

Schools Health Education Unit Survey 2009/2010

Primary & Secondary Schools Detailed Findings

Spring Term 2010

Primary and Secondary Schools

Detailed Findings

This report covers the main findings and analysis from the SHEU survey of the views of just over 14,000 children and young people across Essex, as collected during spring term 2010. The total sample achieved was 8,197 pupils in primary schools and 5,920 pupils in secondary schools.

This report analyses these views at a district level, and where possible, trends over the past three years. The report also cross-references to the results from the Tellus4 survey which took part in the same academic year.

This report will also be published on the partnership portal <http://www.essexpartnershipportal.org> , alongside related analyses and reports.

For more information on the SHEU survey follow [this](#) link.

For further questions please contact us via the Essex Children's Trust on childrenstrust@essex.gov.uk or phone on 01245 434667.

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Introduction

Background

This work was commissioned by Essex Children's Trust as a way of collecting robust information about children and young people's lifestyles. The survey data provides a key input into the Needs Assessment and also to set baselines and targets and help with action planning for the Essex Children and Young People's Plan.

The objectives of this report are to:

1. Provide an overview on the views of children and young people in different districts in Essex.
2. Identify changes over time where appropriate and possible.
3. Highlight specific, cross-cutting themes of interest to commissioning partners, as well as groupings that differ substantially from the average.

A [summary of the SHEU](#) findings is also available as a leaflet on the partnership portal in the "Performance Reports" section.¹

Methodology

Teachers were briefed on how to collect the most reliable data. Then pupils in Year 4-6 in primary schools and Year 7-13 in secondary schools completed the questionnaire anonymously.

Schools were invited to complete the questionnaire as an online exercise but were also provided with a paper version of the questionnaire if this was easier for them to administer. Completed paper questionnaires were then returned to the Schools Health Education Unit in Exeter for processing. Each participating school has received a report on the results for their own school. The Commissioning Analysis & Research Team within the Essex Schools, Children and Families Service has analysed all of the responses obtained using SPSS statistical analysis software, with charts created within Excel.

Sampling

These results are the compilation of data collected from a sample of primary pupils aged 7 to 11 and secondary pupils aged 12 to 18 in Essex during spring term 2010. A total of 14,117 pupils took part: 8,197 from 127 primary schools and 5,920 from 39 secondary schools and sixth forms. There was little uptake from special schools this year – only one or two participated - so it has not been possible to include their results as a special schools report, although each school has been sent a report on their own results.

The confidence intervals for the whole sample achieved are 1%, which means that we can be 95% certain that the responses given to each question are within a range of plus or minus one percentage point. This means that we have achieved a very good and statistically reliable sample of pupils.

¹ http://www.essexpartnershipportal.org/live/partnership_files/73/4

This report analyses the views of children and young people at a district and Local Children’s Trust Board quadrant level. Unfortunately, only one secondary school in Maldon took part in the survey and we are therefore unable to report on secondary findings for the district of Maldon as a whole.

Where relevant, the findings from the survey have been analysed by gender or by age/school year group (see table below), plus for pupils with a range of special circumstances.

Primary Year Group	Age Range		Secondary Year Group	Age Range
Year 3	7-8		Year 7	11-12
Year 4	8-9		Year 8	12-13
Year 5	9-10		Year 9	13-14
Year 6	10-11		Year 10	14-15
			Year 11	15-16
			Year 12	16-17
			Year 13	17-18

Summary of findings

Issues of concern for children and young people

In December 2008, the issues of most concern for children and young people in Essex² were feeling safe (particularly bullying) and being healthy (particularly smoking, alcohol and drug misuse). Both issues still featured at the time of this survey, i.e. January/February 2010.

However, when asked “what worries them quite/very often”, concerns that were mentioned most in this survey were tests/ exams and how they look/what people think of them, followed by relationships (secondary pupils³) and family/friends.

Safety concerns were mentioned by one in six pupils, whilst nearly one in ten secondary school pupils said that they had been the victim of crime in the last 12 months³. Health issues were mentioned by one in six secondary and one in ten primary pupils.

Narrowing the Gap: Findings for (more) vulnerable groups of young people

There was a large enough response rate for analysis of pupils who said they: were young carers; were bullied often; have had a warning from the Police; were LGBT⁴; and had special needs, which the researchers thought may indicate a higher level of vulnerability to their wellbeing and/or achievements.

Unfortunately, the number of responses from several other groups of interest was too low for a comparative analysis at this stage, including looked after children and non-Christian religious groups (See Appendix 2). Whilst the overall number of Black and Minority Ethnic pupil (BME) responses was sufficiently high, the sample size for specific sub-groups was not sufficient to analyse them separately. Therefore, although responses from BME pupils are included in this report, some caution must be used in interpreting the data due to the wide variation of ethnic groups (see Appendix 3 for a full breakdown of responses by ethnic group).

² Young Essex Assembly election survey, Dec 2008

³ Primary pupils were not asked this question

⁴ Lesbian, Gay, Bisexual or Transgender (LGBT) ; only secondary school pupils

An additional group was identified as coming from a deprived background, but this uses a proxy measure so the results must be treated with some caution – however, it is available as a separate report for internal use.

For all of the more vulnerable groups, the analysis showed considerable differences when compared to their peers. All groups, except BME pupils:

- Felt less happy... especially LGBT pupils and pupils who were bullied often.
- Were bullied more... so were more often afraid to go to school because of bullying.
- Were more likely to be a victim of crime... particularly when bullied (three times as likely) or having had a warning from the police (twice as likely).
- Felt listened to less... or that their views were taken into consideration, both at school and at home (especially LGBT pupils and pupils who have had a warning from the police).
- Were less likely to want to go to university... especially when bullied (18 percentage points less) or having had a police warning (13 percentage points less).

In addition:

- **Young carers** were somewhat less likely to say that they enjoy school than their peers, but there was a similar proportion saying that they try their best. They were more likely to say they have taken drugs than their peers. They were significantly more likely to say they had been to a park/playground than their peers but there was little difference for them attending a sports club/class.
- **Pupils who are bullied often**, not surprisingly, were significantly less likely (by 17 percentage points) to say that their school deals well with bullying. They were significantly less likely to say that they enjoy school, with secondary pupils who have been bullied only half as likely to enjoy school. Nevertheless, they were only slightly less likely to say they try their best than their peers. They were 15 percentage points more likely to say they wanted more help from teachers. They were significantly more likely to say that they smoke or drink regularly or have taken drugs than their peers. They were significantly less likely to agree there is enough to do in their local area and were significantly less likely to attend a sports club/class.
- **Young people who have had a warning from the Police** were significantly more likely to say they were afraid to go to school because of bullying and to say that their school deals well with bullying. They were significantly less likely to say that they enjoy school or try their best, and were significantly more likely to say they wanted more help from teachers.
- They were three times more likely to say they smoke regularly/every day, twice as likely to say they drink regularly and twice as likely to say they have taken drugs as their peers. They were significantly less likely to agree that there is enough to do in their local area, although they were significantly more likely to say they had been to a park/ playground - there was little difference for them attending a sports club/class.
- **LGBT⁵ young people** were significantly less likely to say that they enjoy school or try their best, but only slightly more likely to say they wanted more help from teachers. They were three times as likely

⁵ Lesbian, Gay, Bisexual or Transgender (LGBT) ; only secondary school pupils

as their peers to say that they smoke or drink regularly and over twice as likely to have taken drugs. They were significantly less likely to agree there is enough to do in their local area and significantly less likely to attend a sports club/class. When asked if they think there are good advice and support services in Essex which are easy to access by LGBT young people, although four in ten said 'yes', another four in ten said 'no' and the others did not know.

- **Pupils with special needs** were somewhat less likely to say that they enjoy school or try their best. Primary pupils with special needs were 12 percentage points more likely to say they want more help from teachers, although there was no statistical difference for secondary pupils. They were somewhat more likely to say they have taken drugs than their peers. They were slightly less likely to agree there is enough to do in their local area and, in the main, less likely to say they had been to a park/playground or sports club/class.
- **Pupils from BME backgrounds** showed little difference in the proportion of primary pupils saying they are happy about life at the moment, although secondary pupils were slightly less happy than their White British peers. Primary pupils were less likely to be afraid to go to school because of bullying but there were few differences for secondary pupils. However, pupils from all BME backgrounds were less likely to say their school deals well with bullying. BME pupils were somewhat less likely to say that their views were listened to and taken seriously both at home and at school. There were few differences in the proportions of BME pupils saying that they enjoy school or try their best, or saying they wanted more help from teachers. Pupils from BME backgrounds were significantly more likely to want to go to university than their White British peers, and were slightly more likely to say they need a lot or a bit more/better information to help plan their future. Primary BME pupils were significantly less likely to agree that there is enough to do in their area, although there was little difference for secondary pupils. Pupils from all BME backgrounds were as likely to go to a park/ playground as their peers, but significantly fewer primary BME pupils had been to a sports club/class in the last four weeks.

Differences between Districts

This section summarises the questions where each district was significantly (in statistical terms) different to the county average.

- **Colchester** had more secondary pupils saying they were afraid to be in school because of bullying. The district had higher percentages of secondary pupils walking to school and significantly more primary pupils cycling to school. Both primary and secondary pupils were more likely to have exercised five times or more in the last week. Colchester had fewer pupils saying they had been drunk at least once in the last four weeks. Secondary pupils were more likely to say they try their best at school. Colchester had fewer primary pupils saying there is enough to do in their area but more secondary pupils saying this.
- **Tendring** had a lower proportion of primary pupils eating five or more portions of fruit and vegetables. Fewer secondary pupils in the district walk to school. Although primary pupils were less likely to have exercised five times or more in the last week, secondary pupils were more likely to have done so. Pupils were more likely to say they had been drunk at least once in the last four weeks. Tendring had a

higher percentage of primary pupils saying there is enough to do in their area but fewer secondary pupils saying this.

- **Braintree** had more secondary pupils who feel their school deals badly/not very well with bullying. It had a higher percentage of primary pupils walking to school and more secondary pupils cycling. The district had fewer secondary pupils saying they enjoy school. A lower proportion of pupils in Braintree wanted to go to university while more wanted to get a job at either 16 or 18. Fewer primary and secondary pupils said there is enough to do in their area.
- **Chelmsford** had a higher percentage of primary school pupils wanting to lose weight. The district had more secondary pupils walking and cycling to school and primary pupils were more likely to have exercised five times or more in the last week. More pupils in the district said they had been drunk at least once in the last four weeks. Chelmsford had fewer secondary pupils saying they try their best at school. More primary and secondary pupils said there is enough to do in their area.
- **Maldon** had fewer primary pupils saying they were afraid to be in school because of bullying but more feeling their school deals badly/not very well with bullying. Fewer primary pupils walk to school. Primary pupils were less likely to say they were happy about life and there were fewer primary pupils saying they enjoy school. (NB: results for secondary pupils in Maldon can not be reported on.)
- **Castle Point** had more secondary pupils feeling their school deals badly/not very well with bullying. More primary pupils walk to school in the district while more secondary pupils cycle. Fewer primary pupils said they enjoy school and fewer secondary pupils said they try their best at school.
- **Rochford** had more secondary pupils walking to school but fewer primary pupils cycling. Primary pupils were less likely to have exercised five times or more in the last week but secondary pupils were more likely to have done so. Rochford had fewer pupils saying they had been drunk at least once in the last four weeks. More primary pupils said there is enough to do in their area.
- **Basildon** had more primary and secondary pupils saying they were afraid to be in school because of bullying. Fewer secondary pupils said they eat five or more portions of fruit and vegetables. More secondary pupils walk to school but fewer have exercised five times or more in the last week. Secondary pupils were less likely to say they were happy about life. Fewer pupils in Basildon said they drink regularly or have been drunk in the last four weeks, and fewer said they have taken drugs. Fewer secondary pupils said they enjoy school and fewer want to go to university while more want to get a job at 16 or 18. Fewer primary pupils said there is enough to do in their area.
- **Brentwood** had fewer primary and secondary pupils saying they were afraid to be in school because of bullying. More secondary pupils walk to school but fewer cycle. More pupils in Brentwood said they had been drunk at least once in the last four weeks and more said they had taken drugs. More primary pupils said they did their best at school. More pupils want to go to university and fewer want to get a job at 16/18. More secondary pupils in the district said there is enough to do there.
- **Epping Forest** had more primary pupils saying they were afraid to be in school because of bullying (although fewer secondary pupils said this) and more primary pupils felt their school deals badly/not very well with bullying. Fewer primary and secondary pupils walk to school. Primary pupils were less

likely to have exercised five times or more in the last week. Primary pupils were less likely to say they were happy about life. More pupils had never or rarely tried smoking and fewer said they drink regularly or have been drunk in the last four weeks. However, more pupils said they had taken drugs. Fewer primary pupils in the district said they enjoy school while more secondary pupils said they try their best.

- **Harlow** had more primary pupils saying they were afraid to be in school because of bullying. More secondary school pupils wanted to lose weight. More primary and secondary pupils walk to school and more primary pupils cycle. Primary pupils were less likely to have exercised five times or more. Harlow had fewer secondary pupils saying they enjoy school with more wanting to get a job at 16/18 and fewer wanting to go to university. Fewer primary and secondary pupils said there is enough to do in their area.
- **Uttlesford** had fewer primary pupils eating five or more portions of fruit and vegetables and more primary school pupils wanting to lose weight. Fewer primary and secondary pupils walk or cycle to school and primary pupils were less likely to have exercised five times or more in the last week. More pupils wanted to go to university while fewer wanted to get a job at either 16 or 18. More primary pupils said there is enough to do in their area.

Stay Safe: Bullying and feeling safe

The percentage of pupils feeling afraid to go to school because of bullying, at least sometimes, has steadily fallen over the last four years. Most pupils felt their school deals well with bullying, but a sizable minority do not agree: 13% of primary and 22% of secondary pupils felt their school deals with bullying 'badly' or 'not very well'.

Six in ten primary school pupils were not afraid to be in school because of bullying, increasing to eight in ten secondary pupils. Despite the steady decline, one in ten primary and one in twenty secondary pupils still felt afraid either 'often' or 'very often'.

On average more than one child per classroom does not feel safe at home. 3% of both primary and secondary pupils said they 'never' do, while 6.5% of primary and 2.5% of secondary pupils said they only 'sometimes' feel safe at home.

Be Healthy: Diet and exercise

The rates for secondary pupils smoking or drinking has fallen over the last four years. At the age of 15, 9% of young people smoke regularly, 13% drink regularly and 8% have taken cannabis at least once in the past four weeks. Half of all pupils who smoke/drink start in Year 10 or later, but a third do so in Year 9, and a sixth earlier still.

In terms of what would make pupils consider not smoking, drinking or taking drugs, the main responses were around health implications, impact on their appearance ('smelling of smoke') and the influence of friends, whilst access to drugs is an important factor as well.

In terms of healthy lifestyles the majority of children and young people had not eaten at least five portions of fruit and vegetables on the day before the survey – and one in ten pupils had not eaten any portions at all. Two in ten primary pupils had eaten five or more portions but slightly fewer secondary pupils said this. The percentage eating five or more portions has been falling steadily, although the percentage in 2010 is at the same level as a year earlier.

Six out of ten primary pupils were happy with their weight as it is but three out of ten would like to lose weight. However, secondary pupils were less positive about their weight with just half saying they were happy with their weight as it is and four out of ten wanting to lose weight.

A third of primary pupils had exercised five or more times in the last week, enough so that ‘they had to breathe harder and faster’, but just a quarter of secondary pupils - the uptake of regular exercise decreases with age.

Nearly half of primary pupils usually travel to school by car/van and nearly half usually walk, at least part of the way. While half of secondary pupils usually walk to school also, just under a third travel to school by car/van and a quarter take the bus. Just 5% of primary and 4% of secondary pupils cycle to school.

Be Healthy: Emotional wellbeing and support networks

A large majority of pupils (80%) said they were happy about life, that their parents and family look out for them and that they have one or more good friends. However, nearly two out of ten said they often feel sad or tearful and three in ten said they worry a lot. 1% said that they have no friends.

When they have worries about an issue, all pupils are most likely to share it with their parents first. However, whilst some primary pupils also share worries about school and friends with teachers, secondary pupils share these problems with friends or boyfriends/girlfriends.

When asked if they think adults listen to their views and take them seriously, around eight in ten pupils said that adults do so at home but were somewhat less positive about being listened to in other situations. Pupils were significantly less positive on the extent to which adults involve them in decisions about their life. Three in ten pupils agreed they were involved in decisions about their local area.

Enjoy and Achieve: Attitudes to school and aspirations

Nearly seven in ten primary and six in ten secondary pupils said that they enjoy school ‘always’ or ‘most of the time’ while just under one in ten of all pupils said they ‘never’ enjoy school. Primary pupils were much more positive than secondary pupils about trying their best at school, with six in ten primary and three in ten secondary pupils saying they ‘always’ try their best. However, fewer than 2% of all pupils said that they ‘never’ try their best.

Almost all pupils (80% primary, 90% secondary) listed improvements that might help them to do better at school. The most popular suggestion (by at least seven in ten pupils) was to have more fun/interesting lessons, followed by more help from teachers and a quieter or better behaved class.

There has been a slight increase over the last three years in the percentage of pupils wanting to go on to university and a decrease in the percentage wanting to leave school at 16 or 18 and get a job, but it is hard

to say how much of this trend is related to the current recession. Half of all secondary pupils hoped to go on to university, compared to two in ten who wanted to get a job at 16 or 18.

Nearly three in ten secondary pupils said that the information and help they have been given to help plan their future is good enough but three in ten said they need a bit more/better information, two in ten said they need a lot more/better information and one in ten said that they had not had any. Year 11 pupils were much more positive about the information they had received, with four in ten saying it was good enough and three in ten saying they need a bit more/better information.

Making a Positive Contribution: Leisure time

There has been a steady increase over the past four years in the proportion of primary school pupils saying that generally there is enough for them to do in their area. Two thirds agreed with this statement but this percentage declines steadily with age during secondary school, with less than one in five pupils aged 15-16 agreeing with the statement. This falls again to 21-31% for pupils aged 17-18.

Over half of pupils had been to a park or playground in the last month while a slightly smaller number had been to a sports club or class. A higher percentage of primary school pupils had been involved in different activities than secondary pupils.

Four out of ten pupils said that nothing stops them doing activities that they want to do. However, between a quarter and a third said that activities can cost too much for them to be able to do them. Secondary pupils also said lack of transport to/from the activity and lack of awareness of what is available/lack of activities in their area are barriers.

Nearly half of primary pupils and seven in ten secondary pupils said that they never give their time to help a charity or a voluntary group. Most of those who do volunteer do so for either a few days a year or a few days a month.

Detailed Findings

This section looks at the main findings from the survey results in detail. Where relevant the findings are broken down by gender or by Year group or by district. (N.B. we were unable to report on Maldon secondary school results separately, because only one school took part in the survey).

Equality and Narrowing the Gap

Specific questions have also been analysed by the more vulnerable groups as identified by the respondents:

	% of respondents	
	Primary	Secondary
Having special needs	7%	6%
Young carers ⁶	19%	8%
Had a warning from the Police⁷	(n/a)	36%
LGBT (Lesbian, Gay, Bisexual or Transgender)	(n/a)	6%
Bullied often	5%	2%
BME pupils	10%	15%

Whilst the overall number of Black and Minority Ethnic pupil (BME) responses was sufficiently high, the sample size for specific sub-groups was not sufficient to analyse them separately. Therefore, although responses from BME pupils are included in this report, some caution must be used in interpreting the data due to the wide variation of ethnic groups. A full breakdown of responses by ethnic group is provided in Appendix 3.

Unfortunately, it was not possible to analyse the findings specifically for two further groups that are key within the Narrowing the Gap agenda, i.e. looked after children, due to the small numbers (1%) in the sample; and children eligible for Free School Meals because this question was left out of the questionnaires.

Details for the other groups are listed below.

Young carers

19% of primary pupils and 8% of secondary pupils said that they are young carers (defined as someone who regularly looks after members of their family who are ill or have a disability). Nearly four in ten of all young carers do not provide care every day and three in ten care for less than an hour per day. However,

⁶ Young Carers are a key target group within the Essex Children's Trust Narrowing the Gap agenda.

⁷ This group should not be confused with "Young Offenders", i.e. young people who have had an actual conviction and which is another key target group for Narrowing the Gap in Essex.

14% of primary young carers and 18% of secondary young carers said they care for someone for more than two hours per day while 19.5% of primary and 18% of secondary young carers said they do this for 1-2 hours per day. Most of the young carers said they look after grandparents, parents or siblings.

Time spent by Young Carers on caring for others		
	Primary	Secondary
Some time, but I don't do this every day	36%	35%
Less than one hour per day	30%	27%
1-2 hours per day	20%	20%
More than 2 hours per day	14%	18%

Based on these figures, we estimate that there are nearly 10,000 young carers in Essex who provide care every day to someone, with just under 6,000 providing more than one hour of care per day. This is considerably higher than earlier estimates that were based on the 2009 SHEU survey. The reason for this, and which figure is a better reflection of reality, is uncertain – further investigation is required when the 2011 results are available.

Other groups

Had a warning from the police - 36% of all secondary school pupils said that they had had a warning from the Police, compared to 25% in the 2009 SHEU survey. 2% said that they had been convicted by a Court and 3% said they had been in custody (such as a secure home, or a young offender institution).

Bullied often - 5% of primary pupils and 4% of secondary pupils said that they thought others have felt afraid to be in school because of their behaviour in the last month, similar to the responses in the 2009 SHEU survey.

Lesbian, Gay, Bisexual or Transgender (LGBT) - Nearly 6% of all secondary pupils who answered the sexuality question said that they were Lesbian, Gay, Bisexual or Transgender while 5% said that they were not sure (both proportions are very similar to the 2009 SHEU survey). With the assumption that those who did not reply to the question would not have answered significantly differently to those who did, these findings would give an estimate of just over 4,500 LGBT young people in Essex and another 4,000 young people who are not sure about their sexuality.

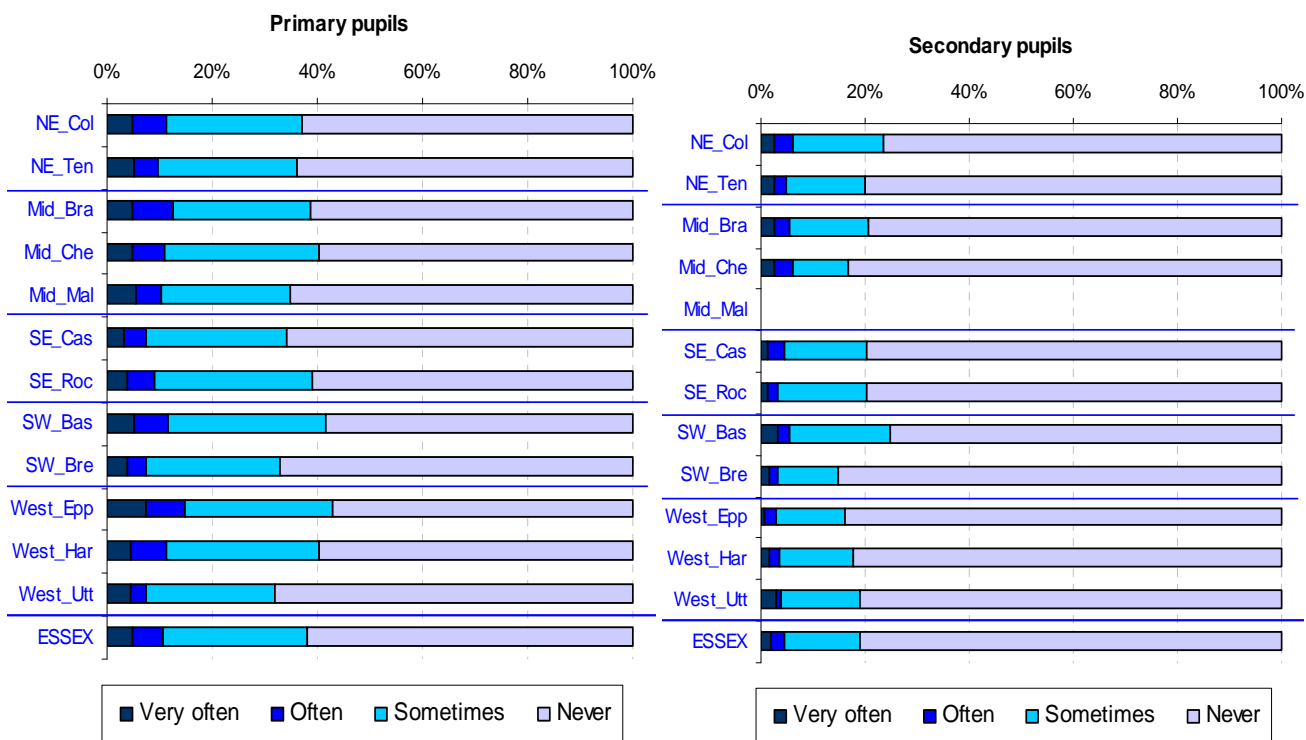
Stay Safe

Bullying

When asked if in the last month they had felt afraid to be in school because of bullying, six in ten primary pupils said 'never' and this increased to eight in ten secondary pupils. However, 5% of primary and 2% of

secondary pupils said they felt afraid 'very often' while 6% of primary and 2% of secondary pupils said they felt afraid 'often'. Epping, Harlow and Basildon had a significantly higher (in statistical terms) percentage of primary pupils saying they were afraid to be in school because of bullying at least sometimes while Basildon and Colchester had a significantly higher proportion of secondary pupils saying this.

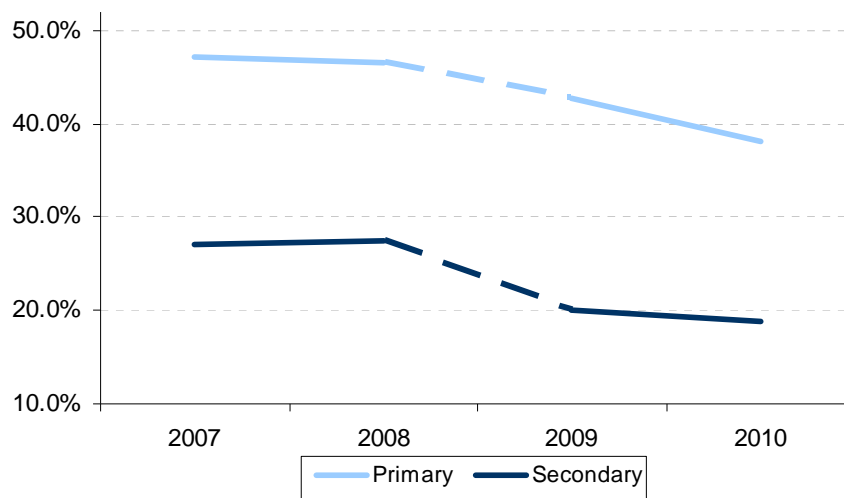
Figure: Pupils feeling afraid to be in school because of bullying



The percentage of pupils saying that they feel afraid to go to school because of bullying, at least sometimes, has shown a decline over the last four years for both primary and secondary schools. However, the question was changed slightly in 2009, from whether pupils had ever been afraid to go to school because of bullying to whether they had felt afraid in the last month and this is very likely to be responsible for most, if not all, of the reduction between 2008 and 2009. The fall in 2010 from a year earlier was statistically significant for primary pupils, but not for secondary pupils.

Figure: Pupils feeling afraid to be in school because of bullying.

Please note that the decline between 2008 and 2009 (shown as a dotted line) is partly due to a change in the phrasing of the question - although the fall from 2009 to 2010 is significant for primary pupils it is not for secondary pupils.



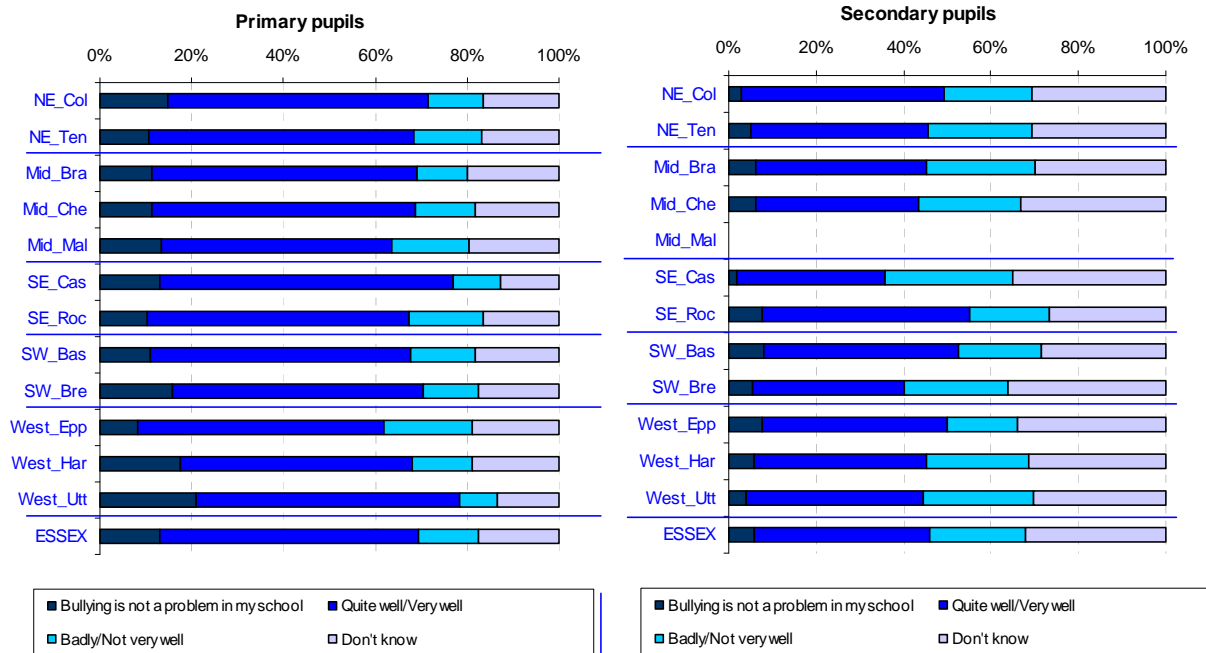
Pupils saying they were LGBT, pupils with special needs and young carers were significantly more likely to say they were afraid to go to school because of bullying, at least sometimes. Girls were slightly more likely than their peers to say the same. Primary pupils from all BME backgrounds were less likely than White British pupils to say they were afraid to go to school because of bullying (particularly Black pupils). There was a slight fall in the number of pupils saying they had been bullied by age, with fewer of the older year groups saying they had been bullied.

Pupils saying they are afraid to go to school because of bullying, at least sometimes		
	Primary	Secondary
All pupils	38%	18%
Young carers	49%	31%
LGBT young people	n/a	29%
Females	44%	21%
Pupils with special needs	56%	32%
Pupils who have had a Police warning	n/a	18%
All BME pupils	35%	17%

(Figures highlighted in yellow are statistically significantly higher than the average)

Nearly six in ten primary pupils and four in ten secondary pupils felt that their school deals well with bullying but 13% of primary and 22% of secondary pupils felt that their school deals with bullying badly or not very well. (The rest either did not know or said that bullying was not a problem in their school.) Epping and Maldon had significantly (in statistical terms) higher percentages of primary pupils feeling their school deals badly or not very well with bullying while Castle Point and Braintree had significantly higher proportions of secondary pupils saying this.

Figure: “How well does your school deal with bullying” – by district



Not surprisingly pupils who have been bullied very often are significantly less likely (by 17 percentage points) to say that their school deals well with bullying. LGBT pupils are ten percentage points less likely to say this and pupils who have had a Police warning are nine percentage points less likely to say this. Although pupils from all BME backgrounds were less likely to be afraid to go to school because of bullying, they were less likely to say their school deals well with bullying than White British pupils. All females and pupils with special needs in secondary schools are slightly less likely to say their school deals well with bullying but there is no statistical difference for young carers.

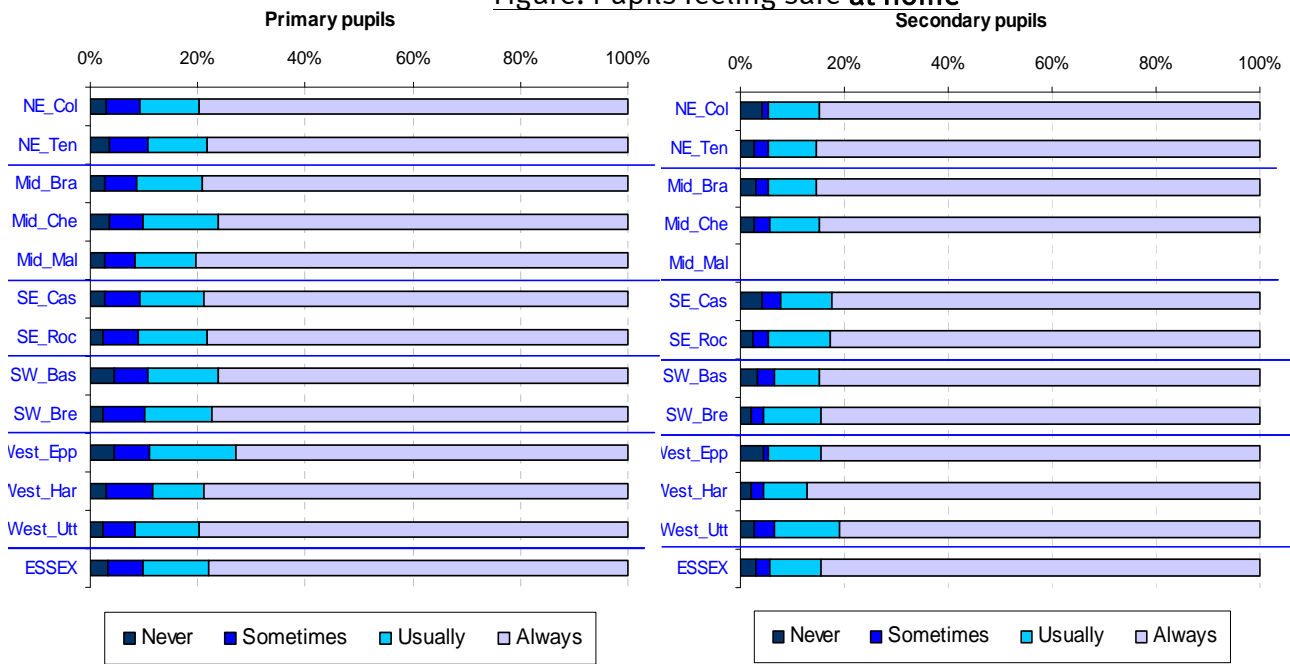
	Pupils saying their school deals quite well or very well with bullying	
	Primary	Secondary
All pupils	57%	40%
Young carers	56%	41%
LGBT young people	n/a	30%
Pupils who are bullied very often	40%	23%
Females	59%	44%
Pupils with special needs	52%	42%
Pupils who have had a Police warning	n/a	31%
All BME pupils	52%	35%

(Figures highlighted in yellow are statistically significantly lower than the average)

Feeling Safe

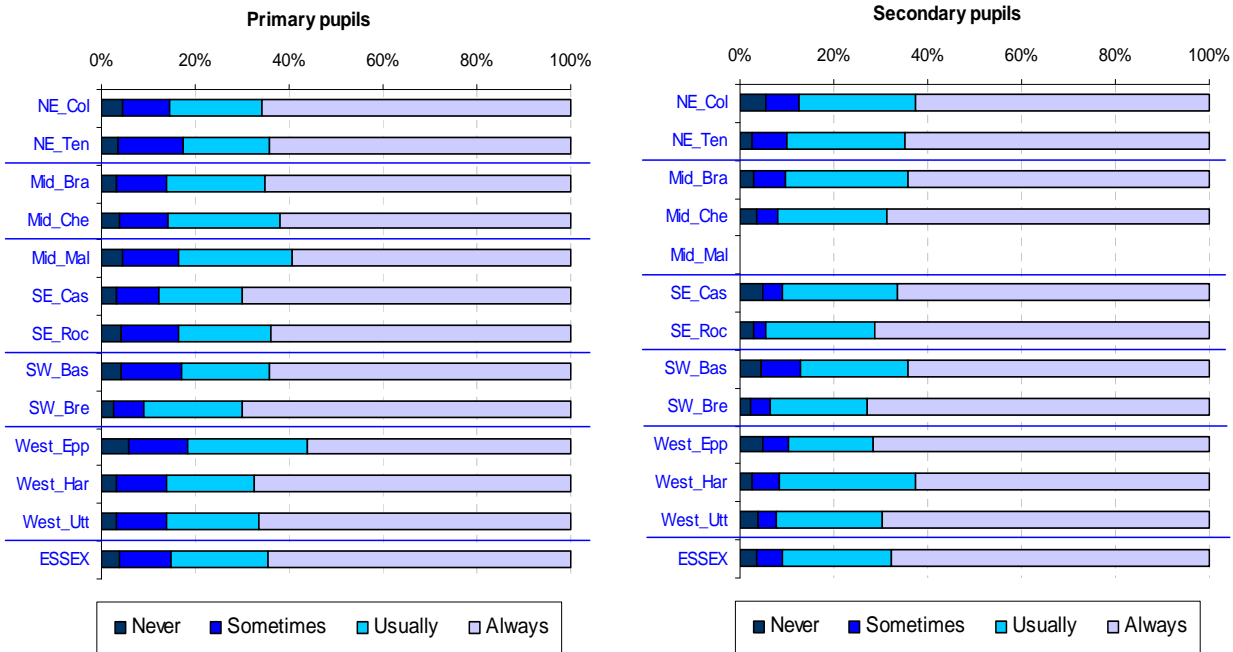
In terms of feeling safe at home, 3% of both primary and secondary pupils (ie one pupil in every classroom) said they never do, while 6.5% of primary and 2.5% of secondary pupils said they only sometimes feel safe at home. It is not possible to tell from the survey how much of this not feeling safe at home is related to the impact of domestic violence.

Figure: Pupils feeling safe at home



65% of primary pupils and 68% of secondary pupils said that they always feel safe at school. However, 4% of primary and 3.5% of secondary pupils said they never feel safe at school and 11% of primary and 5.5% of secondary pupils said they only sometimes feel safe at school.

Figure: Pupils feeling safe at school



TellUs4 Indicator on bullying

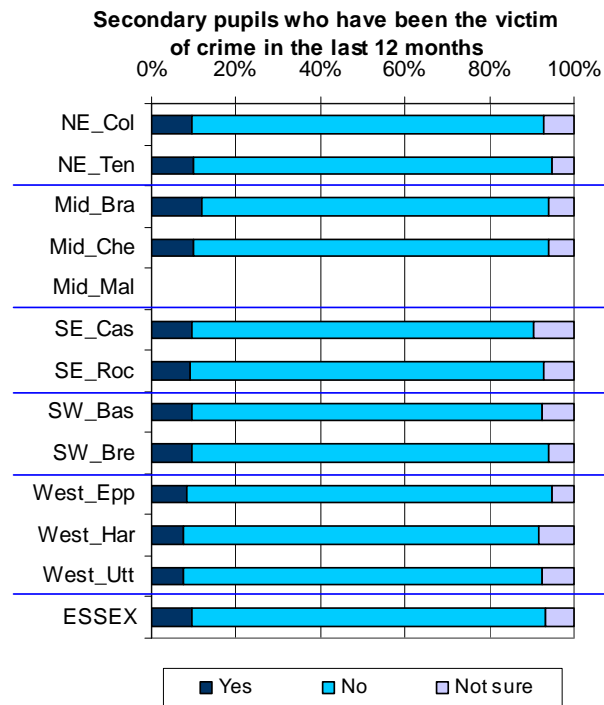
Essex was flagged as red in TellUs4⁸ for the percentage of pupils reporting that they feel very unsafe in school as there is a gap of two percentage points between Essex and the national and statistical neighbour averages. However, the percentage of pupils reporting via SHEU that they never feel safe in school (3%) is slightly lower than TellUs4 (4%). This may be due to the slight differences in the wording of questions between the two surveys plus the fact that the percentage of pupils that never feel safe in school peaks in Year 4 and 7 (correlating with the beginning of school phases) and the TellUs4 survey only samples Year 6, 8 and 10 pupils whereas SHEU samples all year groups from Year 4 upwards.

Essex was also flagged by TellUs4 as red for the percentage of pupils reporting that their school deals with bullying badly (14%). However, results from SHEU show a much lower percentage of pupils (6%) saying the same, a difference of eight percentage points. The proportion of pupils who think their school deals with bullying badly increases throughout the secondary phase, peaking in Years 10 and 11 at 12% and 13% respectively. Therefore, the higher percentage in TellUs4 may be due to the fact that the number of Year 6 pupils (338) participating in the survey is considerably lower than Year 8 and 10 pupils (3,848). The percentage of pupils reporting to SHEU that bullying is not a problem in their school is higher (10%) than that reported in TellUs4 (4%).

⁸ TellUs4 Questionnaire Results for Essex (survey carried out in autumn 2009). Ofsted.

Victims of crime

Nearly one in ten secondary school pupils said that they had been the victim of crime in the last 12 months (primary pupils were not asked this question). There were no significant differences in the percentages of pupils saying this by district.



Males, pupils with special needs, young carers and LGBT young people were all more likely to say they had been the victim of crime than their peers. Pupils who have had a Police warning were twice as likely to have been a victim of crime. Those who have been bullied very often are over three times more likely to have been the victim of crime. The regular drinking of alcohol and taking of drugs significantly increases the likelihood of pupils being a victim of crime.

Pupils saying they have been the victim of crime	
	Secondary
All pupils	9%
Young carers	15%
LGBT young people	16%
Pupils who are bullied very often	30%
Males	12%
Pupils with special needs	15%
Pupils who have had a Police warning	17%
All BME pupils	11%

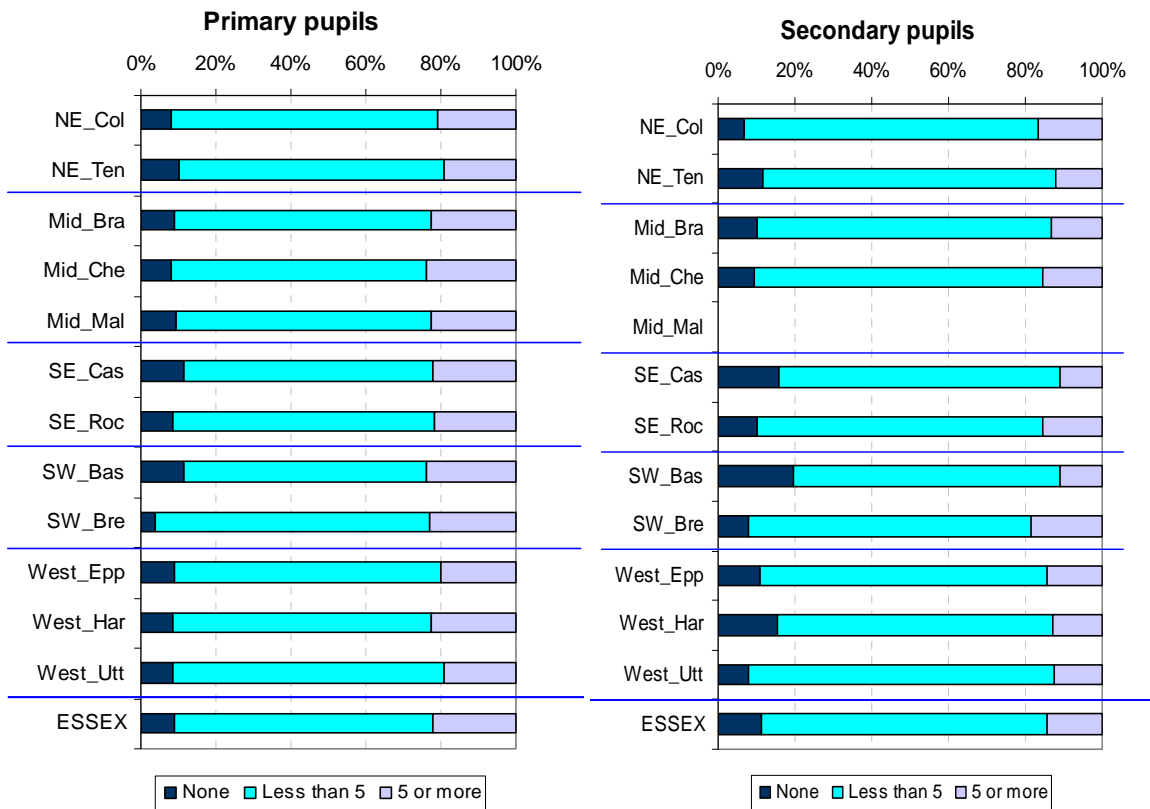
(Figures highlighted in yellow are statistically significantly higher than the average)

Be Healthy: diet and exercise

Diet

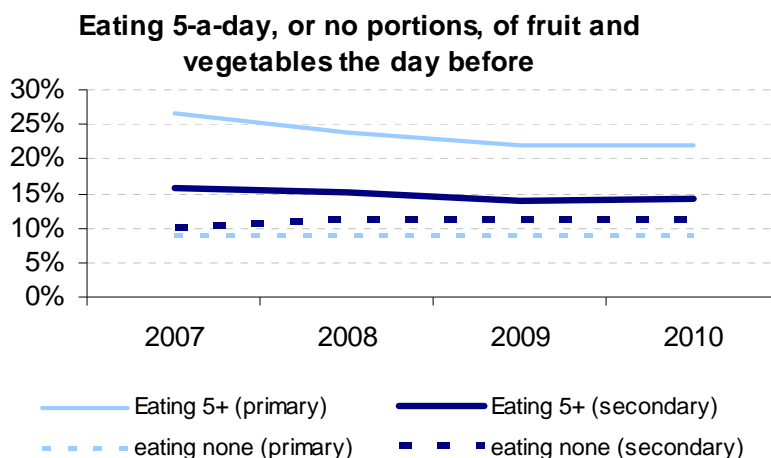
The majority of children and young people did not eat at least five portions of fruit and vegetables on the day before the survey – and one in ten primary and secondary pupils said that they had not eaten any portions at all on the day before. Two in ten primary pupils said they had eaten five or more portions but slightly fewer secondary pupils said this. Tendring and Uttlesford had significantly (in statistical terms) lower proportions of primary pupils eating five or more portions of fruit and vegetables while Basildon had a significantly lower percentage of secondary pupils saying this.

Figure: Portions of fruit/vegetables eaten yesterday



Although females were significantly less likely to eat no portions of fruit and vegetables than males, a similar percentage of both genders said they ate five or more portions on the day before. When correlated against the amount of physical exercise done, the pupils who eat few portions of fruit and vegetable are significantly more likely to say they have exercised either never or one or two times in the last week.

The percentage of primary pupils eating five or more portions of fruit and vegetables yesterday has fallen since 2007, although with no statistical difference in the last year. The percentage of secondary pupils has shown no statistical difference over the last four years, so are shown as a dotted line.



Six out of ten primary pupils said that they were happy with their weight as it is but three out of ten said they would like to lose weight. However, secondary pupils were less positive about their weight with just half saying they were happy with their weight as it is and four out of ten wanting to lose weight. Basildon, Castle Point and Harlow had a significantly (in statistical terms) higher percentage of primary school pupils wanting to lose weight while Harlow had a significantly higher proportion of secondary pupils wanting the same. This compares to the percentage of Year 6 pupils who were measured as obese in 2009 where the highest percentage was in Harlow followed by Castle Point, Tendring and Braintree.

Table: Obesity and wanting to lose weight

Area	District	Year 6 pupils who are obese ⁹	Pupils who want to lose weight	
			Primary	Secondary
North East	Colchester	14.8%	29.8%	41.3%
	Tendring	17.3%	23.6%	40.1%
Mid	Braintree	17.2%	28.2%	40.4%
	Chelmsford	15.5%	26.9%	39.5%
	Maldon	13.0%	30.1%	-
South East	Castle Point	17.4%	35.3%	43.2%
	Rochford	12.9%	28.9%	39.9%
South West	Basildon	15.4%	32.4%	43.5%
	Brentwood	14.5%	32.1%	40.1%
West	Epping Forest	16.2%	25.8%	43.2%
	Harlow	21.2%	33.3%	45.5%
	Uttlesford	15.4%	26.0%	35.6%
Essex		15.9%	29.4%	41.2%

(Figures highlighted in yellow are statistically significantly higher than the average)

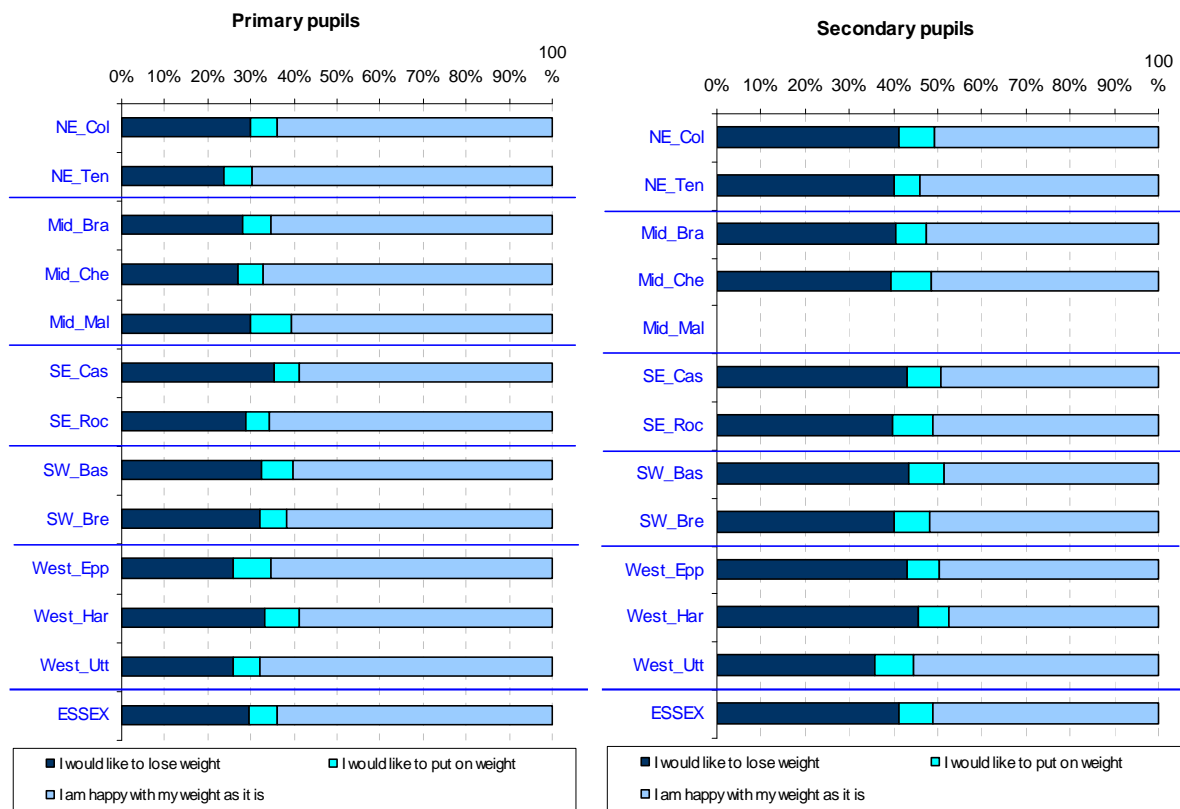
Primary school female pupils were slightly less likely to say that they were happy with their weight than males and were six percentage points more likely to say that they wanted to lose weight. However, secondary school female pupils were 16 percentage points less likely to say they were happy with their

⁹ Data is NI56 for 2009

weight and 23 percentage points more likely to say they wanted to lose weight. The percentage of pupils saying they want to lose weight increases steadily as they get older, from just 26% in Year 4 to 34% in Year 6 and 47% in Year 12.

There has been no statistically significant change over the last four years in the percentage of pupils saying that they are happy with their weight as it is.

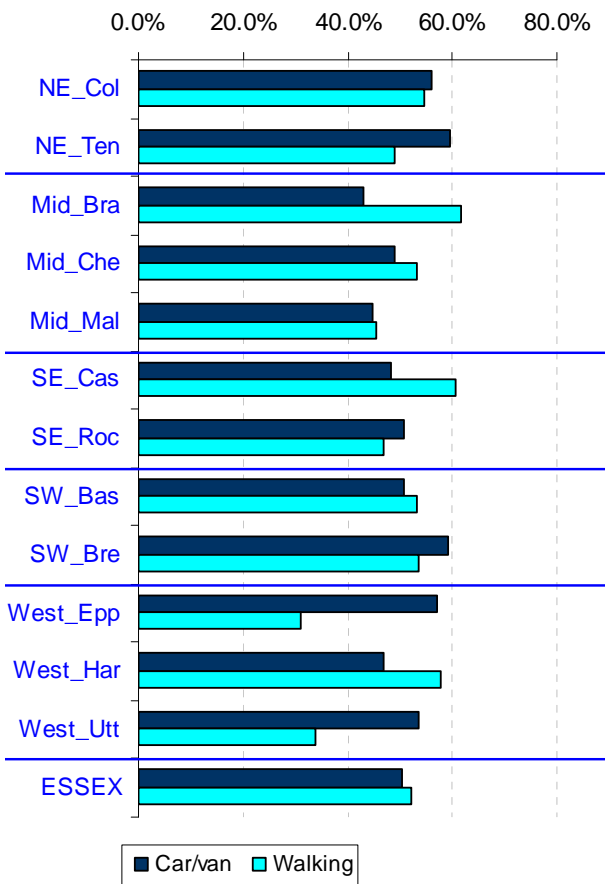
Figure: Pupil views about their weight – by district



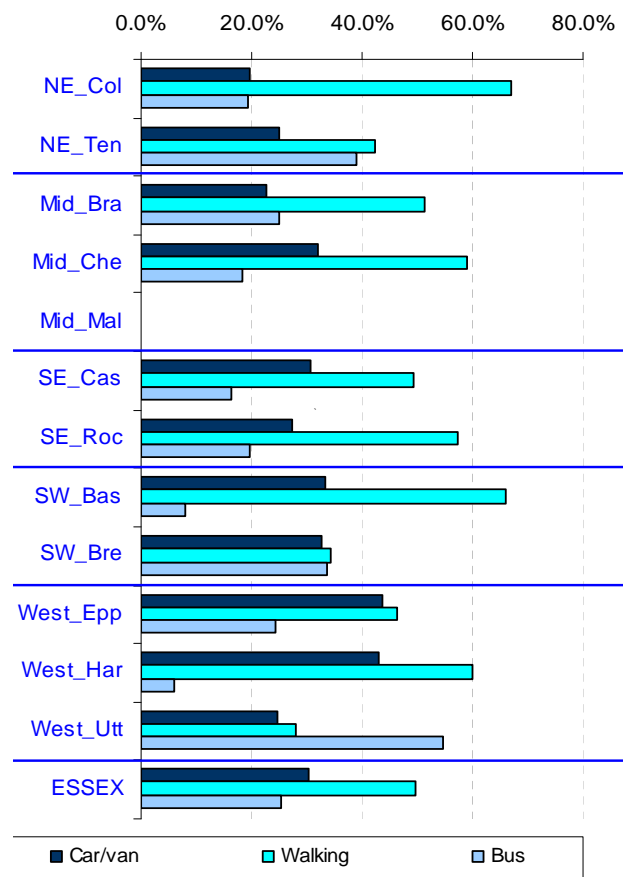
Travelling to school

Nearly half of primary pupils said that they usually travel to school by car/van and nearly half said that they usually walk – other methods were used by very few pupils. Whilst half of secondary pupils usually walk to school also, fewer (just under a third) travel to school by car/van and a quarter take the bus. Braintree, Castle Point and Harlow all had a significantly (in statistical terms) higher percentage of primary pupils walking to school while Epping, Uttlesford, Rochford and Maldon all had a significantly lower proportion of primary pupils walking. For secondary pupils, Colchester, Chelmsford, Basildon, Rochford and Harlow all had significantly higher percentages walking to school while Uttlesford, Brentwood, Tendring and Epping had significantly lower proportions.

Travel to school by primary pupils

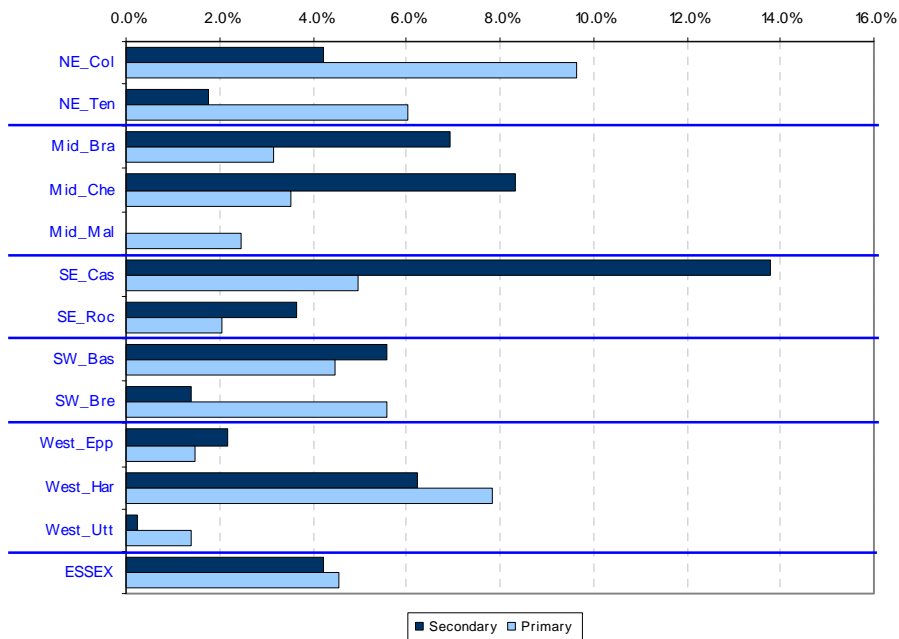


Travel to school by secondary pupils



The percentage of pupils who walk to school has shown no statistical difference over the last four years.

Pupils cycling to school



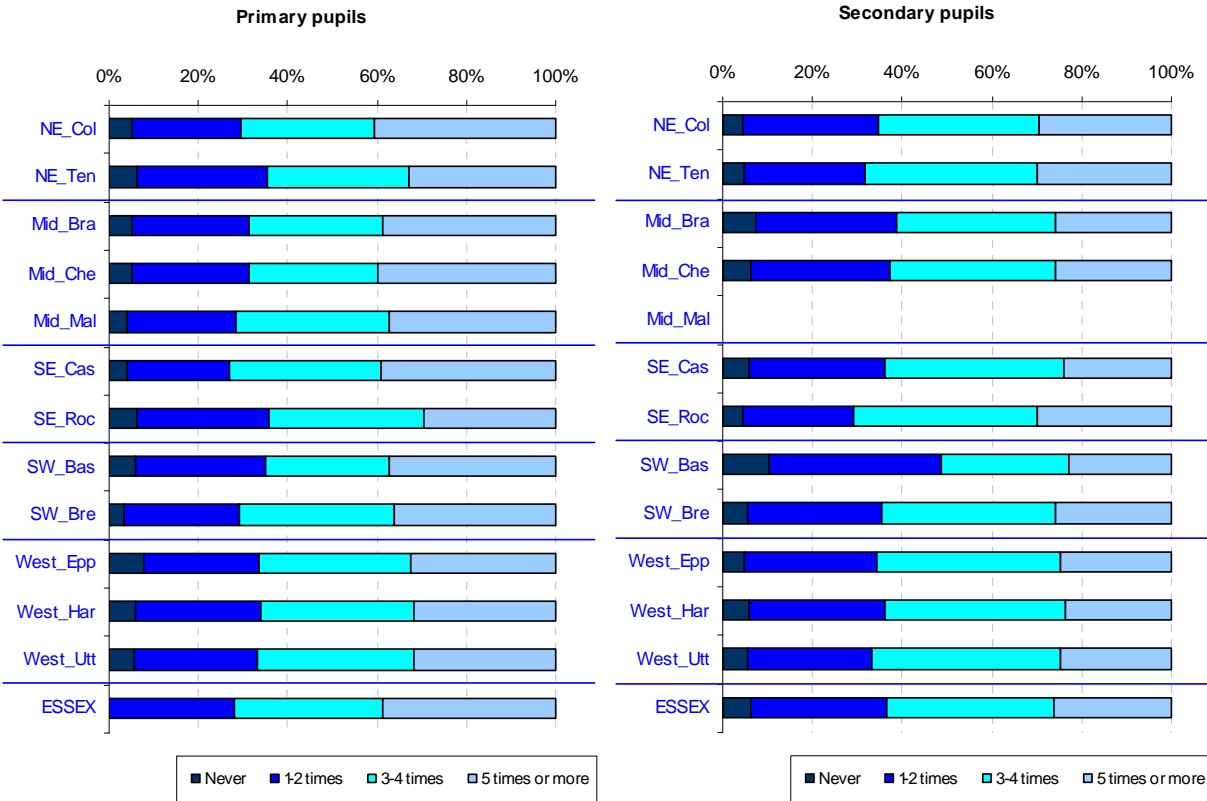
Just 5% of primary and 4% of secondary pupils cycle to school, although there are considerable variances by district. Significantly more primary pupils in Colchester and Harlow and significantly fewer in Uttlesford and Rochford say they cycle to school. For secondary pupils, Castle Point, Chelmsford and Braintree have

a statistically significant higher percentage cycling to school while Uttlesford and Brentwood have a significantly lower proportion.

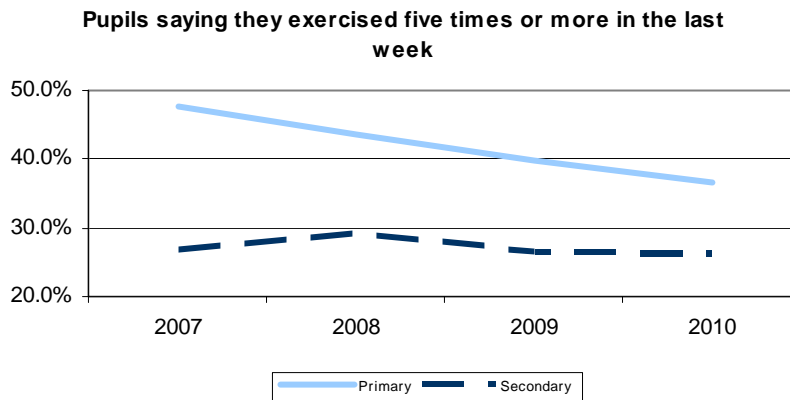
Physical exercise

Over a third of primary pupils said that in the last week they had exercised enough that they had to breathe harder and faster five or more times, but just a quarter of secondary pupils said this. Primary pupils in Colchester and Chelmsford were significantly (in statistical terms) more likely to exercise five times or more while those in Tendring, Rochford, Epping, Harlow and Uttlesford were significantly less likely to say the same. Colchester, Tendring and Rochford had significantly higher percentages of secondary pupils saying this while Basildon had a significantly lower percentage exercising five times or more.

Figure: Physical exercise in the last week by district



The proportion of primary pupils saying they exercised five times or more in the last week has shown a steady decline over the last four years, although the percentage of secondary pupils saying this has not shown a statistical difference over the same period so is shown as a dotted line.



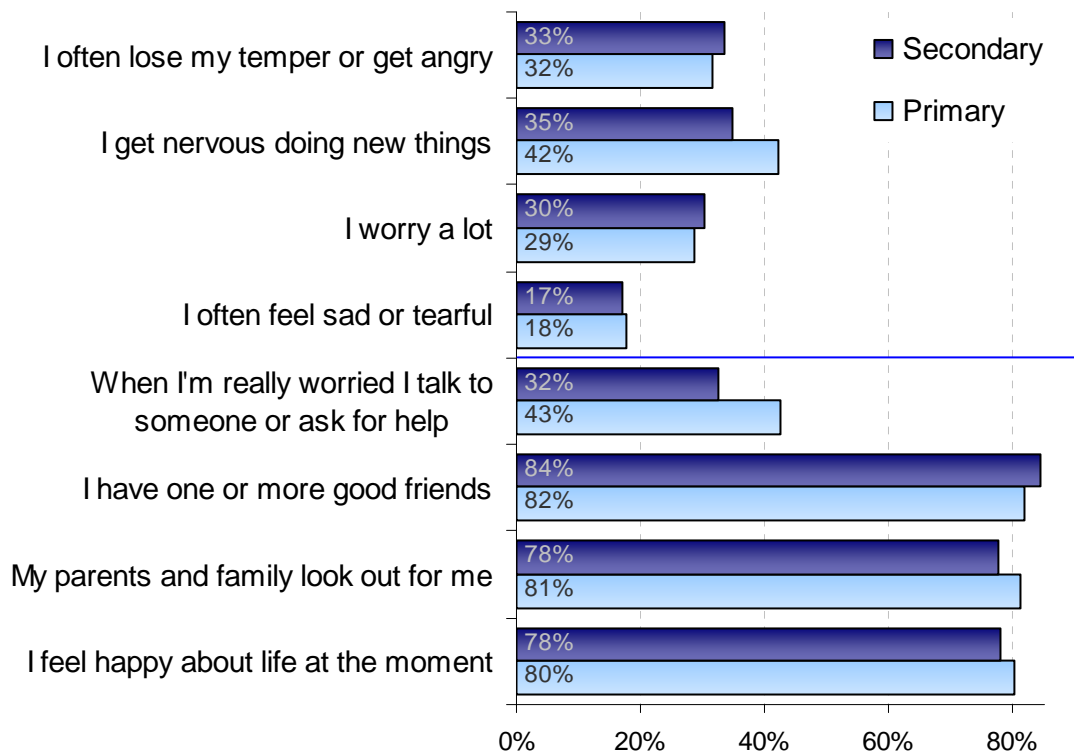
When the findings to this question were analysed against whether or not pupils were happy with their weight, there was very little difference between those who wanted to lose weight and those who were happy with their weight when compared to how often both groups had exercised.

Be Healthy: Emotional wellbeing

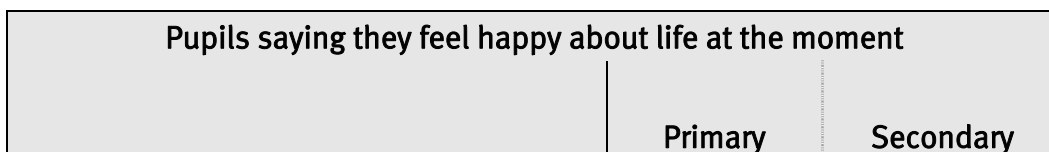
Feeling Happy

Pupils were asked if a number of statements applied to them and the responses are shown below. Around eight out of ten said they were happy about life, that their parents and family look out for them and that they have one or more good friends. However, nearly two out of ten said they often feel sad or tearful and three in ten said they worry a lot. Primary school pupils were more likely than secondary pupils to say they get nervous doing new things and that when they're really worried they talk to someone. Primary pupils in Epping and Maldon were significantly less likely (in statistical terms) to say they were happy about life, as were secondary pupils in Basildon.

Figure: Percentage of pupils agreeing with each statement



The results are very different for more vulnerable groups of young people. Pupils who said they are bullied very often were far less likely to say they are happy with life at the moment – by 40 percentage points for secondary pupils and 25 percentage points for primary pupils. LGBT young people were also significantly less likely to say they are happy than their peers. Females, pupils with special needs and those who said they had had a Police warning were all also less likely to say they are happy. However, there was little difference according to ethnicity, except that secondary BME pupils were slightly less happy than their White British peers. There is a slight downwards trend in the percentage of pupils saying they are happy as they get older.



All pupils	80%	78%
Young carers	77%	69%
LGBT young people	n/a	70%
Pupils who are bullied very often	55%	38%
Female pupils	78%	75%
Pupils with special needs	76%	71%
Pupils who have had a Police warning	n/a	74%
All BME pupils	79%	75%

(Figures highlighted in yellow are statistically significantly lower than the average)

Tellus4 Performance Indicator “feeling happy”

In TellUs4¹⁰ Essex was flagged as red for the percentage of pupils who do not feel happy about life at the moment (10%). However, SHEU reports a higher percentage of pupils feeling happy about life at the moment (80% compared to 65% in TellUs4). The difference may be due to the fact that the percentage of pupils feeling happy peaks in Year 6 and is at its lowest in Year 13, but the number of Year 6 pupils (338) participating in TellUs4 is considerably lower than Year 8 and 10 pupils (3,848). There are also more multiple choice questions in TellUs4 compared to SHEU, which is likely to influence the data.

Worries and Support Networks

Seven out of ten secondary school pupils said that they have lots of good friends and three out of ten said they have a few close friends. 1% said that they have no friends.

The main worries of primary pupils are SATs/tests, schoolwork/homework, what other people think about them and the environment. The main worries for secondary school pupils are SATs/tests, schoolwork/homework, they way they look and being fashionable, problems with friends and relationships with boyfriends/girlfriends.

The percentage of pupils that worry about safety/crime peaks at the start of each school phase (Year 4 and Year 7) while the percentage of pupils worrying about relationships increases steadily to its peak in Year 12 at 46%. When they have worries about an issue, both primary and secondary school pupils are most likely to share it with their parents first. However, whilst some primary pupils will also share worries about school and friends with teachers, secondary pupils will share these problems with friends or boyfriends/girlfriends.

¹¹ *Tellus4 Performance Indicators “worrying about relationships/crime”*

Essex was flagged as red in the TellUs4⁷ report for the percentage of pupils often worrying about relationships and being victims of crime. SHEU asks a similar, but not identical question. 17% of primary age pupils and 18% of secondary age pupils reported to SHEU that they worry about their safety or crime in their local area,

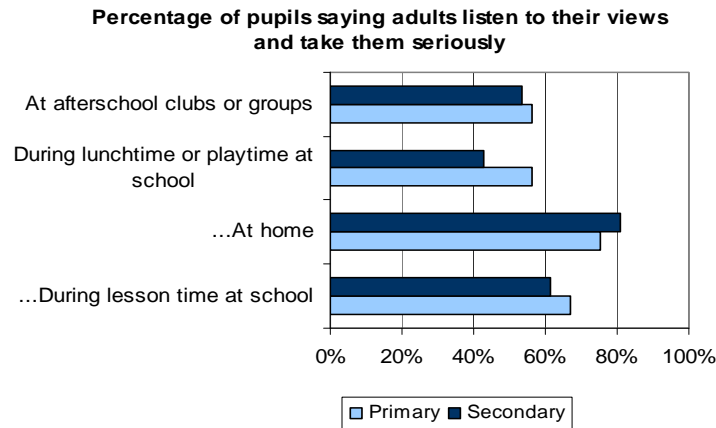
¹⁰ TellUs4 Questionnaire Results for Essex (survey carried out in autumn 2009). Ofsted.

¹¹ TellUs4 Questionnaire Results for Essex (survey carried out in autumn 2009). Ofsted.

very similar to the 17% captured within TellUs4. The 32% of pupils reporting to SHEU that they worry often or very often about relationships (boyfriends and girlfriends) is higher than is captured in TellUs4 (28%).

Being Listened to by Adults

When asked if they think adults listen to their views and take them seriously, around eight in ten of all pupils said that adults do so at home either a lot or quite a bit. However, they were somewhat less positive about being listened to in other situations.



There was little difference by gender or age in those saying that their views were listened to and taken seriously at home. Young carers, pupils with special needs, LGBT young people, pupils who have been bullied, those who had had a warning from the Police and BME pupils were all less likely to say that their views were listened to and taken seriously at home than their peers.

Pupils saying they are listened to at home		
	Primary	Secondary
All pupils	76%	81%
Young carers	72%	74%
LGBT young people	n/a	70%
Pupils who are bullied very often	66%	64%
Pupils with special needs	72%	71%
Pupils who have had a Police warning	n/a	73%
All BME pupils	71%	75%

(Figures highlighted in yellow are statistically significantly lower than the average)

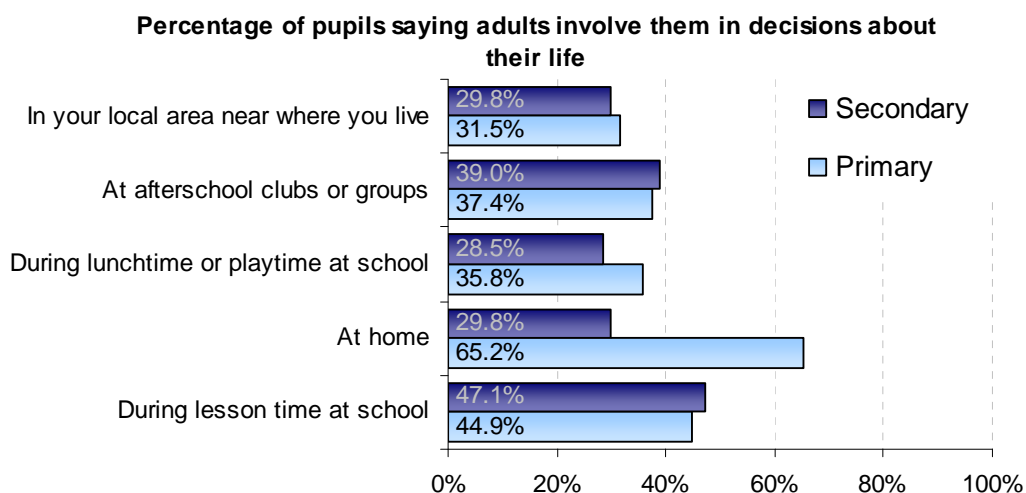
In terms of being listened to and their views being taken seriously during school lessons, males were slightly less likely to say they were listened to than females. There was little difference by age (except Year 10 pupils were significantly less likely to agree). Pupils with special needs, those from deprived backgrounds, young carers and BME pupils were also more likely to disagree that they were listened to and their views taken seriously during lessons than their peers while LGBT young people and those who had had a warning from the Police were at least twice as likely to disagree than their peers.

Pupils saying they are listened to during school lessons		
	Primary	Secondary
All pupils	67%	62%

Young carers	63%	57%
LGBT young people	n/a	49%
Pupils who are bullied very often	48%	32%
Males	66%	60%
Pupils with special needs	62%	55%
Pupils who have had a Police warning	n/a	48%
All BME pupils	63%	59%

(Figures highlighted in yellow are statistically significantly lower than the average)

When asked if they think adults involve them in decisions about their life, then all pupils were significantly less positive, with just three in ten secondary pupils saying they were involved in decisions at home either a lot or quite a bit (although over six in ten primary pupils agreed they were involved in decisions at home). Three in ten pupils agreed they were involved in decisions about their local area and there was a similar level of involvement in all other areas.



In terms of whether adults involve them in decisions about their life, the responses by group followed a similar pattern to those from whether or not they are listened to: ie males, pupils with special needs, young carers, LGBT young people and those who had had a warning from Police were all less likely to agree that they are involved in decision making, either at home, during lessons or in their local area. There was little difference by age.

Be Healthy: Smoking, drinking and taking drugs

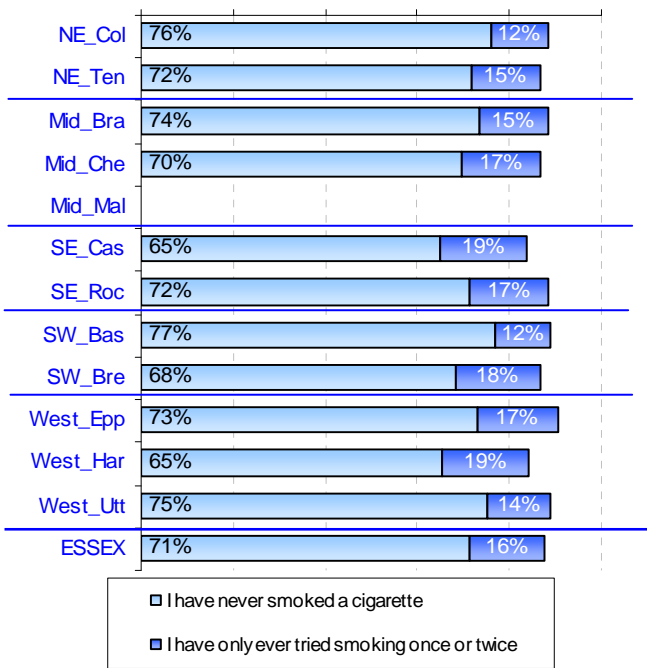
NB: These questions were asked of secondary school pupils only

Smoking

Seven out of ten pupils said that they have never smoked and a further two out of ten said that they have only ever tried smoking once or twice. The only district showing a statistically significant difference in the percentage of pupils who had never or rarely tried smoking was Epping, where the proportion was higher. 4.8% of all secondary school pupils in Essex say that they smoke regularly or every day.

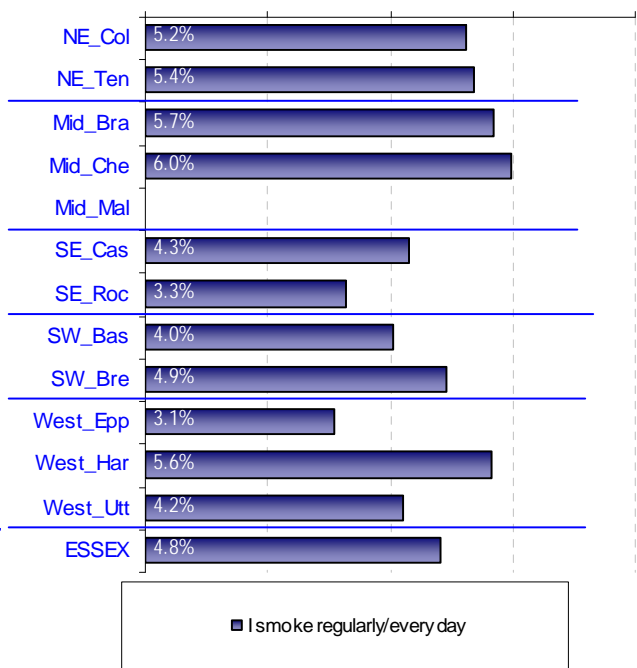
Percentage of secondary pupils saying they have never smoked or only once/twice

0% 20% 40% 60% 80% 100%



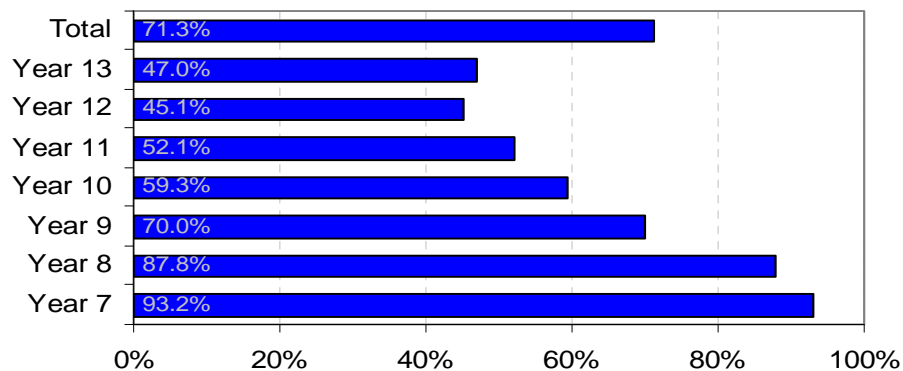
Percentage of secondary pupils saying they smoke regularly

0% 2% 4% 6% 8%



There is very little difference in smoking behaviours between males and females but there is a significant difference by age. While over nine out of ten Year 7 pupils have never smoked, this proportion falls to under half of those in Year 12 and 13.

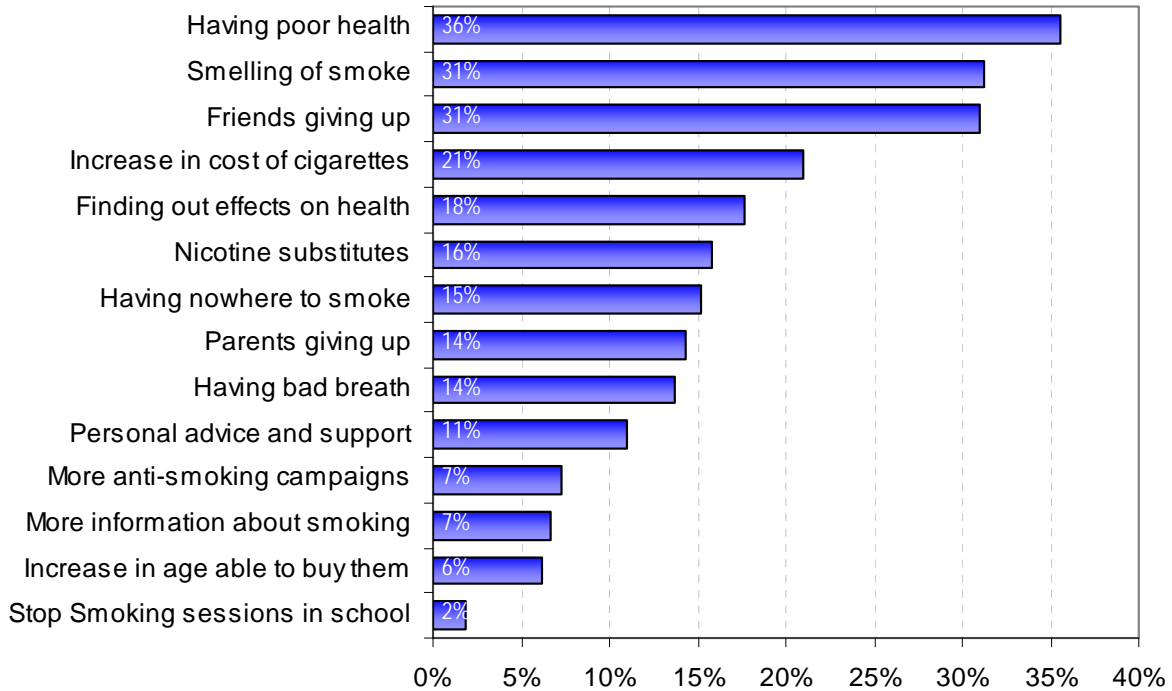
Secondary pupils saying they have never smoked



The main sources of cigarettes for those who have smoked recently were given by friends, bought by someone they knew or bought from a shop. When asked what would encourage them to give up, the main responses from pupils were about the physical/health effects of smoking, the fact that their friends have given/are giving up and an increase in the cost of cigarettes. Anti-smoking campaigns/information were mentioned by very few pupils as being likely to encourage them to give up. Females were significantly more likely than males to say that smelling of smoke or having bad breath would encourage them to give up, but there was little difference between the genders for friends giving up.

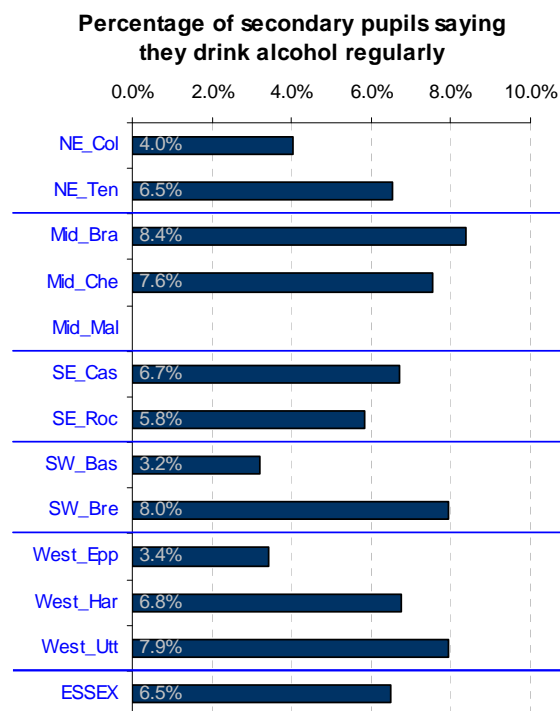
Secondary pupils saying the following reasons would encourage them to give up smoking

(% of respondents)



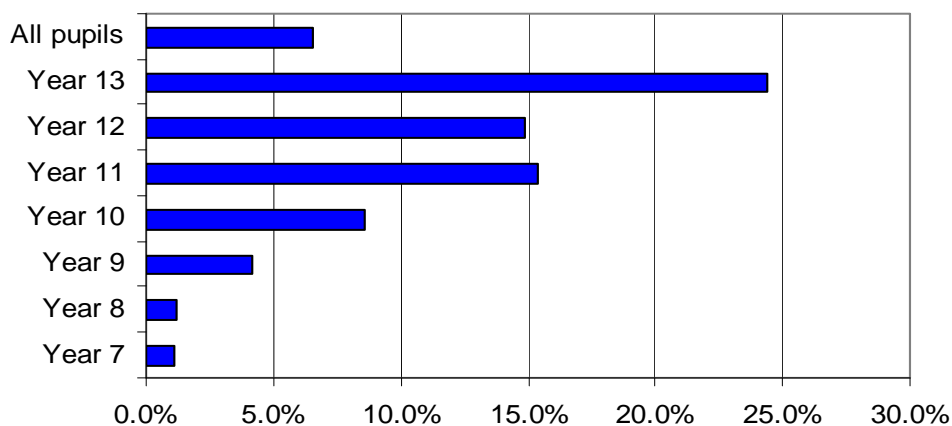
Drinking

Eight out of ten pupils do not drink alcohol very much, if at all: a fifth said that they have never drunk alcohol, a quarter said that they have had alcohol only a few times and a third said that they only drink alcohol on special occasions. 6.5% said that they drink alcohol regularly (at least once a week), with a slightly higher percentage of males (8%) saying this than females (5%). The percentage of pupils saying they drink regularly was significantly lower (in statistical terms) in Basildon and Epping.

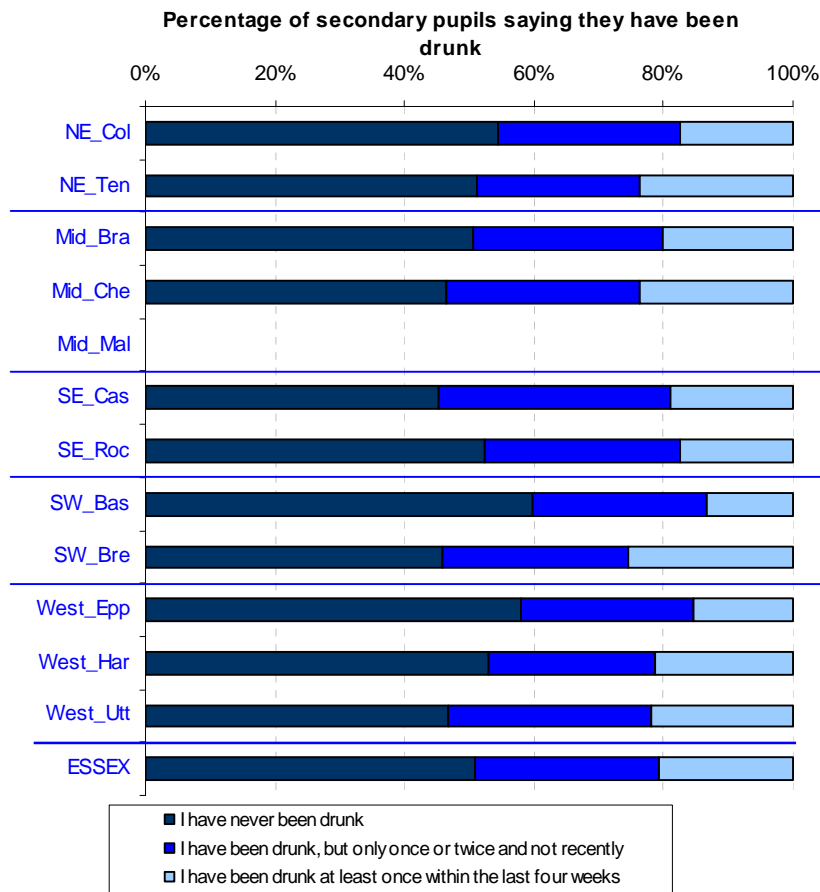


Age makes a significant difference to drinking behaviours as while just 1% of Year 7 and 8 pupils said they drink regularly, this rises to around 15% of Year 11 and 12 pupils and nearly 25% of Year 13 pupils.

Percentage of secondary pupils saying they drink alcohol regularly



Half of pupils said that they have never been drunk but two in ten said that they have been drunk at least once in the last four weeks: 10% once, 6% twice and 4% three times or more. Colchester, Rochford, Basildon and Epping all had statistically lower percentages of pupils saying they had been drunk at least once in the last four weeks while Brentwood, Chelmsford and Tendring had statistically higher percentages saying this.



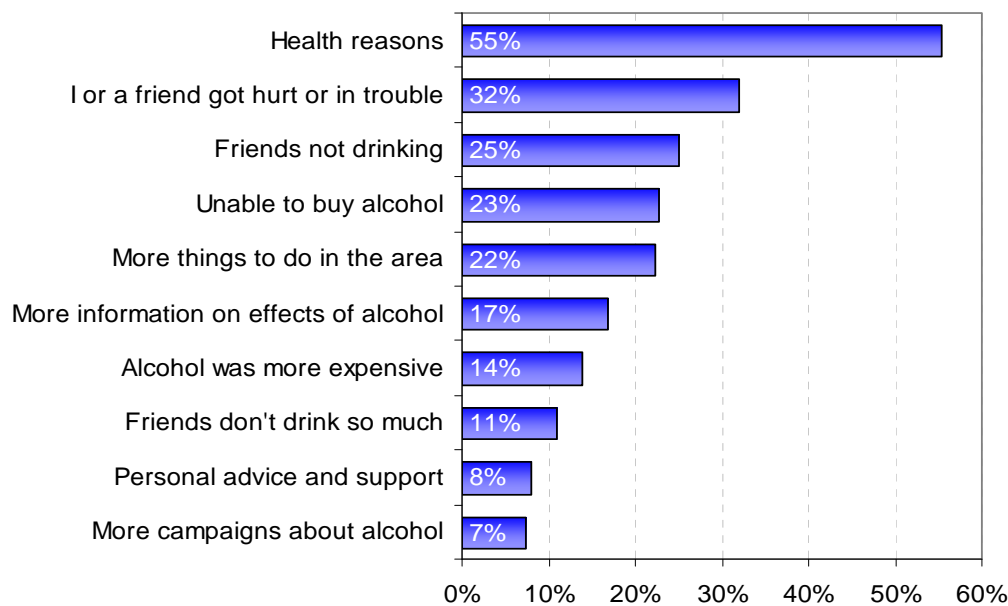
As with smoking, a slightly higher percentage of males than females said that they had been drunk in the last four weeks and the percentage of those being drunk increases significantly with age (from just 2% of 11 year olds to half of 17 and 18 year olds).

The main source of alcohol was parents, family and friends rather than it being bought by the pupils themselves. However, those pupils who say they drink regularly are twice as likely to say that they buy it in pubs/bars or from shops, supermarkets and off licences than all pupils.

When asked what would encourage them to stop drinking, just as with smoking the main things mentioned were about the health or physical implications of drinking plus the influence of friends. However, nearly a quarter of pupils said that having more things to do in their area would encourage them to stop drinking.

Secondary pupils saying the following reasons would encourage them to give up drinking

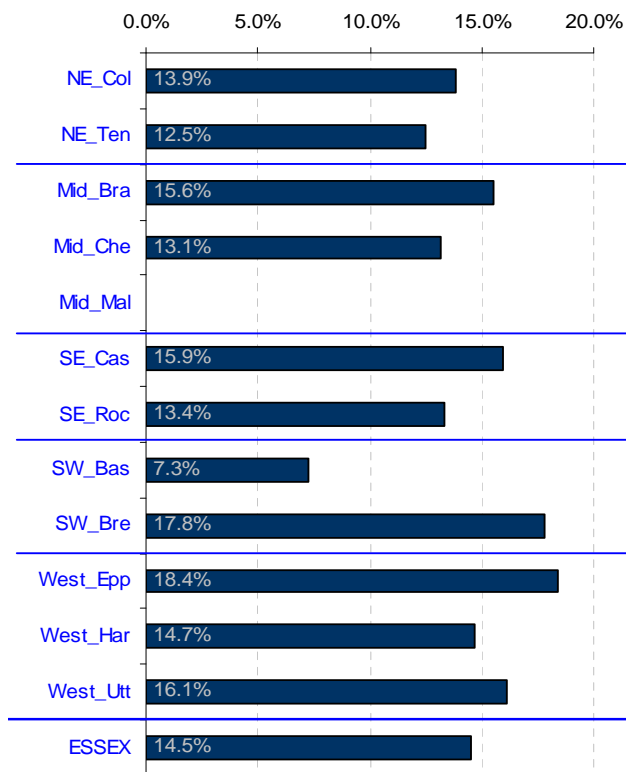
(% of respondents)



Taking drugs

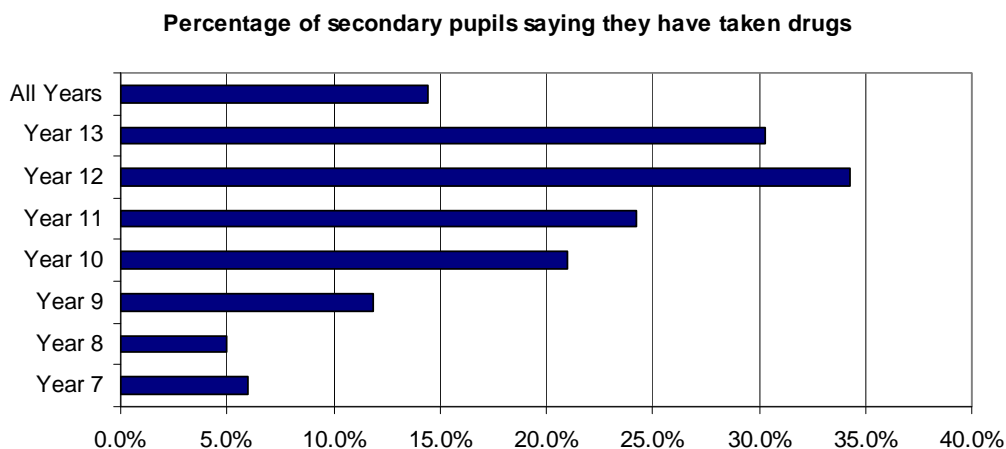
When asked if they had ever taken drugs (not prescribed by a doctor), 14.5% of pupils said that they had. The only statistically significant differences by district were in Basildon (with a significantly lower percentage) and Epping and Brentwood (with higher proportions).

Percentage of secondary pupils saying they have taken drugs



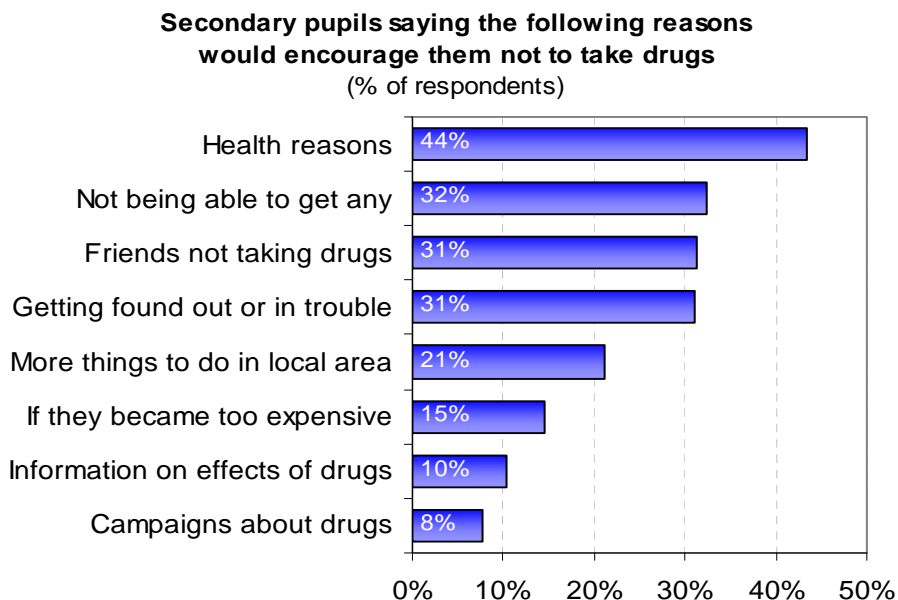
Females were less likely than males to say that they had taken drugs (12% compared to 17%) while age, like smoking and drinking behaviours, had a significant impact on behaviour: 5% of 11 year olds said they

had taken drugs, rising to 35% of 17 year olds. NB: the fall from Year 12 to Year 13 is not statistically significant due to the small number of Year 13 pupils in the sample.



The most common drug taken was cannabis with 19% of secondary pupils saying they had taken it, although just 8% said they had taken it within the last four weeks. Other illegal drugs (such as solvents, cocaine, Ecstasy etc) had been taken by 3% or fewer pupils, although most of these pupils had not taken them in the last four weeks. Cannabis (and solvent) misuse appears to increase considerably during Year 9 and continues to increase throughout the secondary phase until Year 12.

More than two thirds of those who had taken drugs got them from friends, with just over a third buying them from a dealer. In terms of what would make pupils consider not taking drugs, the main responses were again around health implications and the influence of friends. However, there were also issues around the availability of drugs and concerns about getting into trouble.



Tellus4 Performance Indicator “taking drugs”

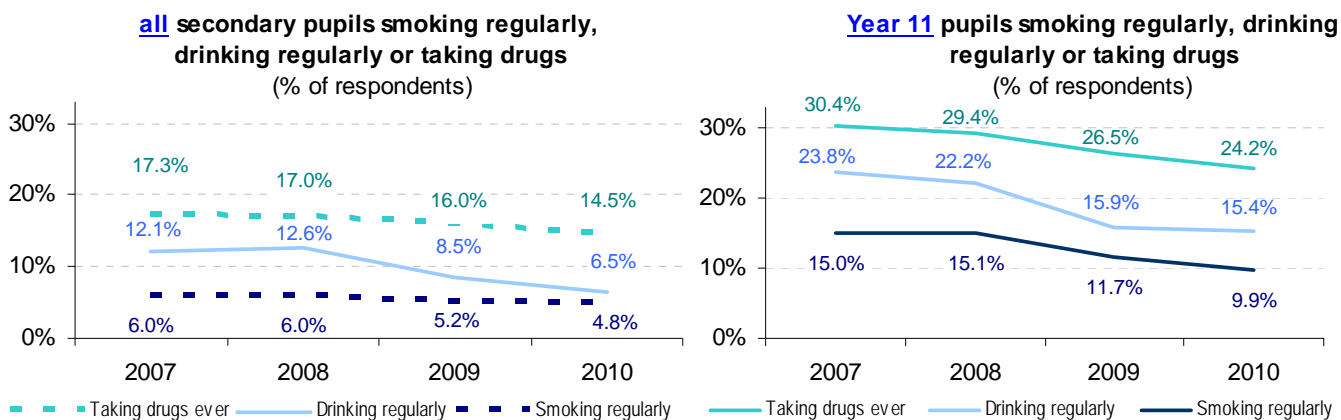
Essex was flagged as red in the TellUs4¹² report for the percentage of pupils having taken cannabis or solvents three times or more in the last month. SHEU asks a similar question, but with different multiple

¹² TellUs4 Questionnaire Results for Essex (survey carried out in autumn 2009). Ofsted.

choice answers and 4% of secondary age pupils reported to SHEU that they have taken cannabis three or more times in the last month, the same figure reported in TellUs4. 1% of secondary age pupils reported to SHEU that they have taken solvents three times or more in the last four weeks, less than the 2% reported in TellUs4 (this difference is not statistically significant).

Smoking, drinking and taking drugs

4.8% of all secondary pupils said that they smoke regularly while 6.5% said that they drink regularly and 14.5% said that they have ever taken drugs. These percentages have all fallen over the last four years, although not significantly in statistical terms for taking drugs and smoking, but with the percentage drinking nearly halving in the period. The percentages for Year 11 pupils, who tend to represent the peak year of taking these substances, have fallen significantly (in statistical terms) over the last four years.



LGBT young people, pupils who are bullied often and those who have had a Police warning were all significantly more likely to say that they smoke or drink regularly or have taken drugs than their peers. Young carers and pupils with special needs were more likely to say they have taken drugs than their peers but behave similarly for drinking and smoking. BME pupils were slightly more likely to say they have taken drugs.

Secondary School pupils saying they smoke, drink or take drugs			
	Smoke regularly	Drink regularly	Have taken drugs
All pupils	5%	6.5%	14.5%
Young carers	6%	5%	14%
LGBT young people	14%	20%	37%
Pupils who are bullied very often	14%	16%	22%
Pupils with special needs	7%	6%	19%
Pupils who have had a Police warning	14%	14%	29%
All BME pupils	6%	7%	18%

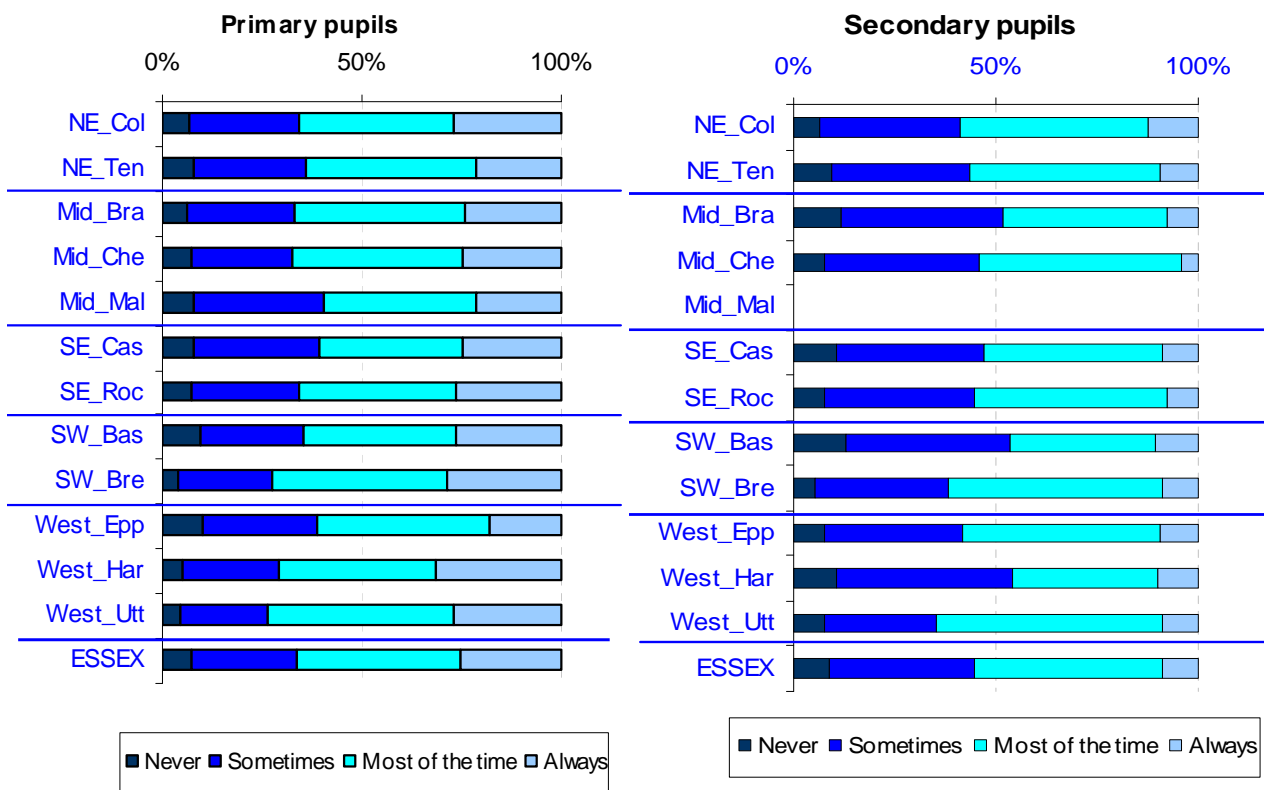
(Figures highlighted in yellow are statistically significantly higher than the average)

Enjoy & Achieve

The School Environment

Nearly seven in ten primary and six in ten secondary pupils said that they enjoy school always or most of the time – however, secondary pupils are much less likely to respond that they always enjoy school. However, just under one in ten of both primary and secondary pupils said that they never enjoy school. Maldon, Epping and Castle Point had a significantly (in statistical terms) lower percentage of primary pupils saying they enjoy school always or most of the time while Braintree, Basildon and Harlow had significantly lower proportions of secondary pupils saying the same.

Figure: Pupils saying they enjoy school by district

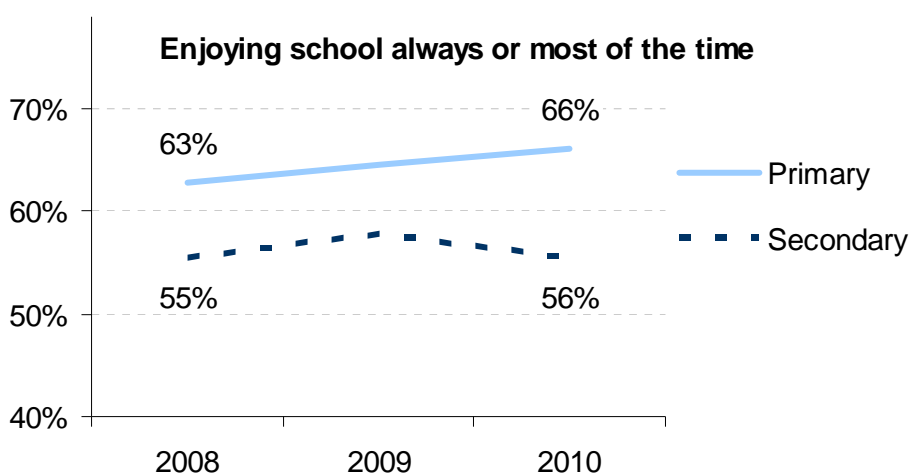


Males, pupils with special needs and young carers are all somewhat less likely to say that they enjoy school than their peers. Pupils who have had a Police warning, pupils who have been bullied very often and LGBT young people are significantly less likely to say so – and secondary pupils who have been bullied are only half as likely to say they enjoy school. There were no statistically significant differences in the proportions of all BME pupils saying that they enjoy school always or most of the time, except that Asian primary pupils were significantly more likely to say this.

Pupils saying they enjoy school always or most of the time		
	Primary	Secondary
All pupils	66%	56%
Young carers	64%	50%
LGBT young people	n/a	43%
Pupils who are bullied very often	52%	27%
Males	59%	52%
Pupils with special needs	62%	52%
Pupils who have had a Police warning	n/a	39%
All BME pupils	66%	57%

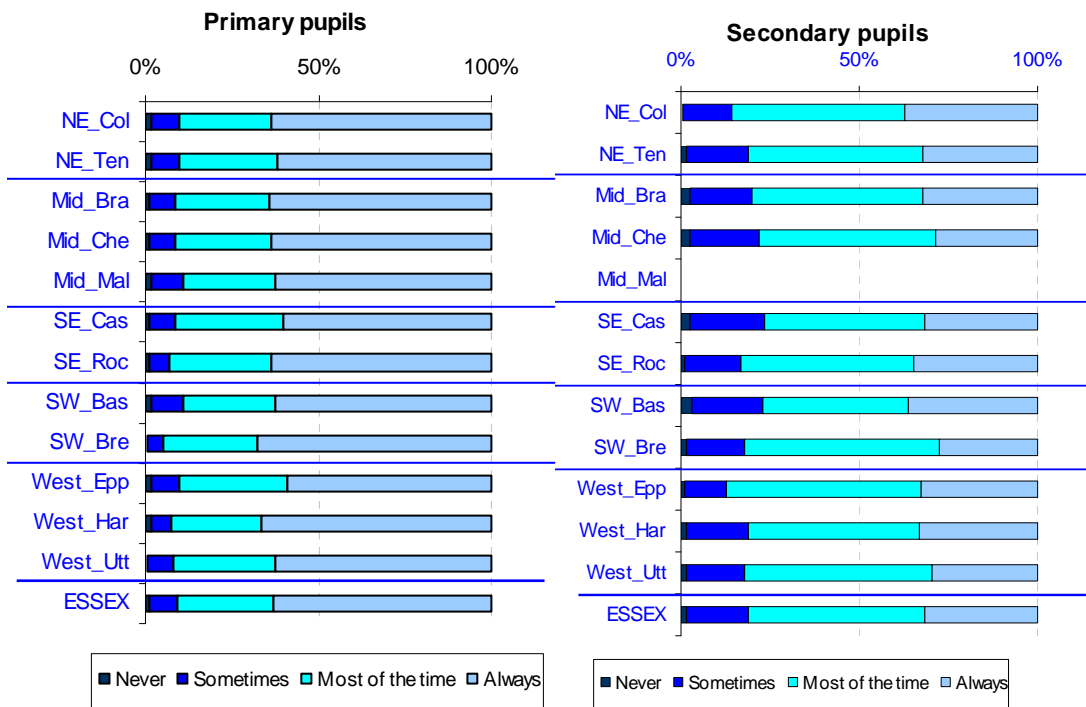
(Figures highlighted in yellow are statistically significantly lower than the average)

The percentage of primary pupils saying that they enjoy school (either always or most of the time) has shown a steady increase over the last three years. However, the percentage of secondary pupils saying this has not shown a statistically significant change over the same period so it is shown as a dotted line.



Primary school pupils were much more positive than secondary school pupils about trying their best at school. While six in ten primary pupils said that they always try their best at school, just three in ten secondary pupils said the same. A further three in ten primary pupils said they try their best most of the time, as did half of all secondary pupils. Less than 2% of all pupils said that they never try their best. The only district where there is a statistically significant difference in the percentage of primary pupils saying they did their best always or most of the time is Brentwood (where the proportion is higher). However, for secondary pupils Colchester and Epping have a significantly higher percentage of pupils saying they try their best whereas Chelmsford and Castle Point have a significantly lower proportion saying so.

Pupils saying they try their best by district



Pupils with special needs, males and those who are bullied very often were slightly less likely to say that they try their best at school always or most of the time. Pupils who have had a Police warning and LGBT young people were significantly less likely to say the same. There was little difference for young carers. There were no statistically significant differences in the proportions of BME pupils saying they try their best at school always or most of the time, except that Asian (and Chinese) primary pupils were much more likely to say this.

Pupils saying they try their best always or most of the time		
	Primary	Secondary
All pupils	91%	81%
Young carers	91%	80%
LGBT young people	n/a	67%
Pupils who are bullied very often	87%	75%
Males	88%	79%
Pupils with special needs	86%	77%
Pupils who have had a Police warning	n/a	67%
All BME pupils	90%	79%

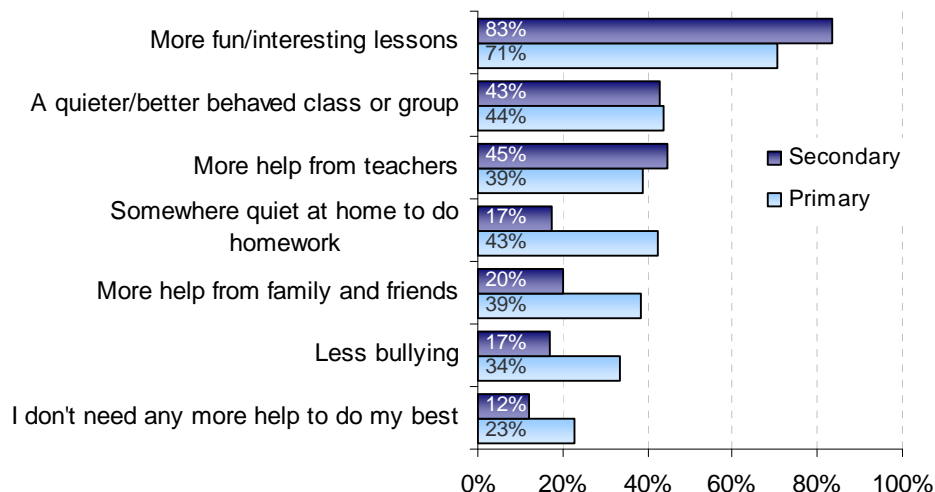
(Figures highlighted in yellow are statistically significantly lower than the average)

There has been no statistically significant change in the proportion of primary and secondary pupils saying that they try their best at school (either always or most of the time).

Pupils were asked which of the things below, if any, might help them to do better in school: just two in ten primary and one in ten secondary pupils said that they did not need any more help to do their best. The

most popular suggestion (by at least seven in ten pupils) was to have more fun/interesting lessons, followed by more help from teachers and a quieter or better behaved class.

Percentage of pupils agreeing the following would help them do better in school



There were few statistically significant variances between pupils by gender or age, except that primary school pupils, especially in Year 4, were more likely to say that they did not need any more help to do their best. Pupils were more likely to say they wanted more help from teachers as they got older, especially those in Year 11.

Pupils who were bullied very often were 15 percentage points more likely to say they wanted more help from teachers than their peers. Pupils with special needs in primary schools were 12 percentage points more likely to say they want more help from teachers, but there was no statistical difference between pupils with and without special needs in secondary schools. Pupils who had had a warning from the Police were significantly more likely to say they wanted more help from teachers, while young carers and those saying they were LGBT were slightly more likely to say this.

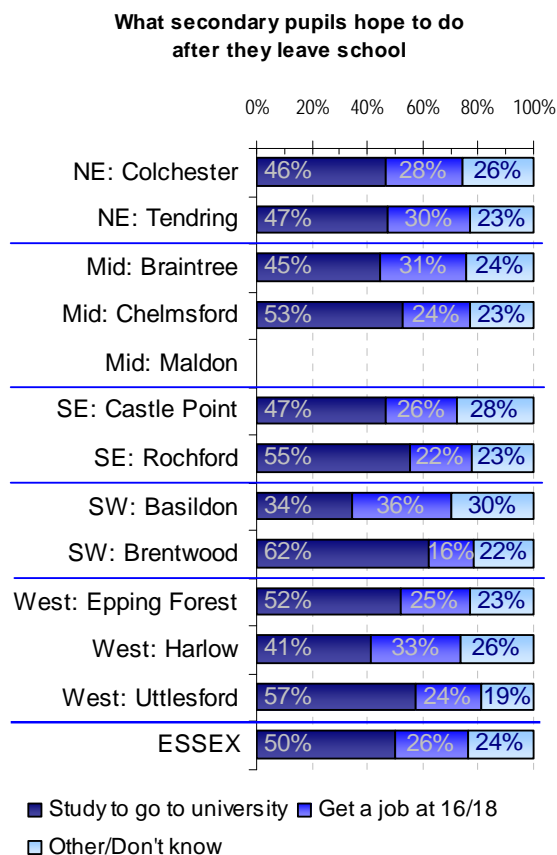
Pupils saying they want more help from teachers		
	Primary	Secondary
All pupils	39%	45%
Young carers	42%	48%
LGBT young people	n/a	51%
Pupils who are bullied very often	54%	60%
Females	39%	45%
Pupils with special needs	51%	46%
Pupils who have had a Police warning	n/a	51%
All BME pupils	41%	45%

(Figures highlighted in yellow are statistically significantly higher than the average)

Future aspirations

When asked what they hope to do when they leave school, half of all secondary school pupils said they hoped to study to go to university. 17% hoped to study and get a job at 18 while 9% wanted to get a job at 16, with 3.5% wanting to get an apprenticeship and 7% saying something else. 14% did not know what they hoped to do.

Brentwood and Uttlesford had a significantly higher (in statistical terms) percentage of pupils wanting to go to university while Basildon, Harlow and Braintree had a significantly lower proportion of pupils wanting the same. The same pattern in reverse can be seen in terms of those wanting to get a job at either 16 or 18, with the latter three districts having a significantly higher proportion of pupils wanting employment.



Pupils who were bullied very often are 18 percentage points less likely to say they want to go to university than their peers while those who have had a Police warning were 13 percentage points less likely to say this. Males, young carers, LGBT young people and pupils with special needs were all also less likely to want to go to university. However, pupils from all BME backgrounds were significantly more likely to want to go to university than their White British peers, particularly Black African, British Asian, Indian Asian and Chinese pupils.

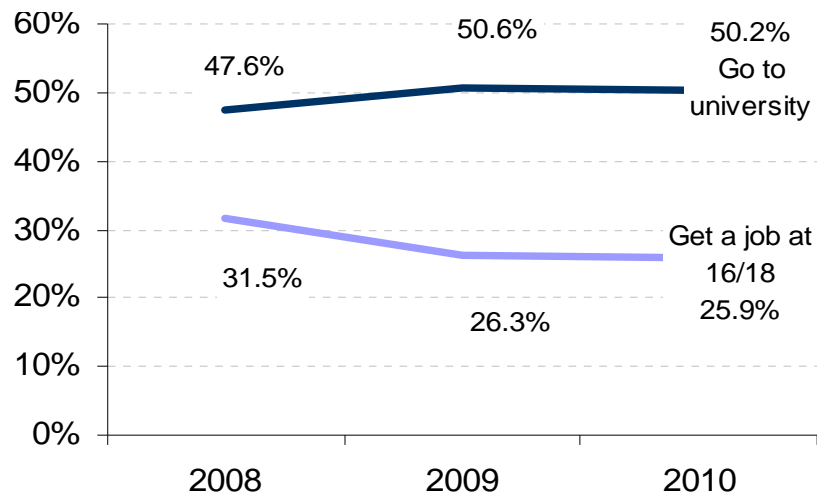
Pupils saying they want to go to university	
	Secondary
All pupils	50%
Young carers	45%
LGBT young people	43%
Pupils who are bullied very often	32%
Males	46%
Pupils with special needs	42%

Pupils who have had a Police warning	37%
All BME pupils	63%

(Figures highlighted in yellow are statistically significantly lower than the average)

There has been a slight increase over the last three years in the percentage of pupils wanting to go to university and a decrease in the percentage wanting to leave school at either 16 or 18 and get a job. It is hard to say how much of this trend is related to the current recession.

Figure: Future aspirations of secondary pupils



Tellus4 Performance Indicator “future aspirations”

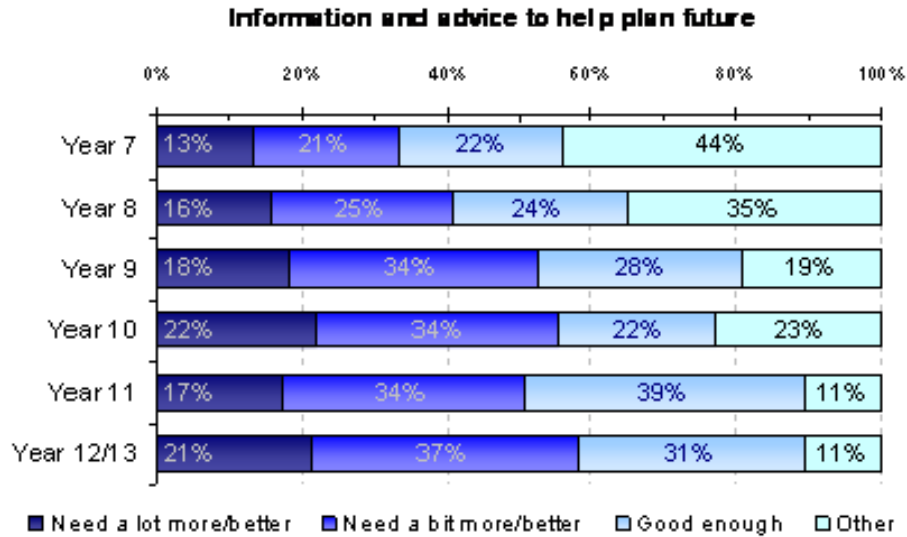
Essex was flagged as red in TellUs4¹³ for the percentage of pupils who think they would like to go to university or higher education in the future. The SHEU question is similar but not directly comparable and the percentage of Year 8 and 10 pupils telling SHEU that they want to go to university at 47% is less than that reported in TellUs4 (56%). However, the TellUs4 figure includes primary age pupils (Year 6), whereas SHEU only consulted secondary age pupils, which will have a bearing on differences in data as the percentage of pupils that want to go to university increases throughout the secondary phase, with significant increases during Years 12 and 13.

Information and advice on the future

When asked what they thought of the information and help they have been given to help plan their future, nearly three in ten of all secondary pupils said that it is good enough. However, another three in ten said they need a bit more or better information, two in ten said they need a lot more or better information and one in ten said that they had not had any (one in ten did not know). The percentage of pupils saying they ‘don’t know’ and ‘have not had any’ (advice and information) decreases significantly as pupils get older while the proportion saying the advice/information was ‘good enough’ increases with age (although there seems to be a dip in satisfaction levels for Year 12 pupils, who are in between GCSEs and A levels).

¹³ TellUs4 Questionnaire Results for Essex (survey carried out in autumn 2009). Ofsted.

Year 11 pupils were much more positive about the information they had received, with four in ten saying it was good enough and three in ten saying they need a bit more or better information. Nevertheless, just over two in ten still thought that they needed a lot more/better information or had not had any.



All of the groups of more vulnerable young people were less likely than their peers to say they need a lot or a bit more/better information, particularly pupils with special needs and those who were bullied very often. In contrast, pupils from all BME backgrounds – especially Indian, Pakistani and Bangladeshi Asian pupils - were slightly more likely than their peers to say they need more/better information to help plan their future.

Pupils saying they need a lot or a bit more or better information	
	Secondary
All pupils	48%
Young carers	44%
LGBT young people	43%
Pupils who are bullied very often	35%
Females	50%
Pupils with special needs	35%
Pupils who have had a Police warning	47%
All BME pupils	52%

Tellus4 Performance Indicator “help and support for the future”

Essex was flagged as red for a significant number of measures within the TellUs4¹⁴ section on help and support for the future - good support from Connexions, family, friends, teachers, and colleges were all flagged as poor performance - whereas SHEU asks generally what pupils think of the support they are given to help plan their future. The percentage of pupils in SHEU saying they need a lot more support is highest in Years 8 and 10, and lowest in Years 9, 11 and 13. Since TellUs4 only consults pupils in Years 8 and 10 this could account for our poor performance, although we are still underperforming the national and statistical neighbour averages. The percentage of pupils wanting more help from family and friends declines throughout the school years, and the proportion of pupils wanting more help from teachers remains around 42% through all school year groups, except in Year 11 when it peaks at 55%.

Making a Positive Contribution

Things to do in your area

Primary school pupils were asked if they have somewhere near where they live that they can go to play outside and nearly nine in ten said that they did. However, two out of ten of these pupils said that they do not feel safe there.

When asked if generally they thought there is enough for them to do in their area, two thirds of primary school pupils said that there was. However, only a quarter of all secondary pupils said that there is enough to do in their area, with the percentage of pupils agreeing declining steadily from 37% of Year 7 pupils to just 17% of Year 11 pupils. Colchester, Braintree, Basildon and Harlow had significantly lower (in statistical terms) percentages of primary pupils saying there is enough to do in their area while Tendring, Chelmsford, Rochford and Uttlesford had significantly higher percentages saying this. For secondary pupils Colchester, Chelmsford and Brentwood had a significantly higher percentage saying there is enough to do while Tendring, Braintree, Castle Point and Harlow all had lower percentages saying the

¹⁴ TellUs4 Questionnaire Results for Essex (survey carried out in autumn 2009). Ofsted.

same.

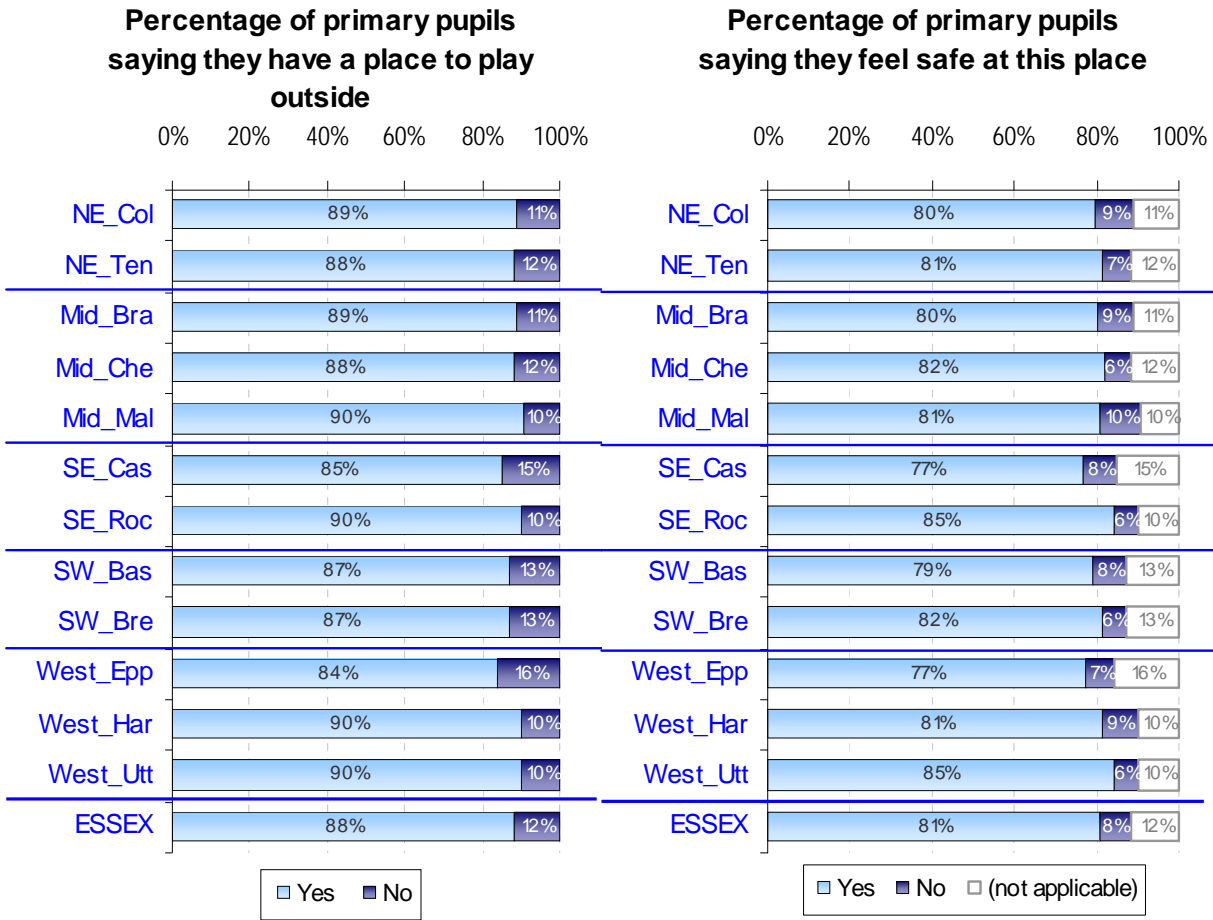
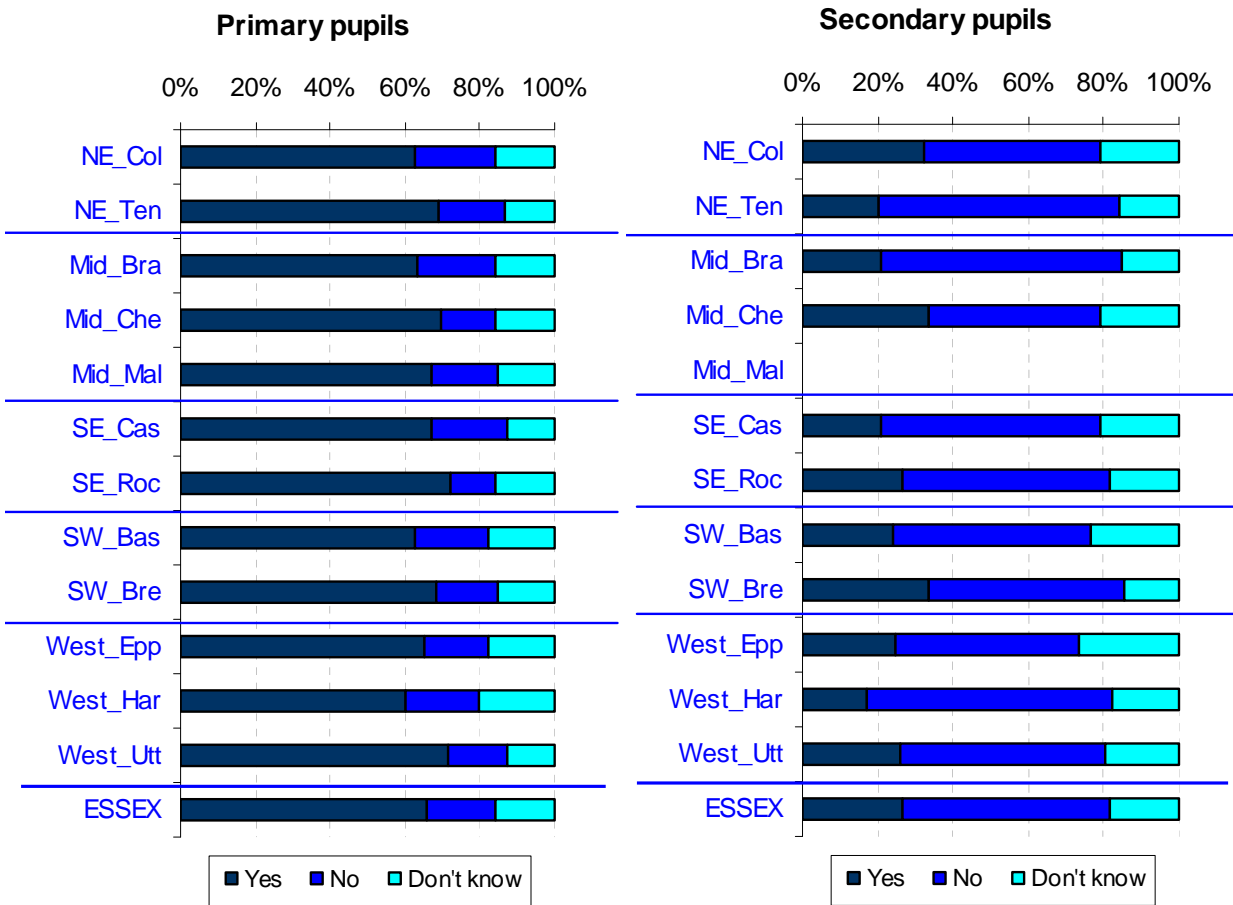


Figure: Pupils saying there is enough to do in their area by district



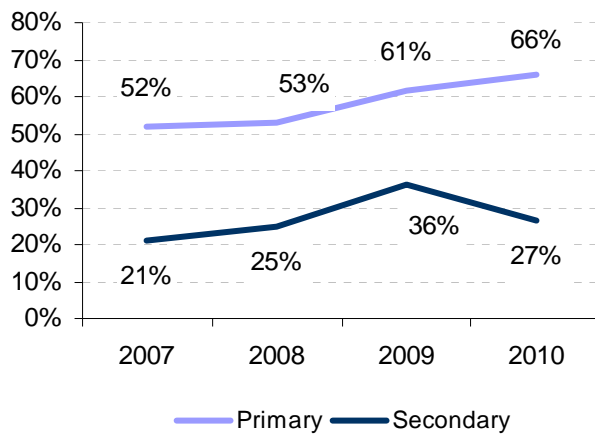
LGBT young people, those who have been bullied very often, those who have had a Police warning and primary BME pupils were significantly less likely to agree there is enough to do in their area than their peers while pupils with special needs and females were slightly less likely to agree.

Pupils saying there is enough to do in their area		
	Primary	Secondary
All pupils	66%	27%
Young carers	65%	26%
LGBT young people	n/a	22%
Pupils who are bullied very often	50%	20%
Females	64%	24%
Pupils with special needs	62%	32%
Pupils who have had a Police warning	n/a	18%
All BME pupils	60%	29%

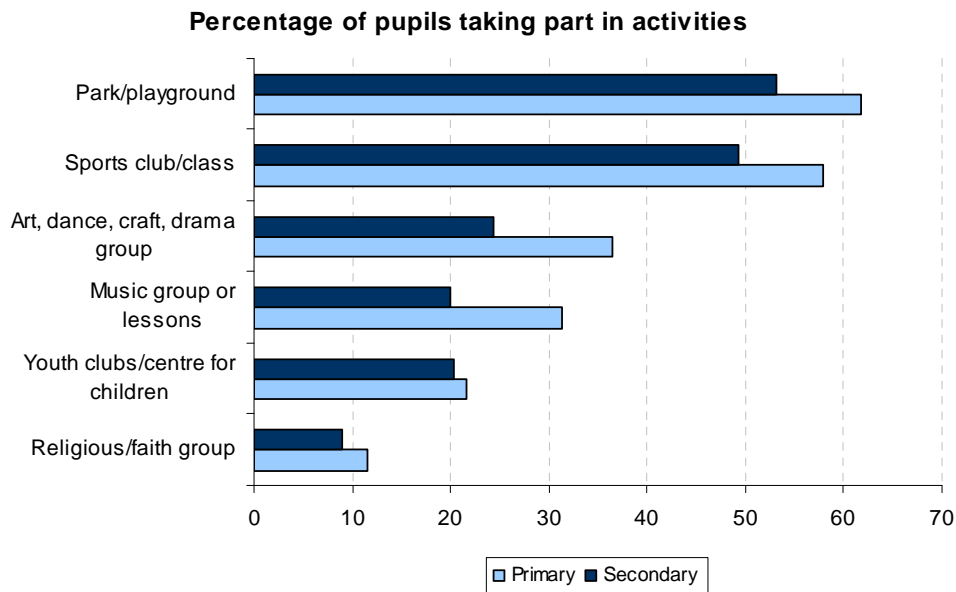
(Figures highlighted in yellow are statistically significantly lower than the average)

While the percentage of primary school pupils agreeing that there is enough to do in their area has steadily increased over the last four years, there was a fall in the percentage of secondary pupils agreeing with this in 2010 from a year earlier.

Figure: Pupils saying there is enough to do in their area



When asked which activities pupils have you been to in their free time in the last four weeks, over half of pupils had been to a park or playground, while a slightly smaller number had been to a sports club or class. A higher percentage of primary school pupils had been involved in all of the activities than secondary pupils.



More males than females in both primary and secondary schools had gone to a park/playground and significantly more males had attended a sports club/class. Pupils who have had a warning from the Police and young carers were significantly more likely to say they had been to a park/ playground than their peers but there was little difference for them attending a sports club/class. LGBT pupils and those who were bullied very often were significantly less likely to attend a sports club/class.

Pupils from all BME backgrounds are as likely to go to a park/playground as their White British peers, but significantly fewer primary BME pupils have been to a sports club/class in the last four weeks The percentage of pupils in secondary schools doing both of these activities declines significantly as they get older, although in primary schools the percentage increases as pupils get older.

Pupils saying they have been to a:	park/playground		sports club/class	
	Primary	Secondary	Primary	Secondary

All pupils	62%	53%	58%	49%
Young carers	65%	57%	58%	48%
LGBT young people	n/a	53%	n/a	39%
Pupils who are bullied very often	57%	59%	51%	37%
Females	60%	50%	53%	42%
Pupils with special needs	62%	57%	54%	40%
Pupils who have had a Police warning	n/a	60%	n/a	48%
All BME pupils	63%	52%	54%	50%

(Figures highlighted in yellow are statistically significantly lower than the average)

Four out of ten pupils in both primary and secondary schools said that nothing stops them doing activities that they want to do. However, between a quarter and a third said that activities costing too much prevents them from doing the activities. Secondary pupils also said lack of transport to/from the activity and lack of awareness of what is available/lack of activities in their area are barriers.

Things that stop you from doing activities that you want to	Primary	Secondary
Nothing stops me	43%	36%
Don't know what is available/Not available in my area	16%	28%
Costs too much	25%	31%
I can't get there/home afterward	8%	27%

Tellus4 Performance Indicator "activities outside school"

Essex was flagged as red for a number of measures in the TellUs4¹⁵ section on taking part in activities outside school, with 34% of pupils saying nothing stops them doing activities that they want to do (six percentage points lower than SHEU). However, SHEU has a much more robust sample for both primary and secondary pupils and is likely to present a more accurate picture, which is better than the national and statistical neighbour averages.

The percentage of pupils reporting nothing stops them from doing activities declines steadily throughout the school years, dropping significantly in Years 12 and 13. Given the sample sizes and year groups surveyed SHEU is likely to present a more accurate picture than TellUs4.

Essex was also flagged as red in TellUs4 for the percentage of pupils that think there is a good choice of activities or safe activities on Friday and Saturday nights. The results are very similar between SHEU and TellUs4 and both are likely to be portraying an accurate picture.

Your view on the things to do and places to go on Friday and Saturday nights	Secondary
There are safe places to go out to do activities on Fri and Sat nights	22%

¹⁵ TellUs4 Questionnaire Results for Essex (survey carried out in autumn 2009). Ofsted.

The percentage of pupils who do not think there is a good choice/safe activities peaks during Years 10, 11 and 12. At district level, the gap in perception is quite significant: the percentage of pupils who do not think there are safe activities ranges from 15% in Colchester to 32% in Castle Point and Tendring; and the percentage of pupils who do not think there is a good choice of activities ranges from 22% in Basildon to 44% in Tendring. However since not all schools participate in the SHEU survey, particular schools in the sample and their geographical location may have a bearing on the results.

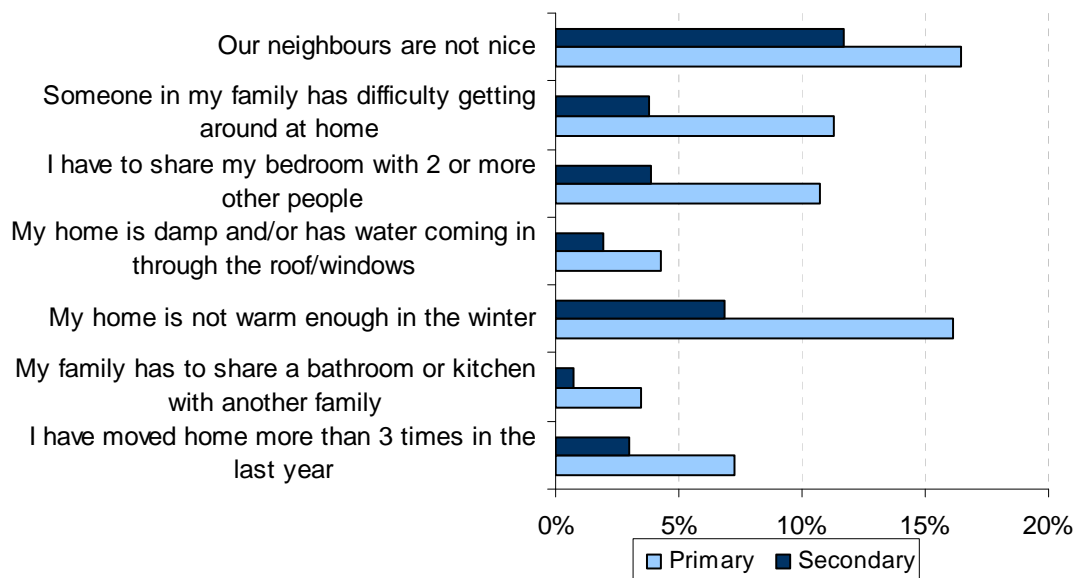
Nearly half of primary pupils and seven in ten secondary pupils said that they never give their time to help a charity or a voluntary group. Most of those who do volunteer do so for either a few days a year or a few days a month.

Home situation

Seven in ten primary pupils and six in ten secondary pupils live with their mum and dad together. A further one in ten primary pupils and two in ten secondary pupils live with mainly/only either mum or dad while nearly two in ten primary and secondary pupils live with some combination of mum/dad/step parents. Under 1% of primary pupils and just over 1% of secondary pupils live with foster carers, in a residential home or with another family member.

Pupils were asked if a range of statements applied to them or not. Just over half of primary pupils and three quarters of secondary pupils said that none of the statements applied to them. The highest percentages of responses from both primary and secondary pupils were that their neighbours are not nice and that their home is not warm enough in the winter.

Percentage of pupils agreeing with statements



A quarter of primary school pupils and one in ten secondary pupils said yes to one or more of the statements on having a damp home, having a home that is not warm enough, having to share a bedroom with two or more people or having to share a bathroom or kitchen with another family. Many of these pupils said yes to more than one statement. The highest percentages were in Basildon and Harlow. (NB: the survey did not ask about whether pupils think they come from a deprived background, so the number of pupils saying yes to at least one of these four statements has been used as a proxy for analysis in a separate report.)

Appendix 1: Demographics

A breakdown of the demographics of the sample obtained is shown below, including a comparison with the same demographics from the 2010 spring School Census. The SHEU survey data has not been weighted since the sample achieved is within acceptable statistical parameters of the actual school population surveyed.

	SHEU 2010		School Census 2010	
	Primary	Secondary	Primary	Secondary
Males	51%	49%	51%	51%
Females	49%	51%	49%	49%
White	93%	90%	91%	91%
BME	7%	10%	9%	9%
SEN – self identified SHEU SEN – Statements and SA+	7%	6%	8%	8%
Practising member of a religion	19%	15%	n/a	n/a

The breakdown of ethnic groupings in the SHEU sample is as follows:

	Primary	Secondary
White	92.9%	90.1%
Black	2.1%	3.0%
Asian	2.0%	2.6%
Chinese	0.3%	0.4%
Mixed	2.1%	3.4%
Gypsy/Traveller	0.5%	0.5%
Other	1.0%	1.4%

Of the pupils who said that they had special needs, the main replies (in numbers) are as follows:

Special need	Primary	Secondary
Dyslexia /Dyspraxia /Dyscalculia	16	47
Asthma	30	8
ADHD/ or other behavioural problems	14	18
Physical and/or sensory impairments	29	8
Other health issues	15	23

Of the pupils who said they were a practicing member of a religion (or were not sure), the faith identified was as follows:

Practicing member of a religion	Primary			Secondary		
	Not sure	Yes	Total	Not sure	Yes	Total
Christian	25.2%	61.0%	86.2%	15.8%	63.7%	79.5%
Muslim	0.8%	4.2%	4.9%	0.5%	7.1%	7.6%
Hindu	0.6%	1.0%	1.6%	0.0%	1.3%	1.3%
Buddhist	0.2%	0.3%	0.5%	0.5%	1.2%	1.7%
Sikh	0.1%	0.1%	0.2%	0.0%	0.7%	0.7%
Jewish	0.4%	0.7%	1.1%	0.5%	1.0%	1.5%
Other	3.1%	2.3%	5.4%	0.1%	0.2%	5.1%
Undescribed	-	-	-	0.0%	2.6%	2.6%

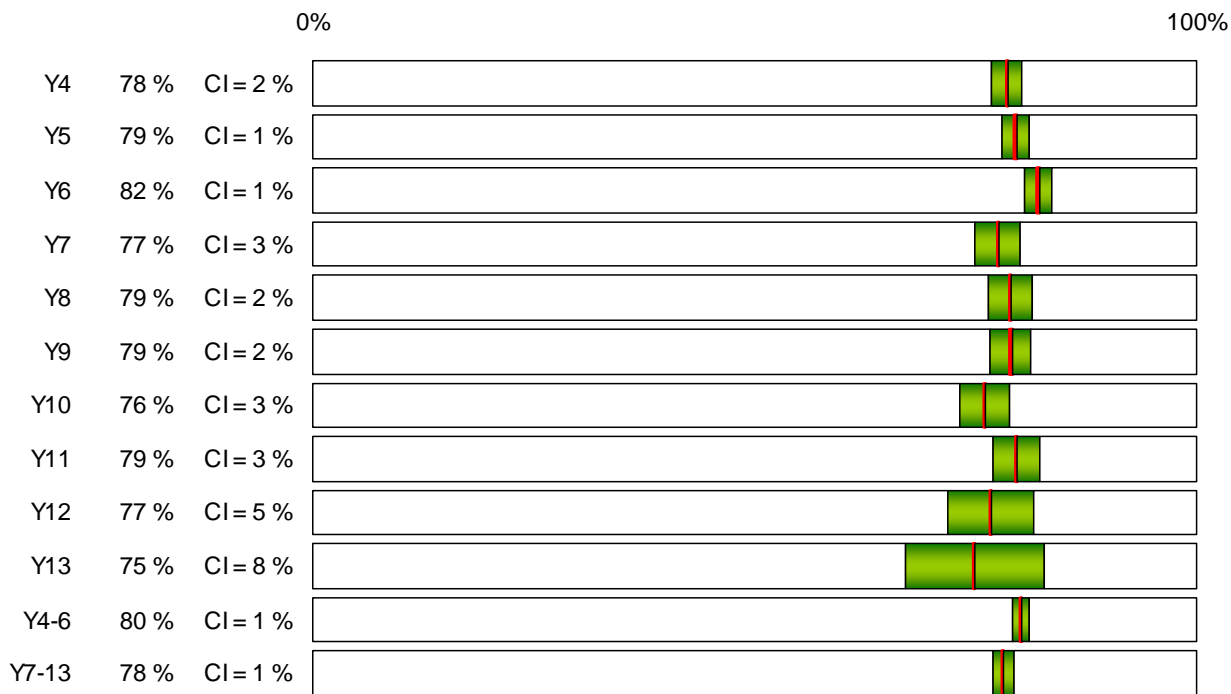
The table below shows the number of pupils interviewed in each Year Group.

School Year Group	Number
Year 3	158
Year 4	2,416
Year 5	2,821
Year 6	2,784
Year 7	1,081
Year 8	1,154
Year 9	1,335
Year 10	970
Year 11	958
Year 12	304
Year 13	127

Appendix 2: Respondents and Data Quality

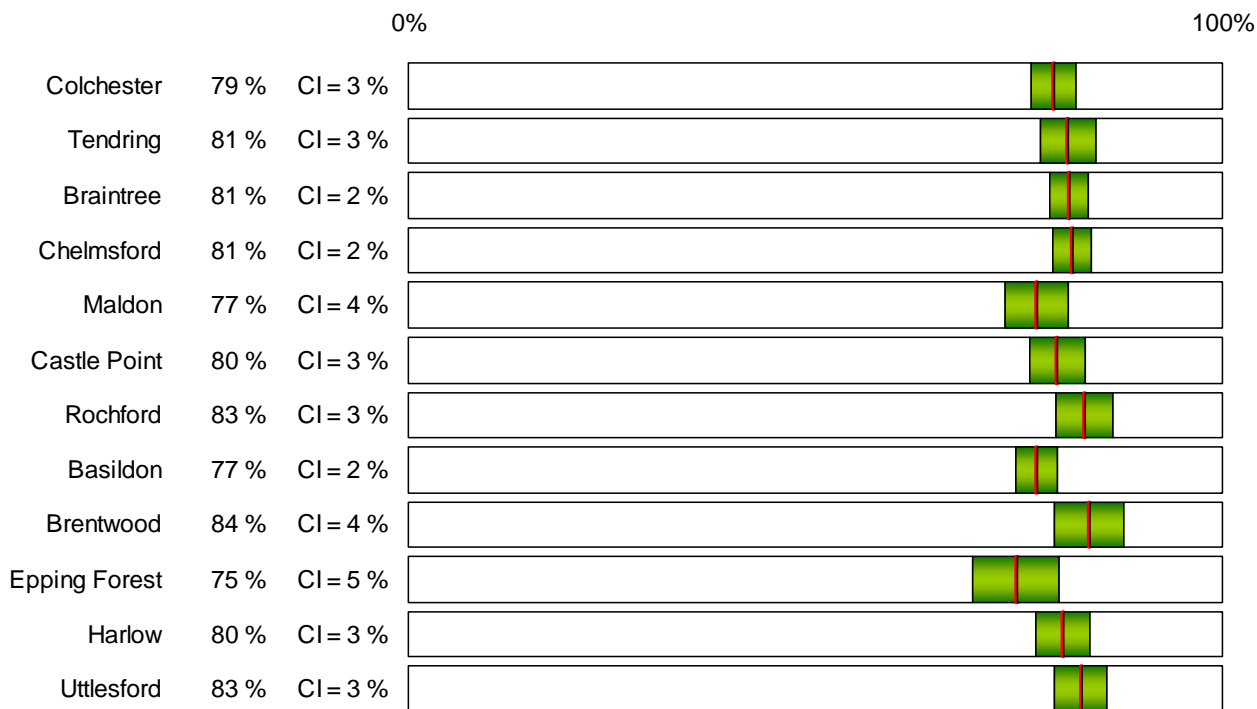
The SHEU survey uses a sample of school children to reflect what the whole school population might say. However, if the entire school population could be surveyed, responses might be different. A 95% confidence interval (CI) quantifies how the SHEU sample responses may differ from the entire school population responses. For example, if 80% of primary school pupils from SHEU said they were happy about life at the moment, a 1% confidence interval indicates that it is 95% certain that the population responses could be as high as 81% or as low as 79%. The wider the confidence interval the less accurate the sample responses are at estimating the population responses.

Confidence intervals are important when comparing responses across groups (eg year group, district etc). If the individual group confidence intervals overlap it is less likely that the differences seen are real difference within the whole population. Confidence intervals can be affected by the sample size and variation in responses across the group. The following graphs show examples of the difference in confidence intervals between groups using the question 'I am happy about life at the moment'. In the year group example, while Year 6 and Year 7 confidence intervals do not overlap and therefore may reflect a true difference, for Year 12 and Year 13 no conclusions can be drawn.

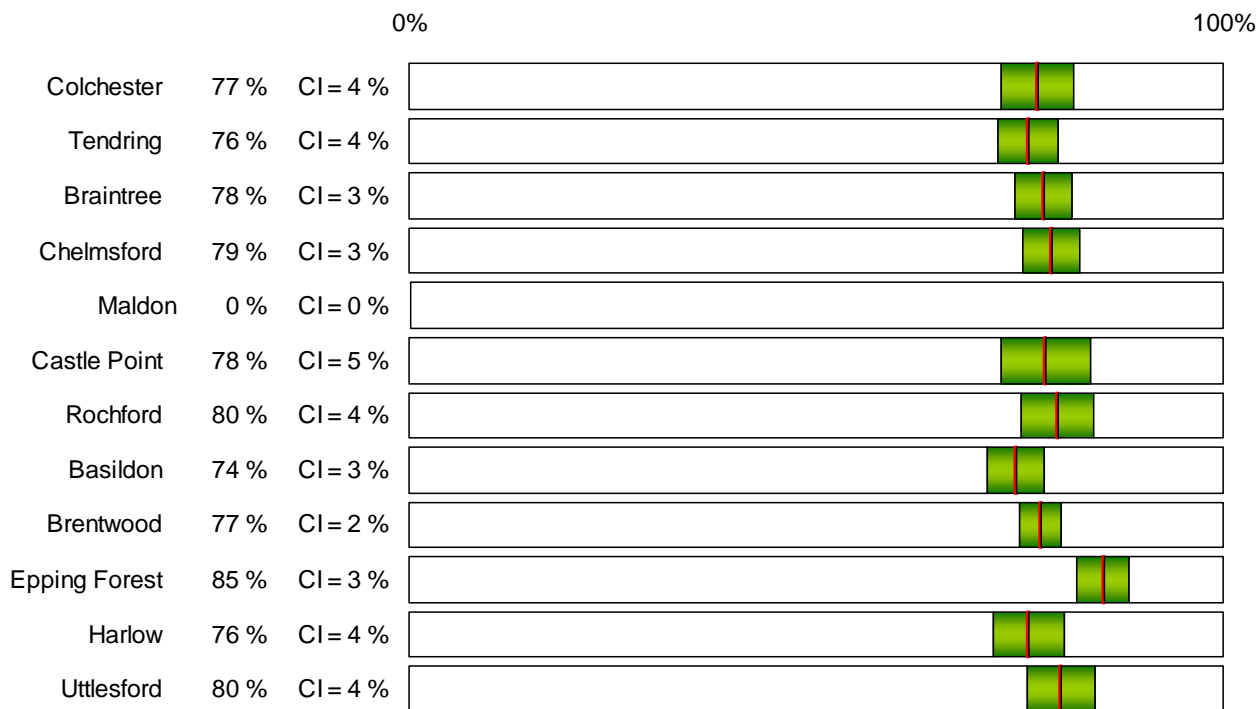


The confidence levels are wider still when analysing the results by district, due to the smaller sample sizes achieved within each district, although the CIs for primary pupils are better than those for secondary pupils. For example, if 79% of the sample of primary pupils in Colchester confirm that they are happy we can be 95% confident that - had we asked all primary pupils in Colchester - between 76% and 82% would have said that they are happy. The confidence levels shown below are based on the SHEU survey and January 2010 School Census data. However, the confidence intervals are wider for some districts, especially secondary school districts due to the smaller sample sizes in some areas.

Primary pupils



Secondary pupils



Where relevant, the findings from the survey have been analysed by gender or by age/school year group.

In addition, pupils were asked a number of questions about their special circumstances, as per the table below. It is possible to analyse questions for pupils with these circumstances, compared to all pupils, as long as there is a significant enough number of responses. However, these analyses are only possible at county level but not at a district level.

Category	No of primary pupils	No of secondary pupils	Able to analyse or not?
Pupils saying they have a special need	554	346	Yes
Pupils with an ethnicity that is non-White	645	650	Yes, but not by individual BME group
Pupils saying they practice a religion	1546	859	Yes
Pupils saying they live with foster carers or in residential homes	31	35	No
Pupils saying they live in single parent families (ie mainly or only with mum/dad)	1034	1086	Yes
Pupils saying they have had a warning from the Police	n/a	1268	Yes
Pupils saying they have been convicted by a Court	n/a	60	No
Pupils saying they have been in custody (eg a secure home/young offender institution)	n/a	101	Yes, with caution
Pupils saying they have to share a bedroom with two or more people	831	211	Yes
Pupils saying their home is not warm enough in the winter	1243	374	Yes
Pupils saying their family has to share a bathroom or kitchen with another family	268	40	Primary only
Pupils saying they are a young carer	1450	414	Yes
Pupils saying they provide more than one hour of care per day	502	243	Yes
Pupils describing themselves as LGBT	n/a	123	Yes, with caution

Appendix 3: Analysis of BME pupils

Sample by ethnicity

This reports analyses the findings from the 2010 SHEU survey for pupils from a minority ethnic background. The proportion of pupils in Essex from a BME background has nearly doubled over the last six years, from 6% in 2004 to 11% in 2010, but there is a considerable variety of ethnic groups within this proportion.

Although just over 10% of primary and secondary pupils in the SHEU sample were from a BME background (ie were not White British), no single group accounted for more than 1% of the total sample. Therefore, the groups have been amalgamated into larger ethnic groupings in order to be able to analyse those with significant samples and some degree of commonality.

The BME ethnic groupings contain the following sub-groups:

White Other	White Irish, White Other
Traveller/Gypsy	Traveller of Irish heritage, Gypsy, Romany
Black	Black British, Black African, Black Caribbean, Black Other
Asian	British Asian, Indian Asian, Pakistani Asian, Bangladeshi Asian, Asian Other
Chinese	Chinese
Mixed	Mixed
Other	Other

It has not been possible to analyse the Traveller/Gypsy and Chinese groups due to the very small sample sizes obtained (less than half a percent). The Asian and Black groups are not felt to be completely homogeneous so, although the figures are shown, they should be treated with some caution – however, where possible a qualitative interpretation has been given to highlight any differences between the Asian and Black sub-groups. The Mixed group is judged not to have enough commonality to be analysed and can not be broken down into sub-groups.

90% of primary pupils and 85% of secondary pupils in the SHEU survey were of White British ethnic origin. This compares to the January 2010 School Census where 87% of primary and 89% of secondary pupils were classified as being of White British ethnic origin.

	White	White Other	Traveller /Gypsy	Black	Asian	Chinese	Mixed	Other
Primary								
Colchester	89.7%	1.5%	0.6%	1.8%	2.7%	0.0%	2.6%	1.2%
Tendring	91.8%	2.2%	0.0%	1.1%	1.3%	0.5%	2.6%	0.5%
Braintree	94.8%	1.8%	0.1%	0.5%	0.8%	0.3%	0.9%	0.8%
Chelmsford	88.6%	2.4%	0.0%	2.2%	1.7%	0.5%	3.3%	1.4%
Maldon	91.7%	1.9%	2.1%	0.6%	1.7%	0.0%	1.5%	0.6%
Castle Point	94.8%	1.7%	0.2%	1.0%	0.3%	0.2%	1.2%	0.5%
Rochford	95.0%	1.0%	0.0%	0.8%	0.8%	0.2%	1.7%	0.4%
Basildon	84.7%	2.3%	0.5%	5.9%	2.8%	0.1%	2.1%	1.6%
Brentwood	84.2%	4.0%	0.0%	1.3%	5.0%	0.3%	4.0%	1.3%
Epping Forest	87.0%	1.5%	0.7%	2.2%	4.8%	0.0%	2.2%	1.5%
Harlow	81.9%	2.5%	1.6%	4.3%	3.9%	1.1%	2.9%	1.8%
Uttlesford	94.3%	0.9%	0.7%	0.9%	1.6%	0.0%	1.4%	0.2%
Total	90.0%	2.0%	0.5%	2.1%	2.0%	0.3%	2.1%	1.0%

	White	White Other	Traveller /Gypsy	Black	Asian	Chinese	Mixed	Other
Secondary								
Colchester	89.2%	2.8%	0.6%	2.5%	1.1%	0.3%	2.5%	0.8%
Tendring	92.5%	2.7%	0.4%	0.7%	2.1%	0.0%	1.2%	0.4%
Braintree	90.7%	1.1%	0.2%	2.5%	1.8%	0.2%	2.6%	1.1%
Chelmsford	88.4%	2.4%	0.2%	2.9%	2.0%	0.2%	3.8%	0.2%
Maldon								
Castle Point	89.5%	3.1%	0.9%	0.9%	2.2%	0.9%	0.9%	1.7%
Rochford	90.7%	2.5%	0.9%	0.9%	1.2%	0.9%	1.9%	0.9%
Basildon	88.2%	0.6%	0.3%	6.1%	1.0%	0.2%	2.2%	1.4%
Brentwood	75.2%	7.7%	0.6%	3.2%	3.9%	0.7%	5.6%	3.0%
Epping Forest	74.7%	5.3%	0.0%	5.7%	5.5%	0.4%	7.7%	0.6%
Harlow	84.2%	3.4%	0.8%	3.9%	2.8%	1.0%	2.8%	1.0%
Uttlesford	89.0%	4.5%	0.3%	1.6%	1.6%	0.3%	1.8%	1.0%
Total	85.2%	3.6%	0.5%	3.0%	2.5%	0.4%	3.4%	1.3%

Percentage of the SHEU sample from each ethnic sub grouping

	Primary	Secondary
White British	90.0%	85.2%
White Irish	1.0%	0.8%
Other White	1.0%	2.8%
Traveller of Irish heritage	0.1%	0.1%
Romany	0.1%	0.0%
Gypsy	0.2%	0.3%
Black British	1.2%	1.3%
Black Caribbean	0.1%	0.4%
Black African	0.7%	1.1%
Other Black	0.1%	0.1%
British Asian	0.8%	1.2%
Indian Asian	0.5%	0.2%
Pakistani Asian	0.2%	0.3%
Bangladeshi Asian	0.2%	0.4%
Other Asian	0.2%	0.4%
Chinese	0.3%	0.4%
Mixed	2.1%	3.4%
Other	1.0%	1.3%

Summary

There were few differences for primary pupils from BME backgrounds saying they are happy about life at the moment although secondary pupils were slightly less happy than their White British peers. Primary pupils were less likely to be afraid to go to school because of bullying but there were few differences for secondary pupils. However, pupils from all BME backgrounds were less likely to say their school deals well with bullying. BME pupils were somewhat less likely to say that their views were listened to and taken seriously both at home and at school than their peers. There were few statistically significant differences in the proportions of BME pupils saying that they enjoy school or try their best, or saying they wanted more help from teachers. Pupils from BME backgrounds were significantly more likely to want to go to university than their White British peers, and were slightly more likely to say they need a lot or a bit more/better information to help plan their future. Primary BME pupils were significantly less likely to agree that there is enough to do in their area, although there was no statistical difference for secondary pupils. Pupils from all BME backgrounds were as likely to go to a park/playground as their peers, but significantly fewer primary BME pupils had been to a sports club/class in the last four weeks.

1. Stay Safe

Primary pupils from all BME backgrounds were less likely than White British pupils to say they were afraid to go to school because of bullying, at least sometimes, particularly Black pupils. However, there were no statistically significant differences for secondary BME pupils except Black pupils (and particularly Black

Caribbean pupils) were significantly less likely to say they were afraid. Indian and Bangladeshi Asian pupils also seemed less likely to say they were afraid to go to school because of bullying.

Pupils saying they are afraid to go to school because of bullying, at least sometimes		
	Primary	Secondary
All pupils	38%	18%
White British pupils	38%	19%
All BME pupils	35%	17%
Black pupils	33%	13%
Asian pupils	38%	20%

(Figures highlighted in yellow are statistically significantly lower than the average)

However, pupils from all BME backgrounds were less likely to say their school deals quite well or very well with bullying than White British pupils.

Pupils saying their school deals quite well or very well with bullying		
	Primary	Secondary
All pupils	57%	40%
White British pupils	57%	41%
All BME pupils	52%	35%
Black pupils	51%	33%
Asian pupils	46%	35%

(Figures highlighted in yellow are statistically significantly lower than the average)

There were no statistically significant differences in the proportions of pupils from different ethnic backgrounds saying they had been the victim of crime.

Pupils saying they have been the victim of crime	
	Secondary
All pupils	9%
White pupils	9%
All BME pupils	11%
Black pupils	10%
Asian pupils	8%

2. Be Healthy

Primary pupils from all BME backgrounds were just as likely to say they are happy about life at the moment as their peers, while secondary BME pupils were slightly less happy than their peers. All of the Asian sub-groups of primary pupils were more likely to say they are happy about life than their peers. Black primary pupils were less likely to say they were happy about life, except for Black British pupils who were closer to the all pupil average than the other Black groups.

Pupils saying they feel happy about life at the moment		
	Primary	Secondary
All pupils	80%	78%
White British pupils	80%	79%
All BME pupils	79%	75%
Black pupils	75%	78%
Asian pupils	88%	79%

Pupils from all BME backgrounds were somewhat less likely to say that their views were listened to and taken seriously at home than their peers, with Black pupils in primary schools being significantly less likely to say the same. British and Bangladeshi Asians in secondary schools were all less likely to say they were listened to at home than the Asian group as a whole but there was little statistical difference for the Asian sub-groups in primary schools. Black Caribbean primary pupils were more likely to say they were listened to than all Black pupils, as were Black Caribbean and Black British secondary pupils.

Pupils saying they are listened to at home		
	Primary	Secondary
All pupils	76%	81%
White British pupils	76%	82%
All BME pupils	71%	75%
Black pupils	66%	78%
Asian pupils	76%	75%

(Figures highlighted in yellow are statistically significantly lower than the average)

Pupils from all BME backgrounds were also more likely to disagree that they were listened to and their views taken seriously during lessons than their peers, particularly Black African primary pupils and all Black secondary pupils. However, Asian pupils, except Pakistani Asian pupils, were slightly more likely to agree they are listened to.

Pupils saying they are listened to during school lessons		
	Primary	Secondary
All pupils	67%	62%
White British pupils	68%	62%
All BME pupils	63%	59%
Black pupils	60%	52%
Asian pupils	69%	64%

(Figures highlighted in yellow are statistically significantly lower than the average)

In terms of whether adults involve them in decisions about their life, pupils from all BME backgrounds were less likely to agree that they are involved in decision making, either at home, during lessons or in their local area.

There are few statistically significant differences by ethnicity in the proportion of pupils smoking or drinking regularly, but BME pupils were slightly more likely to say they have taken drugs. Pakistani and Bangladeshi Asian pupils appear more likely to smoke, drink or take drugs than White British pupils.

Pupils saying they smoke, drink and take drugs			
	Smoke regularly	Drink regularly	Have taken drugs
All pupils	5%	6.5%	14.5%
White British pupils	5%	6%	14%
All BME pupils	6%	7%	18%
Black pupils	4%	5%	12%
Asian pupils	5%	7%	17%

(Figures highlighted in yellow are statistically significantly higher than the average)

3. Enjoy and Achieve

There were no statistically significant differences in the proportions of all BME pupils saying that they enjoy school always or most of the time, except that Asian primary pupils were significantly more likely to say this (and Indian Asian pupils were more likely to say this than the whole group while Pakistani Asian pupils were less likely to say this).

Pupils saying they enjoy school always or most of the time		
	Primary	Secondary
All pupils	66%	56%
White British pupils	66%	55%
All BME pupils	66%	57%
Black pupils	67%	60%

Asian pupils	74%	59%
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(Figures highlighted in yellow are statistically significantly higher than the average)

There were no statistically significant differences in the proportions of BME pupils saying they try their best at school always or most of the time, except that all sub groups of Asian (and Chinese) primary pupils were much more likely to say this.

. Pupils saying they try their best always or most of the time		
	Primary	Secondary
All pupils	91%	81%
White British pupils	91%	82%
All BME pupils	90%	79%
Black pupils	88%	82%
Asian pupils	97%	81%

(Figures highlighted in yellow are statistically significantly higher than the average)

There were no statistically significant differences in the proportions of BME pupils saying that they wanted more help from teachers, except that many more Black Caribbean pupils (especially in secondary school) wanted more help than the other BME groups.

. Pupils saying they want more help from teachers		
	Primary	Secondary
All pupils	39%	45%
White British pupils	39%	45%
All BME pupils	41%	45%
Black pupils	39%	46%
Asian pupils	38%	49%

Pupils from all BME backgrounds were significantly more likely to want to go to university than their peers, particularly Black African, British Asian, Indian Asian and Chinese pupils.

Pupils saying they want to go to university	
	Secondary
All pupils	50%
White British pupils	48%
All BME pupils	63%
Black pupils	67%
Asian pupils	65%

(Figures highlighted in yellow are statistically significantly higher than the average)

Pupils from all BME backgrounds – especially Indian, Pakistani and Bangladeshi Asian pupils - were slightly more likely than their peers to say they need a lot or a bit more/better information to help plan their future, in contrast to all of the other groups of more vulnerable young people who were less likely than their peers to say this.

Pupils saying they need more or better information	
	Secondary

All pupils	48%
White British pupils	47%
All BME pupils	52%
Black pupils	49%
Asian pupils	57%

(Figures highlighted in yellow are statistically significantly higher than the average)

4. Making a Positive Contribution

Primary pupils from all BME backgrounds were significantly less likely to agree that there is enough to do in their area although there was no statistical difference for secondary pupils. All of the Asian sub-groups had a low proportion of primary pupils saying this (except for British Asians where the percentage saying this was the same as that of all pupils) as did Black pupils (especially Black African primary pupils).

. Pupils saying there is enough to do in their area		
	Primary	Secondary
All pupils	66%	27%
White British pupils	67%	26%
All BME pupils	60%	29%
Black pupils	58%	25%
Asian pupils	55%	22%

(Figures highlighted in yellow are statistically significantly lower than the average)

Pupils from all BME backgrounds are as likely to go to a park/playground as their peers, but significantly fewer primary BME pupils have been to a sports club/ class in the last four weeks, particularly Black African, Indian Asian and Bangladeshi Asian pupils. Black African, British Asian and Pakistani Asian secondary pupils were all less likely to attend a sports club/class.

Pupils saying they have been to a:	park/playground		sports club/class	
	Primary	Secondary	Primary	Secondary
All pupils	62%	53%	58%	49%
White British pupils	62%	54%	58%	49%
All BME pupils	63%	52%	54%	50%
Black pupils	67%	51%	48%	53%
Asian pupils	62%	59%	48%	45%

(Figures highlighted in yellow are statistically significantly lower than the average)

Acknowledgements

We would like to thank all the head teachers, staff, children and young people for their time and contributions to this survey.

This survey of children and young people’s views on their attitudes and actions is an integral piece of work in providing information that helps all of the partners within the Essex Children’s Trust in concentrating on the priorities in the Children and Young People’s Plan and the Every Child Matters agenda. It also acts as a resource to help schools establish appropriate curriculum development, particularly in PSHEE, and provide data to support aspects of the Ofsted self evaluation form.

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This booklet is issued by

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