



Department of
Education
School Omnibus
Survey 2016

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Introduction

The School Omnibus Survey is an annual multi-purpose survey of all grant-aided schools covering a variety of topics. The purpose of the survey is to collect specific information from schools which is not available from another source, yet is essential to allow the Department to improve the support and guidance provided to schools, monitor the effectiveness of a range of policies, and to provide required information to its many stakeholders such as the Education Committee.

It was a requirement for questions to be included in the 2016 School Omnibus Survey to have a core Departmental sponsor. In addition the approval of the Department of Education Board was required prior to issuing the survey to schools

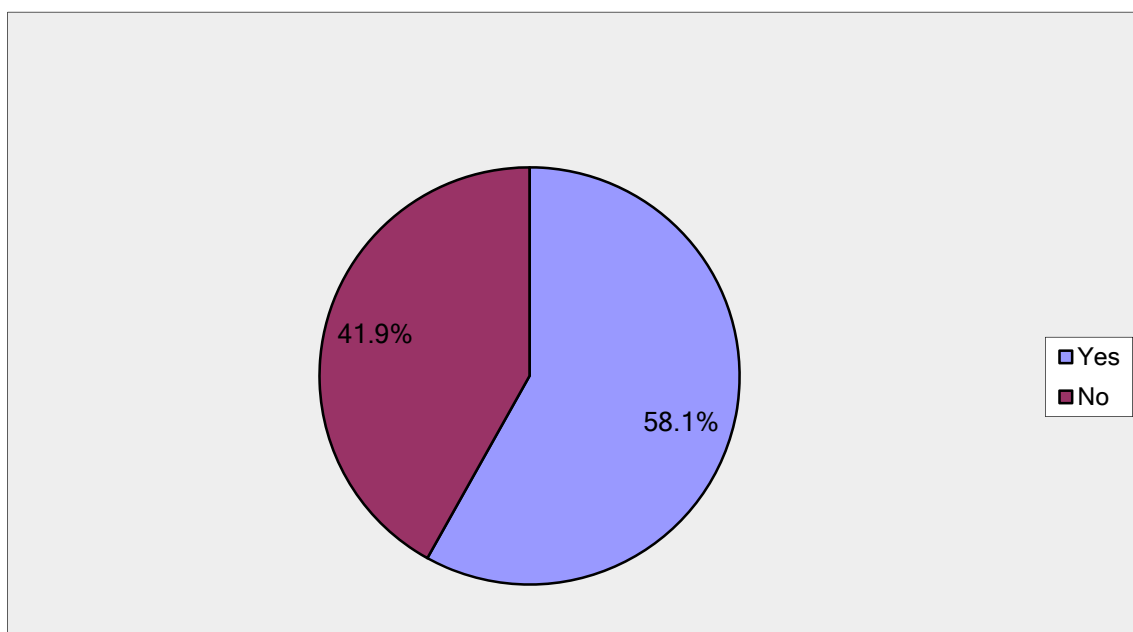
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The 2016 Omnibus Survey is the fourth in the series of Omnibus Surveys with previous Omnibus Surveys undertaken in 2013, 2014 and 2015.¹

¹ Results from previous School Omnibus Surveys can be accessed at Department of Education Analytical Services Unit Website: <https://www.education-ni.gov.uk/articles/survey-reports>

Section A: Shared Education

Question read: In the last academic year, has your school partnered in shared education with other school(s)?



Base 418 respondents.

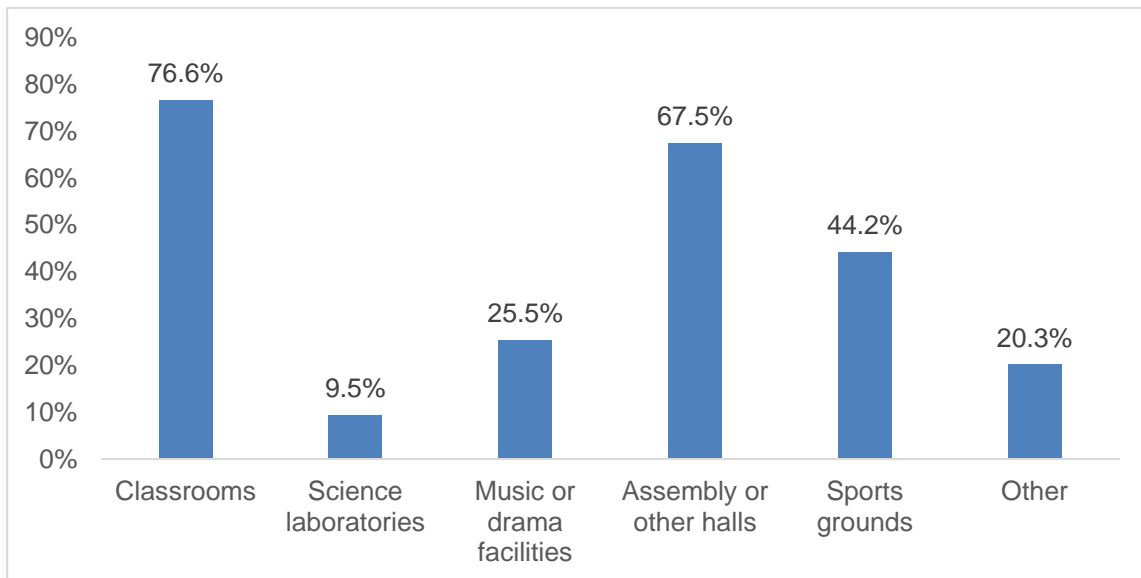
- Fifty-eight per cent of respondents (242 schools) stated that they had partnered in shared education; 42% had not.

Question read: Please specify the type of activities you have partnered on in the last academic year.

Shared classes with pupils from other schools (under the Entitlement Framework)	35.1%
Shared classes with pupils from other schools (other than under the Entitlement Framework)	42.4%
Project(s) with pupils from other school(s)	71.9%
Shared teachers	24.7%
Shared equipment (e.g. school minibus, computers)	26.0%
Shared resources (e.g. teaching plans, materials)	47.2%
Development of Shared Policies	16.9%
Extra-curricular activities	39.0%
Other (Please specify below)	13.9%
<i>Base respondents undertaking shared education. 231 respondents answered the question while 11 that indicated they had partnered in shared education did not; multiple responses allowed</i>	

- The most common type of activities were; “projects with pupils from other schools”, 72% of respondents stated such activities; 47% stated “shared resources”; and 42% stated “shared classes with pupils from other schools (other than under the Entitlement Framework)”.

Question read: Please specify which facilities you have used in the shared education partnership(s) in the last academic year.

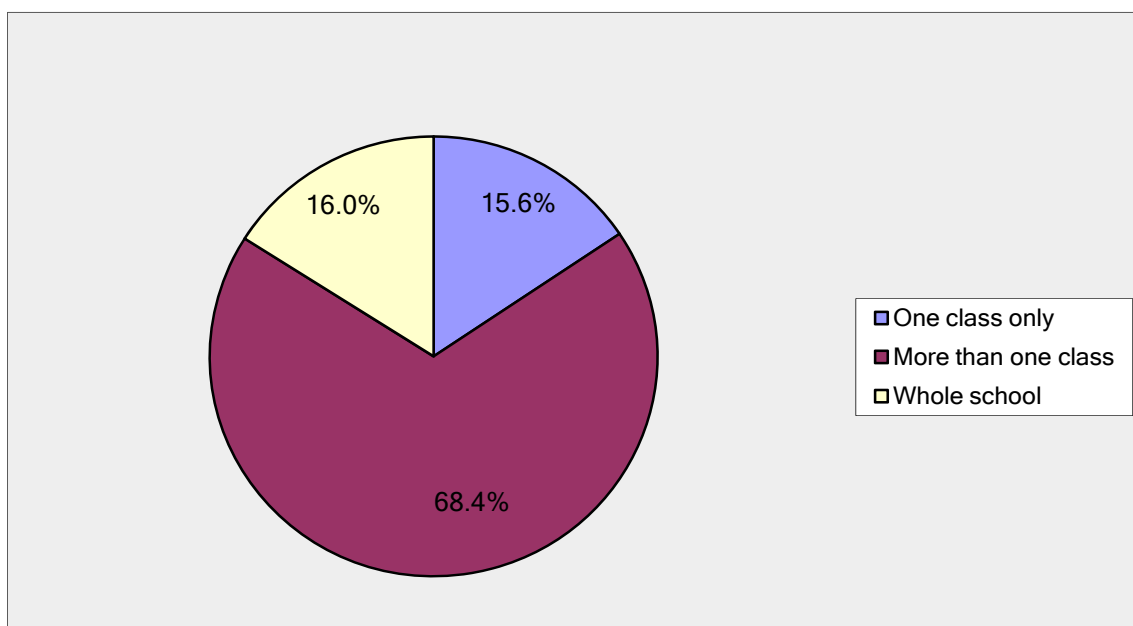


Base 231 respondents; multiple responses allowed.

The most commonly used facilities in shared education were:

- Classrooms, 77% of respondents;
- Assembly or other halls 68% of respondents; and
- Sports grounds 44% of respondents

Question read: Has your partnership in the last academic year involved:



Base 231 respondents.

- The majority of respondents undertaking shared education (68%) stated that the shared education partnership involved “More than one class”.

Shared Education 2013 – 2016².

Questions on shared education were asked in the 2013, 2015 and 2016 School Omnibus surveys.

However the introductory text to the question modules was not consistent across all three Omnibus surveys. In 2013 the introduction stated;

“Shared education means the organisation and delivery of education so that it:

- *meets the needs of, and provides for the education together of learners from all Section 75 categories and socio-economic status;*
- *involves schools and other education providers of differing ownership, sectoral identity and ethos, management type or governance arrangements; and*
- *delivers educational benefits to learners, promotes the efficient and effective use of resources, and promotes equality of opportunity, good relations, equality of identity, respect for diversity and community cohesion”.*

² Shared education questions were not included in the 2014 School Omnibus Survey.

The development of shared education policy impacted on the introductory text used in subsequent iterations of the Omnibus surveys with 2015 and 2016 using the text repeated below;

“Shared Education involves the provision of opportunities for children and young people from different community backgrounds to learn together.

Specifically Shared education means the organisation and delivery of education so that it:

- a) meets the needs of, and provides for the education together of learners from all Section 75 categories and socio-economic status;*
- b) involves schools and other education providers of differing ownership, sectoral identity and ethos, management type or governance arrangements; and*
- c) delivers educational benefits to learners, promotes the efficient and effective use of resources, and promotes equality of opportunity, good relations, equality of identity, respect for diversity and community cohesion”.*

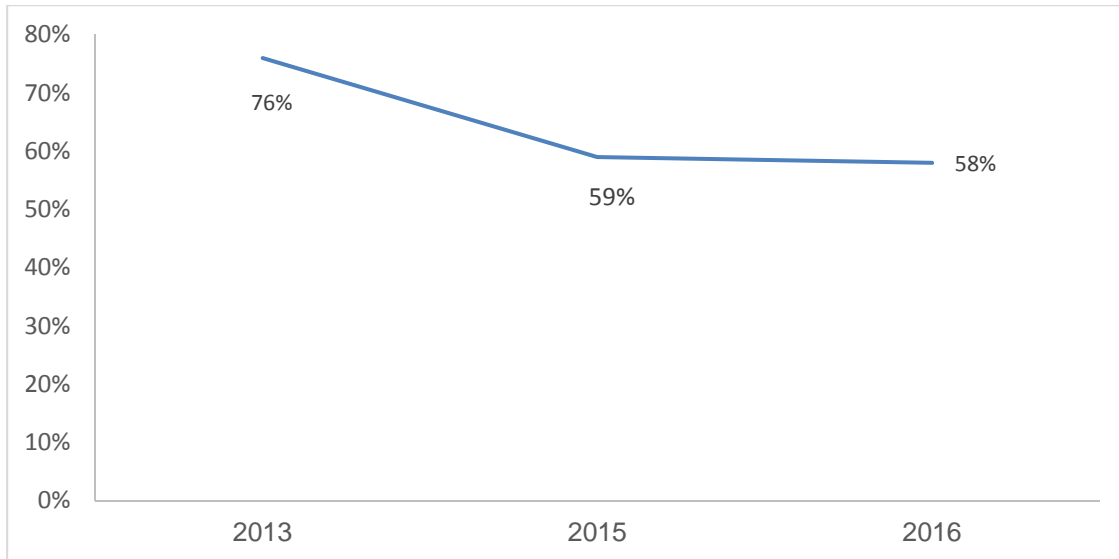
The text used in 2013 implies a wider definition of shared education than that used in both 2015 and 2016; these later two surveys focused on shared education between the children and young people from different community backgrounds learning together.

Without a priori knowledge regarding question interpretation / wording would suggest that there was a substantial decline in the proportion of responding schools involved / partnering with another school(s) in shared education between 2013 and 2015 as shown in the graph below. However given the differences in the question between the two surveys this would be an erroneous conclusion.

What is evident, and shown in the graph below, is that the proportion of responding schools partnering with another school(s) in shared education between 2015 (59%) and 2016 (58%) is to all intents and purposes stable between these two years.

Question read 2013: In the last academic year, has your school been involved in shared education with another school?

Question read 2015 & 2016: In the last academic year, has your school partnered in shared education with other school(s)?



Note: Shared education questions were not included in the 2014 School Omnibus Survey.

Section B: School Transport

This section of the School Omnibus survey gathered information regarding Home to School Transport. Travel to and from school represents a third of all young people's travel. A school transport system should ensure each child is able to travel to and from school safely and sustainably, so they can participate fully and fulfil their educational potential.

Question read: How many pupils travel to school via the following modes?

Method of Travel	Percentage of pupils
Car; passenger	38.2%
Bus	28.3%
Walk	25.6%
Cycle/Scoot	2.6%
Taxi	1.9%
Train	1.9%
Drive (themselves)	1.4%
<i>Note the complexity of this question has had a significant impact on non response with 125 respondents skipping this question.</i>	

Base (number of schools) 299.

- The most commonly used methods of school transport were: as a car passenger 38% of pupils; the bus 28% of pupils and walking 26% of pupils.

Question read: What guidance/advice does your school provide for parents about transport options on how to get to school?

Response	Percentage of respondents
Our school does not provide advice/guidance to parents about transport to school	22.4%
Handouts to parents	49.7%
Parents Nights	39.2%
School Website	27.0%
Travel to School guide/plan	11.6%
Other	21.3%

Base 352 respondents

Note: Percentages do not add to 100% since a respondent could choose more than one option.

- The most commonly stated guidance/advice provided for parents about transport options on how to get to school related to "handouts to parents" approximately half of respondents; "parent nights" 39% of respondents and the "school website" 27% of respondents.

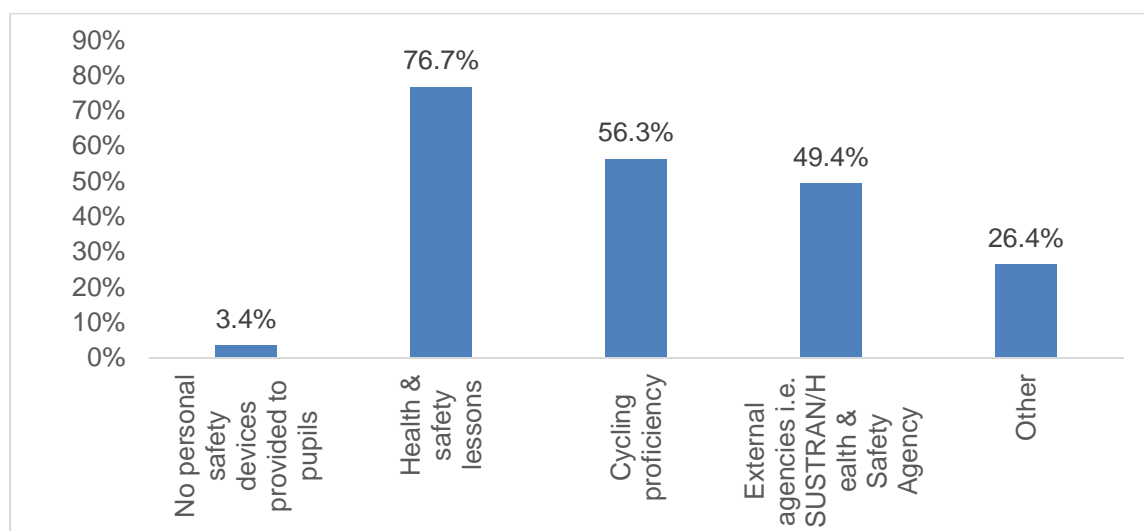
Question read: How does your school encourage pupils to provide feedback on school transport issues?

Response	Percentage of respondents
School does not encourage feedback	19.3%
School council	55.4%
Questionnaires/surveys	23.3%
Suggestion boxes	19.3%
Interest groups	6.0%
Circle time	22.4%
Pupil led class work	16.5%
Other (please specify)	19.3%

Note: Percentages do not add to 100% since a respondent could choose more than one option.
Base 352 respondents

- Over half of all respondents (55%) encourage pupils to provide feedback on school transport issues using the “school council”; 23% use “questionnaires/surveys” and 22% use “circle time”.

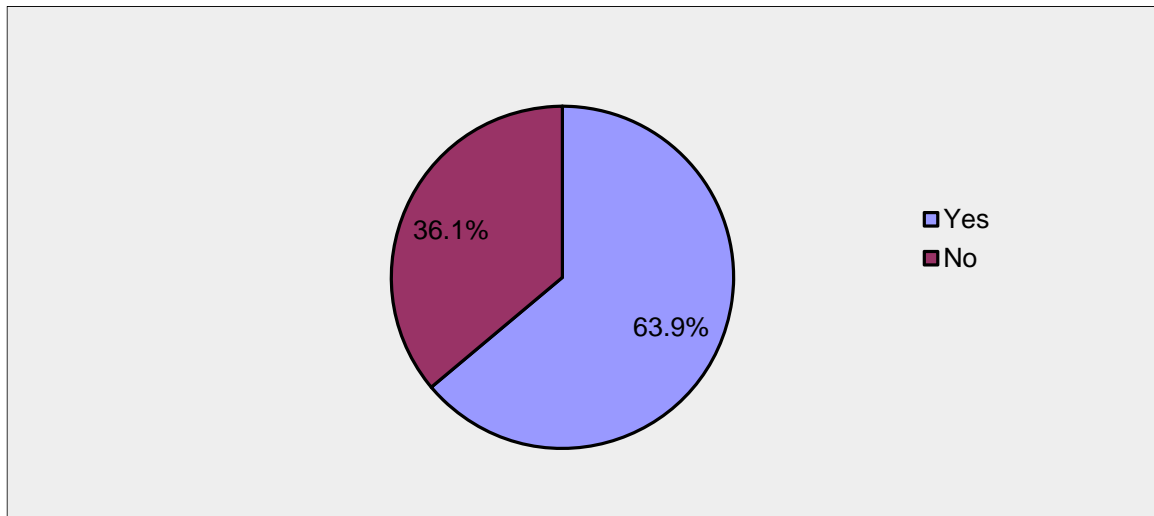
Question read: What personal safety advice are pupils provided with for travelling to/from school?



Base 352 respondents. Note: Percentages do not add to 100% since a respondent could choose more than one option.

- The most common form of personal safety advice issued to pupils was “health and safety lessons” cited by 77% of respondents; 56% cited “cycling proficiency” and 49% cited “external agencies”

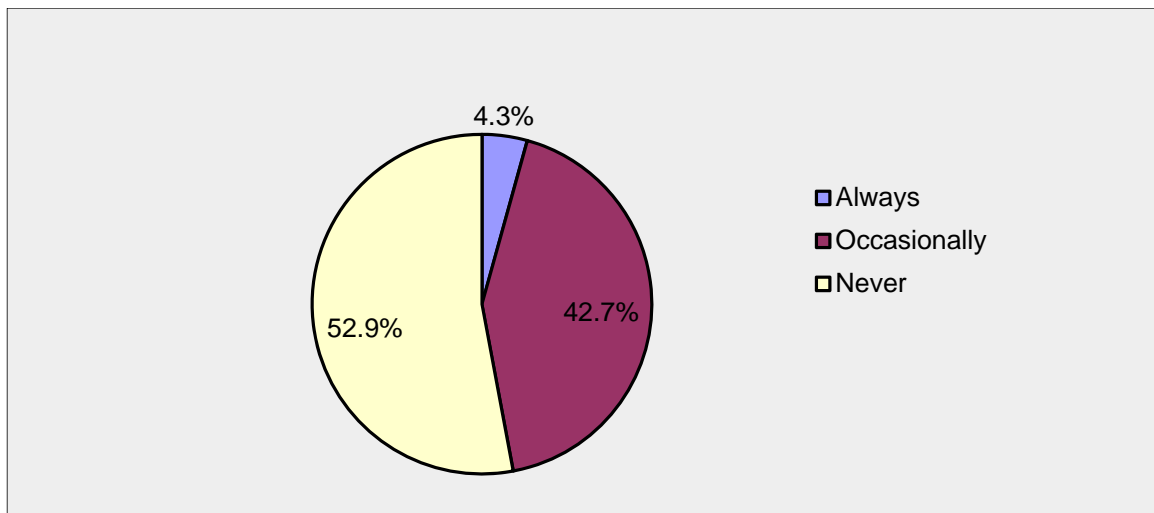
Question read: Does your school have procedures in place for dealing with pupils misbehaving on school buses?



Base 346 respondents

- The majority of schools (64%) have procedures in place for dealing with pupils misbehaving on school buses

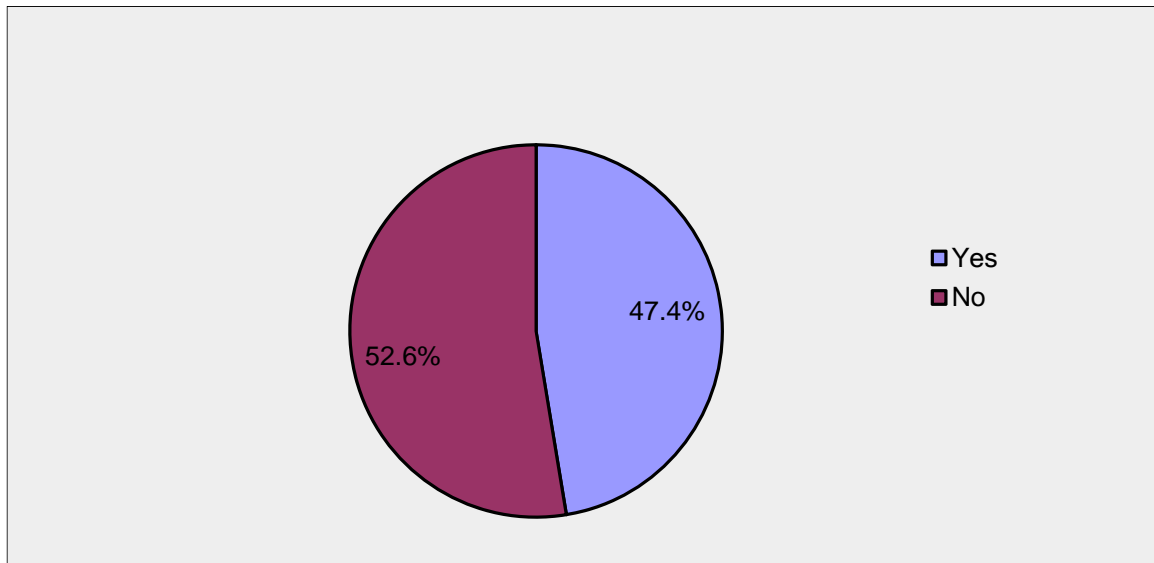
Question read: As a member of an Area Learning Community (ALC) how often does school transport feature as an agenda item?



Base 255 respondents.

- Fifty-three per cent of respondents stated that as a member of an Area Learning Community (ALC) school transport never featured as an agenda item, for the ALC.

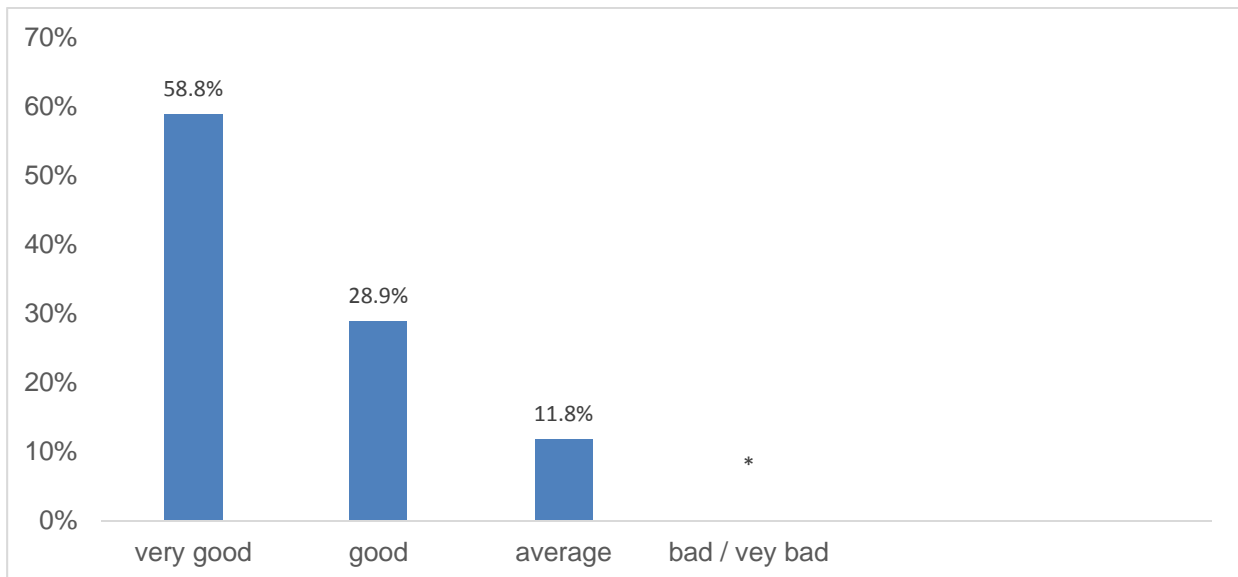
Question read: Do Education Authority (EA) vehicles (normally yellow and white buses) provide transport to pupils attending your school?



Base 340 respondents

- Fifty-three per cent of respondents stated that Education Authority vehicles did not provide transport for their school

Question read: You indicated that Education Authority vehicles provide transport to pupils attending your school, how would you rate the punctuality of the transport provided?



Base 187 respondents

Note * indicates number too small to release

- Of those schools that stated that the EA provides transport 59% stated that the punctuality of said transport was very good and a further 29% stated that it was good.

Section C: Physical Education

Schools were asked to provide details of how many minutes per week their pupils in each year group engaged in curricular Physical Education. This included activities such as dance, gymnastics, games, swimming and athletics

The tables below show the percentage of each year group undertaking various levels of PE per week

Question read: On average how many minutes per week do pupils in each year group engage in curricular physical education i.e. dance, gymnastics, games, swimming and athletics?

a) Year 1-7

Time spent	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
<i>Base</i>	250	248	250	242	245	245	243
60 mins or less	43.2%	42.3%	42.8%	30.6%	20.4%	18.0%	17.7%
61 - 90 mins	34.4%	34.7%	35.2%	45.0%	49.0%	48.2%	48.2%
91 - 120 mins	19.2%	20.6%	18.8%	20.7%	23.7%	26.5%	27.6%
121 mins or more	3.2%	2.4%	2.0%	3.7%	6.9%	7.3%	6.6%

Note: The percentages are based only on those primary and special schools which provided a response for that year group. A small number were missing, some of which did not have pupils in the year group, therefore they have not been included in the analysis.

- For primary pupils, the most frequently reported duration of PE was 60 minutes or less for those in Years 1 to 3, and 61 – 90 minutes for those in Years 4 to 7.

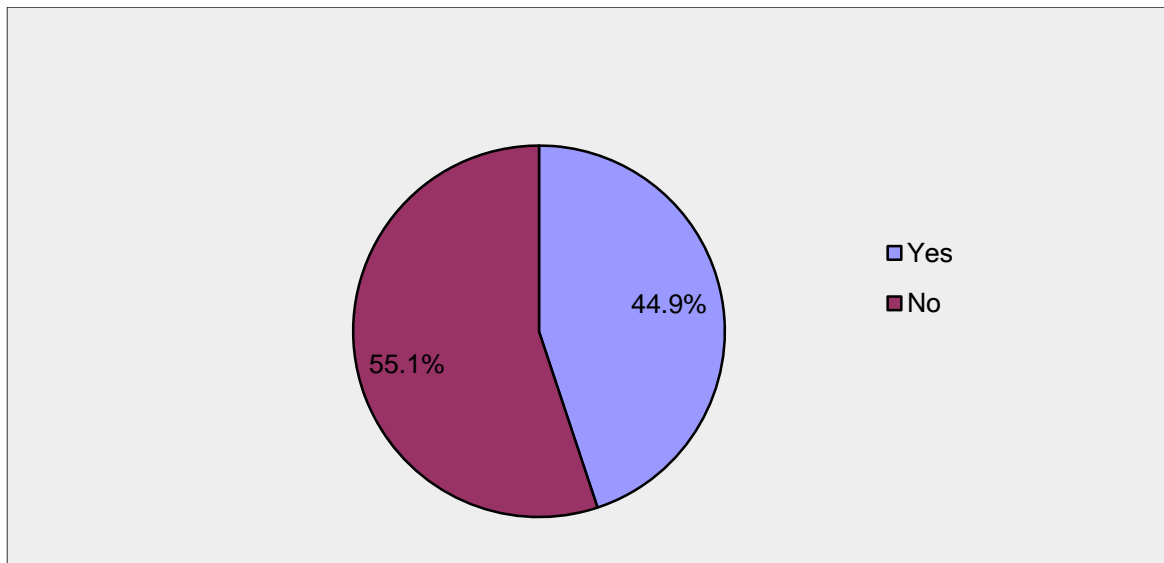
b) Year 8-14

Time spent	Year 8	Year 9	Year 10	Year 11	Year 12
<i>Base</i>	61	61	60	61	61
60 mins or less	16.4%	19.7%	20.0%	27.9%	31.1%
61 - 90 mins	31.1%	29.5%	33.3%	41.0%	36.1%
91 - 120 mins	39.3%	37.7%	38.3%	23.0%	24.6%
121 mins or more	13.1%	13.1%	8.3%	8.2%	8.2%

Note: The percentages are based only on those post-primary and special schools which provided a response for that year group. A small number were missing, some of which did not have pupils in the year group, therefore they have not been included in the analysis. The numbers for year 13 and 14 were too small to allow meaningful analysis.

- For post-primary pupils, the most frequently reported duration of PE was 91-120 minutes for those in Years 8-10, and 61-90 minutes for Year 11 and Year 12 pupils.

Question read: Are your school's sports facilities actually used by the local community?



Base 336 respondents

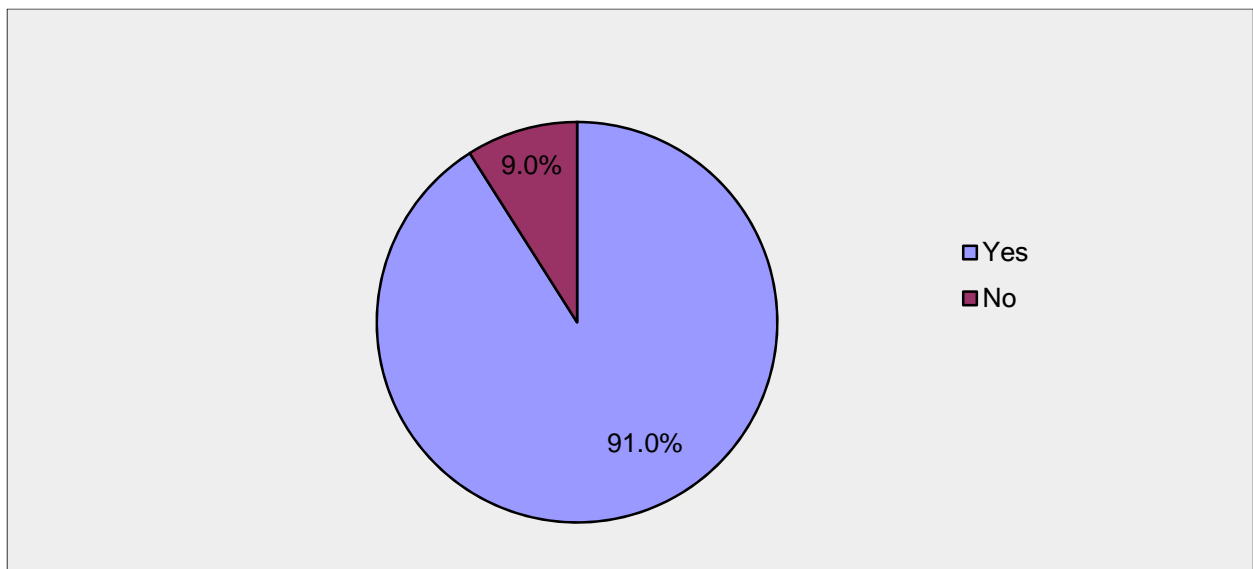
- Fifty-five per cent of respondents stated that their school's sports facilities were not used by the local community

Section D: School Uniforms

The purpose of this section was to gather information on school uniform policies and costs.

The wearing of a school uniform is not governed by legislation but falls to schools to determine. The day-to-day management of schools, including school uniform policy, is a matter for school Principals, subject to any directions that might be given by the Board of Governors.

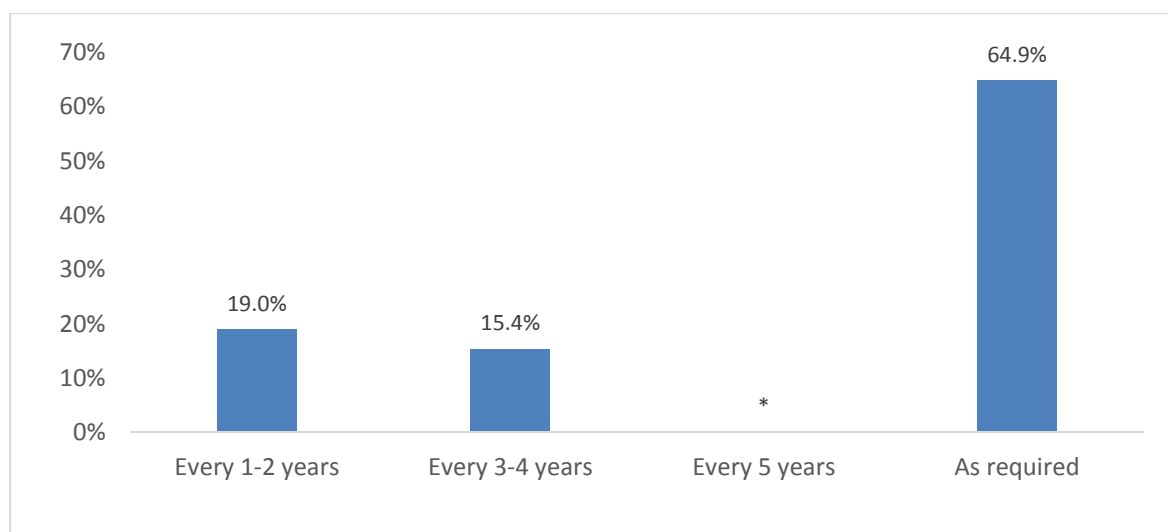
Question read: Does your school have a compulsory school uniform?



Base 335 respondents

- The majority of respondents (91%) stated that their school had a compulsory school uniform

Question read: How often is your school uniform policy reviewed?



Base 305 respondents

Note * indicates number too small to release

- Sixty-five per cent of respondents that had a school uniform policy reviewed their policy as required.

Question read: Who do you consult with when you carry out a review of your school uniform policy?

Response	Percentage of respondents
Current pupils (including school councils etc)	87.9%
Prospective pupils	3.3%
Current parents (including Parent Teacher Associations etc)	87.2%
Prospective parents	7.5%
Community groups	3.6%
Road safety groups	*
Representatives of minority ethnic and religious groups in the school's catchment area	*
Groups representing pupils with special educational needs or disabilities	4.6%
Other (please specify)	16.4%

Base 305 respondents; respondents could select multiple responses

Note * indicates number too small to release

- Eighty-eight per cent of respondents stated that current pupils were consulted when their school uniform policy is reviewed. A similar percentage (87%) of respondents stated that current parents were consulted regarding school uniform policy.

Question read: Please indicate the approximate cost of each item of compulsory school uniform (excluding PE items).

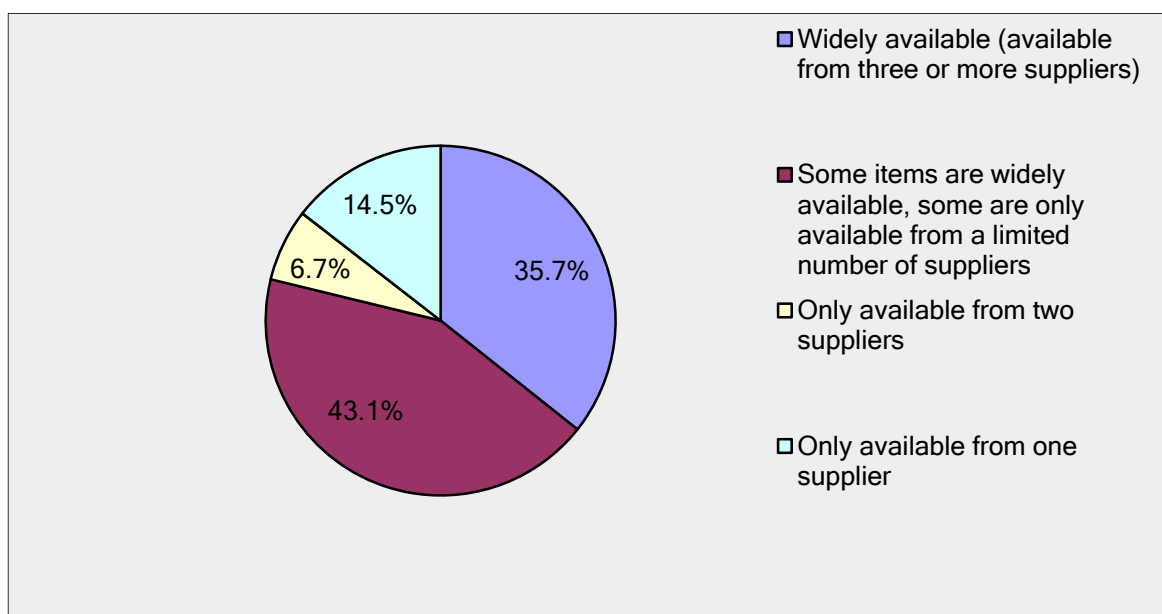
Uniform Item	% of responses						Number of responses
	£0-£10	£11-£20	£21-£30	£31-£40	£41-£50	£51-£75	
Blazer	10.7%	*	18.7%	24.0%	29.3%	9.3%	75
Blouse/ Shirt	79.8%	19.2%	1.0%	0.0%	0.0%	0.0%	193
Cardigan/ Jumper	40.9%	47.0%	11.2%	0.9%	0.0%	0.0%	215
Skirt/ Trousers	62.7%	31.4%	4.7%	1.2%	0.0%	0.0%	255
Socks/Tights	99.1%	*	#	0.0%	0.0%	0.0%	211
Sweatshirt	47.5%	49.5%	#	*	0.0%	0.0%	200
Tie	97.1%	*	*	0.0%	0.0%	0.0%	170
Shoes/ Footwear	15.4%	31.4%	32.0%	15.4%	#	*	175
School coat	7.1%	49.0%	37.8%	*	*	*	98
Polo shirt	83.4%	#	*	0.0%	0.0%	0.0%	199
Other	n<50	n<50	n<50	n<50	n<50	n<50	4

A * indicates that a cell in the table is based on a small number of respondents (1-4) and therefore not reported. A # indicates the value is suppressed under statistical methods. For the "other" category the number of responses was less than 50 and no analysis undertaken.

- Twenty-nine per cent of respondents stated that the cost of their school's blazer was between £41 and £50.
- Eighty per cent of respondents stated that the cost of their school's blouse/shirt was between £0 and £10.
- Forty-seven per cent of respondents stated that the cost of their school's cardigan / jumper was between £11 and £20.
- Sixty-three per cent of respondents stated that the cost of their school's skirt / trousers was between £0 and £10.
- Ninety-nine per cent of respondents stated that the cost of their school's socks / tights was between £0 and £10.
- Half of all respondents (50%) stated that the cost of their school's sweatshirt was between £11 and £20.
- Ninety-seven per cent of respondents stated that the cost of their school's tie was between £0 and £10.

- Thirty-two per cent of respondents stated that the cost of their school's shoes / footwear was between £21 and £30.
- Approximately half (49%) of all respondents stated that the cost of their school's coat was between £11 and £20.
- Eighty-three per cent of respondents stated that the cost of their school's polo shirt was between £0 and £10.

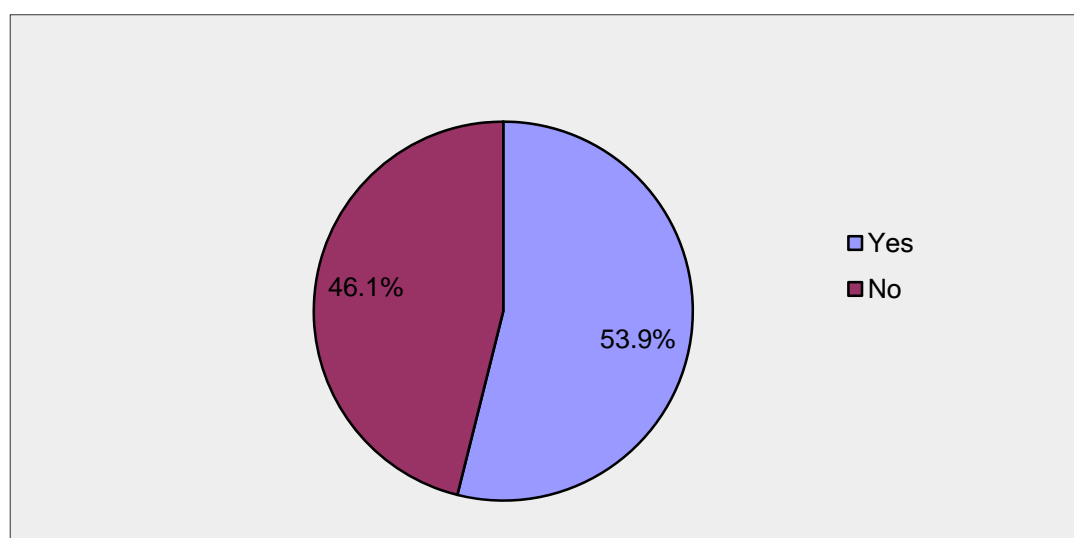
Question read: Excluding PE clothing, is your school uniform widely available in high street shops, other retail outlets and internet suppliers or is it only available from a sole supplier or limited number of suppliers?



Base 297 respondents

- Forty-three per cent of respondents stated that some items of their school's uniform were widely available and some were only available from a limited number of suppliers.

Question read: Does your school have a compulsory PE uniform?



Base 297 respondents.

- Over half of all respondents (54%) stated that their school has a compulsory PE uniform.

Question read: Please indicate the approximate cost of each compulsory item of PE uniform that pupils are required to wear. Select one box for each item of clothing that applies to your school

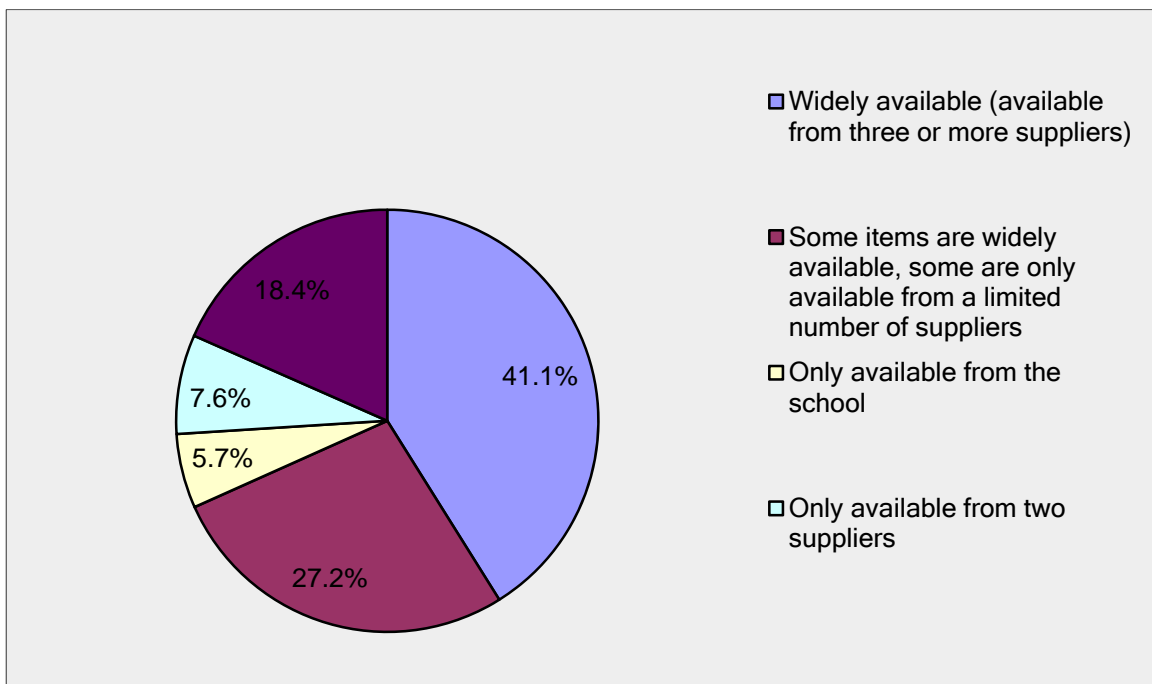
	£0-£10	£11-£20	£21-£30	£31-£40	£41-£50	£51-£75	£76-£100	Over £100	Number of responses
Gym shorts/skirt	73.6%	21.7%	4.7%	0.0%	0.0%	0.0%	0.0%	0.0%	129
PE blouse/shirt	68.0%	21.8%	#	*	0.0%	0.0%	0.0%	0.0%	147
Singlet	n<50	n<50	n<50	n<50	n<50	n<50	n<50	n<50	12
Tracksuit	n<50	n<50	n<50	n<50	n<50	n<50	n<50	n<50	28
PE shoes/footwear	56.8%	18.2%	14.8%	*	*	*	0.0%	0.0%	88
PE socks	94.9%	*	#	0.0%	0.0%	0.0%	0.0%	0.0%	59
Hoodie	n<50	n<50	n<50	n<50	n<50	n<50	n<50	n<50	27
Tracksuit bottoms	51.9%	25.0%	#	*	0.0%	0.0%	0.0%	0.0%	52
Other	n<50	n<50	n<50	n<50	n<50	n<50	n<50	n<50	4

Base 158 respondents

- Approximately three quarters of all respondents (74%) stated that their school's Gym shorts/skirt cost between £0 and £10.
- Sixty-eight per cent of respondents stated that their school's PE blouse / shirt cost between £0 and £10.
- Fifty-seven per cent of respondents stated that their school's PE shoes/footwear cost between £0 and £10.

- Ninety-five per cent of respondents stated that their school's PE socks cost between £0 and £10.
- Fifty-two per cent of respondents stated that their school's tracksuit bottoms cost between £0 and £10.

Question read: Is your PE uniform widely available in high street shops, other retail outlets and internet suppliers or is it only available from a sole supplier or limited number of suppliers?



Base 158 respondents.

- Forty-one per cent of respondents stated that their schools PE uniform was widely available.

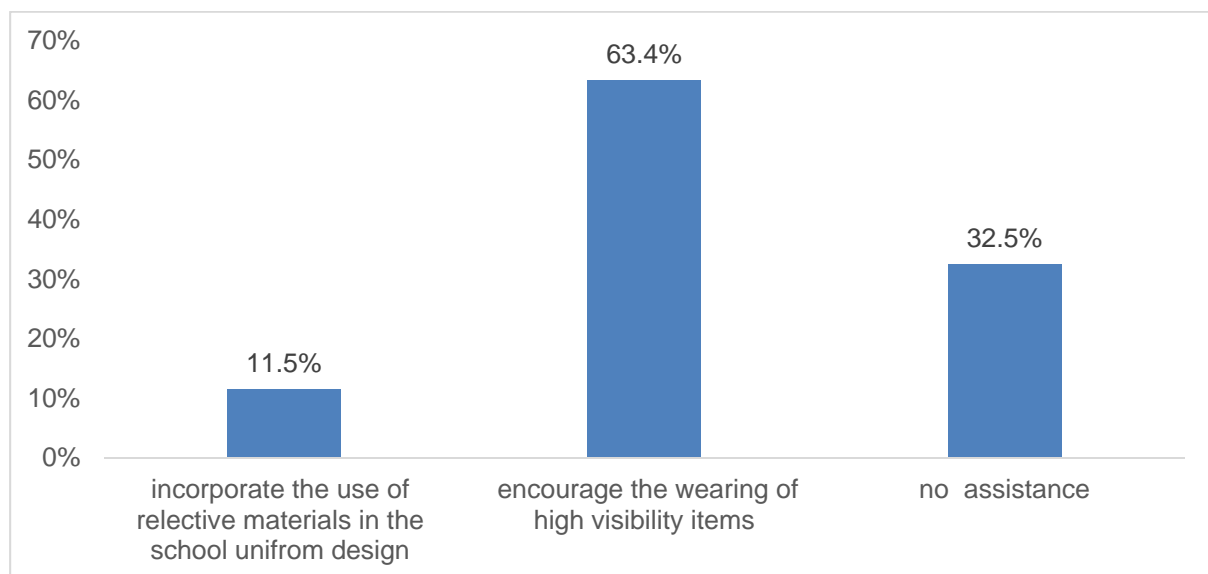
Question read: Has your school taken action in the last twelve months to reduce school uniform costs?

Response	Percentage of respondents
No action in the last twelve months to reduce school uniform costs	43.7%
Made the uniform available in a wider number of shops	16.9%
Incorporated items that are readily available “off the peg” from a number of retail outlets	22.7%
Reduced the number of compulsory items	6.8%
Changed the supplier or supplier type	7.8%
Negotiated with the supplier to reduce or hold costs	9.8%
Made second hand items available	35.3%
Other (please specify)	6.4%

Base 295 respondents.

- Forty-four per cent of respondents stated that their school had taken no action in the past twelve months to reduce school uniform costs.

Question read: To assist pupils travelling to and from school do you:



Base 295 respondents.

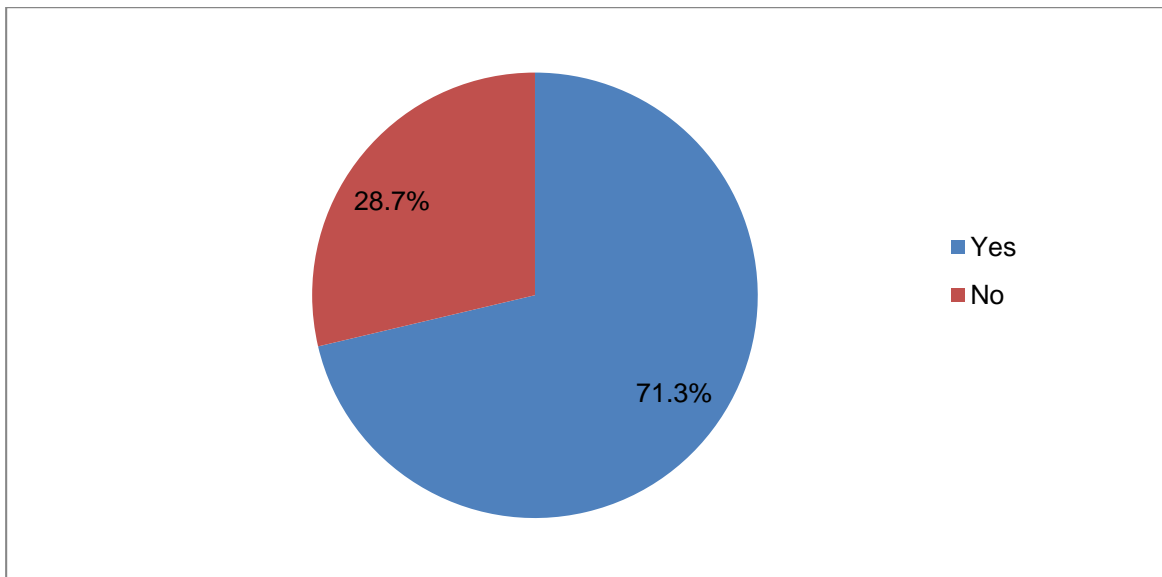
- Sixty-three per cent of respondents stated that their school encourages the wearing of high visibility items to assist pupils travelling to and from school.

Section E: Early Years and Reception Provision

Early Years education funded by the Department of Education includes Sure Start, funded pre-schools, reception classes or groups and the first two years (foundation stage) in primary schools.

In order to make informed decision regarding the delivery of its responsibilities for Early Years education the Department requires a sound evidence base. The information gathered in the Omnibus Survey 2016 will contribute to that evidence base.

Question read: In the last academic year, has your school worked in partnership with any other early years settings?



Base 244 respondents.

- Seventy-one per cent of responding primary schools indicated that they had worked in partnership with other early years' settings in the last academic year.

It should be noted that 66 primary schools did not respond to this question.

Question read: In relation to your partnership, was it:

Response	Percentage of respondent primary schools
From the same sector (eg. controlled, maintained, integrated, Irish Medium).	7.0%
Between a nursery unit in your own school and primary	15.3%
Between a nursery unit in another school and primary	#
Between a nursery school and primary	15.7%
Between a voluntary and privately funded playgroup and primary	27.9%
Between foundation stage classes in another school and your own school	*
A cluster group with a range of early years providers	17.4%

Base 174 primary school respondents that indicated they had partnership in the last academic year.

Note * indicates a percentage based on a number too small to release.

A # indicates the value is suppressed under statistical methods.

- Twenty-eight per cent of primary schools that had partnered with another early years setting in the past academic year did so between a voluntary and privately funded playgroup and their primary.

Respondents were asked to prioritise the key benefits to children in their school resulting from partnership activities in the last academic year. The number one priority was “smooth transitions for children between early years settings” (75% of primary school respondents that had partnered in the last academic year). The second highest priority for 63% of relevant respondents was “continuity and progress in children’s learning and development”.

Of the 310 primary schools responding to the Omnibus Survey 69 refused to answer whether their school is in a SureStart catchment area. Of the 241 primary schools that answered this question:

- Forty-one per cent of primary schools stated that their school was in a SureStart catchment area.

Those schools that indicated they were located in a SureStart catchment area were asked about the nature of their links to SureStart and their responses are set out in the table below.

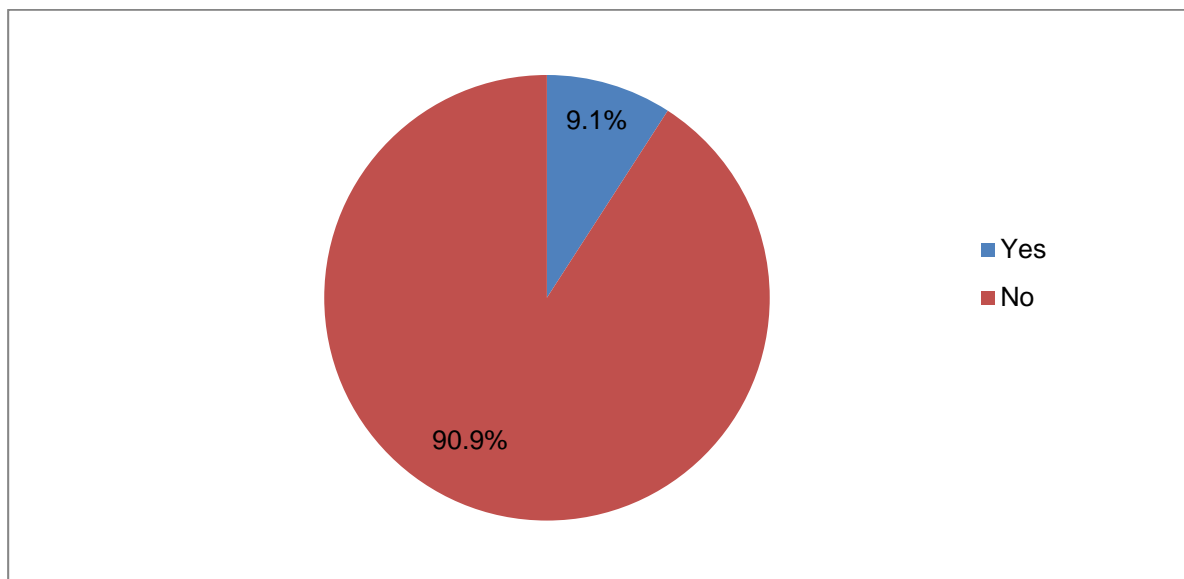
Question read: In relation to your link(s) with Sure Start only, please indicate the nature of the links.

Response	Percentage of respondents
Part of the management group	7.1%
Meetings with Sure Start Staff	25.5%
Transition information exchange from the two-year old programme	34.7%
Signposting parents to Sure Start services	67.3%
Using Sure Start services e.g. speech and language therapists, parenting classes	28.6%
Other (please specify)	16.3%

Base 98 primary schools in a SureStart catchment area

- Sixty-seven per cent of primary schools located in a SureStart catchment area indicated that the nature of their SureStart links was “Signposting parents to Sure Start services”.

Question read: Does your school have reception provision?



Base 241 primary schools: note 69 primary schools declined to answer this question.

- Ninety-one per cent of primary schools indicated that they did not have reception provision; 9% indicated that they did have reception provision.

The small number of primary schools that indicated their school had reception provision (22 schools) negates further analysis of questions relating to reception provision.

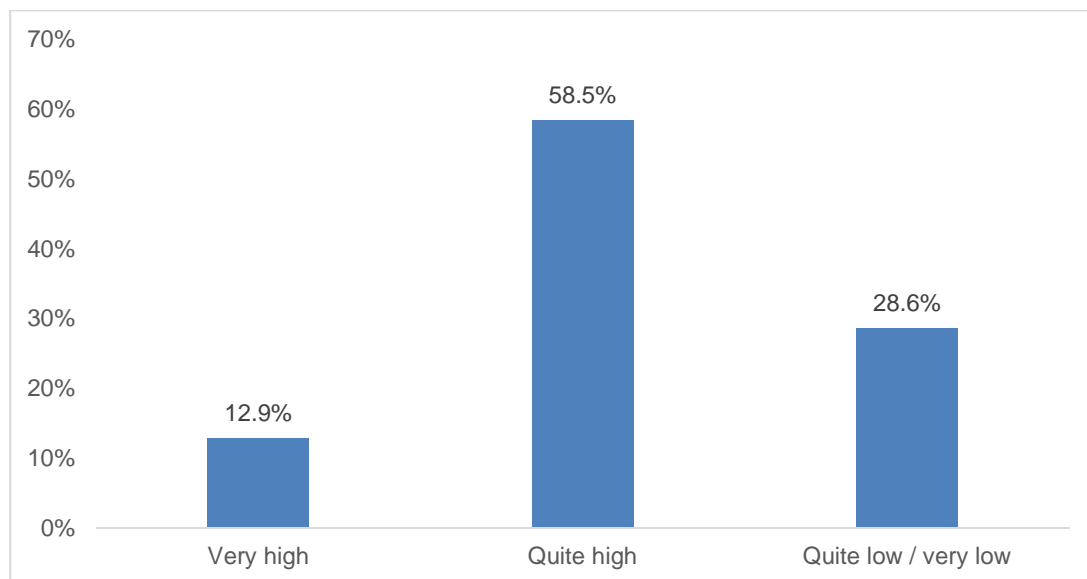
Section F: Art and Design in Primary Schools

Artistic expression is fundamental to child development and art and design education is recognised for developing thinking skills and personal capabilities, improving levels of pupils' engagement and enhancing wider learning outcomes.

With the introduction of areas of learning within the curriculum, planning and teaching of art and design has evolved. This section of the Omnibus Survey gathered information regarding current provision in art and design in primary schools.

Of the 310 primary schools responding to the Omnibus survey 241 answered the question:

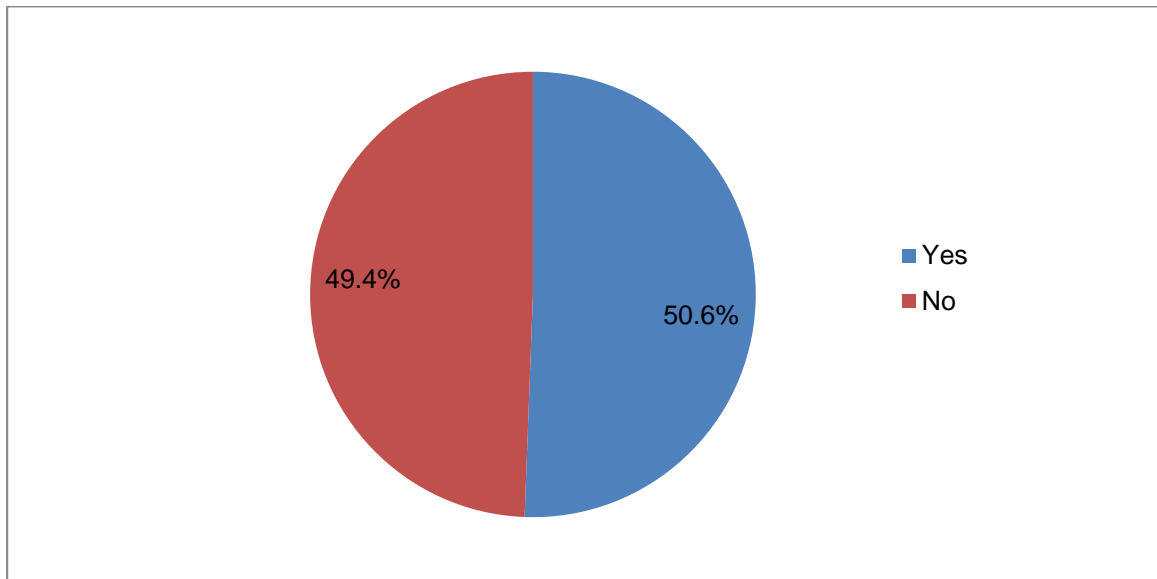
Question read: How high a priority is art and design in your school?



Base 241 primary school respondents.

- Over half of primary school respondents (59%) stated that art and design was quite a high priority in their school. Twenty-nine per cent stated that art and design was either a quite low or very low priority for their school.

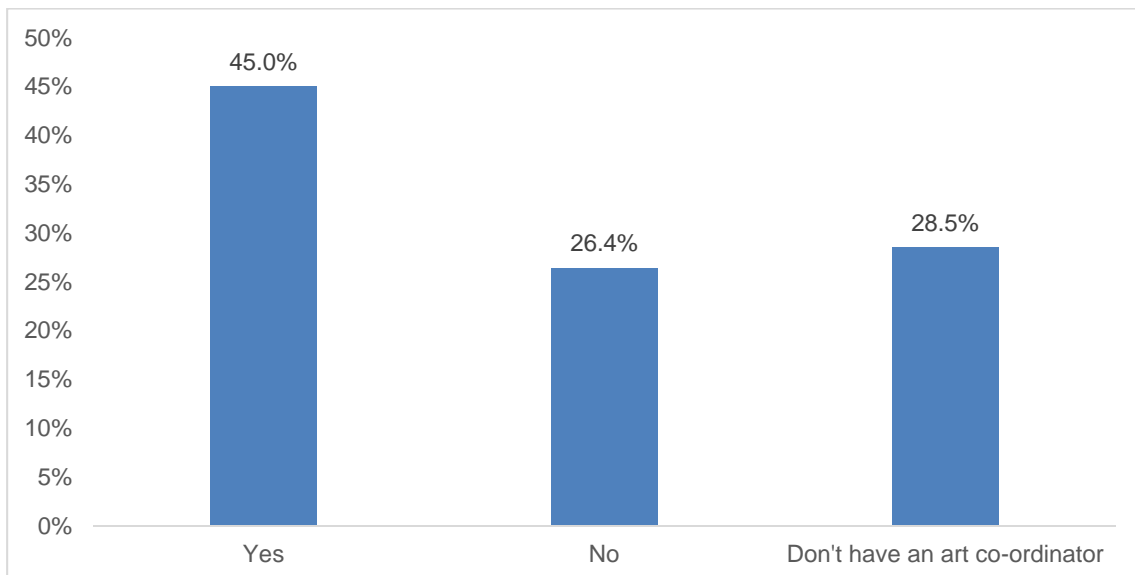
Question read: Is anyone in your school trained to lead planning and teaching in art and design?



Base 241 primary respondents.

- Approximately half (51%) of all primary school respondents stated that their school had someone trained to lead planning and teaching in art and design.

Question read: If you have an art and design co-ordinator, does he / she devise schemes of work for each year group in association with class teachers?

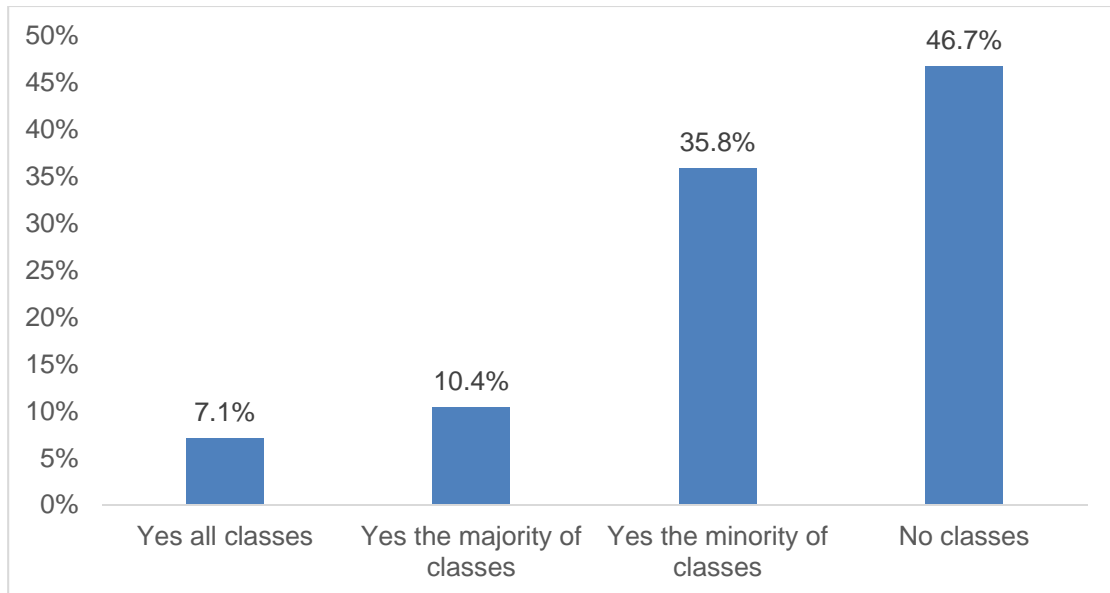


Base 242 primary school respondents

- Forty-five per cent (45%) of primary school respondents stated that they had an art and design co-ordinator who devises schemes of work for each year

group in association with class teachers; 29% of primary schools did not have an art and design co-ordinator.

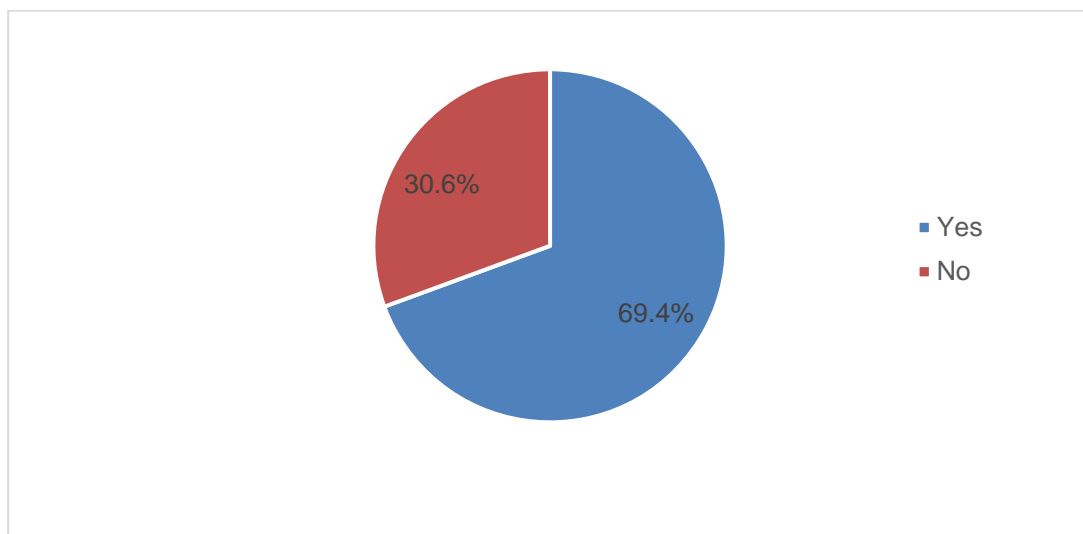
Question read: How many, if any classes in your school have the opportunity to observe and discuss art at first-hand in museums or galleries during their primary education?



Base 240 primary schools

- Forty-seven per cent (47%) of primary schools stated that no classes in their school had the opportunity to observe and discuss art at first-hand in museums or galleries during their primary education.

Question read: Does your school require assistance in developing schemes of work for art and design that ensure breadth and depth of learning experience?



Base 242 primary school respondents.

- Sixty-nine per cent (69%) of primary schools indicated that they require assistance in developing schemes of work for art and design that ensure a breadth and depth of learning experience.

Section G: Information and Communication Technology (ICT)

Access to and use of ICT is a key consideration for the Department in the delivery of education in Northern Ireland.

At the request of colleagues in the Education and Training Inspectorate the questions in this section are disaggregated across primary schools, post-primary schools and special schools; the sample size for special schools negates any analysis of questions in this section.

Question read: Does your school make provision for parents / carers to access any of the information listed below using ICT?

Response	Percentage of primary respondents	Percentage of post-primary respondents
General information	75.2%	60.4%
School policies	68.1%	54.9%
School development plan	41.9%	34.1%
Teaching and learning / curriculum information	57.7%	45.1%
None of the above	2.6%	0.0%
Other	6.8%	4.3%

Base 310 primary respondents and 91 post primary.

Note respondents could select more than one response.

- Three-quarters of primary school respondents (75%) stated that provision was made for parents / carers to access “general information e.g. newsletters” using ICT; as did 60% of post-primary school respondents.
- Less than 3% of primary school respondents and no post-primary school respondents indicated that their school made no provision for the information listed to be accessed by parents / carers using ICT.

Question read: Does your school make provision for the governors to access any of the information listed below using ICT?

Response	Percentage of primary respondents	Percentage of post-primary respondents
General information	67.7%	57.1%
Teaching and learning policies	58.1%	46.2%
Governor minutes / meetings	58.4%	41.8%
Financial information	35.5%	28.6%
DE circulars	54.8%	46.2%
None of the above	1.9%	2.2%
Other	1.9%	*

Base 310 primary respondents and 91 post primary.

Notes: respondents could select more than one response.

* indicates a percentage based on a number too small to release.

- Sixty-eight per cent (68%) of primary school respondents stated that provision was made for governors to access “general information e.g. newsletters” using ICT; as did 57% of post-primary school respondents.
- Less than 2% of primary school respondents and 2% post-primary school respondents indicated that their school made no provision for the information listed to be accessed by governors using ICT

Question read: Does your school make provision for staff to access any of the services related to your school and listed below from their home computer?

Response	Percentage of primary respondents	Percentage of post-primary respondents
Productivity tools	26.5%	30.8%
Research tools e.g. Internet, Equella	55.2%	47.3%
Management information systems e.g. SIMS	37.1%	44.0%
Adaptive learning	11.0%	6.6%
E-learning environments	52.3%	56.0%
Communication media e.g. email, social media	49.0%	50.5%
None of the above	7.7%	*
Other	2.9%	*

Base 310 primary respondents and 91 post primary.

Notes: respondents could select more than one response.

* indicates a percentage based on a number too small to release.

- Fifty-five per cent (55%) of primary school respondents stated that their school made provision for staff to access “Research tools e.g. Internet, Equella” from their home computer.
- Approximately 8% of primary school respondents stated that their school made no provision for the information listed to be accessed by staff using their home computer.
- Over half of post-primary respondents (56%) stated that their school made provision for staff to access “E-learning environments” from their home computer.

Question read: Has the use of ICT improved the information to inform decisions about:

Response	Percentage of primary respondents	Percentage of post-primary respondents
Interventions for individual learning support	58.4%	52.7%
Improvement priorities relating to Key Stage or departments	41.6%	46.2%

Base 310 primary respondents and 91 post primary.
Note respondents could select more than one response.

- Fifty-eight per cent (58%) of primary school respondents stated that ICT improved the information to inform decisions about “Interventions for individual learning support” as did 53% of post-primary respondents.
- Forty-two per cent (42%) of primary school respondents stated that ICT improved the information to inform decisions about “Improvement priorities relating to Key Stage or departments” as did 46% of post-primary respondents.

Question read: Has ICT improved collaboration between your school and:

Response	Percentage of primary respondents	Percentage of post-primary respondents
Staff	66.1%	60.4%
Learners	54.8%	56.0%
Parents	63.9%	52.7%
Community	47.7%	42.9%
Other schools	37.1%	29.7%

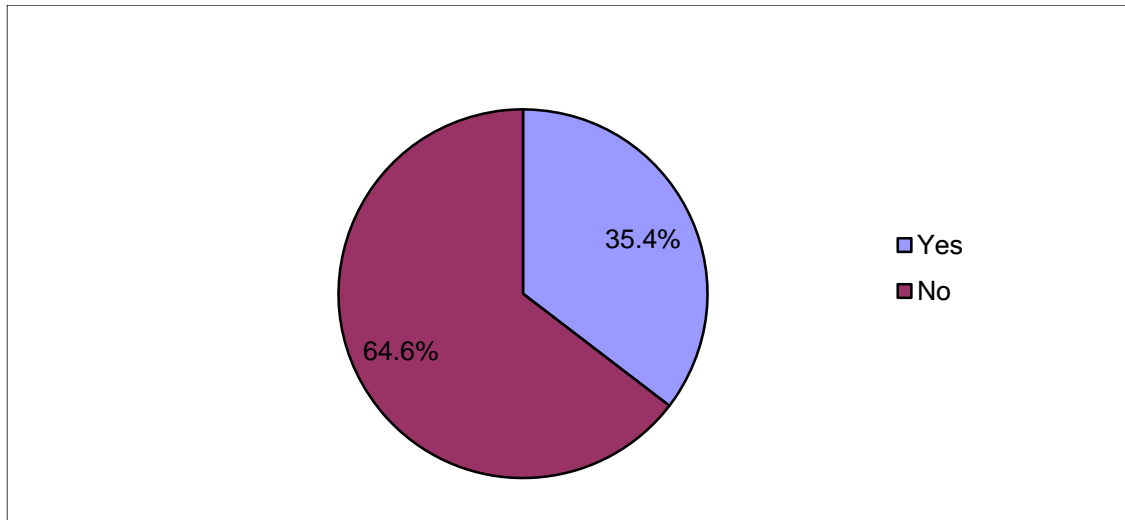
Base 310 primary respondents and 91 post primary.
Note respondents could select more than one response.

- Approximately two-thirds of primary school respondents (66%) stated that ICT had improved collaboration between their school and staff as did 60% of post primary school respondents.

Section H: Peer Mentoring

Peer mentoring/education has experienced exponential growth in the UK over the past 15 years and has been strongly supported by the UK Government. The 2016 Omnibus survey sought to identify the popularity and usefulness of peer education and peer mentoring in schools in Northern Ireland.

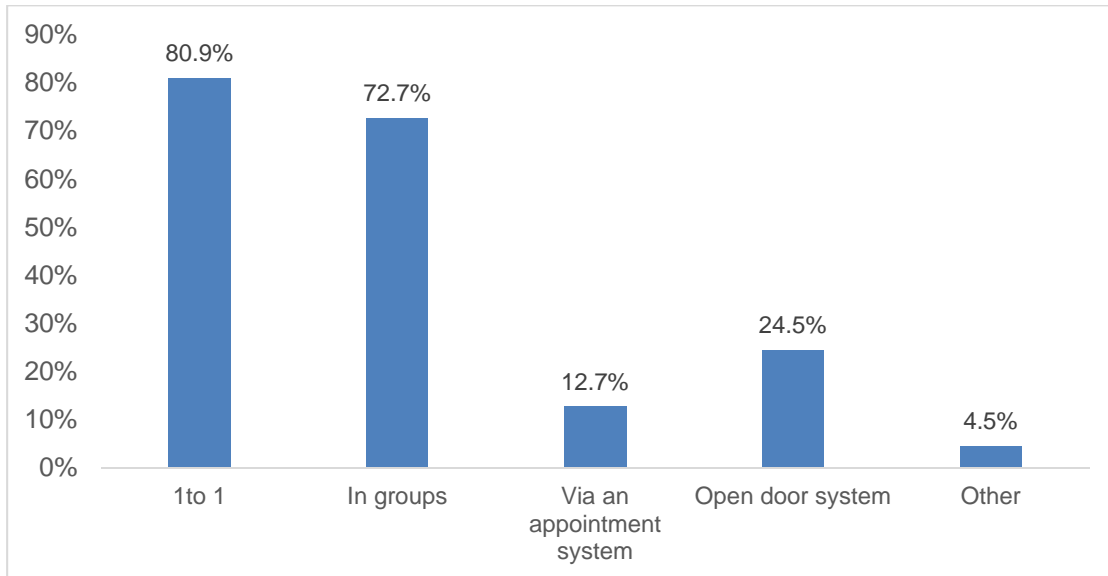
Question read: Does your school use peer education and / or mentoring?



Base 301 respondents.

- Thirty-five per cent (35%) of respondents indicated that their school used peer education and / or mentoring.

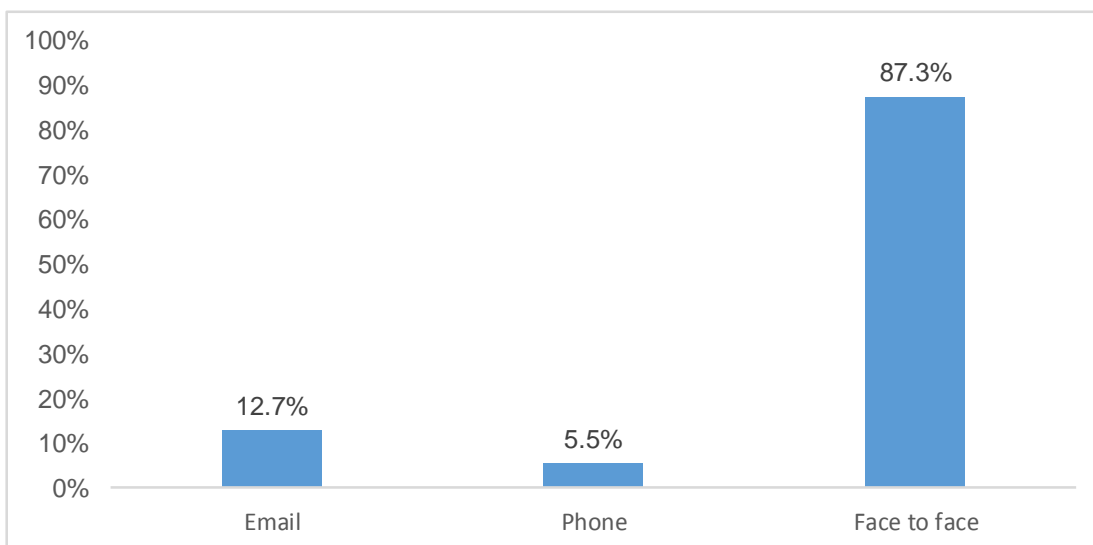
Question read: You indicated that your school utilises peer education or mentoring, what format does this take; how are students mentored?



Base 110 respondents that stated their school uses peer education and / or mentoring. Note respondents could select more than one response option.

- Eighty-one per cent (81%) of schools that used peer education and / or mentoring of students used a “1 to 1” system.
- Seventy-three per cent (73%) of schools that used peer education and / or mentoring of students use a “group” system.

Question read: What methods are employed in mentoring in your school?



Base 110 respondents that stated their school uses peer education and / or mentoring.

Note respondents could select more than one response option.

- By far the most common method employed by schools that used peer education and / or mentoring was “Face to face”; 87% of relevant respondents.

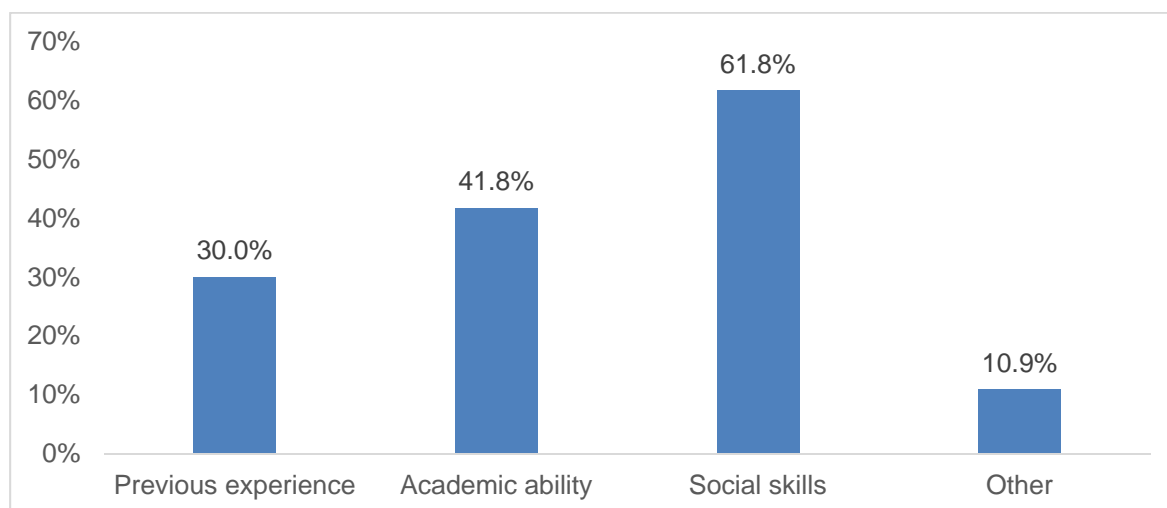
Question read: What age groups do you target for mentoring?

Post-primary Year Group	Percentage targeting
Year 8	86.8%
Year 9	56.6%
Year 10	52.8%
Year 11	54.7%
Year 12	67.9%
Year 13	39.6%
Year 14	35.8%

Base 53 post-primary schools. Caution small numbers

- The table above shows that the pattern of targeting particular year group(s) for peer mentoring shows increased levels in Year 8 (89%) the first year of post-primary education and in year 12 (68%); the final year of compulsory education when the majority of pupils will be sitting their GCSE examinations.

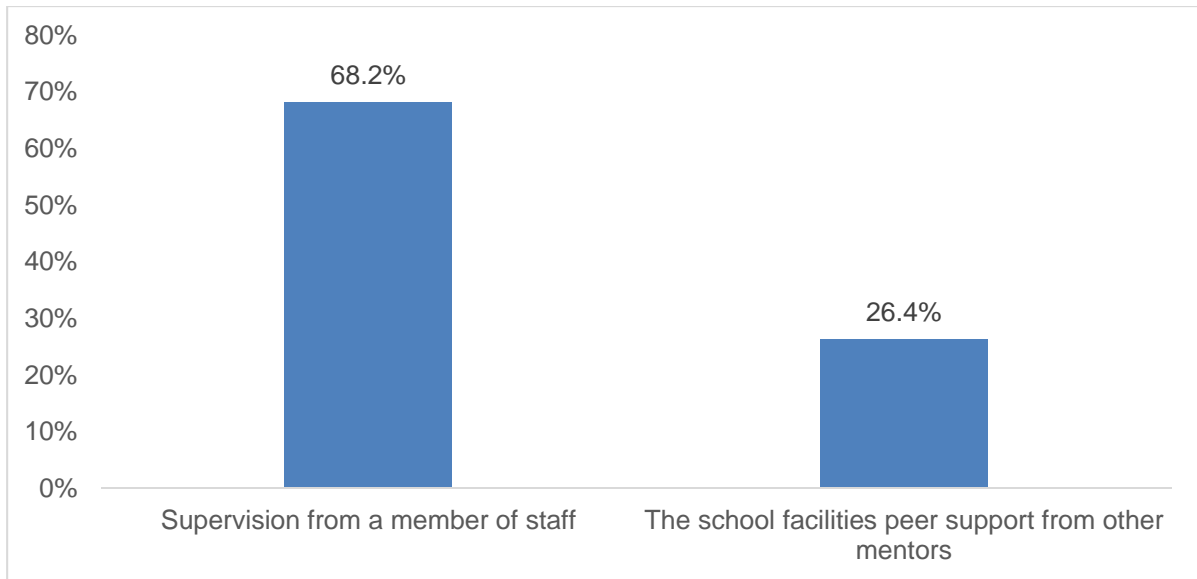
Question read: What criteria are used in selecting students for a mentoring role?



Base 110 respondents. Respondents could select more than one criteria

- The most common criteria used in selecting students for a mentoring role by schools that utilise peer mentoring was social skills; 62% of schools that utilised peer mentoring.
- Forty-two per cent (42%) of schools that utilised peer mentoring use academic ability as a criteria in selecting students for a mentoring role.

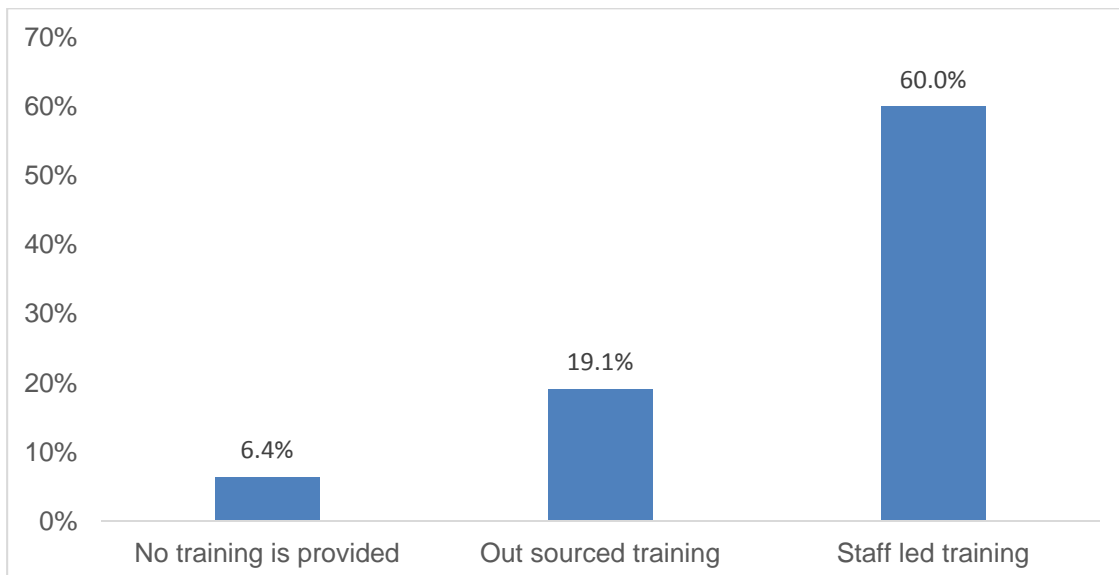
Question read: What kind of support if any is provided to mentors?



Base 110 respondents.

- Seven out of ten schools (68%) that utilised peer mentoring provided support to mentors through supervision from a member of staff.
- No schools that use peer mentoring did so without providing support to mentors.

Question read: What if any training is provided to mentors?



Base 110 respondents.

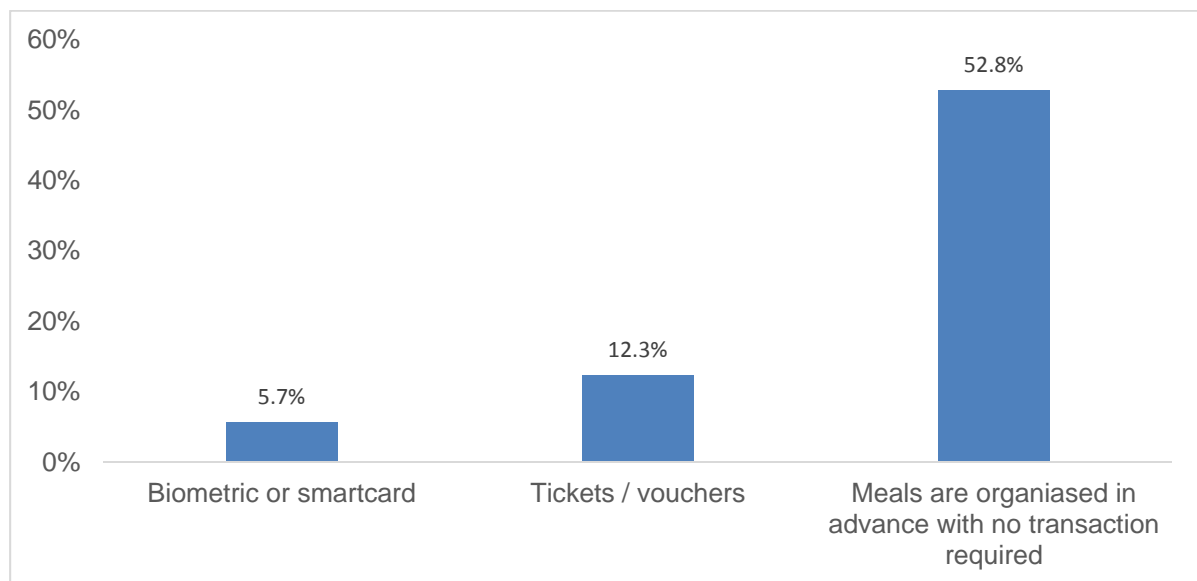
- Staff led training was provided to mentors in 60% of schools that utilised peer mentoring.

Section I: Free School Meals (FSMs)

The purpose of this section was to gather information regarding free school meal (FSM) pupils.

FSM are available to children in non-working and low income families that meet the eligibility criteria. However, once entitled to a FSM, some children for a variety of reasons do not take their free meal.

Question read: What system(s) does your school operate for the collection of free school meals by pupils?

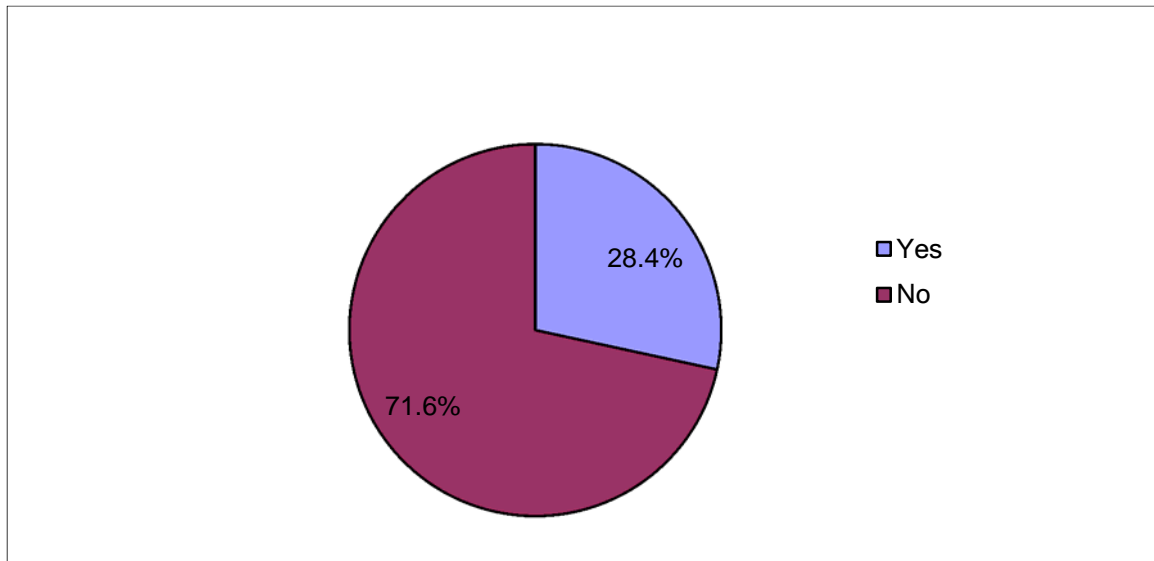


Base 424 respondents

Note respondents could select more than one response option.

- Fifty-three per cent (53%) of respondents indicated that “meals are organised in advance with no transaction required by pupils at point of collection”.
- Approximately 12% of respondents indicated that their school operated a “ticket / voucher” system to deliver FSMs to their pupils.

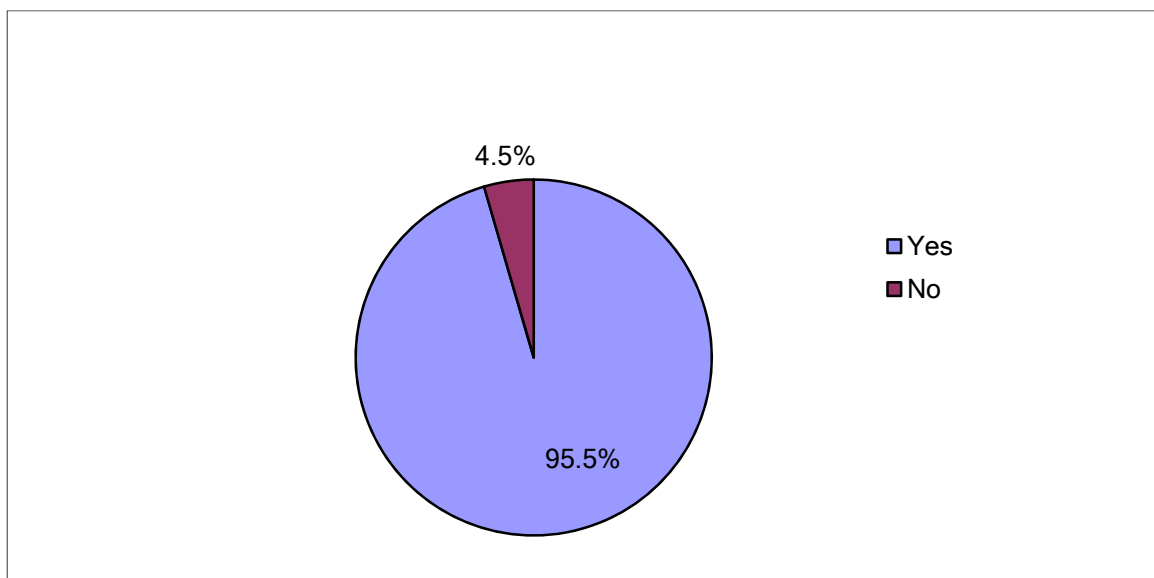
Question read: Do you believe that pupils entitled to FSM can be identified by other pupils in your school?



Base 310 respondents.

- Seventy-two per cent (72%) of respondents stated that they did not believe that pupils entitled to FSMs could be identified by other pupils in their school.

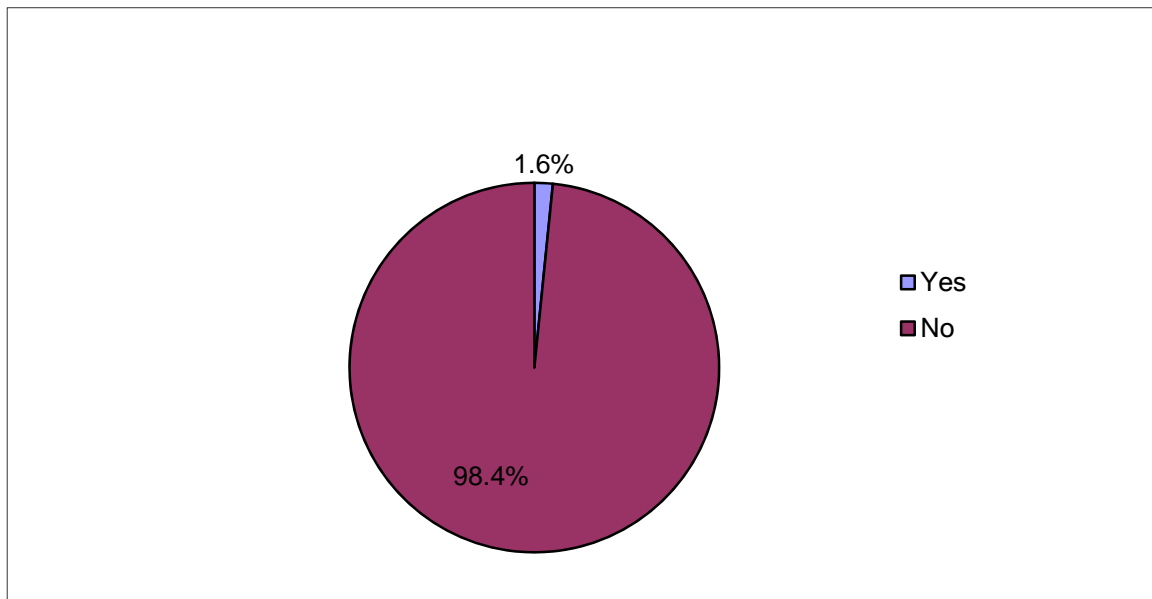
Question read: Does the system(s) for the administration of FSM within your school operate in the same way as school meals for pupils not entitled to FSM?



Base 310 respondents.

- For the majority of respondents (96%) the system for the administration of FSM operated in the same way as school meals for pupils not entitled to FSM

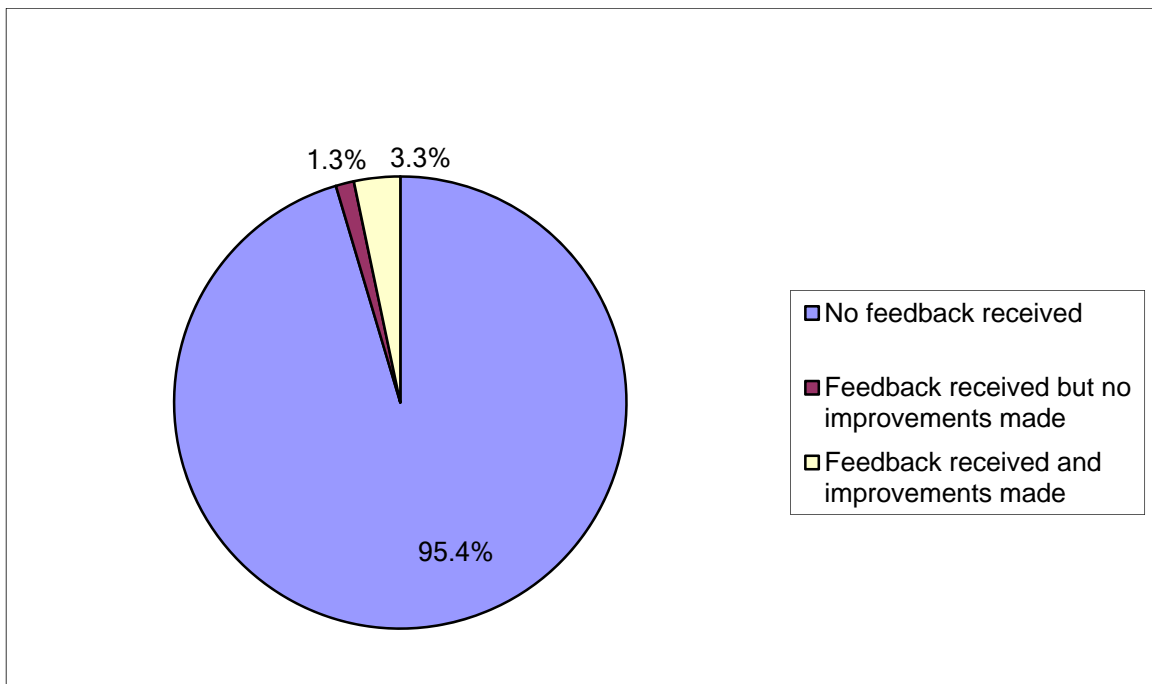
Question read: Have you received any feedback from parents or children that the system(s) your school operates for FSM is preventing pupils from accessing a FSM?



Base 309 respondents.

- Less than 2% of respondents indicated that they had received feedback from parents or children that the system(s) their school operates for FSM is preventing pupils from accessing a FSM.

Question read: Have you made any improvements to the administration of FSM in response to feedback?



Base 305 respondents.

- The majority of respondents (95%) have received no feedback regarding the administration of FSM.
- Three per cent (3%) of respondents had received feedback and made improvements whereas approximately one per cent of respondents had received feedback but made no improvements.

Section J: Business Education

The aim of this section of the 2016 Omnibus Survey was to gather information that will allow the Department a better understanding of the level of business activity in schools.

Business Education activity is broadly defined as including: formal work experience placements (normally at Key Stage 3, Key Stage 4 and post 16 years); mock interviews; work shadowing; work-based assignments; industrial visits; work-place visits; mentoring and employability, entrepreneurship and enterprise programmes involving external participation.

Of the 91 post primary schools that responded to the Omnibus Survey 47 schools representing 52% of all responding post-primary schools indicated that their school was involved in Business Education Activity.

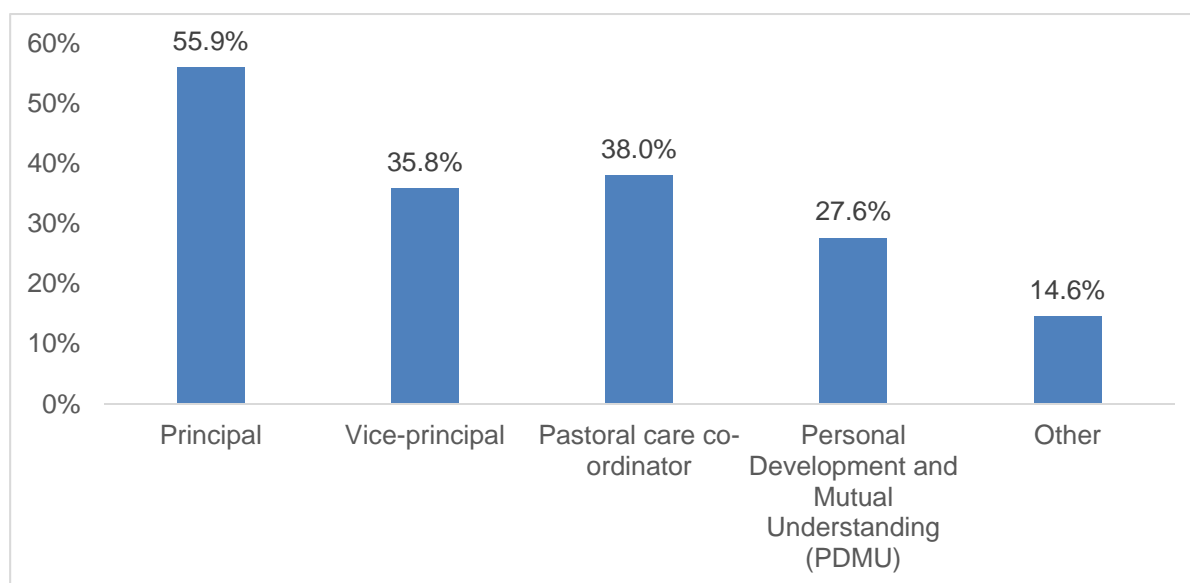
This number of post-primary schools indicating that their school participated in Business Education is too small to allow further analysis.

Section K: Pupil Participation

Article 12 of the United Nations Convention on the Rights of the Child (UNCRC) enshrines the right of all children and young people to say what they think should happen and to have their opinions taken into account when adults are making decisions that affect them. In relation to education pupil participation in their school outside of their learning commitments displays commitment to the UNCRC and this survey will gather the evidence to support pupil participation in school.

The Department, recognising its commitment to pupil participation, issued guidance; Departmental Circular 2014/14 and DVD released in February 2016 and available on the ESaGStv website, on how to encourage pupil participation in decision making in schools. This survey will also gather information on use made of this guidance.

Question read: Please specify who has responsibility for pupil participation in your school?

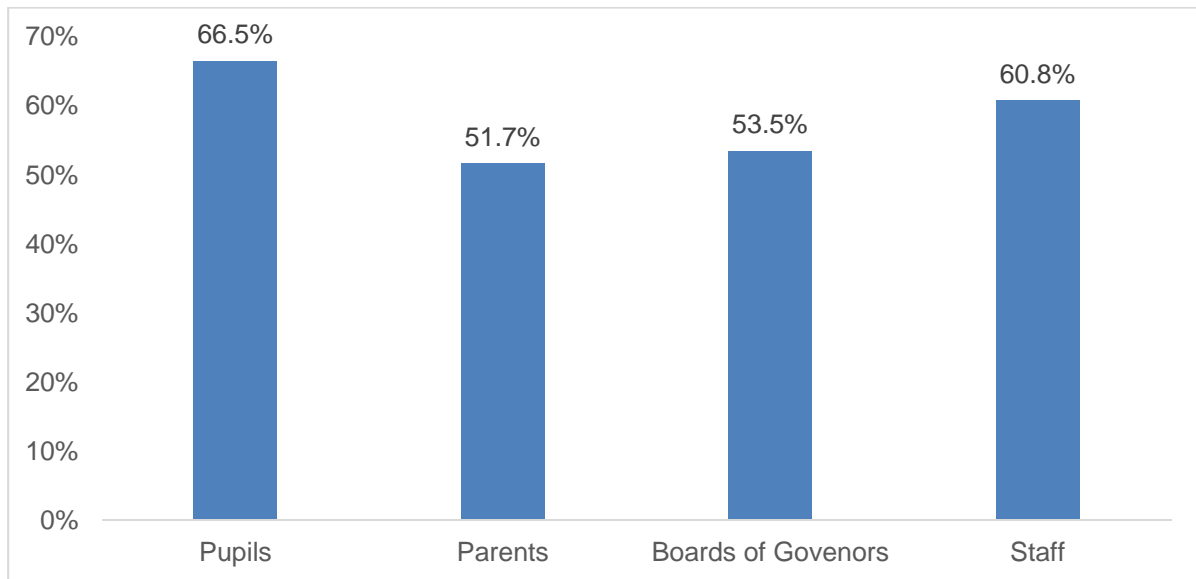


Base 424 respondents

Respondents could select more than one response

- Fifty-six per cent (56%) respondents indicated that their school principal had responsibility for pupil participation.
- Thirty-eight per cent of respondents (38%) indicated that their school pastoral care co-ordinator has responsibility for pupil participation.

Question read: Has your school consulted on pupil participation with pupils, parents, staff and governors?

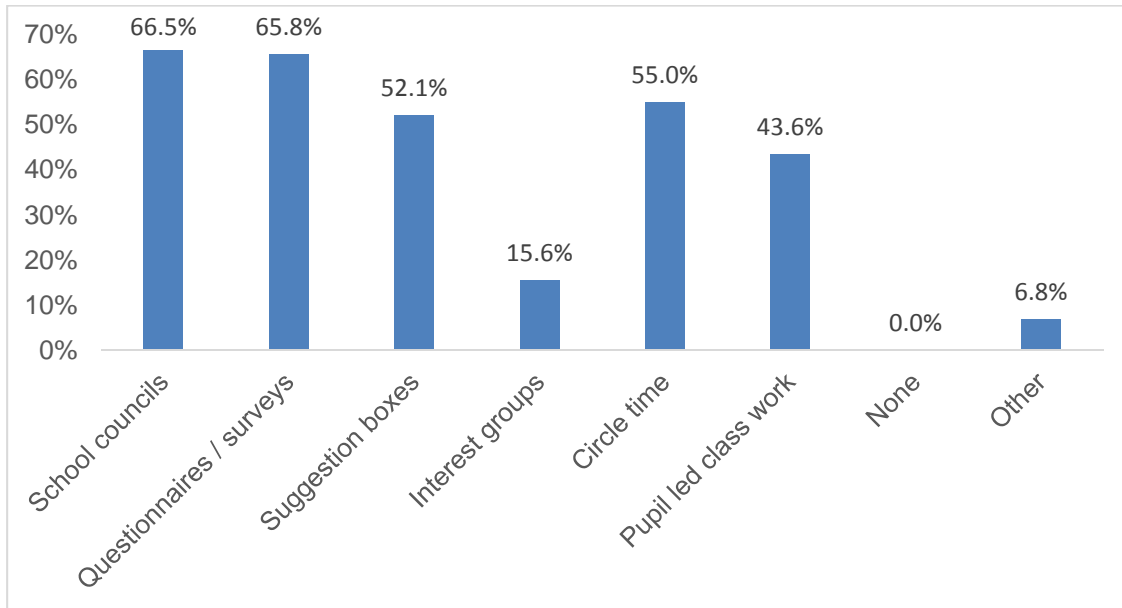


Base 424 respondents

Respondents could select more than one response

- Approximately two-thirds (67%) of respondents indicated that their school consulted pupils regarding participation.
- Sixty-one per cent (61%) of respondents indicated that they consulted staff regarding pupil participation.

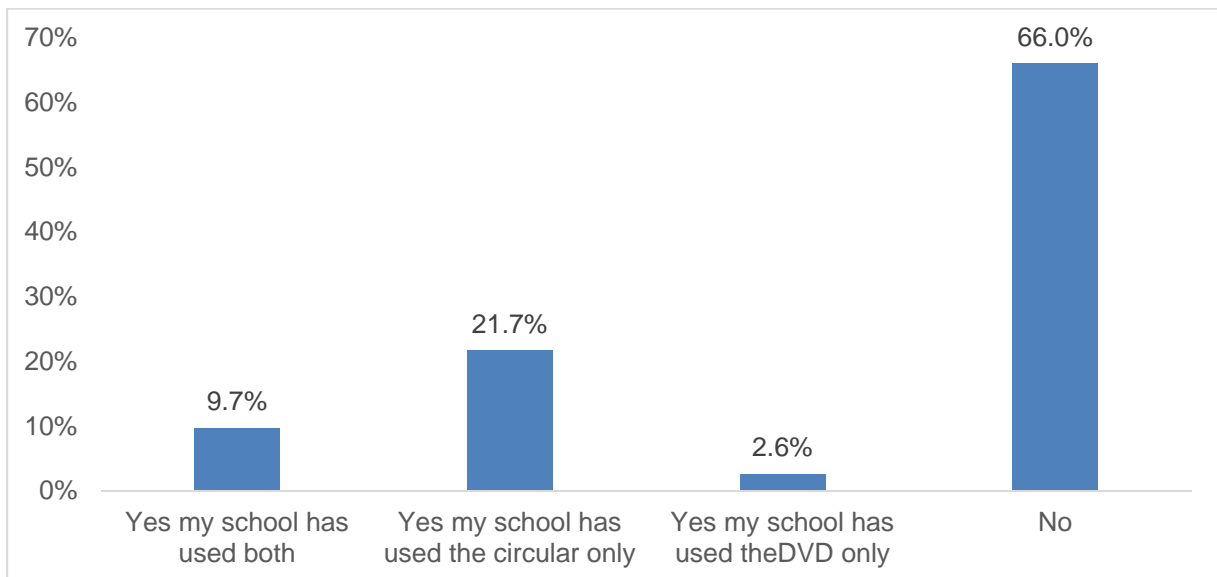
Question read: What forms of pupil participation and engagement are facilitated in your school?



Base 424 respondents
 Respondents could select more than one response

- The most common forms of pupil participation and engagement indicated by respondents were school councils (67% of respondents) and questionnaires / surveys (66% of respondents).

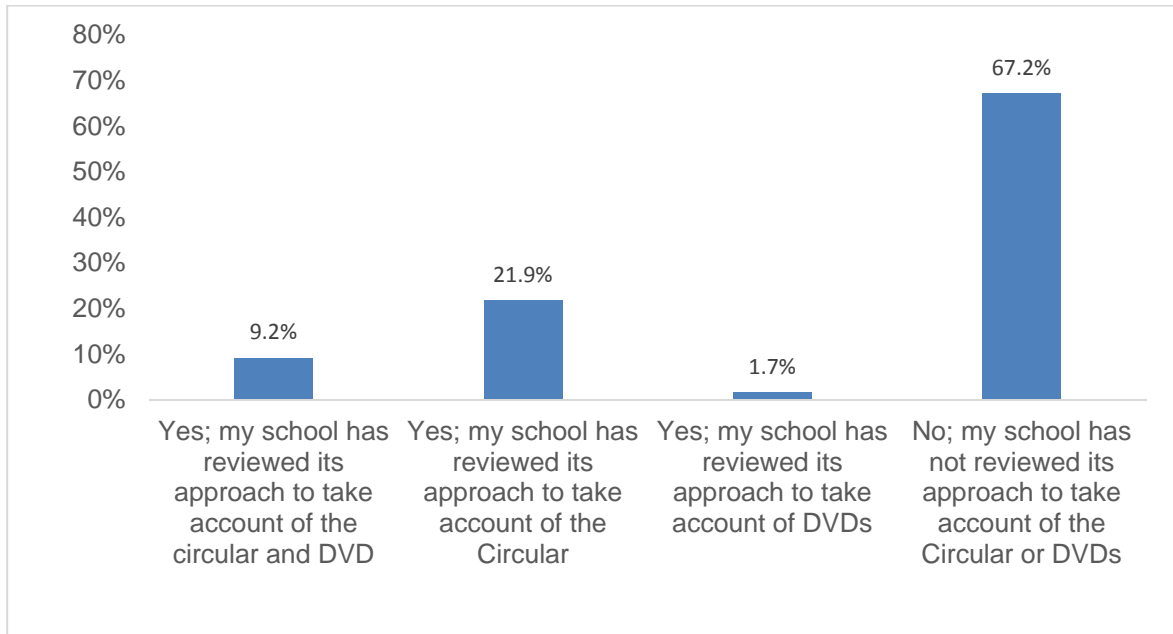
Question read: Have you used the DE circular 2014/14 and/or the DVDs available on ESaGStv to review your schools policy on effective pupil participation?



Base 424 respondents

- Two-thirds of respondents (66%) indicated that their school had not used the DE circular and / or the DVDs to review their schools policy on effective pupil participation.

Question read: Has your school reviewed your approach to pupil participation in decision making to take account of the Circular and / or effective practice DVDs?



Base 424 respondents

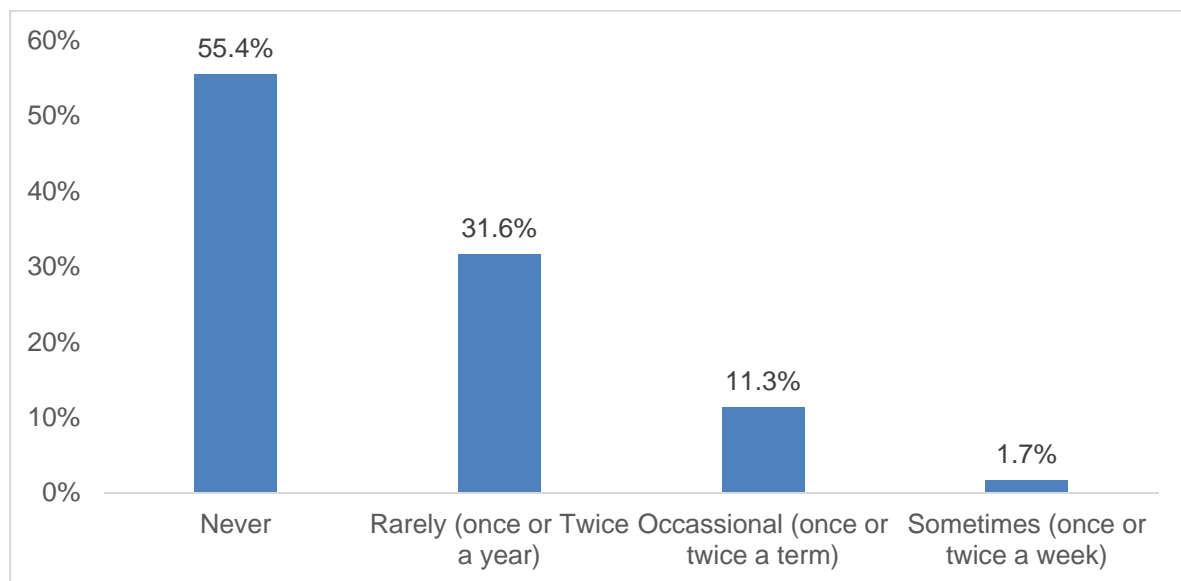
- Approximately two-thirds of respondents (67%) indicated that their school had not reviewed its approach to pupil participation to take account of the Circular and / or effective practice DVDs.

Section L: Lesbian, Gay, Bisexual and Transgender (LGBT) Issues

Although the LGBT population in Northern Ireland is now more visible than it has ever been, research published by the Northern Ireland Human Rights Commission (NIHRC) found that “young LGBT people experience isolation within society and sometimes within their families”.

LGBT young people are a vulnerable group in our society. The Department has an obligation to ensure that these young people are not discriminated against and to actively promote equality of opportunity for them. To enable the Department to meet this obligation this section of the survey aims to gather information on the experiences of LGBT pupils in our schools

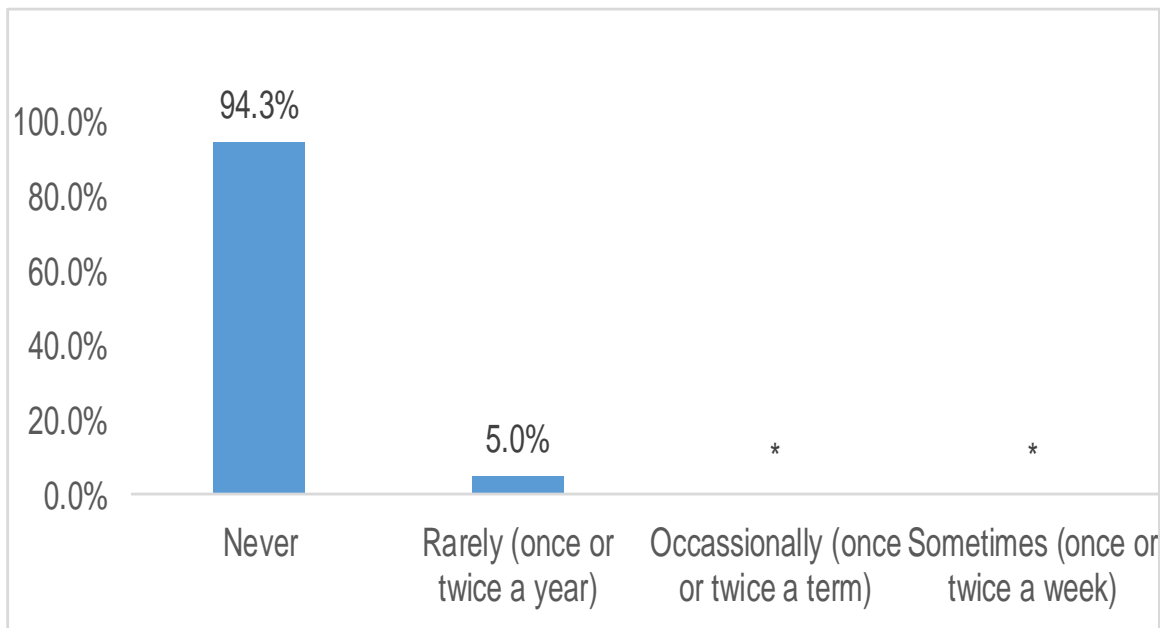
Question read: Have you or any school staff overheard or seen any general derogatory references to same-sex relationships by pupils in your classroom or on school grounds? For example, use of the word 'gay' as an insult



Base 424 respondents

- Over half of all respondents (55%) stated that school staff never overheard or saw any general derogatory references to same-sex relationships by pupils in their classroom or on school grounds.

Question read: Have you or any school staff been subjected to any homophobic abuse, verbal or non-verbal by a pupil regardless of sexual orientation?

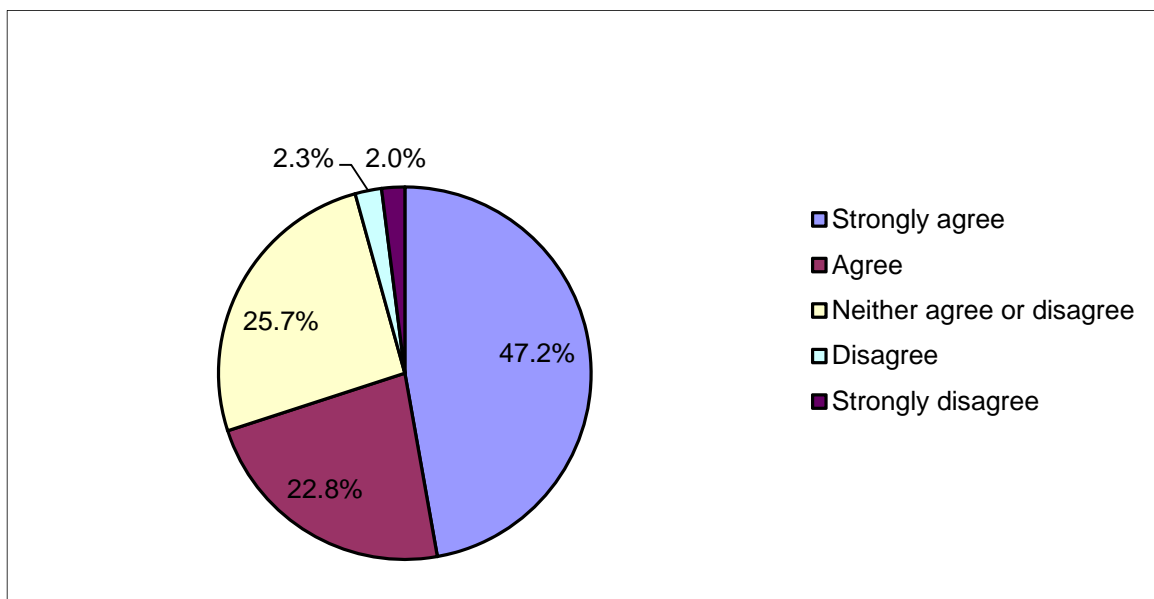


Base 424 respondents

A * indicates a percentage based on a positive number less than five and is therefore suppressed.

- Over ninety per cent of respondents (94%) stated that school staff had never been subjected to any homophobic abuse, verbal or non-verbal by a pupil regardless of sexual orientation.

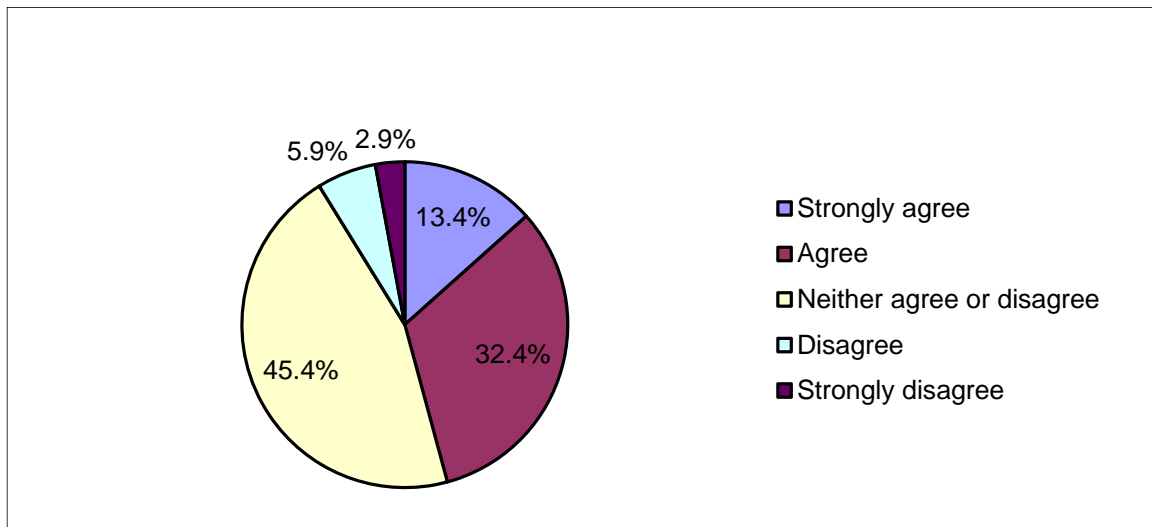
Question read: To what extent do you agree with the following statement, "The school actively discourages homophobia in all its activities"



Base 307 respondents.

- Approximately half of respondents to this question (47%) indicated that they strongly agreed with the statement “The school actively discourages homophobia in all its activities”. Less than 5% of respondents disagreed with this statement.

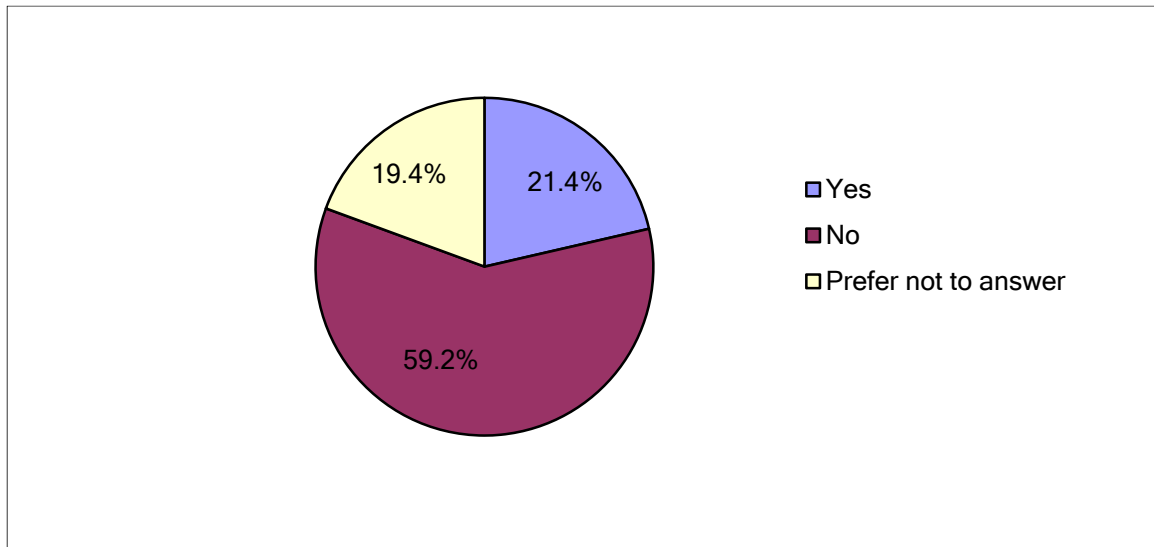
Question read: To what extent do you agree with the following statement, "I would welcome training on the issue of addressing homophobia in the school/classroom".



Base 306 respondents.

- Forty-six per cent (46%) of respondents agreed or strongly agreed with the statement "I would welcome training on the issue of addressing homophobia in the school/classroom". Less than one in ten respondents (9%) disagreed or strongly disagreed with this statement.

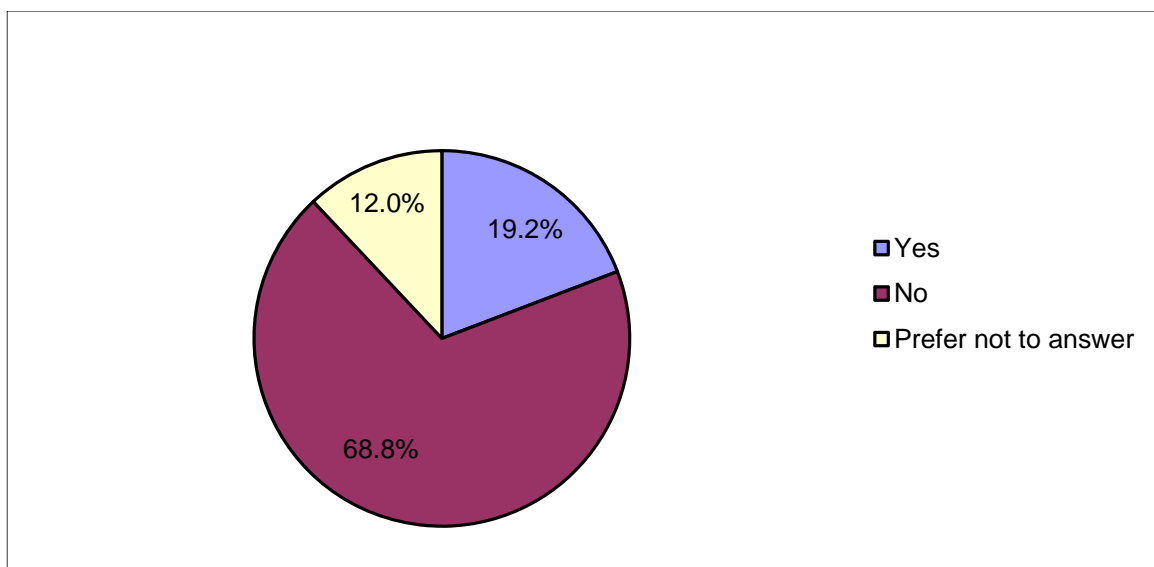
Question read: Do you cover Lesbian, Gay and Bisexual (LGB) issues within Relationship and Sexual Education (RSE) and / or other parts of the curriculum?



Base 304 respondents.

- Fifty-nine per cent (59%) of respondents indicated that their school did not cover Lesbian, Gay and Bisexual (LGB) issues within Relationship and Sexual Education (RSE) and / or other parts of the curriculum.

Question read: Are you aware of pupils who identify as Lesbian, Gay, Bisexual (LGB) attending / having attended your school?

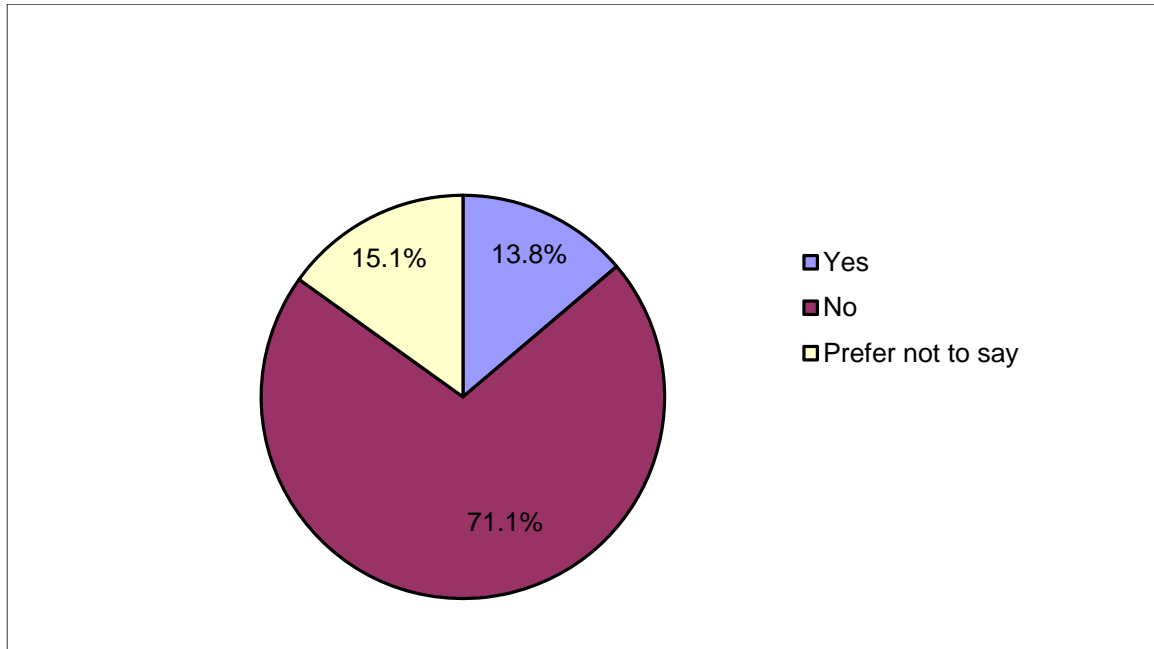


Base 308 respondents

- Approximately seven out of ten respondents (69%) stated that they were not aware of pupils who identify as LGB attending/having attended their school.

- Approximately one in five respondents (19%) indicated that they were aware of pupils who identify as LGB attending/having attended their school.

Question read: Have you altered school policies/delivery of the curriculum to reflect the needs of pupils who identify as Lesbian, Gay, Bisexual (LGB)?



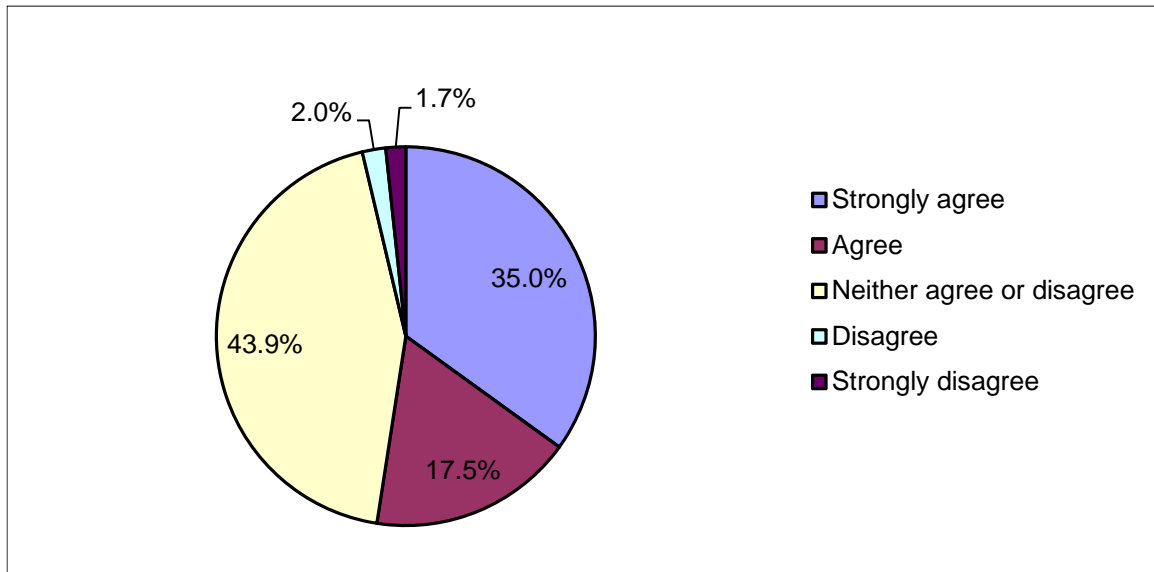
Base 305 respondents

- The majority of respondents (71%) indicated that their school has not altered policies/delivery of the curriculum to reflect the needs of pupils who identify as LGB.

Question read: Have you or any school staff overheard or seen any general derogatory reference to Transgender people in your classroom or on school grounds by pupils?

- The vast majority of respondents (93%) indicated that they or any school staff had never overheard or seen any general derogatory reference to transgender people in their school classrooms or on school grounds by pupils; a further 6% of respondents stated such actions rarely happen in their school.

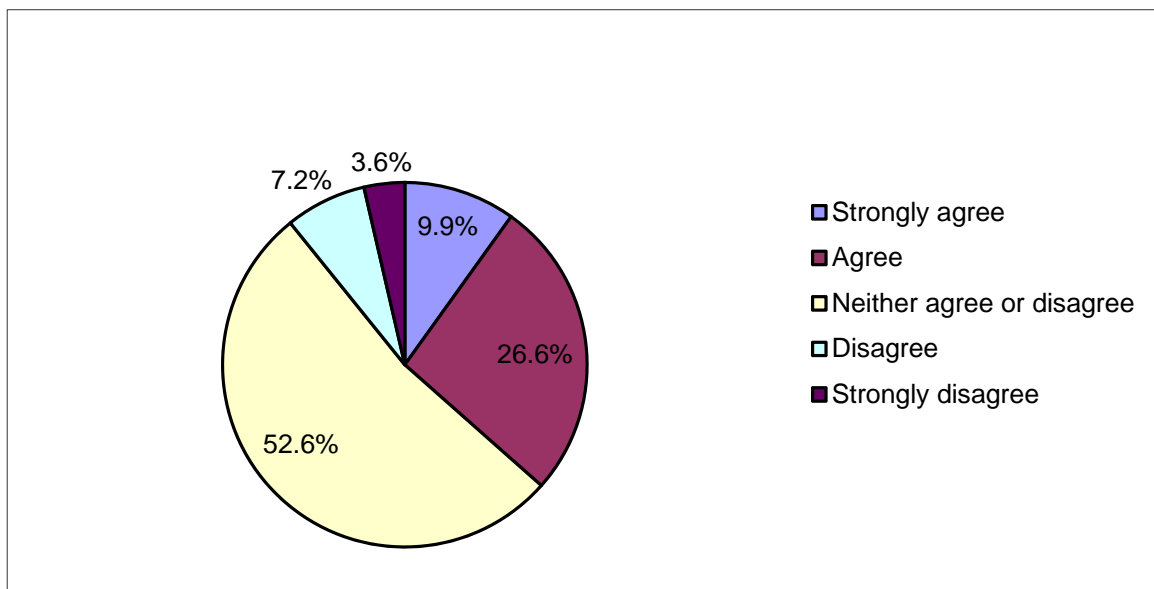
Question read: To what extent do you agree with the following statement, "The school actively discourages transphobia in all its activities".



Base 303 respondents.

- Over half of respondents (53%) either agreed or strongly agreed with the statement "school actively discourages transphobia in all its activities".

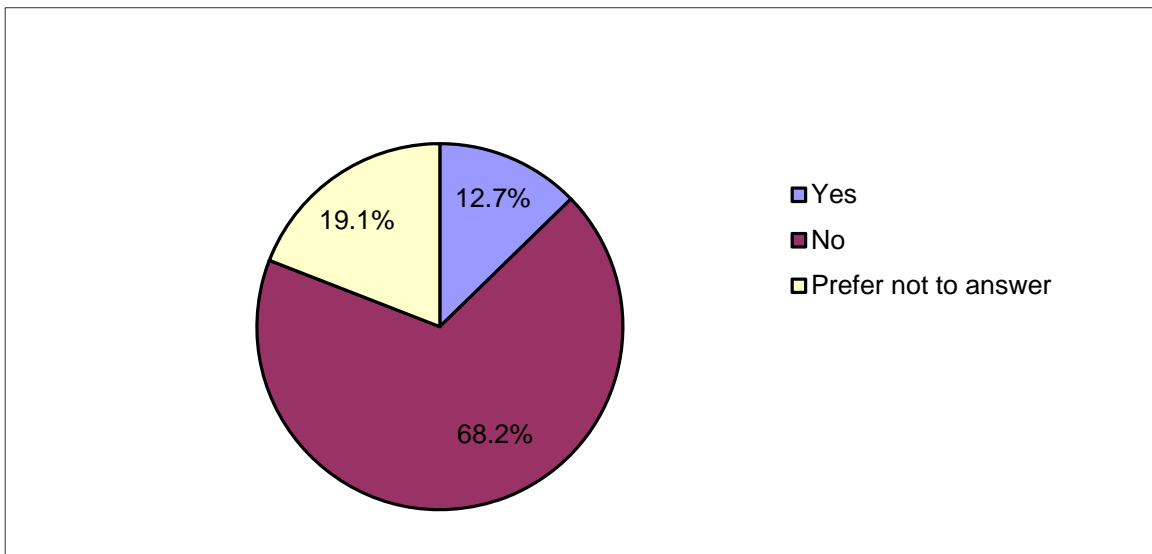
Question read: To what extent do you agree with the following statement, "I would welcome training on the issue of addressing transphobia in the school/classroom".



Base 304 respondents.

- More than half of respondents (53%) neither agreed nor disagreed with the statement "I would welcome training on the issue of addressing transphobia in the school/classroom".
- Thirty-seven per cent of respondents either agreed or strongly agreed with the statement "I would welcome training on the issue of addressing transphobia in the school/classroom".

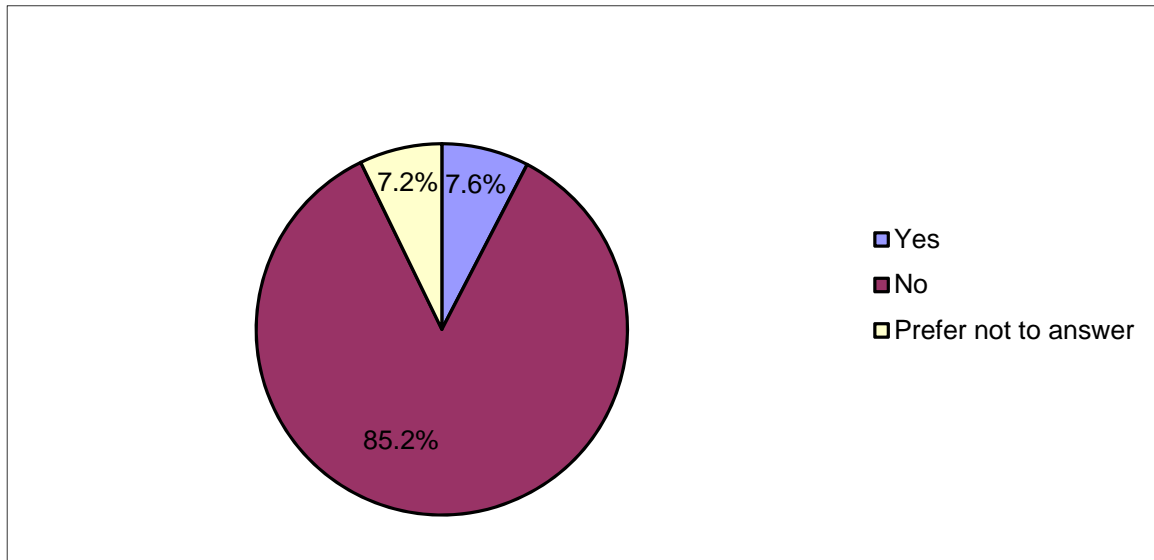
Question read: Do you cover transgender issues within RSE and/or other parts of the curriculum?



Base 299 respondents.

- Approximately seven out of ten respondents (68%) indicated that their school did not cover transgender issues within RSE and/or other parts of the curriculum.

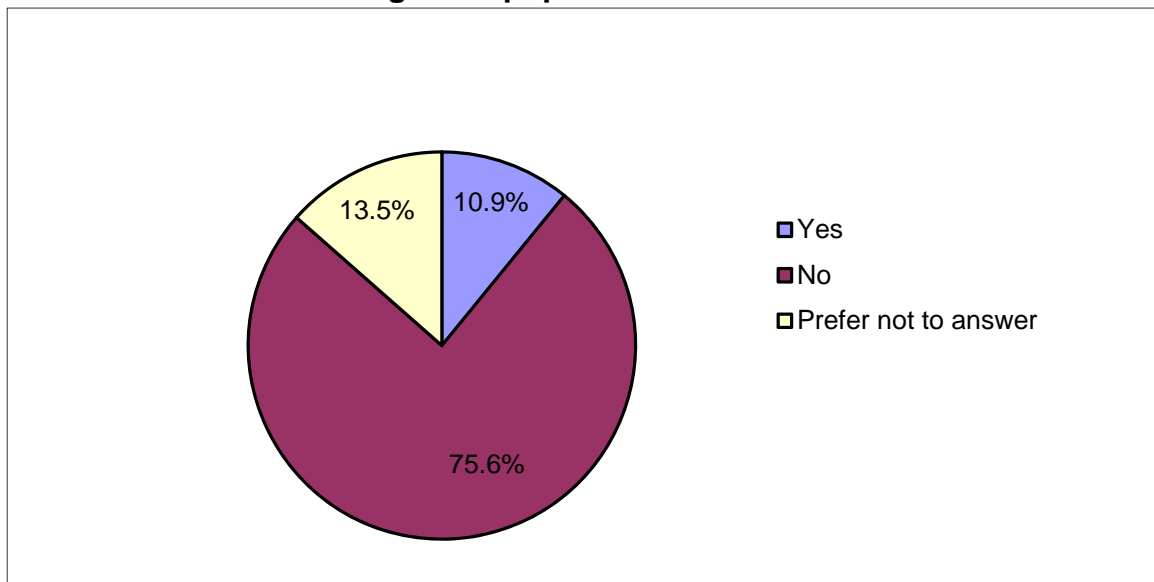
Question read: Are you aware of any transgender pupils attending/having attended the school?



Base 304 respondents.

- The majority of respondents (85%) indicated that they were not aware of any transgender pupils attending/having attended the school.

Question read: Have you altered school policies/delivery of the curriculum to reflect the needs of transgender pupils?



Base 303 respondents.

- Three-quarters of respondents (75%) indicated that their school has not altered school policies/delivery of the curriculum to reflect the needs of transgender pupils

Annex A: Methodology and Respondent Profile.

The 2016 School Omnibus Survey was issued to all grant aided schools in Northern Ireland. Following the Northern Ireland Statistics and Research Agency's policy of delivering surveys electronically where possible the Omnibus Survey made use of the online survey software SurveyMonkey³.

The Department of Education Board at its meeting in May 2016 approved the questions to be included in the Omnibus survey. Subsequently the survey was issued in September 2016 to avoid both the school examination period and the summer holiday period. A four week period was given for survey returns with a reminder issued one week prior to the closing date of the survey period.

As the schools responding to the survey are not selected by statistical methods there is no guarantee that the profile of these schools is representative of all grant aided schools in NI. However as the actual number of schools that respond to the survey is relatively large it is likely to be representative of all schools; the remainder of this section of the report will examine the validity of this assumption.

Not all questions were relevant to all schools; for example early years questions were applicable to primary schools, however to inform the reader of the representativeness of the 2016 Omnibus Survey the remainder of this section compares characteristics of all 424 responding schools to information contained within the ASU publication "School enrolments in Northern Ireland 2016/17 key statistics"⁴

Table A: School Type

Type	2016 Omnibus		School enrolments in Northern Ireland 2016/17 key statistics (%)
	Number of responding schools	% of responding schools	
Primary	310	73.1%	77.4%
Post primary	91	21.5%	18.9%
Special	23	5.4%	3.7%
Total	424	100.0%	100.0%

³ A small number of responses were made using *pen and paper* and the results keyed manually into the survey dataset.

⁴ This publication is access online at https://www.education-ni.gov.uk/sites/default/files/publications/education/Census%20infographic%201617_0.pdf

Table A shows that the profile, (primary, post-primary and special) of schools responding to the 2016 Omnibus survey is similar to the profile of all school types in Northern Ireland as recorded in the publication “School enrolments in Northern Ireland 2016/17 key statistics”. The largest difference is in the primary school sector; 73.1% of schools responding to the Omnibus survey were primary schools compared to 77.4% of all schools in Northern Ireland. It is unlikely that such a small difference would introduce any bias into the results of the Omnibus Survey.

Table B below is derived from the responses to the Omnibus survey, management type of the schools that responded and is compared with the relevant school management types in the publication “Enrolments by school management type 2000/01 to 2016/17”⁵ with relevant grant aided schools in the 2015/16 compared to the management type of respondents to the 2016 Omnibus survey.

Table B: School Management Type

Management type	Enrolments by school management type 2015/16; % of schools	Omnibus Survey; % of schools
Controlled	38.6%	44.0%
Voluntary	16.2%	11.4%
Catholic maintained	37.1%	36.1%
Other maintained	1.2%	2.6%
Controlled integrated	2.0%	1.9%
Grant Maintained Integrated	4.9%	3.5%
Total	100.0%	99.5%

Note for 0.5% of schools in the Omnibus survey the management type was not known

The largest differences across management types were for “controlled schools”; the Omnibus survey had 5.4 percentage points more controlled schools than the enrolments by school management type publication conversely the Omnibus survey had 4.8 percentage points less schools of a voluntary management type.

⁵ Publication accessed at <https://www.education-ni.gov.uk/publications/school-enrolments-northern-ireland-summary-data>

Annex B Definition of Management Types.

Definitions of school management types are as follows:

Controlled: Schools are managed and funded by the Education Authority through Boards of Governors (BoG). Primary and post-primary school BoGs consist of representatives of transferors - mainly the Protestant churches - along with representatives of parents, teachers and the EA.

Voluntary: Self-governing schools, generally of long standing, originally established to provide an academic education at post primary level on a fee paying basis. Now funded by the Department and managed by Boards of Governors. The BoGs are constituted in accordance with each school's scheme of management - usually representatives of foundation governors, parents, teachers and in most cases, DE or EA representatives. The BoGs is the employing authority and is responsible for the employment of all staff in its school.

Maintained schools are managed by Boards of Governors which consist of members nominated by trustees, along with representatives of parents, teachers and the Education Authority. These schools are funded through the EA for their running costs and directly by the Department in relation to capital building works. For **Catholic Maintained** schools, the Employing Authority is the Council for Catholic Maintained Schools (CCMS). **Other maintained** schools are any schools that are not Catholic maintained. They are typically, but not exclusively, **Irish medium schools**.

Controlled integrated: Controlled schools which have acquired integrated status.

Grant Maintained integrated: Self-governing schools with integrated education status, funded directly by the Department of Education and managed by Boards of Governors. The BoG is the employing authority and responsible for employing staff.