

INDEPENDENT REVIEW OF EDUCATION
IN NORTHERN IRELAND

SURVEY ANALYSIS



Contents

Background	1
Responses.....	3
Purpose of Education	5
Areas of disagreement	5
Areas to add.	7
Other comments.	10
Good Systems.....	13
Areas of disagreement	13
Areas to add.	16
Other comments.	18
Strengths.	20
Weaknesses.....	27
Strengths and weaknesses	35
Priorities	36
Education Journey	36
Support for Schools.....	47
The system as a whole	58
Single System	66
Other issues	73
CYP Survey	75
What do you like best about school?	75
What is the worst thing about school?	76
What would you change about school?	77
Anything else to say?	77

Background

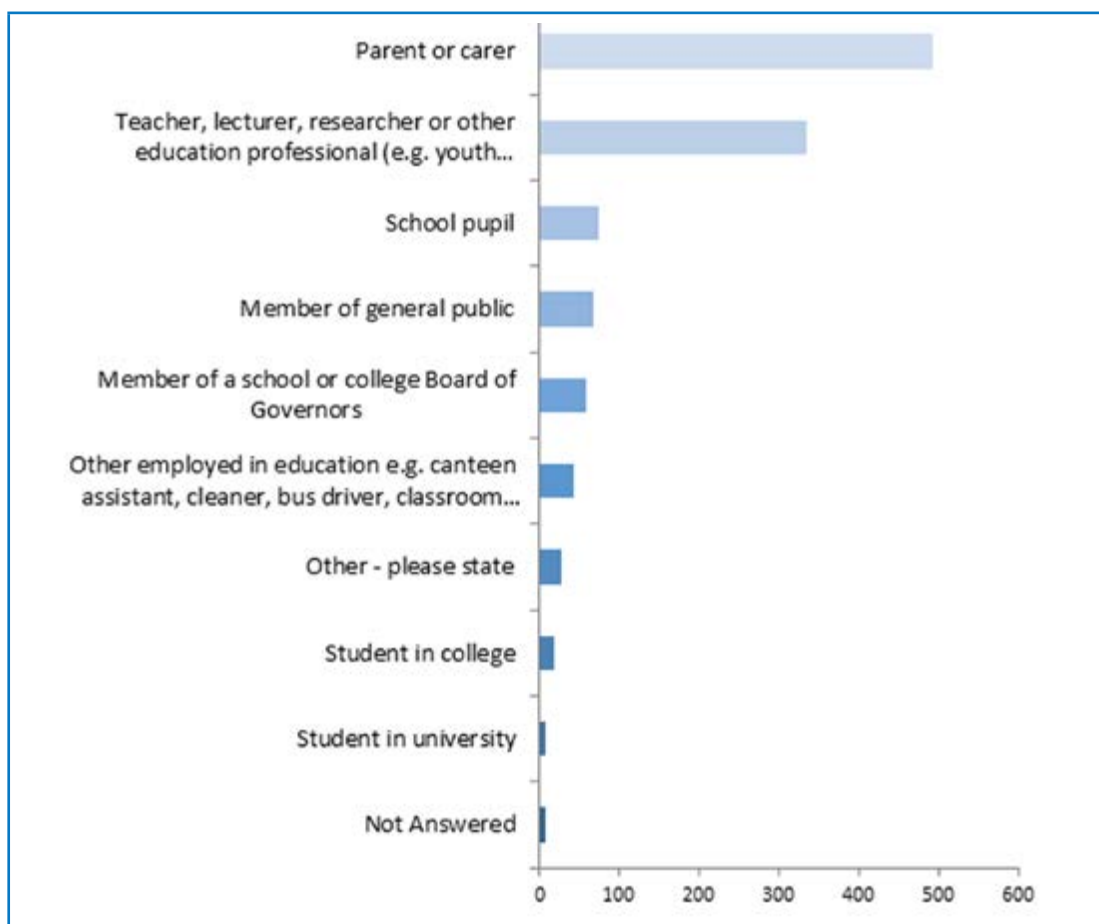
1. The Panel undertaking the Independent Review of Education launched a survey on 9th December 2021 which was open to responses until 4th February 2022. The purpose of the survey was to gather initial views on the purpose of education, defining a good system, the strengths and weaknesses in the current education system and the priorities for the Review. It was intended to help shape the Panel's workplan and aid with thinking on vision and key areas of inquiry.
2. The survey was available at the Independent Review of Education website and publicised via social media; letters and flyers to schools and colleges; correspondence with education stakeholders; and in local media. In addition to the main survey, a shorter version was available targeted at primary school aged children. Surveys were available in English language and Irish language.
3. In total **1234** responses were received to the main survey and **98** to the children's version.
4. The survey covered the following themes
 - a. What does good education look like?
 - b. Strengths of education in Northern Ireland.
 - c. Weaknesses of education in Northern Ireland.
 - d. Priority issues for the Review.
5. In addition to the survey, a number of written submissions were received; the analysis of this is separate to the survey analysis. The Panel also met with a range of stakeholders to inform its thinking on priority areas of inquiry.
6. The main findings from the survey are outlined below. The text-based responses to questions were coded by theme to aid analysis. The findings are insightful and helpful as the Panel developed its thinking on key issues and priorities, however there is no suggestion that this is a representative sample across Northern Ireland. Additionally, it was necessary to apply an element of interpretation to some responses.

2 SURVEY ANALYSIS

7. The Department of Education's Principal Statistician has quality assured and provided advice on the presentation and interpretation of the data analysis from the survey.

Responses

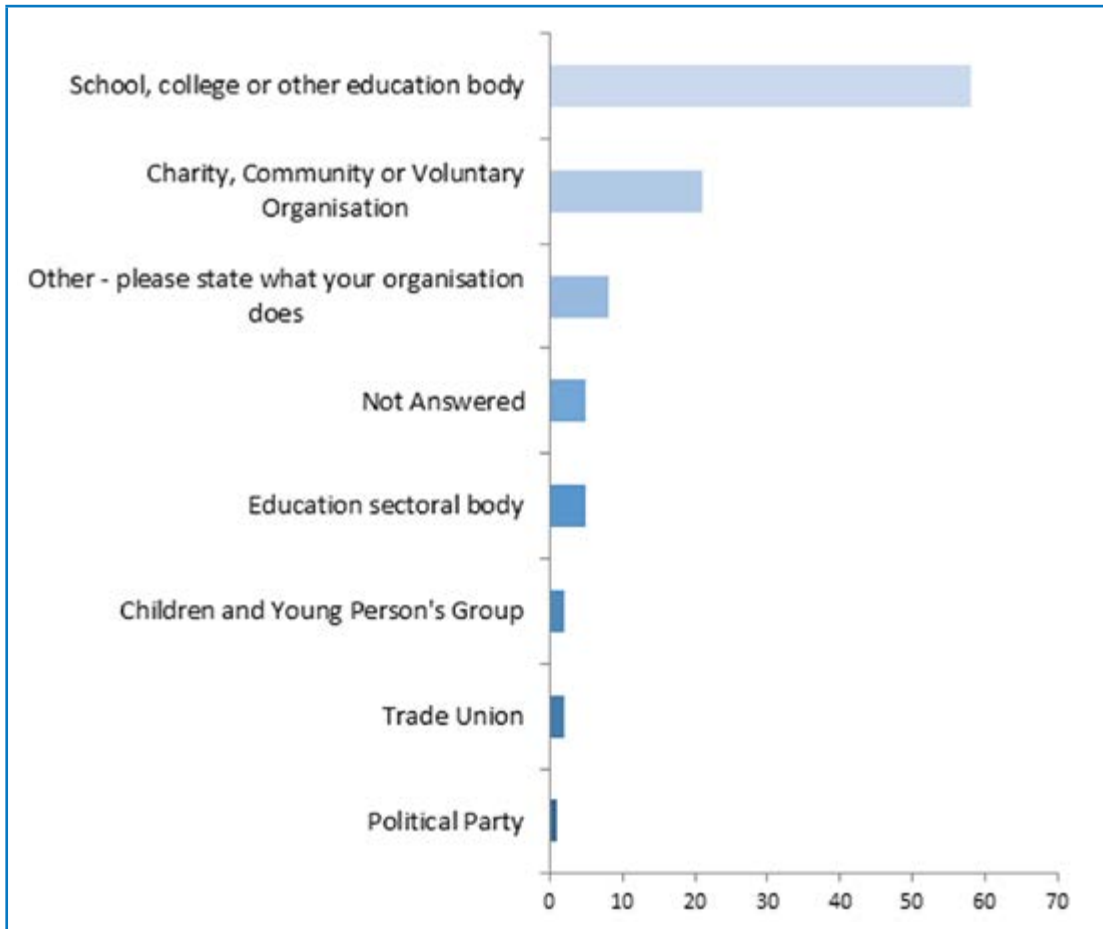
8. There were **1234** responses to the survey (including three in Irish), **1132** (91.7%) from individuals and **102** (8.3%) on behalf of organisations.
9. The categories of individual responding to the survey were as follows.



Option	Total	Percent
Parent or carer	494	43.6%
Teacher, lecturer, researcher or other education professional (e.g. youth worker/practitioner, early years practitioner etc.)	336	29.7%
School pupil	74	6.5%
Member of general public	67	5.9%
Member of a school or college Board of Governors	58	5.1%
Other employed in education e.g. canteen assistant, cleaner, bus driver, classroom assistant	43	3.8%
Other - please state	27	2.4%
Student in college	19	1.7%
Student in university	7	0.6%
Not Answered	7	0.6%
Total	1132	100%

4 SURVEY ANALYSIS

10. The categories of organisation responding to the survey were as follows.



Option	Total	Percent
School, college or other education body	58	56.9%
Charity, Community or Voluntary Organisation	21	20.6%
Other - please state what your organisation does	8	7.8%
Not Answered	5	4.9%
Education sectoral body	5	4.9%
Children and Young Person's Group	2	2.0%
Trade Union	2	2.0%
Political Party	1	1.0%
Total	102	100%

11. A total of **237** respondents did not consent to comments being published. None of the comments referenced in this report have been gleaned from these 237 respondents.

Purpose of Education

12. Respondents were provided with the following list as a suggested description of good education.

Good education should support and equip children and young people to:

- Develop their personality, talents and mental and physical abilities to their fullest potential.
- Develop their moral and spiritual awareness, together with personal, social and emotional skills.
- Become ambitious, capable learners, ready to learn throughout their lives.
- Become healthy and confident individuals.
- Become ethical, informed citizens of Northern Ireland and the world.
- Prepare to play a full part in life and work and to adapt to change.
- Aspire to a better future for their community and wider society and play their part in seeking to achieve it.

13. Respondents were asked whether:
- a. There were any items in the description with which they disagreed?
 - b. There were any statements that they would wish to add to the description?
 - c. There was anything else they wanted to say about this description?

Areas of disagreement

14. On analysis **970** respondents agreed with the definition as provided and **264** responses were identified as specifically disagreeing with an element or elements of the proposed definition.

15. The main themes identified from analysis suggest that the greatest area of disagreement was regarding ***‘Develop their moral and spiritual awareness, together with personal social and emotional skills’***. This was the most prominent recurring theme. Many of those raising this issue wish to see the emphasis on ***‘spiritual awareness removed’***.
16. In total there were 51 mentions of ***‘remove spiritual awareness’***, broken down as follows;
 - a. 31 mentions by Parent/Carer
 - b. 13 mentions by Teacher
 - c. 3 mentions by Member of General Public
 - d. 3 mentions by Other
 - e. 1 mention by Member of a School/College Board of Governors
17. The other areas of disagreement identified were the need to ***‘remove religion’*** (11 mentions) and the need to ***‘promote / include the issue of ‘mental health’*** (6 mentions).
18. The word cloud analysis at **Figure 1** shows the recurring words / issues raised by respondents disagreeing with the statements provided.

Figure 1 Purpose of Education: Word cloud analysing coded responses relating to areas of disagreement



19. A sample of responses is provided below for illustrative purposes.

<i>'Spiritual Awareness - Religion should be left out of education as it continues to divide the country.'</i>	Teacher
<i>'Spiritual awareness is something that should not be developed in school. Moral awareness is less problematic but some Christian moral codes can exclude people of different faiths, genders and sexualities.'</i>	Parent/Carer
<i>'I believe religious instruction has no place in education except for a wider conversation on acceptance of, and respect for people's belief and backgrounds.'</i>	Student in College
<i>'There is mention of their personality, talents and mental and physical abilities in point one, but I think it is very important to have this in point four also. Health is very ambiguous as a word and I think it needs to be remembered that it is to do with the body, mind and spirit.'</i>	Teacher
<i>'I agree with above but I think it is of vital importance that all children, young people and all those people involved in education receive mental health training...the reason I say this is that over the past two years young people have been disadvantaged in their learning because of the pandemic.'</i>	Education sectoral body

Areas to add

20. In terms of where respondents wished to see new issues or points added to the definition of the purpose of education, **543** responses were identified as specifically suggesting new points of definition.
21. The main themes identified during analysis included the promotion of **resilience** and **respect**. Respondents also highlighted the need for a greater emphasis of **mental health; critical thinking; life skills**, and **environmental awareness** added to the description.

22. In total there were 38 mentions of '**resilience**', broken down as follows;
- a. 19 mentions by Teachers
 - b. 10 mentions by Parents/carer
 - c. 5 mentions by Member of School/College Board of Governors
 - d. 3 Unanswered
 - e. 1 Other
23. In total there were 37 mentions of '**respect**', broken down as follows;
- a. 15 mentions by Parents/carer
 - b. 7 mentions by Teachers
 - c. 5 mentions by Members of School/College Board of Governors
 - d. 4 Other
 - e. 3 mentions by General Public
 - f. 3 Unanswered
24. In total there were 20 mentions of '**mental health**', broken down as follows;
- a. 7 mentions by Parent/carer
 - b. 7 mentions by School pupils
 - c. 3 mentions by Teachers
 - d. 2 mentions by Student in College
 - e. 1 mention by Member of School/College Board of Governors
25. In total there were 19 mentions of '**critical thinking**', broken down as follows;
- a. 10 mentions by Parent/carer
 - b. 4 mentions by Teachers
 - c. 2 mentions by Members of School/College Board of Governors
 - d. 2 mentions by General Public
 - e. 1 mention by School Pupil

26. The word cloud analysis at **Figure 2** shows the recurring words / issues raised by respondents wishing to add definitions to the statements provided.

Figure 2 Purpose of Education: Word cloud analysing coded responses relating to areas to add



27. A sample of responses is provided below for illustrative purposes.

<p><i>‘Develop self-esteem and confidence and build resilience to take on the world.’</i></p> <p style="text-align: right;">Parent/Carer</p>
<p><i>‘Become happy healthy and confident individuals. Prepare to play a full part in life and work and develop resilience to adapt to an ever changing world. Aspire to a better future for their community, wider society and planet and play their part seeking to achieve it.’</i></p> <p style="text-align: right;">Teacher</p>
<p><i>‘Develop an understanding and respect for the importance of difference within the classroom and society. Different abilities, different cultures, different opinions and different physical and mental characteristics.’</i></p> <p style="text-align: right;">Member of a school or college Board of Governors</p>

'Schools should, as well as making educated adults that will be useful in society, also start to take responsibility of the mental health of many young students. Schools do not do enough to solve racism, xenophobia, homophobia, transphobia, etc.'

School Pupil

'Schools should equip young people with knowledge regarding their sexual health, abusive relationships and the importance of consent. Schools should place the utmost importance on providing young people with advice for the future on how to take care of their mental well-being as an adult.'

Student in College

'Develop critical thinking skills. Develop the ability to budget and manage their finances.'

Parent/Carer

Other comments

28. Respondents were provided with the opportunity to provide any further information they wish to. A total of 255 responses were received.
29. The analysed responses were primarily consistent with those themes highlighted in previous questions, namely the importance of mental health awareness and the removal of spiritual awareness. The other key themes identified in this area included special educational needs and the preparation for adult life / life-long learning.
30. The word cloud analysis at **Figure 3** shows the recurring words / issues raised by respondents wishing to add further information.

Figure 3 Purpose of Education: Word cloud analysing coded responses relating to any further information



31. A sample of responses is provided below for illustrative purposes.

<p><i>‘Spiritual awareness should play no part in formal education. If parents wish for their children to receive a religious instruction then provision for that should be made outside of the school or after normal school hours. I have no desire for my children to learn Presbyterian shame or catholic guilt.’</i></p> <p style="text-align: right;">Parent/Carer</p>
<p><i>‘There needs to be more focus on student mental health especially during exam season.’</i></p> <p style="text-align: right;">School Pupil</p>
<p><i>‘Too often SEN students have too long to wait before interventions or assistance at an appropriate level is put in place.’</i></p> <p style="text-align: right;">Other employed in education e.g. canteen assistant, cleaner, bus driver, classroom assistant</p>

'Some wording on improving skills and taking responsibility for life-long learning could be added. Aspects on confidence are important here in Northern Ireland as I have come across many people in our society who lack self-confidence.'

Teacher

'Kids that are smart kids, are being disadvantaged because they are not getting the additional support required in schools - as the teachers are not educated in identifying kids with dyslexia.'

Parent/Carer

Good Systems

32. Respondents were provided with the following list as a suggested description of good systems for the delivery of education, training and support to children and young people in Northern Ireland should:

- Make efficient and effective use of resources.
- Promote equality of opportunity.
- Promote good community relations.
- Promote respect for identity, diversity and community cohesion.
- Respect the cultural identity, language and values of children and their families.
- Take all reasonable action to enable children to be educated in line with parents' / young person's choice.
- Meet the needs of the economy and of employers in Northern Ireland and beyond.
- Command the trust and confidence of the population of Northern Ireland.

33. Respondents were asked whether:

- a. There were any items in the description with which they disagreed?
- b. There were any statements that they would wish to add to the description?
- c. There was anything else they wanted to say about this description?

Areas of disagreement

34. On analysis **951** respondents agreed with the definition as provided and **283** responses were identified as specifically disagreeing with an element or elements of the proposed definition.

35. The main themes identified from analysis suggest that the greatest areas of disagreement were regarding **parental choice**, the **needs of the economy**, **equality of opportunity** and **use of resources**.

36. In total there were 28 mentions of “economy” or “needs of the economy”, broken down as follows:
- a. 9 mentions by Teacher
 - b. 6 mentions by Parent/Carer
 - c. 3 mentions by Member of a school or College Board of Governors
 - d. 3 mentions by Member of General Public
 - e. 3 Not answered
 - f. 3 mentions by Other
 - g. 1 mention by Student in College
37. In total there were 27 mentions of “parental choice”, broken down as follows:
- a. 13 mentions by Teachers
 - b. 6 mentions by Parent/Carer
 - c. 3 mentions by Other
 - d. 2 mentions by Member of General Public
 - e. 2 mentions by School Pupil
 - f. 1 mention by Member of a school or College Board of Governors
38. In total there were 10 mentions of “equality of opportunity”, broken down as follows:
- a. 4 mentions by Parent/Carer
 - b. 5 mentions by Teacher
 - c. 1 mention by School Pupil
39. In total there were 9 mentions of “use of resources”, broken down as follows:
- a. 3 mentions by Parent/Carer
 - b. 2 mentions by Student in College

- c. 2 mentions by Teacher
 - d. 1 mention by Other
 - e. 1 mention by Other employed in education
40. The word cloud analysis at **Figure 4** shows the recurring words / issues raised by respondents disagreeing with the statements provided.

Figure 4 Good Systems: Word cloud analysing coded responses relating to areas of disagreement



41. A sample of responses is provided below for illustrative purposes.

<p><i>'Equality of opportunity is essential but it should not take away the chance for academically bright children to attend schools such as grammar schools.'</i></p>	<p>Parent/Carer</p>
<p><i>'Parents should not choose, they may have an opinion, but no influence on a child's choice.'</i></p>	<p>School Pupil</p>

'I understand the rationale but wouldn't agree that the needs of the economy and employers should be in there as a priority. There could be a potential for this to slip into that being prioritised over the more important aspects of learning and development.'

Member of School or College Board of Governors

'I am uneasy about the meaning behind "effective and efficient use of resources". If that means 6 week blocks of interventions which do not reflect the young person's needs or strict criteria being used to determine who "gets seen" then I disagree. We need to put in intervention that works. We do not "command" trust or respect... It is earned.'

Teacher

Areas to add

42. In terms of where respondents wished to see new issues or points added to the description of good systems, 365 responses were identified as specifically suggesting new points of definition.
43. The main themes identified during analysis included the promotion of **respect**, the importance of **resources** and the need to consider **integration**.
44. In total there were 21 mentions of '**respect**', broken down as follows:
 - a. 8 mentions by Parent/Carer
 - b. 6 mentions by Teacher
 - c. 2 Not Answered
 - d. 2 mentions by Other
 - e. 1 mention by Member of School/College Board of Governors
 - f. 1 mention by Other Employed in Education
 - g. 1 mention by Student in College
45. In total there were 18 mentions of '**resources**', broken down as follows:
 - a. 13 mentions by Teacher

- b. 3 mentions by Parent/Carer
 - c. 2 mentions by Member of School/College Board of Governors
46. In total there were 16 mentions of **'integration'**, broken down as follows:
- a. 6 mentions by Parent/Carer
 - b. 4 mentions by Teacher
 - c. 3 Not Answered
 - d. 1 mention by Member of School/College Board of Governors
 - e. 1 mention by Member General of Public
 - f. 1 Other
47. The word cloud analysis at **Figure 5** shows the recurring words / issues raised by respondents wishing to add definitions to the statements provided.

Figure 5 Good Systems: Word cloud analysing coded responses relating to areas to add



48. A sample of responses is provided below for illustrative purposes.

<i>'Respect and learn about others identity and cultures.'</i>	Other employed in Education
<i>'Should meet and support every child's individual needs appropriately; using methods and resources appropriate to their style of learning.'</i>	Parent/Carer
<i>'Educating all children in the same classroom every day regardless of faith / non faith etc.'</i>	Teacher

Other comments

- 49. Respondents were provided with the opportunity to provide any further information they wished to. A total of 220 responses were received.
- 50. The analysed responses were primarily consistent with those themes highlighted in previous questions, namely the importance of **respect**, **diversity** and **funding**.
- 51. The word cloud analysis at **Figure 6** shows the recurring words / issues raised by respondents wishing to add further information.

Figure 6 Good Systems: Word cloud analysing coded responses relating to any further information



52. A sample of responses is provided below for illustrative purposes.

'Wording on good relations and diversity must be expanded to clearly specify the existence and needs of children with SEND AND THE BARRIERS our children with SEND face in equality of opportunity and inclusion in their communities, including school and education in NI.'

Charity, Community or Voluntary Organisation

'Words such as "respect", "diversity", "identity" and "equal" have become loaded with new and inappropriate meaning and/or expectations. As long as we are seeking to instil real values and not fabricated false values the children will benefit.'

Parent/Carer

'High criteria is unrealistic to allow teachers to access external support for children. Large class sizes and underfunding of schools is having a detrimental effect on our children.'

Teacher

"Equality of opportunity" - for many years now my children have attended a primary school that gets a huge amount less funding than schools of the same size in other areas e.g. Belfast. The current funding formula is not fair. Children whose parents pay taxes deserve to be treated as fairly as children whose parents don't.

Parent/Carer

Strengths

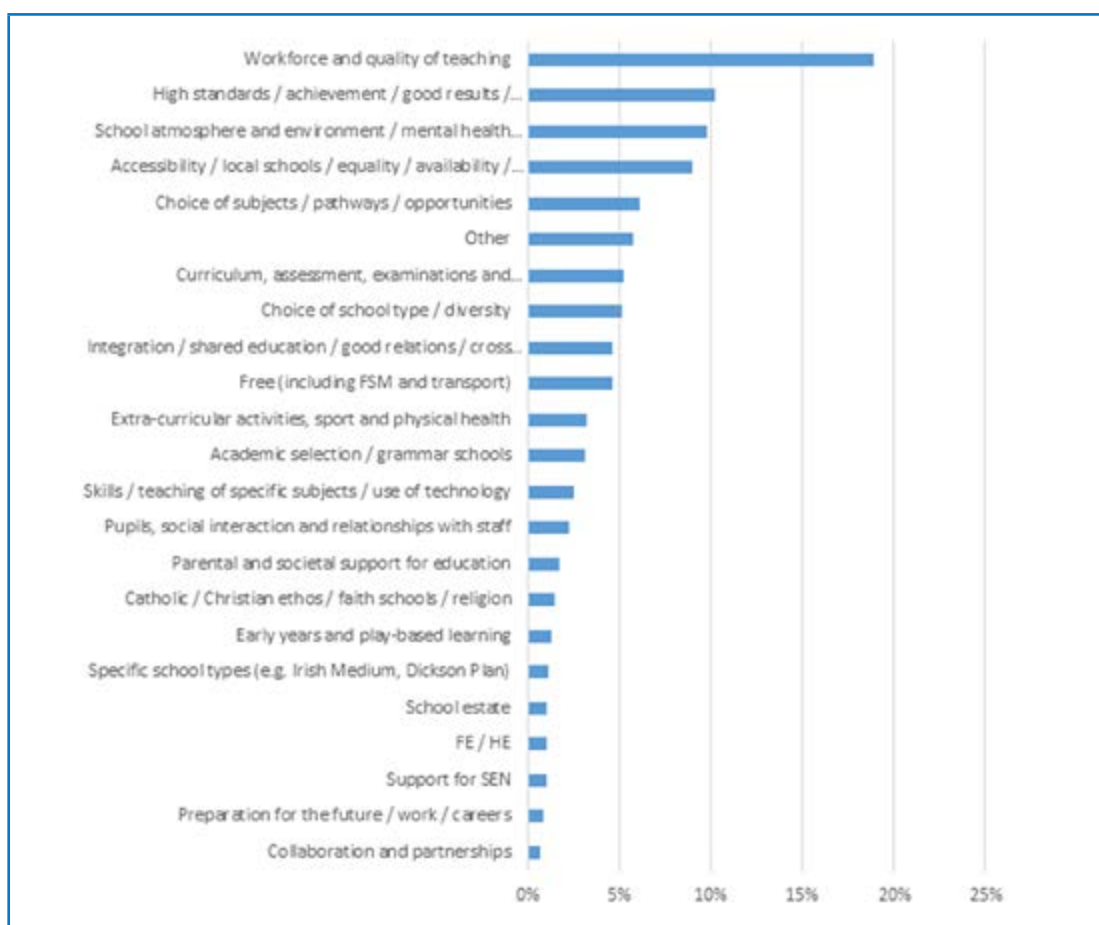
Overview and approach

53. Respondents were asked to think about what they view as being the three best things about education in Northern Ireland today. Each of the 1,234 respondents completed this part of the survey; however, a number of responses were recorded as “n/a” (not applicable). There were also a small number of responses which were, in fact, criticisms of the current system. In total, there were 2,791 valid responses.
54. Responses were considered and analysed. To aid analysis and quantification responses were assigned codes which were relevant to the main point / issue identified. This allowed for a series of recurring themes to be identified and then volume of support for each identified strength quantified.
55. Over 300 individual codes were used during the first analysis. These were then grouped into 23 themes as follows:
 - a. Academic selection / grammar schools;
 - b. Accessibility / local schools / equality / availability / community / small schools / small class sizes / inclusivity;
 - c. Catholic / Christian ethos / faith schools / religion;
 - d. Choice of school type / diversity;
 - e. Choice of subjects / pathways / opportunities;
 - f. Collaboration and partnerships;
 - g. Curriculum, assessment, examinations and qualifications;
 - h. Early years and play-based learning;
 - i. Extra-curricular activities, sport and physical health;
 - j. Free (including Free School Meals and Transport);
 - k. Further and Higher Education;
 - l. High standards / achievement / good results / expectations / high quality education;
 - m. Integration / shared education / good relations / cross community;
 - n. Other (over 80 sub-themes including teaching resources, innovation, values and streaming);

- o. Parental and societal support for education;
- p. Preparation for the future / work / careers;
- q. Pupils, social interaction and relationships with staff;
- r. School atmosphere and environment / mental health & wellbeing / pastoral care;
- s. School estate;
- t. Skills / teaching of specific subjects / use of technology;
- u. Specific school types (includes Irish medium and Dickson Plan);
- v. Support for SEN;
- w. Workforce and quality of teaching.

56. The figure below demonstrates the support given to each of the identified themes.

Figure 7 Strengths identified by respondents



Key strengths

57. The top 5 strengths across the respondent population, and a selection of quotes relating to these, are noted below.

Workforce and quality of teaching (18.8%):

<i>“High standard of teaching in general which is evidenced by the results achieved by students.”</i>	Parent or carer
<i>“The educational professionals (teachers, CA) who genuinely care about my children’s education and wellbeing.”</i>	Parent or carer
<i>“Quality of teaching and learning stemming from well qualified professionals.”</i>	School, college or other education body

High standards / achievement / good results / expectations / high quality education (10.2%):

<i>“In Northern Ireland our students are consistently at the top in the UK at GCSE and A level every year.”</i>	Parent or carer
<i>“High academic attainment.”</i>	Teacher, lecturer, researcher or other education professional (e.g. youth worker/practitioner, early years practitioner etc.)
<i>“Highly regarded across the UK.”</i>	Member of general public

School atmosphere and environment / mental health & wellbeing / pastoral care (9.8%):

<i>“Pastoral care of pupils. As a school, we strive to meet the emotional, physical and educational needs of all our pupils by really getting to know them, their families and their contexts. This ethos is reflected by all staff, regardless of their role. We really care.”</i>	Teacher, lecturer, researcher or other education professional (e.g. youth worker/practitioner, early years practitioner etc.)
---	---

<p><i>“The school estate is generally a safe and secure environment in which children can be together and learn.”</i></p> <p>Other employed in education e.g. canteen assistant, cleaner, bus driver, classroom assistant</p>
<p><i>“Availability of counselling services.”</i></p> <p>Student in college</p>

Accessibility / local schools / equality / availability / community / small schools / small class sizes / inclusivity (7.1%):

<p><i>“Strong communities who want to work to improve education.”</i></p> <p>Non departmental public body</p>
<p><i>“Widespread availability of access to high quality schools.”</i></p> <p>Member of a school or college Board of Governors</p>
<p><i>“Education is excellent the way it is with many schools performing well including many small rural schools. Small local schools remain important to their local communities.”</i></p> <p>Parent or carer</p>

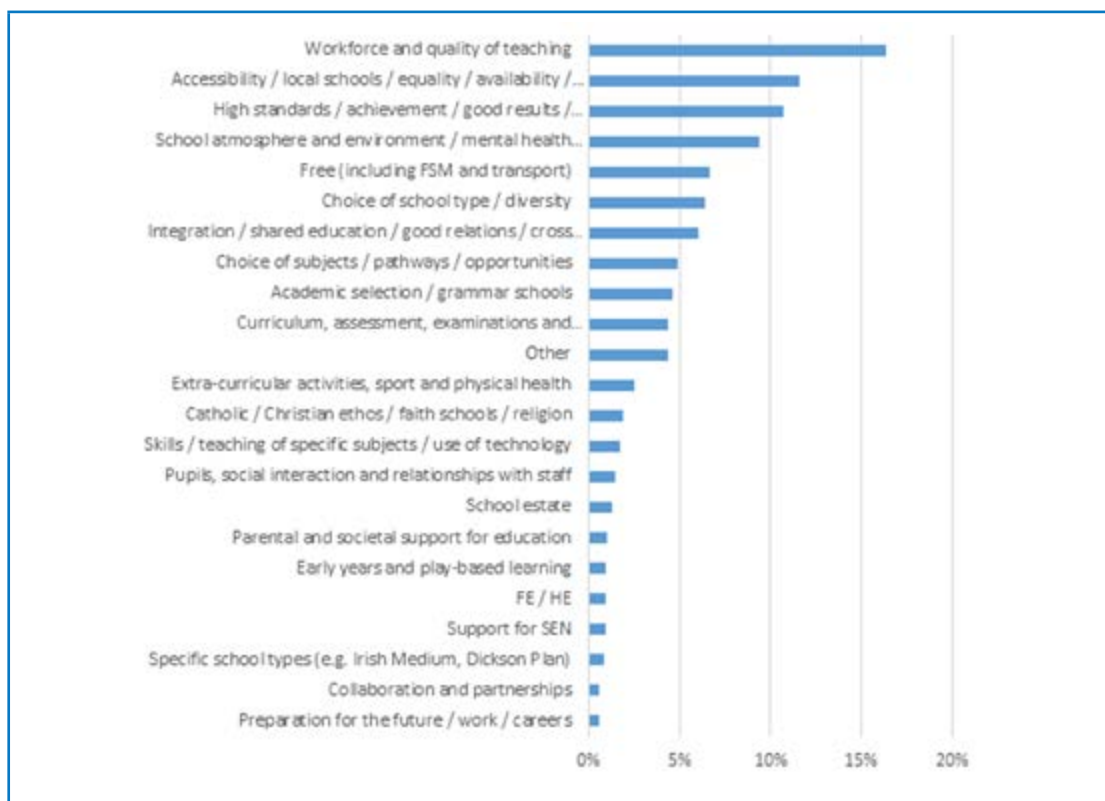
Choice of subjects / pathways / opportunities (6.1%):

<p><i>“It has a wide scope of subject offers under the entitlement framework that allows students choice when choosing subjects for their GCSE and GCE studies.”</i></p> <p>School, college or other education body</p>
<p><i>“The opportunities pupils are given - academically and outside the classroom by schools and staff who constantly go above and beyond.”</i></p> <p>Teacher, lecturer, researcher or other education professional (e.g. youth worker/practitioner, early years practitioner etc.)</p>
<p><i>“Diversity of study fields, subjects, courses etc.”</i></p> <p>School pupil</p>

Analysis by respondent

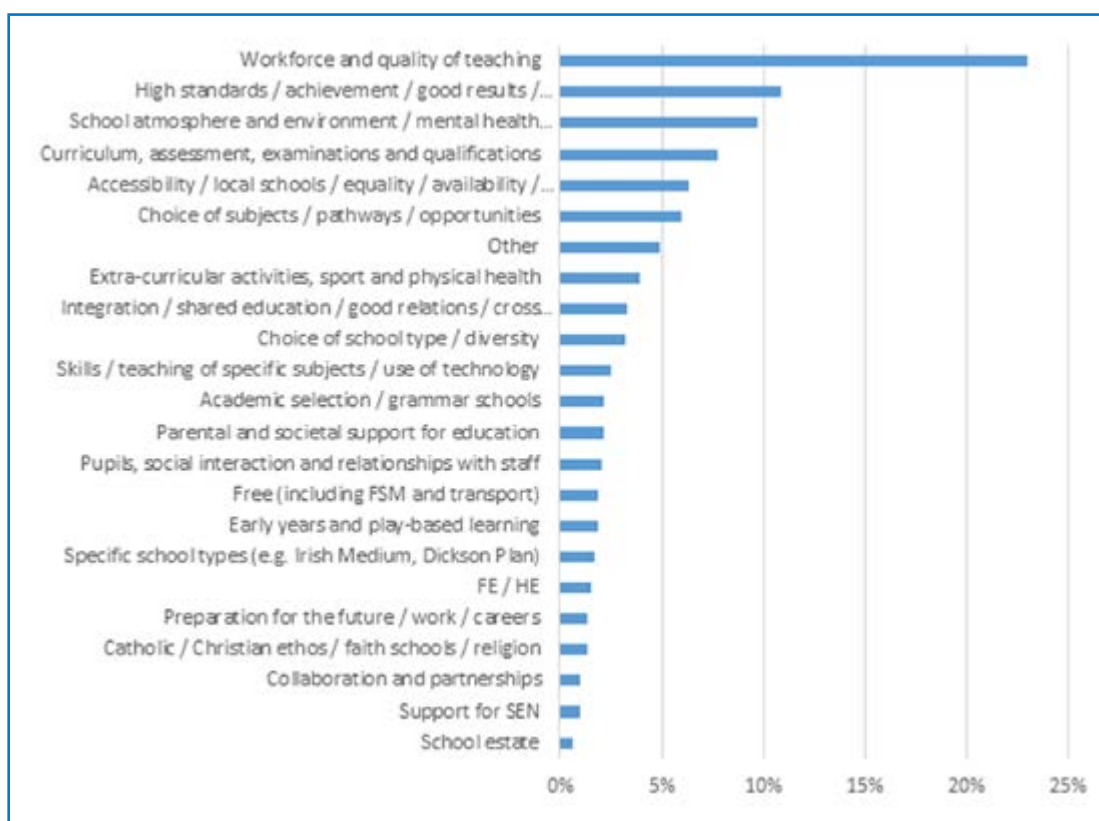
58. Amongst **Parents or carers**, the themes that garnered the greatest support were (in order):
1. Workforce and quality of teaching (16.3%)
 2. Accessibility / local schools / equality / availability / community / small schools / small class sizes / inclusivity (11.6%)
 3. High standards / achievement / good results / expectations / high quality education (10.7%)
 4. School atmosphere and environment / mental health & wellbeing / pastoral care (9.4%)
 5. Free (including FSM and transport) (6.7%)
59. The distribution of responses from Parents or carers is shown in the figure below.

Figure 8 Strengths identified by Parents or carers



60. The respondent group **Teacher, lecturer, researcher or other education professional** (e.g. youth worker/practitioner, early years practitioner etc.) reported the following as being the best strengths of the current education system:
1. Workforce and quality of teaching (22.9%)
 2. High standards / achievement / good results / expectations / high quality education (10.9%)
 3. School atmosphere and environment / mental health & wellbeing / pastoral care (9.7%)
 4. Curriculum, assessment, examinations and qualifications (7.8%)
 5. Accessibility / local schools / equality / availability / community / small schools / small class sizes / inclusivity (6.3%)
61. The distribution of responses from this subset of respondents is illustrated in the figure below.

Figure 9 Strengths identified by Teachers, lecturers, researchers or other education professionals (e.g. youth worker/practitioner, early years practitioner etc.)

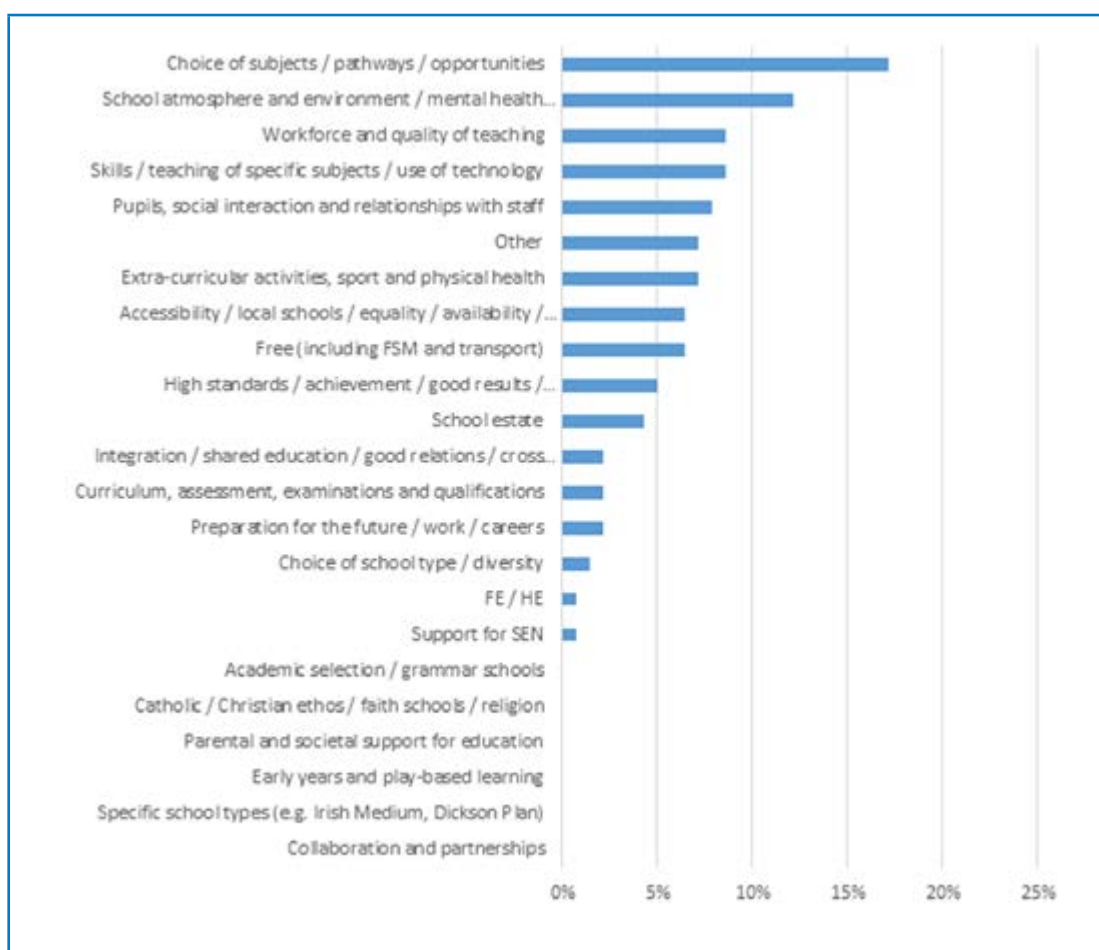


62. **School pupils** indicated that the following were the key strengths of the education system:

1. Choice of subjects / pathways / opportunities (17.1%)
2. School atmosphere and environment / mental health & wellbeing / pastoral care (12.1%)
3. Workforce and quality of teaching (8.6%)
4. Skills / teaching of specific subjects / use of technology (8.6%)
5. Pupils, social interaction and relationships with staff (7.9%).

63. Pupils' responses are presented graphically in the figure below.

Figure 10 Strengths identified by Pupils



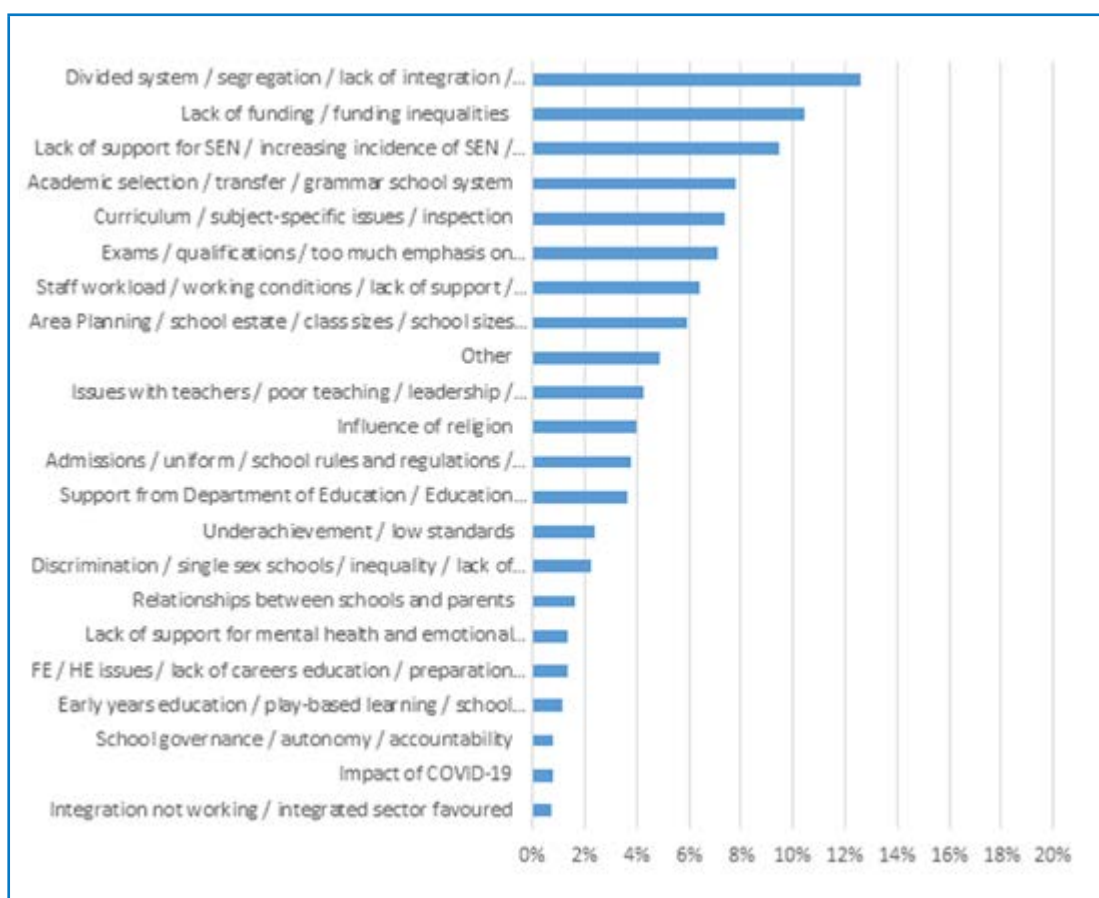
Weaknesses

64. Respondents were asked to think about what they view as being the three biggest weaknesses about education in Northern Ireland today. There were 3,325 responses.
65. As before, all responses were considered and analysed. To aid analysis and quantification responses were assigned codes which were relevant to the main point / issue identified. This allowed for a series of recurring themes to be identified and then volume of support for each identified weakness quantified. The responses were grouped into the following key themes:
- a. Academic selection / transfer / grammar school system;
 - b. Admissions / uniform / school rules and regulations / behaviour / school practices / homework;
 - c. Area Planning / school estate / class sizes / school sizes / closure of schools / lack of school choice / facilities / equipment;
 - d. Curriculum / subject-specific issues / inspection;
 - e. Discrimination / single sex schools / inequality / lack of LGBTQ+ awareness;
 - f. Divided system / segregation / lack of integration / duplication / too many sectors;
 - g. Early years education / play-based learning / school starting age;
 - h. Exams / qualifications / too much emphasis on academic achievement / vocational options not deemed equal to academic / too much pressure / lack of creativity;
 - i. FE / HE issues / lack of careers education / preparation for work;
 - j. Impact of COVID-19;
 - k. Influence of religion;
 - l. Integration not working / integrated sector favoured;
 - m. Issues with teachers / poor teaching / leadership / teaching methods;
 - n. Lack of funding / funding inequalities;

- o. Lack of support for mental health and emotional wellbeing / pastoral care;
- p. Lack of support for SEN / increasing incidence of SEN / increasing social needs;
- q. Other (90 sub-themes including inconsistencies between schools; Irish medium education; outdated; competition; and lack of individuality);
- r. Relationships between schools and parents;
- s. School governance / autonomy / accountability;
- t. Staff workload / working conditions / lack of support / teacher training;
- u. Support from Department of Education / Education Authority / sectoral bodies etc.;
- v. Underachievement / low standards.

66. The figure below illustrates the support given to each of the key themes.

Figure 11 Weaknesses identified by respondents



Key weaknesses

67. The top 5 weaknesses across the respondent population, and a selection of quotes relating to these, are noted below.

- Divided system / segregation / lack of integration / duplication / too many sectors (12.6%):

“It is divided and fragmented with far too many administrative and support bodies.”

Member of a school or college Board of Governors

“That most children are educated in a school where the vast majority of students are from one religion.”

Parent or carer

“Lack of integrated schools. Over 70% of the public think that children should be educated together and yet only 7% of schools are integrated. What’s more, in common with all schools in Northern Ireland, all integrated schools have a Christian ethos, meaning that those from non-Christian backgrounds (including the 27% of the population who identify as non-religious) are not adequately accounted for.”

Other employed in education e.g. canteen assistant, cleaner, bus driver, classroom assistant

- Lack of funding / funding inequalities (10.4%):

“Funding - not enough money allocated and that money that is allocated is often used in the wrong places. More money needs put into SEN - particularly providing 1:1 assistance to ALL children who need it for their FULL school hours. School meals should be provided free of charge to all in primary and secondary education. More teachers needed.”

Children and Young Person’s Group

“As a parent, I believe there is inadequate funding between school sectors in Northern Ireland, with the controlled sector constantly being underfunded. The equality of opportunity for these children is being denied.”

Parent or carer

“Some schools who have lower percentages of children on Free School Meals are under-funded. The formula for allocating school budgets needs to be re-visited.”

Member of a school or college Board of Governors

- Lack of support for SEN / increasing incidence of SEN / increasing social needs (9.4%):

“We wait too long until we implement intervention strategies for learners with dyslexia. New research shows that the earlier we apply interventions the better the success rate for children with dyslexia. I am teaching so many affected children who have never been diagnosed early enough; not had the expertise needed in order to open up their learning experience positively. They become withdrawn, lose interest and feel abandoned.”

Teacher, lecturer, researcher or other education professional (e.g. youth worker/practitioner, early years practitioner etc.)

“In higher education the needs of young people with special needs are not being adequately met.”

Other employed in education e.g. canteen assistant, cleaner, bus driver, classroom assistant

“Lack of recognition of children with SEN early such as children with dyslexia. It’s a disgrace that only a few children in each school can access educational psychology support for assessment, diagnosis and intervention. Significant delays up to 2 years for assessment and then still delays for intervention, ignoring early recognition and intervention is fundamental to have the best impact on a child’s life. Ignoring best available evidence.”

Parent or carer

➤ Academic selection / transfer / grammar school system (7.8%):

“Selection of children at age 11 impacts negatively on our capacity to develop a network of schools which offer a skills infused education which is fit for purpose for the requirements of the economy and employers in the 21st Century.”

Teacher, lecturer, researcher or other education professional
(e.g. youth worker/practitioner, early years practitioner etc.)

“Class system when looking at the immoral transfer system - clearly supports middle class families who can afford private tuition and boost their children through the Transfer examinations.”

Teacher, lecturer, researcher or other education professional
(e.g. youth worker/practitioner, early years practitioner etc.)

“Academic selection at 11 separates children depending on their ability to perform in a particular kind of test. This has many negative implications.”

Parent or carer

➤ Curriculum / subject-specific issues / inspection (7.4%):

“Current curriculum is no longer fit for purpose. Pupils are lacking the knowledge and experiences needed for the local workforce/economy. Science has been completely watered down/removed in recent years.”

Parent or carer

“A vast curriculum to be covered putting pressure on teachers to “fit things in” therefore not necessarily allowing time to focus on important skills like reading, spelling, maths skills”

Teacher, lecturer, researcher or other education professional
(e.g. youth worker/practitioner, early years practitioner etc.)

“Specifications/curriculum do not include modern and socially relevant events and research.”

School pupil

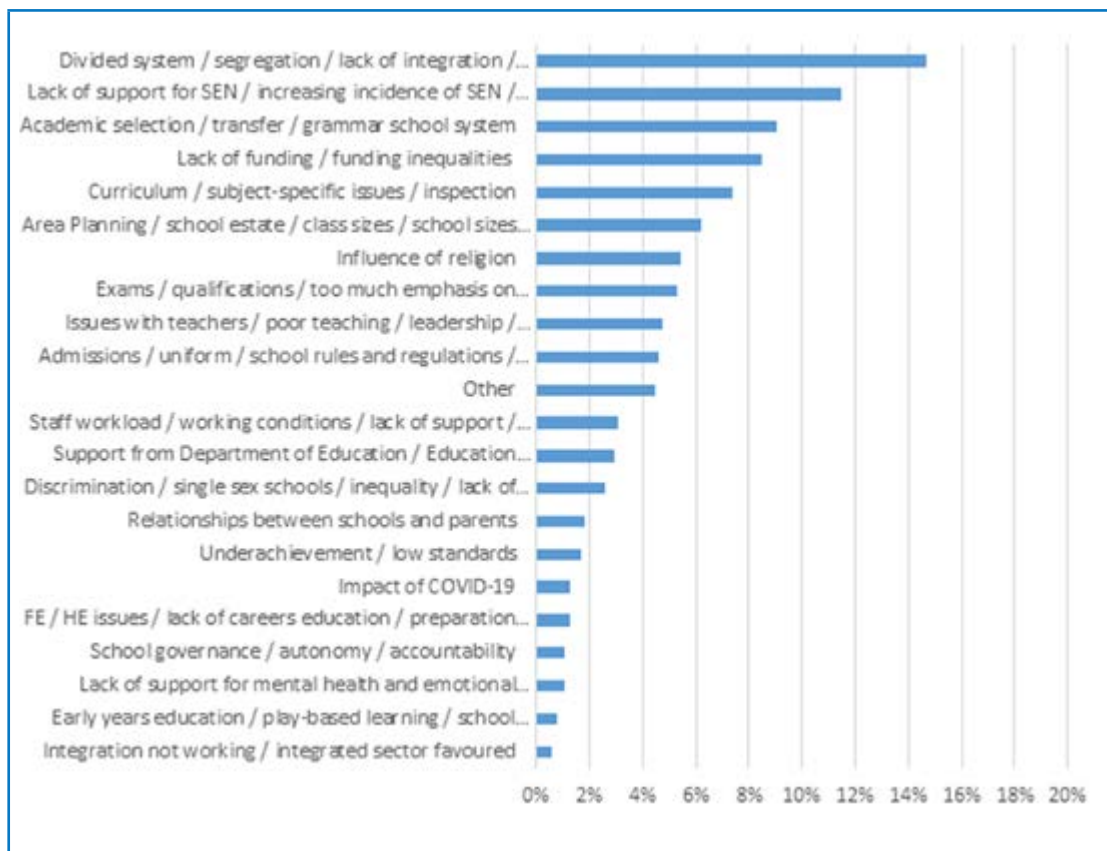
Analysis by respondent

68. Amongst **Parents or carers**, the themes that garnered the greatest support were (in order):

1. Divided system / segregation / lack of integration / duplication / too many sectors (14.7%)
2. Lack of support for SEN / increasing incidence of SEN / increasing social needs (11.5%)
3. Academic selection / transfer / grammar school system (9.1%)
4. Lack of funding / funding inequalities (8.5%)
5. Curriculum / subject-specific issues / inspection (7.4%)

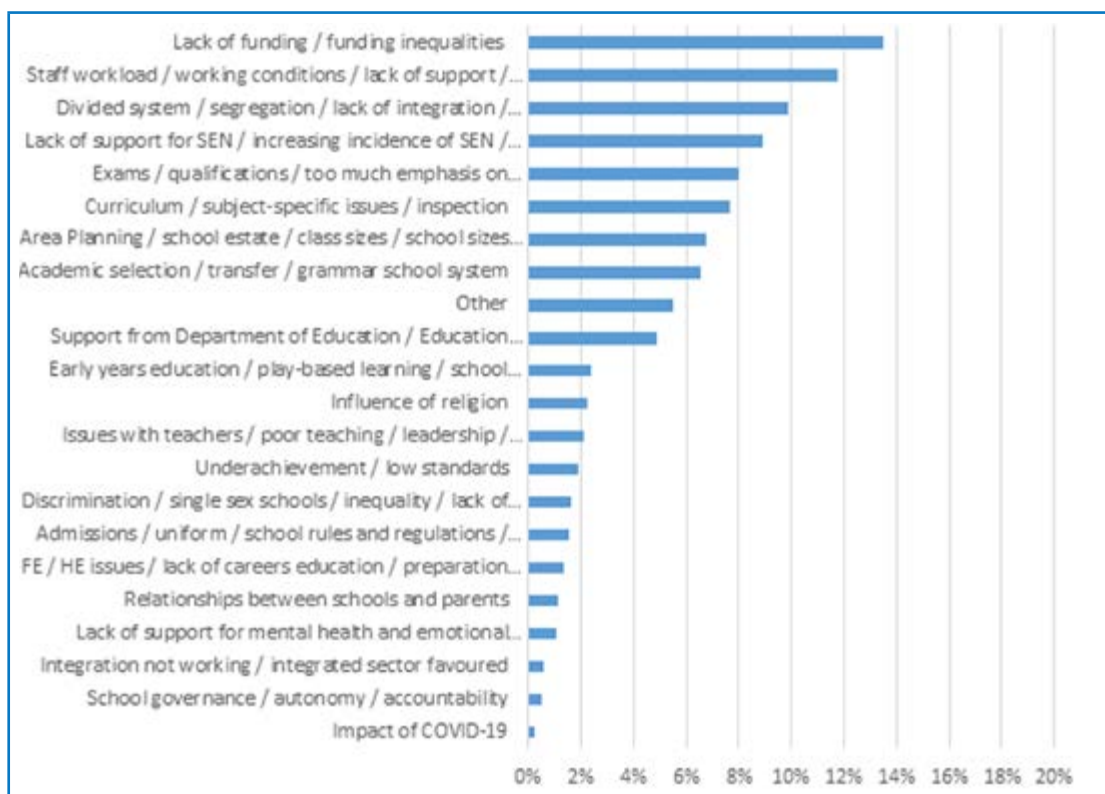
69. The distribution of responses from Parents or carers is shown in the figure below.

Figure 12 Weaknesses identified by Parents or carers



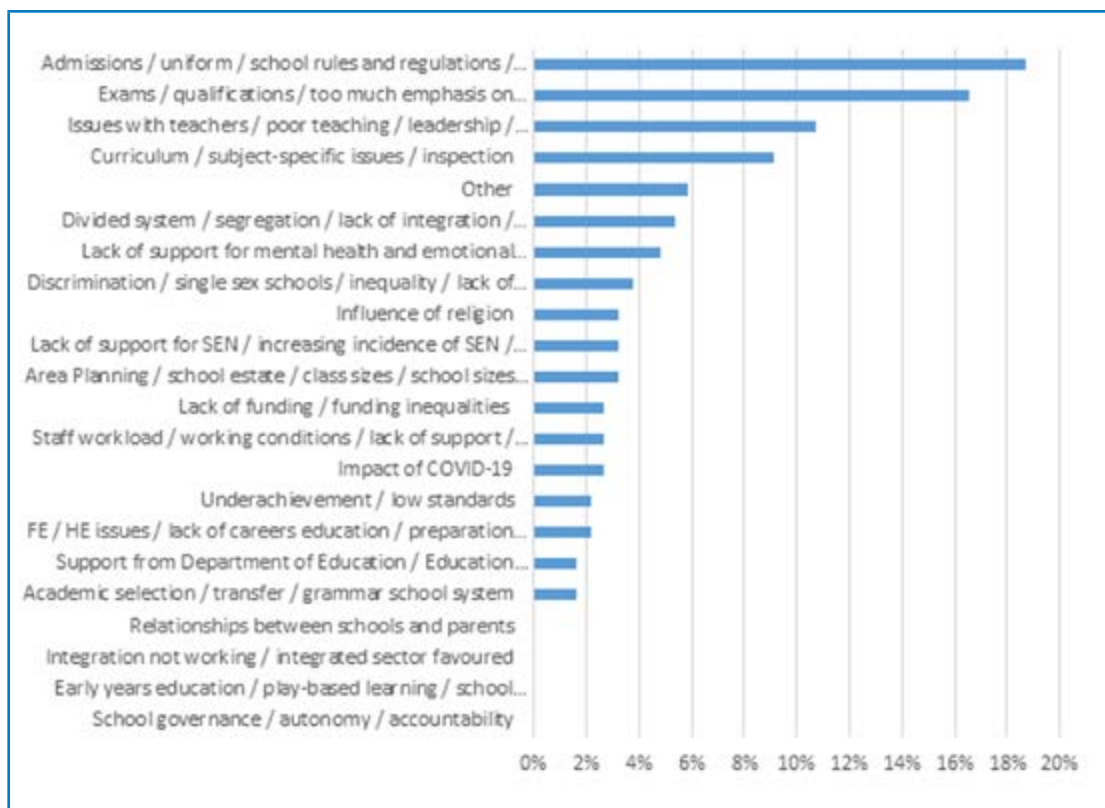
70. The respondent group **Teacher, lecturer, researcher or other education professional** (e.g. youth worker/practitioner, early years practitioner etc.) reported the following as being the biggest weaknesses of the current education system:
1. Lack of funding / funding inequalities (13.5%)
 2. Staff workload / working conditions / lack of support / teacher training (11.7%)
 3. Divided system / segregation / lack of integration / duplication / too many sectors (9.9%)
 4. Lack of support for SEN / increasing incidence of SEN / increasing social needs (8.9%)
 5. Exams / qualifications / too much emphasis on academic achievement / vocational options not deemed equal to academic / too much pressure / lack of creativity (8.0%)
71. The distribution of responses from this subset of respondents is illustrated in the figure below.

Figure 13 Weaknesses identified by Teachers, lecturers, researchers or other education professionals (e.g. youth worker/practitioner, early years practitioner etc.)



72. **School pupils** reported that the following were the biggest weaknesses of the current education system:
1. Admissions / uniform / school rules and regulations / behaviour / school practices / homework (18.7%)
 2. Exams / qualifications / too much emphasis on academic achievement / vocational options not deemed equal to academic / too much pressure / lack of creativity (16.6%)
 3. Issues with teachers / poor teaching / leadership / teaching methods (10.7%)
 4. Curriculum / subject-specific issues / inspection (9.1%)
 5. Other (5.9%)
73. Pupils' responses are illustrated in the figure below.

Figure 14 Weaknesses identified by School pupils



Strengths and weaknesses

74. It should be noted that a number of areas were identified as both strengths and weaknesses. These include mental health & wellbeing and pastoral care; small schools; curriculum; and academic selection.

Priorities

75. Respondents were asked to consider what they felt should be prioritised by the Panel as part of its review of education. This section was sub-divided into a section on issues relating to the **education journey of children and young people**, a section on issues relating to **support provided to schools and settings**, and a section on issues relating to **the system as a whole**. This was consistent with the Terms of Reference (ToR) for the Review and issues listed for consideration largely corresponded with the ToR.

Education Journey

76. Respondents were asked to tick a maximum of three issues from a set list. Respondents were also free to provide other issues. There were **1234** responses.

Option	Total	Percent
Supporting mental health and well-being	484	39.2%
Experience of pupils with special educational needs or disabilities	450	36.5%
Academic selection	442	35.8%
Structure and delivery of curriculum	397	32.2%
Assessment - how we measure outcomes	374	30.3%
Educating children and young people from different communities separately	350	28.4%
Early years	298	24.1%
Other issues not listed – please specify (50 words max)	269	21.8%
Meaningful participation of children and young people	218	17.7%
Transfer to further and higher education or careers	196	15.9%
Role of technology	177	14.3%
Learning from experiences of the COVID-19 pandemic	114	9.2%
Qualifications	97	7.9%
Provision of youth services	67	5.4%
Provision of education other than at school (EOTAS)	64	5.2%
Total	3997	

77. The table above illustrates the percentage of respondents selecting a particular option, therefore the total will exceed 100%. Some respondents selected more than three options.
78. The top three issues highlighted were
- Supporting mental health and well-being (39.2%)
 - Experience of pupils with special educational needs or disabilities (36.5%)
 - Academic selection (35.8%)

Responses by respondent category

79. The relative proportion of each option selected by the various categories of respondent are shown in the graphs below. Respondent groups where there were fewer than 10 responses have not been included.

Figure 15 Education Journey priorities selected by Parents or carers (n=494)

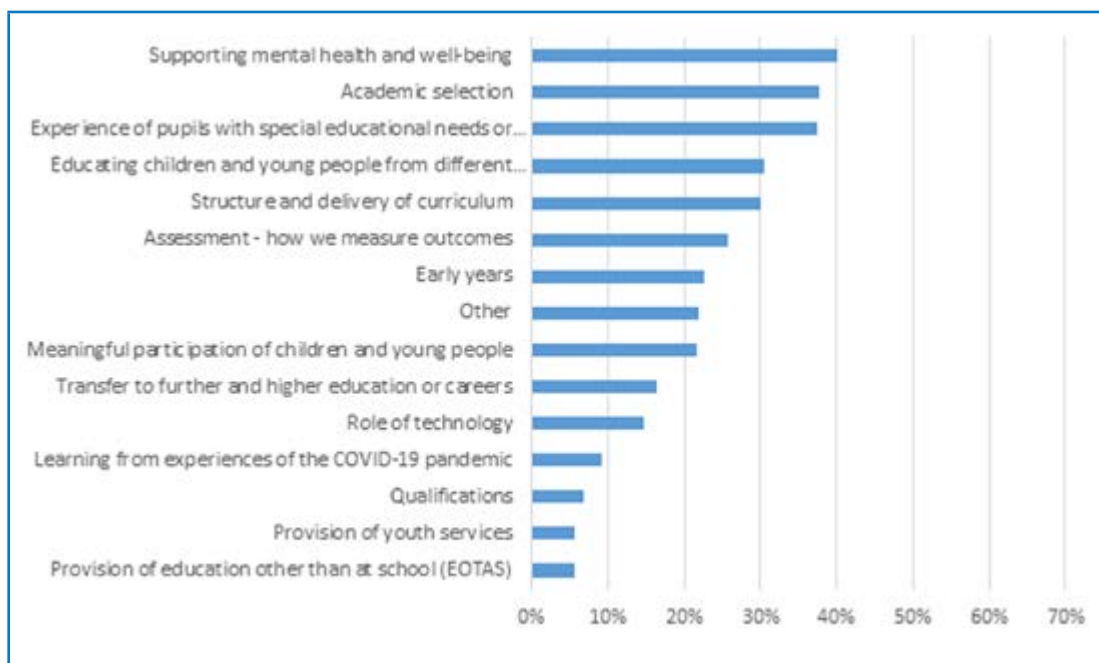


Figure 16 Education Journey priorities selected by Teachers, lecturers, researchers or other education professionals (e.g. youth worker/practitioner, early years practitioner etc.) (n=336)

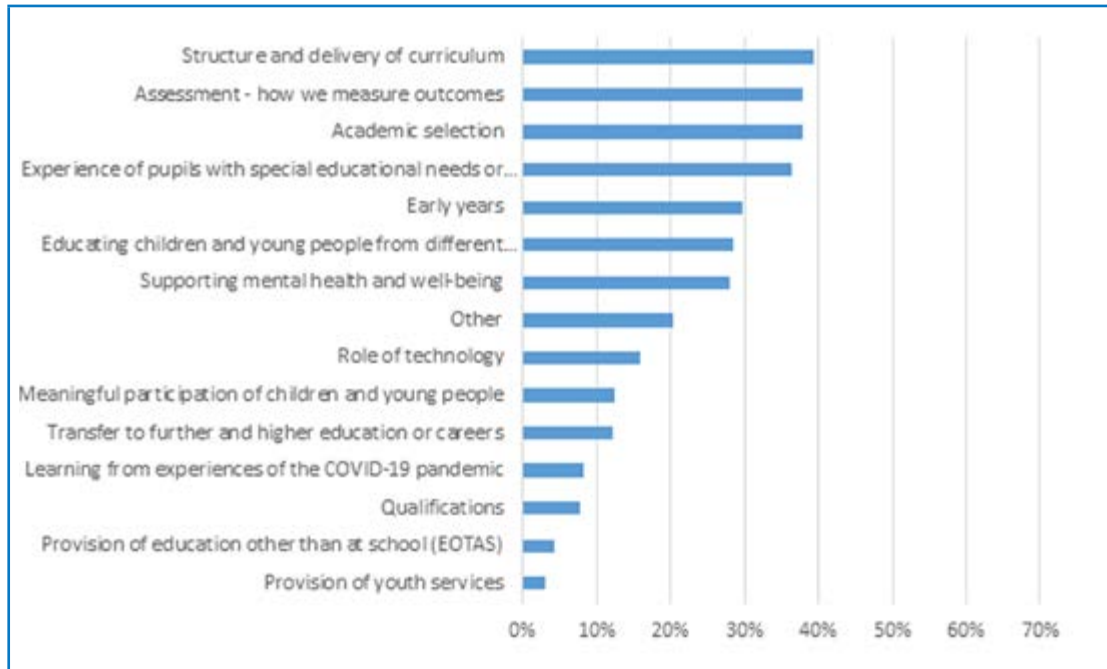


Figure 17 Education Journey priorities selected by School pupils (n=74)

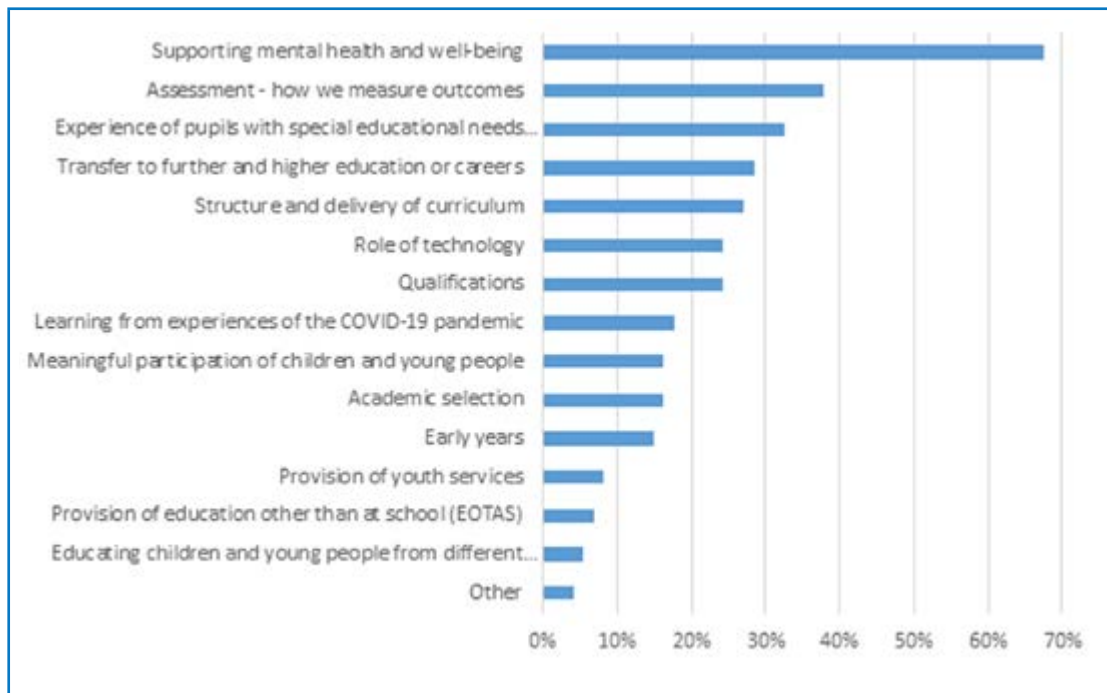


Figure 18 Education Journey priorities selected by Members of general public (n=67)

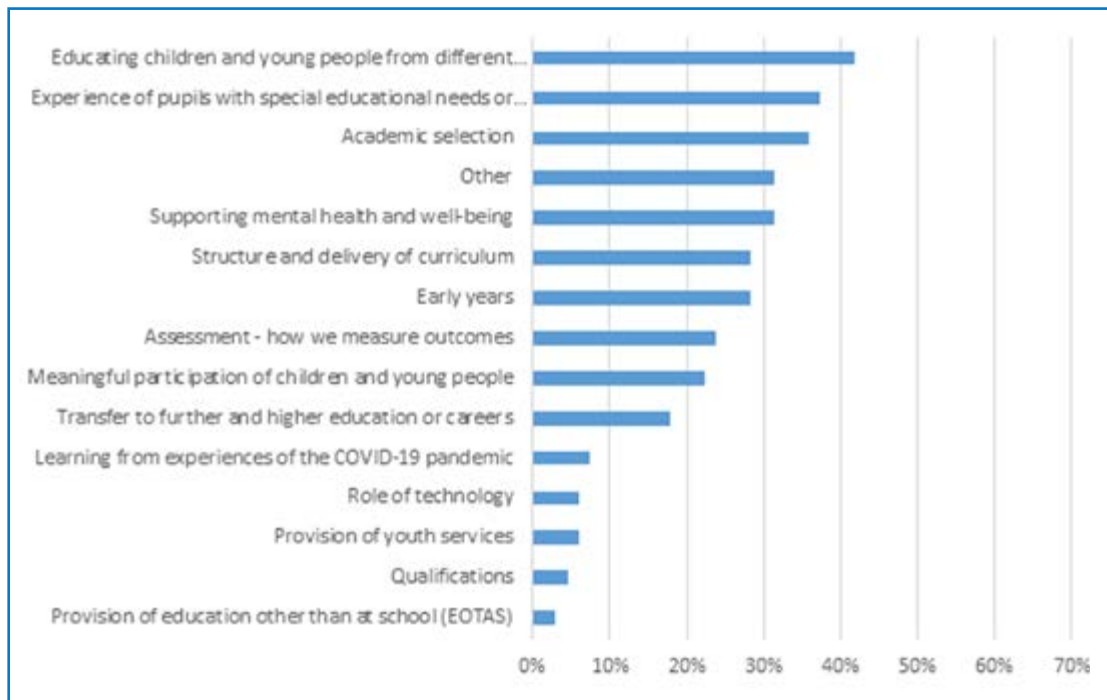


Figure 19 Education Journey priorities selected by Members of a school or college Board of Governors (n=58)

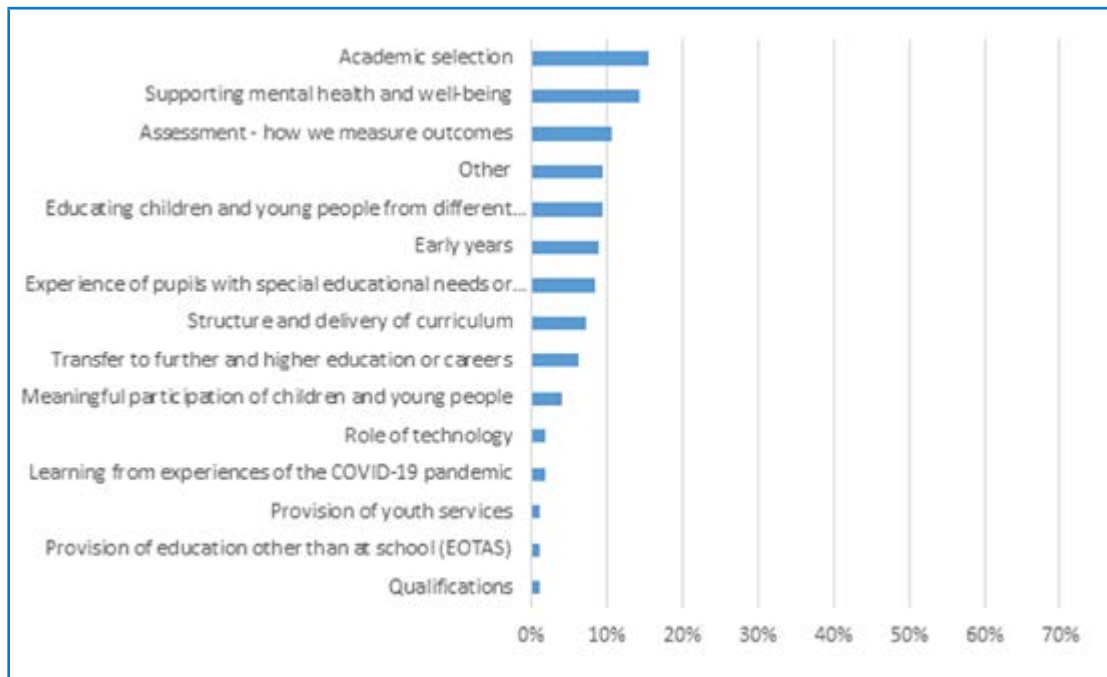


Figure 20 Education Journey priorities selected by Schools, colleges or other education bodies (n=58)

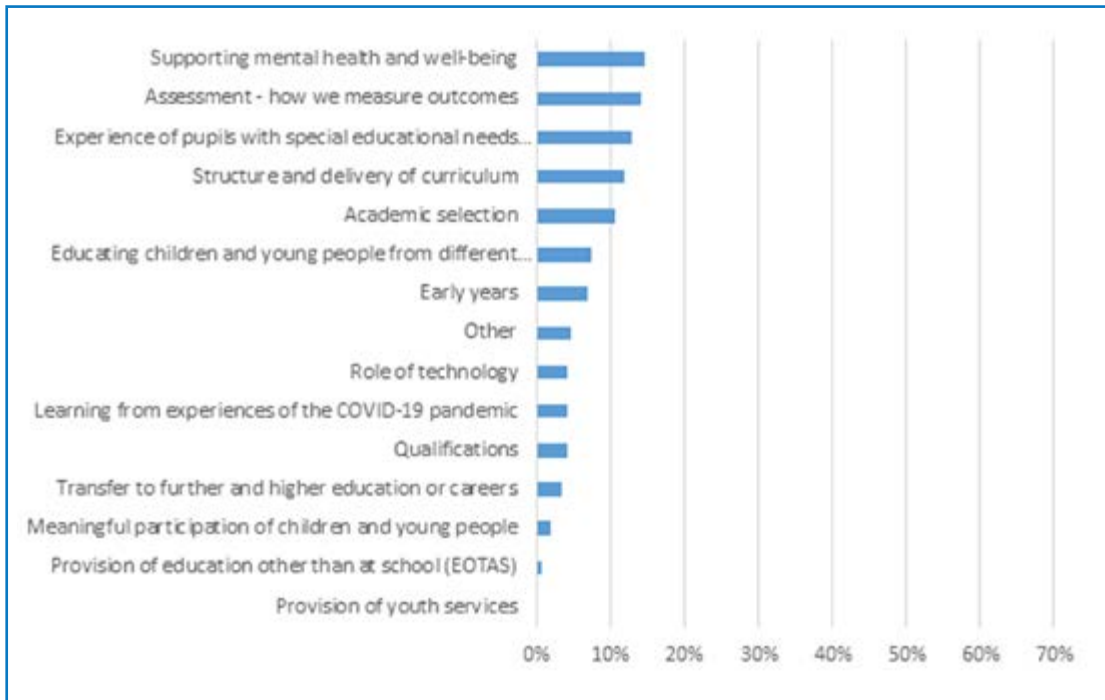


Figure 21 Education Journey priorities selected by Others employed in education e.g. canteen assistant, cleaner, bus driver, classroom assistant (n=43)

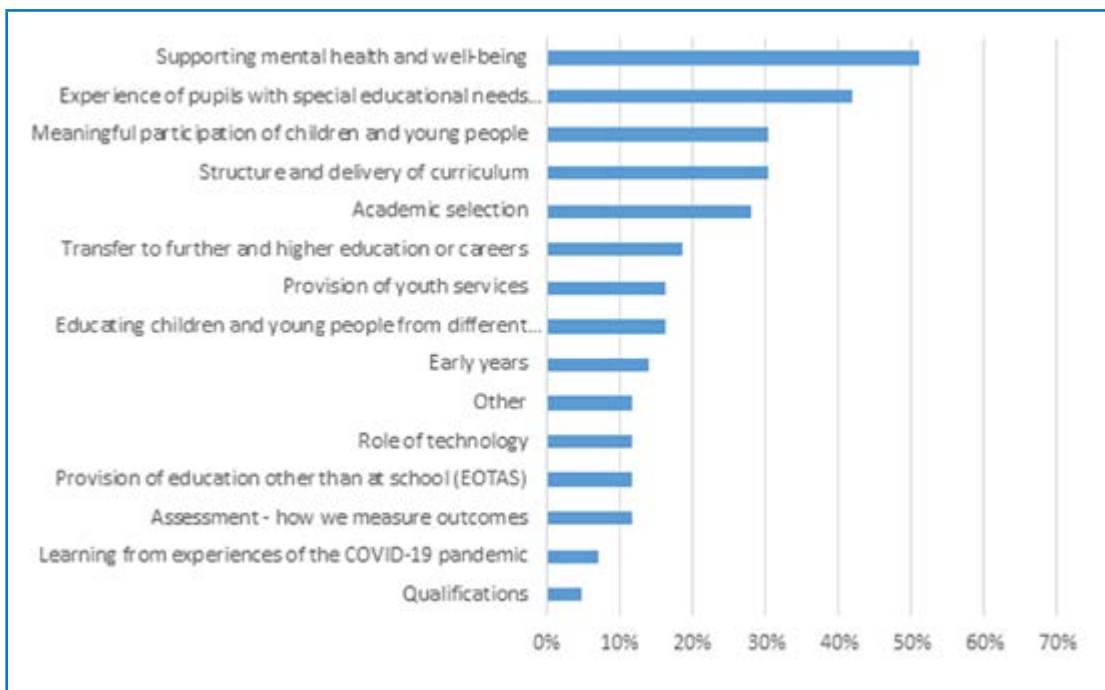


Figure 22 Education Journey priorities selected by Other individuals (n=27)

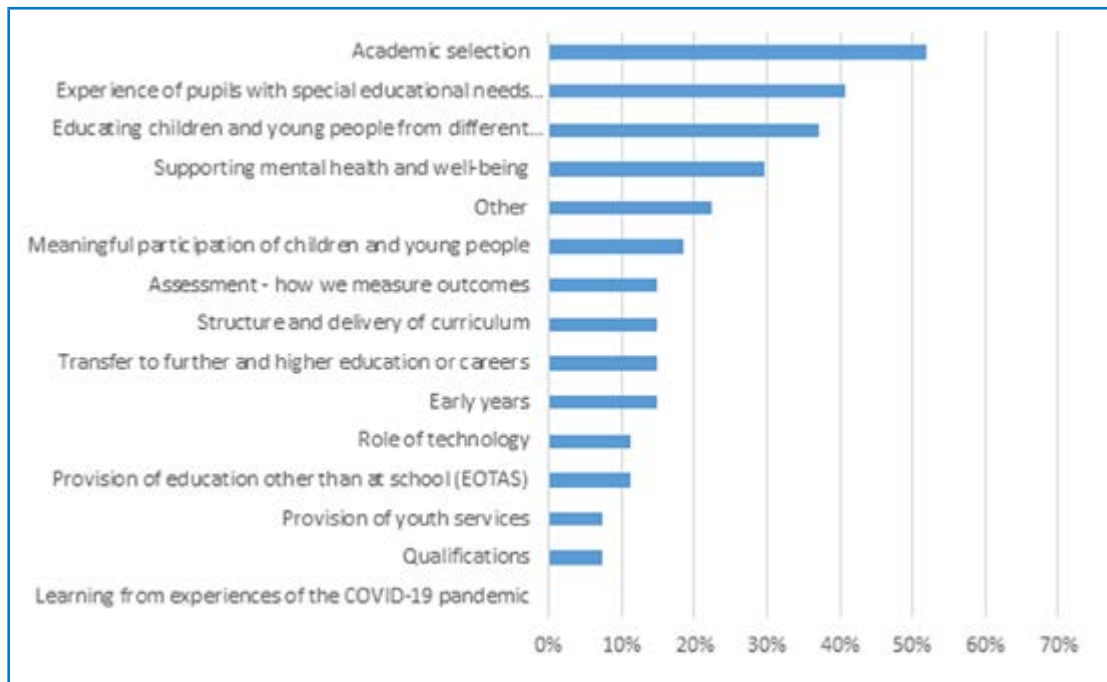


Figure 23 Education Journey priorities selected by Students in college or university (n=26)

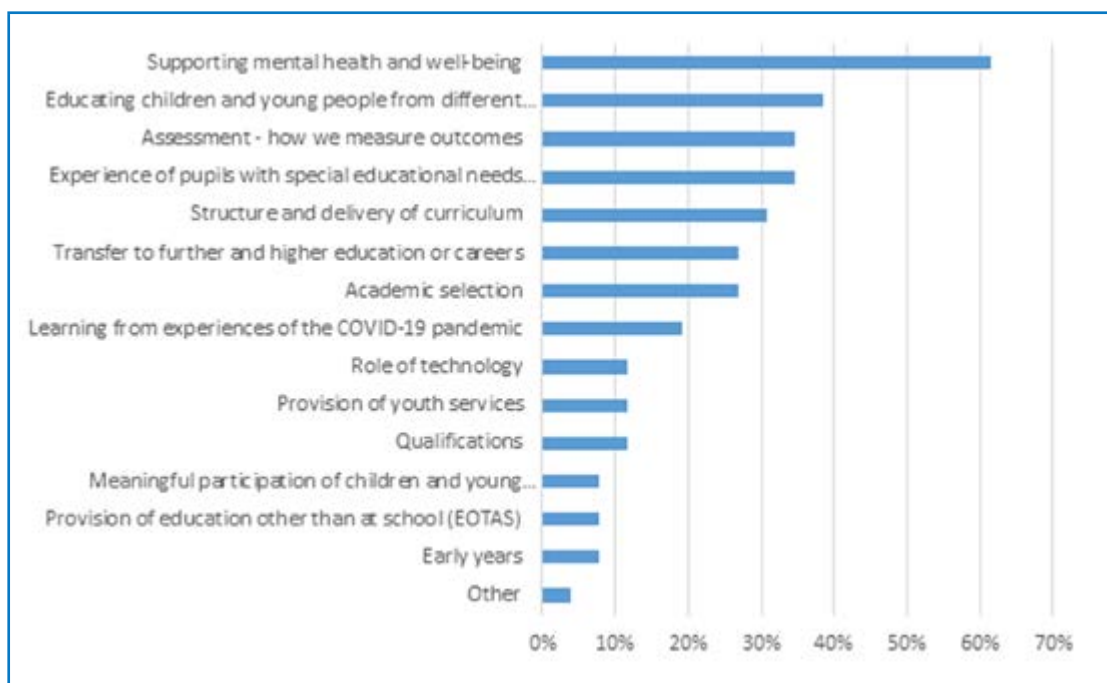
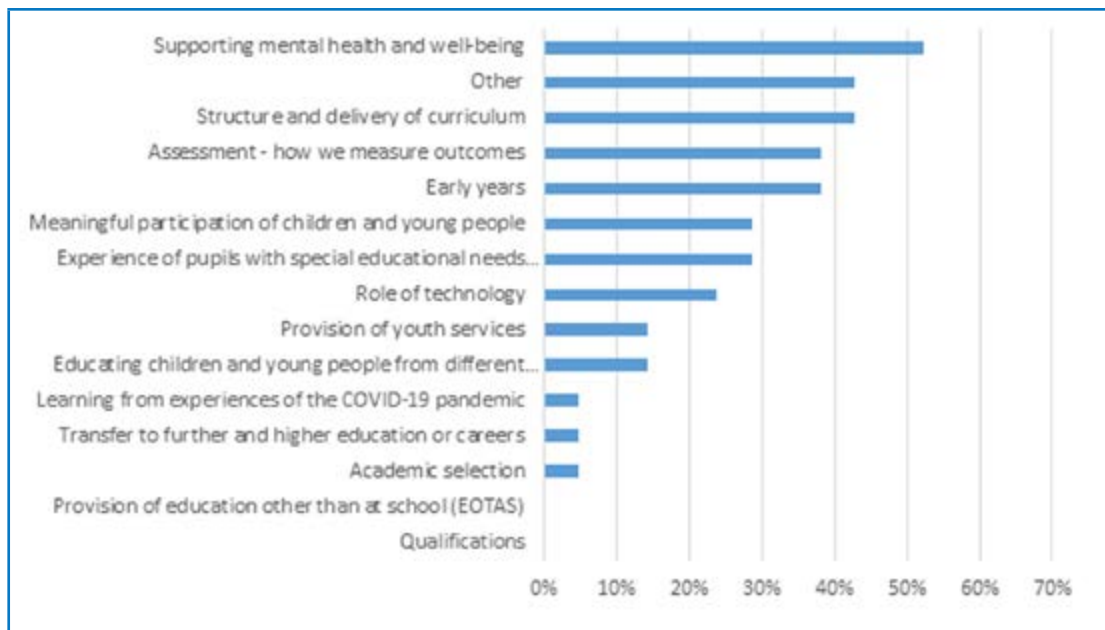


Figure 24 Education Journey priorities selected by Charity, Community or Voluntary Organisations (n=21)



Other issues

80. 260 respondents raised issues not provided on pre-populated list. The recurring themes in these responses are analysed in the tables below by respondent category.

Teachers

Themes	No. of Responses
Other	14
Integration	11
Academic selection/attainment	8
Staff/workforce/Teaching Assistants	7
Funding/Resources (Investing new buildings)	6
Mental Health/Wellbeing/Pastoral Care	5
Inclusive/Diverse	5
SEN	4
Vocational careers/routes/Further Education	4
Curriculum	3
Religious influence/faith affiliation	3
Facilities	2
Skills	2
Irish Medium/All Island Approach	2
Class Sizes	2
Total	78

Member of School or College Board of Governors

Themes	No. of Responses
Integration	5
Funding/Resources	2
SEN	2
Teacher Training	2
Academic selection/attainment	1
Parental Voice	1
Examination/assessments	1
Inclusive/Diverse	1
Social Media	1
Relationship Education	1
Structure of Education	1
Rural schools	1
Total	19

Member of General Public

Themes	No. of Responses
Integration	8
Keep Religious/Faith affiliation	2
Equal Opportunity	2
Safeguarding	2
Irish Medium	2
Other	2
Academic Selection	1
Mental Health/Wellbeing/Pastoral Care	1
Inclusivity	1
Total	21

Other employed in Education

Themes	No. of Responses
Funding	2
SEN	1
Remove Sectors	1
Remove Exams	1
Total	5

Parent or Carer

Themes	No. of Responses
Integration	26
SEN/Dyslexia/Statementing	14
Academic Selection/Attainment	10
Class sizes/Support	7
Other	7
Inclusivity	6
Skills/Subjects	6
Religion	5
School Size	5
Discipline	5
COVID/Face to face	4
Teaching/Staff	4
Mental Health/Wellbeing/Pastoral Care	3
Employability/careers	2
Irish Medium	2
Safeguarding	2
Total	108

School Pupil

Themes	No. of Responses
Mental Health/Wellbeing	2
Bullying	1
Total	3

Student in College

Themes	No. of Responses
Sustainable Education	1
Total	1

Not Answered

Themes	No. of Responses
Variety and equality of subjects/skills	3
School needs/variety	2
Irish Schools	1
Staff	1
Mental Health	1
Integration	1
Community needs	1
Attainment	1
Student support	1
Total	12

Other

Themes	No. of Responses
Skills/Subjects	4
Climate Change/Global Learning	2
Irish Medium	1
Mental Health/Wellbeing/Pastoral Care	1
Integration	1
Governance	1
Community approach	1
Parents and Carers participation	1
Careers Advice	1
Total	13

Stakeholder voice

81. Some sample quotes from this question are provided below.

“Life skills - How to use money. The value of money. How to get a mortgage. What’s involved with certain professional jobs. Working rights. DIY skills.”

Parent or carer

“A comprehensive, inclusive education system - in terms of community backgrounds and also academic achievement - would be my preferred model for moving forward. Grammar schools and academic selection cause lifelong distress and can permanently damage the self-esteem of children who are not selected for grammar schools.”

Teacher, lecturer, researcher or other education professional
(e.g. youth worker/practitioner, early years practitioner etc.)

“Impartial and robust support for career awareness among students throughout their education from primary to completion of education and not just at key transition points at Years 10, 12 and 14.”

Other – Retired Teacher

Support for Schools

82. Respondents were asked to tick a maximum of three issues from a set list. Respondents were also free to provide other issues. There were 1234 responses.

Option	Total	Percent
Helping pupils and students who require additional support	832	67.4%
Help for teachers/lecturers/education leaders with curriculum/teaching methods/assessment	599	48.5%
The condition of educational buildings	474	38.4%
The delivery of initial teacher education and ongoing professional development	439	35.6%
Making use of new technology	365	29.6%
The role of education inspection	301	24.4%
Helping teachers and lecturers learn from each other	277	22.4%
Other issues not listed – please specify (max 50 words)	258	20.9%
Learning from arrangements during the COVID-19 disruption	157	12.7%
Total	3702	

83. The top three issues highlighted were
- Helping pupils and students who require additional support (67.4%)
 - Help for teachers/lecturers/education leaders with curriculum/teaching methods/assessment (48.5%)
 - The condition of educational buildings (38.4%)

Responses by respondent category

84. The proportion of respondents selecting each option, by category of respondent, are shown in the graphs below. Respondent groups where there were fewer than 10 responses have not been included.

Figure 25 Support for Schools priorities selected by Parents or carers (n=494)

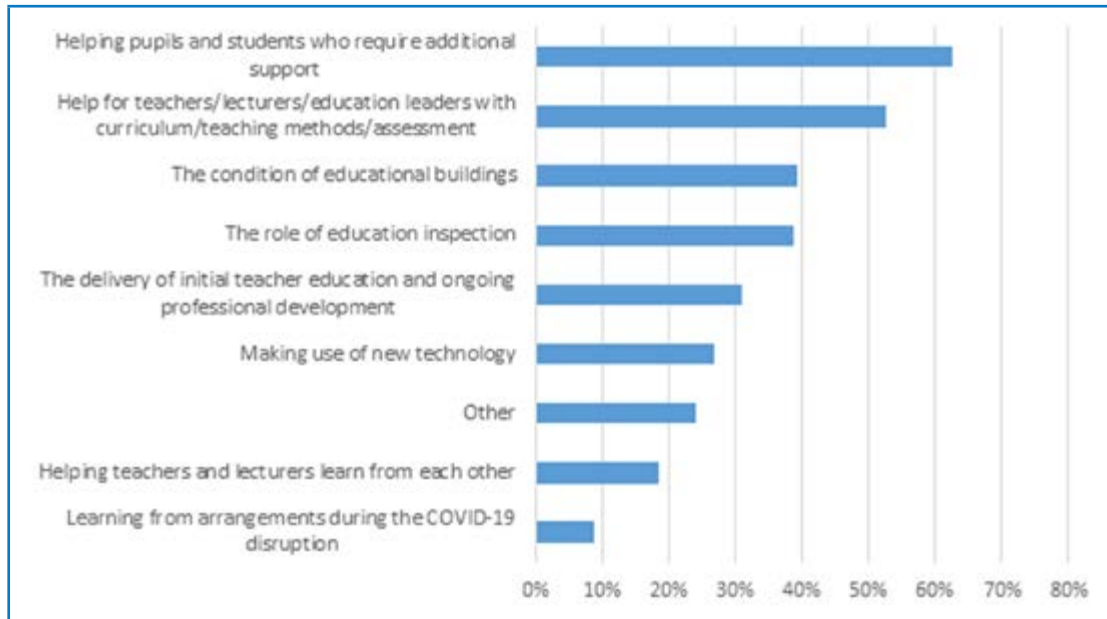


Figure 26 Support for Schools priorities selected by Teachers, lecturers, researchers or other education professionals (e.g. youth worker/practitioner, early years practitioner etc.) (n=336)

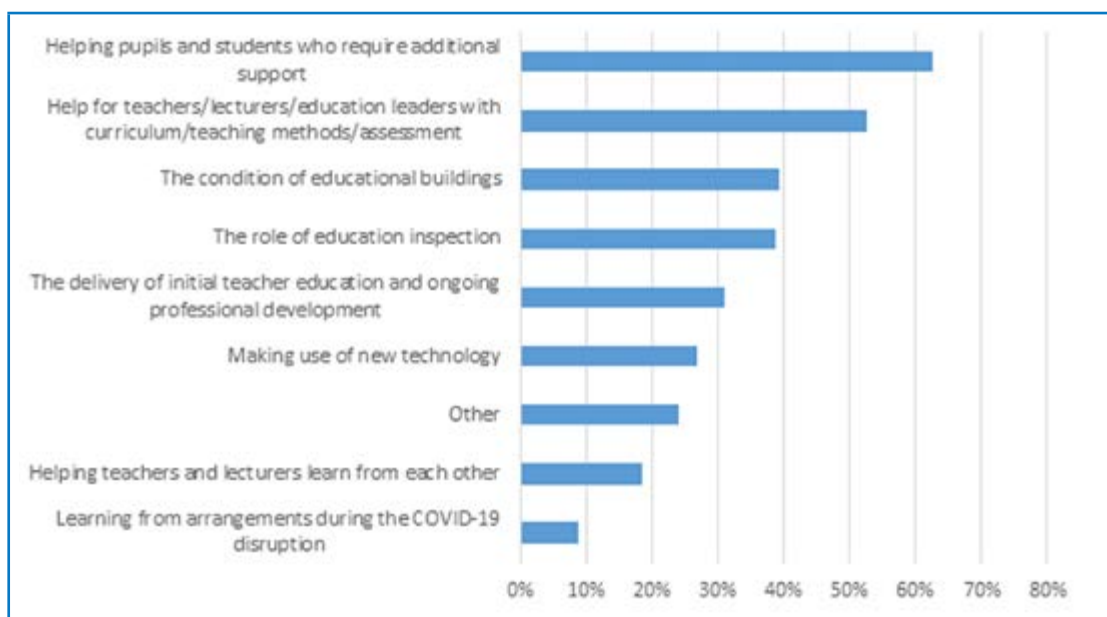


Figure 27 Support for Schools priorities selected by School pupils (n=74)

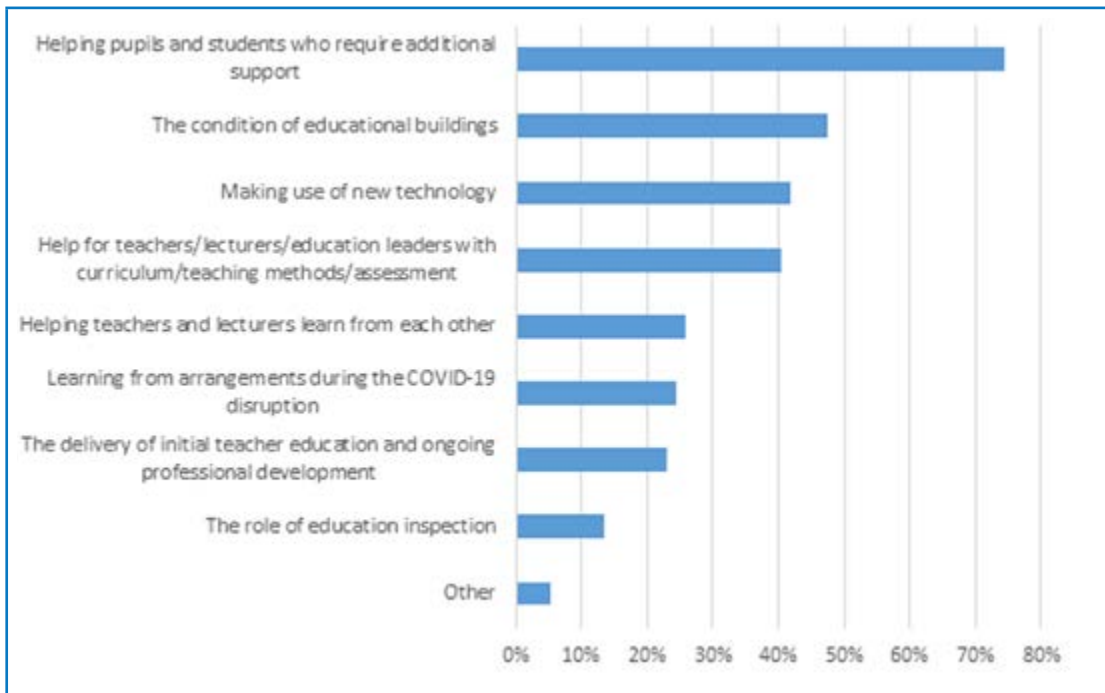


Figure 28 Support for Schools priorities selected by Members of general public (n=67)

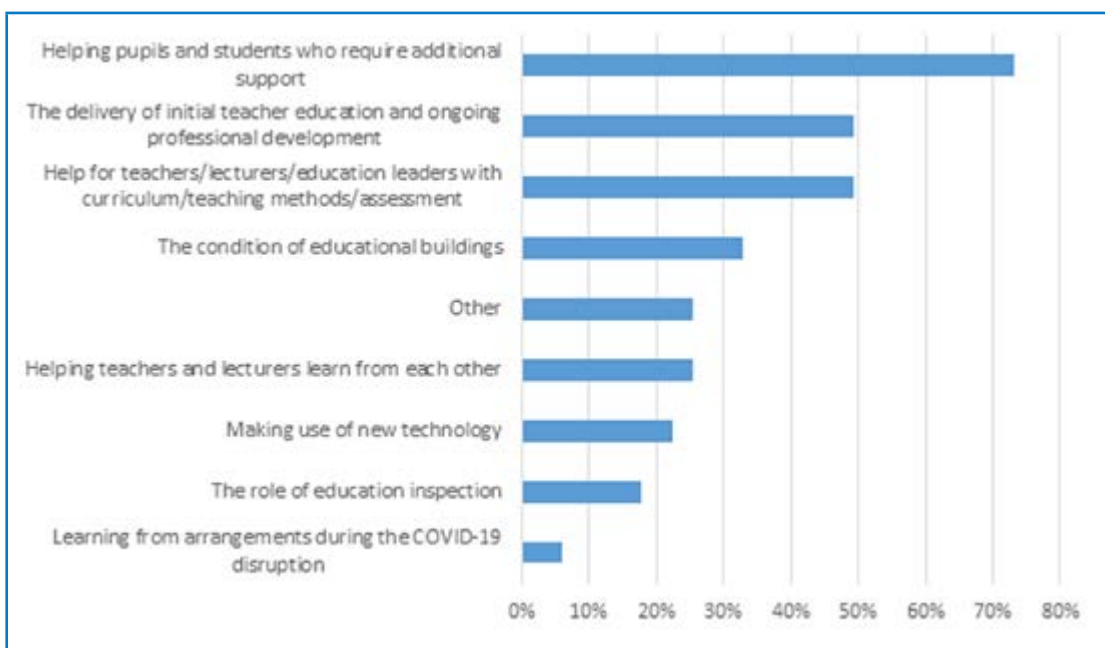


Figure 29 Support for Schools priorities selected by Members of a school or college Board of Governors (n=58)

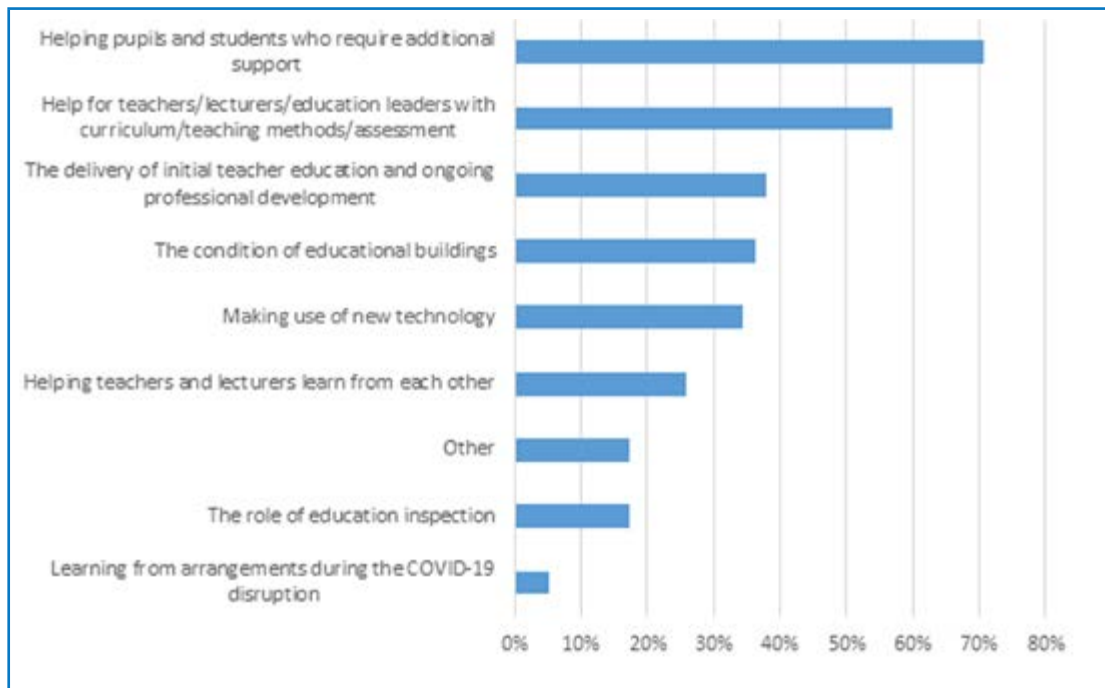


Figure 30 Support for Schools priorities selected by Schools, colleges or other education bodies (n=58)

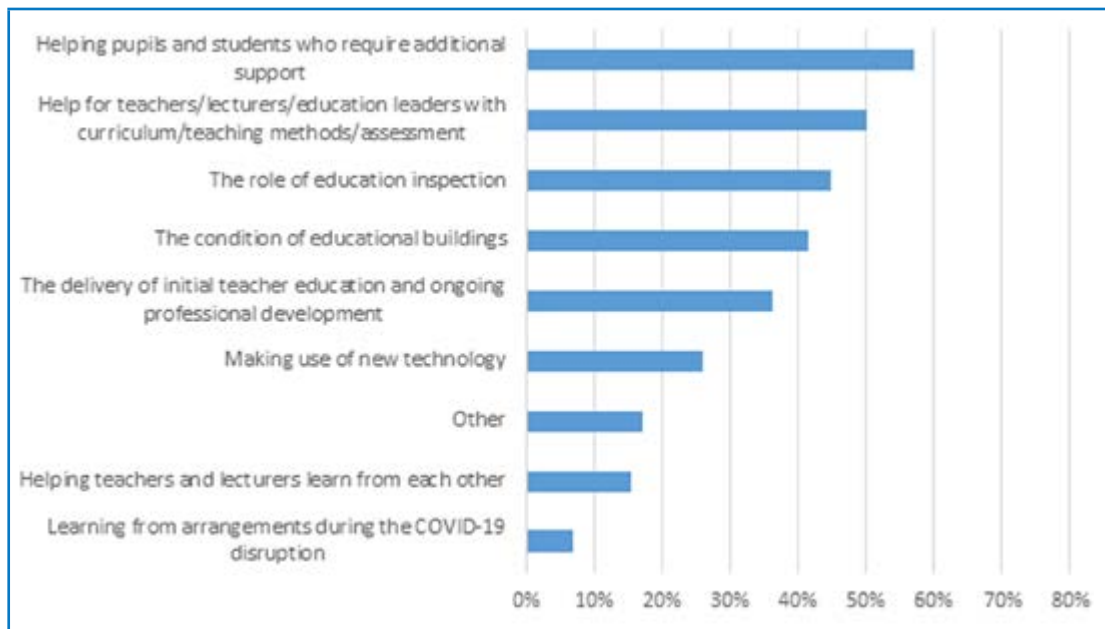


Figure 31 Support for Schools priorities selected by Others employed in education e.g. canteen assistant, cleaner, bus driver, classroom assistant (n=43)

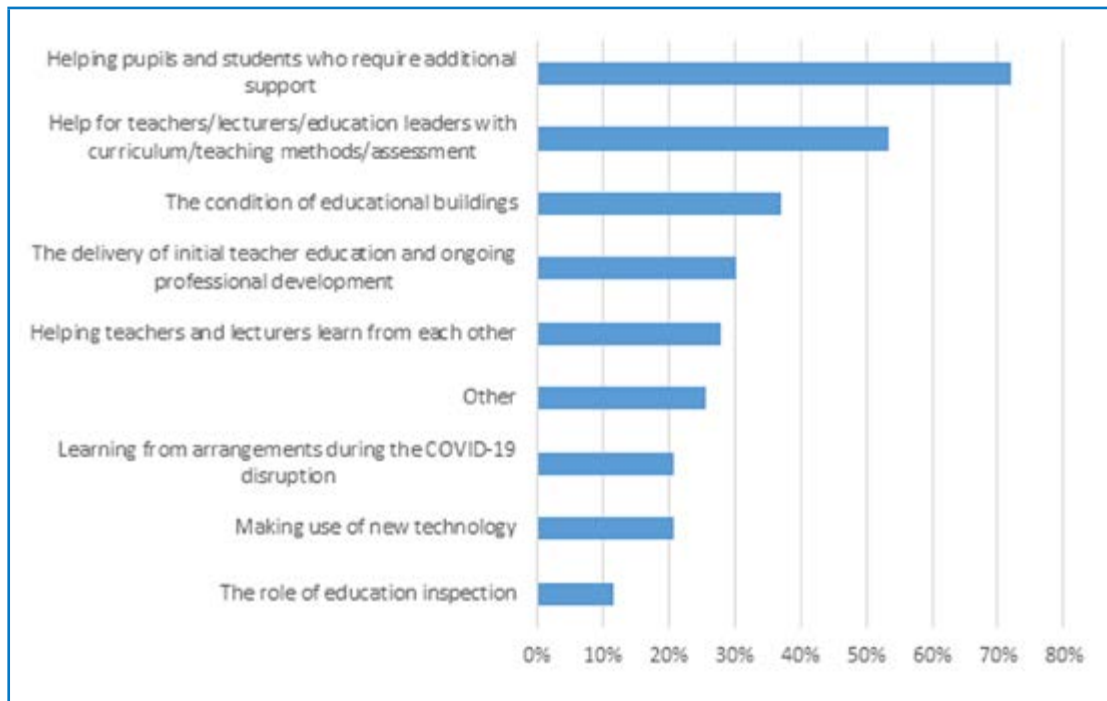


Figure 32 Support for Schools priorities selected by Other individuals (n=27)

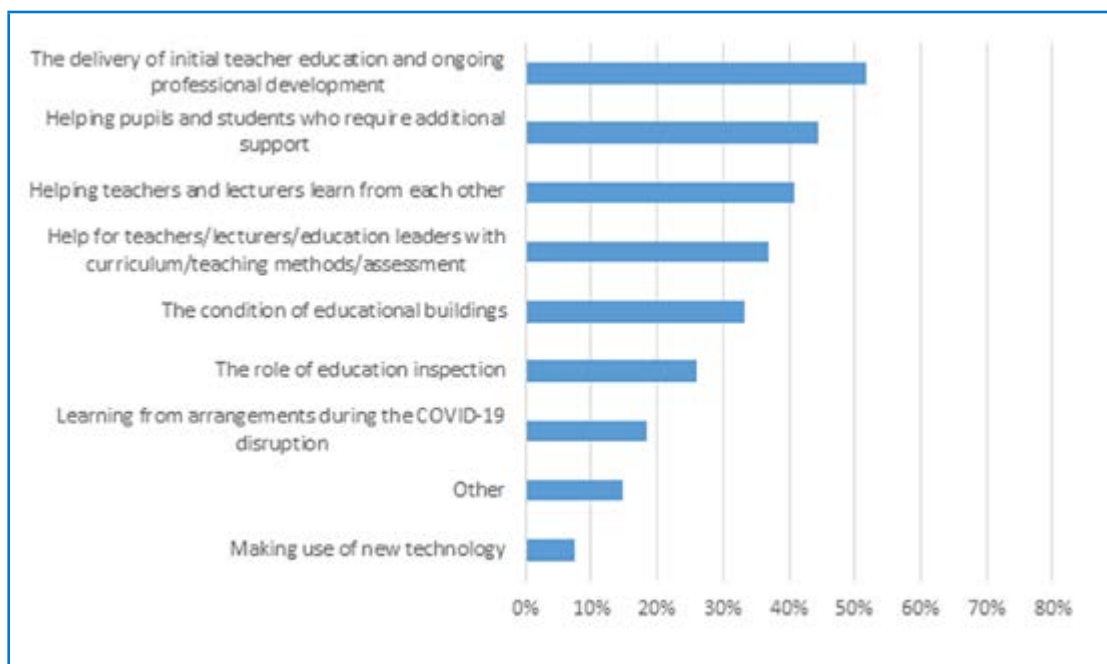


Figure 33 Support for Schools priorities selected by Students in college or university (n=26)

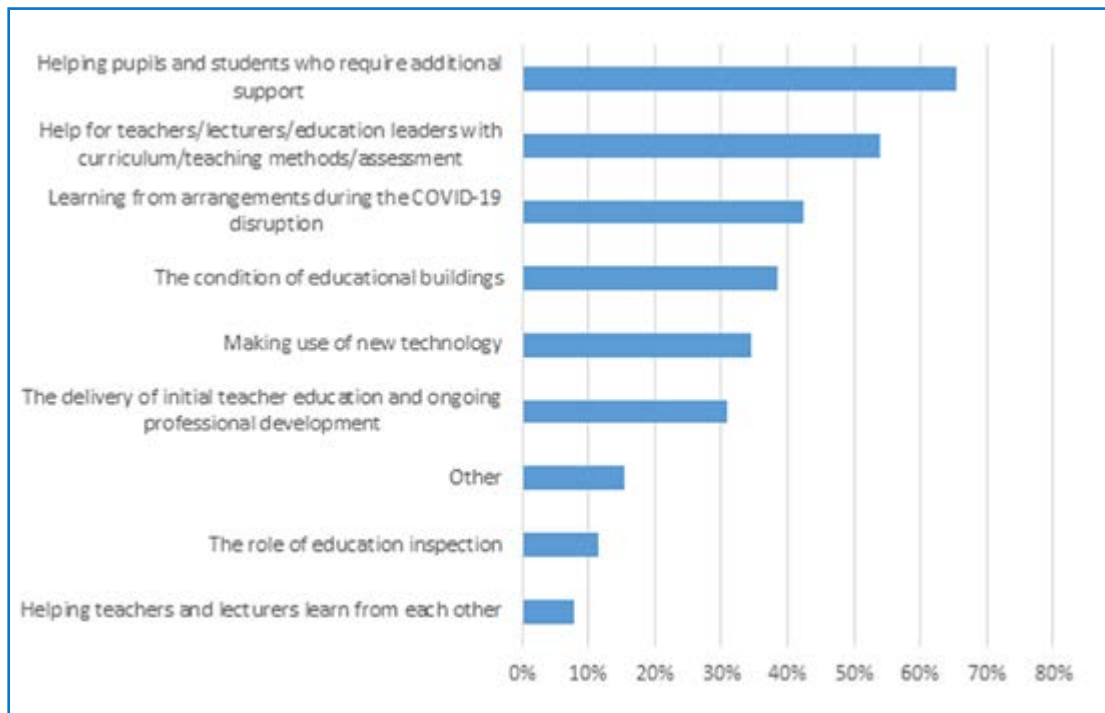
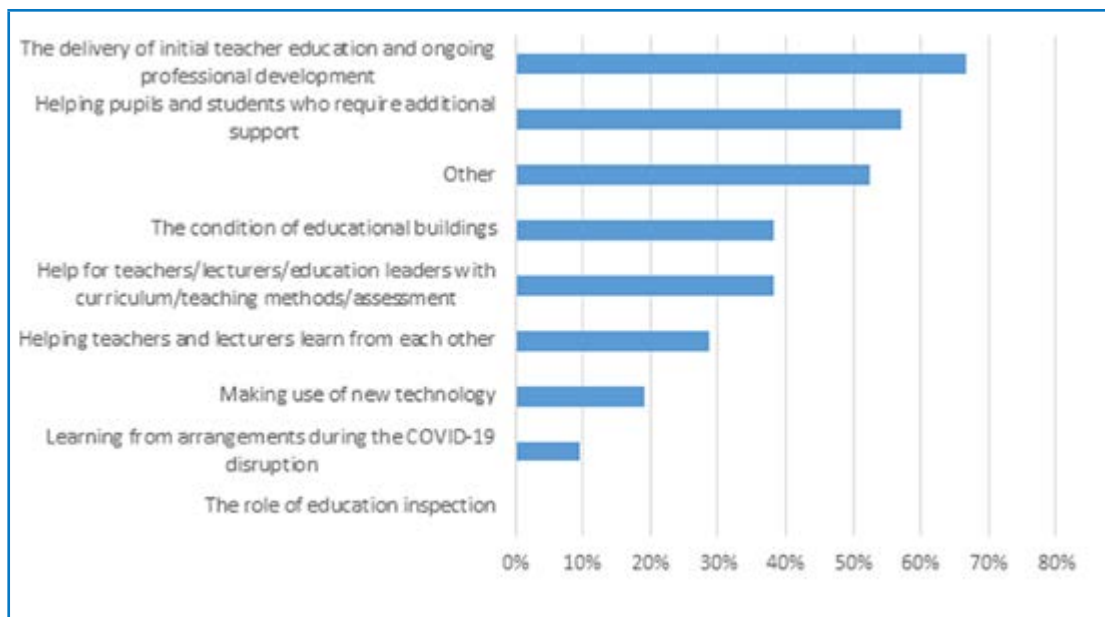


Figure 34 Support for Schools priorities selected by Charity, Community or Voluntary Organisations (n=21)



Other issues

85. 244 of the respondents raised issues not provided on pre-populated list. The recurring themes in these responses are analysed in the tables below by respondent category.

Member of School or College Board of Governors

Themes	No. of Responses
Staff/Teachers	4
Integration	3
Wellbeing/Mental Health	2
Funding	1
Collaboration with Schools and Economy	1
Total	11

General Public

Themes	No. of Responses
Teachers/Staff/Training	5
Funding/Resources	2
Integration	2
Mental Health	2
Academic Selection	1
Free tutoring	1
IME Support	1
Remove Religion	1
School Independence	1
Technology	1
Total	17

Not Answered

Themes	No. of Responses
Teacher support/training	4
Integration	1
Area Planning	1
Outdoor areas	1
Change leaders	1
Funding	1
Curriculum	1
Technology provisions	1
Total	11

Other

Theme	No. of Responses
Teachers/Staff/Workforce	6
Funding/Resources/Finance	1
SEN/Statementing/Dyslexia	1
Mental Health/ Wellbeing /Pastoral Care	1
Religious influence	1
Other	1
Curriculum	1
Role of parents	1
Total	13

Other Employed in Education

Themes	No. of Responses
Teacher training/CPD/staff	5
Behaviour difficulties	2
Other	2
Class sizes	1
Streaming students	1
Management	1
Total	12

Parents or Carers

Themes	No. of Responses
Other	15
Staff support/Workforce/Teachers	13
Funding/Resources/Finance	12
SEN/Dyslexia awareness/Special Needs	10
Teacher training	7
Mental health/Wellbeing	5
Student Support	5
Integrated/no segregation	4
Curriculum/Subjects	3
Abilities/Inclusive/Kindness	3
Religion	2
EA/BODIES	2
Small schools	1
Facilities	1
Total	83

Pupils

Theme	No. of Responses
Teacher Salaries	2
Teacher Quality	1
Complaints	1
Total	4

Student in College

Themes	No. of Responses
Mental Health/Wellbeing/Pastoral Care	2
Funding	1
SEN/Dyslexia Awareness/Statemnting	1
Total	4

Teacher, Lecturer, Researcher or other educational professional

Themes	No. of Responses
Teacher training/CPD	15
Funding/Finance/Budget/resources	12
Staff/Teachers/Workforce	10
Class sizes	8
SEN/Dyslexia/ Statementing	6
Mental Health/Wellbeing/Pastoral Care	6
Inspections	5
Behaviours/Discipline	5
Other	5
Integration	3
Curriculum/Taught subjects	3
Authorities/Bodies	3
Facilities/Building	2
Careers advice/Employability	2
Collaboration	2
Change structure/system/Assessments	2
Total	89

86. The world cloud below illustrate the responses provided within the “Other” category.



Stakeholder voice

87. Some sample quotes from this question are provided below.

“Great teachers make great education. Addressing discrimination against teachers (by ending the FETO exemption) and cultural encapsulation (by addressing the segmented education system) will free more teachers to fulfil their full potential.”

Charity, Community or Voluntary Organisation

“Funding for basic resources such as textbooks and essentials. I have 3 children at 2 schools and during the pandemic the primary school has had to ask for hand wash from parents. The secondary school has no soap in the toilets, or hand sanitiser available for pupils, which I find shocking! And not enough textbooks for pupils to share in class let alone bring home. They have also been unable to complete practical work for sciences in either of their GCSE years due to lack of equipment.”

Parent or carer

“We must open up the curriculum and training to vocational pathways appreciating the fact so many children learn in different ways (visual, audio, kinaesthetic) and would therefore progress much better using various methods/with various outlooks.”

Political Party Education Spokesperson

The system as a whole

88. Respondents were asked to tick a maximum of three issues from a set list. Respondents were also free to provide other issues. There were 1234 responses.

Option	Total	Percent
Investment in early years interventions	547	44.3%
The future of integrated education	506	41.0%
Ensuring that education meets the needs of the NI economy	462	37.4%
Ensuring the provision of education in Northern Ireland is affordable	411	33.3%
Creating a “single education system”. (If you select this as a priority – please set out in less than 100 words what you mean by a ‘single education system’.)	334	27.1%
The relationship between schools and further and higher education	309	25.0%
The appropriateness of multiple sectors and managing authorities	293	23.7%
Provision of youth services and Education Other than at School (EOTAS) in NI	221	17.9%
Other issues not listed – please specify (max 50 words)	247	20.0%
Ensuring education plays a role in increasing awareness of climate change	216	17.5%
Total	3546	

89. The top three issues highlighted were:
- a. Investment in early years interventions (44.3%)
 - b. The future of integrated education (41.1%)
 - c. Ensuring that education meets the needs of the NI economy (37.4%)

Responses by respondent category

90. The proportion of respondents selecting each option, by category of respondent, are shown in the graphs below. Respondent groups where there were fewer than 10 responses have not been included.

Figure 35 The system as a whole priorities selected by Parents or carers (n=494)

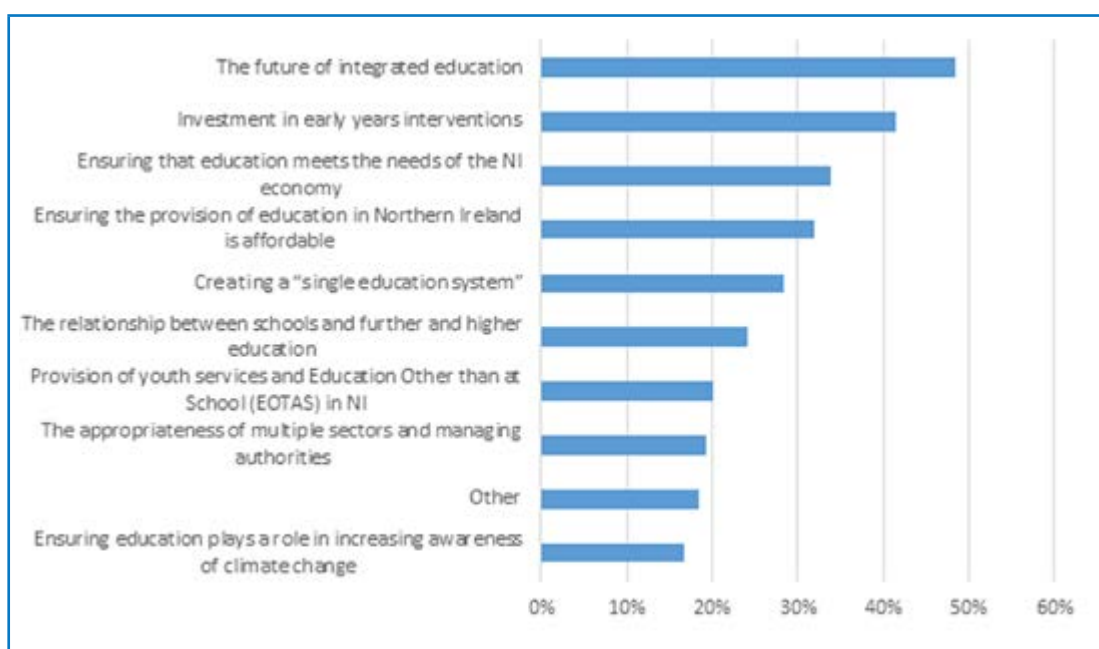


Figure 36 The system as a whole priorities selected by Teachers, lecturers, researchers or other education professionals (e.g. youth worker/practitioner, early years practitioner etc.) (n=336)

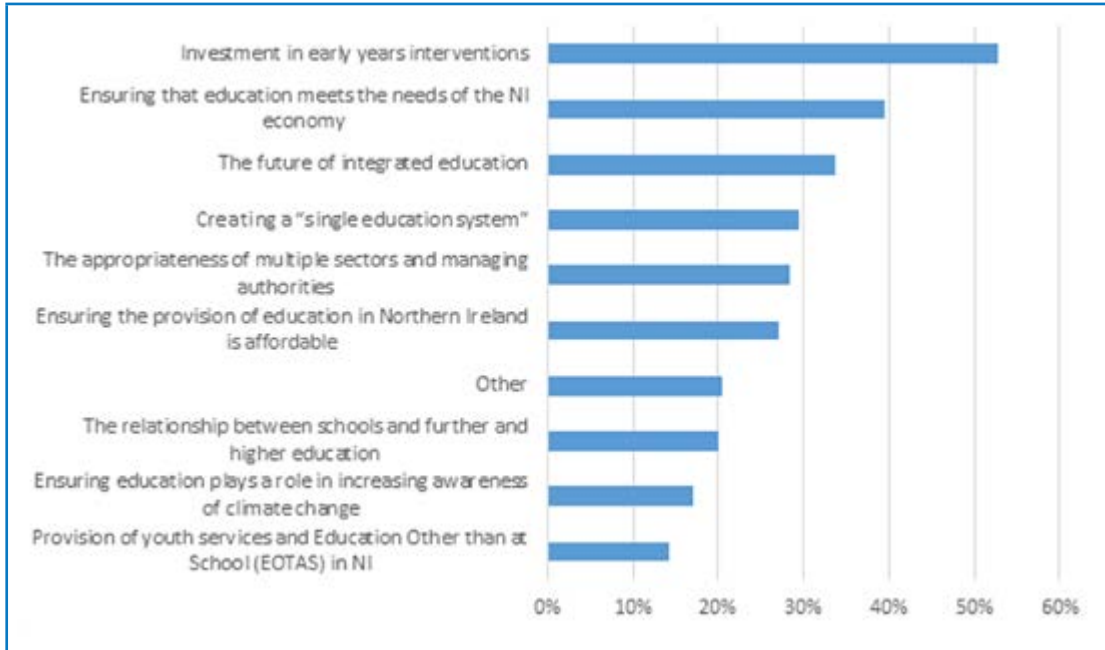


Figure 37 The system as a whole priorities selected by School pupils (n=74)

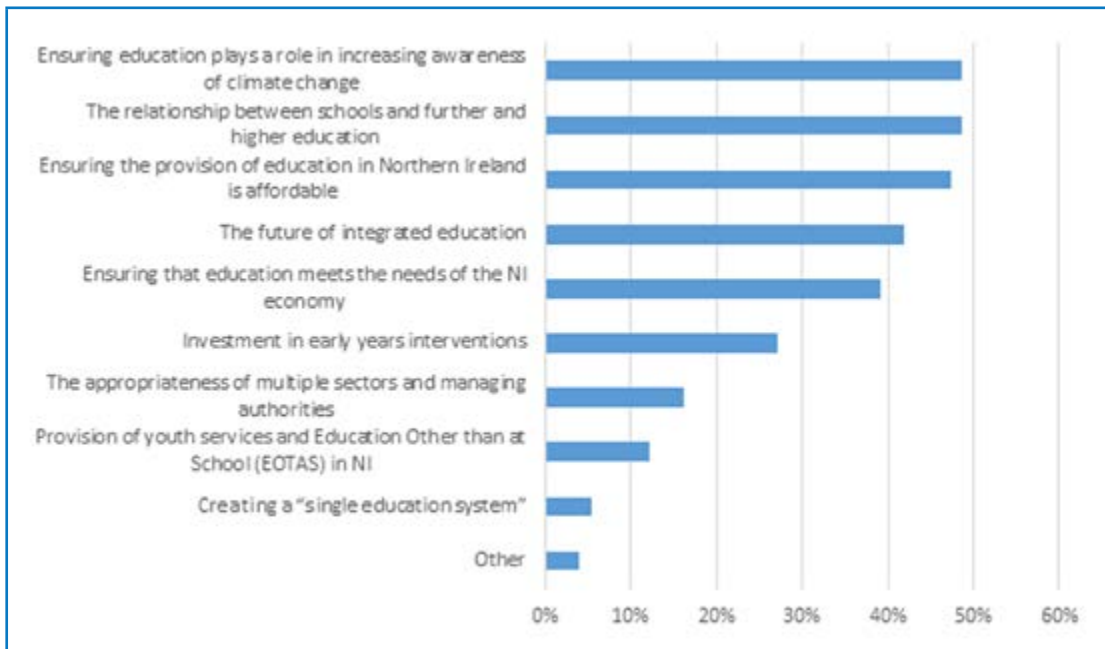


Figure 38 The system as a whole priorities selected by Members of general public (n=67)

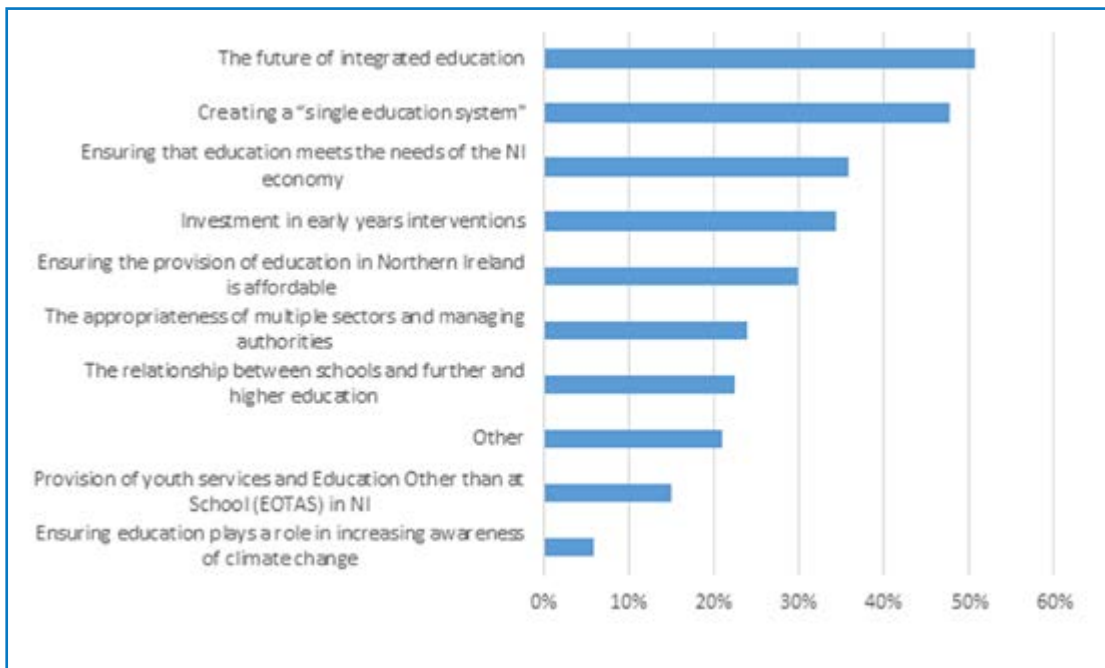


Figure 39 The system as a whole priorities selected by Members of a school or college Board of Governors (n=58)

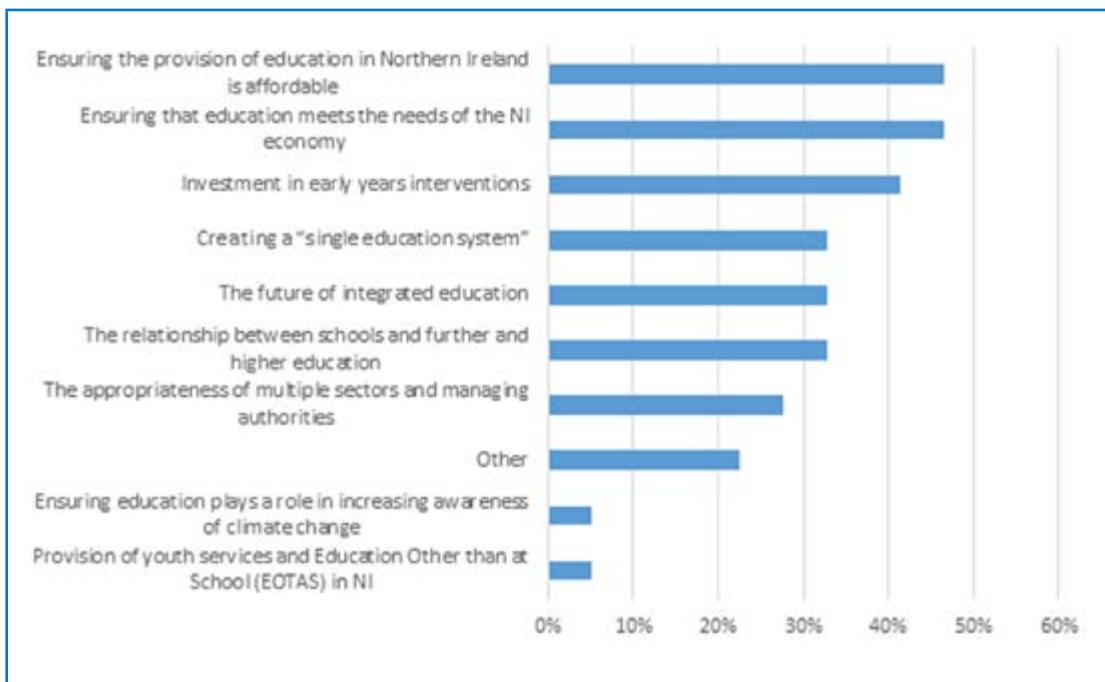


Figure 40 The system as a whole priorities selected by Schools, colleges or other education bodies (n=58)

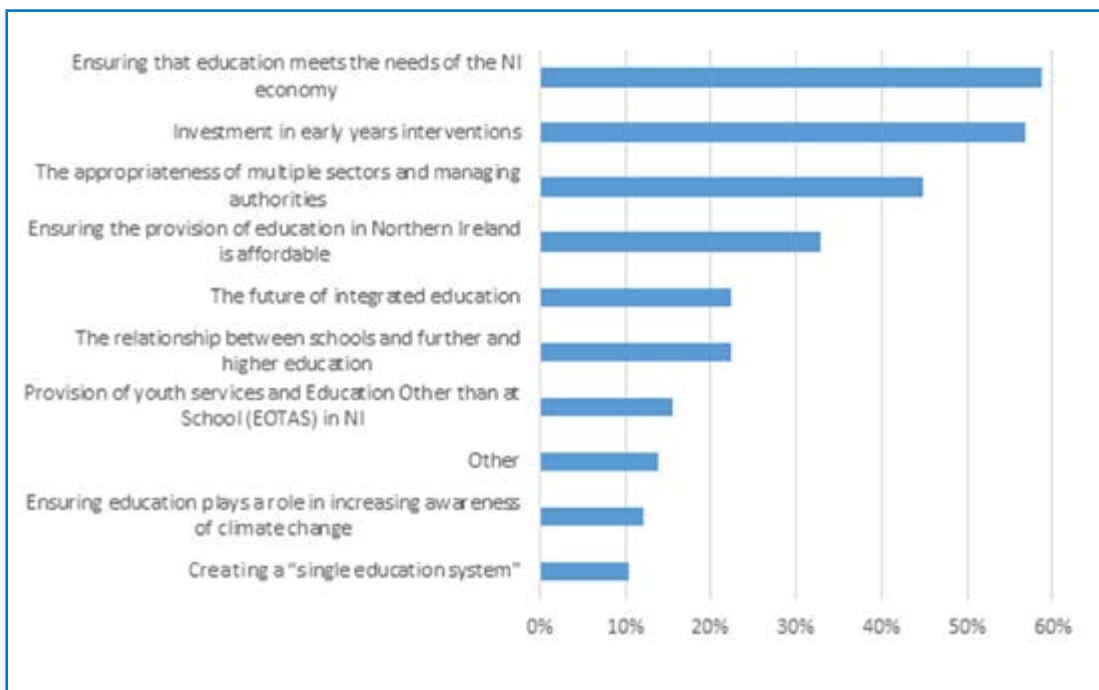


Figure 41 The system as a whole priorities selected by Others employed in education e.g. canteen assistant, cleaner, bus driver, classroom assistant (n=43)

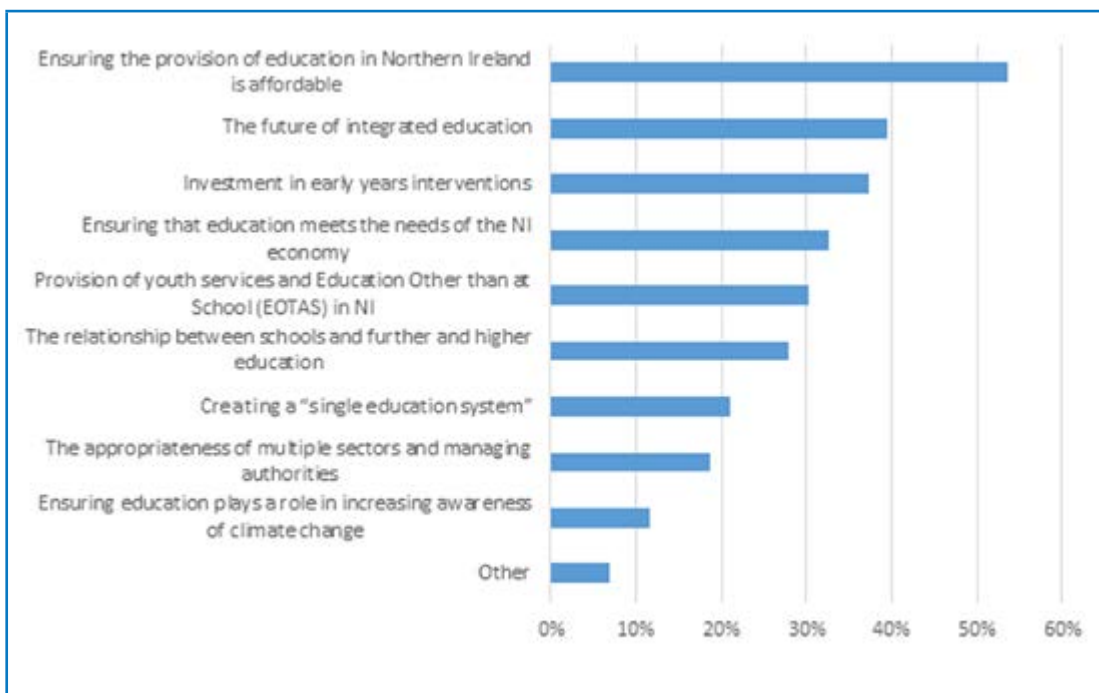


Figure 42 The system as a whole priorities selected by Other individuals (n=27)

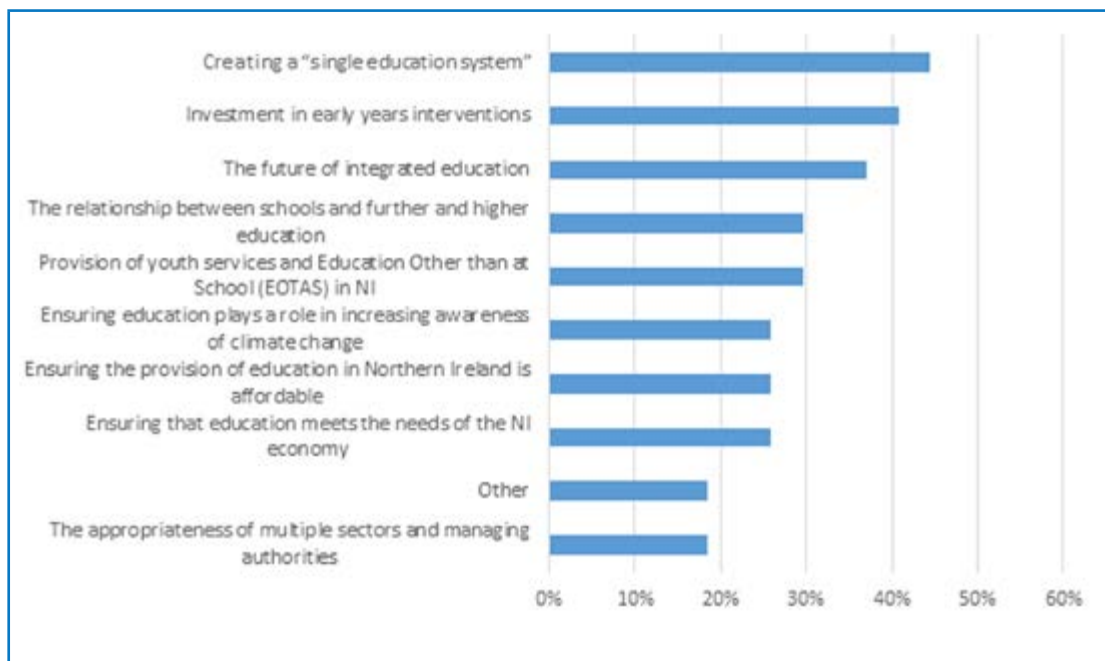


Figure 43 The system as a whole priorities selected by Students in college or university (n=26)

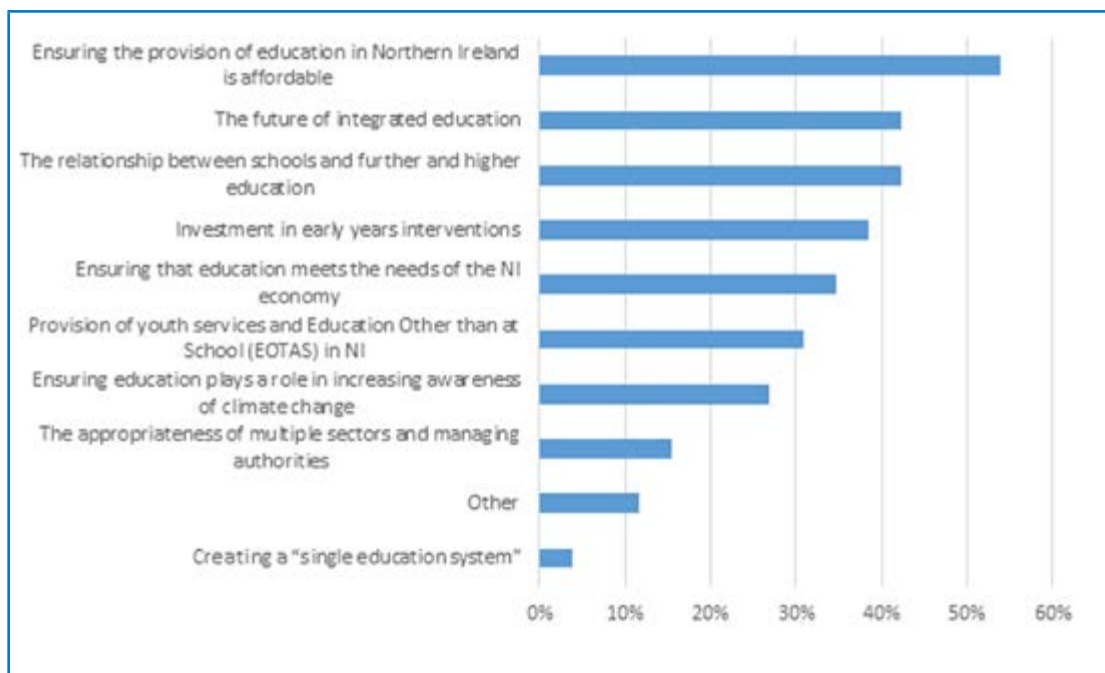
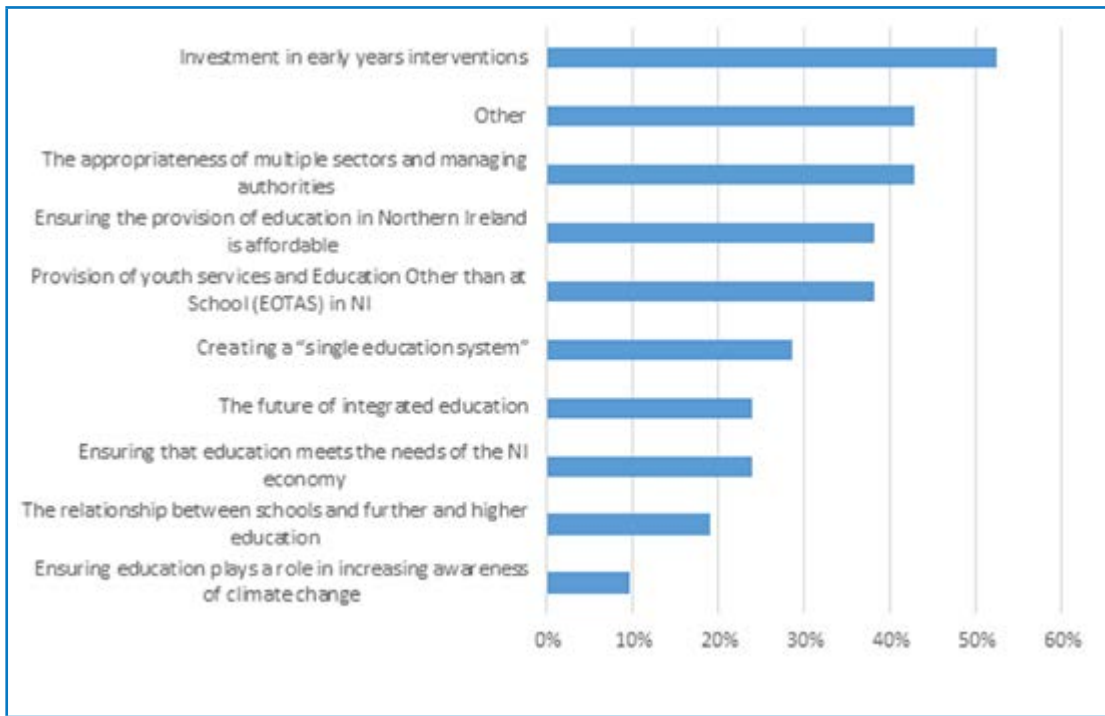


Figure 44 The system as a whole priorities selected by Charity, Community or Voluntary Organisations (n=21)



Other issues

91. 230 respondents raised issues not provided on pre-populated list. The recurring themes in these responses are illustrated in the word cloud below.

Figure 45 The system as a whole – other issues not listed



Stakeholder voice

92. Some quotes from the “Other issues not listed” part of the system as a whole section of the survey are noted below.

“We need to be outward looking instead of insular and learn from other countries when it comes to education. Yes, we have excellent academic results but much, much more needs to be done to tackle underachievement. The present educational system is not fit for purpose! No other country in Western Europe has academic selection. That is very telling!”

Parent or carer

“Integration between all schools essential. No more duplication. No more single religion schools. Offer decent ranges of subjects so all can reach their potential.”

Parent or carer

“Significant investment in the education of pupils with disabilities and special educational needs in mainstream classes. Inclusive education is supported by international research regarding the benefits of pupils with and without special educational needs. Significant investment in the provision of timely assessments by Educational Psychologists for pupils who are referred for assessment for special educational services.”

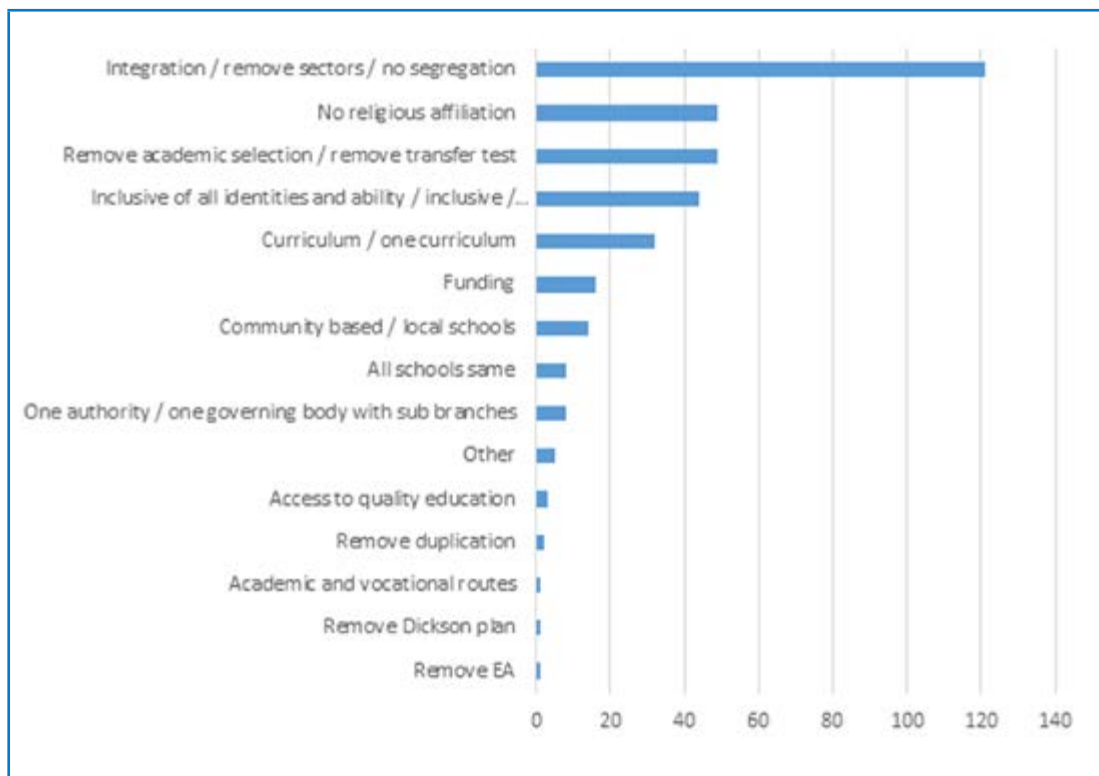
Teacher, lecturer, researcher or other education professional
(e.g. youth worker/practitioner, early years practitioner etc.)

Single System

93. As part of the question relating to priority matters within the **system as a whole** respondents were given an option to select “creating a ‘single education system’”. This is an issue specifically referenced in New Decade New Approach. Within the Review ToR the Panel is tasked with considering this issue and defining what a “single education system” means in practical terms.
94. A total of **334** respondents selected this issue as a priority issue (5th out of 9 issues). If respondents selected this issue they were asked to describe what a “single system” means to them.
95. Despite the fact that 334 respondents selected this as an issue there were 354 responses to the question regarding defining a single system.
96. Each of these responses was considered, analysed and coded – to identify recurring themes. This is illustrated in the table and figure below.

Key Recurring Quote/Themes	No. of Responses
Integration / remove sectors / no segregation	121
Remove academic selection / remove transfer test	49
No religious affiliation	49
Inclusive of all identities and ability / inclusive / diverse culture / celebrating all cultures	44
Curriculum / one curriculum	32
Funding	16
Community based / local schools	14
All schools same	8
One authority / one governing body with sub branches	8
Other (issues with 3 or fewer responses)	13
Total	354

Figure 46 What is meant by a single education system?



97. From this we can see that the overarching issue regarding a single education system is that of ‘Integration/Remove Sectors/No Segregation’ with 121 responses. This was followed by ‘Remove academic selection/remove transfer test’, ‘No religious affiliation’, and ‘Inclusive of all identities and ability/inclusive/diverse culture/celebrating all cultures’.

Quotes

‘A system of education made up of integrated, fully inclusive schools that are open to and suitable for all children regardless of their or their parents’ religion or belief. These schools would provide a broad and balanced curriculum in all subjects (including Religious Education and Relationships and Sexuality Education) that is objective, critical, and pluralistic and designed to cultivate open mindedness and an appreciation of shared values.’

Teacher, Lecturer, Researcher or other education professional answering on behalf of a school, college or other education body

'Having 3/4 different types of education is a huge strain on stretched resources. If people want a 'different' education for their children they should have to contribute financially to that. I want children to be educated together but it's more what happens at home that determines their outlook on life and division rather than at school that should be focussing on teaching!

Integrate cultures by including all religions in RE, offering Irish as a subject like other languages, offer Gaelic Games as PE choices and normalise the language around political choices.'

Parent or Carer

'Education should be integrated from commencement of nursery to completion of educational years, irrespective of whether this is primary, secondary, F.E. Or H.E. There should not be multiple teacher training provision. Rather than supporting various religious educational provision, resources could be more effectively and efficiently used, if society is to progress.'

Parent or Carer

'One fully integrated, non-selective, co-education system at second level for all pupils with one body responsible for running it - and one system for nursery & primary school where all children can be educated together. There are far too many bodies involved in education in NI - EA, CCMS, CSSCNI, DE, ETI etc all with CEOs etc - lots of duplication and empire building going on!'

Parent or Carer

'An education system that is not segregated on the basis of cultural or religious background, but consists of a heterogeneous student body. It should actively seek to redress the issue of social segregation between children and young people of different backgrounds in education and encourage mutual respect, understanding and co-operation.'

School Student

'A single education system would train teachers together, would capitalise on all the work already achieved in Integrated schools and shared education partnerships and would administer an Integrated, all-ability system through one education authority which would provide central services for all schools: legal; HR; finance; maintenance; transport etc. with a service ethos, enabling and supporting principals and staff in running their school.'

Member of a school or College Board of Governors

98. Responses to the question “What do you mean by a ‘single education system’” by respondent category are analysed in the tables below. It should be noted that some respondents made multiple points in their answers, and these have been counted separately, meaning that the total responses in the tables below will exceed 354.

Member of a School or College Board of Governors

Themes	No. of Responses
SEN/ All ability/Inclusive	6
Integration/Educate together	6
Integrated Teacher Training	5
Single Body/Authority	5
Collaboration	2
Remove academic selection	1

Member of General Public

Theme	No. of Responses
Integration/No Segregation/Together	18
Remove religion/Faith affiliation	8
Remove academic selection	7
Funding	3
Local	2

Not answered

Theme	No. of Responses
Integration	5
Governing body/Authority	2
Single Teacher Training	1
Curriculum	1

Other

Theme	No. of Responses
Single Education System	4
Remove academic selection	3
Integration	3
Single body	2
SEN	2
Collaboration	1
Equality	1

Other employed in education

Theme	No. of Responses
Single Sector	2
Academic Selection	2
Remove religion/Faith Affiliation	2
Equality	1
Collaboration	1
Integration	1

Parent or Carer

Theme	No. of Responses
Integration/Segregation	50
Religion/Faith Affiliation	32
Academic Selection	22
Inclusive/All Ability/Diverse/Culture	16
Single Sector	9
Curriculum	7
Local	5
Assessments/Exams/Testing	4
SEN/Dyslexia	3
Teacher training	2
Funding	1

School Pupil

Theme	No. of Responses
Integration/No segregation/Together	3
Governing Body	1
Single path	1

Student in College

Theme	No. of Responses
Integration	1

University Student

Theme	No. of Responses
Integration	1

Teacher, Lecturer, Researcher, or other education professional

Theme	No. of Responses
Integration/No segregation/Educate together	33
Religion/Faith Affiliation	27
Academic Selection	25
Funding	10
Inclusive/All Ability/Diverse/Culture	10
Local/Community	5
Subjects	5
SEN	4
Single body/Establishment/Authority	4
Curriculum	3
FE/HE	3
Resources	2
Dickson	1

99. The word cloud below illustrate recurring words used when answering this question.

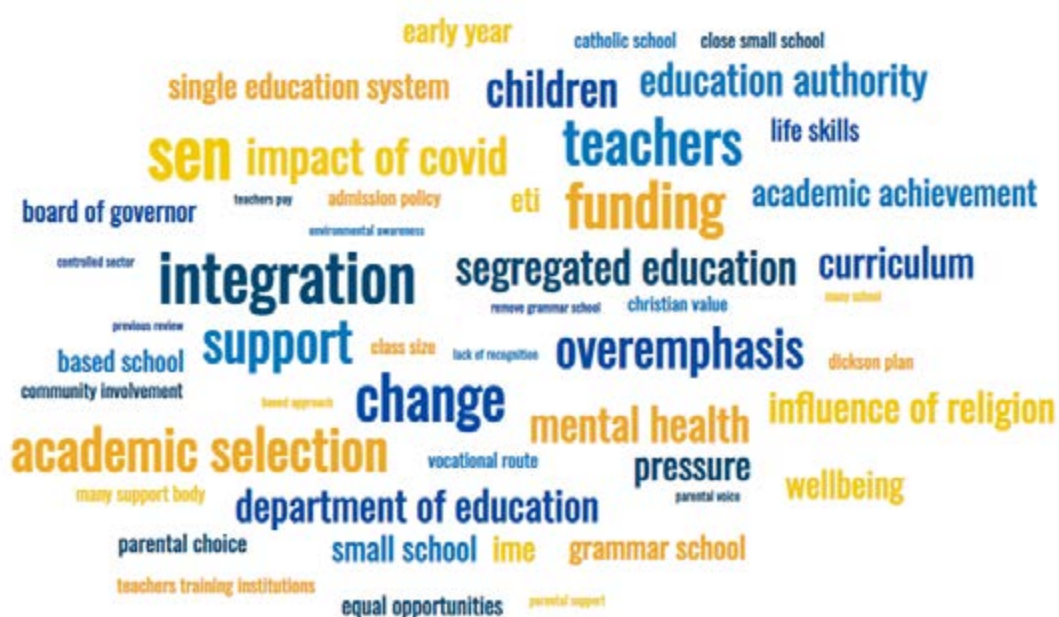


Other issues

100. Respondents were asked if there was anything else they would like to add. A total of 628 respondents provided further information. The issues repeated points that were raised elsewhere in the survey and are illustrated as a word cloud below. The main responses were in relation to:

- SEN (raised 61 times);
- Integration (52 times);
- Need for change (36 times);
- Funding (35 times); and
- Teachers (33 times).

Figure 47 Word cloud - “Is there anything else you would like to say?”



CYP Survey

101. A children's version of the survey ran concurrently to the full version. It asked three questions.
- What do you like best about school? (Strengths)
 - What do you like least about school? (Weaknesses)
 - What would you change about school? (Change)
102. Respondents were also able to provide further comments (anything else). A total of 98 people responded.
103. The responses were considered, analysed and coded. The results were as follows - the tables show the % of respondents who mentioned a particular theme. Some respondents included more than one topic and therefore the total will either exceed or fall short of 100%.
104. For each question, the answers are presented in the form of a table and word cloud. For some questions there were a wide range of different answers provided.

What do you like best about school?

What do you like best about school? (96 answered)		
Friends / relationships	n 61	63.5%
Play / PE / Sports	n 29	30.2%
Learning	n 16	16.7%
Teachers	n 12	12.5%



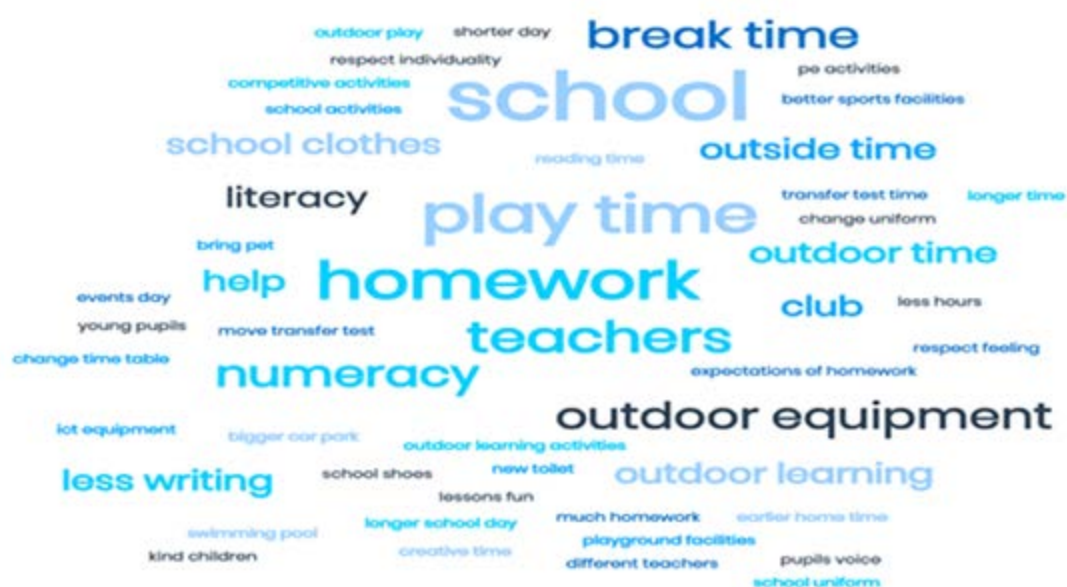
What is the worst thing about school?

What is the worst thing about school? (74 answered)		
Homework / play	n 34	45.9%
Behaviour (student and teacher)	n 15	20.3%
Lack of outdoor equipment	n 6	8.1%



What would you change about school?

What would you change about school? (82 answered)		
More play time / outdoor time / outdoor facilities	n 29	35.4%
School starting / finishing time / more break / lunch time	n 9	11.0%
Too much homework	n 8	10.0%



Anything else to say?

Anything else to say? (39 answered)		
More event days, support, outdoor equipment, feedback, basic skills	n 11	28.2%
Lack of support e.g. learning, SEN, from teachers	n 6	15.4%
Less homework	n 3	7.7%
Good teachers	n 3	7.7%



SURVEY ANALYSIS

