Baseline Survey of the Barnardo's 'Ready to Learn' Evaluation

Dataset summary guide

Background

This document provides a brief overview of the dataset pertaining to the findings of a baseline survey for the evaluation of the Barnardo's 'Ready to Learn' programme in Northern Ireland.

The purpose of the survey was to:

1. Provide quality baseline data on the distribution of educational outcomes and indicators of wellbeing among Year 4 and Year 7 children in Northern Ireland, particularly in schools that have low educational attainment and are located in deprived areas.

2. Determine how these outcomes relate together and what socio-demographic variables might be associated with these.

3. Identify levels of need in relation to the outcomes in order to aid Barnardo's in deciding where best to target their intervention.

Ethical approval for the study was obtained from the Research Ethics Committee of the School of Education at Queen's University Belfast. Data collection was carried out between March 2008 and May 2008.

Sample

All primary schools in Northern Ireland were categorized as either high deprivation or low deprivation schools based on the level of free school meals (FSM) uptake in the school and whether the school was located within a neighbourhood renewal area. Schools were then randomly selected, stratified by area board; 82 schools were selected and approached in the first instance (by letter and telephone) and invited to participate. Of these schools, 28 agreed to take part (34% uptake rate). Fifteen schools were located in an area of high deprivation and thirteen schools were located in an area of low deprivation.

In total, 1081 pupils took part: 510 females (47.2%) and 571 males (52.8%). Five hundred and twenty seven (527) participants (48.8%) were in Year 4 and 554 (51.2%) were in Year 7. Age ranged from 7 to 12 years. The mean age of Year 4 participants was 7.8 years and the mean age of Year 7 participants was 10.8 years. Fifty-seven pupils did not give their consent for their answers to be included in the study. Table 1 shows the breakdown of schools and children by deprivation area

Table 1: Breakdown of schools and children by deprivation area

	Number of schools	Number of Year 4 pupils	Number of Year 7 pupils
High deprivation	15	302	305
Low deprivation	13	225	249
Total	**28**	**527**	**554**

Further Information

Miller, S., Lundy, L., Connolly, P., Maguire, L. and McEvoy, L. (2008) Wellbeing and educational attainment of primary school pupils in Northern Ireland. Centre for Effective Education, Queen's University Belfast: Belfast

Measures

Data was collected on indicators of well-being, educational attainment and school-level information.

Education attainment
Schools were asked to provide their pupils' level of attainment on the English and Mathematics Key Stage assessments that were most recently completed. Children in Year 4 were assessed on Key Stage 1 standards and were classified at the following levels: W (working towards level 1), 1 (below nationally expected standard), 2 (nationally expected standard), 3 (above nationally expected standard) or 4 (exceptional performance). Year 7 children are assessed on Key Stage 2 and can achieve: Level 1 (below expectations), 2 (below expectations), 3 (below expectations), 4 (at level expected), 5 (beyond expectations) and 6 (exceptional performance).

School-level data
The following school-level information was collected:
- General school attendance level (for the previous year)
- The number of children with special educational needs in Year 4 and Year 7
- The overall number of children on the waiting list or in receipt of CAMHS

Indicators of well-being

A questionnaire was compiled to include the various indicators of well-being that Barnardo's wanted the survey to focus on. Table 2 provides a summary of the measures used in the survey.

Table 2: Summary of measures in survey

Outcome	Measure	Notes
KIDSCREEN Questionnaire	**Six subscales of KIDSCREEN (The Kidscreen Group 2006)[1]** - Physical wellbeing - Psychological wellbeing - Social acceptance – bullying - Peer relationships - School environment Autonomy and parent relations	Physical activity, energy and fitness; positive emotions and satisfaction; rejection and anxiety towards peers; feelings of acceptance, support and inclusion; feelings of happiness at school; relationship between child and parents
Self-Esteem	**Subscale of Self-Perception Profile for Children [SPPC] (Harter 1985)[2]** Cronbach's alphas = between 0.73 – 0.81 with stable intra-class test-retest correlation coefficients above 0.84.	6 Items measuring self-esteem (Global Self-Worth)
Aspirations for the future	**Expectations/Aspirations measure (Loeber et al 1991)[3]** **Cronbach's alpha = 0.79 and 0.82**	Assess children's feelings about their goals and aspirations in life
Enjoyment of education	**9 items from 'liking school' subscale of Pell and Jarvis' (2001) attitudinal scale [4]** **Alpha = 0.71**	Measuring enjoyment of school

Structure and content of the data file

The datafile begins with contextual and background variables (Table 3), and continues with survey results (table 4). Data was anonymised in the first instance through the removal of pupil, teacher and school names. To ensure anonymity, the variable of 'ethnicity' was altered and re-coded. Due to small cell information regarding ethnicity, participants were coded as White or Non-White. After re-coding, percentage breakdown was White (96.9%) and Non-White (0.4%).

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[1] KIDSCREEN Questionnaires available from https://www.kidscreen.org/english/questionnaires/

[2] Self-perception profile for children measure and scoring information available from https://portfolio.du.edu/SusanHarter/page/44210.

[3] Expectations/Aspirations measure and scoring information available form https://fasttrackproject.org/techrept/e/exa/

[4] Pell, T and Jarvis, T (2001) Developing attitude to science scales for use with children of ages from five to eleven years. *International Journal of Science Education*, 23:8, 847-862. https://www.tandfonline.com/doi/abs/10.1080/09500690010016111

Table 3: Contextual variables

Name	Label	Values
pupilcode	Pupil ID	None
gender	Gender	1 = Male 2 = Female
ethnicity	Ethnicity	1 = White 2 = Non White
age	Age	Age
schoolID	School ID	None
Deprank	Multiple Deprivation Rank of School	
deprivation	Deprivation Rank of School	1 = high 2 = low
freemeals	Percentage of children in school receiving Free School Meals	
class	Year group	1 = P4(Year 4) 2 = P7(Year 7)
EnglishKSR	English Key Stage Result	None
MathsKSR	Maths Key Stage Result	None
NumSEN	School level data - Number of children in school with Special Educational Needs	None
CAMHS	School level data - Number of children on waiting list or in receipt of Child and Adolescent Mental Health Services (CAMHS)	None
Attendance	School level data - General attendance level (for the previous year)	None

Table 4: Survey results

Name	Label	Values
generalhealth	KIDSCREEN: Physical wellbeing 1	1 = Excellent 2 = very good 3 = good 4 = not very good 5 = poor
fitwell	KIDSCREEN: Physical wellbeing 2	1 = not at all 2 = slightly 3 = now and then 4 = very 5 = extremely
physicalactive	KIDSCREEN: Physical wellbeing 3	1 = not at all 2 = slightly 3 = now and then 4 = very 5 = extremely
runwell	KIDSCREEN: Physical wellbeing 4	1 = not at all 2 = slightly 3 = now and then

		4 = very
		5 = extremely
energy	KIDSCREEN: Physical wellbeing 5	1 = Never
		2 = Not very often
		3 = quite often
		4 = very often
		5 = Always
enjoyable	KIDSCREEN: Psychological wellbeing 1	1 = not at all
		2 = slightly
		3 = now and then
		4 = very
		5 = extremely
goodmood	KIDSCREEN: Psychological wellbeing 2	1 = Never
		2 = Not very often
		3 = quite often
		4 = very often
		5 = Always
fun	KIDSCREEN: Psychological wellbeing 3	1 = Never
		2 = Not very often
		3 = quite often
		4 = very often
		5 = Always
sad	KIDSCREEN: Psychological wellbeing 4	1 = Never
		2 = Not very often
		3 = quite often
		4 = very often
		5 = Always
sobad	KIDSCREEN: Psychological wellbeing 5	1 = Never
		2 = Not very often
		3 = quite often
		4 = very often
		5 = Always
lonely	KIDSCREEN: Psychological wellbeing 6	1 = Never
		2 = Not very often
		3 = quite often
		4 = very often
		5 = Always
happy	KIDSCREEN: Psychological wellbeing 7	1 = Never
		2 = Not very often
		3 = quite often
		4 = very often
		5 = Always
enoughtime	KIDSCREEN: Autonomy and parent relations 1	1 = Never
		2 = Not very often
		3 = quite often
		4 = very often
		5 = Always
freetime	KIDSCREEN: Autonomy and parent relations 2	1 = Never

		2 = Not very often 3 = quite often 4 = very often 5 = Always
parenttime	KIDSCREEN: Autonomy and parent relations 3	1 = Never 2 = Not very often 3 = quite often 4 = very often 5 = Always
treatfairly	KIDSCREEN: Autonomy and parent relations 4	1 = Never 2 = Not very often 3 = quite often 4 = very often 5 = Always
talktoparent	KIDSCREEN: Autonomy and parent relations 5	1 = Never 2 = Not very often 3 = quite often 4 = very often 5 = Always
friendmoney	KIDSCREEN: Autonomy and parent relations 6	1 = Never 2 = Not very often 3 = quite often 4 = very often 5 = Always
buymoney	KIDSCREEN: Autonomy and parent relations 7	1 = Never 2 = Not very often 3 = quite often 4 = very often 5 = Always
spenttime	KIDSCREEEN: Peer relationships 1	1 = Never 2 = Not very often 3 = quite often 4 = very often 5 = Always
friendfun	KIDSCREEEN: Peer relationships 2	1 = Never 2 = Not very often 3 = quite often 4 = very often 5 = Always
helped	KIDSCREEEN: Peer relationships 3	1 = Never 2 = Not very often 3 = quite often 4 = very often 5 = Always
trust	KIDSCREEEN: Peer relationships 4	1 = Never 2 = Not very often 3 = quite often 4 = very often

		5 = Always
afraid	KIDSCREEN: Bullying 1	1 = Never 2 = Not very often 3 = quite often 4 = very often 5 = Always
madefunof	KIDSCREEN: Bullying 2	1 = Never 2 = Not very often 3 = quite often 4 = very often 5 = Always
bullied	KIDSCREEN: Bullying 3	1 = Never 2 = Not very often 3 = quite often 4 = very often 5 = Always
happyschool	KIDSCREEN: School environment 1	1 = not at all 2 = slightly 3 = now and then 4 = very 5 = extremely
gotonwell	KIDSCREEN: School environment 2	1 = not at all 2 = slightly 3 = now and then 4 = very 5 = extremely
attention	KIDSCREEN: School environment 3	1 = Never 2 = Not very often 3 = quite often 4 = very often 5 = Always
getalong	KIDSCREEN: School environment 4	1 = Never 2 = Not very often 3 = quite often 4 = very often 5 = Always
listen	KIDSCREEN: School environment 5	1 = Never 2 = Not very often 3 = quite often 4 = very often 5 = Always
shout	KIDSCREEN: School environment 6	1 = Never 2 = Not very often 3 = quite often 4 = very often 5 = Always
fair	KIDSCREEN: School environment 7	1 = Never 2 = Not very often

		3 = quite often 4 = very often 5 = Always
privacy	KIDSCREEN: School environment 8	1 = Never 2 = Not very often 3 = quite often 4 = very often 5 = Always
schoollisten	KIDSCREEN: School environment 9	1 = not at all 2 = slightly 3 = now and then 4 = very 5 = extremely
happyunhappy	Harter GS-W - Subscale of Self-Perception Profile for Children - Often unhappy/happy with self	1 = really true – pleased with themselves 2 = Sort of true – pleased with themselves 3 = sort of true – unhappy with themselves 4 = really true – unhappy with themselves
likedontlike	Harter GS-W - Subscale of Self-Perception Profile for Children - Like/dont like the way they're leading their lives	1 = really true – like 2 = sort of true – like 3 = sort of true – dislike 4 = really true - dislike
self	Harter GS-W - Subscale of Self-Perception Profile for Children - Happy/unhappy with self as a person	1 = really true – not happy with themselves 2 = sort of true – not happy with themselves 3 = sort of true – happy with themselves 4 = really true – happy with themselves
someoneelse	Harter GS-W - Subscale of Self-Perception Profile for Children - Like themselves/wish they were someone else	1 = really true – someone else 2 = sort of true – someone else 3 = sort of true – like who they are 4 = really true – like who they are
wishdifferent	Harter GS-W - Subscale of Self-Perception Profile for Children - Happy the way they are/wish they were different	1 = really true – wish they were different 2 = sort of true – wish they were different 3 = sort of true – happy the way they are 4 = really true – happy the way they are

waytheydothings	Harter GS-W - Subscale of Self-Perception Profile for Children - Unhappy/happy with the way they do things	1 = really true – do things is fine 2 = sort of true – do things is fine 3 = sort of true – happy do things 4 = really true – not happy do things
wellpayingjob	Expectations/Aspirations - How important is it to have a well paying job later?	1 = not at all important 2 = not very important 3 = important 4 = very important
reputation	Expectations/Aspirations - How important is it to you to have a good reputation in the community?	1 = not at all important 2 = not very important 3 = important 4 = very important
workhard	Expectations/Aspirations - How important is it to you to work hard and get ahead?	1 = not at all important 2 = not very important 3 = important 4 = very important
savemoney	Expectations/Aspirations - How important is it to you to save money for the future?	1 = not at all important 2 = not very important 3 = important 4 = very important
carefulspending	Expectations/Aspirations - How important is it to you to be careful about how much money you spend?	1 = not at all important 2 = not very important 3 = important 4 = very important
happyfamily	Expectations/Aspirations - How important is it to you to have a happy family life?	1 = not at all important 2 = not very important 3 = important 4 = very important
job	Expectations/Aspirations - What do you want to be when you grow up?	None
jobrecode	Expectations/Aspirations - Job recode	0 = don't know/missing 1 = job stated
writing	'Liking School'- How do you feel about writing?	1 = really don't like it 2 = don't like it but only a little 3 = don't mind, it's ok 4 = like it a little 5 = like it a lot
reading	'Liking School'- How do you feel about reading?	1 = really don't like it 2 = don't like it but only a little 3 = don't mind, it's ok 4 = like it a little 5 = like it a lot

spelling	'Liking School'- How do you feel about spelling?	1 = really don't like it 2 = don't like it but only a little 3 = don't mind, it's ok 4 = like it a little 5 = like it a lot
sums	'Liking School'- How do you feel about doing sums?	1 = really don't like it 2 = don't like it but only a little 3 = don't mind, it's ok 4 = like it a little 5 = like it a lot
shapes	'Liking School'- How do you feel about working with shapes?	1 = really don't like it 2 = don't like it but only a little 3 = don't mind, it's ok 4 = like it a little 5 = like it a lot
computer	'Liking School'- How do you feel about using the computer?	1 = really don't like it 2 = don't like it but only a little 3 = don't mind, it's ok 4 = like it a little 5 = like it a lot
science	'Liking School'- How do you feel about doing science experiments?	1 = really don't like it 2 = don't like it but only a little 3 = don't mind, it's ok 4 = like it a little 5 = like it a lot
byyourself	'Liking School'- How do you feel about working by yourself?	1 = really don't like it 2 = don't like it but only a little 3 = don't mind, it's ok 4 = like it a little 5 = like it a lot
school	'Liking School'- How do you feel about coming to school?	1 = really don't like it 2 = don't like it but only a little 3 = don't mind, it's ok 4 = like it a little 5 = like it a lot
totalenjoy	'Liking School'- Total score for enjoyment of education	None