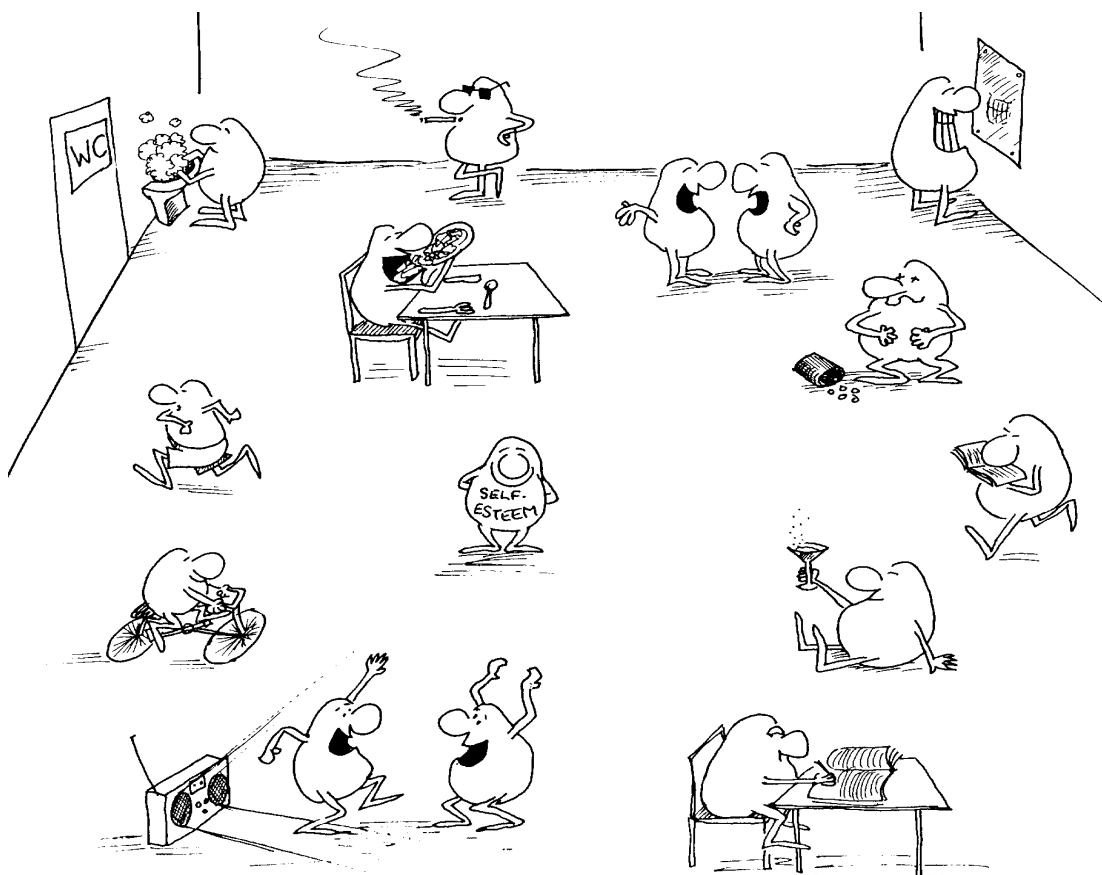




Every Child Matters in Derbyshire

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



Every Child Matters

Contents

Page No.

EXECUTIVE SUMMARY	5
KEY POINTS	5
FOREWORD	6
■ ACKNOWLEDGEMENTS	6
■ CONTACT	6
INTRODUCTION	7
■ THE SCHOOLS HEALTH EDUCATION UNIT	7
■ METHOD	7
■ QUALITY ASSURANCE	7
■ REPORTING AND ANALYSIS	7
SAMPLES	8
■ NATIONAL CONTEXT	9
■ LOCAL CONTEXT	10
ECONOMIC WELL-BEING AND EQUALITIES	11
■ MONEY AND EMPLOYMENT	15
■ EQUALITIES MONITORING	15
APPENDIX 1: INDEX TO TABLES	16



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).	7
This document gives a brief summary of the methods and samples; there is a fuller account given in complementary documents available from the Council.....	7
The questionnaire was designed by advisers in Derbyshire in collaboration with local teachers and SHEU....	7
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.	8
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.	8
61% of pupils felt that their <i>teachers help them if they have difficulties in lessons</i> ; this was the statement with the highest consensus among pupils.....	13
Less than a quarter of pupils agreed with the statement ' <i>some people in this school are treated badly because if the colour of their skin</i> ' and around half of the pupils felt that, <i>at their school, it is OK to be different</i>	13
42% of pupils receive pocket money regularly.....	15
8% of pupils received more than £10 pocket money on the last occasion.	15
30% of pupils have a regular paid job during term-time.	15
97% of the 2009 sample in Derbyshire report that they are of White UK ethnic background; this is rather higher than we see in the reference sample (72%).....	15
21% of the survey sample report having a long-term illness or disability (9% did not know); the most common reported condition was asthma (11%).....	15
4% of the sample report having a statement of special educational needs (10% did not know).....	15
2% of the sample report living in a care home or with foster carers, which is similar to that reported in the SHEU reference sample (2% were not sure how to respond).....	15
50% of the sample were female.	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). 8
- There seems to be a sense that pupils feel that their school helps them academically and helps prepare them for further education, but most do not see that learn about money and business. Less than a third of pupils agreed that they have *learnt about how to manage money at school*..... 13

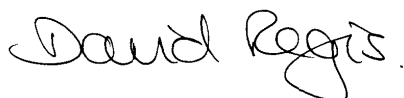
Foreword

Every Child Matters is the Government White Paper about caring for children. It describes five sets of outcomes for young people.

This report describes results from a consultation exercise with young people where, for each outcome area, they tell us what their lives are like, and how well we are looking after them.

Such a comprehensive data base provides everyone involved with young people, be they parents, professionals or volunteers, with the opportunity to reflect and consider whether service delivery is consistent with the survey findings; it offers opportunity to better engage with students because it improves the probability of relationships based on fact rather than supposition.

It is hoped that this report will encourage a wide-ranging debate that will define the actions to achieve good health for all the young people within Derbyshire.



Dr. David Regis

*Research Manager
Schools Health Education Unit*

■ Acknowledgements

Grateful thanks go to all the pupils in Derbyshire for their willingness and enthusiasm to take part in the survey. The help, and the time and effort spent, by the staff of the schools is also very much appreciated.

Ashgate Croft School

Ilkeston School

Belper School

Newbold Community School

Bennerley School

Parkside Community School

Chapel-en-le-Frith High School

Queen Elizabeth's Grammar School, Ashbourne

Dronfield Henry Fanshawe School

Swanwick Hall School

Highfields School

The Bolsover School

Hope Valley College

The William Allitt School

■ Contact

Steve Ford
School Improvement Adviser, Derbyshire County Council

steve.ford@derbyshire.gov.uk

John Hadfield House
Dale Road
MATLOCK
Derbyshire
DE4 3RD

Tel: 01629 580000

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

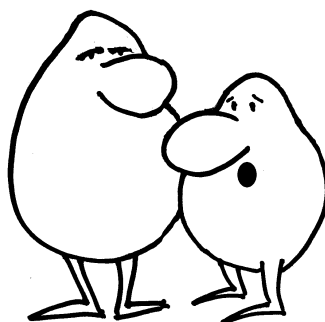
A seminar was offered to all participating schools to explain and discuss administering the survey to pupils, and representatives attended from each school. Further guidance was provided through written material supplied by e-mail and on paper with the questionnaire booklets.

■ 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:

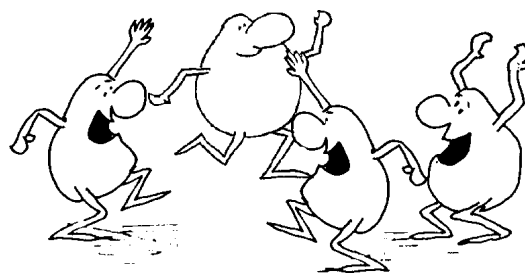
- be healthy
- stay safe
- enjoy and achieve
- make a positive contribution, and
- achieve economic well-being.

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

Economic well-being

Principles and Priorities

Working on the principle of improving the economic well being of all people in Derbyshire, we will work with others to

increase employment opportunities in the County. This work is being intensified during the economic downturn.

The **key principles** are:

- Make sure no group of people are disadvantaged
- Provide high quality childcare provision to help parents and carers to work
- Provide clear information about welfare benefits
- Work with others to improve the quality of and access to housing
- Build on the work of the 11-19 partnership to increase education and training opportunities such as apprenticeships and diplomas
- Provide high quality information, advice and guidance services with fully integrated careers education and guidance in schools and colleges

Our key priority is:

Reducing the numbers of young people aged 16 – 19 not in education, employment or training (NEET). This work will be particularly targeted at young people who are young mothers, care leavers and young people with learning difficulties and/or disabilities.

Our secondary priorities are: -

1. Reducing child poverty
2. Improving services for homeless young people
3. Ensuring the sufficiency of childcare including for children with learning difficulties and/or disabilities

ECONOMIC WELL-BEING and EQUALITIES

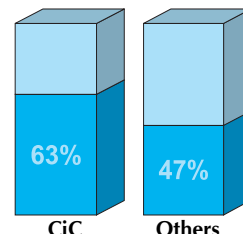
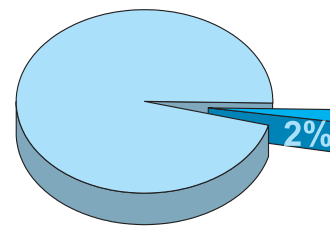
2% of the sample (48 pupils) report living in a care home or with foster carers, which is similar to reports in the SHEU reference sample

2% were not sure how to respond

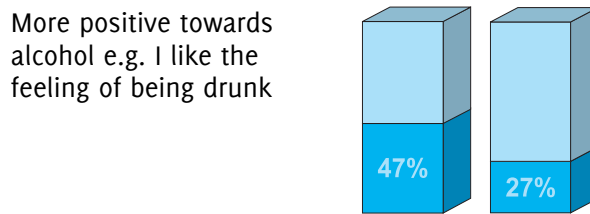
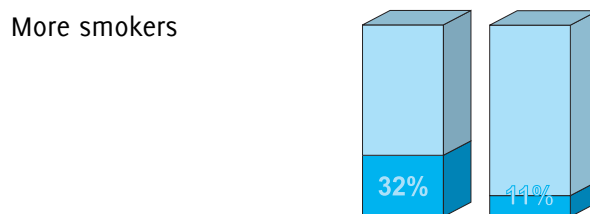
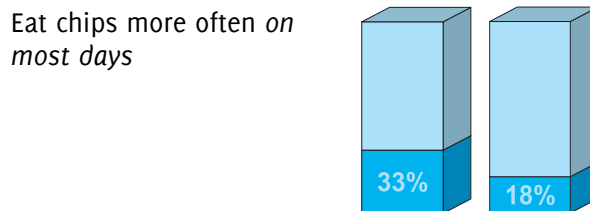
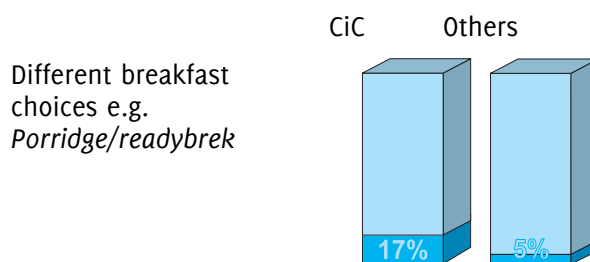
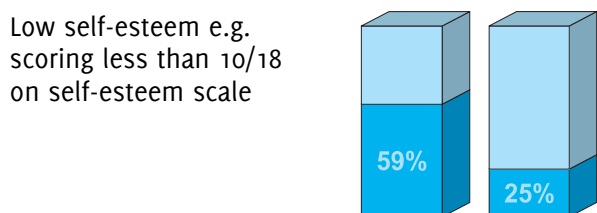
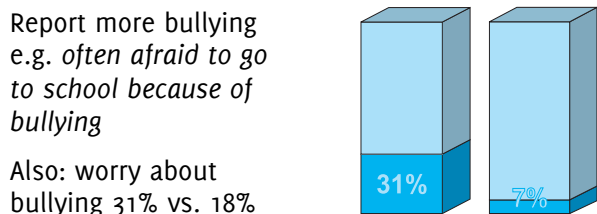
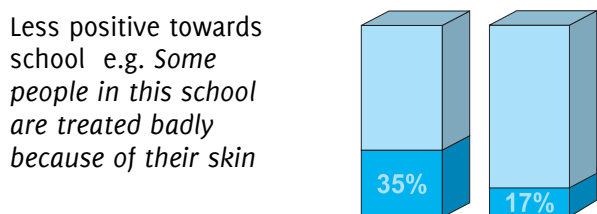
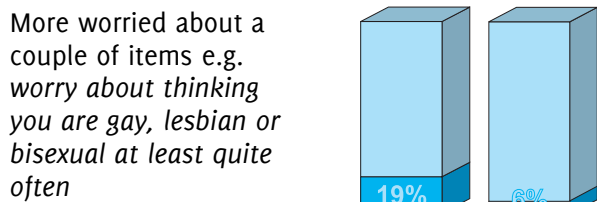
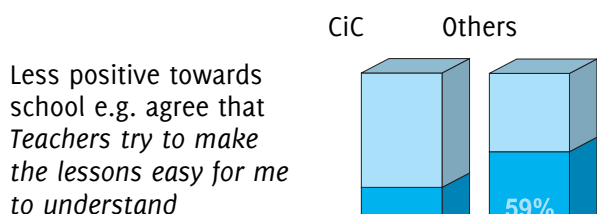
We looked for differences in the survey between the children in care (CiC) and the rest of the sample. We found 179 differences significant at $p < 0.05$ when we would have expected to find fewer than 20; the results quoted below are generally among most statistically significant ($p < 0.001$)

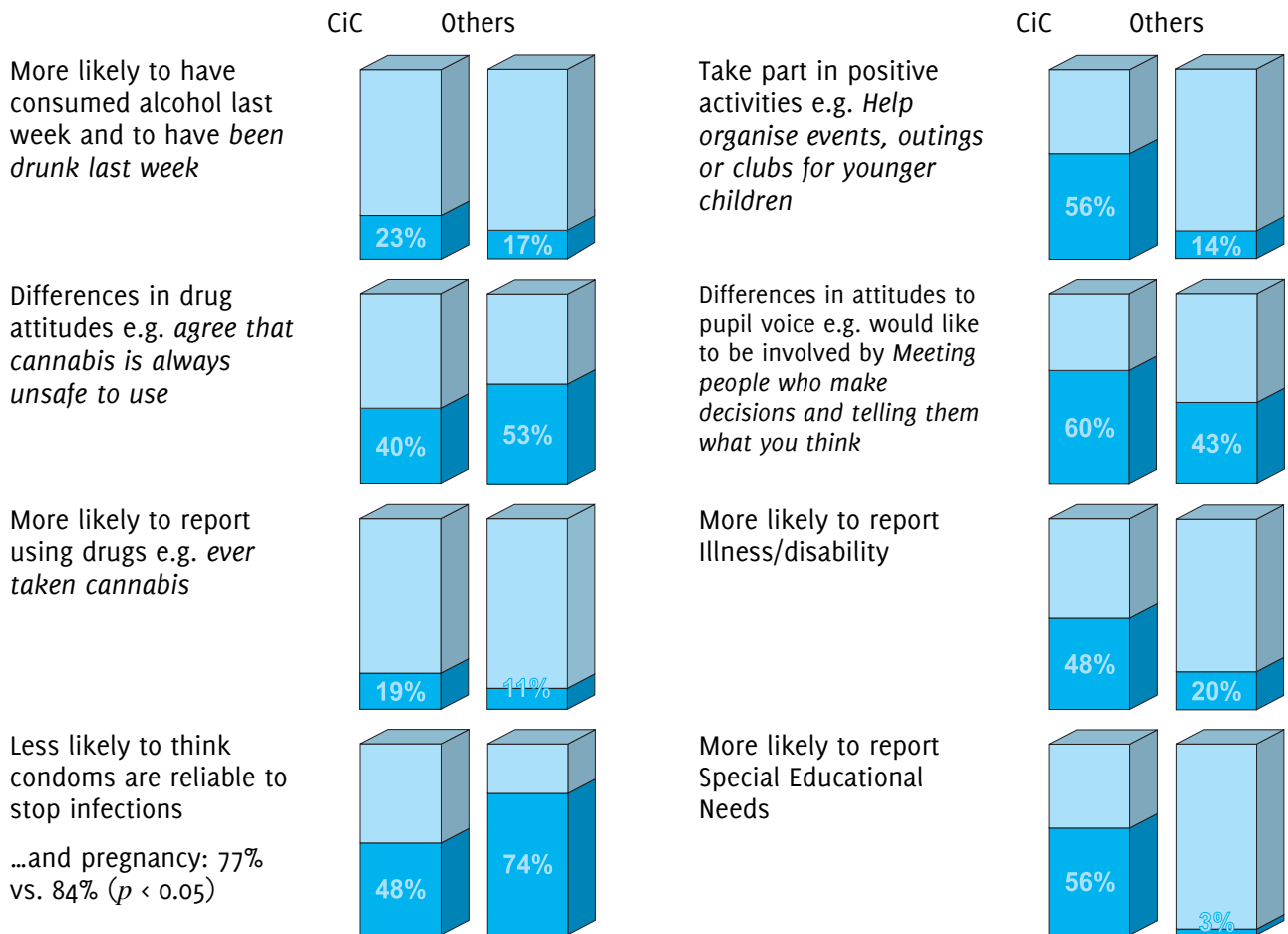
30 of the 48 CiC sample were male (63%, compared with 47% of the rest of the sample).

Some of the differences seen might be down to the different balance of sexes, but some of the differences are the other way around for a sample that is dominated by males (e.g. self-esteem)



The most important differences are:





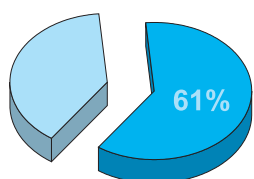
■ **Returning now to consider the sample as a whole:**

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

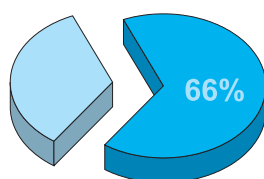
Responses by pupils to statements about economic well-being and equalities.

	Agree/ Strongly agree	Not sure	Disagree/ Strongly disagree
The school prepares me for when I leave this school	57	30	12
Teachers help me if I have difficulties in lessons	61	24	15
Homework is explained in a way I can understand	45	30	24
In this school people with different backgrounds are valued	50	34	15
Some people in this school are treated badly because of the colour of their skin	17	28	54
At this school, it's OK to be different	54	25	21
At school I have learnt about how to manage money	29	29	42
The school helps me think about the world of work	49	29	21
The school helps me think about further education	66	21	13
The school has taught me about how businesses work	35	30	35
The schools helps me choose the subjects for my career	48	29	22

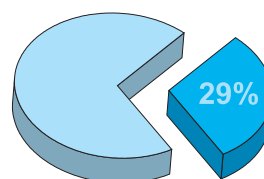
Percentage of Derbyshire pupils who agree that ...



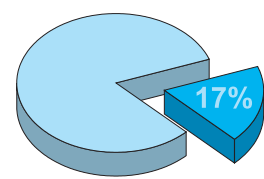
Teachers help me if I have difficulties in lessons



The school helps me think about further education



At school I have learnt about how to manage money



Some people in this school are treated badly because of the colour of their skin

61% of pupils felt that their *teachers help them if they have difficulties in lessons*; this was the statement with the highest consensus among pupils.

- There seems to be a sense that pupils feel that their school helps them academically and helps prepare them for further education, but most do not see that learn about money and business. Less than a third of pupils agreed that they have *learnt about how to manage money at school*.

These highest and lowest-scoring items from 2007 were the same as in 2009.

Less than a quarter of pupils agreed with the statement *'some people in this school are treated badly because of the colour of their skin'* and around half of the pupils felt that, *at their school, it is OK to be different*.



These data are relevant to the national performance indicator **NI116** cited in the *Derbyshire Service Plan 2009-2014: Proportion of children in poverty*

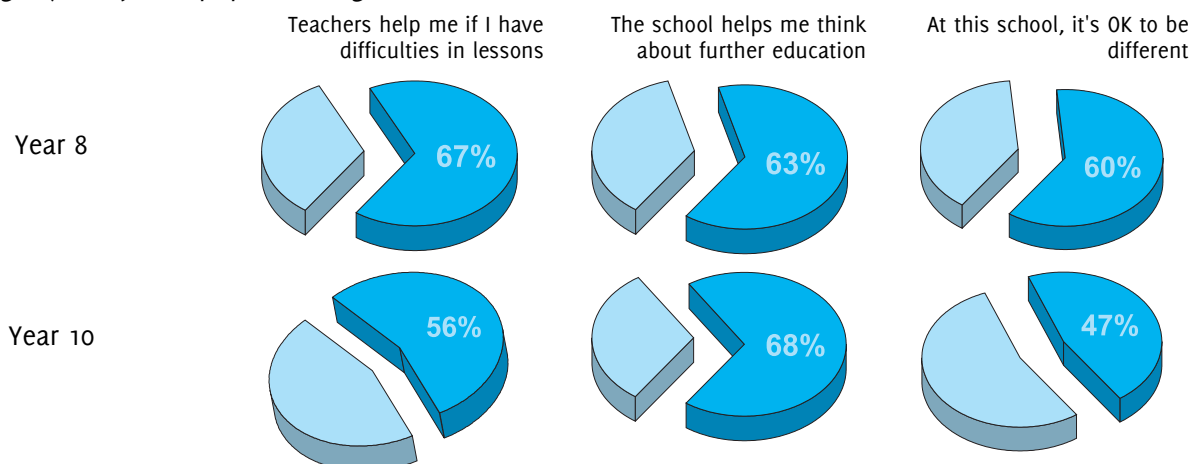


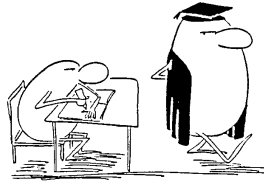
Comparison of Year 8 and Year 10

	Agree/ Strongly agree	Year 8	Year 10
The school prepares me for when I leave this school		60	55
Teachers help me if I have difficulties in lessons		67	56
Homework is explained in a way I can understand		47	42
In this school people with different backgrounds are valued		53	47
Some people in this school are treated badly because of the colour of their skin		17	17
At this school, it's OK to be different		60	47
At school I have learnt about how to manage money		30	28
The school helps me think about the world of work		46	52
The school helps me think about further education		63	68
The school has taught me about how businesses work		31	39
The schools helps me choose the subjects for my career		46	50

There are several items where Year 8 pupils are more positive about how their school is seen than are Year 10 pupils (*Teachers help me if I have difficulties in lessons, At this school, it's OK to be different*), and a few where Year 10 pupils are the more positive (*The school helps me think about the world of work, The school helps me think about further education*).

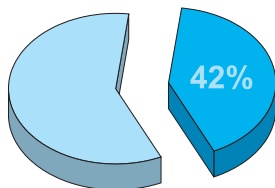
Percentage of Derbyshire pupils who agree that ...





■ Money and employment

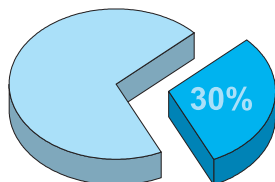
42% of pupils receive pocket money regularly.



8% of pupils received more than £10 pocket money on the last occasion.



30% of pupils have a regular paid job during term-time.



The most common forms of work were (percentages of workers only):

Males	Paper/milk round	28%
Females	Babysitting	25%

26% of Year 10 females work in a hotel, bar or café.

The average time worked last week by the workers was 5h 43m; Year 10 pupils work longer hours than Year 8 pupils and within each year group males work a little longer than do females.

■ Equalities monitoring

97% of the 2009 sample in Derbyshire report that they are of White UK ethnic background; this is rather higher than we see in the reference sample (72%).

21% of the survey sample report having a long-term illness or disability (9% did not know); the most common reported condition was asthma (11%).

4% of the sample report having a statement of special educational needs (10% did not know).

2% of the sample report living in a care home or with foster carers, which is similar to that reported in the SHEU reference sample (2% were not sure how to respond).

50% of the sample were female.



These data can be used in connection with the national performance indicator **NI54** cited in the *Derbyshire Service Plan 2009-2014: Services for disabled children*

Q8. Percentage who receive pocket money regularly.

All Derbyshire		
	Yr 8	Yr 10
Males	54	53
Females	50	49

Q9. Percentage who received more than £10 pocket money on the last occasion.

All Derbyshire		
	Yr 8	Yr 10
Males	6	8
Females	5	9

Q10. Percentage who have a regular paid job during term-time.

All Derbyshire		
	Yr 8	Yr 10
Males	27	40
Females	17	35

Pupils in Derbyshire are no more likely to have a regular paid job during term time than those in the reference sample.

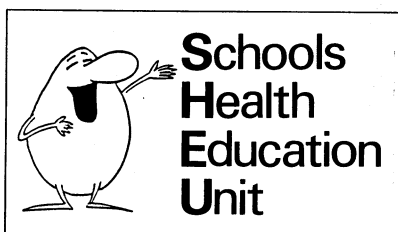


APPENDIX 1:

Index to tables

<i>The Derbyshire sample 2009</i>	8
<i>Comparing Derbyshire figures in 2008 and 2009</i>	8
<i>Schools taking part in 2007 and 2009</i>	8
<i>The 'repeat' sample</i>	8
<i>Percentage of Derbyshire pupils who agree that ...</i>	12
<i>Percentage of Derbyshire pupils who agree that ...</i>	13
<i>Q8. Percentage who receive pocket money regularly</i>	15
<i>Q9. Percentage who received more than £10 pocket money on the last occasion</i>	15
<i>Q10. Percentage who have a regular paid job during term-time</i>	15

This report was prepared for **Derbyshire County Council** by Dr. David Regis



3 Manaton Court ,Matford Park, EXETER, Devon EX2 8PF
Tel. (01392) 66 72 72 Fax. (01392) 66 72 69
e-mail: sheu@sheu.org.uk
www: www.sheu.org.uk