
No response	1	2	1	2	1
N	**25276**	**5845**	**19431**	**1412**	**23864**

A single response item
Due to percentages being rounded to the nearest integer, they may not sum to 100

Table 15. **At home I have access to a computer to help me with my homework**

	Greater London %	Inner London %	Outer London %	Key Boroughs %	Non-key Boroughs %
True	87	81	89	78	87
False	12	17	10	19	12
No response	1	2	1	3	1
N	**25276**	**5845**	**19431**	**1412**	**23864**

A single response item
Due to percentages being rounded to the nearest integer, they may not sum to 100

Table 16. **I intend to stay on in full-time education after I am 16**

	Greater London %	Inner London %	Outer London %	Key Boroughs %	Non-key Boroughs %
True	82	82	82	80	82
False	14	13	14	14	14
No response	4	4	3	6	3
N	**25276**	**5845**	**19431**	**1412**	**23864**

A single response item
Due to percentages being rounded to the nearest integer, they may not sum to 100

117

Table 17.   Even when I am at school I sometimes deliberately miss lessons

	Greater London %	Inner London %	Outer London %	Key Boroughs %	Non-key Boroughs %
True	8	9	7	10	7
False	91	88	92	87	91
No response	2	3	1	3	1
N	**25276**	**5845**	**19431**	**1412**	**23864**

A single response item
Due to percentages being rounded to the nearest integer, they may not sum to 100

Table 18.   At home there are books (dictionaries, reference books, etc.) for me to read or look things up in

	Greater London %	Inner London %	Outer London %	Key Boroughs %	Non-key Boroughs %
True	89	89	89	90	89
False	10	10	10	8	10
No response	1	2	1	2	1
N	**25276**	**5845**	**19431**	**1412**	**23864**

A single response item
Due to percentages being rounded to the nearest integer, they may not sum to 100

Table 19.   At home, I have somewhere quiet to do my homework

	Greater London %	Inner London %	Outer London %	Key Boroughs %	Non-key Boroughs %
True	83	84	83	84	83
False	15	14	16	14	15
No response	1	2	1	2	1
N	**25276**	**5845**	**19431**	**1412**	**23864**

A single response item
Due to percentages being rounded to the nearest integer, they may not sum to 100

Table 20.   My teachers take time to discuss my progress with me and advise me on how I can improve my work

	Greater London %	Inner London %	Outer London %	Key Boroughs %	Non-key Boroughs %
Yes	64	69	63	65	64
No	33	28	35	32	34
No response	2	3	2	4	2
N	**25276**	**5845**	**19431**	**1412**	**23864**

A single response item
Due to percentages being rounded to the nearest integer, they may not sum to 100

Table 21. **Do your travel arrangements allow you time to take part in after-school activities?**

	Greater London %	Inner London %	Outer London %	Key Boroughs %	Non-key Boroughs %
Yes	66	60	68	54	67
No	31	35	30	40	30
No response	3	4	2	6	2
N	25276	5845	19431	1412	23864

A single response item
Due to percentages being rounded to the nearest integer, they may not sum to 100

Table 22. **Of the schools you could have gone to, is this the nearest one to your home?**

	Greater London %	Inner London %	Outer London %	Key Boroughs %	Non-key Boroughs %
Yes	47	46	48	48	47
No	51	51	51	50	51
No response	2	3	1	3	2
N	25276	5845	19431	1412	23864

A single response item
Due to percentages being rounded to the nearest integer, they may not sum to 100

Table 23. **Would you prefer to have gone to a different school?**

	Greater London %	Inner London %	Outer London %	Key Boroughs %	Non-key Boroughs %
Yes	24	29	22	36	23
No	72	65	74	57	73
No response	4	6	4	7	4
N	25276	5845	19431	1412	23864

A single response item
Due to percentages being rounded to the nearest integer, they may not sum to 100

Table 24. **Did you have an organised visit to the school before you joined as a pupil?**

	Greater London %	Inner London %	Outer London %	Key Boroughs %	Non-key Boroughs %
Yes	83	80	84	78	84
No	14	16	14	18	14
No response	2	3	2	4	2
N	25276	5845	19431	1412	23864

A single response item
Due to percentages being rounded to the nearest integer, they may not sum to 100

Table 25.　**Have you found it easy to make friends since you came to the school?**

	Greater London %	Inner London %	Outer London %	Key Boroughs %	Non-key Boroughs %
Yes	89	88	89	89	89
No	9	9	9	9	9
No response	2	3	1	2	2
N	**25276**	**5845**	**19431**	**1412**	**23864**

A single response item
Due to percentages being rounded to the nearest integer, they may not sum to 100

Table 26.　**Do you feel safe when you are travelling to and from school?**

	Greater London %	Inner London %	Outer London %	Key Boroughs %	Non-key Boroughs %
Yes	84	83	84	82	84
No	13	13	13	14	13
No response	3	4	2	4	2
N	**25276**	**5845**	**19431**	**1412**	**23864**

A single response item
Due to percentages being rounded to the nearest integer, they may not sum to 100

Table 27.　**When I use a computer in lessons, I learn more easily**

	Greater London %	Inner London %	Outer London %	Key Boroughs %	Non-key Boroughs %
Strongly agree	33	35	33	33	33
Agree	35	34	35	35	35
Not sure	21	19	22	19	22
Disagree	7	7	7	9	7
Totally disagree	2	2	2	1	2
No response	2	3	1	3	1
N	**25276**	**5845**	**19431**	**1412**	**23864**

A single response item
Due to percentages being rounded to the nearest integer, they may not sum to 100

Table 28.   **Most of the time I do not want to go to school**

	Greater London %	Inner London %	Outer London %	Key Boroughs %	Non-key Boroughs %
Strongly agree	14	14	14	13	14
Agree	19	20	19	23	19
Not sure	23	22	24	20	24
Disagree	27	25	28	25	28
Totally disagree	15	17	15	17	15
No response	2	3	1	2	2
N	**25276**	**5845**	**19431**	**1412**	**23864**

A single response item
Due to percentages being rounded to the nearest integer, they may not sum to 100

Table 29.   **Most of the teachers here are respected by the pupils**

	Greater London %	Inner London %	Outer London %	Key Boroughs %	Non-key Boroughs %
Strongly agree	11	12	11	10	11
Agree	31	29	32	26	32
Not sure	33	32	34	33	33
Disagree	16	17	16	19	16
Totally disagree	7	8	7	8	7
No response	2	3	1	3	2
N	**25276**	**5845**	**19431**	**1412**	**23864**

A single response item
Due to percentages being rounded to the nearest integer, they may not sum to 100

Table 30.   **School work here is dull and boring**

	Greater London %	Inner London %	Outer London %	Key Boroughs %	Non-key Boroughs %
Strongly agree	12	12	12	13	12
Agree	17	17	17	20	17
Not sure	30	31	30	31	30
Disagree	30	27	30	24	30
Totally disagree	9	10	9	10	9
No response	2	3	1	3	2
N	**25276**	**5845**	**19431**	**1412**	**23864**

A single response item
Due to percentages being rounded to the nearest integer, they may not sum to 100

Table 31.   There are lots of activities (sport, drama, etc.) to take part in at lunchtime or after school

	Greater London %	Inner London %	Outer London %	Key Boroughs %	Non-key Boroughs %
Strongly agree	51	46	52	44	51
Agree	32	31	32	31	32
Not sure	9	11	9	12	9
Disagree	4	5	3	5	4
Totally disagree	2	4	2	4	2
No response	2	3	1	3	2
N	25276	5845	19431	1412	23864

A single response item
Due to percentages being rounded to the nearest integer, they may not sum to 100

Table 32.   I learn more easily when the teacher uses an interactive whiteboard

	Greater London %	Inner London %	Outer London %	Key Boroughs %	Non-key Boroughs %
Strongly agree	30	31	29	25	30
Agree	33	34	33	33	33
Not sure	26	24	26	28	25
Disagree	7	6	7	8	7
Totally disagree	3	3	3	2	3
No response	2	3	1	3	2
N	25276	5845	19431	1412	23864

A single response item
Due to percentages being rounded to the nearest integer, they may not sum to 100

Table 33.   Most teachers here treat the pupils with respect

	Greater London %	Inner London %	Outer London %	Key Boroughs %	Non-key Boroughs %
Strongly agree	22	23	22	19	23
Agree	38	34	40	33	39
Not sure	21	21	21	23	21
Disagree	11	12	10	13	10
Totally disagree	6	7	5	9	5
No response	2	3	1	3	2
N	25276	5845	19431	1412	23864

A single response item
Due to percentages being rounded to the nearest integer, they may not sum to 100

Table 34.   This school is giving me a good education

	Greater London %	Inner London %	Outer London %	Key Boroughs %	Non-key Boroughs %
Strongly agree	37	35	37	28	37
Agree	44	42	44	43	44
Not sure	14	15	13	19	13
Disagree	3	3	3	5	3
Totally disagree	2	2	2	3	2
No response	2	3	1	3	2
N	**25276**	**5845**	**19431**	**1412**	**23864**

A single response item
Due to percentages being rounded to the nearest integer, they may not sum to 100

Table 35.   School rules are fair and reasonable

	Greater London %	Inner London %	Outer London %	Key Boroughs %	Non-key Boroughs %
Strongly agree	22	23	21	23	22
Agree	40	36	41	37	40
Not sure	23	22	23	22	23
Disagree	9	10	9	10	9
Totally disagree	5	5	4	5	5
No response	2	3	2	3	2
N	**25276**	**5845**	**19431**	**1412**	**23864**

A single response item
Due to percentages being rounded to the nearest integer, they may not sum to 100

Table 36.   Most teachers are good at keeping control in the classroom

	Greater London %	Inner London %	Outer London %	Key Boroughs %	Non-key Boroughs %
Strongly agree	11	13	11	12	11
Agree	36	32	37	30	36
Not sure	28	26	28	26	28
Disagree	16	17	16	18	16
Totally disagree	7	8	7	10	7
No response	2	4	2	4	2
N	**25276**	**5845**	**19431**	**1412**	**23864**

A single response item
Due to percentages being rounded to the nearest integer, they may not sum to 100

Table 37.   Most teachers are very strict about pupils missing school without permission from school

	Greater London %	Inner London %	Outer London %	Key Boroughs %	Non-key Boroughs %
Strongly agree	34	34	34	32	34
Agree	30	30	30	31	30
Not sure	24	23	25	23	25
Disagree	6	6	6	6	6
Totally disagree	3	4	3	5	3
No response	2	3	2	4	2
N	**25276**	**5845**	**19431**	**1412**	**23864**

A single response item
Due to percentages being rounded to the nearest integer, they may not sum to 100

Table 38.   I am happier in this school than I was in my primary/junior school

	Greater London %	Inner London %	Outer London %	Key Boroughs %	Non-key Boroughs %
Strongly agree	19	17	20	15	20
Agree	17	15	18	13	17
Not sure	26	24	26	23	26
Disagree	17	18	17	18	17
Totally disagree	18	22	17	26	18
No response	2	3	1	4	2
N	**25276**	**5845**	**19431**	**1412**	**23864**

A single response item
Due to percentages being rounded to the nearest integer, they may not sum to 100

Table 39.   I like having different teachers for different subjects

	Greater London %	Inner London %	Outer London %	Key Boroughs %	Non-key Boroughs %
Strongly agree	36	36	36	35	36
Agree	40	38	41	36	40
Not sure	14	13	14	15	13
Disagree	5	6	5	7	5
Totally disagree	4	4	3	4	3
No response	2	3	2	4	2
N	**25276**	**5845**	**19431**	**1412**	**23864**

A single response item
Due to percentages being rounded to the nearest integer, they may not sum to 100

Table 40.   It would be good to stay in the same room for most of my lessons

	Greater London %	Inner London %	Outer London %	Key Boroughs %	Non-key Boroughs %
Strongly agree	15	16	14	16	15
Agree	17	17	17	18	16
Not sure	19	19	19	19	19
Disagree	25	23	25	21	25
Totally disagree	23	22	23	22	23
No response	2	4	2	4	2
N	**25276**	**5845**	**19431**	**1412**	**23864**

A single response item
Due to percentages being rounded to the nearest integer, they may not sum to 100

Table 41.   The work is harder in this school than it was in my primary school

	Greater London %	Inner London %	Outer London %	Key Boroughs %	Non-key Boroughs %
Strongly agree	37	34	38	30	37
Agree	37	35	38	35	37
Not sure	14	16	14	18	14
Disagree	6	7	6	9	6
Totally disagree	4	4	3	5	3
No response	2	3	1	4	2
N	**25276**	**5845**	**19431**	**1412**	**23864**

A single response item
Due to percentages being rounded to the nearest integer, they may not sum to 100

Table 42.   I think I am getting on well at this school

	Greater London %	Inner London %	Outer London %	Key Boroughs %	Non-key Boroughs %
Strongly agree	37	36	37	33	37
Agree	42	40	43	40	42
Not sure	13	14	13	16	13
Disagree	3	4	3	5	3
Totally disagree	2	3	2	3	2
No response	2	3	1	3	2
N	**25276**	**5845**	**19431**	**1412**	**23864**

A single response item
Due to percentages being rounded to the nearest integer, they may not sum to 100

Table 43. **How important to you is to you to attend a school close to your home?**

	Greater London %	Inner London %	Outer London %	Key Boroughs %	Non-key Boroughs %
Very important	23	27	21	26	22
Quite important	39	34	40	34	39
No opinion	17	17	17	16	17
Not very important	15	14	15	14	15
Not important at all	5	4	5	4	5
No response	2	4	2	4	2
N	25276	5845	19431	1412	23864

A single response item
Due to percentages being rounded to the nearest integer, they may not sum to 100

Table 44. **How important to you is it to be rewarded for good work or behaviour?**

	Greater London %	Inner London %	Outer London %	Key Boroughs %	Non-key Boroughs %
Very important	54	58	53	59	53
Quite important	33	29	34	27	34
No opinion	7	6	7	7	7
Not very important	3	3	3	2	3
Not important at all	1	1	1	0	1
No response	2	4	2	5	2
N	25276	5845	19431	1412	23864

A single response item
Due to percentages being rounded to the nearest integer, they may not sum to 100

Table 45. **How important to you is it to be able to give your views about the school (e.g. through a School Council)?**

	Greater London %	Inner London %	Outer London %	Key Boroughs %	Non-key Boroughs %
Very important	43	45	43	43	43
Quite important	32	31	33	30	33
No opinion	17	15	17	16	17
Not very important	4	3	4	3	4
Not important at all	2	2	2	2	2
No response	3	5	2	6	2
N	25276	5845	19431	1412	23864

A single response item
Due to percentages being rounded to the nearest integer, they may not sum to 100

Table 46. **How important to you is it to learn about other cultures?**

	Greater London %	Inner London %	Outer London %	Key Boroughs %	Non-key Boroughs %
Very important	35	41	33	39	35
Quite important	37	35	38	35	37
No opinion	16	13	17	14	16
Not very important	6	4	7	5	6
Not important at all	3	2	3	2	3
No response	3	5	2	6	2
N	25276	5845	19431	1412	23864

A single response item
Due to percentages being rounded to the nearest integer, they may not sum to 100

Table 47. **How important is it to you to have lots of opportunities to do sport and PE?**

	Greater London %	Inner London %	Outer London %	Key Boroughs %	Non-key Boroughs %
Very important	57	55	58	48	58
Quite important	28	27	28	30	28
No opinion	8	9	7	11	7
Not very important	3	3	3	3	3
Not important at all	1	1	2	2	1
No response	2	4	2	5	2
N	25276	5845	19431	1412	23864

A single response item
Due to percentages being rounded to the nearest integer, they may not sum to 100

Table 48. **How important is it to you to go on cultural visits (e.g. to theatres and are galleries)?**

	Greater London %	Inner London %	Outer London %	Key Boroughs %	Non-key Boroughs %
Very important	41	41	41	39	41
Quite important	35	33	36	33	35
No opinion	14	13	14	14	14
Not very important	5	6	5	6	5
Not important at all	2	2	2	3	2
No response	3	5	2	6	3
N	25276	5845	19431	1412	23864

A single response item
Due to percentages being rounded to the nearest integer, they may not sum to 100

Table 49.   How important is it to you to attend after-school clubs?

	Greater London %	Inner London %	Outer London %	Key Boroughs %	Non-key Boroughs %
Very important	16	14	16	13	16
Quite important	31	29	32	26	31
No opinion	26	26	26	26	26
Not very important	18	19	17	21	17
Not important at all	7	8	7	8	7
No response	3	5	2	6	2
N	25276	5845	19431	1412	23864

A single response item
Due to percentages being rounded to the nearest integer, they may not sum to 100

Table 50.   Do you feel that your school is better or worse than most schools?

	Greater London %	Inner London %	Outer London %	Key Boroughs %	Non-key Boroughs %
Much better	27	22	29	16	28
Better	34	31	35	30	34
About the same	23	25	22	26	23
Not as good	10	13	9	17	9
Much worse	3	4	3	5	3
No response	3	5	2	6	3
N	25276	5845	19431	1412	23864

A single response item
Due to percentages being rounded to the nearest integer, they may not sum to 100

Table 51.   How often do teachers praise you when you have tried hard?

	Greater London %	Inner London %	Outer London %	Key Boroughs %	Non-key Boroughs %
Always	9	10	9	8	9
Often	31	30	31	27	31
Sometimes	35	34	35	33	35
Rarely	18	17	18	21	18
Never	4	4	5	5	4
No response	3	5	2	6	3
N	25276	5845	19431	1412	23864

A single response item
Due to percentages being rounded to the nearest integer, they may not sum to 100

Table 52.   How often do other pupils make fun of people who work hard?

	Greater London %	Inner London %	Outer London %	Key Boroughs %	Non-key Boroughs %
Always	16	12	16	10	16
Often	26	22	27	19	26
Sometimes	26	27	26	26	26
Rarely	21	22	20	24	20
Never	9	12	8	16	8
No response	3	5	2	6	3
N	25276	5845	19431	1412	23864

A single response item
Due to percentages being rounded to the nearest integer, they may not sum to 100

Table 53.   How often do you feel you can go to a teacher with a problem?

	Greater London %	Inner London %	Outer London %	Key Boroughs %	Non-key Boroughs %
Always	13	13	12	12	13
Often	17	16	17	14	17
Sometimes	28	28	28	27	28
Rarely	22	20	22	20	22
Never	18	18	18	19	18
No response	3	5	3	7	3
N	25276	5845	19431	1412	23864

A single response item
Due to percentages being rounded to the nearest integer, they may not sum to 100

Table 54.   Do you think that bullying is a particular problem at your school?

	Greater London %	Inner London %	Outer London %	Key Boroughs %	Non-key Boroughs %
Strongly agree	17	19	16	19	17
Agree	20	21	20	21	20
Not sure	33	32	33	33	33
Disagree	19	17	20	15	20
Totally disagree	8	6	8	5	8
No response	3	5	2	7	3
N	25276	5845	19431	1412	23864

A single response item
Due to percentages being rounded to the nearest integer, they may not sum to 100

Table 55. **Do you think that the teachers deal effectively with bullying?**

	Greater London %	Inner London %	Outer London %	Key Boroughs %	Non-key Boroughs %
Strongly agree	20	19	20	16	20
Agree	27	26	28	25	28
Not sure	29	29	29	29	29
Disagree	13	13	13	14	13
Totally disagree	8	8	8	10	8
No response	3	5	3	7	3
N	**25276**	**5845**	**19431**	**1412**	**23864**

A single response item
Due to percentages being rounded to the nearest integer, they may not sum to 100

Table 56. **Do you think that racism is a particular problem at your school?**

	Greater London %	Inner London %	Outer London %	Key Boroughs %	Non-key Boroughs %
Strongly agree	11	13	10	12	11
Agree	13	13	13	14	13
Not sure	31	31	31	30	31
Disagree	21	20	22	18	22
Totally disagree	21	19	21	20	21
No response	3	5	3	6	3
N	**25276**	**5845**	**19431**	**1412**	**23864**

A single response item
Due to percentages being rounded to the nearest integer, they may not sum to 100

Table 57. **How often do you have a teaching assistant (other adult) helping the teacher in lessons?**

	Greater London %	Inner London %	Outer London %	Key Boroughs %	Non-key Boroughs %
Often	24	22	24	21	24
Sometimes	37	41	36	41	37
Rarely	26	24	27	23	26
Never	10	9	10	8	10
No response	3	5	3	6	3
N	**25276**	**5845**	**19431**	**1412**	**23864**

A single response item
Due to percentages being rounded to the nearest integer, they may not sum to 100

Table 58. **How often do your parents/carers ask about what you are learning at school?**

	Greater London %	Inner London %	Outer London %	Key Boroughs %	Non-key Boroughs %
Often	49	50	49	51	49
Sometimes	32	31	32	30	32
Rarely	11	10	11	9	11
Never	4	4	5	3	4
No response	4	6	3	8	4
N	**25276**	**5845**	**19431**	**1412**	**23864**

A single response item
Due to percentages being rounded to the nearest integer, they may not sum to 100

Table 59. **How often have you had a substitute teacher (someone who is not your normal teacher) to teach lessons this year?**

	Greater London %	Inner London %	Outer London %	Key Boroughs %	Non-key Boroughs %
Often	27	24	28	21	27
Sometimes	48	48	49	47	48
Rarely	18	19	18	20	18
Never	2	2	2	3	2
No response	4	7	3	8	4
N	**25276**	**5845**	**19431**	**1412**	**23864**

A single response item
Due to percentages being rounded to the nearest integer, they may not sum to 100

Table 60. **How often do you do joint work (activities, lessons, projects) with pupils from other schools?**

	Greater London %	Inner London %	Outer London %	Key Boroughs %	Non-key Boroughs %
Often	8	9	8	8	8
Sometimes	22	22	22	22	22
Rarely	25	24	25	24	25
Never	41	39	41	38	41
No response	4	6	3	7	4
N	**25276**	**5845**	**19431**	**1412**	**23864**

A single response item
Due to percentages being rounded to the nearest integer, they may not sum to 100

Table 61. **How often do travel problems cause you to be late for school?**

	Greater London %	Inner London %	Outer London %	Key Boroughs %	Non-key Boroughs %
Often	10	11	9	11	10
Sometimes	23	24	22	26	23
Rarely	29	25	30	24	29
Never	35	34	35	32	35
No response	4	6	3	7	4
N	25276	5845	19431	1412	23864

A single response item
Due to percentages being rounded to the nearest integer, they may not sum to 100

Table 62. **How often do you use computers in your lessons to help you with your work?**

	Greater London %	Inner London %	Outer London %	Key Boroughs %	Non-key Boroughs %
Every lesson	2	3	2	2	2
Most lessons	10	12	9	12	10
Sometimes	53	51	53	49	53
Hardly ever	28	25	29	25	29
Never	3	2	3	2	3
No response	4	6	3	8	4
N	25276	5845	19431	1412	23864

A single response item
Due to percentages being rounded to the nearest integer, they may not sum to 100

Table 63. **How often do you have books and resources (worksheets, notes, etc.) to take home to help you do your homework?**

	Greater London %	Inner London %	Outer London %	Key Boroughs %	Non-key Boroughs %
Every lesson	9	10	9	7	10
Most lessons	36	34	37	32	37
Sometimes	32	32	32	35	32
Hardly ever	13	12	13	12	13
Never	5	5	5	6	5
No response	4	7	3	8	4
N	25276	5845	19431	1412	23864

A single response item
Due to percentages being rounded to the nearest integer, they may not sum to 100

Table 64. **How often do the teachers explain clearly what you are supposed to learn in the lesson?**

	Greater London %	Inner London %	Outer London %	Key Boroughs %	Non-key Boroughs %
Every lesson	23	26	23	24	23
Most lessons	40	37	42	35	41
Sometimes	24	25	24	26	24
Hardly ever	6	5	6	6	6
Never	2	1	2	1	2
No response	4	7	4	8	4
N	**25276**	**5845**	**19431**	**1412**	**23864**

A single response item
Due to percentages being rounded to the nearest integer, they may not sum to 100

Table 65. **How often do pupils at your school try to disrupt lessons?**

	Greater London %	Inner London %	Outer London %	Key Boroughs %	Non-key Boroughs %
Every day	29	27	29	24	29
Every week	18	16	18	15	18
Sometimes	36	38	35	42	36
Hardly ever	11	10	11	8	11
Never	2	2	2	2	2
No response	5	7	4	9	4
N	**25276**	**5845**	**19431**	**1412**	**23864**

A single response item
Due to percentages being rounded to the nearest integer, they may not sum to 100

Table 66. **How often have you been bullied by other pupils this term?**

	Greater London %	Inner London %	Outer London %	Key Boroughs %	Non-key Boroughs %
Every day	3	3	3	3	3
Every week	4	4	4	4	4
Sometimes	16	16	16	17	16
Hardly ever	20	19	21	18	20
Never	52	51	52	50	52
No response	5	7	4	9	4
N	**25276**	**5845**	**19431**	**1412**	**23864**

A single response item
Due to percentages being rounded to the nearest integer, they may not sum to 100

Table 67. **How often have you seen other pupils bullied this term?**

	Greater London %	Inner London %	Outer London %	Key Boroughs %	Non-key Boroughs %
Every day	7	8	7	8	7
Every week	11	11	11	10	11
Sometimes	30	32	30	32	30
Hardly ever	27	24	28	24	27
Never	21	19	21	18	21
No response	4	7	4	8	4
N	25276	5845	19431	1412	23864

A single response item
Due to percentages being rounded to the nearest integer, they may not sum to 100

Table 68. **How many teachers have you got on well with this year?**

	Greater London %	Inner London %	Outer London %	Key Boroughs %	Non-key Boroughs %
All	14	16	13	14	14
Most	46	43	47	40	46
Some	21	20	22	19	21
Few	13	13	13	15	13
None	2	1	2	2	2
No response	5	7	4	9	5
N	25276	5845	19431	1412	23864

A single response item
Due to percentages being rounded to the nearest integer, they may not sum to 100

Table 69. **How many of your teachers are good at dealing with bad behaviour in class or around the school?**

	Greater London %	Inner London %	Outer London %	Key Boroughs %	Non-key Boroughs %
All	10	11	10	10	10
Most	35	32	36	30	35
Some	29	29	29	28	29
Few	17	18	17	20	17
None	3	3	3	3	3
No response	5	7	5	9	5
N	25276	5845	19431	1412	23864

A single response item
Due to percentages being rounded to the nearest integer, they may not sum to 100

Table 70.   **Do your parents/carers come to school…**

	Greater London %	Inner London %	Outer London %	Key Boroughs %	Non-key Boroughs %
For parents' evenings?	90	87	90	85	90
To help out in the classroom?	3	3	3	3	3
For social events?	27	23	28	22	27
Because you are having problems in school?	28	28	28	28	28
Because you have been in trouble at school?	21	24	21	24	21
No response	6	8	6	10	6
N	**25276**	**5845**	**19431**	**1412**	**23864**

A single response item
Due to percentages being rounded to the nearest integer, they may not sum to 100

Table 71.   **How do you usually get to and from school?**

	Greater London %	Inner London %	Outer London %	Key Boroughs %	Non-key Boroughs %
On foot	45	45	45	39	45
On a bicycle	4	3	4	3	4
On public transport	54	58	53	62	54
By car	33	21	37	18	34
No response	6	8	5	10	5
N	**25276**	**5845**	**19431**	**1412**	**23864**

A single response item
Due to percentages being rounded to the nearest integer, they may not sum to 100

Table 72.   **How would you describe your abilities as a pupil?**

	Greater London %	Inner London %	Outer London %	Key Boroughs %	Non-key Boroughs %
Very good	29	33	28	34	28
Quite good	43	39	44	38	43
Average	19	17	20	15	19
Below average	1	1	2	1	1
Poor	1	1	1	1	1
No response	7	10	7	11	7
N	**25276**	**5845**	**19431**	**1412**	**23864**

A single response item
Due to percentages being rounded to the nearest integer, they may not sum to 100

Table 73. **With most teachers the discipline here is:**

	Greater London %	Inner London %	Outer London %	Key Boroughs %	Non-key Boroughs %
Too strict	24	24	25	23	24
About right	62	60	63	57	62
Not strict enough	7	7	7	8	7
No response	7	9	6	12	7
N	**25276**	**5845**	**19431**	**1412**	**23864**

A single response item
Due to percentages being rounded to the nearest integer, they may not sum to 100

Appendix E   Year 10 pupil data

Responses to key questions

Table 1.   I am usually happy at school

	Metropolitan %	Greater London %	Inner London %	Outer London %	Key Boroughs %	Non-key Boroughs %
True	82	81	78	82	77	81
False	17	17	19	16	18	17
No response	1	2	3	2	5	2
N	**6454**	**22451**	**5048**	**17394**	**1428**	**21014**

A single response item
Due to percentages being rounded to the nearest integer, they may not sum to 100

Table 2.   My parents/carers help and advise me with my school work

	Metropolitan %	Greater London %	Inner London %	Outer London %	Key Boroughs %	Non-key Boroughs %
True	80	78	80	77	78	78
False	19	21	18	21	18	21
No response	1	2	3	1	4	1
N	**6454**	**22451**	**5048**	**17394**	**1428**	**21014**

A single response item
Due to percentages being rounded to the nearest integer, they may not sum to 100

Table 3.   We have opportunities outside of lesson time to do extra learning activities or extra study

	Metropolitan %	Greater London %	Inner London %	Outer London %	Key Boroughs %	Non-key Boroughs %
True	82	74	72	74	67	74
False	16	24	25	24	27	24
No response	1	2	3	2	6	2
N	**6454**	**22451**	**5048**	**17394**	**1428**	**21014**

A single response item
Due to percentages being rounded to the nearest integer, they may not sum to 100

Table 4.   Most things I work on in school are really interesting

	Metropolitan %	Greater London %	Inner London %	Outer London %	Key Boroughs %	Non-key Boroughs %
True	36	36	40	35	44	35
False	62	62	56	63	52	63
No response	1	2	3	2	4	2
N	**6454**	**22451**	**5048**	**17394**	**1428**	**21014**

A single response item
Due to percentages being rounded to the nearest integer, they may not sum to 100

Table 5.   At home I have access to the Internet

	Metropolitan %	Greater London %	Inner London %	Outer London %	Key Boroughs %	Non-key Boroughs %
True	86	86	77	89	74	87
False	14	12	21	10	22	12
No response	1	1	3	1	4	1
N	**6454**	**22451**	**5048**	**17394**	**1428**	**21014**

A single response item
Due to percentages being rounded to the nearest integer, they may not sum to 100

Table 6.   My parents/carers or teachers advice me about using the Internet safely

	Metropolitan %	Greater London %	Inner London %	Outer London %	Key Boroughs %	Non-key Boroughs %
True	57	57	62	56	63	57
False	41	41	35	43	32	42
No response	1	2	3	1	5	1
N	**6454**	**22451**	**5048**	**17394**	**1428**	**21014**

A single response item
Due to percentages being rounded to the nearest integer, they may not sum to 100

Table 7.   This school is a good school

	Metropolitan %	Greater London %	Inner London %	Outer London %	Key Boroughs %	Non-key Boroughs %
Strongly agree	11	13	12	13	6	14
Agree	53	53	50	54	49	53
Not sure	23	20	23	20	26	20
Disagree	9	8	9	8	10	8
Totally disagree	4	4	4	4	4	4
No response	0	2	3	1	4	1
N	**6454**	**22451**	**5048**	**17394**	**1428**	**21014**

A single response item
Due to percentages being rounded to the nearest integer, they may not sum to 100

Table 8.   How often do you behave badly at school?

	Metropolitan %	Greater London %	Inner London %	Outer London %	Key Boroughs %	Non-key Boroughs %
Always	1	2	2	2	1	2
Often	6	7	7	7	6	7
Sometimes	27	29	27	29	24	29
Rarely	44	39	37	39	36	39
Never	20	20	21	20	24	20
No response	1	3	6	2	8	3
N	**6454**	**22451**	**5048**	**17394**	**1428**	**21014**

A single response item
Due to percentages being rounded to the nearest integer, they may not sum to 100

Table 9.   How often are other pupils so noisy in lessons that you find it difficult to work?

	Metropolitan %	Greater London %	Inner London %	Outer London %	Key Boroughs %	Non-key Boroughs %
Always	10	13	13	12	14	13
Often	29	29	30	29	30	29
Sometimes	38	35	33	36	32	35
Rarely	17	16	14	16	13	16
Never	4	4	4	4	2	4
No response	1	3	5	2	8	3
N	**6454**	**22451**	**5048**	**17394**	**1428**	**21014**

A single response item
Due to percentages being rounded to the nearest integer, they may not sum to 100

Table 10. **This term, how often have you missed school without permission from school?**

	Metropolitan %	Greater London %	Inner London %	Outer London %	Key Boroughs %	Non-key Boroughs %
Often	3	4	4	4	4	4
Sometimes	11	13	14	13	14	13
Rarely	26	24	25	23	26	24
Never	59	56	50	57	46	56
No response	1	4	6	3	9	3
N	**6454**	**22451**	**5048**	**17394**	**1428**	**21014**

A single response item
Due to percentages being rounded to the nearest integer, they may not sum to 100

Table 11. **How many of your teachers do you think are good teachers?**

	Metropolitan %	Greater London %	Inner London %	Outer London %	Key Boroughs %	Non-key Boroughs %
All	3	6	8	5	7	6
Most	39	40	38	41	35	41
Some	35	31	29	31	30	31
Few	20	17	16	17	14	17
None	2	2	1	2	2	2
No response	1	5	8	4	11	4
N	**6454**	**22451**	**5048**	**17394**	**1428**	**21014**

A single response item
Due to percentages being rounded to the nearest integer, they may not sum to 100

Table 12. **On average, how long does it take you to get to school each morning?**

	Metropolitan %	Greater London %	Inner London %	Outer London %	Key Boroughs %	Non-key Boroughs %
Less than 15 minutes	42	30	29	31	26	31
15 to 30 minutes	43	36	35	36	38	36
31 to 45 minutes	11	15	16	15	13	15
46 minutes to an hour	3	7	7	7	6	7
More than an hour	1	3	3	3	3	3
No response	1	8	10	8	13	8
N	**6454**	**22451**	**5048**	**17394**	**1428**	**21014**

A single response item
Due to percentages being rounded to the nearest integer, they may not sum to 100

Responses to questions in London survey only

Table 13.   I often take part in school activities at lunchtime or after school

	Greater London %	Inner London %	Outer London %	Key Boroughs %	Non-key Boroughs %
True	33	33	34	29	34
False	65	64	65	66	65
No response	2	3	1	5	1
N	**22451**	**5048**	**17394**	**1428**	**21014**

A single response item
Due to percentages being rounded to the nearest integer, they may not sum to 100

Table 14.   Most of my teachers set homework regularly (each week)

	Greater London %	Inner London %	Outer London %	Key Boroughs %	Non-key Boroughs %
True	79	73	80	69	79
False	20	24	19	26	19
No response	2	3	1	5	1
N	**22451**	**5048**	**17394**	**1428**	**21014**

A single response item
Due to percentages being rounded to the nearest integer, they may not sum to 100

Table 15.   At home I have access to a computer to help me with my homework

	Greater London %	Inner London %	Outer London %	Key Boroughs %	Non-key Boroughs %
True	90	85	92	82	91
False	8	12	7	14	8
No response	1	3	1	4	1
N	**22451**	**5048**	**17394**	**1428**	**21014**

A single response item
Due to percentages being rounded to the nearest integer, they may not sum to 100

Table 16.   **I intend to stay on in full-time education after I am 16**

	Greater London %	Inner London %	Outer London %	Key Boroughs %	Non-key Boroughs %
True	84	85	84	84	84
False	13	11	14	11	13
No response	3	4	3	5	3
N	**22451**	**5048**	**17394**	**1428**	**21014**

A single response item
Due to percentages being rounded to the nearest integer, they may not sum to 100

Table 17.   **Even when I am at school I sometimes deliberately miss lessons**

	Greater London %	Inner London %	Outer London %	Key Boroughs %	Non-key Boroughs %
True	12	14	12	15	12
False	86	83	87	80	86
No response	2	3	1	5	2
N	**22451**	**5048**	**17394**	**1428**	**21014**

A single response item
Due to percentages being rounded to the nearest integer, they may not sum to 100

Table 18.   **At home there are books (dictionaries, reference books, etc.) for me to read or look things up in**

	Greater London %	Inner London %	Outer London %	Key Boroughs %	Non-key Boroughs %
True	85	84	85	84	85
False	14	14	14	12	14
No response	1	3	1	4	1
N	**22451**	**5048**	**17394**	**1428**	**21014**

A single response item
Due to percentages being rounded to the nearest integer, they may not sum to 100

Table 19.   **At home, I have somewhere quiet to do my homework**

	Greater London %	Inner London %	Outer London %	Key Boroughs %	Non-key Boroughs %
True	80	79	81	79	80
False	18	18	18	17	18
No response	1	3	1	4	1
N	**22451**	**5048**	**17394**	**1428**	**21014**

A single response item
Due to percentages being rounded to the nearest integer, they may not sum to 100

Table 20. **My teachers take time to discuss my progress with me and advise me on how I can improve my work**

	Greater London %	Inner London %	Outer London %	Key Boroughs %	Non-key Boroughs %
True	61	64	60	62	61
False	36	32	37	32	36
No response	3	4	2	5	2
N	**22451**	**5048**	**17394**	**1428**	**21014**

A single response item
Due to percentages being rounded to the nearest integer, they may not sum to 100

Table 21. **Do your travel arrangements allow you time to take part in after-school activities?**

	Greater London %	Inner London %	Outer London %	Key Boroughs %	Non-key Boroughs %
Yes	71	66	72	63	71
No	27	30	26	31	27
No response	2	4	2	6	2
N	**22451**	**5048**	**17394**	**1428**	**21014**

A single response item
Due to percentages being rounded to the nearest integer, they may not sum to 100

Table 22. **Of the schools you could have gone to, is this the nearest one to your home?**

	Greater London %	Inner London %	Outer London %	Key Boroughs %	Non-key Boroughs %
Yes	43	42	43	44	43
No	55	55	56	50	56
No response	2	3	1	5	2
N	**22451**	**5048**	**17394**	**1428**	**21014**

A single response item
Due to percentages being rounded to the nearest integer, they may not sum to 100

Table 23. **Would you prefer to have gone to a different school?**

	Greater London %	Inner London %	Outer London %	Key Boroughs %	Non-key Boroughs %
Yes	28	33	27	36	28
No	68	62	70	56	69
No response	4	5	3	7	3
N	**22451**	**5048**	**17394**	**1428**	**21014**

A single response item
Due to percentages being rounded to the nearest integer, they may not sum to 100

Table 24. **Have you attended another secondary school before coming to this one?**

	Greater London %	Inner London %	Outer London %	Key Boroughs %	Non-key Boroughs %
Yes	14	15	13	15	14
No	84	82	85	80	85
No response	2	3	1	5	2
N	**22451**	**5048**	**17394**	**1428**	**21014**

A single response item
Due to percentages being rounded to the nearest integer, they may not sum to 100

Table 25. **Is there a good range of courses to chose from when you have finished your GCSEs (at school or college)?**

	Greater London %	Inner London %	Outer London %	Key Boroughs %	Non-key Boroughs %
Yes	81	80	82	79	81
No	14	14	14	13	14
No response	5	7	4	8	4
N	**22451**	**5048**	**17394**	**1428**	**21014**

A single response item
Due to percentages being rounded to the nearest integer, they may not sum to 100

Table 26. **Do you want to go on to college or university?**

	Greater London %	Inner London %	Outer London %	Key Boroughs %	Non-key Boroughs %
Yes	91	91	91	91	91
No	6	5	7	4	6
No response	3	4	2	5	3
N	**22451**	**5048**	**17394**	**1428**	**21014**

A single response item
Due to percentages being rounded to the nearest integer, they may not sum to 100

Table 27.   When I use a computer in lessons, I learn more easily

	Greater London %	Inner London %	Outer London %	Key Boroughs %	Non-key Boroughs %
Strongly agree	21	19	21	19	21
Agree	39	39	39	39	39
Not sure	24	24	24	23	25
Disagree	11	11	11	12	11
Totally disagree	2	3	2	2	2
No response	2	4	2	6	2
N	**22451**	**5048**	**17394**	**1428**	**21014**

A single response item
Due to percentages being rounded to the nearest integer, they may not sum to 100

Table 28.   Most of the time I do not want to go to school

	Greater London %	Inner London %	Outer London %	Key Boroughs %	Non-key Boroughs %
Strongly agree	12	11	13	10	12
Agree	22	23	22	22	22
Not sure	21	20	21	19	21
Disagree	32	30	33	31	33
Totally disagree	11	12	10	12	10
No response	2	3	2	5	2
N	**22451**	**5048**	**17394**	**1428**	**21014**

A single response item
Due to percentages being rounded to the nearest integer, they may not sum to 100

Table 29.   Most of the teachers here are respected by the pupils

	Greater London %	Inner London %	Outer London %	Key Boroughs %	Non-key Boroughs %
Strongly agree	5	6	4	4	5
Agree	30	28	31	24	31
Not sure	32	31	32	34	32
Disagree	22	22	22	22	22
Totally disagree	8	9	8	10	8
No response	2	4	2	6	2
N	**22451**	**5048**	**17394**	**1428**	**21014**

A single response item
Due to percentages being rounded to the nearest integer, they may not sum to 100

Table 30.   School work here is dull and boring

	Greater London %	Inner London %	Outer London %	Key Boroughs %	Non-key Boroughs %
Strongly agree	12	11	12	11	12
Agree	25	24	25	23	25
Not sure	30	29	31	29	30
Disagree	27	26	27	26	27
Totally disagree	5	6	4	5	5
No response	2	4	2	6	2
N	**22451**	**5048**	**17394**	**1428**	**21014**

A single response item
Due to percentages being rounded to the nearest integer, they may not sum to 100

Table 31.   There are lots of activities (sport, drama, etc.) to take part in at lunchtime or after school

	Greater London %	Inner London %	Outer London %	Key Boroughs %	Non-key Boroughs %
Strongly agree	24	21	25	20	24
Agree	42	38	43	36	43
Not sure	18	18	18	19	18
Disagree	10	12	9	11	10
Totally disagree	4	6	4	7	4
No response	2	4	1	6	2
N	**22451**	**5048**	**17394**	**1428**	**21014**

A single response item
Due to percentages being rounded to the nearest integer, they may not sum to 100

Table 32.   I learn more easily when the teacher uses an interactive whiteboard

	Greater London %	Inner London %	Outer London %	Key Boroughs %	Non-key Boroughs %
Strongly agree	15	16	15	14	16
Agree	38	39	38	38	38
Not sure	31	27	31	28	31
Disagree	11	11	11	12	11
Totally disagree	3	3	3	3	3
No response	2	4	1	6	2
N	**22451**	**5048**	**17394**	**1428**	**21014**

A single response item
Due to percentages being rounded to the nearest integer, they may not sum to 100

Table 33.   **Most teachers here treat the pupils with respect**

	Greater London %	Inner London %	Outer London %	Key Boroughs %	Non-key Boroughs %
Strongly agree	10	11	10	10	10
Agree	40	38	40	38	40
Not sure	23	22	23	23	23
Disagree	17	16	17	16	17
Totally disagree	8	8	8	7	8
No response	2	4	2	6	2
N	**22451**	**5048**	**17394**	**1428**	**21014**

A single response item
Due to percentages being rounded to the nearest integer, they may not sum to 100

Table 34.   **This school is giving me a good education**

	Greater London %	Inner London %	Outer London %	Key Boroughs %	Non-key Boroughs %
Strongly agree	19	18	19	14	19
Agree	55	54	55	54	55
Not sure	18	17	18	18	18
Disagree	5	5	5	6	5
Totally disagree	2	2	2	3	2
No response	2	4	2	6	2
N	**22451**	**5048**	**17394**	**1428**	**21014**

A single response item
Due to percentages being rounded to the nearest integer, they may not sum to 100

Table 35.   **School rules are fair and reasonable**

	Greater London %	Inner London %	Outer London %	Key Boroughs %	Non-key Boroughs %
Strongly agree	9	10	9	10	9
Agree	38	36	38	36	38
Not sure	25	25	25	24	25
Disagree	18	18	18	18	18
Totally disagree	8	8	8	6	8
No response	2	4	2	6	2
N	**22451**	**5048**	**17394**	**1428**	**21014**

A single response item
Due to percentages being rounded to the nearest integer, they may not sum to 100

Table 36.   Most teachers are good at keeping control in the classroom

	Greater London %	Inner London %	Outer London %	Key Boroughs %	Non-key Boroughs %
Strongly agree	4	5	4	5	4
Agree	34	33	34	30	34
Not sure	28	26	28	26	28
Disagree	23	23	23	24	23
Totally disagree	9	9	9	9	9
No response	2	4	2	6	2
N	**22451**	**5048**	**17394**	**1428**	**21014**

A single response item
Due to percentages being rounded to the nearest integer, they may not sum to 100

Table 37.   Most teachers are very strict about pupils missing school without permission from school

	Greater London %	Inner London %	Outer London %	Key Boroughs %	Non-key Boroughs %
Strongly agree	22	22	22	20	22
Agree	38	36	38	34	38
Not sure	25	24	26	24	25
Disagree	10	10	9	11	9
Totally disagree	4	4	3	5	3
No response	2	4	1	6	2
N	**22451**	**5048**	**17394**	**1428**	**21014**

A single response item
Due to percentages being rounded to the nearest integer, they may not sum to 100

Table 38.   How important do you think it is to have a mentor (an adult who comes into school to discuss your progress with you)?

	Greater London %	Inner London %	Outer London %	Key Boroughs %	Non-key Boroughs %
Very important	16	20	14	20	15
Quite important	32	33	32	31	32
No opinion	28	25	29	23	28
Not very important	14	13	15	13	15
Not important at all	7	6	7	6	7
No response	2	4	2	7	2
N	**22451**	**5048**	**17394**	**1428**	**21014**

A single response item
Due to percentages being rounded to the nearest integer, they may not sum to 100

Table 39. **How important do you think it is to have a good range of subject options to choose from?**

	Greater London %	Inner London %	Outer London %	Key Boroughs %	Non-key Boroughs %
Very important	62	62	62	59	62
Quite important	30	28	31	27	30
No opinion	4	5	4	6	4
Not very important	1	1	1	1	1
Not important at all	1	1	1	1	1
No response	2	4	2	6	2
N	**22451**	**5048**	**17394**	**1428**	**21014**

A single response item
Due to percentages being rounded to the nearest integer, they may not sum to 100

Table 40. **How important do you think it is to be able to do work-related courses?**

	Greater London %	Inner London %	Outer London %	Key Boroughs %	Non-key Boroughs %
Very important	37	40	37	40	37
Quite important	43	40	44	39	43
No opinion	14	12	15	12	14
Not very important	2	2	2	1	2
Not important at all	1	1	1	1	1
No response	3	5	2	7	2
N	**22451**	**5048**	**17394**	**1428**	**21014**

A single response item
Due to percentages being rounded to the nearest integer, they may not sum to 100

Table 41. **How important do you think it is to have an opportunity to do work experience?**

	Greater London %	Inner London %	Outer London %	Key Boroughs %	Non-key Boroughs %
Very important	62	64	61	64	62
Quite important	27	23	28	22	27
No opinion	5	5	5	4	5
Not very important	2	2	2	2	2
Not important at all	1	1	1	1	1
No response	3	5	2	7	2
N	**22451**	**5048**	**17394**	**1428**	**21014**

A single response item
Due to percentages being rounded to the nearest integer, they may not sum to 100

Table 42. **How important do you think it is to have good careers guidance?**

	Greater London %	Inner London %	Outer London %	Key Boroughs %	Non-key Boroughs %
Very important	51	55	50	55	50
Quite important	34	30	35	27	34
No opinion	10	8	10	9	10
Not very important	2	2	2	1	2
Not important at all	1	1	1	1	1
No response	3	5	2	7	2
N	**22451**	**5048**	**17394**	**1428**	**21014**

A single response item
Due to percentages being rounded to the nearest integer, they may not sum to 100

Table 43. **How important do you think it is to have a teacher who helps you to set targets (for your individual learning plan)?**

	Greater London %	Inner London %	Outer London %	Key Boroughs %	Non-key Boroughs %
Very important	31	37	29	41	31
Quite important	40	36	41	33	40
No opinion	17	14	17	13	17
Not very important	8	6	8	6	8
Not important at all	3	2	3	1	3
No response	2	4	2	6	2
N	**22451**	**5048**	**17394**	**1428**	**21014**

A single response item
Due to percentages being rounded to the nearest integer, they may not sum to 100

Table 44. **How important is it to you to be rewarded for good work or behaviour?**

	Greater London %	Inner London %	Outer London %	Key Boroughs %	Non-key Boroughs %
Very important	44	46	43	43	44
Quite important	37	34	38	35	37
No opinion	10	9	10	10	10
Not very important	5	4	5	5	5
Not important at all	1	1	1	1	1
No response	2	5	2	7	2
N	**22451**	**5048**	**17394**	**1428**	**21014**

A single response item
Due to percentages being rounded to the nearest integer, they may not sum to 100

Table 45.   How important is it to you to be able to give your views about the school (e.g. through a School Council)?

	Greater London %	Inner London %	Outer London %	Key Boroughs %	Non-key Boroughs %
Very important	37	39	37	36	38
Quite important	36	35	36	36	36
No opinion	17	15	17	16	17
Not very important	5	4	5	3	5
Not important at all	2	2	2	1	2
No response	3	5	2	7	2
N	**22451**	**5048**	**17394**	**1428**	**21014**

A single response item
Due to percentages being rounded to the nearest integer, they may not sum to 100

Table 46.   How important is it to you to learn about other cultures?

	Greater London %	Inner London %	Outer London %	Key Boroughs %	Non-key Boroughs %
Very important	24	30	22	30	23
Quite important	37	38	36	38	37
No opinion	21	16	22	16	21
Not very important	10	7	11	7	10
Not important at all	6	3	7	2	6
No response	3	5	2	7	2
N	**22451**	**5048**	**17394**	**1428**	**21014**

A single response item
Due to percentages being rounded to the nearest integer, they may not sum to 100

Table 47.   How important is it to you to have lots of opportunities to do sport and PE?

	Greater London %	Inner London %	Outer London %	Key Boroughs %	Non-key Boroughs %
Very important	36	36	36	28	37
Quite important	34	34	34	34	34
No opinion	14	14	14	17	14
Not very important	8	8	8	9	8
Not important at all	4	4	4	5	4
No response	3	5	2	7	2
N	**22451**	**5048**	**17394**	**1428**	**21014**

A single response item
Due to percentages being rounded to the nearest integer, they may not sum to 100

Table 48. **How important is it to you to go on cultural visits (e.g. to theatres and are galleries)?**

	Greater London %	Inner London %	Outer London %	Key Boroughs %	Non-key Boroughs %
Very important	32	34	31	33	32
Quite important	35	35	36	33	36
No opinion	18	16	19	16	18
Not very important	8	8	9	7	8
Not important at all	4	3	4	3	4
No response	3	5	2	7	2
N	22451	5048	17394	1428	21014

A single response item
Due to percentages being rounded to the nearest integer, they may not sum to 100

Table 49. **How important is it to you to attend after-school clubs?**

	Greater London %	Inner London %	Outer London %	Key Boroughs %	Non-key Boroughs %
Very important	9	12	9	11	9
Quite important	27	29	27	26	27
No opinion	32	30	32	30	32
Not very important	20	18	20	19	20
Not important at all	9	7	10	7	10
No response	3	5	2	7	2
N	22451	5048	17394	1428	21014

A single response item
Due to percentages being rounded to the nearest integer, they may not sum to 100

Table 50. **Do you feel that your school is better or worse than most schools?**

	Greater London %	Inner London %	Outer London %	Key Boroughs %	Non-key Boroughs %
Much better	17	16	18	9	18
Better	37	33	39	32	38
About the same	27	28	27	31	27
Not as good	11	13	11	16	11
Much worse	4	5	4	5	4
No response	3	5	2	8	3
N	22451	5048	17394	1428	21014

A single response item
Due to percentages being rounded to the nearest integer, they may not sum to 100

Table 51.   How often do teachers praise you when you have tried hard?

	Greater London %	Inner London %	Outer London %	Key Boroughs %	Non-key Boroughs %
Always	5	7	4	6	5
Often	22	22	22	21	22
Sometimes	39	38	40	37	39
Rarely	24	21	25	21	24
Never	7	6	7	6	7
No response	3	5	2	8	2
N	**22451**	**5048**	**17394**	**1428**	**21014**

A single response item
Due to percentages being rounded to the nearest integer, they may not sum to 100

Table 52.   How often do other pupils make fun of people who work hard?

	Greater London %	Inner London %	Outer London %	Key Boroughs %	Non-key Boroughs %
Always	11	9	11	7	11
Often	22	19	23	17	23
Sometimes	32	30	32	29	32
Rarely	26	28	25	29	25
Never	7	9	7	11	7
No response	3	5	2	8	2
N	**22451**	**5048**	**17394**	**1428**	**21014**

A single response item
Due to percentages being rounded to the nearest integer, they may not sum to 100

Table 53.   How often do you feel you can go to a teacher with a problem?

	Greater London %	Inner London %	Outer London %	Key Boroughs %	Non-key Boroughs %
Always	6	6	6	6	6
Often	13	12	13	11	13
Sometimes	26	26	26	27	26
Rarely	27	25	28	25	27
Never	25	24	25	22	25
No response	3	6	3	8	3
N	**22451**	**5048**	**17394**	**1428**	**21014**

A single response item
Due to percentages being rounded to the nearest integer, they may not sum to 100

Table 54. **Do you think that bullying is a particular problem at your school?**

	Greater London %	Inner London %	Outer London %	Key Boroughs %	Non-key Boroughs %
Strongly agree	10	12	9	11	10
Agree	18	18	18	17	18
Not sure	34	33	34	32	34
Disagree	27	24	28	24	28
Totally disagree	7	7	7	7	7
No response	3	6	2	8	3
N	**22451**	**5048**	**17394**	**1428**	**21014**

A single response item
Due to percentages being rounded to the nearest integer, they may not sum to 100

Table 55. **Do you think that the teachers deal effectively with bullying?**

	Greater London %	Inner London %	Outer London %	Key Boroughs %	Non-key Boroughs %
Strongly agree	7	9	7	7	7
Agree	23	23	22	21	23
Not sure	36	34	36	36	36
Disagree	20	17	21	17	20
Totally disagree	11	11	12	10	12
No response	3	6	2	8	3
N	**22451**	**5048**	**17394**	**1428**	**21014**

A single response item
Due to percentages being rounded to the nearest integer, they may not sum to 100

Table 56. **Do you think that racism is a particular problem at your school?**

	Greater London %	Inner London %	Outer London %	Key Boroughs %	Non-key Boroughs %
Strongly agree	7	7	7	6	7
Agree	12	12	12	11	12
Not sure	27	26	27	26	27
Disagree	29	27	30	26	29
Totally disagree	22	22	22	22	22
No response	3	6	2	8	3
N	**22451**	**5048**	**17394**	**1428**	**21014**

A single response item
Due to percentages being rounded to the nearest integer, they may not sum to 100

Table 57. **How often do you have a teaching assistant (other adult) helping the teacher in lessons?**

	Greater London %	Inner London %	Outer London %	Key Boroughs %	Non-key Boroughs %
Often	10	13	9	12	10
Sometimes	34	37	33	39	34
Rarely	36	32	38	31	37
Never	17	12	18	10	17
No response	3	6	2	9	3
N	**22451**	**5048**	**17394**	**1428**	**21014**

A single response item
Due to percentages being rounded to the nearest integer, they may not sum to 100

Table 58. **How often do your parents/carers ask about what you are learning at school?**

	Greater London %	Inner London %	Outer London %	Key Boroughs %	Non-key Boroughs %
Often	35	37	34	35	35
Sometimes	38	36	38	37	38
Rarely	17	14	17	13	17
Never	7	6	7	5	7
No response	4	7	3	9	3
N	**22451**	**5048**	**17394**	**1428**	**21014**

A single response item
Due to percentages being rounded to the nearest integer, they may not sum to 100

Table 59. **How often have you had a substitute teacher (someone who is not your normal teacher) to teach lessons this year?**

	Greater London %	Inner London %	Outer London %	Key Boroughs %	Non-key Boroughs %
Often	26	22	27	23	26
Sometimes	48	47	48	46	48
Rarely	21	22	20	18	21
Never	2	3	2	3	2
No response	4	7	3	9	3
N	**22451**	**5048**	**17394**	**1428**	**21014**

A single response item
Due to percentages being rounded to the nearest integer, they may not sum to 100

Table 60. **How often do you do joint work (activities, lessons, projects) with pupils from other schools?**

	Greater London %	Inner London %	Outer London %	Key Boroughs %	Non-key Boroughs %
Often	5	6	5	5	5
Sometimes	20	21	20	21	20
Rarely	25	25	24	23	25
Never	47	42	48	41	47
No response	4	7	3	10	3
N	**22451**	**5048**	**17394**	**1428**	**21014**

A single response item
Due to percentages being rounded to the nearest integer, they may not sum to 100

Table 61. **How often do travel problems cause you to be late for school?**

	Greater London %	Inner London %	Outer London %	Key Boroughs %	Non-key Boroughs %
Often	14	15	13	15	13
Sometimes	26	27	25	27	26
Rarely	28	23	29	22	28
Never	29	29	30	26	29
No response	4	7	3	10	3
N	**22451**	**5048**	**17394**	**1428**	**21014**

A single response item
Due to percentages being rounded to the nearest integer, they may not sum to 100

Table 62. **How often do you use computers in your lessons to help you with your work?**

	Greater London %	Inner London %	Outer London %	Key Boroughs %	Non-key Boroughs %
Every lesson	2	2	2	3	2
Most lessons	15	18	14	20	15
Sometimes	57	54	58	53	57
Hardly ever	21	18	21	13	21
Never	2	2	2	2	2
No response	4	6	3	9	3
N	**22451**	**5048**	**17394**	**1428**	**21014**

A single response item
Due to percentages being rounded to the nearest integer, they may not sum to 100

156

Table 63. **How often do you have books and resources (worksheets, notes, etc.) to take home to help you do your homework?**

	Greater London %	Inner London %	Outer London %	Key Boroughs %	Non-key Boroughs %
Every lesson	8	9	8	8	8
Most lessons	38	36	38	33	38
Sometimes	35	34	35	34	35
Hardly ever	12	11	12	12	12
Never	3	3	3	4	3
No response	4	7	3	10	3
N	**22451**	**5048**	**17394**	**1428**	**21014**

A single response item
Due to percentages being rounded to the nearest integer, they may not sum to 100

Table 64. **How often do the teachers explain clearly what you are supposed to learn in the lesson?**

	Greater London %	Inner London %	Outer London %	Key Boroughs %	Non-key Boroughs %
Every lesson	12	15	11	16	12
Most lessons	41	41	42	37	42
Sometimes	31	28	32	29	31
Hardly ever	9	6	9	6	9
Never	2	2	2	3	2
No response	4	7	3	10	4
N	**22451**	**5048**	**17394**	**1428**	**21014**

A single response item
Due to percentages being rounded to the nearest integer, they may not sum to 100

Table 65. **How often do pupils at your school try to disrupt lessons?**

	Greater London %	Inner London %	Outer London %	Key Boroughs %	Non-key Boroughs %
Every day	29	26	30	25	29
Every week	21	20	22	18	21
Sometimes	36	37	36	39	36
Hardly ever	8	8	8	6	8
Never	1	1	1	1	1
No response	4	7	3	10	4
N	**22451**	**5048**	**17394**	**1428**	**21014**

A single response item
Due to percentages being rounded to the nearest integer, they may not sum to 100

Table 66.   How often have you been bullied by other pupils this term?

	Greater London %	Inner London %	Outer London %	Key Boroughs %	Non-key Boroughs %
Every day	2	2	2	2	2
Every week	3	2	3	2	3
Sometimes	11	10	11	10	11
Hardly ever	18	17	19	16	18
Never	62	62	62	60	62
No response	4	7	3	10	4
N	**22451**	**5048**	**17394**	**1428**	**21014**

A single response item
Due to percentages being rounded to the nearest integer, they may not sum to 100

Table 67.   How often have you seen other pupils bullied this term?

	Greater London %	Inner London %	Outer London %	Key Boroughs %	Non-key Boroughs %
Every day	7	7	7	5	7
Every week	9	8	9	7	9
Sometimes	29	28	29	27	29
Hardly ever	30	29	30	29	30
Never	22	22	22	22	22
No response	4	7	3	10	4
N	**22451**	**5048**	**17394**	**1428**	**21014**

A single response item
Due to percentages being rounded to the nearest integer, they may not sum to 100

Table 68.   How many teachers have you got on well with this year?

	Greater London %	Inner London %	Outer London %	Key Boroughs %	Non-key Boroughs %
All	11	13	10	14	10
Most	44	42	45	40	44
Some	23	22	24	20	24
Few	15	14	16	14	15
None	2	2	2	2	2
No response	4	7	3	10	4
N	**22451**	**5048**	**17394**	**1428**	**21014**

A single response item
Due to percentages being rounded to the nearest integer, they may not sum to 100

Table 69. **How many of your teachers are good at dealing with bad behaviour in class or around the school?**

	Greater London %	Inner London %	Outer London %	Key Boroughs %	Non-key Boroughs %
All	4	5	3	4	4
Most	27	25	28	23	27
Some	37	36	37	35	37
Few	24	23	24	23	24
None	4	3	4	3	4
No response	5	8	4	11	4
N	**22451**	**5048**	**17394**	**1428**	**21014**

A single response item
Due to percentages being rounded to the nearest integer, they may not sum to 100

Table 70. **Do your parents/carers come to school…**

	Greater London %	Inner London %	Outer London %	Key Boroughs %	Non-key Boroughs %
For parents' evenings?	89	86	89	81	89
To help out in the classroom?	2	2	2	3	2
For social events?	14	12	15	12	14
Because you are having problems in school?	22	21	22	20	22
Because you have been in trouble at school?	22	25	22	23	22
No response	7	9	6	14	6
N	**22451**	**5048**	**17394**	**1428**	**21014**

A single response item
Due to percentages being rounded to the nearest integer, they may not sum to 100

Table 71. **How do you usually get to and from school?**

	Greater London %	Inner London %	Outer London %	Key Boroughs %	Non-key Boroughs %
On foot	48	46	49	39	49
On a bicycle	5	4	5	3	5
On public transport	56	61	55	63	56
By car	28	15	31	12	29
No response	5	7	4	11	4
N	**22451**	**5048**	**17394**	**1428**	**21014**

A single response item
Due to percentages being rounded to the nearest integer, they may not sum to 100

Table 72.   How would you describe your abilities as a pupil?

	Greater London %	Inner London %	Outer London %	Key Boroughs %	Non-key Boroughs %
Very good	27	31	26	30	27
Quite good	43	38	44	38	43
Average	21	20	22	18	21
Below average	2	1	2	1	2
Poor	1	0	1	0	1
No response	6	9	6	13	6
N	**22451**	**5048**	**17394**	**1428**	**21014**

A single response item
Due to percentages being rounded to the nearest integer, they may not sum to 100

Table 73.   With most teachers the discipline here is:

	Greater London %	Inner London %	Outer London %	Key Boroughs %	Non-key Boroughs %
Too strict	21	19	21	15	21
About right	59	58	60	55	60
Not strict enough	13	14	13	16	13
No response	7	10	6	13	6
N	**22451**	**5048**	**17394**	**1428**	**21014**

A single response item
Due to percentages being rounded to the nearest integer, they may not sum to 100

Appendix F   Teacher data

Background data
Responses to key questions

Table 1.   Which of the following best describes your feeling about your work at this school?

	Metropolitan %	Greater London %	Inner London %	Outer London %	Key Boroughs %	Non-key Boroughs %
I enjoy my work for the vast majority of the time	41	42	42	43	40	43
I mostly enjoy what I do	42	45	44	45	42	45
I often do not enjoy my work	11	8	10	8	13	8
I rarely enjoy my work	2	1	1	1	1	1
I would like to leave this school	3	3	3	3	3	3
No response	1	1	0	1	1	1
N	**2505**	**4536**	**1043**	**3476**	**265**	**4254**

A single response item
Due to percentages being rounded to the nearest integer, they may not sum to 100

Table 2.   Overall, how has the quality of schooling at your school changed over the past 12 months?

	Metropolitan %	Greater London %	Inner London %	Outer London %	Key Boroughs %	Non-key Boroughs %
Very much improved	8	10	12	10	12	10
Slightly improved	33	36	38	36	45	36
Stayed the same	29	31	30	31	22	31
Slightly worse	20	15	13	16	15	15
Very much worse	6	3	3	4	3	4
Don't know	3	4	3	4	3	4
No response	1	1	1	1	1	1
N	**2505**	**4536**	**1043**	**3476**	**265**	**4254**

A single response item
Due to percentages being rounded to the nearest integer, they may not sum to 10

Table 3.   Staff here deal effectively with bullying among pupils

	Metropolitan %	Greater London %	Inner London %	Outer London %	Key Boroughs %	Non-key Boroughs %
Strongly agree	15	11	11	11	8	11
Agree	55	56	54	57	51	56
Not sure	17	22	23	22	26	22
Disagree	11	10	11	9	14	9
Totally disagree	1	1	1	1	1	1
No response	0	0	0	0		0
N	**2505**	**4536**	**1043**	**3476**	**265**	**4254**

A single response item
Due to percentages being rounded to the nearest integer, they may not sum to 100

Table 4.   This school has high staff morale

	Metropolitan %	Greater London %	Inner London %	Outer London %	Key Boroughs %	Non-key Boroughs %
Strongly agree	8	8	8	8	7	8
Agree	35	40	38	40	32	40
Not sure	22	21	22	21	24	21
Disagree	26	25	24	26	26	25
Totally disagree	10	6	8	6	10	6
No response	0	1	0	1	0	1
N	**2505**	**4536**	**1043**	**3476**	**265**	**4254**

A single response item
Due to percentages being rounded to the nearest integer, they may not sum to 100

Table 5.   Senior management provides good leadership

	Metropolitan %	Greater London %	Inner London %	Outer London %	Key Boroughs %	Non-key Boroughs %
Strongly agree	11	14	15	13	10	14
Agree	39	42	43	42	38	43
Not sure	19	15	12	16	18	15
Disagree	22	22	21	23	22	22
Totally disagree	8	6	7	5	11	5
No response	1	1	2	1	2	1
N	**2505**	**4536**	**1043**	**3476**	**265**	**4254**

A single response item
Due to percentages being rounded to the nearest integer, they may not sum to 100

Table 6. **Senior management deals effectively with unauthorised pupil absence**

	Metropolitan %	Greater London %	Inner London %	Outer London %	Key Boroughs %	Non-key Boroughs %
Strongly agree	16	12	11	12	6	12
Agree	39	38	35	39	28	38
Not sure	26	29	27	30	30	29
Disagree	16	17	21	15	26	16
Totally disagree	3	4	7	3	9	3
No response	0	1	1	1	0	1
N	**2505**	**4536**	**1043**	**3476**	**265**	**4254**

A single response item
Due to percentages being rounded to the nearest integer, they may not sum to 100

Table 7. **Most lessons are motivating and challenging**

	Metropolitan %	Greater London %	Inner London %	Outer London %	Key Boroughs %	Non-key Boroughs %
Strongly agree	7	12	12	12	10	12
Agree	61	62	60	62	59	62
Not sure	26	20	20	20	23	20
Disagree	6	6	7	5	7	6
Totally disagree	0	0	0	0		0
No response	0	0	0	0	0	0
N	**2505**	**4536**	**1043**	**3476**	**265**	**4254**

A single response item
Due to percentages being rounded to the nearest integer, they may not sum to 100

Table 8. **Which of the following best describes how you find the behaviour of most pupils in the school?**

	Metropolitan %	Greater London %	Inner London %	Outer London %	Key Boroughs %	Non-key Boroughs %
Always well behaved	2	4	1	5	1	4
Generally well behaved	64	66	60	68	53	67
Sometimes well behaved	27	24	31	22	38	24
Rarely well behaved	6	5	7	5	8	5
Never well behaved	0	0	0	0	0	0
No response	0	0	0	0		0
N	**2505**	**4536**	**1043**	**3476**	**265**	**4254**

A single response item
Due to percentages being rounded to the nearest integer, they may not sum to 100

Table 9. **Would you recommend the school to other teachers as a good place to work?**

	Metropolitan %	Greater London %	Inner London %	Outer London %	Key Boroughs %	Non-key Boroughs %
Yes	78	77	76	78	68	78
No	21	21	21	20	28	20
No response	1	2	3	2	3	2
N	**2505**	**4536**	**1043**	**3476**	**265**	**4254**

A single response item
Due to percentages being rounded to the nearest integer, they may not sum to 100

Responses to questions in London survey only

The school

Table 10. **Overall, how has the quality of schooling in London changed over the last 12 months?**

	Greater London %	Inner London %	Outer London %	Key Boroughs %	Non-key Boroughs %
Very much improved	2	3	2	3	2
Slightly improved	20	25	19	26	20
Stayed the same	27	29	26	31	26
Slightly worse	11	9	12	7	11
Very much worse	2	2	2	2	2
Don't know	37	31	39	29	37
No response	2	2	2	1	2
N	**4536**	**1043**	**3476**	**265**	**4254**

A single response item
Due to percentages being rounded to the nearest integer, they may not sum to 100

Table 11. **Overall this school is well resourced (books, ICT, facilities, equipment)**

	Greater London %	Inner London %	Outer London %	Key Boroughs %	Non-key Boroughs %
Strongly agree	19	17	20	11	20
Agree	49	46	50	43	50
Not sure	7	7	7	9	7
Disagree	21	24	20	31	20
Totally disagree	4	5	3	5	3
No response	0	0	0	0	0
N	**4536**	**1043**	**3476**	**265**	**4254**

A single response item
Due to percentages being rounded to the nearest integer, they may not sum to 100

Table 12. **This school has a good reputation in the community**

	Greater London %	Inner London %	Outer London %	Key Boroughs %	Non-key Boroughs %
Strongly agree	31	26	33	12	32
Agree	37	33	38	28	37
Not sure	15	19	14	27	15
Disagree	14	17	12	25	13
Totally disagree	3	4	3	8	3
No response	0	0	0	0	0
N	**4536**	**1043**	**3476**	**265**	**4254**

A single response item
Due to percentages being rounded to the nearest integer, they may not sum to 100

Table 13. **Bullying among pupils is a particular problem at this school**

	Greater London %	Inner London %	Outer London %	Key Boroughs %	Non-key Boroughs %
Strongly agree	2	3	2	4	2
Agree	17	21	15	23	16
Not sure	18	18	17	20	17
Disagree	56	51	57	47	56
Totally disagree	8	7	8	5	8
No response	0	0	0	1	0
N	**4536**	**1043**	**3476**	**265**	**4254**

A single response item
Due to percentages being rounded to the nearest integer, they may not sum to 100

Table 14. **The school seeks to give every pupil the chance to achieve his/her potential**

	Greater London %	Inner London %	Outer London %	Key Boroughs %	Non-key Boroughs %
Strongly agree	31	33	31	32	31
Agree	56	53	57	52	56
Not sure	7	6	7	8	7
Disagree	6	7	5	7	5
Totally disagree	1	1	0	1	0
No response	0	0	0		0
N	**4536**	**1043**	**3476**	**265**	**4254**

A single response item
Due to percentages being rounded to the nearest integer, they may not sum to 100

Table 15.   This school is working hard to improve

	Greater London %	Inner London %	Outer London %	Key Boroughs %	Non-key Boroughs %
Strongly agree	34	38	32	37	33
Agree	51	49	52	49	51
Not sure	10	8	10	8	10
Disagree	4	4	4	5	4
Totally disagree	1	0	1	1	1
No response	0	0	0		0
N	**4536**	**1043**	**3476**	**265**	**4254**

A single response item
Due to percentages being rounded to the nearest integer, they may not sum to 100

Table 16.   This school is committed to involving parents/ carers in their children's education

	Greater London %	Inner London %	Outer London %	Key Boroughs %	Non-key Boroughs %
Strongly agree	25	27	25	25	25
Agree	56	55	56	54	56
Not sure	13	11	13	12	13
Disagree	5	5	5	6	5
Totally disagree	1	1	0	2	0
No response	0	0	0	0	0
N	**4536**	**1043**	**3476**	**265**	**4254**

A single response item
Due to percentages being rounded to the nearest integer, they may not sum to 100

Table 17.   This school has a distinct mission and ethos

	Greater London %	Inner London %	Outer London %	Key Boroughs %	Non-key Boroughs %
Strongly agree	23	22	23	17	23
Agree	49	49	49	48	49
Not sure	15	14	16	17	15
Disagree	11	11	11	14	11
Totally disagree	2	3	2	2	2
No response	0	0	0	1	0
N	**4536**	**1043**	**3476**	**265**	**4254**

A single response item
Due to percentages being rounded to the nearest integer, they may not sum to 100

Table 18. **This school is committed to working collaboratively with other schools to support pupils' learning**

	Greater London %	Inner London %	Outer London %	Key Boroughs %	Non-key Boroughs %
Strongly agree	13	13	13	11	13
Agree	44	46	43	36	44
Not sure	26	24	27	32	26
Disagree	14	14	14	18	14
Totally disagree	2	2	2	2	2
No response	1	1	1	1	1
N	**4536**	**1043**	**3476**	**265**	**4254**

A single response item
Due to percentages being rounded to the nearest integer, they may not sum to 100

Table 19. **The school offers me a wide range of opportunities to meet my professional development needs**

	Greater London %	Inner London %	Outer London %	Key Boroughs %	Non-key Boroughs %
Strongly agree	16	18	16	14	17
Agree	44	42	44	43	44
Not sure	15	12	15	9	15
Disagree	20	21	20	25	20
Totally disagree	5	6	4	7	5
No response	1	1	1	2	1
N	**4536**	**1043**	**3476**	**265**	**4254**

A single response item
Due to percentages being rounded to the nearest integer, they may not sum to 100

Support and Leadership

Table 20. **If you need help with a difficult pupil you are fully and appropriately supported**

	Greater London %	Inner London %	Outer London %	Key Boroughs %	Non-key Boroughs %
Strongly agree	17	17	17	9	18
Agree	44	42	44	40	44
Not sure	13	13	13	14	13
Disagree	21	22	21	29	21
Totally disagree	4	5	4	6	4
No response	1	1	1	2	1
N	**4536**	**1043**	**3476**	**265**	**4254**

A single response item
Due to percentages being rounded to the nearest integer, they may not sum to 100

Table 21. **Communication in the school is effective**

	Greater London %	Inner London %	Outer London %	Key Boroughs %	Non-key Boroughs %
Strongly agree	7	6	7	4	7
Agree	37	37	37	34	37
Not sure	18	17	18	14	18
Disagree	30	30	30	34	30
Totally disagree	8	10	7	14	7
No response	1	1	1	0	1
N	**4536**	**1043**	**3476**	**265**	**4254**

A single response item
Due to percentages being rounded to the nearest integer, they may not sum to 100

Table 22. **Senior Management maintains good relationships with staff**

	Greater London %	Inner London %	Outer London %	Key Boroughs %	Non-key Boroughs %
Strongly agree	11	11	11	9	11
Agree	46	46	46	47	46
Not sure	18	17	19	17	18
Disagree	19	19	19	19	19
Totally disagree	4	6	4	8	4
No response	1	1	1	0	1
N	**4536**	**1043**	**3476**	**265**	**4254**

A single response item
Due to percentages being rounded to the nearest integer, they may not sum to 100

Table 23. **The way I'm managed means that I set and agree appropriate objectives for my work with my line manager**

	Greater London %	Inner London %	Outer London %	Key Boroughs %	Non-key Boroughs %
Strongly agree	18	17	18	14	18
Agree	54	53	54	55	54
Not sure	10	9	10	8	10
Disagree	13	14	13	17	13
Totally disagree	5	5	4	5	5
No response	1	2	1	1	1
N	4536	1043	3476	265	4254

A single response item
Due to percentages being rounded to the nearest integer, they may not sum to 100

Classroom Practice (in the school as a whole)

Table 24. **Pupils are praised and encouraged in their work**

	Greater London %	Inner London %	Outer London %	Key Boroughs %	Non-key Boroughs %
Strongly agree	24	25	24	23	25
Agree	69	68	69	72	69
Not sure	4	4	4	3	4
Disagree	2	2	2	2	2
Totally disagree	0	0	0		0
No response	0	0	0		0
N	4536	1043	3476	265	4254

A single response item
Due to percentages being rounded to the nearest integer, they may not sum to 100

Table 25. **Control of pupils are good**

	Greater London %	Inner London %	Outer London %	Key Boroughs %	Non-key Boroughs %
Strongly agree	11	10	12	6	11
Agree	53	51	54	43	54
Not sure	17	18	17	26	17
Disagree	16	18	16	20	16
Totally disagree	2	2	2	5	2
No response	1	1	1	0	1
N	4536	1043	3476	265	4254

A single response item
Due to percentages being rounded to the nearest integer, they may not sum to 100

170

Table 26. **Teachers here have high expectations of all the pupils**

	Greater London %	Inner London %	Outer London %	Key Boroughs %	Non-key Boroughs %
Strongly agree	19	20	19	20	19
Agree	56	54	56	50	56
Not sure	15	15	15	20	15
Disagree	9	10	9	9	9
Totally disagree	1	0	1	1	1
No response	1	1	0	0	1
N	**4536**	**1043**	**3476**	**265**	**4254**

A single response item
Due to percentages being rounded to the nearest integer, they may not sum to 100

Table 27. **Teaching is informed by up-to-date research and/ or best practice from elsewhere**

	Greater London %	Inner London %	Outer London %	Key Boroughs %	Non-key Boroughs %
Strongly agree	11	13	10	9	11
Agree	49	49	49	50	49
Not sure	27	24	27	27	27
Disagree	12	12	12	12	12
Totally disagree	1	1	1	2	1
No response	1	1	1		1
N	**4536**	**1043**	**3476**	**265**	**4254**

A single response item
Due to percentages being rounded to the nearest integer, they may not sum to 100

Table 28. **Teaching styles are matched to the needs of individual pupils**

	Greater London %	Inner London %	Outer London %	Key Boroughs %	Non-key Boroughs %
Strongly agree	7	9	6	6	7
Agree	46	45	47	43	46
Not sure	31	30	31	35	31
Disagree	14	14	15	14	14
Totally disagree	1	1	1	1	1
No response	1	1	1		1
N	**4536**	**1043**	**3476**	**265**	**4254**

A single response item
Due to percentages being rounded to the nearest integer, they may not sum to 100

Table 29. **Teachers here work collaboratively with colleagues to develop their skills as teachers**

	Greater London %	Inner London %	Outer London %	Key Boroughs %	Non-key Boroughs %
Strongly agree	13	16	12	13	13
Agree	55	55	55	54	55
Not sure	18	15	18	15	18
Disagree	13	12	13	16	13
Totally disagree	1	2	1	1	1
No response	1	0	1		1
N	**4536**	**1043**	**3476**	**265**	**4254**

A single response item
Due to percentages being rounded to the nearest integer, they may not sum to 100

How important do you think the following factors are for improving your satisfaction/morale as a teacher?

Table 30. **More encouragement from senior staff**

	Greater London %	Inner London %	Outer London %	Key Boroughs %	Non-key Boroughs %
Very important	56	55	56	60	56
Quite important	36	37	36	33	36
No opinion	4	4	4	4	4
Not very important	2	3	2	3	2
Not important at all	0	1	0	0	0
No response	1	1	1	0	1
N	**4536**	**1043**	**3476**	**265**	**4254**

A single response item
Due to percentages being rounded to the nearest integer, they may not sum to 100

Table 31. **More non-contact time**

	Greater London %	Inner London %	Outer London %	Key Boroughs %	Non-key Boroughs %
Very important	46	47	46	44	46
Quite important	39	36	39	41	38
No opinion	8	9	8	8	8
Not very important	5	6	5	6	5
Not important at all	1	1	1	0	1
No response	1	1	1	1	1
N	**4536**	**1043**	**3476**	**265**	**4254**

A single response item
Due to percentages being rounded to the nearest integer, they may not sum to 100

Table 32.   Less change and more time for consolidation

	Greater London %	Inner London %	Outer London %	Key Boroughs %	Non-key Boroughs %
Very important	49	49	49	48	49
Quite important	35	35	35	34	35
No opinion	10	10	10	11	10
Not very important	5	6	5	5	5
Not important at all	0	0	0	0	0
No response	1	1	1	1	1
N	**4536**	**1043**	**3476**	**265**	**4254**

A single response item
Due to percentages being rounded to the nearest integer, they may not sum to 100

Table 33.   Less form filling

	Greater London %	Inner London %	Outer London %	Key Boroughs %	Non-key Boroughs %
Very important	55	56	55	52	55
Quite important	29	27	30	27	29
No opinion	9	10	9	11	9
Not very important	5	6	5	7	5
Not important at all	1	1	0	1	0
No response	1	1	1	2	1
N	**4536**	**1043**	**3476**	**265**	**4254**

A single response item
Due to percentages being rounded to the nearest integer, they may not sum to 100

Table 34.   Opportunities for high quality professional development

	Greater London %	Inner London %	Outer London %	Key Boroughs %	Non-key Boroughs %
Very important	56	58	55	65	56
Quite important	37	35	37	32	37
No opinion	5	4	5	2	5
Not very important	2	1	2		2
Not important at all	0	0	0		0
No response	1	1	1	1	1
N	**4536**	**1043**	**3476**	**265**	**4254**

A single response item
Due to percentages being rounded to the nearest integer, they may not sum to 100

Table 35.   Staff working as teams to raise standards

	Greater London %	Inner London %	Outer London %	Key Boroughs %	Non-key Boroughs %
Very important	61	64	60	63	61
Quite important	33	30	33	31	33
No opinion	5	4	5	4	5
Not very important	1	2	1	1	1
Not important at all	0	0	0		0
No response	1	0	1	1	0
N	**4536**	**1043**	**3476**	**265**	**4254**

A single response item
Due to percentages being rounded to the nearest integer, they may not sum to 100

Table 36.   More teaching assistants

	Greater London %	Inner London %	Outer London %	Key Boroughs %	Non-key Boroughs %
Very important	26	29	25	34	25
Quite important	41	39	41	41	41
No opinion	19	17	19	15	19
Not very important	12	11	12	7	12
Not important at all	2	2	2	2	2
No response	1	1	1	0	1
N	**4536**	**1043**	**3476**	**265**	**4254**

A single response item
Due to percentages being rounded to the nearest integer, they may not sum to 100

Table 37.   Smaller classes

	Greater London %	Inner London %	Outer London %	Key Boroughs %	Non-key Boroughs %
Very important	59	63	58	69	58
Quite important	32	29	32	27	32
No opinion	5	4	6	2	6
Not very important	4	3	4	2	4
Not important at all	0	0	0		0
No response	0	0	0	0	0
N	**4536**	**1043**	**3476**	**265**	**4254**

A single response item
Due to percentages being rounded to the nearest integer, they may not sum to 100

Table 38.   More support staff (technical, administrative)

	Greater London %	Inner London %	Outer London %	Key Boroughs %	Non-key Boroughs %
Strongly agree	37	40	36	45	37
Agree	44	44	43	44	44
Not sure	13	11	14	7	13
Disagree	5	4	5	3	5
Totally disagree	1	0	1	1	1
No response	1	1	1	0	1
N	**4536**	**1043**	**3476**	**265**	**4254**

A single response item
Due to percentages being rounded to the nearest integer, they may not sum to 100

Table 39.   Better access to ICT (to support teaching and learning)

	Greater London %	Inner London %	Outer London %	Key Boroughs %	Non-key Boroughs %
Strongly agree	46	51	44	60	45
Agree	39	36	40	32	40
Not sure	8	7	9	4	9
Disagree	5	4	5	3	5
Totally disagree	1	1	1	0	1
No response	1	1	1	0	1
N	**4536**	**1043**	**3476**	**265**	**4254**

A single response item
Due to percentages being rounded to the nearest integer, they may not sum to 100

Table 40.   How do you rate the continuing professional development provided by your school?

	Greater London %	Inner London %	Outer London %	Key Boroughs %	Non-key Boroughs %
Of very high quality	14	16	14	10	15
Of reasonably high quality	61	58	61	61	60
Not of very high quality	20	20	20	22	20
Of poor quality	4	5	4	6	4
No response	1	0	1	1	1
N	**4536**	**1043**	**3476**	**265**	**4254**

A single response item
Due to percentages being rounded to the nearest integer, they may not sum to 100

Table 41.   How do you rate the industry of most pupils in the school?

	Greater London %	Inner London %	Outer London %	Key Boroughs %	Non-key Boroughs %
Always motivated	3	3	3	1	3
Generally motivated	52	46	54	38	53
Sometimes motivated	38	42	36	51	37
Rarely motivated	7	8	6	9	7
Never motivated	0	0	0	1	0
No response	0	0	0	0	0
N	**4536**	**1043**	**3476**	**265**	**4254**

A single response item
Due to percentages being rounded to the nearest integer, they may not sum to 100

Table 42.   Do you live in London?

	Greater London %	Inner London %	Outer London %	Key Boroughs %	Non-key Boroughs %
Yes, in the same Borough as school	34	26	36	28	34
Yes, in a different Borough	51	67	47	66	50
No	15	7	17	6	16
No response	0	0	0	0	0
N	**4536**	**1043**	**3476**	**265**	**4254**

A single response item
Due to percentages being rounded to the nearest integer, they may not sum to 100

Table 43.   If no, would you like to live in London?

	Greater London %	Inner London %	Outer London %	Key Boroughs %	Non-key Boroughs %
Yes	12	14	12	6	12
No	87	83	87	94	86
No response	1	3	1		1
N	**684**	**76**	**606**	**17**	**665**

A single response item
Due to percentages being rounded to the nearest integer, they may not sum to 100

Table 44. **On average, how long does it take you to get to school each morning?**

	Greater London %	Inner London %	Outer London %	Key Boroughs %	Non-key Boroughs %
Less than 15 minutes	23	19	25	18	24
15 to 30 minutes	40	36	41	33	40
31 to 45 minutes	21	22	21	19	21
46 minutes to an hour	11	16	9	20	10
More than an hour	5	7	4	9	5
No response	1	1	1	0	1
N	**4536**	**1043**	**3476**	**265**	**4254**

A single response item
Due to percentages being rounded to the nearest integer, they may not sum to 100

Table 45. **Do you think that Specialist schools are valuable in improving teaching and learning in London?**

	Greater London %	Inner London %	Outer London %	Key Boroughs %	Non-key Boroughs %
Yes	53	49	54	51	53
No	45	50	44	47	45
No response	2	2	2	2	2
N	**4536**	**1043**	**3476**	**265**	**4254**

A single response item
Due to percentages being rounded to the nearest integer, they may not sum to 100

Table 46. **Do you think Training Schools are valuable in improving teaching and learning in London?**

	Greater London %	Inner London %	Outer London %	Key Boroughs %	Non-key Boroughs %
Yes	66	64	67	68	66
No	28	29	27	23	28
No response	6	7	6	9	6
N	**4536**	**1043**	**3476**	**265**	**4254**

A single response item
Due to percentages being rounded to the nearest integer, they may not sum to 100

Table 47.   Would you advise friends to send their children to this school?

	Greater London %	Inner London %	Outer London %	Key Boroughs %	Non-key Boroughs %
Yes	65	58	68	45	67
No	32	39	30	51	31
No response	2	3	2	5	2
N	**4536**	**1043**	**3476**	**265**	**4254**

A single response item
Due to percentages being rounded to the nearest integer, they may not sum to 100

Table 48.   Would you recommend London to other teachers as a good place to work?

	Greater London %	Inner London %	Outer London %	Key Boroughs %	Non-key Boroughs %
Yes	68	74	66	75	67
No	29	24	31	22	30
No response	3	2	3	3	3
N	**4536**	**1043**	**3476**	**265**	**4254**

A single response item
Due to percentages being rounded to the nearest integer, they may not sum to 100

Teacher recruitment and retention is an important issue in London. To what extent do you agree that the following factors would make teaching in London more attractive?

Table 49.   Working in a new or refurbished school

	Greater London %	Inner London %	Outer London %	Key Boroughs %	Non-key Boroughs %
Strongly agree	28	32	27	36	28
Agree	47	42	48	42	47
Not sure	15	14	15	13	15
Disagree	9	12	8	9	9
Totally disagree	1	1	1		1
No response	0	0	0	0	0
N	**4536**	**1043**	**3476**	**265**	**4254**

A single response item
Due to percentages being rounded to the nearest integer, they may not sum to 100

Table 50. **Having access to up-to-date ICT, including Interactive Whiteboards**

	Greater London %	Inner London %	Outer London %	Key Boroughs %	Non-key Boroughs %
Strongly agree	42	47	40	52	41
Agree	45	42	46	37	45
Not sure	7	6	8	6	8
Disagree	5	5	5	4	5
Totally disagree	1	1	1	1	1
No response	0	0	0		0
N	**4536**	**1043**	**3476**	**265**	**4254**

A single response item
Due to percentages being rounded to the nearest integer, they may not sum to 100

Table 51. **Professional recognition of relevant London experience and skills through chartered London Teacher status**

	Greater London %	Inner London %	Outer London %	Key Boroughs %	Non-key Boroughs %
Strongly agree	22	27	21	32	22
Agree	35	34	35	33	35
Not sure	28	25	29	21	29
Disagree	10	9	11	9	11
Totally disagree	4	4	4	4	4
No response	1	1	1	1	1
N	**4536**	**1043**	**3476**	**265**	**4254**

A single response item
Due to percentages being rounded to the nearest integer, they may not sum to 100

Table 52. **Having access to high quality professional development from subject specialist**

	Greater London %	Inner London %	Outer London %	Key Boroughs %	Non-key Boroughs %
Strongly agree	42	45	41	51	41
Agree	48	45	48	41	48
Not sure	8	8	8	6	8
Disagree	2	2	2	1	2
Totally disagree	0	0	0	1	0
No response	0	1	0	0	0
N	**4536**	**1043**	**3476**	**265**	**4254**

A single response item
Due to percentages being rounded to the nearest integer, they may not sum to 100

Table 53. **Having support with the cost of buying a home in London (Key Worker Housing)**

	Greater London %	Inner London %	Outer London %	Key Boroughs %	Non-key Boroughs %
Strongly agree	60	66	59	67	60
Agree	28	25	29	25	28
Not sure	8	7	9	8	8
Disagree	2	2	2	1	2
Totally disagree	1	0	1		1
No response	0	0	1		0
N	**4536**	**1043**	**3476**	**265**	**4254**

A single response item
Due to percentages being rounded to the nearest integer, they may not sum to 100

Table 54. **Your school having Specialist school/ Training School status**

	Greater London %	Inner London %	Outer London %	Key Boroughs %	Non-key Boroughs %
Strongly agree	17	17	17	18	17
Agree	29	25	30	27	29
Not sure	29	29	29	29	29
Disagree	18	20	18	18	19
Totally disagree	5	8	5	7	5
No response	1	1	1	2	1
N	**4536**	**1043**	**3476**	**265**	**4254**

A single response item
Due to percentages being rounded to the nearest integer, they may not sum to 100

To what extent do you agree that the following are important in helping you improve pupils' learning?

Table 55. **Adequate ICT provision**

	Greater London %	Inner London %	Outer London %	Key Boroughs %	Non-key Boroughs %
Strongly agree	41	42	41	45	41
Agree	49	49	49	47	49
Not sure	6	5	6	5	6
Disagree	3	2	3	3	3
Totally disagree	0	0	0		0
No response	0	0	1	0	0
N	**4536**	**1043**	**3476**	**265**	**4254**

A single response item
Due to percentages being rounded to the nearest integer, they may not sum to 100

Table 56. **Teaching support staff (e.g. Learning Mentors, Personal Tutors)**

	Greater London %	Inner London %	Outer London %	Key Boroughs %	Non-key Boroughs %
Strongly agree	36	40	35	39	36
Agree	48	45	49	44	49
Not sure	10	10	11	12	10
Disagree	3	4	3	4	3
Totally disagree	1	1	1	1	1
No response	0	0	1	0	0
N	**4536**	**1043**	**3476**	**265**	**4254**

A single response item
Due to percentages being rounded to the nearest integer, they may not sum to 100

Table 57. **Refurbished and well-resourced schools (books, facilities, equipment)**

	Greater London %	Inner London %	Outer London %	Key Boroughs %	Non-key Boroughs %
Strongly agree	53	55	52	60	53
Agree	43	41	43	36	43
Not sure	3	3	3	3	3
Disagree	1	1	1	1	1
Totally disagree	0	0	0		0
No response	0	0	1	1	0
N	**4536**	**1043**	**3476**	**265**	**4254**

A single response item
Due to percentages being rounded to the nearest integer, they may not sum to 100

Table 58. **Extra –curricular learning opportunities**

	Greater London %	Inner London %	Outer London %	Key Boroughs %	Non-key Boroughs %
Strongly agree	42	44	41	46	41
Agree	48	48	49	46	49
Not sure	8	6	8	6	8
Disagree	2	1	2	1	2
Totally disagree	0	0	0		0
No response	0	1	0	1	0
N	**4536**	**1043**	**3476**	**265**	**4254**

A single response item
Due to percentages being rounded to the nearest integer, they may not sum to 100

Table 59. **Effective behaviour improvement and reward systems**

	Greater London %	Inner London %	Outer London %	Key Boroughs %	Non-key Boroughs %
Strongly agree	76	79	75	79	76
Agree	22	19	23	19	22
Not sure	1	1	1	2	1
Disagree	0	0	0		0
Totally disagree	0		0		0
No response	0	0	1	0	0
N	**4536**	**1043**	**3476**	**265**	**4254**

A single response item
Due to percentages being rounded to the nearest integer, they may not sum to 100

Table 60. **Relevant work experience for pupils through good relationships with the business community**

	Greater London %	Inner London %	Outer London %	Key Boroughs %	Non-key Boroughs %
Strongly agree	32	35	31	36	32
Agree	49	48	49	48	49
Not sure	14	13	14	11	14
Disagree	4	4	4	4	4
Totally disagree	1	1	1	1	1
No response	0	0	1	0	0
N	**4536**	**1043**	**3476**	**265**	**4254**

A single response item
Due to percentages being rounded to the nearest integer, they may not sum to 100

Table 61. **Matching teaching styles to the needs of the individual pupil**

	Greater London %	Inner London %	Outer London %	Key Boroughs %	Non-key Boroughs %
Strongly agree	48	49	47	45	48
Agree	41	39	42	43	41
Not sure	7	8	7	8	7
Disagree	3	3	3	4	3
Totally disagree	1	1	0	0	1
No response	1	1	1	0	1
N	**4536**	**1043**	**3476**	**265**	**4254**

A single response item
Due to percentages being rounded to the nearest integer, they may not sum to 100

How important do you think the following factors are for London schools?

Table 62.   Parental involvement in the child's education (encouragement with work done in the home, etc)

	Greater London %	Inner London %	Outer London %	Key Boroughs %	Non-key Boroughs %
Very important	84	85	83	86	83
Quite important	14	13	15	13	15
No opinion	1	1	1	1	1
Not very important	0	0	0		0
Not important at all	0		0		0
No response	0	0	0		0
N	**4536**	**1043**	**3476**	**265**	**4254**

A single response item
Due to percentages being rounded to the nearest integer, they may not sum to 100

Table 63.   Parental involvement with the school (e.g Governor, teaching assistant)

	Greater London %	Inner London %	Outer London %	Key Boroughs %	Non-key Boroughs %
Very important	39	43	38	47	39
Quite important	42	40	43	40	42
No opinion	12	11	12	9	12
Not very important	6	5	6	3	6
Not important at all	1	0	1		1
No response	1	1	1	1	1
N	**4536**	**1043**	**3476**	**265**	**4254**

A single response item
Due to percentages being rounded to the nearest integer, they may not sum to 100

Table 64. **Extending the school to bring other services on to the school site, such as Social Services, health Centres and adult learning opportunities**

	Greater London %	Inner London %	Outer London %	Key Boroughs %	Non-key Boroughs %
Very important	27	30	26	28	27
Quite important	33	35	33	40	33
No opinion	23	20	24	22	23
Not very important	12	11	12	8	12
Not important at all	4	3	4	3	4
No response	1	1	1		1
N	4536	1043	3476	265	4254

A single response item
Due to percentages being rounded to the nearest integer, they may not sum to 100

How important do you think the following factors are for London year 7 pupils?

Table 65. **More support for pupils in transition between primary and secondary school**

	Greater London %	Inner London %	Outer London %	Key Boroughs %	Non-key Boroughs %
Very important	41	47	39	54	40
Quite important	44	41	45	37	44
No opinion	9	6	9	5	9
Not very important	5	4	6	3	6
Not important at all	0	0	0	0	0
No response	1	1	1		1
N	4536	1043	3476	265	4254

A single response item
Due to percentages being rounded to the nearest integer, they may not sum to 100

Table 66. **Timetables which reduce the number of new teachers pupils meet in secondary school**

	Greater London %	Inner London %	Outer London %	Key Boroughs %	Non-key Boroughs %
Very important	20	23	20	25	20
Quite important	30	32	29	36	29
No opinion	21	20	22	20	21
Not very important	24	21	25	16	24
Not important at all	4	3	4	3	4
No response	1	1	1	1	1
N	**4536**	**1043**	**3476**	**265**	**4254**

A single response item
Due to percentages being rounded to the nearest integer, they may not sum to 100

Table 67. **Buildings which create more welcoming primary-style environments for the youngest children**

	Greater London %	Inner London %	Outer London %	Key Boroughs %	Non-key Boroughs %
Very important	21	25	20	27	21
Quite important	32	34	31	35	31
No opinion	20	18	20	18	20
Not very important	23	20	24	17	23
Not important at all	4	2	5	2	4
No response	1	1	1	0	1
N	**4536**	**1043**	**3476**	**265**	**4254**

A single response item
Due to percentages being rounded to the nearest integer, they may not sum to 100

Table 68. **Allowing year 7 pupils to stay in one base as much as possible (i.e. teachers move to pupils)**

	Greater London %	Inner London %	Outer London %	Key Boroughs %	Non-key Boroughs %
Very important	11	14	11	18	11
Quite important	17	19	17	21	17
No opinion	19	18	19	18	19
Not very important	35	34	35	32	35
Not important at all	17	13	18	10	17
No response	1	1	1	0	1
N	**4536**	**1043**	**3476**	**265**	**4254**

A single response item
Due to percentages being rounded to the nearest integer, they may not sum to 100

How important do you think the following factors are for London Year 10 pupils?

Table 69.   Work-related learning

	Greater London %	Inner London %	Outer London %	Key Boroughs %	Non-key Boroughs %
Very important	41	43	41	46	41
Quite important	45	41	46	41	45
No opinion	7	7	7	6	7
Not very important	5	7	5	4	6
Not important at all	1	1	1	1	1
No response	1	1	1	1	1
N	**4536**	**1043**	**3476**	**265**	**4254**

A single response item
Due to percentages being rounded to the nearest integer, they may not sum to 100

Table 70.   Vocational curriculum

	Greater London %	Inner London %	Outer London %	Key Boroughs %	Non-key Boroughs %
Very important	41	41	41	44	41
Quite important	44	43	44	43	44
No opinion	9	9	9	8	9
Not very important	4	6	4	3	5
Not important at all	1	1	1	1	1
No response	1	1	1	1	1
N	**4536**	**1043**	**3476**	**265**	**4254**

A single response item
Due to percentages being rounded to the nearest integer, they may not sum to 100

Table 71.   Individual careers guidance

	Greater London %	Inner London %	Outer London %	Key Boroughs %	Non-key Boroughs %
Very important	53	52	53	57	53
Quite important	38	38	38	35	38
No opinion	6	6	6	4	6
Not very important	2	2	2	2	2
Not important at all	0	0	0	1	0
No response	1	1	1	1	1
N	**4536**	**1043**	**3476**	**265**	**4254**

A single response item
Due to percentages being rounded to the nearest integer, they may not sum to 100

Table 72.   Having a Learning Mentor

	Greater London %	**Inner London %**	**Outer London %**	**Key Boroughs %**	**Non-key Boroughs %**
Very important	32	33	31	33	32
Quite important	45	44	45	42	45
No opinion	16	14	16	17	16
Not very important	6	7	5	6	6
Not important at all	1	2	1	2	1
No response	1	1	1	1	1
N	**4536**	**1043**	**3476**	**265**	**4254**

A single response item
Due to percentages being rounded to the nearest integer, they may not sum to 100

Appendix G   Factor analysis of teacher and pupil attitudes – technical appendix

Exploratory factor analyses were carried out on the 2005 survey to consolidate the data on the teacher questionnaires and the Year 7 and Year 10 pupil questionnaires. These produced more robust measures of attitudes towards their school than would have been possible if using each of the individual variables. To allow comparison over time the same factors were used in 2006[1].

Factor analysis looks for variables and items that correlate highly with each other. The existence of such correlations between variables suggests that those variables could be measuring aspects of the same underlying issues. These underlying issues are known as factors. Thus, the aim of the factor analyses was to derive a smaller number of 'attitude' composite variables from selected questions on the questionnaire which could be used to explore the attitudes of teachers and pupils in further detail.

Items that appeared to relate closely to one another were grouped together as a scale for use in subsequent analyses. Different items allowed a different range of responses as appropriate. Many of the items in the questionnaire invited respondents to express their agreement with a statement on a five point scale from "strongly agree" to "totally disagree". For other questions respondents might indicate whether a statement is true or false, the frequency that described circumstances occur, the extent to which they feel the factors described in the question are important, or to give a rating of certain aspects of their school.

Year 7 and Year 10 questionnaires

Initial analysis considered responses of pupils in Year 7 and Year 10 separately. However, there were extreme similarities in the factor structure that was discovered within each group. As a result it was considered expeditious to group questions into factors in the same way for each year group.

Three separate factors were identified relating to different aspects of pupils' attitudes. These three factors were related to:

- The quality of pupils' relationship with their teacher

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[1]   The loadings of variables into factors was considered and yje reliability of each factor was very similar to 2005.

- The extent to which pupils had witnessed and experienced poor behaviour bullying
- The extent to which pupils like their school.

These scales were then submitted to a test of reliability (Cronbach's alpha) for each year group to examine the extent to which the items which made up the scale were mutually correlated and thus measuring essentially the same construct. Values close to 1 are perfectly correlated, and values around 0 would imply no mutual relationship. As shown below, the factor related to pupils' experience had the lowest reliability coefficient (0.76 for each year group); however, it was comfortably high enough for it to be included in the subsequent analyses.

A description of the individual items on the questionnaire that made up each factor, and the reliability of the factors is presented below.

Factor 1: Quality of pupils' relationship with their teacher

- Most things I work on in school are really interesting.
- My teachers take time to discuss my progress with me, and advise me how I can improve my work.
- Most of the teachers here are respected by the pupils.
- Most teachers here treat the pupils with respect.
- Most teachers are good at keeping control in the classroom.
- How often to teachers praise you when you have tried hard?
- How often do you feel you can go to a teacher with a problem?
- Do you think teachers deal effectively with bullying?
- How often do you have books and resources to take home to help with your homework?
- How often do teachers explain clearly what you are supposed to learn in the lesson?
- How many of your teachers have you got on well with this year?
- How many of your teachers do you think are good teachers?
- How many of your teachers are good at dealing with bad behaviour in class or around the school?

Year 7 Reliability=0.84, Year 10 Reliability=0.85.

Factor 2:   Extent to which pupils witness and experience poor behaviour and bullying

- How often do pupils make fun of people who work hard?
- How often are other pupils so noisy in lessons that you find it difficult to work?

- Do you think that bullying is a **particular** problem at your school?

- Do you think that racism is a **particular** problem at your school?

- How often do pupils at your school try to disrupt lessons?

- How often have you been bullied by other pupils this term?

- How often have you seen other pupils bullied?

Year 7 Reliability=0.75, Year 10 Reliability=0.76.

Factor 3: Extent to which pupils like their school

- Even when I am at school I sometimes deliberately miss lessons. (negative)

- Would you prefer to have gone to a different school? (negative)

- This school is a good school.

- Most of the time I do not want to go to school. (negative)

- School work here is dull and boring. (negative)

- This school is giving me a good education.

- Do you feel that your school is better or worse than most schools?

- How often do you behave badly at school?

- This term how often have you missed school without permission from school?

- How many teachers have you got on well with this year?

Year 7 Reliability=0.76, Year 10 Reliability=0.78.

Teacher questionnaires

Six separate factors were identified relating to different aspects of teachers' feelings about their school and teaching in London in general. These three factors were related to:

- Extent to which school is a good school for teachers.
- Importance of non-curricular support.
- Importance of time and workforce remodelling.
- Rating of the behaviour of pupils.
- Importance of improving transition
- Rating of good classroom practice.

As with the pupil factors, these scales were then submitted to a test of reliability (Cronbach's alpha) to examine the extent to which the items which made up the scale were mutually correlated and thus measuring essentially the same construct.

A description of the individual items on the questionnaire that made up each factor, and the reliability of the factors is presented below.

Factor 1: Extent to which school is good for teachers

- Which of the following best describes your feeling about work at this school?

- Overall, how has the quality of schooling at your school changed over the last 12 months?

- Staff here deal effectively with bullying among pupils.

- The school seeks to give every pupil the chance to achieve his/her potential.

- This school is working hard to improve.

- This school is committed to involving parents/carers in their children's education.

- This school has high staff morale.

- This school has a distinct mission and ethos.

- This school is committed to working collaboratively with other schools to support pupils' learning.

- The school offers me a wide range of opportunities to meet my professional development needs.

- Senior Management provides good leadership.

- If you need help with a difficult pupil you are fully and appropriately supported.

- Communication in the school is effective.

- Senior Management maintains good relationships with staff.

- Senior Management deals effectively with unauthorised pupil absence.

- The way I'm managed means that I set and agree appropriate objectives for my work with my line manager.

- Teachers here work collaboratively with colleagues to develop their skills as teachers.

- How do you rate the continuing professional development provided by your school?

- Would you recommend the school to other teachers as a good place to work?

Reliability=0.92.

Factor 2: Importance of non-curricular support

How important do you think the following factors are for improving your satisfaction/morale as a teacher?

- Better access to ICT (to support teaching and learning).

To what extent do you agree that the following are important in helping you improve pupils' learning?

- Adequate ICT provision.
- Teaching support staff (e.g. Learning Mentors, Personal Tutors).
- Refurbished and well-resourced schools.
- Extra-curricular learning opportunities.
- Relevant work experience for pupils through good partnerships with the business community.

How important do you think the following factors are for London schools?

- Parental involvement in the school.
- Extending the school to bring other services on to the school site, such as Social Services, Health Centres and adult learning opportunities.

How important do you think the following factors are for London Year 7 pupils?

- More support for pupils in transition between primary and secondary schools.

How important do you think the following factors are for London Year 10 pupils?

- Work-related learning.
- Vocational curriculum.
- Individual careers guidance.
- Having a Learning Mentor.

Reliability=0.83.

Factor 3: Importance of time and workforce remodelling

How important do you think the following factors are for improving your satisfaction/morale as a teacher?

- More non-contact time.

- Less change and more time for consolidation.
- Less form filling.
- Smaller classes.
- More support staff (technical, administrative).

Reliability=0.65.

Factor 4: Rating of the behaviour of pupils

- This school has a good reputation in the community.
- Bullying among pupils is a particular problem at this school (negative).
- Control of pupils is good.
- Teachers here have high expectations of all pupils.
- Which of the following best describes how you find the behaviour of most pupils in the school?
- How do you rate the industry of most pupils in the school?
- Would you advise friends to send their children to this school?
- Would you recommend the school to other teachers as a good place to work?

Reliability=0.85.

Factor 5: Importance of improving the transition process

How important do you think the following factors are for London Year 7 pupils?

- More support for pupils in transition between primary and secondary schools.
- Timetables which reduce the number of new teachers pupils meet in secondary schools.
- Buildings which create more welcoming primary-style environments for the youngest children.
- Allowing Year 7 pupils to stay in one base as much as possible (i.e. teachers to move to pupils).

Reliability=0.71.

Factor 6: Rating of good classroom practice

- Pupils are praised and encouraged in their work.
- Most lessons are motivating and challenging.
- Teachers here have high expectations of all pupils.
- Teaching is informed by up-to-date research and/or best practice from elsewhere.

- Teaching styles are matched to the needs of individual pupils.

- Teachers here work collaboratively with colleagues to develop their skills as teachers.

Reliability=0.83.

Multilevel modelling

The factor scores relating to each of the areas were rescaled to range between 0 and 10. These factor scores were then taken forward for further analysis.

Multilevel modelling was used to enable the relationships between the scores described above and various pupil and school characteristics to be explored. Multilevel modelling is a development of a common statistical technique known as 'regression analysis'. This is a technique for finding a relationship which allows us to predict the values of some measure of interest ('dependent variable') given the values of one or more related measures. In our case wish to predict pupils' attitudes given some background factors, such as whether they are eligible for free school meals and the size of the school they attend (these are sometimes called 'independent variables').

Approaching analysis using an over-arching method like this is important since many of the background variables we are considering are themselves related. For example, gender and prior academic achievement are related, that is, girls generally have better prior achievement than boys. Multilevel modelling allows us to disentangle the effects of these related characteristics. For example results will show the difference between boys and girls that would be seen if prior achievement was equal between the two groups.

Multilevel modelling takes account of the fact that data is grouped into similar clusters at different levels. For example, individual pupils are grouped into schools, and those schools are grouped within local authorities (LAs). There may be more in common between pupils within the same school than with pupils in other schools, and there may be elements of similarity between different schools in the same LA. Explicitly estimating the similarities within nested groups allows multilevel modelling to produce more accurate estimates than simpler regression techniques.

Information about individual pupils was derived from the National Pupil Dataset and from certain questions in the questionnaire. In addition to this pupil post codes provided on the NPD were matched to census information to give indications of occupational status, health and deprivation in the areas that each pupil lived in. School level information was obtained from the NFER's register of schools and other publicly available data. The analysis found a large number of relationships between attitudes and the background characteristics of pupils and schools.

Information about the individual teachers came from questions in the questionnaire. School level variables about the school that each teacher came from were available from the NPD and also from census data.