



Department
for Education

Pupil Behaviour Survey: Pilot Study

April 2024

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Government
Social Research

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Introduction

Background and purpose

This research aimed to develop and pilot a pupil behaviour survey in a sample of mainstream secondary schools to assess the viability of potential options for further rollout to all secondary schools in England. The overall aim of the proposed survey would be to provide both robust national level data and school level data; the latter could enable schools to understand pupil views on behaviour in their specific context and help drive improvements at a school level.

Prior to piloting the survey, a series of tasks were undertaken to assess the design/method requirements for such a survey including: a familiarisation workshop to gather input from DfE stakeholders on the survey scope and involve key stakeholders in its design; a rapid evidence review; and qualitative research with parents¹, pupils, schools, and a range of local, regional and national sector stakeholders.

Findings from these initial activities showed that the appetite for a nationally administered Pupil Behaviour Survey was mixed. Pupils felt that a survey could be valuable if it had a clear, tangible benefit for themselves and other pupils in their school, although raised some concerns about privacy if the survey was to be completed in school time. Schools and sector stakeholders expressed a range of attitudes. These were divided into concerns about resources required to administer a survey and how the data would be used, through to views that a survey could provide valuable insight into pupils' needs and how the school could best meet those needs through improvements in policy and practice. Overall, there was greater appetite from pupils to take part than there was from schools to manage the survey administration.

Building on these initial findings, a pilot was designed to test different survey delivery approaches in practice. The pilot aimed to find out which approaches were most likely to produce reliable survey estimates for the greatest number of schools, considering the response rates and potential response bias associated with each approach.

Pilot methodology

Given the concerns voiced by schools around the burden of distributing a survey, fieldwork resource was focused on trialling an approach which contacted pupils directly. Under this approach, pupils were sampled through the National Pupil Database (NPD) and invitations were posted directly to pupils' homes via their parents. This approach also allowed reminders to be targeted to non-responders and meant no school could opt out of the

¹ All references to 'parents' include carers or others with parental responsibility.

survey. The main drawback was that data collection costs were high due to the print and postage costs for the large volume of invite letters and reminders needed.

It was agreed that a modest-scale school-based approach should also be piloted, where schools were asked to distribute the survey to pupils via an email to parents. The school-based approach presented a cheaper option given the much smaller number of physical invites that needed to be issued.

Sampling

In order to invite pupils to participate in the survey, a sample of schools was drawn from the Get Information About Schools database (GIAS). Schools which did not meet the inclusion criteria² were removed and those in-scope were stratified by region, school type, Ofsted rating, catchment area characteristics and number of pupils prior to sample selection to ensure representation. A random systematic sample of 310 schools was drawn from the sample frame. The 310 schools selected for the study were then randomly allocated to the NPD approach (110 schools) or school-based approach (200 schools).

The Department for Education (DfE) Data Sharing team supplied an NPD extract containing anonymised details of the Y7-Y11 pupils at the 310 schools sampled for the study.

Pupil-based NPD approach

The pupil-based NPD approach tested the efficacy of inviting Year 7-11 pupils to participate in the survey directly.

The approach incorporated an incentive experiment, with 50% of sampled pupils offered a £5 incentive conditional on taking part and 50% offered no incentive. Whilst all approaches involve cost, the incentivised NPD approach is necessarily considerably more costly than the other approaches.

Sampling approach

Half of the 110 schools allocated to the NPD approach were assigned to the incentive arm of the trial, with the other half assigned to the non-incentive arm.

The list of pupils within each school was implicitly stratified using the following variables: year group, gender, ethnicity, Special Educational Needs and Disabilities (SEND), Children in Need (CIN), Free School Meal (FSM) eligibility, and academic performance (Key Stage 1 (KS1) / Key Stage 2 (KS2)). A simple systematic sample was then drawn

² Full details of the sampling approach are outlined in Appendix 1.

from this sorted list within each school. In total, 16,500 pupils (150 per school) were sampled (see Table 1).

Table 1: Overview of sample for the NPD approach

	Sample size – Incentive arm	Sample size – Non-incentive arm
Number of schools	55	55
Number of pupils (per school)	150	150
Number of pupils (total)	8,250	8,250

Fieldwork

Pupils at all schools in the NPD-approach were posted an initial invitation and up to two reminders. In addition, a third reminder was sent to non-responders at the 27 schools with the lowest response rates in each arm. All mailings included a parent letter outlining the purpose of the study and a pupil letter which parents could share with their child if they consented to participation. The letters directed pupils to a website where they were able to log-in to the online survey.

Pupils at schools assigned to the incentive arm were offered a £5 incentive if they completed the survey. Those at schools assigned to the non-incentive arm were not offered an incentive to participate.

Fieldwork took place between 12 June and 31 July 2023.

School-based approach

The objective of the school-based approach was to test the efficacy of conducting a survey of Year 7-11 secondary school pupils by distributing survey invites via schools (rather than inviting individual pupils directly).

Based on information from the NPD on pupil numbers in each of the 200 schools assigned to the school-based approach, 182,856 pupils in Year 7-11 were eligible to participate.³

Fieldwork

Initial invitations were distributed to schools on 9 June 2023. Invitation letters and survey leaflets were posted and emailed to headteachers at all 200 sampled schools. The letters

³ Listed in the NPD Autumn Pupil Census 2022/2023 database

and leaflets outlined the purpose of the study and the fieldwork approach. The emails included a PDF information sheet for parents (with a QR code link to access the survey online). Headteachers were asked to email the information sheet to parents of all Year 7-11 pupils at their school.⁴ Parents who were happy for their child to participate in the survey were asked to share the invitation with their child. By passing the invite to their child, parents were consenting to their child taking part in the survey. Headteachers were sent two reminder emails and letters over the following two-weeks. Verian (formerly Kantar Public) interviewers also made reminder calls to each school to encourage school leaders to participate and answer any questions they might have.

Report coverage

There are a number of factors that need to be considered when assessing the feasibility of each fieldwork approach for further rollout.

The number of schools participating

As the key aim of a national study would be to generate school-level survey estimates of pupils' perceptions of behaviour for all mainstream secondary schools in England the selected fieldwork approach would need to maximise the number of schools taking part.

Overall response rates

Previous comparable studies, such as the DfE Parent, Pupil and Learner online recruitment surveys (which involve a short questionnaire with a £5 conditional incentive) have achieved response rates of c.20%. We would therefore hope and expect that a full-scale national survey should achieve a similar response rate.

Variation in school-level response rates

Response rates would vary between schools. Any further rollout of the survey would aim to provide analysis of pupil responses at a school level. This report uses the achieved response rates to consider the minimum sample sizes needed to produce reasonably precise school-level estimates.

Sample balance / risk of non-response bias

Non-response bias occurs when there are systematic differences between survey respondents and non-respondents which affect the way they answer survey questions. It is important that the characteristics of survey respondents matches the characteristics of

⁴ The way headteachers should distribute invites to parents was left open with the expectation that most would use email or other electronic communication methods such as ParentMail.

secondary school pupils in England as closely as possible to ensure that no sub-groups are over- or underrepresented.

This report covers these factors for each fieldwork approach as well as expected coverage of schools if the survey were scaled up nationally. It should be noted that this report does not explore other key methodological factors that would also influence the feasibility of conducting a national school-level survey, such as possible respondent bias and the distribution and extent of variation in the school-level survey data produced.

Decision making on any further roll out would need to take these factors into account, alongside consideration of the costs associated with different survey approaches and research programme priorities.

NPD approach outcomes

Overall response rates

At least some pupils from all of the schools allocated to the NPD approach participated in the survey.

The response rates for the incentive arm were consistently higher than response rates in the non-incentive arm across all fieldwork phases (see Table 2). After the initial invitation, 19.2% of incentive arm respondents had participated in the survey. In contrast, the non-incentive approach achieved a 9.1% response rate after the initial invitation.

The mean response rate in both arms of the NPD-based approach improved noticeably after the first and second reminders were sent. In the incentive arm, the mean response rate increased to 30.8% after the first reminder and to 35.5% after the second reminder. In the non-incentive arm, the mean response rate increased to 15.9% after the first reminder and to 20.8% after the second reminder.

The targeted third reminder only provided a modest further increase in mean response rates. After all three reminders had been sent, the mean response rate among schools was 37.6% in the incentive arm (3,105 pupils participated out of 8,250 invited) and 22.4% in the non-incentive arm (1,849 pupils participated out of 8,250 invited).

Table 2: Overall response rates (NPD approach)

	Mean response rate – Incentive group	Mean response rate - No incentive group
After initial invitation	19.2%	9.1%
After reminder 1	30.8%	15.9%
After reminder 2	35.5%	20.8%
After reminder 3	37.6%	22.4%

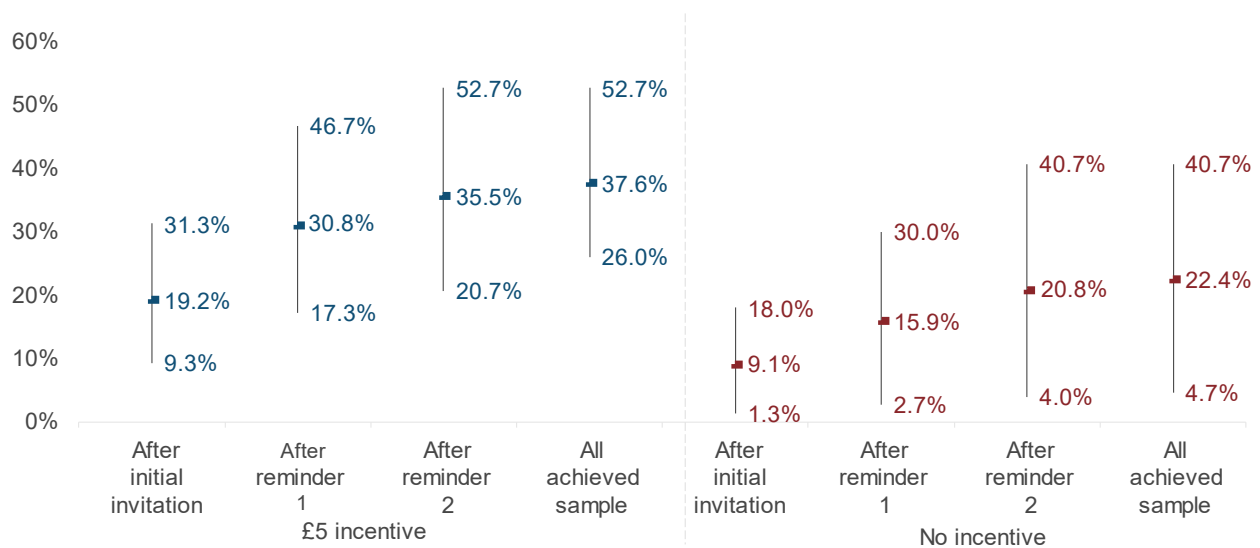
Base: All NPD approach schools (number of schools=110, number of pupils=16,500)

Variation in response rate by school

Figure 1 shows the impact of each mailing on the mean, maximum and minimum school response rates.

The maximum school-level response rate in the incentive arm increased from 31.3% after the initial invitation to 52.7% after the second reminder. In the non-incentive arm, the maximum school-level response rate increased from 18.0% after the initial invitation to 40.7% after the second reminder.

Figure 1: Mean, maximum and minimum school-level response rates (NPD approach)



Base: All NPD approach schools (number of schools=110, number of pupils=16,500)

As one of the main aims of any further rollout of the survey would be to provide school-level data, the adopted approach would need to achieve a viable response rate across as many schools as possible.

The minimum response rate in the incentive arm was 9.3% after the initial invitation. Reminders increased the minimum response rate further. After the first reminder at least 17.3% of pupils within each of the schools had taken part. This increased to at least 20.7% of pupils within each of the schools after the second reminder. After the third reminder, which targeted schools with the lowest response rates, at least 26.0% of pupils within each of the schools had participated in the survey.

Minimum response rates were much lower in the non-incentive arm. The minimum response rate among non-incentive arm schools after the initial invitation was only 1.3%.

This increased to 2.7% after the first reminder and 4.0% after the second reminder. Even after all three reminder stages the minimum response rate was only 4.7%.

Sample balance / risk of non-response bias

There are usually differences between the demographic profiles of respondents who participate in surveys and non-respondents who are unable or unwilling to take part. This can lead to some population sub-groups being over- or under-represented in the survey data which risks making survey estimates biased. This is an important consideration when assessing whether the survey accurately represents the views of vulnerable groups including those with SEND, CIN or English as an Additional Language (EAL).

This section considers how closely the profile of the pupils who participated in the NPD approach matched the overall population profile of pupils in the sampled schools.

Sample characteristics

The tables in Appendix 1 compare the percentage point (pp) differences between the pupil population profile and the achieved sample profile for 11 key pupil characteristics⁵ after each fieldwork phase.

Overall, the profile in the achieved sample was very similar to the population profile. There were no major discrepancies, indicating that non-response bias was not a significant concern for either the incentive or non-incentive arm of the pilot survey.

As shown in Table 12 (see Appendix 2), after the initial invitation male pupils, pupils with the lowest performance at KS2, and pupils eligible for Free School Meals (FSM) were all underrepresented by at least 5pp in both the incentive and non-incentive arms. CIN were also underrepresented by 2pp. This is a substantial difference given the small size of the CIN population and the importance of ensuring that their views are adequately represented.

Although these differences appeared in both arms, they were larger in the non-incentive arm. This indicates that the profile of incentive arm participants matched the overall pupil population profile more closely than the non-incentive arm participants.

The achieved sample profile in each arm improved after sending reminders, although the profile of the incentive arm remained more representative of the population than the profile of the non-incentive arm. After the second reminder, within the incentive arm, only male

⁵ The key pupil characteristics were all included on the NPD: Gender, Ethnicity, Region, KS1 results, KS2 results, year group, IDACI quantile, Special Educational Needs, English as an additional language and Free School Meal eligibility. It was only possible to compare characteristics that were recorded on the NPD database as this provided data for both respondents and non-respondents.

pupils and FSM eligible pupils were under-represented by 5pp or more. However, a larger number of sub-groups remained underrepresented within the non-incentive arm after the second reminder. Male pupils, pupils from the Northwest of England, those with the lowest performance at KS2, those identified with EAL and FSM eligible pupils were all under-represented by 5pp or more.

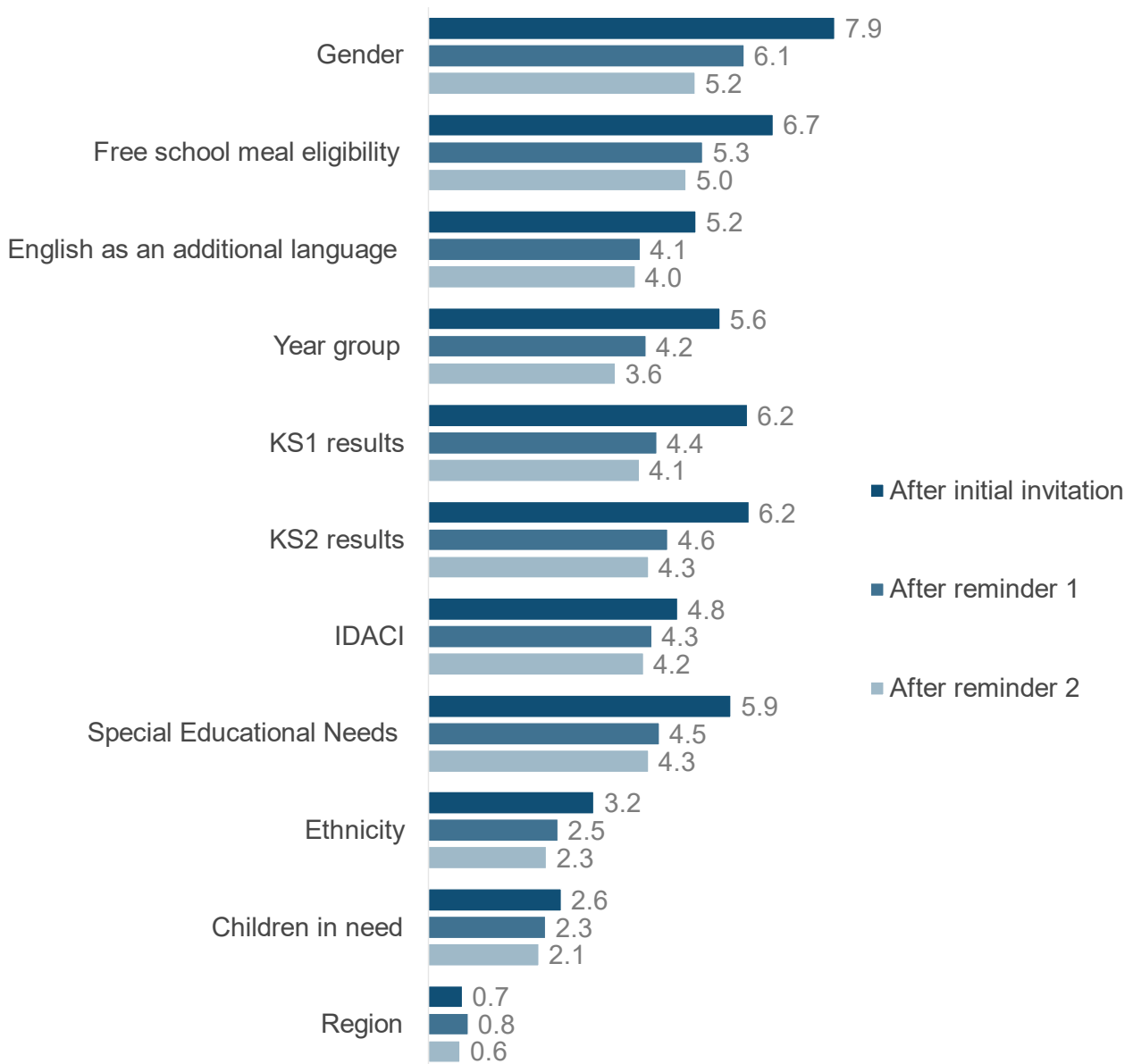
The third reminder has been excluded from the remainder of the report as the analysis showed it had a minimal impact on mean response rate, the minimum response rate and sample balance.

Mean Absolute Difference

The distribution of the 11 NPD variables in the achieved sample was compared to the overall pupil population profile using Mean Absolute Difference (MAD). MAD is a measure used to summarise the differences in the distribution of responses across sub-groups.⁶ A lower MAD indicates that the achieved survey estimates are more representative of the population. Figure 2 shows the MAD for each sub-group after each fieldwork stage for the incentive arm. Across most sub-groups there was an obvious decrease in the MAD after the first reminder was sent and a further, small decrease after the second reminder. For instance, after the initial reminder the MAD for gender was 7.9pp. This fell to 6.1pp after the first reminder and 5.2pp after the second reminder.

⁶ Calculating Mean Absolute Difference. If a variable has five categories (e.g. year group) and the difference between the population profile and sample profile at each category were +2pp (year 7), -2pp (year 8), +1pp (year 9), +1pp (year 10), and -1pp (year 11), the MAD would be $(2+2+1+1+1)/5 = 7/5 = 1.4\text{pp}$.

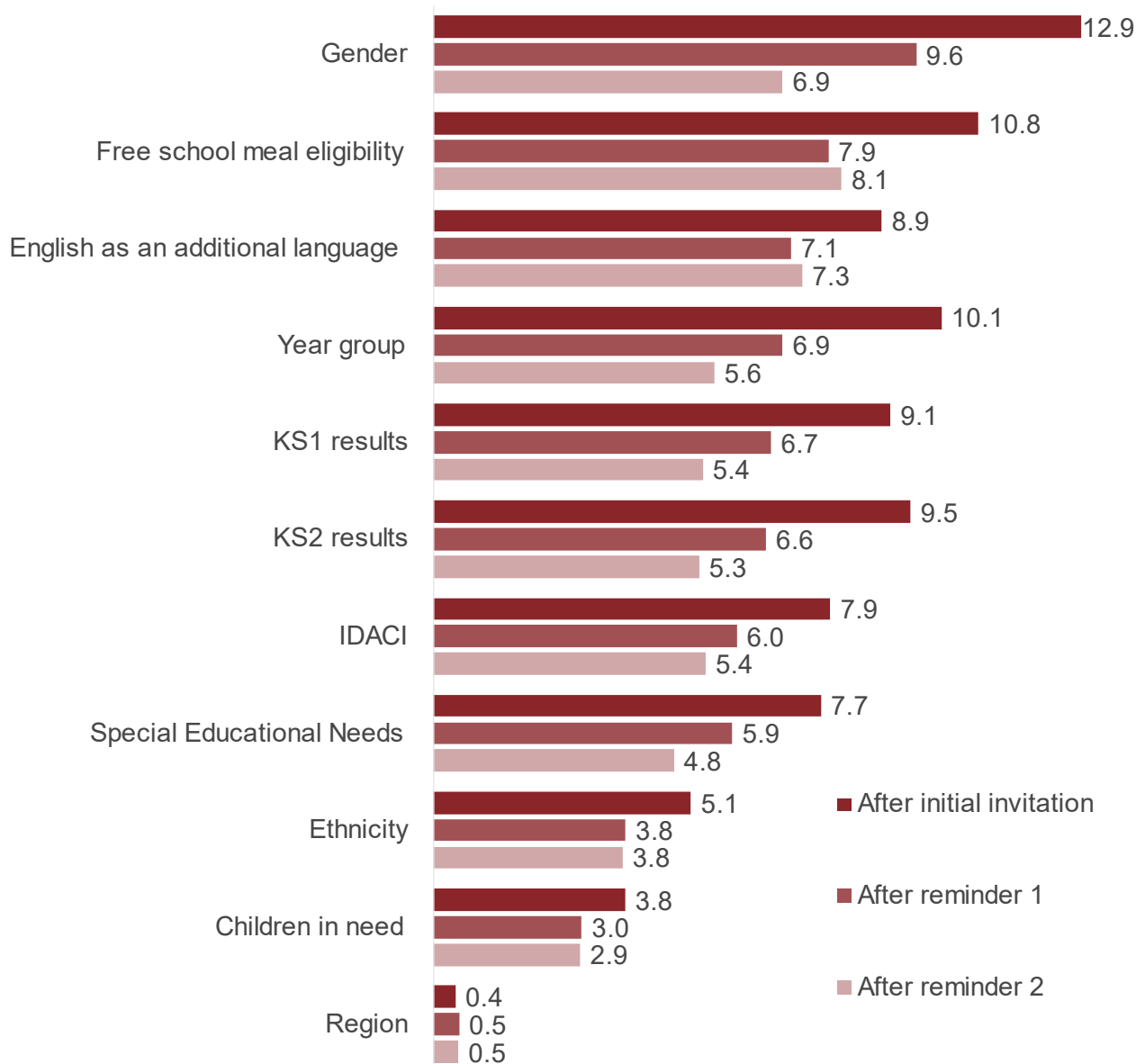
Figure 2: Incentive arm MAD (pp) by fieldwork phase (NPD approach)



Base: All NPD approach schools assigned to incentive arm (number of schools=55, number of pupils=8,250)

Figure 3 shows a similar pattern in the non-incentive arm. The first reminder improved the achieved sample noticeably, with a less pronounced fall in the MAD after the second reminder. This provides further evidence that reminders improve how well the achieved sample represents the population.

Figure 3: Non-incentive arm MAD (pp) by fieldwork phase (NPD approach)



Base: All NPD approach schools assigned to non-incentive arm (number of schools=55, number of pupils=8,250)

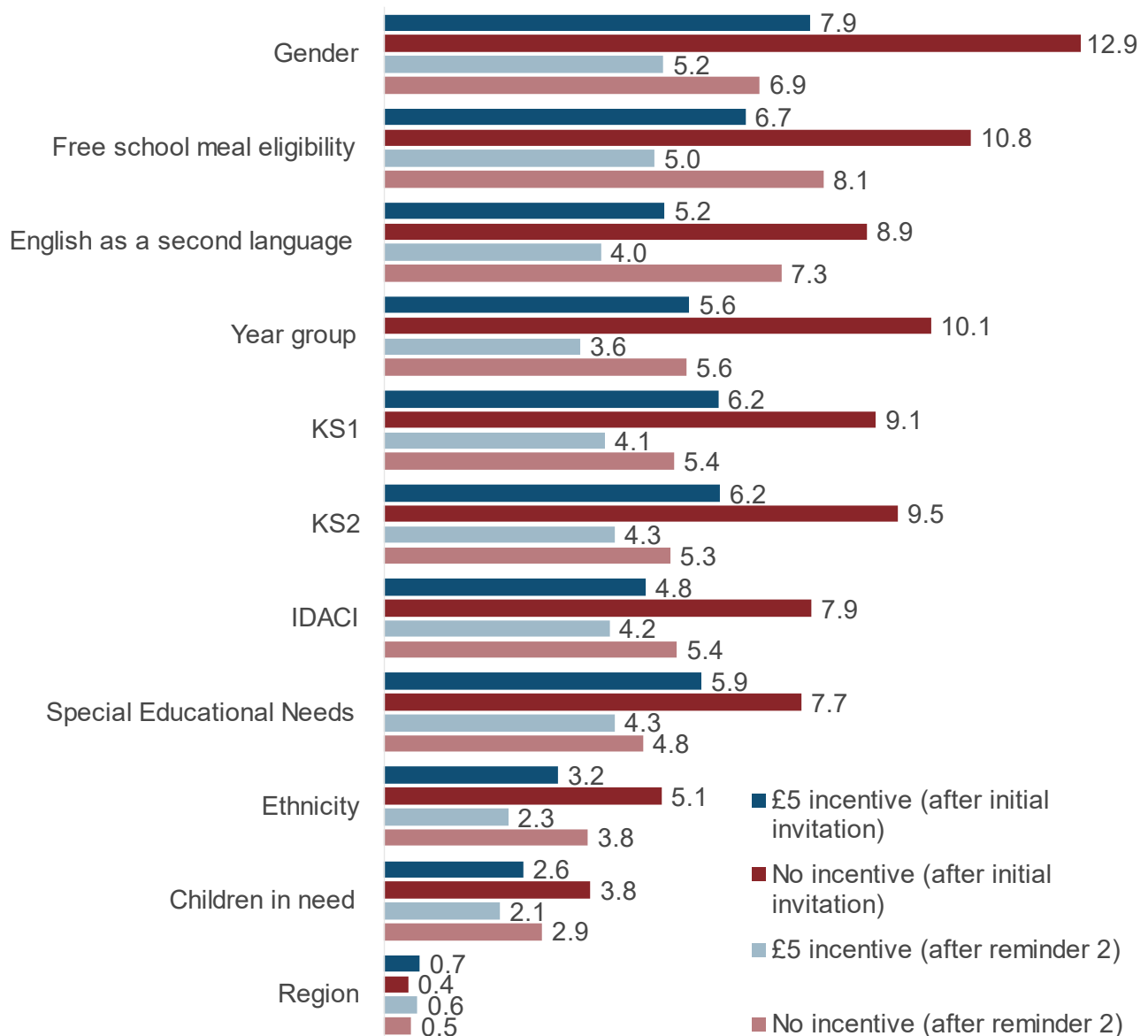
The impact of both reminders and the incentive is shown in Figure 4. For almost all variables the MAD is lower in the incentive arm than in the non-incentive arm. Taking gender as an example, after the initial invitation the MAD was 7.9pp in the incentive arm and 12.9pp in the non-incentive arm.

There was a greater decrease in the MAD in the non-incentive arm following the first reminder - a decrease from 12.9pp to 6.9pp compared to a decrease from 7.9pp to 5.2pp in the incentive arm. This was a consistent pattern across all variables, other than

region (which had a very low MAD after the initial invitation) and shows that additional reminders improve the sample profile more in the non-incentive arm than in the incentive arm, reducing the gap between the two.

Overall, this analysis demonstrates that both the incentive and reminders improve how well the survey respondents represent the whole population.

Figure 4: MAD (pp) after initial invitation and reminder 2 by incentive approach (NPD approach)



Base: All NPD approach schools (number of schools=110, number of pupils=16,500)

Estimated design effects and effective sample sizes

Survey data is typically weighted to compensate for the observed imbalance in the achieved survey responses. When data is weighted, statistical adjustments are made to the data to balance the differences in characteristics observed between the overall population and the achieved sample. As weighting data weakens the overall precision of the survey data and reduces the effective sample size there are fewer responses in statistical terms. This is described by the design effect. A smaller design effect indicates that the weighting has decreased the effective sample size less than a larger design effect.

The pilot data from each school was weighted to match the NPD population statistics. The pilot sample size was limited as only 150 pupils were invited per school (mean number of responses per school = 45). The relatively small number of responses meant that only a small number of variables could be included in the weighting. As part of this test, four variables were used in the weighting: year group, gender, SEND, and FSM eligibility.

For the 55 schools in the incentive arm, the mean design effect of the weighting (estimated after 2 reminders) was 1.21 compared to 1.47⁷ in the non-incentive arm.⁸ This reflects the earlier findings that the conditional incentive improved the sample balance (see Table 3).

Table 3: Estimated average design effect and response rate (NPD approach)

	Incentive After 2 reminders (approx.)	No incentive After 2 reminders (approx.)
Average response rate	36%	21%
Estimated average design effect	1.21	1.47

Base: All NPD approach schools (number of schools=110, number of pupils=16,500)

NOTE: The design effects outlined in Table 2 are indicative. The larger achieved samples in a national study would allow for more variables to be included in the weighting scheme. This would change the design effect.

Table 4 shows the expected number of responses per school (for schools of different sizes) if a national study were conducted, and Table 5 shows the number of responses you could expect in statistical terms (effective sample size) after the weighting has been applied. For instance, in a school of 1,000 pupils (slightly more than the national average)

⁷ The design effect was estimated using the following formula: $(1 + \text{cov}(W)^2)$ – where $\text{cov}(W)$ is a numeric constant representing variation of the weights.

⁸ Although it is not possible to compare design effects between surveys in a meaningful way, we would consider these to be modest given that the profile in the achieved sample was very similar to the overall population profile.

355 responses would be expected after two reminders. After weighting, this would give an effective sample size of 290.

It should be noted that these are the average number of responses that would be expected for schools of these sizes under the research designs tested. However, as shown in earlier analysis, there are some schools where pupils would respond at much lower rates than average (particularly where no incentive was offered). There would be a risk that in some instances insufficient survey responses would be achieved for standalone analysis of a school. This is a particular risk in smaller schools where a low response rate would mean very few survey responses are achieved. Using a £5 incentive is the best way to minimise this risk, as the minimum school-level response rate observed after two reminders was 20.7%. In contrast, when no incentives were offered, the minimum school-level response rate was 4% (after the second reminder).

Table 4: Estimated average number of respondents (NPD approach)

Total number of pupils in school	Incentive After 2 reminders (approx.)	No incentive After 2 reminders (approx.)
200	70	40
500	180	105
1000	355	205

Note: Estimation based on data collected from all NPD approach schools (number of schools=110, number of pupils=16,500)

Table 5: Estimated average effective sample size (NPD approach)

Total number of pupils in school	Incentive After 2 reminders (approx.)	No incentive After 2 reminders (approx.)
200	60	25
500	145	70
1000	290	140

Note: Estimation based on data collected from all NPD approach schools (number of schools=110, number of pupils=16,500)

School coverage

To understand likely response rates and school coverage if a national survey were conducted, the pilot response rates were used to simulate the likely response rates for all mainstream secondary schools in England for six possible fieldwork designs:

1. No incentive, survey invite only
2. Incentive, survey invite only
3. No incentive, invite + 2 reminders (no targeting)
4. Incentive, invite + 2 reminders (no targeting)
5. No incentive, invite + 1 reminder (targeted to 50% schools with lowest response rates)
6. Incentive, invite + 1 reminder (targeted to 50% schools with lowest response rates)

Full details of the simulation approach are included in Appendix 2.

Table 6 shows the percentage of schools expected to be included under each fieldwork design (i.e. the proportion of schools which would be expected to achieve sufficient survey responses for robust standalone analysis). Based on the pilot response rates, the simulations showed that school-level coverage is improved considerably with the inclusion of a £5 incentive. If pupils were to be sent a single invitation with no incentive, it is estimated that only 32% of schools could be included in the analysis. This would prohibit any meaningful comparison of schools nationally. However, simulated coverage after a single invitation increased to 86% of schools if pupils were offered an incentive.

The simulations also show that school-level coverage increases if reminder letters are included in the fieldwork approach. When no incentive is offered, adding a targeted reminder to the fieldwork protocol allows 56% of schools to be included. Adding two reminders for all non-responders would increase school level coverage to 85%. This is similar to the coverage expected after a single invitation if pupils were to be offered an incentive.

If using an incentive, after an initial invitation and a targeted reminder the simulations show that 95% of schools could be included in standalone analysis. Issuing two reminders to all non-responders would allow coverage of 98% of all mainstream secondary schools.

Table 6: Expected proportion of secondary schools that would be included in standalone analysis

Invitation strategy	Incentive	No incentive
Invite only	86%	32%
Invite + 1 targeted reminder	95%	56%
Invite + 2 reminders (no targeting)	98%	85%

Base: All simulations (n=100)

School based approach outcomes

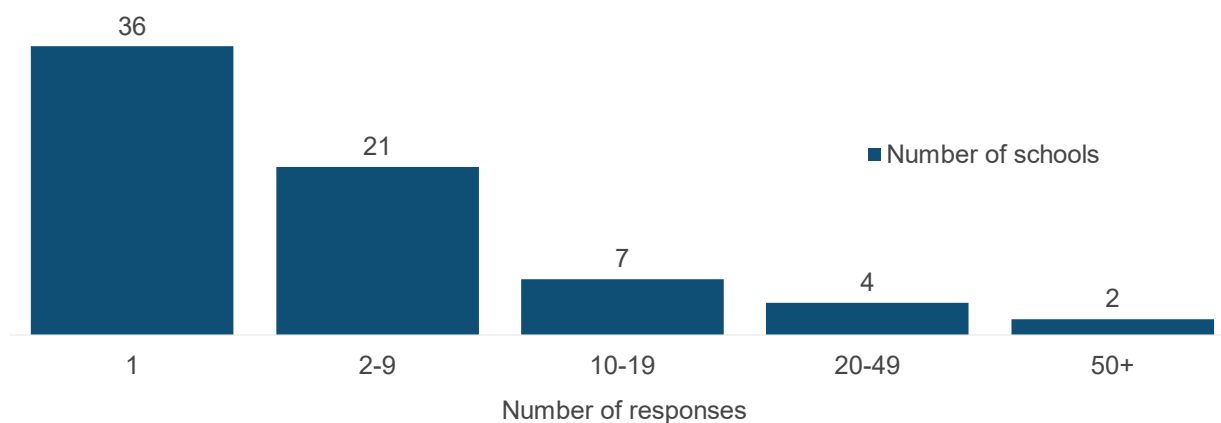
School-level response rates

The overall response rate for the school-based approach was very low. A total of 564 pupils completed the survey using the school-based approach, representing a response rate of 0.3% across all eligible pupils.

These 564 pupil responses came from approximately 70 schools (35% of all 200 sampled schools). Overall, this means that around two thirds (65%) of the 200 sampled schools did not take part in the survey at all. Among the schools that participated, 0.9% of pupils completed the survey.

Among the 70 schools where there were any completed surveys, the level of response per school varied, but with typically very small numbers of responses in any given school (see summary in Figure 5). For around four-fifths of these 70 schools, there were fewer than 10 responses. Furthermore, for around half of these 70 schools, there was only a single response.

Figure 5: Distribution of responses among participating schools (school-based approach)



Base: 70 schools that participated in the school-based approach

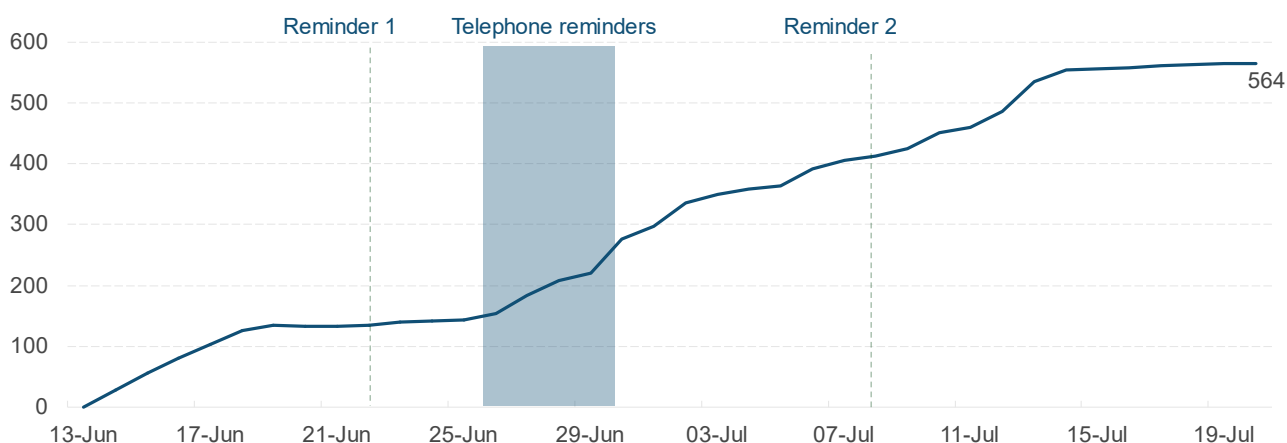
Given the very low response rates in some schools (including single responses for many) there is also a risk that not all completes were genuine pupil responses. It is possible, for example, that staff accessed the survey link to review the survey content before deciding whether to distribute it to parents and pupils.

In light of the very low overall response rate and concerns over the small numbers of completed responses per school, further analysis (for example on non-response bias / sample balance, weighting, and estimated design effects) could not be conducted for the 200 sampled schools.

Pattern of school-level responses

During the six-week fieldwork period, school-level response rates increased at a slow but steady rate (see Figure 6). The response rate increased noticeably after the first reminder. Telephone reminders had a reasonably positive impact on response rates, and this continued after the second reminder. Daily responses then dropped off from 14 July 2023 – signalling the end of term.

Figure 6: Total number of survey completes, by date (school-based approach)



Base: All schools assigned to school-based approach (n=200)

Telephone reminder calls

Reminder calls were made to all sampled schools (excluding 2 schools that had opted out of any further survey communications). Reminders encouraged schools to send invites (if they had not done so already) or to issue reminders to further improve response. A summary of the reminder call outcomes is provided in Table 7. In total, interviewers spoke to staff at more than half of the schools.

Only nine schools (4.5%) refused to take part in a telephone call, and a further 1.5% of schools were uncontactable (for example because the telephone number was incorrect).

The low refusal rate was encouraging, with those the interviewers spoke to typically offering to pass a message to the headteacher. However, this should be seen in the wider context of the overall response rates, which remained low despite the reminder calls (i.e. most schools did not engage with the survey despite the efforts made).

Table 7: Telephone reminder outcomes (school-based approach)

	Number of schools	Percentage of schools
Completed telephone reminders	113	57.1%
Refusals	9	4.5%
Unavailable during fieldwork	9	4.5%
Telephone number incorrect	3	1.5%
No answer or answer machine	64	32.3%

Base: Schools assigned to the school-based approach that had not opted out (198 schools)

Summary of Findings

This chapter provides an overview of the key findings from both fieldwork approaches. These findings, alongside wider considerations such as costs associated with different survey approaches and research programme priorities, will feed into decision making on any further rollout.

NPD approach

The number of pupils participating

When sent survey invitations directly, at least some pupils from all of the schools allocated to the NPD approach participated in the survey.

In the £5-incentive arm, 3,105 pupils (37.6%) out of 8,250 invited participated in the survey after all four mailings. In the non-incentive arm, 1,849 pupils (22.4%) out of 8,250 invited participated in the survey after all four mailings.

Overall response rates

Impact of incentives

- Response rates in the incentive arm were higher than in the non-incentive arm of the pilot.
- The mean overall response rate in the incentive arm (after a single initial invitation letter) was 19.2%.
- The mean overall response rate in the non-incentive arm (after a single initial invitation letter) was 9.1%.

Impact of reminders

- Reminders increased the mean response rate in both arms.
- After two reminders the mean overall response rate in the incentive arm had increased to 35.5%.
- After two reminders the mean overall response rate in the non-incentive arm had increased to 20.8%.
- The targeted third reminders only had a small impact on the mean response rate.

Overall, both the incentive and non-incentive approaches offered credible mean response rates.

Variation in school-level response rates

As one of the main aims of any further rollout of the survey would be to provide school-level data, the adopted approach would need to achieve a viable response rate across as many schools as possible.

Impact of incentives

- Minimum response rates were much lower in the non-incentive arm than in the incentive arm.
- In the incentive arm the minimum school-level response rate after the initial invitation was 9.3%.
- In the non-incentive arm the minimum school-level response rate after the initial invitation was 1.3%.
- Simulations based on the pilot response rates estimated that, if a £5 incentive was offered, 86% of schools could be included in the analysis following a single invitation.
- If no incentive was offered, the simulated response rates estimated that 32% of schools could be included in the analysis following a single invitation. This indicates that school-level analysis would not be possible for around two-thirds of schools if a non-incentive approach with a single invitation were to be rolled out nationally.

Impact of reminders

- Reminders increased the minimum response rate in both incentive arms.
- After two reminder stages, the minimum school-level response rate in the incentive arm had increased from 9.3% to 20.7%. This would substantially improve school-level coverage.
- There was a smaller increase in the non-incentive arm. After two reminder stages the minimum school-level response rate was 4.0%. This indicates that additional reminders would have a minimal impact on school level coverage in a scaled-up non-incentive approach.
- The simulations estimated that reminder letters would increase school-level coverage.
- The simulated response rates estimated that, if a £5 incentive was offered, 98% of schools could be included in school-level analysis following two reminders.
- If no incentive was offered, the simulated response rates estimated that 85% of schools could be included in the school-level analysis following two reminders.

- As the targeted third reminders do not appreciably increase the minimum school-level response rate (and therefore the simulated number of schools included in the analysis) there would be limited value in adopting a four-mailing approach.

The optimal approach for maximising the number of schools included in standalone analysis would be to offer a £5 incentive as well as sending out two reminders. Simulations showed that including both an incentive and two reminders would allow almost all schools (98%) to be included in the analysis.

Sample balance / risk of non-response bias

Overall, the profile in the achieved sample was very similar to the population profile. There were no major discrepancies, indicating that non-response bias was not a significant concern for either the incentive or non-incentive arm of the pilot survey.

Impact of incentives

- The achieved sample profile in the incentive arm more closely represented the pupil population profile than the achieved sample profile in the non-incentive arm.

Impact of reminders

- The achieved sample profile in both the incentive and non-incentive arms improved after sending reminders. This shows a clear benefit to sending additional mailings, as smaller and vulnerable pupil sub-groups are better represented when survey reminders are included in the fieldwork approach.

As sample imbalances exist at a school level with all approaches, data should be weighted at a school level, regardless of the use of incentives or reminders.

School-based approach

The number of schools participating

- Around two-thirds of schools invited (65%) did not take part in the survey.

Overall response rates

- The overall response rate was very low (approximately 0.3% of all eligible pupils responded).
- Based on this response rate, a scaled-up approach would not produce credible national data.

Variation in school-level response rates

- There were very few survey responses from most schools that did participate (fewer than 10 responses from 57 of the 70 schools that participated).
- This indicates that school-level analysis would not be possible if this approach were to be scaled up based on replicating this methodology.

Sample balance / risk of non-response bias

- Response rates were too low to allow for analysis of sample balance.

Appendix 1: Sampling approach

Step 1. Sampling schools from GIAS

The school data was downloaded from the Get Information About Schools database (GIAS) on 11 May 2023 and schools which did not meet the inclusion criteria agreed with DfE were excluded. There were 3,408 eligible schools left in the sample frame once these exclusions had been made. School inclusion criteria are listed in Table 8.

Table 8: School inclusion criteria

	Include	Exclude
Establishment Types	Academies Academy Converter Academy sponsor led Free Schools Free Schools – Studio schools Free Schools – University Technical College Local Authority Maintained Schools Community School Foundation School Voluntary Aided School Voluntary controlled School	Academy Alternative Provision Sponsor Led Academy Alternative Provision Converter Academy Special Converter Academy Special sponsor led Free Schools Alternative Provision Free Schools Special Foundation Special School Community Special School Non-maintained special school Pupil Referral Unit Academies 16 – 19 Sponsor Led Academies 16-19 converter Children’s Centres (All subsets) Colleges – Further Education Colleges – Sixth Form centres Independent Schools (All subsets) Free Schools 16-19

	Include	Exclude
		Local Authority nursery school Other independent special school University Welsh schools
Status	Open Open but proposed to close	Closed Proposed to Open
Phase of Education	All-through Middle deemed secondary Secondary	16 plus Not applicable Not recorded Nursery Primary Middle deemed primary
Local Authority	All except FPO Overseas Establishments	BFPO Overseas Establishments
Religious Character	All	

Verian implicitly stratified the list of eligible schools by the following variables (in the order presented below):

- Type of establishment
- Region (former Government Office Regions)
- Ofsted rating
- IDACI decile of the IDACI index (Income Deprivation Affecting Children Index)
- Number of pupils

A random systematic sample of 310 schools was drawn from the sample frame. The sample of schools was checked to ensure it was a close match to the population (the sample frame) for the five variables used in the implicit stratification.

Step 2. Allocating schools to the different methodological approaches

As agreed with DfE, the 310 schools selected for the study were then randomly allocated into three groups:

- (1) 55 schools allocated to the pupil-based approach and incentive
- (2) 55 schools allocated to the pupil-based approach and no incentive
- (3) 200 schools allocated to the school-based approach

After the allocation, Verian conducted checks which confirmed that the sample of schools assigned to each approach was broadly balanced (for the five variables used in the implicit stratification).

Step 3. Sampling pupils within schools

The DfE Data Sharing team supplied an anonymised National Pupil Database (NPD) extract containing Y7-Y11 pupils at the 310 schools sampled for the study.

The supplied dataset had 286,350 records across the 310 schools. 104 duplicate records were deleted using the instructions provided by the Data Sharing team (using the NPD RecordStatus variable to identify primary records). After this deduplication, there were 286,246 pupil records remaining.

A sample of pupils was drawn from the NPD extract for each of the 110 schools that were allocated to the pupil-based approach. In these schools there was a total of 103,390 pupils. The number of pupils at each of these 110 schools ranged from 226 to 1,623.

Within each school, the list of pupils was implicitly stratified using the following variables (in the order below):

- Year group
- Gender
- SEND
- CIN
- FSM eligibility
- Ethnicity
- Academic performance (KS1 results/ KS2 results)

A simple systematic sample was selected from this sorted list within each school. For each school, 150 pupils were randomly selected.

Appendix 2: Analysis approach – school coverage simulations

Simulations of the likely outcomes for the following six recruitment strategies were produced to estimate likely response rates and school coverage should a national survey with all Y7-Y11 pupils in all mainstream secondary schools be conducted.

1. No incentive, survey invite only
2. Incentive, survey invite only
3. No incentive, invite + 2 reminders (no targeting)
4. Incentive, invite + 2 reminders (no targeting)
5. No incentive, invite + 1 reminder (targeted to 50% schools with lowest response rates)
6. Incentive, invite + 1 reminder (targeted to 50% schools with lowest response rates)

The simulations aimed to identify the number of schools that may not achieve a sufficient number of survey responses for school-level analysis.

The term “sufficient” depends on school size and is defined for the purpose of the simulations below:

- If a school has more than 300 pupils in Y7-Y11: To include a school of this size in standalone analysis it would be necessary to receive at least 100 survey responses from pupils attending that school. This minimum sample size would offer results of a reasonable level of precision (95% confidence intervals of no more than +/-9.9pp).
- If a school has fewer than 300 pupils in Y7-Y11: To include a school of this size in standalone analysis it would be necessary to receive at least 50 survey responses from pupils attending that school. A smaller sample size would be acceptable for schools with fewer than 300 pupils than for schools with more than 300 pupils as the small population size means that the Finite Population Correction would be taken into account when calculating margins of error.

This report does not explore whether the variation in the school-level survey data is sufficient to allow meaningful comparison between similar schools. Analysing the distribution of school level survey results and the statistical significance of school level differences would provide insight into how well schools could be differentiated if a national survey were conducted.

Simulation approach

DfE shared a list of all secondary schools in England (4,601 schools) along with the count of Y7-Y11 pupils in each school. After excluding ineligible schools (using the same criteria outlined in Table 8) 3,393 schools were included in the simulation.

The school-level response rates observed in the pilot survey (which trialled different contact strategies and incentive amounts) were used to simulate the likely response rates. The observed response rates used for simulating scenarios (1) to (4) are shown in Table 9 below.

Table 9: Observed response rates of different stages in the pilot survey

Scenario	Min	Max	Mean	Standard Deviation
(1) £5 incentive, invite only	9.3%	31.3%	19.2%	4.7%
(2) No incentive, invite only	1.3%	18.0%	9.1%	3.5%
(3) £5 incentive, invite + 2 reminders (no targeting)	20.7%	52.7%	35.5%	7.9%
(4) No incentive, invite + 2 reminders (no targeting)	4.0%	40.7%	20.8%	7.0%

The simulations of scenarios (5) and (6) were built upon scenarios (1) and (2) respectively. After scenarios (1) and (2) had been completed, schools at the bottom half of the school-level response rates were selected for one target reminder. To simulate the increase in the response rate for these 50% schools, the observed increase in the response rate (in percentage points) from the pilot survey invite to the first reminder was used (criteria used are outlined in Table 10).

Table 10: Observed increase in response rates (in pp) from survey invite to the first reminder (based on 50% schools with lowest response rates)

Scenario	Min	Max	Mean	Standard Deviation
(5) £5 incentive, invite + 1 targeted reminder	7.3%	16.0%	10.4%	2.4%
(6) No incentive, invite + 1 targeted reminder	1.3%	10.7%	5.5%	1.9%

To account for the uncertainty in the simulated response rates, the simulation was repeated 100 times for each of the scenarios. The results presented below for each scenario were calculated by averaging the outputs from the 100 simulations (the mean).

Result

Applying the definition of “sufficient” number of responses to the simulated data, the number of schools likely to be excluded under each recruitment strategy are shown in Table 11.

Table 11: Estimated number of secondary schools that would not have sufficient number of survey responses

Scenario	Mean number of schools with insufficient responses	Standard deviation	Proportion of schools
(1) No incentive, invite only	2290	22	68%
(2) No incentive, invite + 1 targeted reminder	1498	25	44%
(3) No incentive, invite + 2 reminders (no targeting)	517	15	15%
(4) £5 incentive, invite only	461	12	14%
(5) £5 incentive, invite + 1 targeted reminder	181	6	5%
(6) £5 incentive, invite + 2 reminders (no targeting)	60	5	2%
TOTAL	3393	-	100%

Appendix 3: Evidence of non-response bias

Table 12: Pupil population profile compared to achieved sample profile after initial survey invitation

Variable	Category	Incentive: Population (%)	Incentive: Achieved (%)	Incentive: pp difference	No incentive: Population (%)	No incentive: Achieved (%)	No incentive: pp difference
Gender	Male	49	41	-7	52	44	-9
Gender	Female	51	59	+7	48	56	+9
Ethnicity	Mixed	7	6	0	7	5	-1
Ethnicity	White	74	76	+2	72	70	-2
Ethnicity	Asian	8	8	+1	9	12	+3
Ethnicity	Missing	4	3	-1	3	3	-1
Ethnicity	Black	6	5	-1	8	9	+1
Ethnicity	Other	2	2	0	1	2	0
Region	South East	16	17	+1	17	20	+3
Region	West Midlands	15	12	-2	10	9	-1
Region	South West	5	6	+1	9	12	+2
Region	East of England	14	14	0	14	15	0
Region	Yorkshire and The Humber	8	8	0	6	7	+1
Region	North West	15	15	0	17	12	-5
Region	North East/Other/Missing	2	2	0	2	3	+1
Region	East Midlands	11	13	+2	6	6	-1
Region	London	15	14	-1	18	18	0

Variable	Category	Incentive: Population (%)	Incentive: Achieved (%)	Incentive: pp difference	No incentive: Population (%)	No incentive: Achieved (%)	No incentive: pp difference
KS1 results	Higher than standard in at least one test	12	16	+4	12	14	+3
KS1 results	About standard in at least one test	19	18	-1	20	17	-3
KS1 results	Lower than standard in at least one test / Missing all three tests	9	7	-2	9	7	-2
KS1 results	Missing as KS2 results used (YEAR 7, 10, 11)	60	59	-1	59	61	+2
KS2 results	Lowest performance/ Missing at least one test	17	12	-5	17	13	-5
KS2 results	Quantile - 2nd	13	11	-2	14	12	-2
KS2 results	Quantile - 3rd	14	15	+2	14	16	+2
KS2 results	Highest performance	16	20	+4	15	20	+6
KS2 results	Missing due to Covid (YEAR 8, 9)	40	41	+1	41	39	-2
Year Group	11	19	21	+2	19	18	-1
Year Group	10	20	18	-2	20	20	+1
Year Group	9	20	21	+1	20	19	-1
Year Group	8	20	20	-1	21	20	0
Year Group	7	21	20	-1	21	23	+2
IDACI Quantile	Least deprived/Missing	27	29	+1	26	30	+4

Variable	Category	Incentive: Population (%)	Incentive: Achieved (%)	Incentive: pp difference	No incentive: Population (%)	No incentive: Achieved (%)	No incentive: pp difference
IDACI Quantile	2nd Quantile	25	26	+2	25	27	+2
IDACI Quantile	3rd Quantile	21	21	-1	24	21	-3
IDACI Quantile	Most deprived	27	24	-3	25	22	-3
Special Educational Need	No	85	90	+5	85	89	+4
Special Educational Need	Yes	15	10	-5	15	11	-4
Child in Need	No	96	98	+2	96	98	+2
Child in Need	Yes	4	2	-2	4	2	-2
English as an additional language	No	84	84	0	84	81	-3
English as an additional language	Yes/Missing	16	16	0	16	19	+3
Free school meal eligibility	No	77	83	+6	77	84	+7
Free school meal eligibility	Yes	23	17	-6	23	16	-7

Table 13: Pupil population profile compared to achieved sample profile after first reminder

Variable	Category	Incentive: Population (%)	Incentive: Achieved (%)	Incentive: pp difference	No incentive: Population (%)	No incentive: Achieved (%)	No incentive: pp difference
Gender	Male	49	44	-5	52	45	-8
Gender	Female	51	56	+5	48	55	+8
Ethnicity	Mixed	7	6	-1	7	6	-1
Ethnicity	White	74	76	+2	72	70	-2
Ethnicity	Asian	8	8	+1	9	12	+3
Ethnicity	Missing	4	3	-1	3	3	-1
Ethnicity	Black	6	5	-1	8	8	+1
Ethnicity	Other	2	2	0	1	2	0
Region	South East	16	17	+2	17	20	+3
Region	West Midlands	15	12	-3	10	9	0
Region	South West	5	6	+1	9	11	+1
Region	East of England	14	14	0	14	14	0
Region	Yorkshire and The Humber	8	9	0	6	7	+1
Region	North West	15	15	0	17	12	-5
Region	North East/Other/Missing	2	2	0	2	3	0
Region	East Midlands	11	12	+1	6	6	-1
Region	London	15	14	-1	18	18	0

Variable	Category	Incentive: Population (%)	Incentive: Achieved (%)	Incentive: pp difference	No incentive: Population (%)	No incentive: Achieved (%)	No incentive: pp difference
KS1 results	Higher than standard in at least one test	12	16	+3	12	15	+4
KS1 results	About standard in at least one test	19	18	-1	20	19	-1
KS1 results	Lower than standard in at least one test / Missing all three tests	9	7	-2	9	8	-1
KS1 results	Missing as KS2 results used (YEAR 7, 10, 11)	60	59	0	59	58	-2
KS2 results	Lowest performance/ Missing at least one test	17	12	-4	17	13	-4
KS2 results	Quantile - 2nd	13	11	-2	14	11	-3
KS2 results	Quantile - 3rd	14	15	+1	14	14	0
KS2 results	Highest performance	16	21	+5	15	20	+5
KS2 results	Missing due to Covid (YEAR 8, 9)	40	41	+1	41	42	+2
Year Group	11	19	19	0	19	17	-2
Year Group	10	20	19	-1	20	19	-1
Year Group	9	20	20	0	20	20	0
Year Group	8	20	21	0	21	22	+1
Year Group	7	21	21	+1	21	22	+1
IDACI Quantile	Least deprived/Missing	27	31	+3	26	31	+5

Variable	Category	Incentive: Population (%)	Incentive: Achieved (%)	Incentive: pp difference	No incentive: Population (%)	No incentive: Achieved (%)	No incentive: pp difference
IDACI Quantile	2nd Quantile	25	27	+2	25	25	0
IDACI Quantile	3rd Quantile	21	20	-1	24	23	0
IDACI Quantile	Most deprived	27	23	-4	25	20	-5
Special Educational Need	No	85	89	+4	85	89	+4
Special Educational Need	Yes	15	11	-4	15	11	-4
Child in Need	No	96	98	+2	96	98	+2
Child in Need	Yes	4	2	-2	4	2	-2
English as an additional language	No	84	84	0	84	80	-4
English as an additional language	Yes/Missing	16	16	0	16	20	+4
Free school meal eligibility	No	77	83	+6	77	84	+7
Free school meal eligibility	Yes	23	17	-6	23	16	-7

Table 14: Pupil population profile compared to achieved sample profile after second reminder

Variable	Category	Incentive: Population (%)	Incentive: Achieved (%)	Incentive: pp difference	No incentive: Population (%)	No incentive: Achieved (%)	No incentive: pp difference
Gender	Male	49	45	-4	52	47	-5
Gender	Female	51	55	+4	48	53	+5
Ethnicity	Mixed	7	6	0	7	6	0
Ethnicity	White	74	75	-1	72	67	-4
Ethnicity	Asian	8	8	1	9	12	+3
Ethnicity	Missing	4	3	-1	3	3	0
Ethnicity	Black	6	5	-1	8	9	+2
Ethnicity	Other	2	2	0	1	2	0
Region	South East	16	18	+2	17	20	+3
Region	West Midlands	15	12	-2	10	9	-1
Region	South West	5	6	+1	9	10	+1
Region	East of England	14	14	0	14	14	-1
Region	Yorkshire and The Humber	8	8	0	6	7	+1
Region	North West	15	15	0	17	12	-5
Region	North East/Other/Missing	2	2	0	2	3	+1
Region	East Midlands	11	11	1	6	6	0
Region	London	15	14	-1	18	19	+1

Variable	Category	Incentive: Population (%)	Incentive: Achieved (%)	Incentive: pp difference	No incentive: Population (%)	No incentive: Achieved (%)	No incentive: pp difference
KS1 results	Higher than standard in at least one test	12	16	+4	12	16	+4
KS1 results	About standard in at least one test	19	18	-1	20	20	0
KS1 results	Lower than standard in at least one test / Missing all three tests	9	7	-2	9	8	-1
KS1 results	Missing as KS2 results used (YEAR 7, 10, 11)	60	59	-1	59	56	-3
KS2 results	Lowest performance/ Missing at least one test	17	13	-4	17	13	-5
KS2 results	Quantile – 2 nd	13	11	-2	14	11	-2
KS2 results	Quantile – 3 rd	14	15	+1	14	14	0
KS2 results	Highest performance	16	21	+5	15	19	+5
KS2 results	Missing due to Covid (YEAR 8, 9)	40	41	-1	41	44	+3
Year Group	11	19	19	0	19	16	-3
Year Group	10	20	19	-1	20	18	-1
Year Group	9	20	20	0	20	20	0
Year Group	8	20	21	0	21	23	+2
Year Group	7	21	21	+1	21	22	+1
IDACI Quantile	Least deprived/Missing	27	31	+4	26	31	+5

Variable	Category	Incentive: Population (%)	Incentive: Achieved (%)	Incentive: pp difference	No incentive: Population (%)	No incentive: Achieved (%)	No incentive: pp difference
IDACI Quantile	2 nd Quantile	25	26	+2	25	24	-1
IDACI Quantile	3 rd Quantile	21	20	-1	24	24	0
IDACI Quantile	Most deprived	27	23	-4	25	21	-4
Special Educational Need	No	85	89	+4	85	88	+3
Special Educational Need	Yes	15	11	-4	15	12	-3
Child in Need	No	96	98	+1	96	98	+2
Child in Need	Yes	4	2	-1	4	2	-2
English as an additional language	No	84	84	0	84	79	-5
English as an additional language	Yes/Missing	16	16	0	16	21	+5
Free school meal eligibility	No	77	83	+6	77	85	+8
Free school meal eligibility	Yes	23	17	-6	23	15	-8

Table 15: Pupil population profile compared to achieved sample profile after third reminder

Variable	Category	Incentive: Population (%)	Incentive: Achieved (%)	Incentive: pp difference	No incentive: Population (%)	No incentive: Achieved (%)	No incentive: pp difference
Gender	Male	49	45	-4	52	47	-5
Gender	Female	51	55	+4	48	53	+5
Ethnicity	Mixed	7	6	0	7	6	-1
Ethnicity	White	74	74	+1	72	67	-5
Ethnicity	Asian	8	8	+1	9	12	+3
Ethnicity	Missing	4	3	-1	3	3	0
Ethnicity	Black	6	6	0	8	10	+2
Ethnicity	Other	2	2	0	1	2	+1
Region	South East	16	17	+2	17	19	+2
Region	West Midlands	15	14	-1	10	9	-1
Region	South West	5	6	+1	9	10	0
Region	East of England	14	14	0	14	14	0
Region	Yorkshire and The Humber	8	8	0	6	6	0
Region	North West	15	14	-1	17	13	-3
Region	North East/Other/Missing	2	2	0	2	3	0
Region	East Midlands	11	11	+1	6	6	0
Region	London	15	14	-1	18	20	+2

Variable	Category	Incentive: Population (%)	Incentive: Achieved (%)	Incentive: pp difference	No incentive: Population (%)	No incentive: Achieved (%)	No incentive: pp difference
KS1 results	Higher than standard in at least one test	12	16	+3	12	15	+4
KS1 results	About standard in at least one test	19	18	-1	20	19	-1
KS1 results	Lower than standard in at least one test / Missing all three tests	9	7	-2	9	8	-1
KS1 results	Missing as KS2 results used (YEAR 7, 10, 11)	60	59	0	59	57	-2
KS2 results	Lowest performance/ Missing at least one test	17	13	-4	17	13	-4
KS2 results	Quantile - 2nd	13	11	-2	14	12	-2
KS2 results	Quantile - 3rd	14	15	+1	14	13	-1
KS2 results	Highest performance	16	20	+4	15	19	+4
KS2 results	Missing due to Covid (YEAR 8, 9)	40	41	0	41	43	+2
Year Group	11	19	19	0	19	16	-3
Year Group	10	20	19	-1	20	19	-1
Year Group	9	20	20	0	20	20	0
Year Group	8	20	21	0	21	23	+2
Year Group	7	21	21	+1	21	22	+1
IDACI Quantile	Least deprived/Missing	27	30	+3	26	30	+4
IDACI Quantile	2nd Quantile	25	26	+1	25	24	-1

Variable	Category	Incentive: Population (%)	Incentive: Achieved (%)	Incentive: pp difference	No incentive: Population (%)	No incentive: Achieved (%)	No incentive: pp difference
IDACI Quantile	3rd Quantile	21	21	-1	24	24	0
IDACI Quantile	Most deprived	27	24	-3	25	22	-3
Special Educational Need	No	85	89	+4	85	88	+3
Special Educational Need	Yes	15	11	-4	15	12	-3
Child in Need	No	96	98	+1	96	98	+2
Child in Need	Yes	4	2	-1	4	2	-2
English as an additional language	No	84	83	-1	84	79	-5
English as an additional language	Yes/Missing	16	17	+1	16	21	+5
Free school meal eligibility	No	23	18	-5	23	16	-7
Free school meal eligibility	Yes	77	82	+5	77	84	+7

Appendix 4: Pupil Behaviour Survey Questionnaire

Ask all

INTRO

Welcome to the Department for Education Pupil Behaviour Survey. Your answers will help us to understand your experience of school and the key issues affecting your ability to learn. The following questions will focus on behaviour in your school. By good behaviour, we mean calm, safe, and supportive environments where both pupils and staff can work in safety and are respected.

The survey should take about 5 minutes. Please click on the arrow below to start.

Ask all

Question 0

Before we start the survey, is your parent/carer happy for you to take part?

SINGLE CODE

1. Yes
2. No [SCREEN OUT]

Ask all

Question 1

Thinking about the past week of term, would you say that behaviour of pupils at your school was...

If you were not at school in the past week, please think about the last week you were in school

SINGLE CODE

1. Very good
2. Good
3. Neither good nor poor
4. Poor
5. Very poor
6. Don't know
7. Prefer not to say

Ask all

Question 2

Thinking about the past week of term, how often, if at all, would you say...

My classroom has been calm and orderly

If you were not at school in the past week, please think about the last week you were in school

SINGLE CODE

1. Every day
2. Most days
3. Some days
4. Never
5. Don't know

Ask all

Question 3

Thinking about the past week of term, how often, if at all, would you say... Areas outside the classroom but within the school e.g. corridors, have been calm and orderly

If you were not at school in the past week, please think about the last week you were in school

SINGLE CODE

1. Every day
2. Most days
3. Some days
4. Never
5. Don't know

Ask all

Question 4

Thinking about the past week of term how often, if at all, did misbehaviour of other pupils stop or interrupt the lesson or you doing your work?

If you were not at school in the past week, please think about the last week you were in school

SINGLE CODE

1. All lessons
2. Most lessons
3. Some lessons
4. Rarely
5. Never
6. Not sure
7. Not applicable - not attended lessons

Ask all

Question 5

Thinking about the lessons/classes you attended during the past week of term, how often, if at all, did the following occur when it was not supposed to:

If you were not at school in the last week, please think about the last week you were in school

GRID

1. Pupils talking
2. Pupils shouting out
3. Pupils throwing things
4. Pupils answering back or challenging instructions
5. Pupils using mobile phones
6. Pupils arriving to lessons late

- A. All lessons
- B. Most lessons
- C. Some lessons
- D. Rarely
- E. Never
- F. Not applicable - I have not had any lessons
- G. Don't know

Ask all

Question 6

Thinking about the past week of term, how often, if at all, would you say...

I feel safe when I am at school

If you were not at school in the last week, please think about the last week you were in school

SINGLE CODE

1. All of the time
2. Most of the time
3. Some of the time
4. Almost never
5. Never
6. Don't know

Ask if did not always feel safe at school last week (Q6= 2,3,4 or 5)

Question 7

Where do you feel unsafe at school? (Please tick all that apply)

MULTICODE

1. Classrooms
2. Corridors
3. Play/recreational areas
4. Dining area
5. Toilets
6. Changing rooms
7. Other (please specify)

Ask all

Question 8

In the past 12 months have you been bullied for any reason? Please include any online bullying (cyberbullying) or bullying in person.

Please select all that apply

MULTICODE

1. Yes - By pupils at my school (e.g. on school grounds, on the way to and from school, or online by other pupils at my school)
2. Yes – By someone else (not pupils who go to my school)
3. No
4. Don't Know

Ask if a victim of bullying in the last 12 months (Q8=1 or 2)

Question 9

Where did this bullying occur?

Please select all that apply

MULTICODE

1. Online (for example, via messaging, social media, an online game or any other online platforms)
2. In person (for example, on school grounds, on the way to and from school or outside school)
3. Don't know

Ask all

Question 10

Is bullying a problem at your school?

SINGLE CODE

1. It doesn't happen
2. It happens and teachers are really good at resolving it
3. It happens and teachers are good at resolving it
4. It happens and teachers are not good at resolving it
5. It happens and teachers do nothing about it
6. Don't know

Ask if school-based sample

Demographics Intro

TEXT

We would like to collect a little more information about you, such as your school year and gender so that we can understand the thoughts and opinions of people from different backgrounds and with different circumstances. Everything you say is confidential, will be used for research purposes only and you can decline to answer individual questions if you wish.

Ask if school-based sample

Question 12

Which of the following best describes the gender you identify with?

SINGLE CODE

1. Female
2. Male
3. I identify in some other way (please specify in your own words)
4. Prefer not to say

Ask if school-based sample

Question 13

The next question of this survey is about your ethnicity, which is considered as sensitive data. It will be used by DfE for data classification purposes only. It will remain confidential in line with our privacy policy. If answering this question makes you uncomfortable, please feel free to choose the answer “No, I do not agree”.

Do you agree to answer this question on this basis?

SINGLE CODE

1. Yes, I agree
2. No, I do not agree

Ask if school-based sample

Question 14

What is your ethnic group? Choose one option that best describes your ethnic group or background

SINGLE CODE

1. White
2. Mixed / Multiple ethnic groups
3. Asian / Asian British
4. Black / African / Caribbean / Black British
5. Other ethnic group (please specify)
6. Prefer not to say

Ask if school-based sample

Question 15

Which school year are you in now?

By school year, we mean the school year group you are taught with most of the time.

SINGLE CODE

1. Year 7
2. Year 8
3. Year 9
4. Year 10
5. Year 11
6. Prefer not to say

Ask if school-based sample

Question 17

What is your main language

1. English
2. Other, write in (including British Sign Language)
3. Prefer not to say

Ask if school-based sample

Question 18

What is your home post code?

We are asking this so we can understand the results in different areas of England

OPEN

Don't know

Prefer not to say

Ask all

Question 20

TEXT

Some of the questions in this survey might have raised some challenging or upsetting issues for you. We're really grateful that you have taken part and want to make sure that you have access to the support and guidance you may need. Below you can find a list of charities and support services you may find useful:

Samaritans: Confidential listening service 'a safe place for you to talk any time you like'

<http://www.samaritans.org> or you can call: 116 123

Shout: Provides free, confidential text message support for anyone struggling to cope

Text 'Shout' to 85258

Every Mind Matters: Expert advice and practical tips to help you look after your mental health and wellbeing, including sleep, self-care, and dealing with change

www.nhs.uk/every-mind-matters/



Department
for Education

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Reference: RR1407

ISBN: 978-1-83870-550-3

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