Centre for Longitudinal Studies

1970 British Cohort Study

Sixteen-year Survey: Head Teacher Questionnaire

Guide to data available at the UK Data Archive

Prepared by:
Brian Dodgeon
Peter Shepherd
Neville Butler
Jon Johnson

Centre for Longitudinal Studies
Bedford Group for Lifecourse & Statistical Studies
Institute of Education
University of London
20 Bedford Way
London WC1H 0AL
Tel: 0207-612 6860
Fax: 0207-612-6880
Email: cls@cls.ioe.ac.uk
http://cls.ioe.ac.uk

Centre for Longitudinal Studies ν Institute of Education ν University of London ν London WC1H 0AL

1970 British Cohort Study (BCS70)

Sixteen-year Survey
Head Teacher Questionnaire

A Guide to the BCS70 16-year Head Teacher Questionnaire Data available at the UK Data Archive

***Deposited by*:**

Heather Joshi
Director
Centre for Longitudinal Studies
Institute of Education
University of London

Document prepared by:

Brian Dodgeon
Peter Shepherd
Neville Butler
Jon Johnson

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Acknowledgements

The preparation for the 1970 Birth Cohort Study (BCS70) was originally laid down in the British Births Study. This was organised and funded mainly by the National Birthday Trust and the Royal College of Obstetricians. The Medical Research Council (MRC) funded sample surveys at 22 and 42 months, both directed by Dr Chamberlain.

Progression towards the 16-year study was continued at the Bristol University Department of Child Health at 5 and 10 years under the direction of Neville Butler, with the help of Albert Osborn, Sue Dowling, Brian Howlett, Walker Barker, Mary Haslum and Jean Golding, among others.

The 16-year BCS70 follow-up was carried out by the International Centre for Child Studies, and once again directed by Neville Butler. ICCS (Chairmen D. Hawkins and A. Cummins and Honorary Secretary P. Lynch) kindly provided premises and raised the necessary funds.

We would like to thank all the head teachers who participated in this survey, as well as those at ICCS who carried out the survey and began the data cleaning (including Carol Ekinsmyth and Scott Montgomery who later moved with the study to SSRU).

BCS70 moved to the Social Statistics Research Unit (SSRU) at City University in 1991, and in 1998 SSRU subsequently moved to the Institute of Education in the University of London to form the Centre for Longitudinal Studies (CLS). As director of SSRU and later CLS, John Bynner was principal investigator on BCS70 surveys at 21 years (a 10 per cent sample), 26, 30 and 34 years.

Most importantly, none of these surveys would have been possible without the co-operation of the cohort members and their parents, and for this we are very grateful.

Preface

This document is a guide to the 1970 British Cohort Study (BCS70) Sixteen-year Head Teacher Questionnaire. It is designed to accompany the existing deposit of data from this survey with the UK Data Archive, at the University of Essex (SN 5225). The documentation and data have been prepared by the Centre for Longitudinal Studies at the Institute of Education.

Section 1 comnprises a short history of the whole longitudinal study. Section 2 gives a more detailed account of the BCS70 16-year Head Teacher Questionnaire undertaken in 1986. There are also 2 appendices, showing the questionnaire annotated with the names of the corresponding variables on the dataset, and a summary of topics covered by BCS70 surveys to date.

Users are strongly advised to read Section 1 first, as the historical context facilitates a clearer interpretation of the data.

Summary of the Data Deposit

1970 Birth Cohort Study: 16-year Head Teacher Questionnaire

Current Principal Investigator	Jane Elliott, Centre for Longitudinal Studies, Institute of Education, 20 Bedford Way, London WC1H 0AL
Original Organisation	International Centre for Child Studies
Documentation	Prepared at CLS by Brian Dodgeon, Peter Shepherd, Neville Butler and Jon Johnson
Acknowledgements	2000 head teachers (in 117 GB Education Authorities) who completed the questionnaire.
Depositor	Heather Joshi, Director, Centre for Longitudinal Studies, Institute of Education, 20 Bedford Way, London WC1H 0AL
Purpose	To gather information on the type of school, subjects taught, staff and facilities available, at all schools attended by BCS70 cohort members at age 16.
Variables	279 variables, linkable by variable KEY to data from other time-points.
Population	All schools attended at age 16 by children born in a specific week in April 1970.
Sampling Procedures	A mail-out was undertaken to all schools in England, Wales and Scotland likely to be attended by children born in April 1970.
Cases (target)	11,622
Cases (obtained)	4,592*
Method of Data Collection	Self-completion questionnaire sent by post to head teachers
Date of Data Collection	Summer 1986

* 2,000 schools returned questionnaires, leading to a ‘match’ in the case of 4,592 individual cohort members. The low number of head teachers returning the questionnaire (under 40%) is largely attributable to the widespread industrial action being undertaken during 1986 by the teachers’ unions in protest against the government’s educational reforms.

SECTION 1: INTRODUCTION AND BACKGROUND TO THE 1970 BRITISH COHORT STUDY

Introduction

1.1 Britain has a unique tradition in conducting longitudinal birth cohort studies. Four continuing studies have been embarked upon. These were in 1946 (National Survey of Health and Development, NSHD), in 1958 (National Child Development Study, NCDS), in 1970 (1970 British Cohort Study, BCS70), and in 2001 (Millennium Cohort Study). The first three were launched as a study of antenatal/postnatal service provision, and morbidity or perinatal mortality. All those three studies collected information about almost all births occurring nationwide in a target week in 1946 (NSHD, n=13,687), in 1958 (NCDS, n=17,414), and in 1970 (BCS70, n=17,198) respectively. Each of those studies has subsequently carried out multidisciplinary follow-up surveys (or sweeps) on health, education, family and social influences at various ages (Douglas, 1964; Douglas et al 1968; Wadsworth 1979, 1991; Butler and Bonham, 1963; Butler and Alberman, 1969; Davie et al, 1972; Fogelman, 1976, 1983; Ferri, 1993; Chamberlain et al, 1973, 1975; Osborn et al, 1984).

The Millennium Cohort Study (MCS) will add a longitudinal dimension to a fourth cohort in the coming years, when follow-up sweeps have been completed. The sample design of MCS differs from that of its predecessors in that it took a whole year's births, and covers the whole of the United Kingdom for the first time. The sample population for the study was drawn from all live births in the UK over 12 months from 1 September 2000 in England & Wales and 1 December 2000 in Scotland & Northern Ireland. MCS used a random sample of electoral wards, disproportionately stratified to ensure adequate representation of all four UK countries, deprived areas and areas with high concentrations of Black and Asian families.

The three studies conducted by CLS present individually and in combination an unprecedented opportunity to investigate the forces and patterns that have shaped and continue to shape the lives of three overlapping generations of people living in Great Britain. For more detailed information on the three studies, consult the CLS website at www.cls.ioe.ac.uk

1.2 This document is designed to accompany the deposit of data from the BCS70 16-year Head Teacher Questionnaire with the UK Data Archive at the University of Essex. The deposit of these data means that the Data Archive now holds data associated with fourteen of the sixteen BCS70 16-year instruments, the others having been deposited some time ago.

1.3 This Guide is in two parts. This first section provides details of the background to BCS70 in general, and describes the availability of the data, and some of the publications arising from research using the BCS70 data. The second focuses on the BCS70 16-year Head Teacher Questionnaire in particular, providing details of the conduct of the survey, and the linkage process to individuals. Appendix 1 provides an annotated copy of the survey instrument employed.

The documentation and data have been prepared by the Centre for Longitudinal Studies at the Institute of Education, which is responsible for BCS70, as well as for NCDS and the Millennium Cohort Study.

Outline of the Longitudinal Study

1.4 BCS70 began in 1970 when data were collected about the 17,198 babies born in England, Scotland, Wales and Northern Ireland in a specific week in April of that year. At this time, the study was named the British Births Survey (BBS) and it was sponsored by the National Birthday Trust Fund, in association with the Royal College of Obstetricians and Gynaecologists. Since 1970, there have been six further attempts to gather information from the full cohort - when they were aged 5, 10, 16, 26, 30 and 34 years, although the latest has yet to be deposited at the Archive.

1.5 As Table 1.1 shows, information has been obtained from a number of different sources, and by varying types of instruments. With each successive attempt, the scope of enquiry has broadened from a strictly medical focus at birth, to encompass physical and educational development at the age of five, and

physical educational and social development at the age of ten. This wider and more comprehensive approach has been continued in the 16-year, 26-year, 30-year and 34-year sweeps.

1.6 In the birth survey, information was collected by means of a questionnaire completed by the midwife present at the birth, and supplementary information was obtained from clinical records. The five-year and ten-year follow-ups were carried out by the Department of Child Health, Bristol University and the survey at these times was named the Child Health and Education Study (CHES). On both occasions parents of the cohort members were interviewed by Health Visitors, the children themselves undertook tests of ability, and the school health service gathered medical information on each child. This was supplemented at ten years by information gathered on a questionnaire completed by head and class teachers, and the children had completed a medical examination. In 1975 and 1980, the cohort was augmented by the inclusion of immigrants to Britain who were born in the target week in 1970. Subjects from Northern Ireland who had been included in the birth survey, were dropped from the study in all subsequent sweeps.

The sixteen-year follow-up was carried out by the International Centre For Child Studies and named Youthscan. In this sweep, sixteen separate survey instruments were employed, including parental questionnaires, head and class teacher questionnaires and medical examinations. The cohort members completed questionnaires, kept two four-day diaries and undertook some educational assessments.

The twenty-six year follow-up was carried out by the Social Statistics Research Unit, City University and it was now called the BCS70 26-year survey.

The 30-year and 34-year surveys were carried out by the Centre for Longitudinal Studies after the SSRU moved to the Institute of Education.

Table 1.1: BCS70 Follow-ups, sample surveys and sources of information 1970-2000

BBS (1970) ***Birth***	**BBS*** (1972)** ***22* mths**	**BBS*** (1973)** ***42* mths**	**CHES (1975)** ***5***	**CHES (1980)** ***10***	**Youthscan (1986)** ***16***	**BCS70 (1991)** ***21****	**BCS70 (1996)** ***26***	**BCS70 (2000)** ***30***
Mother	Mother	Mother	Parents	Parents	Parents			
				School	School			
	Test	Test	Test	Tests	Tests	Tests		
Medical	Medical	Medical	Medical	Medical	Medical			
				Subject	Subject	Subject	Subject	Subject
16,571 *	2,457	2,315	13,071	14,874	11,621	1,647	9,003	11,261
98%**	15%	14%	80%	93%	72%	10%	56%	70%

Notes: * Achieved Sample - at least one survey instrument partially completed.
(The figure for the BBS comprises cohort members living in GB known to be alive at the end of one week).

** Per cent response.

*** Sample surveys: 22 months, 42 months, and 21 years.

1.7 In the 1972 and 1973 sample surveys the British Births Child Survey took as its subjects three sub-samples: all twins in the original cohort were included, as were low birthweight and post-mature births. A random ten per cent sample of the original cohort acted as a control group. The South-West Region Survey, carried out at the age of $3^{1/2}$, surveyed ninety five per cent of the cohort members who lived in the south west of England and Glamorgan, South Wales. These smaller-scale surveys were undertaken in order to bridge what was a large gap in child development terms between birth and five years of age (when the next full sweep was planned). In 1977, an attempt was made to obtain details about those who had not responded in the five-year survey. A postal questionnaire was completed by parents of 1,917 of the non-responders. This 7-year survey has not yet been deposited at the Archive.

Availability of Data

1.8 Data for the *birth survey*, the *22-month* and *42-month sample surveys*, the *five-year*, the *ten-year*, *sixteen-year*, *twenty-one-year sample survey*, *twenty six-year and thirty-year* follow-ups are already lodged at the *UK Data Archive*, and are available to the research community for analysis.

The ESRC Data Archive may be contacted by post, telephone, fax, or email as shown below:

Post:	UK Data Archive University of Essex Colchester CO4 3SQ	Tel:	(01206) 872001
		Fax:	(01206) 872003
		Email:	archive@essex.ac.uk www.data-archive.ac.uk

It is possible to obtain data not already lodged with the Data Archive from the Centre for Longitudinal Studies directly - see *paragraph 1.35* below for more details.

Some Examples of Published Material

1.9 Wide-ranging use has already been made of the data arising from the birth survey and the five full follow-ups of BCS70 which have so far been deposited at the Archive. It is not within the scope of this document to review the literature, but it is useful when considering the background to the project to mention some key works. The birth sweep provided a valuable insight into the patterns at that time of obstetric and neonatal care in the United Kingdom (Chamberlain et al 1973, 1975). The birth and five-year findings relating to health were discussed in Butler, Golding and Howlett's (1986) *From Birth to Five: A Study of the Health and Behaviour of Britain's 5-Year Olds*, and general findings from the first two sweeps were also outlined in a book written by Osborn, Butler and Morris (1984). Chamberlain and Simpson (1979) also concentrated on the health data arising from the birth, 22 and 42 month surveys in their book *The Prevalence of Illness in Childhood*. An account of early findings from the 26-year follow-up is given in *Twenty-Something in the 1990s*, Bynner, et al. (1997).

1.10 In addition to these general accounts of the findings of BCS70, a number of specific projects have been undertaken in a wide range of fields. In the area of health, investigations have ranged from vision problems (Atkinson and Butler, 1985; Stewart-Brown, 1986) to childhood accidents (Bijur, 1984; Wadsworth et al, 1983a), appendicitis (Barker et al, 1988), breast-feeding (Taylor et al, 1983a, 1984) teenage mothering (Taylor et al, 1983b; Wadsworth et al, 1983b) and much more. Special educational problems and needs have formed the scope of some of the research arising from the BCS70 data. For example, Haslum and Butler (1985) considered the special education needs of ten year olds, and Rodgers (1983) investigated the prevalence of reading retardation. Different forms of social behaviour and their influence on health and development have also been investigated. Rush and Cassano (1983) considered the influence of parental smoking on perinatal mortality; Haslum, Morris and Golding (1984) reported on the diets of Britain's ten year olds; Osborn (1984) considered maternal employment and depression and their influence on child behaviour; and Osborn and Milbank (1987) showed the longer term value of pre-school education and day-care. A full bibliography of publications and reports arising from BCS70 is available at the CLS website (www.cls.ioe.ac.uk)

1.11 The data already collected provide a remarkably rich research resource in a large number of areas. Future data collection by means of regular sweeps, and the adoption of an integrated approach to the design and analysis of this study with the 1958 cohort study (NCDS) will present exciting new possibilities and dimensions for research.

SECTION 2: THE BCS70 16-YEAR HEAD TEACHER QUESTIONNAIRE

Rationale

2.1 The BCS70 16-year head teacher questionnaire is the fourteenth of the sixteen BCS70 16-year survey instruments whose results have now been deposited at the UK Data Archive (study SN535). The main impetus behind the Head Teacher questionnaire was to find out more about the schools attended by cohort members, especially as many of them were about to leave full-time education: the type of school (LEA grammar, LEA comprehensive, independent etc.), subjects covered, staff and facilities available, racial mix etc. This information was particularly important as the response by teachers to the Educational Questionnaire (Document L) was disappointing because of the widespread industrial action that year in protest against the government's educational reforms. The Head Teacher Questionnaire achieved a slightly better response (4,592 pupils covered, as opposed to 3,760 for Document L), although still somewhat disappointing.

Survey Instrument

2.2 The BCS70 16-year head teacher questionnaire contained 33 questions, grouped under the following general headings:

The School

Type of school, when founded, purpose built or not, split into more than one site or not.

The Pupils

Ange range of boys/girls, no.of boarders, no. of boys/girls in 5th year (i.e. aged around 16), no. of 5th year forms, names of anyone born in the specific study week in April 1970.

The Staff

Numbers of teachers (full-time equivalent), broken down by scales, particularly in the 5th year, in-flow and out-flow of teachers.

Type of Classes and Structure

Structure of pupil groupings (i.e. horizontal: year forms, or vertical: mixed groups/houses). Existence of streaming, setting, mixed ability or remedial groups in 5th year. Special needs classes in whole school.

Teaching Methods

Importance of projects/practical work in 5th year, broken down by subject.

Curriculum

Which are core/compulsory subjects for 5th year?
Which subjects are offered for 5th year?
What sports are on curriculum for 5th year?

Vocational and Examination Courses

When is a decision made regarding options leading to vocational and exam courses?
Are pre-vocational courses available?
Are vocational courses leading to certificates and exams available?

Examinations

How many boys/girls entered for GCE's/CSE's in 5th year.
Student profiling.
School 'A' level success rate
How many pupils went on to do degrees/got jobs/went on YTS schemes etc.

Careers Policy

Is Careers Guidance included in 5th year timetable?

Work Experience/Community Service

Participation of 5th year pupils

Extra-Curricular Activities

Clubs, sports, field trips, holidays etc.

Discipline

Diciplinary methods used in 5th year

Pastoral Care

Do 5th year pupils with problems receive personal counselling? If so, from whom?

School Intake

General academic level of pupils
Occupation groups/unemployment rate of parents
Cultural groups
Nos. receiving free school meals
Socio-economic characteristics of catchment area

Data Collection

2.3 The questionnaire was sent out at the end of March 1986. A total of exactly 2,000 questionnaires were returned by post by the end of 1986, of which 1,384 listed the names of one or more pupils attending that school born in the survey week.

Linkage to Individual-level Data

2.4 From the 1,384 schools which listed possible cohort members as pupils, 4,359 members were matched to BCS70 cohort members participating in the 16-year survey. A further 233 cohort members were linked by matching the school name written on the BCS70 16-year Document L (Educational Questionnaire) to the appropriate school in the Head Teacher Questionnaire. Note that the number of distinct schools listed in the deposited dataset is only 1,376. This is because there were 45 schools where none of the children listed as being born in the survey week could be matched in the records at CLS; on the other hand, 37 schools which did not list pupils born in the survey week were able to be linked to cohort members via the school name written on the Educational Questionnaire. This point is elucidated by comparing the variables HTQ5TOT, which gives the number of pupils listed by the Head, and COUNT, which gives the actual number matched. Note that HTQ5TOT is system-missing if the answer to question 5 ('Have you any pupils born in survey week?') is NO.

2.5 To protect the confidentiality of cohort members, the school name has been excluded from the deposited dataset, but there is an unlabelled school identifier (variable ID01), which allows the user to see how many children were at the same school. There is also a variable (SOURCE) which shows which cohort members were traced by their name being written on the head teacher questionnaire, and which were matched by means of Document L.

Data Processing

2.6 The head teacher questionnaires were not able to be keyed, documented and deposited at the time of the survey due to lack of resources, but funding finally became available in 2004/5 to complete this task at CLS.

2.7 The data were thoroughly cleaned, in order to pick up any internal inconsistencies. There were a small number of these, but on examining the relevant paper questionnaires, almost all turned out to be keying errors. The questionnaire has been annotated with the names of the variables as they appear on the dataset, and this is attached here in Appendix 1.

2.8 There were a number of 'open-ended' questions where the head was asked to put in comments, or write in alternative answers which had not been anticipated in the tick-box categorisations. These were keyed in as string (text) variables. Consideration was given to the issue of whether these could have been coded at CLS into manageable categories, but on examination of the answers it became clear that it would have required much time and expertise to complete the task. For instance, in the case of a variable such as 'other type of school' (variable OTHSTYPE), one might expect perhaps six or seven write-in alternatives to the more obvious seven categorised under 'school type' (variable STYPE). But in fact there were well over 100 different ways in which the school's status was expressed, including descriptions combining elements of answers on different levels of discourse: e.g. whether boarding, faith-based, selective, whether different types of special emotional/behavioural or learning needs catered for, how funded, what age ranges, etc.

2.9 These string variables have therefore been left in their text format. For confidentiality reasons, they have had to be edited slightly to remove any fine-level geographical reference which might help to identify an individual. For instance, if the Head wrote 'school has comparable achievement levels to other schools in Brighton', this will have been amended to '.. in this LEA'. A total of 386 amendments of this kind were necessary. Where such a reference was at Regional level or higher (e.g. 'the West Midlands area'), it was left in.

2.10 Any users wishing to code up the string variables for their research are welcome to do so. In such a case it would be very much appreciated if the coding frame used, or the derived variable itself, could be lodged with CLS in order to enhance the usability of this dataset.

Response bias

2.11 Because of the patchy response to the head teacher questionnaire owing to the industrial action going on at the time, it is likely that there may be some element of bias in the data. Fortunately, one advantage of longitudinal studies such as BCS70, is that because all those cohort members who missed being linked via this questionnaire will have data at other surveys, it is possible to check for response bias by comparing this attained sample with the birth sweep. The 96-98% completion rate of the BCS70 birth data facilitates such an analysis: definitive information relating to the base population is available in terms of social parameters, and it is therefore possible to assess the representativeness of subsequent response. Corrective weighting factors can be applied in order to offset any biases resulting from non-response, mortality or emigration. See for example, Appendix 5 of the Guide to the BCS70 16-year data, for a general analysis of response bias in the 16-year survey. This document can be downloaded from the CLS website at www.cls.ioe.ac.uk/bcs

Longitudinal linkage to earlier and later datasets

2.12 The unique case identifier included with the BCS70 16-year Head Teacher data is the 6-digit variable KEY. The dataset may be linked to any other BCS70 dataset using this identifier.

The appropriate SPSS syntax for sorting cases and linking datasets is as follows:

```
sort cases by KEY.

match files file=filename1/
        file=filename2/
        by=KEY.
```

2.13 In December 2002, the CLS produced a document 'Cohort Studies Data Note 1: Longitudinal Linkage in BCS70', which can be downloaded from the CLS website (www.cls.ioe.ac.uk/bcs)

2.14 The population for the 1970 British Cohort Study is everyone living in Great Britain and born in a specific week in April 1970[1]. This population has grown between sweeps through sustained efforts to trace those missed at the birth survey, and also through immigration. These new cohort members were recruited for the follow-ups at ages 5, 10 and 16 years, and there were even a few additional cohort members apearing as late as the 26-year and 30-year follow-ups. As a result there have been new KEY numbers appearing with each sweep. These cases will of course have no linkage to earlier datasets. For the *BCS70 Five-year Follow-up*, the new members to the study were given KEY numbers values in the 300,000s and 400,000s, and these cases will have no linkage to birth data. New members at the 10-year survey were given KEY values in the 600,000s or 700,000s, and those new at the 16-year survey or later, values in the 800,000s and 900,000s.

2.15 Users encountering problems in linking BCS70 datasets should contact the BCS70 User Support Group (see next para, or log in to www.cls.ioe.ac.uk and go to the 'Contact' section).

[1]The birth sweep covered the United Kingdom, but subsequent sweeps excluded Northern Ireland.

Further Information on BCS70

2.16 For more information about the head teacher questionnaire or any other aspect of BCS70 research, contact the BCS70 User Support Group by post, telephone, fax, or email as shown below, or else log into our website at www.cls.ioe.ac.uk/bcs

Post: BCS70 User Support Group
Centre for Longitudinal Studies
Institute of Education
University of London
20 Bedford Way
London WC1H 0AL

Tel: 020-7612-6860

Fax: 020-7612-6880

Email: cohort@cls.ioe.ac.uk

User Support Group

2.17 The *BCS70 User Support Group* provides advice and guidance on the use of BCS70 data; produces documentation; collates and disseminates information on uses of the data, publications, and other developments; produces and distributes a newsletter and working papers; provides access to non-computerised BCS70 data; collects additional information; and services the User Group.

User Group

2.18 The *BCS70 User Group* is open to all users of BCS70 data. It provides opportunities for users to get together to explore developments, problems, and other issues of mutual interest. Ad hoc "Updates" on BCS70 data and developments are circulated to members.

Membership is free on application to the User Support Group.

References

2.19 Details of the publications cited above are given below. A full list of publications arising from BCS70 is available from the CLS website at www.cls.ioe.ac.uk/bcs

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APPENDIX 1

BCS70 16-YEAR HEAD TEACHER ANNOTATED QUESTIONNAIRE

YOUTHSCAN U.K. DOCUMENT M

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

HEAD TEACHER QUESTIONNAIRE

YOUTHSCAN

1986/87

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

We should be grateful if you would complete this questionnaire whether or not you have any pupils born between 5th and 11th April 1970 in your school. A national picture is absolutely vital.

BLOCK CAPITALS PLEASE

School name .....

School address .....

..... POSTCODE ☐☐☐☐☐☐

Name of your Local Education Authority .....

Name of your District Health Authority .....

stype

TYPE OF SCHOOL: (Tick one box only)

L.E.A. Comprehensive ..... ☐
L.E.A. Grammar School (selective) ..... ☐
L.E.A. Secondary Modern School ..... ☐
L.E.A. Technical School ..... ☐

sstype

Independent School ..... ☐
Special School L.E.A. ..... ☐
Special School Independent ..... ☐ → (specify type .....
.....
.....)

othstype

Other type of school ..... ☐ (specify .....)

TO THE HEAD TEACHER AND ANY OTHERS HELPING TO COMPLETE THIS FORM:

We should like to thank you for your co-operation in this study of 15,000 teenagers.

All the information will be treated in the strictest confidence. This form will not be seen by anyone other than the survey staff. No names of pupils, teachers or schools will be mentioned in any report of the study.

The questions are addressed to you as Head Teacher, but we realise that you may wish to pass some of the questions to other staff for completion.

IF THERE IS ANY DIFFICULTY IN FILLING IN ANY PART OF THE FORM, PLEASE CONTACT ME AT THE ABOVE ADDRESS.

PROFESSOR NEVILLE BUTLER

THE SCHOOL

Q1. WHEN WAS YOUR SCHOOL FOUNDED?

htq1a
htq1b

give year

Founded Originally ..... _____

Founded in its present form ..... _____

→ If prior to 1955, are some of the original buildings still used by this school?

htq1c

Yes..... ☐
No..... ☐

Q2. WHICH STATEMENT(S) IS/ARE MOST APPLICABLE TO THE SCHOOL?

htq2a
htq2b
htq2c
htq2d
htq2e

Tick all that apply

Purpose built (please give date htq2ao) ☐
Buildings that have been adapted to existing school premises ☐
Several buildings on one site ☐
Split into more than one site ☐
Other structure (please specify htq2e-o) ☐

IF SCHOOL IS A COMPREHENSIVE, PLEASE ANSWER THE FOLLOWING QUESTION. IF NOT PLEASE PROCEED TO QUESTION 4.

Q3. HAS THE SCHOOL BEEN:

htq3a
htq3b
htq3c
htq3d

Tick all that apply

Purpose-built as a comprehensive? ☐
Formed by amalgamating two or more existing schools? ☐
Formed by introducing an unselective entry into a secondary modern or junior secondary school? ☐
Formed by producing an unselective entry into a grammar or secondary school? ☐

THE PUPILS

Q4. WOULD YOU MIND GIVING THE FOLLOWING DETAILS ABOUT THE PUPILS (AS AT THE BEGINNING OF THE SPRING TERM 1986)? IF NONE WRITE 0.

htq4a-1
htq4b-1
htq4c-1
htq4d-1
htq4e

4a Age range of pupils _____ to _____ years htq4a-2
4b Number of boys on register _____ Number of girls on register htq4b-2
4c Number of boarders (boys) _____ Number of boarders (girls) htq4c-2
4d Number of boys in 5th year (4th year Scotland) _____ Number of girls in 5th year (4th year Scotland) htq4d-2
4e Number of Tutor classes/forms in 5th year (4th year Scotland) _____
(Please count combined classes with younger children in Special Schools as *one*)

Q5. HAVE YOU ANY PUPILS BORN BETWEEN 5th AND 11th APRIL 1970 INCLUSIVE ATTENDING YOUR SCHOOL?

htq5

Yes..... ☐
No..... ☐

→ If YES
Please give names, addresses and dates of birth:

htq5tot ("count" includes those linked via 3oc L)

	Surname	Forenames	Sex	Date of Birth
1				/4/70
2				/4/70
3				/4/70
4				/4/70
5				/4/70
6				/4/70
7				/4/70
8				/4/70
9				/4/70
10				/4/70
11				/4/70
12				/4/70

(If more please continue on the back page) Total Number _____

THE STAFF

Q6. WOULD YOU MIND GIVING THE FOLLOWING DETAILS ABOUT THE TEACHING STAFF AS AT THE BEGINNING OF THE SPRING TERM 1986

htq6a
htq6b

6a Total number of teachers (full-time equivalent) ____
6b Total number of teachers in the 5th Year (4th Scotland) ____
6c Number of teachers on scaled or equivalent posts (England and Wales only)

Probationers	htq6c-1 ____	Scale III	htq6c-2 ____
Scale I (other than Probationers)	htq6c-3 ____	Senior Teachers	htq6c-4 ____
Scale II	htq6c-5 ____	Deputy Heads	htq6c-6 ____

(Special Schools – please ignore Special School allowance.)

Q7. HOW MANY OF YOUR TEACHING STAFF WILL HAVE LEFT DURING OR AT THE END OF THIS SCHOOL YEAR?
(It is appreciated that at this stage in the school year the answers will be tentative.)

htq7

Please give number ____ → How many of these will be:

Retiring/taking early retirement htq7a ____
Transferring to other posts in the teaching profession htq7b ____
Leaving for other reasons htq7c ____

Q8. HOW MANY TEACHING STAFF WILL HAVE JOINED YOUR SCHOOL DURING THIS SCHOOL YEAR?

htq8

Please give number ____

TYPE OF CLASSES AND STRUCTURE

Q9. WHAT STRUCTURE IS USED FOR PUPIL GROUPINGS IN YOUR 5th YEAR (4th SCOTLAND)?

htq9

Tick one box only

Horizontal structure (i.e. year forms) ☐
Vertical structure (i.e. mixed groups or houses) ☐

Q.10 WHICH OF THE FOLLOWING ACADEMIC GROUPS ARE USED IN YOUR 5th YEAR (4th SCOTLAND) FOR PUPIL GROUPINGS?

htq10-1
htq10-2
htq10-3
htq10-4
htq10-5

Tick all that apply

Streaming ☐
Setted classes ☐
Mixed ability classes ☐
Remedial classes ☐
Other groups (please specify htq10-5o) ☐

Q.11 DO YOU HAVE ANY CLASSES FOR CHILDREN WITH SPECIAL NEEDS IN YOUR SCHOOL?
(Special schools should indicate whether there are any specialist small groups.)

htq11

Yes ☐
No ☐

→ If YES please state:

1 Number of classes htq11-1 ____
Types of special needs catered for htq11-2 ____

MORE SPACE ON BACK PAGE

TEACHING METHODS

Q12. PROJECTS AND PRACTICAL WORK ARE CONSIDERED TO BE IMPORTANT IN SOME SUBJECT AREAS IN 5th YEAR (4th SCOTLAND). HOW MUCH EMPHASIS WOULD YOU SAY IS PLACED ON PROJECTS/PRACTICAL WORK IN THE FOLLOWING SUBJECTS?

htq12-1
htq12-2
htq12-3
htq12-4
htq12-5

	Can't Say	High	Medium	Low
	Tick one box in each row			
English	☐	☐	☐	☐
Science	☐	☐	☐	☐
Mathematics	☐	☐	☐	☐
Information Technology	☐	☐	☐	☐
Craft, Design & Technology	☐	☐	☐	☐

CURRICULUM

Q13. WHICH OF THE FOLLOWING ARE CORE/COMPULSORY SUBJECT AREAS FOR THE 5th YEAR (4th SCOTLAND)?
ie. those which every pupil must take.

	Tick all that apply		Tick all that apply
Maths htg13-1	☐	Modern Languages htg13-2	☐
English htg13-3	☐	Humanities htg13-4	☐
Social/Pastoral Studies htg13-5	☐	Creative Studies htg13-6	☐
Science htg13-7	☐	P.E. htg13-8	☐
Religious Education htg13-9	☐	Organised Games htg13-10	☐
Other core subjects (specify htg13-11 htg13-0)	☐		☐

MORE SPACE ON BACK PAGE

Q14. WHAT SPORTS ARE ON THE CURRICULUM FOR THE 5TH YEAR (4TH SCOTLAND)?
(Please divide into compulsory or optional.)

	Tick one box only in each row: Compulsory	Optional	Not available		Tick one box only in each row: Compulsory	Optional	Not available
Soccer htg14-1	☐	☐	☐	Netball htg14-2	☐	☐	☐
Rugby Football htg14-3	☐	☐	☐	Basketball htg14-4	☐	☐	☐
Rounders htg14-5	☐	☐	☐	Swimming htg14-6	☐	☐	☐
Tennis htg14-7	☐	☐	☐	Gymnastics htg14-8	☐	☐	☐
Hockey htg14-9	☐	☐	☐	Athletics htg14-10	☐	☐	☐
Volleyball htg14-11	☐	☐	☐	Table Tennis htg14-12	☐	☐	☐
Other sports (specify 1 htg14-01				htg1401	☐	☐	
2 htg14-02				htg1402	☐	☐	
3 htg14-03				htg1403	☐	☐	
4 htg14-04				htg1404)	☐	☐	

Q15. WHICH OF THE FOLLOWING SUBJECTS ARE OFFERED ON YOUR 5th YEAR (4th SCOTLAND) CURRICULUM.
(Please state whether each one is offered as an examination or non-examination subject).

	Tick only one box on each line: As an exam subject	Only as non-exam subject	Not available		Tick only one box on each line: As an exam subject	Only as non-exam subject	Not available
HUMANITIES				**CREATIVE/PRACTICAL**			
History htg15h1	☐	☐	☐	Art htg15a1	☐	☐	☐
Geography htg15h2	☐	☐	☐	Music htg15a2	☐	☐	☐
Humanities htg15h3	☐	☐	☐	Home Economics 15a3	☐	☐	☐
Religious Education 4	☐	☐	☐	Needlework htg15a4	☐	☐	☐
Economics htg15h5	☐	☐	☐	Craft Design & Technology 5	☐	☐	☐
Sociology htg15h6	☐	☐	☐	Woodwork htg15a6	☐	☐	☐
Others (please specify				Metalwork htg15a7	☐	☐	☐
htg15h01/2	☐	☐		Business Studies 15a8	☐	☐	☐
ht 15h01/2	☐	☐		Drama htg15a9	☐	☐	☐
SCIENCE				Technical Drawing a10	☐	☐	☐
Physics htg15s1	☐	☐	☐	Media Studies htg15a11	☐	☐	☐
Chemistry htg15s2	☐	☐	☐	Others (please specify			
Physics with Chemistry s3	☐	☐	☐	htg15a01/2	☐	☐	
Science htg15s4	☐	☐	☐	ht 15a01/2	☐	☐	
Biology htg15s5	☐	☐	☐	**FOREIGN LANGUAGES**			
Human Biology htg15s6	☐	☐	☐	French htg15f1	☐	☐	☐
General Science htg15s7	☐	☐	☐	German htg15f2	☐	☐	☐
Integrated Science s8	☐	☐	☐	Spanish htg15f3	☐	☐	☐
Technology htg15s9	☐	☐	☐	Italian htg15f4	☐	☐	☐
Rural Sciences htg15s10	☐	☐	☐	Russian htg15f5	☐	☐	☐
Others (please specify				Latin htg15f6	☐	☐	☐
htg15s01/2	☐	☐		Classical Greek htg15f7	☐	☐	☐
ht 15s01/2	☐	☐		Hindi htg15f8	☐	☐	☐
ENGLISH				Urdi htg15f9	☐	☐	☐
English Language 15e1	☐	☐	☐	Bangladeshi htg15f10	☐	☐	☐
English Literature 15e2	☐	☐	☐	Others (please specify			
MATHEMATICS htg15m1	☐	☐	☐	htg15f01/2	☐	☐	
OTHER SUBJECTS				ht 15f01/2	☐	☐	
Computer Studies/Information Technology htg15o1	☐	☐	☐	**OTHER SUBJECTS**			
Social Education/life skills/ preparation for life htg15o2	☐	☐	☐	Health Education 15o3	☐	☐	☐
Others (please specify				Multi-cultural Studies 15o4	☐	☐	☐
htg15o01/2	☐	☐		Child Development 15o5	☐	☐	☐
ht15o01/2	☐	☐		Career Lessons htg15o6	☐	☐	☐
				Others (please specify			
				htg15o03/4	☐	☐	
				ht15o03/4	☐	☐	

VOCATIONAL AND EXAMINATION COURSES

Q16. WHEN IS A DECISION MADE REGARDING OPTIONS LEADING TO VOCATIONAL AND EXAM COURSES?

Tick all that apply

- Before 3rd year (2nd year Scotland) ..... htq16-1 ☐
- During 3rd year (2nd year Scotland) ..... htq16-2 ☐
- During 4th year (3rd year Scotland) ..... htq16-3 ☐
- Other answer (please specify htq16-4 htq16-40) ☐

Q17. ARE PRE-VOCATIONAL COURSES AVAILABLE IN YOUR SCHOOL?

htq17

Yes... ☐
No.... ☐

→ If Yes indicate which courses your school does:

Tick all that apply

- City and Guilds Foundation Course.. htq17-1 ☐
- C.P.V.E. ..... htq17-2 ☐
- I.V.E.I. ..... htq17-3 ☐
- Other pre-vocational courses (please specify (htq17-40) htq17-4 htq17-4a) ☐

Q18. ARE VOCATIONAL COURSES LEADING TO CERTIFICATES AND EXAMS AVAILABLE IN YOUR SCHOOL?

htq18

Yes... ☐
No.... ☐

→ If Yes indicate which courses your school does:

Tick all that apply

- City and Guilds ..... htq18-1 ☐
- B.T.E.C. ..... htq18-2 ☐
- R.S.A. ..... htq18-3 ☐
- Courses for other certificates (please specify (htq18-40) htq18-4 htq18-4a) ☐

EXAMINATIONS

Q19. HOW MANY BOYS AND GIRLS IN THE 5th YEAR (4th SCOTLAND) ARE ENTERED THIS YEAR FOR:

- GCE 'O'Levels (SCO Standard Grade) only? ..... htq19-1 ..... Give No of ____ boys ____ girls htq19-2
- CSEs only? ..... htq19-3 ..... Give No of ____ boys ____ girls htq19-4
- Both GCE and CSE's? ..... htq19-5 ..... Give No of ____ boys ____ girls htq19-6
- Other exams? (specify (htq19-7) htq19-8) Give No of ____ boys ____ girls htq19-9

Q20. HAVE ANY STEPS BEEN TAKEN TO INTRODUCE STUDENT PROFILING INTO YOUR SCHOOL?

htq20

Yes... ☐
No.... ☐

→ If Yes please describe procedures adopted:

htq20-0

MORE SPACE ON BACK PAGE

Q21. PLEASE GIVE THE NUMBER OF BOYS AND GIRLS IN YOUR SCHOOL WHO IN THE LAST COMPLETE ACADEMIC YEAR ENDING JULY 1985: (Ignore if you have no pupils over 16 years)

(If none write 0)

- 21a. Obtained at least 2 'A' Level passes ..... htq21a-1 ..... No of ____ boys ____ girls htq21a-2
- 3 'H' grades Scotland ..... htq21a-3 ..... No of ____ boys ____ girls htq21a-4
- 21b. Left to take up a place on a full-time degree course ..... htq21b-1 ..... No of ____ boys ____ girls htq21b-2

Q22. CAN YOU MAKE AN ESTIMATE OF WHAT PROPORTION OF LAST YEAR'S 5th YEAR (4th SCOTLAND) DID THE FOLLOWING:

- Stayed on at school for whatever reason? ..... htq22-1 ..... ____%
- Went onto further education elsewhere? ..... htq22-2 ..... ____%
- Went onto a YTS scheme? ..... htq22-3 ..... ____%
- Went into employment market? ..... htq22-4 ..... ____%
- Did other things? (please specify htq22-5 (htq22-50) htq22-6 (htq22-60)) ____%

CAREERS POLICY

Q23. IS CAREERS EDUCATION (GUIDANCE EDUCATION IN SCOTLAND) INCLUDED IN YOUR 5th YEAR TIMETABLE (4th SCOTLAND)?

htq23

Yes ... ☐
No .... ☐

If YES is this:

Separate timetabled lessons ..... htq23-1 ☐
Included in other lessons htq23-2 (htq23-20) ☐
(please specify _____)
Other ways (please specify htq23-3 _____ (htq23-30)) ☐

WORK EXPERIENCE, COMMUNITY SERVICE

Q24. DO ANY OF THE PUPILS FROM THE 5th YEAR (4th SCOTLAND) PARTICIPATE IN:

	Tick one box in each row		
	No	Yes curricular	Yes extra-curricular
School/College link courses? htq24-1	☐	☐	☐
Work experience? htq24-2	☐	☐	☐
Community service? htq24-3	☐	☐	☐
Other similar schemes? (please specify htq24-4 (htq24-40))		☐	☐

EXTRA-CURRICULAR ACTIVITIES

Q25. WE ARE INTERESTED TO LEARN ABOUT THE EXTRA-CURRICULAR PUPIL ACTIVITIES WHICH YOUR STAFF OR YOURSELF NORMALLY ORGANISE/PARTICIPATE IN (irrespective of whether or not temporarily suspended)

	Tick one box in each row		
	Yes available now	Yes but suspended	No not available
Clubs htq25-1	☐	☐	☐
Sports/Physical activities htq25-2	☐	☐	☐
Team Games htq25-3	☐	☐	☐
Fieldtrips or study trips htq25-4	☐	☐	☐
Holidays htq25-5	☐	☐	☐
Daytrips htq25-6	☐	☐	☐
Other activities (list below) htq25-7 (htq25-70)	☐	☐	

How many extra-curricular activities are normally available to pupils in the 5th year (4th Scotland) ..... give no. htq25-8

DISCIPLINE

Q26. BELOW IS A LIST OF DISCIPLINARY METHODS USED IN SCHOOLS TODAY. PLEASE INDICATE WHICH METHODS ARE USED IN THE 5th YEAR (4th SCOTLAND)

	Tick all that apply
Suspension and/or expulsion htq26-1	☐
Corporal punishment htq26-2	☐
Extra classwork/homework htq26-3	☐
Kept in classroom/school outside normal hours htq26-4	☐
Exclusion from sport/other activity htq26-5	☐
Report to parent — written/verbal htq26-6	☐
Physical exercise/manual work htq26-7	☐
Time out (on site unit) htq26-8	☐
Other measures (please specify htq26-9 htq26-90 htq26-9a)	☐

PASTORAL CARE

Q27. DO YOUR 5th YEAR (4th SCOTLAND) PUPILS WITH SERIOUS PROBLEMS RECEIVE PERSONAL COUNSELLING IN YOUR SCHOOL?

htq27

Yes, almost always ... ☐
Yes, sometimes ..... ☐
No, rarely or hardly ever ..... ☐

If Yes who is likely to counsel them?

	Tick all that apply
Form Teacher/Tutor htq27-1	☐
Head of Year/House htq27-2	☐
Pastoral Care Teacher htq27-3	☐
Head of Upper School htq27-4	☐
School Head/Deputy Head htq27-5	☐
Educational Psychologist htq27-6	☐
Clinical Psychologist htq27-7	☐
Social Services htq27-8	☐
Health Visitor htq27-9	☐
Crisis Centre htq27-10	☐
Other answer (please specify htq27-11 (htq27110))	☐

SCHOOL INTAKE

IN THE NEXT SIX QUESTIONS WE ARE ASKING YOU TO ESTIMATE THE DISTRIBUTION OF CERTAIN CHARACTERISTICS OF YOUR SCHOOL POPULATION AND PARENTS IN THE FOLLOWING CATEGORIES.

Q28. GENERAL ACADEMIC LEVEL OF PUPILS (COMPARED WITH "NATIONAL AVERAGE")

High (more than 18 months ahead of age norms)	htq28-1	____%
Above average (between 6 and 18 months ahead)	htq28-2	____%
Average (between 6 months ahead and 6 months behind)	htq28-3	____%
Below average (between 6 and 18 months behind)	htq28-4	____%
Low (more than 18 months behind age norms)	htq28-5	____%
		100%

Comments (htq28-0)

Q29. OCCUPATION GROUPS OF PARENTS

Please make an estimate, which clearly must be an approximation, of the percentages of your pupils whose fathers (or head of household) normally fall into the following broad occupational groups: (irrespective of whether employed or not)

Professional/managerial	htq29-1	____%
Clerical and other "white collar" workers	htq29-2	____%
Skilled manual workers	htq29-3	____%
Semi-skilled or unskilled manual workers	htq29-4	____%
		100%

Comments (htq29-0)

Q30. UNEMPLOYMENT RATE AMONGST PARENTS

Approximately what percentage of your pupils' fathers would you estimate are at present unemployed ..... htq30 ____%

Q31. CULTURAL GROUPS OF PUPILS

It would be very helpful if you feel you can estimate the proportion of your pupils who belong to the following cultural groups.

European (including English, Scottish, Welsh, Irish etc)	htq31-1	____%
West Indian (pure or mixed)	htq31-2	____%
Asian (pure or mixed)	htq31-3	____%
Any other cultural groups (specify (htq31-40))	htq31-4	____%
		100%

Comments (htq31c)

Q32. PUPILS QUALIFYING FOR FREE SCHOOL MEALS

htq32

Are any of your 5th year (4th Scotland) pupils, eligible for free school meals?

Yes ..... ☐ → If Yes please give proportion → htq32-1 %

No ..... ☐

Q33. CATCHMENT AREA OF SCHOOL

Finally please make an estimate of the percentages of your pupils who come from the following *catchment* areas. (Approximate figures will suffice)

Mainly rural neighbourhood with few other houses nearby	htq33-1	____%
An area with large houses set in their own ground, or luxury flats occupied by wealthy families	htq33-2	____%
A neighbourhood of well-spaced housing, or blocks of more expensive flats. Most families have higher than average incomes	htq33-3	____%
An area of less expensive privately owned houses/flats	htq33-4	____%
A council estate of houses, flats or maisonettes	htq33-5	____%
A neighbourhood of closely packed houses, many of which are in a poor state of repair. Multi-occupation is common and most families have low incomes	htq33-6	____%
		100%

P.T.O

NAME AND STATUS OF SENIOR PERSON WHO COMPLETED THE QUESTIONNAIRE (e.g. Headteacher, Deputy Head):

Name _____ Status _____ Date of Completion of Form: _____/86 Complete

DID YOU HAVE ANY DIFFICULTY IN ANSWERING ANY OF THE QUESTIONS?

No, no difficulty ☐

YES, some difficulty ☐ → If YES, please state which questions and why _____

YES, a lot of difficulty ☐ → _____

_____

Youthscan will involve every maintained public and private secondary institution for secondary and special education in the UK. It thus provides an opportunity to invite head teachers/masters/mistresses to give their own judgement on a number of important issues concerning secondary education and the transition from adolescence to adult life. We hope you will be willing to give your own analysis about some of these issues. You may care to give your views on the following:

a) How to maintain a balance between upholding academic standards and meeting the needs of manpower, industry and modern technology?

b) How to ease the transition from secondary/further/higher education to the adult world of the 21st century?

c) How should schools approach preparation of pupils for the increase in disposable time consequent upon mechanisation and the lack of opportunity for conventional employment?

d) More specifically, what if any are the special circumstances relative to your own school/neighbourhood? Could you for instance, let us know the major strengths/weaknesses/needs for improvement/necessary innovations, relevant to your own school situation.

Confidentiality will be respected fully. A self-sealing container is provided in case you wish your views to remain entirely private. No school or person will be identified by name in any report. Please feel free to express your views in anyway you wish. If you would like to go on to use a separate sheet please staple it to this questionnaire.

THANK YOU VERY MUCH FOR COMPLETING THIS QUESTIONNAIRE

APPENDIX 2

Summary of Information Collected at Birth, 5, 10, 16, 21, 26 and 30 years

BCS70: Summary of Information Collected at Birth, 5, 10, 16, 26 and 30 years.

A2.1 This Appendix provides a brief summary of the wide range of information that has been collected from and about BCS70 cohort members during the birth survey and subsequent follow-ups.

British Birth Survey: 1970

Parents

Father's occupation
Mother's occupation
Marital status
Child care
Mother's smoking during pregnancy
Contraception
Antenatal care

Medical

Abnormalities during pregnancy
Length & abnormalities of labour
Analgesia & Anaesthesia
Sex, weight, progress, management & outcome of infant
Obstetric history

1970 British Cohort Study, First Follow-up (Child Health and Education Study): 1975

Parents

Social and family background
Environmental background
Assessment of the child's behaviour

Medical

Height and head circumference
Use of health services
Screening and assessment procedure
High risk factors

Subject

Human figure drawing test
Copying designs test
English picture vocabulary test
Schonell graded reading test
Complete-a-profile test

1970 British Cohort Study, Second Follow-up (Child Health and Education Study): 1980

Parents

Medical history
Accidents
Use of health services
Father's occupation
Mother's occupation
Type of accommodation
Parent's level of education
household amenities
Neighbourhood
Hospital admissions
Clinic attendance
The child at school
Child's skills
Child's behaviour: Maudsley Parental Behaviour Inventory
Mother's health: Cornell Health Inventory

Medical

Medical examination
Disability and chronic illness
Height and weight
Head circumference
Blood pressure
Pulse
Near and distant vision
Audiometry
Laterality
Co-ordination

School

School composition
Curriculum
Discipline and ethos
Teacher's assessment of child's ability
Maudsley Behaviour Inventory
Conners Hyperactivity Scale

Subject

Academic success
Smoking
Attitudes to school
Food and drink consumed
Caraloc scale (ability to 'control' destiny)
Lawseq Self-esteem scale
Eysenck Personality Inventory
English Picture Vocabulary Test
Writing, copying and spelling tests
Social judgement scale
British ability scales
Mathematics test
Shortened Edinburgh Reading Test

1970 British Cohort Study, Third Follow-up (YOUTHSCAN): 1986

Parents

Health status
Family health
Chronic illness and disability
Medication
Accidents and injuries
Use of health services
Social experience
Father's occupation
Mother's occupation
Parental situation
Family finances
Household amenities
Accommodation type
Number of rooms
Neighbourhood
Alcohol consumption
Smoking
Performance at school
Life skills
Behaviour

Medical

Special requirements
Chronic illness and disability
Psychological/psychiatric problems
Medical examination
Blood pressure
Distant and near vision tests
Motor co-ordination tests
Audiometry
Height and weight
Head circumference

School

Curriculum
Teaching methods
Special education
Teacher's assessment of behaviour
Academic achievement
Academic potential
Absences from school

Subject

Exercise and sporting activities
Hygiene
Diet (including a four day diary)
Diary of all activities over four days
Leisure activities
Family life
Religion
Leaving home
Money
Smoking
Alcohol
Laterality
Television, video and radio
Friends and social behaviour
Law and order
Sexual behaviour
Self-esteem
Health status
Medical history
Attitudes to health and emotions
Drug use
School
Occupational interests
Reading, spelling and vocabulary tests
Mathematics tests
Life-skills test (education, training and employment)

1970 British Cohort Study, Sample survey (BCS70): 1992

Topics

Employment histories since age 16
Education histories since age 16
Qualifications
Training
Unemployment
Reading and writing behaviour
Literacy and numeracy self-appraisal
Literacy and numeracy assessment
Household composition
Relationships
Children
Housing
Income
Health
Attitudes to employment, education, literacy and numeracy
Self efficacy

1970 British Cohort Study, Fourth Follow-up (BCS70): 1996

Subject

Views on:
- politics
- sex equality
- law and order
- traditional marital values
- work
- standard of living
- life satisfaction
- feels in control of life

Training, qualifications, skills:
- date left school
- date left full-time education
- nature and number of training courses
- nature and number of academic and vocational qualifications gained
- self-perceived skills

Employment history:
- number of jobs
- number of periods unemployed
- length of longest period of unemployment
- number/nature of periods out of the labour force
- current economic status
- details of any current job:
  - year job started
  - job title
  - work done
  - nature of employers business
  - number of employees
  - number supervised
  - average weekly hours
  - usual take home pay

Relationships marriage and children:
- current relationships
- marital status
- date of (most recent) marriage
- when started living with any partner
- economic status of spouse/partner
- has spouse/partner children from a previous relationship
- number of children
- current spouse/partner the other parent of some/all children
- do all children live with CM
- household composition
- year began living at current address
- tenure
- number of rooms in accommodation

Health:
- self-assessment of general health
- self-reported height
- self-reported weight
- experience of c20 medical conditions/symptoms since 16
- eyesight problems
- details of accidents/injuries/assaults since 16
- disability
- drinking and smoking habits
- Malaise Inventory - depression

Other:
- voting intentions
- religious affiliation

1970 British Cohort Study, Fifth Follow-up (BCS70): 2000

Interview

Household grid
Ethnicity
Language spoken in the home
Current address
Intentions to move
Property inheritance
Homelessness
Housing history
Marital status
Relationship history
Pregnancy history
Lone parenthood
Infertility
Adopted children
Partner's children from a previous relationship
Children over 16
Family activities
Demands of parenting
Contact with family
Emotional support
Other Income
Financial situation
Economic activity
Current job
Other paid work
Currently unemployed
Labour market histories
Partner's job
Qualifications
Current course for qualification
Assessment of current/most recent course
Other courses and training
No formal learning
Learning overview
Contact with information technology
Literacy and numeracy
General health
Long-term health conditions
Respiratory problems
Mental health
Seeing and hearing
Other conditions
Accidents/injuries
Hospital admissions
Smoking
Drinking
Diet
Exercise
Height and weight

Interview (continued)

Involvement with organisations
Voting behaviour and intentions
Political alignment
Trade union membership
Religion
Newspaper readership
Car ownership
Values
Political activity

Self-completion

Views and attitude
How you get on with your husband, wife or partner, Includes Locke-Wallace
Malaise Inventory
Your skills, How good at skill/is skill used at work
GHQ 12
School exclusion and truancy
Contact with the police and crime
Use of illegal drugs