

# 2007 TellUs2: Children and young people survey

Technical report

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This is a technical report which explains the most recent online survey of children and young people undertaken by Ofsted and the methodology used to interpret it. The report includes examples of the questionnaire which was devised jointly by Ofsted, DCFS and Ipsos MORI.

**Age group:** 10–15 years

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## **Introduction**

TellUs2 is a survey of children and young people in England in 2007 which asks about their experiences and views of their life, their school and their local area. It is a reworked and improved version of the original Ofsted TellUs survey. The online questionnaire has been developed jointly by Ofsted, the Department for Children, Schools and Families (DCSF) and Ipsos MORI as a qualitative user perception survey to gather comparable data on children and young people's views across the country. It provides statistically reliable data which is representative of the area. It will also allow comparison against national benchmarks.

The survey asks children and young people questions about their satisfaction with local services (including aspects of their school life) and questions relating to the five Every Child Matters outcomes. As with the original TellUs survey, it informs inspectors undertaking Annual Performance Assessments and Joint Area Reviews, but will also provide national data on outcomes where there is currently only limited data, such as bullying.

Children and young people were asked to complete the online survey over a 7 week period from 24 April 2007 to 14 June 2007. Confidential local authority results were provided to them in early September 2007 and local authority summary data were published on the Ofsted website in November 2007.

## **Survey methodology**

### **Survey design**

The sample was designed to try to get a sufficient number of responses at local authority level in order for the survey results to give a robust indication of how children in that area feel.

There were two stages to sampling for the TellUs2 survey: the first was to select schools to survey and the second stage was to select classes within schools. The random selection of individual pupils to take part would be more likely to give better estimates (that is with lower confidence intervals around them), however pupil level survey participation would be very difficult to put into practice. Therefore the school and class sampling approach was developed, with design effects (see section on significance testing) used to take account of the effect of the sample design on the confidence associated with the estimates produced.

### **Selecting schools**

The sampling was carried out separately for each local authority. A limit of 40 primary schools, 15 secondary schools and two pupil referral units (PRUs) was set for each local authority. This limit was chosen as a balance between achieving a high response level and therefore high levels of confidence with the results, without placing too much of a burden on the local authorities.

Where there were fewer than 40 primary schools or fewer than 15 secondary schools in a local authority, they were all included in the sample.

Where there were more schools of each type, a stratified sample design was applied within each local authority, to ensure that the schools selected covered the different types of school within that local authority. The primary school and secondary school samples were stratified based on deprivation and the size of school.

The proportion of children in the school eligible for free school meals was used to stratify the sample as an indicator of deprivation, and the size of school was taken into account by the size of the school year group being surveyed. The sample of schools of each type was selected in proportion to the spread of the different types of school within the local authority.

Within this formal stratification, the number of schools by phase/ local authority context group (for example academies, grammars, comprehensive, with/without sixth form); type of establishment (for example voluntary aided, voluntary controlled, community etc); and religious character were checked to ensure that the sample represented the make up of schools within the local authority. For larger local authorities, the distribution of the sample across districts was also monitored.

PRUs were selected randomly. Where local authorities contained middle schools, in most cases these were added to the primary sample, since they contained Years 6 and 8. Exceptions to this were middle schools containing Year 8, but not Year 6. These were added to the secondary sample instead.

The survey was administered through a liaison officer within each local authority. They were sent the list of schools selected to take part, together with the number of classes required from each and provided with materials to explain the survey, and to send on to the schools.

### **Selecting classes within schools**

Each school that was selected to take part in the survey was requested to get two, three or four classes of each relevant year group (Years 6, 8 and 10) to complete the questionnaire. The number of classes requested depended on the following factors:

- the size of the local authority
- the size of the school and of the relevant year group
- the number of other schools selected within that local authority.

The school was asked to randomly select the classes to take part, and it was specified that they should be non-streamed, and of average size. The school was required to complete a tick box to confirm that this had been done.

The school was also encouraged to get children who were absent on the day the questionnaire was completed to take part at a later date. The teacher was asked to

fill out details for the number of children who should have been in the class, against the number who took part, to try to encourage this.

## **Administration of the TellUs2 survey**

Schools were asked to complete the survey over a 7 week period from 24 April 2007 to the 14 June 2007. Schools were provided with guidance which was administered through the local authority TellUs2 Link Officer, and which explained how the online questionnaire worked. They were provided with a letter to send to parents about the survey, if schools wished to use it. Before children started the questionnaire, each class teacher was asked to complete the 'teacher completion page'. This asked for the number of children on roll in the class and also the number present on the day. It also asked the teacher to confirm that the class was randomly selected and non-streamed. Once the teacher had completed this page, a unique class password was created for each pupil to enter alongside the school URN on the TellUs2 pupil website. This in turn created a unique pupil password so if the child did not finish the questionnaire in the time allocated, they could do so at a later date.

Teachers were given instructions not to intervene in pupil's responses to the questionnaire. They could provide practical and technical help where needed, but their main role was to reassure pupils that the questionnaire was confidential and that questions should be answered honestly.

Schools were also reassured that the survey was confidential; school data would not be identifiable from the local authority results and no school level analysis would be produced.

## **The TellUs2 questionnaire**

### **Questionnaire design**

The TellUs2 questionnaire is primarily about the experiences of children and young people in the locale in which they live and go to school. It addresses each outcome of the Every Child Matters framework and can be used to support Annual Performance Assessment findings and the Children and Young People's Plan.

The original TellUs survey provided the framework for the development of TellUs2. After extensive consultation with a range of stakeholders, the survey was restructured and the set of questions improved. Stakeholders involved with the TellUs2 questionnaire design included children and young people, schools, local authorities, the Association of Directors of Children's Services, DCSF and other Government departments and inspectorates. Ipsos MORI was commissioned to provide technical advice and guidance for design of the survey.

In order to consult with local authorities and schools, a series of workshops was run by Ipsos MORI and attended by DCSF and Ofsted. This enabled schools and local authorities to give their views on the questionnaire design and gain a greater

understanding of the proposed objectives and methods of TellUs2. Around 70 local authorities were consulted in this way.

Ipsos MORI also undertook two stages of cognitive testing with individual children and young people in the relevant age groups prior to the survey going into the field. This ensured that the children and young people would interpret and understand the questions as they were intended.

## **Web design**

The online administration of the TellUs2 survey was developed and carried out internally within Ofsted. The team working on the website had prior experience of the TellUs1 questionnaire and therefore used similar methods and processes for TellUs2. The team created two website locations for TellUs2; the teacher administration site and the questionnaire site. The teacher administration site was for the teacher to enter the school URN and password and then complete class details; this in turn generated a unique class password that children within that class required in order to access the questionnaire. The questionnaire site was for children and young people to open the questionnaire by entering the school's URN and the class password, both of which were provided by the teacher. After entering these details, each child was given a unique password to allow them to return to the questionnaire if they were not able to complete in time.

The design of the questionnaire website was intended to be as child-friendly and engaging as possible, in order to encourage the respondents to take the survey seriously and complete all questions. The layout of the questionnaire was relatively simple and did not contain any complicated features or other website links which would distract the child or young person from completing the questionnaire. All instructions were as clear and unambiguous as possible. The questionnaire was set up to ensure that children answered each question before moving on to the next one. However almost every question had an option the child could select if they did not want to answer the question, which would take them to the next question. The only exceptions were questions such as age and gender. This ensured that the questionnaire would provide the information needed, but without forcing the children to answer questions that they did not feel comfortable with. The inclusion of a 'progress bar' enabled the child or young person to keep track of how they were doing for time in relation to the number of questions left.

There were two versions of the TellUs2 questionnaire, one for primary school children and the other for secondary school children. Once the child or young person had selected their age from question 2, the questionnaire would filter the questions that were applicable for that age group. Primary school questions were presented to pupils aged between 10 and 11 (Year 6) and secondary school questions for pupils aged between 12 and 15 (Years 8 and 10). There were 39 questions for primary school pupils and a total of 53 questions for secondary school pupils. Some questions were skipped automatically depending on the answer to the previous question. For example, a pupil would only be asked 'in the last four weeks, how many times, if

any, have you got drunk?' if they had answered 'yes' to the previous question 'have you ever had an alcoholic drink?' The additional questions asked only of secondary school pupils included questions about drugs, planning for their futures, and the pupil's views and influence over decisions made in the local authority and schools. See Annexes B and C for examples of the primary and secondary questionnaires.

It was important that the website was designed in a way that was complementary to the Ofsted brand by using 'Ofsted' colours and similar fonts. The website was approved by a number of stakeholders within Ofsted and DCSF. In addition to this, Ofsted carried out online testing with classes in three schools prior to the TellUs2 launch. This confirmed that children and young people could complete the questionnaire within lesson time and that the technical procedures and processes behind the online questionnaire functioned well.

There are plans to develop the survey in future years to ensure that it is easier to complete for children and young people with learning difficulties and disabilities. For this year, a question was included to ask how much help the respondent required, to help monitor any difficulties with completion of the questionnaire.

## **Data analysis**

### **Data preparation**

A considerable phase of data cleaning and preparation took place before any analysis was carried out.

Validation checks, such as school phase and age, were carried out on the data to check that all responses fell into acceptable ranges. If a child had selected a different age to the phase of school they attended, for example a child who selected age 15 but was from a primary school, then this data would be excluded. The same situation applied if a child selected 'boy' for an all girls school or vice versa. This action was taken to ensure the TellUs2 dataset contained as many 'genuine' responses as possible.

Only completed questionnaires were used in the TellUs2 analysis, as this greatly reduced the risk of duplication. Duplication occurred when children started one questionnaire and exited the website before completion, and then started and completed another questionnaire. Unfortunately, during the early stages the website encountered a few technical problems owing to high traffic on the server, which made this scenario more likely. Each child was issued with a unique password when they first logged onto the questionnaire, which allowed them to return to the same questionnaire where they left it. The unique password was used successfully in most cases of incomplete questionnaires, but some children did not copy them down or copied them down incorrectly which meant they re-started using a new password and new questionnaire. It is these incomplete duplicate cases that have been excluded from our analysis.

## Weighting

The responses from the survey were weighted to ensure that the summary data for a local authority were representative of the population of Year 6, 8 and 10 children within that area, in terms of the following characteristics: gender, age, proportion of children eligible for free school meals in the school (as a proxy for deprivation) and type of school. This type of weighting is known as 'post-stratification' weighting.

National estimates were simply derived from the responses weighted to be representative of each local authority. This means effectively that the national data is representative of the population within the 141 local authorities which took part in the survey, rather than across all 150 local authorities. However, there were no substantive differences in terms of demographic and socio-economic characteristics of the local authorities which did and did not take part, so weighting the national data separately, to be representative of the whole country would make very little difference. Therefore it was agreed to use one set of weights, for simplicity.

Population data for 2006 from the Pupil Level Annual School Census was used to derive the weights, and the number of children attending PRUs was obtained from the 2006 School Level Annual School Census.

The sample design meant that children in smaller schools had a higher probability of being included in the survey than those in larger schools. This kind of effect could be adjusted for by applying 'design weights' to the survey data. However, exploratory analysis indicated that there did not seem to be any clear differences in the way children from small and larger schools answered the questions when we had weighted to take account of the type and proportion of children eligible for free school meals. Therefore design weights were not applied.

## Analysis of final dataset

The final cleaned dataset of responses was analysed using the statistical software SQL. Percentage data was calculated for all question categories. Questions which were asked of all children and young people used the total number of responses from the local authority or nationally. Likewise, questions asked only of Year 8 and Year 10 children used all responses in the local authority or nationally from pupils aged between 12 and 15.

The published PDF summary reports give figures to the nearest whole percentage, therefore due to this rounding, percentages for single-selection questions do not always appear to sum exactly to 100%. When looking at the raw, un-rounded data, there may also be a few instances where the sum of percentages for a single selection question may not add up to exactly 100%. This is due to the minor technical problems already mentioned during the early part of the live segment of TellUs2. This unfortunately led to a small minority of completed questionnaires where the child or young person had reached the end, but for one particular question no response had been recorded. The same denominators at local authority and national level were used throughout the analysis so the percentage was always

calculated from the same pool of responses, whether all pupils or Year 10 and Year 8 pupils only.

Where children could select more than one response to a question, the percentages for the different options will sum to more than 100. Where only a sub-set of children and young people were asked a follow-up question, dependent on how they answered the previous question, these percentages are still given as the proportion of the whole population selecting a particular response, rather than looking only at the proportion who answered the question.

## **Significance testing**

Where the sample is large enough, the summary reports from the survey indicate whether the local authority findings differ significantly from the national findings (by showing the data in bold). The difference is considered significant when we are 95% sure that the difference would not have occurred by chance.

The sample design, which involves clustering and stratification, has implications for the confidence we can attribute to the estimates from the survey. Clustering often means that the interval that you are confident the true value of an estimate lies in is wider than it would be for a simple random sample, whereas stratification often has the effect of narrowing the interval, hence improving the estimate.

Design effects were calculated by MORI for this survey, for a range of key questions, for each local authority. These were then applied across the survey to questions of a similar type, to give an indication of confidence around all the estimates from the survey.

Detail of the formula for testing for statistically significant difference at the 95% level is given in the table over the page.

As an indication at national level, for estimates from the survey of around 50%, confidence intervals around these estimates are about 1 percentage point either side. For example, we estimate that 50% of children and young people in 2007 felt 'quite safe' on public transport from this survey. We can be confident that the true value lies between 49% and 51%. For estimates of around 10% the confidence interval tends to be smaller, at around half a percentage point either side.

### Formula for testing for significant difference between two survey estimates

For a question,  $p_1\%$  of group 1 choose a certain option,  $p_2\%$  of group 2 choose the same option.

The design effect for group 1 is  $def_1$  and for group 2 is  $def_2$ .

The number of respondents answering the question in group 1 is  $n_1$  and in group 2 is  $n_2$ .

There is a statistically significant difference at the 95% level if either:

$$p_1 - p_2 > 1.96 * \sqrt{ \left( \frac{p_1(1 - p_1)def_1}{n_1} + \frac{p_2(1 - p_2)def_2}{n_2} \right)}$$

OR

$$p_1 - p_2 < -1.96 * \sqrt{ \left( \frac{p_1(1 - p_1)def_1}{n_1} + \frac{p_2(1 - p_2)def_2}{n_2} \right)}$$

\*1.96 is the critical value applied to test for a significant difference at the 95% level.

For an average sized local authority, with around 1,000 responses to the survey and an average response rate, confidence intervals around an estimate from the survey of 50% would be about 7 percentage points either side (the true value lies between 43% and 57%).

This example confidence interval is indicative only: the confidence around estimates from the survey at local authority level depend on:

- the size of the local authority – in general a larger local authority will have larger confidence intervals around the survey estimates
- the response rate – in general, the higher the response rate the smaller the confidence intervals
- the representativeness of responses received – in general, the more representative the responses were of the local authority as a whole, the smaller the confidence intervals.

It is important to remember that local authorities have different confidence intervals based on the factors above. Therefore limitations exist when comparing local authority figures. For example, for a particular question a local authority may have a 'better' result than another local authority, but the figure may not be coloured green indicating a positive significant difference. This may be explained by the first local authority having a small sample or one that is not representative enough of the local authority to make confident assumptions about the significance. For this type of sample, a larger design effect has been applied from the calculations provided by MORI.

## Guide to the reporting

### TellUs2 outputs

In early September, local authorities received two outputs from TellUs2. The first output was an interactive Excel file containing local authority and national results for

all questions, including a further breakdown by gender. The second output was a three page summary sheet covering key areas of TellUs2 at local authority and national level. The summary reports provided to local authorities in September 2007 are the PDF summary reports published in November 2007.

These reports have been divided into sections based on the Every Child Matters outcomes. Data within these outcomes have been weighted to take account of the disproportionality between the sample and the population in terms of gender, age, type of school and free school meals eligibility (as a proxy for deprivation). More detail of this is given in the section on weighting. Data in the 'About You' sections remain unweighted as they provide useful sample information about the demographic characteristics of the survey respondents.

Data has only been provided at local authority level for the year groups where there are sufficient responses to weight, and a sufficient number to protect the anonymity of the schools and pupils responding (at least 100 responses from at least two schools within each year group surveyed).<sup>1</sup> Where insufficient responses were received from one year group, the summary analysis for the local authority has excluded this year group, only including data for the year groups from which sufficient response was received. All completed, cleaned responses have been included in the national data.

Questions which were asked only of secondary school children will be indicated in brackets after the question.

Where applicable, significance testing has been applied to the weighted data in the summary report. Where there is a significant difference between the local authority figure and the national figure, the figure is black bold. This will indicate that the result obtained by this analysis is significantly different to the national average (at the 95% level). Where it is clear that there is a positive/negative outcome in terms of the difference between the local authority figure and the national figure, the figure will be coloured either red or green if the difference is statistically significant.

Significance tests have only been applied to local authority data where there is a full set of weighted data for all year groups. This ensures that there is an equal basis of comparison between this and the national figure. Further information is given in the section on significance testing.

In mid October, local authorities were provided with raw data, which had been rendered anonymous, in the statistical software SPSS for all results given on the interactive and summary reports. Sufficient variables were removed to ensure that no individual respondent could be identified from the dataset. Details of the weighted values were also provided.

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<sup>1</sup> The exception to this was the Isles of Scilly, where a 100% response rate was achieved from the one school. These results were given in the summary reports.

Consideration is being given to making the national dataset available to social researchers through the ESRC data archive, with sufficient variables removed so that there is no risk of any individual being identifiable from this dataset.<sup>2</sup>

## **Response rates**

In total, 111,325 children and young people in England took part in this survey during 2007, drawn from 141 of the 150 local authorities in the country.

Of the 141 local authorities, there is some level of report coverage for 139. The two local authorities that have not been reported on did not provide enough responses to protect the anonymity of schools and pupils. Representative weighted data is available for 112 areas; this is where data has been provided for all year groups and therefore an equal comparison can be made to national data. Across these areas there was an average school level response rate of 39%, with an average of over 900 responses from each. The school response rate ranged from 5% to 100%. Annex A shows response details by local authority.

## **Confidentiality**

Children and young people taking part in the survey were assured of the confidentiality of their responses. Schools were also told that their school's data would not be identifiable from summary data that is released.

Therefore, local authority data has only been released where there are more than 100 respondents and more than one school taking part for the year group. Raw data files that have been shared with local authorities have had sufficient variables removed to ensure that no individual can be identified from the dataset. These include most demographic variables, school names and other classification questions.

Postcode data was collected initially, with the aim of using the first three or four digits of the postcode for analysis purposes. However, insufficient responses were received to make this viable without compromising the confidentiality of individuals, so the postcode data has been deleted.

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<sup>2</sup> The ESRC data archive can be found at [www.data-archive.ac.uk](http://www.data-archive.ac.uk).

## Annex A – local authority response rates

Local authority	School response rate <sup>1</sup>	Total number of complete responses included in the national estimates <sup>2</sup>	Total number of responses included in each individual LA report <sup>3</sup>
Barking and Dagenham	47%	987	987
Barnet	37%	769	769
Barnsley	47%	1,049	1,049
Bath and North East Somerset	37%	865	865
Bedfordshire	N/A	0	0
Bexley	26%	683	683
Birmingham	47%	903	903
Blackburn with Darwen	52%	699	699
Blackpool	42%	707	707
Bolton	65%	1,573	1,573
Bournemouth	29%	439	439
Bracknell Forest	67%	318	294
Bradford	53%	1,124	1,124
Brent	43%	1,312	1,312
Brighton and Hove	57%	845	845
Bromley	28%	301	218
Buckinghamshire	56%	1,405	1,405
Bury	16%	749	749
Calderdale	33%	454	331
Cambridgeshire	N/A	0	0
Camden	24%	532	532
Cheshire	50%	1,213	1,213
City of Bristol	10%	102	102
City of Derby	36%	763	763
City of Nottingham	40%	765	765
City of Peterborough	45%	1,004	1,004
City of Plymouth	30%	1,124	1,124
City of York	55%	1,035	1,035
Cornwall	53%	1,394	1,394
Corporation of London	N/A	0	0
Coventry	35%	747	747
Croydon	N/A	0	0
Cumbria	N/A	0	0
Darlington	37%	418	418
Derbyshire	35%	526	479
Devon	16%	470	470
Doncaster	58%	1,366	1,366
Dorset	19%	397	397
Dudley	44%	1,063	1,063
Durham	N/A	0	0

Local authority	School response rate <sup>1</sup>	Total number of complete responses included in the national estimates <sup>2</sup>	Total number of responses included in each individual LA report <sup>3</sup>
Ealing	-	78	0
East Riding of Yorkshire	25%	300	231
East Sussex	26%	823	823
Enfield	36%	937	937
Essex	44%	1,148	1,148
Gateshead	35%	754	754
Gloucestershire	42%	712	712
Greenwich	21%	305	305
Hackney	28%	501	501
Halton	46%	946	946
Hammersmith & Fulham	11%	89	89
Hampshire	23%	606	606
Haringey	N/A	0	0
Harrow	44%	1,058	1,058
Hartlepool	57%	519	375
Havering	37%	941	941
Herefordshire	36%	764	734
Hertfordshire	30%	902	902
Hillingdon	32%	809	809
Hounslow	46%	1,094	1,094
Isle of Wight	19%	247	181
Isles of Scilly	100%	58	58
Islington	16%	377	377
Kensington & Chelsea	32%	265	248
Kent	46%	953	953
Kingston Upon Hull	29%	647	647
Kingston-Upon-Thames	18%	314	261
Kirklees	68%	1,697	1,697
Knowsley	39%	634	634
Lambeth	28%	347	347
Lancashire	26%	654	654
Leeds	40%	852	852
Leicester City	63%	1,661	1,661
Leicestershire	57%	1,444	1,444
Lewisham	38%	960	960
Lincolnshire	19%	417	417
Liverpool	48%	1,252	1,252
Luton	52%	1,865	1,865
Manchester	21%	421	421
Merton	5%	88	88
Middlesbrough	23%	323	176
Milton Keynes	38%	369	362
Newcastle Upon Tyne	55%	942	942

<b>Local authority</b>	<b>School response rate<sup>1</sup></b>	<b>Total number of complete responses included in the national estimates<sup>2</sup></b>	<b>Total number of responses included in each individual LA report<sup>3</sup></b>
Newham	21%	441	441
Norfolk	60%	1,420	1,420
North East Lincolnshire	39%	957	957
North Lincolnshire	44%	1,085	1,085
North Somerset	23%	549	549
North Tyneside	-	77	0
North Yorkshire	32%	466	466
Northamptonshire	16%	347	347
Northumberland	21%	768	768
Nottinghamshire	30%	640	640
Oldham	66%	1,690	1,690
Oxfordshire	18%	388	388
Poole	27%	236	107
Portsmouth	28%	403	352
RB of Windsor & Maidenhead	81%	1,574	1,574
Reading	14%	321	321
Redbridge	46%	1,124	1,124
Redcar and Cleveland	44%	546	430
Richmond-Upon-Thames	42%	844	844
Rochdale	62%	1,599	1,599
Rotherham	42%	1,053	1,053
Rutland	65%	496	496
Salford	16%	567	567
Sandwell	42%	1,114	1,114
Sefton	32%	874	874
Sheffield	68%	1,666	1,666
Shropshire	36%	1,212	1,212
Slough	46%	859	859
Solihull	50%	1,138	1,138
Somerset	28%	584	584
South Gloucester	41%	914	914
South Tyneside	15%	183	116
Southampton	73%	1,633	1,633
Southend-On-Sea	41%	905	905
Southwark	N/A	0	0
St Helens	43%	415	415
Staffordshire	25%	508	508
Stockport	21%	372	372
Stockton on Tees	55%	1,231	1,231
Stoke-on-Trent	18%	303	163
Suffolk	23%	606	606
Sunderland	38%	1,242	1,242

Local authority	School response rate <sup>1</sup>	Total number of complete responses included in the national estimates <sup>2</sup>	Total number of responses included in each individual LA report <sup>3</sup>
Surrey	44%	962	962
Sutton	20%	398	398
Swindon	36%	1,198	1,198
Tameside	56%	1,716	1,716
Telford and Wrekin	57%	1,603	1,603
The Medway Towns	51%	1,308	1,308
Thurrock	37%	603	603
Torbay	33%	641	641
Tower Hamlets	55%	1,274	1,274
Trafford	8%	155	92
Wakefield	35%	808	808
Walsall	49%	1,605	1,605
Waltham Forest	23%	782	782
Wandsworth	33%	359	321
Warrington	55%	1,238	1,238
Warwickshire	13%	280	250
West Berkshire	33%	530	530
West Sussex	32%	722	722
Westminster	11%	96	91
Wigan	46%	885	885
Wiltshire	34%	719	719
Wirral	30%	1,004	1,004
Wokingham	14%	403	403
Wolverhampton	N/A	0	0
Worcestershire	21%	512	512
<b>National</b>	<b>34%</b>	<b>111,325</b>	<b>-</b>

Notes:

1. School response rate is given by the number of schools which participated in each local authority and were included in the local authority report, divided by the number of schools approached in the local authority for the relevant year groups.
2. These are the total numbers of completed TellUs2 questionnaires received from each local authority. These have been included in the national estimates.
3. Data at local authority level is only given in local authority reports where there are at least 100 responses and at least two schools taking part per year group. Where this column differs from the total responses included in the national estimates, insufficient responses were received from one or more year group so the local authority reporting was restricted to the year groups where sufficient responses were received.

## Annex B – primary school questionnaire

### TellUs2 Questionnaire

Thank you for your help with this survey. This survey is for Ofsted and the Department for Education and Skills (DfES) and your answers will help us to improve things for children and young people in your area.

Please read each question carefully and fill in the answer which applies to you. There are no right or wrong answers, this is not a test, and the questions are not there to trick you. Remember, we would like you to answer all the questions honestly and without looking at anybody else's answers. If you don't want to answer a question you don't have to.

**The survey is confidential. Your name is not recorded and only you will know that this is your set of answers.** Your individual results will not be seen by anyone at your school. We will add them to other people's responses to get a view of what children in your area think.

If you have any problems filling out the questionnaire, please ask the person helping your class. If you want to talk to someone about anything you are worried about or if you feel unsafe you can phone Childline **0800 1111**.

It may take you about 30 minutes to answer everything, but please take your time and think about the questions. The results will be available in September.

I hope you enjoy taking part in this important survey

## TellUs2 Questionnaire

### Part 1: About you

First of all we would like to ask some questions about you. Please remember that your name is not recorded and no one at your school will see your answers.

1. Are you:

- Male
- Female

2. How old are you?

- 8
- 9
- 10
- 11
- 12
- 13
- 14
- 15
- 16

3. Which one of these best describes you?

#### White

- White British
- White Irish
- Any other white background

#### Mixed race

- White and Black Caribbean
- White and Black African
- White and Asian
- Any other mixed race background

#### Asian or Asian British

- Indian
- Pakistani
- Bangladeshi
- Any other Asian background

#### Black or Black British

- Black Caribbean
- Black African
- Any other Black background

#### Chinese or Other

- Chinese
- Gypsy/Romany or Traveller

- Any other background
- Do not know

4. Which of these are you, if any?

**PLEASE TICK ALL BOXES THAT APPLY**

- I am disabled
- I am deaf
- I am blind
- None of these

5. Which one of these best describes you?

**PLEASE TICK ONE BOX ONLY**

- I live with one or more of my birth parent(s)
- I live with adoptive parent(s)
- I live with foster parent(s)
- I live in a children's home
- Other
- Do not know

**PLEASE ANSWER QUESTION 6 IF YOU DO NOT LIVE IN A CHILDREN'S HOME.**

**IF YOU LIVE IN A CHILDREN'S HOME GO TO QUESTION 11.**

6. Do any of these people live in your home?

**Please tick everyone living in your home, even if you mentioned them in the previous question. (If you have more than one home, please tell us about the one you spend the most time in).**

**PLEASE TICK ONE BOX ON EACH LINE**

**Yes**

**No**

- |                       |                       |                                                           |
|-----------------------|-----------------------|-----------------------------------------------------------|
| <input type="radio"/> | <input type="radio"/> | <b>A mum or a step mum?</b>                               |
| <input type="radio"/> | <input type="radio"/> | <b>A dad or a step dad?</b>                               |
| <input type="radio"/> | <input type="radio"/> | <b>Grand parent(s)?</b>                                   |
| <input type="radio"/> | <input type="radio"/> | <b>Other adult(s)?</b>                                    |
| <input type="radio"/> | <input type="radio"/> | <b>Brother(s) / sister(s) (or step brothers/sisters)?</b> |

**PLEASE ANSWER QUESTION 7 IF YOU LIVE WITH YOUR MUM OR STEP MUM.**

**IF YOU DO NOT LIVE WITH YOUR MUM OR STEP MUM GO TO QUESTION 9.**

7. Does the mum or step mum that you live with have a paid job?

**PLEASE TICK ONE BOX ONLY**

- Yes
- No
- Do not know

8. Does the dad or step dad that you live with have a paid job?

**PLEASE TICK ONE BOX ONLY**

- Yes
- No
- Do not know

9. Do you receive free school meals?

**That is a meal provided by your school for free (you and your family do not have to pay for it).**

**PLEASE TICK ONE BOX ONLY**

- Yes
- No
- Do not know

10. What is the postcode of where you live?

**If you do not know your full postcode please fill in as much as you know.**

**This will help us see if children and young people in different areas have different views. No one will see who you are from your postcode, so no one will know this is your set of answers.**

**PLEASE FILL IN YOUR POSTCODE IN THE BOX**

## **Part 2: In your local area**

**This section asks what you think about the local area where you live.**

11. What do you think of your local area as a place to live in?

**PLEASE TICK ONE BOX ONLY**

- Very good
- Fairly good
- Neither good nor poor
- Fairly good
- Very poor
- Do not know

12. Which of these things, if any, would do the most to make your area a better place for you to live?

**READ ALL OPTIONS CAREFULLY BEFORE CHOOSING. THEN TICK THE ONES THAT ARE MOST IMPORTANT TO YOU.**

- More or better shops
- Cleaner and less litter
- More or better sports clubs or centres
- Better public transport (such as buses, trains, tubes)
- Safer roads
- More or better activities for children and young people
- Safer area or less crime
- More or better parks and play areas
- Less young people hanging around
- Something else
- Don't know
- None (the area is fine as it is)

13. What do you think of the parks and play areas in your area?

**PLEASE TICK ONE BOX ONLY**

- Very good
- Fairly good
- Neither good nor poor
- Fairly poor
- Very poor

14. What do you think of the public transport (such as buses, trains, trams, tube) in your area?

**PLEASE TICK ONE BOX ONLY**

- Very good
- Fairly good
- Neither good nor poor
- Fairly poor
- Very poor

15. How safe or unsafe from being hurt by other people do you feel?

**PLEASE TICK ONE BOX ON EACH LINE**

- | Very safe             | Quite safe            | A bit unsafe          | Very unsafe           | Do not know           |                                                                  |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|------------------------------------------------------------------|
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <b>Around the local area</b>                                     |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <b>On public transport (such as buses, trains, trams, tubes)</b> |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <b>Going to and from school</b>                                  |

15a. And how safe or unsafe from being hurt by other people do you feel?

**PLEASE TICK ONE BOX ON EACH LINE**

- | Very safe             | Quite safe            | A bit unsafe          | Very unsafe           | Do not know           |                  |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|------------------|
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <b>In school</b> |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <b>At home</b>   |

**Part 3: Your free time**

This section asks some questions about what you do in your free time, that is after school and at weekends.

16. Overall, what do you think of the activities and things to do in your area?

**PLEASE TICK ONE BOX ONLY**

- They are good enough
- Need a little more or better things to do
- Need a lot more or better things to do

17. Which of these have you been to in the last four weeks?

**(Don't count things as part of school lessons).**

**PLEASE TICK ONE BOX ON EACH LINE**

- | Yes                   | No                    |                                                                                                               |
|-----------------------|-----------------------|---------------------------------------------------------------------------------------------------------------|
| <input type="radio"/> | <input type="radio"/> | <b>Park or play area</b>                                                                                      |
| <input type="radio"/> | <input type="radio"/> | <b>Cinema or theatre</b>                                                                                      |
| <input type="radio"/> | <input type="radio"/> | <b>A music concert or gig</b>                                                                                 |
| <input type="radio"/> | <input type="radio"/> | <b>Swimming pool (not in school lessons)</b>                                                                  |
| <input type="radio"/> | <input type="radio"/> | <b>Sports club or class (where I have done sport not just watched it)</b>                                     |
| <input type="radio"/> | <input type="radio"/> | <b>Gym</b>                                                                                                    |
| <input type="radio"/> | <input type="radio"/> | <b>A youth club or youth group with organised activities (e.g. scouts/guides, cadets, brownies/cubs etc.)</b> |
| <input type="radio"/> | <input type="radio"/> | <b>A youth centre/café to meet friends (with few or no organised activities)</b>                              |
| <input type="radio"/> | <input type="radio"/> | <b>After-school or breakfast club</b>                                                                         |
| <input type="radio"/> | <input type="radio"/> | <b>Art, craft, dance, drama, film/video-making group or class (not in school lessons)</b>                     |
| <input type="radio"/> | <input type="radio"/> | <b>Music group or lesson (not in school lessons)</b>                                                          |

18. Which of these, if any, would you like to go to that you don't at the moment?

**PLEASE TICK ALL THAT YOU WOULD LIKE TO GO TO, BUT DON'T CURRENTLY**

- Park or play area
- Cinema or theatre
- A music concert or gig
- Swimming pool (not in school lessons)

- Sports club or class (where I would do sport not just watch it)
- Gym
- A youth club or youth group with organised activities (e.g. scouts/guides cadets, brownies/cubs etc.)
- A youth centre/café to meet friends (with few or no organised activities)
- After-school or breakfast club
- Art, craft, dance, drama, film/video-making group or class (not in school lessons)
- Music group or lesson (not in school lessons)
- Nothing (I don't want to go to anything else)

19. Why don't you go to these at the moment?

**PLEASE TICK ALL THAT APPLY**

- Do not have time
- There aren't any near me
- Do not like the ones near me
- Do not know what there is
- Costs too much
- Do not like the people who go
- Lack of transport
- Parents don't let me
- Feel unsafe travelling home
- I have a disability, sight or hearing problem
- Something else
- Nothing stops me
- Do not know

20. In the last year, have you done anything to help raise money for a charity or local group?

**PLEASE TICK ONE BOX ONLY**

- Yes
- No

## Part 4: Happiness, Advice and Help

This section asks you about how happy you are and any worries you might have.

21. Which of the following things, if any, do you worry about the most?

### PLEASE TICK THE ONES YOU MOST WORRY ABOUT

- Being bullied
- School work
- Exams
- Being healthy
- Money
- Friendships
- My future
- Getting into trouble
- My parents or family
- None of these
- Something else
- Nothing
- Do not know

22. Below is a list of things that may or may not be true for you. For each one, please tick the box that shows how much it is true for you.

### PLEASE TICK ONE BOX ON EACH LINE

- | True                  | A bit true            | Not true              |                                              |
|-----------------------|-----------------------|-----------------------|----------------------------------------------|
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <b>I feel happy about life at the moment</b> |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <b>I often feel sad or tearful</b>           |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <b>I have one or more good friends</b>       |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <b>My parents and family look out for me</b> |

22a. For the things below, please tick the box that shows how much it is true for you.

### PLEASE TICK ONE BOX ON EACH LINE

- | True                  | A bit true            | Not true              |                                                                                       |
|-----------------------|-----------------------|-----------------------|---------------------------------------------------------------------------------------|
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <b>I often lose my temper or get angry</b>                                            |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <b>I worry a lot</b>                                                                  |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <b>I feel nervous in new situations</b>                                               |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <b>When I'm really worried about something I will talk to someone or ask for help</b> |

## Part 5: Being Healthy

This section asks you some questions about your health.

23. How healthy are you?

**PLEASE TICK ONE BOX ONLY**

- Very healthy
- Quite healthy
- Not very healthy
- Don't know

24. How many portions of fruit and vegetables do you eat in a day normally?

**A portion of vegetables is 2-3 tablespoons or more.**

**A portion of fruit is e.g. an apple, an orange, half a banana or a cup of fruit juice.**

**PLEASE TICK ONE BOX ONLY**

- None
- 1-2
- 3-4
- 5 or more
- Do not know

25. In the last 7 days, on how many days have you spent at least 30 minutes doing sports or other active things?

**Please include things like riding a bike, football, skateboarding, dancing and swimming, both in or outside of school. Also count running about and walking quickly.**

**PLEASE TICK ONE BOX ONLY**

- None
- 1-2 days
- 3-5 days
- 6 days or more
- Do not know

The next questions are about whether you have ever drunk alcohol, smoked cigarettes, or taken drugs. Please remember we want your honest answers and no one you know (such as your teachers or parents) will know what you've said.

26. Have you ever had an alcoholic drink? That is a whole drink, not just a sip. **(Please don't count drinks labelled as low alcohol).**

**PLEASE TICK ONE BOX ONLY**

- No
- Yes
- Prefer not to say

**PLEASE ANSWER QUESTION 27 IF YOU HAVE EVER HAD AN ALCOHOLIC DRINK. IF YOU HAVE NEVER DRUNK ALCOHOL GO TO QUESTION 28.**

27. In the last four weeks, how many times, if any, have you got drunk (ie by drinking a lot of alcohol)?

**PLEASE TICK ONE BOX ONLY**

- None
- Once
- Twice
- Three or more times
- Prefer not to say
- Do not know / can't remember

**EVERYONE ANSWER**

28. Have you ever smoked a cigarette?

**PLEASE TICK ONE BOX ONLY**

- No
- Yes
- Prefer not to say

**PLEASE ANSWER QUESTION 29 IF YOU HAVE EVER SMOKED A CIGARETTE. IF YOU HAVE NEVER SMOKED A CIGARETTE GO TO QUESTION 30.**

29. Read the sentences below carefully and tick the box next to the one that best describes you.

**PLEASE TICK ONE BOX ONLY**

- I have smoked cigarettes only once or twice
- I used to smoke cigarettes but I do not now
- I sometimes smoke cigarettes, but I do not smoke every week
- I smoke cigarettes regularly, once a week or more
- Prefer not to say

## Part 6: School, Learning and the Future

This section asks about school, learning, and plans for the future.

30. For each of the things below, please tick the box that shows how often it is true for you.

### PLEASE TICK ONE BOX ON EACH LINE

Always    Most of    Sometimes    Never  
                 the time

- |                       |                       |                       |                       |                                |
|-----------------------|-----------------------|-----------------------|-----------------------|--------------------------------|
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <b>I enjoy school</b>          |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <b>I try my best at school</b> |

31. Which of the things below, if any, might help you do better in school?

### PLEASE TICK ALL THAT WOULD HELP YOU

- More help from teachers
- More fun/interesting lessons
- A quieter/better behaved class or group
- Smaller classes/groups
- Fewer bullies
- More help from family and friends (e.g. with homework)
- Somewhere quiet at home to do homework
- None of these

32. How easy is it to get help with your work from your teacher(s) when you need it?

### PLEASE TICK ONE BOX ONLY

- Very easy
- Quite easy
- Quite difficult
- Very difficult

33. Do you receive extra help at school with your learning or behaviour from someone other than your teacher? **(e.g. a learning mentor or learning support assistant).**

**This might be in your main lessons, or in one-to-one lessons separate from the rest of your class.**

### PLEASE TICK ONE BOX ONLY

- Yes
- No
- Do not know

34. How often, if at all, have you been bullied in school in the last four weeks?

**Bullying is when someone makes you unhappy by being nasty on purpose (for example by teasing or hurting you, by taking or breaking your things, or by leaving you out).**

**PLEASE TICK THE ONE BOX THAT BEST FITS YOU**

- Never
- A couple of times in the last four weeks
- About once a week
- Two or three times a week
- Most days

35. How well does your school deal with bullying?

**PLEASE TICK ONE BOX ONLY**

- Very well
- Quite well
- Not very well
- Not at all well
- Bullying is not a problem in my school
- Do not know

36. Which of these have you done in the last year?

**PLEASE TICK ALL THAT YOU HAVE DONE**

- Voted in a school, class or year group election at school
- Been on a school council or parliament
- None of the above
- Do not know

37. What do you hope to do when you leave school?

**PLEASE TICK ONE BOX ONLY**

- Get a job at 16
- Study then get a job at 18
- Study to go to university
- Something else
- Do not know yet

38. Thinking about all of the things that have been covered in the survey today, what if anything, would do most to make your life better?

**PLEASE TICK ONE BOX ONLY**

- More organised activities and things to do**
- More places where I can go to hang out with my friends**
- More chance to have a say in how things are run at school or in the local area**
- More ways I can volunteer or help people**
- More or better advice about being healthy**
- More help to do better at school**
- More help to plan for my future**
- More help to feel safer at school and in the local area**
- None of these**
- Do not know**

39. Did you have help filling in this form such as from a teacher or learning mentor?

**PLEASE TICK ONE BOX ONLY**

- No**
- Yes, I had help with just some of it**
- Yes, I had help with all or most of it**

**Thank you for completing this questionnaire**

## Annex C – secondary school questionnaire

### TellUs2 Questionnaire

Thank you for your help with this survey. This survey is for Ofsted and the Department for Education and Skills (DfES) and your answers will help us to improve things for children and young people in your area.

Please read each question carefully and fill in the answer which applies to you. There are no right or wrong answers, this is not a test, and the questions are not there to trick you. Remember, we would like you to answer all the questions honestly and without looking at anybody else's answers. If you don't want to answer a question you don't have to.

**The survey is confidential. Your name is not recorded and only you will know that this is your set of answers.** Your individual results will not be seen by anyone at your school. We will add them to other people's responses to get a view of what children in your area think.

If you have any problems filling out the questionnaire, please ask the person helping your class. If you want to talk to someone about anything you are worried about or if you feel unsafe you can phone Childline **0800 1111**.

It may take you about 30 minutes to answer everything, but please take your time and think about the questions. The results will be available in September.

I hope you enjoy taking part in this important survey

## Part 1: About you

First of all we would like to ask some questions about you. Please remember that your name is not recorded and no one at your school will see your answers.

1. Are you:

- Male
- Female

2. How old are you?

- 8
- 9
- 10
- 11
- 12
- 13
- 14
- 15
- 16

3. Which one of these best describes you?

### White

- White British
- White Irish
- Any other white background

### Mixed race

- White and Black Caribbean
- White and Black African
- White and Asian
- Any other mixed race background

### Asian or Asian British

- Indian
- Pakistani
- Bangladeshi
- Any other Asian background

### Black or Black British

- Black Caribbean
- Black African
- Any other Black background

### Chinese or Other

- Chinese

- Gypsy/Romany or Traveller
- Any other background
- Do not know

4. Which of these are you, if any?

**PLEASE TICK ALL BOXES THAT APPLY**

- I am disabled
- I am deaf
- I am blind
- None of these

5. Which one of these best describes you?

**PLEASE TICK ONE BOX ONLY**

- I live with one or more of my birth parent(s)
- I live with adoptive parent(s)
- I live with foster parent(s)
- I live in a children's home
- Other
- Do not know

**PLEASE ANSWER QUESTION 6 IF YOU DO NOT LIVE IN A CHILDREN'S HOME.**

**IF YOU LIVE IN A CHILDREN'S HOME GO TO QUESTION 11.**

6. Do any of these people live in your home?

**Please tick everyone living in your home, even if you mentioned them in the previous question. (If you have more than one home, please tell us about the one you spend the most time in).**

**PLEASE TICK ONE BOX ON EACH LINE**

- | Yes                   | No                                                                       |
|-----------------------|--------------------------------------------------------------------------|
| <input type="radio"/> | <input type="radio"/> A mum or a step mum?                               |
| <input type="radio"/> | <input type="radio"/> A dad or a step dad?                               |
| <input type="radio"/> | <input type="radio"/> Grandparent(s)?                                    |
| <input type="radio"/> | <input type="radio"/> Other adult(s)?                                    |
| <input type="radio"/> | <input type="radio"/> Brother(s) / sister(s) (or step brothers/sisters)? |

**PLEASE ANSWER QUESTION 7 IF YOU LIVE WITH YOUR MUM OR STEP MUM.**

**IF YOU DO NOT LIVE WITH YOUR MUM OR STEP MUM GO TO QUESTION 9.**

7. Does the mum or step mum that you live with have a paid job?

**PLEASE TICK ONE BOX ONLY**

- Yes **GO TO QUESTION 8**
- No **GO TO QUESTION 9**
- Do not know **GO TO QUESTION 9**

**PLEASE ANSWER QUESTION 8 IF YOUR MUM OR STEP MUM HAS A PAID JOB. IF YOUR MUM OR STEP MUM DOES NOT HAVE A PAID JOB GO TO QUESTION 9.**

8. And does she work full-time or part-time?  
**(If you don't know, just tick don't know)**

**PLEASE TICK ONE BOX ONLY**

- Works full-time
- Works part-time
- Do not know

**PLEASE ANSWER QUESTION 9 IF YOU LIVE WITH YOUR DAD OR STEP DAD. IF YOU DO NOT LIVE WITH YOUR DAD OR STEP DAD GO TO QUESTION 11.**

9. Does the dad or step dad that you live with have a paid job?

**PLEASE TICK ONE BOX ONLY**

- Yes **GO TO QUESTION 10**
- No **GO TO QUESTION 11**
- Do not know **GO TO QUESTION 11**

10. And does he work full-time or part-time?  
**(If you don't know, just tick don't know)**

**PLEASE TICK ONE BOX ONLY**

- Works full-time
- Works part-time
- Do not know

**EVERYONE ANSWER**

11. Do you receive free school meals?  
**That is a meal provided by your school for free (you and your family do not have to pay for it).**

**PLEASE TICK ONE BOX ONLY**

- Yes
- No
- Do not know

12. What is the postcode of where you live?  
**If you do not know your full postcode please fill in as much as you know.**

**This will help us see if children and young people in different areas have different views. No one will see who you are from your postcode, so no one will know this is your set of answers.**

**PLEASE FILL IN YOUR POSTCODE IN THE BOX**

## Part 2: In your local area

This section asks what you think about the local area where you live.

13. What do you think of your local area as a place to live in?

**PLEASE TICK ONE BOX ONLY**

- Very good
- Fairly good
- Neither good nor poor
- Fairly good
- Very poor
- Do not know

14. Which of these things, if any, would do the most to make your area a better place for you to live?

**READ ALL OPTIONS CAREFULLY BEFORE CHOOSING. THEN TICK THE ONES THAT ARE MOST IMPORTANT TO YOU.**

- More or better shops
- Cleaner and less litter
- More or better sports clubs or centres
- Better public transport (such as buses, trains, tubes)
- Safer roads
- More or better activities for children and young people
- Safer area or less crime
- More or better parks and green spaces
- Less young people hanging around
- Something else
- Do not know
- None (the area is fine as it is)

15. What do you think of the parks and green spaces in your area?

**PLEASE TICK ONE BOX ONLY**

- Very good
- Fairly good
- Neither good nor poor
- Fairly poor
- Very poor

16. What do you think of the public transport (such as buses, trains, trams, tube) in your area?

**PLEASE TICK ONE BOX ONLY**

- Very good
- Fairly good
- Neither good nor poor
- Fairly poor
- Very poor

17. How safe or unsafe from being hurt by other people do you feel?

**PLEASE TICK ONE BOX ON EACH LINE**

- | Very safe             | Quite safe            | A bit unsafe          | Very unsafe           | Do not know           |                                                                  |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|------------------------------------------------------------------|
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <b>Around the local area</b>                                     |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <b>On public transport (such as buses, trains, trams, tubes)</b> |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <b>Going to and from school</b>                                  |

17a. And how safe or unsafe from being hurt by other people do you feel?

**PLEASE TICK ONE BOX ON EACH LINE**

- | Very safe             | Quite safe            | A bit unsafe          | Very unsafe           | Do not know           |                  |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|------------------|
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <b>In school</b> |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <b>At home</b>   |

18. How much are children and young people's views listened to in decisions about the local area?

**PLEASE TICK ONE BOX ONLY**

- A great deal**
- A fair amount**
- Not very much**
- Not at all**
- Do not know**

19. In the last year, have you ever given your views about the local area, such as about local problems or local activities and facilities in any of these ways?

**PLEASE TICK ALL THAT APPLY**

- Filled in a questionnaire (not including this one)**
- Been a member of a youth parliament**
- Been to a meeting outside school about making things better in my local area**
- None of these**

20. In the last year, have you volunteered for (ie given your time to help) a charity or local group?

**PLEASE TICK ONE BOX ONLY**

- Yes**
- No**

21. Which of the things below, if any, have you done in the last four weeks to help other people?

**PLEASE TICK ALL THAT APPLY**

- Helped an elderly or disabled person
- Helped care for someone who is sick
- Done something else to help family or friends
- Done something else to help a neighbour or someone else in the local area
- None of these

**Part 3: Your free time**

This section asks some questions about what you do in your free time, that is after school and at weekends.

22. Overall, what do you think of the activities and things to do in your area?

**PLEASE TICK ONE BOX ONLY**

- They are good enough
- Need a little more or better things to do
- Need a lot more or better things to do

23. Which of these have you been to in the last four weeks?  
(Don't count things as part of school lessons).

**PLEASE TICK ONE BOX ON EACH LINE**

- | Yes                   | No                                                                                                                                       |
|-----------------------|------------------------------------------------------------------------------------------------------------------------------------------|
| <input type="radio"/> | <input type="radio"/> Park                                                                                                               |
| <input type="radio"/> | <input type="radio"/> Cinema or theatre                                                                                                  |
| <input type="radio"/> | <input type="radio"/> A music concert or gig                                                                                             |
| <input type="radio"/> | <input type="radio"/> Swimming pool (not in school lessons)                                                                              |
| <input type="radio"/> | <input type="radio"/> Sports club or class (where I have done sport not just watched it)                                                 |
| <input type="radio"/> | <input type="radio"/> Gym                                                                                                                |
| <input type="radio"/> | <input type="radio"/> A youth club or youth group with organised activities (e.g. youth café, scouts/guides, cadets, brownies/cubs etc.) |
| <input type="radio"/> | <input type="radio"/> A youth centre/café to meet friends (with few or no organised activities)                                          |
| <input type="radio"/> | <input type="radio"/> After-school or breakfast club                                                                                     |
| <input type="radio"/> | <input type="radio"/> Art, craft, dance, drama, film/video-making group or class (not in school lessons)                                 |
| <input type="radio"/> | <input type="radio"/> Music group or lesson (not in school lessons)                                                                      |

24. Which of these, if any, would you like to go to that you don't at the moment?

**PLEASE TICK ALL THAT YOU WOULD LIKE TO GO TO, BUT DON'T CURRENTLY**

- Park
- Cinema or theatre
- A music concert or gig
- Swimming pool (not in school lessons)
- Sports club or class (where I would do sport not just watch it)
- Gym
- A youth club or youth group with organised activities (e.g. youth café, scouts/guides, cadets, brownies/cubs etc.)
- A youth centre/café to meet friends (with few or no organised activities)
- After-school or breakfast club
- Art, craft, dance, drama, film/video-making group or class (not in school lessons)
- Music group or lesson (not in school lessons)
- Nothing (I don't want to go to anything else)

25. Why don't you go to these at the moment?

**PLEASE TICK ALL THAT APPLY**

- Don't have time
- There aren't any near me
- Do not like the ones near me
- Do not know what there is
- Costs too much
- Do not like the people who go
- Lack of transport
- Parents do not let me
- Feel unsafe travelling home
- I have a disability, sight or hearing problem
- Something else
- Nothing stops me
- Do not know

26. In the last year, have you done any thing to help raise money for a charity or local group?

**PLEASE TICK ONE BOX ONLY**

- Yes
- No

27. Do you know enough about what activities there are for you to do in the area, or do you need more information?

**PLEASE TICK ONE BOX ONLY**

- Know enough
- Need a little more information
- Need a lot more information

28. Thinking of the activities you currently go to in your free time, how did you find out about them?

**PLEASE TICK ALL THAT APPLY**

- From family
- From friends
- From school or teachers
- From youth club or groups
- From youth workers
- Posters
- Leaflets through your door
- Local paper
- Internet/websites
- Other
- Do not know

29. If some new activities opened up in your area, how would you most like to find out about them?

**PLEASE TICK THE ONES THAT YOU MOST PREFER**

- From family
- From friends
- From school or teachers
- From youth club or groups
- From youth workers
- Posters
- Leaflets through your door
- Local paper
- Internet/websites
- Other
- Do not know

## Part 4: Happiness, Advice and Help

This section asks you about how happy you are and any worries you might have.

30. Which of the following things, if any, do you worry about the most?

### PLEASE TICK THE ONES YOU MOST WORRY ABOUT

- Being bullied
- School work
- Exams
- Girlfriends/boyfriends/sex
- Being healthy
- Money
- Friendships
- My future
- Getting into trouble
- My parents or family
- None of these
- Something else
- Nothing
- Do not know

31. Below is a list of things that may or may not be true for you. For each one, please tick the box that shows how much it is true for you.

### PLEASE TICK ONE BOX ON EACH LINE

- | True                  | A bit true            | Not true              |                                       |
|-----------------------|-----------------------|-----------------------|---------------------------------------|
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | I feel happy about life at the moment |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | I often feel sad or tearful           |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | I have one or more good friends       |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | My parents and family look out for me |

31a. For the things below, please tick the box that shows how much it is true for you.

### PLEASE TICK ONE BOX ON EACH LINE

- | True                  | A bit true            | Not true              |                                                                                |
|-----------------------|-----------------------|-----------------------|--------------------------------------------------------------------------------|
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | I often lose my temper or get angry                                            |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | I often feel anxious or stressed                                               |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | I worry a lot                                                                  |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | I feel nervous in new situations                                               |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | When I'm really worried about something I will talk to someone or ask for help |

32. If you had a problem at home that you couldn't talk to your mum/step mum or dad/step dad or your carer about, who if anyone would you talk to about it or ask for help?

**PLEASE TICK ALL THAT APPLY**

- Nobody
- Brother(s) or sister(s)
- Other family member (that you don't live with)
- Friends
- Friend's parent
- Neighbour
- Teacher or adult at school
- Counsellor or social worker or other support worker
- Youth group leader or sports coach
- A telephone helpline
- Someone else
- Do not know

**Part 5: Being Healthy**

This section asks you some questions about your health.

33. How healthy are you?

**PLEASE TICK ONE BOX ONLY**

- Very healthy
- Quite healthy
- Not very healthy
- Don't know

34. How many portions of fruit and vegetables do you eat in a day normally?

**A portion of vegetables is 2-3 tablespoons or more.**

**A portion of fruit is e.g. an apple, an orange, half a banana or a cup of fruit juice.**

**PLEASE TICK ONE BOX ONLY**

- None
- 1-2
- 3-4
- 5 or more
- Do not know

35. In the last 7 days, on how many days have you spent at least 30 minutes doing sports or other active things?

**Please include things like riding a bike, football, skateboarding, dancing and swimming, both in or outside of school. Also count running about and walking quickly.**

**PLEASE TICK ONE BOX ONLY**

- None
- 1-2 days
- 3-5 days
- 6 days or more
- Do not know

The next questions are about whether you have ever drunk alcohol, smoked cigarettes, or taken drugs. Please remember we want your honest answers and no one you know (such as your teachers or parents) will know what you've said.

36. Have you ever had an alcoholic drink? That is a whole drink, not just a sip. **(Please don't count drinks labelled as low alcohol).**

**PLEASE TICK ONE BOX ONLY**

- No
- Yes
- Prefer not to say

**PLEASE ANSWER QUESTION 37 IF YOU HAVE EVER HAD AN ALCOHOLIC DRINK. IF YOU HAVE NEVER DRUNK ALCOHOL GO TO QUESTION 38.**

37. In the last four weeks, how many times, if any, have you got drunk?

**PLEASE TICK ONE BOX ONLY**

- None
- Once
- Twice
- Three or more times
- Prefer not to say
- Do not know / can't remember

**EVERYONE ANSWER**

38. Have you ever smoked a cigarette?

**PLEASE TICK ONE BOX ONLY**

- No
- Yes
- Prefer not to say

**PLEASE ANSWER QUESTION 39 IF YOU HAVE EVER SMOKED A CIGARETTE. IF YOU HAVE NEVER SMOKED A CIGARETTE GO TO QUESTION 40.**

39. Read the sentences below carefully and tick the box next to the one that best describes you.

**PLEASE TICK ONE BOX ONLY**

- I have smoked cigarettes only once or twice
- I used to smoke cigarettes but I do not now
- I sometimes smoke cigarettes, but I do not smoke every week
- I smoke cigarettes regularly, once a week or more
- Prefer not to say

40. Which of these drugs, if any, have you taken in the last four weeks?

**PLEASE TICK ALL BOXES THAT APPLY**

- I have never taken any drugs
- I have not taken any drugs in the last four weeks
- Cannabis (weed, grass, hash)
- Solvents (e.g. sniffing or breathing in glue, gas aerosols)
- Other drugs (e.g. Cocaine, LSD, Ecstasy, Heroin, speed, magic mushrooms)
- Prefer not to say

41. What do you think of the information and advice you get on the following things?

**PLEASE TICK ONE BOX ON EACH LINE**

- | It's good enough      | Need more or better information and advice |                       |
|-----------------------|--------------------------------------------|-----------------------|
| <input type="radio"/> | <input type="radio"/>                      | Eating healthy food   |
| <input type="radio"/> | <input type="radio"/>                      | Alcohol               |
| <input type="radio"/> | <input type="radio"/>                      | Smoking               |
| <input type="radio"/> | <input type="radio"/>                      | Drugs                 |
| <input type="radio"/> | <input type="radio"/>                      | Sex and relationships |

**Part 6: School, Learning and the Future**

This section asks about school, learning, and plans for the future.

42. For each of the things below, please tick the box that shows how often it is true for you.

**PLEASE TICK ONE BOX ON EACH LINE**

- | Always                | Most of the time      | Sometimes             | Never                 |                         |
|-----------------------|-----------------------|-----------------------|-----------------------|-------------------------|
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | I enjoy school          |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | I try my best at school |

43. Which of the things below, if any, might help you do better in school?

**PLEASE TICK ALL THAT WOULD HELP YOU**

- More help from teachers
- More fun/interesting lessons
- A quieter/better behaved class or group
- Smaller classes/groups
- Fewer bullies
- More help from family and friends (e.g. with homework)
- Somewhere quiet at home to do homework
- None of these

44. How easy is it to get help with your work from your teacher(s) when you need it?

**PLEASE TICK ONE BOX ONLY**

- Very easy
- Quite easy
- Quite difficult
- Very difficult

45. Do you receive extra help at school with your learning or behaviour from someone other than your teacher? **(e.g. a learning mentor or learning support assistant).**

**This might be in your main lessons, or in one-to-one lessons separate from the rest of your class.**

**PLEASE TICK ONE BOX ONLY**

- Yes
- No
- Do not know

46. How often, if at all, have you been bullied in school in the last four weeks?

**Bullying is when people deliberately hurt, harass or intimidate you (for example by teasing or hurting you, by taking or breaking your things, or by leaving you out).**

**PLEASE TICK THE ONE BOX THAT BEST FITS YOU**

- Never
- A couple of times in the last four weeks
- About once a week
- Two or three times a week
- Most days

47. How well does your school deal with bullying?

**PLEASE TICK ONE BOX ONLY**

- Very well
- Quite well
- Not very well
- Not at all well
- Bullying is not a problem in my school
- Do not know

48. Which of these have you done in the last year?

**PLEASE TICK ALL THAT YOU HAVE DONE**

- Voted in a school, class or year group election at school
- Been on a school council or parliament
- None of the above
- Do not know

49. How much do you feel children and young peoples' views are listened to in the running of your school?

**PLEASE TICK ONE BOX ONLY**

- A great deal
- A fair amount
- Not very much
- None at all
- Do not know

50. What do you hope to do when you leave school?

**PLEASE TICK ONE BOX ONLY**

- Get a job at 16
- Study then get a job at 18
- Study to go to university
- Something else
- Do not know yet

51. What do you think of the information and help you get to plan your future? **e.g. choosing subject options and thinking about jobs and careers**

**PLEASE TICK ONE BOX ONLY**

- It is good enough
- Need a little more or better information and advice
- Need a lot more or better information and advice
- Do not know what there is

52. Thinking about all of the things that have been covered in the survey today, what if anything, would do most to make your life better?

**PLEASE TICK ONE BOX ONLY**

- More organised activities and things to do**
- More places where I can go to hang out with my friends**
- More chance to have a say in how things are run at school or in the local area**
- More ways I can volunteer or help people**
- More or better advice about being healthy**
- More help to do better at school**
- More help to plan for my future**
- More help to feel safer at school and in the local area**
- None of these**
- Do not know**

53. Did you have help filling in this form such as from a teacher or learning mentor?

**PLEASE TICK ONE BOX ONLY**

- No**
- Yes, I had help with just some of it**
- Yes, I had help with all or most of it**

**Thank you for completing this questionnaire**