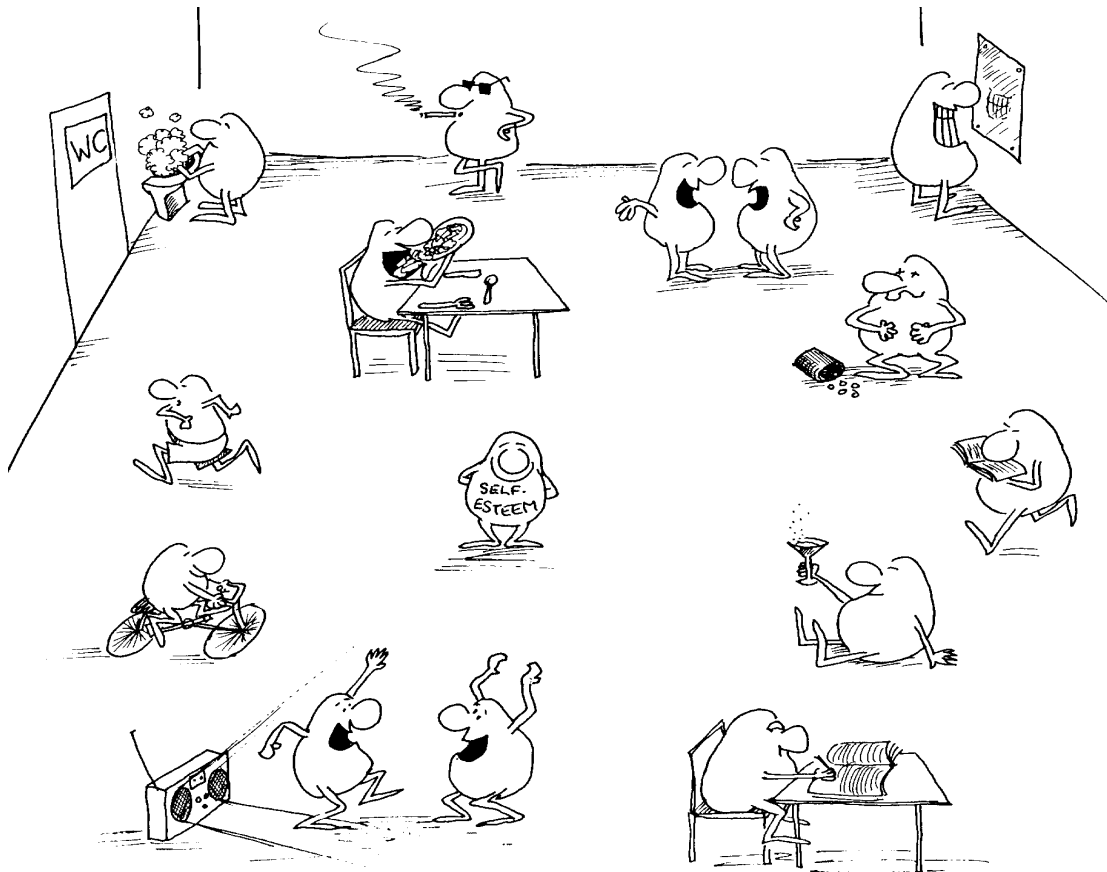




Every Child Matters in Derbyshire

- Report 1 Being healthy
- Report 2 Staying safe
- Report 3 Enjoying and achieving**
- Report 4 Positive contribution
- Report 5 Economic wellbeing



Every Child Matters

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EXECUTIVE SUMMARY

This report arises from a survey of young people in secondary schools in Derbyshire conducted in the Summer of 2009, following an earlier study in 2007. It was commissioned by Derbyshire County Council and led by Steve Ford (School Improvement Adviser).	6
This document gives a brief summary of the methods and samples; there is a fuller account given in complementary documents available from the Council.	6
The questionnaire was designed by advisers in Derbyshire in collaboration with local teachers and SHEU.	6
Each school was asked to provide at least 100 pupils per year group (about 4 classes) who are a representative cross-section of their school population.	7
To ensure that we had the opportunity to compare like with like, we identified 4 schools which also conducted the survey exercise in 2007 and 2009.	7
The responses from pupils in Derbyshire to statements about enjoying and achieving are generally positive.	10
The two statements that pupils were most likely to agree with were the same as in the last survey, namely: 'the school expects the best behaviour from me' and 'I am expected to come to school every day and on time'.	10
Year 10 students are less positive about 'enjoying and achieving' statements than are Year 8 pupils.	12
A large proportion of pupils feel that the school <i>wants them to think for themselves</i> and that the school <i>encourages them to get on with other people</i> . These items also scored well in the 2007 sample.	13
Year 10 students are less positive about 'support and inclusion' statements than are Year 8 pupils.	14
82% of pupils in the survey worry about at least one problem 'Quite a lot' or 'A lot'.	14
The issues most likely to be worried about by pupils are <i>exams and tests</i> and <i>the way you look</i>	15
70% of pupils say that there is someone they can talk with about things that worries them: 'most things' or 'almost everything'.	15

KEY POINTS

- These schools have had a chance to review and respond to their results, and so changes in these schools may not be seen in the whole Derbyshire samples (and vice versa).
- The most notable exception to the positive picture about enjoying and achieving was the statement *I know what I am going to learn next*, where more pupils disagreed than with the statement than agreed with it. This was the same picture as in 2007.
- Looking at only the repeat schools from 2009, there are some significant shifts in perceptions of enjoying and achieving since 2007, mostly positive.
- About a quarter of pupils disagree with the two statements *This school teaches me the value of friendship* and *People listen to what I have to say*.
- About 60% of pupils in Derbyshire agree that *The school helps me work as part of a team*, which compares with 40% of the reference sample.
- Looking at the repeat schools only, there are some significant shifts in perceptions of support and inclusion since 2007, all of which are positive.
- This proportion of pupils reporting worry about at least one issue is very similar to the proportion found in the 2007 sample (85%) and, just as in 2007, is higher than we see in the reference sample (75%).
- We see that females are more likely to express worry about any of the issues than are the males.

Introduction

This report arises from a survey of young people in secondary schools in Derbyshire conducted in the Summer of 2009, following an earlier study in 2007. It was commissioned by Derbyshire County Council and led by Steve Ford (School Improvement Adviser).

This document gives a brief summary of the methods and samples; there is a fuller account given in complementary documents available from the Council.

■ The Schools Health Education Unit

SHEU is the leading provider of school-based surveys in the areas of PSHE and health education. It was established in 1977 by John Balding, and continues his vision of providing local information to enable better discussion and planning. The Unit originated and developed within the University of Exeter, where it was based until 1998.

■ Method

The questionnaire was designed by advisers in Derbyshire in collaboration with local teachers and SHEU.

Items were drawn from a number of sources including:

- SHEU *Every Child Matters* questionnaire
- SHEU *Health-Related Behaviour* questionnaire, Version 23
- customised items previously used by other SHEU clients
- new items suggested by the group

■ Quality assurance

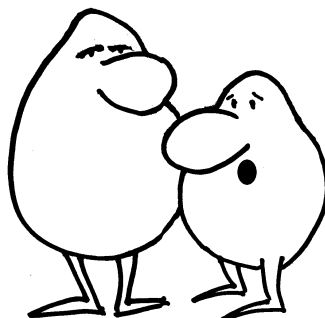
A seminar was offered to all participating schools to explain and discuss administering the survey to pupils, and representatives attended from each school. Further guidance was provided through written material supplied by e-mail and on paper with the questionnaire booklets.

■ Reporting and analysis

Analysis was carried out by the Schools Health Education Unit at Exeter using the statistical software package SPSS. Analysis took the form of simple frequency distributions and cross-tabulation.

Reporting from the survey has been carried out at different levels:

- The commissioners have a set of detailed tables based on the composite data set for the district, and supplementary tables and analysis.
- Each school has a similar set of tables, and a 'school report', a summary of their own data next to a summary of the whole Derbyshire data, together with a supporting text.



Samples

Each school was asked to provide at least 100 pupils per year group (about 4 classes) who are a representative cross-section of their school population.

This means that the survey would be representative of pupils of similar ages across the county. This does not take into account absentees¹.

The Derbyshire sample 2009

The completed sample size (excluding blank returns and scripts with inappropriate answers) was:

	Year 8	Year 10	All
Male	845	849	1694
Female	831	836	1667

Comparing Derbyshire figures in 2008 and 2009

The overall samples from 2009 can be compared with figures from 2007.

		Year 8	Year 10	All
2007	Male	485	449	934
	Female	466	462	928
2009	Male	845	849	1694
	Female	831	836	1667

Schools taking part in 2007 and 2009

To ensure that we had the opportunity to compare like with like, we identified 4 schools which also conducted the survey exercise in 2007 and 2009.

The 'repeat' sample

The combined sample of 'repeat schools' was:

Repeaters	Year 8	Year 10	All
2007	666	627	1293
2009	593	590	1183

- These schools have had a chance to review and respond to their results, and so changes in these schools may not be seen in the whole Derbyshire samples (and vice versa).

Reference samples

It is often interesting to compare local figures with results from elsewhere in the country. In this report, the Derbyshire sample has been compared with the SHEU aggregate sample from 2008.

	Year 8	Year 10	All
Male	14211	14079	28290
Female	15133	14810	29943
	29344	28889	58233



¹ Absent pupils will include those who are ill and any that habitually miss school. Therefore, some of the data recorded in the surveys may be biased. This will be a feature of any school-based survey. However, staff may already be more familiar with the characteristics of this absentee group than those of the section of the school population that complete the questionnaire. Moreover, we should not assume that the absentees are all poorly behaved; our work on bullying suggests that a number of shy, well-behaved pupils may be missing school and therefore biasing the results in the other direction.

National context

In 2003, the Government published a Green Paper called *Every Child Matters* alongside the formal response to the report into the death of Victoria Climbié. After a thorough consultation process, the Children Act 2004 became law. This legislation is the legal underpinning for *Every Child Matters*, which sets out the Government's approach to the well-being of children and young people from birth to age 19.

The aim of the *Every Child Matters* programme is to give all children the support they need to:

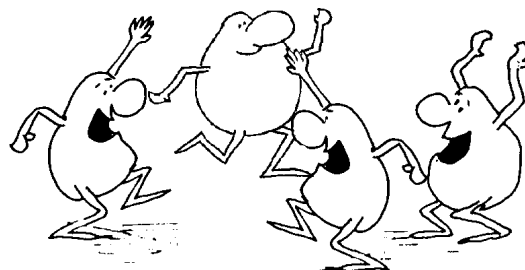
- be healthy
- stay safe
- enjoy and achieve
- make a positive contribution, and
- achieve economic well-being.

The *Every Child Matters* agenda has been further developed through publication of the *Children's Plan: Building Brighter Futures* in December 2007. The *Children's Plan* is a ten-year strategy to make England the best place in the world for children and young people to grow up. It places families at the heart of Government policy, taking into account the fact that young people spend only one-fifth of their childhood at school. Because young people learn best when their families support and encourage them, and when they are taking part in positive activities outside of the school day, the *Children's Plan* is based around a series of ambitions which cover all areas of children's lives.

The goals set out in the *Children's Plan* include:

- Enhance well being, particularly at transition points.
- Every child ready for success in school.
- Every child ready for Secondary School.
- Every young person with the skills for adult life and further study.
- Parents satisfied with the information and support they receive.
- Employers satisfied with young people's readiness for work.
- Child health improved.
- Child poverty eradicated by 2020.
- Significantly reduce number of young offenders

<http://www.dcsf.gov.uk/everychildmatters/about/>



■ Local context

The Derbyshire Service Plan 2009-2014 identifies how the Children and Younger Adults Department will continue its delivery of high quality services by contributing to the vision and priorities identified within both the Sustainable Community Strategy for Derbyshire and the Council Plan. The Plan is structured around the council's planning framework, which sets out an overarching priority for 2009-2014 **to tackle inequalities** and twenty two other thematic priorities.

In planning for the future, the council has identified a number of challenges that the authority and partners will need to address and has set a number of specific priorities to concentrate its effort on achieving in 2009/10.

Derbyshire County Council, Children and Younger Adults Department Service Plan, 2009-2014

Enjoying and achieving

Principles and Priorities

Our principles are:-

- We will reduce inequality by closing the attainment gaps and improving outcomes for children at all key stages
- We will continue to provide support and challenge to improve the quality of education in all settings in Derbyshire
- We will take prompt action and intervene to prevent failure
- We will develop extended services in and around 21st century schools so that all services can work in partnership to remove barriers to achievement
- We will provide effective support services to enable schools, early learning and care settings and other providers to meet the needs of children and young people with additional needs
- We will promote the educational achievement of Children in Care
- We will develop local placements for those with complex needs
- We will promote good attendance and reduce exclusions
- We will work together to make sure that all young people over 16 are in education, employment or training

Our key priority is:-

Improving attainment at all key stages and for vulnerable and disadvantaged groups.

Our supplementary priorities are:-

- (1) Providing full access to children's centre services for all children in Derbyshire
- (2) Providing full access to extended services in and around schools for all children in Derbyshire
- (3) Improving attendance and reducing exclusions at all key stages and for vulnerable and disadvantaged groups including children with disabilities and children in care
- (4) Developing 14-19 education

ENJOYING AND ACHIEVING

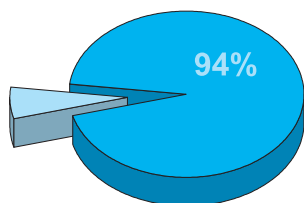
School work and attitudes

Pupils were offered a number of statements under this heading about the provision by the school. They answered as follows:

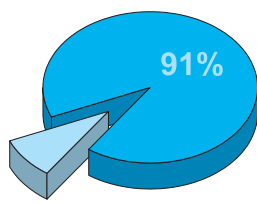
Percentages responding to statements about enjoying and achieving

	Disagree/ Strongly disagree	Not sure	Agree/ Strongly agree
I am expected to come to school every day and on time	2%	4%	94%
The school expects the best behaviour of me	2%	7%	91%
The school helps me develop my skills in literacy, numeracy and ICT	4%	8%	88%
The school helps me develop my skills in speaking and listening	7%	16%	78%
My work is assessed so I can see how to improve it	6%	16%	78%
Teachers expect me to be helpful and considerate	4%	18%	78%
I am taught well at school	7%	21%	72%
The school helps me understand how to do well in lessons	8%	24%	68%
I set my own targets and am helped to meet them	17%	24%	59%
Teachers try to make the lessons easy for me to understand	14%	28%	58%
I am encouraged to be proud of my work	15%	29%	57%
The school cares whether I am happy or not	16%	29%	56%
The school provides a range of things to do at breaktimes, lunchtimes & after school	27%	18%	56%
The school helps me learn from my mistakes	17%	28%	55%
I enjoy school	29%	25%	46%
My achievements in and out of school are recognised	26%	32%	42%
I know what I am going to learn next	33%	38%	29%

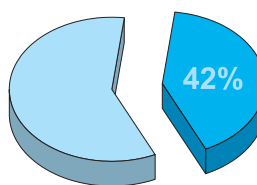
Percentage of Derbyshire pupils who agree that ... (enjoying and achieving)



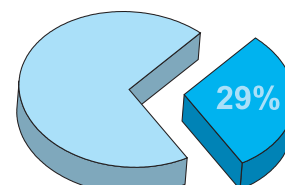
I am expected to come to school every day and on time



The school expects the best behaviour of me



My achievements in and out of school are recognised



I know what I am going to learn next

The responses from pupils in Derbyshire to statements about enjoying and achieving are generally positive.

The two statements that pupils were most likely to agree with were the same as in the last survey, namely: 'the school expects the best behaviour from me' and 'I am expected to come to school every day and on time'.

- The most notable exception to the positive picture about enjoying and achieving was the statement *I know what I am going to learn next*, where more pupils disagreed than with the statement than agreed with it. This was the same picture as in 2007.

There was also far from unanimous assent for *My achievements in and out of school are recognised*.

Generally, the statements that are most agreed in Derbyshire are the same as in the reference sample and this also holds for the statements least often agreed with.

An interesting point, which also repeats a 2007 finding, is that pupils were more likely to agree that their school helps them develop skills in *literacy, numeracy and ICT* than in *speaking and listening*.

Overall, the 2009 sample is more positive about these statements than was the 2007 sample, especially for Year 8 pupils.

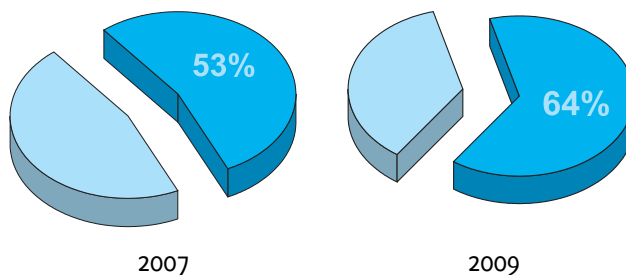
- Looking at only the repeat schools from 2009, there are some significant shifts in perceptions of enjoying and achieving since 2007, mostly positive.

Percentages agreeing with selected statements in 2009 and 2007, repeat schools only

Year	Statement	2009	2007
Year 8	The school cares whether I am happy or not	64	53
	Teachers try to make the lessons easy for me to understand	64	55
	I know what I am going to learn next	33	23
Year 10	The school helps me understand how to do well in lessons	48	65
	I enjoy school	32	44
	The school provides a range of things to do at breaktimes, lunchtimes & after school	48	36

The Year 8 pupils from 2009 are more positive about three statements than were the Year 8 group in 2007: *The school cares whether I am happy or not*, *Teachers try to make the lessons easy for me to understand* and *I know what I am going to learn next*.

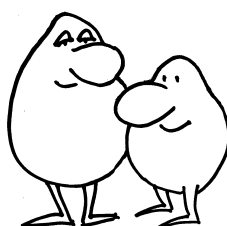
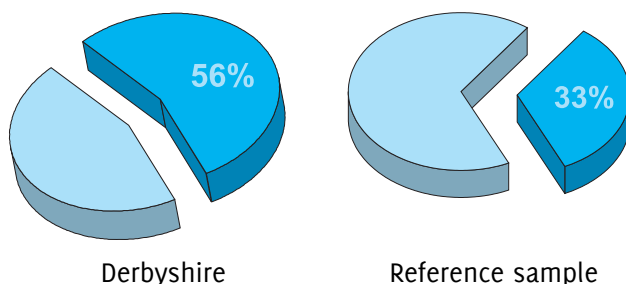
Percentage of Year 8 pupils agreeing that *The school cares whether I am happy or not*



The Year 10 pupils in 2009 are more positive about the statement *The school provides a range of things to do at breaktimes, lunchtimes and after school* than the 2007 sample. However, the Year 10 pupils are less positive about *The school helps me understand how to do well in lessons* and *I enjoy school*.

Young People in Derbyshire are more likely to agree with three of the positive statements about school, namely: *The school cares whether I am happy or not* (56% in Derbyshire and 33% in the SHEU sample), *My work is assessed so I can see how to improve it* (78%/56%), and *I set my own targets and am helped to meet them* (59%/42%).

Percentage of pupils agreeing that *The school cares whether I am happy or not* in Derbyshire and a reference sample



Comparison between Year 8 and Year 10 students

	Agree/ Strongly agree	Year 8	Year 10
The school cares whether I am happy or not		62	49
The school helps me to develop my skills in speaking and listening		82	73
The school helps me to develop my skills in literacy, numeracy and ICT		89	86
The school helps me understand how to do well in lessons		66	57
I enjoy school		43	41
The school helps me learn from my mistakes		61	47
My work is assessed so I can see how to improve it		79	75
The school provides a range of things to do at breaktimes, lunchtimes & after school		64	45
I am encouraged to be proud of my work		62	51
I set my own targets and I am helped to meet them		66	51
My achievements in and out of school are recognised		48	35
I am taught well at school		76	68
The school expects the best behaviour from me		92	90
I am expected to come to school every day and on time		93	94
Teachers try to make the lessons easy for me to understand		62	54
I know what I am going to learn next		31	27
Teachers expect me to be helpful and considerate		79	75

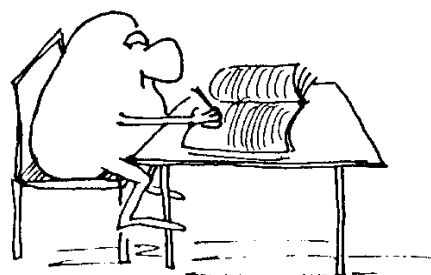
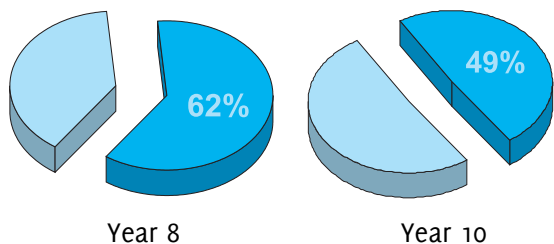
Year 10 students are less positive about 'enjoying and achieving' statements than are Year 8 pupils.

There is a marked decline in agreement between Year 8 and Year 10 for several items, including *The school cares whether I am happy or not*, *The school provides a range of things to do*, and *The school helps me learn from my mistakes*. Statements that hold up well over the years include *My work is assessed so I can see how to improve it*, *Teachers expect me to be helpful and considerate* and *The school helps me to develop my skills in literacy, numeracy and ICT*.

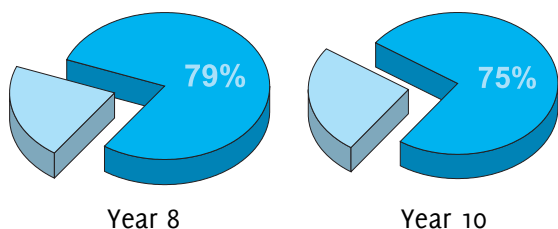


Some of these items directly bear upon the national performance indicator **N1086** cited in the *Derbyshire Service Plan 2009-2014: Secondary schools judged as having good or outstanding standards of behaviour*. There are many relevant indicators about achievement.

The school cares whether I am happy or not: % agree in Y8 and Y10



My work is assessed so I can see how to improve it: % agree in Y8 and Y10



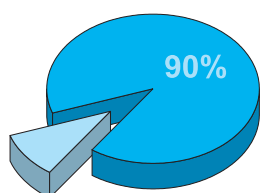
■ Support for parents and young people

Pupils were offered some statements about provision by the school, and they answered as follows:

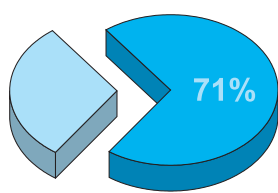
Percentages responding to statements about support and inclusion

	Disagree/ Strongly disagree	Not sure	Agree/ Strongly agree
If I am absent from school, my parent/carer always knows	3	5	90
The school wants me to think for myself	9	20	71
The school encourages me to get on with other people	11	21	67
When I first joined this school I was made to feel welcome	15	22	63
The school encourages me to try new things	16	23	61
The school helps me work as part of a team	12	28	60
The school makes sure I understand my strengths and weaknesses	17	29	55
People listen to what I have to say	23	30	47
People at school value me as an individual	19	34	45
This school teaches me the value of friendship	28	31	40

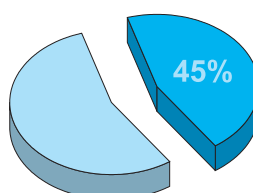
Percentage of Derbyshire pupils who agree that ... (support and inclusion)



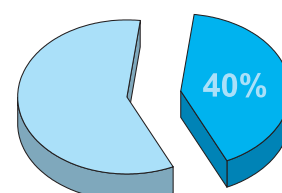
If I am absent from school, my parent/carer always knows



The school wants me to think for myself



People at school value me as an individual



This school teaches me the value of friendship

More than half of the pupils agree with more than half of the statements about support and inclusion.

The outstanding item in the list is *If I am absent from school, my parent/carer always knows*, where just 3% disagree.



This is relevant to the national performance indicator **N1087** cited in the *Derbyshire Service Plan 2009-2014: Secondary school persistent absence rate*.

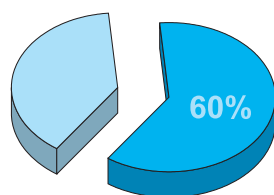
A large proportion of pupils feel that the school *wants them to think for themselves* and that the school *encourages them to get on with other people*. These items also scored well in the 2007 sample.

- About a quarter of pupils disagree with the two statements *This school teaches me the value of friendship* and *People listen to what I have to say*.

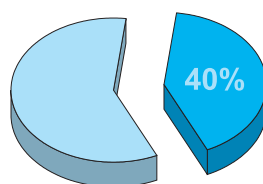
Comparison with reference sample

- About 60% of pupils in Derbyshire agree that *The school helps me work as part of a team*, which compares with 40% of the reference sample.

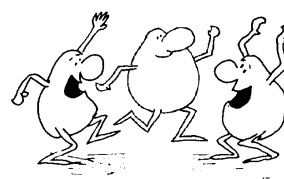
Percentage of pupils agreeing that The school helps me work as part of a team in Derbyshire and a reference sample



Derbyshire



Reference sample



Comparison with 2007

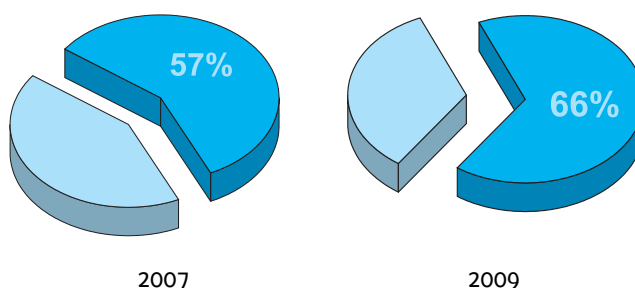
Overall, the 2009 sample is more positive about these statements that was the 2007 sample, especially for Year 8 pupils.

- Looking at the repeat schools only, there are some significant shifts in perceptions of support and inclusion since 2007, all of which are positive.

Percentages agreeing with selected statements in 2009 and 2007, repeat schools only

Year	Statement	2009	2007
Year 8	People at school value me as an individual	50	40
	People listen to what I have to say	55	43
Year 10	The school encourages me to get on with other people	66	57

Percentage of pupils agreeing that The school helps me work as part of a team in the 'repeat' schools in 2007 and 2009



Comparison between Year 8 and Year 10 pupils

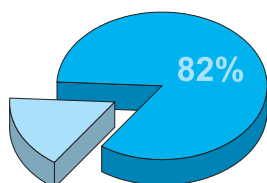
Statement	Year 8	Year 10
Agree/ Strongly agree		
This school teaches me the value of friendship	47	33
The school makes sure I understand my strengths and weaknesses	60	49
People at school value me as an individual	48	42
If I am absent from school, my parent/carer always knows	92	89
The school encourages me to get on with other people	73	62
People listen to what I have to say	52	41
When I first joined this school I was made to feel welcome	66	60
The school helps me work as part of a team	65	55
The school encourages me to try new things	69	52
The school wants me to think for myself	73	68

Year 10 students are less positive about 'support and inclusion' statements than are Year 8 pupils.

Year 10 pupils are still very likely to agree that *If I am absent from school, my parent/carer always knows*, but between Y8 and Y10 there is a drop of 10% or more than in agreement with half a dozen of the statements.

Problems

82% of pupils in the survey worry about at least one problem 'Quite a lot' or 'A lot'.



- This proportion of pupils reporting worry about at least one issue is very similar to the proportion found in the 2007 sample (85%)

and, just as in 2007, is higher than we see in the reference sample (75%).

Q5. Percentage answering 'Quite a lot' or 'A lot' to at least one of the problems.

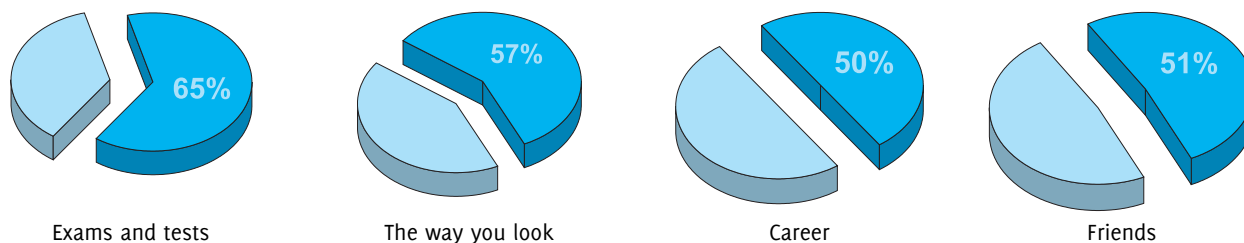
	All Derbyshire	
	Yr 8	Yr 10
Males	72	78
Females	87	93

For all the worries listed, a calculation was made based on the total amount of worry reported. 'Never' scored 0, 'Hardly ever' scored 1, 'A little' scored 2, 'Quite a lot' scored 3 and 'A lot' scored 4. The average was taken as a value between 0 and 4. This average is expressed as a percentage in the table. So if everybody worried 'A lot' about one problem it would score 100%, everyone 'A little' would score 50%. All eleven problem areas are listed in order for each sex:

Males				Females			
1	Exams & tests	58	1	Exams & tests	71		
2	School-work problems	50	2	The way you look	68		
3	Career	46	3	Problems with friends	60		
4	The way you look	46	4	School-work problems	57		
5	Health problems	42	5	Family problems	56		
6	Problems with friends	42	6	Career	53		
7	Family problems	42	7	Health problems	52		
8	Money problems	40	8	Money problems	48		
9	Puberty and growing up	28	9	Puberty and growing up	41		
10	Being bullied	26	10	Being bullied	34		
11	Thinking you are gay, lesbian or bisexual	11	11	Thinking you are gay, lesbian or bisexual	9		

The issues most likely to be worried about by pupils are *exams and tests* and *the way you look*.

Percentage of Derbyshire pupils who worry quite a lot or a lot about ...



The rank order of worries is different for males and females; while *exams and tests* are top of the list for both males and females, *the way you look* and *problems with friends* follow for females, while *career* is in the top three worries for males.

- We see that females are more likely to express worry about any of the issues than are the males.

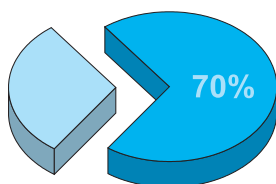
So, although *career* is the third most worrying issue for males and the sixth for females, there are more females worrying about career than males.

The top three worries from 2009 are the same as in 2007 for both sexes.

Data from over 10 years ago reveal the boy's highest percentages are discovered under 'Career' whereas the females used to be more concerned with 'how you look'; since the introduction of SATs, we find *exams and tests* at the top of the lists throughout the country. The order of the lists is generally similar as we see in the reference sample.

Confidants

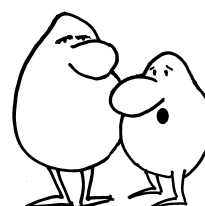
70% of pupils say that there is someone they can talk with about things that worries them: 'most things' or 'almost everything'.



This is a similar figure as was found in 2007.

Q6. Percentage answering they have someone they can talk with about (at least) 'most things'

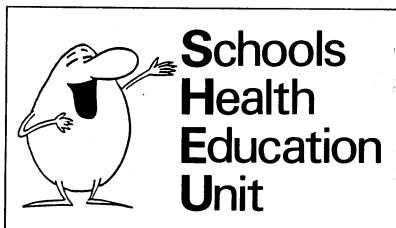
All Derbyshire		
	Yr 8	Yr 10
Males	73	64
Females	73	70



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