

# Pupil Attitude Survey 2015

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## Executive Summary

The Tower Hamlets Pupil Attitude Survey (PAS) focuses on pupils' views and experiences on health and well-being, staying safe, the use of technology, local community and plans for the future. It was developed and first run in 2013 to replace TellUs, a national survey which was cancelled in 2010. Following the success of the first survey, the PAS ran for the second time in 2015. This year, the survey received an incredible response, with over 4,000 pupils taking part.

As the only comprehensive platform where young people from the borough can share their views and experiences of their lives, the survey provides the council and schools with invaluable data. Results from the survey are used for service and policy planning, school learnings and other areas of development which have young people's interests at their core.

### *Being healthy*

- The majority of pupils (78 per cent) reported having eaten some fruit or vegetables the previous day, however only 19 per cent report eating the recommended five portions.
- Nine in ten pupils (91 per cent) said they did something physically active in the previous week, with lesson time being the most frequent period when pupils are active.
- 83 per cent of pupils said that they have never had an alcoholic drink. Young people at secondary school, boys, and White and BME (excluding Bangladeshi) pupils were more likely to say that they have tried alcohol in the past.
- Around nine in ten pupils (89 per cent) said that they have never tried cigarettes and only five per cent of pupils say that they smoke 'sometimes' or 'regularly'. Secondary pupils and boys were more likely to report smoking.
- The majority of secondary pupils (81 per cent) said that they have never tried vapes and six per cent smoke them 'sometimes' or regularly'.
- 62 per cent of secondary pupils reported never having smoked shisha and 15 per cent said they smoke shisha 'sometimes' or 'regularly', making it much more popular than cigarettes or 'vapes'.
- One in ten secondary pupils (10 per cent) said they have tried drugs in the past. Among these 10 per cent, the majority (63 per cent) said they had used drugs in the past four weeks. Solvents and cannabis were the most frequently used substances.
- The advice received at school that secondary pupils found most helpful was about healthy food and lifestyles. Pupils were less likely to find advice on sex and relationships helpful and one in five (20 per cent) reported not having received any advice on this topic.

### *Emotional well-being*

- Two thirds (66 per cent) of pupils say they feel happy about life at the moment, but this proportion has fallen significantly since the last PAS in 2013.
- Nine in ten (90 per cent) of pupils say they have one or more good friends.
- The majority of pupils (87 per cent) said they were able to talk to at least one person when worried. Primary pupils were most likely to say they could talk to their parents/carers while secondary pupils were most likely to say they could talk to their friends when worried.
- Only 30 per cent of secondary pupils said they feel optimistic about the future 'all of the time' or 'often'. 41 per cent said they feel optimistic 'rarely' or 'none of the time'.

- Schoolwork and exams was the most common worry for children and young people, with 57 per cent of primary and 64 per cent of secondary pupils saying that they worry about it often.
- There were also significant increases in the proportion of pupils who said they worried about many issues between 2013 and 2015. The biggest increase was the proportion of pupils who said they often worry about bullying, which rose from 28 to 38 per cent for primary pupils and from 17 per cent to 23 per cent for secondary pupils. Additionally, the proportion of secondary pupils who said they do not worry about anything fell from 18 per cent in 2013 to 13 per cent in 2015.
- 42 per cent of secondary pupils said that they found advice on handling their emotions helpful and 20 per cent said that they have not received any.

### Staying safe

- The large majority of pupils report feeling 'quite safe' or 'very safe' in a variety of situations. Pupils were most likely to say that they felt safe in school (89 per cent).
- Nearly two thirds of pupils (65 per cent) said they found the advice they received in school about staying safe helpful.
- Nearly a quarter of pupils (24 per cent) said that they have experienced bullying in school in the past year. Primary pupils saw a significant rise in reported bullying (from 26 per cent in 2013 to 31 per cent in 2015).
- Of those who said they had experienced bullying in school, the majority (69 per cent) said that it happened 'just one time' or 'a few times' in the past year. However, 23 per cent of pupils said that they were bullied 'most days' or 'every day'.
- Verbal modes of bullying were the most common; with 60 per cent of pupils saying the perpetrator said 'bad things about me to my face'. The least common modes of bullying reported were online (14 per cent) and by phone (8 per cent).
- Commenting on someone's appearance was the most prevalent form of bullying, with 50 per cent of all pupils who have been bullied saying they had experienced this. The two least common forms of bullying were saying something negative about being 'gay, lesbian, or something similar' and about 'a disability or health condition' (both 14 per cent).
- The majority of all pupils (57 per cent) said that their school deals with bullying 'quite well' or 'very well'. Primary pupils were more likely to feel positive about their school's response. On the other hand, BME pupils (ex. Bangladeshi) were more likely than average to say that their school handled bullying 'not very well' or 'badly' (29 vs. 22 per cent).

### Achieving their full potential

- The majority of children and young people held positive views about the support and feedback they received from their school. 91 per cent of primary pupils and 73 per cent of secondary pupils agreed that their school is giving them useful skills and knowledge. Primary pupils generally had more positive views about their school compared to those at secondary school.
- Over half of primary pupils (53 per cent) and a quarter of secondary pupils (25 per cent) said that they get extra help with their learning. This was most commonly from a teaching assistant and received one or two times a week.
- Only 9 per cent of pupils said that they ever play truant. Secondary pupils and boys were more likely to say that they had a period of unauthorised absence from school.

- The majority of pupils (82 per cent) said that their parents 'are pleased when I go to school and show interest'. Only 2 per cent of pupils said that this statement was not true.

### Using technology

- 58 per cent of all pupils said that they have their own mobile phone. Secondary pupils were much more likely to have their own mobile phone than those at primary (80 vs. 28 per cent). Boys, White and BME (ex. Bangladeshi) pupils were also more likely to have their own mobile phones.
- Primary pupils were most likely to use their mobiles to play games, while secondary pupils were most likely to use them to access the internet.
- Nine in ten pupils said that they have access to a computer, laptop or tablet outside of school.
- Around three quarters of children and young people said that their parents know what they look at or play on the internet.
- Only 13 per cent of pupils said that they do not use any social networks. YouTube was the most popular site for both primary (81 per cent) and secondary pupils (82 per cent).
- The majority of young people (80 per cent) said that they have never received a photo or video that made them uncomfortable. Only 12 per cent of pupils said that they had. The most common form of inappropriate media being shared was those of a sexual nature. The least common were media featuring religious extremism and homophobic content.

### The local area

- Nearly half (47 per cent) of secondary pupils agreed that 'Tower Hamlets is a place where young people from different backgrounds get on well together' while only 14 per cent disagreed. BME pupils (ex. Bangladeshi) were more likely than average to disagree with the statement (22 vs. 14 per cent).
- Pupils reported high levels of participation in activities, with 94.5 per cent of pupils saying that they have participated in at least one activity (e.g. visiting a park, giving time to charity) in the past four weeks. There were also significant increases in activity compared to 2013.
- Two in five pupils (39 per cent) said that there was nothing stopping them from participating in activities. Not having enough time was the biggest barrier faced by others.
- The majority of pupils (59 per cent) said that they thought the parks and play areas in their local area were 'good' or 'very good'. Primary pupils were more likely to have positive views about parks compared to those at secondary school. Compared to 2013, the proportion of pupils with negative views about their parks and play areas fell.
- Walking was the most popular mode of travel to and from school, with 60 per cent of pupils saying they walk.
- 76 per cent of pupils said they use local public transport. Of those who do not, the large majority (79 per cent) said it was because they do not need to. Only a small proportion said they did not use public transport because they do not feel safe (5 per cent), because they do not find it easy (3 per cent) or because there is not any public transport where they live (2 per cent).
- 88 per cent of pupils said that they have learned about child rights in at least one place, with most pupils saying they have learned about child rights at school.

## Resilience for the future

- 68 per cent of all pupils said that they think they will go to university or higher education in the future. Only 6 per cent said that they did not think they would go.
- Primary pupils were significantly more likely to say that they would attend university compared to those at secondary school (74 vs. 63 per cent).
- White and BME (ex. Bangladeshi) pupils were more likely than average to say that they would not attend university.
- The majority of pupils (59 per cent) who said they did not want to go to university said this was because they were not interested.
- The most common response about secondary pupils' plans after year 11 was to continue studying at college or sixth form. However, this fell from 39 per cent in 2013 to 30 per cent in 2015.
- The proportion of secondary pupils who said that they were unsure about what to do after year 11 increased significantly, from 22 per cent in 2013 to 27 per cent in 2015.
- Family and friends were the most frequently cited sources of help and advice to plan for the future after year 11.
- The most popular career aspiration was a 'top professional job' (e.g. doctor, lawyer). 35 per cent of primary and 45 per cent of secondary pupils chose this option. While Bangladeshi pupils were more likely than average to say they wanted a 'top professional job', White pupils were less than half as likely to say this (19 vs. 41 per cent).
- 36 per cent of secondary pupils said they felt that they have had enough support to plan their future, while 25 per cent said that they have not.
- 41 per cent of secondary pupils said that they found advice on managing money helpful and 23 per cent said they had not received any.
- Primary pupils said the thing that would most improve their lives was 'more places where I can go to spend time with my friends' while secondary pupils said it was 'more help to plan for my future'.

# 1. Introduction

## 1.1. Background and aims

The Tower Hamlets Pupil Attitude Survey (PAS) focuses on pupils' views and experiences on health and well-being, staying safe, the use of technology, local community and plans for the future. It was developed and first run in 2013 to replace TellUs, a national survey which was cancelled in 2010. Following the success of the first survey, the PAS ran for the second time in 2015.

As the only comprehensive platform where young people from the borough can share their views and experiences of their lives, the survey provides the council and schools with invaluable data. Results from the survey are used for service and policy planning, school learnings and other areas of development which have young people's interests at their core.

## 1.2 Methodology

The questions and structure of the 2015 Pupil Attitude Survey was kept very similar to that in 2013 (and to prior TellUs surveys) so that results can be tracked over time. However, council services (including the Youth Council) were consulted on additions or alterations to the Pupil Attitude Survey. Changes were kept to a minimum so as not to lengthen the survey.

Revisions were made around the use of mobile phones and social media, mental health, bullying, views about school, additional learning support, playing truant, future plans, e-cigarettes and community cohesion. In addition, the age group for respondents was increased to reflect new legislation that requires young people to remain in school or training until the age of 18.

Before the survey went live, it was piloted in two schools, a primary and a secondary, which allowed any user or comprehension issues to come to light. A few final changes were made to the survey based on the findings from the pilot.

All community schools (those run by the council) were invited to take part in the PAS. It was conducted online, and a link to the survey was sent to the Head Teacher of each school that signed up along with an information pack advising how to facilitate the survey. The survey was open between 18<sup>th</sup> November and 18<sup>th</sup> December 2015, giving schools a four week period to return responses. Weekly reminders and updates were published in the Head Teacher's Bulletin.

The 2015 PAS received an incredible response, with more than twice the number of participants that it had in 2013. A total of 4,016 pupils took part: 1,703 primary pupil responses from 27 schools and 2,313 secondary pupil responses from six schools. Primary pupils who took part in the survey were aged between 9 and 11. A full list of participating schools can be found in Appendix A.

Unfortunately, only a relatively small number of post-16 pupils (76) responded to the survey. Their views proved to be quite different from those of other secondary pupils, however the low numbers meant that they could not be analysed as a separate age group. They have therefore been excluded from the analysis in this report.

The survey results were weighted by age and ethnic group using a similar methodology as employed in 2013 to ensure that the sample reflects the wider school roll.



Finally, survey results were tested for statistical significance between age groups, genders, ethnic groups and compared to the 2013 PAS. A 99 per cent confidence interval was used to conduct significance testing due to the large size of the survey sample. This helps to ensure that the findings presented in this report are more robust.

For age group and gender, significance testing was conducted between these groups (i.e. primary vs. secondary and females vs. males). For significance testing between ethnic groups, significance testing for each ethnic group was conducted against the average for all pupils (e.g. Bangladeshi vs. all pupils) rather than between groups (e.g. Bangladeshi vs. White pupils).

### 1.3 Technical notes

The results presented throughout this report have been rounded to the nearest percentage point. However, all of the figures given for change, difference and statistical significance have been calculated using unrounded numbers. This means that some results will appear to show a slight difference to what a reader would expect when looking only at the rounded figures presented in figures and tables. Rounding may also mean that percentages do not add up to 100.

Not every pupil who took part in the survey answered each question. Therefore, sample sizes between questions vary. In figures and tables which feature more than one survey question, the minimum sample size for all questions is given.

Pupils were categorised into three ethnic groups based on their survey responses: Bangladeshi, White and BME (everyone except Bangladeshi and White). The two biggest ethnic groups within the BME group are Black Somali and Black African.

A substantial number of pupils did not provide their gender and/or their ethnic group. While survey responses from these pupils have been included in analysis for all pupils, they are not included in breakdowns by gender and/or ethnic group. This means that, for example, the sample sizes of female and male pupils may not add up to that of all pupils.

In figures and some tables, an asterisk (\*) has been used to highlight statistical significance. In addition, colour coding has been used in the tables of this report to indicate statistically significant differences:

 Denotes positive statistically significant difference

 Denotes negative statistically significant difference

 Denotes statistically significant difference where no value judgement can be made

### 1.4 Further information

This report was produced by the Council's Corporate Research Unit which is based within the Council's Corporate Strategy and Equality Service. The team regularly publishes analysis and research about Tower Hamlets which can be accessed on the Council's website at the following link:

 [http://www.towerhamlets.gov.uk/lqn/community\\_and\\_living/borough\\_statistics/borough\\_statistics.aspx](http://www.towerhamlets.gov.uk/lqn/community_and_living/borough_statistics/borough_statistics.aspx)

For more information about this report, please contact Lisa Stidle (Research Officer):

 [lisa.stidle@towerhamlets.gov.uk](mailto:lisa.stidle@towerhamlets.gov.uk)

## 2. Being Healthy

### Key Findings

- The majority of pupils (78 per cent) reported having eaten some fruit or vegetables the previous day, however only 19 per cent report eating the recommended five portions.
- Nine in ten pupils (91 per cent) said they did something physically active in the previous week, with lesson time being the most frequent period when pupils are active.
- 83 per cent of pupils said that they have never had an alcoholic drink. Young people at secondary school, boys, and White and BME (ex. Bangladeshi) pupils were more likely to say that they have tried alcohol in the past.
- Around nine in ten pupils (89 per cent) said that they have never tried cigarettes and only five per cent of pupils say that they smoke 'sometimes' or 'regularly'. Secondary pupils and boys were more likely to report smoking.
- The majority of secondary pupils (81 per cent) said that they have never tried vapes and six per cent smoke them 'sometimes' or regularly'.
- 62 per cent of secondary pupils reported never having smoked shisha and 15 per cent said they smoke shisha 'sometimes' or 'regularly', making it much more popular than cigarettes or 'vapes'.
- One in ten secondary pupils (10 per cent) said they have tried drugs in the past. Among these 10 per cent, the majority (63 per cent) said they had used drugs in the past four weeks. Solvents and cannabis were the most frequently used substances.
- The advice received at school that secondary pupils found most helpful was about healthy food and lifestyles. Pupils were less likely to find advice on sex and relationships helpful and one in five (20 per cent) reported not having received any advice on this topic.

### 2.1 Healthy eating

Pupils that took part in the PAS were asked to report how many 'five a day' fruit and vegetables they ate the previous day. Table 1 provides a summary of the survey responses.

Overall, 78 per cent of pupils had eaten some fruit or vegetables the previous day, 10 per cent had not eaten any, and 12 per cent did not know. Only 19 per cent of pupils reported eating the recommended five portions of fruit and vegetables the previous day.

There are significant differences between primary and secondary pupils. Primary pupils were more likely to say they had eaten five or more portions of fruit and vegetables than secondary pupils (25 vs. 13 per cent). Secondary pupils were more likely to report eating no fruit and vegetables the previous day than primary pupils (13 vs. 6 per cent).

**Table 1: Number of 'five a day' fruit and vegetables eaten yesterday, by age**

Q: How many of the 'five a day' fruit and vegetables did you eat yesterday?	% of pupils		
	All pupils	Primary	Secondary
5 or more	19	25	14
3 or 4	27	29	26
1 or 2	32	29	34
None	10	6	13
Don't know	12	12	12
sample size	3,173	1,422	1,751

Source: Tower Hamlets Pupil Attitude Survey 2015

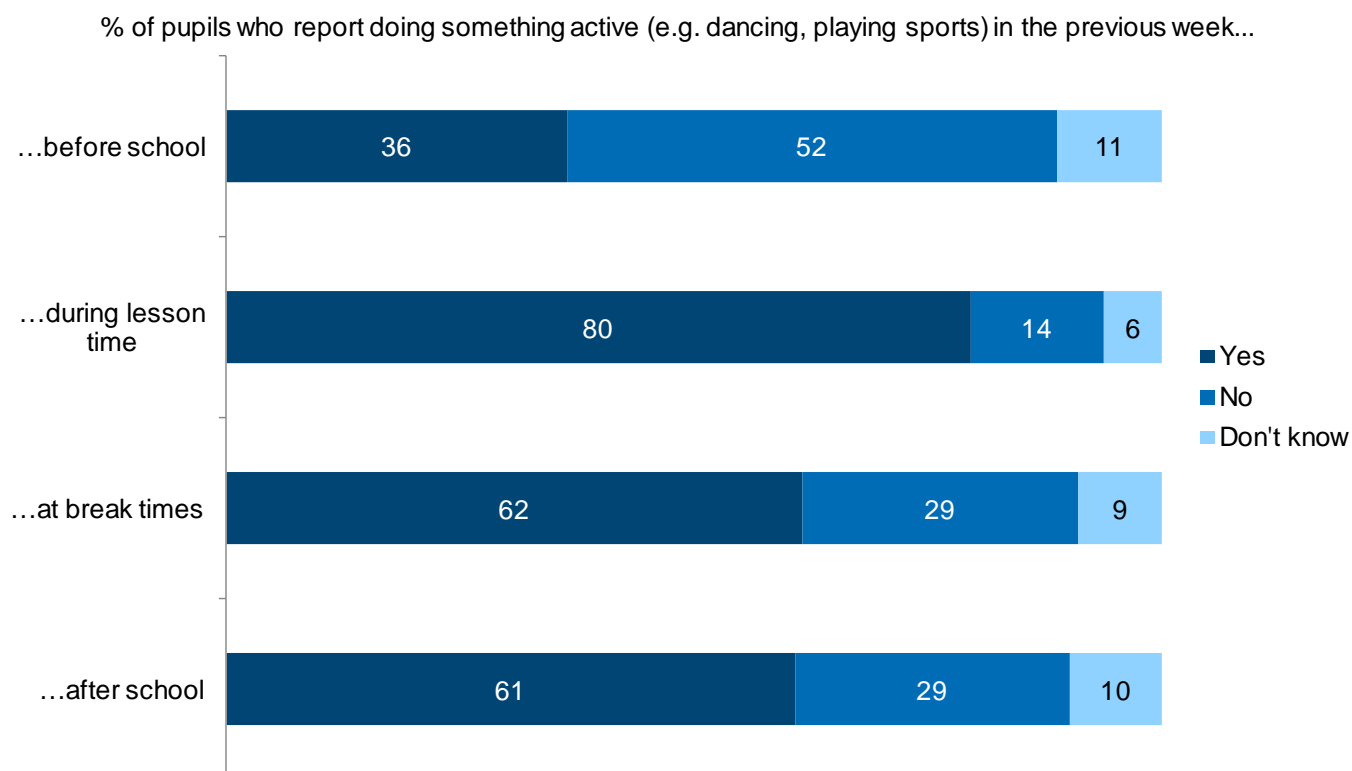
Highlights indicate statistical significance to a 99 per cent confidence interval.

Compared to the last PAS in 2013, there was a significant increase in the proportion of primary pupils who reported eating five or more portions of fruit and vegetables. This rose from 20 per cent of primary pupils in 2013 to 25 per cent in 2015.

## 2.2 Physical activity

Children and young people were asked how active they were the previous week. This could include walking to school as well as running around, riding a bike, playing sports, dancing and swimming. Overall, 91 per cent of pupils reported doing something active at some point during the previous week. Figure 1 shows the survey responses for different time periods.

**Figure 1: Proportion of pupils who did something active the previous week**



Source: Tower Hamlets Pupil Attitude Survey 2015

Sample size (min): 2,646

There are statistically significant differences in the reported levels of physical activity between primary and secondary pupils, as shown in Table 2. Primary pupils are significantly more active than secondary students before school, during break times, and after school. Primary school

pupils are twice as active during break times than secondary pupils (85 vs. 43 per cent). Lesson time was the only period when primary and secondary pupils said they were equally active.

There is a similar trend when broken down by gender. Boys reported being significantly more active than girls before school, during break times and after school. However, both boys and girls were equally active during lesson time.

Q: Thinking back to last week, did you do something active?	% of pupils who said they were active				
	All pupils	Primary	Secondary	Female	Male
Before school	36	42	32	34	40
During lesson time	80	81	78	80	80
During break times	62	85	43	55	70
After school	61	67	56	58	65
<i>sample size (min)</i>	2,647	1,148	1,499	1,338	1,248

Source: Tower Hamlets Pupil Attitude Survey 2015

Highlights indicate statistical significance to a 99 per cent confidence interval.

## 2.3 Drug and alcohol use

### Alcohol

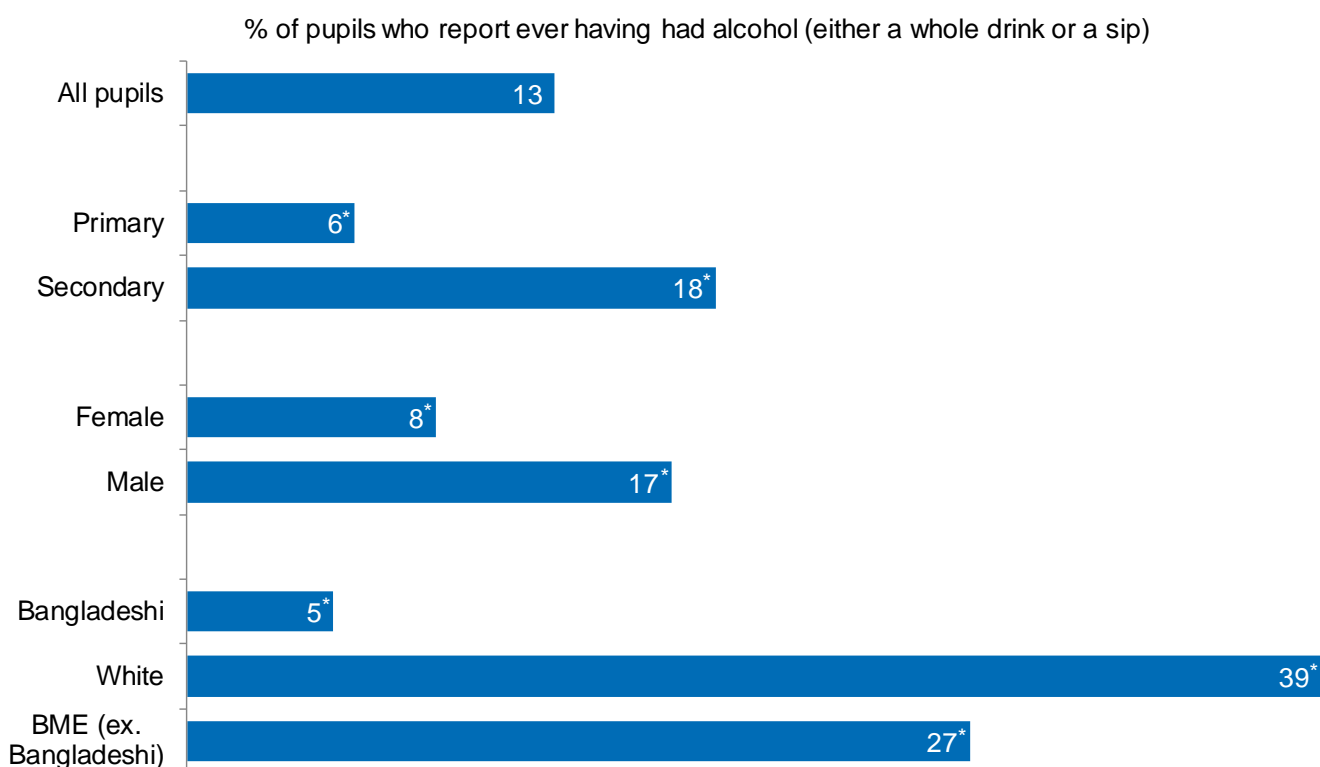
All pupils responding to the survey were asked if they have ever had an alcoholic drink, either a whole drink or a sip. (N.B. Primary pupils responding to the survey were aged between 9 and 11.)

The large majority of pupils (83 per cent) said that they had never had an alcoholic drink. 13 per cent of all pupils said that they have had alcohol and a further 4 per cent did not want to say.

Figure 2 shows that there were significant differences in reported alcohol use by age, gender and ethnic group. Secondary pupils are more than three times more likely to have tried alcohol than primary pupils in the cohort (18 vs. 6 per cent). Boys are nearly twice as likely as girls to have tried alcohol (17 vs. 8 per cent).

The biggest differences are between ethnic groups. Bangladeshi pupils, at only 5 per cent, were by far the least likely to have tried alcohol. White pupils were the most likely, with 39 per cent reporting that they have had an alcoholic drink in the past. 27 per cent of BME pupils (ex. Bangladeshi) reported having tried alcohol.

**Figure 2: Proportion of pupils who have ever had alcohol, by age, gender and ethnic group**



Source: Tower Hamlets Pupil Attitude Survey 2015

Sample size: 3,143

\* indicates statistical significance to a 99 per cent confidence interval.

Children and young people who did report having had an alcoholic drink in the past were asked a follow up question about how often they had had an alcoholic drink in the past four weeks. 47 per cent said that they did not have any alcohol in the past four weeks, 38 per cent said they had a drink one or more times, and 15 per cent said they did not know.

## Smoking

Around nine in ten pupils (89 per cent) said that they have never tried cigarettes and only five per cent of pupils say that they smoke 'sometimes' or 'regularly'.

Table 3 provides a full breakdown of survey responses and shows that there are significant differences by age. Primary pupils were more likely than those at secondary school to say that they have never smoked cigarettes (97 vs. 83 per cent). Only around one per cent of primary pupils in the sample (aged between nine and eleven) report smoking 'sometimes' or 'regularly' compared to eight per cent of secondary pupils.

Similarly, girls were more likely than boys to report never having smoked (93 vs. 86 per cent). Boys were ten times more likely than girls to say they regularly smoke cigarettes (5 vs. 0.5 per cent).

**Table 3: Reported cigarette smoking, by age and gender**

Q: Have you ever smoked cigarettes?	% of pupils				
	All pupils	Primary	Secondary	Female	Male
I have never smoked cigarettes	89	97	83	93	86
I have only ever tried smoking cigarettes once	6	1	10	5	7
I sometimes smoke cigarettes - less than once a week	2	<1	3	2	2
I regularly smoke cigarettes - more than once a week	3	<1	5	<1	5
<i>sample size</i>	<i>3,091</i>	<i>1,357</i>	<i>1,734</i>	<i>1,588</i>	<i>1,431</i>

Source: Tower Hamlets Pupil Attitude Survey 2015

Highlights indicate statistical significance to a 99 per cent confidence interval.

Secondary pupils were additionally asked if they had ever smoked e-cigarettes or ‘vapes’. 81 per cent of secondary pupils in the survey said that they had never tried them, 8 per cent said that they had tried them once, 6 per cent said that they smoke them ‘sometimes’ or ‘regularly’ and 5 per cent did not know.

Similar to the findings for cigarettes, girls were significantly more likely to say that they had never tried e-cigarettes/vapes than boys (89 vs. 72 per cent). Boys were five times more likely than girls to report smoking them ‘sometimes’ or ‘regularly’ (11 vs. 2 per cent).

Secondary pupils were also asked if they had ever smoked shisha. Overall, 62 per cent of young people reported never having smoked shisha, 9 per cent said that they had tried it once and 15 per cent said they smoke shisha ‘sometimes’ or ‘regularly’, making it much more popular than cigarettes or ‘vapes’. 4 per cent of pupils said that they did not know what shisha is.

Again, girls were significantly more likely to say that they had never smoked shisha compared to boys (67 vs. 53 per cent). Boys were twice as likely as girls to report smoking shisha ‘sometimes’ or ‘regularly’ (21 vs. 10 per cent).

## Drugs

Young people at secondary school were asked if they had ever taken drugs. 10 per cent of secondary pupils in the survey said that they had taken drugs in the past. This is a slight increase from PAS 2013, in which 8 per cent of pupils said they had taken drugs, but the difference is not great enough to be statistically significant.

There are, however, significant differences in reported drug usage by gender. Boys were almost twice as likely as girls to report having ever taken drugs (13 vs. 7 per cent).

**Table 4: Reported drug usage, by gender**

Q: Have you ever taken drugs?	% of secondary pupils			
	PAS 2013	PAS 2015		
	All pupils	All pupils	Female	Male
Yes	8	10	7	13
No	86	85	91	80
I don't want to say	6	5	2	7
<i>sample size</i>	525	1,755	919	781

Source: Tower Hamlets Pupil Attitude Survey 2015

Highlights indicate statistical significance to a 99 per cent confidence interval.

Young people who said that they had taken drugs before were asked a series of follow up questions about the type and frequency of drug use. The majority of pupils who report having tried drugs (63 per cent) said that they had taken at least one drug at least once in the last four weeks. This equates to six per cent of all secondary pupils (who answered any questions about drug use).

Table 5 provides detail on recent drug usage by drug type. It shows that solvents and cannabis were the most frequently used substances, with 45 and 44 per cent (respectively) of secondary pupils who have ever used drugs saying they had taken them at least once in the last four weeks. This equates to four per cent of all secondary pupils (who answered any questions about drug use) for both drug types.

**Table 5: Recent drug use by drug type**

Q: In the last four weeks, how often have you taken any of the following drugs?	Proportion of secondary pupils who took drug at least once in the last four weeks	
	% of those who have taken drugs in the past	% of all secondary pupils
Solvents, glue or gas (to inhale or sniff, like Laughing Gas/Nitrous Oxide etc.)	45	4
Cannabis or skunk	44	4
What may be known as a 'Legal High' (like Novel Psychoactive Substances (NPS), bath salts, plant food)	28	3
Other drugs (like cocaine, LSD, heroin, crack, speed, magic mushrooms, ecstasy, GHB etc.)	24	2
<i>sample size</i>	176	1,755

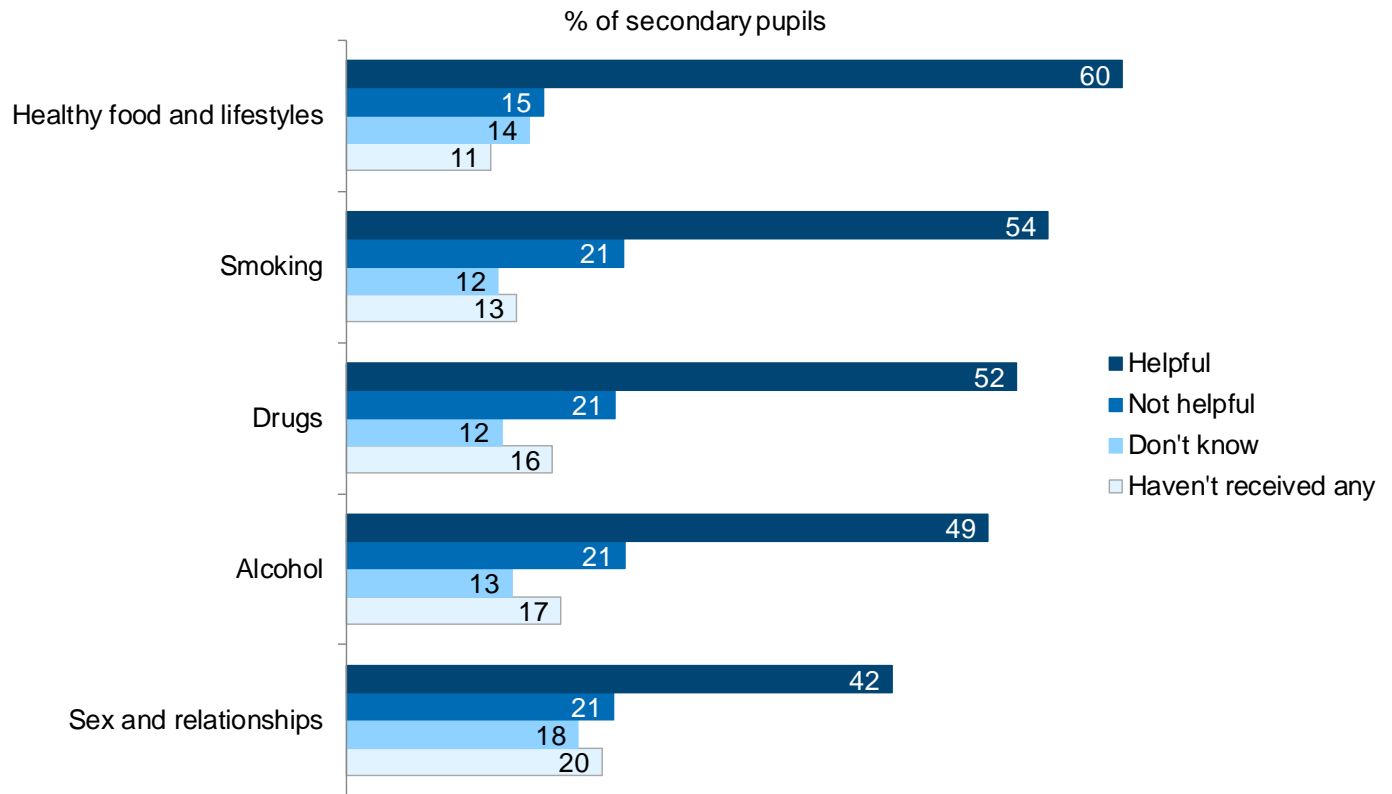
Source: Tower Hamlets Pupil Attitude Survey 2015

## 2.4 Information received in school about being healthy

Secondary pupils were asked about the information and advice they had received at school on a variety of topics related to their health. A summary of the survey responses is shown in Figure 3. It shows that a majority of pupils stated that they had received some information and advice on each subject (whether deemed helpful or not).

The advice young people found most helpful was that on healthy food and lifestyles, with 60 per cent of secondary pupils saying they found it helpful. Pupils found advice on sex and relationships the least helpful, with 42 per cent saying that they found it helpful. Pupils were also most likely to say that they had not received any advice on sex and relationships (20 per cent) compared to other topics.

**Figure 3: Quality of advice received in school about being healthy**



Source: Tower Hamlets Pupil Attitude Survey 2015  
 Sample size (min): 1,716

Compared to the last PAS in 2013, there were decreases in the proportion of pupils who found advice helpful for all topics. However, the only statistically significant change was the proportion of pupils who found advice on healthy food and lifestyles helpful, which fell from 67 per cent in 2013 to 60 per cent in 2015.

When analysed by gender, girls were more likely to say they found advice on healthy food and lifestyles helpful (64 per cent) than boys (56 per cent). Boys were more likely to say that they found advice on sex and relationships helpful (46 per cent) than girls (40 per cent).



### 3. Emotional Well-being

#### Key Findings:

- Two thirds (66 per cent) of pupils say they feel happy about life at the moment, but this proportion has fallen significantly since the last PAS in 2013.
- Nine in ten (90 per cent) of pupils say they have one or more good friends.
- The majority of pupils (87 per cent) said they were able to talk to at least one person when worried. Primary pupils were most likely to say they could talk to their parents/carers while secondary pupils were most likely to say they could talk to their friends when worried.
- Only 30 per cent of secondary pupils said they feel optimistic about the future 'all of the time' or 'often'. 41 per cent said they feel optimistic 'rarely' or 'none of the time'.
- Schoolwork and exams was the most common worry for children and young people, with 57 per cent of primary and 64 per cent of secondary pupils saying that they worry about it often.
- There were also significant increases in the proportion of pupils who said they worried about many issues between 2013 and 2015. The biggest increase was the proportion of pupils who said they often worry about bullying, which rose from 28 to 38 per cent for primary pupils and from 17 per cent to 23 per cent for secondary pupils. Additionally, the proportion of secondary pupils who said they do not worry about anything fell from 18 per cent in 2013 to 13 per cent in 2015.
- 42 per cent of secondary pupils said that they found advice on handling their emotions helpful and 20 per cent said that they have not received any.

#### 3.1 How children and young people are feeling

Primary and secondary pupils who responded to the survey were asked a series of questions related to their emotional health and well-being. Pupils could respond that the statements were 'true', 'neither true nor untrue', 'not true' or 'don't know'.

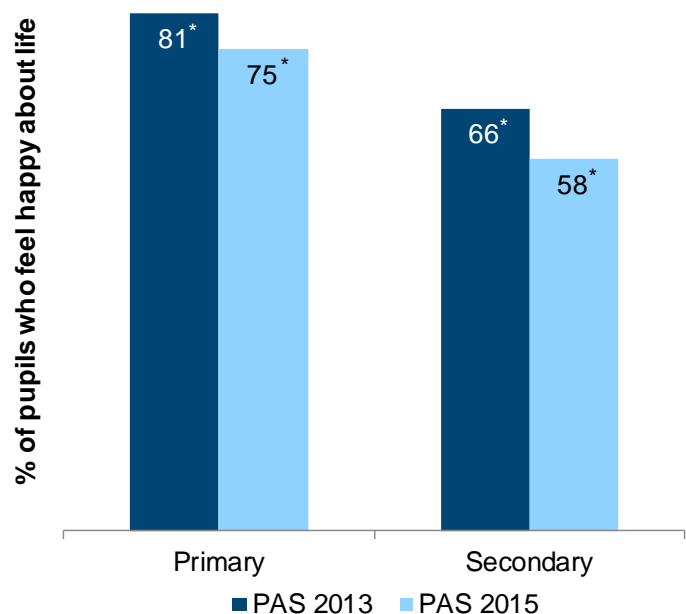
##### 'I feel happy about life at the moment'

Overall two thirds of pupils (66 per cent) responding to the survey said that they felt happy about life at the moment. Primary children were significantly more likely to agree with the statement compared to those at secondary schools (75 vs. 58 per cent).

Figure 4 also shows that the proportion of pupils who say that they feel happy about life is significantly lower than the results of the PAS 2013.

Additionally, boys were significantly more likely to say that they felt happy about life at the moment than girls (70 vs. 62 per cent).

**Figure 4: Proportion of pupils who feel happy about life at the moment**



Source: Tower Hamlets Pupil Attitude Survey 2015  
\* indicates statistical significance to a 99 per cent confidence interval.

## 'I have one or more good friends'

Nine in ten (90 per cent) of all children and young people in the survey cohort said that they had one or more good friends. There were no significant differences between the results of this survey and the PAS 2013, or any differences between how pupils of different age groups, genders, and ethnic groups responded to the question.

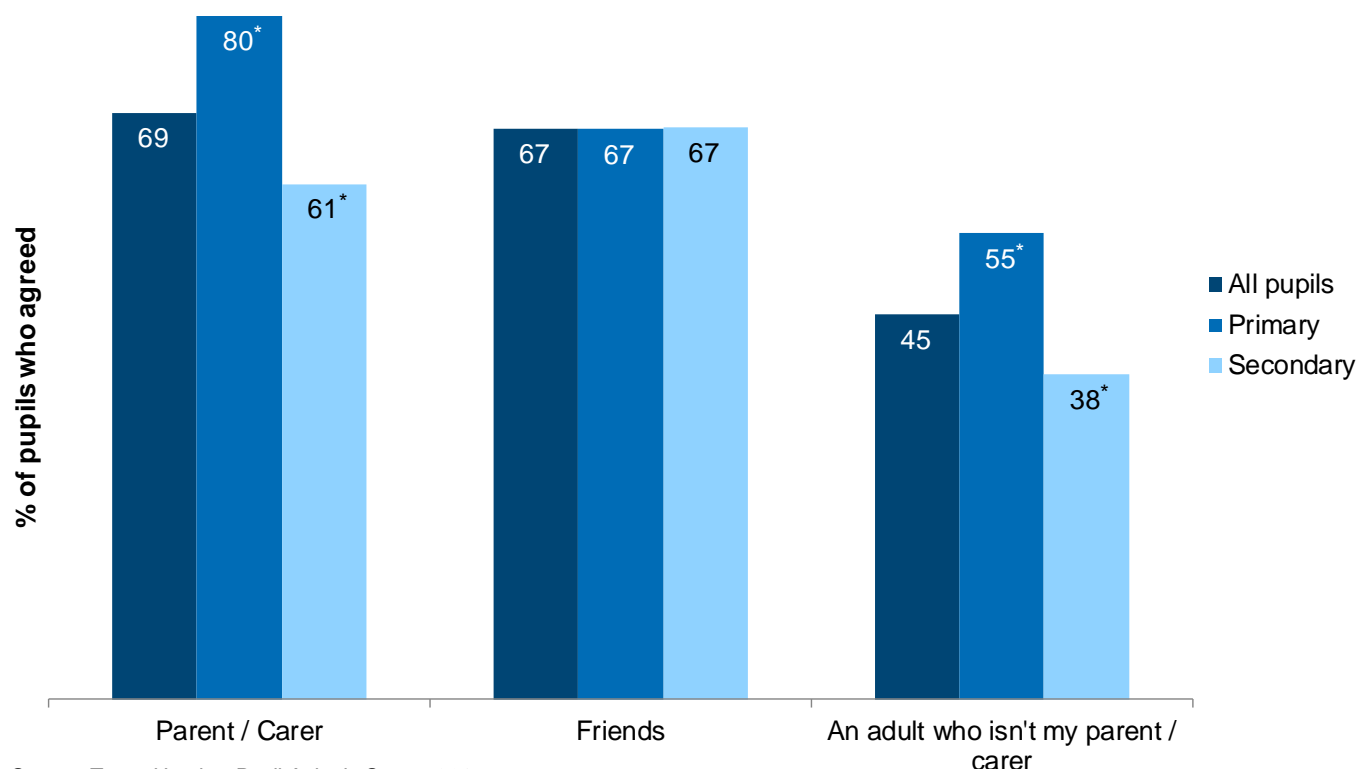
## 'When I'm worried I can talk to someone'

Children and young people were asked if they were able to talk to their parent/carer, friends, or another adult if they were worried about something. The majority of pupils (87 per cent) said that they were able to talk to at least one person when worried. Primary pupils were significantly more likely to say they had someone to talk to compared to secondary pupils (92 vs. 83 per cent).

Figure 5 provides a summary of responses, detailing the person who pupils said they could talk to when worried. It shows that when all pupils are considered together, they are most likely to be able to talk to their parents/carer (69 per cent) and friends (67 per cent) and are least likely to be able to talk to an adult who isn't their parent/carer (45 per cent).

However, Figure 5 shows significant differences in the responses by age. While both groups said they are equally able to talk to their friends when worried, primary pupils were more likely to feel that they can talk to an adult (either their parent/carer or another adult) than secondary pupils. Friends were the most common source of support for secondary pupils.

**Figure 5: Proportion of pupils who have someone to talk to when worried, by age**



Source: Tower Hamlets Pupil Attitude Survey 2015

Sample size (min): 3,453

\* indicates statistical significance to a 99 per cent confidence interval

### 3.2 Thoughts and feelings of secondary pupils

In addition to the statements in the section above, young people at secondary school were asked to respond to a further series of questions about their thoughts and feelings. They were asked to describe how each statement reflected their experience in the last two weeks with ‘none of the time’, ‘rarely’, ‘some of the time’, ‘often’ or ‘all of the time’.

Table 6 shows that the responses for each statement are broadly similar. The statement ‘I’ve been able to make up my own mind about things’ received the most positive responses (i.e. ‘all of the time’ or ‘often’) at 56 per cent of secondary pupils. The statement ‘I’ve been feeling optimistic about the future’ received the most negative responses (i.e. ‘rarely’ or ‘none of the time’) at 41 per cent.

Q: Please tick the box which best describes your experience of each of the statements over the last two weeks.	% of secondary pupils		
	All of the time or often	Some of the time	Rarely or none of the time
I've been able to make up my own mind about things	56	31	22
I've been thinking clearly	48	29	28
I've been feeling close to other people	44	27	31
I've been dealing with problems well	42	28	31
I've been feeling relaxed	37	24	34
I've been feeling useful	36	24	35
I've been feeling optimistic about the future	30	18	41

Source: Tower Hamlets Pupil Attitude Survey 2015  
Sample size (min): 1,667

When broken down by gender, boys were more likely than girls to respond negatively to the statement ‘I feel optimistic about the future’. 46 per cent of boys said ‘rarely’ or ‘none of the time’ compared 37 per cent of girls. Boys were also more likely than girls to respond negatively to the statement ‘I’ve been feeling close to other people’ (34 vs. 27 per cent).

However, boys were more likely than girls to respond positively to the statement ‘I’ve been feeling relaxed’. 41 per cent of boys said that they felt relaxed ‘all of the time’ or ‘often’ compared to 34 per cent of girls.

### 3.3 What children and young people say they often worry about

Pupils who took part in the survey were asked what they often worry about and were able to select multiple options. Figure 6 provides a summary of the survey responses.

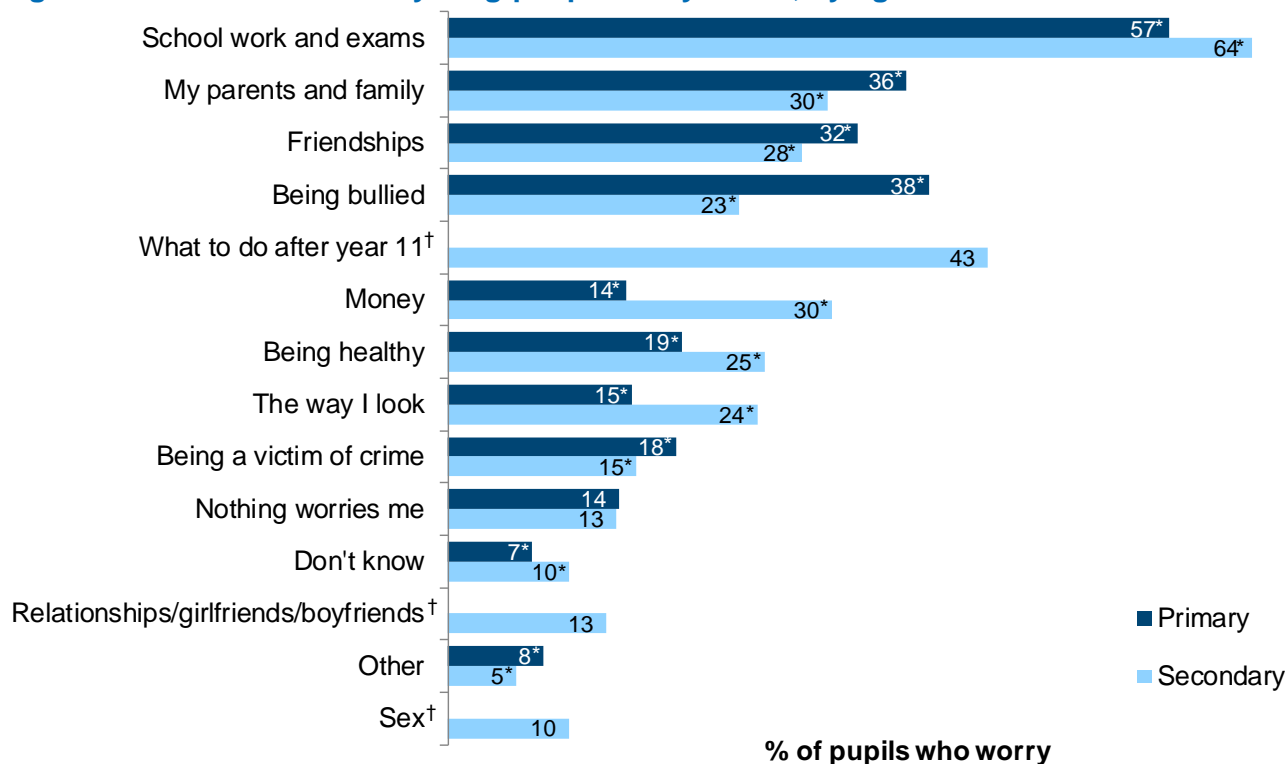
‘Schoolwork and exams’ was by far the most frequent response for both primary (57 per cent) and secondary pupils (64 per cent). For those at secondary schools, what to do after year 11 was the second most frequent response, at 43 per cent. For primary pupils, the second most frequent response was being bullied, with 38 per cent saying this is something they often worry about. A similar proportion of primary (14 per cent) and secondary (13 per cent) pupils said that nothing worries them.

There were statistically significant differences between how primary and secondary pupils responded for all topics. The biggest difference was the proportion that worried about money:

secondary pupils were more than twice as likely to say they often worried about money as primary pupils (30 vs.14 per cent).

Additionally, secondary pupils were more likely than primary pupils to worry about school work and exams, being healthy, and the way they look. Primary pupils were more likely to worry about their parents and family, friendships, being bullied, and being a victim of crime.

**Figure 6: What children and young people worry about, by age**



Source: Tower Hamlets Pupil Attitude Survey 2015

Sample size: 3,527. Respondents could select more than one answer, so percentages will not sum to zero.

\* indicates statistical significance to a 99 per cent confidence interval

† indicates that only secondary pupils were given this option

Table 7 compares survey responses from this year and the previous Pupil Attitude Survey in 2013. Overall, responses for primary pupils changed more significantly than it did for secondary pupils, with the proportion of pupils who said that they worry about something rising for many issues. While the proportion of primary students who said they did not worry about anything did not fall significantly, those at secondary saw a five percentage point fall (from 18 to 13 per cent).

The biggest change for both primary and secondary pupils was an increase in the proportion of students who said that they often worry about bullying. For those at primary school, this rose from 28 per cent in 2013 to 38 per cent in 2015. For secondary pupils, it rose from 17 per cent to 23 per cent.

**Table 7: What pupils say they worry about in 2015 compared to 2013**

Q: Which of these things do you often worry about?	Primary		Secondary	
	PAS 2013	PAS 2015	PAS 2013	PAS 2015
School work and exams	57	57	60	64
My parents and family	29	36	30	30
Friendships	26	32	25	28
Being bullied	28	38	17	23
What to do after year 11 †	-	-	39	43
Money	12	14	25	30
Being healthy	14	19	24	25
The way I look	9	15	20	24
Being a victim of crime	13	18	12	15
Nothing worries me	15	14	18	13
Don't know	6	7	8	10
Relationships/girlfriends/boyfriends †	-	-	14	13
Other	4	8	4	5
Sex †	-	-	10	10
<i>sample size</i>	1,090	1,484	534	2,043

Source: Tower Hamlets Pupil Attitude Survey 2015

Pupils could select multiple responses, so totals do not sum to 100.

Highlights indicate statistical significance to a 99 per cent confidence interval.

† Only secondary pupils were given this option. □

There are also significant differences between how boys and girls responded. Boys were twice as likely as girls to say that nothing worries them (18 vs. 9 per cent). Girls were more likely than boys to say that they often worried about friendships (35 vs. 24 per cent) and the way they look (27 vs. 14 per cent).

### 3.4 Advice on handling emotions

Secondary pupils were asked to rate the information and advice that they received at school about handling their feelings. 42 per cent of pupils said they found the advice helpful and 20 per cent said that they did not find it helpful. A further 19 per cent said they did not know, and 20 per cent said that they had not received any information or support about handling their emotions.

There was a significant increase in the proportion of young people who said that did not receive any advice on handling their emotions, rising from 15 per cent in 2013 to 20 per cent in 2015.

## 4. Staying safe

### Key Findings

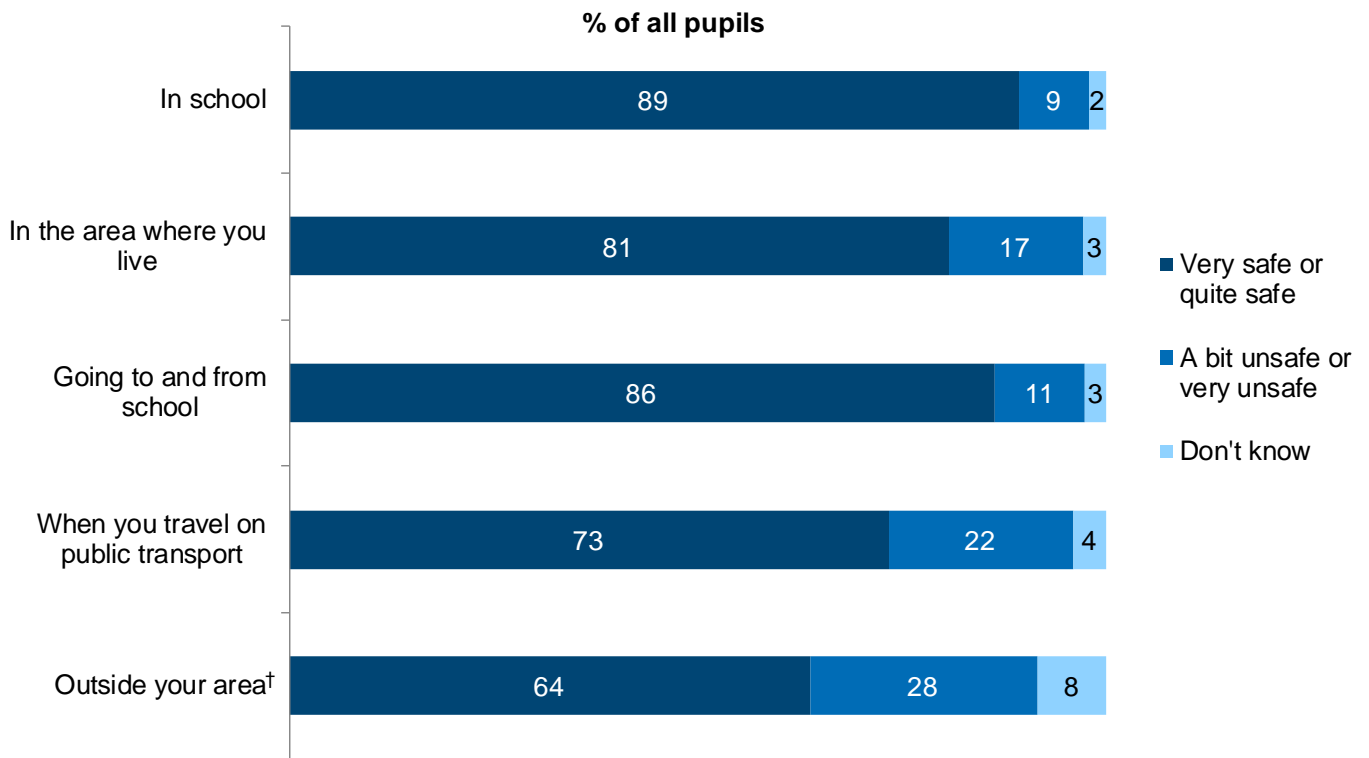
- The large majority of pupils report feeling 'quite safe' or 'very safe' in a variety of situations. Pupils were most likely to say that they felt safe in school (89 per cent).
- Nearly two thirds of pupils (65 per cent) said they found the advice they received in school about staying safe helpful.
- Nearly a quarter of pupils (24 per cent) said that they have experienced bullying in school in the past year. Primary pupils saw a significant rise in reported bullying (from 26 per cent in 2013 to 31 per cent in 2015).
- Of those who said they had experienced bullying in school, the majority (69 per cent) said that it happened 'just one time' or 'a few times' in the past year. However, 23 per cent of pupils said that they were bullied 'most days' or 'every day'.
- Verbal modes of bullying were the most common; with 60 per cent of pupils saying the perpetrator said 'bad things about me to my face'. The least common modes of bullying reported were online (14 per cent) and by phone (8 per cent).
- Commenting on someone's appearance was the most prevalent form of bullying, with 50 per cent of all pupils who have been bullied saying they had experienced this. The two least common forms of bullying were saying something negative about being 'gay, lesbian, or something similar' and about 'a disability or health condition' (both 14 per cent).
- The majority of all pupils (57 per cent) said that their school deals with bullying 'quite well' or 'very well'. Primary pupils were more likely to feel positive about their school's response. On the other hand, BME pupils (ex. Bangladeshi) were more likely than average to say that their school handled bullying 'not very well' or 'badly' (29 vs. 22 per cent).

### 4.1 Feeling safe

Children and young people were asked to rate how safe they feel in a variety of situations. Figure 7 shows that a large majority said that they felt either 'very safe' or 'quite safe' in all contexts.

Pupils were most likely to say that they felt safe in school (89 per cent). Pupils were most likely to say that they felt either 'a bit unsafe' or 'very unsafe' outside their area (28 per cent), though only secondary pupils were asked about this context.

**Figure 7: Proportion of pupils who say they feel safe**



Source: Tower Hamlets Pupil Attitude Survey 2015  
 Sample size (min): 2,095  
 † Only secondary pupils were given this option.

Table 8 shows that there are statistically significant differences in the survey responses by age group and gender. Primary pupils were more likely than those at secondary school to say that they feel safe in school, in the area where they live, and going to and from school. Girls were more likely than boys to say they felt safe at school but were less likely to feel safe on public transport.

**Table 8: Proportion of pupils who feel 'quite safe' or 'very safe'**

Q: How safe do you feel?	% who feel 'quite safe' or 'very safe'			
	Primary	Secondary	Female	Male
In school	94	86	92	87
In the area where you live	84	78	81	81
Going to and from school	91	83	87	87
When you travel on public transport	73	74	68	79
Outside your area†	-	64	62	67
sample size (min)	954	1,881	1,046	1,006

Source: Tower Hamlets Pupil Attitude Survey 2015  
 Highlights indicate statistical significance to a 99 per cent confidence interval.  
 † indicates that only secondary pupils were given this option. □

## 4.2 Advice about staying safe

Young people at secondary school were asked how helpful they found the information and advice they received at school about staying safe. Nearly two thirds of pupils (65 per cent) said that they found the advice they received helpful. 13 per cent said they did not find it helpful, 15 per cent said they did not know, and 8 per cent said that they have not received any.

Girls were more likely to say that they found advice on staying safe helpful compared to boys (70 vs. 61 per cent).



### 4.3 Experience of bullying in and outside of school

The previous chapter found that 38 per cent of primary pupils and 23 per cent of secondary pupils say they often worry about being bullied, and this has increased significantly since 2013.

In school (including on the way to and from school), 24 per cent of all pupils said that they had experienced bullying in the past year. Table 9 provides a breakdown of survey responses by different characteristics. It shows that primary pupils are significantly more likely to have experienced bullying (31 vs. 19 per cent). BME pupils (ex. Bangladeshi) were significantly more likely to report bullying than the average for all pupils (28 vs. 24 per cent). While White pupils reported bullying at the same level as BME pupils (ex. Bangladeshi), the smaller sample size meant that this was not statistically significant. There were no significant differences between girls and boys.

**Table 9: Proportion of pupils who have experienced bullying**

	% of pupils who said they have experienced bullying in the last year							
	All pupils	Primary	Secondary	Female	Male	Bangladeshi	White	BME (ex. Bangladeshi)
In school (including on the way to and from school)	24	31	19	25	22	21	28	28
Outside of school	16	20	12	14	17	14	21	16
<i>sample size (min)</i>	3,310	1,408	1,902	1,677	1,547	1,922	364	570

Source: Tower Hamlets Pupil Attitude Survey 2015  
 Highlights indicate statistical significance to a 99 per cent confidence interval.

Compared to the last PAS, primary pupils also saw a statistically significant rise in the reports of bullying, from 26 per cent in 2013 to 31 per cent in 2015. While those at secondary school also saw a rise (from 16 to 19 per cent), this was not enough to be statistically significant.

Pupils in the survey were also asked if they had experienced bullying outside of school in the past year, which did not include travel to and from school. 16 per cent of all pupils said they had. Again, primary pupils were significantly more likely than secondary pupils to say that they had experienced bullying (20 per cent compared to 12 per cent). White pupils were also significantly more likely than the average for all pupils to say they had experienced bullying outside of school (21 per cent compared to 16 per cent).

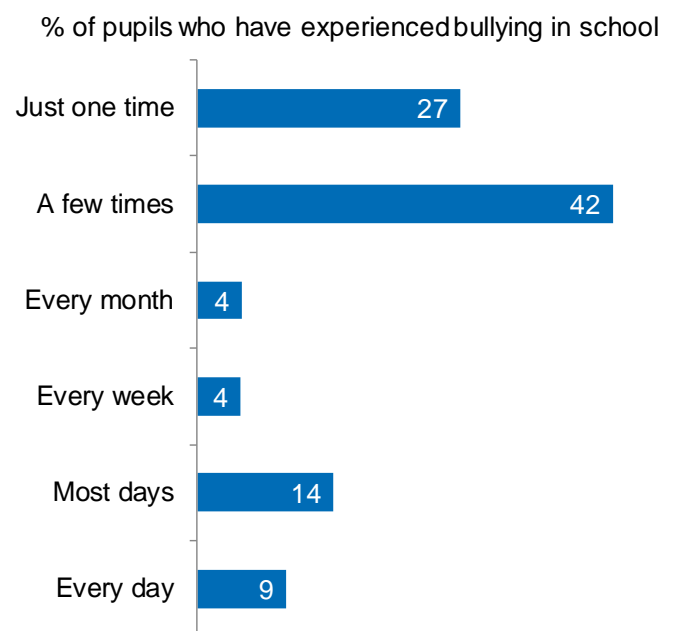
### 4.4 Frequency of bullying in school

Pupils who reported having experienced bullying in school in the past year were asked how frequently it occurred in a follow up question. Figure 8 shows a summary of the responses for all pupils.

For the majority of pupils, bullying is a relatively rare occurrence. Over two thirds of children and young people (69 per cent) said that the bullying they have experienced took place either 'just one time' or 'a few times'.

However, 23 per cent of pupils who have experienced bullying say that this happened

**Figure 8: Frequency of bullying in school**



Source: Tower Hamlets Pupil Attitude Survey 2015  
 Sample size: 806



'most days' or 'every day'. A further eight per cent of pupils said that their bullying occurred 'every month' or 'every week'.

While there were significant differences in the proportion of pupils who had experienced bullying, there were no statistically significant differences in the frequency of bullying by age group, gender or ethnicity.

#### 4.5 Mode/type of bullying in school

Children and young people who said they had experienced bullying in school were asked how they have been bullied. The results show that verbal modes of bullying were the most predominant (60 and 56 per cent) and the least common type of bullying in school was by phone (8 per cent). 35 per cent of pupils who have experienced bullying in the past said that their bullying was physical, and 14 per cent said that it occurred online.

Table 10 provides a breakdown of survey responses by age group. It shows that primary pupils who have been bullied in school were significantly more likely to experience physical bullying than those at secondary school (39 vs. 29 per cent). Secondary pupils were more than three times as likely as primary pupils to experience online bullying (23 vs. 7 per cent).

In addition, boys who have been bullied were more than twice as likely as girls to report having experienced physical bullying (49 vs. 22 per cent).

<b>Table 10: Mode/type of bullying in school, by age</b>			
<i>Q: Were you bullied in any of the following ways?</i>	<b>% of pupils who have experienced bullying</b>		
	All pupils	Primary	Secondary
Saying bad things about me to my face	60	62	56
Saying bad things about me to other people at school	56	56	56
Physical (like hitting or threatening to hit me)	35	39	29
Other	24	23	26
Online (on Facebook or other social websites)	14	7	23
Through a call or text message on a phone	8	6	11
<i>sample size</i>	802	443	360

Source: Tower Hamlets Pupil Attitude Survey 2015

Pupils could select multiple responses, so totals do not sum to 100.

Highlights indicate statistical significance to a 99 per cent confidence interval.

#### 4.6 Content of bullying in school

Pupils who have experienced bullying at school in the past year were also asked to describe what the person (or people) doing the bullying said about them. Table 11 provides a full breakdown of the responses. It shows that commenting on someone's appearance was the most prevalent form of bullying, reported by half of those who have experienced bullying in school. Saying something negative about being 'gay, lesbian, or something similar' and about 'a disability or health condition' were the two least frequent types of bullying reported (both 14 per cent).

**Table 11: Content of bullying in school, by gender**

Q: What did the person (or people) doing the bullying say about you?	% of pupils who have experienced bullying		
	All pupils	Female	Male
Something about how I look.	50	56	43
Things about my abilities (e.g. what I am good at or not very good at).	33	30	35
Something else about my background or family.	28	25	31
Used the word 'gay' or something similar to describe my possessions/belongings.	18	10	27
Something about my race or nationality.	17	12	23
Something about my faith, religion, or beliefs.	17	14	19
Something else about my possessions/belongings.	15	13	18
Nothing was said - it was more physical.	15	9	23
Something about me being gay, lesbian, or something similar.	14	8	20
Something about a disability or health condition.	14	9	19
<i>sample size</i>	740	409	331

Source: Tower Hamlets Pupil Attitude Survey 2015

Pupils could select multiple responses, so totals do not sum to 100.

Highlights indicate statistical significance to a 99 per cent confidence interval.

There were significant differences between boys and girls. Girls were more likely to report being bullied about how they look than boys (56 vs. 43 per cent). On the other hand, boys were more likely to report a range of other types of bullying, including physical bullying, saying something negative about their race or nationality, the use of homophobic language, and saying something negative about a disability or health condition.

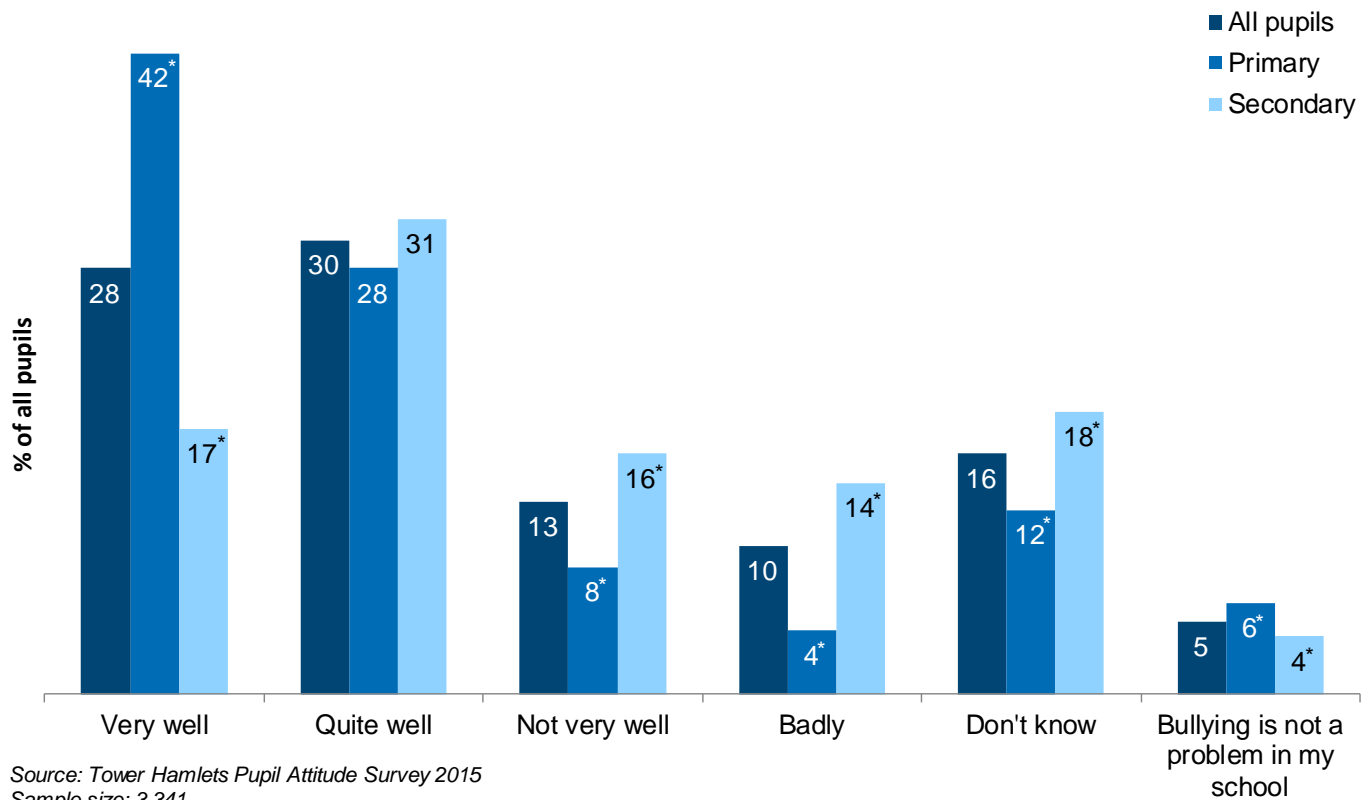
In addition, BME pupils (ex. Bangladeshi) were significantly more likely than average to say they have been bullied about how they look (62 vs. 50 per cent), their religion (25 vs. 17 per cent), and their race or nationality (28 vs. 17 per cent).

#### 4.7 School response to bullying

All pupils who responded to the survey, not just those who have experienced bullying, were asked how well they thought their school dealt with bullying. Figure 10 provides a full breakdown of the survey responses. It shows that a majority of all pupils (57 per cent) said that their school deals with bullying 'very well' or 'quite well'. 13 per cent said 'not very well' and 10 per cent said 'badly'.

Figure 9 also shows that primary pupils were significantly more positive about their school's response to bullying than secondary pupils. 70 per cent of primary pupils said that their school dealt with bullying 'very well' or 'quite well' compared to 48 per cent of secondary pupils. On the other hand, secondary pupils were more than three times more likely to say that their school handled bullying 'badly' (14 vs. 4 per cent).

**Figure 9: Perceptions of how well schools deal with bullying, by age**



Source: Tower Hamlets Pupil Attitude Survey 2015  
 Sample size: 3,341  
 \* indicates statistical significance to a 99 per cent confidence interval

Compared to the last PAS in 2013, the proportion of secondary pupils who said their school deals with bullying ‘very well’ or ‘quite well’ fell significantly from 55 per cent in 2013 to 48 per cent in 2015. However, the proportion of pupils who said their school handled bullying ‘badly’ did not rise.

When analysed by ethnic group, BME pupils (ex. Bangladeshi) were more likely than average to say that their school handled bullying ‘not very well’ or ‘badly’ (29 vs. 22 per cent of all pupils).

## 5. Achieving their full potential

### Key Findings:

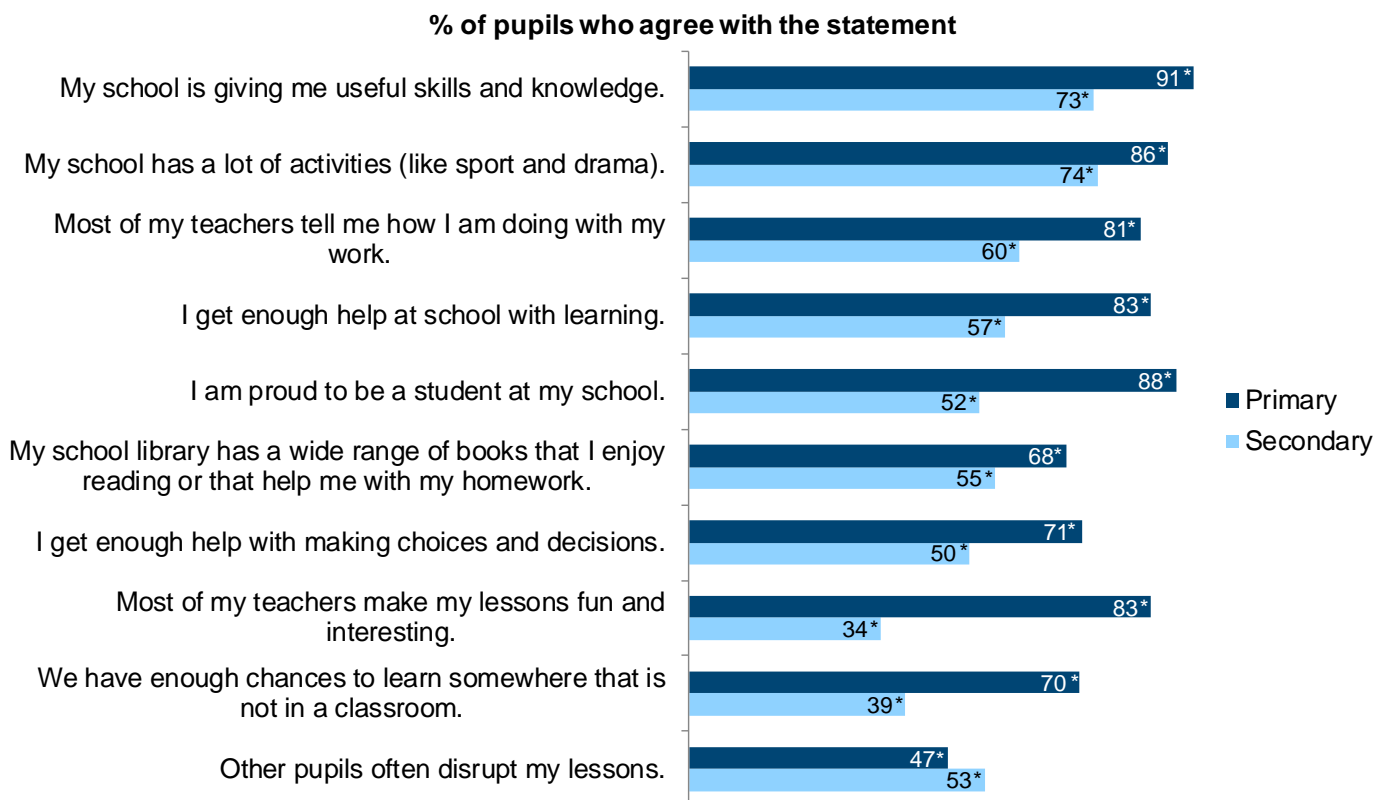
- The majority of children and young people held positive views about the support and feedback they received from their school. 91 per cent of primary pupils and 73 per cent of secondary pupils agreed that their school is giving them useful skills and knowledge. Primary pupils generally had more positive views about their school compared to those at secondary school.
- Over half of primary pupils (53 per cent) and a quarter of secondary pupils (25 per cent) said that they get extra help with their learning. This was most commonly from a teaching assistant and received one or two times a week.
- Only 9 per cent of pupils said that they ever play truant. Secondary pupils and boys were more likely to say that they had a period of unauthorised absence from school.
- The majority of pupils (82 per cent) said that their parents 'are pleased when I go to school and show interest'. Only 2 per cent of pupils said that this statement was not true.

### 5.1 Pupils' views about their school

Both primary and secondary pupils were given a series of statements about their school which they could either agree or disagree with, or say that they were not sure. Figure 11 shows the proportion of pupils who agreed with each statement. Overall, the majority of children and young people held positive views about the support and feedback they received from their school. The most positive responses were for the statements 'my school is giving me useful skills and knowledge' and 'my school has a lot of activities'. Pupils were also given one negative statement ('other pupils often disrupt my lessons') which around half of primary and secondary pupils agreed with.

Figure 10 shows that there was a significant difference between the survey responses of primary and secondary pupils for all of the statements. Primary pupils responded to statements about their school more positively than those at secondary school. The biggest difference was the proportion of pupils agreeing with the statement 'most of my teachers make my lessons fun and interesting'. While the large majority of primary pupils (83 per cent) agreed with the statement, only 34 per cent of secondary pupils agreed.

**Figure 10: Pupils' views about their school, by age**



Source: Tower Hamlets Pupil Attitude Survey 2015

Sample size (min): 3,349

\* indicates statistical significance to a 99 per cent confidence interval

There were few statistically significant differences in this survey compared to that in 2013. The proportion of secondary pupils agreeing with the statement ‘we have enough chances to learn somewhere that is not a classroom’ rose from 32 to 39 per cent. The proportion of primary pupils agreeing with the statement ‘my school has a lot of activities’ rose from 81 to 86 per cent.

However, the proportion of primary pupils agreeing with the statement ‘other pupils often disrupt my lessons’ rose from 37 to 47 per cent.

When analysed by gender, girls were more likely than boys to agree that their school has lots of activities (83 vs. 76 per cent) and that the school library provides books that they enjoy reading (64 vs. 57 per cent). On the other hand, boys were more likely than girls to agree that they get enough help making choices and decisions (62 vs. 57 per cent) and that their teachers make lessons fun and interesting (58 vs. 53 per cent).

When analysed by ethnicity, BME pupils (ex. Bangladeshi) were less likely than average to agree that their school had lots of activities, with 73 per cent agreeing compared to 79 per cent of all pupils. BME pupils (ex. Bangladeshi) were also less likely to agree with the statement that their school is giving them useful skills and knowledge (74 vs. 81 per cent). Additionally, White pupils were much more likely to agree with the negative statement that other pupils disrupt their lessons, with 64 per cent of White pupils agreeing compared to 50 per cent of all pupils.

## 5.2 Getting help with school work and learning

Figure 10 shows that secondary pupils were less likely than those at primary school to feel that they get enough help at school with their learning (57 vs. 83 per cent). Secondary pupils were also less likely to say that they receive extra help: a quarter of secondary pupils (25 per cent) said that they get extra help with their learning compared to more than half of primary pupils (53 per cent).

Pupils who said they did get extra support were asked who gives them help. Table 12 provides a summary of the responses. Both primary and secondary pupils were most likely to say that they get extra help from a teaching assistant.

Table 12: Providers of learning support, by age		
Q: Who gives you extra help?	% of pupils who get extra help	
	Primary	Secondary
Teaching Assistant	59	43
Learning Support Assistant	19	23
Family	17	11
Someone to help you with your reading	19	8
Tutor	8	15
Staff outside of school (e.g. Behavioural Support Staff)	10	11
Teacher	13	3
SENCO or Inclusion co-ordinator	4	4
Place to Talk counsellor	4	4
sample size	741	463

Source: Tower Hamlets Pupil Attitude Survey 2015

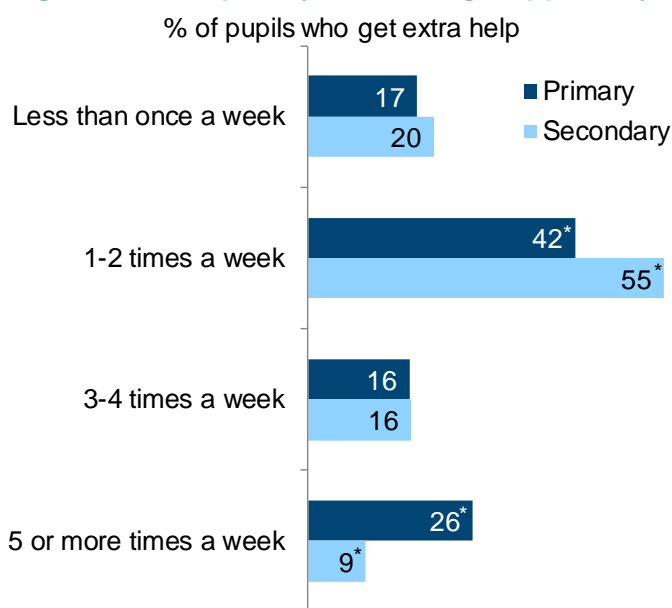
Pupils could select multiple responses, so totals do not sum to 100.

Highlights indicate statistical significance to a 99 per cent confidence interval.

Pupils who said they got extra help were also asked how often they get support. Figure 11 shows that '1-2 times a week' was the most common response for both primary and secondary pupils, though secondary pupils were significantly more likely to select this response.

Primary pupils were more likely to say that they received more frequent help. A quarter of primary pupils (26 per cent) said that they got extra help five or more times a week, compared to only 9 per cent of secondary pupils.

Figure 11: Frequency of learning support, by age



Source: Tower Hamlets Pupil Attitude Survey 2015

Sample size: 1,184

\* indicates statistical significance to a 99 per cent confidence interval

## 5.4 Truancy

Pupils were asked if they ever had any unauthorised absence from school. Overall, 9 per cent of pupils said that they do. The groups that were significantly more likely to say that they play truant were secondary pupils (10 vs. 7 per cent of primary pupils), boys (10 vs. 6 per cent of female pupils) and BME pupils, excluding Bangladeshi (12 per cent vs. 9 per cent of all pupils).

**Table 13: Truancy, by age and gender**

Q: Do you ever skip school / play truant?	% of pupils							
	All pupils	Primary	Secondary	Female	Male	Bangladeshi	White	BME (ex. Bangladeshi)
Yes	9	7	10	6	10	7	11	12
No	82	82	81	86	79	82	81	82
Don't want to say	10	11	9	8	11	11	9	10
sample size	3,362	1,404	1,958	1,681	1,595	1,958	370	579

Source: Tower Hamlets Pupil Attitude Survey 2015

Highlights indicate statistical significance to a 99 per cent confidence interval.

Pupils who said they do play truant were asked if their parents and/or carers knew that they sometimes did not go to school when they are meant to. Overall, 45 per cent of pupils said that their parents did know about their truancy and 24 per cent said that they did not. The remaining pupils either said they did not know or did not want to say.

Primary pupils were significantly more likely to say that their parents knew about their truancy from school than secondary pupils (56 vs. 40 per cent). Girls were also significantly more likely to say that their parents were aware compared to boys (57 vs. 38 per cent).

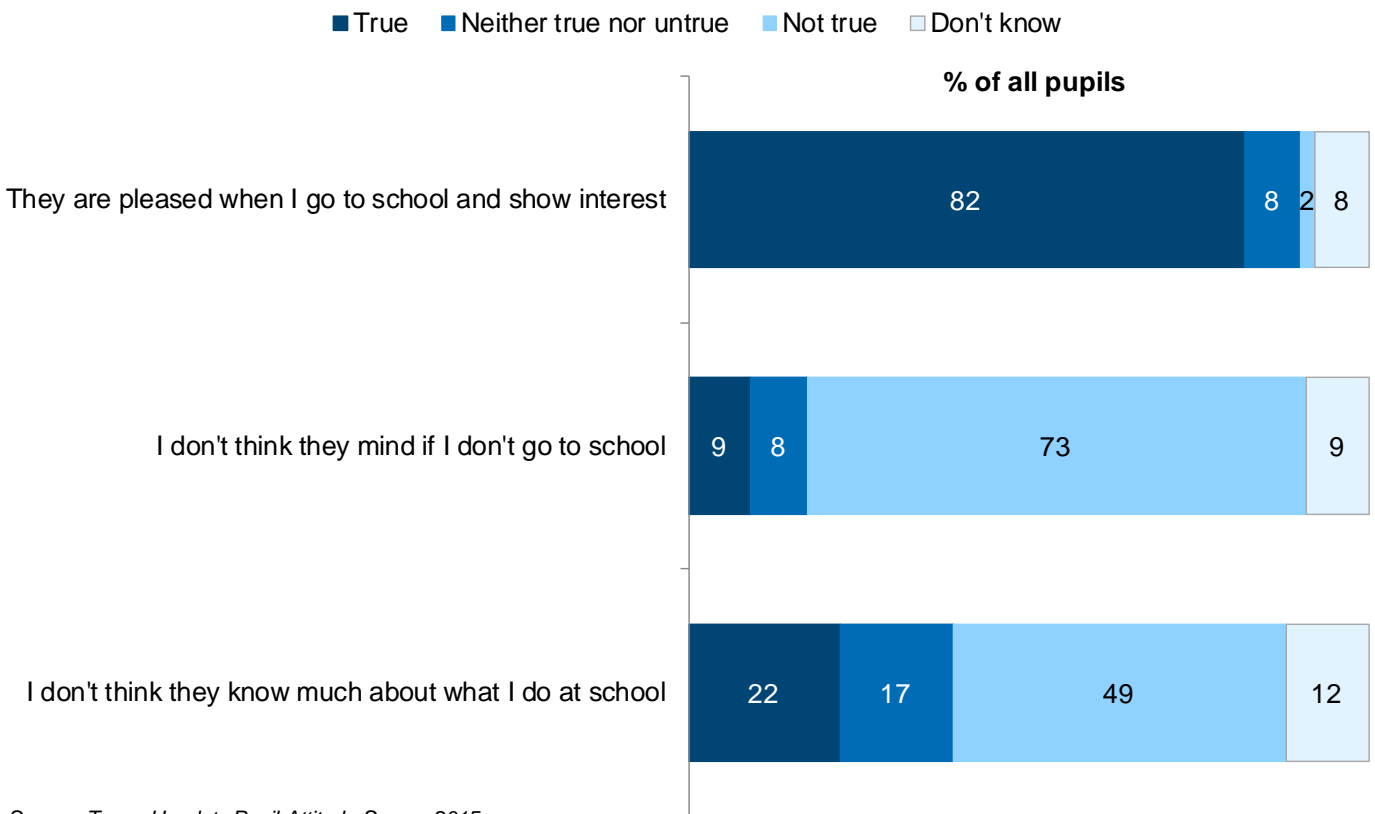
Finally, all pupils were given a series of statements about how their parents or carers feel about their attendance at school, regardless of whether they said they ever been truant. Overall, pupils responded positively to the statements, as shown in Figure 12. 82 per cent agreed that their parents 'are pleased when I go to school and show interest' and only 2 per cent said the statement was not true.

When asked to respond to the statement 'I don't think they mind if I don't go to school', only 9 per cent of pupils said this was true and the majority (73 per cent) said it was not true. Boys, however, were almost twice as likely as girls to say that the statement was true than girls (11 vs. 6 per cent).

Pupils were also asked about the statement 'I don't think they know much about what I do at school'. 22 per cent of all pupils said that the statement was true and 49 per cent said that it was not true. Primary pupils were more likely to say that the statement was not true than secondary pupils (54 vs. 46 per cent). Similarly, girls were more likely to say that the statement was not true than boys (55 vs. 44 per cent).

Finally, all pupils (regardless of whether they had taken unauthorised absence from school) were asked to respond to the statement 'I get in trouble if I don't go to school'. 41 per cent of pupils said that this was true and 30 per cent said that it was not true.

**Figure 12: Pupils' perceptions of what parents think about school attendance**



Source: Tower Hamlets Pupil Attitude Survey 2015  
 Sample size (min): 3,284



## 6. Using technology

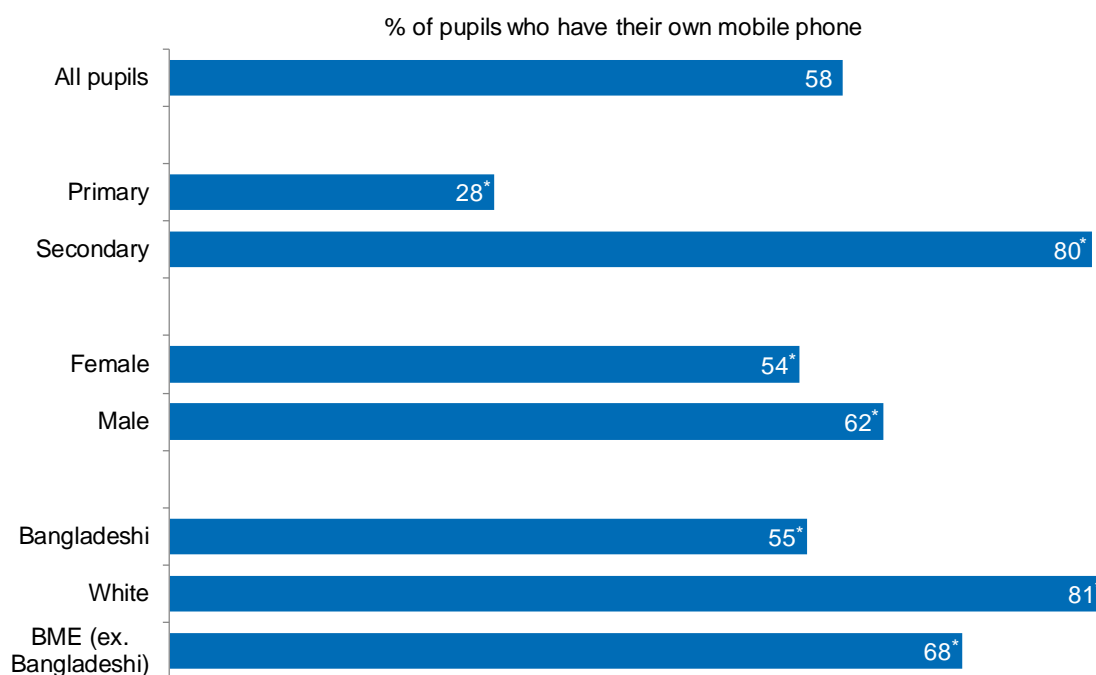
### Key findings:

- 58 per cent of all pupils said that they have their own mobile phone. Secondary pupils were much more likely to have their own mobile phone than those at primary (80 vs. 28 per cent). Boys, White and BME (ex. Bangladeshi) pupils were also more likely to have their own mobile phones.
- Primary pupils were most likely to use their mobiles to play games, while secondary pupils were most likely to use them to access the internet.
- Nine in ten pupils said that they have access to a computer, laptop or tablet outside of school.
- Around three quarters of children and young people said that their parents know what they look at or play on the internet.
- Only 13 per cent of pupils said that they do not use any social networks. YouTube was the most popular site for both primary (81 per cent) and secondary pupils (82 per cent).
- The majority of young people (80 per cent) said that they have never received a photo or video that made them uncomfortable. Only 12 per cent of pupils said that they had. The most common form of inappropriate media being shared was those of a sexual nature. The least common were media featuring religious extremism and homophobic content.

### 6.1 Mobile phone ownership

58 per cent of all pupils who took part in the survey said that they have their own mobile phone. Young people at secondary school were much more likely to have their own mobile phone (80 per cent) than those at primary school (28 per cent).

Figure 13: Mobile phone use, by age, gender and ethnic group



Source: Tower Hamlets Pupil Attitude Survey 2015

Sample size: 3,688

\* indicates statistical significance to a 99 per cent confidence interval

Figure 13 shows that there were also statistically significant differences by gender and ethnicity. Male pupils were more likely than female pupils to say that they had their own mobile phone (62 vs. 54 per cent). White and BME (ex. Bangladeshi) pupils were more likely than the overall average to own mobile phones (81 and 68 per cent, respectively), while Bangladeshi pupils were less likely than average (55 vs. 68 per cent).

Those that did have their own mobile phone were asked how they use it. Table 14 provides a summary of the survey responses. The most popular response for all pupils was to access the internet, but there were significant differences between how primary and secondary pupils used their mobile phones. For primary pupils, playing games was the most popular use of their mobile phones.

Q: How do you use your mobile phone?	% of pupils with a mobile phone		
	All pupils	Primary	Secondary
Access the internet	76	57	81
Send texts	73	49	80
Call friends	59	38	64
Share photos/videos	51	29	57
Other	22	21	22
Play games†	17	82	-
<i>sample size</i>	2,157	456	1,701

Source: Tower Hamlets Pupil Attitude Survey 2015

Pupils could select multiple responses, so totals do not sum to 100.

Highlights indicate statistical significance to a 99 per cent confidence interval.

† Only primary pupils were given this option. □

## 6.2 Computer and internet access

Children and young people taking part in the survey were asked if they had access to a computer, laptop or tablet outside of school. The vast majority of pupils (90 per cent) said that they did, with no significant differences by age group, gender or ethnicity. This means that one in ten pupils do not have digital access outside of school. There were slight increases in digital access since the last PAS in 2013, though not enough to be statistically significant.

Pupils were also asked if their parents/carers knew what they looked at or played on the internet. 74 per cent of all pupils said that they did, though there were significant differences by age group and gender. Primary and female pupils were more likely to say that their parents/carers knew what they did on the internet, as shown in Table 15.

Q: Do your parents/carers know what you look at/play on the internet?	% of pupils				
	All pupils	Primary	Secondary	Female	Male
Yes	74	81	69	78	71
No	11	7	14	8	13
Don't know	15	13	17	14	16
<i>sample size</i>	3,655	1,534	2,121	1,803	1,747

Source: Tower Hamlets Pupil Attitude Survey 2015

Highlights indicate statistical significance to a 99 per cent confidence interval.

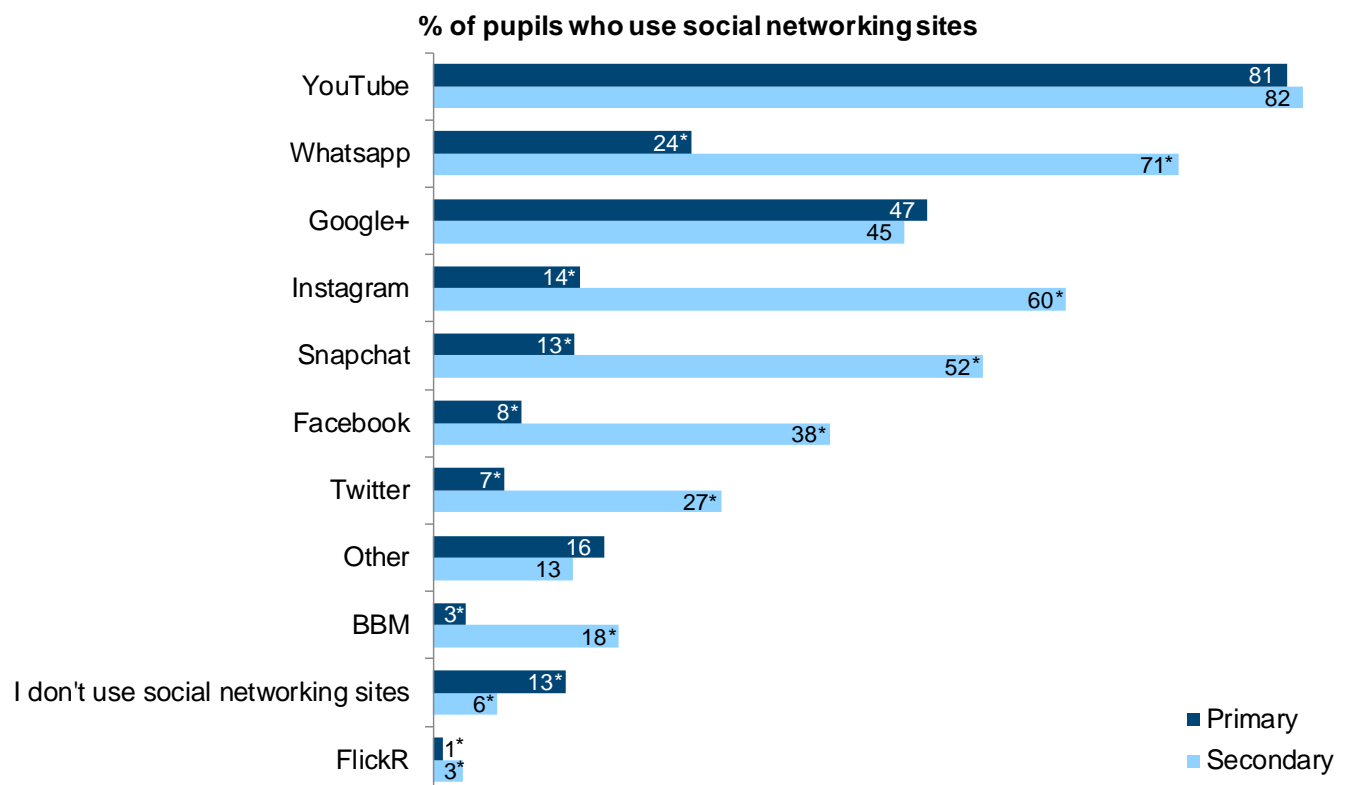
### 6.3 Social networks

Pupils were asked about the social networking sites that they use. A small minority of pupils said that they didn't use any social networking sites – just 13 per cent of primary pupils and 6 per cent of secondary pupils.

YouTube proved to be the most popular social networking site for both primary and secondary pupils, with 81 per cent and 82 per cent of pupils saying they used it, respectively. For nearly all other social networking sites, secondary pupils were much more likely to use them than those at primary school. Figure 14 provides a summary of responses by age group.

While Google+ appears as a relatively popular social network in the responses, it is quite possible that pupils completing the survey interpreted this as simple 'Google' (the search engine) rather than the social network.

**Figure 14: The use of social networking sites, by age**



Source: Tower Hamlets Pupil Attitude Survey 2015  
 Sample size: 3,632  
 \* indicates statistical significance to a 99 per cent confidence interval

### 6.4 Concerns about photo/video sharing

Secondary pupils were asked if anyone had ever shared a photo or video that made them feel uncomfortable. The majority of young people (80 per cent) said no, 12 per cent said yes, and the remaining 9 per cent did not want to say.

Boys were more likely than girls to say they had received a photo or video that made them uncomfortable (14 vs. 9 per cent). BME pupils (ex. Bangladeshi) were also more likely to say yes than the average for all secondary pupils (18 vs. 12 per cent).

Pupils that said they had received a photo or video that made them uncomfortable were asked about the content of the media in a follow-up question. Table 16 provides a summary of the survey responses. It shows that the most common form of inappropriate photos or videos being shared is those of a sexual nature (39 per cent). The least common were those featuring religious extremism (18 per cent) and homophobic content (16 per cent).

There were some statistically significant differences by gender. Male pupils were more likely than females to report having received a photo or video featuring bullying (39 vs. 23 per cent of females) and a photo or video featuring violence (35 vs. 15 per cent of females). Boys were also more likely than girls to report all other types of offensive photos/videos; however these differences were not enough to be statistically significant due to the small sample size.

Q: Why did the photo/video make you feel uncomfortable?	% of secondary pupils		
	All pupils	Female	Male
It was of a sexual nature	39	37	44
It featured bullying	31	23	39
Other	31	28	32
It was violent	28	15	35
It was racist	19	15	23
It featured religious extremism	18	11	24
It was homophobic	16	11	20
<i>sample size</i>	247	92	139

Source: Tower Hamlets Pupil Attitude Survey 2015

Pupils could select multiple responses, so totals do not sum to 100.

Highlights indicate statistical significance to a 99 per cent confidence interval.

## 7. The local area

### Key findings:

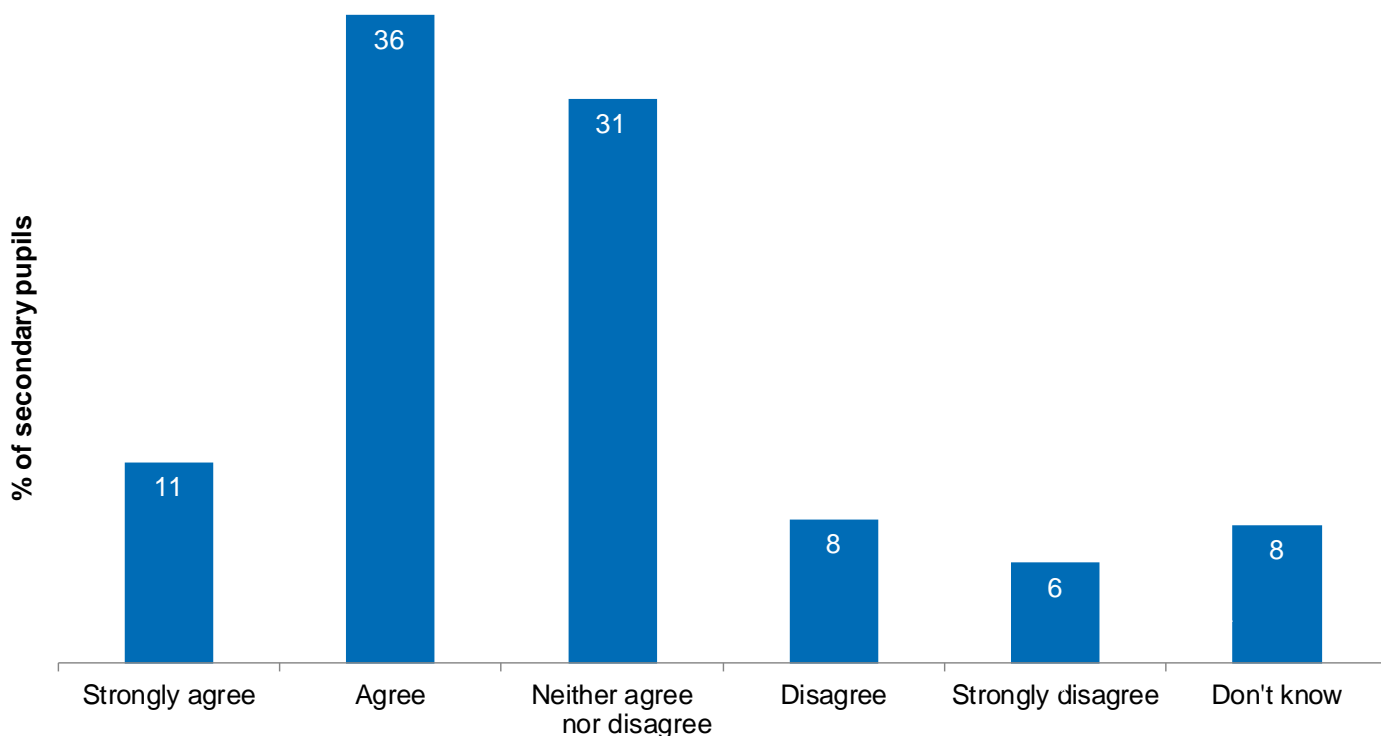
- Nearly half (47 per cent) of secondary pupils agreed that 'Tower Hamlets is a place where young people from different backgrounds get on well together' while only 14 per cent disagreed. BME pupils (ex. Bangladeshi) were more likely than average to disagree with the statement (22 vs. 14 per cent).
- Pupils reported high levels of participation in activities, with 94.5 per cent of pupils saying that they have participated in at least one activity (e.g. visiting a park, giving time to charity) in the past four weeks. There were also significant increases in activity compared to 2013.
- Two in five pupils (39 per cent) said that there was nothing stopping them from participating in activities. Not having enough time was the biggest barrier faced by others.
- The majority of pupils (59 per cent) said that they thought the parks and play areas in their local area were 'good' or 'very good'. Primary pupils were more likely to have positive views about parks compared to those at secondary school. Compared to 2013, the proportion of pupils with negative views about their parks and play areas fell.
- Walking was the most popular mode of travel to and from school, with 60 per cent of pupils saying they walk.
- 76 per cent of pupils said they use local public transport. Of those who do not, the large majority (79 per cent) said it was because they do not need to. Only a small proportion said they did not use public transport because they do not feel safe (5 per cent), because they do not find it easy (3 per cent) or because there is not any public transport where they live (2 per cent).
- 88 per cent of pupils said that they have learned about child rights in at least one place, with most pupils saying they have learned about child rights at school.

### 7.1 Views about social cohesion in Tower Hamlets

Children and young people taking part in the PAS were asked whether they thought 'Tower Hamlets is a place where young people from different backgrounds get on well together'. Unfortunately due to a technical problem, the responses from primary pupils could not be used and therefore only those from secondary pupils have been analysed.

Overall, 47 per cent responded positively to the question (either strongly agreeing or agreeing), 14 per cent responded negatively to the question (either disagreeing or strongly disagreeing), and the remaining 39 per cent were either neutral or unsure. The high proportion of uncertain responses indicates that pupils may not have fully understood the question. This could be because they do not identify with 'Tower Hamlets' as a distinct area.

**Figure 15: Views of secondary pupils on whether Tower Hamlets is a place young people from different backgrounds get on well together**



Source: Tower Hamlets Pupil Attitude Survey 2015  
Sample size: 2,141

Table 17 shows a breakdown of how secondary pupils from different ethnic groups answered the question. It shows that BME pupils (ex. Bangladeshi) were significantly more likely than the average for all pupils to disagree that Tower Hamlets is a place where people from different backgrounds get on well together (22 vs. 14 per cent). While Bangladeshi pupils were more likely and White pupils were less likely to agree with the statement, these differences were not enough to be statistically significant.

Q: Do you think Tower Hamlets is a place where young people from different backgrounds get on well together?	% of secondary pupils			
	All pupils	Bangladeshi	White	BME (ex. Bangladeshi)
Agree	47	51	43	41
Disagree	14	11	14	22
Neutral or unsure	39	38	44	37
sample size	2,141	1,350	247	375

Source: Tower Hamlets Pupil Attitude Survey 2015

Highlights indicate statistical significance to a 99 per cent confidence interval.

## 7.2 Participation in activities

Survey participants were asked if they participated in a range of activities in the past four weeks which covered organised activities led by an adult, and other independent activities such as visiting a park or play area. Overall, pupils showed high levels of activity, with 94.5 per cent of respondents saying that they took part in at least one of the activities and 62 per cent saying that

they took part in at least three activities. 5.5 per cent said they had not taken part in any of the activities listed.

Table 18 shows the results for each individual activity. It shows that reading was the most popular activity for both primary and secondary pupils, with 89 per cent and 70 per cent (respectively) saying that they had read a book or a newspaper in the past four weeks. The least common activity for both age groups was a music group or lesson, with only 17 per cent of primary and 11 per cent of secondary pupils saying that they had taken part.

When compared to the previous PAS in 2013, the survey shows a positive increase in activity, particularly for those at primary school who saw a significant increase in all comparable activities except for going to an Idea Store or public library. The biggest increase for both primary and secondary pupils was the increase in religious, faith or community group activities. This rose by 11 percentage points for primary pupils and 10 percentage points for secondary pupils.

**Table 18: Participation in activities in the past four weeks**

Q: Which of these have you been to or done in your free time in the last 4 weeks?	% of pupils who had taken part			
	Primary		Secondary	
	2013	2015	2013	2015
Local park or playground	59	65 *	61	59 *
Sports club or class (not in school lessons)	35	43 *	32	37 *
A youth centre or club to take part in organised activities	18	26	25	25
Religious, faith or community group (not including services)	42	53 *	35	46 *
Art, craft, dance, drama, film/video-making group (not in school lessons)	23	33 *	14	20 *
Music group or lesson (not in school lessons)	11	17 *	11	11 *
Given your time to help a charity, a local voluntary group or done some organised volunteering	23	34 *	18	24 *
An Idea Store or public library	55	57 *	35	37 *
Read a book or newspaper <sup>†</sup>	-	89 *	-	70 *
<i>sample size (min)</i>	<i>1,034</i>	<i>1,247</i>	<i>514</i>	<i>1,808</i>

Source: Tower Hamlets Pupil Attitude Survey 2015

Highlights indicate statistical significance between 2013 and 2015 surveys. \* indicates statistical significance between primary and secondary pupils in 2015.

† This was a new response item in PAS 2015. □

Table 18 also shows that there are significant differences between the activities of primary and secondary pupils. Primary pupils had higher levels of activity in all types of activities. The biggest difference between age groups was the proportion of pupils who went to an Idea Store or public library. 57 per cent of primary pupils said they had compared to 37 per cent of secondary pupils, a 20 percentage point difference.

There were also significant differences between the responses of girls and boys. Girls were significantly more likely than boys to say that they took part in art-related activities (30 vs. 20 per cent), went to an Idea Store or public library (51 vs. 40 per cent) and read a book or newspaper



(84 vs. 73 per cent). Boys were more likely than girls to attend a youth centre or club (30 vs. 21 per cent), take part in a sports club or class (51 vs. 29 per cent) and attend a religious, faith or community group (53 vs. 45 per cent).

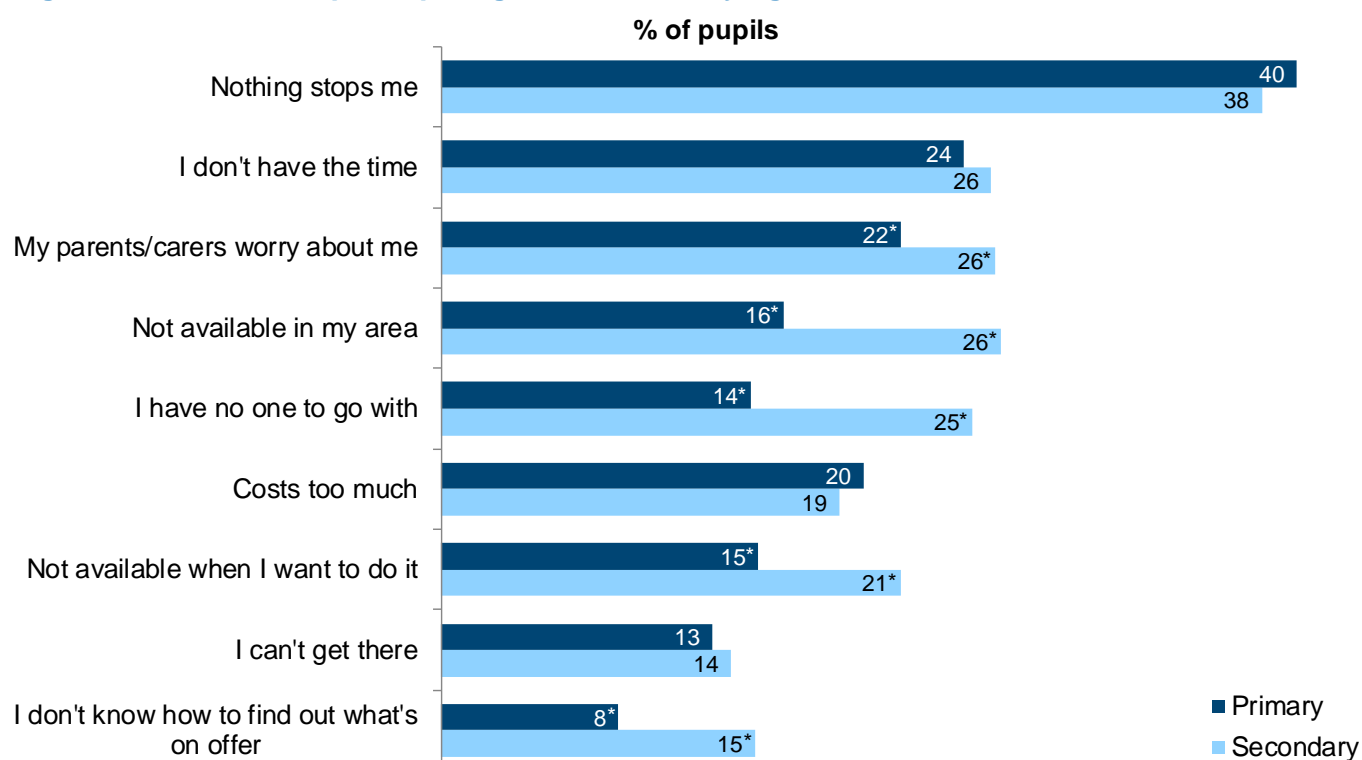
### 7.3 Barriers to participating in activities

Children and young people were also asked about their barriers to participating in activities. Overall, two in five pupils (39 per cent) said that there was nothing stopping them from taking part in the activities that they wanted to participate in.

Figure 16 provides a breakdown of survey responses by age group. Secondary students reported having more barriers than those at primary school, though around a quarter of both groups cited not having enough time as a barrier to participating in activities. The biggest difference between age groups was in the proportion of pupils who said that they have no one to go with. Secondary pupils were more likely than primary pupils to cite this as a barrier (25 vs. 14 per cent).

The least common barrier for children at primary school was that they did not know how to find out what is on offer (8 per cent). For secondary pupils, the least common reported barrier was that they could not get to the activities they wanted to take part in (14 per cent).

**Figure 16: Barriers to participating in activities, by age**



Source: Tower Hamlets Pupil Attitude Survey 2015  
 Sample size: 3,511  
 Pupils could select multiple responses, so totals do not sum to 100  
 \* indicates statistical significance to a 99 per cent confidence interval

Boys were significantly more likely to say that nothing stops them from participating in the activities that they are interested in than girls (44 vs. 34 per cent). Female pupils were significantly more likely to say that they have no one to go with (24 vs. 17 per cent), that activities cost too much (21 vs. 17 per cent), that they don't have time (28 vs. 23 per cent) and that activities are not available when they want (21 vs. 17 per cent).



There were also some significant differences by ethnicity. White pupils were more likely than average to say that nothing stops them from participating in activities (49 vs. 39 per cent). White pupils were also significantly less likely than average to say that they had no one to go with (15 vs. 21 per cent) and that their parents/carers worrying was a barrier for them (16 vs. 24 per cent).

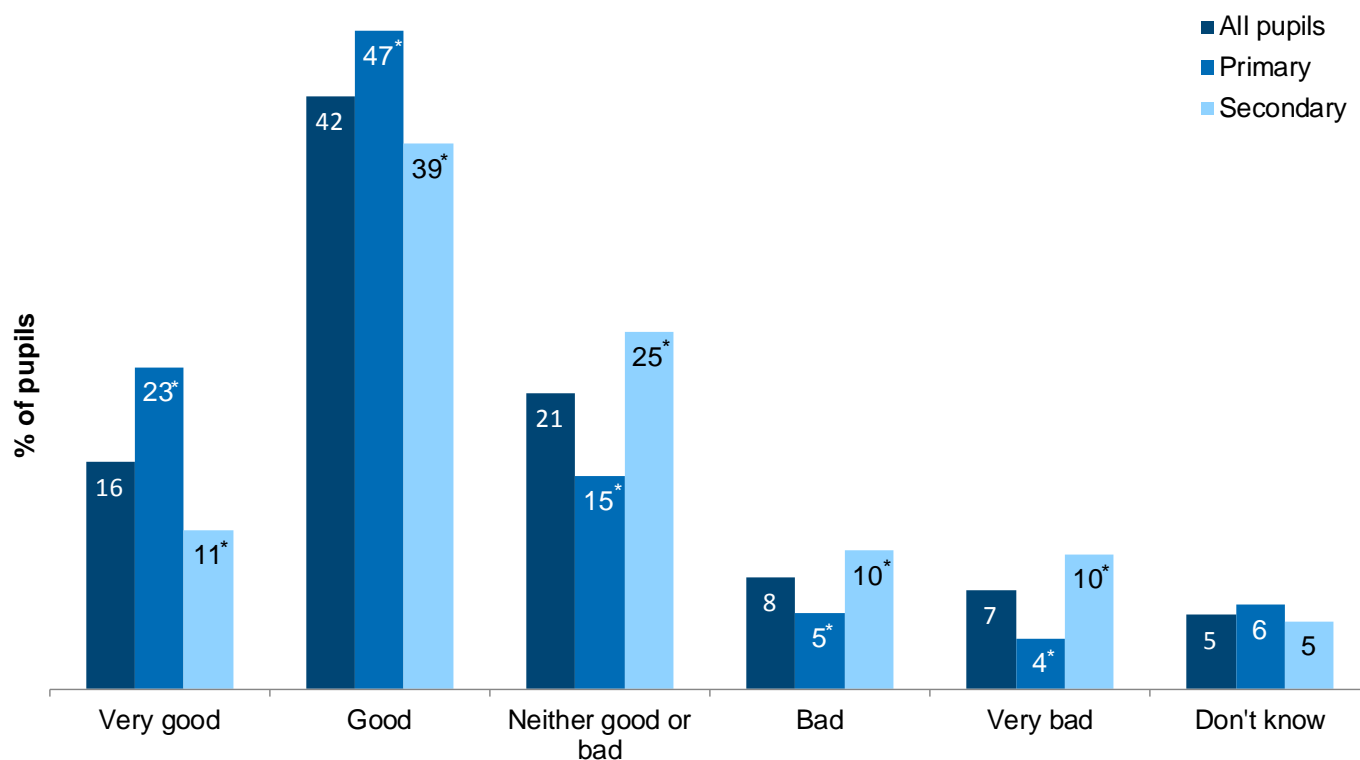
Compared to the last PAS in 2013, the proportion of pupils reporting that they had no barriers to participating in activities has remained constant. However, there were statistically significant increases in some barriers. There was an increase in the proportion of primary pupils who said they couldn't access activities when they wanted (from 11 per cent to 15 per cent) and that they could not get to activities (9 vs. 13 per cent). There was also an increase in the proportion of secondary pupils who said they had no one to go with (18 vs. 25 per cent), that their parents/carers worried (20 vs. 26 per cent) and that they didn't know how to find out what is on offer (10 vs. 15 per cent).

### 7.4 Satisfaction with parks and play areas

Pupils taking part in the survey were asked what they thought about the parks and play areas in their area. Overall, a majority of pupils (59 per cent) responded positively, saying they thought they were either 'good' or 'very good'. 15 per cent of all pupils responded negative, saying that the parks and play areas in their local area were either 'bad' or 'very bad'.

Figure 17 shows that there are significant differences between the views of primary and secondary pupils. Primary pupils were much more likely to respond positively, with 70 per cent of primary pupils responding positively (i.e. 'good' or 'very good') compared to 50 per cent of secondary pupils. Secondary pupils were significantly more likely to have negative views about the parks in their local area, with 19 per cent of secondary pupils saying they thought they were 'bad' or 'very bad' compared to 9 per cent of primary pupils.

**Figure 17: Pupils' view on the parks and play areas in their local area, by age**



Source: Tower Hamlets Pupil Attitude Survey 2015

Sample size: 3,740

\* indicates statistical significance to a 99 per cent confidence interval

Compared to the last PAS in 2013, the proportion of primary pupils with negative views about their local parks fell significantly, from 14 per cent in 2013 to 9 per cent in 2015. The proportion of secondary pupils with negative views also fell, from 23 per cent in 2013 to 19 per cent in 2015, though this was not enough to be statistically significant.

## 7.5 Travel to and from school

Table 19 provides a summary of survey responses about how pupils travel to and from school on most days. Walking was the most popular mode of travel to and from school, with 60 per cent of all pupils saying they walk. Travelling by bike was the least popular method of transport, with only 3 per cent of all pupils saying they cycled to and from school on most days.

Q: How do you get to and from school on most days?	% of pupils		
	All pupils	Primary	Secondary
Walk	60	70	53
By public transport	30	13	43
By car	23	30	18
On the school bus	10	3	15
By bike	3	5	2
<i>sample size</i>	3,514	1,489	2,025

Source: Tower Hamlets Pupil Attitude Survey 2015

Highlights indicate statistical significance to a 99 per cent confidence interval.

Table 19 also shows that there were significant differences between primary and secondary pupils. Primary pupils were significantly more likely to say that they walk, travel by car, and cycle to and from school. Secondary pupils were significantly more likely to say that they use public transport and ride on the school bus.

## 7.6 Using public transport

Pupils were asked if they used local public transport. 76 per cent of all pupils said that they did use public transport. Secondary pupils were significantly more likely to say that they use public transport (86 per cent) than those at primary school (62 per cent). There was virtually no difference between how boys and girls responded, however when analysed by ethnic group, White pupils were significantly more likely to say that they used public transport than the borough average (85 vs. 76 per cent).

Pupils who said they did not use public transport were asked why in a follow-up question. A summary of survey responses is shown in Table 20. The large majority of pupils (79 per cent) said that they did not use public transport because they do not need to. The second most popular option was 'other' in which pupils could write in their own reasons. Most of these responses related to their parents owning a car and living close to their school.

Only a small proportion of pupils said that they did not use public transport because they do not feel safe (5 per cent), because they do not find it easy to use (3 per cent) or because there is not any public transport where they live (2 per cent).

The only significant difference by age group was that secondary pupils were twice as likely to say they did not feel safe on public transport (8 per cent) compared to those at primary school (4 per cent).

**Table 20: Barriers to using public transport**

Q: Why don't you use public transport?	% of pupils		
	All pupils	Primary	Secondary
I don't need to	79	80	76
Other	21	20	24
My parents/carers don't want me to	6	6	6
I don't feel safe	5	4	8
It isn't easy	3	3	2
There isn't any where I live	2	2	1
<i>sample size</i>	883	593	290

Source: Tower Hamlets Pupil Attitude Survey 2015

Pupils could select multiple responses, so totals do not sum to 100.

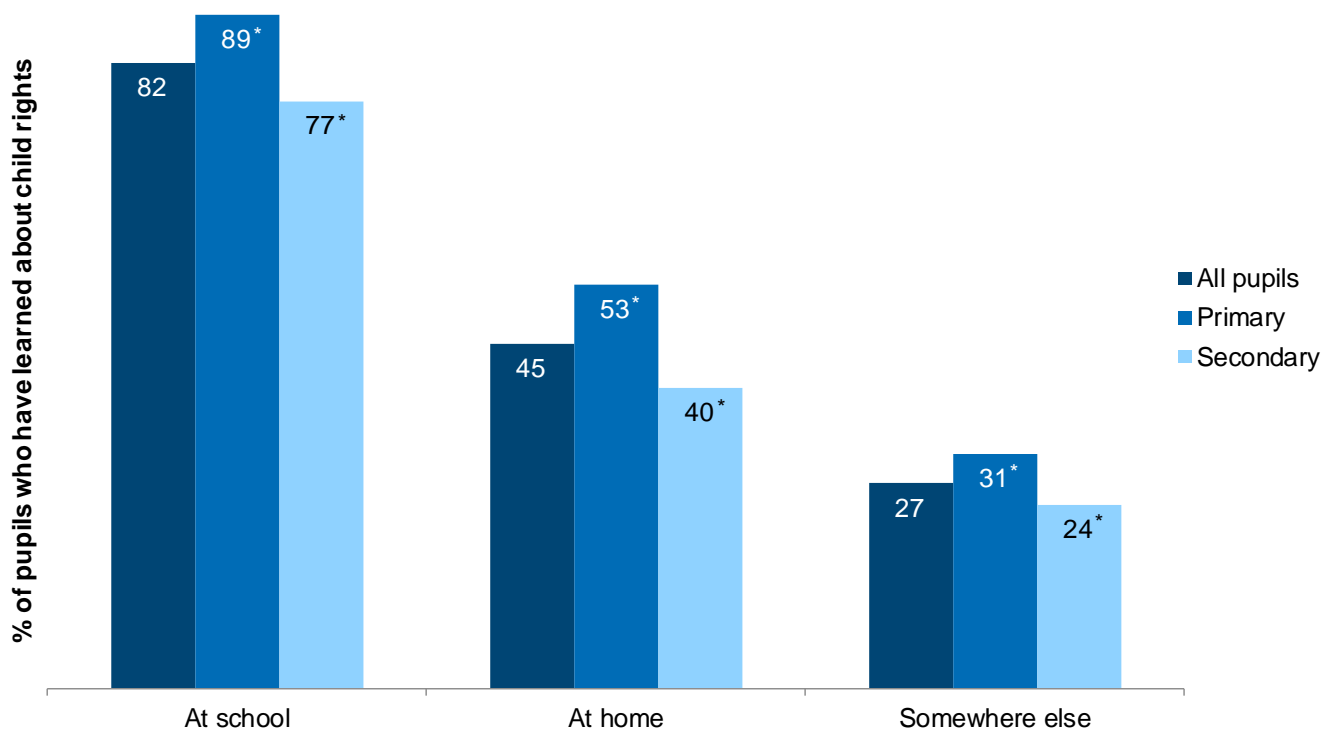
Highlights indicate statistical significance to a 99 per cent confidence interval.

## 7.6 Child rights

As Tower Hamlets is participating in the UNICEF child rights pilot, pupils responding to the survey were asked if they had ever learned about children's rights in three different contexts. 88 per cent of all pupils said that they had learned about child rights in at least one place. Primary pupils were significantly more likely to say that they have learned about child rights than secondary pupils (92 vs. 84 per cent).

Figure 18 provides a breakdown of responses by place and by age group. It shows that primary pupils were more likely to say that they had learned about child rights in all contexts. It also shows that school was the most common place for children and young people to learn about their rights, with 89 per cent of primary pupils and 77 per cent of secondary pupils saying they have learned about child rights in school.

**Figure 18: Learning about child rights, by age**



Source: Tower Hamlets Pupil Attitude Survey 2015

Sample size (min): 2,209

\* indicates statistical significance to a 99 per cent confidence interval

## 8. Resilience for the future

### Key findings:

- 68 per cent of all pupils said that they think they will go to university or higher education in the future. Only 6 per cent said that they did not think they would go.
- Primary pupils were significantly more likely to say that they would attend university compared to those at secondary school (74 vs. 63 per cent).
- White and BME (ex. Bangladeshi) pupils were more likely than average to say that they would not attend university.
- The majority of pupils (59 per cent) who said they did not want to go to university said this was because they were not interested.
- The most common response about secondary pupils' plans after year 11 was to continue studying at college or sixth form. However, this fell from 39 per cent in 2013 to 30 per cent in 2015.
- The proportion of secondary pupils who said that they were unsure about what to do after year 11 increased significantly, from 22 per cent in 2013 to 27 per cent in 2015.
- Family and friends were the most frequently cited sources of help and advice to plan for the future after year 11.
- The most popular career aspiration was a 'top professional job' (e.g. doctor, lawyer). 35 per cent of primary and 45 per cent of secondary pupils chose this option. While Bangladeshi pupils were more likely than average to say they wanted a 'top professional job', White pupils were less than half as likely to say this (19 vs. 41 per cent).
- 36 per cent of secondary pupils said they felt that they have had enough support to plan for their future, while 25 per cent said that they have not.
- 41 per cent of secondary pupils said that they found advice on managing money helpful and 23 per cent said they had not received any.
- Primary pupils said the thing that would most improve their lives was 'more places where I can go to spend time with my friends' while secondary pupils said it was 'more help to plan for my future'.

### 8.1 Plans to attend university or higher education

When asked about their plans for the future, 68 per cent of all pupils said that they think they will go to university or higher education. Only 6 per cent said that they did not think they would go to university or higher education, while the remaining 26 per cent were unsure.

Table 21 shows that primary pupils were significantly more likely than secondary pupils to say that they will attend university or higher education. 74 per cent of primary pupils said that they think they will attend compared with 63 per cent of secondary students. Young people at secondary school were almost three times as likely as primary pupils to say that they did not think they would go to university or higher education (9 vs. 3 per cent).

There were also significant differences by gender. 73 per cent of female pupils said that they thought they would go to university or higher education compared to 63 per cent of male pupils. Boys were also twice more likely than girls to say that they did not think they would attend (8 vs. 4 per cent).

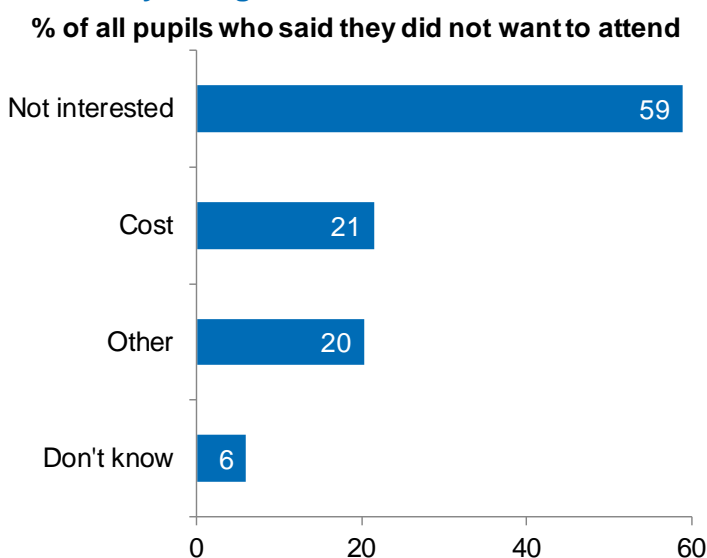
When analysed by ethnic group, White and BME (ex. Bangladeshi) pupils were significantly more likely than average to say that they would not attend university.

**Table 21: Plans to attend university or higher education, by age, gender and ethnic group**

Q: Do you think that you will go to university in the future?	% of pupils							
	All pupils	Primary	Secondary	Female	Male	Bangladeshi	White	BME (ex. Bangladeshi)
Yes	68	74	63	73	63	71	61	70
No	6	3	9	4	8	5	10	9
Don't know	26	23	28	23	29	24	29	21
sample size	3,320	1,414	1,906	1,673	1,565	1,926	366	563

Source: Tower Hamlets Pupil Attitude Survey 2015  
 Highlights indicate statistical significance to a 99 per cent confidence interval.

**Figure 19: Reasons for not wanting to go to university or higher education**



Source: Tower Hamlets Pupil Attitude Survey 2015  
 Sample size: 206  
 Pupils could select multiple options, so percentages do not sum to 100.

The proportion of pupils who said they thought they would attend university or higher education in the future increased since the previous PAS in 2013, however these changes were not enough to be statistically significant. The proportion of primary pupils increased from 71 per cent in 2013 to 74 per cent in 2015 and the proportion of secondary pupils raised from 59 per cent in 2013 to 63 per cent in 2015.

Pupils who said they did not want to go to university or higher education in the future were asked about their reasons in a follow up question. Figure 19 provides a summary of the survey responses. The majority of pupils (59 per cent) said they did not want to attend because they are not interested. 21 per cent of pupils said that they did not want to go to university because of the cost.

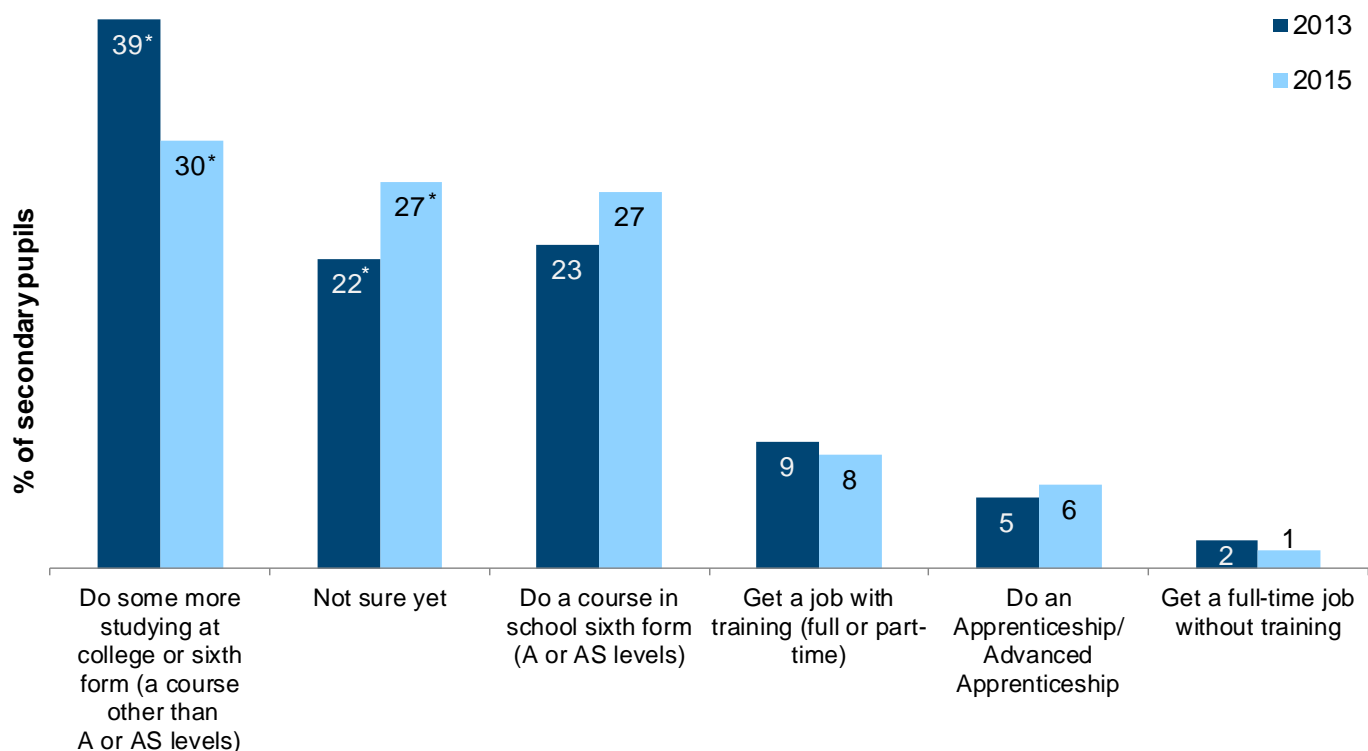
A further 20 per cent of pupils wrote in their own reasons for not wanting to attend university. Common responses were that university was a 'waste of time', that it would not help them get the job they wanted, and that they did not feel they were 'clever enough'.

## 8.2 Plans after year 11

Secondary pupils were asked about their plans after Year 11. The most common response, at 30 per cent of secondary pupils, was to continue studying at college or sixth form (a course other than A or AS levels). A further 27 per cent said that they planned to do a course in a school sixth form (A or AS levels). Relatively small proportions of secondary pupils said that they planned to get a job with training (8 per cent), take on an apprenticeship (6 per cent) or get a full-time job without training (1 per cent). A relatively high proportion of young people – 27 per cent – said that they were not sure yet.

There were some significant differences between the responses in this survey and the previous PAS in 2013. The proportion of pupils planning to study at college or sixth form (a course other than A or AS levels) fell from 39 per cent in 2013 to 30 per cent in 2015. The proportion of pupils who were unsure about what they would do after year 11 rose from 22 per cent in 2013 to 27 per cent in 2015.

**Figure 20: Secondary pupils' plans after year 11**

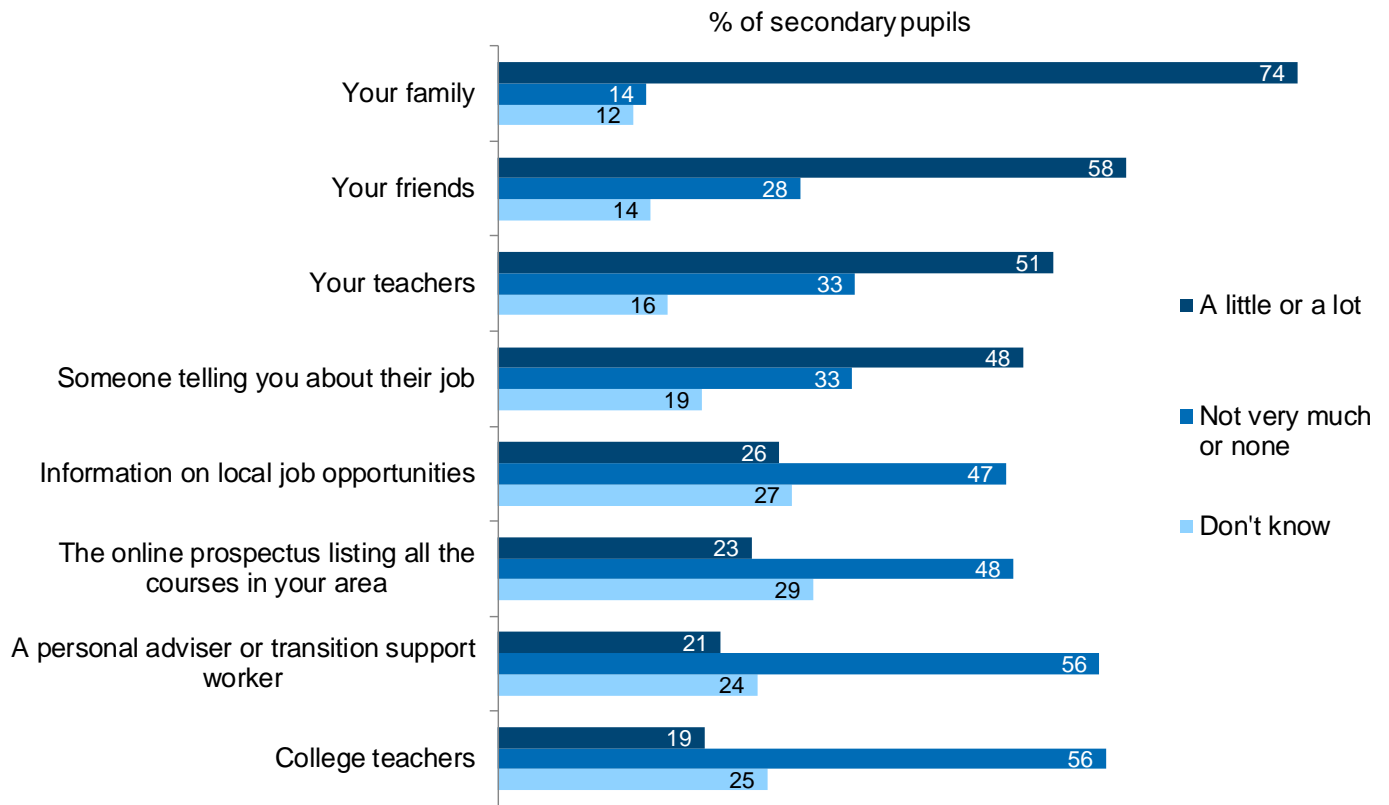


Source: Tower Hamlets Pupil Attitude Survey 2015  
 Sample sizes: 531 (PAS 2013) and 1,774 (PAS 2015)  
 \* indicates statistical significance to a 99 per cent confidence interval

There were some statistically significant differences between the way female and male pupils responded to this question. Girls were more likely than boys to say that they would study at college or sixth form after year 11 (35 vs. 26 per cent). Boys were more likely than girls to say that they would get a full-time job without training (2 vs. 0.5 per cent) and to do an apprenticeship (9 vs. 4 per cent).

Secondary pupils were also asked about the help they have had to make plans for their future after year 11. The most common cited sources of help were family (74 per cent), friends (58 per cent) and teachers (51 per cent). Figure 21 provides a full breakdown of the survey responses.

**Figure 21: Help and advice to plan for after year 11**



Source: Tower Hamlets Pupil Attitude Survey 2015  
 Sample size (min): 1,658

### 8.3 Career aspirations

Both primary and secondary pupils taking part in the survey were asked about what job they want to do in the future, and were given a list of categories to choose from. Respondents were only able to select one answer. Table 22 provides a summary of the responses by age group, gender, and ethnic group.

The most frequently cited career aspiration was a ‘top professional job’, such as being a doctor or lawyer. 41 per cent of all pupils chose this option, as well as 35 per cent of primary and 45 per cent of secondary pupils. The least popular choice was to work in a ‘shop, restaurant or similar’. Only 3 per cent of all pupils said they want a career in a shop or restaurant.

There were significant differences by age group. Secondary pupils were more likely than those at primary school to say they wanted a top professional job, to work in an office, and to have their own business. On the other hand, primary pupils were more likely to say that they wanted a job related to sport.

When analysed by gender, female pupils are more likely to say they want a ‘top professional job’ and to work in the arts, while male pupils are more likely to say that they want a job related to sport, to have their own business and to work in an office.

There were also significant differences by ethnic group. Bangladeshi pupils were more likely than average to say they wanted a ‘top professional job’ (48 vs. 41 per cent). On the other hand, White pupils were less than half as likely as average to say they wanted a ‘top professional job’ (19 per cent vs. 41 per cent).



**Table 22: Career aspirations, by age, gender and ethnic group**

Q: What job do you want to do when you grow up?	% of pupils							
	All pupils	Primary	Secondary	Female	Male	Bangladeshi	White	BME (ex. Bangladeshi)
I want a top professional job (e.g. doctor, lawyer, manager, teacher)	41	35	45	53	28	48	19	35
Other	19	17	21	15	24	17	27	22
I want a job related to sport	11	14	8	3	19	8	18	14
I want to have my own business	8	5	11	6	11	9	8	7
I want to work in the arts (e.g. fashion, music, creative)	8	9	7	12	4	6	15	11
I don't know yet <sup>†</sup>	6	14	--	6	6	5	5	4
I want to work in an office	4	3	5	3	5	4	3	4
I want to work in a shop, restaurant or similar	3	4	3	3	3	3	4	3
<i>sample size</i>	3,295	1,430	1,865	1,667	1,559	1,913	360	561

Source: Tower Hamlets Pupil Attitude Survey 2015

Highlights indicate statistical significance to a 99 per cent confidence interval.

<sup>†</sup> Only primary pupils were given this option.

## 8.5 Help to plan for the future

Secondary pupils were asked if they feel they had enough information and support to help plan their future (for example, choosing subject options and thinking about careers). 36 per cent of pupils said that felt they had enough support and 25 per cent said that they did not feel they had had enough help. A further 25 per cent said they were not sure and 14 per cent said they 'don't know what there is'.

Boys were more likely to say they have had enough information and support compared to girls (41 vs. 32 per cent). White pupils were also more likely to say that they felt that had enough help to plan for the future compared to the average for all pupils (46 vs. 36 per cent).

## 8.6 Advice on managing money

Young people at secondary school were asked if the information and advice they received at school about managing money was helpful. 41 per cent of pupils said that the advice was helpful and 18 per cent of pupils said that it was not helpful. A further 18 per cent said they did not know, and 23 per cent said that they have not received any.

Male pupils were more likely to say that they found advice on managing money useful than females (48 vs. 36 per cent). On the other hand, girls were more likely to say that they had not received any advice than boys (28 vs. 17 per cent).

## 8.7 Things that would improve life for children and young people

Pupils taking part in the PAS were asked to choose three things from a list that would make their lives better. Table 23 provides a summary of the survey responses. The most popular choice for all pupils was 'more help to plan for my future'.

However, there were significant differences between age groups. While 'more help to plan for my future' was also the top choice for secondary pupils, the most common response from children at



primary school was 'more places where I can go to spend time with my friends'. Primary pupils were also significantly more likely to say that 'more organised activities and things to do', 'less bullying' and 'more help to feel safe at school in in my local area' would improve their lives than those at secondary school. Secondary pupils were significantly more likely than primary pupils to say that 'more help to plan for my future' and 'more interesting school lessons' would improve their lives.

There were also statistically significant differences by gender. Girls were more likely than boys to say that 'someone I can always talk to' and 'more ways I can volunteer or help people' would improve their lives.

<b>Table 23: Things that would improve life for children and young people, by age and gender</b>					
<i>Q: If there are three things that would make your life better, what would they be?</i>	<b>% of pupils who included item in top three things</b>				
	All pupils	Primary	Secondary	Female	Male
More help to plan for my future	47	41	52	48	46
More places where I can go to spend time with my friends	45	47	43	47	43
More interesting school lessons	44	39	49	45	44
More organised activities and things to do	36	40	34	37	37
More help to do better at school	36	32	39	35	38
Less bullying	28	35	23	27	29
Someone I can always talk to	28	29	26	31	24
More help to feel safe at school and in my local area	19	23	17	20	19
More advice about being healthy	19	20	19	19	19
More chance to have a say in how things are run at school / local area	18	17	19	16	20
More ways I can volunteer or help people †	12	-	22	15	9
Don't know	12	12	13	10	15
Other	8	10	7	7	9
None of these †	3	-	6	2	4
<i>sample size</i>	<i>3,074</i>	<i>1,381</i>	<i>1,693</i>	<i>1,580</i>	<i>1,423</i>

Source: Tower Hamlets Pupil Attitude Survey 2015

Pupils could select multiple responses, so totals do not sum to 100.

Highlights indicate statistical significance to a 99 per cent confidence interval.

† Only secondary pupils were given this option. □

## Appendix A: List of participating schools

- Arnhem Wharf Primary School
- Ben Jonson Primary School
- Bow School of Maths and Computing
- Central Foundation Girls' School
- Chisenhale Primary School
- Clara Grant Primary School
- Culloden Primary A Paradigm Academy
- Cyril Jackson Primary School
- English Martyrs Roman Catholic Primary School
- George Green's School
- Globe Primary School
- Guardian Angels Roman Catholic Primary School
- Hague Primary School
- Halley Primary School
- Harbinger Primary School
- Harry Gosling Primary School
- John Scurr Primary School
- Lawdale Junior School
- Marner Primary School
- Morpeth School
- Mowlem Primary School
- Phoenix School (Primary)
- Phoenix School (Secondary)
- Raine's Foundation School
- Redlands Primary School
- Seven Mills Primary School
- Smithy Street School
- St Paul with St Luke C of E Primary School
- Stepney Greencoats Church of England Primary School
- Stewart Headlam Primary School
- Virginia Primary School
- William Davis Primary School
- Woolmore Primary School

## Appendix B: Individual school reports

School level reports have been produced for schools with at least 100 survey responses. For those with fewer than 100 responses, the sample sizes were too small to report at school level and compare against borough averages.

The reports include a selection of responses from the survey questionnaire, but do not include every question. This is because several questions were given to a sub-group of pupils as a follow-up question dependant on their preceding answer, so sample sizes are considerably smaller.

Where possible, school results have been tested against the of all primary/secondary schools for statistical significance. Significant differences have been highlighted as follows:

 Denotes positive statistically significant difference

 Denotes negative statistically significant difference

 Denotes statistically significant difference where no value judgement can be made

Please note that the sample size for each question greatly influences statistical significance. Since the samples from individual schools are small in comparison to the entire PAS cohort, this may mean that large differences are not flagged as significant.