

CONFIDENTIAL



## School Comparative Report

*Prepared for*  
**Demo Primary School**

Main data = your results  
*Data collected between 22 Sep 2010 and 20 Jul 2011*

Comparative data = national data  
*Data collected between 18 Apr 2007 and 13 Mar 2012*

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# Introduction

This report gives a valuable insight into the perceptions of pupils with respect to a range of issues relating to health, well-being, engagement and aspiration, as indicated in their responses to the *Pupil Perceptions* online questionnaire. These issues can be grouped into five key areas:

- 1 Being healthy
- 2 Staying safe
- 3 Enjoying and achieving
- 4 Making a positive contribution
- 5 Achieving economic well-being.

Together, these five areas make up pupils' *Readiness for Learning* (RfL). RfL can be defined as the extent to which pupils are able to access and benefit from schools' provision, unimpaired by the barriers to learning that may inhibit pupil progress.

The five areas were originally chosen to match the five outcomes of the Every Child Matters (ECM) agenda. While the ECM agenda no longer receives the emphasis from central government that it once did, these factors are as crucial to pupils as they ever were. As Maslow's hierarchy of needs argues, all people must have basic needs such as health and physical safety, and then others such as friendship and confidence, met in order to reach the higher stage which Maslow called 'self-actualisation'. Therefore, it is strongly in schools' interest to pay careful attention to pupils' health and well-being, to make sure that they are ready to benefit fully from teaching and other core provision.

One of the most important measures of the effectiveness of schools' work is the pupils' perception of it. *Pupil Perceptions* asks pupils about:

- their personal experience of issues (through 'experience' questions, eg *Do you feel safe from other people when you are at school?*)
- the effect that other people in their lives have on them (through 'influence' questions, eg *Who helps to keep you safe?*).

This report therefore provides information about which parts of the school's work pupils perceive as being effective and which parts they feel have little positive effect.

As well as measuring the collective view of the whole pupil body, the *Pupil Perceptions* questionnaire provides an opportunity for pupils to express any concerns that they may have to do with their own experience. The *Individual responses* section of this report shows which pupils responded negatively and in which areas, helping the school to identify pupils for whom further investigation or intervention may prove valuable.

It is important to note that no attempt has been made to prioritise the needs of pupils. It is also important to remember that this process provides an opportunity for pupils to express concern; it by no means guarantees that they will take this opportunity. Further details of the particular questions that the pupils responded to negatively are provided in the accompanying *Individual Responses* report.

In order that the school can respond appropriately to the results of the questionnaire, it is essential that they are able to identify the responses of each pupil. This lack of anonymity within the school was made clear to the pupils before they completed the questionnaire. However, in order that the rights of pupils under the Data Protection Act 1998 are protected, the pupils were given passwords to enter in the questionnaire rather than their names. Each password is linked to a number.

The list which links the names of pupils with their numbers and passwords is maintained by the school alone; it is not made available to either Anspear or any outside agency. It is therefore only possible for the school to identify an individual pupil's responses.

This report is divided into the following sections:

- **Introduction**
- **Pupil profile** – Information about the pupils who completed the questionnaire.
- **Readiness for Learning** – A summary of the overall Readiness for Learning measure, calculated from all pupils' responses. Figures are given for the whole school and for different groups of pupils.
- **Experience** – Details on which areas are perceived positively and which are perceived negatively. The results are also further broken down by year group, ethnicity, gender and religion.
- **Pupil voice** – Pupils' opinions on the extent to which they feel able to influence the decisions that are made in school.
- **Influence of others** – Pupils' perceptions about the efforts that are made on their behalf by various people.
- **Individual responses** – Details of individual pupils for whom further investigation or intervention may prove valuable.

Some items throughout the report are presented in colour. Various items are colour-coded broadly as follows:

- Yes/positive response
- ▨ Negative response
- No/stronger negative response
- I don't know/do not wish to answer.

Note that, for questions where a 'Yes' answer from a pupil indicates a negative experience for them (eg *Are you being bullied?*), the Yes response is shown as red and the No response as green.

Should you wish to copy or print the report, you will need to do so in colour to appreciate it fully.

A total of 196 pupils undertook the questionnaire and submitted their data before the administrator requested that this report be generated.

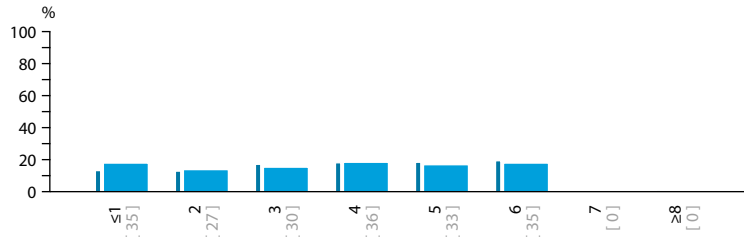
Data was collected between 22nd September 2010 and 20th July 2011.

Throughout this report, you are also shown national data. This comparative data is normally indicated by the narrow bars within the results.

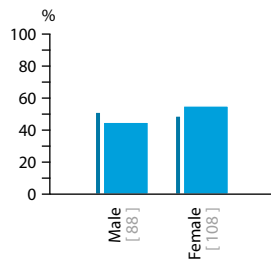
# Pupil profile

This section gives an overview of the pupils in terms of their demographic characteristics. The data is taken from responses entered by pupils in the *Pupil Perceptions* questionnaire. The number of pupils in each category is shown in square brackets. Comparative data is shown by the narrow bars.

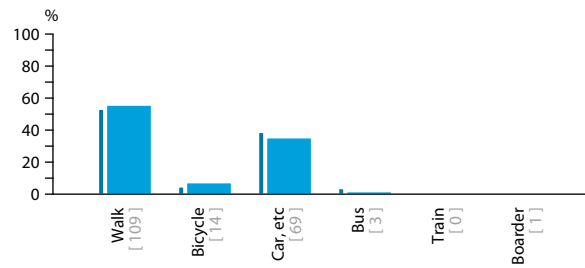
Year group



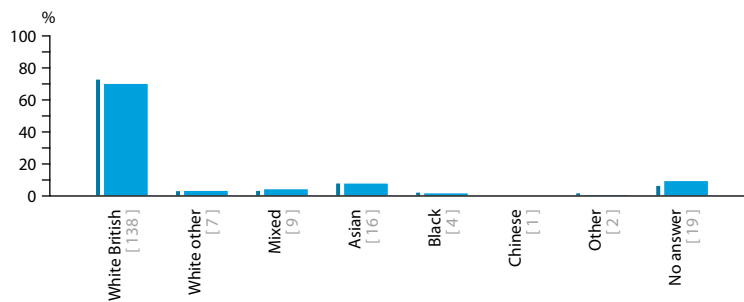
Gender



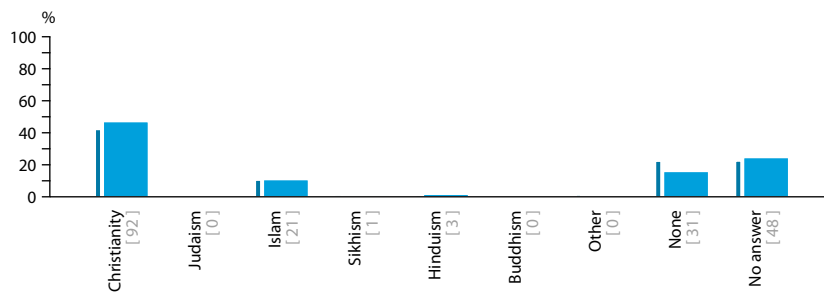
Mode of transport



Ethnicity



Religion



# Readiness for Learning

Readiness for Learning (RfL) is a combined measure calculated from all the responses given by each individual pupil to the *Pupil Perceptions* survey. RfL is designed to give the school a useful first impression of how its overall health and well-being situation compares to others', and to give a quick way of identifying groups or individual pupils who may be causing concern or who might need extra support.

For each pupil respondent, an RfL Score of 0-5 is calculated (see the *Appendix* for an explanation of how). The score is intended to reflect their overall perception of themselves and their situation. Pupils scoring 5 have expressed few if any negative perceptions, while pupils scoring 2 or below will usually have responded negatively to significant numbers of questions in multiple areas.

The table on page 6 shows the RfL Index (calculated by averaging pupils' RfL Scores) for the school overall and for different groups of pupils. Each is compared with the corresponding index from our national data set, based on the responses of pupils at a large number of schools around the country.

For individual pupils' RfL Scores, see the *Individual responses* section of this report starting on page 44.

Note that, because RfL is a compound measure, RfL Scores can only act as a broad indication of pupils' perceptions and situations. In particular, pupils with very negative experience in one area but positive or neutral experience elsewhere may still receive a high RfL Score. Therefore, it is recommended that schools refer to RfL Scores only alongside the more detailed data provided elsewhere in this report.

The greatest benefits of using RfL Scores and Indices are seen when these measures are set against other school data on, for example, attainment, progress or attendance to look for possible correlations. Similarly, RfL can be very powerful when combined with information on those receiving free school meals or additional support, or those for whom English is an additional language. The *Pupil Perceptions* spreadsheet supplied alongside this report is designed to facilitate this type of analysis.

	All pupils		Male		Female	
	Your results	National average	Your results	National average	Your results	National average
	3.9	3.8	3.8	3.7	4.0	3.9

### By year group

Year 1 or below	3.9	3.8	4.1	3.8	3.8	3.8
Year 2	4.0	3.7	3.7	3.7	4.4	3.8
Year 3	4.0	3.7	4.1	3.6	3.9	3.8
Year 4	3.9	3.8	3.8	3.7	4.0	3.8
Year 5	3.7	3.8	3.4	3.8	3.8	3.9
Year 6	4.0	3.9	3.8	3.8	4.1	4.0

### By ethnicity

White British	4.0	3.8	3.8	3.8	4.0	3.9
White other	3.8	3.6	3.8	3.5	3.9	3.7
Mixed	4.0	3.7	4.2	3.6	3.9	3.8
Asian	3.7	3.7	3.9	3.7	3.4	3.8
Black	3.8	3.6	3.8	3.6	3.8	3.6
Chinese	3.8	3.7	3.8	3.6	—	3.8
Other	3.1	3.6	—	3.5	3.1	3.6
No answer	3.9	3.6	3.7	3.5	4.2	3.6

### By mode of transport

Walk	3.9	3.8	3.7	3.7	4.0	3.9
Bicycle	3.7	3.7	3.8	3.7	3.5	3.8
Car, etc	4.0	3.8	4.1	3.7	4.0	3.9
Bus	3.8	3.7	3.9	3.7	3.4	3.8
Train	—	3.5	—	3.4	—	3.7
Boarder	4.9	3.4	—	3.4	4.9	3.4

### By religion

Christianity	4.1	3.9	4.1	3.8	4.1	4.0
Judaism	—	3.5	—	3.4	—	3.7
Islam	3.7	3.7	4.0	3.6	3.5	3.7
Sikhism	3.3	3.8	—	3.7	3.3	3.9
Hinduism	4.1	3.8	3.3	3.7	4.6	3.9
Buddhism	—	3.6	—	3.5	—	3.7
Other	—	3.6	—	3.5	—	3.7
None	3.7	3.7	3.6	3.7	3.8	3.8
No answer	3.8	3.7	3.5	3.7	4.0	3.8



# Experience

This section gives details of the responses for each of the five areas covered by *Pupil Perceptions*. These are:

- 1 **Being healthy** – Enjoying good physical and mental health, and living a healthy lifestyle.
- 2 **Staying safe** – Being protected from harm and neglect and growing up able to look after themselves.
- 3 **Enjoying and achieving** – Getting the most out of life and developing broad skills for adulthood.
- 4 **Making a positive contribution** – Making a positive contribution to the community and to society, and not engaging in anti-social or offending behaviour.
- 5 **Achieving economic well-being** – Overcoming socio-economic disadvantages to achieve their full potential in life.

Ways in which schools may be likely to contribute to these outcomes are outlined below:

## Being healthy

Health is an important basis for all of the other outcomes because of the massive contribution it makes to children's general well-being. In schools, this outcome means ensuring that children have the knowledge they need to make good decisions and to lead a healthy lifestyle, and that any health concerns are referred to the appropriate services.

## Staying safe

All children need to feel secure and well cared for in order to achieve their potential. All services must watch for warning signs in order to protect the most vulnerable. Schools need to create a safe, supportive environment that equips all pupils with the knowledge they need to stay safe, and that protects pupils who are at risk.

## Enjoying and achieving

Children should be given the skills and opportunities they need to achieve their potential and to make the most of leisure time and social interaction. The core role of schools is to teach children a broad base of knowledge and skills that will prove useful throughout life. Schools should provide a pleasant environment for pupils, and should promote high academic standards alongside the enjoyment of lessons and extra-curricular activities.

## Making a positive contribution

Children should be encouraged to engage with their community and wider environment and to behave appropriately. Schools can contribute to this outcome by insisting on good behaviour, supporting pupils at risk of exclusion, and encouraging pupils to try and make a difference to their surroundings.

## Achieving economic well-being

Every child should be equipped to achieve, no matter what their background. Education is essential in creating social mobility. Schools have a substantial role to play in teaching their pupils the knowledge and skills they need to succeed and in raising aspirations. Schools can also improve pupils' immediate circumstances through support for parents/carers.

## Overall positive and negative responses

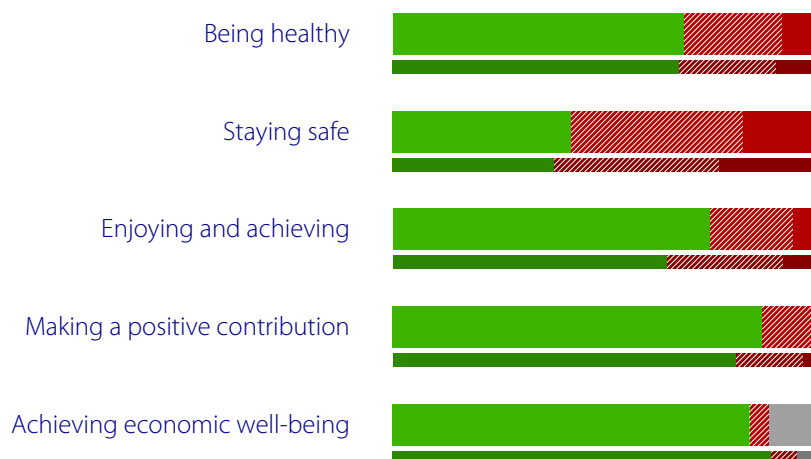
The table below shows the overall proportion of pupils in the school who gave generally positive or negative responses for each area. This gives an overview of the opinions of the pupil population as a whole, and a general indication of which areas are perceived positively and which are perceived negatively.

Pupils have been rated as giving generally positive or negative responses in each area, as follows:

- Pupils responded positively to at least one relevant question, and did not give any negative responses.
- ▨ Pupils gave one negative response to a relevant question (or up to two negative responses for the 'Staying safe' area).
- Pupils gave more than one negative response to relevant questions (or more than two for the 'Staying safe' area).
- Pupils responded 'I don't know/do not wish to answer' to every relevant question.

The relevant questions for these ratings are those that ask pupils how issues relate to them personally, eg *Do you feel safe from other people when you are at school?* (ie 'experience' questions). The ratings do not take into account the questions that ask pupils to reflect on the effect of other people, eg *Who helps to keep you safe?* (ie 'influence' questions).

Note that the threshold is set higher for the 'Staying safe' area to reflect the comparatively large number of questions in that area. The 'Achieving economic well-being' area only has one relevant question, so the 'gave more than one negative response' rating is not possible here. Comparative data is shown by the narrow bars.

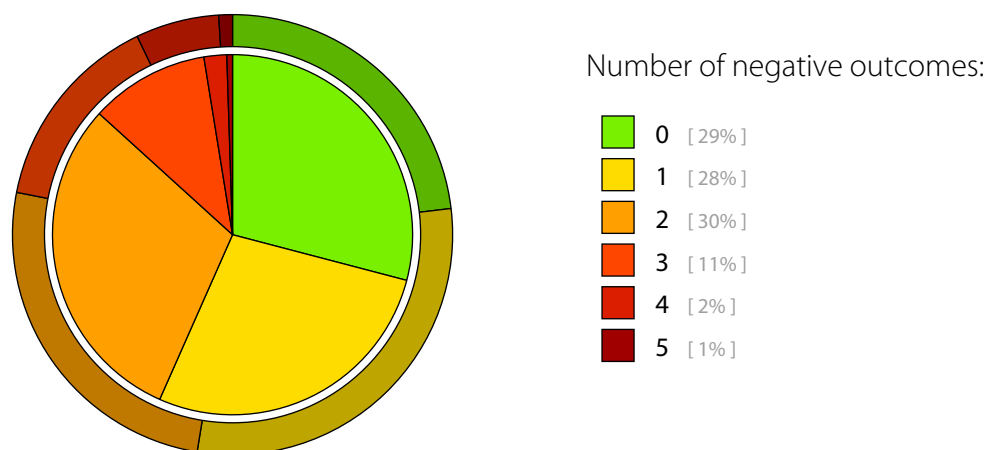


## Negative responses

The pie chart below shows the proportion of pupils in the school who gave at least one negative response to an 'experience' question in none, one, two, three, four or all five areas. For example, the proportion of pupils who are shown in the pie chart as having three negative outcomes gave at least one negative response to an experience question for three out of the five areas.

This gives an indication of whether negative responses are concentrated in a particular group of pupils or spread across the whole pupil population.

Comparative data is shown by the outer circle.



## Summary of pupil responses

On pages 11 and 12, you are shown the proportion of pupils in the school who responded positively or negatively to each 'experience' question, eg *Do you feel safe from other people when you are at school?*. This gives an overview of the perceptions of the pupil body as a whole about each individual issue.

Pupils selected their response for each question from the following options:

- Yes
- No
- I don't know/do not wish to answer.

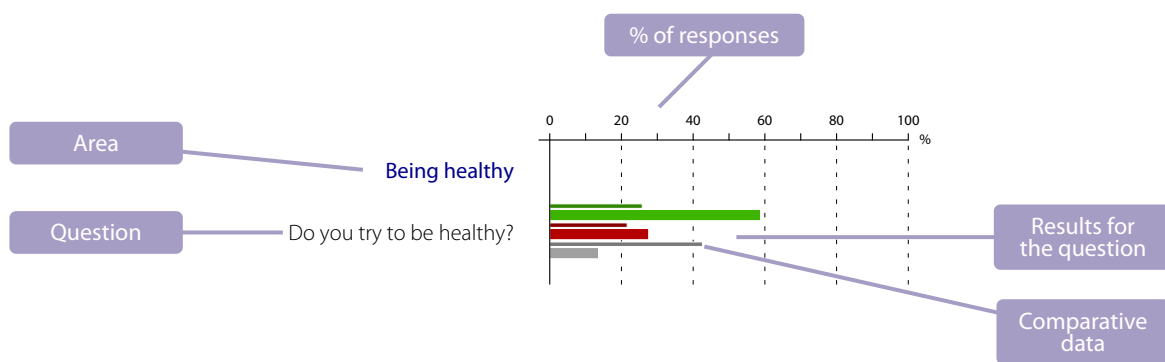
For the questions related to bullying (eg *Are you being bullied?*), pupils selected their responses from the following options:

- No
- Yes
- I do not wish to answer.

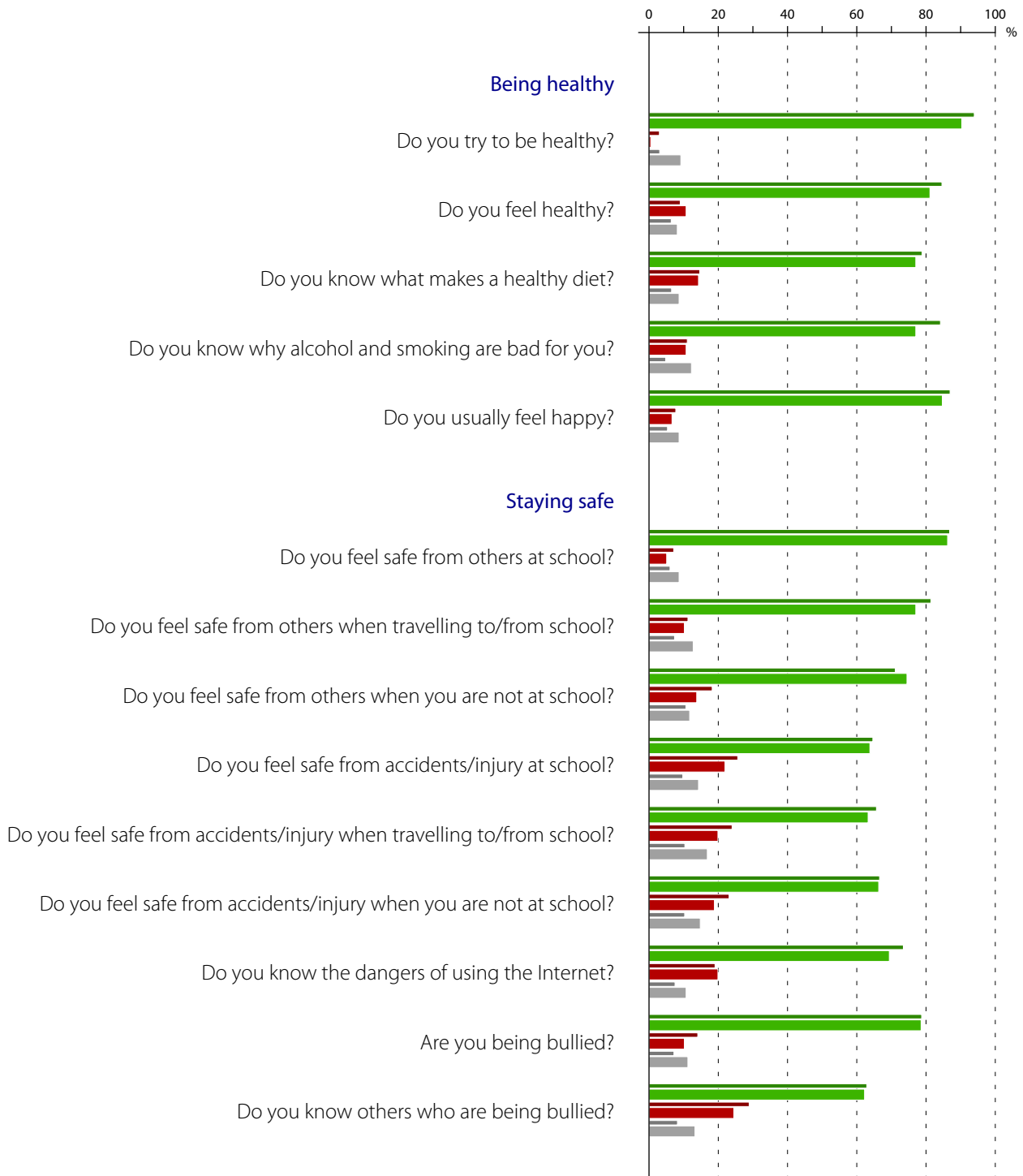
Note that, for these questions, where a 'Yes' answer from a pupil indicates a negative experience for them, the Yes response is shown as red and the No response as green.

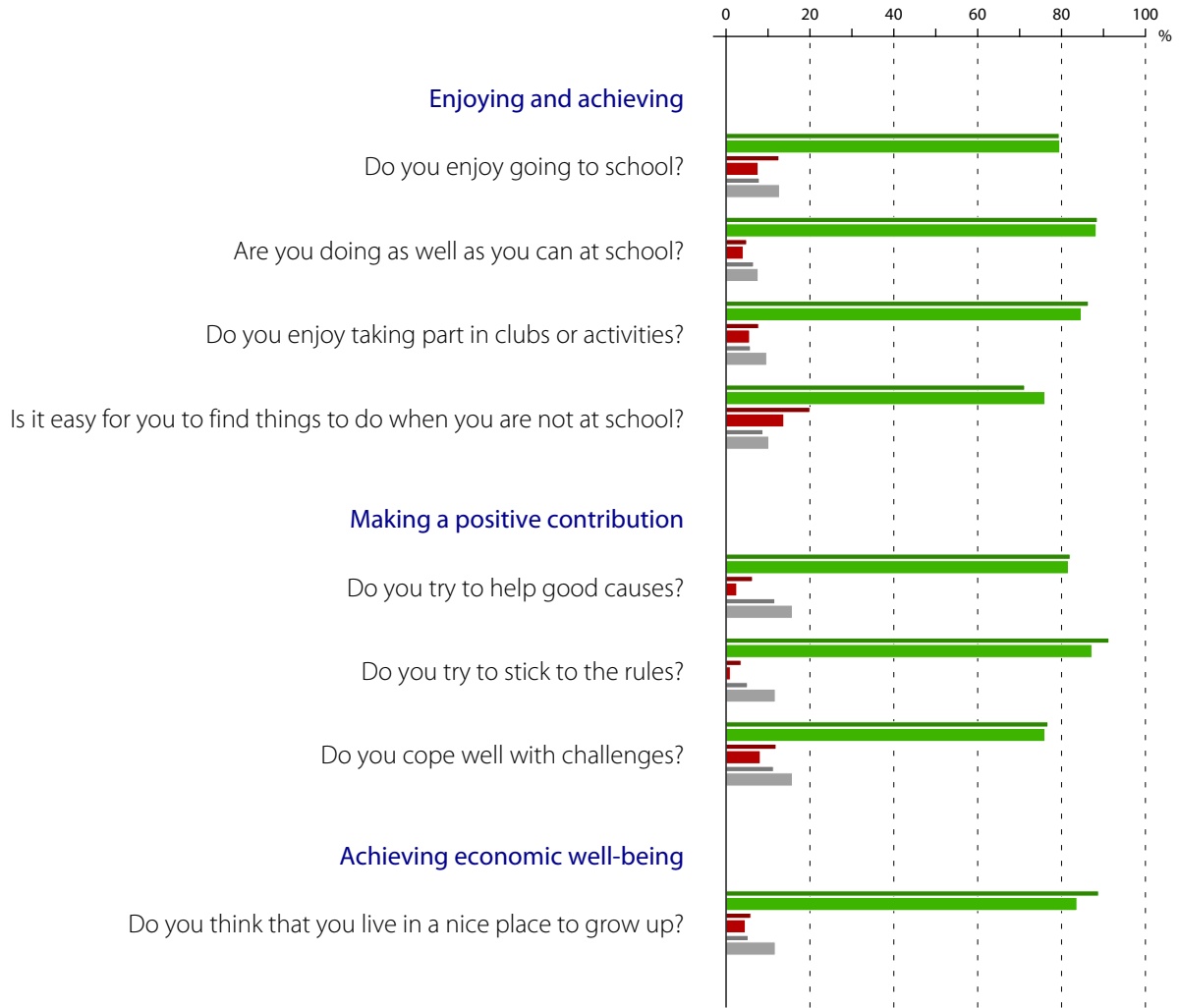
Comparative data is shown by the narrow bars.

A guide showing how to read the information on pages 11 and 12 is provided below:



## Summary of pupil responses





## Breakdown of pupil responses

Each of the experience questions is shown individually on pages 14 to 26. For each question, you are shown the proportion of pupils in the school who responded positively or negatively. Pupils selected their responses from the following options:

- Yes
- No
- I don't know/do not wish to answer.

For the questions related to bullying (eg *Are you being bullied?*), pupils selected their responses from the following options:

- No
- Yes
- I do not wish to answer.

Note that, for these questions, where a 'Yes' answer from a pupil indicates a negative experience for them, the Yes response is shown as red and the No response as green.

The responses for each of the questions are also broken down by gender, religion, year group and ethnicity. The responses for questions relating to travelling to and from school are also broken down by the pupils' mode of transport to school. (The number of pupils in each category is shown in square brackets.) This enables investigation into patterns within the data which may reveal whether concerns are centred within particular parts of the pupil population.

Comparative data is shown by the narrow bars.

A guide showing how to read the information on pages 14 to 26 is provided below:



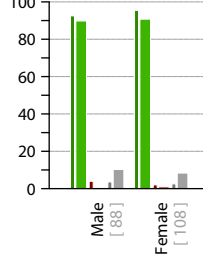
## Being healthy

Do you try to be healthy?

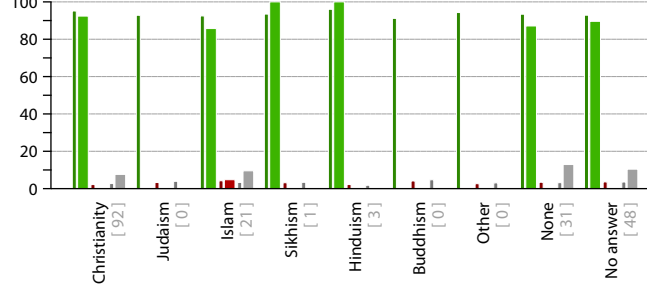
Experience



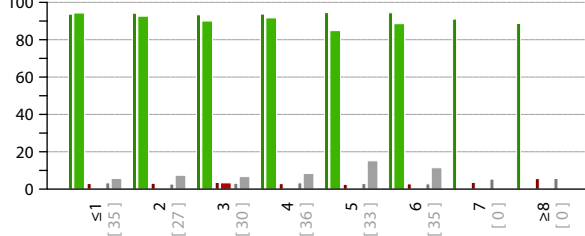
% By gender



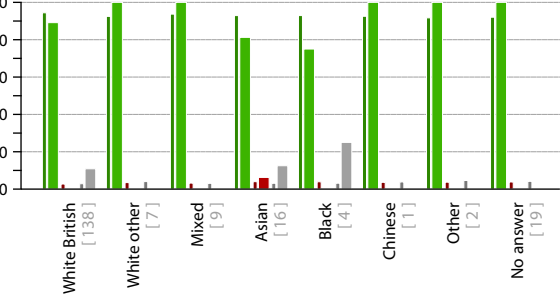
% By religion



% By year group



% By ethnicity

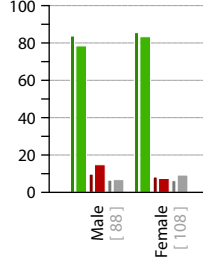


Do you feel healthy?

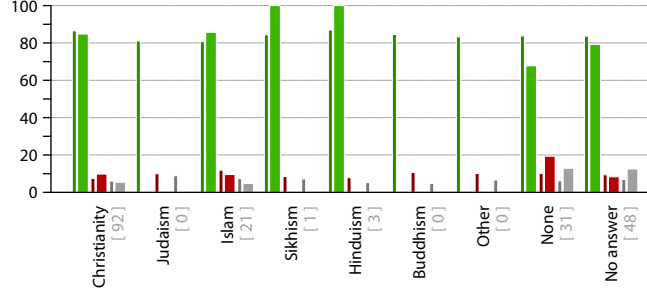
Experience



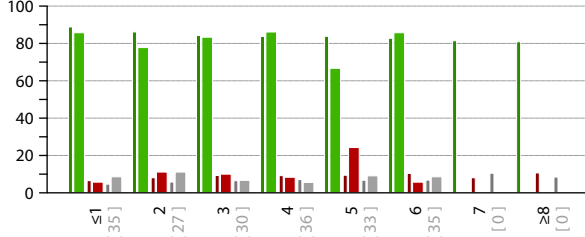
% By gender



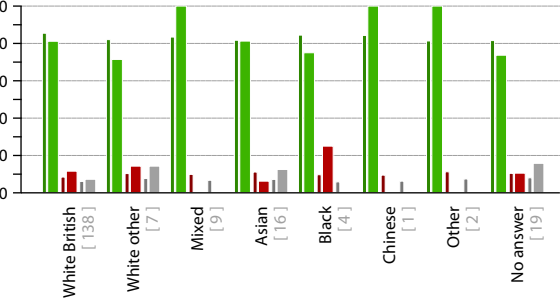
% By religion



% By year group



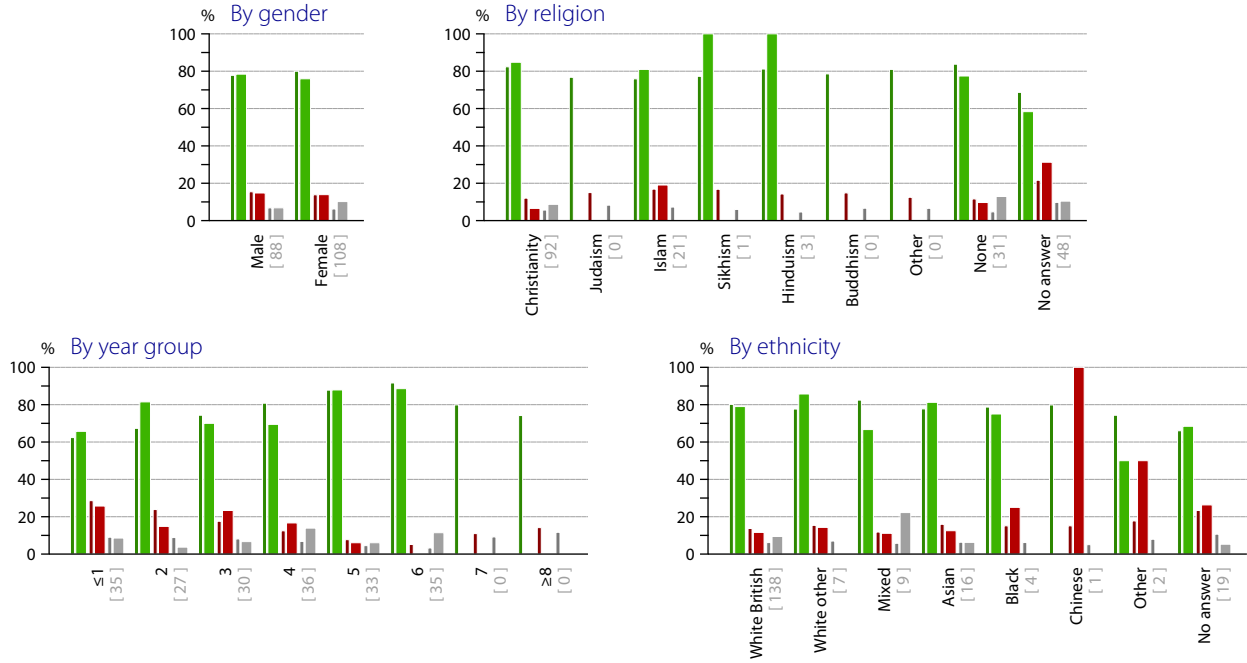
% By ethnicity





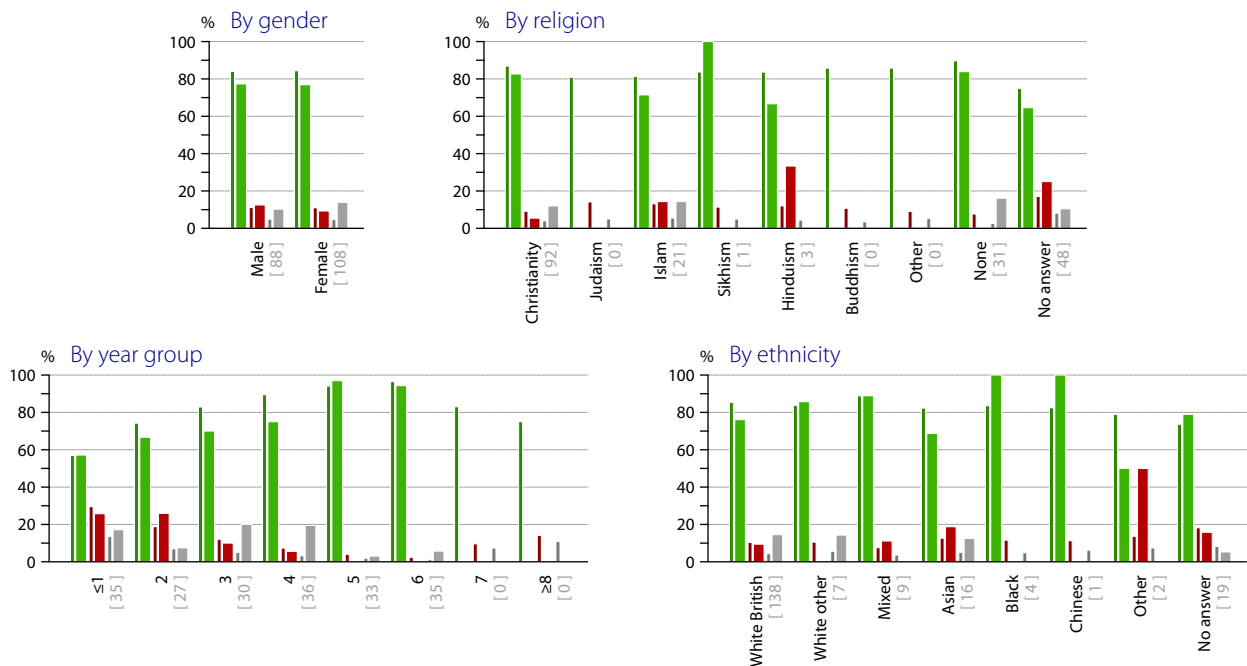
## Do you know what makes a healthy diet?

Experience



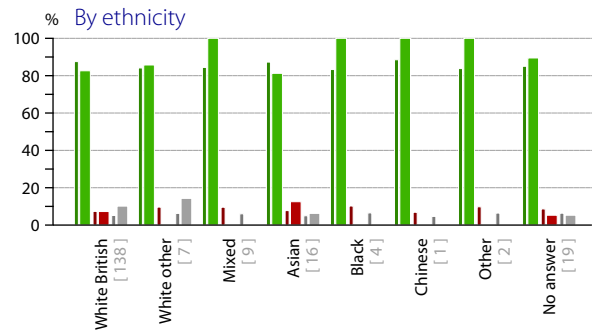
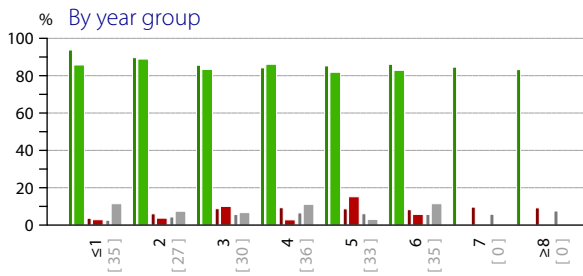
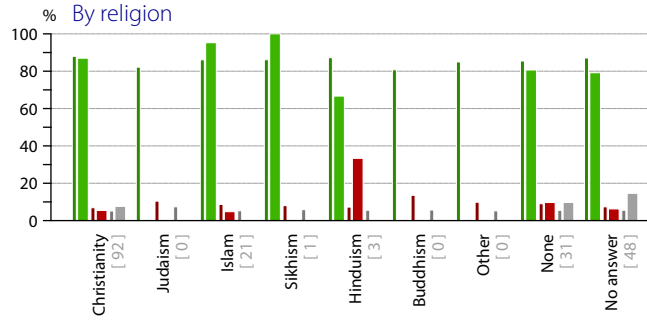
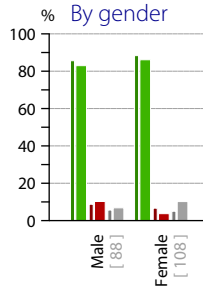
## Do you know why alcohol and smoking are bad for you?

Experience



## Do you usually feel happy?

Experience



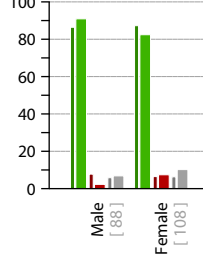
## Staying safe

Do you feel safe from other people when you are at school?

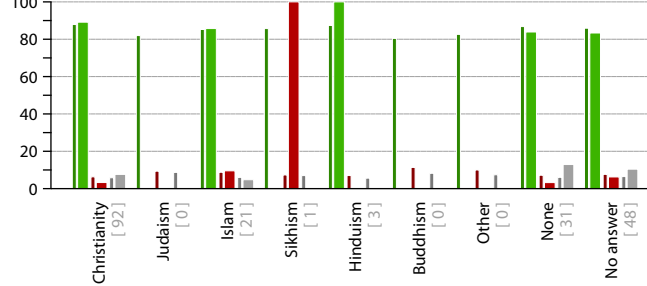
Experience



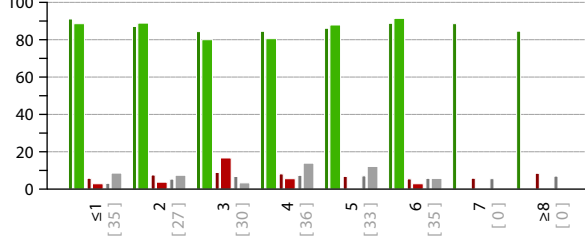
% By gender



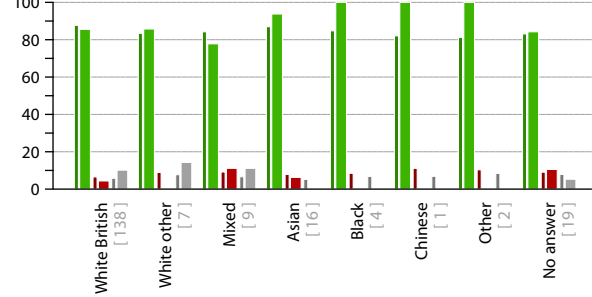
% By religion



% By year group



% By ethnicity

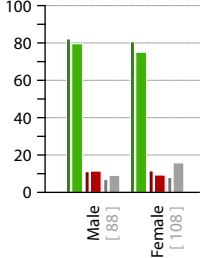


Do you feel safe from other people when you are travelling to and from school?

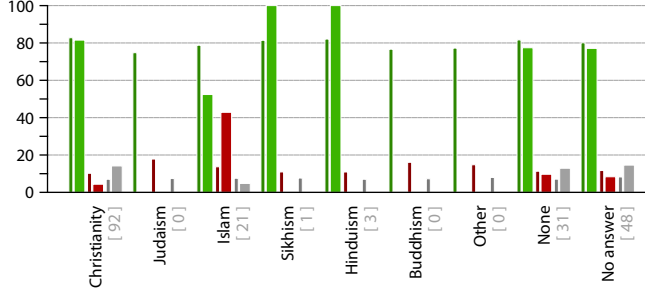
Experience



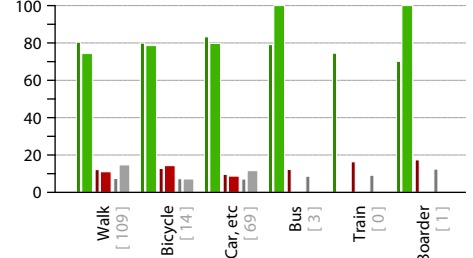
% By gender



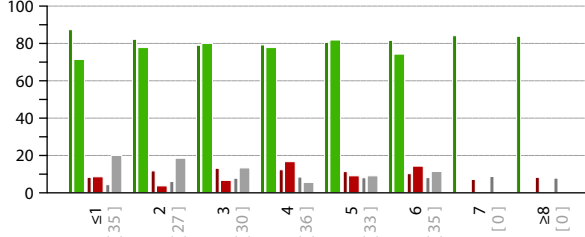
% By religion



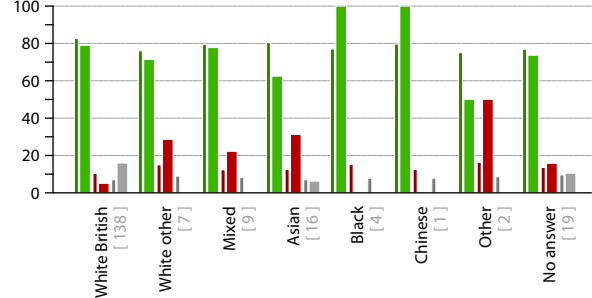
% By transport



% By year group



% By ethnicity

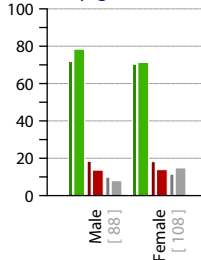


### Do you feel safe from other people when you are not at school?

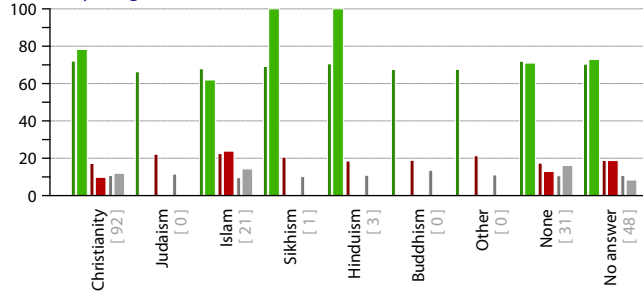
Experience



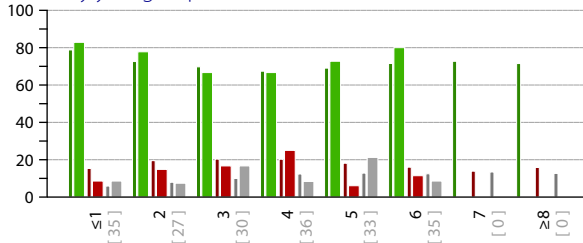
% By gender



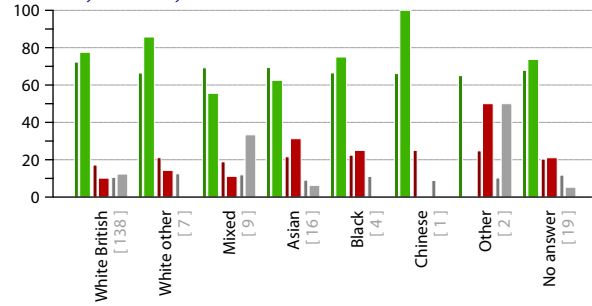
% By religion



% By year group



% By ethnicity

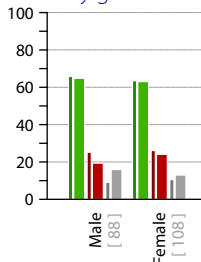


### Do you feel safe from accidents and injury at school?

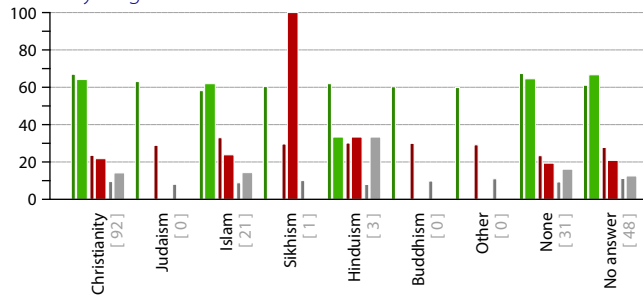
Experience



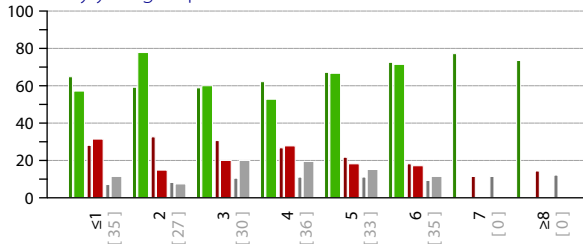
% By gender



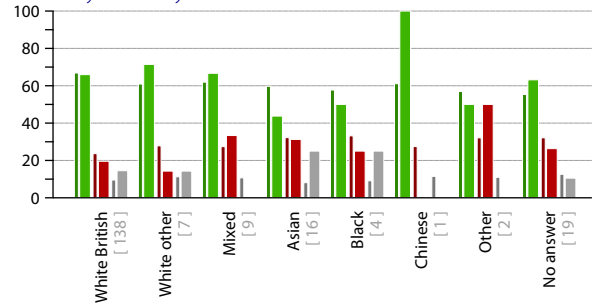
% By religion



% By year group

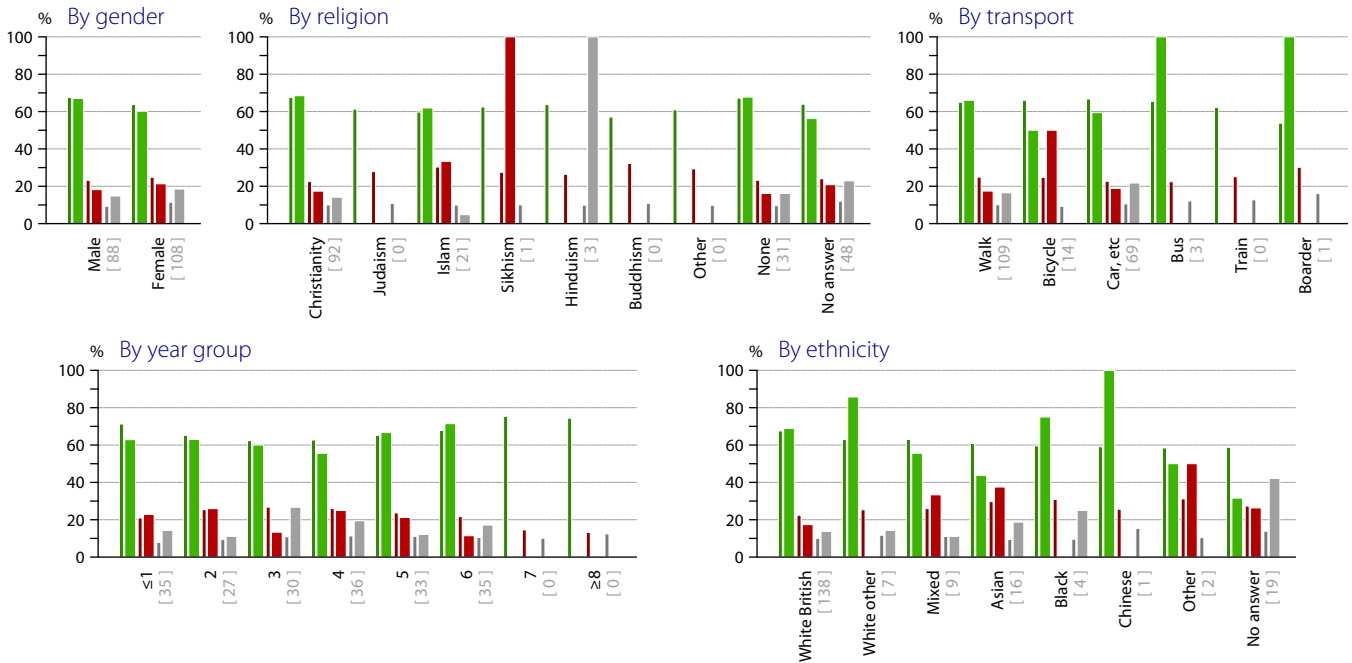


% By ethnicity



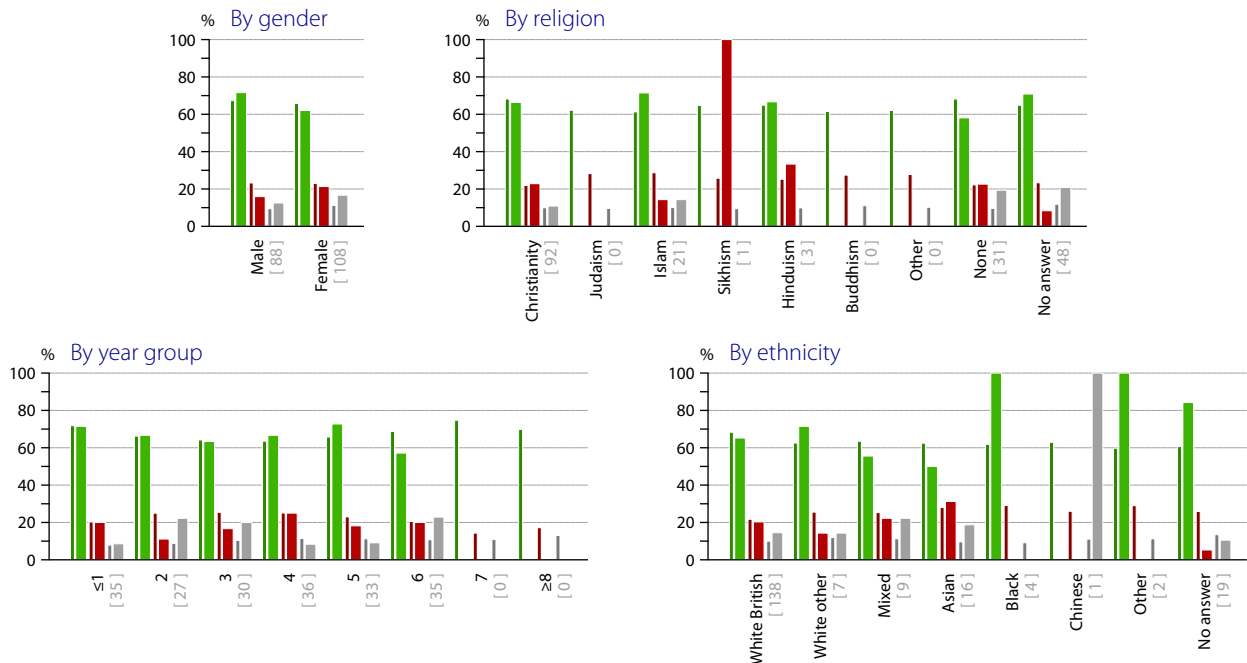
### Do you feel safe from accidents and injury when you are travelling to and from school?

Experience



### Do you feel safe from accidents and injury when you are not at school?

Experience

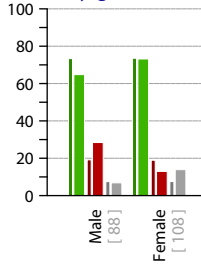


## Do you know the dangers of using the Internet?

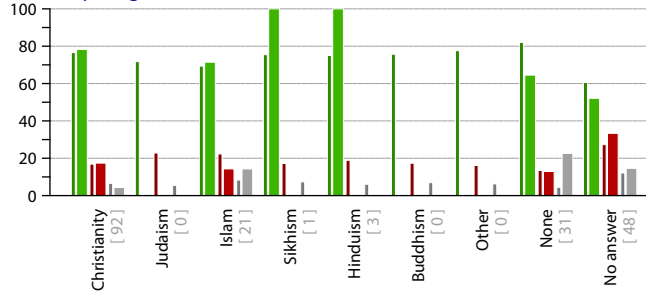
Experience



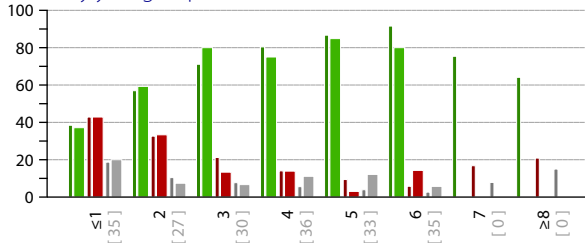
% By gender



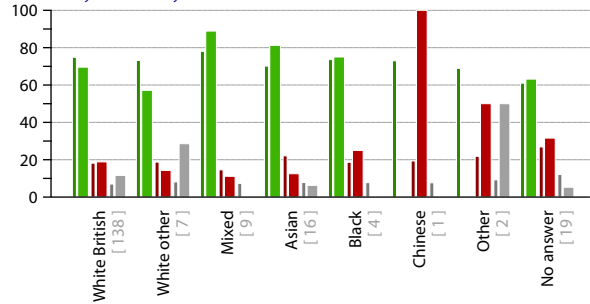
% By religion



% By year group



% By ethnicity

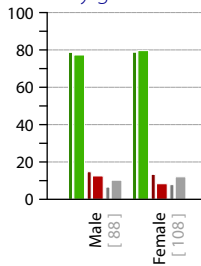


## Are you being bullied?

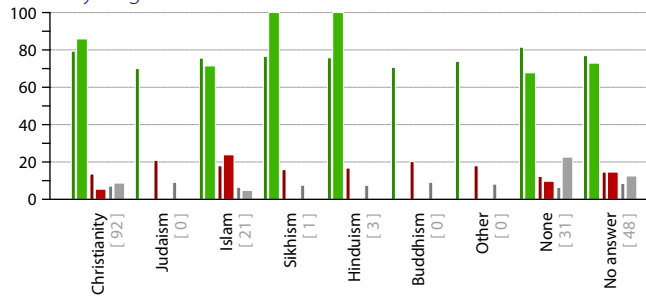
Experience



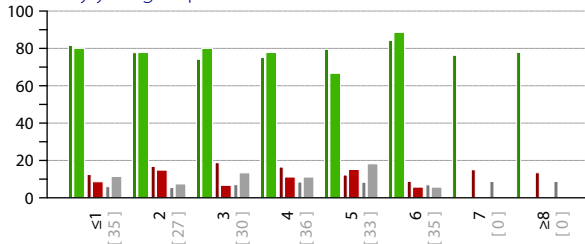
% By gender



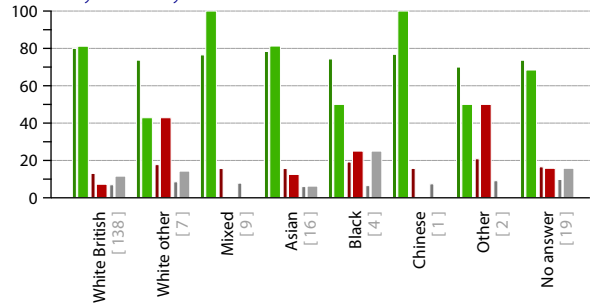
% By religion



% By year group

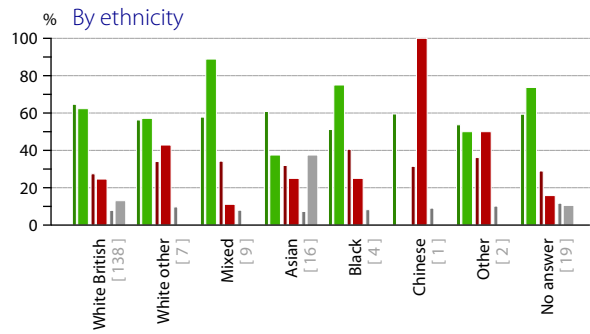
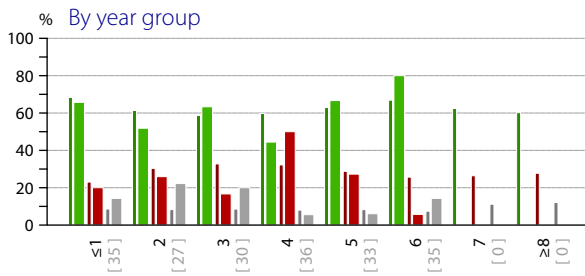
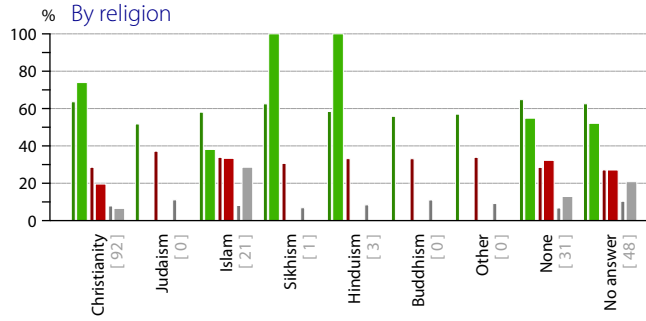
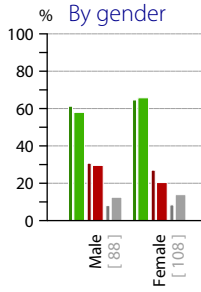


% By ethnicity



## Do you know of other pupils who are being bullied?

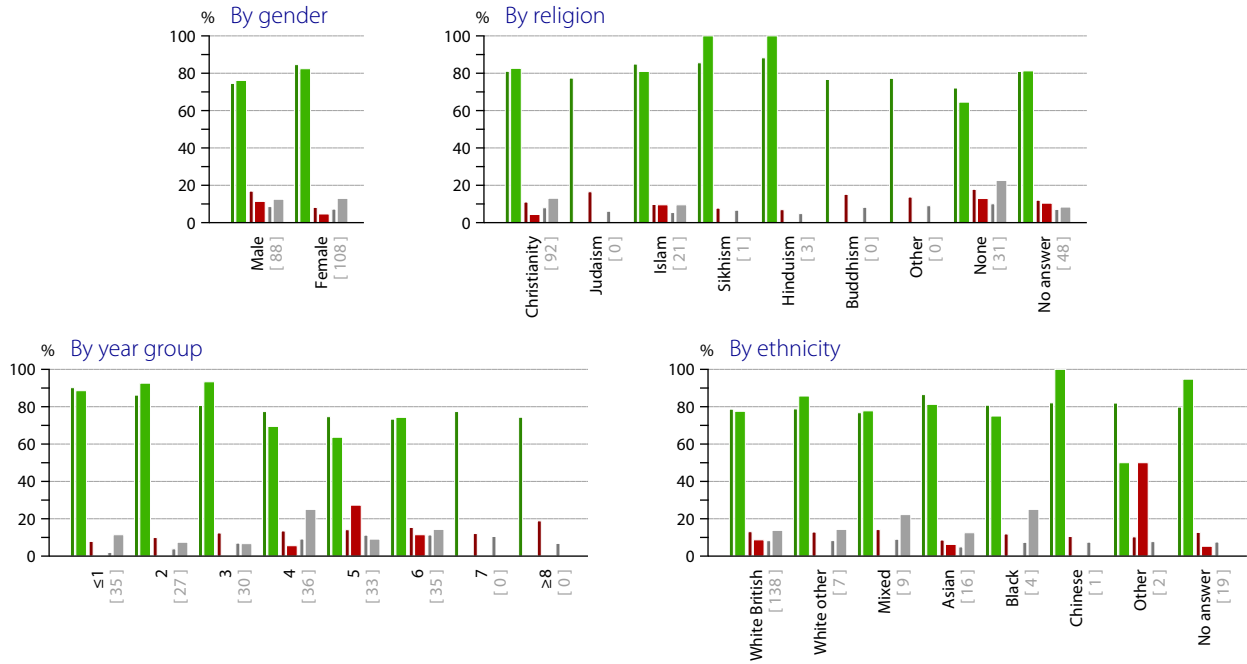
Experience



## Enjoying and achieving

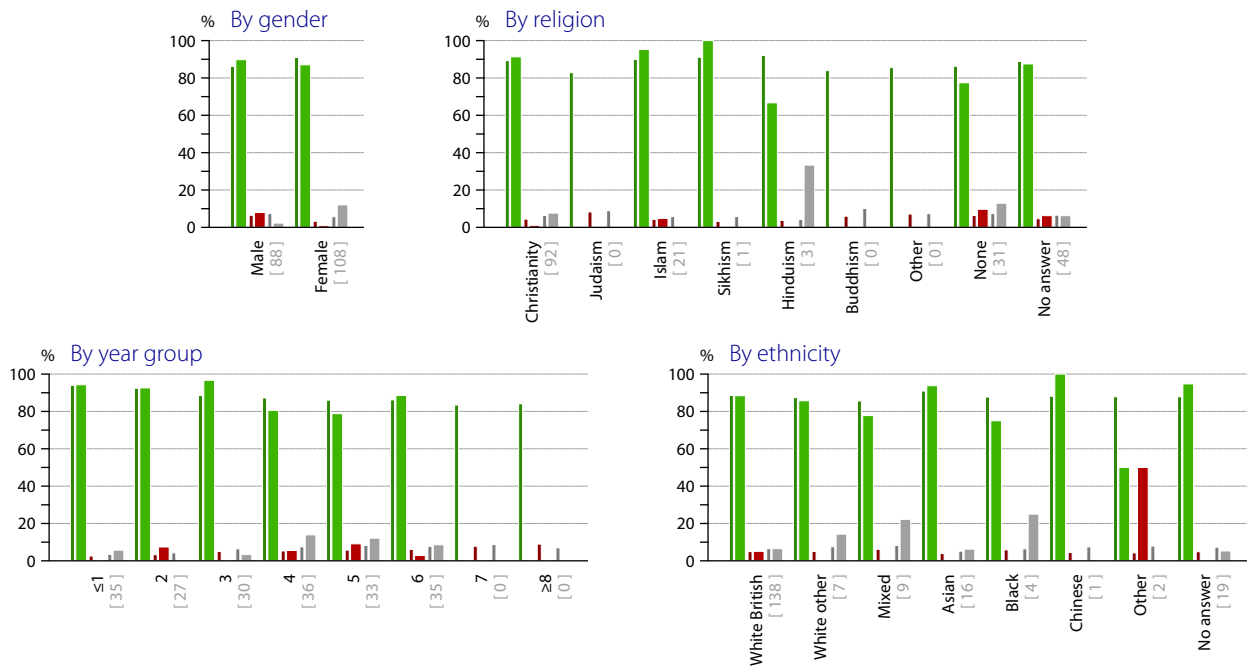
Do you enjoy going to school?

Experience



Are you doing as well as you can at school?

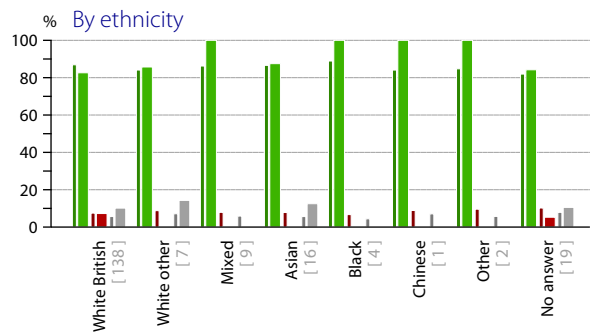
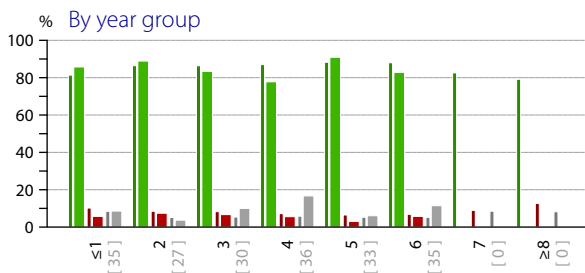
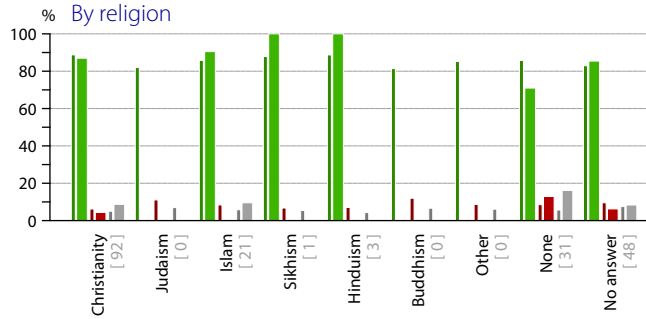
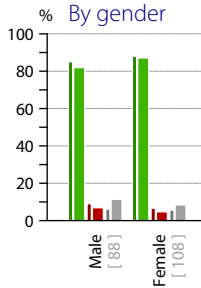
Experience





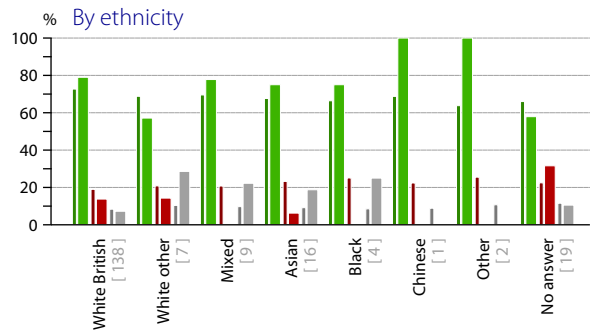
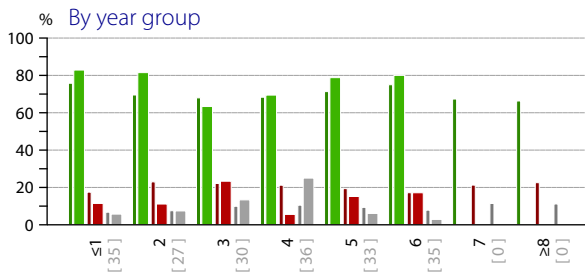
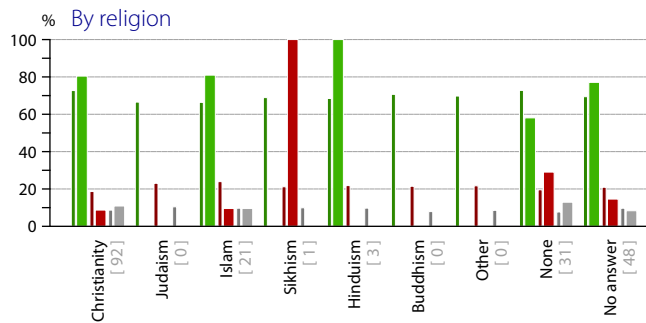
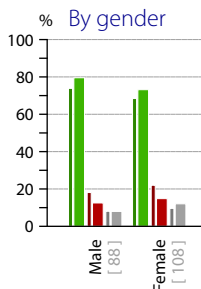
### Do you enjoy taking part in clubs or activities?

Experience



### Is it easy for you to find things to do when you are not at school?

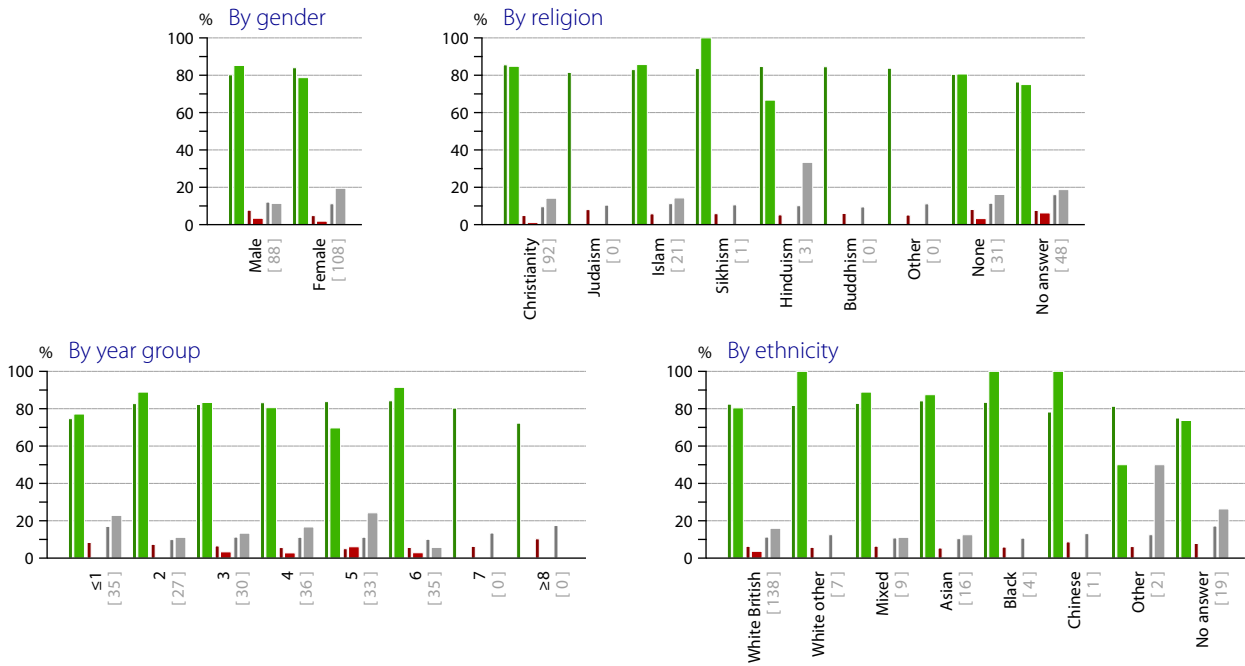
Experience



## Making a positive contribution

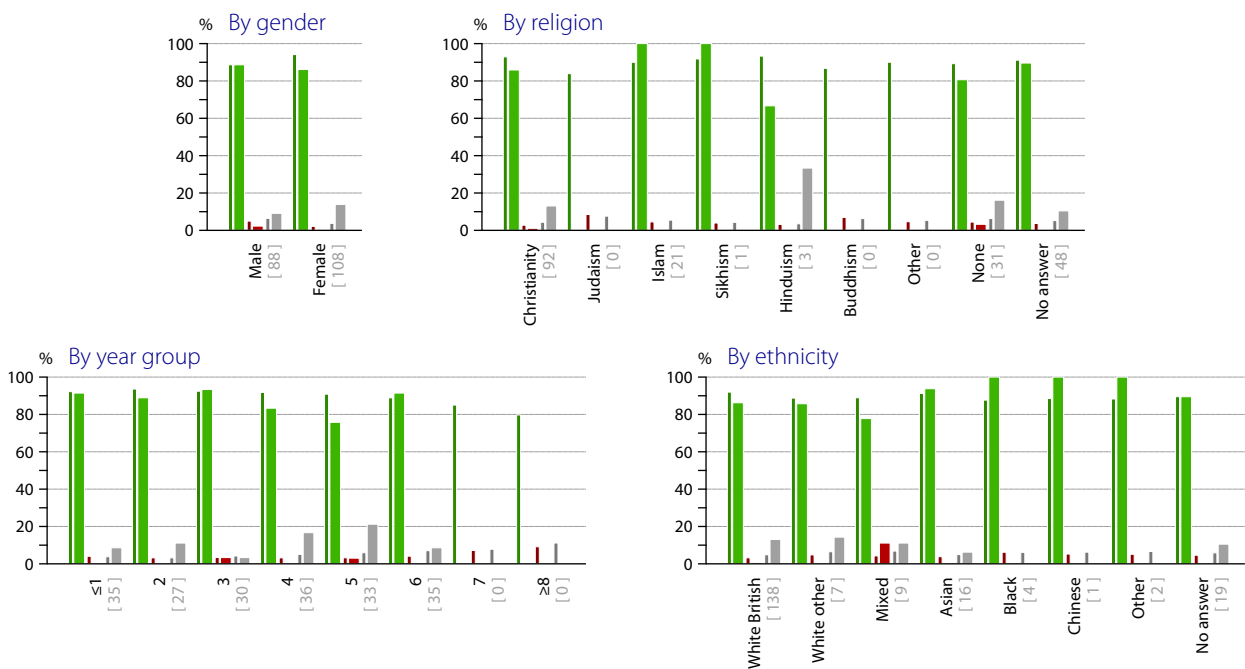
Do you try to help good causes?

Experience



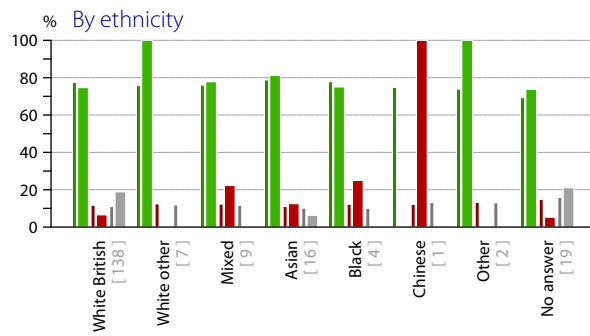
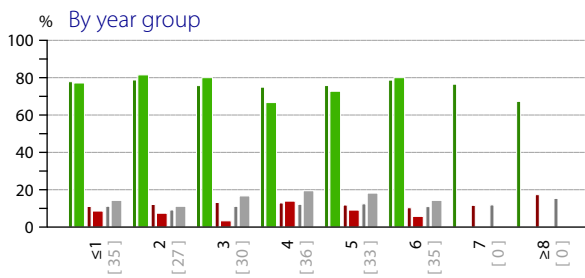
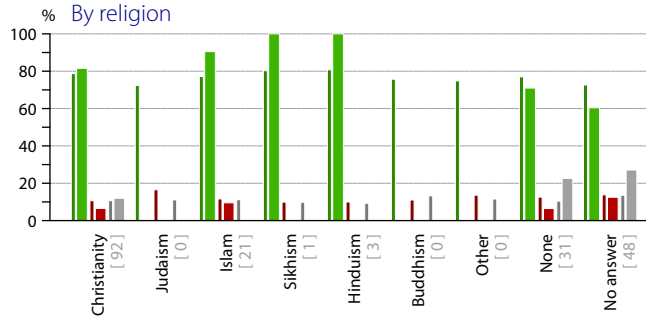
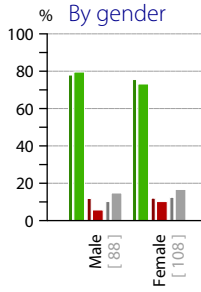
Do you try to stick to the rules?

Experience



## Do you cope well with challenges?

Experience



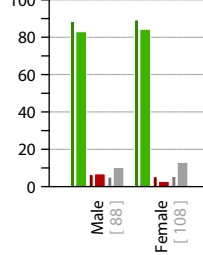
## Achieving economic well-being

Do you think that you live in a nice place to grow up?

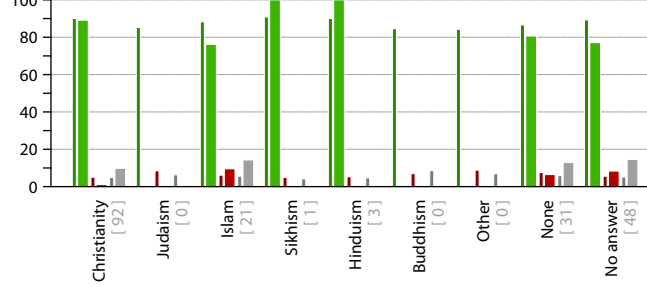
Experience



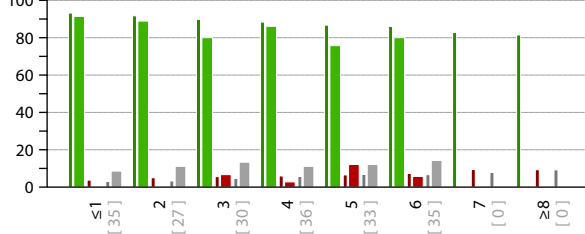
% By gender



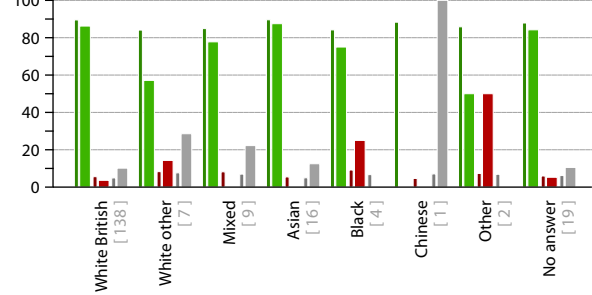
% By religion



% By year group



% By ethnicity



# Pupil voice

This section examines the extent to which pupils feel that they are listened to by the school, and able to influence the decisions that the school makes which affect them.

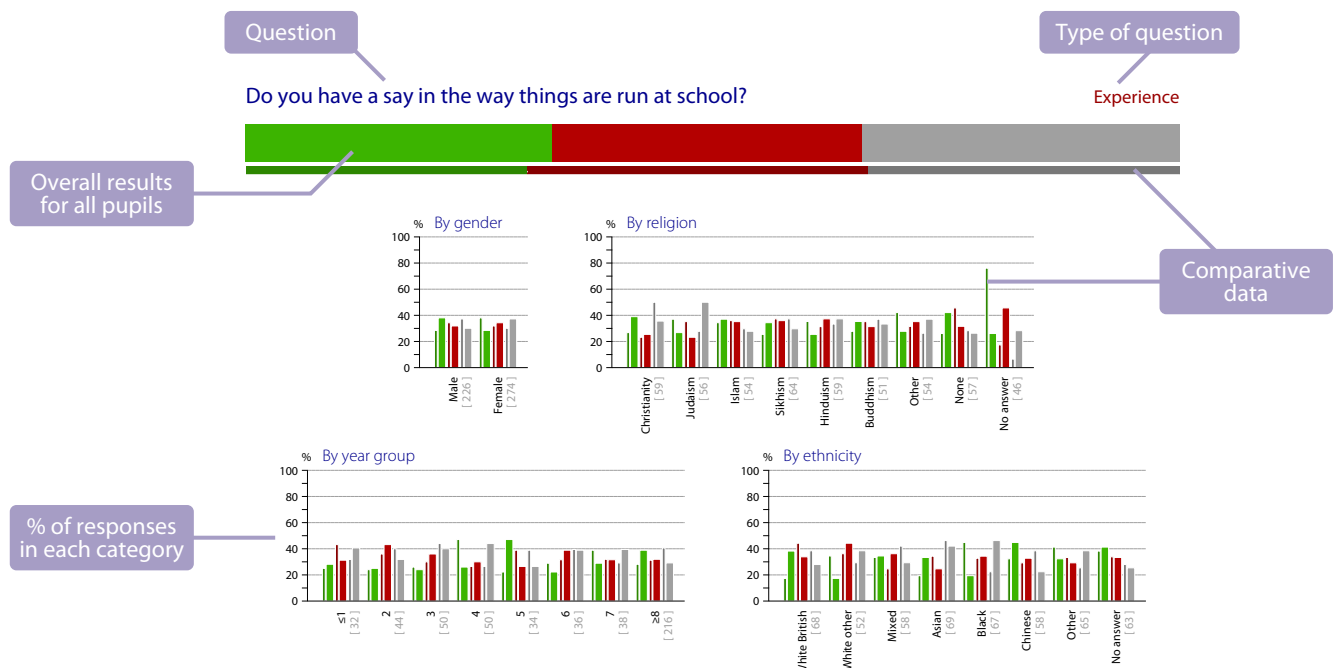
There is evidence to suggest that pupils who feel that they are listened to are more likely to conform to decisions, even if the actual decision is not what they would have liked. Jean Rudduck in *Pupil voice and citizenship education: A report for the QCA Citizenship and PSHE Team* (2003) suggests that a key factor in ensuring that a consultation process has credibility with pupils is the way in which the results are fed back to them. It is therefore important that both the results of this *Pupil Perceptions* questionnaire and any action that stems from it are communicated to pupils.

On page 28, you are shown the proportion of pupils in the school who responded positively or negatively to each question. Pupils selected their response for each question from the following options:

- Yes
- No
- I do not wish to answer.

The responses for each question are also broken down by gender, religion, year group and ethnicity. The number of pupils in each category is shown in square brackets. Comparative data is shown by the narrow bars.

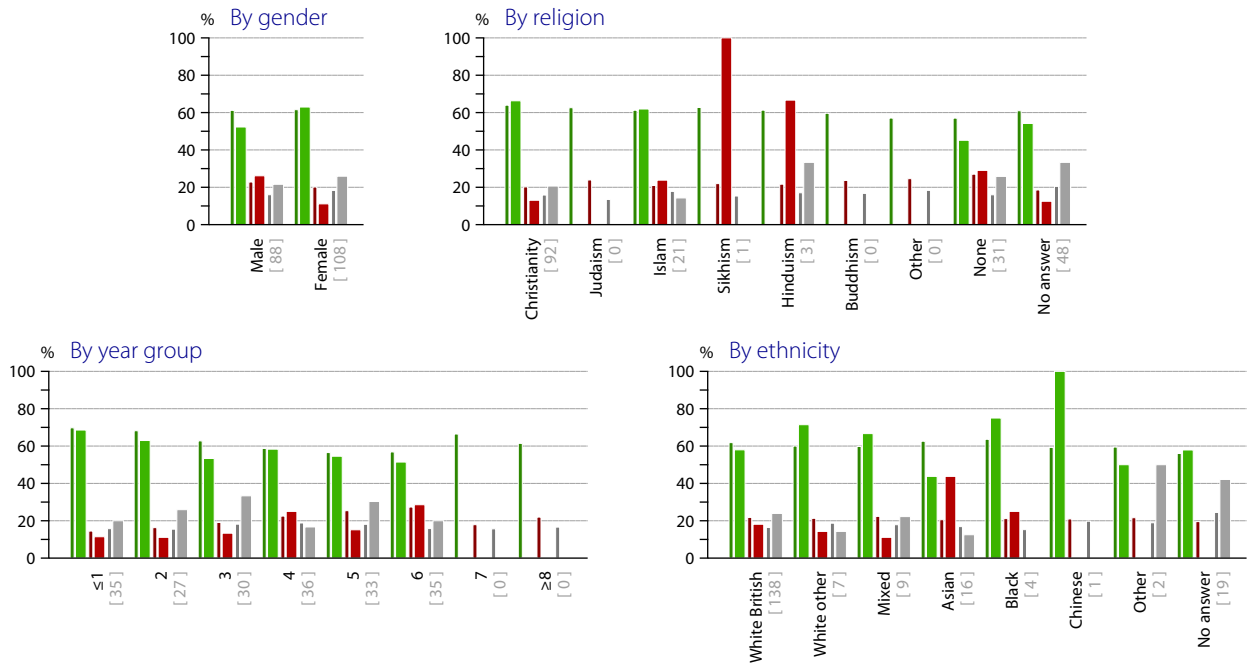
A guide showing how to read the information on page 28 is provided below:



## Pupil voice

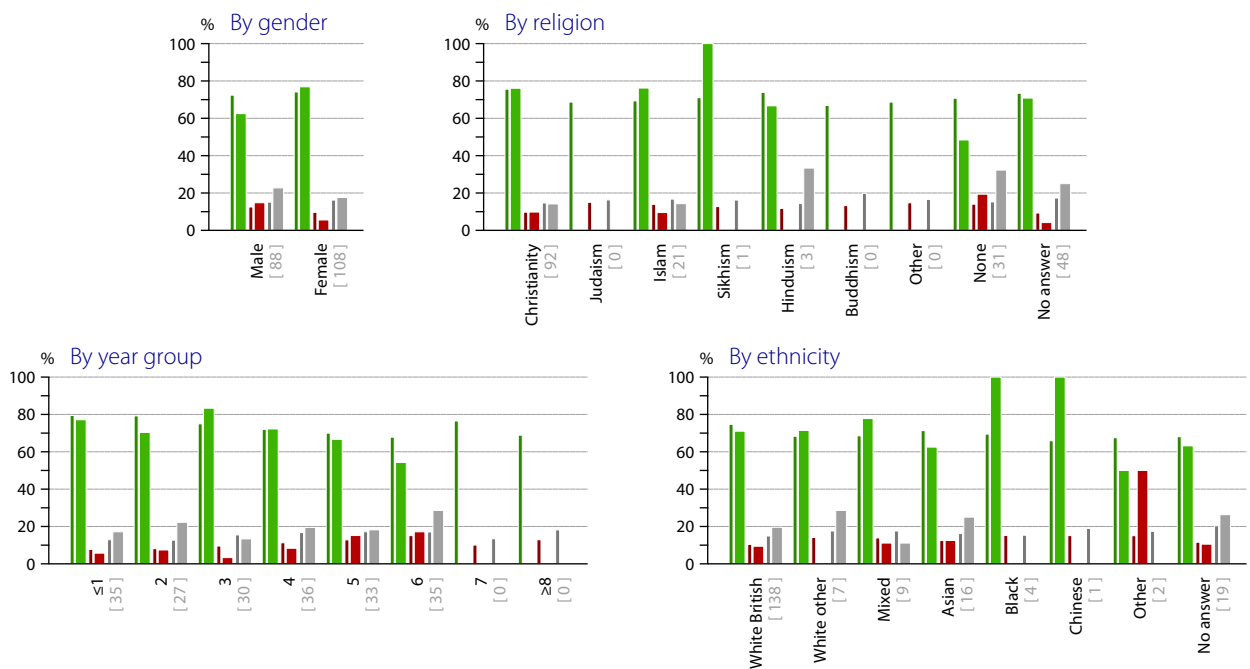
Do you have a say in the way things are run at school?

Experience



Do you think the school will listen to the things that you have put in this survey?

Experience



# Influence of others

This section provides details of pupils' perceptions about the efforts that are made on their behalf by various people, with regard to health and well-being issues.

Pupils were asked to consider the following groups of people:

- Teachers and other adults in school
- Friends
- Family and/or carers
- Other adults.

## Pupil responses by outcome

Each 'influence' question is shown on pages 31 to 37. For each question, you are shown the proportion of pupils in the school who responded positively or negatively. Pupils selected their responses from the following options:

- Yes
- No
- I do not wish to answer.

The responses for each of the questions are also broken down by whether pupils responded positively or negatively to the 'experience' questions for the relevant area. (The number of pupils who responded positively/negatively is shown in square brackets.)

The results for pupils who responded positively to the experience questions illustrate that the efforts of these groups of people correlate with positive outcomes. The results for pupils who responded negatively to the experience questions illustrate that the efforts of these groups of people are not translating into positive outcomes for the pupil.

For example, if a group of people are perceived as having an effect only by the pupils who responded positively to the experience questions, a change in approach towards the pupils who responded negatively to the experience questions may be required.

Comparative data is shown by the narrow bars.

A guide showing how to read the information on pages 31 to 37 is provided below:

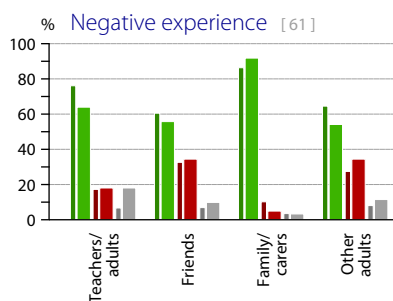
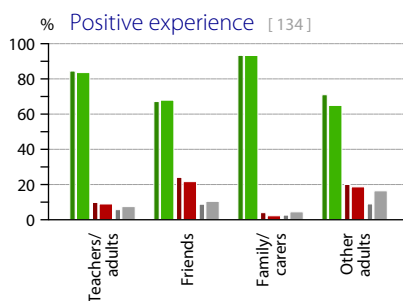
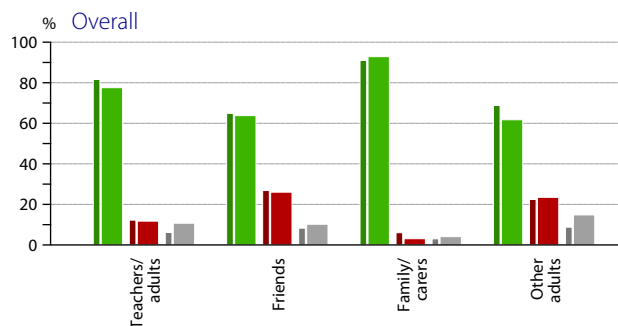




## Being healthy

### Who helps you to do healthy things?

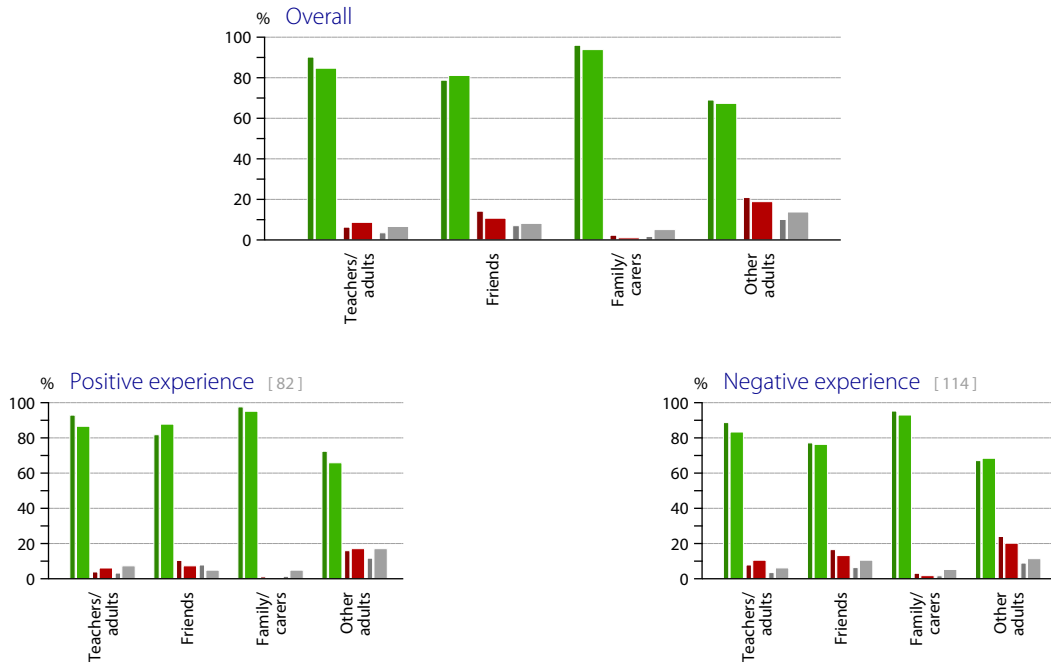
Influence



## Staying safe

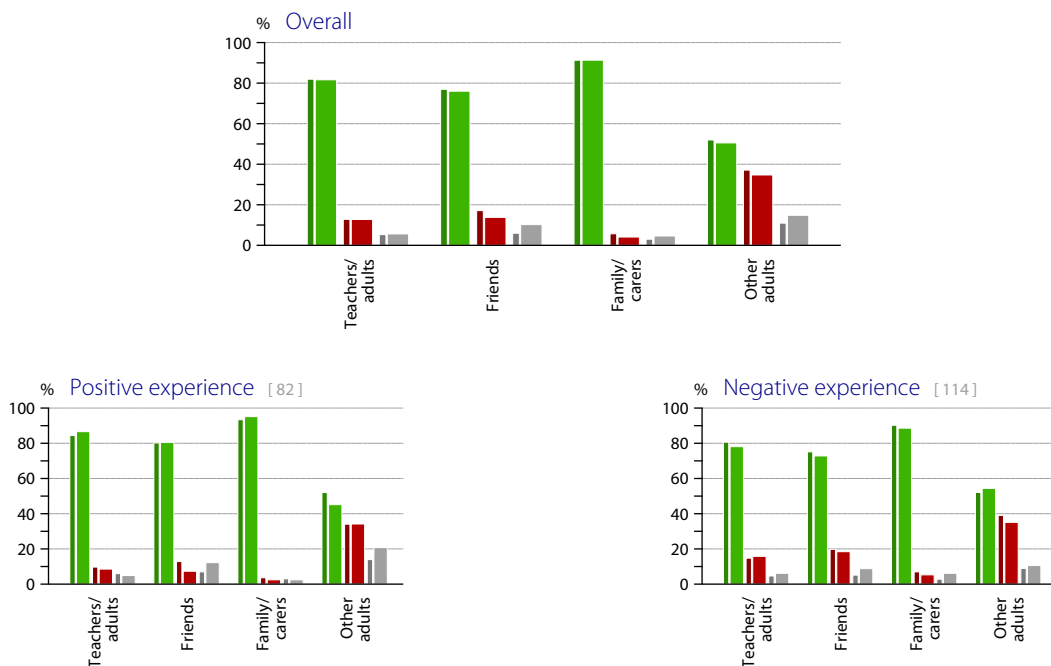
### Who helps to keep you safe?

Influence



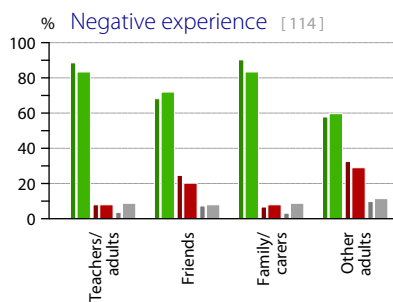
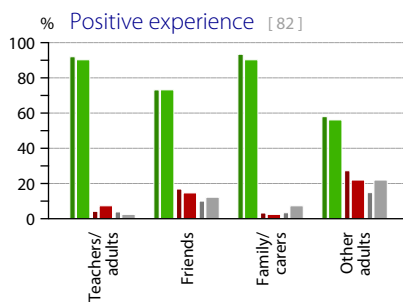
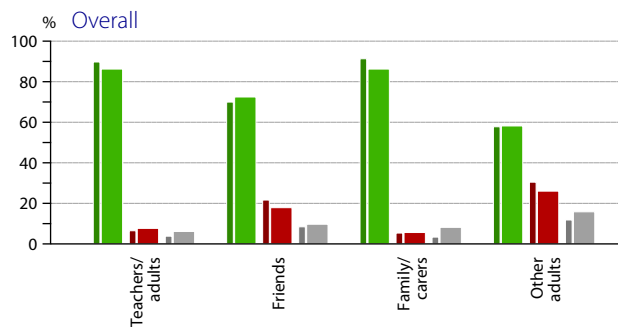
### If you were being bullied, who would you feel happy to talk to?

Influence



## If you were being bullied, who would help to stop it?

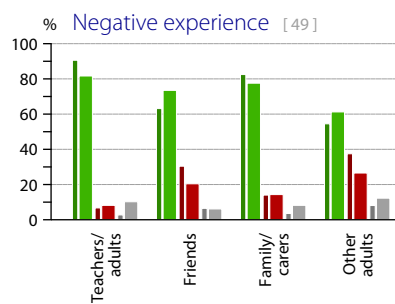
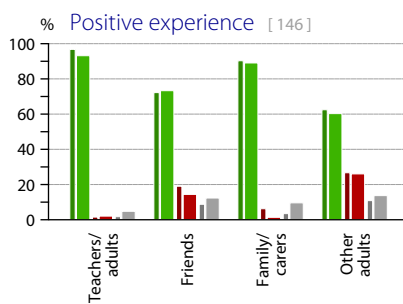
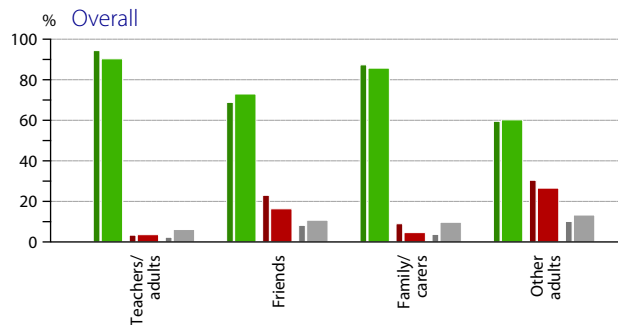
Influence



## Enjoying and achieving

### Who helps you to do well at school?

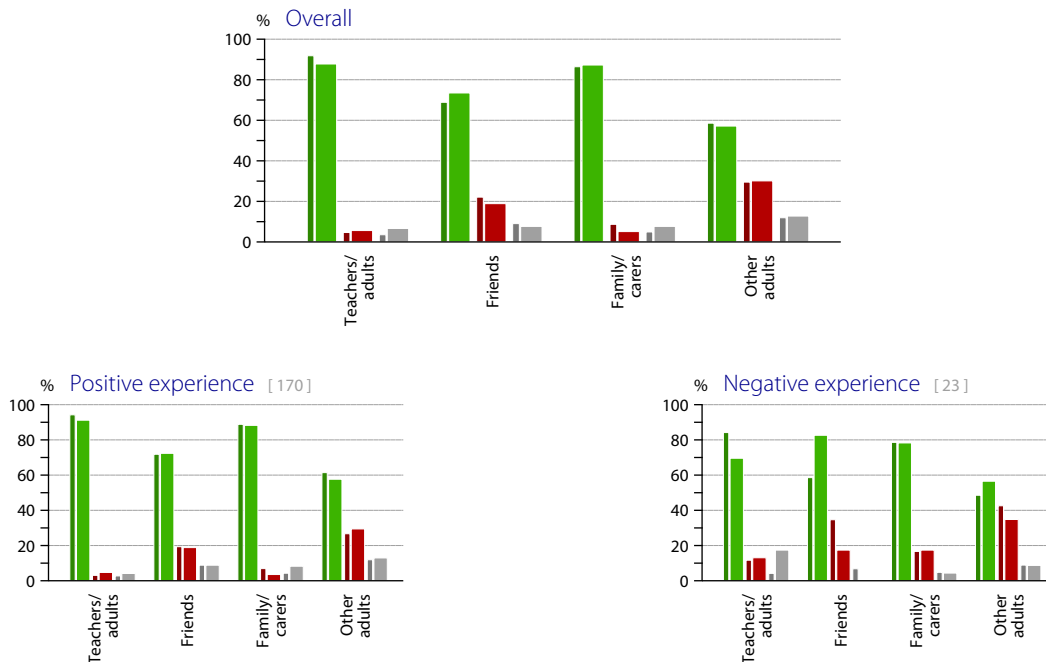
Influence



## Making a positive contribution

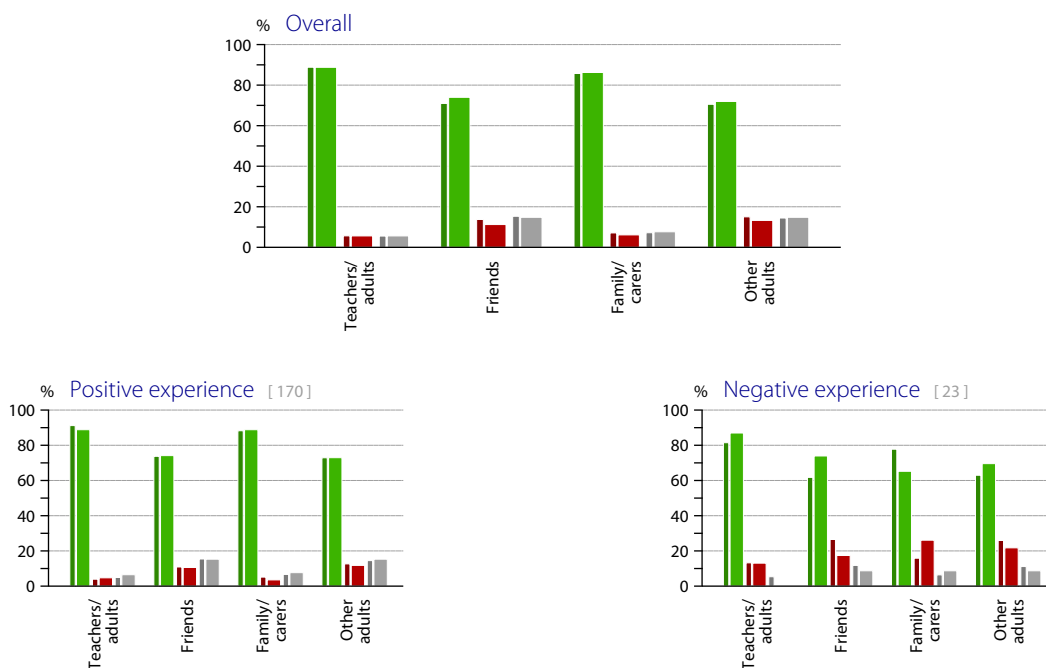
### Who helps you to stick to the rules?

Influence



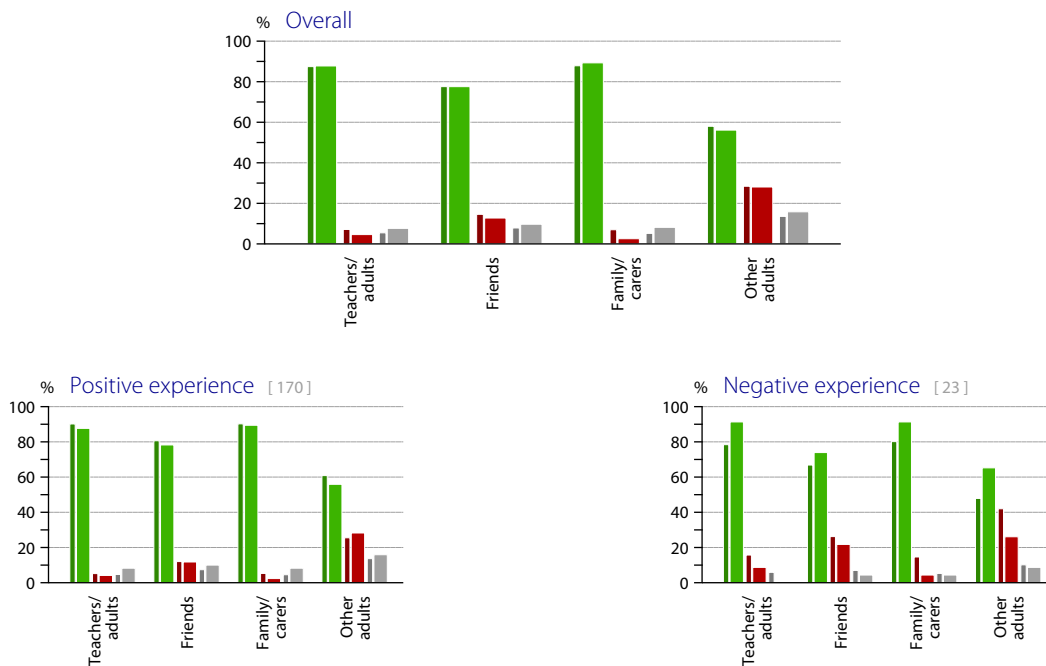
### Do you think the following people stick to the rules?

Influence



## Who helps you to cope well with challenges?

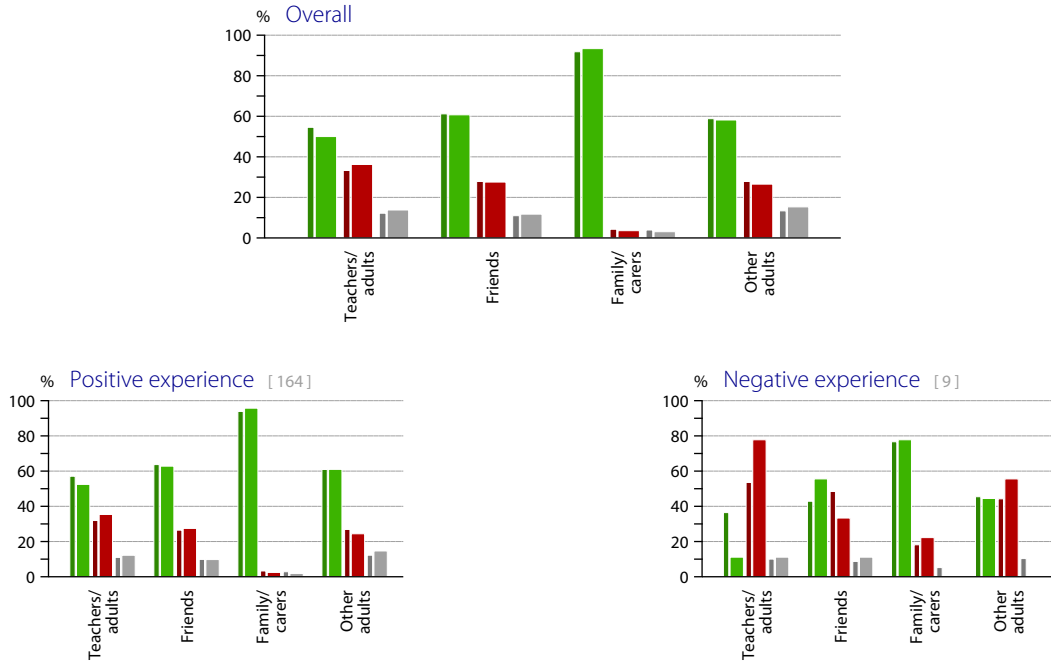
Influence



## Achieving economic well-being

### Who helps to improve the place where you live?

Influence



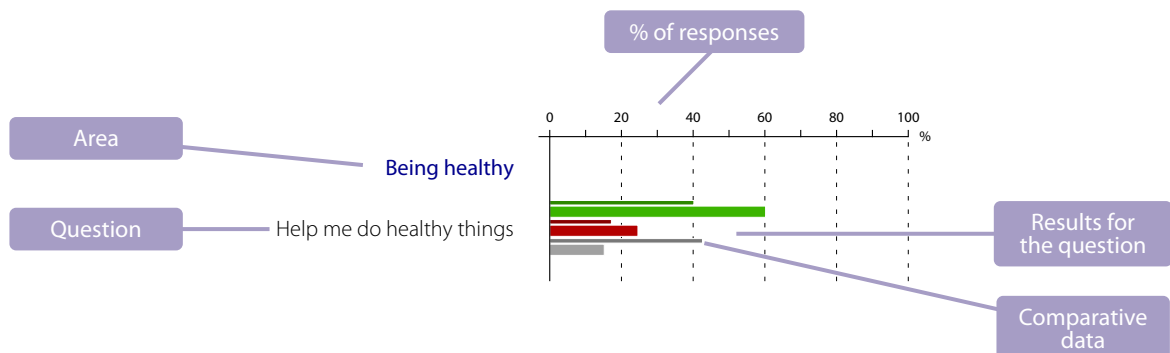
### Pupil responses by category of people

Each of the groups of people is shown on pages 38 to 41. For each group of people, you are shown the proportion of pupils in the school who responded positively or negatively to each 'influence' question, eg *Who helps to keep you safe?*. Pupils selected their response for each question from the following options:

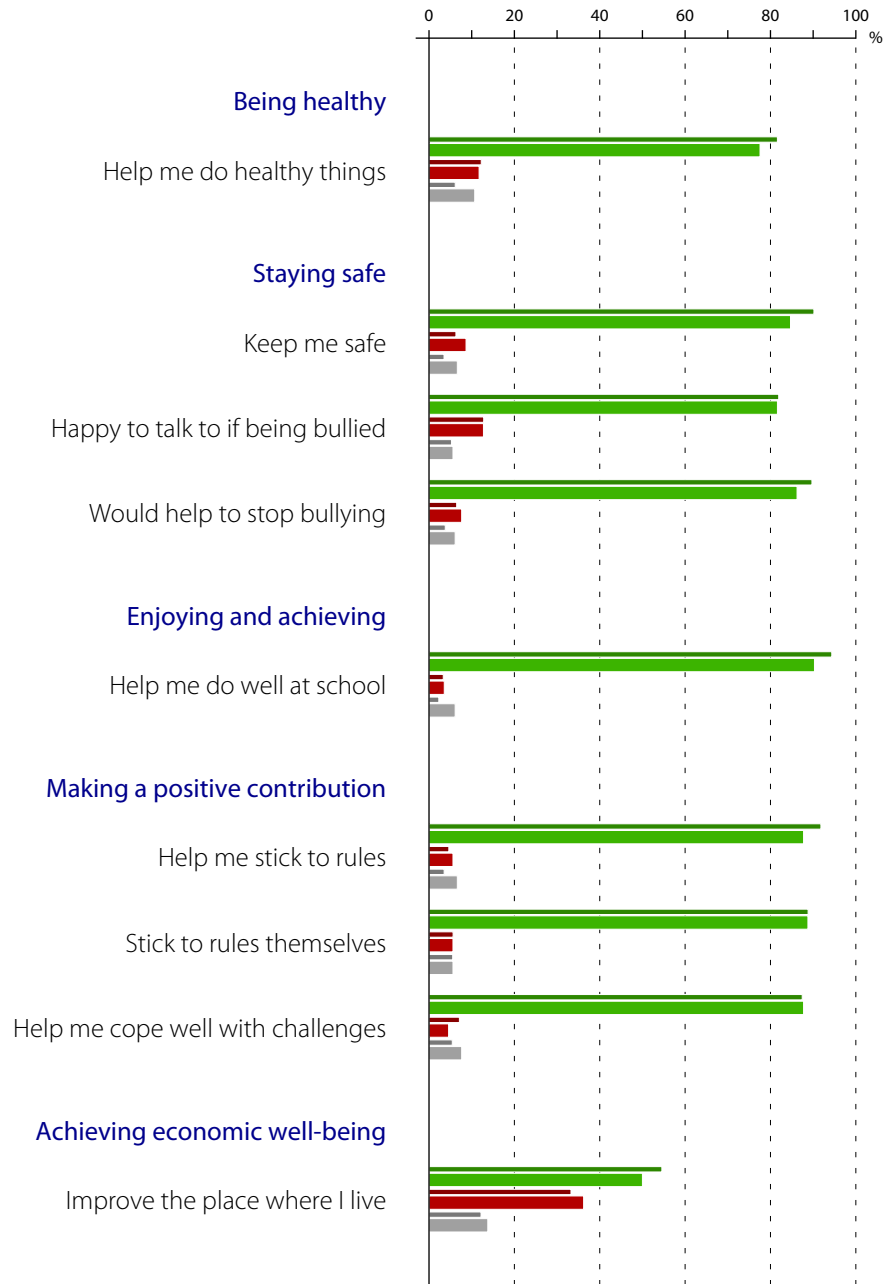
- Yes
- No
- I do not wish to answer.

Comparative data is shown by the narrow bars.

A guide showing how to read the information on pages 38 to 41 is provided below:

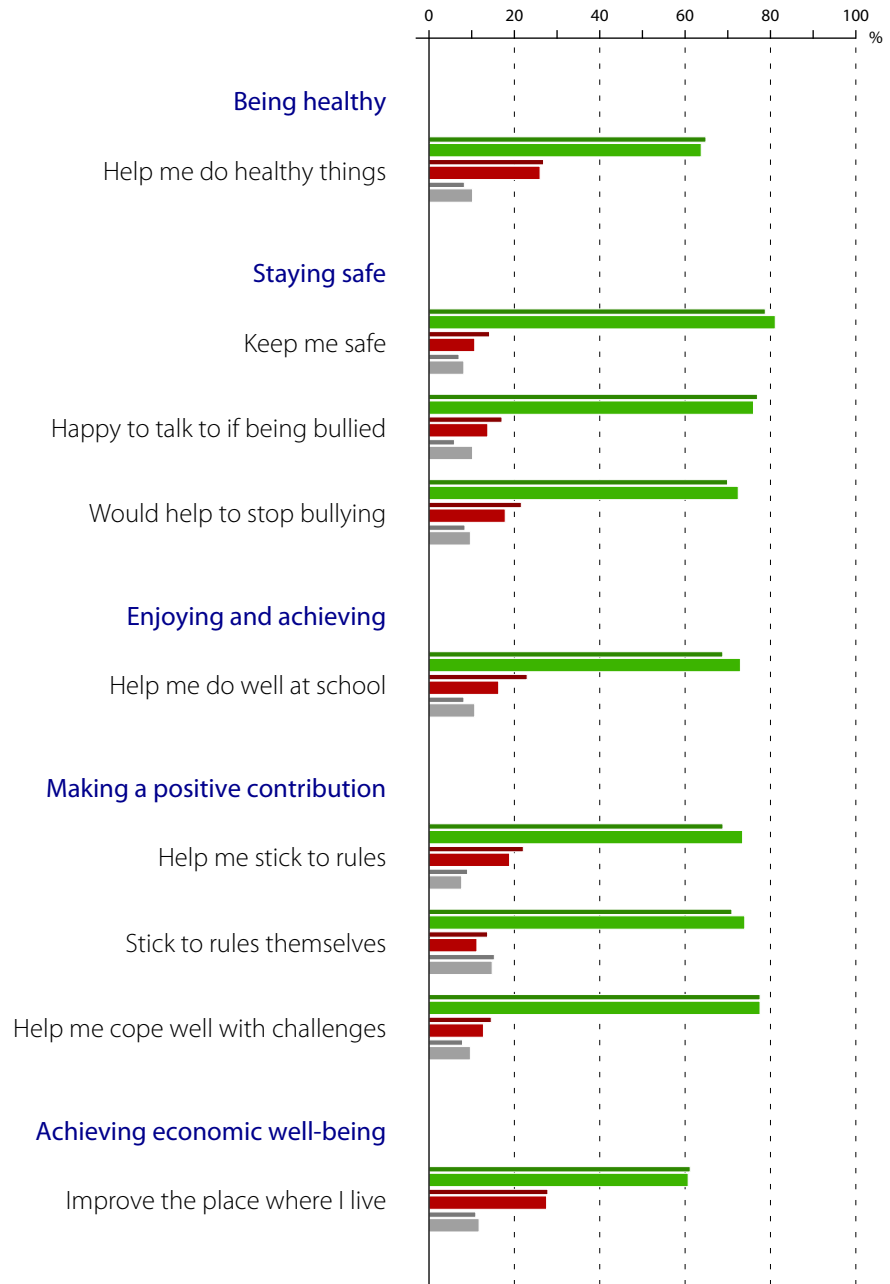


## Teachers and other adults in school

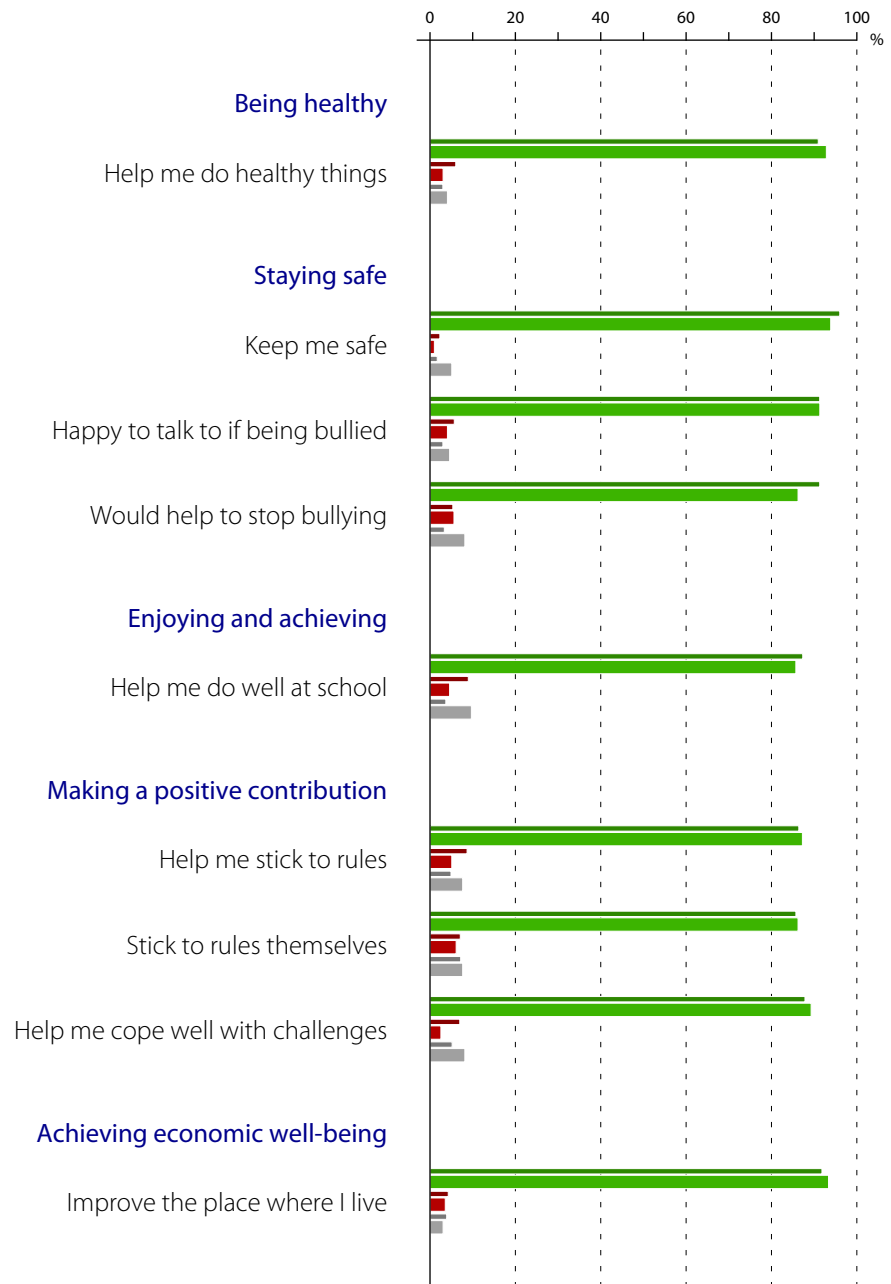




## Friends



## Family and/or carers



## Other adults



## Individual responses

*Pupil Perceptions* provides an opportunity for pupils to express any concerns that they may have about their own experience. This section shows each pupil's Readiness for Learning score, along with the particular areas in which they gave negative responses. The purpose of this section is to identify pupils for whom further investigation or intervention may prove valuable.

It is important to remember that *Pupil Perceptions* provides an opportunity for pupils to express concern; it does not guarantee that they will take this opportunity.

The pupils are identified in this section by the number that was allocated to them along with the linked password for them to complete the online questionnaire. For reasons of confidentiality and data protection, the list of which pupil number (and password) corresponds with which pupil is maintained only by the school. Neither Anspear nor any other agency has any way of identifying the names of pupils from their passwords or numbers.

The first entry in the table on pages 44 to 46 for each pupil number is their Readiness for Learning (RfL) score. This is an overall score calculated on a scale from 0-5 using their responses to the survey as a whole, with higher scores indicating more positive perceptions. For more information about RfL, see the *Appendix*. As a very general guide, a score of 3.5 or above shows a pupil whose experience is generally positive (although they may still have concerns in some areas). A pupil scoring 2.5 or below is likely to have given multiple negative responses in several areas.

For each pupil number, the table then shows whether the responses that each pupil gave in each area were rated as generally positive or negative, as follows:

- Pupils responded positively to at least one relevant question, and did not give any negative responses.
- Pupils gave one negative response to a relevant question (or up to two negative responses for the 'Staying safe' area).
- Pupils gave more than one negative response to relevant questions (or more than two for the 'Staying safe' area).
- Pupils responded 'I don't know/do not wish to answer' to every relevant question.

The relevant questions for these ratings are those that ask pupils how issues relate to them personally, eg *Do you feel safe from other people when you are at school?* (ie 'experience' questions). The ratings do not take into account the questions that ask pupils to reflect on the effect of other people, eg *Who helps to keep you safe?* (ie 'influence' questions). Note that the 'Achieving economic well-being' area only has one relevant question, so the 'gave more than one negative response' rating is not possible here. The threshold is set higher for the 'Staying safe' area to reflect the comparatively large number of questions in that area.

The pupil numbers shown in the table are in no way prioritised, as that would require a detailed knowledge of the pupils and their circumstances. Clearly, some form of action may need to be taken on behalf of the school in order to help some, if not all, of the pupils who gave negative responses. Whether and how this should be done are judgements that can only be made by the school.

The pupil numbers for pupils who stated that they are being bullied, or that they know of other pupils who are being bullied, are shown on page 47.

Further details of the particular questions that the pupils responded to negatively are provided in the accompanying *Individual Responses* report.

	Readiness for Learning	Being healthy	Staying safe	Enjoying and achieving	Making a positive contribution	Economic well-being		Readiness for Learning	Being healthy	Staying safe	Enjoying and achieving	Making a positive contribution	Economic well-being	
0001	4.4	●	○	●	●	●		0042	4.1	●	●	●	●	●
0002	4.3	●	○	●	●	●		0043	3.4	○	○	○	○	●
0003	3.3	●	●	○	●	●		0044	3.5	●	○	○	●	●
0004	3.6	●	○	●	●	●		0045	4.6	●	○	●	●	●
0005	3.9	○	○	●	●	●		0046	3.4	●	●	●	○	●
0006	4.9	●	●	●	●	●		0047	4.2	●	○	●	●	●
0007	3.5	●	●	●	●	●		0049	4.2	●	●	●	●	●
0008	4.1	●	●	○	●	○		0050	4.5	●	○	○	●	●
0009	4.2	●	●	●	●	●		0051	4.9	●	●	●	●	●
0010	4.9	●	●	●	●	●		0052	5.0	●	●	●	●	●
0011	4.7	●	●	●	●	●		0053	2.4	●	○	●	●	●
0012	2.3	●	●	●	○	●		0054	4.0	○	○	●	●	●
0013	4.6	●	●	●	●	●		0055	2.6	●	●	●	●	●
0014	3.5	○	●	●	●	●		0056	2.7	●	○	○	●	●
0015	4.4	●	○	●	●	●		0057	5.0	●	●	●	●	●
0016	3.6	●	○	●	●	○		0058	3.4	○	○	○	●	●
0017	3.4	○	●	○	●	●		0059	3.4	●	●	●	●	●
0018	4.2	●	○	●	●	●		0060	4.9	●	●	●	●	●
0019	4.0	●	○	●	●	●		0061	4.7	●	●	●	●	●
0020	2.8	○	○	○	○	●		0062	4.4	●	●	●	●	●
0021	3.3	●	●	●	●	●		0063	4.3	●	○	○	●	●
0022	4.0	●	○	●	○	●		0064	3.0	●	○	●	●	●
0023	4.2	○	●	●	●	●		0065	3.1	●	○	●	●	●
0024	3.1	●	○	●	●	●		0066	4.2	○	○	●	●	●
0025	3.3	●	●	○	●	●		0067	3.4	○	●	●	●	●
0026	4.9	●	●	●	●	●		0068	3.8	●	○	○	●	○
0027	3.8	○	○	●	●	●		0069	4.6	●	●	●	●	●
0028	4.0	●	○	●	●	●		0070	3.6	○	●	○	●	●
0030	3.7	●	○	●	○	●		0071	4.2	●	●	○	●	●
0031	4.9	●	●	●	●	●		0073	4.0	●	●	●	●	●
0032	3.6	○	●	○	●	●		0074	4.7	●	●	●	●	●
0033	2.6	●	●	●	●	●		0075	3.2	●	○	●	●	●
0034	4.0	○	●	○	●	●		0076	4.8	●	●	●	●	●
0035	3.6	●	○	○	○	●		0078	4.6	●	●	●	●	●
0036	3.1	●	●	●	●	●		0079	4.8	●	●	●	●	●
0037	4.7	●	●	○	●	●		0080	3.9	●	●	●	●	●
0038	3.9	●	○	●	○	●		0081	4.6	●	○	●	●	●
0039	3.8	●	○	●	●	●		0082	4.6	●	●	●	●	●
0040	4.5	●	●	●	●	●		0083	2.7	●	●	●	●	○
0041	1.1	●	●	●	●	●		0084	3.8	○	●	○	●	●

	Readiness for Learning	Being healthy	Staying safe	Enjoying and achieving	Making a positive contribution	Economic well-being		Readiness for Learning	Being healthy	Staying safe	Enjoying and achieving	Making a positive contribution	Economic well-being
0085	3.1	●	○	●	●	●		0125	3.0	○	●	●	●
0086	3.2	○	○	●	●	●		0126	3.3	●	●	●	●
0087	2.4	○	●	○	○	○		0127	3.9	●	○	●	●
0088	3.3	●	●	●	●	●		0128	4.6	●	●	●	●
0089	4.4	●	○	●	●	●		0129	3.6	●	○	●	●
0090	3.7	●	○	●	●	●		0130	4.4	●	●	●	●
0091	4.3	●	●	●	●	●		0131	3.6	●	●	●	●
0092	4.2	●	○	●	●	●		0132	4.2	○	○	●	●
0093	4.6	●	●	●	●	●		0133	2.5	●	●	○	●
0094	3.1	●	○	●	●	●		0134	3.6	○	○	●	●
0095	3.3	●	●	●	●	●		0135	3.7	●	●	●	●
0096	4.9	●	●	●	●	●		0136	4.9	●	●	●	●
0097	4.0	●	○	○	○	●		0137	4.0	●	○	●	●
0098	4.7	●	●	●	●	●		0138	2.3	○	○	○	●
0099	4.6	●	○	●	●	●		0139	3.8	○	●	●	○
0100	3.1	○	○	●	●	●		0140	1.9	●	○	○	●
0101	3.2	○	●	●	●	●		0141	3.5	●	○	●	●
0102	4.0	●	●	●	●	●		0142	2.1	○	●	●	○
0103	1.7	●	●	○	○	●		0143	3.9	●	○	●	○
0104	4.3	●	●	○	●	●		0144	3.3	○	○	●	●
0105	2.7	●	●	●	●	●		0145	4.8	●	●	○	●
0106	4.9	●	●	●	●	●		0146	4.6	●	●	●	○
0107	4.4	●	●	●	●	●		0147	4.1	●	○	○	○
0108	4.2	●	○	●	●	●		0148	3.5	○	●	○	●
0109	3.7	●	●	●	●	●		0149	4.4	●	○	●	●
0110	5.0	●	●	●	●	●		0150	4.0	○	●	○	●
0111	4.6	●	○	●	●	●		0151	4.6	●	○	●	●
0112	4.8	●	●	●	●	●		0152	4.5	●	●	●	●
0113	3.9	○	○	○	●	●		0153	2.9	●	●	○	○
0114	3.9	●	○	●	●	●		0154	5.0	●	●	●	●
0115	3.9	○	●	●	●	●		0155	3.5	●	●	○	●
0116	4.8	●	●	●	●	●		0156	2.9	○	○	●	●
0117	3.1	○	●	●	●	●		0157	4.6	●	●	●	●
0118	4.3	●	●	●	●	●		0158	3.4	○	○	●	●
0119	4.2	●	●	●	●	●		0159	4.1	●	●	●	●
0120	4.2	●	○	○	●	●		0160	4.6	●	○	●	●
0121	3.9	○	○	●	●	●		0161	5.0	●	●	●	●
0122	3.6	●	○	●	●	○		0162	4.1	●	○	●	●
0123	4.4	●	○	●	●	●		0163	3.5	○	○	●	●
0124	1.9	○	○	●	○	○		0164	4.1	○	●	●	●

	Readiness for Learning	Being healthy	Staying safe	Enjoying and achieving	Making a positive contribution	Economic well-being
0165	3.1	●	○	○	●	●
0166	2.8	●	●	○	●	●
0167	4.6	●	○	●	●	●
0168	3.2	○	●	●	●	●
0169	4.6	●	●	●	●	●
0170	4.9	●	●	●	●	●
0171	3.9	●	●	●	●	●
0172	3.5	○	●	●	●	●
0173	4.9	●	●	●	●	●
0174	4.5	●	●	●	●	●
0175	4.6	●	●	●	●	●
0176	5.0	●	●	●	●	●
0177	3.2	○	●	●	●	●
0178	3.3	●	●	●	●	●
0179	4.5	●	○	●	●	●
0180	3.8	●	○	●	○	○
0181	3.8	●	●	●	●	●
0182	3.3	●	○	●	●	○
0183	3.9	○	○	●	●	●
0184	4.9	●	●	●	●	●
0185	4.6	●	●	●	●	●
0186	3.5	○	○	●	●	●
0187	3.8	○	○	●	○	●
0188	4.6	●	●	●	●	●
0189	4.3	●	○	●	●	●
0190	4.7	●	●	●	●	●
0191	4.3	○	●	●	●	●
0192	3.2	●	○	○	●	●
0193	4.5	●	●	●	●	●
0194	5.0	●	●	●	●	●
0195	4.4	●	●	●	●	●
0196	3.4	●	●	●	●	●
0197	5.0	●	●	●	●	●
0198	3.9	○	●	○	●	●
0199	4.6	●	●	●	●	●
0200	3.6	●	●	○	●	●



## Bullied pupils

The following 20 pupils said that they are being bullied:

0003 0004 0016 0018 0021 0027 0033 0036 0038 0047 0067 0068 0090 0109 0124 0127 0153 0156  
0183 0196

The following 48 pupils said that they are aware of bullying to another pupil:

0004 0007 0013 0015 0017 0020 0021 0027 0031 0033 0034 0036 0038 0040 0045 0046 0047 0064  
0065 0066 0067 0068 0073 0076 0082 0085 0090 0092 0099 0103 0113 0114 0116 0117 0124 0133  
0138 0151 0156 0160 0168 0173 0186 0187 0191 0195 0196 0200

# Appendix: About Readiness for Learning

Readiness for Learning (RfL) is a score derived by combining pupils' responses to the whole *Pupil Perceptions* survey. It is intended to:

- give the school a quick overall impression of how positive or negative pupils' responses have been
- facilitate comparisons between different groups of pupils
- help identify pupils who may be most in need of intervention or support
- provide a single score that can be easily compared with other data, eg attainment, attendance, free school meals or additional needs.

RfL is used in the school Readiness for Learning table on page 6, and in the tables of individual pupils starting on page 44.

## How RfL is calculated

RfL Scores for each pupil are calculated on a scale of 0-5, based on the number of negative responses the pupil gives to the *Pupil Perceptions* survey. A pupil who gives no negative responses at all is given an RfL Score of 5; a pupil giving a very large number of negative responses will score 0.

Not all questions in the survey receive the same weighting:

- 'Experience' questions (eg *Do you feel safe from other people when you are at school?*) receive more weighting than 'influence' statements (eg *Who helps to keep you safe?*).
- Among 'influence' statements, those relating to teachers receive more weighting than others. Only statements relating to teachers, family and friends are included in the RfL calculation, since not all pupils will have contact with other adults who they might see as being in a position to help.
- Some questions are considered particularly important and receive extra weighting, eg *Are you being bullied?*
- A few questions are considered not to have a bearing on RfL and so are disregarded (although they may be useful for other purposes).

RfL Scores are also adjusted to account for declined responses (ie responses of 'I don't know/do not wish to answer'). Those below 3 are unaffected by declined responses, but higher scores are adjusted downwards where large numbers of responses have been declined, to show that while the number of negative responses may be low, the pupil has not indicated a positive experience either. In the extreme case, pupils who decline to answer any questions at all receive an RfL Score of 3.

## Interpreting pupils' RfL Scores

Each pupil's circumstances are different, and a single figure cannot sum up the complexity of any individual's experience. What RfL can do is provide a figure to use in comparisons, and flag up the individual pupils whose *Pupil Perceptions* responses are most likely to invite further investigation.

The RfL scale is calibrated so that, in very general terms, a score of 3.5 or above shows a pupil whose experience is generally positive, although they may still have significant concerns in some areas. A pupil scoring 2.5 or below is likely to have given multiple negative responses in several areas, meaning that their responses are likely to be worth following up.

Note, though, that these scores can only act as a general guide. In particular, pupils with very negative experience in one area but positive or neutral experience elsewhere may still receive a high RfL Score.

## RfL Indices

Taking the average RfL Scores of all the pupils in a school, or in a particular group, produces an RfL Index. These are mainly useful for comparative purposes, to gauge the overall difference in RfL between different groups of pupils.

The table on page 6 shows your school's RfL Index overall, and for various demographic groups. National RfL Indices are also provided for comparison. This table enables you to see how your school compares to others across the country, and whether any particular groups of pupils within your school might benefit from further investigation or additional support.

Since RfL can only be a general guide, small differences between RfL Indices (eg of 0.1 or 0.2) may not be particularly significant. Even larger differences do not necessarily point to a definite conclusion; in all cases, more detailed analysis is advised. Nevertheless, RfL Indices can be very useful as a starting point or guide for this analysis.