DOCUMENT

L
YOUTHSCAN U.K.
An Initiative of the International Centre for Child Studies
A national study of all children born 5-11 April 1970 in England, Wales and Scotland
originating from the 1970 Birth Cohort of the National Birthday Trust Fund

EDUCATIONAL (TEACHER’S) QUESTIONNAIRE
CONFIDENTIAL

Director: Professor Neville Butler
MD, FRCP, FRCOG, DCH
International Centre for Child Studies
Ashley Down House
16 Cotham Park
Bristol BS6 6BU
Tel. (0272) 739783/743405

BLOCK CAPITALS PLEASE

Pupil’s Surname ..............................................
Pupil’s Forename(s) ...........................................
Pupil’s Home Address ......................................

Pupil’s Sex Male [ ] Female [ ]

Date of birth [DD/MM/YY] April 1970

Today’s Date [DD/MM/YY] 01/05/86

Name of school ..............................................
Address of school ...........................................
Name of your Education Authority ..................
Name of your District Health Authority ...........
Designation of teacher completing this form........

TO THE TEACHERS AND OTHERS HELPING TO COMPLETE THIS FORM:

We should like to thank you for your co-operation in this study of teenagers. All the information
will be treated in the strictest confidence. This form will not be seen by anyone other than the
survey staff, and no names of pupils, teachers or schools will be mentioned in any report of the
study. The parents and teenagers concerned have participated in the Study up to three times
already and have recently been approached individually to ensure their consent for the present
sweep.

The questions are addressed to the pupil’s Form Teacher or Tutor, but we realise that you may
wish to consult with your Year Head or House Head or whoever has the most knowledge of the
pupil.

IF YOU HAVE ANY DIFFICULTY FILLING IN ANY PART OF THE FORM, PLEASE CONTACT
YOUTHSCAN AT THE ABOVE ADDRESS.
Q1. How long have you known the study pupil? Please specify number of terms 

Q2. Is this pupil:

<table>
<thead>
<tr>
<th>School</th>
<th>LEA</th>
<th>Independent</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- A day pupil
- A weekly boarder
- A term-time boarder
- Other answer (please specify)

Q3. Has this pupil sat for any exams up to the end of the spring term 1986?

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
</table>

If YES, which of the following?

- CSEs
- 'O' levels ('O' Grades Scotland)
- Prevocational certs/exams
- Other certificates or exams (please specify)

Q4. Which of the following describes most accurately this pupil's present examination status?

- Taking 'O' Levels only
- Taking a few CSEs
- Taking several CSEs
- Not being examined
- Other answer

Q5. Could you please supply any predictions of examination grades in respect of this pupil?

<table>
<thead>
<tr>
<th>Subject</th>
<th>Predicted 'O' grade, if appropriate</th>
<th>Predicted CSE grade, if appropriate</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>A B C D E F Can't say</td>
<td>1 2 3 4 5 U Can't say</td>
</tr>
</tbody>
</table>

Any other exams/certificates being taken?

(L5.32)
ACADEMIC ASSESSMENT OF PUPIL

Q6. We would like you to grade the pupil on his/her ACTUAL PERFORMANCE and UNDERLYING ABILITY, compared with other youngsters of a similar age.
Please choose the grade in each of the two columns, which, in your judgement, most closely reflects the pupil's standing, for (a) performance and (b) ability.
Performance alone may not be an accurate measure of underlying ability. Some pupils underperform because of poor motivation or emotional difficulties, while by dint of hard work manage to achieve a grade above what might be expected given their natural talents.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Performance</th>
<th>Ability</th>
</tr>
</thead>
<tbody>
<tr>
<td>Top</td>
<td>5%</td>
<td>A</td>
</tr>
<tr>
<td>Well above average</td>
<td>10%</td>
<td>B</td>
</tr>
<tr>
<td>Average</td>
<td>50%</td>
<td>C</td>
</tr>
<tr>
<td>Below average</td>
<td>20%</td>
<td>E</td>
</tr>
<tr>
<td>Well below average</td>
<td>10%</td>
<td>F</td>
</tr>
<tr>
<td>Bottom</td>
<td>5%</td>
<td>G</td>
</tr>
<tr>
<td>No assessment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>possible</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Give reasons</td>
<td></td>
<td></td>
</tr>
<tr>
<td>If there is a difference between the two grades, please comment:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

ABILITIES IN SUBJECTS

Reading Ability

Q7. Is the pupil's reading ability appropriate for his/her age?
(e.g. up to reading an average paperback)

(L7.1) Tick one box
YES, above average
YES, average
NO, slightly impaired
NO, moderately impaired
NO, severely impaired

If NO, please answer /1(a) and /1(b) below:

7(a) What can he/she read?
Tick one box on each line
Simple printed instructions
Television newspapers
Any other comments about reading ability?

7(b) Is any special educational help being given?
YES
NO
If YES, please give details
Writing Ability

Q8. Is the Pupil's writing ability appropriate for his/her age?
(e.g. able to write short piece of creative text)

☐ YES, above average
☐ YES, average
☐ NO, below average
☐ NO, well below average

If No, please answer Q9 below:

8(a) What can he/she write?

☐ Can write his/her own name
☐ Can write sentences
☐ Can write a simple letter

Any comments about writing ability?

Maths Ability

Q9. Has this pupil been in a setted class for mathematics in this school year?

☐ YES
☐ NO

If YES, answer Q9a below:

9(a) What is this pupil's grade?

☐ Highest level
☐ Middle level
☐ Lowest level
☐ Can't say

Q10. To your knowledge has this pupil any special skills or talents apart from any mentioned above, either inside or outside the school curriculum?

☐ YES
☐ NO
☐ CAN'T SAY

If YES, please answer 10a and b below:

10(a) In which sphere do these special skills lie?

☐ Intellectual
☐ Sporting
☐ Artistic
☐ Others

What?

10(b) Please give a short description:

☐ YES
☐ NO

☐ Other

☐ Intellectual
☐ Sporting
☐ Artistic
☐ Others

What?
Q11. Has this pupil been assessed with a view to special educational provision?

11(a) When was the most recent assessment made? [L11.2a]

11(b) Was it done under the 1981 Education Act? [L11.3]
Yes No Can’t say

11(c) Please describe findings of assessment(s):

11(d) Was there any involvement of outside agencies? [L11.6]

11(e) What type of disposal was recommended? [L11.8]
- Stay within the normal school process
- Stay at the same school with support
- Go to another school with support
- Stay at a special school
- Go to a special school

11(f) Please summarise below the action recommended and implemented and present status:
Q12. Has this pupil had any remedial or special educational help in school since September 1985?

If YES, please answer 12a) and 12b) below:

12(a) Please give the nature of any special educational help given this school year:

- Remedial or special class
- Remedial group working (reading)
- Remedial group working (Maths)
- Special group (behaviour problems)
- Small group vocational course
- Individual remedial tuition
- Individual school counselling
- Other help (please specify)

12(b) How many hours a week is help given?

- Reading
- Maths
- Other

Q13. Has the pupil received any outside specialist help to your knowledge since September 1985?

If YES, please answer 13a) and 13b) below:

13(a) What type of specialist help is/was being given?

- Child Guidance attendance
- Psychiatric Counselling
- Speech Therapy attendance
- Reading Centre attendance
- Multi-cultural education centre
- English language centre (including holiday periods)
- Sensory disability help (visual)
- Sensory disability help (auditory)
- Education welfare intervention
- Social work intervention
- Attendance at Special Unit (behaviour difficulties)
- Probation Officer guidance/care
- Other help

13(b) Please give a short description:

Q14. From school records, 10 BM and your own observations, does this pupil have any of the following?

Tick one box on each line

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
<tr>
<td>E</td>
<td>F</td>
<td>G</td>
<td>H</td>
</tr>
<tr>
<td>I</td>
<td>J</td>
<td>K</td>
<td>L</td>
</tr>
<tr>
<td>M</td>
<td>N</td>
<td>O</td>
<td>P</td>
</tr>
<tr>
<td>Q</td>
<td>R</td>
<td>S</td>
<td>T</td>
</tr>
</tbody>
</table>

- To have hearing difficulty
- To have bad eyesight
- To have a cold
- To have speech which is difficult to understand
- To have stutter/stuttering
- To have dyslexia
- To be hyperactive
- To be clumsy in his/her movements
- To have poor control of hands (e.g. in writing, drawing, handwriting)
- To be overweight
- To be aggressive

Yes No Can't say
Q15. Taking into account the above, has this pupil any physical, mental, educational or social problems which impair or might interfere with his/her everyday life?

Yes
No
Can't say

If YES, please summarise any problems which have been identified and any action taken:

Q16. Has this pupil ever had to be removed from class because of behaviour problems?

No
Yes

Tick all that apply:
- YES, need
- YES, occasionally to informal school provision
- YES, to rescue unit, on-site centre etc.
- YES, to an off-site centre
- YES, other answer (please specify)

Q17. Has this pupil ever been suspended from school?

Yes
No

If YES, please answer 17a below:

Q18. Has there been a "Case Conference" between the school and outside agencies about this pupil in the last 2 years?

Yes
No

If YES, please answer 18a below:

18(a). Why was there a Case Conference?
- For Behaviour/social problem(s)
- For Medical problem(s)
- For Other reason(s)

Give any other relevant information:

CASE CONFERENCES
**ABSENCES FROM SCHOOL**

**Q19.** Did this pupil miss as much as a day's schooling in the Spring Term 1986?
- **YES** (L19.1)
- **NO**

**19(a).** Total number of days absent during Spring Term 1986. Please add up the total number of days missed (add half days as well, rounding up to full days) but do not include days pupil was away on school courses:

\[ L19.2 \] days

**19(b).** Where known, please indicate reasons given for absences:

\[ L19.3 \]

**Q20.** Do you know if this pupil has to the school's knowledge, been in contact with the law since his/her 11th birthday?
- **YES** (L20.1)
- **NO**
- **CAN'T SAY**

**20(a).** Please describe type of problem:

\[ L20.2 \]

**20(b).** Has the school had to prepare reports on this pupil for:

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
<th>Don't know</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) The Police Service</td>
<td>[ L20.3 ]</td>
<td>[ L20.4 ]</td>
</tr>
<tr>
<td>b) The Courts</td>
<td>[ L20.6 ]</td>
<td>[ L20.7 ]</td>
</tr>
<tr>
<td>c) Social Services Department</td>
<td>[ L20.9 ]</td>
<td>[ L20.10 ]</td>
</tr>
</tbody>
</table>

**Q21.** Please is there anything else about this survey pupils progress, behaviour, health or educational ability which you feel we should know?

\[ L21.1 \]

\[ L21.2 \]

**FUTURE**

**Q22.** Is this pupil expected to continue full time education next year?
- **YES** (L22.1)
- **NO**
- **CAN'T SAY**

**22(a).** In your opinion, would the pupil have benefitted from continuing in full-time education?

<table>
<thead>
<tr>
<th>Tick one box</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes, academically</td>
</tr>
</tbody>
</table>

\[ L22.3 \]