

Norwich Opportunity Area 2018-2022 School Monitoring Survey

A report of the Norwich Opportunity Area survey in
Norwich schools 2018-2022

Schools Health Education Unit, Exeter

SHEU

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Contents

Summary	5
Acknowledgements	7
Introduction	8
Survey Analysis: headlines and trends	12
Survey Analysis: connections	21
Conclusions and recommendations	23
APPENDIX: Questions omitted from the latter surveys	24

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Summary

The Norwich Opportunity Area survey was commissioned by Norwich Opportunity Area to improve local data related to the aspirations and wellbeing of children and young people.

Schools were surveyed in 2018, twice in 2020, again in Autumn 2021, and finally in Spring/Summer 2022.

It was planned to use the same questionnaire throughout, but pressure on schools from COVID-19 and its associated restrictions led to a decision to create much shorter questionnaires for the later waves of the survey.

Over 14,000 questionnaires were returned from children and young people attending a Norwich school between 2018 and 2022.

A total of 21 schools took part in the survey at some point: 13 primary schools and 8 secondary schools.

Comparisons have been made with results from previous waves of the survey.

The irregular composition of the sample from one wave to the next limits the conclusions that can be drawn about trends. The 2022 results are notably skewed in their composition and little can be concluded from their examination.

The impacts of COVID-19 on schools and pupils and on schools' capacity to collect data also limit the conclusions that can be drawn about trends.

The largest year group in the primary phase was Year 6, and the largest year group in the secondary phase is Year 10; figures and commentary below will focus on these two samples in particular, as they are likely to be

the most representative and least variable between waves. However, no primary phase results can be reported for 2022.

▪ Background

The composition of the primary samples is dissimilar between waves, but the secondary samples have been more stable.

▪ Coronavirus & lockdown

Older secondary pupils think that COVID-19 and lockdown will have a detrimental effect on their examination prospects.

▪ School perceptions

Perceptions of school in some respects seem better in more recent waves of the survey, particularly for the primary phase.

▪ Aspirations

We asked secondary phase pupils about their plans after school/college; there is a marked shift among Y11 pupils between 2018 and 2022 away from planning to get a job and towards University.

It has not been easy for schools during the pandemic to keep 'visiting' going with local employers. However, we are aware of efforts to establish online modes of engagement which would not be reflected in this question.

▪ Emotional health and wellbeing

Primary pupils' scores on the Stirling Children's Wellbeing Scale have significantly

declined, with markedly fewer pupils scoring in the 'high' score bracket.

Secondary pupils' scores on the Warwick-Edinburgh Wellbeing Scale have also declined, with fewer pupils scoring in the higher score brackets, but the shift is not so large.

Worries about school-work, future career and world news among Y10 students are all a little lower in 2021 than in 2018.

▪ **Substance use**

There is a substantial increase across several year groups in reports of substance use, when comparing the final 2021 secondary survey results with those from the previous wave in Autumn 2020. However, these changes for the most part only restored the levels seen in 2018, and in fact, 2021 levels are in some cases lower than those seen in 2018.

▪ **Safer schools officers**

There is some evidence that awareness of Safer Schools Officers is lower now than when the survey series started.

▪ **Associations with parental involvement**

There is good evidence that parental involvement is associated both with children's resilience and aspirations.

Parental involvement seems to be associated with greater wellbeing.

▪ **Associations with pupil voice**

Pupil voice seems to be associated with greater wellbeing and with lower levels of worry.

• **Associations with free school meals (FSM)**

There are a great many significant differences between secondary pupils receiving FSM and their peers: they are less school oriented, less University-oriented, less resilient, and have some less desirable lifestyle habits.

▪ **Conclusions**

The intrusion of the COVID-19 epidemic has affected both the target population and the schools' capacity to collect data, so that discerning the effects of the NOA initiative has been fraught.

There have been some changes in the target population during the period of the NOA initiative, including improved perceptions of school by primary pupils. Several other changes seen (increased worries; declines in wellbeing, employer links, School Safety Officer awareness) seem likely to be effects of COVID-19 disruption, while a possible temporary decline in substance use among secondary school pupils might be in keeping with general population trends rather than a local effect.

If it cannot be shown that the NOA initiative has achieved its desired aims, it can be shown that some of its objectives (like parental involvement) are associated with improvements in young people's aspirations and wellbeing, and so are very relevant.

Acknowledgements

This report summarises the results of the **Norwich Opportunity Area** Survey 2018-2022 and its first draft was produced by SHEU, Exeter.

SHEU and NOA would like to thank all the schools that took part and completed the survey, the staff who helped facilitate this process and all the young people who took part.

SHEU would also like to thank Emma van Deventer, Katie White, Jackie Bircham and other colleagues at NOA for their support in relation to this project.

Purpose of the survey

The Norwich Opportunity Area survey was commissioned by Norwich Opportunity Area to improve local data related to the aspirations and wellbeing of children and young people.

Improved local knowledge can contribute to the response to local priorities and strategies and improve the provision of needs-led services to children, young people and families.

Survey method

The survey was conducted using custom online survey software. Paper submission was available to the schools as a backup, and many questionnaires were completed using paper booklets.

Schools were surveyed in 2018, twice in 2020, in 2021, and finally in 2022.

However, the appearance of coronavirus in early 2020 undoubtedly affected both schools' capacity to collect data and also pupils' attitudes and wellbeing.

It was planned to use the same questionnaire throughout, but pressure on schools from COVID-19 and its associated restrictions led to a decision to create much shorter questionnaires for the latter two waves of the survey.

Survey design

The survey was divided into a number of distinct sections:

Table 1: Topic sections in the Norwich Opportunity Area Survey 2018-2022, by primary/secondary school phase and by wave

	<i>Pri</i>	<i>Sec</i>	<i>2018-2020 Spring</i>	<i>2020 Autumn -2022</i>
<i>Background</i>	✓	✓	✓	✓
<i>Coronavirus & lockdown</i>	✓	✓		✓
<i>Pupil voice</i>	✓	✓	✓	✓
<i>School perceptions</i>	✓	✓	✓	✓
<i>Aspirations</i>	✓	✓	✓	✓
<i>Parental involvement</i>	✓	✓	✓	✓
<i>Emotional health and wellbeing</i>	✓	✓	✓	✓
<i>Diet</i>	✓	✓	✓	✓
<i>Substance use</i>		✓	✓	✓
<i>Anti-social behaviour</i>		✓	✓	✓
<i>Bullying & harassment</i>	✓	✓	✓	
<i>Exercise</i>	✓	✓	✓	
<i>Relationships and sexual health</i>		✓	✓	
<i>Public services</i>	✓	✓	✓	
<i>Transport & access</i>	✓	✓	✓	

Recruitment of Schools

All primary and secondary schools in Norwich were invited to take part in the survey.

A range of actions was implemented to promote schools taking part in the project, but numbers of schools and numbers from each school were down in 2022, and just one primary school took part. Schools have clearly struggled to accommodate this survey in the last academic year.

Number of Young People

Over 14,000 questionnaires were returned from children and young people attending a Norwich school between 2018 and 2022.

The numbers in each wave of the survey in each phase of education are given below.

Table 2: Numbers participating in the Norwich Opportunity Area Survey 2018-2021, by primary/secondary school phase and by wave

	<i>Pri</i>	<i>Sec</i>	<i>All</i>
2018	721	1,659	2,380
2020 Spring	704	2,831	3,535
2020 Autumn	346	3,723	4,069
2021	393	2,140	2,533
2022	56	1,189	1,245
<i>Total</i>	2,578	11,522	14,100

The numbers in each year group varied, so the balance of the samples was uneven between waves.

Table 3: Numbers participating in the Norwich Opportunity Area Survey 2018-2022, by year group and wave

	2018	2020 Spring	2020 Autumn	2021	2022
Year 4	202			27	
Year 5	166	241	141	105	56
Year 6	353	463	205	261	
Year 7	418	490	800	286	217
Year 8	392	541	766	539	433
Year 9	244	515	675	306	255
Year 10	358	586	667	424	210
Year 11	167	471	549	225	31
Year 12+	78	221	257	358	43

Not all pupils gave a year, so the tally is smaller than the total sample given in the previous table.

The largest year group in the primary phase across the waves was Year 6, and one of the largest year groups in the secondary phase is Year 10; figures and commentary below have focussed on these two samples in particular, as they are likely to be the most representative and least variable between waves, but we have no Y6 sample for 2022.

In the text below:

- ① Findings from the primary school sample are marked with a (1) bullet
- ② Findings from the secondary school sample are marked with a (2) bullet

Number of Schools

A total of 21 schools took part in the survey at some point: 13 primary schools and 8 secondary schools. But in 2022 the number was just six.

Table 4: Numbers participating in the Norwich Opportunity Area Survey 2018-2021, by school and wave

	2018	2020 Spring	2020 Autumn	2021	2022
1. Primary		101			
2.		115		173	
3.	112	118	109	53	
4.		39			
5.	342	222			
6.			53	22	
7.	41	47	48	41	
8.	28				
9.	41	23		52	
10.	56				
11.	54			52	
12.	47	39	39		
13.			97		56
14. Secondary.		448			
15.	587	1,399	1,344	1,449	
16.	171	160	445		110
17.	210	149	877		630
18.	117	168	524	175	123
19.			77	200	151
20.	532	453	456	214	155
21.	42	54		100	

Comparisons have been made with results from previous waves of the survey.

The irregular composition of the sample from one wave to the next limits the conclusions that can be drawn about trends.

For example, School No.17 dominates the 2022 sample, but was absent from the 2021 sample.

The primary findings from 2022 will be suppressed in this report to preserve the confidentiality of the results from the single school taking part.

The detrimental effects of COVID-19 on schools and pupils and on schools' capacity to collect data also limit the conclusions that can be drawn about trends.

Reporting to Schools

Each participating school receives a tailored report showing the school's own results alongside the aggregate results for Norwich, together with a list of significant differences from the aggregate figures.

Survey Analysis: headlines and trends

Where parallel questions were asked in primary and secondary school versions, they are reported together. If there were differences in the wording between versions, these have been noted below.

Background

Pupils were asked a number of questions about their personal and family circumstances.

Table 5: Selected background responses, by phase and wave

Question	Phase	Response	2018	2020 Spring	2020 Autumn	2021	2022
2: Which of the following best describes your ethnic background?							
	Pri	White British	75%	70%	75%	66%	
	Sec	White British	75%	77%	68%	76%	51%
3: Which adults do you live with?							
	Pri	Mum & Dad together	62%	61%	60%	55%	
	Sec	Mum & Dad together	60%	59%	61%	61%	62%
8: In the last 6 years, have you ever had free school meals ['free meals' on paper version] at school?							
	Pri	Yes, I have them now	17%	12%	26%	31%	
	Sec	Yes, I have them now	15%	18%	17%	18%	18%

This table, and most others in this report, is highly abbreviated from the detail available. A full breakdown of all responses by wave and year group has been provided to NOA.

The composition of the primary samples is dissimilar between waves, while the secondary samples have generally been more stable

There is an unexpected drop in the proportion of White British pupils in the secondary school sample in 2022; this arises from the changing nature of the schools in the 2022 sample.

Coronavirus & lockdown

Pupils were asked a number of questions about their perceptions of how the COVID-19 epidemic might affect their examination and employment prospects.

Table 6: Selected responses to 37: Do you feel the time missed at school because of the COVID-19 (coronavirus) lockdown will affect how well you do in your exams? by selected year groups and by wave

<i>Year group</i>	<i>Response</i>	<i>2020 Autumn</i>	<i>2021</i>	<i>2022</i>
<i>Year 10</i>	Yes, I think I will do worse	53%	51%	64%
<i>Year 11</i>	Yes, I think I will do worse	75%	69%	57%

- ② A majority of older secondary pupils think that COVID-19 and lockdown will have a detrimental effect on their examination prospects, although the Y11 sample from 2022 are less likely to agree with this than the sample from 2020.

Table 7: Selected responses to 38: Do you feel the time missed at school because of the COVID-19 (coronavirus) lockdown will affect your job prospects? by selected year groups and by wave

<i>Year group</i>	<i>Response</i>	<i>2020 Autumn</i>	<i>2021</i>	<i>2022</i>
<i>Year 10</i>	Not at all		31%	30%
	Yes, I think I will find it harder to get a job I really want		28%	27%
	Yes, I think I will find it easier to get a job I really want		2%	1%
	I don't know		39%	42%
<i>Year 11</i>	Not at all		14%	14%
	Yes, I think I will find it harder to get a job I really want		54%	40%
	Yes, I think I will find it easier to get a job I really want		1%	3%
	I don't know		32%	43%

- ② Of the Y11 pupils who express a view, many are mostly convinced that COVID-19 will also affect their job prospects.

Table 8: Selected responses to 39: Do you feel the time missed at school because of the COVID-19 (coronavirus) lockdown has affected your wellbeing? by selected year groups and by wave

<i>Phase</i>	<i>Response</i>	<i>2020 Autumn</i>	<i>2021</i>	<i>2022</i>
<i>Pri</i>	No, not affected	35%	36%	
	Yes, my wellbeing is a bit worse	22%	24%	
	Yes, my wellbeing is a lot worse	8%	5%	
	Yes, my wellbeing is a bit better	6%	6%	
	Yes, my wellbeing is a lot better	4%	4%	
<i>Sec</i>	No, not affected	32%	30%	32%
	Yes, my wellbeing is a bit worse	27%	30%	27%
	Yes, my wellbeing is a lot worse	13%	17%	18%
	Yes, my wellbeing is a bit better	8%	5%	5%
	Yes, my wellbeing is a lot better	6%	3%	5%

- ② About 30% of secondary pupils think that their wellbeing has not been affected. Between 40-50% of secondary pupils think that their wellbeing is worse, and a minority think it is better.

① Primary pupils are less sure that their wellbeing is worse: about 30% say so.

▪ Pupil voice

Pupils in both phases of education were asked about their opportunities to give their views on aspects of school and life.

Table 9: Selected responses to Pupil voice questions, by selected year groups and by wave

Phase	Response	2018	2020 Spring	2020 Autumn	2021	2022
Year 6	11a: Are you <u>asked</u> for your ideas and opinions...? % responding 'yes'					
	...About what you learn in school?			83%	83%	
	...About how you learn in school?			73%	71%	
	...About the school environment?			69%	78%	
	...In your community?			53%	57%	
Year 10	...About what you learn in school/college?	60%	51%	49%	50%	52%
	...About how you learn in school/college?	42%	39%	37%	36%	35%
	...About the school/college environment?	48%	52%	46%	56%	47%
	...In your community?	24%	27%	28%	30%	33%
Year 10	11b: Do the opinions of young people <u>make a difference</u> to decisions...? % responding 'yes'					
	...About what you learn in school/college?	42%	37%	34%	38%	40%
	...About how you learn in school/college?	45%	44%	37%	42%	39%
	...About the school/college environment?	53%	54%	45%	60%	52%
	...In your community?	35%	38%	35%	44%	44%

There are no clear trends for the Pupil Voice questions; they were absent from early waves of the primary survey, and the items in the secondary survey do not show consistent changes.

▪ School perceptions

Pupils in both phases of education were asked about their opinions of several features of their school experience.

Table 10: Selected school perception responses, from Q9: Please think about each of the following statements...: % responding 'agree', by selected year groups and by wave

Phase	Response	2018	2020 Spring	2020 Autumn	2021	2022
Year 6	The school cares whether I am happy or not	71%	72%	78%	78%	
Year 10	The school/ college cares whether I am happy or not	38%	40%	40%	43%	29%

① Perceptions of school in some respects seem better in some recent waves of the survey, particularly for the primary phase.

② There is a marked drop in 2022 in agreement with this statement.

There are slightly different stories to be told for each year group and for each item in the part of the questionnaire. Those particularly pertinent to the aims of the NOA are shown below:

Table 11: Selected school perception responses in Year 10, by wave

Phase	Response	2018	2020 Spring	2020 Autumn	2021	2022
Year 10	I feel like school/college has prepared me well for my plans after Year 11	24%	24%	22%	27%	29%
	The school/college has given me lots of information to think about what my future career options are	36%	38%	32%	33%	31%

We might have hoped that these would both show a strong positive trend but while 'prepared me well' has risen, 'lots of information' has fallen.

- ② There were related questions in the secondary questionnaire, *Do you think it is important to go to school/college regularly?* And *How many lessons do you enjoy at school/college?*. The interpretation of these two questions may well have been affected by pupils not having to go to school or be at school during lockdown, but in any case the responses are rather similar between waves of the survey, with about 67% of Y10 pupils enjoying at least half of their lessons (less than in 2021), and about 80% agreeing that it is important to go to school regularly.

▪ Aspirations

- ② We asked secondary phase pupils about their plans after school/college; there is a marked shift among Y11 pupils between 2018-2022 away from planning to get a job and towards University (**bold**).

Table 12: Responses to Q13: At the end of school/college, do you want to...? % responding 'yes' in Year 11, by wave

		2018	2020 Spring	2020 Autumn	2021	2022
Year 11	Continue education at a school sixth form?	62%	58%	64%	61%	90%
	Start full time education at FE college or sixth form college?	45%	42%	38%	36%	38%
	Start full time education at University?	30%	32%	39%	35%	41%
	Find a job as soon as you can?	44%	39%	37%	24%	31%

There is a remarkable rise in the 'school sixth form' row.

We asked pupils in both phases what job they would like to do, and whether they thought they would end up doing a job like this.

Table 13: Selected responses to Q14: Do you think you will end up doing a job like this? in Years 6 & 10, by wave

Phase	Response	2018	2020 Spring	2020 Autumn	2021	2022
Year 6	Yes	46%	45%	45%	49%	
Year 10	Yes	36%	42%	45%	44%	45%

There are no clear trends in pupils' perceptions about the likelihood of them earning more or less than their parents (table not shown).

Table 14: Selected responses to Q18: How many times have you spoken to a local employer visiting your school/college? in selected year groups, by wave

Phase	Response	2018	2020 Spring	2020 Autumn	2021	2022
Year 10	I don't remember any employers visiting our school/college	43%	42%	59%	50%	62%
Year 11	I don't remember any employers visiting our school/college	41%	25%	55%	52%	81%

- ② It has not been easy for schools during the pandemic to keep 'visiting' going with local employers. However, we are aware of efforts to establish online modes of engagement which would not be reflected in this question.

■ Parental involvement

Table 15: Selected responses to Parental involvement questions in selected year groups, by wave

Phase	Response	2018	2020 Spring	2020 Autumn	2021	2022
Year 6	23: Do your parents go to parents' evenings?			82%	77%	
	Are your parents helping you think about your career choices after 16?			58%	49%	
Year 10	23: Do your parents go to parents' evenings?	84%	80%	86%	80%	71%
	Are your parents helping you think about your career choices after 16?	71%	72%	74%	73%	75%

The questions about parental involvement show no clear trend in the secondary phase; they were not asked in the first waves of the primary phase questionnaire.

■ Emotional health and wellbeing

Primary and secondary pupils completed age-appropriate wellbeing scales.

Table 16: Stirling Children’s Wellbeing Scale scores in selected primary year groups, by wave

Phase	Response	2018	2020 Spring	2020 Autumn	2021	2022
Year 6	12-23: Low	3%	2%	6%	4%	
	24-35: Med-low	15%	14%	18%	17%	
	36-47: Med-high	39%	45%	45%	49%	
	48-59: High	41%	36%	29%	27%	
	60 - Maximum	2%	2%	2%	2%	

① Primary pupils’ scores on the Stirling Children’s Wellbeing Scale have significantly declined, with markedly fewer pupils scoring in the ‘high’ score bracket (**bold**).

Table 17: Warwick-Edinburgh Wellbeing Scale scores in selected secondary year groups, by wave

Phase	Response	2018	2020 Spring	2020 Autumn	2021	2022
Year 10	14-27: Low	8%	6%	11%	10%	12%
	28-41: Med-low	29%	30%	30%	31%	40%
	42-55: Med-high	47%	50%	44%	48%	40%
	56-70: High	16%	14%	14%	11%	8%

② Secondary pupils’ scores on the Warwick-Edinburgh Wellbeing Scale have also declined, with fewer pupils scoring in the higher score brackets (**bold**), but the shift is not so large.

Average scores show a similar decline.

We also ask a number of questions related to resilience, and derive a score; there is little evidence that young people’s resilience has changed during the pandemic. The scores in the 2022 wave are distinctly lower (**bold**), but this may reflect the different nature of the schools taking part.

Table 18: Resilience scores in selected year groups, by wave

Phase	Response	2018	2020 Spring	2020 Autumn	2021	2022
Year 6	Low (up to 16)	22%	19%	23%	20%	
	Med-low (17-20)	26%	29%	21%	25%	
	Med-high (21-23)	26%	22%	23%	23%	
	High (24+)	27%	30%	34%	33%	
Year 10	Low (up to 16)	35%	36%	36%	34%	44%
	Med-low (17-20)	33%	32%	31%	31%	33%
	Med-high (21-23)	19%	21%	19%	23%	19%
	High (24+)	13%	11%	14%	12%	3%

There is a lot of detailed information about young people’s worries, but there is not much of significance to be discerned. Pupils were given a list of topics about which they might worry, and were asked how much they worry about each on a five-point scale.

Table 19: Responses to Q45/46: How much do you worry about the issues listed below? % responding 'quite a lot' or 'a lot', in Year 10, by wave

Year 10	Response	2018	2020 Spring	2020 Autumn	2021	2022
	School/college-work problems, exams, tests	57%	57%	55%	46%	64%
	Your physical health	31%	28%	31%	29%	37%
	Your mental health	34%	33%	39%	36%	48%
	Problems with friends	30%	28%	32%	29%	39%
	Peer pressure	16%	18%	18%	16%	25%
	Keeping up with what's online	15%	10%	14%	15%	16%
	Family problems	26%	24%	25%	27%	38%
	The way you look	41%	43%	46%	38%	51%
	Boyfriend/girlfriend relationships	17%	19%	13%	17%	28%
	Becoming a parent before I'm ready	6%	7%	5%	8%	10%
	Money	31%	25%	27%	30%	43%
	Drugs	8%	6%	5%	5%	5%
	Crime	13%	13%	9%	11%	13%
	Wars, terrorism, other world news	26%	23%	20%	17%	26%
	Gambling	4%	5%	2%	3%	3%
	Climate change	21%	34%	28%	26%	26%
	Bereavement, loss and separation	27%	24%	24%	23%	28%
	Home life	12%	11%	17%	17%	26%
	Making decisions about my future career	40%	36%	36%	31%	49%
	Getting excluded from school/college	9%	7%	7%	7%	10%
	Other children's behaviour in school/college	11%	8%	9%	7%	8%

② Worries about school-work, future career and world news among Y10 students are all a little lower in 2021 than in 2018.

② Many worries are at their highest in 2022 (**bold**), but this may reflect only a difference in the nature of the schools taking part in 2022.

■ Substance use

② There is a substantial increase across several year groups in reports of substance use, when comparing the final 2021 secondary survey results with those from the previous wave in Autumn 2020. However, these changes for the most part only restored the levels seen in 2018, and in fact, 2021 levels are in some cases lower than those seen in 2018.

The figures from Y10 students illustrate these features:

Table 20: Substance-related behaviours in Y10 students, by wave

	2018	2020 Spring	2020 Autumn	2021	2022
<i>Ever tried alcohol</i>	67%	62%	48%	51%	60%
<i>Drank alcohol last week</i>	18%	26%	20%	26%	27%
<i>Ever tried drugs</i>	16%	13%	6%	9%	14%

Alcohol use last week is up from Autumn 2020 to 2021, but the figure is not significantly higher in 2021 than in 2018; the ever-tried figures for 2021 are actually lower than in 2018.

We have some question mark over the composition of the 2022 sample, but we can say that these result are not lower in 2022 than in 2021.

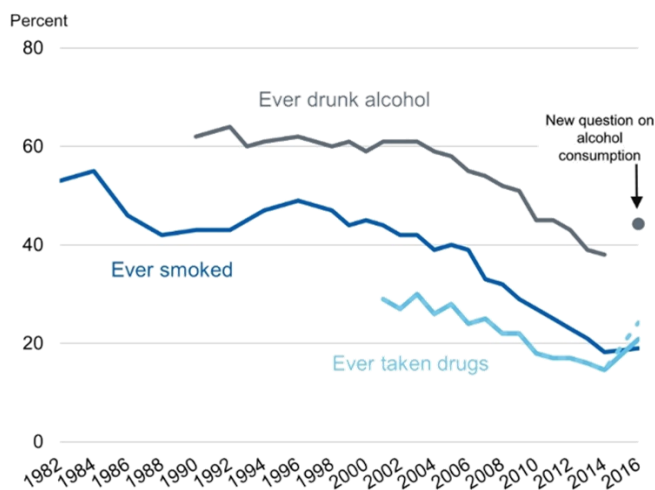
The story is slightly different for each relevant question and each year group.

What might account for these changes?

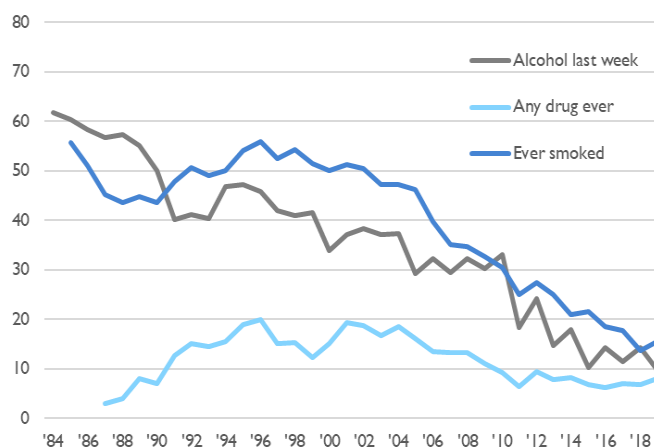
Coronavirus restrictions and their relaxation may account for much of the drop-and-rise we see in the results.

Also, in national surveys and in SHEU's aggregate data sets, young people's participation in substance use behaviours has been undergoing a long slow decline over the last 10-20 years, but this may have ticked up again in the most recent studies.

[Chart 1: Trends 1982-2016 in substance use behaviours from the Office of National Statistics, 11-15yo](#)



[Chart 2: Trends 1984-2018 in substance use behaviours from SHEU, Y8 & Y10](#)



■ Anti-social behaviour

Secondary pupils were asked about a list of anti-social behaviours.

Table 21: Responses to Q44: Have you [taken part in these dangerous/antisocial behaviours]...? % responding yes (in the past/this term), in Year 10 students, by wave

Year 10	Response	2018	2020		2021	2022
			Spring	Autumn		
	Been in a car with a drunk or under-age driver	8%	8%	7%	7%	14%
	Gone on or near railway lines	29%	25%	22%	24%	31%
	Gone onto a building site without supervision	29%	24%	21%	20%	23%
	Hit or kicked or thrown stones at someone	24%	18%	21%	21%	25%
	Stolen something from someone	23%	23%	20%	24%	35%
	Shoplifted	18%	25%	14%	16%	22%
	Damaged a car	9%	9%	7%	8%	12%
	Broken into a car	1%	1%	1%	1%	1%
	Vandalised e.g. sprayed paint on walls, broken glass	11%	11%	8%	14%	14%
	Started a fire that you shouldn't have done	11%	10%	7%	12%	12%
	Carried a weapon	5%	4%	5%	5%	8%

There are no clear trends about anti-social behaviours among Y10 pupils; 2022 figures are often higher (**bold**), but perhaps because of the nature of the sample.

■ Safer schools officers

Table 22: Responses to Q43: Do you know who your Safer Schools/Colleges Officer is?, by selected year groups and wave

Phase	Response	2018	2020		2021	2022
			Spring	Autumn		
Year 10	Yes	27%	22%	9%	18%	29%

- ② There is some evidence that awareness of Safer Schools Officers dropped to a lower level than when the survey series started; it seems to be no lower now, although confidence in our conclusions about 2022 are limited by the nature of the sample.

■ Diet

There are no clear trends in responses about breakfast or portions of fruit/veg consumed in the waves of the secondary phase. The levels are similar to those seen in other local surveys.

Survey Analysis: connections

Some of the premises of the NOA initiative include the relevance of pupil voice and parental involvement to the support of young people’s aspirations, resilience and wellbeing.

These connections could be tested in the data set, and the conclusions from the 2021 report are shown below.

■ Associations with parental involvement

There is good evidence that parental involvement is associated both with children’s resilience and aspirations.

We must remember that correlation does not imply cause and effect.

For example, it cannot be shown whether more parental involvement leads to greater University aspirations (**A→B**), or if University aspiration makes parents more likely to get involved (**B→A**), or if something else is going on.

A → B

B → A

Of course, there may be background factors (**C**), like having more income, which could produce both more University aspirations and more parental involvement.

C → B
C → A

② Parental involvement seems to be associated with better wellbeing in the 2021 Year 10 sample.

■ Associations with pupil voice

Any possible effects of pupil voice on resilience and aspirations are absent or unclear.

[Table 23: Relationship between pupil voice and wellbeing and worry, among Year 10 students in 2022](#)

② Pupil voice seems to be consistently associated with greater wellbeing and with lower levels of worry in the Year 10 sample.

■ Association with Free School Meals

[Table 24: Relationship between pupils currently receiving Free School Meals \(FSM\) and school orientation, 2021](#)

Question	FSM	All primary pupils
% of pupils responded that they think it is important to go to school regularly.	Pri 93%	82%
	Sec 76%	84%

① Primary school pupils who currently receiving Free School Meals (FSM) are more likely to agree that it is important to go to school regularly than are their peers.

② By contrast, secondary school FSM pupils are less likely to agree that it is important to go to school regularly than are their peers.

② There are a great many other significant differences between secondary pupils receiving FSM and their peers: they are less University-oriented, less resilient, and have some less desirable lifestyle

habits. FSM pupils are also less likely to live with both parents and are more likely to be a carer than are their peers.

■ Conclusions

The intrusion of the COVID-19 epidemic has affected both the target population and the schools' capacity to collect data, so that discerning the effects of the NOA initiative has been fraught.

There have been some changes in the target population during the period of the NOA initiative, including improved perceptions of school by primary pupils. Several other changes seen (increased worries; declines in wellbeing, employer links, School Safety Officer awareness) seem likely to be effects of COVID-19 disruption, while a possible decline in substance use among secondary school pupils is more likely to be in keeping with general population trends than a local effect.

If it cannot be shown that the NOA initiative has achieved its desired aims, it can be shown that some of its objectives (like parental involvement) are associated with improvements in young people's aspirations and wellbeing, and so are very relevant.

APPENDIX: Questions omitted from the latter surveys

The next set of topics were dropped from the questionnaire and so there is only headline information from 2018 and Spring 2020 to be reviewed. The headlines below are from the 2018 secondary survey.

▪ **Bullying & harassment**

- ② 53% of pupils responded that their school/college deals with bullying 'quite' or 'very' well, while 6% of pupils responded that bullying is not a problem in their school/college.
- ② 30% of pupils responded that their school/college deals with bullying 'not very well' or 'very badly'.
- ② 35% of pupils responded that they have been bullied in the last 12 months; 9% said that they have been bullied 'a lot'.
- ② 53% of pupils responded that they have found school/college lessons on bullying 'quite' or 'very' useful; 15% said they were 'not at all useful' and 7% couldn't remember any.
- ② 37% of pupils who responded that they have been bullied in the last 12 months said they have been pushed/hit in the last month; 70% said they were teased/made fun of.
- ② 5% of pupils who responded that they have been bullied in the last 12 months said they think they have been picked on or bullied because of their colour or race, while 41% said that it was because of the way they look.
- ② 48% of pupils who were bullied in the last 12 months responded that the bullying usually happened in a playground or on the school/college field, while 8% experienced bullying at or near home.
- ② 15% of pupils responded that they have given their view on the school/college anti-bullying policy.

DOMESTIC VIOLENCE

- ② 30% of pupils responded that there has been shouting and arguing between adults at home at least 'once or twice' in the last month that has upset them; 3% said this has happened 'every day/almost every day'.
- ② 4% of pupils responded that there has been violence between adults at home at least 'once or twice' in the last month; 0% said this has happened 'every day/almost every day'.

NEGATIVE RELATIONSHIPS

- ② 25% of boys and 25% of girls responded that they have experienced at least one of the negative behaviours listed in a relationship with a past or current boyfriend/girlfriend.
- ② 34% of pupils responded that if any of the things in Q76 were to happen to them, they would look after themselves without help; 26% said they would not try to look after themselves without help.
- ② 63% of pupils responded that if any of the things in Q76 were to happen to them, they know where they could get help; 10% said they would not know where they could get help.
- ② 52% of pupils responded that if any of the things in Q76 were to happen to them, they would get some help; 15% said they would not get some help.

▪ **Healthy lifestyles**

WEIGHT AND APPEARANCE

- ② 9% of pupils responded that they would like to put on weight.

- ② 43% of pupils responded that they would like to lose weight.
- ② 47% of pupils responded that they are happy with their weight as it is.
- ② 56% of pupils responded that they are the main thing that affects the way they feel about their appearance, while 25% said that other people at school/college affect them.

HEALTHY CHOICES

- ② 53% of pupils responded that they 'never' or only 'sometimes' consider their health when choosing what to eat.
- ② 23% of pupils responded that they 'very often' or 'always' consider their health when choosing what to eat.
- ② 45% of pupils responded that they have found school/college lessons on healthy eating 'quite' or 'very' useful; 14% said they were 'not at all useful' and 12% couldn't remember any.
- ② 24% of pupils responded that when they are choosing food and drink they try to avoid sugar.
- ② 49% of boys and 58% of girls try to avoid at least one of the things in Q63 when choosing food and drink.

LUNCH

- ② 8% of boys and 13% of girls responded that they did not have any lunch on the day before the survey.
- ② 29% of pupils responded that they had school/college food for lunch on the day before the survey while 3% bought lunch from a takeaway or shop.

FOOD & DRINK

- ② 56% of pupils responded that they eat fresh fruit 'on most days', while 25% said the same of sweets, chocolate, choc bars.

- ② 6% of pupils responded that they 'rarely or never' eat vegetables, while 48% said the same of fish/fish fingers.

DRINKS

- ② 23% of pupils responded that they drank milk on the day before the survey.
- ② 48% of pupils responded that they drank plain water on the day before the survey; 34% said they drank tea/coffee.

Physical Activity

- ② 7% of pupils responded that they don't enjoy PE and Games in school/college at all.
- ② 72% of pupils responded that they enjoy PE and Games in school 'quite a lot' or 'a lot'.
- ② 62% of pupils responded that they have found school/college lessons on physical activity 'quite' or 'very' useful; 7% said they were 'not at all useful' and 6% couldn't remember any.
- ② 7% of pupils responded that they don't enjoy other physical activity (not PE/Games in school/college) at all.
- ② 67% of pupils responded that they enjoy other physical activity (not PE/Games in school/college) 'quite a lot' or 'a lot'.
- ② 43% of pupils responded that they spent time doing sport/physical activity after school/college on the day before the survey.
- ② 26% of pupils responded that they don't have enough time to do activities as much as they would like, while 11% said it costs too much to take part.
- ② 47% of pupils responded that nothing stops them doing activities as much as they would like, while 12% said they don't know what to do.

▪ **School and Public Services**

- ② 13% of pupils responded that their lecturers, teachers or lessons would be the first source of help or information about careers.
- ② 40% of pupils responded that they know how to contact their School/College nurse, while 29% said that they are 'not sure'.
- ② 27% of pupils responded that they know who their Safer Schools/Colleges Officer is, while 32% said that they are 'not sure'.

▪ **SEXUAL HEALTH SERVICES**

- ② 10% of pupils responded that they know what the Condom Card is and how to get access but haven't used it, while 2% said they have used the service.

▪ **INTERNET SAFETY**

- ② 24% of pupils responded that they have seen sexually explicit images, videos or games (including 'pornography'), while 11% said they have sent personal information to someone, then wished they hadn't done or had thought more about it.

▪ **Police & Crime**

- ② 37% of pupils responded that they saw or spoke to someone from the police in at least one of the situations listed in the last year. 15% said that they saw or spoke to someone from the police at a visit in a school lesson this term.

▪ **Transport & Access**

- ② 40% of pupils responded that they usually get around daily by walking (more than a mile), while 27% get around by car.

- ② 76% of pupils responded that it is 'easy' or 'very easy' for them to get to school/college, while 63% said the same of somewhere to play sport or do exercise.

- ② 13% of pupils responded that it is 'difficult' or 'very difficult' for them to get to clubs and other group activities, while 18% said the same of helping/volunteering opportunities.

- ② 61% of pupils responded that they don't have problems getting around.

- ② 11% of pupils responded that they have problems getting around because it costs too much.

- ② 14% of pupils responded that they have problems getting around because no-one will take them.

▪ **Leisure**

- ② 24% of pupils responded that they help other people by fundraising, while 15% said they help a family member.

- ② 77% of pupils responded that they watched TV after school on the day before the survey, while 51% spent time talking/messaging online and 26% did a creative activity.

- ② 27% of pupils responded that they spent time reading a book for pleasure after school on the day before the survey.

- ② 56% of pupils responded that they spent time playing video games after school on the day before the survey.