

SCHOOLS AND DISABILITY SURVEY – PILOT DATA OVERVIEW

The pilot survey was conducted during June 2008 in a number of Primary, Secondary and Special Schools within the Southern, North Eastern and Belfast Education and Library Boards. 81 questionnaires were returned, with the breakdown as follows:

Table 1: Questionnaires returned – by Key Stage

KS1 and KS2	46
KS3	25
KS4	10

Table 2: Schools participating – by type and sector

School Type	School Management	No of Pupils
Primary	Cath Maintained	5
Primary	Cath Maintained	3
Secondary	Cath Maintained	9
Primary	Cath Maintained	11
Special	Controlled	10
Secondary	Cath Maintained	8
Primary	Controlled	13
Secondary	Controlled	4
Primary	Cath Maintained	5
Primary	Controlled	6
Secondary	Controlled	7

Preliminary analysis

The data were recorded on Excel and some preliminary frequency analysis carried out on the Primary school data as this was the largest group. The KS3 and KS4 groups were not large enough to provide any meaningful results

Background questions

In general the pupils did not have any problems with these and the responses provide a fair range of data that could be used for cross comparisons with other data.

How pupils feel about school

The vast majority indicate that they are Very Happy or Quite Happy. These preliminary data show that proportionately fewer KS3 and KS4 pupils indicate this. While this may not be reliable due to the small numbers involved, it might be something to look out for in the main survey.

Break time at school

The majority of pupils indicate that they do join their classmates at break time. This question should be suitable for identifying sufficient numbers for cross comparison with data on bullying and out of school activities to see if any significant numbers of children are socially isolated.

Pupils who did not join their classmates did indicate reasons why.

After school clubs

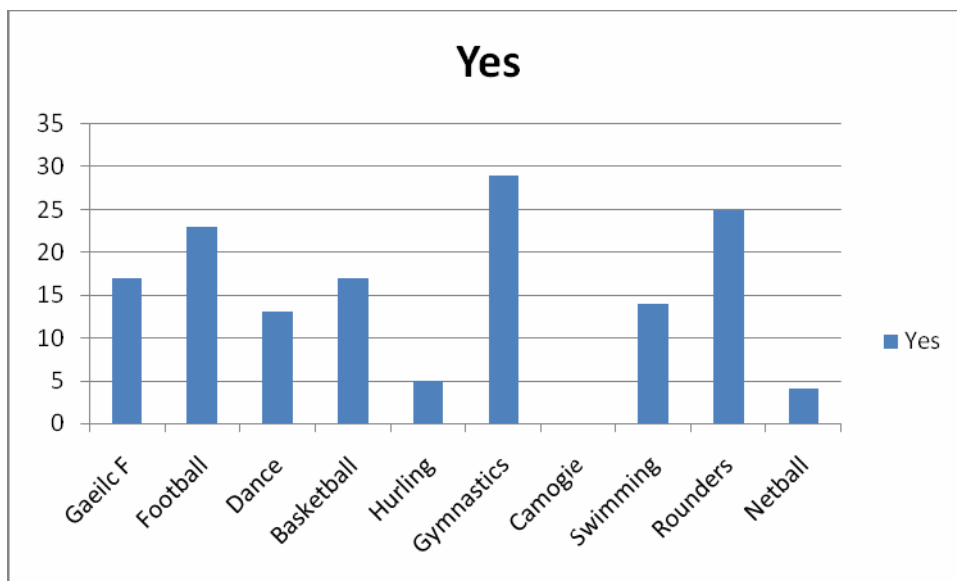
The pilot data indicate a fairly high participation rate among Primary school children in after school clubs and a good range of activities. Those who participated did give further information but these data may prove difficult to analyse in a full survey as the schools have different names for these clubs.

Data from KS3 and KS4 pupils indicated a much lower level of participation in after school clubs and activities but, again, this may not be reliable.

Participation in Sport / PE

All Primary school pupils indicated that they took part in PE and a frequency analysis is included in figure 3.

Figure 3: Sport / PE at Primary School – numbers participating



KS3 and KS4 data indicate a lower level of participation but, again, this may not be reliable. Those who did not participate did not clearly define the reasons and Question 14 may need to be refined for these groups.

Very few indicated sports / activities that they would like but don't get a chance to take part in.

Homework

All but one of the Primary school children indicated that they got homework. Three KS3 pupils recorded that they got no homework – all from a special unit. Some KS3 and KS4 pupils seemed to be confused over Q17 and 18 and these may need to be refined.

Disability

There is evidence from feedback from schools that some KS3 and KS4 pupils did not understand this question, particularly in special school. Responses from the pupils who did respond were variable. This may need to be reworded or left out altogether.

Bullying

29 of Primary school children indicated that they had experienced at least one form of this behaviour. Responses on the “why” question indicate varying levels of understanding ranging from “Don't know” to a very pragmatic “Maybe they are jealous or did it by accident”.

9 PS pupils indicated that they had experienced more than two forms of bullying behaviour, and one recorded five types.

Responses from KS3 and KS4 pupils indicated variable levels of understanding.

Free-time activities

The pupils have attempted to respond to these questions but the range of responses is very variable and difficult to record. They will not be easy to analyse in a full survey. This question needs to be explored in more depth. The planning team might consider using the responses gained through the pilot as a checklist for choices.

Questionnaire Completion

The majority of Primary schools pupils (approx 74%) reported that they found the questionnaire easy to complete. All but three had some help to complete it, usually the class teacher or the classroom assistant.

Although numbers are small, proportionately fewer KS3 pupils recorded that they found the questionnaire easy to complete and fewer had assistance with completing it.

SEN Categories

Analysis of the Primary school questionnaires revealed that the most frequently recorded category was “Mild Learning Difficulties”, often linked with Speech and Language difficulties. Approximately one third of the PS pupils were recorded in more than one category. The long list of categories makes recording of responses and analysis of this section problematic.

There is still a need for some mechanism for identifying children with disabilities who are not covered by the SEN process.

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