

Chapter 7

Tellus National Indicators: How do the views of pupils with a learning difficulty differ from all pupils?

This chapter looks at the views of pupils with a learning difficulty on several key areas and compares the results to those of all pupils.

Key findings

Pupils with a learning difficulty compared to all pupils:

1. found it harder to have good relationships with friends and family,
2. were more likely to be bullied, and
3. were more likely to take illicit drugs, alcohol or volatile substances.



Introduction

Chapter 3 described the results shown by two of the Government's National Indicators which focus on the attainment of children with special educational needs. The National Indicator Set consists of 188 indicators the Government uses to monitor the performance of local authorities and local partnerships. The indicators measure the progress local authorities are making in areas the Government has prioritised.

Five National Indicators are supported by the Tellus Survey. The Tellus Survey is an annual self completion survey which collects pupils' views on their life, their school and local area. Pupils in years 6, 8 and 10 (pupils aged 10, 12 and 14 years respectively at the start of the academic year) complete the survey online at school and the data are published by Ofsted. More information on each of the Tellus National Indicators can be found in Data Annex 7.

The survey contains a question (see Data Annex 7 for full details) which asks the pupil if they have a learning difficulty. The question did not include a definition of what 'learning difficulties' meant and answers were therefore based on the pupil's understanding of the term. Pupils with a learning difficulty generally:

- tend not to achieve as well as those without special educational needs
- are more likely to have behavioural issues
- have perceived difficulties in understanding curriculum material
- are recognised as having special educational needs.

This chapter compares the five National Indicator values for all pupils and young people in 2008/09 with the scores for pupils who reported having a learning difficulty. The percentages actually refer to surveys completed in academic year 2007/08 but were reported for the financial year 2008/09.

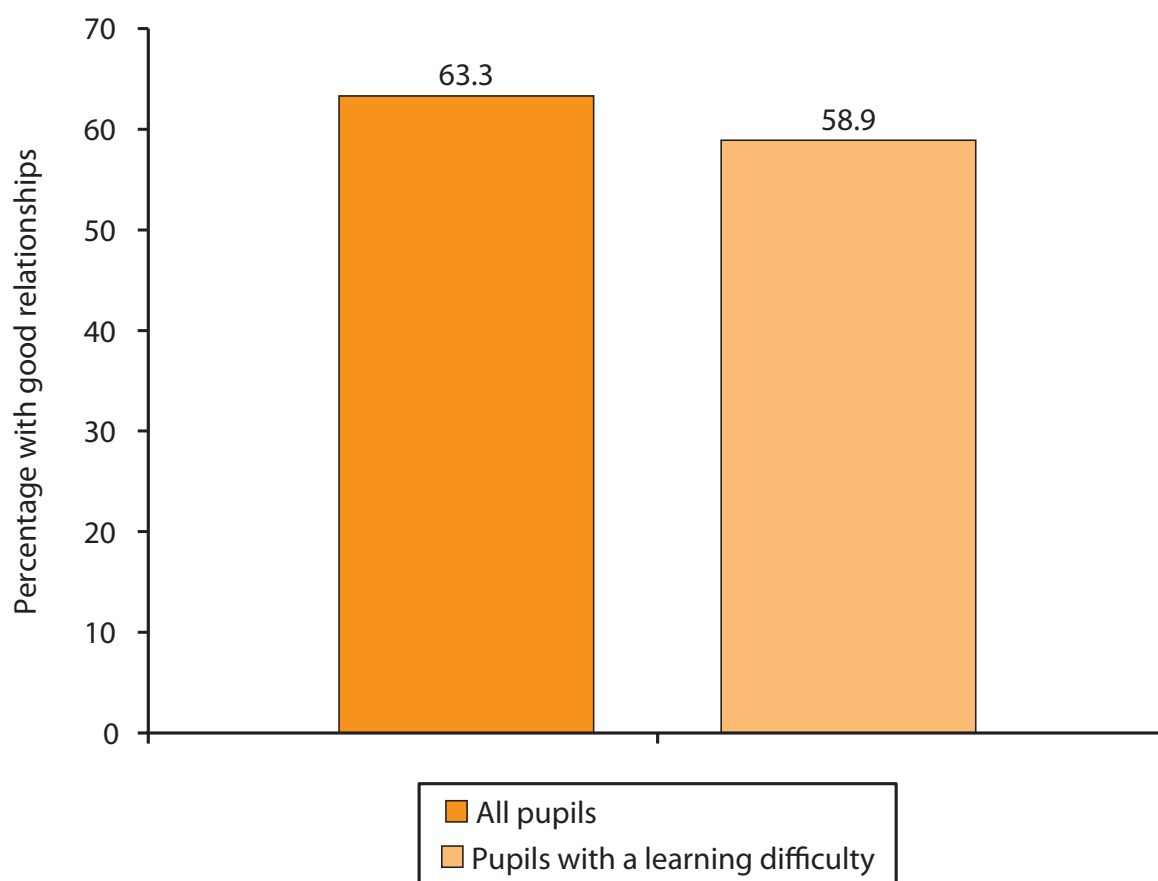
The five Tellus National Indicators are as follows:

1. National Indicator 50: Emotional health and well being
2. National Indicator 69: Percentage of pupils who have experienced bullying
3. National Indicator 110: More participation in positive activities
4. National Indicator 115: Reduce the proportion of young people frequently using illicit drugs, alcohol or volatile substances
5. National Indicator 199: Satisfaction with parks and play areas

In the Tellus survey the pupils themselves stated whether they had a learning difficulty. This is different from the data used in the rest of this publication that relates to pupils with special educational needs, which schools and specialists identify. This means that special educational needs data is likely to be more reliable than data from the Tellus survey in terms of identifying pupils with a learning difficulty as the special educational needs condition is identified on the basis of professional judgement.

Approximately 99 per cent of all pupils taking part in the survey answered the question of having a learning difficulty. Of those that answered the question, 9 per cent answered 'yes', 81 per cent answered 'no' and 9 per cent answered 'don't know'. As the figure that answered with 'don't know' was quite large at 9 per cent, caution should be used when interpreting the National Indicator figures.

Figure 7.1: Percentage of all pupils and pupils with a learning difficulty with good relationships, 2008/09

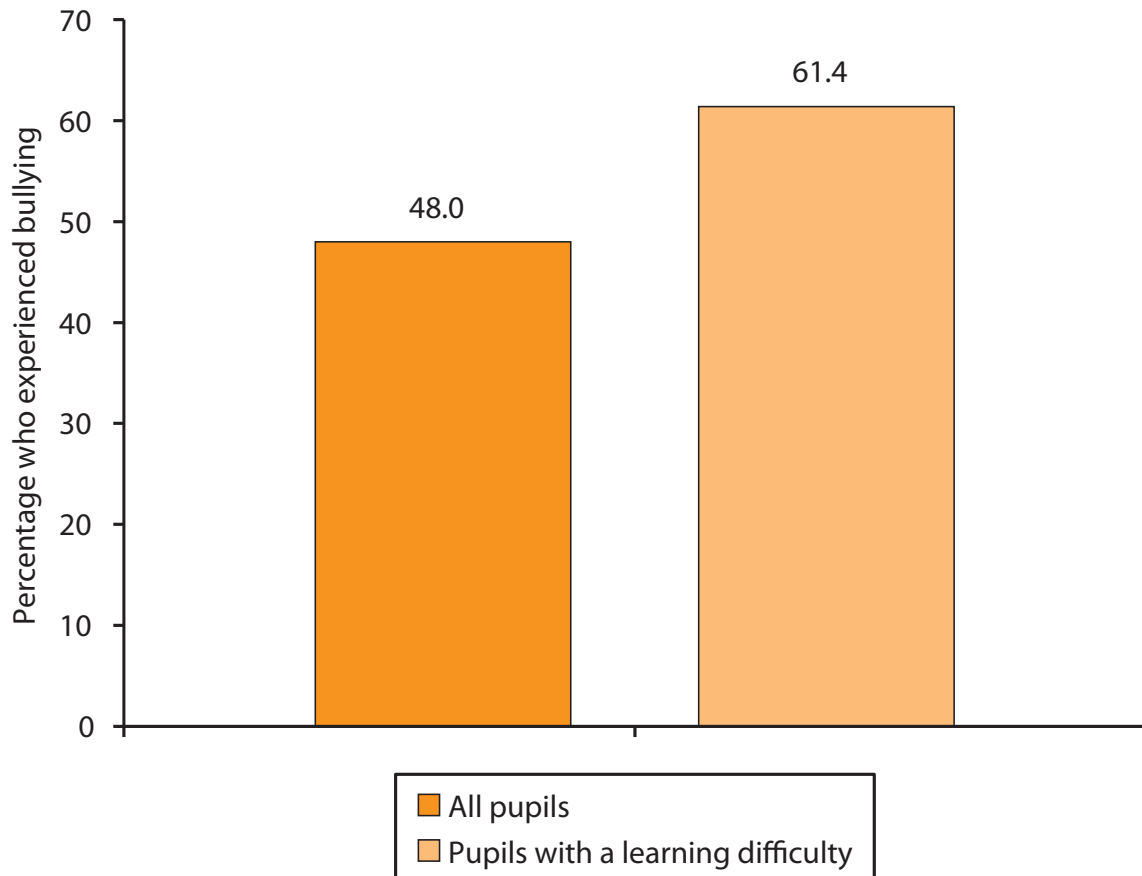


National Indicator 50: Emotional health and well being

National Indicator 50 is measured by the percentage of pupils with good relationships with friends and family.

Figure 7.1 shows the 2008/09 National Indicator 50 results for all pupils and for pupils with a learning difficulty. This illustrates that the percentage of pupils with a learning difficulty who had 'good relationships' was 58.9 per cent compared to 63.3 per cent of all pupils surveyed. This suggests that pupils with a learning difficulty found it harder to have good relationships with friends and family.

Figure 7.2: Percentage of all pupils and pupils with a learning difficulty who had been bullied, 2008/09

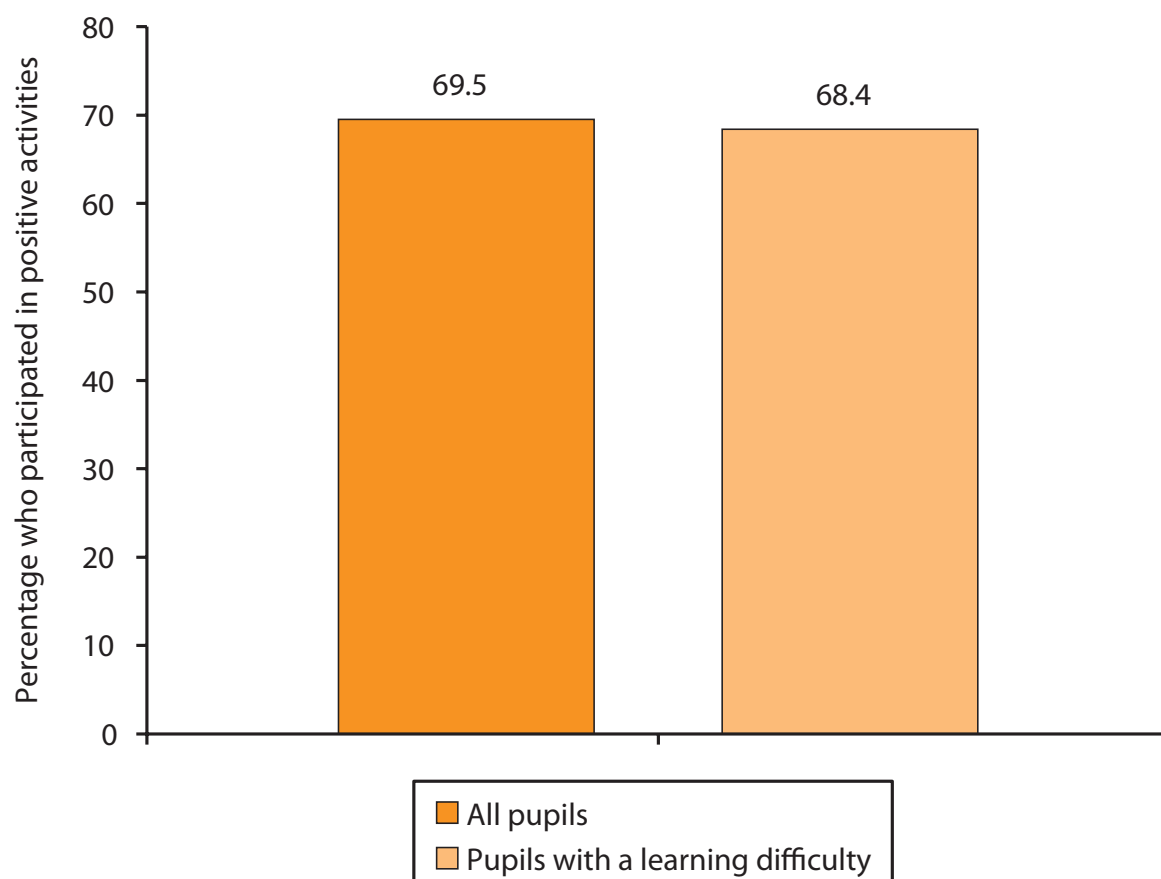


National Indicator 69: Percentage of pupils who have experienced bullying

National Indicator 69 is measured by the percentage of pupils who had been bullied.

Figure 7.2 shows the 2008/09 National Indicator 69 results for all pupils and for pupils with a learning difficulty. This illustrates that the percentage of pupils with a learning difficulty who had been bullied was 61.4 per cent compared to 48.0 per cent of all pupils surveyed. This suggests that pupils with a learning difficulty were more likely to be bullied.

Figure 7.3: Percentage of all pupils and pupils with a learning difficulty who had taken part in positive activities, 2008/09

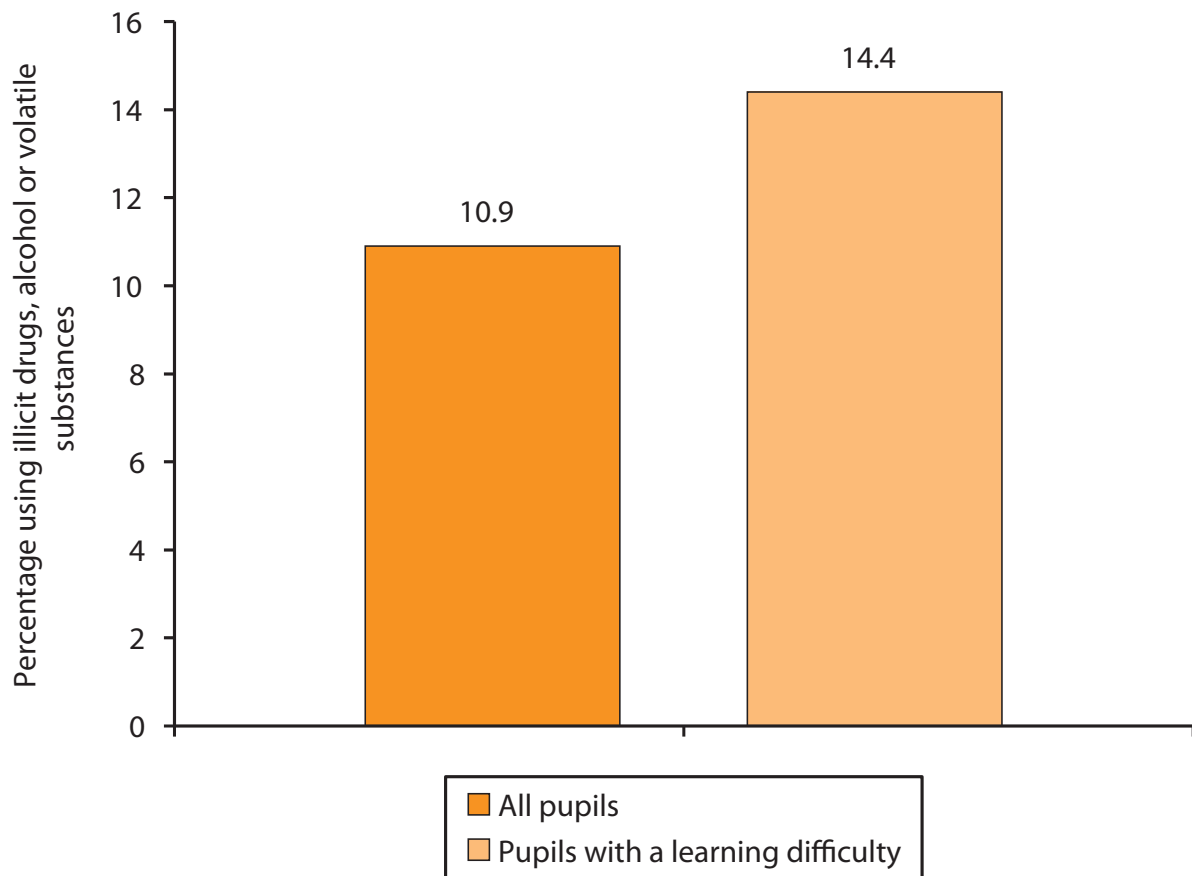


National Indicator 110: More participation in positive activities

National Indicator 110 is measured by the percentage of pupils who had taken part in positive activities (in any group activity led by an adult outside school lessons).

Figure 7.3 shows the 2008/09 National Indicator 110 results for all pupils and for pupils with a learning difficulty. This illustrates that the percentage of pupils with a learning difficulty who had taken part in positive activities was 68.4 per cent compared to 69.5 per cent of all pupils surveyed. This suggests that having a learning difficulty had very little difference on whether a child took part in positive activities.

Figure 7.4: Percentage of all pupils and pupils with a learning difficulty using illicit drugs, alcohol or volatile substances, 2008/09

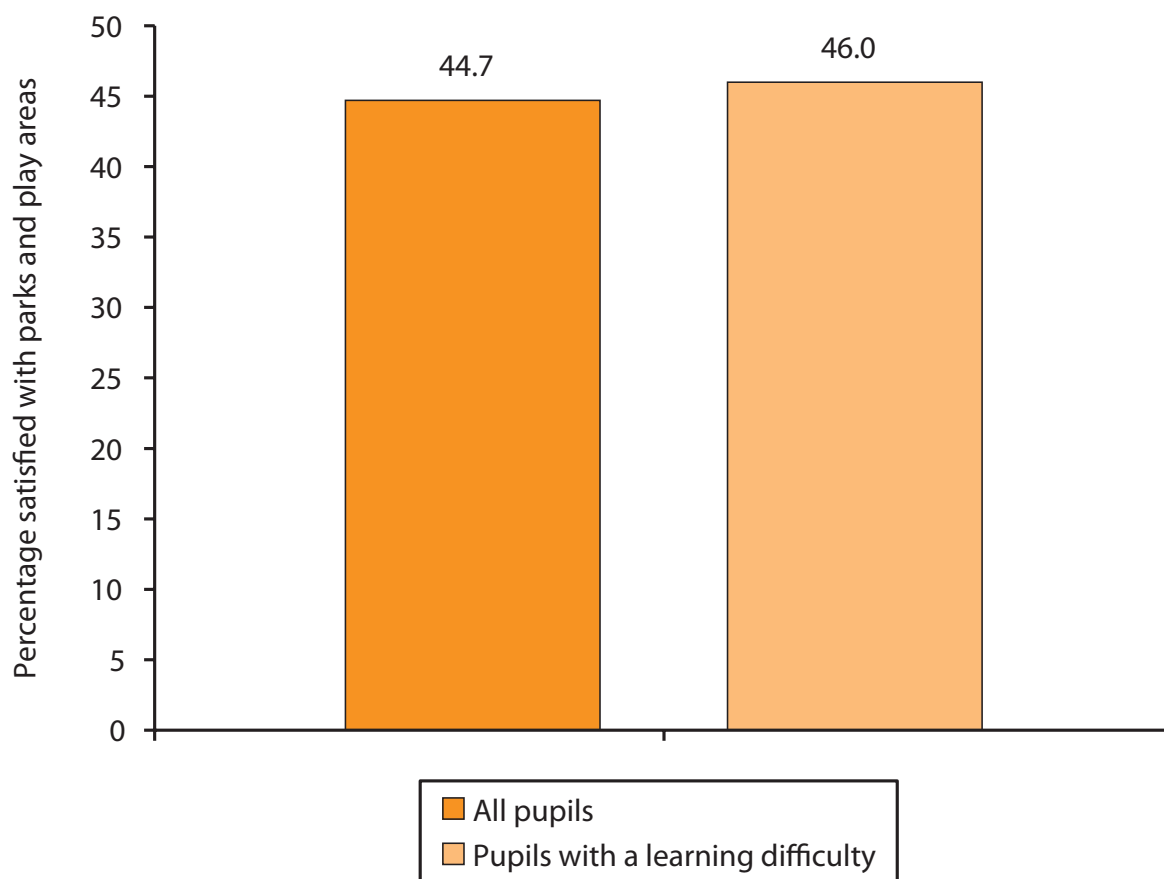


National Indicator 115: Reduce the proportion of young people frequently using illicit drugs, alcohol or volatile substances

National Indicator 115 is measured by the percentage of pupils who used illicit drugs, alcohol or volatile substances. This included illegal drugs, alcohol and volatile substances such as glue, gas or solvents.

Figure 7.4 shows the 2008/09 National Indicator 115 results for all pupils and for pupils with a learning difficulty. This illustrates that the percentage of pupils with a learning difficulty who used illicit drugs, alcohol or volatile substances was 14.4 per cent compared to 10.9 per cent of all pupils surveyed. This suggests that pupils with a learning difficulty were more likely to take an illicit substance.

Figure 7.5: Percentage of all pupils and pupils with a learning difficulty who were happy with parks and play areas, 2008/09



National Indicator 199: Satisfaction with parks and play areas

National Indicator 199 is measured by the percentage of pupils who were happy with parks and play areas.

Figure 7.5 shows the 2008/09 National Indicator 199 results for all pupils and for pupils with a learning difficulty. This illustrates that the percentage of pupils with a learning difficulty who were happy with parks and play areas was 46.0 per cent compared to 44.7 per cent of all pupils surveyed. This suggests that having a learning difficulty made little difference as to whether a child was happy with parks and play areas.

Data Annex VII: Tellus Data

Question 4a in the Tellus survey asks 'Do you have a learning difficulty?', to which there were three possible answers: 'yes', 'no' or 'don't know'. The five National Indicators were recalculated for the group of pupils who answered 'yes' to this question.

Pupils attending maintained schools, Pupil Referral Units, special schools, academies and city technology colleges were included in the survey.

National Indicator denominator (base) figures were determined from the Tellus3 survey but were weighted to estimate the population of pupils in school years 6, 8 and 10 nationally (pupils aged 10, 12 and 14 years respectively at the start of the academic year). Figures were weighted using data from the 2007 School Census. The base figures quoted for all pupils and pupils with a learning difficulty were rounded to the nearest 100. Table 7.1 below shows each of the National Indicator weighted denominator values. National Indicator percentages were rounded to one decimal place.

Table 7.1

National Indicator	School year groups National Indicator is based on	All pupils weighted base	Pupils with a learning difficulty weighted base
50	6, 8 and 10	1,522,900	129,200
69	6, 8 and 10	1,452,400	124,300
110	10	497,400	39,400
115	6, 8 and 10	1,547,200	135,500
199	6, 8 and 10	1,572,700	139,600

A brief definition of each of the five Tellus National Indicators is below. A more comprehensive set of definitions can be found at <http://www.communities.gov.uk/publications/localgovernment/finalnationalindicators>.

National Indicator 50: Emotional health and well being

National Indicator 50 is the percentage of pupils with good relationships. This was defined as the percentage of pupils in school years 6, 8 and 10 who answered 'true' to having one or more good friends **and** answered 'true' to at least two of the following three statements about being able to talk to their parents, friends or another adult:

1. When I'm worried about something I can talk to my mum or dad
2. When I'm worried about something I can talk to my friends
3. When I'm worried about something I can talk to an adult other than my mum or dad.

National Indicator 69: Percentage of pupils who have experienced bullying

National Indicator 69 is the percentage of pupils who have been bullied. This was defined as the percentage of pupils in school years 6, 8 and 10 who answered 'true' to any one of the following:

1. Bullied once or more in the last year at school
2. Bullied once or more in the last year somewhere else (including on your journey to or from school)
3. Bullied once or more in the last four weeks at school
4. Bullied once or more in the last four weeks somewhere else (including on your journey to or from school)
5. Bullied about once a week at school
6. Bullied about once a week somewhere else (including on your journey to or from school)
7. Bullied most days at school
8. Bullied most days somewhere else (including on your journey to or from school).

National Indicator 110: More participation in positive activities

National Indicator 110 is the percentage of pupils who take part in positive activities. This was defined as the percentage of pupils in school year 10 answering 'yes' to the question 'In the last four weeks, have you taken part in any group activity led by an adult outside school lessons (such as sports, arts or a youth group)?' **and/or** claiming they have taken part (in the last 4 weeks) at one or more of the following structured activities:

1. Sports club or class (where I've done sport not just watched it)
2. A youth club or youth group with organised activities run by adults
3. Art, craft, dance, drama, film/video-making group or class (not in school lessons)
4. Music group or lesson (not in school lessons)

National Indicator 115: Reduce the proportion of young people frequently using illicit drugs, alcohol or volatile substances

National Indicator 115 was the percentage of pupils who used an illicit drug, alcohol or volatile substances. This was defined as the number of pupils in years 6, 8 and 10 that the Tellus3 survey estimates had either used drugs/dangerous substances and/or been drunk at least twice in the last 4 weeks or had used drugs/dangerous substances once and been drunk once from the local population.

National Indicator 199: Satisfaction with parks and play areas

National Indicator 199 was the percentage of pupils who are happy with parks and play areas. This was defined as the number of pupils in the Tellus3 survey data (school years 6, 8 and 10) who reported that parks and play areas were very good or fairly good. There were six possible responses to this question:

1. Very good
2. Fairly good
3. Neither good nor poor
4. Fairly poor
5. Very poor
6. Don't know.

More detailed information about the Tellus3 survey can be found at

- <http://www.ofsted.gov.uk/Ofsted-home/Publications-and-research/Browse-all-by/Documents-by-type/Statistics/TellUs3-National-Report>.
- <http://www.ofsted.gov.uk/Ofsted-home/Publications-and-research/Browse-all-by/Documents-by-type/Statistics/2008-Tellus3-Children-and-young-people-survey/%28language%29/eng-GB>.
- <http://www.dcsf.gov.uk/rsgateway/DB/STR/d000828/index.shtml>.
- <http://www.communities.gov.uk/publications/localgovernment/finalnationalindicators>.

The last of the links above contains more detailed definitions for each of the five National Indicators, including a full worked example.