

*Building the  
Evidence Base  
Strand 1  
Student Data  
Technical  
Appendices*



Qualifications and  
Curriculum Authority



# Building the Evidence Base – Strand 1 Student data

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## Final report – Technical appendices

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### Appendix 1 – Number of students and schools taking part in the survey

	No of students taking part in the survey	No of schools taking part in the survey
Primary	1012	37
Secondary	1807	29
Total	2819	66

### Appendix 2 - Secondary sample characteristics

QCA sample schools were compared to those not in the sample on a range of pupil background characteristics, including school size, SEN and FSM status, percentage of pupils achieving level 2 threshold (5A\*-C) at GCSE, percentage pupils achieving any qualification at GCSE, Value added performance, and authorised and unauthorised absences. Results are given in table 1.

**Table 1: Mean school population factors QCA sample compared to non-sample schools**

		Mean	t	Significance
Number of pupils on roll	Non-sample	728	-2.1	.004
	QCA sample	925		
Percentage of pupils with SEN statements	Non-sample	2.9%	0.6	.536
	QCA sample	2.7%		
Percentage pupils eligible for Free School Meals	Non-sample	13.0%	0.7	.598
	QCA sample	13.3%		
Pct pupils achieving Level 2 threshold	Non-sample	52.5	0.9	.367
	QCA sample	48.8		

		Mean	t	Significance
Pct pupils achieving any qualifications	Non-sample	94.3	0.3	.751
	QCA sample	93.7		
value added measure	Non-sample	995.9	0.3	.721
	QCA sample	994.1		
Pct authorised absence	Non-sample	6.8%	0.2	.812
	QCA sample	6.7%		
Pct unauthorised absence	Non-sample	1.6%	0.8	.446
	QCA sample	1.3%		

From table 1 it is clear that there are few major differences between the QCA sample and other schools. The only significant difference was found in school size, where QCA schools were significantly larger on average than the national picture.

In table 2, the ethnic make up of QCA schools was compared to the national picture.

**Table 2: Ethnic groups – QCA sample and National data**

	QCA Sample	National
Asian	5.6%	7.4%
Black	2.4%	4.1%
Chinese	0.2%	0.4%
Mixed	3.1%	3.0%
Other	5.8%	1.0%
White	82.9%	82.5%

From this table it is clear that there is a slight underrepresentation of Asian and Black pupils in the sample, and an overrepresentation of the category 'other'. Overall, the sample represents all ethnic groups however.

### Appendix 3- Primary- What is learning like in your school?

		Agree a lot	Agree	Neutral	Disagree	Disagree a lot	
1	I never use the internet at school	7.3	2.4	14.4	37.3	38.6	I often use the internet at school
2	I often do group work with other students in class	31.7	15.2	32.5	15.2	5.3	I always work by myself or as part of the whole class
3	Teachers are good at finding out what I already know about	31.5	39.8	15.9	8.6	4.2	Teachers don't bother to find out what I know already about
4	We often get people from outside the school coming in to work with us	32.3	16.9	22.7	18	10	We only work with teachers or classroom assistants
5	We always do the same things in our lessons	6.2	3.6	14.2	34.9	41.1	We do a lot of different things in our lessons
6	We do a lot of practical activities	38	28.6	21.1	9.1	3.2	We never do practical activities
7	We often get to see examples from videos or DVDs or television during lessons	34.2	15.9	21.6	19.2	9.1	We never get to see examples from videos or DVDs or television during lessons
8	Lessons are often too difficult for me	13.2	3.9	51.8	23.7	7.4	Lessons are often too easy for me
9	I often use what I have learnt at school in my life outside of school	38.2	29.4	17.5	10.2	4.7	I never use anything I have learnt at school in my life outside of school
10	My teachers like me to bring things from home into lessons	31.1	19.9	27.1	13.5	8.4	My teachers don't like me to bring things from home into lessons

### Appendix 4 – Primary- In the future, what would you like school to be like?

		Agree a lot	Agree	Neutral	Disagree	Disagree a lot	
11	In the future, I would like to do a lot of practical activities	30.9	46.3	16.1	4	2.7	In the future, I would like to We never do practical activities
12	In the future, I would like mostly to do a lot of group work with other students	32.9	27.8	21.8	10.1	7.4	In the future, I would like to mostly work on my own or with the whole class
13	In the future, I would like to get people from outside the school coming in to work with us	31.7	35.1	19.7	6.9	6.6	In the future, I would like to only work with teachers or classroom assistants
14	In the future, I don't want to have to bring things from home into lessons	10.7	10.3	20.7	28.6	29.8	In the future, I would like to get to bring things from home into lessons
15	In the future, I would like to get to see examples from videos or DVDs or television during lessons	25.5	55.1	13.2	3.2	3	In the future, I don't want to see examples from videos or DVDs or television during lessons
16	In the future, I would like lessons to be easier	13.2	13.6	37.5	24	11.6	In the future, I would like lessons to be more difficult
17	In the future, I would like to use what I have learnt at school in my life outside of school	29.4	40.4	20	5.8	4.4	In the future, I don't want to have to use anything I have learnt at school in my life outside of school

		Agree a lot	Agree	Neutral	Disagree	Disagree a lot	
18	In the future, I would like to use the internet at school	19.1	62.9	13.6	2	2.4	In the future, I don't want to use the internet at school
19	In the future, I would like teachers to be good at finding out what I already know about	27.7	47.2	16.6	4.5	4	In the future, I don't want teachers to bother finding out what I know already about before they try and teach me something new
20	In the future, I would like to do the same things in each lesson	2.6	3.5	16.2	20	57.8	In the future, I would like to do a lot of different things in lessons

### Appendix 5 – Primary- Experience of autonomy and influence.

		Agree a lot	Agree	Neutral	Disagree	Disagree a lot	
21	I don't have a say in how much homework I get	19.6	46.4	18.2	7.9	8.2	I have a say in how much homework I get
22	I get to choose who to work with in lessons	22.1	14.1	30.6	20.4	12.8	I don't get to choose who I work with in lessons
3	I can choose to do some of my learning online	18.7	15.6	18.6	16.8	30.3	I am told when I have to work online and when in the class
24	I sometimes get to mark my own and/or other pupils' work at school	32.6	42.8	15.6	4.6	4.4	I never get to mark my own and/or other pupils' work at school
25	Teachers often ask me what I am finding difficult	33.2	41.4	13.7	6.9	4.7	Teachers never ask me what I am finding difficult
26	I have a say in how I am taught at school	18.7	11.9	27	18.9	23.6	I don't have a say in how I am taught at school
27	I have to be at school all the time during the school day	15.3	61.8	13.7	5.7	3.5	I can choose to do some of my learning at home
28	I have a say in what I learn about in lessons	13.9	9.8	21.5	19.7	35.1	The teachers decide what I should learn about in lessons



**Appendix 6 –Primary- Autonomy and influence wanted in the future**

		Agree a lot	Agree	Neutral	Disagree	Disagree a lot	
29	In the future, I would like to have a say in how I am taught	27.8	40.3	17.6	6.7	7.6	In the future, I would like the teachers to decide how I am taught
30	In the future, I would like to have a say in what I learn about in lessons	27.5	39.3	18.6	7	7.6	In the future, I would like the teachers to decide what I should learn about in lessons
31	In the future, I don't want to have a lot of choice of subjects in this school	7.6	8.4	15.7	22	46.2	In the future, I would like to have a lot of choice in what subjects I want to do
32	In the future, I would like to mark my own and/or other pupils' work	21.3	37.2	18.7	9.5	13.3	In the future, I don't want to have to mark my own and/or other pupils' work
33	In the future, I would like to be able to choose to do some of my learning online	27.1	48.2	13.8	4.1	6.8	In the future, I would like to be told when I have to work online and when in the class
34	In the future, I would like to get to choose who to work with in lessons	19.8	59.1	13.4	3	4.7	In the future, I would like teachers to choose who I work with in lessons
35	In the future, I would like to have to be at school all the time during the school day	13.8	19.7	24.3	18.3	23.8	In the future, I would like to be able to choose to do some of my learning at home

36	In the future, I would like the teachers to decide how much homework I get	11.4	13.7	16.1	18.5	40.3	In the future, I would like to have a say in how much homework I get
37	In the future, I would like teachers to ask me about what I am finding difficult	20.9	54.9	15.9	3.9	4.3	In the future, I don't want teachers to ask me what I am finding difficult

### Appendix 7- Primary- People who encourage me.

		Agree a lot	Agree	Neutral	Disagree	Disagree a lot	
42	My parents put too much pressure on me	10.4	19.4	48.5	12.5	9.3	My parents don't put enough pressure on me
43	My parents expect me to do well at school	64.1	21.8	11.8	1.2	1.4	My parents think I won't do well at school
44	My friends expect me to do well at school	32.5	32.2	26.8	4.3	4.2	My friends think I won't do well at school
45	My friends want me to work hard at school	31.6	28	29.2	6.5	4.6	My friends don't want me to work hard at school

### Appendix 8 – Primary- Analyses of gender differences

#### Analyses of gender differences – primary

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##### 1. Introduction

Of the 1012 primary responses received, 954 (94.3%) provided their gender. Of these 479 were boys and 475 were girls. It is these respondents that will be included in these analyses, with missing values excluded.

For the 'slider' items we used the independent samples T-test. This tests whether any difference found between the means of two groups is likely to be the result of an existing difference in the population of primary pupils



rather than being the result of idiosyncracies in the sample. As the slider items were intended to be continuous, the five scale points can be considered as quasi-continuous. The items relating to health behaviours cannot be considered to be continuous, so cross tabulation was used with the Chi Square test which tests whether or not the distribution of responses in each cell (e.g. boy-true, girl-true, boy-false, girl-false) is significantly different from what you would expect if there was no difference in responses between girls and boys.

## 2. What is learning like in your school?

Table 1: Mean differences by gender, significant differences at the .05 level in Italics

		Mean	Std. Deviation
QUESTION 1	Girl	1.03	1.059
	Boy	1.10	1.035
<i>QUESTION 2</i>	<i>Girl</i>	<i>-.43</i>	<i>1.177</i>
	<i>Boy</i>	<i>-.27</i>	<i>1.231</i>
QUESTION 3	Girl	-1.03	1.100
	Boy	-.91	1.226
<i>QUESTION 4</i>	<i>Girl</i>	<i>-.37</i>	<i>1.318</i>
	<i>Boy</i>	<i>-.17</i>	<i>1.295</i>
<i>QUESTION 5</i>	<i>Girl</i>	<i>1.17</i>	<i>1.020</i>
	<i>Boy</i>	<i>.99</i>	<i>1.156</i>
QUESTION 6	Girl	-.85	1.119
	Boy	-.76	1.122
QUESTION 7	Girl	-.35	1.267
	Boy	-.22	1.252
<i>QUESTION 8</i>	<i>Girl</i>	<i>.09</i>	<i>.939</i>
	<i>Boy</i>	<i>.30</i>	<i>.940</i>
QUESTION 9	Girl	-.85	1.217
	Boy	-.70	1.252
<i>QUESTION 10</i>	<i>Girl</i>	<i>-.52</i>	<i>1.202</i>
	<i>Boy</i>	<i>-.30</i>	<i>1.295</i>

Some significant, though generally weak, differences were found between girls and boys on the items related to what learning is like in their school. The strongest difference was found on question 8, on difficulty of lessons. Boys were significantly more likely to say that lessons were often too easy for them than girls ( $t=3.4, p<.001$ ). Boys are also more likely to say that teachers don't want them to bring items in from home ( $t=-2.8, p<.01$ , question 10). Significant differences were also found on question 5, with girls more likely to say they do a lot of different things in lessons ( $t=2.5, p<.05$ ), question 4, with boys more likely to say they only work with teachers or classroom than girls, and question 2, with boys more likely to say they usually work on their own or in the whole class rather than in group ( $t=-2.1, p<.05$ ).

There is therefore a tendency for boys to see lessons as somewhat more traditional than girls, though it has to be pointed out that the differences are small.

### 3. What would you like your school to be like?

Table 2: what would you like your school to be like, mean differences between boys and girls

		Mean	Std. Deviation
QUESTION 11	Girl	-1.15	1.119
	Boy	-1.16	1.196
QUESTION 12	Girl	-.62	1.291
	Boy	-.66	1.269
QUESTION 13	Girl	-.90	1.253
	Boy	-.74	1.302
QUESTION 14	Girl	.79	1.294
	Boy	.44	1.445
QUESTION 15	Girl	-1.29	1.151
	Boy	-1.28	1.172
QUESTION 16	Girl	.10	1.126
	Boy	.09	1.357
QUESTION 17	Girl	-1.01	1.169
	Boy	-.93	1.241

		Mean	Std. Deviation
QUESTION 18	Girl	-1.41	1.168
	Boy	-1.39	1.198
QUESTION 19	Girl	-1.20	1.188
	Boy	-1.02	1.289
QUESTION 20	Girl	1.44	1.009
	Boy	1.23	1.124

Less differences were found on the questions about what pupils would like their school to be like. Girls were significantly more likely to say they would like to bring more objects from home into school in the future ( $t=3.9$ ,  $p<.001$ ). They were also more likely to say that in future they would like to do a lot of different things in lessons ( $t=3.0$ ,  $p<.01$ ), and to say that in future they would like teachers to be good at finding out about what they already know ( $t=-2.2$ ,  $p<.05$ )

#### 4. Pupil autonomy and influence

**Table 3: Pupil autonomy and influence by gender, significant differences at the .05 level in Italics**

		Mean	Std. Deviation
QUESTION 21	Girl	-.93	1.450
	Boy	-.87	1.404
QUESTION 22	Girl	.00	1.224
	Boy	-.08	1.331
QUESTION 23	Girl	.41	1.514
	Boy	.17	1.528
QUESTION 24	Girl	-1.20	1.186
	Boy	-.94	1.217
QUESTION 25	Girl	-1.04	1.206
	Boy	-1.01	1.214
QUESTION 26	Girl	.33	1.466

		Mean	Std. Deviation
	Boy	.20	1.348
QUESTION 27	Girl	-1.32	1.238
	Boy	-1.24	1.260
QUESTION 28	Girl	.69	1.357
	Boy	.51	1.414

Again relatively few significant differences between boys and girls were found. Girls were more likely to say they often got to mark their own or others' work ( $t=3.4$ ,  $p<.001$ , question 24). Girls were also more likely to say that they could choose to do some of their learning online ( $t=2.4$ ,  $p<.05$ , question 23), and that teachers decide what they should do in lessons ( $t=2.0$ ,  $p<.05$ , question 28). However, these differences were rather weak.

**Table 4: Desired pupil autonomy and influence by gender, significant differences at the .05 level in Italics**

		Mean	Std. Deviation
QUESTION 29	Girl	-.84	1.412
	Boy	-.91	1.377
QUESTION 30	Girl	-.83	1.384
	Boy	-.85	1.393
QUESTION 31	Girl	<i>1.07</i>	<i>1.234</i>
	Boy	<i>.87</i>	<i>1.413</i>
QUESTION 32	Girl	-.73	1.427
	Boy	-.48	1.533
QUESTION 33	Girl	-1.09	1.264
	Boy	-1.05	1.389
QUESTION 34	Girl	-1.33	1.206
	Boy	-1.21	1.309
QUESTION 35	Girl	.08	1.495
	Boy	.22	1.506



		Mean	Std. Deviation
QUESTION 36	Girl	.59	1.482
	Boy	.67	1.510
QUESTION 37	Girl	-1.29	1.252
	Boy	-1.11	1.303

Similar responses are found with regards to pupils' views on their desired states. Girls are more likely to want to mark their own or others' work ( $t=-2.6$ ,  $p<.01$ , question 32), are more likely to want more choice of subjects ( $t=2.3$ ,  $p<.05$ ), and want teachers to ask them what they are finding difficult ( $t=-2.2$ ,  $p<.05$ ).

### 5. Looking after myself and others

With regards to healthy eating, boys were significantly more likely to agree that they had never been told about healthy eating at school (Chi Square=13.5,  $p<.001$ ), while girls were somewhat more likely to say they already ate healthily (Chi Square=4.1,  $p<.05$ ).

Boys were also more likely to say that teachers had never encouraged them to take more exercise (Chi Square=7.2,  $p<.01$ ), while girls were more likely to say that they had been encouraged to take more exercise at school (Chi Square=5.9,  $p<.05$ ).

Boys were more likely to say that some of their friends have started to deal better with stress because of what they have learnt about it at school (Chi Square=9.7,  $p<.01$ ) than girls. No differences were found on the extent to which they said they had learnt about stress or talked about it at school.

Boys were somewhat more likely to say that teachers don't know anything about bullying (Chi Square=4.6,  $p<.05$ ).

## 6. People who encourage me

Table 5: who encourages pupils: responses by gender. Significant differences at the .05 level in *Italics*.

		Mean	Std. Deviation
QUESTION 42	Girl	-.03	1.089
	Boy	-.13	1.164
QUESTION 43	Girl	-1.47	1.058
	Boy	-1.49	1.088
QUESTION 44	<i>Girl</i>	<i>-.93</i>	<i>1.219</i>
	<i>Boy</i>	<i>-.75</i>	<i>1.220</i>
QUESTION 45	<i>Girl</i>	<i>-.91</i>	<i>1.211</i>
	<i>Boy</i>	<i>-.59</i>	<i>1.263</i>

While no differences were found between boys and girls in their perceptions of parental encouragement, boys were more likely than girls to say that their friends don't want them to work hard at school ( $t=-4.1$ ,  $p<.001$ , question 45), and that their friends don't think they will do well at school ( $t=-2.2$ ,  $p<.05$ ).

## 7. Conclusion

Overall, in this primary sample, gender differences are limited in number and generally weak. However, where they exist, there is a tendency for girls to respond more positively with regards to present practices in schools, and to be more enthusiastic about changes to the curriculum in future. They also appear less likely to be subject to negative peer pressure.



**Appendix 9 – Secondary- What is learning like in your school?**

		Agree a lot	Agree	Neutral	Disagree	Disagree a lot	
1	I never use the internet at school	2.1	6	13.4	37.7	41	I often use the internet at school
2	I often do group work with other students in class	11.1	32.9	28.6	20.6	7	I always work by myself or as part of the whole class
3	Teachers are good at finding out what I already know about	12.4	31.9	27.7	19.5	8.6	Teachers don't find out what I know already about an area
4	We often get people from outside the school coming in to work with us	9.3	21.7	21.5	28.1	19.5	We only ever work with teachers or classroom assistants
5	We always do the same type of activities in our lessons	9.5	16.7	18.5	35.3	20.2	We do a mix of different activities in our lessons
6	Teachers often make connections between different subjects	12.2	36.4	23.5	19.6	8.4	Subjects at school seem very separate and not connected to each other
7	We do a lot of practical activities	15.6	35.4	24.7	19.4	5	We never do practical activities
8	We often get to see examples from videos or DVDs or television during lessons	12.6	31.4	23.6	21.9	10.7	We never get to see examples from videos or DVDs or television during lessons
9	Lessons are often too difficult for me	4.7	12.7	51.5	22.8	8.4	Lessons are often too easy for me
10	I often use what I have learnt at school in my life outside of school	18	34.3	23.9	14.6	9.2	I never use anything I have learnt at school in my life outside of school

		Agree a lot	Agree	Neutral	Disagree	Disagree a lot	
11	Lessons are never connected to my own experiences	8.7	19.9	32.3	26.2	12.9	I often get to think about my own experiences during lessons

### Appendix 10 - Secondary- In the future, what would you like your school to be like?

		Agree a lot	Agree	Neutral	Disagree	Disagree a lot	
12	In the future, I would like to do a lot of practical activities	44	32.4	14.1	5.9	3.6	In the future, I don't want to have to do practical activities
13	In the future, I would like mostly to do a lot of group work with other students in class	25.8	32.7	21.2	13.2	7.1	In the future, I would like to mostly work on my own or with the whole class
14	In the future, I would like to get people from outside the school coming in to work with us	22.9	37.5	21.2	12.1	6.5	In the future, I would like to only work with teachers or classroom assistants
15	In the future, I don't want lessons to be connected to my own experiences	6.3	11.3	27.2	36.6	18.6	In the future, I would like to get to think about my own experiences during lessons
16	In the future, I would like teachers to make connections between different subjects	19.1	38	26.9	10.3	5.6	In the future, I don't want to be told about how different subjects are connected

		Agree a lot	Agree	Neutral	Disagree	Disagree a lot	
17	In the future, I would like to get to see examples from videos or DVDs or television during lessons	49.9	27.1	14	5.1	3.9	In the future, I don't want to see examples from videos or DVDs or television during lessons
18	In the future, I would like lessons to be easier	15.4	18.3	39.2	20.4	6.7	In the future, I would like lessons to be more difficult
19	In the future, I would like to use what I have learnt at school in my life outside of school	29.2	33.8	25.1	7.4	4.6	In the future, I don't want to have to use anything I have learnt at school in my life outside of school
20	In the future, I would like to use the internet at school	52	22	18.1	4.2	3.7	In the future, I don't want to use the internet at school
21	In the future, I would like teachers to be good at finding out what I already know about an area	36.4	29.3	22.1	7.7	4.6	In the future, I don't want teachers to spend a lot of time finding out what I already know about an area before they try and teach me something new
22	In the future, I would like to do the same type of activities in each lesson	5.1	6.2	23.5	24.2	41.1	In the future, I would like to do a mix of different activities in lessons

**Appendix 11 – Secondary- pupil autonomy and influence.**

		Agree a lot	Agree	Neutral	Disagree	Disagree a lot	
34	I don't have a say in how much homework I get	54.2	18.3	16.6	5.7	5.1	I have a say in how much homework I get
35	I get to choose who to work with in lessons	11.5	24.9	27.1	20.4	16	I don't get to choose who to work with in lessons
36	I can choose to do some of my learning online	9.9	18.4	20.4	20.4	30.9	I am told when I have to work online and when in the class
37	I don't have much choice of subjects in this school	21.4	20.4	25.9	20.3	12.1	I get a lot of choice in what subjects I want to do
38	I sometimes get to mark my own and/or other pupils work at school	25.6	40.7	18.4	9.4	6	I never get to mark my own and/or other pupils work at school
39	Teachers often ask me about what I am finding difficult	18.2	29.1	23	18.5	11.3	Teachers never ask me what I am finding difficult
40	I have a say in how I am taught	21.4	20.4	25.9	20.3	12.1	I don't have a say in how I am taught at school
41	I have to be at school all the time during the school day	21.4	20.4	25.9	20.3	12.1	I can choose to do some of my learning at home
42	I have a say in what I learn about in lessons	6.4	9.1	22.4	18	44.1	The teachers decide what I should learn about in lessons

**Appendix 12 - Secondary- Autonomy and influence in the future.**

		Agree a lot	Agree	Neutral	Disagree	Disagree a lot	
43	In the future, I would like to have a say in how I am taught	44.4	27.6	17.2	6	4.9	In the future, I would like the teachers to decide how I am taught
44	In the future, I would like to have a say in what I learn about in lessons	39.8	30.1	18.6	6.9	4.7	In the future, I would like the teachers to decide what I should learn about in lessons
45	In the future, I don't want to have a lot of choice of subjects in this school	9.1	5.8	18.3	20.4	46.4	In the future, I would like to have a lot of choice in what subjects I want to do
46	In the future, I would like to mark my own and/or other pupils' work	22.3	19.8	26.9	14.2	16.9	In the future, I don't want to have to mark my own and/or other pupils' work
47	In the future, I would like to be able to choose to do some of my learning online	41.4	26.8	19.6	7.1	5.2	In the future, I would like to be told when I have to work online and when in the class
48	In the future, I would like to get to choose who to work with in lessons	57.2	17.7	17.2	4.6	3.5	In the future, I would like teachers to choose who I work with in lessons
49	In the future, I would like to have to be at school all the time during the school day	13.7	11.6	24	21.5	29.3	In the future, I would like to be able to choose to do some of my learning at home

		Agree a lot	Agree	Neutral	Disagree	Disagree a lot	
50	In the future, I would like the teachers to decide how much homework I get	10	7.4	18.7	21.7	42.4	In the future, I would like to have a say in how much homework I get
51	In the future, I would like teachers to ask me about what I am finding difficult	43.8	22.3	21.6	5.3	7	In the future, I don't want teachers to ask me what I am finding difficult

### Appendix 13- Secondary- People who encourage me.

		Agree a lot	Agree	Neutral	Disagree	Disagree a lot	
67	Teachers in primary school expected more of me than my teachers in secondary school	13.4	9	21.2	20.1	36.4	Teachers in secondary school expect more of me than my teachers in primary school
68	Teachers in secondary school put more pressure on me than my teachers in primary school	39.4	24.7	21.7	8.4	6	Teachers in primary school put more pressure on me than my teachers in secondary school do
69	Teachers put too much pressure on me	17.9	26.3	38.5	11.5	5.9	Teachers don't put enough pressure on me
70	My parents put too much pressure on me	11.6	16.2	47.8	15.8	8.7	My parents don't put enough pressure on me

		Agree a lot	Agree	Neutral	Disagree	Disagree a lot	
71	My parents expect me to do well at school	49.8	23.3	19.8	4.3	2.9	My parents think I won't do well at school
72	My friends expect me to do well at school	19.7	27.1	37	9.7	6.6	My friends think I won't do well at school
73	My friends want me to work hard at school	17.5	18.4	45.9	10.4	7.8	My friends don't want me to work hard at school

## Appendix 14 – Secondary survey analysis by gender

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### 1. Introduction

Of the 1807 responses received in the secondary sample, 1639 (90.7%) provided their gender. Of these, 830 were boys and 809 girls. It is these respondents that will be included in these analyses, with missing values excluded.

For the 'slider' items we used the independent samples T-test. This tests whether any difference found between the means of two groups is likely to be the result of an existing difference in the population of primary pupils rather than being the result of idiosyncracies in the sample. As the slider items were intended to be continuous, the five scale points can be considered as quasi-continuous. The items relating to health behaviours cannot be considered to be continuous, so cross tabulation was used with the Chi Square test which tests whether or not the distribution of responses in each cell (e.g. boy-true, girl-true, boy-false, girl-false) is significantly different from what you would expect if there was no difference in responses between girls and boys.

### 2. What is learning like in your school?

Table 1: Mean differences by gender, significant differences at the .05 level in *Italics*

	QUESTION 92	Mean	Std. Deviation
QUESTION 1	boys	1.1327	1.04916
	girls	1.0842	.94736
QUESTION 2	boys	-.2024	1.13609
	girls	-.2571	1.13371



	QUESTION 92	Mean	Std. Deviation
QUESTION 3	boys	-.2506	1.24059
	girls	-.1471	1.13315
QUESTION 4	boys	.3217	1.29447
	girls	.2002	1.28180
QUESTION 5	boys	.3771	1.30276
	girls	.4190	1.22320
QUESTION 6	boys	-.1807	1.22247
	girls	-.2930	1.12442
QUESTION 7	boys	-.3783	1.15254
	girls	-.3609	1.09714
<i>QUESTION 8</i>	<i>boys</i>	<i>-.0265</i>	<i>1.24328</i>
	<i>girls</i>	<i>-.2732</i>	<i>1.19230</i>
<i>QUESTION 9</i>	<i>boys</i>	<i>.2241</i>	<i>.99232</i>
	<i>girls</i>	<i>.1310</i>	<i>.90386</i>
QUESTION 10	boys	-.3349	1.26037
	girls	-.4326	1.20876
QUESTION 11	boys	.1193	1.18962
	girls	.1916	1.15683

Few significant differences between boys and girls emerged on the items on current learning in their school. Boys respondents were more likely to say they never used TV, DVD or videos in lessons ( $t=4.1$ ,  $p<.001$ , question 8), and were more likely to say that lessons were too easy for them ( $t=2.0$ ,  $p<.05$ , question 9).



### 3. What would you like your school to be like?

Table 2: what would you like your school to be like, mean differences between boys and girls

	QUESTION 92	Mean	Std. Deviation
QUESTION 12	Boys	-1.1940	1.06811
	Girls	-1.0111	1.11187
QUESTION 13	Boys	-.5952	1.24161
	Girls	-.5871	1.24285
QUESTION 14	boys	-.5108	1.22371
	girls	-.6885	1.15586
QUESTION 15	boys	.5072	1.17342
	girls	.5266	1.08869
QUESTION 16	boys	-.5181	1.16712
	girls	-.5785	1.06895
QUESTION 17	boys	-1.1614	1.15628
	girls	-1.1718	1.07464
QUESTION 18	boys	-.1036	1.20468
	girls	-.2027	1.09610
QUESTION 19	boys	-.8060	1.14338
	girls	-.7182	1.10116
QUESTION 20	boys	-1.1867	1.11685
	girls	-1.1681	1.06540
QUESTION 21	boys	-.8783	1.18836
	girls	-.8789	1.13240
QUESTION 22	boys	.8904	1.19661
	girls	.9951	1.13777

When asked what they would like their school to be liked, again few differences emerged between boys and girls secondary students. Girls were more likely to say that in future they didn't want to have to do practical activities ( $t=3.4$ ,  $p<.001$ , question 12) and that they would like to work more frequently with people from outside the school ( $t=3.0$ ,  $p<.01$ ).

#### 4. Pupil autonomy and influence

Table 3: Pupil autonomy and influence by gender, significant differences at the .05 level in Italics

	QUESTION 92	Mean	Std. Deviation
QUESTION 34	boys	-1.1181	1.24086
	girls	-1.1755	1.22225
<i>QUESTION 35</i>	<i>boys</i>	<i>.1614</i>	<i>1.32634</i>
	<i>girls</i>	<i>-.0099</i>	<i>1.19163</i>
QUESTION 36	boys	.4771	1.39578
	girls	.4203	1.39798
QUESTION 37	boys	-.2096	1.38557
	girls	-.1693	1.38047
<i>QUESTION 38</i>	<i>boys</i>	<i>-.6675</i>	<i>1.18913</i>
	<i>girls</i>	<i>-.8084</i>	<i>1.11986</i>
QUESTION 39	boys	-.2217	1.29265
	girls	-.2695	1.33649
QUESTION 40	boys	.0795	1.39478
	girls	-.1323	1.40845
QUESTION 41	boys	-.0422	1.40631
	girls	-.0185	1.430399
QUESTION 42	boys	.8492	1.30224
	girls	.9283	1.26933

Again relatively few significant differences were found. Boys are more likely to say they don't get to choose who they work with in lessons ( $t=2.8$ ,  $p<.01$ , question 35), and that they never get to mark their own and other students' work ( $t=2.5$ ,  $p<.05$ , question 38).

**Table 4: Desired pupil autonomy and influence by gender, significant differences at the .05 level in Italics**

	QUESTION 92	Mean	Std. Deviation
QUESTION 43	boys	-1.0157	1.20453
	girls	-1.1026	1.10718
QUESTION 44	boys	-.9614	1.18940
	girls	-.9827	1.13111
<i>QUESTION 45</i>	<i>boys</i>	<i>.8506</i>	<i>1.37857</i>
	<i>girls</i>	<i>1.0260</i>	<i>1.26865</i>
QUESTION 46	boys	-.1000	1.43567
	girls	-.2324	1.42133
QUESTION 47	boys	-.9373	1.22042
	girls	-.9716	1.22290
<i>QUESTION 48</i>	<i>boys</i>	<i>-1.1843</i>	<i>1.13758</i>
	<i>girls</i>	<i>-1.3300</i>	<i>1.11186</i>
QUESTION 49	boys	.3867	1.44579
	girls	.4747	1.41410
<i>QUESTION 50</i>	<i>boys</i>	<i>.7084</i>	<i>1.42756</i>
	<i>girls</i>	<i>.9493</i>	<i>1.29590</i>
<i>QUESTION 51</i>	<i>boys</i>	<i>-.8699</i>	<i>1.27040</i>
	<i>girls</i>	<i>-1.0148</i>	<i>1.23872</i>

Some more differences were found when students were asked about desired future states. Girls are more likely to say they want a lot of choice of subjects in future ( $t=-2.7$ ,  $p<.01$  question 45) and have a say in how much homework they are to do ( $t=-3.6$ ,  $p<.001$ , question 50) while boys are more likely to want a say in who they work with in future ( $t=2.6$ ,  $p<.01$ , question 48). Girls are also more likely to want teachers to ask them about what they are finding difficult ( $t=2.3$ ,  $p<.05$ , question 51).

### 5. Looking after myself and others

Boys were more likely than girls to say they had never been told about healthy eating in school (Chi Square = 15.9,  $p<.001$ ). No significant differences were found on actual impact of school healthy eating policies and practices.

Boys were also more likely to say that their teachers don't know anything about drugs (Chi Square = 8.3,  $p<.01$ ), while girls were more likely to say that they were less likely to take drugs because of what they had learnt at school (Chi Square = 16.7,  $p<.001$ ). By contrast, boys were more likely to say that some of their friends had stopped taking drugs because of what they had learnt about them at school (Chi Square = 11.7,  $p<.001$ ).

A similar pattern emerges in the questions about alcohol. Boys were more likely to claim that their teachers don't know anything about drugs (Chi Square = 11.3,  $p<.001$ ), while girls were more likely to claim they had stopped drinking alcohol because of what they have learnt at school (Chi Square = 6.4,  $p<.05$ ). Again, boys were more likely to say that some of their friends had stopped drinking alcohol because of what they had learnt at school (Chi Square = 9.1,  $p<.01$ ).

Boys were also more likely to claim that teachers didn't encourage them to take exercise (Chi Square = 32.3,  $p<.001$ ), while girls by contrast were more likely to claim that they were encouraged to do exercise (Chi Square = 21.6,  $P<.001$ ). No gender differences were found with respect to behaviour.

Following the pattern, boys were more likely to claim that teachers never talked to students about stress (Chi Square = 5.7,  $p<.05$ ), though they were also more likely to claim that some of their friends had started to deal better with stress because of what they had learnt in school (Chi Square = 5.0,  $p<.05$ ).

Boys again were more likely to claim that their teachers don't know anything about bullying (Chi square = 18.5,  $p<.001$ ), while girls were more likely to say they know how to help other students if they are being bullied (Chi Square = 15.6,  $p<.001$ ).

## 6. People who encourage me

**Table 5: who encourages pupils: responses by gender. Significant differences at the .05 level in Italics.**

	QUESTION 92	Mean	Std. Deviation
QUESTION 67	boys	.5313	1.49090
	girls	.6638	1.39862
<i>QUESTION 68</i>	<i>boys</i>	<i>-.7747</i>	<i>1.27747</i>
	<i>girls</i>	<i>-.9716</i>	<i>1.21477</i>
QUESTION 69	boys	-.3651	1.16150
	girls	-.4462	1.09449
QUESTION 70	boys	-.1193	1.13247
	girls	-.0185	1.11511
QUESTION 71	boys	-1.1783	1.08483
	girls	-1.2398	1.06443
<i>QUESTION 72</i>	<i>boys</i>	<i>-.3470</i>	<i>1.19512</i>
	<i>girls</i>	<i>-.5414</i>	<i>1.12623</i>
<i>QUESTION 73</i>	<i>boys</i>	<i>-.2036</i>	<i>1.14697</i>
	<i>girls</i>	<i>-.3931</i>	<i>1.18520</i>

Boys were more likely than girls to respond that teachers in primary school put more pressure on them than teachers in secondary school ( $t=3.2$ ,  $p<.001$ , question 68). They were also more likely to feel that friends don't expect them to do well at school ( $t=3.4$ ,  $p<.001$ , question 72) and that their friends don't want them to work hard at school ( $t=3.3$ ,  $p<.001$ ).

### Conclusion

Overall, few significant differences were found between boys and girls in the secondary sample. Where differences were found, they point to a pattern of slightly more negative responses to their school experience among boys, especially evident in the questions about health. Boys also appear to experience more negative peer pressure. An interesting finding is that, on a number of the health related items girls are more likely to report changing their own behaviour, while boys are more likely to report changed behaviour of friends.

## Appendix 15 – Secondary by attainment analyses

### Introduction

Of the sample, 1513 (83.7%) provided their English KS level and 1471 (81.4%) their maths KS level. Correlation coefficients were calculated to look at the relationship between curriculum variables and KS level. However, one issue with KS level as a variable is that it is strongly related to grade (.36 with English and .35 with maths), meaning relationships could be confounded. Therefore, partial correlations including grade as a control variable were also calculated.

### 2. What is learning like in your school?

**Table 1: Partial Correlations between KS levels and questions 1-11 controlling for grade**

Control Variables			English KS level	Maths KS level
Grade	QUESTION 1	Correlation	-.005	-.012
		Significance (2-tailed)	.854	.636
	QUESTION 2	Correlation	<b>.054</b>	.021
		Significance (2-tailed)	<b>.039</b>	.426
	QUESTION 3	Correlation	<b>.144</b>	<b>.113</b>
		Significance (2-tailed)	<b>.000</b>	<b>.000</b>
	QUESTION 4	Correlation	.128	.136
		Significance (2-tailed)	.000	.000
	QUESTION 5	Correlation	<b>-.114</b>	<b>-.115</b>
		Significance (2-tailed)	<b>.000</b>	<b>.000</b>
	QUESTION 6	Correlation	<b>.055</b>	.048
		Significance (2-tailed)	<b>.036</b>	.069
	QUESTION 7	Correlation	<b>.062</b>	<b>.072</b>
		Significance (2-tailed)	<b>.018</b>	<b>.006</b>
	QUESTION 8	Correlation	.029	.015
		Significance (2-tailed)	.272	.573
	QUESTION 9	Correlation	<b>.160</b>	<b>.191</b>
		Significance (2-tailed)	<b>.000</b>	<b>.000</b>

Control Variables		English KS level	Maths KS level
QUESTION 10	Correlation	.027	.037
	Significance (2-tailed)	.308	.159
QUESTION 11	Correlation	-.006	-.005
	Significance (2-tailed)	.804	.842

As can be seen in table 1, above, a number of significant, albeit weak to modest, correlations emerged. The strongest were with question 9, indicating that students with higher KS levels were more likely to claim that lessons were too easy for them. Higher achievers were also more likely to claim that teachers don't find out what they already know (question 3), and were more likely to claim they always did the same types of things in lessons (question 5). A weak relationship exists between KS level and the item on practical activities, with students with higher KS levels somewhat more likely to say they never do practical activities (question 7).

### 3. What would you like your school to be like?

**Table 2: Partial Correlations between KS levels and questions 12-22 controlling for grade**

Control Variables		English KS Level	Maths KS Level	
Grade	QUESTION 12	Correlation	-.019	-.045
		Significance (2-tailed)	.464	.081
	QUESTION 13	Correlation	-.006	<b>-.057</b>
		Significance (2-tailed)	.823	<b>.030</b>
	QUESTION 14	Correlation	<b>-.075</b>	<b>-.077</b>
		Significance (2-tailed)	<b>.004</b>	<b>.003</b>
	QUESTION 15	Correlation	<b>.115</b>	<b>.109</b>
		Significance (2-tailed)	<b>.000</b>	<b>.000</b>
	QUESTION 16	Correlation	<b>-.093</b>	<b>-.100</b>
		Significance (2-tailed)	<b>.000</b>	<b>.000</b>

Control Variables		English KS Level	Maths KS Level
QUESTION 17	Correlation	-.050	<b>-.079</b>
	Significance (2-tailed)	.057	<b>.002</b>
QUESTION 18	Correlation	<b>.206</b>	<b>.212</b>
	Significance (2-tailed)	<b>.000</b>	<b>.000</b>
QUESTION 19	Correlation	<b>-.138</b>	<b>-.148</b>
	Significance (2-tailed)	<b>.000</b>	<b>.000</b>
QUESTION 20	Correlation	-.042	<b>-.102</b>
	Significance (2-tailed)	.108	<b>.000</b>
QUESTION 21	Correlation	<b>-.098</b>	<b>-.099</b>
	Significance (2-tailed)	<b>.000</b>	<b>.000</b>
QUESTION 22	Correlation	<b>.160</b>	<b>.119</b>
	Significance (2-tailed)	<b>.000</b>	<b>.000</b>

As can be seen in table 2, a greater number of significant correlations emerge when looking at the relationship between what students would like their learning to be like and their KS levels. In order of strength of relationship, higher attainers are more likely to want lessons to be harder in future (question 18), more likely to want to use what they have learnt at school in my life outside of school (question 19), more likely to want to do a mix of different activities (question 22), and more likely to want to get to think about their own experiences during lessons (question 15). They are also somewhat more likely to want to be told about connections between subject (question 16), more likely to want teachers to be good at finding out what they already know about an area before they try and teach something new (question 21) and slightly more likely to want people from outside the school to come and work with them (question 14).



#### 4. Pupil autonomy and influence

**Table 3: Partial Correlations between KS levels and questions 34-42 controlling for grade**

Control Variables			English KS level	Maths KS level
Grade	QUESTION 34	Correlation	<b>-.154</b>	<b>-.181</b>
		Significance (2-tailed)	<b>.000</b>	<b>.000</b>
	QUESTION 35	Correlation	.020	-.003
		Significance (2-tailed)	.446	.896
	QUESTION 36	Correlation	<b>.065</b>	.040
		Significance (2-tailed)	<b>.013</b>	.128
	QUESTION 37	Correlation	<b>.115</b>	<b>.089</b>
		Significance (2-tailed)	<b>.000</b>	<b>.001</b>
	QUESTION 38	Correlation	<b>-.068</b>	-.051
		Significance (2-tailed)	<b>.009</b>	.050
	QUESTION 39	Correlation	<b>.126</b>	<b>.113</b>
		Significance (2-tailed)	<b>.000</b>	<b>.000</b>
	QUESTION 40	Correlation	.038	.032
		Significance (2-tailed)	.163	.221
	QUESTION 41	Correlation	<b>.058</b>	<b>.074</b>
		Significance (2-tailed)	<b>.023</b>	<b>.004</b>
	QUESTION 42	Correlation	<b>.110</b>	<b>.126</b>
		Significance (2-tailed)	<b>.000</b>	<b>.000</b>

A number of modest but significant relationships exist between KS level and views on current levels of autonomy within school. High attainers are less likely to feel they have a say in what homework they do (question 34), are less likely to feel that teachers ask them about what they are finding difficult (question 39), and are less likely to feel they have a say in what they learn about in lessons (question 42).

Some weak correlations exist with English KS level and questions 36 (high attainers are less likely to say they can do some of their learning online) and 38 (high attainers are less likely to say they never get to mark my own and/or other pupils work at school). Weak significant correlations were also found between higher attainment and a greater likelihood to respond that they have a greater choice in subjects (question 37) and are allowed to do more work at home (question 41).

**Table 4: Partial Correlations between KS levels and questions 43-51 controlling for grade**

Control Variables			English KS level	Maths KS level
Grade	QUESTION 43	Correlation	<b>-.162</b>	<b>-.143</b>
		Significance (2-tailed)	<b>.000</b>	<b>.000</b>
	QUESTION 44	Correlation	<b>-.128</b>	<b>-.117</b>
		Significance (2-tailed)	<b>.000</b>	<b>.000</b>
	QUESTION 45	Correlation	<b>.222</b>	<b>.220</b>
		Significance (2-tailed)	<b>.000</b>	<b>.000</b>
	QUESTION 46	Correlation	<b>.056</b>	.046
		Significance (2-tailed)	<b>.033</b>	.075
	QUESTION 47	Correlation	<b>-.055</b>	-.032
		Significance (2-tailed)	<b>.034</b>	.217
	QUESTION 48	Correlation	<b>-.085</b>	<b>-.093</b>
		Significance (2-tailed)	<b>.001</b>	<b>.000</b>
	QUESTION 49	Correlation	<b>.098</b>	<b>.054</b>
		Significance (2-tailed)	<b>.000</b>	<b>.037</b>
	QUESTION 50	Correlation	<b>.142</b>	<b>.135</b>
		Significance (2-tailed)	<b>.000</b>	<b>.000</b>
	QUESTION 51	Correlation	-.051	<b>-.058</b>
		Significance (2-tailed)	.051	<b>.028</b>

Some more weak to modest significant differences were found when students were asked about desired future states.

The strongest relationship found was between high attainment and wanting to have a lot of subject choice in future (question 45). High attainers are also more likely to want a say in how much homework they get (question 50), and would like to be able to choose to do some of their learning at home (question 49). By contrast, high attainers were less likely to want to have a say in how they are taught in future (question 43), in what they learn in lessons (question 44), or in who they work with in lessons (question 48) than lower attainers.

### 5. Looking after myself and others

Analysis of variance with Scheffe post-hoc tests was used to look at the relationship between attainment and the variables on looking after myself and others, controlling for grade.

Higher attainers were more likely to say they already ate healthily ( $F=5.1$ ,  $p<.001$ , English;  $F=4.9$ ,  $p<.001$ , maths). No other significant differences were found on the healthy eating variables.

Lower attainers were slightly more likely to claim that some of their friends have stopped taking drugs because of what they have learnt about them at school ( $F=3.0$ ,  $p<.001$ , English,  $F=1.2$ ,  $p>.05$ , maths), though the pattern wasn't altogether clear. No other clear differences emerged. A similar weak pattern emerged with respect to the questions about alcohol ( $F=3.3$ ,  $p<.01$ , maths,  $F=3.4$ ,  $p<.01$ , English).

High attainers were somewhat more likely to claim that teachers didn't encourage them to take exercise ( $F=4.3$ ,  $p<.001$ , English,  $F=2.6$ ,  $p<.05$ , maths), and were more likely to claim that teachers don't talk to them about stress ( $F=5.3$ ,  $p<.001$ , English,  $F=2.4$ ,  $p<.05$ , maths). Lower attainers in English were more likely to claim that they had learnt about stress and how to deal with it in their school ( $F=5.0$ ,  $p<.001$ ) and that some of their friends have started to deal better with stress because of what they had learnt in school ( $F=3.0$ ,  $p<.05$ ).

Students reaching level 8 in maths were somewhat more likely to claim that teachers don't know a thing about bullying ( $F=3.3$ ,  $p<.01$ )

## 6. People who encourage me

**Table 5: Partial Correlations between KS levels and questions 67-73 controlling for grade**

Control Variables			English KS level	Maths KS level
Grade	QUESTION 67	Correlation	<i>.128</i>	<i>.101</i>
		Significance (2-tailed)	<i>.000</i>	<i>.000</i>
	QUESTION 68	Correlation	<i>-.100</i>	<i>-.124</i>
		Significance (2-tailed)	<i>.000</i>	<i>.000</i>
	QUESTION 69	Correlation	-.038	<i>-.058</i>
		Significance (2-tailed)	.143	<i>.027</i>
	QUESTION 70	Correlation	<i>-.092</i>	<i>-.101</i>
		Significance (2-tailed)	<i>.000</i>	<i>.000</i>
	QUESTION 71	Correlation	<i>-.139</i>	<i>-.161</i>
		Significance (2-tailed)	<i>.000</i>	<i>.000</i>
	QUESTION 72	Correlation	<i>-.063</i>	<i>-.071</i>
		Significance (2-tailed)	<i>.015</i>	<i>.006</i>
	QUESTION 73	Correlation	.008	-.018
		Significance (2-tailed)	.759	.486

A number of weak to modest significant correlations were found between attainment and the questions on people who encourage the students.

Low attainers were more likely to say their parents didn't expect them to do well at school (question 71), and that teachers in primary school expected more of them than my teachers in secondary school (question 67). However, they were also more likely to say that teachers in secondary school put more pressure on them than my teachers in primary school (question 68), and that their parents put too much pressure on them (question 70).

### Conclusion

Once grade is taken into account, relationships between attainment in terms of KS level and the curriculum variables tended to be modest to weak. No clear response pattern emerges across the survey, with relationships varying across items.

## Appendix 16 – Main focus group report

### Pupil voice – learners and the curriculum

#### Focus group outcomes

As part of Strand 1 of QCA's Building the Evidence Base project, CUREE (the Centre for Use of Research and Evidence in Education) has carried out a series of four focus groups with secondary students to supplement the data arising from the national survey.

This report summarises the outcomes of the focus groups which were held in:

- a student voice conference in the North West (SSAT);
- a national student voice conference in Birmingham (QCA);
- a secondary school in the West Midlands; and
- two pupil referral units (PRUs) in the West Midlands.

The focus groups were designed to provide a deeper exploration of the issues addressed in and arising from the online survey. Specifically, they canvassed students' views on how teachers and schools could:

- increase the levels of **challenge and inspiration** within students' learning experiences;
- increase the degree of **flexibility and choice** that students encounter; and
- enable students to think and learn about ways of enhancing their physical, emotional and spiritual **well being**.

In addition we took the opportunity of the focus groups to explore in more depth intriguing data emerging from the survey. Specifically, we wanted to find out more about:

- students' experience of the **mathematics** curriculum; and
- what students felt they were the aspects of their **school learning relevant to life outside of school**.

The report presents a brief description of the students participating in the focus groups and their schools, and then draws on the data to answer the questions set by QCA.

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## Participants

### A/ Student voice conference Birmingham

22 students:

Years 7-9

attending two secondary schools in the West Midlands and one pupil referral unit in the North West

### B/ Student voice conference North West

12 students:

8 male, 4 female

1x Y7, 2x Y8, 2x Y9, 6x Y10, 1x Y12

9x white English, 1x white other British, 2x Asian

### C/ West Midlands secondary school

17 students:

11 male, 6 female

17x Y9

8x white English, 5x Asian, 1x white and Asian

### D/ West Midlands pupil referral units

9 students:

9 male

6x KS3, 3x KS4

7x white English, 2x Asian

## Challenge and inspiration

### *Engaging classroom activities*

When the students were invited to discuss subjects in which practical work, problem-solving and group work took place it became clear that there was little consistency of practice within subject areas. Students provided examples of practical activities and group work in science, English, maths and PSHE, but equally they spoke of some teachers leading learning in these subjects in a way that was repetitive and focused mainly on bookwork.

In science, one group of three students (male, Y10) said that they did practical work in some physics lessons, but that it was not enough and they felt they were doing too much “sheet work”. One student (male, Y9) from another school spoke of the inconsistency among teachers of chemistry in the amount of experimental tasks they set. He said that in one class students might spend about 80% of their time on experiments, and in the other about 20%. One group of three students said that giving presentations was a feature of their science lessons.

A high turnover of teachers in science was mentioned as a particular problem by one student (male, Y10).

English was consistently named as a subject where student-centred practice took place by students in focus groups B and C:

“There are a lot of practical activities in English – speaking, listening, role- playing.”

Another student mentioned debates as an interesting part of his English lessons. One group of three students (male, Y10) also said that they had been doing more group work as they progressed in English, and felt that this was a strategy to help them get higher marks for GCSE.

On the other hand, it seemed that in English too not all teachers exploited the opportunity for interaction:

“The teacher usually gives us exercises and book work.” (male, Y9)

The inconsistency of approach was highlighted by one group of four students who said that the head of English developed group work activities, but that this was not true of all teachers in the English department (male, Y9).

Students also mentioned the need for teachers to prepare group and project work well if it was to be successful. One group of eight students discussed the projects they participated in during English, for example food (Y9). The teachers arranged for the projects to be completed over four to five weeks, at the end of which students are expected to give a presentation. They felt these could be better planned and managed:

“The groups need to want to do it.” (female, Y9)

“The teacher needs to set a schedule and make sure we’re doing it.” (female, Y9)

PE was named by three groups as a subject where there was a lot of group work. Students had a choice in which teams they played on, and in one case in the activities they did. One student said that in PE lessons the teacher



selected an individual to lead the drills and warm-ups (male, Y9, PRU). When asked about the amount of problem-solving that took place in PE, one student said that this did not feature (male, KS4, PRU).

Students' perceptions of levels of engagement in ICT were mixed:

"It is good when we can use computers to solve a problem on the board." (female, Y8)

"ICT is boring because we are doing things over and over again." (male, Y9)

Equally students seemed to have varying experiences of interactivity in MFL. One group of three students (mixed) said that they did a lot of activities in their language lessons. A second group (male, Y9) felt that their language lessons were long and drawn out. This group suggested lessons could be improved by:

- having a break (in the middle of a one hour session);
- making trips abroad available to the younger years, not just GCSE students (they thought this didn't happen because most families could not afford the cost); and
- using more ICT in French.

While maths was named by one group (male, KS3, PRU) as among the subjects with the least practical activities, two other groups (mixed, Y9) spoke about how they did a lot of problem solving in maths lessons. One of these, for example, was resolving the money problems of a hypothetical family.

Groups consistently named RE as a subject in which there were few practical activities or group discussions. One group of students said that although they learned about human rights and abortion in RE and PSHE, there was not much group discussion (mixed). Yet two students said there would be value in this:

"We could have discussions not just copy down."

"You've got to learn about other cultures."

Another student suggested visits to places of worship as a way of bringing the subject to life.

Overall, students saw benefits in more groupwork and practical activities. One group (mixed) discussed how working together would be more effective when they had difficult problems to solve. When asked what could be done to engage students more in the mainstream, one student (male, KS3, PRU) said that there should be more activities, practical work and teamwork.

### *Significant others*

In discussing who the people were who were likely to help students achieve their goals and to keep them going it became clear that students looked to a variety of significant others to help them, and that different groups of significant others provided different kinds of help.

Teachers played a significant role for students across all of the focus groups. One student talked about the stress teachers can put them under:

“Teachers can make you stressed and feel that you want to give up but it is often a positive stress as it motivates me to revise for exams.” (male, Y9)

This was backed up by another group of students, who agreed that teachers “make you learn stuff” and push you, but they also felt that parents pushed them harder (male, KS3, PRU).

The discussions also revealed the importance to students of their relationships with their teachers:

“Our design and technology teachers always find a way to motivate us.” (Y9)

“Teachers are normally good at listening.” (male, Y9)

In addition, teachers offered good support in music, drama and French:

“You can go to them with anything and they will try and help.” (female, Y9)

These one-to-one relationships appeared to be of particular significance to students in the PRUs. One student (male, KS4, PRU), for example, spoke about one of the teachers in his previous school being an ally and helping him out of trouble when things had gone badly with other teachers. A second student (male, KS4, PRU) spoke about the arrangement he had come to with a teacher who took him out of a class when he was in trouble and allowed him to play basketball. Another student (male, KS3, PRU) spoke about how mainstream school was harder than the PRU, because teachers in the PRU gave you more information about what you needed to do.

The flipside of the support from certain teachers that PRU students spoke about was the sense of injustice they felt at their treatment by other teachers. Two students talked about what they perceived as aggressive behaviour by teachers. One complained that teachers grabbed and pushed students:

“If the teacher didn’t touch me I’d be sound.” (male, KS4, PRU)

Another student described the way that teachers “spit” (i.e. talk aggressively) at students:

“You’re at the back of the room and the teacher spits at you halfway across the room.” (male, KS3, PRU)

One student (male, KS3, PRU) said he walked out of a lesson because he had been blamed for something another student had done.

Two of the mainstream groups mentioned the specialist support they received from teachers, which they felt was not readily available elsewhere:

“Teachers’ advice is important as no-one from my family has been to university.” (female, Y12)

“Teachers will also help if you don’t understand any homework tasks.” (male, Y9)

“Teachers offer important advice that can help whether we have a problem at home or at school.” (Y9)

Sometimes students did not feel they were being listened to. One group of students (male, Y10) complained that students in their school put suggestions to change to their head teacher when invited, but that he doesn't always act on them or explain why the school cannot implement them.

Across the focus groups students said that family was important in helping them achieve their goals. Students mentioned parents (two groups), siblings (two groups) and grandparents (male, Y9) as people who provide strong support. One group (Y9) repeated the theme discussed earlier that family pushed students a bit further because "they want to be proud of you." One student (male, KS3, PRU) mentioned that family encouragement of educational achievement came in the form of material reward; "they buy you your first car."

Friends were mentioned by students across the focus groups as important in keeping them going:

"Friends will encourage and support you to achieve." (Y9)

"Friends are always there to help." (male, Y9)

"Friends make you feel better emotionally and then 'egg' you on." (male, Y9)

"Friends, especially best friends." (male, Y9)

Other people mentioned by the students as keeping them going were musicians (two female students), sports coaches (one male student), television stars and famous people who are 'normal':

"Sports club coaches motivate you to get up and carry on." (male, Y9)

"Musicians calm you down and give you the time to think about how you can be strong again." (female, Y9)

Finally two groups from different schools felt that whether they achieved their goals or not was their own responsibility:

"We are old enough to support ourselves." (Y9)

## Flexibility and choice

Students across the focus groups were clear that choice and variety in the classroom were an important element of making schools engaging. One student (male, KS4, PRU) said that school would be easier if you had more choice over what you did. One student (male, KS4, PRU) talked about the variety of options in his former school, and felt there were "more chances in the mainstream."

Two groups complained about the amount of repetition they had to do; one in French lessons, where they felt they had little say on how they were taught, and the other in mathematics:

“We have to go over things again and again.” (male, Y7)

In maths, at least, this seemed to be down to the teacher’s focus on preparing the students for external examinations. Another group mentioned the lack of say that students had in what activities they did in PE:

“If football is what the teacher has planned, football is what we play.” (male, KS4, PRU)

The discussions also revealed the variety of what students understood by the concept of ‘choice’ in school. These were broadly:

- *options for KS4;*
- students typically named subjects such as MFL or art as ones in which they experienced most choice in what they did, because they had the option to drop them at age 14.
- *choosing who they worked with in groups;*
- “It is better if we can choose our own group – you need to be with friends to be comfortable.”
- One student (female, Y9) had not enjoyed a maths project because she had had to work with someone she did not like.
- *deciding which materials/resources to work with; and*
- “We can choose which instrument we play with in music.”
- *vocational learning/increased flexibility via options for study at college*
- “Plumbing and bricklaying would be useful skills to learn in school for the outside.” (male, KS3, PRU)
- One student (male, KS4, PRU) had said that attending college once a week on an increased flexibility programme had been good, and that he had made progress. He said that had been taken off the programme, however, because of his misbehaviour in school.

When asked what additional elements mainstream schools should be offering to make them more engaging, PRU students gave a couple of examples. The KS3 group said they would like to know how to build/fix things so if they ever owned their own house they could do some of the work themselves. One student suggested school should have more football pitches and set up a power league. One student asked what the point was of discussing different things that schools could introduce and did not think they could change.

## Well being

When discussing nutrition and exercise the thing that the largest number of students said influenced their thinking was seeing overweight people, either on the street or on television; this was raised by four groups:

“If you go past fat people it makes you conscious of being healthy.” (male, Y10)

“Sometimes when you see people who are struggling to walk, get up stairs, it makes you think about exercise.” (female, Y9)

One student mentioned an episode in *Coronation Street* in which a man died of a heart attack because he was so overweight. Another said that programmes like *Benidorm* made her conscious about being overweight.

One group also spoke about the influence internet channels such as *You Tube* have on lifestyle choices. One student (Y9) said that images of overweight people were posted as entertainment, but that these really made you think about exercise. They also mentioned that, on the other hand, social networking sites provided an opportunity to join groups with common exercise interests.

Two students spoke about their parents' influence on their diet:

"You either like it or lump it." (male, Y10)

"Food is given to me and I am expected to eat it whether I want it or not." (Y9)

While one student (female, Y12) said that advertisements on television were powerful and made her think about what to eat, another student (male, Y10) talked about the cynicism of sponsors of sports events whose products had nothing to do with a healthy lifestyle.

Jamie Oliver was mentioned by two students as an influence on their eating habits. Both said that this influence had come indirectly via their parents, and in one case had led to her family changing their purchasing habits to organic and fair trade food.

In terms of the impact of unhealthy eating, two students (male) in different groups believed this was not a problem as long as they exercised:

"I wouldn't go on a diet – if I eat unhealthy stuff I'll do something to work it off." (male, Y10)

On the issue of drugs education, there was consensus in three groups that what their schools were doing was not very effective. One group (mixed, Y9) said there was a need for better PSHE lessons, as they believed this focused too much on sex education and not enough on drugs education. A second group (mixed) believed that drugs education was too dry and needed graphic images of the damage drugs can do. They also suggested it would be more effective if a student in the school who was on drugs would speak to their peers during PSHE lessons. When this suggestion was put to a third group (mixed, Y9), they agreed but felt it would be better if an ex-student came into the school. They believed that if the school knew of a particular pupil who was taking drugs, the school would report him to the police.

## Mathematics curriculum

An intriguing finding from the survey was the polarity of student opinion as to whether mathematics was a subject in which they mentioned as both the easiest and least easy subject, as the hardest and least hard subject, and as the subject teachers are best and worst at finding out what they already know about the subject.

It is a subject where students are least likely to use audiovisual media, do practical activities, get outside people into the classroom, or make connections with different subjects. Group work is also not seen as common.

We explored this further in the focus groups. While the question of how students experienced the maths curriculum was posed in a neutral way, only one of the comments we recorded revealed a positive attitude. All other comments suggested students felt more should be done to make maths a more enjoyable subject. This may have something to do with the time of year, June, in which the focus groups were carried out. This was certainly the case for two students from different schools who felt maths became more boring in the approach to examinations:

“Maths gets more boring the closer we get to end of term tests – we spend time cramming.” (male, Y10)

Another wash back effect of examination was repetition of important processes in the classroom:

“When you learn something the teachers make you do it over and over to make sure it’s in your head.”  
(male, Y7)

In contrast, four other students (male) complained that their maths teacher progressed too fast in some subjects, leaving students too little time to understand the concepts:

“The teacher goes through one or two examples and then expects us to do the problems straight.” (Y9)

“The maths teacher does everything for you.” (male, Y10)

One student’s comments suggested that students were not always being prepared well enough for problem-solving in mathematics where questions are not set in a way they have been trained to recognise:

“We need more guidance on applying methods. We learn processes in the classroom but the questions are disguised in exams.” (male, Y10)

Another student (Y9) illustrated how teachers can miss opportunities to discuss with students the nature of maths processes. In class the student couldn’t understand why one group was allowed to use calculators and another group not. In this case the teacher had simply said that these were the instructions in the textbook.

Classroom management was also touched upon by two students:

“Teachers sometimes pick on children so they can get anxious.” (Y9)

“Our maths teacher skips things we should be learning because he spends a lot of time concentrating on those who are talking.” (male, Y9)

When asked what could be done to help students get more out of maths lessons, the focus groups offered a variety of suggestions:

- *more problem solving* (2 students);

- “there could be more problem-solving which takes you outside of the classroom to make maths more fun.” (male)
- *trips on a maths theme* (2 students);
- *more practical work* (1 student); and
- *more explanations* (1 student).

Another student (female, Y10) said that she had found the film ‘21’ interesting and that it had brought maths to life.

## Relevance of learning to life outside of school

Maths, ICT and English were the subjects students most mentioned as being relevant to them outside of school.

Four groups spoke about the importance of maths in helping you deal with money:

“Maths is important to make sure you’re not ripped off.” (male, KS3, PRU)

One group (Y9) felt maths was the most relevant school subject to life outside of school as you need it for working out finances and tax.

One student dissented from this consensus:

“Maths is only useful if you want to be an accountant. I don’t use maths any other time.” (female, Y9)

While students spoke enthusiastically about the need for ICT skills, they had mixed views about the value of ICT instruction in schools. Three groups said that learning how to operate things such as Microsoft programmes, the internet and e-mail at school was useful at home or in the workplace. However, one student (female, Y10) questioned the value of learning how to work with spreadsheets. One group (male, Y9) felt that in addition to skills learned during school ICT lessons, they had learned important operations outside of school, such as how to unblock websites and where to find useful information on the internet. One PRU group only mentioned how to use a memory stick as being something they had learned in ICT in school that they could use outside. Otherwise, the things they wanted to do with ICT, such as entering competitions and playing games, they had learned outside. One student (male, KS3, PRU) also mentioned hacking as a useful skill learned outside of school.

Three groups spoke about the importance the English they learned in school to their lives outside of school, in terms of:

- speaking (formally);
- spelling;
- “English helps you to spell right so you don’t look like an idiot.” (male, Y10)
- having an expanded vocabulary; and
- being able to write letters and invoices in a business context.

### **Activities used during the focus groups to elicit student comments**

#### **Activity 1 - Family Fortunes**

This activity is designed to explore:

- students’ perceptions of the different approaches taken to teaching and learning in different subjects;
- their understanding and experiences of problem solving activities; and
- their perceptions of the amount of influence they had over their learning.

The students were allocated to teams of 3-4 and shown the same statements that appeared in the online survey – e.g. which subject is most/least applicable to the statement, “We do a lot of practical activities”. They were asked to name the subjects they expected to appear in the top five responses. The teams took it in turns to identify the subjects they expected to find in the top five responses, getting a point for each one they got right. Students were asked to explain the reasons for the subjects they chose.

#### **Activity 2 – Call my bluff**

The aim of this activity was to:

- collect students’ perceptions of how their learning at school is changing;
- understand the value that they place on practical experience in comparison to formal academic learning; and
- understand the types of support they value and the types of support they perceive they are getting.



Teams were given a word or phrase and three possible meanings for it. They then worked together to figure out which of the three meanings they thought was true. For example:

Word or phrase	Meaning 1	Meaning 2	Meaning 3
Supportive learning environment	Getting help from my teachers and friends when I'm feeling down is just as important as getting practical support when I'm finishing school work off or when I'm stuck.	Getting practical support when I'm finishing school work off or when I'm stuck is more important than getting help from my teachers and friends when I'm feeling down.	Getting help from my teachers and friends when I'm feeling down is more important than getting practical support when I'm finishing school work off or when I'm stuck.

### Activity 3 – Blankety Blank

This activity was designed to elicit students' perspective on:

- the ways they are supported in adopting a healthy lifestyle (exercise and healthy eating); and
- who the significant others are who will support them in achieving their aspirations.

One member from each team chose a word/words to fill the blank in a given sentence, for example 'People who inspire me are...'. They could choose their response from a list of suggestions or choose their own phrase. Each of the remaining team members had to guess what their teammate had written and every time they matched their teammate's answer they scored a point.

### Activity 4 – Kyle's progress

This activity was designed to encourage PRU students to discuss the factors which can contribute to disengaged teenagers getting back on track. Students were asked to consider the vignette (based on a newspaper story) and describe what happened at the juncture where the question mark appears.

## KYLE

grew up on an estate in Northampton

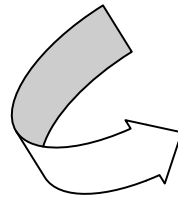
All there was to do was smoke weed and fight, and get chased by the coppers.

People just saw us as asbo kids they did stereotype us, but we played up to it.



was arrested at 16 for possession of drugs

was excluded from school twice for being disruptive in some of his classes



At 20 Kyle now helps his friend run a construction business

## Appendix 17- Primary Questionnaire- Your views about the curriculum

Thank you for taking part in this national survey that aims to collect your views about the curriculum and your life at school.

Through this online survey we hope to find out more about:

- your current experiences of learning;
- the opportunities that your school offers you; and
- what you would like your school to be like.

Your responses to this survey are anonymous and won't be passed to anyone other than the research team.

Once you have completed the survey you will be able to download and print a certificate to show that you have taken part.

We are also offering a number of prizes for students who complete this survey:

- 1 x £250 Amazon voucher; and
- 75 x £10 Amazon vouchers.

If you would like a chance of winning one of these prizes, or would like to get involved in follow up discussions, you will need to provide us with your contact details at the end of the survey. We won't use them for any purpose other than to contact you.

The survey will take about 20-30 minutes to complete.

### How to fill in the survey

Most of the questions ask you to move a slider towards one of two options to reflect your view.

For instance:

<b>We do a lot of practical activities</b>	<b>O O O O O</b>	<b>We never do practical activities</b>
--	------------------	---

Move the slider this way if you get to do practical activities.

If you get to do some practical activities move the slider somewhere near the middle.

Move the slider this way if you don't get to do practical activities.

Some questions ask you to select one or more option from a list.

#### What have I learnt about exercise?

- a. Teachers don't encourage us to take exercise
- b. In my school we have had a lot of encouragement to take exercise
- c. Some of my friends have started to do more exercise outside of school because of what they have learnt about it at school.

Some questions ask you to choose from a drop down list.

**I am in year DROP DOWN 5 6**

A few questions ask you to type an answer.

**How long have you been at this school?.....years**

## Here and now – what is learning like in your school?

Please move the slider closest to what you think.

1.	I never use the internet at school	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	I often use the internet at school
2.	I often do group work with other students in class	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	I always work by myself or as part of the whole class
3.	Teachers are good at finding out what I already know about	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Teachers don't bother to find out what I know already about
4.	We often get people from outside the school coming in to work with us	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	We only work with teachers or classroom assistants
5.	We always do the same things in our lessons	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	We do a lot of different things in our lessons
6.	We do a lot of practical activities	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	We never do practical activities
7.	We often get to see examples from videos or DVDs or television during lessons	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	We never get to see examples from videos or DVDs or television during lessons
8.	Lessons are often too difficult for me	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Lessons are often too easy for me
9.	I often use what I have learnt at school in my life outside of school	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	I never use anything I have learnt at school in my life outside of school
10.	My teachers like me to bring things from home into lessons	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	My teachers don't like me to bring things from home into lessons

### In the future – what would you like your school to be like?

Please move the slider closest to what you think.

11.	In the future, I would like to do a lot of practical activities	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	In the future, I would like to We never do practical activities
12.	In the future, I would like mostly to do a lot of group work with other students	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	In the future, I would like to mostly work on my own or with the whole class
13.	In the future, I would like to get people from outside the school coming in to work with us	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	In the future, I would like to only work with teachers or classroom assistants
14.	In the future, I don't want to have to bring things from home into lessons	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	In the future, I would like to get to bring things from home into lessons
15.	In the future, I would like to get to see examples from videos or DVDs or television during lessons	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	In the future, I don't want to see examples from videos or DVDs or television during lessons
16.	In the future, I would like lessons to be easier	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	In the future, I would like lessons to be more difficult
17.	In the future, I would like to use what I have learnt at school in my life outside of school	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	In the future, I don't want to have to use anything I have learnt at school in my life outside of school
18.	In the future, I would like to use the internet at school	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	In the future, I don't want to use the internet at school

19.	In the future, I would like teachers to be good at finding out what I already know about before they try and teach me something new	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	In the future, I don't want teachers to bother finding out what I know already about before they try and teach me something new
20.	In the future, I would like to do the same things in each lesson	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	In the future, I would like to do a lot of different things in lessons

### I get the chance to... Teachers tell me to...

Please move the slider closest to what you think.

21.	I don't have a say in how much homework I get	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	I have a say in how much homework I get
22.	I get to choose who to work with in lessons	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	I don't get to choose who I work with in lessons
23.	I can choose to do some of my learning online	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	I am told when I have to work online and when in the class
24.	I sometimes get to mark my own and/or other pupils' work at school	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	I never get to mark my own and/or other pupils' work at school
25.	Teachers often ask me what I am finding difficult	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Teachers never ask me what I am finding difficult
26.	I have a say in how I am taught at school	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	I don't have a say in how I am taught at school
27.	I have to be at school all the time during the school day	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	I can choose to do some of my learning at home
28.	I have a say in what I learn about in lessons	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	The teachers decide what I should learn about in lessons

## In the future – what would you like your school to be like?

Please move the slider closest to what you think.

29.	In the future, I would like to have a say in how I am taught	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	In the future, I would like the teachers to decide how I am taught
30.	In the future, I would like to have a say in what I learn about in lessons	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	In the future, I would like the teachers to decide what I should learn about in lessons
31.	In the future, I don't want to have a lot of choice of subjects in this school	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	In the future, I would like to have a lot of choice in what subjects I want to do
32.	In the future, I would like to mark my own and/or other pupils' work	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	In the future, I don't want to have to mark my own and/or other pupils' work
33.	In the future, I would like to be able to choose to do some of my learning online	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	In the future, I would like to be told when I have to work online and when in the class
34.	In the future, I would like to get to choose who to work with in lessons	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	In the future, I would like teachers to choose who I work with in lessons
35.	In the future, I would like to have to be at school all the time during the school day	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	In the future, I would like to be able to choose to do some of my learning at home
36.	In the future, I would like the teachers to decide how much homework I get	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	In the future, I would like to have a say in how much homework I get
37.	In the future, I would like teachers to ask me about what I am finding difficult	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	In the future, I don't want teachers to ask me what I am finding difficult



## Looking after myself and others

How good is my school at getting me to look after myself and others? Choose all the answers that are true for each question.

38. Do I eat healthily at school?
- a. I've never been told about healthy eating at school
  - b. I've been told about healthy eating at school
  - c. I have started eating more healthily because of what I have learnt at school
  - d. I already eat healthily
  - e. Some of my friends have started to eat more healthily because of what they have learnt at school
39. What have I learnt about exercise?
- a. Teachers don't encourage us to take exercise
  - b. In my school we have had a lot of encouragement to take exercise
  - c. Some of my friends have started to do more exercise outside of school because of what they have learnt about it at school.
40. What have I learnt about stress?
- a. Teachers don't talk to us about stress
  - b. In my school we have learnt about stress and how to deal with it
  - c. Some of my friends have started to deal better with stress because of what they have learnt about it at school
41. What have I learnt about bullying?
- a. Teachers don't know a thing about bullying
  - b. In my school we have learnt a lot about bullying
  - c. I know how to help other students if they are being bullied

### People who encourage me

Please move the slider closest to what you think

42.	My parents put too much pressure on me	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	My parents don't put enough pressure on me
43.	My parents expect me to do well at school	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	My parents think I won't do well at school
44.	My friends expect me to do well at school	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	My friends think I won't do well at school
45.	My friends want me to work hard at school	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	My friends don't want me to work hard at school

46. What does my school do to help me learn?

.....  
.....  
.....

47. What could my school do more to help me to learn?

.....  
.....  
.....

## About me

If you would like to know why we are collecting this information click [here](#).

### *Pop up*

We are collecting this information to find out how many students from different groups are taking part, for example how many students who take part are:

- boys or girls;
- from different year groups;
- from different part of the country;
- from different ethnic groups.

48. My ethnicity is DROP DOWN SEE LIST (as in census)

49. I am a boy/girl (please circle the right answer)

50. I am .... years old

51. I am in year DROP DOWN 5 6

52. My home postcode is .....

53. How long have you been at this school?.....years

54. How many other schools have you been at since you were 6? .....

55. What level are you achieving in Literacy? .....

56. What level are you achieving in Numeracy? .....

If you are interested in being involved in follow up discussions about the curriculum please click [here](#).

*Pop up*

Please provide us with your contact details. These will only be used to contact you about involvement in a focus group.

Name: .....

Email address: .....

Phone number: .....

What type of focus group would you like to be involved in?

- Online
- face to face (with peers)
- phone (1:1)

If you would like to be entered into a prize draw to win the £250 Amazon voucher or one of the £10 Amazon vouchers please click [here](#).

*Pop up*

Please provide us with your contact details. These will only be used to contact you if you are a winner.

Name: .....

Email address: .....

Phone number: .....

### **Appendix 18- Secondary Questionnaire- Your views about the curriculum**

Thank you for taking part in this national survey that aims to collect your views about the curriculum and your life at school.

Through this online survey we hope to find out more about:

- your current experiences of learning;
- the opportunities that your school offers you; and
- what you would like your school to be like.

Your responses to this survey are anonymous and won't be passed to anyone other than the research team.

Once you have completed the survey you will be able to download and print a certificate to show that you have taken part.

We are also offering a number of prizes for students who complete this survey:

- 1 x £250 Amazon voucher; and
- 75 x £10 Amazon vouchers.

If you would like a chance of winning one of these prizes, or would like to get involved in follow up discussions, you will need to provide us with your contact details at the end of the survey. We won't use them for any purpose other than to contact you.

The survey will take about 20-30 minutes to complete.

### How to fill in the survey

Most of the questions ask you to move a slider towards one of two options to reflect your view.  
For instance:

<b>We do a lot of practical activities</b>	<b>O O O O O</b>	<b>We never do practical activities</b>
--	------------------	---

Move the slider this way if you get to do practical activities.

If you get to do some practical activities move the slider somewhere near the middle.

Move the slider this way if you don't get to do practical activities.

Some questions ask you to select one or more option from a list.

#### What have I learnt about exercise?

- a. Teachers don't encourage us to take exercise
- b. In my school we have had a lot of encouragement to take exercise
- c. Some of my friends have started to do more exercise outside of school because of what they have learnt about it at school.

Some questions ask you to choose from a drop down list.

**I am in year DROP DOWN 7 8 9 10 11 12 13**

A few questions ask you to type an answer.

**How long have you been at this school?.....years**

### Here and now – what are your current experiences of learning?

Please move the slider closest to what you think.

1.	I never use the internet at school	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	I often use the internet at school
57.	I often do group work with other students in class	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	I always work by myself or as part of the whole class
58.	Teachers are good at finding out what I already know about	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Teachers don't find out what I know already about an area
59.	We often get people from outside the school coming in to work with us	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	We only ever work with teachers or classroom assistants
60.	We always do the same type of activities in our lessons	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	We do a mix of different activities in our lessons
61.	Teachers often make connections between different subjects	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Subjects at school seem very separate and not connected to each other
62.	We do a lot of practical activities	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	We never do practical activities
63.	We often get to see examples from videos or DVDs or television during lessons	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	We never get to see examples from videos or DVDs or television during lessons
64.	Lessons are often too difficult for me	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Lessons are often too easy for me
65.	I often use what I have learnt at school in my life outside of school	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	I never use anything I have learnt at school in my life outside of school

66.	Lessons are never connected to my own experiences	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	I often get to think about my own experiences during lessons
-----	---	---	--

### In the future – what would you like your school to be like?

Please move the slider closest to what you think.

67.	In the future, I would like to do a lot of practical activities	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	In the future, I don't want to have to do practical activities
68.	In the future, I would like mostly to do a lot of group work with other students in class	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	In the future, I would like to mostly work on my own or with the whole class
69.	In the future, I would like to get people from outside the school coming in to work with us	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	In the future, I would like to only work with teachers or classroom assistants
70.	In the future, I don't want lessons to be connected to my own experiences	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	In the future, I would like to get to think about my own experiences during lessons
71.	In the future, I would like teachers to make connections between different subjects	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	In the future, I don't want to be told about how different subjects are connected
72.	In the future, I would like to get to see examples from videos or DVDs or television during lessons	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	In the future, I don't want to see examples from videos or DVDs or television during lessons



73.	In the future, I would like lessons to be easier	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	In the future, I would like lessons to be more difficult
74.	In the future, I would like to use what I have learnt at school in my life outside of school	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	In the future, I don't want to have to use anything I have learnt at school in my life outside of school
75.	In the future, I would like to use the internet at school	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	In the future, I don't want to use the internet at school
76.	In the future, I would like teachers to be good at finding out what I already know about an area before they try and teach me something new	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	In the future, I don't want teachers to spend a lot of time finding out what I already know about an area before they try and teach me something new
77.	In the future, I would like to do the same type of activities in each lesson	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	In the future, I would like to do a mix of different activities in lessons

### What's happening where?

Which subject is **most** like this? Which subject is **least** like this? (Please choose a subject from the drop-down list. If the subject you want to choose is not in the list, please write it down in the box)

No.		Subject <b>most</b> like this	Subject <b>least</b> like this
78.	We do a lot of practical activities		
79.	We often do group work with other students		
80.	We mostly learn from		

	books		
81.	I often find this subject hard		
82.	We often get people from outside the school coming in to work with us		
83.	I use what I have learnt at school in my life outside of school		
84.	The Internet is most useful in...		
85.	I usually find this subject easy		
86.	Teachers often make connections between different subjects		
87.	We often get to see examples from video's, DVD's or television during lessons		
88.	Teachers are good at finding out what you already know about an area before they try and teach you something new		

### I get the chance to... Teachers tell me to...

Please move the slider closest to what you think.

89.	I don't have a say in how much homework I get	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	I have a say in how much homework I get
90.	I get to choose who to work with in lessons	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	I don't get to choose who to work with in lessons
91.	I can choose to do some of my learning online	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	I am told when I have to work online and when in the class
92.	I don't have much choice of subjects in this school	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	I get a lot of choice in what subjects I want to do
93.	I sometimes get to mark my own and/or other pupils work at school	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	I never get to mark my own and/or other pupils work at school
94.	Teachers often ask me about what I am finding difficult	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Teachers never ask me what I am finding difficult
95.	I have a say in how I am taught	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	I don't have a say in how I am taught at school
96.	I have to be at school all the time during the school day	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	I can choose to do some of my learning at home
97.	I have a say in what I learn about in lessons	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	The teachers decide what I should learn about in lessons

### In the future – what would you like your school to be like?

Please move the slider closest to what you think.

98.	In the future, I would like to have a say in how I am taught	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	In the future, I would like the teachers to decide how I am taught
99.	In the future, I would like to have a say in what I learn about in lessons	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	In the future, I would like the teachers to decide what I should learn about in lessons
100.	In the future, I don't want to have a lot of choice of subjects in this school	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	In the future, I would like to have a lot of choice in what subjects I want to do
101.	In the future, I would like to mark my own and/or other pupils' work	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	In the future, I don't want to have to mark my own and/or other pupils' work
102.	In the future, I would like to be able to choose to do some of my learning online	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	In the future, I would like to be told when I have to work online and when in the class
103.	In the future, I would like to get to choose who to work with in lessons	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	In the future, I would like teachers to choose who I work with in lessons
104.	In the future, I would like to have to be at school all the time during the school day	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	In the future, I would like to be able to choose to do some of my learning at home
105.	In the future, I would like the teachers to decide how much homework I get	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	In the future, I would like to have a say in how much homework I get
106.	In the future, I would like teachers to ask me about what I am finding difficult	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	In the future, I don't want teachers to ask me what I am finding difficult

### What's happening where?

Which subject is **most** like this? Which subject is **least** like this? (Please choose a subject from the drop-down list. If the subject you want to choose is not in the list, please write it down in the box)

No.		Subject <b>most</b> like this	Subject <b>least</b> like this
107.	I have a say in how I am taught		
108.	I have a say in what topics I do in lessons		
109.	Teachers often ask me about what I am finding difficult		
110.	I get a lot of choice in what subjects I want to do		
111.	I have a say in how I am tested		
112.	I can choose to do some of my learning online		
113.	I can choose to do some of my learning at home		
114.	I have a say in how much homework I get		
115.	I get to choose who to work with in lessons		

## Looking after myself and others

How good is my school at getting me to look after myself and others? Choose all the answers that are true for each question.

116. Do I eat healthily at school?
- I've never been told about healthy eating at school
  - I've been told about healthy eating at school
  - I have started eating more healthily because of what I have learnt at school
  - I already eat healthily
  - Some of my friends are eating more healthily because of what they have learnt at school
117. What has my school taught me about drugs?
- Teachers don't know anything about drugs
  - In my school we have had a lot of information about drugs
  - I'm less likely to take drugs because of what I've learnt about them at school
  - Some of my friends have stopped taking drugs because of what they have learnt about them at school
118. What has my school taught me about alcohol?
- Teachers don't know anything about alcohol
  - In my school we have had a lot of information about alcohol
  - I'm less likely to drink alcohol because of what I've learnt about it at school
  - Some of my friends have stopped drinking alcohol because of what they have learnt about it at school
119. What have I learnt about exercise?
- Teachers don't encourage us to take exercise
  - In my school we have had a lot of encouragement to take exercise
  - Some of my friends have started to do more exercise outside of school because of what they have learnt about it at school.
120. What have I learnt about stress?
- Teachers don't talk to us about stress
  - In my school we have learnt about stress and how to deal with it
  - Some of my friends have started to deal better with stress because of what they have learnt in school
121. What have I learnt about bullying?
- Teachers don't know a thing about bullying
  - In my school we have learnt a lot about bullying

c. I know how to help other students if they are being bullied

### People who encourage me

Please move the slider closest to what you think

122.	Teachers in primary school expected more of me than my teachers in secondary school	○ ○ ○ ○ ○	Teachers in secondary school expect more of me than my teachers in primary school
123.	Teachers in secondary school put more pressure on me than my teachers in primary school	○ ○ ○ ○ ○	Teachers in primary school put more pressure on me than my teachers in secondary school do
124.	Teachers put too much pressure on me	○ ○ ○ ○ ○	Teachers don't put enough pressure on me
125.	My parents put too much pressure on me	○ ○ ○ ○ ○	My parents don't put enough pressure on me
126.	My parents expect me to do well at school	○ ○ ○ ○ ○	My parents think I won't do well at school
127.	My friends expect me to do well at school	○ ○ ○ ○ ○	My friends think I won't do well at school
128.	My friends want me to work hard at school	○ ○ ○ ○ ○	My friends don't want me to work hard at school

129. What does my school do to help me learn?

.....  
 .....  
 .....

130. What could my school do more to help me learn?

.....  
 .....  
 .....

### Questions for 14-19 year olds



131.	I think that GCSEs should be based on 100% exams	0 0 0 0 0	I think that GCSEs should be based on a mixture of exams and coursework for each subject
132.	I think that the coursework I do is a good example of my level of understanding of a subject	0 0 0 0 0	I don't think that the coursework I do is a good example of my level of understanding of a subject
133.	I don't think that there is a problem with copying and cheating in coursework	0 0 0 0 0	I think that there is a problem with copying and cheating in coursework
134.	The level of help for coursework differs across my subjects	0 0 0 0 0	The level of help for coursework is the same across my subjects
135.	GCSEs are most suited for people who want to go into employment	0 0 0 0 0	GCSEs are most suited for people who want to go into higher education
136.	Applied GCSEs are most suited for people who want to go into employment	0 0 0 0 0	Applied GCSEs are most suited for people who want to go into higher education
137.	A-levels are most suited for people who want to go into employment	0 0 0 0 0	A-levels are most suited for people who want to go into higher education
138.	BTECs are most suited for people who want to go into employment	0 0 0 0 0	BTECs are most suited for people who want to go into higher education



## Diploma's

		Yes	No
139.	My school is offering the opportunity to do a Diploma from September 2008		

If you have answered question 85 with yes, please go to question 86. If you have answered no, please go to question 93.

140.	I have received a lot of information and guidance about the Diploma	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I haven't received any information and guidance about the Diploma
141.	The information I have received about the Diploma has been very helpful	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	The information I have received about the Diploma has not been helpful
142.	My teachers know a lot about the Diplomas	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	My teachers don't know anything about the Diplomas
143.	My teachers have encouraged me to take a Diploma	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	My teachers have not encouraged me to take a Diploma

		Yes	No
144.	I have chosen to do a diploma		

If you have answered yes, go to question 91 (and skip 92), if you have answered no, go to question 92.

145.

**If answered Yes**

I have chosen a Diploma because (please tick all the answers that are true for you)

	The content appeals to me
	It is practical rather than book learning
	I like the fact that it's like a real job.
	I think I'm more likely to get a job if I have a diploma
	I like the way diploma's are assessed
	Other (please write down your reason) .....

**If answered No**

I decided against the Diploma because

	I don't find the content appealing
	I don't want to move between schools / colleges outside my school
	I think it's worth less than a GCSE/A-level
	I don't think universities will take it as seriously as A-levels
	Other (please write down your reason) .....

## About me

If you would like to know why we are collecting this information click [here](#).

### *Pop up*

We are collecting this information to find out how many students from different groups are taking part, for example how many students who take part are:

- boys or girls;
- from different year groups;
- from different part of the country;
- from different ethnic groups.

146. My ethnicity is DROP DOWN SEE LIST (as in Census)

147. I am male/female (please circle the right answer)

148. I am .... years old

149. I am in year DROP DOWN 7 8 9 10 11 12 13 other

150. My home postcode is .....

151. How long have you been at this school?.....years

152. How many other secondary schools have you been at? .....

153. What level are you achieving in English? .....

154. What level are you achieving in Maths? .....



155. What is your best subject? ..... What level are you achieving in that subject?.....

156. What is your worst subject?..... What level are you achieving in that subject?.....

If you are interested in being involved in follow up discussions about the curriculum please click here.

Please provide us with your contact details. These will only be used to contact you about involvement in a focus group.

Name: .....

Email address: .....

Phone number: .....

What type of focus group would you like to be involved in?

- Online
- face to face (with peers)
- phone (1:1)

If you would like to be entered into a prize draw to win the £250 Amazon voucher or one of the £10 Amazon vouchers please click here.

Please provide us with your contact details. These will only be used to contact you if you are a winner.

Name: .....

Email address: .....

Phone number: .....



CUREE would like to thank the following schools for their participation:

### Primary

Acle St Edmund Primary School	Christopher Rawlins C of E Primary School
All Saints CE Primary School	Coney Hill Community School
Amble Links First School	Deedmore Primary School
Ashton Gate Primary School	Drapers Mills Primary School
Ashton Vale Primary School	Dundry Primary School
Badsworth C of E School	East Worlington Primary
Bailey's Court School	Finham Primary School
Bangore C of E Primary School	Frederick Bird
Beacon CE Primary School	Gloucester Road Primary School
Bealings Primary School	Grimley and Holt CE Primary School
Becket Primary School	Grove School
Birdwell Primary School	Halterworth Community Primary School
Bishop Loveday CE School	Harwell Primary School
Bolsover CE Junior School	Haydn Primary School
Bolton Parish Church School	Hebden Green School
Bournville Junior School	Hilton Primary School
Braishfield Primary School	Holy Family School
Broadmeadow Junior School	Honiton School
Brookside School	Jenyms First School
Castle Cary Primary School	Kingshill Primary School
Cheddar Grove Primary School	Kingston School
	Kingsway J M School

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Launton C of E Primary School	St Nicholas Chantry Primary School
Linden Primary School	St Pauls C of E Voluntary Aided Primary School
Lyngford Park Primary	St Peters Primary School
Manor Park Primary	St Thomas CE Chequerbent School
Marpool Primary School	St Vigor & St John Primary School
Meysey Hampton C of E Primary School	St. Matthew's CE Primary School
Misterton First School	Surlingham CP School
Newington Green School	Tackley C of E Primary School
Newlands Spring School	Tarleton Community Primary School
North Baddesley Junior School	Tredworth Junior School
North Petherton Junior	Walsgrave CE Primary School
Northdown Primary School	Wellow School
Parson Street Primary School	Wheatfield School
Potter's Green Primary School	Whitley Abbey Primary School
Ridgewell CP School	Whittle-le-Woods CE Primary School
Sidegate CP School	Whoberley Hall Primary School
Skelmersdale Trinity CE/Methodist Primary School	Widden Primary School
St Andrews Primary School	Woodstock C OF E Primary School
St Annes Primary School	Worlebury St Pauls
St Christopher's Primary	Wrighton Primary School
St Joseph's Junior School	Wyche CE School
St Leonard's CE Primary School	Wylam First School
St Mary's Primary School	
St Michael's RC Primary School	

## Secondary

Alleyne's High School	Hayward School
Archbishop Blanch School	Haywood Engineering College
Aylestone School	Heath Park Business and Enterprise College
Balshaws C of E High	Hebden Green School
Barnfield West Academy	Highfields Science Specialist School
Birchwood High School	Holden Lane High School
Brockworth Enterprise School	Kesgrave High School
Cardinal Wiseman Catholic Technology College	King Ethelbert School
Central Technology College	Kings Norton Girls School
Chailey School	Lady Bridge High School
Charlton School	Lawrence Sheriff School
Church Stretton Secondary School	Longton High School
The Corbet School Technology College	Lostock Hall Community High
Da Vinci Community College	Mount St Joseph Business and Enterprise College
Eastbourne Technology College	Murray Park Community School
Elgar Technology College	Noel Baker Community School and Languages College
Elmfield School for Deaf Children	Old Swinford Hospital
Endon High School	Ormskirk School
Etone Technology Language and Vocational College	Our Lady's R.C. High School
Fazakerley High School	Philip Morant School and College
Forest Oak School	President Kennedy School
Four Dwellings High School	Queen Elizabeth's School
Hardwick Middle School	Rainhill High School

Regents Park Community College

Rivington and Blackrod High School

S. Peter's Collegiate School

Saint George's Church of England Secondary School

Sandringham School

Selly Oak School

Severn Vale School

Shevington High School

South Chadderton School

Swavesey Village College

Tenbury High School

The Towers School

Thomas Wolsey School

Tile Hill Wood School and Language College

Turton High School

Willenhall School Sports College

Wodensborough Community Technology College

Wrockwardine Wood Arts College