

# **THE ALSPAC STUDY**

## **SEFG FILE**

### **DATA COLLECTED FROM THE QUESTIONNAIRES**

*The Developing Child  
Questionnaire for the Class Teacher  
Questionnaire for the Head Teacher*

**Administered to schools  
and completed by Year 6 Teachers  
& Headteachers**

**Prepared by**

**The ALSPAC Study Team**

**Documentation giving frequencies, background and instructions for use.**

**Last updated for version 1d of the built file.**

**October 2019**

**© University of Bristol**

## **Contents**

Introduction	Page 3
SE    The Developing Child	Page 9
SF    Questionnaire For Class Teacher	Page 131
SG    Questionnaire For Head Teacher	Page 270

# Introduction and Methodology

## Contents

The SEFG file is a complete child-level file for the questionnaire components of the Year 6 schools data collection. For details about the variables the individual sections for SE, SF & SG should be consulted. Note that the frequencies in the SF and SG 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 SF & SG 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 SF or SG is available but not SE. Where non-local classes/schools contained more than one study child, the additional ID numbers added to the front covers of SF & SG 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 SE file.
- Rename variable `y6sch` as `alspscid`, `y6year` as `acyear` and `y6class` as `class`. Note that whilst these variables identify records on the SF & SG file, on the SE 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 SF file (using the table subcommand in SPSS) using `alspscid`, `acyear` and `class`.
- Match on the data from the SG 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 SEFG file. Variables from the SF file were set to –10 for the cases for which no SF record was available and similarly for variables from the SE & SG files.

The numbers of records from the SE file onto which records from the SF & SG 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 4333 of the 13124 cases on the SE file had records from the SF file but not the SG file matched on. Of these, 4239 were local and 94 were non-local. In addition there are 55 non-local cases with records from SF or SG but not from SE. Of these 55 cases, 53 have a record from SG only and 2 have records from both SF & SG. Note that these figures include the non-eligible children and triplets/quadruplets, even though these have now all been removed.

**Table 1: Numbers of records from the SE file onto which records from the SF & SG files were successfully matched**

		SG		
		Yes	No	Total
Local	SF	Yes	7853	4239
		No	259	12092
	Total	8112	4366	12478
Non-local	SF	Yes	458	94
		No	18	76
	Total	476	170	646
Total	SF	Yes	8311	4333
		No	277	203
	Total	8588	4536	13124

## Version History

### Version 1a – June 2007

The first version of the SEFG built file.

### Version 1b – 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 SEFG002 (eligibility indicator) and SE190, SE191a & SE191b (sex and month/year of birth for non-eligible children) are no longer required so have been dropped.

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 1c – May 2019

Date/time variables have been removed from this release file. The affected variables are: sf200, sf201, sf202, sf203, sf204, sf205, sf206, sf207, sf208, sf209, sf210, sf211, sg105, sg106, sg107, sg108, sg109, sg110, sg111, sg112 and sg113. 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.

#### Version 1d – October 2019

Variables 'y6sch' and 'y6year' have been renamed to 'y6sch\_sefg' and 'y6year\_sefg', respectively. This change has been made because other variables in the SH file also had the names 'y6sch' and 'y6year'. In order for all ALSPAC variable names to be unique, these variables have been updated (these variables in the SH file have also been updated, and now end '\_sh').

The variable label for variable 'y6sch\_sefg' has also been updated to say 'Child's unique school identifier (ALSPSCID) at Year 6 data collection' (as previously it said 'at Year 3 data collection').

## Variables

Variables SE002 to SE008 were renamed SEFG002 to SEFG008 and suitable values set for the cases with no record from the SE file, with reference to the equivalent variables from SF & SG. For full descriptions of these variables see the SE file documentation. Variables SE002 to SE008, SF003 to SF005 & SG003 to SG005 are not included on this merged file as they are replaced by SEFG002 to SEFG008.

### y6year Academic year in which Year 6 data was collected

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 7 2001 / 2002	2202	22.6	22.6	22.6
8 2002 / 2003	5666	58.0	58.0	80.6
9 2003 / 2004	1894	19.4	19.4	100.0
Total	9762	100.0	100.0	

### y6class Child's class identifier (within school & year)

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	5312	54.4	58.6	58.6
2	2814	28.8	31.1	89.7
3	714	7.3	7.9	97.6
4	80	.8	.9	98.4
5	59	.6	.7	99.1
6	39	.4	.4	99.5
7	43	.4	.5	100.0
Total	9061	92.8	100.0	
Missing -2 Not local	701	7.2		
Total	9762	100.0		

### sefg003 Education region

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1 Local LEA's	9061	92.8	92.8	92.8
2 Rest of England, Wales & Northern Ireland	627	6.4	6.4	99.3
3 Scotland & Republic of Ireland	23	.2	.2	99.5
4 Continental Europe	11	.1	.1	99.6
5 USA & Canada	13	.1	.1	99.7
6 Australia & New Zealand	12	.1	.1	99.9
7 Elsew here in w orld	14	.1	.1	100.0
Total	9761	100.0	100.0	
Missing -1 Missing	1	.0		
Total	9762	100.0		

### sefg003a Education region (summary)

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1 Local	9061	92.8	92.8	92.8
2 Not local	701	7.2	7.2	100.0
Total	9762	100.0	100.0	

**sefg004 Type of school**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Primary	8607	88.2	95.0	95.0
	3 Special	58	.6	.6	95.6
	4 Private	396	4.1	4.4	100.0
	Total	9061	92.8	100.0	
Missing	-2 Not local	701	7.2		
Total		9762	100.0		

**sefg005 Education authority**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Bristol	3221	33.0	37.4	37.4
	2 Bath & North East Somerset	321	3.3	3.7	41.2
	3 South Gloucestershire	3425	35.1	39.8	80.9
	4 North Somerset	1640	16.8	19.1	100.0
	Total	8607	88.2	100.0	
Missing	-3 Private / Special	454	4.7		
	-2 Not local	701	7.2		
	Total	1155	11.8		
Total		9762	100.0		

**sefg006 Child is in correct school year**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	9755	99.9	99.9	99.9
	2 No	7	.1	.1	100.0
Total		9762	100.0	100.0	

Additional indicator variables for the presence of records from each of the SE, SF & SG files were derived as SEFG010, SEFG011 & SEFG012 respectively:

**sefg010 Child has record from SE file**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1 Yes	9707	99.4	99.4	99.4
2 No	55	.6	.6	100.0
Total	9762	100.0	100.0	

**sefg011 Child has record from SF file**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1 Yes	9324	95.5	95.5	95.5
2 No	438	4.5	4.5	100.0
Total	9762	100.0	100.0	

**sefg012 Child has record from SG file**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1 Yes	6340	64.9	64.9	64.9
2 No	3422	35.1	35.1	100.0
Total	9762	100.0	100.0	



## SE File - Introduction and Methodology

### Background

The questionnaire “The Developing Child” was designed for teachers of Year 6 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 “Questionnaire for Class Teacher” for each Year 6 teacher to complete and a copy of “Questionnaire for Head Teacher” 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 2002, 2003 and 2004 (see Table 3).

### Contents

This questionnaire is in 4 sections. Section A is the teacher version of the Strengths and Difficulties scale (Goodman, 1997). 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 asks about the child’s abilities, parental involvement and special needs.

The contents of the questionnaire are very similar to the contents of the equivalent Year 3 questionnaire “Child’s Behaviour and Abilities” (see the SA built file), the contents of which were identified after detailed discussion with the local education authorities and advisors on the ALSPAC Cognitive, Educational and Social Development Advisory Committee (CESDAC). Sections B and C are identical on both questionnaires. Section A of “The Developing Child” is the same as section D of “Child’s Behaviour and Abilities”. Five of the questions in Section D of “The Developing Child” appeared in section A of “Child’s Behaviour and Abilities”, although the order is different (see Table 2). Questions D6 and D7 in “The Developing Child” did not appear in “Child’s Behaviour and Abilities” and question A1 from “Child’s Behaviour and Abilities” does not appear in “The Developing Child”.

**Table 2: Occurrence of the questions in section D of the Year 6 questionnaire “The Developing Child” in section A of the Year 3 questionnaire “Child’s Behaviour and Abilities”**

<b>The Developing Child</b>	<b>Child’s Behaviour and Abilities</b>
D1	A4
D2	A5
D3	A2
D4	A3
D5	A6
D6	-
D7	-

### Variable Names

The variable names on the SE built file have been chosen so that the numeric part is the same as for the equivalent variable on the SA built file. This means that the variables on the built file, which are in ascending order, are not in the same order as the actual contents of the questionnaire. So, for example, the variables for how well the child copes with homework are SA062 and SE062, even though this question was A6 in the Year 3 questionnaire and D5 in the Year 6 questionnaire.

### 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 6 with the relevant dates of birth (see Table 3) 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 3: Coding of academic years on ALSPAC data files and expected progress of the ALSPAC cohort according to their dates of birth**

Academic year	Code	Expected position of ALSPAC children born between:		
		April 1991 & August 1991	September 1991 & August 1992	September 1992 & January 1993
1995 / 1996	1	Reception	-	-
1996 / 1997	2	Year 1	Reception	-
1997 / 1998	3	Year 2	Year 1	Reception
1998 / 1999	4	Year 3	Year 2	Year 1
1999 / 2000	5	Year 4	Year 3	Year 2
2000 / 2001	6	Year 5	Year 4	Year 3
2001 / 2002	7	Year 6	Year 5	Year 4
2002 / 2003	8	Year 7	Year 6	Year 5
2003 / 2004	9	Year 8	Year 7	Year 6
2004 / 2005	10	Year 9	Year 8	Year 7
2005 / 2006	11	Year 10	Year 9	Year 8
2006 / 2007	12	Year 11	Year 10	Year 9
2007 / 2008	13	-	Year 11	Year 10
2008 / 2009	14	-	-	Year 11

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 school. 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 2001/2 and 2002/3 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). A different system was used in 2003/4 with each questionnaire identified by a code comprising one or two letters identifying the country it was being sent to, followed by a nine digit numeric code. This was an identifier that had been created for every ALSPAC eligible child for the purpose of linking schools data. The mother was asked to give the pack to the child to take into school. No reminders were sent to out-of-area cases.

In 2001/2 the packs were not sent out until the end of June 2002, very late in the school year. This adversely affected the response rate (see Table 4 and Table 5), especially for the out of area cases. In 2002/3 and 2003/4 packs were sent out earlier, in January 2003 and January 2004 respectively. However, in 2003/4 the out of area packs were sent out even earlier, in October 2003.

### Response Rates

A total of 13,139 questionnaires were received back. 15 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). This leaves 13,124 records on the built file.

Response rates for “The Developing Child” in each academic year for the local schools are displayed in Table 4. A total of 265 different schools returned at least 1 copy of “The Developing Child” in at least one of the three trawls.

**Table 4: Response rates for local schools**

<b>Academic year</b>	<b>2001/2</b>	<b>2002/3</b>	<b>2003/4</b>
Schools invited to participate	344	339	336
No response (% of those invited)	47 (14%)	31 (9%)	29 (9%)
Refused to participate (% of those invited)	23 (7%)	20 (6%)	15 (4%)
Schools sent packs (% of those invited)	274 (80%)	288 (85%)	292 (87%)
Returned at least 1 copy of “The Developing Child” (% of those sent packs)	193 (70%)	208 (72%)	208 (71%)
Overall response rate (% of schools invited that returned at least 1 copy of “The Developing Child”)	56%	61%	62%

Response rates for “The Developing Child” in each academic year for the out of area cases are displayed in Table 5. 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.).

**Table 5: Response rates for out of area cases**

<b>Year</b>	<b>2001/2</b>	<b>2002/3</b>	<b>2003/4</b>
Mothers sent pack(s)	420	996	284
Mothers from whose pack(s) questionnaires were returned (% of mothers sent packs)	105 (25%)	426 (43%)	113 (40%)

### **Permissions**

Permission to link data collected from schools 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.

### **Multiple Records**

Multiple records were returned for a small number of children for one of three reasons:

1. The child repeated Year 6. This means there are two records from the same school but in different sweeps.
2. The child moved schools during Year 6. This means there are two records in the same sweep but from different schools.
3. The child has both an out of area and local record. The records may be from different schools or may be from the same school if the child lived out of area but attended a local school and the teacher completed both the questionnaire sent directly from ALSPAC and the questionnaire sent via the mother.

For the duplicates of type 1 the record from the year in which the child should have been in Year 6 according to their age was retained. For the duplicates of type 2 the record from the teacher who had taught the child for longest (see variable SE195) was retained. If this variable did not differentiate then the record with the better quality match was retained. For duplicates of type 3 the local record obtained by direct school contact was retained.

Note, however, that without substantial extra work it is not possible to detect whether there are multiple records for any of the children not identified as eligible for ALSPAC (i.e. those for whom SE002 = 2).

### **Linking**

There were no special complications linking the out-of-area children, since the questionnaire numbers for these children contained known identifiers.

For children in the local LEAs a first pass of linking was applied when the packs were returned by identifying records on the class lists with exact matches on name and date of birth to children eligible for ALSPAC. At this stage some anomalies in the class lists and instances of teachers transposing questionnaire numbers were identified and corrected in consultation with the schools. The remainder of the linking work was carried out later in a database environment allowing for some fuzzy matching by considering for example contractions and variants of names.

### **Sample**

There are a total of 13,127 records on this built file. Of these, 9717 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 7219 (51%) 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 SE file with suffix “\_aln” is used. This file contains the SE file data 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 – July 2006

First version of the SE built file.

### December 2008

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

### Y6SCH

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 Y6SCH contains the appropriate values of ALSPSCID for each child when the Year 6 school questionnaires were administered. This information is only available for children attending schools within the local LEAs (value 1 in variable SE003a 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. Y6SCH is set to -2 for out-of-area children.

### Y6YEAR

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

**y6year Academic year in which Year 6 data was collected**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 7 2001 / 2002	2838	21.6	21.6	21.6
8 2002 / 2003	7140	54.4	54.4	76.0
9 2003 / 2004	3146	24.0	24.0	100.0
Total	13124	100.0	100.0	

### Y6CLASS

This number identifies the class in which each child was taught. Note that this is only unique within identical values of Y6SCH and Y6YEAR. For example: class 1 in a particular school in 2001/2 is not necessarily the same class (taught by the same teacher in the same classroom) as class 1 in the same school in 2002/3 or 2003/4. As with Y6SCH, Y6CLASS is only available for children attending schools within the local LEAs and is set to -2 for non-local children.

**y6class Child's class identifier (within school & year)**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	7522	57.3	60.3	60.3
2	3801	29.0	30.5	90.7
3	867	6.6	6.9	97.7
4	108	.8	.9	98.6
5	78	.6	.6	99.2
6	44	.3	.4	99.5
7	58	.4	.5	100.0
Total	12478	95.1	100.0	
Missing -2 Not local	646	4.9		
Total	13124	100.0		

Note a few errors in the class identifier variable were corrected by careful comparison with other children in the same school and year.

PAGE 1 OF THE QUESTIONNAIRE

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

**THE DEVELOPING CHILD**

Please complete 1 questionnaire for each study child

This questionnaire is in 4 sections: Section A comprises many of the general behaviour questions known as the Strengths and Difficulties scale; 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; D asks you to rate parental involvement and special needs.

**Please tick the appropriate box in answer to each question.**

THANK YOU SO MUCH FOR YOUR HELP

**This child is:**

Boy

Girl

**day**

**month**

**year**

**Date of birth:**



**All answers are confidential**  
and will be retained without identifying information

9/05/02



## Variables relating to page 1

### Version Number

#### se001 Questionnaire version

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1 Version 1 - 09/05/02	13124	100.0	100.0	100.0

### ALSPAC Membership Indicator

Variable SE002 indicates whether or not each record has been identified as belonging to an ALSPAC child. In order to match the data in the SE 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 SE002 = 1.

#### se002 Child identified as ALSPAC eligible case

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1 Yes	9717	74.0	74.0	74.0
2 No	3407	26.0	26.0	100.0
Total	13124	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.

#### se003 Education region

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1 Local LEAs	12478	95.1	95.1	95.1
2 Rest of England, Wales & Northern Ireland	572	4.4	4.4	99.4
3 Scotland & Republic of Ireland	23	.2	.2	99.6
4 Continental Europe	11	.1	.1	99.7
5 USA & Canada	13	.1	.1	99.8
6 Australia & New Zealand	12	.1	.1	99.9
7 Elsew here in w orld	14	.1	.1	100.0
Total	13123	100.0	100.0	
Missing -1 Missing	1	.0		
Total	13124	100.0		

An indicator of whether the child was local or not was derived as SE003a by recoding -1, 2 - 7 as 2 in SA003.

#### se003a Education region (summary)

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1 Local	12478	95.1	95.1	95.1
2 Not local	646	4.9	4.9	100.0
Total	13124	100.0	100.0	

## SE “The Developing Child” – Introduction

### Type of School

This information is only available for children attending schools within the local LEAs (value 1 in variable SE003a above).

#### se004 Type of school

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1 Primary	11745	89.5	94.1	94.1
3 Special	79	.6	.6	94.8
4 Private	654	5.0	5.2	100.0
Total	12478	95.1	100.0	
Missing -2 Not local	646	4.9		
Total	13124	100.0		

### Education Authority

This information is only available for children attending local Primary and Infant schools (values 1 & 2 in variable SE004 above).

#### se005 Education authority

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1 Bristol	3939	30.0	33.5	33.5
2 Bath & North East Somerset	1287	9.8	11.0	44.5
3 South Gloucestershire	4276	32.6	36.4	80.9
4 North Somerset	2243	17.1	19.1	100.0
Total	11745	89.5	100.0	
Missing -3 Private / Special	733	5.6		
-2 Not local	646	4.9		
Total	1379	10.5		
Total	13124	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 6 data collection was derived as SE006:

#### se006 Child is in correct school year

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1 Yes	13109	99.9	99.9	99.9
2 No	14	.1	.1	100.0
Total	13123	100.0	100.0	
Missing -1 Missing date of birth	1	.0		
Total	13124	100.0		

### Class Grouping Identifier

Variable SE008 identifies the class groupings of the children. It is a 12-digit code that is a combination of Y6SCH, Y6YEAR and Y6CLASS. The first 9 digits are the school code (Y6SCH), the 10<sup>th</sup> and 11<sup>th</sup> digits identify the year in which the data were collected (Y6YEAR) and the 12<sup>th</sup> digit is the teacher number (Y6CLASS). So children that share values of SE008 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 2 OF THE QUESTIONNAIRE

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

[Editing: If all parts of section A were omitted (i.e. keyed as -1) variables SE140 to SE186c were all set to -6.]

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

<b>This child:</b>	<b>Not true</b>	<b>Somewhat true</b>	<b>Certainly true</b>
A1. Is considerate of other people's feelings	1 <input type="text"/>	2 <input type="text"/>	3 <input type="text"/>
A2. Is restless, overactive, cannot stay still for long	1 <input type="text"/>	2 <input type="text"/>	3 <input type="text"/>
A3. Often complains of headaches, stomach-aches or sickness	1 <input type="text"/>	2 <input type="text"/>	3 <input type="text"/>
A4. Shares readily with other children (treats, toys, pencils etc.)	1 <input type="text"/>	2 <input type="text"/>	3 <input type="text"/>
A5. Is rather solitary, tends to play alone	1 <input type="text"/>	2 <input type="text"/>	3 <input type="text"/>
A6. Is generally obedient, usually does what adults request	1 <input type="text"/>	2 <input type="text"/>	3 <input type="text"/>
A7. Has many worries, often seems worried	1 <input type="text"/>	2 <input type="text"/>	3 <input type="text"/>
A8. Is helpful if someone is hurt, upset or feeling ill	1 <input type="text"/>	2 <input type="text"/>	3 <input type="text"/>
A9. Constantly fidgets or squirms	1 <input type="text"/>	2 <input type="text"/>	3 <input type="text"/>
A10. Has at least one good friend	1 <input type="text"/>	2 <input type="text"/>	3 <input type="text"/>
A11. Often fights with other children or bullies them	1 <input type="text"/>	2 <input type="text"/>	3 <input type="text"/>
A12. Is often unhappy, down-hearted or tearful	1 <input type="text"/>	2 <input type="text"/>	3 <input type="text"/>
A13. Is generally liked by other children	1 <input type="text"/>	2 <input type="text"/>	3 <input type="text"/>

## PAGE 3 OF THE QUESTIONNAIRE

	<b>Not true</b>	<b>Somewhat true</b>	<b>Certainly true</b>
A14. 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"/>
A15. Is kind to younger children	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>
A16. Is picked on or bullied by other children	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>
A17. Often volunteers to help others (parents, teachers, other children)	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>
A18. Thinks things out before acting	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>
A19. Gets on better with adults than with other children	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>
A20. Has many fears, is easily scared	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>
A21. 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: If more than one box was ticked in any of A1, A4, A6, A8, A10, A13, A15, A17, A18 or A21 then the lowest code number was taken for that question. If more than one box was ticked in any of A2, A3, A5, A7, A9, A11, A12, A14, A16, A19 or A20 then the highest code number was taken for that question.]

[Editing: If all of A1 to A21 had value -1, variables SE140 to SE160 were recoded to -5. If any of A1 to A21 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 SE140 to SE160 were recoded to 1 "Not true".]

**se140 A1: 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	685	5.2	5.2	5.2
2 Somewhat true	4672	35.6	35.6	40.8
3 Certainly true	7763	59.2	59.2	100.0
Total	13120	100.0	100.0	
Missing -6 Section A omitted	1	.0		
-1 Not stated	3	.0		
Total	4	.0		
Total	13124	100.0		

## SE “The Developing Child” – Section A

### se141 A2: Degree to which child was restless/overactive in past 6 months

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Not true	9612	73.2	73.3	73.3
	2 Somewhat true	2500	19.0	19.1	92.3
	3 Certainly true	1006	7.7	7.7	100.0
	Total	13118	100.0	100.0	
Missing	-6 Section A omitted	1	.0		
	-1 Not stated	5	.0		
	Total	6	.0		
Total		13124	100.0		

### se142 A3: Degree to which child often complained of headaches/sickness in past 6 months

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Not true	10763	82.0	82.0	82.0
	2 Somewhat true	1807	13.8	13.8	95.8
	3 Certainly true	548	4.2	4.2	100.0
	Total	13118	100.0	100.0	
Missing	-6 Section A omitted	1	.0		
	-1 Not stated	5	.0		
	Total	6	.0		
Total		13124	100.0		

### se143 A4: Degree to which child shared readily with other children in past 6 months

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Not true	798	6.1	6.1	6.1
	2 Somewhat true	4240	32.3	32.3	38.4
	3 Certainly true	8084	61.6	61.6	100.0
	Total	13122	100.0	100.0	
Missing	-6 Section A omitted	1	.0		
	-1 Not stated	1	.0		
	Total	2	.0		
Total		13124	100.0		

### se144 A5: Degree to which child was rather solitary in past 6 months

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Not true	10387	79.1	79.2	79.2
	2 Somewhat true	2122	16.2	16.2	95.3
	3 Certainly true	611	4.7	4.7	100.0
	Total	13120	100.0	100.0	
Missing	-6 Section A omitted	1	.0		
	-1 Not stated	3	.0		
	Total	4	.0		
Total		13124	100.0		

## SE “The Developing Child” – Section A

### se145 A6: Degree to which child was generally obedient in past 6 months

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Not true	923	7.0	7.0	7.0
	2 Somewhat true	2803	21.4	21.4	28.4
	3 Certainly true	9393	71.6	71.6	100.0
	Total	13119	100.0	100.0	
Missing	-6 Section A omitted	1	.0		
	-1 Not stated	4	.0		
	Total	5	.0		
Total		13124	100.0		

### se146 A7: Degree to which child had many worries in past 6 months

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Not true	8549	65.1	65.2	65.2
	2 Somewhat true	3810	29.0	29.1	94.3
	3 Certainly true	753	5.7	5.7	100.0
	Total	13112	99.9	100.0	
Missing	-6 Section A omitted	1	.0		
	-1 Not stated	11	.1		
	Total	12	.1		
Total		13124	100.0		

### se147 A8: 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	695	5.3	5.3	5.3
	2 Somewhat true	4039	30.8	30.8	36.1
	3 Certainly true	8382	63.9	63.9	100.0
	Total	13116	99.9	100.0	
Missing	-6 Section A omitted	1	.0		
	-1 Not stated	7	.1		
	Total	8	.1		
Total		13124	100.0		

### se148 A9: Degree to which child constantly fidgeted in past 6 months

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Not true	10334	78.7	78.8	78.8
	2 Somewhat true	1933	14.7	14.7	93.5
	3 Certainly true	847	6.5	6.5	100.0
	Total	13114	99.9	100.0	
Missing	-6 Section A omitted	1	.0		
	-1 Not stated	9	.1		
	Total	10	.1		
Total		13124	100.0		

## SE “The Developing Child” – Section A

### se149 A10: Degree to which child had at least 1 good friend in past 6 months

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Not true	637	4.9	4.9	4.9
	2 Somewhat true	1980	15.1	15.1	20.0
	3 Certainly true	10499	80.0	80.0	100.0
	Total	13116	99.9	100.0	
Missing	-6 Section A omitted	1	.0		
	-1 Not stated	7	.1		
	Total	8	.1		
Total		13124	100.0		

### se150 A11: Degree to which child often fought with or bullied children in past months

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Not true	10931	83.3	83.3	83.3
	2 Somewhat true	1638	12.5	12.5	95.8
	3 Certainly true	551	4.2	4.2	100.0
	Total	13120	100.0	100.0	
Missing	-6 Section A omitted	1	.0		
	-1 Not stated	3	.0		
	Total	4	.0		
Total		13124	100.0		

### se151 A12: Degree to which child was often unhappy/tearful in past 6 months

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Not true	10580	80.6	80.7	80.7
	2 Somewhat true	2094	16.0	16.0	96.6
	3 Certainly true	440	3.4	3.4	100.0
	Total	13114	99.9	100.0	
Missing	-6 Section A omitted	1	.0		
	-1 Not stated	9	.1		
	Total	10	.1		
Total		13124	100.0		

### se152 A13: Degree to which child was generally liked by peers in past 6 months

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Not true	718	5.5	5.5	5.5
	2 Somewhat true	3704	28.2	28.2	33.7
	3 Certainly true	8696	66.3	66.3	100.0
	Total	13118	100.0	100.0	
Missing	-6 Section A omitted	1	.0		
	-1 Not stated	5	.0		
	Total	6	.0		
Total		13124	100.0		

## SE “The Developing Child” – Section A

### se153 A14: Degree to which child was nervous/clingy in new situations in past 6 months

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Not true	9455	72.0	72.1	72.1
	2 Somewhat true	3089	23.5	23.6	95.6
	3 Certainly true	572	4.4	4.4	100.0
	Total	13116	99.9	100.0	
Missing	-6 Section A omitted	1	.0		
	-1 Not stated	7	.1		
	Total	8	.1		
Total		13124	100.0		

### se154 A15: Degree to which child was kind to younger children in past 6 months

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Not true	395	3.0	3.0	3.0
	2 Somewhat true	3670	28.0	28.0	31.0
	3 Certainly true	9043	68.9	69.0	100.0
	Total	13108	99.9	100.0	
Missing	-6 Section A omitted	1	.0		
	-1 Not stated	15	.1		
	Total	16	.1		
Total		13124	100.0		

### se155 A16: Degree to which child was bullied by other children in past 6 months

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Not true	11136	84.9	84.9	84.9
	2 Somewhat true	1625	12.4	12.4	97.3
	3 Certainly true	354	2.7	2.7	100.0
	Total	13115	99.9	100.0	
Missing	-6 Section A omitted	1	.0		
	-1 Not stated	8	.1		
	Total	9	.1		
Total		13124	100.0		

### se156 A17: Degree to which child often volunteered to help others in past 6 months

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Not true	1645	12.5	12.5	12.5
	2 Somewhat true	4342	33.1	33.1	45.7
	3 Certainly true	7124	54.3	54.3	100.0
	Total	13111	99.9	100.0	
Missing	-6 Section A omitted	1	.0		
	-1 Not stated	12	.1		
	Total	13	.1		
Total		13124	100.0		



## SE “The Developing Child” – Section A

### se157 A18: Degree to which child thought things out before acting in past 6 months

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Not true	1818	13.9	13.9	13.9
	2 Somewhat true	5499	41.9	41.9	55.8
	3 Certainly true	5794	44.1	44.2	100.0
	Total	13111	99.9	100.0	
Missing	-6 Section A omitted	1	.0		
	-1 Not stated	12	.1		
	Total	13	.1		
Total		13124	100.0		

### se158 A19: Degree to which child got on better with adults than peers in past months

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Not true	10249	78.1	78.3	78.3
	2 Somewhat true	2344	17.9	17.9	96.2
	3 Certainly true	500	3.8	3.8	100.0
	Total	13093	99.8	100.0	
Missing	-6 Section A omitted	1	.0		
	-1 Not stated	30	.2		
	Total	31	.2		
Total		13124	100.0		

### se159 A20: Degree to which child had many fears in past 6 months

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Not true	10553	80.4	80.5	80.5
	2 Somewhat true	2160	16.5	16.5	97.0
	3 Certainly true	399	3.0	3.0	100.0
	Total	13112	99.9	100.0	
Missing	-6 Section A omitted	1	.0		
	-1 Not stated	11	.1		
	Total	12	.1		
Total		13124	100.0		

### se160 A21: Degree to which child saw tasks through to the end in past 6 months

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Not true	2056	15.7	15.7	15.7
	2 Somewhat true	4380	33.4	33.4	49.1
	3 Certainly true	6675	50.9	50.9	100.0
	Total	13111	99.9	100.0	
Missing	-6 Section A omitted	1	.0		
	-1 Not stated	12	.1		
	Total	13	.1		
Total		13124	100.0		

**Derived variables****SDQ Prosocial Score**

This is a weighted sum of variables SE140, SE143, SE147, SE154 and SE156. 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 SE140, SE143, SE147, SE154 and SE156 and summing. The score based on complete cases only is SE161a. If any of the components were missing then SE161a was set to -5. Variable SE161c is the number of missing components. The prorated score is SE161b. If more than two components are missing then SE161b was set to -5. Otherwise SE161b is scaled by a factor of 5 / (5 - SE161c) and rounded to the nearest integer.

**se161a DV: SDQ prosocial score (complete cases)**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 0	96	.7	.7	.7
1	135	1.0	1.0	1.8
2	206	1.6	1.6	3.3
3	327	2.5	2.5	5.8
4	767	5.8	5.9	11.7
5	1333	10.2	10.2	21.9
6	1064	8.1	8.1	30.0
7	1096	8.4	8.4	38.4
8	1320	10.1	10.1	48.4
9	1769	13.5	13.5	62.0
10	4982	38.0	38.0	100.0
Total	13095	99.8	100.0	
Missing -5 1+ components omitted	29	.2		
Total	13124	100.0		

**se161b DV: SDQ prosocial score (prorated)**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 0	97	.7	.7	.7
1	135	1.0	1.0	1.8
2	207	1.6	1.6	3.3
3	329	2.5	2.5	5.9
4	769	5.9	5.9	11.7
5	1336	10.2	10.2	21.9
6	1067	8.1	8.1	30.0
7	1097	8.4	8.4	38.4
8	1324	10.1	10.1	48.5
9	1771	13.5	13.5	62.0
10	4989	38.0	38.0	100.0
Total	13121	100.0	100.0	
Missing -5 > 2 components omitted	3	.0		
Total	13124	100.0		

## SE “The Developing Child” – Section A

**se161c DV: # missing prosocial score components**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	13095	99.8	99.8	99.8
	1	20	.2	.2	99.9
	2	6	.0	.0	100.0
	3	2	.0	.0	100.0
	5	1	.0	.0	100.0
	Total	13124	100.0	100.0	

### SDQ Hyperactivity Score

This is a weighted sum of variables SE074, SE141, SE148, SE157 and SE160. Note that variable SE074 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 SE141, SE148 & SE074 and (missing, 3 = 0) (2 = 1) (1 = 2) in SE157 & SE160 and summing. The score based on complete cases only is SE162a. If any of the components were missing then SE162a was set to -5. Variable SE162c is the number of missing components. The prorated score is SE162b. If more than two components are missing then SE162b was set to -5. Otherwise SE162b is scaled by a factor of  $5 / (5 - SE162c)$  and rounded to the nearest integer.

**se162a DV: SDQ hyperactivity score (complete cases)**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	4554	34.7	34.8	34.8
	1	1682	12.8	12.9	47.7
	2	1690	12.9	12.9	60.6
	3	1336	10.2	10.2	70.8
	4	901	6.9	6.9	77.7
	5	891	6.8	6.8	84.5
	6	558	4.3	4.3	88.8
	7	450	3.4	3.4	92.2
	8	379	2.9	2.9	95.1
	9	263	2.0	2.0	97.1
	10	375	2.9	2.9	100.0
	Total	13079	99.7	100.0	
Missing	-5 1+ components omitted	45	.3		
Total		13124	100.0		

# SE “The Developing Child” – Section A

## se162b DV: SDQ hyperactivity score (prorated)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	4571	34.8	34.8	34.8
	1	1685	12.8	12.8	47.7
	2	1690	12.9	12.9	60.6
	3	1344	10.2	10.2	70.8
	4	905	6.9	6.9	77.7
	5	893	6.8	6.8	84.5
	6	558	4.3	4.3	88.8
	7	450	3.4	3.4	92.2
	8	383	2.9	2.9	95.1
	9	265	2.0	2.0	97.1
	10	376	2.9	2.9	100.0
	Total	13120	100.0	100.0	
Missing	-5 > 2 components omitted	4	.0		
Total		13124	100.0		

## se162c DV: # missing hyperactivity score components

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	13079	99.7	99.7	99.7
	1	39	.3	.3	100.0
	2	2	.0	.0	100.0
	3	1	.0	.0	100.0
	4	2	.0	.0	100.0
	5	1	.0	.0	100.0
	Total	13124	100.0	100.0	

## SE “The Developing Child” – Section A

### SDQ Emotional Symptoms Score

This is a weighted sum of variables SE142, SE146, SE151, SE153 and SE159. 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 SE142, SE146, SE151, SE153 and SE159 and summing. The score based on complete cases only is SE163a. If any of the components were missing then SE163a was set to -5. Variable SE163c is the number of missing components. The prorated score is SE163b. If more than two components are missing then SE163b was set to -5. Otherwise SE163b is scaled by a factor of 5 / (5 - SE163c) and rounded to the nearest integer.

#### **se 163a DV: SDQ emotional symptoms score (complete cases)**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	6664	50.8	50.9	50.9
	1	2037	15.5	15.6	66.5
	2	1420	10.8	10.8	77.3
	3	1065	8.1	8.1	85.4
	4	723	5.5	5.5	91.0
	5	503	3.8	3.8	94.8
	6	272	2.1	2.1	96.9
	7	182	1.4	1.4	98.3
	8	112	.9	.9	99.1
	9	69	.5	.5	99.7
	10	44	.3	.3	100.0
	Total	13091	99.7	100.0	
Missing	-5 1+ components omitted	33	.3		
Total		13124	100.0		

#### **se 163b DV: SDQ emotional symptoms score (prorated)**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	6677	50.9	50.9	50.9
	1	2044	15.6	15.6	66.5
	2	1420	10.8	10.8	77.3
	3	1068	8.1	8.1	85.4
	4	725	5.5	5.5	91.0
	5	505	3.8	3.8	94.8
	6	273	2.1	2.1	96.9
	7	182	1.4	1.4	98.3
	8	112	.9	.9	99.1
	9	70	.5	.5	99.7
	10	44	.3	.3	100.0
	Total	13120	100.0	100.0	
Missing	-5 > 2 components omitted	4	.0		
Total		13124	100.0		

## SE “The Developing Child” – Section A

**se163c DV: # missing emotional symptoms score components**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	13091	99.7	99.7	99.7
	1	26	.2	.2	99.9
	2	3	.0	.0	100.0
	3	1	.0	.0	100.0
	4	2	.0	.0	100.0
	5	1	.0	.0	100.0
	Total	13124	100.0	100.0	

### SDQ Conduct Problems Score

This is a weighted sum of variables SE100, SE109, SE117, SE145 and SE150. Note that variables SE100, SE109 and SE117 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 SE100, SE109, SE117 & SE150 and (missing, 3 = 0) (2 = 1) (1 = 2) in SE145 and summing. The score based on complete cases only is SE164a. If any of the components were missing then SE164a was set to -5. Variable SE164c is the number of missing components. The prorated score is SE164b. If more than two components are missing then SE164b was set to -5. Otherwise SE164b is scaled by a factor of 5 / (5 - SE164c) and rounded to the nearest integer.

**se164a DV: SDQ conduct problems score (complete cases)**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	8373	63.8	64.0	64.0
	1	1656	12.6	12.7	76.7
	2	1177	9.0	9.0	85.7
	3	673	5.1	5.1	90.8
	4	448	3.4	3.4	94.2
	5	277	2.1	2.1	96.4
	6	199	1.5	1.5	97.9
	7	123	.9	.9	98.8
	8	79	.6	.6	99.4
	9	45	.3	.3	99.8
	10	31	.2	.2	100.0
	Total	13081	99.7	100.0	
Missing	-5 1+ components omitted	43	.3		
Total		13124	100.0		

# SE "The Developing Child" – Section A

## se164b DV: SDQ conduct problems score (prorated)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	8379	63.8	63.9	63.9
	1	1657	12.6	12.6	76.6
	2	1177	9.0	9.0	85.6
	3	678	5.2	5.2	90.7
	4	451	3.4	3.4	94.2
	5	279	2.1	2.1	96.3
	6	201	1.5	1.5	97.8
	7	123	.9	.9	98.8
	8	81	.6	.6	99.4
	9	47	.4	.4	99.8
	10	31	.2	.2	100.0
	Total	13104	99.8	100.0	
Missing	-5 > 2 components omitted	20	.2		
Total		13124	100.0		

## se164c DV: # missing conduct problems score components

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	13081	99.7	99.7	99.7
	1	23	.2	.2	99.8
	3	17	.1	.1	100.0
	5	3	.0	.0	100.0
	Total	13124	100.0	100.0	

## SE “The Developing Child” – Section A

### SDQ Peer Problems Score

This is a weighted sum of variables SE144, SE149, SE152, SE155 and SE158. 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 SE144, SE155 & SE158 and (missing, 3 = 0) (2 = 1) (1 = 2) in SE149 & SE152 and summing. The score based on complete cases only is SE165a. If any of the components were missing then SE165a was set to -5. Variable SE165c is the number of missing components. The prorated score is SE165b. If more than two components are missing then SE165b was set to -5. Otherwise SE165b is scaled by a factor of 5 / (5 - SE165c) and rounded to the nearest integer.

**se165a DV: SDQ peer problems score (complete cases)**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	6601	50.3	50.5	50.5
	1	2395	18.2	18.3	68.8
	2	1462	11.1	11.2	79.9
	3	890	6.8	6.8	86.8
	4	651	5.0	5.0	91.7
	5	437	3.3	3.3	95.1
	6	262	2.0	2.0	97.1
	7	174	1.3	1.3	98.4
	8	109	.8	.8	99.2
	9	61	.5	.5	99.7
	10	39	.3	.3	100.0
	Total	13081	99.7	100.0	
Missing	-5 1+ components omitted	43	.3		
Total		13124	100.0		

**se165b DV: SDQ peer problems score (prorated)**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	6629	50.5	50.5	50.5
	1	2398	18.3	18.3	68.8
	2	1462	11.1	11.1	79.9
	3	890	6.8	6.8	86.7
	4	655	5.0	5.0	91.7
	5	441	3.4	3.4	95.1
	6	262	2.0	2.0	97.1
	7	175	1.3	1.3	98.4
	8	109	.8	.8	99.2
	9	61	.5	.5	99.7
	10	39	.3	.3	100.0
	Total	13121	100.0	100.0	
Missing	-5 > 2 components omitted	3	.0		
Total		13124	100.0		



# SE "The Developing Child" – Section A

## se165c DV: # missing peer problems score components

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	13081	99.7	99.7	99.7
	1	36	.3	.3	99.9
	2	4	.0	.0	100.0
	4	1	.0	.0	100.0
	5	2	.0	.0	100.0
	Total	13124	100.0	100.0	

## SE “The Developing Child” – Section A

### 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 SE166a. If any of the components were missing then SE166a was set to -5. Variable SE166c is the number of missing components. The prorated score is SE166b. If more than eight components are missing then SE166b was set to -5. Otherwise SE166b is scaled by a factor of  $20 / (20 - SE166c)$  and rounded to the nearest integer.

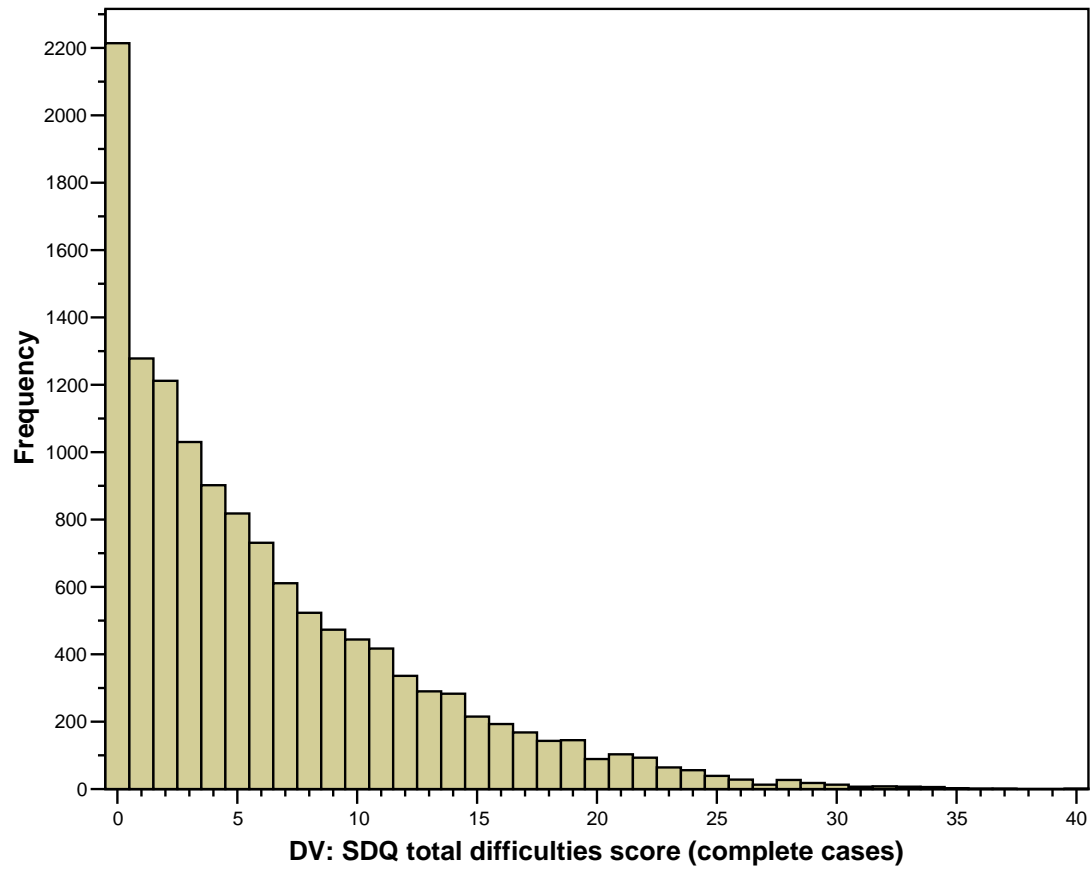
#### Statistics

		se166a DV: SDQ total difficulties score (complete cases)	se166b DV: SDQ total difficulties score (prorated)
N	Valid	12999	13120
	Missing	125	4
Mean		6.19	6.20
Mode		0	0
Std. Deviation		6.213	6.233
Minimum		0	0
Maximum		40	40
Percentiles	25	1.00	1.00
	50	4.00	4.00
	75	9.00	9.00

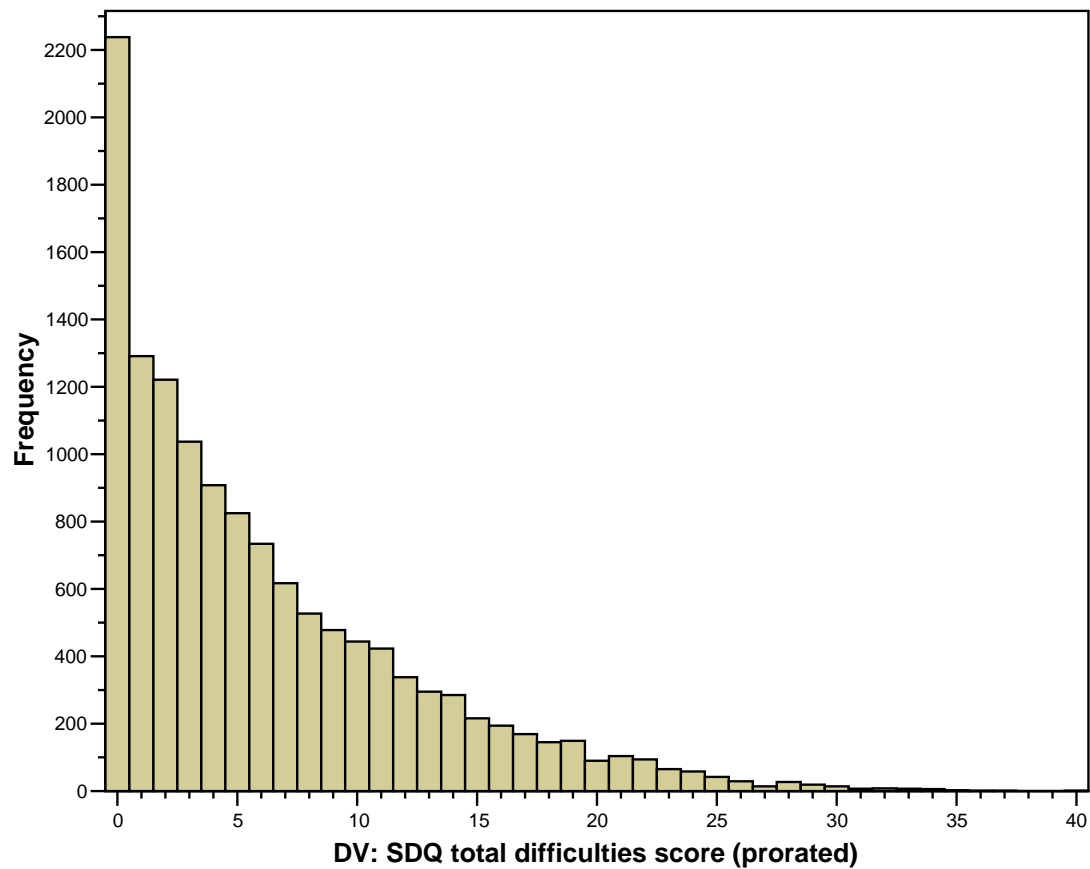
#### se166c DV: # missing total difficulties score components

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	12999	99.0	99.0	99.0
	1	87	.7	.7	99.7
	2	12	.1	.1	99.8
	3	13	.1	.1	99.9
	4	6	.0	.0	99.9
	5	2	.0	.0	100.0
	6	1	.0	.0	100.0
	9	1	.0	.0	100.0
	17	1	.0	.0	100.0
	18	1	.0	.0	100.0
	20	1	.0	.0	100.0
	Total	13124	100.0	100.0	

**SE166A**



**SE166B**



# SE "The Developing Child" – Section A

A22. Do you have any other comments or concerns? Yes ☐ 1 No ☐ 2

Please describe: .....

.....

[Coding: If something was written on the dotted line, a tick was inserted in the "yes" box of A22, if there was not already one present. The description was keyed as text.]

## se170 A22: Other comment about child's behaviour in past 6 months

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	1894	14.4	15.7	15.7
	2 No	10182	77.6	84.3	100.0
	Total	12076	92.0	100.0	
Missing	-6 Section A omitted	1	.0		
	-1 Not stated	1047	8.0		
	Total	1048	8.0		
Total		13124	100.0		

A23. 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 B on page 5.**

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

## PAGE 4 OF THE QUESTIONNAIRE

A23. 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 

b) Do the difficulties upset or distress the child?

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

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

	<b>Not at all</b>	<b>Only a little</b>	<b>Quite a lot</b>	<b>A great deal</b>
i) Peer relationships	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text" value="4"/>
ii) Classroom learning	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text" value="4"/>

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 for any part then the highest code number was taken for that part.]

[Editing: Responses for A23a, A23b, A23c and A23d were checked for a positive indication of difficulties. This included values 1 to 4 in A23a and values 2 to 4 in A23b, A23c and A23d. If there was any indication of difficulties and A23 was omitted (i.e. had value -1), A23 was recoded to 5, which was labelled "Yes, unknown severity". If A23 then had value 2 "No", all parts of A23 were set to -2. Finally, if the variable for A23a still had value -1, variables SE180 to SE185 were all set to -5.]

## SE "The Developing Child" – Section A

### se180 A23: Degree of emotional/attentional/behavioural difficulties child has

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 None	9227	70.3	73.1	73.1
	2 Minor	1865	14.2	14.8	87.8
	3 Definite	1179	9.0	9.3	97.2
	4 Severe	350	2.7	2.8	99.9
	5 Yes, unknown severity	7	.1	.1	100.0
	Total	12628	96.2	100.0	
Missing	-6 Section A omitted	1	.0		
	-5 Question A23 omitted	495	3.8		
	Total	496	3.8		
Total		13124	100.0		

### se181 A23a: Duration of child's emotional/attentional/behavioural difficulties

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 < 1 month	9	.1	.3	.3
	2 1-5 months	93	.7	2.7	3.0
	3 6-12 months	294	2.2	8.7	11.7
	4 > 1 year	2573	19.6	76.0	87.7
	5 Don't know	418	3.2	12.3	100.0
	Total	3387	25.8	100.0	
Missing	-6 Section A omitted	1	.0		
	-5 -2 'No difficulties'	495	3.8		
	-2	9227	70.3		
	-1 Not stated	14	.1		
	Total	9737	74.2		
	Total	13124	100.0		

### se182 A23b: Degree to which child's emotional/attentional/behavioural difficulties upset child

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Not at all	757	5.8	22.5	22.5
	2 Only a little	1498	11.4	44.5	67.1
	3 Quite a lot	927	7.1	27.6	94.6
	4 A great deal	181	1.4	5.4	100.0
	Total	3363	25.6	100.0	
Missing	-6 Section A omitted	1	.0		
	-5 -2 'No difficulties'	495	3.8		
	-2	9227	70.3		
	-1 Not stated	38	.3		
	Total	9761	74.4		
Total		13124	100.0		

## SE “The Developing Child” – Section A

### se183 A23c1: Degree to which child's emotional/attentional/behavioural difficulties interfere with peer relationships

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Not at all	675	5.1	19.9	19.9
	2 Only a little	1239	9.4	36.6	56.6
	3 Quite a lot	999	7.6	29.5	86.1
	4 A great deal	471	3.6	13.9	100.0
	Total	3384	25.8	100.0	
Missing	-6 Section A omitted	1	.0		
	-5 -2 'No difficulties'	495	3.8		
	-2	9227	70.3		
	-1 Not stated	17	.1		
	Total	9740	74.2		
Total		13124	100.0		

### se184 A23c2: Degree to which child's emotional/attentional/behavioural difficulties interfere with own learning

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Not at all	278	2.1	8.2	8.2
	2 Only a little	1275	9.7	37.7	45.9
	3 Quite a lot	1155	8.8	34.1	80.0
	4 A great deal	678	5.2	20.0	100.0
	Total	3386	25.8	100.0	
Missing	-6 Section A omitted	1	.0		
	-5 -2 'No difficulties'	495	3.8		
	-2	9227	70.3		
	-1 Not stated	15	.1		
	Total	9738	74.2		
Total		13124	100.0		

### se185 A23d: Degree to which child's emotional/attentional/behavioural difficulties burden the teacher/class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Not at all	631	4.8	18.6	18.6
	2 Only a little	1565	11.9	46.2	64.8
	3 Quite a lot	821	6.3	24.2	89.0
	4 A great deal	373	2.8	11.0	100.0
	Total	3390	25.8	100.0	
Missing	-6 Section A omitted	1	.0		
	-5 -2 'No difficulties'	495	3.8		
	-2	9227	70.3		
	-1 Not stated	11	.1		
	Total	9734	74.2		
Total		13124	100.0		

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

The burden of emotional / attentional / behavioural difficulties score was computed as SE186a from SE182 to SE185 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 SE186b.

If the child was reported as having no difficulties (i.e. SE180 = 1 and all of SE182 to SE185 were -2) then SE186a was set to 0 and SE186b was set to 2 "No". Note that, although values of -6 in the components are copied across to SE186a & SE186b, 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 SE186c so users can easily exclude cases with lots of missing components if they wish. If SE186c equalled 4 then SE186a & b were set to -5.

**se186a DV: Burden of emotional/attentional/behavioural difficulties**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	9243	70.4	73.2	73.2
	1	99	.8	.8	74.0
	2	290	2.2	2.3	76.3
	3	428	3.3	3.4	79.7
	4	552	4.2	4.4	84.1
	5	494	3.8	3.9	88.0
	6	446	3.4	3.5	91.5
	7	352	2.7	2.8	94.3
	8	242	1.8	1.9	96.2
	9	197	1.5	1.6	97.8
	10	119	.9	.9	98.7
	11	98	.7	.8	99.5
	12	61	.5	.5	100.0
	Total	12621	96.2	100.0	
Missing	-6 Section A omitted	1	.0		
	-5 All 4 components omitted	502	3.8		
	Total	503	3.8		
Total		13124	100.0		

**se186b DV: Any burden of emotional/attentional/behavioural difficulties**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	3378	25.7	26.8	26.8
	2 No	9243	70.4	73.2	100.0
	Total	12621	96.2	100.0	
Missing	-6 Section A omitted	1	.0		
	-5 All 4 components omitted	502	3.8		
	Total	503	3.8		
Total		13124	100.0		



## SE “The Developing Child” – Section A

**se186c DV: # missing burden of emotional/attentional/behavioural difficulties components**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	12577	95.8	95.8	95.8
	1	39	.3	.3	96.1
	2	1	.0	.0	96.1
	3	4	.0	.0	96.2
	4	502	3.8	3.8	100.0
	Total	13123	100.0	100.0	
Missing	-6 Section A omitted	1	.0		
Total		13124	100.0		

## PAGE 5 OF THE QUESTIONNAIRE

**SECTION B: ATTENTION, ACTIVITY AND IMPULSIVENESS**

[Editing: If all parts of section B were omitted (i.e. keyed as -1) variables SE065 to SE098c 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 lowest code number was taken.]

**se065 B1: Length of time child sticks to enjoyable tasks**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 < 2 Minutes	78	.6	.6	.6
	2 2-4 Minutes	339	2.6	2.6	3.2
	3 5-9 Minutes	1520	11.6	11.7	14.9
	4 10-19 Minutes	3183	24.3	24.5	39.4
	5 20+ Minutes	7882	60.1	60.6	100.0
	Total	13002	99.1	100.0	
Missing	-6 Section B omitted	12	.1		
	-1 Not stated	110	.8		
	Total	122	.9		
Total		13124	100.0		

## SE “The Developing Child” – Section B

- 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.

	<b>Not true</b>	<b>Somewhat true</b>	<b>Certainly true</b>
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>

## PAGE 6 OF THE QUESTIONNAIRE

	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: If more than one box was ticked for any part then the highest code number was taken for that part.]

[Editing: If all 19 parts of B2 had value -1, variables SE066 to SE084 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 SE066 to SE084 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.]

**se066 B2a: Degree to which child made careless mistakes in past school year**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1 Not true	5717	43.6	43.6	43.6
2 Somewhat true	5629	42.9	42.9	86.6
3 Certainly true	1760	13.4	13.4	100.0
Total	13106	99.9	100.0	
Missing -6 Section B omitted	12	.1		
-5 Question B2 omitted	1	.0		
-1 Not stated	5	.0		
Total	18	.1		
Total	13124	100.0		

**se066a DV: Child made careless mistakes in past school year**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1 Yes	7389	56.3	56.4	56.4
2 No	5717	43.6	43.6	100.0
Total	13106	99.9	100.0	
Missing -6 Section B omitted	12	.1		
-5 Question B2 omitted	1	.0		
-1 Not stated	5	.0		
Total	18	.1		
Total	13124	100.0		

## SE “The Developing Child” – Section B

### se067 B2b: Degree to which child failed to pay attention in past school year

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Not true	7617	58.0	58.1	58.1
	2 Somewhat true	4108	31.3	31.4	89.5
	3 Certainly true	1378	10.5	10.5	100.0
	Total	13103	99.8	100.0	
Missing	-6 Section B omitted	12	.1		
	-5 Question B2 omitted	1	.0		
	-1 Not stated	8	.1		
	Total	21	.2		
Total		13124	100.0		

### se067a DV: Child failed to pay attention in past school year

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	5486	41.8	41.9	41.9
	2 No	7617	58.0	58.1	100.0
	Total	13103	99.8	100.0	
Missing	-6 Section B omitted	12	.1		
	-5 Question B2 omitted	1	.0		
	-1 Not stated	8	.1		
	Total	21	.2		
Total		13124	100.0		

### se068 B2c: Degree to which child quickly lost interest in activities in past school year

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Not true	9096	69.3	69.4	69.4
	2 Somewhat true	2997	22.8	22.9	92.3
	3 Certainly true	1007	7.7	7.7	100.0
	Total	13100	99.8	100.0	
Missing	-6 Section B omitted	12	.1		
	-5 Question B2 omitted	1	.0		
	-1 Not stated	11	.1		
	Total	24	.2		
Total		13124	100.0		

### se068a DV: Child quickly lost interest in activities in past school year

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	4004	30.5	30.6	30.6
	2 No	9096	69.3	69.4	100.0
	Total	13100	99.8	100.0	
Missing	-6 Section B omitted	12	.1		
	-5 Question B2 omitted	1	.0		
	-1 Not stated	11	.1		
	Total	24	.2		
Total		13124	100.0		

## SE “The Developing Child” – Section B

### se069 B2d: Degree to which child did not seem to listen in past school year

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Not true	8222	62.6	62.7	62.7
	2 Somewhat true	3626	27.6	27.7	90.4
	3 Certainly true	1255	9.6	9.6	100.0
	Total	13103	99.8	100.0	
Missing	-6 Section B omitted	12	.1		
	-5 Question B2 omitted	1	.0		
	-1 Not stated	8	.1		
	Total	21	.2		
Total		13124	100.0		

### se069a DV: Child did not seem to listen in past school year

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	4881	37.2	37.3	37.3
	2 No	8222	62.6	62.7	100.0
	Total	13103	99.8	100.0	
Missing	-6 Section B omitted	12	.1		
	-5 Question B2 omitted	1	.0		
	-1 Not stated	8	.1		
	Total	21	.2		
Total		13124	100.0		

### se070 B2e: Degree to which child failed to finish things in past school year

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Not true	8792	67.0	67.1	67.1
	2 Somewhat true	3163	24.1	24.1	91.2
	3 Certainly true	1149	8.8	8.8	100.0
	Total	13104	99.8	100.0	
Missing	-6 Section B omitted	12	.1		
	-5 Question B2 omitted	1	.0		
	-1 Not stated	7	.1		
	Total	20	.2		
Total		13124	100.0		

### se070a DV: Child failed to finish things in past school year

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	4312	32.9	32.9	32.9
	2 No	8792	67.0	67.1	100.0
	Total	13104	99.8	100.0	
Missing	-6 Section B omitted	12	.1		
	-5 Question B2 omitted	1	.0		
	-1 Not stated	7	.1		
	Total	20	.2		
Total		13124	100.0		

## SE “The Developing Child” – Section B

### se071 B2f: Degree to which child was disorganised in past school year

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Not true	9623	73.3	73.4	73.4
	2 Somewhat true	2485	18.9	19.0	92.4
	3 Certainly true	994	7.6	7.6	100.0
	Total	13102	99.8	100.0	
Missing	-6 Section B omitted	12	.1		
	-5 Question B2 omitted	1	.0		
	-1 Not stated	9	.1		
	Total	22	.2		
Total		13124	100.0		

### se071a DV: Child was disorganised in past school year

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	3479	26.5	26.6	26.6
	2 No	9623	73.3	73.4	100.0
	Total	13102	99.8	100.0	
Missing	-6 Section B omitted	12	.1		
	-5 Question B2 omitted	1	.0		
	-1 Not stated	9	.1		
	Total	22	.2		
Total		13124	100.0		

### se072 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	9490	72.3	72.4	72.4
	2 Somewhat true	2606	19.9	19.9	92.3
	3 Certainly true	1009	7.7	7.7	100.0
	Total	13105	99.9	100.0	
Missing	-6 Section B omitted	12	.1		
	-5 Question B2 omitted	1	.0		
	-1 Not stated	6	.0		
	Total	19	.1		
Total		13124	100.0		

### se072a DV: Child tried to avoid tasks requiring thought in past school year

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	3615	27.5	27.6	27.6
	2 No	9490	72.3	72.4	100.0
	Total	13105	99.9	100.0	
Missing	-6 Section B omitted	12	.1		
	-5 Question B2 omitted	1	.0		
	-1 Not stated	6	.0		
	Total	19	.1		
Total		13124	100.0		

## SE “The Developing Child” – Section B

### se073 B2h: Degree to which child lost things in past school year

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Not true	10663	81.2	81.4	81.4
	2 Somewhat true	1728	13.2	13.2	94.6
	3 Certainly true	714	5.4	5.4	100.0
	Total	13105	99.9	100.0	
Missing	-6 Section B omitted	12	.1		
	-5 Question B2 omitted	1	.0		
	-1 Not stated	6	.0		
	Total	19	.1		
Total		13124	100.0		

### se073a DV: Child lost things in past school year

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	2442	18.6	18.6	18.6
	2 No	10663	81.2	81.4	100.0
	Total	13105	99.9	100.0	
Missing	-6 Section B omitted	12	.1		
	-5 Question B2 omitted	1	.0		
	-1 Not stated	6	.0		
	Total	19	.1		
Total		13124	100.0		

### se074 B2i: Degree to which child was easily distracted in past school year

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Not true	7751	59.1	59.1	59.1
	2 Somewhat true	3617	27.6	27.6	86.7
	3 Certainly true	1739	13.3	13.3	100.0
	Total	13107	99.9	100.0	
Missing	-6 Section B omitted	12	.1		
	-5 Question B2 omitted	1	.0		
	-1 Not stated	4	.0		
	Total	17	.1		
Total		13124	100.0		

### se074a DV: Child was easily distracted in past school year

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	5356	40.8	40.9	40.9
	2 No	7751	59.1	59.1	100.0
	Total	13107	99.9	100.0	
Missing	-6 Section B omitted	12	.1		
	-5 Question B2 omitted	1	.0		
	-1 Not stated	4	.0		
	Total	17	.1		
Total		13124	100.0		



## SE “The Developing Child” – Section B

### se075 B2j: Degree to which child was forgetful in past school year

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Not true	9934	75.7	75.8	75.8
	2 Somewhat true	2347	17.9	17.9	93.7
	3 Certainly true	823	6.3	6.3	100.0
	Total	13104	99.8	100.0	
Missing	-6 Section B omitted	12	.1		
	-5 Question B2 omitted	1	.0		
	-1 Not stated	7	.1		
	Total	20	.2		
Total		13124	100.0		

### se075a DV: Child was forgetful in past school year

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	3170	24.2	24.2	24.2
	2 No	9934	75.7	75.8	100.0
	Total	13104	99.8	100.0	
Missing	-6 Section B omitted	12	.1		
	-5 Question B2 omitted	1	.0		
	-1 Not stated	7	.1		
	Total	20	.2		
Total		13124	100.0		

### se076 B2k: Degree to which child fidgeted in past school year

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Not true	9938	75.7	75.9	75.9
	2 Somewhat true	2090	15.9	16.0	91.8
	3 Certainly true	1069	8.1	8.2	100.0
	Total	13097	99.8	100.0	
Missing	-6 Section B omitted	12	.1		
	-5 Question B2 omitted	1	.0		
	-1 Not stated	14	.1		
	Total	27	.2		
Total		13124	100.0		

### se076a DV: Child fidgeted in past school year

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	3159	24.1	24.1	24.1
	2 No	9938	75.7	75.9	100.0
	Total	13097	99.8	100.0	
Missing	-6 Section B omitted	12	.1		
	-5 Question B2 omitted	1	.0		
	-1 Not stated	14	.1		
	Total	27	.2		
Total		13124	100.0		

## SE "The Developing Child" – Section B

### se077 B2l: Degree to which child couldn't stay sitting when required to in past school year

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Not true	11364	86.6	86.7	86.7
	2 Somewhat true	1175	9.0	9.0	95.7
	3 Certainly true	563	4.3	4.3	100.0
	Total	13102	99.8	100.0	
Missing	-6 Section B omitted	12	.1		
	-5 Question B2 omitted	1	.0		
	-1 Not stated	9	.1		
	Total	22	.2		
Total		13124	100.0		

### se077a DV: Child couldn't stay sitting when required to in past school year

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	1738	13.2	13.3	13.3
	2 No	11364	86.6	86.7	100.0
	Total	13102	99.8	100.0	
Missing	-6 Section B omitted	12	.1		
	-5 Question B2 omitted	1	.0		
	-1 Not stated	9	.1		
	Total	22	.2		
Total		13124	100.0		

### se078 B2m: Degree to which child ran or climbed about illicitly in past school year

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Not true	12296	93.7	93.8	93.8
	2 Somewhat true	539	4.1	4.1	97.9
	3 Certainly true	269	2.0	2.1	100.0
	Total	13104	99.8	100.0	
Missing	-6 Section B omitted	12	.1		
	-5 Question B2 omitted	1	.0		
	-1 Not stated	7	.1		
	Total	20	.2		
Total		13124	100.0		

### se078a DV: Child ran or climbed about illicitly in past school year

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	808	6.2	6.2	6.2
	2 No	12296	93.7	93.8	100.0
	Total	13104	99.8	100.0	
Missing	-6 Section B omitted	12	.1		
	-5 Question B2 omitted	1	.0		
	-1 Not stated	7	.1		
	Total	20	.2		
Total		13124	100.0		

## SE “The Developing Child” – Section B

### se079 B2n: Degree to which child had difficulty playing quietly in past school year

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Not true	11188	85.2	85.5	85.5
	2 Somewhat true	1501	11.4	11.5	97.0
	3 Certainly true	390	3.0	3.0	100.0
	Total	13079	99.7	100.0	
Missing	-6 Section B omitted	12	.1		
	-5 Question B2 omitted	1	.0		
	-1 Not stated	32	.2		
	Total	45	.3		
Total		13124	100.0		

### se079a DV: Child had difficulty playing quietly in past school year

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	1891	14.4	14.5	14.5
	2 No	11188	85.2	85.5	100.0
	Total	13079	99.7	100.0	
Missing	-6 Section B omitted	12	.1		
	-5 Question B2 omitted	1	.0		
	-1 Not stated	32	.2		
	Total	45	.3		
Total		13124	100.0		

### se080 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	10773	82.1	82.4	82.4
	2 Somewhat true	1651	12.6	12.6	95.0
	3 Certainly true	649	4.9	5.0	100.0
	Total	13073	99.6	100.0	
Missing	-6 Section B omitted	12	.1		
	-5 Question B2 omitted	1	.0		
	-1 Not stated	38	.3		
	Total	51	.4		
Total		13124	100.0		

### se080a DV: Child found it hard to calm down in past school year

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	2300	17.5	17.6	17.6
	2 No	10773	82.1	82.4	100.0
	Total	13073	99.6	100.0	
Missing	-6 Section B omitted	12	.1		
	-5 Question B2 omitted	1	.0		
	-1 Not stated	38	.3		
	Total	51	.4		
Total		13124	100.0		

## SE “The Developing Child” – Section B

### se081 B2p: Degree to which child interrupted / blurted out answers in past school year

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Not true	10494	80.0	80.3	80.3
	2 Somewhat true	1728	13.2	13.2	93.5
	3 Certainly true	853	6.5	6.5	100.0
	Total	13075	99.6	100.0	
Missing	-6 Section B omitted	12	.1		
	-5 Question B2 omitted	1	.0		
	-1 Not stated	36	.3		
	Total	49	.4		
Total		13124	100.0		

### se081a DV: Child interrupted / blurted out answers in past school year

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	2581	19.7	19.7	19.7
	2 No	10494	80.0	80.3	100.0
	Total	13075	99.6	100.0	
Missing	-6 Section B omitted	12	.1		
	-5 Question B2 omitted	1	.0		
	-1 Not stated	36	.3		
	Total	49	.4		
Total		13124	100.0		

### se082 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	10767	82.0	82.3	82.3
	2 Somewhat true	1560	11.9	11.9	94.3
	3 Certainly true	752	5.7	5.7	100.0
	Total	13079	99.7	100.0	
Missing	-6 Section B omitted	12	.1		
	-5 Question B2 omitted	1	.0		
	-1 Not stated	32	.2		
	Total	45	.3		
Total		13124	100.0		

### se082a DV: Child found it hard to wait own turn in past school year

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	2312	17.6	17.7	17.7
	2 No	10767	82.0	82.3	100.0
	Total	13079	99.7	100.0	
Missing	-6 Section B omitted	12	.1		
	-5 Question B2 omitted	1	.0		
	-1 Not stated	32	.2		
	Total	45	.3		
Total		13124	100.0		

## SE “The Developing Child” – Section B

### se083 B2r: Degree to which child interrupted / butted in on others in past school year

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Not true	10508	80.1	80.4	80.4
	2 Somewhat true	1753	13.4	13.4	93.8
	3 Certainly true	814	6.2	6.2	100.0
	Total	13075	99.6	100.0	
Missing	-6 Section B omitted	12	.1		
	-5 Question B2 omitted	1	.0		
	-1 Not stated	36	.3		
	Total	49	.4		
Total		13124	100.0		

### se083a DV: Child interrupted / butted in on others in past school year

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	2567	19.6	19.6	19.6
	2 No	10508	80.1	80.4	100.0
	Total	13075	99.6	100.0	
Missing	-6 Section B omitted	12	.1		
	-5 Question B2 omitted	1	.0		
	-1 Not stated	36	.3		
	Total	49	.4		
Total		13124	100.0		

### se084 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	10052	76.6	76.9	76.9
	2 Somewhat true	2103	16.0	16.1	93.0
	3 Certainly true	915	7.0	7.0	100.0
	Total	13070	99.6	100.0	
Missing	-6 Section B omitted	12	.1		
	-5 Question B2 omitted	1	.0		
	-1 Not stated	41	.3		
	Total	54	.4		
Total		13124	100.0		

### se084a DV: Child went on talking when asked to stop in past school year

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	3018	23.0	23.1	23.1
	2 No	10052	76.6	76.9	100.0
	Total	13070	99.6	100.0	
Missing	-6 Section B omitted	12	.1		
	-5 Question B2 omitted	1	.0		
	-1 Not stated	41	.3		
	Total	54	.4		
Total		13124	100.0		

## SE “The Developing Child” – Section B

### 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 SE085a. A summary indicator of whether any activity symptoms were reported was derived from this as SE085b. Note that, although values of -6 in the components were copied across to SE085a & SE085b, 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 SE085c so users can easily exclude cases with lots of missing components if they wish. If SE085c equalled 9 then SE085a & b were set to -5.

#### **se085a DV: # activity symptoms**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	8245	62.8	62.9	62.9
	1	1169	8.9	8.9	71.8
	2	711	5.4	5.4	77.2
	3	508	3.9	3.9	81.1
	4	458	3.5	3.5	84.6
	5	372	2.8	2.8	87.4
	6	375	2.9	2.9	90.3
	7	362	2.8	2.8	93.1
	8	416	3.2	3.2	96.2
	9	495	3.8	3.8	100.0
	Total	13111	99.9	100.0	
Missing	-6 Section B omitted	12	.1		
	-5 All 9 components omitted	1	.0		
	Total	13	.1		
Total		13124	100.0		

#### **se085b DV: Any activity symptoms**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	4866	37.1	37.1	37.1
	2 No	8245	62.8	62.9	100.0
	Total	13111	99.9	100.0	
Missing	-6 Section B omitted	12	.1		
	-5 All 9 components omitted	1	.0		
	Total	13	.1		
Total		13124	100.0		

## SE “The Developing Child” – Section B

**se085c DV: # missing activity symptoms components**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	13032	99.3	99.4	99.4
	1	40	.3	.3	99.7
	2	3	.0	.0	99.7
	3	5	.0	.0	99.8
	5	2	.0	.0	99.8
	6	29	.2	.2	100.0
	9	1	.0	.0	100.0
	Total	13112	99.9	100.0	
Missing	-6 Section B omitted	12	.1		
Total		13124	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 SE086a. A summary indicator of whether any severe activity symptoms were reported was derived from this as SE086b. Note that, although values of -6 in the components were copied across to SE086a & SE086b, values of -5 & -1 in the components are treated the same as value 1. The number of components with missing values of -5 & -1 was calculated as SE086c so users can easily exclude cases with lots of missing components if they wish. If SE086c equalled 9 then SE086a & b were set to -5. Note that SE086c is actually the same as SE085c.

**se086a DV: # severe activity symptoms**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	11343	86.4	86.5	86.5
	1	567	4.3	4.3	90.8
	2	271	2.1	2.1	92.9
	3	167	1.3	1.3	94.2
	4	177	1.3	1.4	95.5
	5	151	1.2	1.2	96.7
	6	152	1.2	1.2	97.8
	7	85	.6	.6	98.5
	8	88	.7	.7	99.2
	9	110	.8	.8	100.0
	Total	13111	99.9	100.0	
Missing	-6 Section B omitted	12	.1		
	-5 All 9 components omitted	1	.0		
	Total	13	.1		
Total		13124	100.0		

## SE “The Developing Child” – Section B

### se086b DV: Any severe activity symptoms

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	1768	13.5	13.5	13.5
	2 No	11343	86.4	86.5	100.0
	Total	13111	99.9	100.0	
Missing	-6 Section B omitted	12	.1		
	-5 All 9 components omitted	1	.0		
	Total	13	.1		
Total		13124	100.0		

### se086c DV: # missing activity symptoms components

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	13032	99.3	99.4	99.4
	1	40	.3	.3	99.7
	2	3	.0	.0	99.7
	3	5	.0	.0	99.8
	5	2	.0	.0	99.8
	6	29	.2	.2	100.0
	9	1	.0	.0	100.0
	Total	13112	99.9	100.0	
Missing	-6 Section B omitted	12	.1		
Total		13124	100.0		



## SE “The Developing Child” – Section B

### 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, SE087b, should be used.

The activity symptoms score was created by summing SE085a and SE086a. Alternatively it can be thought of as having been created by recoding (missing, 1 = 0) (2 = 1) (3 = 2) in SE076 to SE084 and summing. The score based on complete cases only is SE087a. If any of the components were missing then SE087a was set to -5. Variable SE087c is the number of missing components. The prorated score is SE087b. If more than four components were missing then SE087b was set to -5. Otherwise SE087b was scaled by a factor of  $9 / (9 - \text{SE087c})$  and rounded to the nearest integer. Note that SE087c is actually the same as SE085c and SE086c.

**se087a DV: Activity symptoms score (complete cases)**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	8200	62.5	62.9	62.9
	1	1079	8.2	8.3	71.2
	2	693	5.3	5.3	76.5
	3	481	3.7	3.7	80.2
	4	405	3.1	3.1	83.3
	5	331	2.5	2.5	85.9
	6	279	2.1	2.1	88.0
	7	250	1.9	1.9	89.9
	8	209	1.6	1.6	91.5
	9	187	1.4	1.4	93.0
	10	137	1.0	1.1	94.0
	11	120	.9	.9	94.9
	12	109	.8	.8	95.8
	13	105	.8	.8	96.6
	14	100	.8	.8	97.3
	15	92	.7	.7	98.0
	16	79	.6	.6	98.6
	17	66	.5	.5	99.2
	18	110	.8	.8	100.0
	Total	13032	99.3	100.0	
Missing	-6 Section B omitted	12	.1		
	-5 1+ components omitted	80	.6		
	Total	92	.7		
Total		13124	100.0		

# SE "The Developing Child" – Section B

## se087b DV: Activity symptoms score (prorated)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	8217	62.6	62.8	62.8
	1	1084	8.3	8.3	71.1
	2	696	5.3	5.3	76.4
	3	484	3.7	3.7	80.1
	4	406	3.1	3.1	83.2
	5	333	2.5	2.5	85.8
	6	282	2.1	2.2	87.9
	7	251	1.9	1.9	89.9
	8	211	1.6	1.6	91.5
	9	191	1.5	1.5	92.9
	10	137	1.0	1.0	94.0
	11	122	.9	.9	94.9
	12	109	.8	.8	95.7
	13	105	.8	.8	96.5
	14	103	.8	.8	97.3
	15	93	.7	.7	98.0
	16	80	.6	.6	98.7
	17	66	.5	.5	99.2
	18	110	.8	.8	100.0
	Total	13080	99.7	100.0	
Missing	-6 Section B omitted	12	.1		
	-5 > 4 components omitted	32	.2		
	Total	44	.3		
Total		13124	100.0		

## se087c DV: # missing activity symptoms components

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	13032	99.3	99.4	99.4
	1	40	.3	.3	99.7
	2	3	.0	.0	99.7
	3	5	.0	.0	99.8
	5	2	.0	.0	99.8
	6	29	.2	.2	100.0
	9	1	.0	.0	100.0
	Total	13112	99.9	100.0	
Missing	-6 Section B omitted	12	.1		
Total		13124	100.0		

## SE “The Developing Child” – Section B

### 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 SE088a. A summary indicator of whether any attention symptoms were reported was derived from this as SE088b. Note that, although values of -6 in the components were copied across to SE088a & SE088b, 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 SE088c so users can easily exclude cases with lots of missing components if they wish. If SE088c equalled 10 then SE088a & b were set to -5.

#### **se088a DV: # attention symptoms**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	4552	34.7	34.7	34.7
	1	1684	12.8	12.8	47.6
	2	933	7.1	7.1	54.7
	3	752	5.7	5.7	60.4
	4	657	5.0	5.0	65.4
	5	586	4.5	4.5	69.9
	6	622	4.7	4.7	74.7
	7	733	5.6	5.6	80.2
	8	678	5.2	5.2	85.4
	9	627	4.8	4.8	90.2
	10	1284	9.8	9.8	100.0
	Total	13108	99.9	100.0	
Missing	-6 Section B omitted	12	.1		
	-5 All 10 components omitted	4	.0		
	Total	16	.1		
Total		13124	100.0		

#### **se088b DV: Any attention symptoms**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	8556	65.2	65.3	65.3
	2 No	4552	34.7	34.7	100.0
	Total	13108	99.9	100.0	
Missing	-6 Section B omitted	12	.1		
	-5 All 10 components omitted	4	.0		
	Total	16	.1		
Total		13124	100.0		

#### **se088c DV: # missing attention symptoms components**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	13075	99.6	99.7	99.7
	1	29	.2	.2	99.9
	2	2	.0	.0	100.0
	3	1	.0	.0	100.0
	5	1	.0	.0	100.0
	10	4	.0	.0	100.0
	Total	13112	99.9	100.0	
Missing	-6 Section B omitted	12	.1		
Total		13124	100.0		

## SE “The Developing Child” – Section B

### 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 SE089a. A summary indicator of whether any severe attention symptoms were reported was derived from this as SE089b. Note that, although values of -6 in the components were copied across to SE089a & SE089b, 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 SE089c so users can easily exclude cases with lots of missing components if they wish. If SE089c equalled 10 then SE089a & b were set to -5. Note that SE089c is actually the same as SE088c.

#### **se089a DV: # severe attention symptoms**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	10185	77.6	77.7	77.7
	1	825	6.3	6.3	84.0
	2	438	3.3	3.3	87.3
	3	300	2.3	2.3	89.6
	4	256	2.0	2.0	91.6
	5	210	1.6	1.6	93.2
	6	204	1.6	1.6	94.7
	7	187	1.4	1.4	96.2
	8	133	1.0	1.0	97.2
	9	144	1.1	1.1	98.3
	10	226	1.7	1.7	100.0
	Total	13108	99.9	100.0	
Missing	-6 Section B omitted	12	.1		
	-5 All 10 components omitted	4	.0		
	Total	16	.1		
Total		13124	100.0		

#### **se089b DV: Any severe attention symptoms**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	2923	22.3	22.3	22.3
	2 No	10185	77.6	77.7	100.0
	Total	13108	99.9	100.0	
Missing	-6 Section B omitted	12	.1		
	-5 All 10 components omitted	4	.0		
	Total	16	.1		
Total		13124	100.0		

#### **se089c DV: # missing attention symptoms components**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	13075	99.6	99.7	99.7
	1	29	.2	.2	99.9
	2	2	.0	.0	100.0
	3	1	.0	.0	100.0
	5	1	.0	.0	100.0
	10	4	.0	.0	100.0
	Total	13112	99.9	100.0	
Missing	-6 Section B omitted	12	.1		
Total		13124	100.0		

## SE “The Developing Child” – Section B

### 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, SE090b, should be used.

The attention symptoms score was created by summing SE088a and SE089a. Alternatively it can be thought of as having been created by recoding (missing, 1 = 0) (2 = 1) (3 = 2) in SE066 to SE075 and summing. The score based on complete cases only is SE090a. If any of the components were missing then SE090a was set to -5. Variable SE090c is the number of missing components. The prorated score is SE090b. If more than five components were missing then SE090b was set to -5. Otherwise SE090b was scaled by a factor of  $10 / (10 - SE090c)$  and rounded to the nearest integer. Note that SE090c is actually the same as SE088c and SE089c.

**se090a DV: Attention symptoms score (complete cases)**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	4550	34.7	34.8	34.8
	1	1637	12.5	12.5	47.3
	2	918	7.0	7.0	54.3
	3	740	5.6	5.7	60.0
	4	607	4.6	4.6	64.6
	5	529	4.0	4.0	68.7
	6	499	3.8	3.8	72.5
	7	517	3.9	4.0	76.5
	8	458	3.5	3.5	80.0
	9	393	3.0	3.0	83.0
	10	484	3.7	3.7	86.7
	11	233	1.8	1.8	88.5
	12	218	1.7	1.7	90.1
	13	200	1.5	1.5	91.6
	14	184	1.4	1.4	93.1
	15	171	1.3	1.3	94.4
	16	163	1.2	1.2	95.6
	17	109	.8	.8	96.4
	18	121	.9	.9	97.4
	19	118	.9	.9	98.3
	20	226	1.7	1.7	100.0
	Total	13075	99.6	100.0	
Missing	-6 Section B omitted	12	.1		
	-5 1+ components omitted	37	.3		
	Total	49	.4		
Total		13124	100.0		

# SE "The Developing Child" – Section B

## se090b DV: Attention symptoms score (prorated)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	4552	34.7	34.7	34.7
	1	1639	12.5	12.5	47.2
	2	921	7.0	7.0	54.3
	3	744	5.7	5.7	59.9
	4	608	4.6	4.6	64.6
	5	529	4.0	4.0	68.6
	6	502	3.8	3.8	72.4
	7	520	4.0	4.0	76.4
	8	460	3.5	3.5	79.9
	9	395	3.0	3.0	82.9
	10	485	3.7	3.7	86.6
	11	235	1.8	1.8	88.4
	12	220	1.7	1.7	90.1
	13	202	1.5	1.5	91.6
	14	184	1.4	1.4	93.0
	15	171	1.3	1.3	94.3
	16	164	1.2	1.3	95.6
	17	109	.8	.8	96.4
	18	122	.9	.9	97.4
	19	118	.9	.9	98.3
	20	228	1.7	1.7	100.0
	Total	13108	99.9	100.0	
Missing	-6 Section B omitted	12	.1		
	-5 > 5 components omitted	4	.0		
	Total	16	.1		
Total		13124	100.0		

## se090c DV: # missing attention symptoms components

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	13075	99.6	99.7	99.7
	1	29	.2	.2	99.9
	2	2	.0	.0	100.0
	3	1	.0	.0	100.0
	5	1	.0	.0	100.0
	10	4	.0	.0	100.0
	Total	13112	99.9	100.0	
Missing	-6 Section B omitted	12	.1		
Total		13124	100.0		

## SE “The Developing Child” – Section B

### 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 SE091a. This is also the sum of SE085a and SE088a. A summary indicator of whether any attention/activity symptoms were reported was derived from this as SE091b. Note that, although values of -6 in the components were copied across to SE091a & SE091b, 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 SE091c so users can easily exclude cases with lots of missing components if they wish. If SE091c equalled 19 then SE091a & b were set to -5.

#### **se091a DV: Total # attention/activity symptoms**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	4317	32.9	32.9	32.9
	1	1516	11.6	11.6	44.5
	2	852	6.5	6.5	51.0
	3	657	5.0	5.0	56.0
	4	536	4.1	4.1	60.1
	5	499	3.8	3.8	63.9
	6	472	3.6	3.6	67.5
	7	449	3.4	3.4	70.9
	8	471	3.6	3.6	74.5
	9	409	3.1	3.1	77.6
	10	420	3.2	3.2	80.8
	11	385	2.9	2.9	83.8
	12	331	2.5	2.5	86.3
	13	263	2.0	2.0	88.3
	14	241	1.8	1.8	90.1
	15	256	2.0	2.0	92.1
	16	252	1.9	1.9	94.0
	17	250	1.9	1.9	95.9
	18	233	1.8	1.8	97.7
	19	302	2.3	2.3	100.0
	Total	13111	99.9	100.0	
Missing	-6 Section B omitted	12	.1		
	-5 All 19 components omitted	1	.0		
	Total	13	.1		
Total		13124	100.0		

#### **se091b DV: Any attention/activity symptoms**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	8794	67.0	67.1	67.1
	2 No	4317	32.9	32.9	100.0
	Total	13111	99.9	100.0	
Missing	-6 Section B omitted	12	.1		
	-5 All 19 components omitted	1	.0		
	Total	13	.1		
Total		13124	100.0		

# SE "The Developing Child" – Section B

**se091c DV: # missing attention/activity symptoms components**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	13002	99.1	99.2	99.2
	1	68	.5	.5	99.7
	2	3	.0	.0	99.7
	4	2	.0	.0	99.7
	5	3	.0	.0	99.7
	6	30	.2	.2	100.0
	13	3	.0	.0	100.0
	19	1	.0	.0	100.0
	Total	13112	99.9	100.0	
Missing	-6 Section B omitted	12	.1		
Total		13124	100.0		



## SE “The Developing Child” – Section B

### 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 SE092a. This is also the sum of SE086a and SE089a. A summary indicator of whether any severe attention/activity symptoms were reported was derived from this as SE092b. Note that, although values of -6 in the components were copied across to SE092a & SE092b, 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 SE092c so users can easily exclude cases with lots of missing components if they wish. If SE092c equalled 19 then SE092a & b were set to -5. Note that SE092c is actually the same as SE091c.

#### **se092a DV: Total # severe attention/activity symptoms**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	9839	75.0	75.0	75.0
	1	841	6.4	6.4	81.5
	2	381	2.9	2.9	84.4
	3	289	2.2	2.2	86.6
	4	268	2.0	2.0	88.6
	5	213	1.6	1.6	90.2
	6	178	1.4	1.4	91.6
	7	157	1.2	1.2	92.8
	8	137	1.0	1.0	93.8
	9	132	1.0	1.0	94.8
	10	141	1.1	1.1	95.9
	11	113	.9	.9	96.8
	12	75	.6	.6	97.4
	13	57	.4	.4	97.8
	14	59	.4	.5	98.2
	15	47	.4	.4	98.6
	16	55	.4	.4	99.0
	17	41	.3	.3	99.3
	18	30	.2	.2	99.6
	19	58	.4	.4	100.0
	Total	13111	99.9	100.0	
Missing	-6 Section B omitted	12	.1		
	-5 All 19 components omitted	1	.0		
	Total	13	.1		
Total		13124	100.0		

#### **se092b DV: Any severe attention/activity symptoms**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	3272	24.9	25.0	25.0
	2 No	9839	75.0	75.0	100.0
	Total	13111	99.9	100.0	
Missing	-6 Section B omitted	12	.1		
	-5 All 19 components omitted	1	.0		
	Total	13	.1		
Total		13124	100.0		

# SE "The Developing Child" – Section B

**se092c DV: # missing attention/activity symptoms components**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	13002	99.1	99.2	99.2
	1	68	.5	.5	99.7
	2	3	.0	.0	99.7
	4	2	.0	.0	99.7
	5	3	.0	.0	99.7
	6	30	.2	.2	100.0
	13	3	.0	.0	100.0
	19	1	.0	.0	100.0
	Total	13112	99.9	100.0	
Missing	-6 Section B omitted	12	.1		
Total		13124	100.0		

## SE “The Developing Child” – Section B

### 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, SE093b, should be used.

The attention/activity symptoms score was created by summing SE091a and SE092a. Alternatively it can be thought of as having been created by recoding (missing, 1 = 0) (2 = 1) (3 = 2) in SE066 to SE084 and summing. The score based on complete cases only is SE093a. If any of the components were missing then SE093a was set to -5. Variable SE093c is the number of missing components. The prorated score is SE093b. If more than nine components were missing then SE093b was set to -5. Otherwise SE093b was scaled by a factor of  $19 / (19 - SE093c)$  and rounded to the nearest integer. Note that SE093c is actually the same as SE092c and SE091c.

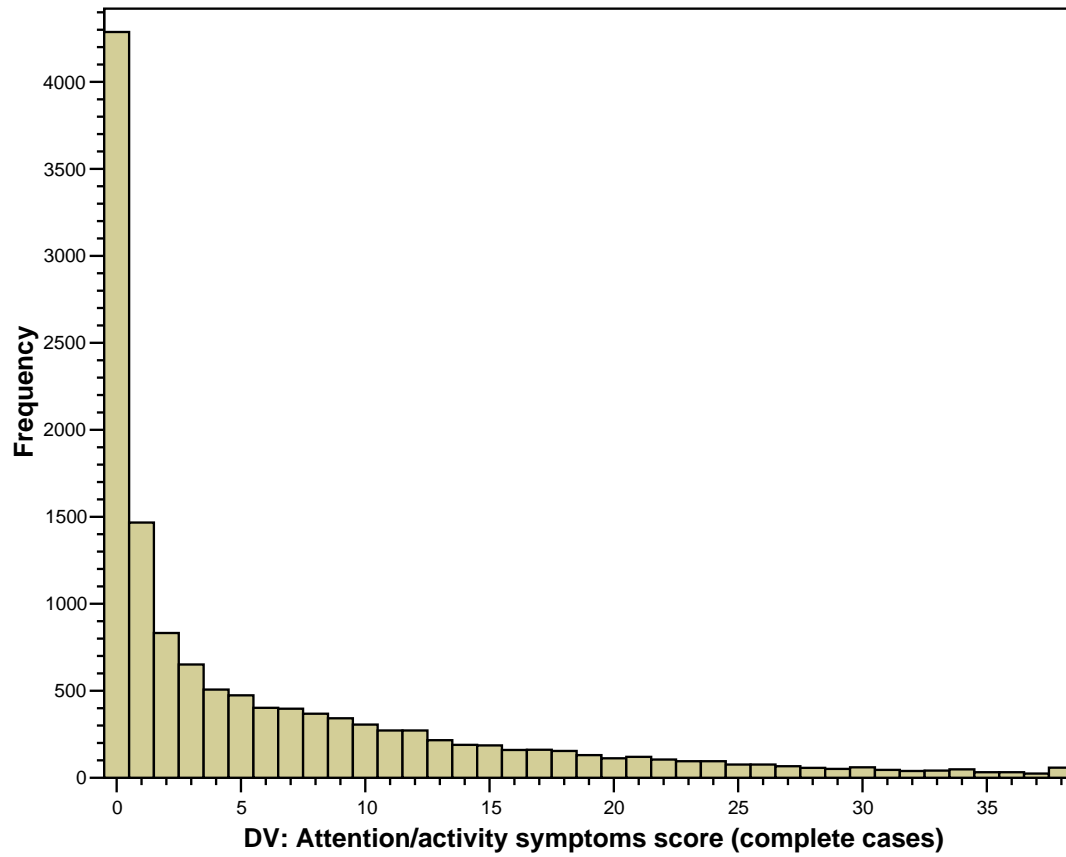
#### Statistics

		se093a DV : Attention/activity symptoms score (complete cases)	se093b DV : Attention/activity symptoms score (prorated)
N	Valid	13002	13108
	Missing	122	16
Mean		6.29	6.31
Mode		0	0
Std. Deviation		8.437	8.440
Minimum		0	0
Maximum		38	38
Percentiles	25	.00	.00
	50	2.00	2.00
	75	10.00	10.00

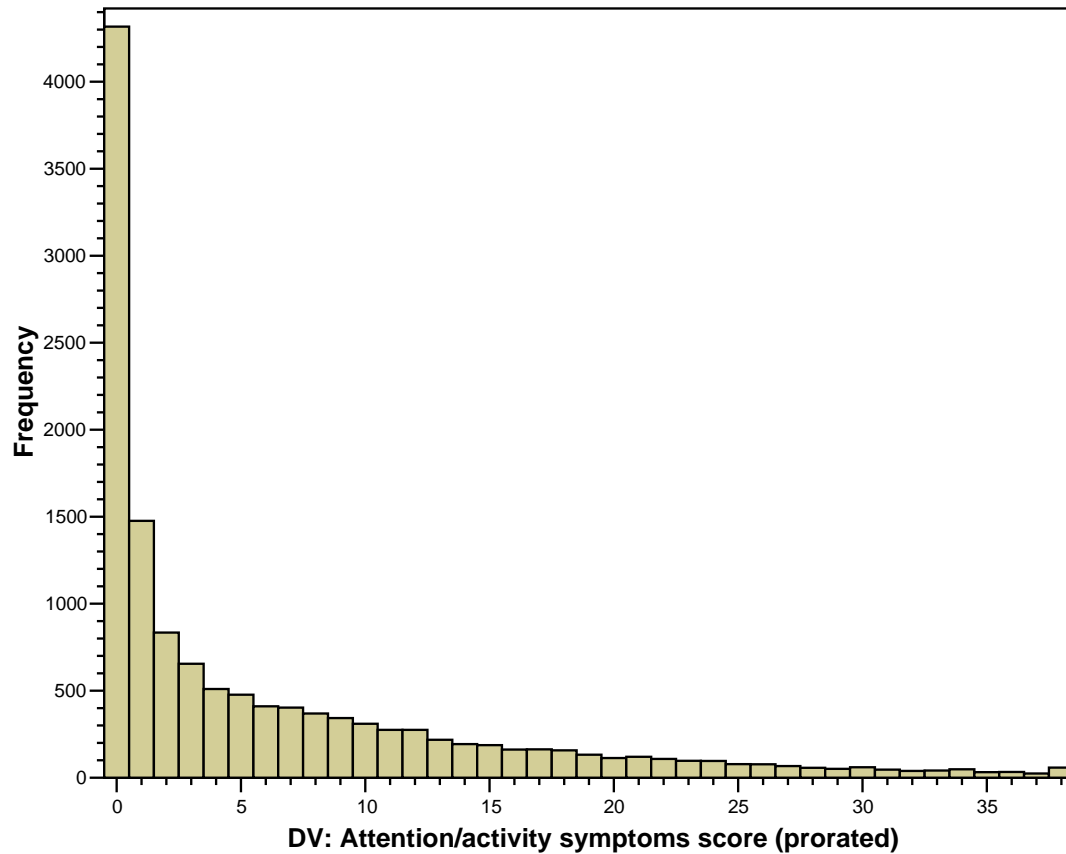
#### se093c DV: # missing attention/activity symptoms components

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	13002	99.1	99.2	99.2
	1	68	.5	.5	99.7
	2	3	.0	.0	99.7
	4	2	.0	.0	99.7
	5	3	.0	.0	99.7
	6	30	.2	.2	100.0
	13	3	.0	.0	100.0
	19	1	.0	.0	100.0
	Total	13112	99.9	100.0	
	Missing -6 Section B omitted	12	.1		
Total		13124	100.0		

**SE093A**



**SE093B**



## SE "The Developing Child" – Section B

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
<b>Do these behaviour patterns:</b>				
a) Upset or distress him/her?	1 <input style="width: 40px; height: 25px; border: 1px solid red;" type="text"/>	2 <input style="width: 40px; height: 25px; border: 1px solid red;" type="text"/>	3 <input style="width: 40px; height: 25px; border: 1px solid red;" type="text"/>	4 <input style="width: 40px; height: 25px; border: 1px solid red;" type="text"/>
b) Interfere with his/her peer relationships?	1 <input style="width: 40px; height: 25px; border: 1px solid red;" type="text"/>	2 <input style="width: 40px; height: 25px; border: 1px solid red;" type="text"/>	3 <input style="width: 40px; height: 25px; border: 1px solid red;" type="text"/>	4 <input style="width: 40px; height: 25px; border: 1px solid red;" type="text"/>
c) Interfere with his/her classroom learning?	1 <input style="width: 40px; height: 25px; border: 1px solid red;" type="text"/>	2 <input style="width: 40px; height: 25px; border: 1px solid red;" type="text"/>	3 <input style="width: 40px; height: 25px; border: 1px solid red;" type="text"/>	4 <input style="width: 40px; height: 25px; border: 1px solid red;" type="text"/>
d) Put a burden on you or the class as a whole?	1 <input style="width: 40px; height: 25px; border: 1px solid red;" type="text"/>	2 <input style="width: 40px; height: 25px; border: 1px solid red;" type="text"/>	3 <input style="width: 40px; height: 25px; border: 1px solid red;" type="text"/>	4 <input style="width: 40px; height: 25px; border: 1px solid red;" type="text"/>

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

[Editing: If no parts of B2 had value 3 "Certainly true" (i.e. if SE092b had value 2 or -5) then variables SE094 to SE097 were set to -2. If all parts of B3 had value -1, variables SE094 to SE097 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 SE094 to SE097 were recoded to 1 "Not at all".]

**se094 B3a: Degree to which child's attention/activity problems upset child**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Not at all	1295	9.9	45.1	45.1
	2 Only a little	1098	8.4	38.2	83.3
	3 Quite a lot	390	3.0	13.6	96.8
	4 A great deal	91	.7	3.2	100.0
	Total	2874	21.9	100.0	
Missing	-6 Section B omitted	12	.1		
	-5 Question B3 omitted	398	3.0		
	-2 No severe problems	9840	75.0		
	Total	10250	78.1		
Total		13124	100.0		

## SE “The Developing Child” – Section B

### se095 B3b: Degree to which child's attention/activity problems interfere with peer relationships

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Not at all	1103	8.4	38.4	38.4
	2 Only a little	917	7.0	31.9	70.3
	3 Quite a lot	587	4.5	20.4	90.7
	4 A great deal	266	2.0	9.3	100.0
	Total	2873	21.9	100.0	
Missing	-6 Section B omitted	12	.1		
	-5 Question B3 omitted	398	3.0		
	-2 No severe problems	9840	75.0		
	-1 Not stated	1	.0		
	Total	10251	78.1		
Total		13124	100.0		

### se096 B3c: Degree to which child's attention/activity problems interfere with own learning

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Not at all	164	1.2	5.7	5.7
	2 Only a little	881	6.7	30.7	36.4
	3 Quite a lot	1152	8.8	40.1	76.4
	4 A great deal	677	5.2	23.6	100.0
	Total	2874	21.9	100.0	
Missing	-6 Section B omitted	12	.1		
	-5 Question B3 omitted	398	3.0		
	-2 No severe problems	9840	75.0		
	Total	10250	78.1		
Total		13124	100.0		

### se097 B3d: Degree to which child's attention/activity problems burden the teacher/class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Not at all	548	4.2	19.1	19.1
	2 Only a little	1140	8.7	39.7	58.7
	3 Quite a lot	766	5.8	26.7	85.4
	4 A great deal	420	3.2	14.6	100.0
	Total	2874	21.9	100.0	
Missing	-6 Section B omitted	12	.1		
	-5 Question B3 omitted	398	3.0		
	-2 No severe problems	9840	75.0		
	Total	10250	78.1		
Total		13124	100.0		

**Derived Variables****Burden of Attention / Activity**

The burden of attention / activity score was computed as SE098a from SE094 to SE097 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 SE098b.

If the child was reported as having no serious attention / activity problems (i.e. SE092b = -5 or 2 and all of SE094 to SE097 were -2) then SE098a was set to 0 and SE098b was set to 2 “No”. Note that, although values of -6 & -5 in the components are copied across to SE098a & SE098b, 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 SE098c so users can easily exclude cases with lots of missing components if they wish.

**se098a DV: Burden of attention/activity problems score**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	9943	75.8	78.2	78.2
	1	198	1.5	1.6	79.8
	2	307	2.3	2.4	82.2
	3	356	2.7	2.8	85.0
	4	411	3.1	3.2	88.2
	5	360	2.7	2.8	91.0
	6	326	2.5	2.6	93.6
	7	275	2.1	2.2	95.8
	8	190	1.4	1.5	97.3
	9	154	1.2	1.2	98.5
	10	101	.8	.8	99.3
	11	49	.4	.4	99.7
	12	44	.3	.3	100.0
	Total	12714	96.9	100.0	
Missing	-6 Section B omitted	12	.1		
	-5 Question B3 omitted	398	3.0		
	Total	410	3.1		
Total		13124	100.0		

**se098b DV: Any burden of attention/activity problems**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	2771	21.1	21.8	21.8
	2 No	9943	75.8	78.2	100.0
	Total	12714	96.9	100.0	
Missing	-6 Section B omitted	12	.1		
	-5 Question B3 omitted	398	3.0		
	Total	410	3.1		
Total		13124	100.0		

# SE “The Developing Child” – Section B

**se098c DV: # missing burden of attention/activity problems components**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	12713	96.9	97.0	97.0
	1	1	.0	.0	97.0
	4	398	3.0	3.0	100.0
	Total	13112	99.9	100.0	
Missing	-6 Section B omitted	12	.1		
Total		13124	100.0		



## PAGE 7 OF THE QUESTIONNAIRE

**SECTION C: AWKWARD AND TROUBLESOME BEHAVIOUR**

[Editing: If all parts of section C were omitted (i.e. keyed as -1) variables SE100 to SE134c 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	1 <input type="text"/>	2 <input type="text"/>	3 <input type="text"/>
b) Argues a lot with adults	1 <input type="text"/>	2 <input type="text"/>	3 <input type="text"/>
c) Is disobedient at school	1 <input type="text"/>	2 <input type="text"/>	3 <input type="text"/>
d) Deliberately does things to annoy others	1 <input type="text"/>	2 <input type="text"/>	3 <input type="text"/>
e) Blames others for his/her own mistakes	1 <input type="text"/>	2 <input type="text"/>	3 <input type="text"/>
f) Is easily annoyed by others	1 <input type="text"/>	2 <input type="text"/>	3 <input type="text"/>
g) Is angry and resentful	1 <input type="text"/>	2 <input type="text"/>	3 <input type="text"/>
h) Is spiteful	1 <input type="text"/>	2 <input type="text"/>	3 <input type="text"/>
i) Tries to get his/her own back	1 <input type="text"/>	2 <input type="text"/>	3 <input type="text"/>
j) Lies or cheats	1 <input type="text"/>	2 <input type="text"/>	3 <input type="text"/>
k) Starts fights	1 <input type="text"/>	2 <input type="text"/>	3 <input type="text"/>
l) Bullies others	1 <input type="text"/>	2 <input type="text"/>	3 <input type="text"/>
m) Plays truant	1 <input type="text"/>	2 <input type="text"/>	3 <input type="text"/>
n) Uses weapons when fighting	1 <input type="text"/>	2 <input type="text"/>	3 <input type="text"/>
o) Has been physically cruel, has really hurt someone	1 <input type="text"/>	2 <input type="text"/>	3 <input type="text"/>
p) Has been deliberately cruel to animals	1 <input type="text"/>	2 <input type="text"/>	3 <input type="text"/>
q) Sets fire deliberately	1 <input type="text"/>	2 <input type="text"/>	3 <input type="text"/>
r) Steals things	1 <input type="text"/>	2 <input type="text"/>	3 <input type="text"/>

## PAGE 8 OF THE QUESTIONNAIRE

		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: If more than one box was ticked for any part then the highest code number was taken for that part.]

[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 SE100 to SE120 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.]

**se100 C1a: Degree to which child had temper tantrums in past school year**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Not true	11031	84.1	84.2	84.2
	2 Somewhat true	1345	10.2	10.3	94.5
	3 Certainly true	721	5.5	5.5	100.0
	Total	13097	99.8	100.0	
Missing	-6 Section C omitted	13	.1		
	-1 Not stated	14	.1		
	Total	27	.2		
Total		13124	100.0		

**se 100a DV: Child had temper tantrums in past school year**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	2066	15.7	15.8	15.8
	2 No	11031	84.1	84.2	100.0
	Total	13097	99.8	100.0	
Missing	-6 Section C omitted	13	.1		
	-1 Not stated	14	.1		
	Total	27	.2		
Total		13124	100.0		

## SE “The Developing Child” – Section C

### se101 C1b: Degree to which child argued a lot with adults in past school year

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Not true	10871	82.8	83.0	83.0
	2 Somewhat true	1596	12.2	12.2	95.2
	3 Certainly true	634	4.8	4.8	100.0
	Total	13101	99.8	100.0	
Missing	-6 Section C omitted	13	.1		
	-1 Not stated	10	.1		
	Total	23	.2		
Total		13124	100.0		

### se101a DV: Child argued a lot with adults in past school year

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	2230	17.0	17.0	17.0
	2 No	10871	82.8	83.0	100.0
	Total	13101	99.8	100.0	
Missing	-6 Section C omitted	13	.1		
	-1 Not stated	10	.1		
	Total	23	.2		
Total		13124	100.0		

### se102 C1c: Degree to which child was disobedient at school in past school year

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Not true	10867	82.8	83.0	83.0
	2 Somewhat true	1693	12.9	12.9	95.9
	3 Certainly true	538	4.1	4.1	100.0
	Total	13098	99.8	100.0	
Missing	-6 Section C omitted	13	.1		
	-1 Not stated	13	.1		
	Total	26	.2		
Total		13124	100.0		

### se102a DV: Child was disobedient at school in past school year

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	2231	17.0	17.0	17.0
	2 No	10867	82.8	83.0	100.0
	Total	13098	99.8	100.0	
Missing	-6 Section C omitted	13	.1		
	-1 Not stated	13	.1		
	Total	26	.2		
Total		13124	100.0		

## SE “The Developing Child” – Section C

### se103 C1d: Degree to which child deliberately annoyed people in past school year

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Not true	10566	80.5	80.7	80.7
	2 Somewhat true	1916	14.6	14.6	95.3
	3 Certainly true	619	4.7	4.7	100.0
	Total	13101	99.8	100.0	
Missing	-6 Section C omitted	13	.1		
	-1 Not stated	10	.1		
	Total	23	.2		
Total		13124	100.0		

### se103a DV: Child deliberately annoyed people in past school year

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	2535	19.3	19.3	19.3
	2 No	10566	80.5	80.7	100.0
	Total	13101	99.8	100.0	
Missing	-6 Section C omitted	13	.1		
	-1 Not stated	10	.1		
	Total	23	.2		
Total		13124	100.0		

### se104 C1e: Degree to which child blamed others for own mistakes in past school year

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Not true	10332	78.7	78.9	78.9
	2 Somewhat true	2065	15.7	15.8	94.6
	3 Certainly true	706	5.4	5.4	100.0
	Total	13103	99.8	100.0	
Missing	-6 Section C omitted	13	.1		
	-1 Not stated	8	.1		
	Total	21	.2		
Total		13124	100.0		

### se104a DV: Child blamed others for own mistakes in past school year

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	2771	21.1	21.1	21.1
	2 No	10332	78.7	78.9	100.0
	Total	13103	99.8	100.0	
Missing	-6 Section C omitted	13	.1		
	-1 Not stated	8	.1		
	Total	21	.2		
Total		13124	100.0		

## SE “The Developing Child” – Section C

### se105 C1f: Degree to which child was easily annoyed by others in past school year

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Not true	9814	74.8	74.9	74.9
	2 Somewhat true	2502	19.1	19.1	94.0
	3 Certainly true	788	6.0	6.0	100.0
	Total	13104	99.8	100.0	
Missing	-6 Section C omitted	13	.1		
	-1 Not stated	7	.1		
	Total	20	.2		
Total		13124	100.0		

### se105a DV: Child was easily annoyed by others in past school year

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	3290	25.1	25.1	25.1
	2 No	9814	74.8	74.9	100.0
	Total	13104	99.8	100.0	
Missing	-6 Section C omitted	13	.1		
	-1 Not stated	7	.1		
	Total	20	.2		
Total		13124	100.0		

### se106 C1g: Degree to which child was angry & resentful in past school year

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Not true	11139	84.9	85.0	85.0
	2 Somewhat true	1369	10.4	10.4	95.5
	3 Certainly true	595	4.5	4.5	100.0
	Total	13103	99.8	100.0	
Missing	-6 Section C omitted	13	.1		
	-1 Not stated	8	.1		
	Total	21	.2		
Total		13124	100.0		

### se106a DV: Child was angry & resentful in past school year

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	1964	15.0	15.0	15.0
	2 No	11139	84.9	85.0	100.0
	Total	13103	99.8	100.0	
Missing	-6 Section C omitted	13	.1		
	-1 Not stated	8	.1		
	Total	21	.2		
Total		13124	100.0		

## SE “The Developing Child” – Section C

### se107 C1h: Degree to which child was spiteful in past school year

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Not true	11620	88.5	88.7	88.7
	2 Somewhat true	1137	8.7	8.7	97.4
	3 Certainly true	342	2.6	2.6	100.0
	Total	13099	99.8	100.0	
Missing	-6 Section C omitted	13	.1		
	-1 Not stated	12	.1		
	Total	25	.2		
Total		13124	100.0		

### se107a DV: Child was spiteful in past school year

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	1479	11.3	11.3	11.3
	2 No	11620	88.5	88.7	100.0
	Total	13099	99.8	100.0	
Missing	-6 Section C omitted	13	.1		
	-1 Not stated	12	.1		
	Total	25	.2		
Total		13124	100.0		

### se108 C1i: Degree to which child tried to get revenge in past school year

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Not true	10815	82.4	82.6	82.6
	2 Somewhat true	1783	13.6	13.6	96.2
	3 Certainly true	503	3.8	3.8	100.0
	Total	13101	99.8	100.0	
Missing	-6 Section C omitted	13	.1		
	-1 Not stated	10	.1		
	Total	23	.2		
Total		13124	100.0		

### se108a DV: Child tried to get revenge in past school year

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	2286	17.4	17.4	17.4
	2 No	10815	82.4	82.6	100.0
	Total	13101	99.8	100.0	
Missing	-6 Section C omitted	13	.1		
	-1 Not stated	10	.1		
	Total	23	.2		
Total		13124	100.0		

## SE “The Developing Child” – Section C

### se109 C1j: Degree to which child lied/cheated in past school year

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Not true	11432	87.1	87.3	87.3
	2 Somewhat true	1263	9.6	9.6	96.9
	3 Certainly true	401	3.1	3.1	100.0
	Total	13096	99.8	100.0	
Missing	-6 Section C omitted	13	.1		
	-1 Not stated	15	.1		
	Total	28	.2		
Total		13124	100.0		

### se109a DV: Child lied/cheated in past school year

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	1664	12.7	12.7	12.7
	2 No	11432	87.1	87.3	100.0
	Total	13096	99.8	100.0	
Missing	-6 Section C omitted	13	.1		
	-1 Not stated	15	.1		
	Total	28	.2		
Total		13124	100.0		

### se110 C1k: Degree to which child started fights in past school year

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Not true	11679	89.0	89.2	89.2
	2 Somewhat true	1023	7.8	7.8	97.0
	3 Certainly true	397	3.0	3.0	100.0
	Total	13099	99.8	100.0	
Missing	-6 Section C omitted	13	.1		
	-1 Not stated	12	.1		
	Total	25	.2		
Total		13124	100.0		

### se110a DV: Child started fights in past school year

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	1420	10.8	10.8	10.8
	2 No	11679	89.0	89.2	100.0
	Total	13099	99.8	100.0	
Missing	-6 Section C omitted	13	.1		
	-1 Not stated	12	.1		
	Total	25	.2		
Total		13124	100.0		

## SE “The Developing Child” – Section C

### se111 C1l: Degree to which child bullied others in past school year

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Not true	11618	88.5	88.7	88.7
	2 Somewhat true	1118	8.5	8.5	97.2
	3 Certainly true	363	2.8	2.8	100.0
	Total	13099	99.8	100.0	
Missing	-6 Section C omitted	13	.1		
	-1 Not stated	12	.1		
	Total	25	.2		
Total		13124	100.0		

### se111a DV: Child bullied others in past school year

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	1481	11.3	11.3	11.3
	2 No	11618	88.5	88.7	100.0
	Total	13099	99.8	100.0	
Missing	-6 Section C omitted	13	.1		
	-1 Not stated	12	.1		
	Total	25	.2		
Total		13124	100.0		

### se112 C1m: Degree to which child played truant in past school year

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Not true	12823	97.7	97.9	97.9
	2 Somewhat true	159	1.2	1.2	99.1
	3 Certainly true	115	.9	.9	100.0
	Total	13097	99.8	100.0	
Missing	-6 Section C omitted	13	.1		
	-1 Not stated	14	.1		
	Total	27	.2		
Total		13124	100.0		

### se112a DV: Child played truant in past school year

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	274	2.1	2.1	2.1
	2 No	12823	97.7	97.9	100.0
	Total	13097	99.8	100.0	
Missing	-6 Section C omitted	13	.1		
	-1 Not stated	14	.1		
	Total	27	.2		
Total		13124	100.0		



## SE “The Developing Child” – Section C

### se113 C1n: Degree to which child used weapons when fighting in past school year

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Not true	12972	98.8	99.0	99.0
	2 Somewhat true	97	.7	.7	99.8
	3 Certainly true	28	.2	.2	100.0
	Total	13097	99.8	100.0	
Missing	-6 Section C omitted	13	.1		
	-1 Not stated	14	.1		
	Total	27	.2		
Total		13124	100.0		

### se113a DV: Child used weapons when fighting in past school year

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	125	1.0	1.0	1.0
	2 No	12972	98.8	99.0	100.0
	Total	13097	99.8	100.0	
Missing	-6 Section C omitted	13	.1		
	-1 Not stated	14	.1		
	Total	27	.2		
Total		13124	100.0		

### se114 C1o: Degree to which child was physically cruel in past school year

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Not true	12493	95.2	95.3	95.3
	2 Somewhat true	420	3.2	3.2	98.5
	3 Certainly true	190	1.4	1.5	100.0
	Total	13103	99.8	100.0	
Missing	-6 Section C omitted	13	.1		
	-1 Not stated	8	.1		
	Total	21	.2		
Total		13124	100.0		

### se114a DV: Child was physically cruel in past school year

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	610	4.6	4.7	4.7
	2 No	12493	95.2	95.3	100.0
	Total	13103	99.8	100.0	
Missing	-6 Section C omitted	13	.1		
	-1 Not stated	8	.1		
	Total	21	.2		
Total		13124	100.0		

## SE “The Developing Child” – Section C

### se115 C1p: Degree to which child was deliberately cruel to animals in past school year

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Not true	13044	99.4	99.7	99.7
	2 Somewhat true	30	.2	.2	99.9
	3 Certainly true	12	.1	.1	100.0
	Total	13086	99.7	100.0	
Missing	-6 Section C omitted	13	.1		
	-1 Not stated	25	.2		
	Total	38	.3		
Total		13124	100.0		

### se115a DV: Child was deliberately cruel to animals in past school year

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	42	.3	.3	.3
	2 No	13044	99.4	99.7	100.0
	Total	13086	99.7	100.0	
Missing	-6 Section C omitted	13	.1		
	-1 Not stated	25	.2		
	Total	38	.3		
Total		13124	100.0		

### se116 C1q: Degree to which child set fire deliberately in past school year

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Not true	13048	99.4	99.7	99.7
	2 Somewhat true	24	.2	.2	99.9
	3 Certainly true	19	.1	.1	100.0
	Total	13091	99.7	100.0	
Missing	-6 Section C omitted	13	.1		
	-1 Not stated	20	.2		
	Total	33	.3		
Total		13124	100.0		

### se116a DV: Child set fire deliberately in past school year

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	43	.3	.3	.3
	2 No	13048	99.4	99.7	100.0
	Total	13091	99.7	100.0	
Missing	-6 Section C omitted	13	.1		
	-1 Not stated	20	.2		
	Total	33	.3		
Total		13124	100.0		

## SE “The Developing Child” – Section C

### se117 C1r: Degree to which child stole things in past school year

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Not true	12768	97.3	97.5	97.5
	2 Somewhat true	223	1.7	1.7	99.2
	3 Certainly true	108	.8	.8	100.0
	Total	13099	99.8	100.0	
Missing	-6 Section C omitted	13	.1		
	-1 Not stated	12	.1		
	Total	25	.2		
Total		13124	100.0		

### se117a DV: Child stole things in past school year

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	331	2.5	2.5	2.5
	2 No	12768	97.3	97.5	100.0
	Total	13099	99.8	100.0	
Missing	-6 Section C omitted	13	.1		
	-1 Not stated	12	.1		
	Total	25	.2		
Total		13124	100.0		

### se118 C1s: Degree to which child vandalised property in past school year

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Not true	12580	95.9	96.2	96.2
	2 Somewhat true	386	2.9	3.0	99.2
	3 Certainly true	106	.8	.8	100.0
	Total	13072	99.6	100.0	
Missing	-6 Section C omitted	13	.1		
	-1 Not stated	39	.3		
	Total	52	.4		
Total		13124	100.0		

### se118a DV: Child vandalised property in past school year

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	492	3.7	3.8	3.8
	2 No	12580	95.9	96.2	100.0
	Total	13072	99.6	100.0	
Missing	-6 Section C omitted	13	.1		
	-1 Not stated	39	.3		
	Total	52	.4		
Total		13124	100.0		

## SE “The Developing Child” – Section C

### se119 C1t: Degree to which child showed unwanted sexual behaviour in past school year

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Not true	12927	98.5	98.9	98.9
	2 Somewhat true	108	.8	.8	99.7
	3 Certainly true	34	.3	.3	100.0
	Total	13069	99.6	100.0	
Missing	-6 Section C omitted	13	.1		
	-1 Not stated	42	.3		
	Total	55	.4		
Total		13124	100.0		

### se119a DV: Child showed unwanted sexual behaviour in past school year

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	142	1.1	1.1	1.1
	2 No	12927	98.5	98.9	100.0
	Total	13069	99.6	100.0	
Missing	-6 Section C omitted	13	.1		
	-1 Not stated	42	.3		
	Total	55	.4		
Total		13124	100.0		

### se120 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	12934	98.6	99.0	99.0
	2 Somewhat true	85	.6	.7	99.7
	3 Certainly true	41	.3	.3	100.0
	Total	13060	99.5	100.0	
Missing	-6 Section C omitted	13	.1		
	-1 Not stated	51	.4		
	Total	64	.5		
Total		13124	100.0		

### se120a DV: Child was in trouble with the law in past school year

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	126	1.0	1.0	1.0
	2 No	12934	98.6	99.0	100.0
	Total	13060	99.5	100.0	
Missing	-6 Section C omitted	13	.1		
	-1 Not stated	51	.4		
	Total	64	.5		
Total		13124	100.0		

## SE “The Developing Child” – Section C

### 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 SE121a. A summary indicator of whether any awkward behaviours were reported was derived from this as SE121b. Note that, although values of -6 in the components were copied across to SE121a & SE121b, 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 SE121c so users can easily exclude cases with lots of missing components if they wish. If SE121c equalled 9 then SE121a & b were set to -5.

#### **se121a DV: # awkward behaviours**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	8345	63.6	63.7	63.7
	1	993	7.6	7.6	71.3
	2	688	5.2	5.3	76.5
	3	529	4.0	4.0	80.5
	4	455	3.5	3.5	84.0
	5	400	3.0	3.1	87.1
	6	367	2.8	2.8	89.9
	7	355	2.7	2.7	92.6
	8	359	2.7	2.7	95.3
	9	613	4.7	4.7	100.0
	Total	13104	99.8	100.0	
Missing	-6 Section C omitted	13	.1		
	-5 All 9 components omitted	7	.1		
	Total	20	.2		
Total		13124	100.0		

#### **se121b DV: Any awkward behaviours**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	4759	36.3	36.3	36.3
	2 No	8345	63.6	63.7	100.0
	Total	13104	99.8	100.0	
Missing	-6 Section C omitted	13	.1		
	-5 All 9 components omitted	7	.1		
	Total	20	.2		
Total		13124	100.0		

#### **se121c DV: # missing awkward behaviours components**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	13079	99.7	99.8	99.8
	1	21	.2	.2	99.9
	2	4	.0	.0	99.9
	9	7	.1	.1	100.0
	Total	13111	99.9	100.0	
Missing	-6 Section C omitted	13	.1		
Total		13124	100.0		

#### Number of Severe Awkward Behaviours

## SE “The Developing Child” – Section C

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 SE122a. A summary indicator of whether any severe awkward behaviours were reported was derived from this as SE122b. Note that, although values of -6 in the components were copied across to SE122a & SE122b, 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 SE122c so users can easily exclude cases with lots of missing components if they wish. If SE122c equalled 9 then SE122a & b were set to -5. Note that SE122c is actually the same as SE121c.

### se122a DV: # severe awkward behaviours

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	11699	89.1	89.3	89.3
	1	382	2.9	2.9	92.2
	2	209	1.6	1.6	93.8
	3	178	1.4	1.4	95.1
	4	126	1.0	1.0	96.1
	5	102	.8	.8	96.9
	6	109	.8	.8	97.7
	7	84	.6	.6	98.4
	8	79	.6	.6	99.0
	9	136	1.0	1.0	100.0
	Total	13104	99.8	100.0	
Missing	-6 Section C omitted	13	.1		
	-5 All 9 components omitted	7	.1		
	Total	20	.2		
Total		13124	100.0		

### se122b DV: Any severe awkward behaviours

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	1405	10.7	10.7	10.7
	2 No	11699	89.1	89.3	100.0
	Total	13104	99.8	100.0	
Missing	-6 Section C omitted	13	.1		
	-5 All 9 components omitted	7	.1		
	Total	20	.2		
Total		13124	100.0		

### se122c DV: # missing awkward behaviours components

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	13079	99.7	99.8	99.8
	1	21	.2	.2	99.9
	2	4	.0	.0	99.9
	9	7	.1	.1	100.0
	Total	13111	99.9	100.0	
Missing	-6 Section C omitted	13	.1		
Total		13124	100.0		

## SE “The Developing Child” – Section C

### 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, SE123b, should be used.

The awkward behaviours score was created by summing SE121a and SE122a. Alternatively it can be thought of as having been created by recoding (missing, 1 = 0) (2 = 1) (3 = 2) in SE100 to SE108 and summing. The score based on complete cases only is SE123a. If any of the components were missing then SE123a was set to -5. Variable SE123c is the number of missing components. The prorated score is SE123b. If more than four components were missing then SE123b was set to -5. Otherwise SE123b was scaled by a factor of  $9 / (9 - SE123c)$  and rounded to the nearest integer. Note that SE123c is actually the same as SE121c and SE122c.

**se123a DV: Awkward behaviours score (complete cases)**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	8341	63.6	63.8	63.8
	1	971	7.4	7.4	71.2
	2	680	5.2	5.2	76.4
	3	496	3.8	3.8	80.2
	4	406	3.1	3.1	83.3
	5	365	2.8	2.8	86.1
	6	300	2.3	2.3	88.4
	7	248	1.9	1.9	90.3
	8	233	1.8	1.8	92.1
	9	193	1.5	1.5	93.5
	10	126	1.0	1.0	94.5
	11	93	.7	.7	95.2
	12	93	.7	.7	95.9
	13	88	.7	.7	96.6
	14	84	.6	.6	97.2
	15	85	.6	.6	97.9
	16	74	.6	.6	98.4
	17	67	.5	.5	99.0
	18	136	1.0	1.0	100.0
	Total	13079	99.7	100.0	
Missing	-6 Section C omitted	13	.1		
	-5 1+ components omitted	32	.2		
	Total	45	.3		
Total		13124	100.0		

# SE "The Developing Child" – Section C

## se123b DV: Awkward behaviours score (prorated)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	8345	63.6	63.7	63.7
	1	974	7.4	7.4	71.1
	2	683	5.2	5.2	76.3
	3	497	3.8	3.8	80.1
	4	406	3.1	3.1	83.2
	5	367	2.8	2.8	86.0
	6	303	2.3	2.3	88.3
	7	249	1.9	1.9	90.2
	8	235	1.8	1.8	92.0
	9	194	1.5	1.5	93.5
	10	126	1.0	1.0	94.5
	11	93	.7	.7	95.2
	12	94	.7	.7	95.9
	13	88	.7	.7	96.6
	14	86	.7	.7	97.2
	15	85	.6	.6	97.9
	16	75	.6	.6	98.4
	17	67	.5	.5	99.0
	18	137	1.0	1.0	100.0
	Total	13104	99.8	100.0	
Missing	-6 Section C omitted	13	.1		
	-5 > 4 components omitted	7	.1		
	Total	20	.2		
Total		13124	100.0		

## se123c DV: # missing awkward behaviours components

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	13079	99.7	99.8	99.8
	1	21	.2	.2	99.9
	2	4	.0	.0	99.9
	9	7	.1	.1	100.0
	Total	13111	99.9	100.0	
Missing	-6 Section C omitted	13	.1		
Total		13124	100.0		



## SE “The Developing Child” – Section C

### 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 SE124a. A summary indicator of whether any troublesome behaviours were reported was derived from this as SE124b. Note that, although values of -6 in the components were copied across to SE124a & SE124b, 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 SE124c so users can easily exclude cases with lots of missing components if they wish. If SE124c equalled 12 then SE124a & b were set to -5.

#### **se124a DV: #troublesome behaviours**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 0	10510	80.1	80.2	80.2
1	981	7.5	7.5	87.6
2	562	4.3	4.3	91.9
3	443	3.4	3.4	95.3
4	241	1.8	1.8	97.1
5	145	1.1	1.1	98.3
6	110	.8	.8	99.1
7	47	.4	.4	99.5
8	41	.3	.3	99.8
9	11	.1	.1	99.8
10	11	.1	.1	99.9
11	7	.1	.1	100.0
12	2	.0	.0	100.0
Total	13111	99.9	100.0	
Missing -6 Section C omitted	13	.1		
Total	13124	100.0		

#### **se124b DV: Anytroublesome behaviours**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1 Yes	2601	19.8	19.8	19.8
2 No	10510	80.1	80.2	100.0
Total	13111	99.9	100.0	
Missing -6 Section C omitted	13	.1		
Total	13124	100.0		

#### **se124c DV: # missing troublesome behaviours components**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 0	13004	99.1	99.2	99.2
1	45	.3	.3	99.5
2	11	.1	.1	99.6
3	43	.3	.3	99.9
5	1	.0	.0	99.9
9	7	.1	.1	100.0
Total	13111	99.9	100.0	
Missing -6 Section C omitted	13	.1		
Total	13124	100.0		

## SE “The Developing Child” – Section C

### 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 SE125a. A summary indicator of whether any severe troublesome behaviours were reported was derived from this as SE125b. Note that, although values of -6 in the components were copied across to SE125a & SE125b, 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 SE125c so users can easily exclude cases with lots of missing components if they wish. If SE125c equalled 12 then SE125a & b were set to -5. Note that SE125c is actually the same as SE124c.

#### **se125a DV: # severe troublesome behaviours**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 0	12333	94.0	94.1	94.1
1	338	2.6	2.6	96.6
2	160	1.2	1.2	97.9
3	136	1.0	1.0	98.9
4	64	.5	.5	99.4
5	34	.3	.3	99.6
6	21	.2	.2	99.8
7	14	.1	.1	99.9
8	5	.0	.0	100.0
9	3	.0	.0	100.0
10	2	.0	.0	100.0
11	1	.0	.0	100.0
Total	13111	99.9	100.0	
Missing -6 Section C omitted	13	.1		
Total	13124	100.0		

#### **se125b DV: Any severe troublesome behaviours**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1 Yes	778	5.9	5.9	5.9
2 No	12333	94.0	94.1	100.0
Total	13111	99.9	100.0	
Missing -6 Section C omitted	13	.1		
Total	13124	100.0		

#### **se125c DV: # missing troublesome behaviours components**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 0	13004	99.1	99.2	99.2
1	45	.3	.3	99.5
2	11	.1	.1	99.6
3	43	.3	.3	99.9
5	1	.0	.0	99.9
9	7	.1	.1	100.0
Total	13111	99.9	100.0	
Missing -6 Section C omitted	13	.1		
Total	13124	100.0		

## SE “The Developing Child” – Section C

### 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, SE126b, should be used.

The troublesome behaviours score was created by summing SE124a and SE125a. Alternatively it can be thought of as having been created by recoding (missing, 1 = 0) (2 = 1) (3 = 2) in SE109 to SE120 and summing. The score based on complete cases only is SE126a. If any of the components were missing then SE126a was set to -5. Variable SE126c is the number of missing components. The prorated score is SE126b. If more than six components were missing then SE126b was set to -5. Otherwise SE126b was scaled by a factor of  $12 / (12 - \text{SE126c})$  and rounded to the nearest integer. Note that SE126c is actually the same as SE124c and SE125c.

**se126a DV: Troublesome behaviours score (complete cases)**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	10455	79.7	80.4	80.4
	1	906	6.9	7.0	87.4
	2	517	3.9	4.0	91.3
	3	339	2.6	2.6	93.9
	4	230	1.8	1.8	95.7
	5	141	1.1	1.1	96.8
	6	95	.7	.7	97.5
	7	77	.6	.6	98.1
	8	76	.6	.6	98.7
	9	41	.3	.3	99.0
	10	36	.3	.3	99.3
	11	22	.2	.2	99.5
	12	23	.2	.2	99.6
	13	10	.1	.1	99.7
	14	11	.1	.1	99.8
	15	11	.1	.1	99.9
	16	4	.0	.0	99.9
	17	2	.0	.0	99.9
	18	2	.0	.0	100.0
	19	3	.0	.0	100.0
	20	1	.0	.0	100.0
	21	1	.0	.0	100.0
	22	1	.0	.0	100.0
	Total	13004	99.1	100.0	
Missing	-6 Section C omitted	13	.1		
	-5 1+ components omitted	107	.8		
	Total	120	.9		
Total		13124	100.0		

# SE "The Developing Child" – Section C

## se126b DV: Troublesome behaviours score (prorated)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	10503	80.0	80.2	80.2
	1	920	7.0	7.0	87.2
	2	521	4.0	4.0	91.1
	3	345	2.6	2.6	93.8
	4	231	1.8	1.8	95.5
	5	145	1.1	1.1	96.6
	6	96	.7	.7	97.4
	7	79	.6	.6	98.0
	8	77	.6	.6	98.6
	9	42	.3	.3	98.9
	10	37	.3	.3	99.2
	11	25	.2	.2	99.4
	12	24	.2	.2	99.5
	13	12	.1	.1	99.6
	14	12	.1	.1	99.7
	15	13	.1	.1	99.8
	16	7	.1	.1	99.9
	17	3	.0	.0	99.9
	18	3	.0	.0	99.9
	19	5	.0	.0	100.0
	20	1	.0	.0	100.0
	21	1	.0	.0	100.0
	22	2	.0	.0	100.0
	Total	13104	99.8	100.0	
Missing	-6 Section C omitted	13	.1		
	-5 > 6 components omitted	7	.1		
	Total	20	.2		
Total		13124	100.0		

## se126c DV: # missing troublesome behaviours components

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	13004	99.1	99.2	99.2
	1	45	.3	.3	99.5
	2	11	.1	.1	99.6
	3	43	.3	.3	99.9
	5	1	.0	.0	99.9
	9	7	.1	.1	100.0
	Total	13111	99.9	100.0	
Missing	-6 Section C omitted	13	.1		
Total		13124	100.0		

## SE “The Developing Child” – Section C

### 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 SE127a. This is also the sum of SE121a and SE124a. A summary indicator of whether any awkward/troublesome behaviours were reported was derived from this as SE127b. Note that, although values of -6 in the components were copied across to SE127a & SE127b, 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 SE127c so users can easily exclude cases with lots of missing components if they wish. If SE127c equalled 21 then SE127a & b were set to -5.

#### **se127a DV: Total # awkward/troublesome behaviours**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 0	8200	62.5	62.5	62.5
1	978	7.5	7.5	70.0
2	648	4.9	4.9	74.9
3	487	3.7	3.7	78.7
4	395	3.0	3.0	81.7
5	353	2.7	2.7	84.4
6	280	2.1	2.1	86.5
7	257	2.0	2.0	88.5
8	252	1.9	1.9	90.4
9	221	1.7	1.7	92.1
10	198	1.5	1.5	93.6
11	189	1.4	1.4	95.0
12	203	1.5	1.5	96.6
13	158	1.2	1.2	97.8
14	110	.8	.8	98.6
15	80	.6	.6	99.2
16	37	.3	.3	99.5
17	37	.3	.3	99.8
18	11	.1	.1	99.9
19	11	.1	.1	100.0
20	5	.0	.0	100.0
21	1	.0	.0	100.0
Total	13111	99.9	100.0	
Missing -6 Section C omitted	13	.1		
Total	13124	100.0		

#### **se127b DV: Any awkward/troublesome behaviours**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1 Yes	4911	37.4	37.5	37.5
2 No	8200	62.5	62.5	100.0
Total	13111	99.9	100.0	
Missing -6 Section C omitted	13	.1		
Total	13124	100.0		

## SE “The Developing Child” – Section C

**se127c DV: # missing awkward/troublesome behaviours components**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	12981	98.9	99.0	99.0
	1	62	.5	.5	99.5
	2	17	.1	.1	99.6
	3	43	.3	.3	99.9
	5	1	.0	.0	99.9
	18	7	.1	.1	100.0
	Total	13111	99.9	100.0	
Missing	-6 Section C omitted	13	.1		
Total		13124	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 SE128a. This is also the sum of SE122a and SE125a. A summary indicator of whether any severe awkward/troublesome behaviours were reported was derived from this as SE128b. Note that, although values of -6 in the components were copied across to SE128a & SE128b, 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 SE128c so users can easily exclude cases with lots of missing components if they wish. If SE128c equalled 21 then SE128a & b were set to -5. Note that SE128c is actually the same as SE127c.

**se 128a DV: Total # severe awkward/troublesome behaviours**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	11590	88.3	88.4	88.4
	1	407	3.1	3.1	91.5
	2	230	1.8	1.8	93.3
	3	158	1.2	1.2	94.5
	4	117	.9	.9	95.4
	5	88	.7	.7	96.0
	6	81	.6	.6	96.6
	7	76	.6	.6	97.2
	8	66	.5	.5	97.7
	9	61	.5	.5	98.2
	10	56	.4	.4	98.6
	11	41	.3	.3	98.9
	12	43	.3	.3	99.3
	13	37	.3	.3	99.5
	14	27	.2	.2	99.7
	15	15	.1	.1	99.9
	16	9	.1	.1	99.9
	17	5	.0	.0	100.0
	18	1	.0	.0	100.0
	19	2	.0	.0	100.0
	20	1	.0	.0	100.0
	Total	13111	99.9	100.0	
Missing	-6 Section C omitted	13	.1		
Total		13124	100.0		

## SE “The Developing Child” – Section C

### se128b DV: Any severe awkward/troublesome behaviours

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	1521	11.6	11.6	11.6
	2 No	11590	88.3	88.4	100.0
	Total	13111	99.9	100.0	
Missing	-6 Section C omitted	13	.1		
Total		13124	100.0		

### se128c DV: # missing awkward/troublesome behaviours components

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	12981	98.9	99.0	99.0
	1	62	.5	.5	99.5
	2	17	.1	.1	99.6
	3	43	.3	.3	99.9
	5	1	.0	.0	99.9
	18	7	.1	.1	100.0
	Total	13111	99.9	100.0	
Missing	-6 Section C omitted	13	.1		
Total		13124	100.0		

**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, SE129b, should be used.

The awkward/troublesome behaviours score was created by summing SE127a and SE128a. Alternatively it can be thought of as having been created by recoding (missing, 1 = 0) (2 = 1) (3 = 2) in SE100 to SE120 and summing. The score based on complete cases only is SE129a. If any of the components were missing then SE129a was set to -5. Variable SE129c is the number of missing components. The prorated score is SE129b. If more than ten components were missing then SE129b was set to -5. Otherwise SE129b was scaled by a factor of  $21 / (21 - \text{SE129c})$  and rounded to the nearest integer. Note that SE129c is actually the same as SE128c and SE127c.

**Statistics**

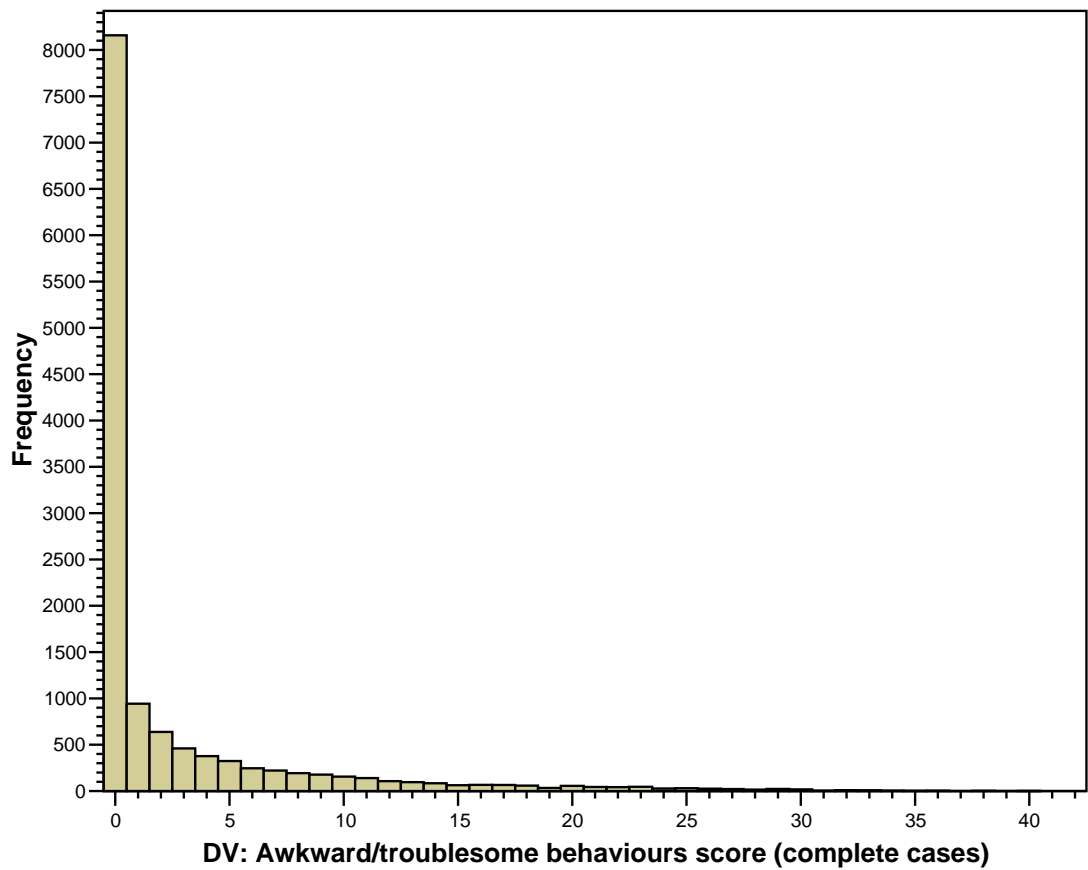
		se129a DV: Aw kward/troublesome behaviours score (complete cases)	se129b DV: Aw kward/troublesome behaviours score (prorated)
N	Valid	12981	13104
	Missing	143	20
Mean		2.60	2.67
Mode		0	0
Std. Deviation		5.390	5.512
Minimum		0	0
Maximum		40	40
Percentiles	25	.00	.00
	50	.00	.00
	75	2.00	3.00

**se129c DV: # missing awkward/troublesome behaviours components**

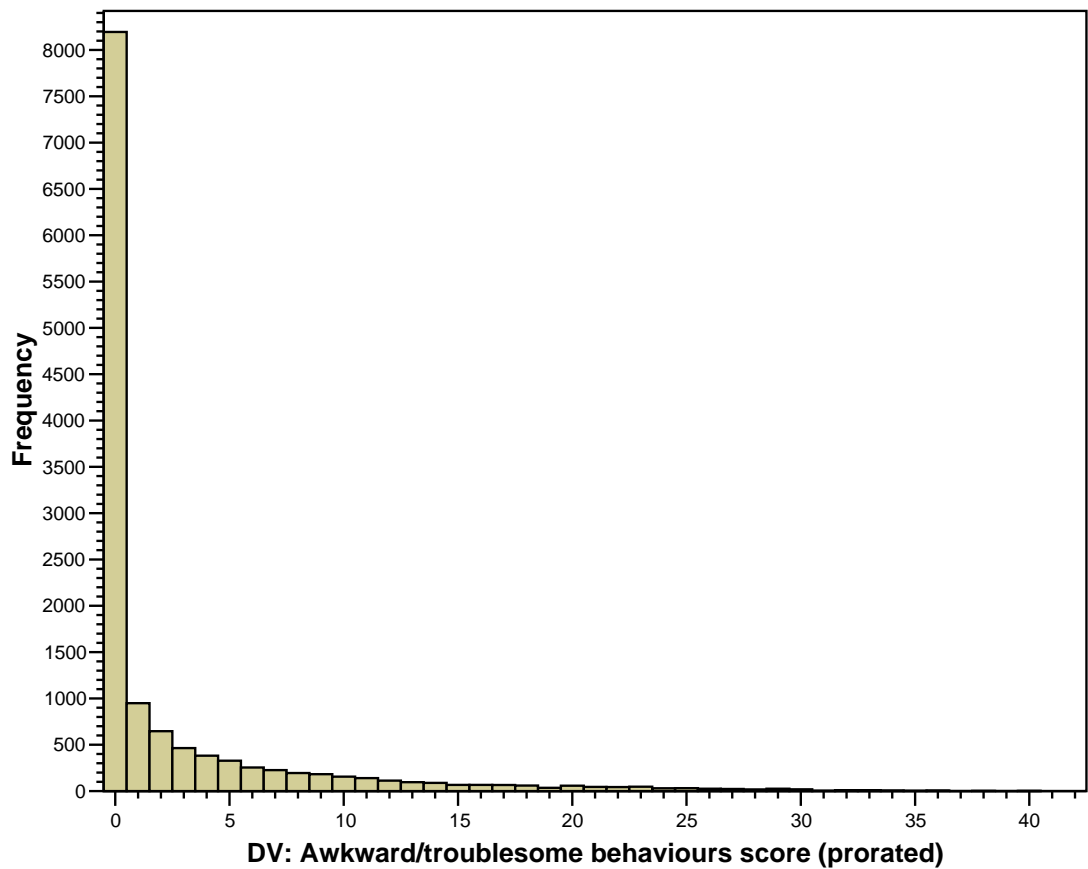
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	12981	98.9	99.0	99.0
	1	62	.5	.5	99.5
	2	17	.1	.1	99.6
	3	43	.3	.3	99.9
	5	1	.0	.0	99.9
	18	7	.1	.1	100.0
	Total	13111	99.9	100.0	
Missing	-6 Section C omitted	13	.1		
Total		13124	100.0		



SE129A



SE129B



## SE “The Developing Child” – Section C

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
<b>Do these behaviour patterns:</b>				
a) Upset or distress him/her?	1 <input style="width: 40px; height: 25px; border: 1px solid red;" type="text"/>	2 <input style="width: 40px; height: 25px; border: 1px solid red;" type="text"/>	3 <input style="width: 40px; height: 25px; border: 1px solid red;" type="text"/>	4 <input style="width: 40px; height: 25px; border: 1px solid red;" type="text"/>
b) Interfere with his/her peer relationships?	1 <input style="width: 40px; height: 25px; border: 1px solid red;" type="text"/>	2 <input style="width: 40px; height: 25px; border: 1px solid red;" type="text"/>	3 <input style="width: 40px; height: 25px; border: 1px solid red;" type="text"/>	4 <input style="width: 40px; height: 25px; border: 1px solid red;" type="text"/>
c) Interfere with his/her classroom learning?	1 <input style="width: 40px; height: 25px; border: 1px solid red;" type="text"/>	2 <input style="width: 40px; height: 25px; border: 1px solid red;" type="text"/>	3 <input style="width: 40px; height: 25px; border: 1px solid red;" type="text"/>	4 <input style="width: 40px; height: 25px; border: 1px solid red;" type="text"/>
d) Put a burden on you or the class as a whole?	1 <input style="width: 40px; height: 25px; border: 1px solid red;" type="text"/>	2 <input style="width: 40px; height: 25px; border: 1px solid red;" type="text"/>	3 <input style="width: 40px; height: 25px; border: 1px solid red;" type="text"/>	4 <input style="width: 40px; height: 25px; border: 1px solid red;" type="text"/>

[Coding: If more than one box was ticked for any part then the highest code number was taken.]

[Editing: If no parts of C1 had value 3 “Certainly true” (i.e. if SE128b had value 2 or -5) then variables SE130 to SE133 were set to -2. If all parts of C2 had value -1, variables SE130 to SE133 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 SE130 to SE133 were recoded to 1 “Not at all”.]

**se130 C2a: Degree to which child's awkward/troublesome behaviour problems upset child**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid				
1 Not at all	355	2.7	25.3	25.3
2 Only a little	506	3.9	36.1	61.5
3 Quite a lot	415	3.2	29.6	91.1
4 A great deal	125	1.0	8.9	100.0
Total	1401	10.7	100.0	
Missing				
-6 Section C omitted	13	.1		
-5 Question C2 omitted	118	.9		
-2 No severe behaviours	11590	88.3		
-1 Not stated	2	.0		
Total	11723	89.3		
Total	13124	100.0		

## SE “The Developing Child” – Section C

### se131 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	138	1.1	9.8	9.8
	2 Only a little	409	3.1	29.2	39.0
	3 Quite a lot	556	4.2	39.6	78.6
	4 A great deal	300	2.3	21.4	100.0
	Total	1403	10.7	100.0	
Missing	-6 Section C omitted	13	.1		
	-5 Question C2 omitted	118	.9		
	-2 No severe behaviours	11590	88.3		
	Total	11721	89.3		
Total		13124	100.0		

### se132 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	95	.7	6.8	6.8
	2 Only a little	384	2.9	27.4	34.1
	3 Quite a lot	510	3.9	36.4	70.5
	4 A great deal	414	3.2	29.5	100.0
	Total	1403	10.7	100.0	
Missing	-6 Section C omitted	13	.1		
	-5 Question C2 omitted	118	.9		
	-2 No severe behaviours	11590	88.3		
	Total	11721	89.3		
Total		13124	100.0		

### se133 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	113	.9	8.1	8.1
	2 Only a little	459	3.5	32.7	40.8
	3 Quite a lot	477	3.6	34.0	74.8
	4 A great deal	354	2.7	25.2	100.0
	Total	1403	10.7	100.0	
Missing	-6 Section C omitted	13	.1		
	-5 Question C2 omitted	118	.9		
	-2 No severe behaviours	11590	88.3		
	Total	11721	89.3		
Total		13124	100.0		

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

The burden of awkward / troublesome behaviour score was computed as SE134a from SE130 to SE133 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 SE134b.

If the child was reported as having no serious awkward / troublesome behaviours (i.e. SE128b = -5 or 2 and all of SE130 to SE133 were -2) then SE134a was set to 0 and SE134b was set to 2 “No”. Note that, although values of -6 & -5 in the components are copied across to SE134a & SE134b, 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 SE134c so users can easily exclude cases with lots of missing components if they wish.

**se134a DV: Burden of awkward/troublesome behaviours score**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	11617	88.5	89.4	89.4
	1	12	.1	.1	89.5
	2	46	.4	.4	89.9
	3	69	.5	.5	90.4
	4	151	1.2	1.2	91.5
	5	172	1.3	1.3	92.9
	6	215	1.6	1.7	94.5
	7	195	1.5	1.5	96.0
	8	180	1.4	1.4	97.4
	9	138	1.1	1.1	98.5
	10	90	.7	.7	99.2
	11	55	.4	.4	99.6
	12	53	.4	.4	100.0
	Total	12993	99.0	100.0	
Missing	-6 Section C omitted	13	.1		
	-5 Question C2 omitted	118	.9		
	Total	131	1.0		
Total		13124	100.0		

**se134b DV: Any burden of awkward/troublesome behaviours**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	1376	10.5	10.6	10.6
	2 No	11617	88.5	89.4	100.0
	Total	12993	99.0	100.0	
Missing	-6 Section C omitted	13	.1		
	-5 Question C2 omitted	118	.9		
	Total	131	1.0		
Total		13124	100.0		

# SE “The Developing Child” – Section C

**se134c DV: # missing burden of awkward/troublesome behaviours componen**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	12991	99.0	99.1	99.1
	1	2	.0	.0	99.1
	4	118	.9	.9	100.0
	Total	13111	99.9	100.0	
Missing	-6 Section C omitted	13	.1		
Total		13124	100.0		

PAGE 9 OF THE QUESTIONNAIRE

**SECTION D: ABILITIES AND SPECIAL NEEDS**

[Editing: If all parts of section D were omitted variables SE020 to SE064 were all set to -6. Responses for D1b, c & d were checked for a positive indication of special needs. This included values 1 or 2 in any of D1bi – vi & ix, values 1 or 2 in D1c and value 1 in D1dii – iv. If there was any indication of special needs and D1a was omitted (i.e. had value -1), D1a was recoded to 1 "Yes". If D1a had value 2 "No", all parts of D1b were set to 3 "No", D1c was set to 3 "Not stated/nor being considered", D1di was set to 1 "Yes" & D1dii - viii were set to 2 "No". If the variable for D1a still had value -1 then all variables for the question were set to -5.]

## SE "The Developing Child" – Section D

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.

D1. a) Has this child ever been recognised as having special educational needs?

Yes

☐

No

☐

→ **If no, go to D2 on page 10**

**If yes,**

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

	Yes now	In past not now	No
i) Learning difficulties*	<input style="width: 40px; height: 30px; border: 1px solid red;" type="checkbox"/>	<input style="width: 40px; height: 30px; border: 1px solid red;" type="checkbox"/>	<input style="width: 40px; height: 30px; border: 1px solid red;" type="checkbox"/>
ii) Specific learning difficulties* (e.g. Dyslexia)	<input style="width: 40px; height: 30px; border: 1px solid red;" type="checkbox"/>	<input style="width: 40px; height: 30px; border: 1px solid red;" type="checkbox"/>	<input style="width: 40px; height: 30px; border: 1px solid red;" type="checkbox"/>
iii) Emotional and behavioural difficulties	<input style="width: 40px; height: 30px; border: 1px solid red;" type="checkbox"/>	<input style="width: 40px; height: 30px; border: 1px solid red;" type="checkbox"/>	<input style="width: 40px; height: 30px; border: 1px solid red;" type="checkbox"/>
iv) Speech and language difficulties	<input style="width: 40px; height: 30px; border: 1px solid red;" type="checkbox"/>	<input style="width: 40px; height: 30px; border: 1px solid red;" type="checkbox"/>	<input style="width: 40px; height: 30px; border: 1px solid red;" type="checkbox"/>
v) Sensory impairment (Hearing)	<input style="width: 40px; height: 30px; border: 1px solid red;" type="checkbox"/>	<input style="width: 40px; height: 30px; border: 1px solid red;" type="checkbox"/>	<input style="width: 40px; height: 30px; border: 1px solid red;" type="checkbox"/>
vi) Sensory impairment (Visual)	<input style="width: 40px; height: 30px; border: 1px solid red;" type="checkbox"/>	<input style="width: 40px; height: 30px; border: 1px solid red;" type="checkbox"/>	<input style="width: 40px; height: 30px; border: 1px solid red;" type="checkbox"/>
vii) Physical disabilities*	<input style="width: 40px; height: 30px; border: 1px solid red;" type="checkbox"/>	<input style="width: 40px; height: 30px; border: 1px solid red;" type="checkbox"/>	<input style="width: 40px; height: 30px; border: 1px solid red;" type="checkbox"/>
viii) Medical conditions*	<input style="width: 40px; height: 30px; border: 1px solid red;" type="checkbox"/>	<input style="width: 40px; height: 30px; border: 1px solid red;" type="checkbox"/>	<input style="width: 40px; height: 30px; border: 1px solid red;" type="checkbox"/>
ix) Developmental delay*	<input style="width: 40px; height: 30px; border: 1px solid red;" type="checkbox"/>	<input style="width: 40px; height: 30px; border: 1px solid red;" type="checkbox"/>	<input style="width: 40px; height: 30px; border: 1px solid red;" type="checkbox"/>
x) Other*	<input style="width: 40px; height: 30px; border: 1px solid red;" type="checkbox"/>	<input style="width: 40px; height: 30px; border: 1px solid red;" type="checkbox"/>	<input style="width: 40px; height: 30px; border: 1px solid red;" type="checkbox"/>

\*Please describe .....

.....

PLEASE MAKE SURE YOU HAVE A TICK ON EACH LINE

## SE “The Developing Child” – Section D

[Coding: If something was written on the dotted line in part (x), it ought to have referred to one of the asterisked questions. If it did, it was ensured that there was a 1 or a 2 ticked on part (x), else the question was coded as zero. If it was not clear which one it referred to, it was linked to the "other" question, and that was coded as zero if necessary.]

[Editing: If all parts of D1b had value -1, variables SE031 to SE040 were recoded to -4. If any part of D1b 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 SE031 to SE040 were recoded to 3 “No”. Any remaining values of -1 in D1bx were recoded to 3 “No”. Indicator summaries of SE031 to SE040 were created by coding 0, 1 & 2 as 1 “Yes”, 3 as 2 “No” and copying all missing value codes.]

### se030 D1a: Child has ever been recognized as having special educational need

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	3620	27.6	27.8	27.8
	2 No	9421	71.8	72.2	100.0
	Total	13041	99.4	100.0	
Missing	-6 Section D omitted	11	.1		
	-5 Question D1 omitted	72	.5		
	Total	83	.6		
Total		13124	100.0		

### se031 D1b1: Child has learning difficulties

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0 Yes (1 or 2)	1	.0	.0	.0
	1 Yes, now	2167	16.5	16.6	16.7
	2 In past, not now	652	5.0	5.0	21.7
	3 No	10199	77.7	78.3	100.0
	Total	13019	99.2	100.0	
Missing	-6 Section D omitted	11	.1		
	-5 Question D1 omitted	72	.5		
	-4 Question D1b omitted	6	.0		
	-1 Not stated	16	.1		
	Total	105	.8		
Total		13124	100.0		

### se031a DV: Child has ever had learning difficulties

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	2820	21.5	21.7	21.7
	2 No	10199	77.7	78.3	100.0
	Total	13019	99.2	100.0	
Missing	-6 Section D omitted	11	.1		
	-5 Question D1 omitted	72	.5		
	-4 Question D1b omitted	6	.0		
	-1 Not stated	16	.1		
	Total	105	.8		
Total		13124	100.0		



## SE “The Developing Child” – Section D

### se032 D1b2: Child has specific learning difficulties

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes, now	711	5.4	5.5	5.5
	2 In past, not now	74	.6	.6	6.0
	3 No	12213	93.1	94.0	100.0
	Total	12998	99.0	100.0	
Missing	-6 Section D omitted	11	.1		
	-5 Question D1 omitted	72	.5		
	-4 Question D1b omitted	6	.0		
	-1 Not stated	37	.3		
	Total	126	1.0		
Total		13124	100.0		

### se032a DV: Child has ever had specific learning difficulties

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	785	6.0	6.0	6.0
	2 No	12213	93.1	94.0	100.0
	Total	12998	99.0	100.0	
Missing	-6 Section D omitted	11	.1		
	-5 Question D1 omitted	72	.5		
	-4 Question D1b omitted	6	.0		
	-1 Not stated	37	.3		
	Total	126	1.0		
Total		13124	100.0		

### se033 D1b3: Child has emotional & behavioural difficulties

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes, now	924	7.0	7.1	7.1
	2 In past, not now	230	1.8	1.8	8.9
	3 No	11866	90.4	91.1	100.0
	Total	13020	99.2	100.0	
Missing	-8 See text	1	.0		
	-6 Section D omitted	11	.1		
	-5 Question D1 omitted	72	.5		
	-4 Question D1b omitted	6	.0		
	-1 Not stated	14	.1		
	Total	104	.8		
Total		13124	100.0		

## SE “The Developing Child” – Section D

### se033a DV: Child has ever had emotional & behavioural difficulties

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	1154	8.8	8.9	8.9
	2 No	11866	90.4	91.1	100.0
	Total	13020	99.2	100.0	
Missing	-8 See text	1	.0		
	-6 Section D omitted	11	.1		
	-5 Question D1 omitted	72	.5		
	-4 Question D1b omitted	6	.0		
	-1 Not stated	14	.1		
	Total	104	.8		
Total		13124	100.0		

### se034 D1b4: Child has speech & language difficulties

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes, now	416	3.2	3.2	3.2
	2 In past, not now	192	1.5	1.5	4.7
	3 No	12417	94.6	95.3	100.0
	Total	13025	99.2	100.0	
Missing	-8 See text	1	.0		
	-6 Section D omitted	11	.1		
	-5 Question D1 omitted	72	.5		
	-4 Question D1b omitted	6	.0		
	-1 Not stated	9	.1		
	Total	99	.8		
Total		13124	100.0		

### se034a DV: Child has ever had speech & language difficulties

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	608	4.6	4.7	4.7
	2 No	12417	94.6	95.3	100.0
	Total	13025	99.2	100.0	
Missing	-8 See text	1	.0		
	-6 Section D omitted	11	.1		
	-5 Question D1 omitted	72	.5		
	-4 Question D1b omitted	6	.0		
	-1 Not stated	9	.1		
	Total	99	.8		
Total		13124	100.0		

## SE “The Developing Child” – Section D

### se035 D1b5: Child has sensory impairment (hearing)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes, now	85	.6	.7	.7
	2 In past, not now	58	.4	.4	1.1
	3 No	12882	98.2	98.9	100.0
	Total	13025	99.2	100.0	
Missing	-6 Section D omitted	11	.1		
	-5 Question D1 omitted	72	.5		
	-4 Question D1b omitted	6	.0		
	-1 Not stated	10	.1		
	Total	99	.8		
Total		13124	100.0		

### se035a DV: Child has ever had sensory impairment (hearing)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	143	1.1	1.1	1.1
	2 No	12882	98.2	98.9	100.0
	Total	13025	99.2	100.0	
Missing	-6 Section D omitted	11	.1		
	-5 Question D1 omitted	72	.5		
	-4 Question D1b omitted	6	.0		
	-1 Not stated	10	.1		
	Total	99	.8		
Total		13124	100.0		

### se036 D1b6: Child has sensory impairment (visual)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes, now	70	.5	.5	.5
	2 In past, not now	17	.1	.1	.7
	3 No	12939	98.6	99.3	100.0
	Total	13026	99.3	100.0	
Missing	-6 Section D omitted	11	.1		
	-5 Question D1 omitted	72	.5		
	-4 Question D1b omitted	6	.0		
	-1 Not stated	9	.1		
	Total	98	.7		
Total		13124	100.0		

### se036a DV: Child has ever had sensory impairment (visual)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	87	.7	.7	.7
	2 No	12939	98.6	99.3	100.0
	Total	13026	99.3	100.0	
Missing	-6 Section D omitted	11	.1		
	-5 Question D1 omitted	72	.5		
	-4 Question D1b omitted	6	.0		
	-1 Not stated	9	.1		
	Total	98	.7		
Total		13124	100.0		

## SE “The Developing Child” – Section D

### se037 D1b7: Child has physical disabilities

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes, now	116	.9	.9	.9
	2 In past, not now	18	.1	.1	1.0
	3 No	12888	98.2	99.0	100.0
	Total	13022	99.2	100.0	
Missing	-6 Section D omitted	11	.1		
	-5 Question D1 omitted	72	.5		
	-4 Question D1b omitted	6	.0		
	-1 Not stated	13	.1		
	Total	102	.8		
Total		13124	100.0		

### se037a DV: Child has ever had physical disabilities

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	134	1.0	1.0	1.0
	2 No	12888	98.2	99.0	100.0
	Total	13022	99.2	100.0	
Missing	-6 Section D omitted	11	.1		
	-5 Question D1 omitted	72	.5		
	-4 Question D1b omitted	6	.0		
	-1 Not stated	13	.1		
	Total	102	.8		
Total		13124	100.0		

### se038 D1b8: Child has medical conditions

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes, now	263	2.0	2.0	2.0
	2 In past, not now	42	.3	.3	2.3
	3 No	12714	96.9	97.7	100.0
	Total	13019	99.2	100.0	
Missing	-6 Section D omitted	11	.1		
	-5 Question D1 omitted	72	.5		
	-4 Question D1b omitted	6	.0		
	-1 Not stated	16	.1		
	Total	105	.8		
Total		13124	100.0		

### se038a DV: Child has ever had medical conditions

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	305	2.3	2.3	2.3
	2 No	12714	96.9	97.7	100.0
	Total	13019	99.2	100.0	
Missing	-6 Section D omitted	11	.1		
	-5 Question D1 omitted	72	.5		
	-4 Question D1b omitted	6	.0		
	-1 Not stated	16	.1		
	Total	105	.8		
Total		13124	100.0		

## SE “The Developing Child” – Section D

### se039 D1b9: Child has developmental delay

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes, now	171	1.3	1.3	1.3
	2 In past, not now	41	.3	.3	1.6
	3 No	12801	97.5	98.4	100.0
	Total	13013	99.2	100.0	
Missing	-6 Section D omitted	11	.1		
	-5 Question D1 omitted	72	.5		
	-4 Question D1b omitted	6	.0		
	-1 Not stated	22	.2		
	Total	111	.8		
Total		13124	100.0		

### se039a DV: Child has ever had developmental delay

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	212	1.6	1.6	1.6
	2 No	12801	97.5	98.4	100.0
	Total	13013	99.2	100.0	
Missing	-6 Section D omitted	11	.1		
	-5 Question D1 omitted	72	.5		
	-4 Question D1b omitted	6	.0		
	-1 Not stated	22	.2		
	Total	111	.8		
Total		13124	100.0		

### se040 D1b10: Child has other SEN problem

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0 Yes (1 or 2)	35	.3	.3	.3
	1 Yes, now	1627	12.4	12.5	12.8
	2 In past, not now	349	2.7	2.7	15.4
	3 No	11024	84.0	84.6	100.0
	Total	13035	99.3	100.0	
Missing	-6 Section D omitted	11	.1		
	-5 Question D1 omitted	72	.5		
	-4 Question D1b omitted	6	.0		
	Total	89	.7		
Total		13124	100.0		

### se040a DV: Child has ever had other SEN problem

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	2011	15.3	15.4	15.4
	2 No	11024	84.0	84.6	100.0
	Total	13035	99.3	100.0	
Missing	-6 Section D omitted	11	.1		
	-5 Question D1 omitted	72	.5		
	-4 Question D1b omitted	6	.0		
	Total	89	.7		
Total		13124	100.0		

**Derived Variables****Number of Current Educational Problems**

The number of current educational problems (i.e. the number of items in question D1b for which "yes now" was ticked) was calculated as SE042a. A summary indicator of whether any current educational problems were reported was derived from this as SE042b. Note that, although values of -6, -5 & -4 in the components were copied across to SE042a & SE042b, values of -8 & -1 in the components were treated the same as values of 3. The number of components with missing values of -8 & -1 was calculated as SE042c so users can easily exclude cases with lots of missing components if they wish.

**se042a DV: # current educational problems**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 0	10120	77.1	77.6	77.6
1	825	6.3	6.3	84.0
2	1194	9.1	9.2	93.1
3	516	3.9	4.0	97.1
4	224	1.7	1.7	98.8
5	85	.6	.7	99.5
6	41	.3	.3	99.8
7	18	.1	.1	99.9
8	12	.1	.1	100.0
Total	13035	99.3	100.0	
Missing -6 Section D omitted	11	.1		
-5 Question D1 omitted	72	.5		
-4 Question D1b omitted	6	.0		
Total	89	.7		
Total	13124	100.0		

**se042b DV: Any current educational problems**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1 Yes	2915	22.2	22.4	22.4
2 No	10120	77.1	77.6	100.0
Total	13035	99.3	100.0	
Missing -6 Section D omitted	11	.1		
-5 Question D1 omitted	72	.5		
-4 Question D1b omitted	6	.0		
Total	89	.7		
Total	13124	100.0		

## SE “The Developing Child” – Section D

### se042c DV: # missing educational problems components

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	12945	98.6	99.3	99.3
	1	67	.5	.5	99.8
	2	12	.1	.1	99.9
	3	2	.0	.0	99.9
	4	4	.0	.0	100.0
	6	2	.0	.0	100.0
	7	1	.0	.0	100.0
	8	2	.0	.0	100.0
	Total	13035	99.3	100.0	
Missing	-6 Section D omitted	11	.1		
	-5 Question D1 omitted	72	.5		
	-4 Question D1b omitted	6	.0		
	Total	89	.7		
Total		13124	100.0		

### Number of Past or Current Educational Problems

The number of past or current educational problems (i.e. the number of items in question D1b for which “yes now” or “in past not now” was ticked) was calculated as SE043a. A summary indicator of whether any past or current educational problems were reported was derived from this as SE043b. Note that, although values of -6, -5 & -4 in the components were copied across to SE043a & SE043b, values of -8 & -1 in the components were treated the same as values of 3. The number of components with missing values of -8 & -1 was calculated as SE043c so users can easily exclude cases with lots of missing components if they wish. Note that SE043c is actually the same as SE043c.

### se043a DV: # past or current educational problems

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	9426	71.8	72.3	72.3
	1	968	7.4	7.4	79.7
	2	1512	11.5	11.6	91.3
	3	640	4.9	4.9	96.2
	4	272	2.1	2.1	98.3
	5	113	.9	.9	99.2
	6	56	.4	.4	99.6
	7	31	.2	.2	99.9
	8	14	.1	.1	100.0
	9	1	.0	.0	100.0
	10	2	.0	.0	100.0
	Total	13035	99.3	100.0	
Missing	-6 Section D omitted	11	.1		
	-5 Question D1 omitted	72	.5		
	-4 Question D1b omitted	6	.0		
	Total	89	.7		
Total		13124	100.0		

# SE "The Developing Child" – Section D

## se043b DV: Any past or current educational problems

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	3609	27.5	27.7	27.7
	2 No	9426	71.8	72.3	100.0
	Total	13035	99.3	100.0	
Missing	-6 Section D omitted	11	.1		
	-5 Question D1 omitted	72	.5		
	-4 Question D1b omitted	6	.0		
	Total	89	.7		
Total		13124	100.0		

## se043c DV: # missing educational problems components

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	12945	98.6	99.3	99.3
	1	67	.5	.5	99.8
	2	12	.1	.1	99.9
	3	2	.0	.0	99.9
	4	4	.0	.0	100.0
	6	2	.0	.0	100.0
	7	1	.0	.0	100.0
	8	2	.0	.0	100.0
	Total	13035	99.3	100.0	
Missing	-6 Section D omitted	11	.1		
	-5 Question D1 omitted	72	.5		
	-4 Question D1b omitted	6	.0		
	Total	89	.7		
Total		13124	100.0		



## PAGE 10 OF THE QUESTIONNAIRE

D1. c) Is the child statemented?

child has a statement

currently undergoing statutory assessment

not statemented nor being considered

has been refused a statement

[Coding: If 1 and 2 were ticked, it was coded as 1.]

[Editing: A summary indicator of whether the child is statemented (SE045a) was derived by recoding (1 = 1) (2, 3, 4 = 2) and copying missing values. A summary indicator of whether the child has ever been considered for statementing (SE045b) was derived by recoding (1, 2, 4 = 1) (3 = 2) and copying missing values.]

**se045 D1c: Child's special educational needs statement status**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Has a statement	468	3.6	3.7	3.7
	2 Currently being assessed	149	1.1	1.2	4.8
	3 Not statemented	12027	91.6	94.5	99.3
	4 Has been refused	89	.7	.7	100.0
	Total	12733	97.0	100.0	
Missing	-6 Section D omitted	11	.1		
	-5 Question D1 omitted	72	.5		
	-1 Not stated	308	2.3		
	Total	391	3.0		
Total		13124	100.0		

**se045a DV: Child is statemented**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	468	3.6	3.7	3.7
	2 No	12265	93.5	96.3	100.0
	Total	12733	97.0	100.0	
Missing	-6 Section D omitted	11	.1		
	-5 Question D1 omitted	72	.5		
	-1 Not stated	308	2.3		
	Total	391	3.0		
Total		13124	100.0		

## SE “The Developing Child” – Section D

### se045b DV: Child has ever been considered for statementing

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	706	5.4	5.5	5.5
	2 No	12027	91.6	94.5	100.0
	Total	12733	97.0	100.0	
Missing	-6 Section D omitted	11	.1		
	-5 Question D1 omitted	72	.5		
	-1 Not stated	308	2.3		
	Total	391	3.0		
Total		13124	100.0		

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

- i) Taught within school provision ☐
- ii) Child is at special school ☐
- iii) Child goes to special classes ☐
- iv) Child has a special teacher ☐
- v) Hospital school ☐
- vi) Educated at home ☐
- vii) Child excluded from school ☐
- viii) Something else  
(please tick and describe ) ☐

.....

.....

[Coding: If something relevant was written on the dotted line, it was ensured that there was a tick on D1dviii.]

[Editing: If all of SE047 to SE054 had value -1 they were recoded to -4, otherwise -1 was recoded to 2 “No”.]

## SE “The Developing Child” – Section D

### se047 D1d1: Child is non-SEN child or SEN child currently taught within school provision

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	12708	96.8	98.7	98.7
	2 No	172	1.3	1.3	100.0
	Total	12880	98.1	100.0	
Missing	-6 Section D omitted	11	.1		
	-5 Question D1 omitted	72	.5		
	-4 Question D1d omitted	161	1.2		
	Total	244	1.9		
Total		13124	100.0		

### se048 D1d2: Child is currently attending special school

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	81	.6	.6	.6
	2 No	12799	97.5	99.4	100.0
	Total	12880	98.1	100.0	
Missing	-6 Section D omitted	11	.1		
	-5 Question D1 omitted	72	.5		
	-4 Question D1d omitted	161	1.2		
	Total	244	1.9		
Total		13124	100.0		

### se049 D1d3: Child is currently going to special classes

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	426	3.2	3.3	3.3
	2 No	12454	94.9	96.7	100.0
	Total	12880	98.1	100.0	
Missing	-6 Section D omitted	11	.1		
	-5 Question D1 omitted	72	.5		
	-4 Question D1d omitted	161	1.2		
	Total	244	1.9		
Total		13124	100.0		

### se050 D1d4: Child currently has a special teacher

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	185	1.4	1.4	1.4
	2 No	12695	96.7	98.6	100.0
	Total	12880	98.1	100.0	
Missing	-6 Section D omitted	11	.1		
	-5 Question D1 omitted	72	.5		
	-4 Question D1d omitted	161	1.2		
	Total	244	1.9		
Total		13124	100.0		

## SE “The Developing Child” – Section D

### se051 D1d5: Child is SEN child currently attending hospital school

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2 No	12880	98.1	100.0	100.0
Missing	-6 Section D omitted	11	.1		
	-5 Question D1 omitted	72	.5		
	-4 Question D1d omitted	161	1.2		
	Total	244	1.9		
Total		13124	100.0		

### se052 D1d6: Child is SEN child currently educated at home

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	3	.0	.0	.0
	2 No	12877	98.1	100.0	100.0
	Total	12880	98.1	100.0	
Missing	-6 Section D omitted	11	.1		
	-5 Question D1 omitted	72	.5		
	-4 Question D1d omitted	161	1.2		
	Total	244	1.9		
Total		13124	100.0		

### se053 D1d7: Child is SEN child currently excluded from school

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	17	.1	.1	.1
	2 No	12863	98.0	99.9	100.0
	Total	12880	98.1	100.0	
Missing	-6 Section D omitted	11	.1		
	-5 Question D1 omitted	72	.5		
	-4 Question D1d omitted	161	1.2		
	Total	244	1.9		
Total		13124	100.0		

### se054 D1d8: Child is SEN child with other current educational arrangement

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	411	3.1	3.2	3.2
	2 No	12469	95.0	96.8	100.0
	Total	12880	98.1	100.0	
Missing	-6 Section D omitted	11	.1		
	-5 Question D1 omitted	72	.5		
	-4 Question D1d omitted	161	1.2		
	Total	244	1.9		
Total		13124	100.0		

## SE "The Developing Child" – Section D

D2. Please indicate which stream (or ability group) if any, the child is in for:

	<b>STREAM (ABILITY GROUP)</b>			
	<b>Do not stream</b>	<b>Most able</b>	<b>Middle</b>	<b>Least able</b>
i) Maths	1 <input style="width: 40px; height: 20px; border: 1px solid red;" type="text"/>	2 <input style="width: 40px; height: 20px; border: 1px solid red;" type="text"/>	3 <input style="width: 40px; height: 20px; border: 1px solid red;" type="text"/>	4 <input style="width: 40px; height: 20px; border: 1px solid red;" type="text"/>
ii) Literacy/ English	1 <input style="width: 40px; height: 20px; border: 1px solid red;" type="text"/>	2 <input style="width: 40px; height: 20px; border: 1px solid red;" type="text"/>	3 <input style="width: 40px; height: 20px; border: 1px solid red;" type="text"/>	4 <input style="width: 40px; height: 20px; border: 1px solid red;" type="text"/>

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

[Editing: If SE061 had value -1 (not stated) and SE060 had value 1 (indicating that Maths is not streamed) then -1 was recoded to 1 in SE061 (assume Literacy/English is also not streamed). If both SE060 and SE061 had value -1 they were recoded to -5.]

**se060 D2i: Child's stream for Mathematics**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Do not stream	1057	8.1	8.1	8.1
	2 Most able	4964	37.8	38.0	46.1
	3 Middle	4347	33.1	33.2	79.3
	4 Least able	2706	20.6	20.7	100.0
	Total	13074	99.6	100.0	
Missing	-6 Section D omitted	11	.1		
	-5 Question D2 omitted	34	.3		
	-1 Not stated	5	.0		
	Total	50	.4		
Total		13124	100.0		

**se061 D2ii: Child's stream for Literacy/English**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Do not stream	1573	12.0	12.0	12.0
	2 Most able	4436	33.8	34.0	46.0
	3 Middle	4281	32.6	32.8	78.8
	4 Least able	2766	21.1	21.2	100.0
	Total	13056	99.5	100.0	
Missing	-6 Section D omitted	11	.1		
	-5 Question D2 omitted	34	.3		
	-1 Not stated	23	.2		
	Total	68	.5		
Total		13124	100.0		

## SE “The Developing Child” – Section D

D3. 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.]

### se020 D3: How supportive teacher thinks parents are towards child's learning

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Very supportive	6560	50.0	50.3	50.3
	2 Somewhat supportive	4820	36.7	36.9	87.2
	3 Not at all supportive	933	7.1	7.1	94.3
	4 Can't say	741	5.6	5.7	100.0
	Total	13054	99.5	100.0	
Missing	-6 Section D omitted	11	.1		
	-1 Not stated	59	.4		
	Total	70	.5		
Total		13124	100.0		

## PAGE 11 OF THE QUESTIONNAIRE

D4. Have the child's parents been involved in any of the following ways?

- |                                      |     |                                |    |                                |
|--------------------------------------|-----|--------------------------------|----|--------------------------------|
| a) Help in class                     | Yes | <input type="text" value="1"/> | No | <input type="text" value="2"/> |
| b) Help with out-of-class activities | Yes | <input type="text" value="1"/> | No | <input type="text" value="2"/> |
| c) Attend parent-teacher sessions    | Yes | <input type="text" value="1"/> | No | <input type="text" value="2"/> |
| d) Other school activity             | Yes | <input type="text" value="1"/> | No | <input type="text" value="2"/> |

Space for comments.....

[Coding: The comments were keyed as text.]

[Editing: If all parts of D4 were omitted variables SE021 to SE024 were recoded to -5. If any part of D4 had value 1 (indicating at least one positive response), but none had value 2 (indicating zero negative responses) then missing values in SE021 to SE024 were recoded to 2 "No".]

**se021 D4a: Child's parents have helped in class**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	1382	10.5	10.6	10.6
	2 No	11694	89.1	89.4	100.0
	Total	13076	99.6	100.0	
Missing	-6 Section D omitted	11	.1		
	-5 Question D4 omitted	27	.2		
	-1 Not stated	10	.1		
	Total	48	.4		
Total		13124	100.0		

**se022 D4b: Child's parents have helped with out of class activities**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	3354	25.6	25.7	25.7
	2 No	9714	74.0	74.3	100.0
	Total	13068	99.6	100.0	
Missing	-6 Section D omitted	11	.1		
	-5 Question D4 omitted	27	.2		
	-1 Not stated	18	.1		
	Total	56	.4		
Total		13124	100.0		

## SE “The Developing Child” – Section D

**se023 D4c: Child's parents have attended parent-teacher sessions**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1 Yes	11520	87.8	88.2	88.2
2 No	1543	11.8	11.8	100.0
Total	13063	99.5	100.0	
Missing -6 Section D omitted	11	.1		
-5 Question D4 omitted	27	.2		
-1 Not stated	23	.2		
Total	61	.5		
Total	13124	100.0		

**se024 D4d: Child's parents have been involved in other school activity**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1 Yes	2964	22.6	23.1	23.1
2 No	9877	75.3	76.9	100.0
Total	12841	97.8	100.0	
Missing -6 Section D omitted	11	.1		
-5 Question D4 omitted	27	.2		
-1 Not stated	245	1.9		
Total	283	2.2		
Total	13124	100.0		

D5. How does the child cope with homework?

none given  given, but rarely does it  given, sometimes does it

given, usually does it  given, always does it

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

## se062 D5: Frequency child does required homework

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 None given	144	1.1	1.1	1.1
	2 Rarely	1249	9.5	9.6	10.7
	3 Sometimes	1873	14.3	14.3	25.0
	4 Usually	4162	31.7	31.9	56.9
	5 Always	5630	42.9	43.1	100.0
	Total	13058	99.5	100.0	
Missing	-8 See text	1	.0		
	-6 Section D omitted	11	.1		
	-1 Not stated	54	.4		
	Total	66	.5		
Total		13124	100.0		



## SE "The Developing Child" – Section D

D6. How well does this child work independently?

very capable	1
somewhat capable	2
rarely able to work without support	3

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

**se063 D6: Child's capability to work independently**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1 Very capable	7224	55.0	55.2	55.2
2 Somewhat capable	4725	36.0	36.1	91.3
3 Rarely able to work without support	1136	8.7	8.7	100.0
Total	13085	99.7	100.0	
Missing -6 Section D omitted	11	.1		
-1 Not stated	28	.2		
Total	39	.3		
Total	13124	100.0		

D7. How prepared do you feel this child is for secondary school?

very much so	1
somewhat	2
not very	3
not relevant (will not go to secondary school)	4

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

**se064 D7: Degree to which teacher thinks child is prepared for secondary school**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1 Very much so	7239	55.2	55.3	55.3
2 Somewhat	4537	34.6	34.7	90.0
3 Not very	1211	9.2	9.3	99.3
4 Not relevant (will not go to secondary school)	96	.7	.7	100.0
Total	13083	99.7	100.0	
Missing -6 Section D omitted	11	.1		
-1 Not stated	30	.2		
Total	41	.3		
Total	13124	100.0		

## PAGE 12 OF THE QUESTIONNAIRE

**SECTION E:**

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

<1 month	<input type="text" value="1"/>	1-2 months	<input type="text" value="2"/>	3-5 months	<input type="text" value="3"/>
6-11 months	<input type="text" value="4"/>	1 year or more	<input type="text" value="5"/>	don't know	<input type="text" value="9"/>

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

[Editing: Values of 9 were recoded to –1.]

**se195 E1: Length of time teacher has taught child**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 < 1 month	5	.0	.0	.0
	2 1-2 months	47	.4	.4	.4
	3 3-5 months	1392	10.6	11.1	11.5
	4 6-11 months	7538	57.4	59.9	71.3
	5 1 year +	3612	27.5	28.7	100.0
	Total	12594	96.0	100.0	
Missing	-1 Not stated	530	4.0		
Total		13124	100.0		

# SE "The Developing Child" – Section E

day

month

year

E2. Date of completion of this questionnaire

				2	0	0	
--	--	--	--	---	---	---	--

[Editing: Any dates of completion that were missing, later than the date of receipt or appeared to be unusually early on examination of the distribution were corrected by examination of the children in the class. If the date of receipt was used this was flagged in variable SE196c, which was also set to 1 in the date of completion equalled the date of receipt as this implied that the date of receipt had been entered in the date of completion boxes at the coding stage. For a small number of non-local cases for whom day and/or month of completion was omitted and no date of receipt was available, values of 15 and 7 were imputed respectively and this assumption flagged in variable SE196c.]

## se196a E2mm: Date of completion - month

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 January	112	.9	.9	.9
	2 February	2771	21.1	21.1	22.0
	3 March	1656	12.6	12.6	34.6
	4 April	603	4.6	4.6	39.2
	5 May	885	6.7	6.7	45.9
	6 June	1819	13.9	13.9	59.8
	7 July	3734	28.5	28.5	88.2
	8 August	938	7.1	7.1	95.4
	9 September	323	2.5	2.5	97.8
	10 October	205	1.6	1.6	99.4
	11 November	37	.3	.3	99.7
	12 December	41	.3	.3	100.0
	Total	13124	100.0	100.0	

## se196b E2yy: Date of completion - year

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2002	2838	21.6	21.6	21.6
	2003	7189	54.8	54.8	76.4
	2004	3096	23.6	23.6	100.0
	2005	1	.0	.0	100.0
	Total	13124	100.0	100.0	

## se196c Assumptions made in cleaning date of completion

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0 None	12578	95.8	95.8	95.8
	1 Date of receipt used	540	4.1	4.1	100.0
	2 Day of completion = 15	4	.0	.0	100.0
	4 Day = 15 & month = 7	2	.0	.0	100.0
	Total	13124	100.0	100.0	

# SE "The Developing Child" – Section E

## Derived Variables

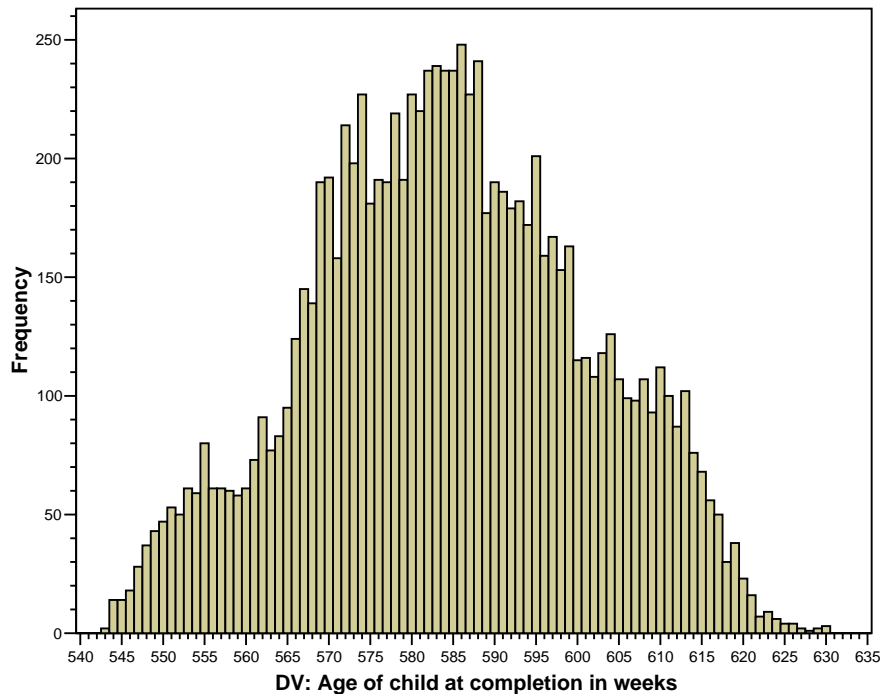
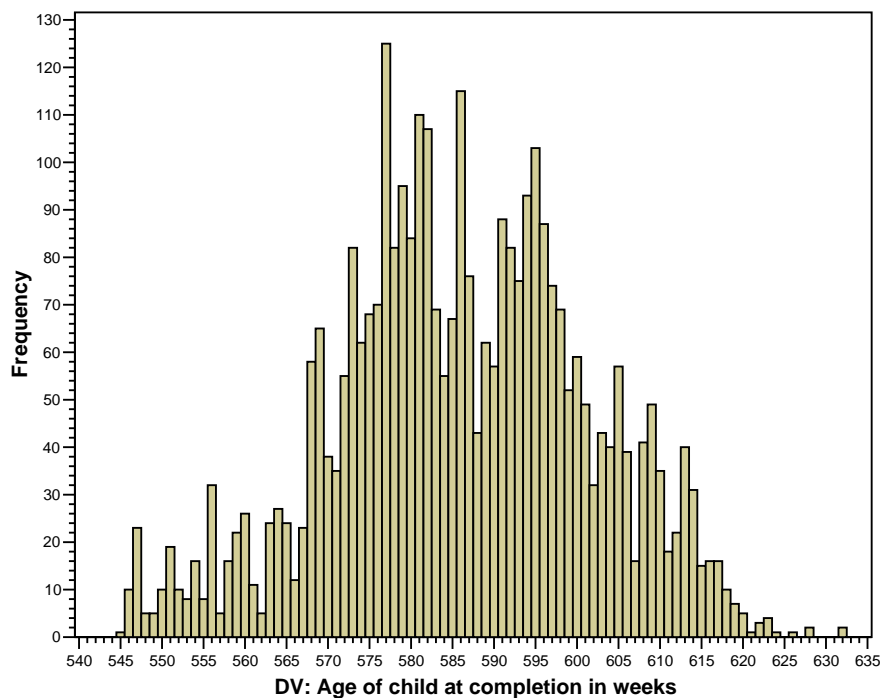
### Age at Completion

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.

se197a DV: Age of child at completion in months

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	118	1	.0	.0	.0
	119	1	.0	.0	.0
	121	1	.0	.0	.0
	125	111	.8	.8	.9
	126	240	1.8	1.8	2.7
	127	335	2.6	2.6	5.3
	128	339	2.6	2.6	7.8
	129	428	3.3	3.3	11.1
	130	769	5.9	5.9	17.0
	131	1042	7.9	7.9	24.9
	132	1246	9.5	9.5	34.4
	133	1345	10.2	10.2	44.6
	134	1412	10.8	10.8	55.4
	135	1143	8.7	8.7	64.1
	136	1154	8.8	8.8	72.9
	137	1036	7.9	7.9	80.8
	138	688	5.2	5.2	86.0
	139	641	4.9	4.9	90.9
	140	562	4.3	4.3	95.2
	141	423	3.2	3.2	98.4
	142	152	1.2	1.2	99.6
	143	35	.3	.3	99.9
	144	14	.1	.1	100.0
	145	4	.0	.0	100.0
	148	1	.0	.0	100.0
	Total	13123	100.0	100.0	
Missing	-1 Missing date of birth	1	.0		
Total		13124	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 (SE006 = 1) and as frequency tables for those not in the correct school year (SE006 = 2) who, by definition, are likely to be outliers of the age distribution.

**SE197B (ALSPAC children in correct school year)****SE197B (non-ALSPAC children in correct school year)**

**ALSPAC children not in correct school year:****se197b DV: Age of child at completion in weeks**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	518	1	14.3	14.3	14.3
	597	1	14.3	14.3	28.6
	601	1	14.3	14.3	42.9
	612	1	14.3	14.3	57.1
	619	1	14.3	14.3	71.4
	622	1	14.3	14.3	85.7
	626	1	14.3	14.3	100.0
	Total	7	100.0	100.0	

**Non-ALSPAC children not in correct school year:****se197b DV: Age of child at completion in weeks**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	516	1	14.3	14.3	14.3
	530	1	14.3	14.3	28.6
	543	1	14.3	14.3	42.9
	557	1	14.3	14.3	57.1
	561	1	14.3	14.3	71.4
	600	1	14.3	14.3	85.7
	644	1	14.3	14.3	100.0
	Total	7	100.0	100.0	

# SE "The Developing Child" – Section E

## 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 31<sup>st</sup>.

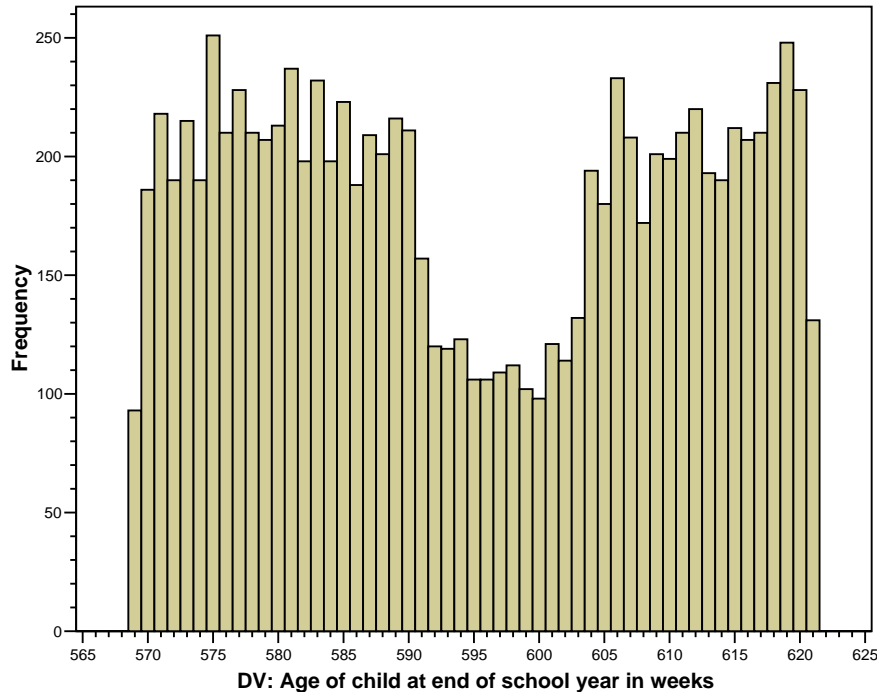
### **se198a DV: Age of child at end of school year in months**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	119	2	.0	.0	.0
	120	1	.0	.0	.0
	129	1	.0	.0	.0
	130	39	.3	.3	.3
	131	1105	8.4	8.4	8.7
	132	1234	9.4	9.4	18.2
	133	1170	8.9	8.9	27.1
	134	1200	9.1	9.1	36.2
	135	1133	8.6	8.6	44.8
	136	635	4.8	4.8	49.7
	137	848	6.5	6.5	56.1
	138	1157	8.8	8.8	65.0
	139	1129	8.6	8.6	73.6
	140	1120	8.5	8.5	82.1
	141	1143	8.7	8.7	90.8
	142	1198	9.1	9.1	99.9
	143	4	.0	.0	100.0
	144	3	.0	.0	100.0
	149	1	.0	.0	100.0
	Total	13123	100.0	100.0	
Missing	-1 Missing date of birth	1	.0		
Total		13124	100.0		

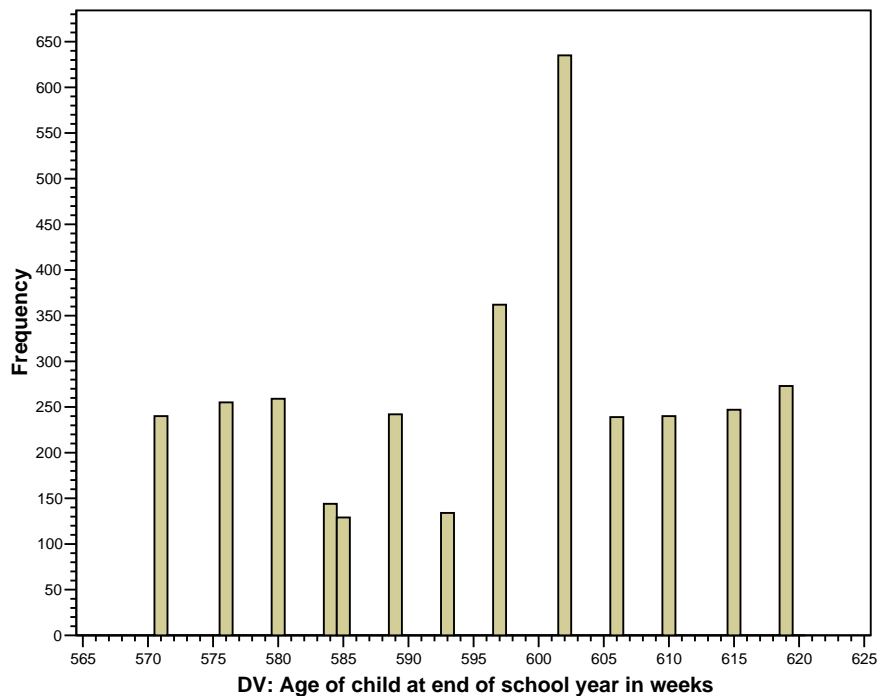
## SE "The Developing Child" – Section E

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 (SE006 = 1) and as frequency tables for those not in the correct school year (SE006 = 2) who, by definition, are outliers of the age distribution.

### SE198B (ALSPAC cases in correct school year)



### SE198B (non-ALSPAC cases in correct school year)





**ALSPAC children not in correct school year:****se198b DV: Age of child at end of school year in weeks**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	521	1	14.3	14.3	14.3
	622	3	42.9	42.9	57.1
	627	2	28.6	28.6	85.7
	628	1	14.3	14.3	100.0
	Total	7	100.0	100.0	

**Non-ALSPAC children not in correct school year:****se198b DV: Age of child at end of school year in weeks**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	519	1	14.3	14.3	14.3
	524	1	14.3	14.3	28.6
	563	1	14.3	14.3	42.9
	567	2	28.6	28.6	71.4
	624	1	14.3	14.3	85.7
	650	1	14.3	14.3	100.0
	Total	7	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 (1<sup>st</sup> April 1991 - 31<sup>st</sup> December 1992) and school intakes (1<sup>st</sup> September - 31<sup>st</sup> August). The ALPSAC 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).

**THANK YOU VERY MUCH FOR YOUR HELP**

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 9288487



[We are grateful to Professor Goodman for permission to use the Strengths and Difficulties and the DAWBA behaviour scales in this questionnaire]

*For office use only*

*coder*

--	--

*© University of Bristol*

## **SF File - Introduction and Methodology**

### **Background**

"Questionnaire for the Class Teacher" was designed for teachers of Year 6 children to complete and return to the study: One questionnaire to be completed by each Year 6 teacher. The questionnaire was administered in a pack that also contained a copy of "Questionnaire for the Head Teacher" for the Head Teacher to complete, copies of the questionnaire "The Developing Child" for each Year 6 teacher to complete (one per child born within the ALSPAC recruitment dates) and copies of mathematics, science and spelling tests (one per child in the class) and accompanying teacher booklets. 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 2002, 2003 and 2004 (see Table 6 below).

### **Contents**

This questionnaire is in 6 sections. Sections A asks about the pupils in the class, how time is spent within the class and methods of teaching. Section B asks about the staff who work with the class. Section C asks about the classroom and school environments. Section D contains the anxiety, somatic symptoms and depression subscales of the Crown-Crisp Experiential Index (Crown & Crisp, 1979). Section E contains detailed questions about the teacher's perception of the school. Section F 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 G asks about attitudes towards teaching.

The contents of the questionnaire are very similar to the contents of version 2 of the equivalent Year 3 questionnaire "About Your Class" (see the SB built file), the contents of which were identified after detailed discussion with the local education authorities and advisors on the ALSPAC Cognitive, Educational and Social Development Advisory Committee (CESDAC). Section A of "Questionnaire for the Class Teacher" contains questions B1 to B11 from "About Your Class", with the omission of part a of question B5. Section B is the same as section C of "About Your Class", except for the omission of part a of question C2. Sections C, D, F and G of "Questionnaire for the Class Teacher" are identical to sections A, D, E and F respectively of "About Your Class". The questions in Section E were not asked in "About Your Class", but are identical to those also introduced in Year 6 in section A of "Questionnaire for the Head Teacher".

### **Variable Names**

The variable names on the SF built file have been chosen so that the numeric part is the same as for the equivalent variable on the SB built file. This means that the variables on the built file, which are in ascending order, are not in the same order as the actual contents of the questionnaire. So, for example, the variables for whether there is double glazing on the outside classroom windows are SB020 and SF020, even though this question was A1c in the Year 3 questionnaire and C1c in the Year 6 questionnaire.

In addition, note that many questions in sections A, B and C are repeated, but for the whole school, in sections C, D and B respectively of the SG file (based on "Questionnaire for the Head Teacher"). 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 SG115 and the number of children on the class register is SF115.

**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 6 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 6: Coding of academic years on ALSPAC data files and expected progress of the ALSPAC cohort according to their dates of birth**

Academic year	Code	Expected position of ALSPAC children born between:		
		April 1991 & August 1991	September 1991 & August 1992	September 1992 & January 1993
1995 / 1996	1	Reception	-	-
1996 / 1997	2	Year 1	Reception	-
1997 / 1998	3	Year 2	Year 1	Reception
1998 / 1999	4	Year 3	Year 2	Year 1
1999 / 2000	5	Year 4	Year 3	Year 2
2000 / 2001	6	Year 5	Year 4	Year 3
2001 / 2002	7	Year 6	Year 5	Year 4
2002 / 2003	8	Year 7	Year 6	Year 5
2003 / 2004	9	Year 8	Year 7	Year 6
2004 / 2005	10	Year 9	Year 8	Year 7
2005 / 2006	11	Year 10	Year 9	Year 8
2006 / 2007	12	Year 11	Year 10	Year 9
2007 / 2008	13	-	Year 11	Year 10
2008 / 2009	14	-	-	Year 11

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 school. These numbers were added to the list of names, which was then returned to the school with the appropriate number of questionnaires and test booklets 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 "Questionnaire for the Class Teachers". 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 2001/2 and 2002/3 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). A different system was used in 2003/4 with each questionnaire identified by a code comprising one or two letters identifying the country it was being sent to, followed by a nine digit numeric code. This was an identifier that had been created for every ALSPAC eligible child for the purpose of linking schools data. The mother was asked to give the pack to the child to take into school. No reminders were sent to out-of-area cases.

In 2001/2 the packs were not sent out until the end of June 2002, very late in the school year. This adversely affected the response rate (see Table 4 and Table 5), especially for the out of area cases. In 2002/3 and 2003/4 packs were sent out earlier, in January 2003 and January 2004 respectively. However, in 2003/4 the out of area packs were sent out even earlier, in October 2003.

### Incentives

Incentives for the Year 6 data collection were offered as follows for local schools:

- The head teacher received a £20 book token if the class teacher(s) completed their copies of "The Developing Child".
- The class teacher received a £5 cheque for each copy of "The Developing Child" completed for a child born within the ALSPAC recruitment dates.
- The class teacher received a £20 book token if any of the mathematics, science or spelling tests were returned.

For out of area schools the head teacher was sent a £10 book token and if they returned all their materials completed the class teacher received £20.

### Response Rates

A total of 1,448 questionnaires were received back. 1 of these records does not appear on this built file because it is a surplus record about a child for whom multiple records were received (see below). This leaves 1,447 records on the built file.

Response rates for "Questionnaire for the Class Teacher" in each academic year for the local schools are displayed in Table 4. A total of 262 different schools returned at least 1 copy of "Questionnaire for the Class Teacher" in at least one of the three trawls.

**Table 7: Response rates for local schools**

<b>Academic year</b>	<b>2001/2</b>	<b>2002/3</b>	<b>2003/4</b>
Schools invited to participate	344	339	336
No response (% of those invited)	47 (14%)	31 (9%)	29 (9%)
Refused to participate (% of those invited)	23 (7%)	20 (6%)	15 (4%)
Schools sent packs (% of those invited)	274 (80%)	288 (85%)	292 (87%)
Returned at least 1 copy of "Questionnaire for the Class Teacher" (% of those sent packs)	188 (69%)	204 (71%)	209 (72%)
Overall response rate (% of schools invited that returned at least 1 copy of "Questionnaire for the Class Teacher")	55%	60%	62%

Response rates for "Questionnaire for the Class Teacher" in each academic year for the out of area cases are displayed in Table 5. 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.).

**Table 8: Response rates for out of area cases**

Year	2001/2	2002/3	2003/4
Mothers sent pack(s)	420	996	284
Mothers from whose pack(s) questionnaires were returned (% of mothers sent packs)	83 (20%)	363 (36%)	109 (38%)

### Multiple Records

One pair of duplicate records was returned for an out of area child. The more complete record 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 SF file can be linked to children via the SE 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 SEFG 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.

### 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 – June 2007

First version of the SF built file.

### December 2008

This file is no longer to be published as a separate entity, but only combined with the SE & SG files as SEFG. Any future updates will be described in the combined introduction to the SEFG 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 SF003a 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 7 2001 / 2002	360	24.9	24.9	24.9
8 2002 / 2003	672	46.4	46.4	71.3
9 2003 / 2004	415	28.7	28.7	100.0
Total	1447	100.0	100.0	

### CLASS

This number identifies the class. Note that this is only unique within identical values of ALSPSCID and ACYEAR. For example: class 1 in a particular school in 2001/2 is not necessarily the same class (taught by the same teacher in the same classroom) as class 1 in the same school in 2002/3 or 2003/4. 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	533	36.8	59.8	59.8
2	260	18.0	29.2	89.0
3	74	5.1	8.3	97.3
4	10	.7	1.1	98.4
5	8	.6	.9	99.3
6	3	.2	.3	99.7
7	3	.2	.3	100.0
Total	891	61.6	100.0	
Missing -2 Not local	556	38.4		
Total	1447	100.0		



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

## YEAR 6

### QUESTIONNAIRE FOR THE CLASS TEACHER

**This questionnaire is for the Year 6 class teacher.**

**It asks about the physical environment of the classroom, the class structure, the school ethos 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.**



29/05/02

## Variables relating to page 1

### Version Number

There was only one version of this questionnaire.

#### sf001 Questionnaire version

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1 Version 1 - 29/05/02	1447	100.0	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.

#### sf003 Education region

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1 Local	891	61.6	61.6	61.6
2 Rest of England, Wales & Northern Ireland	487	33.7	33.7	95.2
3 Scotland & Republic of Ireland	23	1.6	1.6	96.8
4 Continental Europe	9	.6	.6	97.4
5 USA & Canada	13	.9	.9	98.3
6 Australia & New Zealand	11	.8	.8	99.1
7 Elsew here in w orld	13	.9	.9	100.0
Total	1447	100.0	100.0	

An indicator of whether the school was local or not was derived as SF003a by recoding 2 - 7 as 2 in SF003.

#### sf003a Education region (summary)

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1 Local	891	61.6	61.6	61.6
2 Not local	556	38.4	38.4	100.0
Total	1447	100.0	100.0	

## SF "Questionnaire For Class Teacher" – Introduction

### Type of School

This information is only available for local schools (value 1 in variable SF003a above).

#### sf004 Type of school

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Primary	804	55.6	90.2	90.2
	3 Special	27	1.9	3.0	93.3
	4 Private	60	4.1	6.7	100.0
	Total	891	61.6	100.0	
Missing	-2 Not local	556	38.4		
Total		1447	100.0		

### Education Authority

This information is only available for local Primary and Infant schools (values 1 & 2 in variable SF004 above).

#### sf005 Education authority

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Bristol	263	18.2	32.7	32.7
	2 Bath & North East Somerset	92	6.4	11.4	44.2
	3 South Gloucestershire	289	20.0	35.9	80.1
	4 North Somerset	160	11.1	19.9	100.0
	Total	804	55.6	100.0	
Missing	-3 Private / Special	87	6.0		
	-2 Not local	556	38.4		
	Total	643	44.4		
Total		1447	100.0		



PAGE 3 OF THE QUESTIONNAIRE

**SECTION A: ABOUT THE CLASS**

[Editing: If all parts of section A were omitted variables SF100a to SF240 were all set to -6.]

A1. What is the age range of children in your class?

	<b>years</b>		<b>months</b>		<b>years</b>		<b>months</b>
from	<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>	<div style="border: 1px solid red; width: 30px; height: 30px; display: inline-block;"></div>	to	<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>

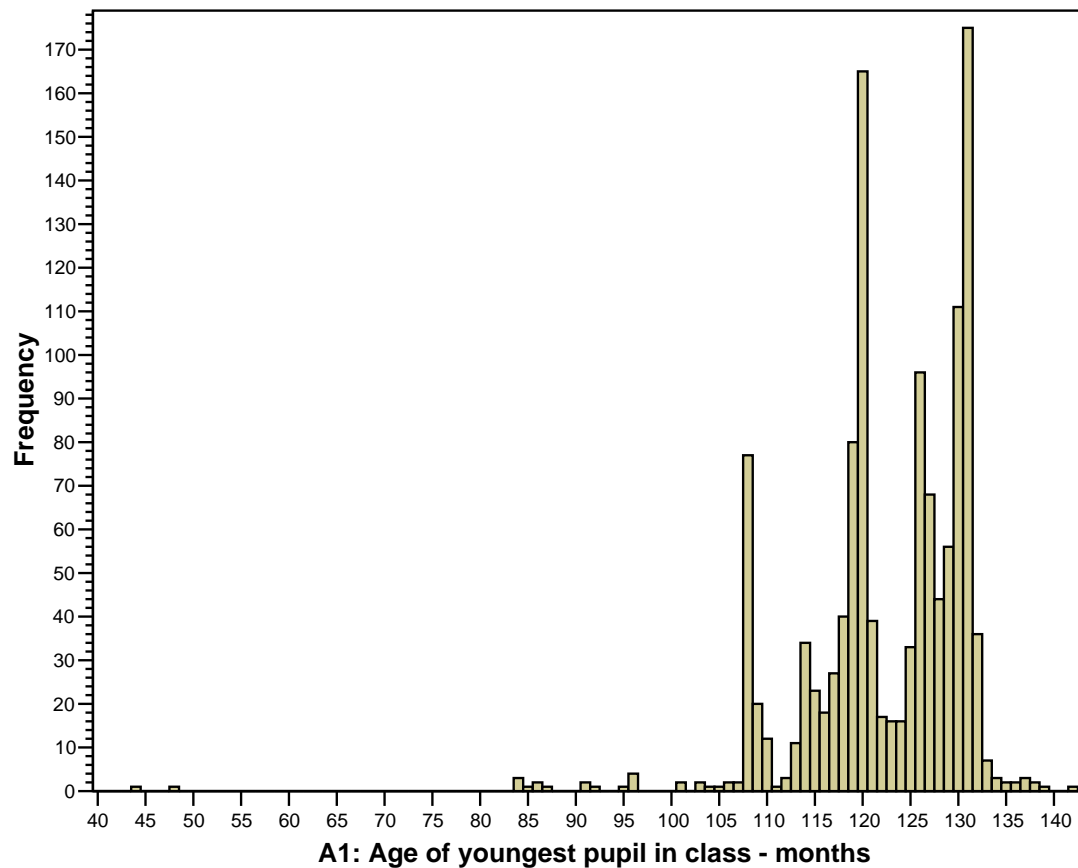
[Editing: If all four parts of question A1 were omitted then variables SF100a to SF101b were set to -5. One value of 1 year 1 month for the upper end of the age range was set to -1. If the age reported on the left was higher than that reported on the right then the pairs of age variables were swapped 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. This assumption was flagged in variables SF100c and SF101c. Finally, 12 times the numbers of years were added to the months variables. Note that the missing values in SF100b and SF101b are the same as in SF100a and SF101a respectively.]

## SF “Questionnaire For Class Teacher” – Section A

**sf100a A1: Age of youngest pupil in class - years**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	1	.1	.1	.1
	4	1	.1	.1	.2
	7	11	.8	.9	1.0
	8	14	1.0	1.1	2.1
	9	346	23.9	27.3	29.5
	10	836	57.8	66.0	95.5
	11	57	3.9	4.5	100.0
	Total	1266	87.5	100.0	
Missing	-5 Question A1 omitted	171	11.8		
	-1 Not stated	10	.7		
	Total	181	12.5		
Total		1447	100.0		

**sf100b**



**sf100c DV: Age of youngest pupil in class - assumptions**

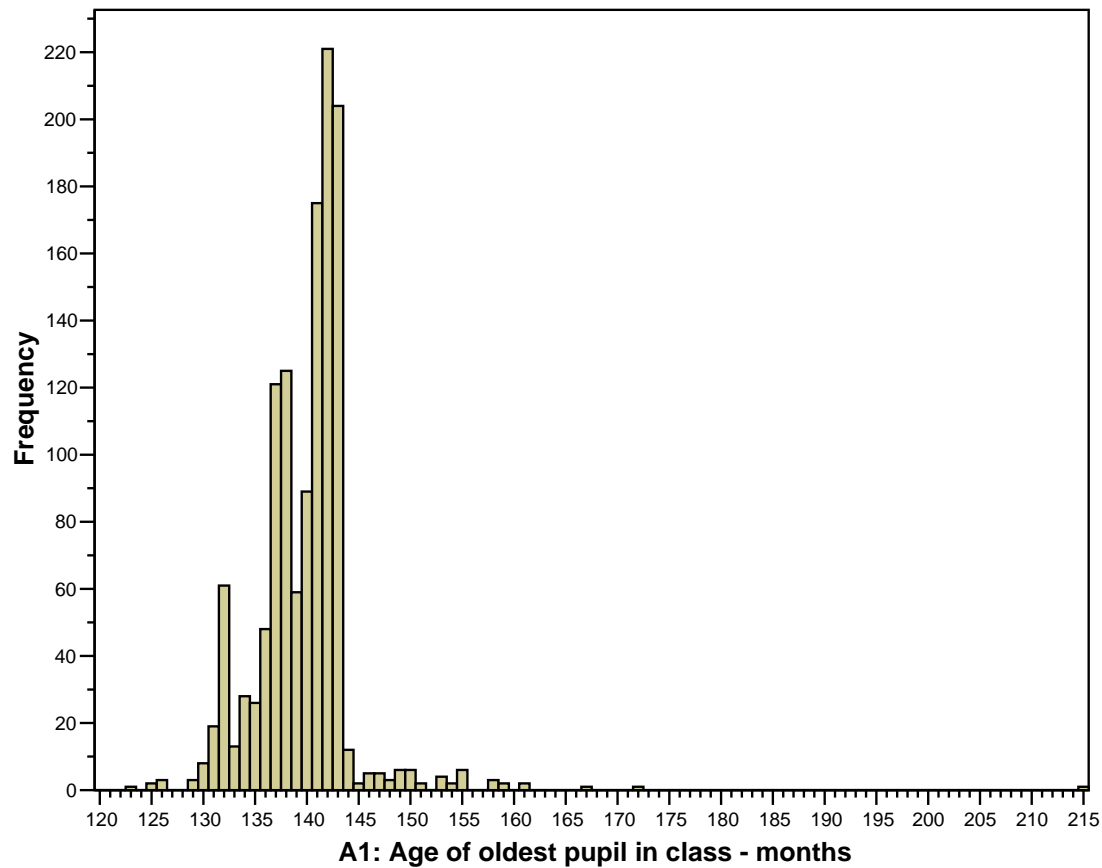
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0 None	1339	92.5	92.5	92.5
	1 Month = 0	108	7.5	7.5	100.0
	Total	1447	100.0	100.0	

## SF "Questionnaire For Class Teacher" – Section A

**sf101a A1: Age of oldest pupil in class - years**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	10	36	2.5	2.8	2.8
	11	1170	80.9	92.2	95.0
	12	53	3.7	4.2	99.2
	13	8	.6	.6	99.8
	14	1	.1	.1	99.9
	17	1	.1	.1	100.0
	Total	1269	87.7	100.0	
Missing	-5 Question A1 omitted	171	11.8		
	-1 Not stated	7	.5		
	Total	178	12.3		
Total		1447	100.0		

**sf101b**



**sf101c DV: Age of oldest pupil in class - assumptions**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0 None	1345	93.0	93.0	93.0
	1 Month = 11	102	7.0	7.0	100.0
	Total	1447	100.0	100.0	

## SF "Questionnaire For Class Teacher" – Section A

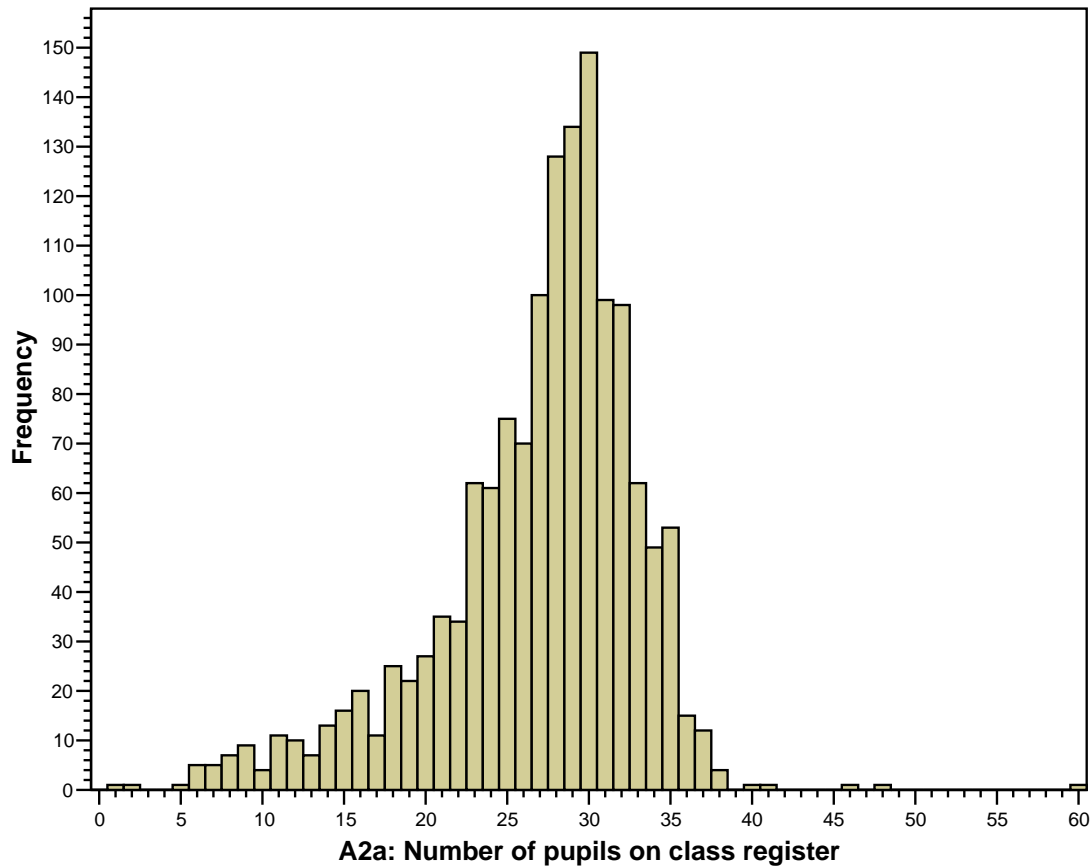
[Editing: If all thirteen parts of question A2 were omitted then variables SF115 to SF138 were set to -5.]

A2. a) How many children are there on the class register?

children

**sf115**



**sf115 A2a: Number of pupils on class register**

	Frequency	Percent
Missing -1 Not stated	7	100.0



## SF "Questionnaire For Class Teacher" – Section A

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



for a fixed term



permanently

[Editing: If both parts of A2b were omitted then variables SF116 & SF117 were set to -4. Otherwise, values of -1 in SF116 & SF117 were recoded to 0.]

**sf116 A2b: Class exclusions this year - # fixed term**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	1066	73.7	79.4	79.4
	1	157	10.9	11.7	91.1
	2	65	4.5	4.8	96.0
	3	31	2.1	2.3	98.3
	4	12	.8	.9	99.2
	5	5	.3	.4	99.6
	6	4	.3	.3	99.9
	7	2	.1	.1	100.0
	Total	1342	92.7	100.0	
Missing	-4 Question A2b omitted	105	7.3		
Total		1447	100.0		

**sf117 A2b: Class exclusions this year - # permanent**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	1313	90.7	97.8	97.8
	1	28	1.9	2.1	99.9
	2	1	.1	.1	100.0
	Total	1342	92.7	100.0	
Missing	-4 Question A2b omitted	105	7.3		
Total		1447	100.0		

## SF "Questionnaire For Class Teacher" – Section A

c) How many are entitled to free school meals?

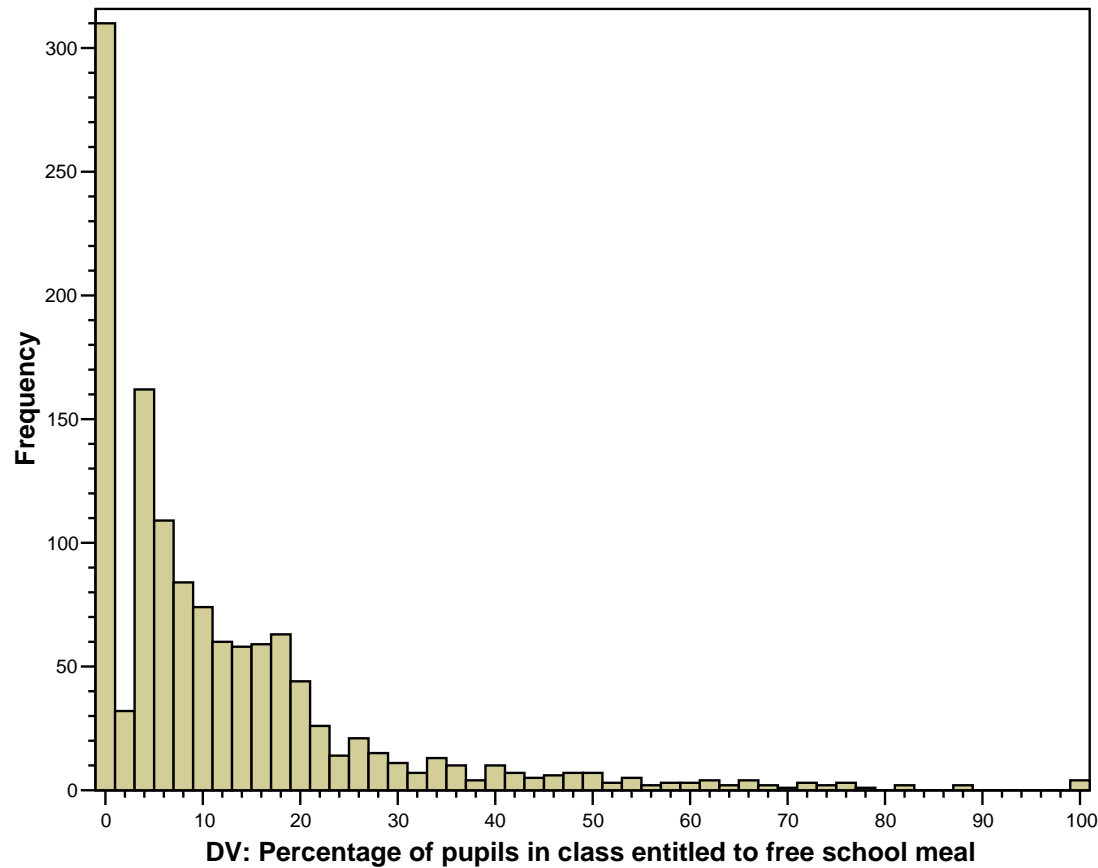
 children

[Editing: The percentage of children in the class entitled to free school meals was derived as SF119a. Missing values of -6 & -5 in the components were copied across and if either of SF115 or SF119 were -1 then SF119a was set to -1. SF119a is stored as a long decimal, but formatted to display to 1 decimal place.]

**sf119 A2c: # pupils in class entitled to free school meal**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	310	21.4	24.5	24.5
	1	215	14.9	17.0	41.5
	2	179	12.4	14.1	55.6
	3	129	8.9	10.2	65.8
	4	99	6.8	7.8	73.6
	5	95	6.6	7.5	81.1
	6	63	4.4	5.0	86.1
	7	39	2.7	3.1	89.2
	8	30	2.1	2.4	91.5
	9	23	1.6	1.8	93.4
	10	24	1.7	1.9	95.3
	11	10	.7	.8	96.1
	12	8	.6	.6	96.7
	13	9	.6	.7	97.4
	14	7	.5	.6	97.9
	15	7	.5	.6	98.5
	16	4	.3	.3	98.8
	17	4	.3	.3	99.1
	18	2	.1	.2	99.3
	20	2	.1	.2	99.4
	21	1	.1	.1	99.5
	22	4	.3	.3	99.8
	28	1	.1	.1	99.9
	29	1	.1	.1	100.0
	Total	1266	87.5	100.0	
Missing	-1 Not stated	181	12.5		
Total		1447	100.0		

**sf119a**



**sf119a DV: Percentage of pupils in class entitled to free school meal**

			Frequency	Percent
Missing	-1.0	Missing	183	100.0

## SF "Questionnaire For Class Teacher" – Section A

- d) How many pupils have statements (or are in the process of being statemented) for special educational needs?

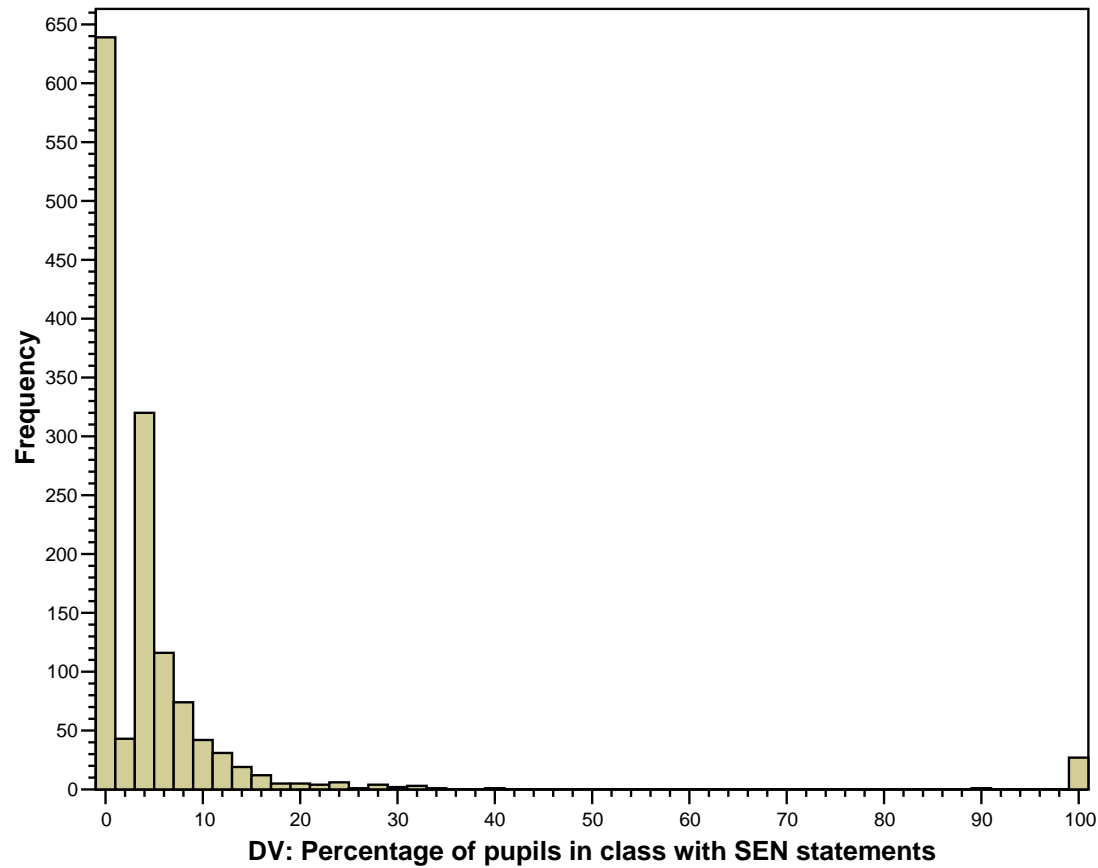
pupils

[Editing: The percentage of statemented children in the class was derived as SF120a. Missing values of -6 & -5 in the components were copied across and if either of SF115 or SF120 were -1 then SF120a was set to -1. SF120a is stored as a long decimal, but formatted to display to 1 decimal place.]

**sf120 A2d: # pupils in class with SEN statements**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	641	44.3	47.1	47.1
	1	389	26.9	28.6	75.7
	2	181	12.5	13.3	89.0
	3	63	4.4	4.6	93.7
	4	23	1.6	1.7	95.4
	5	14	1.0	1.0	96.4
	6	14	1.0	1.0	97.4
	7	7	.5	.5	97.9
	8	11	.8	.8	98.8
	9	5	.3	.4	99.1
	10	2	.1	.1	99.3
	11	4	.3	.3	99.6
	12	3	.2	.2	99.8
	14	1	.1	.1	99.9
	16	2	.1	.1	100.0
	Total	1360	94.0	100.0	
Missing	-1 Not stated	87	6.0		
Total		1447	100.0		

**sf120a**



**sf120a DV: Percentage of pupils in class with  
SEN statements**

	Frequency	Percent
Missing -1.0 Missing	91	100.0

## SF “Questionnaire For Class Teacher” – Section A

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

	<b>No. of children</b>	
(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 reactions)	<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 A2e(v). If medication was mentioned, but not the number of children then 99 was coded.]

[Editing: If all five parts of question A2e were omitted then variables SF130 to SF134 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 SF130 to SF134 were set to 0. Remaining values of -1 in part A2e(v) were then recoded to 0 and values of 99 in A2e(v) recoded to -1.]

**sf130 A2e1: # pupils teacher keeps ventolin/inhaler for**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	716	49.5	54.0	54.0
	1	160	11.1	12.1	66.1
	2	172	11.9	13.0	79.0
	3	124	8.6	9.4	88.4
	4	73	5.0	5.5	93.9
	5	42	2.9	3.2	97.1
	6	22	1.5	1.7	98.7
	7	5	.3	.4	99.1
	8	8	.6	.6	99.7
	9	1	.1	.1	99.8
	10	1	.1	.1	99.8
	11	1	.1	.1	99.9
	12	1	.1	.1	100.0
	Total	1326	91.6	100.0	
Missing	-4 Question A2e omitted	104	7.2		
	-1 Not stated	17	1.2		
	Total	121	8.4		
Total		1447	100.0		

## SF "Questionnaire For Class Teacher" – Section A

### sf131 A2e2: # pupils teacher keeps ritalin for

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	1216	84.0	91.1	91.1
	1	105	7.3	7.9	99.0
	2	10	.7	.7	99.7
	3	3	.2	.2	99.9
	4	1	.1	.1	100.0
	Total	1335	92.3	100.0	
Missing	-4 Question A2e omitted	104	7.2		
	-1 Not stated	8	.6		
	Total	112	7.7		
Total		1447	100.0		

### sf132 A2e3: # pupils teacher keeps anti-convulsants for

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	1303	90.0	97.6	97.6
	1	27	1.9	2.0	99.6
	2	2	.1	.1	99.8
	3	1	.1	.1	99.9
	4	1	.1	.1	99.9
	10	1	.1	.1	100.0
	Total	1335	92.3	100.0	
Missing	-4 Question A2e omitted	104	7.2		
	-1 Not stated	8	.6		
	Total	112	7.7		
Total		1447	100.0		

## SF "Questionnaire For Class Teacher" – Section A

### **sf133 A2e4: # pupils teacher keeps adrenalin/epipen for**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	1203	83.1	90.2	90.2
	1	108	7.5	8.1	98.3
	2	19	1.3	1.4	99.8
	3	2	.1	.2	99.9
	4	1	.1	.1	100.0
	Total	1333	92.1	100.0	
Missing	-4 Question A2e omitted	104	7.2		
	-1 Not stated	10	.7		
	Total	114	7.9		
Total		1447	100.0		

### **sf134 A2e5: # pupils teacher keeps other medication for**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	1268	87.6	94.5	94.5
	1	68	4.7	5.1	99.6
	2	5	.3	.4	99.9
	6	1	.1	.1	100.0
	Total	1342	92.7	100.0	
Missing	-4 Question A2e omitted	104	7.2		
	-1 Not stated	1	.1		
	Total	105	7.3		
Total		1447	100.0		



## SF "Questionnaire For Class Teacher" – Section A

## PAGE 4 OF THE QUESTIONNAIRE

A2. 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)

--	--

.....

[Coding: The total number of children on "other" medication was coded in A2f(iii). If medication was mentioned, but not the number of children then 99 was coded.]

[Editing: If all three parts of question A2f were omitted then variables SF136 to SF138 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 SF136 to SF138 were set to 0. Remaining values of -1 in part A2f(iii) were then recoded to 0 and values of 99 in A2f(iii) recoded to -1.]

**sf136 A2f1 : # pupils who keep ventolin/inhaler themselves**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	419	29.0	32.6	32.6
	1	209	14.4	16.3	48.9
	2	254	17.6	19.8	68.7
	3	170	11.7	13.2	81.9
	4	127	8.8	9.9	91.8
	5	63	4.4	4.9	96.7
	6	23	1.6	1.8	98.5
	7	4	.3	.3	98.8
	8	10	.7	.8	99.6
	9	2	.1	.2	99.8
	10	1	.1	.1	99.8
	11	1	.1	.1	99.9
	12	1	.1	.1	100.0
	Total	1284	88.7	100.0	
Missing	-4 Question A2f omitted	135	9.3		
	-1 Not stated	28	1.9		
	Total	163	11.3		
Total		1447	100.0		

## SF "Questionnaire For Class Teacher" – Section A

**sf137 A2f2: # pupils who keep ritalin themselves**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	1259	87.0	96.5	96.5
	1	38	2.6	2.9	99.5
	2	4	.3	.3	99.8
	3	3	.2	.2	100.0
	Total	1304	90.1	100.0	
Missing	-4 Question A2f omitted	135	9.3		
	-1 Not stated	8	.6		
	Total	143	9.9		
Total		1447	100.0		

**sf138 A2f3: # pupils who keep other medication themselves**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	1260	87.1	96.1	96.1
	1	41	2.8	3.1	99.2
	2	8	.6	.6	99.8
	3	2	.1	.2	100.0
	Total	1311	90.6	100.0	
Missing	-4 Question A2f omitted	135	9.3		
	-1 Not stated	1	.1		
	Total	136	9.4		
Total		1447	100.0		

A3. 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	25-49%	4
75-99%	2	10-24%	5
50-74%	3	less than 10%	6

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

**sf142 A3: %age of pupils in class with concerning home circumstances**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 100%	4	.3	.3	.3
	2 75-99%	27	1.9	1.9	2.2
	3 50-74%	25	1.7	1.8	4.0
	4 25-49%	93	6.4	6.6	10.6
	5 10-24%	272	18.8	19.3	29.8
	6 < 10%	990	68.4	70.2	100.0
	Total	1411	97.5	100.0	
Missing	-1 Not stated	36	2.5		
Total		1447	100.0		

## SF "Questionnaire For Class Teacher" – Section A

A4. How many children in your class are from homes where English is not the first language?

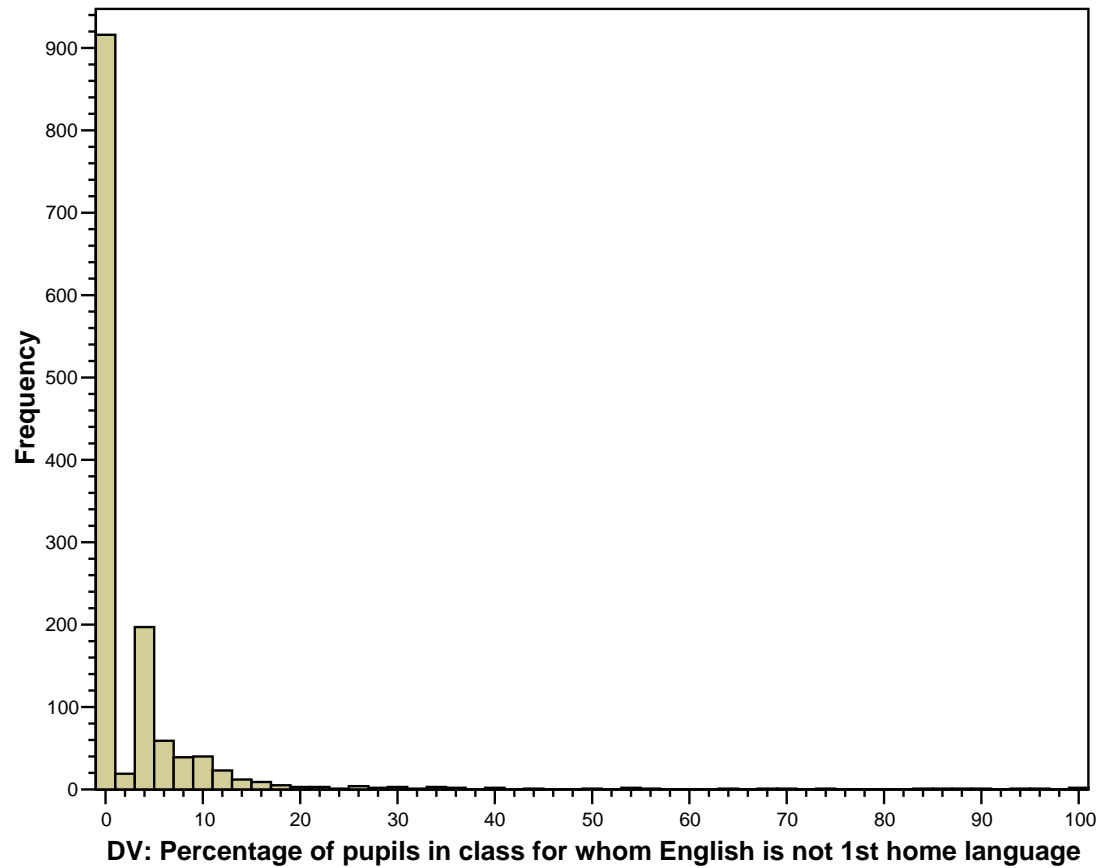
children

[Editing: The percentage of children in the class from homes where English is not the first language was derived as SF160a. Missing values of -6 in the components were copied across and if either of SF115 or SF160 were -5 or -1 then SF160a was set to -1. SF160a is stored as a long decimal, but formatted to display to 1 decimal place.]

**sf160 A4: # pupils in class for whom english is not 1st home language**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	920	63.6	67.3	67.3
	1	252	17.4	18.4	85.8
	2	90	6.2	6.6	92.4
	3	46	3.2	3.4	95.8
	4	18	1.2	1.3	97.1
	5	6	.4	.4	97.5
	6	5	.3	.4	97.9
	7	5	.3	.4	98.2
	8	3	.2	.2	98.5
	9	3	.2	.2	98.7
	10	1	.1	.1	98.8
	11	1	.1	.1	98.8
	12	1	.1	.1	98.9
	13	3	.2	.2	99.1
	14	2	.1	.1	99.3
	15	1	.1	.1	99.3
	17	2	.1	.1	99.5
	18	1	.1	.1	99.6
	19	1	.1	.1	99.6
	20	1	.1	.1	99.7
	25	1	.1	.1	99.8
	26	2	.1	.1	99.9
	32	1	.1	.1	100.0
	Total	1366	94.4	100.0	
Missing	-1 Not stated	81	5.6		
Total		1447	100.0		

**sf160a**



**sf160a DV: Percentage of pupils in class for whom English is not 1st home language**

	Frequency	Percent
Missing -1.0 Missing	87	100.0

## SF "Questionnaire For Class Teacher" – Section A

A5. In this class are there ability groups (or setting) for:

	Yes	No
(i) Literacy	1	2
(ii) Maths	1	2
(iii) Other (please describe)	1	2

.....

[Coding: If something was written on the dotted line in part (iii) then it was ensured that there was a 'yes' tick on A5(iii).]

[Editing: If all three parts of question A5 were omitted then variables SF181 to SF183 were set to -5. 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 SF181 to SF183 were set to 2. Finally, any remaining values of -1 in A5(iii) were recoded to 2.]

**sf181 A5i: Class ability groups - literacy**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1 Yes	1147	79.3	80.2	80.2
2 No	284	19.6	19.8	100.0
Total	1431	98.9	100.0	
Missing -5 Question A5 omitted	16	1.1		
Total	1447	100.0		

**sf182 A5ii: Class ability groups - maths**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1 Yes	1270	87.8	88.8	88.8
2 No	160	11.1	11.2	100.0
Total	1430	98.8	100.0	
Missing -5 Question A5 omitted	16	1.1		
-1 Not stated	1	.1		
Total	17	1.2		
Total	1447	100.0		

**sf183 A5iii: Class ability groups - other**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1 Yes	276	19.1	19.3	19.3
2 No	1155	79.8	80.7	100.0
Total	1431	98.9	100.0	
Missing -5 Question A5 omitted	16	1.1		
Total	1447	100.0		

## SF “Questionnaire For Class Teacher” – Section A

### Derived Variables

#### Any Ability Groups

An indicator of whether there were any ability groups in the class was derived as SF184a. If any of SF181 to SF183 were 1 “yes” then SF184a was set to 1 “yes”, otherwise SF184a was set to 2 “no”. Note that, although values of -6 & -5 in the components were copied across to SF184a, 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 SF184b so users can easily exclude cases with lots of missing components if they wish.

#### **sf184a DV: Any class ability groups**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1 Yes	1283	88.7	89.7	89.7
2 No	148	10.2	10.3	100.0
Total	1431	98.9	100.0	
Missing -5 Question A5 omitted	16	1.1		
Total	1447	100.0		

#### **sf184b DV: Number of missing class ability groups components**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 0	1430	98.8	99.9	99.9
1	1	.1	.1	100.0
Total	1431	98.9	100.0	
Missing -5 Question A5 omitted	16	1.1		
Total	1447	100.0		

# SF "Questionnaire For Class Teacher" – Section A

## PAGE 5 OF THE QUESTIONNAIRE

[Editing: If all five parts of question A6 were omitted then variables SF190 to SF194 were set to -5.]

- A6. 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?

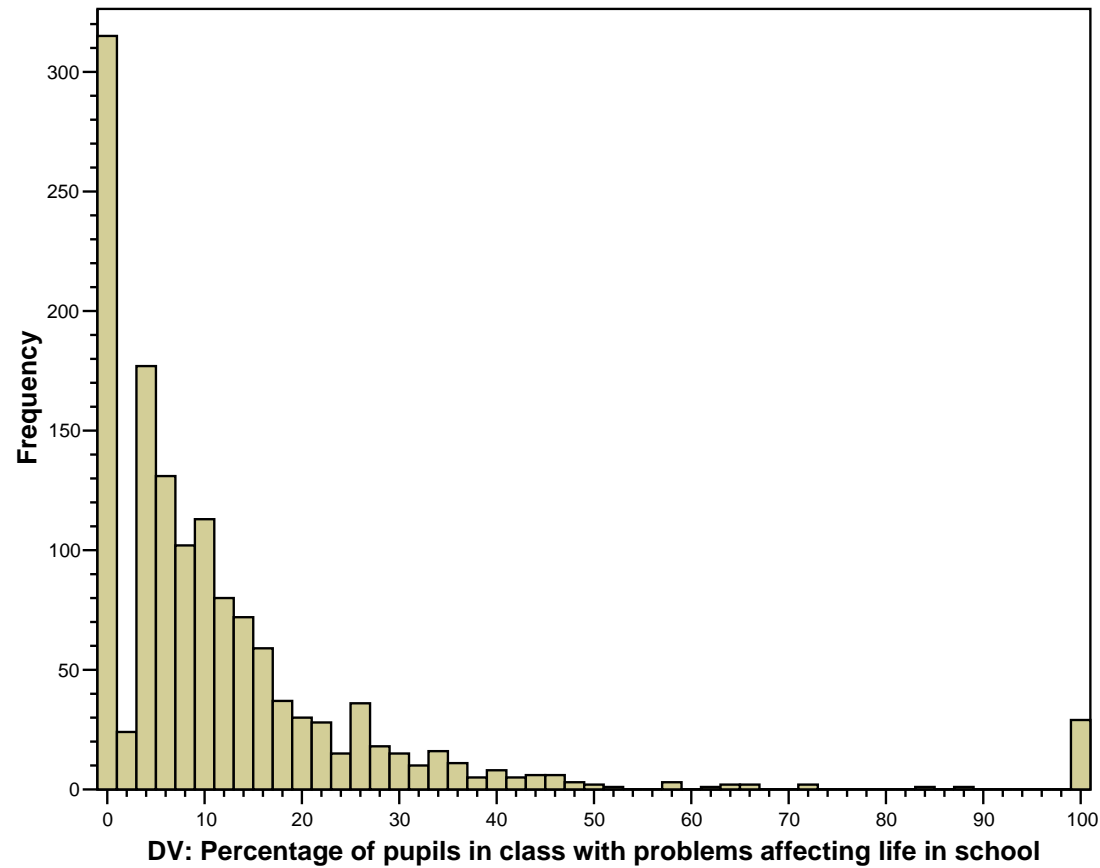
children

[Editing: The percentage of children in the class with problems affecting their life in school was derived as SF190a. Missing values of -6 in the components were copied across and if either of SF115 or SF190 were -5 or -1 then SF190a was set to -1. SF190a is stored as a long decimal, but formatted to display to 1 decimal place.]

**sf190 A6a: # pupils in class with problems affecting life in school**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	316	21.8	23.0	23.0
	1	227	15.7	16.5	39.5
	2	232	16.0	16.9	56.4
	3	167	11.5	12.2	68.6
	4	127	8.8	9.2	77.9
	5	70	4.8	5.1	83.0
	6	60	4.1	4.4	87.3
	7	37	2.6	2.7	90.0
	8	42	2.9	3.1	93.1
	9	22	1.5	1.6	94.7
	10	26	1.8	1.9	96.6
	11	15	1.0	1.1	97.7
	12	13	.9	.9	98.6
	13	3	.2	.2	98.8
	14	7	.5	.5	99.3
	15	2	.1	.1	99.5
	16	3	.2	.2	99.7
	17	1	.1	.1	99.8
	20	1	.1	.1	99.9
	21	2	.1	.1	100.0
	Total	1373	94.9	100.0	
Missing	-5 Question A6 omitted	26	1.8		
	-1 Not stated	48	3.3		
	Total	74	5.1		
Total		1447	100.0		

**sf190a**



**sf190a DV: Percentage of pupils in class with problems affecting life in school**

	Frequency	Percent
Missing -1.0 Missing	81	100.0



## SF "Questionnaire For Class Teacher" – Section A

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 A6b were omitted then variables SF191 to SF194 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 SF191 to SF194 were set to 0.]

**sf191 A6b1: # pupils in class receiving remedial reading help**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	293	20.2	21.1	21.1
	1	153	10.6	11.0	32.1
	2	226	15.6	16.3	48.4
	3	175	12.1	12.6	61.0
	4	186	12.9	13.4	74.4
	5	110	7.6	7.9	82.3
	6	108	7.5	7.8	90.1
	7	25	1.7	1.8	91.9
	8	46	3.2	3.3	95.2
	9	22	1.5	1.6	96.8
	10	22	1.5	1.6	98.3
	11	6	.4	.4	98.8
	12	7	.5	.5	99.3
	13	2	.1	.1	99.4
	14	1	.1	.1	99.5
	15	3	.2	.2	99.7
	16	3	.2	.2	99.9
	20	1	.1	.1	100.0
	Total	1389	96.0	100.0	
Missing	-5 Question A6 omitted	26	1.8		
	-4 Question A6b omitted	18	1.2		
	-1 Not stated	14	1.0		
	Total	58	4.0		
Total		1447	100.0		

## SF "Questionnaire For Class Teacher" – Section A

### sf192 A6b2: # pupils in class receiving remedial maths help

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	497	34.3	35.8	35.8
	1	143	9.9	10.3	46.1
	2	193	13.3	13.9	60.0
	3	128	8.8	9.2	69.2
	4	126	8.7	9.1	78.3
	5	92	6.4	6.6	84.9
	6	83	5.7	6.0	90.9
	7	27	1.9	1.9	92.8
	8	45	3.1	3.2	96.0
	9	11	.8	.8	96.8
	10	27	1.9	1.9	98.8
	11	5	.3	.4	99.1
	12	6	.4	.4	99.6
	13	2	.1	.1	99.7
	15	1	.1	.1	99.8
	16	2	.1	.1	99.9
	19	1	.1	.1	100.0
	Total	1389	96.0	100.0	
Missing	-5 Question A6 omitted	26	1.8		
	-4 Question A6b omitted	18	1.2		
	-1 Not stated	14	1.0		
	Total	58	4.0		
Total		1447	100.0		

### sf193 A6b3: # pupils in class receiving formal behavioural help

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	828	57.2	59.2	59.2
	1	310	21.4	22.2	81.3
	2	133	9.2	9.5	90.9
	3	55	3.8	3.9	94.8
	4	29	2.0	2.1	96.9
	5	14	1.0	1.0	97.9
	6	10	.7	.7	98.6
	7	5	.3	.4	98.9
	8	8	.6	.6	99.5
	9	4	.3	.3	99.8
	10	2	.1	.1	99.9
	16	1	.1	.1	100.0
	Total	1399	96.7	100.0	
Missing	-5 Question A6 omitted	26	1.8		
	-4 Question A6b omitted	18	1.2		
	-1 Not stated	4	.3		
	Total	48	3.3		
Total		1447	100.0		

# SF "Questionnaire For Class Teacher" – Section A

**sf194 A6b4: # pupils in class receiving music lessons**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	284	19.6	20.4	20.4
	1	109	7.5	7.8	28.3
	2	142	9.8	10.2	38.5
	3	142	9.8	10.2	48.7
	4	140	9.7	10.1	58.8
	5	119	8.2	8.6	67.4
	6	96	6.6	6.9	74.3
	7	73	5.0	5.3	79.6
	8	67	4.6	4.8	84.4
	9	39	2.7	2.8	87.2
	10	56	3.9	4.0	91.2
	11	17	1.2	1.2	92.4
	12	34	2.3	2.4	94.9
	13	5	.3	.4	95.2
	14	10	.7	.7	96.0
	15	15	1.0	1.1	97.0
	16	7	.5	.5	97.6
	17	3	.2	.2	97.8
	18	2	.1	.1	97.9
	19	4	.3	.3	98.2
	20	4	.3	.3	98.5
	22	1	.1	.1	98.6
	23	2	.1	.1	98.7
	24	2	.1	.1	98.8
	25	1	.1	.1	98.9
	27	5	.3	.4	99.3
	28	2	.1	.1	99.4
	29	2	.1	.1	99.6
	30	4	.3	.3	99.9
	32	1	.1	.1	99.9
	35	1	.1	.1	100.0
	Total	1389	96.0	100.0	
Missing	-5 Question A6 omitted	26	1.8		
	-4 Question A6b omitted	18	1.2		
	-1 Not stated	14	1.0		
	Total	58	4.0		
Total		1447	100.0		

## SF "Questionnaire For Class Teacher" – Section A

A7. Approximately how many hours a week does the class spend on the following?  
(If none, write 00.00)

	<b>hours</b>		<b>mins</b>	
a) Literacy/English	<div style="border: 1px solid red; width: 30px; height: 25px; display: inline-block;"></div>	<div style="border: 1px solid red; width: 30px; height: 25px; display: inline-block;"></div>	<div style="border: 1px solid red; width: 30px; height: 25px; display: inline-block;"></div>	<div style="border: 1px solid red; width: 30px; height: 25px; display: inline-block;"></div>
b) Numeracy/Maths	<div style="border: 1px solid red; width: 30px; height: 25px; display: inline-block;"></div>	<div style="border: 1px solid red; width: 30px; height: 25px; display: inline-block;"></div>	<div style="border: 1px solid red; width: 30px; height: 25px; display: inline-block;"></div>	<div style="border: 1px solid red; width: 30px; height: 25px; display: inline-block;"></div>
c) Science	<div style="border: 1px solid red; width: 30px; height: 25px; display: inline-block;"></div>	<div style="border: 1px solid red; width: 30px; height: 25px; display: inline-block;"></div>	<div style="border: 1px solid red; width: 30px; height: 25px; display: inline-block;"></div>	<div style="border: 1px solid red; width: 30px; height: 25px; display: inline-block;"></div>
d) ICT/Computing	<div style="border: 1px solid red; width: 30px; height: 25px; display: inline-block;"></div>	<div style="border: 1px solid red; width: 30px; height: 25px; display: inline-block;"></div>	<div style="border: 1px solid red; width: 30px; height: 25px; display: inline-block;"></div>	<div style="border: 1px solid red; width: 30px; height: 25px; display: inline-block;"></div>
e) History	<div style="border: 1px solid red; width: 30px; height: 25px; display: inline-block;"></div>	<div style="border: 1px solid red; width: 30px; height: 25px; display: inline-block;"></div>	<div style="border: 1px solid red; width: 30px; height: 25px; display: inline-block;"></div>	<div style="border: 1px solid red; width: 30px; height: 25px; display: inline-block;"></div>
f) Geography	<div style="border: 1px solid red; width: 30px; height: 25px; display: inline-block;"></div>	<div style="border: 1px solid red; width: 30px; height: 25px; display: inline-block;"></div>	<div style="border: 1px solid red; width: 30px; height: 25px; display: inline-block;"></div>	<div style="border: 1px solid red; width: 30px; height: 25px; display: inline-block;"></div>
g) Design & technology	<div style="border: 1px solid red; width: 30px; height: 25px; display: inline-block;"></div>	<div style="border: 1px solid red; width: 30px; height: 25px; display: inline-block;"></div>	<div style="border: 1px solid red; width: 30px; height: 25px; display: inline-block;"></div>	<div style="border: 1px solid red; width: 30px; height: 25px; display: inline-block;"></div>
h) Art	<div style="border: 1px solid red; width: 30px; height: 25px; display: inline-block;"></div>	<div style="border: 1px solid red; width: 30px; height: 25px; display: inline-block;"></div>	<div style="border: 1px solid red; width: 30px; height: 25px; display: inline-block;"></div>	<div style="border: 1px solid red; width: 30px; height: 25px; display: inline-block;"></div>
i) PE/games/dance	<div style="border: 1px solid red; width: 30px; height: 25px; display: inline-block;"></div>	<div style="border: 1px solid red; width: 30px; height: 25px; display: inline-block;"></div>	<div style="border: 1px solid red; width: 30px; height: 25px; display: inline-block;"></div>	<div style="border: 1px solid red; width: 30px; height: 25px; display: inline-block;"></div>
j) Music	<div style="border: 1px solid red; width: 30px; height: 25px; display: inline-block;"></div>	<div style="border: 1px solid red; width: 30px; height: 25px; display: inline-block;"></div>	<div style="border: 1px solid red; width: 30px; height: 25px; display: inline-block;"></div>	<div style="border: 1px solid red; width: 30px; height: 25px; display: inline-block;"></div>
k) RE	<div style="border: 1px solid red; width: 30px; height: 25px; display: inline-block;"></div>	<div style="border: 1px solid red; width: 30px; height: 25px; display: inline-block;"></div>	<div style="border: 1px solid red; width: 30px; height: 25px; display: inline-block;"></div>	<div style="border: 1px solid red; width: 30px; height: 25px; display: inline-block;"></div>
l) Personal and social education	<div style="border: 1px solid red; width: 30px; height: 25px; display: inline-block;"></div>	<div style="border: 1px solid red; width: 30px; height: 25px; display: inline-block;"></div>	<div style="border: 1px solid red; width: 30px; height: 25px; display: inline-block;"></div>	<div style="border: 1px solid red; width: 30px; height: 25px; display: inline-block;"></div>

[Coding: For complex timetables, an attempt was made to average to the amount of time spent per week per subject.]

[Editing: If all twenty four parts of question A7 were omitted then variables SF200a to SF211b were set to -5. Then if the hours component of any part was  $\geq 0$  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  $\geq 0$  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.]

# SF "Questionnaire For Class Teacher" – Section A

## sf200a A7a: 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	3	.2	.2	.5
	3	32	2.2	2.3	2.8
	4	71	4.9	5.1	7.9
	5	635	43.9	45.6	53.4
	6	358	24.7	25.7	79.1
	7	211	14.6	15.1	94.3
	8	60	4.1	4.3	98.6
	9	4	.3	.3	98.9
	10	9	.6	.6	99.5
	12	3	.2	.2	99.7
	13	1	.1	.1	99.8
	15	3	.2	.2	100.0
	Total	1394	96.3	100.0	
Missing	-5 Question A7 omitted	49	3.4		
	-1 Not stated	4	.3		
	Total	53	3.7		
Total		1447	100.0		

## sf200b A7a: Time / week spent on literacy/english - minutes

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	979	67.7	70.2	70.2
	5	9	.6	.6	70.9
	10	9	.6	.6	71.5
	15	31	2.1	2.2	73.7
	20	20	1.4	1.4	75.2
	25	16	1.1	1.1	76.3
	30	245	16.9	17.6	93.9
	35	4	.3	.3	94.2
	40	34	2.3	2.4	96.6
	45	26	1.8	1.9	98.5
	50	19	1.3	1.4	99.9
	55	2	.1	.1	100.0
	Total	1394	96.3	100.0	
Missing	-5 Question A7 omitted	49	3.4		
	-1 Not stated	4	.3		
	Total	53	3.7		
Total		1447	100.0		

## SF "Questionnaire For Class Teacher" – Section A

### sf201a A7b: Time / week spent on numeracy - hours

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	1	.1	.1	.1
	1	4	.3	.3	.4
	2	3	.2	.2	.6
	3	41	2.8	2.9	3.5
	4	128	8.8	9.2	12.7
	5	1046	72.3	75.0	87.7
	6	134	9.3	9.6	97.3
	7	27	1.9	1.9	99.2
	8	4	.3	.3	99.5
	9	1	.1	.1	99.6
	10	4	.3	.3	99.9
	11	1	.1	.1	99.9
	15	1	.1	.1	100.0
	Total	1395	96.4	100.0	
Missing	-5 Question A7 omitted	49	3.4		
	-1 Not stated	3	.2		
	Total	52	3.6		
Total		1447	100.0		

### sf201b A7b: Time / week spent on numeracy - minutes

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	1127	77.9	80.8	80.8
	5	4	.3	.3	81.1
	10	15	1.0	1.1	82.2
	15	35	2.4	2.5	84.7
	20	19	1.3	1.4	86.0
	25	8	.6	.6	86.6
	30	127	8.8	9.1	95.7
	35	4	.3	.3	96.0
	40	23	1.6	1.6	97.6
	45	14	1.0	1.0	98.6
	50	18	1.2	1.3	99.9
	55	1	.1	.1	100.0
	Total	1395	96.4	100.0	
Missing	-5 Question A7 omitted	49	3.4		
	-1 Not stated	3	.2		
	Total	52	3.6		
Total		1447	100.0		

# SF "Questionnaire For Class Teacher" – Section A

## sf202a A7c: Time / week spent on science - hours

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	5	.3	.4	.4
	1	221	15.3	15.9	16.3
	2	778	53.8	56.1	72.4
	3	302	20.9	21.8	94.2
	4	55	3.8	4.0	98.1
	5	21	1.5	1.5	99.6
	6	2	.1	.1	99.8
	8	2	.1	.1	99.9
	14	1	.1	.1	100.0
	Total	1387	95.9	100.0	
Missing	-5 Question A7 omitted	49	3.4		
	-1 Not stated	11	.8		
	Total	60	4.1		
Total		1447	100.0		

## sf202b A7c: Time / week spent on science - minutes

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	959	66.3	69.1	69.1
	5	7	.5	.5	69.6
	10	12	.8	.9	70.5
	15	30	2.1	2.2	72.7
	20	22	1.5	1.6	74.3
	25	1	.1	.1	74.3
	30	296	20.5	21.3	95.7
	35	1	.1	.1	95.7
	40	20	1.4	1.4	97.2
	45	23	1.6	1.7	98.8
	50	10	.7	.7	99.6
	55	5	.3	.4	99.9
	56	1	.1	.1	100.0
	Total	1387	95.9	100.0	
Missing	-5 Question A7 omitted	49	3.4		
	-1 Not stated	11	.8		
	Total	60	4.1		
Total		1447	100.0		

## SF "Questionnaire For Class Teacher" – Section A

### sf203a A7d: Time / week spent on computing - hours

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	249	17.2	18.3	18.3
	1	892	61.6	65.4	83.7
	2	192	13.3	14.1	97.8
	3	21	1.5	1.5	99.3
	4	5	.3	.4	99.7
	5	4	.3	.3	100.0
	Total	1363	94.2	100.0	
Missing	-5 Question A7 omitted	49	3.4		
	-1 Not stated	35	2.4		
	Total	84	5.8		
Total		1447	100.0		

### sf203b A7d: Time / week spent on computing - minutes

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	907	62.7	66.5	66.5
	10	15	1.0	1.1	67.6
	15	28	1.9	2.1	69.7
	20	23	1.6	1.7	71.4
	22	1	.1	.1	71.5
	30	229	15.8	16.8	88.3
	35	10	.7	.7	89.0
	40	47	3.2	3.4	92.4
	45	78	5.4	5.7	98.2
	50	16	1.1	1.2	99.3
	55	7	.5	.5	99.9
	56	1	.1	.1	99.9
	57	1	.1	.1	100.0
	Total	1363	94.2	100.0	
Missing	-5 Question A7 omitted	49	3.4		
	-1 Not stated	35	2.4		
	Total	84	5.8		
Total		1447	100.0		



# SF "Questionnaire For Class Teacher" – Section A

## sf204a A7e: Time / week spent on history - hours

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	412	28.5	30.1	30.1
	1	851	58.8	62.2	92.3
	2	92	6.4	6.7	99.0
	3	9	.6	.7	99.6
	4	5	.3	.4	100.0
	Total	1369	94.6	100.0	
Missing	-5 Question A7 omitted	49	3.4		
	-1 Not stated	29	2.0		
	Total	78	5.4		
Total		1447	100.0		

## sf204b A7e: Time / week spent on history - minutes

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	782	54.0	57.1	57.1
	5	4	.3	.3	57.4
	7	1	.1	.1	57.5
	8	1	.1	.1	57.6
	10	23	1.6	1.7	59.2
	15	34	2.3	2.5	61.7
	19	1	.1	.1	61.8
	20	36	2.5	2.6	64.4
	22	2	.1	.1	64.6
	25	4	.3	.3	64.9
	30	279	19.3	20.4	85.2
	35	5	.3	.4	85.6
	40	41	2.8	3.0	88.6
	45	125	8.6	9.1	97.7
	48	1	.1	.1	97.8
	50	20	1.4	1.5	99.3
	52	1	.1	.1	99.3
	54	1	.1	.1	99.4
	55	6	.4	.4	99.9
	56	1	.1	.1	99.9
	57	1	.1	.1	100.0
	Total	1369	94.6	100.0	
Missing	-5 Question A7 omitted	49	3.4		
	-1 Not stated	29	2.0		
	Total	78	5.4		
Total		1447	100.0		

# SF "Questionnaire For Class Teacher" – Section A

## sf205a A7f: Time / week spent on geography - hours

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	445	30.8	32.7	32.7
	1	840	58.1	61.7	94.4
	2	68	4.7	5.0	99.4
	3	5	.3	.4	99.8
	4	3	.2	.2	100.0
	Total	1361	94.1	100.0	
Missing	-5 Question A7 omitted	49	3.4		
	-1 Not stated	37	2.6		
	Total	86	5.9		
Total		1447	100.0		

## sf205b A7f: Time / week spent on geography - minutes

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	762	52.7	56.0	56.0
	5	3	.2	.2	56.2
	7	1	.1	.1	56.3
	8	1	.1	.1	56.4
	10	22	1.5	1.6	58.0
	15	31	2.1	2.3	60.2
	19	1	.1	.1	60.3
	20	38	2.6	2.8	63.1
	22	2	.1	.1	63.3
	25	3	.2	.2	63.5
	30	282	19.5	20.7	84.2
	35	5	.3	.4	84.6
	40	41	2.8	3.0	87.6
	45	136	9.4	10.0	97.6
	48	1	.1	.1	97.6
	50	20	1.4	1.5	99.1
	52	1	.1	.1	99.2
	54	1	.1	.1	99.3
	55	8	.6	.6	99.9
	56	1	.1	.1	99.9
	57	1	.1	.1	100.0
	Total	1361	94.1	100.0	
Missing	-5 Question A7 omitted	49	3.4		
	-1 Not stated	37	2.6		
	Total	86	5.9		
Total		1447	100.0		

## SF "Questionnaire For Class Teacher" – Section A

### **sf206a A7g: Time / week spent on design & technology - hours**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	495	34.2	36.9	36.9
	1	780	53.9	58.1	94.9
	2	64	4.4	4.8	99.7
	3	4	.3	.3	100.0
	Total	1343	92.8	100.0	
Missing	-5 Question A7 omitted	49	3.4		
	-1 Not stated	55	3.8		
	Total	104	7.2		
Total		1447	100.0		

### **sf206b A7g: Time / week spent on design & technology - minutes**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	755	52.2	56.2	56.2
	5	3	.2	.2	56.4
	8	1	.1	.1	56.5
	10	15	1.0	1.1	57.6
	15	34	2.3	2.5	60.2
	19	1	.1	.1	60.2
	20	34	2.3	2.5	62.8
	25	2	.1	.1	62.9
	30	296	20.5	22.0	85.0
	35	5	.3	.4	85.3
	38	1	.1	.1	85.4
	40	42	2.9	3.1	88.5
	45	117	8.1	8.7	97.2
	48	1	.1	.1	97.3
	50	25	1.7	1.9	99.2
	54	1	.1	.1	99.3
	55	7	.5	.5	99.8
	56	1	.1	.1	99.9
	57	2	.1	.1	100.0
	Total	1343	92.8	100.0	
Missing	-5 Question A7 omitted	49	3.4		
	-1 Not stated	55	3.8		
	Total	104	7.2		
Total		1447	100.0		

## SF "Questionnaire For Class Teacher" – Section A

### sf207a A7h: Time / week spent on art - hours

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	345	23.8	25.1	25.1
	1	915	63.2	66.6	91.7
	2	108	7.5	7.9	99.6
	3	6	.4	.4	100.0
	Total	1374	95.0	100.0	
Missing	-5 Question A7 omitted	49	3.4		
	-1 Not stated	24	1.7		
	Total	73	5.0		
Total		1447	100.0		

### sf207b A7h: Time / week spent on art - minutes

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	787	54.4	57.3	57.3
	5	6	.4	.4	57.7
	8	1	.1	.1	57.8
	10	23	1.6	1.7	59.5
	15	39	2.7	2.8	62.3
	20	45	3.1	3.3	65.6
	25	3	.2	.2	65.8
	30	272	18.8	19.8	85.6
	35	4	.3	.3	85.9
	38	1	.1	.1	86.0
	40	32	2.2	2.3	88.3
	45	120	8.3	8.7	97.0
	48	1	.1	.1	97.1
	50	28	1.9	2.0	99.1
	55	9	.6	.7	99.8
	56	1	.1	.1	99.9
	57	2	.1	.1	100.0
	Total	1374	95.0	100.0	
Missing	-5 Question A7 omitted	49	3.4		
	-1 Not stated	24	1.7		
	Total	73	5.0		
Total		1447	100.0		

## SF "Questionnaire For Class Teacher" – Section A

### sf208a A7i: Time / week spent on PE/games - hours

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	48	3.3	3.5	3.5
	1	701	48.4	50.5	54.0
	2	566	39.1	40.8	94.7
	3	40	2.8	2.9	97.6
	4	18	1.2	1.3	98.9
	5	7	.5	.5	99.4
	6	5	.3	.4	99.8
	7	2	.1	.1	99.9
	9	1	.1	.1	100.0
	Total	1388	95.9	100.0	
Missing	-5 Question A7 omitted	49	3.4		
	-1 Not stated	10	.7		
	Total	59	4.1		
Total		1447	100.0		

### sf208b A7i: Time / week spent on PE/games - minutes

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	724	50.0	52.2	52.2
	5	2	.1	.1	52.3
	10	16	1.1	1.2	53.5
	15	40	2.8	2.9	56.3
	20	41	2.8	3.0	59.3
	25	5	.3	.4	59.7
	26	1	.1	.1	59.7
	30	403	27.9	29.0	88.8
	35	4	.3	.3	89.0
	40	60	4.1	4.3	93.4
	45	61	4.2	4.4	97.8
	50	26	1.8	1.9	99.6
	55	4	.3	.3	99.9
	56	1	.1	.1	100.0
	Total	1388	95.9	100.0	
Missing	-5 Question A7 omitted	49	3.4		
	-1 Not stated	10	.7		
	Total	59	4.1		
Total		1447	100.0		

## SF "Questionnaire For Class Teacher" – Section A

### sf209a A7j: Time / week spent on music - hours

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	780	53.9	56.9	56.9
	1	581	40.2	42.4	99.3
	2	9	.6	.7	99.9
	3	1	.1	.1	100.0
	Total	1371	94.7	100.0	
Missing	-5 Question A7 omitted	49	3.4		
	-1 Not stated	27	1.9		
	Total	76	5.3		
Total		1447	100.0		

### sf209b A7j: Time / week spent on music - minutes

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	510	35.2	37.2	37.2
	5	2	.1	.1	37.3
	10	21	1.5	1.5	38.9
	15	19	1.3	1.4	40.3
	20	34	2.3	2.5	42.7
	26	1	.1	.1	42.8
	30	423	29.2	30.9	73.7
	35	16	1.1	1.2	74.8
	40	93	6.4	6.8	81.6
	45	208	14.4	15.2	96.8
	48	1	.1	.1	96.9
	50	35	2.4	2.6	99.4
	55	6	.4	.4	99.9
	56	1	.1	.1	99.9
	57	1	.1	.1	100.0
	Total	1371	94.7	100.0	
Missing	-5 Question A7 omitted	49	3.4		
	-1 Not stated	27	1.9		
	Total	76	5.3		
Total		1447	100.0		

## SF "Questionnaire For Class Teacher" – Section A

**sf210a A7k: Time / week spent on RE - hours**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	564	39.0	41.3	41.3
	1	724	50.0	53.0	94.2
	2	66	4.6	4.8	99.0
	3	9	.6	.7	99.7
	4	3	.2	.2	99.9
	9	1	.1	.1	100.0
	Total	1367	94.5	100.0	
Missing	-5 Question A7 omitted	49	3.4		
	-1 Not stated	31	2.1		
	Total	80	5.5		
Total		1447	100.0		

**sf210b A7k: Time / week spent on RE - minutes**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	697	48.2	51.0	51.0
	1	1	.1	.1	51.1
	5	1	.1	.1	51.1
	6	1	.1	.1	51.2
	10	16	1.1	1.2	52.4
	15	36	2.5	2.6	55.0
	20	27	1.9	2.0	57.0
	25	2	.1	.1	57.1
	30	304	21.0	22.2	79.4
	35	16	1.1	1.2	80.5
	40	76	5.3	5.6	86.1
	45	153	10.6	11.2	97.3
	50	29	2.0	2.1	99.4
	52	1	.1	.1	99.5
	55	7	.5	.5	100.0
	Total	1367	94.5	100.0	
Missing	-5 Question A7 omitted	49	3.4		
	-1 Not stated	31	2.1		
	Total	80	5.5		
Total		1447	100.0		

## SF "Questionnaire For Class Teacher" – Section A

**sf211a A7I: Time / week spent on PSE - hours**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	850	58.7	63.5	63.5
	1	434	30.0	32.4	95.9
	2	41	2.8	3.1	99.0
	3	9	.6	.7	99.6
	4	2	.1	.1	99.8
	5	3	.2	.2	100.0
	Total	1339	92.5	100.0	
Missing	-5 Question A7 omitted	49	3.4		
	-1 Not stated	59	4.1		
	Total	108	7.5		
Total		1447	100.0		

**sf211b A7I: Time / week spent on PSE - minutes**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	455	31.4	34.0	34.0
	5	1	.1	.1	34.1
	10	3	.2	.2	34.3
	15	33	2.3	2.5	36.7
	20	38	2.6	2.8	39.6
	25	5	.3	.4	40.0
	30	527	36.4	39.4	79.3
	35	22	1.5	1.6	81.0
	40	78	5.4	5.8	86.8
	42	1	.1	.1	86.9
	45	152	10.5	11.4	98.2
	50	21	1.5	1.6	99.8
	52	1	.1	.1	99.9
	55	2	.1	.1	100.0
	Total	1339	92.5	100.0	
Missing	-5 Question A7 omitted	49	3.4		
	-1 Not stated	59	4.1		
	Total	108	7.5		
Total		1447	100.0		



# SF "Questionnaire For Class Teacher" – Section A

## PAGE 6 OF THE QUESTIONNAIRE

A8. How confident are you about teaching the following to this class:

	Very	Fairly	Not
a) Numeracy	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>
b) Literacy	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>
c) Science	<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 three parts of question A8 were omitted then variables SF215 to SF217 were set to -5.]

**sf215 A8a: Teacher's confidence on teaching numeracy**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1 Very confident	1241	85.8	88.0	88.0
2 Fairly confident	163	11.3	11.6	99.5
3 Not confident	7	.5	.5	100.0
Total	1411	97.5	100.0	
Missing -5 Question A8 omitted	20	1.4		
-1 Not stated	16	1.1		
Total	36	2.5		
Total	1447	100.0		

**sf216 A8b: Teacher's confidence on teaching literacy**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1 Very confident	1204	83.2	84.9	84.9
2 Fairly confident	204	14.1	14.4	99.3
3 Not confident	10	.7	.7	100.0
Total	1418	98.0	100.0	
Missing -5 Question A8 omitted	20	1.4		
-1 Not stated	9	.6		
Total	29	2.0		
Total	1447	100.0		

**sf217 A8c: Teacher's confidence on teaching science**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1 Very confident	1027	71.0	73.1	73.1
2 Fairly confident	340	23.5	24.2	97.3
3 Not confident	38	2.6	2.7	100.0
Total	1405	97.1	100.0	
Missing -5 Question A8 omitted	20	1.4		
-1 Not stated	22	1.5		
Total	42	2.9		
Total	1447	100.0		

## SF "Questionnaire For Class Teacher" – Section A

A9. In the past year, has there been any class discussion/teaching on:

	Yes	No	Don't know
a) Cigarette smoking	<div>1</div>	<div>2</div>	<div>9</div>
b) Sex education	<div>1</div>	<div>2</div>	<div>9</div>
c) Drug/solvent abuse	<div>1</div>	<div>2</div>	<div>9</div>
d) Healthy diet	<div>1</div>	<div>2</div>	<div>9</div>
e) Exercise	<div>1</div>	<div>2</div>	<div>9</div>

[Editing: If all five parts of question A9 were omitted then variables SF220 to SF224 were set to -5.]

**sf220 A9a: Class discussion on cigarette smoking in past year**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1 Yes	1209	83.6	85.5	85.5
2 No	170	11.7	12.0	97.5
9 Don't know	35	2.4	2.5	100.0
Total	1414	97.7	100.0	
Missing -5 Question A9 omitted	14	1.0		
-1 Not stated	19	1.3		
Total	33	2.3		
Total	1447	100.0		

**sf221 A9b: Class discussion on sex education in past year**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1 Yes	1081	74.7	76.3	76.3
2 No	307	21.2	21.7	98.0
9 Don't know	28	1.9	2.0	100.0
Total	1416	97.9	100.0	
Missing -5 Question A9 omitted	14	1.0		
-1 Not stated	17	1.2		
Total	31	2.1		
Total	1447	100.0		

**sf222 A9c: Class discussion on drug abuse in past year**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1 Yes	1121	77.5	79.6	79.6
2 No	240	16.6	17.0	96.6
9 Don't know	48	3.3	3.4	100.0
Total	1409	97.4	100.0	
Missing -5 Question A9 omitted	14	1.0		
-1 Not stated	24	1.7		
Total	38	2.6		
Total	1447	100.0		

## SF “Questionnaire For Class Teacher” – Section A

### **sf223 A9d: Class discussion on healthy diet in past year**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	1369	94.6	95.9	95.9
	2 No	43	3.0	3.0	98.9
	9 Don't know	16	1.1	1.1	100.0
	Total	1428	98.7	100.0	
Missing	-5 Question A9 omitted	14	1.0		
	-1 Not stated	5	.3		
	Total	19	1.3		
Total		1447	100.0		

### **sf224 A9e: Class discussion on exercise in past year**

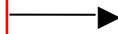
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	1372	94.8	95.9	95.9
	2 No	45	3.1	3.1	99.1
	9 Don't know	13	.9	.9	100.0
	Total	1430	98.8	100.0	
Missing	-5 Question A9 omitted	14	1.0		
	-1 Not stated	3	.2		
	Total	17	1.2		
Total		1447	100.0		

## SF “Questionnaire For Class Teacher” – Section A

[Editing: If all nine parts of question A10 were omitted then variables SF230 to SF239 were set to -5.]

A10. a) How often is homework given in term time?

not at all



**Go to A11 on page 8**

occasionally (less than  
once a week)

once a week

2-4 times a week

every day

[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 SF230 = 1 then SF231 was set to 4 and variables SF232 to SF239 were set to -2 “no homework”.]

**sf230 A10a: Homework - frequency set in term time**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Not at all	16	1.1	1.1	1.1
	2 Occasionally	35	2.4	2.4	3.5
	3 Once / week	463	32.0	32.2	35.8
	4 2-4 times / week	660	45.6	45.9	81.7
	5 Every day	263	18.2	18.3	100.0
	Total	1437	99.3	100.0	
Missing	-5 Question A10 omitted	7	.5		
	-1 Not stated	3	.2		
	Total	10	.7		
Total		1447	100.0		

SF "Questionnaire For Class Teacher" – Section A

PAGE 7 OF THE QUESTIONNAIRE

A10. b) Which members of your class are usually given homework?

- only the most able ☐
- only the least able ☐
- all are given homework ☐
- no homework is given ☐

[Coding: Multiple ticks were coded as follows: 1+2, 1+3 as 3, 1+4 as 1.]

**sf231 A10b: Homework - which pupils are set it**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1 Only the most able	4	.3	.3	.3
3 All	1411	97.5	98.6	98.9
4 None	16	1.1	1.1	100.0
Total	1431	98.9	100.0	
Missing -5 Question A10 omitted	7	.5		
-1 Not stated	9	.6		
Total	16	1.1		
Total	1447	100.0		

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 ☐

**sf232 A10c: Homework - balance of assignments and reading/study**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1 Confined to reading/study	70	4.8	5.0	5.0
2 Part reading/study & part assignments	1170	80.9	82.9	87.8
3 Confined to assignments	172	11.9	12.2	100.0
Total	1412	97.6	100.0	
Missing -5 Question A10 omitted	7	.5		
-2 No homework	16	1.1		
-1 Not stated	12	.8		
Total	35	2.4		
Total	1447	100.0		

## SF "Questionnaire For Class Teacher" – Section A

- d) On average, how long do you expect pupils in your class to spend on a typical piece of homework?

up to 10 minutes	1	11-20 minutes	2	21-30 minutes	3
31-40 minutes	4	more than 40 minutes	5		

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

**sf233 A10d: Homework - average expected typical duration**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid				
1 Up to 10 minutes	19	1.3	1.3	1.3
2 11-20 minutes	280	19.4	19.8	21.1
3 21-30 minutes	628	43.4	44.4	65.6
4 31-40 minutes	331	22.9	23.4	89.0
5 > 40 minutes	156	10.8	11.0	100.0
Total	1414	97.7	100.0	
Missing				
-5 Question A10 omitted	7	.5		
-2 No homework	16	1.1		
-1 Not stated	10	.7		
Total	33	2.3		
Total	1447	100.0		

## SF "Questionnaire For Class Teacher" – Section A

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 A10e(iii) then it was ensured that there was a "yes" tick on A10e(iii).]

[Editing: If all four parts of A10e were omitted then variables SF234 to SF238 were set to -4. Otherwise, values of -1 in SF234 to SF238 were recoded to 2 "no".]

**sf234 A10e1: Strategy if homework not done - complete another time**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	1000	69.1	70.6	70.6
	2 No	417	28.8	29.4	100.0
	Total	1417	97.9	100.0	
Missing	-5 Question A10 omitted	7	.5		
	-4 Question A10e omitted	7	.5		
	-2 No homework	16	1.1		
	Total	30	2.1		
Total		1447	100.0		

**sf235 A10e2: Strategy if homework not done - sanctions**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	589	40.7	41.6	41.6
	2 No	828	57.2	58.4	100.0
	Total	1417	97.9	100.0	
Missing	-5 Question A10 omitted	7	.5		
	-4 Question A10e omitted	7	.5		
	-2 No homework	16	1.1		
	Total	30	2.1		
Total		1447	100.0		

**sf236 A10e3: Strategy if homework not done - other**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	310	21.4	21.9	21.9
	2 No	1107	76.5	78.1	100.0
	Total	1417	97.9	100.0	
Missing	-5 Question A10 omitted	7	.5		
	-4 Question A10e omitted	7	.5		
	-2 No homework	16	1.1		
	Total	30	2.1		
Total		1447	100.0		

## SF "Questionnaire For Class Teacher" – Section A

### sf238 A10e4: Strategy if homework not done - do nothing

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	133	9.2	9.4	9.4
	2 No	1284	88.7	90.6	100.0
	Total	1417	97.9	100.0	
Missing	-5 Question A10 omitted	7	.5		
	-4 Question A10e omitted	7	.5		
	-2 No homework	16	1.1		
	Total	30	2.1		
Total		1447	100.0		

f) What contribution do you think homework makes to pupils' learning?

large  
contribution

small  
contribution

no  
contribution

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

### sf239 A10f: Teacher's view of contribution of homework to learning

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Large contribution	514	35.5	36.6	36.6
	2 Small contribution	872	60.3	62.0	98.6
	3 No contribution	20	1.4	1.4	100.0
	Total	1406	97.2	100.0	
Missing	-5 Question A10 omitted	7	.5		
	-2 No homework	16	1.1		
	-1 Not stated	18	1.2		
	Total	41	2.8		
Total		1447	100.0		



PAGE 8 OF THE QUESTIONNAIRE

A11. Are the children in your class given homework or projects to do during half term and/or school holidays?

Yes

1

No

2

sf240 A11: Homework/projects set during holidays

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	863	59.6	60.5	60.5
	2 No	563	38.9	39.5	100.0
	Total	1426	98.5	100.0	
Missing	-1 Not stated	21	1.5		
Total		1447	100.0		



## PAGE 9 OF THE QUESTIONNAIRE

**SECTION B: THE TEACHING STAFF**

[Editing: If all parts of section B were omitted variables SF300a to SF353 were all set to -6. If all ten parts of questions B1 and B2 were omitted or if all ten parts of questions B1 & B2 had value 0 then they were set to -5. Otherwise, values of -1 were recoded to 0.]

B1. 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"/>

[Editing: A total was derived as SF30\* for each part by summing the variables for males and females (SF30\*a & SF30\*b). Missing values of -6 and -5 were copied across.

The overall total and gender specific totals of teachers were derived as SF302, SF302a & SF302b by summing the variables for parts a & b (SF300 & SF301, SF300a & SF301a and SF300b & SF301b). Missing values of -6 and -5 were copied across. Similarly, variables for the numbers of paid teaching staff were derived as SF304, SF304a & SF304b from SF302, SF302a & SF302 and SF303, SF303a & SF303b.]

**sf300 DV: Number of full-time teachers in class**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 0	145	10.0	10.3	10.3
1	778	53.8	55.3	65.6
2	166	11.5	11.8	77.5
3	102	7.0	7.3	84.7
4	37	2.6	2.6	87.3
5	30	2.1	2.1	89.5
6	24	1.7	1.7	91.2
7	25	1.7	1.8	93.0
8	27	1.9	1.9	94.9
9	22	1.5	1.6	96.4
10	23	1.6	1.6	98.1
11	9	.6	.6	98.7
12	14	1.0	1.0	99.7
13	2	.1	.1	99.9
14	1	.1	.1	99.9
15	1	.1	.1	100.0
Total	1406	97.2	100.0	
Missing -6 Section B omitted	5	.3		
-5 Questions B1 & B2 omitted	36	2.5		
Total	41	2.8		
Total	1447	100.0		

## SF "Questionnaire For Class Teacher" – Section B

### sf300a B1a: # male full-time teachers in class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	870	60.1	61.9	61.9
	1	355	24.5	25.2	87.1
	2	87	6.0	6.2	93.3
	3	35	2.4	2.5	95.8
	4	26	1.8	1.8	97.7
	5	16	1.1	1.1	98.8
	6	6	.4	.4	99.2
	7	8	.6	.6	99.8
	8	2	.1	.1	99.9
	9	1	.1	.1	100.0
	Total	1406	97.2	100.0	
Missing	-6 Section B omitted	5	.3		
	-5 Questions B1 & B2 omitted	36	2.5		
	Total	41	2.8		
Total		1447	100.0		

### sf300b B1a: # female full-time teachers in class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	366	25.3	26.0	26.0
	1	686	47.4	48.8	74.8
	2	136	9.4	9.7	84.5
	3	61	4.2	4.3	88.8
	4	40	2.8	2.8	91.7
	5	31	2.1	2.2	93.9
	6	33	2.3	2.3	96.2
	7	25	1.7	1.8	98.0
	8	17	1.2	1.2	99.2
	9	11	.8	.8	100.0
	Total	1406	97.2	100.0	
Missing	-6 Section B omitted	5	.3		
	-5 Questions B1 & B2 omitted	36	2.5		
	Total	41	2.8		
Total		1447	100.0		

## SF "Questionnaire For Class Teacher" – Section B

### sf301 DV: Number of part-time teachers in class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	820	56.7	58.3	58.3
	1	326	22.5	23.2	81.5
	2	147	10.2	10.5	92.0
	3	53	3.7	3.8	95.7
	4	37	2.6	2.6	98.4
	5	11	.8	.8	99.1
	6	5	.3	.4	99.5
	7	5	.3	.4	99.9
	9	1	.1	.1	99.9
	10	1	.1	.1	100.0
	Total	1406	97.2	100.0	
Missing	-6 Section B omitted	5	.3		
	-5 Questions B1 & B2 omitted	36	2.5		
	Total	41	2.8		
Total		1447	100.0		

### sf301a B1b: # male part-time teachers in class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	1301	89.9	92.5	92.5
	1	92	6.4	6.5	99.1
	2	9	.6	.6	99.7
	3	2	.1	.1	99.9
	4	1	.1	.1	99.9
	6	1	.1	.1	100.0
	Total	1406	97.2	100.0	
Missing	-6 Section B omitted	5	.3		
	-5 Questions B1 & B2 omitted	36	2.5		
	Total	41	2.8		
Total		1447	100.0		

### sf301b B1b: # female part-time teachers in class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	864	59.7	61.5	61.5
	1	311	21.5	22.1	83.6
	2	132	9.1	9.4	93.0
	3	52	3.6	3.7	96.7
	4	34	2.3	2.4	99.1
	5	8	.6	.6	99.6
	6	2	.1	.1	99.8
	7	3	.2	.2	100.0
	Total	1406	97.2	100.0	
Missing	-6 Section B omitted	5	.3		
	-5 Questions B1 & B2 omitted	36	2.5		
	Total	41	2.8		
Total		1447	100.0		

# SF "Questionnaire For Class Teacher" – Section B

## sf302 DV: Number of teachers in class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	71	4.9	5.0	5.0
	1	548	37.9	39.0	44.0
	2	307	21.2	21.8	65.9
	3	145	10.0	10.3	76.2
	4	75	5.2	5.3	81.5
	5	55	3.8	3.9	85.4
	6	35	2.4	2.5	87.9
	7	27	1.9	1.9	89.8
	8	30	2.1	2.1	92.0
	9	27	1.9	1.9	93.9
	10	26	1.8	1.8	95.7
	11	21	1.5	1.5	97.2
	12	16	1.1	1.1	98.4
	13	9	.6	.6	99.0
	14	4	.3	.3	99.3
	15	5	.3	.4	99.6
	16	5	.3	.4	100.0
Total		1406	97.2	100.0	
Missing	-6 Section B omitted	5	.3		
	-5 Questions B1 & B2 omitted	36	2.5		
	Total	41	2.8		
Total		1447	100.0		

## SF “Questionnaire For Class Teacher” – Section B

### sf302a DV: Number of male teachers in class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	819	56.6	58.3	58.3
	1	366	25.3	26.0	84.3
	2	114	7.9	8.1	92.4
	3	42	2.9	3.0	95.4
	4	26	1.8	1.8	97.2
	5	15	1.0	1.1	98.3
	6	12	.8	.9	99.1
	7	9	.6	.6	99.8
	8	1	.1	.1	99.9
	9	1	.1	.1	99.9
	10	1	.1	.1	100.0
	Total	1406	97.2	100.0	
Missing	-6 Section B omitted	5	.3		
	-5 Questions B1 & B2 omitted	36	2.5		
	Total	41	2.8		
Total		1447	100.0		

### sf302b DV: Number of female teachers in class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	213	14.7	15.1	15.1
	1	556	38.4	39.5	54.7
	2	270	18.7	19.2	73.9
	3	112	7.7	8.0	81.9
	4	77	5.3	5.5	87.3
	5	55	3.8	3.9	91.3
	6	27	1.9	1.9	93.2
	7	29	2.0	2.1	95.2
	8	23	1.6	1.6	96.9
	9	19	1.3	1.4	98.2
	10	13	.9	.9	99.1
	11	7	.5	.5	99.6
	12	3	.2	.2	99.9
	13	2	.1	.1	100.0
	Total	1406	97.2	100.0	
Missing	-6 Section B omitted	5	.3		
	-5 Questions B1 & B2 omitted	36	2.5		
	Total	41	2.8		
Total		1447	100.0		

## SF “Questionnaire For Class Teacher” – Section B

### sf303 DV: Number of paid classroom assistants in class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	293	20.2	20.8	20.8
	1	586	40.5	41.7	62.5
	2	302	20.9	21.5	84.0
	3	117	8.1	8.3	92.3
	4	38	2.6	2.7	95.0
	5	14	1.0	1.0	96.0
	6	23	1.6	1.6	97.7
	7	10	.7	.7	98.4
	8	18	1.2	1.3	99.6
	9	5	.3	.4	100.0
	Total	1406	97.2	100.0	
Missing	-6 Section B omitted	5	.3		
	-5 Questions B1 & B2 omitted	36	2.5		
	Total	41	2.8		
Total		1447	100.0		

### sf303a B1c: # male paid classroom assistants in class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	1349	93.2	95.9	95.9
	1	45	3.1	3.2	99.1
	2	8	.6	.6	99.7
	3	4	.3	.3	100.0
	Total	1406	97.2	100.0	
Missing	-6 Section B omitted	5	.3		
	-5 Questions B1 & B2 omitted	36	2.5		
	Total	41	2.8		
Total		1447	100.0		

### sf303b B1c: # female paid classroom assistants in class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	321	22.2	22.8	22.8
	1	582	40.2	41.4	64.2
	2	289	20.0	20.6	84.8
	3	110	7.6	7.8	92.6
	4	36	2.5	2.6	95.2
	5	13	.9	.9	96.1
	6	22	1.5	1.6	97.7
	7	13	.9	.9	98.6
	8	15	1.0	1.1	99.6
	9	5	.3	.4	100.0
	Total	1406	97.2	100.0	
Missing	-6 Section B omitted	5	.3		
	-5 Questions B1 & B2 omitted	36	2.5		
	Total	41	2.8		
Total		1447	100.0		

# SF "Questionnaire For Class Teacher" – Section B

## sf304 DV: Number of paid teaching staff in class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	4	.3	.3	.3
	1	147	10.2	10.5	10.7
	2	340	23.5	24.2	34.9
	3	286	19.8	20.3	55.3
	4	192	13.3	13.7	68.9
	5	118	8.2	8.4	77.3
	6	73	5.0	5.2	82.5
	7	38	2.6	2.7	85.2
	8	29	2.0	2.1	87.3
	9	28	1.9	2.0	89.3
	10	36	2.5	2.6	91.8
	11	23	1.6	1.6	93.5
	12	20	1.4	1.4	94.9
	13	19	1.3	1.4	96.2
	14	14	1.0	1.0	97.2
	15	8	.6	.6	97.8
	16	10	.7	.7	98.5
	17	4	.3	.3	98.8
	18	3	.2	.2	99.0
	19	4	.3	.3	99.3
	20	3	.2	.2	99.5
	21	2	.1	.1	99.6
	22	1	.1	.1	99.7
	24	4	.3	.3	100.0
	Total	1406	97.2	100.0	
Missing	-6 Section B omitted	5	.3		
	-5 Questions B1 & B2 omitted	36	2.5		
	Total	41	2.8		
Total		1447	100.0		



## SF "Questionnaire For Class Teacher" – Section B

### sf304a DV: Number of male paid teaching staff in class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	792	54.7	56.3	56.3
	1	376	26.0	26.7	83.1
	2	119	8.2	8.5	91.5
	3	42	2.9	3.0	94.5
	4	34	2.3	2.4	96.9
	5	18	1.2	1.3	98.2
	6	13	.9	.9	99.1
	7	9	.6	.6	99.8
	8	1	.1	.1	99.9
	9	1	.1	.1	99.9
	10	1	.1	.1	100.0
	Total	1406	97.2	100.0	
Missing	-6 Section B omitted	5	.3		
	-5 Questions B1 & B2 omitted	36	2.5		
	Total	41	2.8		
Total		1447	100.0		

### sf304b DV: Number of female paid teaching staff in class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	46	3.2	3.3	3.3
	1	219	15.1	15.6	18.8
	2	345	23.8	24.5	43.4
	3	293	20.2	20.8	64.2
	4	172	11.9	12.2	76.5
	5	111	7.7	7.9	84.4
	6	49	3.4	3.5	87.8
	7	35	2.4	2.5	90.3
	8	27	1.9	1.9	92.2
	9	31	2.1	2.2	94.5
	10	11	.8	.8	95.2
	11	19	1.3	1.4	96.6
	12	7	.5	.5	97.1
	13	13	.9	.9	98.0
	14	7	.5	.5	98.5
	15	3	.2	.2	98.7
	16	7	.5	.5	99.2
	17	2	.1	.1	99.4
	18	7	.5	.5	99.9
	19	1	.1	.1	99.9
	20	1	.1	.1	100.0
	Total	1406	97.2	100.0	
Missing	-6 Section B omitted	5	.3		
	-5 Questions B1 & B2 omitted	36	2.5		
	Total	41	2.8		
Total		1447	100.0		

## SF "Questionnaire For Class Teacher" – Section B

B2. How many unpaid adult assistants help with your class?

	<b>No. of male</b>	<b>No. of female</b>
(i) parents	<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>
(ii) volunteers	<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: A total was derived as SF30\* for each part by summing the variables for males and females (SF30\*a & SF30\*b). Missing values of –6 and -5 were copied across.]

The overall total and gender specific totals of unpaid staff were derived as SF307, SF307a & SF307b by summing the variables for parts i & ii (SF305 & SF306, SF305a & SF306a and SF305b & SF306b). Missing values of –6 and -5 were copied across.]

**sf305 DV: Number of parent assistants in class**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	1036	71.6	73.7	73.7
	1	204	14.1	14.5	88.2
	2	96	6.6	6.8	95.0
	3	44	3.0	3.1	98.2
	4	14	1.0	1.0	99.1
	5	5	.3	.4	99.5
	6	3	.2	.2	99.7
	7	4	.3	.3	100.0
	Total	1406	97.2	100.0	
Missing	-6 Section B omitted	5	.3		
	-5 Questions B1 & B2 omitted	36	2.5		
	Total	41	2.8		
Total		1447	100.0		

## SF "Questionnaire For Class Teacher" – Section B

### **sf305a B2i: # male parent assistants in class**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	1377	95.2	97.9	97.9
	1	24	1.7	1.7	99.6
	2	4	.3	.3	99.9
	3	1	.1	.1	100.0
	Total	1406	97.2	100.0	
Missing	-6 Section B omitted	5	.3		
	-5 Questions B1 & B2 omitted	36	2.5		
	Total	41	2.8		
Total		1447	100.0		

### **sf305b B2i: # female parent assistants in class**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	1045	72.2	74.3	74.3
	1	205	14.2	14.6	88.9
	2	94	6.5	6.7	95.6
	3	41	2.8	2.9	98.5
	4	11	.8	.8	99.3
	5	3	.2	.2	99.5
	6	4	.3	.3	99.8
	7	3	.2	.2	100.0
	Total	1406	97.2	100.0	
Missing	-6 Section B omitted	5	.3		
	-5 Questions B1 & B2 omitted	36	2.5		
	Total	41	2.8		
Total		1447	100.0		

## SF "Questionnaire For Class Teacher" – Section B

### sf306 DV: Number of volunteer assistants in class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	1099	76.0	78.2	78.2
	1	231	16.0	16.4	94.6
	2	52	3.6	3.7	98.3
	3	11	.8	.8	99.1
	4	6	.4	.4	99.5
	5	3	.2	.2	99.7
	6	2	.1	.1	99.9
	8	1	.1	.1	99.9
	10	1	.1	.1	100.0
	Total	1406	97.2	100.0	
Missing	-6 Section B omitted	5	.3		
	-5 Questions B1 & B2 omitted	36	2.5		
	Total	41	2.8		
Total		1447	100.0		

### sf306a B2ii: # male volunteer assistants in class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	1302	90.0	92.6	92.6
	1	89	6.2	6.3	98.9
	2	8	.6	.6	99.5
	3	1	.1	.1	99.6
	4	3	.2	.2	99.8
	5	2	.1	.1	99.9
	7	1	.1	.1	100.0
	Total	1406	97.2	100.0	
Missing	-6 Section B omitted	5	.3		
	-5 Questions B1 & B2 omitted	36	2.5		
	Total	41	2.8		
Total		1447	100.0		

### sf306b B2ii: # female volunteer assistants in class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	1171	80.9	83.3	83.3
	1	185	12.8	13.2	96.4
	2	39	2.7	2.8	99.2
	3	9	.6	.6	99.9
	5	2	.1	.1	100.0
	Total	1406	97.2	100.0	
Missing	-6 Section B omitted	5	.3		
	-5 Questions B1 & B2 omitted	36	2.5		
	Total	41	2.8		
Total		1447	100.0		

## SF “Questionnaire For Class Teacher” – Section B

### **sf307 DV: Number of unpaid teaching staff in class**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	847	58.5	60.2	60.2
	1	279	19.3	19.8	80.1
	2	151	10.4	10.7	90.8
	3	68	4.7	4.8	95.7
	4	34	2.3	2.4	98.1
	5	10	.7	.7	98.8
	6	6	.4	.4	99.2
	7	6	.4	.4	99.6
	8	4	.3	.3	99.9
	11	1	.1	.1	100.0
	Total	1406	97.2	100.0	
Missing	-6 Section B omitted	5	.3		
	-5 Questions B1 & B2 omitted	36	2.5		
	Total	41	2.8		
Total		1447	100.0		

### **sf307a DV: Number of male unpaid teaching staff in class**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	1276	88.2	90.8	90.8
	1	108	7.5	7.7	98.4
	2	13	.9	.9	99.4
	3	3	.2	.2	99.6
	4	3	.2	.2	99.8
	5	2	.1	.1	99.9
	7	1	.1	.1	100.0
	Total	1406	97.2	100.0	
Missing	-6 Section B omitted	5	.3		
	-5 Questions B1 & B2 omitted	36	2.5		
	Total	41	2.8		
Total		1447	100.0		

### **sf307b DV: Number of female unpaid teaching staff in class**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	897	62.0	63.8	63.8
	1	274	18.9	19.5	83.3
	2	135	9.3	9.6	92.9
	3	60	4.1	4.3	97.2
	4	23	1.6	1.6	98.8
	5	5	.3	.4	99.1
	6	7	.5	.5	99.6
	7	3	.2	.2	99.9
	8	2	.1	.1	100.0
	Total	1406	97.2	100.0	
Missing	-6 Section B omitted	5	.3		
	-5 Questions B1 & B2 omitted	36	2.5		
	Total	41	2.8		
Total		1447	100.0		

## SF “Questionnaire For Class Teacher” – Section B

### Derived variables

#### **Total numbers of teaching staff**

Variables for the total numbers of teaching staff were derived as SF308, SF308a & SF308b by summing SF304 & SF307, SF304a & SF307a and SF304b & SF307b. Missing values of -6 and -5 were copied across.]

#### **sf308 DV: Number of teaching staff in class**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	102	7.0	7.3	7.3
	2	228	15.8	16.2	23.5
	3	259	17.9	18.4	41.9
	4	199	13.8	14.2	56.0
	5	160	11.1	11.4	67.4
	6	126	8.7	9.0	76.4
	7	63	4.4	4.5	80.9
	8	48	3.3	3.4	84.3
	9	36	2.5	2.6	86.8
	10	38	2.6	2.7	89.5
	11	35	2.4	2.5	92.0
	12	21	1.5	1.5	93.5
	13	19	1.3	1.4	94.9
	14	20	1.4	1.4	96.3
	15	8	.6	.6	96.9
	16	14	1.0	1.0	97.9
	17	4	.3	.3	98.2
	18	5	.3	.4	98.5
	19	9	.6	.6	99.1
	20	3	.2	.2	99.4
	21	2	.1	.1	99.5
	22	3	.2	.2	99.7
	24	4	.3	.3	100.0
	Total	1406	97.2	100.0	
Missing	-6 Section B omitted	5	.3		
	-5 Questions B1 & B2 omitted	36	2.5		
	Total	41	2.8		
Total		1447	100.0		

## SF “Questionnaire For Class Teacher” – Section B

### sf308a DV: Number of male teaching staff in class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	712	49.2	50.6	50.6
	1	414	28.6	29.4	80.1
	2	135	9.3	9.6	89.7
	3	57	3.9	4.1	93.7
	4	38	2.6	2.7	96.4
	5	20	1.4	1.4	97.9
	6	17	1.2	1.2	99.1
	7	10	.7	.7	99.8
	8	1	.1	.1	99.9
	9	1	.1	.1	99.9
	10	1	.1	.1	100.0
	Total	1406	97.2	100.0	
Missing	-6 Section B omitted	5	.3		
	-5 Questions B1 & B2 omitted	36	2.5		
	Total	41	2.8		
Total		1447	100.0		

### sf308b DV: Number of female teaching staff in class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	32	2.2	2.3	2.3
	1	158	10.9	11.2	13.5
	2	267	18.5	19.0	32.5
	3	266	18.4	18.9	51.4
	4	203	14.0	14.4	65.9
	5	152	10.5	10.8	76.7
	6	100	6.9	7.1	83.8
	7	54	3.7	3.8	87.6
	8	41	2.8	2.9	90.5
	9	33	2.3	2.3	92.9
	10	12	.8	.9	93.7
	11	23	1.6	1.6	95.4
	12	11	.8	.8	96.2
	13	12	.8	.9	97.0
	14	10	.7	.7	97.7
	15	6	.4	.4	98.2
	16	9	.6	.6	98.8
	17	5	.3	.4	99.1
	18	6	.4	.4	99.6
	19	3	.2	.2	99.8
	20	2	.1	.1	99.9
	21	1	.1	.1	100.0
	Total	1406	97.2	100.0	
Missing	-6 Section B omitted	5	.3		
	-5 Questions B1 & B2 omitted	36	2.5		
	Total	41	2.8		
Total		1447	100.0		

# SF "Questionnaire For Class Teacher" – Section B

B3. How many sessions in the last 3 months has temporary staff cover been used?

never	<input type="text" value="1"/>
1-10 sessions	<input type="text" value="2"/>
11-20 sessions	<input type="text" value="3"/>
21-30 sessions	<input type="text" value="4"/>
31 or more sessions	<input type="text" value="5"/>

[Coding: If multiple boxes were ticked then the highest code number was taken.]

**sf315 B3: # sessions using temp. staff in last 3 months in class**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 None	220	15.2	15.6	15.6
	2 1-10	979	67.7	69.3	84.9
	3 11-20	127	8.8	9.0	93.9
	4 21-30	38	2.6	2.7	96.6
	5 31+	48	3.3	3.4	100.0
	Total	1412	97.6	100.0	
Missing	-6 Section B omitted	5	.3		
	-1 Not stated	30	2.1		
	Total	35	2.4		
Total		1447	100.0		



SF "Questionnaire For Class Teacher" – Section B

PAGE 10 OF THE QUESTIONNAIRE

[Editing: If all of parts a – d of question B4 were omitted then variables SF350 to SF353 were set to -5.]

B4. a) How long have you been a teacher at this school?

< 1 year	<input type="text" value="1"/>
1-2 years	<input type="text" value="2"/>
3-9 years	<input type="text" value="3"/>
10 or more years	<input type="text" value="4"/>

[Coding: If multiple boxes were ticked then the lowest code number was taken.]

**sf350 B4a: Length of service as teacher at this school**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 < 1 year	174	12.0	12.1	12.1
	2 1-2 years	236	16.3	16.4	28.6
	3 3-9 years	580	40.1	40.4	69.0
	4 10+ years	445	30.8	31.0	100.0
	Total	1435	99.2	100.0	
Missing	-6 Section B omitted	5	.3		
	-5 Question B4 omitted	4	.3		
	-1 Not stated	3	.2		
	Total	12	.8		
Total		1447	100.0		

b) Are you:

Male	<input type="text" value="1"/>	Female	<input type="text" value="2"/>
------	--------------------------------	--------	--------------------------------

**sf351 B4b: Gender of teacher**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Male	328	22.7	22.9	22.9
	2 Female	1106	76.4	77.1	100.0
	Total	1434	99.1	100.0	
Missing	-6 Section B omitted	5	.3		
	-5 Question B4 omitted	4	.3		
	-1 Not stated	4	.3		
	Total	13	.9		
Total		1447	100.0		

## SF "Questionnaire For Class Teacher" – Section B

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.]

### sf352 B4c: Length of service as teacher anywhere

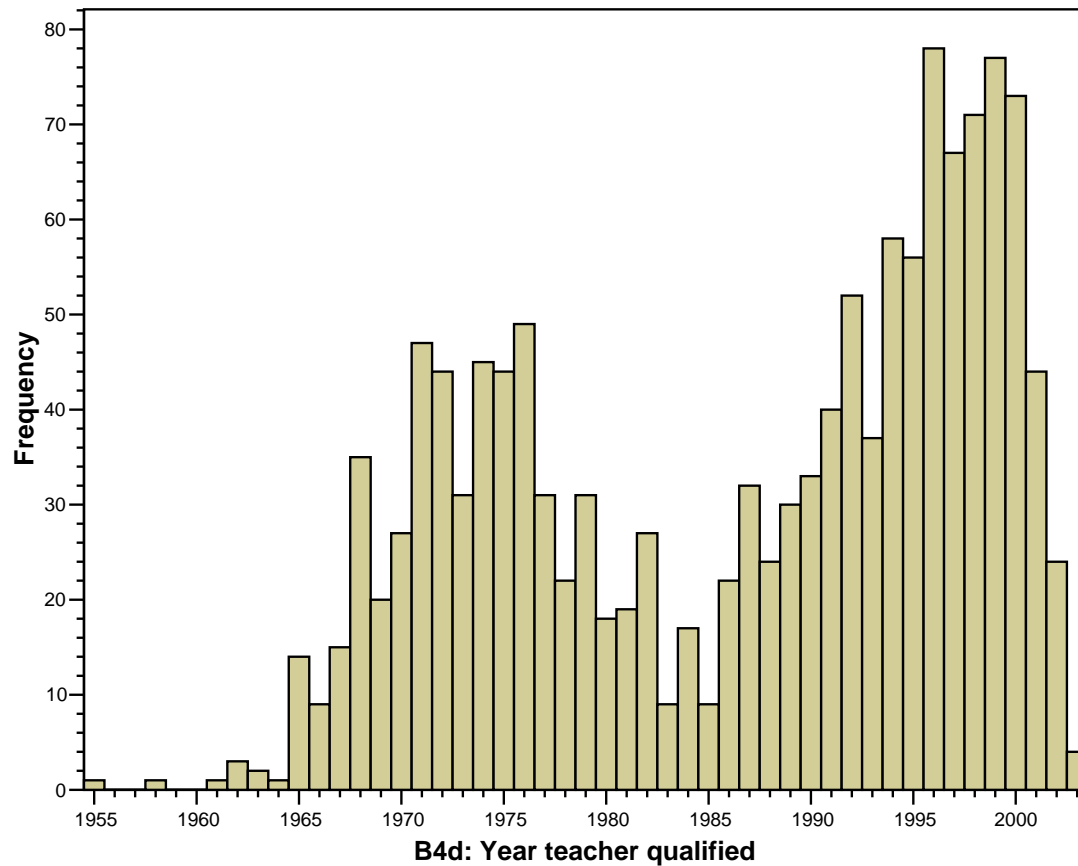
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1 < 1 year	22	1.5	1.5	1.5
2 1-2 years	58	4.0	4.0	5.6
3 3-9 years	521	36.0	36.3	41.9
4 10+ years	835	57.7	58.1	100.0
Total	1436	99.2	100.0	
Missing -6 Section B omitted	5	.3		
-5 Question B4 omitted	4	.3		
-1 Not stated	2	.1		
Total	11	.8		
Total	1447	100.0		

## SF "Questionnaire For Class Teacher" – Section B

- d) Please give the year in which you qualified for teaching  
(If none, write NONE and go to C1).

--	--	--	--

**sf353**



**sf353 B4d: Year teacher qualified**

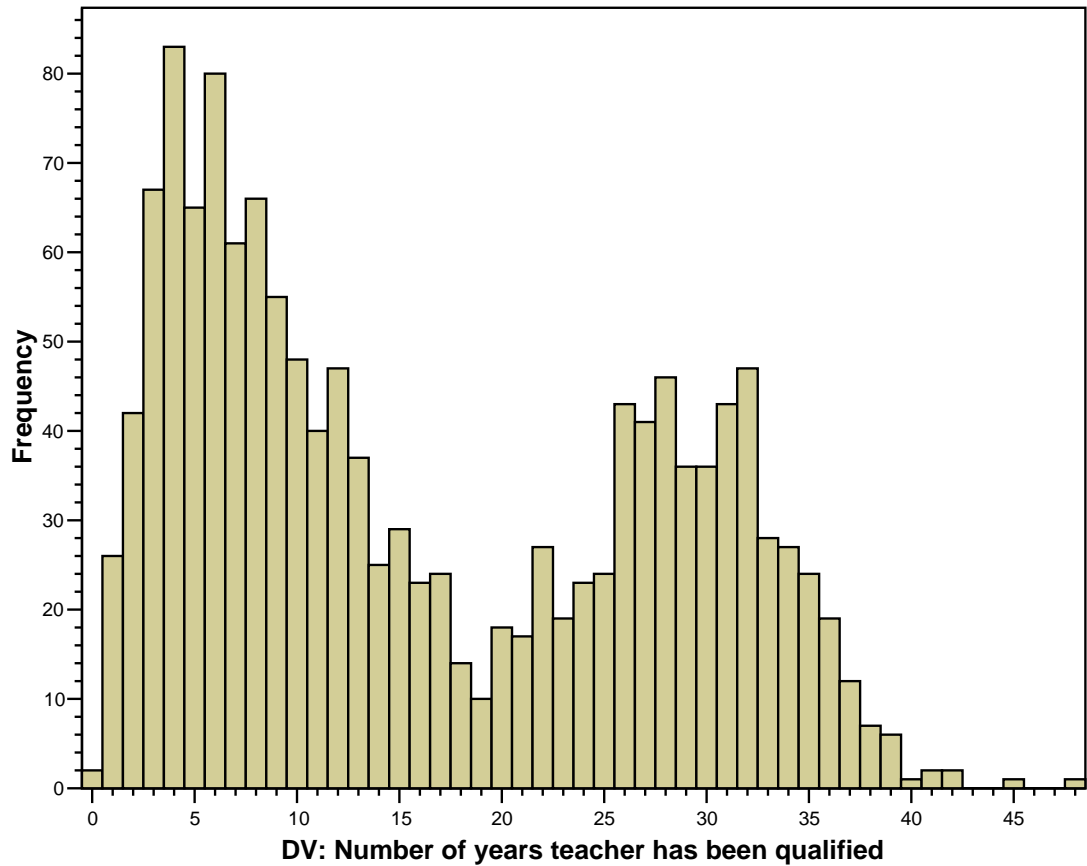
		Frequency	Percent
Missing	-6 Section B omitted	5	9.4
	-5 Question B4 omitted	4	7.5
	-1 Not stated	44	83.0
Total		53	100.0

**Derived Variable**

Number of years teacher has been qualified

The number of years that the teacher has been qualified was derived as SF354 from SF353 and SF997. If either of the components was missing then SF354 was set to -1, otherwise SF354 = SF997 - SF353.

**SB354**



**sf354 DV: Number of years teacher has been qualifie c**

	Frequency	Percent
Missing -1 Missing	53	100.0

e) Please list your teaching qualifications.

.....  
.....

[Coding: Not being coded here.]

## PAGE 11 OF THE QUESTIONNAIRE

**SECTION C: THE ENVIRONMENT**

[Editing: If all parts of section C were omitted variables SF011 to SF035 were all set to -6.]

C1. 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.)        | <input type="checkbox"/> |
| (ii)  | Intermittent loud noise (e.g. rush-hour traffic, plane taking off) | <input type="checkbox"/> |
| (iii) | Continuous moderate noise  | <input type="checkbox"/> |
| (iv)  | Intermittent moderate noise  | <input type="checkbox"/> |
| (v)   | Usually quiet  | <input type="checkbox"/> |

[Editing: If all 5 parts of question C1a were -1 then variables SF011 to SF015 were set to -5. Otherwise, values of -1 were recoded to 2 "No". A summary variable was derived as SF016 that took the value of the first item in C1a that was ticked (i.e. it took the value 1 if C1ai was ticked, value 2 if C1aii was ticked but C1ai was not ticked etc.).]

**sf011 C1a1: Classroom noise, ext. sources - continuous, loud**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1 Yes	18	1.2	1.3	1.3
2 No	1417	97.9	98.7	100.0
Total	1435	99.2	100.0	
Missing -6 Section C omitted	4	.3		
-5 Question C1a omitted	8	.6		
Total	12	.8		
Total	1447	100.0		

**sf012 C1a2: Classroom noise, ext. sources - intermittent, loud**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1 Yes	60	4.1	4.2	4.2
2 No	1375	95.0	95.8	100.0
Total	1435	99.2	100.0	
Missing -6 Section C omitted	4	.3		
-5 Question C1a omitted	8	.6		
Total	12	.8		
Total	1447	100.0		

## SF "Questionnaire For Class Teacher" – Section C

### **sf013 C1a3: Classroom noise, ext. sources - continuous, moderate**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	66	4.6	4.6	4.6
	2 No	1369	94.6	95.4	100.0
	Total	1435	99.2	100.0	
Missing	-6 Section C omitted	4	.3		
	-5 Question C1a omitted	8	.6		
	Total	12	.8		
Total		1447	100.0		

### **sf014 C1a4: Classroom noise, ext. sources - intermittent, moderate**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	341	23.6	23.8	23.8
	2 No	1094	75.6	76.2	100.0
	Total	1435	99.2	100.0	
Missing	-6 Section C omitted	4	.3		
	-5 Question C1a omitted	8	.6		
	Total	12	.8		
Total		1447	100.0		

### **sf015 C1a5: Classroom noise, ext. sources - usually quiet**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	1005	69.5	70.0	70.0
	2 No	430	29.7	30.0	100.0
	Total	1435	99.2	100.0	
Missing	-6 Section C omitted	4	.3		
	-5 Question C1a omitted	8	.6		
	Total	12	.8		
Total		1447	100.0		

### **sf016 DV: Classroom noise, external sources - summary**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Continuous, loud	18	1.2	1.3	1.3
	2 Intermittent, loud	58	4.0	4.0	5.3
	3 Continuous, moderate	63	4.4	4.4	9.7
	4 Intermittent, moderate	328	22.7	22.9	32.5
	5 Usually quiet	968	66.9	67.5	100.0
	Total	1435	99.2	100.0	
Missing	-6 Section C omitted	4	.3		
	-5 Question C1a omitted	8	.6		
	Total	12	.8		
Total		1447	100.0		

## SF “Questionnaire For Class Teacher” – Section C

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

1

can hear clearly but not a problem

2

can hear but not clearly

3

hardly ever hear

4

(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 C1b the lowest code number was taken for that item.]

[Editing: If both items in C1b were omitted variables SF017 & SF018 were set to -5. A summary variable was derived as SF019 that took the lower of the two values reported if both were reported and the only value reported if there was only one response.]

**sf017 C1b1: Classroom noise, int. sources - other classes**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Can hear clearly, is a problem	65	4.5	4.5	4.5
	2 Can hear clearly, not a problem	146	10.1	10.2	14.7
	3 Can hear, but not clearly	409	28.3	28.5	43.2
	4 Hardly ever hear	815	56.3	56.8	100.0
	Total	1435	99.2	100.0	
Missing	-6 Section C omitted	4	.3		
	-5 Question C1b omitted	5	.3		
	-1 Not stated	3	.2		
	Total	12	.8		
Total		1447	100.0		

## SF “Questionnaire For Class Teacher” – Section C

### **sf018 C1b2: Classroom noise, int. sources - people movement**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Can hear clearly, is a problem	61	4.2	4.3	4.3
	2 Can hear clearly, not a problem	256	17.7	17.8	22.1
	3 Can hear, but not clearly	348	24.0	24.3	46.3
	4 Hardly ever hear	770	53.2	53.7	100.0
	Total	1435	99.2	100.0	
Missing	-6 Section C omitted	4	.3		
	-5 Question C1b omitted	5	.3		
	-1 Not stated	3	.2		
	Total	12	.8		
Total		1447	100.0		

### **sf019 DV: Classroom noise, internal sources - summary**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Can hear clearly, is a problem	100	6.9	7.0	7.0
	2 Can hear clearly, not a problem	321	22.2	22.3	29.3
	3 Can hear, but not clearly	446	30.8	31.0	60.3
	4 Hardly ever hear	571	39.5	39.7	100.0
	Total	1438	99.4	100.0	
Missing	-6 Section C omitted	4	.3		
	-5 Question C1b omitted	5	.3		
	Total	9	.6		
Total		1447	100.0		



## PAGE 12 OF THE QUESTIONNAIRE

C1. c) Is there double glazing in the outside windows?

Yes

No

**sf020 C1c: Classroom has external double glazing**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	571	39.5	40.2	40.2
	2 No	851	58.8	59.8	100.0
	Total	1422	98.3	100.0	
Missing	-6 Section C omitted	4	.3		
	-1 Not stated	21	1.5		
	Total	25	1.7		
Total		1447	100.0		

## SF "Questionnaire For Class Teacher" – Section C

### The school building(s):

[Editing: If all four parts of question C2 were omitted then variables SF031 to SF035 were set to -5.]

C2. Do you feel there is overcrowding:

	<b>Yes serious</b>	<b>Yes occasional</b>	<b>No</b>
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 SF033 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 SF031, SF032 & SF033 by recoding (1, 2 = 1)(3 = 2) and copying missing values.]

#### sf031 C2a: Teacher - school is overcrowded for staff

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes, serious	201	13.9	14.3	14.3
	2 Yes, occasional	482	33.3	34.2	48.5
	3 No	725	50.1	51.5	100.0
	Total	1408	97.3	100.0	
Missing	-6 Section C omitted	4	.3		
	-5 Question C2 omitted	5	.3		
	-1 Not stated	30	2.1		
	Total	39	2.7		
Total		1447	100.0		

#### sf031a DV: Teacher - school is overcrowded for staff (summary)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	683	47.2	48.5	48.5
	2 No	725	50.1	51.5	100.0
	Total	1408	97.3	100.0	
Missing	-6 Section C omitted	4	.3		
	-5 Question C2 omitted	5	.3		
	-1 Not stated	30	2.1		
	Total	39	2.7		
Total		1447	100.0		

## SF "Questionnaire For Class Teacher" – Section C

### sf032 C2b: Teacher - school is overcrowded for pupils

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes, serious	270	18.7	18.8	18.8
	2 Yes, occasional	602	41.6	42.0	60.9
	3 No	561	38.8	39.1	100.0
	Total	1433	99.0	100.0	
Missing	-6 Section C omitted	4	.3		
	-5 Question C2 omitted	5	.3		
	-1 Not stated	5	.3		
	Total	14	1.0		
Total		1447	100.0		

### sf032a DV: Teacher - school is overcrowded for pupils (summary)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	872	60.3	60.9	60.9
	2 No	561	38.8	39.1	100.0
	Total	1433	99.0	100.0	
Missing	-6 Section C omitted	4	.3		
	-5 Question C2 omitted	5	.3		
	-1 Not stated	5	.3		
	Total	14	1.0		
Total		1447	100.0		

### sf033 DV: Teacher - school is overcrowded at all

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes, serious	332	22.9	23.1	23.1
	2 Yes, occasional	651	45.0	45.3	68.4
	3 No	455	31.4	31.6	100.0
	Total	1438	99.4	100.0	
Missing	-6 Section C omitted	4	.3		
	-5 Question C2 omitted	5	.3		
	Total	9	.6		
Total		1447	100.0		

### sf033a DV: Teacher - school is overcrowded at all (summary)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	983	67.9	68.4	68.4
	2 No	455	31.4	31.6	100.0
	Total	1438	99.4	100.0	
Missing	-6 Section C omitted	4	.3		
	-5 Question C2 omitted	5	.3		
	Total	9	.6		
Total		1447	100.0		

## SF "Questionnaire For Class Teacher" – Section C

[Editing: If SF033a = 2 then C2c was set to 3 and C2d 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.]

### sf034 C2c: Teacher - overcrowding affects quality of education

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes, a great deal	71	4.9	5.0	5.0
	2 Yes, sometimes	566	39.1	39.8	44.8
	3 No	786	54.3	55.2	100.0
	Total	1423	98.3	100.0	
Missing	-6 Section C omitted	4	.3		
	-5 Question C2 omitted	5	.3		
	-1 Not stated	15	1.0		
	Total	24	1.7		
Total		1447	100.0		

### sf034a DV: Teacher - overcrowding affects quality of education (summary)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	637	44.0	44.8	44.8
	2 No	786	54.3	55.2	100.0
	Total	1423	98.3	100.0	
Missing	-6 Section C omitted	4	.3		
	-5 Question C2 omitted	5	.3		
	-1 Not stated	15	1.0		
	Total	24	1.7		
Total		1447	100.0		

## SF "Questionnaire For Class Teacher" – Section C

- 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**

.....  
 .....

[Coding: If something relevant was written on the dotted line it was ensured that there was a yes tick on C2d. The comments were not coded here.]

**sf035 C2d: Teacher - overcrowding causes omission of curriculum parts**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	471	32.6	32.9	32.9
	2 No	959	66.3	67.1	100.0
	Total	1430	98.8	100.0	
Missing	-6 Section C omitted	4	.3		
	-5 Question C2 omitted	5	.3		
	-1 Not stated	8	.6		
	Total	17	1.2		
Total		1447	100.0		

## PAGE 13 OF THE QUESTIONNAIRE

**SECTION D: STRESSES AND STRAINS**

[Editing: If all parts of section D were omitted variables SF550 to SF572 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**

		<b>Very Often</b>	<b>Often</b>	<b>Not very often</b>	<b>Never</b>
D1.	Do you feel upset for no obvious reason?	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text" value="4"/>
D2.	Do you get troubled by dizziness or shortness of breath?	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text" value="4"/>
D3.	Have you felt as though you might faint?	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text" value="4"/>
D4.	Do you feel sick or have indigestion?	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text" value="4"/>
D5.	Do you feel that life is too much effort?	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text" value="4"/>
D6.	Do you feel uneasy and restless?	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text" value="4"/>
D7.	Do you feel tingling or prickling sensations in your body, arms or legs?	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text" value="4"/>
D8.	Do you regret much of your past behaviour?	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text" value="4"/>
D9.	Do you sometimes feel panicky?	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text" value="4"/>
D10.	Do you find that you have little or no appetite?	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text" value="4"/>
D11.	Do you wake unusually early in the morning even when you haven't been woken by any children you may have?	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text" value="4"/>

SF "Questionnaire For Class Teacher" – Section D

PAGE 14 OF THE QUESTIONNAIRE

	<b>Very Often</b>	<b>Often</b>	<b>Not very often</b>	<b>Never</b>
D12. Do you worry a lot?	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text" value="4"/>
D13. Do you feel tired or exhausted?	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text" value="4"/>
D14. Do you experience long periods of sadness?	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text" value="4"/>
D15. Do you feel strung-up inside?	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text" value="4"/>
D16. Can you go to sleep all right?	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text" value="4"/>
D17. Do you ever have the feeling you are going to pieces?	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text" value="4"/>
D18. Do you often have excessive sweating or fluttering of the heart?	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text" value="4"/>
D19. Do you find yourself needing to cry?	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text" value="4"/>
D20. Do you have bad dreams which upset you when you wake up?	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text" value="4"/>
D21. Do you lose the ability to feel sympathy for others?	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text" value="4"/>
D22. Can you think as quickly as you used to?	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text" value="4"/>
D23. Do you have to make a special effort to face up to a crisis or difficulty?	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text" value="4"/>

[Coding: If multiple boxes were ticked for any question then the lowest code number was taken.]

## SF “Questionnaire For Class Teacher” – Section D

### sf550 D1: Teacher feels upset for no obvious reason

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Very often	17	1.2	1.2	1.2
	2 Often	132	9.1	9.3	10.5
	3 Not very often	898	62.1	63.1	73.6
	4 Never	376	26.0	26.4	100.0
	Total	1423	98.3	100.0	
Missing	-6 Section D omitted	16	1.1		
	-1 Not stated	8	.6		
	Total	24	1.7		
Total		1447	100.0		

### sf551 D2: Teacher troubled by dizziness/shortness of breath

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Very often	10	.7	.7	.7
	2 Often	59	4.1	4.1	4.8
	3 Not very often	384	26.5	26.9	31.7
	4 Never	975	67.4	68.3	100.0
	Total	1428	98.7	100.0	
Missing	-6 Section D omitted	16	1.1		
	-1 Not stated	3	.2		
	Total	19	1.3		
Total		1447	100.0		

### sf552 D3: Teacher felt like fainting

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Very often	6	.4	.4	.4
	2 Often	27	1.9	1.9	2.3
	3 Not very often	432	29.9	30.3	32.6
	4 Never	962	66.5	67.4	100.0
	Total	1427	98.6	100.0	
Missing	-6 Section D omitted	16	1.1		
	-1 Not stated	4	.3		
	Total	20	1.4		
Total		1447	100.0		

### sf553 D4: Teacher feels sick

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Very often	24	1.7	1.7	1.7
	2 Often	138	9.5	9.7	11.4
	3 Not very often	567	39.2	39.7	51.1
	4 Never	698	48.2	48.9	100.0
	Total	1427	98.6	100.0	
Missing	-6 Section D omitted	16	1.1		
	-1 Not stated	4	.3		
	Total	20	1.4		
Total		1447	100.0		



## SF "Questionnaire For Class Teacher" – Section D

### **sf554 D5: Teacher feels life is too much effort**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Very often	22	1.5	1.5	1.5
	2 Often	138	9.5	9.7	11.2
	3 Not very often	585	40.4	41.0	52.2
	4 Never	682	47.1	47.8	100.0
	Total	1427	98.6	100.0	
Missing	-6 Section D omitted	16	1.1		
	-1 Not stated	4	.3		
	Total	20	1.4		
Total		1447	100.0		

### **sf555 D6: Teacher feels uneasy & restless**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Very often	20	1.4	1.4	1.4
	2 Often	212	14.7	14.9	16.3
	3 Not very often	661	45.7	46.4	62.6
	4 Never	533	36.8	37.4	100.0
	Total	1426	98.5	100.0	
Missing	-6 Section D omitted	16	1.1		
	-1 Not stated	5	.3		
	Total	21	1.5		
Total		1447	100.0		

### **sf556 D7: Teacher feels tingling in arms/legs/body**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Very often	18	1.2	1.3	1.3
	2 Often	75	5.2	5.3	6.5
	3 Not very often	250	17.3	17.5	24.0
	4 Never	1085	75.0	76.0	100.0
	Total	1428	98.7	100.0	
Missing	-6 Section D omitted	16	1.1		
	-1 Not stated	3	.2		
	Total	19	1.3		
Total		1447	100.0		

### **sf557 D8: Teacher regrets much past behaviour**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Very often	4	.3	.3	.3
	2 Often	62	4.3	4.3	4.6
	3 Not very often	602	41.6	42.2	46.8
	4 Never	758	52.4	53.2	100.0
	Total	1426	98.5	100.0	
Missing	-6 Section D omitted	16	1.1		
	-1 Not stated	5	.3		
	Total	21	1.5		
Total		1447	100.0		

## SF “Questionnaire For Class Teacher” – Section D

### **sf558 D9: Teacher sometimes feels panicky**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Very often	14	1.0	1.0	1.0
	2 Often	129	8.9	9.0	10.0
	3 Not very often	658	45.5	46.1	56.1
	4 Never	627	43.3	43.9	100.0
	Total	1428	98.7	100.0	
Missing	-6 Section D omitted	16	1.1		
	-1 Not stated	3	.2		
	Total	19	1.3		
Total		1447	100.0		

### **sf559 D10: Teacher has little or no appetite**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Very often	4	.3	.3	.3
	2 Often	59	4.1	4.1	4.4
	3 Not very often	441	30.5	30.9	35.3
	4 Never	924	63.9	64.7	100.0
	Total	1428	98.7	100.0	
Missing	-6 Section D omitted	16	1.1		
	-1 Not stated	3	.2		
	Total	19	1.3		
Total		1447	100.0		

### **sf560 D11: Teacher wakes unusually early in morning**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Very often	136	9.4	9.5	9.5
	2 Often	364	25.2	25.5	35.1
	3 Not very often	536	37.0	37.6	72.7
	4 Never	389	26.9	27.3	100.0
	Total	1425	98.5	100.0	
Missing	-6 Section D omitted	16	1.1		
	-1 Not stated	6	.4		
	Total	22	1.5		
Total		1447	100.0		

### **sf561 D12: Teacher worries a lot**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Very often	125	8.6	8.8	8.8
	2 Often	553	38.2	38.8	47.6
	3 Not very often	688	47.5	48.3	95.9
	4 Never	58	4.0	4.1	100.0
	Total	1424	98.4	100.0	
Missing	-6 Section D omitted	16	1.1		
	-1 Not stated	7	.5		
	Total	23	1.6		
Total		1447	100.0		

## SF “Questionnaire For Class Teacher” – Section D

### **sf562 D13: Teacher feels tired/exhausted**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Very often	323	22.3	22.6	22.6
	2 Often	747	51.6	52.3	74.9
	3 Not very often	342	23.6	23.9	98.9
	4 Never	16	1.1	1.1	100.0
	Total	1428	98.7	100.0	
Missing	-6 Section D omitted	16	1.1		
	-1 Not stated	3	.2		
	Total	19	1.3		
Total		1447	100.0		

### **sf563 D14: Teacher has long periods of sadness**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Very often	24	1.7	1.7	1.7
	2 Often	116	8.0	8.1	9.8
	3 Not very often	669	46.2	46.9	56.7
	4 Never	617	42.6	43.3	100.0
	Total	1426	98.5	100.0	
Missing	-6 Section D omitted	16	1.1		
	-1 Not stated	5	.3		
	Total	21	1.5		
Total		1447	100.0		

### **sf564 D15: Teacher feels strung up inside**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Very often	62	4.3	4.4	4.4
	2 Often	307	21.2	21.5	25.9
	3 Not very often	672	46.4	47.2	73.1
	4 Never	384	26.5	26.9	100.0
	Total	1425	98.5	100.0	
Missing	-6 Section D omitted	16	1.1		
	-1 Not stated	6	.4		
	Total	22	1.5		
Total		1447	100.0		

### **sf565 D16: Teacher goes to sleep all right**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Very often	666	46.0	46.8	46.8
	2 Often	530	36.6	37.2	84.0
	3 Not very often	191	13.2	13.4	97.5
	4 Never	36	2.5	2.5	100.0
	Total	1423	98.3	100.0	
Missing	-6 Section D omitted	16	1.1		
	-1 Not stated	8	.6		
	Total	24	1.7		
Total		1447	100.0		

## SF "Questionnaire For Class Teacher" – Section D

### **sf566 D17: Teacher feels to be going to pieces**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Very often	14	1.0	1.0	1.0
	2 Often	119	8.2	8.3	9.3
	3 Not very often	634	43.8	44.4	53.7
	4 Never	661	45.7	46.3	100.0
	Total	1428	98.7	100.0	
Missing	-6 Section D omitted	16	1.1		
	-1 Not stated	3	.2		
	Total	19	1.3		
Total		1447	100.0		

### **sf567 D18: Teacher often sweats excessively**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Very often	14	1.0	1.0	1.0
	2 Often	93	6.4	6.5	7.5
	3 Not very often	394	27.2	27.6	35.1
	4 Never	928	64.1	64.9	100.0
	Total	1429	98.8	100.0	
Missing	-6 Section D omitted	16	1.1		
	-1 Not stated	2	.1		
	Total	18	1.2		
Total		1447	100.0		

### **sf568 D19: Teacher needs to cry**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Very often	11	.8	.8	.8
	2 Often	120	8.3	8.4	9.2
	3 Not very often	803	55.5	56.2	65.4
	4 Never	495	34.2	34.6	100.0
	Total	1429	98.8	100.0	
Missing	-6 Section D omitted	16	1.1		
	-1 Not stated	2	.1		
	Total	18	1.2		
Total		1447	100.0		

### **sf569 D20: Teacher has bad upsetting dreams**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Very often	15	1.0	1.1	1.1
	2 Often	59	4.1	4.1	5.2
	3 Not very often	572	39.5	40.1	45.2
	4 Never	782	54.0	54.8	100.0
	Total	1428	98.7	100.0	
Missing	-6 Section D omitted	16	1.1		
	-1 Not stated	3	.2		
	Total	19	1.3		
Total		1447	100.0		

## SF “Questionnaire For Class Teacher” – Section D

### **sf570 D21: Teacher loses ability to feel sympathy**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Very often	9	.6	.6	.6
	2 Often	95	6.6	6.7	7.3
	3 Not very often	644	44.5	45.1	52.4
	4 Never	679	46.9	47.6	100.0
	Total	1427	98.6	100.0	
Missing	-6 Section D omitted	16	1.1		
	-1 Not stated	4	.3		
	Total	20	1.4		
Total		1447	100.0		

### **sf571 D22: Teacher can't think as quickly as in the past**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Very often	406	28.1	28.8	28.8
	2 Often	609	42.1	43.3	72.1
	3 Not very often	330	22.8	23.4	95.5
	4 Never	63	4.4	4.5	100.0
	Total	1408	97.3	100.0	
Missing	-6 Section D omitted	16	1.1		
	-1 Not stated	23	1.6		
	Total	39	2.7		
Total		1447	100.0		

### **sf572 D23: Teacher needs special effort to face a crisis**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Very often	11	.8	.8	.8
	2 Often	216	14.9	15.1	15.9
	3 Not very often	762	52.7	53.4	69.4
	4 Never	437	30.2	30.6	100.0
	Total	1426	98.5	100.0	
Missing	-6 Section D omitted	16	1.1		
	-1 Not stated	5	.3		
	Total	21	1.5		
Total		1447	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 9). 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 9: Components of the CCEI subscales**

<b>Subscale</b>	<b>Number of items</b>	<b>Item question numbers</b>	<b>Item variable names</b>
Anxiety	8	D1, D3, D6, D9, D12, D15, D17, D20	SF550, SF552, SF555, SF558, SF561, SF564, SF566, SF569
Somatic	7	D2, D4, D7, D10, D13, D16, D18	SF551, SF553, SF556, SF559, SF562, SF565, SF567
Depression	8	D5, D8, D11, D14, D19, D21, D22, D23	SF554, SF557, SF560, SF563, SF568, SF570, SF571, SF572

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 10). These modifications were extensively pilot tested including a validation study against the Present State Examination (PSE).

**Table 10: Recodes applied to the CCEI items in calculating the scores**

<b>Recode</b>	<b>Item question numbers</b>	<b>Item variable names</b>
(1, 2 = 2)(3, 4 = 0)	D1, D4, D8, D10, D11, D15, D17, D18, D21	SF550, SF553, SF557, SF559, SF560, SF564, SF566, SF567, SF570
(1, 2 = 2)(3 = 1)(4 = 0)	D2, D3, D5, D6, D7, D12, D13, D14, D19, D20, D23	SF551, SF552, SF554, SF555, SF556, SF561, SF562, SF563, SF568, SF569, SF572
(1, 2 = 0)(3, 4 = 2)	D16, D22	SF565, SF571
(1, 2, 3 = 2)(4 = 0)	D9	SF558

## SF “Questionnaire For Class Teacher” – Section D

### 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, SF573b, 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 SF573c can be used to set further cases to missing. However, should users only want the cases who completed all components then SF573a should be used (this is equivalent to setting SF573b to -5 for all cases for which SF573c > 0).

The CCEI Anxiety Subscale Score was created by recoding (missing, 3, 4 = 0)(1, 2 = 2) in SF550, SF564 & SF566, (missing, 4 = 0)(3 = 1)(1, 2 = 2) in SF552, SF555, SF561 & SF569 and (missing, 4 = 0)(1, 2, 3 = 2) in SF558 and summing. The score based on complete cases only is SF573a. If any of the components were missing then SF573a was set to -5. Variable SF573c is the number of missing components. The prorated score is SF573b. If more than four components were missing then SF573b was set to -5. Otherwise SF573b is scaled by a factor of  $8 / (8 - SF573c)$  and rounded to the nearest integer.

**sf573a DV: CCEI anxiety subscale score (complete cases)**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	41	2.8	2.9	2.9
	1	192	13.3	13.6	16.5
	2	170	11.7	12.1	28.6
	3	147	10.2	10.4	39.0
	4	135	9.3	9.6	48.6
	5	166	11.5	11.8	60.4
	6	141	9.7	10.0	70.4
	7	104	7.2	7.4	77.7
	8	68	4.7	4.8	82.6
	9	51	3.5	3.6	86.2
	10	60	4.1	4.3	90.4
	11	47	3.2	3.3	93.8
	12	34	2.3	2.4	96.2
	13	17	1.2	1.2	97.4
	14	23	1.6	1.6	99.0
	15	11	.8	.8	99.8
	16	3	.2	.2	100.0
	Total	1410	97.4	100.0	
Missing	-6 Section D omitted	16	1.1		
	-5 1+ components omitted	21	1.5		
	Total	37	2.6		
Total		1447	100.0		

# SF "Questionnaire For Class Teacher" – Section D

## sf573b DV: CCEI anxiety subscale score (prorated)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	41	2.8	2.9	2.9
	1	193	13.3	13.5	16.4
	2	175	12.1	12.2	28.6
	3	149	10.3	10.4	39.0
	4	135	9.3	9.4	48.4
	5	169	11.7	11.8	60.2
	6	145	10.0	10.1	70.4
	7	105	7.3	7.3	77.7
	8	69	4.8	4.8	82.5
	9	51	3.5	3.6	86.1
	10	61	4.2	4.3	90.4
	11	48	3.3	3.4	93.7
	12	35	2.4	2.4	96.2
	13	17	1.2	1.2	97.3
	14	24	1.7	1.7	99.0
	15	11	.8	.8	99.8
	16	3	.2	.2	100.0
	Total	1431	98.9	100.0	
Missing	-6 Section D omitted	16	1.1		
Total		1447	100.0		

## sf573c DV: # missing CCEI anxiety subscale components

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	1410	97.4	98.5	98.5
	1	13	.9	.9	99.4
	2	3	.2	.2	99.7
	4	5	.3	.3	100.0
	Total	1431	98.9	100.0	
Missing	-6 Section D omitted	16	1.1		
Total		1447	100.0		



## SF “Questionnaire For Class Teacher” – Section D

### 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, SF574b, 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 SF574c can be used to set further cases to missing. However, should users only want the cases who completed all components then SF574a should be used (this is equivalent to setting SF574b to -5 for all cases for which SF574c > 0).

The CCEI Somatic Subscale Score was created by recoding (missing, 3, 4 = 0)(1, 2 = 2) in SF553, SF559 & SF567 (missing, 4 = 0)(3 = 1)(1, 2 = 2) in SF551, SF556 & SF562 and (missing, 1, 2 = 0)(3, 4 = 2) in SF565 and summing. The score based on complete cases only is SF574a. If any of the components were missing then SF574a was set to -5. Variable SF574c is the number of missing components. The prorated score is SF574b. If more than three components were missing then SF574b was set to -5. Otherwise SF574b is scaled by a factor of  $7 / (7 - \text{SF574c})$  and rounded to the nearest integer.

**sf574a DV: CCEI somatic subscale score (complete cases)**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	14	1.0	1.0	1.0
	1	242	16.7	17.1	18.1
	2	450	31.1	31.7	49.8
	3	224	15.5	15.8	65.6
	4	176	12.2	12.4	78.0
	5	107	7.4	7.5	85.5
	6	89	6.2	6.3	91.8
	7	50	3.5	3.5	95.3
	8	35	2.4	2.5	97.8
	9	15	1.0	1.1	98.9
	10	12	.8	.8	99.7
	11	2	.1	.1	99.9
	12	1	.1	.1	99.9
	13	1	.1	.1	100.0
Total		1418	98.0	100.0	
Missing	-6 Section D omitted	16	1.1		
	-5 1+ components omitted	13	.9		
	Total	29	2.0		
Total		1447	100.0		

# SF "Questionnaire For Class Teacher" – Section D

**sf574b DV: CCEI somatic subscale score (prorated)**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	15	1.0	1.1	1.1
	1	243	16.8	17.0	18.1
	2	453	31.3	31.7	49.8
	3	224	15.5	15.7	65.5
	4	177	12.2	12.4	77.9
	5	108	7.5	7.6	85.4
	6	89	6.2	6.2	91.7
	7	52	3.6	3.6	95.3
	8	35	2.4	2.5	97.8
	9	15	1.0	1.1	98.8
	10	12	.8	.8	99.6
	11	3	.2	.2	99.9
	12	1	.1	.1	99.9
	13	1	.1	.1	100.0
	Total	1428	98.7	100.0	
Missing	-6 Section D omitted	16	1.1		
	-5 > 3 components omitted	3	.2		
	Total	19	1.3		
Total		1447	100.0		

**sf574c DV: # missing CCEI somatic subscale components**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	1418	98.0	99.1	99.1
	1	8	.6	.6	99.7
	3	2	.1	.1	99.8
	4	3	.2	.2	100.0
	Total	1431	98.9	100.0	
Missing	-6 Section D omitted	16	1.1		
Total		1447	100.0		

## SF “Questionnaire For Class Teacher” – Section D

### 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, SF575b, 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 SF575c can be used to set further cases to missing. However, should users only want the cases who completed all components then SF575a should be used (this is equivalent to setting SF575b to -5 for all cases for which SF575c > 0).

The CCEI Depression Subscale Score was created by recoding (missing, 3, 4 = 0)(1, 2 = 2) in SF557, SF560 & SF570 (missing, 4 = 0)(3 = 1)(1, 2 = 2) in SF554, SF563, SF568 & SF572 and (missing, 1, 2 = 0)(3, 4 = 2) in SF571 and summing. The score based on complete cases only is SF575a. If any of the components were missing then SF575a was set to -5. Variable SF575c is the number of missing components. The prorated score is SF575b. If more than four components were missing then SF575b was set to -5. Otherwise SF575b is scaled by a factor of  $8 / (8 - SF575c)$  and rounded to the nearest integer.

**sf575a DV: CCEI depression subscale score (complete cases)**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	114	7.9	8.2	8.2
	1	148	10.2	10.6	18.8
	2	191	13.2	13.7	32.5
	3	166	11.5	11.9	44.4
	4	182	12.6	13.0	57.4
	5	139	9.6	10.0	67.4
	6	128	8.8	9.2	76.6
	7	105	7.3	7.5	84.1
	8	71	4.9	5.1	89.2
	9	51	3.5	3.7	92.8
	10	36	2.5	2.6	95.4
	11	26	1.8	1.9	97.3
	12	18	1.2	1.3	98.6
	13	10	.7	.7	99.3
	14	7	.5	.5	99.8
	15	1	.1	.1	99.9
	16	2	.1	.1	100.0
Total		1395	96.4	100.0	
Missing	-6 Section D omitted	16	1.1		
	-5 1+ components omitted	36	2.5		
	Total	52	3.6		
Total		1447	100.0		

# SF "Questionnaire For Class Teacher" – Section D

## sf575b DV: CCEI depression subscale score (prorated)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	117	8.1	8.2	8.2
	1	150	10.4	10.5	18.7
	2	196	13.5	13.7	32.4
	3	170	11.7	11.9	44.3
	4	182	12.6	12.7	57.0
	5	142	9.8	9.9	67.0
	6	133	9.2	9.3	76.3
	7	108	7.5	7.6	83.8
	8	74	5.1	5.2	89.0
	9	56	3.9	3.9	92.9
	10	37	2.6	2.6	95.5
	11	26	1.8	1.8	97.3
	12	18	1.2	1.3	98.6
	13	10	.7	.7	99.3
	14	7	.5	.5	99.8
	15	1	.1	.1	99.9
	16	2	.1	.1	100.0
	Total	1429	98.8	100.0	
Missing	-6 Section D omitted	16	1.1		
	-5 > 4 components omitted	2	.1		
	Total	18	1.2		
Total		1447	100.0		

## sf575c DV: # missing CCEI depression subscale components

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	1395	96.4	97.5	97.5
	1	27	1.9	1.9	99.4
	2	4	.3	.3	99.7
	3	3	.2	.2	99.9
	5	2	.1	.1	100.0
	Total	1431	98.9	100.0	
Missing	-6 Section D omitted	16	1.1		
Total		1447	100.0		

## SF “Questionnaire For Class Teacher” – Section D

### 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, SF576b, 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 SF576c can be used to set further cases to missing. However, should users only want the cases who completed all components then SF576a should be used (this is equivalent to setting SF576b to -5 for all cases for which SF576c > 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 SF576a. If any of the components were missing then SF576a was set to -5. Variable SF576c is the number of missing components. The prorated score is SF576b. If more than eleven components were missing then SF576b was set to -5. Otherwise SF576b is scaled by a factor of  $23 / (23 - \text{SF576c})$  and rounded to the nearest integer.

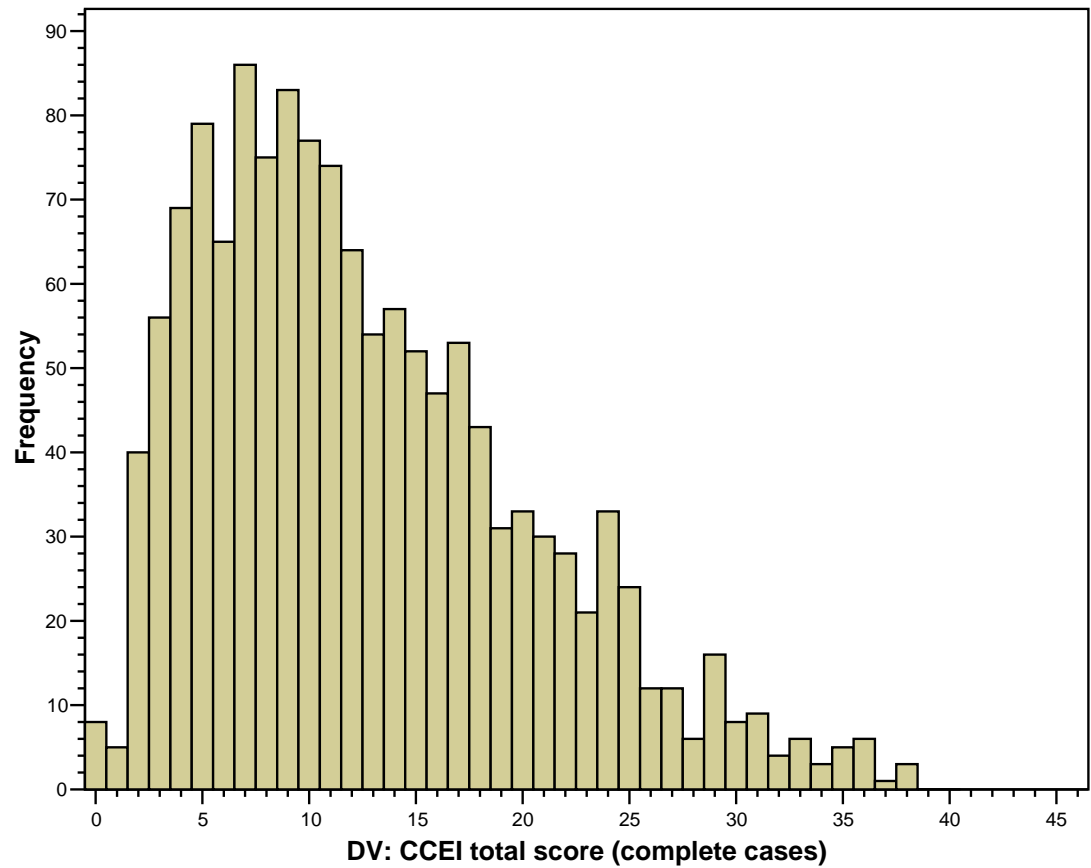
### Statistics

		sf576a DV: CCEI total score (complete cases)	sf576b DV: CCEI total score (prorated)
N	Valid	1378	1429
	Missing	69	18
Mean		12.66	12.71
Mode		7	7
Std. Deviation		7.664	7.683
Minimum		0	0
Maximum		38	38
Percentiles	25	7.00	7.00
	50	11.00	11.00
	75	17.00	17.00

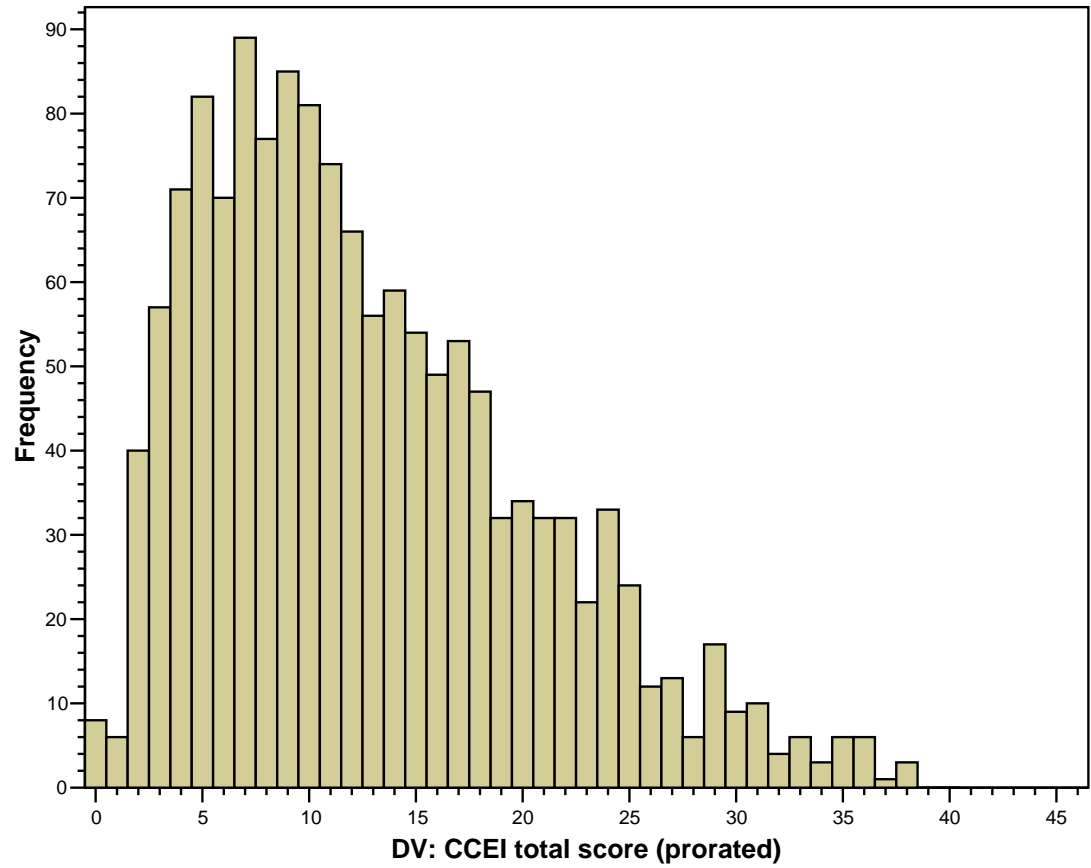
### sf576c DV: # missing CCEI components

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	1378	95.2	96.3	96.3
	1	40	2.8	2.8	99.1
	2	4	.3	.3	99.4
	3	2	.1	.1	99.5
	4	2	.1	.1	99.7
	11	3	.2	.2	99.9
	12	2	.1	.1	100.0
	Total	1431	98.9	100.0	
	Missing -6 Section D omitted	16	1.1		
Total		1447	100.0		

**sf576a**



**sf576b**



## PAGE 15 OF THE QUESTIONNAIRE

**SECTION E: YOUR PERCEPTION OF THE SCHOOL**

*Please indicate how much you agree or disagree with the statements below about your school*

[Editing: If all parts of section E were omitted variables SF700 to SF780 were all set to -6.]

**E1. Expectations and standards:**

		<b>Agree strongly</b>	<b>Agree</b>	<b>Disagree</b>	<b>Disagree strongly</b>
a)	The school gives high priority to raising pupils' standards of achievement	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text" value="4"/>
b)	The teachers have high expectations of the pupils' standards of achievement	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text" value="4"/>
c)	The school sets educational goals that are appropriate for each pupil's ability to achieve	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text" value="4"/>
d)	The standards set for pupils at this school are not high enough	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text" value="4"/>
e)	All teachers set homework every week for their classes	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text" value="4"/>
f)	All teachers mark and return homework promptly	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text" value="4"/>
g)	All teachers start their classes on time	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text" value="4"/>
h)	The teachers spend all of the time in lessons teaching or on learning activities for pupils	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text" value="4"/>
i)	Teacher absenteeism is low at this school	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text" value="4"/>
j)	Poor performance by teachers is not tolerated in this school	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text" value="4"/>

## PAGE 16 OF THE QUESTIONNAIRE

E1.	<b>Agree strongly</b>	<b>Agree</b>	<b>Disagree</b>	<b>Disagree strongly</b>
k) All teachers expect high standards of behaviour in class from their pupils	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text" value="4"/>
l) All pupils are required to come to lessons on time	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text" value="4"/>

[Coding: If more than one box was ticked in any of parts a-c, e-l then the highest code number was taken for that part. If more than one box was ticked in part d then the lowest code number was taken.]

[Editing: If all parts of question E1 were omitted then variables SF700 to SF711 were all set to -5.]

**sf700 E1a: The school gives high priority to raising pupils' standards of achievement**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Agree strongly	882	61.0	61.5	61.5
	2 Agree	526	36.4	36.7	98.3
	3 Disagree	23	1.6	1.6	99.9
	4 Disagree strongly	2	.1	.1	100.0
	Total	1433	99.0	100.0	
Missing	-6 Section E omitted	8	.6		
	-5 Question E1 omitted	2	.1		
	-1 Not stated	4	.3		
	Total	14	1.0		
Total		1447	100.0		

**sf701 E1b: The teachers have high expectations of the pupils' standards of achievement**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Agree strongly	784	54.2	54.7	54.7
	2 Agree	588	40.6	41.0	95.7
	3 Disagree	60	4.1	4.2	99.9
	4 Disagree strongly	2	.1	.1	100.0
	Total	1434	99.1	100.0	
Missing	-6 Section E omitted	8	.6		
	-5 Question E1 omitted	2	.1		
	-1 Not stated	3	.2		
	Total	13	.9		
Total		1447	100.0		



## SF "Questionnaire For Class Teacher" – Section E

### **sf702 E1c: The school sets educational goals that are appropriate for each pupil's ability to achieve**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Agree strongly	632	43.7	44.1	44.1
	2 Agree	716	49.5	49.9	94.0
	3 Disagree	81	5.6	5.6	99.7
	4 Disagree strongly	5	.3	.3	100.0
	Total	1434	99.1	100.0	
Missing	-6 Section E omitted	8	.6		
	-5 Question E1 omitted	2	.1		
	-1 Not stated	3	.2		
	Total	13	.9		
Total		1447	100.0		

### **sf703 E1d: The standards set for pupils at this school are not high enough**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Agree strongly	31	2.1	2.2	2.2
	2 Agree	118	8.2	8.2	10.4
	3 Disagree	709	49.0	49.4	59.8
	4 Disagree strongly	577	39.9	40.2	100.0
	Total	1435	99.2	100.0	
Missing	-6 Section E omitted	8	.6		
	-5 Question E1 omitted	2	.1		
	-1 Not stated	2	.1		
	Total	12	.8		
Total		1447	100.0		

### **sf704 E1e: All teachers set homework every week for their classes**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Agree strongly	360	24.9	25.3	25.3
	2 Agree	638	44.1	44.8	70.0
	3 Disagree	365	25.2	25.6	95.6
	4 Disagree strongly	62	4.3	4.4	100.0
	Total	1425	98.5	100.0	
Missing	-6 Section E omitted	8	.6		
	-5 Question E1 omitted	2	.1		
	-1 Not stated	12	.8		
	Total	22	1.5		
Total		1447	100.0		

## SF "Questionnaire For Class Teacher" – Section E

### **sf705 E1f: All teachers mark and return homework promptly**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Agree strongly	154	10.6	11.0	11.0
	2 Agree	809	55.9	57.9	68.9
	3 Disagree	388	26.8	27.8	96.7
	4 Disagree strongly	46	3.2	3.3	100.0
	Total	1397	96.5	100.0	
Missing	-6 Section E omitted	8	.6		
	-5 Question E1 omitted	2	.1		
	-1 Not stated	40	2.8		
	Total	50	3.5		
Total		1447	100.0		

### **sf706 E1g: All teachers start their classes on time**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Agree strongly	346	23.9	24.2	24.2
	2 Agree	844	58.3	58.9	83.1
	3 Disagree	224	15.5	15.6	98.7
	4 Disagree strongly	18	1.2	1.3	100.0
	Total	1432	99.0	100.0	
Missing	-6 Section E omitted	8	.6		
	-5 Question E1 omitted	2	.1		
	-1 Not stated	5	.3		
	Total	15	1.0		
Total		1447	100.0		

### **sf707 E1h: The teachers spend all of the time in lessons teaching or on learning activities for pupils**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Agree strongly	418	28.9	29.3	29.3
	2 Agree	794	54.9	55.6	84.8
	3 Disagree	204	14.1	14.3	99.1
	4 Disagree strongly	13	.9	.9	100.0
	Total	1429	98.8	100.0	
Missing	-6 Section E omitted	8	.6		
	-5 Question E1 omitted	2	.1		
	-1 Not stated	8	.6		
	Total	18	1.2		
Total		1447	100.0		

## SF "Questionnaire For Class Teacher" – Section E

### **sf708 E1i: Teacher absenteeism is low at this school**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Agree strongly	550	38.0	38.4	38.4
	2 Agree	676	46.7	47.1	85.5
	3 Disagree	182	12.6	12.7	98.2
	4 Disagree strongly	26	1.8	1.8	100.0
	Total	1434	99.1	100.0	
Missing	-6 Section E omitted	8	.6		
	-5 Question E1 omitted	2	.1		
	-1 Not stated	3	.2		
	Total	13	.9		
Total		1447	100.0		

### **sf709 E1j: Poor performance by teachers is not tolerated in this school**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Agree strongly	369	25.5	26.2	26.2
	2 Agree	823	56.9	58.4	84.6
	3 Disagree	207	14.3	14.7	99.3
	4 Disagree strongly	10	.7	.7	100.0
	Total	1409	97.4	100.0	
Missing	-6 Section E omitted	8	.6		
	-5 Question E1 omitted	2	.1		
	-1 Not stated	28	1.9		
	Total	38	2.6		
Total		1447	100.0		

### **sf710 E1k: All teachers expect high standards of behaviour in class from their pupils**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Agree strongly	623	43.1	43.5	43.5
	2 Agree	671	46.4	46.8	90.3
	3 Disagree	135	9.3	9.4	99.7
	4 Disagree strongly	4	.3	.3	100.0
	Total	1433	99.0	100.0	
Missing	-6 Section E omitted	8	.6		
	-5 Question E1 omitted	2	.1		
	-1 Not stated	4	.3		
	Total	14	1.0		
Total		1447	100.0		

## SF "Questionnaire For Class Teacher" – Section E

### sf711 E1I: All pupils are required to come to lessons on time

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Agree strongly	784	54.2	54.8	54.8
	2 Agree	619	42.8	43.3	98.0
	3 Disagree	27	1.9	1.9	99.9
	4 Disagree strongly	1	.1	.1	100.0
	Total	1431	98.9	100.0	
Missing	-6 Section E omitted	8	.6		
	-5 Question E1 omitted	2	.1		
	-1 Not stated	6	.4		
	Total	16	1.1		
Total		1447	100.0		

### E2. Staff unity on school values and practices:

- a) Teachers at this school believe that all pupils can achieve regardless of their social background
- b) Teachers at this school are all committed to the school's aims and values
- c) Teachers follow the same set of rules about pupil behaviour
- d) There is general agreement amongst the teachers about what are effective teaching approaches
- e) There is unity between teachers and the headteacher on the school's aims and values and how these are implemented through teaching and learning
- f) Teachers and the headteacher agree on how teachers and pupils should behave towards each other
- g) There is a lot of disagreement between staff

SF "Questionnaire For Class Teacher" – Section E

PAGE 17 OF THE QUESTIONNAIRE

E2.	<b>Agree strongly</b>	<b>Agree</b>	<b>Disagree</b>	<b>Disagree strongly</b>
h) There are some staff who do not support the headteacher's aims and policies for the school	<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 in any of parts a-f then the highest code number was taken for that part. If more than one box was ticked in either of parts g or h then the lowest code number was taken for that part.]

[Editing: If all parts of question E2 were omitted then variables SF720 to SF727 were all set to -5.]

**sf720 E2a: Teachers at this school believe that all pupils can achieve regardless of their social background**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Agree strongly	702	48.5	49.1	49.1
	2 Agree	624	43.1	43.6	92.7
	3 Disagree	102	7.0	7.1	99.9
	4 Disagree strongly	2	.1	.1	100.0
	Total	1430	98.8	100.0	
Missing	-6 Section E omitted	8	.6		
	-5 Question E2 omitted	6	.4		
	-1 Not stated	3	.2		
	Total	17	1.2		
Total		1447	100.0		

**sf721 E2b: Teachers at this school are all committed to the school's aims and values**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Agree strongly	702	48.5	49.0	49.0
	2 Agree	658	45.5	45.9	95.0
	3 Disagree	71	4.9	5.0	99.9
	4 Disagree strongly	1	.1	.1	100.0
	Total	1432	99.0	100.0	
Missing	-6 Section E omitted	8	.6		
	-5 Question E2 omitted	6	.4		
	-1 Not stated	1	.1		
	Total	15	1.0		
Total		1447	100.0		

## SF "Questionnaire For Class Teacher" – Section E

### **sf722 E2c: Teachers follow the same set of rules about pupil behaviour**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Agree strongly	550	38.0	38.5	38.5
	2 Agree	670	46.3	46.9	85.3
	3 Disagree	205	14.2	14.3	99.7
	4 Disagree strongly	5	.3	.3	100.0
	Total	1430	98.8	100.0	
Missing	-6 Section E omitted	8	.6		
	-5 Question E2 omitted	6	.4		
	-1 Not stated	3	.2		
	Total	17	1.2		
Total		1447	100.0		

### **sf723 E2d: There is general agreement amongst the teachers about what are effective teaching approaches**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Agree strongly	457	31.6	31.9	31.9
	2 Agree	852	58.9	59.5	91.4
	3 Disagree	121	8.4	8.4	99.9
	4 Disagree strongly	2	.1	.1	100.0
	Total	1432	99.0	100.0	
Missing	-6 Section E omitted	8	.6		
	-5 Question E2 omitted	6	.4		
	-1 Not stated	1	.1		
	Total	15	1.0		
Total		1447	100.0		

### **sf724 E2e: There is unity between teachers and the headteacher on the school's aims and values and how these are implemented through teaching and learning**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Agree strongly	511	35.3	35.8	35.8
	2 Agree	752	52.0	52.7	88.4
	3 Disagree	139	9.6	9.7	98.2
	4 Disagree strongly	26	1.8	1.8	100.0
	Total	1428	98.7	100.0	
Missing	-6 Section E omitted	8	.6		
	-5 Question E2 omitted	6	.4		
	-1 Not stated	5	.3		
	Total	19	1.3		
Total		1447	100.0		

## SF “Questionnaire For Class Teacher” – Section E

### **sf725 E2f: Teachers and the head teacher agree on how teachers and pupils should behave towards each other**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Agree strongly	646	44.6	45.2	45.2
	2 Agree	677	46.8	47.3	92.5
	3 Disagree	95	6.6	6.6	99.2
	4 Disagree strongly	12	.8	.8	100.0
	Total	1430	98.8	100.0	
Missing	-6 Section E omitted	8	.6		
	-5 Question E2 omitted	6	.4		
	-1 Not stated	3	.2		
	Total	17	1.2		
Total		1447	100.0		

### **sf726 E2g: There is a lot of disagreement between staff**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Agree strongly	14	1.0	1.0	1.0
	2 Agree	113	7.8	7.9	8.9
	3 Disagree	687	47.5	48.1	57.0
	4 Disagree strongly	615	42.5	43.0	100.0
	Total	1429	98.8	100.0	
Missing	-6 Section E omitted	8	.6		
	-5 Question E2 omitted	6	.4		
	-1 Not stated	4	.3		
	Total	18	1.2		
Total		1447	100.0		

### **sf727 E2h: There are some staff who do not support the headteacher's aims and policies for the school**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Agree strongly	54	3.7	3.8	3.8
	2 Agree	385	26.6	27.0	30.8
	3 Disagree	631	43.6	44.2	75.0
	4 Disagree strongly	357	24.7	25.0	100.0
	Total	1427	98.6	100.0	
Missing	-6 Section E omitted	8	.6		
	-5 Question E2 omitted	6	.4		
	-1 Not stated	6	.4		
	Total	20	1.4		
Total		1447	100.0		

## SF "Questionnaire For Class Teacher" – Section E

### E3. Teacher-pupil reactions in the school:

a)	Teachers are only interested in the pupils who do well in tests and examinations	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text" value="4"/>
b)	Teachers show respect towards pupils	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text" value="4"/>
c)	Pupils show respect towards teachers and other staff	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text" value="4"/>
d)	Teachers and pupils get on well in this school	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text" value="4"/>
e)	Teachers take care to ensure that their teaching is appropriate for pupils with special educational needs	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text" value="4"/>
f)	Pupils' views are listened to and taken seriously	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text" value="4"/>
g)	Pupils organise activities for themselves	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text" value="4"/>

[Coding: If more than one box was ticked part a then the lowest code number was taken. If more than one box was ticked in any of parts b-g then the highest code number was taken for that part.]

[Editing: If all parts of question E3 were omitted then variables SF730 to SF736 were all set to -5.]

#### **sf730 E3a: Teachers are only interested in the pupils who do well in tests and examinations**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1 Agree strongly	6	.4	.4	.4
2 Agree	21	1.5	1.5	1.9
3 Disagree	519	35.9	36.4	38.3
4 Disagree strongly	881	60.9	61.7	100.0
Total	1427	98.6	100.0	
Missing -6 Section E omitted	8	.6		
-5 Question E3 omitted	7	.5		
-1 Not stated	5	.3		
Total	20	1.4		
Total	1447	100.0		



## SF "Questionnaire For Class Teacher" – Section E

### sf731 E3b: Teachers show respect towards pupils

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Agree strongly	801	55.4	56.0	56.0
	2 Agree	613	42.4	42.8	98.8
	3 Disagree	12	.8	.8	99.7
	4 Disagree strongly	5	.3	.3	100.0
	Total	1431	98.9	100.0	
Missing	-6 Section E omitted	8	.6		
	-5 Question E3 omitted	7	.5		
	-1 Not stated	1	.1		
	Total	16	1.1		
Total		1447	100.0		

### sf732 E3c: Pupils show respect towards teachers and other staff

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Agree strongly	339	23.4	23.8	23.8
	2 Agree	906	62.6	63.6	87.4
	3 Disagree	167	11.5	11.7	99.1
	4 Disagree strongly	13	.9	.9	100.0
	Total	1425	98.5	100.0	
Missing	-6 Section E omitted	8	.6		
	-5 Question E3 omitted	7	.5		
	-1 Not stated	7	.5		
	Total	22	1.5		
Total		1447	100.0		

### sf733 E3d: Teachers and pupils get on well in this school

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Agree strongly	594	41.1	41.5	41.5
	2 Agree	812	56.1	56.7	98.3
	3 Disagree	24	1.7	1.7	99.9
	4 Disagree strongly	1	.1	.1	100.0
	Total	1431	98.9	100.0	
Missing	-6 Section E omitted	8	.6		
	-5 Question E3 omitted	7	.5		
	-1 Not stated	1	.1		
	Total	16	1.1		
Total		1447	100.0		

## SF "Questionnaire For Class Teacher" – Section E

### **sf734 E3e: Teachers take care to ensure that their teaching is appropriate for pupils with special educational needs**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Agree strongly	543	37.5	38.0	38.0
	2 Agree	827	57.2	57.9	95.9
	3 Disagree	55	3.8	3.9	99.8
	4 Disagree strongly	3	.2	.2	100.0
	Total	1428	98.7	100.0	
Missing	-6 Section E omitted	8	.6		
	-5 Question E3 omitted	7	.5		
	-1 Not stated	4	.3		
	Total	19	1.3		
Total		1447	100.0		

### **sf735 E3f: Pupils' views are listened to and taken seriously**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Agree strongly	560	38.7	39.2	39.2
	2 Agree	822	56.8	57.5	96.7
	3 Disagree	45	3.1	3.1	99.9
	4 Disagree strongly	2	.1	.1	100.0
	Total	1429	98.8	100.0	
Missing	-6 Section E omitted	8	.6		
	-5 Question E3 omitted	7	.5		
	-1 Not stated	3	.2		
	Total	18	1.2		
Total		1447	100.0		

### **sf736 E3g: Pupils organise activities for themselves**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Agree strongly	212	14.7	15.0	15.0
	2 Agree	843	58.3	59.5	74.5
	3 Disagree	345	23.8	24.3	98.8
	4 Disagree strongly	17	1.2	1.2	100.0
	Total	1417	97.9	100.0	
Missing	-6 Section E omitted	8	.6		
	-5 Question E3 omitted	7	.5		
	-1 Not stated	15	1.0		
	Total	30	2.1		
Total		1447	100.0		

### **E4. Pupil performance monitoring and rewards in the school:**

- a) A pupil who works hard or makes good progress is noticed and praised
- 1

2

3

4

## PAGE 18 OF THE QUESTIONNAIRE

E4.	<b>Agree strongly</b>	<b>Agree</b>	<b>Disagree</b>	<b>Disagree strongly</b>
b) The school has a system for rewarding pupils who work hard and/or make good progress even if they do not get high standards	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text" value="4"/>
c) The school regularly monitors pupils' actual attainments against those expected given their prior attainment or ability	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text" value="4"/>
d) Pupils who are under-achieving are identified and attempts made to motivate them	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text" value="4"/>

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

[Editing: If all parts of question E4 were omitted then variables SF740 to SF743 were all set to -5.]

**sf740 E4a: A pupil who works hard or makes good progress is noticed and praised**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Agree strongly	934	64.5	65.3	65.3
	2 Agree	484	33.4	33.8	99.2
	3 Disagree	12	.8	.8	100.0
	Total	1430	98.8	100.0	
Missing	-6 Section E omitted	8	.6		
	-5 Question E4 omitted	4	.3		
	-1 Not stated	5	.3		
	Total	17	1.2		
Total		1447	100.0		

## SF "Questionnaire For Class Teacher" – Section E

**sf741 E4b: The school has a system for rewarding pupils who work hard and/or make good progress even if they do not get high standards**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Agree strongly	886	61.2	62.0	62.0
	2 Agree	493	34.1	34.5	96.5
	3 Disagree	46	3.2	3.2	99.7
	4 Disagree strongly	4	.3	.3	100.0
	Total	1429	98.8	100.0	
Missing	-6 Section E omitted	8	.6		
	-5 Question E4 omitted	4	.3		
	-1 Not stated	6	.4		
	Total	18	1.2		
Total		1447	100.0		

**sf742 E4c: The school regularly monitors pupils' actual attainments against those expected given their prior attainment or ability**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Agree strongly	715	49.4	50.1	50.1
	2 Agree	651	45.0	45.6	95.7
	3 Disagree	62	4.3	4.3	100.0
	Total	1428	98.7	100.0	
Missing	-6 Section E omitted	8	.6		
	-5 Question E4 omitted	4	.3		
	-1 Not stated	7	.5		
	Total	19	1.3		
Total		1447	100.0		

**sf743 E4d: Pupils who are under-achieving are identified and attempts made to motivate them**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Agree strongly	647	44.7	45.3	45.3
	2 Agree	729	50.4	51.0	96.3
	3 Disagree	52	3.6	3.6	99.9
	4 Disagree strongly	1	.1	.1	100.0
	Total	1429	98.8	100.0	
Missing	-6 Section E omitted	8	.6		
	-5 Question E4 omitted	4	.3		
	-1 Not stated	6	.4		
	Total	18	1.2		
Total		1447	100.0		

**E5. Home-school relationships:**

- |    |   |              |              |              |              |
|----|---|--------------|--------------|--------------|--------------|
| a) | The school frequently communicates its expectations of pupils to parents and governors                                      | <div>1</div> | <div>2</div> | <div>3</div> | <div>4</div> |
| b) | Parents are regularly informed about the progress and achievements at school of their child                                 | <div>1</div> | <div>2</div> | <div>3</div> | <div>4</div> |
| c) | If a pupil seriously infringes school rules parents will be informed immediately  | <div>1</div> | <div>2</div> | <div>3</div> | <div>4</div> |
| d) | There is a high level of parental support for their child's learning at school  | <div>1</div> | <div>2</div> | <div>3</div> | <div>4</div> |
| e) | Dealing with parental complaints and lack of co-operation from parents takes up a lot of teacher and school management time | <div>1</div> | <div>2</div> | <div>3</div> | <div>4</div> |

## PAGE 19 OF THE QUESTIONNAIRE

E5.	<b>Agree strongly</b>	<b>Agree</b>	<b>Disagree</b>	<b>Disagree strongly</b>
f) Parents give a lot of support to the work of the school	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text" value="4"/>
g) Conditions in the pupils' home environment adversely affect their learning	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text" value="4"/>

[Coding: If more than one box was ticked in any of parts a-d, f then the highest code number was taken for that part. If more than one box was ticked in either of parts e, g then the lowest code number was taken for that part.]

[Editing: If all parts of question E5 were omitted then variables SF750 to SF756 were all set to -5.]

**sf750 E5a: The school frequently communicates its expectations of pupils to parents and governors**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Agree strongly	574	39.7	40.2	40.2
	2 Agree	756	52.2	52.9	93.1
	3 Disagree	99	6.8	6.9	100.0
	Total	1429	98.8	100.0	
Missing	-6 Section E omitted	8	.6		
	-5 Question E5 omitted	8	.6		
	-1 Not stated	2	.1		
	Total	18	1.2		
Total		1447	100.0		

**sf751 E5b: Parents are regularly informed about the progress and achievement at school of their child**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Agree strongly	664	45.9	46.4	46.4
	2 Agree	732	50.6	51.2	97.6
	3 Disagree	34	2.3	2.4	100.0
	Total	1430	98.8	100.0	
Missing	-6 Section E omitted	8	.6		
	-5 Question E5 omitted	8	.6		
	-1 Not stated	1	.1		
	Total	17	1.2		
Total		1447	100.0		

## SF "Questionnaire For Class Teacher" – Section E

**sf752 E5c: If a pupil seriously infringes school rules parents will be informed immediately**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Agree strongly	778	53.8	54.5	54.5
	2 Agree	559	38.6	39.1	93.6
	3 Disagree	86	5.9	6.0	99.6
	4 Disagree strongly	5	.3	.4	100.0
	Total	1428	98.7	100.0	
Missing	-6 Section E omitted	8	.6		
	-5 Question E5 omitted	8	.6		
	-1 Not stated	3	.2		
	Total	19	1.3		
Total		1447	100.0		

**sf753 E5d: There is a high level of parental support for their child's learning at school**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Agree strongly	360	24.9	25.3	25.3
	2 Agree	675	46.6	47.4	72.6
	3 Disagree	326	22.5	22.9	95.5
	4 Disagree strongly	64	4.4	4.5	100.0
	Total	1425	98.5	100.0	
Missing	-6 Section E omitted	8	.6		
	-5 Question E5 omitted	8	.6		
	-1 Not stated	6	.4		
	Total	22	1.5		
Total		1447	100.0		

**sf754 E5e: Dealing with parental complaints and lack of co-operation from parents takes up a lot of teacher and school management time**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Agree strongly	179	12.4	12.6	12.6
	2 Agree	488	33.7	34.3	46.9
	3 Disagree	661	45.7	46.5	93.3
	4 Disagree strongly	95	6.6	6.7	100.0
	Total	1423	98.3	100.0	
Missing	-6 Section E omitted	8	.6		
	-5 Question E5 omitted	8	.6		
	-1 Not stated	8	.6		
	Total	24	1.7		
Total		1447	100.0		

## SF "Questionnaire For Class Teacher" – Section E

### **sf755 E5f: Parents give a lot of support to the work of the school**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Agree strongly	269	18.6	18.9	18.9
	2 Agree	764	52.8	53.6	72.5
	3 Disagree	341	23.6	23.9	96.4
	4 Disagree strongly	51	3.5	3.6	100.0
	Total	1425	98.5	100.0	
Missing	-6 Section E omitted	8	.6		
	-5 Question E5 omitted	8	.6		
	-1 Not stated	6	.4		
	Total	22	1.5		
Total		1447	100.0		

### **sf756 E5g: Conditions in the pupils' home environment adversely affect their learning**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Agree strongly	234	16.2	16.7	16.7
	2 Agree	628	43.4	44.7	61.4
	3 Disagree	447	30.9	31.8	93.2
	4 Disagree strongly	96	6.6	6.8	100.0
	Total	1405	97.1	100.0	
Missing	-6 Section E omitted	8	.6		
	-5 Question E5 omitted	8	.6		
	-1 Not stated	26	1.8		
	Total	42	2.9		
Total		1447	100.0		



E6. **Pupil attitudes to learning:**

- |    |  |              |              |              |              |
|----|--|--------------|--------------|--------------|--------------|
| a) | Most pupils at this school want to do well in tests and exams  | <div>1</div> | <div>2</div> | <div>3</div> | <div>4</div> |
| b) | Pupils who get good marks or work hard are teased by the other pupils  | <div>1</div> | <div>2</div> | <div>3</div> | <div>4</div> |
| c) | Most pupils at this school are interested in learning  | <div>1</div> | <div>2</div> | <div>3</div> | <div>4</div> |
| d) | Many pupils don't do as well as they could because they are afraid that other pupils won't like them as much | <div>1</div> | <div>2</div> | <div>3</div> | <div>4</div> |
| e) | There is good extra-curricular provision in this school  | <div>1</div> | <div>2</div> | <div>3</div> | <div>4</div> |
| f) | There are very few pupils at this school whose behaviour in class prevents other pupils from learning        | <div>1</div> | <div>2</div> | <div>3</div> | <div>4</div> |
| g) | Most pupils behave well in class   | <div>1</div> | <div>2</div> | <div>3</div> | <div>4</div> |

## PAGE 20 OF THE QUESTIONNAIRE

E6.		<b>Agree strongly</b>	<b>Agree</b>	<b>Disagree</b>	<b>Disagree strongly</b>
h)	There is not much bullying or name-calling of each other by 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>	<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 in any of parts a, c, e-h then the highest code number was taken for that part. If more than one box was ticked in either of parts b, d then the lowest code number was taken for that part.]

[Editing: If all parts of question E6 were omitted then variables SF760 to SF767 were all set to -5.]

**sf760 E6a: Most pupils at this school want to do well in tests and exams**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Agree strongly	574	39.7	40.3	40.3
	2 Agree	786	54.3	55.2	95.4
	3 Disagree	59	4.1	4.1	99.6
	4 Disagree strongly	6	.4	.4	100.0
	Total	1425	98.5	100.0	
Missing	-6 Section E omitted	8	.6		
	-5 Question E6 omitted	5	.3		
	-1 Not stated	9	.6		
	Total	22	1.5		
Total		1447	100.0		

**sf761 E6b: Pupils who get good marks or work hard are teased by the other pupils**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Agree strongly	14	1.0	1.0	1.0
	2 Agree	83	5.7	5.8	6.8
	3 Disagree	888	61.4	62.4	69.2
	4 Disagree strongly	439	30.3	30.8	100.0
	Total	1424	98.4	100.0	
Missing	-6 Section E omitted	8	.6		
	-5 Question E6 omitted	5	.3		
	-1 Not stated	10	.7		
	Total	23	1.6		
Total		1447	100.0		

## SF "Questionnaire For Class Teacher" – Section E

### sf762 E6c: Most pupils at this school are interested in learning

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Agree strongly	461	31.9	32.3	32.3
	2 Agree	879	60.7	61.6	93.9
	3 Disagree	81	5.6	5.7	99.6
	4 Disagree strongly	6	.4	.4	100.0
	Total	1427	98.6	100.0	
Missing	-6 Section E omitted	8	.6		
	-5 Question E6 omitted	5	.3		
	-1 Not stated	7	.5		
	Total	20	1.4		
Total		1447	100.0		

### sf763 E6d: Many pupils don't do as well as they could because they are afraid that other pupils won't like them as much

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Agree strongly	14	1.0	1.0	1.0
	2 Agree	69	4.8	4.8	5.8
	3 Disagree	818	56.5	57.4	63.2
	4 Disagree strongly	525	36.3	36.8	100.0
	Total	1426	98.5	100.0	
Missing	-6 Section E omitted	8	.6		
	-5 Question E6 omitted	5	.3		
	-1 Not stated	8	.6		
	Total	21	1.5		
Total		1447	100.0		

### sf764 E6e: There is good extra-curricular provision in this school

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Agree strongly	598	41.3	41.9	41.9
	2 Agree	643	44.4	45.0	86.9
	3 Disagree	155	10.7	10.9	97.8
	4 Disagree strongly	32	2.2	2.2	100.0
	Total	1428	98.7	100.0	
Missing	-6 Section E omitted	8	.6		
	-5 Question E6 omitted	5	.3		
	-1 Not stated	6	.4		
	Total	19	1.3		
Total		1447	100.0		

## SF "Questionnaire For Class Teacher" – Section E

**sf765 E6f: There are very few pupils at this school whose behaviour in class prevents other pupils from learning**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Agree strongly	414	28.6	29.0	29.0
	2 Agree	721	49.8	50.4	79.4
	3 Disagree	237	16.4	16.6	95.9
	4 Disagree strongly	58	4.0	4.1	100.0
	Total	1430	98.8	100.0	
Missing	-6 Section E omitted	8	.6		
	-5 Question E6 omitted	5	.3		
	-1 Not stated	4	.3		
	Total	17	1.2		
Total		1447	100.0		

**sf766 E6g: Most pupils behave well in class**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Agree strongly	515	35.6	36.0	36.0
	2 Agree	853	58.9	59.7	95.7
	3 Disagree	55	3.8	3.8	99.6
	4 Disagree strongly	6	.4	.4	100.0
	Total	1429	98.8	100.0	
Missing	-6 Section E omitted	8	.6		
	-5 Question E6 omitted	5	.3		
	-1 Not stated	5	.3		
	Total	18	1.2		
Total		1447	100.0		

**sf767 E6h: There is not much bullying or name-calling of each other by pupils**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Agree strongly	215	14.9	15.1	15.1
	2 Agree	935	64.6	65.7	80.8
	3 Disagree	260	18.0	18.3	99.1
	4 Disagree strongly	13	.9	.9	100.0
	Total	1423	98.3	100.0	
Missing	-6 Section E omitted	8	.6		
	-5 Question E6 omitted	5	.3		
	-1 Not stated	11	.8		
	Total	24	1.7		
Total		1447	100.0		

## SF "Questionnaire For Class Teacher" – Section E

### E7. Teacher involvement in the school:

- a) Teachers participate on a regular basis in the development of school policies 1 2 3 4
- b) Teachers at this school are often involved in activities that improve pupils' enjoyment of school 1 2 3 4
- c) Teachers are encouraged by the head teacher to be involved in school improvement activities 1 2 3 4
- d) Teachers are actively involved in creating school development or improvement plans 1 2 3 4
- e) The head teacher takes most of the decisions with little staff consultation 1 2 3 4

[Coding: If more than one box was ticked in any of parts a-d then the highest code number was taken for that part. If more than one box was ticked in part e then the lowest code number was taken.]

[Editing: If all parts of question E7 were omitted then variables SF770 to SF774 were all set to -5.]

#### sf770 E7a: Teachers participate on a regular basis in the development of school policies

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Agree strongly	603	41.7	42.2	42.2
	2 Agree	741	51.2	51.9	94.1
	3 Disagree	80	5.5	5.6	99.7
	4 Disagree strongly	4	.3	.3	100.0
	Total	1428	98.7	100.0	
Missing	-6 Section E omitted	8	.6		
	-5 Question E7 omitted	9	.6		
	-1 Not stated	2	.1		
	Total	19	1.3		
Total		1447	100.0		

## SF "Questionnaire For Class Teacher" – Section E

### **sf771 E7b: Teachers at this school are often involved in activities that improve pupils' enjoyment of school**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Agree strongly	592	40.9	41.4	41.4
	2 Agree	775	53.6	54.2	95.7
	3 Disagree	62	4.3	4.3	100.0
	Total	1429	98.8	100.0	
Missing	-6 Section E omitted	8	.6		
	-5 Question E7 omitted	9	.6		
	-1 Not stated	1	.1		
	Total	18	1.2		
Total		1447	100.0		

### **sf772 E7c: Teachers are encouraged by the head teacher to be involved in school improvement activities**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Agree strongly	590	40.8	41.5	41.5
	2 Agree	728	50.3	51.2	92.6
	3 Disagree	98	6.8	6.9	99.5
	4 Disagree strongly	7	.5	.5	100.0
	Total	1423	98.3	100.0	
Missing	-6 Section E omitted	8	.6		
	-5 Question E7 omitted	9	.6		
	-1 Not stated	7	.5		
	Total	24	1.7		
Total		1447	100.0		

### **sf773 E7d: Teachers are actively involved in creating school development or improvement plans**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Agree strongly	534	36.9	37.6	37.6
	2 Agree	732	50.6	51.5	89.2
	3 Disagree	145	10.0	10.2	99.4
	4 Disagree strongly	9	.6	.6	100.0
	Total	1420	98.1	100.0	
Missing	-6 Section E omitted	8	.6		
	-5 Question E7 omitted	9	.6		
	-1 Not stated	10	.7		
	Total	27	1.9		
Total		1447	100.0		

## SF "Questionnaire For Class Teacher" – Section E

### **sf774 E7e: The head teacher takes most of the decisions with little staff consultation**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Agree strongly	52	3.6	3.7	3.7
	2 Agree	209	14.4	14.7	18.4
	3 Disagree	786	54.3	55.3	73.7
	4 Disagree strongly	374	25.8	26.3	100.0
	Total	1421	98.2	100.0	
Missing	-6 Section E omitted	8	.6		
	-5 Question E7 omitted	9	.6		
	-1 Not stated	9	.6		
	Total	26	1.8		
Total		1447	100.0		

E8. What proportion of parents attend parents' evenings:

Almost all      About two-thirds      About half      Much less than half

1

2

3

4

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

### **sf780 E8: Proportion of parents who attend parents' evenings**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Almost all	844	58.3	59.3	59.3
	2 About two-thirds	399	27.6	28.0	87.3
	3 About half	116	8.0	8.1	95.4
	4 Much less than half	65	4.5	4.6	100.0
	Total	1424	98.4	100.0	
Missing	-6 Section E omitted	8	.6		
	-1 Not stated	15	1.0		
	Total	23	1.6		
Total		1447	100.0		

## PAGE 21 OF THE QUESTIONNAIRE

**SECTION F: YOUR OPINION OF YOURSELF**

[Editing: If all parts of section F were omitted variables SF600 to SF610 were all set to -6.]

Below are some statements. Please say how true they are of you.

		Almost always true	Often true	Sometimes true	Seldom true	Never
F1.	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"/>
F2.	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"/>
F3.	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"/>
F4.	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"/>
F5.	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"/>
F6.	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"/>
F7.	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"/>
F8.	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"/>
F9.	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"/>



SF "Questionnaire For Class Teacher" – Section F

PAGE 22 OF THE QUESTIONNAIRE

		<b>Almost always true</b>	<b>Often true</b>	<b>Sometimes true</b>	<b>Seldom true</b>	<b>Never true</b>
F10.	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"/>
F11.	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 F1, F2, F3, F5, F7 or F9 then the highest code number was taken. If multiple boxes were ticked for any of F4, F6, F8, F10 or F11 then the lowest code number was taken.]

**sf600 F1: Teacher feels to be a person of worth**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Almost always true	788	54.5	55.4	55.4
	2 Often true	497	34.3	34.9	90.3
	3 Sometimes true	133	9.2	9.3	99.6
	4 Seldom true	5	.3	.4	100.0
	Total	1423	98.3	100.0	
Missing	-6 Section F omitted	20	1.4		
	-1 Not stated	4	.3		
	Total	24	1.7		
Total		1447	100.0		

**sf601 F2: Teacher feels to have a number of good qualities**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Almost always true	796	55.0	55.9	55.9
	2 Often true	527	36.4	37.0	92.9
	3 Sometimes true	100	6.9	7.0	99.9
	4 Seldom true	1	.1	.1	100.0
	Total	1424	98.4	100.0	
Missing	-6 Section F omitted	20	1.4		
	-1 Not stated	3	.2		
	Total	23	1.6		
Total		1447	100.0		

## SF "Questionnaire For Class Teacher" – Section F

### **sf602 F3: Teacher is able to do things as well as others**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Almost always true	646	44.6	45.4	45.4
	2 Often true	604	41.7	42.4	87.8
	3 Sometimes true	168	11.6	11.8	99.6
	4 Seldom true	6	.4	.4	100.0
	Total	1424	98.4	100.0	
Missing	-6 Section F omitted	20	1.4		
	-1 Not stated	3	.2		
	Total	23	1.6		
Total		1447	100.0		

### **sf603 F4: Teacher feels not to have much to be proud of**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Almost always true	37	2.6	2.6	2.6
	2 Often true	43	3.0	3.0	5.6
	3 Sometimes true	206	14.2	14.5	20.1
	4 Seldom true	690	47.7	48.5	68.5
	5 Never true	448	31.0	31.5	100.0
	Total	1424	98.4	100.0	
Missing	-6 Section F omitted	20	1.4		
	-1 Not stated	3	.2		
	Total	23	1.6		
Total		1447	100.0		

### **sf604 F5: Teacher takes a positive attitude towards self**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Almost always true	530	36.6	37.2	37.2
	2 Often true	571	39.5	40.1	77.3
	3 Sometimes true	292	20.2	20.5	97.8
	4 Seldom true	29	2.0	2.0	99.9
	5 Never true	2	.1	.1	100.0
	Total	1424	98.4	100.0	
Missing	-6 Section F omitted	20	1.4		
	-1 Not stated	3	.2		
	Total	23	1.6		
Total		1447	100.0		

### **sf605 F6: Teacher sometimes thinks to be no good at all**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Almost always true	6	.4	.4	.4
	2 Often true	50	3.5	3.5	3.9
	3 Sometimes true	431	29.8	30.3	34.2
	4 Seldom true	567	39.2	39.8	74.0
	5 Never true	370	25.6	26.0	100.0
	Total	1424	98.4	100.0	
Missing	-6 Section F omitted	20	1.4		
	-1 Not stated	3	.2		
	Total	23	1.6		
Total		1447	100.0		

## SF "Questionnaire For Class Teacher" – Section F

### **sf606 F7: Teacher is a useful person to have around**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Almost always true	485	33.5	34.1	34.1
	2 Often true	699	48.3	49.1	83.1
	3 Sometimes true	236	16.3	16.6	99.7
	4 Seldom true	3	.2	.2	99.9
	5 Never true	1	.1	.1	100.0
	Total	1424	98.4	100.0	
Missing	-6 Section F omitted	20	1.4		
	-1 Not stated	3	.2		
	Total	23	1.6		
Total		1447	100.0		

### **sf607 F8: Teacher feels can't do anything right**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Almost always true	2	.1	.1	.1
	2 Often true	24	1.7	1.7	1.8
	3 Sometimes true	243	16.8	17.1	18.9
	4 Seldom true	691	47.8	48.5	67.4
	5 Never true	464	32.1	32.6	100.0
	Total	1424	98.4	100.0	
Missing	-6 Section F omitted	20	1.4		
	-1 Not stated	3	.2		
	Total	23	1.6		
Total		1447	100.0		

### **sf608 F9: Teacher does jobs well**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Almost always true	638	44.1	44.8	44.8
	2 Often true	658	45.5	46.2	91.0
	3 Sometimes true	126	8.7	8.8	99.9
	4 Seldom true	2	.1	.1	100.0
	Total	1424	98.4	100.0	
Missing	-6 Section F omitted	20	1.4		
	-1 Not stated	3	.2		
	Total	23	1.6		
Total		1447	100.0		

### **sf609 F10: Teacher feels their life is not useful**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Almost always true	8	.6	.6	.6
	2 Often true	22	1.5	1.5	2.1
	3 Sometimes true	124	8.6	8.7	10.8
	4 Seldom true	521	36.0	36.5	47.3
	5 Never true	752	52.0	52.7	100.0
	Total	1427	98.6	100.0	
Missing	-6 Section F omitted	20	1.4		
	Total	1447	100.0		

## SF "Questionnaire For Class Teacher" – Section F

### **sf610 F11: Teacher feels unlucky**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Almost always true	17	1.2	1.2	1.2
	2 Often true	40	2.8	2.8	4.0
	3 Sometimes true	244	16.9	17.2	21.2
	4 Seldom true	531	36.7	37.3	58.5
	5 Never true	590	40.8	41.5	100.0
	Total	1422	98.3	100.0	
Missing	-6 Section F omitted	20	1.4		
	-1 Not stated	5	.3		
	Total	25	1.7		
Total		1447	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, SF611b, 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 SF611c can be used to set further cases to missing. However, should users only want the cases who completed all components then SF611a should be used (this is equivalent to setting SF611b to -5 for all cases for which SF611c > 0).

The Bachman Self Esteem Score was created by recoding (missing, 1 = 0)(2 = 1)(3 = 2)(4 = 3)(5 = 4) in SF603, SF605, SF607 & SF609 and (missing, 5 = 0)(1 = 4)(2 = 3)(3 = 2)(4 = 1) in SF600, SF601, SF602, SF604, SF606 & SF608 and summing. The score based on complete cases only is SF611a. If any of the components were missing then SF611a was set to -5. Variable SF611c is the number of missing components. The prorated score is SF611b. If more than five components were missing then SF611b was set to -5. Otherwise SF611b is scaled by a factor of  $10 / (10 - \text{SF611c})$  and rounded to the nearest integer.

**Statistics**

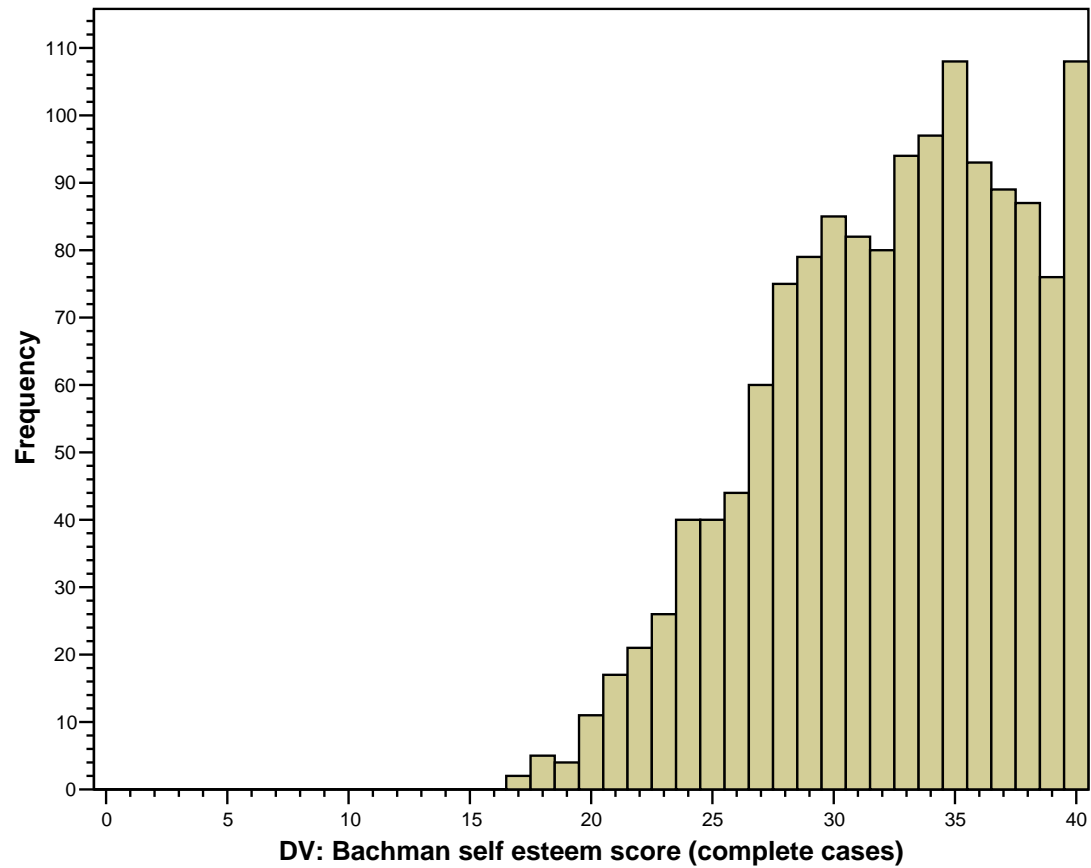
		sf611a DV: Bachman self esteem score (complete cases)	sf611b DV: Bachman self esteem score (prorated)
N	Valid	1423	1424
	Missing	24	23
Mean		32.34	32.33
Mode		35 <sup>a</sup>	35 <sup>a</sup>
Std. Deviation		5.214	5.215
Minimum		17	17
Maximum		40	40
Percentiles	25	29.00	29.00
	50	33.00	33.00
	75	37.00	37.00

<sup>a</sup>. Multiple modes exist. The smallest value is shown

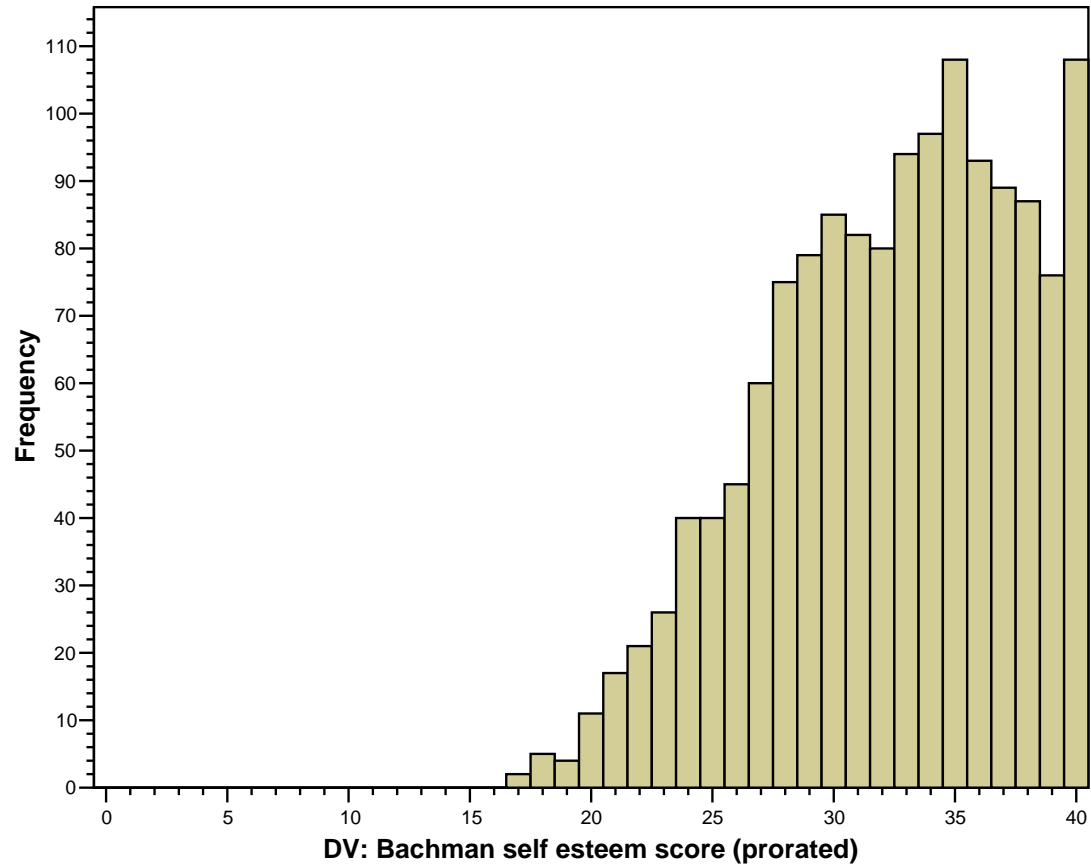
**sf611c DV: # missing Bachman self esteem components**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	1423	98.3	99.7	99.7
	1	1	.1	.1	99.8
	9	3	.2	.2	100.0
	Total	1427	98.6	100.0	
Missing	-6 Section F omitted	20	1.4		
Total		1447	100.0		

**sf611a**



**sf611b**



## PAGE 23 OF THE QUESTIONNAIRE

**SECTION G: YOUR ATTITUDE TOWARDS TEACHING**

[Editing: If all parts of section G were omitted variables SF650 to SF655 were all set to -6.]

		<b>Strongly agree</b>	<b>Mildly agree</b>	<b>Can't say</b>	<b>Mildly disagree</b>	<b>Strongly disagree</b>
G1.	I really enjoy teaching	<div>1</div>	<div>2</div>	<div>3</div>	<div>4</div>	<div>5</div>
G2.	I would prefer to get out of teaching	<div>1</div>	<div>2</div>	<div>3</div>	<div>4</div>	<div>5</div>
G3.	I like the challenge of making children understand	<div>1</div>	<div>2</div>	<div>3</div>	<div>4</div>	<div>5</div>
G4.	I really enjoy teaching numeracy skills	<div>1</div>	<div>2</div>	<div>3</div>	<div>4</div>	<div>5</div>
G5.	Changes in the curriculum are an exciting challenge	<div>1</div>	<div>2</div>	<div>3</div>	<div>4</div>	<div>5</div>
G6.	Being a teacher is really worthwhile	<div>1</div>	<div>2</div>	<div>3</div>	<div>4</div>	<div>5</div>

PLEASE NOW TURN TO THE BACK COVER TO FINISH OFF

[Coding: If multiple boxes were ticked for any of G1, G3, G4, G5 or G6 then the highest code number was taken. If multiple boxes were ticked for G2 then the lowest code number was taken.]

**sf650 G1: Teacher really enjoys teaching**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Strongly agree	977	67.5	68.6	68.6
	2 Mildly agree	370	25.6	26.0	94.6
	3 Can't say	27	1.9	1.9	96.5
	4 Mildly disagree	39	2.7	2.7	99.2
	5 Strongly disagree	11	.8	.8	100.0
	Total	1424	98.4	100.0	
Missing	-6 Section G omitted	18	1.2		
	-1 Not stated	5	.3		
	Total	23	1.6		
Total		1447	100.0		

## SF "Questionnaire For Class Teacher" – Section G

### **sf651 G2: Teacher would prefer to leave teaching**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Strongly agree	105	7.3	7.5	7.5
	2 Mildly agree	263	18.2	18.7	26.1
	3 Can't say	147	10.2	10.4	36.6
	4 Mildly disagree	292	20.2	20.7	57.3
	5 Strongly disagree	602	41.6	42.7	100.0
	Total	1409	97.4	100.0	
Missing	-6 Section G omitted	18	1.2		
	-1 Not stated	20	1.4		
	Total	38	2.6		
Total		1447	100.0		

### **sf652 G3: Teacher likes challenge of making pupils understand**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Strongly agree	1114	77.0	78.1	78.1
	2 Mildly agree	300	20.7	21.0	99.1
	3 Can't say	9	.6	.6	99.7
	4 Mildly disagree	4	.3	.3	100.0
	Total	1427	98.6	100.0	
Missing	-6 Section G omitted	18	1.2		
	-1 Not stated	2	.1		
	Total	20	1.4		
Total		1447	100.0		

### **sf653 G4: Teacher enjoys teaching numeracy skills**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Strongly agree	894	61.8	63.0	63.0
	2 Mildly agree	450	31.1	31.7	94.6
	3 Can't say	46	3.2	3.2	97.9
	4 Mildly disagree	19	1.3	1.3	99.2
	5 Strongly disagree	11	.8	.8	100.0
	Total	1420	98.1	100.0	
Missing	-6 Section G omitted	18	1.2		
	-1 Not stated	9	.6		
	Total	27	1.9		
Total		1447	100.0		

### **sf654 G5: Teacher finds changes in curriculum an exciting challenge**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Strongly agree	264	18.2	18.5	18.5
	2 Mildly agree	608	42.0	42.7	61.2
	3 Can't say	162	11.2	11.4	72.6
	4 Mildly disagree	281	19.4	19.7	92.3
	5 Strongly disagree	110	7.6	7.7	100.0
	Total	1425	98.5	100.0	
Missing	-6 Section G omitted	18	1.2		
	-1 Not stated	4	.3		
	Total	22	1.5		
Total		1447	100.0		



# SF "Questionnaire For Class Teacher" – Section G

## sf655 G6: Teacher finds being a teacher really worthwhile

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Strongly agree	1026	70.9	71.9	71.9
	2 Mildly agree	313	21.6	21.9	93.8
	3 Can't say	49	3.4	3.4	97.3
	4 Mildly disagree	32	2.2	2.2	99.5
	5 Strongly disagree	7	.5	.5	100.0
	Total	1427	98.6	100.0	
Missing	-6 Section G omitted	18	1.2		
	-1 Not stated	2	.1		
	Total	20	1.4		
Total		1447	100.0		

## PAGE 24 OF THE QUESTIONNAIRE

**SECTION H:**

H1. This questionnaire was completed by:

a) The class teacher b) Other  
(please describe) 

.....

[Coding: If something was written on the dotted line in part b then it was ensured that the 'other' box was ticked.]

[Editing: If both parts were omitted variables SF990 & SF991 were set to -6, otherwise missing values were recoded to 2 "no".]

**sf990 H1a: Questionnaire completed by class teacher**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1 Yes	1380	95.4	97.5	97.5
2 No	35	2.4	2.5	100.0
Total	1415	97.8	100.0	
Missing -6 Question H1 omitted	32	2.2		
Total	1447	100.0		

**sf991 H1b: Questionnaire completed by other person**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1 Yes	46	3.2	3.3	3.3
2 No	1369	94.6	96.7	100.0
Total	1415	97.8	100.0	
Missing -6 Question H1 omitted	32	2.2		
Total	1447	100.0		

## SF "Questionnaire For Class Teacher" – Section H

### Derived Variables

#### Number of contributors

SF993 is the number of boxes ticked in question H1.

##### **sf993 DV: Number of contributors to questionnaire**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	1404	97.0	99.2	99.2
	2	11	.8	.8	100.0
	Total	1415	97.8	100.0	
Missing	-6 Question H1 omitted	32	2.2		
Total		1447	100.0		

#### Questionnaire completed by...

SF994 details the combinations of people reported in question H1.

##### **sf994 DV: Questionnaire completed by...**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Class teacher only	1369	94.6	96.7	96.7
	2 Other only	35	2.4	2.5	99.2
	3 Class teacher & other	11	.8	.8	100.0
	Total	1415	97.8	100.0	
Missing	-6 Question H1 omitted	32	2.2		
Total		1447	100.0		

## SF "Questionnaire For Class Teacher" – Section H

day

month

year

H2. Date of completion of this questionnaire

--	--

--	--

2	0	0	
---	---	---	--

[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, it was checked that the date correlated well with the date of receipt in order to avoid USA-formatted dates.]

[Editing: The date of completion was checked for illegal day/month combinations (e.g. 31<sup>st</sup> November). Month and year of completion were retained, but day was dropped.]

**sf996 H2: Date of completion - month**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 January	18	1.2	1.2	1.2
	2 February	265	18.3	18.3	19.6
	3 March	202	14.0	14.0	33.6
	4 April	62	4.3	4.3	37.9
	5 May	103	7.1	7.1	45.0
	6 June	196	13.5	13.6	58.5
	7 July	435	30.1	30.1	88.7
	8 August	73	5.0	5.1	93.7
	9 September	31	2.1	2.1	95.8
	10 October	20	1.4	1.4	97.2
	11 November	30	2.1	2.1	99.3
	12 December	10	.7	.7	100.0
	Total	1445	99.9	100.0	
Missing	-1	2	.1		
Total		1447	100.0		

**sf997 H2: Date of completion - year**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2002	360	24.9	24.9	24.9
	2003	717	49.6	49.6	74.4
	2004	369	25.5	25.5	99.9
	2005	1	.1	.1	100.0
Total		1447	100.0	100.0	

SF "Questionnaire For Class Teacher" – Section H

**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.

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 9288487

*For office use only*

*coder*

--	--

*© University of Bristol*

## **SG File - Introduction and Methodology**

### **Background**

"Questionnaire for the Head Teacher" was designed for head teachers of schools with Year 6 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 a copy of "Questionnaire for the Class Teacher" for each Year 6 Teacher to complete, copies of the questionnaire "The Developing Child" for each Year 6 teacher to complete (one per child born within the ALSPAC recruitment dates) and copies of mathematics, science and spelling tests (one per child in the class) and accompanying teacher booklets. 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 2002, 2003 and 2004 (see Table 11 below).

### **Contents**

This questionnaire is in 6 sections. Section A contains detailed questions about the head teacher's perception of the school. Section B asks about the school buildings and environment. Section C asks about the pupils in the school, while section D asks about the staff who work in the school. Section E asks about food and drink within the school and section F contains some questions about Parents' Associations.

The contents of the questionnaire are very similar to the contents of version 2 of the equivalent Year 6 questionnaire "About Your School" (see the SC built file), the contents of which were identified after detailed discussion with the local education authorities and advisors on the ALSPAC Cognitive, Educational and Social Development Advisory Committee (CESDAC). Sections B to F of "Questionnaire for the Head Teacher" are identical to sections A to E respectively of "About Your School", with the exception of E4b which has an additional category not present on D4b of "About Your School". The questions in Section A were not asked in "About Your School", but are identical to those also introduced in Year 6 in section E of "Questionnaire for the Class Teacher".

### **Variable Names**

The variable names on the SG built file have been chosen so that the numeric part is the same as for the equivalent variable on the SC built file. This means that the variables on the built file, which are in ascending order, are not in the same order as the actual contents of the questionnaire. So, for example, the variables for whether there is double glazing on the outside school windows are SC020 and SG020, even though this question was A2c in the Year 3 questionnaire and B2c in the Year 6 questionnaire.

In addition note that many questions in sections B, C and D are repeated, but for the individual classes, in sections C, A and B respectively of the SF file (based on "Questionnaire for the Class Teacher"). 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 SG115 and the number of children on the class register is SF115.

## 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 6 with the relevant dates of birth (see Table 11 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 11: Coding of academic years on ALSPAC data files and expected progress of the ALSPAC cohort according to their dates of birth**

Academic year	Code	Expected position of ALSPAC children born between:		
		April 1991 & August 1991	September 1991 & August 1992	September 1992 & January 1993
1995 / 1996	1	Reception	-	-
1996 / 1997	2	Year 1	Reception	-
1997 / 1998	3	Year 2	Year 1	Reception
1998 / 1999	4	Year 3	Year 2	Year 1
1999 / 2000	5	Year 4	Year 3	Year 2
2000 / 2001	6	Year 5	Year 4	Year 3
2001 / 2002	7	Year 6	Year 5	Year 4
2002 / 2003	8	Year 7	Year 6	Year 5
2003 / 2004	9	Year 8	Year 7	Year 6
2004 / 2005	10	Year 9	Year 8	Year 7
2005 / 2006	11	Year 10	Year 9	Year 8
2006 / 2007	12	Year 11	Year 10	Year 9
2007 / 2008	13	-	Year 11	Year 10
2008 / 2009	14	-	-	Year 11

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 school. These numbers were added to the list of names, which was then returned to the school with the appropriate number of questionnaires and test booklets 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, the questionnaire packs were sent to the mothers. In 2001/2 and 2002/3 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). A different system was used in 2003/4 with each questionnaire identified by a code comprising one or two letters identifying the country it was being sent to, followed by a nine digit numeric code. This was an identifier that had been created for every ALSPAC eligible child for the purpose of linking schools data. The mother was asked to give the pack to the child to take into school. No reminders were sent to out-of-area cases.

## SG "Questionnaire For Head Teacher" – Introduction

In 2001/2 the packs were not sent out until the end of June 2002, very late in the academic year. This adversely affected the response rate (see Table 4 and Table 5), especially for the out of area cases. In 2002/3 and 2003/4 packs were sent out earlier, in January 2003 and January 2004 respectively. However, in 2003/4 the out of area packs were sent out even earlier, in October 2003.

### Incentives

Incentives for the Year 6 data collection were offered as follows for local schools:

- The head teacher received a £20 book token if the class teacher(s) completed their copies of "The Developing Child".
- The class teacher received a £5 cheque for each copy of "The Developing Child" completed for a child born within the ALSPAC recruitment dates.
- The class teacher received a £20 book token if any of the mathematics, science or spelling tests were returned.

For out of area schools the head teacher was sent a £10 book token and if they returned all their materials completed the class teacher received £20.

### Response Rates

A total of 1011 questionnaires were received back. All of these records appear on this built file.

Response rates for "Questionnaire for the Head Teacher" in each academic year for the local schools are displayed in Table 4. A total of 240 different schools returned at least 1 copy of "Questionnaire for the Head Teacher" in at least one of the three trawls.

**Table 12: Response rates for local schools**

<b>Academic year</b>	<b>2001/2</b>	<b>2002/3</b>	<b>2003/4</b>
Schools invited to participate	344	339	336
No response (% of those invited)	47 (14%)	31 (9%)	29 (9%)
Refused to participate (% of those invited)	23 (7%)	20 (6%)	15 (4%)
Schools sent packs (% of those invited)	274 (80%)	288 (85%)	292 (87%)
Returned at least 1 copy of "Questionnaire for the Class Teacher" (% of those sent packs)	161 (59%)	162 (56%)	155 (53%)
Overall response rate (% of schools invited that returned at least 1 copy of "Questionnaire for the Class Teacher")	47%	48%	46%

Response rates for "Questionnaire for the Head Teacher" in each academic year for the out of area cases are displayed in Table 5. 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.).

**Table 13: Response rates for out of area cases**

<b>Year</b>	<b>2001/2</b>	<b>2002/3</b>	<b>2003/4</b>
Mothers sent pack(s)	420	996	284
Mothers from whose pack(s) questionnaires were returned (% of mothers sent packs)	85 (20%)	345 (35%)	103 (36%)

### **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 SG file can be linked to children via the SE 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 SEFG 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.

## **Version History**

### Version 1a – June 2007

First version of the SG built file.

### December 2008

This file is no longer to be published as a separate entity, but only combined with the SE & SF files as SEFG. Any future updates will be described in the combined introduction to the SEFG 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 SG003a 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	7 2001 / 2002	246	24.3	24.3	24.3
	8 2002 / 2003	507	50.1	50.1	74.5
	9 2003 / 2004	258	25.5	25.5	100.0
	Total	1011	100.0	100.0	

--	--	--	--

## QUESTIONNAIRE FOR THE HEAD TEACHER

**This questionnaire is for the head teacher.**

**It asks about the school ethos, 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.**



30/05/02

## Variables relating to page 1

### Version Number

There was one version of this questionnaire:

#### sg001 Questionnaire version

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1 Version 1 - 30/05/02	1011	100.0	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.

#### sg003 Education region

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1 Local	478	47.3	47.3	47.3
2 Rest of England, Wales & Northern Ireland	472	46.7	46.7	94.0
3 Scotland & Republic of Ireland	20	2.0	2.0	95.9
4 Continental Europe	8	.8	.8	96.7
5 USA & Canada	13	1.3	1.3	98.0
6 Australia & New Zealand	10	1.0	1.0	99.0
7 Elsew here in w orld	10	1.0	1.0	100.0
Total	1011	100.0	100.0	

An indicator of whether the school was local or not was derived as SG003a by recoding 2 - 7 as 2 in SG003.

#### sg003a Education region (summary)

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1 Local	478	47.3	47.3	47.3
2 Not local	533	52.7	52.7	100.0
Total	1011	100.0	100.0	

## SG "Questionnaire For Head Teacher" – Introduction

### Type of School

This information is only available for local schools (value 1 in variable SG003a above).

#### sg004 Type of school

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Primary	419	41.4	87.7	87.7
	3 Special	22	2.2	4.6	92.3
	4 Private	37	3.7	7.7	100.0
	Total	478	47.3	100.0	
Missing	-2 Not local	533	52.7		
Total		1011	100.0		

### Education Authority

This information is only available for local Primary and Infant schools (values 1 & 2 in variable SG004 above).

#### sg005 Education authority

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Bristol	126	12.5	30.1	30.1
	2 Bath & North East Somerset	66	6.5	15.8	45.8
	3 South Gloucestershire	153	15.1	36.5	82.3
	4 North Somerset	74	7.3	17.7	100.0
	Total	419	41.4	100.0	
Missing	-3 Private / Special	59	5.8		
	-2 Not local	533	52.7		
	Total	592	58.6		
Total		1011	100.0		

## PAGE 2 OF THE QUESTIONNAIRE

**SECTION A: YOUR PERCEPTION OF THE SCHOOL**

*Please indicate how much you agree or disagree with the statements below about your school*

[Editing: If all parts of section A were omitted variables SG700 to SG780 were all set to -6.]

**A1. Expectations and standards:**

	<b>Agree strongly</b>	<b>Agree</b>	<b>Disagree</b>	<b>Disagree strongly</b>
a) The school gives high priority to raising pupils' standards of achievement	1 <input type="text"/>	2 <input type="text"/>	3 <input type="text"/>	4 <input type="text"/>
b) The teachers have high expectations of the pupils' standards of achievement	1 <input type="text"/>	2 <input type="text"/>	3 <input type="text"/>	4 <input type="text"/>
c) The school sets educational goals that are appropriate for each pupil's ability to achieve	1 <input type="text"/>	2 <input type="text"/>	3 <input type="text"/>	4 <input type="text"/>
d) The standards set for pupils at this school are not high enough	1 <input type="text"/>	2 <input type="text"/>	3 <input type="text"/>	4 <input type="text"/>
e) All teachers set homework every week for their classes	1 <input type="text"/>	2 <input type="text"/>	3 <input type="text"/>	4 <input type="text"/>
f) All teachers mark and return homework promptly	1 <input type="text"/>	2 <input type="text"/>	3 <input type="text"/>	4 <input type="text"/>
g) All teachers start their classes on time	1 <input type="text"/>	2 <input type="text"/>	3 <input type="text"/>	4 <input type="text"/>
h) The teachers spend all of the time in lessons teaching or on learning activities for pupils	1 <input type="text"/>	2 <input type="text"/>	3 <input type="text"/>	4 <input type="text"/>
i) Teacher absenteeism is low at this school	1 <input type="text"/>	2 <input type="text"/>	3 <input type="text"/>	4 <input type="text"/>
j) Poor performance by teachers is not tolerated in this school	1 <input type="text"/>	2 <input type="text"/>	3 <input type="text"/>	4 <input type="text"/>
k) All teachers expect high standards of behaviour in class from their pupils	1 <input type="text"/>	2 <input type="text"/>	3 <input type="text"/>	4 <input type="text"/>

## SG "Questionnaire For Head Teacher" – Section A

- 1) All pupils are required to come to lessons on time 1 2 3 4

[Coding: If more than one box was ticked in any of parts a-c, e-l then the highest code number was taken for that part. If more than one box was ticked in part d then the lowest code number was taken.]

[Editing: If all parts of question A1 were omitted then variables SG700 to SG711 were all set to -5.]

### sg700 A1a: The school gives high priority to raising pupils' standards of achievement

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1 Agree strongly	860	85.1	85.4	85.4
2 Agree	144	14.2	14.3	99.7
3 Disagree	3	.3	.3	100.0
Total	1007	99.6	100.0	
Missing -6 Section A omitted	1	.1		
-5 Question A1 omitted	3	.3		
Total	4	.4		
Total	1011	100.0		

### sg701 A1b: The teachers have high expectations of the pupils' standards of achievement

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1 Agree strongly	732	72.4	72.7	72.7
2 Agree	258	25.5	25.6	98.3
3 Disagree	17	1.7	1.7	100.0
Total	1007	99.6	100.0	
Missing -6 Section A omitted	1	.1		
-5 Question A1 omitted	3	.3		
Total	4	.4		
Total	1011	100.0		

### sg702 A1c: The school sets educational goals that are appropriate for each pupil's ability to achieve

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1 Agree strongly	719	71.1	71.5	71.5
2 Agree	277	27.4	27.6	99.1
3 Disagree	9	.9	.9	100.0
Total	1005	99.4	100.0	
Missing -6 Section A omitted	1	.1		
-5 Question A1 omitted	3	.3		
-1 Not stated	2	.2		
Total	6	.6		
Total	1011	100.0		



## SG "Questionnaire For Head Teacher" – Section A

### sg703 A1d: The standards set for pupils at this school are not high enough

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Agree strongly	22	2.2	2.2	2.2
	2 Agree	66	6.5	6.6	8.8
	3 Disagree	383	37.9	38.2	47.0
	4 Disagree strongly	531	52.5	53.0	100.0
	Total	1002	99.1	100.0	
Missing	-6 Section A omitted	1	.1		
	-5 Question A1 omitted	3	.3		
	-1 Not stated	5	.5		
	Total	9	.9		
Total		1011	100.0		

### sg704 A1e: All teachers set homework every week for their classes

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Agree strongly	431	42.6	43.2	43.2
	2 Agree	445	44.0	44.6	87.9
	3 Disagree	108	10.7	10.8	98.7
	4 Disagree strongly	13	1.3	1.3	100.0
	Total	997	98.6	100.0	
Missing	-6 Section A omitted	1	.1		
	-5 Question A1 omitted	3	.3		
	-1 Not stated	10	1.0		
	Total	14	1.4		
Total		1011	100.0		

### sg705 A1f: All teachers mark and return homework promptly

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Agree strongly	291	28.8	29.8	29.8
	2 Agree	591	58.5	60.6	90.4
	3 Disagree	85	8.4	8.7	99.1
	4 Disagree strongly	9	.9	.9	100.0
	Total	976	96.5	100.0	
Missing	-6 Section A omitted	1	.1		
	-5 Question A1 omitted	3	.3		
	-1 Not stated	31	3.1		
	Total	35	3.5		
Total		1011	100.0		

## SG "Questionnaire For Head Teacher" – Section A

### sg706 A1g: All teachers start their classes on time

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Agree strongly	400	39.6	40.0	40.0
	2 Agree	544	53.8	54.4	94.4
	3 Disagree	55	5.4	5.5	99.9
	4 Disagree strongly	1	.1	.1	100.0
	Total	1000	98.9	100.0	
Missing	-6 Section A omitted	1	.1		
	-5 Question A1 omitted	3	.3		
	-1 Not stated	7	.7		
	Total	11	1.1		
Total		1011	100.0		

### sg707 A1h: The teachers spend all of the time in lessons teaching or on learning activities for pupils

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Agree strongly	452	44.7	45.2	45.2
	2 Agree	469	46.4	46.9	92.2
	3 Disagree	78	7.7	7.8	100.0
	Total	999	98.8	100.0	
Missing	-6 Section A omitted	1	.1		
	-5 Question A1 omitted	3	.3		
	-1 Not stated	8	.8		
	Total	12	1.2		
Total		1011	100.0		

### sg708 A1i: Teacher absenteeism is low at this school

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Agree strongly	608	60.1	60.6	60.6
	2 Agree	327	32.3	32.6	93.2
	3 Disagree	54	5.3	5.4	98.6
	4 Disagree strongly	14	1.4	1.4	100.0
	Total	1003	99.2	100.0	
Missing	-6 Section A omitted	1	.1		
	-5 Question A1 omitted	3	.3		
	-1 Not stated	4	.4		
	Total	8	.8		
Total		1011	100.0		

## SG "Questionnaire For Head Teacher" – Section A

### sg709 A1j: Poor performance by teachers is not tolerated in this school

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Agree strongly	601	59.4	59.9	59.9
	2 Agree	381	37.7	38.0	97.9
	3 Disagree	13	1.3	1.3	99.2
	4 Disagree strongly	8	.8	.8	100.0
	Total	1003	99.2	100.0	
Missing	-6 Section A omitted	1	.1		
	-5 Question A1 omitted	3	.3		
	-1 Not stated	4	.4		
	Total	8	.8		
Total		1011	100.0		

### sg710 A1k: All teachers expect high standards of behaviour in class from their pupils

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Agree strongly	729	72.1	72.5	72.5
	2 Agree	268	26.5	26.6	99.1
	3 Disagree	9	.9	.9	100.0
	Total	1006	99.5	100.0	
Missing	-6 Section A omitted	1	.1		
	-5 Question A1 omitted	3	.3		
	-1 Not stated	1	.1		
	Total	5	.5		
Total		1011	100.0		

### sg711 A1l: All pupils are required to come to lessons on time

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Agree strongly	799	79.0	79.5	79.5
	2 Agree	204	20.2	20.3	99.8
	3 Disagree	2	.2	.2	100.0
	Total	1005	99.4	100.0	
Missing	-6 Section A omitted	1	.1		
	-5 Question A1 omitted	3	.3		
	-1 Not stated	2	.2		
	Total	6	.6		
Total		1011	100.0		

## PAGE 3 OF THE QUESTIONNAIRE

## A2. Staff unity on school values and practices:

	Agree strongly	Agree	Disagree	Disagree strongly
a) Teachers at this school believe that all pupils can achieve regardless of their social background	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Teachers at this school are all committed to the school's aims and values	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Teachers follow the same set of rules about pupil behaviour	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) There is general agreement amongst the teachers about what are effective teaching approaches	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) There is unity between teachers and the headteacher on the school's aims and values and how these are implemented through teaching and learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Teachers and the headteacher agree on how teachers and pupils should behave towards each other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) There is a lot of disagreement between staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) There are some staff who do not support the headteacher's aims and policies for the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

[Coding: If more than one box was ticked in any of parts a-f then the highest code number was taken for that part. If more than one box was ticked in either of parts g or h then the lowest code number was taken for that part.]

[Editing: If all parts of question A2 were omitted then variables SG720 to SG727 were all set to -5.]

## SG "Questionnaire For Head Teacher" – Section A

### **sg720 A2a: Teachers at this school believe that all pupils can achieve regardless of their social background**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Agree strongly	667	66.0	66.2	66.2
	2 Agree	319	31.6	31.7	97.9
	3 Disagree	21	2.1	2.1	100.0
	Total	1007	99.6	100.0	
Missing	-6 Section A omitted	1	.1		
	-1 Not stated	3	.3		
	Total	4	.4		
Total		1011	100.0		

### **sg721 A2b: Teachers at this school are all committed to the school's aims and values**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Agree strongly	713	70.5	70.7	70.7
	2 Agree	283	28.0	28.1	98.8
	3 Disagree	12	1.2	1.2	100.0
	Total	1008	99.7	100.0	
Missing	-6 Section A omitted	1	.1		
	-1 Not stated	2	.2		
	Total	3	.3		
Total		1011	100.0		

### **sg722 A2c: Teachers follow the same set of rules about pupil behaviour**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Agree strongly	604	59.7	59.9	59.9
	2 Agree	375	37.1	37.2	97.1
	3 Disagree	29	2.9	2.9	100.0
	Total	1008	99.7	100.0	
Missing	-6 Section A omitted	1	.1		
	-1 Not stated	2	.2		
	Total	3	.3		
Total		1011	100.0		

### **sg723 A2d: There is general agreement amongst the teachers about what are effective teaching approaches**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Agree strongly	463	45.8	45.9	45.9
	2 Agree	523	51.7	51.8	97.7
	3 Disagree	22	2.2	2.2	99.9
	4 Disagree strongly	1	.1	.1	100.0
	Total	1009	99.8	100.0	
Missing	-6 Section A omitted	1	.1		
	-1 Not stated	1	.1		
	Total	2	.2		
Total		1011	100.0		

## SG "Questionnaire For Head Teacher" – Section A

**sg724 A2e: There is unity between teachers and the headteacher on the school's aims and values and how these are implemented through teaching and learning**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Agree strongly	607	60.0	60.4	60.4
	2 Agree	386	38.2	38.4	98.8
	3 Disagree	12	1.2	1.2	100.0
	Total	1005	99.4	100.0	
Missing	-6 Section A omitted	1	.1		
	-1 Not stated	5	.5		
	Total	6	.6		
Total		1011	100.0		

**sg725 A2f: Teachers and the head teacher agree on how teachers and pupils should behave towards each other**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Agree strongly	756	74.8	74.9	74.9
	2 Agree	249	24.6	24.7	99.5
	3 Disagree	5	.5	.5	100.0
	Total	1010	99.9	100.0	
Missing	-6 Section A omitted	1	.1		
	Total	1011	100.0		

**sg726 A2g: There is a lot of disagreement between staff**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Agree strongly	3	.3	.3	.3
	2 Agree	12	1.2	1.2	1.5
	3 Disagree	263	26.0	26.1	27.6
	4 Disagree strongly	730	72.2	72.4	100.0
	Total	1008	99.7	100.0	
Missing	-6 Section A omitted	1	.1		
	-1 Not stated	2	.2		
	Total	3	.3		
Total		1011	100.0		

**sg727 A2h: There are some staff who do not support the headteacher's aims and policies for the school**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Agree strongly	18	1.8	1.8	1.8
	2 Agree	97	9.6	9.6	11.4
	3 Disagree	359	35.5	35.7	47.1
	4 Disagree strongly	532	52.6	52.9	100.0
	Total	1006	99.5	100.0	
Missing	-6 Section A omitted	1	.1		
	-1 Not stated	4	.4		
	Total	5	.5		
Total		1011	100.0		

**A3. Teacher-pupil reactions in the school:**

- |    |  |              |              |              |              |
|----|--|--------------|--------------|--------------|--------------|
| a) | Teachers are only interested in the pupils who do well in tests and examinations | <div>1</div> | <div>2</div> | <div>3</div> | <div>4</div> |
| b) | Teachers show respect towards pupils   | <div>1</div> | <div>2</div> | <div>3</div> | <div>4</div> |

## SG "Questionnaire For Head Teacher" – Section A

## PAGE 4 OF THE QUESTIONNAIRE

A3.		Agree strongly	Agree	Disagree	Disagree strongly
c)	Pupils show respect towards teachers and other staff	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text" value="4"/>
d)	Teachers and pupils get on well in this school	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text" value="4"/>
e)	Teachers take care to ensure that their teaching is appropriate for pupils with special educational needs	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text" value="4"/>
f)	Pupils' views are listened to and taken seriously	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text" value="4"/>
g)	Pupils organise activities for themselves	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text" value="4"/>

[Coding: If more than one box was ticked part a then the lowest code number was taken. If more than one box was ticked in any of parts b-g then the highest code number was taken for that part.]

[Editing: If all parts of question A3 were omitted then variables SG730 to SG736 were all set to -5.]

**sg730 A3a: Teachers are only interested in the pupils who do well in tests and examinations**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Agree strongly	11	1.1	1.1	1.1
	2 Agree	2	.2	.2	1.3
	3 Disagree	169	16.7	16.8	18.1
	4 Disagree strongly	826	81.7	81.9	100.0
	Total	1008	99.7	100.0	
Missing	-6 Section A omitted	1	.1		
	-1 Not stated	2	.2		
	Total	3	.3		
Total		1011	100.0		



## SG "Questionnaire For Head Teacher" – Section A

### sg731 A3b: Teachers show respect towards pupils

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Agree strongly	721	71.3	71.5	71.5
	2 Agree	271	26.8	26.9	98.3
	3 Disagree	8	.8	.8	99.1
	4 Disagree strongly	9	.9	.9	100.0
	Total	1009	99.8	100.0	
Missing	-6 Section A omitted	1	.1		
	-1 Not stated	1	.1		
	Total	2	.2		
Total		1011	100.0		

### sg732 A3c: Pupils show respect towards teachers and other staff

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Agree strongly	441	43.6	43.8	43.8
	2 Agree	553	54.7	54.9	98.6
	3 Disagree	14	1.4	1.4	100.0
	Total	1008	99.7	100.0	
Missing	-6 Section A omitted	1	.1		
	-1 Not stated	2	.2		
	Total	3	.3		
Total		1011	100.0		

### sg733 A3d: Teachers and pupils get on well in this school

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Agree strongly	651	64.4	64.5	64.5
	2 Agree	356	35.2	35.3	99.8
	3 Disagree	2	.2	.2	100.0
	Total	1009	99.8	100.0	
Missing	-6 Section A omitted	1	.1		
	-1 Not stated	1	.1		
	Total	2	.2		
Total		1011	100.0		

### sg734 A3e: Teachers take care to ensure that their teaching is appropriate for pupils with special educational needs

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Agree strongly	561	55.5	56.0	56.0
	2 Agree	433	42.8	43.2	99.2
	3 Disagree	8	.8	.8	100.0
	Total	1002	99.1	100.0	
Missing	-6 Section A omitted	1	.1		
	-1 Not stated	8	.8		
	Total	9	.9		
Total		1011	100.0		

## SG “Questionnaire For Head Teacher” – Section A

### sg735 A3f: Pupils' views are listened to and taken seriously

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Agree strongly	556	55.0	55.1	55.1
	2 Agree	448	44.3	44.4	99.5
	3 Disagree	5	.5	.5	100.0
	Total	1009	99.8	100.0	
Missing	-6 Section A omitted	1	.1		
	-1 Not stated	1	.1		
	Total	2	.2		
Total		1011	100.0		

### sg736 A3g: Pupils organise activities for themselves

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Agree strongly	214	21.2	21.3	21.3
	2 Agree	673	66.6	67.0	88.3
	3 Disagree	115	11.4	11.5	99.8
	4 Disagree strongly	2	.2	.2	100.0
	Total	1004	99.3	100.0	
Missing	-6 Section A omitted	1	.1		
	-1 Not stated	6	.6		
	Total	7	.7		
Total		1011	100.0		

## SG "Questionnaire For Head Teacher" – Section A

### A4. Pupil performance monitoring and rewards in the school:

- a) A pupil who works hard or makes good progress is noticed and praised 1 2 3 4
- b) The school has a system for rewarding pupils who work hard and/or make good progress even if they do not get high standards 1 2 3 4
- c) The school regularly monitors pupils' actual attainments against those expected given their prior attainment or ability 1 2 3 4
- d) Pupils who are under-achieving are identified and attempts made to motivate them 1 2 3 4

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

[Editing: If all parts of question A4 were omitted then variables SG740 to SG743 were all set to -5.]

#### sg740 A4a: A pupil who works hard or makes good progress is noticed and praised

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Agree strongly	773	76.5	76.6	76.6
	2 Agree	235	23.2	23.3	99.9
	3 Disagree	1	.1	.1	100.0
	Total	1009	99.8	100.0	
Missing	-6 Section A omitted	1	.1		
	-5 Question A4 omitted	1	.1		
	Total	2	.2		
Total		1011	100.0		

#### sg741 A4b: The school has a system for rewarding pupils who work hard and/or make good progress even if they do not get high standards

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Agree strongly	802	79.3	79.6	79.6
	2 Agree	198	19.6	19.6	99.2
	3 Disagree	8	.8	.8	100.0
	Total	1008	99.7	100.0	
Missing	-6 Section A omitted	1	.1		
	-5 Question A4 omitted	1	.1		
	-1 Not stated	1	.1		
	Total	3	.3		
Total		1011	100.0		

## SG "Questionnaire For Head Teacher" – Section A

**sg742 A4c: The school regularly monitors pupils' actual attainments against those expected given their prior attainment or ability**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Agree strongly	641	63.4	63.7	63.7
	2 Agree	348	34.4	34.6	98.2
	3 Disagree	16	1.6	1.6	99.8
	4 Disagree strongly	2	.2	.2	100.0
	Total	1007	99.6	100.0	
Missing	-6 Section A omitted	1	.1		
	-5 Question A4 omitted	1	.1		
	-1 Not stated	2	.2		
	Total	4	.4		
Total		1011	100.0		

**sg743 A4d: Pupils who are under-achieving are identified and attempts made to motivate them**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Agree strongly	640	63.3	63.4	63.4
	2 Agree	359	35.5	35.6	99.0
	3 Disagree	9	.9	.9	99.9
	4 Disagree strongly	1	.1	.1	100.0
	Total	1009	99.8	100.0	
Missing	-6 Section A omitted	1	.1		
	-5 Question A4 omitted	1	.1		
	Total	2	.2		
Total		1011	100.0		

### A5. Home-school relationships:

- a) The school frequently communicates its expectations of pupils to parents and governors
- 1

2

3

4

## PAGE 5 OF THE QUESTIONNAIRE

A5.	<b>Agree strongly</b>	<b>Agree</b>	<b>Disagree</b>	<b>Disagree strongly</b>
b) Parents are regularly informed about the progress and achievements at school of their child	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text" value="4"/>
c) If a pupil seriously infringes school rules parents will be informed immediately	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text" value="4"/>
d) There is a high level of parental support for their child's learning at school	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text" value="4"/>
e) Dealing with parental complaints and lack of co-operation from parents takes up a lot of teacher and school management time	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text" value="4"/>
f) Parents give a lot of support to the work of the school	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text" value="4"/>
g) Conditions in the pupils' home environment adversely affect their learning	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text" value="4"/>

[Coding: If more than one box was ticked in any of parts a-d, f then the highest code number was taken for that part. If more than one box was ticked in either of parts e, g then the lowest code number was taken for that part.]

[Editing: If all parts of question A5 were omitted then variables SG750 to SG756 were all set to -5.]

**sg750 A5a: The school frequently communicates its expectations of pupils to parents and governors**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1 Agree strongly	522	51.6	51.8	51.8
2 Agree	463	45.8	46.0	97.8
3 Disagree	21	2.1	2.1	99.9
4 Disagree strongly	1	.1	.1	100.0
Total	1007	99.6	100.0	
Missing -6 Section A omitted	1	.1		
-5 Question A5 omitted	1	.1		
-1 Not stated	2	.2		
Total	4	.4		
Total	1011	100.0		

## SG "Questionnaire For Head Teacher" – Section A

### sg751 A5b: Parents are regularly informed about the progress and achievement at school of their child

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Agree strongly	595	58.9	59.0	59.0
	2 Agree	407	40.3	40.3	99.3
	3 Disagree	7	.7	.7	100.0
	Total	1009	99.8	100.0	
Missing	-6 Section A omitted	1	.1		
	-5 Question A5 omitted	1	.1		
	Total	2	.2		
Total		1011	100.0		

### sg752 A5c: If a pupil seriously infringes school rules parents will be informed immediately

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Agree strongly	724	71.6	71.9	71.9
	2 Agree	278	27.5	27.6	99.5
	3 Disagree	5	.5	.5	100.0
	Total	1007	99.6	100.0	
Missing	-6 Section A omitted	1	.1		
	-5 Question A5 omitted	1	.1		
	-1 Not stated	2	.2		
	Total	4	.4		
Total		1011	100.0		

### sg753 A5d: There is a high level of parental support for their child's learning at school

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Agree strongly	408	40.4	40.6	40.6
	2 Agree	463	45.8	46.0	86.6
	3 Disagree	127	12.6	12.6	99.2
	4 Disagree strongly	8	.8	.8	100.0
	Total	1006	99.5	100.0	
Missing	-6 Section A omitted	1	.1		
	-5 Question A5 omitted	1	.1		
	-1 Not stated	3	.3		
	Total	5	.5		
Total		1011	100.0		

## SG "Questionnaire For Head Teacher" – Section A

### sg754 A5e: Dealing with parental complaints and lack of co-operation from parents takes up a lot of teacher and school management time

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Agree strongly	58	5.7	5.8	5.8
	2 Agree	204	20.2	20.4	26.1
	3 Disagree	553	54.7	55.2	81.3
	4 Disagree strongly	187	18.5	18.7	100.0
	Total	1002	99.1	100.0	
Missing	-6 Section A omitted	1	.1		
	-5 Question A5 omitted	1	.1		
	-1 Not stated	7	.7		
	Total	9	.9		
Total		1011	100.0		

### sg755 A5f: Parents give a lot of support to the work of the school

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Agree strongly	350	34.6	34.8	34.8
	2 Agree	525	51.9	52.2	87.1
	3 Disagree	120	11.9	11.9	99.0
	4 Disagree strongly	10	1.0	1.0	100.0
	Total	1005	99.4	100.0	
Missing	-6 Section A omitted	1	.1		
	-5 Question A5 omitted	1	.1		
	-1 Not stated	4	.4		
	Total	6	.6		
Total		1011	100.0		

### sg756 A5g: Conditions in the pupils' home environment adversely affect their learning

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Agree strongly	122	12.1	12.5	12.5
	2 Agree	395	39.1	40.3	52.8
	3 Disagree	347	34.3	35.4	88.3
	4 Disagree strongly	115	11.4	11.7	100.0
	Total	979	96.8	100.0	
Missing	-6 Section A omitted	1	.1		
	-5 Question A5 omitted	1	.1		
	-1 Not stated	30	3.0		
	Total	32	3.2		
Total		1011	100.0		

**A6. Pupil attitudes to learning:**

- |    |  |              |              |              |              |
|----|--|--------------|--------------|--------------|--------------|
| a) | Most pupils at this school want to do well in tests and exams  | <div>1</div> | <div>2</div> | <div>3</div> | <div>4</div> |
| b) | Pupils who get good marks or work hard are teased by the other pupils  | <div>1</div> | <div>2</div> | <div>3</div> | <div>4</div> |
| c) | Most pupils at this school are interested in learning  | <div>1</div> | <div>2</div> | <div>3</div> | <div>4</div> |
| d) | Many pupils don't do as well as they could because they are afraid that other pupils won't like them as much | <div>1</div> | <div>2</div> | <div>3</div> | <div>4</div> |
| e) | There is good extra-curricular provision in this school  | <div>1</div> | <div>2</div> | <div>3</div> | <div>4</div> |



## PAGE 6 OF THE QUESTIONNAIRE

A6.	<b>Agree strongly</b>	<b>Agree</b>	<b>Disagree</b>	<b>Disagree strongly</b>
f) There are very few pupils at this school whose behaviour in class prevents other pupils from learning	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text" value="4"/>
g) Most pupils behave well in class	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text" value="4"/>
h) There is not much bullying or name-calling of each other by pupils	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text" value="4"/>

[Coding: If more than one box was ticked in any of parts a, c, e-h then the highest code number was taken for that part. If more than one box was ticked in either of parts b, d then the lowest code number was taken for that part.]

[Editing: If all parts of question A6 were omitted then variables SG760 to SG767 were all set to -5.]

**sg760 A6a: Most pupils at this school want to do well in tests and exams**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1 Agree strongly	511	50.5	50.7	50.7
2 Agree	465	46.0	46.2	96.9
3 Disagree	29	2.9	2.9	99.8
4 Disagree strongly	2	.2	.2	100.0
Total	1007	99.6	100.0	
Missing -6 Section A omitted	1	.1		
-1 Not stated	3	.3		
Total	4	.4		
Total	1011	100.0		

**sg761 A6b: Pupils who get good marks or work hard are teased by the other pupils**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1 Agree strongly	4	.4	.4	.4
2 Agree	31	3.1	3.1	3.5
3 Disagree	517	51.1	51.4	54.9
4 Disagree strongly	454	44.9	45.1	100.0
Total	1006	99.5	100.0	
Missing -6 Section A omitted	1	.1		
-1 Not stated	4	.4		
Total	5	.5		
Total	1011	100.0		

## SG "Questionnaire For Head Teacher" – Section A

### sg762 A6c: Most pupils at this school are interested in learning

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Agree strongly	486	48.1	48.3	48.3
	2 Agree	501	49.6	49.8	98.0
	3 Disagree	20	2.0	2.0	100.0
	Total	1007	99.6	100.0	
Missing	-6 Section A omitted	1	.1		
	-1 Not stated	3	.3		
	Total	4	.4		
Total		1011	100.0		

### sg763 A6d: Many pupils don't do as well as they could because they are afraid that other pupils won't like them as much

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Agree strongly	20	2.0	2.0	2.0
	2 Agree	23	2.3	2.3	4.3
	3 Disagree	460	45.5	45.7	50.0
	4 Disagree strongly	504	49.9	50.0	100.0
	Total	1007	99.6	100.0	
Missing	-6 Section A omitted	1	.1		
	-1 Not stated	3	.3		
	Total	4	.4		
Total		1011	100.0		

### sg764 A6e: There is good extra-curricular provision in this school

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Agree strongly	502	49.7	50.1	50.1
	2 Agree	427	42.2	42.6	92.7
	3 Disagree	69	6.8	6.9	99.6
	4 Disagree strongly	4	.4	.4	100.0
	Total	1002	99.1	100.0	
Missing	-6 Section A omitted	1	.1		
	-1 Not stated	8	.8		
	Total	9	.9		
Total		1011	100.0		

### sg765 A6f: There are very few pupils at this school whose behaviour in class prevents other pupils from learning

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Agree strongly	454	44.9	45.3	45.3
	2 Agree	458	45.3	45.7	91.0
	3 Disagree	73	7.2	7.3	98.3
	4 Disagree strongly	17	1.7	1.7	100.0
	Total	1002	99.1	100.0	
Missing	-6 Section A omitted	1	.1		
	-1 Not stated	8	.8		
	Total	9	.9		
Total		1011	100.0		

## SG "Questionnaire For Head Teacher" – Section A

### sg766 A6g: Most pupils behave well in class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Agree strongly	615	60.8	61.3	61.3
	2 Agree	381	37.7	37.9	99.2
	3 Disagree	8	.8	.8	100.0
	Total	1004	99.3	100.0	
Missing	-6 Section A omitted	1	.1		
	-1 Not stated	6	.6		
	Total	7	.7		
Total		1011	100.0		

### sg767 A6h: There is not much bullying or name-calling of each other by pupils

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Agree strongly	361	35.7	36.1	36.1
	2 Agree	590	58.4	58.9	95.0
	3 Disagree	49	4.8	4.9	99.9
	4 Disagree strongly	1	.1	.1	100.0
	Total	1001	99.0	100.0	
Missing	-6 Section A omitted	1	.1		
	-1 Not stated	9	.9		
	Total	10	1.0		
Total		1011	100.0		

## SG "Questionnaire For Head Teacher" – Section A

### A7. Teacher involvement in the school:

- a) Teachers participate on a regular basis in the development of school policies
- b) Teachers at this school are often involved in activities that improve pupils' enjoyment of school
- c) Teachers are encouraged by the head teacher to be involved in school improvement activities
- d) Teachers are actively involved in creating school development or improvement plans
- e) The head teacher takes most of the decisions with little staff consultation

[Coding: If more than one box was ticked in any of parts a-d then the highest code number was taken for that part. If more than one box was ticked in part e then the lowest code number was taken.]

[Editing: If all parts of question A7 were omitted then variables SG770 to SG774 were all set to -5.]

#### sg770 A7a: Teachers participate on a regular basis in the development of school policies

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Agree strongly	596	59.0	59.5	59.5
	2 Agree	387	38.3	38.6	98.1
	3 Disagree	19	1.9	1.9	100.0
	Total	1002	99.1	100.0	
Missing	-6 Section A omitted	1	.1		
	-5 Question A7 omitted	7	.7		
	-1 Not stated	1	.1		
	Total	9	.9		
Total		1011	100.0		

## SG "Questionnaire For Head Teacher" – Section A

### **sg771 A7b: Teachers at this school are often involved in activities that improve pupils' enjoyment of school**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Agree strongly	614	60.7	61.3	61.3
	2 Agree	374	37.0	37.3	98.6
	3 Disagree	14	1.4	1.4	100.0
	Total	1002	99.1	100.0	
Missing	-6 Section A omitted	1	.1		
	-5 Question A7 omitted	7	.7		
	-1 Not stated	1	.1		
	Total	9	.9		
Total		1011	100.0		

### **sg772 A7c: Teachers are encouraged by the head teacher to be involved in school improvement activities**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Agree strongly	657	65.0	65.5	65.5
	2 Agree	345	34.1	34.4	99.9
	3 Disagree	1	.1	.1	100.0
	Total	1003	99.2	100.0	
Missing	-6 Section A omitted	1	.1		
	-5 Question A7 omitted	7	.7		
	Total	8	.8		
Total		1011	100.0		

### **sg773 A7d: Teachers are actively involved in creating school development or improvement plans**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Agree strongly	557	55.1	55.6	55.6
	2 Agree	423	41.8	42.2	97.8
	3 Disagree	22	2.2	2.2	100.0
	Total	1002	99.1	100.0	
Missing	-6 Section A omitted	1	.1		
	-5 Question A7 omitted	7	.7		
	-1 Not stated	1	.1		
	Total	9	.9		
Total		1011	100.0		

### **sg774 A7e: The head teacher takes most of the decisions with little staff consultation**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Agree strongly	10	1.0	1.0	1.0
	2 Agree	14	1.4	1.4	2.4
	3 Disagree	495	49.0	49.4	51.7
	4 Disagree strongly	484	47.9	48.3	100.0
	Total	1003	99.2	100.0	
Missing	-6 Section A omitted	1	.1		
	-5 Question A7 omitted	7	.7		
	Total	8	.8		
Total		1011	100.0		

## SG "Questionnaire For Head Teacher" – Section A

A8. What proportion of parents attend parents' evenings:

Almost all                      About two thirds                      About half                      Much less than  
half

1

2

3

4

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

**sg780 A8: Proportion of parents who attend parents' evenings**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Almost all	728	72.0	72.7	72.7
	2 About two-thirds	182	18.0	18.2	90.9
	3 About half	57	5.6	5.7	96.6
	4 Much less than half	34	3.4	3.4	100.0
	Total	1001	99.0	100.0	
Missing	-6 Section A omitted	1	.1		
	-1 Not stated	9	.9		
	Total	10	1.0		
Total		1011	100.0		

## PAGE 7 OF THE QUESTIONNAIRE

**SECTION B: THE ENVIRONMENT**

[Editing: If all parts of section B were omitted variables SG010 to SG062 were all set to -6.]

B1. 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.]

**sg010 B1: Weight of traffic outside school**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Heavy	173	17.1	17.2	17.2
	2 Moderate	398	39.4	39.6	56.9
	3 Light	250	24.7	24.9	81.8
	4 Very little	183	18.1	18.2	100.0
	Total	1004	99.3	100.0	
Missing	-1 Not stated	7	.7		
Total		1011	100.0		

## SG "Questionnaire For Head Teacher" – Section B

B2. 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.)

(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 B2a were -1 then variables SG011 to SG015 were set to -5. Otherwise, values of -1 were recoded to 2 "No". A summary variable was derived that took the value of the first item in B2a that was ticked (i.e. it took the value 1 if B2ai was ticked, value 2 if B2aii was ticked but B2ai was not ticked etc.).]

**sg011 B2a1: School noise, external sources - continuous, loud**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	23	2.3	2.3	2.3
	2 No	981	97.0	97.7	100.0
	Total	1004	99.3	100.0	
Missing	-5 Question B2a omitted	7	.7		
Total		1011	100.0		

**sg012 B2a2: School noise, external sources - intermittent, loud**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	85	8.4	8.5	8.5
	2 No	919	90.9	91.5	100.0
	Total	1004	99.3	100.0	
Missing	-5 Question B2a omitted	7	.7		
Total		1011	100.0		

**sg013 B2a3: School noise, external sources - continuous, moderate**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	86	8.5	8.6	8.6
	2 No	918	90.8	91.4	100.0
	Total	1004	99.3	100.0	
Missing	-5 Question B2a omitted	7	.7		
Total		1011	100.0		



## SG "Questionnaire For Head Teacher" – Section B

### sg014 B2a4: School noise, external sources - intermittent, moderate

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	225	22.3	22.4	22.4
	2 No	779	77.1	77.6	100.0
	Total	1004	99.3	100.0	
Missing	-5 Question B2a omitted	7	.7		
Total		1011	100.0		

### sg015 B2a5: School noise, external sources - usually quiet

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	613	60.6	61.1	61.1
	2 No	391	38.7	38.9	100.0
	Total	1004	99.3	100.0	
Missing	-5 Question B2a omitted	7	.7		
Total		1011	100.0		

### sg016 DV: School noise, external sources - summary

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Continuous, loud	23	2.3	2.3	2.3
	2 Intermittent, loud	85	8.4	8.5	10.8
	3 Continuous, moderate	79	7.8	7.9	18.6
	4 Intermittent, moderate	223	22.1	22.2	40.8
	5 Usually quiet	594	58.8	59.2	100.0
	Total	1004	99.3	100.0	
Missing	-5 Question B2a omitted	7	.7		
Total		1011	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

# SG "Questionnaire For Head Teacher" – Section B

## PAGE 8 OF THE QUESTIONNAIRE

B2. 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 B2b the lowest code number was taken for that item.]

[Editing: If both items in B2b were omitted variables SG017 & SG018 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.]

### sg017 B2b1: School noise, internal sources - other classes

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Can hear clearly, is a problem	22	2.2	2.2	2.2
	2 Can hear clearly, not a problem	110	10.9	11.0	13.2
	3 Can hear, but not clearly	405	40.1	40.4	53.5
	4 Hardly ever hear	466	46.1	46.5	100.0
	Total	1003	99.2	100.0	
Missing	-5 Question B2b omitted	1	.1		
	-1 Not stated	7	.7		
	Total	8	.8		
Total		1011	100.0		

### sg018 B2b2: School noise, internal sources - people movement

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Can hear clearly, is a problem	36	3.6	3.6	3.6
	2 Can hear clearly, not a problem	213	21.1	21.2	24.8
	3 Can hear, but not clearly	399	39.5	39.7	64.5
	4 Hardly ever hear	356	35.2	35.5	100.0
	Total	1004	99.3	100.0	
Missing	-5 Question B2b omitted	1	.1		
	-1 Not stated	6	.6		
	Total	7	.7		
Total		1011	100.0		

## SG "Questionnaire For Head Teacher" – Section B

### sg019 DV: School noise, internal sources - summary

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Can hear clearly, is a problem	48	4.7	4.8	4.8
	2 Can hear clearly, not a problem	246	24.3	24.4	29.1
	3 Can hear, but not clearly	447	44.2	44.3	73.4
	4 Hardly ever hear	269	26.6	26.6	100.0
	Total	1010	99.9	100.0	
Missing	-5 Question B2b omitted	1	.1		
Total		1011	100.0		

c) Is there double glazing in the outside windows?

yes throughout the school

yes on some windows

no not at all

### sg020 B2c: School has external double glazing

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes, throughout the school	238	23.5	23.8	23.8
	2 Yes, on some windows	348	34.4	34.8	58.5
	3 No, not at all	415	41.0	41.5	100.0
	Total	1001	99.0	100.0	
Missing	-1 Not stated	10	1.0		
Total		1011	100.0		

## SG "Questionnaire For Head Teacher" – Section B

B3. How is your school heated?

central boiler with radiators in classrooms	<div style="border: 1px solid red; width: 40px; height: 20px; display: inline-block; vertical-align: middle;"></div>
storage heaters	<div style="border: 1px solid red; width: 40px; height: 20px; display: inline-block; vertical-align: middle;"></div>
gas convector heater(s) in each classroom	<div style="border: 1px solid red; width: 40px; height: 20px; display: inline-block; vertical-align: middle;"></div>
hot-air outlets (fan-driven)	<div style="border: 1px solid red; width: 40px; height: 20px; display: inline-block; vertical-align: middle;"></div>
other (please tick and describe)	<div style="border: 1px solid red; width: 40px; height: 20px; display: inline-block; vertical-align: middle;"></div>

.....

[Coding: If something other was written on the dotted line it was ensured there was an 'other' tick on B3. If there was more than one box ticked, then B3 was recoded as 'other' and the combination of ticks (e.g. '1+2') was written on the dotted line.]

**sg025 B3: School heating system**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Central boiler with radiators	536	53.0	53.5	53.5
	2 Storage heaters	51	5.0	5.1	58.6
	3 Gas convector heaters	29	2.9	2.9	61.5
	4 Hot-air outlets	136	13.5	13.6	75.1
	5 Other	249	24.6	24.9	100.0
	Total	1001	99.0	100.0	
Missing	-1 Not stated	10	1.0		
Total		1011	100.0		

B4. If there is a central boiler how is it fuelled?

gas	<div style="border: 1px solid red; width: 40px; height: 20px; display: inline-block; vertical-align: middle;"></div>	<div style="border: 1px solid red; width: 40px; height: 20px; display: inline-block; vertical-align: middle;"></div>	<div style="border: 1px solid red; width: 40px; height: 20px; display: inline-block; vertical-align: middle;"></div>	other	please describe
-----	--	--	--	-------	-----------------

.....

[Coding: If something other written on the dotted line was not matched by an 'other' tick on B4, then B4 was coded as 'other'. If there was more than one tick, then B4 was recoded as 'other' and the combination of ticks (e.g. '1+2') was written on the dotted line.]

**sg027 B4: Fuel type for school's central boiler**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Gas	575	56.9	63.8	63.8
	2 Oil	283	28.0	31.4	95.2
	3 Other	43	4.3	4.8	100.0
	Total	901	89.1	100.0	
Missing	-1 Not stated	110	10.9		
Total		1011	100.0		

# SG "Questionnaire For Head Teacher" – Section B

## PAGE 9 OF THE QUESTIONNAIRE

### The school building(s):

B5. Is the school generally in good repair?

Yes, very good  Yes, quite good  No,  ery 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 SG030a by recoding (1, 2 = 1)(2, 3 = 2) and copying missing values.]

#### sg030 B5: School is generally in good repair

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1 Yes, very good	303	30.0	30.2	30.2
2 Yes, quite good	516	51.0	51.4	81.7
3 No, not very good	135	13.4	13.5	95.1
4 No, many problems	49	4.8	4.9	100.0
Total	1003	99.2	100.0	
Missing -1 Not stated	8	.8		
Total	1011	100.0		

#### sg030a DV: School is generally in good repair (summary)

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1 Yes	819	81.0	81.7	81.7
2 No	184	18.2	18.3	100.0
Total	1003	99.2	100.0	
Missing -1 Not stated	8	.8		
Total	1011	100.0		

## SG "Questionnaire For Head Teacher" – Section B

[Editing: If all five parts of question B6 were omitted then variables SG031 to SG037 were set to -5.]

B6. Do you feel there is overcrowding:

	No	Yes serious	Yes occasional
a) For the staff:	<input style="border: 1px solid red; width: 40px; height: 25px;" type="text" value="1"/>	<input style="border: 1px solid red; width: 40px; height: 25px;" type="text" value="2"/>	<input style="border: 1px solid red; width: 40px; height: 25px;" type="text" value="3"/>
b) For the pupils:	<input style="border: 1px solid red; width: 40px; height: 25px;" type="text" value="1"/>	<input style="border: 1px solid red; width: 40px; height: 25px;" type="text" value="2"/>	<input style="border: 1px solid red; width: 40px; height: 25px;" type="text" value="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 SG033 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 SG031, SG032 & SG033 by recoding (1, 2 = 1)(3 = 2) and copying missing values.]

**sg031 B6a: Head teacher - school is overcrowded for staff**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes, serious	189	18.7	19.0	19.0
	2 Yes, occasional	396	39.2	39.8	58.8
	3 No	410	40.6	41.2	100.0
	Total	995	98.4	100.0	
Missing	-5 Question B6 omitted	8	.8		
	-1 Not stated	8	.8		
	Total	16	1.6		
Total		1011	100.0		

**sg031a DV: Head teacher - school is overcrowded for staff (summary)**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	585	57.9	58.8	58.8
	2 No	410	40.6	41.2	100.0
	Total	995	98.4	100.0	
Missing	-5 Question B6 omitted	8	.8		
	-1 Not stated	8	.8		
	Total	16	1.6		
Total		1011	100.0		

## SG "Questionnaire For Head Teacher" – Section B

### sg032 B6b: Head teacher - school is overcrowded for pupils

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes, serious	153	15.1	15.3	15.3
	2 Yes, occasional	427	42.2	42.7	58.1
	3 No	419	41.4	41.9	100.0
	Total	999	98.8	100.0	
Missing	-5 Question B6 omitted	8	.8		
	-1 Not stated	4	.4		
	Total	12	1.2		
Total		1011	100.0		

### sg032a DV: Head teacher - school is overcrowded for pupils (summary)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	580	57.4	58.1	58.1
	2 No	419	41.4	41.9	100.0
	Total	999	98.8	100.0	
Missing	-5 Question B6 omitted	8	.8		
	-1 Not stated	4	.4		
	Total	12	1.2		
Total		1011	100.0		

### sg033 DV: Head teacher - school is overcrowded at all

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes, serious	246	24.3	24.5	24.5
	2 Yes, occasional	445	44.0	44.4	68.9
	3 No	312	30.9	31.1	100.0
	Total	1003	99.2	100.0	
Missing	-5 Question B6 omitted	8	.8		
Total		1011	100.0		

### sg033a DV: Head teacher - school is overcrowded at all (summary)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	691	68.3	68.9	68.9
	2 No	312	30.9	31.1	100.0
	Total	1003	99.2	100.0	
Missing	-5 Question B6 omitted	8	.8		
Total		1011	100.0		

## SG "Questionnaire For Head Teacher" – Section B

[Editing: If SG033a = 2 then B6c & B6e were set to 3 and B6d 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.]

**sg034 B6c: Head teacher - overcrowding affects quality of education**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes, a great deal	45	4.5	4.5	4.5
	2 Yes, sometimes	422	41.7	42.2	46.7
	3 No	533	52.7	53.3	100.0
	Total	1000	98.9	100.0	
Missing	-5 Question B6 omitted	8	.8		
	-1 Not stated	3	.3		
	Total	11	1.1		
Total		1011	100.0		

**sg034a DV: Head teacher - overcrowding affects quality of education (summary**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	467	46.2	46.7	46.7
	2 No	533	52.7	53.3	100.0
	Total	1000	98.9	100.0	
Missing	-5 Question B6 omitted	8	.8		
	-1 Not stated	3	.3		
	Total	11	1.1		
Total		1011	100.0		



## SG "Questionnaire For Head Teacher" – Section B

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

Yes

No

### sg035 B6d: Head teacher - overcrowding causes omission of curriculum parts

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	343	33.9	34.3	34.3
	2 No	657	65.0	65.7	100.0
	Total	1000	98.9	100.0	
Missing	-5 Question B6 omitted	8	.8		
	-1 Not stated	3	.3		
	Total	11	1.1		
Total		1011	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.]

### sg037 B6e: Head teacher - overcrowding affects staff morale

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes, a great deal	31	3.1	3.1	3.1
	2 Yes, moderately	263	26.0	26.3	29.4
	3 No	707	69.9	70.6	100.0
	Total	1001	99.0	100.0	
Missing	-5 Question B6 omitted	8	.8		
	-1 Not stated	2	.2		
	Total	10	1.0		
Total		1011	100.0		

### sg037a DV: Head teacher - overcrowding affects staff morale (summary)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	294	29.1	29.4	29.4
	2 No	707	69.9	70.6	100.0
	Total	1001	99.0	100.0	
Missing	-5 Question B6 omitted	8	.8		
	-1 Not stated	2	.2		
	Total	10	1.0		
Total		1011	100.0		

## SG "Questionnaire For Head Teacher" – Section B

B7. 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 B7 were omitted variables SG040 & SG041 were set to -5.]

**sg040 B7a: Staff have good toilet facilities**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1 Yes	710	70.2	70.9	70.9
2 No	292	28.9	29.1	100.0
Total	1002	99.1	100.0	
Missing -5 Question B7 omitted	9	.9		
Total	1011	100.0		

**sg041 B7b: Pupils have good toilet facilities**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1 Yes	750	74.2	75.5	75.5
2 No	244	24.1	24.5	100.0
Total	994	98.3	100.0	
Missing -5 Question B7 omitted	9	.9		
-1 Not stated	8	.8		
Total	17	1.7		
Total	1011	100.0		

# SG "Questionnaire For Head Teacher" – Section B

## PAGE 10 OF THE QUESTIONNAIRE

[Editing: If all six parts of question B8 were omitted then variables SG045 to SG051 were set to -5.]

B8. 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 ☐ 1 ☐ 2 No → If no, go to B9 below

### sg045 B8: School has hall that accommodates whole school

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	888	87.8	88.7	88.7
	2 No	113	11.2	11.3	100.0
	Total	1001	99.0	100.0	
Missing	-5 Question B8 omitted	9	.9		
	-1 Not stated	1	.1		
	Total	10	1.0		
Total		1011	100.0		

[Editing: If B8 had value 2 then the remaining variables in question B8 were set to -2.]

If yes,

a) Are the floors: carpeted ☐ 1 wooden ☐ 2 other ☐ 3 (please describe)

.....

[Coding: If something other written on the dotted line was not matched by an 'other' tick on B8a, then B8a was coded as 'other'. If there was more than one tick, then B8a was recoded as 'other' and the combination of ticks (e.g. '1+2') was written on the dotted line.]

### sg046 B8a: School hall - floor type

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Carpeted	62	6.1	7.2	7.2
	2 Wooden	528	52.2	61.0	68.1
	3 Other	276	27.3	31.9	100.0
	Total	866	85.7	100.0	
Missing	-5 Question B8 omitted	9	.9		
	-2 No hall	113	11.2		
	-1 Not stated	23	2.3		
	Total	145	14.3		
Total		1011	100.0		



## SG "Questionnaire For Head Teacher" – Section B

b) Is there curtaining or noise absorption tiles to stop echoing? (Tick all that apply)

- |       |                                      |  |
|-------|--------------------------------------|--|
| (i)   | Yes, curtains                        | <div style="border: 1px solid red; padding: 2px 10px;">1</div> |
| (ii)  | Yes, tiles on walls or ceiling       | <div style="border: 1px solid red; padding: 2px 10px;">1</div> |
| (iii) | Yes, other noise absorption material | <div style="border: 1px solid red; padding: 2px 10px;">1</div> |
| (iv)  | No, nothing                          | <div style="border: 1px solid red; padding: 2px 10px;">1</div> |

[Editing: If all 4 parts of question B8b were -1 then variables SG048 to SG051 were set to -4. Otherwise, values of -1 were recoded to 2 "No".]

**sg048 B8b1: School hall echo dampening - curtains**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	596	59.0	68.2	68.2
	2 No	278	27.5	31.8	100.0
	Total	874	86.4	100.0	
Missing	-5 Question B8 omitted	9	.9		
	-4 Question B8b omitted	15	1.5		
	-2 No hall	113	11.2		
	Total	137	13.6		
Total		1011	100.0		

**sg049 B8b2: School hall echo dampening - wall / ceiling tiles**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	190	18.8	21.7	21.7
	2 No	684	67.7	78.3	100.0
	Total	874	86.4	100.0	
Missing	-5 Question B8 omitted	9	.9		
	-4 Question B8b omitted	15	1.5		
	-2 No hall	113	11.2		
	Total	137	13.6		
Total		1011	100.0		

## SG "Questionnaire For Head Teacher" – Section B

### sg050 B8b3: School hall echo dampening - other materials

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	68	6.7	7.8	7.8
	2 No	806	79.7	92.2	100.0
	Total	874	86.4	100.0	
Missing	-5 Question B8 omitted	9	.9		
	-4 Question B8b omitted	15	1.5		
	-2 No hall	113	11.2		
	Total	137	13.6		
Total		1011	100.0		

### sg051 B8b4: School hall echo dampening - no system

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	201	19.9	23.0	23.0
	2 No	673	66.6	77.0	100.0
	Total	874	86.4	100.0	
Missing	-5 Question B8 omitted	9	.9		
	-4 Question B8b omitted	15	1.5		
	-2 No hall	113	11.2		
	Total	137	13.6		
Total		1011	100.0		

## SG "Questionnaire For Head Teacher" – Section B

B9. Is the outdoor play area for the children:

- a) Large enough?      Y        No
- b) Situated so that it can be easily surveyed by adults?      Y        No
- c) Does it have grass as well as hard surface?      Y        No

[Editing: If all three parts of question B9 were omitted then variables SG055 to SG057 were set to -5.]

**sg055 B9a: Outdoor play area - large enough**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1 Yes	675	66.8	68.0	68.0
2 No	318	31.5	32.0	100.0
Total	993	98.2	100.0	
Missing -5 Question B9 omitted	14	1.4		
-1 Not stated	4	.4		
Total	18	1.8		
Total	1011	100.0		

**sg056 B9b: Outdoor play area - easily visible to adults**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1 Yes	817	80.8	83.5	83.5
2 No	162	16.0	16.5	100.0
Total	979	96.8	100.0	
Missing -5 Question B9 omitted	14	1.4		
-1 Not stated	18	1.8		
Total	32	3.2		
Total	1011	100.0		

**sg057 B9c: Outdoor play area - grass as well as hard surface**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1 Yes	850	84.1	86.2	86.2
2 No	136	13.5	13.8	100.0
Total	986	97.5	100.0	
Missing -5 Question B9 omitted	14	1.4		
-1 Not stated	11	1.1		
Total	25	2.5		
Total	1011	100.0		

## SG "Questionnaire For Head Teacher" – Section B

B10. 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 B10a 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 B10 were omitted then variables SG060 and SG062 were set to -5.]

### sg060 B10a: Setting for written SATS this year

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1 Child's normal classroom	560	55.4	58.4	58.4
2 School hall	264	26.1	27.5	85.9
3 Elsew here	135	13.4	14.1	100.0
Total	959	94.9	100.0	
Missing -5 Question B10 omitted	46	4.5		
-1 Not stated	6	.6		
Total	52	5.1		
Total	1011	100.0		

### sg062 B10b: SATS setting is quiet environment

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1 No, very noisy	1	.1	.1	.1
2 No, quite noisy	6	.6	.6	.7
3 Yes, fairly quiet	334	33.0	34.6	35.4
4 Yes, very quiet	623	61.6	64.6	100.0
Total	964	95.4	100.0	
Missing -5 Question B10 omitted	46	4.5		
-1 Not stated	1	.1		
Total	47	4.6		
Total	1011	100.0		



PAGE 11 OF THE QUESTIONNAIRE

**SECTION C: ABOUT THE SCHOOL**

[Editing: If all parts of section C were omitted variables SG100a to SG172 were all set to -6.]

C1. What is the age range of children in your school?

	<b>years</b>	<b>months</b>		<b>years</b>	<b>months</b>
from	<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> <div style="border: 1px solid red; width: 30px; height: 30px; display: inline-block;"></div>	to	<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>	<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>

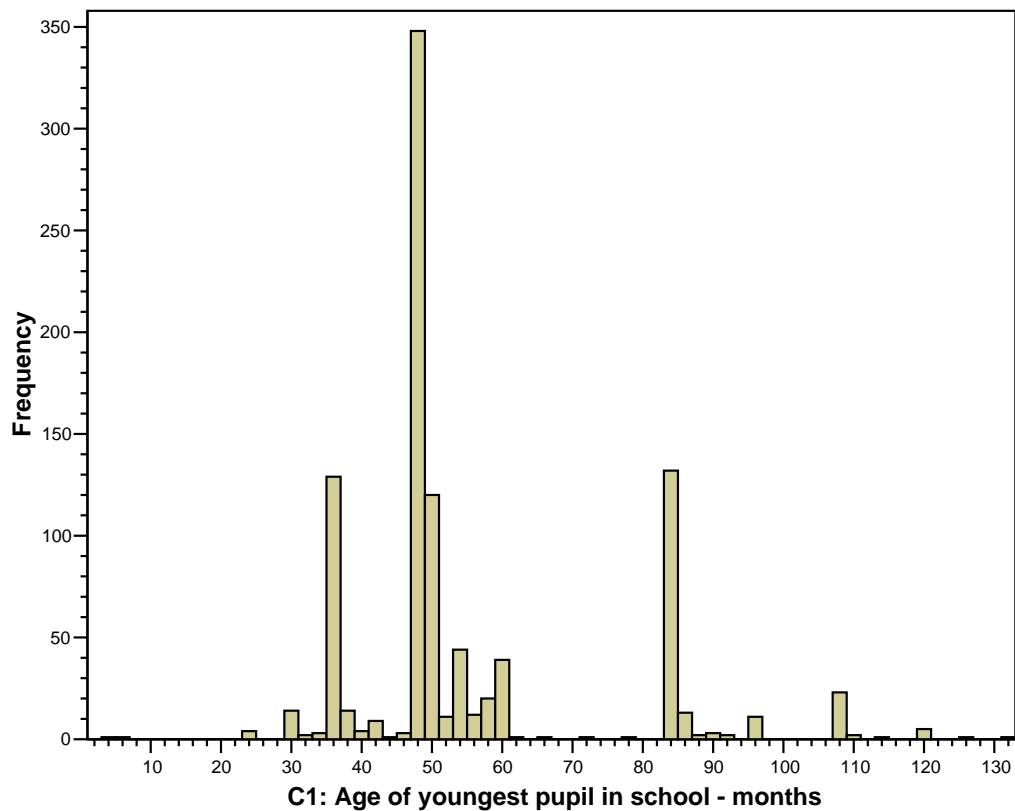
[Editing: One reported upper age of 5 years (with months omitted) was recoded to -1. Two occurrences of 11 years 12 months in the upper age were recoded to 12 years 0 months. If all four parts of question C1 were omitted then variables SG100a to SG101b were set to -5. If the months boxes were left blank then 0 was assumed for the lower end of the age range and 11 for the upper end as these values maximise the range. This assumption was flagged in variables SG100c and SG101c. Finally, 12 times the numbers of years were added to the months variables. Note that the missing values in SG100b and SG101b are the same as in SG100a and SG101a respectively.]

## SG “Questionnaire For Head Teacher” – Section C

**sg100a C1: Age of youngest pupil in school - years**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	3	.3	.3	.3
	2	23	2.3	2.3	2.7
	3	162	16.0	16.5	19.2
	4	564	55.8	57.6	76.7
	5	30	3.0	3.1	79.8
	6	2	.2	.2	80.0
	7	153	15.1	15.6	95.6
	8	10	1.0	1.0	96.6
	9	28	2.8	2.9	99.5
	10	4	.4	.4	99.9
	11	1	.1	.1	100.0
	Total	980	96.9	100.0	
Missing	-6 Section C omitted	4	.4		
	-5 Question C1 omitted	27	2.7		
	Total	31	3.1		
Total		1011	100.0		

**SG100b**



**sg100c DV: Age of youngest pupil in school - assumptions**

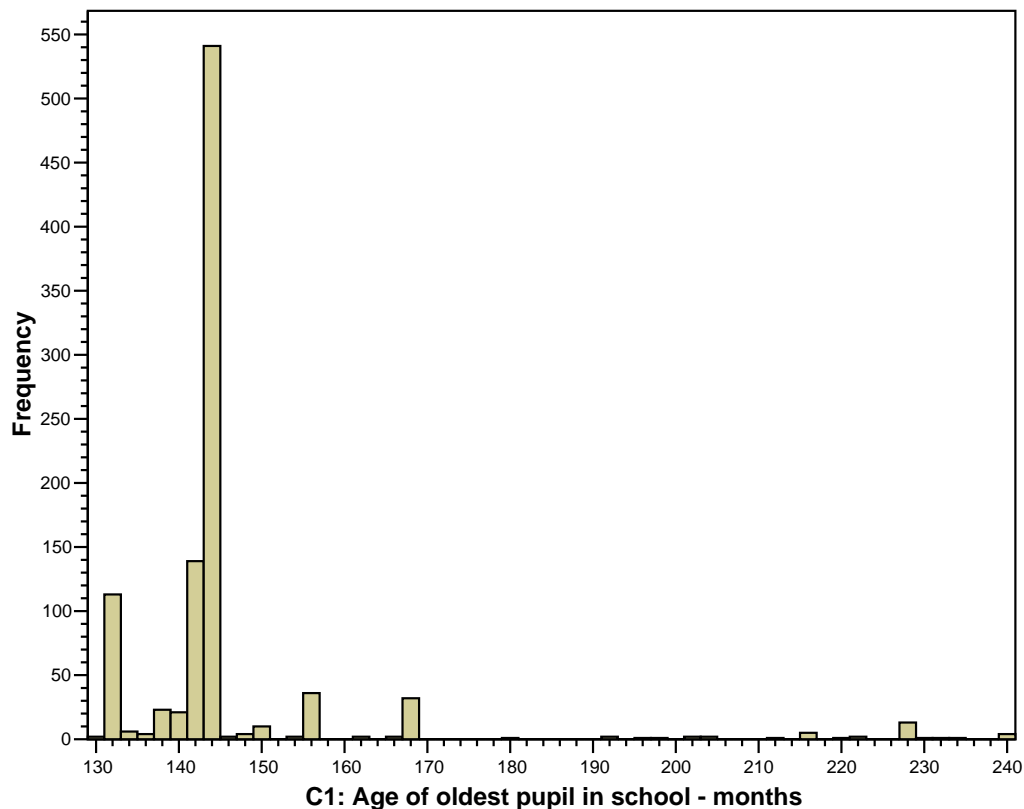
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0 None	807	79.8	79.8	79.8
	1 Month = 0	204	20.2	20.2	100.0
	Total	1011	100.0	100.0	

## SG “Questionnaire For Head Teacher” – Section C

**sg101a C1: Age of oldest pupil in school - years**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	10	27	2.7	2.8	2.8
	11	809	80.0	82.8	85.6
	12	46	4.5	4.7	90.3
	13	54	5.3	5.5	95.8
	14	3	.3	.3	96.1
	15	2	.2	.2	96.3
	16	7	.7	.7	97.0
	17	1	.1	.1	97.1
	18	15	1.5	1.5	98.7
	19	13	1.3	1.3	100.0
	Total	977	96.6	100.0	
Missing	-6 Section C omitted	4	.4		
	-5 Question C1 omitted	27	2.7		
	-1 Not stated	3	.3		
	Total	34	3.4		
Total		1011	100.0		

**SG101b**



**sg101c DV: Age of oldest pupil in school - assumptions**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0 None	796	78.7	78.7	78.7
	1 Month = 11	215	21.3	21.3	100.0
	Total	1011	100.0	100.0	

## SG "Questionnaire For Head Teacher" – Section C

C2. Is the school: (please tick one only)

community school	1
voluntary aided school	2
voluntary controlled school	3
foundation school	4
foundation special school	5
community special school	6
non-maintained special school	7
independent school	8

[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.]

**sg103 C2: School type**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Community school	491	48.6	50.3	50.3
	2 Voluntary aided school	137	13.6	14.0	64.3
	3 Voluntary controlled school	213	21.1	21.8	86.1
	4 Foundation school	14	1.4	1.4	87.5
	6 Community special school	20	2.0	2.0	89.6
	8 Independent school	102	10.1	10.4	100.0
	Total	977	96.6	100.0	
Missing	-6 Section C omitted	4	.4		
	-1 Not stated	30	3.0		
	Total	34	3.4		
Total		1011	100.0		

## SG "Questionnaire For Head Teacher" – Section C

C3. Please give the usual time the sessions start and finish (use 24-hour clock) for Year 6.

		<b>Starts</b>		<b>Ends</b>
(a) Morning		<div style="display: inline-block; border: 1px solid red; width: 30px; height: 30px; margin-right: 5px;"></div> <div style="display: inline-block; border: 1px solid red; width: 30px; height: 30px; margin-right: 5px;"></div>	<div style="display: inline-block; border: 1px solid red; width: 30px; height: 30px; margin-right: 5px;"></div> <div style="display: inline-block; border: 1px solid red; width: 30px; height: 30px; margin-right: 5px;"></div>	<div style="display: inline-block; border: 1px solid red; width: 30px; height: 30px; margin-right: 5px;"></div> <div style="display: inline-block; border: 1px solid red; width: 30px; height: 30px; margin-right: 5px;"></div>
(b) Afternoon		<div style="display: inline-block; border: 1px solid red; width: 30px; height: 30px; margin-right: 5px;"></div> <div style="display: inline-block; border: 1px solid red; width: 30px; height: 30px; margin-right: 5px;"></div>	<div style="display: inline-block; border: 1px solid red; width: 30px; height: 30px; margin-right: 5px;"></div> <div style="display: inline-block; border: 1px solid red; width: 30px; height: 30px; margin-right: 5px;"></div>	<div style="display: inline-block; border: 1px solid red; width: 30px; height: 30px; margin-right: 5px;"></div> <div style="display: inline-block; border: 1px solid red; width: 30px; height: 30px; margin-right: 5px;"></div>

[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 C3 were omitted then variables SG105a to SG108b were set to -5. There were five 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. A single time format variable was created for each time.]

**sg105a C3: Year 6 morning start time - hour**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	7	6	.6	.6	.6
	8	714	70.6	71.5	72.1
	9	279	27.6	27.9	100.0
	Total	999	98.8	100.0	
Missing	-6 Section C omitted	4	.4		
	-5 Question C3 omitted	8	.8		
	Total	12	1.2		
Total		1011	100.0		

**sg105b C3: Year 6 morning start time - minutes**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	256	25.3	25.6	25.6
	5	1	.1	.1	25.7
	10	13	1.3	1.3	27.0
	15	7	.7	.7	27.7
	20	6	.6	.6	28.3
	25	5	.5	.5	28.8
	30	34	3.4	3.4	32.2
	35	9	.9	.9	33.1
	40	36	3.6	3.6	36.7
	45	138	13.6	13.8	50.6
	50	198	19.6	19.8	70.4
	55	295	29.2	29.5	99.9
	58	1	.1	.1	100.0
	Total	999	98.8	100.0	
Missing	-6 Section C omitted	4	.4		
	-5 Question C3 omitted	8	.8		
	Total	12	1.2		
Total		1011	100.0		

## SG "Questionnaire For Head Teacher" – Section C

### sg106a C3: Year 6 morning end time - hour

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	10	1	.1	.1	.1
	11	27	2.7	2.8	2.9
	12	932	92.2	95.5	98.4
	13	16	1.6	1.6	100.0
	Total	976	96.5	100.0	
Missing	-6 Section C omitted	4	.4		
	-5 Question C3 omitted	8	.8		
	-1 Not stated	23	2.3		
	Total	35	3.5		
Total		1011	100.0		

### sg106b C3: Year 6 morning end time - minutes

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	410	40.6	42.0	42.0
	5	56	5.5	5.7	47.7
	10	69	6.8	7.1	54.8
	15	197	19.5	20.2	75.0
	20	33	3.3	3.4	78.4
	25	19	1.9	1.9	80.3
	30	133	13.2	13.6	94.0
	35	14	1.4	1.4	95.4
	40	11	1.1	1.1	96.5
	45	7	.7	.7	97.2
	50	9	.9	.9	98.2
	55	17	1.7	1.7	99.9
	58	1	.1	.1	100.0
	Total	976	96.5	100.0	
Missing	-6 Section C omitted	4	.4		
	-5 Question C3 omitted	8	.8		
	-1 Not stated	23	2.3		
	Total	35	3.5		
Total		1011	100.0		

## SG "Questionnaire For Head Teacher" – Section C

### sg107a C3: Year 6 afternoon start time - hour

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	10	1	.1	.1	.1
	12	47	4.6	4.8	4.9
	13	912	90.2	93.2	98.1
	14	19	1.9	1.9	100.0
	Total	979	96.8	100.0	
Missing	-6 Section C omitted	4	.4		
	-5 Question C3 omitted	8	.8		
	-1 Not stated	20	2.0		
	Total	32	3.2		
Total		1011	100.0		

### sg107b C3: Year 6 afternoon start time - minutes

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	318	31.5	32.5	32.5
	5	40	4.0	4.1	36.6
	10	121	12.0	12.4	48.9
	15	231	22.8	23.6	72.5
	20	38	3.8	3.9	76.4
	25	31	3.1	3.2	79.6
	30	116	11.5	11.8	91.4
	35	13	1.3	1.3	92.7
	40	15	1.5	1.5	94.3
	45	23	2.3	2.3	96.6
	50	9	.9	.9	97.5
	55	24	2.4	2.5	100.0
	Total	979	96.8	100.0	
Missing	-6 Section C omitted	4	.4		
	-5 Question C3 omitted	8	.8		
	-1 Not stated	20	2.0		
	Total	32	3.2		
Total		1011	100.0		

## SG “Questionnaire For Head Teacher” – Section C

### sg108a C3: Year 6 afternoon end time - hour

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	13	3	.3	.3	.3
	14	19	1.9	1.9	2.2
	15	930	92.0	93.4	95.6
	16	37	3.7	3.7	99.3
	17	4	.4	.4	99.7
	18	2	.2	.2	99.9
	20	1	.1	.1	100.0
	Total	996	98.5	100.0	
Missing	-6 Section C omitted	4	.4		
	-5 Question C3 omitted	8	.8		
	-1 Not stated	3	.3		
	Total	15	1.5		
Total		1011	100.0		

### sg108b C3: Year 6 afternoon end time - minutes

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	115	11.4	11.5	11.5
	5	23	2.3	2.3	13.9
	6	1	.1	.1	14.0
	10	38	3.8	3.8	17.8
	15	329	32.5	33.0	50.8
	20	132	13.1	13.3	64.1
	25	38	3.8	3.8	67.9
	30	251	24.8	25.2	93.1
	32	1	.1	.1	93.2
	35	23	2.3	2.3	95.5
	40	19	1.9	1.9	97.4
	45	15	1.5	1.5	98.9
	50	5	.5	.5	99.4
	55	6	.6	.6	100.0
	Total	996	98.5	100.0	
Missing	-6 Section C omitted	4	.4		
	-5 Question C3 omitted	8	.8		
	-1 Not stated	3	.3		
	Total	15	1.5		
Total		1011	100.0		



## SG “Questionnaire For Head Teacher” – Section C

### Derived Variables

#### Length of Morning Session

The length of the morning session was derived as SG109 by subtracting SG105 from SG106. Missing values of -6 & -5 in the components were copied across and if either of the components was -1 then SG109 was set to -1 hour. The hour and minute components were then extracted as separate variables SG109a & SG109b.

#### **sg109a DV: Length of Year 6 morning session - hours**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 2	18	1.8	1.8	1.8
3	922	91.2	94.5	96.3
4	34	3.4	3.5	99.8
5	2	.2	.2	100.0
Total	976	96.5	100.0	
Missing -6 Section C omitted	4	.4		
-5 Question C3 omitted	8	.8		
-1 Missing	23	2.3		
Total	35	3.5		
Total	1011	100.0		

#### **sg109b DV: Length of Year 6 morning session - minutes**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 0	147	14.5	15.1	15.1
2	1	.1	.1	15.2
3	1	.1	.1	15.3
5	145	14.3	14.9	30.1
10	126	12.5	12.9	43.0
15	147	14.5	15.1	58.1
20	106	10.5	10.9	69.0
25	67	6.6	6.9	75.8
30	84	8.3	8.6	84.4
35	44	4.4	4.5	88.9
40	32	3.2	3.3	92.2
45	37	3.7	3.8	96.0
50	24	2.4	2.5	98.5
55	15	1.5	1.5	100.0
Total	976	96.5	100.0	
Missing -6 Section C omitted	4	.4		
-5 Question C3 omitted	8	.8		
-1 Missing	23	2.3		
Total	35	3.5		
Total	1011	100.0		

## SG "Questionnaire For Head Teacher" – Section C

### Length of Lunch Break

The length of the lunch break was derived as SG110 by subtracting SG106 from SG107. Missing values of -6 & -5 in the components were copied across and if either of the components was -1 then SG110 was set to -1 hour. The hour and minute components were then extracted as separate variables SG110a & SG110b.

#### **sg110a DV: Length of Year 6 lunch break - hours**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	196	19.4	20.1	20.1
	1	777	76.9	79.7	99.8
	2	1	.1	.1	99.9
	3	1	.1	.1	100.0
	Total	975	96.4	100.0	
Missing	-6 Section C omitted	4	.4		
	-5 Question C3 omitted	8	.8		
	-1 Missing	24	2.4		
	Total	36	3.6		
Total		1011	100.0		

#### **sg110b DV: Length of Year 6 lunch break - minutes**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	523	51.7	53.6	53.6
	5	68	6.7	7.0	60.6
	10	82	8.1	8.4	69.0
	12	1	.1	.1	69.1
	15	84	8.3	8.6	77.7
	20	10	1.0	1.0	78.8
	25	4	.4	.4	79.2
	30	18	1.8	1.8	81.0
	35	2	.2	.2	81.2
	40	6	.6	.6	81.8
	45	55	5.4	5.6	87.5
	50	44	4.4	4.5	92.0
	55	78	7.7	8.0	100.0
	Total	975	96.4	100.0	
Missing	-6 Section C omitted	4	.4		
	-5 Question C3 omitted	8	.8		
	-1 Missing	24	2.4		
	Total	36	3.6		
Total		1011	100.0		

## SG "Questionnaire For Head Teacher" – Section C

### Length of Afternoon Session

The length of the afternoon session was derived as SG111 by subtracting SG107 from SG108. Missing values of -6 & -5 in the components were copied across and if either of the components was -1 then SG111 was set to -1 hour. The hour and minute components were then extracted as separate variables SG111a & SG111b.

#### **sg111a DV: Length of Year 6 afternoon session - hours**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	2	.2	.2	.2
	1	157	15.5	16.1	16.3
	2	811	80.2	82.9	99.2
	3	7	.7	.7	99.9
	5	1	.1	.1	100.0
	Total	978	96.7	100.0	
Missing	-6 Section C omitted	4	.4		
	-5 Question C3 omitted	8	.8		
	-1 Missing	21	2.1		
	Total	33	3.3		
Total		1011	100.0		

#### **sg111b DV: Length of Year 6 afternoon session - minutes**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	190	18.8	19.4	19.4
	5	102	10.1	10.4	29.9
	10	80	7.9	8.2	38.0
	15	218	21.6	22.3	60.3
	16	1	.1	.1	60.4
	20	93	9.2	9.5	69.9
	25	24	2.4	2.5	72.4
	30	105	10.4	10.7	83.1
	35	20	2.0	2.0	85.2
	40	16	1.6	1.6	86.8
	42	1	.1	.1	86.9
	45	73	7.2	7.5	94.4
	50	30	3.0	3.1	97.4
	55	25	2.5	2.6	100.0
	Total	978	96.7	100.0	
Missing	-6 Section C omitted	4	.4		
	-5 Question C3 omitted	8	.8		
	-1 Missing	21	2.1		
	Total	33	3.3		
Total		1011	100.0		

## SG "Questionnaire For Head Teacher" – Section C

### Length of Work Sessions

The length of the work sessions was derived as SG112 by adding SG109 and SG111. Missing values of -6 & -5 in the components were copied across and if either of the components was -1 then SG112 was set to -1 hour. The hour and minute components were then extracted as separate variables SG112a & SG112b.

#### **sg112a DV: Length of Year 6 work sessions - hours**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	3	.3	.3	.3
	4	12	1.2	1.2	1.5
	5	906	89.6	93.0	94.6
	6	45	4.5	4.6	99.2
	7	6	.6	.6	99.8
	8	1	.1	.1	99.9
	9	1	.1	.1	100.0
	Total	974	96.3	100.0	
Missing	-6 Section C omitted	4	.4		
	-5 Question C3 omitted	8	.8		
	-1 Missing	25	2.5		
	Total	37	3.7		
Total		1011	100.0		

#### **sg112b DV: Length of Year 6 work sessions - minutes**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	23	2.3	2.4	2.4
	5	19	1.9	2.0	4.3
	7	1	.1	.1	4.4
	8	1	.1	.1	4.5
	10	39	3.9	4.0	8.5
	15	170	16.8	17.5	26.0
	20	196	19.4	20.1	46.1
	25	151	14.9	15.5	61.6
	26	1	.1	.1	61.7
	30	180	17.8	18.5	80.2
	35	87	8.6	8.9	89.1
	40	48	4.7	4.9	94.0
	42	1	.1	.1	94.1
	45	29	2.9	3.0	97.1
	50	23	2.3	2.4	99.5
	55	5	.5	.5	100.0
	Total	974	96.3	100.0	
Missing	-6 Section C omitted	4	.4		
	-5 Question C3 omitted	8	.8		
	-1 Missing	25	2.5		
	Total	37	3.7		
Total		1011	100.0		

## SG "Questionnaire For Head Teacher" – Section C

### Length of Day

The length of the day was derived as SG113 by subtracting SG105 from SG108. Missing values of -6 & -5 in the components were copied across and if either of the components was -1 then SG113 was set to -1 hour. The hour and minute components were then extracted as separate variables SG113a & SG113b.

#### **sg113a DV: Length of Year 6 day - hours**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	4	2	.2	.2	.2
	5	13	1.3	1.3	1.5
	6	914	90.4	91.8	93.3
	7	55	5.4	5.5	98.8
	8	9	.9	.9	99.7
	10	2	.2	.2	99.9
	12	1	.1	.1	100.0
	Total	996	98.5	100.0	
Missing	-6 Section C omitted	4	.4		
	-5 Question C3 omitted	8	.8		
	-1 Missing	3	.3		
	Total	15	1.5		
Total		1011	100.0		

#### **sg113b DV: Length of Year 6 day - minutes**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	29	2.9	2.9	2.9
	5	24	2.4	2.4	5.3
	10	34	3.4	3.4	8.7
	15	158	15.6	15.9	24.6
	17	1	.1	.1	24.7
	20	182	18.0	18.3	43.0
	25	146	14.4	14.7	57.6
	26	1	.1	.1	57.7
	30	198	19.6	19.9	77.6
	35	113	11.2	11.3	89.0
	40	56	5.5	5.6	94.6
	45	28	2.8	2.8	97.4
	47	1	.1	.1	97.5
	50	18	1.8	1.8	99.3
	55	7	.7	.7	100.0
	Total	996	98.5	100.0	
Missing	-6 Section C omitted	4	.4		
	-5 Question C3 omitted	8	.8		
	-1 Missing	3	.3		
	Total	15	1.5		
Total		1011	100.0		

## SG “Questionnaire For Head Teacher” – Section C

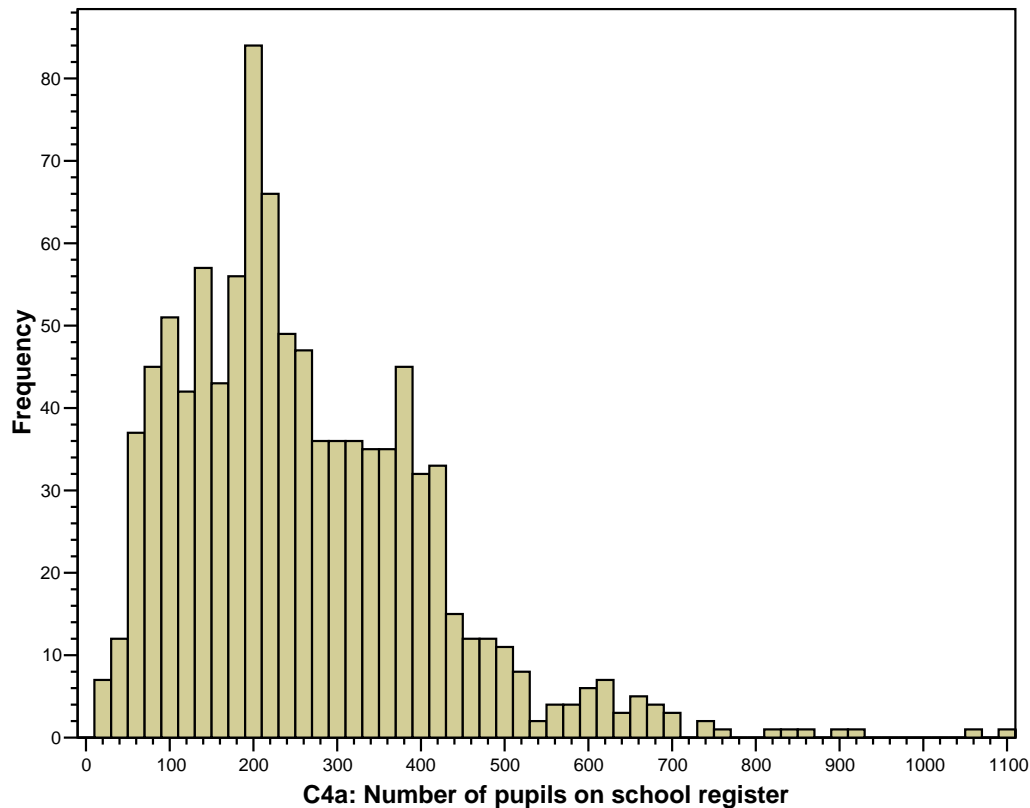
[Editing: If all four parts of question C4 were omitted then variables SG115 to SG120 were set to -5. Note that this edit did not apply to any cases.]

C4. a) How many children are there on the school register?

children

[Coding: Part time pupils were included as whole pupils. For schools with > 1000 children, code 998 was used. The true numbers were looked up and entered after keying.]

### SG115



plus the following outliers and missing values:

**sg115 C4a: Number of pupils on school register**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1700	1	4.8	50.0	50.0
	2500	1	4.8	50.0	100.0
	Total	2	9.5	100.0	
Missing	-6 Section C omitted	4	19.0		
	-5 Question C4 omitted	3	14.3		
	-1 Not stated	12	57.1		
	Total	19	90.5		
Total		21	100.0		

## SG "Questionnaire For Head Teacher" – Section C

b) How many have been excluded from school during this school year?



for a fixed term



permanently

[Editing: If both parts of C4b were omitted then variables SG116 & SG117 were set to -4. Otherwise, values of -1 in SG116 & SG117 were recoded to 0.]

**sg116 C4b: School exclusions this year - number of fixed term**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	609	60.2	64.7	64.7
	1	134	13.3	14.2	79.0
	2	70	6.9	7.4	86.4
	3	46	4.5	4.9	91.3
	4	29	2.9	3.1	94.4
	5	11	1.1	1.2	95.5
	6	9	.9	1.0	96.5
	7	10	1.0	1.1	97.6
	8	6	.6	.6	98.2
	9	7	.7	.7	98.9
	10	2	.2	.2	99.1
	11	1	.1	.1	99.3
	14	1	.1	.1	99.4
	15	1	.1	.1	99.5
	17	1	.1	.1	99.6
	19	1	.1	.1	99.7
	25	1	.1	.1	99.8
	30	1	.1	.1	99.9
	53	1	.1	.1	100.0
	Total	941	93.1	100.0	
Missing	-6 Section C omitted	4	.4		
	-5 Question C4 omitted	3	.3		
	-4 Question C4b omitted	63	6.2		
	Total	70	6.9		
Total		1011	100.0		

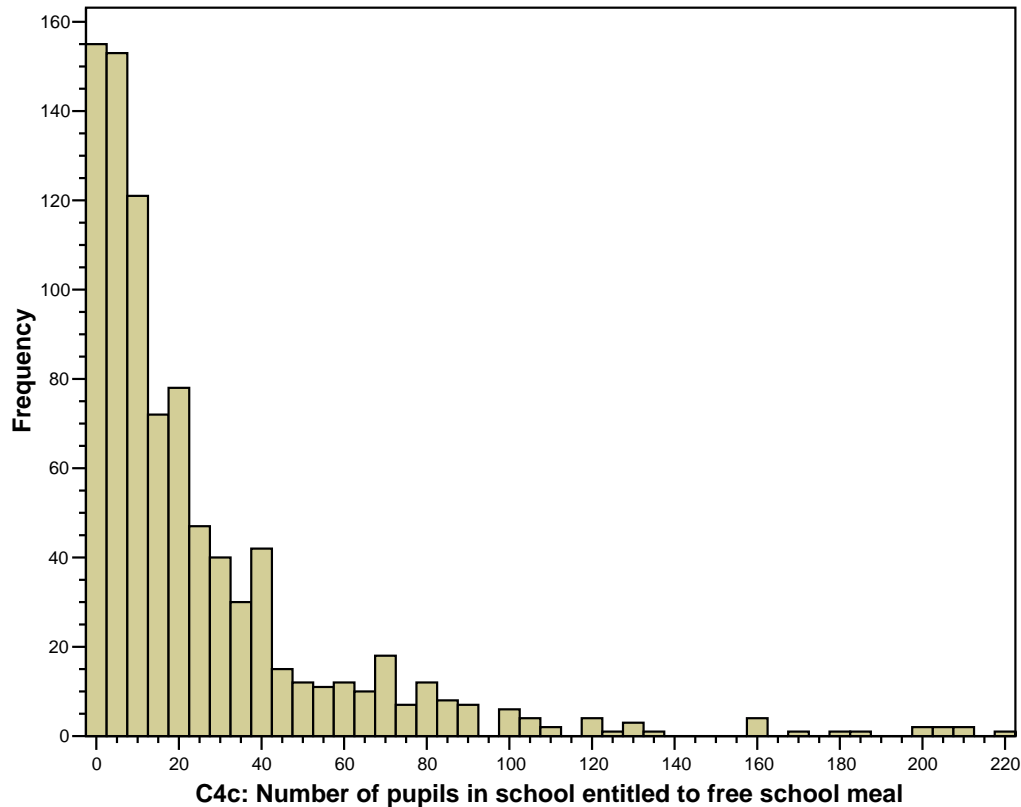
**sg117 C4b: School exclusions this year - number of permanent**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	877	86.7	93.2	93.2
	1	50	4.9	5.3	98.5
	2	13	1.3	1.4	99.9
	3	1	.1	.1	100.0
	Total	941	93.1	100.0	
Missing	-6 Section C omitted	4	.4		
	-5 Question C4 omitted	3	.3		
	-4 Question C4b omitted	63	6.2		
	Total	70	6.9		
Total		1011	100.0		

## PAGE 12 OF THE QUESTIONNAIRE

C4. c) How many are entitled to free school meals?    children

[Editing: The percentage of children in the school entitled to free school meals was derived as SG119a. Missing values of -6 in the components were copied across and if either of SG115 or SG119 was -1 then SG119a was set to -1. SG119a is stored as a long decimal, but formatted to display to 1 decimal place.]

**SG119**

plus the following outliers and missing values:

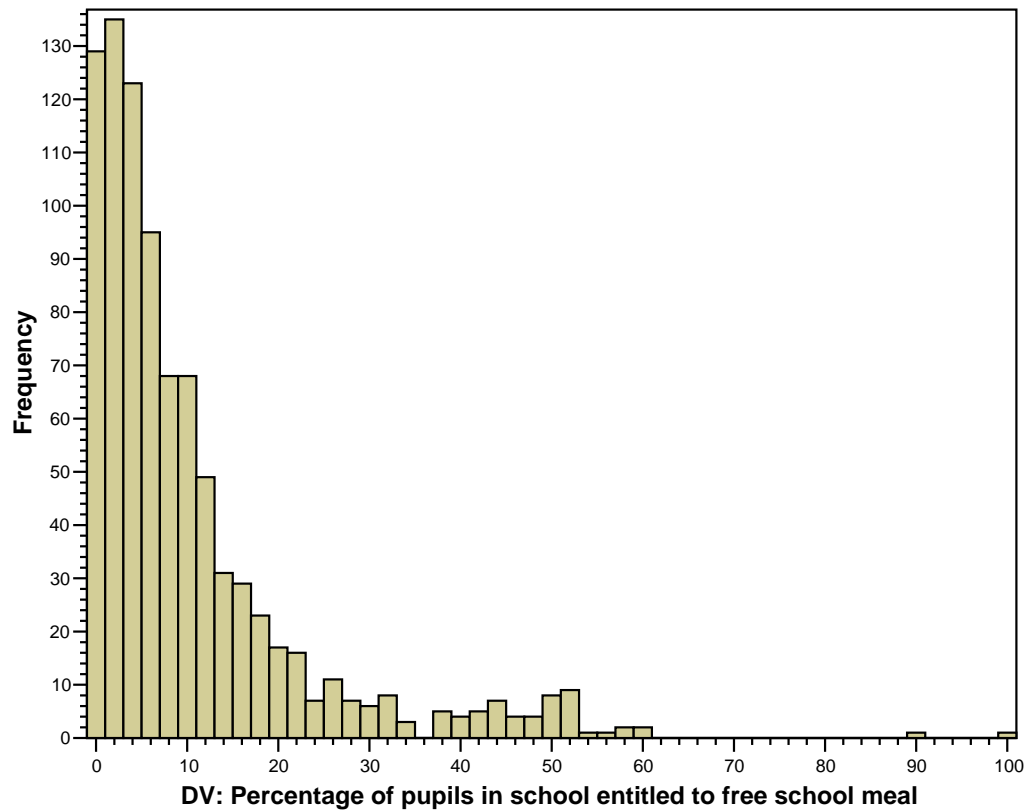
**sg119 C4c: Number of pupils in school entitled to free school meal**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	286	1	.8	25.0	25.0
	409	1	.8	25.0	50.0
	869	1	.8	25.0	75.0
	1000	1	.8	25.0	100.0
	Total	4	3.2	100.0	
Missing	-6 Section C omitted	4	3.2		
	-5 Question C4 omitted	3	2.4		
	-1 Not stated	115	91.3		
	Total	122	96.8		
Total		126	100.0		



# SG "Questionnaire For Head Teacher" – Section C

## SG119a



plus the following missing values:

**sg119a DV: Percentage of pupils in school entitled to free school meal**

	Frequency	Percent
Missing -6.0 Section C omitted	4	3.0
-5.0 Question C4 omitted	3	2.3
-1.0 Missing	125	94.7
Total	132	100.0

## SG "Questionnaire For Head Teacher" – Section C

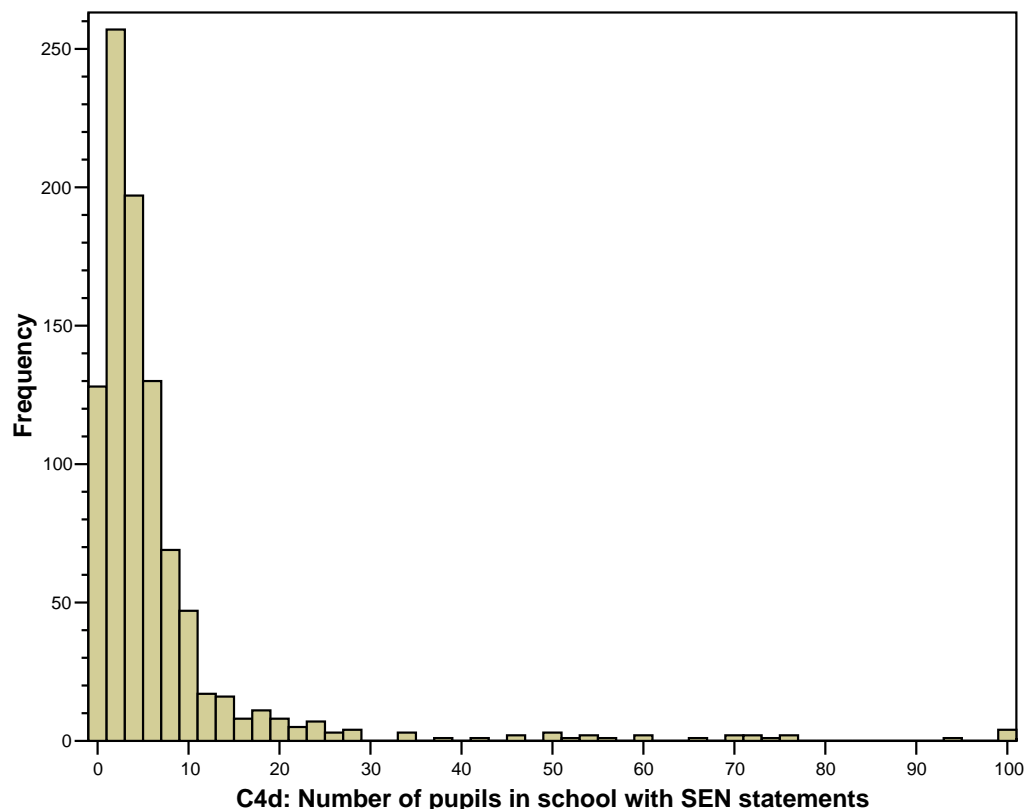
d) How many pupils have statements for special educational needs

[Coding: For special schools "all" was coded as 90, otherwise "all" was coded as 98.]

[Editing: If SG120 = 90 then for special schools (i.e. if SG004 = 3) the value of SG115 was substituted (it was verified that SG115 was not missing for any of these cases). The percentage of statemented children in the school was derived as SG120a. Missing values of -6 in the components were copied across and if either of SG115 or SG120 was -1 then SG120a was set to -1. SG120a is stored as a long decimal, but formatted to display to 1 decimal place.]

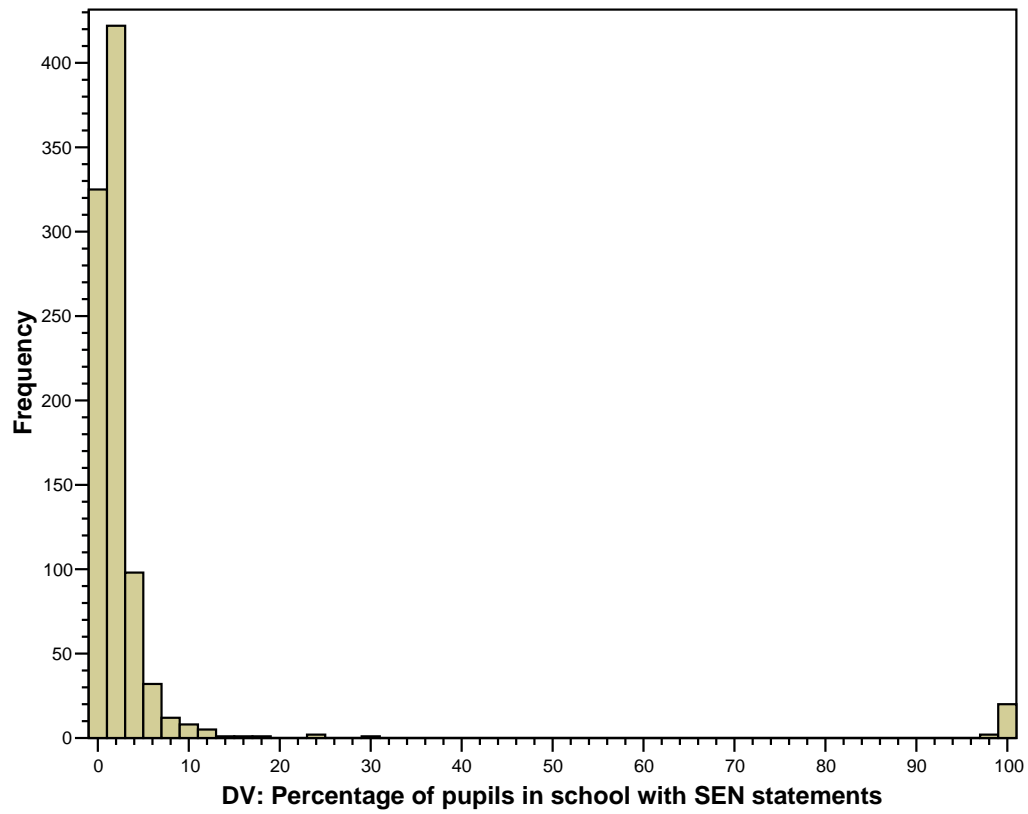
### SG120



plus the following outliers and missing values:

#### sg120 C4d: Number of pupils in school with SEN statements

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	114	1	1.3	20.0	20.0
	125	1	1.3	20.0	40.0
	134	1	1.3	20.0	60.0
	182	1	1.3	20.0	80.0
	187	1	1.3	20.0	100.0
	Total	5	6.7	100.0	
Missing	-6 Section C omitted	4	5.3		
	-5 Question C4 omitted	3	4.0		
	-1 Not stated	63	84.0		
	Total	70	93.3		
Total		75	100.0		

**SG120a**


plus the following missing values:

**sg120a DV: Percentage of pupils in school with SEN statements**

	Frequency	Percent
Missing -6.0 Section C omitted	4	4.9
-5.0 Question C4 omitted	3	3.7
-1.0 Missing	74	91.4
Total	81	100.0

## SG "Questionnaire For Head Teacher" – Section C

C5. 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 was written on the dotted line it was ensured there was a tick on C7h.]

[Editing: If all six parts of C5 were omitted then variables SG122 to SG127 were set to -5, otherwise values of -1 were recoded to 2 'No'.]

### sg122 C5a: School admission policy - waiting list (no policy)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	172	17.0	17.4	17.4
	2 No	815	80.6	82.6	100.0
	Total	987	97.6	100.0	
Missing	-6 Section C omitted	4	.4		
	-5 Question C5 omitted	20	2.0		
	Total	24	2.4		
Total		1011	100.0		

### sg123 C5b: School admission policy - priority for special needs

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	210	20.8	21.3	21.3
	2 No	777	76.9	78.7	100.0
	Total	987	97.6	100.0	
Missing	-6 Section C omitted	4	.4		
	-5 Question C5 omitted	20	2.0		
	Total	24	2.4		
Total		1011	100.0		

## SG “Questionnaire For Head Teacher” – Section C

### sg124 C5c: School admission policy - priority for catchment area

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	590	58.4	59.8	59.8
	2 No	397	39.3	40.2	100.0
	Total	987	97.6	100.0	
Missing	-6 Section C omitted	4	.4		
	-5 Question C5 omitted	20	2.0		
	Total	24	2.4		
Total		1011	100.0		

### sg125 C5d: School admission policy - priority for siblings

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	531	52.5	53.8	53.8
	2 No	456	45.1	46.2	100.0
	Total	987	97.6	100.0	
Missing	-6 Section C omitted	4	.4		
	-5 Question C5 omitted	20	2.0		
	Total	24	2.4		
Total		1011	100.0		

### sg126 C5e: School admission policy - parental request

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	97	9.6	9.8	9.8
	2 No	890	88.0	90.2	100.0
	Total	987	97.6	100.0	
Missing	-6 Section C omitted	4	.4		
	-5 Question C5 omitted	20	2.0		
	Total	24	2.4		
Total		1011	100.0		

### sg127 C5f: School admission policy - other

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	336	33.2	34.0	34.0
	2 No	651	64.4	66.0	100.0
	Total	987	97.6	100.0	
Missing	-6 Section C omitted	4	.4		
	-5 Question C5 omitted	20	2.0		
	Total	24	2.4		
Total		1011	100.0		

## SG "Questionnaire For Head Teacher" – Section C

- C6. 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; width: 30px; height: 20px;" type="checkbox"/>
75-99%	2	<input style="border: 1px solid red; width: 30px; height: 20px;" type="checkbox"/>
50-74%	3	<input style="border: 1px solid red; width: 30px; height: 20px;" type="checkbox"/>
25-49%	4	<input style="border: 1px solid red; width: 30px; height: 20px;" type="checkbox"/>
10-24%	5	<input style="border: 1px solid red; width: 30px; height: 20px;" type="checkbox"/>
less than 10%	6	<input style="border: 1px solid red; width: 30px; height: 20px;" type="checkbox"/>

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

**sg142 C6: Percentage of pupils in school with concerning home circumstances**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 100%	1	.1	.1	.1
	2 75-99%	9	.9	.9	1.0
	3 50-74%	28	2.8	2.8	3.8
	4 25-49%	75	7.4	7.6	11.4
	5 10-24%	221	21.9	22.3	33.8
	6 < 10%	655	64.8	66.2	100.0
	Total	989	97.8	100.0	
Missing	-6 Section C omitted	4	.4		
	-1 Not stated	18	1.8		
	Total	22	2.2		
Total		1011	100.0		

## PAGE 13 OF THE QUESTIONNAIRE

C7. 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="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text" value="4"/>	<input type="text" value="5"/>
b)	Poor housing	<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"/>
c)	Poverty	<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"/>
d)	Marital difficulties	<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"/>
e)	Poor parent-child relations	<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"/>
f)	Child on 'at risk' register	<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"/>
g)	Family ill-health	<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"/>
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"/>

.....

[Coding: If more than one box was ticked for any of part of C7 the highest code number was taken. If any appropriate writing on the dotted line was not matched by a tick on C7h, then C7h was coded as zero.]

[Editing: If all eight parts of question C7 were omitted then variables SG045 to SG052 were set to -5. Remaining values of -1 in part h were recoded to 1. Values of 5 were recoded to -2.]

## SG "Questionnaire For Head Teacher" – Section C

### sg145 C7a: Number of pupils in school with overcrowding at home

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 None	288	28.5	32.7	32.7
	2 Few	555	54.9	62.9	95.6
	3 Many	37	3.7	4.2	99.8
	4 Most	2	.2	.2	100.0
	Total	882	87.2	100.0	
Missing	-6 Section C omitted	4	.4		
	-5 Question C7 omitted	17	1.7		
	-2 Don't know	96	9.5		
	-1 Not stated	12	1.2		
	Total	129	12.8		
Total		1011	100.0		

### sg146 C7b: Number of pupils in school with poor housing at home

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 None	267	26.4	28.9	28.9
	2 Few	583	57.7	63.0	91.9
	3 Many	69	6.8	7.5	99.4
	4 Most	6	.6	.6	100.0
	Total	925	91.5	100.0	
Missing	-6 Section C omitted	4	.4		
	-5 Question C7 omitted	17	1.7		
	-2 Don't know	53	5.2		
	-1 Not stated	12	1.2		
	Total	86	8.5		
Total		1011	100.0		

### sg147 C7c: Number of pupils in school with poverty at home

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 None	256	25.3	27.3	27.3
	2 Few	588	58.2	62.7	90.0
	3 Many	82	8.1	8.7	98.7
	4 Most	12	1.2	1.3	100.0
	Total	938	92.8	100.0	
Missing	-6 Section C omitted	4	.4		
	-5 Question C7 omitted	17	1.7		
	-2 Don't know	41	4.1		
	-1 Not stated	11	1.1		
	Total	73	7.2		
Total		1011	100.0		



## SG "Questionnaire For Head Teacher" – Section C

**sg148 C7d: Number of pupils in school with marital difficulties at home**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 None	2	.2	.2	.2
	2 Few	436	43.1	46.1	46.3
	3 Many	477	47.2	50.5	96.8
	4 Most	30	3.0	3.2	100.0
	Total	945	93.5	100.0	
Missing	-6 Section C omitted	4	.4		
	-5 Question C7 omitted	17	1.7		
	-2 Don't know	40	4.0		
	-1 Not stated	5	.5		
	Total	66	6.5		
Total		1011	100.0		

**sg149 C7e: Number of pupils in school with poor parent-child relations at home**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 None	42	4.2	4.5	4.5
	2 Few	733	72.5	78.1	82.6
	3 Many	155	15.3	16.5	99.1
	4 Most	8	.8	.9	100.0
	Total	938	92.8	100.0	
Missing	-6 Section C omitted	4	.4		
	-5 Question C7 omitted	17	1.7		
	-2 Don't know	41	4.1		
	-1 Not stated	11	1.1		
	Total	73	7.2		
Total		1011	100.0		

**sg150 C7f: Number of pupils in school on at risk register**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 None	484	47.9	50.3	50.3
	2 Few	467	46.2	48.5	98.8
	3 Many	12	1.2	1.2	100.0
	Total	963	95.3	100.0	
Missing	-6 Section C omitted	4	.4		
	-5 Question C7 omitted	17	1.7		
	-2 Don't know	13	1.3		
	-1 Not stated	14	1.4		
	Total	48	4.7		
Total		1011	100.0		

## SG "Questionnaire For Head Teacher" – Section C

### sg151 C7g: Number of pupils in school with family ill-health at home

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 None	107	10.6	11.7	11.7
	2 Few	767	75.9	84.0	95.7
	3 Many	39	3.9	4.3	100.0
	Total	913	90.3	100.0	
Missing	-6 Section C omitted	4	.4		
	-5 Question C7 omitted	17	1.7		
	-2 Don't know	67	6.6		
	-1 Not stated	10	1.0		
	Total	98	9.7		
Total		1011	100.0		

### sg152 C7h: Number of pupils in school with other problems at home

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0 Other	5	.5	.5	.5
	1 None	886	87.6	91.5	92.0
	2 Few	48	4.7	5.0	97.0
	3 Many	26	2.6	2.7	99.7
	4 Most	3	.3	.3	100.0
	Total	968	95.7	100.0	
Missing	-6 Section C omitted	4	.4		
	-5 Question C7 omitted	17	1.7		
	-2 Don't know	22	2.2		
	Total	43	4.3		
Total		1011	100.0		

**Derived Variables**Index of Pupil Disadvantage

This score, on a scale of [0, 24], is a weighted sum of the responses to question C7. 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, SG154b, should be used. . If users wish to be more stringent about the number of missing components then SG154c can be used to set further cases to missing. However, should users only want the cases who completed all components then SG154a should be used (this is equivalent to setting SG154b to -5 for all cases for which SG154c > 0).

The index of pupil deprivation was created by recoding (missing, 1 = 0)(0, 2 = 1)(3 = 2)(4 = 3) in SG145 to SG152 and summing. The score based on complete cases only is SG154a. If any of the components were missing or "Don't know" then SG154a was set to -5. Variable SG154c is the number of components with missing values of -1 or -2. The prorated score is SG154b. If more than four components were missing or then SG154b was set to -5. Otherwise SG154b was scaled by a factor of 8 / (8 - SG154c) and rounded to the nearest integer

**sg154a DV: Index of disadvantage of school's pupils (complete cases)**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	2	.2	.3	.3
	1	17	1.7	2.1	2.4
	2	36	3.6	4.5	6.9
	3	64	6.3	8.0	14.9
	4	64	6.3	8.0	23.0
	5	69	6.8	8.7	31.6
	6	103	10.2	12.9	44.5
	7	150	14.8	18.8	63.4
	8	116	11.5	14.6	77.9
	9	74	7.3	9.3	87.2
	10	36	3.6	4.5	91.7
	11	26	2.6	3.3	95.0
	12	13	1.3	1.6	96.6
	13	8	.8	1.0	97.6
	14	8	.8	1.0	98.6
	15	7	.7	.9	99.5
	16	4	.4	.5	100.0
	Total	797	78.8	100.0	
Missing	-6 Section C omitted	4	.4		
	-5 1+ components omitted	210	20.8		
	Total	214	21.2		
Total		1011	100.0		

# SG "Questionnaire For Head Teacher" – Section C

**sg154b DV: Index of disadvantage of school's pupils (prorated)**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	6	.6	.6	.6
	1	20	2.0	2.1	2.7
	2	44	4.4	4.6	7.2
	3	75	7.4	7.8	15.0
	4	76	7.5	7.9	22.9
	5	92	9.1	9.5	32.4
	6	132	13.1	13.7	46.0
	7	192	19.0	19.9	65.9
	8	134	13.3	13.9	79.7
	9	82	8.1	8.5	88.2
	10	40	4.0	4.1	92.3
	11	31	3.1	3.2	95.6
	12	13	1.3	1.3	96.9
	13	8	.8	.8	97.7
	14	10	1.0	1.0	98.8
	15	8	.8	.8	99.6
	16	4	.4	.4	100.0
	Total	967	95.6	100.0	
Missing	-6 Section C omitted	4	.4		
	-5 > 4 components omitted	40	4.0		
	Total	44	4.4		
Total		1011	100.0		

**sg154c DV: # missing index of disadvantage of school's pupils components**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	797	78.8	80.5	80.5
	1	85	8.4	8.6	89.1
	2	44	4.4	4.4	93.5
	3	30	3.0	3.0	96.6
	4	11	1.1	1.1	97.7
	5	7	.7	.7	98.4
	6	8	.8	.8	99.2
	7	6	.6	.6	99.8
	8	2	.2	.2	100.0
	Total	990	97.9	100.0	
Missing	-6 Section C omitted	4	.4		
	-5 Question C7 omitted	17	1.7		
	Total	21	2.1		
Total		1011	100.0		

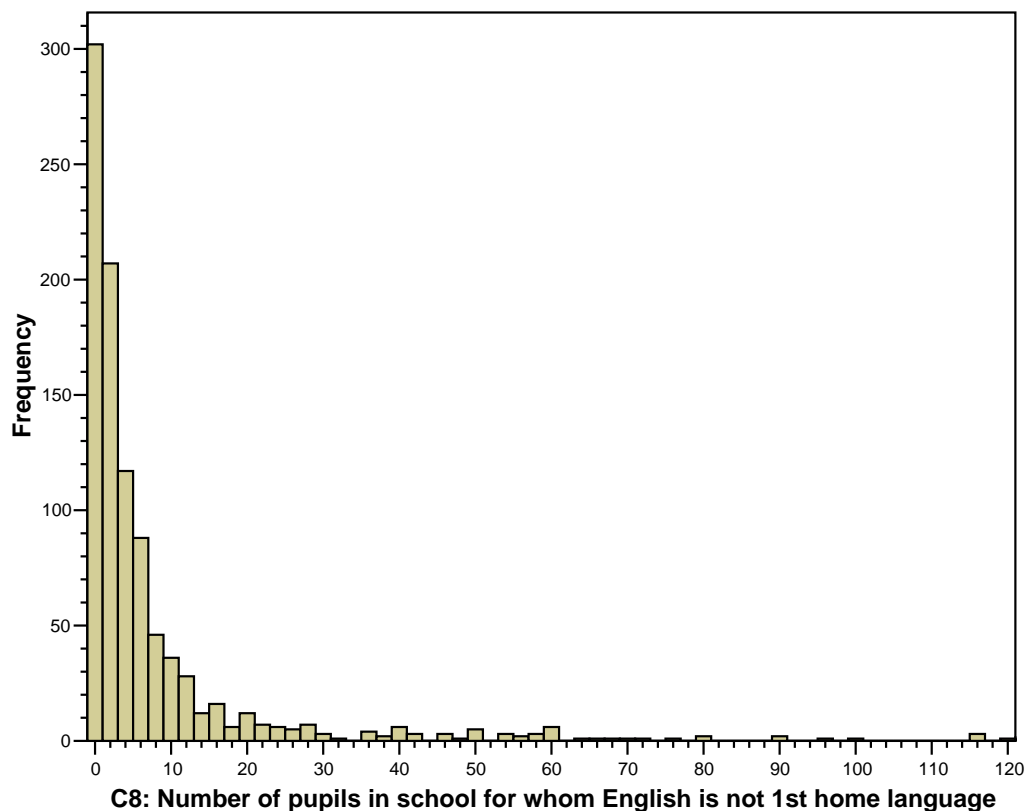
## SG "Questionnaire For Head Teacher" – Section C

C8. How many children in your school are from homes where English is not the first language?

children

[Editing: The percentage of children in the school from homes where English is not the first language was derived as SG160a. Missing values of -6 in the components were copied across and if either of SG115 or SG160 were -1 then SG160a was set to -1. SG160a is stored as a long decimal, but formatted to display to 1 decimal place.]

### SG160

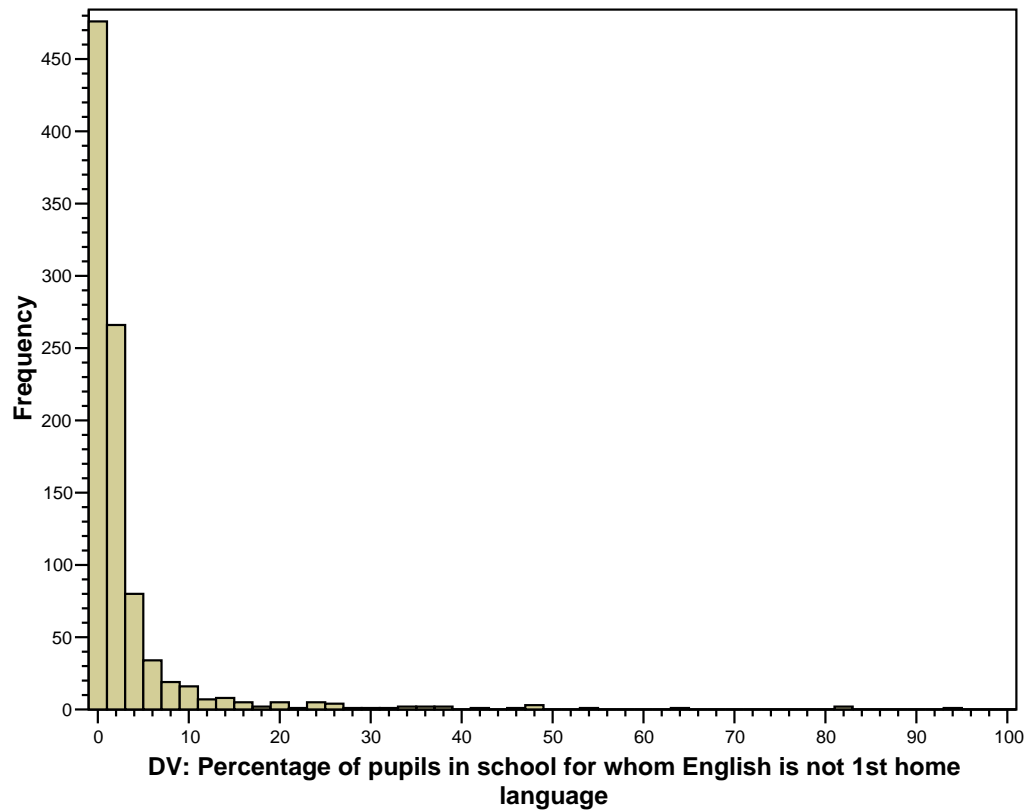


plus the following outliers and missing values:

**sg160 C8: Number of pupils in school for whom English is not 1st home language**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	142	1	1.7	16.7	16.7
	200	2	3.4	33.3	50.0
	220	1	1.7	16.7	66.7
	268	1	1.7	16.7	83.3
	375	1	1.7	16.7	100.0
	Total	6	10.3	100.0	
Missing	-6 Section C omitted	4	6.9		
	-1 Not stated	48	82.8		
	Total	52	89.7		
Total		58	100.0		

**SG160a**



plus the following missing values:

**sg160a DV: Percentage of pupils in school for whom English is not 1st home language**

	Frequency	Percent
Missing -6.0 Section Comitted	4	6.3
-1.0 Missing	60	93.8
Total	64	100.0

## SG "Questionnaire For Head Teacher" – Section C

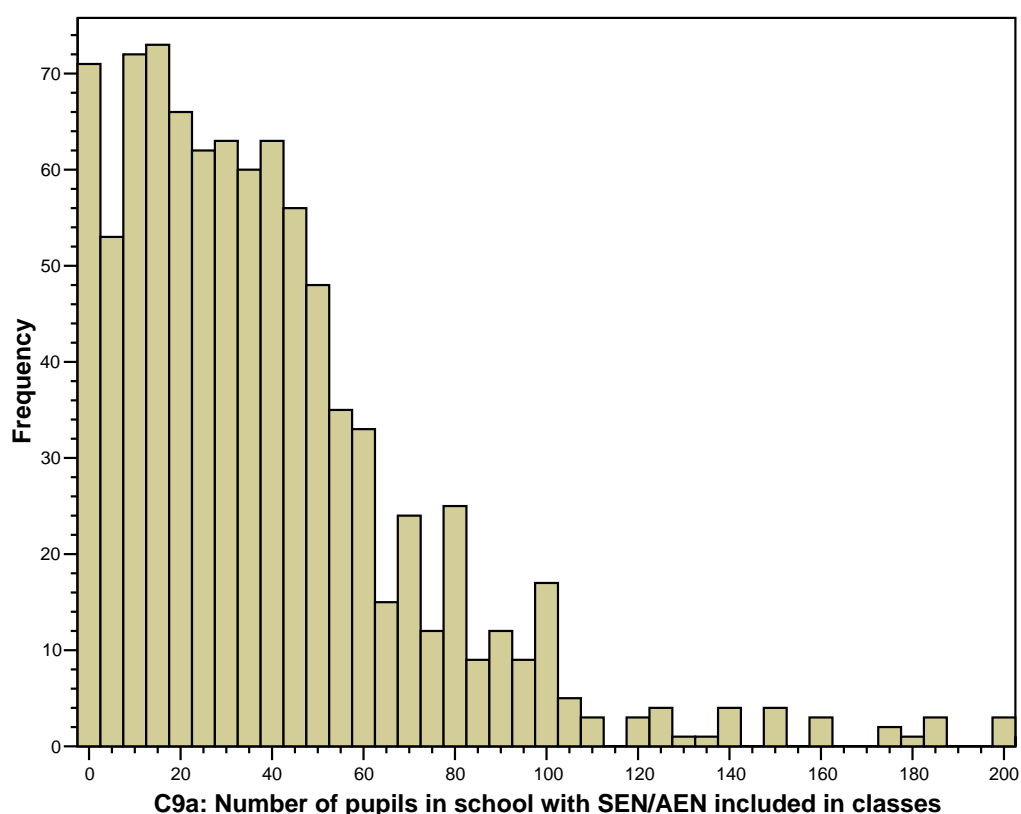
[Editing: If all eleven parts of question C9 were omitted then variables SG115 to SG120 were set to -5. Note that this edit did not apply to any cases.]

C9. a) How many children with Special Educational Needs (Additional Educational Needs) are included in classes in your school?

children

[Editing: The percentage of children in the school with SEN/AEN included in classes was derived as SG161a. Missing values of -6 & -5 in the components were copied across and if either of SG115 or SG161 were -1 then SG161a was set to -1. SG161a is stored as a long decimal, but formatted to display to 1 decimal place.]

### SG161



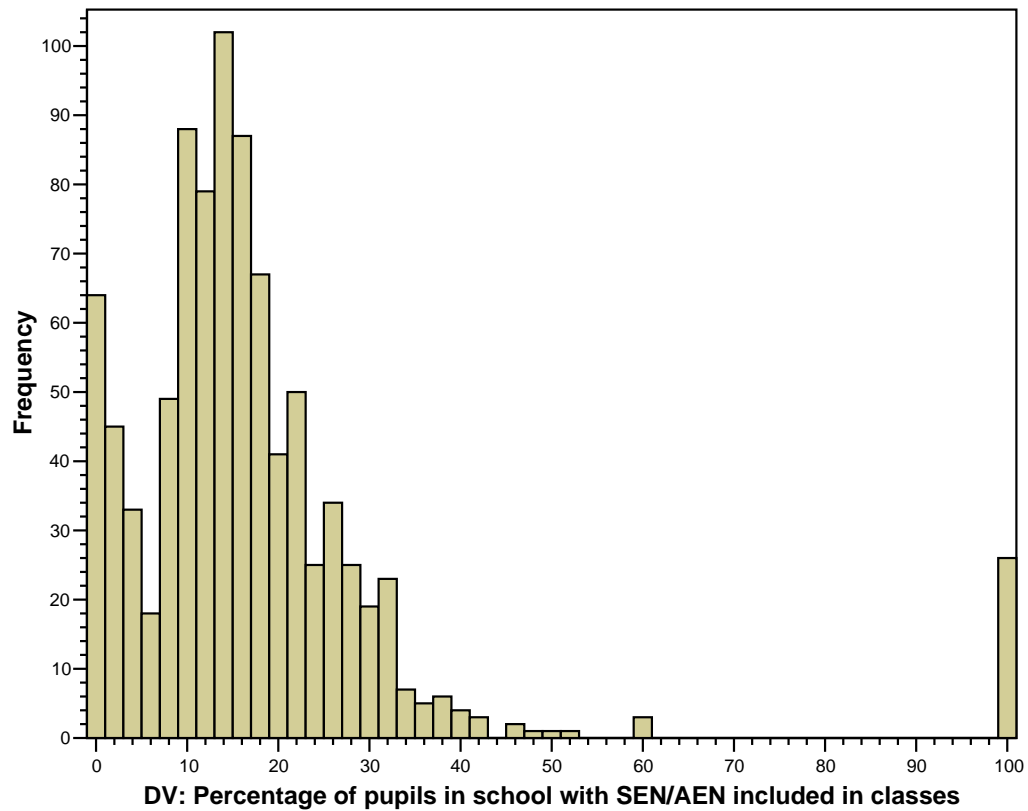
plus the following outliers and missing values:

**sg161 C9a: Number of pupils in school with SENAEN included in classes**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	220	1	1.0	33.3	33.3
	240	1	1.0	33.3	66.7
	612	1	1.0	33.3	100.0
	Total	3	3.1	100.0	
Missing	-6 Section C omitted	4	4.2		
	-5 Question C9 omitted	21	21.9		
	-1 Not stated	68	70.8		
	Total	93	96.9		
Total		96	100.0		

# SG "Questionnaire For Head Teacher" – Section C

## SG161a



plus the following missing values:

**sg161a DV: Percentage of pupils in school with SEN/AEN included in classes**

		Frequency	Percent
Missing	-6.0 Section C omitted	4	3.9
	-5.0 Question C9 omitted	21	20.4
	-1.0 Missing	78	75.7
	Total	103	100.0

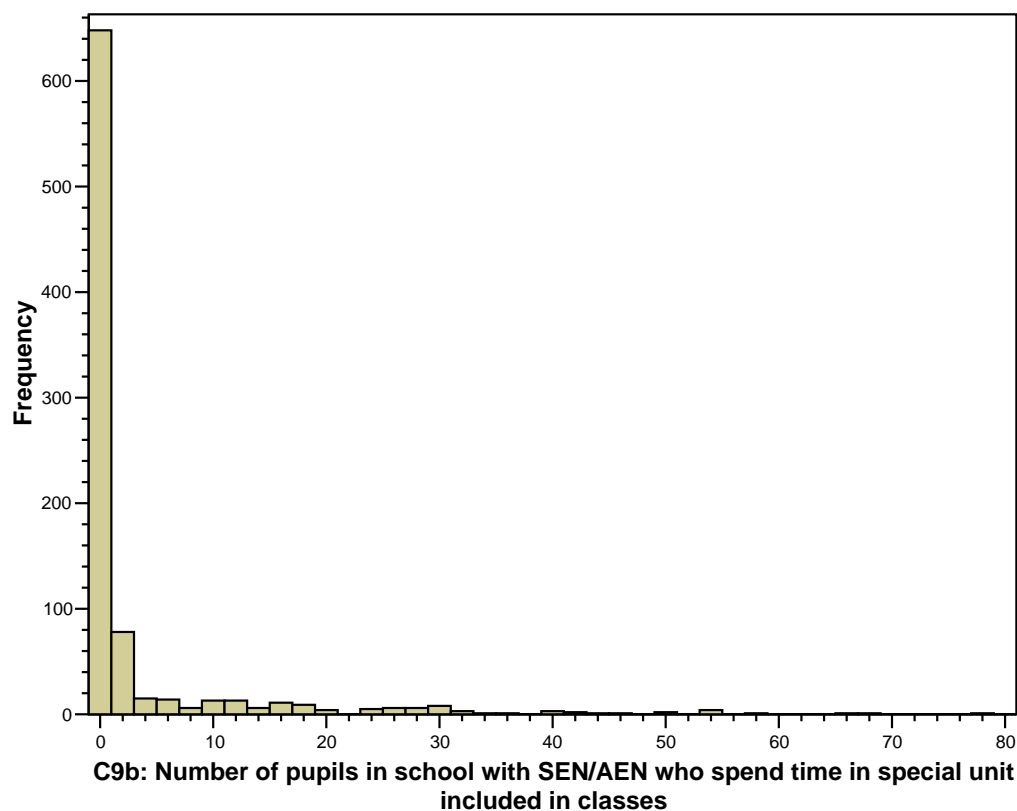


## PAGE 14 OF THE QUESTIONNAIRE

- C9. b) How many children with SEN/AEN who spend some time in special units/classes are included in classes in your school?

children

[Editing: If SG162 = 90 then for special schools (i.e. if SG004 = 3) the value of SG115 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 SG162a. Missing values of -6 & -5 in the components were copied across and if either of SG115 or SG162 were -1 then SG162a was set to -1. SG162a is stored as a long decimal, but formatted to display to 1 decimal place.]

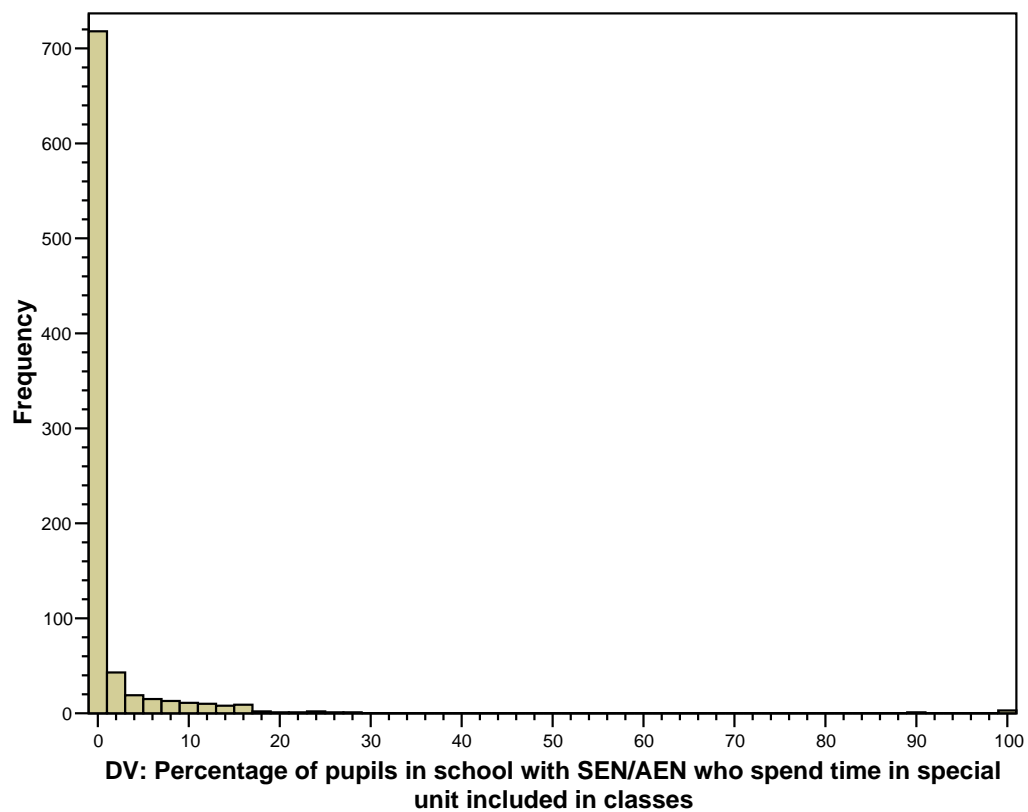
**SG162**

plus the following missing values and outliers:

**sg162 C9b: Number of pupils in school with SEN/AEN who spend time in special unit included in classes**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	87	1	.7	33.3	33.3
	93	1	.7	33.3	66.7
	98	1	.7	33.3	100.0
	Total	3	2.0	100.0	
Missing	-6 Section C omitted	4	2.7		
	-5 Question C9 omitted	21	14.3		
	-1 Not stated	119	81.0		
	Total	144	98.0		
Total		147	100.0		

**SG162a**



plus the following missing values:

**sg162a DV: Percentage of pupils in school with SEN/AEN who spend time in special unit included in classes**

		Frequency	Percent
Missing	-6.0 Section C omitted	4	2.6
	-5.0 Question C9 omitted	21	13.7
	-1.0 Missing	128	83.7
	Total	153	100.0

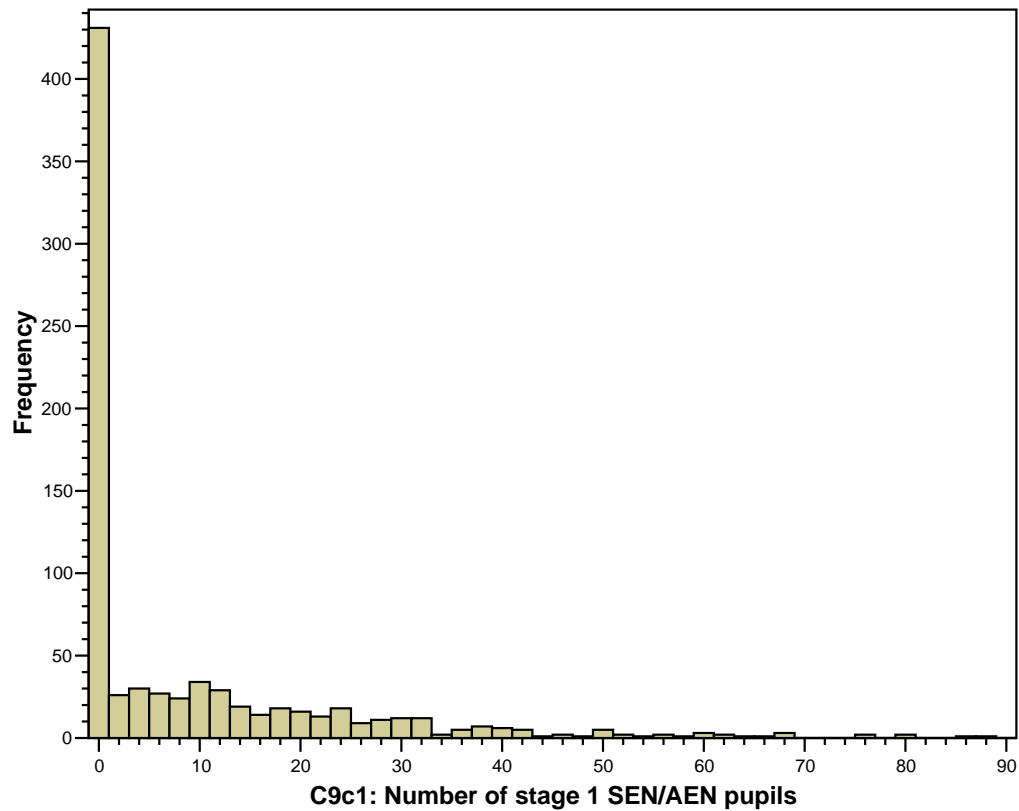
## SG "Questionnaire For Head Teacher" – Section C

c) How many children on the SEN/AEN Register are:

		<b>No. of children</b>		
(i)	Stage 1	<table border="1" style="display: inline-table; border-collapse: collapse;"> <tr> <td style="width: 40px; height: 30px;"></td> <td style="width: 40px; height: 30px;"></td> </tr> </table>		
(ii)	Stage 2	<table border="1" style="display: inline-table; border-collapse: collapse;"> <tr> <td style="width: 40px; height: 30px;"></td> <td style="width: 40px; height: 30px;"></td> </tr> </table>		
(iii)	Stage 3	<table border="1" style="display: inline-table; border-collapse: collapse;"> <tr> <td style="width: 40px; height: 30px;"></td> <td style="width: 40px; height: 30px;"></td> </tr> </table>		
(iv)	Statemented	<table border="1" style="display: inline-table; border-collapse: collapse;"> <tr> <td style="width: 40px; height: 30px;"></td> <td style="width: 40px; height: 30px;"></td> </tr> </table>		

[Coding: For special schools "all" was coded as 90, otherwise "all" was coded as 98.]

[Editing: If any of SG163 – SG166 = 90 then for special schools (i.e. if SG004 = 3) the value of SG115 was substituted. If all four parts of question C9c were omitted then variables SG163 to SG166 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 SG163 to SG166 were set to 0.]

**SG163**

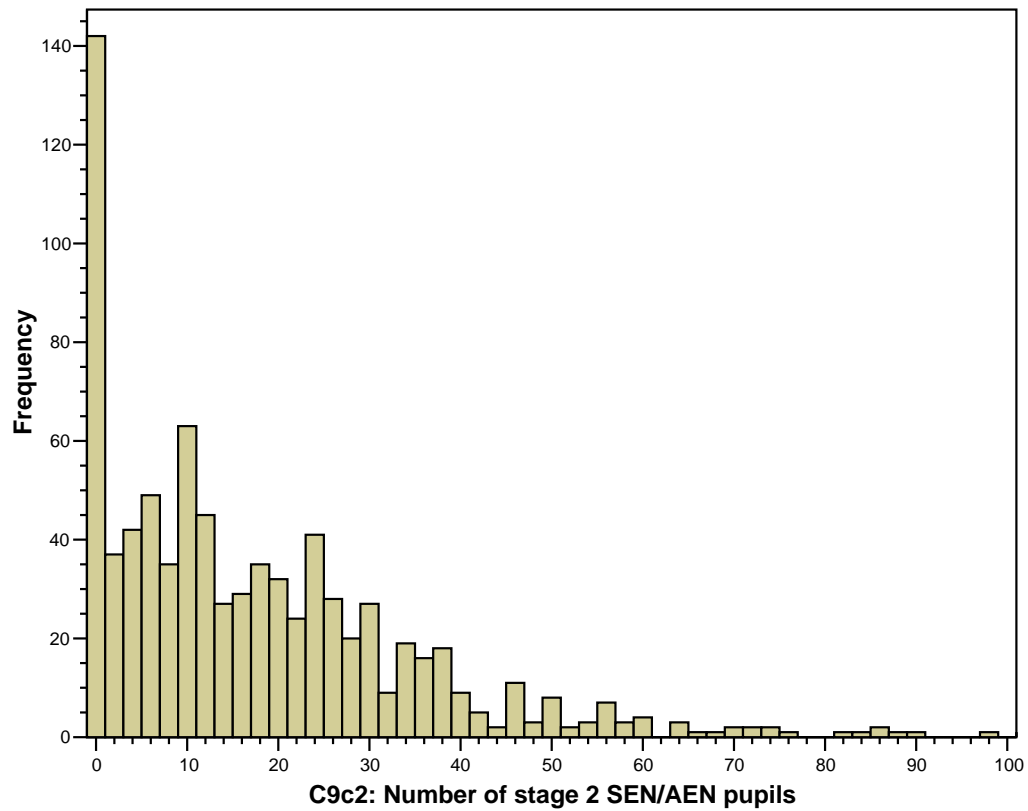
plus the following missing values:

**sg163 C9c1: Number of stage 1 SEN/AEN pupils**

		Frequency	Percent
Missing	-6 Section C omitted	4	1.9
	-5 Question C9 omitted	21	9.9
	-4 Question C9c omitted	158	74.5
	-1 Not stated	29	13.7
	Total	212	100.0

# SG "Questionnaire For Head Teacher" – Section C

## SG164



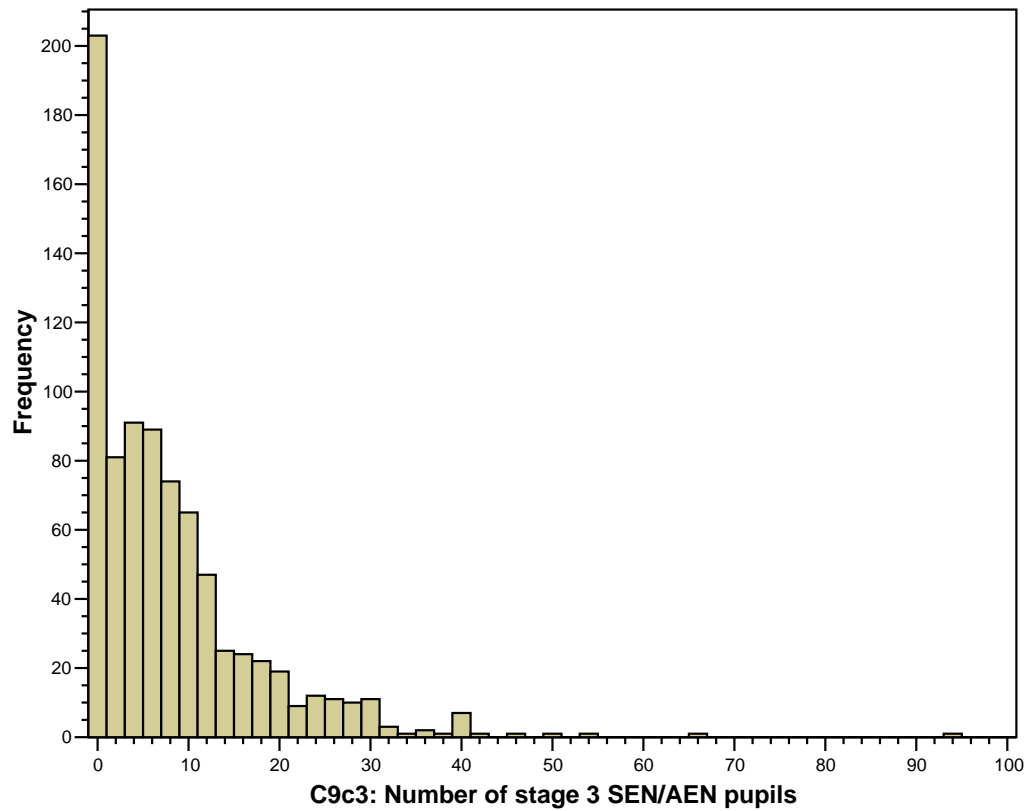
plus the following outliers and missing values:

**sg164 C9c2: Number of stage 2 SEN/AEN pupils**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	130	1	.5	50.0	50.0
	136	1	.5	50.0	100.0
	Total	2	1.0	100.0	
Missing	-6 Section C omitted	4	2.0		
	-5 Question C9 omitted	21	10.7		
	-4 Question C9c omitted	158	80.2		
	-1 Not stated	12	6.1		
	Total	195	99.0		
	Total	197	100.0		

# SG "Questionnaire For Head Teacher" – Section C

## SG165



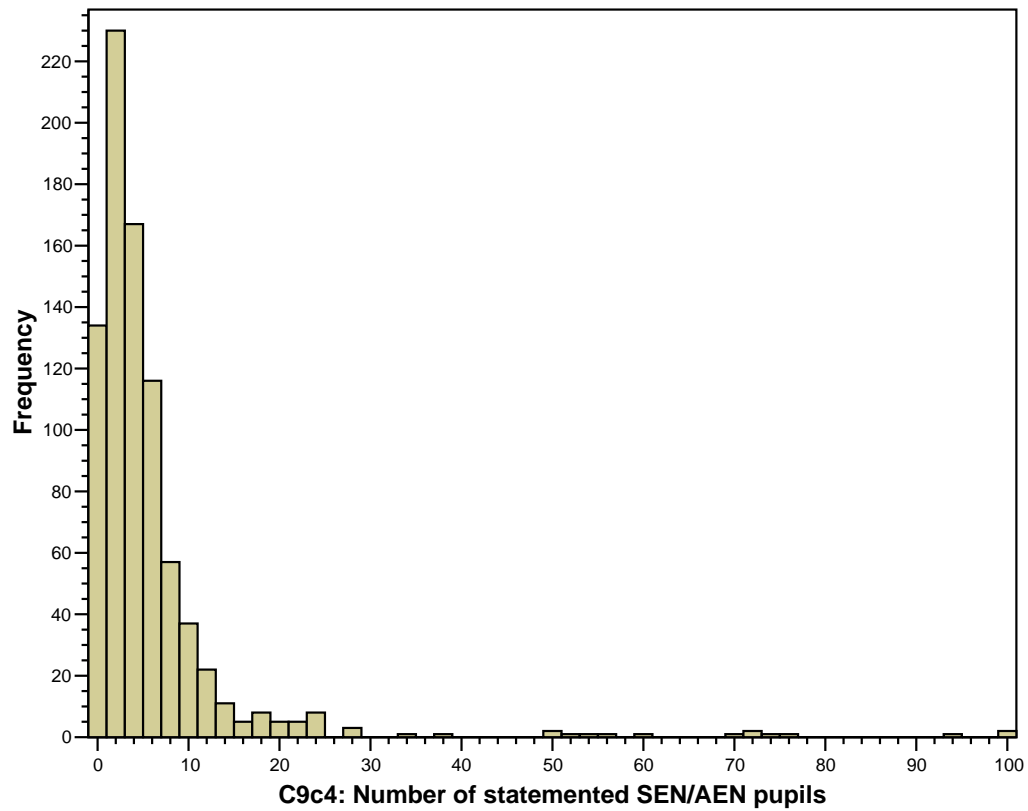
plus the following missing values:

### sg165 C9c3: Number of stage 3 SEN/AEN pupils

		Frequency	Percent
Missing	-6 Section Comitted	4	2.0
	-5 Question C9 omitted	21	10.6
	-4 Question C9c omitted	158	79.8
	-1 Not stated	15	7.6
	Total	198	100.0

# SG "Questionnaire For Head Teacher" – Section C

## SG166



plus the following missing values:

### sg166 C9c4: Number of stated SEN/AEN pupils

		Frequency	Percent
Missing	-6 Section Comitted	4	2.1
	-5 Question C9 omitted	21	11.2
	-4 Question C9c omitted	158	84.5
	-1 Not stated	4	2.1
	Total	187	100.0

## SG "Questionnaire For Head Teacher" – Section C

- d) How many children are regularly visited/supported by the SEN/AEN Support Service?

	<b>No. of children</b>
(i) Educational psychologist	<div style="border: 1px solid red; width: 40px; height: 20px; display: inline-block; margin-right: 5px;"></div> <div style="border: 1px solid red; width: 40px; height: 20px; display: inline-block;"></div>
(ii) Peripatetic teacher of the deaf	<div style="border: 1px solid red; width: 40px; height: 20px; display: inline-block; margin-right: 5px;"></div> <div style="border: 1px solid red; width: 40px; height: 20px; display: inline-block;"></div>
(iii) Peripatetic teacher of the visually impaired	<div style="border: 1px solid red; width: 40px; height: 20px; display: inline-block; margin-right: 5px;"></div> <div style="border: 1px solid red; width: 40px; height: 20px; display: inline-block;"></div>
(iv) Behaviour support team	<div style="border: 1px solid red; width: 40px; height: 20px; display: inline-block; margin-right: 5px;"></div> <div style="border: 1px solid red; width: 40px; height: 20px; display: inline-block;"></div>
(v) Learning support team	<div style="border: 1px solid red; width: 40px; height: 20px; display: inline-block; margin-right: 5px;"></div> <div style="border: 1px solid red; width: 40px; height: 20px; display: inline-block;"></div>

[Coding: For special schools "all" was coded as 90, otherwise "all" was coded as 98.]

[Editing: If all five parts of question C9d were omitted then variables SG168 to SG172 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 SG168 to SG172 were set to 0.]



# SG "Questionnaire For Head Teacher" – Section C

**sg168 C9d1: Number of SEN/AEN pupils supported by educational psychologist**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	187	18.5	21.8	21.8
	1	42	4.2	4.9	26.7
	2	67	6.6	7.8	34.5
	3	95	9.4	11.1	45.6
	4	87	8.6	10.2	55.8
	5	71	7.0	8.3	64.1
	6	59	5.8	6.9	70.9
	7	23	2.3	2.7	73.6
	8	44	4.4	5.1	78.8
	9	14	1.4	1.6	80.4
	10	50	4.9	5.8	86.2
	11	6	.6	.7	86.9
	12	26	2.6	3.0	90.0
	13	4	.4	.5	90.4
	14	10	1.0	1.2	91.6
	15	21	2.1	2.5	94.0
	16	5	.5	.6	94.6
	17	1	.1	.1	94.7
	18	5	.5	.6	95.3
	19	1	.1	.1	95.4
	20	13	1.3	1.5	97.0
	21	1	.1	.1	97.1
	23	1	.1	.1	97.2
	24	1	.1	.1	97.3
	25	2	.2	.2	97.5
	27	1	.1	.1	97.7
	28	2	.2	.2	97.9
	30	2	.2	.2	98.1
	37	1	.1	.1	98.2
	40	1	.1	.1	98.4
	42	1	.1	.1	98.5
	49	1	.1	.1	98.6
	53	1	.1	.1	98.7
	73	1	.1	.1	98.8
	97 Varies	10	1.0	1.2	100.0
	Total	857	84.8	100.0	
Missing	-6 Section C omitted	4	.4		
	-5 Question C9 omitted	21	2.1		
	-4 Question C9d omitted	106	10.5		
	-1 Not stated	23	2.3		
	Total	154	15.2		
Total		1011	100.0		

## SG "Questionnaire For Head Teacher" – Section C

**sg169 C9d2: Number of SEN/AEN pupils supported by teacher of the deaf**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	620	61.3	70.7	70.7
	1	164	16.2	18.7	89.4
	2	59	5.8	6.7	96.1
	3	15	1.5	1.7	97.8
	4	5	.5	.6	98.4
	5	1	.1	.1	98.5
	6	3	.3	.3	98.9
	8	3	.3	.3	99.2
	10	2	.2	.2	99.4
	17	1	.1	.1	99.5
	22	1	.1	.1	99.7
	25	1	.1	.1	99.8
	97 Varies	2	.2	.2	100.0
	Total	877	86.7	100.0	
Missing	-6 Section C omitted	4	.4		
	-5 Question C9 omitted	21	2.1		
	-4 Question C9d omitted	106	10.5		
	-1 Not stated	3	.3		
	Total	134	13.3		
Total		1011	100.0		

**sg170 C9d3: Number of SEN/AEN pupils supported by teacher of the visually impaired**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	701	69.3	80.2	80.2
	1	113	11.2	12.9	93.1
	2	38	3.8	4.3	97.5
	3	12	1.2	1.4	98.9
	4	3	.3	.3	99.2
	6	1	.1	.1	99.3
	7	2	.2	.2	99.5
	11	1	.1	.1	99.7
	15	1	.1	.1	99.8
	97 Varies	2	.2	.2	100.0
	Total	874	86.4	100.0	
Missing	-6 Section C omitted	4	.4		
	-5 Question C9 omitted	21	2.1		
	-4 Question C9d omitted	106	10.5		
	-1 Not stated	6	.6		
	Total	137	13.6		
Total		1011	100.0		

# SG "Questionnaire For Head Teacher" – Section C

**sg171 C9d4: Number of SEN/AEN pupils supported by behaviour support team**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	436	43.1	50.3	50.3
	1	135	13.4	15.6	65.9
	2	111	11.0	12.8	78.7
	3	56	5.5	6.5	85.1
	4	31	3.1	3.6	88.7
	5	28	2.8	3.2	91.9
	6	25	2.5	2.9	94.8
	7	7	.7	.8	95.6
	8	9	.9	1.0	96.7
	9	1	.1	.1	96.8
	10	13	1.3	1.5	98.3
	12	3	.3	.3	98.6
	14	1	.1	.1	98.7
	15	2	.2	.2	99.0
	18	1	.1	.1	99.1
	20	3	.3	.3	99.4
	50	1	.1	.1	99.5
	97 Varies	4	.4	.5	100.0
	Total	867	85.8	100.0	
Missing	-6 Section C omitted	4	.4		
	-5 Question C9 omitted	21	2.1		
	-4 Question C9d omitted	106	10.5		
	-1 Not stated	13	1.3		
	Total	144	14.2		
Total		1011	100.0		

# SG "Questionnaire For Head Teacher" – Section C

**sg172 C9d5: Number of SEN/AEN pupils supported by learning support team**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	347	34.3	41.1	41.1
	1	69	6.8	8.2	49.3
	2	77	7.6	9.1	58.4
	3	40	4.0	4.7	63.2
	4	56	5.5	6.6	69.8
	5	39	3.9	4.6	74.4
	6	41	4.1	4.9	79.3
	7	13	1.3	1.5	80.8
	8	27	2.7	3.2	84.0
	9	5	.5	.6	84.6
	10	33	3.3	3.9	88.5
	11	2	.2	.2	88.7
	12	21	2.1	2.5	91.2
	13	4	.4	.5	91.7
	14	4	.4	.5	92.2
	15	9	.9	1.1	93.2
	16	5	.5	.6	93.8
	18	4	.4	.5	94.3
	19	1	.1	.1	94.4
	20	8	.8	.9	95.4
	21	2	.2	.2	95.6
	22	1	.1	.1	95.7
	23	1	.1	.1	95.9
	24	3	.3	.4	96.2
	25	4	.4	.5	96.7
	26	1	.1	.1	96.8
	28	1	.1	.1	96.9
	29	1	.1	.1	97.0
	30	5	.5	.6	97.6
	31	2	.2	.2	97.9
	34	2	.2	.2	98.1
	35	1	.1	.1	98.2
	41	1	.1	.1	98.3
	45	1	.1	.1	98.5
	50	1	.1	.1	98.6
	60	1	.1	.1	98.7
	70	2	.2	.2	98.9
	78	1	.1	.1	99.1
	80	2	.2	.2	99.3
	87	1	.1	.1	99.4
	97 Varies	5	.5	.6	100.0
	Total	844	83.5	100.0	
Missing	-6 Section C omitted	4	.4		
	-5 Question C9 omitted	21	2.1		
	-4 Question C9d omitted	106	10.5		
	-1 Not stated	36	3.6		
	Total	167	16.5		
Total		1011	100.0		

## PAGE 15 OF THE QUESTIONNAIRE

**SECTION D: THE TEACHING STAFF**

[Editing: If all parts of section D were omitted variables SG300a to SG352 were all set to -6.]

D1. 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.]

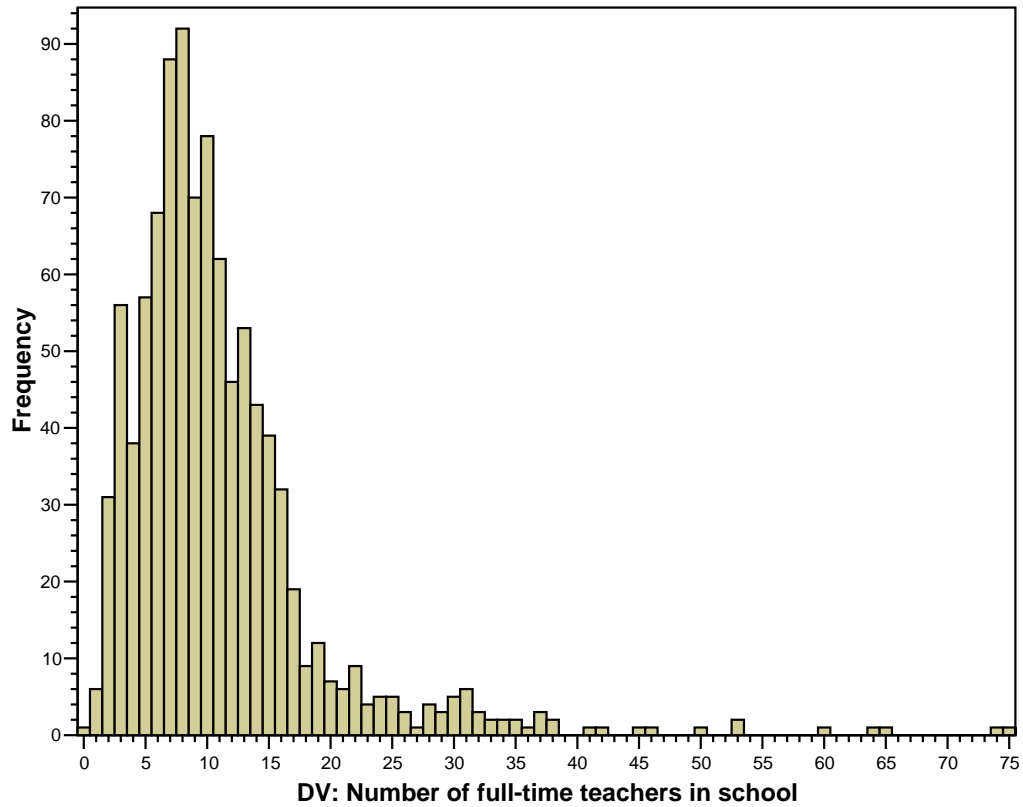
[Editing: If all ten parts of question D1 were omitted then values of -1 were recoded to -5. Otherwise, values of -1 were recoded to 0. Values of 97 & 98 in part d, and values of 99 ("Don't know") in all parts were then recoded to -2 "some". A total was derived as SG30\* for each part by summing the variables for males and females (SG30\*a & SG30\*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 SG302, SG302a & SG302b by summing the variables for parts a & b (SG300 & SG301, SG300a & SG301a and SG300b & SG301b). 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 SG304, SG304a & SG304b from SG302, SG302a & SG302 and SG303, SG303a & SG303b, variables for the numbers of unpaid staff were derived as SG307, SG307a & SG307b from part d and variables for the total numbers of teaching staff as SG308, SG308a & SG308b from SG304, SG304a & SG304b and SG307, SG307a & SG307b.]

# SG "Questionnaire For Head Teacher" – Section D

## SG300



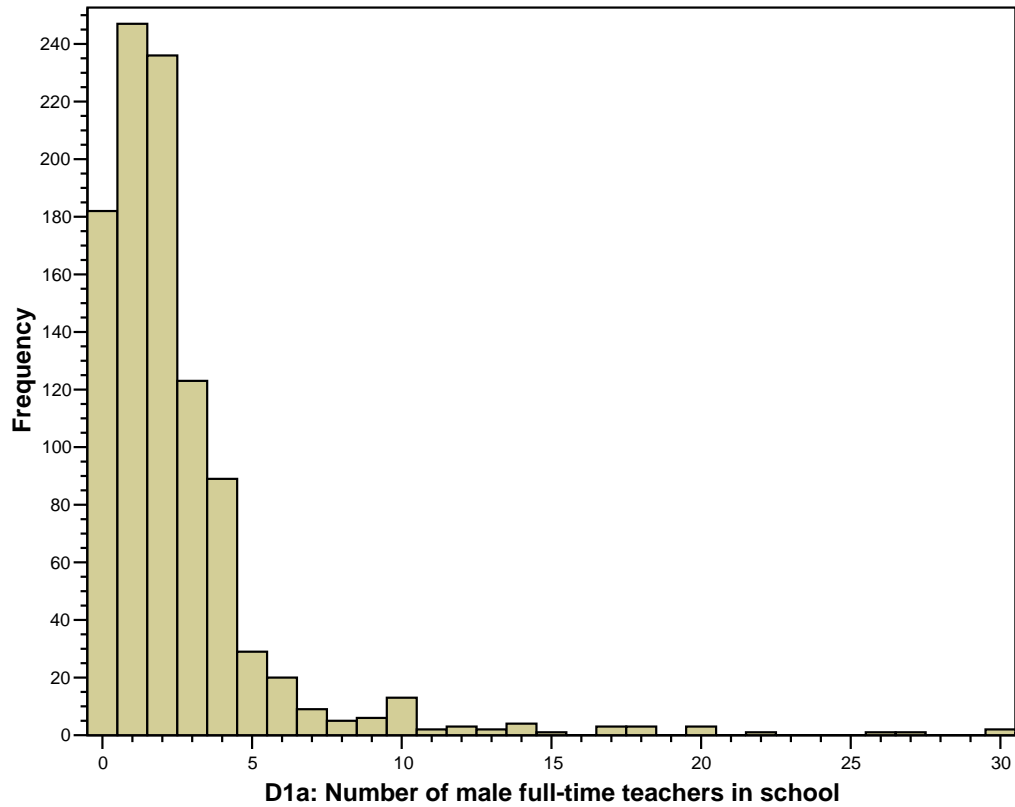
plus the following missing values:

**sg300 DV: Number of full-time teachers in school**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	95	1	3.8	33.3	33.3
	97	1	3.8	33.3	66.7
	100	1	3.8	33.3	100.0
	Total	3	11.5	100.0	
Missing	-6 Section D omitted	1	3.8		
	-5 Question D1 omitted	22	84.6		
	Total	23	88.5		
Total		26	100.0		

# SG "Questionnaire For Head Teacher" – Section D

## SG300a



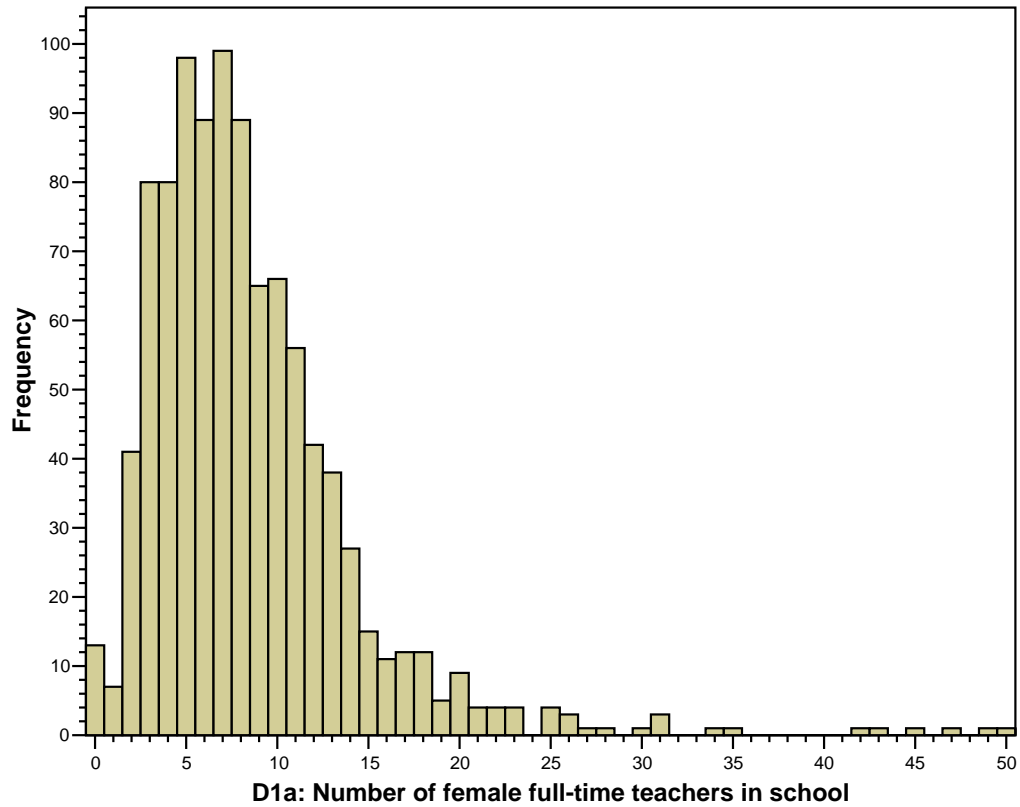
plus the following outliers and missing values:

### sg300a D1a: Number of male full-time teachers in school

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	45	1	3.8	33.3	33.3
	53	1	3.8	33.3	66.7
	100	1	3.8	33.3	100.0
	Total	3	11.5	100.0	
Missing	-6 Section D omitted	1	3.8		
	-5 Question D1 omitted	22	84.6		
	Total	23	88.5		
Total		26	100.0		

# SG "Questionnaire For Head Teacher" – Section D

## SG300b



plus the following outliers and missing values:

**sg300b D1a: Number of female full-time teachers in school**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	77	1	4.2	100.0	100.0
Missing	-6 Section D omitted	1	4.2		
	-5 Question D1 omitted	22	91.7		
	Total	23	95.8		
Total		24	100.0		



# SG "Questionnaire For Head Teacher" – Section D

## sg301 DV: Number of part-time teachers in school

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	120	11.9	12.1	12.1
	1	198	19.6	20.0	32.2
	2	222	22.0	22.5	54.7
	3	150	14.8	15.2	69.8
	4	126	12.5	12.8	82.6
	5	65	6.4	6.6	89.2
	6	39	3.9	3.9	93.1
	7	17	1.7	1.7	94.8
	8	9	.9	.9	95.7
	9	16	1.6	1.6	97.4
	10	6	.6	.6	98.0
	11	3	.3	.3	98.3
	12	2	.2	.2	98.5
	13	2	.2	.2	98.7
	14	4	.4	.4	99.1
	15	3	.3	.3	99.4
	18	1	.1	.1	99.5
	19	1	.1	.1	99.6
	24	1	.1	.1	99.7
	25	1	.1	.1	99.8
	31	1	.1	.1	99.9
	50	1	.1	.1	100.0
	Total	988	97.7	100.0	
Missing	-6 Section D omitted	1	.1		
	-5 Question D1 omitted	22	2.2		
	Total	23	2.3		
Total		1011	100.0		

## SG “Questionnaire For Head Teacher” – Section D

### sg301a D1b: Number of male part-time teachers in school

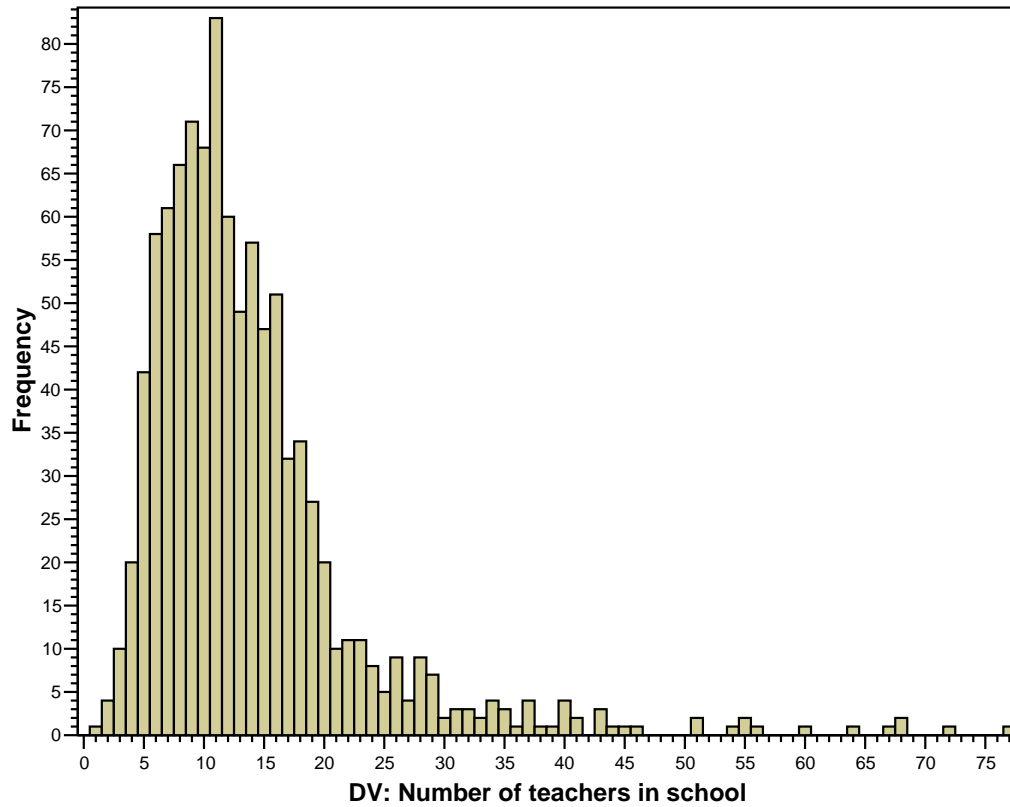
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	852	84.3	86.2	86.2
	1	91	9.0	9.2	95.4
	2	25	2.5	2.5	98.0
	3	11	1.1	1.1	99.1
	4	5	.5	.5	99.6
	6	1	.1	.1	99.7
	7	1	.1	.1	99.8
	18	1	.1	.1	99.9
	25	1	.1	.1	100.0
	Total	988	97.7	100.0	
Missing	-6 Section D omitted	1	.1		
	-5 Question D1 omitted	22	2.2		
	Total	23	2.3		
Total		1011	100.0		

### sg301b D1b: Number of female part-time teachers in school

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	135	13.4	13.7	13.7
	1	213	21.1	21.6	35.2
	2	222	22.0	22.5	57.7
	3	149	14.7	15.1	72.8
	4	110	10.9	11.1	83.9
	5	69	6.8	7.0	90.9
	6	33	3.3	3.3	94.2
	7	13	1.3	1.3	95.5
	8	14	1.4	1.4	97.0
	9	11	1.1	1.1	98.1
	10	4	.4	.4	98.5
	11	4	.4	.4	98.9
	12	2	.2	.2	99.1
	13	1	.1	.1	99.2
	14	2	.2	.2	99.4
	15	2	.2	.2	99.6
	17	2	.2	.2	99.8
	24	1	.1	.1	99.9
	25	1	.1	.1	100.0
	Total	988	97.7	100.0	
Missing	-6 Section D omitted	1	.1		
	-5 Question D1 omitted	22	2.2		
	Total	23	2.3		
Total		1011	100.0		

# SG "Questionnaire For Head Teacher" – Section D

## SG302



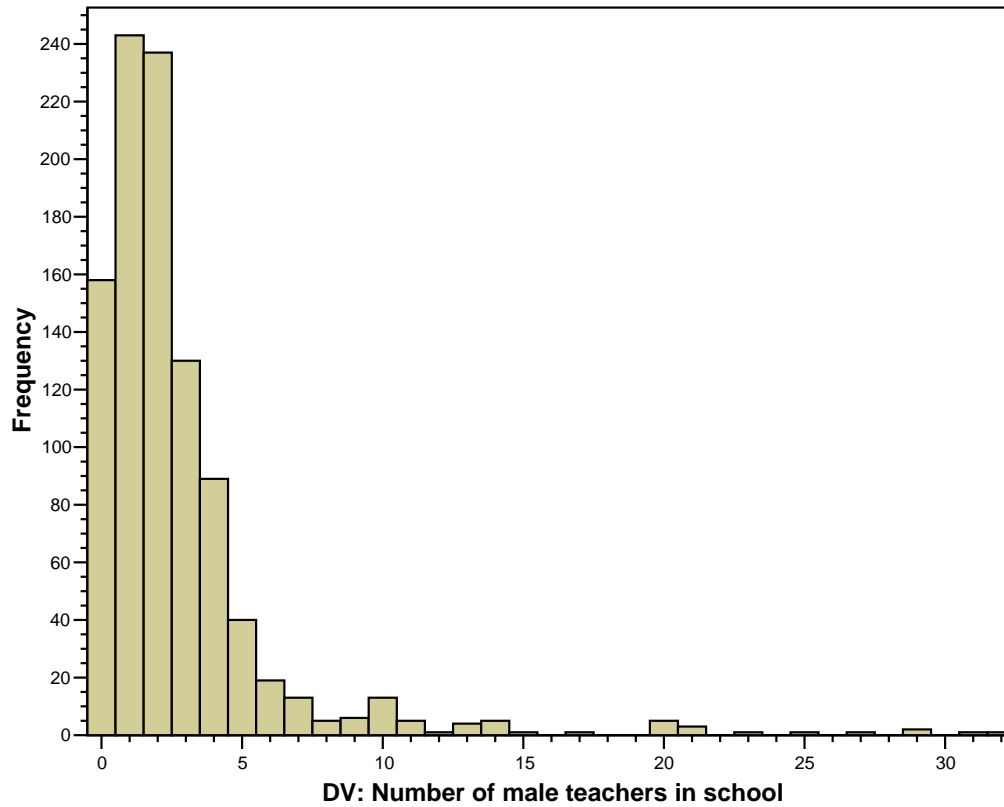
plus the following outliers and missing values:

**sg302 DV: Number of teachers in school**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	86	1	3.7	25.0	25.0
	106	1	3.7	25.0	50.0
	112	1	3.7	25.0	75.0
	150	1	3.7	25.0	100.0
	Total	4	14.8	100.0	
Missing	-6 Section D omitted	1	3.7		
	-5 Question D1 omitted	22	81.5		
	Total	23	85.2		
Total		27	100.0		

# SG "Questionnaire For Head Teacher" – Section D

## SG302a



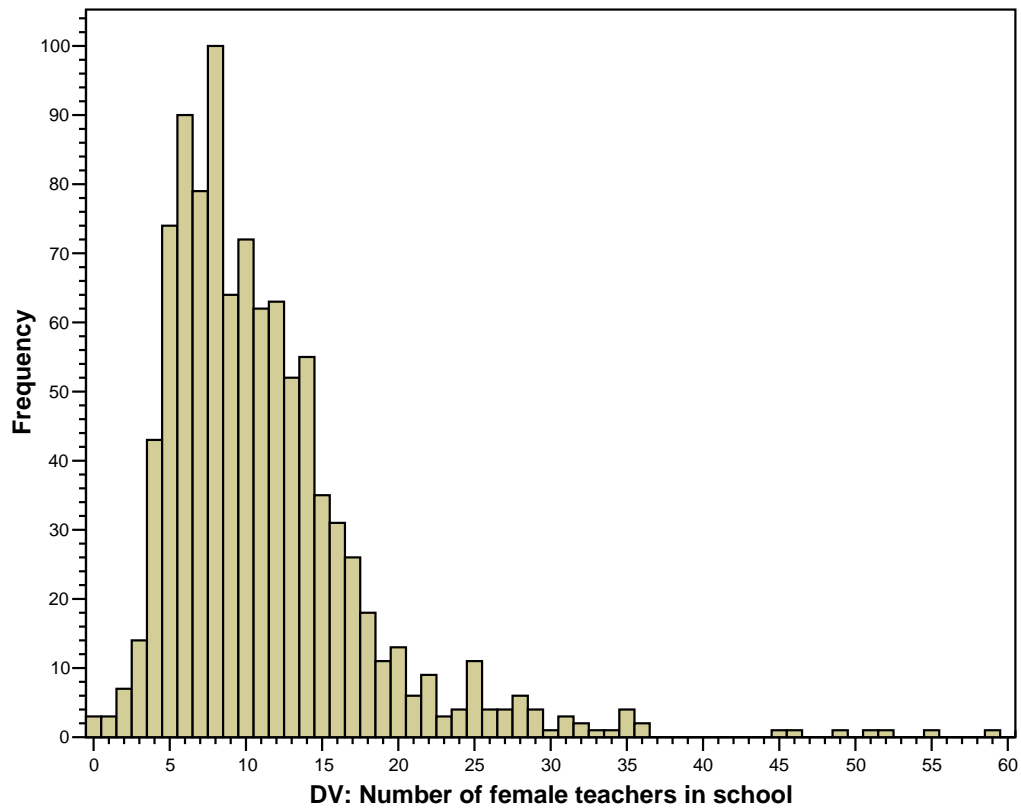
plus the following outliers and missing values:

**sg302a DV: Number of male teachers in school**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	45	1	3.8	33.3	33.3
	57	1	3.8	33.3	66.7
	125	1	3.8	33.3	100.0
	Total	3	11.5	100.0	
Missing	-6 Section D omitted	1	3.8		
	-5 Question D1 omitted	22	84.6		
	Total	23	88.5		
Total		26	100.0		

# SG "Questionnaire For Head Teacher" – Section D

## SG302b



plus the following outliers and missing values:

**sg302b DV: Number of female teachers in school**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	91	1	4.2	100.0	100.0
Missing	-6 Section D omitted	1	4.2		
	-5 Question D1 omitted	22	91.7		
	Total	23	95.8		
Total		24	100.0		

# SG "Questionnaire For Head Teacher" – Section D

**sg303 DV: Number of teaching assistants in school**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	54	5.3	5.5	5.5
	1	31	3.1	3.1	8.6
	2	42	4.2	4.3	12.9
	3	72	7.1	7.3	20.1
	4	110	10.9	11.1	31.3
	5	110	10.9	11.1	42.4
	6	105	10.4	10.6	53.0
	7	74	7.3	7.5	60.5
	8	97	9.6	9.8	70.3
	9	50	4.9	5.1	75.4
	10	47	4.6	4.8	80.2
	11	33	3.3	3.3	83.5
	12	31	3.1	3.1	86.6
	13	18	1.8	1.8	88.5
	14	22	2.2	2.2	90.7
	15	14	1.4	1.4	92.1
	16	14	1.4	1.4	93.5
	17	12	1.2	1.2	94.7
	18	11	1.1	1.1	95.9
	19	4	.4	.4	96.3
	20	7	.7	.7	97.0
	21	3	.3	.3	97.3
	22	3	.3	.3	97.6
	23	4	.4	.4	98.0
	24	2	.2	.2	98.2
	25	1	.1	.1	98.3
	26	3	.3	.3	98.6
	27	1	.1	.1	98.7
	28	2	.2	.2	98.9
	29	1	.1	.1	99.0
	30	1	.1	.1	99.1
	31	1	.1	.1	99.2
	32	3	.3	.3	99.5
	33	1	.1	.1	99.6
	34	2	.2	.2	99.8
	35	2	.2	.2	100.0
	Total	988	97.7	100.0	
Missing	-6 Section D omitted	1	.1		
	-5 Question D1 omitted	22	2.2		
	Total	23	2.3		
Total		1011	100.0		

# SG "Questionnaire For Head Teacher" – Section D

## sg303a D1c: Number of male teaching assistants in school

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	866	85.7	87.7	87.7
	1	102	10.1	10.3	98.0
	2	6	.6	.6	98.6
	3	5	.5	.5	99.1
	4	2	.2	.2	99.3
	5	2	.2	.2	99.5
	6	1	.1	.1	99.6
	7	2	.2	.2	99.8
	8	1	.1	.1	99.9
	11	1	.1	.1	100.0
	Total	988	97.7	100.0	
Missing	-6 Section D omitted	1	.1		
	-5 Question D1 omitted	22	2.2		
	Total	23	2.3		
Total		1011	100.0		

# SG "Questionnaire For Head Teacher" – Section D

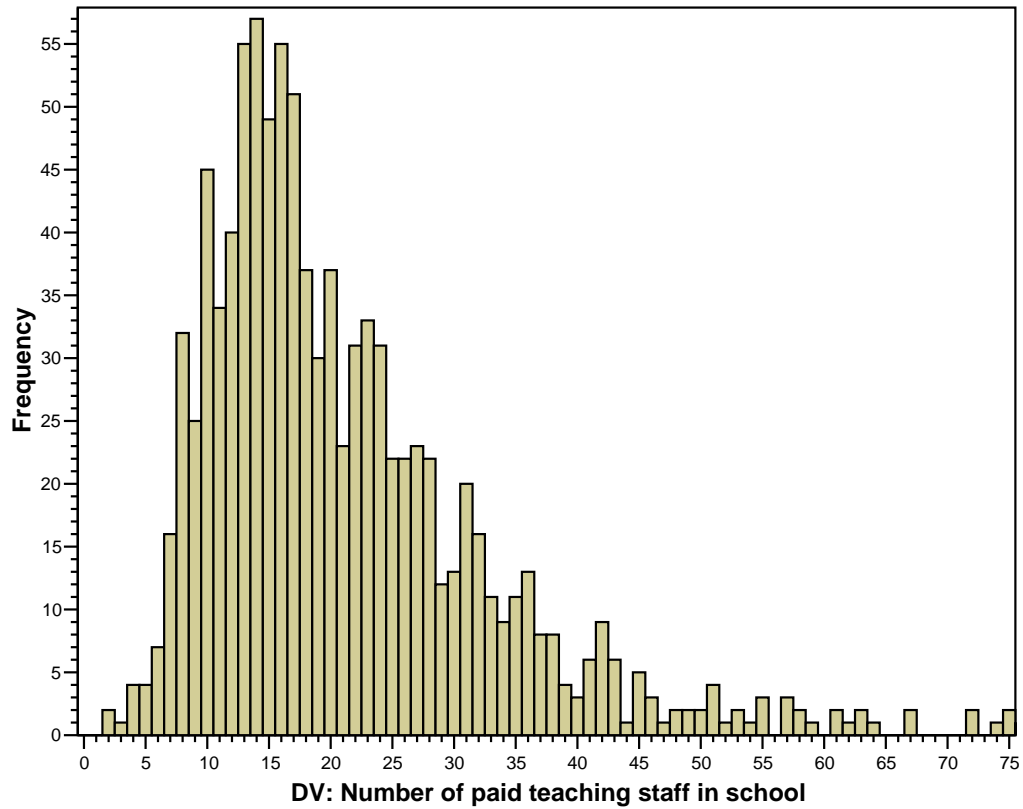
## sg303b D1c: Number of female teaching assistants in school

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	65	6.4	6.6	6.6
	1	31	3.1	3.1	9.7
	2	40	4.0	4.0	13.8
	3	75	7.4	7.6	21.4
	4	112	11.1	11.3	32.7
	5	111	11.0	11.2	43.9
	6	100	9.9	10.1	54.0
	7	77	7.6	7.8	61.8
	8	91	9.0	9.2	71.1
	9	54	5.3	5.5	76.5
	10	42	4.2	4.3	80.8
	11	31	3.1	3.1	83.9
	12	36	3.6	3.6	87.6
	13	16	1.6	1.6	89.2
	14	20	2.0	2.0	91.2
	15	14	1.4	1.4	92.6
	16	17	1.7	1.7	94.3
	17	9	.9	.9	95.2
	18	11	1.1	1.1	96.4
	19	3	.3	.3	96.7
	20	5	.5	.5	97.2
	21	3	.3	.3	97.5
	22	4	.4	.4	97.9
	23	1	.1	.1	98.0
	24	3	.3	.3	98.3
	25	2	.2	.2	98.5
	26	1	.1	.1	98.6
	27	1	.1	.1	98.7
	28	3	.3	.3	99.0
	30	1	.1	.1	99.1
	31	3	.3	.3	99.4
	32	2	.2	.2	99.6
	33	1	.1	.1	99.7
	34	1	.1	.1	99.8
	35	2	.2	.2	100.0
	Total	988	97.7	100.0	
Missing	-6 Section D omitted	1	.1		
	-5 Question D1 omitted	22	2.2		
	Total	23	2.3		
Total		1011	100.0		



# SG "Questionnaire For Head Teacher" – Section D

## SG304



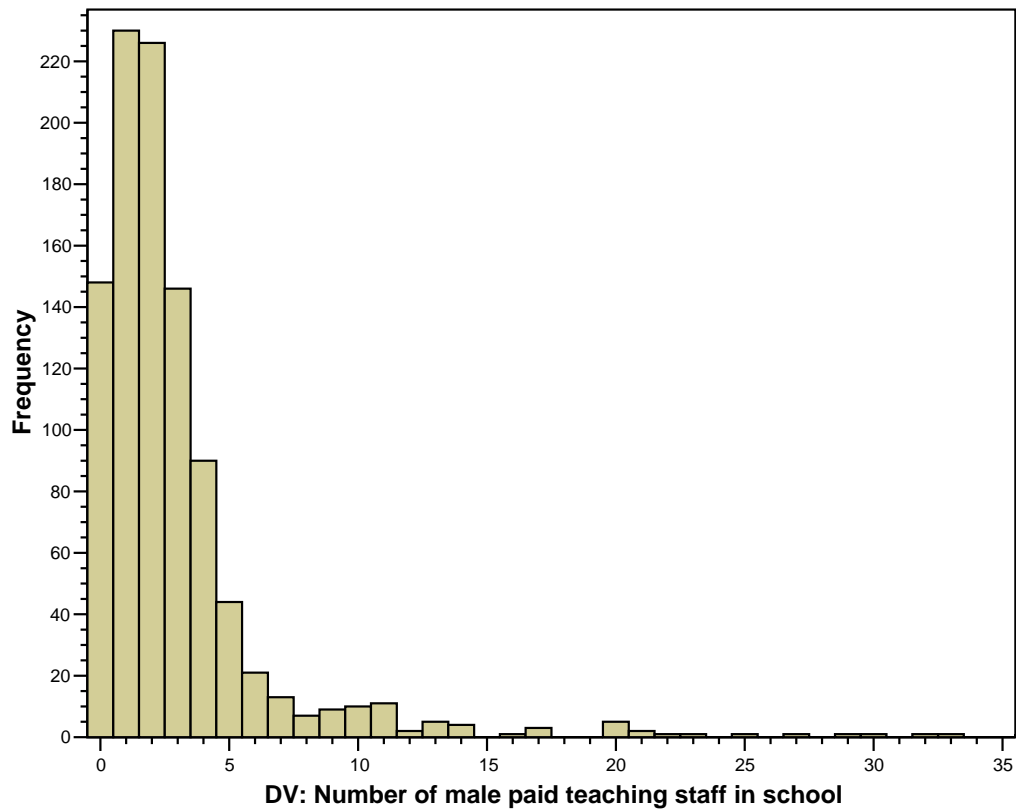
plus the following missing values:

**sg304 DV: Number of paid teaching staff in school**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	81	1	3.6	20.0	20.0
	106	1	3.6	20.0	40.0
	127	1	3.6	20.0	60.0
	144	1	3.6	20.0	80.0
	170	1	3.6	20.0	100.0
	Total	5	17.9	100.0	
Missing	-6 Section D omitted	1	3.6		
	-5 Question D1 omitted	22	78.6		
	Total	23	82.1		
Total		28	100.0		

# SG "Questionnaire For Head Teacher" – Section D

## SG304a



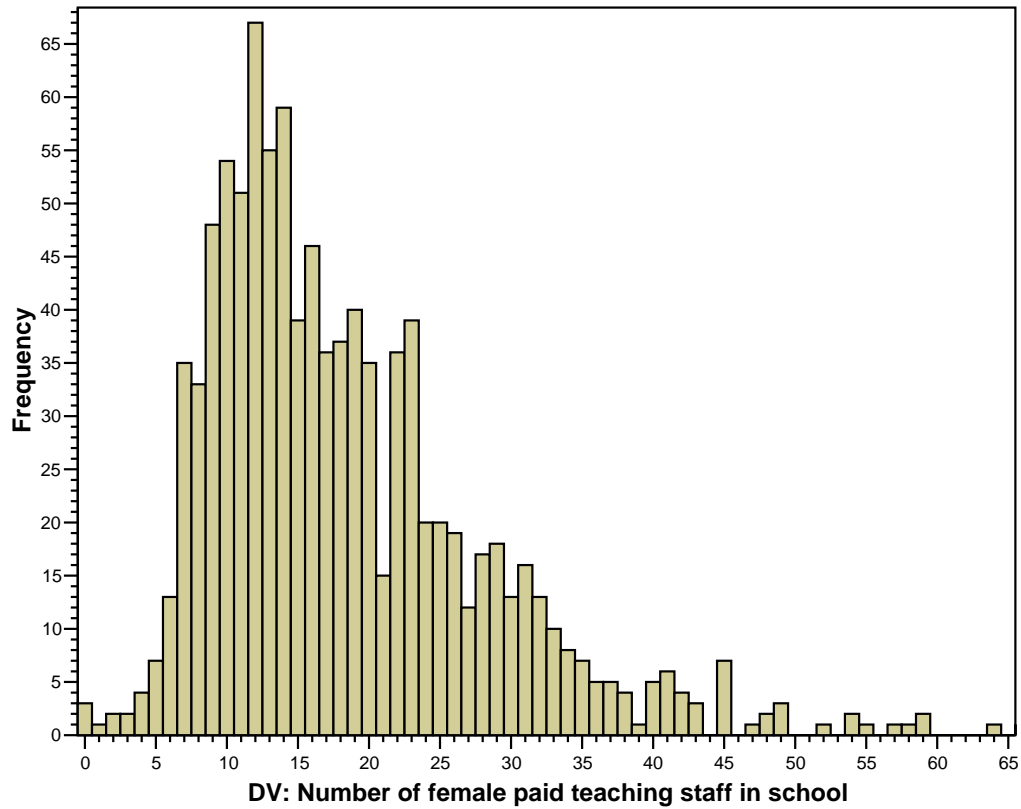
plus the following outliers and missing values:

**sg304a DV: Number of male paid teaching staff in school**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	47	1	3.8	33.3	33.3
	63	1	3.8	33.3	66.7
	125	1	3.8	33.3	100.0
	Total	3	11.5	100.0	
Missing	-6 Section D omitted	1	3.8		
	-5 Question D1 omitted	22	84.6		
	Total	23	88.5		
Total		26	100.0		

# SG "Questionnaire For Head Teacher" – Section D

## SG304b



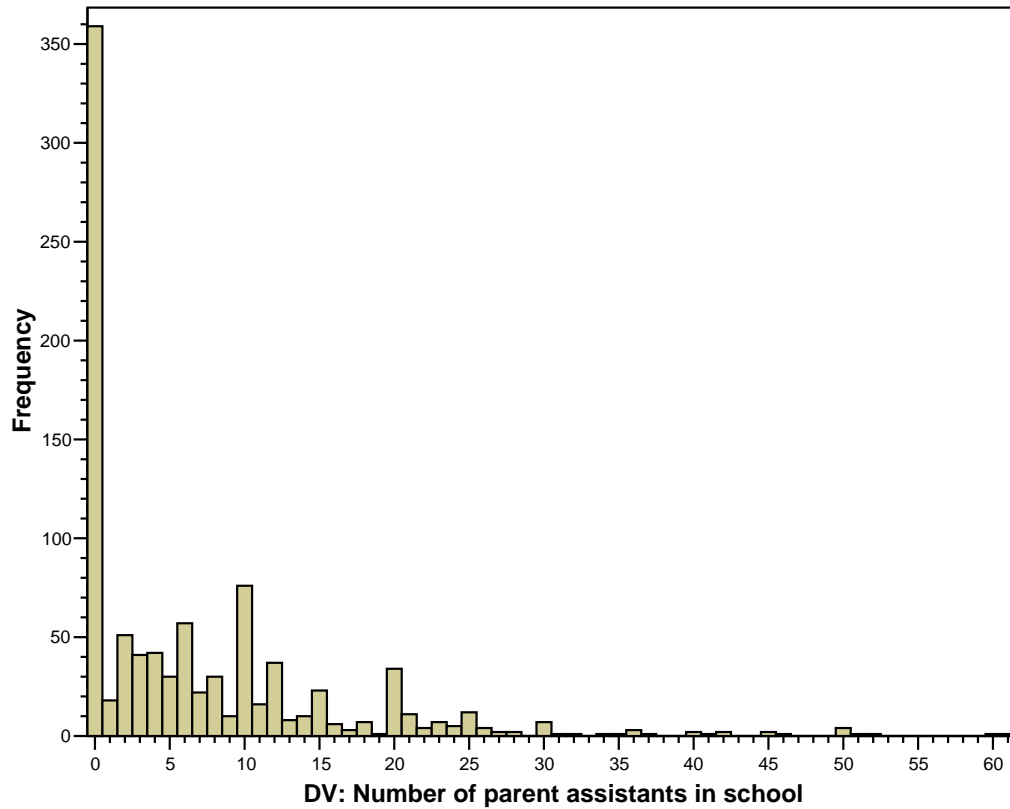
plus the following outliers and missing values:

**sg304b DV: Number of female paid teaching staff in school**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	72	1	3.8	33.3	33.3
	79	1	3.8	33.3	66.7
	122	1	3.8	33.3	100.0
	Total	3	11.5	100.0	
Missing	-6 Section D omitted	1	3.8		
	-5 Question D1 omitted	22	84.6		
	Total	23	88.5		
Total		26	100.0		

# SG "Questionnaire For Head Teacher" – Section D

## SG305



plus the following outliers and missing values:

**sg305 DV: Number of parent assistants in school**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	100	1	1.9	100.0	100.0
Missing	-6 Section D omitted	1	1.9		
	-5 Question D1 omitted	22	42.3		
	-2 Some	28	53.8		
	Total	51	98.1		
Total		52	100.0		

# SG "Questionnaire For Head Teacher" – Section D

## sg305a D1d1: Number of male parent assistants in school

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	781	77.3	80.8	80.8
	1	75	7.4	7.8	88.6
	2	53	5.2	5.5	94.1
	3	24	2.4	2.5	96.6
	4	6	.6	.6	97.2
	5	11	1.1	1.1	98.3
	6	3	.3	.3	98.7
	7	2	.2	.2	98.9
	8	2	.2	.2	99.1
	10	3	.3	.3	99.4
	14	1	.1	.1	99.5
	16	2	.2	.2	99.7
	20	2	.2	.2	99.9
	30	1	.1	.1	100.0
	Total	966	95.5	100.0	
Missing	-6 Section D omitted	1	.1		
	-5 Question D1 omitted	22	2.2		
	-2 Some	22	2.2		
	Total	45	4.5		
Total		1011	100.0		

# SG "Questionnaire For Head Teacher" – Section D

**sg305b D1 d1: Number of female parent assistants in school**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	372	36.8	38.8	38.8
	1	18	1.8	1.9	40.6
	2	52	5.1	5.4	46.0
	3	47	4.6	4.9	50.9
	4	48	4.7	5.0	55.9
	5	32	3.2	3.3	59.3
	6	59	5.8	6.1	65.4
	7	9	.9	.9	66.4
	8	34	3.4	3.5	69.9
	9	10	1.0	1.0	70.9
	10	85	8.4	8.9	79.8
	11	5	.5	.5	80.3
	12	37	3.7	3.9	84.2
	13	1	.1	.1	84.3
	14	4	.4	.4	84.7
	15	30	3.0	3.1	87.8
	16	2	.2	.2	88.0
	18	9	.9	.9	89.0
	19	1	.1	.1	89.1
	20	49	4.8	5.1	94.2
	21	7	.7	.7	94.9
	22	2	.2	.2	95.1
	23	1	.1	.1	95.2
	24	1	.1	.1	95.3
	25	13	1.3	1.4	96.7
	27	1	.1	.1	96.8
	28	1	.1	.1	96.9
	30	11	1.1	1.1	98.0
	34	1	.1	.1	98.1
	35	1	.1	.1	98.2
	36	1	.1	.1	98.3
	38	1	.1	.1	98.4
	40	5	.5	.5	99.0
	45	2	.2	.2	99.2
	46	1	.1	.1	99.3
	48	1	.1	.1	99.4
	50	3	.3	.3	99.7
	59	1	.1	.1	99.8
	60	1	.1	.1	99.9
	70	1	.1	.1	100.0
	Total	960	95.0	100.0	
Missing	-6 Section D omitted	1	.1		
	-5 Question D1 omitted	22	2.2		
	-2 Some	28	2.8		
	Total	51	5.0		
Total		1011	100.0		

# SG "Questionnaire For Head Teacher" – Section D

**sg306 DV: Number of volunteer assistants in school**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	479	47.4	49.6	49.6
	1	101	10.0	10.5	60.1
	2	120	11.9	12.4	72.5
	3	83	8.2	8.6	81.1
	4	57	5.6	5.9	87.0
	5	46	4.5	4.8	91.8
	6	18	1.8	1.9	93.7
	7	6	.6	.6	94.3
	8	10	1.0	1.0	95.3
	9	3	.3	.3	95.6
	10	11	1.1	1.1	96.8
	11	4	.4	.4	97.2
	12	8	.8	.8	98.0
	13	2	.2	.2	98.2
	16	1	.1	.1	98.3
	17	1	.1	.1	98.4
	18	2	.2	.2	98.7
	20	2	.2	.2	98.9
	22	1	.1	.1	99.0
	24	1	.1	.1	99.1
	25	2	.2	.2	99.3
	26	2	.2	.2	99.5
	27	1	.1	.1	99.6
	30	2	.2	.2	99.8
	43	1	.1	.1	99.9
	51	1	.1	.1	100.0
	Total	965	95.5	100.0	
Missing	-6 Section D omitted	1	.1		
	-5 Question D1 omitted	22	2.2		
	-2 Some	23	2.3		
	Total	46	4.5		
Total		1011	100.0		

# SG "Questionnaire For Head Teacher" – Section D

## sg306a D1 d2: Number of male volunteer assistants in school

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	799	79.0	82.3	82.3
	1	107	10.6	11.0	93.3
	2	37	3.7	3.8	97.1
	3	18	1.8	1.9	99.0
	4	3	.3	.3	99.3
	5	4	.4	.4	99.7
	7	1	.1	.1	99.8
	10	1	.1	.1	99.9
	20	1	.1	.1	100.0
	Total	971	96.0	100.0	
Missing	-6 Section D omitted	1	.1		
	-5 Question D1 omitted	22	2.2		
	-2 Some	17	1.7		
	Total	40	4.0		
Total		1011	100.0		

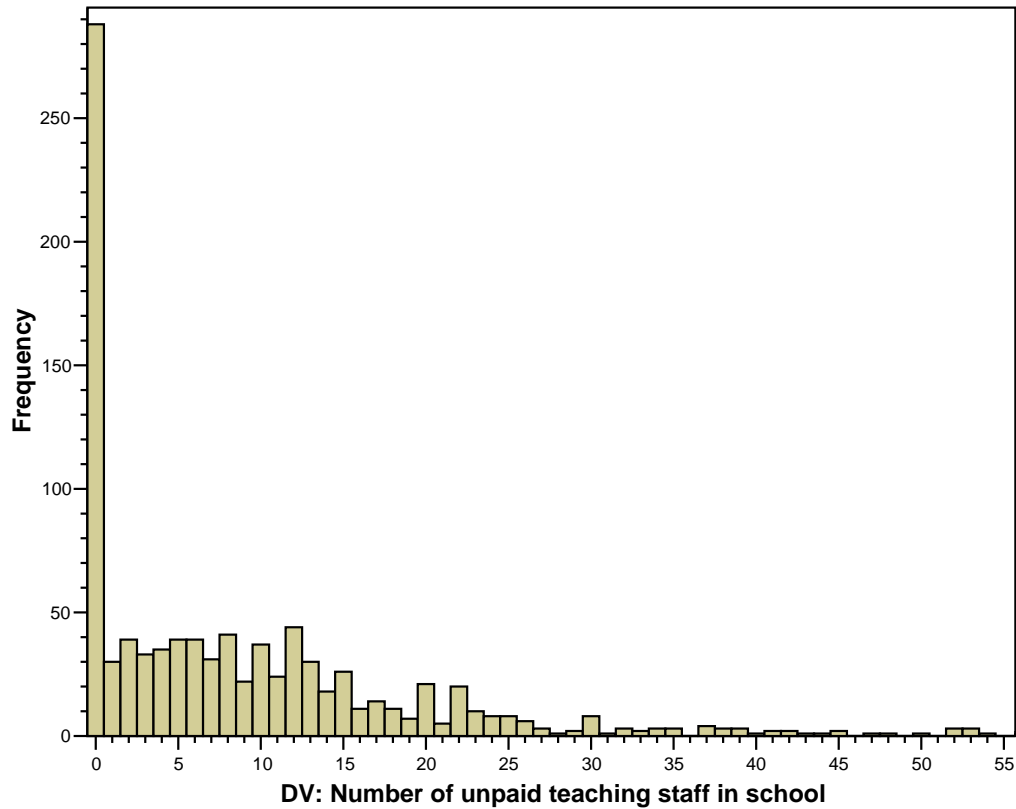
## sg306b D1 d2: Number of female volunteer assistants in school

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	524	51.8	54.3	54.3
	1	106	10.5	11.0	65.3
	2	111	11.0	11.5	76.8
	3	72	7.1	7.5	84.2
	4	51	5.0	5.3	89.5
	5	36	3.6	3.7	93.3
	6	13	1.3	1.3	94.6
	7	3	.3	.3	94.9
	8	12	1.2	1.2	96.2
	9	1	.1	.1	96.3
	10	15	1.5	1.6	97.8
	12	5	.5	.5	98.3
	14	1	.1	.1	98.4
	16	2	.2	.2	98.7
	17	1	.1	.1	98.8
	19	1	.1	.1	98.9
	20	4	.4	.4	99.3
	22	2	.2	.2	99.5
	25	1	.1	.1	99.6
	26	1	.1	.1	99.7
	30	1	.1	.1	99.8
	40	1	.1	.1	99.9
	46	1	.1	.1	100.0
	Total	965	95.5	100.0	
Missing	-6 Section D omitted	1	.1		
	-5 Question D1 omitted	22	2.2		
	-2 Some	23	2.3		
	Total	46	4.5		
Total		1011	100.0		



# SG "Questionnaire For Head Teacher" – Section D

## SG307



plus the following outliers and missing values:

**sg307 DV: Number of unpaid teaching staff in school**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	60	1	1.7	14.3	14.3
	62	2	3.4	28.6	42.9
	63	1	1.7	14.3	57.1
	72	1	1.7	14.3	71.4
	74	1	1.7	14.3	85.7
	130	1	1.7	14.3	100.0
	Total	7	11.9	100.0	
Missing	-6 Section D omitted	1	1.7		
	-5 Question D1 omitted	22	37.3		
	-2 Some	29	49.2		
	Total	52	88.1		
Total		59	100.0		

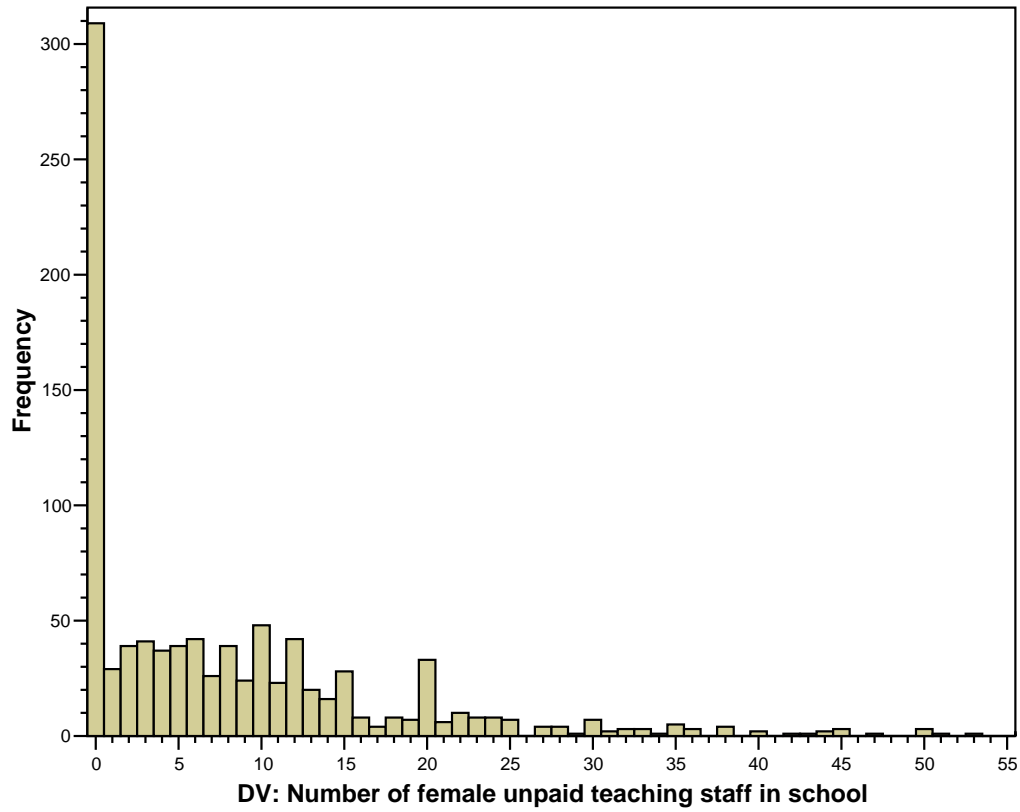
# SG "Questionnaire For Head Teacher" – Section D

**sg307a DV: Number of male unpaid teaching staff in school**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	679	67.2	70.3	70.3
	1	117	11.6	12.1	82.4
	2	74	7.3	7.7	90.1
	3	46	4.5	4.8	94.8
	4	12	1.2	1.2	96.1
	5	12	1.2	1.2	97.3
	6	5	.5	.5	97.8
	7	3	.3	.3	98.1
	8	3	.3	.3	98.4
	9	2	.2	.2	98.7
	10	5	.5	.5	99.2
	15	1	.1	.1	99.3
	17	1	.1	.1	99.4
	18	1	.1	.1	99.5
	19	1	.1	.1	99.6
	20	2	.2	.2	99.8
	25	1	.1	.1	99.9
	40	1	.1	.1	100.0
	Total	966	95.5	100.0	
Missing	-6 Section D omitted	1	.1		
	-5 Question D1 omitted	22	2.2		
	-2 Some	22	2.2		
	Total	45	4.5		
Total		1011	100.0		

# SG "Questionnaire For Head Teacher" – Section D

## SG307b



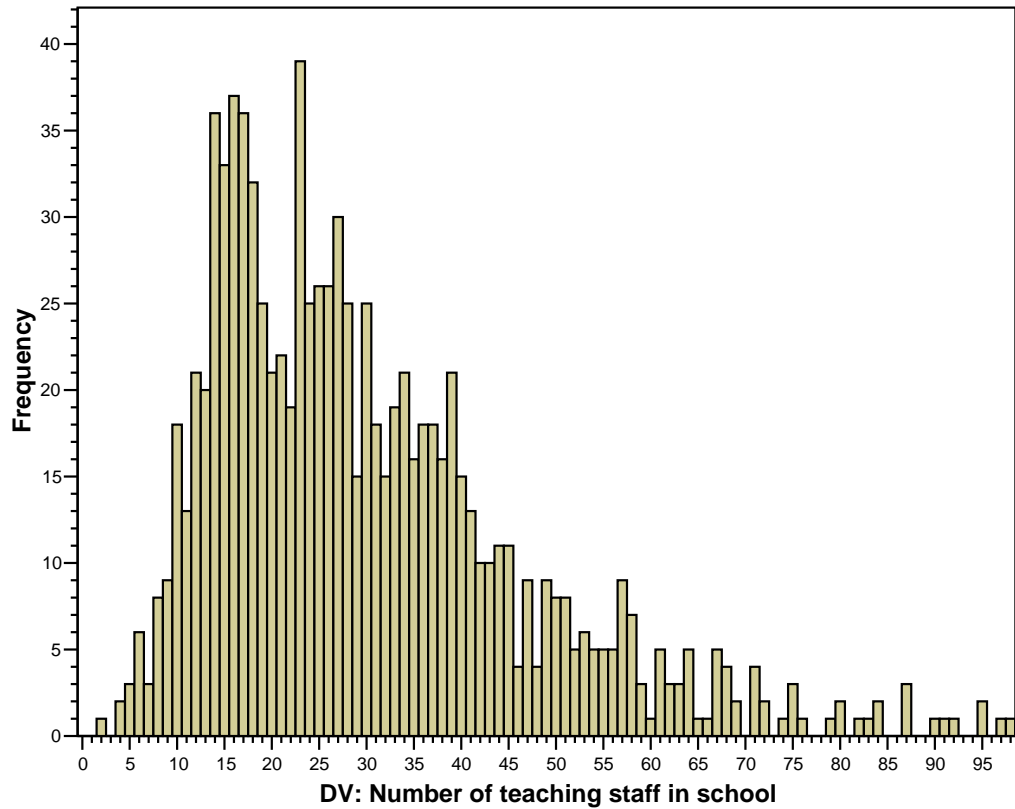
plus the following outliers and missing values:

**sg307b DV: Number of female unpaid teaching staff in school**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	60	2	3.4	33.3	33.3
	62	2	3.4	33.3	66.7
	66	1	1.7	16.7	83.3
	90	1	1.7	16.7	100.0
	Total	6	10.3	100.0	
Missing	-6 Section D omitted	1	1.7		
	-5 Question D1 omitted	22	37.9		
	-2 Some	29	50.0		
	Total	52	89.7		
Total		58	100.0		

# SG "Questionnaire For Head Teacher" – Section D

## SG308



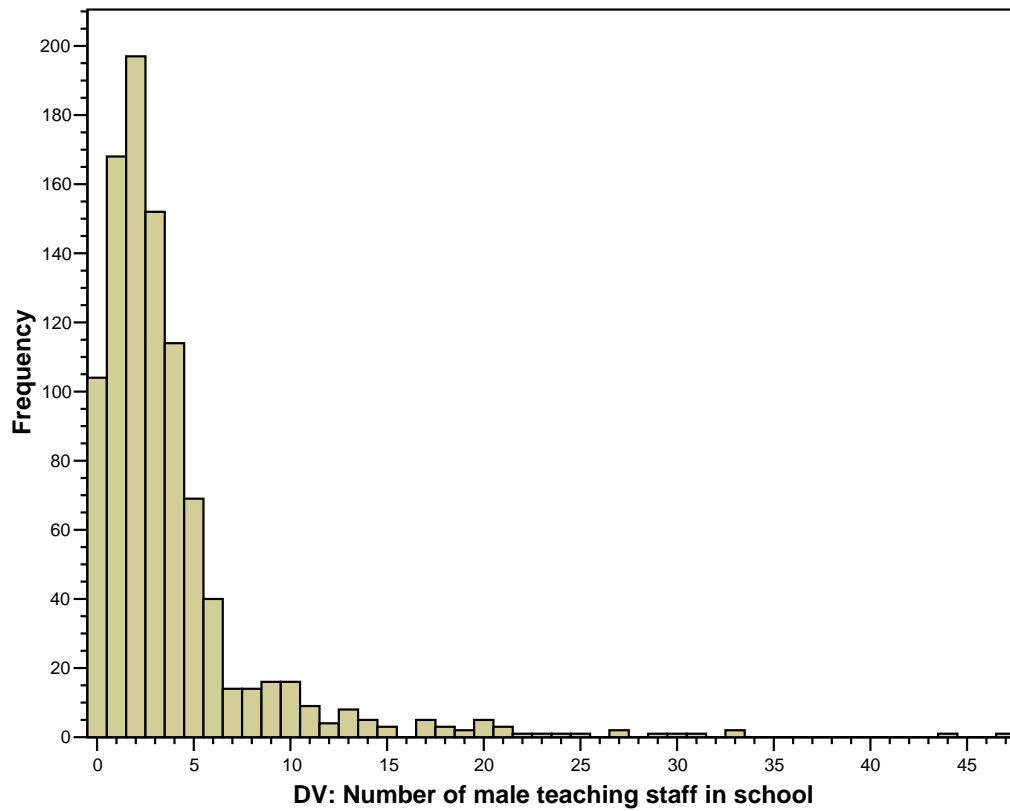
plus the following outliers and missing values:

**sg308 DV: Number of teaching staff in school**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	116	1	1.7	16.7	16.7
	120	1	1.7	16.7	33.3
	127	1	1.7	16.7	50.0
	144	1	1.7	16.7	66.7
	149	1	1.7	16.7	83.3
	170	1	1.7	16.7	100.0
	Total	6	10.3	100.0	
Missing	-6 Section D omitted	1	1.7		
	-5 Question D1 omitted	22	37.9		
	-2 Some	29	50.0		
	Total	52	89.7		
Total		58	100.0		

# SG "Questionnaire For Head Teacher" – Section D

## SG308a



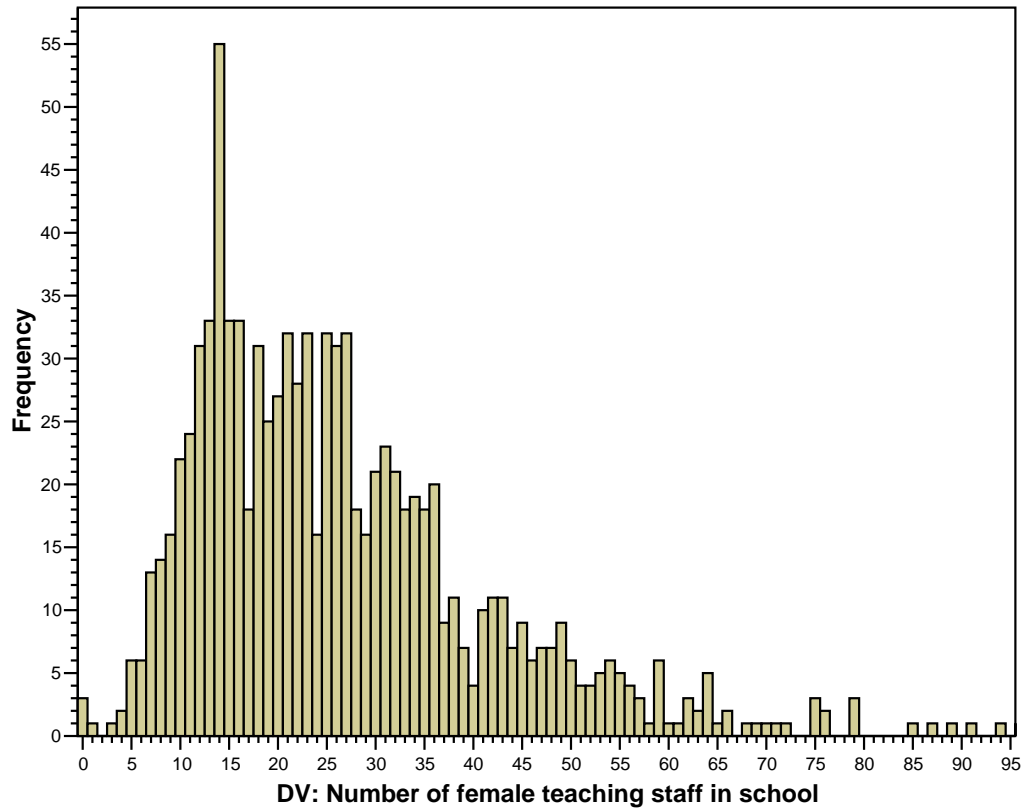
plus the following outliers and missing values:

**sg308a DV: Number of male teaching staff in school**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	63	1	2.1	50.0	50.0
	125	1	2.1	50.0	100.0
	Total	2	4.3	100.0	
Missing	-6 Section D omitted	1	2.1		
	-5 Question D1 omitted	22	46.8		
	-2 Some	22	46.8		
	Total	45	95.7		
Total		47	100.0		

# SG "Questionnaire For Head Teacher" – Section D

## SG308b



plus the following outliers and missing values:

**sg308b DV: Number of female teaching staff in school**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	105	1	1.8	33.3	33.3
	108	1	1.8	33.3	66.7
	122	1	1.8	33.3	100.0
	Total	3	5.5	100.0	
Missing	-6 Section D omitted	1	1.8		
	-5 Question D1 omitted	22	40.0		
	-2 Some	29	52.7		
	Total	52	94.5		
Total		55	100.0		

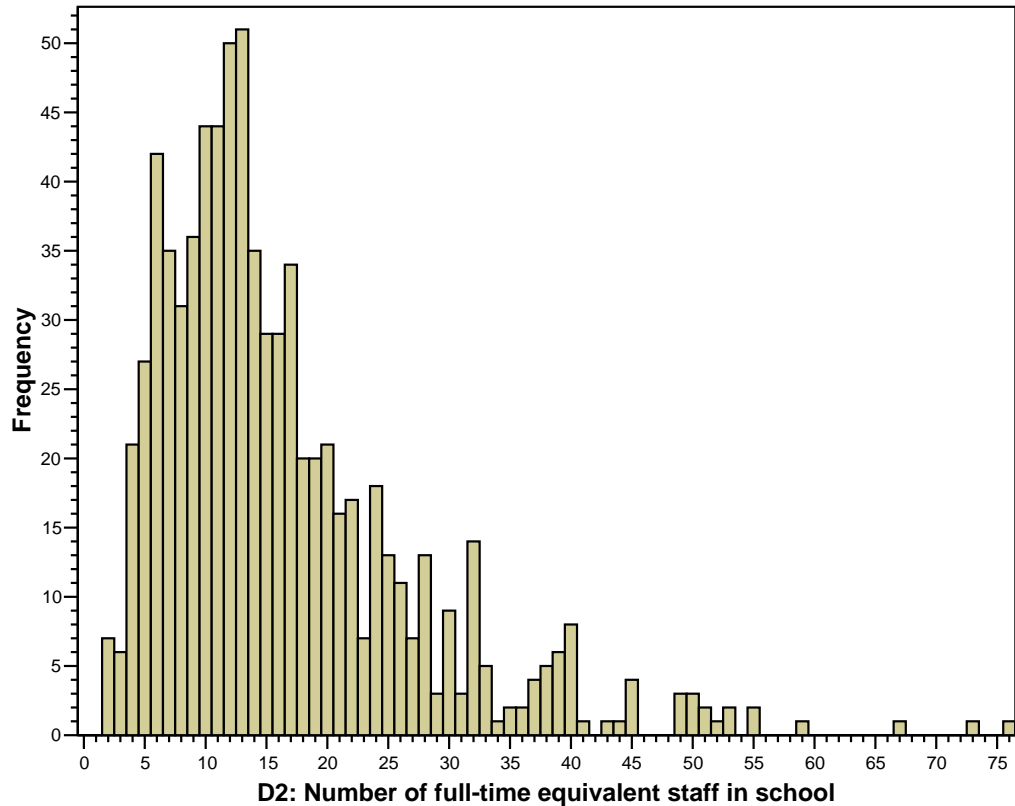
## SG “Questionnaire For Head Teacher” – Section D

D2. What is the overall complement of paid classroom staff (i.e. not including secretaries, caretakers etc.)?

•  Full-time equivalents

[Editing: See description of SG311 on the next page for editing details.]

### SG310



plus the following outliers and missing values:

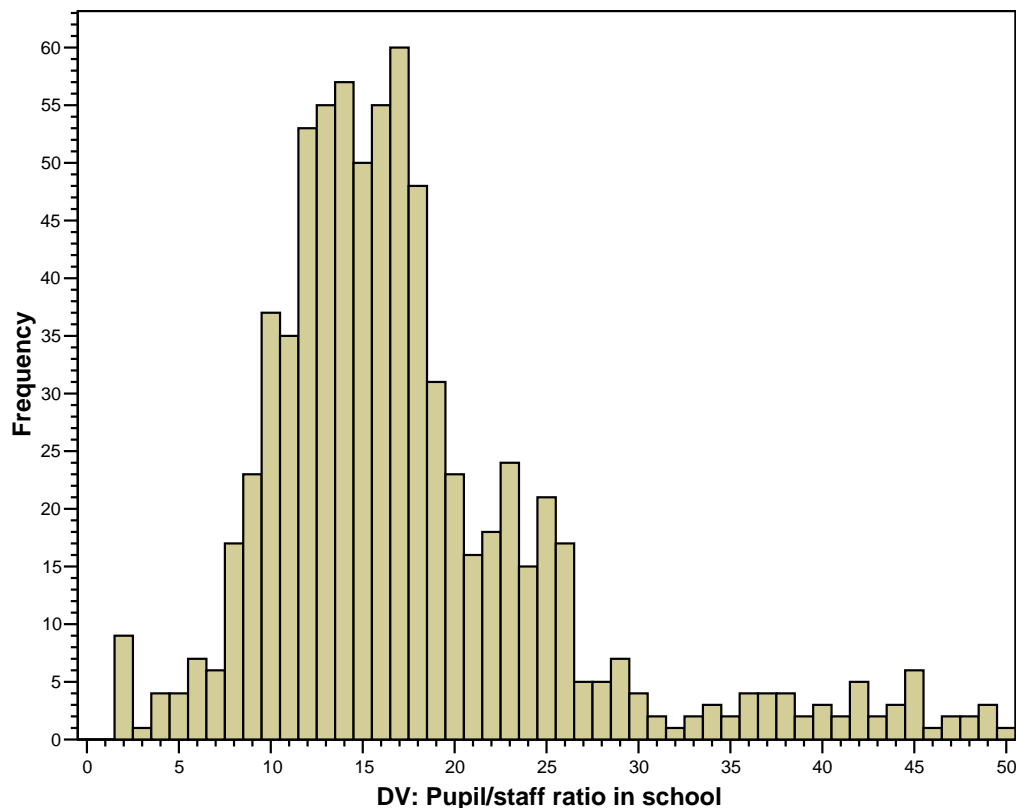
**sg310 D2: Number of full-time equivalent staff in school**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	102.5	1	.4	25.0	25.0
	122.2	1	.4	25.0	50.0
	134.2	1	.4	25.0	75.0
	220.0	1	.4	25.0	100.0
	Total	4	1.7	100.0	
Missing	-6.0 Section D omitted	1	.4		
	-2.0 Unreliable data	65	27.0		
	-1.0 Not stated	171	71.0		
	Total	237	98.3		
Total		241	100.0		

**Derived Variable**Pupil/Staff Ratio

The pupil/staff ratio was derived as SG311 from SG115 and SG310. If either of the components was missing then SG311 was set to -1, otherwise  $SG311 = SG115 / SG310$ . SG311 is stored as a long decimal, but formatted to display to 1 decimal place.

Values > 50 in SG311 were deemed highly unlikely. Since such cases were clustered at the low end of the distribution of SG310 and scattered more evenly across the distribution of SG115 this was taken to indicate that SG310 was unreliable. This ties in with anecdotal evidence from the coding team that question C2 was generally poorly completed. Therefore if SG311 was > 50, SG310 was set to -2 "Unreliable data" and SG311 recoded to -1.

**SG311**

plus the following missing values:

**sg311 DV: Pupil/staff ratio in school**

	Frequency	Percent
Missing -1.0 Missing	250	100.0



## SG "Questionnaire For Head Teacher" – Section D

D3. 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.]

**sg315 D3: Number of sessions using temp. staff in last 3 months in school**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 None	88	8.7	9.3	9.3
	2 1-5	141	13.9	15.0	24.3
	3 6-10	156	15.4	16.5	40.8
	4 11-15	92	9.1	9.8	50.6
	5 16+	466	46.1	49.4	100.0
	Total	943	93.3	100.0	
Missing	-6 Section D omitted	1	.1		
	-1 Not stated	67	6.6		
	Total	68	6.7		
Total		1011	100.0		

## PAGE 16 OF THE QUESTIONNAIRE

D4. 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 D4 the highest code number was taken. If any appropriate writing on the dotted line was not matched by a tick on D4h, then D4h was coded as zero.]

[Editing: If all eight parts of question D4 were omitted then variables SG320 to SG327 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 SG320 to SG327 were set to 6. Remaining values of -1 in SG327 (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 SG327 (part h) (0 = -1) and copying missing values.]

## SG “Questionnaire For Head Teacher” – Section D

### sg320 D4a: Frequency of staff meetings on staff issues

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 At least weekly	647	64.0	65.3	65.3
	2 Fortnightly	106	10.5	10.7	76.0
	3 Monthly	129	12.8	13.0	89.0
	4 Quarterly	53	5.2	5.3	94.3
	5 < 4 times / year	31	3.1	3.1	97.5
	6 Never	25	2.5	2.5	100.0
	Total	991	98.0	100.0	
Missing	-6 Section D omitted	1	.1		
	-5 Question D4 omitted	17	1.7		
	-1 Not stated	2	.2		
	Total	20	2.0		
Total		1011	100.0		

### sg320a DV: Staff meet to discuss staff issues at least monthly

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	882	87.2	89.0	89.0
	2 No	109	10.8	11.0	100.0
	Total	991	98.0	100.0	
Missing	-6 Section D omitted	1	.1		
	-5 Question D4 omitted	17	1.7		
	-1 Not stated	2	.2		
	Total	20	2.0		
Total		1011	100.0		

## SG "Questionnaire For Head Teacher" – Section D

### sg321 D4b: Frequency of staff meetings on administration

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 At least weekly	503	49.8	50.8	50.8
	2 Fortnightly	127	12.6	12.8	63.6
	3 Monthly	177	17.5	17.9	81.5
	4 Quarterly	62	6.1	6.3	87.8
	5 < 4 times / year	66	6.5	6.7	94.4
	6 Never	55	5.4	5.6	100.0
	Total	990	97.9	100.0	
Missing	-6 Section D omitted	1	.1		
	-5 Question D4 omitted	17	1.7		
	-1 Not stated	3	.3		
	Total	21	2.1		
Total		1011	100.0		

### sg321 a DV: Staff meet to discuss administration at least monthly

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	807	79.8	81.5	81.5
	2 No	183	18.1	18.5	100.0
	Total	990	97.9	100.0	
Missing	-6 Section D omitted	1	.1		
	-5 Question D4 omitted	17	1.7		
	-1 Not stated	3	.3		
	Total	21	2.1		
Total		1011	100.0		

## SG "Questionnaire For Head Teacher" – Section D

### sg322 D4c: Frequency of staff meetings on social issues

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 At least weekly	305	30.2	30.8	30.8
	2 Fortnightly	83	8.2	8.4	39.2
	3 Monthly	204	20.2	20.6	59.7
	4 Quarterly	156	15.4	15.7	75.5
	5 < 4 times / year	134	13.3	13.5	89.0
	6 Never	109	10.8	11.0	100.0
	Total	991	98.0	100.0	
Missing	-6 Section D omitted	1	.1		
	-5 Question D4 omitted	17	1.7		
	-1 Not stated	2	.2		
	Total	20	2.0		
Total		1011	100.0		

### sg322a DV: Staff meet to discuss social issues at least monthly

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	592	58.6	59.7	59.7
	2 No	399	39.5	40.3	100.0
	Total	991	98.0	100.0	
Missing	-6 Section D omitted	1	.1		
	-5 Question D4 omitted	17	1.7		
	-1 Not stated	2	.2		
	Total	20	2.0		
Total		1011	100.0		

## SG “Questionnaire For Head Teacher” – Section D

### sg323 D4d: Frequency of staff meetings on special needs

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 At least weekly	294	29.1	29.6	29.6
	2 Fortnightly	88	8.7	8.9	38.5
	3 Monthly	281	27.8	28.3	66.8
	4 Quarterly	218	21.6	22.0	88.8
	5 < 4 times / year	64	6.3	6.5	95.3
	6 Never	47	4.6	4.7	100.0
	Total	992	98.1	100.0	
Missing	-6 Section D omitted	1	.1		
	-5 Question D4 omitted	17	1.7		
	-1 Not stated	1	.1		
	Total	19	1.9		
Total		1011	100.0		

### sg323a DV: Staff meet to discuss special needs at least monthly

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	663	65.6	66.8	66.8
	2 No	329	32.5	33.2	100.0
	Total	992	98.1	100.0	
Missing	-6 Section D omitted	1	.1		
	-5 Question D4 omitted	17	1.7		
	-1 Not stated	1	.1		
	Total	19	1.9		
Total		1011	100.0		

## SG “Questionnaire For Head Teacher” – Section D

### sg324 D4e: Frequency of staff meetings on teaching policy

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 At least weekly	340	33.6	34.3	34.3
	2 Fortnightly	173	17.1	17.5	51.8
	3 Monthly	251	24.8	25.3	77.1
	4 Quarterly	139	13.7	14.0	91.1
	5 < 4 times / year	52	5.1	5.2	96.4
	6 Never	36	3.6	3.6	100.0
	Total	991	98.0	100.0	
Missing	-6 Section D omitted	1	.1		
	-5 Question D4 omitted	17	1.7		
	-1 Not stated	2	.2		
	Total	20	2.0		
Total		1011	100.0		

### sg324a DV: Staff meet to discuss teaching policy at least monthly

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	764	75.6	77.1	77.1
	2 No	227	22.5	22.9	100.0
	Total	991	98.0	100.0	
Missing	-6 Section D omitted	1	.1		
	-5 Question D4 omitted	17	1.7		
	-1 Not stated	2	.2		
	Total	20	2.0		
Total		1011	100.0		

## SG "Questionnaire For Head Teacher" – Section D

### sg325 D4f: Frequency of staff meetings on curriculum

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 At least weekly	507	50.1	51.1	51.1
	2 Fortnightly	197	19.5	19.9	71.0
	3 Monthly	194	19.2	19.6	90.5
	4 Quarterly	58	5.7	5.8	96.4
	5 < 4 times / year	14	1.4	1.4	97.8
	6 Never	22	2.2	2.2	100.0
	Total	992	98.1	100.0	
Missing	-6 Section D omitted	1	.1		
	-5 Question D4 omitted	17	1.7		
	-1 Not stated	1	.1		
	Total	19	1.9		
Total		1011	100.0		

### sg325a DV: Staff meet to discuss curriculum at least monthly

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	898	88.8	90.5	90.5
	2 No	94	9.3	9.5	100.0
	Total	992	98.1	100.0	
Missing	-6 Section D omitted	1	.1		
	-5 Question D4 omitted	17	1.7		
	-1 Not stated	1	.1		
	Total	19	1.9		
Total		1011	100.0		



## SG “Questionnaire For Head Teacher” – Section D

### sg326 D4g: Frequency of staff meetings on education issue

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 At least weekly	529	52.3	53.4	53.4
	2 Fortnightly	164	16.2	16.5	69.9
	3 Monthly	181	17.9	18.3	88.2
	4 Quarterly	61	6.0	6.2	94.3
	5 < 4 times / year	22	2.2	2.2	96.6
	6 Never	34	3.4	3.4	100.0
	Total	991	98.0	100.0	
Missing	-6 Section D omitted	1	.1		
	-5 Question D4 omitted	17	1.7		
	-1 Not stated	2	.2		
	Total	20	2.0		
Total		1011	100.0		

### sg326a DV: Staff meet to discuss education issue at least monthly

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	874	86.4	88.2	88.2
	2 No	117	11.6	11.8	100.0
	Total	991	98.0	100.0	
Missing	-6 Section D omitted	1	.1		
	-5 Question D4 omitted	17	1.7		
	-1 Not stated	2	.2		
	Total	20	2.0		
Total		1011	100.0		

## SG "Questionnaire For Head Teacher" – Section D

### sg327 D4h: Frequency of staff meetings on other issues

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0 Unknown frequency	14	1.4	1.4	1.4
	1 At least weekly	97	9.6	9.8	11.2
	2 Fortnightly	17	1.7	1.7	12.9
	3 Monthly	22	2.2	2.2	15.1
	4 Quarterly	11	1.1	1.1	16.2
	5 < 4 times / year	5	.5	.5	16.7
	6 Never	827	81.8	83.3	100.0
	Total	993	98.2	100.0	
Missing	-6 Section D omitted	1	.1		
	-5 Question D4 omitted	17	1.7		
	Total	18	1.8		
Total		1011	100.0		

### sg327a DV: Staff meet to discuss other issues at least monthly

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	136	13.5	13.9	13.9
	2 No	843	83.4	86.1	100.0
	Total	979	96.8	100.0	
Missing	-6 Section D omitted	1	.1		
	-5 Question D4 omitted	17	1.7		
	-1 Not stated	14	1.4		
	Total	32	3.2		
Total		1011	100.0		

**Derived Variables**Frequency of staff meetings

The frequency of the most frequent staff meeting on any topic (i.e. the minimum of SG320 to SG327) was calculated as SG329a. Note that, although values of -6 & -5 in the components were copied across to SG329a, values of -8 & -1 in the components (and 0 in SG327) were treated the same as values of 6. The number of components with missing values of -8 & -1 was calculated as SG329c so users can easily exclude cases with lots of missing components if they wish. If SG329c = 8 then SG329a 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 SG329b by recoding (1, 2, 3 = 1)(4, 5, 6 = 2) and copying missing values.

**sg329a DV: Frequency of staff meetings**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 At least weekly	856	84.7	86.3	86.3
	2 Fortnightly	82	8.1	8.3	94.6
	3 Monthly	48	4.7	4.8	99.4
	4 Quarterly	3	.3	.3	99.7
	5 < 4 times / year	3	.3	.3	100.0
	Total	992	98.1	100.0	
Missing	-6 Section D omitted	1	.1		
	-5 Question D4 omitted	17	1.7		
	-4 All 8 components missing	1	.1		
	Total	19	1.9		
Total		1011	100.0		

**sg329b DV Staff meet at least monthly**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	986	97.5	99.4	99.4
	2 No	6	.6	.6	100.0
	Total	992	98.1	100.0	
Missing	-6 Section D omitted	1	.1		
	-5 Question D4 omitted	17	1.7		
	-4 All 8 components missing	1	.1		
	Total	19	1.9		
Total		1011	100.0		

**sg329c DV: Number of missing staff meeting components**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	975	96.4	98.2	98.2
	1	16	1.6	1.6	99.8
	3	1	.1	.1	99.9
	8	1	.1	.1	100.0
	Total	993	98.2	100.0	
Missing	-6 Section D omitted	1	.1		
	-5 Question D4 omitted	17	1.7		
	Total	18	1.8		
Total		1011	100.0		

## SG "Questionnaire For Head Teacher" – Section D

D5. 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: 25px; display: flex; align-items: center; justify-content: center;">1</div>	<div style="border: 1px solid red; width: 40px; height: 25px; display: flex; align-items: center; justify-content: center;">2</div>
b) Literacy/English	<div style="border: 1px solid red; width: 40px; height: 25px; display: flex; align-items: center; justify-content: center;">1</div>	<div style="border: 1px solid red; width: 40px; height: 25px; display: flex; align-items: center; justify-content: center;">2</div>
c) Science	<div style="border: 1px solid red; width: 40px; height: 25px; display: flex; align-items: center; justify-content: center;">1</div>	<div style="border: 1px solid red; width: 40px; height: 25px; display: flex; align-items: center; justify-content: center;">2</div>
d) ICT/computing	<div style="border: 1px solid red; width: 40px; height: 25px; display: flex; align-items: center; justify-content: center;">1</div>	<div style="border: 1px solid red; width: 40px; height: 25px; display: flex; align-items: center; justify-content: center;">2</div>
e) Design & technology	<div style="border: 1px solid red; width: 40px; height: 25px; display: flex; align-items: center; justify-content: center;">1</div>	<div style="border: 1px solid red; width: 40px; height: 25px; display: flex; align-items: center; justify-content: center;">2</div>

[Editing: If all five parts of question D5 were omitted then variables SG340 to SG344 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 SG340 to SG344 were set to 2.]

**sg340 D5a: Specialist maths coordinator in school**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	611	60.4	62.3	62.3
	2 No	370	36.6	37.7	100.0
	Total	981	97.0	100.0	
Missing	-6 Section D omitted	1	.1		
	-5 Question D5 omitted	29	2.9		
	Total	30	3.0		
Total		1011	100.0		

**sg341 D5b: Specialist literacy coordinator in school**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	687	68.0	70.1	70.1
	2 No	293	29.0	29.9	100.0
	Total	980	96.9	100.0	
Missing	-6 Section D omitted	1	.1		
	-5 Question D5 omitted	29	2.9		
	-1 Not stated	1	.1		
	Total	31	3.1		
Total		1011	100.0		

**sg342 D5c: Specialist science coordinator in school**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	591	58.5	60.3	60.3
	2 No	389	38.5	39.7	100.0
	Total	980	96.9	100.0	
Missing	-6 Section D omitted	1	.1		
	-5 Question D5 omitted	29	2.9		
	-1 Not stated	1	.1		
	Total	31	3.1		
Total		1011	100.0		

## SG “Questionnaire For Head Teacher” – Section D

### sg343 D5d: Specialist ICT coordinator in school

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	533	52.7	54.4	54.4
	2 No	447	44.2	45.6	100.0
	Total	980	96.9	100.0	
Missing	-6 Section D omitted	1	.1		
	-5 Question D5 omitted	29	2.9		
	-1 Not stated	1	.1		
	Total	31	3.1		
Total		1011	100.0		

### sg344 D5e: Specialist D&T coordinator in school

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	313	31.0	32.0	32.0
	2 No	665	65.8	68.0	100.0
	Total	978	96.7	100.0	
Missing	-6 Section D omitted	1	.1		
	-5 Question D5 omitted	29	2.9		
	-1 Not stated	3	.3		
	Total	33	3.3		
Total		1011	100.0		

**Derived Variables****Number of Specialist Coordinators**

The number of specialist coordinators in the school (i.e. the number of items in question D5 for which "yes" was ticked) was calculated as SG345a. A summary indicator of whether there were any specialist coordinators in the school was derived from this as SG345b. Note that, although values of -6 & -5 in the components were copied across to SG345a & SG345b, 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 SG345c so users can easily exclude cases with lots of missing components if they wish.

**sg345a DV: Number of specialist coordinators in school**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	129	12.8	13.1	13.1
	1	130	12.9	13.3	26.4
	2	155	15.3	15.8	42.2
	3	196	19.4	20.0	62.2
	4	148	14.6	15.1	77.3
	5	223	22.1	22.7	100.0
	Total	981	97.0	100.0	
Missing	-6 Section D omitted	1	.1		
	-5 Question D5 omitted	29	2.9		
	Total	30	3.0		
Total		1011	100.0		

**sg345b DV: Any specialist coordinators in school**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	852	84.3	86.9	86.9
	2 No	129	12.8	13.1	100.0
	Total	981	97.0	100.0	
Missing	-6 Section D omitted	1	.1		
	-5 Question D5 omitted	29	2.9		
	Total	30	3.0		
Total		1011	100.0		

**sg345c DV: Number of missing specialist coordinators components**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	975	96.4	99.4	99.4
	1	6	.6	.6	100.0
	Total	981	97.0	100.0	
Missing	-6 Section D omitted	1	.1		
	-5 Question D5 omitted	29	2.9		
	Total	30	3.0		
Total		1011	100.0		

## PAGE 17 OF THE QUESTIONNAIRE

[Editing: If all three parts of question D6 were omitted then variables SG350 to SG352 were set to -5.]

D6. The head teacher:

a) How long have you been head teacher (or acting head) at this school?

< 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.]

**sg350 D6a: Length of service as head teacher at this school**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1 < 1 year	157	15.5	15.7	15.7
2 1-2 years	152	15.0	15.2	30.9
3 3-9 years	431	42.6	43.1	74.0
4 10+ years	260	25.7	26.0	100.0
Total	1000	98.9	100.0	
Missing -6 Section D omitted	1	.1		
-5 Question D6 omitted	8	.8		
-1 Not stated	2	.2		
Total	11	1.1		
Total	1011	100.0		

b) Are you:

Male

1

Female

2

**sg351 D6b: Gender of head teacher**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1 Male	453	44.8	45.3	45.3
2 Female	547	54.1	54.7	100.0
Total	1000	98.9	100.0	
Missing -6 Section D omitted	1	.1		
-5 Question D6 omitted	8	.8		
-1 Not stated	2	.2		
Total	11	1.1		
Total	1011	100.0		

## SG "Questionnaire For Head Teacher" – Section D

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.]

**sg352 D6c: Length of service as a head teacher anywhere**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 < 1 year	93	9.2	9.3	9.3
	2 1-2 years	90	8.9	9.0	18.3
	3 3-9 years	388	38.4	38.8	57.1
	4 10+ years	429	42.4	42.9	100.0
	Total	1000	98.9	100.0	
Missing	-6 Section D omitted	1	.1		
	-5 Question D6 omitted	8	.8		
	-1 Not stated	2	.2		
	Total	11	1.1		
Total		1011	100.0		



## PAGE 18 OF THE QUESTIONNAIRE

**SECTION E: SCHOOL MEALS**

[Editing: If all parts of section E (excluding E8b which was completed by the coders) were omitted and E8b was not 'Y' variables SG400 to SG463 were all set to -6.]

E1. 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 E1b(v).]

[Editing: If all six items in question E1 were omitted then variables SG400 to SG405 were set to -5. Then if SG400 took value 2 variables SG401 to SG405 were set to 2 "no". If all five items in question E1b were omitted then variables SG401 to SG405 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 SG401 to SG405 were set to 2. Finally, any remaining values of -1 in SG405 were recoded to 2.]

**sg400 E1a: School has tuck shop**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	315	31.2	31.3	31.3
	2 No	691	68.3	68.7	100.0
	Total	1006	99.5	100.0	
Missing	-6 Section E omitted	1	.1		
	-5 Question E1 omitted	4	.4		
	Total	5	.5		
Total		1011	100.0		

## SG "Questionnaire For Head Teacher" – Section E

### sg401 E1b1: Sweets/chocolate available from tuck shop

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	61	6.0	6.1	6.1
	2 No	943	93.3	93.9	100.0
	Total	1004	99.3	100.0	
Missing	-6 Section E omitted	1	.1		
	-5 Question E1 omitted	4	.4		
	-4 Question E1b omitted	1	.1		
	-1 Not stated	1	.1		
	Total	7	.7		
Total		1011	100.0		

### sg402 E1b2: Fruit available from tuck shop

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	248	24.5	24.7	24.7
	2 No	757	74.9	75.3	100.0
	Total	1005	99.4	100.0	
Missing	-6 Section E omitted	1	.1		
	-5 Question E1 omitted	4	.4		
	-4 Question E1b omitted	1	.1		
	Total	6	.6		
Total		1011	100.0		

### sg403 E1b3: Crisps available from tuck shop

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	126	12.5	12.6	12.6
	2 No	875	86.5	87.4	100.0
	Total	1001	99.0	100.0	
Missing	-6 Section E omitted	1	.1		
	-5 Question E1 omitted	4	.4		
	-4 Question E1b omitted	1	.1		
	-1 Not stated	4	.4		
	Total	10	1.0		
Total		1011	100.0		

### sg404 E1b4: Drinks available from tuck shop

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	176	17.4	17.6	17.6
	2 No	826	81.7	82.4	100.0
	Total	1002	99.1	100.0	
Missing	-6 Section E omitted	1	.1		
	-5 Question E1 omitted	4	.4		
	-4 Question E1b omitted	1	.1		
	-1 Not stated	3	.3		
	Total	9	.9		
Total		1011	100.0		

## SG "Questionnaire For Head Teacher" – Section E

### sg405 E1b5: Other food available from tuck shop

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	116	11.5	11.5	11.5
	2 No	889	87.9	88.5	100.0
	Total	1005	99.4	100.0	
Missing	-6 Section E omitted	1	.1		
	-5 Question E1 omitted	4	.4		
	-4 Question E1b omitted	1	.1		
	Total	6	.6		
Total		1011	100.0		

E2. Does your school have a water fountain?

Yes  No

### sg408 E2: School has water fountain

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	823	81.4	82.1	82.1
	2 No	179	17.7	17.9	100.0
	Total	1002	99.1	100.0	
Missing	-6 Section E omitted	1	.1		
	-1 Not stated	8	.8		
	Total	9	.9		
Total		1011	100.0		

## SG "Questionnaire For Head Teacher" – Section E

### E3. At break times:

a) Are the children allowed to eat?

Y ☐ ☐ No

b) **If yes**, are they allowed to eat:

any food they like ☐

certain types of food only ☐ → please list types: .....

food from tuck shop only ☐

[Coding: If something was written on the dotted line then it was ensured that there was an appropriate tick on E3b.]

[Editing: If both parts of question D3 were omitted then variables SG410 and SG411 were set to -5. If E3a (SG410) was omitted but one of the boxes was ticked in E3b (SG411) then SG410 was recoded to 1. If SG410 had value 2 then SG411 was recoded to 4 "none".]

#### sg410 E3a: Pupils allowed to eat at breaktime

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1 Yes	952	94.2	94.5	94.5
2 No	55	5.4	5.5	100.0
Total	1007	99.6	100.0	
Missing -6 Section E omitted	1	.1		
-5 Question E3 omitted	3	.3		
Total	4	.4		
Total	1011	100.0		

#### sg411 E3b: Foods allowed at breaktime

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1 Any food	263	26.0	26.1	26.1
2 Certain types of food only	647	64.0	64.3	90.4
3 Food from tuck shop only	42	4.2	4.2	94.5
4 None	55	5.4	5.5	100.0
Total	1007	99.6	100.0	
Missing -6 Section E omitted	1	.1		
-5 Question E3 omitted	3	.3		
Total	4	.4		
Total	1011	100.0		

## PAGE 19 OF THE QUESTIONNAIRE

## E4. At break times:

- a) Are the children allowed a drink?

Y1 ☐ 2 ☐ No

- b) If
- yes**
- , is it:

water only ☐ 1

milk or water only ☐ 2

any drinks, but with certain restrictions e.g. not fizzy ☐ 3

any drinks, no restrictions ☐ 4

[Coding: If multiple boxes were ticked in part b then the highest code number was taken.]

[Editing: If both parts of question E4 were omitted then variables SG413 and SG414 were set to -5. If E4a (SG413) was omitted but one of the boxes was ticked in E4b (SG414) then SG413 was recoded to 1. If SG413 had value 2 then SG414 was recoded to 5 "none".]

**sg413 E4a: Pupils allowed a drink at breaktime**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1 Yes	1003	99.2	99.5	99.5
2 No	5	.5	.5	100.0
Total	1008	99.7	100.0	
Missing -6 Section E omitted	1	.1		
-5 Question E4 omitted	2	.2		
Total	3	.3		
Total	1011	100.0		

**sg414 E4b: Drinks allowed at breaktime**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1 Water only	296	29.3	29.5	29.5
2 Milk or water only	224	22.2	22.3	51.8
3 Any drinks with certain restrictions	388	38.4	38.6	90.4
4 Any drinks, no restrictions	91	9.0	9.1	99.5
5 None	5	.5	.5	100.0
Total	1004	99.3	100.0	
Missing -6 Section E omitted	1	.1		
-5 Question E4 omitted	2	.2		
-1 Not stated	4	.4		
Total	7	.7		
Total	1011	100.0		

# SG "Questionnaire For Head Teacher" – Section E

## E5. At lunch time

### For children with packed lunches:

a) Are the children allowed a drink with their packed lunch?

Y1 ☐ 2 ☐ No

b) 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)			
(iii)	Any drinks brought from home	<input type="checkbox"/>	<input type="checkbox"/>
(iv)	Drinks available in school canteen other than water (please describe)	<input type="checkbox"/>	<input type="checkbox"/>
.....			

[Coding: If something appropriate was written on the dotted lines in E5b(ii) or E5b(iv) then it was ensured that there was a yes tick in the relevant tick box.]

[Editing: If all five items in question E5 were omitted then variables SG420 to SG425 were set to -5. Then if SG420 took value 2 variables SG421 to SG425 were set to 2 "no". If all four items in question D1b were omitted then variables SG421 to SG425 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 SG421 to SG425 were set to 2.]

### sg420 E5a: Pupils allowed a drink with packed lunch

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	956	94.6	99.7	99.7
	2 No	3	.3	.3	100.0
	Total	959	94.9	100.0	
Missing	-6 Section E omitted	1	.1		
	-5 Question E5 omitted	51	5.0		
	Total	52	5.1		
Total		1011	100.0		

## SG "Questionnaire For Head Teacher" – Section E

### sg421 E5b1: Drinks with packed lunch - only water

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	99	9.8	10.4	10.4
	2 No	851	84.2	89.6	100.0
	Total	950	94.0	100.0	
Missing	-6 Section E omitted	1	.1		
	-5 Question E5 omitted	51	5.0		
	-1 Not stated	9	.9		
	Total	61	6.0		
Total		1011	100.0		

### sg422 E5b2: Drinks with packed lunch - restricted types from home

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	745	73.7	78.3	78.3
	2 No	207	20.5	21.7	100.0
	Total	952	94.2	100.0	
Missing	-6 Section E omitted	1	.1		
	-5 Question E5 omitted	51	5.0		
	-1 Not stated	7	.7		
	Total	59	5.8		
Total		1011	100.0		

### sg424 E5b3: Drinks with packed lunch - any from home

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	169	16.7	17.9	17.9
	2 No	775	76.7	82.1	100.0
	Total	944	93.4	100.0	
Missing	-6 Section E omitted	1	.1		
	-5 Question E5 omitted	51	5.0		
	-1 Not stated	15	1.5		
	Total	67	6.6		
Total		1011	100.0		

### sg425 E5b4: Drinks with packed lunch - as available in school

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	81	8.0	8.6	8.6
	2 No	863	85.4	91.4	100.0
	Total	944	93.4	100.0	
Missing	-6 Section E omitted	1	.1		
	-5 Question E5 omitted	51	5.0		
	-1 Not stated	15	1.5		
	Total	67	6.6		
Total		1011	100.0		

## PAGE 20 OF THE QUESTIONNAIRE

E6. 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 E6 was recoded as 3.]

**sg430 E6: Packed lunches - action on left over food**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Taken home	668	66.1	69.9	69.9
	2 Binned at school	95	9.4	9.9	79.8
	3 Either 1 or 2	193	19.1	20.2	100.0
	Total	956	94.6	100.0	
Missing	-6 Section E omitted	1	.1		
	-1 Not stated	54	5.3		
	Total	55	5.4		
Total		1011	100.0		

E7. 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".]

**sg431 E7: Packed lunches - pupils swap food**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	72	7.1	7.5	7.5
	2 No, discouraged	841	83.2	88.0	95.5
	9 Don't know	43	4.3	4.5	100.0
	Total	956	94.6	100.0	
Missing	-6 Section E omitted	1	.1		
	-1 Not stated	54	5.3		
	Total	55	5.4		
Total		1011	100.0		



## SG "Questionnaire For Head Teacher" – Section E

[Editing: If all eleven items in question E8 (excluding E8b which was completed by the coders) were omitted and E8b was not 'Y' then variables SG435 to SG463 were all set to -5.]

### E8. 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: 24 respondents ticked "no" for E8 and then proceeded to tick a box in E8a. A further 50 respondents ticked "don't know" for E8 and then proceeded to tick a box in E8a. Since this question obviously caused some confusion it was decided that it was not worth going back to all the questionnaires and E8a (SG436) was set to -2 "no policy" for all cases for which E8 (SG435) was 2 or 9. If E8 (SG435) was omitted but one of the boxes was ticked in E8a (SG436) then SG435 was recoded to 1.]

**sg435 E8: School lunches - written nutritional policy**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	552	54.6	59.0	59.0
	2 No	234	23.1	25.0	84.0
	9 Don't know	150	14.8	16.0	100.0
	Total	936	92.6	100.0	
Missing	-6 Section E omitted	1	.1		
	-5 Question E8 omitted	24	2.4		
	-1 Not stated	50	4.9		
	Total	75	7.4		
Total		1011	100.0		

## SG “Questionnaire For Head Teacher” – Section E

### sg436 E8a: Person responsible for nutritional policy

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Catering staff in this school	247	24.4	45.0	45.0
	2 Catering person in charge of several schools	226	22.4	41.2	86.2
	3 Head teacher	3	.3	.5	86.7
	4 Other	73	7.2	13.3	100.0
	Total	549	54.3	100.0	
Missing	-6 Section E omitted	1	.1		
	-5 Question E8 omitted	24	2.4		
	-2 No policy	384	38.0		
	-1 Not stated	53	5.2		
	Total	462	45.7		
Total		1011	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



[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.]

### sg438 E8b: Copy of nutritional policy included

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	889	87.9	90.2	90.2
	2 No	97	9.6	9.8	100.0
	Total	986	97.5	100.0	
Missing	-6 Section E omitted	1	.1		
	-5 Question E8 omitted	24	2.4		
	Total	25	2.5		
Total		1011	100.0		

## PAGE 21 OF THE QUESTIONNAIRE

E8. c) Are the children allowed a drink with their school meal?

Y ☐ 1 ☐ 2 No

If **yes**, is it:

		Yes	No
(i)	Water <u>only</u>	<input type="checkbox"/> 1 <input type="checkbox"/> 2	<input type="checkbox"/> 2
(ii)	Drinks brought from home with certain restrictions	<input type="checkbox"/> 1 <input type="checkbox"/> 2	<input type="checkbox"/> 2
..... e.g. not fizzy drinks (please tick & describe)			
(iii)	Any drinks brought from home	<input type="checkbox"/> 1 <input type="checkbox"/> 2	<input type="checkbox"/> 2
(iv)	Drinks available in school other than water (please tick & describe)	<input type="checkbox"/> 1 <input type="checkbox"/> 2	<input type="checkbox"/> 2
.....			

[Coding: If something appropriate was written on the dotted lines in D8c(ii) or D8c(iv) then it was ensured that there was a yes tick in the relevant tick box.]

[Editing: If all five items in question E8c were omitted then variables SG450 to SG455 were set to -4. Then if SG450 took value 2 variables SG451 to SG455 were set to 2 "no". If all four numbered items in question E8c were omitted then variables SG421 to SG425 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 SG421 to SG425 were set to 2.]

**sg450 E8c: Pupils allowed a drink with school meal**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid				
1 Yes	921	91.1	99.9	99.9
2 No	1	.1	.1	100.0
Total	922	91.2	100.0	
Missing				
-6 Section E omitted	1	.1		
-5 Question E8 omitted	24	2.4		
-4 Question E8c omitted	62	6.1		
-1 Not stated	2	.2		
Total	89	8.8		
Total	1011	100.0		

## SG "Questionnaire For Head Teacher" – Section E

### sg451 E8c1: Drinks with school meal - only water

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	521	51.5	56.6	56.6
	2 No	399	39.5	43.4	100.0
	Total	920	91.0	100.0	
Missing	-6 Section E omitted	1	.1		
	-5 Question E8 omitted	24	2.4		
	-4 Question E8c omitted	62	6.1		
	-3 E8c(i)-(iv) omitted	4	.4		
	Total	91	9.0		
Total		1011	100.0		

### sg452 E8c2: Drinks with school meal - restricted types from home

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	200	19.8	21.8	21.8
	2 No	717	70.9	78.2	100.0
	Total	917	90.7	100.0	
Missing	-6 Section E omitted	1	.1		
	-5 Question E8 omitted	24	2.4		
	-4 Question E8c omitted	62	6.1		
	-3 E8c(i)-(iv) omitted	4	.4		
	-1 Not stated	3	.3		
	Total	94	9.3		
Total		1011	100.0		

### sg454 E8c3: Drinks with school meal - any from home

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	38	3.8	4.1	4.1
	2 No	879	86.9	95.9	100.0
	Total	917	90.7	100.0	
Missing	-6 Section E omitted	1	.1		
	-5 Question E8 omitted	24	2.4		
	-4 Question E8c omitted	62	6.1		
	-3 E8c(i)-(iv) omitted	4	.4		
	-1 Not stated	3	.3		
	Total	94	9.3		
Total		1011	100.0		

### sg455 E8c4: Drinks with school meal - as available in school

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	304	30.1	33.2	33.2
	2 No	613	60.6	66.8	100.0
	Total	917	90.7	100.0	
Missing	-6 Section E omitted	1	.1		
	-5 Question E8 omitted	24	2.4		
	-4 Question E8c omitted	62	6.1		
	-3 E8c(i)-(iv) omitted	4	.4		
	-1 Not stated	3	.3		
	Total	94	9.3		
Total		1011	100.0		

## SG "Questionnaire For Head Teacher" – Section E

d) Are the children allowed second helpings?

                      No                       Sometimes

**sg460 E8d: School meals - pupils allowed second helpings**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	494	48.9	54.6	54.6
	2 No	112	11.1	12.4	67.0
	3 Sometimes	298	29.5	33.0	100.0
	Total	904	89.4	100.0	
Missing	-6 Section E omitted	1	.1		
	-5 Question E8 omitted	24	2.4		
	-1 Not stated	82	8.1		
	Total	107	10.6		
Total		1011	100.0		

e) If a child leaves his/her food regularly, is there any policy to deal with this?

                      No

**If yes,**

	Yes	No
(i) Parents are informed	<input type="text" value="1"/>	<input type="text" value="2"/>
(ii) Other (please state)	<input type="text" value="1"/>	<input type="text" value="2"/>

.....

[Coding: If something was written on the dotted lines in E8e(ii) then it was ensured that there was a yes tick on E8e(ii).]

[Editing: If all three items in question E8e were omitted then variables SG461 to SG463 were set to -4. Then if SG461 took value 2 variables SG462 and SG463 were set to 2 "no". If both numbered items in question E8e were omitted then variables SG462 and SG463 were set to -3. 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 SG462 and SG463 were set to 2.]

## SG "Questionnaire For Head Teacher" – Section E

### sg461 E8e: School meals - policy for pupils regularly leaving food

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	767	75.9	83.6	83.6
	2 No	150	14.8	16.4	100.0
	Total	917	90.7	100.0	
Missing	-6 Section E omitted	1	.1		
	-5 Question E8 omitted	24	2.4		
	-4 Question E8e omitted	66	6.5		
	-1 Not stated	3	.3		
	Total	94	9.3		
Total		1011	100.0		

### sg462 E8e1: Parents informed if pupil regularly leaves school meal

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	744	73.6	81.0	81.0
	2 No	175	17.3	19.0	100.0
	Total	919	90.9	100.0	
Missing	-6 Section E omitted	1	.1		
	-5 Question E8 omitted	24	2.4		
	-4 Question E8e omitted	66	6.5		
	-3 E8e(i)&(ii) omitted	1	.1		
	Total	92	9.1		
Total		1011	100.0		

### sg463 E8e2: Other action if pupil regularly leaves school meal

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	87	8.6	9.5	9.5
	2 No	831	82.2	90.5	100.0
	Total	918	90.8	100.0	
Missing	-6 Section E omitted	1	.1		
	-5 Question E8 omitted	24	2.4		
	-4 Question E8e omitted	66	6.5		
	-3 E8e(i)&(ii) omitted	1	.1		
	-1 Not stated	1	.1		
	Total	93	9.2		
Total		1011	100.0		

## PAGE 22 OF THE QUESTIONNAIRE

**SECTION F: PARENTS' ASSOCIATIONS**

[Editing: If all parts of section F were omitted variables SG500 to SG525 were all set to -6. If all nine items in question F1 were omitted then variable SG500 to SG509 were set to -5. Responses to F1a & F1c were checked for a positive indication of a Parents' Association. This included values of 1 in any item in F1a (SG501 to SG506) or a positive figure in F1c (SG509). If there was an indication of a PA and F1 (SG500) was omitted then SG500 was recoded to 1. If SG500 took value 2 variables SG501 to SG506 were set to 2 "no", SG508 was set to -2 and SG509 to 0.]

F1. Does your school have a Parents' Association?

Yes ☐

2 ☐ →

If **no**, go to F2 on page 23

If **yes**,

a) What activities are they involved in?

Yes

No

(i) Social events to raise funds for essential items  
e.g. books, computers, sports kits

1 ☐

2 ☐

(ii) Social events not primarily for fund raising

1 ☐

2 ☐

(iii) Providing parent volunteers to help class teachers e.g. hear children read, help as class assistants

1 ☐

2 ☐

(iv) Providing parent volunteers to help with out-of-school activities e.g. costumes for plays, school trips

1 ☐

2 ☐

(v) Selling school uniforms (new and/or ASNU) to raise funds.

1 ☐

2 ☐

(vi) Other (please describe)

1 ☐

2 ☐

.....

[Coding: If something was written on the dotted line in F1a(vi) then it was ensured that there was a yes tick on F1a(vi).]

## SG “Questionnaire For Head Teacher” – Section F

[Editing: If all six items in question F1a were omitted then variables SG501 to SG506 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 SG501 to SG506 were set to 2. Finally, any remaining values of -1 in SG506 were recoded to 2.]

### sg500 F1: School has parents association

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	935	92.5	92.9	92.9
	2 No	71	7.0	7.1	100.0
	Total	1006	99.5	100.0	
Missing	-6 Section F omitted	1	.1		
	-5 Question F1 omitted	3	.3		
	-1 Not stated	1	.1		
	Total	5	.5		
Total		1011	100.0		

### sg501 F1a1: P.A. organises fund raising events

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	905	89.5	90.1	90.1
	2 No	99	9.8	9.9	100.0
	Total	1004	99.3	100.0	
Missing	-6 Section F omitted	1	.1		
	-5 Question F1 omitted	3	.3		
	-4 Question F1a omitted	1	.1		
	-1 Not stated	2	.2		
	Total	7	.7		
Total		1011	100.0		

### sg502 F1a2: P.A. organises social events

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	720	71.2	72.1	72.1
	2 No	279	27.6	27.9	100.0
	Total	999	98.8	100.0	
Missing	-6 Section F omitted	1	.1		
	-5 Question F1 omitted	3	.3		
	-4 Question F1a omitted	1	.1		
	-1 Not stated	7	.7		
	Total	12	1.2		
Total		1011	100.0		



## SG “Questionnaire For Head Teacher” – Section F

### sg503 F1a3: P.A. provides volunteers for classroom

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	299	29.6	30.0	30.0
	2 No	699	69.1	70.0	100.0
	Total	998	98.7	100.0	
Missing	-6 Section F omitted	1	.1		
	-5 Question F1 omitted	3	.3		
	-4 Question F1a omitted	1	.1		
	-1 Not stated	8	.8		
	Total	13	1.3		
Total		1011	100.0		

### sg504 F1a4: P.A. provides volunteers for out-of-school activities

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	498	49.3	49.8	49.8
	2 No	503	49.8	50.2	100.0
	Total	1001	99.0	100.0	
Missing	-6 Section F omitted	1	.1		
	-5 Question F1 omitted	3	.3		
	-4 Question F1a omitted	1	.1		
	-1 Not stated	5	.5		
	Total	10	1.0		
Total		1011	100.0		

### sg505 F1a5: P.A. sells school uniforms

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	373	36.9	37.3	37.3
	2 No	628	62.1	62.7	100.0
	Total	1001	99.0	100.0	
Missing	-6 Section F omitted	1	.1		
	-5 Question F1 omitted	3	.3		
	-4 Question F1a omitted	1	.1		
	-1 Not stated	5	.5		
	Total	10	1.0		
Total		1011	100.0		

### sg506 F1a6: P.A. involved in other activities

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	92	9.1	9.1	9.1
	2 No	914	90.4	90.9	100.0
	Total	1006	99.5	100.0	
Missing	-6 Section F omitted	1	.1		
	-5 Question F1 omitted	3	.3		
	-4 Question F1a omitted	1	.1		
	Total	5	.5		
Total		1011	100.0		

## SG “Questionnaire For Head Teacher” – Section F

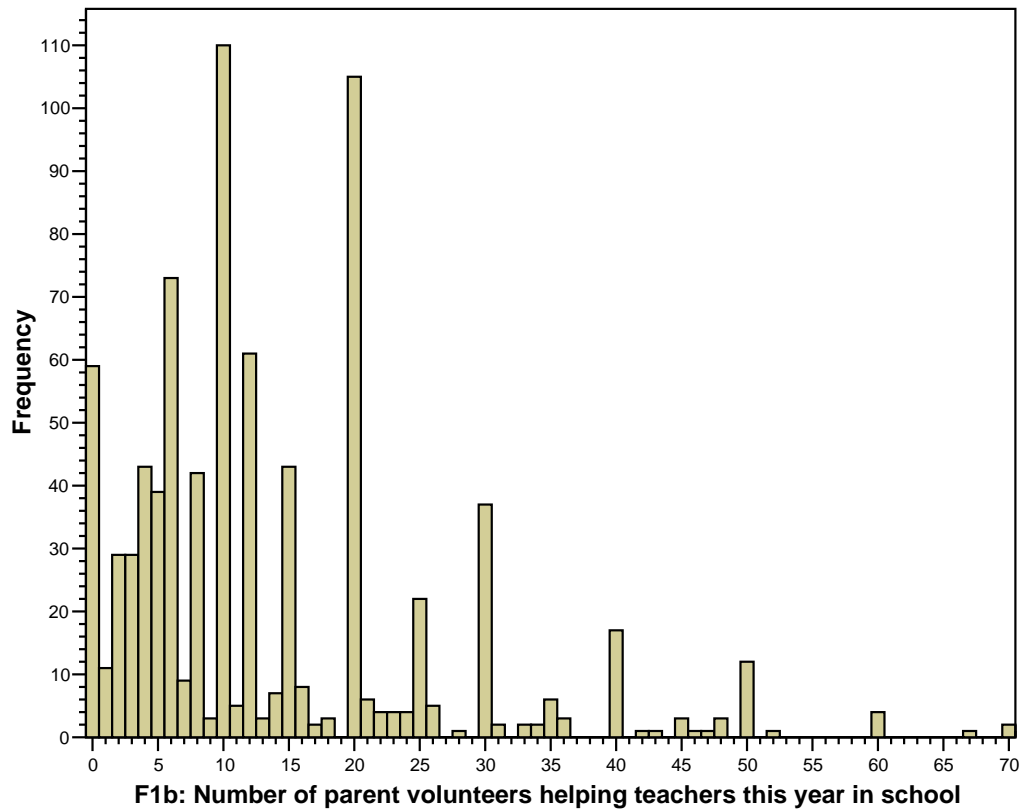
- b) How many parent volunteers have been helping teachers in class time during this school year?

--	--

[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.]

### SG508



plus the following outliers and missing values:

#### sg508 F1b: Number of parent volunteers helping teachers this year in school

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	80	2	1.1	66.7	66.7
	135	1	.5	33.3	100.0
	Total	3	1.6	100.0	
Missing	-6 Section F omitted	1	.5		
	-5 Question F1 omitted	3	1.6		
	-2 No PA	71	39.0		
	-1 Not stated	104	57.1		
	Total	179	98.4		
Total		182	100.0		

## SG “Questionnaire For Head Teacher” – Section F

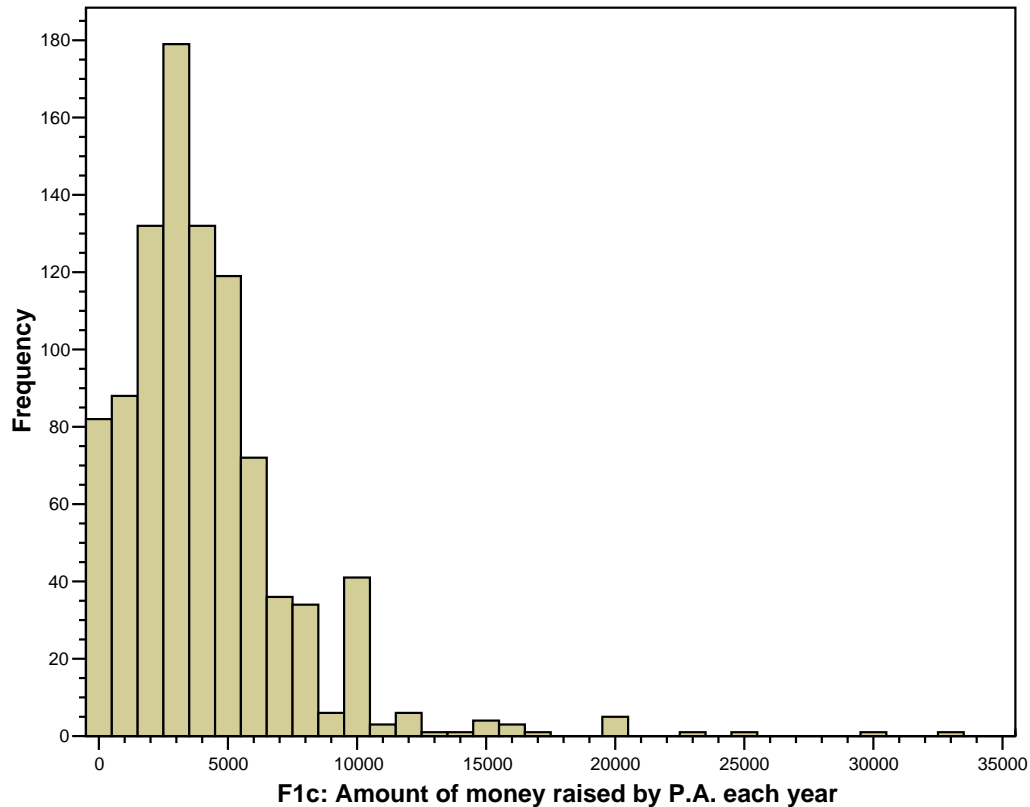
- c) Approximately how much money does the Parents’ Association raise for the school each year?

--	--	--	--	--

[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 99999 “don’t know” were recoded to -1.]

### SG509



plus the following outliers and missing values:

#### sg509 F1c: Amount of money raised by P.A. each year

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	40000	1	1.6	33.3	33.3
	50000	2	3.2	66.7	100.0
	Total	3	4.8	100.0	
Missing	-6 Section F omitted	1	1.6		
	-5 Question F1 omitted	3	4.8		
	-1 Not stated	55	88.7		
	Total	59	95.2		
Total		62	100.0		

# SG "Questionnaire For Head Teacher" – Section F

## PAGE 23 OF THE QUESTIONNAIRE

F2. 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.]

**sg520 F2: Percentage of parents who attend parents evenings**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1 <20%	10	1.0	1.0	1.0
2 20-49%	30	3.0	3.0	4.0
3 50-74%	99	9.8	10.0	14.0
4 75-89%	171	16.9	17.2	31.2
5 90-100%	683	67.6	68.8	100.0
Total	993	98.2	100.0	
Missing -6 Section F omitted	1	.1		
-1 Not stated	17	1.7		
Total	18	1.8		
Total	1011	100.0		

## SG "Questionnaire For Head Teacher" – Section F

F3. 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.]

**sg525 F3: Frequency head teacher has disputes with parents**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Nearly every day	13	1.3	1.3	1.3
	2 2-3 times / week	76	7.5	7.7	9.0
	3 Once / week	201	19.9	20.3	29.2
	4 Once / month	320	31.7	32.3	61.5
	5 Once / term	202	20.0	20.4	81.9
	6 Hardly ever	180	17.8	18.1	100.0
	Total	992	98.1	100.0	
Missing	-6 Section F omitted	1	.1		
	-1 Not stated	18	1.8		
	Total	19	1.9		
Total		1011	100.0		

# SG "Questionnaire For Head Teacher" – Section G

## PAGE 24 OF THE QUESTIONNAIRE

G1. This questionnaire was completed by: (tick all that apply)

- a) Head teacher ☐
- b) Other ☐  
(please describe)

.....

[Coding: If something was written on the dotted line in part b then it was ensured that the 'other' box was ticked.]

[Editing: If both parts were omitted variables SG990 & SG991 were set to -6, otherwise missing values were recoded to 2 "no".]

### sg990 G1a: Questionnaire completed by head teacher

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	901	89.1	95.4	95.4
	2 No	43	4.3	4.6	100.0
	Total	944	93.4	100.0	
Missing	-6 Question G1 omitted	67	6.6		
Total		1011	100.0		

### sg991 G1b: Questionnaire completed by other person

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	60	5.9	6.4	6.4
	2 No	884	87.4	93.6	100.0
	Total	944	93.4	100.0	
Missing	-6 Question G1 omitted	67	6.6		
Total		1011	100.0		

## SG “Questionnaire For Head Teacher” – Section G

### Derived Variables

#### Number of contributors

SG993 is the number of boxes ticked in question G1.

#### **sg993 DV: Number of contributors to questionnaire**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	927	91.7	98.2	98.2
	2	17	1.7	1.8	100.0
	Total	944	93.4	100.0	
Missing	-6 Question G1 omitted	67	6.6		
Total		1011	100.0		

#### Questionnaire completed by...

SG994 details the combinations of people reported in question G1.

#### **sg994 DV: Questionnaire completed by...**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Head teacher only	884	87.4	93.6	93.6
	2 Other only	43	4.3	4.6	98.2
	3 Head teacher & other	17	1.7	1.8	100.0
	Total	944	93.4	100.0	
Missing	-6 Question G1 omitted	67	6.6		
Total		1011	100.0		

## SG "Questionnaire For Head Teacher" – Section G

day                      month                      year

G2.     Date of completion of this questionnaire          200 

[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, it was checked that the date correlated well with the date of receipt in order to avoid USA-formatted dates.]

[Editing: The date of completion was checked for illegal day/month combinations (e.g. 31<sup>st</sup> November). Month and year of completion were retained, but day was dropped.]

### sg996 G2: Date of completion - month

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 January	23	2.3	2.3	2.3
	2 February	283	28.0	28.2	30.5
	3 March	148	14.6	14.7	45.2
	4 April	49	4.8	4.9	50.1
	5 May	37	3.7	3.7	53.8
	6 June	81	8.0	8.1	61.9
	7 July	256	25.3	25.5	87.4
	8 August	44	4.4	4.4	91.7
	9 September	16	1.6	1.6	93.3
	10 October	27	2.7	2.7	96.0
	11 November	31	3.1	3.1	99.1
	12 December	9	.9	.9	100.0
	Total	1004	99.3	100.0	
Missing	-6 Question G2 omitted	3	.3		
	-1 Not stated	4	.4		
	Total	7	.7		
Total		1011	100.0		

### sg997 G2: Date of completion - year

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2002	246	24.3	24.4	24.4
	2003	503	49.8	49.9	74.3
	2004	258	25.5	25.6	99.9
	2005	1	.1	.1	100.0
	Total	1008	99.7	100.0	
Missing	-6 Question G2 omitted	3	.3		
Total		1011	100.0		



SG "Questionnaire For Head Teacher" – Section G

**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.**

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 8487

*For office use only*

*coder*

--	--

*© University of Bristol*

## Appendix A: Types of school in England

This information was copied from the DfES website (<http://www.dfes.gov.uk/>) on 7<sup>th</sup> 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.