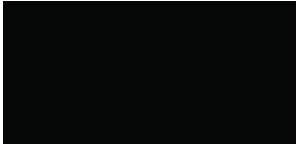




# Needs Assessment Report 2016

XXX – YEAR 9



The average of schools delivering the intervention in this trial, not the national average. By definition, for each score, half of the schools will be above the average and half will be below it. So most schools will score worse than average on some measures. It is also worth bearing in mind that the schools participating in this project are almost certainly better schools than the national average because they had the capacity and initiative to want to participate, so the average that we are working with will be higher than normal.

As well as looking at whether schools rank above or below the average for particular questions, schools should also look at the absolute frequency of the answers. For example, even if a school has a lower rate of cyber-bullying than average they may still decide to prioritise this issue if they judge the absolute level requires action. These judgements are inevitably subjective and up to schools to decide with the support of their external facilitator.

The scores are meant to be a guide to what schools might want to focus on in their work. They are not a judgement on the school. Schools may be challenged by these scores. We hope that schools reflect on the results and make good decisions based on them. In some cases schools may exercise the “precautionary principle” and act on data even where they do not chime with their experiences of the school.

Your report focuses on results for students as they came to the end of Year 9. It does not compare the results with data from last year, when the students were nearing the end of Year 7. This is because it would be impossible to unpick whether a change from the previous year reflected the impact of Learning Together or the natural effects of the students getting older. For example, we might expect to see an increase in some behaviours, such as smoking, as students get older. Such rising trends shouldn't be treated as evidence that Learning Together is not working or that more generally things in the school are getting worse. So we think it is more important to judge the needs based on the figures this year and how they compare with the other schools.

## Summary for XXX School

The responses of XXX School Year 9 students to the LEARNING TOGETHER survey are summarised in this report. It is bespoke feedback for XXX School and provides a comparison with Year 9 students in all other schools delivering the Learning Together programme. We will not release this report to any other party. However, you are welcome to share it with others if you wish. All feedback is summarised at the school level to protect individual students' privacy.

## Overview of areas examined

In this report, several areas of school environment are examined:

### 1. School connectedness

This section explores students' sense of being engaged with and connected to the school. More specifically, we asked questions about:

- Whether students feel different from their peers in the school, whether students can be themselves at the school and whether students feel they belong to the school

### 2. Safety at School

This section includes statements about safety within the school environment. It also includes questions on bullying, students' misbehaviour and questions about the presence of clear and fair rules within the school. More specifically, we asked questions about:

#### *a) Feeling of safety*

- Whether students feel safe at school

#### *b) Aggression towards students*

- Whether students are threatened or physically hurt

#### *c) Students' misbehaviour*

- Whether students are cheeky to a teacher regularly, threaten a teacher regularly and whether they hit/kick a teacher regularly

#### *d) Emotional bullying*

- Whether students are left out of things at school, have rumours spread about them at school and whether they are teased

### *e) Rules/norms*

- Whether their school have rules that are written down somewhere, whether teachers at school try to make sure that students obey rules and whether teachers at school are fair in dealing with students
- Whether they think that rules are fair at their school

## **3. Interpersonal relationships**

This section explores how students perceive their relationships with other students and teaching staff. More specifically, we asked:

### *a) Relationship with other students*

- Whether most other students accept them as they are, whether most students in their class are kind/helpful, whether most students in their class enjoy being together, whether they are encouraged to express their views in their class and whether other students in their school take their opinions seriously
- Whether they have argued with friends at school recently, whether they have a friend at school they can tell when they are angry/upset, whether they have a school friend they can share their happiness with, whether they have a school friend they can trust and whether they have a school friend who understand how they feel

### *b) Relationship with teachers*

- Whether they like most of the teachers and whether they feel they can approach teachers with things that are on their mind

## **4. Strengths and difficulties**

This section looks at students' capacity for relationships and practical reasoning. It also includes questions about the importance of education for students and how they perceive the future. It included:

### *a) Students' capacity for relationships*

- Whether students usually share with others, whether they are helpful if someone is hurt, upset or feeling ill, whether they are kind to younger children, whether they regularly volunteer to help others, whether they fight a lot and can make people do what they want
- Whether there is at least one teacher or adult at school they can talk to about a problem



*b) Students' capacity for practical reasoning*

- Whether they are able to make their own mind about things, whether they think clearly and whether they deal with problems well
- Whether they get very angry and often lose their temper

*c) Future aspirations*

- Whether they try hard in school, whether doing well in school is important to them, whether continuing or completing their education is important to them and whether they feel they are successful in school
- Whether they are optimistic about the future

## **5. Teaching and Learning**

This section looks at students' perception of teachers' attitudes. More specifically, questions concerned:

- Whether teachers at this school believe all students can learn, whether students' ideas are listened and valued, whether their school really care about them as individuals and whether most teachers listen to what they have to say

## Overview

This report presents information derived from surveys completed by Year 9 students between March and July 2016. XXX School was randomly chosen along with 19 other secondary schools to act as the intervention group which includes half the sample.

In XXX School, 180 Year 9 students completed the LEARNING TOGETHER survey. Of the students, 49% were male and 51% were female.

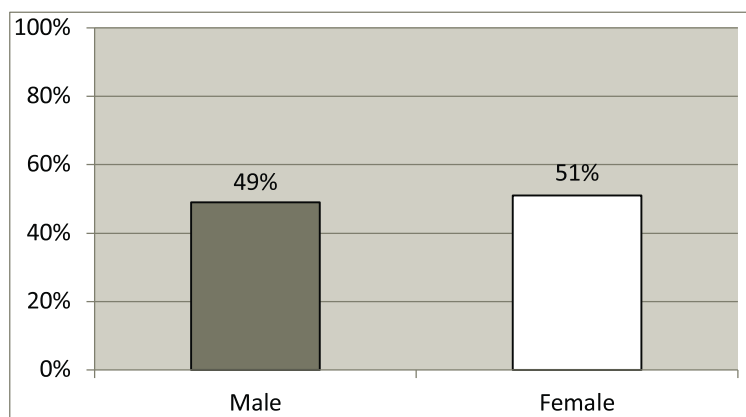


Figure 1: The percentage of male and female Year 9 pupils surveyed at XXX School

## The Analysis

For each measure we compared XXX School with the other 19 LEARNING TOGETHER intervention schools' average. Where small numbers of students are involved caution must be exercised when interpreting the data. The green squares indicate areas where your school is doing well and red squares areas where more work/improvement is required. Black squares indicate scores that are similar to the other LEARNING TOGETHER intervention schools. Pie charts show values within your school. However, when these numbers are black that means that your school is similar to the other LEARNING TOGETHER intervention schools. When they are green/red a difference exists between your school and the other LEARNING TOGETHER intervention schools.

## Interpretation

The LEARNING TOGETHER data in this feedback report informs XXX School about their Year 9 students compared to other participating Year 9 students across Greater London. This report does not provide information on why a difference might exist between the number of students in XXX School and those of the LEARNING TOGETHER intervention schools average. This feedback needs to be interpreted in the context of other information about the students involved.

## 1. School connectedness

Male students:

- 39.1% of Year 9 male students agreed with the statement that they feel different from most other students at XXX School
- 72.4% of Year 9 male students agreed with the statement that they can really be themselves at this school
- 85.1% of Year 9 male students agreed with the statement that they feel they belong at this school

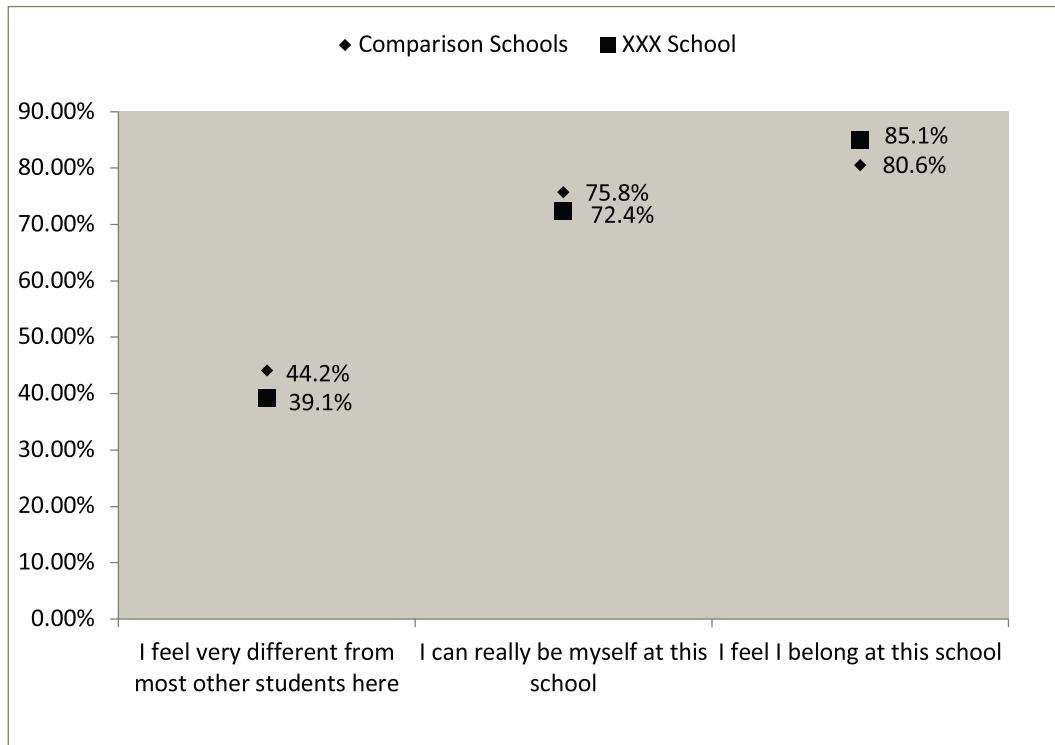


Figure 2a: Response percentages of Year 9 male students to school connectedness items.

Female students:

- 46.7% of Year 9 female students agreed with the statement that they feel different from most other students
- 65.2% of Year 9 female students agreed with the statement that they can really be themselves at this school
- 80.4% of Year 9 female students agreed with the statement that they feel they belong at this school

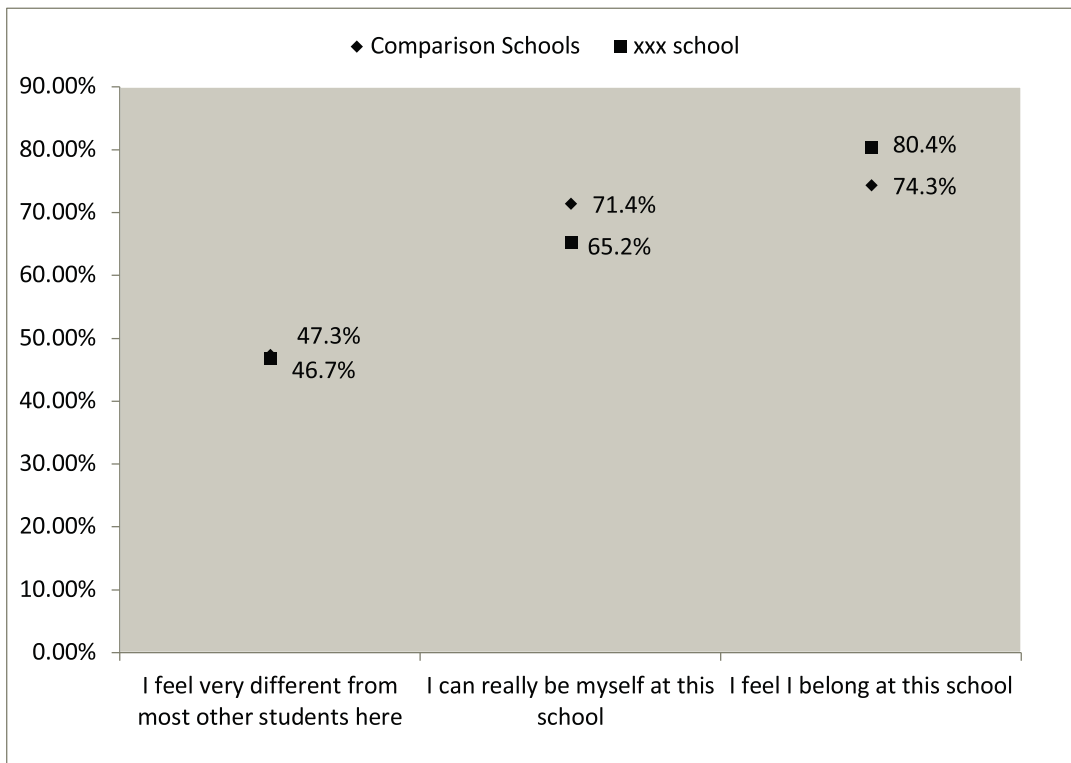


Figure 2b: Response percentages of Year 9 female students to school connectedness items.

## 2. Safety at School

### *a) Feeling of safety*

In XXX School 11.9% of Year 9 male students responded “no/somewhat” to the following question: “Do you feel safe at this school?”

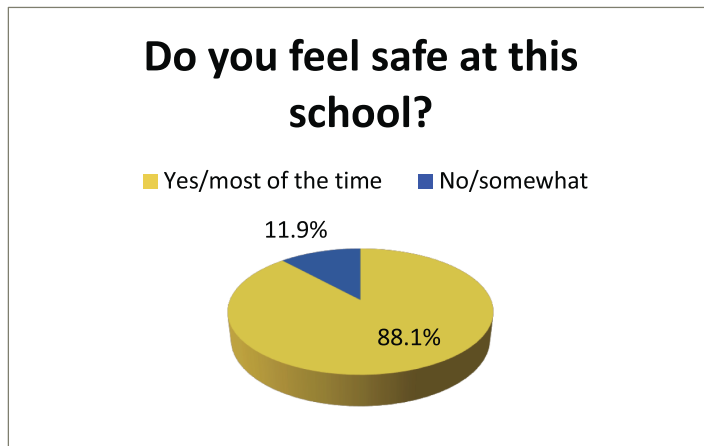


Figure 3a: Percentage of Year 9 male students who said they feel safe/unsafe at XXX School

In XXX School 9.8% of Year 9 female students responded “no/somewhat” to the following question: “Do you feel safe at this school?”

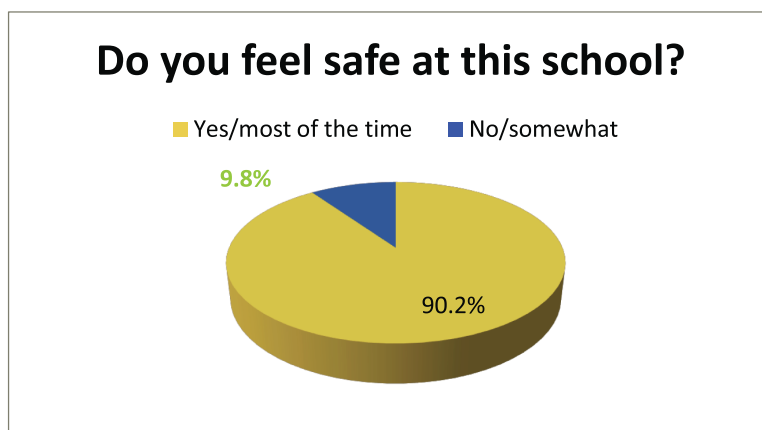


Figure 3b: Percentage of Year 9 female students who said they feel safe/unsafe at XXX School

*b) Aggression towards students*

Male students:

- 23% of Year 9 male students responded “Yes” to the question whether they have been victim of bullying

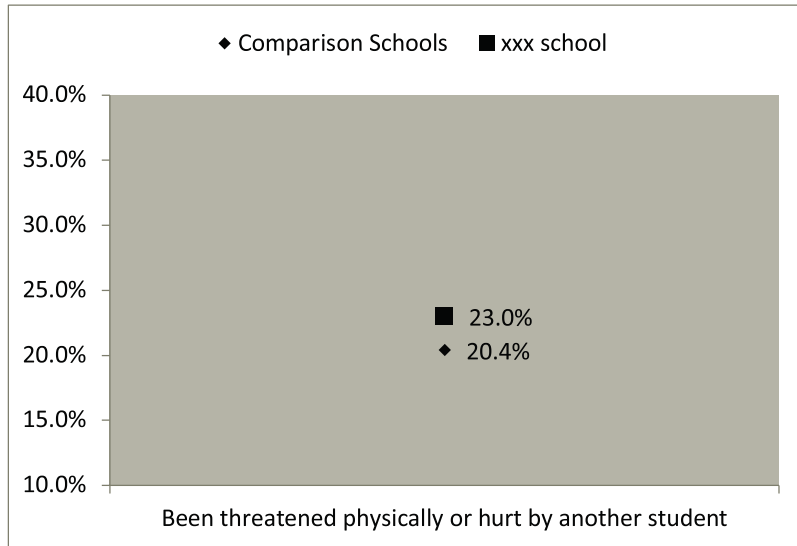


Figure 4a: Percentage of Year 9 male students who reported being threatened or physically hurt in the three months prior to the survey.

Female students:

- 2.2% of Year 9 female students responded “Yes” to the question whether they have been victim of bullying

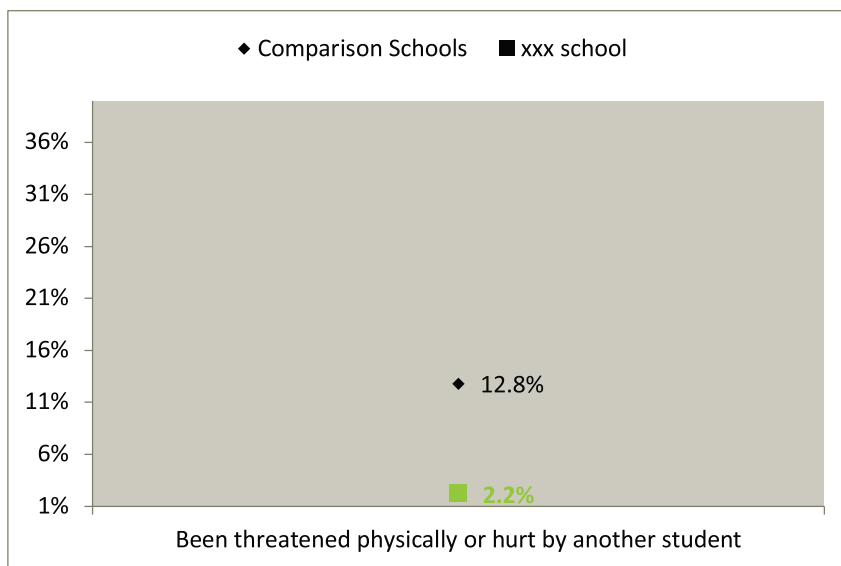


Figure 4b: Percentage of Year 9 female students who reported being threatened or physically hurt in the three months prior to the survey.

*c) Students' misbehaviour*

Male students:

- 33.7% of Year 9 male students agreed with the statement that they have been cheeky to a teacher regularly
- 1.2% of Year 9 male students agreed with the statement that they have threatened a teacher regularly
- 1.2% of Year 9 male students agreed with the statement that they have hit/kicked a teacher regularly

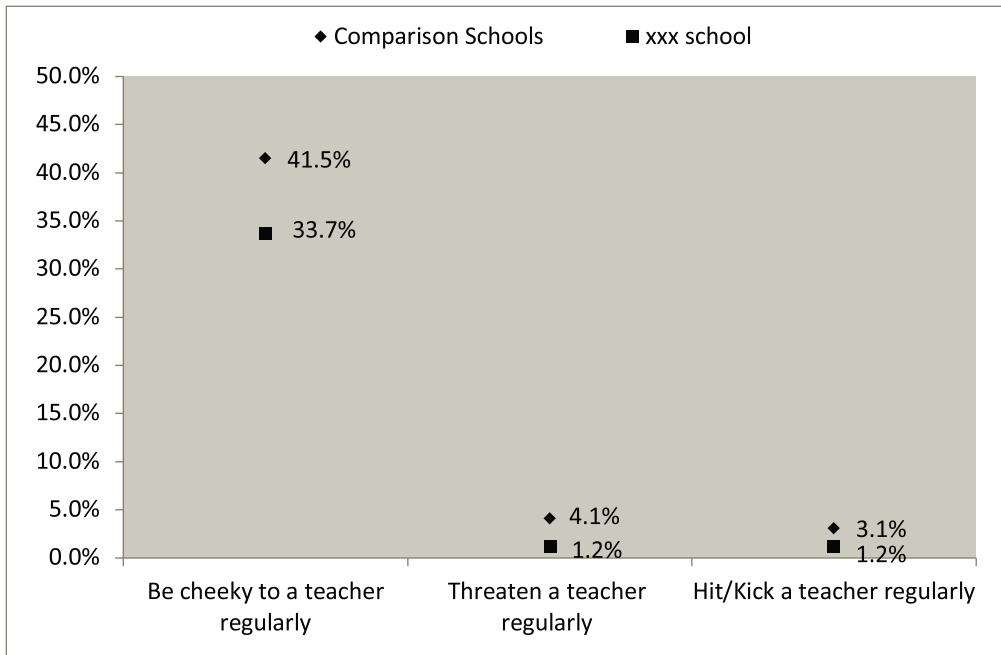


Figure 5a: Percentage of Year 9 male students who have been cheeky, have threatened or have been physically abusive to teaching staff in the three months prior to the survey.



Female students:

- 30.4% of Year 9 female students agreed with the statement that they have been cheeky to a teacher regularly
- 0% of Year 9 female students agreed with the statement that they have threatened a teacher regularly
- 1.1% of Year 9 female students agreed with the statement that they have hit/kicked a teacher regularly

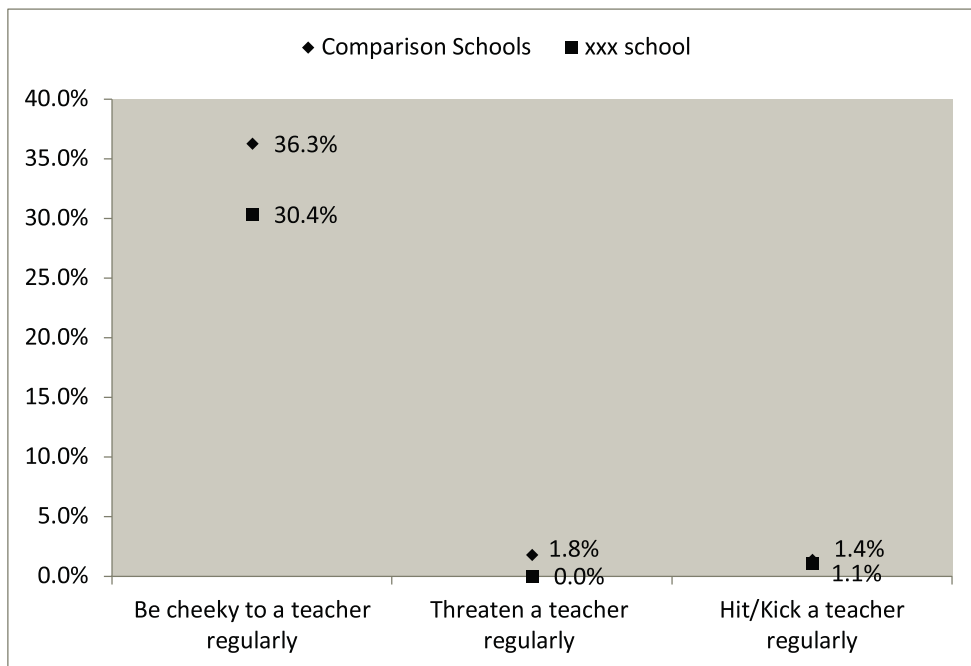


Figure 5b: Percentage of Year 9 female students who have been cheeky, have threatened or have been physically abusive to teaching staff in the three months prior to the survey.

*d) Emotional Bullying*

Male students:

- 20.7% of Year 9 male students agreed with the statement that they have been deliberately left out of things at school
- 29.4% of Year 9 male students agreed with the statement that they have had rumours spread about them at school
- 47.7% of Year 9 male students agreed with the statement that they have been teased/called names at school

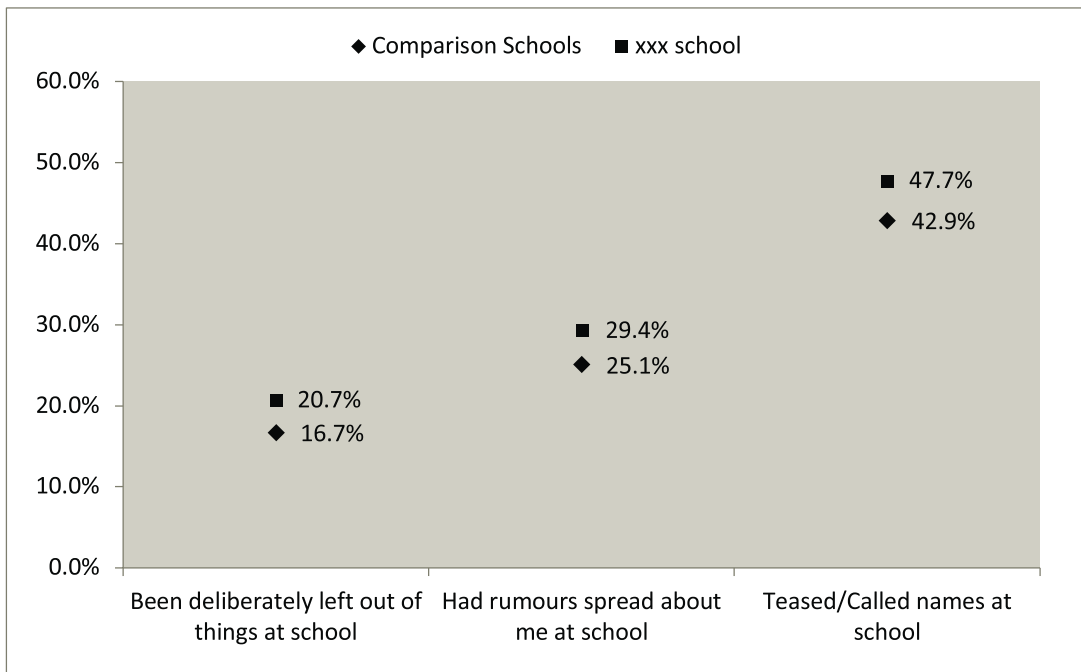


Figure 6a: Percentage of Year 9 male students who said that they had been left out of things, had rumours spread about them, or had been target of verbal abuse in the three months prior to the survey.

Female students:

- 28.3% of Year 9 female students agreed with the statement that they have deliberately left out of things at school
- 34.8% of Year 9 female students agreed with the statement that they have had rumours spread about them at school
- 38% of Year 9 female students agreed with the statement that they have been teased/called names at school

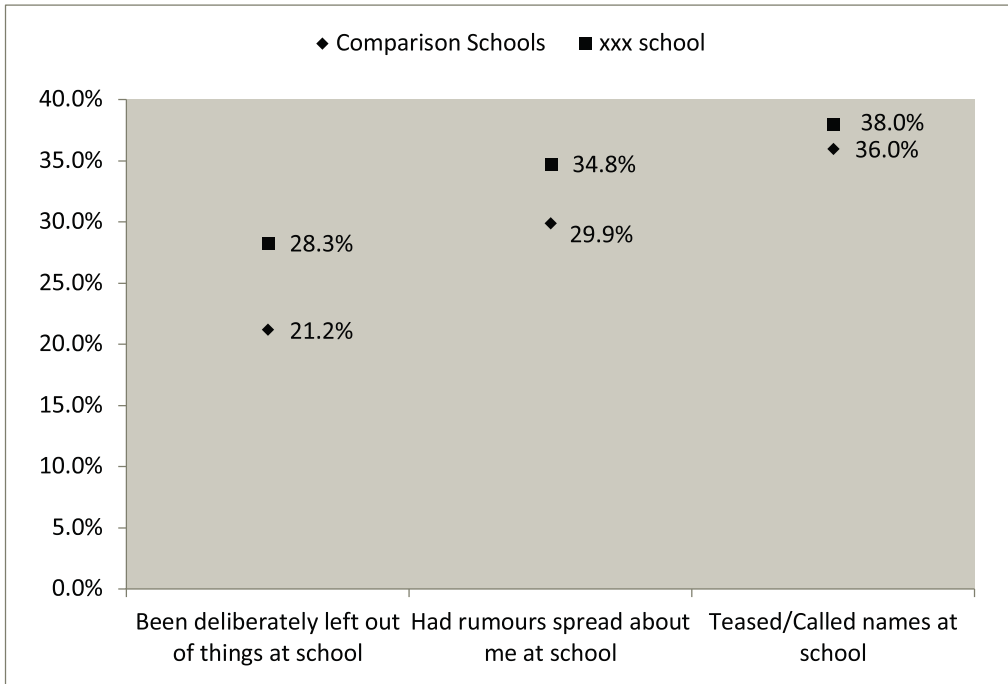


Figure 6b: Percentage of Year 9 female students who said that they had been left out of things, had rumours spread about them, or had been target of verbal abuse in the three months prior to the survey.

e) Rules/Norms

Male students:

- 51.8% of Year 9 male students at XXX School answered “no” or ”do not know” to the question “Does this school have rules written down somewhere?”
- 22.4% of Year 9 male students at XXX School answered “none” or ”some” to the question “Do teachers at this school try to make sure that students obey the rules?”
- 29.5% of Year 9 male students at XXX School disagreed with the statement “The teachers at this school are fair in dealing with students”

	XXX School <i>n</i> (%)	Comparison Schools <i>n</i> (%)
<i>Does this school have rules that are written down somewhere? (no/don't know)</i>	44 (51.8)	595 (50)
<i>Do teachers at this school try to make sure that students obey the rules? (none/some)</i>	<b>19 (22.4)</b>	390 (32.9)
<i>The teachers at this school are fair in dealing with students (disagree)</i>	26 (29.5)	452 (36)

Table 1a: Proportion of Year 9 male students who did not feel that their teachers were fair in dealing with students and ensuring that students obeyed the rules.

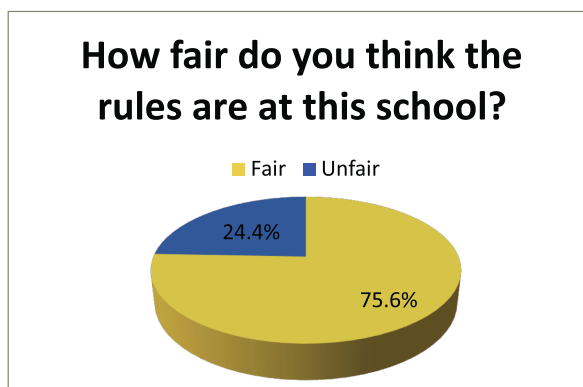


Figure 7a: Percentage of Year 9 XXX School male students who thought that the rules in their school are fair/unfair

Female students:

- 58.7% of Year 9 female students at XXX School answered “no”/”do not know” to the question “Does this school have rules written down somewhere?”
- 31.5% of Year 9 female students at XXX School answered “none”/”some” to the question “Do teachers at this school try to make sure that students obey the rules?”
- 18.5% of Year 9 female students at XXX School disagreed with the statement “The teachers at this school are fair in dealing with students”

	XXX School		Comparison Schools	
	<i>n</i>	(%)	<i>n</i>	(%)
<i>Does this school have rules that are written down somewhere (no/don't know)</i>	54	(58.7)	788	(49.7)
<i>Do teachers at this school try to make sure that students obey the rules (none/some)</i>	29	(31.5)	607	(38.2)
<i>The teachers at this school are fair in dealing with students (disagree)</i>	<b>17</b>	<b>(18.5)</b>	665	(41)

Table 1b: Proportion of Year 9 female students who did not feel that their teachers were fair in dealing with students and ensuring that students obeyed the rules.

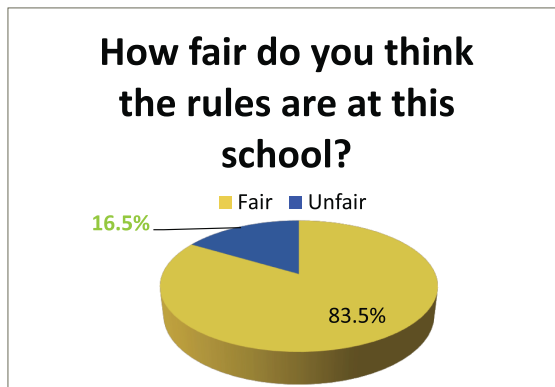


Figure 7b: Percentage of XXX School Year 9 female students who thought that the rules in their school are fair/unfair

### 3. Interpersonal relationships

#### *a) Relationships with other students*

Male students:

- 19.5% of Year 9 male students agreed with the statement that most other students do not accept them as they are
- 19.5% of Year 9 male students agreed with the statement that most students in their classes are not kind/helpful
- 10.5% of Year 9 male students agreed with the statement that most students in their classes do not enjoy being together
- 18.6% of Year 9 male students agreed with the statement that they are not encouraged to express their own views in the their classes
- 24.4% of Year 9 male students agreed with the statement that other students in the school do not take their opinions seriously

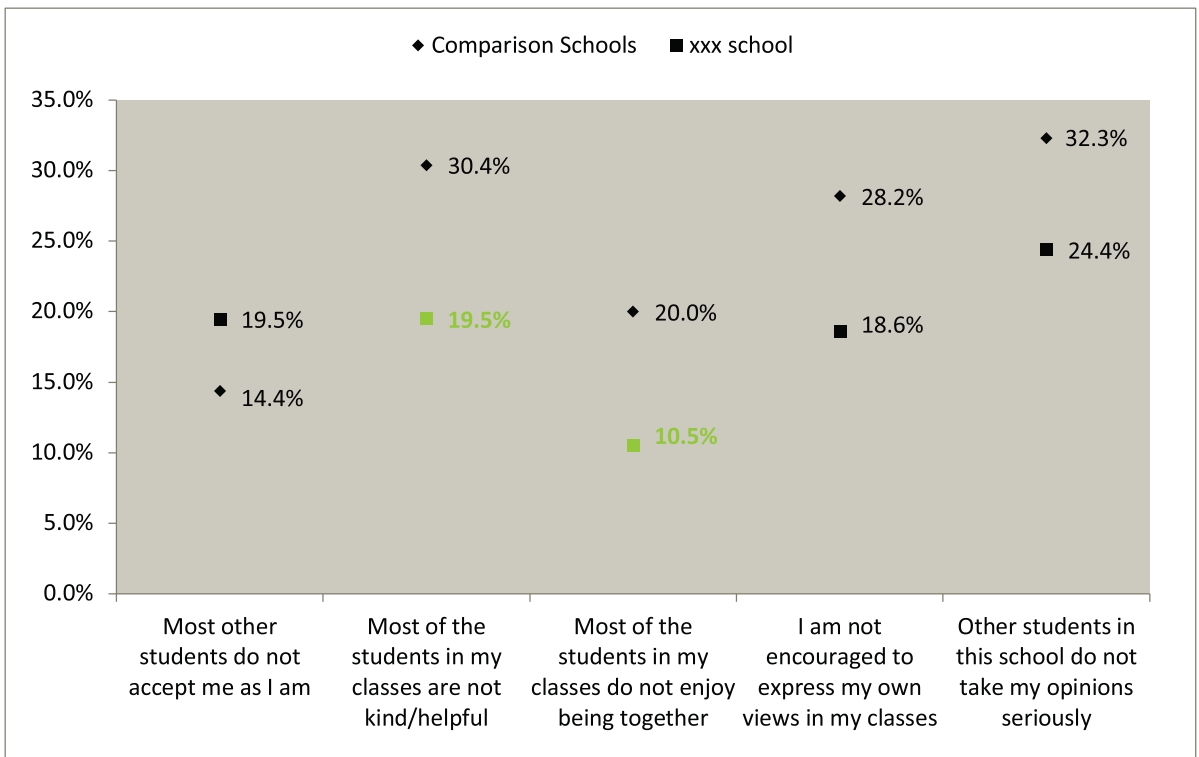


Figure 8a: Response percentages of Year 9 male students to interpersonal relationships items.

Female students:

- 27.2% of Year 9 female students agreed with the statement that most other students do not accept them as they were
- 22.8% of Year 9 female students agreed with the statement that most students in their classes are not kind/helpful
- 10.9% of Year 9 female students agreed with the statement that most students in their classes do not enjoy being together
- 20.7% of Year 9 female students agreed with the statement that they are not encouraged to express their own views in the their classes
- 35.9% of Year 9 female students agreed with the statement that other students in the school do not take their opinions seriously

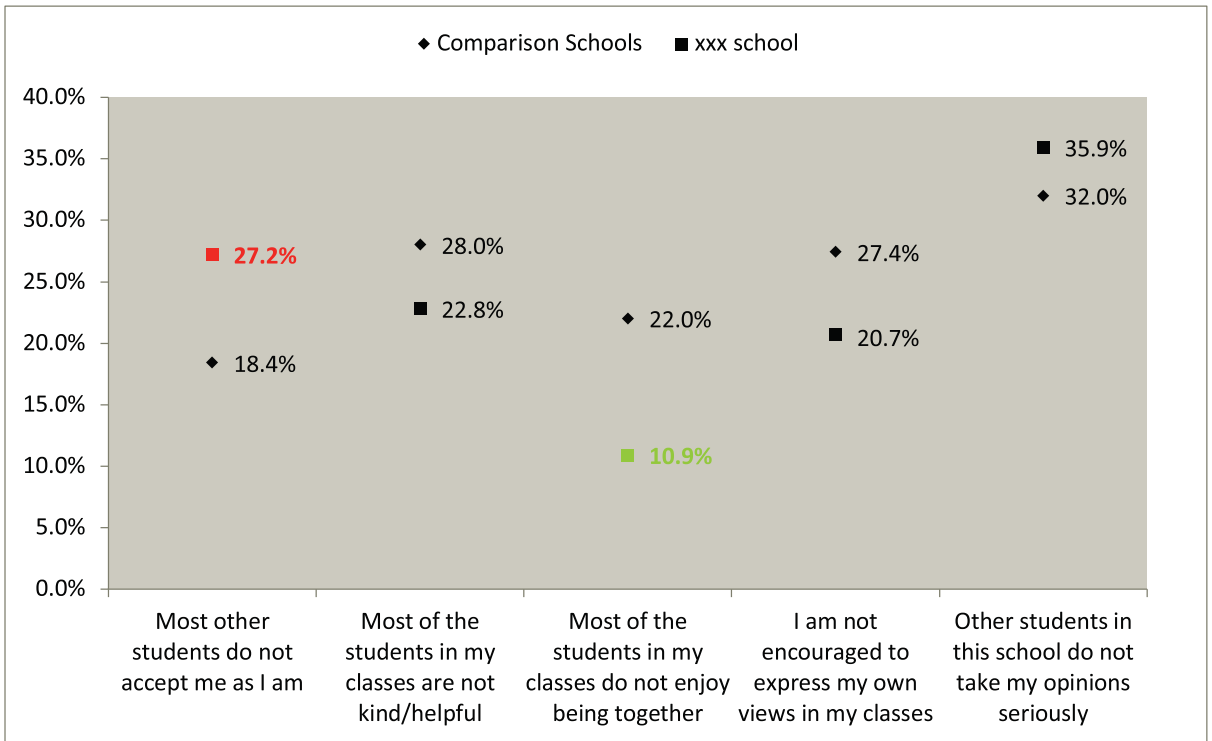


Figure 8b: Response percentages of Year 9 female students to interpersonal relationships items.

Male students:

- 25.3% of Year 9 male students agreed with the statement that they argued with friends at school recently
- 20.2% of Year 9 male students agreed with the statement that when they are angry/upset they do not have a friend at school they can tell
- 3.6% of Year 9 male students agreed with the statement that they do not have a friend at school they can share their happiness with
- 19% of Year 9 male students agreed with the statement that they do not have a school friend they can trust
- 13.1% of Year 9 male students agreed with the statement that they have a school friend who understand how they feel

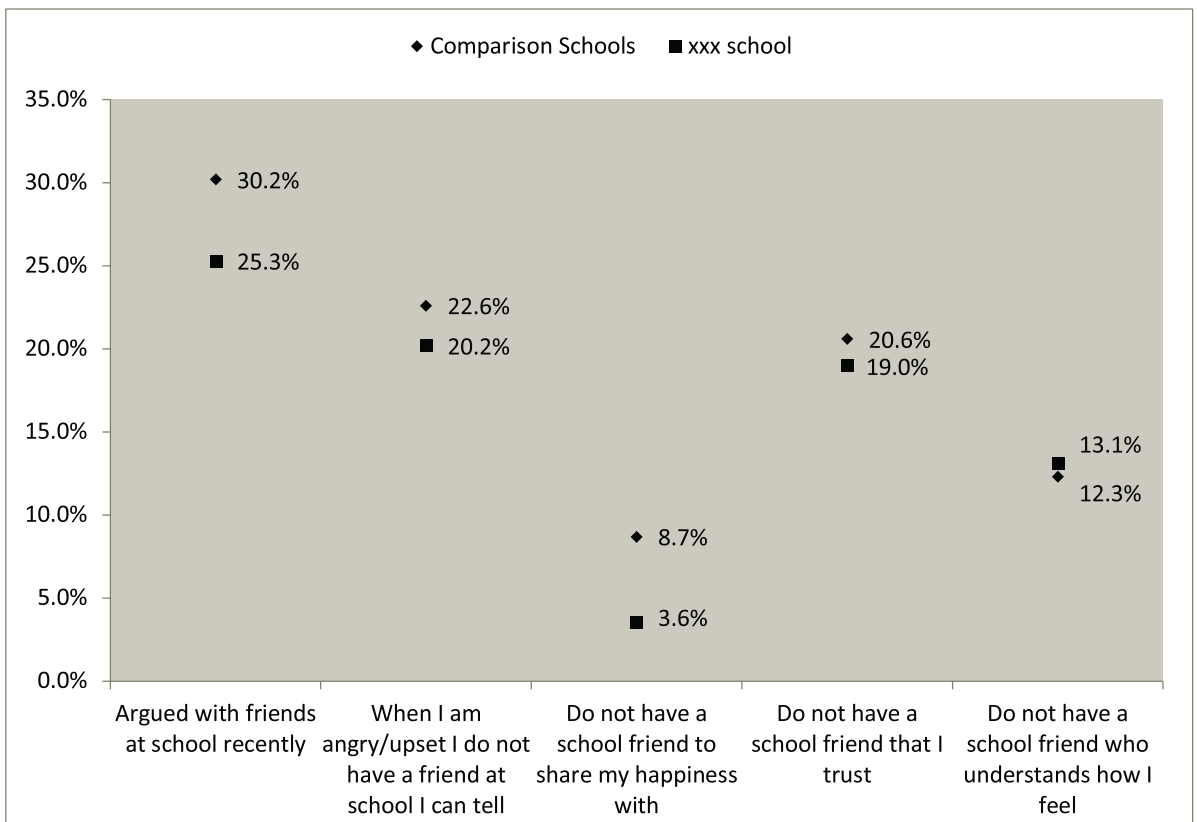


Figure 9a: Response percentage of Year 9 male students to interpersonal support/conflict items



Female students:

- 43.5% of Year 9 female students agreed with the statement that they argued with friends at school recently
- 12.1% of Year 9 female students agreed with the statement that when they are angry/upset they do not have a friend at school they can tell
- 2.2% of Year 9 female students agreed with the statement that they do not have a friend at school they can share their happiness with
- 18.5% of Year 9 female students agreed with the statement that they do not have a school friend they can trust
- 12.1% of Year 9 female students agreed with the statement that they have a school friend who understand how they feel

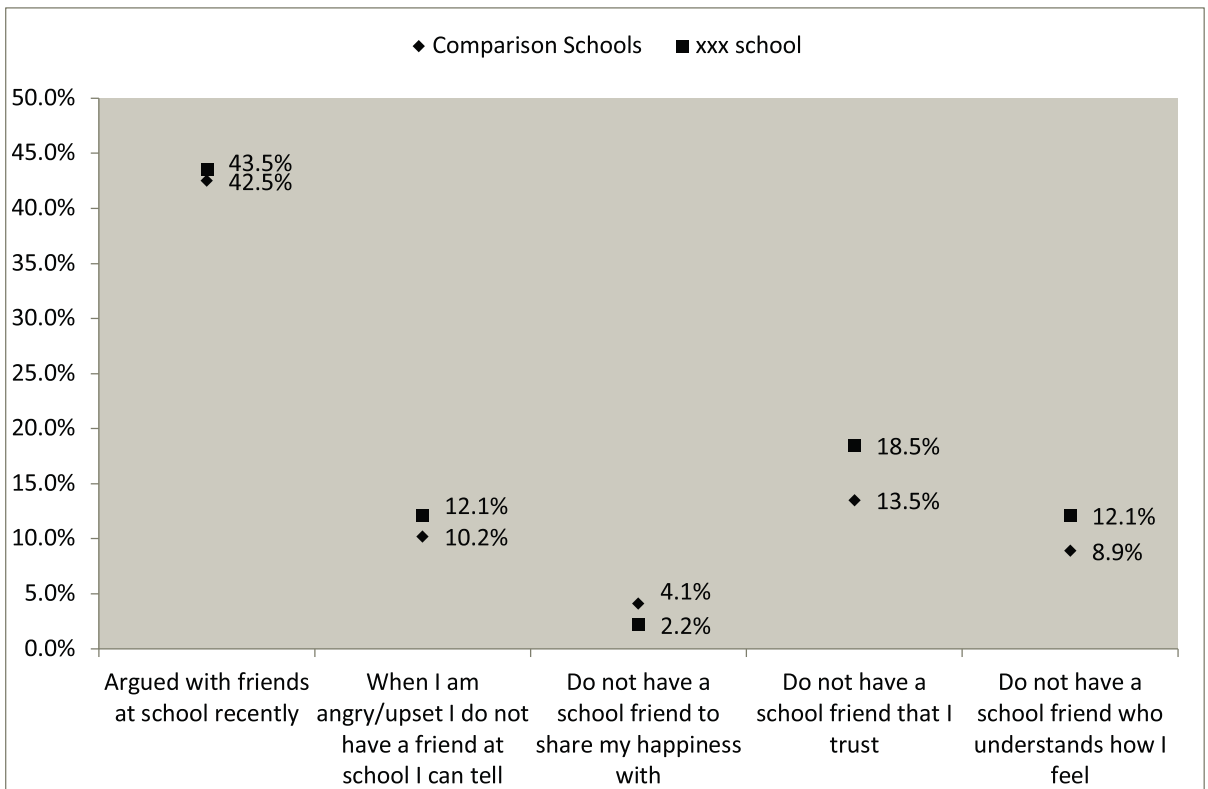


Figure 9b: Response percentage of Year 9 female students to interpersonal support/conflict items

*b) Relationship with teachers*

Male students:

- 27.6% of Year 9 male students agreed with the statement that they do not like most of their teachers
- 54.5% of Year 9 male students agreed with the statement that they feel they cannot not approach teachers with things that are on their minds

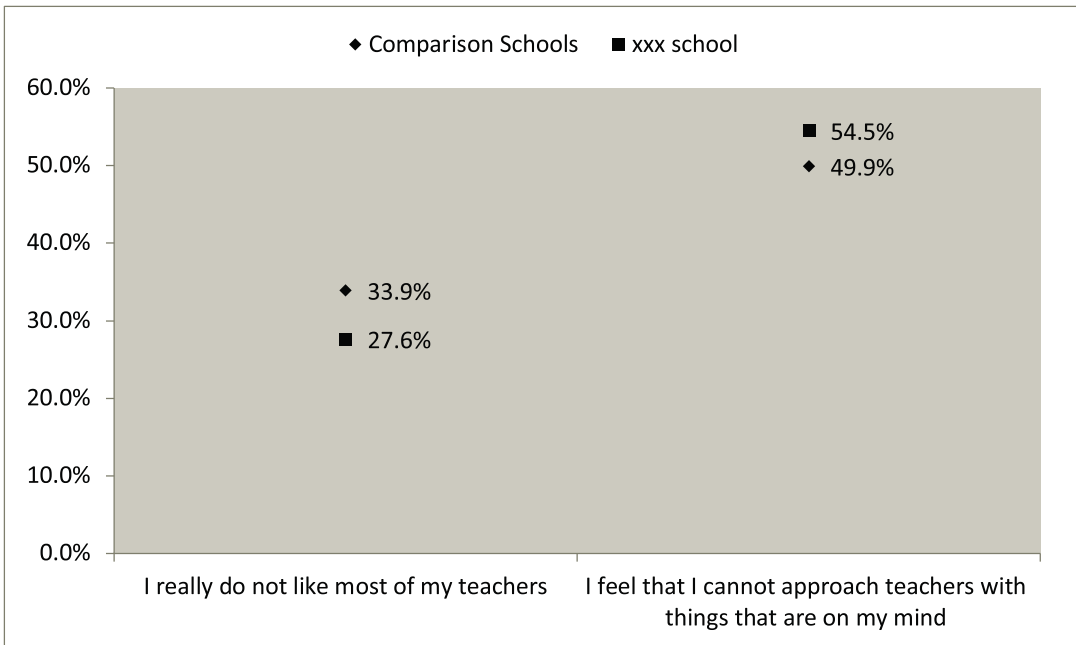


Figure 10a: Percentage of Year 9 male students who reported that they did not like most of their teachers, or could not approach them with things that are on their mind.

Female students:

- 30.4% of Year 9 female students agreed with the statement that they do not like most of their teachers
- 45.7% of Year 9 female students agreed with the statement that they feel they cannot approach teachers with things that are on their minds

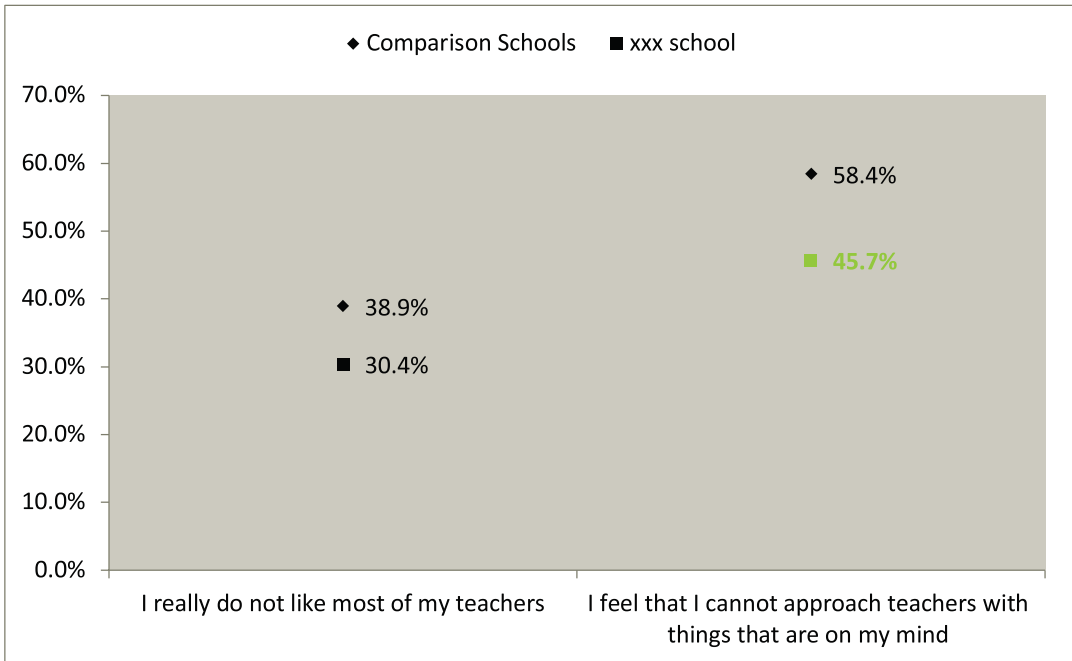


Figure 10b: Percentage of Year 9 female students who reported that they did not like most of their teachers, or could not approach them with things that are on their mind.

#### 4. Strengths and difficulties

##### *a) Students' capacity for relationships*

Male students:

- 8% of Year 9 male students agreed with the statement that they do not usually share with others
- 2.3% of Year 9 male students agreed with the statement that they are not helpful if someone is hurt, upset or feeling ill
- 0% of Year 9 male students agreed with the statement that they are not kind to younger children
- 20.7% of Year 9 male students agreed with the statement that they do not regularly volunteer to help others
- 8.1% of Year 9 male students agreed with the statement that they fight a lot and that they can make people do what they want

	XXX School <i>n</i> (%)	Comparison Schools <i>n</i> (%)
<i>I don't usually share with others</i>	7 (8)	112 (9.2)
<i>I am not helpful if someone is hurt, upset or feeling ill</i>	2 (2.3)	89 (7.3)
<i>I am not kind to younger children</i>	0 (0)	74 (6.1)
<i>I do not regularly volunteer to help others (parents, children, teachers)</i>	18 (20.7)	290 (24)
<i>I fight a lot. I can make other people do what I want</i>	7 (8.1)	184 (15.2)

Table 2a: The proportions of XXX School Year 9 male students versus Year 9 male students in other intervention schools who said that they did not share with others, were not kind to younger students, did not regularly volunteer and who fought a lot.

Female students:

- 4.3% of Year 9 female students agreed with the statement that they do not usually share with others
- 1.1% of Year 9 female students agreed with the statement that they are not helpful if someone is hurt, upset or feeling ill
- 1.1% of Year 9 female students agreed with the statement that they are not kind to younger children
- 13% of Year 9 female students agreed with the statement that they do not regularly volunteer to help others
- 7.6% of Year 9 female students agreed with the statement that they fight a lot and that they can make people do what they want

	XXX School		Comparison Schools	
	<i>n</i>	(%)	<i>n</i>	(%)
<i>I don't usually share with others</i>	4	(4.3)	115	(7.1)
<i>I am not helpful if someone is hurt, upset or feeling ill</i>	1	(1.1)	53	(3.3)
<i>I am not kind to younger children</i>	1	(1.1)	42	(2.6)
<i>I do not regularly volunteer to help others (parents, children, teachers)</i>	12	(13)	252	(15.8)
<i>I fight a lot. I can make other people do what I want</i>	7	(7.6)	212	(13.2)

Table 2b: The proportions of XXX School Year 9 female students versus Year 9 female students in other intervention schools who said that they did not share with others, were not kind to younger students, did not regularly volunteer and who fought a lot.

In XXX School 25% of Year 9 male students disagreed with the following statement “There is at least one teacher or adult at this school I can talk to about a problem”

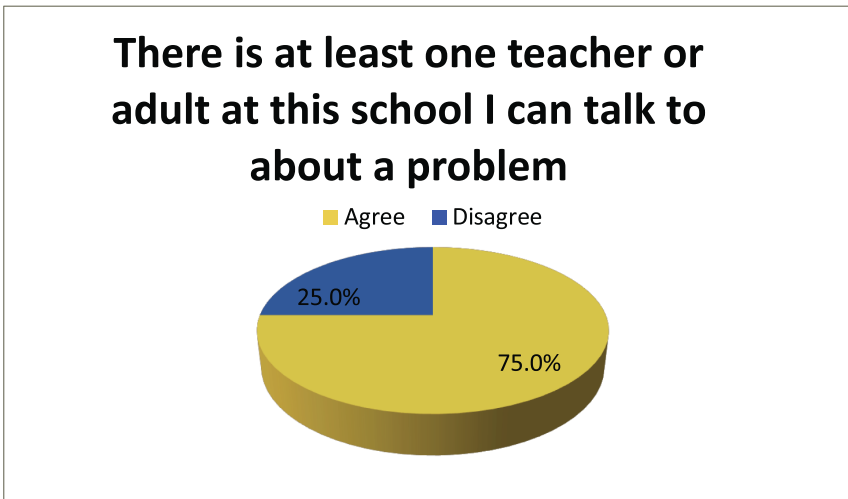


Figure 11a: Percentage of Year 9 male students who said that there was an adult or teacher at the school they could talk to about a problem.

In XXX School 18.5% of Year 9 female students disagreed with the following statement “There is at least one teacher or adult at this school I can talk to about a problem”

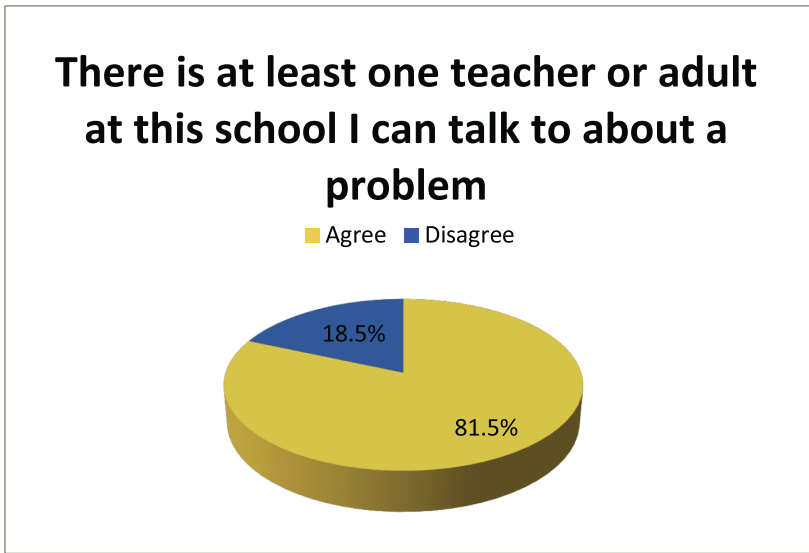


Figure 11b: Percentage of Year 9 female students who said that there was an adult or teacher at the school they could talk to about a problem.

*b) Student's capacity for practical reasoning*

Male students:

- 96.5% of Year 9 male students agreed with the statement that they are able to make up their minds about things
- 86% of Year 9 male students agreed with the statement that they have been thinking clearly
- 81.2% of Year 9 male students agreed with the statement that they have been dealing with problems well

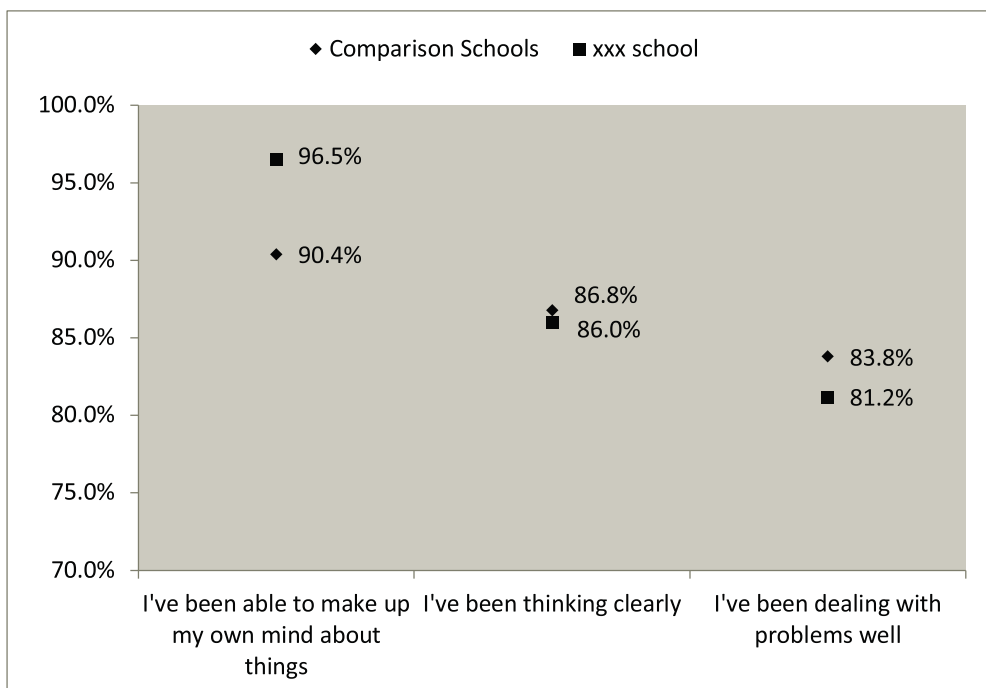


Figure 12a: Percentage of Year 9 male students who reported that they dealt with problems well and were able to make up their own mind about things.

Female students:

- 87% of Year 9 female students agreed with the statement that they are able to make up their minds about things
- 82.6% of Year 9 female students agreed with the statement that they have been thinking clearly
- 83.7% of Year 9 female students agreed with the statement that they have been dealing with problems well

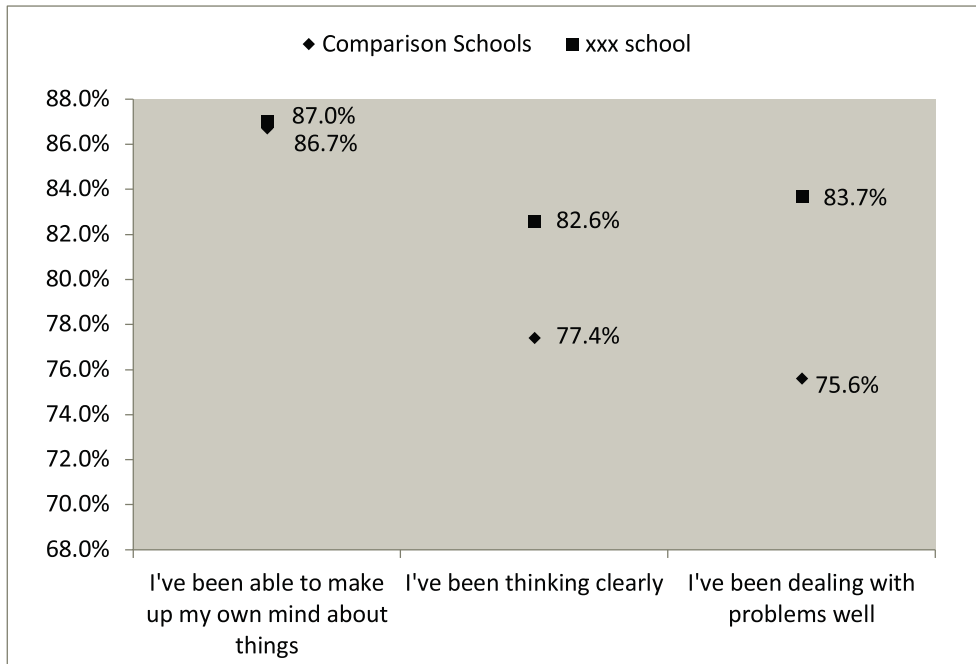


Figure 12b: Percentage of Year 9 female students who reported that they dealt with problems well and were able to make up their own mind about things.



In XXX School 44.4% of Year 9 male students disagreed with the following statement “I get very angry and often lose my temper”

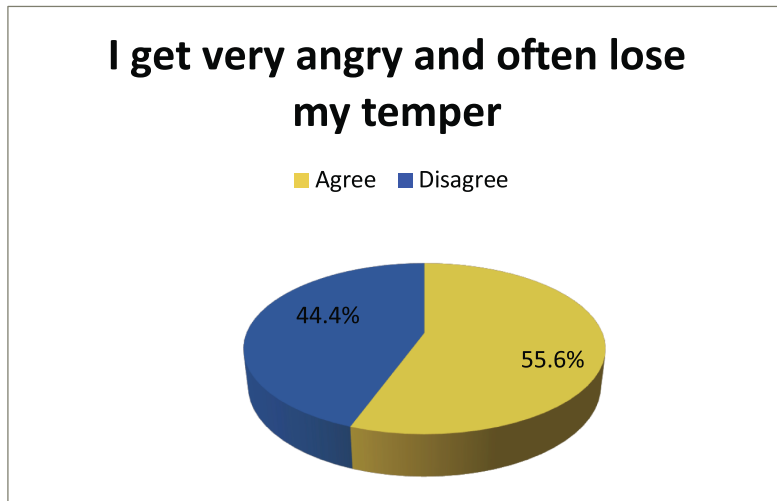


Figure 13a: Percentage of Year 9 male students who agreed/disagreed with the statement “I get very angry and often lose my temper”

In XXX School 59.8% of Year 9 female students disagreed with the following statement “I get very angry and often lose my temper”

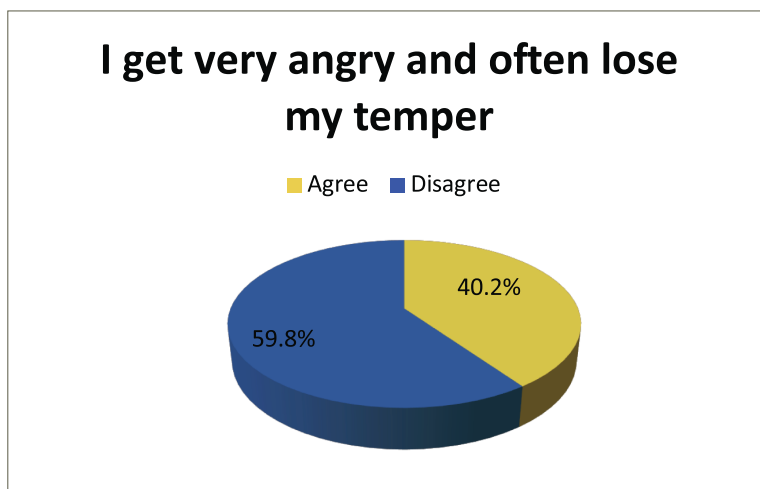


Figure 13b: Percentage of Year 9 female students who agreed/disagreed with the statement “I get very angry and often lose my temper”

c) Future Aspirations

Male students:

- 1.1% of Year 9 male students agreed with the statement that they do not try hard in school
- 1.1% of Year 9 male students agreed with the statement that doing well in school is not very important for them
- 4.6% of Year 9 male students agreed with the statement that continuing or completing education is not important to them
- 16.3% of Year 9 male students agreed with the statement that they do not feel like they are successful in this school

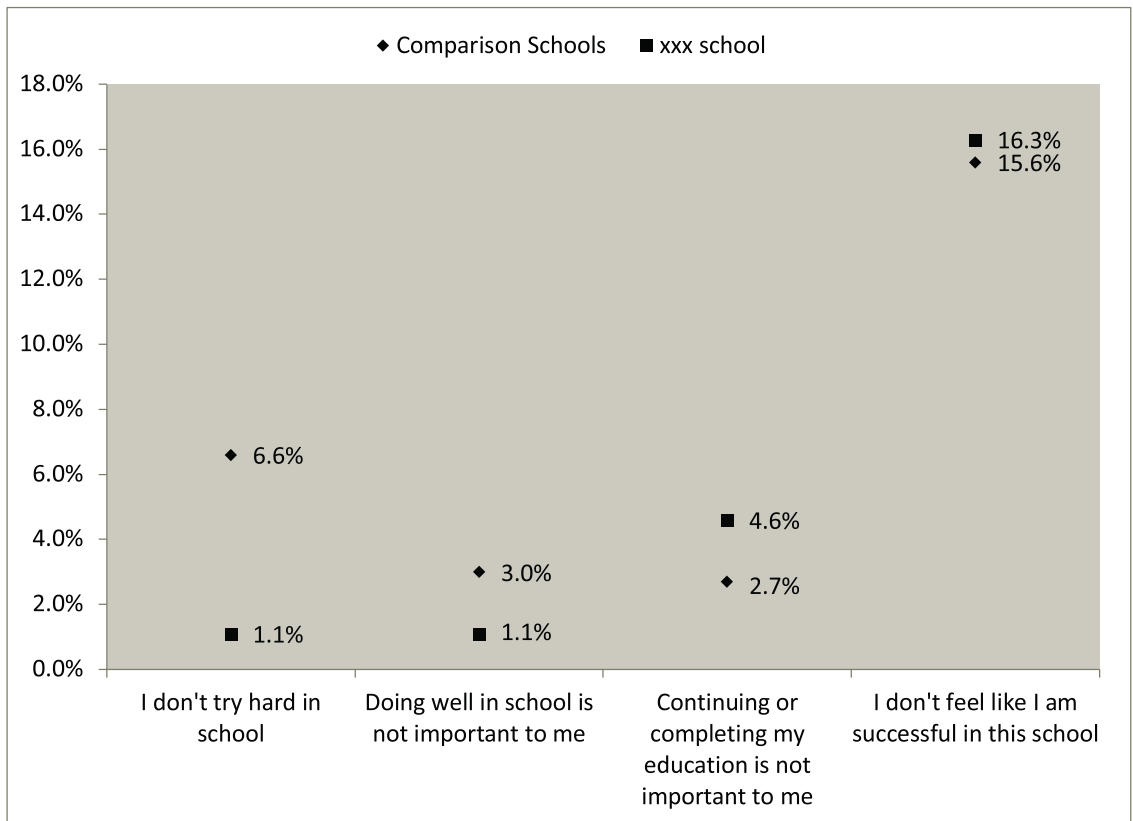


Figure 14a: Percentage of Year 9 male students who do not feel successful at school or do not feel that school is important

Female students:

- 1.1% of Year 9 female students agreed with the statement that they do not try hard in school
- 1.1% of Year 9 female students agreed with the statement that doing well in school is not very important for them
- 0% of Year 9 female students agreed with the statement that continuing or completing education is not important to them
- 8.7% of Year 9 female students agreed with the statement that they do not feel like they are successful in this school

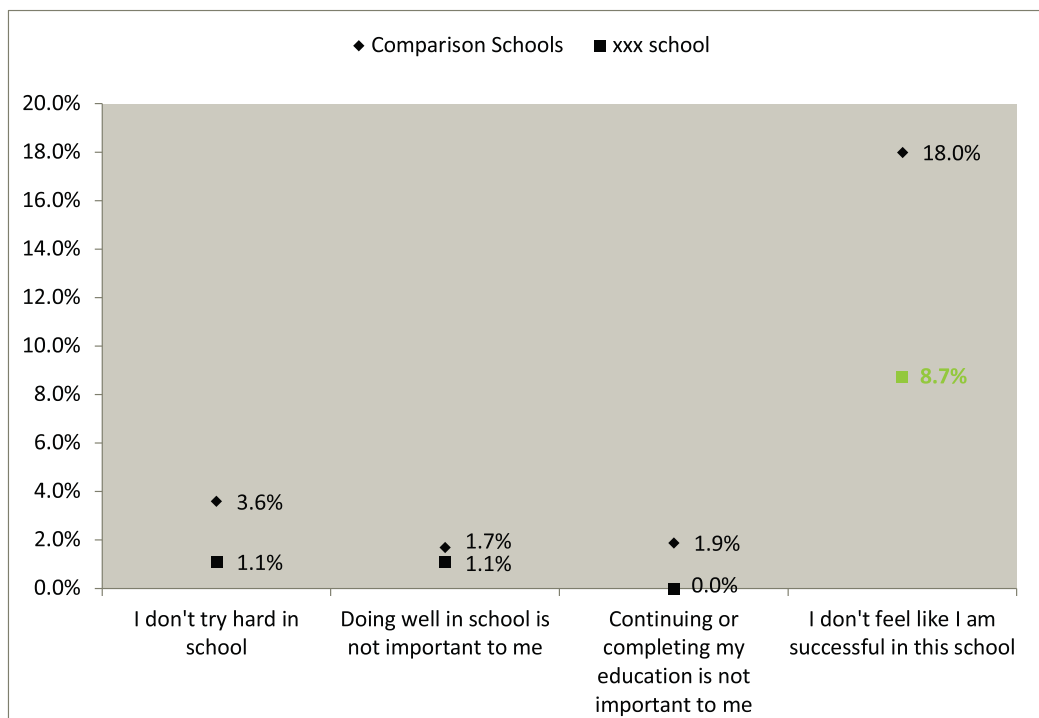


Figure 14b: Percentage of Year 9 female students who do not feel successful at school or do not feel that school is important

When asked if they have been feeling optimistic about the future, 18.8% of Year 9 male students at XXX School reported that they rarely/never felt optimistic about their future

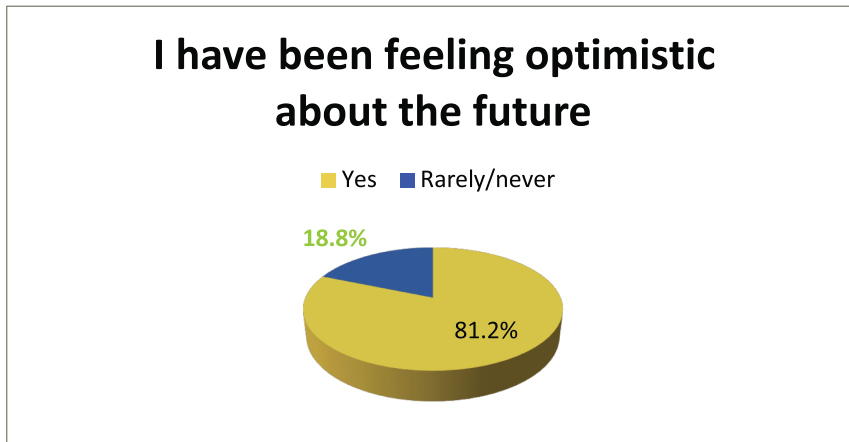


Figure 15a: Percentage of Year 9 male students who do not feel optimistic about their future.

When asked if they had been feeling optimistic about the future, 20.9% of Year 9 female students at XXX School reported that they rarely/never felt optimistic about their future

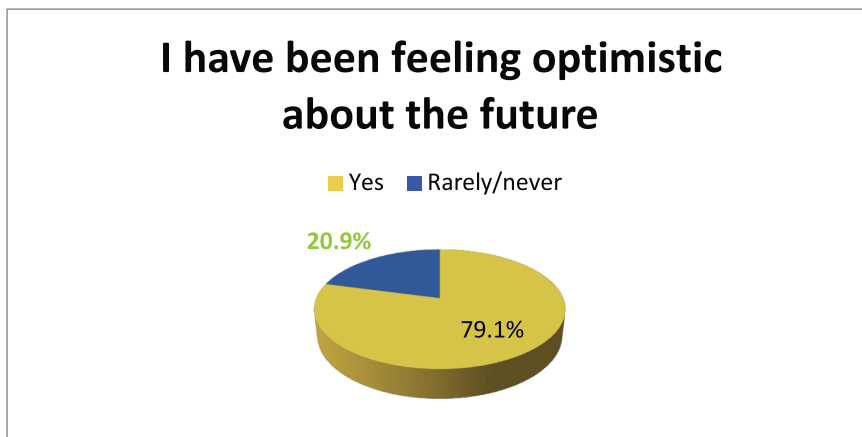


Figure 15b: Percentage of Year 9 female students who do not feel optimistic about their future.

## 5. Teaching and Learning

Male students:

- 14.8% of Year 9 male students agreed with the statement that teachers at this school do not believe all students can learn
- 19.5% of Year 9 male students agreed with the statement that students' ideas are not listened to or valued
- 20.7% of Year 9 male students agreed with the statement that this school does not really care about students as individuals
- 22.7% of Year 9 male students agreed with the statement that most teachers do not listen to what they have to say

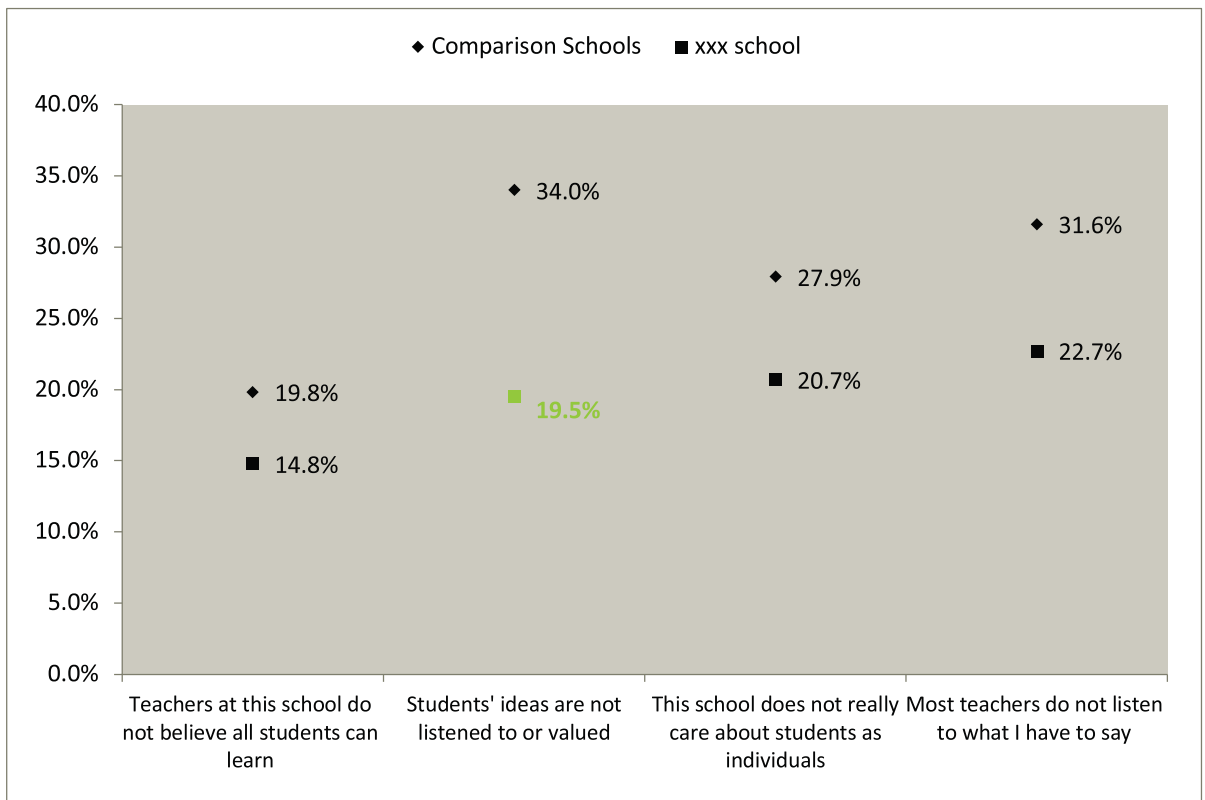


Figure 16a: Year 9 male students' responses to items regarding teacher support.

Female students:

- 18.5% of Year 9 female students agreed with the statement that teachers at this school do not believe all students can learn
- 31.5% of Year 9 female students agreed with the statement that students' ideas are not listened to or valued
- 28.6% of Year 9 female students agreed with the statement that this school does not really care about students as individuals
- 28.3% of Year 9 female students agreed with the statement that most teachers do not listen to what they have to say

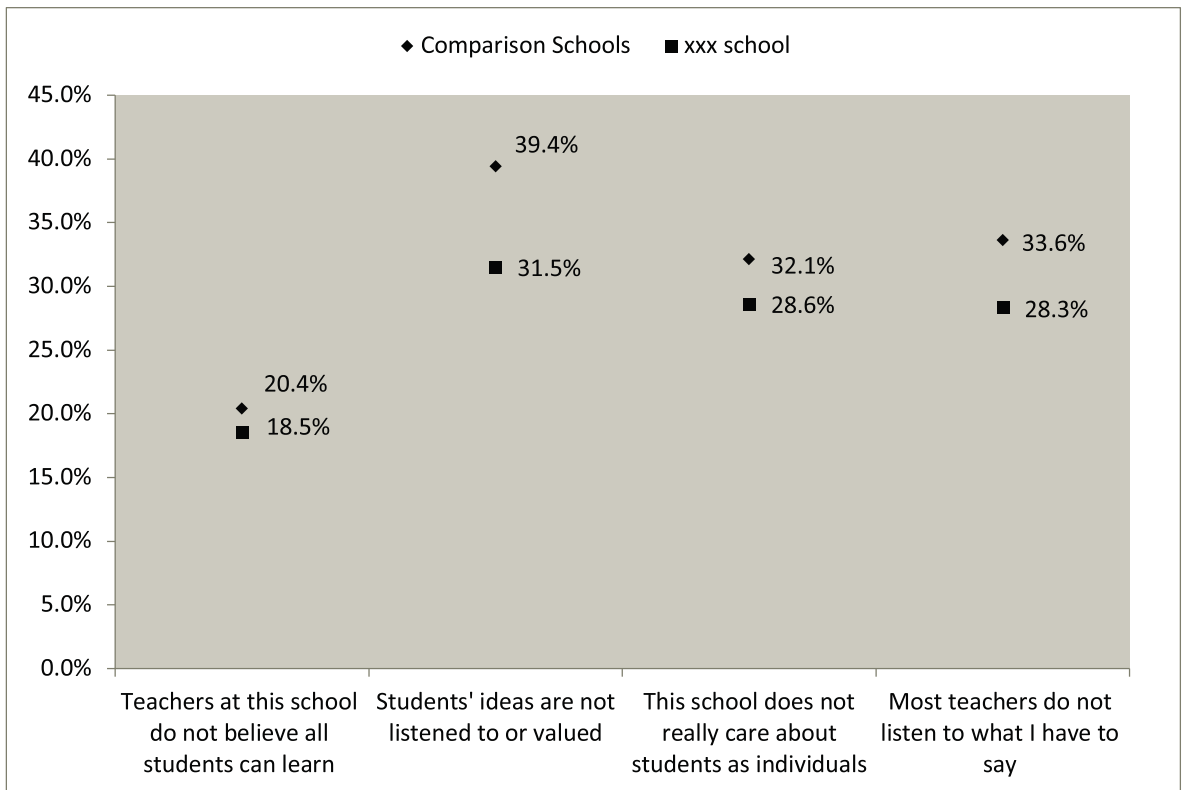


Figure 16b: Year 9 female student's responses to items regarding teacher support.

THANK YOU!