



Feedback for Newcastle upon Tyne Local Authority

from the
Me and My School Survey - 2010

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The responses of Newcastle upon Tyne Local Authority pupils to the Me and My School Survey are summarised in this feedback report. This feedback is bespoke feedback for Newcastle upon Tyne Local Authority and provides a comparison with other Year 8 pupils nationally participating in this research project. We will not release the report to any other party; however, you are welcome to share this report with others. All feedback is at local authority level to protect each school's and individual pupil's privacy.

This report looks at children's responses in relation to the following areas: Emotional Difficulties, Behavioural Difficulties and School Climate. These are measured using a series of statements to which children respond: Never, Sometimes or Always.

This report does not include information about children's self esteem, which was included in feedback for 2008, because initial analysis of last year's questionnaire returns suggests that these questions may not be functioning as well as other measures.

Background Statistics

This report presents information derived from questionnaires completed by Year 8 pupils in November/ December 2010. 84 schools with Year 8 pupils across England took part. A total of 1 school with Year 8 pupils in the Newcastle upon Tyne Local Authority completed the Me and My School Questionnaire.

Section Summaries

The questions can be split into a number of sections:

Emotional Difficulties

This section assesses pupils' emotional difficulties such as anxiousness, worry, low confidence, clinginess, tearfulness and fearfulness in new situations. A typical statement is:

I worry when I am at school

Behavioural Difficulties

This section explores pupils' behavioural difficulties such as inclinations to fight or bully other children, be aggressive and difficult to manage or lie about things. A typical statement is:

I hit out when I am angry

School Climate

This section includes statements pertinent to the school environment and the pupils' attitudes towards it. A typical statement is:

Teachers try hard to help us

Please note:

The emotional, behavioural and school climate categories are constructed to give an idea of the spread of the data; these categories DO NOT represent clinical thresholds or formal diagnoses of disturbance as such.

What do high, medium and low scores mean?

In 2008 the research team categorised all data from all pupils who completed the survey across participating schools into bands which involved categorising approximately the top 20% of scores as 'high scores' the middle 20% of scores as 'moderate scores' and bottom 60% of scores as 'low scores' for those dimensions where a high score meant more problems and a low score fewest problems. For those dimensions where a low score meant more problems and a high score fewest problems the bottom 20% we categorised 'low scores', middle 20% 'moderate scores' and top 60% 'high scores'. The percentages are not exact as they also relate to how the scores bunched together. The table below shows the percentage within each band as assigned by the research team.

Table showing banding carried out in 2008

2008	Measure	Low Scores	Moderate Scores	High Scores
Year 4	Emotional Difficulties	61%	19%	20%
	Behavioural Difficulties	69%	17%	16%
	School Climate	15%	19%	65%
Year 7	Emotional Difficulties	64%	18%	19%
	Behavioural Difficulties	67%	18%	15%
	School Climate	15%	18%	67%

Table showing banding carried out in 2008

In 2009/10 we have kept the score boundaries associated with the bands derived in 2008, and used these as our cut offs, as we did in 2009. Thus if a score of, for example, 18 was at the boundary between moderate and high scores for emotional difficulties, in 2008, then anyone scoring 18 or above for emotional difficulties in 2010 will be placed in the high category regardless of how many children this places in this category for this year. This allows schools who took part in 2008, 2009 and 2010 to compare their data across years.

What are the implications of these scores?

For scores for emotional and behavioural difficulties:

Children with HIGH scores are most likely to have difficulties in these areas - although this does not mean that they will necessarily have a clinically diagnosable mental health problem.

These children will have agreed with several items that relate to emotional problems such as 'I feel lonely' , 'I cry a lot' or behavioural difficulties such as 'I hit out when I am angry' or 'I break things on purpose'.

Some children with MODERATE scores (between high and low) may have difficulties in these areas.

These children will have endorsed fewer items indicating some emotional or behavioural problems.

Children with LOW scores are unlikely to have difficulties in these areas.

These children will have endorsed very few items indicating emotional or behavioural problems.

For school climate:

Children with HIGH scores are least likely to have negative feelings about the atmosphere at their school.

These children will have strongly agreed with items that related to positive school relationships agreeing strongly with statements such as 'We feel safe in school' and 'Teachers try hard to help us'.

Some children with MODERATE scores (between high and low) will have indicated some negative feelings about the atmosphere in their school.

These children will have disagreed with some items about positive school atmosphere, indicating some negative feelings about school relationships.

Children with LOW scores are likely to have negative feelings about the atmosphere in their school.

These children will have endorsed very few items indicating positive school relationships.

This report presents information derived from questionnaires completed by Year 8 pupils in November / December 2010. The breakdown of those taking the questionnaire is shown in the Table below.

Area	Year	Schools	Males	Females	Total
Newcastle upon Tyne	8	1	20	29	49
All Participating Schools	8	84	4425	4200	8625

The Analysis

For each measure we compare Newcastle upon Tyne Local Authority with the other participating Year 8 pupils from all participating Year 8 schools nationally. Where small numbers of pupils are involved caution must be exercised when interpreting the data.

Comparing nationally or locally

The national data tells Newcastle upon Tyne Local Authority how their pupils compare to other participating Year 8 pupils across England.

Interpretation

Only strong evidence of difference (at the 5% level) between Newcastle upon Tyne Local Authority and pupils' levels of difficulties locally and nationally is reported. Only differences in scores that fall in high or low categories are commented on.

Important Information

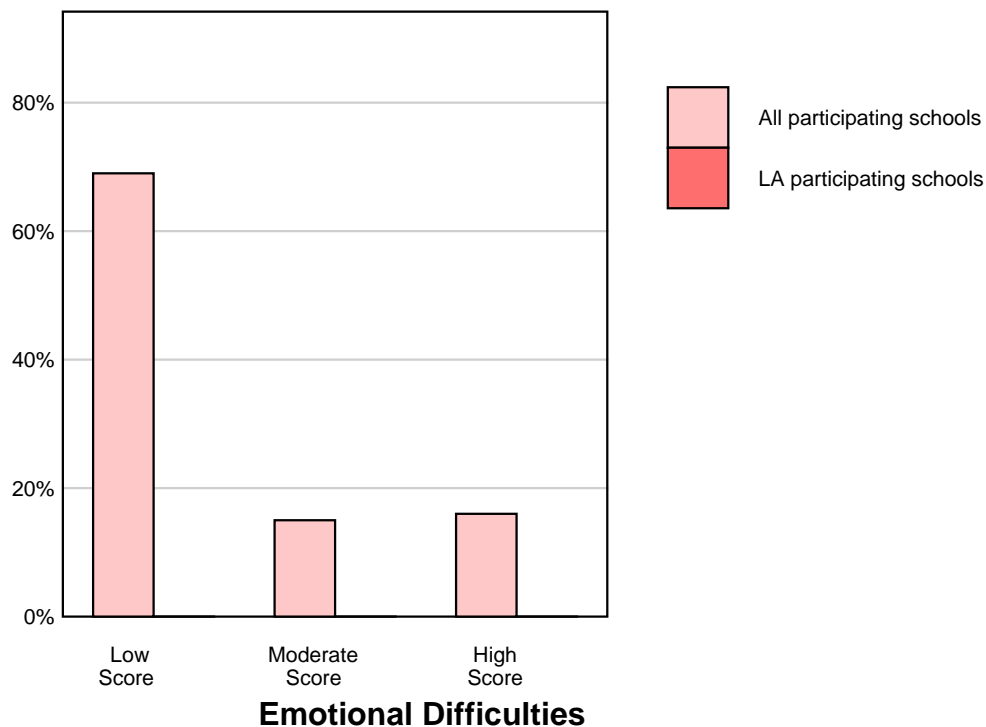
This report does not provide information on why differences might exist between the scores of children in Newcastle upon Tyne Local Authority and those of children in other schools. This feedback needs to be interpreted in the context of other information about the children involved such as levels of deprivation, etc.

Confidentiality

Occasionally there are insufficient data in a school to provide a meaningful comparison and maintain anonymity. Where there are less than two participating schools with Year 8 data in an area then no Local Authority level comparison is made.

Extent of Emotional Difficulties

This section analyses pupil responses to the questionnaire in relation to their self-ratings of emotional difficulties. The higher the score, the greater the difficulties.



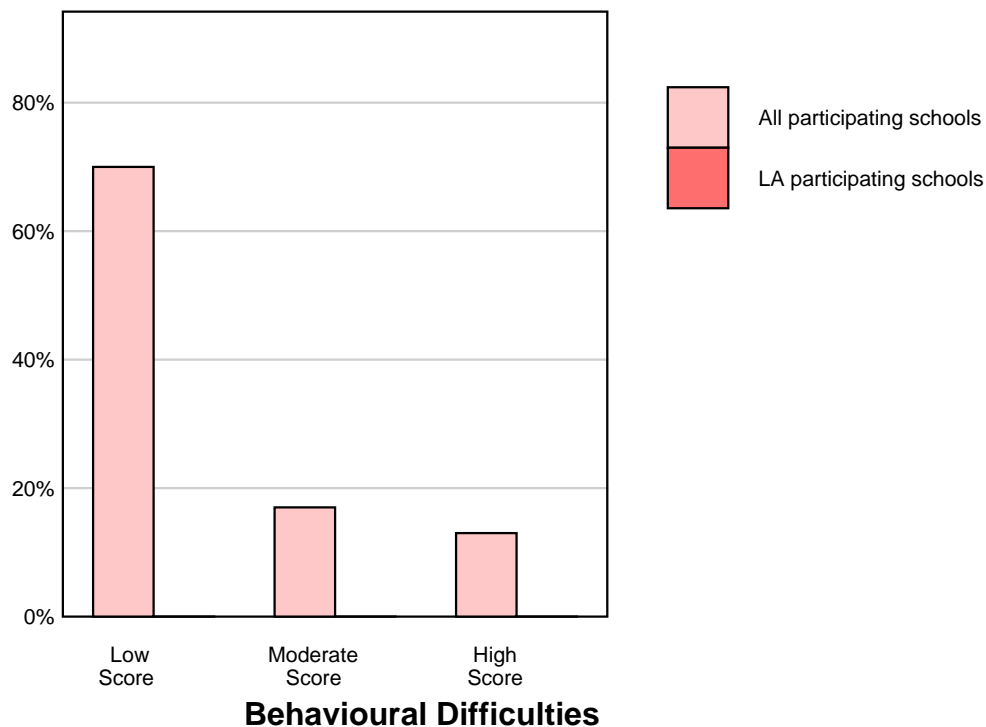
Emotional Difficulties		Low Score	Moderate Score	High Score
All participating schools		69%	15%	16%
Local Authority participating schools		Not shown	Not shown	Not shown
Local Authority pupil count		Not shown	Not shown	Not shown

Interpretation

There are insufficient participating schools in Newcastle upon Tyne Local Authority to assess this measure for Year 8 pupils.

Behavioural Difficulties

This section analyses pupil responses to the questionnaire in relation to their self-ratings of behavioural difficulties. The higher the score, the greater the difficulties.



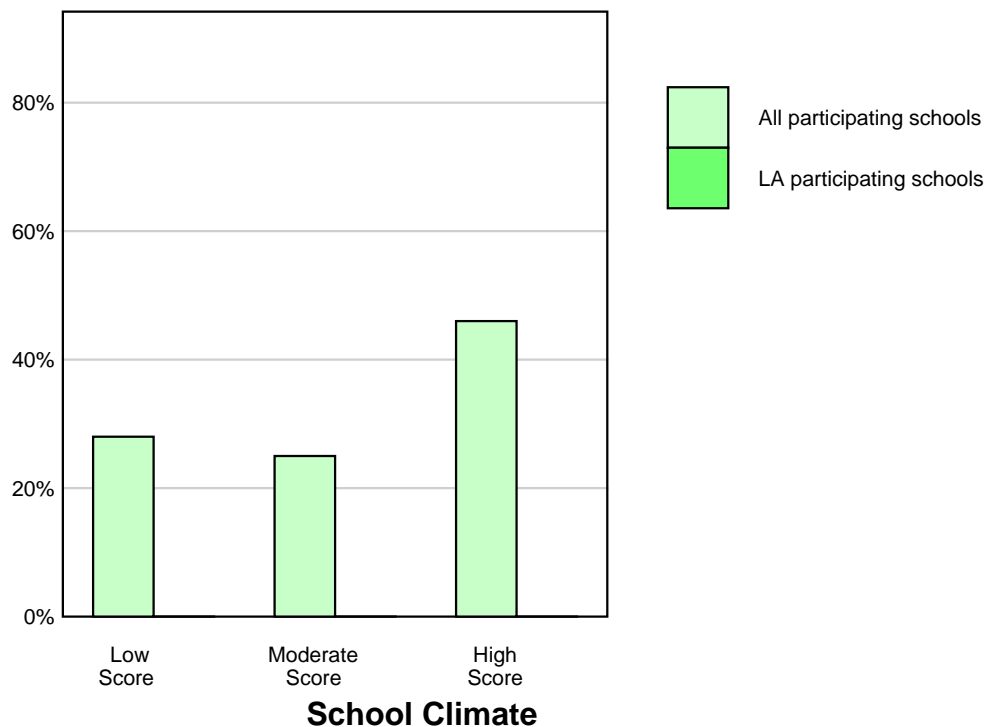
Behavioural Difficulties		Low Score	Moderate Score	High Score
All participating schools		70%	17%	13%
Local Authority participating schools		Not shown	Not shown	Not shown
Local Authority pupil count		Not shown	Not shown	Not shown

Interpretation

There are insufficient participating schools in Newcastle upon Tyne Local Authority to assess this measure for Year 8 pupils.

School Climate

This section analyses pupil responses to the questionnaire in relation to their self-ratings of school climate. The higher the score, the more positive the rating of School Climate.



School Climate		Low Score	Moderate Score	High Score
All participating schools		28%	25%	46%
Local Authority participating schools		Not shown	Not shown	Not shown
Local Authority pupil count		Not shown	Not shown	Not shown

Interpretation

There are insufficient participating schools in Newcastle upon Tyne Local Authority to assess this measure for Year 8 pupils.