



Children's and Young People's Communication Skills in Bradford 2015: Evidence from seven schools

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2016

Words for life

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Suggested reference for this report is: Teravainen, A. (2016). Children's and Young People's Communication Skills in Bradford 2015: Evidence from seven schools. London: National Literacy Trust.

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Acknowledgements

We would like to thank the pupils and staff at the following schools without whom this study would not have been possible:

Dixons Allerton Academy, Dixons Marchbank Primary School, Hanson Academy, Low Moor CofE Primary School, Newby Primary School, Oakbank School, Rainbow Primary School.

Table of contents

Acknowledgements	3
Table of contents	4
Tables and figures	5
Introduction	7
Description of the 2015 Bradford sample	8
Statistical information	8
Summary of key findings	9
Speaking and listening in our Bradford sample in 2015	9
A closer look at KS2	9
A closer look at KS3	9
Gender	10
Socioeconomic background	10
EAL background	10
National and regional comparison	10
A closer look at White and Pakistani pupils	11
White boys vs. Pakistani boys	11
White FSM pupils vs. Pakistani FSM pupils	11
What next?	11
Speaking and listening in our Bradford sample in 2015	12
A closer look at Key Stage 2: 2014 and 2015 comparisons	14
A closer look at Key Stage 3	15
General findings	15
Gender differences	16
Differences by socioeconomic background	17
EAL background	18
KS3: National and regional comparisons	18
A closer look at White and Pakistani pupils	19
Opportunities for improvement	19
2015 Data tables	20
KS2 Communication skills tables	21
KS3 Communication skills tables	24
White and Pakistani pupils' communication skills tables	30

Tables and figures

Figure 1: Attitudes towards communication skills in the Bradford sample, Yorkshire and Humber and the national sample	12
Figure 2: Communication confidence in the Bradford sample, Yorkshire and Humber and the national sample	13
Figure 3: KS2 pupils' attitudes towards communication skills in 2014 and 2015	14
Figure 4: KS3 pupils' attitudes towards communication skills	15
Figure 5: KS3 pupils' communication confidence.....	16
Figure 6: Attitudes towards communication skills by KS3 gender	17

Table 1: KS2 pupils' perceptions of what are good communication skills in 2014 and 2015	21
Table 2.1: Attitudes towards communication skills in 2014 and 2015 by KS2 pupils – I spend more time online and watching TV than I spend speaking to my family	21
Table 2.2: Attitudes towards communication skills in 2014 and 2015 by KS2 pupils – Communicating online or by text gives me the confidence to say things I wouldn't say face-to-face	21
Table 2.3: Attitudes towards communication skills in 2014 and 2015 by KS2 pupils – Communication skills are some of the most important skills to have.....	21
Table 2.4: Attitudes towards communication skills in 2014 and 2015 by KS2 pupils – Good communication skills give me more confidence in social situations	22
Table 2.5: Attitudes towards communication skills in 2014 and 2015 by KS2 pupils – Good communication skills are important to get a job	22
Table 2.6: Attitudes towards communication skills in 2014 and 2015 by KS2 pupils – People often take good communication skills for granted	22
Table 2.7: Attitudes towards communication skills in 2014 and 2015 by KS2 pupils – People judge you by the words and phrases you use.....	22
Table 3.1: Communication confidence in 2014 and 2015 by KS2 pupils – Joining in class discussions.....	22
Table 3.2: Communication confidence in 2014 and 2015 by KS2 pupils – Speaking in front of a group.....	23
Table 3.3: Communication confidence in 2014 and 2015 by KS2 pupils – Working in a team	23
Table 4: Which of the following skills do you think is the MOST important to succeed in life?	23
Table 5: KS3 pupils' perceptions of what are good communication skills in 2015	24
Table 6.1: Attitudes towards communication skills in 2015 by KS3 pupils – I spend more time online and watching TV than I spend speaking to my family	24
Table 6.2: Attitudes towards communication skills in 2015 by KS3 pupils – Communicating online or by text gives me the confidence to say things I wouldn't say face-to-face	25
Table 6.3: Attitudes towards communication skills in 2015 by KS3 pupils – Good communication skills are some of the most important skills to have	25
Table 6.4: Attitudes towards communication skills in 2015 by KS3 pupils – Good communication skills give me more confidence in social situations	26
Table 6.5: Attitudes towards communication skills in 2015 by KS3 pupils – Good communication skills are important to get a job	26
Table 6.6: Attitudes towards communication skills in 2015 by KS3 pupils – People often take good communication skills for granted.....	27
Table 6.7: Attitudes towards communication skills in 2015 by KS3 pupils – People judge you by the words and phrases you use.....	27
Table 7.1: Communication confidence in 2015 by KS3 pupils – Joining in class discussions.....	28
Table 7.2: Communication confidence in 2015 by KS3 pupils – Speaking in front of a group	28
Table 7.3: Communication confidence in 2015 by KS3 pupils – Working in a team	29

Table 8: Which of the following skills do you think is the MOST important to succeed in life?	29
Table 9: White and Pakistani pupils' perceptions of what are good communication skills in 2015..	30
Table 10.1: Attitudes towards communication skills in 2015 by White and Pakistani pupils – I spend more time online and watching TV than I spend speaking to my family.....	30
Table 10.2: Attitudes towards communication skills in 2015 by White and Pakistani pupils – Communicating online or by text gives me the confidence to say things I wouldn't say face-to-face	30
Table 10.3: Attitudes towards communication skills in 2015 by White and Pakistani pupils – Good communication skills are some of the most important skills to have	31
Table 10.4: Attitudes towards communication skills in 2015 by White and Pakistani pupils – Good communication skills give me more confidence in social situations	31
Table 10.5: Attitudes towards communication skills in 2015 by White and Pakistani pupils – Good communication skills are important to get a job.....	31
Table 10.6: Attitudes towards communication skills in 2015 by White and Pakistani pupils – People often take good communication skills for granted	32
Table 10.7: Attitudes towards communication skills in 2015 by White and Pakistani pupils – People judge you by the words and phrases you use	32
Table 11.1: Communication confidence in 2015 by White and Pakistani pupils – Joining in class discussions.....	32
Table 11.2: Communication confidence in 2015 by White and Pakistani pupils – Speaking in front of a group.....	32
Table 11.3: Communication confidence in 2015 by White and Pakistani pupils – Working in a team.....	33
Table 12: Which of the following skills do you think is the MOST important to succeed in life?	33

Introduction

The National Literacy Trust Hub in Bradford launched in October 2014 with the Bradford Literacy Campaign to create long-term change in areas of the district where low levels of literacy are entrenched, intergenerational and seriously impacting on people's lives. The Hub enables Bradford's public services to work together in new ways with a wide range of local and national partners including voluntary and community groups, businesses, health, education and cultural organisations to develop literacy support for specific target audiences as well as the wider community. Following an audit and consultation process to identify the greatest unmet need, a range of programmes, events and activities are being delivered aimed at teenage boys, dads and male carers and children with English as an additional language to raise literacy levels and to improve their life chances, employability and well-being. Writing levels, confidence and attitudes among teenage boys are a major focus of the Hub's work.

Some examples of the work in the Hub include encouraging reading for enjoyment through local campaigns and events such as the annual Reading Parade in Girlington, and encouraging barbers to have children read to them as they get a haircut. The Hub also recruits volunteer dads and male carers from the community to become 'Parent Champions', who support their own children's literacy and also encourage other dads and male carers to take a more active role in their children's development. The Hub works with local role models in Bradford FC, Bradford Bulls, Yorkshire Cricket Club and local boxing star, Tasif Khan, to tap into the motivational power of sports and advocates the importance of literacy via school visits, events and a Father's Day 'reading selfie' campaign. The Hub has also developed poetry programmes and resources, organised visits from local poets and launched poetry writing competitions to improve attitudes to writing and raise confidence in performing written work. Competition winners have the opportunity to see their work published in the local paper and displayed on buses. In addition, the National Literacy Trust's Premier League Reading Stars programme runs in primary and secondary schools to improve attitudes to reading among boys through the motivational power of football.

The purpose of this report is to give an overview of communication skills in our Bradford sample after one year as a National Literacy Trust Hub. The report presents information about what children and young people think are good communication skills, how confident they are in their communication skills and how they feel about them. The report is divided into four main sections:

- The first part outlines attitudes towards communication skills and communication confidence in our Bradford sample as a whole and compares these to those found in regional and national samples.
- The second part compares Key Stage 2 (KS2; aged 8 to 11) pupils' communication skills in 2014 and 2015.
- The third part outlines information about Key Stage 3 (KS3; aged 11 to 14) pupils' communication skills in general and differences by gender, socioeconomic background and EAL background. Comparisons of KS3 data between 2014 and 2015 were not possible due to the almost non-existent number of respondents in this age group in 2014. This section also compares KS3 pupils in the Bradford sample with their peers in the governmental region of Yorkshire and Humber and the wider national sample.
- Finally, the report outlines differences based on ethnic background, more specifically differences between free school meal (FSM) pupils and boys from White backgrounds and Pakistani backgrounds. This section combines information from all pupils who took part in 2015.

The report shows that children's attitudes towards communication skills and their communication confidence have remained stable between 2014 and 2015. Moreover, KS3 pupils are generally confident communicators and have positive attitudes towards communication skills. While gender differences appear in terms of communication skills, very few differences appear in terms of socioeconomic, EAL and ethnic background.

Description of the 2015 Bradford sample

1,172 pupils from seven schools within the Bradford local authority participated in the National Literacy Trust's literacy survey in October/November 2015. Most participants in the sample are KS3 pupils (aged 11 to 14; N= 903), followed by KS2 (aged 8 to 11; N= 130) and KS5 pupils (aged 16 +; N= 126). The sample also included a few KS4 pupils (aged 14-16; N= 13).

Please note that because of the relatively low number of participants and schools, it might not be possible to generalise the results presented in this report for the area as a whole.

Statistical information

We report the findings from statistical analyses in footnotes. Most of our data is ordinal and not normally distributed, i.e. it is skewed in one direction. We therefore mostly, but not exclusively, use non-parametric analyses. Where possible, we also report relevant effect sizes.

As part of the statistical analyses we report whether or not a finding is 'statistically significant'. If a difference or relationship is statistically significant then the likelihood is not more than 1 in 20 (5%, using the 0.05 p-value) that it would happen by chance. We can therefore be relatively confident that it is meaningful. Please note that for comparisons with the larger national sample, we use a more stringent significance level of 0.001.

Summary of key findings

Speaking and listening in our Bradford sample in 2015

- Children and young people in our Bradford sample have positive attitudes towards communication skills. For example, 8 in 10 (79.2%) agree that good communication skills are some of the most important skills to have. However, nearly 3 in 10 (28.4%) also agree that they spend more time online or watching TV than speaking to their family.
 - There are no significant difference in attitudes towards communication skills in the Bradford sample, Yorkshire and Humber and the wider national sample.
- Children and young people in the Bradford sample are generally confident in their communication skills. For example, 70.6% feel confident to join in a class discussion. However, they are less confident in speaking in front of a group (57.1%).
 - There are no differences in communication confidence in our Bradford sample, the wider national sample and the region.
- Most children and young people in the Bradford sample feel that the most important skills to succeed in life are speaking (29.3%) and listening (23.5%).
 - There are no differences between children and young people in the Bradford sample and the national sample in what they think is the most important skill to succeed in life; however, children and young people differ from their peers in the rest of Yorkshire and Humber. For example, more children and young people in our Bradford sample think that the most important skill to succeed in life is reading (12.4% vs. 9.8%).

A closer look at KS2

- There were no differences between KS2 pupils (aged 8 to 11) between 2014 and 2015 in their attitudes towards communication skills and their communication confidence.
- Two differences appear between KS2 pupils in 2014 and 2015. More KS2 pupils in 2014 felt that having good communication skills means being good at ICT (56.5% vs. 32.3%). In addition, more KS2 pupils in 2014 felt that being good at maths (32.7% vs. 20.0%) and ICT (13.0% vs. 5.5%) are the most important skills to succeed in life whereas more KS2 pupils in 2015 felt that speaking (28.2% vs. 15.5%) and listening (25.5% vs. 15.1%) are the most important skills.

A closer look at KS3

- KS3 pupils (aged 11 to 14) think that having good communication skills means being good at listening (77.2%), being good at talking (72.3%) and being good at reading (41.3%).
- Overall, KS3 pupils have positive attitudes towards communication skills. For example, 85.2% agree that good communication skills are important for getting a job and 74.4% agree that good communication skills give them confidence in social situations. However, over a quarter (27.5%) also agree that they spend more time online and watching TV than speaking to their family.
- KS3 pupils are quite confident in working in a team (83.3%) and joining in class discussions (68.5%). Just over half (56.2%) are confident in speaking in front of a group.

- KS3 pupils feel that the most important skills to succeed in life are speaking (28.6%), maths (21.7%) and listening (20.7%).

Gender

- Boys and girls differ in what they think are good communication skills. More girls than boys feel that having good communication means being good at listening (80.9% vs. 74.7%), while more boys feel that good communication skills are being good at writing (39.2% vs. 32.7%) and being good at ICT (24.5% vs. 16.4%).
- Boys have better attitudes than girls towards communication skills. For example, more boys agree that good communication skills give them more confidence in social situations (75.3% vs. 73.6%).
- KS3 boys are more confident in their communication skills. For example, 75.0% of them are confident joining in class discussions compared with 60.6% of girls.
- KS3 boys and girls differ significantly in what they think is the most important skill to succeed in life. More boys than girls think that maths (26.0% vs. 16.4%) and ICT (10.2% vs. 4.6%) are the most important skills while more girls think that speaking is the most important skill (32.0% vs. 26.2%).

Socioeconomic background

- There were no differences in pupils' attitudes towards communication skills and their communication confidence based on their socioeconomic background.
- The only difference between young people based on their socioeconomic background is in terms of what young people think are good communication skills. More FSM pupils feel that having good communication skills means being good at writing (45.5% vs. 34.6%), reading (47.1% vs. 39.1%) and ICT (27.7% vs. 18.6%).

EAL background

- There were no differences between EAL and non-EAL pupils in their attitudes towards communication skills and communication confidence.
- The only difference between EAL and non-EAL pupils appears in terms of what young people consider to be good communication skills. More EAL pupils feel that good communication skills are being good at writing (45.5% vs. 34.6%) and reading (47.1% vs. 39.1%).

National and regional comparison

- KS3 pupils in Yorkshire and Humber have more positive attitudes towards communication skills compared with their peers in the Bradford sample. For example, more agree that good communication skills give them more confidence in social situations (84.9% vs. 74.5%). There is no difference in attitudes between KS3 pupils in the Bradford sample and the national sample.
- KS3 pupils in our Bradford sample do not differ from the pupils in the wider national sample or the rest of the region in their communication confidence.
- More KS3 pupils in our Bradford sample feel that reading (12.5% vs. 6.8%) and maths (21.9% vs. 16.0%) are the most important skills while KS3 pupils in Yorkshire and

Humber feel that the most important skills to succeed in life are speaking (38.1% vs. 28.6%) and listening (28.5% vs. 20.6%). There is no difference between KS3 pupils in the Bradford sample and the national sample in what they see as the most important skills to succeed in life.

A closer look at White and Pakistani pupils

White boys vs. Pakistani boys

- There is no difference between boys from White and Pakistani ethnic backgrounds in what they consider to be good communication skills, their attitudes towards them, their communication confidence or what they see as the most important skill to succeed in life.

White FSM pupils vs. Pakistani FSM pupils

- More FSM pupils from a Pakistani background than a White background feel that having good communication skills means being good at writing (52.5% vs. 39.3%) and reading (54.1% vs. 41.6%).
- There is no difference between FSM pupils from White and Pakistani backgrounds in their attitudes towards communication skills or their communication confidence.
- More pupils from a Pakistani background feel that speaking is the most important skill to succeed in life (33.3% vs. 19.5%) while more FSM pupils from a White background feel that listening is the most important (25.3% vs. 15.0%).

What next?

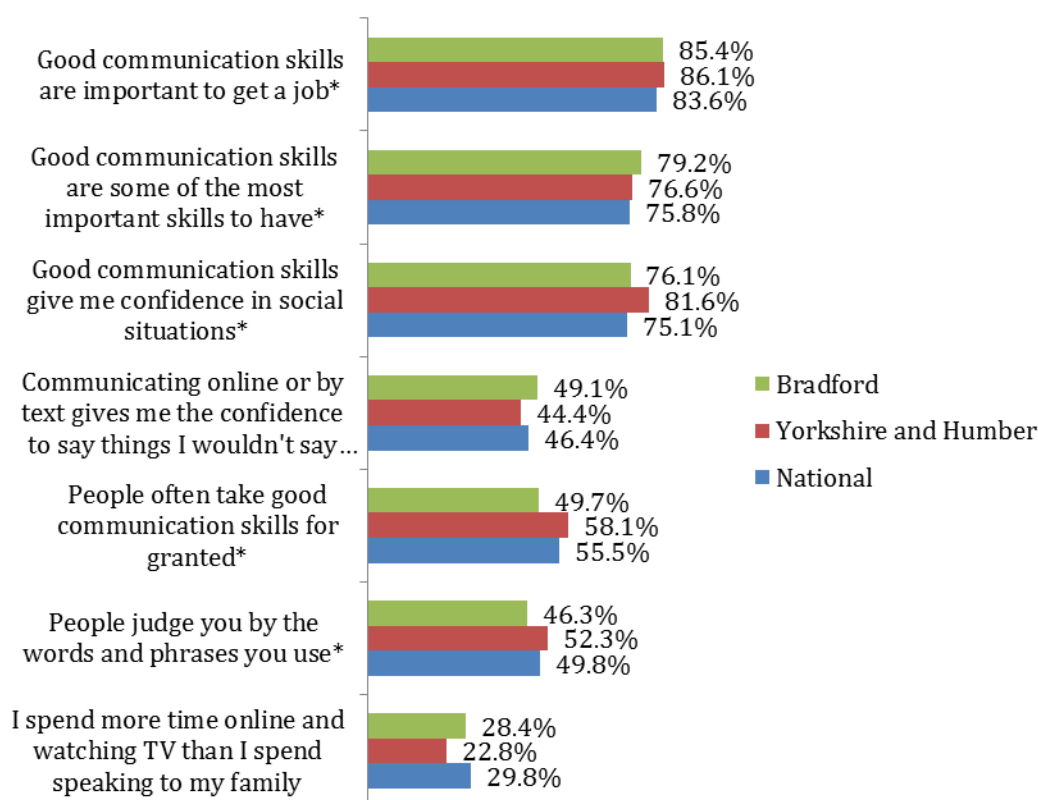
- Focus on communication confidence among KS3 pupils and girls.

Speaking and listening in our Bradford sample in 2015

Children and young people in our Bradford sample have generally positive attitudes towards communication skills. For example, 8 in 10 (79.2%) agree that good communication skills are some of the most important skills to have and 85.4% agree that good communication skills are important to get a job. However, over a quarter (28.4%) also agree that they spend more time online or watching TV than speaking to their family.

There are no significant differences in attitudes towards communication skills in the Bradford sample, the wider national sample and Yorkshire and Humber^{1 2}. **Figure 1** illustrates agreement in percentages to each attitudinal item by children and young people in the Bradford sample, national and regional samples and shows that attitudes towards communication skills are relatively similar across the samples.

Figure 1: Attitudes towards communication skills in the Bradford sample, Yorkshire and Humber and the national sample



*item included in the scale

Children and young people in our Bradford sample are generally confident in their communication skills. 84.2% feel confident working in a team and 7 in 10 (70.6%) are confident

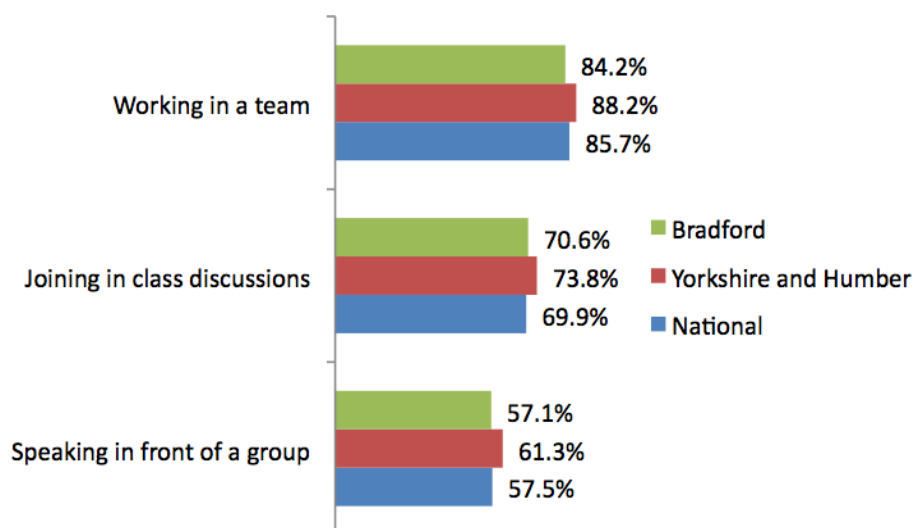
¹ Bradford-national: $p = .546$; Bradford-Yorkshire and Humber: $p = .171$

² A principal component analysis with direct oblimin rotation showed that the 7 attitudinal items loaded on 2 factors. However, when items were combined into scales to reflect those factors, combining 6 attitudinal items resulted in the most acceptable Cronbach alpha (.763). Therefore the items included in the scale are: Communicating online or by text gives me confidence to say things I wouldn't say face-to-face; Good communication skills are some of the most important skills to have; Good communication skills give me confidence in social situations; Good communication skills are important to get a job; People often take good communication skills for granted; and People judge you by the words and phrases you use).

joining in a class discussion. However, they are less confident in speaking in front of a group (57.1%).

There are no significant differences in communication confidence between the Bradford, national and regional samples³ ⁴. **Figure 2** compares children's and young people's communication confidence in the Bradford sample, the wider national sample and the region in percentages and shows that children and young people across the samples differ only marginally in their communication confidence.

Figure 2: Communication confidence in the Bradford sample, Yorkshire and Humber and the national sample



Most children and young people in the Bradford sample feel that the most important skill to succeed in life is speaking (29.3%) followed by listening (23.5%) and maths (19.7%).

Children and young people in our Bradford sample do not differ from their peers in the national sample in what they think is the most important skill to succeed in life⁵, however they differ significantly from the regional sample⁶. For example, more children and young people in our Bradford sample feel that the most important skills are reading (12.4% vs. 9.8%) and ICT (7.2% vs. 4.7%). On the other hand, more children and young people in Yorkshire and Humber think the most important skill to succeed in life is speaking (34.3% vs. 29.3%).

³ Bradford-national: $p = .886$; Bradford-Yorkshire and Humber: $p = .148$

⁴ A principal component analysis with direct oblimin rotation showed that the 3 confidence items loaded on 1 factor. Therefore, a scale of 3 items was created for communication confidence (joining in class discussions, speaking in front of a group and working in a team) (Cronbach's alpha = .796).

⁵ $p = .296$

⁶ $\chi^2(5, N = 2,003) = 16.328, p = .006$; Cramer's $V = .090$

A closer look at Key Stage 2: 2014 and 2015 comparisons

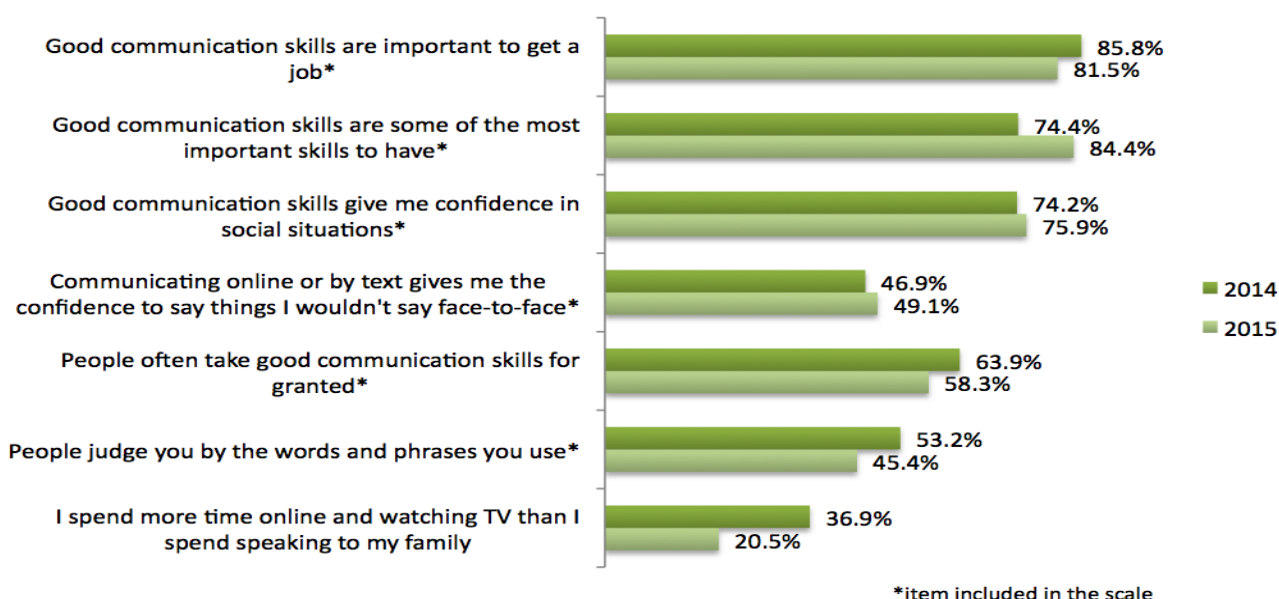
This section compares data from KS2 pupils (aged 8 to 11) in 2014 (N = 313) and 2015 (N = 130). Due to the small sample size in each group, the results should be interpreted with caution. This section shows that there are very few differences between KS2 pupils in 2014 and 2015, namely what they consider to be the most important skill to succeed in life.

The KS2 samples in 2014 and 2015 contain more girls than boys (2014: girls: 54.6%; boys: 45.4%; 2015: girls 51.2%; boys 48.8%); however, the percentage in the samples is not significantly different⁷. The 2014 sample includes significantly more FSM and EAL pupils than the 2015 sample⁸ (2014 FSM: 39.2% vs. 2015 FSM: 26.3%; 2014 EAL: 72.1% vs. 2015 EAL: 58.7%).

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There is no difference in KS2 pupils' attitudes towards communication skills or communication confidence between 2014 and 2015<sup>9 10</sup>. **Figure 3** shows agreement to attitudinal items in percentages by KS2 pupils in 2014 and 2015. It shows that only minor differences occur between the years. A notable exception is agreement with the statement "I spend more time online and watching TV than I spend speaking to my family" with fewer children in 2015 agreeing with the statement (20.5% vs. 36.9%).

**Figure 3: KS2 pupils' attitudes towards communication skills in 2014 and 2015**



KS2 pupils in 2014 and 2015 have a different idea of what are the most important skills to succeed in life. While more pupils in 2014 felt that the most important are being good at maths (32.7% vs. 20.0%) and ICT (13.0% vs. 5.5%), more pupils in 2015 felt that the most important skills to succeed in life are speaking (28.2% vs. 15.5%) and listening (25.5% vs. 15.1%)<sup>11</sup>.

<sup>7</sup>  $\chi^2 (1, N=431) = .406, p = .524; \Phi = -.031$

<sup>8</sup> FSM:  $\chi^2 (1, N=379) = 5.830, p = .016, \Phi = .124$ ; EAL:  $\chi^2 (1, N=391) = 6.964, p = .008, \Phi = .133$

<sup>9</sup> A principal component analysis with direct oblimin rotation showed that the 7 attitudinal items loaded on 2 factors. However, when items were combined into scales to reflect those factors, combining 6 attitudinal items resulted in the most acceptable Cronbach alpha (.732). Therefore the items included in the scale are: Communicating online or by text gives me confidence to say things I wouldn't say face-to-face; Good communication skills are some of the most important skills to have; Good communication skills give me confidence in social situations; Good communication skills are important to get a job; People often take good communication skills for granted; and People judge you by the words and phrases you use).

<sup>10</sup> Attitudes:  $p = .404$ ; confidence:  $p = .701$

<sup>11</sup>  $\chi^2 (5, N = 394) = 22.326, p = .000$ ; Cramer's V = .238



## A closer look at Key Stage 3

This section presents both general results from 2015 for KS3 pupils (N= 903) and broken down by demographic background. The results show that KS3 pupils have generally positive attitudes towards communication skills and that they are generally confident. Boys appear to be more confident and have more positive attitudes towards communication skills. Only a couple of differences in communication skills were found based on EAL and socioeconomic background.

The KS3 sample includes more boys than girls (boys: 55.8%; girls: 44.2%). 24.1% of the pupils reported that they receive FSMs (compared with 14.9% nationally<sup>12</sup>). The majority of young people come from a White background (49.4%), with 42.9% from an Asian background, 6.6% from a mixed ethnic background and 1.1% from a Black background. Overall, 40.5% of young people from the Bradford sample say that they speak a language other than English at home.

### General findings

When asked what they consider to be good communication skills, most KS3 pupils say being good at listening (77.2%) followed by being good at talking (72.3%) and being good at reading (41.3%).

Overall, young people have positive attitudes towards communication skills (see **Figure 4**). Most agree that good communication skills are important for getting a job (85.2%) and that communication skills are some of the most important skills to have (76.8%). In addition, 74.4% agree that good communication skills give them confidence in social situations. However, over a quarter (27.5%) agree that they spend more time online and watching TV than speaking to their family.

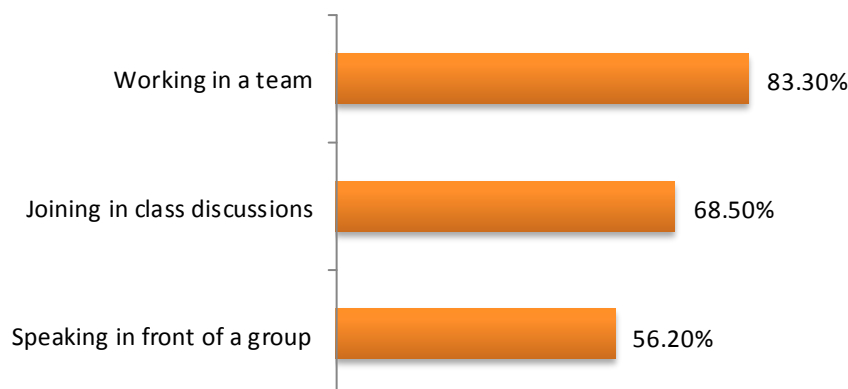
**Figure 4: KS3 pupils' attitudes towards communication skills**



<sup>12</sup> % of pupils aged 11 to 15 known to be eligible and claiming free school meals in state-funded secondary schools. Department for Education (2015). *Schools, pupils and their characteristics: January 2015*. Retrieved from <https://www.gov.uk/government/statistics/schools-pupils-and-their-characteristics-january-2015>

Young people are quite confident in working in a team (83.3%) and joining in class discussions (68.5%). However, just over half (56.2%) are confident speaking in front of a group.

**Figure 5: KS3 pupils' communication confidence**



When asked what is the most important skill to succeed in life, KS3 pupils most commonly say speaking (28.6%) followed by maths (21.7%) and listening (20.7%).

## Gender differences

Boys and girls differ in what they think are good communication skills. More girls than boys feel that having good communication skills means being good at listening (80.9% vs. 74.7%)<sup>13</sup> while more boys feel that being good at writing (39.2% vs. 32.7%) and being good at ICT (24.5% vs. 16.4%)<sup>14</sup> are good communication skills.

Boys have more positive attitudes towards communication skills (see **Figure 6**)<sup>15 16</sup>. For example, more boys agree that good communication skills give them more confidence in social situations (75.3% vs. 73.6%) and that people often take good communication skills for granted (52.3% vs. 42.3%).

<sup>13</sup> Listening:  $\chi^2(1, N=899)=4.804, p=.028$ ;  $\Phi=-.073$ ;

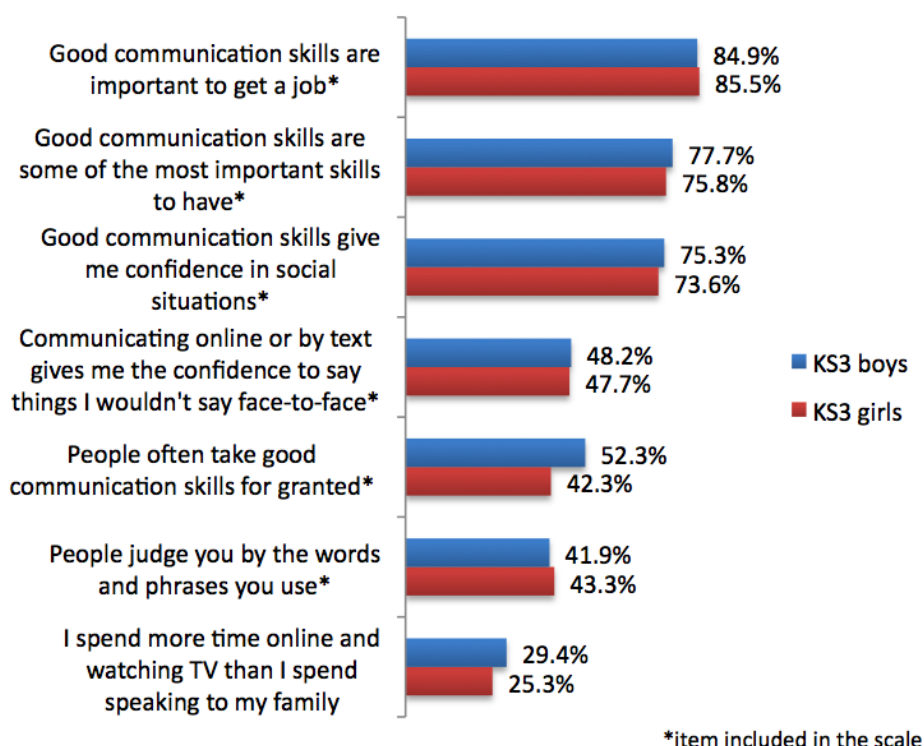
<sup>14</sup> Writing:  $\chi^2(1, N=899)=.4044, p=.044$ ;  $\Phi=.067$ ; ICT:  $\chi^2(1, N=899)=8.858, p=.003$ ;  $\Phi=.099$

<sup>15</sup> A principal component analysis with direct oblimin rotation showed that the 7 attitudinal items loaded on 2 factors. However, when items were combined into scales to reflect those factors, combining 6 attitudinal items resulted in the most acceptable Cronbach alpha (.727). Therefore the items included in the scale are: Communicating online or by text gives me confidence to say things I wouldn't say face-to-face; Good communication skills are some of the most important skills to have; Good communication skills give me confidence in social situations; Good communication skills are important to get a job; People often take good communication skills for granted; and People judge you by the words and phrases you use).

<sup>16</sup> Boys:  $M=2.50, SD=1.01$ ; girls:  $M=2.67, SD=1.05$ ;  $t(801)=-2.367, p=.018$ , Cohen's  $d=.17$



**Figure 6: Attitudes towards communication skills by KS3 gender**



KS3 boys are more confident in their communication skills<sup>17 18</sup>. For example, 75.0% of them are confident joining in class discussions compared with 60.6% of girls and 64.6% are confident speaking in front of a group compared with 45.8% of girls.

KS3 boys and girls also differ significantly in what they think is the most important skill to succeed in life<sup>19</sup>. More boys than girls think that the most important skills are maths (26.0% vs. 16.4%) and ICT (10.2% vs. 4.6%) whereas more girls think that the most important skill is speaking (32.0% vs. 26.2%).

### Differences by socioeconomic background<sup>20</sup>

The only difference between young people based on their socioeconomic background is in what young people consider to be good communication skills. More FSM pupils feel that having good communication skills means being good at writing (45.5% vs. 34.6%), being good at reading (47.1% vs. 39.1%) and being good at ICT (27.7% vs. 18.6%).

KS3 pupils don't differ in their attitudes towards communication skills, in their communication confidence based on their socioeconomic background or in what they see as the most important skill to succeed in life<sup>21</sup>.

<sup>17</sup> A principal component analysis with direct oblimin rotation showed that the 3 confidence items loaded on 1 factor. Therefore, a scale of 3 items was created for communication confidence (joining in class discussions, speaking in front of a group and working in a team) (Cronbach's alpha= .754).

<sup>18</sup> Boys: M= 1.92, SD= .723; girls: M= 2.19, SD= .742; t(794)= -5.219, p= .000, Cohen's d= .37

<sup>19</sup>  $\chi^2(5, N= 790)= 22.316, p= .000$ , Cramer's V= .168

<sup>20</sup> Using FSM uptake as a proxy

<sup>21</sup> Attitudes: p= .082; confidence: p= .312; most important skill to succeed in life: p= .319

## EAL background

The only difference between pupils who do and do not speak a language other than English at home (EAL and non-EAL pupils) appears in what they consider to be good communication skills. More EAL pupils feel that good communication skills are being good at writing (45.5% vs. 34.6%) and reading (47.1% vs. 39.1%)<sup>22</sup>.

EAL and non-EAL pupils do not differ in their attitudes towards communication skills, their communication confidence or in what they see as the most important skill to succeed in life<sup>23</sup>.

## KS3: National and regional comparisons

There is no difference between KS3 pupils in our Bradford sample and the national sample in their attitudes towards communication skills<sup>24 25</sup>; however, KS3 pupils in Yorkshire and Humber have more positive attitudes towards communication skills<sup>26</sup>. For example, more of them agree that having good communication skills gives them more confidence in social situations (84.9% vs. 74.5%), good communication skills are important to get a job (88.7% vs. 85.2%) and people often take good communication skills for granted (58.9% vs. 47.8%).

KS3 pupils in our Bradford sample do not differ from the pupils in the national or regional samples in their communication confidence<sup>27 28</sup>.

While KS3 pupils in the Bradford sample do not differ from the pupils in the national sample in what they think is the most important skill to succeed in life<sup>29</sup>, they differ from the rest of the region<sup>30</sup>. More KS3 pupils in the Bradford sample feel that the most important skills are reading (12.5% vs. 6.8%) and maths (21.9% vs. 16.0%) while KS3 pupils in Yorkshire and Humber feel that the most important skills to succeed in life are speaking (38.1% vs. 28.6%) and listening (28.5% vs. 20.6%).

<sup>22</sup> Being good at writing:  $\chi^2(1, N=887)=12.906, p=.000, \Phi=.121$ ; being good at reading:  $\chi^2(1, N=887)=10.248, p=.001, \Phi=.107$

<sup>23</sup> Attitudes:  $p=.530$ ; confidence:  $p=.250$ ; most important skill to succeed in life:  $p=.625$

<sup>24</sup> A principal component analysis with direct oblimin rotation showed that the 7 attitudinal items loaded on 2 factors. However, when items were combined into scales to reflect those factors, combining 6 attitudinal items resulted in the most acceptable Cronbach alpha (.763). Therefore the items included in the scale are: Communicating online or by text gives me confidence to say things I wouldn't say face-to-face; Good communication skills are some of the most important skills to have; Good communication skills give me confidence in social situations; Good communication skills are important to get a job; People often take good communication skills for granted; and People judge you by the words and phrases you use).

<sup>25</sup>  $p=.003$

<sup>26</sup> Bradford:  $M=2.58, SD=1.031$ ; Yorkshire and Humber:  $M=2.37, SD=.763$ ; Welch  $F(1, 1473.872)=19.744, p=.000$ , Cohen's  $d=.223$

<sup>27</sup> A principal component analysis with direct oblimin rotation showed that the 3 confidence items loaded on 1 factor. Therefore, a scale of 3 items was created for communication confidence (joining in class discussions, speaking in front of a group and working in a team) (Cronbach's  $\alpha=.796$ ).

<sup>28</sup> Bradford-national:  $p=.772$ ; Bradford-Yorkshire and Humber:  $p=.089$

<sup>29</sup>  $p=.006$

<sup>30</sup>  $\chi^2(5, N=1,563)=52.833, p=.000$ , Cramer's  $V=.184$

## A closer look at White and Pakistani pupils

The National Literacy Trust Hub in Bradford has a specific focus on children coming from a Pakistani background, particularly on boys as they tend to perform less well than their peers. Therefore this section compares FSM pupils and boys from White and Pakistani backgrounds. For this purpose all participants in 2015 were included in the analysis.

It has to be noted that the number of participants in these groups are small (White FSM N= 89; Pakistani FSM N= 61; White boys N= 214; Pakistani boys N=187). Therefore, no generalisations should be made based on the data. No statistically significant differences appeared in the data; however, this section highlights some findings that may be of interest.

### White boys vs. Pakistani boys

Boys from White and Pakistani backgrounds do not differ in what they consider to be good communication skills, in their attitudes towards them<sup>31</sup>, their communication confidence<sup>32</sup> or what they see as the most important skill to succeed in life<sup>33</sup>.

### White FSM pupils vs. Pakistani FSM pupils

More FSM pupils from a Pakistani background than a White background feel that having good communication skills means being good at writing (52.5% vs. 39.3%) and reading (54.1% vs. 41.6%).

There is no difference between FSM pupils from White and Pakistani backgrounds in their attitudes towards communication skills or their communication confidence<sup>34</sup>.

More pupils from a Pakistani background feel that speaking is the most important skill to have to succeed in life (33.3% vs. 19.5%) while more FSM pupils from a White background feel that listening is the most important (25.3% vs. 15.0%).

### Opportunities for improvement

- This report suggests that overall, children and young people in our Bradford sample are confident in and have positive attitudes towards communication skills. Focus should be put on KS3 pupils' levels of confidence as they are less confident speaking in front of a group than in other aspects of communication.
- Focus on girls' confidence in and attitudes towards communication skills.

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<sup>31</sup> p= .838

<sup>32</sup> p= .176

<sup>33</sup> p= .622

<sup>34</sup> Attitudes: p= .489; confidence: p= .676

## 2015 Data tables

The following pages contain the information for each of our questions in tables. For KS2, tables contain information from pupils in 2014 and 2015. For KS3, each table contains information pertaining to the sample as a whole (top row) as well as broken down by demographic background – gender, socioeconomic background, EAL background and ethnic background. The tables relating to White and Pakistani FSM pupils and boys include all pupils who took part in 2015.

Please note that due to rounding, the data in the tables do not necessarily add up to 100 per cent exactly.

## KS2 Communication skills tables

**Table 1: KS2 pupils' perceptions of what are good communication skills in 2014 and 2015**

|                     | <i>Being good at talking</i> | <i>Being good at listening</i> | <i>Being good at reading</i> | <i>Being good at writing</i> | <i>Being good at ICT</i> | <i>None of the above</i> | <i>Other</i> |
|---------------------|------------------------------|--------------------------------|------------------------------|------------------------------|--------------------------|--------------------------|--------------|
| <b>2014 (N=313)</b> | 63.6%                        | 63.3%                          | 53.7%                        | 50.5%                        | 56.5%                    | 5.4%                     | 13.4%        |
| <b>2015 (N=130)</b> | 70.8%                        | 70.0%                          | 51.5%                        | 43.1%                        | 32.3%                    | 1.5%                     | 23.8%        |

**Table 2.1: Attitudes towards communication skills in 2014 and 2015 by KS2 pupils – I spend more time online and watching TV than I spend speaking to my family**

|                      | <i>Strongly agree</i> | <i>Agree</i> | <i>Overall agreement</i> | <i>Neither agree nor disagree</i> | <i>Disagree</i> | <i>Strongly disagree</i> | <i>Overall disagreement</i> | <i>Don't know</i> |
|----------------------|-----------------------|--------------|--------------------------|-----------------------------------|-----------------|--------------------------|-----------------------------|-------------------|
| <b>2014 (N= 313)</b> | 22.1%                 | 14.8%        | 36.9%                    | 14.4%                             | 22.5%           | 21.8%                    | 44.3%                       | 4.4%              |
| <b>2015 (N= 130)</b> | 8.9%                  | 11.6%        | 20.5%                    | 8.9%                              | 30.4%           | 30.4%                    | 60.8%                       | 9.8%              |

**Table 2.2: Attitudes towards communication skills in 2014 and 2015 by KS2 pupils – Communicating online or by text gives me the confidence to say things I wouldn't say face-to-face**

|                      | <i>Strongly agree</i> | <i>Disagree</i> | <i>Overall agreement</i> | <i>Neither agree nor disagree</i> | <i>Disagree</i> | <i>Strongly disagree</i> | <i>Overall disagreement</i> | <i>Don't know</i> |
|----------------------|-----------------------|-----------------|--------------------------|-----------------------------------|-----------------|--------------------------|-----------------------------|-------------------|
| <b>2014 (N= 313)</b> | 26.7%                 | 20.2%           | 46.9%                    | 17.8%                             | 10.5%           | 11.2%                    | 21.7%                       | 13.6%             |
| <b>2015 (N= 130)</b> | 22.2%                 | 26.9%           | 49.1%                    | 11.1%                             | 13.0%           | 12.0%                    | 25.0%                       | 14.8%             |

**Table 2.3: Attitudes towards communication skills in 2014 and 2015 by KS2 pupils – Communication skills are some of the most important skills to have**

|                      | <i>Strongly agree</i> | <i>Agree</i> | <i>Overall agreement</i> | <i>Neither agree nor disagree</i> | <i>Disagree</i> | <i>Strongly disagree</i> | <i>Overall disagreement</i> | <i>Don't know</i> |
|----------------------|-----------------------|--------------|--------------------------|-----------------------------------|-----------------|--------------------------|-----------------------------|-------------------|
| <b>2014 (N= 313)</b> | 40.8%                 | 33.6%        | 74.4%                    | 10.3%                             | 3.8%            | 1.5%                     | 5.3%                        | 9.9%              |
| <b>2015 (N= 130)</b> | 38.5%                 | 45.9%        | 84.4%                    | 3.7%                              | 3.7%            | 0.0%                     | 3.7%                        | 8.3%              |

**Table 2.4: Attitudes towards communication skills in 2014 and 2015 by KS2 pupils – Good communication skills give me more confidence in social situations**

|                      | <i>Strongly agree</i> | <i>Agree</i> | <i>Overall agreement</i> | <i>Neither agree nor disagree</i> | <i>Disagree</i> | <i>Strongly disagree</i> | <i>Overall disagreement</i> | <i>Don't know</i> |
|----------------------|-----------------------|--------------|--------------------------|-----------------------------------|-----------------|--------------------------|-----------------------------|-------------------|
| <b>2014 (N= 313)</b> | 40.9%                 | 33.3%        | 74.2%                    | 10.6%                             | 2.7%            | 1.1%                     | 3.8%                        | 11.4%             |
| <b>2015 (N= 130)</b> | 40.7%                 | 35.2%        | 75.9%                    | 5.6%                              | 6.5%            | 0.9%                     | 7.4%                        | 11.1%             |

**Table 2.5: Attitudes towards communication skills in 2014 and 2015 by KS2 pupils – Good communication skills are important to get a job**

|                      | <i>Strongly agree</i> | <i>Agree</i> | <i>Overall agreement</i> | <i>Neither agree nor disagree</i> | <i>Disagree</i> | <i>Strongly disagree</i> | <i>Overall disagreement</i> | <i>Don't know</i> |
|----------------------|-----------------------|--------------|--------------------------|-----------------------------------|-----------------|--------------------------|-----------------------------|-------------------|
| <b>2014 (N= 313)</b> | 57.3%                 | 28.5%        | 85.8%                    | 6.9%                              | 0.4%            | 0.8%                     | 1.2%                        | 6.2%              |
| <b>2015 (N= 130)</b> | 51.9%                 | 29.6%        | 81.5%                    | 4.6%                              | 3.7%            | 0.9%                     | 4.6%                        | 9.3%              |

**Table 2.6: Attitudes towards communication skills in 2014 and 2015 by KS2 pupils – People often take good communication skills for granted**

|                      | <i>Strongly agree</i> | <i>Agree</i> | <i>Overall agreement</i> | <i>Neither agree nor disagree</i> | <i>Disagree</i> | <i>Strongly disagree</i> | <i>Overall disagreement</i> | <i>Don't know</i> |
|----------------------|-----------------------|--------------|--------------------------|-----------------------------------|-----------------|--------------------------|-----------------------------|-------------------|
| <b>2014 (N= 313)</b> | 30.4%                 | 33.5%        | 63.9%                    | 13.3%                             | 2.7%            | 3.0%                     | 5.7%                        | 17.1%             |
| <b>2015 (N= 130)</b> | 28.7%                 | 29.6%        | 58.3%                    | 12.0%                             | 6.5%            | 0.9%                     | 7.4%                        | 22.2%             |

**Table 2.7: Attitudes towards communication skills in 2014 and 2015 by KS2 pupils – People judge you by the words and phrases you use**

|                      | <i>Strongly agree</i> | <i>Agree</i> | <i>Overall agreement</i> | <i>Neither agree nor disagree</i> | <i>Disagree</i> | <i>Strongly agree</i> | <i>Overall disagreement</i> | <i>Don't know</i> |
|----------------------|-----------------------|--------------|--------------------------|-----------------------------------|-----------------|-----------------------|-----------------------------|-------------------|
| <b>2014 (N= 313)</b> | 23.2%                 | 30.0%        | 53.2%                    | 14.4%                             | 11.4%           | 8.4%                  | 19.8%                       | 12.5%             |
| <b>2015 (N= 130)</b> | 24.1%                 | 21.3%        | 45.4%                    | 8.3%                              | 15.7%           | 11.1%                 | 26.8%                       | 19.4%             |

**Table 3.1: Communication confidence in 2014 and 2015 by KS2 pupils – Joining in class discussions**

|                      | <i>Very confident</i> | <i>Confident</i> | <i>Not too confident</i> | <i>Not at all confident</i> |
|----------------------|-----------------------|------------------|--------------------------|-----------------------------|
| <b>2014 (N= 313)</b> | 47.2%                 | 34.3%            | 14.3%                    | 4.2%                        |
| <b>2015 (N= 130)</b> | 41.2%                 | 40.4%            | 14.9%                    | 3.5%                        |

**Table 3.2: Communication confidence in 2014 and 2015 by KS2 pupils – Speaking in front of a group**

|                      | <i>Very confident</i> | <i>Confident</i> | <i>Not too confident</i> | <i>Not at all confident</i> |
|----------------------|-----------------------|------------------|--------------------------|-----------------------------|
| <b>2014 (N= 313)</b> | 45.7%                 | 26.0%            | 20.4%                    | 7.9%                        |
| <b>2015 (N= 130)</b> | 42.1%                 | 27.2%            | 22.8%                    | 7.9%                        |

**Table 3.3: Communication confidence in 2014 and 2015 by KS2 pupils – Working in a team**

|                      | <i>Very confident</i> | <i>Confident</i> | <i>Not too confident</i> | <i>Not at all confident</i> |
|----------------------|-----------------------|------------------|--------------------------|-----------------------------|
| <b>2014 (N= 313)</b> | 61.6%                 | 25.7%            | 8.6%                     | 4.1%                        |
| <b>2015 (N= 130)</b> | 58.8%                 | 31.6%            | 6.1%                     | 3.5%                        |

**Table 4: Which of the following skills do you think is the MOST important to succeed in life?**

|                     | <i>Reading</i> | <i>Writing</i> | <i>Speaking</i> | <i>Listening</i> | <i>Maths</i> | <i>ICT</i> |
|---------------------|----------------|----------------|-----------------|------------------|--------------|------------|
| <b>2014 (N=313)</b> | 14.1%          | 9.9%           | 15.1%           | 15.1%            | 32.7%        | 13.0%      |
| <b>2015 (N=130)</b> | 15.5%          | 5.5%           | 28.2%           | 25.5%            | 20.0%        | 5.5%       |

## KS3 Communication skills tables

**Table 5: KS3 pupils' perceptions of what are good communication skills in 2015**

|                        | <i>Being good at talking</i> | <i>Being good at listening</i> | <i>Being good at reading</i> | <i>Being good at writing</i> | <i>Being good at ICT</i> | <i>None of the above</i> | <i>Other</i> |
|------------------------|------------------------------|--------------------------------|------------------------------|------------------------------|--------------------------|--------------------------|--------------|
| <b>All (N= 903)</b>    | <b>72.3%</b>                 | <b>77.2%</b>                   | <b>41.3%</b>                 | <b>36.3%</b>                 | <b>20.9%</b>             | <b>3.4%</b>              | <b>11.8%</b> |
| <b>Boys (N= 502)</b>   | 73.3%                        | 74.7%                          | 43.2%                        | 39.2%                        | 24.5%                    | 4.8%                     | 9.8%         |
| <b>Girls (N= 397)</b>  | 71.3%                        | 80.9%                          | 39.0%                        | 32.7%                        | 16.4%                    | 1.8%                     | 14.6%        |
| <b>FSM (N= 191)</b>    | 77.0%                        | 79.1%                          | 47.1%                        | 45.5%                        | 27.7%                    | 4.2%                     | 16.8%        |
| <b>Non-FSM (N=601)</b> | 71.7%                        | 77.9%                          | 39.1%                        | 34.6%                        | 18.6%                    | 3.2%                     | 9.7%         |
| <b>EAL (N= 359)</b>    | 69.1%                        | 75.5%                          | 47.9%                        | 43.5%                        | 23.1%                    | 3.9%                     | 12.8%        |
| <b>Non-EAL (N=528)</b> | 74.6%                        | 78.6%                          | 37.1%                        | 31.6%                        | 19.7%                    | 3.0%                     | 11.4%        |
| <b>White (N= 352)</b>  | 81.2%                        | 85.8%                          | 40.9%                        | 35.5%                        | 22.4%                    | 4.3%                     | 13.6%        |
| <b>Mixed (N= 47)</b>   | 78.7%                        | 83.0%                          | 36.2%                        | 38.3%                        | 17.0%                    | 2.1%                     | 12.8%        |
| <b>Asian (N= 306)</b>  | 77.5%                        | 86.9%                          | 51.3%                        | 44.8%                        | 20.3%                    | 3.3%                     | 12.1%        |
| <b>Black (N= 8)</b>    | 75.0%                        | 50.0%                          | 37.5%                        | 75.0%                        | 37.5%                    | 0.0%                     | 0.0%         |

**Table 6.1: Attitudes towards communication skills in 2015 by KS3 pupils – I spend more time online and watching TV than I spend speaking to my family**

|                         | <i>Strongly agree</i> | <i>Agree</i> | <i>Overall agreement</i> | <i>Neither agree nor disagree</i> | <i>Disagree</i> | <i>Strongly disagree</i> | <i>Overall disagreement</i> | <i>Don't know</i> |
|-------------------------|-----------------------|--------------|--------------------------|-----------------------------------|-----------------|--------------------------|-----------------------------|-------------------|
| <b>All (N= 903)</b>     | <b>12.0%</b>          | <b>15.5%</b> | <b>27.5%</b>             | <b>18.8%</b>                      | <b>27.0%</b>    | <b>18.1%</b>             | <b>45.1%</b>                | <b>8.6%</b>       |
| <b>Boys (N= 502)</b>    | 14.7%                 | 14.7%        | 29.4%                    | 20.5%                             | 26.2%           | 16.3%                    | 42.5%                       | 7.6%              |
| <b>Girls (N= 397)</b>   | 8.7%                  | 16.6%        | 25.3%                    | 16.9%                             | 27.6%           | 20.3%                    | 48.0%                       | 9.9%              |
| <b>FSM (N= 191)</b>     | 13.8%                 | 12.0%        | 25.7%                    | 21.0%                             | 29.9%           | 15.6%                    | 45.5%                       | 7.8%              |
| <b>Non-FSM (N= 601)</b> | 10.5%                 | 17.2%        | 27.8%                    | 18.8%                             | 25.5%           | 19.5%                    | 45.0%                       | 8.4%              |
| <b>EAL (N= 359)</b>     | 12.5%                 | 13.2%        | 25.7%                    | 18.2%                             | 30.0%           | 16.8%                    | 46.9%                       | 9.2%              |
| <b>Non-EAL (N= 528)</b> | 11.8%                 | 16.9%        | 28.7%                    | 19.5%                             | 24.6%           | 18.8%                    | 43.5%                       | 8.4%              |
| <b>White (N= 352)</b>   | 13.8%                 | 17.9%        | 31.8%                    | 19.7%                             | 25.3%           | 17.6%                    | 42.9%                       | 5.6%              |
| <b>Mixed (N= 47)</b>    | 21.7%                 | 13.0%        | 34.8%                    | 23.9%                             | 21.7%           | 8.7%                     | 30.4%                       | 10.9%             |
| <b>Asian (N= 306)</b>   | 9.1%                  | 13.1%        | 22.1%                    | 18.8%                             | 29.9%           | 20.1%                    | 50.0%                       | 9.1%              |
| <b>Black (N= 8)</b>     | 0.0%                  | 33.3%        | 33.3%                    | 0.0%                              | 33.3%           | 33.3%                    | 66.7%                       | 0.0%              |



**Table 6.2: Attitudes towards communication skills in 2015 by KS3 pupils – Communicating online or by text gives me the confidence to say things I wouldn't say face-to-face**

|                         | <i>Strongly agree</i> | <i>Agree</i> | <i>Overall agreement</i> | <i>Neither agree nor disagree</i> | <i>Disagree</i> | <i>Strongly disagree</i> | <i>Overall disagreement</i> | <i>Don't know</i> |
|-------------------------|-----------------------|--------------|--------------------------|-----------------------------------|-----------------|--------------------------|-----------------------------|-------------------|
| <b>All (N= 903)</b>     | <b>24.7%</b>          | <b>23.2%</b> | <b>47.9%</b>             | <b>19.1%</b>                      | <b>14.1%</b>    | <b>7.5%</b>              | <b>21.6%</b>                | <b>11.5%</b>      |
| <b>Boys (N= 502)</b>    | 28.4%                 | 19.8%        | 48.2%                    | 21.6%                             | 13.0%           | 7.7%                     | 20.7%                       | 9.5%              |
| <b>Girls (N= 397)</b>   | 20.1%                 | 27.6%        | 47.7%                    | 16.0%                             | 15.1%           | 7.3%                     | 22.4%                       | 14.0%             |
| <b>FSM (N= 191)</b>     | 28.1%                 | 20.4%        | 48.5%                    | 19.2%                             | 16.2%           | 7.2%                     | 23.4%                       | 9.0%              |
| <b>Non-FSM (N= 601)</b> | 22.5%                 | 25.1%        | 47.6%                    | 19.6%                             | 13.9%           | 7.2%                     | 21.1%                       | 11.6%             |
| <b>EAL (N= 359)</b>     | 26.2%                 | 21.2%        | 47.4%                    | 16.9%                             | 14.9%           | 7.6%                     | 22.5%                       | 13.2%             |
| <b>Non-EAL (N= 528)</b> | 24.2%                 | 24.4%        | 48.6%                    | 20.6%                             | 13.8%           | 7.2%                     | 21.0%                       | 10.0%             |
| <b>White (N= 352)</b>   | 28.5%                 | 24.4%        | 52.9%                    | 20.1%                             | 13.7%           | 6.1%                     | 19.8%                       | 7.3%              |
| <b>Mixed (N= 47)</b>    | 23.9%                 | 28.3%        | 52.2%                    | 21.7%                             | 8.7%            | 6.5%                     | 15.2%                       | 10.9%             |
| <b>Asian (N= 306)</b>   | 21.4%                 | 23.4%        | 44.8%                    | 20.4%                             | 15.1%           | 6.4%                     | 21.5%                       | 13.4%             |
| <b>Black (N= 8)</b>     | 16.7%                 | 16.7%        | 33.4%                    | 33.3%                             | 16.7%           | 0.0%                     | 16.7%                       | 16.7%             |

**Table 6.3: Attitudes towards communication skills in 2015 by KS3 pupils – Communication skills are some of the most important skills to have**

|                         | <i>Strongly agree</i> | <i>Agree</i> | <i>Overall agreement</i> | <i>Neither agree nor disagree</i> | <i>Disagree</i> | <i>Strongly disagree</i> | <i>Overall disagreement</i> | <i>Don't know</i> |
|-------------------------|-----------------------|--------------|--------------------------|-----------------------------------|-----------------|--------------------------|-----------------------------|-------------------|
| <b>All (N= 903)</b>     | <b>37.6%</b>          | <b>39.2%</b> | <b>76.8%</b>             | <b>10.3%</b>                      | <b>2.5%</b>     | <b>1.3%</b>              | <b>3.8%</b>                 | <b>9.0%</b>       |
| <b>Boys (N= 502)</b>    | 40.9%                 | 36.8%        | 77.7%                    | 9.9%                              | 3.2%            | 1.6%                     | 4.8%                        | 7.6%              |
| <b>Girls (N= 397)</b>   | 33.4%                 | 42.4%        | 75.8%                    | 10.7%                             | 1.7%            | 0.9%                     | 2.6%                        | 11.0%             |
| <b>FSM (N= 191)</b>     | 40.1%                 | 41.9%        | 82.0%                    | 7.8%                              | 0.6%            | 1.2%                     | 1.8%                        | 8.4%              |
| <b>Non-FSM (N= 601)</b> | 37.1%                 | 38.6%        | 75.7%                    | 10.9%                             | 3.3%            | 1.5%                     | 4.8%                        | 8.6%              |
| <b>EAL (N= 359)</b>     | 38.4%                 | 40.7%        | 79.1%                    | 6.9%                              | 2.3%            | 2.0%                     | 4.3%                        | 9.8%              |
| <b>Non-EAL (N= 528)</b> | 38.0%                 | 37.3%        | 75.3%                    | 12.6%                             | 2.8%            | 0.9%                     | 3.7%                        | 8.5%              |
| <b>White (N= 352)</b>   | 38.7%                 | 36.4%        | 75.1%                    | 13.8%                             | 2.6%            | 0.9%                     | 3.5%                        | 7.6%              |
| <b>Mixed (N= 47)</b>    | 25.0%                 | 47.7%        | 72.7%                    | 13.6%                             | 4.5%            | 4.5%                     | 9.0%                        | 4.5%              |
| <b>Asian (N= 306)</b>   | 40.8%                 | 41.1%        | 81.9%                    | 7.7%                              | 2.7%            | 0.0%                     | 2.7%                        | 7.7%              |
| <b>Black (N= 8)</b>     | 33.3%                 | 50.0%        | 83.3%                    | 16.7%                             | 0.0%            | 0.0%                     | 0.0%                        | 0.0%              |

**Table 6.4: Attitudes towards communication skills in 2015 by KS3 pupils – Good communication skills give me more confidence in social situations**

|                         | <i>Strongly agree</i> | <i>Agree</i> | <i>Overall agreement</i> | <i>Neither agree nor disagree</i> | <i>Disagree</i> | <i>Strongly disagree</i> | <i>Overall disagreement</i> | <i>Don't know</i> |
|-------------------------|-----------------------|--------------|--------------------------|-----------------------------------|-----------------|--------------------------|-----------------------------|-------------------|
| <b>All (N= 903)</b>     | <b>34.4%</b>          | <b>40.0%</b> | <b>74.4%</b>             | <b>11.7%</b>                      | <b>2.8%</b>     | <b>1.3%</b>              | <b>4.1%</b>                 | <b>9.8%</b>       |
| <b>Boys (N= 502)</b>    | 38.0%                 | 37.3%        | 75.3%                    | 12.5%                             | 2.5%            | 1.8%                     | 4.3%                        | 8.0%              |
| <b>Girls (N= 397)</b>   | 30.1%                 | 43.5%        | 73.6%                    | 10.7%                             | 3.2%            | 0.6%                     | 3.8%                        | 11.9%             |
| <b>FSM (N= 191)</b>     | 35.5%                 | 41.6%        | 77.1%                    | 8.4%                              | 5.4%            | 1.8%                     | 7.2%                        | 7.2%              |
| <b>Non-FSM (N= 601)</b> | 34.4%                 | 41.0%        | 75.4%                    | 12.3%                             | 1.9%            | 1.1%                     | 3.0%                        | 9.3%              |
| <b>EAL (N= 359)</b>     | 35.3%                 | 38.3%        | 73.6%                    | 10.9%                             | 2.6%            | 1.3%                     | 3.9%                        | 11.6%             |
| <b>Non-EAL (N= 528)</b> | 34.3%                 | 41.3%        | 75.6%                    | 11.9%                             | 3.0%            | 1.3%                     | 4.3%                        | 8.3%              |
| <b>White (N= 352)</b>   | 35.8%                 | 42.4%        | 78.2%                    | 10.2%                             | 2.6%            | 0.9%                     | 3.5%                        | 8.1%              |
| <b>Mixed (N= 47)</b>    | 22.2%                 | 40.0%        | 62.2%                    | 20.0%                             | 8.9%            | 2.2%                     | 11.1%                       | 6.7%              |
| <b>Asian (N= 306)</b>   | 35.2%                 | 39.3%        | 74.5%                    | 12.8%                             | 2.0%            | 1.3%                     | 3.3%                        | 9.4%              |
| <b>Black (N= 8)</b>     | 57.1%                 | 42.9%        | 100.0%                   | 0.0%                              | 0.0%            | 0.0%                     | 0.0%                        | 0.0%              |

**Table 6.5: Attitudes towards communication skills in 2015 by KS3 pupils – Good communication skills are important to get a job**

|                         | <i>Strongly agree</i> | <i>Agree</i> | <i>Overall agreement</i> | <i>Neither agree nor disagree</i> | <i>Disagree</i> | <i>Strongly disagree</i> | <i>Overall disagreement</i> | <i>Don't know</i> |
|-------------------------|-----------------------|--------------|--------------------------|-----------------------------------|-----------------|--------------------------|-----------------------------|-------------------|
| <b>All (N= 903)</b>     | <b>49.1%</b>          | <b>36.1%</b> | <b>85.2%</b>             | <b>6.4%</b>                       | <b>1.7%</b>     | <b>0.8%</b>              | <b>2.5%</b>                 | <b>6.0%</b>       |
| <b>Boys (N= 502)</b>    | 51.4%                 | 33.5%        | 84.9%                    | 6.7%                              | 1.6%            | 1.1%                     | 2.7%                        | 5.7%              |
| <b>Girls (N= 397)</b>   | 46.5%                 | 39.0%        | 85.5%                    | 6.1%                              | 1.7%            | 0.3%                     | 2.0%                        | 6.4%              |
| <b>FSM (N= 191)</b>     | 52.4%                 | 34.5%        | 86.9%                    | 5.4%                              | 1.8%            | 1.2%                     | 3.0%                        | 4.8%              |
| <b>Non-FSM (N= 601)</b> | 48.7%                 | 36.4%        | 85.1%                    | 6.5%                              | 1.9%            | 0.6%                     | 2.5%                        | 5.9%              |
| <b>EAL (N= 359)</b>     | 53.2%                 | 34.4%        | 87.6%                    | 4.0%                              | 1.7%            | 1.3%                     | 3.0%                        | 5.4%              |
| <b>Non-EAL (N= 528)</b> | 46.6%                 | 37.1%        | 83.7%                    | 8.1%                              | 1.7%            | 0.4%                     | 2.1%                        | 6.1%              |
| <b>White (N= 352)</b>   | 47.1%                 | 38.3%        | 85.4%                    | 6.7%                              | 1.2%            | 0.3%                     | 1.5%                        | 6.4%              |
| <b>Mixed (N= 47)</b>    | 42.2%                 | 37.8%        | 80.0%                    | 15.6%                             | 0.0%            | 2.2%                     | 2.2%                        | 2.2%              |
| <b>Asian (N= 306)</b>   | 54.4%                 | 33.6%        | 88.0%                    | 4.4%                              | 2.3%            | 0.7%                     | 3.0%                        | 4.7%              |
| <b>Black (N= 8)</b>     | 50.0%                 | 33.3%        | 83.3%                    | 16.7%                             | 0.0%            | 0.0%                     | 0.0%                        | 0.0%              |

**Table 6.6: Attitudes towards communication skills in 2015 by KS3 pupils – People often take good communication skills for granted**

|                         | <i>Strongly agree</i> | <i>Agree</i> | <i>Overall agreement</i> | <i>Neither agree nor disagree</i> | <i>Disagree</i> | <i>Strongly disagree</i> | <i>Overall disagreement</i> | <i>Don't know</i> |
|-------------------------|-----------------------|--------------|--------------------------|-----------------------------------|-----------------|--------------------------|-----------------------------|-------------------|
| <b>All (N= 903)</b>     | <b>18.2%</b>          | <b>29.7%</b> | <b>47.9%</b>             | <b>20.8%</b>                      | <b>5.8%</b>     | <b>2.2%</b>              | <b>8.0%</b>                 | <b>23.4%</b>      |
| <b>Boys (N= 502)</b>    | 18.7%                 | 33.6%        | 52.3%                    | 20.0%                             | 5.8%            | 2.5%                     | 8.3%                        | 19.4%             |
| <b>Girls (N= 397)</b>   | 17.8%                 | 24.5%        | 42.3%                    | 21.9%                             | 5.8%            | 1.7%                     | 7.5%                        | 28.3%             |
| <b>FSM (N= 191)</b>     | 20.5%                 | 36.1%        | 56.6%                    | 14.5%                             | 7.8%            | 2.4%                     | 10.2%                       | 18.7%             |
| <b>Non-FSM (N= 601)</b> | 17.5%                 | 28.4%        | 45.9%                    | 22.3%                             | 5.2%            | 2.3%                     | 7.5%                        | 24.4%             |
| <b>EAL (N= 359)</b>     | 17.2%                 | 31.6%        | 48.8%                    | 18.2%                             | 4.7%            | 2.7%                     | 7.4%                        | 25.6%             |
| <b>Non-EAL (N= 528)</b> | 19.1%                 | 27.7%        | 46.8%                    | 22.6%                             | 6.6%            | 1.9%                     | 8.5%                        | 22.1%             |
| <b>White (N= 352)</b>   | 19.6%                 | 30.8%        | 50.4%                    | 22.9%                             | 6.2%            | 2.1%                     | 8.3%                        | 18.5%             |
| <b>Mixed (N= 47)</b>    | 24.4%                 | 17.8%        | 42.2%                    | 28.9%                             | 4.4%            | 2.2%                     | 6.6%                        | 22.2%             |
| <b>Asian (N= 306)</b>   | 16.9%                 | 30.7%        | 47.6%                    | 17.9%                             | 6.1%            | 2.4%                     | 8.5%                        | 26.0%             |
| <b>Black (N= 8)</b>     | 28.6%                 | 42.9%        | 71.5%                    | 28.6%                             | 0.0%            | 0.0%                     | 0.0%                        | 0.0%              |

**Table 6.7: Attitudes towards communication skills in 2015 by KS3 pupils – People judge you by the words and phrases you use**

|                         | <i>Strongly agree</i> | <i>Agree</i> | <i>Overall agreement</i> | <i>Neither agree nor disagree</i> | <i>Disagree</i> | <i>Strongly disagree</i> | <i>Overall disagreement</i> | <i>Don't know</i> |
|-------------------------|-----------------------|--------------|--------------------------|-----------------------------------|-----------------|--------------------------|-----------------------------|-------------------|
| <b>All (N= 903)</b>     | <b>15.5%</b>          | <b>27.0%</b> | <b>42.5%</b>             | <b>20.6%</b>                      | <b>14.6%</b>    | <b>7.8%</b>              | <b>22.4%</b>                | <b>14.6%</b>      |
| <b>Boys (N= 502)</b>    | 15.8%                 | 26.1%        | 41.9%                    | 23.2%                             | 15.4%           | 7.6%                     | 23.0%                       | 11.9%             |
| <b>Girls (N= 397)</b>   | 15.1%                 | 28.2%        | 43.3%                    | 17.4%                             | 13.1%           | 8.1%                     | 21.2%                       | 18.0%             |
| <b>FSM (N= 191)</b>     | 15.6%                 | 32.9%        | 48.5%                    | 13.8%                             | 15.6%           | 10.2%                    | 25.8%                       | 12.0%             |
| <b>Non-FSM (N= 601)</b> | 15.4%                 | 25.3%        | 40.7%                    | 23.4%                             | 14.6%           | 6.7%                     | 21.3%                       | 14.6%             |
| <b>EAL (N= 359)</b>     | 13.3%                 | 26.0%        | 39.3%                    | 23.0%                             | 13.0%           | 6.7%                     | 19.7%                       | 18.0%             |
| <b>Non-EAL (N= 528)</b> | 17.0%                 | 27.2%        | 44.2%                    | 19.1%                             | 15.5%           | 8.5%                     | 24.0%                       | 12.6%             |
| <b>White (N= 352)</b>   | 18.2%                 | 28.7%        | 46.9%                    | 19.1%                             | 14.4%           | 8.5%                     | 22.9%                       | 11.1%             |
| <b>Mixed (N= 47)</b>    | 15.6%                 | 31.1%        | 46.7%                    | 22.2%                             | 13.3%           | 6.7%                     | 20.0%                       | 11.1%             |
| <b>Asian (N= 306)</b>   | 13.5%                 | 24.9%        | 38.4%                    | 22.6%                             | 16.2%           | 6.4%                     | 22.6%                       | 16.5%             |
| <b>Black (N= 8)</b>     | 0.0%                  | 16.7%        | 16.7%                    | 66.7%                             | 16.7%           | 0.0%                     | 16.7%                       | 0.0%              |

**Table 7.1: Communication confidence in 2015 by KS3 pupils – Joining in class discussions**

|                         | <i>Very confident</i> | <i>Confident</i> | <i>Not too confident</i> | <i>Not at all confident</i> |
|-------------------------|-----------------------|------------------|--------------------------|-----------------------------|
| <b>All (N= 903)</b>     | <b>30.6%</b>          | <b>37.9%</b>     | <b>26.0%</b>             | <b>5.5%</b>                 |
| <b>Boys (N= 502)</b>    | 36.0%                 | 39.0%            | 20.2%                    | 4.9%                        |
| <b>Girls (N= 397)</b>   | 24.1%                 | 36.5%            | 33.0%                    | 6.4%                        |
| <b>FSM (N= 191)</b>     | 31.3%                 | 33.1%            | 27.7%                    | 7.8%                        |
| <b>Non-FSM (N= 601)</b> | 30.4%                 | 39.6%            | 25.2%                    | 4.8%                        |
| <b>EAL (N= 359)</b>     | 32.6%                 | 39.9%            | 23.3%                    | 4.3%                        |
| <b>Non-EAL (N= 528)</b> | 29.6%                 | 36.3%            | 27.7%                    | 6.4%                        |
| <b>White (N= 352)</b>   | 30.9%                 | 36.7%            | 26.2%                    | 6.1%                        |
| <b>Mixed (N= 47)</b>    | 31.1%                 | 35.6%            | 28.9%                    | 4.4%                        |
| <b>Asian (N= 306)</b>   | 30.0%                 | 40.6%            | 25.3%                    | 4.1%                        |
| <b>Black (N= 8)</b>     | 12.5%                 | 37.5%            | 50.0%                    | 0.0%                        |

**Table 7.2: Communication confidence in 2015 by KS3 pupils – Speaking in front of a group**

|                         | <i>Very confident</i> | <i>Confident</i> | <i>Not too confident</i> | <i>Not at all confident</i> |
|-------------------------|-----------------------|------------------|--------------------------|-----------------------------|
| <b>All (N= 903)</b>     | <b>24.0%</b>          | <b>32.2%</b>     | <b>32.3%</b>             | <b>11.5%</b>                |
| <b>Boys (N= 502)</b>    | 28.3%                 | 36.3%            | 26.7%                    | 8.7%                        |
| <b>Girls (N= 397)</b>   | 18.7%                 | 27.1%            | 39.1%                    | 15.2%                       |
| <b>FSM (N= 191)</b>     | 24.6%                 | 25.7%            | 33.5%                    | 16.2%                       |
| <b>Non-FSM (N= 601)</b> | 23.5%                 | 35.2%            | 31.5%                    | 9.8%                        |
| <b>EAL (N= 359)</b>     | 23.3%                 | 33.3%            | 33.7%                    | 9.7%                        |
| <b>Non-EAL (N= 528)</b> | 24.5%                 | 32.0%            | 30.5%                    | 13.0%                       |
| <b>White (N= 352)</b>   | 26.6%                 | 29.5%            | 30.1%                    | 13.7%                       |
| <b>Mixed (N= 47)</b>    | 26.1%                 | 30.4%            | 30.4%                    | 13.0%                       |
| <b>Asian (N= 306)</b>   | 21.3%                 | 37.5%            | 33.8%                    | 7.4%                        |
| <b>Black (N= 8)</b>     | 42.9%                 | 0.0%             | 14.3%                    | 42.9%                       |

**Table 7.3: Communication confidence in 2015 by KS3 pupils – Working in a team**

|                         | <i>Very confident</i> | <i>Confident</i> | <i>Not too confident</i> | <i>Not at all confident</i> |
|-------------------------|-----------------------|------------------|--------------------------|-----------------------------|
| <b>All (N= 903)</b>     | <b>44.9%</b>          | <b>38.4%</b>     | <b>12.8%</b>             | <b>4.0%</b>                 |
| <b>Boys (N= 502)</b>    | 50.5%                 | 35.6%            | 10.1%                    | 3.9%                        |
| <b>Girls (N= 397)</b>   | 38.0%                 | 41.7%            | 16.2%                    | 4.1%                        |
| <b>FSM (N= 191)</b>     | 45.0%                 | 36.8%            | 14.6%                    | 3.5%                        |
| <b>Non-FSM (N= 601)</b> | 45.2%                 | 39.2%            | 11.7%                    | 3.8%                        |
| <b>EAL (N= 359)</b>     | 45.8%                 | 40.1%            | 10.7%                    | 3.3%                        |
| <b>Non-EAL (N= 528)</b> | 44.5%                 | 37.6%            | 13.5%                    | 4.4%                        |
| <b>White (N= 352)</b>   | 45.4%                 | 36.1%            | 13.0%                    | 5.5%                        |
| <b>Mixed (N= 47)</b>    | 47.8%                 | 37.0%            | 13.0%                    | 2.2%                        |
| <b>Asian (N= 306)</b>   | 44.3%                 | 42.9%            | 10.5%                    | 2.4%                        |
| <b>Black (N= 8)</b>     | 66.7%                 | 33.3%            | 0.0%                     | 0.0%                        |

**Table 8: Which of the following skills do you think is the MOST important to succeed in life?**

|                         | <i>Reading</i> | <i>Writing</i> | <i>Speaking</i> | <i>Listening</i> | <i>Maths</i> | <i>ICT</i>  |
|-------------------------|----------------|----------------|-----------------|------------------|--------------|-------------|
| <b>All (N= 903)</b>     | <b>12.4%</b>   | <b>8.8%</b>    | <b>28.6%</b>    | <b>20.7%</b>     | <b>21.7%</b> | <b>7.8%</b> |
| <b>Boys (N=502)</b>     | 10.8%          | 8.1%           | 26.2%           | 18.7%            | 26.0%        | 10.2%       |
| <b>Girls (N=397)</b>    | 14.4%          | 9.8%           | 32.0%           | 22.8%            | 16.4%        | 4.6%        |
| <b>FSM (N=191)</b>      | 13.9%          | 12.1%          | 28.3%           | 18.5%            | 22.0%        | 5.2%        |
| <b>Non-FSM (N= 601)</b> | 12.1%          | 7.4%           | 28.5%           | 21.6%            | 22.2%        | 8.2%        |
| <b>EAL (N=359)</b>      | 12.7%          | 8.5%           | 30.1%           | 19.0%            | 20.3%        | 9.5%        |
| <b>Non-EAL (N= 528)</b> | 12.4%          | 9.0%           | 27.5%           | 21.8%            | 22.5%        | 6.7%        |
| <b>White (N=352)</b>    | 10.9%          | 8.0%           | 28.3%           | 23.7%            | 21.7%        | 7.4%        |
| <b>Mixed (N=47)</b>     | 15.6%          | 4.4%           | 40.0%           | 13.3%            | 15.6%        | 11.1%       |
| <b>Asian (N=306)</b>    | 14.1%          | 8.9%           | 29.2%           | 17.7%            | 23.6%        | 6.6%        |
| <b>Black (N=8)</b>      | 0.0%           | 12.5%          | 12.5%           | 50.0%            | 12.5%        | 12.5%       |

## White and Pakistani pupils' communication skills tables

**Table 9: White and Pakistani pupils' perceptions of what are good communication skills in 2015**

|                                | <i>Being good at talking</i> | <i>Being good at listening</i> | <i>Being good at reading</i> | <i>Being good at writing</i> | <i>Being good at ICT</i> | <i>None of these</i> | <i>Other</i> |
|--------------------------------|------------------------------|--------------------------------|------------------------------|------------------------------|--------------------------|----------------------|--------------|
| <b>White FSM (N=89)</b>        | 83.1%                        | 83.1%                          | 41.6%                        | 39.3%                        | 29.2%                    | 3.4%                 | 19.1%        |
| <b>Pakistani FSM (N= 61)</b>   | 75.4%                        | 78.7%                          | 54.1%                        | 52.5%                        | 34.4%                    | 4.9%                 | 24.6%        |
| <b>White boys (N=214)</b>      | 81.8%                        | 82.2%                          | 45.3%                        | 43.0%                        | 28.5%                    | 5.6%                 | 9.8%         |
| <b>Pakistani boys (N= 187)</b> | 80.2%                        | 82.4%                          | 51.9%                        | 43.3%                        | 25.7%                    | 3.7%                 | 13.9%        |

**Table 10.1: Attitudes towards communication skills in 2015 by White and Pakistani pupils – I spend more time online and watching TV than I spend speaking to my family**

|                                | <i>Strongly agree</i> | <i>Agree</i> | <i>Overall agreement</i> | <i>Neither agree nor disagree</i> | <i>Disagree</i> | <i>Strongly disagree</i> | <i>Overall disagreement</i> | <i>Don't know</i> |
|--------------------------------|-----------------------|--------------|--------------------------|-----------------------------------|-----------------|--------------------------|-----------------------------|-------------------|
| <b>White FSM (N=89)</b>        | 14.5%                 | 14.5%        | 29.0%                    | 21.7%                             | 32.5%           | 12.0%                    | 44.5%                       | 4.8%              |
| <b>Pakistani FSM (N= 61)</b>   | 10.3%                 | 12.1%        | 22.4%                    | 15.5%                             | 27.6%           | 22.4%                    | 50.0%                       | 12.1%             |
| <b>White boys (N=214)</b>      | 18.4%                 | 18.4%        | 36.8%                    | 20.9%                             | 22.3%           | 14.6%                    | 36.9%                       | 5.3%              |
| <b>Pakistani boys (N= 187)</b> | 11.6%                 | 16.6%        | 28.2%                    | 22.1%                             | 27.1%           | 16.6%                    | 43.7%                       | 6.1%              |

**Table 10.2: Attitudes towards communication skills in 2015 by White and Pakistani pupils – Communicating online or by text gives me the confidence to say things I wouldn't say face-to-face**

|                                | <i>Strongly agree</i> | <i>Agree</i> | <i>Overall agreement</i> | <i>Neither agree nor disagree</i> | <i>Disagree</i> | <i>Strongly disagree</i> | <i>Overall disagreement</i> | <i>Don't know</i> |
|--------------------------------|-----------------------|--------------|--------------------------|-----------------------------------|-----------------|--------------------------|-----------------------------|-------------------|
| <b>White FSM (N=89)</b>        | 32.5%                 | 22.9%        | 55.4%                    | 18.1%                             | 20.5%           | 2.4%                     | 22.9%                       | 3.6%              |
| <b>Pakistani FSM (N= 61)</b>   | 26.3%                 | 19.3%        | 45.6%                    | 17.5%                             | 15.8%           | 7.0%                     | 22.8%                       | 14.0%             |
| <b>White boys (N=214)</b>      | 33.2%                 | 20.5%        | 53.7%                    | 20.0%                             | 15.1%           | 4.9%                     | 20.0%                       | 6.3%              |
| <b>Pakistani boys (N= 187)</b> | 22.4%                 | 29.0%        | 51.4%                    | 23.5%                             | 10.4%           | 6.0%                     | 16.4%                       | 8.7%              |

**Table 10.3: Attitudes towards communication skills in 2015 by White and Pakistani pupils – Communication skills are some of the most important skills to have**

|                                | <i>Strongly agree</i> | <i>Agree</i> | <i>Overall agreement</i> | <i>Neither agree nor disagree</i> | <i>Disagree</i> | <i>Strongly disagree</i> | <i>Overall disagreement</i> | <i>Don't know</i> |
|--------------------------------|-----------------------|--------------|--------------------------|-----------------------------------|-----------------|--------------------------|-----------------------------|-------------------|
| <b>White FSM (N=89)</b>        | 43.2%                 | 39.5%        | 82.7%                    | 7.4%                              | 1.2%            | 0.0%                     | 1.2%                        | 8.6%              |
| <b>Pakistani FSM (N= 61)</b>   | 45.8%                 | 44.1%        | 89.9%                    | 5.1%                              | 0.0%            | 0.0%                     | 0.0%                        | 5.1%              |
| <b>White boys (N=214)</b>      | 45.1%                 | 33.3%        | 78.4%                    | 11.8%                             | 2.9%            | 1.0%                     | 3.9%                        | 5.9%              |
| <b>Pakistani boys (N= 187)</b> | 38.9%                 | 49.4%        | 88.3%                    | 5.6%                              | 3.3%            | 0.0%                     | 3.3%                        | 2.8%              |

**Table 10.4: Attitudes towards communication skills in 2015 by White and Pakistani pupils – Good communication skills give me more confidence in social situations**

|                                | <i>Strongly agree</i> | <i>Agree</i> | <i>Overall agreement</i> | <i>Neither agree nor disagree</i> | <i>Disagree</i> | <i>Strongly disagree</i> | <i>Overall disagreement</i> | <i>Don't know</i> |
|--------------------------------|-----------------------|--------------|--------------------------|-----------------------------------|-----------------|--------------------------|-----------------------------|-------------------|
| <b>White FSM (N=89)</b>        | 42.9%                 | 39.3%        | 82.2%                    | 6.0%                              | 6.0%            | 0.0%                     | 6.0%                        | 6.0%              |
| <b>Pakistani FSM (N= 61)</b>   | 41.1%                 | 39.3%        | 80.4%                    | 5.4%                              | 1.8%            | 1.8%                     | 3.6%                        | 10.7%             |
| <b>White boys (N=214)</b>      | 41.0%                 | 38.5%        | 79.5%                    | 9.8%                              | 2.9%            | 1.0%                     | 3.9%                        | 6.8%              |
| <b>Pakistani boys (N= 187)</b> | 35.9%                 | 43.6%        | 79.5%                    | 11.6%                             | 1.7%            | 1.1%                     | 2.8%                        | 6.1%              |

**Table 10.5: Attitudes towards communication skills in 2015 by White and Pakistani pupils – Good communication skills are important to get a job**

|                                | <i>Strongly agree</i> | <i>Agree</i> | <i>Overall agreement</i> | <i>Neither agree nor disagree</i> | <i>Disagree</i> | <i>Strongly disagree</i> | <i>Overall disagreement</i> | <i>Don't know</i> |
|--------------------------------|-----------------------|--------------|--------------------------|-----------------------------------|-----------------|--------------------------|-----------------------------|-------------------|
| <b>White FSM (N=89)</b>        | 54.1%                 | 35.3%        | 89.4%                    | 3.5%                              | 0.0%            | 0.0%                     | 0.0%                        | 7.1%              |
| <b>Pakistani FSM (N= 61)</b>   | 57.1%                 | 32.1%        | 89.2%                    | 0.0%                              | 3.6%            | 1.8%                     | 5.4%                        | 5.4%              |
| <b>White boys (N=214)</b>      | 48.8%                 | 38.0%        | 86.8%                    | 5.9%                              | 1.5%            | 0.5%                     | 2.0%                        | 5.4%              |
| <b>Pakistani boys (N= 187)</b> | 53.1%                 | 36.3%        | 89.4%                    | 5.0%                              | 1.1%            | 1.1%                     | 2.2%                        | 3.4%              |

**Table 10.6: Attitudes towards communication skills in 2015 by White and Pakistani pupils – People often take good communication skills for granted**

|                                | <i>Strongly agree</i> | <i>Agree</i> | <i>Overall agreement</i> | <i>Neither agree nor disagree</i> | <i>Disagree</i> | <i>Strongly disagree</i> | <i>Overall disagreement</i> | <i>Don't know</i> |
|--------------------------------|-----------------------|--------------|--------------------------|-----------------------------------|-----------------|--------------------------|-----------------------------|-------------------|
| <b>White FSM (N=89)</b>        | 22.4%                 | 31.8%        | 54.2%                    | 14.1%                             | 9.4%            | 2.4%                     | 11.8%                       | 20.0%             |
| <b>Pakistani FSM (N= 61)</b>   | 17.5%                 | 40.4%        | 57.9%                    | 15.8%                             | 8.8%            | 0.0%                     | 8.8%                        | 17.5%             |
| <b>White boys (N=214)</b>      | 23.6%                 | 31.5%        | 55.1%                    | 20.7%                             | 6.4%            | 1.5%                     | 7.9%                        | 16.3%             |
| <b>Pakistani boys (N= 187)</b> | 18.2%                 | 38.7%        | 56.9%                    | 21.0%                             | 3.9%            | 2.8%                     | 6.7%                        | 15.5%             |

**Table 10.7: Attitudes towards communication skills in 2015 by White and Pakistani pupils – People judge you by the words and phrases you use**

|                                | <i>Strongly agree</i> | <i>Agree</i> | <i>Overall agreement</i> | <i>Neither agree nor disagree</i> | <i>Disagree</i> | <i>Strongly disagree</i> | <i>Overall disagreement</i> | <i>Don't know</i> |
|--------------------------------|-----------------------|--------------|--------------------------|-----------------------------------|-----------------|--------------------------|-----------------------------|-------------------|
| <b>White FSM (N=89)</b>        | 18.1%                 | 36.1%        | 54.2%                    | 8.4%                              | 19.3%           | 13.3%                    | 32.6%                       | 4.8%              |
| <b>Pakistani FSM (N= 61)</b>   | 13.8%                 | 27.6%        | 41.4%                    | 19.0%                             | 6.9%            | 10.3%                    | 17.2%                       | 22.4%             |
| <b>White boys (N=214)</b>      | 21.1%                 | 29.9%        | 51.0%                    | 19.6%                             | 12.7%           | 7.8%                     | 20.5%                       | 8.8%              |
| <b>Pakistani boys (N= 187)</b> | 16.5%                 | 34.1%        | 50.6%                    | 21.4%                             | 13.7%           | 5.5%                     | 19.2%                       | 8.8%              |

**Table 11.1: Communication confidence in 2015 by White and Pakistani pupils – Joining in class discussions**

|                                | <i>Very confident</i> | <i>Confident</i> | <i>Not too confident</i> | <i>Not at all confident</i> |
|--------------------------------|-----------------------|------------------|--------------------------|-----------------------------|
| <b>White FSM (N=89)</b>        | 36.5%                 | 30.6%            | 24.7%                    | 8.2%                        |
| <b>Pakistani FSM (N= 61)</b>   | 34.5%                 | 44.8%            | 19.0%                    | 1.7%                        |
| <b>White boys (N=214)</b>      | 34.4%                 | 41.6%            | 18.7%                    | 5.3%                        |
| <b>Pakistani boys (N= 187)</b> | 34.6%                 | 46.9%            | 17.3%                    | 1.1%                        |

**Table 11.2: Communication confidence in 2015 by White and Pakistani pupils – Speaking in front of a group**

|                                | <i>Very confident</i> | <i>Confident</i> | <i>Not too confident</i> | <i>Not at all confident</i> |
|--------------------------------|-----------------------|------------------|--------------------------|-----------------------------|
| <b>White FSM (N=89)</b>        | 35.3%                 | 21.2%            | 28.2%                    | 15.3%                       |
| <b>Pakistani FSM (N= 61)</b>   | 20.7%                 | 34.5%            | 37.9%                    | 6.9%                        |
| <b>White boys (N=214)</b>      | 30.5%                 | 35.7%            | 22.9%                    | 11.0%                       |
| <b>Pakistani boys (N= 187)</b> | 29.3%                 | 39.8%            | 27.1%                    | 3.9%                        |



**Table 11.3: Communication confidence in 2015 by White and Pakistani pupils – Working in a team**

|                                | <i>Very confident</i> | <i>Confident</i> | <i>Not too confident</i> | <i>Not at all confident</i> |
|--------------------------------|-----------------------|------------------|--------------------------|-----------------------------|
| <b>White FSM (N=89)</b>        | 50.0%                 | 37.2%            | 9.3%                     | 3.5%                        |
| <b>Pakistani FSM (N= 61)</b>   | 39.0%                 | 39.0%            | 18.6%                    | 3.4%                        |
| <b>White boys (N=214)</b>      | 50.2%                 | 34.6%            | 10.0%                    | 5.2%                        |
| <b>Pakistani boys (N= 187)</b> | 47.8%                 | 42.8%            | 8.3%                     | 1.1%                        |

**Table 12: Which of the following skills do you think is the MOST important to succeed in life?**

|                               | <i>Reading</i> | <i>Writing</i> | <i>Speaking</i> | <i>Listening</i> | <i>Maths</i> | <i>ICT</i> |
|-------------------------------|----------------|----------------|-----------------|------------------|--------------|------------|
| <b>White FSM (N=89)</b>       | 13.8%          | 12.6%          | 19.5%           | 25.3%            | 24.1%        | 4.6%       |
| <b>Pakistani FSM (N=61)</b>   | 16.7%          | 6.7%           | 33.3%           | 15.0%            | 20.0%        | 8.3%       |
| <b>White boys (N=214)</b>     | 9.0%           | 6.6%           | 28.3%           | 20.8%            | 24.5%        | 10.8%      |
| <b>Pakistani boys (N=187)</b> | 13.6%          | 6.0%           | 29.3%           | 18.5%            | 25.0%        | 7.6%       |