

THE ALSPAC STUDY

SABC FILE

DATA COLLECTED FROM THE QUESTIONNAIRES

*Child's Behaviour and Abilities
About Your Class
About Your School*

**Administered to schools
and completed by Year 3 Teachers
& Headteachers**

Prepared by

The ALSPAC Study Team

Documentation giving frequencies, background and instructions for use.

Last updated for version 1e of the built file.

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Introduction and Methodology

Contents

The SABC file is a complete child-level file for the Year 3 schools data collection. For details about the variables the individual sections for SA, SB & SC should be consulted. Note that the frequencies in the SB and SC sections are from the prematched files (i.e. one row per class/head teacher) so will not match the frequencies on this file.

Linking the components

As stated in the documentation for SB & SC files, linking the three components of this file together is not straightforward (hence the creation of this file). Each file was first split into separate files for the local and non-local cases. The three files for non-local cases were then matched together using `aln` & `qlet` (using the file subcommand in SPSS for all three files). Note that at this stage a few cases are introduced for which SB or SC is available but not SA. Where non-local classes/schools contained more than one study child, the additional ID numbers added to the front covers of SB & SC to indicate this were accidentally omitted from the keying specifications, so that at present these “extra” links cannot be made. However, instructions have been issued for these extra numbers to be looked up so that the linking can be done at a later stage.

The three local files were then matched together as follows:

- Open the local SA file.
- Rename variable `y3sch` as `alspscid`, `y3year` as `acyear` and `y3class` as `class`. Note that whilst these variables identify records on the SB & SC file, on the SA file they are time specific attributes of the children. For example, children might be in a different school in Year 6 than they are in Year 3.
- Match on the data from the SB file (using the table subcommand in SPSS) using `alspscid`, `acyear` and `class`.
- Match on the data from the SC file (using the table subcommand in SPSS) using `alspscid` and `acyear`.
- Reverse the variable renaming step above.

The complete local and non-local files were then added together to make the complete SABC file. Variables from the SB file were set to –10 for the cases for which no SB record was available and similarly for variables from the SA & SC files.

The numbers of records from the SA file onto which records from the SB & SC files were successfully matched are given in Table 1. There are separate rows for local and non-local cases and also a row for the total of local and non-local cases. For example, a total of 1,128 of the 7,075 cases on the SA file had records from the SB file but not the SC file matched on. Of these, 1,036 were local and 92 were non-local. In addition there are 87 non-local cases with records from SB or SC but not from SA. Of these 87 cases, 3 have a record from SB only, 75 from SC only and 9 from both SB & SC.

Table 1: Numbers of records from the SA file onto which records from the SB & SC files were successfully matched

		SC			
			Yes	No	Total
Local	SB	Yes	5245	1036	6281
		No	220	22	242
		Total	5465	1058	6523
Non-local	SB	Yes	412	92	504
		No	19	29	48
		Total	431	121	552
Total	SB	Yes	5657	1128	6785
		No	239	51	290
		Total	5896	1179	7075

Version History

Version 1a – March 2005

The first version of the SABC built file.

Version 1b – June 2006

File updated due to updates to the component files (SA from 2b to 2c, SB from 1a to 1b and SC from 1a to 1b).

Version 1c – June 2007

The component files remain the same as for version 1b. However, the matching has been altered to allow the inclusion of an extra 89 cases. These are non-local cases that have records from the SB file or SC file but not from the SA file. As a consequence of this, variables SA002 to SA008 have been renamed as SABC002 to SABC008 and suitable values set for the cases not on the SA file. Variables SB003 to SB005 and SC003 to SC005 have been dropped altogether. The variables indicating the presence of records from the SB & SC files, previously called SABC001 & SABC002, have been renamed as SABC011 & SABC012 and a similar variable for the SA file introduced as SABC010.

Version 1d – December 2008

Data from children not eligible for ALSPAC have now been restricted and are no longer available for general use. As a result of this variables SABC002 (eligibility indicator) and SA190, SA191a & SA191b (sex and month/year of birth for non-eligible children) are no longer required so have been dropped.

2 of the 89 extra cases added at the creation of version 1c were included in error and have therefore been removed.

Due to the extension of direct access to ALSPAC data to non-ALSPAC staff and in order to comply with guidance issued in 1996 by the ALSPAC Law & Ethics Committee regarding the confidentiality of multiple pregnancies records for 10 children from triplet and quadruplet pregnancies have been removed.

A single documentation file has also been introduced.

Version 1e – May 2019

Date/time variables have been removed from this release file. The affected variables are: sb200, sb201, sb202, sb203, sb204, sb205, sb206, sb207, sb208, sb209, sb210, sb211, sc105, sc106, sc107, sc108, sc109, sc110, sc111, sc112 and sc113. Note that there has been no loss of data, as each of these variables already had separate 'hours' and 'minutes' variables (variable names ending with 'a' and 'b', respectively), which can be used in place of the variables which have been removed.

Variables

Variables SA002 to SA008 were renamed SABC002 to SABC008 and suitable values set for the cases with no record from the SA file, with reference to the equivalent variables from SB & SC. For full descriptions of these variables see the SA file documentation. Variables SA002 to SA008, SB003 to SB005 & SC003 to SC005 are not included on this merged file as they are replaced by SABC002 to SABC008.

y3year Academic year in which Year 3 data was collected

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 4 1998 / 1999	1459	20.4	20.4	20.4
5 1999 / 2000	4201	58.6	58.6	79.0
6 2000 / 2001	1504	21.0	21.0	100.0
Total	7164	100.0	100.0	

y3class Child's class identifier (within school & year)

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	4042	56.4	62.0	62.0
2	1891	26.4	29.0	91.0
3	529	7.4	8.1	99.1
4	45	.6	.7	99.8
5	15	.2	.2	100.0
6	1	.0	.0	100.0
Total	6523	91.1	100.0	
Missing -2 Not local	641	8.9		
Total	7164	100.0		

sabc003 Education region

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1 Local LEAs	6523	91.1	91.1	91.1
2 Rest of England, Wales & Northern Ireland	566	7.9	7.9	99.0
3 Scotland & Republic of Ireland	19	.3	.3	99.2
4 Continental Europe	14	.2	.2	99.4
5 USA & Canada	14	.2	.2	99.6
6 Australia & New Zealand	20	.3	.3	99.9
7 Elsewhere in world	8	.1	.1	100.0
Total	7164	100.0	100.0	

sabc003a Education region (summary)

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1 Local	6523	91.1	91.1	91.1
2 Not local	641	8.9	8.9	100.0
Total	7164	100.0	100.0	

sabc004 Type of school

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Primary	6185	86.3	94.8	94.8
	2 Infant	6	.1	.1	94.9
	3 Special	38	.5	.6	95.5
	4 Private	294	4.1	4.5	100.0
	Total	6523	91.1	100.0	
Missing	-2 Not local	641	8.9		
Total		7164	100.0		

sabc005 Education authority

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Bristol	2139	29.9	34.6	34.6
	2 Bath & North East Somerset	208	2.9	3.4	37.9
	3 South Gloucestershire	2641	36.9	42.7	80.6
	4 North Somerset	1203	16.8	19.4	100.0
	Total	6191	86.4	100.0	
Missing	-3 Private / Special	332	4.6		
	-2 Not local	641	8.9		
	Total	973	13.6		
Total		7164	100.0		

sabc006 Child is in correct school year

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	7159	99.9	99.9	99.9
	2 No	5	.1	.1	100.0
Total		7164	100.0	100.0	

Additional indicator variables for the presence of records from each of the SA, SB & SC files were derived as SABC010, SABC011 & SABC012 respectively:

sabc010 Child has record from SA file

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1 Yes	7075	98.8	98.8	98.8
2 No	89	1.2	1.2	100.0
Total	7164	100.0	100.0	

sabc011 Child has record from SB file

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1 Yes	6798	94.9	94.9	94.9
2 No	366	5.1	5.1	100.0
Total	7164	100.0	100.0	

sabc012 Child has record from SC file

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1 Yes	5981	83.5	83.5	83.5
2 No	1183	16.5	16.5	100.0
Total	7164	100.0	100.0	

SA File - Introduction and Methodology

Background

The questionnaire "Child's Behaviour & Abilities" was designed for teachers of Year 3 children to complete and return to the study: One questionnaire to be completed for each child born within the ALSPAC recruitment dates (April 1991 - December 1992). The questionnaire was administered in a pack that also contained copies of the questionnaire "About Your Class" for each Year 3 teacher to complete and a copy of "About Your School" for the Head Teacher to complete. The ALSPAC cohort is split across three school years, so this pack was administered in three sweeps, during the school years ending in the summers of 1999, 2000 and 2001 (see table 1 below).

The contents of the questionnaire were identified after detailed discussion with the local education authorities and advisors on the ALSPAC Cognitive, Educational and Social Development Advisory Committee (CESDAC).

Contents

This questionnaire is in 4 sections. Section A asks about the child's abilities, parental involvement and special needs. Sections B and C are parts of the teacher version of the Development and Well-being Assessment (DAWBA) and are aimed at identifying the degree of hyperactivity and conduct disorder (Goodman et al, 2000). Section D is the teacher version of the Strengths and Difficulties scale (Goodman, 1997).

Administration

From each of the relevant schools in Avon (i.e. those in the areas covered by the Bristol, South Gloucestershire, North Somerset and Bath & Northeast Somerset local education authorities) a list of children in Year 3 with the relevant dates of birth (see table 1 below) was requested. Note that all schools in the BANES LEA were included even though, geographically speaking, only a small part of that LEA was actually in the ALSPAC enrolment area.

Table 2: When should ALSPAC children have been in Year 3?

Child's Date of Birth	School year when child should have been in Year 3	Sweep year
April - August 1991	1998 - 1999	1999
September 1991 - August 1992	1999 - 2000	2000
September 1992 - January 1993	2000 - 2001	2001

These children were given numbers, regardless of whether they were known to ALSPAC or not. These numbers consisted of 8 or 9 digits. The first 4 digits identified the school (with the first digit indicating education authority), digits 5 and 6 identified the class / teacher within the school and the final 2 or 3 digits identified the child within the class. These numbers were added to the list of names, which was then returned to the school with the appropriate number of questionnaires during the summer term. The teachers were asked to copy the child's number from the list onto the front of the questionnaire, and also record on the questionnaire cover the child's gender and date of birth. Reminder letters were sent out to head teachers if, after an appropriate interval, the completed questionnaires had not been returned.

For children living outside the study area, the questionnaire packs were sent to the mothers. In the 1999 trawl "out-of-area" was defined as non-BS postcodes. However,

some BS postcodes (e.g. Cheddar) were actually outside the area covered by direct school contact and so children at schools in these areas were not covered. The definition was refined to include such cases in 2000 & 2001. Each questionnaire was identified by a code comprising one or two letters identifying the country it was being sent to, followed by the mother's contact ID number and birth order code (ranking). The mother was asked to give the pack to the child to take into school. Although intended for distribution during the summer term (June), in the 2000 trawl they did not go out until July, with instructions for them to be taken to school at the start of the autumn term. No reminders were sent to out-of-area cases.

Response Rates

The following table shows the numbers of schools contacted in each year and various different levels of response rates:

Year	1999	2000	2001
Schools invited to participate	328	372	339
No response (% of those invited)	56 (17%)	138 (37%)	53 (16%)
Refused to participate (% of those invited)	16 (5%)	48 (13%)	19 (6%)
Schools sent questionnaires (% of those invited)	256 (78%)	186 (50%)	267 (79%)
Returned questionnaires (% of those sent questionnaires)	204 (80%)	185 (99%)	214 (80%)
Overall response rate (% of schools invited that returned questionnaires)	62%	50%	63%

The following table gives response rate information for the out-of-area children. Note that this is a slight approximation as it is based on the number of packs sent out to mothers not the number of questionnaires (so counts only once for twins, triplets etc.).

Year	1999	2000	2001
Mothers sent pack(s)	179	1072*	223
Mothers from whose pack(s) questionnaires were returned (% of mothers sent packs)	79 (44%)	380 (35%*)	102 (46%)

* Note that in 2000 questionnaires were accidentally sent out to all address-not-known mothers. Unfortunately the number of packs sent out to valid addresses is not available.

A total of 11,608 questionnaires were received back. 56 of these records do not appear on this built file either because they are about children for whom permission was refused (see below) or because they are surplus records about children for whom multiple records were received (see below). A further 63 records were removed because of uncertainty about the linking (see below). This leaves 11,489 records on the built file.

Permissions

For out-of-area children, permission was always assumed since the parent had handed the questionnaires to the school.

For local children permission to link to general ALSPAC data was originally sought from the accompanying adult at the Focus@7 clinic. However, in May 2003 the ALSPAC Ethics & Law Committee decided that in line with the data protection act it was not necessary for ALSPAC to obtain written consent before using the data, but that data on children for whom permission was actually refused at the Focus@7 clinic or for whom permission was subsequently withdrawn should not be used.

At the time of writing there are 15 children for whom we have such refusals. Note, however, that in some instances (particularly in the 1999 sweep) children whose parent had refused contact with the school were crossed off the list of names supplied by the school, so were never assigned a questionnaire number and hence never had a questionnaire completed about them even though their school did respond.

Multiple Records

Multiple records were returned for a small number of children. These were sorted out at the linking stage, with one record only being linked for each child. The majority of the multiple records result from a couple of instances where the class teacher completed two sets of questionnaires for the children in their class. For these cases the sets completed first were retained.

The small number of remaining multiple records occurred for one of three reasons:

1. The child repeated Year 3. This means there are two records from the same school but in different sweeps.
2. The child moved schools during Year 3. This means there are two records in the same sweep but from different schools.
3. The child did Year 3 twice in different schools. This means there are two records from different schools in different sweeps.

As with the whole class multiple records above, one record was selected for each child at the linking stage in a similarly logical manner.

Linking

There were no special complications linking the out-of-area children, since the questionnaire numbers for these children contained the standard ALSPAC contact ID.

For children in the local LEAs, the questionnaires were linked to the lists of children provided by the schools by the questionnaire number (school / teacher / child), using date of birth and gender as a check. Some instances of teachers transposing questionnaire numbers were identified and corrected. The lists were then linked to ALSPAC identifiers using names and dates of birth. Any anomalies in the teacher reported date of birth were corrected. This linking was done in tandem with linking the SATs results data by first linking to a list of all known deliveries with an identifier called "joinedchild". The 54 records mentioned above (that were either about children for whom permission has been refused or were surplus records about children for whom multiple records were received) have the joinedchild identifier missing.

Once the data were available with the research identifier (ALN), the file was matched to gender and date of birth information and any records with conflicting information flagged for checking. At present 63 such records have been excluded from the built file. Whilst it is possible that the linking information for these records may eventually be checked and the data then included on the built file, this is a non-trivial task.

Sample

There are a total of 11,489 records on this built file. Of these, 7085 were identified at the linking stage as belonging to children eligible for ALSPAC.

Of the 14,676 fetuses in the core ALSPAC sample, 14,062 were live born. Data are available on this file for 6287 (45%) of these live born children. For further information on the ALSPAC sample, please see section 5 of the "Guide to ALSPAC data" which can be found in the "Collaborator Pack" on the ALSPAC documentation CD.

Matching

If the data is to be matched to other ALSPAC research data then for convenience it is recommended that the version of the SABC file with suffix "_aln" is used. This file contains the SA file data, with appropriate records from SB & SC matched on but only for the cases identified as eligible for ALSPAC (i.e. those cases with valid values of ALN & QLET).

References

Goodman, R. 1997. The strengths and difficulties questionnaire: A research note. *Journal of Child Psychology and Psychiatry*, **38**, 581-586.

Goodman, R., Ford, T., Richards, H., Gatward, R. & Meltzer, H. 2000. The Development and Well-Being Assessment: Description and initial validation of an integrated assessment of child and adolescent psychopathology. *Journal of Child Psychology and Psychiatry*, **41**(5), 645-655.

Further information may be found at:

<http://www.sdqinfo.com/>

<http://www.dawba.com/>

Version History

Version 1a – October 2002

First version of the SA built file, containing 3853 records for ALSPAC children for whom signed consent to use this data is available.

Version 2a – December 2003

This version contains all the data for both ALSPAC and non-ALSPAC kids, rather than the restricted sample available on version 1a. See the sections on “Response Rates” and “Sample” above for details of the numbers involved. Some additional derived variables have been added in sections B & C in order to make these sections consistent with the corresponding DAWBA sections of the KR file. This has meant that some existing variables have had to be renamed, with the names of these variables being reused for some of the new variables. See Table 3 below for more details. In addition, although the variable names have not changed, note that for SA042*, SA043* and SA186* the old ‘b’ variable is now the ‘a’ variable and that the new ‘b’ variable is not the same as old ‘a’ variable (which has been dropped).

Table 3: Changes to variable names made for version 2a of the built file

Old name	New name	Comment
SA085*	SA093*	Exact nature of ‘b’ variable altered.
SA086*	SA092*	Old ‘b’ variable is now the ‘a’ variable. New ‘b’ variable is not the same as old ‘a’ variable (which has been dropped).
SA090	SA094	
SA091	SA095	
SA092	SA096	
SA093	SA097	
SA094*	SA098*	Old ‘b’ variable is now ‘a’ variable. New ‘b’ variable is not the same as old ‘a’ variable (which has been dropped).
SA121*	SA129*	Exact nature of ‘b’ variable altered.
SA122*	SA128*	Old ‘b’ variable is now ‘a’ the variable. New ‘b’ variable is not the same as old ‘a’ variable (which has been dropped).
SA125	SA130	
SA126	SA131	
SA127	SA132	
SA128	SA133	
SA129*	SA134*	Old ‘b’ variable is now ‘a’ variable. New ‘b’ variable is not the same as old ‘a’ variable (which has been dropped).

Version 2b – February 2005

Range and logical checked source files have now been made available. This means that values of –9 in the built file variables are no longer present. The variables that have been updated in this way are SA030-SA054, SA170 - SA186c & SA196 – SA197c.

Version 2c – June 2006

Data on 3 cases that originally enrolled in ALSPAC twice were present with the ID that was scrapped when the duplicate enrolments were spotted. The IDs for these cases have been changed to the correct, retained IDs. 12 cases previously thought to have been eligible for ALSPAC are now known not to have been eligible. The data for these cases remains on the built file, but ALN has been set to -2, QLET to Z and SA002 to 2. A further 2 erroneous cases have been dropped altogether.

ALSPAC has introduced a new school identifier, ALSPSCID, to replace UNISCH. Variable Y3SCH therefore now contains values of ALSPSCID rather than UNISCH. This new identifier will be used to identify schools on all school related built files.

Variables for child's sex and month & year of birth, as reported by the teacher, have been added as SA190, SA191a & SA191b. These only have valid values for the non-ALSPAC children, as this information is available more accurately elsewhere for ALSPAC children.

The variable for month of completion was renamed from SA196 to SA196a and a variable for year of completion added as SA196b.

The variable JOINEDCH has been dropped as it serves no practical purpose.

December 2008

This file is no longer to be published as a separate entity, but only combined with the SB & SC files as SABC. Any future updates will be described in the combined introduction to the SABC file.

Identifier Variables

ALN & QLET

These are the standard ALSPAC child identifiers. Obviously these are only available for records belonging to children who have been identified as being part of ALSPAC. For non-ALSPAC children, ALN has been set to -2 and QLET to Z.

Y3SCH

ALSPAC has devised a unique 9-digit identifier for schools called ALSPSCID, which is derived from the official DfES identifier set. Although schools will (generally) keep the same value of ALSPSCID across time, since children have the potential to move between schools, any indicator of which school a child is in is time dependent. Variable Y3SCH contains the appropriate values of ALSPSCID for each child when the Year 3 school questionnaires were administered. This information is only available for children attending schools within the local LEAs (value 1 in variable SA003a below). Note that two or more out-of-area children may actually attend the same school, but there is no way in which this can be ascertained from the data. Y3SCH is set to -2 for out-of-area children.

Y3YEAR

This is the academic year in which the data on each child were collected:

y3year Academic year in which Year 3 data was collected

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	4 1998 / 1999	2640	23.0	23.0	23.0
	5 1999 / 2000	5575	48.5	48.5	71.5
	6 2000 / 2001	3274	28.5	28.5	100.0
	Total	11489	100.0	100.0	

Y3CLASS

This number identifies the class in which each child was taught. Note that this is only unique within identical values of Y3SCH and Y3YEAR. For example: class 1 in a particular school in 1999 is not necessarily the same class (taught by the same teacher in the same classroom) as class 1 in the same school in 2000 or 2001. As with Y3SCH, Y3CLASS is only available for children attending schools within the local LEAs and is set to -2 for non-local children.

y3class Child's class identifier (within school & year)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	6779	59.0	62.0	62.0
	2	3189	27.8	29.2	91.1
	3	872	7.6	8.0	99.1
	4	72	.6	.7	99.8
	5	22	.2	.2	100.0
	6	3	.0	.0	100.0
	Total	10937	95.2	100.0	
Missing	-2 Not local	552	4.8		
Total		11489	100.0		

Note that in cleaning the data 4 values of 33 and 1 of 10 were discovered in the class identifier. By careful comparison with other children in the same school and the information in the class teacher's questionnaire ("About Your Class") it was possible to determine that all of these values should have been 1.

School	Teacher	Child
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>

CHILD'S BEHAVIOUR AND ABILITIES

Please complete 1 questionnaire for each study child

This questionnaire is in 4 sections: A asks you to rate his/her abilities, parental involvement and special needs; sections B and C are parts of the teacher version of the Development and Well-being Assessment and are aimed to identify the degree of hyperactivity and conduct disorder; section D comprises many of the general behaviour questions known as the Strengths and Difficulties scale.

Please tick the appropriate box in answer to each question.

THANK YOU SO MUCH FOR YOUR HELP

This child is: Boy ☐₁ Girl ☐₂

Date of birth: ☐☐ ☐☐ 199 ☐

All answers are confidential
and will be retained without identifying information

Variables relating to page 1

Version Number

sa001 Questionnaire version

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1 Version 1 - 04/05/99	11489	100.0	100.0	100.0

ALSPAC Membership Indicator

Variable SA002 indicates whether or not each record has been identified as belonging to an ALSPAC child. In order to match the data in the SA file to data in other child-based built files it is necessary to first drop the non-ALSPAC cases by selecting only those cases for whom SA002 = 1.

sa002 Child identified as ALSPAC eligible case

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1 Yes	7085	61.7	61.7	61.7
2 No	4404	38.3	38.3	100.0
Total	11489	100.0	100.0	

Region of Education

This is the area where the child attends school. The local LEAs are Bristol, South Gloucestershire, North Somerset and Bath & Northeast Somerset. For the non-local children the countries / regions have been grouped in order to maintain confidentiality.

sa003 Education region

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1 Local LEAs	10937	95.2	95.2	95.2
2 Rest of England, Wales & Northern Ireland	488	4.2	4.2	99.4
3 Scotland & Republic of Ireland	16	.1	.1	99.6
4 Continental Europe	13	.1	.1	99.7
5 USA & Canada	11	.1	.1	99.8
6 Australia & New Zealand	17	.1	.1	99.9
7 Elsewhere in world	7	.1	.1	100.0
Total	11489	100.0	100.0	

An indicator of whether the child was local or not was derived as SA003a by recoding 2 - 7 as 2 in SA003.

sa003a Education region (summary)

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1 Local	10937	95.2	95.2	95.2
2 Not local	552	4.8	4.8	100.0
Total	11489	100.0	100.0	

Type of School

This information is only available for children attending schools within the local LEAs (value 1 in variable SA003a above).

sa004 Type of school

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Primary	10336	90.0	94.5	94.5
	2 Infant	9	.1	.1	94.6
	3 Special	75	.7	.7	95.3
	4 Private	517	4.5	4.7	100.0
	Total	10937	95.2	100.0	
Missing	-2 Not local	552	4.8		
Total		11489	100.0		

Education Authority

This information is only available for children attending local Primary and Infant schools (values 1 & 2 in variable SA004 above).

sa005 Education authority

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Bristol	3202	27.9	31.0	31.0
	2 Bath & North East Somerset	1004	8.7	9.7	40.7
	3 South Gloucestershire	4125	35.9	39.9	80.5
	4 North Somerset	2014	17.5	19.5	100.0
	Total	10345	90.0	100.0	
Missing	-3 Private / Special	592	5.2		
	-2 Not local	552	4.8		
	Total	1144	10.0		
Total		11489	100.0		

Child is in Correct School Year

An indicator of whether the child was in the correct year according to their date of birth (see table 1) at the time of the year 3 data collection was derived as SA006:

sa006 Child is in correct school year

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	11468	99.8	99.8	99.8
	2 No	20	.2	.2	100.0
	Total	11488	100.0	100.0	
Missing	-1 Missing date of birth	1	.0		
Total		11489	100.0		

Class Grouping Identifier

Variable SA008 identifies the class groupings of the children. It is an 12-digit code that is a combination of Y3SCH, Y3YEAR and Y3CLASS. The first 9 digits are the school code (Y3SCH), the 10th and 11th digits identify the year in which the data were collected (Y3YEAR) and the 12th digit is the teacher number (Y3CLASS). So children that share values of SA008 were all taught at the same school in the same year by the same teacher. Again, it is only available for children attending schools within the local LEAs.

PAGE 3 OF THE QUESTIONNAIRE

SECTION A: ABILITIES AND SPECIAL NEEDS

For each item, please tick one of the boxes. It would help us if you answered all items as well as you can even if you are not absolutely certain.

A1. In comparison with the national average, how would you rate the child **for his/her age** in regard to the following?

	Very good	Good	Average	Not very good	Poor	Is unable to do this
a) General ability	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text" value="4"/>	<input type="text" value="5"/>	↓
b) Art	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text" value="4"/>	<input type="text" value="5"/>	<input type="text" value="6"/>
c) Singing/music	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text" value="4"/>	<input type="text" value="5"/>	<input type="text" value="6"/>
d) General knowledge	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text" value="4"/>	<input type="text" value="5"/>	<input type="text" value="6"/>
e) Games/gymnastics	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text" value="4"/>	<input type="text" value="5"/>	<input type="text" value="6"/>

[Coding: If two boxes were ticked, the higher code number was taken.]

[Editing: If all parts of A1 were omitted variables SA010 to SA014 were recoded to -6. Values of 6 in parts b to e were recoded to -2 and set to missing.]

sa010 A1a: Teacher's rating of child for age - general ability

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Very good	2124	18.5	18.5	18.5
	2 Good	3016	26.3	26.3	44.8
	3 Average	3449	30.0	30.1	74.9
	4 Not very good	1772	15.4	15.5	90.4
	5 Poor	1100	9.6	9.6	100.0
	Total	11461	99.8	100.0	
Missing	-6 Question A1 omitted	15	.1		
	-1 Not stated	13	.1		
	Total	28	.2		
Total		11489	100.0		

SA – Child's Behaviour And Abilities

sa011 A1b: Teacher's rating of child for age - art

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Very good	1316	11.5	11.5	11.5
	2 Good	3100	27.0	27.1	38.6
	3 Average	4715	41.0	41.3	79.9
	4 Not very good	1564	13.6	13.7	93.6
	5 Poor	731	6.4	6.4	100.0
	Total	11426	99.5	100.0	
Missing	-6 Question A1 omitted	15	.1		
	-2 Unable to do this	33	.3		
	-1 Not stated	15	.1		
	Total	63	.5		
Total		11489	100.0		

sa012 A1c: Teacher's rating of child for age - singing/music

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Very good	842	7.3	7.4	7.4
	2 Good	2753	24.0	24.1	31.5
	3 Average	5993	52.2	52.5	84.0
	4 Not very good	1354	11.8	11.9	95.9
	5 Poor	470	4.1	4.1	100.0
	Total	11412	99.3	100.0	
Missing	-6 Question A1 omitted	15	.1		
	-2 Unable to do this	42	.4		
	-1 Not stated	20	.2		
	Total	77	.7		
Total		11489	100.0		

sa013 A1d: Teacher's rating of child for age - general knowledge

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Very good	1726	15.0	15.1	15.1
	2 Good	3151	27.4	27.6	42.8
	3 Average	3966	34.5	34.8	77.6
	4 Not very good	1713	14.9	15.0	92.6
	5 Poor	844	7.3	7.4	100.0
	Total	11400	99.2	100.0	
Missing	-6 Question A1 omitted	15	.1		
	-2 Unable to do this	61	.5		
	-1 Not stated	13	.1		
	Total	89	.8		
Total		11489	100.0		

SA – Child's Behaviour And Abilities

sa014 A1e: Teacher's rating of child for age - games/gymnastics

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Very good	1192	10.4	10.4	10.4
	2 Good	3553	30.9	31.1	41.5
	3 Average	5128	44.6	44.9	86.4
	4 Not very good	1114	9.7	9.7	96.1
	5 Poor	442	3.8	3.9	100.0
	Total	11429	99.5	100.0	
Missing	-6 Question A1 omitted	15	.1		
	-2 Unable to do this	32	.3		
	-1 Not stated	13	.1		
	Total	60	.5		
Total		11489	100.0		

A2. How much support do you think the child gets from his/her parents in regard to his/her learning?

very supportive

somewhat supportive

not at all supportive

can't say

[Coding: If more than one box was ticked, the higher code number was taken.]

sa020 A2: How supportive teacher thinks parents are towards child's learning

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Very supportive	5709	49.7	49.8	49.8
	2 Somewhat supportive	4517	39.3	39.4	89.2
	3 Not at all supportive	793	6.9	6.9	96.1
	4 Can't say	442	3.8	3.9	100.0
	Total	11461	99.8	100.0	
Missing	-1 Not stated	28	.2		
Total		11489	100.0		

SA – Child's Behaviour And Abilities

A3. Have the child's parents been involved in any of the following ways?

- | | | | | |
|--------------------------------------|-----|---|----|---|
| a) Help in class | Yes | 1 | No | 2 |
| b) Help with out-of-class activities | Yes | 1 | No | 2 |
| c) Attend parent-teacher sessions | Yes | 1 | No | 2 |
| d) Other school activity | Yes | 1 | No | 2 |

Space for comments.....

[Coding: The comments were keyed as text.]

[Editing: If all parts of A3 were omitted variables SA021 to SA024 were recoded to -6. If any part of A3 had value 1 (indicating at least one positive response), but none had value 2 (indicating zero negative responses) then missing values in SA021 to SA024 were recoded to 2 "No".]

sa021 A3a: Child's parents have helped in class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	1721	15.0	15.0	15.0
	2 No	9715	84.6	85.0	100.0
	Total	11436	99.5	100.0	
Missing	-8 See text	1	.0		
	-6 Question A3 omitted	42	.4		
	-1 Not stated	10	.1		
	Total	53	.5		
Total		11489	100.0		

sa022 A3b: Child's parents have helped with out of class activities

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	2958	25.7	25.9	25.9
	2 No	8450	73.5	74.1	100.0
	Total	11408	99.3	100.0	
Missing	-6 Question A3 omitted	42	.4		
	-1 Not stated	39	.3		
	Total	81	.7		
Total		11489	100.0		

sa023 A3c: Child's parents have attended parent-teacher sessions

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	10511	91.5	92.4	92.4
	2 No	865	7.5	7.6	100.0
	Total	11376	99.0	100.0	
Missing	-6 Question A3 omitted	42	.4		
	-1 Not stated	71	.6		
	Total	113	1.0		
Total		11489	100.0		

SA – Child's Behaviour And Abilities

sa024 A3d: Child's parents have been involved in other school activity

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	2940	25.6	26.1	26.1
	2 No	8321	72.4	73.9	100.0
	Total	11261	98.0	100.0	
Missing	-6 Question A3 omitted	42	.4		
	-1 Not stated	186	1.6		
	Total	228	2.0		
Total		11489	100.0		

PAGE 4 OF THE QUESTIONNAIRE

[Editing: Responses for A4b, c & d were checked for a positive indication of special needs. This included values 1 or 2 in any of A4bi – vi & ix, values 1 or 2 in A4c and value 1 in A4dii – iv. If there was any indication of special needs and A4a was omitted (i.e. had value -1), A4a was recoded to 1 "Yes". If A4a had value 2 "No", all parts of A4b were set to 3 "No", A4c was set to 3 "Not stated/not being considered", A4di was set to 1 "Yes" & A4dii - viii were set to 2 "No".]

A4. a) Has this child ever been recognised as having special educational needs?

Yes

No

If no, go to A5 on page 5

If yes,

b) Please tick the specific problem(s) below:

	Yes now	In past not now	No
i) Learning difficulties	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>
ii) Specific learning difficulties* (e.g. Dyslexia)	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>
iii) Emotional and behavioural difficulties	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>
iv) Speech and language difficulties	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>
v) Sensory impairment (Hearing)	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>
vi) Sensory impairment (Visual)	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>
vii) Physical disabilities*	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>
viii) Medical conditions*	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>
ix) Developmental delay*	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>
x) Other*	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>

*Please describe

SA – Child’s Behaviour And Abilities

[Coding A4bi-x: If something was written on the dotted line, it ought to have referred to one of the asterisked questions. If it did, but there was not a tick in either box 1 or box 2 for the relevant question, that question was coded as zero. If it was not clear which of the asterisked questions the description referred to, it was linked to the “other” question (part x), which was coded as zero if necessary. The actual descriptions were keyed as text]

[Editing: If all parts of A4b had value -1, variables SA031 to SA040 were recoded to -6. If any part of A4d had value 0, 1, or 2 (indicating at least one positive response), but none had value 3 (indicating zero negative responses) then values of -1 in SA031 to SA040 were recoded to 3 “No”. Any remaining values of -1 in A4bx were recoded to 3 “No”. Indicator summaries of SA031 to SA040 were created by coding 0, 1 & 2 as 1 “Yes”, 3 as 2 “No” and copying all missing value codes.]

sa030 A4a: Child has ever been recognized as having special educational needs

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1 Yes	3337	29.0	29.3	29.3
2 No	8040	70.0	70.7	100.0
Total	11377	99.0	100.0	
Missing -1 Not stated	112	1.0		
Total	11489	100.0		

sa031 A4b1: Child has learning difficulties

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1 Yes, now	2357	20.5	20.7	20.7
2 In past, not now	334	2.9	2.9	23.7
3 No	8670	75.5	76.3	100.0
Total	11361	98.9	100.0	
Missing -6 Question A4b omitted	124	1.1		
-1 Not stated	4	.0		
Total	128	1.1		
Total	11489	100.0		

sa031a DV: Child has ever had learning difficulties

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1 Yes	2691	23.4	23.7	23.7
2 No	8670	75.5	76.3	100.0
Total	11361	98.9	100.0	
Missing -6 Question A4b omitted	124	1.1		
-1 Not stated	4	.0		
Total	128	1.1		
Total	11489	100.0		

SA – Child's Behaviour And Abilities

sa032 A4b2: Child has specific learning difficulties

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes, now	532	4.6	4.7	4.7
	2 In past, not now	34	.3	.3	5.0
	3 No	10745	93.5	95.0	100.0
	Total	11311	98.5	100.0	
Missing	-6 Question A4b omitted	124	1.1		
	-1 Not stated	54	.5		
	Total	178	1.5		
Total		11489	100.0		

sa032a DV: Child has ever had specific learning difficulties

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	566	4.9	5.0	5.0
	2 No	10745	93.5	95.0	100.0
	Total	11311	98.5	100.0	
Missing	-6 Question A4b omitted	124	1.1		
	-1 Not stated	54	.5		
	Total	178	1.5		
Total		11489	100.0		

sa033 A4b3: Child has emotional & behavioural difficulties

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes, now	745	6.5	6.6	6.6
	2 In past, not now	139	1.2	1.2	7.8
	3 No	10477	91.2	92.2	100.0
	Total	11361	98.9	100.0	
Missing	-6 Question A4b omitted	124	1.1		
	-1 Not stated	4	.0		
	Total	128	1.1		
Total		11489	100.0		

sa033a DV: Child has ever had emotional & behavioural difficulties

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	884	7.7	7.8	7.8
	2 No	10477	91.2	92.2	100.0
	Total	11361	98.9	100.0	
Missing	-6 Question A4b omitted	124	1.1		
	-1 Not stated	4	.0		
	Total	128	1.1		
Total		11489	100.0		

SA – Child's Behaviour And Abilities

sa034 A4b4: Child has speech & language difficulties

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes, now	582	5.1	5.1	5.1
	2 In past, not now	161	1.4	1.4	6.5
	3 No	10609	92.3	93.5	100.0
	Total	11352	98.8	100.0	
Missing	-6 Question A4b omitted	124	1.1		
	-1 Not stated	13	.1		
	Total	137	1.2		
Total		11489	100.0		

sa034a DV: Child has ever had speech & language difficulties

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	743	6.5	6.5	6.5
	2 No	10609	92.3	93.5	100.0
	Total	11352	98.8	100.0	
Missing	-6 Question A4b omitted	124	1.1		
	-1 Not stated	13	.1		
	Total	137	1.2		
Total		11489	100.0		

sa035 A4b5: Child has sensory impairment (hearing)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes, now	112	1.0	1.0	1.0
	2 In past, not now	113	1.0	1.0	2.0
	3 No	11127	96.8	98.0	100.0
	Total	11352	98.8	100.0	
Missing	-6 Question A4b omitted	124	1.1		
	-1 Not stated	13	.1		
	Total	137	1.2		
Total		11489	100.0		

sa035a DV: Child has ever had sensory impairment (hearing)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	225	2.0	2.0	2.0
	2 No	11127	96.8	98.0	100.0
	Total	11352	98.8	100.0	
Missing	-6 Question A4b omitted	124	1.1		
	-1 Not stated	13	.1		
	Total	137	1.2		
Total		11489	100.0		

SA – Child's Behaviour And Abilities

sa036 A4b6: Child has sensory impairment (visual)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes, now	118	1.0	1.0	1.0
	2 In past, not now	28	.2	.2	1.3
	3 No	11209	97.6	98.7	100.0
	Total	11355	98.8	100.0	
Missing	-8 See text	1	.0		
	-6 Question A4b omitted	124	1.1		
	-1 Not stated	9	.1		
	Total	134	1.2		
Total		11489	100.0		

sa036a DV: Child has ever had sensory impairment (visual)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	146	1.3	1.3	1.3
	2 No	11209	97.6	98.7	100.0
	Total	11355	98.8	100.0	
Missing	-8 See text	1	.0		
	-6 Question A4b omitted	124	1.1		
	-1 Not stated	9	.1		
	Total	134	1.2		
Total		11489	100.0		

sa037 A4b7: Child has physical disabilities

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes, now	148	1.3	1.3	1.3
	2 In past, not now	17	.1	.1	1.5
	3 No	11191	97.4	98.5	100.0
	Total	11356	98.8	100.0	
Missing	-6 Question A4b omitted	124	1.1		
	-1 Not stated	9	.1		
	Total	133	1.2		
Total		11489	100.0		

sa037a DV: Child has ever had physical disabilities

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	165	1.4	1.5	1.5
	2 No	11191	97.4	98.5	100.0
	Total	11356	98.8	100.0	
Missing	-6 Question A4b omitted	124	1.1		
	-1 Not stated	9	.1		
	Total	133	1.2		
Total		11489	100.0		

SA – Child's Behaviour And Abilities

sa038 A4b8: Child has medical conditions

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes, now	221	1.9	1.9	1.9
	2 In past, not now	36	.3	.3	2.3
	3 No	11090	96.5	97.7	100.0
	Total	11347	98.8	100.0	
Missing	-6 Question A4b omitted	124	1.1		
	-1 Not stated	18	.2		
	Total	142	1.2		
Total		11489	100.0		

sa038a DV: Child has ever had medical conditions

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	257	2.2	2.3	2.3
	2 No	11090	96.5	97.7	100.0
	Total	11347	98.8	100.0	
Missing	-6 Question A4b omitted	124	1.1		
	-1 Not stated	18	.2		
	Total	142	1.2		
Total		11489	100.0		

sa039 A4b9: Child has developmental delay

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0 Yes (1 or 2)	2	.0	.0	.0
	1 Yes, now	222	1.9	2.0	2.0
	2 In past, not now	59	.5	.5	2.5
	3 No	11050	96.2	97.5	100.0
	Total	11333	98.6	100.0	
Missing	-6 Question A4b omitted	124	1.1		
	-1 Not stated	32	.3		
	Total	156	1.4		
Total		11489	100.0		

sa039a DV: Child has ever had developmental delay

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	283	2.5	2.5	2.5
	2 No	11050	96.2	97.5	100.0
	Total	11333	98.6	100.0	
Missing	-6 Question A4b omitted	124	1.1		
	-1 Not stated	32	.3		
	Total	156	1.4		
Total		11489	100.0		

SA – Child's Behaviour And Abilities

sa040 A4b10: Child has other SEN problem

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0 Yes (1 or 2)	43	.4	.4	.4
	1 Yes, now	214	1.9	1.9	2.3
	2 In past, not now	26	.2	.2	2.5
	3 No	11082	96.5	97.5	100.0
	Total	11365	98.9	100.0	
Missing	-6 Question A4b omitted	124	1.1		
Total		11489	100.0		

sa040a DV: Child has ever had other SEN problem

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	283	2.5	2.5	2.5
	2 No	11082	96.5	97.5	100.0
	Total	11365	98.9	100.0	
Missing	-6 Question A4b omitted	124	1.1		
Total		11489	100.0		

Derived Variables**Number of Current Educational Problems**

The number of current educational problems (i.e. the number of items in question A4b for which “yes now” was ticked) was calculated as SA042a. A summary indicator of whether any current educational problems were reported was derived from this as SA042b. Note that missing values in the components are treated the same as value 3. The number of components with missing values was calculated as SA042c so users can easily exclude cases with lots of missing components if they wish. If SA042c equalled 10 then SA042a & b were set to -6.

sa042a DV: # current educational problems

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	8439	73.5	74.3	74.3
	1	1587	13.8	14.0	88.2
	2	796	6.9	7.0	95.2
	3	306	2.7	2.7	97.9
	4	125	1.1	1.1	99.0
	5	58	.5	.5	99.5
	6	28	.2	.2	99.8
	7	16	.1	.1	99.9
	8	6	.1	.1	100.0
	9	4	.0	.0	100.0
	Total	11365	98.9	100.0	
Missing	-6 All 10 components omitted	124	1.1		
Total		11489	100.0		

sa042b DV: Any current educational problems

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	2926	25.5	25.7	25.7
	2 No	8439	73.5	74.3	100.0
	Total	11365	98.9	100.0	
Missing	-6 All 10 components omitted	124	1.1		
Total		11489	100.0		

sa042c DV: # missing educational problems components

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	11260	98.0	98.0	98.0
	1	81	.7	.7	98.7
	2	13	.1	.1	98.8
	3	2	.0	.0	98.8
	4	4	.0	.0	98.9
	5	3	.0	.0	98.9
	6	1	.0	.0	98.9
	7	1	.0	.0	98.9
	10	124	1.1	1.1	100.0
Total		11489	100.0	100.0	

SA – Child’s Behaviour And Abilities

Number of Past or Current Educational Problems

The number of past or current educational problems (i.e. the number of items in question A4b for which “yes now” or “in past not now” was ticked) was calculated as SA043a. A summary indicator of whether any past or current educational problems were reported was derived from this as SA043b. Note that missing values in the components are treated the same as value 3. The number of components with missing values was calculated as SA043c so users can easily exclude cases with lots of missing components if they wish. If SA043c equalled 10 then SA043a & b were set to -6. Note that SA043c is actually the same as SA042c.

sa043a DV: # past or current educational problems

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	8046	70.0	70.8	70.8
	1	1720	15.0	15.1	85.9
	2	886	7.7	7.8	93.7
	3	392	3.4	3.4	97.2
	4	168	1.5	1.5	98.7
	5	77	.7	.7	99.3
	6	40	.3	.4	99.7
	7	21	.2	.2	99.9
	8	7	.1	.1	99.9
	9	5	.0	.0	100.0
	10	3	.0	.0	100.0
	Total	11365	98.9	100.0	
Missing	-6 All 10 components omitted	124	1.1		
Total		11489	100.0		

sa043b DV: Any past or current educational problems

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	3319	28.9	29.2	29.2
	2 No	8046	70.0	70.8	100.0
	Total	11365	98.9	100.0	
Missing	-6 All 10 components omitted	124	1.1		
Total		11489	100.0		

sa043c DV: # missing educational problems components

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	11260	98.0	98.0	98.0
	1	81	.7	.7	98.7
	2	13	.1	.1	98.8
	3	2	.0	.0	98.8
	4	4	.0	.0	98.9
	5	3	.0	.0	98.9
	6	1	.0	.0	98.9
	7	1	.0	.0	98.9
	10	124	1.1	1.1	100.0
Total		11489	100.0	100.0	

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A4. c) Is the child statemented?

child has a statement

1

currently undergoing statutory assessment

2

not statemented nor being considered

3

has been refused a statement

4

[Coding: If both 1 and 2 were ticked, code 1 was taken.]

[Editing: A summary indicator of whether the child is statemented (SA045a) was derived by recoding (1 = 1) (2, 3, 4 = 2) and copying the other missing values. A summary indicator of whether the child has ever been considered for statementing (SA045b) was derived by recoding (1, 2, 4 = 1) (3 = 2) and copying the other missing values.]

sa045 A4c: Child's special educational needs statement status

		Frequency	Per cent	Valid Per cent	Cumulative Per cent
Valid	1 Has a statement	404	3.5	3.6	3.6
	2 Currently being assessed	305	2.7	2.7	6.4
	3 Not statemented	10355	90.1	93.3	99.6
	4 Has been refused	40	.3	.4	100.0
	Total	11104	96.6	100.0	
Missing	-1 Not stated	385	3.4		
Total		11489	100.0		

sa045a DV: Child is statemented

		Frequency	Per cent	Valid Per cent	Cumulative Per cent
Valid	1 Yes	404	3.5	3.6	3.6
	2 No	10700	93.1	96.4	100.0
	Total	11104	96.6	100.0	
Missing	-1 Not stated	385	3.4		
Total		11489	100.0		

sa045b DV: Child has ever been considered for statementing

		Frequency	Per cent	Valid Per cent	Cumulative Per cent
Valid	1 Yes	749	6.5	6.7	6.7
	2 No	10355	90.1	93.3	100.0
	Total	11104	96.6	100.0	
Missing	-1 Not stated	385	3.4		
Total		11489	100.0		

SA – Child's Behaviour And Abilities

d) What is happening at the moment? (please tick all that apply)

- | | | |
|-------|---|--------------------------|
| i) | Taught within school provision | <input type="checkbox"/> |
| ii) | Child is at special school | <input type="checkbox"/> |
| iii) | Child goes to special classes | <input type="checkbox"/> |
| iv) | Child has a special teacher | <input type="checkbox"/> |
| v) | Hospital school | <input type="checkbox"/> |
| vi) | Educated at home | <input type="checkbox"/> |
| vii) | Child excluded from school | <input type="checkbox"/> |
| viii) | Something else
(please tick and describe) | <input type="checkbox"/> |

.....

[Coding A4dviii: If something relevant was written on the dotted line, a tick was entered for A4dviii if there was not one already present.]

[Editing: If all of SA047 to SA054 had value -1 they were recoded to -6, otherwise -1 was recoded to 2 "No".]

sa047 A4d1: Child is non-SEN child or SEN child currently taught within school provision

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1 Yes	11093	96.6	98.6	98.6
2 No	152	1.3	1.4	100.0
Total	11245	97.9	100.0	
Missing -6 Question A4d omitted	244	2.1		
Total	11489	100.0		

sa048 A4d2: Child is currently attending special school

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1 Yes	80	.7	.7	.7
2 No	11165	97.2	99.3	100.0
Total	11245	97.9	100.0	
Missing -6 Question A4d omitted	244	2.1		
Total	11489	100.0		

SA – Child's Behaviour And Abilities

sa049 A4d3: Child is currently going to special classes

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1 Yes	498	4.3	4.4	4.4
2 No	10747	93.5	95.6	100.0
Total	11245	97.9	100.0	
Missing -6 Question A4d omitted	244	2.1		
Total	11489	100.0		

sa050 A4d4: Child currently has a special teacher

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1 Yes	196	1.7	1.7	1.7
2 No	11049	96.2	98.3	100.0
Total	11245	97.9	100.0	
Missing -6 Question A4d omitted	244	2.1		
Total	11489	100.0		

sa051 A4d5: Child is SEN child currently attending hospital school

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 2 No	11245	97.9	100.0	100.0
Missing -6 Question A4d omitted	244	2.1		
Total	11489	100.0		

sa052 A4d6: Child is SEN child currently educated at home

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1 Yes	6	.1	.1	.1
2 No	11239	97.8	99.9	100.0
Total	11245	97.9	100.0	
Missing -6 Question A4d omitted	244	2.1		
Total	11489	100.0		

sa053 A4d7: Child is SEN child currently excluded from school

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1 Yes	1	.0	.0	.0
2 No	11244	97.9	100.0	100.0
Total	11245	97.9	100.0	
Missing -6 Question A4d omitted	244	2.1		
Total	11489	100.0		

sa054 A4d8: Child is SEN child with other current educational arrangement

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1 Yes	357	3.1	3.2	3.2
2 No	10888	94.8	96.8	100.0
Total	11245	97.9	100.0	
Missing -6 Question A4d omitted	244	2.1		
Total	11489	100.0		

SA – Child's Behaviour And Abilities

A5. Please indicate which stream (or ability group) if any, the child is in for:

	STREAM (ABILITY GROUP)			
	Do not stream	Most able	Middle	Least able
i) Maths	1	2	3	4
ii) Literacy/ English	1	2	3	4

[Coding: If there were multiple ticks including box 1, then code 1 was taken; otherwise the highest code number was taken.]

[Editing: If SA061 had value -1 (not stated) and SA060 had value 1 (indicating that Maths is not streamed) then -1 was recoded to 1 in SA061 (assume Literacy/English is also not streamed). If both SA060 and SA062 had value -1 they were recoded to -6.]

sa060 A5i: Child's stream for Mathematics

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1 Do not stream	824	7.2	7.2	7.2
2 Most able	3693	32.1	32.4	39.6
3 Middle	4175	36.3	36.6	76.2
4 Least able	2717	23.6	23.8	100.0
Total	11409	99.3	100.0	
Missing -6 Question A5 omitted	76	.7		
-1 Not stated	4	.0		
Total	80	.7		
Total	11489	100.0		

sa061 A5ii: Child's stream for Literacy/English

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1 Do not stream	981	8.5	8.6	8.6
2 Most able	3480	30.3	30.6	39.2
3 Middle	4051	35.3	35.6	74.9
4 Least able	2857	24.9	25.1	100.0
Total	11369	99.0	100.0	
Missing -8 See text	1	.0		
-6 Question A5 omitted	76	.7		
-1 Not stated	43	.4		
Total	120	1.0		
Total	11489	100.0		

SA – Child's Behaviour And Abilities

A6. How does the child cope with homework?

none given

1

given, but rarely
does it

2

given, sometimes
does it

3

given, usually does it

4

given, always does it

5

[Coding: If more than one box was ticked the lower code number was taken.]

sa062 A6: Frequency child does required homework

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 None given	490	4.3	4.3	4.3
	2 Rarely	1201	10.5	10.5	14.9
	3 Sometimes	1851	16.1	16.3	31.1
	4 Usually	3738	32.5	32.8	63.9
	5 Always	4107	35.7	36.1	100.0
	Total	11387	99.1	100.0	
Missing	-1 Not stated	102	.9		
Total		11489	100.0		

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SECTION B: ATTENTION, ACTIVITY AND IMPULSIVENESS

[Editing: If all parts of section B were omitted (i.e. keyed as -1) variables SA065 to SA098c were all set to -6.]

B1. When doing something in class that he/she enjoys and/or is good at, whether reading, drawing, making something or whatever, how long does he/she typically stick to that task?

Less than 2 minutes	2-4 minutes	5-9 minutes	10-19 minutes	20 minutes or more
<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text" value="4"/>	<input type="text" value="5"/>

[Coding: If more than one box was ticked the lower code number was taken.]

sa065 B1: Length of time child sticks to enjoyable tasks

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 < 2 minutes	215	1.9	1.9	1.9
	2 2-4 minutes	577	5.0	5.1	7.0
	3 5-9 minutes	2032	17.7	17.9	24.9
	4 10-19 minutes	3426	29.8	30.2	55.1
	5 20+ minutes	5101	44.4	44.9	100.0
	Total	11351	98.8	100.0	
Missing	-6 Section B omitted	31	.3		
	-1 Not stated	107	.9		
	Total	138	1.2		
Total		11489	100.0		

SA – Child's Behaviour And Abilities

- B2. For each statement below please answer all items as well as you can even if you are not absolutely certain. Please give your answers on the basis of the child's behaviour over the last school year.

	Not true	Somewhat true	Certainly true
a) Makes careless mistakes	<div>1</div>	<div>2</div>	<div>3</div>
b) Fails to pay attention	<div>1</div>	<div>2</div>	<div>3</div>
c) Quickly loses interest in what he/she is doing	<div>1</div>	<div>2</div>	<div>3</div>
d) Doesn't seem to listen	<div>1</div>	<div>2</div>	<div>3</div>
e) Fails to finish things he/she starts	<div>1</div>	<div>2</div>	<div>3</div>
f) Is disorganised	<div>1</div>	<div>2</div>	<div>3</div>
g) Tries to avoid tasks that require thought	<div>1</div>	<div>2</div>	<div>3</div>
h) Loses things	<div>1</div>	<div>2</div>	<div>3</div>
i) Is easily distracted	<div>1</div>	<div>2</div>	<div>3</div>
j) Is forgetful	<div>1</div>	<div>2</div>	<div>3</div>
k) Fidgets	<div>1</div>	<div>2</div>	<div>3</div>
l) Can't stay sitting when required to do so	<div>1</div>	<div>2</div>	<div>3</div>
m) Runs or climbs about when he/she shouldn't	<div>1</div>	<div>2</div>	<div>3</div>

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	Not true	Somewhat true	Certainly true
B2. n) Has difficulty playing quietly	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>
o) Finds it hard to calm down when asked to do so	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>
p) Interrupts, blurts out answers to questions	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>
q) Finds it hard to wait his/her turn	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>
r) Interrupts or butts in on others	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>
s) Goes on talking if asked to stop	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>

[Coding: For each of (a)-(s), if more than one box was ticked the higher code number was taken.]

[Editing: If all 19 parts of B2 had value -1, variables SA066 to SA084 were recoded to -5. If any part of B2 had value 2 or 3 (indicating at least one positive response), but none had value 1 (indicating zero negative responses) then values of -1 in SA066 to SA084 were recoded to 1 "Not true". Yes / no summary indicators were derived for each part by recoding (1 = 2) (2, 3 = 1) and copying missing values.]

sa066 B2a: Degree to which child made careless mistakes in past school year

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1 Not true	4030	35.1	35.2	35.2
2 Somewhat true	5581	48.6	48.8	84.0
3 Certainly true	1826	15.9	16.0	100.0
Total	11437	99.5	100.0	
Missing -6 Section B omitted	31	.3		
-5 Question B2 omitted	5	.0		
-1 Not stated	16	.1		
Total	52	.5		
Total	11489	100.0		

sa066a DV: Child made careless mistakes in past school year

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1 Yes	7407	64.5	64.8	64.8
2 No	4030	35.1	35.2	100.0
Total	11437	99.5	100.0	
Missing -6 Section B omitted	31	.3		
-5 Question B2 omitted	5	.0		
-1 Not stated	16	.1		
Total	52	.5		
Total	11489	100.0		

SA – Child's Behaviour And Abilities

sa067 B2b: Degree to which child failed to pay attention in past school year

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Not true	6036	52.5	52.7	52.7
	2 Somewhat true	3825	33.3	33.4	86.1
	3 Certainly true	1587	13.8	13.9	100.0
	Total	11448	99.6	100.0	
Missing	-6 Section B omitted	31	.3		
	-5 Question B2 omitted	5	.0		
	-1 Not stated	5	.0		
	Total	41	.4		
Total		11489	100.0		

sa067a DV: Child failed to pay attention in past school year

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	5412	47.1	47.3	47.3
	2 No	6036	52.5	52.7	100.0
	Total	11448	99.6	100.0	
Missing	-6 Section B omitted	31	.3		
	-5 Question B2 omitted	5	.0		
	-1 Not stated	5	.0		
	Total	41	.4		
Total		11489	100.0		

sa068 B2c: Degree to which child quickly lost interest in activities in past school year

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Not true	7445	64.8	65.1	65.1
	2 Somewhat true	2833	24.7	24.8	89.8
	3 Certainly true	1165	10.1	10.2	100.0
	Total	11443	99.6	100.0	
Missing	-6 Section B omitted	31	.3		
	-5 Question B2 omitted	5	.0		
	-1 Not stated	10	.1		
	Total	46	.4		
Total		11489	100.0		

sa068a DV: Child quickly lost interest in activities in past school year

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	3998	34.8	34.9	34.9
	2 No	7445	64.8	65.1	100.0
	Total	11443	99.6	100.0	
Missing	-6 Section B omitted	31	.3		
	-5 Question B2 omitted	5	.0		
	-1 Not stated	10	.1		
	Total	46	.4		
Total		11489	100.0		

SA – Child's Behaviour And Abilities

sa069 B2d: Degree to which child did not seem to listen in past school year

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Not true	6723	58.5	58.7	58.7
	2 Somewhat true	3318	28.9	29.0	87.7
	3 Certainly true	1406	12.2	12.3	100.0
	Total	11447	99.6	100.0	
Missing	-6 Section B omitted	31	.3		
	-5 Question B2 omitted	5	.0		
	-1 Not stated	6	.1		
	Total	42	.4		
Total		11489	100.0		

sa069a DV: Child did not seem to listen in past school year

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	4724	41.1	41.3	41.3
	2 No	6723	58.5	58.7	100.0
	Total	11447	99.6	100.0	
Missing	-6 Section B omitted	31	.3		
	-5 Question B2 omitted	5	.0		
	-1 Not stated	6	.1		
	Total	42	.4		
Total		11489	100.0		

sa070 B2e: Degree to which child failed to finish things in past school year

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Not true	6972	60.7	60.9	60.9
	2 Somewhat true	3154	27.5	27.6	88.5
	3 Certainly true	1320	11.5	11.5	100.0
	Total	11446	99.6	100.0	
Missing	-6 Section B omitted	31	.3		
	-5 Question B2 omitted	5	.0		
	-1 Not stated	7	.1		
	Total	43	.4		
Total		11489	100.0		

sa070a DV: Child failed to finish things in past school year

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	4474	38.9	39.1	39.1
	2 No	6972	60.7	60.9	100.0
	Total	11446	99.6	100.0	
Missing	-6 Section B omitted	31	.3		
	-5 Question B2 omitted	5	.0		
	-1 Not stated	7	.1		
	Total	43	.4		
Total		11489	100.0		

SA – Child's Behaviour And Abilities

sa071 B2f: Degree to which child was disorganised in past school year

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Not true	7794	67.8	68.1	68.1
	2 Somewhat true	2520	21.9	22.0	90.1
	3 Certainly true	1130	9.8	9.9	100.0
	Total	11444	99.6	100.0	
Missing	-6 Section B omitted	31	.3		
	-5 Question B2 omitted	5	.0		
	-1 Not stated	9	.1		
	Total	45	.4		
Total		11489	100.0		

sa071a DV: Child was disorganised in past school year

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	3650	31.8	31.9	31.9
	2 No	7794	67.8	68.1	100.0
	Total	11444	99.6	100.0	
Missing	-6 Section B omitted	31	.3		
	-5 Question B2 omitted	5	.0		
	-1 Not stated	9	.1		
	Total	45	.4		
Total		11489	100.0		

sa072 B2g: Degree to which child tried to avoid tasks requiring thought in past school year

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Not true	8066	70.2	70.5	70.5
	2 Somewhat true	2355	20.5	20.6	91.1
	3 Certainly true	1022	8.9	8.9	100.0
	Total	11443	99.6	100.0	
Missing	-6 Section B omitted	31	.3		
	-5 Question B2 omitted	5	.0		
	-1 Not stated	10	.1		
	Total	46	.4		
Total		11489	100.0		

sa072a DV: Child tried to avoid tasks requiring thought in past school year

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	3377	29.4	29.5	29.5
	2 No	8066	70.2	70.5	100.0
	Total	11443	99.6	100.0	
Missing	-6 Section B omitted	31	.3		
	-5 Question B2 omitted	5	.0		
	-1 Not stated	10	.1		
	Total	46	.4		
Total		11489	100.0		

SA – Child's Behaviour And Abilities

sa073 B2h: Degree to which child lost things in past school year

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Not true	8696	75.7	76.0	76.0
	2 Somewhat true	1956	17.0	17.1	93.1
	3 Certainly true	791	6.9	6.9	100.0
	Total	11443	99.6	100.0	
Missing	-6 Section B omitted	31	.3		
	-5 Question B2 omitted	5	.0		
	-1 Not stated	10	.1		
	Total	46	.4		
Total		11489	100.0		

sa073a DV: Child lost things in past school year

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	2747	23.9	24.0	24.0
	2 No	8696	75.7	76.0	100.0
	Total	11443	99.6	100.0	
Missing	-6 Section B omitted	31	.3		
	-5 Question B2 omitted	5	.0		
	-1 Not stated	10	.1		
	Total	46	.4		
Total		11489	100.0		

sa074 B2i: Degree to which child was easily distracted in past school year

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Not true	6074	52.9	53.1	53.1
	2 Somewhat true	3567	31.0	31.2	84.2
	3 Certainly true	1804	15.7	15.8	100.0
	Total	11445	99.6	100.0	
Missing	-6 Section B omitted	31	.3		
	-5 Question B2 omitted	5	.0		
	-1 Not stated	8	.1		
	Total	44	.4		
Total		11489	100.0		

sa074a DV: Child was easily distracted in past school year

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	5371	46.7	46.9	46.9
	2 No	6074	52.9	53.1	100.0
	Total	11445	99.6	100.0	
Missing	-6 Section B omitted	31	.3		
	-5 Question B2 omitted	5	.0		
	-1 Not stated	8	.1		
	Total	44	.4		
Total		11489	100.0		

SA – Child's Behaviour And Abilities

sa075 B2j: Degree to which child was forgetful in past school year

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Not true	8059	70.1	70.4	70.4
	2 Somewhat true	2473	21.5	21.6	92.0
	3 Certainly true	916	8.0	8.0	100.0
	Total	11448	99.6	100.0	
Missing	-6 Section B omitted	31	.3		
	-5 Question B2 omitted	5	.0		
	-1 Not stated	5	.0		
	Total	41	.4		
Total		11489	100.0		

sa075a DV: Child was forgetful in past school year

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	3389	29.5	29.6	29.6
	2 No	8059	70.1	70.4	100.0
	Total	11448	99.6	100.0	
Missing	-6 Section B omitted	31	.3		
	-5 Question B2 omitted	5	.0		
	-1 Not stated	5	.0		
	Total	41	.4		
Total		11489	100.0		

sa076 B2k: Degree to which child fidgeted in past school year

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Not true	8104	70.5	70.8	70.8
	2 Somewhat true	2143	18.7	18.7	89.6
	3 Certainly true	1194	10.4	10.4	100.0
	Total	11441	99.6	100.0	
Missing	-6 Section B omitted	31	.3		
	-5 Question B2 omitted	5	.0		
	-1 Not stated	12	.1		
	Total	48	.4		
Total		11489	100.0		

sa076a DV: Child fidgeted in past school year

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	3337	29.0	29.2	29.2
	2 No	8104	70.5	70.8	100.0
	Total	11441	99.6	100.0	
Missing	-6 Section B omitted	31	.3		
	-5 Question B2 omitted	5	.0		
	-1 Not stated	12	.1		
	Total	48	.4		
Total		11489	100.0		

SA – Child's Behaviour And Abilities

sa077 B2l: Degree to which child couldn't stay sitting when required to in past school year

		Frequency	Per cent	Valid Percent	Cumulative Percent
Valid	1 Not true	9485	82.6	82.9	82.9
	2 Somewhat true	1287	11.2	11.2	94.1
	3 Certainly true	676	5.9	5.9	100.0
	Total	11448	99.6	100.0	
Missing	-6 Section B omitted	31	.3		
	-5 Question B2 omitted	5	.0		
	-1 Not stated	5	.0		
	Total	41	.4		
Total		11489	100.0		

sa077a DV: Child couldn't stay sitting when required to in past school year

		Frequency	Per cent	Valid Percent	Cumulative Percent
Valid	1 Yes	1963	17.1	17.1	17.1
	2 No	9485	82.6	82.9	100.0
	Total	11448	99.6	100.0	
Missing	-6 Section B omitted	31	.3		
	-5 Question B2 omitted	5	.0		
	-1 Not stated	5	.0		
	Total	41	.4		
Total		11489	100.0		

sa078 B2m: Degree to which child ran or climbed about illicitly in past school year

		Frequency	Per cent	Valid Percent	Cumulative Percent
Valid	1 Not true	10634	92.6	92.9	92.9
	2 Somewhat true	517	4.5	4.5	97.4
	3 Certainly true	293	2.6	2.6	100.0
	Total	11444	99.6	100.0	
Missing	-6 Section B omitted	31	.3		
	-5 Question B2 omitted	5	.0		
	-1 Not stated	9	.1		
	Total	45	.4		
Total		11489	100.0		

sa078a DV: Child ran or climbed about illicitly in past school year

		Frequency	Per cent	Valid Percent	Cumulative Percent
Valid	1 Yes	810	7.1	7.1	7.1
	2 No	10634	92.6	92.9	100.0
	Total	11444	99.6	100.0	
Missing	-6 Section B omitted	31	.3		
	-5 Question B2 omitted	5	.0		
	-1 Not stated	9	.1		
	Total	45	.4		
Total		11489	100.0		

SA – Child's Behaviour And Abilities

sa079 B2n: Degree to which child had difficulty playing quietly in past school year

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Not true	9805	85.3	85.7	85.7
	2 Somewhat true	1308	11.4	11.4	97.1
	3 Certainly true	333	2.9	2.9	100.0
	Total	11446	99.6	100.0	
Missing	-6 Section B omitted	31	.3		
	-5 Question B2 omitted	5	.0		
	-1 Not stated	7	.1		
	Total	43	.4		
Total		11489	100.0		

sa079a DV: Child had difficulty playing quietly in past school year

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	1641	14.3	14.3	14.3
	2 No	9805	85.3	85.7	100.0
	Total	11446	99.6	100.0	
Missing	-6 Section B omitted	31	.3		
	-5 Question B2 omitted	5	.0		
	-1 Not stated	7	.1		
	Total	43	.4		
Total		11489	100.0		

sa080 B2o: Degree to which child found it hard to calm down in past school year

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Not true	9849	85.7	86.1	86.1
	2 Somewhat true	1192	10.4	10.4	96.5
	3 Certainly true	404	3.5	3.5	100.0
	Total	11445	99.6	100.0	
Missing	-6 Section B omitted	31	.3		
	-5 Question B2 omitted	5	.0		
	-1 Not stated	8	.1		
	Total	44	.4		
Total		11489	100.0		

sa080a DV: Child found it hard to calm down in past school year

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	1596	13.9	13.9	13.9
	2 No	9849	85.7	86.1	100.0
	Total	11445	99.6	100.0	
Missing	-6 Section B omitted	31	.3		
	-5 Question B2 omitted	5	.0		
	-1 Not stated	8	.1		
	Total	44	.4		
Total		11489	100.0		

SA – Child's Behaviour And Abilities

sa081 B2p: Degree to which child interrupted / blurted out answers in past school year

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Not true	9311	81.0	81.4	81.4
	2 Somewhat true	1429	12.4	12.5	93.9
	3 Certainly true	703	6.1	6.1	100.0
	Total	11443	99.6	100.0	
Missing	-6 Section B omitted	31	.3		
	-5 Question B2 omitted	5	.0		
	-1 Not stated	10	.1		
	Total	46	.4		
Total		11489	100.0		

sa081a DV: Child interrupted / blurted out answers in past school year

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	2132	18.6	18.6	18.6
	2 No	9311	81.0	81.4	100.0
	Total	11443	99.6	100.0	
Missing	-6 Section B omitted	31	.3		
	-5 Question B2 omitted	5	.0		
	-1 Not stated	10	.1		
	Total	46	.4		
Total		11489	100.0		

sa082 B2q: Degree to which child found it hard to wait own turn in past school year

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Not true	9318	81.1	81.4	81.4
	2 Somewhat true	1457	12.7	12.7	94.1
	3 Certainly true	671	5.8	5.9	100.0
	Total	11446	99.6	100.0	
Missing	-6 Section B omitted	31	.3		
	-5 Question B2 omitted	5	.0		
	-1 Not stated	7	.1		
	Total	43	.4		
Total		11489	100.0		

sa082a DV: Child found it hard to wait own turn in past school year

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	2128	18.5	18.6	18.6
	2 No	9318	81.1	81.4	100.0
	Total	11446	99.6	100.0	
Missing	-6 Section B omitted	31	.3		
	-5 Question B2 omitted	5	.0		
	-1 Not stated	7	.1		
	Total	43	.4		
Total		11489	100.0		

SA – Child's Behaviour And Abilities

sa083 B2r: Degree to which child interrupted / butted in on others in past school year

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Not true	9294	80.9	81.2	81.2
	2 Somewhat true	1461	12.7	12.8	94.0
	3 Certainly true	685	6.0	6.0	100.0
	Total	11440	99.6	100.0	
Missing	-6 Section B omitted	31	.3		
	-5 Question B2 omitted	5	.0		
	-1 Not stated	13	.1		
	Total	49	.4		
Total		11489	100.0		

sa083a DV: Child interrupted / butted in on others in past school year

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	2146	18.7	18.8	18.8
	2 No	9294	80.9	81.2	100.0
	Total	11440	99.6	100.0	
Missing	-6 Section B omitted	31	.3		
	-5 Question B2 omitted	5	.0		
	-1 Not stated	13	.1		
	Total	49	.4		
Total		11489	100.0		

sa084 B2s: Degree to which child went on talking when asked to stop in past school year

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Not true	8976	78.1	78.4	78.4
	2 Somewhat true	1739	15.1	15.2	93.6
	3 Certainly true	727	6.3	6.4	100.0
	Total	11442	99.6	100.0	
Missing	-6 Section B omitted	31	.3		
	-5 Question B2 omitted	5	.0		
	-1 Not stated	11	.1		
	Total	47	.4		
Total		11489	100.0		

sa084a DV: Child went on talking when asked to stop in past school year

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	2466	21.5	21.6	21.6
	2 No	8976	78.1	78.4	100.0
	Total	11442	99.6	100.0	
Missing	-6 Section B omitted	31	.3		
	-5 Question B2 omitted	5	.0		
	-1 Not stated	11	.1		
	Total	47	.4		
Total		11489	100.0		

SA – Child's Behaviour And Abilities

Derived Variables

Number of Activity Symptoms

The number of activity symptoms (i.e. the number of items in parts k to s of question B2 for which “somewhat true” or “certainly true” was ticked) was calculated as SA085a. A summary indicator of whether any activity symptoms were reported was derived from this as SA085b. Note that, although values of -6 in the components were copied across to SA085a & SA085b, values of -8, -5 & -1 in the components are treated the same as value 1. The number of components with missing values of -8, -5 & -1 was calculated as SA085c so users can easily exclude cases with lots of missing components if they wish. If SA085c equalled 9 then SA085a & b were set to -5.

sa085a DV: # activity symptoms

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	6900	60.1	60.3	60.3
	1	1183	10.3	10.3	70.6
	2	731	6.4	6.4	77.0
	3	457	4.0	4.0	81.0
	4	421	3.7	3.7	84.6
	5	374	3.3	3.3	87.9
	6	300	2.6	2.6	90.5
	7	288	2.5	2.5	93.0
	8	349	3.0	3.0	96.1
	9	449	3.9	3.9	100.0
	Total	11452	99.7	100.0	
Missing	-6 Section B omitted	31	.3		
	-5 All 9 components omitted	6	.1		
	Total	37	.3		
Total		11489	100.0		

sa085b DV: Any activity symptoms

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	4552	39.6	39.7	39.7
	2 No	6900	60.1	60.3	100.0
	Total	11452	99.7	100.0	
Missing	-6 Section B omitted	31	.3		
	-5 All 9 components omitted	6	.1		
	Total	37	.3		
Total		11489	100.0		

SA – Child's Behaviour And Abilities

sa085c DV: # missing activity symptoms components

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	11403	99.3	99.5	99.5
	1	39	.3	.3	99.9
	2	4	.0	.0	99.9
	3	3	.0	.0	99.9
	5	1	.0	.0	99.9
	6	2	.0	.0	99.9
	9	6	.1	.1	100.0
	Total	11458	99.7	100.0	
Missing	-6 Section B omitted	31	.3		
Total		11489	100.0		

Number of Severe Activity Symptoms

The number of severe activity symptoms (i.e. the number of items in parts k to s of question B2 for which “certainly true” was ticked) was calculated as SA086a. A summary indicator of whether any severe activity symptoms were reported was derived from this as SA086b. Note that, although values of -6 in the components were copied across to SA086a & SA086b, values of -8, -5 & -1 in the components are treated the same as value 1. The number of components with missing values of -8, -5 & -1 was calculated as SA086c so users can easily exclude cases with lots of missing components if they wish. If SA086c equalled 9 then SA086a & b were set to -5. Note that SA086c is actually the same as SA085c.

sa086a DV: # severe activity symptoms

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	9780	85.1	85.4	85.4
	1	542	4.7	4.7	90.1
	2	290	2.5	2.5	92.7
	3	183	1.6	1.6	94.3
	4	171	1.5	1.5	95.8
	5	120	1.0	1.0	96.8
	6	113	1.0	1.0	97.8
	7	74	.6	.6	98.4
	8	76	.7	.7	99.1
	9	103	.9	.9	100.0
	Total	11452	99.7	100.0	
Missing	-6 Section B omitted	31	.3		
	-5 All 9 components omitted	6	.1		
	Total	37	.3		
Total		11489	100.0		

SA – Child's Behaviour And Abilities

sa086b DV: Any severe activity symptoms

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	1672	14.6	14.6	14.6
	2 No	9780	85.1	85.4	100.0
	Total	11452	99.7	100.0	
Missing	-6 Section B omitted	31	.3		
	-5 All 9 components omitted	6	.1		
	Total	37	.3		
Total		11489	100.0		

sa086c DV: # missing activity symptoms components

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	11403	99.3	99.5	99.5
	1	39	.3	.3	99.9
	2	4	.0	.0	99.9
	3	3	.0	.0	99.9
	5	1	.0	.0	99.9
	6	2	.0	.0	99.9
	9	6	.1	.1	100.0
	Total	11458	99.7	100.0	
Missing	-6 Section B omitted	31	.3		
Total		11489	100.0		

Activity Symptoms Score

This is a weighted sum of the responses to parts k to s of question B2. Two versions of the score are provided. For most analyses the prorated score, SA087b, should be used.

The activity symptoms score was created by summing SA085a and SA086a. Alternatively it can be thought of as having been created by recoding (missing, 1 = 0) (2 = 1) (3 = 2) in SA076 to SA084 and summing. The score based on complete cases only is SA087a. If any of the components were missing then SA087a was set to -5. Variable SA087c is the number of missing components. The prorated score is SA087b. If more than four components were missing then SA087b was set to -5. Otherwise SA087b was scaled by a factor of $9 / (9 - SA087c)$ and rounded to the nearest integer. Note that SA087c is actually the same as SA085c and SA086c.

sa087a DV: Activity symptoms score (complete cases)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	6879	59.9	60.3	60.3
	1	1108	9.6	9.7	70.0
	2	680	5.9	6.0	76.0
	3	430	3.7	3.8	79.8
	4	389	3.4	3.4	83.2
	5	284	2.5	2.5	85.7
	6	251	2.2	2.2	87.9
	7	197	1.7	1.7	89.6
	8	218	1.9	1.9	91.5
	9	165	1.4	1.4	93.0
	10	115	1.0	1.0	94.0
	11	115	1.0	1.0	95.0
	12	112	1.0	1.0	96.0
	13	84	.7	.7	96.7
	14	74	.6	.6	97.4
	15	76	.7	.7	98.0
	16	66	.6	.6	98.6
	17	57	.5	.5	99.1
	18	103	.9	.9	100.0
	Total	11403	99.3	100.0	
Missing	-6 Section B omitted	31	.3		
	-5 1+ components omitted	55	.5		
	Total	86	.7		
Total		11489	100.0		

SA – Child's Behaviour And Abilities

sa087b DV: Activity symptoms score (prorated)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	6899	60.0	60.3	60.3
	1	1109	9.7	9.7	69.9
	2	681	5.9	5.9	75.9
	3	433	3.8	3.8	79.7
	4	389	3.4	3.4	83.1
	5	290	2.5	2.5	85.6
	6	256	2.2	2.2	87.8
	7	197	1.7	1.7	89.6
	8	220	1.9	1.9	91.5
	9	169	1.5	1.5	93.0
	10	115	1.0	1.0	94.0
	11	117	1.0	1.0	95.0
	12	113	1.0	1.0	96.0
	13	84	.7	.7	96.7
	14	75	.7	.7	97.4
	15	76	.7	.7	98.0
	16	66	.6	.6	98.6
	17	57	.5	.5	99.1
	18	103	.9	.9	100.0
	Total	11449	99.7	100.0	
Missing	-6 Section Bomitted	31	.3		
	-5 > 4 components omitted	9	.1		
	Total	40	.3		
Total		11489	100.0		

sa087c DV: # missing activity symptoms components

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	11403	99.3	99.5	99.5
	1	39	.3	.3	99.9
	2	4	.0	.0	99.9
	3	3	.0	.0	99.9
	5	1	.0	.0	99.9
	6	2	.0	.0	99.9
	9	6	.1	.1	100.0
	Total	11458	99.7	100.0	
Missing	-6 Section Bomitted	31	.3		
Total		11489	100.0		

SA – Child’s Behaviour And Abilities

Number of Attention Symptoms

The number of attention symptoms (i.e. the number of items in parts a to j of question B2 for which “somewhat true” or “certainly true” was ticked) was calculated as SA088a. A summary indicator of whether any attention symptoms were reported was derived from this as SA088b. Note that, although values of -6 in the components were copied across to SA088a & SA088b, values of -8, -5 & -1 in the components are treated the same as value 1. The number of components with missing values of -8, -5 & -1 was calculated as SA088c so users can easily exclude cases with lots of missing components if they wish. If SA088c equalled 10 then SA088a & b were set to -5.

sa088a DV: # attention symptoms

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 0	3031	26.4	26.5	26.5
1	1649	14.4	14.4	40.9
2	789	6.9	6.9	47.8
3	719	6.3	6.3	54.0
4	685	6.0	6.0	60.0
5	627	5.5	5.5	65.5
6	590	5.1	5.2	70.6
7	670	5.8	5.9	76.5
8	618	5.4	5.4	81.9
9	624	5.4	5.4	87.3
10	1450	12.6	12.7	100.0
Total	11452	99.7	100.0	
Missing -6 Section B omitted	31	.3		
-5 All 10 components omitted	6	.1		
Total	37	.3		
Total	11489	100.0		

sa088b DV: Any attention symptoms

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1 Yes	8421	73.3	73.5	73.5
2 No	3031	26.4	26.5	100.0
Total	11452	99.7	100.0	
Missing -6 Section B omitted	31	.3		
-5 All 10 components omitted	6	.1		
Total	37	.3		
Total	11489	100.0		

sa088c DV: # missing attention symptoms components

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 0	11390	99.1	99.4	99.4
1	54	.5	.5	99.9
2	4	.0	.0	99.9
3	2	.0	.0	99.9
4	2	.0	.0	99.9
10	6	.1	.1	100.0
Total	11458	99.7	100.0	
Missing -6 Section B omitted	31	.3		
Total	11489	100.0		

SA – Child's Behaviour And Abilities

Number of Severe Attention Symptoms

The number of severe attention symptoms (i.e. the number of items in parts a to j of question B2 for which “certainly true” was ticked) was calculated as SA089a. A summary indicator of whether any severe attention symptoms were reported was derived from this as SA089b. Note that, although values of -6 in the components were copied across to SA089a & SA089b, values of -8, -5 & -1 in the components are treated the same as value 1. The number of components with missing values of -8, -5 & -1 was calculated as SA089c so users can easily exclude cases with lots of missing components if they wish. If SA089c equalled 10 then SA089a & b were set to -5. Note that SA089c is actually the same as SA088c.

sa089a DV: # severe attention symptoms

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	8324	72.5	72.7	72.7
	1	904	7.9	7.9	80.6
	2	438	3.8	3.8	84.4
	3	320	2.8	2.8	87.2
	4	250	2.2	2.2	89.4
	5	196	1.7	1.7	91.1
	6	200	1.7	1.7	92.8
	7	199	1.7	1.7	94.6
	8	192	1.7	1.7	96.3
	9	172	1.5	1.5	97.8
	10	257	2.2	2.2	100.0
	Total	11452	99.7	100.0	
Missing	-6 Section B omitted	31	.3		
	-5 All 10 components omitted	6	.1		
	Total	37	.3		
Total		11489	100.0		

sa089b DV: Any severe attention symptoms

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	3128	27.2	27.3	27.3
	2 No	8324	72.5	72.7	100.0
	Total	11452	99.7	100.0	
Missing	-6 Section B omitted	31	.3		
	-5 All 10 components omitted	6	.1		
	Total	37	.3		
Total		11489	100.0		

sa089c DV: # missing attention symptoms components

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	11390	99.1	99.4	99.4
	1	54	.5	.5	99.9
	2	4	.0	.0	99.9
	3	2	.0	.0	99.9
	4	2	.0	.0	99.9
	10	6	.1	.1	100.0
	Total	11458	99.7	100.0	
Missing	-6 Section B omitted	31	.3		
Total		11489	100.0		

SA – Child's Behaviour And Abilities

Attention Symptoms Score

This is a weighted sum of the responses to parts a to j of question B2. Two versions of the score are provided. For most analyses the prorated score, SA090b, should be used.

The attention symptoms score was created by summing SA088a and SA089a. Alternatively it can be thought of as having been created by recoding (missing, 1 = 0) (2 = 1) (3 = 2) in SA066 to SA075 and summing. The score based on complete cases only is SA090a. If any of the components were missing then SA090a was set to -5. Variable SA090c is the number of missing components. The prorated score is SA090b. If more than five components were missing then SA090b was set to -5. Otherwise SA090b was scaled by a factor of $10 / (10 - SA090c)$ and rounded to the nearest integer. Note that SA090c is actually the same as SA088c and SA089c.

sa090a DV: Attention symptoms score (complete cases)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	3028	26.4	26.6	26.6
	1	1561	13.6	13.7	40.3
	2	798	6.9	7.0	47.3
	3	674	5.9	5.9	53.2
	4	639	5.6	5.6	58.8
	5	545	4.7	4.8	63.6
	6	494	4.3	4.3	67.9
	7	514	4.5	4.5	72.5
	8	433	3.8	3.8	76.3
	9	405	3.5	3.6	79.8
	10	432	3.8	3.8	83.6
	11	249	2.2	2.2	85.8
	12	195	1.7	1.7	87.5
	13	184	1.6	1.6	89.1
	14	186	1.6	1.6	90.8
	15	164	1.4	1.4	92.2
	16	159	1.4	1.4	93.6
	17	151	1.3	1.3	94.9
	18	178	1.5	1.6	96.5
	19	144	1.3	1.3	97.7
	20	257	2.2	2.3	100.0
	Total	11390	99.1	100.0	
Missing	-6 Section B omitted	31	.3		
	-5 1+ components omitted	68	.6		
	Total	99	.9		
Total		11489	100.0		

SA – Child's Behaviour And Abilities

sa090b DV: Attention symptoms score (prorated)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	3031	26.4	26.5	26.5
	1	1569	13.7	13.7	40.2
	2	805	7.0	7.0	47.2
	3	678	5.9	5.9	53.1
	4	642	5.6	5.6	58.7
	5	545	4.7	4.8	63.5
	6	502	4.4	4.4	67.9
	7	521	4.5	4.5	72.4
	8	438	3.8	3.8	76.2
	9	408	3.6	3.6	79.8
	10	436	3.8	3.8	83.6
	11	252	2.2	2.2	85.8
	12	196	1.7	1.7	87.5
	13	186	1.6	1.6	89.1
	14	186	1.6	1.6	90.8
	15	164	1.4	1.4	92.2
	16	160	1.4	1.4	93.6
	17	151	1.3	1.3	94.9
	18	179	1.6	1.6	96.5
	19	145	1.3	1.3	97.7
	20	258	2.2	2.3	100.0
	Total	11452	99.7	100.0	
Missing	-6 Section B omitted	31	.3		
	-5 > 5 components omitted	6	.1		
	Total	37	.3		
Total		11489	100.0		

sa090c DV: # missing attention symptoms components

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	11390	99.1	99.4	99.4
	1	54	.5	.5	99.9
	2	4	.0	.0	99.9
	3	2	.0	.0	99.9
	4	2	.0	.0	99.9
	10	6	.1	.1	100.0
	Total	11458	99.7	100.0	
Missing	-6 Section B omitted	31	.3		
Total		11489	100.0		

SA – Child's Behaviour And Abilities

Number of Attention/Activity Symptoms

The number of attention/activity symptoms (i.e. the total number of items in question B2 for which “somewhat true” or “certainly true” was ticked) was calculated as SA091a. This is also the sum of SA085a and SA088a. A summary indicator of whether any attention/activity symptoms were reported was derived from this as SA091b. Note that, although values of -6 in the components were copied across to SA091a & SA091b, values of -8, -5 & -1 in the components are treated the same as value 1. The number of components with missing values of -8, -5 & -1 was calculated as SA091c so users can easily exclude cases with lots of missing components if they wish. If SA091c equalled 19 then SA091a & b were set to -5.

sa091a DV: Total # attention/activity symptoms

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	2883	25.1	25.2	25.2
	1	1492	13.0	13.0	38.2
	2	725	6.3	6.3	44.5
	3	629	5.5	5.5	50.0
	4	571	5.0	5.0	55.0
	5	487	4.2	4.3	59.3
	6	467	4.1	4.1	63.3
	7	500	4.4	4.4	67.7
	8	438	3.8	3.8	71.5
	9	400	3.5	3.5	75.0
	10	407	3.5	3.6	78.6
	11	415	3.6	3.6	82.2
	12	354	3.1	3.1	85.3
	13	286	2.5	2.5	87.8
	14	258	2.2	2.3	90.0
	15	208	1.8	1.8	91.9
	16	201	1.7	1.8	93.6
	17	204	1.8	1.8	95.4
	18	235	2.0	2.1	97.4
	19	293	2.6	2.6	100.0
	Total	11453	99.7	100.0	
Missing	-6 Section B omitted	31	.3		
	-5 All 19 components omitted	5	.0		
	Total	36	.3		
Total		11489	100.0		

sa091b DV: Any attention/activity symptoms

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	8570	74.6	74.8	74.8
	2 No	2883	25.1	25.2	100.0
	Total	11453	99.7	100.0	
Missing	-6 Section B omitted	31	.3		
	-5 All 19 components omitted	5	.0		
	Total	36	.3		
Total		11489	100.0		

SA – Child's Behaviour And Abilities

sa091c DV: # missing attention/activity symptoms components

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	11344	98.7	99.0	99.0
	1	91	.8	.8	99.8
	2	9	.1	.1	99.9
	3	4	.0	.0	99.9
	5	1	.0	.0	99.9
	6	1	.0	.0	99.9
	10	1	.0	.0	99.9
	13	2	.0	.0	100.0
	19	5	.0	.0	100.0
	Total	11458	99.7	100.0	
Missing	-6 Section B omitted	31	.3		
Total		11489	100.0		

SA – Child's Behaviour And Abilities

Number of Severe Attention/Activity Symptoms

The number of severe attention/activity symptoms (i.e. the number of items in question B2 for which "certainly true" was ticked) was calculated as SA092a. This is also the sum of SA086a and SA089a. A summary indicator of whether any severe attention/activity symptoms were reported was derived from this as SA092b. Note that, although values of -6 in the components were copied across to SA092a & SA092b, values of -8, -5 & -1 in the components are treated the same as value 1. The number of components with missing values of -8, -5 & -1 was calculated as SA092c so users can easily exclude cases with lots of missing components if they wish. If SA092c equalled 19 then SA092a & b were set to -5. Note that SA092c is actually the same as SA091c.

sa092a DV: Total # severe attention/activity symptoms

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	8112	70.6	70.8	70.8
	1	833	7.3	7.3	78.1
	2	388	3.4	3.4	81.5
	3	300	2.6	2.6	84.1
	4	254	2.2	2.2	86.3
	5	212	1.8	1.9	88.2
	6	169	1.5	1.5	89.7
	7	166	1.4	1.4	91.1
	8	173	1.5	1.5	92.6
	9	155	1.3	1.4	94.0
	10	122	1.1	1.1	95.0
	11	133	1.2	1.2	96.2
	12	100	.9	.9	97.1
	13	75	.7	.7	97.7
	14	56	.5	.5	98.2
	15	40	.3	.3	98.6
	16	53	.5	.5	99.0
	17	38	.3	.3	99.4
	18	29	.3	.3	99.6
	19	45	.4	.4	100.0
	Total	11453	99.7	100.0	
Missing	-6 Section B omitted	31	.3		
	-5 All 19 components omitted	5	.0		
	Total	36	.3		
Total		11489	100.0		

sa092b DV: Any severe attention/activity symptoms

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	3341	29.1	29.2	29.2
	2 No	8112	70.6	70.8	100.0
	Total	11453	99.7	100.0	
Missing	-6 Section B omitted	31	.3		
	-5 All 19 components omitted	5	.0		
	Total	36	.3		
Total		11489	100.0		

SA – Child's Behaviour And Abilities

sa092c DV: # missing attention/activity symptoms components

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	11344	98.7	99.0	99.0
	1	91	.8	.8	99.8
	2	9	.1	.1	99.9
	3	4	.0	.0	99.9
	5	1	.0	.0	99.9
	6	1	.0	.0	99.9
	10	1	.0	.0	99.9
	13	2	.0	.0	100.0
	19	5	.0	.0	100.0
	Total	11458	99.7	100.0	
Missing	-6 Section B omitted	31	.3		
Total		11489	100.0		

SA – Child's Behaviour And Abilities

Attention/Activity Symptoms Score

This is a weighted sum of the responses to all parts of question B2. Two versions of the score are provided. For most analyses the prorated score, SA093b, should be used.

The attention/activity symptoms score was created by summing SA091a and SA092a. Alternatively it can be thought of as having been created by recoding (missing, 1 = 0) (2 = 1) (3 = 2) in SA066 to SA084 and summing. The score based on complete cases only is SA093a. If any of the components were missing then SA093a was set to -5. Variable SA093c is the number of missing components. The prorated score is SA093b. If more than nine components were missing then SA093b was set to -5. Otherwise SA093b was scaled by a factor of $19 / (19 - SA093c)$ and rounded to the nearest integer. Note that SA093c is actually the same as SA092c and SA091c.

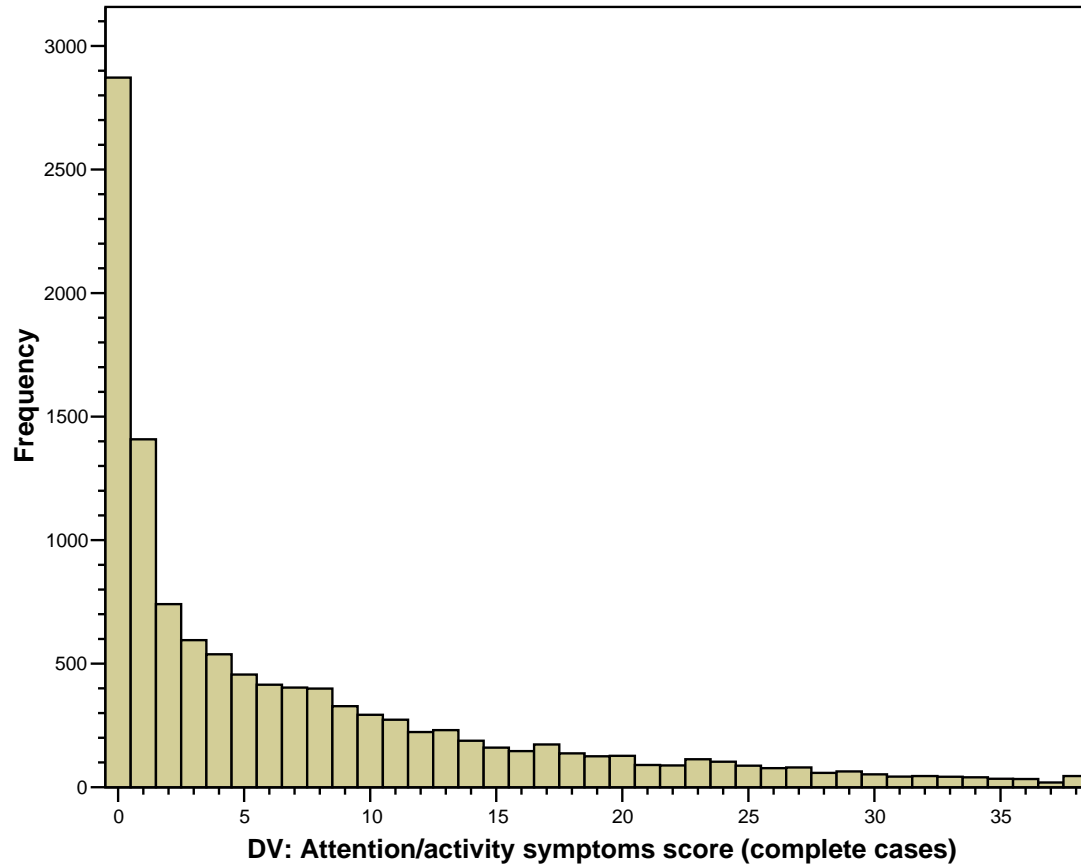
Statistics

		sa093a DV: Attention/activity symptoms score (complete cases)	sa093b DV: Attention/activity symptoms score (prorated)
N	Valid	11344	11450
	Missing	145	39
Mean		7.09	7.12
Mode		0	0
Std. Deviation		8.642	8.640
Minimum		0	0
Maximum		38	38
Percentiles	25	.00	.00
	50	4.00	4.00
	75	11.00	11.00

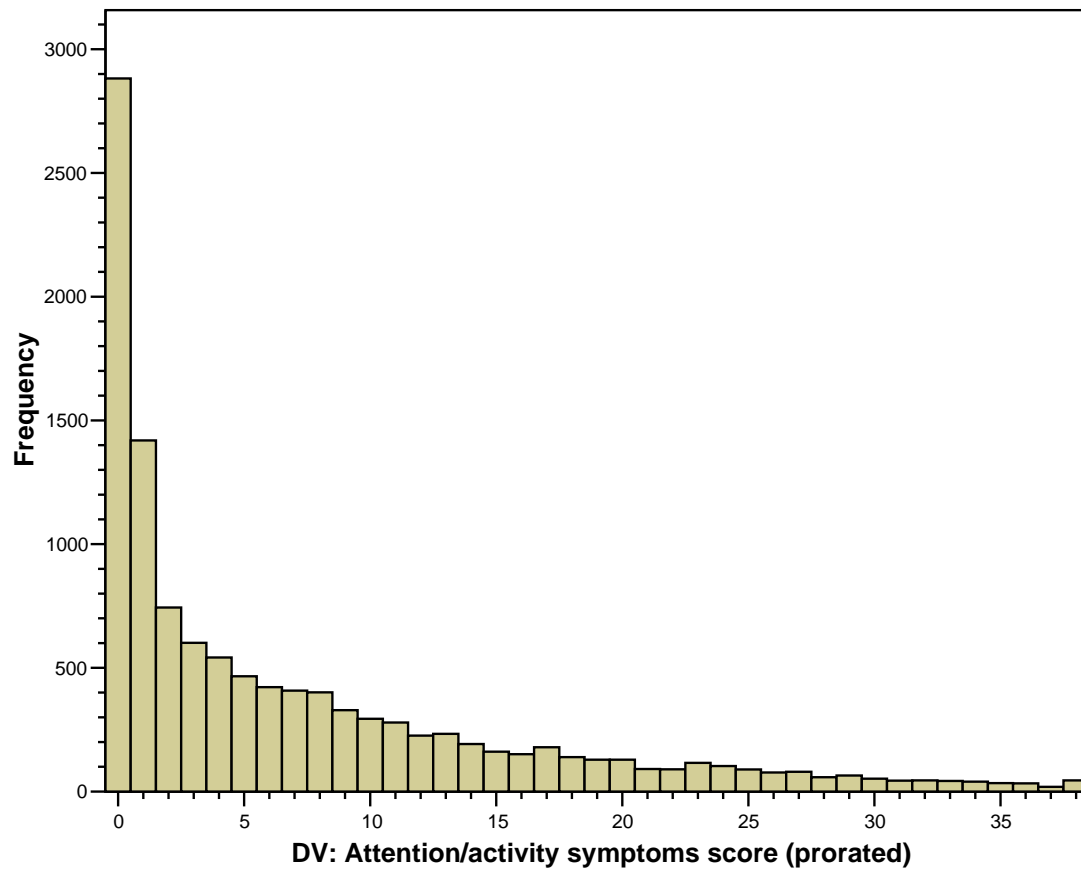
sa093c DV: # missing attention/activity symptoms components

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	11344	98.7	99.0	99.0
	1	91	.8	.8	99.8
	2	9	.1	.1	99.9
	3	4	.0	.0	99.9
	5	1	.0	.0	99.9
	6	1	.0	.0	99.9
	10	1	.0	.0	99.9
	13	2	.0	.0	100.0
	19	5	.0	.0	100.0
	Total	11458	99.7	100.0	
Missing	-6 Section B omitted	31	.3		
Total		11489	100.0		

SA093A



SA093B



SA – Child's Behaviour And Abilities

B3. If you have ticked 'Certainly true' to any of B2(a) - (s) please answer (a) - (d) below.
Otherwise go to section C.

	Not at all	Only a little	Quite a lot	A great deal
Do these behaviour patterns:				
a) Upset or distress him/her?	<div style="border: 1px solid red; width: 30px; height: 30px; display: flex; align-items: center; justify-content: center;">1</div>	<div style="border: 1px solid red; width: 30px; height: 30px; display: flex; align-items: center; justify-content: center;">2</div>	<div style="border: 1px solid red; width: 30px; height: 30px; display: flex; align-items: center; justify-content: center;">3</div>	<div style="border: 1px solid red; width: 30px; height: 30px; display: flex; align-items: center; justify-content: center;">4</div>
b) Interfere with his/her peer relationships?	<div style="border: 1px solid red; width: 30px; height: 30px; display: flex; align-items: center; justify-content: center;">1</div>	<div style="border: 1px solid red; width: 30px; height: 30px; display: flex; align-items: center; justify-content: center;">2</div>	<div style="border: 1px solid red; width: 30px; height: 30px; display: flex; align-items: center; justify-content: center;">3</div>	<div style="border: 1px solid red; width: 30px; height: 30px; display: flex; align-items: center; justify-content: center;">4</div>
c) Interfere with his/her classroom learning?	<div style="border: 1px solid red; width: 30px; height: 30px; display: flex; align-items: center; justify-content: center;">1</div>	<div style="border: 1px solid red; width: 30px; height: 30px; display: flex; align-items: center; justify-content: center;">2</div>	<div style="border: 1px solid red; width: 30px; height: 30px; display: flex; align-items: center; justify-content: center;">3</div>	<div style="border: 1px solid red; width: 30px; height: 30px; display: flex; align-items: center; justify-content: center;">4</div>
d) Put a burden on you or the class as a whole?	<div style="border: 1px solid red; width: 30px; height: 30px; display: flex; align-items: center; justify-content: center;">1</div>	<div style="border: 1px solid red; width: 30px; height: 30px; display: flex; align-items: center; justify-content: center;">2</div>	<div style="border: 1px solid red; width: 30px; height: 30px; display: flex; align-items: center; justify-content: center;">3</div>	<div style="border: 1px solid red; width: 30px; height: 30px; display: flex; align-items: center; justify-content: center;">4</div>

[Coding: For each of (a)-(d), if more than one box was ticked the higher code number was taken.]

[Editing: If no parts of B2 had value 3 "Certainly true" (i.e. if SA092b had value 2 or -5) then variables SA094 to SA097 were set to -2. If all parts of B3 had value -1, variables SA094 to SA097 were recoded to -5. If any part of B3 had value 2, 3 or 4 (indicating at least one positive response), but none had value 1 (indicating zero negative responses) then values of -1 in SA094 to SA097 were recoded to 1 "Not at all".]

sa094 B3a: Degree to which child's attention/activity problems upset child

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Not at all	1539	13.4	50.1	50.1
	2 Only a little	1133	9.9	36.9	86.9
	3 Quite a lot	339	3.0	11.0	98.0
	4 A great deal	63	.5	2.0	100.0
	Total	3074	26.8	100.0	
Missing	-6 Section B omitted	31	.3		
	-5 Question B3 omitted	265	2.3		
	-2 No severe problems	8117	70.7		
	-1 Not stated	2	.0		
	Total	8415	73.2		
Total		11489	100.0		

SA – Child's Behaviour And Abilities

sa095 B3b: Degree to which child's attention/activity problems interfere with peer relationships

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Not at all	1444	12.6	47.0	47.0
	2 Only a little	895	7.8	29.1	76.2
	3 Quite a lot	546	4.8	17.8	93.9
	4 A great deal	186	1.6	6.1	100.0
	Total	3071	26.7	100.0	
Missing	-6 Section B omitted	31	.3		
	-5 Question B3 omitted	265	2.3		
	-2 No severe problems	8117	70.7		
	-1 Not stated	5	.0		
	Total	8418	73.3		
Total		11489	100.0		

sa096 B3c: Degree to which child's attention/activity problems interfere with own learning

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Not at all	250	2.2	8.1	8.1
	2 Only a little	866	7.5	28.2	36.3
	3 Quite a lot	1209	10.5	39.4	75.7
	4 A great deal	746	6.5	24.3	100.0
	Total	3071	26.7	100.0	
Missing	-6 Section B omitted	31	.3		
	-5 Question B3 omitted	265	2.3		
	-2 No severe problems	8117	70.7		
	-1 Not stated	5	.0		
	Total	8418	73.3		
Total		11489	100.0		

sa097 B3d: Degree to which child's attention/activity problems burden the teacher/class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Not at all	738	6.4	24.0	24.0
	2 Only a little	1116	9.7	36.3	60.3
	3 Quite a lot	759	6.6	24.7	85.0
	4 A great deal	460	4.0	15.0	100.0
	Total	3073	26.7	100.0	
Missing	-8 See text	1	.0		
	-6 Section B omitted	31	.3		
	-5 Question B3 omitted	265	2.3		
	-2 No severe problems	8117	70.7		
	-1 Not stated	2	.0		
	Total	8416	73.3		
Total		11489	100.0		

Derived Variables**Burden of Attention / Activity**

The burden of attention / activity score was computed as SA098a from SA094 to SA097 by recoding (2 = 1) (3 = 2) (4 = 3) (else = 0) and summing. A summary indicator of whether any burden of attention / activity was reported was derived from this as SA098b.

If the child was reported as having no serious attention / activity problems (i.e. SA092b = -5 or 2 and all of SA094 to SA097 were -2) then SA098a was set to 0 and SA098b was set to 2 "No". Note that, although values of -6 & -5 in the components are copied across to SA098a & SA098b, values of -8 & -1 in the components are treated the same as values of 1. The number of components with missing values of -8 & -1 was calculated as SA098c so users can easily exclude cases with lots of missing components if they wish.

sa098a DV: Burden of attention/activity problems score

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 0	8275	72.0	73.9	73.9
1	269	2.3	2.4	76.3
2	367	3.2	3.3	79.6
3	392	3.4	3.5	83.1
4	410	3.6	3.7	86.8
5	375	3.3	3.4	90.1
6	339	3.0	3.0	93.2
7	266	2.3	2.4	95.5
8	216	1.9	1.9	97.5
9	151	1.3	1.3	98.8
10	78	.7	.7	99.5
11	36	.3	.3	99.8
12	19	.2	.2	100.0
Total	11193	97.4	100.0	
Missing -6 Section B omitted	31	.3		
-5 Question B3 omitted	265	2.3		
Total	296	2.6		
Total	11489	100.0		

sa098b DV: Any burden of attention/activity problems

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1 Yes	2918	25.4	26.1	26.1
2 No	8275	72.0	73.9	100.0
Total	11193	97.4	100.0	
Missing -6 Section B omitted	31	.3		
-5 Question B3 omitted	265	2.3		
Total	296	2.6		
Total	11489	100.0		

SA – Child's Behaviour And Abilities

sa098c DV: # missing burden of attention/activity problems components

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	11186	97.4	97.6	97.6
	1	2	.0	.0	97.6
	2	2	.0	.0	97.7
	3	3	.0	.0	97.7
	4	265	2.3	2.3	100.0
	Total	11458	99.7	100.0	
Missing	-6 Section B omitted	31	.3		
Total		11489	100.0		

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SECTION C: AWKWARD AND TROUBLESOME BEHAVIOUR

[Editing: If all parts of section C were omitted (i.e. keyed as -1) variables SA100 to SA134c were all set to -6.]

Over the past school year how much to your knowledge has his /her behaviour been like the following:

As far as I know he/she:	Not true	Somewhat true	Certainly true
C1. a) Has temper tantrums or hot tempers	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>
b) Argues a lot with adults	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>
c) Is disobedient at school	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>
d) Deliberately does things to annoy others	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>
e) Blames others for his/her own mistakes	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>
f) Is easily annoyed by others	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>
g) Is angry and resentful	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>
h) Is spiteful	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>
i) Tries to get his/her own back	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>
j) Lies or cheats	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>
k) Starts fights	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>
l) Bullies others	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>
m) Plays truant	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>
n) Uses weapons when fighting	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>
o) Has been physically cruel, has really hurt someone	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>
p) Has been deliberately cruel to animals	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>
q) Sets fire deliberately	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>
r) Steals things	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>

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	Not true	Somewhat true	Certainly true
C1. s) Vandalises property or destroys things belonging to others	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>
t) Shows unwanted sexual behaviour towards others	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>
u) Has been in trouble with the law	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>

[Coding: For each of (a)-(u), if more than one box was ticked the higher code number was taken.]

[Editing: There were no records for which all 21 parts of C1 had value -1, after having set variables to -6 if the whole section was omitted. If any part of C1 had value 2 or 3 (indicating at least one positive response), but none had value 1 (indicating zero negative responses) then values of -1 in SA100 to SA120 were recoded to 1 "Not true". Yes / no summary indicators were derived for each part by recoding (1 = 2) (2, 3 = 1) and copying missing values.]

sa100 C1a: Degree to which child had temper tantrums in past school year

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1 Not true	10146	88.3	88.8	88.8
2 Somewhat true	897	7.8	7.9	96.7
3 Certainly true	378	3.3	3.3	100.0
Total	11421	99.4	100.0	
Missing -6 Section C omitted	54	.5		
-1 Not stated	14	.1		
Total	68	.6		
Total	11489	100.0		

sa100a DV: Child had temper tantrums in past school year

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1 Yes	1275	11.1	11.2	11.2
2 No	10146	88.3	88.8	100.0
Total	11421	99.4	100.0	
Missing -6 Section C omitted	54	.5		
-1 Not stated	14	.1		
Total	68	.6		
Total	11489	100.0		

SA – Child's Behaviour And Abilities

sa101 C1b: Degree to which child argued a lot with adults in past school year

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Not true	10025	87.3	87.7	87.7
	2 Somewhat true	1066	9.3	9.3	97.1
	3 Certainly true	337	2.9	2.9	100.0
	Total	11428	99.5	100.0	
Missing	-6 Section C omitted	54	.5		
	-1 Not stated	7	.1		
	Total	61	.5		
Total		11489	100.0		

sa101a DV: Child argued a lot with adults in past school year

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	1403	12.2	12.3	12.3
	2 No	10025	87.3	87.7	100.0
	Total	11428	99.5	100.0	
Missing	-6 Section C omitted	54	.5		
	-1 Not stated	7	.1		
	Total	61	.5		
Total		11489	100.0		

sa102 C1c: Degree to which child was disobedient at school in past school year

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Not true	9626	83.8	84.3	84.3
	2 Somewhat true	1434	12.5	12.6	96.8
	3 Certainly true	362	3.2	3.2	100.0
	Total	11422	99.4	100.0	
Missing	-6 Section C omitted	54	.5		
	-1 Not stated	13	.1		
	Total	67	.6		
Total		11489	100.0		

sa102a DV: Child was disobedient at school in past school year

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	1796	15.6	15.7	15.7
	2 No	9626	83.8	84.3	100.0
	Total	11422	99.4	100.0	
Missing	-6 Section C omitted	54	.5		
	-1 Not stated	13	.1		
	Total	67	.6		
Total		11489	100.0		

SA – Child's Behaviour And Abilities

sa103 C1d: Degree to which child deliberately annoyed people in past school year

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Not true	9335	81.3	81.7	81.7
	2 Somewhat true	1609	14.0	14.1	95.8
	3 Certainly true	483	4.2	4.2	100.0
	Total	11427	99.5	100.0	
Missing	-6 Section C omitted	54	.5		
	-1 Not stated	8	.1		
	Total	62	.5		
Total		11489	100.0		

sa103a DV: Child deliberately annoyed people in past school year

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	2092	18.2	18.3	18.3
	2 No	9335	81.3	81.7	100.0
	Total	11427	99.5	100.0	
Missing	-6 Section C omitted	54	.5		
	-1 Not stated	8	.1		
	Total	62	.5		
Total		11489	100.0		

sa104 C1e: Degree to which child blamed others for own mistakes in past school year

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Not true	8914	77.6	78.0	78.0
	2 Somewhat true	1947	16.9	17.0	95.0
	3 Certainly true	567	4.9	5.0	100.0
	Total	11428	99.5	100.0	
Missing	-6 Section C omitted	54	.5		
	-1 Not stated	7	.1		
	Total	61	.5		
Total		11489	100.0		

sa104a DV: Child blamed others for own mistakes in past school year

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	2514	21.9	22.0	22.0
	2 No	8914	77.6	78.0	100.0
	Total	11428	99.5	100.0	
Missing	-6 Section C omitted	54	.5		
	-1 Not stated	7	.1		
	Total	61	.5		
Total		11489	100.0		

SA – Child's Behaviour And Abilities

sa105 C1f: Degree to which child was easily annoyed by others in past school year

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Not true	8772	76.4	76.8	76.8
	2 Somewhat true	2104	18.3	18.4	95.2
	3 Certainly true	551	4.8	4.8	100.0
	Total	11427	99.5	100.0	
Missing	-6 Section C omitted	54	.5		
	-1 Not stated	8	.1		
	Total	62	.5		
Total		11489	100.0		

sa105a DV: Child was easily annoyed by others in past school year

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	2655	23.1	23.2	23.2
	2 No	8772	76.4	76.8	100.0
	Total	11427	99.5	100.0	
Missing	-6 Section C omitted	54	.5		
	-1 Not stated	8	.1		
	Total	62	.5		
Total		11489	100.0		

sa106 C1g: Degree to which child was angry & resentful in past school year

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Not true	10171	88.5	89.0	89.0
	2 Somewhat true	898	7.8	7.9	96.8
	3 Certainly true	361	3.1	3.2	100.0
	Total	11430	99.5	100.0	
Missing	-6 Section C omitted	54	.5		
	-1 Not stated	5	.0		
	Total	59	.5		
Total		11489	100.0		

sa106a DV: Child was angry & resentful in past school year

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	1259	11.0	11.0	11.0
	2 No	10171	88.5	89.0	100.0
	Total	11430	99.5	100.0	
Missing	-6 Section C omitted	54	.5		
	-1 Not stated	5	.0		
	Total	59	.5		
Total		11489	100.0		

SA – Child's Behaviour And Abilities

sa107 C1h: Degree to which child was spiteful in past school year

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Not true	10174	88.6	89.0	89.0
	2 Somewhat true	998	8.7	8.7	97.8
	3 Certainly true	256	2.2	2.2	100.0
	Total	11428	99.5	100.0	
Missing	-6 Section C omitted	54	.5		
	-1 Not stated	7	.1		
	Total	61	.5		
Total		11489	100.0		

sa107a DV: Child was spiteful in past school year

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	1254	10.9	11.0	11.0
	2 No	10174	88.6	89.0	100.0
	Total	11428	99.5	100.0	
Missing	-6 Section C omitted	54	.5		
	-1 Not stated	7	.1		
	Total	61	.5		
Total		11489	100.0		

sa108 C1i: Degree to which child tried to get revenge in past school year

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Not true	9669	84.2	84.6	84.6
	2 Somewhat true	1437	12.5	12.6	97.2
	3 Certainly true	319	2.8	2.8	100.0
	Total	11425	99.4	100.0	
Missing	-6 Section C omitted	54	.5		
	-1 Not stated	10	.1		
	Total	64	.6		
Total		11489	100.0		

sa108a DV: Child tried to get revenge in past school year

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	1756	15.3	15.4	15.4
	2 No	9669	84.2	84.6	100.0
	Total	11425	99.4	100.0	
Missing	-6 Section C omitted	54	.5		
	-1 Not stated	10	.1		
	Total	64	.6		
Total		11489	100.0		

SA – Child's Behaviour And Abilities

sa109 C1j: Degree to which child lied/cheated in past school year

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Not true	10032	87.3	87.8	87.8
	2 Somewhat true	1078	9.4	9.4	97.2
	3 Certainly true	317	2.8	2.8	100.0
	Total	11427	99.5	100.0	
Missing	-6 Section C omitted	54	.5		
	-1 Not stated	8	.1		
	Total	62	.5		
Total		11489	100.0		

sa109a DV: Child lied/cheated in past school year

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	1395	12.1	12.2	12.2
	2 No	10032	87.3	87.8	100.0
	Total	11427	99.5	100.0	
Missing	-6 Section C omitted	54	.5		
	-1 Not stated	8	.1		
	Total	62	.5		
Total		11489	100.0		

sa110 C1k: Degree to which child started fights in past school year

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Not true	10535	91.7	92.2	92.2
	2 Somewhat true	658	5.7	5.8	97.9
	3 Certainly true	237	2.1	2.1	100.0
	Total	11430	99.5	100.0	
Missing	-6 Section C omitted	54	.5		
	-1 Not stated	5	.0		
	Total	59	.5		
Total		11489	100.0		

sa110a DV: Child started fights in past school year

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	895	7.8	7.8	7.8
	2 No	10535	91.7	92.2	100.0
	Total	11430	99.5	100.0	
Missing	-6 Section C omitted	54	.5		
	-1 Not stated	5	.0		
	Total	59	.5		
Total		11489	100.0		

SA – Child's Behaviour And Abilities

sa111 C1l: Degree to which child bullied others in past school year

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Not true	10615	92.4	92.9	92.9
	2 Somewhat true	649	5.6	5.7	98.6
	3 Certainly true	164	1.4	1.4	100.0
	Total	11428	99.5	100.0	
Missing	-6 Section C omitted	54	.5		
	-1 Not stated	7	.1		
	Total	61	.5		
Total		11489	100.0		

sa111a DV: Child bullied others in past school year

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	813	7.1	7.1	7.1
	2 No	10615	92.4	92.9	100.0
	Total	11428	99.5	100.0	
Missing	-6 Section C omitted	54	.5		
	-1 Not stated	7	.1		
	Total	61	.5		
Total		11489	100.0		

sa112 C1m: Degree to which child played truant in past school year

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Not true	11327	98.6	99.2	99.2
	2 Somewhat true	63	.5	.6	99.7
	3 Certainly true	32	.3	.3	100.0
	Total	11422	99.4	100.0	
Missing	-8 See text	1	.0		
	-6 Section C omitted	54	.5		
	-1 Not stated	12	.1		
	Total	67	.6		
Total		11489	100.0		

sa112a DV: Child played truant in past school year

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	95	.8	.8	.8
	2 No	11327	98.6	99.2	100.0
	Total	11422	99.4	100.0	
Missing	-8 See text	1	.0		
	-6 Section C omitted	54	.5		
	-1 Not stated	12	.1		
	Total	67	.6		
Total		11489	100.0		

SA – Child's Behaviour And Abilities

sa113 C1n: Degree to which child used weapons when fighting in past school year

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Not true	11353	98.8	99.4	99.4
	2 Somewhat true	58	.5	.5	99.9
	3 Certainly true	11	.1	.1	100.0
	Total	11422	99.4	100.0	
Missing	-6 Section C omitted	54	.5		
	-1 Not stated	13	.1		
	Total	67	.6		
Total		11489	100.0		

sa113a DV: Child used weapons when fighting in past school year

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	69	.6	.6	.6
	2 No	11353	98.8	99.4	100.0
	Total	11422	99.4	100.0	
Missing	-6 Section C omitted	54	.5		
	-1 Not stated	13	.1		
	Total	67	.6		
Total		11489	100.0		

sa114 C1o: Degree to which child was physically cruel in past school year

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Not true	11055	96.2	96.8	96.8
	2 Somewhat true	257	2.2	2.2	99.0
	3 Certainly true	111	1.0	1.0	100.0
	Total	11423	99.4	100.0	
Missing	-6 Section C omitted	54	.5		
	-1 Not stated	12	.1		
	Total	66	.6		
Total		11489	100.0		

sa114a DV: Child was physically cruel in past school year

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	368	3.2	3.2	3.2
	2 No	11055	96.2	96.8	100.0
	Total	11423	99.4	100.0	
Missing	-6 Section C omitted	54	.5		
	-1 Not stated	12	.1		
	Total	66	.6		
Total		11489	100.0		

SA – Child's Behaviour And Abilities

sa115 C1p: Degree to which child was deliberately cruel to animals in past school year

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Not true	11385	99.1	99.7	99.7
	2 Somewhat true	18	.2	.2	99.9
	3 Certainly true	11	.1	.1	100.0
	Total	11414	99.3	100.0	
Missing	-6 Section C omitted	54	.5		
	-1 Not stated	21	.2		
	Total	75	.7		
Total		11489	100.0		

sa115a DV: Child was deliberately cruel to animals in past school year

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	29	.3	.3	.3
	2 No	11385	99.1	99.7	100.0
	Total	11414	99.3	100.0	
Missing	-6 Section C omitted	54	.5		
	-1 Not stated	21	.2		
	Total	75	.7		
Total		11489	100.0		

sa116 C1q: Degree to which child set fire deliberately in past school year

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Not true	11411	99.3	99.9	99.9
	2 Somewhat true	10	.1	.1	99.9
	3 Certainly true	6	.1	.1	100.0
	Total	11427	99.5	100.0	
Missing	-6 Section C omitted	54	.5		
	-1 Not stated	8	.1		
	Total	62	.5		
Total		11489	100.0		

sa116a DV: Child set fire deliberately in past school year

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	16	.1	.1	.1
	2 No	11411	99.3	99.9	100.0
	Total	11427	99.5	100.0	
Missing	-6 Section C omitted	54	.5		
	-1 Not stated	8	.1		
	Total	62	.5		
Total		11489	100.0		

SA – Child's Behaviour And Abilities

sa117 C1r: Degree to which child stole things in past school year

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Not true	11166	97.2	97.7	97.7
	2 Somewhat true	180	1.6	1.6	99.3
	3 Certainly true	80	.7	.7	100.0
	Total	11426	99.5	100.0	
Missing	-6 Section C omitted	54	.5		
	-1 Not stated	9	.1		
	Total	63	.5		
Total		11489	100.0		

sa117a DV: Child stole things in past school year

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	260	2.3	2.3	2.3
	2 No	11166	97.2	97.7	100.0
	Total	11426	99.5	100.0	
Missing	-6 Section C omitted	54	.5		
	-1 Not stated	9	.1		
	Total	63	.5		
Total		11489	100.0		

sa118 C1s: Degree to which child vandalised property in past school year

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Not true	11181	97.3	97.8	97.8
	2 Somewhat true	199	1.7	1.7	99.6
	3 Certainly true	51	.4	.4	100.0
	Total	11431	99.5	100.0	
Missing	-6 Section C omitted	54	.5		
	-1 Not stated	4	.0		
	Total	58	.5		
Total		11489	100.0		

sa118a DV: Child vandalised property in past school year

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	250	2.2	2.2	2.2
	2 No	11181	97.3	97.8	100.0
	Total	11431	99.5	100.0	
Missing	-6 Section C omitted	54	.5		
	-1 Not stated	4	.0		
	Total	58	.5		
Total		11489	100.0		

SA – Child's Behaviour And Abilities

sa119 C1t: Degree to which child showed unwanted sexual behaviour in past school year

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Not true	11342	98.7	99.2	99.2
	2 Somewhat true	71	.6	.6	99.8
	3 Certainly true	18	.2	.2	100.0
	Total	11431	99.5	100.0	
Missing	-6 Section C omitted	54	.5		
	-1 Not stated	4	.0		
	Total	58	.5		
Total		11489	100.0		

sa119a DV: Child showed unwanted sexual behaviour in past school year

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	89	.8	.8	.8
	2 No	11342	98.7	99.2	100.0
	Total	11431	99.5	100.0	
Missing	-6 Section C omitted	54	.5		
	-1 Not stated	4	.0		
	Total	58	.5		
Total		11489	100.0		

sa120 C1u: Degree to which child was in trouble with the law in past school year

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Not true	11402	99.2	99.8	99.8
	2 Somewhat true	13	.1	.1	99.9
	3 Certainly true	9	.1	.1	100.0
	Total	11424	99.4	100.0	
Missing	-6 Section C omitted	54	.5		
	-1 Not stated	11	.1		
	Total	65	.6		
Total		11489	100.0		

sa120a DV: Child was in trouble with the law in past school year

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	22	.2	.2	.2
	2 No	11402	99.2	99.8	100.0
	Total	11424	99.4	100.0	
Missing	-6 Section C omitted	54	.5		
	-1 Not stated	11	.1		
	Total	65	.6		
Total		11489	100.0		

SA – Child’s Behaviour And Abilities

Derived Variables

Number of Awkward Behaviours

The number of awkward behaviours (i.e. the number of items in parts a to i of question C1 for which “somewhat true” or “certainly true” was ticked) was calculated as SA121a. A summary indicator of whether any awkward behaviours were reported was derived from this as SA121b. Note that, although values of -6 in the components were copied across to SA121a & SA121b, values of -8, -5 & -1 in the components are treated the same as value 1. The number of components with missing values of -8, -5 & -1 was calculated as SA121c so users can easily exclude cases with lots of missing components if they wish. If SA121c equalled 9 then SA121a & b were set to -5.

sa121a DV: # awkward behaviours

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	7445	64.8	65.1	65.1
	1	933	8.1	8.2	73.3
	2	648	5.6	5.7	78.9
	3	456	4.0	4.0	82.9
	4	407	3.5	3.6	86.5
	5	370	3.2	3.2	89.7
	6	283	2.5	2.5	92.2
	7	279	2.4	2.4	94.6
	8	239	2.1	2.1	96.7
	9	374	3.3	3.3	100.0
	Total	11434	99.5	100.0	
Missing	-6 Section C omitted	54	.5		
	-5 All 9 components omitted	1	.0		
	Total	55	.5		
Total		11489	100.0		

sa121b DV: Any awkward behaviours

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	3989	34.7	34.9	34.9
	2 No	7445	64.8	65.1	100.0
	Total	11434	99.5	100.0	
Missing	-6 Section C omitted	54	.5		
	-5 All 9 components omitted	1	.0		
	Total	55	.5		
Total		11489	100.0		

sa121c DV: # missing awkward behaviours components

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	11381	99.1	99.5	99.5
	1	41	.4	.4	99.9
	2	8	.1	.1	100.0
	3	3	.0	.0	100.0
	4	1	.0	.0	100.0
	9	1	.0	.0	100.0
	Total	11435	99.5	100.0	
Missing	-6 Section C omitted	54	.5		
Total		11489	100.0		

SA – Child’s Behaviour And Abilities

Number of Severe Awkward Behaviours

The number of severe awkward behaviours (i.e. the number of items in parts a to i of question C1 for which “certainly true” was ticked) was calculated as SA122a. A summary indicator of whether any severe awkward behaviours were reported was derived from this as SA122b. Note that, although values of -6 in the components were copied across to SA122a & SA122b, values of -8, -5 & -1 in the components are treated the same as value 1. The number of components with missing values of -8, -5 & -1 was calculated as SA122c so users can easily exclude cases with lots of missing components if they wish. If SA122c equalled 9 then SA122a & b were set to -5. Note that SA122c is actually the same as SA121c.

sa122a DV: # severe awkward behaviours

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 0	10416	90.7	91.1	91.1
1	298	2.6	2.6	93.7
2	187	1.6	1.6	95.3
3	110	1.0	1.0	96.3
4	90	.8	.8	97.1
5	88	.8	.8	97.9
6	68	.6	.6	98.5
7	67	.6	.6	99.0
8	55	.5	.5	99.5
9	55	.5	.5	100.0
Total	11434	99.5	100.0	
Missing -6 Section C omitted	54	.5		
-5 All 9 components omitted	1	.0		
Total	55	.5		
Total	11489	100.0		

sa122b DV: Any severe awkward behaviours

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1 Yes	1018	8.9	8.9	8.9
2 No	10416	90.7	91.1	100.0
Total	11434	99.5	100.0	
Missing -6 Section C omitted	54	.5		
-5 All 9 components omitted	1	.0		
Total	55	.5		
Total	11489	100.0		

sa122c DV: # missing awkward behaviours components

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 0	11381	99.1	99.5	99.5
1	41	.4	.4	99.9
2	8	.1	.1	100.0
3	3	.0	.0	100.0
4	1	.0	.0	100.0
9	1	.0	.0	100.0
Total	11435	99.5	100.0	
Missing -6 Section C omitted	54	.5		
Total	11489	100.0		

SA – Child's Behaviour And Abilities

Awkward Behaviours Score

This is a weighted sum of the responses to parts a to i of question C1. Two versions of the score are provided. For most analyses the prorated score, SA123b, should be used.

The awkward behaviours score was created by summing SA121a and SA122a. Alternatively it can be thought of as having been created by recoding (missing, 1 = 0) (2 = 1) (3 = 2) in SA100 to SA108 and summing. The score based on complete cases only is SA123a. If any of the components were missing then SA123a was set to -5. Variable SA123c is the number of missing components. The prorated score is SA123b. If more than four components were missing then SA123b was set to -5. Otherwise SA123b was scaled by a factor of $9 / (9 - SA123c)$ and rounded to the nearest integer. Note that SA123c is actually the same as SA121c and SA122c.

sa123a DV: Awkward behaviours score (complete cases)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	7428	64.7	65.3	65.3
	1	909	7.9	8.0	73.3
	2	634	5.5	5.6	78.8
	3	431	3.8	3.8	82.6
	4	383	3.3	3.4	86.0
	5	314	2.7	2.8	88.7
	6	232	2.0	2.0	90.8
	7	216	1.9	1.9	92.7
	8	145	1.3	1.3	93.9
	9	132	1.1	1.2	95.1
	10	81	.7	.7	95.8
	11	77	.7	.7	96.5
	12	59	.5	.5	97.0
	13	66	.6	.6	97.6
	14	64	.6	.6	98.2
	15	51	.4	.4	98.6
	16	56	.5	.5	99.1
	17	48	.4	.4	99.5
	18	55	.5	.5	100.0
	Total	11381	99.1	100.0	
Missing	-6 Section C omitted	54	.5		
	-5 1+ components omitted	54	.5		
	Total	108	.9		
Total		11489	100.0		

SA – Child's Behaviour And Abilities

sa123b DV: Awkward behaviours score (prorated)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	7445	64.8	65.1	65.1
	1	913	7.9	8.0	73.1
	2	637	5.5	5.6	78.7
	3	434	3.8	3.8	82.5
	4	383	3.3	3.3	85.8
	5	319	2.8	2.8	88.6
	6	237	2.1	2.1	90.7
	7	218	1.9	1.9	92.6
	8	148	1.3	1.3	93.9
	9	135	1.2	1.2	95.1
	10	82	.7	.7	95.8
	11	78	.7	.7	96.5
	12	60	.5	.5	97.0
	13	66	.6	.6	97.6
	14	66	.6	.6	98.1
	15	52	.5	.5	98.6
	16	56	.5	.5	99.1
	17	49	.4	.4	99.5
	18	56	.5	.5	100.0
	Total	11434	99.5	100.0	
Missing	-6 Section C omitted	54	.5		
	-5 > 4 components omitted	1	.0		
	Total	55	.5		
Total		11489	100.0		

sa123c DV: # missing awkward behaviours components

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	11381	99.1	99.5	99.5
	1	41	.4	.4	99.9
	2	8	.1	.1	100.0
	3	3	.0	.0	100.0
	4	1	.0	.0	100.0
	9	1	.0	.0	100.0
	Total	11435	99.5	100.0	
Missing	-6 Section C omitted	54	.5		
Total		11489	100.0		

SA – Child’s Behaviour And Abilities

Number of Troublesome Behaviours

The number of troublesome behaviours (i.e. the number of items in parts j to u of question C1 for which “somewhat true” or “certainly true” was ticked) was calculated as SA124a. A summary indicator of whether any troublesome behaviours were reported was derived from this as SA124b. Note that, although values of -6 in the components were copied across to SA124a & SA124b, values of -8, -5 & -1 in the components are treated the same as value 1. The number of components with missing values of -8, -5 & -1 was calculated as SA124c so users can easily exclude cases with lots of missing components if they wish. If SA124c equalled 12 then SA124a & b were set to -5.

sa124a DV: # troublesome behaviours

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 0	9538	83.0	83.4	83.4
1	860	7.5	7.5	90.9
2	387	3.4	3.4	94.3
3	303	2.6	2.6	97.0
4	156	1.4	1.4	98.3
5	86	.7	.8	99.1
6	58	.5	.5	99.6
7	30	.3	.3	99.9
8	11	.1	.1	99.9
9	3	.0	.0	100.0
10	2	.0	.0	100.0
11	1	.0	.0	100.0
Total	11435	99.5	100.0	
Missing -6 Section C omitted	54	.5		
Total	11489	100.0		

sa124b DV: Any troublesome behaviours

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1 Yes	1897	16.5	16.6	16.6
2 No	9538	83.0	83.4	100.0
Total	11435	99.5	100.0	
Missing -6 Section C omitted	54	.5		
Total	11489	100.0		

sa124c DV: # missing troublesome behaviours components

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 0	11362	98.9	99.4	99.4
1	59	.5	.5	99.9
2	6	.1	.1	99.9
3	3	.0	.0	100.0
4	2	.0	.0	100.0
7	1	.0	.0	100.0
9	1	.0	.0	100.0
11	1	.0	.0	100.0
Total	11435	99.5	100.0	
Missing -6 Section C omitted	54	.5		
Total	11489	100.0		

SA – Child's Behaviour And Abilities

Number of Severe Troublesome Behaviours

The number of severe troublesome behaviours (i.e. the number of items in parts j to u of question C1 for which “certainly true” was ticked) was calculated as SA125a. A summary indicator of whether any severe troublesome behaviours were reported was derived from this as SA125b. Note that, although values of -6 in the components were copied across to SA125a & SA125b, values of -8, -5 & -1 in the components are treated the same as value 1. The number of components with missing values of -8, -5 & -1 was calculated as SA125c so users can easily exclude cases with lots of missing components if they wish. If SA125c equalled 12 then SA125a & b were set to -5. Note that SA125c is actually the same as SA124c.

sa125a DV: # severe troublesome behaviours

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	10938	95.2	95.7	95.7
	1	234	2.0	2.0	97.7
	2	112	1.0	1.0	98.7
	3	73	.6	.6	99.3
	4	47	.4	.4	99.7
	5	15	.1	.1	99.9
	6	8	.1	.1	99.9
	7	6	.1	.1	100.0
	8	1	.0	.0	100.0
	9	1	.0	.0	100.0
	Total	11435	99.5	100.0	
Missing	-6 Section C omitted	54	.5		
Total		11489	100.0		

sa125b DV: Any severe troublesome behaviours

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	497	4.3	4.3	4.3
	2 No	10938	95.2	95.7	100.0
	Total	11435	99.5	100.0	
Missing	-6 Section C omitted	54	.5		
Total		11489	100.0		

sa125c DV: # missing troublesome behaviours components

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	11362	98.9	99.4	99.4
	1	59	.5	.5	99.9
	2	6	.1	.1	99.9
	3	3	.0	.0	100.0
	4	2	.0	.0	100.0
	7	1	.0	.0	100.0
	9	1	.0	.0	100.0
	11	1	.0	.0	100.0
	Total	11435	99.5	100.0	
Missing	-6 Section C omitted	54	.5		
Total		11489	100.0		

SA – Child's Behaviour And Abilities

Troublesome Behaviours Score

This is a weighted sum of the responses to parts j to u of question C1. Two versions of the score are provided. For most analyses the prorated score, SA126b, should be used.

The troublesome behaviours score was created by summing SA124a and SA125a. Alternatively it can be thought of as having been created by recoding (missing, 1 = 0) (2 = 1) (3 = 2) in SA109 to SA120 and summing. The score based on complete cases only is SA126a. If any of the components were missing then SA126a was set to -5. Variable SA126c is the number of missing components. The prorated score is SA126b. If more than six components were missing then SA126b was set to -5. Otherwise SA126b was scaled by a factor of $12 / (12 - SA126c)$ and rounded to the nearest integer. Note that SA126c is actually the same as SA124c and SA125c.

sa126a DV: Troublesome behaviours score (complete cases)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	9505	82.7	83.7	83.7
	1	795	6.9	7.0	90.7
	2	368	3.2	3.2	93.9
	3	244	2.1	2.1	96.0
	4	141	1.2	1.2	97.3
	5	78	.7	.7	98.0
	6	69	.6	.6	98.6
	7	40	.3	.4	98.9
	8	44	.4	.4	99.3
	9	25	.2	.2	99.5
	10	20	.2	.2	99.7
	11	10	.1	.1	99.8
	12	7	.1	.1	99.9
	13	6	.1	.1	99.9
	14	3	.0	.0	99.9
	15	2	.0	.0	100.0
	16	4	.0	.0	100.0
	18	1	.0	.0	100.0
	Total	11362	98.9	100.0	
Missing	-6 Section C omitted	54	.5		
	-5 1+ components omitted	73	.6		
	Total	127	1.1		
Total		11489	100.0		

SA – Child's Behaviour And Abilities

sa126b DV: Troublesome behaviours score (prorated)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	9537	83.0	83.4	83.4
	1	797	6.9	7.0	90.4
	2	374	3.3	3.3	93.7
	3	247	2.1	2.2	95.8
	4	145	1.3	1.3	97.1
	5	81	.7	.7	97.8
	6	70	.6	.6	98.4
	7	41	.4	.4	98.8
	8	48	.4	.4	99.2
	9	26	.2	.2	99.4
	10	25	.2	.2	99.6
	11	13	.1	.1	99.8
	12	7	.1	.1	99.8
	13	8	.1	.1	99.9
	14	4	.0	.0	99.9
	15	4	.0	.0	100.0
	16	4	.0	.0	100.0
	18	1	.0	.0	100.0
	Total	11432	99.5	100.0	
Missing	-6 Section C omitted	54	.5		
	-5 > 6 components omitted	3	.0		
	Total	57	.5		
Total		11489	100.0		

sa126c DV: # missing troublesome behaviours components

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	11362	98.9	99.4	99.4
	1	59	.5	.5	99.9
	2	6	.1	.1	99.9
	3	3	.0	.0	100.0
	4	2	.0	.0	100.0
	7	1	.0	.0	100.0
	9	1	.0	.0	100.0
	11	1	.0	.0	100.0
	Total	11435	99.5	100.0	
Missing	-6 Section C omitted	54	.5		
Total		11489	100.0		

SA – Child's Behaviour And Abilities

Total Number of Awkward/Troublesome Behaviours

The total number of awkward/troublesome behaviours (i.e. the total number of items in question C1 for which "somewhat true" or "certainly true" was ticked) was calculated as SA127a. This is also the sum of SA121a and SA124a. A summary indicator of whether any awkward/troublesome behaviours were reported was derived from this as SA127b. Note that, although values of -6 in the components were copied across to SA127a & SA127b, values of -8, -5 & -1 in the components are treated the same as value 1. The number of components with missing values of -8, -5 & -1 was calculated as SA127c so users can easily exclude cases with lots of missing components if they wish. If SA127c equalled 21 then SA127a & b were set to -5.

sa127a DV: Total # awkward/troublesome behaviours

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 0	7343	63.9	64.2	64.2
1	898	7.8	7.9	72.1
2	620	5.4	5.4	77.5
3	427	3.7	3.7	81.2
4	367	3.2	3.2	84.4
5	303	2.6	2.6	87.1
6	242	2.1	2.1	89.2
7	234	2.0	2.0	91.2
8	188	1.6	1.6	92.9
9	181	1.6	1.6	94.5
10	145	1.3	1.3	95.7
11	122	1.1	1.1	96.8
12	134	1.2	1.2	98.0
13	94	.8	.8	98.8
14	57	.5	.5	99.3
15	44	.4	.4	99.7
16	20	.2	.2	99.9
17	11	.1	.1	100.0
18	3	.0	.0	100.0
19	1	.0	.0	100.0
20	1	.0	.0	100.0
Total	11435	99.5	100.0	
Missing -6 Section C omitted	54	.5		
Total	11489	100.0		

sa127b DV: Any awkward/troublesome behaviours

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1 Yes	4092	35.6	35.8	35.8
2 No	7343	63.9	64.2	100.0
Total	11435	99.5	100.0	
Missing -6 Section C omitted	54	.5		
Total	11489	100.0		

SA – Child’s Behaviour And Abilities

sa127c DV: # missing awkward/troublesome behaviours components

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	11315	98.5	99.0	99.0
	1	94	.8	.8	99.8
	2	13	.1	.1	99.9
	3	8	.1	.1	100.0
	4	2	.0	.0	100.0
	9	1	.0	.0	100.0
	15	1	.0	.0	100.0
	18	1	.0	.0	100.0
	Total	11435	99.5	100.0	
Missing	-6 Section C omitted	54	.5		
Total		11489	100.0		

Total Number of Severe Awkward/Troublesome Behaviours

The total number of severe awkward/troublesome behaviours (i.e. the number of items in question C1 for which “certainly true” was ticked) was calculated as SA128a. This is also the sum of SA122a and SA125a. A summary indicator of whether any severe awkward/troublesome behaviours were reported was derived from this as SA128b. Note that, although values of -6 in the components were copied across to SA128a & SA128b, values of -8, -5 & -1 in the components are treated the same as value 1. The number of components with missing values of -8, -5 & -1 was calculated as SA128c so users can easily exclude cases with lots of missing components if they wish. If SA128c equalled 21 then SA128a & b were set to -5. Note that SA128c is actually the same as SA127c.

sa128a DV: Total # severe awkward/troublesome behaviours

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	10338	90.0	90.4	90.4
	1	309	2.7	2.7	93.1
	2	198	1.7	1.7	94.8
	3	103	.9	.9	95.7
	4	78	.7	.7	96.4
	5	82	.7	.7	97.1
	6	55	.5	.5	97.6
	7	57	.5	.5	98.1
	8	51	.4	.4	98.6
	9	46	.4	.4	99.0
	10	35	.3	.3	99.3
	11	28	.2	.2	99.5
	12	28	.2	.2	99.8
	13	12	.1	.1	99.9
	14	6	.1	.1	99.9
	15	5	.0	.0	100.0
	16	3	.0	.0	100.0
	17	1	.0	.0	100.0
	Total	11435	99.5	100.0	
Missing	-6 Section C omitted	54	.5		
Total		11489	100.0		

SA – Child's Behaviour And Abilities

sa128b DV: Any severe awkward/troublesome behaviours

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	1097	9.5	9.6	9.6
	2 No	10338	90.0	90.4	100.0
	Total	11435	99.5	100.0	
Missing	-6 Section C omitted	54	.5		
Total		11489	100.0		

sa128c DV: # missing awkward/troublesome behaviours components

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	11315	98.5	99.0	99.0
	1	94	.8	.8	99.8
	2	13	.1	.1	99.9
	3	8	.1	.1	100.0
	4	2	.0	.0	100.0
	9	1	.0	.0	100.0
	15	1	.0	.0	100.0
	18	1	.0	.0	100.0
	Total	11435	99.5	100.0	
Missing	-6 Section C omitted	54	.5		
Total		11489	100.0		

SA – Child's Behaviour And Abilities

Awkward/Troublesome Behaviours Score

This is a weighted sum of the responses to all parts of question C1. Two versions of the score are provided. For most analyses the prorated score, SA129b, should be used.

The awkward/troublesome behaviours score was created by summing SA127a and SA128a. Alternatively it can be thought of as having been created by recoding (missing, 1 = 0) (2 = 1) (3 = 2) in SA100 to SA120 and summing. The score based on complete cases only is SA129a. If any of the components were missing then SA129a was set to -5. Variable SA129c is the number of missing components. The prorated score is SA129b. If more than ten components were missing then SA129b was set to -5. Otherwise SA129b was scaled by a factor of $21 / (21 - SA129c)$ and rounded to the nearest integer. Note that SA129c is actually the same as SA128c and SA127c.

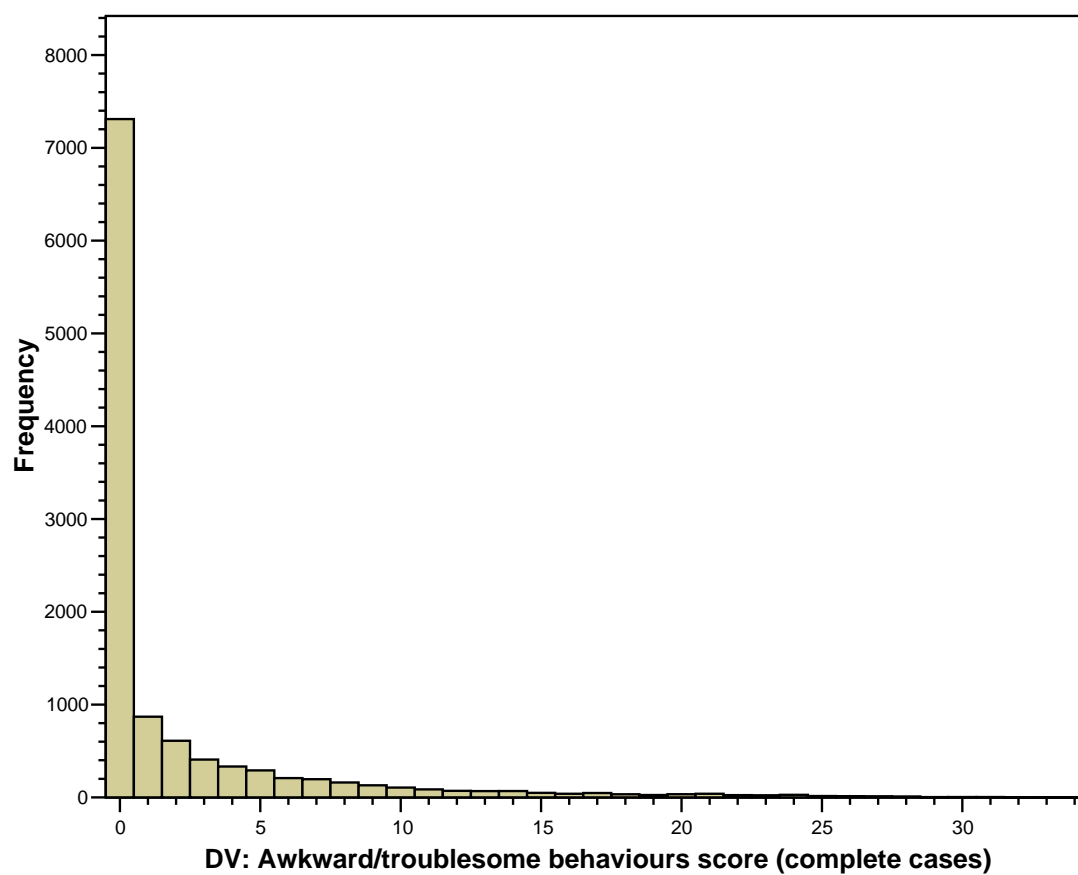
Statistics

		sa129a DV: Awkward/troublesome behaviours score (complete cases)	sa129b DV: Awkward/troublesome behaviours score (prorated)
N	Valid	11315	11433
	Missing	174	56
Mean		2.13	2.19
Mode		0	0
Std. Deviation		4.569	4.684
Minimum		0	0
Maximum		34	34
Percentiles	25	.00	.00
	50	.00	.00
	75	2.00	2.00

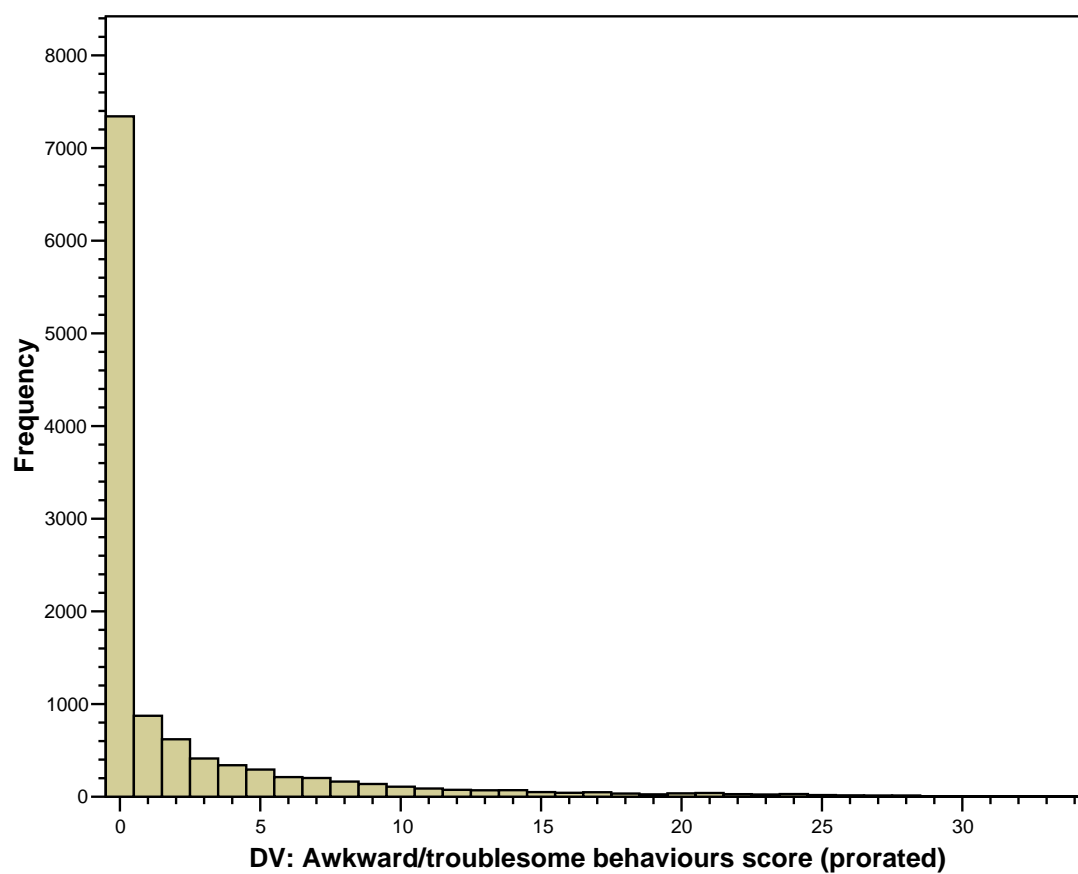
sa129c DV: # missing awkward/troublesome behaviours components

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	11315	98.5	99.0	99.0
	1	94	.8	.8	99.8
	2	13	.1	.1	99.9
	3	8	.1	.1	100.0
	4	2	.0	.0	100.0
	9	1	.0	.0	100.0
	15	1	.0	.0	100.0
	18	1	.0	.0	100.0
	Total	11435	99.5	100.0	
Missing	-6 Section C omitted	54	.5		
Total		11489	100.0		

SA129A



SA129B



SA – Child's Behaviour And Abilities

C2. If you have ticked 'Certainly true' to any of questions C1(a) - (u), please answer (a) - (d) below. Otherwise go to section D.

	Not at all	Only a little	Quite a lot	A great deal
Do these behaviour patterns:				
a) Upset or distress him/her?	<div style="border: 1px solid red; width: 30px; height: 30px; display: flex; align-items: center; justify-content: center;">1</div>	<div style="border: 1px solid red; width: 30px; height: 30px; display: flex; align-items: center; justify-content: center;">2</div>	<div style="border: 1px solid red; width: 30px; height: 30px; display: flex; align-items: center; justify-content: center;">3</div>	<div style="border: 1px solid red; width: 30px; height: 30px; display: flex; align-items: center; justify-content: center;">4</div>
b) Interfere with his/her peer relationships?	<div style="border: 1px solid red; width: 30px; height: 30px; display: flex; align-items: center; justify-content: center;">1</div>	<div style="border: 1px solid red; width: 30px; height: 30px; display: flex; align-items: center; justify-content: center;">2</div>	<div style="border: 1px solid red; width: 30px; height: 30px; display: flex; align-items: center; justify-content: center;">3</div>	<div style="border: 1px solid red; width: 30px; height: 30px; display: flex; align-items: center; justify-content: center;">4</div>
c) Interfere with his/her classroom learning?	<div style="border: 1px solid red; width: 30px; height: 30px; display: flex; align-items: center; justify-content: center;">1</div>	<div style="border: 1px solid red; width: 30px; height: 30px; display: flex; align-items: center; justify-content: center;">2</div>	<div style="border: 1px solid red; width: 30px; height: 30px; display: flex; align-items: center; justify-content: center;">3</div>	<div style="border: 1px solid red; width: 30px; height: 30px; display: flex; align-items: center; justify-content: center;">4</div>
d) Put a burden on you or the class as a whole?	<div style="border: 1px solid red; width: 30px; height: 30px; display: flex; align-items: center; justify-content: center;">1</div>	<div style="border: 1px solid red; width: 30px; height: 30px; display: flex; align-items: center; justify-content: center;">2</div>	<div style="border: 1px solid red; width: 30px; height: 30px; display: flex; align-items: center; justify-content: center;">3</div>	<div style="border: 1px solid red; width: 30px; height: 30px; display: flex; align-items: center; justify-content: center;">4</div>

[Coding: For each of (a)-(d), if more than one box was ticked the higher code number was taken.]

[Editing: If no parts of C1 had value 3 "Certainly true" (i.e. if SA128b had value 2 or -5) then variables SA130 to SA133 were set to -2. If all parts of C2 had value -1, variables SA130 to SA133 were recoded to -5. If any part of C2 had value 2, 3 or 4 (indicating at least one positive response), but none had value 1 (indicating zero negative responses) then values of -1 in SA130 to SA133 were recoded to 1 "Not at all".]

sa130 C2a: Degree to which child's awkward/troublesome behaviour problems upset child

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid				
1 Not at all	297	2.6	28.0	28.0
2 Only a little	386	3.4	36.4	64.4
3 Quite a lot	293	2.6	27.6	92.0
4 A great deal	85	.7	8.0	100.0
Total	1061	9.2	100.0	
Missing				
-6 Section C omitted	54	.5		
-5 Question C2 omitted	36	.3		
-2 No severe behaviours	10338	90.0		
Total	10428	90.8		
Total	11489	100.0		

SA – Child's Behaviour And Abilities

sa131 C2b: Degree to which child's awkward/troublesome behaviour problems interfere with peer relationships

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Not at all	106	.9	10.0	10.0
	2 Only a little	317	2.8	29.9	39.9
	3 Quite a lot	464	4.0	43.7	83.6
	4 A great deal	174	1.5	16.4	100.0
	Total	1061	9.2	100.0	
Missing	-6 Section C omitted	54	.5		
	-5 Question C2 omitted	36	.3		
	-2 No severe behaviours	10338	90.0		
	Total	10428	90.8		
Total		11489	100.0		

sa132 C2c: Degree to which child's awkward/troublesome behaviour problems interfere with own learning

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Not at all	85	.7	8.0	8.0
	2 Only a little	263	2.3	24.8	32.8
	3 Quite a lot	395	3.4	37.2	70.0
	4 A great deal	318	2.8	30.0	100.0
	Total	1061	9.2	100.0	
Missing	-6 Section C omitted	54	.5		
	-5 Question C2 omitted	36	.3		
	-2 No severe behaviours	10338	90.0		
	Total	10428	90.8		
Total		11489	100.0		

sa133 C2d: Degree to which child's awkward/troublesome behaviour problems burden the teacher/class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Not at all	96	.8	9.0	9.0
	2 Only a little	312	2.7	29.4	38.5
	3 Quite a lot	357	3.1	33.6	72.1
	4 A great deal	296	2.6	27.9	100.0
	Total	1061	9.2	100.0	
Missing	-6 Section C omitted	54	.5		
	-5 Question C2 omitted	36	.3		
	-2 No severe behaviours	10338	90.0		
	Total	10428	90.8		
Total		11489	100.0		

Derived Variables**Burden of Awkward / Troublesome behaviour**

The burden of awkward / troublesome behaviour score was computed as SA134a from SA130 to SA133 by recoding (2 = 1) (3 = 2) (4 = 3) (else = 0) and summing. A summary indicator of whether any burden of awkward / troublesome behaviour was reported was derived from this as SA134b.

If the child was reported as having no serious awkward / troublesome behaviours (i.e. SA128b = -5 or 2 and all of SA130 to SA133 were -2) then SA134a was set to 0 and SA134b was set to 2 "No". Note that, although values of -6 & -5 in the components are copied across to SA134a & SA134b, values of -8 & -1 in the components are treated the same as values of 1. The number of components with missing values of -8 & -1 was calculated as SA134c so users can easily exclude cases with lots of missing components if they wish.

sa134a DV: Burden of awkward/troublesome behaviours score

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	10356	90.1	90.9	90.9
	1	16	.1	.1	91.0
	2	44	.4	.4	91.4
	3	62	.5	.5	91.9
	4	90	.8	.8	92.7
	5	120	1.0	1.1	93.8
	6	167	1.5	1.5	95.2
	7	162	1.4	1.4	96.6
	8	128	1.1	1.1	97.8
	9	110	1.0	1.0	98.7
	10	91	.8	.8	99.5
	11	31	.3	.3	99.8
	12	22	.2	.2	100.0
	Total	11399	99.2	100.0	
Missing	-6 Section C omitted	54	.5		
	-5 Question C2 omitted	36	.3		
	Total	90	.8		
Total		11489	100.0		

sa134b DV: Any burden of awkward/troublesome behaviours

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	1043	9.1	9.1	9.1
	2 No	10356	90.1	90.9	100.0
	Total	11399	99.2	100.0	
Missing	-6 Section C omitted	54	.5		
	-5 Question C2 omitted	36	.3		
	Total	90	.8		
Total		11489	100.0		

SA – Child's Behaviour And Abilities

sa134c DV: # missing burden of awkward/troublesome behaviours components

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	11399	99.2	99.7	99.7
	4	36	.3	.3	100.0
	Total	11435	99.5	100.0	
Missing	-6 Section C omitted	54	.5		
Total		11489	100.0		

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SECTION D: STRENGTHS AND DIFFICULTIES (N.B. The right-hand column sometimes represents strengths and sometimes difficulties)

[Editing: If all parts of section D were omitted (i.e. keyed as -1) variables SA140 to SA186c were all set to -6.]

Please think about this child's behaviour over the last 6 months if you can:

This child:	Not true	Somewhat true	Certainly true
D1. Is considerate of other people's feelings	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>
D2. Is restless, overactive, cannot stay still for long	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>
D3. Often complains of headaches, stomach-aches or sickness	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>
D4. Shares readily with other children (treats, toys, pencils etc.)	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>
D5. Is rather solitary, tends to play alone	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>
D6. Is generally obedient, usually does what adults request	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>
D7. Has many worries, often seems worried	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>
D8. Is helpful if someone is hurt, upset or feeling ill	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>
D9. Constantly fidgets or squirms	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>
D10. Has at least one good friend	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>
D11. Often fights with other children or bullies them	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>
D12. Is often unhappy, down-hearted or tearful	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>
D13. Is generally liked by other children	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>

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	Not true	Somewhat true	Certainly true
D14. Is nervous or clingy in new situations, easily loses confidence	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>
D15. Is kind to younger children	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>
D16. Is picked on or bullied by other children	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>
D17. Often volunteers to help others (parents, teachers, other children)	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>
D18. Thinks things out before acting	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>
D19. Gets on better with adults than with other children	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>
D20. Has many fears, is easily scared	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>
D21. Sees tasks through to the end, good attention span	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>

[Coding: For each of D1, D4, D6, D8, D10, D13, D15, D17, D18 & D21 if more than one box was ticked the lower code number was taken. For each of D2, D3, D5, D7, D9, D11, D12, D14, D16, D19 & D20 if more than one box was ticked the higher code number was taken.]

[Editing: If all of D1 to D21 had value -1, variables SA140 to SA160 were recoded to -5. If any of D1 to D21 had value 2 or 3 (indicating at least one positive response), but none had value 1 (indicating zero negative responses) then values of -1 in SA140 to SA160 were recoded to 1 "Not true".]

sa140 D1: Degree to which child was considerate of other people's feelings in past 6 months

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid				
1 Not true	565	4.9	4.9	4.9
2 Somewhat true	4248	37.0	37.1	42.1
3 Certainly true	6624	57.7	57.9	100.0
Total	11437	99.5	100.0	
Missing				
-6 Section D omitted	35	.3		
-5 Questions D1 to D21 omitted	3	.0		
-1 Not stated	14	.1		
Total	52	.5		
Total	11489	100.0		

SA – Child's Behaviour And Abilities

sa141 D2: Degree to which child was restless/overactive in past 6 months

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Not true	8757	76.2	76.5	76.5
	2 Somewhat true	1910	16.6	16.7	93.2
	3 Certainly true	778	6.8	6.8	100.0
	Total	11445	99.6	100.0	
Missing	-6 Section D omitted	35	.3		
	-5 Questions D1 to D21 omitted	3	.0		
	-1 Not stated	6	.1		
	Total	44	.4		
Total		11489	100.0		

sa142 D3: Degree to which child often complained of headaches/sickness in past 6 months

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Not true	8927	77.7	78.0	78.0
	2 Somewhat true	1998	17.4	17.5	95.5
	3 Certainly true	516	4.5	4.5	100.0
	Total	11441	99.6	100.0	
Missing	-6 Section D omitted	35	.3		
	-5 Questions D1 to D21 omitted	3	.0		
	-1 Not stated	10	.1		
	Total	48	.4		
Total		11489	100.0		

sa143 D4: Degree to which child shared readily with other children in past 6 months

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Not true	699	6.1	6.1	6.1
	2 Somewhat true	4123	35.9	36.0	42.1
	3 Certainly true	6622	57.6	57.9	100.0
	Total	11444	99.6	100.0	
Missing	-6 Section D omitted	35	.3		
	-5 Questions D1 to D21 omitted	3	.0		
	-1 Not stated	7	.1		
	Total	45	.4		
Total		11489	100.0		

sa144 D5: Degree to which child was rather solitary in past 6 months

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Not true	9146	79.6	79.9	79.9
	2 Somewhat true	1804	15.7	15.8	95.7
	3 Certainly true	497	4.3	4.3	100.0
	Total	11447	99.6	100.0	
Missing	-6 Section D omitted	35	.3		
	-5 Questions D1 to D21 omitted	3	.0		
	-1 Not stated	4	.0		
	Total	42	.4		
Total		11489	100.0		

SA – Child's Behaviour And Abilities

sa145 D6: Degree to which child was generally obedient in past 6 months

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Not true	979	8.5	8.6	8.6
	2 Somewhat true	2347	20.4	20.5	29.1
	3 Certainly true	8117	70.7	70.9	100.0
	Total	11443	99.6	100.0	
Missing	-6 Section D omitted	35	.3		
	-5 Questions D1 to D21 omitted	3	.0		
	-1 Not stated	8	.1		
	Total	46	.4		
Total		11489	100.0		

sa146 D7: Degree to which child had many worries in past 6 months

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Not true	7515	65.4	65.7	65.7
	2 Somewhat true	3348	29.1	29.3	94.9
	3 Certainly true	580	5.0	5.1	100.0
	Total	11443	99.6	100.0	
Missing	-6 Section D omitted	35	.3		
	-5 Questions D1 to D21 omitted	3	.0		
	-1 Not stated	8	.1		
	Total	46	.4		
Total		11489	100.0		

sa147 D8: Degree to which child was helpful if someone was hurt/upset/ill in past 6 months

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Not true	594	5.2	5.2	5.2
	2 Somewhat true	3788	33.0	33.1	38.3
	3 Certainly true	7051	61.4	61.7	100.0
	Total	11433	99.5	100.0	
Missing	-6 Section D omitted	35	.3		
	-5 Questions D1 to D21 omitted	3	.0		
	-1 Not stated	18	.2		
	Total	56	.5		
Total		11489	100.0		

sa148 D9: Degree to which child constantly fidgeted in past 6 months

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Not true	8797	76.6	76.9	76.9
	2 Somewhat true	1895	16.5	16.6	93.5
	3 Certainly true	748	6.5	6.5	100.0
	Total	11440	99.6	100.0	
Missing	-6 Section D omitted	35	.3		
	-5 Questions D1 to D21 omitted	3	.0		
	-1 Not stated	11	.1		
	Total	49	.4		
Total		11489	100.0		

SA – Child's Behaviour And Abilities

sa149 D10: Degree to which child had at least 1 good friend in past 6 months

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Not true	601	5.2	5.3	5.3
	2 Somewhat true	2100	18.3	18.4	23.6
	3 Certainly true	8739	76.1	76.4	100.0
	Total	11440	99.6	100.0	
Missing	-6 Section D omitted	35	.3		
	-5 Questions D1 to D21 omitted	3	.0		
	-1 Not stated	11	.1		
	Total	49	.4		
Total		11489	100.0		

sa150 D11: Degree to which child often fought with or bullied children in past 6 months

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Not true	10093	87.8	88.2	88.2
	2 Somewhat true	1083	9.4	9.5	97.7
	3 Certainly true	266	2.3	2.3	100.0
	Total	11442	99.6	100.0	
Missing	-6 Section D omitted	35	.3		
	-5 Questions D1 to D21 omitted	3	.0		
	-1 Not stated	9	.1		
	Total	47	.4		
Total		11489	100.0		

sa151 D12: Degree to which child was often unhappy/tearful in past 6 months

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Not true	9392	81.7	82.1	82.1
	2 Somewhat true	1733	15.1	15.1	97.2
	3 Certainly true	321	2.8	2.8	100.0
	Total	11446	99.6	100.0	
Missing	-6 Section D omitted	35	.3		
	-5 Questions D1 to D21 omitted	3	.0		
	-1 Not stated	5	.0		
	Total	43	.4		
Total		11489	100.0		

sa152 D13: Degree to which child was generally liked by peers in past 6 months

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Not true	520	4.5	4.5	4.5
	2 Somewhat true	3253	28.3	28.4	33.0
	3 Certainly true	7674	66.8	67.0	100.0
	Total	11447	99.6	100.0	
Missing	-6 Section D omitted	35	.3		
	-5 Questions D1 to D21 omitted	3	.0		
	-1 Not stated	4	.0		
	Total	42	.4		
Total		11489	100.0		

SA – Child's Behaviour And Abilities

sa153 D14: Degree to which child was nervous/clingy in new situations in past 6 months

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Not true	7942	69.1	69.4	69.4
	2 Somewhat true	2877	25.0	25.1	94.6
	3 Certainly true	621	5.4	5.4	100.0
	Total	11440	99.6	100.0	
Missing	-6 Section D omitted	35	.3		
	-5 Questions D1 to D21 omitted	3	.0		
	-1 Not stated	11	.1		
	Total	49	.4		
Total		11489	100.0		

sa154 D15: Degree to which child was kind to younger children in past 6 months

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Not true	412	3.6	3.6	3.6
	2 Somewhat true	4092	35.6	36.0	39.7
	3 Certainly true	6850	59.6	60.3	100.0
	Total	11354	98.8	100.0	
Missing	-6 Section D omitted	35	.3		
	-5 Questions D1 to D21 omitted	3	.0		
	-1 Not stated	97	.8		
	Total	135	1.2		
Total		11489	100.0		

sa155 D16: Degree to which child was bullied by other children in past 6 months

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Not true	10100	87.9	88.4	88.4
	2 Somewhat true	1165	10.1	10.2	98.6
	3 Certainly true	164	1.4	1.4	100.0
	Total	11429	99.5	100.0	
Missing	-6 Section D omitted	35	.3		
	-5 Questions D1 to D21 omitted	3	.0		
	-1 Not stated	22	.2		
	Total	60	.5		
Total		11489	100.0		

sa156 D17: Degree to which child often volunteered to help others in past 6 months

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Not true	1401	12.2	12.3	12.3
	2 Somewhat true	4129	35.9	36.1	48.4
	3 Certainly true	5905	51.4	51.6	100.0
	Total	11435	99.5	100.0	
Missing	-6 Section D omitted	35	.3		
	-5 Questions D1 to D21 omitted	3	.0		
	-1 Not stated	16	.1		
	Total	54	.5		
Total		11489	100.0		

SA – Child's Behaviour And Abilities

sa157 D18: Degree to which child thought things out before acting in past 6 months

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Not true	2029	17.7	17.8	17.8
	2 Somewhat true	5343	46.5	46.7	64.5
	3 Certainly true	4058	35.3	35.5	100.0
	Total	11430	99.5	100.0	
Missing	-6 Section D omitted	35	.3		
	-5 Questions D1 to D21 omitted	3	.0		
	-1 Not stated	21	.2		
	Total	59	.5		
Total		11489	100.0		

sa158 D19: Degree to which child got on better with adults than peers in past 6 months

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Not true	9416	82.0	82.6	82.6
	2 Somewhat true	1670	14.5	14.6	97.2
	3 Certainly true	319	2.8	2.8	100.0
	Total	11405	99.3	100.0	
Missing	-6 Section D omitted	35	.3		
	-5 Questions D1 to D21 omitted	3	.0		
	-1 Not stated	46	.4		
	Total	84	.7		
Total		11489	100.0		

sa159 D20: Degree to which child had many fears in past 6 months

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Not true	9303	81.0	81.4	81.4
	2 Somewhat true	1809	15.7	15.8	97.3
	3 Certainly true	313	2.7	2.7	100.0
	Total	11425	99.4	100.0	
Missing	-6 Section D omitted	35	.3		
	-5 Questions D1 to D21 omitted	3	.0		
	-1 Not stated	26	.2		
	Total	64	.6		
Total		11489	100.0		

sa160 D21: Degree to which child saw tasks through to the end in past 6 months

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Not true	2512	21.9	22.0	22.0
	2 Somewhat true	3988	34.7	34.9	56.9
	3 Certainly true	4926	42.9	43.1	100.0
	Total	11426	99.5	100.0	
Missing	-6 Section D omitted	35	.3		
	-5 Questions D1 to D21 omitted	3	.0		
	-1 Not stated	25	.2		
	Total	63	.5		
Total		11489	100.0		

Derived variables**SDQ Prosocial Score**

This is a weighted sum of variables SA140, SA143, SA147, SA154 and SA156. Note that the higher the score is the better the behaviour of the child is.

The Prosocial Score was created by recoding (missing, 1 = 0) (2 = 1) (3 = 2) in SA140, SA143, SA147, SA154 and SA156 and summing. The score based on complete cases only is SA161a. If any of the components were missing then SA161a was set to -5. Variable SA161c is the number of missing components. The prorated score is SA161b. If more than two components are missing then SA161b was set to -5. Otherwise SA161b is scaled by a factor of 5 / (5 - SA161c) and rounded to the nearest integer.

sa161a DV: SDQ prosocial score (complete cases)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	96	.8	.8	.8
	1	113	1.0	1.0	1.8
	2	172	1.5	1.5	3.4
	3	291	2.5	2.6	5.9
	4	675	5.9	6.0	11.9
	5	1450	12.6	12.8	24.7
	6	1029	9.0	9.1	33.8
	7	914	8.0	8.1	41.8
	8	1156	10.1	10.2	52.0
	9	1537	13.4	13.6	65.6
	10	3900	33.9	34.4	100.0
	Total	11333	98.6	100.0	
Missing	-5 1+ components omitted	156	1.4		
Total		11489	100.0		

sa161b DV: SDQ prosocial score (prorated)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	101	.9	.9	.9
	1	120	1.0	1.0	1.9
	2	174	1.5	1.5	3.5
	3	297	2.6	2.6	6.0
	4	685	6.0	6.0	12.0
	5	1467	12.8	12.8	24.9
	6	1035	9.0	9.0	33.9
	7	918	8.0	8.0	41.9
	8	1167	10.2	10.2	52.1
	9	1551	13.5	13.6	65.7
	10	3926	34.2	34.3	100.0
	Total	11441	99.6	100.0	
Missing	-5 > 2 components omitted	48	.4		
Total		11489	100.0		

SA – Child's Behaviour And Abilities

sa161c DV: # missing prosocial score components

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 0	11333	98.6	98.6	98.6
1	94	.8	.8	99.5
2	14	.1	.1	99.6
3	10	.1	.1	99.7
5	38	.3	.3	100.0
Total	11489	100.0	100.0	

SDQ Hyperactivity Score

This is a weighted sum of variables SA074, SA141, SA148, SA157 and SA160. Note that variable SA074 is in both the Attention, Activity and Impulsiveness and the Strength and Difficulties questionnaires. Note also that the higher the score is the more hyperactive the behaviour of the child is.

The Hyperactivity Score was created by recoding (missing, 1 = 0) (2 = 1) (3 = 2) in SA141, SA148 & SA074 and (missing, 3 = 0) (2 = 1) (1 = 2) in SA157 & SA160 and summing. The score based on complete cases only is SA162a. If any of the components were missing then SA162a was set to -5. Variable SA162c is the number of missing components. The prorated score is SA162b. If more than two components are missing then SA162b was set to -5. Otherwise SA162b is scaled by a factor of $5 / (5 - SA162c)$ and rounded to the nearest integer.

sa162a DV: SDQ hyperactivity score (complete cases)

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 0	3095	26.9	27.2	27.2
1	1534	13.4	13.5	40.7
2	1527	13.3	13.4	54.1
3	1500	13.1	13.2	67.3
4	911	7.9	8.0	75.3
5	796	6.9	7.0	82.3
6	568	4.9	5.0	87.3
7	445	3.9	3.9	91.2
8	385	3.4	3.4	94.5
9	270	2.4	2.4	96.9
10	351	3.1	3.1	100.0
Total	11382	99.1	100.0	
Missing -5 1+ components omitted	107	.9		
Total	11489	100.0		

SA – Child's Behaviour And Abilities

sa162b DV: SDQ hyperactivity score (prorated)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	3108	27.1	27.1	27.1
	1	1541	13.4	13.5	40.6
	2	1529	13.3	13.4	54.0
	3	1508	13.1	13.2	67.1
	4	922	8.0	8.1	75.2
	5	814	7.1	7.1	82.3
	6	569	5.0	5.0	87.3
	7	446	3.9	3.9	91.2
	8	386	3.4	3.4	94.5
	9	273	2.4	2.4	96.9
	10	353	3.1	3.1	100.0
	Total	11449	99.7	100.0	
Missing	-5 > 2 components omitted	40	.3		
Total		11489	100.0		

sa162c DV: # missing hyperactivity score components

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	11382	99.1	99.1	99.1
	1	58	.5	.5	99.6
	2	9	.1	.1	99.7
	3	2	.0	.0	99.7
	4	13	.1	.1	99.8
	5	25	.2	.2	100.0
	Total	11489	100.0	100.0	

SA – Child's Behaviour And Abilities

SDQ Emotional Symptoms Score

This is a weighted sum of variables SA142, SA146, SA151, SA153 and SA159. Note that the higher the score is the more emotional the behaviour of the child is.

The Emotional Symptoms Score was created by recoding (missing, 1 = 0) (2 = 1) (3 = 2) in SA142, SA146, SA151, SA153 and SA159 and summing. The score based on complete cases only is SA163a. If any of the components were missing then SA163a was set to -5. Variable SA163c is the number of missing components. The prorated score is SA163b. If more than two components are missing then SA163b was set to -5. Otherwise SA163b is scaled by a factor of 5 / (5 - SA163c) and rounded to the nearest integer.

sa163a DV: SDQ emotional symptoms score (complete cases)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	5560	48.4	48.7	48.7
	1	1913	16.7	16.8	65.5
	2	1289	11.2	11.3	76.8
	3	934	8.1	8.2	85.0
	4	685	6.0	6.0	91.0
	5	445	3.9	3.9	94.9
	6	242	2.1	2.1	97.0
	7	147	1.3	1.3	98.3
	8	105	.9	.9	99.2
	9	52	.5	.5	99.7
	10	37	.3	.3	100.0
	Total	11409	99.3	100.0	
Missing	-5 1+ components omitted	80	.7		
Total		11489	100.0		

sa163b DV: SDQ emotional symptoms score (prorated)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	5578	48.6	48.7	48.7
	1	1918	16.7	16.8	65.5
	2	1291	11.2	11.3	76.7
	3	942	8.2	8.2	85.0
	4	689	6.0	6.0	91.0
	5	447	3.9	3.9	94.9
	6	242	2.1	2.1	97.0
	7	148	1.3	1.3	98.3
	8	105	.9	.9	99.2
	9	52	.5	.5	99.7
	10	37	.3	.3	100.0
	Total	11449	99.7	100.0	
Missing	-5 > 2 components omitted	40	.3		
Total		11489	100.0		

SA – Child's Behaviour And Abilities

sa163c DV: # missing emotional symptoms score components

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	11409	99.3	99.3	99.3
	1	27	.2	.2	99.5
	2	13	.1	.1	99.7
	3	1	.0	.0	99.7
	4	1	.0	.0	99.7
	5	38	.3	.3	100.0
	Total	11489	100.0	100.0	

SDQ Conduct Problems Score

This is a weighted sum of variables SA100, SA109, SA117, SA145 and SA150. Note that variables SA100, SA109 and SA117 are in both the Awkward and Troublesome Behaviour and the Strength and Difficulties questionnaires. Note also that the higher the score is the worse the behaviour of the child is.

The Conduct Problems Score was created by recoding (missing, 1 = 0) (2 = 1) (3 = 2) in SA100, SA109, SA117 & SA150 and (missing, 3 = 0) (2 = 1) (1 = 2) in SA145 and summing. The score based on complete cases only is SA164a. If any of the components were missing then SA164a was set to -5. Variable SA164c is the number of missing components. The prorated score is SA164b. If more than two components are missing then SA164b was set to -5. Otherwise SA164b is scaled by a factor of 5 / (5 - SA164c) and rounded to the nearest integer.

sa164a DV: SDQ conduct problems score (complete cases)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	7371	64.2	64.7	64.7
	1	1591	13.8	14.0	78.7
	2	1150	10.0	10.1	88.8
	3	505	4.4	4.4	93.2
	4	291	2.5	2.6	95.8
	5	209	1.8	1.8	97.6
	6	122	1.1	1.1	98.7
	7	78	.7	.7	99.4
	8	37	.3	.3	99.7
	9	19	.2	.2	99.9
	10	15	.1	.1	100.0
	Total	11388	99.1	100.0	
Missing	-5 1+ components omitted	101	.9		
Total		11489	100.0		

SA – Child's Behaviour And Abilities

sa164b DV: SDQ conduct problems score (prorated)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	7383	64.3	64.6	64.6
	1	1602	13.9	14.0	78.6
	2	1154	10.0	10.1	88.7
	3	509	4.4	4.5	93.1
	4	297	2.6	2.6	95.7
	5	210	1.8	1.8	97.6
	6	124	1.1	1.1	98.6
	7	79	.7	.7	99.3
	8	41	.4	.4	99.7
	9	20	.2	.2	99.9
	10	15	.1	.1	100.0
	Total	11434	99.5	100.0	
Missing	-5 > 2 components omitted	55	.5		
Total		11489	100.0		

sa164c DV: # missing conduct problems score components

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	11388	99.1	99.1	99.1
	1	37	.3	.3	99.4
	2	9	.1	.1	99.5
	3	22	.2	.2	99.7
	5	33	.3	.3	100.0
	Total	11489	100.0	100.0	

SDQ Peer Problems Score

This is a weighted sum of variables SA144, SA149, SA152, SA155 and SA158. Note that the higher the score is the less well the child gets on with other children.

The Peer Problems Score was created by recoding (missing, 1 = 0) (2 = 1) (3 = 2) in SA144, SA155 & SA158 and (missing, 3 = 0) (2 = 1) (1 = 2) in SA149 & SA152 and summing. The score based on complete cases only is SA165a. If any of the components were missing then SA165a was set to -5. Variable SA165c is the number of missing components. The prorated score is SA165b. If more than two components are missing then SA165b was set to -5. Otherwise SA165b is scaled by a factor of 5 / (5 - SA165c) and rounded to the nearest integer.

sa165a DV: SDQ peer problems score (complete cases)

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 0	6002	52.2	52.7	52.7
1	1812	15.8	15.9	68.7
2	1400	12.2	12.3	81.0
3	829	7.2	7.3	88.2
4	538	4.7	4.7	93.0
5	358	3.1	3.1	96.1
6	214	1.9	1.9	98.0
7	126	1.1	1.1	99.1
8	63	.5	.6	99.7
9	23	.2	.2	99.9
10	16	.1	.1	100.0
Total	11381	99.1	100.0	
Missing -5 1+ components omitted	108	.9		
Total	11489	100.0		

sa165b DV: SDQ peer problems score (prorated)

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 0	6029	52.5	52.7	52.7
1	1825	15.9	15.9	68.6
2	1401	12.2	12.2	80.8
3	835	7.3	7.3	88.1
4	543	4.7	4.7	92.9
5	365	3.2	3.2	96.1
6	219	1.9	1.9	98.0
7	127	1.1	1.1	99.1
8	64	.6	.6	99.6
9	24	.2	.2	99.9
10	17	.1	.1	100.0
Total	11449	99.7	100.0	
Missing -5 > 2 components omitted	40	.3		
Total	11489	100.0		

SA – Child's Behaviour And Abilities

sa165c DV: # missing peer problems score components

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	11381	99.1	99.1	99.1
	1	57	.5	.5	99.6
	2	11	.1	.1	99.7
	4	2	.0	.0	99.7
	5	38	.3	.3	100.0
	Total	11489	100.0	100.0	

SA – Child's Behaviour And Abilities

SDQ Total Difficulties Score

This is a weighted sum of the components of the Hyperactivity, Emotional Symptoms, Conduct Problems and Peer Problems scores above. Note that the higher the score is the more difficulties the child exhibits.

The Total Difficulties Score was created by summing the recoded components, as detailed above. The score based on complete cases only is SA166a. If any of the components were missing then SA166a was set to -5. Variable SA166c is the number of missing components. The prorated score is SA166b. If more than eight components are missing then SA166b was set to -5. Otherwise SA166b is scaled by a factor of $20 / (20 - SA166c)$ and rounded to the nearest integer.

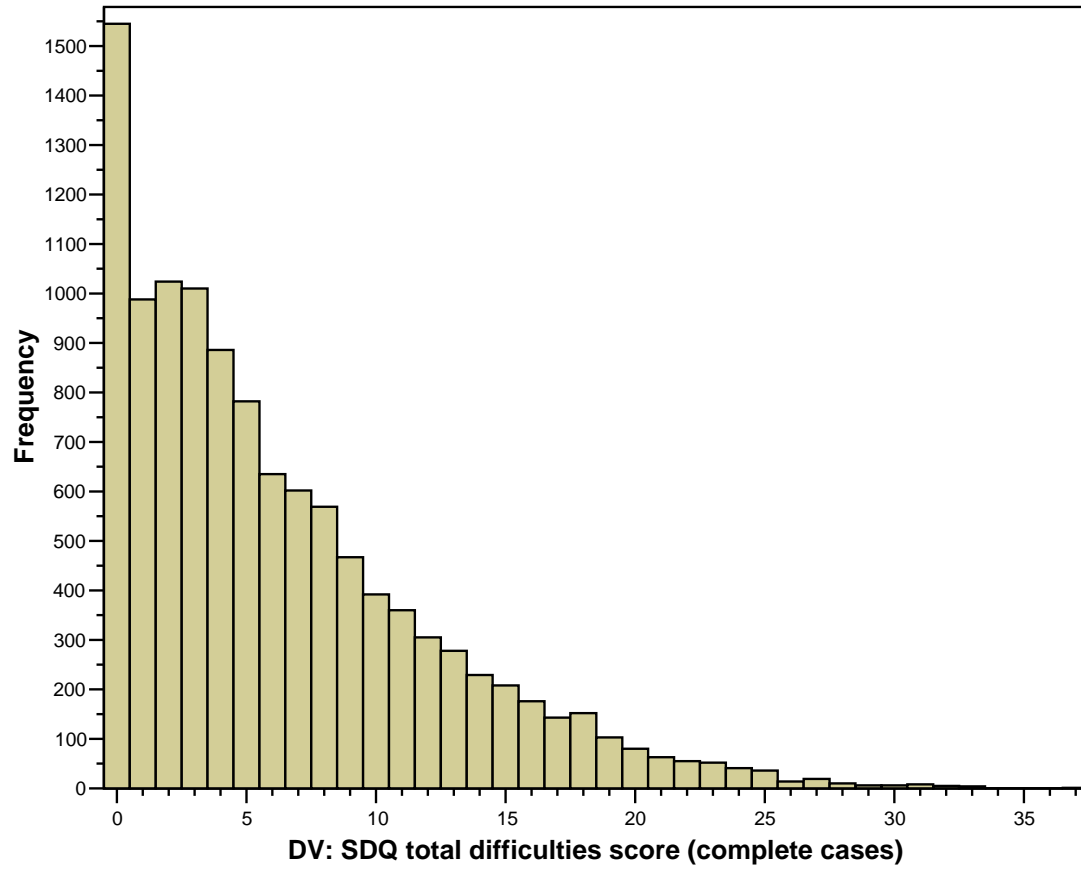
Statistics

		sa166a DV: SDQ total difficulties score (complete cases)	sa166b DV: SDQ total difficulties score (prorated)
N	Valid	11254	11448
	Missing	235	41
Mean		6.31	6.36
Mode		0	0
Std. Deviation		5.846	5.881
Minimum		0	0
Maximum		37	37
Percentiles	25	2.00	2.00
	50	5.00	5.00
	75	9.00	9.00

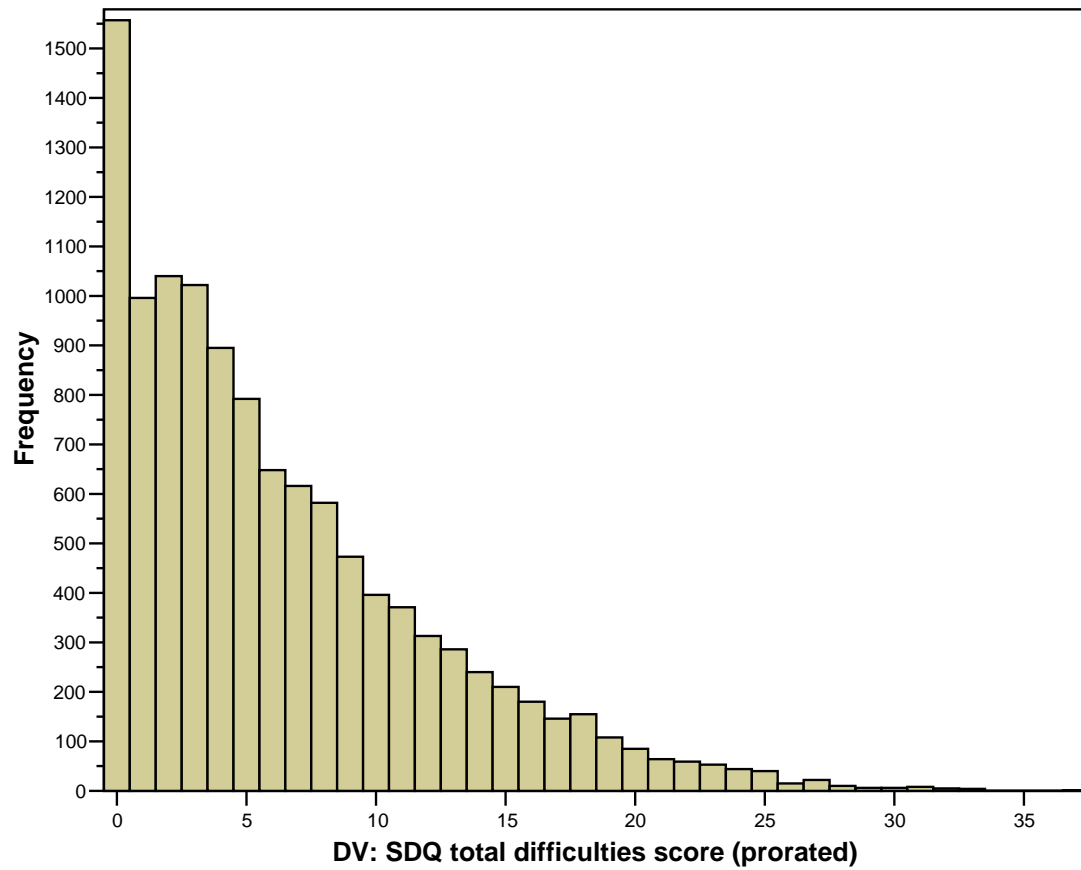
sa166c DV: # missing total difficulties score components

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	11254	98.0	98.0	98.0
	1	141	1.2	1.2	99.2
	2	19	.2	.2	99.3
	3	22	.2	.2	99.5
	4	4	.0	.0	99.6
	5	1	.0	.0	99.6
	6	7	.1	.1	99.6
	11	2	.0	.0	99.7
	13	1	.0	.0	99.7
	16	6	.1	.1	99.7
	19	7	.1	.1	99.8
	20	25	.2	.2	100.0
	Total	11489	100.0	100.0	

SA166A



SA166B



SA – Child's Behaviour And Abilities

D22. Do you have any other comments or concerns? Yes

No

Please describe:

.....

[Coding: If something was written on the dotted line, a tick was inserted in the “yes” box of D22, if there was not already one present. The description was keyed as text.]

sa170 D22: Other comment about child's behaviour in past 6 months

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	1371	11.9	13.4	13.4
	2 No	8834	76.9	86.6	100.0
	Total	10205	88.8	100.0	
Missing	-6 Section D omitted	35	.3		
	-1 Not stated	1249	10.9		
	Total	1284	11.2		
Total		11489	100.0		

SA – Child's Behaviour And Abilities

D23. Overall, to summarise, do you think that this child has difficulties in one or more of the following areas: emotions, concentration, behaviour or being able to get on with other people?

No ☐ 1 Yes minor difficulties ☐ 2 Yes definite difficulties ☐ 3 Yes severe difficulties ☐ 4

If **no**, go to Section E

If **yes**, please answer the following questions about these difficulties:

[Coding: If more than one box was ticked the higher code number was taken.]

[Editing: Responses for D23a, D23b, D23c and D23d were checked for a positive indication of difficulties. This included values 1 to 4 in D23a and values 2 to 4 in D23b, D23c and D23d. If there was any indication of difficulties and D23 was omitted (i.e. had value -1), D23 was recoded to 5, which was labelled "Yes, unknown severity". If D23 then had value 2 "No", all parts of D23 were set to -2. Finally, if all parts of D23 had value -1, variables SA180 to SA185 were set to -5.]

sa180 D23: Degree of emotional/attentional/behavioural difficulties child has

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 None	7682	66.9	70.5	70.5
	2 Minor	1789	15.6	16.4	86.9
	3 Definite	1135	9.9	10.4	97.3
	4 Severe	275	2.4	2.5	99.8
	5 Yes, unknown severity	18	.2	.2	100.0
	Total	10899	94.9	100.0	
Missing	-6 Section D omitted	35	.3		
	-5 Question D23 omitted	555	4.8		
	Total	590	5.1		
Total		11489	100.0		

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D23. a) How long have these difficulties been present?

Less than
1 month 1-5
months 6-12
months more than
a year don't know

[Coding: If more than one box was ticked the higher code number was taken.]

sa181 D23a: Duration of child's emotional/attentional/behavioural difficulties

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1 < 1 month	12	.1	.4	.4
2 1-5 months	70	.6	2.2	2.6
3 6-12 months	409	3.6	12.9	15.5
4 > 1 year	2180	19.0	68.7	84.2
5 Don't know	503	4.4	15.8	100.0
Total	3174	27.6	100.0	
Missing -6 Section D omitted	35	.3		
-5 Question D23 omitted	555	4.8		
-2 No difficulties	7682	66.9		
-1 Not stated	43	.4		
Total	8315	72.4		
Total	11489	100.0		

b) Do the difficulties upset or distress the child?

Not
at all Only a
little Quite
a lot A great
deal

[Coding: If more than one box was ticked the higher code number was taken.]

sa182 D23b: Degree to which child's emotional/attentional/behavioural difficulties upset child

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1 Not at all	833	7.3	26.7	26.7
2 Only a little	1580	13.8	50.6	77.2
3 Quite a lot	623	5.4	19.9	97.2
4 A great deal	88	.8	2.8	100.0
Total	3124	27.2	100.0	
Missing -6 Section D omitted	35	.3		
-5 Question D23 omitted	555	4.8		
-2 No difficulties	7682	66.9		
-1 Not stated	93	.8		
Total	8365	72.8		
Total	11489	100.0		

SA – Child's Behaviour And Abilities

c) Do the difficulties interfere with the child's everyday life in the following areas?

	Not at all	Only a little	Quite a lot	A great deal
i) Peer relationships	<div style="border: 1px solid red; width: 30px; height: 30px; display: flex; align-items: center; justify-content: center;">1</div>	<div style="border: 1px solid red; width: 30px; height: 30px; display: flex; align-items: center; justify-content: center;">2</div>	<div style="border: 1px solid red; width: 30px; height: 30px; display: flex; align-items: center; justify-content: center;">3</div>	<div style="border: 1px solid red; width: 30px; height: 30px; display: flex; align-items: center; justify-content: center;">4</div>
ii) Classroom learning	<div style="border: 1px solid red; width: 30px; height: 30px; display: flex; align-items: center; justify-content: center;">1</div>	<div style="border: 1px solid red; width: 30px; height: 30px; display: flex; align-items: center; justify-content: center;">2</div>	<div style="border: 1px solid red; width: 30px; height: 30px; display: flex; align-items: center; justify-content: center;">3</div>	<div style="border: 1px solid red; width: 30px; height: 30px; display: flex; align-items: center; justify-content: center;">4</div>

[Coding: If more than one box was ticked the higher code number was taken.]

sa183 D23c1: Degree to which child's emotional/attentional/behavioural difficulties interfere with peer relationships

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Not at all	879	7.7	27.6	27.6
	2 Only a little	1263	11.0	39.7	67.3
	3 Quite a lot	799	7.0	25.1	92.5
	4 A great deal	240	2.1	7.5	100.0
	Total	3181	27.7	100.0	
Missing	-6 Section D omitted	35	.3		
	-5 Question D23 omitted	555	4.8		
	-2 No difficulties	7682	66.9		
	-1 Not stated	36	.3		
	Total	8308	72.3		
Total		11489	100.0		

sa184 D23c2: Degree to which child's emotional/attentional/behavioural difficulties interfere with own learning

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Not at all	193	1.7	6.1	6.1
	2 Only a little	1082	9.4	34.0	40.1
	3 Quite a lot	1210	10.5	38.1	78.1
	4 A great deal	695	6.0	21.9	100.0
	Total	3180	27.7	100.0	
Missing	-6 Section D omitted	35	.3		
	-5 Question D23 omitted	555	4.8		
	-2 No difficulties	7682	66.9		
	-1 Not stated	37	.3		
	Total	8309	72.3		
Total		11489	100.0		

SA – Child's Behaviour And Abilities

d) Do the difficulties put a burden on you or the class as a whole?

Not at all Only a little Quite a lot A great deal

[Coding: If more than one box was ticked the higher code number was taken.]

sa185 D23d: Degree to which child's emotional/attentional/behavioural difficulties burden the teacher/class

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid				
1 Not at all	590	5.1	18.5	18.5
2 Only a little	1400	12.2	44.0	62.5
3 Quite a lot	821	7.1	25.8	88.3
4 A great deal	374	3.3	11.7	100.0
Total	3185	27.7	100.0	
Missing				
-6 Section D omitted	35	.3		
-5 Question D23 omitted	555	4.8		
-2 No difficulties	7682	66.9		
-1 Not stated	32	.3		
Total	8304	72.3		
Total	11489	100.0		

Derived Variables**Burden of Emotional / Attentional / Behavioural Difficulties**

The burden of emotional / attentional / behavioural difficulties score was computed as SA186a from SA182 to SA185 by recoding (2 = 1) (3 = 2) (4 = 3) (else = 0) and summing. A summary indicator of whether any burden of emotional / attentional / behavioural difficulties was reported was derived from this as SA186b.

If the child was reported as having no difficulties (i.e. SA180 = 1 and all of SA182 to SA185 were -2) then SA186a was set to 0 and SA186b was set to 2 "No". Note that, although values of -6 in the components are copied across to SA186a & SA186b, values of -8, -5 & -1 in the components are treated the same as values of 1. The number of components with missing values of -8, -5 & -1 was calculated as SA186c so users can easily exclude cases with lots of missing components if they wish. If SA186c equalled 4 then SA186a & b were set to -5.

sa186a DV: Burden of emotional/attentional/behavioural difficulties

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	7703	67.0	70.8	70.8
	1	138	1.2	1.3	72.1
	2	299	2.6	2.7	74.9
	3	431	3.8	4.0	78.8
	4	513	4.5	4.7	83.5
	5	464	4.0	4.3	87.8
	6	423	3.7	3.9	91.7
	7	336	2.9	3.1	94.8
	8	238	2.1	2.2	97.0
	9	162	1.4	1.5	98.5
	10	100	.9	.9	99.4
	11	47	.4	.4	99.8
	12	21	.2	.2	100.0
	Total	10875	94.7	100.0	
Missing	-6 Section D omitted	35	.3		
	-5 All 4 components omitted	579	5.0		
	Total	614	5.3		
Total		11489	100.0		

sa186b DV: Any burden of emotional/attentional/behavioural difficulties

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	3172	27.6	29.2	29.2
	2 No	7703	67.0	70.8	100.0
	Total	10875	94.7	100.0	
Missing	-6 Section D omitted	35	.3		
	-5 All 4 components omitted	579	5.0		
	Total	614	5.3		
Total		11489	100.0		

SA – Child's Behaviour And Abilities

sa186c DV: # missing burden of emotional/attentional/behavioural difficulties components

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	10778	93.8	94.1	94.1
	1	93	.8	.8	94.9
	2	3	.0	.0	94.9
	3	1	.0	.0	94.9
	4	579	5.0	5.1	100.0
	Total	11454	99.7	100.0	
Missing	-6 Section D omitted	35	.3		
Total		11489	100.0		

SECTION E:

E1. How long have you been the teacher of this child?

<1 month 1 1-2 months 2 3-5 months 36-11 months 4 1 year or more 5 don't know 9

[Coding: If more than one box was ticked the lower code number was taken.]

sa195 E1: Length of time teacher has taught child

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1 < 1 month	119	1.0	1.0	1.0
2 1-2 months	245	2.1	2.2	3.2
3 3-5 months	627	5.5	5.5	8.7
4 6-11 months	8540	74.3	75.2	83.9
5 1 year +	1823	15.9	16.1	100.0
9 Don't know	1	.0	.0	100.0
Total	11355	98.8	100.0	
Missing -1 Not stated	134	1.2		
Total	11489	100.0		

E2. Date of completion of this questionnaire

[Editing: The date of completion was checked for invalid day / month combinations. Month and year of completion were retained on the built file, but day was dropped.]

sa196a E2: Date of completion - month

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1 January	7	.1	.1	.1
2 February	19	.2	.2	.2
3 March	6	.1	.1	.3
4 April	2	.0	.0	.3
5 May	2038	17.7	17.8	18.1
6 June	3366	29.3	29.4	47.5
7 July	3977	34.6	34.7	82.2
8 August	714	6.2	6.2	88.4
9 September	535	4.7	4.7	93.1
10 October	524	4.6	4.6	97.6
11 November	191	1.7	1.7	99.3
12 December	79	.7	.7	100.0
Total	11458	99.7	100.0	
Missing -6 Missing date of completion	31	.3		
Total	11489	100.0		

SA – Child's Behaviour And Abilities

sa196b E2: Date of completion - year

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1999	2622	22.8	22.9	22.9
	2000	5541	48.2	48.4	71.2
	2001	3294	28.7	28.7	100.0
	2002	1	.0	.0	100.0
	Total	11458	99.7	100.0	
Missing	-6 Missing date of completion	31	.3		
Total		11489	100.0		

Derived Variables**Age at Completion**

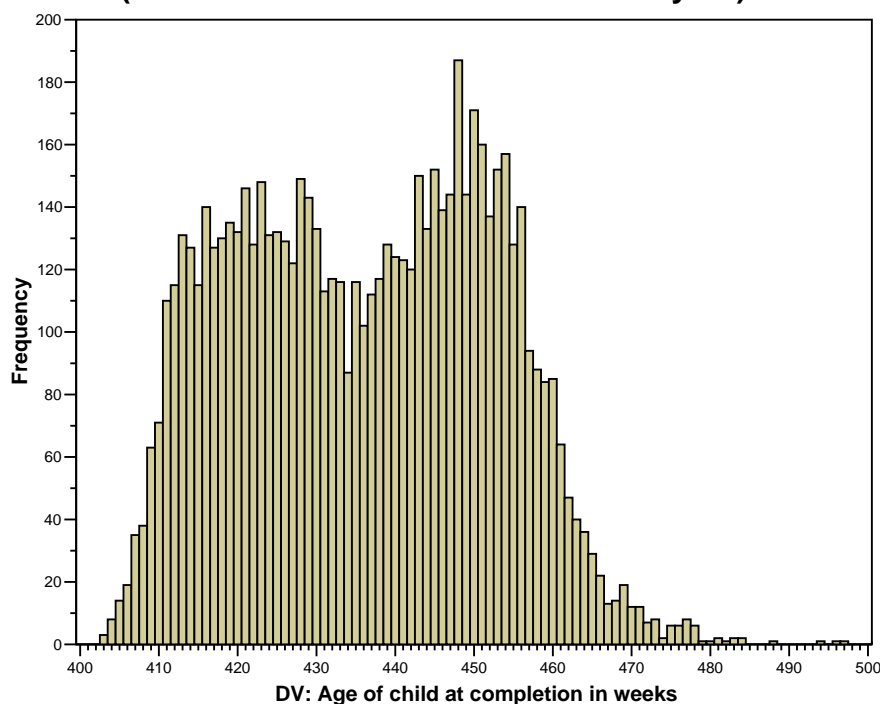
The child's age at completion was calculated in both weeks and months from the date of completion and the child's date of birth. For ALSPAC children the date of birth was taken from central records. For non-ALSPAC children the teacher-reported month and year of birth were used and the day assumed to be 15, as the full date of birth for these children is not currently available for researchers. If the day of completion was missing but the month and year were not then the last day of the month was used. Variable SA197c indicates the cases for which this assumption was made.

sa197a DV: Age of child at completion in months

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	92	7	.1	.1	.1
	93	156	1.4	1.4	1.4
	94	550	4.8	4.8	6.2
	95	812	7.1	7.1	13.3
	96	901	7.8	7.9	21.2
	97	912	7.9	8.0	29.1
	98	1162	10.1	10.1	39.3
	99	975	8.5	8.5	47.8
	100	1027	8.9	9.0	56.8
	101	986	8.6	8.6	65.4
	102	1009	8.8	8.8	74.2
	103	1029	9.0	9.0	83.1
	104	872	7.6	7.6	90.8
	105	561	4.9	4.9	95.7
	106	262	2.3	2.3	97.9
	107	114	1.0	1.0	98.9
	108	60	.5	.5	99.5
	109	33	.3	.3	99.7
	110	8	.1	.1	99.8
	111	8	.1	.1	99.9
	112	2	.0	.0	99.9
	113	4	.0	.0	99.9
	114	3	.0	.0	100.0
	116	1	.0	.0	100.0
	118	1	.0	.0	100.0
	119	1	.0	.0	100.0
	122	1	.0	.0	100.0
	Total	11457	99.7	100.0	
Missing	-2 Missing date of completion	31	.3		
	-1 Missing date of birth	1	.0		
	Total	32	.3		
Total		11489	100.0		

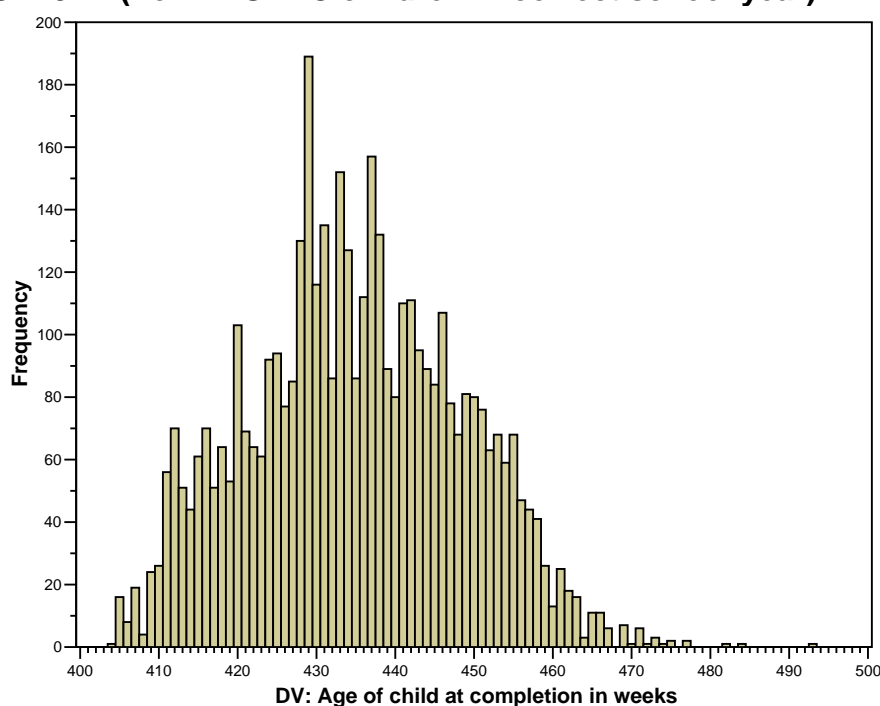
The distribution of age in weeks is strongly effected by the assumption of day of birth being 15 for all non-ALSPAC cases. Histograms of this variable are therefore displayed separately for ALSPAC and non-ALSPAC cases. In addition, age in weeks is presented separately as histograms for the children in the correct school year (SA006 = 1) and as frequency tables for those not in the correct school year (SA006 = 2) who, by definition, are be outliers of the age distribution.

SA197B (ALSPAC children in correct school year)



Plus 1 case (from abroad) at 533 weeks.

SA197B (non-ALSPAC children in correct school year)



ALSPAC children not in correct school year:**sa197b DV: Age of child at completion in weeks**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 405	1	25.0	25.0	25.0
465	1	25.0	25.0	50.0
466	1	25.0	25.0	75.0
471	1	25.0	25.0	100.0
Total	4	100.0	100.0	

Non-ALSPAC children not in correct school year:**sa197b DV: Age of child at completion in weeks**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 401	1	6.3	6.3	6.3
460	1	6.3	6.3	12.5
469	1	6.3	6.3	18.8
472	1	6.3	6.3	25.0
476	1	6.3	6.3	31.3
478	1	6.3	6.3	37.5
481	1	6.3	6.3	43.8
484	1	6.3	6.3	50.0
486	1	6.3	6.3	56.3
489	1	6.3	6.3	62.5
492	1	6.3	6.3	68.8
493	1	6.3	6.3	75.0
499	1	6.3	6.3	81.3
507	1	6.3	6.3	87.5
516	1	6.3	6.3	93.8
520	1	6.3	6.3	100.0
Total	16	100.0	100.0	

The bimodal shape of the age distribution for the ALSPAC children is due to the relationship between the ALSPAC recruitment dates (1st April 1991 - 31st December 1992) and school intakes (1st September - 31st August). The ALSPAC cohort has two years worth of April - August births (who are at the younger end of their school years) and September - December births (who are at the older end of their school years) but only one years worth of January - March births (who are in the middle age range of their school years).

sa197c Assumptions made in calculating child's age at completion

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 0 None	7039	61.3	61.4	61.4
1 Completed end of month	24	.2	.2	61.6
2 Born on 15th	4384	38.2	38.3	99.9
3 Born on 15th, Completed end of month	10	.1	.1	100.0
Total	11457	99.7	100.0	
Missing -2 Missing date of completion	31	.3		
-1 Missing date of birth	1	.0		
Total	32	.3		
Total	11489	100.0		

SA – Child's Behaviour And Abilities

Age at End of School Year

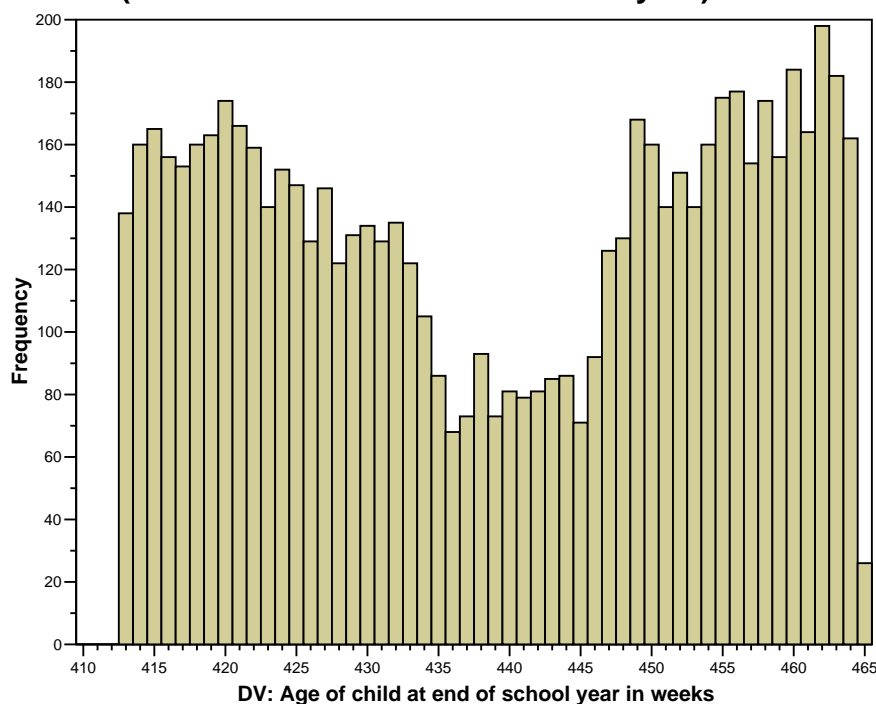
Since the teacher's knowledge of the child is probably related to the end of the school year regardless of whether he / she completed the questionnaire in June or November, the age of the study child at end of school year was also calculated, in both weeks and months. The school year was assumed to end on July 31st.

sa198a DV: Age of child at end of school year in months

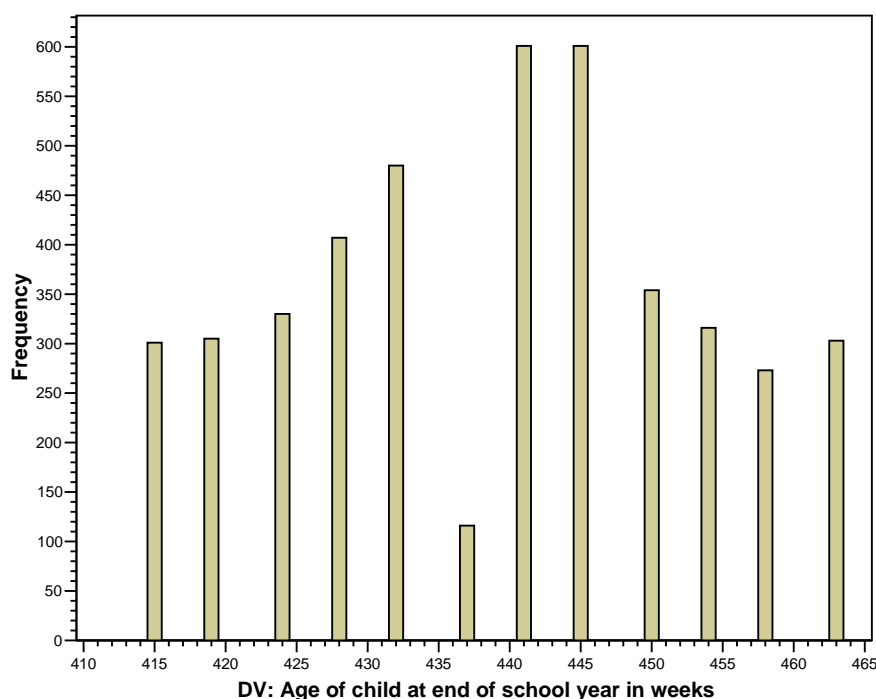
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	93	2	.0	.0	.0
	94	21	.2	.2	.2
	95	947	8.2	8.2	8.4
	96	1054	9.2	9.2	17.6
	97	966	8.4	8.4	26.0
	98	991	8.6	8.6	34.7
	99	1014	8.8	8.8	43.5
	100	474	4.1	4.1	47.6
	101	940	8.2	8.2	55.8
	102	1014	8.8	8.8	64.6
	103	982	8.5	8.5	73.2
	104	1010	8.8	8.8	82.0
	105	1020	8.9	8.9	90.8
	106	1035	9.0	9.0	99.8
	107	3	.0	.0	99.9
	108	2	.0	.0	99.9
	109	1	.0	.0	99.9
	111	3	.0	.0	99.9
	112	1	.0	.0	99.9
	113	1	.0	.0	99.9
	114	4	.0	.0	100.0
	118	3	.0	.0	100.0
Total		11488	100.0	100.0	
Missing	-1 Missing date of birth	1	.0		
Total		11489	100.0		

The distribution of age in weeks is strongly effected by the assumption of day of birth being 15 for all non-ALSPAC cases. Histograms of this variable are therefore displayed separately for ALSPAC and non-ALSPAC cases. In addition, age in weeks is presented separately as histograms for the children in the correct school year (SA006 = 1) and as frequency tables for those not in the correct school year (SA006 = 2) who, by definition, are be outliers of the age distribution.

SA198B (ALSPAC cases in correct school year)



SA198B (non-ALSPAC cases in correct school year)



ALSPAC children not in correct school year:**sa198b DV: Age of child at end of school year in weeks**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	408	1	25.0	25.0	25.0
	466	1	25.0	25.0	50.0
	468	1	25.0	25.0	75.0
	474	1	25.0	25.0	100.0
	Total	4	100.0	100.0	

Non-ALSPAC children not in correct school year:**sa198b DV: Age of child at end of school year in weeks**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	406	1	6.3	6.3	6.3
	467	1	6.3	6.3	12.5
	472	2	12.5	12.5	25.0
	485	3	18.8	18.8	43.8
	489	1	6.3	6.3	50.0
	493	1	6.3	6.3	56.3
	497	4	25.0	25.0	81.3
	515	3	18.8	18.8	100.0
	Total	16	100.0	100.0	

The comments made above (SA197B) in reference to the shape of the age distribution for ALSPAC children apply here also.

sa198c Assumptions made in calculating child's age at end of school year

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0 None	7085	61.7	61.7	61.7
	1 Born on 15th	4403	38.3	38.3	100.0
	Total	11488	100.0	100.0	
Missing	-1 Missing date of birth	1	.0		
Total		11489	100.0		

SB File - Introduction and Methodology

Background

The questionnaire “About Your Class” was designed for teachers of Year 3 children to complete and return to the study: One questionnaire to be completed by each Year 3 teacher. The questionnaire was administered in a pack that also contained copies of the questionnaire “Child’s Behaviour & Abilities” for each Year 3 teacher to complete (one per child born within the ALSPAC recruitment dates) and a copy of “About Your School” for the Head Teacher to complete. The ALSPAC cohort is split across three academic years, so this pack was administered in three sweeps, during the academic years ending in the summers of 1999, 2000 and 2001 (see Table 4 below).

The contents of the questionnaire were identified after detailed discussion with the local education authorities and advisors on the ALSPAC Cognitive, Educational and Social Development Advisory Committee (CESDAC).

Contents

This questionnaire is in 6 sections. Section A asks about the classroom and school environments. Sections B asks about the pupils in the class, how time is spent within the class and methods of teaching. Section C asks about the staff who work with the class. Section D contains the anxiety, somatic symptoms and depression subscales of the Crown-Crisp Experiential Index (Crown & Crisp, 1979). Section E is the Bachman self esteem scale (Bachman & O'Malley, 1977) which is reported as having a good test-retest reliability ($r=0.88$) and content and construct validity (Medora, Goldstein, & Vonderhellen, 1993). Section F asks about attitudes towards teaching.

Administration

From each of the relevant schools in Avon (i.e. those in the areas covered by the Bristol, South Gloucestershire, North Somerset and Bath & Northeast Somerset local education authorities) a list of children in Year 3 with the relevant dates of birth (see Table 4 below) was requested. Note that all schools in the BANES LEA were included even though, geographically speaking, only a small part of that LEA was actually in the ALSPAC enrolment area.

Table 4: When should ALSPAC children have been in Year 3?

Child’s Date of Birth	Academic year when child should have been in Year 3	Sweep year
April - August 1991	1998 - 1999	1999
September 1991 - August 1992	1999 - 2000	2000
September 1992 - January 1993	2000 - 2001	2001

These children were given numbers, regardless of whether they were known to ALSPAC or not. These numbers consisted of 8 or 9 digits. The first 4 digits identified the school (with the first digit indicating education authority), digits 5 and 6 identified the class / teacher within the school and the final 2 or 3 digits identified the child within the class. These numbers were added to the list of names, which was then returned to the school with the appropriate number of questionnaires (one copy of “Child’s Behaviour and Abilities” for each child, one copy of “About Your Class” for each class and one copy of “About Your School”) during the summer term. The class teachers were asked to copy the school and class numbers from the list onto the front of their copy of “About Your Class”.

Reminder letters were sent out to head teachers if, after an appropriate interval, the completed questionnaires had not been returned.

For children living outside the study area, a questionnaire pack containing one copy of each of “Child’s Behaviour and Abilities”, “About Your Class” and “About Your School” was sent to each child’s mother. In the 1999 trawl “out-of-area” was defined as non-BS postcodes. However, some BS postcodes (e.g. Cheddar) were actually outside the area covered by direct school contact and so children at schools in these areas were not covered. The definition was refined to include such cases in 2000 & 2001. Although intended for distribution during the summer term (June), in the 2000 trawl they did not go out until July, with instructions for them to be taken to school at the start of the autumn term. No reminders were sent to out-of-area cases.

Each questionnaire in the pack was identified by a code comprising one or two letters identifying the country it was being sent to, followed by the mother’s contact ID number and birth order code (ranking). The mother was asked to give the pack to the child to take into school. The instructions to the schools stated that if more than one child in any class brought in a pack of questionnaires then only one copy of the questionnaire “About Your Class” need be completed for that class. Such occurrences were identified from the payment request records when the packs were returned to ALSPAC. The questionnaire numbers of the other children in that class (i.e. the children whose questionnaire numbers did not already appear on the front cover) were written on the front cover so that the response could be linked to all children in that class.

Incentives

There were no direct incentives for completion of “About Your Class”. However, payment of £4 per questionnaire was offered for completion of “Child’s Behaviour and Abilities”. This was either paid to the school (to cover the costs of getting a supply teacher in whilst the class teacher completed the questionnaires) or direct to the teacher if they completed the questionnaires during school holidays. In addition a report based on the results of the first sweep was sent out before the second sweep started.

Response Rates

Table 5 shows the numbers of local schools contacted in each year and various different levels of response rates. Note that these are overall response figures for the whole project, so “returned questionnaires” means that any of the three types of questionnaire sent to that school were returned.

Table 5: Overall Year 3 response rate for local schools

Year	1999	2000	2001
Schools invited to participate	328	372	339
No response (% of those invited)	56 (17%)	138 (37%)	53 (16%)
Refused to participate (% of those invited)	16 (5%)	48 (13%)	19 (6%)
Schools sent questionnaires (% of those invited)	256 (78%)	186 (50%)	267 (79%)
Returned questionnaires (% of those sent questionnaires)	204 (80%)	185 (99%)	214 (80%)
Overall response rate (% of schools invited that returned questionnaires)	62%	50%	63%

Table 6 gives response rate information for the “About Your Class” questionnaire for the out-of-area children. Note that this is a slight approximation as it is based on the number of packs sent out to mothers not the number of questionnaires (so counts only once for twins, triplets etc.). In addition, as noted in the discussion on linking, it is not yet known where questionnaires were not completed due to multiple study children in the same class.

Table 6: Response rate for "About Your Class" for out-of-area children

Year	1999	2000	2001
Mothers sent pack(s)	179	1072*	223
Mothers from whose pack(s) questionnaires were returned (% of mothers sent packs)	74 (41%)	344 (32%*)	100 (45%)

* Note that in 2000 questionnaires were accidentally sent out to all address-not-known mothers. Unfortunately the number of packs sent out to valid addresses is not available.

A total of 1360 questionnaires were received back. 3 of these records do not appear on this built file because they relate to classes for which multiple records were received (see below). This leaves 1357 records on the built file.

Multiple Records

Two pairs of duplicate records were returned. One of these pairs was for one child belonging to an out of area twin pair. It would appear that the twins were not properly distinguished; the same was true on the SA file. As on the SA file both records were dropped. The other pair was for a class in a local school in the 1999 trawl. The record completed first was retained on the built file with the other record being dropped.

Research Identifiers

For schools in the local LEAs, the research school identifier ALSPSCID was substituted for the administrative school identifier. For schools outside of the local LEAs the standard research child identifiers ALN & QLET were substituted for the questionnaire numbers.

Linking to children

The data on the SB file can be linked to children via the SA file. This is, however, not trivial, since different variables must be used depending on whether the class is in a local or non-local school. The data can however be found ready matched on the SABC file.

Where out-of-area classes contained more than one study child, the additional ID numbers added to the front cover were accidentally omitted from the keying specifications, so that at present these links cannot be made. However, instructions have been issued for these extra numbers to be looked up so that the linking can be done at a later stage.

Variable names

Many questions in sections A, B and C are repeated, but for the whole school, in the SC file (based on "About your school"). Where this occurs, the same numerical part of the variable names has been used on each file. So, for example, the number of children on the school register is SC115 and the number of children on the class register is SB115.

References

Bachman, J. G., & O'Malley, P. M. (1977). Self-Esteem in Young Men - Longitudinal Analysis of Impact of Educational and Occupational Attainment. *Journal of Personality and Social Psychology*, 35(6), 365-380.

Crown, S., & Crisp, A. H. (1979). *Manual of the Crown-Crisp Experiential Index*. London: Hodder & Stoughton.

Medora, N. P., Goldstein, A., & Vonderhellen, C. (1993). Variables Related to Romanticism and Self-Esteem in Pregnant Teenagers. *Adolescence*, 28(109), 159-170.

Version History

Version 1a – February 2005

First version of the SB built file.

Version 1b – June 2006

The old research school identifier UNISCH has been replaced with the new research school identifier ALSPSCID.

December 2008

This file is no longer to be published as a separate entity, but only combined with the SA & SC files as SABC. Any future updates will be described in the combined introduction to the SABC file.

Identifier Variables

Records on this file are identified either by ALSPSCID, ACYEAR & CLASS (for local schools) or by ALN & QLET (for non-local schools).

ALN & QLET

These are the standard ALSPAC child identifiers. These are only available for records relating to non-local schools. For records relating to local schools, ALN has been set to -2 and QLET to Z.

ALSPSCID

This is ALSPAC's unique 9-digit identifier for schools. This information is only available for records relating to local schools (value 1 in variable SB003a below). ALSPSCID is set to -2 for records relating to non-local schools.

ACYEAR

This is the academic year in which the data were collected:

ACYEAR Academic year in which data were collected

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	4 1998 / 1999	340	25.1	25.1	25.1
	5 1999 / 2000	602	44.4	44.4	69.4
	6 2000 / 2001	415	30.6	30.6	100.0
	Total	1357	100.0	100.0	

CLASS

This number identifies the class. Note that this is only unique within identical values of ALSPSCID and SCHYEAR. For example: class 1 in a particular school in 1999 is not necessarily the same class (taught by the same teacher in the same classroom) as class 1 in the same school in 2000 or 2001. As with ALSPSCID, CLASS is only available for records relating to local schools and is set to -2 for records relating to non-local schools.

CLASS Class number (within school & year)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	500	36.8	59.5	59.5
	2	241	17.8	28.7	88.2
	3	85	6.3	10.1	98.3
	4	9	.7	1.1	99.4
	5	4	.3	.5	99.9
	6	1	.1	.1	100.0
	Total	840	61.9	100.0	
Missing	-2 Not local	517	38.1		
Total		1357	100.0		

School				Teacher	
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

ABOUT YOUR CLASS

This questionnaire is for the class teacher.
It asks about the physical environment of the classroom, the class structure and the stresses and strains you may be feeling.

We would be grateful if you could answer all questions, but if there are any you feel are inappropriate please put a line through them.

THANK YOU VERY MUCH FOR YOUR HELP

This information is confidential. No person or establishment will be identified by name in any report or publication.

When completed please return the questionnaire to:

*Professor Jean Golding
Children of the Nineties - ALSPAC
Institute of Child Health
24 Tyndall Avenue
Bristol
BS8 1BR*

Tel: 0117 928 5085

01/03/00

Variables relating to page 1

Version Number

There were two versions of this questionnaire that differ in several places. Differences occur in questions B2, B5, B8 - B16, C1 and C2 and are detailed in the documentation for those questions. Note that this documentation is based around version 2. The frequencies of each version of the questionnaire are as follows:

SB001 Questionnaire version

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1 Version 1 - 02/06/99	340	25.1	25.1	25.1
2 Version 2 - 01/03/00	1017	74.9	74.9	100.0
Total	1357	100.0	100.0	

Region of Education

This is the area where the school is located. The local LEAs are Bristol, South Gloucestershire, North Somerset and Bath & Northeast Somerset. For the non-local children the countries / regions have been grouped in order to maintain confidentiality.

SB003 Education region

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1 Local	840	61.9	61.9	61.9
2 Rest of England, Wales & Northern Ireland	458	33.8	33.8	95.7
3 Scotland & Republic of Ireland	13	1.0	1.0	96.6
4 Continental Europe	10	.7	.7	97.3
5 USA & Canada	12	.9	.9	98.2
6 Australia & New Zealand	16	1.2	1.2	99.4
7 Elsewhere in world	8	.6	.6	100.0
Total	1357	100.0	100.0	

An indicator of whether the school was local or not was derived as SB003a by recoding 2 - 7 as 2 in SB003.

SB003A Education region (summary)

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1 Local	840	61.9	61.9	61.9
2 Not local	517	38.1	38.1	100.0
Total	1357	100.0	100.0	

SB – About Your Class

Type of School

This information is only available for local schools (value 1 in variable SB003a above).

SB004 Type of school

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Primary	734	54.1	87.4	87.4
	2 Infant	9	.7	1.1	88.5
	3 Special	30	2.2	3.6	92.0
	4 Private	67	4.9	8.0	100.0
	Total	840	61.9	100.0	
Missing	-2 Not local	517	38.1		
Total		1357	100.0		

Education Authority

This information is only available for local Primary and Infant schools (values 1 & 2 in variable SB004 above).

SB005 Local Education Authority

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Bristol	245	18.1	33.0	33.0
	2 Bath & North East Somerset	81	6.0	10.9	43.9
	3 South Gloucestershire	257	18.9	34.6	78.5
	4 North Somerset	160	11.8	21.5	100.0
	Total	743	54.8	100.0	
Missing	-3 Private / Special	97	7.1		
	-2 Not local	517	38.1		
	Total	614	45.2		
Total		1357	100.0		

PAGE 2 OF THE QUESTIONNAIRE

SECTION A: THE ENVIRONMENT

[Editing: If all parts of section A were omitted variables SB011 to SB035 were all set to -6.]

A1. How noisy is your school classroom usually?

a) Noise from outside the school (tick all that apply):

(i) Continuous loud noise (e.g. heavy traffic, machinery, etc.) ☐

(ii) Intermittent loud noise (e.g. rush-hour traffic, plane taking off) ☐

(iii) Continuous moderate noise ☐

(iv) Intermittent moderate noise ☐

(v) Usually quiet ☐

[Editing: If all 5 parts of question A1a were -1 then variables SB011 to SB015 were set to -5. Otherwise, values of -1 were recoded to 2 “No”. A summary variable was derived as SB016 that took the value of the first item in A1a that was ticked (i.e. it took the value 1 if A1ai was ticked, value 2 if A1a2 was ticked but A1ai was not ticked etc.).]

SB011 A1a1: Classroom noise, external sources - continuous, loud

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1 Yes	5	.4	.4	.4
2 No	1334	98.3	99.6	100.0
Total	1339	98.7	100.0	
Missing -6 Section A omitted	4	.3		
-5 Question A1a omitted	14	1.0		
Total	18	1.3		
Total	1357	100.0		

SB012 A1a2: Classroom noise, external sources - intermittent, loud

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1 Yes	58	4.3	4.3	4.3
2 No	1281	94.4	95.7	100.0
Total	1339	98.7	100.0	
Missing -6 Section A omitted	4	.3		
-5 Question A1a omitted	14	1.0		
Total	18	1.3		
Total	1357	100.0		

SB – About Your Class

SB013 A1a3: Classroom noise, external sources - continuous, moderate

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	57	4.2	4.3	4.3
	2 No	1282	94.5	95.7	100.0
	Total	1339	98.7	100.0	
Missing	-6 Section A omitted	4	.3		
	-5 Question A1a omitted	14	1.0		
	Total	18	1.3		
Total		1357	100.0		

SB014 A1a4: Classroom noise, external sources - intermittent, moderate

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	320	23.6	23.9	23.9
	2 No	1019	75.1	76.1	100.0
	Total	1339	98.7	100.0	
Missing	-6 Section A omitted	4	.3		
	-5 Question A1a omitted	14	1.0		
	Total	18	1.3		
Total		1357	100.0		

SB015 A1a5: Classroom noise, external sources - usually quiet

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	936	69.0	69.9	69.9
	2 No	403	29.7	30.1	100.0
	Total	1339	98.7	100.0	
Missing	-6 Section A omitted	4	.3		
	-5 Question A1a omitted	14	1.0		
	Total	18	1.3		
Total		1357	100.0		

SB016 DV: Classroom noise, external sources - summary

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Continuous, loud	5	.4	.4	.4
	2 Intermittent, loud	58	4.3	4.3	4.7
	3 Continuous, moderate	54	4.0	4.0	8.7
	4 Intermittent, moderate	314	23.1	23.5	32.2
	5 Usually quiet	908	66.9	67.8	100.0
	Total	1339	98.7	100.0	
Missing	-6 Section A omitted	4	.3		
	-5 Question A1a omitted	14	1.0		
	Total	18	1.3		
Total		1357	100.0		

SB – About Your Class

b) Noise from within the school perimeter (e.g. playground, other classes):

(i) Noise of other classes through the walls of your classroom:

can hear clearly and is a problem	<div style="border: 1px solid red; padding: 2px 10px;">1</div>
can hear clearly but not a problem	<div style="border: 1px solid red; padding: 2px 10px;">2</div>
can hear but not clearly	<div style="border: 1px solid red; padding: 2px 10px;">3</div>
hardly ever hear	<div style="border: 1px solid red; padding: 2px 10px;">4</div>

(ii) Noise of people moving around the school (e.g. along corridors)

can hear clearly and is a problem	<div style="border: 1px solid red; padding: 2px 10px;">1</div>
can hear clearly but not a problem	<div style="border: 1px solid red; padding: 2px 10px;">2</div>
can hear but not clearly	<div style="border: 1px solid red; padding: 2px 10px;">3</div>
hardly ever hear	<div style="border: 1px solid red; padding: 2px 10px;">4</div>

[Coding: If more than one box was ticked for either item in A1b the lowest code number was taken for that item.]

[Editing: If both items in A1b were omitted variables SB017 & SB018 were set to -5. A summary variable was derived as SB019 that took the lower of the two values reported if both were reported and the only value reported if there was only one response.]

SB017 A1b1: Classroom noise, internal sources - other classes

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Can hear clearly, is a problem	51	3.8	3.8	3.8
	2 Can hear clearly, not a problem	142	10.5	10.6	14.4
	3 Can hear, but not clearly	352	25.9	26.3	40.7
	4 Hardlyever hear	794	58.5	59.3	100.0
	Total	1339	98.7	100.0	
Missing	-6 Section A omitted	4	.3		
	-5 Question A1b omitted	11	.8		
	-1 Not stated	3	.2		
	Total	18	1.3		
Total		1357	100.0		

SB – About Your Class

SB018 A1b2: Classroom noise, internal sources - people movement

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Can hear clearly, is a problem	62	4.6	4.6	4.6
	2 Can hear clearly, not a problem	251	18.5	18.8	23.4
	3 Can hear, but not clearly	337	24.8	25.2	48.7
	4 Hardlyever hear	686	50.6	51.3	100.0
	Total	1336	98.5	100.0	
Missing	-6 Section A omitted	4	.3		
	-5 Question A1b omitted	11	.8		
	-1 Not stated	6	.4		
	Total	21	1.5		
Total		1357	100.0		

SB019 DV: Classroom noise, internal sources - summary

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Can hear clearly, is a problem	87	6.4	6.5	6.5
	2 Can hear clearly, not a problem	312	23.0	23.2	29.7
	3 Can hear, but not clearly	426	31.4	31.7	61.5
	4 Hardlyever hear	517	38.1	38.5	100.0
	Total	1342	98.9	100.0	
Missing	-6 Section A omitted	4	.3		
	-5 Question A1b omitted	11	.8		
	Total	15	1.1		
Total		1357	100.0		

c) Is there double glazing in the outside windows?

1 ☐

2 ☐

SB020 A1c: Classroom has external double glazing

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	358	26.4	27.2	27.2
	2 No	959	70.7	72.8	100.0
	Total	1317	97.1	100.0	
Missing	-8 See text	1	.1		
	-6 Section A omitted	4	.3		
	-1 Not stated	35	2.6		
	Total	40	2.9		
Total		1357	100.0		

PAGE 3 OF THE QUESTIONNAIRE

The school building(s):

[Editing: If all four parts of question A2 were omitted then variables SB031 to SB035 were set to -5.]

A2. Do you feel there is overcrowding:

		Yes	Yes
No			
		serious	occasional
a) For the staff:	1	2	3
b) For the pupils:	1	2	3

[Coding: If more than one box was ticked for either part then the lowest code number was taken for that part.]

[Editing: A variable for any overcrowding was derived as SB033 by taking the lower of the two values reported if both were reported and the only value reported if there was only one response. Summary variables were created for SB031, SB032 & SB033 by recoding (1, 2 = 1)(3 = 2) and copying missing values.]

SB031 A2a: Teacher - school is overcrowded for staff

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1 Yes, serious	187	13.8	14.1	14.1
2 Yes, occasional	432	31.8	32.6	46.8
3 No	705	52.0	53.2	100.0
Total	1324	97.6	100.0	
Missing -6 Section A omitted	4	.3		
-5 Question A2 omitted	2	.1		
-1 Not stated	27	2.0		
Total	33	2.4		
Total	1357	100.0		

SB031A DV: Teacher - school is overcrowded for staff (summary)

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1 Yes	619	45.6	46.8	46.8
2 No	705	52.0	53.2	100.0
Total	1324	97.6	100.0	
Missing -6 Section A omitted	4	.3		
-5 Question A2 omitted	2	.1		
-1 Not stated	27	2.0		
Total	33	2.4		
Total	1357	100.0		

SB – About Your Class

SB032 A2b: Teacher - school is overcrowded for pupils

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes, serious	230	16.9	17.2	17.2
	2 Yes, occasional	587	43.3	43.8	60.9
	3 No	524	38.6	39.1	100.0
	Total	1341	98.8	100.0	
Missing	-6 Section A omitted	4	.3		
	-5 Question A2 omitted	2	.1		
	-1 Not stated	10	.7		
	Total	16	1.2		
Total		1357	100.0		

SB032A DV: Teacher - school is overcrowded for pupils (summary)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	817	60.2	60.9	60.9
	2 No	524	38.6	39.1	100.0
	Total	1341	98.8	100.0	
Missing	-6 Section A omitted	4	.3		
	-5 Question A2 omitted	2	.1		
	-1 Not stated	10	.7		
	Total	16	1.2		
Total		1357	100.0		

SB033 DV: Teacher - school is overcrowded at all

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes, serious	294	21.7	21.8	21.8
	2 Yes, occasional	608	44.8	45.0	66.8
	3 No	449	33.1	33.2	100.0
	Total	1351	99.6	100.0	
Missing	-6 Section A omitted	4	.3		
	-5 Question A2 omitted	2	.1		
	Total	6	.4		
Total		1357	100.0		

SB033A DV: Teacher - school is overcrowded at all (summary)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	902	66.5	66.8	66.8
	2 No	449	33.1	33.2	100.0
	Total	1351	99.6	100.0	
Missing	-6 Section A omitted	4	.3		
	-5 Question A2 omitted	2	.1		
	Total	6	.4		
Total		1357	100.0		

SB – About Your Class

[Editing: If SB033a = 2 then A2c was set to 3 and A2d was set to 2.]

If **yes**, to either of the above,

c) Is this affecting the quality of education that you are providing?

Yes, a great deal Yes, times No

[Coding: If more than one box was ticked then the lowest code number was taken.]

[Editing: A summary variable was derived by recoding (1, 2 = 1)(3 = 2) and copying missing values.]

SB034 A2c: Teacher - overcrowding affects quality of education

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes, a great deal	64	4.7	4.8	4.8
	2 Yes, sometimes	510	37.6	37.9	42.7
	3 No	771	56.8	57.3	100.0
	Total	1345	99.1	100.0	
Missing	-6 Section A omitted	4	.3		
	-5 Question A2 omitted	2	.1		
	-1 Not stated	6	.4		
	Total	12	.9		
Total		1357	100.0		

SB034A DV: Teacher - overcrowding affects quality of education (summary)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	574	42.3	42.7	42.7
	2 No	771	56.8	57.3	100.0
	Total	1345	99.1	100.0	
Missing	-6 Section A omitted	4	.3		
	-5 Question A2 omitted	2	.1		
	-1 Not stated	6	.4		
	Total	12	.9		
Total		1357	100.0		

SB – About Your Class

- d) Are there aspects of a school curriculum that you are having to restrict or omit because of lack of space?

Yes

No

If **yes**, please describe

.....

SB035 A2d: Teacher - overcrowding causes omission of curriculum parts

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid				
1 Yes	393	29.0	29.3	29.3
2 No	948	69.9	70.7	100.0
Total	1341	98.8	100.0	
Missing				
-6 Section A omitted	4	.3		
-5 Question A2 omitted	2	.1		
-1 Not stated	10	.7		
Total	16	1.2		
Total	1357	100.0		

PAGE 4 OF THE QUESTIONNAIRE

SECTION B: ABOUT THE CLASS

[Editing: If all parts of section B were omitted variables SB100a to SB294a were all set to -6.]

B1. What is the age range of children in your class?

	years	months		years	months
from				to	

[Editing: If all four parts of question B1 were omitted then variables SB100a to SB101b were set to -5. If the age reported on the left was higher than that reported on the right then the pairs of age variables were swapped round. If the months boxes were left blank then 0 was assumed for the lower end of the age range and 11 for the upper end as these values maximise the ranges and also were respectively the first and second (after 10) most commonly reported values. This assumption was flagged in variables SB100c and SB101c. Finally, 12 times the numbers of years were added to the months variables. Note that the missing values in SB100b and SB101b are the same as in SB100a and SB101a respectively.]

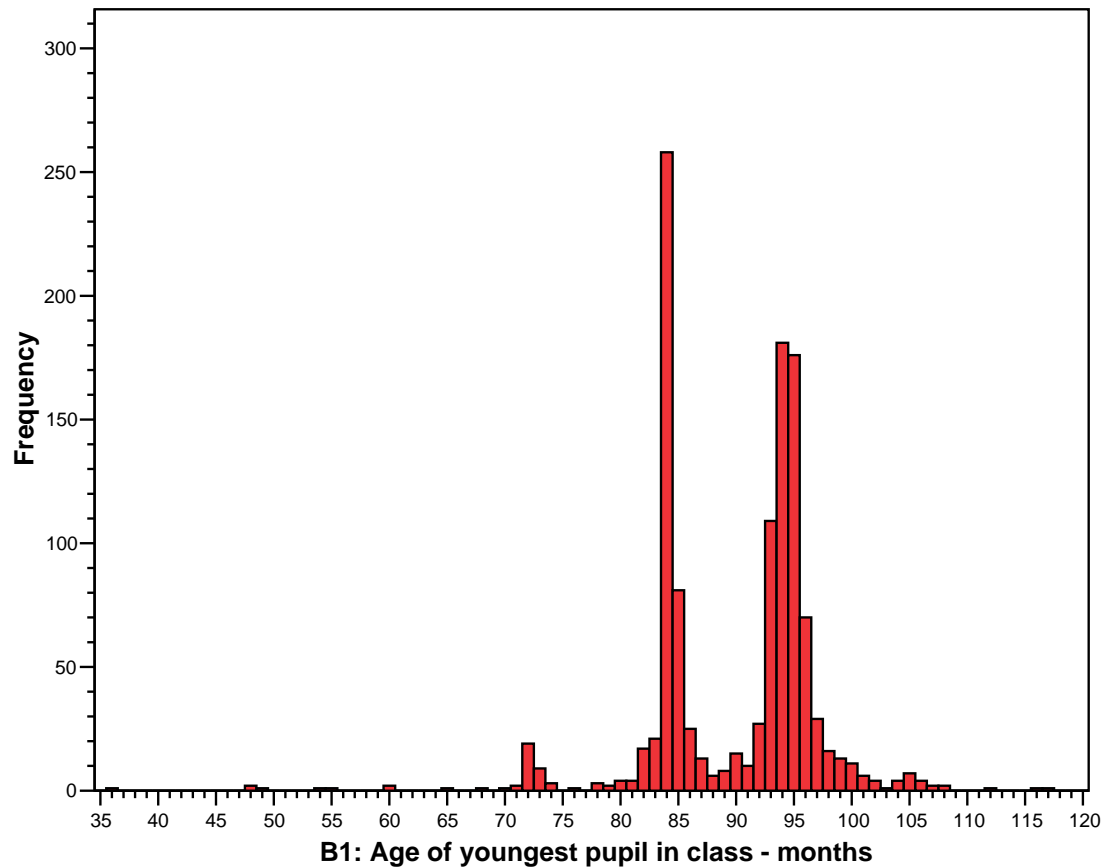
[Note: Of the five classes with values > 11 for SB101a, one is in a school in Continental Europe and the others are in special schools.]

SB – About Your Class

sb100a B1: Age of youngest pupil in class - years

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	1	.1	.1	.1
	4	5	.4	.4	.5
	5	7	.5	.6	1.1
	6	83	6.1	7.1	8.2
	7	909	67.0	77.2	85.4
	8	167	12.3	14.2	99.6
	9	5	.4	.4	100.0
	Total	1177	86.7	100.0	
Missing	-6 Section B omitted	1	.1		
	-5 Question B1 omitted	177	13.0		
	-1 Not stated	2	.1		
	Total	180	13.3		
Total		1357	100.0		

SB100B



sb100c DV: Age of youngest pupil in class - assumptions

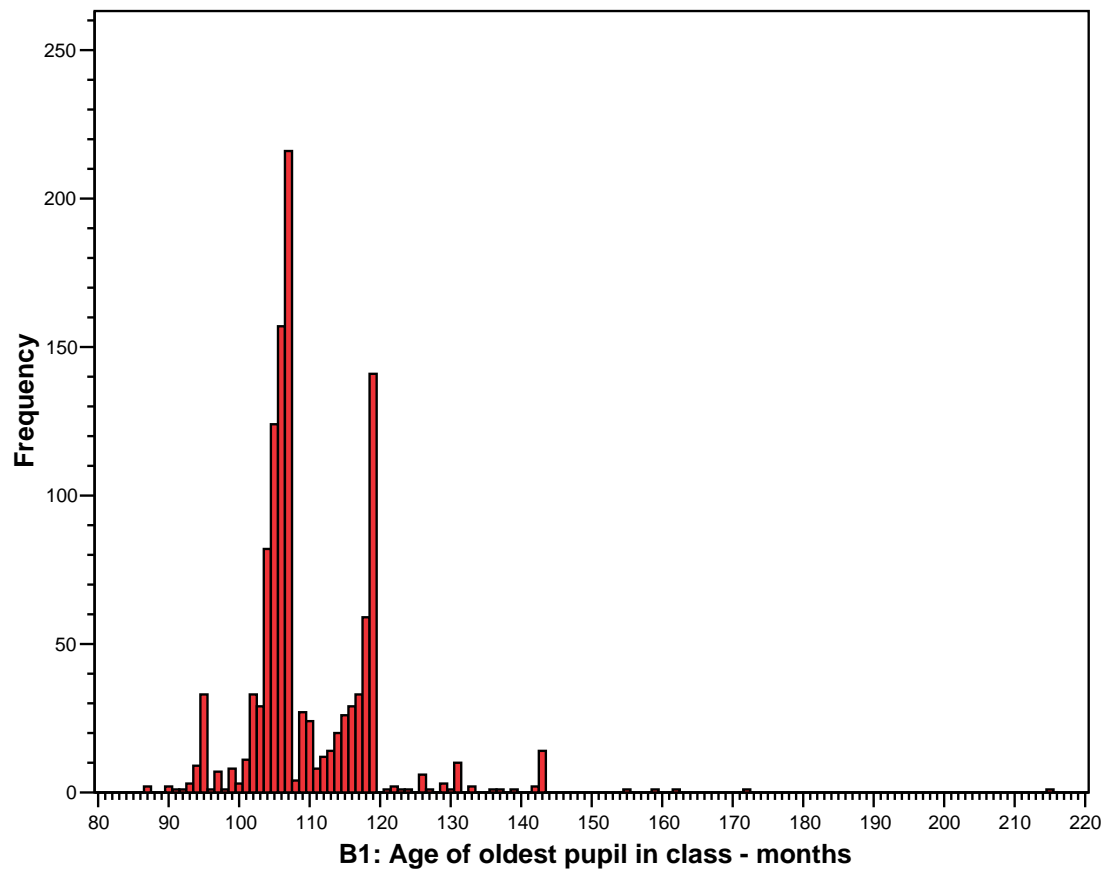
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0 None	1229	90.6	90.6	90.6
	1 Month = 0	128	9.4	9.4	100.0
	Total	1357	100.0	100.0	

SB – About Your Class

sb101a B1: Age of oldest pupil in class - years

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	7	51	3.8	4.4	4.4
	8	672	49.5	57.3	61.7
	9	397	29.3	33.9	95.6
	10	26	1.9	2.2	97.8
	11	21	1.5	1.8	99.6
	12	1	.1	.1	99.7
	13	2	.1	.2	99.8
	14	1	.1	.1	99.9
	17	1	.1	.1	100.0
	Total	1172	86.4	100.0	
Missing	-6 Section B omitted	1	.1		
	-5 Question B1 omitted	177	13.0		
	-1 Not stated	7	.5		
	Total	185	13.6		
Total		1357	100.0		

SB101B



sb101c DV: Age of oldest pupil in class - assumptions

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0 None	1112	81.9	81.9	81.9
	1 Month = 11	245	18.1	18.1	100.0
	Total	1357	100.0	100.0	

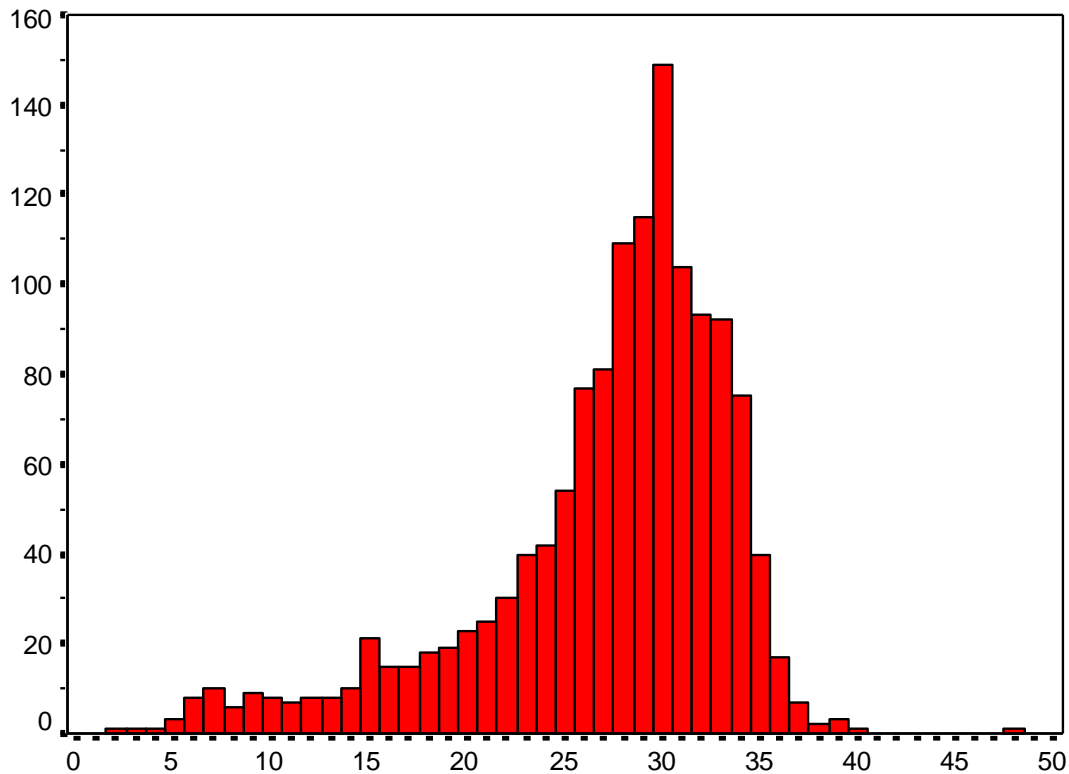
SB – About Your Class

[Editing: If all thirteen (ten in version 1) parts of question B2 were omitted then variables SB115 to SB138 (SB134 in version 1) were set to -5.]

B2. a) How many children are there on the class register?

children

SB115



B2a: Number of pupils on class register

SB115 B2a: Number of pupils on class register

	Frequency	Percent
Missing -6 Section B omitted	1	11.1
-5 Question B2 omitted	2	22.2
-1 Not stated	6	66.7
Total	9	100.0

SB – About Your Class

- b) How many of your class have been excluded from school since the beginning of this school year?

for a fixed term

permanently

[Version 1: Instead of "...since the beginning of this school year?" the question read "...in the past school year?".]

[Editing: If both parts of B2b were omitted then variables SB116 & SB117 were set to -4. Otherwise, values of -1 in SB116 & SB117 were recoded to 0.]

SB116 B2b: Class exclusions this year - number of fixed term

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	1113	82.0	91.0	91.0
	1	85	6.3	7.0	98.0
	2	12	.9	1.0	98.9
	3	9	.7	.7	99.7
	4	4	.3	.3	100.0
	Total	1223	90.1	100.0	
Missing	-6 Section B omitted	1	.1		
	-5 Question B2 omitted	2	.1		
	-4 Question B2b omitted	131	9.7		
	Total	134	9.9		
Total		1357	100.0		

SB117 B2b: Class exclusions this year - number of permanent

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	1212	89.3	99.1	99.1
	1	10	.7	.8	99.9
	7	1	.1	.1	100.0
	Total	1223	90.1	100.0	
Missing	-6 Section B omitted	1	.1		
	-5 Question B2 omitted	2	.1		
	-4 Question B2b omitted	131	9.7		
	Total	134	9.9		
Total		1357	100.0		

SB – About Your Class

c) How many are entitled to free school meals?

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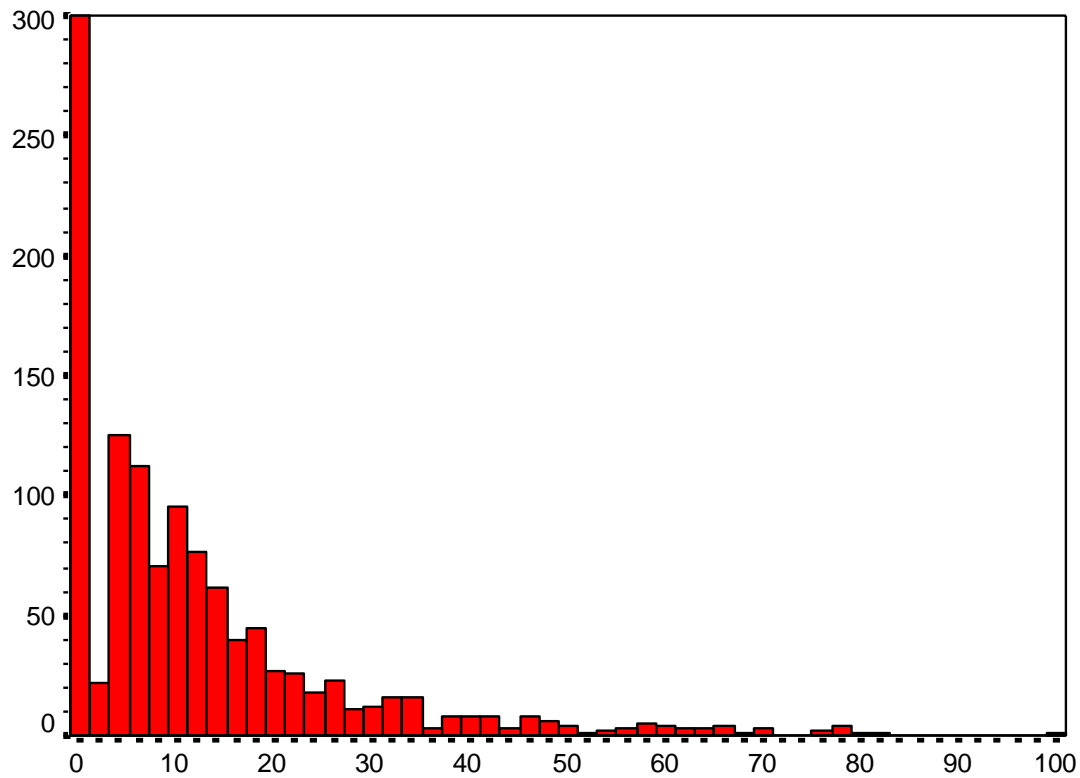
children

[Editing: The percentage of children in the class entitled to free school meals was derived as SB119a. Missing values of -6 & -5 in the components were copied across and if either of SB115 or SB119 were -1 then SB119a was set to -1. SB119a is stored as a long decimal, but formatted to display to 1 decimal place.]

SB119 B2c: Number of pupils in class entitled to free school meal

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	301	22.2	25.4	25.4
	1	162	11.9	13.6	39.0
	2	171	12.6	14.4	53.4
	3	146	10.8	12.3	65.7
	4	109	8.0	9.2	74.9
	5	65	4.8	5.5	80.4
	6	62	4.6	5.2	85.6
	7	34	2.5	2.9	88.5
	8	34	2.5	2.9	91.3
	9	22	1.6	1.9	93.2
	10	28	2.1	2.4	95.5
	11	9	.7	.8	96.3
	12	12	.9	1.0	97.3
	13	3	.2	.3	97.6
	14	9	.7	.8	98.3
	15	7	.5	.6	98.9
	16	3	.2	.3	99.2
	17	4	.3	.3	99.5
	18	1	.1	.1	99.6
	19	2	.1	.2	99.7
	20	2	.1	.2	99.9
	21	1	.1	.1	100.0
Total		1187	87.5	100.0	
Missing	-6 Section B omitted	1	.1		
	-5 Question B2 omitted	2	.1		
	-1 Not stated	167	12.3		
	Total	170	12.5		
Total		1357	100.0		

SB119a



DV: Percentage of pupils in class entitled to free school meal

SB119A DV: Percentage of pupils in class entitled to free school meal

		Frequency	Percent
Missing	-6.0 Section B omitted	1	.6
	-5.0 Question B2 omitted	2	1.1
	-1.0 Missing	171	98.3
	Total	174	100.0

SB – About Your Class

d) How many pupils have statements for special educational need

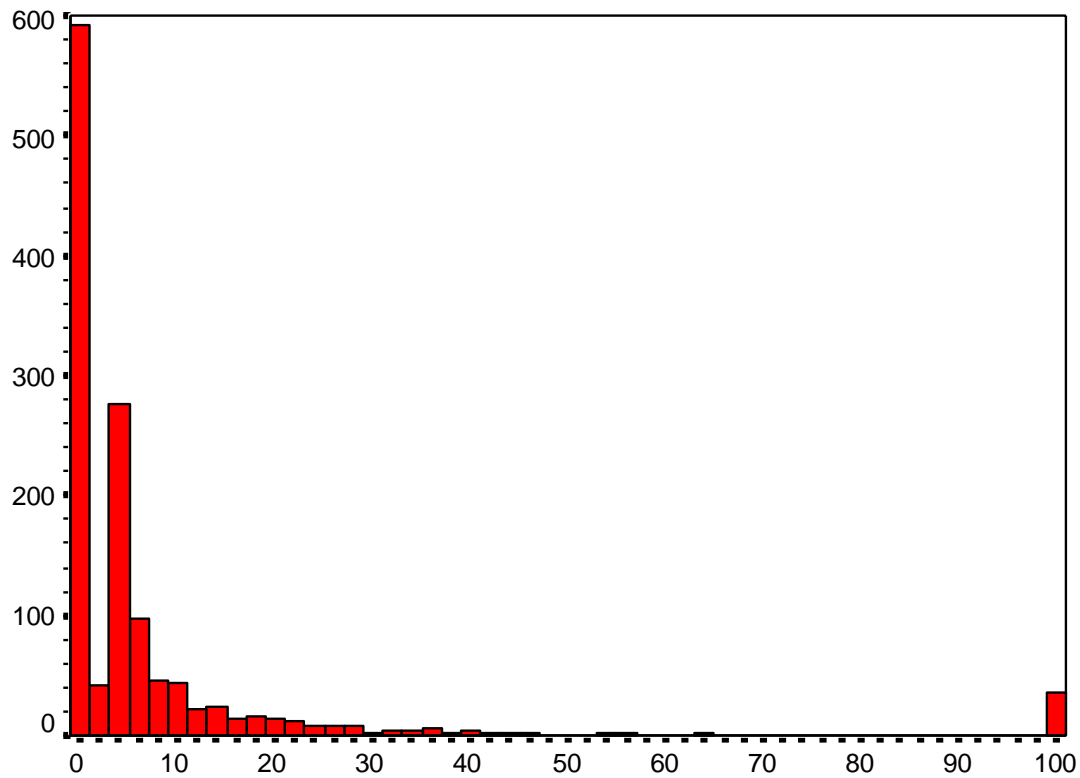
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[Editing: The percentage of statemented children in the class was derived as SB120a. Missing values of -6 & -5 in the components were copied across and if either of SB115 or SB120 were -1 then SB120a was set to -1. SB120a is stored as a long decimal, but formatted to display to 1 decimal place.]

SB120 B2d: Number of pupils in class with SEN statements

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	596	43.9	46.4	46.4
	1	332	24.5	25.8	72.2
	2	147	10.8	11.4	83.7
	3	56	4.1	4.4	88.0
	4	33	2.4	2.6	90.6
	5	21	1.5	1.6	92.2
	6	30	2.2	2.3	94.6
	7	19	1.4	1.5	96.0
	8	12	.9	.9	97.0
	9	9	.7	.7	97.7
	10	13	1.0	1.0	98.7
	11	5	.4	.4	99.1
	12	3	.2	.2	99.3
	13	3	.2	.2	99.5
	14	3	.2	.2	99.8
	16	2	.1	.2	99.9
	17	1	.1	.1	100.0
	Total	1285	94.7	100.0	
Missing	-6 Section B omitted	1	.1		
	-5 Question B2 omitted	2	.1		
	-1 Not stated	69	5.1		
	Total	72	5.3		
Total		1357	100.0		

SB120a



DV: Percentage of pupils in class with SEN statements

SB120A DV: Percentage of pupils in class with SEN statements

	Frequency	Percent
Missing -6.0 Section B omitted	1	1.3
-5.0 Question B2 omitted	2	2.6
-1.0 Missing	74	96.1
Total	77	100.0

SB – About Your Class

- e) For how many children in your class do you have to keep medication?

No. of children

(i)	Ventolin/inhaler for asthma	<div style="border: 1px solid red; width: 30px; height: 30px; display: inline-block;"></div>	<div style="border: 1px solid red; width: 30px; height: 30px; display: inline-block;"></div>
(ii)	Ritalin	<div style="border: 1px solid red; width: 30px; height: 30px; display: inline-block;"></div>	<div style="border: 1px solid red; width: 30px; height: 30px; display: inline-block;"></div>
(iii)	Anti-convulsants (for epilepsy)	<div style="border: 1px solid red; width: 30px; height: 30px; display: inline-block;"></div>	<div style="border: 1px solid red; width: 30px; height: 30px; display: inline-block;"></div>
(iv)	Adrenalin/Epipen (for allergic reaction)	<div style="border: 1px solid red; width: 30px; height: 30px; display: inline-block;"></div>	<div style="border: 1px solid red; width: 30px; height: 30px; display: inline-block;"></div>
(v)	Other (please give number of children and state name(s) of medication)	<div style="border: 1px solid red; width: 30px; height: 30px; display: inline-block;"></div>	<div style="border: 1px solid red; width: 30px; height: 30px; display: inline-block;"></div>

.....

[Coding: The total number of children on “other” medication was coded in B2e(v). If medication was mentioned, but not the number of children then 99 was coded.]

[Editing: If all five parts of question B2e were omitted then variables SB130 to SB134 were set to -4. If some parts were > 0 (indicating at least one positive response) but none had value 0 (indicating zero negative responses) then values of -1 in SB130 to SB134 were set to 0. Remaining values of -1 in part B2e(v) were then recoded to 0 and values of 99 in B2e(v) recoded to -1.]

SB130 B2e1: Number of pupils teacher keeps ventolin/inhaler for

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	415	30.6	33.9	33.9
	1	209	15.4	17.1	50.9
	2	253	18.6	20.7	71.6
	3	163	12.0	13.3	84.9
	4	87	6.4	7.1	92.0
	5	51	3.8	4.2	96.2
	6	38	2.8	3.1	99.3
	7	6	.4	.5	99.8
	8	3	.2	.2	100.0
	Total	1225	90.3	100.0	
Missing	-6 Section B omitted	1	.1		
	-5 Question B2 omitted	2	.1		
	-4 Question B2e omitted	110	8.1		
	-1 Not stated	19	1.4		
	Total	132	9.7		
Total		1357	100.0		

SB – About Your Class

SB131 B2e2: Number of pupils teacher keeps ritalin for

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	1141	84.1	92.2	92.2
	1	85	6.3	6.9	99.0
	2	9	.7	.7	99.8
	3	3	.2	.2	100.0
	Total	1238	91.2	100.0	
Missing	-6 Section B omitted	1	.1		
	-5 Question B2 omitted	2	.1		
	-4 Question B2e omitted	110	8.1		
	-1 Not stated	6	.4		
	Total	119	8.8		
Total		1357	100.0		

SB132 B2e3: Number of pupils teacher keeps anti-convulsants for

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	1212	89.3	98.1	98.1
	1	15	1.1	1.2	99.4
	2	3	.2	.2	99.6
	3	3	.2	.2	99.8
	4	2	.1	.2	100.0
	Total	1235	91.0	100.0	
Missing	-6 Section B omitted	1	.1		
	-5 Question B2 omitted	2	.1		
	-4 Question B2e omitted	110	8.1		
	-1 Not stated	9	.7		
	Total	122	9.0		
Total		1357	100.0		

SB – About Your Class

SB133 B2e4: Number of pupils teacher keeps adrenalin/epipen for

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	1119	82.5	90.5	90.5
	1	109	8.0	8.8	99.4
	2	6	.4	.5	99.8
	3	2	.1	.2	100.0
	Total	1236	91.1	100.0	
Missing	-6 Section B omitted	1	.1		
	-5 Question B2 omitted	2	.1		
	-4 Question B2e omitted	110	8.1		
	-1 Not stated	8	.6		
	Total	121	8.9		
Total		1357	100.0		

SB134 B2e5: Number of pupils teacher keeps other medication for

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	1186	87.4	95.6	95.6
	1	46	3.4	3.7	99.4
	2	4	.3	.3	99.7
	3	2	.1	.2	99.8
	5	1	.1	.1	99.9
	7	1	.1	.1	100.0
	Total	1240	91.4	100.0	
Missing	-6 Section B omitted	1	.1		
	-5 Question B2 omitted	2	.1		
	-4 Question B2e omitted	110	8.1		
	-1 Not stated	4	.3		
	Total	117	8.6		
Total		1357	100.0		

PAGE 5 OF THE QUESTIONNAIRE

B2. f) How many children in your class keep their own regular medication when they come to school?

No. of children

(i) Ventolin/inhaler for asthma

--	--

(ii) Ritalin

--	--

(iii) Other (please give number of children and state name(s) of medication)

--	--

[Version 1: B2f was not present in version 1.]

[Coding: The total number of children on “other” medication was coded in B2f(iii). If medication was mentioned, but not the number of children then 99 was coded.]

[Editing: For version 1 questionnaires, variables SB136 to SB138 were set to -7. The remaining comments apply only to version 2 questionnaires. If all three parts of question B2f were omitted then variables SB136 to SB138 were set to -4. If some parts were > 0 (indicating at least one positive response) but none had value 0 (indicating zero negative responses) then values of -1 in SB136 to SB138 were set to 0. Remaining values of -1 in part B2f(iii) were then recoded to 0 and values of 99 in B2f(iii) recoded to -1.]

SB136 B2f1: Number of pupils who keep ventolin/inhaler themselves

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 0	514	37.9	58.9	58.9
1	110	8.1	12.6	71.5
2	111	8.2	12.7	84.2
3	53	3.9	6.1	90.3
4	37	2.7	4.2	94.5
5	25	1.8	2.9	97.4
6	17	1.3	1.9	99.3
7	2	.1	.2	99.5
8	4	.3	.5	100.0
Total	873	64.3	100.0	
Missing -7 Version 1	340	25.1		
-6 Section B omitted	1	.1		
-5 Question B2 omitted	2	.1		
-4 Question B2f omitted	128	9.4		
-1 Not stated	13	1.0		
Total	484	35.7		
Total	1357	100.0		

SB – About Your Class

SB137 B2f2: Number of pupils who keep ritalin themselves

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	851	62.7	98.4	98.4
	1	13	1.0	1.5	99.9
	2	1	.1	.1	100.0
	Total	865	63.7	100.0	
Missing	-7 Version 1	340	25.1		
	-6 Section B omitted	1	.1		
	-5 Question B2 omitted	2	.1		
	-4 Question B2f omitted	128	9.4		
	-1 Not stated	21	1.5		
	Total	492	36.3		
Total		1357	100.0		

SB138 B2f3: Number of pupils who keep other medication themselves

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	858	63.2	97.2	97.2
	1	19	1.4	2.2	99.3
	2	5	.4	.6	99.9
	4	1	.1	.1	100.0
	Total	883	65.1	100.0	
Missing	-7 Version 1	340	25.1		
	-6 Section B omitted	1	.1		
	-5 Question B2 omitted	2	.1		
	-4 Question B2f omitted	128	9.4		
	-1 Not stated	3	.2		
	Total	474	34.9		
Total		1357	100.0		

SB – About Your Class

B3. Approximately for what proportion of the children currently on your attendance register do you feel you have grounds for concern because the child's development might be impaired by his/her home circumstances? (Please tick one box only)

100%	1		2	75-99%
50-74%	3		4	25-49%
10-24%	5		6	less than 10%

[Coding: If more than one box was ticked then the lowest code number was taken.]

SB142 B3: Percentage of pupils in class with concerning home circumstances

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 100%	5	.4	.4	.4
	2 75-99%	13	1.0	1.0	1.4
	3 50-74%	26	1.9	2.0	3.3
	4 25-49%	95	7.0	7.2	10.5
	5 10-24%	185	13.6	14.0	24.6
	6 < 10%	995	73.3	75.4	100.0
	Total	1319	97.2	100.0	
Missing	-8 See text	1	.1		
	-6 Section B omitted	1	.1		
	-1 Not stated	36	2.7		
	Total	38	2.8		
Total		1357	100.0		

SB – About Your Class

B4. How many children in your class are from homes where English is not the first language?

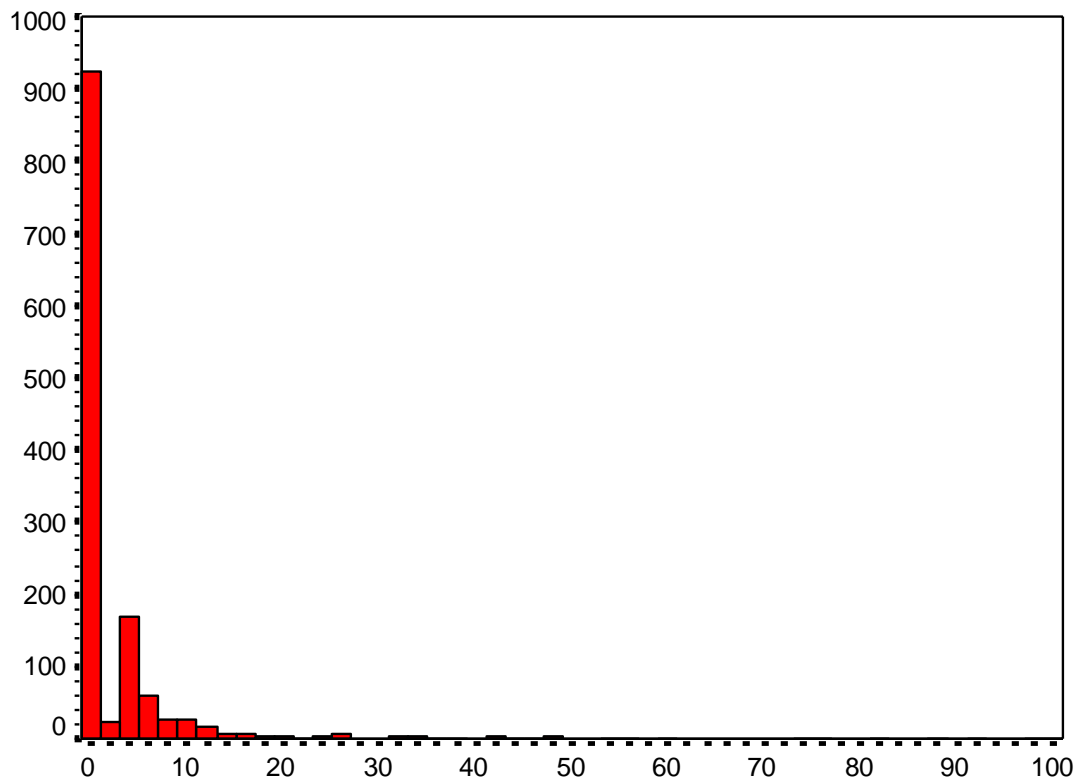
children

[Editing: The percentage of children in the class from homes where English is not the first language was derived as SB160a. Missing values of -6 in the components were copied across and if either of SB115 or SB160 were -5 or -1 then SB160a was set to -1. SB160a is stored as a long decimal, but formatted to display to 1 decimal place.]

SB160 B4: Number of pupils in class for whom english is not 1st home language

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	928	68.4	71.3	71.3
	1	228	16.8	17.5	88.9
	2	74	5.5	5.7	94.5
	3	28	2.1	2.2	96.7
	4	7	.5	.5	97.2
	5	4	.3	.3	97.5
	6	4	.3	.3	97.8
	7	6	.4	.5	98.3
	8	6	.4	.5	98.8
	9	2	.1	.2	98.9
	10	3	.2	.2	99.2
	11	2	.1	.2	99.3
	12	3	.2	.2	99.5
	14	1	.1	.1	99.6
	17	1	.1	.1	99.7
	19	2	.1	.2	99.8
	21	1	.1	.1	99.9
	47	1	.1	.1	100.0
	Total	1301	95.9	100.0	
Missing	-6 Section Bomitted	1	.1		
	-1 Not stated	55	4.1		
	Total	56	4.1		
Total		1357	100.0		

SB160a DV: Percentage of pupils in class for whom English is not 1st home language



DV: Percentage of pupils in class for whom English is not 1st home language

SB160A DV: Percentage of pupils in class for whom English is not 1st home language

	Frequency	Percent
Missing -6.0 Section B omitted	1	1.6
-1.0 Missing	60	98.4
Total	61	100.0

SB – About Your Class

[Editing: If all eight parts of question B5 were omitted then variables SB175 to SB183 were set to -5.]

B5. a) On what criteria do you group children for classroom activities? (Tick all that apply)

	Yes	No
(i) Attainment groups	<input type="checkbox"/>	<input type="checkbox"/>
(ii) Mixed-ability groups	<input type="checkbox"/>	<input type="checkbox"/>
(iii) Friendship groups	<input type="checkbox"/>	<input type="checkbox"/>
(iv) Gender groups	<input type="checkbox"/>	<input type="checkbox"/>
(v) Age-based groups	<input type="checkbox"/>	<input type="checkbox"/>

[Editing: If all five parts of question B5a were omitted then variables SB175 to SB179 were set to -4. If some parts had value 1 (indicating at least one positive response) but none had value 2 (indicating zero negative responses) then values of -1 in SB175 to SB179 were set to 0.]

SB175 B5a1: Class activity groups - attainment

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid				
1 Yes	1285	94.7	95.3	95.3
2 No	63	4.6	4.7	100.0
Total	1348	99.3	100.0	
Missing				
-6 Section B omitted	1	.1		
-5 Question B5 omitted	2	.1		
-4 Question B5a omitted	4	.3		
-1 Not stated	2	.1		
Total	9	.7		
Total	1357	100.0		

SB176 B5a2: Class activity groups - mixed ability

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid				
1 Yes	1264	93.1	93.8	93.8
2 No	83	6.1	6.2	100.0
Total	1347	99.3	100.0	
Missing				
-6 Section B omitted	1	.1		
-5 Question B5 omitted	2	.1		
-4 Question B5a omitted	4	.3		
-1 Not stated	3	.2		
Total	10	.7		
Total	1357	100.0		

SB – About Your Class

SB177 B5a3: Class activity groups - friendship

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	1016	74.9	75.7	75.7
	2 No	327	24.1	24.3	100.0
	Total	1343	99.0	100.0	
Missing	-6 Section B omitted	1	.1		
	-5 Question B5 omitted	2	.1		
	-4 Question B5a omitted	4	.3		
	-1 Not stated	7	.5		
	Total	14	1.0		
Total		1357	100.0		

SB178 B5a4: Class activity groups - gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	205	15.1	15.3	15.3
	2 No	1132	83.4	84.7	100.0
	Total	1337	98.5	100.0	
Missing	-8 See text	1	.1		
	-6 Section B omitted	1	.1		
	-5 Question B5 omitted	2	.1		
	-4 Question B5a omitted	4	.3		
	-1 Not stated	12	.9		
	Total	20	1.5		
Total		1357	100.0		

SB179 B5a5: Class activity groups - age-based

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	364	26.8	27.2	27.2
	2 No	976	71.9	72.8	100.0
	Total	1340	98.7	100.0	
Missing	-6 Section B omitted	1	.1		
	-5 Question B5 omitted	2	.1		
	-4 Question B5a omitted	4	.3		
	-1 Not stated	10	.7		
	Total	17	1.3		
Total		1357	100.0		

Derived VariablesAny Activity Groups

An indicator of whether there were any activity groups in the class was derived as SB180a. If any of SB175 to SB179 were 1 “yes” then SB180a was set to 1 “yes”, otherwise SB180a was set to 2 “no”. Note that, although values of -6, -5 & -4 in the components were copied across to SB180a, values of -8 & -1 in the components were treated the same as values of 2. The number of components with missing values of -8 & -1 was calculated as SB180b so users can easily exclude cases with lots of missing components if they wish.

SB180A DV: Any class activity groups

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	1345	99.1	99.6	99.6
	2 No	5	.4	.4	100.0
	Total	1350	99.5	100.0	
Missing	-6 Section B omitted	1	.1		
	-5 Question B5 omitted	2	.1		
	-4 Question B5a omitted	4	.3		
	Total	7	.5		
Total		1357	100.0		

SB180B DV: Number of missing class activity groups components

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	1325	97.6	98.1	98.1
	1	18	1.3	1.3	99.5
	2	4	.3	.3	99.8
	3	3	.2	.2	100.0
	Total	1350	99.5	100.0	
Missing	-6 Section B omitted	1	.1		
	-5 Question B5 omitted	2	.1		
	-4 Question B5a omitted	4	.3		
	Total	7	.5		
Total		1357	100.0		

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B5. b) In this class are there ability groups (or setting) for:

	Yes	No
(i) Literacy	<input type="text" value="1"/>	<input type="text" value="2"/>
(ii) Maths	<input type="text" value="1"/>	<input type="text" value="2"/>
(iii) Other (please describe)	<input type="text" value="1"/>	<input type="text" value="2"/>

.....

[Version 1: The word “or” was not present in “...groups (or setting)”. Also, B5b was positioned at the bottom of page 5.]

[Editing: If all three parts of question B5b were omitted then variables SB181 to SB183 were set to -4. If some parts had value 1 (indicating at least one positive response) but none had value 2 (indicating zero negative responses) then values of -1 in SB181 to SB183 were set to 2. Finally, any remaining values of -1 in B5b(iii) were recoded to 2.]

SB181 B5b1: Class ability groups - literacy

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1 Yes	1216	89.6	89.9	89.9
2 No	136	10.0	10.1	100.0
Total	1352	99.6	100.0	
Missing -6 Section B omitted	1	.1		
-5 Question B5 omitted	2	.1		
-4 Question B5b omitted	2	.1		
Total	5	.4		
Total	1357	100.0		

SB182 B5b2: Class ability groups - maths

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1 Yes	1241	91.5	91.9	91.9
2 No	110	8.1	8.1	100.0
Total	1351	99.6	100.0	
Missing -6 Section B omitted	1	.1		
-5 Question B5 omitted	2	.1		
-4 Question B5b omitted	2	.1		
-1 Not stated	1	.1		
Total	6	.4		
Total	1357	100.0		

SB – About Your Class

SB183 B5b3: Class ability groups - other

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	259	19.1	19.2	19.2
	2 No	1093	80.5	80.8	100.0
	Total	1352	99.6	100.0	
Missing	-6 Section B omitted	1	.1		
	-5 Question B5 omitted	2	.1		
	-4 Question B5b omitted	2	.1		
	Total	5	.4		
Total		1357	100.0		

Derived Variables

Any Ability Groups

An indicator of whether there were any ability groups in the class was derived as SB184a. If any of SB181 to SB183 were 1 “yes” then SB184a was set to 1 “yes”, otherwise SB184a was set to 2 “no”. Note that, although values of -6, -5 & -4 in the components were copied across to SB184a, values of -8 & -1 in the components were treated the same as values of 2. The number of components with missing values of -8 & -1 was calculated as SB184b so users can easily exclude cases with lots of missing components if they wish.

SB184A DV: Any class ability groups

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	1280	94.3	94.7	94.7
	2 No	72	5.3	5.3	100.0
	Total	1352	99.6	100.0	
Missing	-6 Section B omitted	1	.1		
	-5 Question B5 omitted	2	.1		
	-4 Question B5b omitted	2	.1		
	Total	5	.4		
Total		1357	100.0		

SB184B DV: Number of missing class ability groups components

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	1351	99.6	99.9	99.9
	1	1	.1	.1	100.0
	Total	1352	99.6	100.0	
Missing	-6 Section B omitted	1	.1		
	-5 Question B5 omitted	2	.1		
	-4 Question B5b omitted	2	.1		
	Total	5	.4		
Total		1357	100.0		

SB – About Your Class

[Editing: If all five parts of question B6 were omitted then variables SB190 to SB194 were set to -5.]

- B6. a) How many children in your class have problems of health, behaviour, speech, vision, hearing or development which you consider affects their everyday life in school?

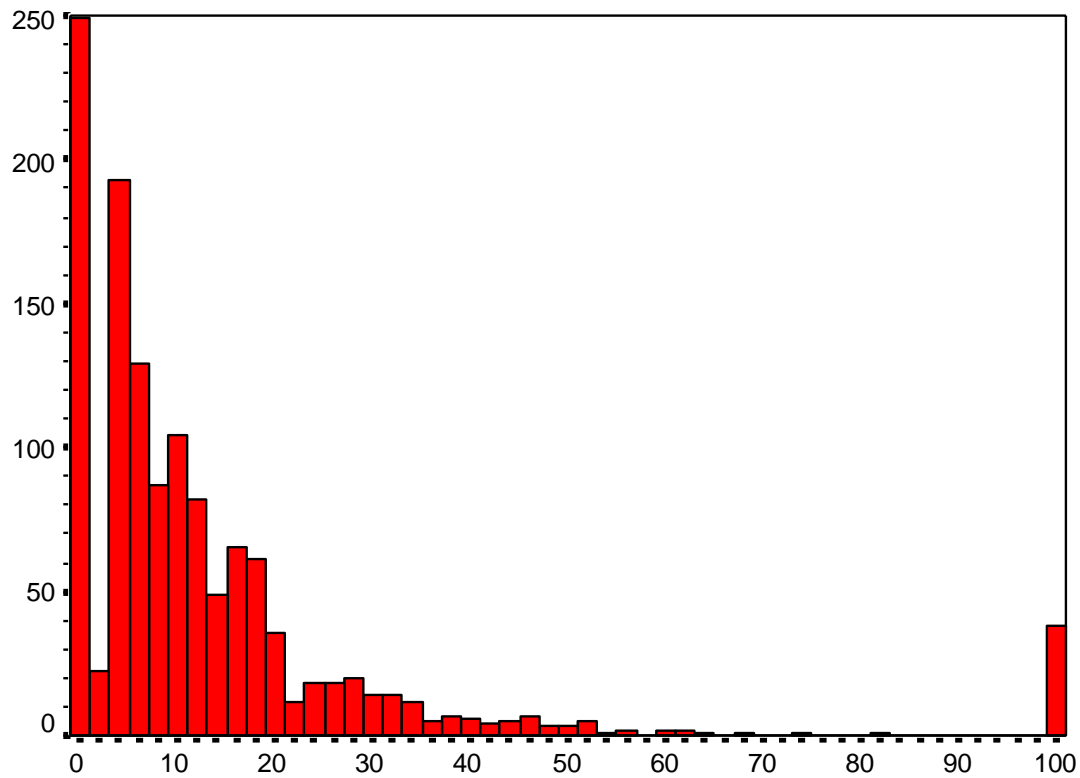
children

[Editing: The percentage of children in the class with problems affecting their life in school was derived as SB190a. Missing values of -6 in the components were copied across and if either of SB115 or SB190 were -5 or -1 then SB190a was set to -1. SB190a is stored as a long decimal, but formatted to display to 1 decimal place.]

SB190 B6a: Number of pupils in class with problems affecting life in school

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	250	18.4	19.5	19.5
	1	249	18.3	19.4	38.8
	2	200	14.7	15.6	54.4
	3	172	12.7	13.4	67.8
	4	97	7.1	7.5	75.3
	5	92	6.8	7.2	82.5
	6	61	4.5	4.7	87.2
	7	35	2.6	2.7	90.0
	8	31	2.3	2.4	92.4
	9	25	1.8	1.9	94.3
	10	21	1.5	1.6	96.0
	11	15	1.1	1.2	97.1
	12	6	.4	.5	97.6
	13	4	.3	.3	97.9
	14	11	.8	.9	98.8
	15	5	.4	.4	99.1
	16	3	.2	.2	99.4
	17	2	.1	.2	99.5
	18	1	.1	.1	99.6
	19	1	.1	.1	99.7
	20	1	.1	.1	99.8
	21	1	.1	.1	99.8
	24	2	.1	.2	100.0
	Total	1285	94.7	100.0	
Missing	-6 Section B omitted	1	.1		
	-5 Question B6 omitted	14	1.0		
	-1 Not stated	57	4.2		
	Total	72	5.3		
Total		1357	100.0		

SB190a



DV: Percentage of pupils in class with problems affecting life in school

SB190A DV: Percentage of pupils in class with problems affecting life in school

		Frequency	Percent
Missing	-6.0 Section B omitted	1	1.3
	-1.0 Missing	77	98.7
Total		78	100.0

SB – About Your Class

b) How many children in your class are receiving the following:

No. of children

(i) Remedial reading help		
(ii) Remedial mathematics help		
(iii) Formal help with behavioural difficulties		
(iv) Music lessons during class time		

[Editing: If all four parts of question B6b were omitted then variables SB191 to SB194 were set to -4. If some parts were > 0 (indicating at least one positive response) but none had value 0 (indicating zero negative responses) then values of -1 in SB191 to SB194 were set to 0.]

SB191 B6b1: Number of pupils in class receiving remedial reading help

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	162	11.9	12.5	12.5
	1	112	8.3	8.6	21.1
	2	129	9.5	9.9	31.0
	3	153	11.3	11.8	42.8
	4	158	11.6	12.2	54.9
	5	129	9.5	9.9	64.8
	6	168	12.4	12.9	77.8
	7	50	3.7	3.8	81.6
	8	91	6.7	7.0	88.6
	9	36	2.7	2.8	91.4
	10	48	3.5	3.7	95.1
	11	17	1.3	1.3	96.4
	12	20	1.5	1.5	97.9
	13	7	.5	.5	98.5
	14	7	.5	.5	99.0
	15	8	.6	.6	99.6
	18	1	.1	.1	99.7
	19	1	.1	.1	99.8
	20	1	.1	.1	99.8
	21	1	.1	.1	99.9
	24	1	.1	.1	100.0
	Total	1300	95.8	100.0	
Missing	-6 Section B omitted	1	.1		
	-5 Question B6 omitted	14	1.0		
	-4 Question B6b omitted	20	1.5		
	-1 Not stated	22	1.6		
	Total	57	4.2		
Total		1357	100.0		

SB – About Your Class

SB192 B6b2: Number of pupils in class receiving remedial maths help

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	536	39.5	41.1	41.1
	1	131	9.7	10.0	51.1
	2	161	11.9	12.3	63.4
	3	121	8.9	9.3	72.7
	4	101	7.4	7.7	80.5
	5	82	6.0	6.3	86.7
	6	78	5.7	6.0	92.7
	7	19	1.4	1.5	94.2
	8	35	2.6	2.7	96.9
	9	14	1.0	1.1	97.9
	10	11	.8	.8	98.8
	11	6	.4	.5	99.2
	12	4	.3	.3	99.5
	13	2	.1	.2	99.7
	14	1	.1	.1	99.8
	18	1	.1	.1	99.8
	20	1	.1	.1	99.9
	21	1	.1	.1	100.0
	Total	1305	96.2	100.0	
Missing	-6 Section B omitted	1	.1		
	-5 Question B6 omitted	14	1.0		
	-4 Question B6b omitted	20	1.5		
	-1 Not stated	17	1.3		
	Total	52	3.8		
Total		1357	100.0		

SB193 B6b3: Number of pupils in class receiving formal behavioural help

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	862	63.5	65.7	65.7
	1	271	20.0	20.7	86.4
	2	98	7.2	7.5	93.8
	3	36	2.7	2.7	96.6
	4	14	1.0	1.1	97.6
	5	9	.7	.7	98.3
	6	6	.4	.5	98.8
	7	3	.2	.2	99.0
	8	3	.2	.2	99.2
	9	4	.3	.3	99.5
	10	3	.2	.2	99.8
	11	1	.1	.1	99.8
	12	1	.1	.1	99.9
	16	1	.1	.1	100.0
	Total	1312	96.7	100.0	
Missing	-6 Section B omitted	1	.1		
	-5 Question B6 omitted	14	1.0		
	-4 Question B6b omitted	20	1.5		
	-1 Not stated	10	.7		
	Total	45	3.3		
Total		1357	100.0		

SB – About Your Class

SB194 B6b4: Number of pupils in class receiving music lessons

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	484	35.7	36.9	36.9
	1	112	8.3	8.5	45.4
	2	115	8.5	8.8	54.2
	3	116	8.5	8.8	63.0
	4	121	8.9	9.2	72.2
	5	79	5.8	6.0	78.2
	6	56	4.1	4.3	82.5
	7	36	2.7	2.7	85.2
	8	53	3.9	4.0	89.3
	9	21	1.5	1.6	90.9
	10	32	2.4	2.4	93.3
	11	9	.7	.7	94.0
	12	19	1.4	1.4	95.4
	13	7	.5	.5	96.0
	14	5	.4	.4	96.3
	15	10	.7	.8	97.1
	16	3	.2	.2	97.3
	18	3	.2	.2	97.6
	19	3	.2	.2	97.8
	20	7	.5	.5	98.3
	21	1	.1	.1	98.4
	22	1	.1	.1	98.5
	23	1	.1	.1	98.6
	24	1	.1	.1	98.6
	26	1	.1	.1	98.7
	27	2	.1	.2	98.9
	28	2	.1	.2	99.0
	29	1	.1	.1	99.1
	30	5	.4	.4	99.5
	31	4	.3	.3	99.8
	32	2	.1	.2	99.9
	35	1	.1	.1	100.0
	Total	1313	96.8	100.0	
Missing	-6 Section B omitted	1	.1		
	-5 Question B6 omitted	14	1.0		
	-4 Question B6b omitted	20	1.5		
	-1 Not stated	9	.7		
	Total	44	3.2		
Total		1357	100.0		

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B7. Approximately how many hours a week does the class spend on the following?
(If none, write 00.00)

	hours		mins	
a) Literacy/English	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
b) Numeracy/Maths	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
c) Science	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
d) ICT/Computing	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
e) History	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
f) Geography	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
g) Design & technology	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
h) Art	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
i) PE/games/dance	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
j) Music	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
k) RE	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
l) Personal and social education	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

[Version 1: Question B7 was positioned at the bottom of page 6.]

[Coding: For complex timetables, an attempt was made to average to the amount of time spent per week per subject.]

[Editing: A significant number of “don’t know” codes were found in the raw data, with the minutes variable for each part always being coded as “don’t know” if the hours part was. If the hours part, therefore, was “don’t know” then both hours and minutes variables for that part were recoded to -2. Remaining “don’t know” codes in the minute variables were recoded to -1 and therefore treated in the same manner as minute variables that were simply omitted.

If all twenty four parts of question B7 were omitted then variables SB200a to SB211b were set to -5. Then if the hours component of any part was =0 then values of -1 in the minutes component of the same part were recoded to 0. Similarly, if the minutes component of any part was =0 then values of -1 in the hours component of the same part were recoded to 0. A single time format variable was created for each time.]

SB – About Your Class

SB200A B7a: Time / week spent on literacy/english - hours

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	1	.1	.1	.1
	1	3	.2	.2	.3
	2	6	.4	.5	.8
	3	7	.5	.5	1.3
	4	37	2.7	2.8	4.2
	5	687	50.6	52.9	57.0
	6	281	20.7	21.6	78.7
	7	195	14.4	15.0	93.7
	8	58	4.3	4.5	98.2
	9	9	.7	.7	98.8
	10	13	1.0	1.0	99.8
	12	2	.1	.2	100.0
	Total	1299	95.7	100.0	
Missing	-6 Section B omitted	1	.1		
	-5 Question B7 omitted	53	3.9		
	-1 Not stated	4	.3		
	Total	58	4.3		
Total		1357	100.0		

SB200B B7a: Time / week spent on literacy/english - minutes

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	1017	74.9	78.3	78.3
	5	1	.1	.1	78.4
	10	3	.2	.2	78.6
	15	24	1.8	1.8	80.4
	20	11	.8	.8	81.3
	25	1	.1	.1	81.4
	30	192	14.1	14.8	96.2
	35	1	.1	.1	96.2
	40	16	1.2	1.2	97.5
	45	18	1.3	1.4	98.8
	50	12	.9	.9	99.8
	55	3	.2	.2	100.0
	Total	1299	95.7	100.0	
Missing	-6 Section B omitted	1	.1		
	-5 Question B7 omitted	53	3.9		
	-1 Not stated	4	.3		
	Total	58	4.3		
Total		1357	100.0		

SB – About Your Class

SB201A B7b: Time / week spent on numeracy - hours

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	1	.1	.1	.1
	1	4	.3	.3	.4
	2	7	.5	.5	.9
	3	17	1.3	1.3	2.2
	4	117	8.6	9.0	11.2
	5	1036	76.3	79.7	90.9
	6	95	7.0	7.3	98.2
	7	18	1.3	1.4	99.6
	8	4	.3	.3	99.9
	9	1	.1	.1	100.0
	Total	1300	95.8	100.0	
Missing	-6 Section B omitted	1	.1		
	-5 Question B7 omitted	53	3.9		
	-1 Not stated	3	.2		
	Total	57	4.2		
Total		1357	100.0		

SB201B B7b: Time / week spent on numeracy - minutes

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	1133	83.5	87.2	87.2
	5	2	.1	.2	87.3
	10	11	.8	.8	88.2
	15	13	1.0	1.0	89.2
	18	1	.1	.1	89.2
	20	7	.5	.5	89.8
	25	7	.5	.5	90.3
	30	87	6.4	6.7	97.0
	35	5	.4	.4	97.4
	40	9	.7	.7	98.1
	45	17	1.3	1.3	99.4
	50	8	.6	.6	100.0
	Total	1300	95.8	100.0	
Missing	-6 Section B omitted	1	.1		
	-5 Question B7 omitted	53	3.9		
	-1 Not stated	3	.2		
	Total	57	4.2		
Total		1357	100.0		

SB – About Your Class

SB202A B7c: Time / week spent on science - hours

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	23	1.7	1.8	1.8
	1	389	28.7	30.3	32.1
	2	712	52.5	55.5	87.6
	3	114	8.4	8.9	96.5
	4	20	1.5	1.6	98.1
	5	22	1.6	1.7	99.8
	6	1	.1	.1	99.8
	7	1	.1	.1	99.9
	8	1	.1	.1	100.0
	Total	1283	94.5	100.0	
Missing	-6 Section B omitted	1	.1		
	-5 Question B7 omitted	53	3.9		
	-2 Don't know	1	.1		
	-1 Not stated	19	1.4		
	Total	74	5.5		
Total		1357	100.0		

SB202B B7c: Time / week spent on science - minutes

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	900	66.3	70.1	70.1
	10	7	.5	.5	70.7
	15	23	1.7	1.8	72.5
	20	23	1.7	1.8	74.3
	25	2	.1	.2	74.4
	30	274	20.2	21.4	95.8
	35	3	.2	.2	96.0
	40	15	1.1	1.2	97.2
	45	27	2.0	2.1	99.3
	50	9	.7	.7	100.0
	Total	1283	94.5	100.0	
Missing	-6 Section B omitted	1	.1		
	-5 Question B7 omitted	53	3.9		
	-2 Don't know	1	.1		
	-1 Not stated	19	1.4		
	Total	74	5.5		
Total		1357	100.0		

SB – About Your Class

SB203A B7d: Time / week spent on computing - hours

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	414	30.5	34.6	34.6
	1	649	47.8	54.2	88.7
	2	92	6.8	7.7	96.4
	3	21	1.5	1.8	98.2
	4	6	.4	.5	98.7
	5	13	1.0	1.1	99.7
	9	1	.1	.1	99.8
	10	2	.1	.2	100.0
	Total	1198	88.3	100.0	
Missing	-6 Section B omitted	1	.1		
	-5 Question B7 omitted	53	3.9		
	-2 Don't know	32	2.4		
	-1 Not stated	73	5.4		
	Total	159	11.7		
Total		1357	100.0		

SB203B B7d: Time / week spent on computing - minutes

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	703	51.8	58.7	58.7
	5	1	.1	.1	58.8
	10	20	1.5	1.7	60.4
	15	33	2.4	2.8	63.2
	20	36	2.7	3.0	66.2
	25	2	.1	.2	66.4
	30	303	22.3	25.3	91.7
	35	9	.7	.8	92.4
	40	27	2.0	2.3	94.7
	45	49	3.6	4.1	98.7
	50	12	.9	1.0	99.7
	55	3	.2	.3	100.0
	Total	1198	88.3	100.0	
Missing	-6 Section B omitted	1	.1		
	-5 Question B7 omitted	53	3.9		
	-2 Don't know	32	2.4		
	-1 Not stated	73	5.4		
	Total	159	11.7		
Total		1357	100.0		

SB – About Your Class

SB204A B7e: Time / week spent on history - hours

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	334	24.6	26.9	26.9
	1	813	59.9	65.5	92.4
	2	82	6.0	6.6	99.0
	3	4	.3	.3	99.4
	4	3	.2	.2	99.6
	5	3	.2	.2	99.8
	6	1	.1	.1	99.9
	8	1	.1	.1	100.0
	Total	1241	91.5	100.0	
Missing	-6 Section B omitted	1	.1		
	-5 Question B7 omitted	53	3.9		
	-2 Don't know	16	1.2		
	-1 Not stated	46	3.4		
	Total	116	8.5		
Total		1357	100.0		

SB204B B7e: Time / week spent on history - minutes

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	764	56.3	61.6	61.6
	5	1	.1	.1	61.6
	10	10	.7	.8	62.4
	11	1	.1	.1	62.5
	15	33	2.4	2.7	65.2
	18	1	.1	.1	65.3
	20	25	1.8	2.0	67.3
	22	4	.3	.3	67.6
	23	2	.1	.2	67.8
	25	1	.1	.1	67.8
	30	270	19.9	21.8	89.6
	35	1	.1	.1	89.7
	37	2	.1	.2	89.8
	40	17	1.3	1.4	91.2
	42	2	.1	.2	91.4
	45	86	6.3	6.9	98.3
	50	16	1.2	1.3	99.6
	55	5	.4	.4	100.0
	Total	1241	91.5	100.0	
Missing	-6 Section B omitted	1	.1		
	-5 Question B7 omitted	53	3.9		
	-2 Don't know	16	1.2		
	-1 Not stated	46	3.4		
	Total	116	8.5		
Total		1357	100.0		

SB – About Your Class

SB205A B7f: Time / week spent on geography - hours

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	363	26.8	29.5	29.5
	1	805	59.3	65.4	95.0
	2	55	4.1	4.5	99.4
	3	2	.1	.2	99.6
	4	2	.1	.2	99.8
	5	2	.1	.2	99.9
	8	1	.1	.1	100.0
	Total	1230	90.6	100.0	
Missing	-6 Section B omitted	1	.1		
	-5 Question B7 omitted	53	3.9		
	-2 Don't know	18	1.3		
	-1 Not stated	55	4.1		
	Total	127	9.4		
Total		1357	100.0		

SB205B B7f: Time / week spent on geography - minutes

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	746	55.0	60.7	60.7
	1	1	.1	.1	60.7
	5	1	.1	.1	60.8
	10	11	.8	.9	61.7
	11	1	.1	.1	61.8
	15	36	2.7	2.9	64.7
	17	1	.1	.1	64.8
	20	25	1.8	2.0	66.8
	22	4	.3	.3	67.2
	23	2	.1	.2	67.3
	25	2	.1	.2	67.5
	30	270	19.9	22.0	89.4
	35	1	.1	.1	89.5
	37	2	.1	.2	89.7
	40	22	1.6	1.8	91.5
	42	2	.1	.2	91.6
	45	83	6.1	6.7	98.4
	50	16	1.2	1.3	99.7
	55	4	.3	.3	100.0
	Total	1230	90.6	100.0	
Missing	-6 Section B omitted	1	.1		
	-5 Question B7 omitted	53	3.9		
	-2 Don't know	18	1.3		
	-1 Not stated	55	4.1		
	Total	127	9.4		
Total		1357	100.0		

SB – About Your Class

SB206A B7g: Time / week spent on design & technology - hours

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	478	35.2	39.6	39.6
	1	677	49.9	56.1	95.8
	2	48	3.5	4.0	99.8
	3	1	.1	.1	99.8
	5	2	.1	.2	100.0
	Total	1206	88.9	100.0	
Missing	-6 Section B omitted	1	.1		
	-5 Question B7 omitted	53	3.9		
	-2 Don't know	29	2.1		
	-1 Not stated	68	5.0		
	Total	151	11.1		
Total		1357	100.0		

SB206B B7g: Time / week spent on design & technology - minutes

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	695	51.2	57.6	57.6
	10	13	1.0	1.1	58.7
	11	1	.1	.1	58.8
	13	1	.1	.1	58.9
	15	30	2.2	2.5	61.4
	20	29	2.1	2.4	63.8
	23	1	.1	.1	63.8
	25	1	.1	.1	63.9
	30	293	21.6	24.3	88.2
	35	1	.1	.1	88.3
	37	3	.2	.2	88.6
	38	1	.1	.1	88.6
	40	28	2.1	2.3	91.0
	45	90	6.6	7.5	98.4
	50	11	.8	.9	99.3
	52	1	.1	.1	99.4
	55	6	.4	.5	99.9
	56	1	.1	.1	100.0
	Total	1206	88.9	100.0	
Missing	-6 Section B omitted	1	.1		
	-5 Question B7 omitted	53	3.9		
	-2 Don't know	29	2.1		
	-1 Not stated	68	5.0		
	Total	151	11.1		
Total		1357	100.0		

SB – About Your Class

SB207A B7h: Time / week spent on art - hours

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	265	19.5	21.1	21.1
	1	876	64.6	69.7	90.8
	2	110	8.1	8.8	99.6
	3	2	.1	.2	99.8
	5	1	.1	.1	99.8
	6	1	.1	.1	99.9
	10	1	.1	.1	100.0
	Total	1256	92.6	100.0	
Missing	-6 Section B omitted	1	.1		
	-5 Question B7 omitted	53	3.9		
	-2 Don't know	12	.9		
	-1 Not stated	35	2.6		
	Total	101	7.4		
Total		1357	100.0		

SB207B B7h: Time / week spent on art - minutes

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	798	58.8	63.5	63.5
	5	1	.1	.1	63.6
	10	12	.9	1.0	64.6
	15	35	2.6	2.8	67.4
	20	25	1.8	2.0	69.3
	23	1	.1	.1	69.4
	25	2	.1	.2	69.6
	30	248	18.3	19.7	89.3
	35	4	.3	.3	89.6
	37	4	.3	.3	90.0
	40	23	1.7	1.8	91.8
	45	86	6.3	6.8	98.6
	50	13	1.0	1.0	99.7
	52	1	.1	.1	99.8
	55	3	.2	.2	100.0
	Total	1256	92.6	100.0	
Missing	-6 Section B omitted	1	.1		
	-5 Question B7 omitted	53	3.9		
	-2 Don't know	12	.9		
	-1 Not stated	35	2.6		
	Total	101	7.4		
Total		1357	100.0		

SB – About Your Class

SB208A B7i: Time / week spent on PE/games - hours

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	41	3.0	3.2	3.2
	1	770	56.7	60.3	63.5
	2	396	29.2	31.0	94.5
	3	48	3.5	3.8	98.3
	4	13	1.0	1.0	99.3
	5	5	.4	.4	99.7
	6	1	.1	.1	99.8
	7	1	.1	.1	99.8
	9	1	.1	.1	99.9
	25	1	.1	.1	100.0
	Total	1277	94.1	100.0	
Missing	-6 Section B omitted	1	.1		
	-5 Question B7 omitted	53	3.9		
	-2 Don't know	2	.1		
	-1 Not stated	24	1.8		
	Total	80	5.9		
Total		1357	100.0		

SB208B B7i: Time / week spent on PE/games - minutes

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	682	50.3	53.4	53.4
	5	1	.1	.1	53.5
	10	13	1.0	1.0	54.5
	15	40	2.9	3.1	57.6
	20	40	2.9	3.1	60.8
	25	5	.4	.4	61.2
	30	404	29.8	31.6	92.8
	35	4	.3	.3	93.1
	40	35	2.6	2.7	95.8
	45	44	3.2	3.4	99.3
	50	7	.5	.5	99.8
	55	1	.1	.1	99.9
	56	1	.1	.1	100.0
	Total	1277	94.1	100.0	
Missing	-6 Section B omitted	1	.1		
	-5 Question B7 omitted	53	3.9		
	-2 Don't know	2	.1		
	-1 Not stated	24	1.8		
	Total	80	5.9		
Total		1357	100.0		

SB – About Your Class

SB209A B7j: Time / week spent on music - hours

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	709	52.2	56.1	56.1
	1	534	39.4	42.2	98.3
	2	20	1.5	1.6	99.9
	5	1	.1	.1	100.0
	Total	1264	93.1	100.0	
Missing	-6 Section B omitted	1	.1		
	-5 Question B7 omitted	53	3.9		
	-2 Don't know	8	.6		
	-1 Not stated	31	2.3		
	Total	93	6.9		
Total		1357	100.0		

SB209B B7j: Time / week spent on music - minutes

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	473	34.9	37.4	37.4
	5	1	.1	.1	37.5
	10	14	1.0	1.1	38.6
	15	23	1.7	1.8	40.4
	20	32	2.4	2.5	43.0
	25	6	.4	.5	43.4
	30	447	32.9	35.4	78.8
	35	8	.6	.6	79.4
	40	74	5.5	5.9	85.3
	45	157	11.6	12.4	97.7
	50	26	1.9	2.1	99.8
	55	2	.1	.2	99.9
	56	1	.1	.1	100.0
	Total	1264	93.1	100.0	
Missing	-6 Section B omitted	1	.1		
	-5 Question B7 omitted	53	3.9		
	-2 Don't know	8	.6		
	-1 Not stated	31	2.3		
	Total	93	6.9		
Total		1357	100.0		

SB – About Your Class

SB210A B7k: Time / week spent on RE - hours

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	504	37.1	40.4	40.4
	1	674	49.7	54.0	94.4
	2	63	4.6	5.0	99.4
	3	3	.2	.2	99.7
	4	1	.1	.1	99.8
	5	3	.2	.2	100.0
	Total	1248	92.0	100.0	
Missing	-6 Section B omitted	1	.1		
	-5 Question B7 omitted	53	3.9		
	-2 Don't know	16	1.2		
	-1 Not stated	39	2.9		
	Total	109	8.0		
Total		1357	100.0		

SB210B B7k: Time / week spent on RE - minutes

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	632	46.6	50.6	50.6
	5	1	.1	.1	50.7
	10	9	.7	.7	51.4
	15	38	2.8	3.0	54.5
	20	27	2.0	2.2	56.7
	22	2	.1	.2	56.8
	25	1	.1	.1	56.9
	30	343	25.3	27.5	84.4
	35	10	.7	.8	85.2
	40	57	4.2	4.6	89.7
	45	117	8.6	9.4	99.1
	50	10	.7	.8	99.9
	55	1	.1	.1	100.0
	Total	1248	92.0	100.0	
Missing	-6 Section B omitted	1	.1		
	-5 Question B7 omitted	53	3.9		
	-2 Don't know	16	1.2		
	-1 Not stated	39	2.9		
	Total	109	8.0		
Total		1357	100.0		

SB – About Your Class

SB211A B7I: Time / week spent on PSE - hours

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	801	59.0	68.3	68.3
	1	319	23.5	27.2	95.6
	2	32	2.4	2.7	98.3
	3	8	.6	.7	99.0
	4	3	.2	.3	99.2
	5	6	.4	.5	99.7
	6	1	.1	.1	99.8
	10	1	.1	.1	99.9
	30	1	.1	.1	100.0
	Total	1172	86.4	100.0	
Missing	-6 Section B omitted	1	.1		
	-5 Question B7 omitted	53	3.9		
	-2 Don't know	31	2.3		
	-1 Not stated	100	7.4		
	Total	185	13.6		
Total		1357	100.0		

SB211B B7I: Time / week spent on PSE - minutes

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	381	28.1	32.5	32.5
	10	5	.4	.4	32.9
	15	32	2.4	2.7	35.7
	20	56	4.1	4.8	40.4
	22	2	.1	.2	40.6
	25	6	.4	.5	41.1
	30	543	40.0	46.3	87.5
	35	6	.4	.5	88.0
	40	54	4.0	4.6	92.6
	45	80	5.9	6.8	99.4
	50	6	.4	.5	99.9
	56	1	.1	.1	100.0
	Total	1172	86.4	100.0	
Missing	-6 Section B omitted	1	.1		
	-5 Question B7 omitted	53	3.9		
	-2 Don't know	31	2.3		
	-1 Not stated	100	7.4		
	Total	185	13.6		
Total		1357	100.0		

SB – About Your Class

[Version 1: There was an extra question B8 as follows

B8. Please estimate the percentage of time spent in each strategy for each curriculum area:

Individual		(i) Whole-class		(ii) Work in groups		(iii) work %	
		interaction %		%		%	
a)	Literacy	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
b)	Numeracy	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
c)	Science	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
d)	ICT	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
e)	History	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
f)	Geography	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
g)	Design and technology	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
h)	Art	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
i)	Music	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
j)	RE	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
k)	Personal and social education	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

This was omitted from version 2 in order to allow the pagination to stay the same following the insertion of B2f, as it was felt that it wasn't giving much additional useful information beyond that given in B7. Since it is only present in the data collected in 1999 and only 185 out of 343 teachers completed the whole question correctly the data are not being made available. The remaining questions in section B obviously had higher numbers in version 1 (B8 was B9, B9 was B10 etc.)]

SB – About Your Class

B8. How confident are you about teaching the following to this class:

		Very	Fairly
Not			
a) Numeracy	<div style="border: 1px solid red; width: 40px; height: 40px; display: flex; align-items: center; justify-content: center;">1</div>	<div style="border: 1px solid red; width: 40px; height: 40px; display: flex; align-items: center; justify-content: center;">2</div>	<div style="border: 1px solid red; width: 40px; height: 40px; display: flex; align-items: center; justify-content: center;">3</div>
b) Literacy	<div style="border: 1px solid red; width: 40px; height: 40px; display: flex; align-items: center; justify-content: center;">1</div>	<div style="border: 1px solid red; width: 40px; height: 40px; display: flex; align-items: center; justify-content: center;">2</div>	<div style="border: 1px solid red; width: 40px; height: 40px; display: flex; align-items: center; justify-content: center;">3</div>
c) Science	<div style="border: 1px solid red; width: 40px; height: 40px; display: flex; align-items: center; justify-content: center;">1</div>	<div style="border: 1px solid red; width: 40px; height: 40px; display: flex; align-items: center; justify-content: center;">2</div>	<div style="border: 1px solid red; width: 40px; height: 40px; display: flex; align-items: center; justify-content: center;">3</div>

[Coding: If more than one box was ticked for any part then the highest code number was taken.]

[Editing: If all three parts of question B8 were omitted then variables SB215 to SB217 were set to -5.]

SB215 B8a: Teacher's confidence on teaching numeracy

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1 Very confident	1049	77.3	78.4	78.4
2 Fairly confident	285	21.0	21.3	99.7
3 Not confident	4	.3	.3	100.0
Total	1338	98.6	100.0	
Missing -6 Section B omitted	1	.1		
-5 Question B8 omitted	15	1.1		
-1 Not stated	3	.2		
Total	19	1.4		
Total	1357	100.0		

SB216 B8b: Teacher's confidence on teaching literacy

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1 Very confident	1072	79.0	80.0	80.0
2 Fairly confident	265	19.5	19.8	99.8
3 Not confident	3	.2	.2	100.0
Total	1340	98.7	100.0	
Missing -6 Section B omitted	1	.1		
-5 Question B8 omitted	15	1.1		
-1 Not stated	1	.1		
Total	17	1.3		
Total	1357	100.0		

SB217 B8c: Teacher's confidence on teaching science

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1 Very confident	730	53.8	55.1	55.1
2 Fairly confident	557	41.0	42.0	97.1
3 Not confident	38	2.8	2.9	100.0
Total	1325	97.6	100.0	
Missing -6 Section B omitted	1	.1		
-5 Question B8 omitted	15	1.1		
-1 Not stated	16	1.2		
Total	32	2.4		
Total	1357	100.0		

SB – About Your Class

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B9. In the past year, has there been any class discussion/teaching on:

	Yes	No	Don't know
a) Cigarette smoking	<div style="border: 1px solid red; padding: 2px;">1</div>	<div style="border: 1px solid red; padding: 2px;">2</div>	<div style="border: 1px solid red; padding: 2px;">9</div>
b) Sex education	<div style="border: 1px solid red; padding: 2px;">1</div>	<div style="border: 1px solid red; padding: 2px;">2</div>	<div style="border: 1px solid red; padding: 2px;">9</div>
c) Drug/solvent abuse	<div style="border: 1px solid red; padding: 2px;">1</div>	<div style="border: 1px solid red; padding: 2px;">2</div>	<div style="border: 1px solid red; padding: 2px;">9</div>
d) Healthy diet	<div style="border: 1px solid red; padding: 2px;">1</div>	<div style="border: 1px solid red; padding: 2px;">2</div>	<div style="border: 1px solid red; padding: 2px;">9</div>
e) Exercise	<div style="border: 1px solid red; padding: 2px;">1</div>	<div style="border: 1px solid red; padding: 2px;">2</div>	<div style="border: 1px solid red; padding: 2px;">9</div>

[Editing: If all five parts of question B9 were omitted then variables SB220 to SB224 were set to -5.]

SB220 B9a: Class discussion on cigarette smoking in past year

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1 Yes	475	35.0	37.3	37.3
2 No	730	53.8	57.4	94.7
9 Don't know	67	4.9	5.3	100.0
Total	1272	93.7	100.0	
Missing -6 Section B omitted	1	.1		
-5 Question B9 omitted	16	1.2		
-1 Not stated	68	5.0		
Total	85	6.3		
Total	1357	100.0		

SB221 B9b: Class discussion on sex education in past year

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1 Yes	139	10.2	11.1	11.1
2 No	1050	77.4	84.2	95.3
9 Don't know	58	4.3	4.7	100.0
Total	1247	91.9	100.0	
Missing -6 Section B omitted	1	.1		
-5 Question B9 omitted	16	1.2		
-1 Not stated	93	6.9		
Total	110	8.1		
Total	1357	100.0		

SB – About Your Class

SB222 B9c: Class discussion on drug abuse in past year

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	338	24.9	26.9	26.9
	2 No	852	62.8	67.8	94.7
	9 Don't know	67	4.9	5.3	100.0
	Total	1257	92.6	100.0	
Missing	-6 Section B omitted	1	.1		
	-5 Question B9 omitted	16	1.2		
	-1 Not stated	83	6.1		
	Total	100	7.4		
Total		1357	100.0		

SB223 B9d: Class discussion on healthy diet in past year

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	1250	92.1	93.6	93.6
	2 No	61	4.5	4.6	98.2
	9 Don't know	24	1.8	1.8	100.0
	Total	1335	98.4	100.0	
Missing	-6 Section B omitted	1	.1		
	-5 Question B9 omitted	16	1.2		
	-1 Not stated	5	.4		
	Total	22	1.6		
Total		1357	100.0		

SB224 B9e: Class discussion on exercise in past year

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	1250	92.1	93.8	93.8
	2 No	58	4.3	4.4	98.1
	9 Don't know	25	1.8	1.9	100.0
	Total	1333	98.2	100.0	
Missing	-6 Section B omitted	1	.1		
	-5 Question B9 omitted	16	1.2		
	-1 Not stated	7	.5		
	Total	24	1.8		
Total		1357	100.0		

SB – About Your Class

[Editing: If all nine parts of question B10 were omitted then variables SB230 to SB239 were set to -5.]

B10. a) How often is homework given in term time?

page 9

not at all

occasionally (less than
once a week)

once a week

2-4 times a week

every day

Go to B11 on

[Coding: If more than one box was ticked then the lowest code number was taken.]

[Editing: If 4 “no homework is given” was ticked in part b then values of -1 in part a were recoded to 1 “not at all”. If SB230 = 1 then SB231 was set to 4 and variables SB232 to SB239 were set to -2 “no homework”.]

SB230 B10a: Homework - frequency set in term time

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1 Not at all	50	3.7	3.7	3.7
2 Occasionally	91	6.7	6.8	10.5
3 Once / week	566	41.7	42.3	52.8
4 2-4 times / week	427	31.5	31.9	84.7
5 Every day	205	15.1	15.3	100.0
Total	1339	98.7	100.0	
Missing -6 Section B omitted	1	.1		
-5 Question B10 omitted	12	.9		
-1 Not stated	5	.4		
Total	18	1.3		
Total	1357	100.0		

SB – About Your Class

b) Which members of your class are given homework?

only the most able	1
only the least able	2
all are given homework	3
no homework is given	4

[Coding: Multiple ticks were coded as follows: 1+2, 1+3 as 3, 1+4 as 1.]

sb231 B10b: Homework - which pupils are set it

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Only the most able	2	.1	.1	.1
	2 Only the least able	1	.1	.1	.2
	3 All	1281	94.4	96.0	96.3
	4 None	50	3.7	3.7	100.0
	Total	1334	98.3	100.0	
Missing	-8 See text	4	.3		
	-6 Section B omitted	1	.1		
	-5 Question B10 omitted	12	.9		
	-1 Not stated	6	.4		
	Total	23	1.7		
Total		1357	100.0		

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B10. c) Is the homework:

confined to reading and study tasks

part reading/study and part assignments
due for teacher checking

confined to assignments due for
teacher checking

SB232 B10c: Homework - balance of assignments and reading/study

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1 Confined to reading/study	248	18.3	19.5	19.5
2 Part reading/study& part assignments	931	68.6	73.2	92.8
3 Confined to assignments	92	6.8	7.2	100.0
Total	1271	93.7	100.0	
Missing -8 See text	1	.1		
-6 Section B omitted	1	.1		
-5 Question B10 omitted	12	.9		
-2 No homework	50	3.7		
-1 Not stated	22	1.6		
Total	86	6.3		
Total	1357	100.0		

d) On average, how long do you expect pupils in your class to spend on a typical piece of homework?

up to 10 minutes

11-20 minutes

21-30 minutes

31-40 minutes

more than 40 minutes

[Coding: If more than one box was ticked then the highest code number was taken.]

SB233 B10d: Homework - average expected typical duration

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1 Up to 10 minutes	125	9.2	9.8	9.8
2 11-20 minutes	655	48.3	51.3	61.1
3 21-30 minutes	390	28.7	30.6	91.7
4 31-40 minutes	82	6.0	6.4	98.1
5 > 40 minutes	24	1.8	1.9	100.0
Total	1276	94.0	100.0	
Missing -8 See text	1	.1		
-6 Section B omitted	1	.1		
-5 Question B10 omitted	12	.9		
-2 No homework	50	3.7		
-1 Not stated	17	1.3		
Total	81	6.0		
Total	1357	100.0		

SB – About Your Class

e) What do you do if pupils do not do their homework? (Tick all that apply)

- (i) Ask them to do it another time ☐
- (ii) Use sanctions or punishments ☐
- (iii) Other (please describe) ☐
-
- (iv) Do nothing ☐

[Coding: If something was written on the dotted line in B10e(iii) then it was ensured that there was a “yes” tick on B10e(iii).]

[Editing: If all four parts of B10e were omitted then variables SB234 to SB238 were set to -4. Otherwise, values of -1 in SB234 to SB238 were recoded to 2 “no”.]

SB234 B10e1: Strategy if homework not done - complete another time

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	868	64.0	67.7	67.7
	2 No	415	30.6	32.3	100.0
	Total	1283	94.5	100.0	
Missing	-6 Section B omitted	1	.1		
	-5 Question B10 omitted	12	.9		
	-4 Question B10e omitted	11	.8		
	-2 No homework	50	3.7		
	Total	74	5.5		
Total		1357	100.0		

SB235 B10e2: Strategy if homework not done - sanctions

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	237	17.5	18.5	18.5
	2 No	1046	77.1	81.5	100.0
	Total	1283	94.5	100.0	
Missing	-6 Section B omitted	1	.1		
	-5 Question B10 omitted	12	.9		
	-4 Question B10e omitted	11	.8		
	-2 No homework	50	3.7		
	Total	74	5.5		
Total		1357	100.0		

SB – About Your Class

SB236 B10e3: Strategy if homework not done - other

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	291	21.4	22.7	22.7
	2 No	992	73.1	77.3	100.0
	Total	1283	94.5	100.0	
Missing	-6 Section B omitted	1	.1		
	-5 Question B10 omitted	12	.9		
	-4 Question B10e omitted	11	.8		
	-2 No homework	50	3.7		
	Total	74	5.5		
Total		1357	100.0		

SB238 B10e4: Strategy if homework not done - do nothing

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	234	17.2	18.2	18.2
	2 No	1049	77.3	81.8	100.0
	Total	1283	94.5	100.0	
Missing	-6 Section B omitted	1	.1		
	-5 Question B10 omitted	12	.9		
	-4 Question B10e omitted	11	.8		
	-2 No homework	50	3.7		
	Total	74	5.5		
Total		1357	100.0		

f) What contribution do you think homework makes to pupils' learning?

large contribution¹ small contribution² no contribution³

[Coding: If more than one box was ticked then the highest code number was taken.]

SB239 B10f: Teacher's view of contribution of homework to learning

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Large contribution	473	34.9	36.9	36.9
	2 Small contribution	791	58.3	61.7	98.6
	3 No contribution	18	1.3	1.4	100.0
	Total	1282	94.5	100.0	
Missing	-8 See text	1	.1		
	-6 Section B omitted	1	.1		
	-5 Question B10 omitted	12	.9		
	-2 No homework	50	3.7		
	-1 Not stated	11	.8		
	Total	75	5.5		
	Total	1357	100.0		

B11. Are the children in your class given homework or projects to do during half term and/or school holidays?

Yes ☐ 1 No ☐ 2

SB – About Your Class

SB240 B11: Homework/projects set during holidays

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	528	38.9	39.5	39.5
	2 No	808	59.5	60.5	100.0
	Total	1336	98.5	100.0	
Missing	-6 Section B omitted	1	.1		
	-1 Not stated	20	1.5		
	Total	21	1.5		
Total		1357	100.0		

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B12. Which forms of assessment do you use?

	No	Yes always	Yes sometimes
a) Standardised tests (excluding SATS)	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>
b) Marking written work	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>
c) Pupil self-assessment	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>
d) Listening to children's reading	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>
e) Question and answer in class	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>
f) Discussion/review with individual children	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>

[Coding: If more than one box was ticked for any part then the highest code number was taken.]

[Editing: If all six parts of question B12 were omitted then variables SB245 to SB250 were set to -5. If some parts had values 1 or 2 (indicating at least one positive response) but none had value 3 (indicating zero negative responses) then values of -1 in SB245 to SB250 were set to 3. Yes / no summary variables were derived for each part by recoding (1, 2 = 1)(3 = 2) and copying missing values.]

sb245 B12a: Assessments used - standardised tests (not SATS)

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid				
1 Yes, always	804	59.2	59.6	59.6
2 Yes, sometimes	469	34.6	34.8	94.4
3 No	75	5.5	5.6	100.0
Total	1348	99.3	100.0	
Missing				
-6 Section B omitted	1	.1		
-5 Question B12 omitted	7	.5		
-1 Not stated	1	.1		
Total	9	.7		
Total	1357	100.0		

SB – About Your Class

sb245a DV: Assessments used (Y/N) - standardised tests (not SATS)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	1273	93.8	94.4	94.4
	2 No	75	5.5	5.6	100.0
	Total	1348	99.3	100.0	
Missing	-6 Section B omitted	1	.1		
	-5 Question B12 omitted	7	.5		
	-1 Not stated	1	.1		
	Total	9	.7		
Total		1357	100.0		

sb246 B12b: Assessments used - marking written work

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes, always	1166	85.9	86.4	86.4
	2 Yes, sometimes	166	12.2	12.3	98.7
	3 No	17	1.3	1.3	100.0
	Total	1349	99.4	100.0	
Missing	-6 Section B omitted	1	.1		
	-5 Question B12 omitted	7	.5		
	Total	8	.6		
Total		1357	100.0		

sb246a DV: Assessments used (Y/N) - marking written work

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	1332	98.2	98.7	98.7
	2 No	17	1.3	1.3	100.0
	Total	1349	99.4	100.0	
Missing	-6 Section B omitted	1	.1		
	-5 Question B12 omitted	7	.5		
	Total	8	.6		
Total		1357	100.0		

sb247 B12c: Assessments used - pupil self-assessment

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes, always	251	18.5	18.6	18.6
	2 Yes, sometimes	888	65.4	65.9	84.6
	3 No	208	15.3	15.4	100.0
	Total	1347	99.3	100.0	
Missing	-6 Section B omitted	1	.1		
	-5 Question B12 omitted	7	.5		
	-1 Not stated	2	.1		
	Total	10	.7		
Total		1357	100.0		

SB – About Your Class

sb247a DV: Assessments used (Y/N) - pupil self-assessment

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	1139	83.9	84.6	84.6
	2 No	208	15.3	15.4	100.0
	Total	1347	99.3	100.0	
Missing	-6 Section B omitted	1	.1		
	-5 Question B12 omitted	7	.5		
	-1 Not stated	2	.1		
	Total	10	.7		
Total		1357	100.0		

sb248 B12d: Assessments used - listening to pupils' reading

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes, always	999	73.6	74.1	74.1
	2 Yes, sometimes	335	24.7	24.8	98.9
	3 No	15	1.1	1.1	100.0
	Total	1349	99.4	100.0	
Missing	-6 Section B omitted	1	.1		
	-5 Question B12 omitted	7	.5		
	Total	8	.6		
Total		1357	100.0		

sb248a DV: Assessments used (Y/N) - listening to pupils' reading

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	1334	98.3	98.9	98.9
	2 No	15	1.1	1.1	100.0
	Total	1349	99.4	100.0	
Missing	-6 Section B omitted	1	.1		
	-5 Question B12 omitted	7	.5		
	Total	8	.6		
Total		1357	100.0		

sb249 B12e: Assessments used - question & answer in class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes, always	1025	75.5	76.0	76.0
	2 Yes, sometimes	310	22.8	23.0	99.0
	3 No	13	1.0	1.0	100.0
	Total	1348	99.3	100.0	
Missing	-6 Section B omitted	1	.1		
	-5 Question B12 omitted	7	.5		
	-1 Not stated	1	.1		
	Total	9	.7		
Total		1357	100.0		

SB – About Your Class

sb249a DV: Assessments used (Y/N) - question & answer in class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	1335	98.4	99.0	99.0
	2 No	13	1.0	1.0	100.0
	Total	1348	99.3	100.0	
Missing	-6 Section B omitted	1	.1		
	-5 Question B12 omitted	7	.5		
	-1 Not stated	1	.1		
	Total	9	.7		
Total		1357	100.0		

sb250 B12f: Assessments used - discussion/review with individuals

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes, always	476	35.1	35.3	35.3
	2 Yes, sometimes	794	58.5	58.9	94.2
	3 No	78	5.7	5.8	100.0
	Total	1348	99.3	100.0	
Missing	-6 Section B omitted	1	.1		
	-5 Question B12 omitted	7	.5		
	-1 Not stated	1	.1		
	Total	9	.7		
Total		1357	100.0		

sb250a DV: Assessments used (Y/N) - discussion/review with individuals

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	1270	93.6	94.2	94.2
	2 No	78	5.7	5.8	100.0
	Total	1348	99.3	100.0	
Missing	-6 Section B omitted	1	.1		
	-5 Question B12 omitted	7	.5		
	-1 Not stated	1	.1		
	Total	9	.7		
Total		1357	100.0		

SB – About Your Class

[Editing: If all nine parts of question B13 were omitted then variables SB255 to SB266 were set to -5. If some of the seven items in parts a-d had value 1 (indicating at least one positive response) but none had value 2 (indicating zero negative responses) then values of -1 in SB255 to SB263 were set to 2.]

B13. Which of the following incentives are used for children in your class in relation to academic work?

		Yes	Not used
a)	Direct praise:		
	(i) Verbal	<input type="text" value="1"/>	<input type="text" value="2"/>
	(ii) Written (include 'gold stars' etc.)	<input type="text" value="1"/>	<input type="text" value="2"/>

[Editing: If both parts of B13a were omitted variables SB255 and SB256 were set to -4. An indicator for any use of direct praise was derived as SB257. This had values of -6, -5 and -4 copied from the components and then took value 1 if either component was 1, value 2 if both components were 2 and otherwise (if one component was -1 and the other 2) took value -1.]

SB255 B13a1: Incentives used - direct verbal praise

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	1349	99.4	99.9	99.9
	2 No	2	.1	.1	100.0
	Total	1351	99.6	100.0	
Missing	-6 Section B omitted	1	.1		
	-5 Question B13 omitted	3	.2		
	-4 Question B13a omitted	2	.1		
	Total	6	.4		
Total		1357	100.0		

SB256 B13a2: Incentives used - direct written praise

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	1336	98.5	99.0	99.0
	2 No	13	1.0	1.0	100.0
	Total	1349	99.4	100.0	
Missing	-6 Section B omitted	1	.1		
	-5 Question B13 omitted	3	.2		
	-4 Question B13a omitted	2	.1		
	-1 Not stated	2	.1		
	Total	8	.6		
Total		1357	100.0		

SB – About Your Class

SB257 DV: Incentives used - direct praise

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	1349	99.4	99.9	99.9
	2 No	2	.1	.1	100.0
	Total	1351	99.6	100.0	
Missing	-6 Section B omitted	1	.1		
	-5 Question B13 omitted	3	.2		
	-4 Question B13a omitted	2	.1		
	Total	6	.4		
Total		1357	100.0		

b) Naming of children:

(i) Within the class

1

2

(ii) In school assembly

1

2

[Editing: If both parts of B13b were omitted variables SB258 and SB259 were set to -4. An indicator for any use of direct praise was derived as SB260. This had values of -6, -5 and -4 copied from the components and then took value 1 if either component was 1, value 2 if both components were 2 and otherwise (if one component was -1 and the other 2) took value -1.]

SB258 B13b1: Incentives used - naming pupil in class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	1308	96.4	97.0	97.0
	2 No	40	2.9	3.0	100.0
	Total	1348	99.3	100.0	
Missing	-6 Section B omitted	1	.1		
	-5 Question B13 omitted	3	.2		
	-4 Question B13b omitted	3	.2		
	-1 Not stated	2	.1		
	Total	9	.7		
Total		1357	100.0		

SB259 B13b2: Incentives used - naming pupil in assembly

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	1142	84.2	85.3	85.3
	2 No	197	14.5	14.7	100.0
	Total	1339	98.7	100.0	
Missing	-6 Section B omitted	1	.1		
	-5 Question B13 omitted	3	.2		
	-4 Question B13b omitted	3	.2		
	-1 Not stated	11	.8		
	Total	18	1.3		
Total		1357	100.0		

SB – About Your Class

SB260 DV: Incentives used - naming pupil

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1 Yes	1324	97.6	98.1	98.1
2 No	26	1.9	1.9	100.0
Total	1350	99.5	100.0	
Missing -6 Section B omitted	1	.1		
-5 Question B13 omitted	3	.2		
-4 Question B13b omitted	3	.2		
Total	7	.5		
Total	1357	100.0		

c) Awarding of free time

1

2

SB261 B13c: Incentives used - free time

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1 Yes	655	48.3	48.7	48.7
2 No	691	50.9	51.3	100.0
Total	1346	99.2	100.0	
Missing -6 Section B omitted	1	.1		
-5 Question B13 omitted	3	.2		
-1 Not stated	7	.5		
Total	11	.8		
Total	1357	100.0		

SB – About Your Class

d) Encouragement of competition:

(i) Individual attainment

1

2

(ii) Group attainment (e.g.
'houses' within a class)

1

2

[Editing: If both parts of B13d were omitted variables SB262 and SB263 were set to -4. An indicator for any use of direct praise was derived as SB264. This had values of -6, -5 and -4 copied from the components and then took value 1 if either component was 1, value 2 if both components were 2 and otherwise (if one component was -1 and the other 2) took value -1.]

SB262 B13d1: Incentives used - competition via individual attainment

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	1052	77.5	78.6	78.6
	2 No	287	21.1	21.4	100.0
	Total	1339	98.7	100.0	
Missing	-6 Section B omitted	1	.1		
	-5 Question B13 omitted	3	.2		
	-4 Question B13d omitted	4	.3		
	-1 Not stated	10	.7		
	Total	18	1.3		
Total		1357	100.0		

SB263 B13d2: Incentives used - competition via group attainment

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	811	59.8	60.7	60.7
	2 No	524	38.6	39.3	100.0
	Total	1335	98.4	100.0	
Missing	-6 Section B omitted	1	.1		
	-5 Question B13 omitted	3	.2		
	-4 Question B13d omitted	4	.3		
	-1 Not stated	14	1.0		
	Total	22	1.6		
Total		1357	100.0		

SB264 DV: Incentives used - competition

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	1173	86.4	87.2	87.2
	2 No	172	12.7	12.8	100.0
	Total	1345	99.1	100.0	
Missing	-6 Section B omitted	1	.1		
	-5 Question B13 omitted	3	.2		
	-4 Question B13d omitted	4	.3		
	-1 Missing	4	.3		
	Total	12	.9		
Total		1357	100.0		

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B13. e) Is children's work displayed on walls: (tick one only)

equally for all children	<input type="checkbox"/>
mainly high quality work	<input type="checkbox"/>
mainly on basis of high effort by children	<input type="checkbox"/>
work not displayed	<input type="checkbox"/>

[Coding: If more than one box was ticked then the highest code number was taken. If 2 and 3 or 1, 2 and 3 were ticked then 5 was coded. 1+3 was coded as 3.]

SB265 B13e: Incentives used - displaying work

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes, equally for all children	869	64.0	65.1	65.1
	2 Yes, mainly high quality work	59	4.3	4.4	69.5
	3 Yes, mainly high effort work	395	29.1	29.6	99.1
	4 No, work not displayed	1	.1	.1	99.2
	5 Yes, 2 and 3 above	11	.8	.8	100.0
	Total	1335	98.4	100.0	
Missing	-6 Section B omitted	1	.1		
	-5 Question B13 omitted	3	.2		
	-1 Not stated	18	1.3		
	Total	22	1.6		
Total		1357	100.0		

SB – About Your Class

f) Do you use other incentives?

Yes

No

If **yes**, please specify

.....

[Coding: If something was written on the dotted line then it was ensured that there was a “yes” tick on B13f.]

SB266 B13f: Incentives used - other

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1 Yes	658	48.5	61.0	61.0
2 No	420	31.0	39.0	100.0
Total	1078	79.4	100.0	
Missing -6 Section B omitted	1	.1		
-5 Question B13 omitted	3	.2		
-1 Not stated	275	20.3		
Total	279	20.6		
Total	1357	100.0		

B14. What main published schemes of work (if any) do you use for teaching maths?

.....

.....

[Coding: This question was not coded.]

B15. How important is the responsibility you feel you have for each of the following educational objectives?

	Essential objective	Major but not essential	Fairly important	Minor importance	Not important
a) To develop basic skills and build up knowledge	<input style="width: 40px; height: 30px; border: 1px solid red;" type="text"/>	<input style="width: 40px; height: 30px; border: 1px solid red;" type="text"/>	<input style="width: 40px; height: 30px; border: 1px solid red;" type="text"/>	<input style="width: 40px; height: 30px; border: 1px solid red;" type="text"/>	<input style="width: 40px; height: 30px; border: 1px solid red;" type="text"/>
b) To foster the child's moral and social development	<input style="width: 40px; height: 30px; border: 1px solid red;" type="text"/>	<input style="width: 40px; height: 30px; border: 1px solid red;" type="text"/>	<input style="width: 40px; height: 30px; border: 1px solid red;" type="text"/>	<input style="width: 40px; height: 30px; border: 1px solid red;" type="text"/>	<input style="width: 40px; height: 30px; border: 1px solid red;" type="text"/>
c) To develop the child's full potential	<input style="width: 40px; height: 30px; border: 1px solid red;" type="text"/>	<input style="width: 40px; height: 30px; border: 1px solid red;" type="text"/>	<input style="width: 40px; height: 30px; border: 1px solid red;" type="text"/>	<input style="width: 40px; height: 30px; border: 1px solid red;" type="text"/>	<input style="width: 40px; height: 30px; border: 1px solid red;" type="text"/>
d) To equip the child with skills & attitudes which will enable her/him to take a place effectively in society	<input style="width: 40px; height: 30px; border: 1px solid red;" type="text"/>	<input style="width: 40px; height: 30px; border: 1px solid red;" type="text"/>	<input style="width: 40px; height: 30px; border: 1px solid red;" type="text"/>	<input style="width: 40px; height: 30px; border: 1px solid red;" type="text"/>	<input style="width: 40px; height: 30px; border: 1px solid red;" type="text"/>

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	Essential objective	Major but not essential	Fairly important	Minor importance	Not important
important B15.					
e) That the child should be an individual/developing in his or her own way	1	2	3	4	5
f) That the child should be obedient to parents, teachers and all reasonable authority	1	2	3	4	5
g) That the child should be happy and well-balanced	1	2	3	4	5
h) To develop the child's capacity to think	1	2	3	4	5
i) To fit the child for an occupational role in society	1	2	3	4	5
j) That the child should acquire respect for his/her own and other people's property	1	2	3	4	5
k) That children should learn to work co-operatively	1	2	3	4	5
l) That attainment targets should be achieved for as many children as possible	1	2	3	4	5
m) That the child is capable of hard work and effort	1	2	3	4	5
n) That the child should produce neat and presentable work	1	2	3	4	5
o) That the child should enjoy school	1	2	3	4	5
p) That an interest in learning is aroused	1	2	3	4	5
q) That children should be able to organise their work	1	2	3	4	5

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	Essential objective	Major but not essential	Fairly important	Minor importance	Not important
B15.					
r) To develop the child's self-confidence	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text" value="4"/>	<input type="text" value="5"/>
s) That children should be kind and considerate to others	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text" value="4"/>	<input type="text" value="5"/>
t) That the child should speak clearly and fluently	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text" value="4"/>	<input type="text" value="5"/>

[Coding: If more than one box was ticked for any part then the highest code number was taken.]

[Editing: If all twenty parts of question B15 were omitted then variables SB275 to SB294 were set to -5. Indicator variables for whether the teacher felt each item was a major objective were derived by recoding (1, 2 = 1)(3, 4, 5 = 2) and copying missing values.]

SB275 B15a: Importance of teacher's responsibility for developing basic skills & knowledge

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Essential objective	1274	93.9	94.8	94.8
	2 Major but not essential	68	5.0	5.1	99.9
	3 Fairly important	2	.1	.1	100.0
	Total	1344	99.0	100.0	
Missing	-6 Section B omitted	1	.1		
	-5 Question B15 omitted	10	.7		
	-1 Not stated	2	.1		
	Total	13	1.0		
Total		1357	100.0		

SB275A DV: Teacher feels responsibility for developing basic skills & knowledge is a major objective

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	1342	98.9	99.9	99.9
	2 No	2	.1	.1	100.0
	Total	1344	99.0	100.0	
Missing	-6 Section B omitted	1	.1		
	-5 Question B15 omitted	10	.7		
	-1 Not stated	2	.1		
	Total	13	1.0		
Total		1357	100.0		

SB – About Your Class

SB276 B15b: Importance of teacher's responsibility for fostering child's moral & social development

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Essential objective	1117	82.3	83.2	83.2
	2 Major but not essential	189	13.9	14.1	97.2
	3 Fairly important	36	2.7	2.7	99.9
	4 Minor importance	1	.1	.1	100.0
	Total	1343	99.0	100.0	
Missing	-6 Section B omitted	1	.1		
	-5 Question B15 omitted	10	.7		
	-1 Not stated	3	.2		
	Total	14	1.0		
Total		1357	100.0		

SB276A DV: Teacher feels responsibility for fostering child's moral & social development is a major objective

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	1306	96.2	97.2	97.2
	2 No	37	2.7	2.8	100.0
	Total	1343	99.0	100.0	
Missing	-6 Section B omitted	1	.1		
	-5 Question B15 omitted	10	.7		
	-1 Not stated	3	.2		
	Total	14	1.0		
Total		1357	100.0		

SB277 B15c: Importance of teacher's responsibility for developing child's full potential

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Essential objective	1276	94.0	95.2	95.2
	2 Major but not essential	61	4.5	4.5	99.7
	3 Fairly important	4	.3	.3	100.0
	Total	1341	98.8	100.0	
Missing	-6 Section B omitted	1	.1		
	-5 Question B15 omitted	10	.7		
	-1 Not stated	5	.4		
	Total	16	1.2		
Total		1357	100.0		

SB277A DV: Teacher feels responsibility for developing child's full potential is a major objective

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	1337	98.5	99.7	99.7
	2 No	4	.3	.3	100.0
	Total	1341	98.8	100.0	
Missing	-6 Section B omitted	1	.1		
	-5 Question B15 omitted	10	.7		
	-1 Not stated	5	.4		
	Total	16	1.2		
Total		1357	100.0		

SB – About Your Class

SB278 B15d: Importance of teacher's responsibility for equipping child with skills & attitude

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Essential objective	1177	86.7	87.6	87.6
	2 Major but not essential	151	11.1	11.2	98.8
	3 Fairly important	16	1.2	1.2	100.0
	Total	1344	99.0	100.0	
Missing	-6 Section B omitted	1	.1		
	-5 Question B15 omitted	10	.7		
	-1 Not stated	2	.1		
	Total	13	1.0		
Total		1357	100.0		

SB278A DV: Teacher feels responsibility for equipping child with skills & attitude is a major objective

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	1328	97.9	98.8	98.8
	2 No	16	1.2	1.2	100.0
	Total	1344	99.0	100.0	
Missing	-6 Section B omitted	1	.1		
	-5 Question B15 omitted	10	.7		
	-1 Not stated	2	.1		
	Total	13	1.0		
Total		1357	100.0		

SB279 B15e: Importance of teacher's responsibility for child being an individual

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Essential objective	894	65.9	67.5	67.5
	2 Major but not essential	335	24.7	25.3	92.8
	3 Fairly important	89	6.6	6.7	99.5
	4 Minor importance	7	.5	.5	100.0
	Total	1325	97.6	100.0	
Missing	-6 Section B omitted	1	.1		
	-5 Question B15 omitted	10	.7		
	-1 Not stated	21	1.5		
	Total	32	2.4		
Total		1357	100.0		

SB279A DV: Teacher feels responsibility for child being an individual is a major objective

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	1229	90.6	92.8	92.8
	2 No	96	7.1	7.2	100.0
	Total	1325	97.6	100.0	
Missing	-6 Section B omitted	1	.1		
	-5 Question B15 omitted	10	.7		
	-1 Not stated	21	1.5		
	Total	32	2.4		
Total		1357	100.0		

SB – About Your Class

SB280 B15f: Importance of teacher's responsibility for child being obedient to authority

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Essential objective	804	59.2	60.9	60.9
	2 Major but not essential	392	28.9	29.7	90.6
	3 Fairly important	116	8.5	8.8	99.4
	4 Minor importance	8	.6	.6	100.0
	Total	1320	97.3	100.0	
Missing	-6 Section B omitted	1	.1		
	-5 Question B15 omitted	10	.7		
	-1 Not stated	26	1.9		
	Total	37	2.7		
Total		1357	100.0		

SB280A DV: Teacher feels responsibility for child being obedient to authority is a major objective

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	1196	88.1	90.6	90.6
	2 No	124	9.1	9.4	100.0
	Total	1320	97.3	100.0	
Missing	-6 Section B omitted	1	.1		
	-5 Question B15 omitted	10	.7		
	-1 Not stated	26	1.9		
	Total	37	2.7		
Total		1357	100.0		

SB281 B15g: Importance of teacher's responsibility for child's happiness

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Essential objective	1251	92.2	93.6	93.6
	2 Major but not essential	74	5.5	5.5	99.1
	3 Fairly important	12	.9	.9	100.0
	Total	1337	98.5	100.0	
Missing	-6 Section B omitted	1	.1		
	-5 Question B15 omitted	10	.7		
	-1 Not stated	9	.7		
	Total	20	1.5		
Total		1357	100.0		

SB281A DV: Teacher feels responsibility for child's happiness is a major objective

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	1325	97.6	99.1	99.1
	2 No	12	.9	.9	100.0
	Total	1337	98.5	100.0	
Missing	-6 Section B omitted	1	.1		
	-5 Question B15 omitted	10	.7		
	-1 Not stated	9	.7		
	Total	20	1.5		
Total		1357	100.0		

SB – About Your Class

SB282 B15h: Importance of teacher's responsibility for developing child's capacity to think

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Essential objective	1162	85.6	86.9	86.9
	2 Major but not essential	154	11.3	11.5	98.4
	3 Fairly important	21	1.5	1.6	100.0
	Total	1337	98.5	100.0	
Missing	-6 Section B omitted	1	.1		
	-5 Question B15 omitted	10	.7		
	-1 Not stated	9	.7		
	Total	20	1.5		
Total		1357	100.0		

SB282A DV: Teacher feels responsibility for developing child's capacity to think is a major objective

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	1316	97.0	98.4	98.4
	2 No	21	1.5	1.6	100.0
	Total	1337	98.5	100.0	
Missing	-6 Section B omitted	1	.1		
	-5 Question B15 omitted	10	.7		
	-1 Not stated	9	.7		
	Total	20	1.5		
Total		1357	100.0		

SB283 B15i: Importance of teacher's responsibility for fitting child for an occupational role

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Essential objective	298	22.0	22.6	22.6
	2 Major but not essential	486	35.8	36.8	59.4
	3 Fairly important	334	24.6	25.3	84.7
	4 Minor importance	138	10.2	10.5	95.2
	5 Not important	64	4.7	4.8	100.0
	Total	1320	97.3	100.0	
Missing	-6 Section B omitted	1	.1		
	-5 Question B15 omitted	10	.7		
	-1 Not stated	26	1.9		
	Total	37	2.7		
Total		1357	100.0		

SB – About Your Class

SB283A DV: Teacher feels responsibility for fitting child for an occupational role is a major objective

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	784	57.8	59.4	59.4
	2 No	536	39.5	40.6	100.0
	Total	1320	97.3	100.0	
Missing	-6 Section B omitted	1	.1		
	-5 Question B15 omitted	10	.7		
	-1 Not stated	26	1.9		
	Total	37	2.7		
Total		1357	100.0		

SB284 B15j: Importance of teacher's responsibility for child acquiring respect for property

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Essential objective	1039	76.6	77.7	77.7
	2 Major but not essential	231	17.0	17.3	95.0
	3 Fairly important	63	4.6	4.7	99.7
	4 Minor importance	4	.3	.3	100.0
	Total	1337	98.5	100.0	
Missing	-6 Section B omitted	1	.1		
	-5 Question B15 omitted	10	.7		
	-1 Not stated	9	.7		
	Total	20	1.5		
Total		1357	100.0		

SB284A DV: Teacher feels responsibility for child acquiring respect for property is a major objective

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	1270	93.6	95.0	95.0
	2 No	67	4.9	5.0	100.0
	Total	1337	98.5	100.0	
Missing	-6 Section B omitted	1	.1		
	-5 Question B15 omitted	10	.7		
	-1 Not stated	9	.7		
	Total	20	1.5		
Total		1357	100.0		

SB – About Your Class

SB285 B15k: Importance of teacher's responsibility for children learning to work co-operatively

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Essential objective	995	73.3	74.3	74.3
	2 Major but not essential	292	21.5	21.8	96.1
	3 Fairly important	49	3.6	3.7	99.8
	4 Minor importance	3	.2	.2	100.0
	Total	1339	98.7	100.0	
Missing	-6 Section B omitted	1	.1		
	-5 Question B15 omitted	10	.7		
	-1 Not stated	7	.5		
	Total	18	1.3		
Total		1357	100.0		

SB285A DV: Teacher feels responsibility for children learning to work co-operatively is a major objective

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	1287	94.8	96.1	96.1
	2 No	52	3.8	3.9	100.0
	Total	1339	98.7	100.0	
Missing	-6 Section B omitted	1	.1		
	-5 Question B15 omitted	10	.7		
	-1 Not stated	7	.5		
	Total	18	1.3		
Total		1357	100.0		

SB286 B15l: Importance of teacher's responsibility for numbers of children achieving attainment targets

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Essential objective	537	39.6	40.4	40.4
	2 Major but not essential	479	35.3	36.0	76.4
	3 Fairly important	238	17.5	17.9	94.4
	4 Minor importance	62	4.6	4.7	99.0
	5 Not important	13	1.0	1.0	100.0
	Total	1329	97.9	100.0	
Missing	-6 Section B omitted	1	.1		
	-5 Question B15 omitted	10	.7		
	-1 Not stated	17	1.3		
	Total	28	2.1		
Total		1357	100.0		

SB – About Your Class

SB286A DV: Teacher feels responsibility for numbers of children achieving attainment targets is a major objective

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	1016	74.9	76.4	76.4
	2 No	313	23.1	23.6	100.0
	Total	1329	97.9	100.0	
Missing	-6 Section B omitted	1	.1		
	-5 Question B15 omitted	10	.7		
	-1 Not stated	17	1.3		
	Total	28	2.1		
Total		1357	100.0		

SB287 B15m: Importance of teacher's responsibility for child being capable of hard work & effort

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Essential objective	761	56.1	57.2	57.2
	2 Major but not essential	418	30.8	31.4	88.6
	3 Fairly important	135	9.9	10.1	98.7
	4 Minor importance	17	1.3	1.3	100.0
	Total	1331	98.1	100.0	
Missing	-6 Section B omitted	1	.1		
	-5 Question B15 omitted	10	.7		
	-1 Not stated	15	1.1		
	Total	26	1.9		
Total		1357	100.0		

SB287A DV: Teacher feels responsibility for child being capable of hard work & effort is a major objective

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	1179	86.9	88.6	88.6
	2 No	152	11.2	11.4	100.0
	Total	1331	98.1	100.0	
Missing	-6 Section B omitted	1	.1		
	-5 Question B15 omitted	10	.7		
	-1 Not stated	15	1.1		
	Total	26	1.9		
Total		1357	100.0		

SB – About Your Class

SB288 B15n: Importance of teacher's responsibility for child producing neat work

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Essential objective	268	19.7	20.1	20.1
	2 Major but not essential	632	46.6	47.4	67.5
	3 Fairly important	374	27.6	28.0	95.5
	4 Minor importance	50	3.7	3.7	99.3
	5 Not important	10	.7	.7	100.0
	Total	1334	98.3	100.0	
Missing	-6 Section B omitted	1	.1		
	-5 Question B15 omitted	10	.7		
	-1 Not stated	12	.9		
	Total	23	1.7		
Total		1357	100.0		

SB288A DV: Teacher feels responsibility for child producing neat work is a major objective

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	900	66.3	67.5	67.5
	2 No	434	32.0	32.5	100.0
	Total	1334	98.3	100.0	
Missing	-6 Section B omitted	1	.1		
	-5 Question B15 omitted	10	.7		
	-1 Not stated	12	.9		
	Total	23	1.7		
Total		1357	100.0		

SB289 B15o: Importance of teacher's responsibility for child enjoying school

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Essential objective	1101	81.1	82.3	82.3
	2 Major but not essential	194	14.3	14.5	96.8
	3 Fairly important	40	2.9	3.0	99.8
	4 Minor importance	3	.2	.2	100.0
	Total	1338	98.6	100.0	
Missing	-6 Section B omitted	1	.1		
	-5 Question B15 omitted	10	.7		
	-1 Not stated	8	.6		
	Total	19	1.4		
Total		1357	100.0		

SB289A DV: Teacher feels responsibility for child enjoying school is a major objective

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	1295	95.4	96.8	96.8
	2 No	43	3.2	3.2	100.0
	Total	1338	98.6	100.0	
Missing	-6 Section B omitted	1	.1		
	-5 Question B15 omitted	10	.7		
	-1 Not stated	8	.6		
	Total	19	1.4		
Total		1357	100.0		

SB – About Your Class

SB290 B15p: Importance of teacher's responsibility for arousing an interest in learning

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Essential objective	1192	87.8	89.0	89.0
	2 Major but not essential	127	9.4	9.5	98.5
	3 Fairly important	18	1.3	1.3	99.9
	4 Minor importance	2	.1	.1	100.0
	Total	1339	98.7	100.0	
Missing	-6 Section B omitted	1	.1		
	-5 Question B15 omitted	10	.7		
	-1 Not stated	7	.5		
	Total	18	1.3		
Total		1357	100.0		

SB290A DV: Teacher feels responsibility for arousing an interest in learning is a major objective

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	1319	97.2	98.5	98.5
	2 No	20	1.5	1.5	100.0
	Total	1339	98.7	100.0	
Missing	-6 Section B omitted	1	.1		
	-5 Question B15 omitted	10	.7		
	-1 Not stated	7	.5		
	Total	18	1.3		
Total		1357	100.0		

SB291 B15q: Importance of teacher's responsibility for children being able to organize work

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Essential objective	678	50.0	50.8	50.8
	2 Major but not essential	517	38.1	38.7	89.5
	3 Fairly important	133	9.8	10.0	99.5
	4 Minor importance	4	.3	.3	99.8
	5 Not important	3	.2	.2	100.0
	Total	1335	98.4	100.0	
Missing	-6 Section B omitted	1	.1		
	-5 Question B15 omitted	10	.7		
	-1 Not stated	11	.8		
	Total	22	1.6		
Total		1357	100.0		

SB – About Your Class

SB291A DV: Teacher feels responsibility for children being able to organize work is a major objective

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	1195	88.1	89.5	89.5
	2 No	140	10.3	10.5	100.0
	Total	1335	98.4	100.0	
Missing	-6 Section B omitted	1	.1		
	-5 Question B15 omitted	10	.7		
	-1 Not stated	11	.8		
	Total	22	1.6		
Total		1357	100.0		

SB292 B15r: Importance of teacher's responsibility for developing child's self-confidence

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Essential objective	1203	88.7	89.9	89.9
	2 Major but not essential	123	9.1	9.2	99.1
	3 Fairly important	12	.9	.9	100.0
	Total	1338	98.6	100.0	
Missing	-6 Section B omitted	1	.1		
	-5 Question B15 omitted	10	.7		
	-1 Not stated	8	.6		
	Total	19	1.4		
Total		1357	100.0		

SB292A DV: Teacher feels responsibility for developing child's self-confidence is a major objective

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	1326	97.7	99.1	99.1
	2 No	12	.9	.9	100.0
	Total	1338	98.6	100.0	
Missing	-6 Section B omitted	1	.1		
	-5 Question B15 omitted	10	.7		
	-1 Not stated	8	.6		
	Total	19	1.4		
Total		1357	100.0		

SB – About Your Class

SB293 B15s: Importance of teacher's responsibility for children being kind & considerate

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Essential objective	1150	84.7	86.0	86.0
	2 Major but not essential	162	11.9	12.1	98.1
	3 Fairly important	25	1.8	1.9	100.0
	Total	1337	98.5	100.0	
Missing	-6 Section B omitted	1	.1		
	-5 Question B15 omitted	10	.7		
	-1 Not stated	9	.7		
	Total	20	1.5		
Total		1357	100.0		

SB293A DV: Teacher feels responsibility for children being kind & considerate is a major objective

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	1312	96.7	98.1	98.1
	2 No	25	1.8	1.9	100.0
	Total	1337	98.5	100.0	
Missing	-6 Section B omitted	1	.1		
	-5 Question B15 omitted	10	.7		
	-1 Not stated	9	.7		
	Total	20	1.5		
Total		1357	100.0		

SB – About Your Class

SB294 B15t: Importance of teacher's responsibility for child speaking clearly & fluently

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Essential objective	570	42.0	42.8	42.8
	2 Major but not essential	569	41.9	42.7	85.5
	3 Fairly important	180	13.3	13.5	99.0
	4 Minor importance	8	.6	.6	99.6
	5 Not important	5	.4	.4	100.0
	Total	1332	98.2	100.0	
Missing	-6 Section B omitted	1	.1		
	-5 Question B15 omitted	10	.7		
	-1 Not stated	14	1.0		
	Total	25	1.8		
Total		1357	100.0		

SB294A DV: Teacher feels responsibility for child speaking clearly & fluently is a major objective

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	1139	83.9	85.5	85.5
	2 No	193	14.2	14.5	100.0
	Total	1332	98.2	100.0	
Missing	-6 Section B omitted	1	.1		
	-5 Question B15 omitted	10	.7		
	-1 Not stated	14	1.0		
	Total	25	1.8		
Total		1357	100.0		

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SECTION C: THE TEACHING STAFF

[Editing: If all parts of section C were omitted variables SB300a to SB352 were all set to -6.]

- C1. How many of the following paid teaching staff work with your class? (Do not include teachers who do individual tuition for music or special needs)

		No. of male	No. of female
a)	Full-time teachers (including yourself)	<input type="text"/>	<input type="text"/>
b)	Part-time teachers (including yourself)	<input type="text"/>	<input type="text"/>
c)	Paid classroom assistants (not teachers)	<input type="text"/>	<input type="text"/>

[Version 1: The word “paid” was not present in “...following paid teaching staff...”. In C1a and C1b the “(including yourself)” was not present and C1c was worded as “Teaching assistants (paid)”. There was a part d, which was equivalent to C2b in version 2 , but worded slightly differently and with double boxes:

d)	Other adult assistants (unpaid):		
	(i) parents	<input type="text"/>	<input type="text"/>
	(ii) volunteers	<input type="text"/>	<input type="text"/>

Note that the variables are ordered to match version 1. This is so that they match the equivalent variables in the SC file; the equivalent question in “About Your School” had the same structure as version 1 of “About Your Class”.]

[Editing: For data from version 1 questionnaires, if all ten parts of question C1 were omitted then values of -1 were recoded to -5. Otherwise, values of -1 were recoded to 0. For records from version 2 questionnaires, if all six parts of question C1 were omitted then values of -1 were recoded to -4. Otherwise, values of -1 were recoded to 0. Again for records from version 2 questionnaires, if all four parts of question C2b were omitted then values of -1 were recoded to -4. Otherwise, values of -1 were recoded to 0.

Values of 98 (“lots”) & 99 (“don’t know”) were then recoded to -2 “some”. A total was derived as SB30* for each part by summing the variables for males and females (SB30*a & SB30*b). Missing values of -6, -5 and -4 were copied across and if either component was -2 then the total variable was set to -2.

The overall total and gender specific totals of teachers were derived as SB302, SB302a & SB302b by summing the variables for parts a & b (SB300 & SB301, SB300a & SB301a and SB300b & SB301b). Missing values of -6, -5 and -4 were copied across and if either component was -2 then the total variable was set to -2.

SB – About Your Class

Similarly, variables for the numbers of paid teaching staff were derived as SB304, SB304a & SB304b from SB302, SB302a & SB302 and SB303, SB303a & SB303b and variables for the numbers of unpaid staff were derived as SB307, SB307a & SB307b from part d (C2b in version 2).

Variables for the total numbers of teaching staff were also derived as SB308, SB308a & SB308b from SB304, SB304a & SB304b and SB307, SB307a & SB307b in the same way, except that the new variables were set to -4 if either SB304 or SB307 had value -4. Five cases were found to have a value of 0 for SB308 because they originally had a mixture of 0s and -1s in the components. These cases had all variables relating to teacher numbers set to -5, -4 as appropriate.]

SB300 DV: Number of full-time teachers in class

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid				
0	192	14.1	15.2	15.2
1	808	59.5	63.8	79.0
2	79	5.8	6.2	85.2
3	51	3.8	4.0	89.3
4	44	3.2	3.5	92.7
5	11	.8	.9	93.6
6	20	1.5	1.6	95.2
7	15	1.1	1.2	96.4
8	17	1.3	1.3	97.7
9	11	.8	.9	98.6
10	9	.7	.7	99.3
11	4	.3	.3	99.6
12	5	.4	.4	100.0
Total	1266	93.3	100.0	
Missing				
-6 Section C omitted	12	.9		
-5 Question C1 omitted in version 1	5	.4		
-4 Question C1 omitted in version 2	74	5.5		
Total	91	6.7		
Total	1357	100.0		

SB – About Your Class

SB300A C1a: Number of male full-time teachers in class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	982	72.4	77.6	77.6
	1	211	15.5	16.7	94.2
	2	31	2.3	2.4	96.7
	3	29	2.1	2.3	99.0
	4	8	.6	.6	99.6
	5	2	.1	.2	99.8
	6	2	.1	.2	99.9
	7	1	.1	.1	100.0
	Total	1266	93.3	100.0	
Missing	-6 Section C omitted	12	.9		
	-5 Question C1 omitted in version 1	5	.4		
	-4 Question C1 omitted in version 2	74	5.5		
	Total	91	6.7		
Total		1357	100.0		

SB300B C1a: Number of female full-time teachers in class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	319	23.5	25.2	25.2
	1	732	53.9	57.8	83.0
	2	69	5.1	5.5	88.5
	3	51	3.8	4.0	92.5
	4	30	2.2	2.4	94.9
	5	14	1.0	1.1	96.0
	6	15	1.1	1.2	97.2
	7	15	1.1	1.2	98.3
	8	14	1.0	1.1	99.4
	9	7	.5	.6	100.0
	Total	1266	93.3	100.0	
Missing	-6 Section C omitted	12	.9		
	-5 Question C1 omitted in version 1	5	.4		
	-4 Question C1 omitted in version 2	74	5.5		
	Total	91	6.7		
Total		1357	100.0		

SB – About Your Class

SB301 DV: Number of part-time teachers in class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	847	62.4	66.9	66.9
	1	214	15.8	16.9	83.8
	2	146	10.8	11.5	95.3
	3	29	2.1	2.3	97.6
	4	19	1.4	1.5	99.1
	5	8	.6	.6	99.8
	6	2	.1	.2	99.9
	7	1	.1	.1	100.0
	Total	1266	93.3	100.0	
Missing	-6 Section C omitted	12	.9		
	-5 Question C1 omitted in version 1	5	.4		
	-4 Question C1 omitted in version 2	74	5.5		
	Total	91	6.7		
Total		1357	100.0		

SB301A C1b: Number of male part-time teachers in class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	1217	89.7	96.1	96.1
	1	40	2.9	3.2	99.3
	2	7	.5	.6	99.8
	3	1	.1	.1	99.9
	4	1	.1	.1	100.0
	Total	1266	93.3	100.0	
Missing	-6 Section C omitted	12	.9		
	-5 Question C1 omitted in version 1	5	.4		
	-4 Question C1 omitted in version 2	74	5.5		
	Total	91	6.7		
Total		1357	100.0		

SB301B C1b: Number of female part-time teachers in class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	863	63.6	68.2	68.2
	1	217	16.0	17.1	85.3
	2	139	10.2	11.0	96.3
	3	24	1.8	1.9	98.2
	4	17	1.3	1.3	99.5
	5	5	.4	.4	99.9
	7	1	.1	.1	100.0
	Total	1266	93.3	100.0	
Missing	-6 Section C omitted	12	.9		
	-5 Question C1 omitted in version 1	5	.4		
	-4 Question C1 omitted in version 2	74	5.5		
	Total	91	6.7		
Total		1357	100.0		

SB – About Your Class

SB302 DV: Number of teachers in class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	87	6.4	6.9	6.9
	1	653	48.1	51.6	58.5
	2	245	18.1	19.4	77.8
	3	83	6.1	6.6	84.4
	4	54	4.0	4.3	88.6
	5	33	2.4	2.6	91.2
	6	34	2.5	2.7	93.9
	7	17	1.3	1.3	95.3
	8	8	.6	.6	95.9
	9	16	1.2	1.3	97.2
	10	11	.8	.9	98.0
	11	7	.5	.6	98.6
	12	6	.4	.5	99.1
	13	5	.4	.4	99.4
	14	4	.3	.3	99.8
	15	1	.1	.1	99.8
	16	1	.1	.1	99.9
	17	1	.1	.1	100.0
	Total	1266	93.3	100.0	
Missing	-6 Section C omitted	12	.9		
	-5 Question C1 omitted in version 1	5	.4		
	-4 Question C1 omitted in version 2	74	5.5		
	Total	91	6.7		
Total		1357	100.0		

SB – About Your Class

SB302A DV: Number of male teachers in class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	946	69.7	74.7	74.7
	1	236	17.4	18.6	93.4
	2	39	2.9	3.1	96.4
	3	29	2.1	2.3	98.7
	4	11	.8	.9	99.6
	5	1	.1	.1	99.7
	6	1	.1	.1	99.8
	7	1	.1	.1	99.8
	9	1	.1	.1	99.9
	10	1	.1	.1	100.0
	Total	1266	93.3	100.0	
Missing	-6 Section C omitted	12	.9		
	-5 Question C1 omitted in version 1	5	.4		
	-4 Question C1 omitted in version 2	74	5.5		
	Total	91	6.7		
Total		1357	100.0		

SB302B DV: Number of female teachers in class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	174	12.8	13.7	13.7
	1	640	47.2	50.6	64.3
	2	216	15.9	17.1	81.4
	3	94	6.9	7.4	88.8
	4	41	3.0	3.2	92.0
	5	30	2.2	2.4	94.4
	6	20	1.5	1.6	96.0
	7	14	1.0	1.1	97.1
	8	10	.7	.8	97.9
	9	10	.7	.8	98.7
	10	5	.4	.4	99.1
	11	6	.4	.5	99.5
	12	2	.1	.2	99.7
	13	2	.1	.2	99.8
	14	2	.1	.2	100.0
	Total	1266	93.3	100.0	
Missing	-6 Section C omitted	12	.9		
	-5 Question C1 omitted in version 1	5	.4		
	-4 Question C1 omitted in version 2	74	5.5		
	Total	91	6.7		
Total		1357	100.0		

SB – About Your Class

SB303 DV: Number of teaching assistants in class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	268	19.7	21.2	21.2
	1	530	39.1	41.9	63.0
	2	279	20.6	22.0	85.1
	3	115	8.5	9.1	94.2
	4	33	2.4	2.6	96.8
	5	18	1.3	1.4	98.2
	6	14	1.0	1.1	99.3
	7	2	.1	.2	99.4
	8	4	.3	.3	99.8
	9	3	.2	.2	100.0
	Total	1266	93.3	100.0	
Missing	-6 Section C omitted	12	.9		
	-5 Question C1 omitted in version 1	5	.4		
	-4 Question C1 omitted in version 2	74	5.5		
	Total	91	6.7		
Total		1357	100.0		

SB303A C1c: Number of male teaching assistants in class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	1238	91.2	97.8	97.8
	1	25	1.8	2.0	99.8
	2	1	.1	.1	99.8
	3	2	.1	.2	100.0
	Total	1266	93.3	100.0	
Missing	-6 Section C omitted	12	.9		
	-5 Question C1 omitted in version 1	5	.4		
	-4 Question C1 omitted in version 2	74	5.5		
	Total	91	6.7		
Total		1357	100.0		

SB303B C1c: Number of female teaching assistants in class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	277	20.4	21.9	21.9
	1	532	39.2	42.0	63.9
	2	272	20.0	21.5	85.4
	3	115	8.5	9.1	94.5
	4	31	2.3	2.4	96.9
	5	17	1.3	1.3	98.3
	6	14	1.0	1.1	99.4
	7	2	.1	.2	99.5
	8	3	.2	.2	99.8
	9	3	.2	.2	100.0
	Total	1266	93.3	100.0	
Missing	-6 Section C omitted	12	.9		
	-5 Question C1 omitted in version 1	5	.4		
	-4 Question C1 omitted in version 2	74	5.5		
	Total	91	6.7		
Total		1357	100.0		

SB – About Your Class

SB304 DV: Number of paid teaching staff in class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	6	.4	.5	.5
	1	194	14.3	15.3	15.8
	2	374	27.6	29.5	45.3
	3	255	18.8	20.1	65.5
	4	166	12.2	13.1	78.6
	5	81	6.0	6.4	85.0
	6	60	4.4	4.7	89.7
	7	29	2.1	2.3	92.0
	8	12	.9	.9	93.0
	9	19	1.4	1.5	94.5
	10	15	1.1	1.2	95.7
	11	10	.7	.8	96.4
	12	6	.4	.5	96.9
	13	11	.8	.9	97.8
	14	6	.4	.5	98.3
	15	7	.5	.6	98.8
	16	4	.3	.3	99.1
	17	2	.1	.2	99.3
	18	4	.3	.3	99.6
	20	2	.1	.2	99.8
	21	2	.1	.2	99.9
	22	1	.1	.1	100.0
	Total	1266	93.3	100.0	
Missing	-6 Section C omitted	12	.9		
	-5 Question C1 omitted in version 1	5	.4		
	-4 Question C1 omitted in version 2	74	5.5		
	Total	91	6.7		
Total		1357	100.0		

SB – About Your Class

SB304A DV: Number of male paid teaching staff in class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	928	68.4	73.3	73.3
	1	247	18.2	19.5	92.8
	2	43	3.2	3.4	96.2
	3	31	2.3	2.4	98.7
	4	10	.7	.8	99.4
	5	2	.1	.2	99.6
	6	1	.1	.1	99.7
	7	2	.1	.2	99.8
	9	1	.1	.1	99.9
	10	1	.1	.1	100.0
	Total	1266	93.3	100.0	
Missing	-6 Section C omitted	12	.9		
	-5 Question C1 omitted in version 1	5	.4		
	-4 Question C1 omitted in version 2	74	5.5		
	Total	91	6.7		
Total		1357	100.0		

SB304B DV: Number of female paid teaching staff in class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	24	1.8	1.9	1.9
	1	233	17.2	18.4	20.3
	2	386	28.4	30.5	50.8
	3	254	18.7	20.1	70.9
	4	153	11.3	12.1	82.9
	5	78	5.7	6.2	89.1
	6	39	2.9	3.1	92.2
	7	18	1.3	1.4	93.6
	8	18	1.3	1.4	95.0
	9	16	1.2	1.3	96.3
	10	5	.4	.4	96.7
	11	13	1.0	1.0	97.7
	12	8	.6	.6	98.3
	13	6	.4	.5	98.8
	14	1	.1	.1	98.9
	15	6	.4	.5	99.4
	16	1	.1	.1	99.4
	17	4	.3	.3	99.8
	19	3	.2	.2	100.0
	Total	1266	93.3	100.0	
Missing	-6 Section C omitted	12	.9		
	-5 Question C1 omitted in version 1	5	.4		
	-4 Question C1 omitted in version 2	74	5.5		
	Total	91	6.7		
Total		1357	100.0		

SB – About Your Class

SB305 DV: Number of parent assistants in class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	539	39.7	43.2	43.2
	1	241	17.8	19.3	62.5
	2	202	14.9	16.2	78.7
	3	113	8.3	9.1	87.7
	4	59	4.3	4.7	92.5
	5	45	3.3	3.6	96.1
	6	23	1.7	1.8	97.9
	7	9	.7	.7	98.6
	8	6	.4	.5	99.1
	9	4	.3	.3	99.4
	10	4	.3	.3	99.8
	15	1	.1	.1	99.8
	22	1	.1	.1	99.9
	28	1	.1	.1	100.0
	Total	1248	92.0	100.0	
Missing	-6 Section C omitted	12	.9		
	-5 Question C1 omitted in version 1	5	.4		
	-4 Question C2b omitted in version 2	90	6.6		
	-2 Some	2	.1		
	Total	109	8.0		
Total		1357	100.0		

SB – About Your Class

SB305A C2b1: Number of male parent assistants in class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	1198	88.3	95.8	95.8
	1	44	3.2	3.5	99.4
	2	3	.2	.2	99.6
	3	2	.1	.2	99.8
	4	1	.1	.1	99.8
	5	1	.1	.1	99.9
	10	1	.1	.1	100.0
	Total	1250	92.1	100.0	
Missing	-6 Section C omitted	12	.9		
	-5 Question C1 omitted in version 1	5	.4		
	-4 Question C2b omitted in version 2	90	6.6		
	Total	107	7.9		
Total		1357	100.0		

SB305B C2b1: Number of female parent assistants in class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	550	40.5	44.1	44.1
	1	242	17.8	19.4	63.5
	2	201	14.8	16.1	79.6
	3	114	8.4	9.1	88.7
	4	56	4.1	4.5	93.2
	5	39	2.9	3.1	96.3
	6	26	1.9	2.1	98.4
	7	7	.5	.6	99.0
	8	6	.4	.5	99.4
	9	1	.1	.1	99.5
	10	3	.2	.2	99.8
	15	1	.1	.1	99.8
	20	1	.1	.1	99.9
	28	1	.1	.1	100.0
	Total	1248	92.0	100.0	
Missing	-6 Section C omitted	12	.9		
	-5 Question C1 omitted in version 1	5	.4		
	-4 Question C2b omitted in version 2	90	6.6		
	-2 Some	2	.1		
	Total	109	8.0		
Total		1357	100.0		

SB – About Your Class

SB306 DV: Number of volunteer assistants in class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	907	66.8	72.6	72.6
	1	228	16.8	18.3	90.9
	2	70	5.2	5.6	96.5
	3	27	2.0	2.2	98.6
	4	10	.7	.8	99.4
	5	3	.2	.2	99.7
	6	2	.1	.2	99.8
	7	1	.1	.1	99.9
	12	1	.1	.1	100.0
	Total	1249	92.0	100.0	
Missing	-6 Section C omitted	12	.9		
	-5 Question C1 omitted in version 1	5	.4		
	-4 Question C2b omitted in version 2	90	6.6		
	-2 Some	1	.1		
	Total	108	8.0		
Total		1357	100.0		

SB306A C2b2: Number of male volunteer assistants in class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	1189	87.6	95.1	95.1
	1	52	3.8	4.2	99.3
	2	8	.6	.6	99.9
	3	1	.1	.1	100.0
	Total	1250	92.1	100.0	
Missing	-6 Section C omitted	12	.9		
	-5 Question C1 omitted in version 1	5	.4		
	-4 Question C2b omitted in version 2	90	6.6		
	Total	107	7.9		
Total		1357	100.0		

SB306B C2b2: Number of female volunteer assistants in class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	937	69.0	75.0	75.0
	1	220	16.2	17.6	92.6
	2	57	4.2	4.6	97.2
	3	25	1.8	2.0	99.2
	4	5	.4	.4	99.6
	5	2	.1	.2	99.8
	6	1	.1	.1	99.8
	7	1	.1	.1	99.9
	12	1	.1	.1	100.0
	Total	1249	92.0	100.0	
Missing	-6 Section C omitted	12	.9		
	-5 Question C1 omitted in version 1	5	.4		
	-4 Question C2b omitted in version 2	90	6.6		
	-2 Some	1	.1		
	Total	108	8.0		
Total		1357	100.0		

SB – About Your Class

SB307 DV: Number of unpaid teaching staff in class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	397	29.3	31.8	31.8
	1	251	18.5	20.1	51.9
	2	240	17.7	19.2	71.2
	3	146	10.8	11.7	82.9
	4	90	6.6	7.2	90.1
	5	47	3.5	3.8	93.8
	6	37	2.7	3.0	96.8
	7	16	1.2	1.3	98.1
	8	11	.8	.9	99.0
	9	4	.3	.3	99.3
	10	4	.3	.3	99.6
	12	1	.1	.1	99.7
	13	1	.1	.1	99.8
	15	1	.1	.1	99.8
	28	1	.1	.1	99.9
	40	1	.1	.1	100.0
	Total	1248	92.0	100.0	
Missing	-6 Section C omitted	12	.9		
	-5 Question C1 omitted in version 1	5	.4		
	-4 Question C2b omitted in version 2	90	6.6		
	-2 Some	2	.1		
	Total	109	8.0		
Total		1357	100.0		

SB – About Your Class

SB307A DV: Number of male unpaid teaching staff in class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	1148	84.6	91.8	91.8
	1	78	5.7	6.2	98.1
	2	16	1.2	1.3	99.4
	3	4	.3	.3	99.7
	4	2	.1	.2	99.8
	6	1	.1	.1	99.9
	10	1	.1	.1	100.0
	Total	1250	92.1	100.0	
Missing	-6 Section C omitted	12	.9		
	-5 Question C1 omitted in version 1	5	.4		
	-4 Question C2b omitted in version 2	90	6.6		
	Total	107	7.9		
Total		1357	100.0		

SB307B DV: Number of female unpaid teaching staff in class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	411	30.3	32.9	32.9
	1	264	19.5	21.2	54.1
	2	237	17.5	19.0	73.1
	3	148	10.9	11.9	84.9
	4	83	6.1	6.7	91.6
	5	39	2.9	3.1	94.7
	6	34	2.5	2.7	97.4
	7	15	1.1	1.2	98.6
	8	8	.6	.6	99.3
	9	1	.1	.1	99.4
	10	3	.2	.2	99.6
	11	1	.1	.1	99.7
	12	1	.1	.1	99.8
	15	1	.1	.1	99.8
	25	1	.1	.1	99.9
	40	1	.1	.1	100.0
	Total	1248	92.0	100.0	
Missing	-6 Section C omitted	12	.9		
	-5 Question C1 omitted in version 1	5	.4		
	-4 Question C2b omitted in version 2	90	6.6		
	-2 Some	2	.1		
	Total	109	8.0		
Total		1357	100.0		

SB – About Your Class

SB308 DV: Number of teaching staff in class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	64	4.7	5.4	5.4
	2	153	11.3	12.8	18.2
	3	168	12.4	14.1	32.3
	4	207	15.3	17.4	49.7
	5	167	12.3	14.0	63.7
	6	108	8.0	9.1	72.7
	7	87	6.4	7.3	80.0
	8	60	4.4	5.0	85.1
	9	44	3.2	3.7	88.8
	10	37	2.7	3.1	91.9
	11	19	1.4	1.6	93.5
	12	15	1.1	1.3	94.7
	13	9	.7	.8	95.5
	14	9	.7	.8	96.2
	15	14	1.0	1.2	97.4
	16	11	.8	.9	98.3
	17	3	.2	.3	98.6
	18	4	.3	.3	98.9
	19	2	.1	.2	99.1
	20	1	.1	.1	99.2
	21	1	.1	.1	99.2
	22	1	.1	.1	99.3
	23	1	.1	.1	99.4
	24	3	.2	.3	99.7
	25	1	.1	.1	99.7
	27	1	.1	.1	99.8
	46	1	.1	.1	99.9
	60	1	.1	.1	100.0
	Total	1192	87.8	100.0	
Missing	-6 Section C omitted	12	.9		
	-5 Question C1 omitted in version 1	5	.4		
	-4 Question C1 or C2b omitted in version 2	146	10.8		
	-2 Some	2	.1		
	Total	165	12.2		
Total		1357	100.0		

SB – About Your Class

SB308A DV: Number of male teaching staff in class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	807	59.5	67.6	67.6
	1	266	19.6	22.3	89.9
	2	67	4.9	5.6	95.5
	3	29	2.1	2.4	97.9
	4	15	1.1	1.3	99.2
	5	2	.1	.2	99.3
	6	4	.3	.3	99.7
	7	1	.1	.1	99.7
	9	2	.1	.2	99.9
	11	1	.1	.1	100.0
	Total	1194	88.0	100.0	
Missing	-6 Section C omitted	12	.9		
	-5 Question C1 omitted in version 1	5	.4		
	-4 Question C1 or C2b omitted in version 2	146	10.8		
	Total	163	12.0		
Total		1357	100.0		

SB308B DV: Number of female teaching staff in class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	5	.4	.4	.4
	1	85	6.3	7.1	7.6
	2	170	12.5	14.3	21.8
	3	201	14.8	16.9	38.7
	4	207	15.3	17.4	56.0
	5	156	11.5	13.1	69.1
	6	96	7.1	8.1	77.2
	7	75	5.5	6.3	83.5
	8	54	4.0	4.5	88.0
	9	45	3.3	3.8	91.8
	10	26	1.9	2.2	94.0
	11	18	1.3	1.5	95.5
	12	11	.8	.9	96.4
	13	10	.7	.8	97.2
	14	5	.4	.4	97.7
	15	8	.6	.7	98.3
	16	7	.5	.6	98.9
	17	3	.2	.3	99.2
	20	1	.1	.1	99.2
	21	3	.2	.3	99.5
	22	2	.1	.2	99.7
	23	1	.1	.1	99.7
	24	1	.1	.1	99.8
	40	1	.1	.1	99.9
	59	1	.1	.1	100.0
	Total	1192	87.8	100.0	
Missing	-6 Section C omitted	12	.9		
	-5 Question C1 omitted in version 1	5	.4		
	-4 Question C1 or C2b omitted in version 2	146	10.8		
	-2 Some	2	.1		
	Total	165	12.2		
Total		1357	100.0		

SB – About Your Class

- C2. Add together the proportions of time (a half-day per week = 0.1; full-time = 1) worked in your class by all paid staff mentioned above, **including yourself**. This will give the ‘full-time-equivalent’ staff total for your class. State the answer in the boxes at a) below.

Example 1:

1 full-time teacher (e.g. you) = 1

1 part-time paid classroom assistant working 3 half-days per week = 0.3

i.e. For this scenario the total full-time-equivalent =

Example 2:

1 part-time teacher (e.g. you) working 3 days or 6 half-days per week = 0.6

1 part-time teacher working 2 days or 4 half-days per week = 0.4

1 part-time classroom assistant working 5 half-days per week = 0.5

i.e. Total full-time-equivalent for the class

- a) The full-time-equivalent staff total for your class

[Version 1: The examples were not present and the question was just called C2. The wording was also slightly different:

- C2. What is the overall complement of staff for the class?

• Full-time equivalents

The examples were added because the coders notice that responses to this question on version 1 were not very reliable.]

[Coding: If it seemed obvious that a ratio, i.e. “1: number of children” was written, the response was deleted and left blank. The response to B2a was used to give a clue if there was any doubt.]

[Editing: Variable SB310 was set to -7 for records from version 1 questionnaires for two reasons. Firstly anecdotal evidence from the coding team indicated that this question was very badly complete in version 1 questionnaires so that the responses rarely made sense. Secondly, the change of wording in version 2 excludes unpaid staff, which could have been included in the response in version 1.]

SB – About Your Class

SB310 C2a: Number of full-time equivalent staff in class

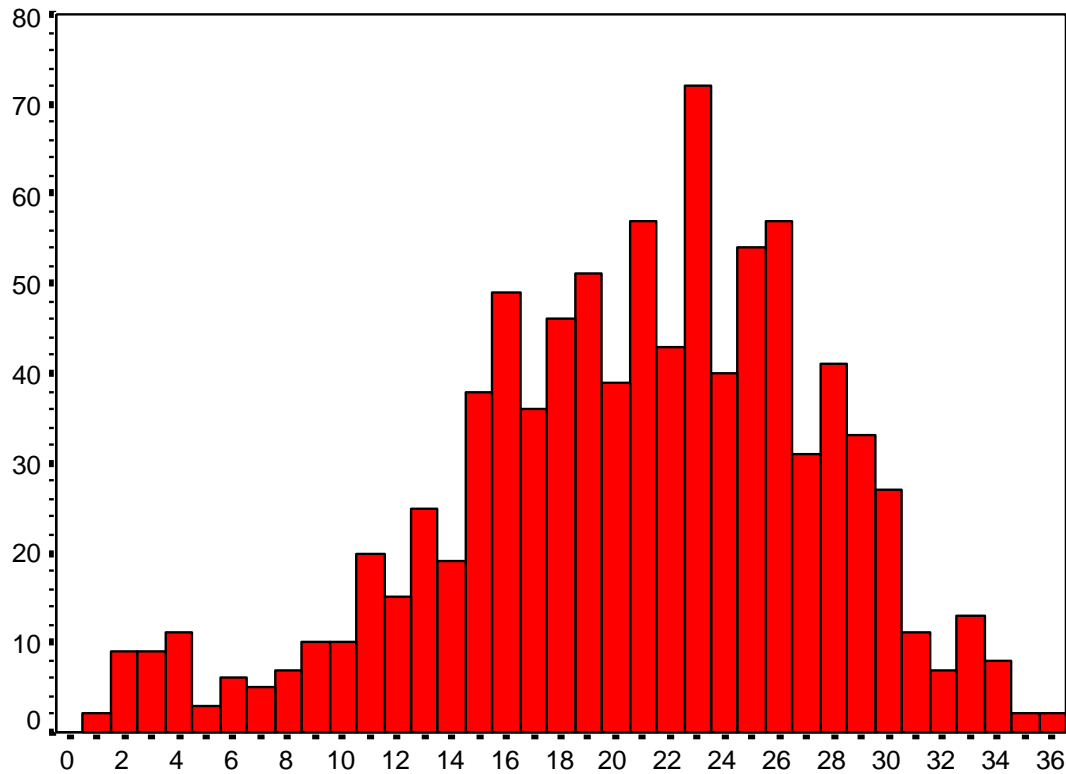
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.0	168	12.4	18.5	18.5
	1.1	107	7.9	11.8	30.2
	1.2	126	9.3	13.8	44.1
	1.3	104	7.7	11.4	55.5
	1.4	56	4.1	6.2	61.6
	1.5	129	9.5	14.2	75.8
	1.6	43	3.2	4.7	80.5
	1.7	24	1.8	2.6	83.2
	1.8	26	1.9	2.9	86.0
	1.9	13	1.0	1.4	87.5
	2.0	46	3.4	5.1	92.5
	2.1	7	.5	.8	93.3
	2.2	9	.7	1.0	94.3
	2.3	4	.3	.4	94.7
	2.4	1	.1	.1	94.8
	2.5	14	1.0	1.5	96.4
	2.6	2	.1	.2	96.6
	2.7	1	.1	.1	96.7
	2.8	1	.1	.1	96.8
	2.9	1	.1	.1	96.9
	3.0	13	1.0	1.4	98.4
	3.2	1	.1	.1	98.5
	3.5	3	.2	.3	98.8
	3.8	1	.1	.1	98.9
	3.9	1	.1	.1	99.0
	4.0	2	.1	.2	99.2
	4.5	1	.1	.1	99.3
	5.0	3	.2	.3	99.7
	6.0	1	.1	.1	99.8
	7.0	1	.1	.1	99.9
	9.0	1	.1	.1	100.0
	Total	910	67.1	100.0	
Missing	-7.0 Version 1	340	25.1		
	-6.0 Section C omitted	9	.7		
	-1.0 Not stated	98	7.2		
	Total	447	32.9		
Total		1357	100.0		

Derived Variable

Pupil/Staff Ratio

The pupil/staff ratio was derived as SB311 from SB115 and SB310. If either of the components was missing then SB311 was set to -1, otherwise $SB311 = SB115 / SB310$. SB311 is stored as a long decimal, but formatted to display to 1 decimal place.

SB311



DV: Pupil/staff ratio in class

SB311 DV: Pupil/staff ratio in class

	Frequency	Percent
Missing -1.0 Missing	449	100.0

b) How many unpaid adult assistants help with your class?

		No. of male	No. of female
(i)	parents	<input type="text"/>	<input type="text"/>
(ii)	volunteers	<input type="text"/>	<input type="text"/>

[Version 1: As noted above this appeared as C1d in version 1. See above for editing details and frequency tables.]

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C3. How many sessions in the last 3 months has temporary staff cover been used?

never	<input type="checkbox"/>
1-10 sessions	<input type="checkbox"/>
11-20 sessions	<input type="checkbox"/>
21-30 sessions	<input type="checkbox"/>
31 or more sessions	<input type="checkbox"/>

[Coding: If multiple boxes were ticked then the highest code number was taken.]

SB315 C3: Number of sessions using temp. staff in last 3 months in class

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1 None	253	18.6	19.4	19.4
2 1-10	895	66.0	68.5	87.8
3 11-20	104	7.7	8.0	95.8
4 21-30	22	1.6	1.7	97.5
5 31+	33	2.4	2.5	100.0
Total	1307	96.3	100.0	
Missing -8 See text	2	.1		
-6 Section C omitted	12	.9		
-1 Not stated	36	2.7		
Total	50	3.7		
Total	1357	100.0		

SB – About Your Class

[Editing: If all of parts a – d of question C4 were omitted then variables SB350 to SB353 were set to -5.]

C4. a) How long have you been a teacher at this school?

< 1 year

1-2 years

3-9 years

10 or more years

[Coding: If multiple boxes were ticked then the lowest code number was taken.]

SB350 C4a: Length of service as teacher at this school

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1 < 1 year	228	16.8	17.0	17.0
2 1-2 years	210	15.5	15.6	32.6
3 3-9 years	516	38.0	38.4	71.0
4 10+ years	390	28.7	29.0	100.0
Total	1344	99.0	100.0	
Missing -6 Section C omitted	12	.9		
-5 Question C4 omitted	1	.1		
Total	13	1.0		
Total	1357	100.0		

b) Are you:

Male

Female

SB351 C4b: Gender of teacher

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1 Male	177	13.0	13.2	13.2
2 Female	1165	85.9	86.8	100.0
Total	1342	98.9	100.0	
Missing -6 Section C omitted	12	.9		
-5 Question C4 omitted	1	.1		
-1 Not stated	2	.1		
Total	15	1.1		
Total	1357	100.0		

SB – About Your Class

c) How long have you taught altogether?

< 1 year

1

1-2 years

2

3-9 years

3

10 or more years

4

[Coding: If multiple boxes were ticked then the lowest code number was taken.]

SB352 C4c: Length of service as teacher anywhere

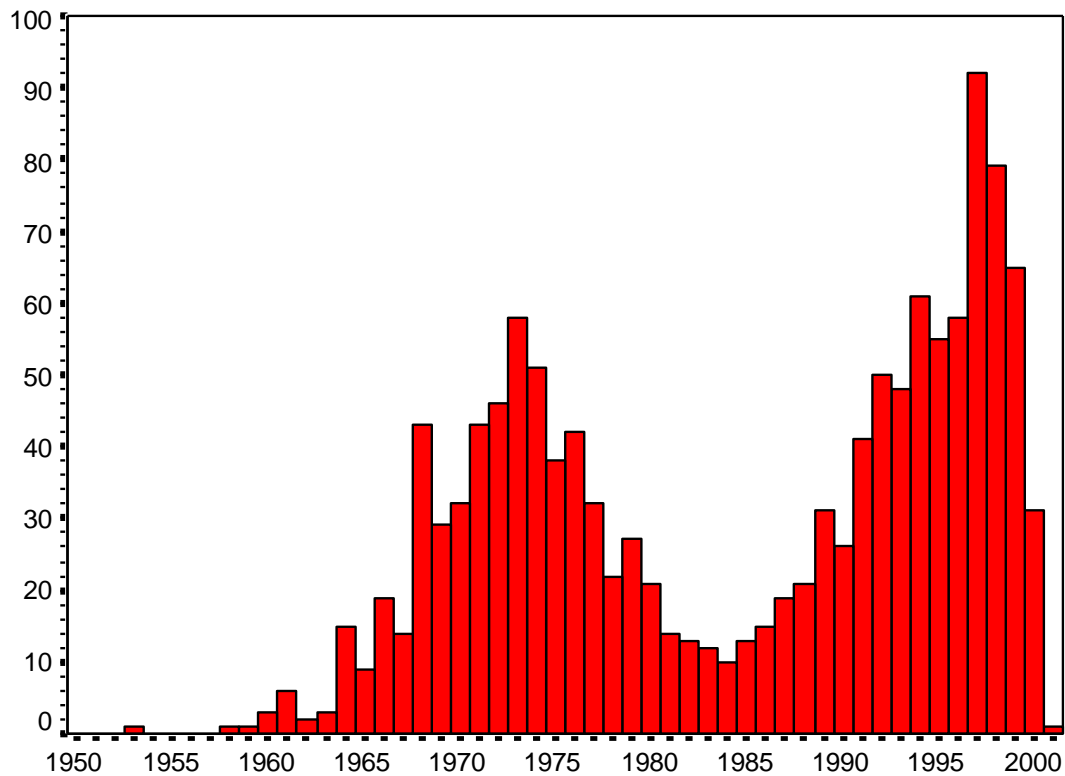
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 < 1 year	80	5.9	6.0	6.0
	2 1-2 years	111	8.2	8.3	14.2
	3 3-9 years	422	31.1	31.4	45.6
	4 10+ years	730	53.8	54.4	100.0
	Total	1343	99.0	100.0	
Missing	-6 Section C omitted	12	.9		
	-5 Question C4 omitted	1	.1		
	-1 Not stated	1	.1		
	Total	14	1.0		
Total		1357	100.0		

SB – About Your Class

- d) Please give the year in which you qualified for teaching
(If none, write NONE and go to D1).

--	--	--	--

SB353



C4d: Year teacher qualified

SB353 C4d: Year teacher qualified

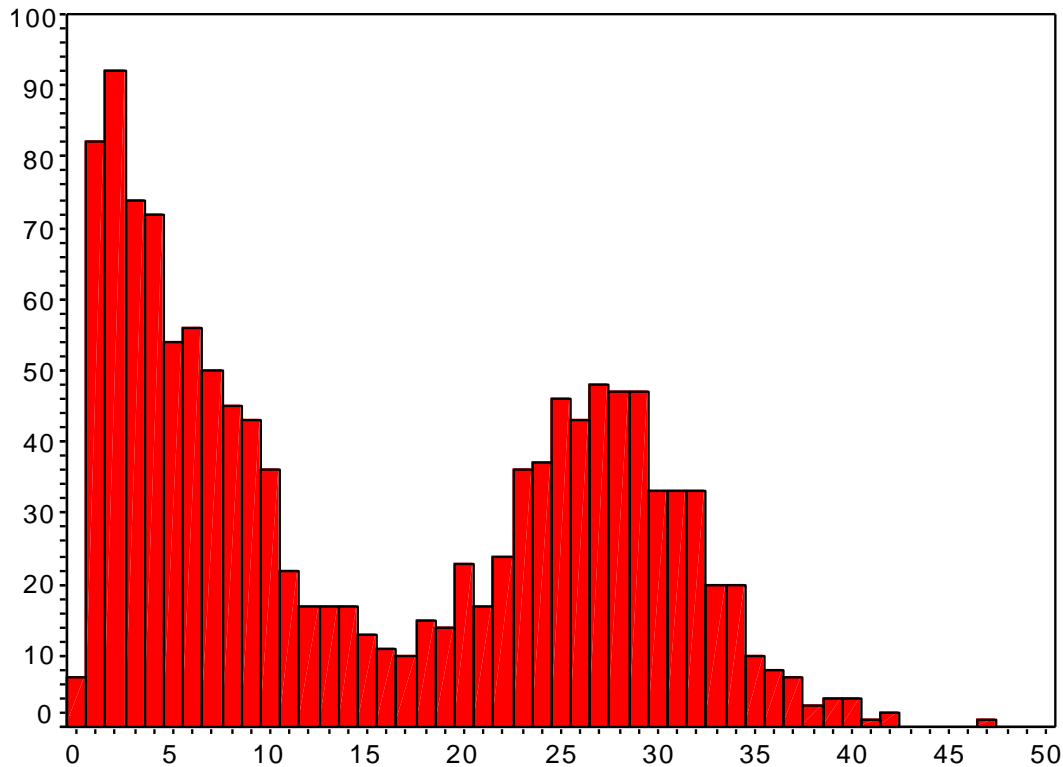
	Frequency	Percent
Missing -6 Section C omitted	12	27.3
-5 Question C4 omitted	1	2.3
-1 Not stated	31	70.5
Total	44	100.0

Derived Variable

Number of years teacher has been qualified

The number of years that the teacher has been qualified was derived as SB354 from SB353 and SB997. If either of the components was missing then SB354 was set to -1, otherwise $SB354 = SB997 - SB353$.

SB354



DV: Number of years teacher has been qualified

SB354 DV: Number of years teacher has been qualified

	Frequency	Percent
Missing -1 Missing	63	100.0

e) Please list your teaching qualifications.

.....

.....

[Coding: Not being coded here.]

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SECTION D: STRESSES AND STRAINS

[Editing: If all parts of section D were omitted variables SB550 to SB576c were all set to -6.]

Often teachers nowadays are under considerable stress. The following questions will enable us to assess your well-being, and have been used in many studies.

Please indicate the way you feel.

		Very Often	Often	Not very often	Never
D1.	Do you feel upset for no obvious reason?	<div>1</div>	<div>2</div>	<div>3</div>	<div>4</div>
D2.	Do you get troubled by dizziness or shortness of breath?	<div>1</div>	<div>2</div>	<div>3</div>	<div>4</div>
D3.	Have you felt as though you might faint?	<div>1</div>	<div>2</div>	<div>3</div>	<div>4</div>
D4.	Do you feel sick or have indigestion?	<div>1</div>	<div>2</div>	<div>3</div>	<div>4</div>
D5.	Do you feel that life is too much effort?	<div>1</div>	<div>2</div>	<div>3</div>	<div>4</div>
D6.	Do you feel uneasy and restless?	<div>1</div>	<div>2</div>	<div>3</div>	<div>4</div>
D7.	Do you feel tingling or prickling sensations in your body, arms or legs?	<div>1</div>	<div>2</div>	<div>3</div>	<div>4</div>
D8.	Do you regret much of your past behaviour?	<div>1</div>	<div>2</div>	<div>3</div>	<div>4</div>
D9.	Do you sometimes feel panicky?	<div>1</div>	<div>2</div>	<div>3</div>	<div>4</div>
D10.	Do you find that you have little or no appetite?	<div>1</div>	<div>2</div>	<div>3</div>	<div>4</div>
D11.	Do you wake unusually early in the morning even when you haven't been woken by any children you may have?	<div>1</div>	<div>2</div>	<div>3</div>	<div>4</div>

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	Very Often	Often	Not very often	Never
D12. Do you worry a lot?	<div>1</div>	<div>2</div>	<div>3</div>	<div>4</div>
D13. Do you feel tired or exhausted?	<div>1</div>	<div>2</div>	<div>3</div>	<div>4</div>
D14. Do you experience long periods of sadness?	<div>1</div>	<div>2</div>	<div>3</div>	<div>4</div>
D15. Do you feel strung-up inside?	<div>1</div>	<div>2</div>	<div>3</div>	<div>4</div>
D16. Can you go to sleep all right?	<div>1</div>	<div>2</div>	<div>3</div>	<div>4</div>
D17. Do you ever have the feeling you are going to pieces?	<div>1</div>	<div>2</div>	<div>3</div>	<div>4</div>
D18. Do you often have excessive sweating or fluttering of the heart?	<div>1</div>	<div>2</div>	<div>3</div>	<div>4</div>
D19. Do you find yourself needing to cry?	<div>1</div>	<div>2</div>	<div>3</div>	<div>4</div>
D20. Do you have bad dreams which upset you when you wake up?	<div>1</div>	<div>2</div>	<div>3</div>	<div>4</div>
D21. Do you lose the ability to feel sympathy for others?	<div>1</div>	<div>2</div>	<div>3</div>	<div>4</div>
D22. Can you think as quickly as you used to?	<div>1</div>	<div>2</div>	<div>3</div>	<div>4</div>
D23. Do you have to make a special effort to face up to a crisis or difficulty?	<div>1</div>	<div>2</div>	<div>3</div>	<div>4</div>

[Coding: If multiple boxes were ticked for any question then the lowest code number was taken.]

SB – About Your Class

SB550 D1: Teacher feels upset for no obvious reason

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Very often	17	1.3	1.3	1.3
	2 Often	179	13.2	13.6	14.9
	3 Not very often	858	63.2	65.1	80.0
	4 Never	264	19.5	20.0	100.0
	Total	1318	97.1	100.0	
Missing	-6 Section D omitted	31	2.3		
	-1 Not stated	8	.6		
	Total	39	2.9		
Total		1357	100.0		

SB551 D2: Teacher troubled by dizziness/shortness of breath

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Very often	9	.7	.7	.7
	2 Often	67	4.9	5.1	5.7
	3 Not very often	384	28.3	29.0	34.7
	4 Never	865	63.7	65.3	100.0
	Total	1325	97.6	100.0	
Missing	-6 Section D omitted	31	2.3		
	-1 Not stated	1	.1		
	Total	32	2.4		
Total		1357	100.0		

SB552 D3: Teacher felt like fainting

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Very often	7	.5	.5	.5
	2 Often	43	3.2	3.2	3.8
	3 Not very often	446	32.9	33.7	37.5
	4 Never	828	61.0	62.5	100.0
	Total	1324	97.6	100.0	
Missing	-6 Section D omitted	31	2.3		
	-1 Not stated	2	.1		
	Total	33	2.4		
Total		1357	100.0		

SB553 D4: Teacher feels sick

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Very often	25	1.8	1.9	1.9
	2 Often	129	9.5	9.8	11.6
	3 Not very often	588	43.3	44.4	56.1
	4 Never	581	42.8	43.9	100.0
	Total	1323	97.5	100.0	
Missing	-6 Section D omitted	31	2.3		
	-1 Not stated	3	.2		
	Total	34	2.5		
Total		1357	100.0		

SB – About Your Class

SB554 D5: Teacher feels life is too much effort

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Very often	32	2.4	2.4	2.4
	2 Often	167	12.3	12.7	15.1
	3 Not very often	566	41.7	42.9	58.0
	4 Never	555	40.9	42.0	100.0
	Total	1320	97.3	100.0	
Missing	-6 Section D omitted	31	2.3		
	-1 Not stated	6	.4		
	Total	37	2.7		
Total		1357	100.0		

SB555 D6: Teacher feels uneasy & restless

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Very often	42	3.1	3.2	3.2
	2 Often	249	18.3	18.9	22.1
	3 Not very often	613	45.2	46.6	68.7
	4 Never	412	30.4	31.3	100.0
	Total	1316	97.0	100.0	
Missing	-6 Section D omitted	31	2.3		
	-1 Not stated	10	.7		
	Total	41	3.0		
Total		1357	100.0		

SB556 D7: Teacher feels tingling in arms/legs/body

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Very often	28	2.1	2.1	2.1
	2 Often	77	5.7	5.8	7.9
	3 Not very often	257	18.9	19.4	27.4
	4 Never	961	70.8	72.6	100.0
	Total	1323	97.5	100.0	
Missing	-6 Section D omitted	31	2.3		
	-1 Not stated	3	.2		
	Total	34	2.5		
Total		1357	100.0		

SB557 D8: Teacher regrets much past behaviour

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Very often	11	.8	.8	.8
	2 Often	68	5.0	5.2	6.0
	3 Not very often	612	45.1	46.4	52.4
	4 Never	628	46.3	47.6	100.0
	Total	1319	97.2	100.0	
Missing	-6 Section D omitted	31	2.3		
	-1 Not stated	7	.5		
	Total	38	2.8		
Total		1357	100.0		

SB – About Your Class

SB558 D9: Teacher sometimes feels panicky

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Very often	24	1.8	1.8	1.8
	2 Often	161	11.9	12.2	14.1
	3 Not very often	650	47.9	49.4	63.4
	4 Never	481	35.4	36.6	100.0
	Total	1316	97.0	100.0	
Missing	-6 Section D omitted	31	2.3		
	-1 Not stated	10	.7		
	Total	41	3.0		
Total		1357	100.0		

SB559 D10: Teacher has little or no appetite

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Very often	9	.7	.7	.7
	2 Often	73	5.4	5.5	6.2
	3 Not very often	461	34.0	34.8	41.0
	4 Never	781	57.6	59.0	100.0
	Total	1324	97.6	100.0	
Missing	-6 Section D omitted	31	2.3		
	-1 Not stated	2	.1		
	Total	33	2.4		
Total		1357	100.0		

SB560 D11: Teacher wakes unusually early in morning

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Very often	139	10.2	10.5	10.5
	2 Often	318	23.4	24.1	34.6
	3 Not very often	503	37.1	38.1	72.7
	4 Never	361	26.6	27.3	100.0
	Total	1321	97.3	100.0	
Missing	-6 Section D omitted	31	2.3		
	-1 Not stated	5	.4		
	Total	36	2.7		
Total		1357	100.0		

SB561 D12: Teacher worries a lot

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Very often	171	12.6	13.0	13.0
	2 Often	539	39.7	41.0	54.0
	3 Not very often	563	41.5	42.8	96.8
	4 Never	42	3.1	3.2	100.0
	Total	1315	96.9	100.0	
Missing	-6 Section D omitted	31	2.3		
	-1 Not stated	11	.8		
	Total	42	3.1		
Total		1357	100.0		

SB – About Your Class

SB562 D13: Teacher feels tired/exhausted

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Very often	412	30.4	31.1	31.1
	2 Often	629	46.4	47.5	78.7
	3 Not very often	271	20.0	20.5	99.2
	4 Never	11	.8	.8	100.0
	Total	1323	97.5	100.0	
Missing	-6 Section D omitted	31	2.3		
	-1 Not stated	3	.2		
	Total	34	2.5		
Total		1357	100.0		

SB563 D14: Teacher has long periods of sadness

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Very often	36	2.7	2.7	2.7
	2 Often	127	9.4	9.7	12.4
	3 Not very often	641	47.2	48.7	61.1
	4 Never	512	37.7	38.9	100.0
	Total	1316	97.0	100.0	
Missing	-6 Section D omitted	31	2.3		
	-1 Not stated	10	.7		
	Total	41	3.0		
Total		1357	100.0		

SB564 D15: Teacher feels strung up inside

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Very often	81	6.0	6.1	6.1
	2 Often	338	24.9	25.6	31.7
	3 Not very often	607	44.7	46.0	77.7
	4 Never	295	21.7	22.3	100.0
	Total	1321	97.3	100.0	
Missing	-6 Section D omitted	31	2.3		
	-1 Not stated	5	.4		
	Total	36	2.7		
Total		1357	100.0		

SB565 D16: Teacher goes to sleep all right

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Very often	571	42.1	43.2	43.2
	2 Often	530	39.1	40.1	83.3
	3 Not very often	183	13.5	13.9	97.2
	4 Never	37	2.7	2.8	100.0
	Total	1321	97.3	100.0	
Missing	-8 See text	1	.1		
	-6 Section D omitted	31	2.3		
	-1 Not stated	4	.3		
	Total	36	2.7		
Total		1357	100.0		

SB – About Your Class

SB566 D17: Teacher feels to be going to pieces

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Very often	28	2.1	2.1	2.1
	2 Often	132	9.7	10.0	12.1
	3 Not very often	631	46.5	47.7	59.8
	4 Never	531	39.1	40.2	100.0
	Total	1322	97.4	100.0	
Missing	-6 Section D omitted	31	2.3		
	-1 Not stated	4	.3		
	Total	35	2.6		
Total		1357	100.0		

SB567 D18: Teacher often sweats excessively

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Very often	18	1.3	1.4	1.4
	2 Often	77	5.7	5.8	7.2
	3 Not very often	398	29.3	30.1	37.3
	4 Never	829	61.1	62.7	100.0
	Total	1322	97.4	100.0	
Missing	-6 Section D omitted	31	2.3		
	-1 Not stated	4	.3		
	Total	35	2.6		
Total		1357	100.0		

SB568 D19: Teacher needs to cry

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Very often	21	1.5	1.6	1.6
	2 Often	150	11.1	11.3	12.9
	3 Not very often	771	56.8	58.3	71.2
	4 Never	381	28.1	28.8	100.0
	Total	1323	97.5	100.0	
Missing	-6 Section D omitted	31	2.3		
	-1 Not stated	3	.2		
	Total	34	2.5		
Total		1357	100.0		

SB569 D20: Teacher has bad upsetting dreams

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Very often	13	1.0	1.0	1.0
	2 Often	70	5.2	5.3	6.3
	3 Not very often	553	40.8	41.8	48.0
	4 Never	688	50.7	52.0	100.0
	Total	1324	97.6	100.0	
Missing	-6 Section D omitted	31	2.3		
	-1 Not stated	2	.1		
	Total	33	2.4		
Total		1357	100.0		

SB – About Your Class

SB570 D21: Teacher loses ability to feel sympathy

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Very often	6	.4	.5	.5
	2 Often	88	6.5	6.7	7.1
	3 Not very often	592	43.6	44.8	51.9
	4 Never	636	46.9	48.1	100.0
	Total	1322	97.4	100.0	
Missing	-6 Section D omitted	31	2.3		
	-1 Not stated	4	.3		
	Total	35	2.6		
Total		1357	100.0		

SB571 D22: Teacher can not think as quickly as in the past

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Very often	333	24.5	25.6	25.6
	2 Often	583	43.0	44.8	70.4
	3 Not very often	335	24.7	25.7	96.1
	4 Never	51	3.8	3.9	100.0
	Total	1302	95.9	100.0	
Missing	-6 Section D omitted	31	2.3		
	-1 Not stated	24	1.8		
	Total	55	4.1		
Total		1357	100.0		

SB572 D23: Teacher needs special effort to face a crisis

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Very often	41	3.0	3.1	3.1
	2 Often	228	16.8	17.3	20.4
	3 Not very often	692	51.0	52.5	72.9
	4 Never	357	26.3	27.1	100.0
	Total	1318	97.1	100.0	
Missing	-6 Section D omitted	31	2.3		
	-1 Not stated	8	.6		
	Total	39	2.9		
Total		1357	100.0		

Derived Variables – Crown Crisp Experiential Index

The 23 questions in this section comprised the sub-scales of Crown-Crisp Experiential Index (CCEI) relating to free-floating anxiety, somaticism and depression (see Table 7). Although the total score of the 48 items in the original index has been shown to be a useful measure of psycho-neurotic pathology in the community, the need to limit the number of items and our specific interest in depression and anxiety guided the selection of these items. Indeed most studies using the CCEI, including those of the original authors have in fact focused on the sub-scales and it has been used in this way in the study of mental health of ALSPAC mothers during pregnancy and the post-natal year.

Table 7: Components of the CCEI subscales

Subscale	Number of items	Item question numbers	Item variable names
Anxiety	8	D1, D3, D6, D9, D12, D15, D17, D20	SB550, SB552, SB555, SB558, SB561, SB564, SB566, SB569
Somatic	7	D2, D4, D7, D10, D13, D16, D18	SB551, SB553, SB556, SB559, SB562, SB565, SB567
Depression	8	D5, D8, D11, D14, D19, D21, D22, D23	SB554, SB557, SB560, SB563, SB568, SB570, SB571, SB572

The three sub-scales had varying styles of responses; some had two categories (yes/no), while others had three categories. The response categories were modified for use within ALSPAC so that each item had four consistent response categories in which the respondent indicated frequency of symptoms from “never” to “very often”. For the calculation of the subscale and total scores the items were recoded to ensure that the scores produced were on the correct scale (see Table 8). These modifications were extensively pilot tested including a validation study against the Present State Examination (PSE).

Table 8: Recodes applied to the CCEI items in calculating the scores

Recode	Item question numbers	Item variable names
(1, 2 = 2)(3, 4 = 0)	D1, D4, D8, D10, D11, D15, D17, D18, D21	SB550, SB553, SB557, SB559, SB560, SB564, SB566, SB567, SB570
(1, 2 = 2)(3 = 1)(4 = 0)	D2, D3, D5, D6, D7, D12, D13, D14, D19, D20, D23	SB551, SB552, SB554, SB555, SB556, SB561, SB562, SB563, SB568, SB569, SB572
(1, 2 = 0)(3, 4 = 2)	D16, D22	SB565, SB571
(1, 2, 3 = 2)(4 = 0)	D9	SB558

Anxiety Subscale

This score, on a scale of [0, 16], is a weighted sum of the recoded responses to the following 8 questions: D1, D3, D6, D9, D12, D15, D17 and D20. A high score corresponds to a high level of anxiety. Two versions of the score are provided. For most analyses the prorated score, SB573b, should be used. This allows at most 50% of the components to be missing and is scaled accordingly. If users wish to be more stringent about the number of missing components then SB573c can be used to set further cases to missing. However, should users only want the cases who completed all components then SB573a should be used (this is equivalent to setting SB573b to -5 for all cases for which SB573c > 0).

The CCEI Anxiety Subscale Score was created by recoding (missing, 3, 4 = 0)(1, 2 = 2) in SB550, SB564 & SB566, (missing, 4 = 0)(3 = 1)(1, 2 = 2) in SB552, SB555, SB561 & SB569 and (missing, 4 = 0)(1, 2, 3 = 2) in SB558 and summing. The score based on complete cases only is SB573a. If any of the components were missing then SB573a was set to -5. Variable SB573c is the number of missing components. The prorated score is SB573b. If more than four components were missing then SB573b was set to -5. Otherwise SB573b is scaled by a factor of $8 / (8 - SB573c)$ and rounded to the nearest integer.

SB573A DV: CCEI anxiety subscale score (complete cases)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	28	2.1	2.2	2.2
	1	144	10.6	11.1	13.3
	2	125	9.2	9.7	23.0
	3	110	8.1	8.5	31.5
	4	144	10.6	11.1	42.6
	5	129	9.5	10.0	52.6
	6	114	8.4	8.8	61.5
	7	95	7.0	7.4	68.8
	8	87	6.4	6.7	75.5
	9	71	5.2	5.5	81.0
	10	72	5.3	5.6	86.6
	11	46	3.4	3.6	90.2
	12	52	3.8	4.0	94.2
	13	30	2.2	2.3	96.5
	14	28	2.1	2.2	98.7
	15	13	1.0	1.0	99.7
	16	4	.3	.3	100.0
	Total	1292	95.2	100.0	
Missing	-6 Section D omitted	31	2.3		
	-5 1+ components omitted	34	2.5		
	Total	65	4.8		
Total		1357	100.0		

SB – About Your Class

SB573B DV: CCEI anxiety subscale score (prorated)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	28	2.1	2.1	2.1
	1	147	10.8	11.1	13.2
	2	126	9.3	9.5	22.7
	3	115	8.5	8.7	31.4
	4	146	10.8	11.0	42.4
	5	136	10.0	10.3	52.7
	6	118	8.7	8.9	61.6
	7	102	7.5	7.7	69.3
	8	88	6.5	6.6	76.0
	9	71	5.2	5.4	81.3
	10	72	5.3	5.4	86.8
	11	46	3.4	3.5	90.3
	12	52	3.8	3.9	94.2
	13	31	2.3	2.3	96.5
	14	29	2.1	2.2	98.7
	15	13	1.0	1.0	99.7
	16	4	.3	.3	100.0
	Total	1324	97.6	100.0	
Missing	-6 Section D omitted	31	2.3		
	-5 > 4 components omitted	2	.1		
	Total	33	2.4		
Total		1357	100.0		

SB573C DV: # missing CCEI anxiety subscale components

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	1292	95.2	97.4	97.4
	1	27	2.0	2.0	99.5
	2	3	.2	.2	99.7
	3	1	.1	.1	99.8
	4	1	.1	.1	99.8
	6	2	.1	.2	100.0
	Total	1326	97.7	100.0	
Missing	-6 Section D omitted	31	2.3		
Total		1357	100.0		

Somatic Subscale

This score, on a scale of [0, 14], is a weighted sum of the recoded responses to the following 7 questions: D2, D4, D7, D10, D13, D16 and D18. A high score corresponds to a high level of somatic symptoms. Two versions of the score are provided. For most analyses the prorated score, SB574b, should be used. This allows at most 50% of the components to be missing and is scaled accordingly. If users wish to be more stringent about the number of missing components then SB574c can be used to set further cases to missing. However, should users only want the cases who completed all components then SB574a should be used (this is equivalent to setting SB574b to -5 for all cases for which SB574c > 0).

The CCEI Somatic Subscale Score was created by recoding (missing, 3, 4 = 0)(1, 2 = 2) in SB553, SB559 & SB567 (missing, 4 = 0)(3 = 1)(1, 2 = 2) in SB551, SB556 & SB562 and (missing, 1, 2 = 0)(3, 4 = 2) in SB565 and summing. The score based on complete cases only is SB574a. If any of the components were missing then SB574a was set to -5. Variable SB574c is the number of missing components. The prorated score is SB574b. If more than three components were missing then SB574b was set to -5. Otherwise SB574b is scaled by a factor of $7 / (7 - SB574c)$ and rounded to the nearest integer.

SB574A DV: CCEI somatic subscale score (complete cases)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	6	.4	.5	.5
	1	182	13.4	13.9	14.3
	2	443	32.6	33.8	48.1
	3	203	15.0	15.5	63.6
	4	173	12.7	13.2	76.8
	5	104	7.7	7.9	84.7
	6	71	5.2	5.4	90.1
	7	44	3.2	3.4	93.4
	8	37	2.7	2.8	96.3
	9	18	1.3	1.4	97.6
	10	11	.8	.8	98.5
	11	12	.9	.9	99.4
	12	5	.4	.4	99.8
	14	3	.2	.2	100.0
	Total	1312	96.7	100.0	
Missing	-6 Section D omitted	31	2.3		
	-5 1+ components omitted	14	1.0		
	Total	45	3.3		
Total		1357	100.0		

SB – About Your Class

SB574B DV: CCEI somatic subscale score (prorated)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	7	.5	.5	.5
	1	185	13.6	14.0	14.5
	2	445	32.8	33.6	48.1
	3	203	15.0	15.3	63.4
	4	174	12.8	13.1	76.6
	5	107	7.9	8.1	84.7
	6	72	5.3	5.4	90.1
	7	45	3.3	3.4	93.5
	8	37	2.7	2.8	96.3
	9	18	1.3	1.4	97.7
	10	11	.8	.8	98.5
	11	12	.9	.9	99.4
	12	5	.4	.4	99.8
	14	3	.2	.2	100.0
	Total	1324	97.6	100.0	
Missing	-6 Section D omitted	31	2.3		
	-5 > 3 components omitted	2	.1		
	Total	33	2.4		
Total		1357	100.0		

SB574C DV: # missing CCEI somatic subscale components

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	1312	96.7	98.9	98.9
	1	12	.9	.9	99.8
	4	1	.1	.1	99.9
	5	1	.1	.1	100.0
	Total	1326	97.7	100.0	
Missing	-6 Section D omitted	31	2.3		
Total		1357	100.0		

Depression Subscale

This score, on a scale of [0, 16], is a weighted sum of the recoded responses to the following 8 questions: D5, D8, D11, D14, D19, D21, D22 and D23. A high score corresponds to a high level of depression. Two versions of the score are provided. For most analyses the prorated score, SB575b, should be used. This allows at most 50% of the components to be missing and is scaled accordingly. If users wish to be more stringent about the number of missing components then SB575c can be used to set further cases to missing. However, should users only want the cases who completed all components then SB575a should be used (this is equivalent to setting SB575b to -5 for all cases for which SB575c > 0).

The CCEI Depression Subscale Score was created by recoding (missing, 3, 4 = 0)(1, 2 = 2) in SB557, SB560 & SB570 (missing, 4 = 0)(3 = 1)(1, 2 = 2) in SB554, SB563, SB568 & SB572 and (missing, 1, 2 = 0)(3, 4 = 2) in SB571 and summing. The score based on complete cases only is SB575a. If any of the components were missing then SB575a was set to -5. Variable SB575c is the number of missing components. The prorated score is SB575b. If more than four components were missing then SB575b was set to -5. Otherwise SB575b is scaled by a factor of $8 / (8 - SB575c)$ and rounded to the nearest integer.

SB575A DV: CCEI depression subscale score (complete cases)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	87	6.4	6.8	6.8
	1	120	8.8	9.4	16.1
	2	155	11.4	12.1	28.2
	3	154	11.3	12.0	40.2
	4	151	11.1	11.8	52.0
	5	127	9.4	9.9	61.9
	6	134	9.9	10.4	72.3
	7	93	6.9	7.2	79.6
	8	94	6.9	7.3	86.9
	9	59	4.3	4.6	91.5
	10	43	3.2	3.4	94.9
	11	16	1.2	1.2	96.1
	12	20	1.5	1.6	97.7
	13	13	1.0	1.0	98.7
	14	10	.7	.8	99.5
	15	3	.2	.2	99.7
	16	4	.3	.3	100.0
	Total	1283	94.5	100.0	
Missing	-6 Section D omitted	31	2.3		
	-5 1+ components omitted	43	3.2		
	Total	74	5.5		
Total		1357	100.0		

SB – About Your Class

SB575B DV: CCEI depression subscale score (prorated)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	90	6.6	6.8	6.8
	1	123	9.1	9.3	16.1
	2	157	11.6	11.9	28.0
	3	162	11.9	12.2	40.2
	4	153	11.3	11.6	51.8
	5	133	9.8	10.1	61.8
	6	136	10.0	10.3	72.1
	7	99	7.3	7.5	79.6
	8	98	7.2	7.4	87.0
	9	60	4.4	4.5	91.5
	10	43	3.2	3.3	94.8
	11	18	1.3	1.4	96.1
	12	20	1.5	1.5	97.7
	13	14	1.0	1.1	98.7
	14	10	.7	.8	99.5
	15	3	.2	.2	99.7
	16	4	.3	.3	100.0
	Total	1323	97.5	100.0	
Missing	-6 Section D omitted	31	2.3		
	-5 > 4 components omitted	3	.2		
	Total	34	2.5		
Total		1357	100.0		

SB575C DV: # missing CCEI depression subscale components

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	1283	94.5	96.8	96.8
	1	35	2.6	2.6	99.4
	2	4	.3	.3	99.7
	3	1	.1	.1	99.8
	5	1	.1	.1	99.8
	8	2	.1	.2	100.0
	Total	1326	97.7	100.0	
Missing	-6 Section D omitted	31	2.3		
Total		1357	100.0		

Total Score

This score, on a scale of [0, 46], is a weighted sum of all the recoded responses to section D. A high score corresponds to a high number of anxiety, somatic and depression symptoms. Two versions of the score are provided. For most analyses the prorated score, SB576b, should be used. This allows at most 50% of the components to be missing and is scaled accordingly. If users wish to be more stringent about the number of missing components then SB576c can be used to set further cases to missing. However, should users only want the cases who completed all components then SB576a should be used (this is equivalent to setting SB576b to -5 for all cases for which SB576c > 0).

The CCEI Total Score was created by recoding the components as detailed above for the subscales and summing. The score based on complete cases only is SB576a. If any of the components were missing then SB576a was set to -5. Variable SB576c is the number of missing components. The prorated score is SB576b. If more than eleven components were missing then SB576b was set to -5. Otherwise SB576b is scaled by a factor of $23 / (23 - SB576c)$ and rounded to the nearest integer.

Statistics

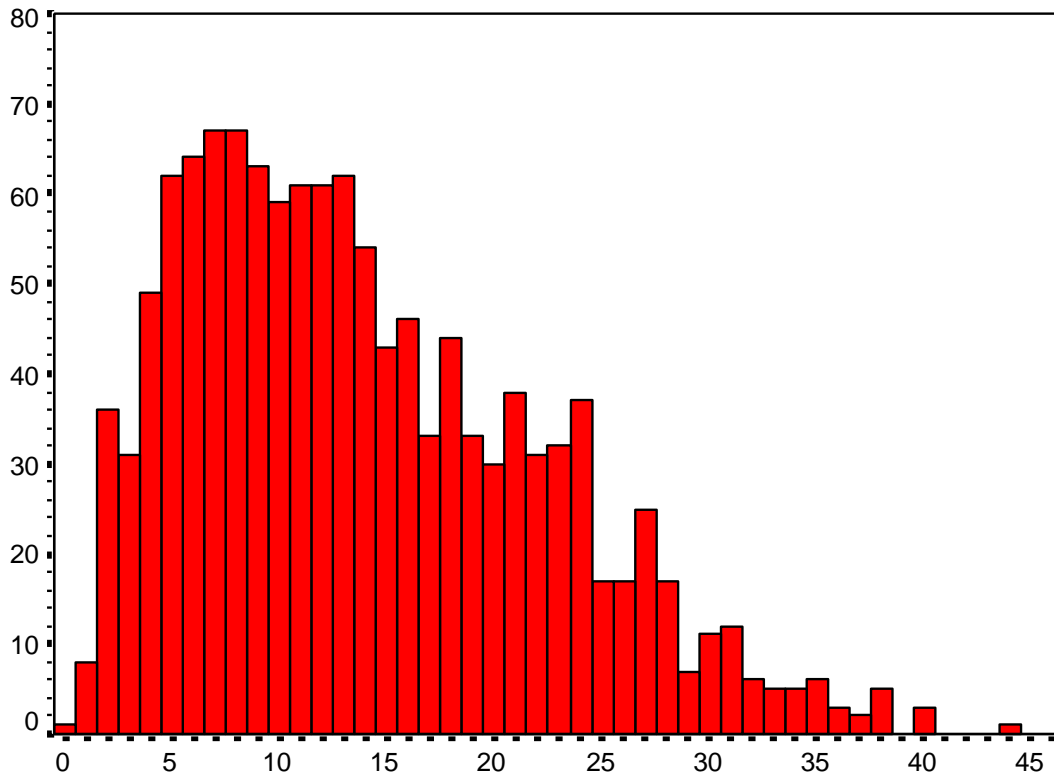
		SB576A DV: CCEI total score (complete cases)	SB576B DV: CCEI total score (prorated)
N	Valid	1254	1324
	Missing	103	33
Mean		13.92	13.97
Mode		7 ^a	7
Std. Deviation		8.162	8.179
Minimum		0	0
Maximum		44	44
Percentiles	25	7.00	7.00
	50	12.00	13.00
	75	19.00	19.00

a. Multiple modes exist. The smallest value is shown

SB576C DV: # missing CCEI components

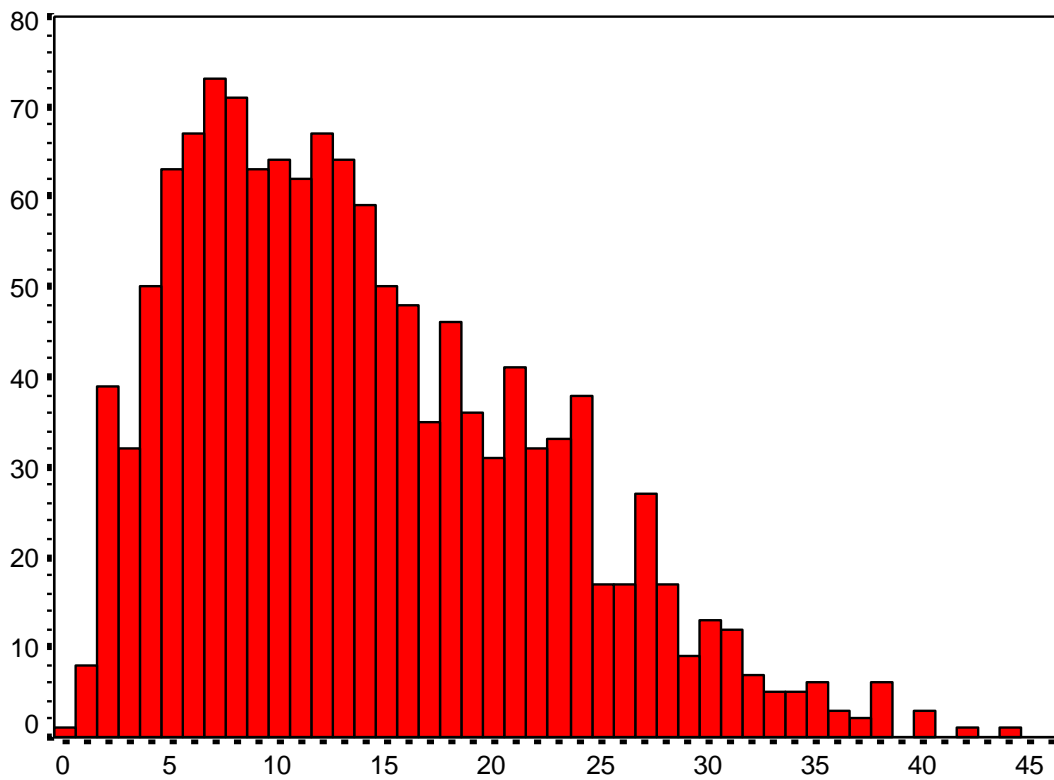
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	1254	92.4	94.6	94.6
	1	53	3.9	4.0	98.6
	2	10	.7	.8	99.3
	3	2	.1	.2	99.5
	4	4	.3	.3	99.8
	8	1	.1	.1	99.8
	18	1	.1	.1	99.9
	19	1	.1	.1	100.0
	Total	1326	97.7	100.0	
	Missing -6 Section D omitted	31	2.3		
Total		1357	100.0		

SB576A



DV: CCEI total score (complete cases)

SB576B



DV: CCEI total score (prorated)

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SECTION E: YOUR OPINION OF YOURSELF

[Editing: If all parts of section E were omitted variables SB600 to SB610 were all set to -6.]

Below are some statements. Please say how true they are of you.

		Never	Almost always true	Often true	Sometimes true	Seldom true
E1.	I feel that I am a person of worth, at least equal to others	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text" value="4"/>	<input type="text" value="5"/>
E2.	I feel I have a number of good qualities	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text" value="4"/>	<input type="text" value="5"/>
E3.	I am able to do things as well as most other people	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text" value="4"/>	<input type="text" value="5"/>
E4.	I feel I do not have much to be proud of	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text" value="4"/>	<input type="text" value="5"/>
E5.	I take a positive attitude towards myself	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text" value="4"/>	<input type="text" value="5"/>
E6.	Sometimes I think I am no good at all	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text" value="4"/>	<input type="text" value="5"/>
E7.	I am a useful person to have around	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text" value="4"/>	<input type="text" value="5"/>
E8.	I feel I cannot do anything right	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text" value="4"/>	<input type="text" value="5"/>
E9.	When I do a job I do it well	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text" value="4"/>	<input type="text" value="5"/>

SB – About Your Class

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	Never	Almost always true	Often true	Sometimes true	Seldom true
E10. I feel that my life is not very useful	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text" value="4"/>	<input type="text" value="5"/>
E11. I am unlucky	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text" value="4"/>	<input type="text" value="5"/>

[Coding: If multiple boxes were ticked for any of E1, E2, E3, E5, E7 or E9 then the highest code number was taken. If multiple boxes were ticked for any of E4, E6, E8, E10 or E11 then the lowest code number was taken.]

SB600 E1: Teacher feels to be a person of worth

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1 Almost always true	561	41.3	42.5	42.5
2 Often true	525	38.7	39.8	82.3
3 Sometimes true	214	15.8	16.2	98.5
4 Seldom true	18	1.3	1.4	99.8
5 Never true	2	.1	.2	100.0
Total	1320	97.3	100.0	
Missing -6 Section E omitted	32	2.4		
-1 Not stated	5	.4		
Total	37	2.7		
Total	1357	100.0		

SB601 E2: Teacher feels to have a number of good qualities

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1 Almost always true	566	41.7	42.8	42.8
2 Often true	565	41.6	42.8	85.6
3 Sometimes true	180	13.3	13.6	99.2
4 Seldom true	8	.6	.6	99.8
5 Never true	2	.1	.2	100.0
Total	1321	97.3	100.0	
Missing -6 Section E omitted	32	2.4		
-1 Not stated	4	.3		
Total	36	2.7		
Total	1357	100.0		

SB – About Your Class

SB602 E3: Teacher is able to do things as well as others

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Almost always true	413	30.4	31.2	31.2
	2 Often true	608	44.8	45.9	77.1
	3 Sometimes true	280	20.6	21.1	98.3
	4 Seldom true	21	1.5	1.6	99.8
	5 Never true	2	.1	.2	100.0
	Total	1324	97.6	100.0	
Missing	-6 Section E omitted	32	2.4		
	-1 Not stated	1	.1		
	Total	33	2.4		
Total		1357	100.0		

SB603 E4: Teacher feels not to have much to be proud of

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Almost always true	41	3.0	3.1	3.1
	2 Often true	94	6.9	7.1	10.2
	3 Sometimes true	275	20.3	20.8	31.1
	4 Seldom true	558	41.1	42.3	73.4
	5 Never true	351	25.9	26.6	100.0
	Total	1319	97.2	100.0	
Missing	-6 Section E omitted	32	2.4		
	-1 Not stated	6	.4		
	Total	38	2.8		
Total		1357	100.0		

SB604 E5: Teacher takes a positive attitude towards self

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Almost always true	362	26.7	27.4	27.4
	2 Often true	529	39.0	40.1	67.5
	3 Sometimes true	354	26.1	26.8	94.3
	4 Seldom true	71	5.2	5.4	99.7
	5 Never true	4	.3	.3	100.0
	Total	1320	97.3	100.0	
Missing	-6 Section E omitted	32	2.4		
	-1 Not stated	5	.4		
	Total	37	2.7		
Total		1357	100.0		

SB – About Your Class

SB605 E6: Teacher sometimes thinks to be no good at all

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Almost always true	8	.6	.6	.6
	2 Often true	87	6.4	6.6	7.2
	3 Sometimes true	443	32.6	33.6	40.8
	4 Seldom true	467	34.4	35.4	76.1
	5 Never true	315	23.2	23.9	100.0
	Total	1320	97.3	100.0	
Missing	-6 Section E omitted	32	2.4		
	-1 Not stated	5	.4		
	Total	37	2.7		
Total		1357	100.0		

SB606 E7: Teacher is a useful person to have around

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Almost always true	315	23.2	23.8	23.8
	2 Often true	637	46.9	48.2	72.0
	3 Sometimes true	345	25.4	26.1	98.1
	4 Seldom true	24	1.8	1.8	99.9
	5 Never true	1	.1	.1	100.0
	Total	1322	97.4	100.0	
Missing	-6 Section E omitted	32	2.4		
	-1 Not stated	3	.2		
	Total	35	2.6		
Total		1357	100.0		

SB607 E8: Teacher feels can not do anything right

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Almost always true	13	1.0	1.0	1.0
	2 Often true	54	4.0	4.1	5.1
	3 Sometimes true	336	24.8	25.4	30.5
	4 Seldom true	560	41.3	42.4	72.9
	5 Never true	358	26.4	27.1	100.0
	Total	1321	97.3	100.0	
Missing	-6 Section E omitted	32	2.4		
	-1 Not stated	4	.3		
	Total	36	2.7		
Total		1357	100.0		

SB – About Your Class

SB608 E9: Teacher does jobs well

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Almost always true	456	33.6	34.5	34.5
	2 Often true	644	47.5	48.7	83.1
	3 Sometimes true	207	15.3	15.6	98.8
	4 Seldom true	14	1.0	1.1	99.8
	5 Never true	2	.1	.2	100.0
	Total	1323	97.5	100.0	
Missing	-6 Section E omitted	32	2.4		
	-1 Not stated	2	.1		
	Total	34	2.5		
Total		1357	100.0		

SB609 E10: Teacher feels their life is not useful

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Almost always true	9	.7	.7	.7
	2 Often true	40	2.9	3.0	3.7
	3 Sometimes true	205	15.1	15.6	19.3
	4 Seldom true	484	35.7	36.8	56.0
	5 Never true	579	42.7	44.0	100.0
	Total	1317	97.1	100.0	
Missing	-6 Section E omitted	32	2.4		
	-1 Not stated	8	.6		
	Total	40	2.9		
Total		1357	100.0		

SB610 E11: Teacher feels unlucky

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Almost always true	25	1.8	1.9	1.9
	2 Often true	58	4.3	4.4	6.3
	3 Sometimes true	251	18.5	19.1	25.5
	4 Seldom true	451	33.2	34.4	59.8
	5 Never true	527	38.8	40.2	100.0
	Total	1312	96.7	100.0	
Missing	-6 Section E omitted	32	2.4		
	-1 Not stated	13	1.0		
	Total	45	3.3		
Total		1357	100.0		

Derived variables – Bachman Self Esteem

This score, on a scale of 0 to 40, is a weighted sum of the recoded responses to the first ten questions in section E. A high score corresponds to high self esteem. Two versions of the score are provided. For most analyses the prorated score, SB611b, should be used. This allows at most 50% of the components to be missing and is scaled accordingly. If users wish to be more stringent about the number of missing components then SB611c can be used to set further cases to missing. However, should users only want the cases who completed all components then SB611a should be used (this is equivalent to setting SB611b to -5 for all cases for which SB611c > 0).

The Bachman Self Esteem Score was created by recoding (missing, 1 = 0)(2 = 1)(3 = 2)(4 = 3)(5 = 4) in SB603, SB605, SB607 & SB609 and (missing, 5 = 0)(1 = 4)(2 = 3)(3 = 2)(4 = 1) in SB600, SB601, SB602, SB604, SB606 & SB608 and summing. The score based on complete cases only is SB611a. If any of the components were missing then SB611a was set to -5. Variable SB611c is the number of missing components. The prorated score is SB611b. If more than five components were missing then SB611b was set to -5. Otherwise SB611b is scaled by a factor of $10 / (10 - SB611c)$ and rounded to the nearest integer.

Statistics

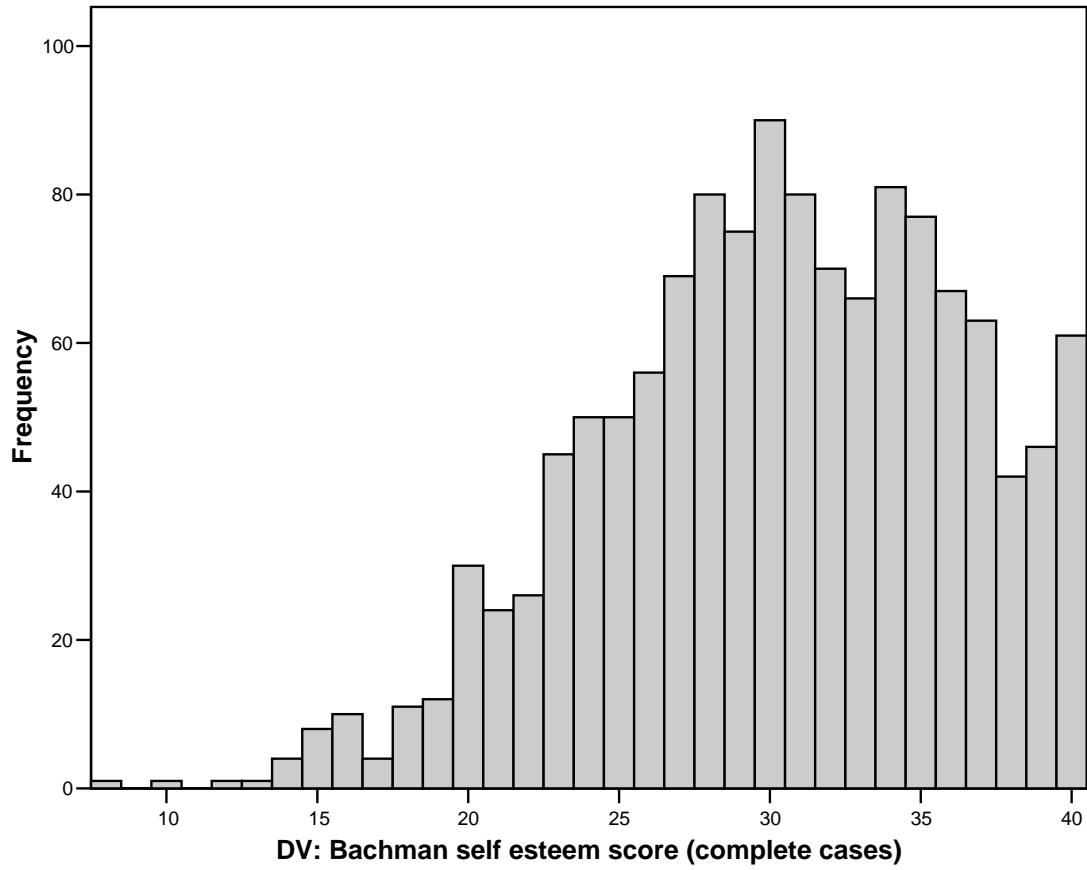
		sb611a DV: Bachman self esteem score (complete cases)	sb611b DV: Bachman self esteem score (prorated)
N	Valid	1301	1323
	Missing	56	34
Mean		30.28	30.24
Mode		30	30
Std. Deviation		5.939	5.947
Minimum		8	8
Maximum		40	40
Percentiles	25	26.00	26.00
	50	31.00	31.00
	75	35.00	35.00

sb611c DV: # missing Bachman self esteem components

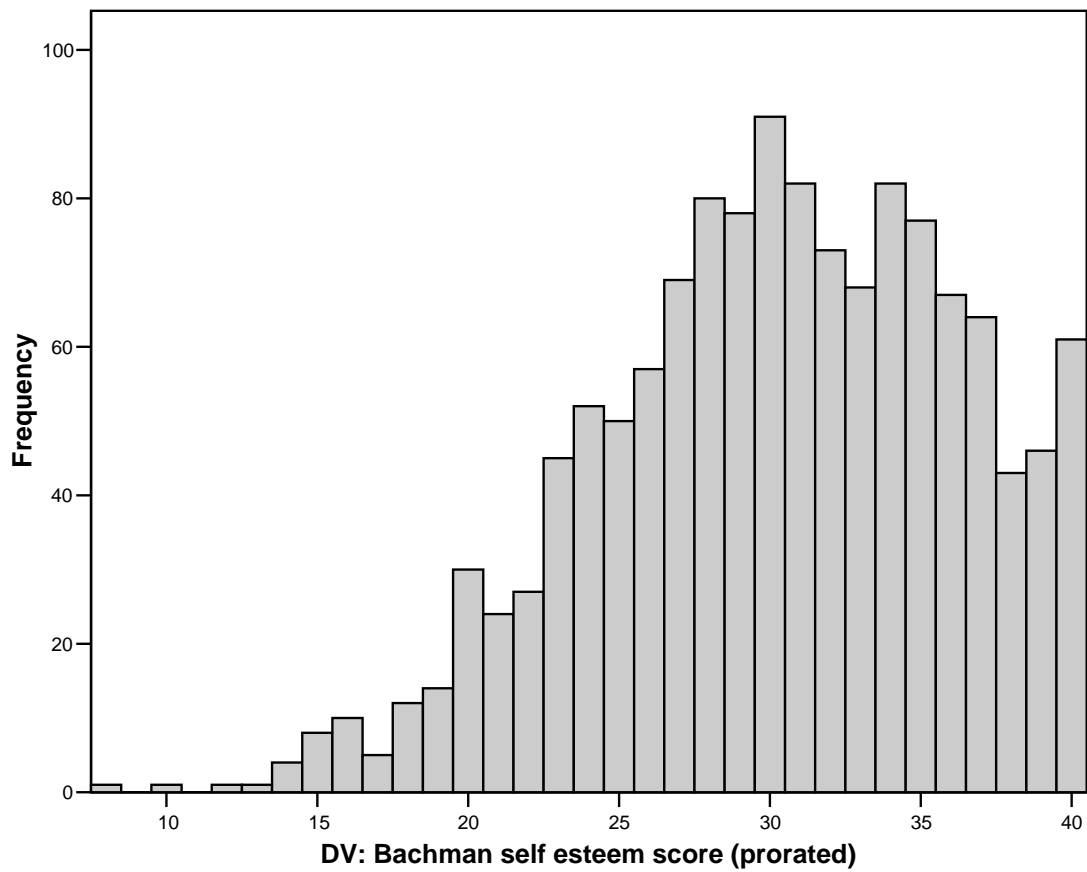
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	1301	95.9	98.2	98.2
	1	18	1.3	1.4	99.5
	2	3	.2	.2	99.8
	4	1	.1	.1	99.8
	7	1	.1	.1	99.9
	8	1	.1	.1	100.0
	Total	1325	97.6	100.0	
	Missing -6 Section E omitted	32	2.4		
Total		1357	100.0		

SB – About Your Class

SB611A



SB611B



SECTION F: YOUR ATTITUDE TOWARDS TEACHING

[Editing: If all parts of section F were omitted variables SB650 to SB655 were all set to -6.]

		Strongly	Mildly	Can't	Mildly	
Strongly		agree	agree	say	disagree	
disagree						
F1.	I really enjoy teaching	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text" value="4"/>	<input type="text" value="5"/>
F2.	I would prefer to get out of teaching	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text" value="4"/>	<input type="text" value="5"/>
F3.	I like the challenge of making children understand	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text" value="4"/>	<input type="text" value="5"/>
F4.	I really enjoy teaching numeracy skills	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text" value="4"/>	<input type="text" value="5"/>
F5.	Changes in the curriculum are an exciting challenge	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text" value="4"/>	<input type="text" value="5"/>
F6.	Being a teacher is really worthwhile	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text" value="4"/>	<input type="text" value="5"/>

[Coding: If multiple boxes were ticked for any of F1, F3, F4, F5 or F6 then the highest code number was taken. If multiple boxes were ticked for F2 then the lowest code number was taken.]

SB650 F1: Teacher really enjoys teaching

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Strongly agree	788	58.1	59.7	59.7
	2 Mildly agree	410	30.2	31.1	90.8
	3 Can't say	49	3.6	3.7	94.5
	4 Mildly disagree	51	3.8	3.9	98.4
	5 Strongly disagree	21	1.5	1.6	100.0
	Total	1319	97.2	100.0	
Missing	-6 Section F omitted	30	2.2		
	-1 Not stated	8	.6		
	Total	38	2.8		
Total		1357	100.0		

SB – About Your Class

SB651 F2: Teacher would prefer to leave teaching

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Strongly agree	165	12.2	12.6	12.6
	2 Mildly agree	312	23.0	23.9	36.5
	3 Can't say	147	10.8	11.2	47.7
	4 Mildly disagree	257	18.9	19.6	67.4
	5 Strongly disagree	427	31.5	32.6	100.0
	Total	1308	96.4	100.0	
Missing	-6 Section F omitted	30	2.2		
	-1 Not stated	19	1.4		
	Total	49	3.6		
Total		1357	100.0		

SB652 F3: Teacher likes challenge of making pupils understand

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Strongly agree	924	68.1	69.9	69.9
	2 Mildly agree	356	26.2	26.9	96.9
	3 Can't say	24	1.8	1.8	98.7
	4 Mildly disagree	17	1.3	1.3	100.0
	Total	1321	97.3	100.0	
Missing	-6 Section F omitted	30	2.2		
	-1 Not stated	6	.4		
	Total	36	2.7		
Total		1357	100.0		

SB653 F4: Teacher enjoys teaching numeracy skills

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Strongly agree	674	49.7	50.9	50.9
	2 Mildly agree	539	39.7	40.7	91.7
	3 Can't say	57	4.2	4.3	96.0
	4 Mildly disagree	42	3.1	3.2	99.2
	5 Strongly disagree	11	.8	.8	100.0
	Total	1323	97.5	100.0	
Missing	-6 Section F omitted	30	2.2		
	-1 Not stated	4	.3		
	Total	34	2.5		
Total		1357	100.0		

SB654 F5: Teacher finds changes in curriculum an exciting challenge

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Strongly agree	161	11.9	12.2	12.2
	2 Mildly agree	503	37.1	38.1	50.3
	3 Can't say	195	14.4	14.8	65.1
	4 Mildly disagree	287	21.1	21.7	86.8
	5 Strongly disagree	174	12.8	13.2	100.0
	Total	1320	97.3	100.0	
Missing	-6 Section F omitted	30	2.2		
	-1 Not stated	7	.5		
	Total	37	2.7		
Total		1357	100.0		

SB – About Your Class

SB655 F6: Teacher finds being a teacher really worthwhile

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Strongly agree	820	60.4	62.0	62.0
	2 Mildly agree	338	24.9	25.5	87.5
	3 Can't say	75	5.5	5.7	93.2
	4 Mildly disagree	75	5.5	5.7	98.9
	5 Strongly disagree	15	1.1	1.1	100.0
	Total	1323	97.5	100.0	
Missing	-6 Section F omitted	30	2.2		
	-1 Not stated	4	.3		
	Total	34	2.5		
Total		1357	100.0		

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SECTION G:

G1. This questionnaire was completed by:

- a) The class teacher
- b) Other
(please describe)
-

[Editing: If both parts were omitted variables SB990 & SB991 were set to -6, otherwise missing values were recoded to 2 “no”.]

SB990 G1a: Questionnaire completed by class teacher

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1 Yes	1292	95.2	98.6	98.6
2 No	19	1.4	1.4	100.0
Total	1311	96.6	100.0	
Missing -6 Question G1 omitted	46	3.4		
Total	1357	100.0		

SB991 G1b: Questionnaire completed by other person

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1 Yes	31	2.3	2.4	2.4
2 No	1280	94.3	97.6	100.0
Total	1311	96.6	100.0	
Missing -6 Question G1 omitted	46	3.4		
Total	1357	100.0		

SB – About Your Class

Derived Variables

Number of contributors

SB993 is the number of boxes ticked in question G1.

SB993 DV: Number of contributors to questionnaire

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	1299	95.7	99.1	99.1
	2	12	.9	.9	100.0
	Total	1311	96.6	100.0	
Missing	-6 Question G1 omitted	46	3.4		
Total		1357	100.0		

Questionnaire completed by...

SB994 details the combinations of people reported in question G1.

SB994 DV: Questionnaire completed by...

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Class teacher only	1280	94.3	97.6	97.6
	2 Other only	19	1.4	1.4	99.1
	3 Class teacher & other	12	.9	.9	100.0
	Total	1311	96.6	100.0	
Missing	-6 Question G1 omitted	46	3.4		
Total		1357	100.0		

SB – About Your Class

G2. Date of completion of this questionnaire

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[Coding: If blank, the stamped date of receipt of questionnaire was inserted. For all questionnaires with an ID prefaced by an E, indicating a school in the USA, the month and day parts of the date were swapped around.]

[Editing: Four out of range values of month were spotted; all four were on questionnaires returned from the USA. It was assumed that the day and month were not swapped at the coding stage as per the coding instructions, so they were swapped at the editing stage. The date of completion was checked for illegal day/month combinations (e.g. 31st November). Month and year of completion were retained, but day was dropped.]

SB996 G2: Date of completion - month

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1 January	7	.5	.5	.5
2 February	2	.1	.2	.7
3 March	3	.2	.2	.9
4 April	2	.1	.2	1.1
5 May	213	15.7	16.0	17.0
6 June	298	22.0	22.4	39.4
7 July	474	34.9	35.6	74.9
8 August	70	5.2	5.3	80.2
9 September	148	10.9	11.1	91.3
10 October	86	6.3	6.5	97.7
11 November	22	1.6	1.7	99.4
12 December	8	.6	.6	100.0
Total	1333	98.2	100.0	
Missing -6 Question G2 omitted	24	1.8		
Total	1357	100.0		

SB997 G2: Date of completion - year

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1999	337	24.8	25.3	25.3
2000	574	42.3	43.1	68.3
2001	421	31.0	31.6	99.9
2002	1	.1	.1	100.0
Total	1333	98.2	100.0	
Missing -6 Question G2 omitted	24	1.8		
Total	1357	100.0		

THANK YOU VERY MUCH FOR YOUR HELP

Space for any comments you might like to make. Remember for confidentiality reasons we will not be able to reply to these.

For office use only

coder

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SC File - Introduction and Methodology

Background

The questionnaire “About Your School” was designed for head teachers of schools with Year 3 age pupils to complete and return to the study: One questionnaire to be completed by each head teacher. The questionnaire was administered in a pack that also contained copies of the questionnaire “Child’s Behaviour & Abilities” (one per child born within the ALSPAC recruitment dates) and copies of “About Your Class” (one for each Year 3 class) for each Year 3 teacher to complete. The ALSPAC cohort is split across three school years, so this pack was administered in three sweeps, during the school years ending in the summers of 1999, 2000 and 2001 (see Table 9 below).

The contents of the questionnaire were identified after detailed discussion with the local education authorities and advisors on the ALSPAC Cognitive, Educational and Social Development Advisory Committee (CESDAC).

Contents

This questionnaire is in 5 sections. Section A asks about the school buildings and environment. Sections B asks about the pupils in the school, while section C asks about the staff who work in the school. Section D asks about food and drink within the school and section E contains some questions about Parents’ Associations.

Administration

From each of the relevant schools in Avon (i.e. those in the areas covered by the Bristol, South Gloucestershire, North Somerset and Bath & Northeast Somerset local education authorities) a list of children in Year 3 with the relevant dates of birth (see Table 9 below) was requested. Note that all schools in the BANES LEA were included even though, geographically speaking, only a small part of that LEA was actually in the ALSPAC enrolment area.

Table 9: When should ALSPAC children have been in Year 3?

Child’s Date of Birth	School year when child should have been in Year 3	Sweep year
April - August 1991	1998 - 1999	1999
September 1991 - August 1992	1999 - 2000	2000
September 1992 - January 1993	2000 - 2001	2001

These children were given numbers, regardless of whether they were known to ALSPAC or not. These numbers consisted of 8 or 9 digits. The first 4 digits identified the school (with the first digit indicating education authority), digits 5 and 6 identified the class / teacher within the school and the final 2 or 3 digits identified the child within the class. These numbers were added to the list of names, which was then returned to the school with the appropriate number of questionnaires (one copy of “Child’s Behaviour and Abilities” for each child, one copy of “About Your Class” for each class and one copy of “About Your School”) during the summer term. The head teachers were asked to copy the school numbers from the list onto the front of their copy of “About Your School”. Reminder letters were sent out to head teachers if, after an appropriate interval, the completed questionnaires had not been returned.

For children living outside the study area, a questionnaire pack containing one copy of each of “Child’s Behaviour and Abilities”, “About Your Class” and “About Your School” was sent to each child’s mother. In the 1999 trawl “out-of-area” was defined as non-BS

postcodes. However, some BS postcodes (e.g. Cheddar) were actually outside the area covered by direct school contact and so children at schools in these areas were not covered. The definition was refined to include such cases in 2000 & 2001. Although intended for distribution during the summer term (June), in the 2000 trawl they did not go out until July, with instructions for them to be taken to school at the start of the autumn term. No reminders were sent to out-of-area cases.

Each questionnaire in the pack was identified by a code comprising one or two letters identifying the country it was being sent to, followed by the mother's contact ID number and birth order code (ranking). The mother was asked to give the pack to the child to take into school. The instructions to the schools stated that if more than one child in any school brought in a pack of questionnaires then only one copy of the questionnaire "About Your School" need be completed for that school. Such occurrences were identified from the payment request records when the packs were returned to ALSPAC. The questionnaire numbers of the other children in that school (i.e. the children whose questionnaire numbers did not already appear on the front cover) were written on the front cover so that the response could be linked to all children in that school.

Incentives

There were no direct incentives for completion of "About Your School". However, payment of £4 per questionnaire was offered for completion of "Child's Behaviour and Abilities". This was either paid to the school (to cover the costs of getting a supply teacher in whilst the class teacher completed the questionnaires) or direct to the teacher if they completed the questionnaires during school holidays. In addition a report based on the results of the first sweep was sent out before the second sweep started.

Response Rates

Table 5 shows the numbers of local schools contacted in each year and various different levels of response rates. Note that these are overall response figures for the whole project, so "returned questionnaires" means that any of the three types of questionnaire sent to that school were returned.

Table 10: Overall Year 3 response rate for local schools

Year	1999	2000	2001
Schools invited to participate	328	372	339
No response (% of those invited)	56 (17%)	138 (37%)	53 (16%)
Refused to participate (% of those invited)	16 (5%)	48 (13%)	19 (6%)
Schools sent questionnaires (% of those invited)	256 (78%)	186 (50%)	267 (79%)
Returned questionnaires (% of those sent questionnaires)	204 (80%)	185 (99%)	214 (80%)
Overall response rate (% of schools invited that returned questionnaires)	62%	50%	63%

Table 11 gives response rate information for the "About Your School" questionnaire for the out-of-area children. Note that this is a slight approximation as it is based on the number

of packs sent out to mothers not the number of questionnaires (so counts only once for twins, triplets etc.). In addition, as noted in the discussion on linking, it is not yet known where questionnaires were not completed due to multiple study children in the same school.

Table 11: Response rate for "About Your School" for out-of-area children

Year	1999	2000	2001
Mothers sent pack(s)	179	1072*	223
Mothers from whose pack(s) questionnaires were returned (% of mothers sent packs)	82 (46%)	331 (31%*)	104 (47%)

* Note that in 2000 questionnaires were accidentally sent out to all address-not-known mothers. Unfortunately the number of packs sent out to valid addresses is not available.

A total of 1021 questionnaires were received back. All these records appear on this built file.

Research Identifiers

For schools in the local LEAs, the research school identifier ALSPSCID was substituted for the administrative school identifier. For schools outside of the local LEAs the standard research child identifiers ALN & QLET were substituted for the questionnaire numbers.

Linking to children

The data on the SC file can be linked to children via the SA file. This is, however, not trivial, since different variables must be used depending on whether the school is local or non-local. The data can however be found ready matched on the SABC file.

Where out-of-area schools contained more than one study child, the additional ID numbers added to the front cover were accidentally omitted from the keying specifications, so that at present these links cannot be made. However, instructions have been issued for these extra numbers to be looked up so that the linking can be done at a later stage.

Variable names

Many questions in sections A, B and C are repeated, from the point of view of the class, in the SB file (based on "About your class"). Where this occurs, the same numerical part of the variable names has been used on each file. So, for example, the number of children on the school register is SC115 and the number of children on the class register is SB115.

Version History

Version 1a – February 2005

First version of the SC built file.

Version 1b – June 2006

The old research school identifier UNISCH has been replaced with the new research school identifier ALSPSCID.

December 2008

This file is no longer to be published as a separate entity, but only combined with the SA & SB files as SABC. Any future updates will be described in the combined introduction to the SABC file.

Identifier Variables

Records on this file are identified either by ALSPSCID & ACYEAR (for local schools) or by ALN & QLET (for non-local schools).

ALN & QLET

These are the standard ALSPAC child identifiers. These are only available for records relating to non-local schools. For records relating to local schools, ALN has been set to -2 and QLET to Z.

ALSPSCID

This is ALSPAC's unique 9-digit identifier for schools. This information is only available for records relating to local schools (value 1 in variable SC003a below). ALSPSCID is set to -2 for records relating to non-local schools.

ACYEAR

This is the academic year in which the data were collected:

acyear Academic year in which data were collected

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	4 1998 / 1999	261	25.6	25.6	25.6
	5 1999 / 2000	485	47.5	47.5	73.1
	6 2000 / 2001	275	26.9	26.9	100.0
	Total	1021	100.0	100.0	

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ABOUT YOUR SCHOOL

This questionnaire is for the head teacher.

**It asks about the physical environment of the school, the facilities available
and the school's catchment area.**

*We would be grateful if you could answer all questions, but if there are any
you feel are inappropriate please put a line through them.*

THANK YOU VERY MUCH FOR YOUR HELP

**This information is confidential. No person or establishment will be identified
by name in any report or publication.**

When completed please return the questionnaire to:

Professor Jean Golding
Children of the Nineties - ALSPAC
Institute of Child Health
24 Tyndall Avenue
Bristol
BS8 1BR

Tel: 0117 928 5085

10/03/00

Variables relating to page 1

Version Number

There were two versions of this questionnaire that differ in several places. Differences occur in questions B2, B3, B4, B8, B9, C2, D5 and D8 and are detailed in the documentation for those questions. Note that this documentation is based around version 2. The frequencies of each version of the questionnaire are as follows:

SC001 Questionnaire version

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1 Version 1 - 02/06/99	261	25.6	25.6	25.6
2 Version 2 - 10/03/00	760	74.4	74.4	100.0
Total	1021	100.0	100.0	

Region of Education

This is the area where the school is located. The local LEAs are Bristol, South Gloucestershire, North Somerset and Bath & Northeast Somerset. For the non-local children the countries / regions have been grouped in order to maintain confidentiality.

SC003 Education region

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1 Local	504	49.4	49.4	49.4
2 Rest of England, Wales & Northern Ireland	451	44.2	44.2	93.5
3 Scotland & Republic of Ireland	16	1.6	1.6	95.1
4 Continental Europe	12	1.2	1.2	96.3
5 USA & Canada	13	1.3	1.3	97.6
6 Australia & New Zealand	18	1.8	1.8	99.3
7 Elsewhere in world	7	.7	.7	100.0
Total	1021	100.0	100.0	

An indicator of whether the school was local or not was derived as SC003a by recoding 2 - 7 as 2 in SC003.

SC003A Education region (summary)

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1 Local	504	49.4	49.4	49.4
2 Not local	517	50.6	50.6	100.0
Total	1021	100.0	100.0	

SC – About Your School

Type of School

This information is only available for local schools (value 1 in variable SC003a above).

SC004 Type of school

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1 Primary	430	42.1	85.3	85.3
2 Infant	9	.9	1.8	87.1
3 Special	20	2.0	4.0	91.1
4 Private	45	4.4	8.9	100.0
Total	504	49.4	100.0	
Missing -2 Not local	517	50.6		
Total	1021	100.0		

Education Authority

This information is only available for local Primary and Infant schools (values 1 & 2 in variable SC004 above).

SC005 Local Education Authority

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1 Bristol	135	13.2	30.8	30.8
2 Bath & North East Somerset	62	6.1	14.1	44.9
3 South Gloucestershire	158	15.5	36.0	80.9
4 North Somerset	84	8.2	19.1	100.0
Total	439	43.0	100.0	
Missing -3 Private / Special	65	6.4		
-2 Not local	517	50.6		
Total	582	57.0		
Total	1021	100.0		

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SECTION A: THE ENVIRONMENT

[Editing: If all parts of section A were omitted variables SC010 to SC062 were all set to -6.]

A1. How much traffic is there on the road where your school is situated?

heavy traffic (lorries and buses often use it)	<input type="checkbox"/>
moderate traffic (mostly cars)	<input type="checkbox"/>
light traffic	<input type="checkbox"/>
very little traffic	<input type="checkbox"/>

[Coding: If more than one box was ticked the lowest code number was taken.]

SC010 A1: Weight of traffic outside school

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1 Heavy	170	16.7	16.7	16.7
2 Moderate	366	35.8	36.0	52.7
3 Light	272	26.6	26.7	79.4
4 Very little	209	20.5	20.6	100.0
Total	1017	99.6	100.0	
Missing -6 Section A omitted	1	.1		
-1 Not stated	3	.3		
Total	4	.4		
Total	1021	100.0		

SC – About Your School

A2. How noisy is your school environment usually?

a) Noise from outside the school (tick all that apply):

- | | | |
|-------|--|---|
| (i) | Continuous loud noise (e.g. heavy traffic, machinery, etc.) | <div style="border: 1px solid red; width: 40px; height: 30px; display: flex; align-items: center; justify-content: center;">1</div> |
| (ii) | Intermittent loud noise (e.g. rush-hour traffic, plane taking off) | <div style="border: 1px solid red; width: 40px; height: 30px; display: flex; align-items: center; justify-content: center;">1</div> |
| (iii) | Continuous moderate noise | <div style="border: 1px solid red; width: 40px; height: 30px; display: flex; align-items: center; justify-content: center;">1</div> |
| (iv) | Intermittent moderate noise | <div style="border: 1px solid red; width: 40px; height: 30px; display: flex; align-items: center; justify-content: center;">1</div> |
| (v) | Usually quiet | <div style="border: 1px solid red; width: 40px; height: 30px; display: flex; align-items: center; justify-content: center;">1</div> |

[Editing: If all 5 parts of question A2a were -1 then variables SC011 to SC015 were set to -5. (Note that this did not apply to any cases.) Otherwise, values of -1 were recoded to 2 “No”. A summary variable was derived that took the value of the first item in A2a that was ticked (i.e. it took the value 1 if A2ai was ticked, value 2 if A2aii was ticked but A2ai was not ticked etc.).]

SC011 A2a1: School noise, external sources - continuous, loud

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1 Yes	17	1.7	1.7	1.7
2 No	1003	98.2	98.3	100.0
Total	1020	99.9	100.0	
Missing -6 Section A omitted	1	.1		
Total	1021	100.0		

SC012 A2a2: School noise, external sources - intermittent, loud

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1 Yes	82	8.0	8.0	8.0
2 No	938	91.9	92.0	100.0
Total	1020	99.9	100.0	
Missing -6 Section A omitted	1	.1		
Total	1021	100.0		

SC013 A2a3: School noise, external sources - continuous, moderate

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1 Yes	91	8.9	8.9	8.9
2 No	929	91.0	91.1	100.0
Total	1020	99.9	100.0	
Missing -6 Section A omitted	1	.1		
Total	1021	100.0		

SC – About Your School

SC014 A2a4: School noise, external sources - intermittent, moderate

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1 Yes	232	22.7	22.7	22.7
2 No	788	77.2	77.3	100.0
Total	1020	99.9	100.0	
Missing -6 Section A omitted	1	.1		
Total	1021	100.0		

SC015 A2a5: School noise, external sources - usually quiet

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1 Yes	619	60.6	60.7	60.7
2 No	401	39.3	39.3	100.0
Total	1020	99.9	100.0	
Missing -6 Section A omitted	1	.1		
Total	1021	100.0		

SC016 DV: School noise, external sources - summary

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1 Continuous, loud	17	1.7	1.7	1.7
2 Intermittent, loud	82	8.0	8.0	9.7
3 Continuous, moderate	85	8.3	8.3	18.0
4 Intermittent, moderate	231	22.6	22.6	40.7
5 Usually quiet	605	59.3	59.3	100.0
Total	1020	99.9	100.0	
Missing -6 Section A omitted	1	.1		
Total	1021	100.0		

b) Noise from within the school perimeter (e.g. playground, other classes):

(i) Noise of other classes through the walls of most classrooms:

can hear clearly and is a problem

can hear clearly but not a problem

can hear but not clearly

hardly ever hear

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A2. b) (ii) Noise of people moving around the school (e.g. along corridors)

can hear clearly and is a problem

1

can hear clearly but not a problem

2

can hear but not clearly

3

hardly ever hear

4

[Coding: If more than one box was ticked for either item in A2b the lowest code number was taken for that item.]

[Editing: If both items in A2b were omitted variables SC017 & SC018 were set to -5. A summary variable was derived that took the lower of the two values reported if both were reported and the only value reported if there was only one response.]

SC017 A2b1: School noise, internal sources - other classes

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Can hear clearly, is a problem	44	4.3	4.3	4.3
	2 Can hear clearly, not a problem	116	11.4	11.4	15.8
	3 Can hear, but not clearly	434	42.5	42.8	58.6
	4 Hardlyever hear	420	41.1	41.4	100.0
	Total	1014	99.3	100.0	
Missing	-6 Section A omitted	1	.1		
	-5 Question A2b omitted	1	.1		
	-1 Not stated	5	.5		
	Total	7	.7		
Total		1021	100.0		

SC018 A2b2: School noise, internal sources - people movement

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Can hear clearly, is a problem	44	4.3	4.3	4.3
	2 Can hear clearly, not a problem	254	24.9	25.1	29.4
	3 Can hear, but not clearly	405	39.7	40.0	69.5
	4 Hardlyever hear	309	30.3	30.5	100.0
	Total	1012	99.1	100.0	
Missing	-8 See text	1	.1		
	-6 Section A omitted	1	.1		
	-5 Question A2b omitted	1	.1		
	-1 Not stated	6	.6		
	Total	9	.9		
Total		1021	100.0		

SC – About Your School

SC019 DV: School noise, internal sources - summary

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Can hear clearly, is a problem	71	7.0	7.0	7.0
	2 Can hear clearly, not a problem	286	28.0	28.1	35.0
	3 Can hear, but not clearly	450	44.1	44.2	79.2
	4 Hardlyever hear	212	20.8	20.8	100.0
	Total	1019	99.8	100.0	
Missing	-6 Section A omitted	1	.1		
	-5 Question A2b omitted	1	.1		
	Total	2	.2		
Total		1021	100.0		

c) Is there double glazing in the outside windows?

yes throughout the school

1

yes on some windows

2

no not at all

3

SC020 A2c: School has external double glazing

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes, throughout the school	172	16.8	17.0	17.0
	2 Yes, on some windows	276	27.0	27.2	44.2
	3 No, not at all	565	55.3	55.8	100.0
	Total	1013	99.2	100.0	
Missing	-6 Section A omitted	1	.1		
	-1 Not stated	7	.7		
	Total	8	.8		
Total		1021	100.0		

SC – About Your School

A3. How is your school heated?

central boiler with radiators in classrooms	1 <input style="border: 1px solid red; width: 40px; height: 25px;" type="checkbox"/>
storage heaters	2 <input style="border: 1px solid red; width: 40px; height: 25px;" type="checkbox"/>
gas convector heater(s) in each classroom	3 <input style="border: 1px solid red; width: 40px; height: 25px;" type="checkbox"/>
hot-air outlets (fan-driven)	4 <input style="border: 1px solid red; width: 40px; height: 25px;" type="checkbox"/>
other (please tick and describe)	5 <input style="border: 1px solid red; width: 40px; height: 25px;" type="checkbox"/>

.....

[Coding: If something other written on the dotted line was not matched by an 'other' tick on A3, then A3 was coded as 'other'. If there was more than one tick, then A3 was recoded as 'other' and the combination of ticks (e.g. '1+2') was written on the dotted line.]

SC025 A3: School heating system

		Frequency	Per cent	Valid Per cent	Cumulative Per cent
Valid	1 Central boiler with radiators	499	48.9	50.4	50.4
	2 Storage heaters	53	5.2	5.3	55.7
	3 Gas convector heaters	36	3.5	3.6	59.3
	4 Hot-air outlets	153	15.0	15.4	74.8
	5 Other	250	24.5	25.2	100.0
	Total	991	97.1	100.0	
Missing	-6 Section A omitted	1	.1		
	-1 Not stated	29	2.8		
	Total	30	2.9		
Total		1021	100.0		

A4. If there is a central boiler how is it fuelled?

gas	1 <input style="border: 1px solid red; width: 40px; height: 25px;" type="checkbox"/>	2 <input style="border: 1px solid red; width: 40px; height: 25px;" type="checkbox"/>	3 <input style="border: 1px solid red; width: 40px; height: 25px;" type="checkbox"/>	ther	please describe
-----	--	--	--	------	-----------------

.....

[Coding: If something other written on the dotted line was not matched by an 'other' tick on A4, then A4 was coded as 'other'. If there was more than one tick, then A4 was recoded as 'other' and the combination of ticks (e.g. '1+2') was written on the dotted line.]

SC – About Your School

SC027 A4: Fuel type for school's central boiler

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid				
1 Gas	522	51.1	59.1	59.1
2 Oil	316	31.0	35.8	94.9
3 Other	45	4.4	5.1	100.0
Total	883	86.5	100.0	
Missing				
-6 Section A omitted	1	.1		
-1 Not stated	137	13.4		
Total	138	13.5		
Total	1021	100.0		

SC – About Your School

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The school building(s):

A5. Is the school generally in good repair?

Yes, very good Yes, quite good No, very good
 No, many problems

[Coding: If more than one box was ticked the highest code number was taken.]

[Editing: A summary variable was derived as SC030a by recoding (1, 2 = 1)(2, 3 = 2) and copying missing values.]

SC030 A5: School is generally in good repair

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1 Yes, very good	298	29.2	29.5	29.5
2 Yes, quite good	515	50.4	51.0	80.5
3 No, not very good	141	13.8	14.0	94.5
4 No, many problems	56	5.5	5.5	100.0
Total	1010	98.9	100.0	
Missing -8 See text	1	.1		
-6 Section A omitted	1	.1		
-1 Not stated	9	.9		
Total	11	1.1		
Total	1021	100.0		

SC030A DV: School is generally in good repair (summary)

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1 Yes	813	79.6	80.5	80.5
2 No	197	19.3	19.5	100.0
Total	1010	98.9	100.0	
Missing -8 See text	1	.1		
-6 Section A omitted	1	.1		
-1 Not stated	9	.9		
Total	11	1.1		
Total	1021	100.0		

SC – About Your School

[Editing: If all five parts of question A6 were omitted then variables SC031 to SC037 were set to -5.]

A6. Do you feel there is overcrowding:

	No	Yes serious	Yes occasional
a) For the staff:	<div style="border: 1px solid red; width: 30px; height: 30px; display: flex; align-items: center; justify-content: center;">1</div>	<div style="border: 1px solid red; width: 30px; height: 30px; display: flex; align-items: center; justify-content: center;">2</div>	<div style="border: 1px solid red; width: 30px; height: 30px; display: flex; align-items: center; justify-content: center;">3</div>
b) For the pupils:	<div style="border: 1px solid red; width: 30px; height: 30px; display: flex; align-items: center; justify-content: center;">1</div>	<div style="border: 1px solid red; width: 30px; height: 30px; display: flex; align-items: center; justify-content: center;">2</div>	<div style="border: 1px solid red; width: 30px; height: 30px; display: flex; align-items: center; justify-content: center;">3</div>

[Coding: If more than one box was ticked for either part then the lowest code number was taken for that part.]

[Editing: A variable for any overcrowding was derived as SC033 by taking the lower of the two values reported if both were reported and the only value reported if there was only one response. Summary variables were created for SC031, SC032 & SC033 by recoding (1, 2 = 1)(3 = 2) and copying missing values.]

sc031 A6a: Head teacher - school is overcrowded for staff

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1 Yes, serious	200	19.6	20.0	20.0
2 Yes, occasional	351	34.4	35.2	55.2
3 No	447	43.8	44.8	100.0
Total	998	97.7	100.0	
Missing -6 Section A omitted	1	.1		
-5 Question A6 omitted	2	.2		
-1 Not stated	20	2.0		
Total	23	2.3		
Total	1021	100.0		

sc031a DV: Head teacher - school is overcrowded for staff (summary)

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1 Yes	551	54.0	55.2	55.2
2 No	447	43.8	44.8	100.0
Total	998	97.7	100.0	
Missing -6 Section A omitted	1	.1		
-5 Question A6 omitted	2	.2		
-1 Not stated	20	2.0		
Total	23	2.3		
Total	1021	100.0		

SC – About Your School

sc032 A6b: Head teacher - school is overcrowded for pupils

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes, serious	179	17.5	17.7	17.7
	2 Yes, occasional	415	40.6	40.9	58.6
	3 No	420	41.1	41.4	100.0
	Total	1014	99.3	100.0	
Missing	-6 Section A omitted	1	.1		
	-5 Question A6 omitted	2	.2		
	-1 Not stated	4	.4		
	Total	7	.7		
Total		1021	100.0		

sc032a DV: Head teacher - school is overcrowded for pupils (summary)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	594	58.2	58.6	58.6
	2 No	420	41.1	41.4	100.0
	Total	1014	99.3	100.0	
Missing	-6 Section A omitted	1	.1		
	-5 Question A6 omitted	2	.2		
	-1 Not stated	4	.4		
	Total	7	.7		
Total		1021	100.0		

sc033 DV: Head teacher - school is overcrowded at all

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes, serious	251	24.6	24.7	24.7
	2 Yes, occasional	431	42.2	42.3	67.0
	3 No	336	32.9	33.0	100.0
	Total	1018	99.7	100.0	
Missing	-6 Section A omitted	1	.1		
	-5 Question A6 omitted	2	.2		
	Total	3	.3		
Total		1021	100.0		

sc033a DV: Head teacher - school is overcrowded at all (summary)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	682	66.8	67.0	67.0
	2 No	336	32.9	33.0	100.0
	Total	1018	99.7	100.0	
Missing	-6 Section A omitted	1	.1		
	-5 Question A6 omitted	2	.2		
	Total	3	.3		
Total		1021	100.0		

SC – About Your School

[Editing: If SC033a = 2 then A6c & A6e were set to 3 and A6d was set to 2.]

If **yes**, to either of the above,

c) Is this affecting the quality of education that you are providing?

Yes, a great deal

Yes, sometimes

No

[Coding: If more than one box was ticked then the lowest code number was taken.]

[Editing: A summary variable was derived by recoding (1, 2 = 1)(3 = 2) and copying missing values.]

sc034 A6c: Head teacher - overcrowding affects quality of education

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes, a great deal	61	6.0	6.0	6.0
	2 Yes, sometimes	388	38.0	38.4	44.5
	3 No	561	54.9	55.5	100.0
	Total	1010	98.9	100.0	
Missing	-6 Section A omitted	1	.1		
	-5 Question A6 omitted	2	.2		
	-1 Not stated	8	.8		
	Total	11	1.1		
Total		1021	100.0		

sc034a DV: Head teacher - overcrowding affects quality of education (summary)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	449	44.0	44.5	44.5
	2 No	561	54.9	55.5	100.0
	Total	1010	98.9	100.0	
Missing	-6 Section A omitted	1	.1		
	-5 Question A6 omitted	2	.2		
	-1 Not stated	8	.8		
	Total	11	1.1		
Total		1021	100.0		

SC – About Your School

- d) Are there aspects of a school curriculum that you are having to restrict or omit because of lack of space?

Yes

No

sc035 A6d: Head teacher - overcrowding causes omission of curriculum parts

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	327	32.0	32.3	32.3
	2 No	686	67.2	67.7	100.0
	Total	1013	99.2	100.0	
Missing	-6 Section A omitted	1	.1		
	-5 Question A6 omitted	2	.2		
	-1 Not stated	5	.5		
	Total	8	.8		
Total		1021	100.0		

- e) Do you feel that overcrowding is affecting the morale of your staff?

Yes, a great deal

Yes, moderately

No

[Coding: If more than one box was ticked then the lowest code number was taken.]

[Editing: A summary variable was derived by recoding (1, 2 = 1)(3 = 2) and copying missing values.]

sc037 A6e: Head teacher - overcrowding affects staff morale

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes, a great deal	34	3.3	3.3	3.3
	2 Yes, moderately	290	28.4	28.6	31.9
	3 No	691	67.7	68.1	100.0
	Total	1015	99.4	100.0	
Missing	-6 Section A omitted	1	.1		
	-5 Question A6 omitted	2	.2		
	-1 Not stated	3	.3		
	Total	6	.6		
Total		1021	100.0		

sc037a A6e: Head teacher - overcrowding affects staff morale (summary)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	324	31.7	31.9	31.9
	2 No	691	67.7	68.1	100.0
	Total	1015	99.4	100.0	
Missing	-6 Section A omitted	1	.1		
	-5 Question A6 omitted	2	.2		
	-1 Not stated	3	.3		
	Total	6	.6		
Total		1021	100.0		

SC – About Your School

A7. Do you have good toilet and washbasin facilities for:

- a) Your staff: 1 es 2 No
- b) The pupils: 1 es 2 No

[Editing: If both parts of A7 were omitted variables SC040 & SC041 were set to -5.]

SC040 A7a: Staff have good toilet facilities

	Frequency	Per cent	Valid Per cent	Cumulative Per cent
Valid 1 Yes	735	72.0	72.4	72.4
2 No	280	27.4	27.6	100.0
Total	1015	99.4	100.0	
Missing -6 Section A omitted	1	.1		
-5 Question A7 omitted	3	.3		
-1 Not stated	2	.2		
Total	6	.6		
Total	1021	100.0		

SC041 A7b: Pupils have good toilet facilities

	Frequency	Per cent	Valid Per cent	Cumulative Per cent
Valid 1 Yes	751	73.6	74.0	74.0
2 No	264	25.9	26.0	100.0
Total	1015	99.4	100.0	
Missing -6 Section A omitted	1	.1		
-5 Question A7 omitted	3	.3		
-1 Not stated	2	.2		
Total	6	.6		
Total	1021	100.0		

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[Editing: If all six parts of question A8 were omitted then variables SC045 to SC051 were set to -5.]

A8. Do you have a hall that can be used for the whole school at one time, e.g. for assemblies, plays, Christmas carols, parent/teacher events?

Yes

No

→ If no, go to A9 below

sc045 A8: School has hall that accommodates whole school

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1 Yes	901	88.2	88.7	88.7
2 No	115	11.3	11.3	100.0
Total	1016	99.5	100.0	
Missing -6 Section A omitted	1	.1		
-5 Question A8 omitted	3	.3		
-1 Not stated	1	.1		
Total	5	.5		
Total	1021	100.0		

[Editing: If A8 had value 2 then the remaining variables in question A8 were set to -2.]

If yes,

a) Are the floors: carpeted wooden other (please describe)

.....

[Coding: If something other written on the dotted line was not matched by an 'other' tick on A8a, then A8a was coded as 'other'. If there was more than one tick, then A8a was recoded as 'other' and the combination of ticks (e.g. '1+2') was written on the dotted line.]

sc046 A8a: School hall - floor type

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1 Carpeted	63	6.2	7.1	7.1
2 Wooden	532	52.1	60.3	67.5
3 Other	287	28.1	32.5	100.0
Total	882	86.4	100.0	
Missing -6 Section A omitted	1	.1		
-5 Question A8 omitted	3	.3		
-2 No hall	115	11.3		
-1 Not stated	20	2.0		
Total	139	13.6		
Total	1021	100.0		

SC – About Your School

b) Is there curtaining or noise absorption tiles to stop echoing? (Tick all that apply)

- | | |
|--|---|
| (i) Yes, curtains | 1 |
| (ii) Yes, tiles on walls or ceiling | 1 |
| (iii) Yes, other noise absorption material | 1 |
| (iv) No, nothing | 1 |

[Editing: If all 4 parts of question A8b were -1 then variables SC048 to SC051 were set to -4. Otherwise, values of -1 were recoded to 2 "No".]

sc048 A8b1: School hall echo dampening - curtains

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	626	61.3	69.9	69.9
	2 No	270	26.4	30.1	100.0
	Total	896	87.8	100.0	
Missing	-6 Section A omitted	1	.1		
	-5 Question A8 omitted	3	.3		
	-4 Question A8b omitted	6	.6		
	-2 No hall	115	11.3		
	Total	125	12.2		
Total		1021	100.0		

sc049 A8b2: School hall echo dampening - wall / ceiling tiles

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	194	19.0	21.7	21.7
	2 No	702	68.8	78.3	100.0
	Total	896	87.8	100.0	
Missing	-6 Section A omitted	1	.1		
	-5 Question A8 omitted	3	.3		
	-4 Question A8b omitted	6	.6		
	-2 No hall	115	11.3		
	Total	125	12.2		
Total		1021	100.0		

SC – About Your School

sc050 A8b3: School hall echo dampening - other materials

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	65	6.4	7.3	7.3
	2 No	831	81.4	92.7	100.0
	Total	896	87.8	100.0	
Missing	-6 Section A omitted	1	.1		
	-5 Question A8 omitted	3	.3		
	-4 Question A8b omitted	6	.6		
	-2 No hall	115	11.3		
	Total	125	12.2		
Total		1021	100.0		

sc051 A8b4: School hall echo dampening - no system

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	192	18.8	21.4	21.4
	2 No	704	69.0	78.6	100.0
	Total	896	87.8	100.0	
Missing	-6 Section A omitted	1	.1		
	-5 Question A8 omitted	3	.3		
	-4 Question A8b omitted	6	.6		
	-2 No hall	115	11.3		
	Total	125	12.2		
Total		1021	100.0		

SC – About Your School

A9. Is the outdoor play area for the children:

- | | | | | |
|--|-----|--|--|----|
| a) Large enough? | Yes | <div style="border: 1px solid red; width: 30px; height: 20px; display: inline-block;"></div> | <div style="border: 1px solid red; width: 30px; height: 20px; display: inline-block;"></div> | No |
| b) Situated so that it can be easily surveyed by adults? | Yes | <div style="border: 1px solid red; width: 30px; height: 20px; display: inline-block;"></div> | <div style="border: 1px solid red; width: 30px; height: 20px; display: inline-block;"></div> | No |
| c) Does it have grass as well as hard surface? | Yes | <div style="border: 1px solid red; width: 30px; height: 20px; display: inline-block;"></div> | <div style="border: 1px solid red; width: 30px; height: 20px; display: inline-block;"></div> | No |

[Editing: If all three parts of question A9 were omitted then variables SC055 to SC057 were set to -5.]

SC055 A9a: Outdoor play area - large enough

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1 Yes	694	68.0	68.8	68.8
2 No	315	30.9	31.2	100.0
Total	1009	98.8	100.0	
Missing -6 Section A omitted	1	.1		
-5 Question A9 omitted	4	.4		
-1 Not stated	7	.7		
Total	12	1.2		
Total	1021	100.0		

SC056 A9b: Outdoor play area - easily visible to adults

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1 Yes	823	80.6	82.2	82.2
2 No	178	17.4	17.8	100.0
Total	1001	98.0	100.0	
Missing -6 Section A omitted	1	.1		
-5 Question A9 omitted	4	.4		
-1 Not stated	15	1.5		
Total	20	2.0		
Total	1021	100.0		

SC057 A9c: Outdoor play area - grass as well as hard surface

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1 Yes	849	83.2	84.6	84.6
2 No	154	15.1	15.4	100.0
Total	1003	98.2	100.0	
Missing -6 Section A omitted	1	.1		
-5 Question A9 omitted	4	.4		
-1 Not stated	13	1.3		
Total	18	1.8		
Total	1021	100.0		

SC – About Your School

A10. a) Where are the written SATS tests to be administered this year?

in the child's normal classroom

1

in the school hall

2

elsewhere (please describe)

3

.....

b) Would you say that this was a quiet environment in which the children could concentrate?

no, very noisy

1

fairly quiet

3

no, quite noisy

2

very quiet

4

[Coding: If more than one box was ticked in part a, then A10a was recoded as 3 and the numbers of the ticked boxes written on the dotted line. If more than one box was ticked for part b then the lowest code number was taken.]

[Editing: If both parts of question A10 were omitted then variables SC060 and SC062 were set to -5.]

SC060 A10a: Setting for written SATS this year

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid				
1 Child's normal classroom	553	54.2	57.8	57.8
2 School hall	213	20.9	22.3	80.1
3 Elsewhere	190	18.6	19.9	100.0
Total	956	93.6	100.0	
Missing				
-6 Section A omitted	1	.1		
-5 Question A10 omitted	43	4.2		
-1 Not stated	21	2.1		
Total	65	6.4		
Total	1021	100.0		

SC062 A10b: SATS setting is quiet environment

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid				
1 No, very noisy	3	.3	.3	.3
2 No, quite noisy	18	1.8	1.8	2.2
3 Yes, fairly quiet	391	38.3	40.1	42.3
4 Yes, very quiet	562	55.0	57.7	100.0
Total	974	95.4	100.0	
Missing				
-6 Section A omitted	1	.1		
-5 Question A10 omitted	43	4.2		
-1 Not stated	3	.3		
Total	47	4.6		
Total	1021	100.0		

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SECTION B: ABOUT THE SCHOOL

[Editing: If all parts of section B were omitted variables SC100a to SC172 were all set to -6.]

B1. What is the age range of children in your school?

	years	months	years	months
from	<div style="border: 1px solid red; width: 40px; height: 30px; display: inline-block;"></div>	<div style="border: 1px solid red; width: 40px; height: 30px; display: inline-block;"></div> <div style="border: 1px solid red; width: 40px; height: 30px; display: inline-block;"></div>	<div style="border: 1px solid red; width: 40px; height: 30px; display: inline-block;"></div> <div style="border: 1px solid red; width: 40px; height: 30px; display: inline-block;"></div>	<div style="border: 1px solid red; width: 40px; height: 30px; display: inline-block;"></div> <div style="border: 1px solid red; width: 40px; height: 30px; display: inline-block;"></div>

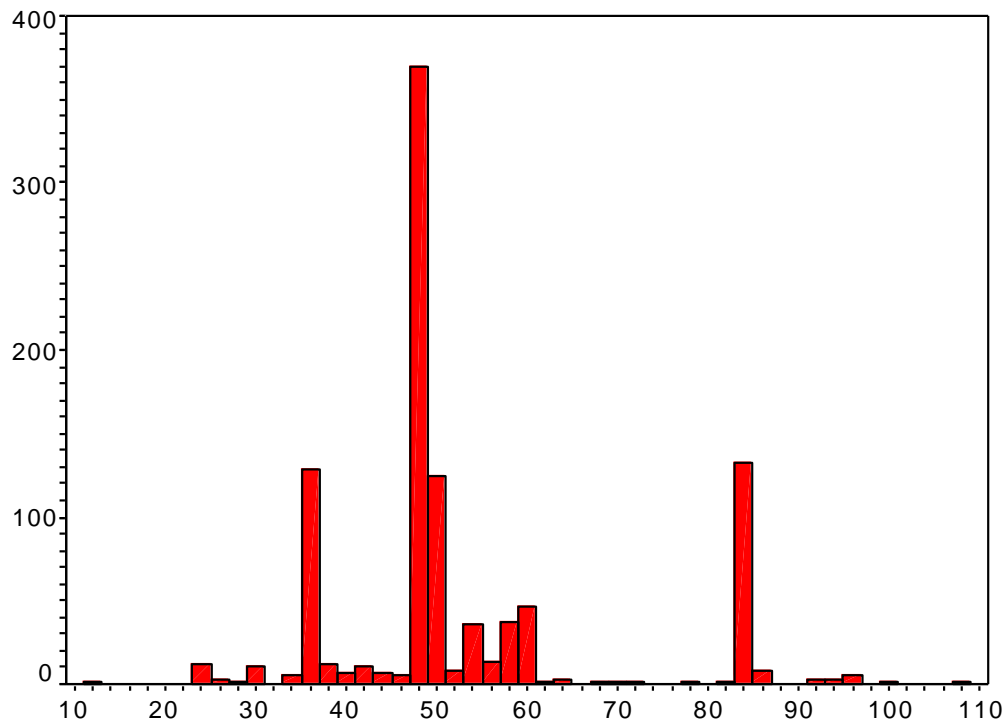
[Editing: If all four parts of question B1 were omitted then variables SC100a to SC101b were set to -5. If the months boxes were left blank then 0 was assumed for the lower end of the age range and 11 for the upper end as these values maximise the range and also were respectively the most commonly reported values. This assumption was flagged in variables SC100c and SC101c. Finally, 12 times the numbers of years were added to the months variables. Note that the missing values in SC100b and SC101b are the same as in SC100a and SC101a respectively.]

SC – About Your School

SC100A B1: Age of youngest pupil in school - years

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	1	.1	.1	.1
	2	30	2.9	3.0	3.1
	3	172	16.8	17.3	20.4
	4	598	58.6	60.2	80.6
	5	39	3.8	3.9	84.5
	6	4	.4	.4	84.9
	7	146	14.3	14.7	99.6
	8	3	.3	.3	99.9
	9	1	.1	.1	100.0
	Total	994	97.4	100.0	
Missing	-6 Section B omitted	1	.1		
	-5 Question B1 omitted	26	2.5		
	Total	27	2.6		
Total		1021	100.0		

SC100B



B1: Age of youngest pupil in school - months

SC100C DV: Age of youngest pupil in school - assumptions

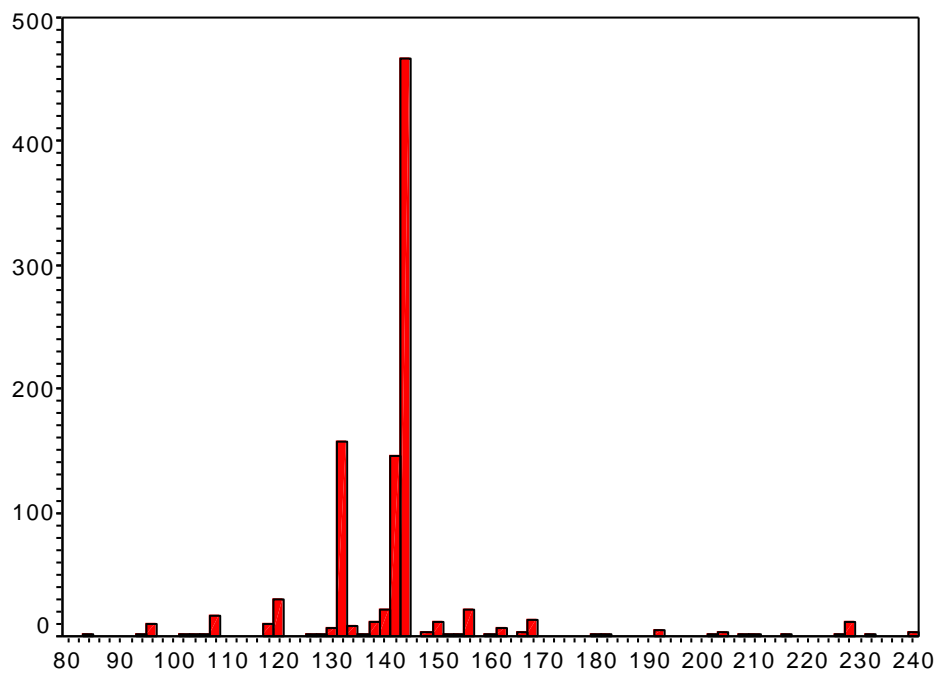
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0 None	824	80.7	80.7	80.7
	1 Month = 0	197	19.3	19.3	100.0
	Total	1021	100.0	100.0	

SC – About Your School

sc101a B1: Age of oldest pupil in school - years

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	7	9	.9	.9	.9
	8	16	1.6	1.6	2.5
	9	46	4.5	4.7	7.2
	10	45	4.4	4.6	11.7
	11	768	75.2	77.7	89.5
	12	44	4.3	4.5	93.9
	13	26	2.5	2.6	96.6
	14	4	.4	.4	97.0
	15	1	.1	.1	97.1
	16	8	.8	.8	97.9
	17	3	.3	.3	98.2
	18	6	.6	.6	98.8
	19	12	1.2	1.2	100.0
	Total	988	96.8	100.0	
Missing	-6 Section B omitted	1	.1		
	-5 Question B1 omitted	26	2.5		
	-1 Not stated	6	.6		
	Total	33	3.2		
Total		1021	100.0		

SC101B



B1: Age of oldest pupil in school - months

SC101C DV: Age of oldest pupil in school - assumptions

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0 None	820	80.3	80.3	80.3
	1 Month = 11	201	19.7	19.7	100.0
	Total	1021	100.0	100.0	

SC – About Your School

B2. Is the school: (please tick one only)

community school	<div style="border: 1px solid red; width: 40px; height: 30px; display: flex; align-items: center; justify-content: center;">1</div>
voluntary aided school	<div style="border: 1px solid red; width: 40px; height: 30px; display: flex; align-items: center; justify-content: center;">2</div>
voluntary controlled school	<div style="border: 1px solid red; width: 40px; height: 30px; display: flex; align-items: center; justify-content: center;">3</div>
foundation school	<div style="border: 1px solid red; width: 40px; height: 30px; display: flex; align-items: center; justify-content: center;">4</div>
foundation special school	<div style="border: 1px solid red; width: 40px; height: 30px; display: flex; align-items: center; justify-content: center;">5</div>
community special school	<div style="border: 1px solid red; width: 40px; height: 30px; display: flex; align-items: center; justify-content: center;">6</div>
non-maintained special school	<div style="border: 1px solid red; width: 40px; height: 30px; display: flex; align-items: center; justify-content: center;">7</div>
independent school	<div style="border: 1px solid red; width: 40px; height: 30px; display: flex; align-items: center; justify-content: center;">8</div>

[Version 1: The following category names were different: 1 - “county school”, 4 - “grant-maintained school”, 5 - “grant-maintained special school” & 6 - “special school maintained by the LEA”. These category names were changed for version 2 to reflect the change in school descriptions introduced by the DfEE in 2000. It is assumed that this is just a change in names, so that the resulting variable is consistent. The numbers reported in each category are broadly consistent from year to year. Labels are applied according to version 2.]

[Note: The interpretation of responses to this question may be different for schools outside of England & Wales where these categories are not official classifications. For more information on these categories please see the extract from the DfES website in Appendix A at the end of this document.]

SC103 B2: School type

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Community school	509	49.9	50.7	50.7
	2 Voluntary aided school	139	13.6	13.9	64.6
	3 Voluntary controlled school	213	20.9	21.2	85.8
	4 Foundation school	21	2.1	2.1	87.9
	5 Foundation special school	1	.1	.1	88.0
	6 Community special school	20	2.0	2.0	90.0
	7 Non-maintained special school	1	.1	.1	90.1
	8 Independent school	99	9.7	9.9	100.0
	Total	1003	98.2	100.0	
Missing	-8 See text	2	.2		
	-6 Section B omitted	1	.1		
	-1 Not stated	15	1.5		
	Total	18	1.8		
Total		1021	100.0		

SC – About Your School

B3. Please give the usual time the sessions start and finish (use 24-hour clock) for Year 3.

		Starts		Ends
(a)	Morning	<div style="border: 1px solid red; display: inline-block; width: 30px; height: 30px; text-align: center; vertical-align: middle;"> </div> <div style="border: 1px solid red; display: inline-block; width: 30px; height: 30px; text-align: center; vertical-align: middle;"> </div>	<div style="border: 1px solid red; display: inline-block; width: 30px; height: 30px; text-align: center; vertical-align: middle;"> </div> <div style="border: 1px solid red; display: inline-block; width: 30px; height: 30px; text-align: center; vertical-align: middle;"> </div>	<div style="border: 1px solid red; display: inline-block; width: 30px; height: 30px; text-align: center; vertical-align: middle;"> </div> <div style="border: 1px solid red; display: inline-block; width: 30px; height: 30px; text-align: center; vertical-align: middle;"> </div>
(b)	Afternoon	<div style="border: 1px solid red; display: inline-block; width: 30px; height: 30px; text-align: center; vertical-align: middle;"> </div> <div style="border: 1px solid red; display: inline-block; width: 30px; height: 30px; text-align: center; vertical-align: middle;"> </div>	<div style="border: 1px solid red; display: inline-block; width: 30px; height: 30px; text-align: center; vertical-align: middle;"> </div> <div style="border: 1px solid red; display: inline-block; width: 30px; height: 30px; text-align: center; vertical-align: middle;"> </div>	<div style="border: 1px solid red; display: inline-block; width: 30px; height: 30px; text-align: center; vertical-align: middle;"> </div> <div style="border: 1px solid red; display: inline-block; width: 30px; height: 30px; text-align: center; vertical-align: middle;"> </div>

[Version 1: The text “for Year 3” was not present.]

[Coding: Responses were coded as hours and minutes on the 24 hour clock. If a staggered lunch time for different classes was reported, then the details for the year 3 or junior class were coded if possible.]

[Editing: If all eight parts of question B3 were omitted then variables SC105a to SC108b were set to -5. In only one case (end of morning session) was the minutes part omitted when the hours part was completed (value 12). By inspecting all responses to B3 it was clear that 0 would make sense so this value was substituted. There were four occurrences of end of morning session times after 14:00. In all cases the afternoon session times were omitted. These four times were moved to the end of afternoon session where they make much more sense. In addition, there were several afternoon times not in 24 hour format. These were changed to 24 hour format. A single time format variable was created for each time.]

SC – About Your School

sc105a B3: Year 3 morning start time - hour

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	6	1	.1	.1	.1
	7	6	.6	.6	.7
	8	689	67.5	67.9	68.6
	9	318	31.1	31.4	100.0
	Total	1014	99.3	100.0	
Missing	-6 Section B omitted	1	.1		
	-5 Question B3 omitted	6	.6		
	Total	7	.7		
Total		1021	100.0		

sc105b B3: Year 3 morning start time - minutes

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	292	28.6	28.8	28.8
	5	4	.4	.4	29.2
	10	8	.8	.8	30.0
	15	10	1.0	1.0	31.0
	20	6	.6	.6	31.6
	25	4	.4	.4	32.0
	30	22	2.2	2.2	34.1
	35	6	.6	.6	34.7
	40	29	2.8	2.9	37.6
	45	114	11.2	11.2	48.8
	50	196	19.2	19.3	68.1
	55	320	31.3	31.6	99.7
	58	3	.3	.3	100.0
	Total	1014	99.3	100.0	
Missing	-6 Section B omitted	1	.1		
	-5 Question B3 omitted	6	.6		
	Total	7	.7		
Total		1021	100.0		

SC – About Your School

sc106a B3: Year 3 morning end time - hour

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	11	35	3.4	3.5	3.5
	12	951	93.1	95.8	99.3
	13	7	.7	.7	100.0
	Total	993	97.3	100.0	
Missing	-6 Section B omitted	1	.1		
	-5 Question B3 omitted	6	.6		
	-1 Not stated	21	2.1		
	Total	28	2.7		
Total		1021	100.0		

sc106b B3: Year 3 morning end time - minutes

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	512	50.1	51.6	51.6
	5	53	5.2	5.3	56.9
	10	73	7.1	7.4	64.2
	15	170	16.7	17.1	81.4
	20	22	2.2	2.2	83.6
	25	14	1.4	1.4	85.0
	30	105	10.3	10.6	95.6
	35	2	.2	.2	95.8
	40	8	.8	.8	96.6
	45	11	1.1	1.1	97.7
	50	10	1.0	1.0	98.7
	55	13	1.3	1.3	100.0
	Total	993	97.3	100.0	
Missing	-6 Section B omitted	1	.1		
	-5 Question B3 omitted	6	.6		
	-1 Not stated	21	2.1		
	Total	28	2.7		
Total		1021	100.0		

SC – About Your School

sc107a B3: Year 3 afternoon start time - hour

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	12	58	5.7	5.8	5.8
	13	919	90.0	92.2	98.0
	14	17	1.7	1.7	99.7
	15	2	.2	.2	99.9
	16	1	.1	.1	100.0
	Total	997	97.6	100.0	
Missing	-6 Section B omitted	1	.1		
	-5 Question B3 omitted	6	.6		
	-1 Not stated	17	1.7		
	Total	24	2.4		
Total		1021	100.0		

sc107b B3: Year 3 afternoon start time - minutes

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	346	33.9	34.7	34.7
	5	31	3.0	3.1	37.8
	8	1	.1	.1	37.9
	10	128	12.5	12.8	50.8
	13	1	.1	.1	50.9
	15	237	23.2	23.8	74.6
	20	50	4.9	5.0	79.6
	25	32	3.1	3.2	82.8
	30	95	9.3	9.5	92.4
	35	3	.3	.3	92.7
	40	8	.8	.8	93.5
	45	22	2.2	2.2	95.7
	50	19	1.9	1.9	97.6
	55	24	2.4	2.4	100.0
	Total	997	97.6	100.0	
Missing	-6 Section B omitted	1	.1		
	-5 Question B3 omitted	6	.6		
	-1 Not stated	17	1.7		
	Total	24	2.4		
Total		1021	100.0		

SC – About Your School

sc108a B3: Year 3 afternoon end time - hour

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	13	1	.1	.1	.1
	14	15	1.5	1.5	1.6
	15	970	95.0	96.0	97.6
	16	20	2.0	2.0	99.6
	17	3	.3	.3	99.9
	18	1	.1	.1	100.0
	Total	1010	98.9	100.0	
Missing	-6 Section B omitted	1	.1		
	-5 Question B3 omitted	6	.6		
	-1 Not stated	4	.4		
	Total	11	1.1		
Total		1021	100.0		

sc108b B3: Year 3 afternoon end time - minutes

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	100	9.8	9.8	9.8
	3	1	.1	.1	9.9
	5	34	3.3	3.3	13.3
	10	61	6.0	6.0	19.3
	13	1	.1	.1	19.4
	15	328	32.1	32.3	51.7
	20	137	13.4	13.5	65.2
	25	37	3.6	3.6	68.8
	30	264	25.9	26.0	94.8
	35	20	2.0	2.0	96.8
	40	7	.7	.7	97.4
	45	16	1.6	1.6	99.0
	50	7	.7	.7	99.7
	55	3	.3	.3	100.0
	Total	1016	99.5	100.0	
Missing	-6 Section B omitted	1	.1		
	-1 Not stated	4	.4		
	Total	5	.5		
Total		1021	100.0		

Derived VariablesLength of Morning Session

The length of the morning session was derived as SC109 by subtracting SC105 from SC106. Missing values of -6 & -5 in the components were copied across and if either of the components was -1 then SC109 was set to -1 hour. The hour and minute components of SC109 were then extracted as separate variables SC109a & SC109b.

sc109a DV: Length of Year 3 morning session - hours

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	23	2.3	2.3	2.3
	3	945	92.6	95.2	97.5
	4	24	2.4	2.4	99.9
	5	1	.1	.1	100.0
	Total	993	97.3	100.0	
Missing	-6 Section B omitted	1	.1		
	-5 Question B3 omitted	6	.6		
	-1 Missing	21	2.1		
	Total	28	2.7		
Total		1021	100.0		

sc109b DV: Length of Year 3 morning session - minutes

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	176	17.2	17.7	17.7
	2	3	.3	.3	18.0
	5	183	17.9	18.4	36.5
	10	157	15.4	15.8	52.3
	15	163	16.0	16.4	68.7
	20	94	9.2	9.5	78.1
	25	53	5.2	5.3	83.5
	30	70	6.9	7.0	90.5
	35	32	3.1	3.2	93.8
	40	18	1.8	1.8	95.6
	45	21	2.1	2.1	97.7
	50	13	1.3	1.3	99.0
	55	10	1.0	1.0	100.0
	Total	993	97.3	100.0	
Missing	-6 Section B omitted	1	.1		
	-5 Question B3 omitted	6	.6		
	-1 Missing	21	2.1		
	Total	28	2.7		
Total		1021	100.0		

SC – About Your School

Length of Lunch Break

The length of the lunch break was derived as SC110 by subtracting SC106 from SC107. Missing values of -6 & -5 in the components were copied across and if either of the components was -1 then SC110 was set to -1 hour. The hour and minute components of SC110 were then extracted as separate variables SC110a & SC110b.

sc110a DV: Length of Year 3 lunch break - hours

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 0	161	15.8	16.2	16.2
1	827	81.0	83.4	99.6
2	4	.4	.4	100.0
Total	992	97.2	100.0	
Missing -6 Section B omitted	1	.1		
-5 Question B3 omitted	6	.6		
-1 Missing	22	2.2		
Total	29	2.8		
Total	1021	100.0		

sc110b DV: Length of Year 3 lunch break - minutes

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 0	488	47.8	49.2	49.2
3	1	.1	.1	49.3
5	69	6.8	7.0	56.3
10	103	10.1	10.4	66.6
15	130	12.7	13.1	79.7
20	17	1.7	1.7	81.5
25	6	.6	.6	82.1
30	16	1.6	1.6	83.7
35	3	.3	.3	84.0
40	5	.5	.5	84.5
45	46	4.5	4.6	89.1
50	37	3.6	3.7	92.8
55	70	6.9	7.1	99.9
58	1	.1	.1	100.0
Total	992	97.2	100.0	
Missing -6 Section B omitted	1	.1		
-5 Question B3 omitted	6	.6		
-1 Missing	22	2.2		
Total	29	2.8		
Total	1021	100.0		

SC – About Your School

Length of Afternoon Session

The length of the afternoon session was derived as SC111 by subtracting SC107 from SC108. Missing values of -6 & -5 in the components were copied across and if either of the components was -1 then SC111 was set to -1 hour. The hour and minute components of SC111 were then extracted as separate variables SC111a & SC111b.

sc111a DV: Length of Year 3 afternoon session - hours

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 0	1	.1	.1	.1
1	136	13.3	13.7	13.8
2	842	82.5	84.8	98.6
3	12	1.2	1.2	99.8
4	2	.2	.2	100.0
Total	993	97.3	100.0	
Missing -6 Section Bomitted	1	.1		
-5 Question B3 omitted	6	.6		
-1 Missing	21	2.1		
Total	28	2.7		
Total	1021	100.0		

sc111b DV: Length of Year 3 afternoon session - minutes

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 0	208	20.4	20.9	20.9
3	1	.1	.1	21.0
5	115	11.3	11.6	32.6
7	1	.1	.1	32.7
10	100	9.8	10.1	42.8
13	1	.1	.1	42.9
15	230	22.5	23.2	66.1
20	94	9.2	9.5	75.5
22	1	.1	.1	75.6
25	14	1.4	1.4	77.0
30	92	9.0	9.3	86.3
35	17	1.7	1.7	88.0
40	13	1.3	1.3	89.3
45	49	4.8	4.9	94.3
50	26	2.5	2.6	96.9
55	31	3.0	3.1	100.0
Total	993	97.3	100.0	
Missing -6 Section Bomitted	1	.1		
-5 Question B3 omitted	6	.6		
-1 Missing	21	2.1		
Total	28	2.7		
Total	1021	100.0		

SC – About Your School

Length of Work Sessions

The length of the work sessions was derived as SC112 by adding SC109 and SC111. Missing values of -6 & -5 in the components were copied across and if either of the components was -1 then SC112 was set to -1 hour. The hour and minute components of SC112 were then extracted as separate variables SC112a & SC112b.

sc112a DV: Length of Year 3 work sessions - hours

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	4	19	1.9	1.9	1.9
	5	933	91.4	94.1	96.0
	6	32	3.1	3.2	99.2
	7	7	.7	.7	99.9
	8	1	.1	.1	100.0
	Total	992	97.2	100.0	
Missing	-6 Section B omitted	1	.1		
	-5 Question B3 omitted	6	.6		
	-1 Missing	22	2.2		
	Total	29	2.8		
Total		1021	100.0		

sc112b DV: Length of Year 3 work sessions - minutes

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	46	4.5	4.6	4.6
	5	31	3.0	3.1	7.8
	7	3	.3	.3	8.1
	10	62	6.1	6.3	14.3
	13	1	.1	.1	14.4
	15	181	17.7	18.2	32.7
	18	1	.1	.1	32.8
	20	231	22.6	23.3	56.0
	25	159	15.6	16.0	72.1
	27	1	.1	.1	72.2
	30	149	14.6	15.0	87.2
	32	1	.1	.1	87.3
	35	65	6.4	6.6	93.9
	40	30	2.9	3.0	96.9
	45	15	1.5	1.5	98.4
	50	11	1.1	1.1	99.5
	55	5	.5	.5	100.0
	Total	992	97.2	100.0	
Missing	-6 Section B omitted	1	.1		
	-5 Question B3 omitted	6	.6		
	-1 Missing	22	2.2		
	Total	29	2.8		
Total		1021	100.0		

SC – About Your School

Length of Day

The length of the day was derived as SC113 by subtracting SC105 from SC108. Missing values of -6 & -5 in the components were copied across and if either of the components was -1 then SC113 was set to -1 hour. The hour and minute components of SC1130 were then extracted as separate variables SC113a & SC113b.

sc113a DV: Length of Year 3 day - hours

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	5	15	1.5	1.5	1.5
	6	941	92.2	93.2	94.7
	7	44	4.3	4.4	99.0
	8	9	.9	.9	99.9
	9	1	.1	.1	100.0
	Total	1010	98.9	100.0	
Missing	-6 Section B omitted	1	.1		
	-5 Question B3 omitted	6	.6		
	-1 Missing	4	.4		
	Total	11	1.1		
Total		1021	100.0		

sc113b DV: Length of Year 3 day - minutes

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	48	4.7	4.8	4.8
	5	32	3.1	3.2	7.9
	10	37	3.6	3.7	11.6
	13	1	.1	.1	11.7
	15	150	14.7	14.9	26.5
	17	3	.3	.3	26.8
	18	1	.1	.1	26.9
	20	198	19.4	19.6	46.5
	25	138	13.5	13.7	60.2
	30	193	18.9	19.1	79.3
	35	117	11.5	11.6	90.9
	40	48	4.7	4.8	95.6
	45	24	2.4	2.4	98.0
	50	17	1.7	1.7	99.7
	55	3	.3	.3	100.0
	Total	1010	98.9	100.0	
Missing	-6 Section B omitted	1	.1		
	-5 Question B3 omitted	6	.6		
	-1 Missing	4	.4		
	Total	11	1.1		
Total		1021	100.0		

SC – About Your School

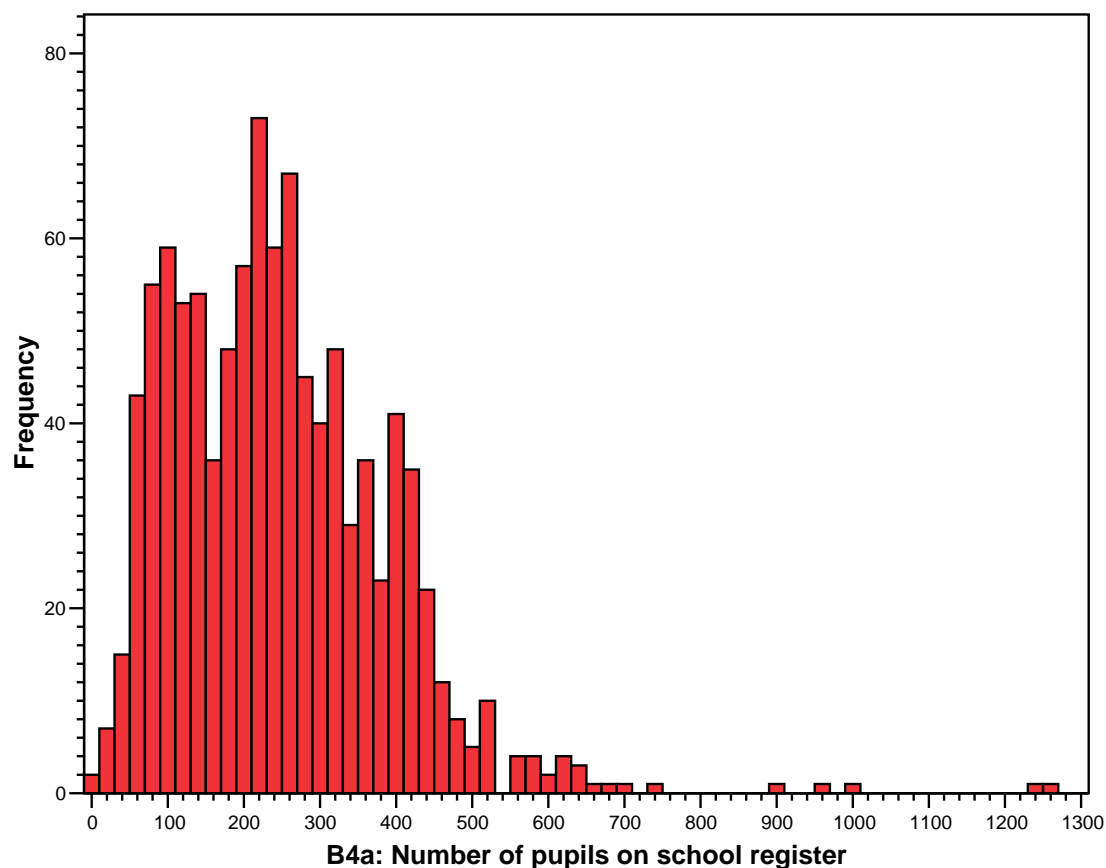
[Editing: If all four parts of question B4 were omitted then variables SC115 to SC120 were set to -5. Note that this edit did not apply to any cases.]

B4. a) How many children are there on the school register?

children

[Coding: Part time pupils were included as whole pupils. For schools with > 1000 kids, code 998 was used. The true numbers were looked up and entered after keying.]

SC115



sc115 B4a: Number of pupils on school register

	Frequency	Percent
Missing -6 Section B omitted	1	7.7
-1 Not stated	12	92.3
Total	13	100.0

SC – About Your School

b) How many have been excluded from school during this school year?

for a fixed term

permanently

[Version 1: Instead of “...during this school year?” the question read “...in the past school year?”.]

[Editing: If both parts of B4b were omitted then variables SC116 & SC117 were set to -4. Otherwise, values of -1 in SC116 & SC117 were recoded to 0.]

SC116 B4b: School exclusions this year - number of fixed term

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	676	66.2	70.1	70.1
	1	137	13.4	14.2	84.2
	2	63	6.2	6.5	90.8
	3	23	2.3	2.4	93.2
	4	20	2.0	2.1	95.2
	5	9	.9	.9	96.2
	6	11	1.1	1.1	97.3
	7	4	.4	.4	97.7
	8	4	.4	.4	98.1
	9	3	.3	.3	98.4
	10	5	.5	.5	99.0
	11	3	.3	.3	99.3
	12	1	.1	.1	99.4
	14	1	.1	.1	99.5
	15	1	.1	.1	99.6
	17	1	.1	.1	99.7
	18	2	.2	.2	99.9
	22	1	.1	.1	100.0
	Total	965	94.5	100.0	
Missing	-6 Section B omitted	1	.1		
	-4 Question B4b omitted	55	5.4		
	Total	56	5.5		
Total		1021	100.0		

SC117 B4b: School exclusions this year - number of permanent

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	909	89.0	94.2	94.2
	1	45	4.4	4.7	98.9
	2	9	.9	.9	99.8
	3	1	.1	.1	99.9
	4	1	.1	.1	100.0
	Total	965	94.5	100.0	
Missing	-6 Section B omitted	1	.1		
	-4 Question B4b omitted	55	5.4		
	Total	56	5.5		
Total		1021	100.0		

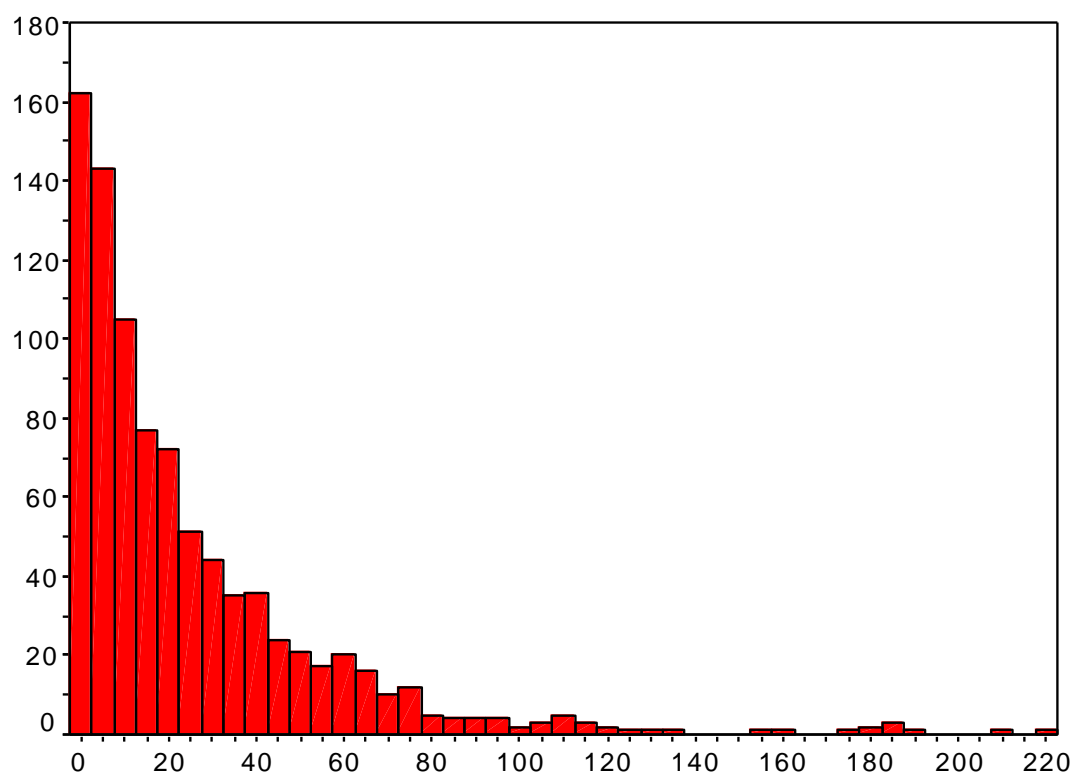
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B4. c) How many are entitled to free school meals?

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children

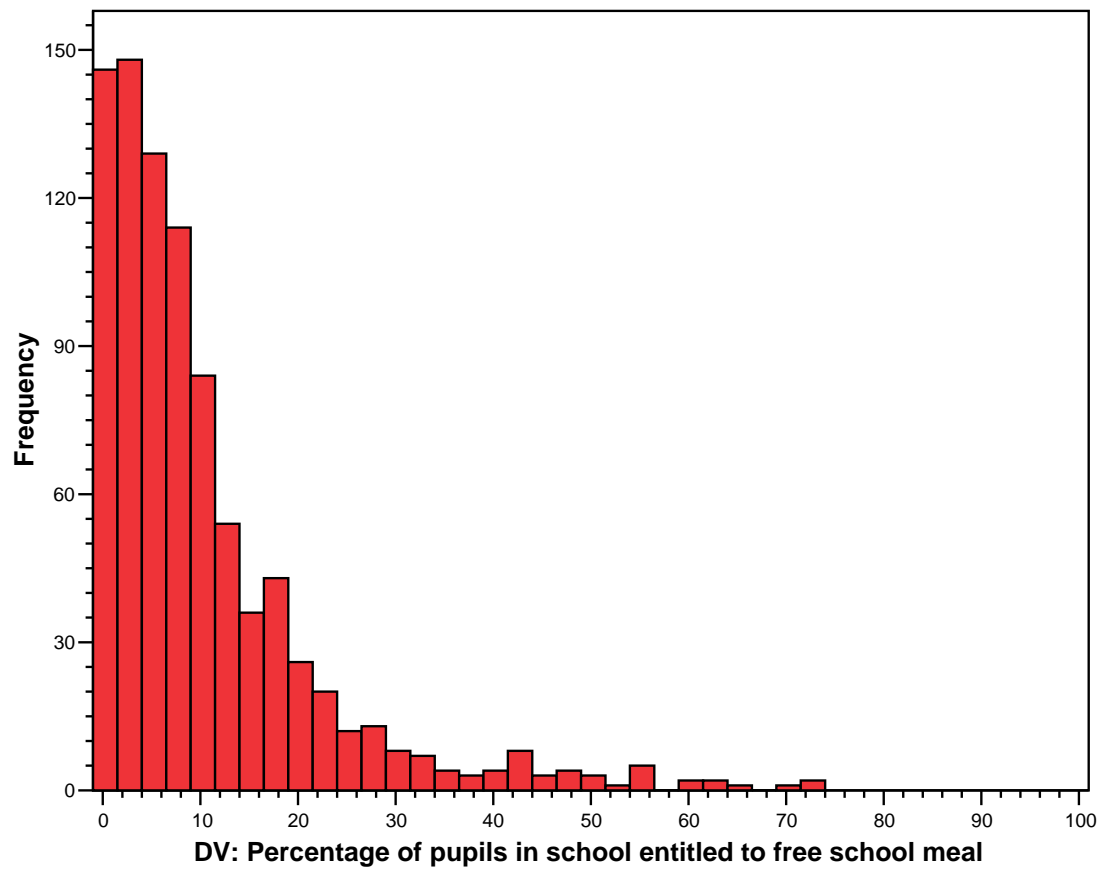
[Editing: The percentage of children in the school entitled to free school meals was derived as SC119a. Missing values of -6 in the components were copied across and if either of SC115 or SC119 was -1 then SC119a was set to -1. SC119a is stored as a long decimal, but formatted to display to 1 decimal place.]

SC119

B4c: Number of pupils in school entitled to free school meal

sc119 B4c: Number of pupils in school entitled to free school meal

	Frequency	Percent
Missing -6 Section B omitted	1	.8
-1 Not stated	129	99.2
Total	130	100.0

SC119a

sc119a DV: Percentage of pupils in school entitled to free school meal

	Frequency	Percent
Missing -6.0 Section B omitted	1	.7
-1.0 Missing	137	99.3
Total	138	100.0

SC – About Your School

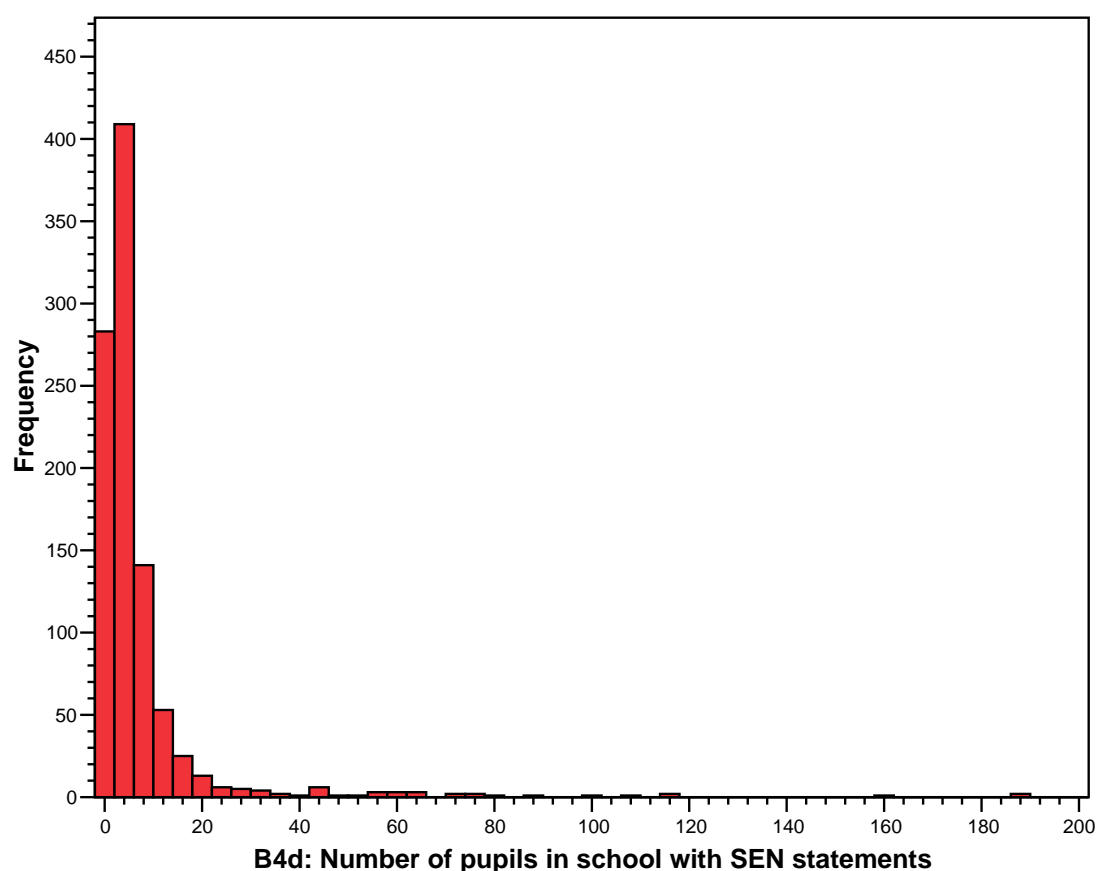
d) How many pupils have statements for special educational needs

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[Coding: For special schools “all” was coded as 90. For all other schools, > 100 pupils was coded as 98. The true numbers were looked up and entered after keying.]

[Editing: If SC120 = 90 then for special schools (i.e. if SC004 = 3) the value of SC115 was substituted (it was verified that SC115 was not missing for any of these cases). The percentage of statemented children in the school was derived as SC120a. Missing values of -6 in the components were copied across and if either of SC115 or SC120 was -1 then SC120a was set to -1. SC120a is stored as a long decimal, but formatted to display to 1 decimal place.]

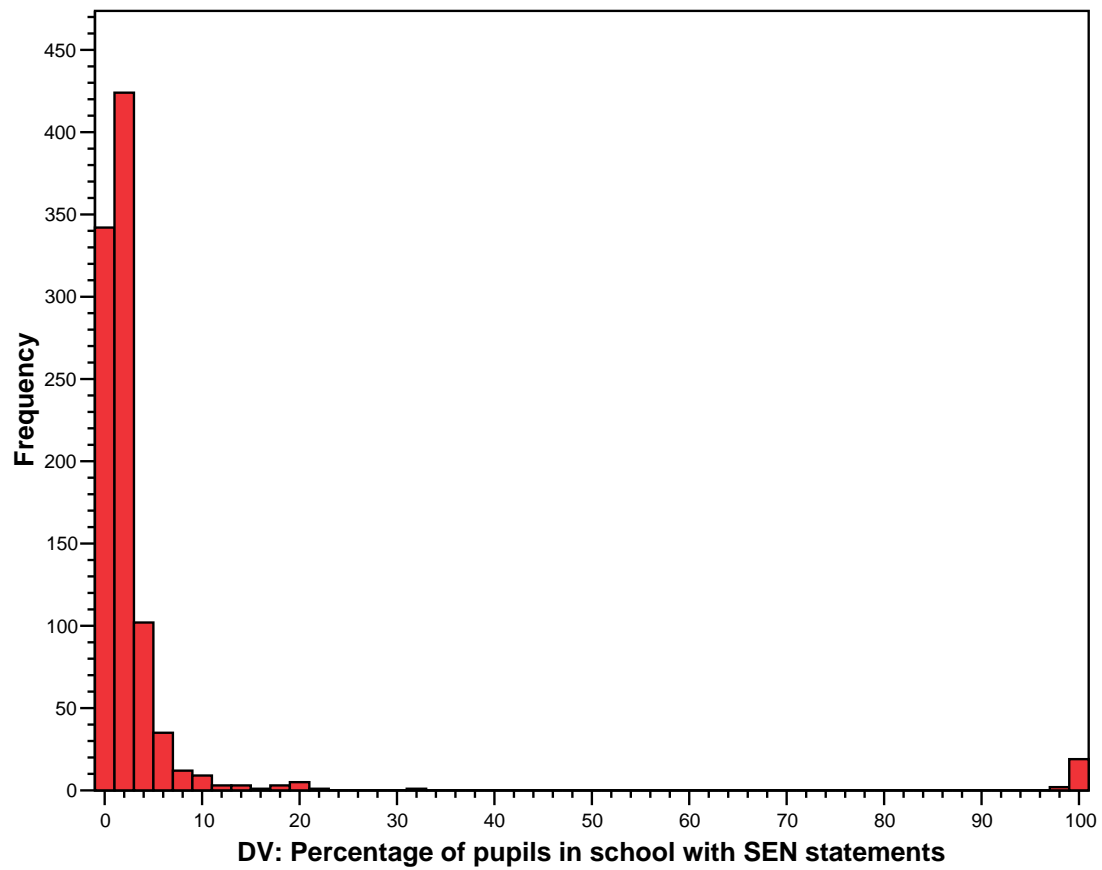
SC120



sc120 B4d: Number of pupils in school with SEN statements

	Frequency	Percent
Missing -6 Section B omitted	1	2.0
-1 Not stated	48	98.0
Total	49	100.0

SC120a



sc120a DV: Percentage of pupils in school with SEN statements

		Frequency	Percent
Missing	-6.0 Section B omitted	1	1.7
	-1.0 Missing	58	98.3
Total		59	100.0

SC – About Your School

B5. What is your admission policy? (please tick all that apply)

- | | | |
|----|--|---|
| a) | Waiting list (no policy) | 1 |
| b) | Priority for children with special needs | 1 |
| c) | Priority for children in catchment area | 1 |
| d) | Priority for children with siblings in the school | 1 |
| e) | Parent request for particular type of teaching the school offers | 1 |
| f) | Other (please describe) | 1 |

.....

[Coding: If something other written on the dotted line was not matched by a 'yes' tick on B5f, then B5f was coded as 1.]

[Editing: If all six parts of B5 were omitted then variables SC122 to SC127 were set to -5, otherwise values of -1 were recoded to 2 'No'.]

SC122 B5a: School admission policy - waiting list (no policy)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	174	17.0	17.3	17.3
	2 No	830	81.3	82.7	100.0
	Total	1004	98.3	100.0	
Missing	-6 Section B omitted	1	.1		
	-5 Question B5 omitted	16	1.6		
	Total	17	1.7		
Total		1021	100.0		

SC123 B5b: School admission policy - priority for special needs

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	144	14.1	14.3	14.3
	2 No	860	84.2	85.7	100.0
	Total	1004	98.3	100.0	
Missing	-6 Section B omitted	1	.1		
	-5 Question B5 omitted	16	1.6		
	Total	17	1.7		
Total		1021	100.0		

SC – About Your School

SC124 B5c: School admission policy - priority for catchment area

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	625	61.2	62.3	62.3
	2 No	379	37.1	37.7	100.0
	Total	1004	98.3	100.0	
Missing	-6 Section B omitted	1	.1		
	-5 Question B5 omitted	16	1.6		
	Total	17	1.7		
Total		1021	100.0		

SC125 B5d: School admission policy - priority for siblings

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	560	54.8	55.8	55.8
	2 No	444	43.5	44.2	100.0
	Total	1004	98.3	100.0	
Missing	-6 Section B omitted	1	.1		
	-5 Question B5 omitted	16	1.6		
	Total	17	1.7		
Total		1021	100.0		

SC126 B5e: School admission policy - parental request

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	125	12.2	12.5	12.5
	2 No	879	86.1	87.5	100.0
	Total	1004	98.3	100.0	
Missing	-6 Section B omitted	1	.1		
	-5 Question B5 omitted	16	1.6		
	Total	17	1.7		
Total		1021	100.0		

SC127 B5f: School admission policy - other

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	341	33.4	34.0	34.0
	2 No	663	64.9	66.0	100.0
	Total	1004	98.3	100.0	
Missing	-6 Section B omitted	1	.1		
	-5 Question B5 omitted	16	1.6		
	Total	17	1.7		
Total		1021	100.0		

SC – About Your School

- B6. Approximately for what proportion of the children currently on your attendance register do you feel you have grounds for concern because the child's development might be impaired by his/her home circumstances? (Please tick one box only)

100%	1	<input style="border: 1px solid red;" type="checkbox"/>
75-99%	2	<input style="border: 1px solid red;" type="checkbox"/>
50-74%	3	<input style="border: 1px solid red;" type="checkbox"/>
25-49%	4	<input style="border: 1px solid red;" type="checkbox"/>
10-24%	5	<input style="border: 1px solid red;" type="checkbox"/>
less than 10%	6	<input style="border: 1px solid red;" type="checkbox"/>

[Coding: If more than one box was ticked then the lowest code number was taken.]

SC142 B6: Percentage of pupils in school with concerning home circumstances

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2 75-99%	11	1.1	1.1	1.1
	3 50-74%	27	2.6	2.7	3.8
	4 25-49%	91	8.9	9.2	13.1
	5 10-24%	253	24.8	25.6	38.7
	6 < 10%	606	59.4	61.3	100.0
	Total	988	96.8	100.0	
Missing	-6 Section B omitted	1	.1		
	-1 Not stated	32	3.1		
	Total	33	3.2		
Total		1021	100.0		

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B7. How many of the children in your provision do you believe have the following disadvantaged home circumstances?

	None	Few	Many	Most	Don't know
a) Overcrowding	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Poor housing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Poverty	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Marital difficulties	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Poor parent-child relations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Child on 'at risk' register	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) Family ill-health	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) Other (please tick and describe)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

.....

[Coding: If more than one box was ticked for any of part of B7 the highest code number was taken. If any appropriate writing on the dotted line was not matched by a tick on B7h, then B7h was coded as zero.]

[Editing: If all eight parts of question B7 were omitted then variables SC045 to SC052 were set to -5. Remaining values of -1 in part h were recoded to 1. Values of 5 were recoded to -2.]

SC – About Your School

sc145 B7a: Number of pupils in school with overcrowding at home

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 None	294	28.8	34.5	34.5
	2 Few	513	50.2	60.2	94.7
	3 Many	44	4.3	5.2	99.9
	4 Most	1	.1	.1	100.0
	Total	852	83.4	100.0	
Missing	-6 Section B omitted	1	.1		
	-5 Question B7 omitted	22	2.2		
	-2 Don't know	112	11.0		
	-1 Not stated	34	3.3		
	Total	169	16.6		
Total		1021	100.0		

sc146 B7b: Number of pupils in school with poor housing at home

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 None	288	28.2	32.1	32.1
	2 Few	542	53.1	60.5	92.6
	3 Many	59	5.8	6.6	99.2
	4 Most	7	.7	.8	100.0
	Total	896	87.8	100.0	
Missing	-6 Section B omitted	1	.1		
	-5 Question B7 omitted	22	2.2		
	-2 Don't know	74	7.2		
	-1 Not stated	28	2.7		
	Total	125	12.2		
Total		1021	100.0		

sc147 B7c: Number of pupils in school with poverty at home

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 None	257	25.2	27.8	27.8
	2 Few	586	57.4	63.4	91.1
	3 Many	72	7.1	7.8	98.9
	4 Most	10	1.0	1.1	100.0
	Total	925	90.6	100.0	
Missing	-6 Section B omitted	1	.1		
	-5 Question B7 omitted	22	2.2		
	-2 Don't know	52	5.1		
	-1 Not stated	21	2.1		
	Total	96	9.4		
Total		1021	100.0		

SC – About Your School

sc148 B7d: Number of pupils in school with marital difficulties at home

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 None	9	.9	.9	.9
	2 Few	464	45.4	48.7	49.7
	3 Many	446	43.7	46.8	96.5
	4 Most	33	3.2	3.5	100.0
	Total	952	93.2	100.0	
Missing	-6 Section B omitted	1	.1		
	-5 Question B7 omitted	22	2.2		
	-2 Don't know	40	3.9		
	-1 Not stated	6	.6		
	Total	69	6.8		
Total		1021	100.0		

sc149 B7e: Number of pupils in school with poor parent-child relations at home

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 None	71	7.0	7.5	7.5
	2 Few	687	67.3	72.5	80.0
	3 Many	177	17.3	18.7	98.7
	4 Most	12	1.2	1.3	100.0
	Total	947	92.8	100.0	
Missing	-6 Section B omitted	1	.1		
	-5 Question B7 omitted	22	2.2		
	-2 Don't know	37	3.6		
	-1 Not stated	14	1.4		
	Total	74	7.2		
Total		1021	100.0		

sc150 B7f: Number of pupils in school on at risk register

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 None	493	48.3	51.8	51.8
	2 Few	445	43.6	46.8	98.6
	3 Many	13	1.3	1.4	100.0
	Total	951	93.1	100.0	
Missing	-6 Section B omitted	1	.1		
	-5 Question B7 omitted	22	2.2		
	-2 Don't know	21	2.1		
	-1 Not stated	26	2.5		
	Total	70	6.9		
Total		1021	100.0		

SC – About Your School

sc151 B7g: Number of pupils in school with family ill-health at home

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 None	135	13.2	14.8	14.8
	2 Few	752	73.7	82.6	97.5
	3 Many	22	2.2	2.4	99.9
	4 Most	1	.1	.1	100.0
	Total	910	89.1	100.0	
Missing	-6 Section B omitted	1	.1		
	-5 Question B7 omitted	22	2.2		
	-2 Don't know	70	6.9		
	-1 Not stated	18	1.8		
	Total	111	10.9		
Total		1021	100.0		

sc152 B7h: Number of pupils in school with other problems at home

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0 Other	7	.7	.7	.7
	1 None	899	88.1	92.1	92.8
	2 Few	43	4.2	4.4	97.2
	3 Many	23	2.3	2.4	99.6
	4 Most	4	.4	.4	100.0
Missing	Total	976	95.6	100.0	
	-6 Section B omitted	1	.1		
	-5 Question B7 omitted	22	2.2		
	-2 Don't know	22	2.2		
	Total	45	4.4		
Total		1021	100.0		

Derived Variables

Index of Pupil Disadvantage

This score, on a scale of [0, 21], is a weighted sum of the responses to question B7. Two versions of the score are provided. A high score corresponds to a high level of disadvantage among the pupils. For most analyses the prorated score, SC154b, should be used. If users wish to be more stringent about the number of missing components then SC154c can be used to set further cases to missing. However, should users only want the cases who completed all components then SC154a should be used (this is equivalent to setting SC154b to -5 for all cases for which SC154c > 0).

The index of pupil deprivation was created by recoding (missing, 1 = 0)(0, 2 = 1)(3 = 2)(4 = 3) in SC145 to SC152 and summing. The score based on complete cases only is SC154a. If any of the components were missing or “Don’t know” then SC154a was set to -5. Variable SC154c is the number of components with missing values of -1 or -2. The prorated score is SC154b. If more than four components were missing or then SC154b was set to -5. Otherwise SC154b was scaled by a factor of 8 / (8 - SC154c) and rounded to the nearest integer

SC154A DV: Index of disadvantage of school's pupils (complete cases)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	8	.8	1.0	1.0
	1	20	2.0	2.6	3.6
	2	38	3.7	4.9	8.5
	3	78	7.6	10.0	18.5
	4	61	6.0	7.8	26.3
	5	76	7.4	9.8	36.1
	6	91	8.9	11.7	47.8
	7	122	11.9	15.7	63.5
	8	128	12.5	16.5	79.9
	9	64	6.3	8.2	88.2
	10	35	3.4	4.5	92.7
	11	22	2.2	2.8	95.5
	12	7	.7	.9	96.4
	13	10	1.0	1.3	97.7
	14	11	1.1	1.4	99.1
	15	1	.1	.1	99.2
	16	4	.4	.5	99.7
	18	2	.2	.3	100.0
	Total	778	76.2	100.0	
Missing	-6 Section B omitted	1	.1		
	-5 1+ components omitted	242	23.7		
	Total	243	23.8		
Total		1021	100.0		

SC – About Your School

SC154B DV: Index of disadvantage of school's pupils (prorated)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	11	1.1	1.1	1.1
	1	23	2.3	2.4	3.5
	2	48	4.7	5.0	8.5
	3	96	9.4	9.9	18.4
	4	69	6.8	7.2	25.6
	5	100	9.8	10.4	36.0
	6	127	12.4	13.2	49.1
	7	151	14.8	15.6	64.8
	8	158	15.5	16.4	81.1
	9	70	6.9	7.3	88.4
	10	42	4.1	4.4	92.7
	11	26	2.5	2.7	95.4
	12	8	.8	.8	96.3
	13	14	1.4	1.5	97.7
	14	13	1.3	1.3	99.1
	15	3	.3	.3	99.4
	16	4	.4	.4	99.8
	18	2	.2	.2	100.0
	Total	965	94.5	100.0	
Missing	-6 Section B omitted	1	.1		
	-5 > 4 components omitted	55	5.4		
	Total	56	5.5		
Total		1021	100.0		

SC154C DV: # missing index of disadvantage of school's pupils components

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	778	76.2	78.0	78.0
	1	95	9.3	9.5	87.5
	2	35	3.4	3.5	91.0
	3	28	2.7	2.8	93.8
	4	29	2.8	2.9	96.7
	5	9	.9	.9	97.6
	6	11	1.1	1.1	98.7
	7	5	.5	.5	99.2
	8	8	.8	.8	100.0
	Total	998	97.7	100.0	
Missing	-6 Section B omitted	1	.1		
	-5 Question B7 omitted	22	2.2		
	Total	23	2.3		
Total		1021	100.0		

SC – About Your School

B8. How many children in your school are from homes where English is not the first language?

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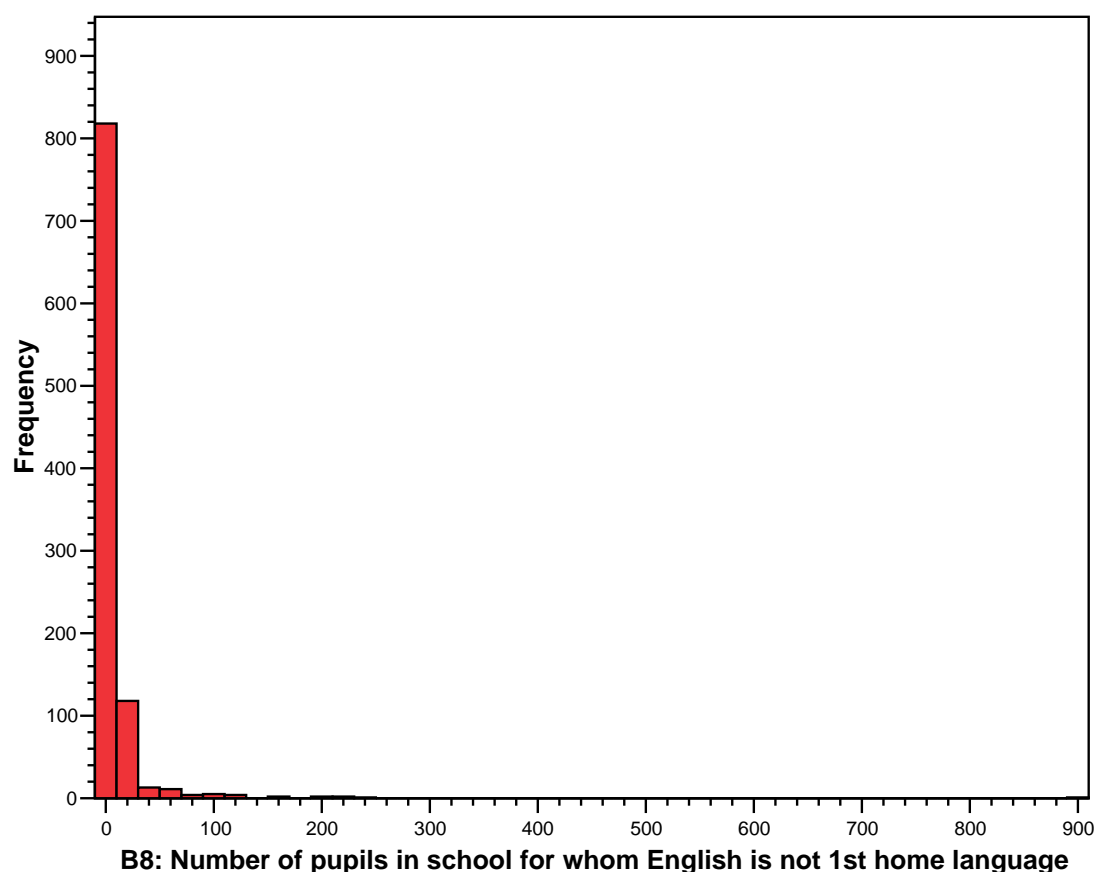
children

[Version 1: Only two boxes were provided. The extra box was added particularly to allow for large US schools.]

[Coding: In 1999 (version 1) > 100 pupils was coded as 98. The true numbers were looked up and entered after keying.]

[Editing: The percentage of children in the school from homes where English is not the first language was derived as SC160a. Missing values of -6 in the components were copied across and if either of SC115 or SC160 were -1 then SC160a was set to -1. SC160a is stored as a long decimal, but formatted to display to 1 decimal place.]

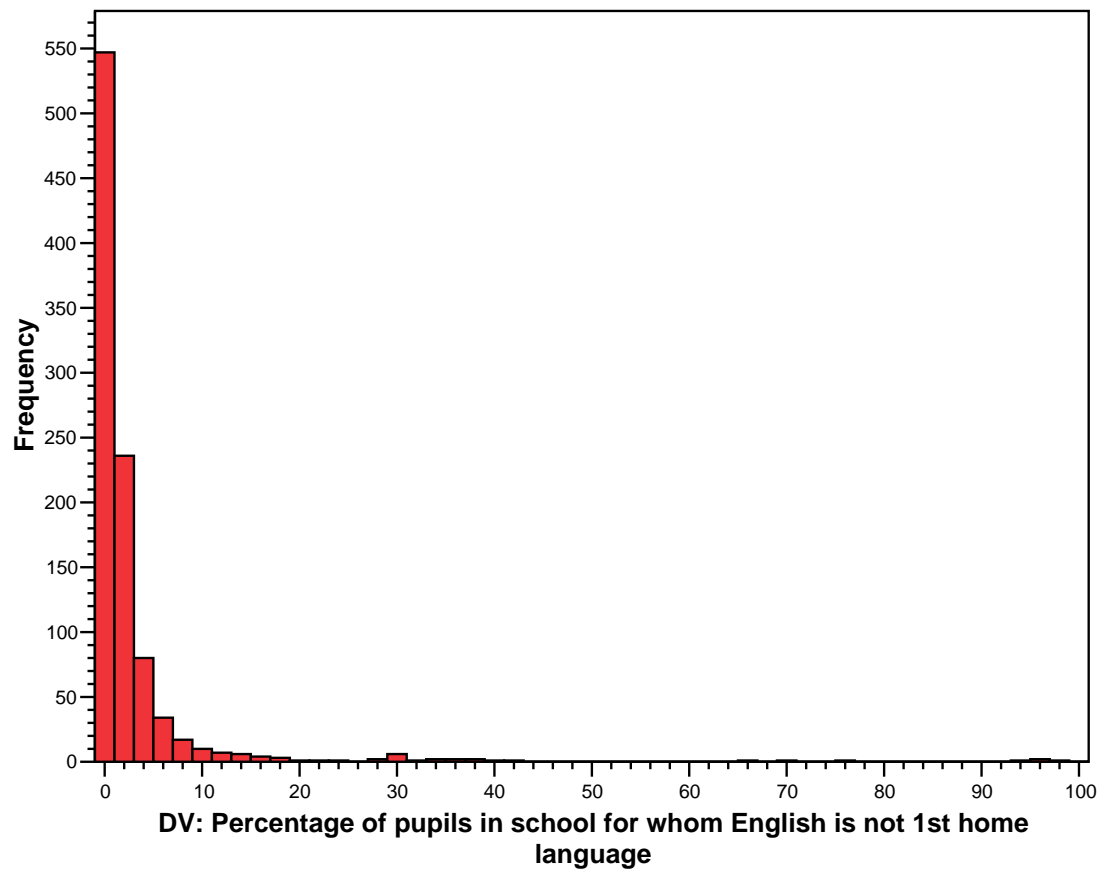
SC160



sc160 B8: Number of pupils in school for whom English is not 1st home language

	Frequency	Percent
Missing -6 Section B omitted	1	2.5
-1 Not stated	39	97.5
Total	40	100.0

SC160a



sc160a DV: Percentage of pupils in school for whom English is not 1st home language

		Frequency	Percent
Missing	-6.0 Section B omitted	1	2.0
	-1.0 Missing	49	98.0
Total		50	100.0

SC – About Your School

[Editing: If all eleven parts of question B9 were omitted then variables SC115 to SC120 were set to -5. Note that this edit did not apply to any cases.]

B9. a) How many children with Special Educational Needs (Additional Educational Needs) are included in classes in your school?

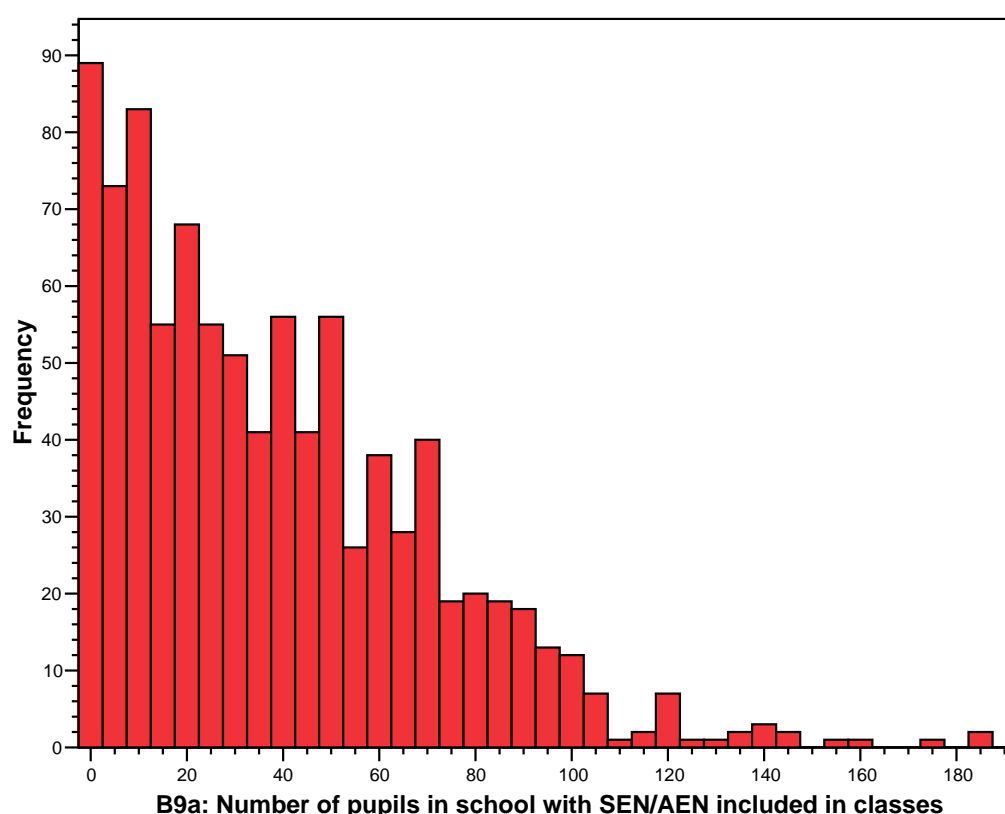
children

[Version 1: Only two boxes were provided. The extra box was added particularly to allow for large US schools.]

[Coding: In 1999 (version 1) > 100 pupils was coded as 98. The true numbers were looked up and entered after keying.]

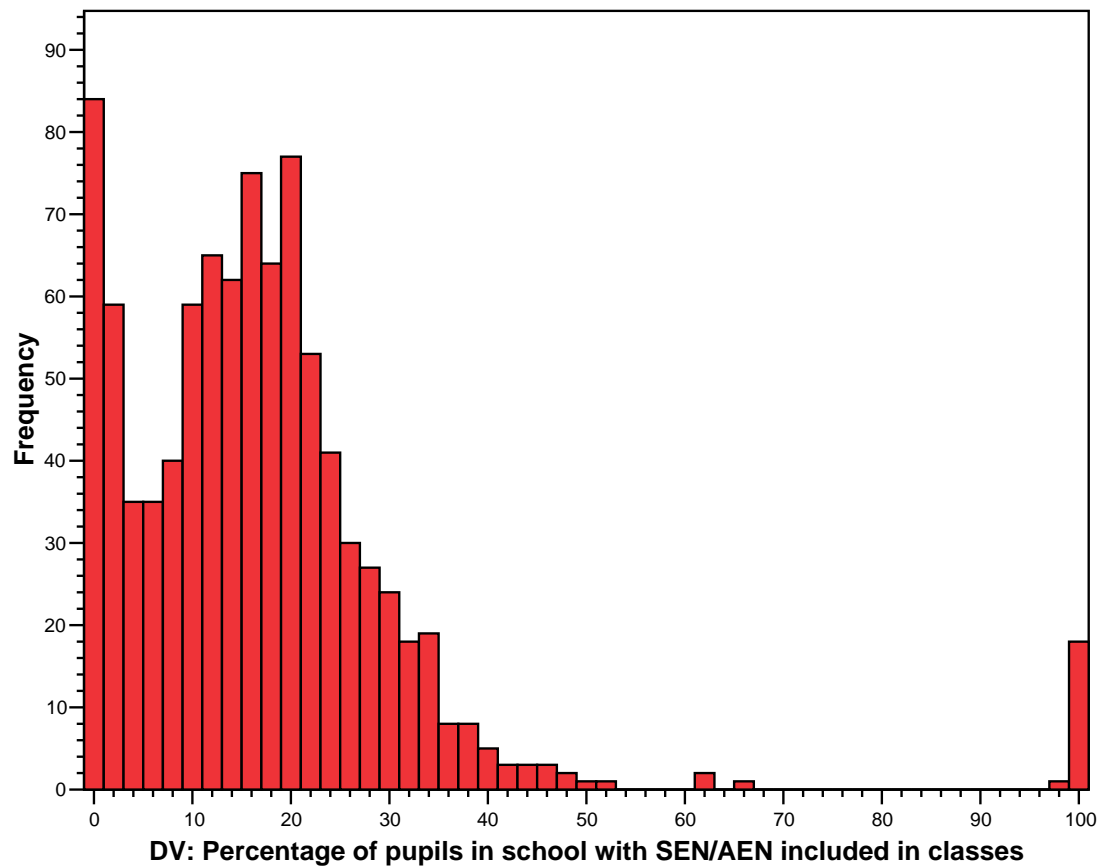
[Editing: The percentage of children in the school with SEN/AEN included in classes was derived as SC161a. Missing values of -6 & -5 in the components were copied across and if either of SC115 or SC161 were -1 then SC161a was set to -1. SC161a is stored as a long decimal, but formatted to display to 1 decimal place.]

SC161



sc161 B9a: Number of pupils in school with SEN/AEN included in classes

	Frequency	Per cent
Missing -6 Section B omitted	1	1.1
-5 Question B9 omitted	12	13.5
-1 Not stated	76	85.4
Total	89	100.0

SC161a

sc161a DV: Percentage of pupils in school with SEN/AEN included in classes

		Frequency	Per cent
Missing	-6.0 Section B omitted	1	1.0
	-5.0 Question B9 omitted	12	12.2
	-1.0 Missing	85	86.7
	Total	98	100.0

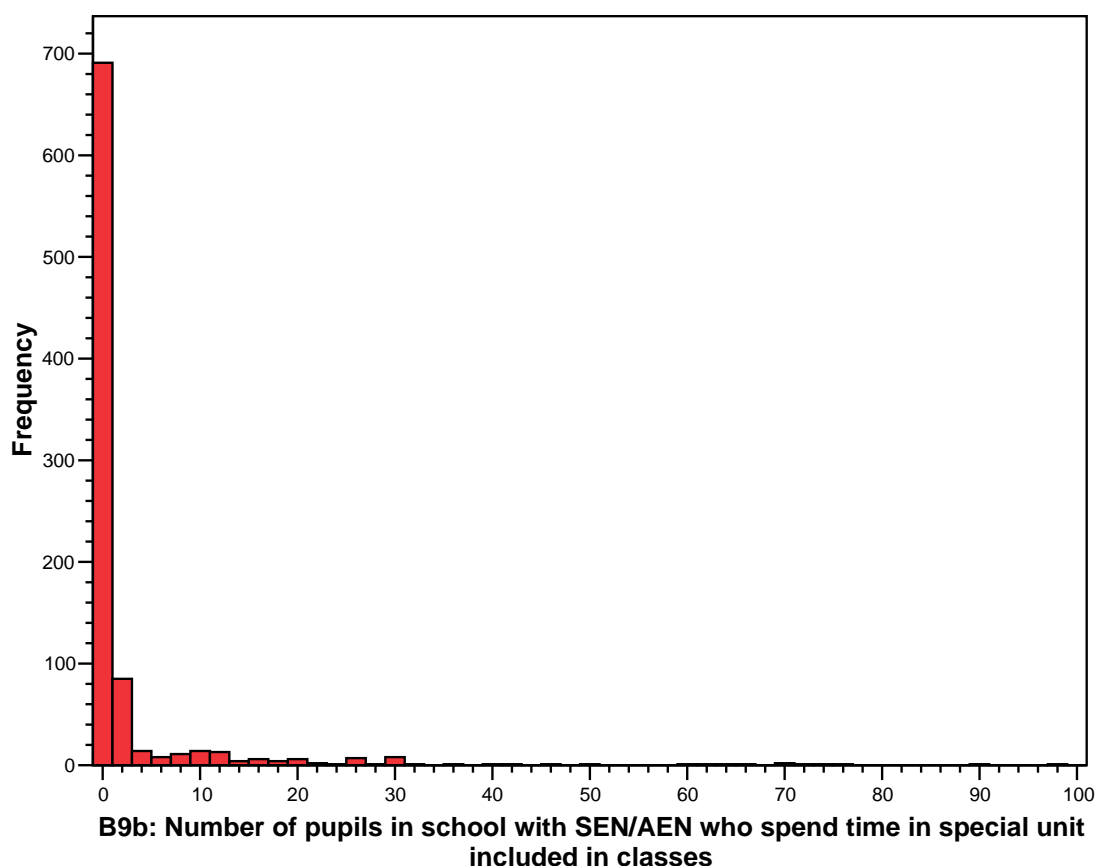
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- B9. b) How many children with SEN/AEN who spend some time in special units/classes are included in classes in your school?

children

[Coding: For special schools “all” was coded as 90. For all other schools, > 100 pupils was coded as 98. The true numbers were looked up and entered after keying.]

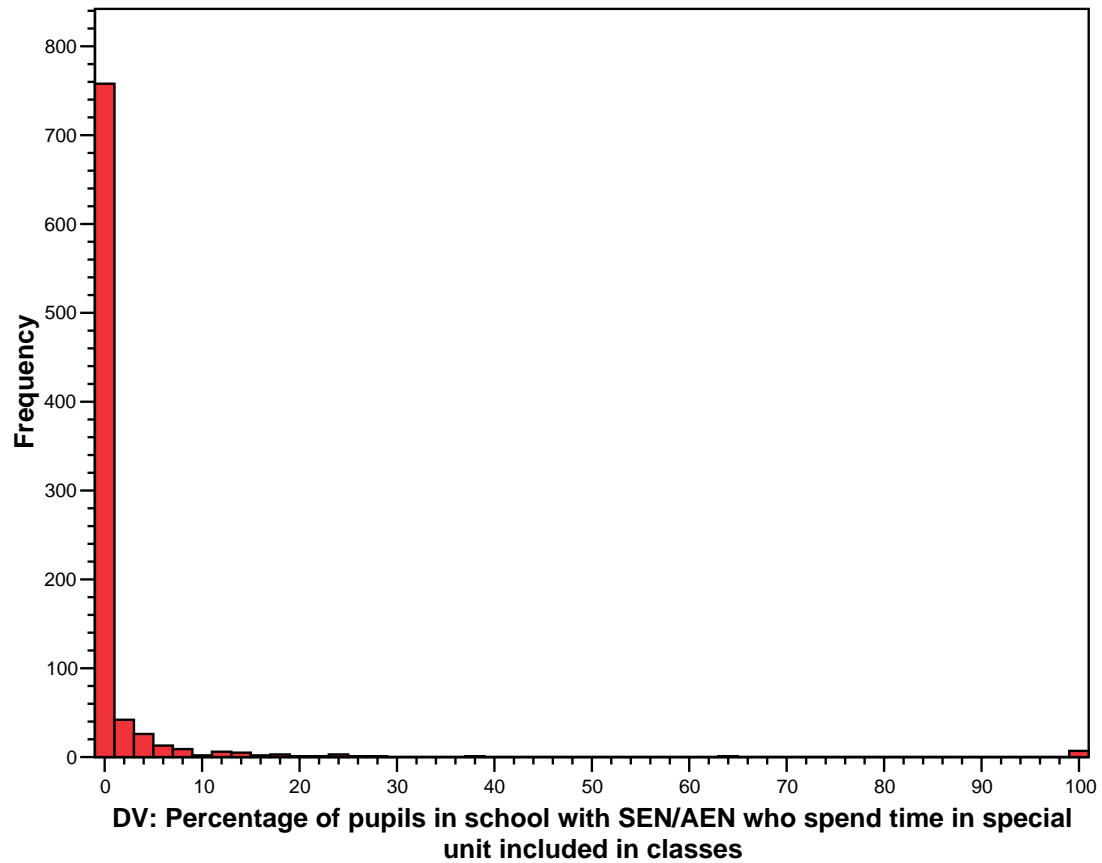
[Editing: If SC162 = 90 then for special schools (i.e. if SC004 = 3) the value of SC115 was substituted. The percentage of children in the school with SEN/AEN who spend some time in special units included in classes was derived as SC162a. Missing values of -6 & -5 in the components were copied across and if either of SC115 or SC162 were -1 then SC162a was set to -1. SC162a is stored as a long decimal, but formatted to display to 1 decimal place.]

SC162

sc162 B9b: Number of pupils in school with SEN/AEN who spend time in special unit included in classes

	Frequency	Percent
Missing -6 Section B omitted	1	.8
-5 Question B9 omitted	12	9.3
-1 Not stated	116	89.9
Total	129	100.0

SC162a



sc162a DV: Percentage of pupils in school with SEN/AEN who spend time in special unit included in classes

	Frequency	Per cent
Missing -6.0 Section B omitted	1	.7
-5.0 Question B9 omitted	12	8.6
-1.0 Missing	126	90.6
Total	139	100.0

SC – About Your School

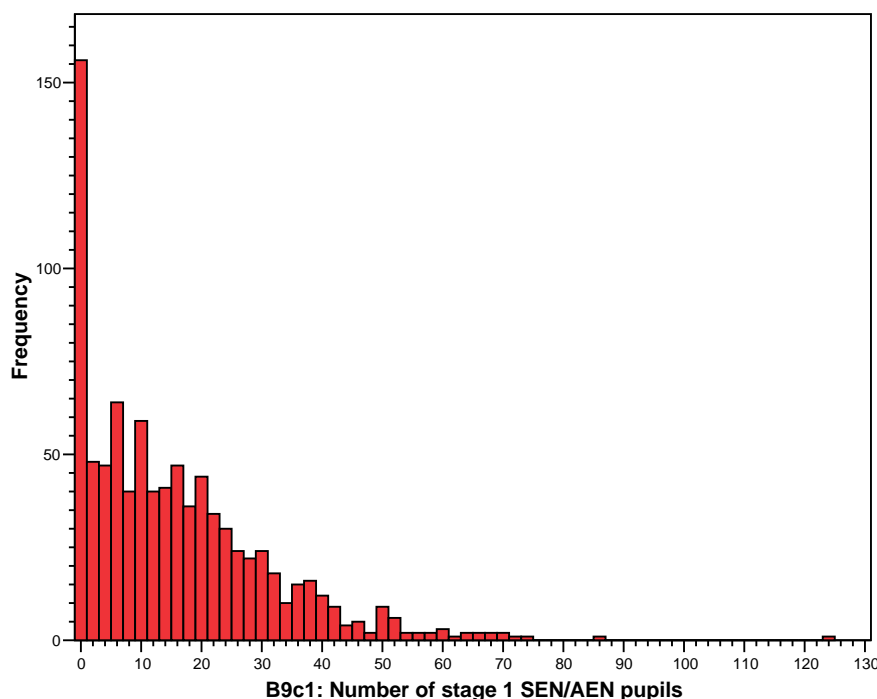
c) How many children on the SEN/AEN Register are:

	No. of children
(i) Stage 1	<input type="text"/> <input type="text"/>
(ii) Stage 2	<input type="text"/> <input type="text"/>
(iii) Stage 3	<input type="text"/> <input type="text"/>
(iv) Statemented	<input type="text"/> <input type="text"/>

[Coding: For special schools “all” was coded as 90. For all other schools, > 100 pupils was coded as 98. The true numbers were looked up and entered after keying.]

[Editing: If any of SC163 – SC166 = 90 then for special schools (i.e. if SC004 = 3) the value of SC115 was substituted. If all four parts of question B9c were omitted then variables SC163 to SC166 were set to -4. If some parts were > 0 (indicating at least one positive response) but none had value 0 (indicating zero negative responses) then values of -1 in SC163 to SC166 were set to 0.]

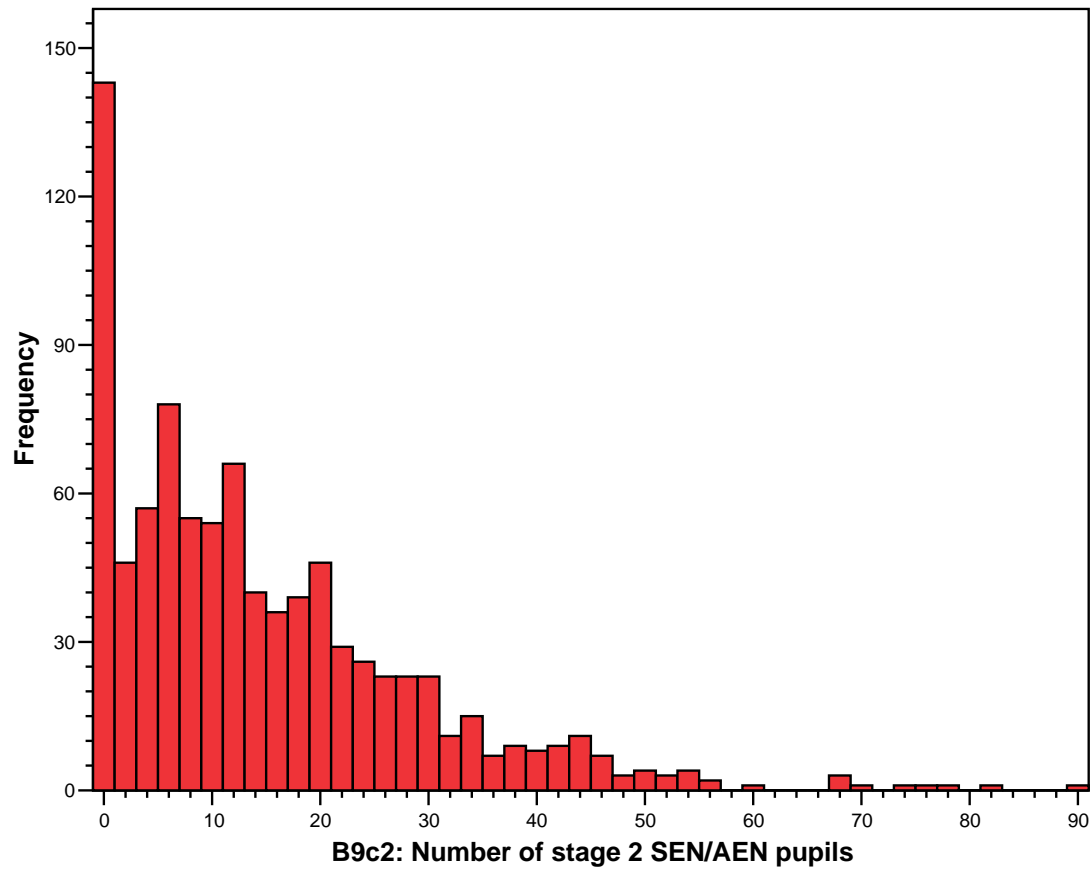
SC163



sc163 B9c1: Number of stage 1 SEN/AEN pupils

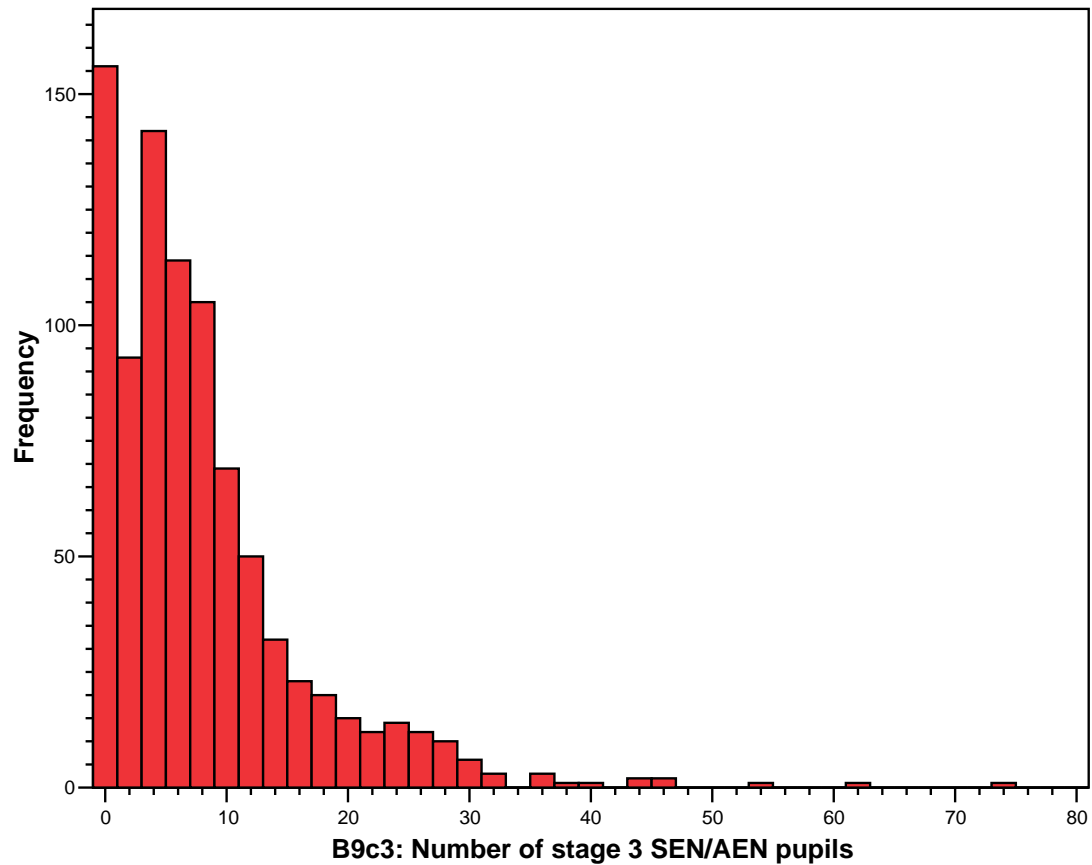
	Frequency	Percent
Missing -6 Section B omitted	1	.7
-5 Question B9 omitted	12	8.8
-4 Question B9c omitted	120	87.6
-1 Not stated	4	2.9
Total	137	100.0

SC164



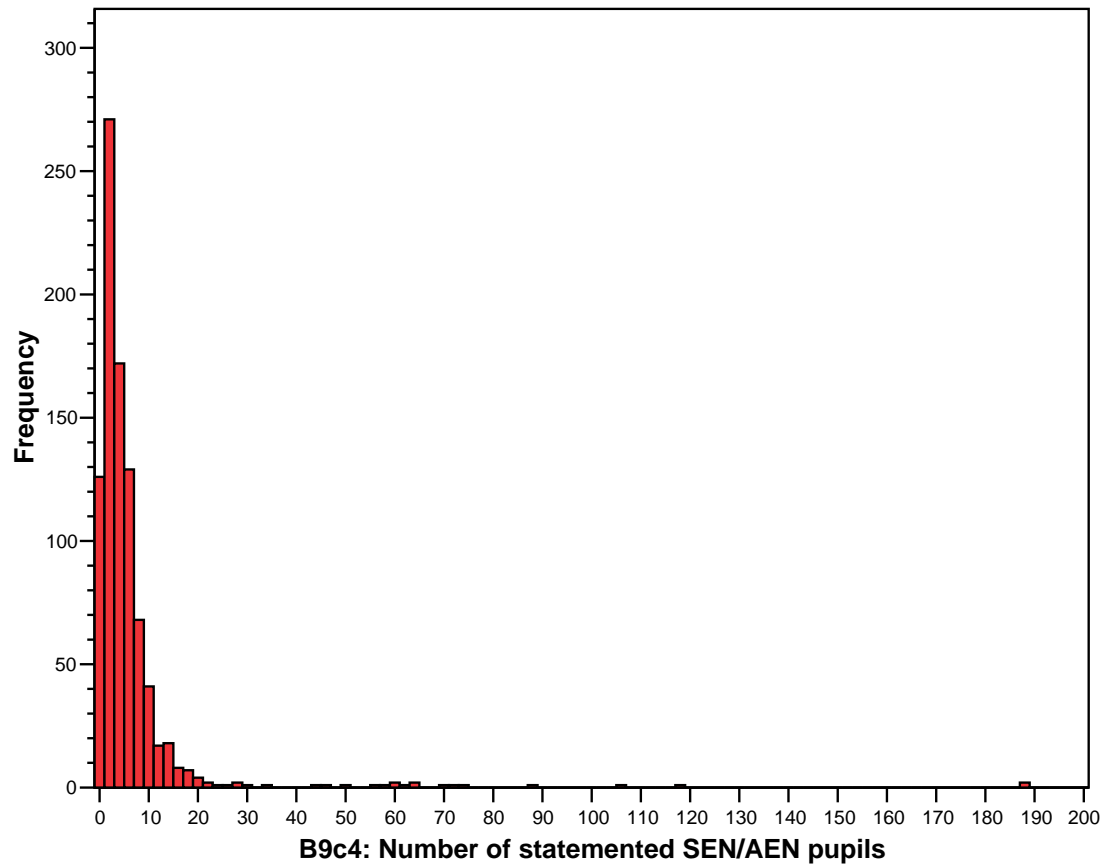
sc164 B9c2: Number of stage 2 SEN/AEN pupils

		Frequency	Percent
Missing	-6 Section B omitted	1	.7
	-5 Question B9 omitted	12	9.0
	-4 Question B9c omitted	120	89.6
	-1 Not stated	1	.7
Total		134	100.0

SC165**sc165 B9c3: Number of stage 3 SEN/AEN pupils**

	Frequency	Percent
Missing -6 Section B omitted	1	.8
-5 Question B9 omitted	12	9.0
-4 Question B9c omitted	120	90.2
Total	133	100.0

SC166



sc166 B9c4: Number of stated SEN/AEN pupils

	Frequency	Percent
Missing -6 Section B omitted	1	.7
-5 Question B9 omitted	12	9.0
-4 Question B9c omitted	120	89.6
-1 Not stated	1	.7
Total	134	100.0

SC – About Your School

- d) How many children are regularly visited/supported by the SEN/AEN Support Service?

children

No. of

(i) Educational psychologist

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(ii) Peripatetic teacher of the deaf

--	--

(iii) Peripatetic teacher of the visually impaired

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(iv) Behaviour support team

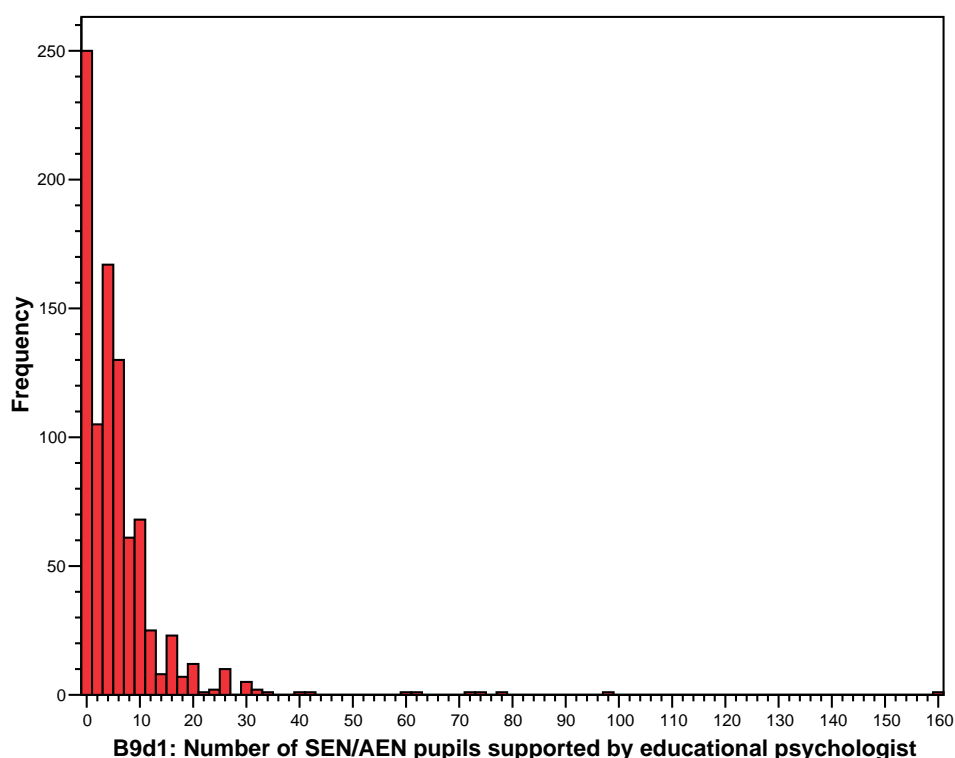
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(v) Learning support team

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[Editing: If all five parts of question B9d were omitted then variables SC168 to SC172 were set to -4. If some parts were > 0 (indicating at least one positive response) but none had value 0 (indicating zero negative responses) then values of -1 in SC168 to SC172 were set to 0.]

SC168



SC – About Your School

sc168 B9d1: Number of SEN/AEN pupils supported by educational psychologist

	Frequency	Percent
Missing -6 Section B omitted	1	.7
-5 Question B9 omitted	12	8.9
-4 Question B9d omitted	92	68.1
-1 Not stated	30	22.2
Total	135	100.0

SC169 B9d2: Number of SEN/AEN pupils supported by teacher of the deaf

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 0	677	66.3	74.6	74.6
1	134	13.1	14.8	89.3
2	57	5.6	6.3	95.6
3	20	2.0	2.2	97.8
4	8	.8	.9	98.7
5	1	.1	.1	98.8
6	6	.6	.7	99.4
7	2	.2	.2	99.7
8	1	.1	.1	99.8
15	1	.1	.1	99.9
20	1	.1	.1	100.0
Total	908	88.9	100.0	
Missing -6 Section B omitted	1	.1		
-5 Question B9 omitted	12	1.2		
-4 Question B9d omitted	92	9.0		
-1 Not stated	8	.8		
Total	113	11.1		
Total	1021	100.0		

SC170 B9d3: Number of SEN/AEN pupils supported by teacher of the visually impaired

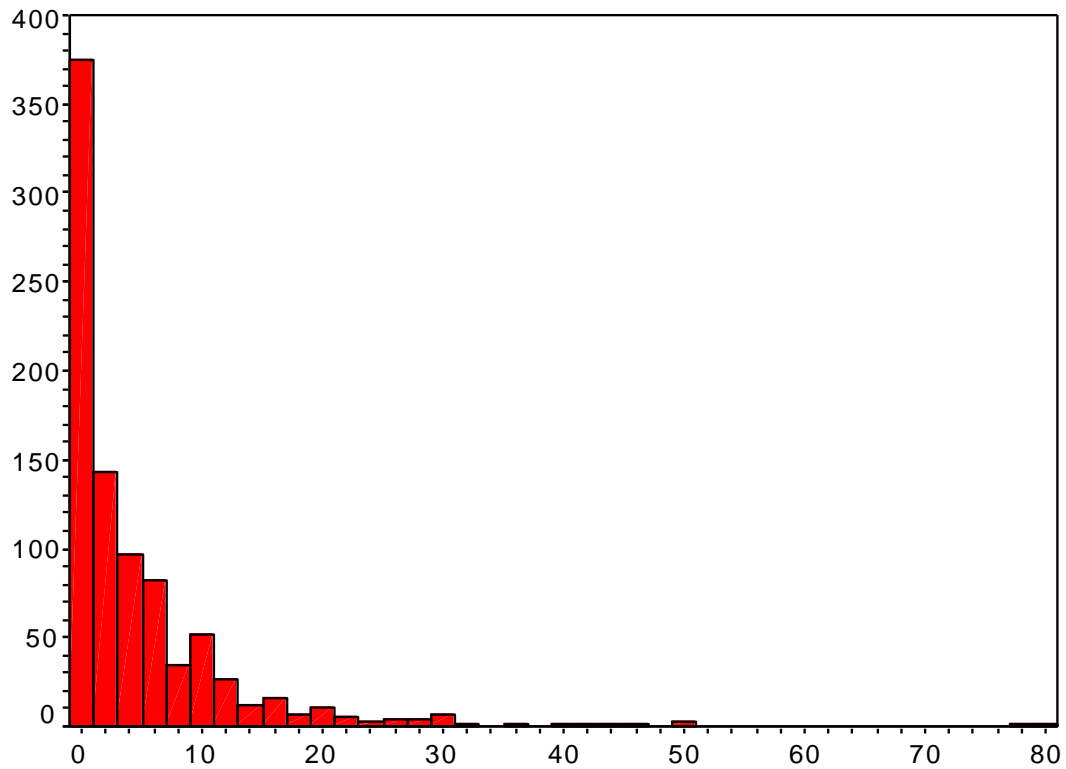
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 0	718	70.3	79.0	79.0
1	142	13.9	15.6	94.6
2	34	3.3	3.7	98.3
3	10	1.0	1.1	99.4
4	1	.1	.1	99.6
5	2	.2	.2	99.8
9	1	.1	.1	99.9
13	1	.1	.1	100.0
Total	909	89.0	100.0	
Missing -6 Section B omitted	1	.1		
-5 Question B9 omitted	12	1.2		
-4 Question B9d omitted	92	9.0		
-1 Not stated	7	.7		
Total	112	11.0		
Total	1021	100.0		

SC – About Your School

SC171 B9d4: Number of SEN/AEN pupils supported by behaviour support team

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	486	47.6	53.4	53.4
	1	170	16.7	18.7	72.1
	2	114	11.2	12.5	84.6
	3	50	4.9	5.5	90.1
	4	28	2.7	3.1	93.2
	5	22	2.2	2.4	95.6
	6	9	.9	1.0	96.6
	7	5	.5	.5	97.1
	8	8	.8	.9	98.0
	9	1	.1	.1	98.1
	10	7	.7	.8	98.9
	12	4	.4	.4	99.3
	15	3	.3	.3	99.7
	20	1	.1	.1	99.8
	23	1	.1	.1	99.9
	30	1	.1	.1	100.0
	Total	910	89.1	100.0	
Missing	-6 Section B omitted	1	.1		
	-5 Question B9 omitted	12	1.2		
	-4 Question B9d omitted	92	9.0		
	-1 Not stated	6	.6		
	Total	111	10.9		
Total		1021	100.0		

SC172



B9d5: Number of SEN/AEN pupils supported by learning support team

sc172 B9d5: Number of SEN/AEN pupils supported by learning support team

	Frequency	Percent
Missing -6 Section B omitted	1	.8
-5 Question B9 omitted	12	9.0
-4 Question B9d omitted	92	69.2
-1 Not stated	28	21.1
Total	133	100.0

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SECTION C: THE TEACHING STAFF

[Editing: If all parts of section C were omitted variables SC300a to SC352 were all set to -6.]

C1. How many of the following teaching staff do you have (including the head teacher)?

	Male	Female
a) Full-time teachers	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>
b) Part-time teachers	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>
c) Teaching assistants (paid)	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>
d) Other adult assistants (unpaid):		
i) parents	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>
ii) volunteers	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>

[Coding: In part d, code “lots” etc as 98, “varies” etc as 97.]

[Editing: If all ten parts of question C1 were omitted then values of -1 were recoded to -5. Otherwise, values of -1 were recoded to 0. Values of 97 & 98 in part d, and values of 99 (“Don’t know”) in all parts were then recoded to -2 “some”. A total was derived as SC30* for each part by summing the variables for males and females (SC30*a & SC30*b). Missing values of -6 and -5 were copied across and if either component was -2 then the total variable was set to -2.

The overall total and gender specific totals of teachers were derived as SC302, SC302a & SC302b by summing the variables for parts a & b (SC300 & SC301, SC300a & SC301a and SC300b & SC301b). Missing values of -6 and -5 were copied across and if either component was -2 then the total variable was set to -2.

Similarly, variables for the numbers of paid teaching staff were derived as SC304, SC304a & SC304b from SC302, SC302a & SC302 and SC303, SC303a & SC303b, variables for the numbers of unpaid staff were derived as SC307, SC307a & SC307b from part d and variables for the total numbers of teaching staff as SC308, SC308a & SC308b from SC304, SC304a & SC304b and SC307, SC307a & SC307b.]

SC – About Your School

sc300 DV: Number of full-time teachers in school

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 0	2	.2	.2	.2
1	11	1.1	1.1	1.3
2	28	2.7	2.8	4.0
3	57	5.6	5.6	9.7
4	65	6.4	6.4	16.1
5	60	5.9	5.9	22.0
6	49	4.8	4.8	26.9
7	91	8.9	9.0	35.8
8	98	9.6	9.7	45.5
9	98	9.6	9.7	55.2
10	69	6.8	6.8	62.0
11	70	6.9	6.9	68.9
12	56	5.5	5.5	74.4
13	53	5.2	5.2	79.7
14	34	3.3	3.4	83.0
15	40	3.9	3.9	87.0
16	24	2.4	2.4	89.3
17	17	1.7	1.7	91.0
18	14	1.4	1.4	92.4
19	10	1.0	1.0	93.4
20	6	.6	.6	94.0
21	10	1.0	1.0	95.0
22	8	.8	.8	95.8
23	8	.8	.8	96.5
24	5	.5	.5	97.0
25	2	.2	.2	97.2
26	3	.3	.3	97.5
28	2	.2	.2	97.7
29	3	.3	.3	98.0
30	3	.3	.3	98.3
31	1	.1	.1	98.4
32	2	.2	.2	98.6
33	1	.1	.1	98.7
34	2	.2	.2	98.9
36	2	.2	.2	99.1
37	1	.1	.1	99.2
38	1	.1	.1	99.3
40	1	.1	.1	99.4
42	1	.1	.1	99.5
45	1	.1	.1	99.6
60	1	.1	.1	99.7
66	1	.1	.1	99.8
110	1	.1	.1	99.9
122	1	.1	.1	100.0
Total	1013	99.2	100.0	
Missing -6 Section C omitted	2	.2		
-5 Question C1 omitted	6	.6		
Total	8	.8		
Total	1021	100.0		

SC – About Your School

sc300a C1a: Number of male full-time teachers in school

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	212	20.8	20.9	20.9
	1	283	27.7	27.9	48.9
	2	236	23.1	23.3	72.2
	3	129	12.6	12.7	84.9
	4	62	6.1	6.1	91.0
	5	49	4.8	4.8	95.9
	6	16	1.6	1.6	97.4
	7	8	.8	.8	98.2
	9	2	.2	.2	98.4
	12	1	.1	.1	98.5
	13	3	.3	.3	98.8
	14	1	.1	.1	98.9
	15	2	.2	.2	99.1
	16	1	.1	.1	99.2
	17	1	.1	.1	99.3
	18	1	.1	.1	99.4
	20	1	.1	.1	99.5
	21	1	.1	.1	99.6
	25	3	.3	.3	99.9
	39	1	.1	.1	100.0
	Total	1013	99.2	100.0	
Missing	-6 Section C omitted	2	.2		
	-5 Question C1 omitted	6	.6		
	Total	8	.8		
Total		1021	100.0		

SC – About Your School

sc300b C1a: Number of female full-time teachers in school

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	8	.8	.8	.8
	1	23	2.3	2.3	3.1
	2	36	3.5	3.6	6.6
	3	77	7.5	7.6	14.2
	4	91	8.9	9.0	23.2
	5	89	8.7	8.8	32.0
	6	98	9.6	9.7	41.7
	7	117	11.5	11.5	53.2
	8	99	9.7	9.8	63.0
	9	85	8.3	8.4	71.4
	10	63	6.2	6.2	77.6
	11	48	4.7	4.7	82.3
	12	32	3.1	3.2	85.5
	13	27	2.6	2.7	88.2
	14	35	3.4	3.5	91.6
	15	14	1.4	1.4	93.0
	16	18	1.8	1.8	94.8
	17	9	.9	.9	95.7
	18	9	.9	.9	96.5
	19	4	.4	.4	96.9
	20	5	.5	.5	97.4
	21	5	.5	.5	97.9
	22	2	.2	.2	98.1
	23	2	.2	.2	98.3
	24	1	.1	.1	98.4
	25	4	.4	.4	98.8
	26	1	.1	.1	98.9
	27	1	.1	.1	99.0
	28	1	.1	.1	99.1
	30	2	.2	.2	99.3
	33	1	.1	.1	99.4
	35	3	.3	.3	99.7
	63	1	.1	.1	99.8
	83	1	.1	.1	99.9
	85	1	.1	.1	100.0
	Total	1013	99.2	100.0	
Missing	-6 Section C omitted	2	.2		
	-5 Question C1 omitted	6	.6		
	Total	8	.8		
Total		1021	100.0		

SC – About Your School

sc301 DV: Number of part-time teachers in school

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	132	12.9	13.0	13.0
	1	270	26.4	26.7	39.7
	2	253	24.8	25.0	64.7
	3	134	13.1	13.2	78.0
	4	100	9.8	9.9	87.8
	5	45	4.4	4.4	92.3
	6	34	3.3	3.4	95.7
	7	12	1.2	1.2	96.8
	8	9	.9	.9	97.7
	9	7	.7	.7	98.4
	10	3	.3	.3	98.7
	11	3	.3	.3	99.0
	12	2	.2	.2	99.2
	13	2	.2	.2	99.4
	14	1	.1	.1	99.5
	15	2	.2	.2	99.7
	20	1	.1	.1	99.8
	23	1	.1	.1	99.9
	25	1	.1	.1	100.0
	Total	1012	99.1	100.0	
Missing	-6 Section C omitted	2	.2		
	-5 Question C1 omitted	6	.6		
	-2 Some	1	.1		
	Total	9	.9		
Total		1021	100.0		

SC – About Your School

sc301a C1b: Number of male part-time teachers in school

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	903	88.4	89.2	89.2
	1	74	7.2	7.3	96.5
	2	18	1.8	1.8	98.3
	3	7	.7	.7	99.0
	4	5	.5	.5	99.5
	5	1	.1	.1	99.6
	6	2	.2	.2	99.8
	8	1	.1	.1	99.9
	10	1	.1	.1	100.0
	Total	1012	99.1	100.0	
Missing	-6 Section C omitted	2	.2		
	-5 Question C1 omitted	6	.6		
	-2 Some	1	.1		
	Total	9	.9		
Total		1021	100.0		

sc301b C1b: Number of female part-time teachers in school

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	146	14.3	14.4	14.4
	1	279	27.3	27.6	42.0
	2	249	24.4	24.6	66.6
	3	141	13.8	13.9	80.5
	4	93	9.1	9.2	89.7
	5	47	4.6	4.6	94.4
	6	21	2.1	2.1	96.4
	7	12	1.2	1.2	97.6
	8	7	.7	.7	98.3
	9	5	.5	.5	98.8
	10	4	.4	.4	99.2
	11	1	.1	.1	99.3
	12	2	.2	.2	99.5
	14	3	.3	.3	99.8
	15	2	.2	.2	100.0
	Total	1012	99.1	100.0	
Missing	-6 Section C omitted	2	.2		
	-5 Question C1 omitted	6	.6		
	-2 Some	1	.1		
	Total	9	.9		
Total		1021	100.0		

SC – About Your School

sc302 DV: Number of teachers in school

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	3	.3	.3	.3
2	3	.3	.3	.6
3	15	1.5	1.5	2.1
4	36	3.5	3.6	5.6
5	57	5.6	5.6	11.3
6	63	6.2	6.2	17.5
7	44	4.3	4.3	21.8
8	77	7.5	7.6	29.4
9	67	6.6	6.6	36.1
10	92	9.0	9.1	45.2
11	98	9.6	9.7	54.8
12	68	6.7	6.7	61.6
13	53	5.2	5.2	66.8
14	37	3.6	3.7	70.5
15	51	5.0	5.0	75.5
16	38	3.7	3.8	79.2
17	42	4.1	4.2	83.4
18	30	2.9	3.0	86.4
19	19	1.9	1.9	88.2
20	20	2.0	2.0	90.2
21	13	1.3	1.3	91.5
22	9	.9	.9	92.4
23	10	1.0	1.0	93.4
24	7	.7	.7	94.1
25	7	.7	.7	94.8
26	4	.4	.4	95.2
27	10	1.0	1.0	96.1
28	5	.5	.5	96.6
29	3	.3	.3	96.9
30	7	.7	.7	97.6
31	1	.1	.1	97.7
33	2	.2	.2	97.9
34	3	.3	.3	98.2
36	1	.1	.1	98.3
37	1	.1	.1	98.4
38	1	.1	.1	98.5
42	3	.3	.3	98.8
43	2	.2	.2	99.0
46	1	.1	.1	99.1
47	2	.2	.2	99.3
48	1	.1	.1	99.4
55	2	.2	.2	99.6
66	2	.2	.2	99.8
116	1	.1	.1	99.9
124	1	.1	.1	100.0
Total	1012	99.1	100.0	
Missing -6 Section C omitted	2	.2		
-5 Question C1 omitted	6	.6		
-2 Some	1	.1		
Total	9	.9		
Total	1021	100.0		

SC – About Your School

sc302a DV: Number of male teachers in school

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	192	18.8	19.0	19.0
	1	275	26.9	27.2	46.1
	2	226	22.1	22.3	68.5
	3	148	14.5	14.6	83.1
	4	66	6.5	6.5	89.6
	5	51	5.0	5.0	94.7
	6	20	2.0	2.0	96.6
	7	11	1.1	1.1	97.7
	8	4	.4	.4	98.1
	9	1	.1	.1	98.2
	10	1	.1	.1	98.3
	12	1	.1	.1	98.4
	13	1	.1	.1	98.5
	14	3	.3	.3	98.8
	16	2	.2	.2	99.0
	17	1	.1	.1	99.1
	20	1	.1	.1	99.2
	21	2	.2	.2	99.4
	25	1	.1	.1	99.5
	26	2	.2	.2	99.7
	27	2	.2	.2	99.9
	40	1	.1	.1	100.0
	Total	1012	99.1	100.0	
Missing	-6 Section C omitted	2	.2		
	-5 Question C1 omitted	6	.6		
	-2 Some	1	.1		
	Total	9	.9		
Total		1021	100.0		

SC – About Your School

sc302b DV: Number of female teachers in school

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 0	3	.3	.3	.3
1	5	.5	.5	.8
2	8	.8	.8	1.6
3	26	2.5	2.6	4.2
4	58	5.7	5.7	9.9
5	62	6.1	6.1	16.0
6	86	8.4	8.5	24.5
7	104	10.2	10.3	34.8
8	85	8.3	8.4	43.2
9	111	10.9	11.0	54.2
10	74	7.2	7.3	61.5
11	62	6.1	6.1	67.6
12	67	6.6	6.6	74.2
13	48	4.7	4.7	79.0
14	47	4.6	4.6	83.6
15	30	2.9	3.0	86.6
16	20	2.0	2.0	88.5
17	21	2.1	2.1	90.6
18	16	1.6	1.6	92.2
19	12	1.2	1.2	93.4
20	13	1.3	1.3	94.7
21	6	.6	.6	95.3
22	8	.8	.8	96.0
23	4	.4	.4	96.4
24	4	.4	.4	96.8
25	9	.9	.9	97.7
26	1	.1	.1	97.8
27	3	.3	.3	98.1
28	5	.5	.5	98.6
29	1	.1	.1	98.7
30	2	.2	.2	98.9
35	5	.5	.5	99.4
40	3	.3	.3	99.7
63	1	.1	.1	99.8
84	1	.1	.1	99.9
89	1	.1	.1	100.0
Total	1012	99.1	100.0	
Missing -6 Section C omitted	2	.2		
-5 Question C1 omitted	6	.6		
-2 Some	1	.1		
Total	9	.9		
Total	1021	100.0		

SC – About Your School

sc303 DV: Number of teaching assistants in school

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	51	5.0	5.0	5.0
	1	45	4.4	4.4	9.5
	2	112	11.0	11.1	20.6
	3	128	12.5	12.6	33.2
	4	144	14.1	14.2	47.4
	5	128	12.5	12.6	60.1
	6	107	10.5	10.6	70.7
	7	82	8.0	8.1	78.8
	8	62	6.1	6.1	84.9
	9	31	3.0	3.1	87.9
	10	37	3.6	3.7	91.6
	11	16	1.6	1.6	93.2
	12	15	1.5	1.5	94.7
	13	9	.9	.9	95.6
	14	8	.8	.8	96.3
	15	11	1.1	1.1	97.4
	16	6	.6	.6	98.0
	17	3	.3	.3	98.3
	18	4	.4	.4	98.7
	19	1	.1	.1	98.8
	20	1	.1	.1	98.9
	21	3	.3	.3	99.2
	22	2	.2	.2	99.4
	23	2	.2	.2	99.6
	25	1	.1	.1	99.7
	26	1	.1	.1	99.8
	32	2	.2	.2	100.0
	Total	1012	99.1	100.0	
Missing	-6 Section C omitted	2	.2		
	-5 Question C1 omitted	6	.6		
	-2 Some	1	.1		
	Total	9	.9		
Total		1021	100.0		

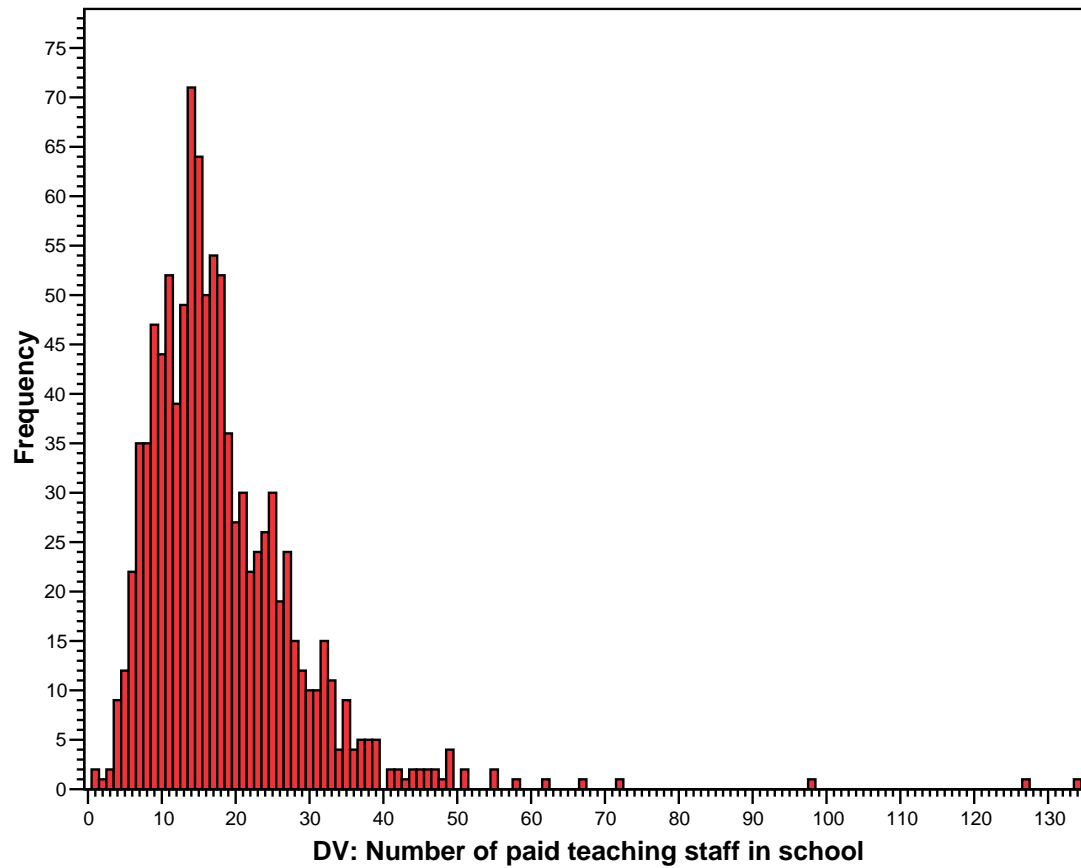
SC – About Your School

sc303a C1c: Number of male teaching assistants in school

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	926	90.7	91.4	91.4
	1	72	7.1	7.1	98.5
	2	11	1.1	1.1	99.6
	4	2	.2	.2	99.8
	6	1	.1	.1	99.9
	15	1	.1	.1	100.0
	Total	1013	99.2	100.0	
Missing	-6 Section C omitted	2	.2		
	-5 Question C1 omitted	6	.6		
	Total	8	.8		
Total		1021	100.0		

sc303b C1c: Number of female teaching assistants in school

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	54	5.3	5.3	5.3
	1	47	4.6	4.6	10.0
	2	116	11.4	11.5	21.4
	3	127	12.4	12.5	34.0
	4	149	14.6	14.7	48.7
	5	129	12.6	12.7	61.5
	6	110	10.8	10.9	72.3
	7	74	7.2	7.3	79.6
	8	56	5.5	5.5	85.2
	9	35	3.4	3.5	88.6
	10	34	3.3	3.4	92.0
	11	16	1.6	1.6	93.6
	12	15	1.5	1.5	95.1
	13	8	.8	.8	95.8
	14	10	1.0	1.0	96.8
	15	10	1.0	1.0	97.8
	16	4	.4	.4	98.2
	17	4	.4	.4	98.6
	18	2	.2	.2	98.8
	20	2	.2	.2	99.0
	21	3	.3	.3	99.3
	22	2	.2	.2	99.5
	23	1	.1	.1	99.6
	24	1	.1	.1	99.7
	25	1	.1	.1	99.8
	32	2	.2	.2	100.0
	Total	1012	99.1	100.0	
Missing	-6 Section C omitted	2	.2		
	-5 Question C1 omitted	6	.6		
	-2 Some	1	.1		
	Total	9	.9		
Total		1021	100.0		

SC304**sc304 DV: Number of paid teaching staff in school**

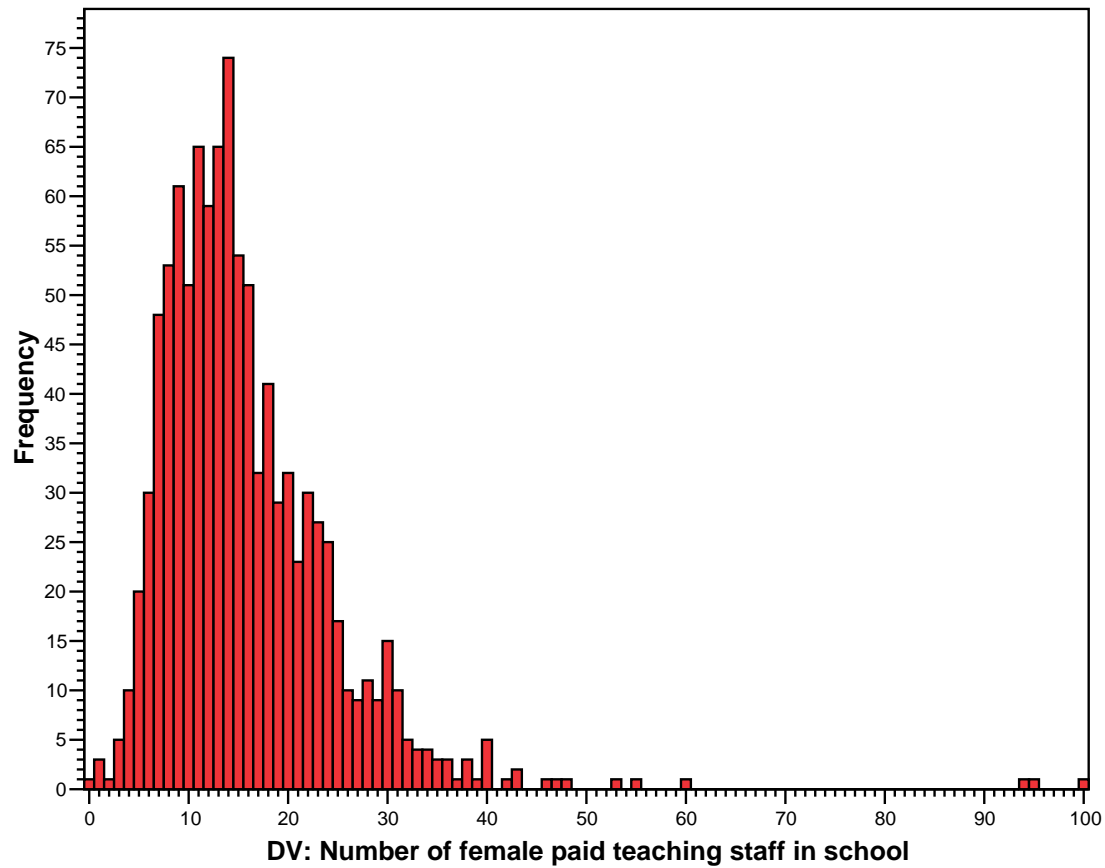
		Frequency	Percent
Missing	-6 Section C omitted	2	22.2
	-5 Question C1 omitted	6	66.7
	-2 Some	1	11.1
	Total	9	100.0

SC – About Your School

sc304a DV: Number of male paid teaching staff in school

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	187	18.3	18.5	18.5
	1	259	25.4	25.6	44.1
	2	228	22.3	22.5	66.6
	3	152	14.9	15.0	81.6
	4	72	7.1	7.1	88.7
	5	49	4.8	4.8	93.6
	6	23	2.3	2.3	95.8
	7	13	1.3	1.3	97.1
	8	5	.5	.5	97.6
	9	2	.2	.2	97.8
	10	2	.2	.2	98.0
	11	1	.1	.1	98.1
	12	1	.1	.1	98.2
	13	2	.2	.2	98.4
	14	1	.1	.1	98.5
	15	1	.1	.1	98.6
	16	1	.1	.1	98.7
	17	3	.3	.3	99.0
	18	1	.1	.1	99.1
	21	3	.3	.3	99.4
	26	2	.2	.2	99.6
	27	3	.3	.3	99.9
	40	1	.1	.1	100.0
	Total	1012	99.1	100.0	
Missing	-6 Section C omitted	2	.2		
	-5 Question C1 omitted	6	.6		
	-2 Some	1	.1		
	Total	9	.9		
Total		1021	100.0		

SC304b

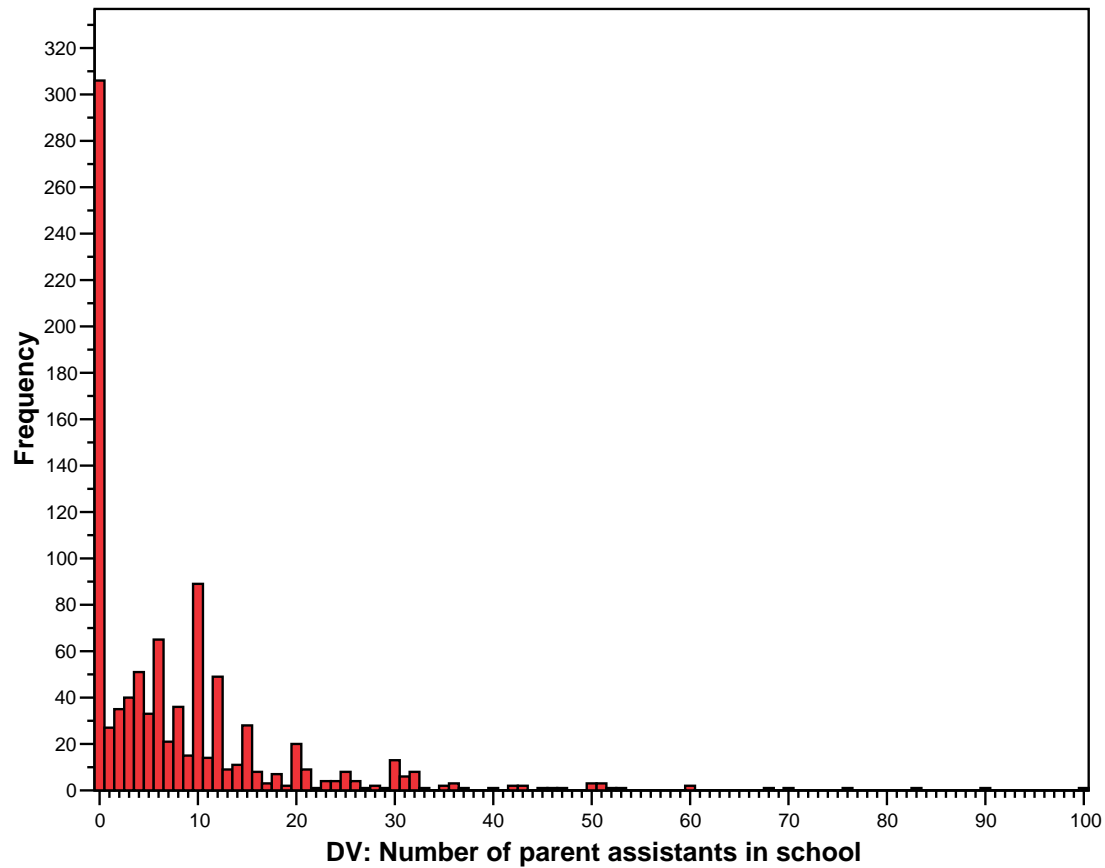


sc304b DV: Number of female paid teaching staff in school

	Frequency	Percent
Missing -6 Section C omitted	2	22.2
-5 Question C1 omitted	6	66.7
-2 Some	1	11.1
Total	9	100.0

SC – About Your School

SC305



sc305 DV: Number of parent assistants in school

	Frequency	Percent
Missing -6 Section C omitted	2	3.3
-5 Question C1 omitted	6	10.0
-2 Some	52	86.7
Total	60	100.0

sc305a C1d1: Number of male parent assistants in school

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 0	807	79.0	82.3	82.3
1	78	7.6	8.0	90.3
2	53	5.2	5.4	95.7
3	21	2.1	2.1	97.9
4	7	.7	.7	98.6
5	3	.3	.3	98.9
6	5	.5	.5	99.4
10	3	.3	.3	99.7
12	1	.1	.1	99.8
20	1	.1	.1	99.9
31	1	.1	.1	100.0
Total	980	96.0	100.0	
Missing -6 Section C omitted	2	.2		
-5 Question C1 omitted	6	.6		
-2 Some	33	3.2		
Total	41	4.0		
Total	1021	100.0		

SC – About Your School

sc305b C1d1: Number of female parent assistants in school

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 0	316	31.0	32.8	32.8
1	22	2.2	2.3	35.1
2	34	3.3	3.5	38.7
3	43	4.2	4.5	43.1
4	55	5.4	5.7	48.9
5	36	3.5	3.7	52.6
6	77	7.5	8.0	60.6
7	7	.7	.7	61.3
8	42	4.1	4.4	65.7
9	11	1.1	1.1	66.8
10	105	10.3	10.9	77.8
11	6	.6	.6	78.4
12	46	4.5	4.8	83.2
13	1	.1	.1	83.3
14	5	.5	.5	83.8
15	34	3.3	3.5	87.3
16	6	.6	.6	87.9
18	5	.5	.5	88.5
20	32	3.1	3.3	91.8
21	1	.1	.1	91.9
22	1	.1	.1	92.0
23	3	.3	.3	92.3
24	2	.2	.2	92.5
25	10	1.0	1.0	93.6
26	1	.1	.1	93.7
28	5	.5	.5	94.2
30	23	2.3	2.4	96.6
31	2	.2	.2	96.8
32	1	.1	.1	96.9
34	1	.1	.1	97.0
35	3	.3	.3	97.3
36	2	.2	.2	97.5
40	5	.5	.5	98.0
42	2	.2	.2	98.2
44	1	.1	.1	98.3
46	1	.1	.1	98.4
48	1	.1	.1	98.5
50	5	.5	.5	99.1
52	1	.1	.1	99.2
53	1	.1	.1	99.3
60	2	.2	.2	99.5
64	1	.1	.1	99.6
70	1	.1	.1	99.7
74	1	.1	.1	99.8
80	1	.1	.1	99.9
95	1	.1	.1	100.0
Total	962	94.2	100.0	
Missing -6 Section C omitted	2	.2		
-5 Question C1 omitted	6	.6		
-2 Some	51	5.0		
Total	59	5.8		
Total	1021	100.0		

SC – About Your School

sc306 DV: Number of volunteer assistants in school

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	437	42.8	45.1	45.1
	1	122	11.9	12.6	57.6
	2	143	14.0	14.7	72.4
	3	84	8.2	8.7	81.0
	4	65	6.4	6.7	87.7
	5	26	2.5	2.7	90.4
	6	22	2.2	2.3	92.7
	7	7	.7	.7	93.4
	8	10	1.0	1.0	94.4
	9	2	.2	.2	94.6
	10	24	2.4	2.5	97.1
	12	7	.7	.7	97.8
	13	2	.2	.2	98.0
	14	2	.2	.2	98.2
	15	3	.3	.3	98.6
	16	3	.3	.3	98.9
	17	2	.2	.2	99.1
	20	2	.2	.2	99.3
	21	1	.1	.1	99.4
	25	2	.2	.2	99.6
	28	1	.1	.1	99.7
	30	1	.1	.1	99.8
	40	1	.1	.1	99.9
	105	1	.1	.1	100.0
Total		970	95.0	100.0	
Missing	-6 Section C omitted	2	.2		
	-5 Question C1 omitted	6	.6		
	-2 Some	43	4.2		
	Total	51	5.0		
Total		1021	100.0		

SC – About Your School

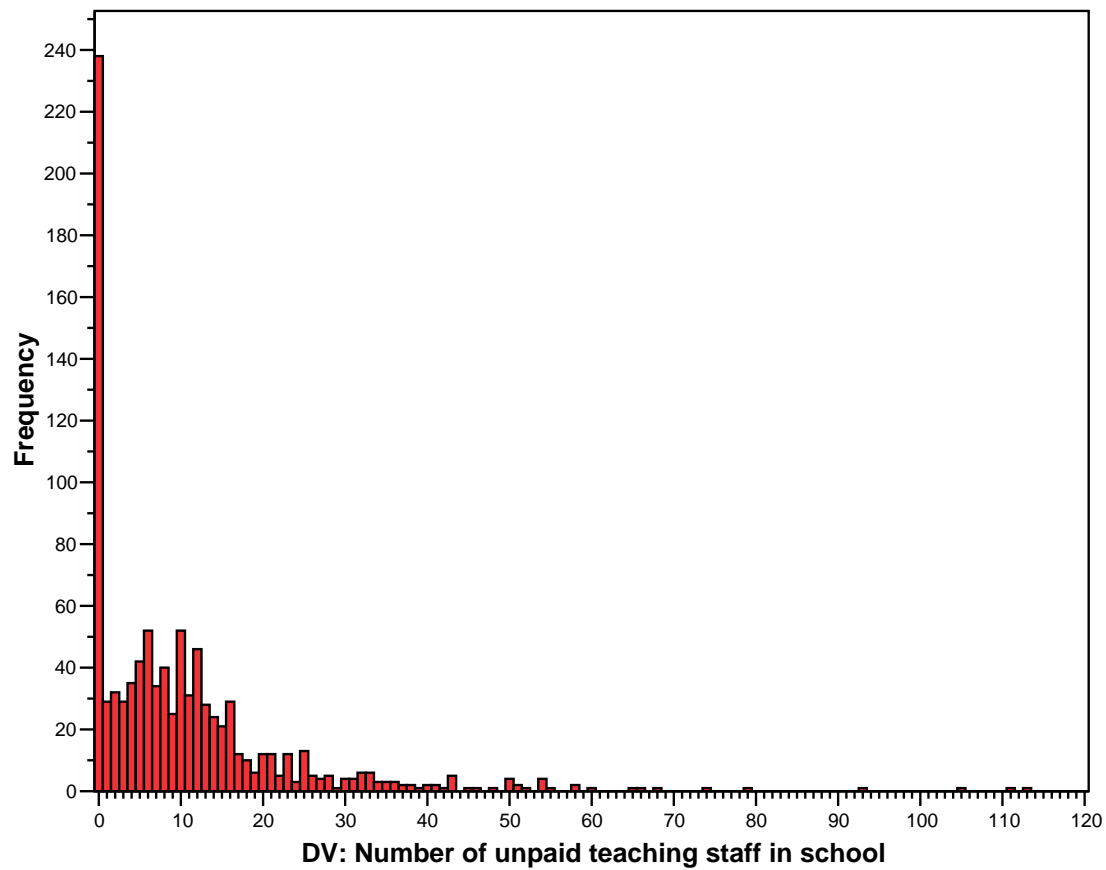
sc306a C1d2: Number of male volunteer assistants in school

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 0	809	79.2	82.3	82.3
1	96	9.4	9.8	92.1
2	46	4.5	4.7	96.7
3	13	1.3	1.3	98.1
4	9	.9	.9	99.0
5	3	.3	.3	99.3
6	1	.1	.1	99.4
8	2	.2	.2	99.6
9	1	.1	.1	99.7
10	2	.2	.2	99.9
33	1	.1	.1	100.0
Total	983	96.3	100.0	
Missing -6 Section C omitted	2	.2		
-5 Question C1 omitted	6	.6		
-2 Some	30	2.9		
Total	38	3.7		
Total	1021	100.0		

sc306b C1d2: Number of female volunteer assistants in school

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 0	493	48.3	50.8	50.8
1	115	11.3	11.9	62.7
2	135	13.2	13.9	76.6
3	72	7.1	7.4	84.0
4	62	6.1	6.4	90.4
5	20	2.0	2.1	92.5
6	13	1.3	1.3	93.8
7	3	.3	.3	94.1
8	9	.9	.9	95.1
9	3	.3	.3	95.4
10	26	2.5	2.7	98.0
11	1	.1	.1	98.1
12	5	.5	.5	98.7
13	1	.1	.1	98.8
14	2	.2	.2	99.0
15	2	.2	.2	99.2
17	1	.1	.1	99.3
18	1	.1	.1	99.4
20	1	.1	.1	99.5
23	1	.1	.1	99.6
25	2	.2	.2	99.8
40	1	.1	.1	99.9
72	1	.1	.1	100.0
Total	970	95.0	100.0	
Missing -6 Section C omitted	2	.2		
-5 Question C1 omitted	6	.6		
-2 Some	43	4.2		
Total	51	5.0		
Total	1021	100.0		

SC307



sc307 DV: Number of unpaid teaching staff in school

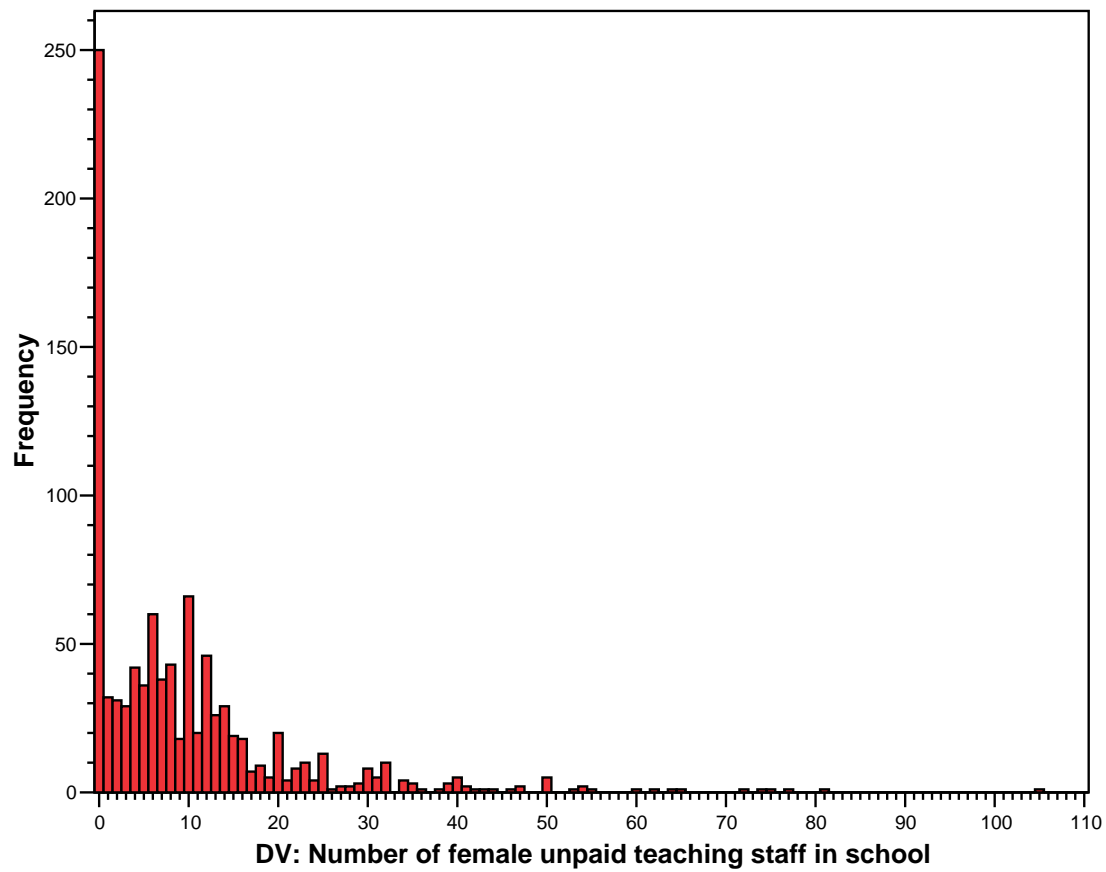
	Frequency	Percent
Missing -6 Section C omitted	2	3.2
-5 Question C1 omitted	6	9.5
-2 Some	55	87.3
Total	63	100.0

SC – About Your School

sc307a DV: Number of male unpaid teaching staff in school

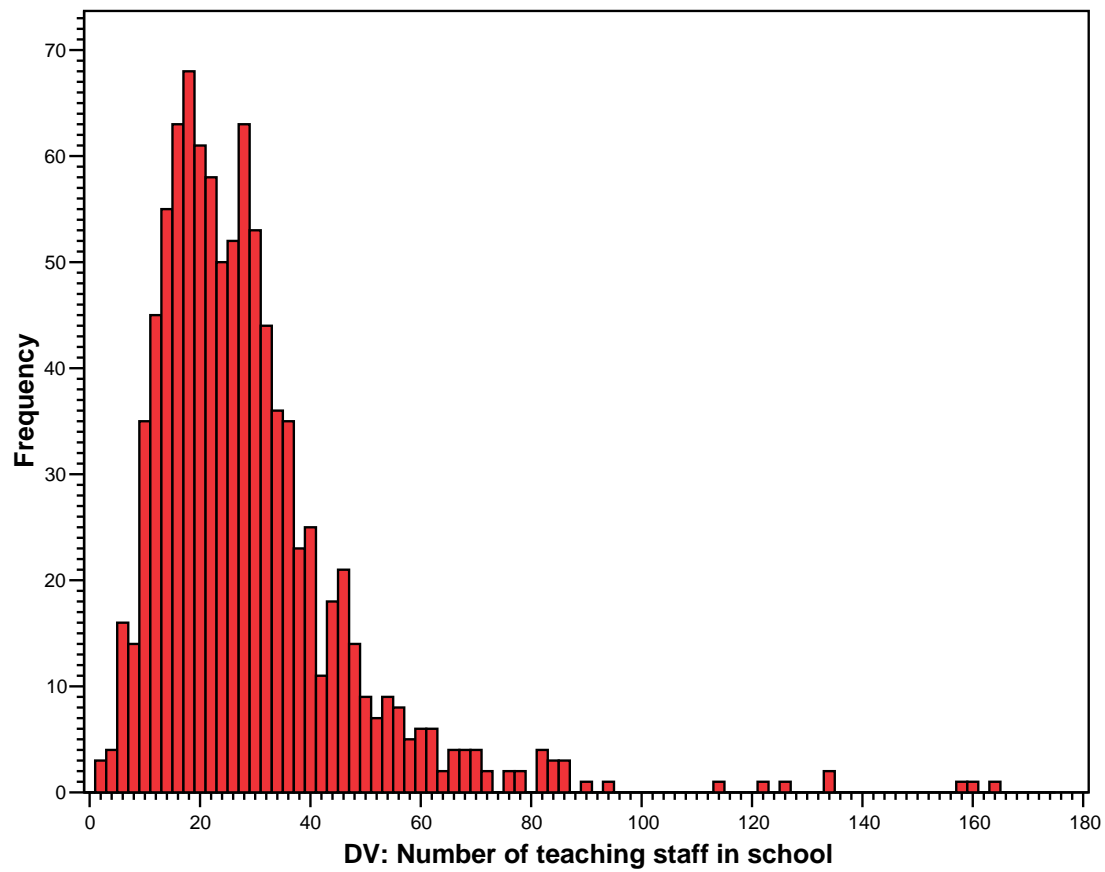
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	694	68.0	70.9	70.9
	1	129	12.6	13.2	84.1
	2	65	6.4	6.6	90.7
	3	41	4.0	4.2	94.9
	4	22	2.2	2.2	97.1
	5	6	.6	.6	97.8
	6	4	.4	.4	98.2
	7	2	.2	.2	98.4
	8	3	.3	.3	98.7
	10	3	.3	.3	99.0
	11	1	.1	.1	99.1
	12	5	.5	.5	99.6
	16	1	.1	.1	99.7
	22	1	.1	.1	99.8
	33	1	.1	.1	99.9
	36	1	.1	.1	100.0
	Total	979	95.9	100.0	
Missing	-6 Section C omitted	2	.2		
	-5 Question C1 omitted	6	.6		
	-2 Some	34	3.3		
	Total	42	4.1		
Total		1021	100.0		

SC307b



sc307b DV: Number of female unpaid teaching staff in school

	Frequency	Percent
Missing -6 Section C omitted	2	3.2
-5 Question C1 omitted	6	9.5
-2 Some	55	87.3
Total	63	100.0

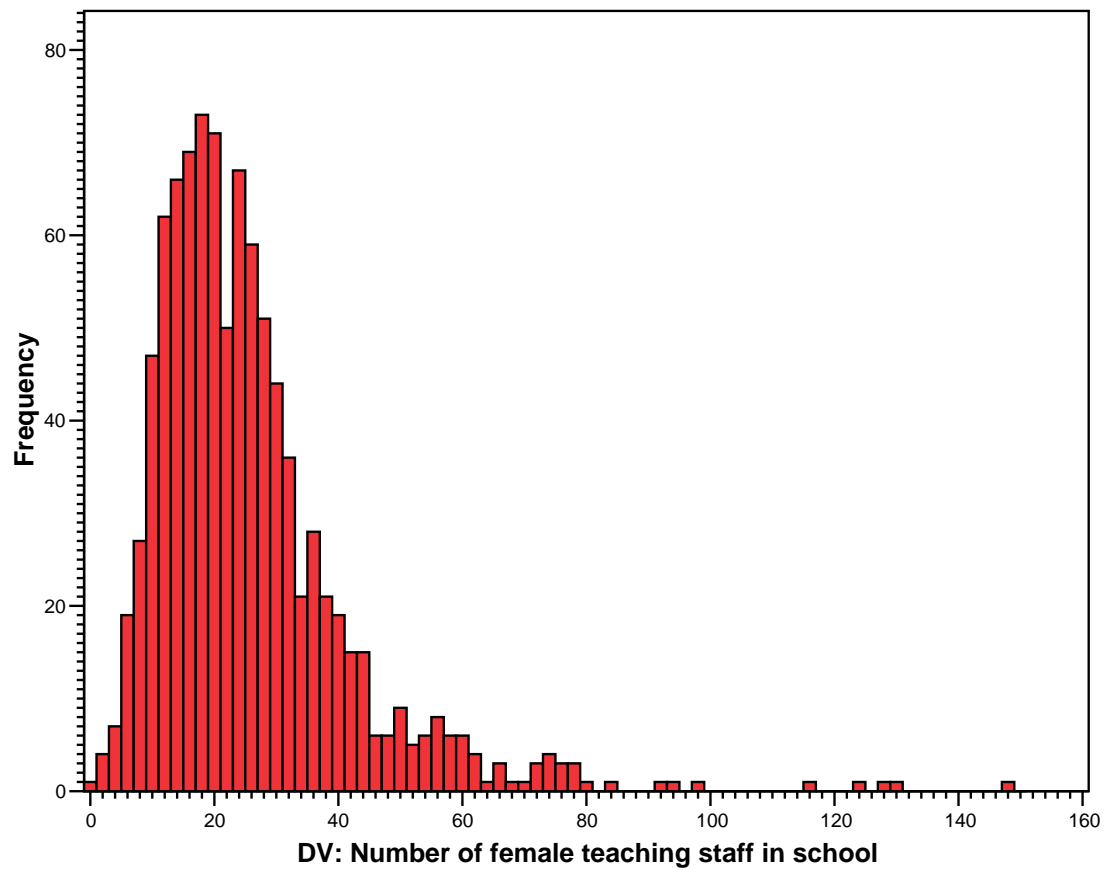
SC308**sc308 DV: Number of teaching staff in school**

	Frequency	Percent
Missing -6 Section C omitted	2	3.1
-5 Question C1 omitted	6	9.4
-2 Some	56	87.5
Total	64	100.0

SC – About Your School

sc308a DV: Number of male teaching staff in school

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	128	12.5	13.1	13.1
	1	218	21.4	22.3	35.4
	2	198	19.4	20.2	55.6
	3	142	13.9	14.5	70.1
	4	104	10.2	10.6	80.8
	5	69	6.8	7.1	87.8
	6	35	3.4	3.6	91.4
	7	26	2.5	2.7	94.1
	8	10	1.0	1.0	95.1
	9	7	.7	.7	95.8
	10	6	.6	.6	96.4
	11	6	.6	.6	97.0
	12	4	.4	.4	97.4
	13	3	.3	.3	97.8
	14	2	.2	.2	98.0
	15	3	.3	.3	98.3
	16	3	.3	.3	98.6
	17	3	.3	.3	98.9
	18	1	.1	.1	99.0
	21	3	.3	.3	99.3
	26	1	.1	.1	99.4
	27	2	.2	.2	99.6
	36	1	.1	.1	99.7
	40	1	.1	.1	99.8
	45	1	.1	.1	99.9
	49	1	.1	.1	100.0
	Total	978	95.8	100.0	
Missing	-6 Section C omitted	2	.2		
	-5 Question C1 omitted	6	.6		
	-2 Some	35	3.4		
	Total	43	4.2		
Total		1021	100.0		

SC308b**sc308b DV: Number of female teaching staff in school**

		Frequency	Percent
Missing	-6 Section C omitted	2	3.1
	-5 Question C1 omitted	6	9.4
	-2 Some	56	87.5
	Total	64	100.0

SC – About Your School

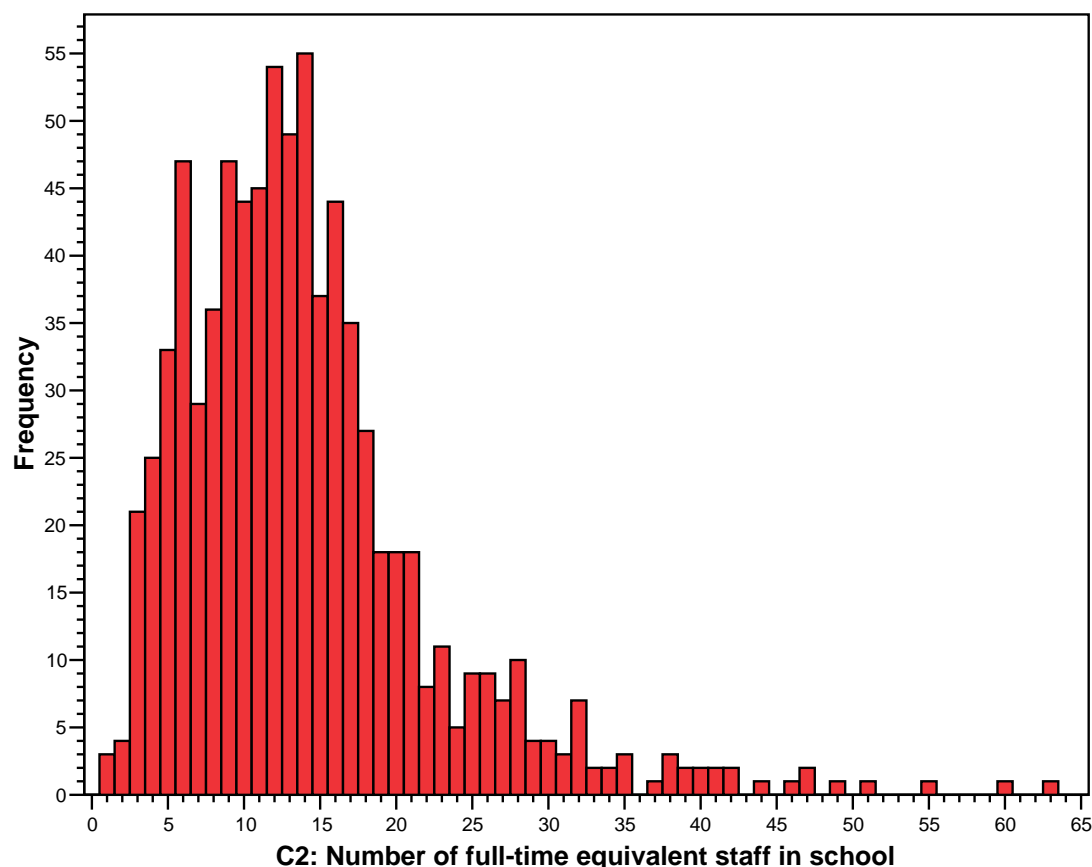
C2. What is the overall complement of paid classroom staff (i.e. not including secretaries, caretakers etc.)?

• Full-time equivalents

[Version 1: Instead of “...complement of paid classroom staff (i.e. not including...” the question read “...complement of paid staff (not including...”.]

[Editing: See description of SC311 on the next page for editing details.]

SC310



sc310 C2: Number of full-time equivalent staff in school

	Frequency	Percent
Missing -6.0 Section C omitted	2	.9
-2.0 Unreliable data	63	27.8
-1.0 Not stated	162	71.4
Total	227	100.0

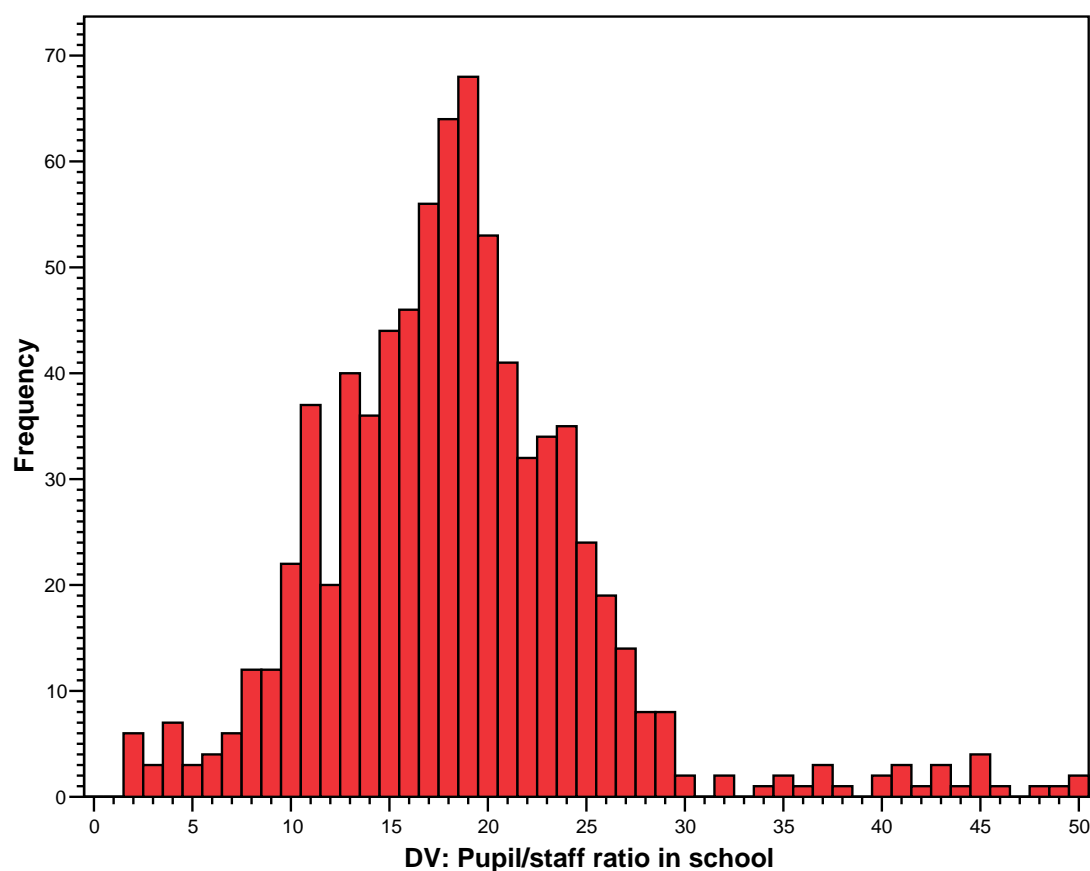
Derived Variable

Pupil/Staff Ratio

The pupil/staff ratio was derived as SC311 from SC115 and SC310. If either of the components was missing then SC311 was set to -1, otherwise $SC311 = SC115 / SC310$. SC311 is stored as a long decimal, but formatted to display to 1 decimal place.

Values > 50 in SC311 were deemed highly unlikely. Since such cases were clustered at the low end of the distribution of SC310 and scattered more evenly across the distribution of SC115 this was taken to indicate that SC310 was unreliable. This ties in with anecdotal evidence from the coding team that question C2 was generally poorly completed. Therefore if SC311 was > 50, SC310 was set to -2 “Unreliable data” and SC311 recoded to -1.

SC311



sc311 DV: Pupil/staff ratio in school

	Frequency	Percent
Missing -1.0 Missing	236	100.0

SC – About Your School

C3. For how many sessions in the last 3 months has temporary staff cover been used?

none	1
1-5	2
6-10	3
11-15	4
16 or more	5

[Coding: If multiple boxes were ticked then the highest code number was taken.]

sc315 C3: Number of sessions using temp. staff in last 3 months in school

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 None	92	9.0	9.4	9.4
	2 1-5	135	13.2	13.9	23.3
	3 6-10	153	15.0	15.7	39.0
	4 11-15	110	10.8	11.3	50.3
	5 16+	484	47.4	49.7	100.0
	Total	974	95.4	100.0	
Missing	-8 See text	2	.2		
	-6 Section C omitted	2	.2		
	-1 Not stated	43	4.2		
	Total	47	4.6		
Total		1021	100.0		

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C4. How often are there staff meetings to discuss the following?

	Weekly or more frequently	Fort- nightly	Monthly	Quarterly	Less than four a year	Never
a) Staff issues	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text" value="4"/>	<input type="text" value="5"/>	<input type="text" value="6"/>
b) Administration	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text" value="4"/>	<input type="text" value="5"/>	<input type="text" value="6"/>
c) Social issues relating to children's background	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text" value="4"/>	<input type="text" value="5"/>	<input type="text" value="6"/>
d) Children with special needs	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text" value="4"/>	<input type="text" value="5"/>	<input type="text" value="6"/>
e) Teaching policy	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text" value="4"/>	<input type="text" value="5"/>	<input type="text" value="6"/>
f) Curriculum	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text" value="4"/>	<input type="text" value="5"/>	<input type="text" value="6"/>
g) Education issues	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text" value="4"/>	<input type="text" value="5"/>	<input type="text" value="6"/>
h) Other (please tick and describe)	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text" value="4"/>	<input type="text" value="5"/>	<input type="text" value="6"/>

.....

[Coding: If more than one box was ticked for any of part of C4 the highest code number was taken. If any appropriate writing on the dotted line was not matched by a tick on C4h, then C4h was coded as zero.]

[Editing: If all eight parts of question C4 were omitted then variables SC320 to SC327 were set to -5. If some parts took values 1 - 5 (indicating at least one positive response) but none had value 6 (indicating zero negative responses) then values of -1 in SC320 to SC327 were set to 6. Remaining values of -1 in SC327 (part h) were set to 6. Indicator variables for meetings taking place at least monthly were derived from each part by recoding (1, 2, 3 = 1)(4, 5, 6 = 2) and in SC327 (part h) (0 = -1) and copying missing values.]

SC – About Your School

SC320 C4a: Frequency of staff meetings on staff issues

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 At least weekly	677	66.3	67.5	67.5
	2 Fortnightly	109	10.7	10.9	78.4
	3 Monthly	99	9.7	9.9	88.2
	4 Quarterly	42	4.1	4.2	92.4
	5 < 4 times / year	38	3.7	3.8	96.2
	6 Never	38	3.7	3.8	100.0
	Total	1003	98.2	100.0	
Missing	-6 Section C omitted	2	.2		
	-5 Question C4 omitted	9	.9		
	-1 Not stated	7	.7		
	Total	18	1.8		
Total		1021	100.0		

SC320A DV: Staff meet to discuss staff issues at least monthly

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	885	86.7	88.2	88.2
	2 No	118	11.6	11.8	100.0
	Total	1003	98.2	100.0	
Missing	-6 Section C omitted	2	.2		
	-5 Question C4 omitted	9	.9		
	-1 Not stated	7	.7		
	Total	18	1.8		
Total		1021	100.0		

SC321 C4b: Frequency of staff meetings on administration

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 At least weekly	558	54.7	55.8	55.8
	2 Fortnightly	117	11.5	11.7	67.5
	3 Monthly	128	12.5	12.8	80.3
	4 Quarterly	60	5.9	6.0	86.3
	5 < 4 times / year	60	5.9	6.0	92.3
	6 Never	77	7.5	7.7	100.0
	Total	1000	97.9	100.0	
Missing	-8 See text	2	.2		
	-6 Section C omitted	2	.2		
	-5 Question C4 omitted	9	.9		
	-1 Not stated	8	.8		
	Total	21	2.1		
Total		1021	100.0		

SC – About Your School

SC321A DV: Staff meet to discuss administration at least monthly

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	803	78.6	80.3	80.3
	2 No	197	19.3	19.7	100.0
	Total	1000	97.9	100.0	
Missing	-8 See text	2	.2		
	-6 Section C omitted	2	.2		
	-5 Question C4 omitted	9	.9		
	-1 Not stated	8	.8		
	Total	21	2.1		
Total		1021	100.0		

SC322 C4c: Frequency of staff meetings on social issues

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 At least weekly	293	28.7	29.5	29.5
	2 Fortnightly	82	8.0	8.3	37.8
	3 Monthly	183	17.9	18.4	56.2
	4 Quarterly	119	11.7	12.0	68.2
	5 < 4 times / year	161	15.8	16.2	84.4
	6 Never	155	15.2	15.6	100.0
	Total	993	97.3	100.0	
Missing	-8 See text	7	.7		
	-6 Section C omitted	2	.2		
	-5 Question C4 omitted	9	.9		
	-1 Not stated	10	1.0		
	Total	28	2.7		
Total		1021	100.0		

SC322A DV: Staff meet to discuss social issues at least monthly

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	558	54.7	56.2	56.2
	2 No	435	42.6	43.8	100.0
	Total	993	97.3	100.0	
Missing	-8 See text	7	.7		
	-6 Section C omitted	2	.2		
	-5 Question C4 omitted	9	.9		
	-1 Not stated	10	1.0		
	Total	28	2.7		
Total		1021	100.0		

SC – About Your School

SC323 C4d: Frequency of staff meetings on special needs

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 At least weekly	281	27.5	28.2	28.2
	2 Fortnightly	74	7.2	7.4	35.6
	3 Monthly	280	27.4	28.1	63.6
	4 Quarterly	219	21.4	21.9	85.6
	5 < 4 times / year	75	7.3	7.5	93.1
	6 Never	69	6.8	6.9	100.0
	Total	998	97.7	100.0	
Missing	-8 See text	5	.5		
	-6 Section C omitted	2	.2		
	-5 Question C4 omitted	9	.9		
	-1 Not stated	7	.7		
	Total	23	2.3		
Total		1021	100.0		

SC323A DV: Staff meet to discuss special needs at least monthly

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	635	62.2	63.6	63.6
	2 No	363	35.6	36.4	100.0
	Total	998	97.7	100.0	
Missing	-8 See text	5	.5		
	-6 Section C omitted	2	.2		
	-5 Question C4 omitted	9	.9		
	-1 Not stated	7	.7		
	Total	23	2.3		
Total		1021	100.0		

SC324 C4e: Frequency of staff meetings on teaching policy

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 At least weekly	425	41.6	42.5	42.5
	2 Fortnightly	182	17.8	18.2	60.7
	3 Monthly	191	18.7	19.1	79.8
	4 Quarterly	107	10.5	10.7	90.5
	5 < 4 times / year	52	5.1	5.2	95.7
	6 Never	43	4.2	4.3	100.0
	Total	1000	97.9	100.0	
Missing	-6 Section C omitted	2	.2		
	-5 Question C4 omitted	9	.9		
	-1 Not stated	10	1.0		
	Total	21	2.1		
Total		1021	100.0		

SC – About Your School

SC324A DV: Staff meet to discuss teaching policy at least monthly

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	798	78.2	79.8	79.8
	2 No	202	19.8	20.2	100.0
	Total	1000	97.9	100.0	
Missing	-6 Section C omitted	2	.2		
	-5 Question C4 omitted	9	.9		
	-1 Not stated	10	1.0		
	Total	21	2.1		
Total		1021	100.0		

SC325 C4f: Frequency of staff meetings on curriculum

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 At least weekly	587	57.5	58.5	58.5
	2 Fortnightly	191	18.7	19.0	77.6
	3 Monthly	142	13.9	14.2	91.7
	4 Quarterly	39	3.8	3.9	95.6
	5 < 4 times / year	15	1.5	1.5	97.1
	6 Never	29	2.8	2.9	100.0
	Total	1003	98.2	100.0	
Missing	-6 Section C omitted	2	.2		
	-5 Question C4 omitted	9	.9		
	-1 Not stated	7	.7		
	Total	18	1.8		
Total		1021	100.0		

SC325A DV: Staff meet to discuss curriculum at least monthly

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	920	90.1	91.7	91.7
	2 No	83	8.1	8.3	100.0
	Total	1003	98.2	100.0	
Missing	-6 Section C omitted	2	.2		
	-5 Question C4 omitted	9	.9		
	-1 Not stated	7	.7		
	Total	18	1.8		
Total		1021	100.0		

SC – About Your School

SC326 C4g: Frequency of staff meetings on education issue

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 At least weekly	564	55.2	56.3	56.3
	2 Fortnightly	180	17.6	18.0	74.3
	3 Monthly	129	12.6	12.9	87.2
	4 Quarterly	55	5.4	5.5	92.7
	5 < 4 times / year	33	3.2	3.3	96.0
	6 Never	40	3.9	4.0	100.0
	Total	1001	98.0	100.0	
Missing	-8 See text	1	.1		
	-6 Section C omitted	2	.2		
	-5 Question C4 omitted	9	.9		
	-1 Not stated	8	.8		
	Total	20	2.0		
Total		1021	100.0		

SC326A DV: Staff meet to discuss education issue at least monthly

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	873	85.5	87.2	87.2
	2 No	128	12.5	12.8	100.0
	Total	1001	98.0	100.0	
Missing	-8 See text	1	.1		
	-6 Section C omitted	2	.2		
	-5 Question C4 omitted	9	.9		
	-1 Not stated	8	.8		
	Total	20	2.0		
Total		1021	100.0		

SC327 C4h: Frequency of staff meetings on other issues

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0 Unknown frequency	22	2.2	2.2	2.2
	1 At least weekly	111	10.9	11.0	13.2
	2 Fortnightly	6	.6	.6	13.8
	3 Monthly	12	1.2	1.2	15.0
	4 Quarterly	8	.8	.8	15.7
	5 < 4 times / year	6	.6	.6	16.3
	6 Never	845	82.8	83.7	100.0
	Total	1010	98.9	100.0	
Missing	-6 Section C omitted	2	.2		
	-5 Question C4 omitted	9	.9		
	Total	11	1.1		
Total		1021	100.0		

SC – About Your School

SC327A DV: Staff meet to discuss other issues at least monthly

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	129	12.6	13.1	13.1
	2 No	859	84.1	86.9	100.0
	Total	988	96.8	100.0	
Missing	-6 Section C omitted	2	.2		
	-5 Question C4 omitted	9	.9		
	-1 Not stated	22	2.2		
	Total	33	3.2		
Total		1021	100.0		

Derived Variables

Frequency of staff meetings

The frequency of the most frequent staff meeting on any topic (i.e. the minimum of SC320 to SC327) was calculated as SC329a. Note that, although values of -6 & -5 in the components were copied across to SC329a, values of -8 & -1 in the components (and 0 in SC327) were treated the same as values of 6. The number of components with missing values of -8 & -1 was calculated as SC329c so users can easily exclude cases with lots of missing components if they wish. If SC329c = 8 then SC329a was set to -4. Note that although these cases did not tick any boxes in C4 they did write some text, which is why they were not set to -5 for having omitted the whole question. A summary indicator any staff meeting taking place at least monthly was derived from this as SC329b by recoding (1, 2, 3 = 1)(4, 5, 6 = 2) and copying missing values.

SC329A DV: Frequency of staff meetings

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 At least weekly	876	85.8	87.2	87.2
	2 Fortnightly	88	8.6	8.8	95.9
	3 Monthly	31	3.0	3.1	99.0
	4 Quarterly	5	.5	.5	99.5
	5 < 4 times / year	2	.2	.2	99.7
	6 Never	3	.3	.3	100.0
	Total	1005	98.4	100.0	
Missing	-6 Section C omitted	2	.2		
	-5 Question C4 omitted	9	.9		
	-4 All 8 components missing	5	.5		
	Total	16	1.6		
Total		1021	100.0		

sc329b DV Staff meet at least monthly

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	995	97.5	99.0	99.0
	2 No	10	1.0	1.0	100.0
	Total	1005	98.4	100.0	
Missing	-6 Section C omitted	2	.2		
	-5 Question C4 omitted	9	.9		
	-4 All 8 components missing	5	.5		
	Total	16	1.6		
Total		1021	100.0		

SC – About Your School

SC329C DV: Number of missing staff meeting components

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	969	94.9	95.9	95.9
	1	28	2.7	2.8	98.7
	2	5	.5	.5	99.2
	3	1	.1	.1	99.3
	6	1	.1	.1	99.4
	7	1	.1	.1	99.5
	8	5	.5	.5	100.0
	Total	1010	98.9	100.0	
Missing	-6 Section C omitted	2	.2		
	-5 Question C4 omitted	9	.9		
	Total	11	1.1		
Total		1021	100.0		

SC – About Your School

C5. Are the staff who coordinate the teaching of the following subjects specialists in the subject?

	Yes	No
a) Maths	<div style="border: 1px solid red; width: 40px; height: 20px; display: flex; align-items: center; justify-content: center;">1</div>	<div style="border: 1px solid red; width: 40px; height: 20px; display: flex; align-items: center; justify-content: center;">2</div>
b) Literacy/English	<div style="border: 1px solid red; width: 40px; height: 20px; display: flex; align-items: center; justify-content: center;">1</div>	<div style="border: 1px solid red; width: 40px; height: 20px; display: flex; align-items: center; justify-content: center;">2</div>
c) Science	<div style="border: 1px solid red; width: 40px; height: 20px; display: flex; align-items: center; justify-content: center;">1</div>	<div style="border: 1px solid red; width: 40px; height: 20px; display: flex; align-items: center; justify-content: center;">2</div>
d) ICT/computing	<div style="border: 1px solid red; width: 40px; height: 20px; display: flex; align-items: center; justify-content: center;">1</div>	<div style="border: 1px solid red; width: 40px; height: 20px; display: flex; align-items: center; justify-content: center;">2</div>
e) Design & technology	<div style="border: 1px solid red; width: 40px; height: 20px; display: flex; align-items: center; justify-content: center;">1</div>	<div style="border: 1px solid red; width: 40px; height: 20px; display: flex; align-items: center; justify-content: center;">2</div>

[Editing: If all five parts of question C5 were omitted then variables SC340 to SC344 were set to -5. If some parts took value 1 (indicating at least one positive response) but none had value 2 (indicating zero negative responses) then values of -1 in SC340 to SC344 were set to 2.]

SC340 C5a: Specialist maths coordinator in school

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	579	56.7	59.1	59.1
	2 No	400	39.2	40.9	100.0
	Total	979	95.9	100.0	
Missing	-6 Section C omitted	2	.2		
	-5 Question C5 omitted	34	3.3		
	-1 Not stated	6	.6		
	Total	42	4.1		
Total		1021	100.0		

SC341 C5b: Specialist literacy coordinator in school

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	696	68.2	70.9	70.9
	2 No	285	27.9	29.1	100.0
	Total	981	96.1	100.0	
Missing	-6 Section C omitted	2	.2		
	-5 Question C5 omitted	34	3.3		
	-1 Not stated	4	.4		
	Total	40	3.9		
Total		1021	100.0		

SC – About Your School

SC342 C5c: Specialist science coordinator in school

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	582	57.0	59.1	59.1
	2 No	402	39.4	40.9	100.0
	Total	984	96.4	100.0	
Missing	-6 Section C omitted	2	.2		
	-5 Question C5 omitted	34	3.3		
	-1 Not stated	1	.1		
	Total	37	3.6		
Total		1021	100.0		

SC343 C5d: Specialist ICT coordinator in school

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	528	51.7	53.9	53.9
	2 No	451	44.2	46.1	100.0
	Total	979	95.9	100.0	
Missing	-6 Section C omitted	2	.2		
	-5 Question C5 omitted	34	3.3		
	-1 Not stated	6	.6		
	Total	42	4.1		
Total		1021	100.0		

SC344 C5e: Specialist D&T coordinator in school

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	338	33.1	34.4	34.4
	2 No	644	63.1	65.6	100.0
	Total	982	96.2	100.0	
Missing	-6 Section C omitted	2	.2		
	-5 Question C5 omitted	34	3.3		
	-1 Not stated	3	.3		
	Total	39	3.8		
Total		1021	100.0		

Derived Variables**Number of Specialist Coordinators**

The number of specialist coordinators in the school (i.e. the number of items in question C5 for which “yes” was ticked) was calculated as SC345a. A summary indicator of whether there were any specialist coordinators in the school was derived from this as SC345b. Note that, although values of -6 & -5 in the components were copied across to SC345a & SC345b, values of -8 & -1 in the components were treated the same as values of 2. The number of components with missing values of -8 & -1 was calculated as SC345c so users can easily exclude cases with lots of missing components if they wish.

SC345A DV: Number of specialist coordinators in school

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 0	153	15.0	15.5	15.5
1	112	11.0	11.4	26.9
2	161	15.8	16.3	43.2
3	180	17.6	18.3	61.5
4	146	14.3	14.8	76.3
5	233	22.8	23.7	100.0
Total	985	96.5	100.0	
Missing -6 Section C omitted	2	.2		
-5 Question C5 omitted	34	3.3		
Total	36	3.5		
Total	1021	100.0		

SC345B DV: Any specialist coordinators in school

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1 Yes	832	81.5	84.5	84.5
2 No	153	15.0	15.5	100.0
Total	985	96.5	100.0	
Missing -6 Section C omitted	2	.2		
-5 Question C5 omitted	34	3.3		
Total	36	3.5		
Total	1021	100.0		

SC345C DV: Number of missing specialist coordinators components

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 0	972	95.2	98.7	98.7
1	9	.9	.9	99.6
2	2	.2	.2	99.8
3	1	.1	.1	99.9
4	1	.1	.1	100.0
Total	985	96.5	100.0	
Missing -6 Section C omitted	2	.2		
-5 Question C5 omitted	34	3.3		
Total	36	3.5		
Total	1021	100.0		

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[Editing: If all three parts of question C6 were omitted then variables SC350 to SC352 were set to -5.]

C6. The head teacher:

a) How long have you been head teacher (or acting head) at this school?

< 1 year

1-2 years

3-9 years

10 or more years

[Coding: If multiple boxes were ticked then the lowest code number was taken.]

SC350 C6a: Length of service as head teacher at this school

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1 < 1 year	130	12.7	12.9	12.9
2 1-2 years	138	13.5	13.6	26.5
3 3-9 years	492	48.2	48.7	75.2
4 10+ years	251	24.6	24.8	100.0
Total	1011	99.0	100.0	
Missing -6 Section C omitted	2	.2		
-5 Question C6 omitted	6	.6		
-1 Not stated	2	.2		
Total	10	1.0		
Total	1021	100.0		

b) Are you:

Male

Female

SC351 C6b: Gender of head teacher

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1 Male	463	45.3	45.9	45.9
2 Female	545	53.4	54.1	100.0
Total	1008	98.7	100.0	
Missing -8 See text	3	.3		
-6 Section C omitted	2	.2		
-5 Question C6 omitted	6	.6		
-1 Not stated	2	.2		
Total	13	1.3		
Total	1021	100.0		

SC – About Your School

c) How long have you been a head teacher altogether?

< 1 year	1
1-2 years	2
3-9 years	3
10 or more years	4

[Coding: If multiple boxes were ticked then the lowest code number was taken.]

SC352 C6c: Length of service as a head teacher anywhere

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 < 1 year	69	6.8	6.8	6.8
	2 1-2 years	87	8.5	8.6	15.4
	3 3-9 years	407	39.9	40.3	55.7
	4 10+ years	448	43.9	44.3	100.0
	Total	1011	99.0	100.0	
Missing	-6 Section C omitted	2	.2		
	-5 Question C6 omitted	6	.6		
	-1 Not stated	2	.2		
	Total	10	1.0		
Total		1021	100.0		

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SECTION D: SCHOOL MEALS

[Editing: If all parts of section D (excluding D8b which was completed by the coders) were omitted and D8b was not 'Y' variables SC400 to SC463 were all set to -6.]

D1. a) Does your school have a tuck shop?

Y ☐ 1 ☐ 2 No

b) If **yes**, please tick the types of foods and drinks available:

	Yes	No
(i) Sweets/chocolate	<input type="checkbox"/> 1	<input type="checkbox"/> 2
(ii) Fruit	<input type="checkbox"/> 1	<input type="checkbox"/> 2
(iii) Crisps/savoury snacks	<input type="checkbox"/> 1	<input type="checkbox"/> 2
(iv) Drinks	<input type="checkbox"/> 1	<input type="checkbox"/> 2
(v) Other (please describe)	<input type="checkbox"/> 1	<input type="checkbox"/> 2

.....

[Coding: If something other was written on the dotted line then it was ensured that there was a 'yes' tick on D1b(v).]

[Editing: If all six items in question D1 were omitted then variables SC400 to SC405 were set to -5. Then if SC400 took value 2 variables SC401 to SC405 were set to 2 "no". If all five items in question D1b were omitted then variables SC401 to SC405 were set to -5. (Note that this edit did not apply to any cases in practice.) If some parts took value 1 (indicating at least one positive response) but none had value 2 (indicating zero negative responses) then values of -1 in SC401 to SC405 were set to 2. Finally, any remaining values of -1 in SC405 were recoded to 2.]

sc400 D1a: School has tuck shop

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1 Yes	175	17.1	17.3	17.3
2 No	839	82.2	82.7	100.0
Total	1014	99.3	100.0	
Missing -6 Section D omitted	1	.1		
-5 Question D1 omitted	6	.6		
Total	7	.7		
Total	1021	100.0		

SC – About Your School

sc401 D1b1: Sweets/chocolate available from tuck shop

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	45	4.4	4.4	4.4
	2 No	969	94.9	95.6	100.0
	Total	1014	99.3	100.0	
Missing	-6 Section D omitted	1	.1		
	-5 Question D1 omitted	6	.6		
	Total	7	.7		
Total		1021	100.0		

sc402 D1b2: Fruit available from tuck shop

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	99	9.7	9.8	9.8
	2 No	915	89.6	90.2	100.0
	Total	1014	99.3	100.0	
Missing	-6 Section D omitted	1	.1		
	-5 Question D1 omitted	6	.6		
	Total	7	.7		
Total		1021	100.0		

sc403 D1b3: Crisps available from tuck shop

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	106	10.4	10.5	10.5
	2 No	906	88.7	89.5	100.0
	Total	1012	99.1	100.0	
Missing	-6 Section D omitted	1	.1		
	-5 Question D1 omitted	6	.6		
	-1 Not stated	2	.2		
	Total	9	.9		
Total		1021	100.0		

sc404 D1b4: Drinks available from tuck shop

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	94	9.2	9.3	9.3
	2 No	919	90.0	90.7	100.0
	Total	1013	99.2	100.0	
Missing	-6 Section D omitted	1	.1		
	-5 Question D1 omitted	6	.6		
	-1 Not stated	1	.1		
	Total	8	.8		
Total		1021	100.0		

SC – About Your School

sc405 D1b5: Other food available from tuck shop

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	60	5.9	5.9	5.9
	2 No	954	93.4	94.1	100.0
	Total	1014	99.3	100.0	
Missing	-6 Section D omitted	1	.1		
	-5 Question D1 omitted	6	.6		
	Total	7	.7		
Total		1021	100.0		

D2. Does your school have a water fountain?

Yes ☐ No ☐

SC408 D2: School has water fountain

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	778	76.2	76.6	76.6
	2 No	238	23.3	23.4	100.0
	Total	1016	99.5	100.0	
Missing	-6 Section D omitted	1	.1		
	-1 Not stated	4	.4		
	Total	5	.5		
Total		1021	100.0		

D3. At break times:

- a) Are the children allowed to eat?

Y ☐ 1 ☐ 2 No

- b) If
- yes**
- , are they allowed to eat:

any food they like

☐ 1

certain types of food only

☐ 2

please list types:

food from tuck shop only

☐ 3

[Version 1: Part b of question D3 appeared at the top of page 15.]

[Coding: If something was written on the dotted line then it was ensured that there was an appropriate tick on D3b.]

[Editing: If both parts of question D3 were omitted then variables SC410 and SC411 were set to -5. If D3a (SC410) was omitted but one of the boxes was ticked in D3b (SC411) then SC410 was recoded to 1. If SC410 had value 2 then SC411 was recoded to 4 “none”.]

sc410 D3a: Pupils allowed to eat at breaktime

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	867	84.9	85.5	85.5
	2 No	147	14.4	14.5	100.0
	Total	1014	99.3	100.0	
Missing	-6 Section D omitted	1	.1		
	-5 Question D3 omitted	6	.6		
	Total	7	.7		
Total		1021	100.0		

sc411 D3b: Foods allowed at breaktime

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Any food	226	22.1	22.4	22.4
	2 Certain types of food only	618	60.5	61.4	83.8
	3 Food from tuck shop only	16	1.6	1.6	85.4
	4 None	147	14.4	14.6	100.0
	Total	1007	98.6	100.0	
Missing	-6 Section D omitted	1	.1		
	-5 Question D3 omitted	6	.6		
	-1 Not stated	7	.7		
	Total	14	1.4		
Total		1021	100.0		

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D4. At break times:

- a) Are the children allowed a drink?

Y1 ☐ 2 ☐ No

- b) If
- yes**
- , is it:

water only ☐

milk or water only ☐

any drinks ☐

[Coding: If multiple boxes were ticked in part b then the highest code number was taken.]

[Editing: If both parts of question D4 were omitted then variables SC413 and SC414 were set to -5. If D4a (SC413) was omitted but one of the boxes was ticked in D4b (SC414) then SC413 was recoded to 1. If SC413 had value 2 then SC414 was recoded to 4 “none”.]

sc413 D4a: Pupils allowed a drink at breaktime

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1 Yes	1003	98.2	98.7	98.7
2 No	13	1.3	1.3	100.0
Total	1016	99.5	100.0	
Missing -6 Section D omitted	1	.1		
-5 Question D3 omitted	4	.4		
Total	5	.5		
Total	1021	100.0		

sc414 D4b: Drinks allowed at breaktime

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1 Water only	328	32.1	33.0	33.0
2 Milk or water only	256	25.1	25.7	58.7
3 Any drinks	398	39.0	40.0	98.7
4 None	13	1.3	1.3	100.0
Total	995	97.5	100.0	
Missing -8 See text	1	.1		
-6 Section D omitted	1	.1		
-5 Question D3 omitted	4	.4		
-1 Not stated	20	2.0		
Total	26	2.5		
Total	1021	100.0		

D5. At lunch time

For children with packed lunches:

a) Are the children allowed a drink with their packed lunch?

Y			2		No
---	--	--	---	--	----

b) **If yes**, is it:

		Yes	No
(i) Water <u>only</u>	1		
(ii) Drinks brought from home with certain restrictions	1		
.....			
e.g. not fizzy drinks (please tick & describe)			
	1		
(iii) Any drinks brought from home			
(iv) Drinks available in school other than water (please describe)	1		
.....			

[Version 1: Part b was presented as follows]

b) **If yes**, is it:

		Yes	No
(i) Water <u>only</u>	1		
(ii) Any drinks brought from home	1		
(iii) Other drinks available in school (please describe)	1		
.....			

The data from b(ii) & b(iii) in version 1 have been merged with the data from b(iii) & b(iv) in version 2 respectively. When the text in version 1 is examined it may be possible to assign the data from some of the cases from b(ii) (version 1) to b(ii) (version 2) instead of b(iii) (version 2).]

[Coding: If something appropriate was written on the dotted lines in D5b(iii) in version 1 or D5b(ii) or D5b(iv) in version 2 then it was ensured that there was a yes tick in the relevant tick box.]

SC – About Your School

[Editing: D5b(ii) (SC422) was set to -7 for version 1 questionnaires. If all four items (version 1) or all five items (version 2) in question D5 were omitted then variables SC420 to SC425 were set to -5. Then if SC420 took value 2 variables SC421 to SC425 were set to 2 “no”. If all three items (version 1) or all four items (version 2) in question D1b were omitted then variables SC421 to SC425 were set to -4. If some parts took value 1 (indicating at least one positive response) but none had value 2 (indicating zero negative responses) then values of -1 in SC421 to SC425 were set to 2.]

sc420 D5a: Pupils allowed a drink with packed lunch

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	959	93.9	99.5	99.5
	2 No	5	.5	.5	100.0
	Total	964	94.4	100.0	
Missing	-6 Section D omitted	1	.1		
	-5 Question D5 omitted	56	5.5		
	Total	57	5.6		
Total		1021	100.0		

sc421 D5b1: Drinks with packed lunch - only water

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	98	9.6	10.3	10.3
	2 No	854	83.6	89.7	100.0
	Total	952	93.2	100.0	
Missing	-6 Section D omitted	1	.1		
	-5 Question D5 omitted	56	5.5		
	-4 Question D5b omitted	4	.4		
	-1 Not stated	8	.8		
	Total	69	6.8		
Total		1021	100.0		

sc422 D5b2: Drinks with packed lunch - restricted types from home

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	509	49.9	71.8	71.8
	2 No	200	19.6	28.2	100.0
	Total	709	69.4	100.0	
Missing	-7 Version 1	261	25.6		
	-6 Section D omitted	1	.1		
	-5 Question D5 omitted	41	4.0		
	-4 Question D5b omitted	2	.2		
	-1 Not stated	7	.7		
	Total	312	30.6		
Total		1021	100.0		

SC – About Your School

sc424 D5b3: Drinks with packed lunch - any from home

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	394	38.6	41.7	41.7
	2 No	551	54.0	58.3	100.0
	Total	945	92.6	100.0	
Missing	-6 Section D omitted	1	.1		
	-5 Question D5 omitted	56	5.5		
	-4 Question D5b omitted	4	.4		
	-1 Not stated	15	1.5		
	Total	76	7.4		
Total		1021	100.0		

sc425 D5b4: Drinks with packed lunch - as available in school

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	106	10.4	11.3	11.3
	2 No	835	81.8	88.7	100.0
	Total	941	92.2	100.0	
Missing	-6 Section D omitted	1	.1		
	-5 Question D5 omitted	56	5.5		
	-4 Question D5b omitted	4	.4		
	-1 Not stated	19	1.9		
	Total	80	7.8		
Total		1021	100.0		

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D6. What happens to food left over from packed lunches?

put back in lunch box and taken home ☐put in the bin at school ☐either of the above ☐

[Coding: If 1 and 2 were ticked then D6 was recoded as 3.]

SC430 D6: Packed lunches - action on left over food

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Taken home	654	64.1	68.9	68.9
	2 Binned at school	99	9.7	10.4	79.3
	3 Either 1 or 2	196	19.2	20.7	100.0
	Total	949	92.9	100.0	
Missing	-6 Section D omitted	1	.1		
	-1 Not stated	71	7.0		
	Total	72	7.1		
Total		1021	100.0		

D7. Do the children swap foods with each other?

yes ☐no, this is discouraged ☐don't know ☐

[Coding: "Yes, but it is discouraged" was recoded as "yes".]

sc431 D7: Packed lunches - pupils swap food

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	64	6.3	6.7	6.7
	2 No, discouraged	856	83.8	89.7	96.4
	9 Don't know	34	3.3	3.6	100.0
	Total	954	93.4	100.0	
Missing	-6 Section D omitted	1	.1		
	-1 Not stated	66	6.5		
	Total	67	6.6		
Total		1021	100.0		

SC – About Your School

[Editing: If all ten items (version 1) or all eleven items (version 2) in question D8 (excluding D8b which was completed by the coders) were omitted and D8b was not 'Y' then variables SC435 to SC463 were all set to -5.]

D8. For children who eat school lunch:

Is there a written Nutritional Policy for planning meals in your school?

Yes ☐ 1 ☐ 2 No ☐ 9 Don't know

If **yes**,

a) Who is responsible for carrying out the policy?

catering staff in this school

☐ 1

catering person in charge of several schools

☐ 2

head teacher

☐ 3

other (please specify)

☐ 4

.....

[Coding: If more than 1 box was ticked in part a then it was recoded as 4 and the numbers of the ticked boxes written on the dotted line.]

[Editing: 22 respondents ticked "no" for D8 and then proceeded to tick a box in D8a. A further 64 respondents ticked "don't know" for D8 and then proceeded to tick a box in D8a. Since this question obviously caused some confusion it was decided that it was not worth going back to all the questionnaires and D8a (SC436) was set to -2 "no policy" for all cases for which D8 (SC435) was 2 or 9. If D8 (SC435) was omitted but one of the boxes was ticked in D8a (SC436) then SC435 was recoded to 1.]

sc435 D8: School lunches - written nutritional policy

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid				
1 Yes	530	51.9	57.3	57.3
2 No	230	22.5	24.9	82.2
9 Don't know	165	16.2	17.8	100.0
Total	925	90.6	100.0	
Missing				
-6 Section D omitted	1	.1		
-5 Question D8 omitted	71	7.0		
-1 Not stated	24	2.4		
Total	96	9.4		
Total	1021	100.0		

SC – About Your School

SC436 D8a: Person responsible for nutritional policy

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Catering staff in this school	227	22.2	43.3	43.3
	2 Catering person in charge of several schools	214	21.0	40.8	84.2
	4 Other	83	8.1	15.8	100.0
	Total	524	51.3	100.0	
Missing	-6 Section D omitted	1	.1		
	-5 Question D8 omitted	71	7.0		
	-2 No policy	394	38.6		
	-1 Not stated	31	3.0		
	Total	497	48.7		
Total		1021	100.0		

- b) Please could you attach a copy of the policy if possible. Please include information on portion sizes if available and a copy of some menus used.

For office use



[Version 1: The office use box was not present. The coders added it by hand.]

[Coding: If a policy was attached then 'Y' was coded in the office use box, otherwise 'N' was coded. The policy was detached, the 4-digit school code copied onto it from the front of the questionnaire and then passed to the nutrition team.]

SC438 D8b: Copy of nutritional policy included

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	163	16.0	18.3	18.3
	2 No	730	71.5	81.7	100.0
	Total	893	87.5	100.0	
Missing	-6 Section D omitted	1	.1		
	-5 Question D8 omitted	71	7.0		
	-1 Missing	56	5.5		
	Total	128	12.5		
Total		1021	100.0		

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D8. c) Are the children allowed a drink with their school meal?

Y	<input type="checkbox"/>	<input type="checkbox"/>	No
	1	2	

If **yes**, is it:

		Yes	No
(i)	Water <u>only</u>	<input type="checkbox"/>	<input type="checkbox"/>
(ii)	Drinks brought from home with certain restrictions	<input type="checkbox"/>	<input type="checkbox"/>
.....			
	e.g. not fizzy drinks (please tick & describe)	<input type="checkbox"/>	<input type="checkbox"/>
(iii)	Any drinks brought from home	<input type="checkbox"/>	<input type="checkbox"/>
(iv)	Drinks available in school other than water (please tick & describe)	<input type="checkbox"/>	<input type="checkbox"/>
.....			

[Version 1: The second section of part c was presented as follows

If **yes**, is it:

		Yes	No
(i)	Water <u>only</u>	<input type="checkbox"/>	<input type="checkbox"/>
(ii)	Drinks brought from home	<input type="checkbox"/>	<input type="checkbox"/>
(iii)	Other drinks available in school (please describe)	<input type="checkbox"/>	<input type="checkbox"/>
.....			

The data from c(ii) & c(iii) in version 1 have been merged with the data from c(iii) & c(iv) in version 2 respectively. When the text in version 1 is examined it may be possible to assign the data from some of the cases from c(ii) (version 1) to c(ii) (version 2) instead of c(iii) (version 2).]

[Coding: If something appropriate was written on the dotted lines in D8c(iii) in version 1 or D8c(ii) or D8c(iv) in version 2 then it was ensured that there was a yes tick in the relevant tick box.]

[Editing: D8c(ii) (SC452) was set to -7 for version 1 questionnaires. If all four items (version 1) or all five items (version 2) in question D8c were omitted then variables SC450 to SC455 were set to -4. Then if SC450 took value 2 variables SC451 to SC455 were set

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to 2 “no”. If all three numbered items (version 1) or all four numbered items (version 2) in question D8c were omitted then variables SC421 to SC425 were set to -3. If some parts took value 1 (indicating at least one positive response) but none had value 2 (indicating zero negative responses) then values of -1 in SC421 to SC425 were set to 2.]

sc450 D8c: Pupils allowed a drink with school meal

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	923	90.4	99.8	99.8
	2 No	2	.2	.2	100.0
	Total	925	90.6	100.0	
Missing	-6 Section D omitted	1	.1		
	-5 Question D8 omitted	71	7.0		
	-4 Question D8c omitted	23	2.3		
	-1 Not stated	1	.1		
	Total	96	9.4		
Total		1021	100.0		

sc451 D8c1: Drinks with school meal - only water

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	585	57.3	64.0	64.0
	2 No	329	32.2	36.0	100.0
	Total	914	89.5	100.0	
Missing	-6 Section D omitted	1	.1		
	-5 Question D8 omitted	71	7.0		
	-4 Question D8c omitted	23	2.3		
	-3 D8c(i)-(iv) omitted	10	1.0		
	-1 Not stated	2	.2		
	Total	107	10.5		
Total		1021	100.0		

sc452 D8c2: Drinks with school meal - restricted types from home

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	131	12.8	19.8	19.8
	2 No	530	51.9	80.2	100.0
	Total	661	64.7	100.0	
Missing	-7 Version 1	261	25.6		
	-6 Section D omitted	1	.1		
	-5 Question D8 omitted	62	6.1		
	-4 Question D8c omitted	20	2.0		
	-3 D8c(i)-(iv) omitted	10	1.0		
	-1 Not stated	6	.6		
	Total	360	35.3		
Total		1021	100.0		

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sc454 D8c3: Drinks with school meal - any from home

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	107	10.5	11.7	11.7
	2 No	804	78.7	88.3	100.0
	Total	911	89.2	100.0	
Missing	-6 Section D omitted	1	.1		
	-5 Question D8 omitted	71	7.0		
	-4 Question D8c omitted	23	2.3		
	-3 D8c(i)-(iv) omitted	10	1.0		
	-1 Not stated	5	.5		
	Total	110	10.8		
Total		1021	100.0		

sc455 D8c4: Drinks with school meal - as available in school

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	266	26.1	29.2	29.2
	2 No	646	63.3	70.8	100.0
	Total	912	89.3	100.0	
Missing	-6 Section D omitted	1	.1		
	-5 Question D8 omitted	71	7.0		
	-4 Question D8c omitted	23	2.3		
	-3 D8c(i)-(iv) omitted	10	1.0		
	-1 Not stated	4	.4		
	Total	109	10.7		
Total		1021	100.0		

d) Are the children allowed second helpings?

1

2 No

3 Sometimes

SC460 D8d: School meals - pupils allowed second helpings

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	490	48.0	55.2	55.2
	2 No	112	11.0	12.6	67.8
	3 Sometimes	286	28.0	32.2	100.0
	Total	888	87.0	100.0	
Missing	-6 Section D omitted	1	.1		
	-5 Question D8 omitted	71	7.0		
	-1 Not stated	61	6.0		
	Total	133	13.0		
Total		1021	100.0		

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- e) If a child leaves his/her food regularly, is there any policy to deal with this?

☐ 1
 ☐ 2 No

If yes,

	Yes	No
(i) Parents are informed	<input style="border: 1px solid red; width: 40px; height: 20px; display: inline-block; vertical-align: middle; margin-right: 10px;" type="checkbox"/> 1	<input style="border: 1px solid red; width: 40px; height: 20px; display: inline-block; vertical-align: middle; margin-left: 10px; margin-right: 10px;" type="checkbox"/> 2
(ii) Other (please state)	<input style="border: 1px solid red; width: 40px; height: 20px; display: inline-block; vertical-align: middle; margin-right: 10px;" type="checkbox"/> 1	<input style="border: 1px solid red; width: 40px; height: 20px; display: inline-block; vertical-align: middle; margin-left: 10px; margin-right: 10px;" type="checkbox"/> 2

.....

[Coding: If something was written on the dotted lines in D8e(ii) then it was ensured that there was a yes tick on D8e(ii).]

[Editing: 28 respondents ticked “no” for the first part and then proceeded to tick “yes” for D8e(i). A further respondent ticked “no” for the first part and then proceeded to tick “yes” for D8e(ii). It was decided not to have these cases checked as it is possible that the actions might be carried out in the absence of a formal policy; they were resolved as detailed below. If all three items in question D8e were omitted then variables SC461 to SC463 were set to -4. Then if SC461 took value 2 variables SC462 and SC463 were set to 2 “no”. If both numbered items in question D8e were omitted then variables SC462 and SC463 were set to -3. (Note that this edit did not apply to any cases in practice.) If either parts took value 1 (indicating at least one positive response) but neither had value 2 (indicating zero negative responses) then values of -1 in SC462 and SC463 were set to 2.]

SC461 D8e: School meals - policy for pupils regularly leaving food

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid				
1 Yes	769	75.3	84.2	84.2
2 No	144	14.1	15.8	100.0
Total	913	89.4	100.0	
Missing				
-6 Section D omitted	1	.1		
-5 Question D8 omitted	71	7.0		
-4 Question D8e omitted	34	3.3		
-1 Not stated	2	.2		
Total	108	10.6		
Total	1021	100.0		

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SC462 D8e1: Parents informed if pupil regularly leaves school meal

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	748	73.3	81.7	81.7
	2 No	167	16.4	18.3	100.0
	Total	915	89.6	100.0	
Missing	-6 Section D omitted	1	.1		
	-5 Question D8 omitted	71	7.0		
	-4 Question D8e omitted	34	3.3		
	Total	106	10.4		
Total		1021	100.0		

SC463 D8e2: Other action if pupil regularly leaves school meal

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	96	9.4	10.5	10.5
	2 No	816	79.9	89.5	100.0
	Total	912	89.3	100.0	
Missing	-6 Section D omitted	1	.1		
	-5 Question D8 omitted	71	7.0		
	-4 Question D8e omitted	34	3.3		
	-1 Not stated	3	.3		
	Total	109	10.7		
Total		1021	100.0		

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SECTION E: PARENTS' ASSOCIATIONS

[Editing: If all parts of section E were omitted variables SC500 to SC525 were all set to -6. If all nine items in question E1 were omitted then variable SC500 to SC509 were set to -5. (Note that this edit did not apply to any cases in practice.) Responses to E1a & E1c were checked for a positive indication of a Parents' Association. This included values of 1 in any item in E1a (SC501 to SC506) or a positive figure in E1c (SC509). If there was an indication of a PA and E1 (SC500) was omitted then SC500 was recoded to 1. If SC500 took value 2 variables SC501 to SC506 were set to 2 "no", SC508 was set to -2 and SC509 to 0.]

E1. Does your school have a Parents' Association?

Yes ☐ 1 ☐ 2 No ☐

If **no**, go to E2 on page 19

If **yes**,

a) What activities are they involved in?

	No	Yes
(i) Social events to raise funds for essential items e.g. books, computers, sports kits	<input type="checkbox"/> 1	<input type="checkbox"/> 2
(ii) Social events not primarily for fund raising	<input type="checkbox"/> 1	<input type="checkbox"/> 2
(iii) Providing parent volunteers to help class teachers e.g. hear children read, help as class assistants	<input type="checkbox"/> 1	<input type="checkbox"/> 2
(iv) Providing parent volunteers to help with out- -school activities e.g. costumes for plays, school trips	<input type="checkbox"/> 1	<input type="checkbox"/> 2
(v) Selling school uniforms (new and/or ASNU) to raise funds.	<input type="checkbox"/> 1	<input type="checkbox"/> 2
(vi) Other (please describe)	<input type="checkbox"/> 1	<input type="checkbox"/> 2

.....

[Coding: If something was written on the dotted line in E1a(vi) then it was ensured that there was a yes tick on E1a(vi).]

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[Editing: If all six items in question E1a were omitted then variables SC501 to SC506 were set to -4. If some parts took value 1 (indicating at least one positive response) but none had value 2 (indicating zero negative responses) then values of -1 in SC501 to SC506 were set to 2. Finally, any remaining values of -1 in SC506 were recoded to 2.]

sc500 E1: School has parents association

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1 Yes	952	93.2	94.2	94.2
2 No	59	5.8	5.8	100.0
Total	1011	99.0	100.0	
Missing -6 Section E omitted	9	.9		
-1 Not stated	1	.1		
Total	10	1.0		
Total	1021	100.0		

sc501 E1a1: P.A organises fund raising events

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1 Yes	911	89.2	90.6	90.6
2 No	94	9.2	9.4	100.0
Total	1005	98.4	100.0	
Missing -6 Section E omitted	9	.9		
-4 Question E1a omitted	5	.5		
-1 Not stated	2	.2		
Total	16	1.6		
Total	1021	100.0		

sc502 E1a2: P.A organises social events

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1 Yes	778	76.2	77.4	77.4
2 No	227	22.2	22.6	100.0
Total	1005	98.4	100.0	
Missing -6 Section E omitted	9	.9		
-4 Question E1a omitted	5	.5		
-1 Not stated	2	.2		
Total	16	1.6		
Total	1021	100.0		

sc503 E1a3: P.A provides volunteers for classroom

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1 Yes	374	36.6	37.4	37.4
2 No	627	61.4	62.6	100.0
Total	1001	98.0	100.0	
Missing -6 Section E omitted	9	.9		
-4 Question E1a omitted	5	.5		
-1 Not stated	6	.6		
Total	20	2.0		
Total	1021	100.0		

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sc504 E1a4: P.A provides volunteers for out-of-school activities

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	549	53.8	54.9	54.9
	2 No	451	44.2	45.1	100.0
	Total	1000	97.9	100.0	
Missing	-6 Section E omitted	9	.9		
	-4 Question E1a omitted	5	.5		
	-1 Not stated	7	.7		
	Total	21	2.1		
Total		1021	100.0		

sc505 E1a5: P.A sells school uniforms

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	475	46.5	47.6	47.6
	2 No	523	51.2	52.4	100.0
	Total	998	97.7	100.0	
Missing	-6 Section E omitted	9	.9		
	-4 Question E1a omitted	5	.5		
	-1 Not stated	9	.9		
	Total	23	2.3		
Total		1021	100.0		

sc506 E1a6: P.A involved in other activities

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	117	11.5	11.6	11.6
	2 No	890	87.2	88.4	100.0
	Total	1007	98.6	100.0	
Missing	-6 Section E omitted	9	.9		
	-4 Question E1a omitted	5	.5		
	Total	14	1.4		
Total		1021	100.0		

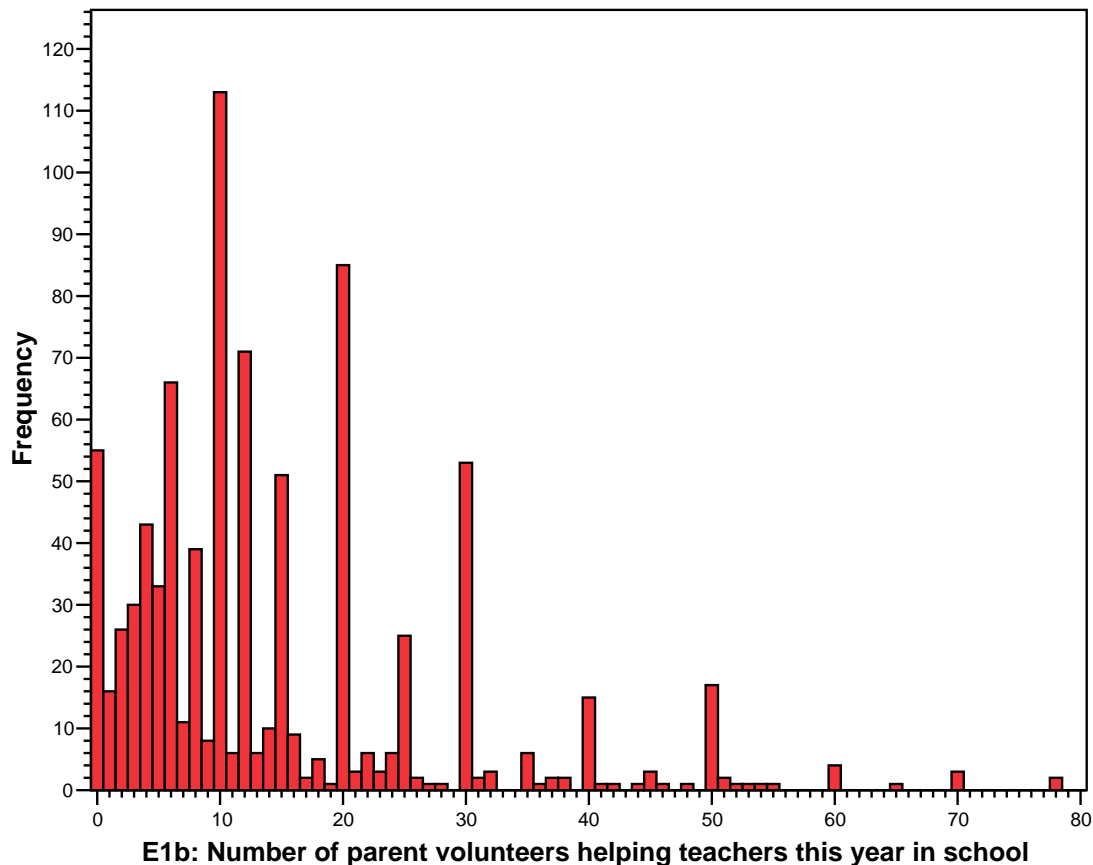
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E1. b) How many parent volunteers have been helping teachers in class time during this school year?

--	--

[Coding: If a range was given the lower limit was coded. "Lots" etc was coded as 98.]

[Editing: Values of 97 "a few", 98 "lots" and 99 "don't know" were all recoded to -1.]

SC508

sc508 E1b: Number of parent volunteers helping teachers this year in school

	Frequency	Percent
Missing -6 Section E omitted	9	5.5
-2 No PA	59	36.2
-1 Not stated	95	58.3
Total	163	100.0

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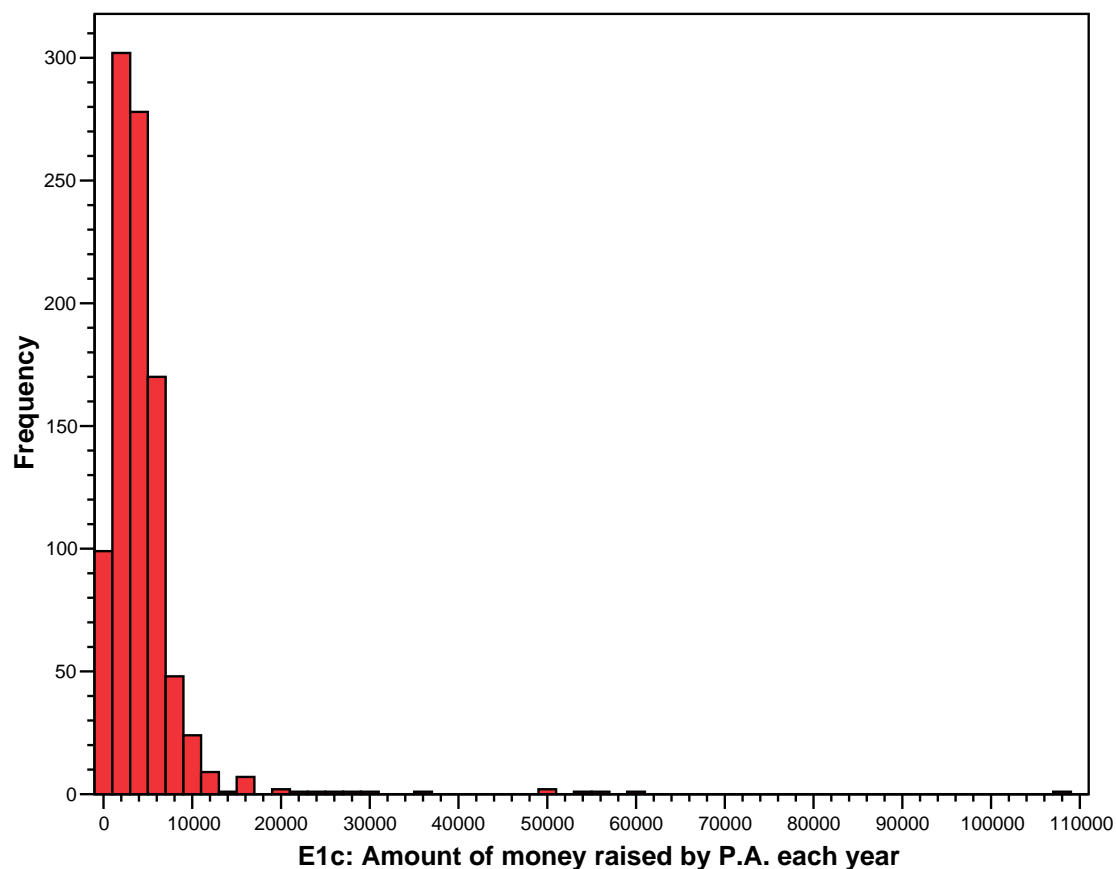
- c) Approximately how much money does the Parents' Association raise for the school each year?

--	--	--	--	--

[Coding: If a range was given the lower limit was coded. If >£99,999 was entered this was coded as £98,000. The true numbers were looked up and entered after keying.]

[Editing: Values of 99 “don’t know” were recoded to -1.]

SC509



sc509 E1c: Amount of money raised by P.A. each year

	Frequency	Percent
Missing -6 Section E omitted	9	13.0
-1 Not stated	60	87.0
Total	69	100.0

SC – About Your School

E2. What proportion of parents on average would you estimate tend to come to parents' evenings when pupils' progress is being discussed?

<20% 20-49% 50-74% 75-89% 90-100%

[Coding: If more than one box was ticked then the lowest code number was taken.]

SC520 E2: Percentage of parents who attend parents evenings

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1 < 20%	34	3.3	3.4	3.4
2 20-49%	32	3.1	3.2	6.6
3 50-74%	79	7.7	7.9	14.5
4 75-89%	249	24.4	24.9	39.4
5 90-100%	605	59.3	60.6	100.0
Total	999	97.8	100.0	
Missing -6 Section E omitted	9	.9		
-1 Not stated	13	1.3		
Total	22	2.2		
Total	1021	100.0		

SC – About Your School

E3. How often, on average, are you involved with complaints from parents or disputes with them?

nearly every day	1
2-3 times/week	2
once a week	3
once a month	4
once a term	5
never/hardly ever	6

[Coding: If more than one box was ticked then the lowest code number was taken.]

SC525 E3: Frequency head teacher has disputes with parents

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1 Nearlyevery day	13	1.3	1.3	1.3
2 2-3 times / week	55	5.4	5.5	6.8
3 Once / week	209	20.5	21.0	27.8
4 Once / month	306	30.0	30.7	58.5
5 Once / term	239	23.4	24.0	82.4
6 Hardlyever	175	17.1	17.6	100.0
Total	997	97.6	100.0	
Missing -8 See text	1	.1		
-6 Section E omitted	9	.9		
-1 Not stated	14	1.4		
Total	24	2.4		
Total	1021	100.0		

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F1. This questionnaire was completed by: (tick all that apply)

a) Head teacher ☐b) Other ☐
(please describe)

.....

[Editing: If both parts were omitted variables SC990 & SC991 were set to -6, otherwise missing values were recoded to 2 “no”.]

SC990 F1a: Questionnaire completed by head teacher

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1 Yes	863	84.5	94.6	94.6
2 No	49	4.8	5.4	100.0
Total	912	89.3	100.0	
Missing -6 Question F1 omitted	109	10.7		
Total	1021	100.0		

SC991 F1b: Questionnaire completed by other person

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1 Yes	79	7.7	8.7	8.7
2 No	833	81.6	91.3	100.0
Total	912	89.3	100.0	
Missing -6 Question F1 omitted	109	10.7		
Total	1021	100.0		

Derived Variables

Number of contributors

SC993 is the number of boxes ticked in question F1.

SC993 DV: Number of contributors to questionnaire

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	882	86.4	96.7	96.7
	2	30	2.9	3.3	100.0
	Total	912	89.3	100.0	
Missing	-6 Question F1 omitted	109	10.7		
Total		1021	100.0		

Questionnaire completed by...

SC994 details the combinations of people reported in question F1.

SC994 DV: Questionnaire completed by...

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Head teacher only	833	81.6	91.3	91.3
	2 Other only	49	4.8	5.4	96.7
	3 Head teacher & other	30	2.9	3.3	100.0
	Total	912	89.3	100.0	
Missing	-6 Question F1 omitted	109	10.7		
Total		1021	100.0		

SC – About Your School

F2. Date of completion of this questionnaire

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[Coding: If blank, the stamped date of receipt of questionnaire was inserted. For all questionnaires with an ID prefaced by an E, indicating a school in the USA, the month and day parts of the date were swapped around.]

[Editing: The date of completion was checked for illegal day/month combinations (e.g. 31st November). Month and year of completion were retained, but day was dropped.]

SC996 F2: Date of completion - month

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1 January	8	.8	.8	.8
2 February	1	.1	.1	.9
3 March	3	.3	.3	1.2
4 April	2	.2	.2	1.4
5 May	182	17.8	18.8	20.2
6 June	210	20.6	21.7	41.9
7 July	319	31.2	32.9	74.8
8 August	23	2.3	2.4	77.2
9 September	130	12.7	13.4	90.6
10 October	71	7.0	7.3	97.9
11 November	16	1.6	1.7	99.6
12 December	4	.4	.4	100.0
Total	969	94.9	100.0	
Missing -6 Question F2 omitted	52	5.1		
Total	1021	100.0		

SC997 F2: Date of completion - year

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1999	254	24.9	26.2	26.2
2000	439	43.0	45.3	71.5
2001	274	26.8	28.3	99.8
2002	2	.2	.2	100.0
Total	969	94.9	100.0	
Missing -6 Question F2 omitted	52	5.1		
Total	1021	100.0		

THANK YOU VERY MUCH FOR YOUR HELP

Space for any comments you might like to make. Please note, for confidentiality reasons we will not be able to reply to these.

Please remember that we would like a copy of your Nutritional Policy (if appropriate) and some recent sample menus.

For office use only

coder

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Appendix A: Types of school in England

This information was copied from the DfES website (<http://www.dfes.gov.uk/>) on 7th February 2005. The precise address was:

<http://www.teachernet.gov.uk/educationoverview/uksystem/structure/schooltypes/>

Maintained

Under the School Standards and Framework Act 1998 there are three categories of school:

- Community
- Foundation
- Voluntary (divided into Controlled and Aided)

They replaced the previous categories of mainstream state school: county, voluntary controlled, special agreement, voluntary aided and grant-maintained (GM). Statutory proposals have to be published to open, close, and significantly change such schools. The proposals have to be approved under local decision-making arrangements by the LEA, school organisation committee or schools adjudicator.

Schools in all three categories have a lot in common. They work in partnership with other schools and the LEAs, and they receive funding from LEAs and they have to deliver the national curriculum. But each category has its own characteristics.

Community Schools

In Community Schools (formerly county schools), the LEA employs the schools staff, own the schools land and buildings and have primary responsibility for deciding the arrangements for admitting pupils.

Foundation Schools

At Foundation School, the governing body employ the schools staff and have primary responsibility for admission arrangements. The schools land and buildings are owned by the governing body or by a charitable foundation. Many of these schools were formerly grant maintained schools.

Voluntary Aided

In Voluntary Aided schools (many of which are church schools) the governing body, employs the staff, and decide admission arrangements. The schools land and buildings are normally owned by a charitable foundation. The governing body contributes towards the capital costs of running the school. Most aided schools are linked to either the Church of England or the Roman Catholic Church, but there are schools linked to other faith groups and a few non-denominational schools.

Voluntary Controlled

Voluntary Controlled schools are almost always church schools, and the land and buildings are often owned by a charitable foundation. However, the LEA employ the schools staff and has primary responsibility for admission arrangements.

Specialist Schools

Any maintained secondary school in England may apply to be designated as a specialist school in one of ten specialisms. Schools can also combine any two specialisms. These are as follows:

- Arts (performing, visual or media)
- Business and Enterprise
- Engineering
- Humanities
- Language
- Mathematics and Computing
- Music
- Science
- Sports
- Technology

The schools meet full national curriculum requirements, but have a special focus on the chosen specialisms. They have a key role in revitalising education especially in disadvantaged areas (see Education Action Zones and Excellence in Cities areas).

Nursery Schools

Other Types of School

City Technology Colleges (CTCs)

CTCs are funded directly by the government and offer a wide range of vocational qualifications alongside A-levels or equivalents. They teach the national curriculum with a specific focus on science, mathematics and technology. Most CTCs teach a longer day and several operate a five term year. CTCs have developed close links with employers. They are technically independent schools.

Academies

Academies are publicly-funded independent schools, with the freedom to raise standards through innovative approaches to management, governance, teaching and curriculum. They are established in disadvantaged areas, either as new schools or to replace poorly performing schools, where other intervention and improvement strategies have failed.

Academies have a core role to play in breaking the link between social circumstances and achievement. Many academies replace low achieving schools in the most disadvantaged areas that have been failing their pupils and communities for years — schools where other intervention and improvement strategies have failed.

Academies are established by sponsors from the business, faith and voluntary sectors who contribute up to £2 million towards the capital costs of the new building. The remaining capital costs and recurrent funding is paid by the DfES. Partnership between sponsors, parents and other educational institutions is at the heart of an academy's role in delivering excellent education and raising aspirations.

There are currently 17 academies open across the country. The DfES's Five-Year Strategy commits to providing 200 academies open or in the pipeline by 2010, including 60 in London.

Pupil Referral Units (PRUs)

Pupil Referral Units are a type of school established and maintained by a local education authority to provide education for children of compulsory school age who may otherwise not receive suitable education. The focus of the units should be on getting pupils back into a mainstream school, and pupils may include teenage mothers, pupils excluded from school, school phobics and pupils in the assessment phase of a statement. Pupil Referral Units should have a management committee, for which LEAs have overall responsibility. Management committees are made up of a range of people, for example head teachers from mainstream schools, social services, probation, school governors or the youth service. PRUs are not the same as other schools in all respects, and statutory proposals are not needed to open, close or change them.

Secure Training Unit (STCs)

There are currently three STCs in operation, they were set up under the Private Finance Initiative and are operated by private providers under contracts managed by the Home Office. STCs were established under the Crime and Disorder Act 1994. They hold young people (boys and most recently girls) between the ages of 10 to 17. The trainees are provided with formal education 25 hours a week, 52 weeks of the year and are assessed upon entry to the centre and upon leaving. Trainees have the opportunity to gain mainstream qualifications.

Local Authority Secure Units

Are different to STCs, they are run by local authorities and the Youth Justice Board (YJB) purchases beds from them. The relationship between the local authority and YCB is managed via service level agreements with a general requirement to provide education and training 30 hours a week for 38 weeks of the year. The educational provision varies across units.

Grammar Schools

Grammar schools select all or almost all of their pupils by reference to high academic ability. The current policy on grammar schools was agreed by the Labour Party Conference in 1995, and states that there will be no new grammar schools and no further selection based on the 11-plus. Selection will only end where there is a local demand for this to happen. Legislation allows parents to make decisions about the future of selective admissions at existing grammar schools by means of petitions and ballots. Additionally, the governing body of a grammar school may publish proposals to end selection at the school.

Non Maintained Special Schools

Not-for-profit, charitable schools, part funded by LEAs through placement of special needs pupils.

Independent Schools

An independent school is one that is usually funded by fee-paying students and is not maintained by the local authority or central government.