RESEARCH

London Challenge: Surveys of Pupils and Teachers 2005

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National Foundation for Educational Research

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Executive Summary

Introduction

The London Challenge is a Department for Education and Skills (DfES) initiative, which aims to raise levels of attainment in London secondary schools and to create a world class education system in the capital. In 2005, London Challenge 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 and comparison schools in other metropolitan areas. The survey (the second in the series) aimed to gather information on pupils' and teachers' opinions of maintained school provision and the quality of schooling.

Findings from the London Challenge surveys are used by individual schools to improve what they offer to pupils as well as for measuring attitudes across London. This summary presents the key findings from the 2005 survey.

Key findings

Pupil survey

- Most pupils in London and metropolitan boroughs responded positively to a range of statements about their school. When asked what they would say to someone thinking of joining their school, the majority of pupils said that they would recommend it and had something positive to say about life at their school.
- Pupils' attitudes to school in London were broadly similar to attitudes held by pupils attending schools in other metropolitan authorities. Pupils' perceptions of school did vary for some questions, according to their age, gender, ethnic background and the length of time it took them to get to school. Overall, Year 7 pupils tended to hold more positive attitudes than pupils in Year 10.
- Most pupils in London and metropolitan authorities were happy at school. Most pupils in London felt that their school was providing them with a good education. Approximately two-thirds of pupils in London and metropolitan authorities considered their school to be a good school and over half of the pupils in London thought that their school was better than other schools.
- Most pupils felt that they got on well with their teachers and that the teachers at their school were good teachers. Pupils from London were more likely to consider their teachers to be good teachers than similar pupils from metropolitan areas, as were pupils with a high level of prior attainment, pupils with English as an additional language (EAL) and Year 7 pupils attending girls' schools or grammar schools.
- Pupils' attitudes towards school work were mixed, with just under half of the pupils from London and metropolitan authorities reporting that they found most of what they worked on at school interesting. Pupils from London were less likely than similar pupils to say that their work was interesting, as were pupils with a high level of prior attainment and pupils with long journeys to school.
- In London, just under half of the pupils agreed that most teachers were good at keeping control in the classroom and around a third of the pupils

felt that most teachers dealt effectively with bad behaviour in class. Just under half of the pupils said that other pupils were frequently so noisy in class that they found it difficult to work and approximately a third of the pupils said that other pupils tried to disrupt lessons every day.

- Just over a third of the pupils in London said that bullying was a particular problem at their school. Around a quarter agreed that racism was an issue for their school.
- In London, nearly two-thirds of pupils said that most teachers were very strict about pupils missing school without permission and only a relatively small percentage of pupils said that they regularly played truant from school (less than three per cent).
- Although just over half of the pupils in London did not attend the school closest to home, most pupils reported that it took them less than half an hour to get to school and just over a third said that their 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.

Teacher survey

- Almost all teachers in London and metropolitan authorities enjoyed working at their current school and over three-quarters said that they would recommend their school to other teachers. Teachers in London were, however, significantly less likely to recommend their school than similar teachers from other metropolitan areas. It is worth noting that teachers from London were more likely to recommend working at their school to another teacher than they were to recommend teaching in London as a whole.
- In London and metropolitan authorities, approximately half of the teachers thought that staff morale was high at their school. In London, teachers linked high staff morale to smaller class sizes, less form filling and more non-contact time.
- Teachers in London and metropolitan authorities were more than twice as likely (just under 50 per cent) to say that the quality of their own school had improved in the past year than those who thought that the quality had declined (and just over a quarter thought it had remained the same).
- Teachers in schools in the London Challenge 'key boroughs'[1] felt most strongly about the need for initiatives to improve recruitment and retention. Teachers in these areas felt that key worker housing, professional development opportunities and access to Information and Communications Techology (ICT) were three of the main aspects that would make teaching in London more attractive.
- Most teachers in London and metropolitan authorities responded positively to questions about the leadership at their school – particularly more senior teachers, part-time and supply teachers, and teachers from Black ethnic backgrounds. Issues did arise, however, in relation to how senior management dealt with unauthorised absences – only around half of the teachers felt that this was dealt with effectively. Teachers in London and those in key boroughs and/or schools situated in the most deprived areas seemed to be particularly dissatisfied with the way unauthorised absences were managed in the school.
- Both in London and metropolitan authorities, the majority of teachers thought that pupils behaved well most of the time. The findings suggest

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

that pupil behaviour was particularly good in schools with high attainment and in girls' schools. The size of the school and the number of teachers per pupil were also strongly related to behaviour with better pupil behaviour being reported by teachers at smaller schools and in schools with fewer pupils per teacher.

- Key borough schools seemed to face the strongest challenges when it came to pupil behaviour. For example, teachers from schools in these areas reported less motivation amongst pupils to work hard and were less likely to say that they would recommend their school for their friends' children.
- Bullying was not seen as a particular problem and most teachers felt that staff dealt effectively with any bullying issues that arose. London teachers were, however, less likely than teachers from other areas to think that bullying was dealt with effectively.
- Teachers in London considered parental involvement in children's education as very important, but viewed parental involvement in the organisation of school life (e.g. as a parent governor) as less important.
- Around three-quarters of teachers in London and metropolitan authorities thought that most of their lessons challenged and motivated pupils.
- Although almost all teachers in London thought that it was important that teaching styles were matched to the needs of pupils, only half of the teachers thought that this happened in their school.

Comparisons of pupil and teacher attitudes in London

- In London, pupils and teachers placed importance on pupils taking part in work experience. Under half of the pupils and teachers thought it was important to do work-related courses. Teachers were more likely to emphasise the importance of these courses than pupils.
- Pupils and teachers in London were asked about the transition to secondary school. Around a third of the pupils and teachers thought that staying in one classroom was a good idea. Three-quarters of Year 7 pupils liked being taught by different teachers, but about half of the teachers thought it would be a good idea to reduce the number of new teachers that pupils meet in their first year.
- Although two-thirds of teachers thought their school was well resourced in relation to ICT, a quarter of pupils said that they hardly ever or never used computers in class. Pupils did report that using ICT helped their learning.
- A strong link was found between teachers' reported views of pupils' behaviour and pupils' reported views of behaviour, suggesting that their perceptions were consistent.
- In London, a strong link was also found between teachers' views of the quality of leadership within schools and the attitudes and experiences of pupils at those schools. This was particularly the case for Year 10 pupils.

Change over time – pupil attitudes in London

The survey of pupils was carried out both in 2004 and 2005. This section compares the attitudes and experiences reported in 2005 with the results from 2004.

- In 2005, pupils were more likely to report that their work was interesting. This was most noticeable for Year 10 pupils.

- In 2005, pupils' journeys to school were shorter and pupils were more likely to say that it was important to attend a school close to home.
- A higher proportion of pupils in 2005 noted that technology, both computers and interactive whiteboards, helped them to learn.
- Pupils reported more positive opinions about their school. For example, pupils in 2005 were more likely to think that their school gave them a good education and that rules were fair.
- There were slight increases in the percentage of pupils reporting that teachers treated pupils with respect and that they could go to teachers with problems.
- There were mixed findings in relation to pupil behaviour. There were reductions in the percentages of pupils reporting disruption in lessons and pupils being made fun of for working hard. However, bullying was an area where pupils were more likely to report problems in 2005 than was the case in 2004. The percentage reporting that teachers dealt well with bullying remained the same.

Change over time – teacher attitudes in London

The survey of teachers was carried out both in 2004 and 2005. This section compares the attitudes and experiences reported in 2005 with the results from 2004.

- For teachers, the changes that have been observed between 2004 and 2005 suggest that improvements are being made.
- In 2005, there was an increase in the percentage of teachers reporting that they would recommend teaching in London.
- Just under half of the teachers reported that the quality of their school had improved in the past year.
- Teachers surveyed in 2005 were more likely to say that most lessons were motivating and challenging than was the case in 2004.
- Teachers also reported improvements in relation to leadership and management issues, pedagogical developments and collaboration, both between and within schools. For example, teachers surveyed in 2005 were more likely to think that they were supported when dealing with difficult pupils and that their teaching was informed by up to date research.
- The teachers answering the questions in 2005 appeared to feel more strongly about many issues than did those answering in 2004. For example, they gave greater importance to initiatives to improve morale.

Methodology

In May 2005, all maintained secondary schools in London (396) were invited to take part in the surveys. In order to provide comparison data, a matched sample of schools (382) from other metropolitan areas was invited to take part. Questionnaires were dispatched to schools in mid-June for completion and return by the end of July. A total of 4,597 completed teacher questionnaires and 45,489 pupil questionnaires were received from 187 schools in London. A total of 2,387 completed teacher questionnaires and 13,711 pupil questionnaires were received from 96 comparison schools.

Overall trends

The following summary presents the overall trends identified from the survey data. As the London schools answered a greater number of questions than the metropolitan schools, these trends primarily relate to London schools. However, the same patterns were apparent in the data from metropolitan schools for those questions that were included in their survey.

Pupil to teacher ratios

One of the key relationships identified both in the pupil and teacher surveys, was the relationship between pupil to teacher ratios and attitudes towards aspects of school life. Further analysis revealed that the higher the pupil to teacher ratio, the less likely pupils were to enjoy school and to have a good relationship with their teachers. Further analysis also found that pupils in schools with a high pupil to teacher ratio were more likely to experience a high level of noise and disruption in class. In relation to the teacher survey, teachers working in schools with a low number of pupils per teacher reported better pupil behaviour than other similar teachers and were more likely to agree that their lessons challenged and motivated pupils.

Length of journey to school

The length of time it took pupils to travel to school was a key factor in relation to pupils' experiences of and attitudes to school. Overall, pupils with longer journey times tended to have less positive experiences of school than other similar pupils. For example, further analysis found that pupils with longer journeys to school were less happy at school and reported poorer relationships with their teachers. Further analysis also found that these pupils were more likely to report playing truant and misbehaving whilst at school.

Seniority and age

In relation to the teacher survey, the seniority of the respondent was found to be a key variable. The more senior the member of staff the more likely they were to have a positive attitude towards their school. For example, senior teachers were more likely to enjoy working at their current school and to say that they would recommend their school to other teachers.

Overall, younger teachers tended to respond more positively than older teachers. Differences tended to be most marked between teachers aged under 40 and those over 40 years old.

Age was also an important factor in relation to responses to the pupil survey, with pupils in Year 7 tending to express more positive attitudes towards school than pupils in Year 10.

Gender

Overall, female teachers tended to respond more positively than male teachers. In relation to the pupil survey, although girls were generally more positive

than boys, Year 10 girls were more likely to report truanting from school and less likely than other groups to say that parents helped them with school work.

Home environment

Pupils' home environment appeared to be another key factor in relation to their experiences of and attitudes to school. Pupils with access to a quiet place to do homework, books to help them with school work, computers at home, or parents who attend parents' evenings and school social events were more likely to report that they and other pupils behaved well at school, that they liked school and had a good relationship with their teachers.

1. Introduction

1.1 Context

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 secondary 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 students, teachers, leaders and schools (DFES, 2003)[2].

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

In 2004, Year 7 pupils, Year 10 pupils and teachers from maintained secondary schools in London were surveyed to understand their perceptions of maintained school provision and the quality of schooling. In 2005, the Department for Education and Skills (DfES) commissioned a follow-up survey of pupils and teachers.

1.2 Aims of research

The main aim of the research was to collect information to provide a view of pupils' and teachers' attitudes, expectations and perceptions. This data could then be compared to views reported in the 2004 surveys in order to assess delivery and monitor change. Additionally, schools from other metropolitan areas in England were also included in a shortened version of the 2005 survey in order for their views on some key issues to be compared with those of pupils and teachers in London. The London questionnaires and the questionnaires for metropolitan schools can be found in Appendices A and B.

As well as informing policy development, the study 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.

[2] DEPARTMENT FOR EDUCATION AND SKILLS (2003). The London Challenge: Transforming London Secondary Schools [online]. Available: www.dfes.gov.uk/londonchallenge/downloads/LCtransformingsecondaryschools.pdf

1.3 Outline of report structure

Section 2 of this report provides information on the methodology of the survey, including response rates and information about the sample composition and representativeness.

In **Section 3**, the results from the survey of pupils are presented. We provide the results for each of the individual items and discuss further statistical analysis that involved grouping related questions together to explore patterns and trends.

Section 4 presents the data from the teacher questionnaire. Both individual item data and data from factor analysis are presented.

Change over time between the 2004 and 2005 results is explored in **Section 5**. Tables showing data for all questions from 2004 and 2005, and also weighted pupil data that can be compared with the 2004 report, are available online in Appendices H, I and J (www.nfer.ac.uk).

Section 6 draws together the results from both the teacher and pupil surveys to identify common themes and differences.

2. Methodology

2.1 Introduction

The questions in the 2005 survey were largely based on the 2004 survey in order to allow comparisons over time. The research gathered information relating to pupils' and teachers' perceptions of schools, including:

- perceptions of school provision (including admission policies, parental preference, travel and access);
- 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 experiences of respondents.

2.2 Survey of pupils and teachers in London schools

In early May 2005, all maintained secondary schools in London (396) were invited to take part in the surveys. In order to help increase participation, an outline of the type of feedback that schools would receive if they took part was included with the letter.

Schools were asked to indicate on the reply form a contact person for the survey and the number of questionnaires they required for all of their Year 7 pupils, Year 10 pupils and teachers.

Schools that had not responded were then sent a written reminder in the form of a letter from Tim Brighouse, the Chief Adviser for London Schools. Telephone reminders followed this letter to try and ensure that all schools had considered whether or not they wished to be involved in the study.

Questionnaires were dispatched to schools in mid-June for completion and return by the end of July. Thirty of the schools that had requested questionnaires were unable to complete the surveys.

Table 1 overleaf shows the numbers of schools participating.

Table 1: Response rates – London schools

	London	
	Number	%
Invited to participate	**396**	**100**
Sent reminder letter	305	77
Telephoned for participation	258	65
Not responding	120	30
Declining involvement	54	14
Sent questionnaires	**222**	**56**
Not returning questionnaires	35	9
Returning questionnaires	**187**	**47**

A total of 4,597 completed teacher questionnaires were received from schools in London and 45,489 pupil questionnaires.

Once the questionnaires were received the open-ended questions were coded, all the data was entered onto computer and then analysed. The pupil data 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.

The schools that participated in the surveys were broadly representative of all schools in London. Table 2 shows how the sample of participating schools compared to all schools in London.

Table 2: Sample representativeness – London schools

		Responding London schools		All London schools	
		Number	%	Number	%
Type of school	Boys	27	14	61	15
	Girls	37	20	83	21
	Mixed	123	66	257	64
Achievement band (Total GCSE point-score 2002)	Lowest	47	26	103	27
	2nd lowest	41	22	87	22
	Middle	27	15	62	16
	2nd highest	28	15	64	16
	Highest	40	22	72	19
% eligible FSM 2004 (5 pt scale)	Lowest	9	5	20	5
	2nd lowest	20	11	40	10
	Middle	36	19	63	16
	2nd highest	49	26	122	30
	Highest	73	39	156	39
% of SEN pupils with statements (2004)	None	12	6	25	6
	1 – 2	87	47	190	47
	3 – 29	88	47	186	46
% of EAL* pupils (2004)	None	1	1	1	0
	1 – 5	16	9	45	11
	6 – 49	129	69	266	66
	50+	41	22	89	22
Size of school (no. of pupils)	600 or fewer	12	6	32	8
	601-1000	68	36	162	40
	1001-1300	60	32	119	30
	1301 or more	47	25	88	22
Total		187	100	401	100

* English as an Additional Language

2.3 Survey of pupils and teachers in non-London metropolitan areas

In order to provide comparison data for the surveys of London schools, a matched sample of schools (382) from other metropolitan areas was drawn.

The metropolitan schools were sent questionnaires for half of their pupils in Year 7 and Year 10.

The methodology was the same as that for the London schools: schools were invited to take part, those agreeing were sent questionnaires and completed

questionnaires were returned to NFER. Table 3 shows the response rates for metropolitan schools.

Table 3: Response rates – metropolitan schools

	Metropolitan schools	
	Number	%
Invited to participate	**382**	**100**
Sent reminder letter	278	73
Telephoned for participation	247	65
Not responding	183	47
Declining involvement	81	21
Sent questionnaires	**118**	**31**
Not returning questionnaires	22	6
Returning questionnaires	**96**	**25**

The questionnaires that were completed by pupils and teachers from metropolitan schools were shorter versions of the questionnaires completed by respondents in London. There were some key questions that appeared in both the London questionnaire and questionnaire to metropolitan schools. These questions were selected because it was felt that they provided particularly valuable data and were applicable to pupils and teachers in all areas. Copies of the questionnaires can be found in Appendices A and B.

A total of 2,387 completed teacher questionnaires were received from metropolitan schools and 13,711 pupil questionnaires.

Table 4 shows how the sample of participating schools compared to all schools in metropolitan authorities. The schools that participated in the surveys were broadly representative of all schools in metropolitan areas.

Table 4: School sample representativeness – metropolitan schools

		Responding metropolitan schools		All metropolitan schools	
		Number	%	Number	%
Type of school	Boys	7	7	38	5
	Girls	13	14	46	7
	Mixed	76	79	622	88
Achievement band (Total GCSE point-score 2002)	Lowest	28	29	218	31
	2nd lowest	20	21	182	26
	Middle	17	18	130	19
	2nd highest	14	15	94	13
	Highest	16	17	73	10
% eligible FSM 2004 (5 pt scale)	Lowest	3	3	19	3
	2nd lowest	14	15	76	11
	Middle	18	19	167	24
	2nd highest	27	28	212	30
	Highest	34	35	232	33
% of SEN pupils with statements (2004)	None	9	9	45	6
	1 - 2%	52	54	369	52
	3 - 29%	35	36	292	41
% of EAL pupils (2004)	None			127	18
	1 - 5%	45	47	324	46
	6 - 49%	41	43	207	29
	50% +	10	10	48	7
Size of school (no. of pupils)	600 or fewer	3	3	49	7
	601-1000	43	45	268	38
	1001-1300	27	28	210	30
	1301 or more	23	24	179	25
Total		96	100	706	100

2.4 Sample details

One of the main aims of the London Challenge is to focus on the key boroughs of Islington, Hackney, Southwark, Lambeth and Haringey. The data was explored to identify whether any differences existed between the responses of key borough and non-key borough pupils and teachers.

The tables overleaf show the breakdowns by gender and location. The pupils and teachers that participated in the surveys were broadly representative of all pupils and teachers in schools in London and schools in metropolitan areas.

Table 5: Breakdown of pupil sample by gender

	London				Metropolitan			
	Sample schools		All schools		Sample schools		All schools	
	Number	%	Number	%	Number	%	Number	%
Male	19,360	47	78,148	51	6,118	48	142,498	51
Female	22,101	53	76,108	49	6,695	52	135,454	49
Total	41,461	100	154,256	100	12,813	100	277,952	100

Table 6: Breakdown of pupils by location

	Year 7 Questionnaire			Year 10 Questionnaire		
	Number of schools	Number of pupils	% of total	Number of schools	Number of pupils	% of total
Metropolitan	91	7,102	23	91	6,609	23
Greater London	165	23,514	77	170	21,975	77
Key borough	13	1,847	6	13	1,469	5
Non-key borough	152	21,667	71	157	20,506	72
Total	256	30,616	100	261	28,584	100

Table 7: Breakdown of teacher sample by gender

	London		Metropolitan	
	Sample schools	All schools*	Sample schools	All schools*
	%	%	%	%
Male	35	42	38	44
Female	62	58	60	56
Missing	3	0	1	0
Total	4,597	100	2,387	100

**Based on reported FTE in the 2005 annual survey of teacher numbers and vacancies (form 618G)*

Table 8: Breakdown of teachers by location

	Teacher questionnaire sample		All schools in those areas*	
	Number of schools	Number of teachers	% of total	Number of teachers
Metropolitan	90	2,387	34	50,680
Greater London	171	4,597	66	29,180
Key borough	14	368	5	3,290
Non-key borough	157	4,224	60	25,890
Total	261	6,984	100	79,890

**Based on reported FTE in the 2005 annual survey of teacher numbers and vacancies (form 618G)*

3. Main findings from the pupil surveys

This chapter provides the main findings from the surveys of Year 7 and Year 10 pupils in London boroughs and comparison schools from other metropolitan authorities.

Summary of findings from the pupil surveys

- Most pupils in London and metropolitan boroughs responded positively to a range of statements about their school. When asked what they would say to someone thinking of joining their school, the majority of pupils said that they would recommend it and had something positive to say about life at their school.
- Pupils' attitudes to school in London were broadly similar to attitudes held by pupils attending schools in other metropolitan authorities. Pupils' perceptions of school did vary for some questions, according to their age, gender, ethnic background and the length of time it took them to get to school. Overall, Year 7 pupils tended to hold more positive attitudes than pupils in Year 10.
- Most pupils in London and metropolitan authorities were happy at school. Most pupils in London felt that their school was providing them with a good education. Approximately two-thirds of pupils in London and metropolitan authorities considered their school to be a good school and over half of the pupils in London thought that their school was better than other schools.
- Most pupils felt that they got on well with their teachers and that the teachers at their school were good teachers. Pupils from London were more likely to consider their teachers to be good teachers than similar pupils from metropolitan areas, as were pupils with a high level of prior attainment, pupils with English as an additional language (EAL) and Year 7 pupils attending girls' schools or grammar schools.
- Pupils' attitudes towards school work were mixed, with just under half of the pupils from London and metropolitan authorities reporting that they found most of what they worked on at school interesting. Pupils from London were less likely than similar pupils to say that their work was interesting, as were pupils with a high level of prior attainment and pupils with long journeys to school.
- In London, just under half of the pupils agreed that most teachers were good at keeping control in the classroom and around a third of the pupils felt that most teachers dealt effectively with bad behaviour in class. Just under half of the pupils said that other pupils were frequently so noisy in class that they found it difficult to work and approximately a third of the pupils said that other pupils tried to disrupt lessons every day.
- Just over a third of the pupils in London said that bullying was a particular problem at their school. Around a quarter agreed that racism was an issue for their school.
- In London, nearly two-thirds of pupils said that most teachers were very strict about pupils missing school without permission and only a relatively small percentage of pupils said that they regularly played truant from school (less than three per cent).
- Although just over half of the pupils in London did not attend the school closest to home, most pupils reported that it took them less than half an hour to get to school and just over a third said that their 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.

Analysis of pupil responses

In this section the basic frequencies for all questions in the pupil survey are presented. Where differences were seen based on location (i.e. between pupils from key boroughs and non-key boroughs or between pupils in metropolitan and London boroughs) these are noted. Also discussed are differences between the responses of Year 7 and Year 10 pupils.

A breakdown of the data for all questions can be found in Appendices C and D.

Significance testing was not carried out on the basic frequencies due to the large sample sizes involved. The reason for this is that one of the disadvantages of the chi-squared test (the appropriate significance test for this type of data) is that it is sensitive to large numbers and can give a statistically significant result even if the differences between distributions are relatively small. For the data being studied here the sample sizes are large enough that even differences as small as three per cent would often show up as being significant. Instead significance testing was carried out during the further analysis described below, where it provides a more useful indicator of differences and takes into account background factors. When describing differences in the basic frequencies, differences of five per cent or greater are focused on.

Further analysis in the form of multilevel modelling of the key questions (those that appeared in both the London and metropolitan surveys) was carried out. Modelling explored whether differences in responses based on location were statistically significant[3]. The further analysis also explored whether there was any difference in responses for different types of pupil e.g. in relation to ethnicity, gender or Free School Meals (FSM). Where multilevel modelling results are discussed these are statistically significant differences. **Multilevel modelling results are presented in shaded boxes to distinguish them from the basic frequencies.**

Multilevel modelling is also explored in section 3.13, this time using factor analysis. The purpose of this analysis was to explore in greater detail the responses of pupils in London. This analysis includes differences based on background characteristics such as ethnicity.

3.1 School quality

Pupils were asked to respond to a range of questions about the quality of their school. Questions in this area focused on the extent to which pupils agreed that the school they attended was a good school, was better than other schools, and was providing them with a good education. Overall, the majority of pupils responded positively to these questions. Tables 9 and 10 show the basic frequencies.

[3] whether the difference is more than might be expected by chance.

Table 9: Year 7 – This is a good school

	Metropolitan %	Greater London %	Inner London %	Outer London %	Key borough %	Non-key borough %
Strongly agree	22	24	21	25	15	25
Agree	50	47	45	47	44	47
Not sure	20	20	22	19	27	19
Disagree	4	5	6	4	7	5
Totally disagree	3	4	4	3	5	3
No Response	1	1	1	1	1	1
N	7,102	23,514	5,712	17,802	1,847	21,667

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

Table 10: Year 10 – This is a good school

	Metropolitan %	Greater London %	Inner London %	Outer London %	Key borough %	Non-key borough %
Strongly agree	10	12	13	12	9	13
Agree	53	52	52	52	53	52
Not sure	23	21	21	21	21	21
Disagree	9	9	8	9	10	9
Totally disagree	5	5	5	5	6	5
No Response	1	1	1	1	1	1
N	6,609	21,975	4,824	17,151	1,469	20,506

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

Pupils were asked whether they thought their school was a good school. As Tables 9 and 10 show, approximately two-thirds of pupils from London boroughs and a similar proportion of pupils attending schools in metropolitan authorities agreed that their school was a good school.

The question on whether their school was a good school was one of the survey's key questions. Therefore responses were analysed in more detail using multilevel modelling. Variables found to be statistically significant included the type of school pupils attended, the percentage of pupils eligible for free school meals, pupil to teacher ratio, ethnic background and gender.

Pupils in schools with a high percentage of pupils entitled to free school meals were less likely to agree that their school was a good school than similar pupils in other schools. Further analysis also found that pupils in schools with a high pupil to teacher ratio (i.e. larger class sizes) were less likely than similar pupils in other schools to agree that their school was a good school.

Overall, pupils who attended either a grammar school or a specialist school were more likely than other similar pupils to agree that their school was a good school. Those Year 7 pupils, attending boys' schools or faith schools were more likely to give a positive response than similar pupils attending other types of school.

Pupils from Black African and Black Caribbean backgrounds were more likely to agree that their school was a good school, as were Bangladeshi pupils in Year 7 and pupils with EAL in Year 10. Overall, girls responded more positively to this question than boys.

Further analysis also revealed that the length of time it took pupils to get to school was a statistically significant factor – the longer a pupil's journey to school the less likely they were to agree that their school was a good school.

Year 7 pupils from London key boroughs seemed to be less positive than Year 7 pupils attending schools in non-key boroughs. Fifty-nine per cent of pupils from key boroughs thought that their school was a good school compared to 71 per cent of pupils in non-key boroughs. However, this difference was not found to be statistically significant once the differences in the background characteristics of the pupils were taken in to account.

In London, just over three-quarters of pupils felt that their school was providing them with a good education and most (around 60 per cent) considered their school to be 'much better' or 'better' than other schools. Around a quarter of London's pupils would have preferred to have gone to a different school. As can be seen in Table 11, the proportion of positive responses in relation to these questions was greater in Year 7 than in Year 10.

Table 11: Views of pupils in London about the quality of their school

Statement	Year 7 pupils	Year 10 pupils	All London pupils
This school is giving me a good education (1).	80	72	76
This school is better than other schools (2).	60	55	58
I would have preferred to have gone to a different school (3).	24	29	26
N	23,514	21,975	45,489

Series of single response items
(1) Percentage of pupils responding 'strongly agree' or 'agree'
(2) Percentage of pupils responding 'much better' or 'better'
(3) Percentage of pupils responding 'yes'

Responses also differed between pupils attending schools in key and non-key boroughs, with Year 7 pupils in key boroughs tending to be less positive than pupils in non-key boroughs. For example, Year 7 pupils in key boroughs were slightly less likely to agree that their school was giving them a good education (81 per cent compared to 74 per cent) and more likely to state that they would have preferred to have gone to a different school (35 per cent compared to 23 per cent).

3.2 Happiness at school

Pupils in London and metropolitan authorities were asked if they were usually happy at school. Tables 12 and 13 show the basic frequencies. As this question

was one of the key questions, pupil responses were also analysed using multilevel modelling.

Table 12: Year 7 – Happy at school

	Metropolitan %	Greater London %	Inner London %	Outer London %	Key borough %	Non-key borough %
True	86	86	85	86	82	86
False	13	13	14	13	17	13
No Response	1	1	1	1	1	1
N	7,102	23,514	5,712	17,802	1,847	21,667

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

Table 13: Year 10 – Happy at school

	Metropolitan %	Greater London %	Inner London %	Outer London %	Key borough %	Non-key borough %
True	81	80	79	81	76	81
False	18	18	19	18	22	18
No Response	1	1	2	1	2	1
N	6,609	21,975	4,824	17,151	1,469	20,506

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

Tables 12 and 13 show that just over 80 per cent of pupils in London, and the same proportion of pupils attending schools in metropolitan authorities, agreed that they were usually happy at school. Overall, the level of positive response was slightly higher amongst Year 7 pupils than pupils in Year 10. For example, in London 86 per cent of Year 7 pupils agreed that they were happy at school compared to 80 per cent of pupils in Year 10.

The level of positive response to this question was also higher amongst pupils in non-key boroughs than pupils in key boroughs (see Tables 12 and 13). It is important to note, however, that this difference was only statistically significant for pupils in Year 10.

Other personal characteristics found to be significant in relation to pupils' happiness at school included ethnic background and gender. Pupils from Asian backgrounds were significantly more likely than other similar pupils to agree that they were usually happy at school and female pupils were more likely than male pupils to report that they were happy at school.

Amongst Year 7 pupils, those attending grammar or specialist schools were more likely to be happy at school.

Amongst Year 10 pupils, those with EAL were more likely to agree that they were usually happy at school. The length of time it took pupils to get to school was also found to be a significant variable. The longer it took pupils to travel to school the less happy they were at their school.

3.3 Transition from primary to secondary school

As part of the London survey, Year 7 pupils were asked a number of questions about their experiences of moving from primary to secondary school.

Schools often arrange a day or evening visit for prospective pupils in order to provide them with an opportunity to familiarise themselves with the school. The survey found that 85 per cent of Year 7 pupils said that they had an organised visit to the school before joining it.

Since starting secondary school, almost all pupils (90 per cent) said that they had found it easy to make new friends and 79 per cent felt that they were getting on well at their new school.

The different style of teaching and learning at secondary school was welcomed by most Year 7 pupils. Just over three-quarters (77 per cent) liked being taught by different teachers for different subjects and less than a third (31 per cent) would have preferred to have stayed in the same room for most of their lessons.

When asked whether on the whole they were happier in their current school than they were at primary school, just over a third of the pupils said that they were.

3.4 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 mixed. Overall, 57 per cent of pupils felt that they got on well with 'all' or 'most' of their teachers. Just under a quarter of pupils felt that they could 'always' or 'often' go to a teacher with a problem (a quarter said 'sometimes', a quarter said 'rarely' and just under a quarter said 'never').

Overall, 38 per cent of pupils thought that most teachers at their school were respected by pupils, although responses were slightly more positive amongst pupils in Year 7 than in Year 10 (41 per cent compared to 32 per cent) and amongst pupils from non-key boroughs than key boroughs (38 per cent compared to 29 per cent).

Just over half of the pupils (54 per cent) agreed that most teachers treated pupils at their school with respect. As with previous questions, the proportion of pupils agreeing with this statement was greater in Year 7 than in Year 10 (59 per cent compared to 48 per cent).

3.5 Quality of teaching and learning

Pupils from London boroughs and metropolitan authorities were asked about the quality of teaching and learning at their school. They were asked how many of their teachers they thought were good teachers, whether teachers explained the aims of each lesson and how interesting pupils found their lessons. Tables 14 and 15 show the basic frequencies.

Table 14: Year 7 – How many teachers are good teachers

	Metropolitan %	Greater London %	Inner London %	Outer London %	Key borough %	Non-key borough %
All	9	11	11	11	10	11
Most	43	43	40	44	37	43
Some	26	26	26	26	28	26
Few	18	14	16	13	17	13
None	2	2	2	2	2	2
No Response	0	5	5	4	5	4
N	7,102	23,514	5,712	17,802	1,847	21,667

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

Table 15: Year 10 – How many teachers are good teachers

	Metropolitan %	Greater London %	Inner London %	Outer London %	Key borough %	Non-key borough %
All	3	5	7	5	7	5
Most	38	40	39	40	37	40
Some	34	32	31	32	30	32
Few	22	18	17	18	19	18
None	2	2	2	1	2	2
No Response	1	3	4	3	6	3
N	6,609	21,975	4,824	17,151	1,469	20,506

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

Approximately half of the pupils from London and metropolitan authorities felt that most or all the teachers at their school were good teachers. Responses about the quality of teachers tended to be more positive in Year 7 than in Year 10. For example, in London, 54 per cent of Year 7 pupils agreed that most of their teachers were good teachers, compared to 45 per cent of Year 10.

As the question of whether their teachers were good teachers was a key question, a more detailed analysis of pupils' responses was carried out using multilevel modelling.

The modelling revealed that pupils in London were significantly more likely than similar pupils in other areas to agree that all or most of the teachers at their school were good teachers.

The higher a pupil's level of attainment the more likely they were to describe all or most of their teachers as good teachers. Significant differences were also identified in relation to school type, ethnic background and pupil to teacher ratio. Overall, pupils attending boys' schools were more likely to describe all or most of their teachers as good teachers, as were Year 7 pupils at girls' schools or grammar schools. Pupils who had joined their current school after Year 7 were more likely to agree that their teachers were good teachers than similar pupils who transferred to the school directly from primary school. Year 10 pupils with EAL were also more likely to consider their teachers to be good teachers than similar pupils with English as their only or first language.

Pupils from Caribbean backgrounds and Year 7 pupils with Asian and African backgrounds were less likely than similar White pupils to think that their teachers were good teachers. The higher the pupil to teacher ratio, the less likely pupils were to agree that all or most of their teachers were good teachers. As with previous questions, long journeys to school also had a detrimental effect on pupils' attitudes. The further pupils had to travel to get to school, the less likely they were to agree that their teachers were good teachers.

Lesson content

Pupils were asked some more specific questions about teaching and learning. Just over 60 per cent of pupils in London said that in all or most lessons teachers explained to pupils what they were supposed to learn in the lesson. Approximately 60 per cent of London's pupils said that teachers took time to discuss their progress with them and to advise them on how they could improve their work.

Pupils were asked if they found most of the things they worked on at school interesting. Tables 16 and 17 show the basic frequencies. As this was a key question, responses were also analysed using multilevel modelling.

Table 16: Year 7 – School is interesting

	Metropolitan %	Greater London %	Inner London %	Outer London %	Key borough %	Non-key borough %
True	54	52	55	51	54	52
False	44	47	43	48	44	47
No Response	2	2	2	2	2	2
N	7,102	23,514	5,712	17,802	1,847	21,667

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

Table 17: Year 10 – School is interesting

	Metropolitan %	Greater London %	Inner London %	Outer London %	Key borough %	Non-key borough %
True	36	35	39	34	37	35
False	62	63	59	64	61	63
No Response	2	2	2	2	1	2
N	6,609	21,975	4,824	17,151	1,469	20,506

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

Approximately 45 per cent of pupils in London and metropolitan authorities said that they found most of what they worked on at school interesting (see Tables 16 and 17). Findings suggest that overall, Year 7 pupils enjoyed their lessons more than pupils in Year 10. Just over half of Year 7 pupils from both areas agreed that most things they worked on at school were interesting compared with approximately one third of the pupils in Year 10.

The statistical analysis found that pupils with higher attainment levels at Key Stage 2 and Key Stage 3 were less likely to agree that most of the things they worked on at school were interesting. Pupils with long journeys to school (more than half an hour) were also less likely to find their schoolwork interesting.

This analysis also revealed that school type was a significant variable. Year 7 pupils attending grammar schools or single-sex schools, and Year 10 pupils at maths and computing specialist schools were more likely to report that the things they worked on at school were really interesting.

Responses also differed between pupils with different ethnic backgrounds. Pupils with EAL and pupils with an Asian background were more likely to agree that schoolwork was interesting as were Year 7 pupils from a Chinese background and Year 10 pupils from a Black African background.

The multilevel modelling found that when other variables were taken into account, pupils in London were less likely than similar pupils attending schools in other areas to find their schoolwork interesting. The basic frequencies found very similar results for pupils from London and similar schools in other metropolitan areas.

In London, Year 10 pupils were more likely than Year 7 pupils to agree with the statement 'most school work is dull and boring' (38 per cent compared to 30 per cent). Just under two-thirds of Year 10 pupils in London (64 per cent) thought that it was very important to have a good range of subject options to choose from.

Future learning and careers

The same proportion of Year 10 pupils (64 per cent) also said that it was very important to have an opportunity to do work experience, although less than 40 per cent of Year 10 pupils thought that it was very important to be able to do work-related courses at school. In London, over 80 per cent of Year 7 pupils intended to continue their education after the age of 16 and over 90 per cent of Year 10 pupils said that they wanted to go on to college or university. More than 80 per cent of Year 10 pupils in London thought that their schools and colleges would provide them with a good range of subjects to choose from, post-16.

3.6 Use of ICT

In London, a minority of pupils said that they used a computer in every or most of their lessons (15 per cent). Just over half reported that they sometimes used computers, and around a quarter said that they hardly ever or never used computers in class. Findings suggest that Year 7 pupils were less likely than pupils in Year 10 to use a computer to support their learning (32 per cent of Year 7 pupils said that they never or hardly ever used computers in class compared to 24 per cent of Year 10).

Year 7 pupils tended to be more positive about the use of Information Communication Technology (ICT) in class. Sixty five per cent of Year 7 pupils said that they learnt more easily when they used a computer (compared with 56 per cent of Year 10); and 61 per cent (compared with 50 per cent of pupils in Year 10) felt that they learnt more easily when the teachers used an interactive whiteboard.

3.7 Out of lesson activities

Most schools provided opportunities for pupils to do extra learning activities or study outside of lesson time. Tables 18 and 19 show the basic frequencies.

Table 18: Year 7 – Learning outside lesson time

	Metropolitan %	Greater London %	Inner London %	Outer London %	Key borough %	Non-key borough %
True	80	69	66	71	67	70
False	18	29	32	28	30	29
No Response	2	2	2	2	3	2
N	7,102	23,514	5,712	17,802	1,847	21,667

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

Table 19: Year 10 – Learning outside lesson time

	Metropolitan %	Greater London %	Inner London %	Outer London %	Key borough %	Non-key borough %
True	81	73	72	73	70	73
False	18	26	25	26	28	26
No Response	1	2	2	1	2	2
N	6,609	21,975	4,824	17,151	1,469	20,506

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

Findings suggest that metropolitan schools were able to provide more extra learning opportunities than London schools. Eighty per cent of pupils attending schools in metropolitan authorities said that they had opportunities to do extra learning activities, compared with 71 per cent of pupils in London. Multilevel analysis confirmed that this difference was statistically significant.

Statistically significant differences were found to exist between pupils attending different types of school and amongst pupils with different ethnic backgrounds. Year 7 pupils at maths and computing specialist schools and Year 10 pupils in grammar or faith schools were more likely than other similar pupils to agree that there were lots of learning activities to take part in outside of lesson time.

Year 10 pupils with EAL were less likely to agree that there were learning activities to take part in than pupils with English as their only or first language.

Pupils from Black African backgrounds, Year 7 pupils with Bangladeshi backgrounds, and Year 10 pupils from Pakistani backgrounds were all less likely than similar pupils from other ethnic backgrounds to agree that there were lots of learning activities to take part in.
As with previous questions, the length of a pupil's journey to school was found to be a significant variable. Pupils with the longest journeys to school were less likely to agree that there were lots of learning activities to take part in outside of lesson time.

In London, Year 7 pupils were more likely to agree that there were lots of activities to take part in at lunchtime or after school (82 per cent compared to 66 per cent of pupils in Year 10) and to report actually taking part in the available activities than pupils in Year 10 (51 per cent compared with 34 per cent of pupils in Year 10).

Pupils in London were asked about the importance of out of school activities. Most pupils felt that it was important to have lots of opportunities to do sporting activities (79 per cent) and to go on cultural visits to theatres or art galleries (72 per cent). Year 7 pupils were particularly enthusiastic: 58 per cent felt that it was *very* important to have opportunities to do sport (compared with 37 per cent of Year 10) and 42 per cent said that it was *very* important to go on cultural visits (compared with 30 per cent of Year 10).

3.8 School discipline and pupil behaviour

Just over half of the pupils in London (55 per cent) agreed that their school's rules were fair and reasonable, although Year 7 pupils were more likely to strongly agree or agree with this statement than pupils in Year 10 (61 per cent compared to 48 per cent).

Most pupils in London (61 per cent) thought that, with most teachers, the level of school discipline was 'about right'. However, responses suggest that they were less positive about their teachers' abilities to deal with bad behaviour in class and tackle issues of bullying. Overall, 38 per cent of pupils strongly agreed or agreed that most teachers dealt effectively with bullying and 38 per cent felt that all or most teachers were good at dealing with bad behaviour in class. It is worth noting, however, that as with previous questions, Year 7 pupils tended to respond more positively to questions about school discipline than pupils in Year 10. For example, in London:

- 47 per cent of Year 7 pupils agreed that most teachers dealt effectively with bullying compared to 29 per cent of Year 10;
- 45 per cent of Year 7 pupils felt that all or most teachers were good at dealing with bad behaviour in class compared to 30 per cent of Year 10.

Just under half of the pupils (42 per cent) from London boroughs agreed that most teachers were good at keeping control in the classroom. In London, just under a third of the pupils said that other pupils tried to disrupt lessons every day.

Pupils from London boroughs and metropolitan authorities were asked whether other pupils were frequently so noisy in class that they found it difficult to work. Tables 20 and 21 show the basic frequencies.

Table 20: Year 7 – How often other pupils are noisy

	Metropolitan %	Greater London %	Inner London %	Outer London %	Key borough %	Non-key borough %
Always	16	18	19	18	21	18
Often	29	28	28	28	29	28
Sometimes	34	30	30	30	31	30
Rarely	14	15	14	16	12	16
Never	4	6	5	6	5	6
No Response	2	2	3	2	3	2
N	7,102	23,514	5,712	17,802	1,847	21,667

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

Table 21: Year 10 – How often other pupils are noisy

	Metropolitan %	Greater London %	Inner London %	Outer London %	Key borough %	Non-key borough %
Always	11	13	14	13	14	13
Often	30	29	29	29	30	29
Sometimes	37	35	35	35	33	35
Rarely	17	16	16	16	16	16
Never	4	4	4	4	4	4
No Response	1	2	2	2	3	2
N	6,609	21,975	4,824	17,151	1,469	20,506

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

Just under half of the pupils both from London boroughs and metropolitan authorities said that other pupils were frequently ('often' or 'always') so noisy in class that they found it difficult to work.

In relation to the question on whether other pupils were frequently so noisy in class that they found it difficult to work, further statistical analysis found that pupils with higher attainment at Key Stage 2 and Key Stage 3 were less likely to be frequently distracted in class by noise from other pupils. Pupils attending selective grammar schools and girls' schools were also less likely to report noise from other pupils in class as a regular occurrence. However, pupils attending boys' schools were more likely than similar pupils at mixed-schools to state that pupils were often so noisy in class that they found it difficult to work.

The pupil to teacher ratio was found to be a significant variable. Pupils attending schools with high levels of pupil to teacher ratios were most likely to say that other pupils were often so noisy in class that they found it difficult to work.

Most pupils in London (85 per cent) felt that it was important to be rewarded for good work or behaviour, however only around a third of Year 7 pupils and

approximately a fifth of Year 10 pupils said that teachers often praised them when they worked hard.

3.9 Pupil behaviour and attendance

The majority of pupils considered themselves to be well behaved at school.

Table 22: Year 7 – How often pupil behaves badly

	Metropolitan %	Greater London %	Inner London %	Outer London %	Key borough %	Non-key borough %
Always	1	2	2	2	3	2
Often	7	7	7	7	6	7
Sometimes	27	26	27	26	30	26
Rarely	40	38	37	39	36	39
Never	24	23	24	23	23	24
No Response	0	3	3	3	3	3
N	7,102	23,514	5,712	17,802	1,847	21,667

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

Table 23: Year 10 – How often pupil behaves badly

	Metropolitan %	Greater London %	Inner London %	Outer London %	Key borough %	Non-key borough %
Always	2	2	2	2	2	2
Often	5	7	7	8	7	7
Sometimes	27	28	28	28	27	28
Rarely	43	40	40	40	39	40
Never	22	20	21	20	21	20
No Response	1	2	2	2	3	2
N	6,609	21,975	4,824	17,151	1,469	20,506

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

As Tables 22 and 23 show, around 60 per cent of pupils in London and around 65 per cent of pupils attending schools in metropolitan authorities said that they never or rarely misbehaved.

Multilevel analysis confirmed that the difference between pupils in London and metropolitan authorities was significant.

Further analysis revealed that pupils with higher attainment levels at Key Stage 2 or Key Stage 3 were more likely to think they behaved well and girls reported better behaviour than similar boys.

Long journey times proved to be a significant variable, with pupils with journeys of more than half an hour more likely to report that they misbehaved than pupils with shorter journeys to school.

Amongst Year 10 pupils, pupils from Asian, Caribbean, African or Chinese backgrounds were less likely than pupils from other ethnic backgrounds to say that they frequently behaved badly at school.

Year 7 pupils attending single sex schools or faith schools were also less likely than Year 7 pupils in other types of schools to agree that they often misbehaved at school.

Nearly two-thirds of pupils in London (62 per cent) said that most teachers were very strict about pupils missing school without permission. Overall, although a minority of pupils (10 per cent) said that they sometimes deliberately missed lessons even when they were at school, the proportion of Year 10 pupils admitting this was higher than in Year 7 (13 per cent compared to 7 per cent).

Tables 24 and 25 show that only a relatively small percentage of pupils in London and metropolitan authorities admitted to regularly playing truant.

Table 24: Year 7 – How often pupil has missed school

	Metropolitan %	Greater London %	Inner London %	Outer London %	Key borough %	Non-key borough %
Often	2	3	3	3	2	3
Sometimes	9	10	11	10	13	10
Rarely	19	20	20	20	22	20
Never	69	63	62	64	59	64
No Response	1	3	4	3	4	3
N	7,102	23,514	5,712	17,802	1,847	21,667

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

Table 25: Year 10 – How often pupil has missed school

	Metropolitan %	Greater London %	Inner London %	Outer London %	Key borough %	Non-key borough %
Often	3	4	4	4	4	4
Sometimes	11	13	13	13	15	13
Rarely	23	25	26	24	27	25
Never	62	56	53	57	49	56
No Response	1	3	3	2	4	2
N	6,609	21,975	4,824	17,151	1,469	20,506

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

Further analysis revealed that pupils in London were significantly more likely than similar pupils in other areas to report that they often or sometimes played truant.

Further analysis also revealed that higher attaining pupils were least likely to state they regularly missed school without permission. Ethnic background was also found to be a significant variable with pupils from Indian, Caribbean,

African or Chinese backgrounds less likely than similar pupils from other ethnic backgrounds to state that they regularly played truant. Pupils who attended faith schools were also less likely to report that they frequently missed school.
Amongst Year 7 pupils, pupils attending selective grammar schools were less likely than similar pupils to state that they often missed school.

Amongst Year 10 pupils, girls were more likely to agree than they regularly played truant than similar boys.

As with earlier questions, the length of time it took pupils to get to school was also a significant factor. Pupils with journeys to school of more than 30 minutes were more likely to state that they often missed school.

3.9.1 Bullying behaviour

In London, just under 40 per cent of pupils said that pupils were always or often made fun of if they worked hard. Year 7 pupils reported this kind of attitude more frequently than pupils in Year 10 (43 per cent compared with 35 per cent).

Bullying was seen as a particular problem at their schools by 36 per cent of pupils in London. However, the proportion of pupils who said that they actually experienced bullying or saw other pupils being bullied on a daily or weekly basis was smaller than the proportion of pupils who felt that bullying was a problem more generally. Just under 20 per cent of Year 7 and Year 10 pupils reported seeing frequent bullying of other pupils. Overall, six per cent of pupils reported having being bullied at least once a week during the last term.

3.9.2 Racism

Overall, 23 per cent of pupils who responded to the London survey agreed that racism was a particular problem at their school.

3.10 Parental support

Tables 26 and 27 show the percentage of pupils who indicated that they received help and advice with their schoolwork from parents or carers.

Table 26: Year 7 – Parents/carers help

	Metropolitan %	Greater London %	Inner London %	Outer London %	Key borough %	Non-key borough %
True	89	89	89	89	89	89
False	10	11	10	11	10	11
No Response	1	1	1	1	1	1
N	7,102	23,514	5,712	17,802	1,847	21,667

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

Table 27: Year 10 – Parents/carers help

	Metropolitan %	Greater London %	Inner London %	Outer London %	Key borough %	Non-key borough %
True	79	79	80	79	78	79
False	20	20	19	20	21	20
No Response	1	1	1	1	1	1
N	6,09	21,975	4,824	17,151	1,469	20,506

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

Most pupils, both in London and metropolitan authorities, said that they received help and advice with their schoolwork from parents or carers. Year 7 pupils from both areas were most likely to receive help with schoolwork. Almost 90 per cent of pupils' in Year 7 said that they received help and advice from parents or carers compared with approximately 80 per cent of Year 10.

Year 7 pupils from Indian backgrounds were more likely than similar pupils from other ethnic backgrounds to receive help from parents and girls were more likely to get help than similar boys. However, by year 10, girls were significantly less likely than similar boys to receive help from parents.

Year 7 pupils attending specialist schools were more likely to say that they received help and advice from parents than similar pupils attending other types of school.

Year 10 pupils with Black African backgrounds were more likely than similar pupils from other ethnic backgrounds to receive parental help with school work.

Further analysis also found that pupils who were eligible for free school meals were less likely to receive help with school work as were pupils with Chinese or Bangladeshi backgrounds and pupils who joined their current school after Year 7.

School journey time was found to be a significant variable. Pupils with longer journey times were less likely to receive help and advice with homework than pupils who had a shorter journey to school.

In London, a higher proportion of Year 7 pupils reported that parents often asked them about what they were learning at school than pupils in Year 10 (51 per cent compared to 37 per cent).

Ninety per cent of pupils in London said that their parents came to parents' evenings. Twenty-eight per cent of pupils in Year 7 also reported that their parents came to school for social events: this compares to 15 per cent of pupils in Year 10.

Just over 80 per cent of pupils said that they had somewhere quiet at home to do their homework. Ninety per cent of Year 10 pupils and 84 per cent of

pupils in Year 7 had access to a computer at home and approximately 80 per cent of pupils had access to the internet. A smaller proportion of pupils in key boroughs than non-key boroughs said that they had access to a computer and the internet at home.

Table 28: ICT at home

	Year 7 pupils			Year 10 pupils		
	Key borough	Non-key borough	Greater London	Key borough	Non-key borough	Greater London
At home, I have access to a computer to help me with my homework.	76	85	84	82	90	90
At home, I have access to the internet.	67	79	78	69	83	82
N	1,847	21,667	23,514	1,469	20,506	21,975

A single response item. Percentage of pupils responding 'true'.

3.11 Travelling to school

Although half of the pupils in London (52 per cent) reported that they did not attend the school closest to home, most pupils reported that it took them less than half an hour to get to school. As Tables 29 and 30 show, just over a third of pupils in London said that their journey to school took less than 15 minutes.

Table 29: Year 7 – How long it takes to travel to school

	Metropolitan %	Greater London %	Inner London %	Outer London %	Key borough %	Non-key borough %
Less than 15 mins	47	41	40	42	40	41
15 to 30 mins	38	36	37	36	37	36
31 to 45 mins	10	10	11	10	11	10
46 mins to an hour	3	4	4	4	4	4
More than an hour	1	1	1	1	1	1
No Response	1	7	7	7	8	7
N	7,102	23,514	5,712	17,802	1,847	21,667

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

Table 30: Year 10 – How long it takes to travel to school

	Metropolitan %	Greater London %	Inner London %	Outer London %	Key borough %	Non-key borough %
Less than 15 mins	39	32	29	34	28	33
15 to 30 mins	43	37	38	37	39	37
31 to 45 mins	12	14	16	14	15	14
46 mins to an hour	4	7	8	7	7	7
More than an hour	2	3	3	3	3	3
No Response	1	6	7	6	8	6
N	6,609	21,975	4,824	17,151	1,469	20,506

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

Both in London boroughs and metropolitan authorities, findings suggest that Year 7 pupils' journeys to school took less time than the journeys of pupils in Year 10.

As can be seen in Tables 29 and 30, on average it took pupils in London longer to get to school than pupils in metropolitan authorities. Overall, 20 per cent of pupils in London said it took them more than 30 minutes to get to school, compared with 15 per cent of pupils in metropolitan authorities.

Pupils in London were asked how they usually got to and from school (pupils could indicate more than one method of transport). Overall, the highest proportion of pupils responding to this question said that they walked to school (51 per cent). Forty-seven per cent said that they used public transport and 32 per cent said that they travelled by car. Only a relatively small proportion of pupils (4 per cent) cycled to school.

Table 31 shows that a higher proportion of Year 7 pupils than pupils in Year 10 travelled to school by car (35 per cent compared to 28 per cent).

Table 31: Method of getting to school

	Year 7 pupils			Year 10 pupils		
	Greater London %	Key borough %	Non-key borough %	Greater London %	Key borough %	Non-key borough %
Public transport	45	52	45	48	55	48
Car	35	23	37	28	16	29
N	23,514	1,847	21,667	21,975	1,469	20,506

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

There were also differences in responses between pupils attending schools in key and non-key boroughs. For example, a higher proportion of pupils in key boroughs than non-key boroughs travelled to school using public transport.

Year 7 pupils were asked whether or not they felt safe as they travel to and from school. Most pupils (84 per cent) reported that they did feel safe.

Table 32 shows the relationship between the method of travel and the journey length. The data suggests that it is those who travel by public transport who have the longest journey times and those who travel by car or on foot with the shortest journeys.

Table 32: Length of journey by method of travel to school

		Method of travel to school					
		Foot %	Bicycle %	Public Transport %	Car %	Combination %	No Response %
How long to get to school	Less than 15 mins	60	50	13	60	33	2
	15 to 30 mins	32	29	42	32	42	2
	31 to 45 mins	5	11	25	5	12	1
	46 mins to an hour	1	6	14	1	5	0
	More than hour	0	2	5	1	2	0
	No Response	1	2	2	1	7	94
N		12,712	592	11,782	4,347	14,242	1,814

Travel to school is a single response item. Method of travel is a multiple response item. Due to rounding, percentages may not sum to 100

Another question asked pupils whether their travelling arrangements allowed them to attend after-school activities: over two-thirds (69 per cent) said that it did. This question was very strongly related to pupils' reported journey times. As Table 33 shows, the shorter the journey time the more likely pupils were to say that their travel arrangements allowed them to take part in after-school activities.

Table 33: Whether travel arrangements allow participation in after-school activities by length of journey

		Length of journey					
		Less than 15 min %	15 to 30 min %	31 to 45 min %	46 to hour %	More than hour %	No Response %
Travel allows after-school activities	Yes	74	70	64	56	43	57
	No	25	28	34	42	55	33
	No Response	2	2	1	1	2	10
N		16,821	16,659	5,618	2,502	884	3,005

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

Pupils were asked whether they were attending the school closest to their home: just under half (47 per cent) said that they were. This question was very

strongly related to pupils' journey times. Of those pupils whose journey time was over one hour, only 13 per cent said that this was their closest school. Of those pupils whose journey time was less than 15 minutes, 70 per cent said that this was their closest school.

Eleven per cent of pupils said that travel problems often caused them to be late for school. As can be seen in Table 34, in relation to their method of travel, the percentage reporting that they were often late was highest for those who travelled by public transport (20 per cent) and lowest for those who travelled on foot (four per cent).

Table 34: Whether pupils are late by method of travel

		Method of travel					
		Foot %	Bicycle %	Public Transport %	Car %	Combination %	No Response %
How often travel problems cause pupils to be late	Often	4	10	20	9	12	6
	Sometimes	12	23	34	23	26	12
	Rarely	22	27	29	32	32	8
	Never	61	39	17	34	30	13
	No Response	1	2	1	1	1	61
N		12,712	592	11,782	4,347	14,242	1,814

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

3.12 Open-ended responses – recommending the school

In order to access pupils' opinions about school in a more detailed way, all pupils were asked the following question:

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

Table 35 shows the most common responses from pupils in London and metropolitan schools. In general there was relatively little variation in the types of comments from pupils in London and in other metropolitan areas. When ordered in terms of the most frequently mentioned issues, the ranking was very similar. The main areas of difference were between the responses of Year 7 and Year 10 pupils.

Table 35: Pupil questionnaire – 'What would you say to someone thinking of moving to your school?'

Category label	London			Metropolitan		
	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)	28	34	22	37	45	29
Do come to this school/ It would be a good idea to come to this school	15	18	11	15	18	12
You can learn a lot here/You will get a good education here	10	10	9	7	8	7
Do not come here, choose a different school	9	5	13	8	4	13
General comment about the school (e.g. The school is alright)	6	6	7	9	8	9
Most of the pupils are nice/friendly/kind	6	8	4	7	8	6
If you work hard you will be OK	5	4	6	3	2	4
I would say that it was their decision	5	4	5	4	3	4
Most of the teachers are kind/friendly/nice	4	5	2	6	8	4
The school has good/strict discipline	4	4	3	3	3	3
If you behave well you will be OK	3	4	2	2	3	1
Negative comment about the school in general (e.g. The school is horrible)	3	2	3	3	2	4
Some of the teachers are horrible/too strict	3	3	2	2	2	2
Most of the teachers teach well/There is a high standard of teaching	2	2	2	3	4	3
There is a lot of bullying/racism in the school	2	3	2	2	2	1
There are lots of clubs/extra curricular activities	2	3	1	3	4	2
Pupils get a lot of support/help with problems	2	2	1	2	2	1
It might be difficult at first as you need time to settle down	2	3	1	1	2	1
I would advise them about what to look for in a school (e.g. check that it offers the options you want)	2	1	2	1	1	2
Keep away from tough pupils/ bullies/the wrong crowd	2	2	2	1	1	2
The buildings/facilities are good	1	2	1	2	2	1
Other relevant or vague comments	6	5	7	6	4	7
Irrelevant or uncodeable comments	4	4	5	6	7	5
No response given	18	17	19	6	5	8
N	45,489	23,514	21,975	13,711	7,102	6,609

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

It should be noted that a greater proportion of pupils in London than metropolitan pupils did not answer this question. This question appeared at the end of the questionnaire and as the London questionnaire was longer than the

one for other metropolitan schools, this may explain the difference in the response rate.

The most common response from pupils (regardless of year group or location) was to say something positive about the school and/or encourage to the prospective pupil to join their school. Some examples of what pupils reported they would say to a prospective student are shown below:

> *Go ahead I think it's a great idea!* (Year 7, London)
>
> *I'd say 'it's a good school'.* (Year 7, Metropolitan)
>
> *Good luck, you're going somewhere good.* (Year 10, London)

Year 7 pupils were particularly likely to endorse their school. Year 10 pupils were more likely (13 per cent) than Year 7 pupils (five per cent) to suggest that the prospective pupil does not move to this school. This reflects other findings from the survey showing that Year 7 pupils tended to be more positive than Year 10 pupils. The fact that a third of London Year 7 pupils and just under half of the Year 7 pupils from other metropolitan areas said something positive about their school suggests that on the whole pupils were pleased with their choice of secondary school.

In addition to making a general recommendation about whether or not the prospective pupil should move to their school many pupils provided reasons for this. These most commonly related to learning a lot and the school having nice teachers and pupils.

> *It is a good school because you learn new things and make friends.* (Year 7, London)
>
> *It is a brilliant school. You will learn a lot and if you have problems the school will sort it out.* (Year 7, Metropolitan)
>
> *[name] is a very good school. I am unsure of its current reputation but if it's bad you should ignore it. This school is very welcoming, has a positive attitude and we get on well. Socially it is great you know most people in school. The teaching is good and I'm confident I will do well in my GCSEs. Pick [name], you won't regret it.* (Year 10, London)

Some of the responses were very articulate and included detailed analyses of their school.

> *Despite wholesale changes that are required in the education system in Britain; this school is a better choice than most with a pretty fair discipline system, almost all good teachers and full of pupils with the drive, desire and attentiveness to succeed at school and in the modern*

world. The school is enjoyable, boasting a large range of extra – curricular activities and stimulating subjects, taught by, on the whole, passionate and hard-working teachers who are strongly qualified and enjoy their job. The school building is fairly nice and new learning resources are installed every year. (Year 10, London)

Pupils also gave some recommendations on how to get the most out of your time at their school and the most common was that if you work hard you will enjoy your experience and/or be ok.

I would tell them it's a lovely school and all the students are lovely and friendly and that they will love it especially when the new school is built but there are a lot of attention seekers in Year 7 especially in lessons so I would tell them not to laugh at their stupid comments and ignore them. (Year 7, Metropolitan)

Be good and bring your equipment and have the right uniform. (Year 7, Metropolitan)

It is a good school, if you are willing to work and use the opportunities and resources to your advantage. (Year 10, London)

Similarly, some pupils identified particular aspects of their school that were positive/negative and said it would depend on the type of pupil as to whether this was the right school for them.

If you like Art, PE and technology, this is the school for you. (Year 7)

About the tenth most common comment related to the school being good because it had strong rules in relation to discipline.

This school is good. You can come. We don't allow racism or bullying and that's why this school is good. (Year 7, London)

3.13 Further statistical analysis – factor analysis

This section explores further statistical analysis that was undertaken on the pupil questionnaire data. Due to the large number of items in the questionnaire, and also to produce more robust results by exploring similar types of question together, factor analysis was carried out to identify groups of question that produced similar patterns of responses and that covered similar issues. This analysis was only carried out for the London data as there were only ten items in the metropolitan pupil questionnaire.

Three factors were developed relating to:

- The quality of pupils' relationship with their teachers;

- The extent to which pupils had witnessed and experienced poor behaviour and bullying;
- The extent to which pupils liked their school.

Details of which individual questions contributed to each factor can be found in Appendix F.

Factor 1: quality of pupils' relationship with their teachers
This factor consisted of 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 was the smallest factor and included seven items from the questionnaire. The items related to bullying, racism, disruption and whether pupils make fun of people who work 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 want to come to school and the quality of the school. This included questions on missing lessons/school, whether this is a good school and whether pupils would have preferred to have gone to a different school.

Once the factors had been identified, each factor was analysed using multilevel modelling. Included in this modelling were background characteristics of the pupils (such as gender, ethnicity and special educational need) and information about their home gathered from the questionnaire (such as having a quiet place to work). Also included was information about their school such as attainment levels and the pupil to teacher ratio.

The results of the multilevel modelling will now be explored.

Relationships with pupil characteristics
Prior attainment
For both Year 7 and Year 10, higher prior attainment was associated with worse relationships with teachers and experiences of better behaviour. That is, pupils with high prior attainment are likely to have less respect for their teachers and experience bad behaviour less often than otherwise similar pupils with low prior attainment. Year 10 pupils with high prior attainment tended to like their school more than similar pupils with low prior attainment although the same was not true within Year 7.

Gender
Girls were generally more positive about their school but had slightly worse relationships with teachers than similar boys. By Year 10 girls are more likely to experience bad behaviour within the school than similar boys.

Special Educational Needs (SEN)
Pupils listed as having SEN at a level requiring school action (but not a statement of SEN) tended to experience a greater level of bad behaviour and bullying than other similar pupils and to be less happy with their school in general. Pupils with a statement of SEN tended to have better relationships with teachers than other similar pupils but were more likely to experience bad behaviour within the school.

EAL
Responses also differed according to pupils' ethnic background and whether they had EAL. For both year groups, pupils with EAL had better relationships with teachers and were happier at school than other similar pupils but were also more likely to experience bad behaviour. Pupils from Indian Asian ethnic backgrounds were particularly likely to experience bad behaviour but also tended to be particularly happy with their school. Pupils from Black Caribbean backgrounds followed a different pattern to other ethnic minorities in that they tended to have worse relationships with teachers and be less happy at school but also be less likely to report experiencing bullying or other disruptive behaviour. The relationships between the factors and the other major ethnic groups were less consistent across year groups.

Length of time at school
For Year 10 pupils it was possible to ascertain whether they joined the school in Year 7 or later than this. It was found that pupils who joined the school after Year 7 tended to have better relationships with teachers and be happier at school than other similar pupils but also be more likely to experience bad behaviour.

FSM
Eligibility for free school meals was not generally found to have a relationship with factor scores. The one exception to this rule is that Year 7 pupils who were eligible for FSM tended to be less happy with their school than similar pupils not eligible for FSM.

Home environment

A number of characteristics relating to the home environment of pupils showed a significant relationship with factors. Of these the one that generally had the largest effect was whether pupils had somewhere quiet at home in which to work. Pupils who had this tended to be happier with their school, have better relationships with teachers and experience less bad behaviour than other similar pupils without somewhere quiet to work at home. Having books at home to look things up in was positively associated with having good relationships with teachers and being happier at school.

ICT

Access to computers and the internet at home seemed to be more important for Year 7 than Year 10 pupils. For both year groups pupils with a computer at home tended to be more positive about their school; however Year 7 pupils with a computer at home also tended to have better relationships with teachers and experience less bad behaviour than other similar pupils in Year 7. Any relationships between having internet access and pupil attitudes were small and inconsistent across year groups.

Parents

The pupil questionnaire asked a number of questions about the actions of pupils' parents and these all tended to show significant relationships with the pupil factor scores. Pupils with parents that attend parents' evenings or social events at the school were likely to be happier with their school, have better relationships with teachers and experience less bad behaviour than other similar pupils. Having parents that help out in the classroom was associated with better relationships with teachers but also with a greater experience of bad pupil behaviour. Pupils with parents who came to school because they had been in trouble had worse relationships with teachers, were less happy with their school and were less likely to experience bad behaviour from other pupils. Also pupils whose parents had come to school because they were having problems were more likely to have experienced bad pupil behaviour. However they also tended to have slightly better relationships with their teachers than other similar pupils.

Homework

Pupils who reported that their teachers set regular homework tended to have substantially better relationships with their teacher and to be more positive about their school than other similar pupils. In addition to this, these pupils were also less likely to report experiencing bad pupil behaviour.

Journey to school

The amount of time pupils spent getting to and from school appeared to be consistently related to pupils' attitudes with greater distances to school being associated with worse relationships with teachers and being less happy with the school. Weaker effects (although still statistically significant) were seen

associating a greater amount of time being spent travelling to school with increased exposure to bad pupil behaviour.

Several relationships between mode of transport and factors were found but these tended to be small, as well as being inconsistent between year groups.

Relationships with school characteristics

Pupil to teacher ratio

The only school level variable with a significant influence on all factor scores for all outcomes was the pupil to teacher ratio within each school. Pupils in schools with high pupil to teacher ratios tended to have worse relationships with teachers, be less positive about the school and experience greater levels of bad pupil behaviour than similar pupils at schools with low pupil to teacher ratios.

FSM

Almost the same relationship could be found with the percentage of pupils eligible for free school meals within a school but no significant relationship was found between this variable and the factor scores measuring the quality of pupils' relationships with teachers in Year 7. It should be noted that the relationship between percentage FSM and bad pupil behaviour was particularly strong.

School type

School size and selective education had consistent effects on pupil attitudes in Year 7 but were not found to have any effect on the factor scores measured for Year 10. Pupils at smaller schools or selective schools tended to have better relationships with their teachers, be more positive about their schools and experience less bad behaviour than similar Year 7 pupils at larger or comprehensive schools.

Other findings

The remaining patterns in the results mainly relate to the extent to which pupils witnessed and experienced bad pupil behaviour or bullying in their school. Pupils at maths and computing specialist schools had lower scores for this factor than other similar pupils (although Year 10 pupils at other types of specialist school returned higher scores). Pupils at boys' schools reported higher levels of bad pupil behaviour than similar pupils at other types of schools whilst the levels were lower still within girls' schools. Pupils at schools with greater numbers of pupils with EAL reported lower levels of experiencing bad pupil behaviour than similar pupils at schools with low numbers of EAL pupils. Faith schools were associated with lower levels of bad pupil behaviour in Year 7, whilst schools with a high percentage of pupils with SEN statements were associated with higher levels of this factor in Year 10.

4. Main findings from the teacher surveys

This section looks at responses to the individual questions within the teacher questionnaire. A breakdown of the data for all questions can be found in Appendix E.

Summary of findings from the teacher surveys

- Almost all teachers in London and metropolitan authorities enjoyed working at their current school and over three-quarters said that they would recommend their school to other teachers. Teachers in London were, however, significantly less likely to recommend their school than similar teachers from other metropolitan areas. It is worth noting that teachers from London were more likely to recommend working at their school to another teacher than they were to recommend teaching in London as a whole.
- In London and metropolitan authorities, approximately half of the teachers thought that staff morale was high at their school. In London, teachers linked high staff morale to smaller class sizes, less form filling and more non-contact time.
- Teachers in London and metropolitan authorities were more than twice as likely (just under 50 per cent) to say that the quality of their own school had improved in the past year than those who thought that the quality had declined (and just over a quarter thought it had remained the same).
- Teachers in schools in the London Challenge 'key boroughs'[4] felt most strongly about the need for initiatives to improve recruitment and retention. Teachers in these areas felt that key worker housing, professional development opportunities and access to Information and Communications Techology (ICT) were three of the main aspects that would make teaching in London more attractive.
- Most teachers in London and metropolitan authorities responded positively to questions about the leadership at their school – particularly more senior teachers, part-time and supply teachers, and teachers from Black ethnic backgrounds. Issues did arise, however, in relation to how senior management dealt with unauthorised absences – only around half of the teachers felt that this was dealt with effectively. Teachers in London and those in key boroughs and/or schools situated in the most deprived areas seemed to be particularly dissatisfied with the way unauthorised absences were managed.
- Both in London and metropolitan authorities, the majority of teachers thought that pupils behaved well most of the time. The findings suggest that pupil behaviour was particularly good in schools with high attainment and in girls' schools. The size of the school and the number of teachers per pupil were also strongly related to behaviour with better pupil behaviour being reported by teachers at smaller schools and in schools with fewer pupils per teacher.
- Key borough schools seemed to face the strongest challenges when it came to pupil behaviour. For example, teachers from schools in these areas reported less motivation amongst pupils to work hard and were less likely to say that they would recommend their school for their friends' children.

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

- Bullying was not seen as a particular problem and most teachers felt that staff dealt effectively with any bullying issues that arose. Teachers in London were, however, less likely than teachers from other areas to think that bullying was dealt with effectively.
- Teachers in London considered parental involvement in children's education as very important, but viewed parental involvement in the organisation of school life (e.g. as a parent governor) as less important.
- Around three-quarters of teachers in London and metropolitan authorities thought that most of their lessons challenged and motivated pupils.
- Although almost all teachers in London thought that it was important that teaching styles were matched to the needs of pupils, only half of the teachers thought that this happened in their school.

Analysis of teacher responses

As with the pupil responses, significance testing was not carried out on the basic frequencies due to the large sample sizes involved. The reason for this is that one of the disadvantages of the chi-squared test (the appropriate significance test for this type of data) 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 described below, where it provides a more useful indicator of differences. When describing differences in the basic frequencies, differences of five per cent or greater are focused on.

Further statistical analysis in the form of multilevel modelling of the key questions was carried out. Where multilevel modelling results are discussed these are statistically significant differences. **Multilevel modelling results are presented in shaded boxes to distinguish them from the basic frequencies**. Factor analysis is described in Section 4.9.

4.1 How teachers perceive the school

Working in schools

Just under 90 per cent of teachers from London boroughs and metropolitan authorities enjoyed working at their current school most of the time (see Table 36).

Teachers from the key boroughs were slightly less positive than other categories of teacher, but this was not statistically significant.

Table 36: Feelings about working at this school

	Metropolitan %	Greater London %	Inner London %	Outer London %	Key borough %	Non-key borough %
Enjoy majority	43	40	41	40	39	40
Mostly enjoy	43	46	44	46	42	46
Often do not enjoy	10	9	10	9	13	9
Rarely enjoy	1	1	1	1	2	1
Like to leave	3	3	3	3	5	3
No Response	0	1	1	1	0	1
N	2,387	4,597	1,242	3,350	368	4,224

As this was one of the key questions, the item was explored in more detail using multilevel modelling. No significant difference was found in relation to location (e.g. for teachers from metropolitan areas, London or key boroughs). The modelling took into account a wide range of background information about the teachers and found that the role of the respondent was the main variable relating to teachers' perceptions. It appeared that the more senior the respondent, the more likely they were to be positive. The likelihood of enjoying the school increased in the following order: class teacher only; head of department; cross school responsibilities without class teaching; advanced skills teacher; deputy head; head teacher (the model predicted that 99 per cent of head teachers would answer yes, compared to 83 per cent of class teachers). The older the respondent the less likely they were to say that they enjoyed working at the school and females were more likely than males to say they enjoyed working at their school. In schools with high pupil to teacher ratios (i.e. larger classes) teachers were less likely to say that they enjoyed working at the school most of the time.

Table 37: Whether there is high staff morale

	Metropolitan %	Greater London %	Inner London %	Outer London %	Key borough %	Non-key borough %
Strongly agree	10	8	11	7	10	8
Agree	40	39	40	38	35	39
Not sure	21	21	19	21	19	21
Disagree	23	26	24	26	29	26
Totally disagree	5	6	5	7	8	6
No Response	1	0	1	0	0	0
N	2,387	4,597	1,242	3,350	368	4,224

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

As Table 37 shows, around half of the teachers from London boroughs and metropolitan authorities thought that their school had high staff morale (around 40 per cent said that they agreed with this statement and ten per cent strongly agreed). Again, teachers from the key boroughs seemed to be slightly

less positive than other teachers but this was not found to be statistically significant when modelling was carried out.

Multilevel modelling of this question did find that the role of the respondent was strongly related to their likelihood of reporting that the school had high staff morale. Generally the more senior the teacher, the more likely they were to agree, although class teachers with special curricular or non curricular responsibilities were less likely to agree than similar class teachers with no responsibilities (the model predicted the probability of class teachers agreeing was 46 per cent compared to 94 per cent for head teachers). As with the previous question, teachers in schools where there were high pupil to teacher ratios were less likely to say the school had high morale.

Most teachers from London boroughs and metropolitan authorities reported that they would recommend their school to other teachers as being a good place to work (see Table 38).

Table 38: Whether they would recommend the school to teachers

	Metropolitan %	Greater London %	Inner London %	Outer London %	Key borough %	Non-key borough %
Yes	84	76	78	76	74	77
No	15	22	20	22	26	21
No Response	2	2	2	2	1	2
N	2,387	4,597	1,242	3,350	368	4,224

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

The proportion of teachers who would recommend their school was higher in metropolitan authorities than in London boroughs (84 per cent compared to 76 per cent). Multilevel analysis confirmed that the difference between teachers from metropolitan and London authorities was statistically significant. Teachers from key boroughs were slightly more likely than other teachers to say they would not recommend the school (26 per cent and 21 per cent respectively) but this difference was not found to be significant.

GCSE attainment was found to be a statistically significant variable when it came to whether teachers would recommend the school as a good place to work. Teachers in schools where attainment was lowest (the bottom 40 per cent) were much less likely to say that they would recommend the school to other teachers. The seniority of the respondent was also an important variable for this question. The more senior the staff member the more likely they were to recommend the school. Likelihood increased in the following order: class teacher; head of department; cross-school responsibilities without class teaching; advanced skills teachers; assistant head; deputy head; head teacher (100 per cent of head teachers said they would recommend working there). Three differences were found in relation to school level variables. Teachers

from some specialist schools (particularly maths and computing specialist schools) were more likely than other similar teachers to recommend their school as a good place to work. Schools with high pupil to teacher ratios were less likely to be recommended and the higher the proportion of pupils with English as an Additional Language (EAL) the more likely teachers were to recommend the school. Finally for this question, teachers over 50 were less likely than others to recommend the school.

Although 76 per cent of teachers in London would recommend their own school to other teachers, fewer teachers in London (60 per cent) would recommend London, in general, to other teachers as a good place to work.

School quality

Table 39 shows whether teachers thought that the quality of schooling at their school had changed over the last year.

Table 39: Quality of their school

	Metropolitan %	Greater London %	Inner London %	Outer London %	Key borough %	Non-key borough %
Much improved	12	11	12	10	13	10
Slightly improved	35	35	35	34	30	35
The same	27	31	33	31	29	31
Slightly worse	17	15	12	17	18	15
Much worse	5	4	3	4	5	4
Don't know	3	4	4	4	4	4
No Response	1	1	1	1	1	1
N	2,387	4,597	1,242	3,350	368	4,224

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

Just under half of the teachers from London boroughs and metropolitan authorities felt that the overall quality of schooling at their school had improved over the last year (around 11 per cent indicated it had much improved and a further 35 per cent that it had slightly improved). Over a quarter thought it had remained the same and less than a quarter thought that the quality had declined.

No significant difference was found in relation to location (i.e. between teachers in metropolitan schools, London and key boroughs). The statistical analysis did find some differences in relation to other background characteristics of the school, in particular, that the greater the level of deprivation around the school (based on census data from 2001), the more likely teachers were to say that the quality of schooling had improved. Perhaps related to this, teachers in schools that were in the lowest GCSE quintile (i.e. lowest 20 per cent) were more likely than other similar teachers to say that quality had improved. Likelihood of agreeing that the quality of schooling had

improved was also related to job role. The more senior the teacher the more likely they were to agree, in ascending order: class teacher only; head of department; cross school responsibilities without class teaching; advanced skills teacher; assistant head; deputy head; head teacher (the probability predicted by the model ranged from 32 per cent for class teachers to 92 per cent for head teachers). Other personal characteristics that the model found to be significant for this question were that teachers from Black African and Black Caribbean backgrounds were more likely to agree that quality had improved. Females were also more likely to agree that quality had improved. Those over 50 were less likely to say that quality had improved.

On a related question, teachers in London were divided on whether the quality of schooling in London had changed over the last 12 months. Twenty per cent said it had improved (either slightly or very much improved), 24 per cent said it was the same and 17 per cent said it was worse (slightly or very much worse). The most common response to this question was 'don't know' (37 per cent).

When asked whether they would advise friends to send their children to this school, 62 per cent of teachers said that they would. Teachers from key boroughs were less likely to say they would advise friends to send their children here (55 per cent) than other teachers (63 per cent). This reflects the finding mentioned above, that teachers from key boroughs were slightly less likely to recommend their school to other teachers.

School leadership and management

Overall responses to questions about the quality of school leadership were positive.

Table 40: Whether senior management provides good leadership

	Metropolitan %	Greater London %	Inner London %	Outer London %	Key borough %	Non-key borough %
Strongly agree	13	14	17	12	9	14
Agree	42	41	42	41	39	41
Not sure	18	16	14	17	18	16
Disagree	19	22	19	23	25	22
Totally disagree	7	6	6	7	9	6
No Response	1	1	1	1	1	1
N	2,387	4,597	1,242	3,350	368	4,224

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

As Table 40 shows, 55 per cent of the teachers working in London and metropolitan areas felt that the senior management at their school provided good leadership. The main variation came from teachers in the key boroughs where a lower percentage (48 per cent) said this was the case. Nine per cent of

teachers in these authorities said that they totally disagreed with this statement compared to six per cent from other London authorities. However, modelling did not find this to be a statistically significant difference.

The multilevel modelling predicted that staff who were more senior were significantly more likely to agree that the leadership was good. Part-time and supply teachers were also more likely than class teachers to say that senior management provided good leadership. Strong leadership and achievement appear to be strongly related. The modelling predicted that teachers from schools in the top 40 per cent of GCSE achievement were more likely than other similar teachers to report good leadership. Teachers from Black African backgrounds were more positive about leadership in their school than their White counterparts. The higher pupil to teacher ratios the less likely teachers were to say there was good leadership.

Leadership was seen as an important issue to teachers: 91 per cent of teachers in London said that more encouragement from senior staff was important for improving their satisfaction/morale (54 per cent said it was very important and 37 per cent said it was quite important).

Table 41 shows the extent to which teachers thought that senior management dealt effectively with unauthorised pupil absence.

Table 41: Whether management deals effectively with unauthorised absence

	Metropolitan %	Greater London %	Inner London %	Outer London %	Key borough %	Non-key borough %
Strongly agree	16	11	13	10	6	11
Agree	43	39	37	40	30	40
Not sure	25	28	27	29	29	28
Disagree	14	17	16	17	25	16
Totally disagree	2	4	5	4	9	4
No Response	0	1	1	0	1	1
N	2,387	4,597	1,242	3,350	368	4,224

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

A higher proportion of teachers from metropolitan authorities than from London boroughs agreed that senior management dealt effectively with unauthorised pupil absence (59 per cent compared to 50 per cent). This difference was confirmed to be significant using multilevel modelling. Teachers from the key boroughs were less likely to report satisfaction with this issue (36 per cent); a third (34 per cent) of teachers in key boroughs said that they disagreed or totally disagreed with the statement, compared to a fifth (20 per cent) of other teachers in London. The multilevel analysis of this question confirmed that this difference was significant.

Four other school level factors related to satisfaction with the way that senior management dealt effectively with unauthorised pupil absence: teachers from schools with high GCSE results were more likely to agree that absences were dealt with effectively and the lower the level of deprivation locally (measured using census data) the more likely teachers were to agree. Respondents with senior roles within the school (particularly assistant heads and deputy heads) were most likely to think that management dealt well with unauthorised absences. Finally, in relation to personal characteristics, younger teachers (under the age of forty) were less likely than older teachers to agree with this statement and males were less likely than females to agree with this statement.

Sixty-one per cent of teachers in London said that when they needed help with a difficult pupil they were fully and appropriately supported. Teachers from the key boroughs were less likely to agree with this (53 per cent) than other teachers in London.

Fifty-eight per cent of teachers in London noted that senior management maintained good relationships with staff.

Teachers were divided on whether communication in their school was effective: 42 per cent agreed and 39 disagreed (the remainder were unsure).

Over two thirds of teachers reported that the way they were managed meant that they set and agree appropriate objectives for their work with their line manager. Teachers from key boroughs were less likely to say this was the case (57 per cent) and more likely to say they disagreed or strongly disagreed with this statement (28 per cent) than other teachers in London (18 per cent).

Ethos

Sixty-eight per cent of teachers in London noted that their school had a distinct mission and ethos. Teachers from key boroughs were less likely to strongly agree with this statement (14 per cent compared to 21 per cent in other boroughs) and were more likely to disagree than other teachers in London (17 per cent compared to 12 per cent).

Thirty per cent of teachers in London strongly agreed and a further 57 per cent agreed with the statement that the school seeks to give every pupil the chance to achieve his/her potential. Most teachers in London (86 per cent) felt that their school was working hard to improve.

Over three-quarters of teachers in London (79 per cent) reported that the school was committed to involving parents/carers in their children's education.

Professional development

Teachers in London were asked a range of questions about continuing professional development (CPD) at their school.

In terms of whether the school offers them a wide range of opportunities to meet their professional development needs, 61 per cent of teachers agreed or strongly agreed. Almost all teachers thought that opportunities for high quality professional development were related to their satisfaction/morale as a teacher (57 per cent said it was very important and 36 per cent that it was quite important).

In relation to the quality of professional development at their school, 73 per cent of teachers in London thought that it was reasonably high or very high, 21 per cent that it was not high and a five per cent that it was actually poor.

Almost all teachers thought that staff working as teams to raise standards had an important effect on their satisfaction/morale (62 per cent said it was very important and 31 per cent that it was quite important).

Two thirds of teachers (66 per cent) noted that they worked collaboratively with colleagues to develop their skills as teachers.

The majority of teachers in London thought that their school was committed to working collaboratively with other schools to support pupils' learning (14 per cent strongly agreed and 44 per agreed). Teachers from the key boroughs were less likely to strongly agree (ten per cent) with this statement than other teachers in London.

4.2 Importance of non-curricular support

Resources

Two-thirds of the teachers indicated that their school was well resourced in terms of books, ICT, facilities and equipment (19 per cent strongly agreed and 50 per cent agreed; a further 25 per cent disagreed with this statement).

In terms of improving their satisfaction and morale, most teachers in London thought that it was important to have access to ICT (46 per cent said it was very important and 38 per cent that it was quite important).

Teachers also felt that adequate ICT provision was important when it comes to helping improve pupils' learning (41 per cent said it was very important and 49 per cent that it was quite important).

Other issues that most teachers thought were important in relation to helping them to improve pupils' learning were: refurbished and well-resourced schools (57 per cent said this was very important and 39 per cent that this was quite important), extra curricular learning opportunities (41 per cent said it was very important and 48 per cent that it was quite important), teaching support staff such as learning mentors (38 per cent said they were very important and 46 per

cent they were quite important) and relevant work experience for pupils through good partnerships with the business community (35 per cent said this was very important and 47 per cent that it was quite important).

Parental involvement

Teachers were in agreement that parental involvement in their child's education was important for London schools. Eighty-four per cent of teachers in London said this was very important and a further 14 per cent said it was 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 thought this was important: 43 per cent said very important and 41 per cent said it was important.

Issues about extended schools

Just under two-thirds of teachers in London thought that it was important to extend the school to bring in other services, such as Social Services, Health Centre and adult learning (28 per cent said this was very important and 34 per cent that it was quite important). Twenty-two per cent of teachers said they had no opinion on this issue and 16 per cent thought it was not important. It was interesting to note that teachers from the key boroughs seemed more convinced about extending schools than other teachers in London: 36 per cent thought that this was very important compared to 27 per cent of teachers from other boroughs.

Year 10 issues

Most teachers thought it was important for Year 10 pupils in London to have work-related learning and a vocational curriculum (for both issues, 43 per cent reported that they were very important and a similar percentage that they were quite important). Most teachers also agreed that it was important to have individual careers guidance (53 per cent said this was very important and 38 per cent that it was quite important). Teachers seemed slightly less sure that having a learning mentor was important (77 per cent thought it was, 15 per cent had no opinion and 7 per cent said it wasn't important). On all four aspects, teachers from key boroughs were more likely to place a higher importance than teachers from non-key boroughs (for example, for both work related learning and a vocational curriculum, 49 per cent of key borough teachers said this was very important for Year 10 pupils compared to 42 per cent of non-key borough teachers).

4.3 Time and workforce remodelling

Teachers were asked about aspects of teaching that are related to improving satisfaction/morale as a teacher. Smaller classes were said to be related (important or very important) to improved satisfaction/morale by about 90 per cent of teachers. Of the items in this section, smaller classes had one of the highest percentage of teachers indicating that it was very important (59 per cent and a further 30 per cent said this was quite important). A reduction in

form filling was also an area that most teachers (86 per cent) thought would improve their satisfaction/morale as a teacher. Teachers from key boroughs were less likely to think that this was as important for satisfaction/morale than teachers from non-key boroughs (48 per cent and 58 per cent respectively said this was very important). About 85 per cent of teachers reported that more non-contact time would improve their satisfaction/morale. A similar proportion thought that less change and more time for consolidation would improve morale.

Teachers also noted that additional staff would increase satisfaction/morale. This was particularly the case for teachers from the key boroughs. More support staff (technical and administrative) were said to be important for satisfaction/morale by 83 per cent of teachers. An increase in support staff was valued more highly by teachers from key boroughs than non-key boroughs (45 per cent and 40 per cent respectively said that this was very important). An increase in teaching assistants was said to be important by 64 per cent of teachers. A third of teachers from key boroughs said this was very important compared to a quarter of other teachers in London.

4.4 Behaviour of pupils

Two-thirds of the teachers felt that most pupils were generally well behaved (see Table 42).

Table 42: How well pupils behave

	Metropolitan %	Greater London %	Inner London %	Outer London %	Key borough %	Non-key borough %
Always well	3	3	3	3	0	3
Generally well	69	63	60	64	53	64
Sometimes well	24	27	30	26	38	27
Rarely well	3	6	5	6	9	6
Never well	0	0	0	0	0	0
No Response	1	0	1	0	1	0
N	2,387	4,597	1,242	3,350	368	4,224

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

The overall response to this question was more positive from teachers in metropolitan authorities compared with teachers from London schools (72 per cent compared to 66 per cent). However, this difference was not found to be statistically significant using multilevel analysis.

The multilevel modelling showed that good behaviour was strongly related to the level of attainment of schools: the higher the GCSE attainment the more likely teachers were to report good behaviour. In relation to GCSE attainment, the likelihood of agreeing that the school had good behaviour ranged from 41

per cent amongst teachers from the lowest 20 per cent of schools to 84 per cent amongst teachers in the top 20 per cent of schools. Teachers from girls' schools were more likely than otherwise similar teachers to say that pupils behaved well. Perceptions of behaviour varied according to the role of the respondent, with senior teachers being more likely to report good behaviour than classroom teachers. Another school level variable that was related to behaviour was the number of pupils: the larger the school and the greater the pupil to teacher ratio the less likely teachers were to say that most pupils were generally well behaved.

Almost all teachers agreed that effective behaviour improvement and reward systems were important to helping improve pupils' learning (75 per cent strongly agreed and 23 per cent agreed). Teachers from key boroughs were even more likely to strongly agree (80 per cent).

About two-thirds of teachers (63 per cent) agreed that their school had a good reputation in the community, a further 17 per cent were unsure and 19 per cent disagreed with the statement. Teachers from schools in the key boroughs were much less likely to strongly agree with the statement (14 per cent) than those from non-key boroughs (29 per cent).

Bullying at their school was not seen as a particular problem for the majority of teachers (62 per cent), a further 18 per cent were unsure and 19 per cent thought that it was a particular problem. Teachers from key boroughs were more likely to report that bullying was a problem than teachers from other schools in London (29 per cent agreed or strongly agreed it was a problem compared to 18 per cent from other schools).

Also in relation to bullying, most teachers felt that staff at their school dealt effectively with bullying issues.

Table 43: Whether staff deal effectively with bullying issues

	Metropolitan %	Greater London %	Inner London %	Outer London %	Key borough %	Non-key borough %
Strongly agree	18	10	11	10	7	11
Agree	55	54	51	56	49	55
Not sure	18	22	23	22	25	22
Disagree	9	11	12	11	15	11
Totally disagree	1	1	1	1	2	1
No Response	0	0	1	0	1	0
N	2,387	4,597	1,242	3,350	368	4,224

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

Table 43 shows that a higher proportion of teachers from metropolitan authorities felt that their school dealt effectively with bullying than teachers from London boroughs (72 per cent compared with 65 per cent). Teachers

from the key boroughs were less likely to agree that staff at their school dealt effectively with bullying issues than other teachers in London (56 per cent agreed or strongly agreed).

Multilevel analysis of the question asking whether staff deal effectively with bullying found that whilst the difference between London and metropolitan schools was significant, the difference between key boroughs and non-key boroughs was not significant. The main characteristic that modelling suggested was related to responses to this question was the role of the respondent. The more senior the staff, the more likely they were to agree that bullying was dealt with effectively. In ascending order likelihood increased from class teachers, heads of department, assistant heads, deputy heads and head teachers (for example the model predicts that the likelihood of agreeing with this question went from 65 per cent for class teachers to 97 per cent for head teachers). Part-time teachers were less likely to think that bullying was dealt with effectively (this category mainly included class teachers and supply teachers). Finally for this question, teachers aged over 40 were more likely to agree with the statement than younger teachers.

The majority of the teachers agreed that, in the school as a whole, control of pupils was good (ten per cent strongly agreed, 51 per cent agreed, 19 per cent were unsure and 19 per cent disagreed/totally disagreed). Teachers from the key boroughs reported less control of pupils than teachers from non-key boroughs (26 per cent disagreed that it was good compared to 19 per cent elsewhere).

Just over half the teachers in London said that most pupils in the school were always or generally motivated to work hard. A further 38 per cent said that they were sometimes motivated to work hard (8 per cent said rarely). Teachers from the key boroughs reported lower levels of motivation than teachers elsewhere (45 per cent said pupils were always or generally motivated, 44 per cent said sometimes and 11 per cent said that pupils were rarely or never motivated).

4.5 Improving the transition process

Four items in the questionnaire explored issues surrounding the transition to secondary school for Year 7 pupils[5]. Teachers from the key boroughs gave greater importance to the need to support the transition process, and the suggestions for how this could be done, than did teachers from non-key boroughs. This may reflect an increase in the emphasis given to transition work in these areas.

Almost all teachers (85 per cent) thought that it was important to provide more support for pupils in transition between primary and secondary schools, but

[5] In one of the London boroughs, pupils transfer in Year 8.

how strongly they felt this (very important or quite important) seemed to vary in relation to location. Teachers from key boroughs were more likely to think this was very important (45 per cent) than those from non-key boroughs (39 per cent).

In terms of factors that would aid the transition process, approximately half of the teachers felt that it was 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 a quarter thought they were not important for Year 7 pupils in London. Teachers from the key boroughs were more likely to agree with these statements than teachers from non-key boroughs. For example, 26 percent of key borough teachers said reducing the number of teachers was important, compared to 20 per cent of other teachers. A relatively small proportion of teachers thought that allowing Year 7 pupils to stay in one place as much as possible was important (28 per cent), half of the teachers thought this was not important (52 per cent) and a further 18 per cent had no opinion about it. Again, key borough teachers were more likely to think this was important than teachers in other areas.

4.6 Good classroom practice

Teachers were asked a series of questions about classroom practice in their school as a whole. Table 44 shows the percentage of teachers who agreed that most lessons at their school were motivating and challenging.

Table 44: Whether lessons are motivating and challenging

	Metropolitan %	Greater London %	Inner London %	Outer London %	Key borough %	Non-key borough %
Strongly agree	9	11	14	10	8	11
Agree	65	59	61	58	62	59
Not sure	20	22	19	23	22	22
Disagree	5	7	5	8	7	7
Totally disagree	0	0	0	0		0
No Response	0	0	1	0	1	0
N	2,387	4,597	1,242	3,350	368	4,224

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

Around three-quarters of teachers felt that most lessons at their school were motivating and challenging.

No significant differences for this question were found in relation to location (metropolitan, London and key boroughs). The main variable related to this question was the GCSE achievement of the school: teachers from schools that

had the lowest GCSE results (the bottom 40 per cent) were least likely to report that lessons were motivating and challenging. In relation to the type of school, teachers from specialist schools (particularly maths and computing specialist schools) and teachers from girls' schools were more likely than otherwise similar teachers to say that lessons were motivating and challenging. The higher the pupil to teacher ratio at the school the less likely teachers were to say that lessons were motivating and challenging. The age and seniority of teachers was found to be related to responses, whereby younger teachers were more positive (with those over 50 least likely to say lessons were challenging and motivating) and senior staff (heads, assistant heads, deputy heads and heads of department) were also more positive than class teachers.

Over 90 per cent of teachers said that pupils at their school were praised and encouraged in their work (23 per cent strongly agreed with this statement and 69 per cent agreed). Teachers from key boroughs were less likely to strongly agree with this statement (18 per cent) than those from other areas (23 per cent).

The majority of teachers reported that teachers at their school had high expectations of all the pupils (17 per cent strongly agreed, 52 per cent agreed, 18 per cent were unsure and 13 per cent disagreed/totally disagreed). Teachers from the key boroughs were less likely to report high expectations than those from other areas (for example 12 per cent strongly agreed compared to 17 per cent amongst teachers from non-key boroughs).

Just over half of the teachers (58 per cent) said that teaching was informed by up-to-date research and/or best practice from elsewhere; the remaining teachers were either unsure (28 per cent) or disagreed with this statement (13 per cent).

Of the items covered in this heading, teachers were least likely to agree that teaching styles were matched to the needs of individual pupils (52 per cent agreed, 31 per cent were unsure and 17 per cent disagreed). Despite this, most teachers agreed that matching teaching styles to the needs of individual pupils was important to improving pupils' learning (51 per cent strongly agreed and 39 per cent agreed).

4.7 Other issues

Location

Eighty-five per cent of the teachers in our London sample said that they live in London (51 per cent in the same borough as the school and 34 per cent in a different borough). Teachers from the key boroughs were less likely to live outside London than other teachers. Those 662 teachers not currently living in London did not want to change this; only 15 per cent of them said that they would like to live in London.

Just over 60 per cent of teachers said that they took 30 minutes or less to travel to school each morning, a further 21 per cent took between 31 to 45 minutes and 16 per cent took over 45 minutes.

Recruitment and retention

Teacher recruitment and retention was an important issue in London. Teachers in London were asked a series of questions about what might make teaching in London more attractive. Ninety per cent of teachers in London agreed that having support with the cost of buying a home in London (Key Worker Housing) would make teaching more attractive. Teachers from the key boroughs felt particularly strongly about this issue (67 per cent of teachers from key boroughs strongly agreed with this statement compared to 62 per cent of teachers from other areas in London). Having access to high quality professional development and support from subject specialists was seen as important by most teachers (89 per cent). Again it was teachers from key boroughs that felt most strongly about this (45 per cent said they strongly agreed, compared to 40 per cent of teachers from non-key boroughs). Eighty-four per cent agreed that access to up to date ICT, including interactive whiteboards would help. Teachers from the key boroughs agreed with this issue more strongly than those from other areas (48 per cent indicated 'strongly agree' compared to 40 per cent of other teachers). Three-quarters of teachers agreed that working in a new or refurbished school would make teaching in London more attractive (31 per cent strongly agreed, 45 per cent agreed).

Eighty-four per cent of teachers thought that recognition that teaching in London requires and develops unique skills would make teaching in London more attractive. Teachers from the key boroughs placed greater emphasis on this than those from non-key boroughs (90 per cent of teachers from key boroughs agreed or strongly agreed). Related to this, half of teachers in London agreed that professional recognition of relevant London experience through Chartered London Teacher status was important. Again it was teachers from the key boroughs who felt particularly strongly about this issue (59 per cent of teachers from key boroughs agreed or strongly agreed compared to 51 per cent from other areas in London).

The item in this section that teachers were least convinced would make London a more attractive place to teach was if their school had Specialist/Training school status: 46 per cent of teachers thought this would make it more attractive, 31 per cent were unsure and 22 per cent thought that this would not.

Leading on from this last item, 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 (67 per cent) thought

that Training schools were valuable and just over half of the teachers (55 per cent) said that they thought Specialist schools were valuable.

4.8 Open-ended responses – opinions about teaching

Establishing a culture of achievement

All teachers were asked the following question:

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

Table 45 shows the most common responses for teachers in London and other metropolitan areas.

Table 45: Teacher survey - 'What would help/has helped to establish a culture of achievement in your school?'

Category label	London %	Metropolitan %
The school having a good reward system/offering incentives	12	10
Having a good/strong head teacher or leadership team	10	14
The teachers have high expectations of the pupils.They demand high standards	8	7
Celebration of success events such as assemblies/displays/performances	8	5
There is good behaviour management	7	10
Having high quality staff (e.g. motivated/committed)	6	9
There is good support for the pupils/pupils feel valued	6	6
Parental involvement/support helps	5	5
There is a good staff support system	4	6
There is a good teaching and learning culture in the school	4	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	3
The school offers lots of enrichment activities/extra curricular activities	4	2
The school has high expectations of its staff	3	5
Improvement in school examination grades	2	2
Use of effective sanctions/punishments	2	3
The school has a clear behaviour code/discipline policy	2	4
Inclusion/Exclusion issues (e.g. Schools should be able to exclude disruptive pupils)	2	3
Nature of school (e.g. The school is selective/has Specialist School Status/is faith based)	2	3
Pupils should have positive role models especially linked to ethnic minority groups	2	1
Other relevant or vague comments	3	3
No response given	30	24
N	4597	2387

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

There was more variation between the responses of teachers in London and metropolitan schools than there had been in the responses of pupils in the different locations.

There were three main areas that comments related to: those to do with behaviour management and reward systems; those relating to staffing and leadership; and expectations and attitude. Teachers frequently mentioned more than one issue in their response; the quotation below illustrates a typical comment.

> *A driven Head. Better management of poor behaviour in and around school. Improving uniform and environment. Teacher development through INSET.* (London)

Comments indicated that teachers felt that establishing a culture of achievement required an emphasis on success and good behaviour. Teachers referred to the need for an improved reward system for pupils, the need to celebrate success, good behaviour management, a clear behaviour code and strong sanctions. More teachers in London mentioned reward systems and celebration of success than teachers from other metropolitan areas (these were the first and third most common responses from teachers in London but the third and ninth from metropolitan teachers). In comparison, metropolitan teachers were more likely to mention behaviour management: this was their second most common response but only the fifth most common for teachers in London.

> *Need more recognition of good work – assemblies etc, special celebration assemblies. All teachers taking interest in <u>all</u> students and talents.* (London)

> *Better management of student behaviour in corridors and playground. More back-up for dealing with difficult pupils.* (Metropolitan)

Teachers also stressed the need for effective staffing. Strong leadership was mentioned by ten per cent of teachers in London (the second most common response) and 14 per cent of metropolitan teachers (this was their most common response). Also referred to was the need for high quality staff and good staff support.

> *Stronger leadership.* (Metropolitan)

> *Improved communication between senior management and classroom teachers, i.e. to be properly informed about what is going on (with pupils, finances etc).* (Metropolitan)

The final category of comments that teachers regularly mentioned related to the need for high expectations and positive attitudes. Around 8 per cent of teachers mentioned that high expectations of pupils helped to create a culture of achievement. Positive pupil attitudes, a good working ethos and a culture of teaching and learning were all common responses from teachers in London and other metropolitan areas.

> *Greater consistency from staff … greater demands on pupils to learn. The year group have a motto "Together we aspire, together we achieve." Tutor team have very high expectations – v. positive.* (London)

> *For students to recognise the importance of doing well in school and the relevance this has in the world of work.* (London)

Just under five per cent of teachers specifically noted that there should be high expectations of school staff.

Other comments were very varied, for example those that related to the individual nature of the school, but there were two that came up frequently for teachers in all locations. Some teachers (five per cent) felt that parental involvement and/or community support were key to establishing a culture of achievement.

> *Regular meetings with parents and fast responses when things go wrong. For example meeting with parents/carers the next day when something has happened in school.* (London)

Others noted problems relating to inclusion/exclusion issue – notably that it was challenging to include all pupils in school and still establish a culture of achievement.

> *Effective and consolidated treatment of students with challenging behaviour. To refuse to accept these students into the school and not be penalised for excluding them. NO INCLUSION.* (London)

Factors that encourage teaching in London

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

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

Common responses to this question were similar to this open-ended question and are shown in Table 46.

Table 46: Teacher survey - 'What factors/changes would most encourage you to go on teaching in a London school?'

Category label	Greater London %	Key borough %	Non-key borough %
Salary related. (e.g. More pay or increased London Allowances)	25	25	25
Pupil behaviour needs to be improved/Better behaviour management	18	24	17
Teachers need more help with housing /Key Worker Scheme does not work	9	12	8
Improved leadership/support from SMT	5	5	5
Smaller class sizes	5	6	5
Improvements to the school facilities/ environment	4	5	4
Having a reduced timetable/more non-contact time for marking/preparation	4	5	4
Increased availability of training/INSET/ Professional development opportunities	4	4	4
General comment about the high cost of living in/around London	4	3	4
Improved team working/staff support system	3	4	3
Improved status for teachers	3	3	3
School having up to date/improved equipment	3	2	3
Less paperwork/bureaucracy for teachers	3	2	3
Inclusion/exclusion issues (e.g. Schools being able to exclude disruptive pupils)	2	2	2
Transport related (e.g. Teachers getting free travel passes like other key workers)	2	2	2
Opportunities for promotion/ better career structure.	2	2	2
Multi-ethnic/ multi-cultural issues (e.g. London is such a multi-cultural city)	2	2	2
None needed (e.g. I shall be retiring soon/would not want to leave London)	2	1	2
A wider range of strategies to motivate pupils	2	1	2
More support/help being available for students (particularly those with special needs)	2	2	2
Better parental support for the school	2	2	2
Financial investment in the schools/ Additional funding for the schools	2	3	1
Other relevant or vague comments	4	4	3
No response given	25	18	25
N	4,597	368	4,224

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

In response to this question, teachers referred to an increase in salary and other issues surrounding housing and cost of living issues. Teachers mentioned that London provided benefits relating to training and opportunities for promotion. Similar comments to the previous question about strong leadership and improved teamwork were given. Difficulties with pupil behaviour and the need for strategies to motivate pupils and provide them with more support were also mentioned. Reduced workload, less paperwork and smaller classes were also mentioned. Finally, teachers again referred to inclusion issues and the need for parental support. Below are some examples of typical or particularly illustrative quotations.

> *Money – more! Housing help. Better support – occupational perks – stress relief. Resources – most importantly 'time to mark/plan'. Team building.*

> *Less emphasis on league tables. Less testing. More autonomy to teach in a way that motivates pupils. Greater recognition of challenges faced and kudos given.*

> *Recognition from Government bodies that teaching in a deprived area is a challenge. Praise for what we do well and <u>can</u> do rather than comparing League Tables and demoralising pupils and teachers.*

> *The sense of being involved in successful networks of schools. The belief that I am helping to make a difference to people's lives around the world as London is such a multi-cultural city, many students move abroad after their formal education.*

> *1. An overhaul of behaviour management in schools in general – remove fear of excluding for poor behaviour (from class or school). Leading from this, put <u>money</u> into supporting these pupils with behavioural difficulties. 2. Smaller classes/more support for SEN/EMA[6] pupils.*

> *If the boroughs would accept that a school should not include all pupils with a variety of behavioural, emotional and medical conditions.*

A quarter of the teachers referred to the need for increased salaries, of these a large proportion of teachers made reference to the outer London weighting being less than that for teachers from inner London.

> *Recognition that it is challenging for teachers. More pay – OUTER LONDON ALLOWANCE NOT enough in [outer London borough].*

[6] Education Maintenance Allowance

More pay to stop teachers moving 1 mile to Inner London where £5000 is the difference for the same job.

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.

'What do you see as the main benefits/challenges of teaching in London schools'.

Responses given by over two per cent of teachers are shown in Table 47.

Table 47: Teacher survey - 'What do you see as the main benefits/challenges of teaching in London schools?'

Category label	Greater London %	Key borough %	Non-key borough %
The diversity of the pupils' backgrounds/cultural mix of the pupils provides benefits	25	34	25
There are a lot of behaviour issues affecting London schools/ challenging behaviour is a concern	21	21	21
Access to external resources such as museums, theatres, shops for educational purposes is advantageous	9	8	9
It is rewarding/Sense of satisfaction/Feeling that you make a difference to the young peoples' lives	6	9	5
Motivation of pupils can be difficult	5	3	5
Challenges from working with a diverse student body	5	6	4
Cost of living concerns (e.g. London is very expensive)	4	4	4
Bigger budgets/more money available to London schools	4	3	4
Often a lack of parental involvement/ support for the school	4	4	4
There is a wider range of opportunities for training/professional development locally	3	4	3
Schools have a large proportion of disadvantaged students	3	3	3
There are more opportunities for promotion/career progression.	2	3	2
Understanding the variety of pupil backgrounds and needs can be a problem	2	3	2
The benefits derived from the pupils' personalities/sense of humour/resilience	2	5	2
Overcoming the challenges that make each day different	2	3	2
Working within the community of residence can be difficult	2	2	2
Schools are up to date with strategies/information.	2	0	2
Teaching in London is a unique experience	2	1	2
Staff recruitment/retention can be difficult	2	2	2
The nature of teaching in London is a challenge	2	4	2
There are no benefits	2	1	2
Schools have large numbers of pupils with SEN/EAL needs	2	2	1
The cultural/ethnic diversity of the staff/colleagues is a benefit	2	2	1
Other relevant or vague comments	3	5	3
No response given	28	21	28
N	4,597	368	4,224

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

The most common response was that the diversity of pupil backgrounds was the main benefit (25 per cent) but sometimes this was said to be one of the challenges as well. Working with a diverse student body and difficulty in understanding the variety of pupil backgrounds was also mentioned by some teachers (five per cent and two per cent respectively). The second most common response was the challenges caused by behaviour (mentioned by 21 per cent of teachers). The third most common response was that teaching in London provided access to the capital's extensive resources (for example museums and galleries). Similar comments to those raised in previous questions arose: London offers greater opportunities for training and promotion; problems caused by the cost of living; and lack of parental involvement. Below are some examples of typical or particularly illustrative quotations.

> *Challenges – behaviour, lack of learning ethos. Benefits – diverse populations. London schools not all the same – selective ones leave others to cope with the disaffected.*

> *I enjoy the cultural and ethnic diversity. We have events which allow pupils to express their culture.*

> *Benefit is opportunities for school visits and the opportunities apparent for careers to inspire students. Also the opportunities opened by diverse and multicultural school population. Challenge is behaviour – but nationwide problem.*

> *Diversity when it is celebrated is exciting and rewarding. The cost of living is very high and salaries do not match this. London schools tend to be far too big and this is a key factor when trying to meet the needs of our students.*

> *I enjoy teaching in a genuinely multi-cultural school. I think increasingly unstable families have created problems re: discipline and standards.*

> *Parental support for their children, and recognition from parents/carers that staff are doing a good job. Too easy for students to truant – too many attractions 'out there'! Reputation of London schools is changing for the better.*

4.9 Further statistical analysis – factor analysis

This section explores further statistical analysis that was undertaken on the teacher questionnaire data. As with the pupil questionnaires, factor analysis was carried out to identify groups of questions that produced similar patterns of responses and that covered similar issues. This was only carried out for the

London data as there were only ten items in the metropolitan teacher questionnaire.

Six factors were identified for items in the teacher questionnaire. These factors covered the main themes reported on in the previous section:

- Extent to which school is perceived to be a good school by 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.

Details of which individual questions contributed to each factor can be found in Appendix F.

Factor 1: good school for teachers
This was the largest factor and 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 was made up of 13 items from the questionnaire. The topics included in these items related to resources, parental and community involvement and careers related issues.

Factor 3: time and workforce remodelling
This was quite a small factor, made up of only five items. The factor was comprised of questions about which aspects of teaching were related to improving satisfaction/morale as a teacher and covered additional time, less form filling, more support staff and smaller classes.

Factor 4: behaviour of pupils
Eight questionnaire items grouped together to create a factor relating to the behaviour of pupils. In addition to a direct question asking teachers to rate behaviour the factor also included questions on bullying, control of pupils and motivation.

Factor 5: improving the transition process
This factor was made up 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
This factor included questions on whether lessons were motivating and challenging, whether pupils were praised and encouraged and whether teaching was informed by up-to-date research and/or best practice from elsewhere. A total of six items contributed to this question, the full details of which can be found in Appendix F.

Once the factors had been identified, each factor was analysed using multilevel modelling. Included in this modelling were background characteristics of the teachers, such as age, gender and role. Also included was information about their school, such as attainment levels, size and the percentage of pupils eligible for free school meals.

The results of the multilevel modelling will now be explored.

Further analysis of the teachers' responses

Attainment, local demographics, role of the respondent and ethnicity were the main variables that were found to be related to the factors. In particular, it appears that teachers from well achieving schools or in more affluent areas placed less emphasis on non-curricular support than other teachers. Teachers from schools facing greater challenges, such as low achievement, large schools or large numbers of lone parents, were more likely to think that more should be done to aid the transition process.

Attainment

Good behaviour of pupils and good classroom practice appear to be very strongly related to high attainment levels of the school. The higher the GCSE scores achieved by the school, the more likely teachers were to report good behaviour of pupils.

Teachers from schools with the highest levels of GCSE attainment (top 40 per cent) were most likely to think that theirs was a good school for teachers and were less likely than other teachers to think that non-curricular support was important.

Teachers from schools with the lowest levels of attainment (bottom 40 per cent, and particularly the bottom 20 per cent) were more likely than others to place importance on making the transition process as smooth as possible.

Census variables

A census variable about mobility was found to relate to three of the factors. Teachers from areas where there were lots of households in which the entire household had remained living at the same address for the past year were less likely to say that theirs was a good school, less likely to say that behaviour was good and less likely to report good classroom practice.
The higher the percentage of people in the area who held managerial or professional occupations, the less likely teachers were to think non-curricular

support was important. Also in areas with high proportions of people in managerial and professional jobs, teachers also reported poorer behaviour from pupils.

In areas with low percentages of people with qualifications, behaviour appeared to be worse.

The greater the percentage of households with lone parents, the less likely teachers were to report good behaviour and the more likely they were to indicate that more should be done to aid the transition to secondary school.

Role of the respondent

The role/seniority of the respondent was related to whether teachers thought that theirs was a good school. Once the differences in the background characteristics of teachers were taken account of, the more senior the respondent, the more positive they were about their school. Perceptions about the school as a good place for teachers became more positive in the following order: class teachers, heads of department, cross school responsibilities without class teaching, advanced skills teachers, assistant heads, deputy heads and head teachers. Supply teachers were also more positive than permanent classroom teachers.

The seniority of the respondent was less of an issue for the importance of non-curricular support factor than it was for the factor concerning whether teachers thought their school was a good school. Those with cross-school responsibilities without teaching, deputy heads and head teachers were more likely to value non-curricular support than classroom teachers; advanced skill teachers and part-time teachers were less likely to place a high importance on it.

The role of the respondent was related to the factor on time and workforce remodelling, but not in order of seniority, as was the case for factor one. Compared to class teachers, the importance given to this factor decreased in the following order: part-time teachers, assistant heads, cross-school responsibilities without teaching, supply teachers and head teachers. Heads of department were more likely to place importance on this factor than class teachers.

Senior management (heads of department, assistant heads, deputy heads and head teachers) reported better pupil behaviour than did class teachers.

Part-time and some senior teachers (those with cross school responsibilities, assistant heads and deputy heads) gave more importance to creating a smooth transition process than did other teachers.

The role of the teacher was related to their perception of classroom practice. Part-time teachers were less likely to report good practice than class teachers.

Supply teachers, assistant heads, deputy heads and head teacher were more likely to report good classroom practice that class teachers.

Ethnicity
Teachers from a Black African and/or Black Caribbean background were more likely to say that the school was good for teachers than White teachers.

Teachers from Indian, Black Africa, Black Caribbean and Bangladeshi backgrounds were more likely to stress the importance of non-curricular support than White teachers.

Teachers from Black African backgrounds were less likely than White British teachers to say that the time and workforce-remodelling factor was important. However, teachers from Bangladeshi, Indian and White 'other' backgrounds were more likely than White British teachers to say that time and workforce remodelling issues were important.

The higher the percentage of White British pupils at a school, the more likely teachers were to report good behaviour. However, teachers from Black African backgrounds were more likely to report positive behaviour than White British teachers.

The more ethnically diverse the school (as measured by the number of ethnic categories) the more likely teachers were to report good classroom practice. Teachers from Black African backgrounds were more likely to report good practice than White teachers.

Gender
Females were more likely than males to place a great importance on issues around time and workforce remodelling; this was the main personal characteristic related to this factor. Females were also more likely to value non-curricular support and to place importance on improving the transition process than were males.

Age
After taking into account other variables (such as seniority), older teachers (particularly those over 50) were least likely to think that non-curricular support was important. Those under 30 were less likely than other teachers to give a high importance rating to issues relating to time and workforce remodelling. Younger teachers (particularly those under 30) reported worse behaviour than did those over 40.

School type
Teachers from grammar schools and specialist schools were less likely to place a great emphasis on non-curricular support.

Teachers from girls' schools and some specialist schools (particularly maths and computing specialist schools) were more likely to report good behaviour of pupils.

Teachers from Business and Enterprise Specialist schools were more likely than other teachers to give importance to the transition period.

Teachers from specialist schools (but not arts specialist schools) were more likely to report good classroom practice.

Other school variables
The larger the pupil to teacher ratio (i.e. the fewer teachers per pupil there were at the school) the less likely teachers were to report good behaviour.

The higher the number of pupils in each year group (i.e. the larger the school) the more likely teachers were to agree that transition should be made easier for pupils.

Not all of the teachers in the sample lived in London; some lived outside London and travelled in to work. These non-London teachers were more likely than those living in London to think their school was good.

5. Variation between schools

This section reports on analysis to explore the extent to which responses to questions varied between London schools. Some questions have a greater range of responses than others (i.e. some are yes/no whilst others have five options such as totally disagree to strongly agree). To overcome these differences, responses to all of the questions were placed on a scale from zero to 100. For yes/no questions, 'no' was scored zero and 'yes' scored 100. If there were five options, they were scored 0, 24, 50, 75 and 100 respectively. The mean percentage for each school for every question was then calculated. This is termed 'percentage positivity' since it shows the percentage of agreement. It is then possible to compare different types of questions to identify those where responses between different schools vary the most.

5.1 Pupil questionnaire

For the pupil questionnaire the results for the ten questions that showed the greatest variation are shown in Table 48. The data shows that there was considerable variation in relation to how pupils travel to school. For example, there was a very high standard deviation[7] of 20 in relation to children who travelled by public transport suggesting large differences between schools (this ranged from schools where ten per cent of pupils travelled by public transport to schools where 93 per cent of pupils did).

In addition to variation on school level issues, such as whether pupils are set homework, there was also variation in questions about the home experience. For example, there was a high standard deviation of 11.8 in relation to whether pupils had access to the internet at home (this ranged from schools where 41 per cent of pupils had access to schools where 97 per cent of pupils did).

[7] Standard deviation measures the extent to which data is spread about the mean – the higher the standard deviation the more spread out the data is.

Table 48: Percentage positivity scores for the ten pupil questions with the most variation between schools

Question	Lowest percentage positivity	Highest percentage positivity	Std. Deviation between schools
Travel to school on public transport	10	93	20.0
Travel to school on foot	6	84	17.9
Are attending the school nearest home	9	83	15.3
Would have preferred a different school	6	57	12.0
At home there is access to the internet	41	97	11.8
Travel to school by car	10	68	11.6
This school is better than most	38	93	11.3
Parents come to social events	5	71	10.6
Get homework regularly	56	100	10.1
Often have a teaching assistant	22	80	9.8
N of schools = 175			

5.2 Teacher questionnaire

The same analysis was carried out with the teacher questionnaire and the results for the ten questions that showed the greatest variation are shown in Table 49. To avoid schools where very few teachers completed questionnaire having an overly large effect, schools where less than five teachers responded were removed from the analysis.

For the responses to the teacher questionnaire, the questions with the greatest variation were all related to school level issues such as management, ethos and quality of the school. The question with the greatest variation was whether teachers would recommend the school to friends, here there was a standard deviation of 28.2 (and a range between no teachers at the school agreeing to every teacher at the school agreeing).

Table 49: Percentage positivity scores for the ten teacher questions with the most variation between schools

Question	Lowest percentage positivity	Highest percentage positivity	Std. Deviation between schools
Would advise friends to send children	0	100	28.3
School has a good reputation	13	100	22.9
Would recommend school to teachers	9	100	20.5
School well resourced	14	99	16.3
School has high staff morale	9	87	15.6
Management provides leadership	23	85	15.2
Control of pupils is good	17	93	14.7
Would recommend London	17	100	14.6
School has distinct mission and ethos	26	97	14.4
Supported with difficult pupils	21	92	14.2
N of schools = 164			

6. Comparisons of pupils and teachers in London

Summary

- In London, pupils and teachers placed importance on pupils taking part in work experience. Under half of the pupils and teachers thought it was important to do work-related courses. Teachers were more likely to emphasise the importance of these courses than pupils.
- Pupils and teachers in London were asked about the transition to secondary school. Around a third of the pupils and teachers thought that staying in one classroom was a good idea. Three-quarters of Year 7 pupils liked being taught by different teachers, but about half of the teachers thought it would be a good idea to reduce the number of new teachers that pupils meet in their first year.
- Although two-thirds of teachers thought their school was well resourced in relation to Information and Communications Techology (ICT), a quarter of pupils said that they hardly ever or never used computers in class. Pupils did report that using ICT helped their learning.
- A strong link was found between teachers' reported views of pupils' behaviour and pupils' reported views of behaviour, suggesting that their perceptions were consistent.
- In London, a strong link was also found between teachers' views of the quality of leadership within schools and the attitudes and experiences of pupils at those schools. This was particularly the case for Year 10 pupils.

Future learning and careers

Most pupils said that they wanted to stay on in school after 16 and then go on to university and most were happy with the courses that their school offered. Teachers valued the importance of work experience, work-related learning, vocational courses and careers advice, although those from key boroughs placed less emphasis on these issues than other teachers.

Just under two-thirds of Year 10 pupils thought that it was very important to do work experience. Although most teachers agreed that work experience was important, they gave it less emphasis; about a third said it was very important.

Just over a third of Year 10 pupils thought that it was very important to do work-related courses, whereas teachers gave this slightly more emphasis; over 40 per cent of teachers thought that work-related learning and a vocational curriculum were very important.

Transition

Pupils were very positive about the transition to school, but only a third said they were happier at their secondary school than they had been at primary school. Teachers from the key boroughs gave greater levels of importance to various measures aimed at improving the transition process. Less than a third of Year 7 pupils would have preferred to have stayed in the same room for

most of their lessons. A similar proportion of teachers thought that this was a good idea.

There were some differences in the perceptions of pupils and teachers to moves to change the transition to secondary school. Three-quarters of Year 7 pupils liked being taught by different teachers for different subjects. However, about half of the teachers thought it would be a good idea to reduce the number of new teachers that pupils meet.

ICT

Teachers valued ICT and almost all said it was important for improving pupils' learning. The majority of teachers thought that their school was well resourced in terms of ICT. However, about a quarter of pupils said that they hardly ever or never used computers in class. Year 7 pupils were less likely to use ICT than Year 10 pupils. However it was Year 7 pupils that reported finding ICT particularly helpful.

Behaviour

Analysis was carried out to explore the relationship between teachers' reported views of pupils' behaviour and pupils' reported views of behaviour. This analysis found that there was a strong link between their perceptions.

The teachers' view was based on a question that asked teachers to categorise the behaviour of most pupils in their schools (the five options included 'always' and 'generally' well behaved through to 'never' well behaved). Schools were divided into four bands (the highest where more than 90 per cent teachers thought pupils were always/generally well behaved, the lowest where less then 40 per cent thought this was the case). The pupils' views of behaviour came from the following four questions: 'how often do other pupils make fun of people who work hard?', 'how often do you behave badly at school?', 'how often are other pupils so noisy in lessons that you find it difficult to work?' and 'do you think that bullying is a particular problem at your school?'.

There was a strong (and highly significant link) between the perceptions of pupils and teachers. For example, (as shown in Table 50) within the highest 25 per cent of schools (with the highest scores of good behaviour, based on teachers' views) nine per cent of students thought that bullying was a particular problem, whereas in the lowest 25 per cent of schools, 22 per cent of pupils thought that bullying was a particular problem.

Table 50: Whether pupils perceive bullying is a problem against the behaviour of pupils as reported by teachers

		Behaviour banding (based on teachers)			
		Highest 25% schools	2nd highest 25% schools	2nd lowest 25% schools	Lowest 25% schools
Bullying particular problem (based on pupils) %	Strongly agree	9	13	18	22
	Agree	15	20	23	25
	Not sure	33	35	32	31
	Disagree	30	23	18	14
	Totally disagree	12	7	5	5
	No Response	1	1	4	3
	Total	100	100	100	100

The results for the other questions are shown in Tables 51to 53.

Table 51: Whether pupils make fun of those who work hard against the behaviour of pupils as reported by teachers

		Behaviour banding (based on teachers)			
		Highest 25% schools	2nd highest 25% schools	2nd lowest 25% schools	Lowest 25% schools
Pupils make fun of those who work hard (based on pupils) %	Always	11	14	15	19
	Often	23	24	25	26
	Sometimes	30	29	29	28
	Rarely	27	24	21	18
	Never	9	7	7	6
	No Response	1	2	4	3
	Total	100	100	100	100

Table 52: How often pupils behave badly against the behaviour of pupils as reported by teachers

		Behaviour banding (based on teachers)			
		Highest 25% schools	2nd highest 25% schools	2nd lowest 25% schools	Lowest 25% schools
How often you behave badly (based on pupils) %	Always	2	2	2	3
	Often	6	7	8	9
	Sometimes	24	26	28	30
	Rarely	42	41	36	35
	Never	24	22	22	19
	No Response	1	2	4	3
	Total	100	100	100	100

Table 53: Whether pupils perceive bullying is a problem against the behaviour of pupils as reported by teachers

		Behaviour banding (based on teachers)			
		Highest 25% schools	2nd highest 25% schools	2nd lowest 25% schools	Lowest 25% schools
Bullying particular problem (based on pupils) %	Always	11	14	18	22
	Often	24	29	30	32
	Sometimes	35	34	32	29
	Rarely	23	16	12	9
	Never	6	5	4	4
	No Response	1	2	4	3
	Total	100	100	100	100

Relationship between leadership and pupils' attitudes and experiences

Analysis was also carried out on the relationship between leadership and behaviour. The purpose of this piece of analysis was to examine the link between the attitudes and experiences of pupils and the quality of support and leadership that teachers reported within each school. It found that the reported quality of leadership within schools was related to pupils' attitudes and experiences of school.

In order to carry out this analysis it was first necessary to develop a measure of the extent to which teachers felt supported and led by senior management. This measure was based on the following five items from the teacher questionnaire[8]:

- 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; and
- senior management deals effectively with unauthorised pupil absence.

An average score for each school was calculated and this was linked to the attitudes and experiences of pupils at those schools.

The pupil perceptions were based on the factors reported on in Section 3.13: the quality of pupils' relationship with their teacher; the extent to which pupils had witnessed and experienced poor behaviour and bullying; and the extent to which pupils liked their school. Appendix G shows that although background characteristics (such as prior attainment and FSM eligibility) had explained a

[8] This scale had an internal reliability of 0.87

large proportion of the variability between schools, there was still unexplained variability. This analysis found that the reported quality of leadership explained a significant percentage of the remaining variation between schools in relation to pupils' perceptions. This was most prominently seen in the extent to which Year 10 pupils liked their school. Almost a quarter of the remaining variability between schools could be attributed to the quality of leadership. In addition to this, almost a fifth of the variation in Year 10 pupils' relationships with their teachers across different schools could be attributed to differences in leadership.

One possible explanation for the stronger effect amongst Year 10 pupils is that Year 7 pupils have been in the school for a shorter amount of time and may therefore be less influenced by conditions within the school, such as the quality of the leadership. While an association between leadership quality and pupil experience and attitudes is apparent, it does not necessarily follow that one causes the other. Further research would be required to deal with such questions.

7. Changes between 2004 and 2005

The surveys of pupils and teachers were carried out both in 2004 and 2005. This section compares the attitudes and experiences reported in 2005 with the results from 2004.

Pupil attitudes in London

- In 2005, pupils were more likely to report that their work was interesting. This was most noticeable for Year 10 pupils.
- In 2005, pupils' journeys to school were shorter and pupils were more likely to say that it was important to attend a school close to home.
- A higher proportion of pupils in 2005 noted that technology helped them to learn, both computers and interactive whiteboards.
- Pupils reported more positive opinions about their school. For example, pupils in 2005 were more likely to think that their school gave them a good education and that rules were fair.
- There were slight increases in the percentage of pupils reporting that teachers treat pupils with respect and that they could go to teachers with problems.
- There were mixed findings in relation to pupil behaviour. There were reductions in the percentages of pupils reporting disruption in lessons and pupils being made fun of for working hard. However, bullying was an area where pupils were more likely to report problems in 2005 than was the case in 2004. The percentage reporting that teachers dealt well with bullying remained the same.

Teacher attitudes in London

- For teachers, the changes over time that have been observed between 2004 and 2005 suggest that improvements are being made.
- On 2005, there was an increase in the percentage of teachers reporting that they would recommend teaching in London.
- Just under half of the teachers reported that the quality of their school had improved in the past year.
- Teachers surveyed in 2005 were more likely to say that most lessons were motivating and challenging than was the case in 2004.
- There were also improvements in relation to leadership and management issues, pedagogical developments and collaboration, both between and within schools. For example, teachers surveyed in 2005 were more likely to think that they were supported when dealing with difficult pupils and that their teaching was informed by up to date research.
- The teachers answering the questions in 2005 appeared to feel more strongly about many issues than those answering in 2004. For example, they gave greater importance to initiatives to improve morale.

Data was available from a sub-sample of schools that had taken part in both the 2004 and 2005 surveys. The following section discusses those questions that showed changes over time between the results from 2004 and those from 2005. As with Sections 3 and 4, we focus on questions where there was

change in the region of five per cent or above. The results from this sub-sample for all questions can be found online in Appendices I and J. In addition, weighted pupil data is also available online in Appendix H for comparison with the 2004 report of the pupil and teacher surveys. The weighting used in Appendix H is consistent with the weighting approach used in the 2004 report.

It should be noted that whilst these are the same schools that took part in 2004 and 2005, the individual pupils completing the questionnaires will be different and, similarly, some of the teachers completing the questionnaire will also be different to those who completed them in 2004.

7.1 Pupil attitudes

One of the noticeable changes between 2004 and 2005 is that in 2005 a greater percentage of pupils responded to the questions than was the case in 2004.

Only one of the key questions showed any specific change over time and only for Year 10 pupils. This question asked about whether most things pupils worked on at school were interesting. Table 54 shows the data for Year 10 pupils for both year and according to their location within London. There was an increase in the percentage of Year 10 pupils agreeing with this (from 31 per cent in 2004 to 36 per cent in 2005). For Year 7 pupils, the increase was slightly less, from 48 per cent in 2004 to 52 per cent in 2005.

Table 54: School is interesting – Year 10

	Greater London 2004	Greater London 2005	Key boroughs 2004	Key boroughs 2005	Non-key boroughs 2004	Non-key boroughs 2005
True	31	36	37	41	31	36
False	65	62	61	59	65	63
No Response	3	1	2	1	3	2
N	6,422	7,311	137	397	6,285	6,914

We will now move on to consider non-key questions from the remainder of the questionnaire.

The length of pupils' journeys to school was discussed in section 3. This question showed some change from 2004 and 2005 with results suggesting that pupils' journeys have become shorter. As Table 55 shows, for Year 7 pupils, the percentage with journeys under 15 minutes increased from 35 per cent in 2004 to 43 per cent in 2005. For year 10 pupils, the change was less pronounced and so the data is not shown, the percentage of pupils with journeys under 15 minutes increased slightly from 31 per cent in 2004 to 34 per cent in 2005.

Table 55: How long it takes to get to school – Year 7

	Greater London 2004	Greater London 2005	Key boroughs 2004	Key boroughs 2005	Non-key boroughs 2004	Non-key boroughs 2005
Less than 15 mins	35	43	34	45	35	43
15 to 30 mins	33	35	33	32	33	35
31 to 45 mins	11	10	12	12	11	10
46 mins to an hour	5	4	4	3	5	4
More than an hour	2	1	3	1	2	1
No Response	13	7	15	6	13	7
N	7298	7996	315	381	6983	7615

Year 7 pupils were asked whether they thought it was important that they attend a school close to their home. The results showed an increase in the percentage of pupils reporting that this was important (from 58 per cent in 2004 to 63 per cent in 2005).

Learning resources

A series of technology related questions highlighted changes over time both for Year 7 and Year 10 pupils.

Pupils were asked whether computers help them to learn more easily. For Year 7 pupils in particular, those reporting that computers helped them to learn increased (from 57 per cent in 2004 to 66 per cent in 2005). For Year 10 pupils there was also an increase (from 50 per cent in 2004 to 57 per cent in 2005).

As well as an increase in the percentage of pupils reporting that computers helped them to learn more easily, there was also a large increase in relation to interactive whiteboards helping them to learn. For Year 7 pupils, the percentage agreeing that interactive whiteboards helped them to learn increased from 48 per cent in 2004 to 60 per cent in 2005. For Year 10 pupils, the percentage agreeing that interactive whiteboards helped them to learn increased from 36 per cent in 2004 to 49 per cent in 2005. This may suggest an increase in interactive whiteboard use over the past year.

The percentage of pupils who reported that they took books home from ‘every’ or ‘most’ lessons increased, particularly for Year 7 pupils. For Year 7 pupils it went from 37 per cent in 2004 to 45 per cent in 2005. For Year 10 pupils it went from 44 per cent in 2004 to 48 per cent in 2005.

Opinions about school

There was an increase in the percentage of pupils reporting that their school gave them a good education. For Year 7 pupils this increased from 77 per cent in 2004 to 82 per cent in 2005. For Year 10 pupils those agreeing increased from 69 per cent in 2004 to 76 per cent in 2005.

A greater percentage of pupils in 2005 than in 2004 thought that rules at their school were fair. For Year 7 pupils the increase was six per cent (from 54 to 60). For Year 10 pupils the increase was eight per cent (from 41 to 49).

Year 7 pupils in 2005 were more likely to think that their teachers were strict about pupils missing school. For Year 7 pupils this increased from 60 per cent agreeing to 66 per cent. For Year 10 pupils there was very little change (with 60 per cent agreeing in 2004 compared to 62 per cent agreeing in 2005).

Relations with teachers

In 2005, both Year 7 and Year 10 pupils were more likely to say that it was important to be rewarded for hard work than was the case in 2004. For Year 7 pupils this increased from 81 per cent who thought it was important to 88 per cent in 2005. For Year 10 pupils the increase was even larger, from 73 per cent who thought it was important to 83 per cent in 2005.

The number of Year 7 pupils who reported that teachers treated pupils with respect increased from 58 per cent in 2004 to 63 per cent in 2005. For Year 10 pupils there was a slight increase from 48 per cent to 52 per cent.

There was an increase in the percentage of Year 7 pupils who reported that they always or often went to see a teacher when they had a problem (from 25 per cent in 2004 to 30 per cent in 2005). There was very little change for this question in relation to Year 10 pupils (from 18 per cent in 2004 to 20 per cent in 2005).

Bullying and pupil behaviour

Bullying was an area where pupils were more likely to report problems in 2005 than was the case in 2004. In 2004, 28 per cent of Year 7 pupils and 23 per cent of Year 10 pupils reported that bullying was a problem. In 2005, the proportion had risen to 37 per cent for Year 7 and 30 per cent for Year 10 pupils.

In relation to whether teachers dealt well with bullying, responses had stayed relatively stable from 2004 to 2005. In 2004, 47 per cent of Year 7 pupils and 30 per cent of Year 10 pupils thought that teachers dealt well with bullying. In 2005, the proportions were 46 per cent for Year 7 pupils and 31 per cent for Year 10 pupils.

There was a reduction in the percentage of Year 10 pupils who reported that pupils always or often made fun of those who worked hard (from 40 per cent in 2004 to 33 per cent in 2005). There was very little change for this question from Year 7 pupils (from 43 per cent in 2004 to 42 per cent in 2005).

There was a reduction in the percentage of Year 10 pupils who said that other pupils disrupted lessons every day (from 33 per cent in 2004 to 28 per cent in

2005). For Year 7 pupils the percentage remained the same at 27 per cent for both years.

Transition into Year 7

Year 7 pupils in 2005 were more likely to say that they liked having different teachers for different subjects than was the case in 2004 (from 73 per cent to 78 per cent in 2005).

Related to this, Year 7 pupils in 2005 were also more likely to say that they thought they were getting on well in their new school (81 per cent) than was the case with the Year 7 pupils from 2004 (76 per cent).

Post-16/vocational

Year 10 pupils were asked about issues relating to work and post-16 choices.

A greater percentage of pupils in 2005 (82 per cent) agreed that it was important to have work related courses than was the case in 2004 (76 per cent). Careers guidance was also more likely to be seen as important to pupils in 2005 (88 per cent) than was the case in the 2004 survey (79 per cent). There was also an increase in the percentage of Year 10 pupils who valued the importance of work experience (from 85 per cent in 2004 to 91 per cent in 2005).

Year 10 pupils were asked whether they intended to go to university. The percentage responding that they did intend to go to university increased from 2004 (88 per cent) to 2005 (93 per cent).

The questionnaire asked Year 10 pupils how important it was that their teachers set them targets. The results show that the percentage of pupils who thought this was important increased from 63 per cent in 2004 to 70 per cent in 2005.

Parental involvement

For both Year 7 and Year 10 pupils there were relatively substantial increases in the percentages reporting that their parents came into school. For example, the percentage of Year 7 pupils who reported that their parents came to parents' evening rose from 80 per cent in 2004 to 90 per cent in 2005.

Opportunities to develop

The results from the 2005 survey showed that pupils increasingly valued the importance of learning about others and taking part in activities and cultural visits. The percentage of Year 7 and Year 10 pupils who placed importance on learning about other cultures increased by eight per cent and nine per cent respectively. Related to this, the importance that pupils gave to cultural visits also increased. For Year 7 pupils, this increased from 68 per cent reporting that these were important in 2004 to 76 per cent in 2005. For Year 10 pupils,

this increased from 59 per cent reporting that these were important in 2004 to 70 per cent in 2005.

Pupils also increasingly valued the importance of having opportunities to do sport and take part in after-school clubs. The proportion placing importance on sport increased from 77 per cent in 2004 to 86 per cent in 2005 for Year 7 pupils and from 65 per cent in 2004 to 73 per cent in 2005 for Year 10 pupils. Those placing importance on after-school clubs increased from 41 per cent in 2004 to 49 per cent in 2005 for Year 7 pupils, and from 35 per cent in 2004 to 40 per cent in 2005 for Year 10 pupils.

7.2 Teacher attitudes

As with the pupil questionnaires, data was available from a sub-sample of schools that had taken part in both the 2004 and 2005 surveys. The following section discusses those questions that indicate changes over time between the results from 2004 and those from 2005. Particular focus is placed on questions where there was a change in the region of five per cent or above. The results for all questions can be found online in Appendices I and J.

The data from teachers in key boroughs should be treated with caution due to the small sample size (60 in 2004 and 67 in 2005).

In two of the key questions, the results suggested an improvement in attitudes since the 2004 study.

As Table 56 shows, in 2005, just under half of teachers in London (44 per cent) perceived that the quality of schooling at their school had improved in the past year. Although this is a similar proportion as in 2004 (42 per cent) it does suggest that improvement is being maintained.

Table 56: Has the quality of schooling at your school improved?

	Greater London 2004	Greater London 2005	Key boroughs 2004	Key boroughs 2005	Non-key boroughs 2004	Non-key boroughs 2005
Much improved	8	10	18	16	8	9
Slightly improved	34	34	33	21	34	35
The same	33	34	27	36	33	33
Slightly worse	17	16	13	16	17	16
Much worse	3	3	2	4	3	3
Don't know	4	3	7	3	4	3
No Response	1	0	0	3	1	0
N	1123	1212	60	67	1063	1145

The second key question where change can be seen related to the quality of lessons. In 2005 there was an increase in the proportion of teachers in Greater

London who agreed that most lessons were motivating (74 per cent in 2005, compared with 67 per cent in 2004).

Table 57: Most lessons are motivating and challenging

	Greater London 2004	Greater London 2005	Key boroughs 2004	Key boroughs 2005	Non-key boroughs 2004	Non-key boroughs 2005
Strongly agree	11	15	7	7	11	16
Agree	56	59	65	72	56	58
Not sure	22	19	17	13	22	19
Disagree	8	6	7	4	8	6
Totally disagree	1	0	3		1	0
No Response	3	1	2	3	3	0
N	1,123	1,212	60	67	1,063	1,145

Below are non-key questions where changes between 2004 and 2005 were seen.

Although it was not one of the key questions (as it did not appear in the metropolitan school survey), the question about whether teachers would recommend teaching in London to other teachers is an important indicator for the London Challenge project. The survey found an increase in the percentage of teachers who would recommend teaching in London (from 54 per cent in 2004 to 60 per cent in 2005).

Leadership and management

A greater percentage of teachers in 2005 reported good leadership in their school than in 2004 (60 per cent in 2005 compared to 54 per cent in 2004).

A greater proportion of teachers in 2005 reported that their school had a distinct mission and ethos than was the case in 2004 (72 per cent in 2005 compared to 63 per cent in 2004).

Teachers in 2005 were more likely to say that communication in their school was effective than those in 2004 (from 43 per cent in 2004 to 48 per cent in 2005).

A greater percentage of teachers in 2005 (64 per cent) than in 2004 (57 per cent) reported that they were given appropriate support when they needed help in dealing with a difficult pupil.

A greater proportion of teachers in 2005 (88 per cent) said that all their pupils were given a chance to achieve than did so in 2004 (83 per cent).

Pedagogical developments

There was an increase in the percentage of teachers reporting that their teaching was informed by up to date research, from 53 per cent in 2004 to 62 per cent in 2005.

There was also a substantial increase in the percentage of teachers reporting that teaching styles were matched to the needs of pupils (from 46 per cent in 2004 to 56 per cent in 2005).

Professional development

Satisfaction with professional development opportunities was higher in 2005 (77 per cent) than in 2004 (68 per cent).

There was an increase in the percentage of teachers who felt that Training Schools were valuable (from 61 per cent in 2004 to 67 per cent in 2005).

Collaboration

There was a large increase in 2005 in the percentage of teachers reporting that their school worked collaboratively with other schools (from 48 per cent in 2004 to 60 per cent in 2005).

Related to this, there was also an increase in the percentage of teachers reporting that they worked collaboratively with colleagues (from 62 per cent who agreed in 2004 to 69 per cent in 2005).

Resources

There was an increase in 2005 in the percentage of teachers who agreed that their school was well resourced (up from 67 per cent in 2004 to 74 per cent in 2005).

Issues relating to satisfaction and morale

There was an increase in the percentage of teachers reporting high staff morale, from 43 per cent in 2004 to 49 per cent in 2005.

When asked to identify those factors that would raise satisfaction and morale, greater emphasis was given to these in 2005 than had been the case in 2004. Teachers were presented with a list of ten issues that might improve satisfaction and morale and were asked to say how important these were. The two areas that showed the highest increase in importance related to support staff and staff working as teams to raise standards (as can be seen in Table 57). The percentage of teachers who thought that more support staff would raise morale increased from 72 per cent in 2004 to 85 per cent in 2005. The percentage of teachers who thought that staff should work in teams to raise standards increased from 81 per cent in 2004 to 93 per cent in 2005.

As Table 58 shows, the increases in importance for the other issues were as follows: professional development (from 83 per cent to 94 per cent); smaller classes (from 78 per cent in 2004 to 89 per cent in 2005); access to ICT (from 74 per cent in 2004 to 84 per cent in 2005); more teaching assistants (from 54 per cent in 2004 to 63 per cent in 2005); more encouragement from senior staff (from 84 per cent to 91 per cent); a reduction in form filling (from 78 per cent to 85 per cent); time for consolidation (from 77 per cent to 83 per cent); more non-contact time (from 81 per cent to 86 per cent).

Table 58: Importance of different factors to satisfaction and morale

		Greater London 2004	Greater London 2005	Key boroughs 2004	Key boroughs 2005	Non-key boroughs 2004	Non-key boroughs 2005
More support staff	Very important	33	40	30	39	33	40
	Quite important	39	45	32	48	40	45
Teams raise standards	Very important	53	61	43	64	54	61
	Quite important	28	32	30	30	28	32
Important: Professional development	Very important	50	56	43	52	51	56
	Quite important	33	38	33	46	33	37
Smaller classes	Very important	49	57	38	55	49	57
	Quite important	29	32	23	36	29	32
Access to ICT	Very important	40	44	25	40	41	44
	Quite important	34	40	42	40	34	40
More teaching assistants	Very important	21	23	22	28	21	23
	Quite important	33	40	27	36	33	40
Important: Encouragement staff	Very important	52	56	43	64	52	56
	Quite important	32	35	30	22	32	36
Important: Form filling	Very important	50	56	42	46	51	57
	Quite important	28	29	35	36	28	28
Important: Time for consolidation	Very important	44	49	43	46	44	49
	Quite important	33	34	23	34	33	34
Important: Non-contact time	Very important	49	49	42	40	50	50
	Quite important	32	37	32	45	32	37
N		1,123	1,212	60	67	1,063	1,145

A single response item. Not all responses are shown – only 'Very important' and 'quite important' are shown.

8. Summary of key findings

This chapter concludes the report by providing a summary of the main findings of the London Challenge: Surveys of Pupils and Teachers 2005.

8.1 Pupil Survey

8.1.1 School life

Most of the pupils surveyed seemed supportive of their own school. In common with pupils in other metropolitan areas, approximately two-thirds of pupils in London thought that their school was a good school and a high proportion felt that their school provided them with a good education. Just over 80 per cent of pupils in schools in London and other metropolitan areas said that they were happy at school. When asked what they would say to someone thinking of joining their school, most pupils said that they would recommend it to other young people and had something positive to say about life at their school.

Overall, however, pupils' views on the work they did at school were less positive. Less than half of the pupils found most of the things they worked on at school interesting. In particular, pupils from London were less likely than similar pupils in other areas to be interested in the work they did at school. Around a third of the pupils in London said that they found their school work dull and boring. It is worth noting, however, that the proportion of pupils reporting that they found their school work interesting increased since 2004.

8.1.2 Teachers

Pupils' attitudes towards their teachers were mixed and findings suggest that some aspects of the pupil/teacher relationship could be improved. About half of the pupils surveyed described most of their teachers as good teachers. Pupils from London were more likely to consider their teachers to be good teachers than similar pupils from other areas, as were pupils with a high level of prior attainment, English as an additional Language (EAL) pupils and pupils attending single sex or grammar schools. Pupils from Caribbean, Asian or African backgrounds, pupils with long journeys to school, and pupils attending schools with a high pupil to teacher ratio were less likely to describe their teachers as good teachers.

Overall, the majority of pupils reported that most teachers explained to pupils what they were supposed to learn in their lesson and took time to discuss their progress with them and advise them on how they could improve their work. A very high proportion of pupils (over 80 per cent) felt that it was important to be praised by teachers when they tried hard, but less than half of the pupils said that they regularly received praise.

Although just under half of the pupils said that they got on well with most of their teachers, a minority of pupils (less than ten per cent) felt that they could always go to a teacher if they had a problem. Around a third of the pupils said that most teachers were respected by pupils. However, there were slight increases since 2004 in the percentage of pupils reporting that they could go to a teacher and with a problem and the percentage of pupils who said that that teachers respected pupils.

8.1.3 Behaviour

On the whole, most pupils considered themselves to be well behaved – over half of the pupils said that they rarely or never behaved badly at school. Pupils with high levels of attainment, girls, minority ethnic pupils and those attending single-sex or faith schools were less likely than similar pupils to say that they misbehaved. Pupils in London and pupils with longer journeys to school were more likely to report that they were less well behaved.

However, the poor behaviour of other pupils, and the ability of some teachers to deal with it, was an issue for many pupils. Less than half of the pupils felt that most teachers were good at keeping control in the classroom and around a third felt that most teachers dealt effectively with bad behaviour in class. Just under half of the pupils said that other pupils were frequently so noisy in class that they found it difficult to work and around a third said that other pupils tried to disrupt lessons every day. Pupils attending single-sex boys' schools or schools with high pupil to teacher ratios were more likely than other similar pupils to report a high level of noise and disruption in class. Pupils from girls' schools and/or grammar schools were least likely to say that they experienced high levels of disruption in class. However, the overall percentage of pupils reporting disruption in lessons had fallen since 2004.

There was also some concern amongst pupils about bullying, racism and fun being made of those who worked hard at school. Just over a third of the pupils said that bullying was a particular problem at their school (a higher proportion than in 2004). Around a quarter agreed that racism was an issue for their school.

Only a relatively small percentage of pupils said that they regularly played truant from school (less than three per cent). Findings suggest, however, that truancy was more common amongst Year 10 pupils, particularly Year 10 girls, than amongst Year 7 pupils. Pupils with longer journeys to school were also more likely than other similar pupils to report truanting. Groups of pupils less likely to truant included those from minority ethnic background and those attending faith or grammar schools.

8.1.4 Parental involvement

Overall, a high proportion of pupils said that their parents helped them with school work. Pupils who were most likely to report receiving help from parents included those from Indian or Black ethnic backgrounds, those

attending specialist schools, Year 7 pupils and girls. However, girls in Year 10 were less likely to report parental assistance than other similar pupils. Other pupils less likely to report assistance from parents included those receiving FSM, pupils from Chinese or Bangladeshi backgrounds, pupils with long journeys to school and pupils who had joined their current school after Year 7.

8.1.5 Journey to school

Although just over half of the pupils did not attend the school closest to home, most pupils reported that it took them less than half an hour to get to school and just over a third said that their journey to school took less than 15 minutes. On average it took pupils in London longer to get to school than pupils in metropolitan authorities. Most pupils in London either travelled to school on foot or by public transport.

8.2 Teacher Survey

8.2.1 The school

On the whole, teachers' responses to statements about their school were mixed. On the positive side, almost all teachers enjoyed working at their current school and over three-quarters would recommend working in their school to other teachers. Teachers in London were, however, significantly less likely to recommend their school than similar teachers from other metropolitan areas.

Staff morale was an issue for some teachers with only around a half of the teachers in London and metropolitan authorities reporting that morale was high at their school. Almost 90 per cent of teachers in London felt that morale would improve with smaller class sizes, less form filling and more non-contact time.

Teachers' opinions as to whether the quality of their school and of other schools in London was improving were also mixed. In general, more teachers thought that quality had improved in the past year than thought that it had stayed the same or had got worse. Teachers from schools with low attainment levels or from schools situated in deprived areas were the most likely to say that school quality had improved, which may reflect the targeting of initiatives and assistance to schools in challenging circumstances.

8.2.2 School leadership

For the most part, teachers seemed satisfied with the leadership at their school. More senior teachers, part-time and supply teachers, and teachers from Black backgrounds responded particularly positively to statements about the quality of leadership at their school.

However, findings suggest that there are some challenges in relation to how senior management deal with unauthorised absences. Only about a half of the

teachers thought this was dealt with effectively. Teachers in London and those in the key boroughs and/or deprived areas seemed most dissatisfied.

When asked whether they felt supported when dealing with a difficult pupil, teachers from key boroughs were less likely to feel supported than other teachers.

8.2.3 Pupil behaviour

The majority of teachers felt that most pupils behaved well, most of the time. Findings suggest that reported behaviour appeared to be particularly good in schools with high attainment levels and in single-sex girls' schools. The size of the school and number of pupils per teacher were also strongly related to behaviour. Teachers at smaller schools and schools with a small number of pupils per teacher reported better behaviour than similar teachers at other schools. Three-quarters of teachers felt that effective behaviour improvement and reward systems were important to improving pupils' learning.

On the whole, bullying was not seen by teachers as a particular issue in their school and most felt that staff dealt effectively with any bullying issues that arise. However, teachers in London were less likely to think that bullying was dealt with effectively than similar teachers from other metropolitan areas.

Findings suggest that schools in the key boroughs seem to face the strongest challenges when it comes to pupil behaviour. For example, teachers from key boroughs reported less motivation amongst pupils to work hard than other teachers and were also less likely to say they would recommend the school for their friends' children.

8.2.4 Teaching and learning

Around three-quarters of teachers thought that most of their lessons were motivating and challenging (a higher percentage than in 2004). This was more common in schools with high attainment, specialist schools, single-sex girls' schools and schools with low pupil to teacher ratios. Findings revealed that younger teachers and senior teachers were more likely to think that their lessons were motivating than other similar teachers.

Although almost all teachers thought it was important that teaching styles were matched to the needs of pupils, only half of the teachers thought that this happened in their school.

Teachers in key boroughs felt most strongly about the need for initiatives to improve recruitment and retention. Teachers mentioned key worker housing, CPD (continuing professional development) and ICT as three of the main aspects that would make teaching in London more attractive. Overall however, teachers seemed very happy with existing CPD opportunities.

8.3 Overall Trends

The following summary presents the overall trends identified from the survey data. As the London schools answered a greater number of questions than the metropolitan schools, these trends primarily relate to London schools. However, the same patterns were apparent in the data from metropolitan schools for those questions that were included in their survey.

8.3.1 Pupil to teacher ratios

One of the key relationships identified both in the pupil and teacher surveys, was the relationship between pupil to teacher ratios and attitudes towards aspects of school life. Further analysis revealed that the higher the pupil to teacher ratio, the less likely pupils were to enjoy school and to have a good relationship with their teachers. Further analysis also found that pupils in schools with a high pupil to teacher ratio were more likely to experience a high level of noise and disruption in class. In relation to the teacher survey, teachers working in schools with a low number of pupils per teacher reported better pupil behaviour than other similar teachers and were more likely to agree that their lessons challenged and motivated pupils.

8.3.2 Length of journey to school

The length of time it took pupils to travel to school was a key factor in relation to pupils' experiences of and attitudes to school. Overall, pupils with longer journey times tended to have less positive experiences of school than other similar pupils. For example, further analysis found that pupils with longer journeys to school were less happy at school and reported poorer relationships with their teachers. Further analysis also found that these pupils were more likely to report playing truant and misbehaving whilst at school.

8.3.3 Seniority and age

In relation to the teacher survey, the seniority of the respondent was found to be a key variable. The more senior the member of staff the more likely they were to have a positive attitude towards their school. For example, senior teachers were more likely to enjoy working at their current school and to say that they would recommend their school to other teachers.

Overall, younger teachers tended to respond more positively than older teachers. Differences tended to be most marked between teachers aged under 40 and those over 40 years old.

Age was also an important factor in relation to responses to the pupil survey, with pupils in Year 7 tending to express more positive attitudes towards school than pupils in Year 10.

8.3.4 Gender

Overall, female teachers tended to respond more positively than male teachers. In relation to the pupil survey, although girls were generally more positive

than boys, Year 10 girls were more likely to report truanting from school and less likely than other groups to say that parents helped them with school work.

8.3.5 Home environment

Pupils' home environment appeared to be another key factor in relation to their experiences of and attitudes to school. Pupils with access to a quiet place to do homework, books to help them with school work, computers at home, or parents who attend parents' evenings and school social events were more likely to report that they and other pupils behaved well at school, that they liked school, had a good relationship with their teachers.

London Challenge
Year 7 Pupil Survey

Summer 2005

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.

Full Name

please ✓ as appropriate

Gender: **male** ☐ **female** ☐

Date of birth

☐☐☐☐☐☐

d d m m y y

please ✓ one box on each row

	True	False
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. At home there are books (dictionaries, reference books, etc.) for me to read or look things up in	☐	☐
12. At home I have somewhere quiet to do my homework	☐	☐
13. 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
14. Do your travel arrangements allow you time to take part in after-school activities?	☐	☐
15. Of the schools that you could have gone to, is this the nearest one to your home?	☐	☐
16. Would you prefer to have gone to a different school?	☐	☐
17. Did you have an organised visit to the school before you joined as a pupil?	☐	☐
18. Have you found it easy to make new friends since you came to the school?	☐	☐
19. Do you feel safe when you are travelling to and from school?	☐	☐

please ✓ one box on each row

	strongly agree 1	agree 2	not sure 3	disagree 4	totally disagree 5
20. This school is a good school	☐	☐	☐	☐	☐
21. When I use a computer in lessons, I learn more easily	☐	☐	☐	☐	☐
22. Most of the time I do not want to go to school	☐	☐	☐	☐	☐
23. Most of the teachers here are respected by the pupils	☐	☐	☐	☐	☐
24. School work here is dull and boring	☐	☐	☐	☐	☐
25. There are lots of activities (sport, drama, etc.) to take part in at lunchtime or after school	☐	☐	☐	☐	☐
26. I learn more easily when the teacher uses an interactive whiteboard	☐	☐	☐	☐	☐
27. Most teachers here treat the pupils with respect	☐	☐	☐	☐	☐
28. This school is giving me a good education	☐	☐	☐	☐	☐
29. School rules are fair and reasonable	☐	☐	☐	☐	☐
30. Most teachers are good at keeping control in the classroom	☐	☐	☐	☐	☐
31. Most teachers are very strict about pupils missing school without permission from school	☐	☐	☐	☐	☐
32. I am happier in this school than I was in my primary/junior school	☐	☐	☐	☐	☐
33. I like having different teachers for different subjects	☐	☐	☐	☐	☐
34. It would be good to stay in the same room for most of my lessons	☐	☐	☐	☐	☐
35. The work is harder in this school than it was in my primary school	☐	☐	☐	☐	☐
36. 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
37. Attending a school close to your home	☐	☐	☐	☐	☐
38. Being rewarded for good work or behaviour	☐	☐	☐	☐	☐
39. Being able to give your views about the school (e.g. through a School Council)	☐	☐	☐	☐	☐
40. Learning about other cultures	☐	☐	☐	☐	☐
41. Having lots of opportunities to do sport and PE	☐	☐	☐	☐	☐
42. Going on cultural visits (e.g. to theatres and art galleries)	☐	☐	☐	☐	☐
43. Attending after-school clubs	☐	☐	☐	☐	☐

please ✓ one box

	much better 1	better 2	about the same 3	not as good 4	much worse 5
44. 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
45. How often do the teachers praise you when you have tried hard?	☐	☐	☐	☐	☐
46. How often do other pupils make fun of people who work hard?	☐	☐	☐	☐	☐
47. How often do you behave badly at school?	☐	☐	☐	☐	☐
48. How often do you feel you can go to a teacher with a problem?	☐	☐	☐	☐	☐
49. 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
50. Do you think that bullying is a **particular** problem at your school?	☐	☐	☐	☐	☐
51. Do you think that the teachers deal effectively with bullying?	☐	☐	☐	☐	☐
52. Do you think that racism is a **particular** problem at your school?	☐	☐	☐	☐	☐

please ✓ one box on each row

	often	sometimes	rarely	never
53. How often do you have a teaching assistant (other adult) helping the teacher in lessons?	☐	☐	☐	☐
54. This term, how often have you missed school without permission from school?	☐	☐	☐	☐
55. How often do your parents/carers ask about what you are learning at school?	☐	☐	☐	☐
56. How often have you had a substitute teacher (someone who is not your normal teacher) to teach lessons this year?	☐	☐	☐	☐
57. How often do you do joint work (activities, lessons, projects) with pupils from other schools?	☐	☐	☐	☐
58. 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
59. How often do you use computers in your lessons to help you with your work?	☐	☐	☐	☐	☐
60. How often do you have books and resources (worksheets, notes, etc.) to take home to help you do your homework?	☐	☐	☐	☐	☐
61. 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
62. How often do pupils at your school try to disrupt lessons?	☐	☐	☐	☐	☐
63. How often have you been bullied by other pupils this term?	☐	☐	☐	☐	☐
64. How often have you seen other pupils bullied this term?	☐	☐	☐	☐	☐

please ✓ one box on each row

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

For questions 68 to 72 choose the answer nearest to what YOU think:

68. Do your parents/carers come to school?

please ✓ all that apply

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

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

please ✓ all that apply

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

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

please ✓ one box

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

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

please ✓ one box

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

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

please ✓ one box

- ☐ too strict
- ☐ just about right
- ☐ not strict enough

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

Thank you for answering these questions.

London Challenge
Year 10 Pupil Survey

Summer 2005

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.

Full Name

please ✓ as appropriate

Gender: **male** ☐ **female** ☐

Date of birth

☐☐ ☐☐ ☐☐

d d m m y y

please ✓ one box on each row

	True	False
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. At home there are books (dictionaries, reference books, etc.) for me to read or look things up in	☐	☐
12. At home I have somewhere quiet to do my homework	☐	☐
13. 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
14. Do your travel arrangements allow you time to take part in after-school activities?	☐	☐
15. Of the schools that you could have gone to, is this the nearest one to your home?	☐	☐
16. Would you prefer to have gone to a different school?	☐	☐
17. Have you attended another secondary school before coming to this one?	☐	☐
18. Is there a good range of courses to choose from when you have finished your GCSEs (at school or college)?	☐	☐
19. Do you want to go on to college or university?	☐	☐

please ✓ one box on each row

	strongly agree 1	agree 2	not sure 3	disagree 4	totally disagree 5
20. This school is a good school	☐	☐	☐	☐	☐
21. When I use a computer in lessons, I learn more easily	☐	☐	☐	☐	☐
22. Most of the time I do not want to go to school	☐	☐	☐	☐	☐
23. Most of the teachers here are respected by the pupils	☐	☐	☐	☐	☐
24. School work here is dull and boring	☐	☐	☐	☐	☐
25. There are lots of activities (sport, drama, etc.) to take part in at lunchtime or after school	☐	☐	☐	☐	☐
26. I learn more easily when the teacher uses an interactive whiteboard	☐	☐	☐	☐	☐
27. Most teachers here treat the pupils with respect	☐	☐	☐	☐	☐
28. This school is giving me a good education	☐	☐	☐	☐	☐
29. School rules are fair and reasonable	☐	☐	☐	☐	☐
30. Most teachers are good at keeping control in the classroom	☐	☐	☐	☐	☐
31. 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
32. Having a mentor (an adult who comes into school to discuss your progress with you)	☐	☐	☐	☐	☐
33. Having a good range of subject options to choose from	☐	☐	☐	☐	☐
34. Being able to do work-related courses	☐	☐	☐	☐	☐
35. Having the opportunity to do work experience	☐	☐	☐	☐	☐
36. Having good careers guidance	☐	☐	☐	☐	☐
37. Having a teacher who helps you to set targets (for your individual learning plan)	☐	☐	☐	☐	☐

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. Being rewarded for good work or behaviour	☐	☐	☐	☐	☐
39. Being able to give your views about the school (e.g. through a School Council)	☐	☐	☐	☐	☐
40. Learning about other cultures	☐	☐	☐	☐	☐
41. Having lots of opportunities to do sport and PE	☐	☐	☐	☐	☐
42. Going on cultural visits (e.g. to theatres and art galleries)	☐	☐	☐	☐	☐
43. Attending after-school clubs	☐	☐	☐	☐	☐

please ✓ one box

	much better 1	2	about the 3	not as 4	much 5
44. 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
45. How often do the teachers praise you when you have tried hard?	☐	☐	☐	☐	☐
46. How often do other pupils make fun of people who work hard?	☐	☐	☐	☐	☐
47. How often do you behave badly at school?	☐	☐	☐	☐	☐
48. How often do you feel you can go to a teacher with a problem?	☐	☐	☐	☐	☐
49. 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
50. Do you think that bullying is a **particular** problem at your school?	☐	☐	☐	☐	☐
51. Do you think that the teachers deal effectively with bullying?	☐	☐	☐	☐	☐
52. Do you think that racism is a **particular** problem at your school?	☐	☐	☐	☐	☐

please ✓ one box on each row

	often	sometimes	rarely	never
53. How often do you have a teaching assistant (other adult) helping the teacher in lessons?	☐	☐	☐	☐
54. This term, how often have you missed school without permission from school?	☐	☐	☐	☐
55. How often do your parents/carers ask about what you are learning at school?	☐	☐	☐	☐
56. How often have you had a substitute teacher (someone who is not your normal teacher) to teach lessons this year?	☐	☐	☐	☐
57. How often do you do joint work (activities, lessons, projects) with pupils from other schools?	☐	☐	☐	☐
58. 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
59. How often do you use computers in your lessons to help you with your work?	☐	☐	☐	☐	☐
60. How often do you have books and resources (worksheets, notes, etc.) to take home to help you do your homework?	☐	☐	☐	☐	☐
61. 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
62. How often do pupils at your school try to disrupt lessons?	☐	☐	☐	☐	☐
63. How often have you been bullied by other pupils this term?	☐	☐	☐	☐	☐
64. How often have you seen other pupils bullied this term?	☐	☐	☐	☐	☐

please ✓ one box on each row

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

For questions 68 to 72 choose the answer nearest to what YOU think:

68. Do your parents/carers come to school?

please ✓ all that apply

- ☐ 1 for parents' evenings
- ☐ 2 to help out in the classroom
- ☐ 3 for social events
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69. How do you usually get to and from school?

please ✓ all that apply

- ☐ on foot
- ☐ on a bicycle
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- ☐ by car

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

please ✓ one box

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

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

please ✓ one box

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

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

please ✓ one box

- ☐ too strict
- ☐ just about right
- ☐ not strict enough

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

Thank you for answering these questions.

London Challenge Teacher Survey

Summer 2005

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 have any queries about the survey please 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.

Personal details

please ✓ one box

Gender: male ☐ female ☐

please ✓ one box

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

please ✓ one box

Ethnicity:

Bangladeshi	☐ 1
Black African	☐ 2
Black	☐ 3
Caribbean	☐ 4
Black Other	☐ 5
Chinese	☐ 6
Indian	☐ 7
Pakistani	☐ 8
White British	☐ 9
White Other	☐ 10
White & Black	☐ 11
Caribbean	☐ 12
White & Black African	☐ 13
White & Asian	☐ 14
Other	☐ 15

please ✓ one box

Do you work at this school: full-time? ☐ part-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
got slightly worse	☐ 4
got 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
got slightly worse	☐ 4
got very much worse	☐ 5
don't know	☐ 6

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

The school

please ✓ one box on each row

	strongly agree 1	agree 2	not sure 3	disagree 4	totally disagree 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 1	agree 2	not sure 3	disagree 4	totally disagree 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 opportunites to meet my professional development needs					

Support and Leadership

please ✓ one box on each row

	strongly agree 1	agree 2	not sure 3	disagree 4	totally disagree 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 1	agree 2	not sure 3	disagree 4	totally disagree 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 ☐ 1
- of reasonably high quality ☐ 2
- not of very high quality ☐ 3
- of poor quality ☐ 4

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? — please ✓ one box

- 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 1	agree 2	not sure 3	disagree 4	totally disagree 5
49. Working in a new or refurbished school	☐	☐	☐	☐	☐
50. Having access to up-to-date ICT, including Interactive Whiteboards	☐	☐	☐	☐	☐
51. Having recognition that teaching in London requires and develops unique skills	☐	☐	☐	☐	☐

please ✓ one box on each row

	strongly agree 1	agree 2	not sure 3	disagree 4	totally disagree 5
52. Professional recognition of relevant London experience through Chartered London Teacher status	☐	☐	☐	☐	☐
53. Having access to high quality professional development and support from subject specialists	☐	☐	☐	☐	☐
54. Having support with the cost of buying a home in London (Key Worker Housing)	☐	☐	☐	☐	☐
55. 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 1	agree 2	not sure 3	disagree 4	totally disagree 5
56. Adequate ICT provision	☐	☐	☐	☐	☐
57. Teaching support staff (e.g. Learning Mentors, Personal Tutors)	☐	☐	☐	☐	☐
58. Refurbished and well-resourced schools (books, facilities, equipment)	☐	☐	☐	☐	☐
59. Extra-curricular learning opportunities	☐	☐	☐	☐	☐
60. Effective behaviour improvement and reward systems	☐	☐	☐	☐	☐
61. Relevant work experience for pupils through good partnerships with the business community	☐	☐	☐	☐	☐
62. 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 1	quite important 2	no opinion 3	not very important 4	not important at all 5
63. Parental involvement in the child's education (encouragement with work done in the home, etc.)	☐	☐	☐	☐	☐
64. Parental involvement with the school (e.g. Governor, Teaching Assistant)	☐	☐	☐	☐	☐
65. 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
66. More support for pupils in transition between primary and secondary school	☐	☐	☐	☐	☐
67. Timetables which reduce the number of new teachers pupils meet in secondary schools	☐	☐	☐	☐	☐
68. Buildings which create more welcoming primary-style environments for the youngest children	☐	☐	☐	☐	☐
69. 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
70. Work-related learning	☐	☐	☐	☐	☐
71. Vocational curriculum	☐	☐	☐	☐	☐
72. Individual careers guidance	☐	☐	☐	☐	☐
73. Having a Learning Mentor	☐	☐	☐	☐	☐

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

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

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

London Challenge
Year 7 Pupil Survey

Summer 2005

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.

Full Name

please ✓ as appropriate

Gender: **male** ☐ **female** ☐

Date of birth

☐☐☐☐☐☐

d d m m y y

please ✓ one box on each row

	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	☐	☐

please ✓ one box on each row

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

please ✓ one box on each row

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

please ✓ one box

	often	some-times	rarely	never
8. 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
9. How many of your teachers do you think are good teachers?	☐	☐	☐	☐	☐

10. 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

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

Thank you for answering these questions.

London Challenge
Year 10 Pupil Survey

Summer 2005

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

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Thank you for your help.

Full Name

please ✓ as appropriate

Gender: **male** ☐ **female** ☐

Date of birth

☐☐☐☐☐☐

d d m m y y

please ✓ one box on each row

	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	☐	☐

please ✓ one box on each row

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

please ✓ one box on each row

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

please ✓ one box

	often	some-times	rarely	never
8. 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
9. How many of your teachers do you think are good teachers?	☐	☐	☐	☐	☐

10. 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

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

Thank you for answering these questions.

London Challenge Teacher Survey

Summer 2005

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 have any queries about the survey please 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.

Personal details

please ✓ one box

Gender: male ☐ female ☐

please ✓ one box

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

please ✓ one box

Ethnicity:

- Bangladeshi ☐ 1
- Black African ☐ 2
- Black ☐ 3
- Caribbean ☐ 4
- Black Other ☐ 5
- Chinese ☐ 6
- Indian ☐ 7
- Pakistani ☐ 8
- White British ☐ 9
- White Other ☐ 10
- White & Black ☐ 11
- Caribbean ☐ 12
- White & Black African ☐ 13
- White & Asian ☐ 14
- Other ☐ 15

please ✓ one box

Do you work at this school: full-time? ☐ part-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
got slightly worse	☐ 4
got 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 1	agree 2	not sure 3	disagree 4	totally disagree 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 1	agree 2	not sure 3	disagree 4	totally disagree 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 1	agree 2	not sure 3	disagree 4	totally disagree 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?

Thank you for completing the questionnaire.

Appendix C Year 7 pupil data

		London %	Metropolitan %
Gender	Boys	46.1	47.7
	Girls	53.9	52.3
N		21,830	6,731

		London %	Metropolitan %
Language	English	65.9	79.4
	Other than English	26.6	14.3
	Unknown	7.5	6.3
N		21,830	6,731

		London %	Metropolitan %
Eligible for Free School Meals	Not Eligible	76.2	79.2
	Eligible	23.8	20.8
N		21,830	6,731

		London %	Metropolitan %
Special Educational Needs	None	75.5	78.2
	School action/plus	15.5	14.8
	Statement	1.8	1.8
	Unknown	7.2	5.2
N		21,830	6,731

		London %	Metropolitan %
Ethnicity	White British	43.2	72.8
	Any Other White Background	6.7	0.9
	Indian	7.1	4.2
	Pakistani	4.0	9.2
	Bangladeshi	3.4	1.6
	Any Other Asian Background	2.8	1.1
	Caribbean	5.9	2.1
	African	9.1	1.2
	Any Other Black Background	1.3	0.5
	Chinese	0.8	0.6
	Any Mixed Background	6.7	3.5
	Any Other Ethnic Group	4.5	0.9
	Refused	1.1	0.5
	Information Not Obtained	3.3	0.9
N		21,830	6,731

		Frequency	Percent
Location	Comparison	7,102	9.1
	Greater London	23,514	30.3
	Inner London	4,745	6.1
	Outer London	18,769	24.2
	Key Boroughs	1,847	2.4
	Non-key Boroughs	21,667	27.9
	Total	30,616	100.0

Responses to key questions

		Comparison %	Greater London %	Key Boroughs %	Non-key Boroughs %
I am usually happy at school	True	86	86	82	86
	False	13	13	17	13
	No Response	1	1	1	1
My parents/carers help and advise me with my school work	True	89	89	89	89
	False	10	11	10	11
	No Response	1	1	1	1
We have opportunities outside of lesson time to do extra learning activities or study	True	80	69	67	70
	False	18	29	30	29
	No Response	2	2	3	2
Most things I work on in school are really interesting	True	54	52	54	52
	False	44	47	44	47
	No Response	2	2	2	2
N		7,102	23,514	1,847	21,667

A series of single response items. Due to rounding, percentages may not sum to 100.

		Comparison %	Greater London %	Key Boroughs %	Non-key Boroughs %
Good school	Strongly agree	22	24	15	25
	Agree	50	47	44	47
	Not sure	20	20	27	19
	Disagree	4	5	7	5
	Totally disagree	3	4	5	3
	No Response	1	1	1	1
N		7,102	23,514	1,847	21,667

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

		Comparison %	Greater London %	Key Boroughs %	Non-key Boroughs %
How often do you behave badly at school	Always	1	2	3	2
	Often	7	7	6	7
	Sometimes	27	26	30	26
	Rarely	40	38	36	39
	Never	24	23	23	24
	No Response	0	3	3	3
How often are other pupils so noisy in lessons that you find it difficult to work	Always	16	18	21	18
	Often	29	28	29	28
	Sometimes	34	30	31	30
	Rarely	14	15	12	16
	Never	4	6	5	6
	No Response	2	2	3	2
N		7,102	23,514	1,847	21,667

A series of single response items. Due to rounding, percentages may not sum to 100.

		Comparison %	Greater London %	Key Boroughs %	Non-key Boroughs %
This term, how often have you missed school without permission from school	Often	2	3	2	3
	Sometimes	9	10	13	10
	Rarely	19	20	22	20
	Never	69	63	59	64
	No Response	1	3	4	3
N		7,102	23,514	1,847	21,667

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

		Comparison %	Greater London %	Key Boroughs %	Non-key Boroughs %
How many of your teachers do you think are good teachers	All	9	11	10	11
	Most	43	43	37	43
	Some	26	26	28	26
	Few	18	14	17	13
	None	2	2	2	2
	No Response	0	5	5	4
N		7,102	23,514	1,847	21,667

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

		Comparison %	Greater London %	Key Boroughs %	Non-key Boroughs %
On average, how long does it take you to get to school each morning	Less than 15 mins	47	41	40	41
	15 to 30 mins	38	36	37	36
	31 to 45 mins	10	10	11	10
	46 mins to an hour	3	4	4	4
	More than an hour	1	1	1	1
	No Response	1	7	8	7
N		7,102	23,514	1,847	21,667

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

Responses to questions in London survey only

		Greater London %	Key Boroughs %	Non-key Boroughs %
I often take part in school activities at lunchtime or after school	True	51	45	51
	False	48	53	48
	No Response	1	2	1
Most of my teachers set homework regularly	True	87	83	87
	False	12	15	12
	No Response	1	2	1
At home I have access to a computer	True	84	76	85
	False	14	22	14
	No Response	1	2	1
I intend to stay n in full-time education after 16	True	82	84	82
	False	15	12	15
	No Response	3	4	3
Even when I am at school I sometimes deliberately miss lessons	True	7	8	7
	False	92	90	92
	No Response	1	2	1
At home I have access to the Internet	True	78	67	79
	False	21	31	20
	No Response	1	2	1
At home there are books for me to read or look things up in	True	90	89	90
	False	10	10	9
	No Response	1	1	1
At home I have somewhere quiet to do my homework	True	85	83	85
	False	15	15	14
	No Response	1	2	1
Teachers discuss progress my progress with me	True	62	61	62
	False	36	35	36
	No Response	2	3	2
N		23,514	1,847	21,667

A series of single response items. Due to rounding, percentages may not sum to 100.

		Greater London %	Key Boroughs %	Non-key Boroughs %
Do your travel arrangements allow you to take part in after-school activities	Yes	68	62	68
	No	30	35	30
	No Response	2	3	2
Is this the nearest school to home	Yes	48	49	48
	No	50	49	50
	No Response	1	2	1
Would you prefer to go to a different school	Yes	24	35	23
	No	73	61	74
	No Response	3	5	3
Did you have an organised visit before you joined the school	Yes	83	79	84
	No	15	19	15
	No Response	2	3	2
Have you found it easy to make new friends	Yes	90	88	90
	No	9	10	9
	No Response	1	2	1
Do you feel safe travelling to and from school	Yes	84	80	84
	No	14	17	13
	No Response	2	3	2
N		23,514	1,847	21,667

A series of single response items. Due to rounding, percentages may not sum to 100.

		Greater London %	Key Boroughs %	Non-key Boroughs %
When I use a computer in lessons, I learn more easily	Strongly agree	31	32	31
	Agree	34	34	34
	Not sure	23	20	23
	Disagree	8	8	8
	Totally disagree	3	4	2
	No Response	1	2	1
I do not want to go school	Strongly agree	14	15	14
	Agree	19	19	19
	Not sure	22	22	22
	Disagree	27	27	27
	Totally disagree	16	16	16
	No Response	1	2	1
Most teachers are respected by pupils	Strongly agree	10	10	10
	Agree	31	23	32
	Not sure	33	34	33
	Disagree	16	20	16
	Totally disagree	8	11	7
	No Response	1	2	1

		Greater London %	Key Boroughs %	Non-key Boroughs %
School work here is boring	Strongly agree	13	12	13
	Agree	17	18	17
	Not sure	30	28	30
	Disagree	29	28	29
	Totally disagree	10	11	10
	No Response	1	2	1
There are lots of activities lunchtime	Strongly agree	50	42	51
	Agree	32	35	32
	Not sure	9	13	9
	Disagree	4	5	4
	Totally disagree	2	4	2
	No Response	1	2	1
I learn more easily when the teachers uses an interactive whiteboard	Strongly agree	29	27	29
	Agree	32	32	32
	Not sure	26	26	26
	Disagree	9	10	9
	Totally disagree	3	3	3
	No Response	1	2	1
Most teachers treat the pupils with respect	Strongly agree	21	18	22
	Agree	38	35	39
	Not sure	22	23	21
	Disagree	11	13	11
	Totally disagree	7	9	6
	No Response	1	2	1
This school is giving me a good education	Strongly agree	36	28	37
	Agree	44	46	44
	Not sure	14	19	14
	Disagree	3	4	3
	Totally disagree	2	3	2
	No Response	1	1	1
School rules are fair	Strongly agree	22	21	22
	Agree	39	36	39
	Not sure	22	23	22
	Disagree	11	12	11
	Totally disagree	5	6	5
	No Response	2	2	2
Most teachers are good at keeping control in the classroom	Strongly agree	12	11	12
	Agree	35	30	36
	Not sure	27	28	27
	Disagree	17	20	17
	Totally disagree	7	9	7
	No Response	2	2	2
Most teachers are strict about pupils missing school	Strongly agree	34	31	35
	Agree	31	31	31
	Not sure	24	25	24
	Disagree	7	7	6
	Totally disagree	3	4	3
	No Response	2	2	2

		Greater London %	Key Boroughs %	Non-key Boroughs %
I am happier than at primary school	Strongly agree	19	16	19
	Agree	17	15	17
	Not sure	25	22	26
	Disagree	18	19	18
	Totally disagree	20	27	19
	No Response	1	2	1
I like having different teachers for different subjects	Strongly agree	37	37	37
	Agree	40	37	40
	Not sure	13	14	13
	Disagree	5	5	5
	Totally disagree	3	5	3
	No Response	2	2	2
It would be good to stay in the same room for lessons	Strongly agree	15	15	14
	Agree	16	15	16
	Not sure	20	19	20
	Disagree	24	22	25
	Totally disagree	24	26	23
	No Response	2	2	2
The work is harder than it was in primary school	Strongly agree	37	33	37
	Agree	38	36	38
	Not sure	14	15	14
	Disagree	6	8	6
	Totally disagree	4	5	4
	No Response	2	2	1
I think I am getting on well at this school	Strongly agree	37	32	37
	Agree	43	43	43
	Not sure	14	16	13
	Disagree	3	4	3
	Totally disagree	2	4	2
	No Response	1	1	1
N		23,514	1,847	21,667

A series of single response items Due to rounding, percentages may not sum to 100.

		Greater London %	Key Boroughs %	Non-key Boroughs %
Important: attending a school close home	Very important	24	26	23
	Quite important	39	35	39
	No opinion	17	16	17
	Not very important	15	15	15
	Not important at all	5	5	5
	No Response	2	2	2
Important: being rewarded for good work	Very important	54	56	54
	Quite important	34	31	34
	No opinion	7	8	7
	Not very important	3	3	3
	Not important at all	1	1	1
	No Response	2	2	2
Important: being able to give your views	Very important	45	46	45
	Quite important	32	30	32
	No opinion	16	16	16
	Not very important	4	4	4
	Not important at all	2	2	2
	No Response	2	2	2
Important: Learning about other cultures	Very important	37	42	37
	Quite important	37	35	37
	No opinion	15	14	15
	Not very important	6	5	6
	Not important at all	3	2	3
	No Response	2	2	2
Important: having lots of opportunities to do sport	Very important	58	54	58
	Quite important	28	28	28
	No opinion	8	9	8
	Not very important	3	5	3
	Not important at all	1	2	1
	No Response	2	2	2
Important: going on cultural visits	Very important	42	44	42
	Quite important	35	34	35
	No opinion	14	12	14
	Not very important	6	6	6
	Not important at all	2	2	2
	No Response	2	2	2
Important: attending after-school clubs	Very important	16	15	16
	Quite important	31	29	32
	No opinion	26	25	26
	Not very important	18	20	18
	Not important at all	7	9	7
	No Response	2	2	2
N		23,514	1,847	21,667

A series of single response items. Due to rounding, percentages may not sum to 100.

		Greater London %	Key Boroughs %	Non-key Boroughs %
Do you feel that your school is better or worse than most schools	Much better	26	18	27
	Better	34	28	34
	About the same	24	30	24
	Not as good	10	15	9
	Much worse	4	6	4
	No Response	2	3	2
N		23,514	1,847	21,667

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

		Greater London %	Key Boroughs %	Non-key Boroughs %
Often: Teachers praise you when you have tried hard	Always	9	8	9
	Often	31	26	31
	Sometimes	36	39	36
	Rarely	18	19	17
	Never	4	6	4
	No Response	2	2	2
Often: Pupils make fun of people who work hard	Always	17	14	17
	Often	26	22	26
	Sometimes	27	28	26
	Rarely	20	23	19
	Never	8	11	8
	No Response	2	3	2
Often: Go to a teacher with a problem	Always	13	13	13
	Often	16	15	16
	Sometimes	27	27	27
	Rarely	22	22	22
	Never	20	21	19
	No Response	3	3	3
N		23,514	1,847	21,667

A series of single response items. Due to rounding, percentages may not sum to 100.

		Greater London %	Key Boroughs %	Non-key Boroughs %
Bullying is a particular problem at your school	Strongly agree	18	22	18
	Agree	21	24	21
	Not sure	32	30	33
	Disagree	18	15	19
	Totally disagree	8	6	8
	No Response	3	3	3
Teachers deal effectively with bullying	Strongly agree	20	17	20
	Agree	27	23	27
	Not sure	29	29	29
	Disagree	14	16	14
	Totally disagree	8	10	8
	No Response	3	3	3
Racism particular problem at your school	Strongly agree	11	14	11
	Agree	13	15	13
	Not sure	31	33	31
	Disagree	21	19	22
	Totally disagree	20	17	20
	No Response	3	4	3
N		23,514	1,847	21,667

A series of single response items. Due to rounding, percentages may not sum to 100.

		Greater London %	Key Boroughs %	Non-key Boroughs %
Often: Teaching assistant helping the teacher in lessons	Often	22	23	22
	Sometimes	37	35	37
	Rarely	27	27	27
	Never	11	11	11
	No Response	3	3	3
Often: Parents ask about school	Often	51	54	51
	Sometimes	31	29	31
	Rarely	11	10	11
	Never	4	4	4
	No Response	3	4	3
Often: Substitute teacher	Often	29	25	29
	Sometimes	48	48	48
	Rarely	18	20	18
	Never	2	3	2
	No Response	4	4	3
Often: Joint work with pupils from other schools	Often	8	8	8
	Sometimes	23	21	23
	Rarely	25	24	25
	Never	41	42	41
	No Response	4	5	4
Often: Travel problems cause you to be late for school	Often	9	12	9
	Sometimes	21	24	21
	Rarely	28	23	28
	Never	38	37	38
	No Response	3	4	3
N		23,514	1,847	21,667

A series of single response items. Due to rounding, percentages may not sum to 100.

		Greater London %	Key Boroughs %	Non-key Boroughs %
Often: use computers in lessons	Every lesson	1	2	1
	Most lessons	9	8	9
	Sometimes	54	50	54
	Hardly ever	29	29	29
	Never	3	7	3
	No Response	3	5	3
Often: have books to take home	Every lesson	9	9	9
	Most lessons	37	35	37
	Sometimes	34	36	34
	Hardly ever	13	11	13
	Never	5	5	5
	No Response	4	5	4
Often: teachers explain clearly what you are supposed to learn in the lesson	Every lesson	23	24	23
	Most lessons	42	38	42
	Sometimes	24	25	24
	Hardly ever	6	7	6
	Never	2	2	1
	No Response	4	5	4
N		23,514	1,847	21,667

A series of single response items. Due to rounding, percentages may not sum to 100.

		Greater London %	Key Boroughs %	Non-key Boroughs %
Often: Pupils disrupt lessons	Every day	29	30	29
	Every week	18	17	18
	Sometimes	36	39	36
	Hardly ever	10	7	10
	Never	2	2	2
	No Response	4	5	4
Often: You have been bullied	Every day	3	2	3
	Every week	4	4	4
	Sometimes	16	18	16
	Hardly ever	20	19	20
	Never	52	52	52
	No Response	4	5	4
Often: Seen other pupils bullied	Every day	8	8	8
	Every week	11	12	10
	Sometimes	32	35	32
	Hardly ever	26	24	26
	Never	20	17	20
	No Response	4	5	4
N		23,514	1,847	21,667

A series of single response items. Due to rounding, percentages may not sum to 100.

		Greater London %	Key Boroughs %	Non-key Boroughs %
How many teachers have you got on well with this year	All	14	13	14
	Most	46	42	46
	Some	21	22	21
	Few	13	16	13
	None	2	2	2
	No Response	4	5	4
How many teachers are good at dealing with bad behaviour	All	10	9	10
	Most	35	28	35
	Some	29	31	29
	Few	18	22	18
	None	3	5	3
	No Response	5	5	5
N		23,514	1,847	21,667

A series of single response items. Due to rounding, percentages may not sum to 100.

		Greater London %	Key Boroughs %	Non-key Boroughs %
Do your parents/carers come to school	For parents' evening	90	89	91
	To help out in the classroom	2	2	2
	For social events	28	23	28
	Because you are having problems in school	28	28	28
	Because you have been in trouble at school	21	24	21
	No Response	5	6	5
N		23,514	1,847	21,667

More than one answer could be given so percentages do not sum to 100.

		Greater London %	Key Boroughs %	Non-key Boroughs %
How do you usually get to and from school	Foot	50	49	50
	Bicycle	4	2	4
	Public transport	45	52	45
	Car	35	23	37
	No Response	5	5	4
N		23,514	1,847	21,667

More than one answer could be given so percentages do not sum to 100.

		Greater London %	Key Boroughs %	Non-key Boroughs %
Describe your abilities as a student	Very good	29	31	29
	Quite good	43	39	43
	Average	20	20	20
	Below average	2	1	2
	Poor	1	1	1
	No Response	6	7	6
N		23,514	1,847	21,667

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

		Greater London %	Key Boroughs %	Non-key Boroughs %
With most teachers the discipline here is:	Too strict	24	24	24
	About right	63	60	63
	Not strict enough	7	9	7
	No Response	6	7	6
N		23,514	1,847	21,667

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

Appendix D Year 10 pupil data

		London %	Metropolitan %
Gender	Boys	47.3	47.8
	Girls	52.7	52.2
N		19,631	6,082

		London %	Metropolitan %
Language	English	60.1	76.2
	Other than English	29.2	14.5
	Unknown	10.7	9.3
N		19,631	6,082

		London %	Metropolitan %
Eligible for Free School Meals	Not Eligible	79.0	82.5
	Eligible	21.0	17.5
N		19,631	6,082

		London %	Metropolitan %
Special Educational Needs	None	74.7	80.5
	School action/plus	12.9	9.8
	Statement	1.8	1.6
	Unknown	10.7	8.0
N		19,631	6,082

		London %	Metropolitan %
Ethnicity	White British	44.5	74.0
	Any Other White Background	6.4	1.4
	Indian	9.7	4.9
	Pakistani	4.0	7.7
	Bangladeshi	3.5	1.4
	Any Other Asian Background	2.8	1.0
	Caribbean	6.0	1.8
	African	8.0	0.9
	Any Other Black Background	1.8	0.6
	Chinese	1.1	0.4
	Any Mixed Background	5.2	3.2
	Any Other Ethnic Group	4.3	1.1
	Refused	1.1	0.9
	Information Not Obtained	1.7	0.8
N		19,631	6,082

		Frequency	Percent
Location	Comparison	6,609	9.1
	Greater London	21,975	30.3
	Inner London	4,279	5.9
	Outer London	17,696	24.4
	Key Boroughs	1,469	2.0
	Non-key Boroughs	20,506	28.3
	Total	28,584	100.0

Responses to key questions

		Comparison %	Greater London %	Key Boroughs %	Non-key Boroughs %
I am usually happy at school	True	81	80	76	81
	False	18	18	22	18
	No Response	1	1	2	1
Parents help and advise me with my school work	True	79	79	78	79
	False	20	20	21	20
	No Response	1	1	1	1
We have opportunities outside of lesson time to do extra learning activities or study	True	81	73	70	73
	False	18	26	28	26
	No Response	1	2	2	2
Most things I work on in school are interesting	True	36	35	37	35
	False	62	63	61	63
	No Response	2	2	1	2
N		6,609	21,975	1,469	20,506

A series of single response items. Due to rounding, percentages may not sum to 100.

		Comparison %	Greater London %	Key Boroughs %	Non-key Boroughs %
This is a good school	Strongly agree	10	12	9	13
	Agree	53	52	53	52
	Not sure	23	21	21	21
	Disagree	9	9	10	9
	Totally disagree	5	5	6	5
	No Response	1	1	1	1
N		6,609	21,975	1,469	20,506

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

		Comparison %	Greater London %	Key Boroughs %	Non-key Boroughs %
Often: you behave badly at school	Always	2	2	2	2
	Often	5	7	7	7
	Sometimes	27	28	27	28
	Rarely	43	40	39	40
	Never	22	20	21	20
	No Response	1	2	3	2
Often: other pupils so noisy in lessons that you find it difficult to work	Always	11	13	14	13
	Often	30	29	30	29
	Sometimes	37	35	33	35
	Rarely	17	16	16	16
	Never	4	4	4	4
	No Response	1	2	3	2
N		6,609	21,975	1,469	20,506

A series of single response items. Due to rounding, percentages may not sum to 100.

		Comparison %	Greater London %	Key Boroughs %	Non-key Boroughs %
Often: missed school without permission	Often	3	4	4	4
	Sometimes	11	13	15	13
	Rarely	23	25	27	25
	Never	62	56	49	56
	No Response	1	3	4	2
N		6,609	21,975	1,469	20,506

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

		Comparison %	Greater London %	Key Boroughs %	Non-key Boroughs %
How many of your teachers do you think are good teachers	All	3	5	7	5
	Most	38	40	37	40
	Some	34	32	30	32
	Few	22	18	19	18
	None	2	2	2	2
	No Response	1	3	6	3
N		6,609	21,975	1,469	20,506

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

		Comparison %	Greater London %	Key Boroughs %	Non-key Boroughs %
How long does it take you to get to school each morning	Less than 15 mins	39	32	28	33
	15 to 30 mins	43	37	39	37
	31 to 45 mins	12	14	15	14
	46 mins to an hour	4	7	7	7
	More than an hour	2	3	3	3
	100 No Response	1	6	8	6
N		6,609	21,975	1,469	20,506

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

Responses to questions in London survey only

		Greater London %	Key Boroughs %	Non-key Boroughs %
I often take part in school activities	True	34	31	34
	False	65	67	64
	No Response	1	1	1
Most of my teachers set homework regularly	True	80	73	80
	False	19	26	19
	No Response	1	1	1
At home I have access to a computer	True	90	82	90
	False	9	17	9
	No Response	1	2	1
I intend to stay on in education after 16	True	83	86	83
	False	15	12	15
	No Response	2	2	2
Even when I am at school I sometimes deliberately miss lessons	True	13	18	13
	False	85	80	86
	No Response	1	2	1
At home I have access to the Internet	True	82	69	83
	False	17	30	16
	No Response	1	1	1
At home there are books for me to read or look things up in	True	87	86	87
	False	13	13	13
	No Response	1	1	1
At home I have somewhere quiet to do homework	True	82	80	82
	False	17	19	17
	No Response	1	1	1
Teachers discuss progress with me	True	58	58	58
	False	40	40	40
	No Response	2	2	2
N		21,975	1,469	20,506

A series of single response items. Due to rounding, percentages may not sum to 100.

		Greater London %	Key Boroughs %	Non-key Boroughs %
Do your travel arrangements allow you to take part in after-school activities	Yes	70	65	70
	No	28	33	28
	No Response	2	2	2
Is this the nearest school to home	Yes	45	44	45
	No	54	54	54
	No Response	1	1	1
Would you prefer to go to a different school	Yes	29	37	28
	No	68	60	69
	No Response	3	3	3
Have you attended another secondary school before this one	Yes	13	15	13
	No	86	84	86
	No Response	1	2	1
Are there a good range of courses to chose from when finished GCSEs	Yes	82	81	82
	No	14	14	14
	No Response	4	5	4
Do you want to go to university	Yes	92	94	92
	No	6	5	7
	No Response	2	2	2
N		21,975	1,469	20,506

A series of single response items. Due to rounding, percentages may not sum to 100.

		Greater London %	Key Boroughs %	Non-key Boroughs %
When I use a computer in lessons I learn more easily	Strongly agree	19	20	19
	Agree	37	35	37
	Not sure	26	26	26
	Disagree	13	15	13
	Totally disagree	3	4	3
	No Response	2	2	2
I do not want to go school	Strongly agree	13	13	13
	Agree	22	23	22
	Not sure	20	18	20
	Disagree	33	32	33
	Totally disagree	11	11	11
	No Response	1	1	1

		Greater London %	Key Boroughs %	Non-key Boroughs %
Teachers are respected by pupils	Strongly agree	4	3	4
	Agree	28	21	28
	Not sure	32	33	32
	Disagree	25	29	25
	Totally disagree	10	12	10
	No Response	1	1	1
School work is boring	Strongly agree	12	12	12
	Agree	26	26	26
	Not sure	30	31	30
	Disagree	27	26	27
	Totally disagree	4	4	4
	No Response	1	1	1
There are lots of activities to take part in at lunchtime	Strongly agree	23	17	23
	Agree	43	37	43
	Not sure	18	22	17
	Disagree	11	15	11
	Totally disagree	5	8	4
	No Response	1	1	1
I learn more easily when the teachers uses an interactive whiteboard	Strongly agree	15	13	15
	Agree	35	36	35
	Not sure	32	30	32
	Disagree	14	15	14
	Totally disagree	4	3	4
	No Response	1	1	1
Teachers treat the pupils with respect	Strongly agree	10	8	10
	Agree	38	35	39
	Not sure	23	25	23
	Disagree	18	20	18
	Totally disagree	9	11	9
	No Response	1	2	1
This school is giving me a good education	Strongly agree	18	14	18
	Agree	54	54	54
	Not sure	19	20	19
	Disagree	6	7	6
	Totally disagree	2	3	2
	No Response	1	1	1
School rules are fair	Strongly agree	9	9	9
	Agree	39	38	39
	Not sure	24	23	24
	Disagree	18	19	18
	Totally disagree	8	9	8
	No Response	2	2	2

		Greater London %	Key Boroughs %	Non-key Boroughs %
Teachers are good at keeping control in class	Strongly agree	4	5	4
	Agree	33	32	34
	Not sure	27	27	27
	Disagree	25	26	25
	Totally disagree	9	9	9
	No Response	2	2	2
Teachers strict about pupils missing school	Strongly agree	22	20	22
	Agree	38	34	38
	Not sure	25	25	25
	Disagree	10	13	10
	Totally disagree	4	5	3
	No Response	1	2	1
Important: Mentor	Very important	17	20	16
	Quite important	34	32	34
	No opinion	27	24	27
	Not very important	14	13	14
	Not important at all	7	8	7
	No Response	2	2	2
Important: Range of subject options	Very important	64	65	64
	Quite important	29	27	29
	No opinion	4	5	4
	Not very important	1	1	1
	Not important at all	0	0	0
	No Response	1	2	1
Important: Work-related courses	Very important	39	44	38
	Quite important	43	40	44
	No opinion	14	13	14
	Not very important	2	1	2
	Not important at all	1	0	1
	No Response	2	2	2
Important: Work experience	Very important	64	66	63
	Quite important	27	25	27
	No opinion	5	4	5
	Not very important	2	2	2
	Not important at all	1	1	1
	No Response	2	2	2
Important: Careers guidance	Very important	54	59	54
	Quite important	33	28	33
	No opinion	9	8	9
	Not very important	2	1	2
	Not important at all	1	1	1
	No Response	2	2	2
N		21,975	1,469	20,506

A series of single response items. Due to rounding, percentages may not sum to 100.

		Greater London %	Key Boroughs %	Non-key Boroughs %
Important: Teacher set targets	Very important	33	37	33
	Quite important	40	38	40
	No opinion	16	15	16
	Not very important	7	6	7
	Not important at all	2	2	3
	No Response	2	2	2
Important: Being rewarded for good work	Very important	44	47	44
	Quite important	38	36	38
	No opinion	10	8	10
	Not very important	5	5	5
	Not important at all	2	2	2
	No Response	1	1	1
Important: Giving your views	Very important	39	41	39
	Quite important	35	34	36
	No opinion	16	15	16
	Not very important	5	5	5
	Not important at all	2	1	2
	No Response	2	2	2
Important: Learning about other cultures	Very important	26	30	26
	Quite important	37	39	37
	No opinion	20	18	20
	Not very important	10	8	10
	Not important at all	5	3	6
	No Response	2	2	2
Important: Opportunities to do sport	Very important	37	29	37
	Quite important	35	35	35
	No opinion	14	16	14
	Not very important	8	12	8
	Not important at all	4	6	4
	No Response	2	2	2
Important: opportunities to go on cultural visits	Very important	30	33	30
	Quite important	37	36	37
	No opinion	18	16	18
	Not very important	9	9	9
	Not important at all	4	4	4
	No Response	2	2	2
Important: Attending after-school clubs	Very important	9	10	9
	Quite important	28	27	28
	No opinion	31	31	32
	Not very important	21	21	21
	Not important at all	9	9	9
	No Response	2	2	2
N		21,975	1,469	20,506

A series of single response items.
Due to rounding, percentages may not sum to 100.

		Greater London %	Key Boroughs %	Non-key Boroughs %
Do you feel that your school is better or worse than most schools	Much better	15	10	15
	Better	40	41	40
	About the same	26	27	26
	Not as good	12	14	12
	Much worse	4	5	4
	No Response	2	3	2
N		21,975	1,469	20,506

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

		Greater London %	Key Boroughs %	Non-key Boroughs %
Often: Teachers praise you when you have tried hard	Always	5	5	4
	Often	21	20	21
	Sometimes	40	41	40
	Rarely	25	24	25
	Never	7	7	7
	No Response	2	3	2
Often: Pupils make fun of people who work hard	Always	12	10	12
	Often	23	20	23
	Sometimes	32	29	32
	Rarely	25	29	25
	Never	7	10	7
	No Response	2	3	2
Often: Feel you can go to a teacher with a problem	Always	6	6	6
	Often	13	10	13
	Sometimes	26	26	26
	Rarely	27	26	28
	Never	25	29	25
	No Response	2	3	2
N		21,975	1,469	20,506

A series of single response items. Due to rounding, percentages may not sum to 100.

		Greater London %	Key Boroughs %	Non-key Boroughs %
Bullying is a particular problem at your schools	Strongly agree	12	13	12
	Agree	20	19	20
	Not sure	33	32	33
	Disagree	26	25	26
	Totally disagree	7	8	7
	No Response	2	3	2
Teachers deal effectively with bullying	Strongly agree	7	7	7
	Agree	22	19	22
	Not sure	35	38	35
	Disagree	21	19	21
	Totally disagree	12	14	12
	No Response	2	3	2
Racism is a particular problem at your school	Strongly agree	8	10	8
	Agree	12	14	12
	Not sure	28	27	28
	Disagree	29	26	29
	Totally disagree	21	20	21
	No Response	2	3	2
N		21,975	1,469	20,506

A series of single response items. Due to rounding, percentages may not sum to 100.

		Greater London %	Key Boroughs %	Non-key Boroughs %
Often: Teaching assistant	Often	8	6	8
	Sometimes	34	33	34
	Rarely	37	38	37
	Never	19	20	18
	No Response	2	3	2
Often: Parents ask about school	Often	37	36	37
	Sometimes	37	36	37
	Rarely	17	16	17
	Never	7	8	7
	No Response	3	4	3
Often: Substitute teacher	Often	28	20	28
	Sometimes	47	47	47
	Rarely	20	25	20
	Never	2	3	2
	No Response	3	5	3
Often: Joint work with pupils from other schools	Often	5	4	5
	Sometimes	19	17	19
	Rarely	24	26	24
	Never	50	48	50
	No Response	3	4	3
Often: Travel problems cause you to be late for school	Often	13	16	13
	Sometimes	25	28	24
	Rarely	27	25	27
	Never	32	27	32
	No Response	3	4	3
N		21,975	1,469	20,506

A series of single response items. Due to rounding, percentages may not sum to 100.

		Greater London %	Key Boroughs %	Non-key Boroughs %
Often: Use computers in lessons	Every lesson	2	3	2
	Most lessons	16	18	16
	Sometimes	55	51	56
	Hardly ever	22	21	22
	Never	2	3	2
	No Response	3	4	3
Often: Have Books to take home	Every lesson	8	8	8
	Most lessons	39	34	39
	Sometimes	36	36	35
	Hardly ever	12	13	12
	Never	3	4	3
	No Response	3	5	3
Often: Teachers explain clearly what you are supposed to learn in the lesson	Every lesson	12	14	12
	Most lessons	42	39	42
	Sometimes	32	30	32
	Hardly ever	9	9	9
	Never	2	2	2
	No Response	3	5	3
N		21,975	1,469	20,506

A series of single response items. Due to rounding, percentages may not sum to 100.

		Greater London %	Key Boroughs %	Non-key Boroughs %
Often: Pupils disrupt lessons	Every day	30	30	30
	Every week	21	21	21
	Sometimes	37	37	37
	Hardly ever	7	6	8
	Never	1	1	1
	No Response	3	5	3
Often: You have been bullied	Every day	2	2	2
	Every week	3	2	3
	Sometimes	11	10	11
	Hardly ever	18	17	18
	Never	63	63	63
	No Response	3	5	3
Often: Seen other pupils bullied	Every day	8	7	8
	Every week	10	9	10
	Sometimes	30	28	30
	Hardly ever	29	29	29
	Never	20	23	20
	No Response	3	5	3
N		21,975	1,469	20,506

A series of single response items. Due to rounding, percentages may not sum to 100.

		Greater London %	Key Boroughs %	Non-key Boroughs %
How many teachers have you got on well with	All	10	11	10
	Most	44	40	44
	Some	24	23	24
	Few	17	18	17
	None	2	3	2
	No Response	3	6	3
How many teachers are good at bad dealing with behaviour	All	3	4	3
	Most	27	25	28
	Some	37	35	37
	Few	25	24	25
	None	4	5	4
	No Response	4	6	4
N		21,975	1,469	20,506

A series of single response items. Due to rounding, percentages may not sum to 100.

		Greater London %	Key Boroughs %	Non-key Boroughs %
Do your parents/carers come to school	Parents' evening	89	87	90
	Help classroom	2	2	2
	Social events	15	10	15
	Problems in school	23	21	23
	Trouble at school	22	23	22
	No Response	6	8	5
N		21,975	1,469	20,506

More than one answer could be given so percentages do not sum to 100.

		Greater London %	Key Boroughs %	Non-key Boroughs %
How do you usually get to and from school	Foot	52	46	52
	Bicycle	5	5	5
	Public transport	48	55	48
	Car	28	16	29
	No Response	3	6	3
N		21,975	1,469	20,506

More than one answer could be given so percentages do not sum to 100.

		Greater London %	Key Boroughs %	Non-key Boroughs %
Describe your abilities as a student	Very good	27	28	26
	Quite good	44	41	44
	Average	22	21	22
	Below average	2	2	2
	Poor	1	1	1
	No Response	5	7	5
N		21,975	1,469	20,506

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

		Greater London %	Key Boroughs %	Non-key Boroughs %
With most teachers the discipline here is	Too strict	20	17	21
	About right	60	59	60
	Not strict enough	15	17	15
	No Response	5	8	5
N		21,975	1,469	20,506

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

Appendix E Teacher data

Gender		Greater London		Comparison	
		Frequency	Percent	Frequency	Percent
	Male	1,600	34.8	915	38.3
	Female	2,839	61.8	1,441	60.4
	Total	4,439	96.6	2,356	98.7
Missing	System	158	3.4	31	1.3
Total		4,597	100	2,387	100

Age		Greater London		Comparison	
		Frequency	Percent	Frequency	Percent
	Below 30	1,051	22.9	477	20.0
	30-39	1,369	29.8	621	26.0
	40-49	969	21.1	572	24.0
	Over 50	1,058	23.0	701	29.4
	Total	4,447	96.7	2,371	99.3
Missing	System	150	3.3	16	0.7
Total		4,597	100	2,387	100

Ethnicity		Greater London		Comparison	
		Frequency	Percent	Frequency	Percent
	Bangladeshi	32	0.7	7	0.3
	Black African	124	2.7	5	0.2
	Black Caribbean	26	0.6	5	0.2
	Black Other	74	1.6	15	0.6
	Chinese	17	0.4	4	0.2
	Indian	15	0.3	2	0.1
	Pakistani	159	3.5	44	1.8
	White British	48	1.0	17	0.7
	White Other	2,992	65.1	2,131	89.3
	White & Black Caribbean	636	13.8	89	3.7
	White & Black African	18	0.4	4	0.2
	White & Asian	22	0.5	3	0.1
	Other	17	0.4	2	0.1
	Total	40	0.9	14	0.6
Missing	System	181	3.9	23	1.0
Total		4,401	95.7	2,365	99.1
		196	4.3	22	0.9
		4,597	100	2,387	100

Work		Greater London		Comparison	
		Frequency	Percent	Frequency	Percent
	Full-time	4,000	87.0	2,214	92.8
	Part-time	425	9.2	159	6.7
	Total	4,425	96.3	2,373	99.4
Missing	System	172	3.7	14	0.6
Total		4,597	100	2,387	100

Professional role		Greater London		Comparison	
		Frequency	Percent	Frequency	Percent
	Supply	49	1.1	27	1.1
	Class or subject	1,430	31.1	752	31.5
	Class teacher responsibilities	885	19.3	509	21.3
	Cross responsibilities without class	107	2.3	35	1.5
	Head of department	1,433	31.2	760	31.8
	Advanced skills	56	1.2	32	1.3
	Assistant head	246	5.4	150	6.3
	Deputy head	146	3.2	65	2.7
	Head teacher	57	1.2	33	1.4
	Total	4,409	95.9	2,363	99.0
Missing	System	188	4.1	24	1.0
Total		4,597	100	2,387	100

Professional role in relation to part-time or full-time

		Full-time	Part-time	Total
Supply	Frequency	49	26	75
	% within this role	65.3	34.7	100
Class or subject	Frequency	1845	319	2164
	% within this role	85.3	14.7	100
Class teacher responsibilities	Frequency	1274	106	1380
	% within this role	92.3	7.7	100
Cross responsibilities without class	Frequency	105	33	138
	% within this role	76.1	23.9	100
Head of department	Frequency	2089	77	2166
	% within this role	96.4	3.6	100
Advanced skills	Frequency	80	8	88
	% within this role	90.9	9.1	100
Assistant head	Frequency	384	7	391
	% within this role	98.2	1.8	100
Deputy head	Frequency	204	1	205
	% within this role	99.5	0.5	100
Head teacher	Frequency	90	0	90
	% within this role	100.0	0.0	100
Total	Frequency	6120	577	6697
	% within this role	91.4	8.6	100

Location

	Frequency	Percent
Comparison	2,387	14.8
Greater London	4,597	28.4
Inner London	1,036	6.4
Outer London	3,556	22.0
Key Boroughs	368	2.3
Non-key Boroughs	4,224	26.1
Total	16,168	100

		Comparison %	Greater London %	Key Boroughs %	Non-key Boroughs %
Feelings about working at the school	Enjoy majority	43	40	39	40
	Mostly enjoy	43	46	42	46
	Often do not enjoy	10	9	13	9
	Rarely enjoy	1	1	2	1
	Like to leave	3	3	5	3
	No Response	0	1	0	1
N		2,387	4,597	368	4,224

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

		Comparison %	Greater London %	Key Boroughs %	Non-key Boroughs %
Quality: Your school	Much improved	12	11	13	10
	Slightly improved	35	35	30	35
	The same	27	31	29	31
	Slightly worse	17	15	18	15
	Much worse	5	4	5	4
	Don't know	3	4	4	4
	No Response	1	1	1	1
N		2,387	4,597	368	4,224

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

		Comparison %	Greater London %	Key Boroughs %	Non-key Boroughs %
Staff deal effectively with bullying	Strongly agree	18	10	7	11
	Agree	55	54	49	55
	Not sure	18	22	25	22
	Disagree	9	11	15	11
	Totally disagree	1	1	2	1
	No Response	0	0	1	0
N		2,387	4,597	368	4,224

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

		Comparison %	Greater London %	Key Boroughs %	Non-key Boroughs %
There is high staff morale	Strongly agree	10	8	10	8
	Agree	40	39	35	39
	Not sure	21	21	19	21
	Disagree	23	26	29	26
	Totally disagree	5	6	8	6
	No Response	1	0	0	0
N		2,387	4,597	368	4,224

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

		Comparison %	Greater London %	Key Boroughs %	Non-key Boroughs %
Management provides leadership	Strongly agree	13	14	9	14
	Agree	42	41	39	41
	Not sure	18	16	18	16
	Disagree	19	22	25	22
	Totally disagree	7	6	9	6
	No Response	1	1	1	1
Management deals with unauthorised absence	Strongly agree	16	11	6	11
	Agree	43	39	30	40
	Not sure	25	28	29	28
	Disagree	14	17	25	16
	Totally disagree	2	4	9	4
	No Response	0	1	1	1
N		2,387	4,597	368	4,224

A series of single response items. Due to rounding, percentages may not sum to 100.

		Comparison %	Greater London %	Key Boroughs %	Non-key Boroughs %
Lessons are motivating	Strongly agree	9	11	8	11
	Agree	65	59	62	59
	Not sure	20	22	22	22
	Disagree	5	7	7	7
	Totally disagree	0	0		0
	No Response	0	0	1	0
N		2,387	4,597	368	4,224

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

		Comparison %	Greater London %	Key Boroughs %	Non-key Boroughs %
Behaviour of pupils	Always well behaved	3	3		3
	Generally well behaved	69	63	53	64
	Sometimes well behaved	24	27	38	27
	Rarely well behaved	3	6	9	6
	Never well behaved	0	0	0	0
	No Response	1	0	1	0
N		2,387	4,597	368	4,224

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

		Comparison %	Greater London %	Key Boroughs %	Non-key Boroughs %
Recommend school	Yes	84	76	74	77
	No	15	22	26	21
	No Response	2	2	1	2
N		2,387	4,597	368	4,224

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

		Greater London %	Key Boroughs %	Non-key Boroughs %
Quality: London	Much improved	2	4	2
	Slightly improved	18	21	18
	The same	24	26	24
	Slightly worse	14	12	14
	Much worse	3	4	3
	Don't know	37	32	37
	No Response	1	1	1
N		4,597	368	4,224

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

		Greater London %	Key Boroughs %	Non-key Boroughs %
Well resourced	Strongly agree	19	20	18
	Agree	50	49	50
	Not sure	6	4	6
	Disagree	22	22	22
	Totally disagree	3	4	3
	No Response	1	0	1
Good reputation	Strongly agree	27	14	29
	Agree	36	45	35
	Not sure	17	17	17
	Disagree	16	19	16
	Totally disagree	3	4	3
	No Response	0	1	0
Bullying	Strongly agree	2	4	2
	Agree	17	25	16
	Not sure	18	23	18
	Disagree	55	46	56
	Totally disagree	7	3	8
	No Response	0	0	0
Chance to achieve	Strongly agree	30	30	29
	Agree	57	52	57
	Not sure	6	8	6
	Disagree	6	7	6
	Totally disagree	1	2	1
	No Response	0	1	0
Working to improve	Strongly agree	34	38	34
	Agree	52	46	52
	Not sure	9	10	8
	Disagree	5	5	4
	Totally disagree	1	1	1
	No Response	0	0	0
Involving parents/ children's education	Strongly agree	24	22	24
	Agree	55	56	54
	Not sure	14	15	14
	Disagree	6	6	6
	Totally disagree	1	1	1
	No Response	0	0	0
N		4,597	368	4,224

A series of single response items. Due to rounding, percentages may not sum to 100.

		Greater London %	Key Boroughs %	Non-key Boroughs %
Distinct mission	Strongly agree	20	14	21
	Agree	48	50	48
	Not sure	17	16	17
	Disagree	12	17	12
	Totally disagree	2	2	2
	No Response	1	1	1
Working collaboratively other schools	Strongly agree	14	10	15
	Agree	44	45	44
	Not sure	26	26	26
	Disagree	14	16	13
	Totally disagree	2	2	2
	No Response	1	2	1
Opportunities professional development	Strongly agree	16	10	16
	Agree	45	49	45
	Not sure	14	15	14
	Disagree	19	20	19
	Totally disagree	5	5	5
	No Response	1	1	1
N		4,597	368	4,224

A series of single response items. Due to rounding, percentages may not sum to 100.

		Greater London %	Key Boroughs %	Non-key Boroughs %
Difficult pupil supported	Strongly agree	17	10	17
	Agree	44	43	44
	Not sure	13	13	13
	Disagree	20	24	20
	Totally disagree	5	8	5
	No Response	1	1	1
Communication effective	Strongly agree	6	5	7
	Agree	36	34	36
	Not sure	18	18	18
	Disagree	31	33	31
	Totally disagree	8	10	7
	No Response	0	0	0
Management good relationships staff	Strongly agree	12	8	12
	Agree	46	44	46
	Not sure	18	19	18
	Disagree	18	20	18
	Totally disagree	5	8	5
	No Response	1	1	1
I set objectives my work	Strongly agree	16	12	17
	Agree	53	45	54
	Not sure	11	15	11
	Disagree	15	22	14
	Totally disagree	4	6	4
	No Response	1	1	1
N		4,597	368	4,224

A series of single response items. Due to rounding, percentages may not sum to 100.

		Greater London %	Key Boroughs %	Non-key Boroughs %
Pupils praised work	Strongly agree	23	18	23
	Agree	69	73	68
	Not sure	6	6	6
	Disagree	2	2	2
	Totally disagree	0		0
	No Response	0	1	0
Control pupils good	Strongly agree	10	3	11
	Agree	51	50	52
	Not sure	19	21	19
	Disagree	16	23	16
	Totally disagree	3	3	3
	No Response	1	1	1
Teachers high expectations	Strongly agree	17	12	17
	Agree	52	54	52
	Not sure	18	18	17
	Disagree	12	14	11
	Totally disagree	1	1	1
	No Response	1	2	1
Teaching informed research	Strongly agree	10	7	11
	Agree	48	55	47
	Not sure	28	24	28
	Disagree	12	12	12
	Totally disagree	1	1	1
	No Response	0	1	0
Styles matched needs pupils	Strongly agree	6	3	6
	Agree	46	46	46
	Not sure	31	32	31
	Disagree	16	17	16
	Totally disagree	1	1	1
	No Response	1	1	1
Work collaboratively colleagues	Strongly agree	11	9	11
	Agree	55	60	54
	Not sure	18	15	18
	Disagree	14	14	14
	Totally disagree	2	2	2
	No Response	0	1	0
N		4,597	368	4,224

A series of single response items. Due to rounding, percentages may not sum to 100.

		Greater London %	Key Boroughs %	Non-key Boroughs %
Important: Encouragement staff	Very important	54	61	54
	Quite important	37	30	38
	No opinion	5	5	4
	Not very important	3	3	3
	Not important at all	0	0	0
	No Response	1	1	1
Important: Non-contact time	Very important	48	46	48
	Quite important	38	39	38
	No opinion	8	7	8
	Not very important	5	7	5
	Not important at all	0	1	0
	No response	1	1	1
Important: Time for consolidation	Very important	49	45	49
	Quite important	35	34	35
	No opinion	10	12	10
	Not very important	5	6	4
	Not important at all	0	1	0
	No response	1	3	1
Important: Form filling	Very important	57	48	58
	Quite important	29	32	29
	No opinion	8	9	8
	Not very important	5	8	5
	Not important at all	0	1	0
	No response	1	2	1
Important: Professional development	Very important	57	60	57
	Quite important	36	33	36
	No opinion	4	4	4
	Not very important	2	1	2
	Not important at all	0		0
	No response	1	2	1
Teams raise standards	Very important	62	68	62
	Quite important	31	27	32
	No opinion	4	4	4
	Not very important	2	1	2
	Not important at all	0		0
	No response	1	1	1
More teaching assistants	Very important	25	33	25
	Quite important	39	41	39
	No opinion	19	14	20
	Not very important	13	8	13
	Not important at all	2	2	2
	No response	1	2	1
Smaller classes	Very important	59	62	59
	Quite important	30	28	30
	No opinion	6	5	6
	Not very important	4	3	4
	Not important at all	0		0
	No response	1	2	1

		Greater London %	Key Boroughs %	Non-key Boroughs %
More support staff	Very important	40	45	40
	Quite important	43	40	43
	No opinion	11	11	11
	Not very important	5	3	5
	Not important at all	0	0	0
	No response	1	1	1
Access to ICT	Very important	46	49	46
	Quite important	38	34	39
	No opinion	9	9	9
	Not very important	5	6	5
	Not important at all	1	1	1
	No response	1	1	1
N		4,597	368	4,224

A series of single response items. Due to rounding, percentages may not sum to 100.

		Greater London %	Key Boroughs %	Non-key Boroughs %
Professional development	Very high	14	11	14
	Reasonably high	59	62	59
	Not high	21	20	21
	poor	5	6	5
	No Response	1	1	0
N		4,597	368	4,224

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

		Greater London %	Key Boroughs %	Non-key Boroughs %
Industry	Always motivated	2		2
	Generally motivated	50	45	51
	Sometimes motivated	38	44	38
	Rarely motivated	8	10	8
	Never motivated	0		0
	No Response	0	1	0
N		4,597	368	4,224

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

		Greater London %	Key Boroughs %	Non-key Boroughs %
Live	Same Borough	34	34	34
	Different Borough	51	58	50
	No	14	7	15
	No Response	0	0	0
N		4,597	368	4,224

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

		Greater London %	Key Boroughs %	Non-key Boroughs %
Like to live in London	Yes	15	26	15
	No	83	70	83
	No Response	2	4	2
N		662	27	633

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

		Greater London %	Key Boroughs %	Non-key Boroughs %
How long to travel to school	Less than 15	23	25	23
	15 to 30	39	38	39
	31 to 45	21	18	21
	46 to hour	11	11	11
	More than hour	5	7	5
	No Response	1	1	0
N		4,597	368	4,224

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

		Greater London %	Key Boroughs %	Non-key Boroughs %
Specialist Schools valuable	Yes	55	54	55
	No	43	42	43
	No Response	3	4	3
Training Schools valuable	Yes	67	68	67
	No	26	26	26
	No Response	6	6	6
Advise friends send children	Yes	62	55	63
	No	35	43	34
	No Response	2	2	3
Recommend London	Yes	60	69	59
	No	37	30	37
	No Response	3	1	3
N		4,597	368	4,224

A series of single response items. Due to rounding, percentages may not sum to 100.

		Greater London %	Key Boroughs %	Non-key Boroughs %
Agree: New refurbished	Strongly agree	31	33	31
	Agree	45	45	45
	Not sure	13	10	13
	Disagree	9	8	9
	Totally disagree	1	2	1
	No Response	1	1	1
Agree: Up-to-date ICT	Strongly agree	41	48	40
	Agree	43	39	44
	Not sure	9	8	9
	Disagree	5	4	6
	Totally disagree	1	1	1
	No Response	0	1	0
Agree: London unique skills	Strongly agree	47	59	46
	Agree	37	31	37
	Not sure	10	6	10
	Disagree	5	3	5
	Totally disagree	1	0	1
	No Response	1	1	0
N		4,597	368	4,224

A series of single response items. Due to rounding, percentages may not sum to 100.

		Greater London %	Key Boroughs %	Non-key Boroughs %
Agree: Recognition London experience	Strongly agree	20	25	20
	Agree	31	34	31
	Not sure	34	28	34
	Disagree	10	8	10
	Totally disagree	4	4	4
	No Response	1	1	1
Agree: Support from subject specialists	Strongly agree	40	45	40
	Agree	49	48	49
	Not sure	8	5	8
	Disagree	2	1	2
	Totally disagree	1	0	1
	No Response	1	1	1
Agree: Key Worker Housing	Strongly agree	63	67	62
	Agree	27	26	28
	Not sure	7	5	7
	Disagree	2	1	2
	Totally disagree	1	1	1
	No Response	1	1	1
Agree: Specialist/Training status	Strongly agree	18	16	18
	Agree	28	24	28
	Not sure	31	36	31
	Disagree	17	18	17
	Totally disagree	5	4	5
	No Response	1	1	1
N		4,597	368	4,224

A series of single response items. Due to rounding, percentages may not sum to 100.

		Greater London %	Key Boroughs %	Non-key Boroughs %
Agree: ICT provision	Strongly agree	41	45	41
	Agree	49	47	49
	Not sure	5	6	5
	Disagree	3	2	3
	Totally disagree	1	0	1
	No Response	1	1	1
Agree: Support staff	Strongly agree	38	43	37
	Agree	46	46	46
	Not sure	10	5	11
	Disagree	4	5	4
	Totally disagree	1	1	1
	No Response	1	1	1
Agree: Refurbished well-resourced	Strongly agree	57	59	57
	Agree	39	38	40
	Not sure	2	2	2
	Disagree	0	0	0
	Totally disagree	0	0	0
	No Response	1	1	1
Agree: Extra-curricular opportunities	Strongly agree	41	41	41
	Agree	48	50	48
	Not sure	8	6	9
	Disagree	2	1	2
	Totally disagree	0	0	0
	No Response	1	1	1
Agree: Behaviour reward systems	Strongly agree	75	80	75
	Agree	23	19	23
	Not sure	1	0	1
	Disagree	0	0	0
	No Response	1	1	1
Agree: Work experience pupils	Strongly agree	35	37	35
	Agree	47	47	47
	Not sure	13	11	13
	Disagree	4	4	4
	Totally disagree	1	0	1
	No Response	1	1	1
Agree: Matching teaching styles	Strongly agree	51	52	51
	Agree	39	36	39
	Not sure	7	10	7
	Disagree	2	1	2
	Totally disagree	0	1	0
	No Response	1	1	1
N		4,597	368	4,224

A series of single response items. Due to rounding, percentages may not sum to 100.

		Greater London %	Key Boroughs %	Non-key Boroughs %
Important: Parental involvement education	Very important	84	85	84
	Quite important	14	13	14
	No opinion	1	1	1
	Not very important	0	0	0
	No Response	1	1	1
Important: Parental involvement school	Very important	43	45	43
	Quite important	41	37	41
	No opinion	10	11	10
	Not very important	5	7	5
	Not important at all	1		1
	No Response	1	1	1
Important: Extending the school	Very important	28	36	27
	Quite important	34	33	34
	No opinion	22	17	22
	Not very important	12	10	12
	Not important at all	4	3	4
	No Response	1	1	1
N		4,597	368	4,224

A series of single response items. Due to rounding, percentages may not sum to 100.

		Greater London %	Key Boroughs %	Non-key Boroughs %
Important Yr 7: Support transition	Very important	39	45	39
	Quite important	46	43	46
	No opinion	9	8	9
	Not very important	5	3	5
	Not important at all	1		1
	No Response	1	1	1
Important Yr 7: Reduce number teachers	Very important	19	25	19
	Quite important	29	30	29
	No opinion	22	19	22
	Not very important	24	21	25
	Not important at all	4	2	4
	No Response	1	2	1
Important Yr 7: Buildings primary-style	Very important	20	23	20
	Quite important	32	32	33
	No opinion	20	19	20
	Not very important	22	22	22
	Not important at all	4	3	4
	No Response	1	1	1
Important Yr 7: Pupils one base	Very important	11	15	11
	Quite important	17	23	17
	No opinion	18	17	18
	Not very important	37	32	38
	Not important at all	15	11	16
	No Response	1	2	1
N		4,597	368	4,224

A series of single response items. Due to rounding, percentages may not sum to 100.

		Greater London %	Key Boroughs %	Non-key Boroughs %
Important Yr 10: Work-related learning	Very important	43	49	42
	Quite important	44	40	44
	No opinion	7	5	7
	Not very important	5	5	5
	Not important at all	1	0	1
	No Response	1	1	1
Important Yr 10: Vocational curriculum	Very important	43	49	42
	Quite important	43	42	43
	No opinion	8	5	8
	Not very important	4	3	4
	Not important at all	1	0	1
	No Response	1	1	1
Important Yr 10: Careers guidance	Very important	53	58	53
	Quite important	38	35	39
	No opinion	6	5	6
	Not very important	2	1	2
	Not important at all	0		0
	No Response	1	1	1
Important Yr 10: Learning Mentor	Very important	32	36	31
	Quite important	45	43	45
	No opinion	15	13	15
	Not very important	6	6	6
	Not important at all	1	1	1
	No Response	1	1	1
N		4,597	368	4,224

A series of single response items. Due to rounding, percentages may not sum to 100.

Appendix F Factor analysis of teacher and pupil attitudes – technical appendix

Exploratory factor analyses were carried out 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.

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,**
- **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=0.85, 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=0.76, 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=0.77, Year 10 Reliability=0.79.

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=0.82.

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=0.63.

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=0.84.

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=0.75.

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=0.84.

Appendix G Multilevel modelling of factor analysis of the attitudes and experiences of pupils and teachers in London – technical appendix

Factor analysis used questionnaires from Year 7 pupils, Year 10 pupils and teachers to develop quantitative measures of the attitudes and experiences of pupils and teachers in London. This work led to the development of the following factors;

Pupil questionnaire

- The quality of pupils' relationship with their teacher.
- The extent to which pupils had witnessed and experienced poor behaviour and bullying.
- The extent to which pupils liked their school.

Teacher questionnaire

- 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.

Multilevel modelling

The factor scores relating to each of these 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.

Pupil results

Variation within schools and LAs

In technical language, the multilevel model results comprise the random variances at each level at each stage of model fitting, plus the coefficients of the background variables in the 'full model'. From estimated standard errors we may deduce whether or not variances or coefficients are statistically significant at the five per cent level, as well as 95 per cent confidence intervals for each parameter.

Random variances at each level give an estimate of the importance of the school and LA where pupils attend in determining their attitudes towards school.

Table 1: Percentage of variance in factor scores attributed to pupils, schools and LAs

Percentage of variance at each level	Factor					
	Relationship with teachers %		Bad pupil behaviour/ bullying %		Pleased with school %	
	Year 7	Year 10	Year 7	Year 10	Year 7	Year 10
Before taking account background characteristics						
LA	1.4	0.9	1.1	0.0	2.0	1.0
School	8.2	6.8	15.1	11.8	10.7	9.9
Pupil	90.4	92.3	83.9	88.2	87.3	89.1
Remaining variance after taking account background characteristics						
LA	0.8	0.1	0.1	0.0	0.5	0.1
School	6.0	5.6	4.8	5.5	4.6	4.9
Pupil	93.2	94.3	95.2	94.5	94.9	95.0

For most outcomes roughly ten per cent of the variation in pupil factor scores is seen in the differences between different schools. The exceptions to this are pupils' experiences of bad behaviour in Year 7, and relationships with teachers in Year 10. It is clear that there is comparatively far more variation between schools in levels of bad behaviour experienced by Year 7s and far less variation between schools in the degree to which Year 10 pupils have good relationships with teachers. In all cases the amount of variation between different LAs is small relative to the differences between pupils within a school.

The lower section of the table investigates the amount of variation at each level once we have controlled for background characteristics such as gender, prior attainment and school size. It estimates how much variation we would see between schools if these characteristics were the same across London. For all factors we see roughly five per cent of the variation in attitudes can be attributed to the school they attend and roughly 95 per cent of variation being contained in the differences between pupils within the same schools. Virtually none of this unexplained variation is seen in differences between LAs.

Pupil Level Variables

The relationship between each of the three factors and pupil level characteristics for Year 7 and Year 10 is described in the tables below.

Table 2: Relationships between factor scores and pupil characteristics measured on the NPD

Pupil level variables (NPD)	Relationship with teachers		Bad pupil behaviour/bullying		Pleased with school	
	Year 7	Year 10	Year 7	Year 10	Year 7	Year 10
Intercept	4.19	3.54	5.55	5.00	4.72	4.53
Key Stage 2/3 Average Level	-0.20	-0.03	-0.24	-0.13		0.14
Missing Key Stage 2/3 Information	0.44	0.48	0.22	0.24	0.27	0.30
Female	-0.08	-0.07		0.11	0.19	0.05
Eligible for Free School Meals					-0.09	
SEN - School action/plus	0.07		0.08	0.09	-0.10	-0.08
SEN – Statemented	0.31	0.44	0.21	0.42		0.27
Joined school after Year 7	NA	0.28	NA	0.15	NA	0.26
English as an additional language	0.13	0.19	0.11	0.16	0.08	0.20
Ethnicity - White non-UK			0.22			
Ethnicity - Asian/British Asian (Indian)			0.20	0.10	0.10	0.12
Ethnicity - Asian/British Asian (Pakistani)			0.24			0.21
Ethnicity - Asian/British Asian (Bangladeshi)	-0.18					
Ethnicity - Asian/British Asian (Other)		0.14	0.38	0.28	0.14	0.23
Ethnicity - Black/Black British (Caribbean)	-0.50	-0.35	-0.11	-0.29	-0.29	-0.09
Ethnicity - Black/Black British (African)	-0.43			-0.12	-0.14	0.20
Ethnicity - Black/Black British (Other)	-0.47	-0.32		-0.19	-0.20	
Ethnicity – Chinese			0.29	0.53		
Ethnicity - Any Mixed Background	-0.28	-0.16			-0.13	-0.11
Ethnicity - Any Other non-UK Ethnic Group	-0.12		0.16	0.15		
Ethnicity – Refused		-0.22				

Table 3: Relationships between factor scores and pupil characteristics measured on the questionnaire

Pupil level variables (Questionnaire)	Relationship with teachers		Bad pupil behaviour/bullying		Pleased with school	
	Year 7	Year 10	Year 7	Year 10	Year 7	Year 10
Most teachers set regular homework	0.59	0.69	-0.26	-0.23	0.41	0.53
Pupil has access to computer at home	0.14		-0.13		0.16	0.14
Pupil has access to internet at home	-0.07			-0.07		
Pupil has books at home to read or looks things up in	0.57	0.51			0.62	0.53
Pupil has somewhere quiet to work at home	0.74	0.59	-0.35	-0.35	0.74	0.53
Pupil's parents attend parents' evenings	0.22	0.25	-0.09	-0.17	0.34	0.49
Pupil's parents help out in classroom	0.21	0.32	0.21	0.36		
Pupil's parents attend school social events	0.34	0.45	-0.09		0.33	0.51
Pupil's parents come to school because they are having problems	0.08	0.11	0.56	0.48		
Pupil's parents come to school because you have been in trouble at school	-0.47	-0.51	-0.07	-0.10	-0.61	-0.78
Pupil gets to school on foot	-0.09		0.06		-0.06	
Pupil gets to school on bicycle				0.14		-0.16
Pupil gets to school on public transport	-0.06				-0.09	
Pupil gets to school by car		0.05				
Distance to school - 15 to 30 minutes	-0.11	-0.09				-0.08
Distance to school - 31 to 45 minutes	-0.23	-0.13	0.08		-0.13	-0.15
Distance to school – more than 45 minutes	-0.32	-0.23	0.20	0.15	-0.31	-0.27

School Level Variables

The relationship between each of the three factors and school level characteristics for Year 7 and Year 10 is described in the tables below.

Table 4: Relationships between factor scores and school level variables

School level variables	Relationship with teachers		Bad pupil behaviour/bullying		Pleased with school	
	Year 7	Year 10	Year 7	Year 10	Year 7	Year 10
Inner London School			-0.20	-0.22		
Active specialist school during 2004/2005				0.16	0.16	
Arts Specialist School						-0.20
Maths and Computing Specialist School		0.33	-0.56	-0.45		
Selective school	0.40		-0.71		0.51	
Boys' school			0.31	0.30		
Girls' School			-0.51	-0.45		
Faith school			-0.19			
Number of pupils in years 7 to 11 (effect per 100 pupils)	-0.04		0.04		-0.03	
% entitled to FSM (effect equivalent to 10% change)		0.04	0.17	0.10	-0.10	-0.06
% of pupils with special needs with statements (effect equivalent to 10% change)				0.07		
% EAL pupils (effect equivalent to 10% change)			-0.01	-0.01		
Pupil:Teacher ratio	-0.04	-0.04	0.04	0.05	-0.05	-0.08

Census Variables

Very few of the census variables used in modelling yielded significant relationships. The few significant coefficients that were found are displayed in the table below.

Table 5: Relationships between factor scores and information from 2001 census

Census variables	Relationship with teachers		Bad pupil behaviour/bullying		Pleased with school	
	Year 7	Year 10	Year 7	Year 10	Year 7	Year 10
% of people aged 16-74 with qualifications level 4 or 5 in OA (effect equivalent to 10% change)					0.04	
% of people aged 16-74 in routine occupations in OA (effect equivalent to 10% change)	0.05				0.05	
% of people in OA with not good health (effect equivalent to 10% change)		-0.10				
% of households in OA not deprived in any dimension (effect equivalent to 10% change)		-0.03				

OA – Output area

Teacher results

Variation within schools and LAs

Random variances at each level give an estimate of the importance of the school and LA where teachers work in determining their attitudes towards school.

Table 6: Percentage of variance in factor scores attributed to teachers, schools and LAs

Percentage of variance at each level	Factor					
	Good school for teachers %	**Non-curricular support %**	**Time and workforce remodelling %**	**Behaviour of pupils %**	**Improving transition %**	**Good classroom practice %**
Before taking account background characteristics						
LA		1.5		2.7	2.0	0.7
School	26.0	6.1	2.6	49.2	7.3	22.8
Teacher	74.0	92.4	97.4	48.2	90.8	76.5
Remaining variance after taking account background characteristics						
LA					0.3	
School	23.0	2.7	2.3	22.5	3.5	14.4
Teacher	77.0	97.3	97.7	77.5	96.2	85.6

Teacher Level Variables

Table 7: Relationships between factor scores and pupil characteristics measured on the NPD

Variable	Good school for teachers	Non-curricular support	Time and workforce remodelling	Behaviour of pupils	Improving transition	Good classroom practice
Constant term	6.02	7.99	8.22	4.66	5.64	6.56
Key Borough						
Inner London						
Female		0.41	0.27		0.15	
Missing gender	0.25					
Below 30			-0.35	-0.17	-0.31	
30-39	-0.10			-0.09		
40-49		-0.12				
over 50		-0.24				
Bangladeshi		0.38	0.56			
Black African	0.59	0.46	-0.33	0.47		0.50
Black Caribbean	0.28	0.28				
Black other					1.34	
Chinese						
Indian		0.31	0.22			
Pakistani						
White British						
Indian			0.13	-0.12		
Mixed ethnicity						
Missing ethnicity					0.35	
Part time		-0.15	-0.16		0.25	-0.16
Supply teacher	0.57		-0.49			0.51
Class teacher with responsibilities						
Cross school responsibilities no teaching role	0.33	0.42	-0.46		0.58	
Head of department	0.23		0.19	0.17		
Advanced skills teacher	0.47	-0.30				
Assistant head	1.48		-0.31	0.81	0.35	0.30
Deputy head	1.81	0.23	-0.64	1.17	0.51	0.47
Head teacher	2.07	0.36	-1.14	1.41		0.65
London teacher						
London borough	-0.20			-0.10	0.16	-0.10
London non-borough	-0.15					
Short distance to work						

School Level Variables

Table 8: Relationships between factor scores and school level variables

Variable	Good school for teachers	Non-curricular support	Time and workforce remodelling	Behaviour of pupils	Improving transition	Good classroom practice
Girls school				0.34		
Boys school						
GCSE lowest quintile				-1.06	0.64	-0.60
GCSE 2nd lowest quintile				-0.59	0.44	-0.43
GCSE 2nd highest quintile	0.88	-0.24		0.85		0.52
GCSE highest quintile	0.78	-0.23		1.08		0.51
Active specialist school during 2004/2005		-0.11		0.10		0.28
Technology Specialist School						
Arts Specialist School						-0.37
Science Specialist School						
Sports Specialist School						
Language Specialist School						
Maths and Computing Specialist School				0.56		
Business and Enterprise Specialist School					0.59	
Other Specialist School				0.70		
Secondary modern school						
Comprehensive to 16 school						
Selective school		-0.36				
Faith school						
Number of pupils in years 7 to 11 (hundreds)					0.05	
% entitled to FSM		0.01				
% of pupils with special needs with statements						
% EAL pupils (ASC 04)						
% white British (ASC 04)				0.01		
No. ethnic categories in school 1-18 (ASC 04)						0.08
pupil: teacher ratio	-0.09			-0.11		-0.06

Census Variables

Table 9: Relationships between factor scores and information gathered from the 2001 census

Variable	Good school for teachers	Non-curricular support	Time and workforce remodelling	Behaviour of pupils	Improving transition	Good classroom practice
mean % of people aged 16-74 who are unemployed						
% of people aged 16-74 with no qualifications in OA				-0.10		
% of people aged 16-74 with qualifications level 4 or 5 in OA						
% of people aged 16-74 in managerial or professional occupations in OA		-0.01		-0.13		
% of people aged 16-74 in routine occupations in OA						
% of households that have lone parent with dependent children in OA				-0.09	0.07	
% of people in OA with not good health						
% of households in OA not deprived in any dimension	-0.10					-0.08
% households deprived in 3 or 4 dimensions	-0.20	-0.03				-0.15
% of households where whole household lived at the same address one year ago	-0.13			-0.09		-0.12

OA – Output area

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