

## Eight year trends in English students attitudes to school

Sally Thomas and Wen Jung Peng

*University of Bristol, UK*

(Note: Do not quote without prior permission of authors)

This paper provides an initial overview of the findings from a study of student attitudes to school over a period of eight years in one local education authority (Lancashire LEA). **However, due to the exploratory nature of the analysis the results should be treated cautiously at this stage.** The Lancashire value added project was set up in 1992 aims to provide an innovative system of secondary school evaluation and self-evaluation via the feedback of student performance, attitude and other data. The feedback information provided by the project is intended to inform the improvement processes of state funded schools within the Lancashire LEA region and is not intended for external accountability purposes. Student attitude data, collected annually from 1996 to 2003 (excluding 1998), was analysed using multilevel modelling and factor analysis techniques to identify any significant trends over time in four separate student attitude dimensions. The findings indicate that student views have changed in relation to some key aspects of school life over the time period examined.