

# | Student experience of Scottish boarding schools, 1970s-1990s

**Report for the Scottish Child Abuse Inquiry**

**Professor Lindsay Paterson**

The University of Edinburgh

**September 2020**



LEVERHULME  
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## Introduction and acknowledgements

Following a request from researchers at the Scottish Child Abuse Inquiry, this report uses statistical data from surveys of students who left school between 1976 and 2000 to summarise contextual information on independent boarding schools in Scotland in that period. The details of the management and funding of the original surveys are described in the next section. The present analysis is by Lindsay Paterson, who is professor of educational policy in the School of Social and Political Science at Edinburgh University. His work on re-analysing the surveys has been conducted as part of a Major Research Fellowship funded by the Leverhulme Trust.<sup>1</sup> No funding for this work has been received from the Scottish Child Abuse Inquiry or from individual schools. The original databases from the surveys were very kindly supplied by Dr Linda Croxford of Edinburgh University.

### Sources of data

The data, covering people who left school between 1976 and 2000, come from the series of mostly biennial surveys that were called the Scottish School Leavers' Survey from 1976 to 1982, the Scottish Young People's Survey from 1984 to 1990, and the Survey of Young People in Scotland thereafter. The surveys were managed by the Centre for Educational Sociology at Edinburgh University (1976-1990) and by ScotCen Social Research (1996-2000). They were funded mainly by the Scottish Office, the Scottish Executive, and the UK Economic and Social Research Council (or its predecessor). Some funding was received from other UK government departments, from charities, and from local authorities. The management of the survey was always wholly independent of funders and of individual schools.<sup>2</sup>

In 1976, 1978, 1980 and 1982, the surveys consisted of a representative sample of students nine months after they had left school. In 1984, 1986, 1988, 1990, 1996 and 1998, they surveyed a representative sample of students nine months after they had finished the fourth year of secondary school (or the fifth form in the small number of independent schools that started secondary at age 11), and then re-contacted the

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<sup>1</sup> [https://www.leverhulme.ac.uk/listings?field\\_grant\\_scheme\\_target\\_id=8](https://www.leverhulme.ac.uk/listings?field_grant_scheme_target_id=8). See also [http://www.socialpolicy.ed.ac.uk/people/academic\\_staff/lindsay\\_paterson](http://www.socialpolicy.ed.ac.uk/people/academic_staff/lindsay_paterson).

<sup>2</sup> For further information on the surveys' evidence relating to students' experience of school, see Paterson, L. (2020), 'The experience of school in Scotland, 1970s to 1990s', *British Educational Research Journal*, DOI: 10.1002/berj.3627

sample around two-and-a-half years subsequently in order to provide a full record of the students' school experience. The samples were randomly selected from all secondary schools in Scotland (apart from special schools). The questionnaires were returned by students by post directly to the survey organisation. Students were assured in the questionnaire that their replies would be treated anonymously, so that, in particular, their school, teachers and parents would not be able to see their answers to the questions.

For succinctness, the surveys will be referred to by the dates when their members left school. Thus, for the surveys between 1984 and 1998, the dates are a range (for example, 1984-1986 covering the leaving dates of people who were first contacted in 1984). The sampling fractions ranged from around four in ten in 1976 and 1980 to around one in twenty in the 1990s. The surveys had response rates at the relevant sweeps ranging from around 80% for the leavers' surveys between 1976 and 1982, to around 65% for the surveys from 1984 onwards.<sup>3</sup> The achieved sample sizes then ranged from around 3,000 in the 1990s to over 16,000 in 1976 and 1980. More details of the sample sizes are in the tables below (under the heading 'N').

The surveys thus provide representative samples of people who attended secondary school in Scotland from 1970 (the date of entry to secondary school of the oldest people in the first survey) to 2000 (the date of leaving of the youngest people in the final survey). The focus of the analysis below is on students' replies relating to their experiences of boarding schools. These replies cover the experience, behaviour and attitudes of students, the social class and educational roles of their parents, the role of their teachers, and the ethos of the schools. Further details of the survey questions are noted beneath each table. As will be seen in the tables, only a few of these characteristics or attitudes can be measured for the survey series as a whole, but there is enough information to give an outline picture of what it was like to be a student in boarding schools in that period.

The analysis shows schools in three sectors: independent boarding schools, other independent schools, and all other secondary schools (referred to as education-authority schools). Grant-aided independent schools are included under the heading of independent schools. Boarding schools are defined by using students' responses

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<sup>3</sup> Croxford, L., Iannelli, C. and Shapira, M. (2007), *Documentation of the Youth Cohort Time-Series Datasets*, UK Data Archive, Study Number 5765; Gray, J., McPherson, A. and Raffe, D. (1983), *Reconstructions of Secondary Education: Theory, Myth and Practice since the War*, London: Routledge and Kegan Paul.

to a survey question (in the surveys from 1980 to 1998-2000) on where they lived during their term-time at school. A response category in that question was 'boarding school'. A school is categorised as boarding if at least 25% of the survey respondents from the school (over all these surveys) replied that they had been boarders. Setting the threshold at 25% allows us consistently to exclude from the boarding category those independent schools that had only a very few boarders, and also those education-authority schools that accommodated some students in hostels (mainly in the Highlands and Islands). Setting the threshold higher than 25% made no difference to the definition of the boarding category, which suggests that the surveys have reliably picked out the schools that would informally be regarded as boarding schools.

The ethical code governing use of the surveys stipulates not only that no individual student should be identifiable in any published material, but also that no information should be published on any group of schools of six or fewer. Grouping boarding schools together satisfies this requirement. We can then say that setting the threshold in this way includes (but goes beyond) the seven schools that are within the Inquiry's remit. The 19 schools in the boarding category in the surveys are:

Blairs College, Cademuir International School, Fettes College, Fort Augustus Abbey School, Glenalmond College, Gordonstoun School, Keil School, Kilgraston School, Loretto School, Merchiston Castle School, Morrison's Academy, Oxenfoord Castle School, Queen Victoria School, Rannoch School, St Denis and Cranley School, St Francies Xavier College (Coatbridge), St Leonard's School, Strathallan School, and Wellington School.

Some of the boarding schools do not appear in every survey year, whether by random chance or because they had closed. Over the survey series as a whole, the boarding schools contained 1.1% of students (ranging from 0.7% in the 1980 survey to 1.3% in the 1990s). The non-boarding independent schools contained 3.3% (from 2.3% in 1980 to 4.3% in the 1990s), and thus the education-authority schools contained 95.6% (from 97% to 94%). Even with the large sample sizes of the surveys, the small percentage of students in boarding schools results in only a quite small sample from these schools. So, in the tables, the survey years have been grouped into periods in such a way as to yield a sample size of at least about 70 students from the boarding schools in each period. The periods are shown in the tables.

Over the series, 73% of respondents in the boarding-school category were boarders. No report is made here on students as boarders, to avoid any risk of identification:

the survey question on boarding is used only in order to define boarding schools in a consistent way.

For all the surveys from 1976 to 2000, statistical weighting was used to make the reported patterns a more valid estimate of the true patterns in the population.<sup>4</sup> The weights are needed because people with low attainment had lower response rates, and so the views of people with high attainment tend to dominate the unweighted data. The purpose of the weights is to compensate for this tendency, giving due influence to people of all levels of attainment. For several surveys, the sampling fraction also varied by attainment and by education-authority region, and so the weights take account of this design as well. All the percentages shown in the tables are weighted. In practice, the weighting made little difference to the percentages reported in the tables below: all but two of the weighted percentages for boarding schools were within 5 percentage points of the unweighted percentages (the exceptions being noted in Tables 6 and 8).

The sample sizes are unweighted, to give a quick indication of the reliability of the percentages. Each table also indicates (by the symbol †) where there is reliable evidence of a difference between the percentage for boarding schools and the percentages for non-boarding independent schools, and (by the symbol §) where there is reliable evidence of a difference between the percentage for boarding schools and the percentages for education-authority schools. This indication refers to whether the difference between the estimates for two of these school sectors is statistically significant at the 5% level. We take this to mean that the difference is unlikely to have occurred by chance, and thus probably reflects a real difference between the sectors.<sup>5</sup>

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<sup>4</sup> In Croxford, L., Iannelli, C. and Shapira, M. (2007), *Documentation of the Youth Cohort Time-Series Datasets*, UK Data Archive, Study Number 5765, p.7. The general principles of statistical weighting to compensate for differential response rates are described by the ESRC-funded UK Data Service at <https://www.ukdataservice.ac.uk/using-survey-data/data-analysis/survey-weights>.

<sup>5</sup> Specifically, what this means is, for example, that, if there were truly no difference between boarding schools and education authority schools, and if we carried out many surveys with randomly selected samples, then in only 5% of these samples would we find, purely by chance, a difference as large as the one reported in the table. A fuller explanation of this point is provided by the UK Office for National Statistics at <https://www.ons.gov.uk/methodology/methodologytopicsandstatisticalconcepts/uncertaintyandhowwemeasureit>.



## Summary comments on tables

The tables are at the end of the report. This section summarises the main inferences that may be drawn from them about the experience of students in boarding schools.

### **Students (Tables 1 to 6)**

The surveys provide two behavioural measures of students' broad attitudes to their schooling—staying on in school beyond the minimum leaving age (Table 1), and truancy (Table 2). Throughout the period, a higher proportion of boarding-school students stayed on than students in education-authority schools, but they shared that feature with other independent schools. The gap with education-authority schools was wide even when staying-on rates had more than doubled: indeed, by the mid-1980s, almost all students in independent schools were staying on. Serious truancy was always negligible in independent schools, again whether or not the school was boarding. It was also rare in education-authority schools, but was not negligible there.

These behavioural measures are consistent with more specific questions about attitudes to school. Table 3 shows that, up to the 1980s, a much higher proportion of students in boarding schools than in education-authority schools thought that their last year at school had been worthwhile. In 1980, boarding schools were felt to be worthwhile by an even higher proportion of their students than other independent schools.

For the later period (the 1990s), Table 4 shows several more detailed ways in which boarding schools were experienced by high proportions of their students to be satisfactory. Compared to education-authority schools, fewer students in boarding schools reported disruption of their classes by troublemakers. The same pattern was true for reports of harassment of students, and of bullying, although in all three sectors there was widespread reporting of harassment and bullying. Much higher proportions of students in boarding schools than in education-authority schools reported that teachers were respected. Most of these positive features were shared with other independent schools, although fewer students in the boarding schools reported disruption of classes. In only one respect was the position of boarding schools inferior to other independent schools – the proportion reporting that their friends took school seriously, in which respect the boarding schools were similar to the education-authority schools. In all sectors, the disciplinary regime was regarded as fair by at least three quarters of students (column (3)).

These generally positive experiences of boarding school were despite a few features that might have been expected to work in the other direction. One, from 1980 (Table 5), was that the proportion of students in boarding schools who had moved school during their secondary years was about twice as high as the corresponding proportions of students in other independent schools or of students who had sat at least one public examination in the education-authority schools. The other feature was the incidence of corporal punishment in 1980 (Table 6), which was higher in boarding schools than in other independent schools, but also much lower than in education-authority schools. Corporal punishment was made illegal in 1986 in education-authority schools, but not till 2000 in independent schools. There is no survey evidence on this after the early 1980s.

### **Families (Tables 7 to 10)**

The surveys confirm that much higher proportions of students at boarding schools came from socially advantaged families than of students at education-authority schools. But despite the high cost of boarding, there was no consistent evidence that the boarding schools differed in this respect from other independent schools. Table 7(a) shows, for example, that in the 1990s, 85% of boarding-school students came from families where at least one parent worked in a higher or lower professional occupation, in contrast to 44% of students in education-authority schools. The pattern for having parents who completed a full secondary education (indicated by having left school at age 17 or older, Table 8(a)) was even more pronounced: in the 1990s, this category contained more than three quarters of students at independent schools, but just over one quarter at education-authority schools.

Table 9 shows that, in the 1990s, a much lower proportion of students at independent schools lived in rented housing than students in education-authority schools. This was similar to other independent schools, but there was an important difference in the boarding category, where 29% recorded their family's housing tenure as being 'other'. The 1990s surveys generally did not provide any more detailed information, but the 1998 survey did provide some clues, though on a small base of only 46 respondents from boarding schools. Of these, 19% were in tied housing, compared to just 1% of students in the other two school categories. Further, 7% of students at the boarding schools were in privately rented housing, compared to under 2% in the other two categories. Thus the high proportion in the 'other' category of tenure may reflect that some of the parents of students in boarding schools have itinerant professions where the accommodation is provided by the employer.

Table 10 shows the extent to which parents in the three sectors were reported to be involved in their children's schooling, and in their lives more generally. Perhaps simply as a consequence of boarding away from home, lower proportions of students at boarding schools than at other schools reported their parents to have checked on their homework, to have limited the student's time for going out during the school week, or to have discussed daily events at school. Lower proportions than in the education-authority schools also reported that their parents had urged them to earn money, but that pattern probably reflects the economic circumstances of families, because the boarding schools were the same as the other independent schools in this respect. Notably, the parents of boarding-school students were no less involved in their children's lives in other ways – requiring household chores, encouraging their children's plans, and encouraging them to do their best. The difference of the patterns in this table between general parenting roles and specifically educational roles suggests that a high proportion of the parents of boarding-school students trusted the schools to deal with educational topics, but preferred to keep matters of general parenting to themselves.

### **Teachers (Tables 11 to 15)**

Table 11 shows that a higher proportion of students at boarding schools than in the other two sectors obtained help on personal matters from their teachers, in both the 1970s and the 1990s. But the question wording from the 1990s suggests that this was probably because a higher proportion of students in boarding schools wanted help. This could be a sign of greater dependency in boarding schools, or alternatively that a more generous provision of help in boarding schools stimulated a demand for it. What can certainly be said from this table is that there is no evidence that boarding schools were weaker at providing personal support than other schools.

Table 12 also addresses this topic of dependency. A higher proportion of students at boarding schools than at education-authority schools reported that their teachers improved their confidence. Similar proportions in all sectors reported that teachers helped with the choice of school subjects. Table 13 confirms this: large majorities in all sectors, in both the 1970s and the 1990s, reported that their teachers helped them to do their best, and Table 14 shows high proportions having been taught topics that would be relevant to employment. In Table 15, one half of students in all sectors reported that their teachers helped them to be sociable. Only with respect to 'spare-time interests and hobbies' did boarding schools appear inferior to the other sectors, perhaps because more of their residents' time is managed by the school. We return to this point in connection with Table 17 below.

## **Schools (Tables 16 and 17)**

The final two tables deal with more general features of the school, not specifically associated with teachers. Table 16 shows that there is no evidence that students at boarding schools in the 1970s were treated differently from students in other sectors: though there was perhaps not a lot of enthusiasm, there was not much resentment. The quite low proportions who reported that they were treated like children is consistent with the inferences from Tables 11 and 12 about the schools' encouragement of confidence.

Table 17 shows that, in the 1990s, there was little difference among the sectors in most aspects of school ethos, though there was less vandalism during the school day in the boarding schools. High proportions of students from schools in all the sectors reported that their school dealt with bullying and harassment. Much higher proportions of students in both independent sectors than in education-authority schools reported after-school activities, which perhaps tends to confirm that the quite low level of reporting of hobbies at the boarding schools (Table 15) had more to do with the directed character of social life there than to any neglect of students' pastoral well-being.

## Conclusions

The main conclusion is that, for boarding schools between 1970 and 2000, students were generally quite satisfied with their experience. There is no evidence that teachers in boarding schools were less helpful to students than teachers in other schools, whether pedagogically, personally, or (in most respects) socially, and in addition these schools probably did not induce any sense of dependency. Students at boarding schools respected their teachers, who, in turn, encouraged their confidence. It is likely that most parents of boarding-school students trusted the schools to deal with the educational aspects of their children's development, though fewer expected them to deal with some of the wider social aspects of growing up.

In most respects, boarding schools shared these features with independent schools that were not predominantly boarding. Achieving such a positive climate may have been easier than in education-authority schools because of the general absence in any kind of independent school of poverty, disaffection, and the accompanying problems of disruption and truancy. Independent schools also always had the ultimate sanction of expulsion, and parents of students there also had the ultimate influence that comes from paying fees. Whatever the explanation, the survey evidence does tend to show that the students who attended Scottish boarding schools in the latter part of the twentieth century generally found the experience to be satisfactory.

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Dates refer to the year when students left school

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## Tables

**Table 1**  
**Stayed on in school beyond age 16, 1976-1978 to 1990-2000**

	1976-1978		1980		1982-1986		1986-1990		1990-2000	
	%	N	%	N	%	N	%	N	%	N
Boarding independent schools	88§	99	95§	208	89§	130	95§	96	94§	112
Non-boarding independent schools	89	451	93	711	91	369	97	376	97	554
Education-authority schools	29	24,713	44	20,723	43	10,965	47	7,228	64	9,585

† Boarding schools significantly different (at 5% level) from non-boarding independent schools.

§ Boarding schools significantly different (at 5% level) from education-authority schools.

Dates are when students left school.

Percentages are weighted; sample sizes are unweighted.

Source: Scottish School Leavers' Surveys and Scottish Young People's Surveys

**Table 2**  
**Serious truanting<sup>1</sup>, 1976-1978 to 1990-2000**

	1976-1978		1980		1982-1986		1986-1990		1990-2000	
	%	N	%	N	%	N	%	N	%	N
Boarding independent schools	2.3§	99	0§	102	0§	128	1§	92	1.5§	112
Non-boarding independent schools	1.9	450	0	360	0.5	357	0	370	0.7	553
Education-authority schools	12	24,516	7.8	10,249	7.4	10,633	6.6	7,087	7.0	9,524

<sup>1</sup> Students who told the survey that they had truanted for several days or weeks at a time.

† Boarding schools significantly different (at 5% level) from non-boarding independent schools.

§ Boarding schools significantly different (at 5% level) from education-authority schools.

Dates are when students left school.

Percentages are weighted; sample sizes are unweighted.

Source: Scottish School Leavers' Surveys and Scottish Young People's Surveys

**Table 3**  
**Last year at school was worthwhile, 1976-1978 and 1980**

	1976-1978		1980	
	%	N	%	N
Boarding independent schools	84§	99	91†§	203
Non-boarding independent schools	87	449	86	707
Education-authority schools	56	22,451	57	20,372

*Respondents were asked: 'on the whole, do you feel that your last year at school was worthwhile?'*

*† Boarding schools significantly different (at 5% level) from non-boarding independent schools.*

*§ Boarding schools significantly different (at 5% level) from education-authority schools.*

*Dates are when students left school.*

*Percentages are weighted; sample sizes are unweighted.*

*Source: Scottish School Leavers' Surveys and Scottish Young People's Surveys*

**Table 4**  
**Various student experiences, 1990-2000**

%	Troublemakers in class	Friends took school seriously	Punishments were deserved	Students were harassed	Students were bullied	Teachers were respected	N (cols 1-2)	N (cols 3-6)
	(1)	(2)	(3)	(4)	(5)	(6)		
Boarding independent schools	13+§	55+	78	60§	77§	78§	110	72
Non-boarding independent schools	21	68	84	69	81	80	551	406
Education-authority schools	48	52	78	82	88	46	9,429	6,851

*Respondents were asked to agree or disagree with the statements: 'there were too many troublemakers in my S4 classes'; 'my friends took school seriously in S4'; 'pupils who were punished usually deserved it'; 'pupils sometimes got harassed'; 'pupils sometimes got bullied'; 'pupils respected the teachers'.*

*† Boarding schools significantly different (at 5% level) from non-boarding independent schools.*

*§ Boarding schools significantly different (at 5% level) from education-authority schools.*

*Dates are when students left school.*

*Percentages are weighted; sample sizes are unweighted. Sample sizes are the minimum within each row for the specified columns.*

*Source: Scottish School Leavers' Surveys and Scottish Young People's Surveys*



**Table 5**  
**Attended more than one secondary school, 1980**

	%	N
Boarding independent schools	33 <sup>†§</sup>	180
Non-boarding independent schools	19	657
Education-authority schools <sup>1</sup>	16	8,496

<sup>1</sup> Education-authority schools restricted to people who sat at least one O grade.

<sup>†</sup> Boarding schools significantly different (at 5% level) from non-boarding independent schools.

<sup>§</sup> Boarding schools significantly different (at 5% level) from education-authority schools.

Date is when students left school.

Percentages are weighted; sample sizes are unweighted.

Source: Scottish School Leavers' Surveys and Scottish Young People's Surveys

**Table 6**  
**Corporal punishment, 1980**

	%	N
Boarding independent schools	47 <sup>†§</sup>	102
Non-boarding independent schools	36	356
Education-authority schools	70	10,292

Records whether the respondent had ever received corporal punishment.

<sup>†</sup> Boarding schools significantly different (at 5% level) from non-boarding independent schools.

<sup>§</sup> Boarding schools significantly different (at 5% level) from education-authority schools.

The unweighted percentages were, respectively: 40%, 32%, 67%.

Date is when students left school.

Percentages are weighted; sample sizes are unweighted.

Source: Scottish School Leavers' Surveys and Scottish Young People's Surveys

**Table 7**  
**Family social class, 1976-1978 to 1990-2000**

**(a) percentage in classes I and II**

	1976-1978		1980		1982-1986		1986-1990		1990-2000	
	%	N	%	N	%	N	%	N	%	N
Boarding independent schools	86§	95	81§	174	92+§	106	90§	92	85§	102
Non-boarding independent schools	83	446	84	650	85	338	88	367	87	535
Education-authority schools	27	22,185	23	17,721	27	9,281	37	6,699	44	8,756

**(b) percentage in classes IV and V**

	1976-1978		1980		1982-1986		1986-1990		1990-2000	
	%	N	%	N	%	N	%	N	%	N
Boarding independent schools	0+§	95	3§	174	3§	106	2§	92	3§	102
Non-boarding independent schools	1	446	3	650	1	338	2	367	1	535
Education-authority schools	19	22,185	23	17,721	20	9,281	16	6,699	14	8,756

+ Boarding schools significantly different (at 5% level) from non-boarding independent schools.

§ Boarding schools significantly different (at 5% level) from education-authority schools.

Social class is based on occupation, and is defined by the Registrar General scheme, ranging from high-status professional work in class I to unskilled manual work in class V (see p. 24 in Office for National Statistics (2004), The National Statistics Socio-Economic Classification User Manual, London: ONS). Family social class is defined as the higher of father's and mother's social class (except 1980 and 1982, where only father's social class was recorded). Omits unclassified social class.

Dates are when students left school.

Percentages are weighted; sample sizes are unweighted.

Source: Scottish School Leavers' Surveys and Scottish Young People's Surveys

**Table 8**  
**Parental education, 1976-1978 to 1990-2000**

**(a) percentage where one or both parents left school at age 17 or older**

	1976-1978		1980		1982-1986		1986-1990		1990-2000	
	%	N	%	N	%	N	%	N	%	N
Boarding independent schools	65 <sup>§</sup>	99	56 <sup>§</sup>	208	73 <sup>§</sup>	130	74 <sup>§</sup>	96	77 <sup>§</sup>	112
Non-boarding independent schools	65	451	60	711	68	369	68	376	76	554
Education-authority schools	10	24,713	10	20,723	12	10,965	15	7,228	28	9,585

**(b) percentage where both parents left school at age 15 or younger**

	1976-1978		1980		1982-1986		1986-1990		1990-2000	
	%	N	%	N	%	N	%	N	%	N
Boarding independent schools	5 <sup>†§</sup>	99	14 <sup>§</sup>	208	5 <sup>§</sup>	130	13 <sup>§</sup>	96	2 <sup>†§</sup>	112
Non-boarding independent schools	16	451	14	711	9	369	10	376	6	554
Education-authority schools	68	24,713	66	20,723	63	10,965	53	7,228	25	9,585

<sup>†</sup> Boarding schools significantly different (at 5% level) from non-boarding independent schools.

<sup>§</sup> Boarding schools significantly different (at 5% level) from education-authority schools.

The unweighted percentages in (a) for 1986-1990 were, respectively, 68%, 68% and 20%.

Dates are when students left school.

Percentages are weighted; sample sizes are unweighted.

Source: Scottish School Leavers' Surveys and Scottish Young People's Surveys

**Table 9**  
**Housing tenure, 1990-2000**

% in rows	Owned	Rented	Other	N
Boarding independent schools	65 <sup>†</sup>	5 <sup>§</sup>	29 <sup>†§</sup>	111
Non-boarding independent schools	95	3	3	553
Education-authority schools	66	32	2	9,462

<sup>†</sup> Boarding schools significantly different (at 5% level) from non-boarding independent schools.

<sup>§</sup> Boarding schools significantly different (at 5% level) from education-authority schools.

Dates are when students left school.

Percentages are weighted; sample sizes are unweighted.

Source: Scottish School Leavers' Surveys and Scottish Young People's Surveys

**Table 10**  
**Parental involvement, 1990-2000**

%	Checked homework	Require d chores	Limited time out on school days	Discussed school	Urged student to earn money	Encourage d students' plans	Urged student to do best	N
Boarding independent schools	52 <sup>†§</sup>	88	60 <sup>†§</sup>	75 <sup>†§</sup>	51 <sup>§</sup>	97	100	66
Non-boarding independent schools	74	91	85	96	49	98	99	406
Education-authority schools	83	91	76	86	69	94	98	6,960

Respondents were asked to answer 'never', 'sometimes' or 'often' to the following statements (the table grouping 'sometimes' and 'often'): 'check if you had done your homework'; 'expect you to do chores around the home'; 'limit your time for going out on school nights'; 'talk to you about the day's events at school'; 'urge you to earn money (eg a paper round or other job)'; 'encourage you in your own plans and hopes'; 'urge you to do your best at school'.

<sup>†</sup> Boarding schools significantly different (at 5% level) from non-boarding independent schools.

<sup>§</sup> Boarding schools significantly different (at 5% level) from education-authority schools.

Dates are when students left school.

Percentages are weighted; sample sizes are unweighted. Sample sizes are the minimum within each row.

Source: Scottish School Leavers' Surveys and Scottish Young People's Surveys

**Table 11**  
**Teachers helped with personal problems, 1976-1978 and 1990-2000**

	1976-1978		% yes	1990-2000	
	%	N		% did not want help	N
Boarding independent schools	36†§	73	34†§	41†§	111
Non-boarding independent schools	15	305	22	55	550
Education-authority schools	20	11,229	23	51	9,467

*In the 1990s, respondents were asked to reply 'yes', 'no', or 'I didn't want help' to the question: 'did your secondary school teachers give you enough help with your own personal problems?'. The 1970s question was similar, but omitted the category 'I didn't want help'.*

*† Boarding schools significantly different (at 5% level) from non-boarding independent schools.*

*§ Boarding schools significantly different (at 5% level) from education-authority schools.*

*Dates are when students left school.*

*Percentages are weighted; sample sizes are unweighted.*

*Source: Scottish School Leavers' Surveys and Scottish Young People's Surveys*

**Table 12**  
**Support from teachers, 1990-2000**

%	Being confident		Choosing subjects		
	%	N	% yes	% did not want help	N
Boarding independent schools	84§	72	63	16	110
Non-boarding independent schools	78	406	58	20	552
Education-authority schools	72	6,963	62	15	9,519

*Respondents were asked to reply 'agree' or 'disagree' to the statement: 'school has helped to give me confidence to make decisions'.*

*Respondents were asked to reply 'yes', 'no', or 'I didn't want help' to the question: 'did your secondary school teachers give you enough help with choosing subjects at the end of second year?'.*

*† Boarding schools significantly different (at 5% level) from non-boarding independent schools.*

*§ Boarding schools significantly different (at 5% level) from education-authority schools.*

*Dates are when students left school.*

*Percentages are weighted; sample sizes are unweighted.*

*Source: Scottish School Leavers' Surveys and Scottish Young People's Surveys*

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**Table 13**  
**Teachers helped with studies, 1976-1978 and 1990-2000**

	1976-1980		1990-2000	
	%	N	%	N
Boarding independent schools	86§	124	84	109
Non-boarding independent schools	83	492	86	552
Education-authority schools	75	16,452	77	9,489

*Respondents were asked to reply 'agree' or 'disagree' with the statement: 'my teachers helped me to do my best'.*

*† Boarding schools significantly different (at 5% level) from non-boarding independent schools.*

*§ Boarding schools significantly different (at 5% level) from education-authority schools.*

*Dates are when students left school.*

*Percentages are weighted; sample sizes are unweighted.*

*Source: Scottish School Leavers' Surveys and Scottish Young People's Surveys*

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**Table 14**  
**Teaching relevant to jobs, 1990-2000**

	%	N
Boarding independent schools	84	72
Non-boarding independent schools	80	409
Education-authority schools	76	6,972

*Respondents were asked to reply 'agree' or 'disagree' to the statement: 'school has taught me things which would be useful in a job'.*

*† Boarding schools significantly different (at 5% level) from non-boarding independent schools.*

*§ Boarding schools significantly different (at 5% level) from education-authority schools.*

*Dates are when students left school.*

*Percentages are weighted; sample sizes are unweighted.*

*Source: Scottish School Leavers' Surveys and Scottish Young People's Surveys*

**Table 15**  
**Teacher support, 1976-1980**

%	Getting on with others	Hobbies	N
Boarding independent schools	48	36†§	69
Non-boarding independent schools	48	49	278
Education-authority schools <sup>1</sup>	49	50	4,594

*<sup>1</sup> EA schools restricted to people who sat at least one Higher grade.*

*Respondents were asked to reply 'a lot', 'quite a lot', 'not very much' or 'not at all' to the following questions (the table grouping 'a lot' with 'quite a lot'): 'at the last school you went to, how much did your teachers help you to learn how to get on with other people?', and '... [help you] to have spare-time interests and hobbies?'.*

*† Boarding schools significantly different (at 5% level) from non-boarding independent schools.*

*§ Boarding schools significantly different (at 5% level) from education-authority schools.*

*Dates are when students left school.*

*Percentages are weighted; sample sizes are unweighted.*

*Source: Scottish School Leavers' Surveys and Scottish Young People's Surveys*

**Table 16**  
**How treated by school, 1976-1980**

%	Well enough	Fairly well	As a child	N
Boarding independent schools	36	44	20	127
Non-boarding independent schools	43	42	15	478
Education-authority schools	39	47	14	16,179

*Respondents were asked: 'how well did your school treat you during your last year?'*

*† Boarding schools significantly different (at 5% level) from non-boarding independent schools.*

*§ Boarding schools significantly different (at 5% level) from education-authority schools.*

*Dates are when students left school.*

*Percentages are weighted; sample sizes are unweighted.*

*Source: Scottish School Leavers' Surveys and Scottish Young People's Surveys*

**Table 17**  
**School ethos, 1990-2000**

%	Little preparation for life	Vandalism in school during day	School dealt with harassment	School dealt with bullying	After-school activities	N
Boarding independent schools	23	21§	72	72	83§	71
Non-boarding independent schools	15	32	76	71	85	404
Education-authority schools	29	57	68	64	43	6,878

*Respondents were asked to agree or disagree with the statements: 'school has done very little to prepare me for life when I leave school'; 'there was vandalism at my school during the school day'; 'my school dealt with any harassment that went on'; 'my school dealt with any bullying that went on'; 'my school had a wide choice of after-school activities'.*

*† Boarding schools significantly different (at 5% level) from non-boarding independent schools.*

*§ Boarding schools significantly different (at 5% level) from education-authority schools.*

*Dates are when students left school.*

*Percentages are weighted; sample sizes are unweighted. Sample sizes are the minimum within each row.*

*Source: Scottish School Leavers' Surveys and Scottish Young People's Surveys*