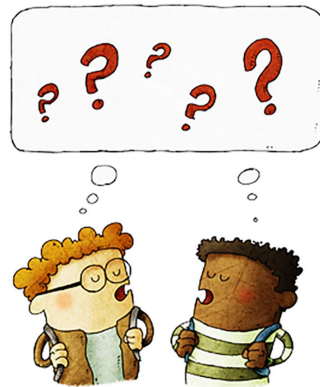


CONFIDENTIAL



Pupil Perceptions

School Report

Prepared for
Demo Secondary School

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Introduction

This report gives a valuable insight into the perceptions of students with respect to a range of issues relating to health, well-being, engagement and aspiration, as indicated in their responses to the *Pupil Perceptions* online questionnaire. These issues can be grouped into five key areas:

- 1 Being healthy
- 2 Staying safe
- 3 Enjoying and achieving
- 4 Making a positive contribution
- 5 Achieving economic well-being.

Together, these five areas make up students' *Readiness for Learning* (RfL). RfL can be defined as the extent to which students are able to access and benefit from schools' provision, unimpaired by the barriers to learning that may inhibit student progress.

The five areas were originally chosen to match the five outcomes of the Every Child Matters (ECM) agenda. While the ECM agenda no longer receives the emphasis from central government that it once did, these factors are as crucial to students as they ever were. As Maslow's hierarchy of needs argues, all people must have basic needs such as health and physical safety, and then others such as friendship and confidence, met in order to reach the higher stage which Maslow called 'self-actualisation'. Therefore, it is strongly in schools' interest to pay careful attention to students' health and well-being, to make sure that they are ready to benefit fully from teaching and other core provision.

One of the most important measures of the effectiveness of schools' work is the students' perception of it. *Pupil Perceptions* asks students about:

- their personal experience of issues (through 'experience' statements/questions, eg *I feel safe from other people when I am at school*)
- the effect that other people in their lives have on them (through 'influence' statements, eg *The following people help to keep me safe*).

This report therefore provides information about which parts of the school's work students perceive as being effective and which parts they feel have little positive effect.

As well as measuring the collective view of the whole student body, the *Pupil Perceptions* questionnaire provides an opportunity for students to express any concerns that they may have to do with their own experience. The *Individual responses* section of this report shows which students responded negatively and in which areas, helping the school to identify students for whom further investigation or intervention may prove valuable.

It is important to note that no attempt has been made to prioritise the needs of students. It is also important to remember that this process provides an opportunity for students to express concern; it by no means guarantees that they will take this opportunity. Further details of the particular statements/questions that the students responded to negatively are provided in the accompanying *Individual Responses* report.

In order that the school can respond appropriately to the results of the questionnaire, it is essential that they are able to identify the responses of each student. This lack of anonymity within the school was made clear to the students before they completed the questionnaire. However, in order that the rights of students under the Data Protection Act 1998 are protected, the students were given passwords to enter in the questionnaire rather than their names. Each password is linked to a number.

The list which links the names of students with their numbers and passwords is maintained by the school alone; it is not made available to either Anspear or any outside agency. It is therefore only possible for the school to identify an individual student's responses.

This report is divided into the following sections:

- **Introduction**
- **Student profile** – Information about the students who completed the questionnaire.
- **Readiness for Learning** – A summary of the overall Readiness for Learning measure, calculated from all students' responses. Figures are given for the whole school and for different groups of students.
- **Experience** – Details on which areas are perceived positively and which are perceived negatively. The results are also further broken down by year group, ethnicity, gender and religion.
- **Student voice** – Students' opinions on the extent to which they feel able to influence the decisions that are made in school.
- **Influence of others** – Students' perceptions about the efforts that are made on their behalf by various people.
- **Individual responses** – Details of individual students for whom further investigation or intervention may prove valuable.

Some items throughout the report are presented in colour. Various items are colour-coded broadly as follows:

- Agree strongly/stronger positive response
- ▨ Agree/positive response
- ▨ Disagree/negative response
- Disagree strongly/stronger negative response
- Don't know/do not wish to answer.

Note that, for questions where a 'Yes' answer from a student indicates a negative experience for them (eg *Are you being bullied?*), the Yes response is shown as red and the No response as green.

Should you wish to copy or print the report, you will need to do so in colour to appreciate it fully.

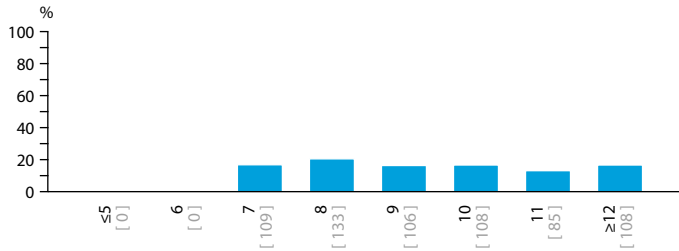
A total of 649 students undertook the questionnaire and submitted their data before the administrator requested that this report be generated.

Data was collected between 3rd January 2023 and 30th March 2023.

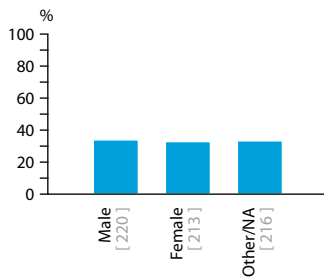
Student profile

This section gives an overview of the students in terms of their demographic characteristics. The data is taken from responses entered by students in the *Pupil Perceptions* questionnaire. The number of students in each category is shown in square brackets.

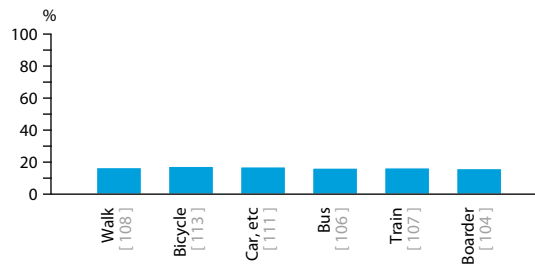
Year group



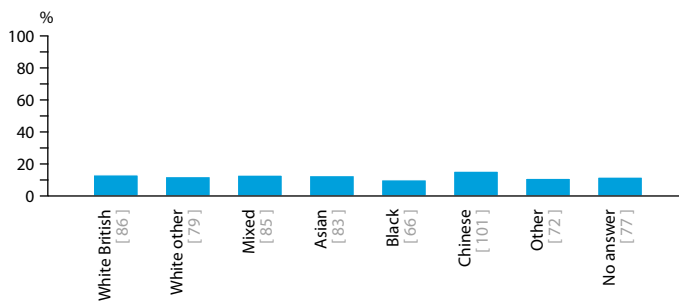
Gender



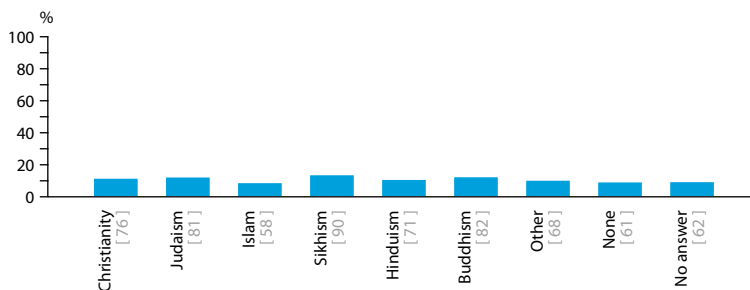
Mode of transport



Ethnicity



Religion



Readiness for Learning

Readiness for Learning (RfL) is a combined measure calculated from all the responses given by each individual student to the *Pupil Perceptions* survey. RfL is designed to give the school a useful first impression of how its overall health and well-being situation compares to others', and to give a quick way of identifying groups or individual students who may be causing concern or who might need extra support.

For each student respondent, an RfL Score of 0-5 is calculated (see the *Appendix* for an explanation of how). The score is intended to reflect their overall perception of themselves and their situation. Students scoring 5 have expressed few if any negative perceptions, while students scoring 2 or below will usually have responded negatively to significant numbers of statements/questions in multiple areas.

The table on page 6 shows the RfL Index (calculated by averaging students' RfL Scores) for the school overall and for different groups of students. Each is compared with the corresponding index from our national data set, based on the responses of students at a large number of schools around the country.

For individual students' RfL Scores, see the *Individual responses* section of this report starting on page 53.

Note that, because RfL is a compound measure, RfL Scores can only act as a broad indication of students' perceptions and situations. In particular, students with very negative experience in one area but positive or neutral experience elsewhere may still receive a high RfL Score. Therefore, it is recommended that schools refer to RfL Scores only alongside the more detailed data provided elsewhere in this report.

The greatest benefits of using RfL Scores and Indices are seen when these measures are set against other school data on, for example, attainment, progress or attendance to look for possible correlations. Similarly, RfL can be very powerful when combined with information on those receiving free school meals or additional support, or those for whom English is an additional language. The *Pupil Perceptions* spreadsheet supplied alongside this report is designed to facilitate this type of analysis.

	All students		Male		Female		Other/NA	
	Your results	National average	Your results	National average	Your results	National average	Your results	National average
	3.6	3.6	3.6	3.6	3.6	3.6	3.6	3.6

By year group

Year 7	3.7	3.6	3.6	3.6	3.6	3.7	3.8	3.7
Year 8	3.6	3.6	3.6	3.7	3.7	3.6	3.5	3.6
Year 9	3.6	3.6	3.7	3.6	3.5	3.6	3.6	3.6
Year 10	3.6	3.6	3.6	3.6	3.7	3.7	3.5	3.5
Year 11	3.6	3.6	3.6	3.6	3.5	3.6	3.6	3.6
Year 12 or above	3.6	3.7	3.6	3.7	3.7	3.8	3.6	3.7

By ethnicity

White British	3.6	3.7	3.7	3.6	3.5	3.7	3.7	3.6
White other	3.6	3.6	3.4	3.6	3.7	3.5	3.8	3.6
Mixed	3.6	3.6	3.6	3.7	3.6	3.6	3.4	3.6
Asian	3.5	3.6	3.6	3.6	3.5	3.7	3.5	3.6
Black	3.7	3.6	3.6	3.6	3.7	3.6	3.6	3.7
Chinese	3.6	3.7	3.6	3.7	3.6	3.6	3.7	3.6
Other	3.6	3.6	3.7	3.7	3.6	3.7	3.6	3.6
No answer	3.7	3.6	3.7	3.6	3.8	3.7	3.6	3.6

By mode of transport

Walk	3.7	3.6	3.7	3.6	3.6	3.6	3.7	3.6
Bicycle	3.6	3.6	3.7	3.6	3.6	3.7	3.5	3.6
Car, etc	3.6	3.6	3.5	3.7	3.5	3.7	3.6	3.6
Bus	3.6	3.7	3.6	3.7	3.7	3.6	3.6	3.6
Train	3.6	3.6	3.6	3.6	3.7	3.7	3.5	3.6
Boarder	3.6	3.6	3.5	3.6	3.7	3.6	3.6	3.6

By religion

Christianity	3.6	3.6	3.7	3.6	3.5	3.7	3.5	3.6
Judaism	3.6	3.6	3.5	3.6	3.7	3.6	3.5	3.7
Islam	3.6	3.6	3.5	3.6	3.6	3.7	3.7	3.6
Sikhism	3.7	3.6	3.7	3.6	3.7	3.7	3.7	3.6
Hinduism	3.7	3.6	3.7	3.7	3.7	3.6	3.6	3.5
Buddhism	3.5	3.6	3.5	3.6	3.7	3.6	3.5	3.6
Other	3.6	3.6	3.5	3.6	3.6	3.6	3.7	3.7
None	3.5	3.7	3.6	3.7	3.4	3.6	3.6	3.6
No answer	3.6	3.6	3.7	3.6	3.6	3.6	3.6	3.6

Experience

This section gives details of the responses for each of the five areas covered by *Pupil Perceptions*. These are:

- 1 **Being healthy** – Enjoying good physical and mental health, and living a healthy lifestyle.
- 2 **Staying safe** – Being protected from harm and neglect and growing up able to look after themselves.
- 3 **Enjoying and achieving** – Getting the most out of life and developing broad skills for adulthood.
- 4 **Making a positive contribution** – Making a positive contribution to the community and to society, and not engaging in anti-social or offending behaviour.
- 5 **Achieving economic well-being** – Overcoming socio-economic disadvantages to achieve their full potential in life.

Ways in which schools may be likely to contribute to these outcomes are outlined below:

Being healthy

Health is an important basis for all of the other outcomes because of the massive contribution it makes to children's general well-being. In schools, this outcome means ensuring that children have the knowledge they need to make good decisions and to lead a healthy lifestyle, and that any health concerns are referred to the appropriate services.

Staying safe

All children need to feel secure and well cared for in order to achieve their potential. All services must watch for warning signs in order to protect the most vulnerable. Schools need to create a safe, supportive environment that equips all students with the knowledge they need to stay safe, and that protects students who are at risk.

Enjoying and achieving

Children should be given the skills and opportunities they need to achieve their potential and to make the most of leisure time and social interaction. The core role of schools is to teach children a broad base of knowledge and skills that will prove useful throughout life. Schools should provide a pleasant environment for students, and should promote high academic standards alongside the enjoyment of lessons and extra-curricular activities.

Making a positive contribution

Children should be encouraged to engage with their community and wider environment and to behave appropriately. Schools can contribute to this outcome by insisting on good behaviour, supporting students at risk of exclusion, and encouraging students to try and make a difference to their surroundings.

Achieving economic well-being

Every child should be equipped to achieve, no matter what their background. Education is essential in creating social mobility. Schools have a substantial role to play in teaching their students the knowledge and skills they need to succeed and in raising student aspirations. Schools can also improve students' immediate circumstances through support for parents/carers.

Overall positive and negative responses

The table below shows the overall proportion of students in the school who gave generally positive or negative responses for each area. This gives an overview of the opinions of the student population as a whole, and a general indication of which areas are perceived positively and which are perceived negatively.

Students have been rated as giving generally positive or negative responses in each area, as follows:

- Students responded positively to at least one relevant statement/question, and did not give any negative responses.
- ▨ Students gave negative responses to up to 25% of relevant statements/questions (one or two negative responses, depending on the number of questions in each area).
- Students gave negative response to more than 25% of relevant statements/questions.
- Students responded 'Don't know/do not wish to answer' to every relevant statement/question.

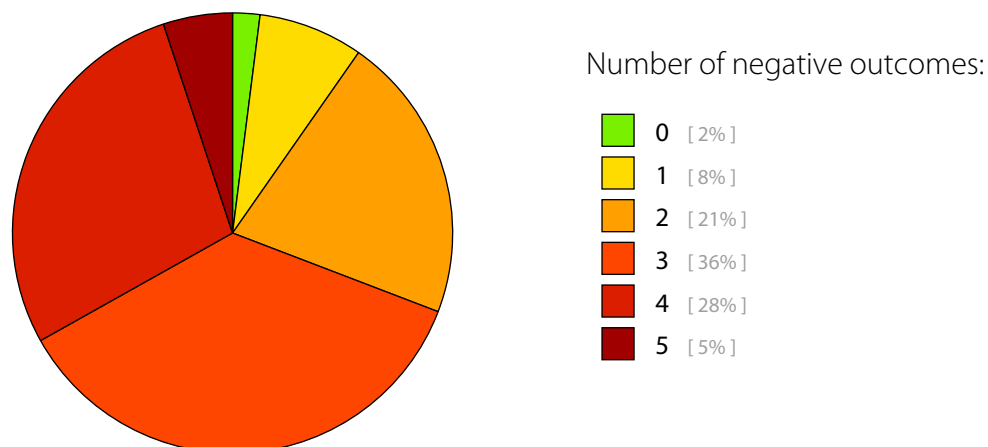
The relevant statements/questions for these ratings are those that ask students how issues relate to them personally, eg *I feel safe from other people when I am at school* (ie 'experience' statements/questions). The ratings do not take into account the statements that ask students to reflect on the effect of other people, eg *The following people help to keep me safe* (ie 'influence' statements).



Negative responses

The pie chart below shows the proportion of students in the school who gave at least one negative response to an 'experience' statement/question in none, one, two, three, four or all five areas. For example, the proportion of students who are shown in the pie chart as having three negative outcomes gave at least one negative response to an experience statement/question for three out of the five areas.

This gives an indication of whether negative responses are concentrated in a particular group of students or spread across the whole student population.



Summary of student responses

On pages 11 and 12, you are shown the proportion of students in the school who responded positively or negatively to each 'experience' statement/question, eg *I feel safe from other people when I am at school*. This gives an overview of the perceptions of the student body as a whole about each individual issue.

Students selected their response for each statement/question from the following options:

- Agree strongly
- Agree
- Disagree
- Disagree strongly
- Don't know/do not wish to answer.

For the questions related to getting five or more GCSEs and future education or training, students selected their responses from the following options:

- Yes
- No
- I do not wish to answer.

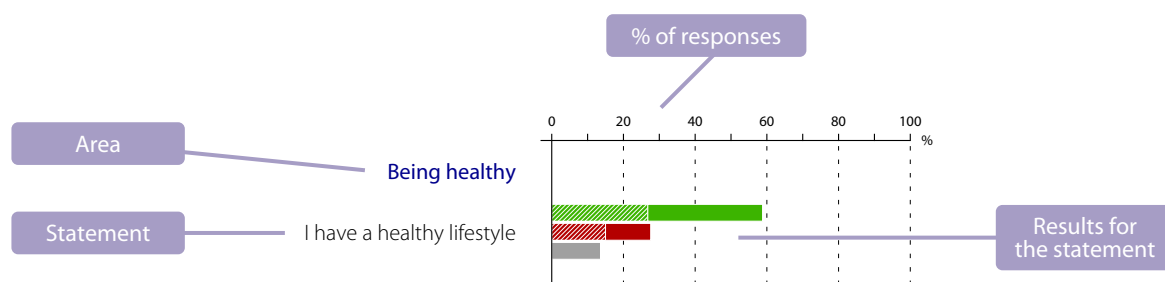
Students who stated that they were in Year 12 or above were not asked about education or training after Year 11, and were asked whether they *had* got at least five GCSEs.

For the questions related to bullying (eg *Are you being bullied?*), students selected their responses from the following options:

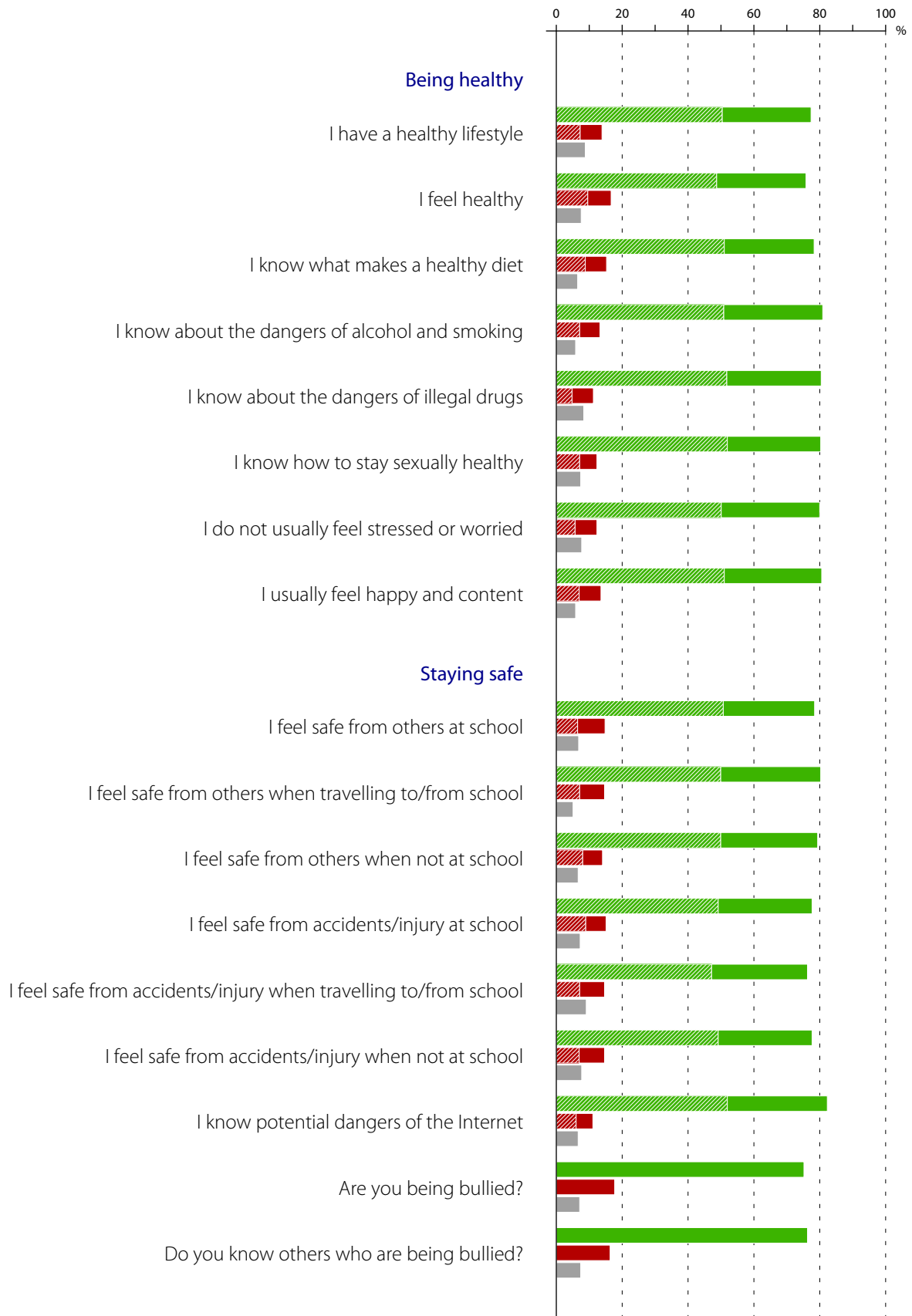
- No
- Yes
- I do not wish to answer.

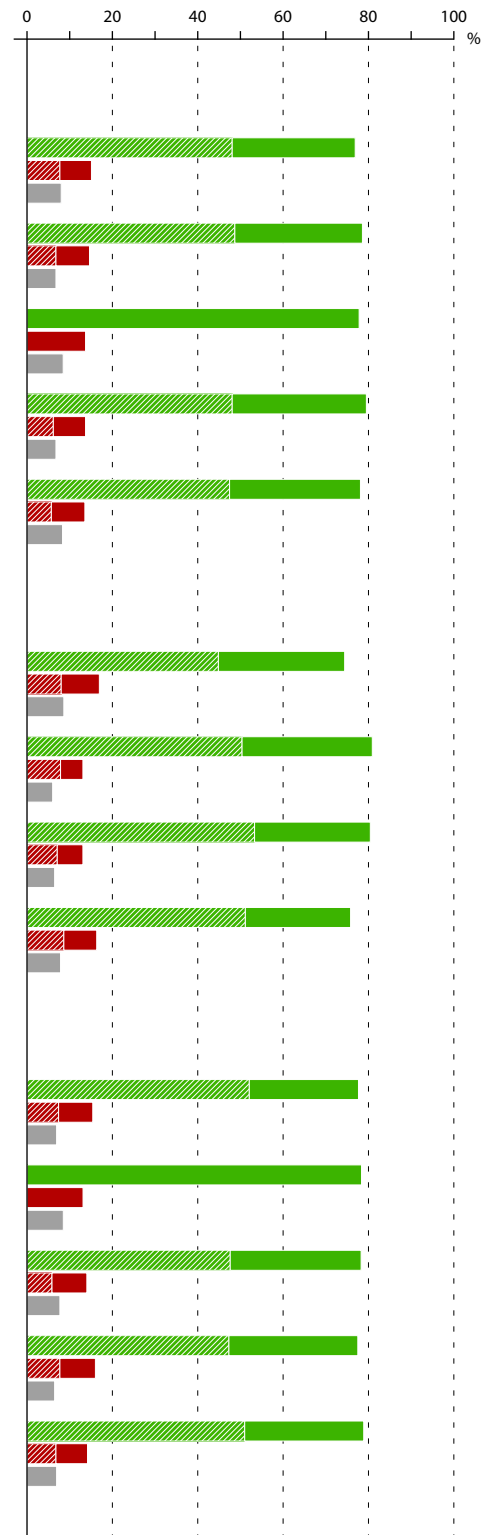
Note that, for these questions, where a 'Yes' answer from a student indicates a negative experience for them, the Yes response is shown as red and the No response as green.

A guide showing how to read the information on pages 11 and 12 is provided below:



Summary of student responses





Breakdown of student responses

Each of the experience statements/questions is shown individually on pages 15 to 31. For each statement/question, you are shown the proportion of students in the school who responded positively or negatively. Students selected their responses from the following options:

- Agree strongly
- ▨ Agree
- ▨ Disagree
- Disagree strongly
- Don't know/do not wish to answer.

For the questions related to getting five or more GCSEs and continuing in education, students selected their responses from the following options:

- Yes
- No
- I do not wish to answer.

Students who stated that they were in Year 12 or above were not asked about education or training after Year 11, and were asked whether they *had* got at least five GCSEs.

For the questions related to bullying (eg *Are you being bullied?*), students selected their responses from the following options:

- No
- Yes
- I do not wish to answer.

Note that, for these questions, where a 'Yes' answer from a student indicates a negative experience for them, the Yes response is shown as red and the No response as green.

The responses for each of the statements/questions are also broken down by gender, religion, year group and ethnicity. The responses for statements relating to travelling to and from school are also broken down by the students' mode of transport to school. (The number of students in each category is shown in square brackets.) This enables investigation into patterns within the data which may reveal whether concerns are centred within particular parts of the student population.

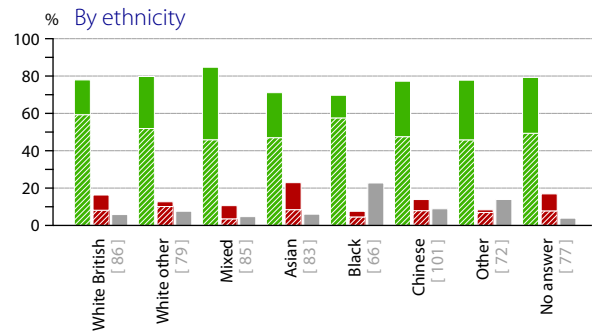
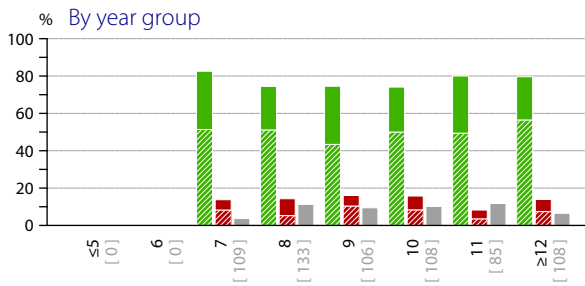
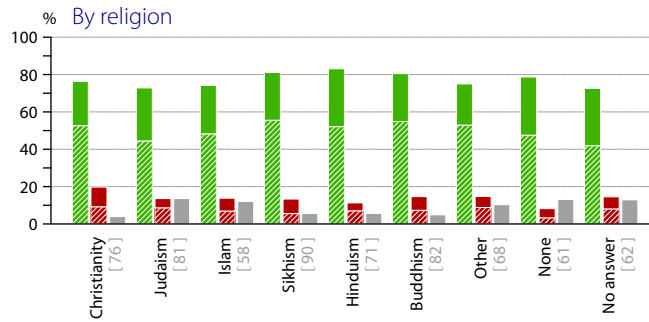
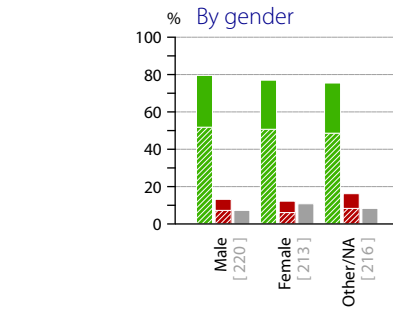
A guide showing how to read the information on pages 15 to 31 is provided below:



Being healthy

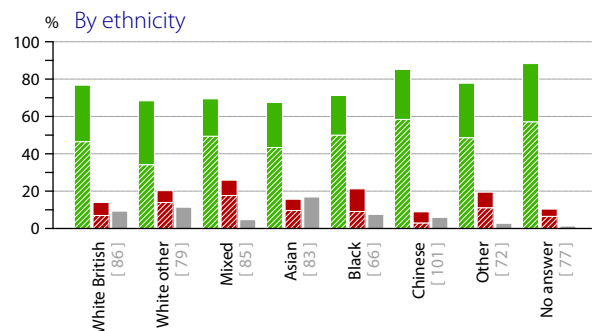
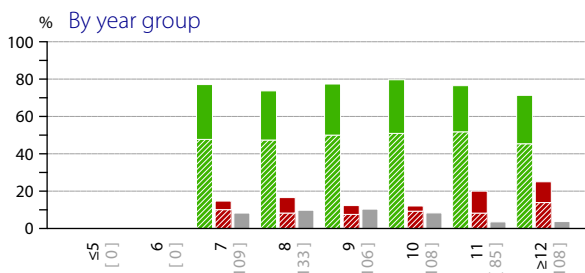
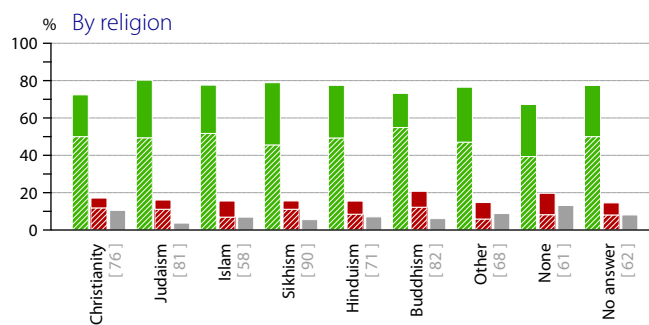
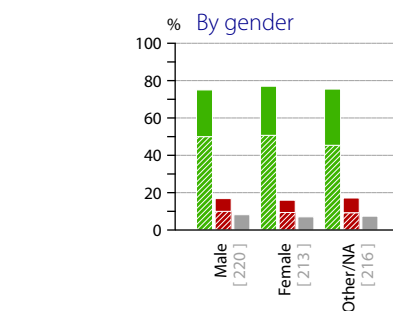
I have a healthy lifestyle

Experience



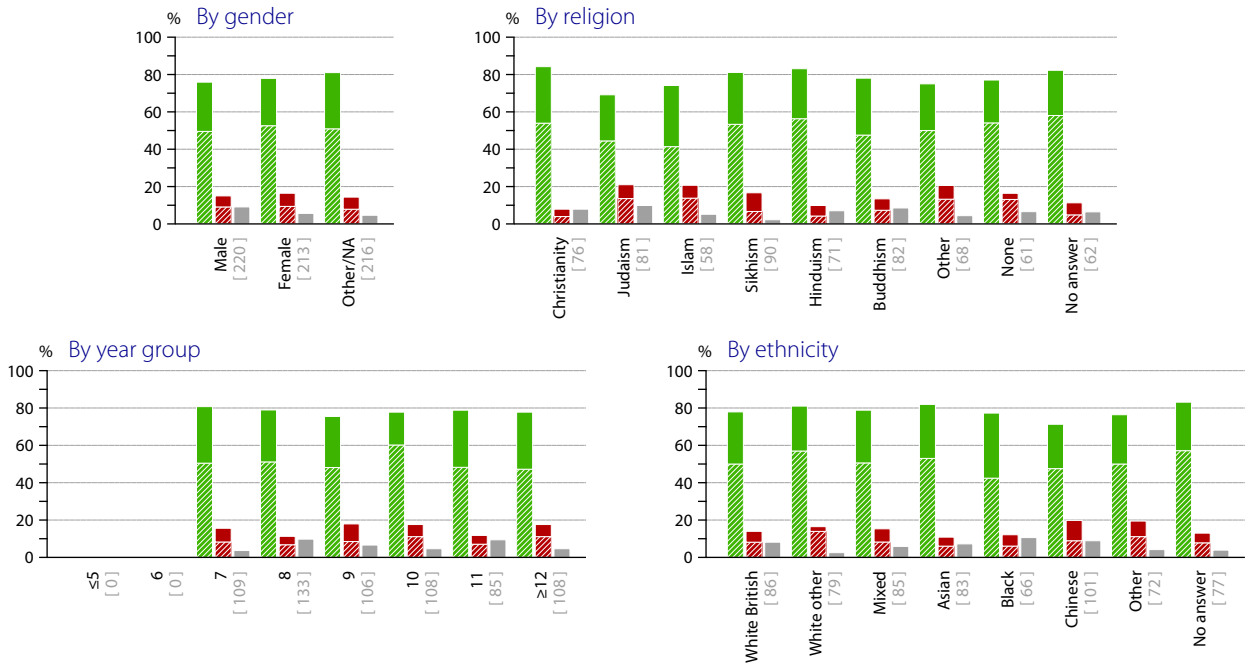
Whatever my lifestyle, I feel healthy

Experience



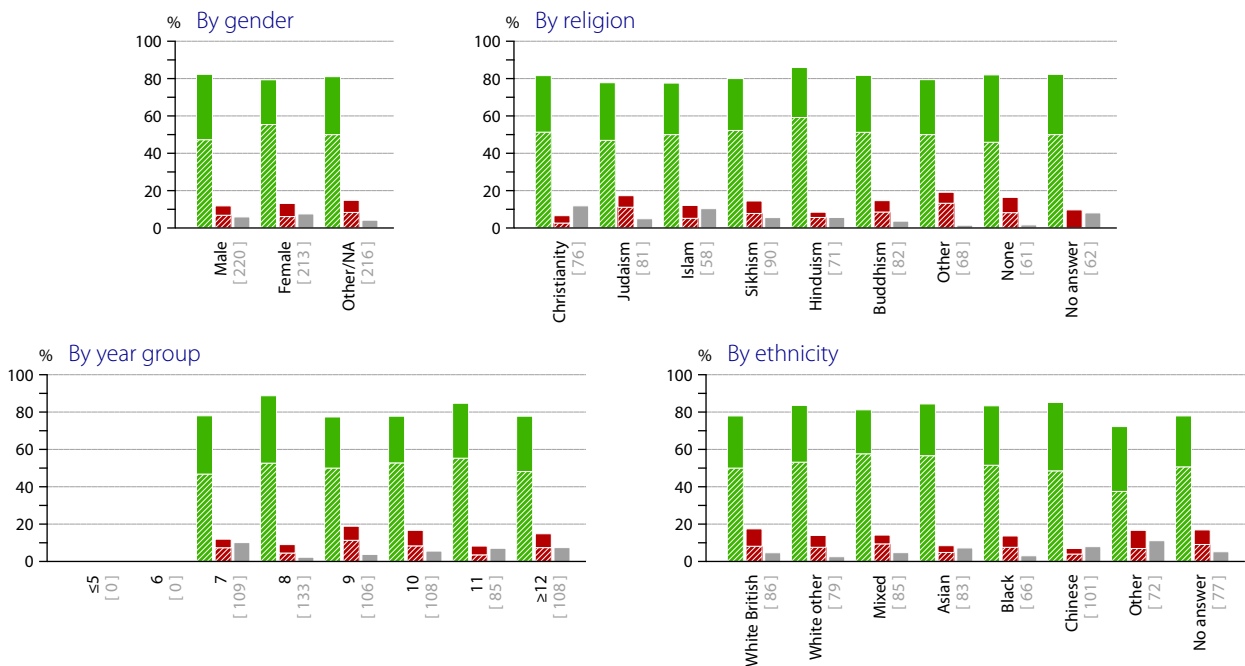
I know what makes a healthy diet

Experience



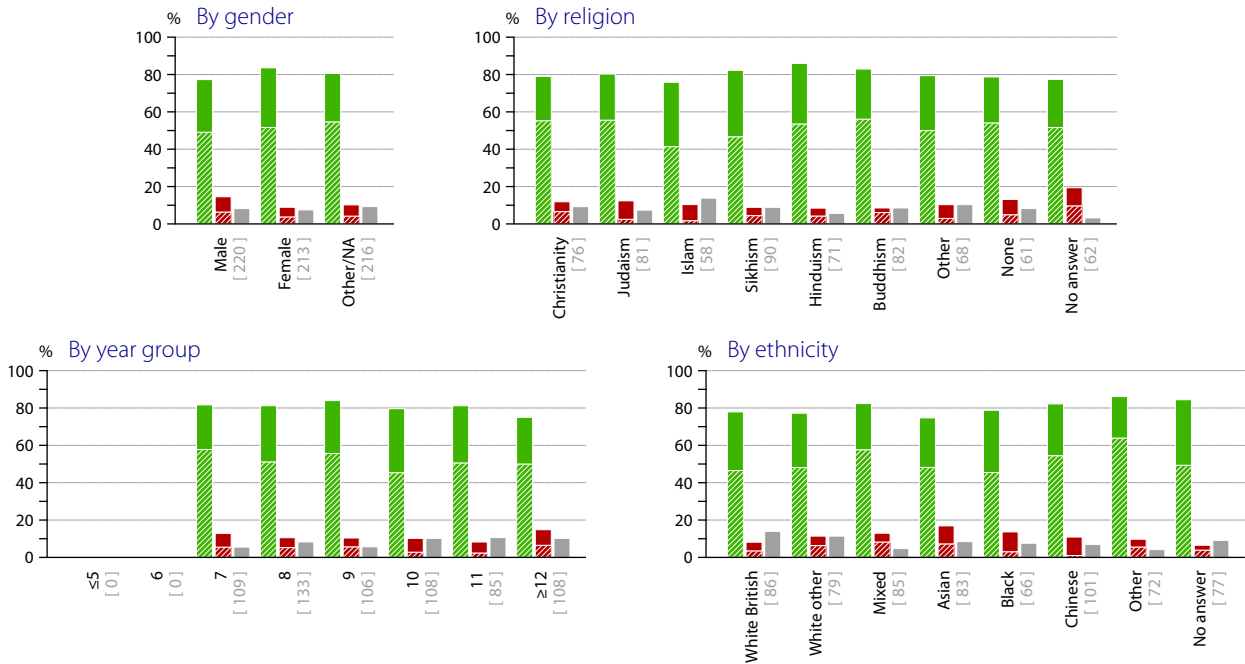
I know about the dangers of alcohol and smoking

Experience



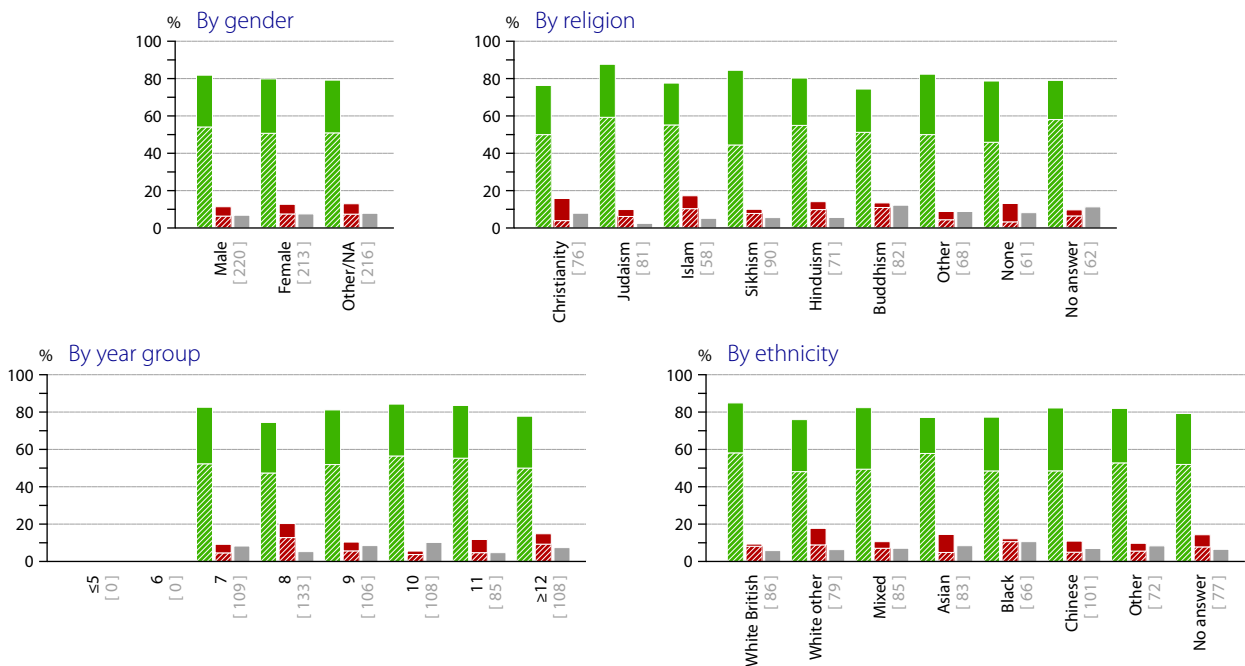
I know about the dangers of taking illegal drugs

Experience



I know how to stay sexually healthy

Experience

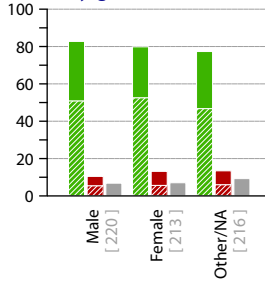


I do not usually feel stressed or worried

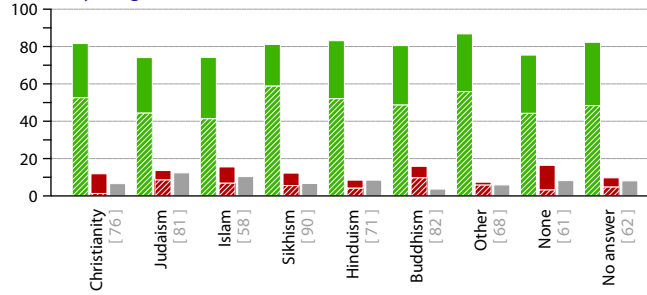
Experience



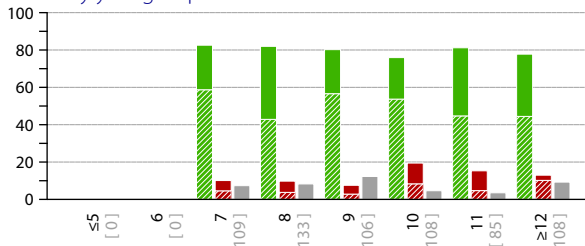
By gender



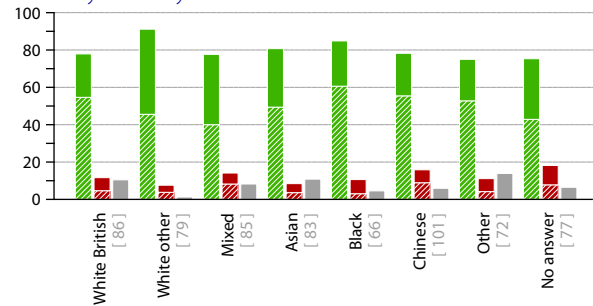
By religion



By year group



By ethnicity

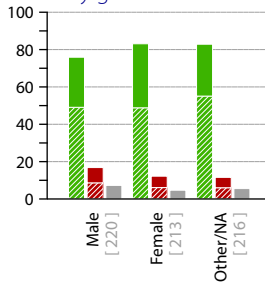


I usually feel happy and content

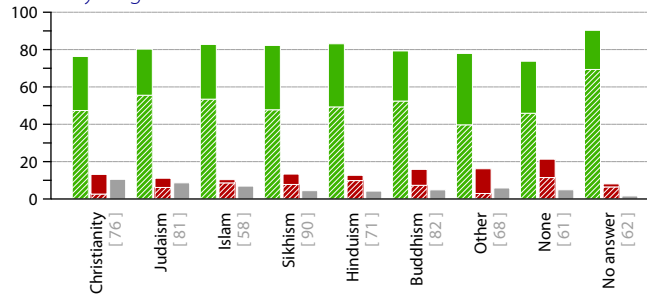
Experience



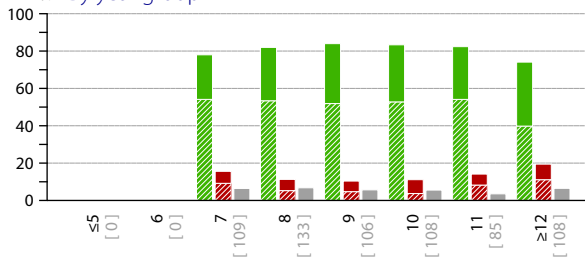
By gender



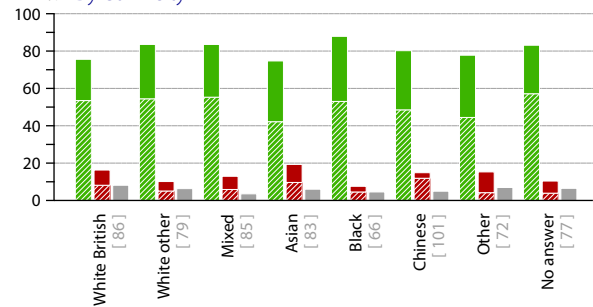
By religion



By year group



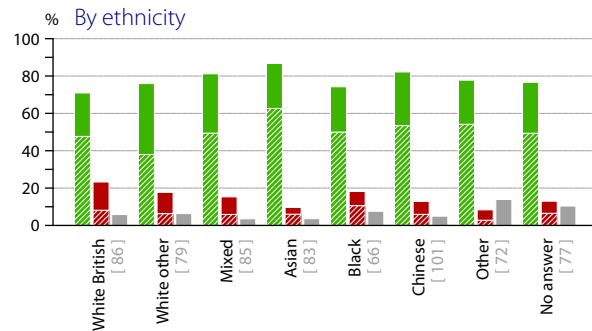
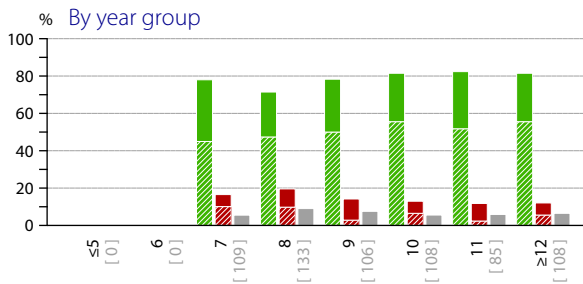
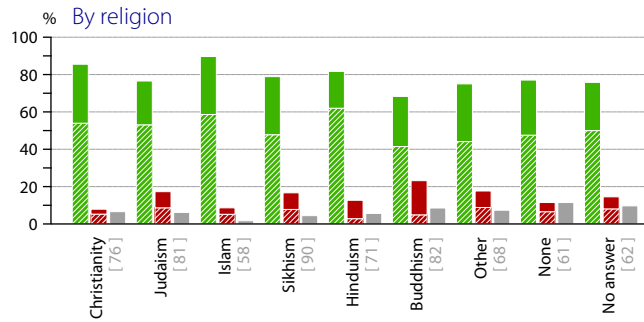
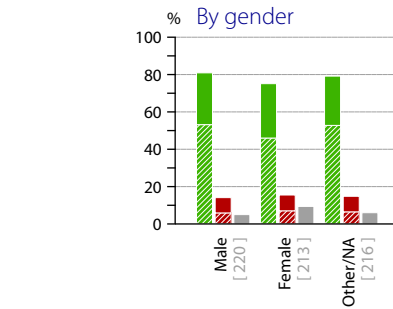
By ethnicity



Staying safe

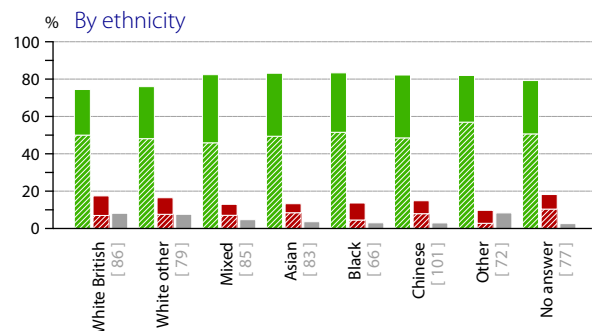
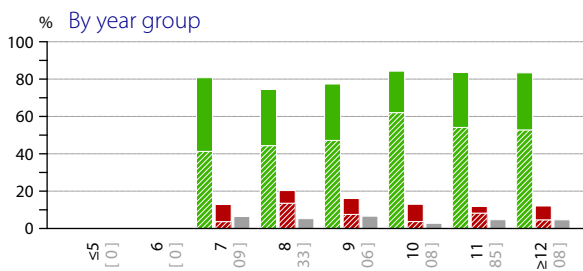
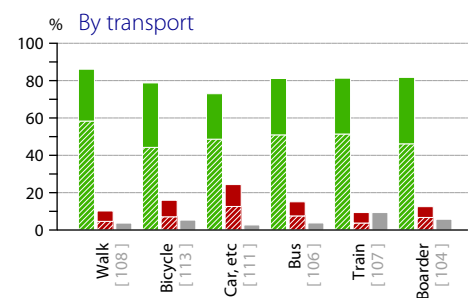
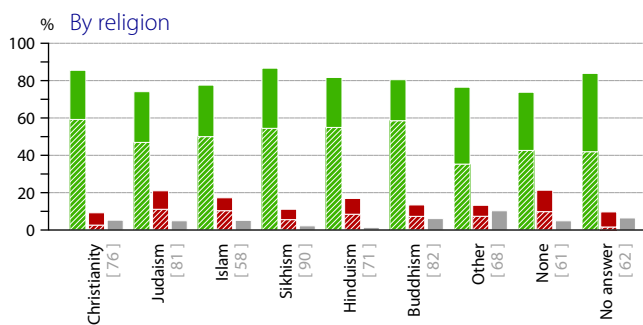
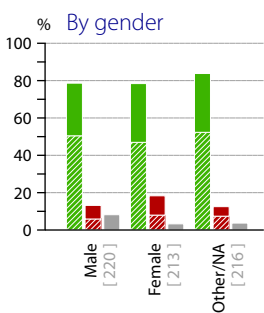
I feel safe from other people when I am at school

Experience



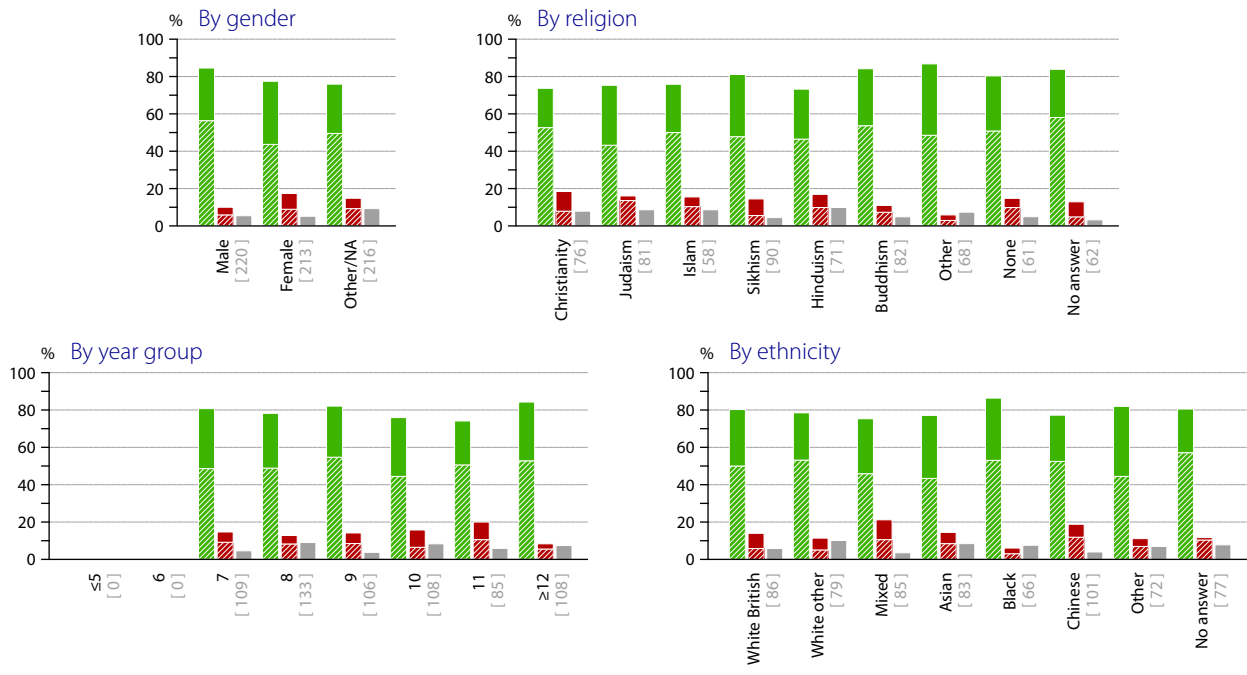
I feel safe from other people when I am travelling to and from school

Experience



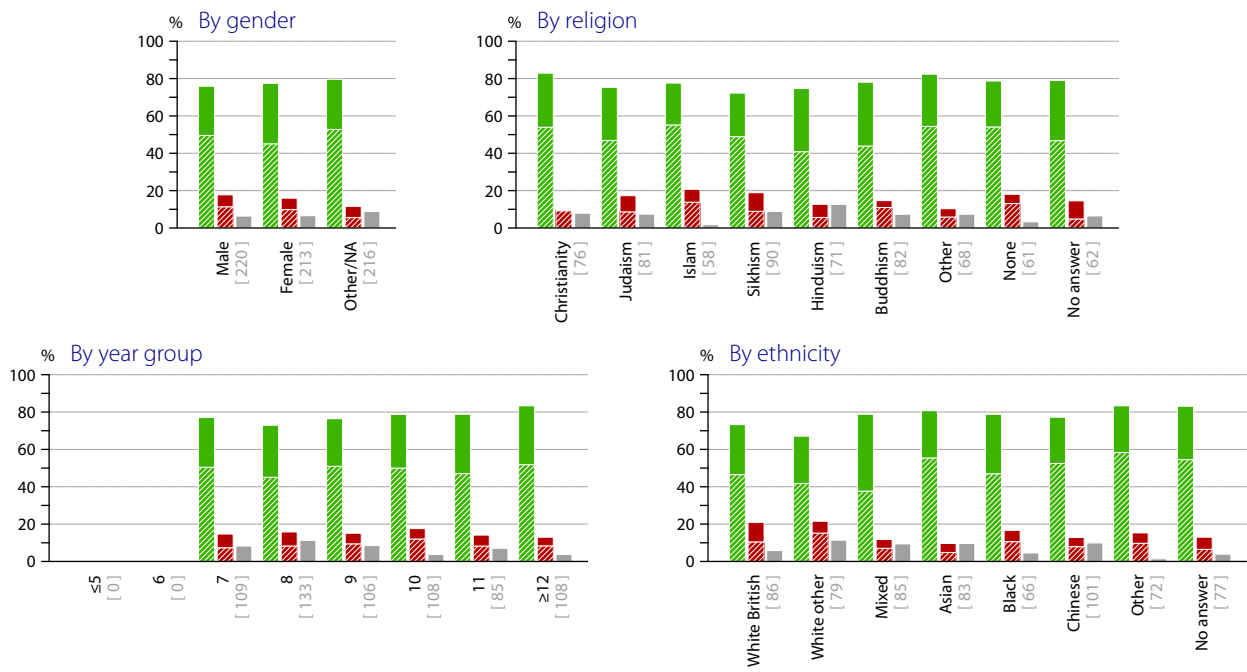
I feel safe from other people when I am not at school

Experience



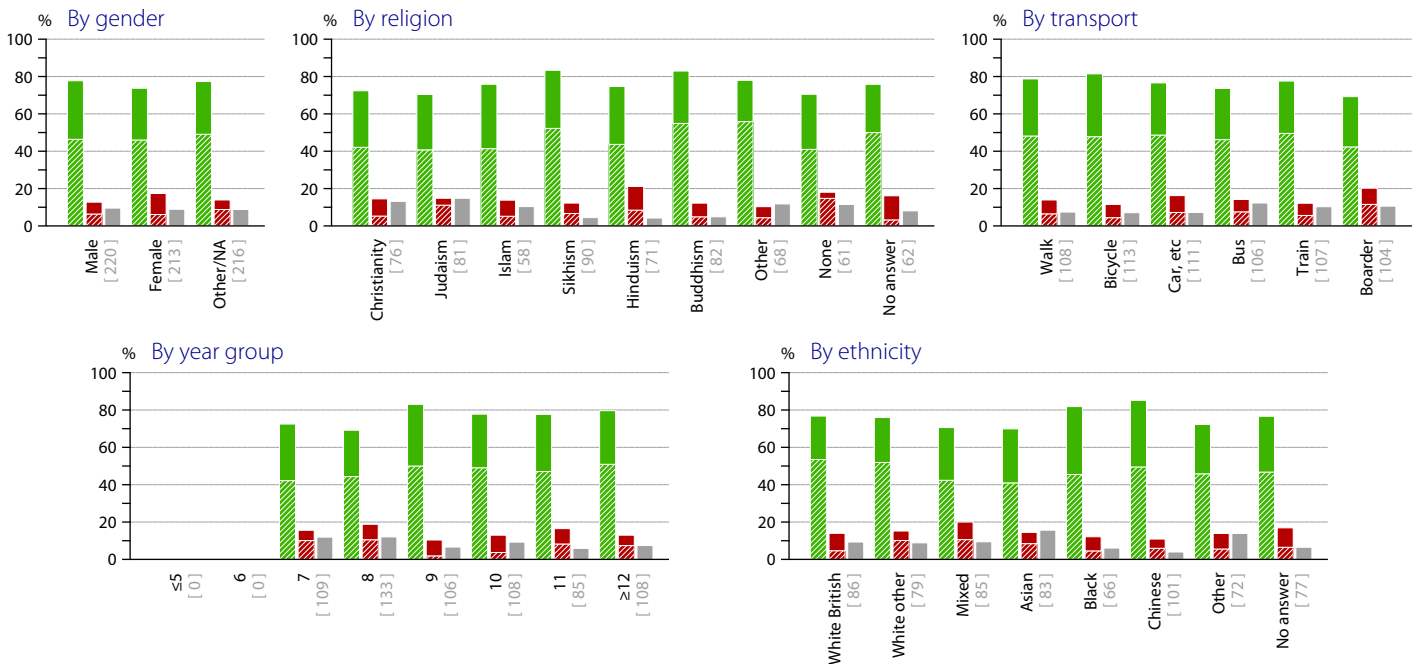
I feel safe from accidents and injury at school

Experience



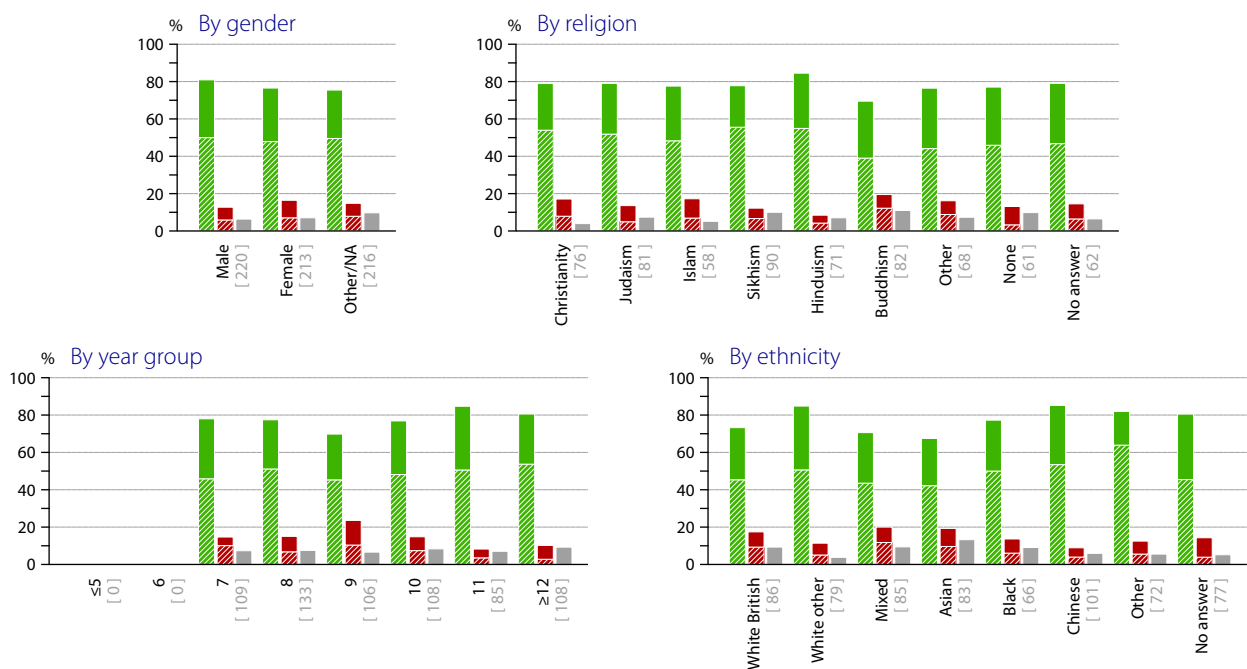
I feel safe from accidents and injury when I am travelling to and from school

Experience



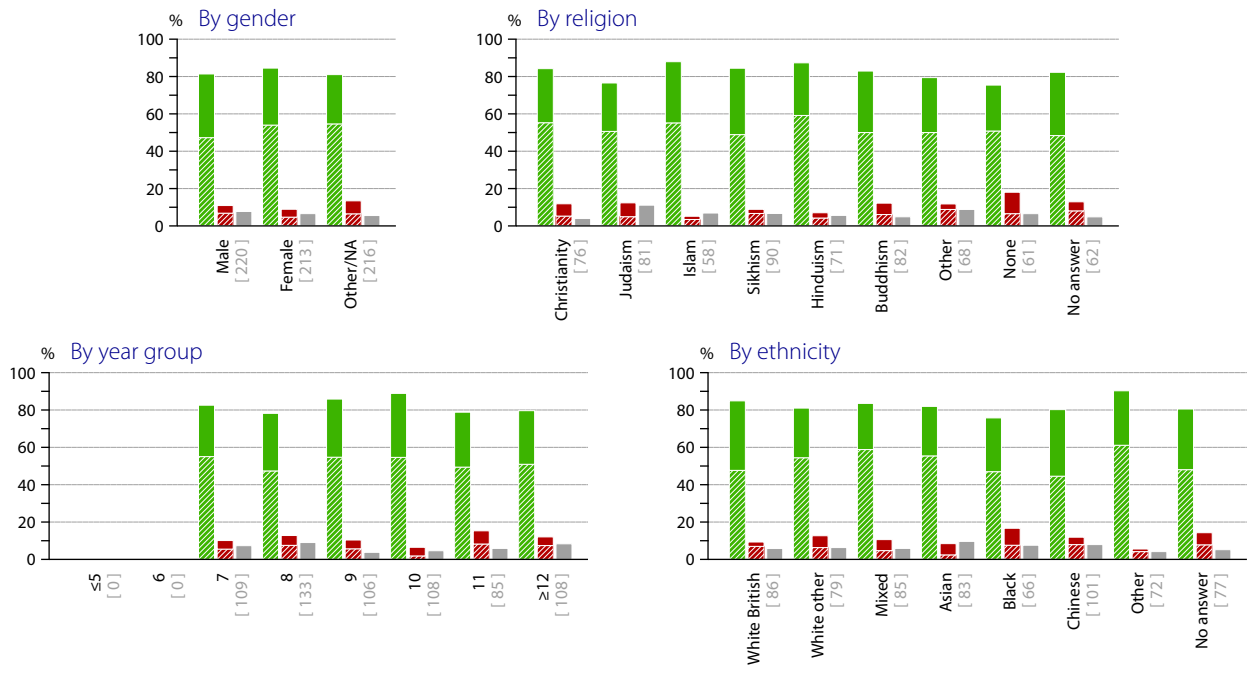
I feel safe from accidents and injury when I am not at school

Experience



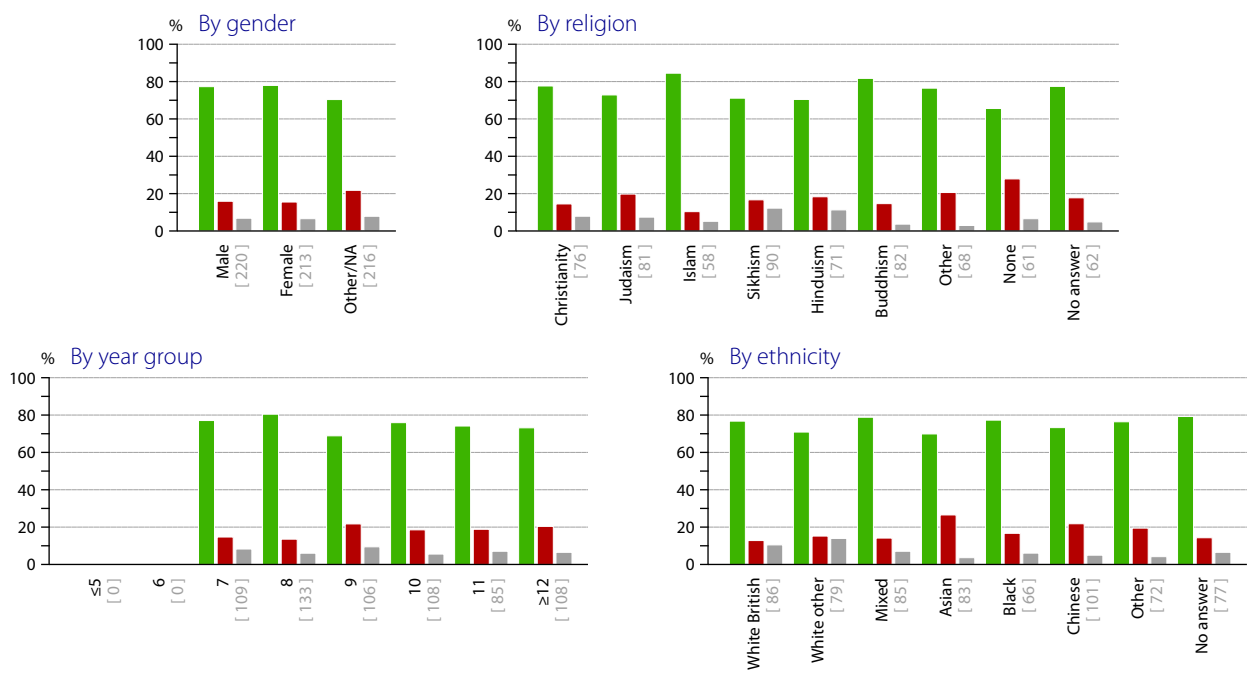
I am aware of the potential dangers of using the Internet

Experience



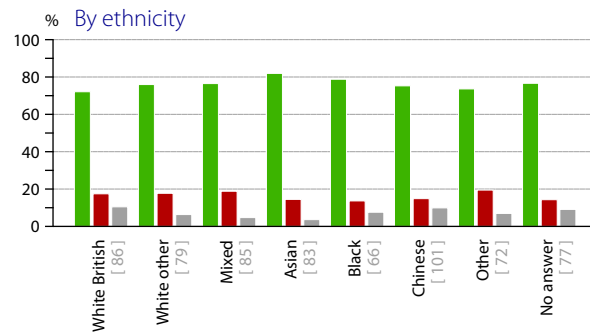
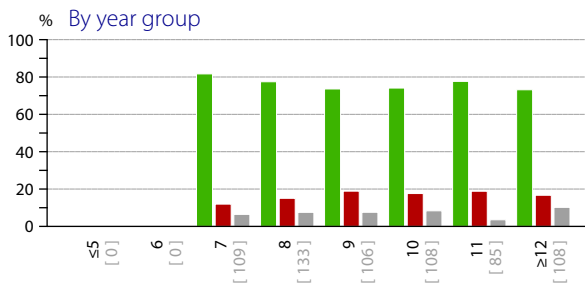
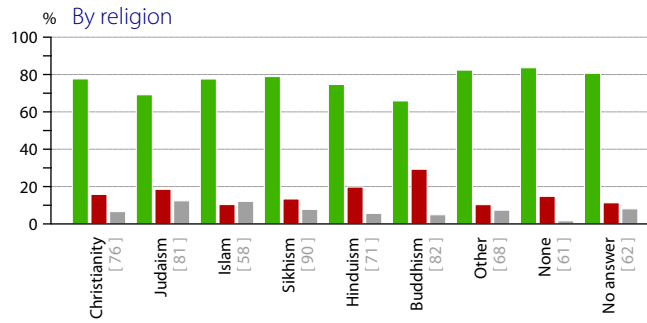
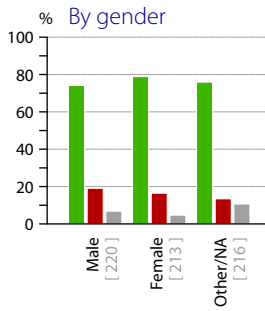
Are you being bullied?

Experience



Do you know of other students who are being bullied?

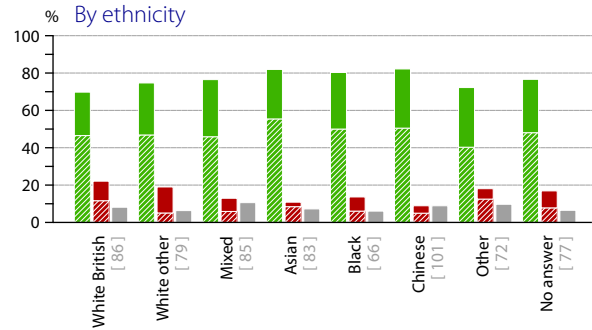
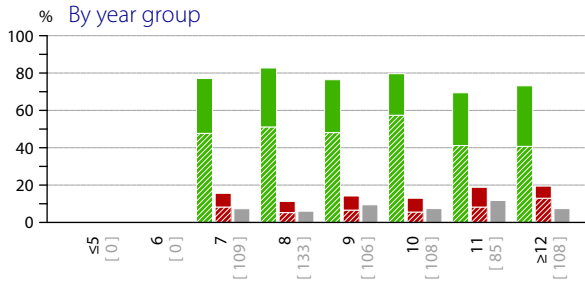
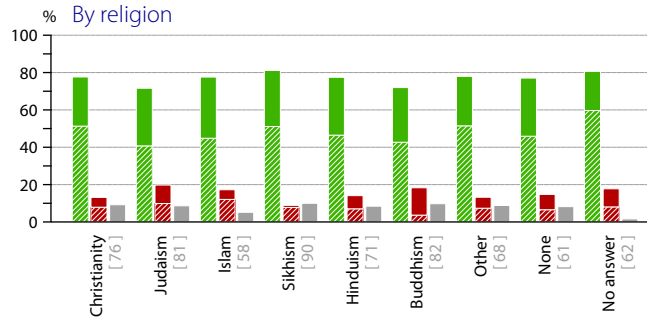
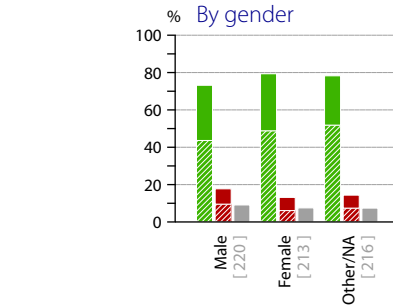
Experience



Enjoying and achieving

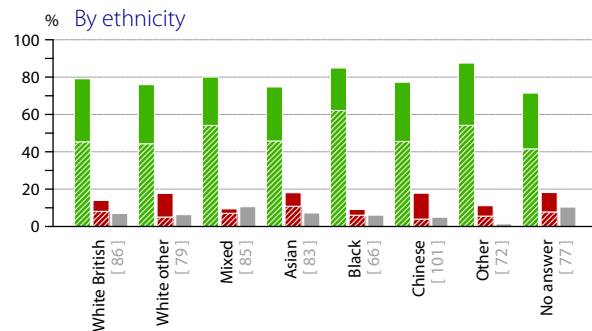
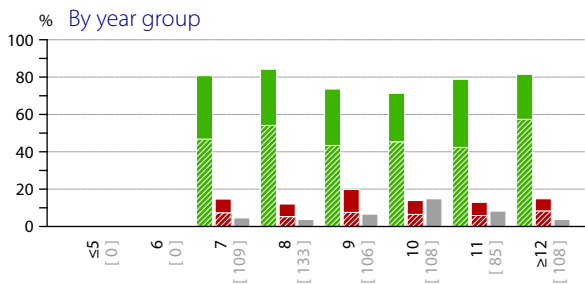
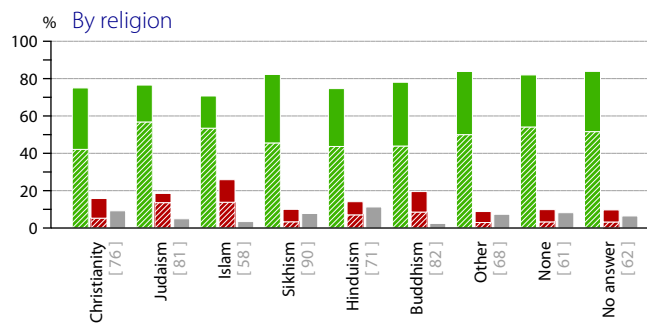
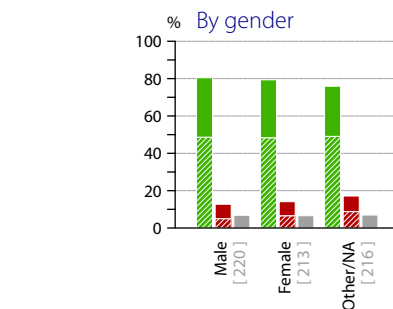
There are more good things about going to school than bad things

Experience



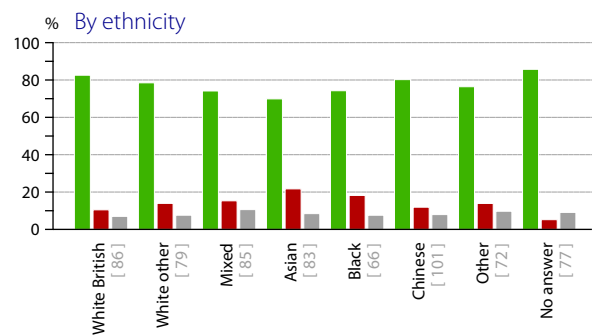
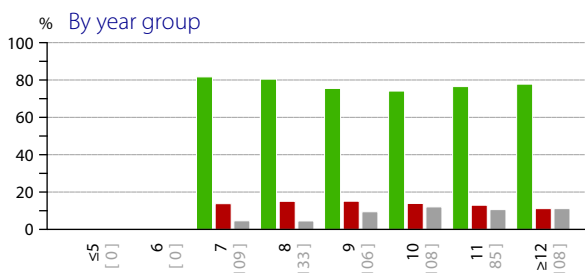
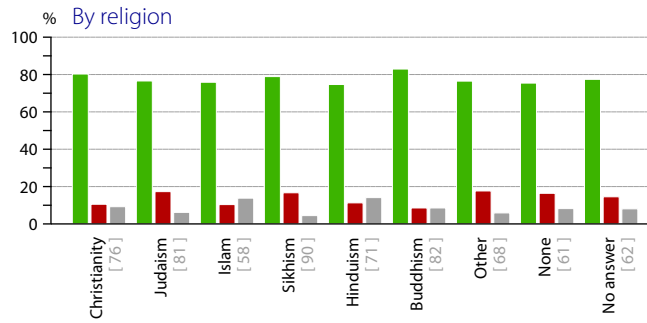
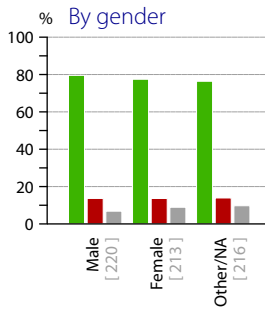
I am pleased with my overall progress at school

Experience



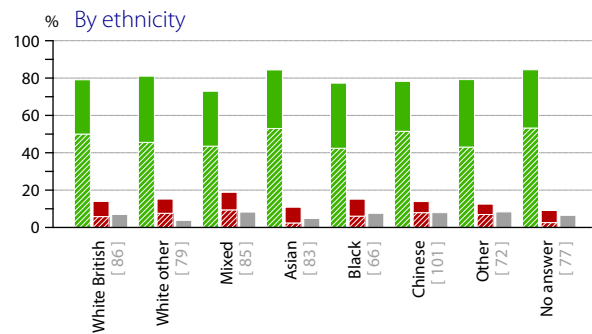
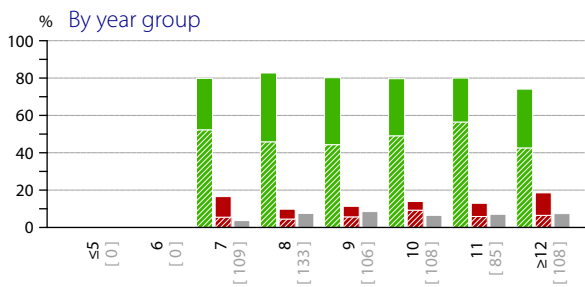
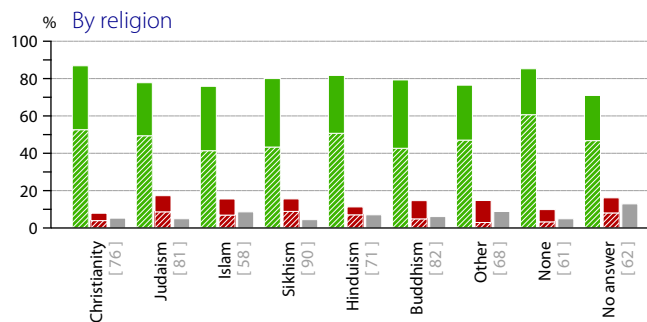
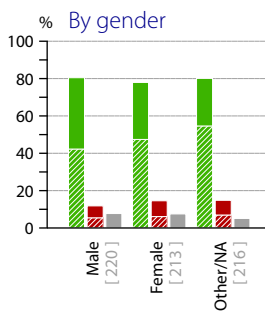
Do you think that you will get at least five good passes in your GCSEs

Experience



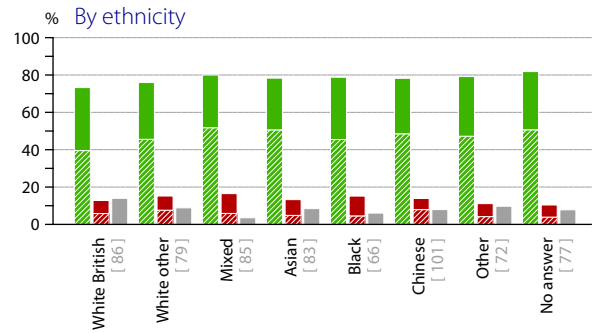
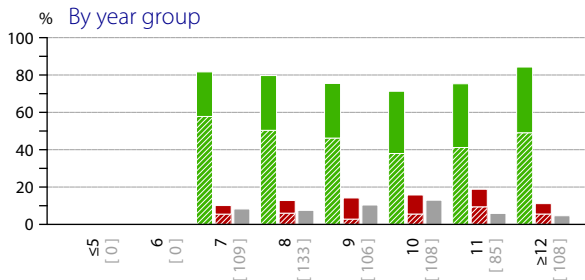
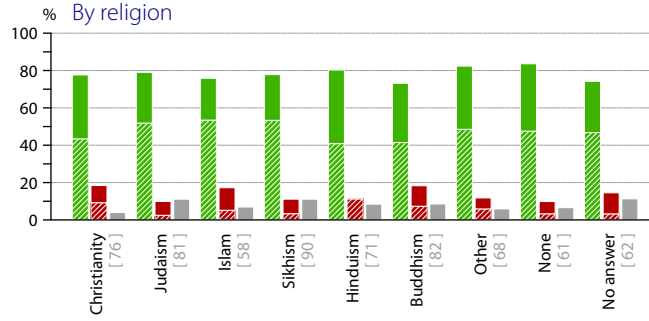
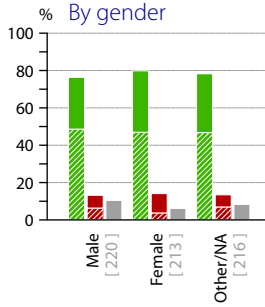
I enjoy taking part in clubs or activities

Experience



It is easy for me to find things to do in my local area

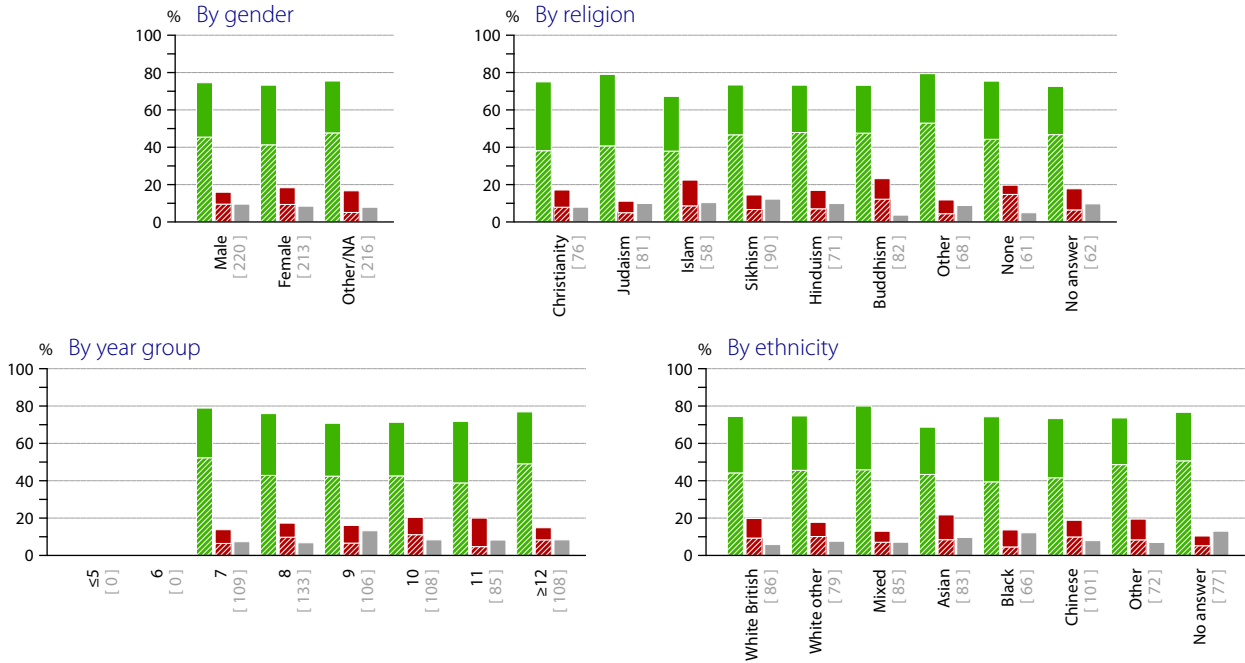
Experience



Making a positive contribution

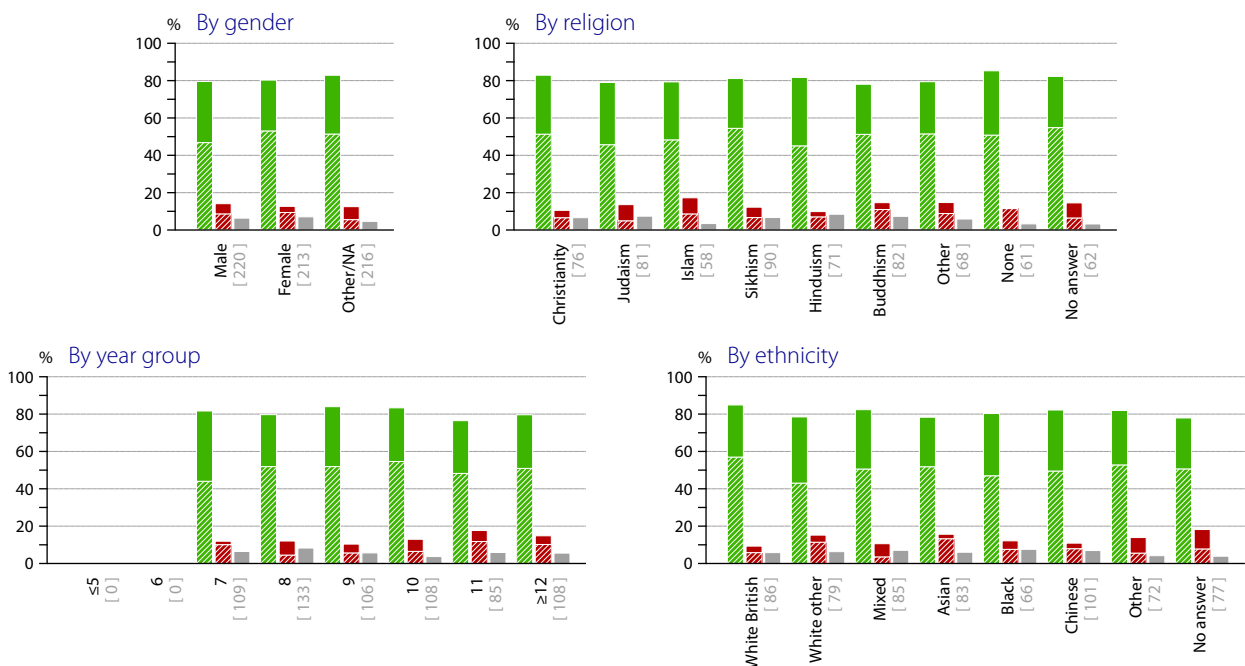
I try to help good causes

Experience



I try to stick to the rules and treat others with respect when I am at school

Experience

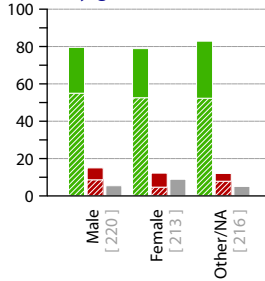


I try to stick to the rules and treat others with respect when I am not at school

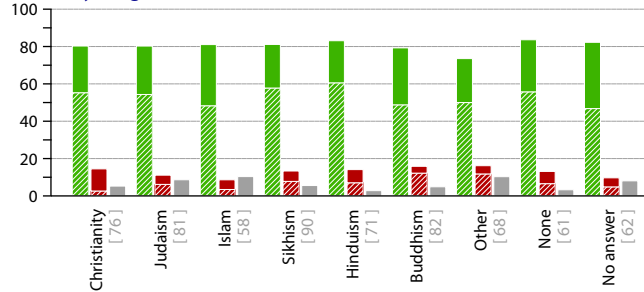
Experience



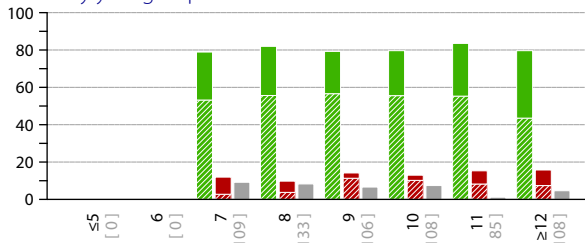
By gender



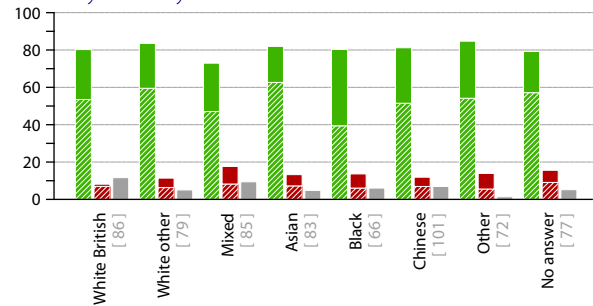
By religion



By year group

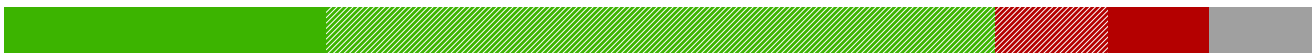


By ethnicity

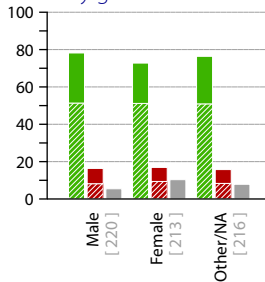


I feel I respond well to any challenges in my life

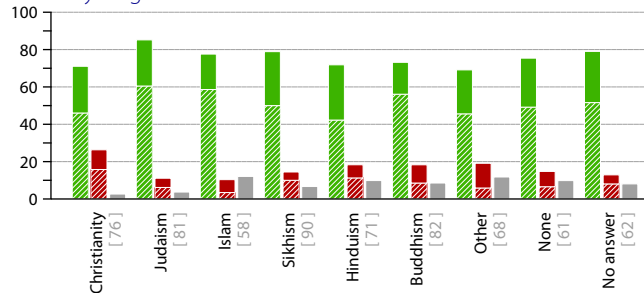
Experience



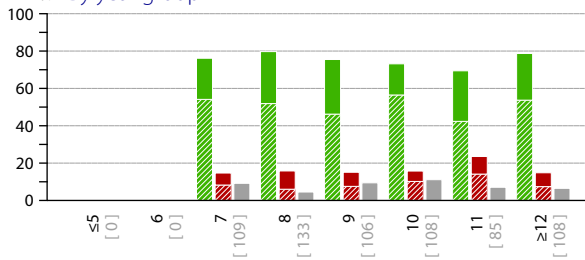
By gender



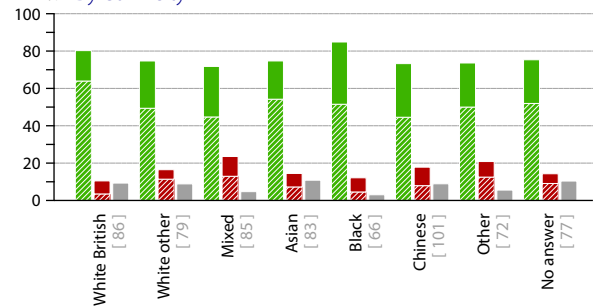
By religion



By year group



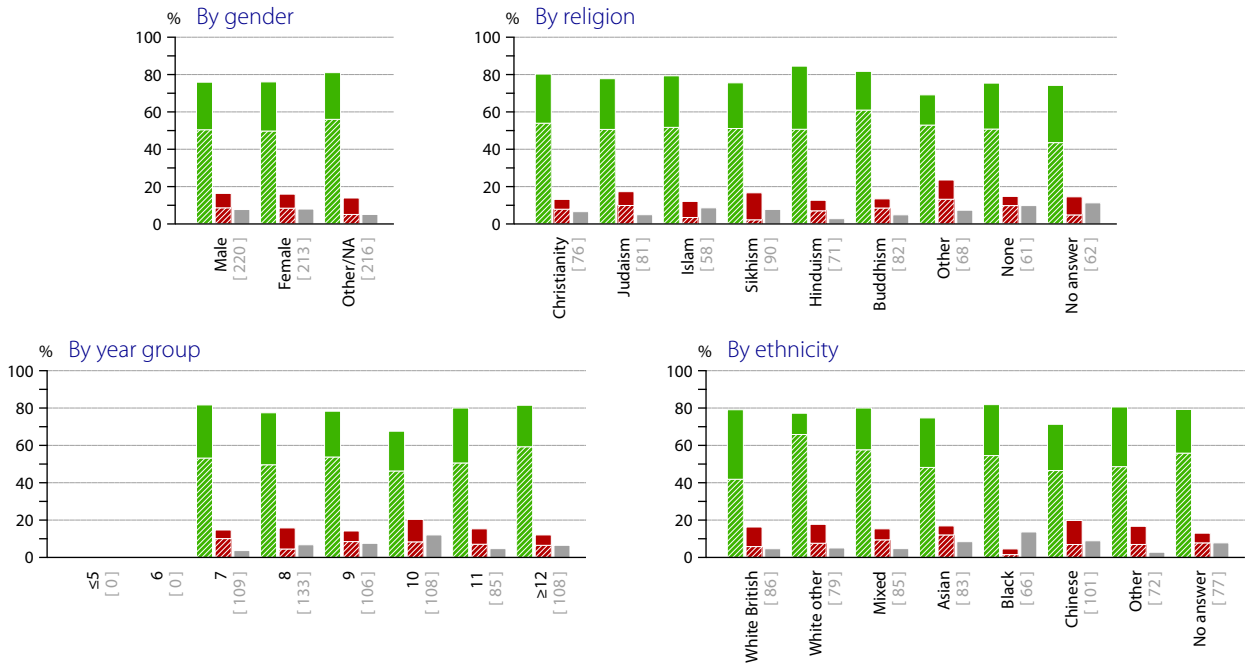
By ethnicity



Achieving economic well-being

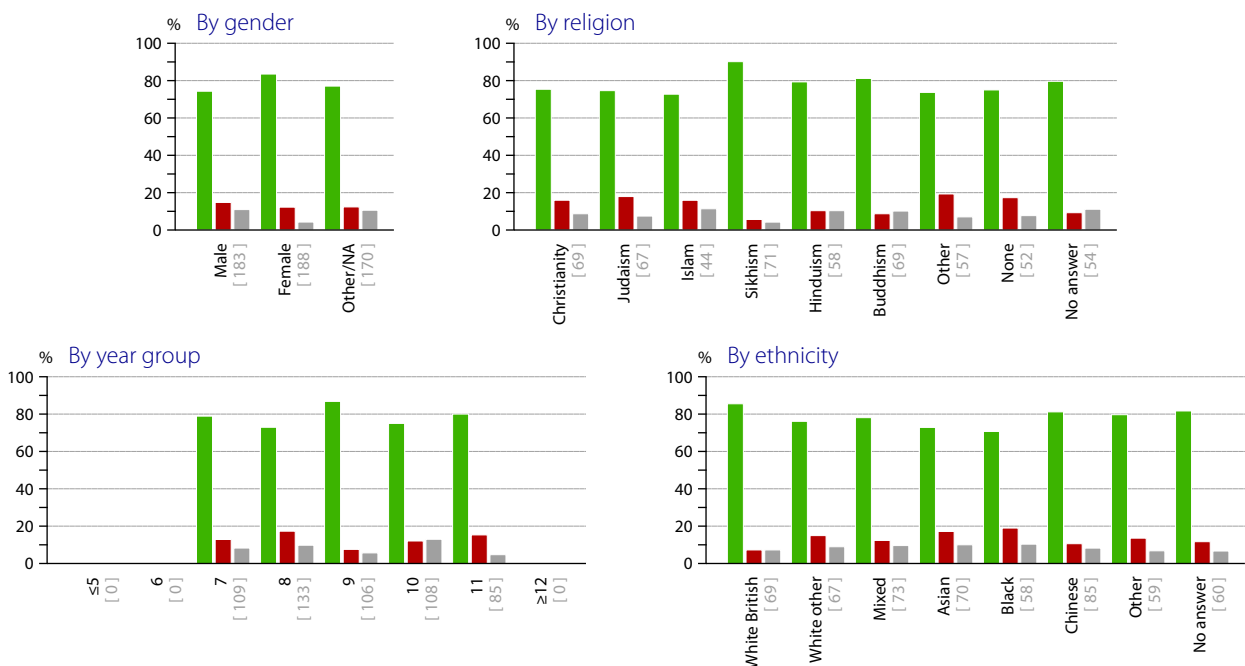
I think that I live in a nice place to grow up

Experience



Will your education/training after Year 11 help you get a job you want?

Experience

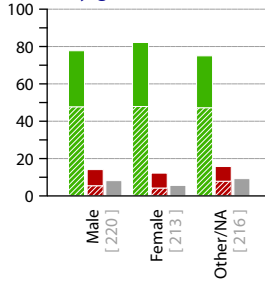


I have good communication skills

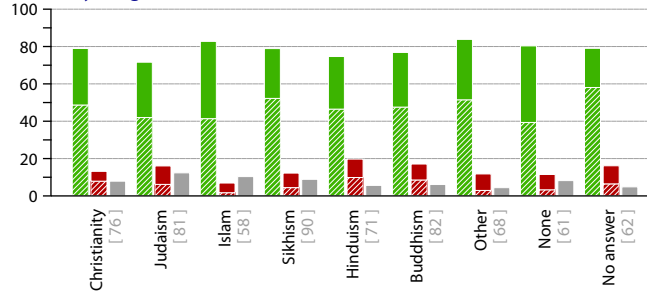
Experience



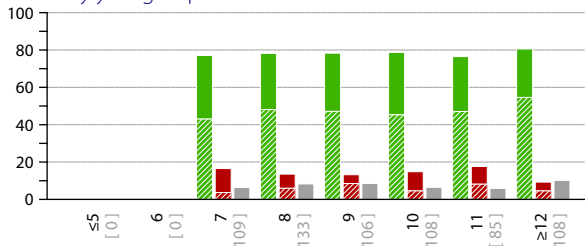
By gender



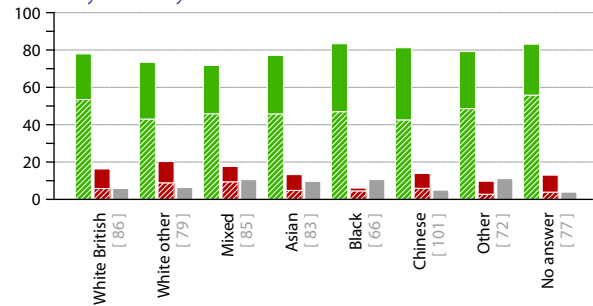
By religion



By year group



By ethnicity

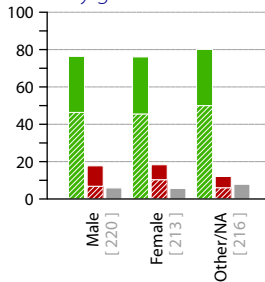


I am good at working in a team

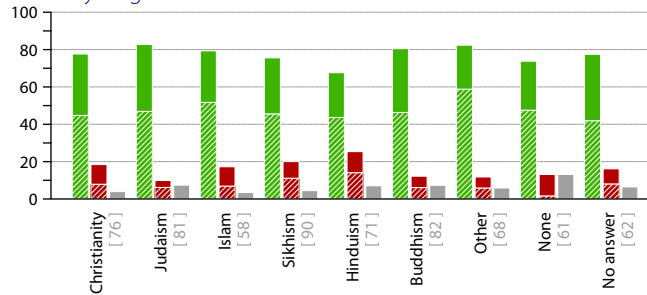
Experience



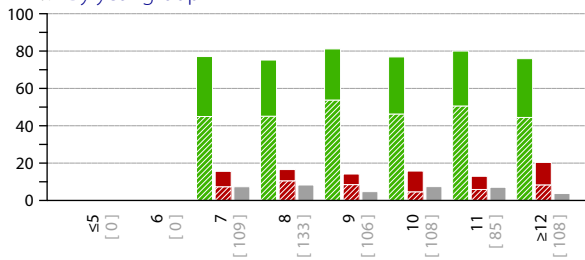
By gender



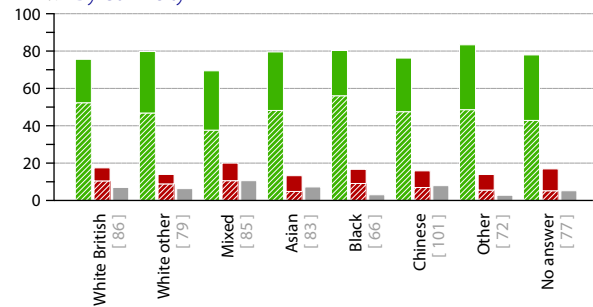
By religion



By year group



By ethnicity

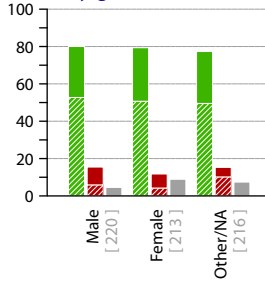


I am well organised and reliable

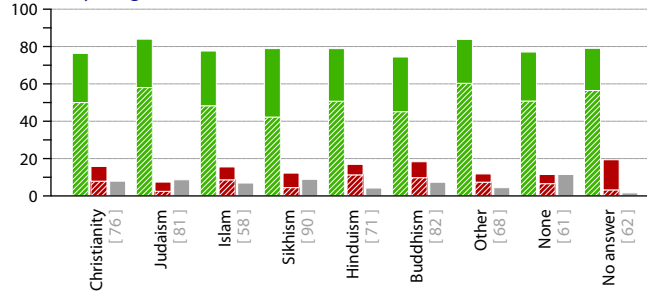
Experience



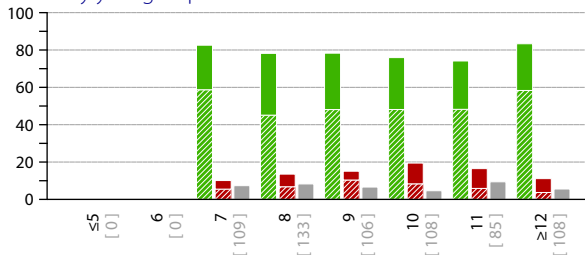
% By gender



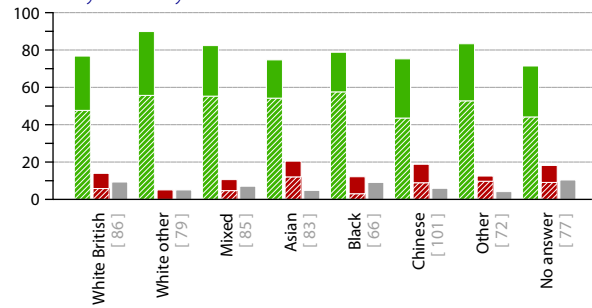
% By religion



% By year group



% By ethnicity



Student voice

This section examines the extent to which students feel that they are listened to by the school, and able to influence the decisions that the school makes which affect them.

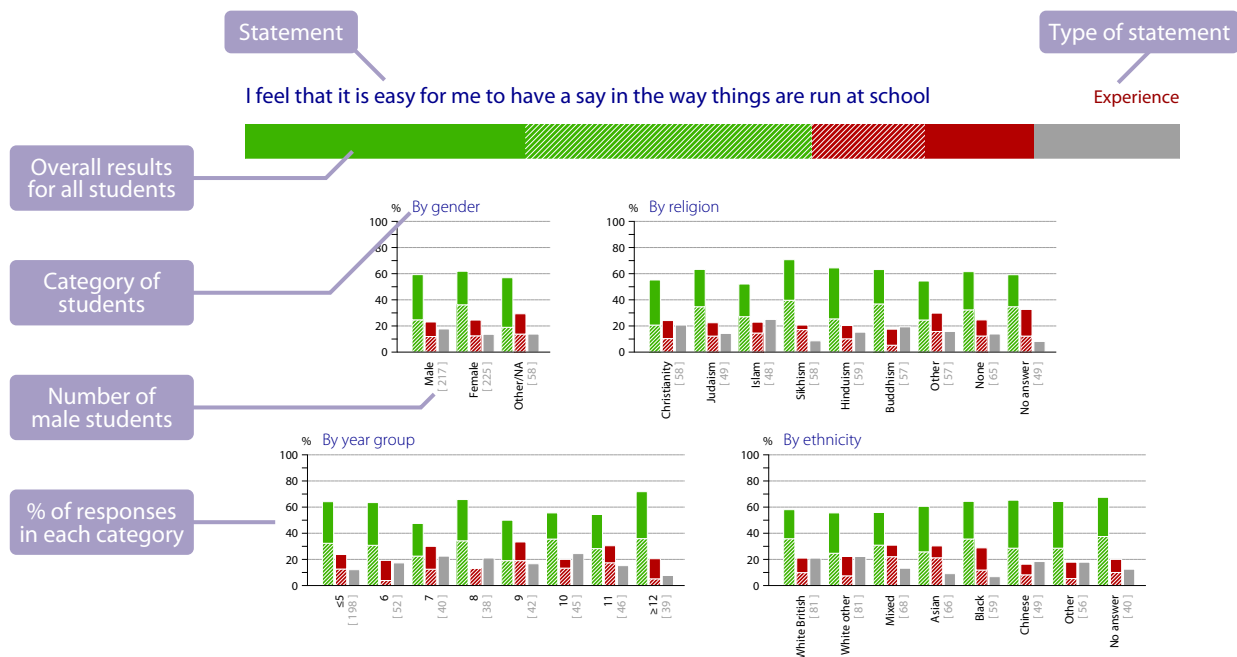
There is evidence to suggest that students who feel that they are listened to are more likely to conform to decisions, even if the actual decision is not what they would have liked. Jean Rudduck in *Pupil voice and citizenship education: A report for the QCA Citizenship and PSHE Team* (2003) suggests that a key factor in ensuring that a consultation process has credibility with students is the way in which the results are fed back to them. It is therefore important that both the results of this *Pupil Perceptions* questionnaire and any action that stems from it are communicated to students.

On page 33, you are shown the proportion of students in the school who responded positively or negatively to each statement. Students selected their response for each statement from the following options:

- Agree strongly
- ▨ Agree
- ▨ Disagree
- Disagree strongly
- Don't know/do not wish to answer.

The responses for each statement are also broken down by gender, religion, year group and ethnicity. The number of students in each category is shown in square brackets.

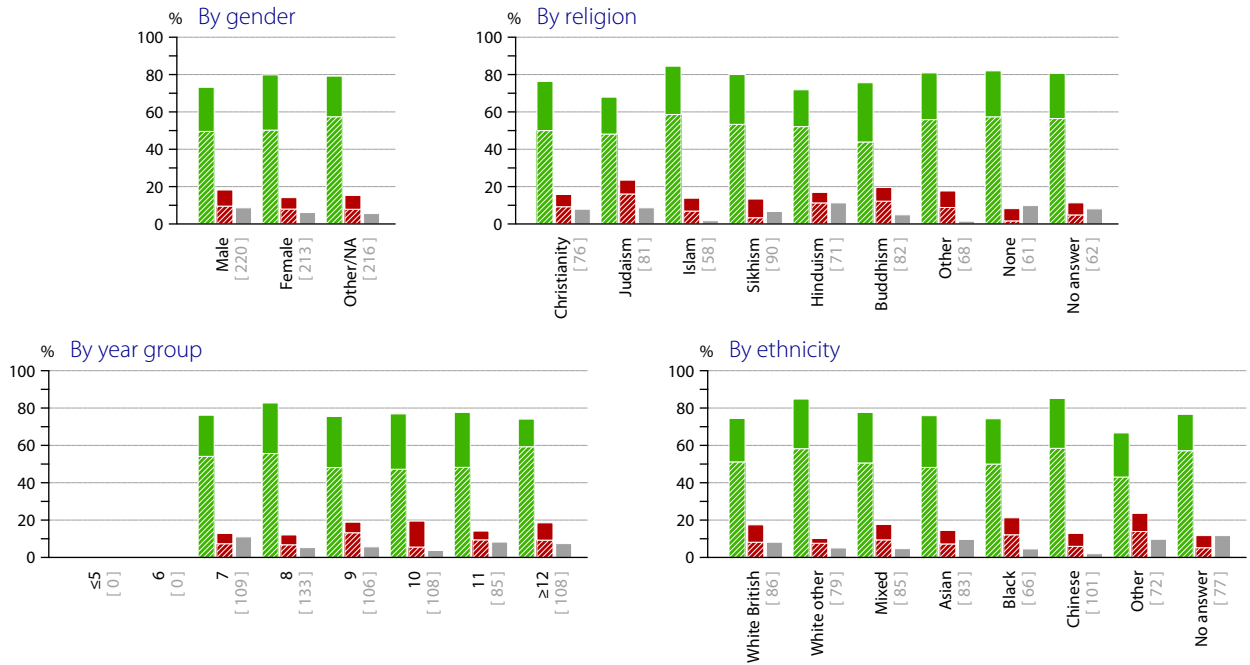
A guide showing how to read the information on page 33 is provided below:



Student voice

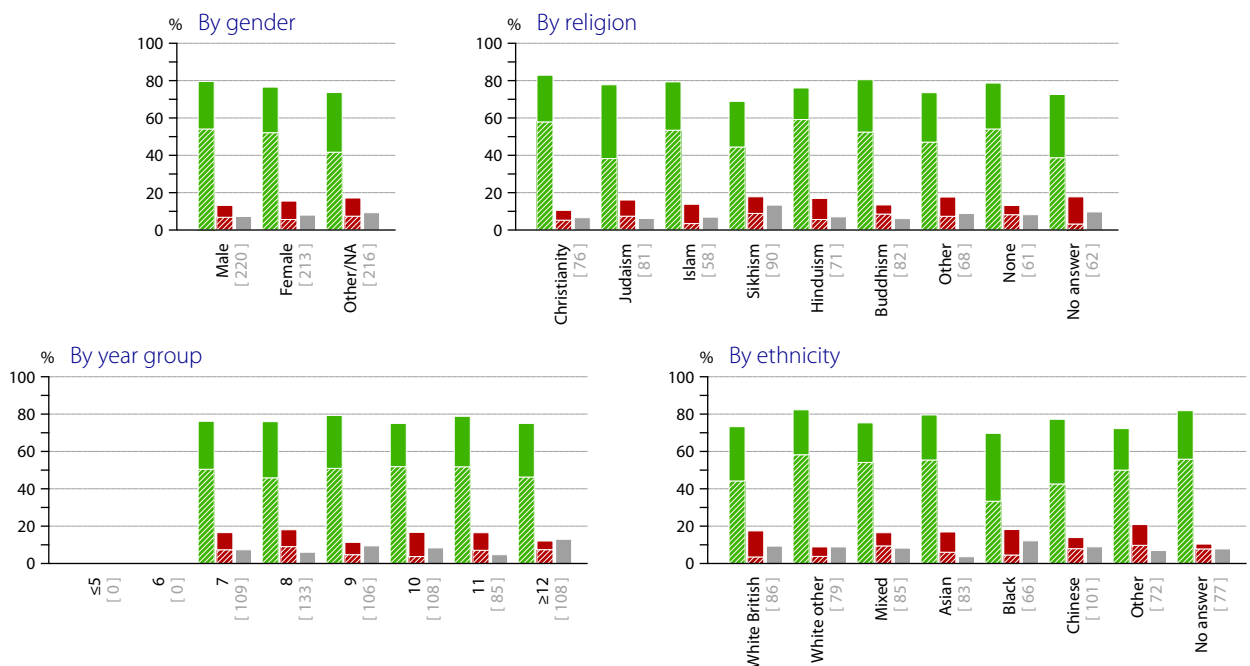
I feel that it is easy for me to have a say in the way things are run at school

Experience



The things I say in this questionnaire will be taken seriously by the school

Experience



Influence of others

This section provides details of students' perceptions about the efforts that are made on their behalf by various people, with regard to health and well-being issues.

Students were asked to consider the following groups of people:

- Teachers and other adults in school
- Friends
- Family and/or carers
- Police
- Health professionals (eg doctors)
- People connected with the student's religion
- Other professionals (eg social workers).

Students who stated that they were not religious were not asked about the influence of people connected with their religion, and so are not included in the data set for this element of the statements. 61 students stated that they were not religious.

Student responses by outcome

Each 'influence' statement is shown on pages 36 to 43. For each statement, you are shown the proportion of students in the school who responded positively or negatively. Students selected their responses from the following options:

- Agree strongly
- ▨ Agree
- ▨ Disagree
- Disagree strongly
- Don't know/do not wish to answer.

Students who stated that they were in Year 12 or above were asked who *had* helped them choose good options for education or training after Year 11.

The responses for each of the statements are also broken down by whether students responded positively or negatively to the 'experience' statements/questions for the relevant area. (The number of students who responded positively/negatively is shown in square brackets.)

The results for students who responded positively to the experience statements/questions illustrate that the efforts of these groups of people correlate with positive outcomes. The results for students who responded negatively to the experience statements/questions illustrate that the efforts of these groups of people are not translating into positive outcomes for the student.

For example, if a group of people are perceived as having an effect only by the students who responded positively to the experience statements/questions, a change in approach towards the students who responded negatively to the experience questions may be required.

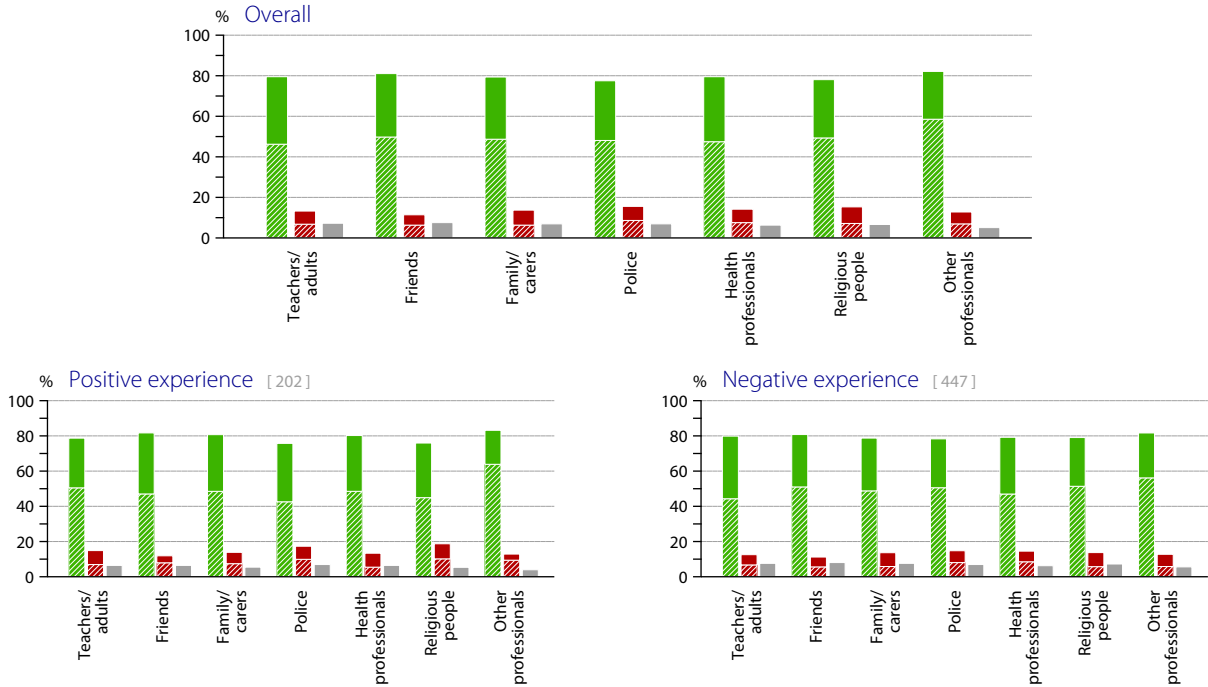
A guide showing how to read the information on pages 36 to 43 is provided below:



Being healthy

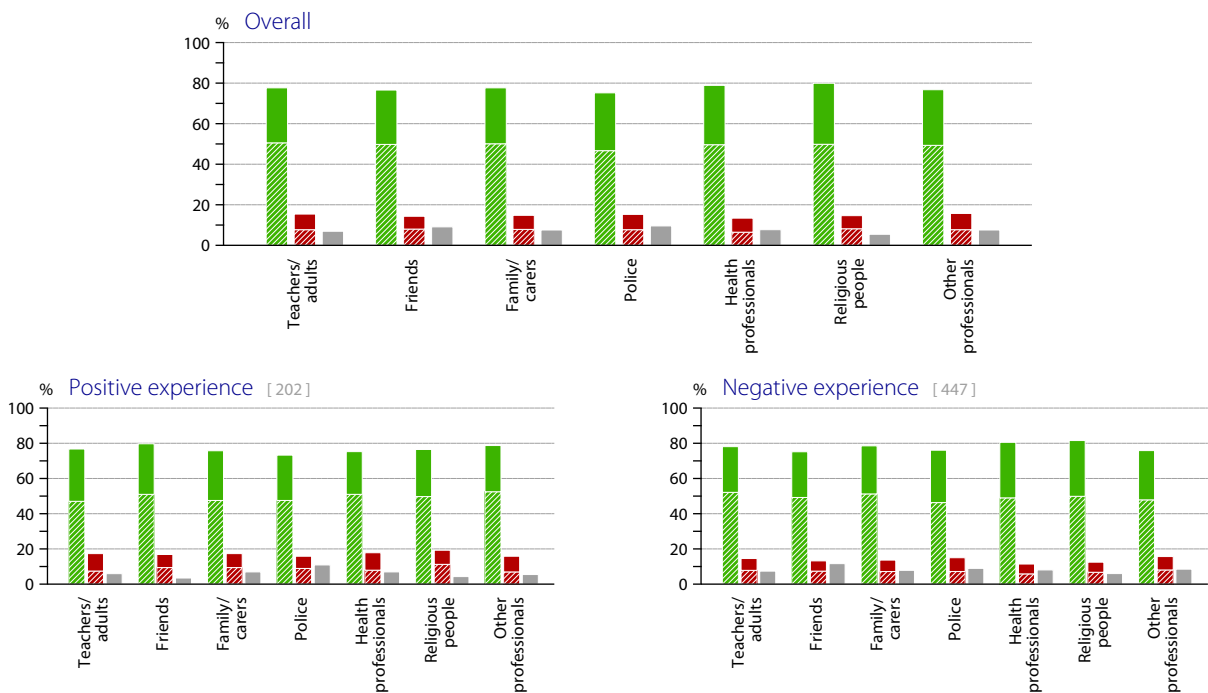
The following people help to keep me healthy:

Influence



If I had a problem, I would feel happy to talk to:

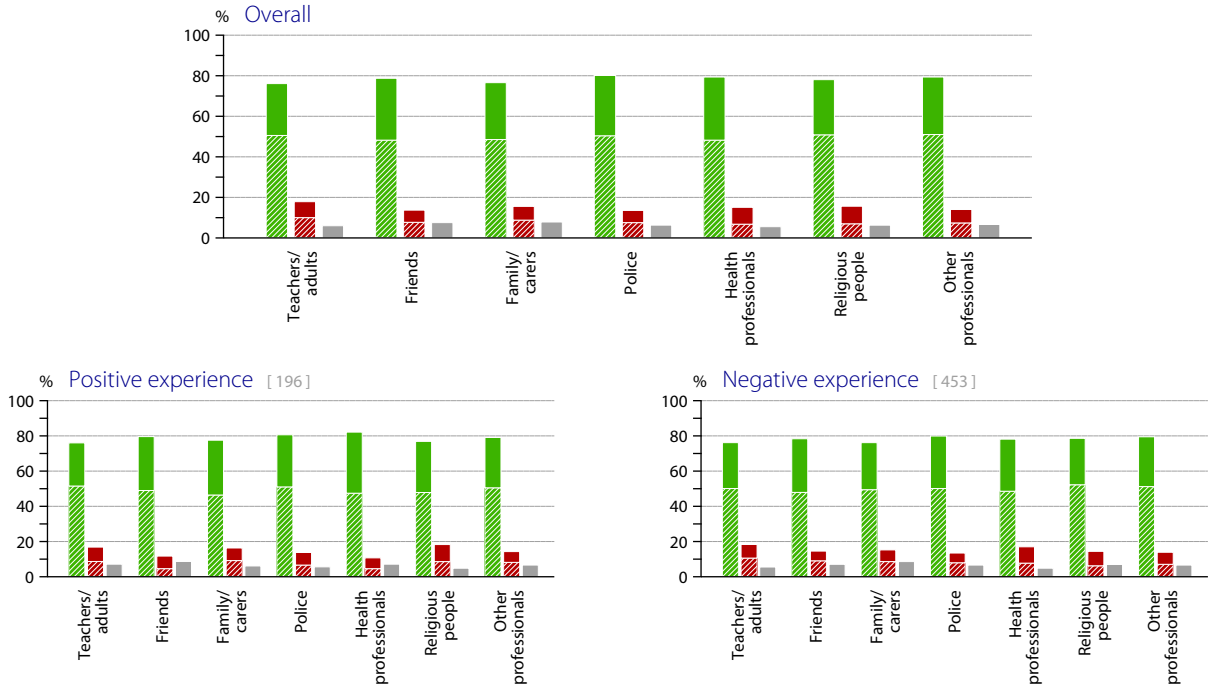
Influence



Staying safe

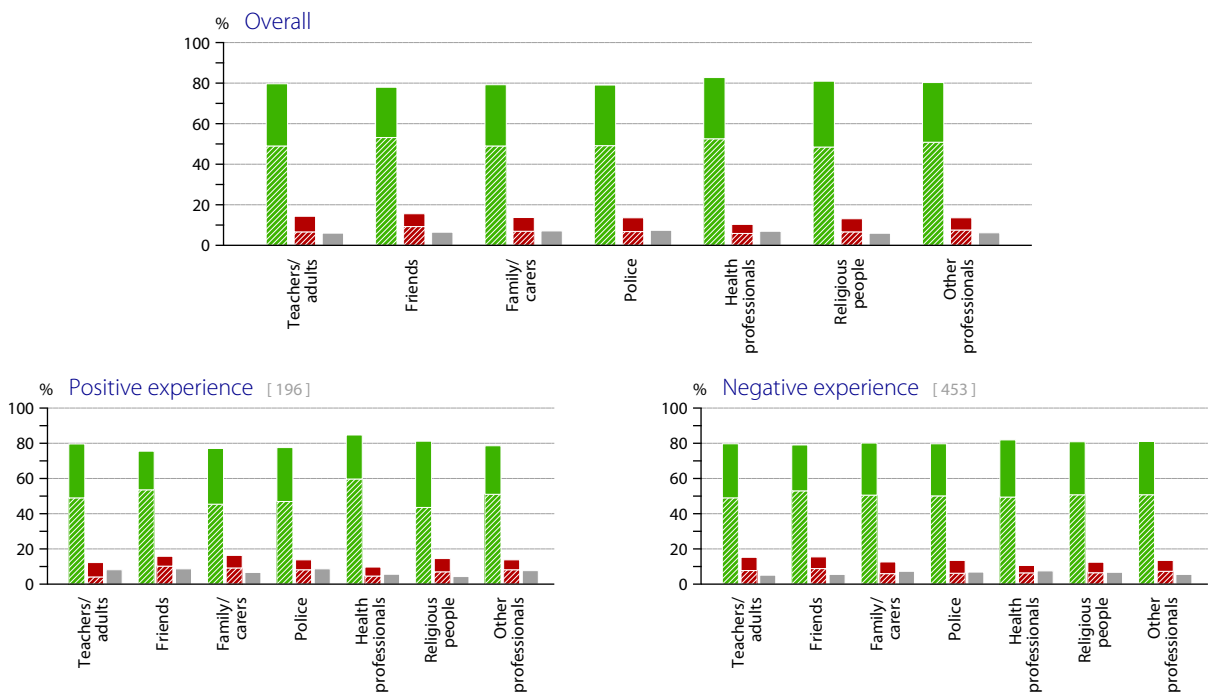
The following people help to keep me safe:

Influence



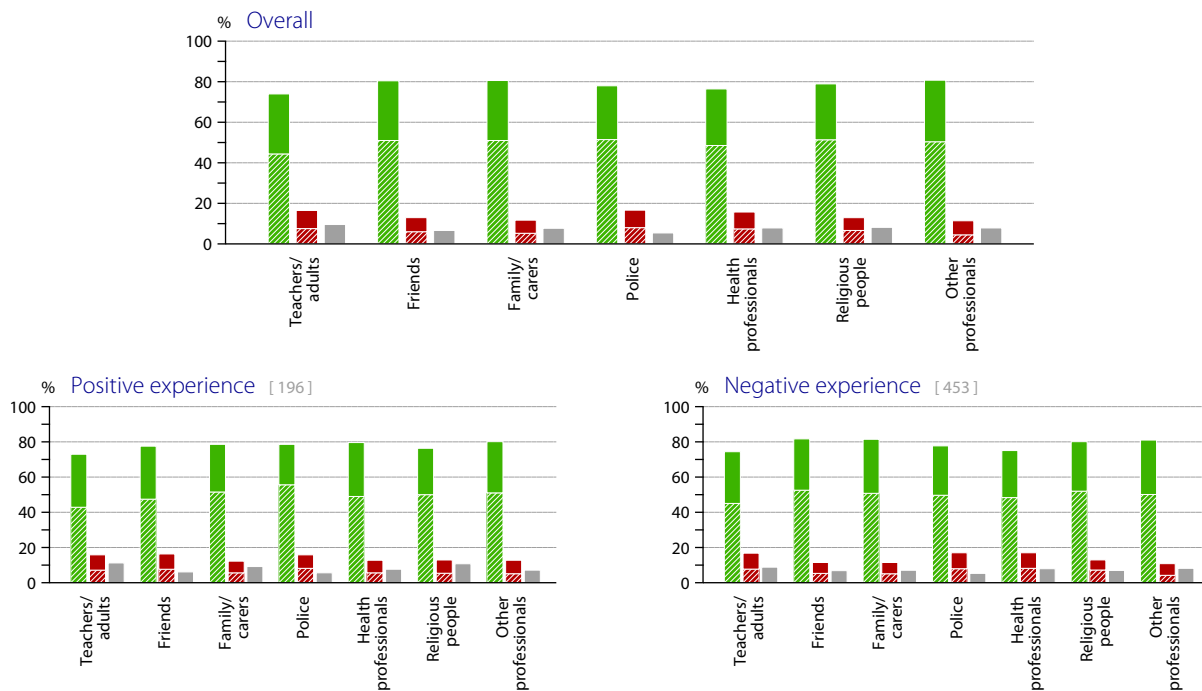
If I was being bullied or felt unsafe, I would feel happy to talk to:

Influence



If I was being bullied, the following people would help to stop it:

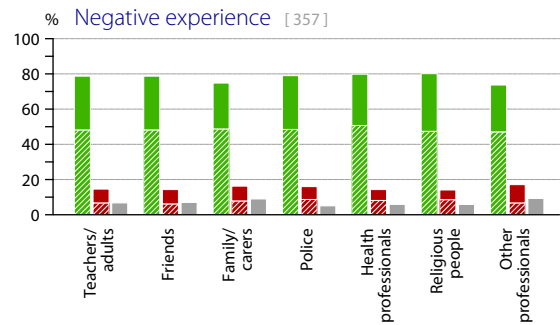
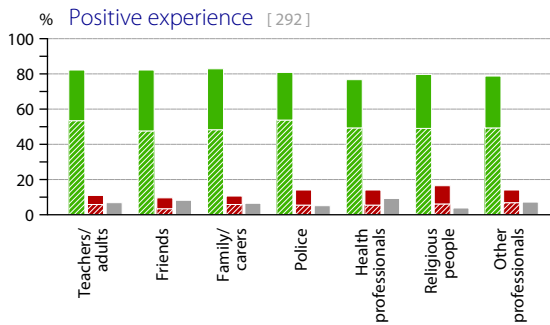
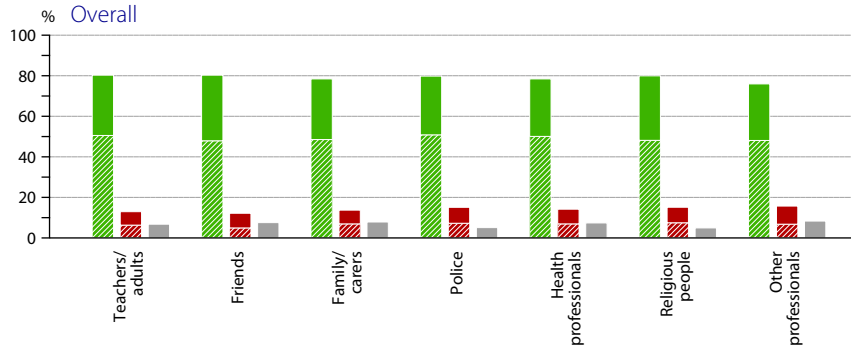
Influence



Enjoying and achieving

The following people help me to achieve at school:

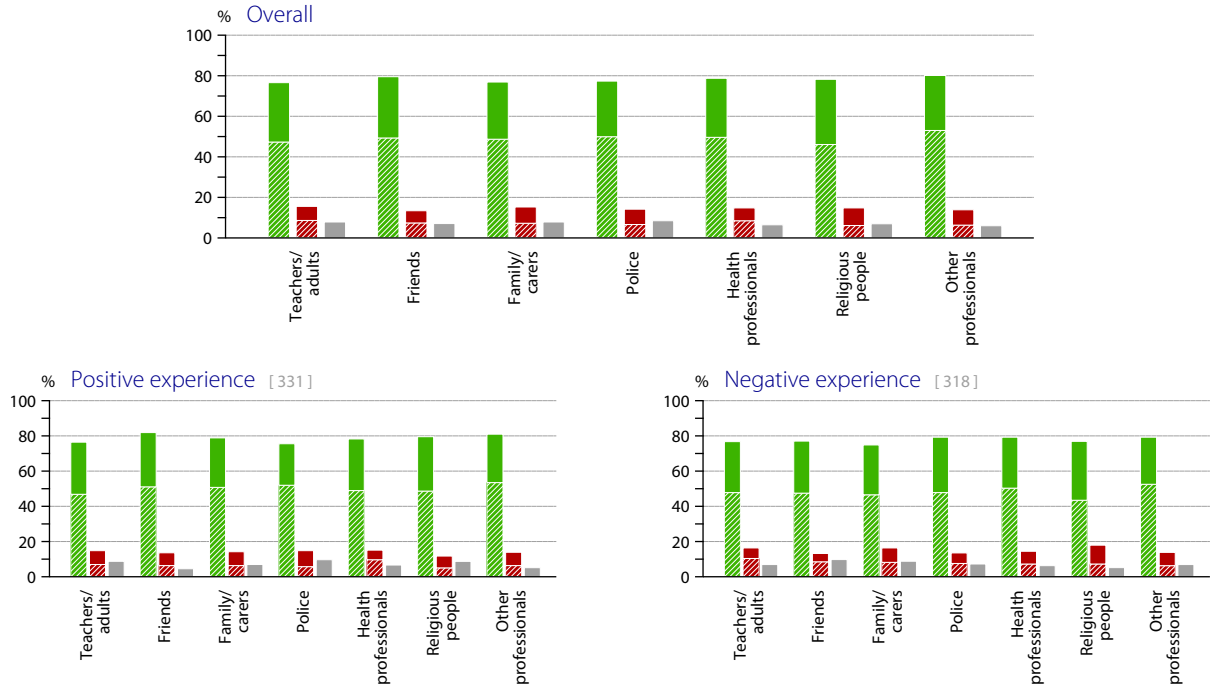
Influence



Making a positive contribution

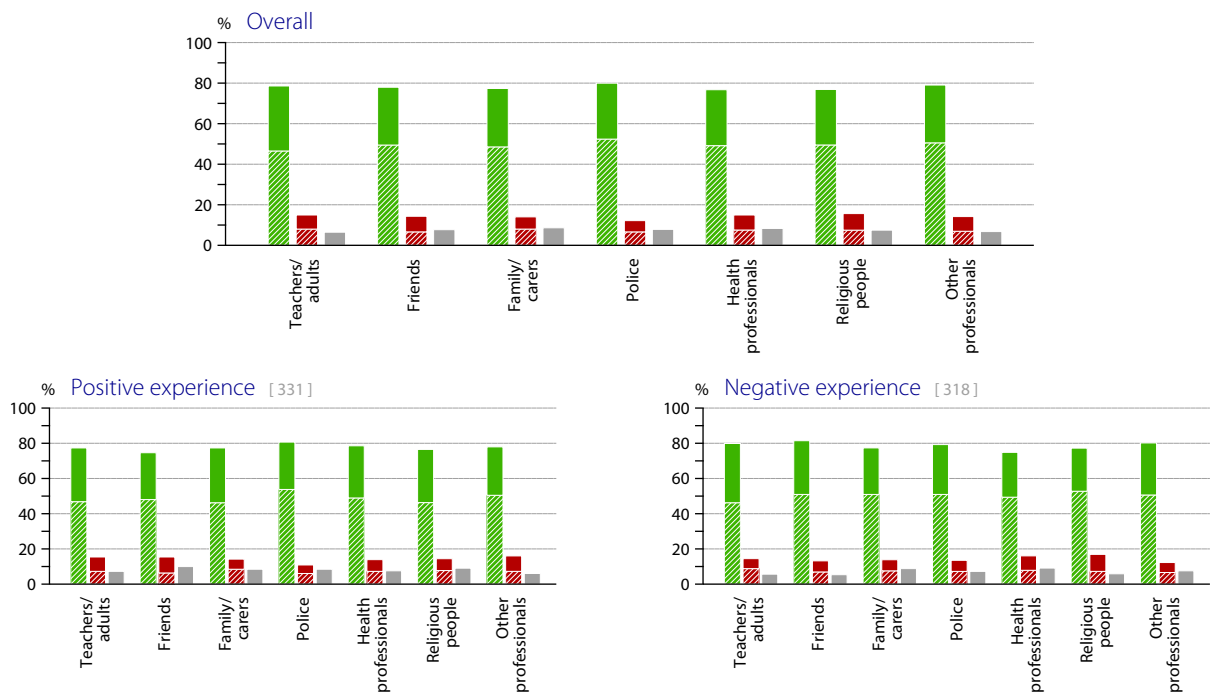
The following people help me to stick to the rules and treat others with respect:

Influence



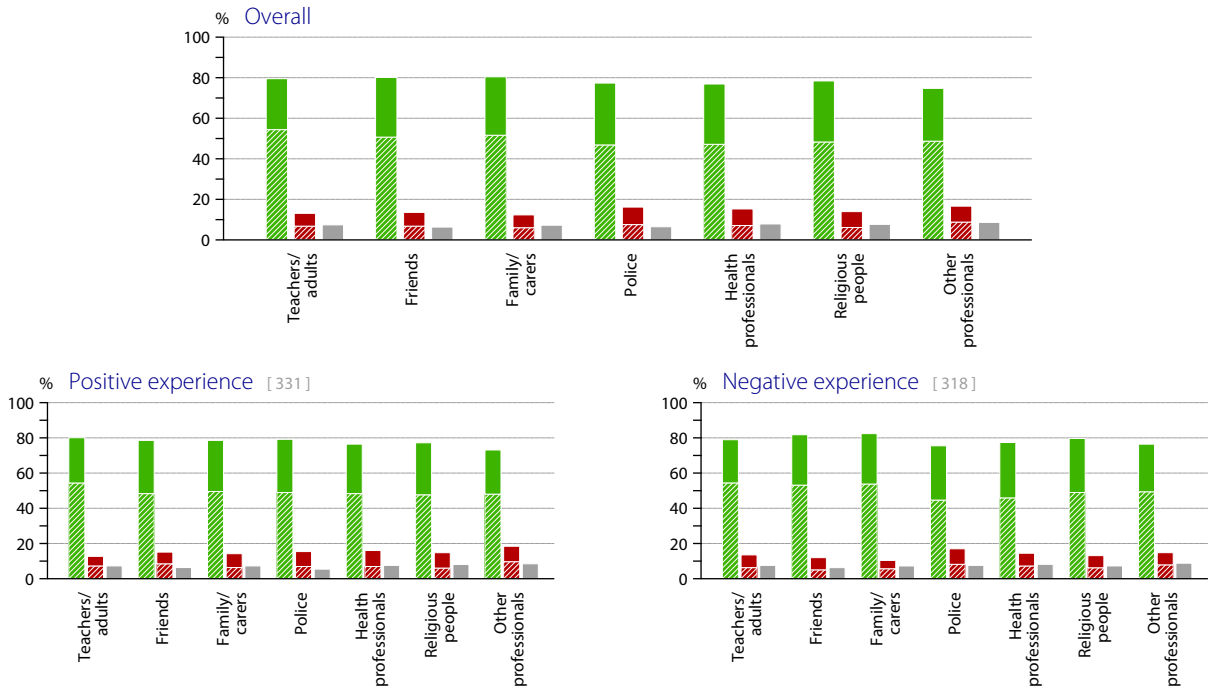
The following people stick to the rules and treat others with respect:

Influence



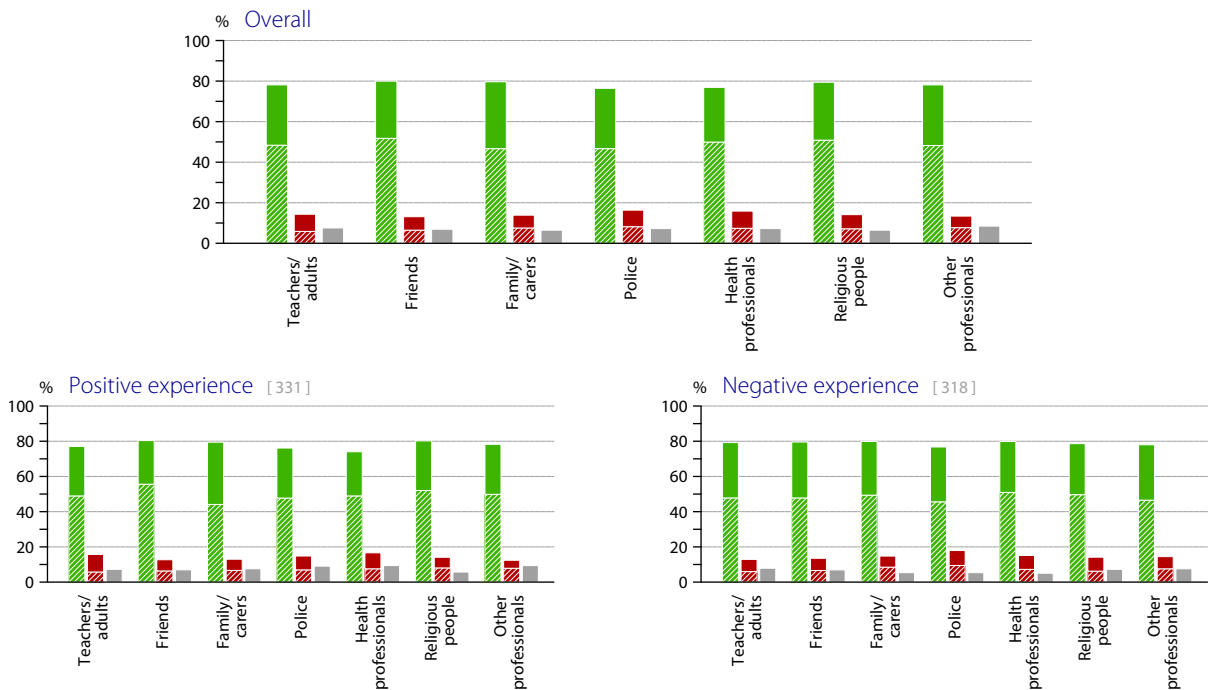
The following people help to discourage prejudice and discrimination:

Influence



The following people help me to respond well to the challenges in my life:

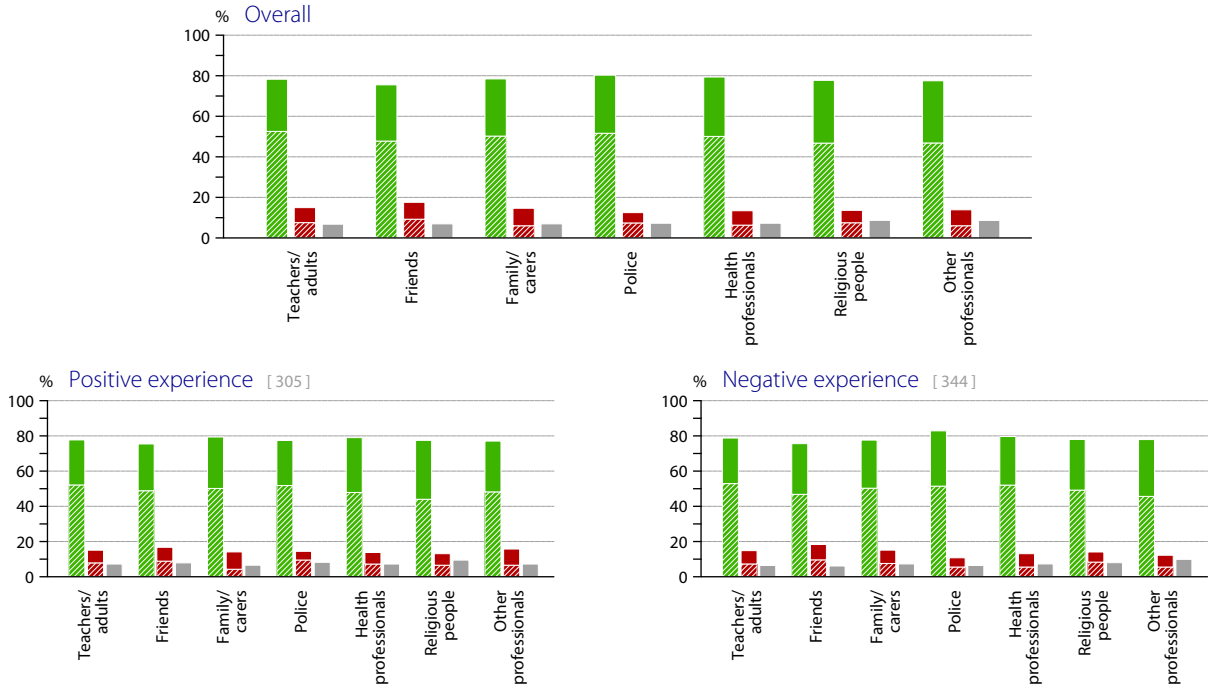
Influence



Achieving economic well-being

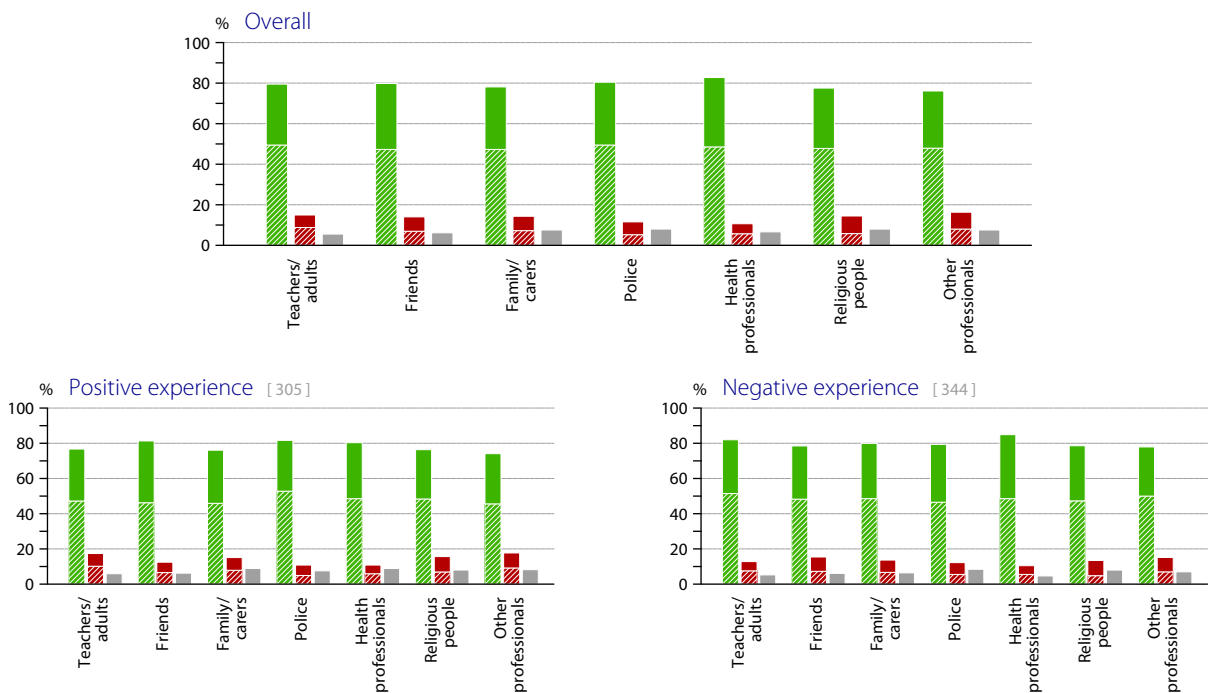
The following people improve the place where I live:

Influence



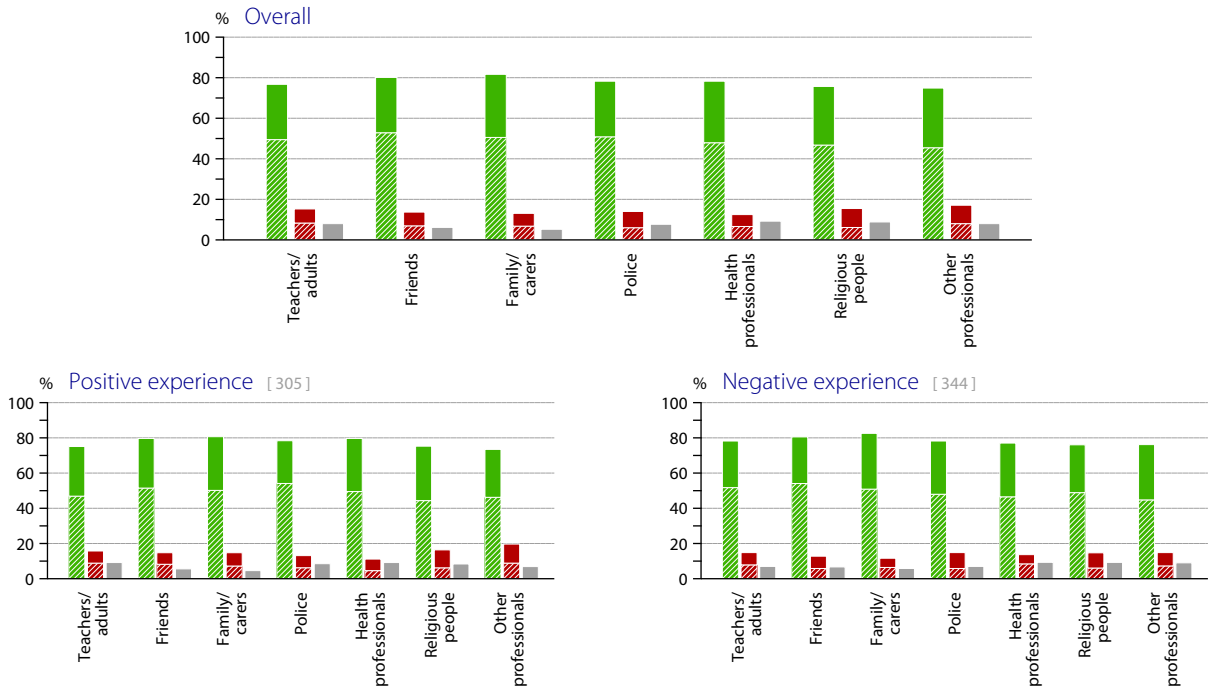
The following people improve my chances of doing what I want to do after Year 11:

Influence



The following people help to prepare me for employment:

Influence

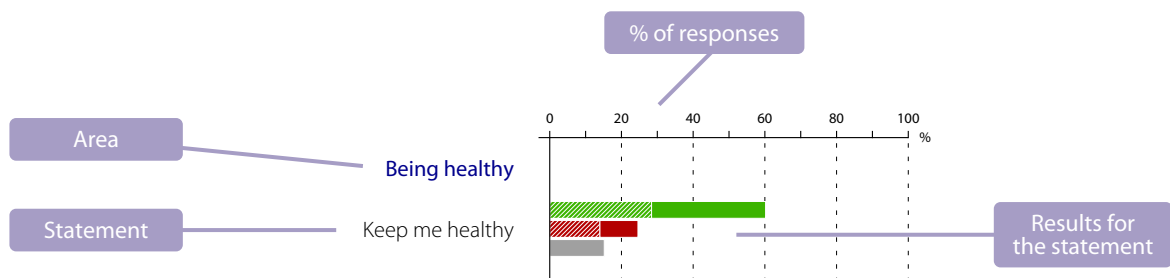


Student responses by category of people

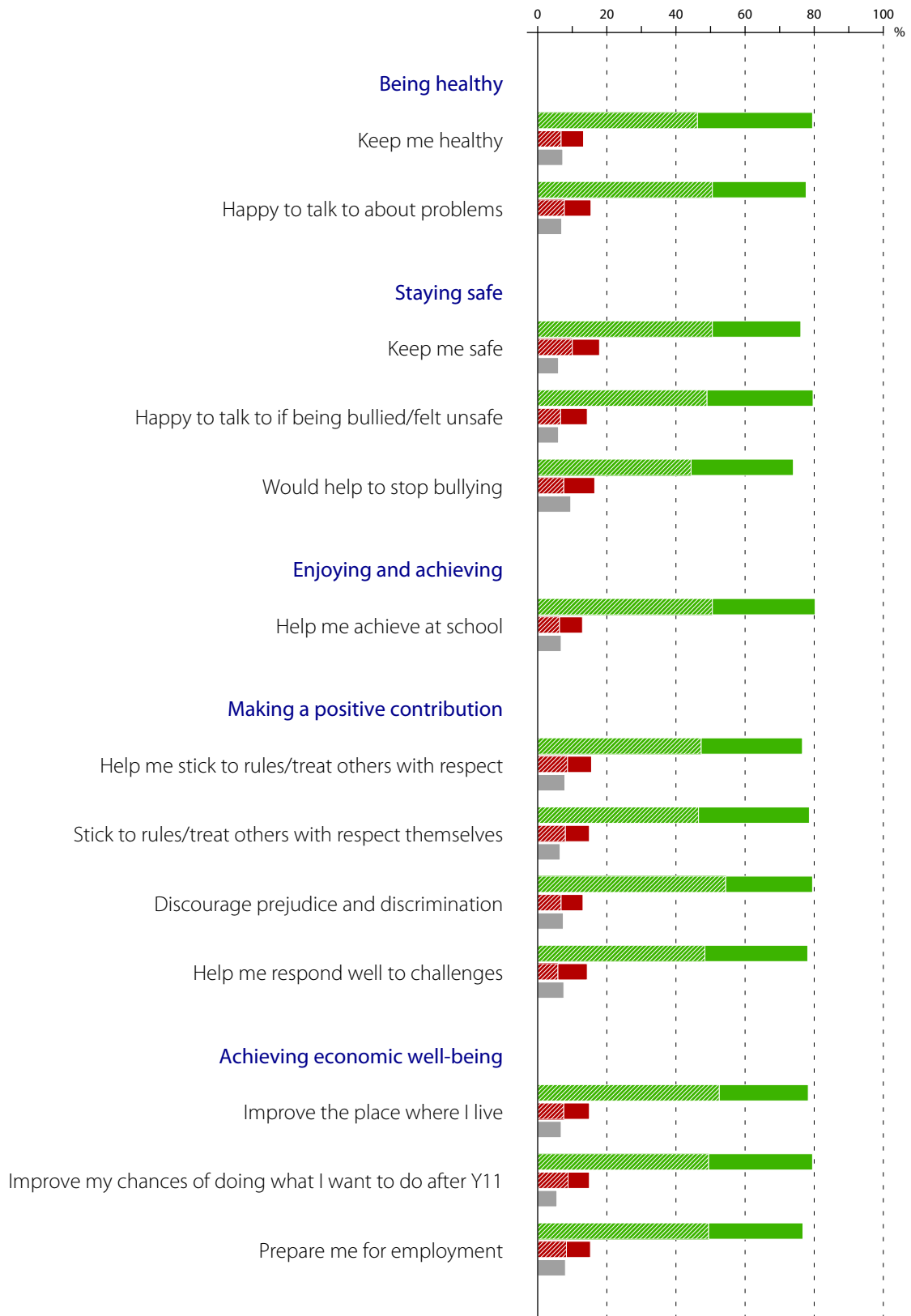
Each of the groups of people is shown on pages 44 to 50. For each group of people, you are shown the proportion of students in the school who responded positively or negatively to each 'influence' statement, eg *The following people help to keep me safe*. Students selected their response for each statement from the following options:

- Agree strongly
- ▨ Agree
- ▨ Disagree
- Disagree strongly
- Don't know/do not wish to answer.

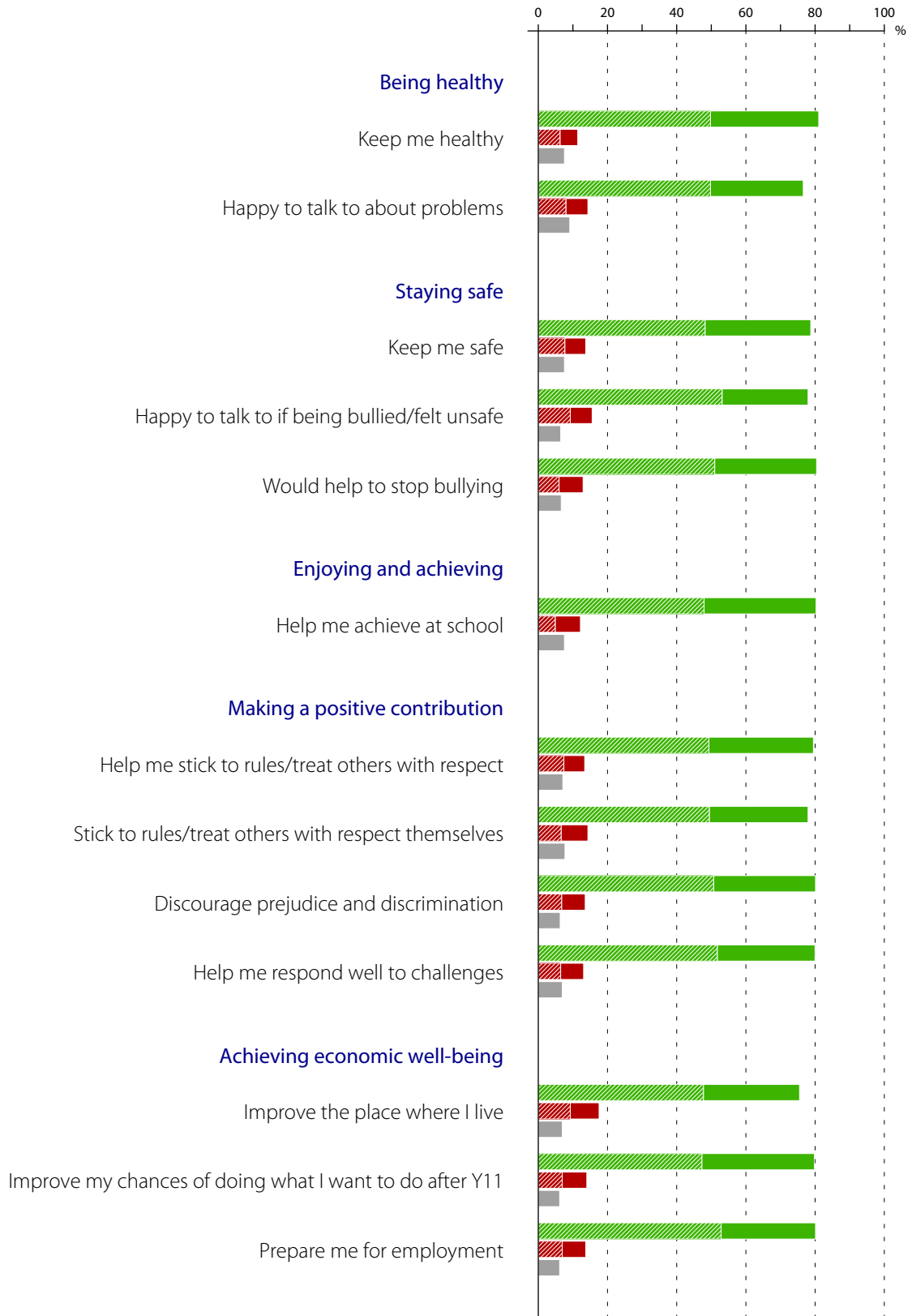
A guide showing how to read the information on pages 44 to 50 is provided below:



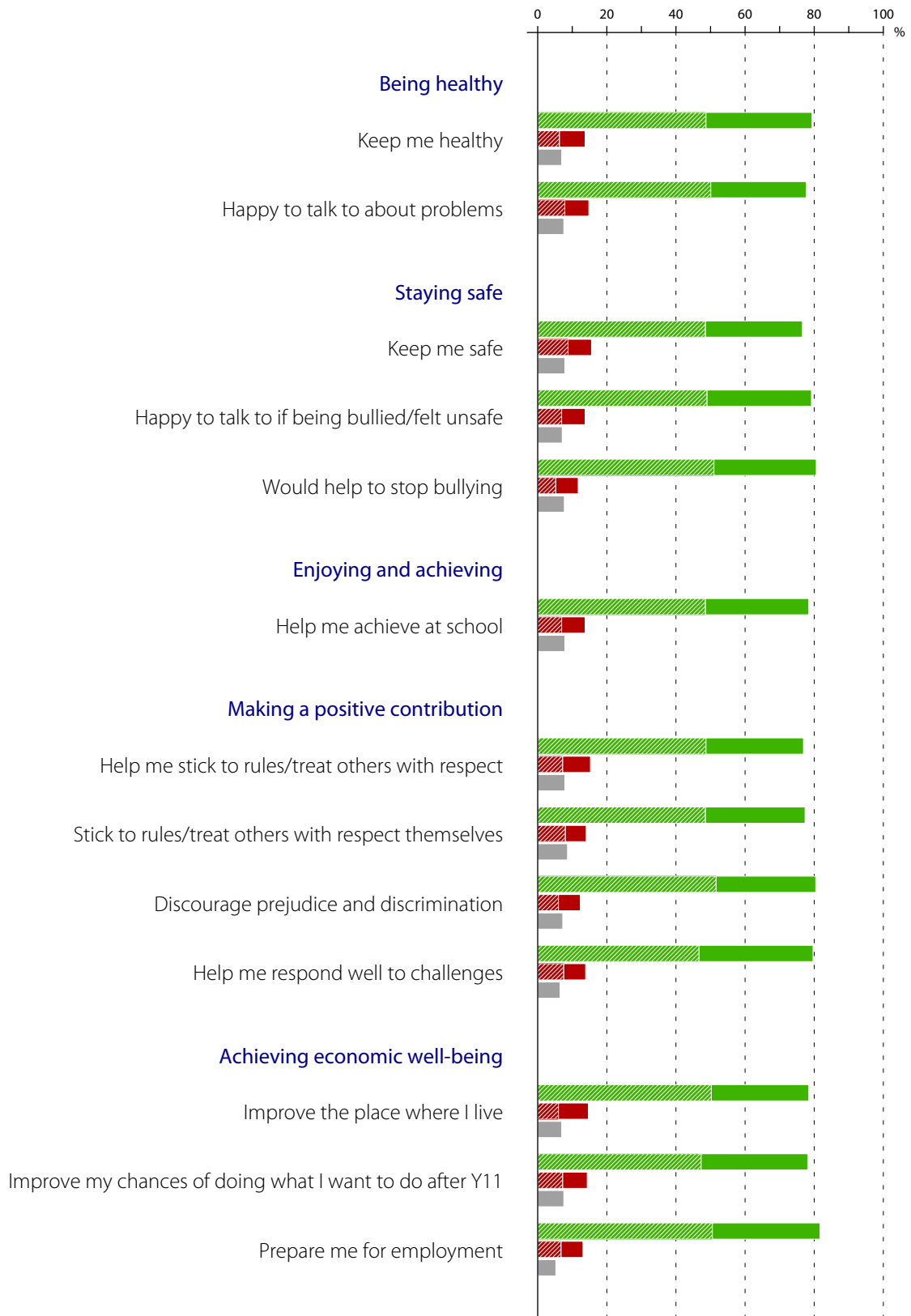
Teachers and other adults in school



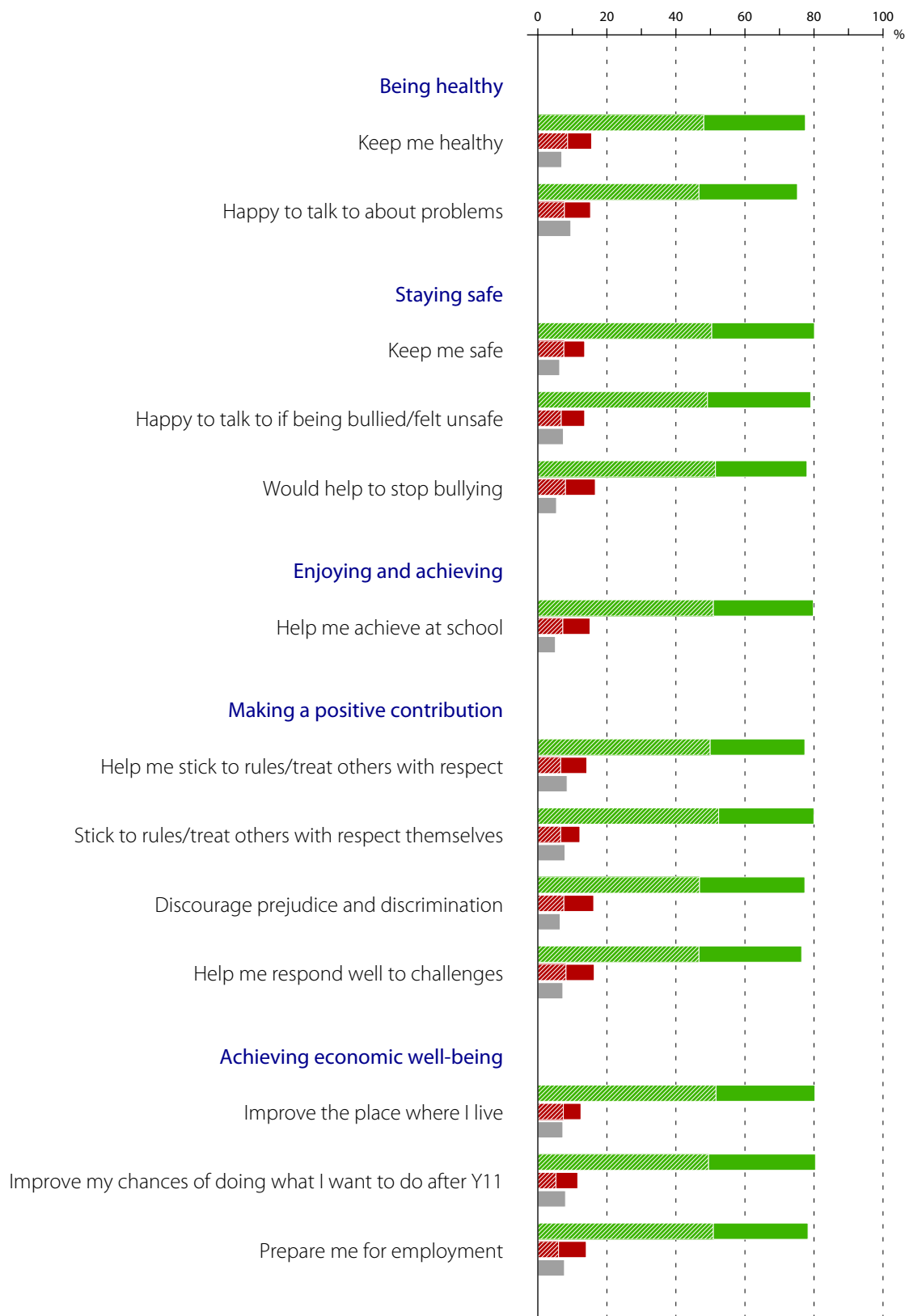
Friends



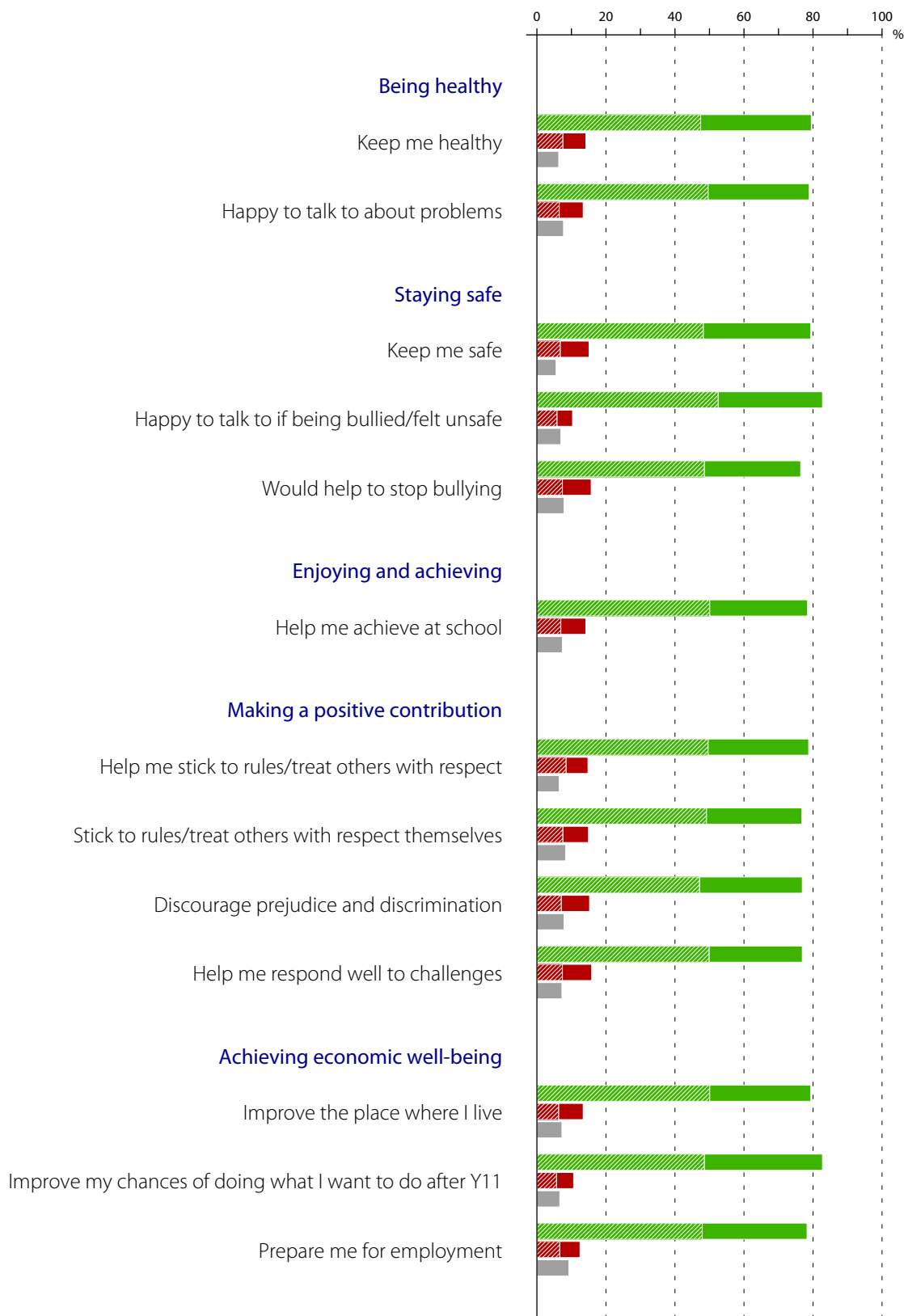
Family and/or carers



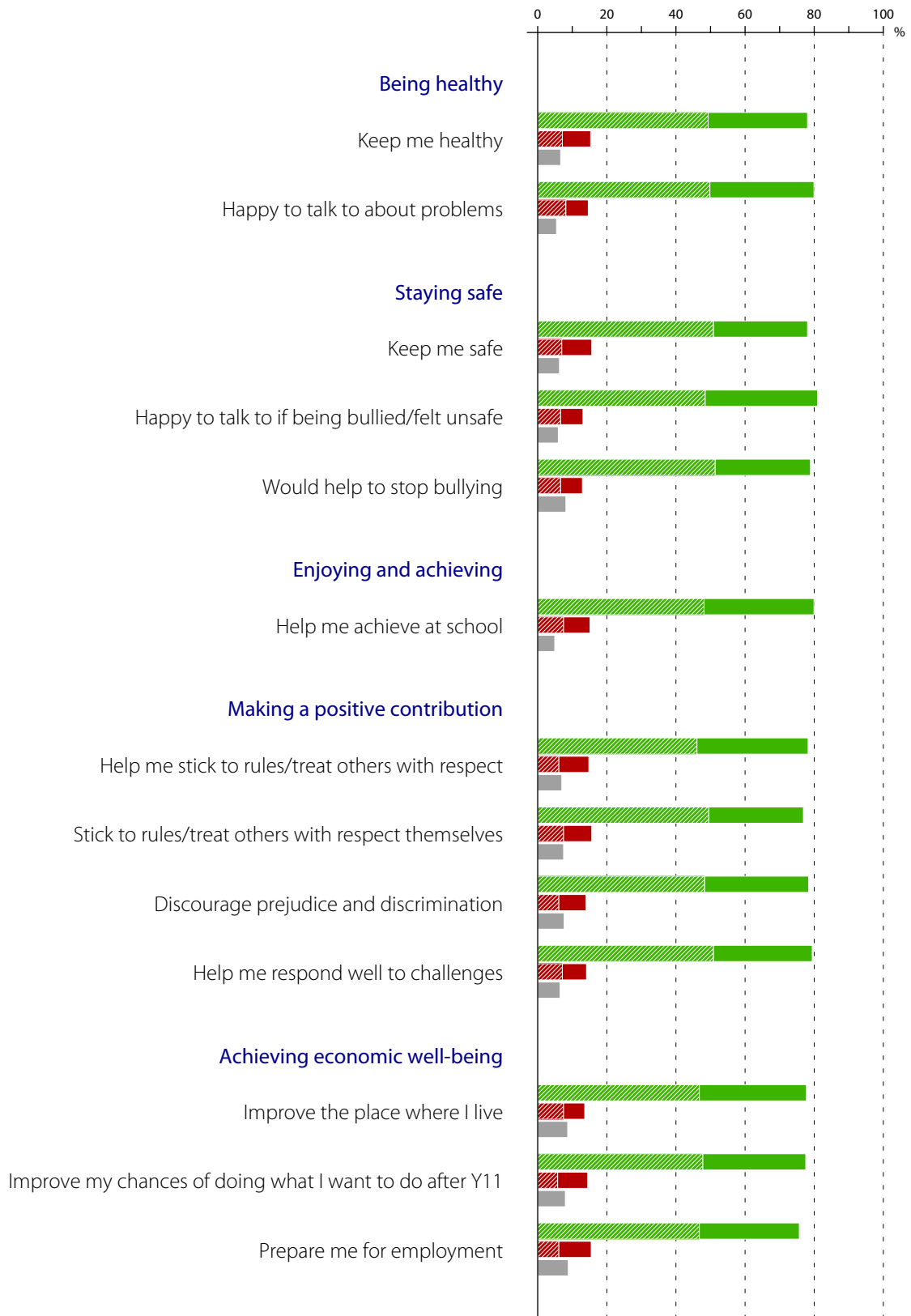
Police



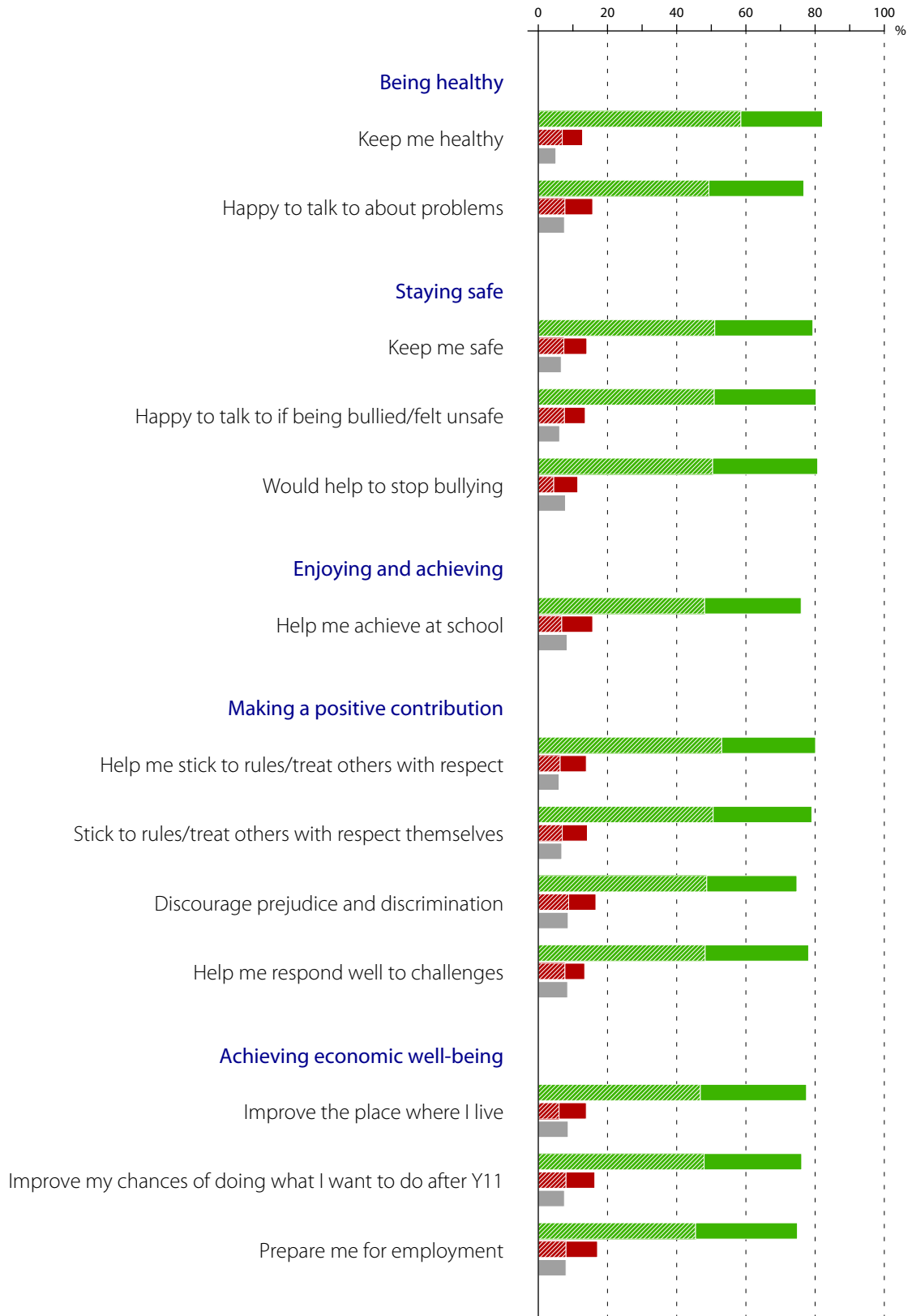
Health professionals



People connected with the student's religion



Other professionals



Individual responses

Pupil Perceptions provides an opportunity for students to express any concerns that they may have about their own experience. This section shows each student's overall Readiness for Learning Score, along with the particular areas in which they gave negative responses. The purpose of this section is to identify students for whom further investigation or intervention may prove valuable.

It is important to remember that *Pupil Perceptions* provides an opportunity for students to express concern; it does not guarantee that they will take this opportunity.

The students are identified in this section by the number that was allocated to them along with the linked password for them to complete the online questionnaire. For reasons of confidentiality and data protection, the list of which student number (and password) corresponds with which student is maintained only by the school. Neither Anspear nor any other agency has any way of identifying the names of students from their passwords or numbers.

The first entry in the table on pages 53 to 61 for each student number is their Readiness for Learning (RfL) Score. This is an overall score calculated on a scale from 0-5 using their responses to the survey as a whole, with higher scores indicating more positive perceptions. For more information about RfL, see the *Appendix*. As a very general guide, a score of 3.5 or above shows a student whose experience is generally positive (although they may still have concerns in some areas). A student scoring 2.5 or below is likely to have given multiple negative responses in several areas.

For each student number, the table then shows whether the responses that students gave in each area were rated as generally positive or negative, as follows:

- Students responded positively to at least one relevant statement/question, and did not give any negative responses.
- Students gave negative responses to up to 25% of relevant statements/questions (one or two negative responses, depending on the number of statements/questions in each area).
- Students gave negative responses to more than 25% of relevant statements/questions.
- Students responded 'Don't know/do not wish to answer' to every relevant statement/question.

The relevant statements/questions for these ratings are those that ask students how issues relate to them personally, eg *I feel safe from other people when I am at school* (ie 'experience' statements/questions). The ratings do not take into account the statements that ask students to reflect on the effect of other people, eg *The following people help to keep me safe* (ie 'influence' statements).

The student numbers shown in the table are in no way prioritised, as that would require a detailed knowledge of the students and their circumstances. Clearly, some form of action may need to be taken on behalf of the school in order to help some, if not all, of the students who gave negative responses. Whether and how this should be done are judgements which can only be made by the school.

The student numbers for students who stated that they are being bullied, or that they know of other students who are being bullied, are shown on page 62.

Further details of the particular statements/questions that the students responded to negatively are provided in the accompanying *Individual Responses* report.

	Readiness for Learning	Being healthy	Staying safe	Enjoying and achieving	Making a positive contribution	Economic well-being		Readiness for Learning	Being healthy	Staying safe	Enjoying and achieving	Making a positive contribution	Economic well-being
0001	4.2	●	●	○	○	●	0041	3.5	○	○	○	○	●
0002	3.8	○	○	●	●	●	0042	3.4	○	○	○	○	○
0003	4.2	●	○	○	○	●	0043	3.9	●	●	○	○	○
0004	1.8	●	○	●	●	●	0044	3.6	○	○	●	●	●
0005	4.1	○	●	○	○	●	0045	3.7	●	●	○	○	●
0006	3.1	○	○	○	○	○	0046	4.6	●	●	●	●	●
0007	3.4	○	○	○	●	○	0047	3.9	●	●	○	●	●
0008	3.5	●	●	●	●	○	0048	3.1	○	○	○	●	●
0009	3.8	○	○	○	○	●	0049	3.0	●	○	●	●	●
0010	3.4	●	○	●	●	○	0050	3.5	○	○	●	●	●
0011	3.4	●	●	●	●	○	0051	3.8	○	●	○	●	○
0012	3.0	○	●	○	○	●	0052	3.7	○	●	○	●	●
0013	3.6	●	○	●	●	●	0053	2.8	○	○	○	●	○
0014	3.1	○	○	○	●	○	0054	4.3	●	●	●	●	○
0015	3.9	○	○	●	●	●	0055	4.5	●	●	●	●	●
0016	3.2	●	○	○	○	○	0056	4.0	○	○	●	●	●
0017	3.5	○	○	●	●	○	0057	3.7	○	●	●	●	○
0018	3.7	●	○	○	○	○	0058	3.7	●	●	●	●	●
0019	3.2	○	●	●	●	●	0059	4.1	●	●	●	○	●
0020	4.0	●	●	●	○	●	0060	2.1	●	○	○	●	○
0021	3.8	●	○	○	●	●	0061	3.9	○	○	●	●	○
0022	3.0	○	○	○	●	○	0062	4.7	●	●	●	●	●
0023	3.1	○	●	●	○	●	0063	3.6	●	○	○	○	○
0024	3.5	○	○	○	○	●	0064	2.8	○	○	●	●	●
0025	3.4	○	●	●	●	○	0065	3.2	○	○	●	●	●
0026	3.9	●	○	○	○	●	0066	4.0	●	○	●	○	●
0027	3.4	○	○	●	○	○	0067	3.7	○	○	●	○	●
0028	3.7	●	○	●	●	●	0068	3.8	○	●	●	●	●
0029	3.5	○	○	●	○	●	0069	3.8	●	○	●	●	●
0030	3.6	○	○	●	○	●	0070	3.8	○	●	●	○	●
0031	3.3	○	○	○	●	○	0071	3.8	○	○	○	●	○
0032	4.2	●	●	○	○	●	0072	3.2	○	●	●	●	●
0033	3.6	○	○	○	○	○	0073	3.9	●	○	●	●	○
0034	3.7	●	○	○	●	●	0074	3.2	○	○	●	○	○
0035	3.3	○	●	○	●	○	0075	4.3	●	○	●	●	●
0036	3.7	○	●	○	●	●	0076	3.7	○	●	●	●	●
0037	3.2	○	●	○	●	○	0077	4.6	●	●	●	●	●
0038	3.4	●	●	●	●	○	0078	3.4	○	○	●	○	●
0039	3.9	●	○	○	○	○	0079	3.8	○	○	●	○	●
0040	3.7	○	○	○	○	●	0080	3.6	○	●	○	○	○

	Readiness for Learning	Being healthy	Staying safe	Enjoying and achieving	Making a positive contribution	Economic well-being		Readiness for Learning	Being healthy	Staying safe	Enjoying and achieving	Making a positive contribution	Economic well-being
0081	4.2	●	●	●	○	●	0121	3.8	○	●	●	○	●
0082	4.4	●	●	○	○	●	0122	3.1	●	○	○	○	●
0083	4.2	○	●	●	○	●	0123	3.3	●	●	○	○	○
0084	3.1	○	●	○	○	●	0124	4.1	○	○	○	●	●
0085	3.7	○	○	●	○	●	0125	3.7	●	○	●	●	○
0086	3.4	○	○	●	○	●	0126	3.3	○	○	○	○	○
0087	3.4	○	○	○	●	●	0127	4.1	●	●	●	○	●
0088	4.5	●	●	●	●	○	0128	4.2	●	○	○	●	●
0089	4.0	○	●	○	●	●	0129	4.4	○	○	●	●	●
0090	3.4	○	○	○	●	●	0130	3.1	○	○	○	○	●
0091	3.5	○	●	●	○	○	0131	3.4	○	○	○	●	●
0092	4.0	●	○	○	●	●	0132	3.5	●	○	●	●	○
0093	2.9	○	○	○	●	●	0133	3.7	○	●	○	●	●
0094	3.0	●	●	○	○	●	0134	4.0	○	○	●	●	○
0095	4.3	●	●	●	●	○	0135	2.6	●	●	○	●	●
0096	4.1	○	○	●	○	○	0136	3.8	○	●	●	●	○
0097	3.3	○	○	○	●	●	0137	3.1	○	●	○	●	○
0098	4.0	●	○	●	●	●	0138	3.2	○	●	●	○	●
0099	3.9	○	○	●	●	○	0139	3.9	●	○	○	●	○
0100	4.0	●	○	●	●	●	0140	3.7	●	●	○	●	●
0101	2.3	●	●	○	●	●	0141	3.5	●	○	●	○	●
0102	4.2	●	○	○	○	●	0142	3.7	○	○	○	○	●
0103	3.4	●	○	○	●	●	0143	3.6	○	○	○	●	○
0104	3.8	○	●	●	●	●	0144	4.0	○	●	●	○	●
0105	3.6	●	●	●	○	○	0145	3.7	○	○	●	○	●
0106	4.4	○	●	●	●	●	0146	3.0	●	○	●	●	●
0107	3.6	●	○	○	○	●	0147	3.9	●	○	●	●	●
0108	3.3	○	●	●	○	○	0148	3.2	○	○	○	○	○
0109	3.0	○	●	●	○	●	0149	3.5	○	○	●	○	●
0110	3.4	○	○	●	●	○	0150	4.1	●	○	●	●	○
0111	4.2	●	●	○	●	●	0151	3.0	○	○	●	○	○
0112	4.0	○	○	●	○	●	0152	3.5	○	○	●	●	●
0113	4.0	●	○	○	●	●	0153	3.8	○	○	○	○	○
0114	3.7	●	○	○	○	●	0154	4.2	●	○	●	●	●
0115	4.0	●	●	●	●	○	0155	3.5	○	○	●	○	●
0116	3.4	○	●	●	○	●	0156	4.0	○	●	○	○	●
0117	3.9	○	○	○	●	●	0157	3.2	○	○	●	●	○
0118	3.4	○	○	●	●	●	0158	3.4	○	●	●	○	●
0119	3.5	○	●	○	●	○	0159	3.5	○	○	●	●	●
0120	4.1	●	○	●	○	●	0160	4.3	●	●	●	●	●

	Readiness for Learning	Being healthy	Staying safe	Enjoying and achieving	Making a positive contribution	Economic well-being		Readiness for Learning	Being healthy	Staying safe	Enjoying and achieving	Making a positive contribution	Economic well-being	
0161	3.4	●	○	●	●	●		0201	4.0	○	●	●	●	○
0162	3.9	○	●	●	○	○		0202	4.2	●	●	●	●	●
0163	3.4	○	●	○	○	○		0203	2.2	○	○	●	●	●
0164	3.0	○	○	○	●	●		0204	3.6	○	●	●	●	●
0165	3.6	●	●	●	○	○		0205	4.8	○	●	●	●	●
0166	3.7	●	○	○	●	○		0206	3.3	○	○	●	●	○
0167	3.7	●	●	○	●	●		0207	3.6	○	○	●	○	●
0168	3.4	○	●	○	○	○		0208	3.0	○	○	●	○	●
0169	3.2	○	○	●	●	●		0209	3.8	○	●	○	●	●
0170	3.2	●	○	●	○	●		0210	4.1	○	○	●	●	○
0171	2.7	○	●	○	○	●		0211	3.8	○	○	●	●	○
0172	2.5	○	○	●	○	●		0212	3.9	●	○	○	●	●
0173	2.8	○	●	○	○	●		0213	3.7	○	○	○	○	●
0174	3.4	●	●	○	○	○		0214	3.5	○	○	●	○	○
0175	3.4	○	○	○	●	○		0215	2.5	○	○	●	○	●
0176	3.8	○	○	●	○	●		0216	4.0	○	●	○	○	●
0177	3.3	○	●	●	○	●		0217	3.6	○	○	●	●	○
0178	2.8	○	○	○	○	●		0218	3.5	○	○	●	○	●
0179	4.4	●	●	●	●	●		0219	3.2	○	○	●	○	○
0180	2.6	●	○	●	○	○		0220	4.1	●	○	○	●	●
0181	3.0	○	○	○	○	○		0221	3.1	○	○	●	●	○
0182	4.0	○	●	●	●	●		0222	3.7	○	○	○	●	●
0183	3.7	○	○	●	○	○		0223	3.2	○	○	○	●	●
0184	3.8	○	●	●	●	●		0224	3.7	○	○	○	●	○
0185	3.2	○	○	○	●	○		0225	3.5	●	○	○	○	○
0186	4.4	●	●	○	●	●		0226	3.8	○	●	○	●	●
0187	3.5	○	○	●	○	○		0227	3.8	○	○	●	●	●
0188	3.6	○	●	●	●	●		0228	3.4	○	○	●	●	●
0189	4.5	●	●	●	●	○		0229	3.3	●	○	○	●	○
0190	3.2	○	○	○	●	●		0230	4.1	●	○	●	●	●
0191	3.8	●	○	●	●	●		0231	3.3	○	○	●	●	○
0192	4.1	○	●	●	●	○		0232	2.8	○	○	○	●	●
0193	4.1	●	○	●	●	●		0233	4.1	●	●	●	●	○
0194	3.8	○	○	●	●	●		0234	3.4	○	○	○	●	●
0195	3.1	○	●	●	●	●		0235	3.5	●	○	●	○	○
0196	3.7	○	●	●	○	●		0236	4.0	●	●	●	○	○
0197	3.8	○	●	●	○	○		0237	4.3	●	○	●	○	○
0198	3.5	○	○	○	○	●		0238	4.1	○	○	●	○	○
0199	3.3	●	○	●	●	○		0239	4.0	●	○	●	●	○
0200	4.0	●	○	○	●	●		0240	3.5	○	○	○	○	●

	Readiness for Learning	Being healthy	Staying safe	Enjoying and achieving	Making a positive contribution	Economic well-being		Readiness for Learning	Being healthy	Staying safe	Enjoying and achieving	Making a positive contribution	Economic well-being
0241	3.1	○	●	○	●	○	0281	3.1	○	●	●	●	○
0242	4.2	○	○	○	○	●	0282	3.4	●	○	●	●	●
0243	3.6	○	○	○	●	●	0283	4.3	○	●	●	●	○
0244	3.4	○	●	●	○	●	0284	4.2	○	●	●	●	●
0245	3.5	○	●	●	●	●	0285	3.8	●	●	●	●	●
0246	2.4	○	●	●	●	●	0286	2.1	○	●	●	○	●
0247	3.8	○	○	●	○	●	0287	4.0	○	○	●	○	●
0248	3.4	○	●	●	○	●	0288	4.1	○	●	●	○	●
0249	4.0	○	●	●	●	○	0289	3.5	●	●	●	●	●
0250	2.9	○	○	●	●	●	0290	4.2	○	●	○	○	○
0251	3.0	●	○	○	○	○	0291	3.8	●	○	●	○	●
0252	4.5	●	●	○	●	●	0292	3.8	○	○	●	●	○
0253	3.2	○	○	●	●	●	0293	3.4	○	●	○	●	●
0254	3.9	●	○	○	○	●	0294	3.9	○	○	○	●	●
0255	3.8	●	○	●	●	●	0295	3.2	○	○	○	●	●
0256	3.7	○	○	○	●	●	0296	3.6	○	○	●	○	●
0257	4.3	○	●	●	○	○	0297	2.4	○	●	●	●	○
0258	3.6	○	●	●	●	●	0298	4.1	○	●	○	●	○
0259	4.1	○	○	●	●	●	0299	2.8	●	●	○	●	○
0260	3.4	○	○	●	○	○	0300	4.2	●	○	●	○	●
0261	3.3	○	○	●	●	●	0301	4.0	○	●	●	○	○
0262	4.1	●	○	●	●	●	0302	4.1	○	●	○	●	●
0263	3.0	○	○	○	●	○	0303	4.2	●	●	●	●	○
0264	4.2	○	●	●	●	○	0304	3.6	○	○	○	●	●
0265	3.1	○	○	●	●	○	0305	3.6	●	○	●	●	●
0266	2.9	○	○	○	●	●	0306	3.4	○	●	○	○	●
0267	3.1	●	●	○	●	●	0307	2.3	●	○	●	●	●
0268	3.4	○	○	●	●	○	0308	3.6	●	○	●	●	●
0269	3.3	●	○	●	●	●	0309	3.7	●	○	○	●	○
0270	3.9	○	●	●	○	○	0310	3.8	○	○	●	●	●
0271	4.3	○	●	●	●	●	0311	3.9	○	○	●	●	●
0272	3.9	○	●	●	●	●	0312	3.8	●	○	●	●	○
0273	4.0	●	○	○	○	●	0313	3.3	○	○	●	●	○
0274	2.8	○	○	●	○	●	0314	4.0	○	●	○	○	●
0275	3.9	●	○	●	●	●	0315	3.8	○	○	●	●	●
0276	3.5	○	○	●	○	●	0316	3.4	●	○	●	○	○
0277	3.7	●	○	●	○	●	0317	4.3	●	○	●	●	●
0278	3.5	○	●	○	○	●	0318	3.7	○	○	○	●	●
0279	3.2	○	○	○	●	○	0319	3.4	○	○	●	●	○
0280	3.9	○	○	○	●	○	0320	3.5	●	●	●	○	●

	Readiness for Learning	Being healthy	Staying safe	Enjoying and achieving	Making a positive contribution	Economic well-being		Readiness for Learning	Being healthy	Staying safe	Enjoying and achieving	Making a positive contribution	Economic well-being
0321	4.4	●	●	●	○	○	0361	3.4	○	○	○	○	○
0322	3.6	○	○	●	○	○	0362	3.8	○	○	●	○	○
0323	3.2	○	○	○	○	●	0363	3.6	○	●	●	●	○
0324	3.6	●	●	●	○	●	0364	3.4	○	○	○	●	●
0325	4.0	●	●	○	●	●	0365	3.4	○	○	○	●	●
0326	3.9	○	○	●	●	●	0366	3.8	●	●	○	●	●
0327	3.6	○	○	●	●	○	0367	3.8	●	●	○	○	○
0328	3.6	●	○	●	●	●	0368	3.9	○	●	●	○	●
0329	4.2	●	○	●	○	●	0369	3.8	○	●	○	○	○
0330	4.0	●	○	●	●	○	0370	3.8	○	●	●	○	●
0331	3.5	○	●	●	●	○	0371	3.0	●	●	●	○	●
0332	4.4	○	●	●	○	●	0372	3.4	●	○	○	○	○
0333	3.4	●	○	●	○	○	0373	3.1	○	○	○	●	●
0334	3.9	○	●	●	●	●	0374	4.2	●	●	●	●	●
0335	3.8	○	○	●	●	●	0375	3.1	●	●	●	●	○
0336	3.9	○	●	●	○	○	0376	3.9	●	●	●	○	○
0337	3.6	●	○	○	○	●	0377	4.1	●	●	○	○	●
0338	3.8	○	●	●	●	○	0378	2.6	○	○	●	●	○
0339	3.1	●	○	●	○	○	0379	3.1	○	○	●	●	●
0340	3.7	○	●	●	○	●	0380	3.8	●	○	○	●	○
0341	3.2	○	○	○	●	○	0381	4.0	●	●	●	●	○
0342	3.8	●	●	●	○	●	0382	3.3	○	●	●	●	●
0343	3.7	○	●	●	●	●	0383	3.2	○	○	○	●	●
0344	3.7	○	●	●	●	○	0384	3.6	○	●	●	●	●
0345	3.7	●	○	○	○	●	0385	3.9	○	●	○	○	○
0346	3.7	○	●	○	●	○	0386	3.2	○	○	○	○	●
0347	4.1	●	●	○	○	○	0387	4.7	●	●	●	●	●
0348	2.8	○	○	○	●	○	0388	4.1	○	●	○	●	●
0349	3.7	●	○	●	○	○	0389	3.2	○	●	○	○	○
0350	3.5	○	○	○	●	●	0390	3.5	●	○	●	●	○
0351	3.5	○	○	●	○	○	0391	3.4	●	●	●	●	●
0352	3.9	●	○	○	●	○	0392	4.0	○	○	●	○	●
0353	3.9	○	○	○	○	●	0393	3.4	○	○	●	●	○
0354	3.6	○	○	○	○	●	0394	4.0	●	○	●	●	●
0355	3.5	○	○	○	●	●	0395	4.7	●	●	●	●	●
0356	3.4	●	●	○	●	○	0396	4.0	●	○	○	○	●
0357	3.4	●	●	○	●	●	0397	2.8	○	●	●	●	●
0358	3.9	●	●	○	●	●	0398	3.5	○	●	○	○	●
0359	3.9	●	○	●	○	○	0399	3.8	○	○	●	○	●
0360	3.4	○	○	○	●	○	0400	4.2	○	○	●	○	●

	Readiness for Learning	Being healthy	Staying safe	Enjoying and achieving	Making a positive contribution	Economic well-being		Readiness for Learning	Being healthy	Staying safe	Enjoying and achieving	Making a positive contribution	Economic well-being
0401	3.3	●	○	●	○	●	0441	3.5	○	●	○	○	●
0402	4.2	●	○	●	●	○	0442	3.7	○	○	●	●	○
0403	3.5	○	○	●	●	●	0443	3.6	○	●	○	○	●
0404	3.7	○	●	○	●	○	0444	2.8	●	○	○	●	●
0405	2.8	○	○	●	●	○	0445	3.1	●	○	●	○	●
0406	2.7	●	●	●	○	●	0446	3.3	○	●	○	●	●
0407	3.8	●	○	●	●	●	0447	3.6	○	○	○	●	●
0408	2.7	○	●	○	●	●	0448	4.7	○	●	●	●	●
0409	3.7	○	○	○	●	○	0449	2.8	○	●	○	●	○
0410	2.8	●	○	○	●	○	0450	3.3	●	●	○	○	○
0411	3.3	●	●	●	○	●	0451	3.7	○	○	●	●	○
0412	3.5	●	○	○	○	●	0452	4.5	●	○	●	●	●
0413	3.6	○	●	●	●	●	0453	3.0	○	○	●	○	●
0414	3.2	●	○	●	●	○	0454	3.6	○	●	●	●	●
0415	3.0	●	●	●	●	●	0455	3.4	○	○	○	●	○
0416	4.2	●	○	○	●	●	0456	3.8	○	○	●	●	●
0417	4.6	●	●	●	●	●	0457	3.2	○	○	●	○	●
0418	3.7	●	○	●	●	●	0458	3.3	○	●	○	○	●
0419	3.3	●	●	○	○	○	0459	4.5	●	○	●	●	●
0420	2.8	○	○	●	●	○	0460	4.1	●	○	●	●	●
0421	2.9	○	○	●	○	●	0461	3.8	○	●	○	○	○
0422	4.1	○	○	○	●	●	0462	4.0	○	○	●	●	○
0423	3.7	○	○	●	●	●	0463	3.8	○	●	○	●	●
0424	3.9	●	●	○	○	●	0464	4.0	●	○	○	●	●
0425	3.9	●	○	●	●	●	0465	3.8	○	○	○	○	●
0426	4.0	○	○	○	●	●	0466	4.1	○	○	●	●	●
0427	3.6	●	●	●	○	○	0467	3.1	○	●	○	○	●
0428	3.1	●	●	●	○	○	0468	3.2	○	○	●	○	●
0429	3.8	●	●	○	●	●	0469	3.3	○	●	○	●	○
0430	3.6	○	●	●	●	○	0470	4.3	●	○	●	●	●
0431	3.4	○	○	○	●	●	0471	3.9	●	●	○	●	●
0432	3.8	○	○	●	●	●	0472	4.0	●	○	●	●	○
0433	3.4	○	○	●	●	○	0473	2.9	●	●	●	●	●
0434	3.5	●	○	○	○	●	0474	4.4	●	●	○	○	●
0435	3.2	○	○	○	●	●	0475	4.2	●	○	○	●	○
0436	3.6	○	●	●	●	●	0476	3.9	○	○	●	○	●
0437	4.1	○	●	●	○	●	0477	3.1	○	○	●	○	○
0438	3.8	○	●	○	●	○	0478	4.0	●	○	○	○	○
0439	3.4	○	○	○	●	●	0479	3.9	●	●	○	●	●
0440	3.8	○	○	○	●	●	0480	4.0	○	●	●	○	○

	Readiness for Learning	Being healthy	Staying safe	Enjoying and achieving	Making a positive contribution	Economic well-being		Readiness for Learning	Being healthy	Staying safe	Enjoying and achieving	Making a positive contribution	Economic well-being	
0481	2.6	●	●	○	●	●		0521	3.5	○	○	●	●	●
0482	3.4	○	○	●	○	○		0522	2.9	○	○	○	○	●
0483	2.4	●	○	●	●	○		0523	3.8	●	●	○	●	●
0484	3.5	○	●	●	○	○		0524	3.4	○	○	○	●	●
0485	4.0	○	○	●	○	●		0525	4.2	○	●	●	●	●
0486	4.4	●	●	●	○	○		0526	4.5	●	●	●	●	●
0487	3.4	○	○	○	○	●		0527	4.6	○	●	●	●	●
0488	4.2	●	○	●	●	●		0528	3.8	●	○	●	●	●
0489	4.3	○	●	●	●	●		0529	3.6	○	○	○	●	○
0490	3.4	○	○	○	●	○		0530	3.2	○	○	●	●	○
0491	2.6	○	○	●	○	●		0531	3.9	○	○	●	●	●
0492	4.0	○	○	○	●	●		0532	3.8	●	●	○	●	●
0493	3.3	●	○	○	○	○		0533	3.4	○	●	●	●	○
0494	3.2	○	●	●	●	●		0534	3.2	○	○	●	●	○
0495	3.5	○	○	○	○	●		0535	3.7	○	●	●	●	○
0496	3.8	●	○	●	○	○		0536	3.7	●	●	○	○	●
0497	3.9	○	●	●	●	○		0537	3.8	○	●	○	●	●
0498	4.0	○	●	○	●	●		0538	3.1	○	○	●	●	●
0499	3.8	●	○	●	○	○		0539	3.8	○	●	●	○	●
0500	3.7	●	○	●	●	●		0540	3.7	○	●	○	○	○
0501	3.8	○	○	●	●	○		0541	3.7	○	○	●	○	○
0502	3.8	○	●	○	●	○		0542	2.9	○	●	●	●	○
0503	4.5	●	○	○	●	●		0543	4.0	●	●	●	●	●
0504	3.4	○	○	○	●	○		0544	3.9	●	○	●	●	○
0505	3.7	○	○	●	○	○		0545	3.8	○	○	○	●	●
0506	2.5	○	○	○	○	○		0546	3.9	○	●	●	●	○
0507	2.5	●	○	●	○	○		0547	3.2	○	●	○	●	○
0508	4.0	○	●	●	○	○		0548	3.7	●	○	○	○	○
0509	3.9	●	○	○	●	●		0549	3.8	○	○	●	●	●
0510	3.8	○	●	○	●	●		0550	3.8	●	●	○	○	○
0511	3.8	○	○	○	●	●		0551	3.1	○	○	●	●	○
0512	4.0	●	○	○	●	●		0552	2.9	○	○	○	○	●
0513	3.9	○	○	○	●	●		0553	4.0	●	●	●	●	○
0514	4.1	○	●	○	●	●		0554	3.5	○	●	●	○	●
0515	4.0	●	●	○	●	●		0555	3.3	○	○	○	○	●
0516	4.1	●	○	●	●	●		0556	4.3	○	○	●	●	●
0517	3.1	○	●	○	○	●		0557	3.4	●	●	●	○	○
0518	3.2	●	○	●	○	○		0558	3.5	●	○	●	○	●
0519	3.7	●	○	○	○	●		0559	3.3	○	○	○	○	●
0520	4.1	●	○	●	○	●		0560	3.3	●	○	○	○	●

	Readiness for Learning	Being healthy	Staying safe	Enjoying and achieving	Making a positive contribution	Economic well-being		Readiness for Learning	Being healthy	Staying safe	Enjoying and achieving	Making a positive contribution	Economic well-being
0561	4.2	○	●	●	●	○	0601	3.7	○	○	●	○	●
0562	3.2	●	●	○	○	○	0602	2.8	○	●	●	●	○
0563	4.6	○	●	●	●	●	0603	3.5	○	○	○	●	●
0564	3.5	○	●	●	●	●	0604	2.7	○	○	○	○	●
0565	3.9	○	○	●	●	●	0605	3.5	○	●	●	○	○
0566	3.8	●	●	●	○	●	0606	2.7	●	●	●	○	○
0567	3.5	○	●	●	●	○	0607	4.1	●	●	●	○	●
0568	3.1	○	○	●	○	●	0608	3.6	●	●	●	●	○
0569	3.7	●	●	●	○	●	0609	4.2	○	●	○	○	●
0570	3.9	○	○	●	○	●	0610	3.2	●	○	●	●	○
0571	3.8	●	●	●	○	●	0611	3.2	○	○	○	●	○
0572	2.7	●	○	●	○	●	0612	3.5	●	○	○	○	●
0573	4.5	●	●	●	●	○	0613	4.2	●	○	●	●	○
0574	3.4	○	○	●	○	○	0614	3.3	○	○	●	●	●
0575	3.1	○	●	●	○	●	0615	3.4	○	●	○	○	○
0576	3.7	○	○	●	●	●	0616	3.6	●	●	○	●	●
0577	3.5	○	●	●	●	●	0617	3.9	●	○	○	●	○
0578	3.4	●	○	○	●	●	0618	3.3	○	○	○	○	○
0579	2.8	○	○	○	●	○	0619	4.5	●	●	●	●	●
0580	3.8	○	○	○	●	●	0620	3.3	○	●	○	○	○
0581	3.6	●	○	○	○	●	0621	3.5	○	○	●	●	●
0582	3.4	○	●	●	○	●	0622	3.4	●	○	○	●	○
0583	3.7	○	○	●	●	●	0623	3.7	●	○	●	○	●
0584	3.5	○	○	●	○	○	0624	4.1	●	○	○	●	●
0585	4.1	○	●	○	○	○	0625	3.3	○	○	●	●	●
0586	3.7	●	○	○	●	○	0626	3.9	○	○	●	●	●
0587	3.4	○	○	○	●	●	0627	3.8	○	○	●	●	●
0588	3.7	●	○	○	●	●	0628	4.0	○	○	●	●	○
0589	3.8	○	○	●	●	○	0629	3.5	○	○	○	●	●
0590	3.0	○	●	○	●	●	0630	3.5	○	○	●	○	●
0591	3.4	●	○	○	●	○	0631	3.4	○	○	●	○	●
0592	3.2	○	○	○	●	●	0632	4.6	●	●	●	●	●
0593	3.8	○	●	○	●	○	0633	3.9	○	○	●	●	○
0594	3.6	●	●	○	○	●	0634	3.3	●	●	○	●	●
0595	3.6	●	○	●	●	●	0635	4.1	○	●	●	○	○
0596	3.7	○	○	●	●	○	0636	4.1	○	○	●	○	●
0597	3.9	●	●	○	○	○	0637	3.7	○	○	●	●	●
0598	3.8	○	○	○	○	●	0638	2.7	○	●	○	○	○
0599	3.4	○	●	●	○	●	0639	4.2	●	●	●	●	●
0600	3.2	○	○	○	●	●	0640	2.8	●	●	●	●	●

	Readiness for Learning	Being healthy	Staying safe	Enjoying and achieving	Making a positive contribution	Economic well-being
0641	3.6	○	○	○	●	○
0642	3.3	○	●	●	○	●
0643	3.4	○	○	○	●	○
0644	3.3	○	○	●	●	○
0645	4.1	●	○	●	●	●
0646	3.3	○	●	●	●	●
0647	3.8	●	●	○	○	●
0648	3.7	○	●	○	●	●
0649	3.3	●	●	○	●	●

Bullied students

The following 115 students said that they are being bullied:

0010 0012 0016 0017 0023 0026 0029 0031 0041 0049 0052 0060 0061 0064 0068 0086 0094 0100
 0107 0109 0110 0122 0125 0126 0139 0161 0169 0171 0173 0175 0178 0181 0183 0185 0191 0195
 0206 0207 0208 0218 0234 0246 0253 0254 0261 0273 0274 0275 0277 0281 0282 0289 0292 0293
 0294 0295 0297 0299 0304 0305 0313 0318 0320 0324 0327 0361 0365 0378 0379 0383 0391 0397
 0407 0412 0413 0419 0433 0434 0435 0439 0453 0457 0460 0465 0467 0473 0477 0481 0487 0494
 0501 0506 0507 0512 0532 0538 0542 0543 0551 0552 0558 0562 0568 0569 0572 0575 0579 0581
 0588 0599 0614 0625 0630 0643 0645

The following 106 students said that they are aware of bullying to another student:

0015 0033 0060 0066 0068 0070 0075 0076 0084 0085 0089 0091 0099 0102 0103 0105 0111 0113
 0125 0136 0143 0147 0148 0157 0161 0165 0172 0181 0182 0193 0218 0220 0223 0228 0229 0241
 0251 0264 0269 0273 0283 0287 0291 0301 0304 0305 0308 0310 0313 0314 0322 0325 0327 0337
 0349 0355 0361 0364 0375 0377 0380 0381 0385 0392 0394 0395 0399 0402 0404 0414 0427 0429
 0430 0434 0439 0450 0455 0461 0468 0479 0480 0482 0488 0489 0490 0501 0502 0509 0517 0526
 0530 0538 0544 0548 0552 0565 0574 0575 0593 0607 0620 0623 0624 0629 0637 0642

Appendix: About Readiness for Learning

Readiness for Learning (RfL) is a score derived by combining students' responses to the whole *Pupil Perceptions* survey. It is intended to:

- give the school a quick overall impression of how positive or negative students' responses have been
- facilitate comparisons between different groups of students
- help identify students who may be most in need of intervention or support
- provide a single score that can be easily compared with other data, eg attainment, attendance, free school meals or additional needs.

RfL is used in the school Readiness for Learning table on page 6, and in the tables of individual students starting on page 53.

How RfL is calculated

RfL Scores for each student are calculated on a scale of 0-5, based on the number of negative responses the student gives to the *Pupil Perceptions* survey. A student who gives no negative responses at all is given an RfL Score of 5; a student giving a very large number of negative responses will score 0.

Not all statements/questions in the survey receive the same weighting:

- 'Experience' statements/questions (eg *I feel safe from other people when I am at school*) receive more weighting than 'influence' statements (eg *The following people help to keep me safe*).
- Among 'influence' statements, those relating to teachers receive more weighting than others. Only statements relating to teachers, family and friends are included in the RfL calculation, since not all students will have contact with the other groups.
- Some statements/questions are considered particularly important and receive extra weighting, eg *Are you being bullied?*
- A few statements/questions are considered not to have a bearing on RfL and so are disregarded (although they may be useful for other purposes).

RfL Scores are also adjusted to account for declined responses (ie responses of 'Don't know/do not wish to answer'). Those below 3 are unaffected by declined responses, but higher scores are adjusted downwards where large numbers of responses have been declined, to show that while the number of negative responses may be low, the student has not indicated a positive experience either. In the extreme case, students who decline to answer any statements/questions at all receive an RfL Score of 3.

Interpreting students' RfL Scores

Each student's circumstances are different, and a single figure cannot sum up the complexity of any individual's experience. What RfL can do is provide a figure to use in comparisons, and flag up the individual students whose *Pupil Perceptions* responses are most likely to invite further investigation.

The RfL scale is calibrated so that, in very general terms, a score of 3.5 or above shows a student whose experience is generally positive, although they may still have significant concerns in some areas. A student scoring 2.5 or below is likely to have given multiple negative responses in several areas, meaning that their responses are likely to be worth following up.

Note, though, that these scores can only act as a general guide. In particular, students with very negative experience in one area but positive or neutral experience elsewhere may still receive a high RfL Score.

RfL Indices

Taking the average RfL Scores of all the students in a school, or in a particular group, produces an RfL Index. These are mainly useful for comparative purposes, to gauge the overall difference in RfL between different groups of students.

The table on page 6 shows your school's RfL Index overall, and for various demographic groups. National RfL Indices are also provided for comparison. This table enables you to see how your school compares to others across the country, and whether any particular groups of students within your school might benefit from further investigation or additional support.

Since RfL can only be a general guide, small differences between RfL Indices (eg of 0.1 or 0.2) may not be particularly significant. Even larger differences do not necessarily point to a definite conclusion; in all cases, more detailed analysis is advised. Nevertheless, RfL Indices can be very useful as a starting point or guide for this analysis.