



Young People Omnibus 2012

**A research study among 11-16 year olds
on behalf of the Sutton Trust**

August 2012



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Contents

Executive Summary	3
Introduction	2
Objectives	2
Methodology.....	2
Presentation and interpretation of data	3
Publication of data.....	3
Key findings	6
Likelihood of going into higher education	6
Reasons for being unlikely to go into higher education	7
Perceptions of elite universities.....	10
Perceptions of Higher Education.....	12
Young people's views on the quality of the teaching they receive.....	14
Preference for post-16 education	16
Perceptions of private education	18
Reasons <i>for</i> attending private school.....	19
Reasons <i>against</i> attending private school.....	20
Experience of private tuition	22
Young people's aspirations for the future	24
Appendices.....	25
Sample profile	25
Statistical reliability	26

Executive Summary

Executive Summary

The Sutton Trust added questions to Ipsos MORI's 2011-12 Young People Omnibus. The research explored a number of issues among 11-16 year olds, including their higher education and career aspirations, their perceptions of elite universities, their experiences of school and views about private schooling, and their opinions about the quality of teaching at their school. The findings are based on data from a representative sample of 2,757 11-16 year olds attending maintained schools in England and Wales. The research was conducted in a sample of schools, with pupils filling out paper self-completion questionnaires under supervision by Ipsos MORI's interviewers.

Where possible, comparisons are made with previous studies exploring the same issues.

- Pupils were asked how likely or unlikely they are to enter higher education when they are old enough. Four in five (81%) 11-16 year olds feel they are 'very' or 'fairly' likely to enter higher education. This represents an increase of three percentage points since 2011 in the proportion saying they are 'likely' to enter higher education.
- The reasons given by pupils who say they are unlikely to go into higher education are consistent with those given in previous years: *wanting to do something practical rather than studying from books* (44%) and *wanting to start earning money as soon as possible* (42%) were cited most frequently. However, there is some evidence that concerns about finances inhibit the aspirations of some 11-16 year olds, particularly those from less affluent backgrounds. Students from single parent households are three times as likely as those from two-parent households to say they are unlikely to go into HE because *my family couldn't afford for me to be a student* (36% compared with 13%) – this was the third most-frequently cited reason for being unlikely to go into HE among this group.
- We asked questions to gain an understanding of pupils' perceptions of elite universities, the type of pupils that attend them and their relative cost and value compared with other universities.
 - Seven in ten pupils agree that getting a degree would help them get a job, *regardless* of where they study for it. Around one in ten (12%) disagree.
 - The majority of pupils perceive elite universities as attracting the brightest students (75% agree this is the case), but opinion is more divided about whether their students are mainly from wealthy backgrounds: 52% agree this is true. A slightly larger proportion (63%) think that elite universities are more expensive for students than other universities.
 - Just over a quarter of pupils (27%) think that elite universities *are not for people like me*. Pupils from single parent households and workless

households are more likely to agree elite universities aren't for people like them (31% and 34%, respectively). Conversely, those from wealthier backgrounds are relatively likely to *disagree* that these institutions are not for people like them (37%, compared with 27% from the least affluent families).

- In general, there appears to be a greater awareness of the value of degrees from elite institutions among older pupils in this age group, those from ethnic minority groups rather than white pupils, and among those from the most affluent backgrounds. For example, these groups are all more likely to *disagree* that it does not matter what institution your degree is from, and are more likely to agree that elite universities recruit the brightest students.
- As a whole, pupils are positive about the quality of teaching they receive at their school, with 89% *agreeing* that the standard is good and 8% *disagreeing*.
- Students were asked whether they would prefer to specialise in a few subjects on leaving secondary education, or to study a broad range of six or seven subjects. Sixty one percent of pupils say they would prefer to study three or four subjects in depth during their post-16 education, while 12% say they would prefer to study a broader range of six or seven subjects. One in five pupils say they don't know which they would prefer.
- Pupils were asked about whether they would want to attend private school, if they had the opportunity. This question was also asked in 2003. The majority of pupils say they would not want to go to private school, by a margin of around two to one. The reasons why pupils would like to attend private schools reflect their understanding of the benefits in terms of better exam results and future career progression. By contrast, the reasons why pupils who would not like to attend private school would not be interested tend to focus on the social reasons: they would not enjoy private school, or the types of pupils/teachers there.
- Overall, almost a quarter (23%) have ever received private or home tuition, and 14% in the past year, while just over two thirds have never done so (68%). These figures are in line with previous years.

Introduction

Introduction

This report presents findings from the 2012 Young People Omnibus Survey of secondary school pupils, carried out by the Ipsos MORI Social Research Institute on behalf of the Sutton Trust. The computer tabulations may be found in a separate volume along with further details of the study.

Objectives

The survey explored the following issues among young people:

- Their likelihood of going into higher education when they are old enough to do so;
- Reasons for being unlikely to go into higher education;
- Perceptions of elite universities;
- Views of the quality of teaching at their school;
- Preferences for the number of subjects studied in post-16 education; and,
- Experience of receiving private tuition and the reasons for doing so.

Methodology

The Young People Omnibus aims to represent pupils attending state secondary and middle schools in England and Wales.

A three-stage sampling method was used, with (i) a sample of schools selected from Edubase, (ii) one curriculum year group selected at random for each school, and (iii) all members of a randomly-selected class group within the nominated curriculum year selected to fill out the self-completion survey.

Edubase – a comprehensive listing of secondary schools in England and Wales – was used as the sampling frame. Special schools and sixth form colleges were excluded from the sampling frame. The frame was stratified by Government Office Region (GOR) and, within each stratum, schools were selected proportional to the number of pupils attending the school.

A total sample of 575 middle and secondary state schools in England and Wales was drawn. One curriculum year (Year 7-Year 11) was randomly allocated to each sampled school: interviewers attempted to secure interviews with one randomly-selected class group from that year group. Interviewers were instructed to select only mixed ability class groups for interview.

Interviewers attempted to secure interviews from all pupils in selected classes. If more than four pupils were absent on the day of interview, interviewers returned to the class to conduct 'mop up' sessions at a later date.

Interviewing was carried out through self-completion questionnaires with the whole class in one classroom period. An Ipsos MORI interviewer was present to explain the survey to pupils, to reassure them about the confidentiality of the survey, to assist them in completing the questionnaire, and to collect completed questionnaires.

Fieldwork for the study was conducted between 1 February – 30 March 2012. Of the 575 schools approached, 115 schools participated, giving an unadjusted school response rate of 20%. Overall, fully completed questionnaires were obtained from 2,757 pupils, an average of 24 pupils per class.

Data are weighted by gender, age and region. The weights were derived from data supplied by the Department for Education. The effect of weighting is shown in the sample profile in the Appendices.

The computer tabulations can be found in a separate volume along with further technical details of the study.

Acknowledgements

It is clear that schools are increasingly working under great pressure from a number of different sources. They also receive numerous requests to participate in surveys such as this. We would like to thank the many schools that took part and we are indebted to all pupils and staff who made this survey possible.

Ipsos MORI would also like to thank The Sutton Trust for their help and involvement in the project.

Presentation and interpretation of data

When interpreting the findings, it is important to remember that results are based on a sample of the maintained school population, and not the entire population. Consequently, results are subject to sampling tolerances, and not all differences between sub-groups are statistically significant. A guide to statistical significance is included in this document. In tables and charts, where percentages do not add up to 100%, this is due to multiple answers, to computer rounding, or to the exclusion of 'Don't know' or 'No response' categories. Throughout the tables an asterisk (*) denotes a value greater than zero, but less than 0.5%.

Publication of data

As with all our studies, these results are subject to our Standard Terms and Conditions of Contract. Any publication of results requires the prior approval of Ipsos MORI. Such approval will only be refused on the grounds of inaccuracy and misrepresentation.

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Checked & Approved:

Julia Pye

Mark Jenner

Key findings

Key findings

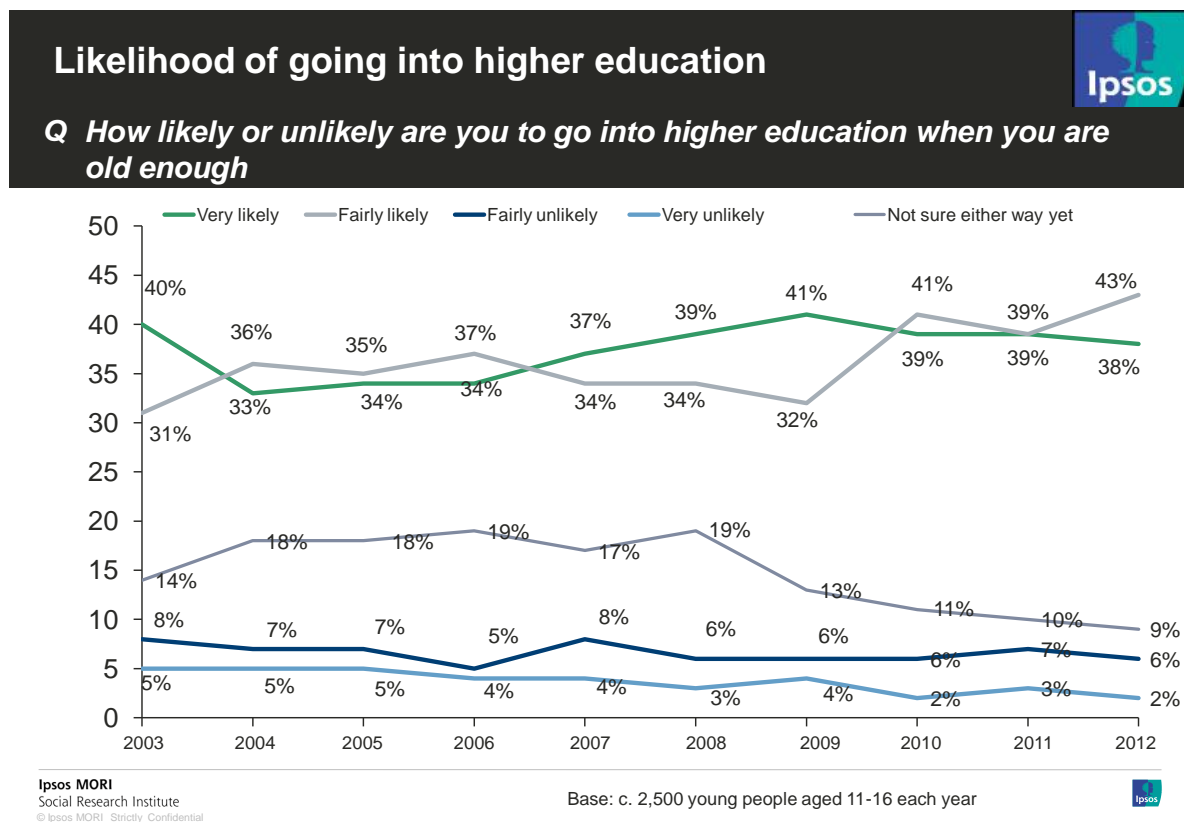
Likelihood of going into higher education

Four in five (81%) 11-16 year olds say they are 'very' or 'fairly' likely to enter higher education. The proportion of young people saying they are 'very' or 'fairly' likely to go into higher education has increased by three percentage points since 2011, although the overall pattern of pupils' responses in 2012 is broadly similar to recent years.

The slight increase in the proportion saying they are likely to go into higher education evidenced in this year's findings is due to an increase in the proportion saying they are *fairly likely* to go to into higher education (43% compared with 39% in 2008). Since 2008, there has been a shift away from young people saying they are 'not sure either way' about entering higher education, in favour of them saying they are 'fairly likely' to do so. While the increase in the proportion of pupils saying they are likely to go into higher education may seem to be at odds with the increased tuition fees charged by universities, other factors – such as the challenging jobs market, and continuing economic uncertainty – may make higher education more appealing despite increased fees. At the same time, the aspirations of this age group may be formed with limited awareness of the financial implications.

Only eight per cent of young people now say they are unlikely to go into higher education, with one in ten (9%) unsure either way.

The chart below shows trend data since 2003 for the proportion of young people saying they are likely or unlikely to go into higher education.



Demographic factors continue to influence the likelihood of young people saying they are likely to go into higher education:

- As was the case in previous years, **female pupils more frequently say they are likely to go into higher education than boys** (85% compared with 77%). They are also more likely to say they are 'very' likely to go into higher education (42% compared with 33%).
- Similar proportions of pupils in all year groups say they are 'very' or 'fairly' likely to go into HE, but **the balance of those who feel they are 'very' likely to go into HE increases amongst those in older year groups**. An average of 33% in Years 7-9 say they are 'very' likely to go into HE, which rises to 40% among Year 10 pupils and 54% of Year 11 pupils.
- **A higher proportion of pupils from ethnic minority groups than white pupils say they are likely to go into HE** (87% compared with 79%); this finding is consistent with previous years of this research.
- **Pupils from the most affluent families are significantly more likely than those from the least affluent families to say they are likely to continue into higher education** (85% compared with 74%). These figures are in line with 2011 findings, when 82% of the most affluent and 73% of the least affluent pupils said they were likely to go into HE.¹
- **Pupils in households where parents work are significantly more likely than pupils from workless households to say they are likely to go into HE** (82% compared with 72%). Those pupils from families where no parent works are most likely to say that they are very unlikely to continue into higher education than those where both or one parent is in work (5% compared with 2%).
- These results are in line with data from our 2011 research where 80% of pupils from families where both parents were in work said they felt it likely they would continue into higher education in contrast with 71% of pupils from families where no parent works.

Reasons for being unlikely to go into higher education

Among those who say they are unlikely to go into higher education, the most frequently given reason is *wanting to do something practical rather than studying from books* (44%) and *wanting to start earning money as soon as possible* (42%). Across the past few years these are consistently the most-cited reasons by those saying they are unlikely to go into higher education.

Amongst young people who say they are unlikely to go into higher education, girls are significantly more prone than boys to give reasons related to *not being clever enough* (56% and 39% respectively).

¹ The family affluence scale is derived from questions asked of children about their household, including how many bedrooms, cars and computers it contains. Children are then classified as being in families of high, medium or low affluence.

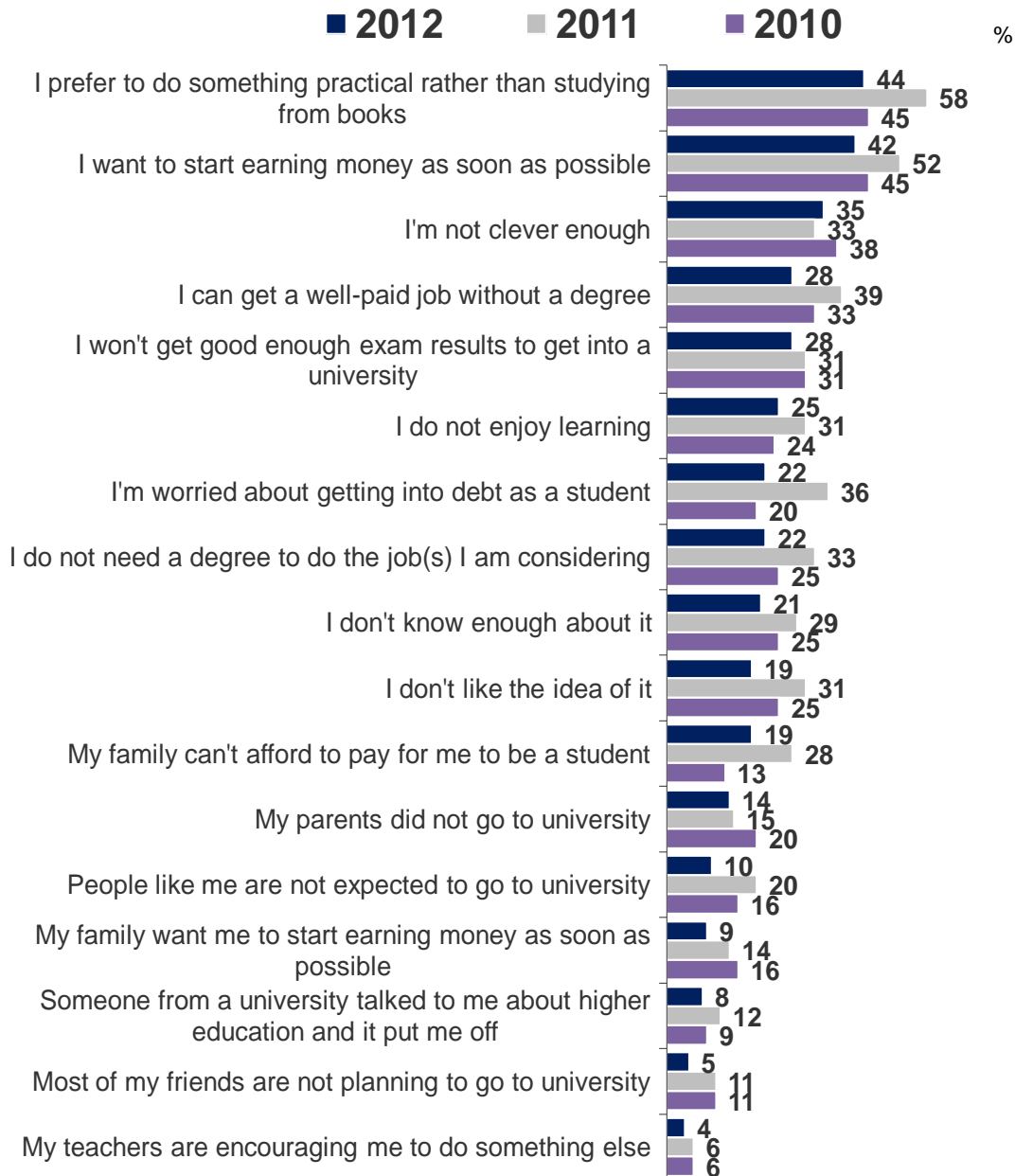
Older pupils are more likely than younger children to cite worries over *getting into debt* as a reason for saying they are unlikely to continue into higher education. This could be down to the increasing extent to which a pupil becomes aware of the financial implications of going into higher education. Those in Year 10 and 11, for example, are significantly more likely than those in Year 7 to cite debt as a barrier (29% compared to 10%).

Pupils from single parent households are more likely than those from two-parent households to give the reason that *their family couldn't afford for them to be a student* (36% compared with 13%). In fact, among pupils from single parent households, this is the 3rd most commonly cited reason for being unlikely to continue into higher education - after the desire to do something practical (53%) and the desire to start earning money as soon as possible (39%). Among young people overall, however, this reason was only the 11th most common reason given.

Reasons for not going into higher education



Q Why are you unlikely to go into higher education?



Base: All unlikely to go into higher education

Source: Ipsos MORI

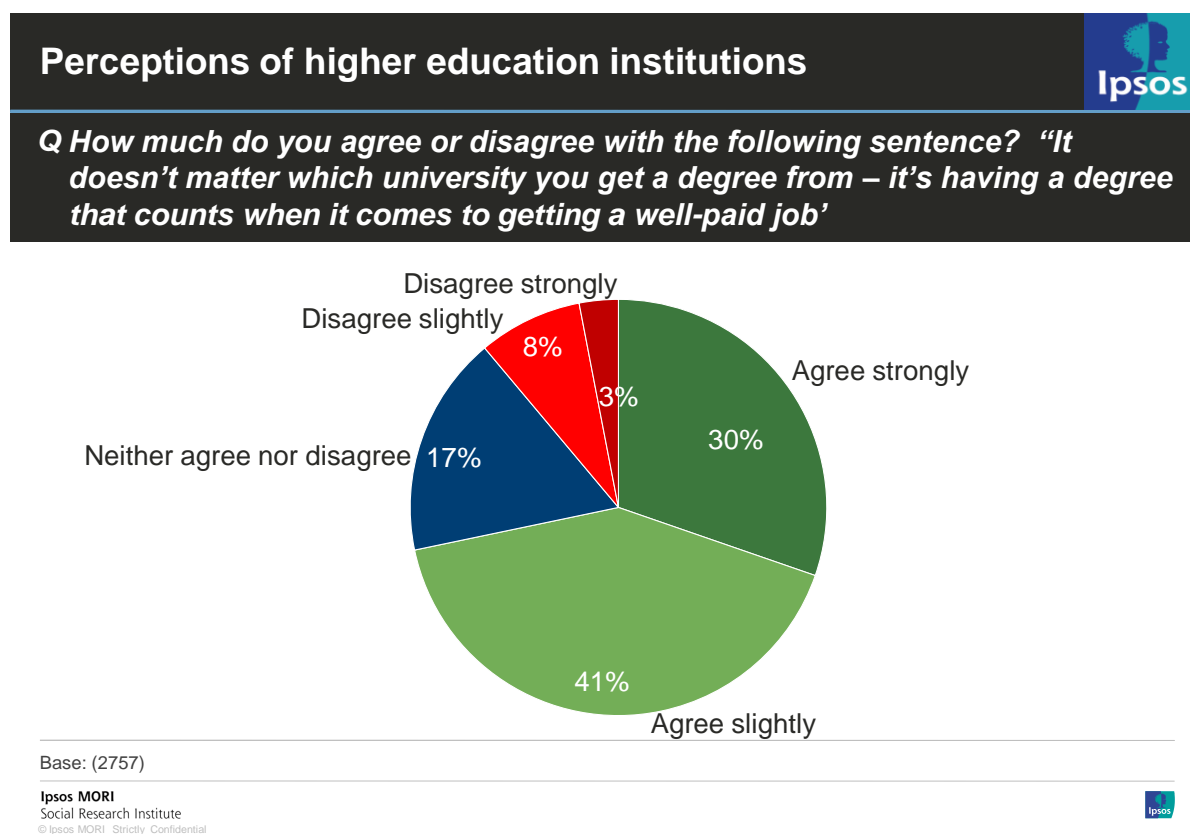
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Perceptions of elite universities

For the first time in the Young People Omnibus we aimed to capture pupils' perceptions of the value of degrees from elite and other universities, and the type of pupils recruited by elite universities.

Pupils agree that having a degree is more important than where the degree is from



We asked pupils whether the university you gain a degree from matters, or whether any degree has value in the jobs market. Seven in ten (70%) pupils agree that getting a degree would help them get a job, *regardless* of where they study for it. Around one in ten (12%) disagree. Nearly two in ten (17%) neither agree nor disagree, indicating that many pupils of this age group are not yet informed about university choices.

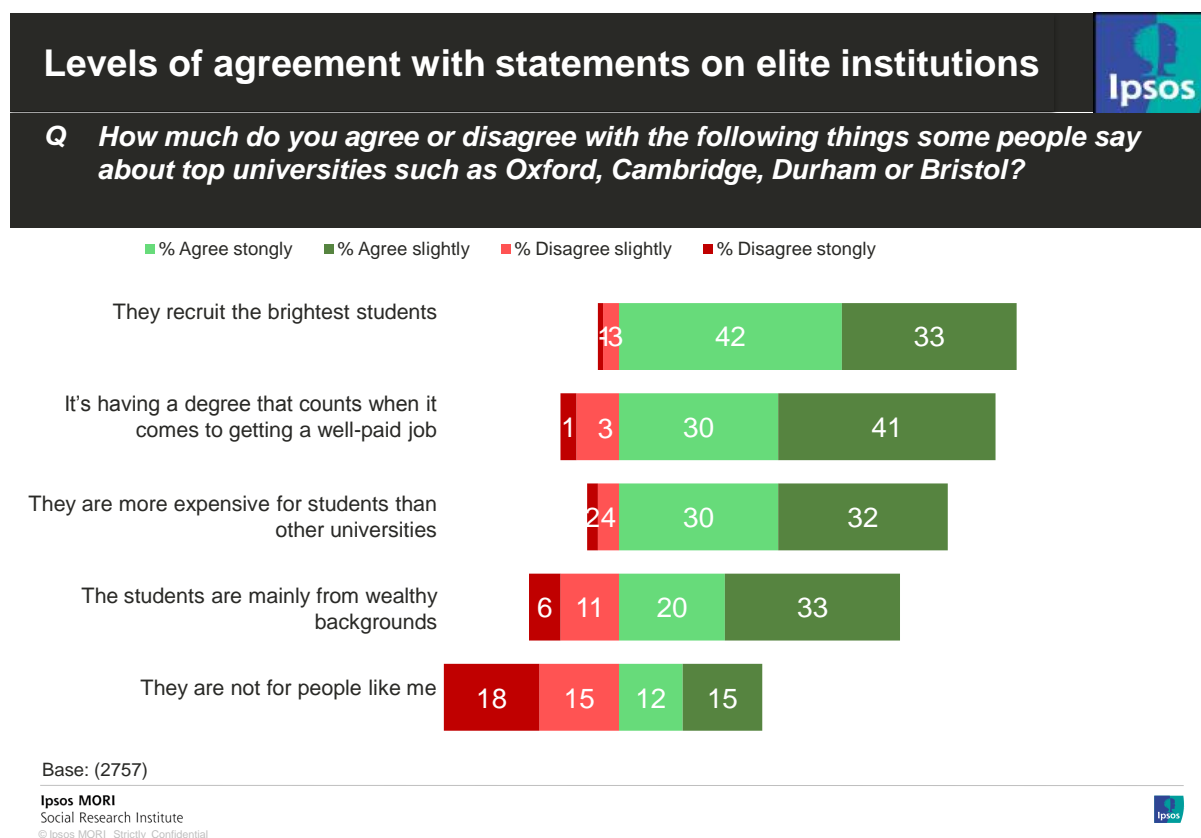
- Female pupils are more likely than male pupils to agree that the institution you study at is less important than having a degree (73% to 68%).
- Year 11 pupils are significantly more likely than those in Years 7-9 to disagree (17% compared with 10%) or in other words, are more likely to feel that institution choice is important. This may indicate a greater awareness of the landscape of university institutions and their relative offers among those in the final stages of secondary education. By contrast, Year 7 and 8 pupils are most likely to agree 'strongly' that the choice of institution is unimportant (33% compared with 27% of those in Years 9-11) which again suggests that younger pupils are not yet able to differentiate between institutions.

- Black and Asian pupils are more likely than white pupils to perceive a link between institution choice and getting a well-paid job (18% disagree that the institution is unimportant, compared with 10% of white pupils).
- Pupils from the most affluent families are more likely than those from the least affluent backgrounds to attach value to the institution from which degrees are gained. Seventy four percent of pupils from the least affluent families agree that getting a degree is more important than where you get it from, compared with 68% from the most affluent families. Similarly, pupils attending schools in areas of high deprivation are more likely to agree that institution choice is unimportant than those from areas of low deprivation (73% compared with 67%).²
- Pupils from families where parents work are more likely to disagree with the statement than those where none work (12% compared with 8%).

² IMD is the Index of Multiple Deprivation, which combines indicators across seven 'domains' – income deprivation, employment deprivation, health deprivation and disability, education, skills and training deprivation, barriers to housing and services, living environment deprivation, and crime – into a single deprivation score and rank at small area level. Each area is given a percentage score, with those closest to 0 the least deprived and those closest to 100 the most deprived.

Perceptions of Higher Education

Young people agree that elite institutions attract the brightest pupils but fewer agree that they are mainly places for pupils from wealthy backgrounds



Our research shows that young people associate leading universities with academic quality, with three quarters of pupils (75%) agreeing that these elite institutions recruit the brightest pupils, and only 5% disagreeing. Just over half (52%) perceive them as places for pupils from mainly wealthy backgrounds.

- Pupils are increasingly likely to agree that elite universities recruit the brightest pupils as they get older, and less likely to give a neutral response. Eighty five percent of Year 11 pupils agreed that elite universities take the brightest pupils, compared with 70% of Year 7 and 8s. Those in Years 9-11 were also more likely than younger pupils to agree they are places for wealthy pupils (58% compared with 46% in Years 7-8).
- Pupils from ethnic minority backgrounds are more likely than white pupils to agree that elite universities attract the brightest pupils (83% compared with 73%). Black and Asian pupils are also more likely than white pupils to *strongly agree* they recruit the brightest pupils.
- Findings are broadly similar for pupils from affluent and less affluent families. However, those from the least affluent families are less likely to 'strongly' agree that elite universities recruit the brightest pupils (35% 'strongly' agree in contrast with 44% from the most affluent families).

- Pupils who perceive they are doing well academically are more likely than those who feel they are not doing well to say that the elite universities take the brightest pupils with 77% of those doing *well/very well* supporting the statement compared with 65% of those who say they do not do well at school. Pupils who feel they are *not* doing well at school are also 10 percentage points more likely than those who feel they *are* doing well to 'strongly' agree that elite institutions are for pupils from wealthy backgrounds (26% compared with 19%).

Young people feel elite institutions are the most expensive to attend

Just under two thirds of pupils think that elite universities are more expensive for pupils than others (63%) and this level of agreement for the statement is consistent across all sub-groups. This perception to a large extent reflects the reality that many leading institutions have elected to charge the maximum tuition fee of £9,000.

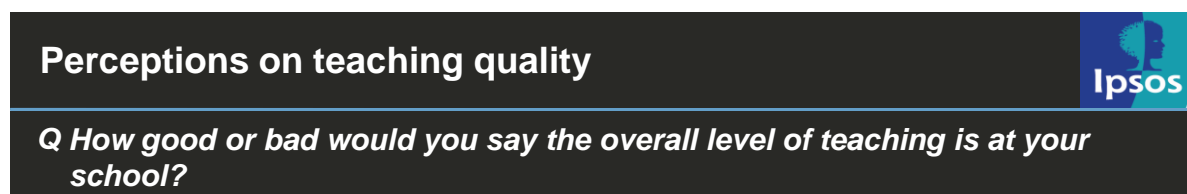
A quarter of pupils agree that elite institutions are 'not for people like me'

When asked about their views on the statement 'they are not for people like me' over a quarter replied in the affirmative (27%). Male pupils exhibited more confidence than female pupils with 36% *disagreeing* with the statement compared with 30%.

- Pupils in Year 10 and 11 are significantly more likely than those in Years 7-9 to agree that elite universities *aren't* for people like them (32% and 34% compared with 33% compared with 23%).
- Pupils from ethnic minority groups are more likely than white pupils to *disagree* that elite universities aren't for people like them (42% compared with 31%).
- Pupils from less affluent and workless households are more likely than others to feel that elite universities aren't for people like them. A significantly higher proportion of pupils from single parent households than two-parent households *agreed* elite universities 'aren't for people like me' (31% compared with 25%). Similarly, pupils from workless households are relatively likely to agree (34%). Conversely, those from wealthier backgrounds are most likely to *disagree* that these institutions are not for people like them (37%, compared with 27% from the least affluent families).
- Those who perceive they are *not doing well* academically are more likely than those who feel they are academically successful to agree that elite universities aren't for people like them (44% compared with 25%).

Young people's views on the quality of the teaching they receive

Pupils positive about the quality of teaching they receive



Base: (2757)

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As a whole, pupils are positive about the quality of teaching they receive at their school, with 89% *agreeing* that the standard is good and 8% *disagreeing*.

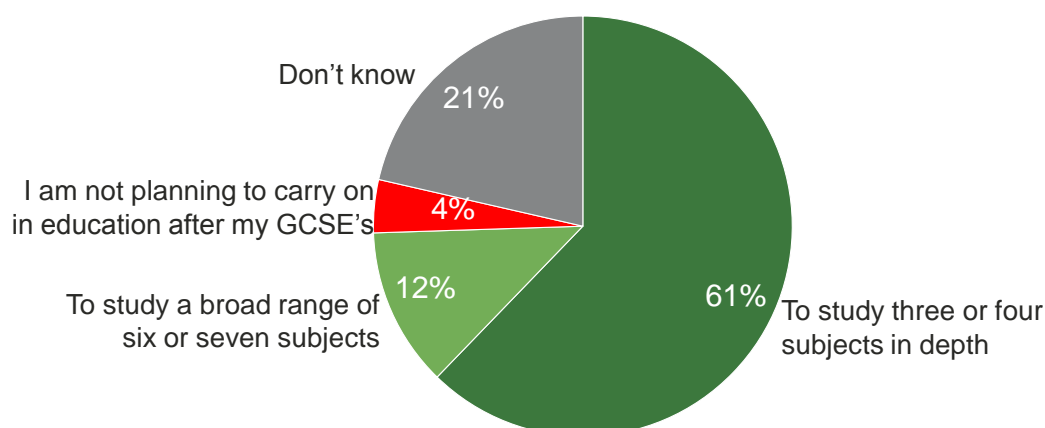
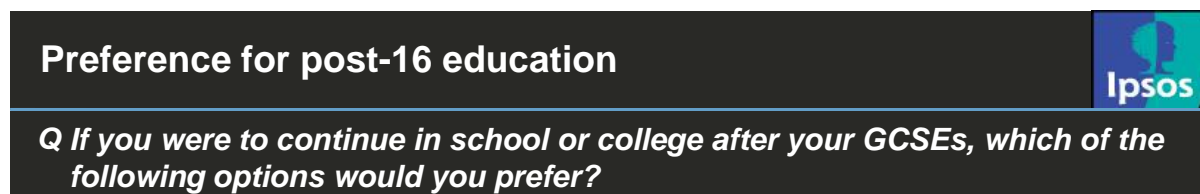
- Female pupils are significantly more likely than male pupils to say the level of teaching is good (93% compared with 86%). Conversely male pupils are significantly more likely to say the level of teaching is bad (10% compared with 5%).
- Pupils in Year 7 and 8 are most likely to think the level of teaching is good (94% as compared with 87% for those in Year 11). Multiple factors could influence why older pupils are less positive about teaching quality however they remain largely positive about the teaching they receive.
- Pupils from ethnic minority groups are *less* likely than their white classmates to say the quality of teaching is *good* with 11% saying the quality is *bad* (whereas only 7% of white pupils do so). Conversely, white pupils were significantly more likely to say that the level of teaching at their school is good (90% compared with 85%).
- Pupils from two-parent households are significantly more likely to agree that the level of teaching is good in comparison to pupils from single-parent households (92% compared with 84%). Pupils from households where *no* parent works are more likely

to those where two parents are in work to disagree that the teaching quality at their school is good (12% compared with 7%).

- Pupils from the most affluent families are more likely than others to say that the level of teaching at their school is good (92% compared with 86%). This link between relative affluence and positive impression of teaching quality is further reinforced by the data which shows us that those attending schools in areas of low deprivation in England are more likely than other pupils to define teaching quality as *good* (91% compared 88%). Though these variations are statically significant it is clear that on the whole pupils are satisfied with teaching quality.
- Perhaps reflecting their positive experiences at school, when asked *What job would you like to do when you are old?* the top ranking response (along with being an actor/actress) was to become a teacher (see later section, Young People's Aspirations for the Future, for more information).

Preference for post-16 education

Pupils prefer to specialise rather than study more broadly after 16



Base: (2757)

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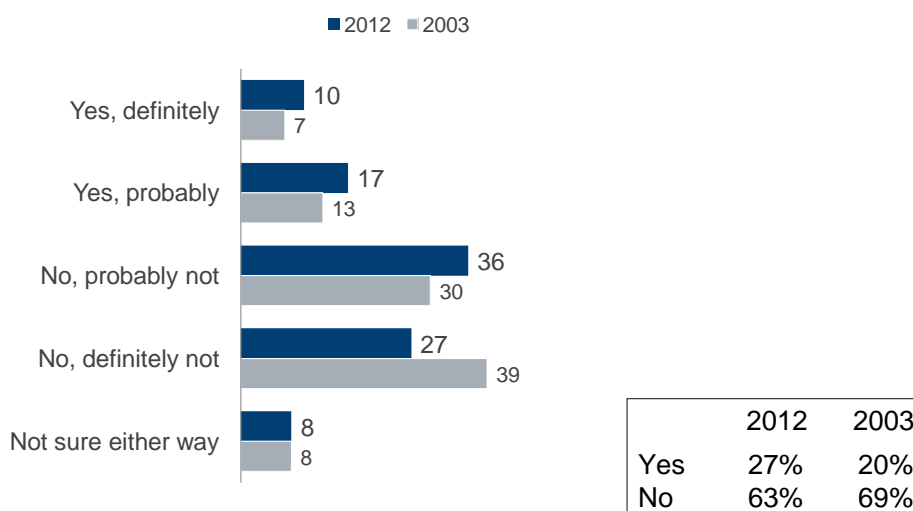
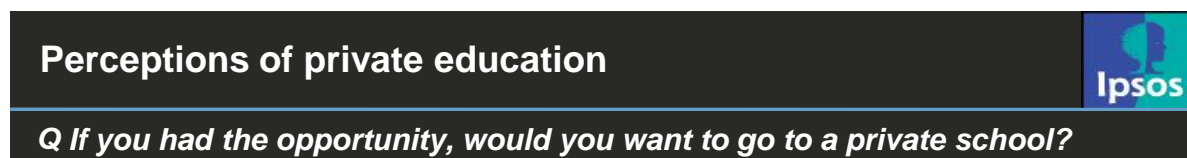
Pupils were asked whether they would prefer to specialise in a few subjects on leaving secondary education, or to study a broad range of six-seven subjects. Sixty one percent of pupils say they would prefer to study three or four subjects in depth during their post-16 education, while 12% say they would prefer to study a broader range of six or seven subjects. One in five pupils say they *don't know* which they would prefer.

- There are two trends evident as pupils get further in their secondary education: they are progressively more likely to have a preference about post-16 education, and they are increasingly likely to favour specialisation. Eighty three percent of Year 11 pupils favour specialisation, compared with 50% of Year 7 pupils. Nine in ten Year 11 pupils stated a preference about post-16 education, compared with only seven in ten Year 7s.
- Pupils from ethnic minority groups are significantly more likely than white pupils to say they would prefer to study a broad range of six or seven subjects (17% compared with 11%).
- Pupils from working households are more likely than pupils from workless households to say they would prefer to specialise (63% compared to 48%), while pupils from workless households are more likely to say that they don't know what their preference is (33%).

- Pupils from the most affluent families are relatively likely to express a preference to study fewer subjects in depth (66%) as are those pupils who perceive they are currently doing well in school (63%). In contrast, pupils from the least affluent families are significantly more likely than pupils overall to say they *don't know* (28% compared with total of 21%).
- Pupils who say they are likely to go into higher education are also more likely than pupils overall to say they would prefer to study fewer subjects (66% compared to 61%). Those pupils are more inclined to say that they would prefer to study a broader range of subjects (14% compared with 12%).

Perceptions of private education

Majority of pupils do not want to go to a private school



Base: (2757)

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Pupils were asked if they would want to attend private school should they had the opportunity. This question was also asked in 2003. As in 2003, the majority of pupils say they would not want to go to private school, this year by a margin of around two to one.

The 2012 cohort is slightly more open to the idea of attending private school than the 2003 group: there has been an increase of seven percentage points in the proportion that would want to attend a private school.

Female pupils are more likely than males to welcome the prospect of private schooling (30% compared with 24%). BME pupils were also significantly more likely than white pupils to want to attend a private school.

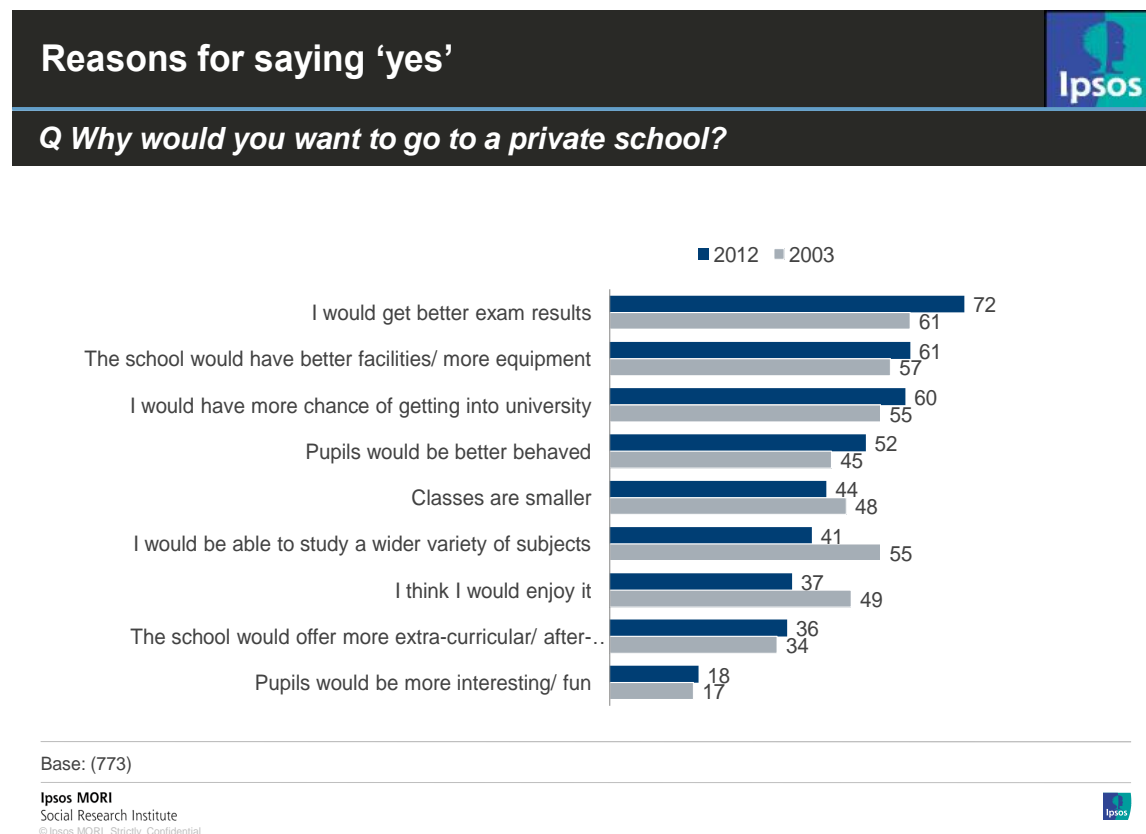
In terms of differences across regions, those pupils from London were significantly more likely than any other region in England or Wales to say that they would want to go to a private school (44% compared to the total of 27%).

Those pupils attending schools in areas of high deprivation are also significantly more likely than pupils overall to say they would like to go to a private school (36% and 30% compared with 27%).

There is link between the reported academic performance of a pupil and the desire to attend a private school. Those who perceive that they are doing not well/not very well at school

currently are significantly more likely than those saying they are doing well at school to want to attend a private school (35% compared with 27%).

Reasons for attending private school



Those pupils who said they would like to attend private schools were asked to indicate the reasons why. The reasons given generally reflect those cited in 2003: pupils recognise benefits in terms of their exam results and future career progression, and are less likely to mention private school being more fun or enjoyable.

To get better exam results was the primary reason for wanting to attend a private school in both 2003 and 2012 – but the 2012 data shows us that there has been an 11% increase in those giving that response.

Amongst those saying they would like to attend a private school those in Year 11 were significantly more likely than average to cite the reason that the school would have better equipment and facilities (77% compared with total 61%) and that there would be smaller class sizes (65% compared with total 44%).

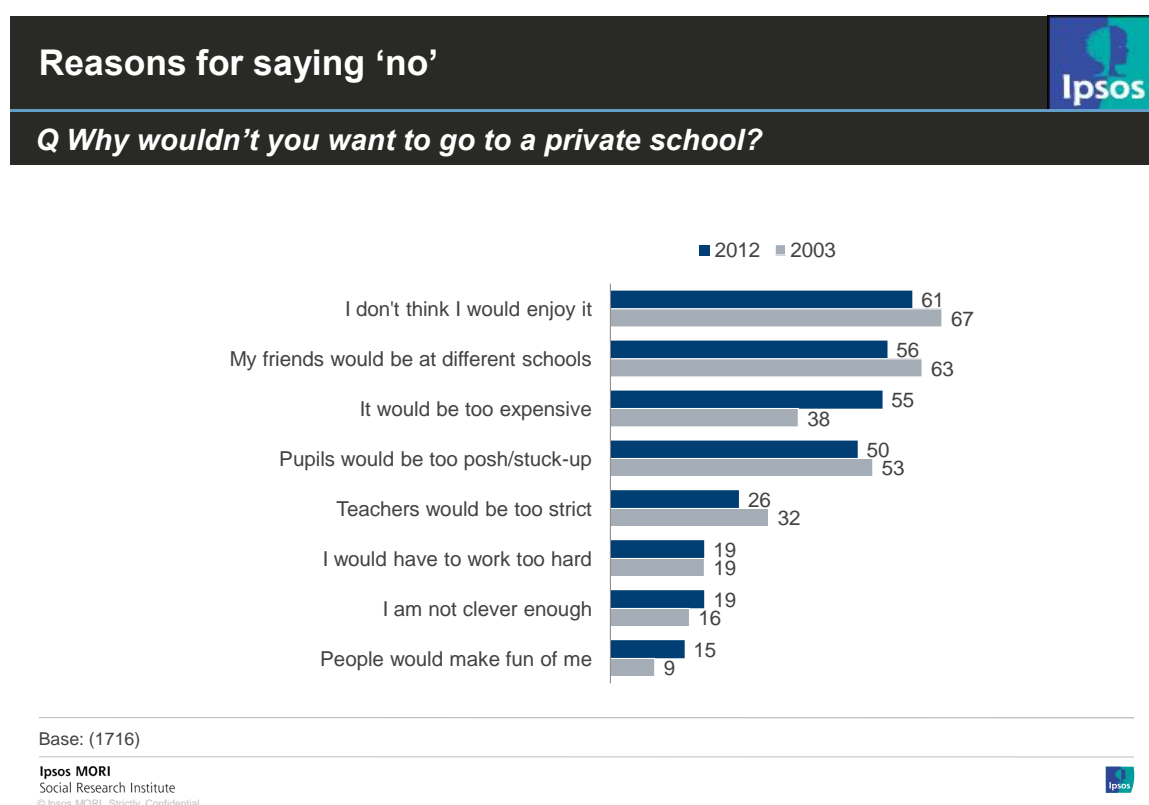
Pupils from ethnic minority groups were also more likely than white pupils to say they would want to attend a private school because they would be able to study a wider variety of subjects (48% compared with 38% for white pupils).

Pupils from workless households are more likely than pupils with two working parents to give 'pupils would be more interesting/fun' as a reason for wanting to go to a private school (30% compared with 15%).

Pupils studying in highly deprived and medium deprived areas were significantly more likely than those attending school in areas of low deprivation to cite 'I would have a better chance of getting into university' as a reason for going to private school (65%, 68% and 51% respectively).

Class size and increased equipment were more important factors for those children whose families rank highly on the family affluence scale than those who ranked middling or lowest (53% 67% respectively compared with 34% and 55% for lowest group).

Reasons *against* attending private school



Those pupils who say they would not be interested in attending a private school were asked to indicate why not. Again, the broad pattern of findings is similar to those from the 2003 research. Pupils are most likely to cite personal reasons for not attending private schools: many perceive they would not enjoy it, that their friends would be at different schools, and that they would not like other pupils or the teachers' attitudes.

In comparison with 2003 there has been a 17 point increase in the proportion saying they wouldn't go to a private school because it is too expensive.

Within the 2012 data female pupils are significantly more likely than male pupils to give the reason that 'it would be too expensive' (59% compared with 52%).

Pupils in Year 7 and 8 are more likely than other year groups to fear that the teachers would be too strict in private schools (32% compared with 20%).

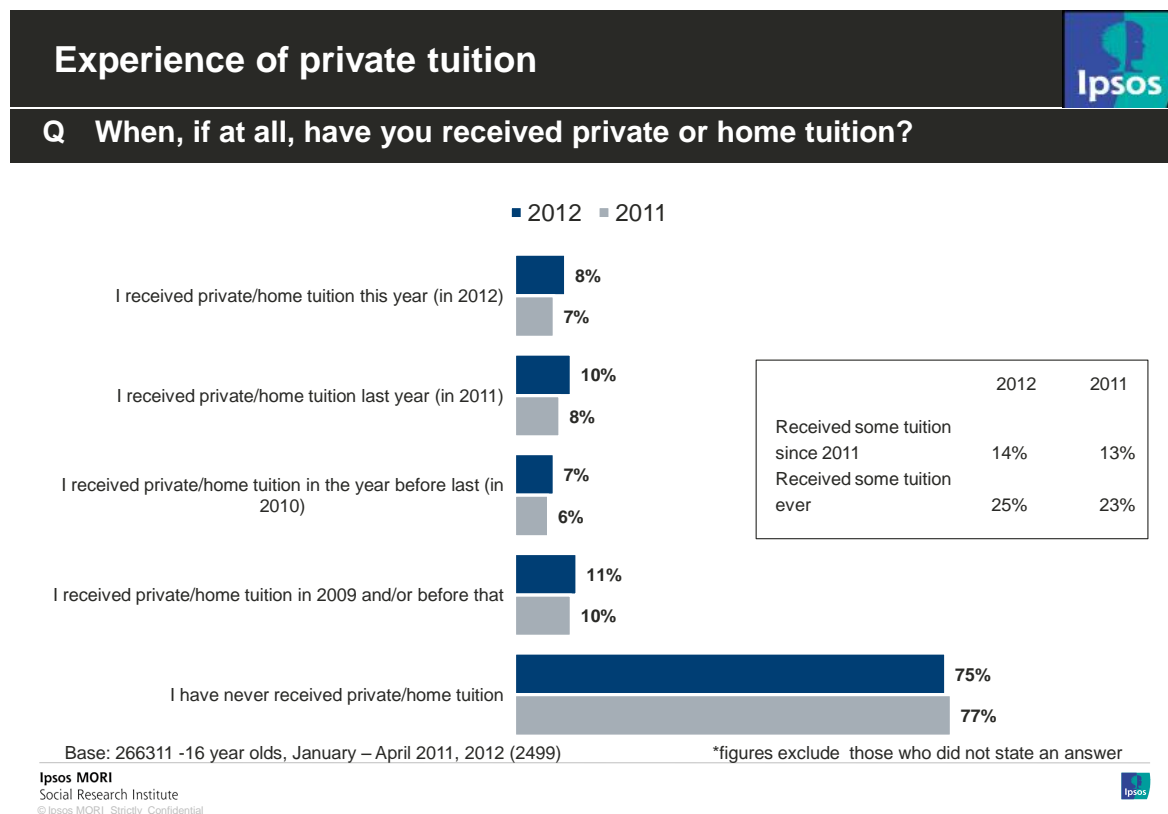
Pupils from families where no parent is in work are significantly more likely than those where they are in work to say they are not clever enough (27% compared with 18%); I would have to work too hard (29% compared with 18%); and teachers would be too strict (36% compared with 25%).

Pupils from the least affluent families are more likely than those from the most affluent families to say that they are not clever enough (27% compared with 16%) and that people would make fun of them (19% compared to 12%).

In contrast pupils from affluent families are more likely to say they do not want to attend a private school because their friends would be at different schools (59% compared with 52% from middle-affluence families).

Experience of private tuition

The proportion of pupils reporting that they have received private or home tuition in 2012 is in line with previous years. Overall, almost a quarter (23%) have received private or home tuition at some stage, while just over two thirds have never done so (68%).



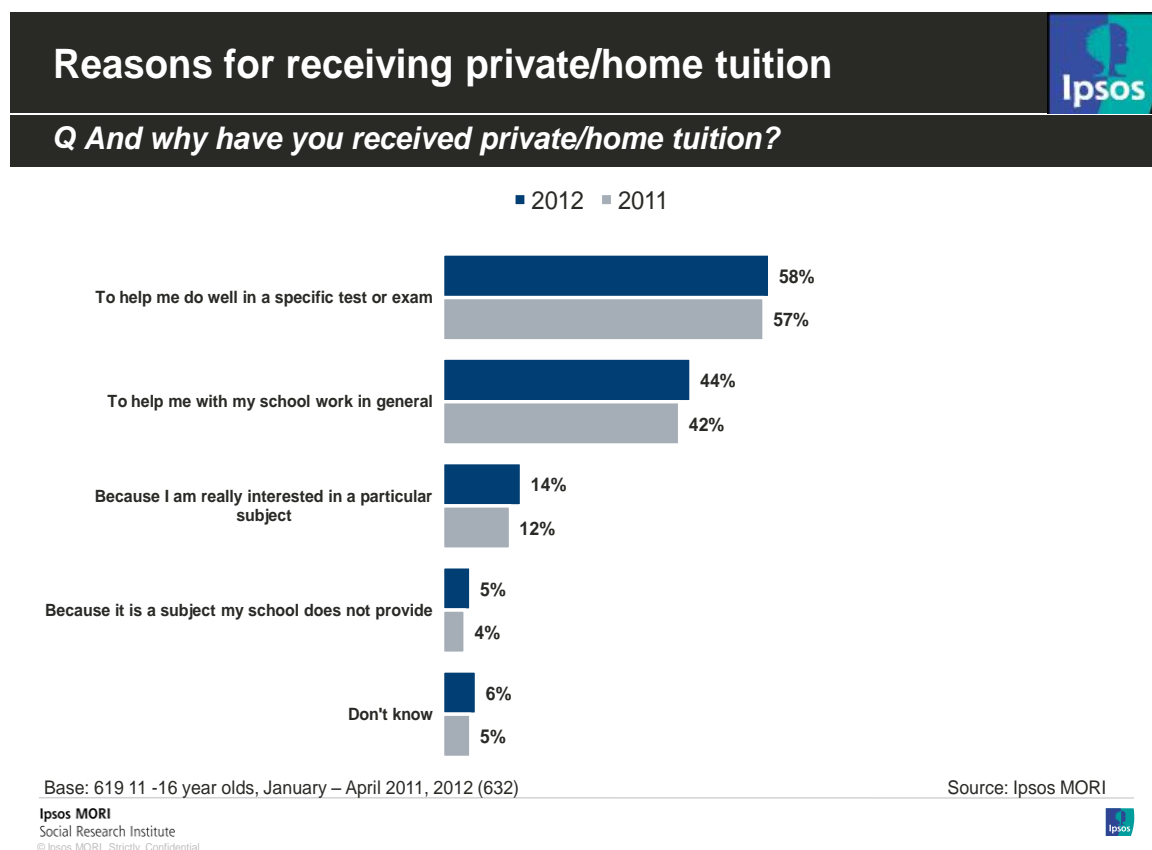
The following demographics appear to have an impact on the likelihood of young people receiving private or home tuition:

- **Year group:** Pupils in the GCSE years (Years 10 and 11) are more likely to have received private/home tuition in the last year than any other year group (16% compared to 12% of those in Year 7). Pupils in Year 7 are the least likely to have ever received private/home tuition (18% of Year 7s compared to 26% of those in Year 11).
- **Ethnic origin:** As in previous surveys, Black and Asian pupils have the highest rate of private/home tuition and are significantly more likely than white pupils to have received such tuition since 2011 (29% compared to 9%) and significantly more likely to have ever received private/home tuition (46% compared with 18%).
- **IMD and Family Affluence Scale:** Pupils attending schools in the highest areas of deprivation in England and Wales are more likely than pupils overall never to have received any form of private/home tuition (70%, 76% compared with 68% overall).


The reasons for receiving private/home tuition remain consistent with those given in 2011. The most common reason given is to assist the pupil in studying for a specific test or exam – over half (58%) of those who have ever received private/home tuition give this as a reason.

Though in line with 2011 data the frequency this answer was given has risen 11 percentage points since 2010 (47%), suggesting a degree of increased pressure to perform during this period.

Seventy seven percent of Year 11 pupils who have received private/home tuition said they did so to help study for a specific exam. Only 58% of pupils overall gave this as a reason.

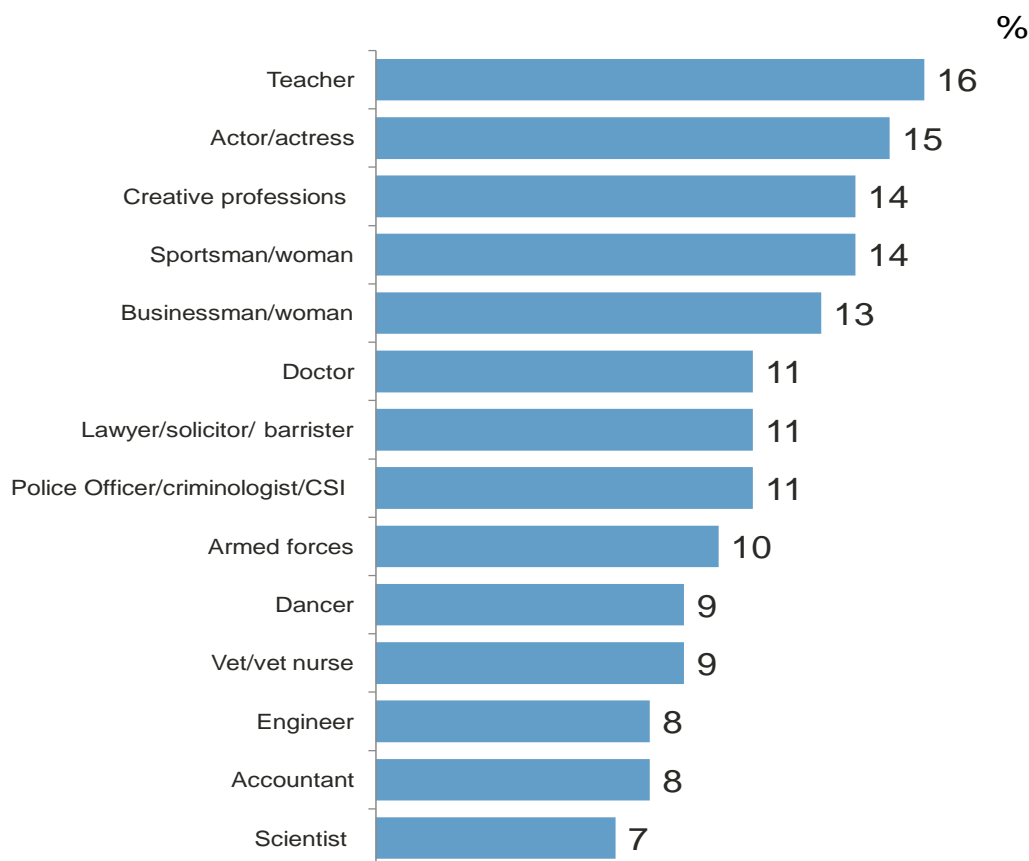


Young people's aspirations for the future



Future aspirations

Q What job would you like to do when you are older?



Base: (2757)

Source: World Values Survey

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When pupils were asked what job they would really like to do when they were older, becoming a teacher was the top-ranking response. This is the result of almost a quarter of female pupils (24%) giving this answer, whereas only 8% of their male counterparts did so. Male pupils were more likely than female students to say they wanted to work in some way

for the Police (15% compared with 6%); the Armed forces (17% compared with 3%); and as an engineer (14% compared with 1%).

Appendices

Sample profile

Sample profile	Number	Unweighted %	Weighted %
Total	2757		
Gender of Pupils			
Male	1330	50	50
Female	1413	49	49
Age of Pupils			
11	276	10	18
12	543	20	19
13	622	23	19
14	621	23	19
15-16	695	25	26
Year of Pupils			
7	595	22	30
8	510	18	16
9	697	25	22
10	539	20	18
11	416	15	15
Ethnic Origin			
White	2153	78	77
BME	588	21	23
Household Composition			
Two parents in household	2058	75	75
Single parent in household	608	22	22
Sibling in household	2246	81	82
Work Status of Household			
Two parents work	1664	60	61
One parent works	798	29	29
No parent works	295	11	10
Region			
London	188	7	9
South East	314	11	17
South West	150	5	9
North East	153	6	5
North West	406	15	13
Eastern	294	11	12
East Midlands	182	7	8
West Midlands	431	16	11
Yorkshire & Humberside	220	8	9
Wales	419	15	8

Source: Ipsos MORI

Statistical reliability

The respondents to the questionnaire are only samples of the total population, so we cannot be certain that the figures obtained are exactly those we would have if everybody had been interviewed (the true values). We can, however, predict the variation between the sample results and the true values from knowledge of the size of the samples on which the results are based and the number of times that a particular answer is given. The confidence with which we can make this prediction is usually chosen to be 95% - that is, the chances are 95 in 100 that the true value will fall within a specified range. The table below illustrates the predicted ranges for different sample sizes and percentage results at the 95% confidence interval.

Size of sample on which survey results is based	Approximate sampling tolerances applicable to percentages at or near these levels		
	10% or 90%	30% or 70%	50%
	±	±	±
100 interviews	6	9	10
500 interviews	3	4	4
1,000 interviews	2	3	3
2,531 interviews (<i>Young People Omnibus children aged 11-15</i>)	1	2	2

Source: Ipsos MORI

For example, with a sample of 2,531 where 30% give a particular answer, the chances are 95 in 100 that the “true” value (which would have been obtained if the whole population had been interviewed) will fall within the range of plus or minus 2 percentage points from the sample result.

Strictly speaking the tolerances shown here apply only to random samples, although they offer an approximation for the complex design used by the current study.

When results are compared between separate groups within a sample, different results may be obtained. The difference may be “real”, or it may occur by chance (because not everyone in the population has been interviewed). To test if the difference is a real one - i.e. if it is “statistically significant”, we again have to know the size of the samples, the percentage giving a certain answer and the degree of confidence chosen. If we assume “95%

confidence interval”, the differences between the two sample results must be greater than the values given in the table overleaf:

Size of sample compared	Differences required for significance at or near these percentage levels		
	10% or 90%	30% or 70%	50%
100 and 100	8	13	14
250 and 100	7	11	12
500 and 250	5	7	8
500 and 500	4	6	6
1,000 and 500	3	5	5
1,000 and 1,000	3	4	4
1,500 and 1,000	2	4	4

Source: Ipsos MORI

