

Wiltshire Children and Young People's Health and Wellbeing Survey 2017: School Experience

Part of the JSNA



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Background

The Wiltshire Children and Young People's Health and Wellbeing Survey aims to develop a better understanding of Wiltshire's children and young people's experiences of life, both inside and outside school. The survey helps schools to identify areas for improvement and address particular issues raised by their own pupils and to provide evidence to influence future services provided by Wiltshire Council and their partners that improve the health and wellbeing of our young people. It was commissioned by Wiltshire Council and carried out by Foster and Brown Research Limited.

All schools in Wiltshire were invited to take part in the voluntary survey, which was carried out from January to April 2017. The questionnaire was completed online by pupils in year groups 4, 5, 6, 8, 10 and 12. There were three versions of the questionnaire designed separately for primary, secondary and Year 12/Further Education (FE) college pupils, plus a version for children and young people with special educational needs. The questions covered a wide range of aspects of young people's lives, including healthy lifestyles, learning experiences, relationships, wellbeing, safety, aspirations and support requirements. The survey was carried out in 95 schools and colleges across Wiltshire and just under 10,000 (9,951) pupils responded to the survey. The large number of children and young people involved means that we can have confidence that the responses are representative of Wiltshire's children and young people.

The survey was designed online and took advantage of the additional capabilities that online surveys bring, including accurate sliding response questions and presenting questions to a respondent based on their previous answers. A similar survey was also carried out in 2015. This allows us to begin to track how behaviours have changed over time.

Schools have been given access to their own data, which they can compare to a Wiltshire Local Authority average. This means that they can make informed decisions about how to support the health and wellbeing needs of their pupils, and also use the data to monitor the impact of interventions.

This report provides detailed findings of pupils' experiences of their schools. It starts by providing a summary of these results, after which detail is given about the demographics of the respondents and then the questions directly relating to school experiences are presented graphically and with short descriptive text.

Summary

- Three quarters of primary school pupils and half of the secondary and Year 12/FE students felt happy at school in the week prior to the survey.
 - Female pupils were substantially less likely than males to feel happy at school in both secondary (48% to 58%) and Year 12/FE (44% to 59%).
 - Only 30% of LGBT pupils in secondary school had felt happy in their past week at school.
- 22% - 25% of respondents worried about going to school.
 - Female pupils were considerably more likely than males to worry about going to school in both the secondary sample (30% to 17%) and Year 12/FE (33% to 19%).
- 87% of primary, 61% of secondary and 76% of Year 12/FE pupils felt that they learned a lot at school.
- A fifth of secondary school respondents felt that they did not receive enough help at school with learning.
- Around a third of primary school pupils wanted to learn more cooking skills.
- 43% of secondary and 34% of Year 12/FE students wanted more knowledge about money management.
- Around half of the respondents (47%-56%) had not missed any school days in the last term.
 - Young carers, pupils in receipt of free school meals, pupils with special educational needs and / or disabilities, and pupils who had or whose family had a social worker were considerably more likely than their peers to have missed multiple school days.
- 90% of secondary and 83% of Year 12/FE respondents had never been excluded from school.
 - Higher proportions of males than females had been excluded.
 - Pupils who had or whose family had a social worker were much more likely than their peers to have been excluded from school.
- 64% of primary and 68% of secondary school pupils ate a school lunch at least once a week, and a third in both school stages ate one every school day.
 - This is an increase on the proportions eating a school lunch in 2015, both at least once a week (59% primary, 58% secondary) and on every school day (28% primary, 24% secondary).
- 88% of primary, 75% of secondary and 78% of Year 12/FE pupils reported that drinking water was easily available at their school or college.

- Around half of secondary school pupils and a quarter of primary and Year 12/FE respondents were not happy using their school toilets.
 - This rose to 75% of transsexual and transgender students in secondary school.
- 75% of primary school pupils thought that their school dealt well with bullying, but this fell to 39% of the secondary and 47% of the Year 12/FE respondents.
- 86% of primary and 80% of Year 12/FE respondents felt safe or very safe at school.
 - This fell to 69% of the secondary pupils.
 - Less than half of LGBT pupils (47%) in secondary school felt safe or very safe at school.
- Three quarters of the primary school pupils and around half of the secondary and Year 12/FE students felt confident or extremely confident about their future.
 - Females were much less likely than males to feel this confidence (73% females to 79% males in primary, 43% to 60% in secondary, 42% to 56% in Year 12/FE).
 - Only 25% of LGBT pupils and 37% of those with a social worker in secondary school felt confident or extremely confident about their future.
- Overall, 71% of primary and 62% of Year 12/FE students said that they enjoyed school / college.
 - This fell to 48% of the secondary school respondents.
- 53% of primary school pupils felt that the school council and pupils' views made a difference at their school.
 - This fell to 18% of secondary school respondents.

Table of Contents

Background	2
Summary.....	3
Response demographics	9
Table 1: Overall response.....	9
Figure 1: Survey response population pyramid (2017 and 2015).....	9
Table 2: Ethnicity.....	10
Table 3: Children of military carer(s)	10
Table 4: Social worker involved	10
Table 5: Special Educational Need and/or disability.....	11
Table 6: Free School Meals	11
Table 7: Young carers.....	11
Results	12
Pupil engagement	13
Happiness at school.....	13
Figure 2: Q6.22 – Thinking about how you have felt over the past week AT SCHOOL, would you say you felt generally [happiness scale]?.....	13
Figure 2a: Q6.22 – Thinking about how you have felt over the past week AT SCHOOL, would you say you felt generally [happiness scale]. Gender.....	14
Figure 2b: Q6.22 – Thinking about how you have felt over the past week AT SCHOOL, would you say you felt generally [happiness scale]. Vulnerable groups.	14
Figure 3: Q4.19.01 – How would you describe being at your school? I enjoy my school.....	15
Figure 3a: Q4.19.01 – How would you describe being at your school? I enjoy my school. Gender.	15
Figure 4: Q4.19.14 – How would you describe being at your school? I worry about going to school.	16
Figure 4a: Q4.19.14 – How would you describe being at your school? I worry about going to school. Gender.	16
Figure 5: Q4.19.16 – How would you describe being at your school? I am often in trouble.	17
Figure 5a: Q4.19.16 – How would you describe being at your school? I am often in trouble. Gender.	17
Figure 5b: Q4.19.16 – How would you describe being at your school? I am often in trouble. Vulnerable groups. *	18
Figure 6: Q4.19.19 - How would you describe being at your school? I am often aggressive or violent.	18

Figure 6a: Q4.19.19 - How would you describe being at your school? I am often aggressive or violent. Gender.	19
Figure 7: Q6.43, Q4.19.16 & Q4.19.19 - How proud do you feel of the things you have achieved in your life? By agree/strongly agree I am often aggressive or violent / I am often in trouble. ..	20
Figure 7a: Q6.43 – How proud do you feel of the things you have achieved in your life? Gender.	20
Experiences of learning	21
Figure 8: Q4.19.02 – How would you describe being at your school? I try my best at school.	21
Figure 8a: Q4.19.02 – How would you describe being at your school? I try my best at school. Gender.	21
Figure 9: Q4.19.03-4 – How would you describe being at your school? I learn a lot at school & my school is giving me useful skills and knowledge.	22
Figure 10: Q4.19.06 – How would you describe being at your school? Most of my teachers make my lessons fun and interesting.	22
Figure 11: Q4.19.07 – How would you describe being at your school? Most of my teachers tell me how I am doing with my work.	23
Figure 12: Q4.19.08 – How would you describe being at your school? Other pupils often disrupt my lessons.	23
Figure 13: Q4.19.09 – How would you describe being at your school? I get enough help at school with learning.	24
Figure 13a: Q4.19.09 – How would you describe being at your school? I get enough help at school with learning. Gender.	24
Figure 13b: Q4.19.09 – How would you describe being at your school? I get enough help at school with learning. Vulnerable groups. *	25
Figure 14: Q4.20.01+ – How helpful have you found it to learn about the things listed below?.	25
Figure 14a: Q4.20.01+ – How helpful have you found it to learn about the things listed below? Gender. Secondary.....	26
Figure 14b: Q4.20.01+ – How helpful have you found it to learn about the things listed below? Gender. Year 12/FE.....	26
Figure 15: Q4.19.13 – How would you describe being at your school? I feel stressed by school work.	27
Figure 15a: Q4.19.13 – How would you describe being at your school? I feel stressed by school work. Gender.	27
Outside the classroom.....	28
Figure 16: Q4.19.05 – How would you describe being at your school? My school has lots of activities (like sport and drama) to take part in at lunchtime or after school.....	28
Figure 17: Q4.19.21 – How would you describe being at your school? I am happy to use the school toilets.....	28

Figure 17a: Q4.19.21 - How would you describe being at your school? I am happy to use the school toilets. Gender.	29
Figure 18: Q4.09 - How much do you think the school council and pupils' views made a difference at your school?	29
Figure 19: Q4.21 – How much help and support do you feel you get with your homework from the people you live with?.....	30
Figure 19a: Q4.21 – How much help and support do you feel you get with your homework from the people you live with? Gender.....	30
Figure 19b: Q4.21 – How much help and support do you feel you get with your homework from the people you live with? Vulnerable groups. *	31
School attendance and exclusions	32
Figure 20: Q4.26 – How many days did you miss school last term (not including school trips)?.	32
Figure 20a: Q4.26 – How many days did you miss school last term (not including school trips)? Gender.	32
Figure 20b: Q4.26 – How many days did you miss school last term (not including school trips)? Vulnerable groups. *	33
Figure 21: Q4.27 – Why do you miss school/college? *	34
Figure 21a: Q4.27 – Why do you miss school/college? Year 12/FE. Gender. *	34
Exclusions	35
Figure 22: Q4.28 – Have you ever been excluded from school? *	35
Figure 22a: Q4.28 – Have you ever been excluded from school? Gender. *	35
Figure 22b: Q4.28 – Have you ever been excluded from school? Vulnerable groups. *	36
Food and water	37
Figure 23: Q1.15 – How often do you have a school lunch?	37
Figure 23a: Q1.15 – How often do you have a school lunch? Gender.....	37
Figure 24: Q1.09.01+ – What do you think about the school meal service in each of the following areas? Primary.	38
Figure 24a: Q1.09.01+ – What do you think about the school meal service in each of the following areas? Secondary.	38
Figure 25: Q1.26 – Is drinking water easily available at your school?	39
Support and Safety	40
Support at school	40
Figure 26: Q4.18 – How much help and support do you feel that you get at school?	40
Figure 26a: Q4.18 – How much help and support do you feel that you get at school? Gender. .	40
Figure 27: Q6.11 – When you are unhappy or worried about a personal issue, who would you go to for help? *	41

Figure 28: Q6.77 – If you are worried about a friend who would you go to for help? Gender. *	42
Bullying	43
Figure 29: Q6.07 – Have you been bullied in the last year?	43
Figure 30: Q6.42 – Where does the bullying usually happen? *	44
Figure 31: Q6.51 – If you have ever been bullied, did someone help you deal with it? *	44
Figure 32: Q6.09 – How well do you think your school deals with bullying?	45
Figure 32a: Q6.09 – How well do you think your school deals with bullying? Primary and secondary. Vulnerable groups. *	46
Safety at school	47
Figure 33: Q5.01 – How safe do you feel at school/college?.....	47
Figure 33a: Q5.01 – How safe do you feel at school/college? Gender.....	47
Figure 33b: Q5.01 – How safe do you feel at school/college? Vulnerable groups.	48
The future	49
Further learning requirements	49
Figure 34: Q6.14 – Are there any areas in your life that you feel you need more support or knowledge in? Primary. *.....	49
Figure 34a: Q6.14 – Are there any areas in your life that you feel you need more support or knowledge in? Secondary and Year 12/FE. *	50
Careers advice	51
Figure 35: Q6.53 – How useful has the careers advice that you have had been in helping you to plan for the future?.....	51
Figure 35a: Q6.53 – How useful has the careers advice that you have had been in helping you to plan for the future? Gender.....	51
Confidence in the future	52
Figure 36: Q6.16 – Overall, how confident about your future do you generally feel?.....	52
Figure 36a: Q6.16 – Overall, how confident about your future do you generally feel? Gender..	52
Figure 36b: Q6.16 – Overall, how confident about your future do you generally feel? Vulnerable groups. Primary and secondary.	53
Next steps	54
Contact information	54
Acknowledgements	55

Response demographics

There are several ways that the results can be grouped using the following response demographics.

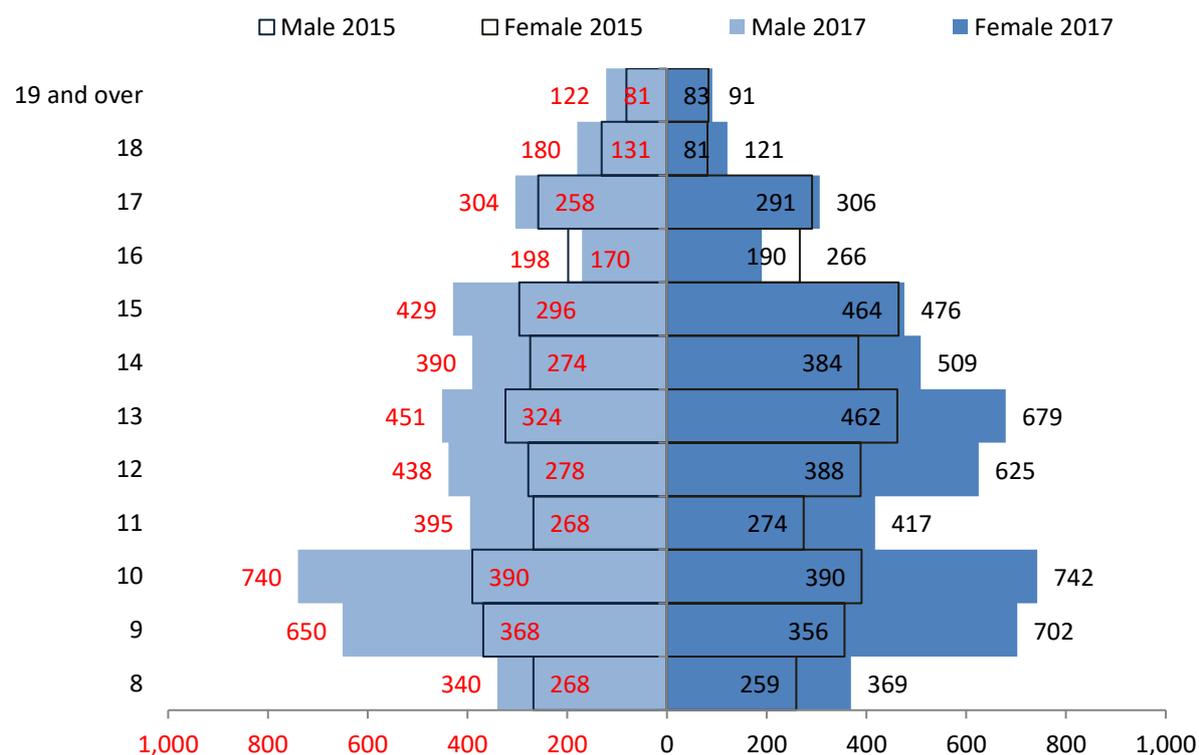
Nearly 10,000 respondents completed the survey, which is 15% percent of the Wiltshire population of 8 to 18 year olds. Table 1 provides a breakdown of these respondents by year group.

Table 1: Overall response

School stage	Primary school				Secondary school			Year 12/FE	Total
School year	Year 4	Year 5	Year 6	Total	Year 8	Year 10	Total	Year 12	
Number	1518	1335	1523	4376	2251	1832	4083	1492	9951

Age and gender information was collected from the respondents. Figure 1 below shows this information alongside the population information from the 2015 survey.

Figure 1: Survey response population pyramid (2017 and 2015)



There were more responses from almost all ages in 2017 than in 2015. However, there were fewer responses from those aged 16. The 2017 survey had a proportionally larger response than the 2015 survey from those aged 9 and 10. 53% of the respondents in 2017 were female.

The vast majority of respondents in all school phases were White British. Of the ethnic minority groups no single category was large enough to be representative. When compared to the most recent ethnicity information from the 2011 Census, the survey has a lower proportion of respondents identifying as White British (93% of 8-19 year olds were reported as White British in the 2011 Census, compared to 85% in the survey).

Table 2: Ethnicity

	Primary school		Secondary school		Year 12/FE	
White British	3639	83%	3504	86%	1333	89%
Refused/non response	288	7%	81	2%	19	1%
Other	449	10%	498	12%	140	9%

The vast majority of respondents lived with their parents (96%). The percentage does drop with school phase, with 97% of primary school respondents living with their parents and 91% of Year 12/FE students living with their parents.

A decreasing trend could be seen in the percentage of children with military parents by the school phase, as seen in Table 3. 11% of primary school children had military parents, 9% in secondary school and 6% in Year 12/FE. This could be a sign that the carers have exited the armed forces as their child ages.

Table 3: Children of military carer(s)

	Primary school		Secondary school		Year 12/FE	
With military carer	456	11%	362	9%	94	6%
No military carer	3869	89%	3704	91%	1391	94%

Some respondents reported having a social worker (Table 4). The highest proportion of children with a social worker was in primary school (8%).

Table 4: Social worker involved

	Primary school		Secondary school		Year 12/FE	
Have a social worker	350	8%	236	6%	94	6%
No social worker	3994	92%	3817	94%	1393	94%

Over 200 children reported being either adopted, fostered, in care, or a looked after child (AFL).

In the 2017 Wiltshire school census, 16% of pupils in primary school and 15% of secondary school pupils were classified as having a special education need (SEN). 12% of primary school pupils, 11% of secondary school pupils and 16% of Year 12/FE pupils from the survey reported having a disability or SEN classification (SEND).

Table 5: Special Educational Need and/or disability

	Primary school		Secondary school		Year 12/FE	
SEND	512	12%	452	11%	236	16%
Non-SEND	3864	88%	3631	89%	1256	84%

In the 2017 Wiltshire school census, 8% of pupils in primary school and 7% of secondary school pupils were offered free school meals. 10% of primary school pupils and 9% of secondary school pupils knew they were eligible for free school meals (FSM) in the survey sample.

Table 6: Free School Meals

	Primary school		Secondary school	
Eligible	442	10%	299	7%
Not eligible	2961	69%	3155	78%
Didn't know	890	21%	571	14%

To help to understand and meet young carers' needs, respondents were asked whether they were young carers. The question was worded as 'do you take on a caring role or support a family member who is disabled, long term sick, experiences mental ill health or misuses drugs or alcohol?'. When compared to the most recent information from the 2011 Census a much larger proportion of respondents from the survey reported providing unpaid care. The 2011 Census reports that 1% of 0-15 year olds and 4% of 16-24 year olds provide unpaid care. In the survey 7% of primary school pupils, 8% of secondary school pupils and 5% of year 12/FE students in the survey reported being a young carer.

Table 7: Young carers

	Primary school		Secondary school		Year 12/FE	
Yes	284	7%	332	8%	75	5%
No	4053	93%	3588	92%	1380	95%

In the survey, the secondary school and Year 12/FE respondents were asked about their sexual orientation and gender identification. Two categories were used to create a combined group of pupils who reported being lesbian, gay, bisexual and/or trans (LGBT). There were 265 LGBT respondents in the secondary school sample and 144 in the Year 12/FE sample. This represents 10% of the Year 12/FE respondents and 6% of the secondary school respondents.

Results

The report is divided into five main sections. These are pupil engagement, school attendance and exclusions, food and water, support and safety, and preparedness for the future.

The pupil engagement section begins with a sub-section on happiness at school, which includes the survey's measures of happiness at and enjoyment of school, anxiety about school, getting in trouble, aggression and violence, and pupils' pride in their achievements. The second sub-section describes respondents' experiences of learning, including their efforts at school, their understanding of how much they are learning, engagement with lessons, feedback from teachers, and the levels of help received at school in different areas of learning. The final part of the pupil engagement section presents the respondents' views of their schools and learning experiences beyond the classroom, including lunchtime and afterschool activities, the school washrooms, the perceived impact of the school council and pupils' views on their school, and levels of support and help with homework.

The attendance and exclusion section presents the numbers of school days that pupils have missed and the reasons for these absences, as well as measures of school exclusions.

The food and water section describes respondents' perceptions of school meals and of the provision of drinking water.

The support and safety section presents the pupils' overall feelings of the support they receive at school, as well as describing bullying at school and pupils' perceptions of their own safety at school.

The final section is on the future. This presents the learning areas in which pupils sought more support and knowledge, and describes the perceived utility of careers advice for the secondary and Year 12/FE respondents, as well as pupils' overall confidence in their future.

For many of the questions, comparisons between genders and between different vulnerable groups are presented. Evidence from broader literature identifies certain vulnerable groups, the members of which may have poorer health outcomes than those not in these groups. The vulnerable groups included in this report are respondents with a parent or carer in the military, young carers, those with a special education need and / or a disability (SEND), those receiving free school meals (FSM), lesbian, gay, bisexual and / or trans pupils (LGBT), those who are adopted, fostered or looked after by the local authority (AFL), ethnic minority pupils, and children who have or whose family have a social worker.

Comparisons to the 2015 survey results have been made when possible. However, due to the improved sample size in 2017, amendments to question wording and changes in the schools sampled, these comparisons should be used with caution.

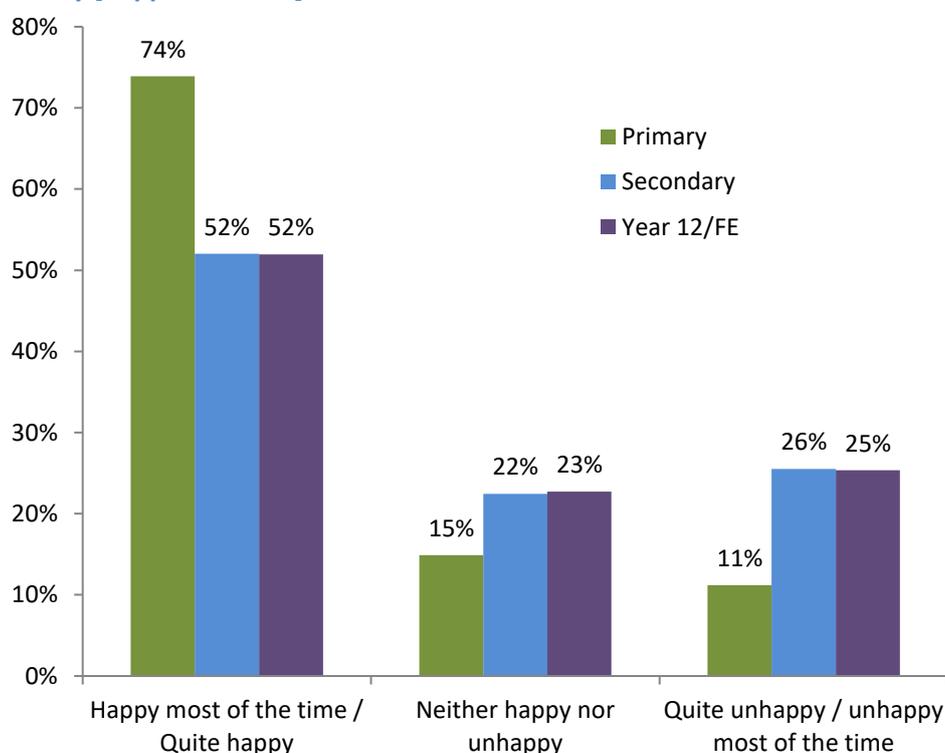
Pupil engagement

This section comprises the sub-sections of happiness at school, which includes the survey's measures of happiness at and enjoyment of school, anxiety about school, getting in trouble, aggression and violence, and pupils' pride in their achievements. The second sub-section is about pupils' experiences of learning, and includes measures of pupils' efforts at school, their understanding of how much they are learning, engagement with lessons, feedback from teachers, and levels of help received at school in different areas of learning. The final sub-section looks at pupils' views of their schools and learning experiences beyond the classroom, including lunchtime and afterschool activities, the school washrooms, the perceived impact of the school council and pupils' views on their school, and the levels of support and help that they receive with homework.

Happiness at school

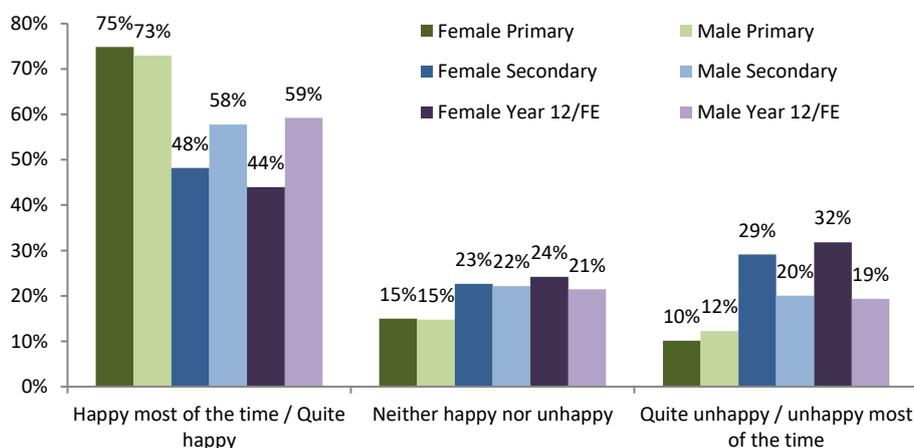
Around three quarters (74%) of the primary school respondents, and half (52%) of the secondary and Year 12/FE respondents reported that they had felt quite happy or mostly happy at school in the past week. This represents a very small decline from the proportions who reported the same in the 2015 survey (78% primary, 54% secondary, 59% Year 12/FE). In 2017, 11% of the primary school respondents and around a quarter of those in secondary school and Year 12/FE said that they had felt quite unhappy or mostly unhappy at school in the past week.

Figure 2: Q6.22 – Thinking about how you have felt over the past week AT SCHOOL, would you say you felt generally [happiness scale]?



As in the 2015 survey, in 2017 there were again no meaningful differences between boys and girls in the levels of happiness at school among the primary school pupils but, in both secondary school and Year 12/FE, females were substantially less likely than males to report that they had been happy at school in the past week.

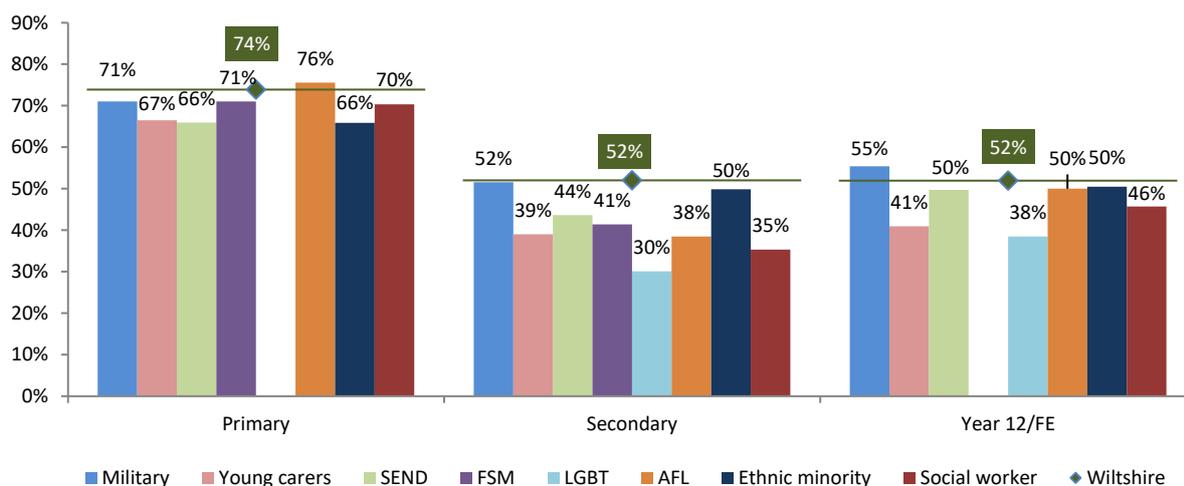
Figure 2a: Q6.22 – Thinking about how you have felt over the past week AT SCHOOL, would you say you felt generally [happiness scale]. Gender.



In primary school, ethnic minority pupils, pupils with SEND, young carers, pupils in receipt of free school meals and pupils who had, or whose family had, a social worker were significantly less likely than the average to report that they had felt quite happy or mostly happy in the past week at school. In secondary school, pupils in all the vulnerable groups, except military children and ethnic minority pupils, reported significantly lower levels of happiness than the average. In Year 12/FE, young carers and LGBT pupils again described much lower levels of happiness at school than the average.

Figure 2b: Q6.22 – Thinking about how you have felt over the past week AT SCHOOL, would you say you felt generally [happiness scale]. Vulnerable groups.

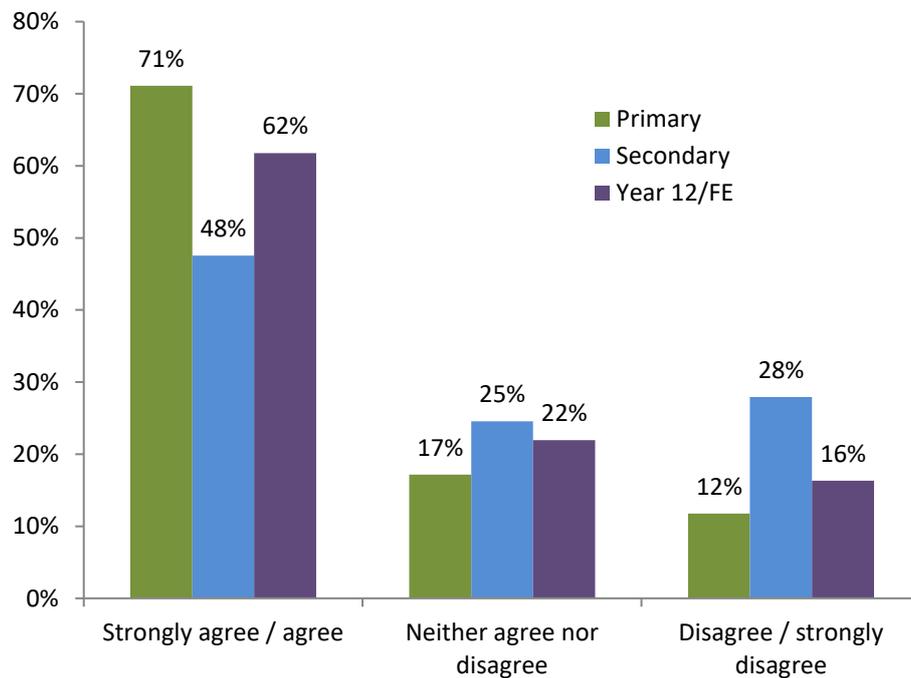
Responses: Quite happy / happy most of the time.



* Primary school children were not asked about their sexual orientation or gender identification, and Year 12/FE students were not categorised by receipt of free school meals (FSM). The AFL groups in both secondary school and Year 12/FE represent small sample sizes and caution should be used in interpreting these results.

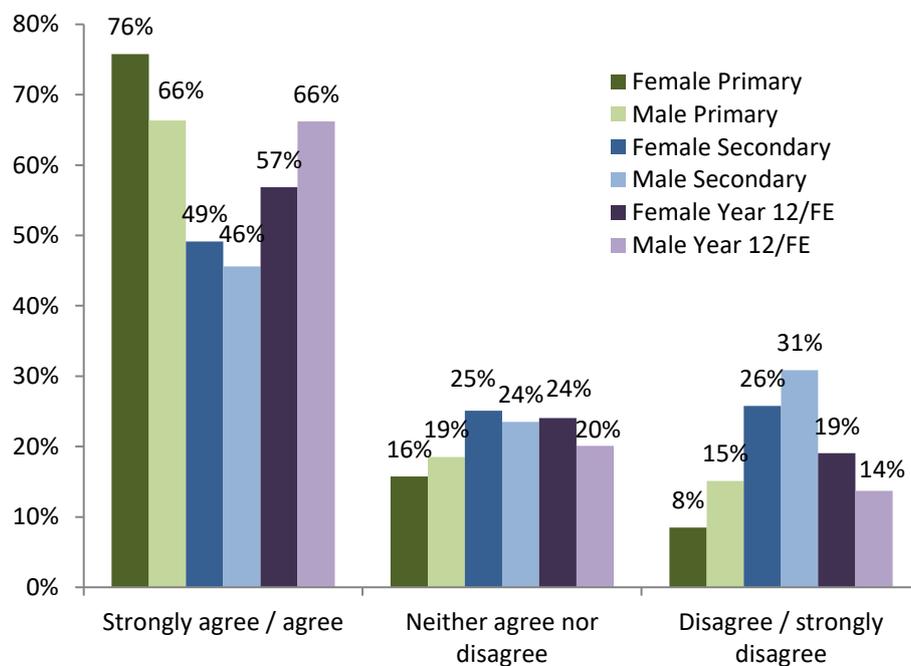
Overall, 71% of primary school respondents, 48% of secondary and 62% of Year 12/FE respondents agreed or strongly agreed with the statement that 'I enjoy my school'.

Figure 3: Q4.19.01 – How would you describe being at your school? I enjoy my school.



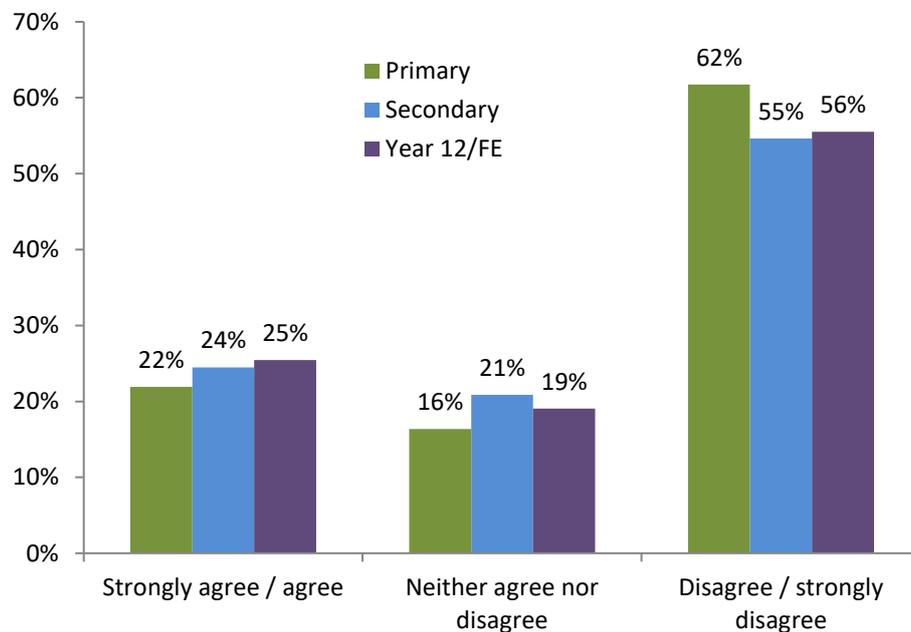
Females were more likely than male pupils in primary school to report that they enjoyed their school, and slightly more likely in secondary school. In Year 12/FE, however, males were more likely than females to enjoy school.

Figure 3a: Q4.19.01 – How would you describe being at your school? I enjoy my school. Gender.



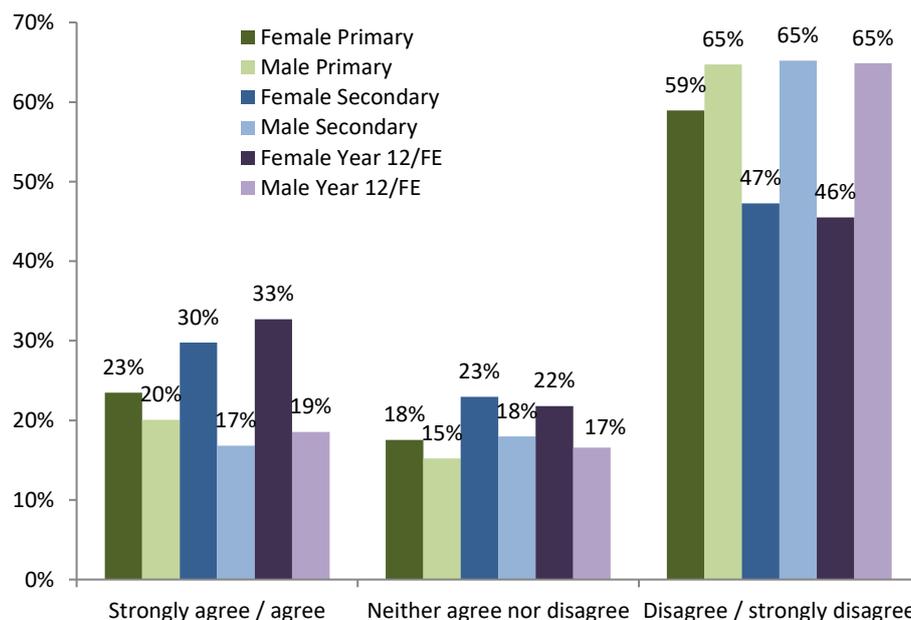
Between a fifth and a quarter of pupils reported that they were worried about going to school, with 22% of primary school pupils, 24% of secondary and 25% of Year 12/FE students agreeing or strongly agreeing with the statement that 'I worry about going to school'. These proportions are slightly higher than those found in the 2015 survey (19% primary, 21% secondary, 19% Year 12/FE).

Figure 4: Q4.19.14 – How would you describe being at your school? I worry about going to school.



Females in all three school stages were more likely than males to agree or strongly agree that they were worried about going to school. The variation was greater in secondary and Year 12/FE than in primary school.

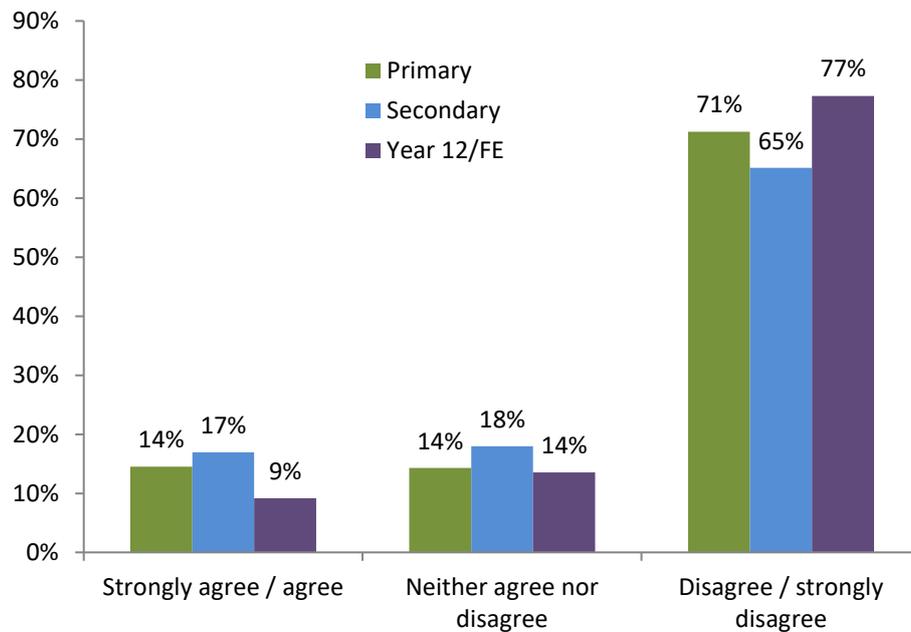
Figure 4a: Q4.19.14 – How would you describe being at your school? I worry about going to school. Gender.



LGBT pupils, young carers, pupils who had or whose family had a social worker, pupils with SEND and pupils in receipt of free school meals were all less likely than the averages to agree or strongly agree that they enjoyed school, and more likely to agree or strongly agree that they were worried about going to school.

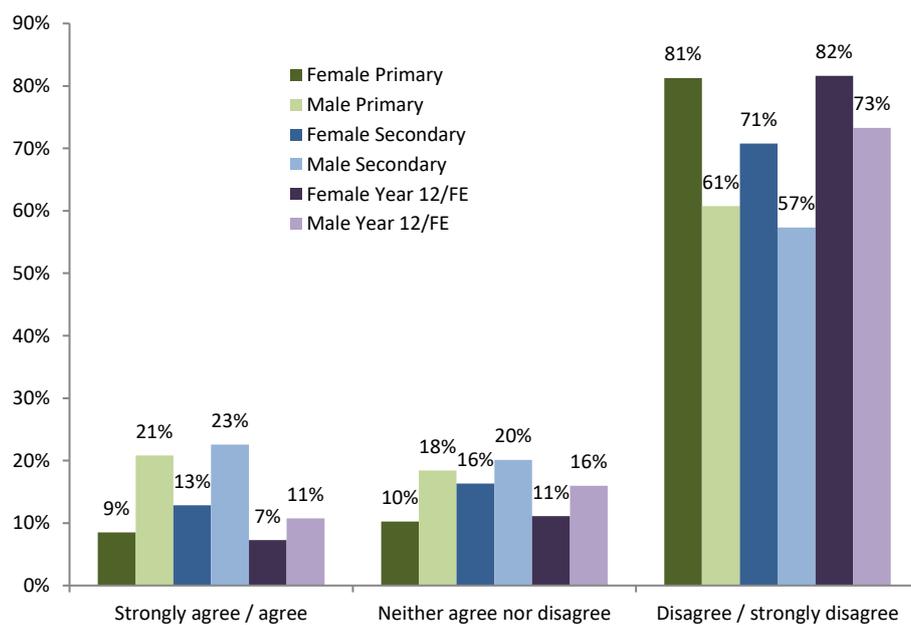
Overall, 14% of primary school pupils, 17% of secondary and 9% of Year 12/FE students reported that they were often in trouble at school.

Figure 5: Q4.19.16 – How would you describe being at your school? I am often in trouble.



Across all three school stages, higher proportions of male than female pupils agreed or strongly agreed that they were often in trouble, but the variation was greater among the primary and secondary school pupils than among the Year 12/FE students.

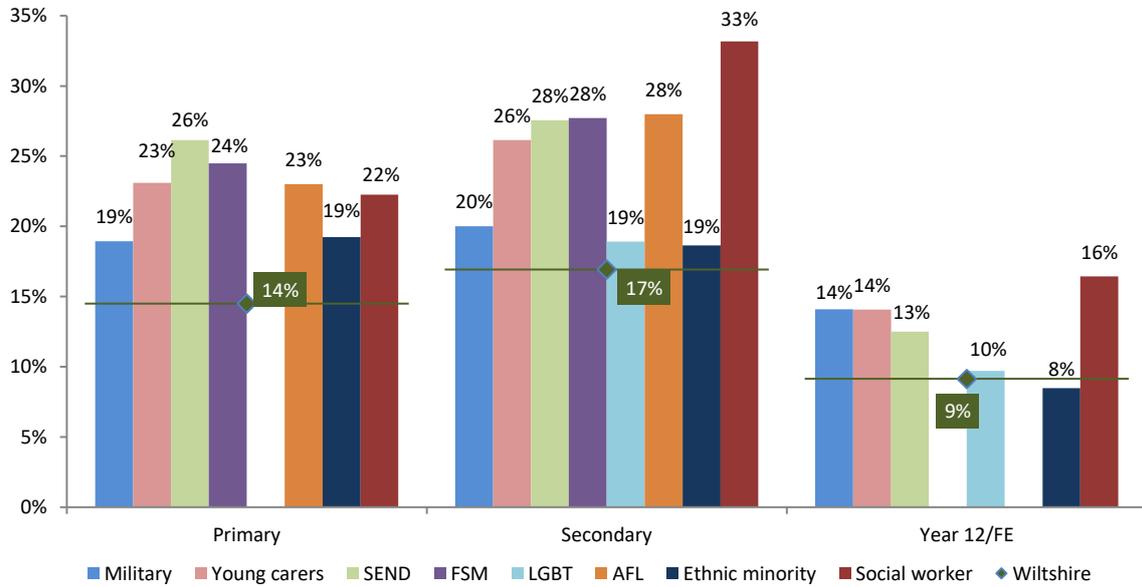
Figure 5a: Q4.19.16 – How would you describe being at your school? I am often in trouble. Gender.



Pupils in many of the vulnerable groups were also more likely than the averages to agree or strongly agree that they were often in trouble at school. These variations were often more pronounced in primary and secondary school than in Year 12/FE.

Figure 5b: Q4.19.16 – How would you describe being at your school? I am often in trouble.
Vulnerable groups. *

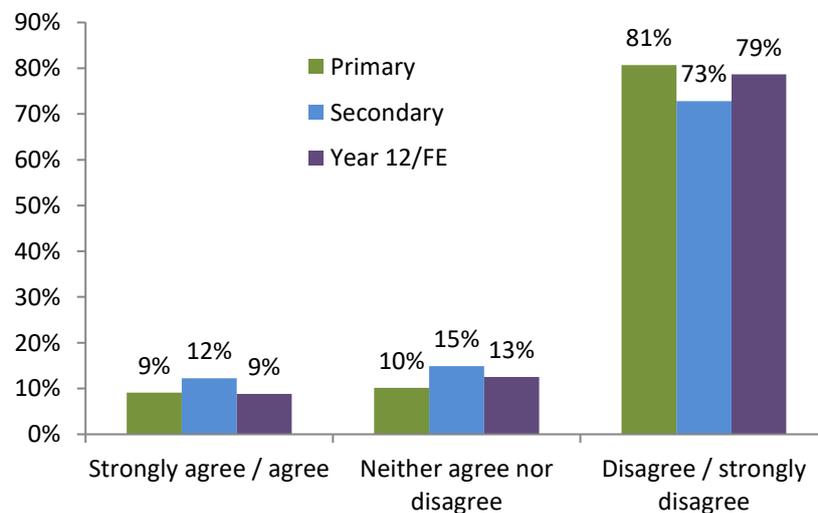
Responses: Agree / strongly agree.



* The Year 12/FE results for adopted, fostered or looked after children (AFL) are not presented here due to the very small numbers of respondents to this question. The AFL group in the secondary school stage also represents a small sample size, and caution should be used in interpreting these results. Primary school children were not asked about their sexual orientation or gender identification, and Year 12/FE students were not categorised by receipt of free school meals (FSM).

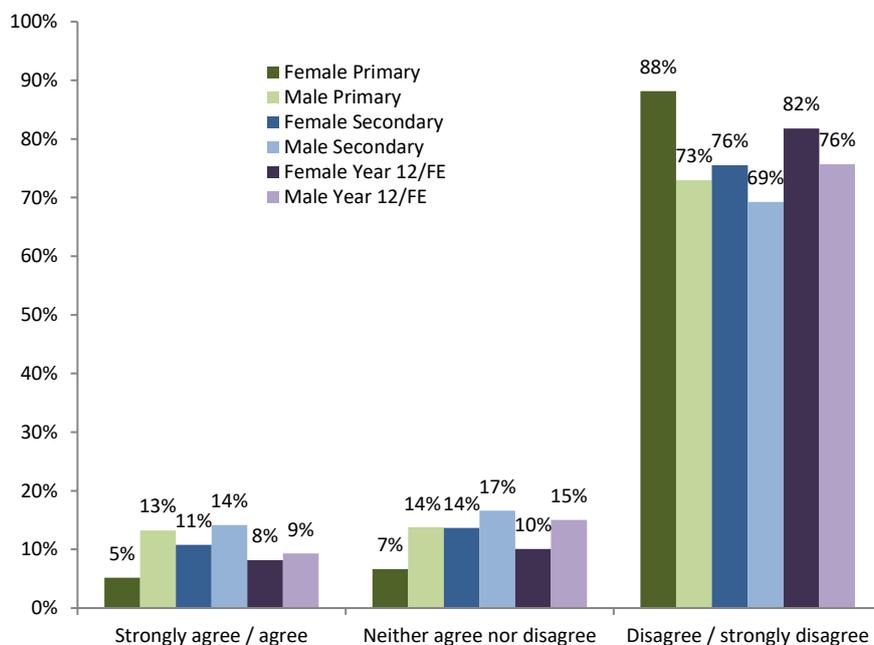
Around 10% of pupils in all school stages reported that they were often aggressive or violent at school.

Figure 6: Q4.19.19 - How would you describe being at your school? I am often aggressive or violent.



Male pupils in primary school were considerably more likely than females to agree or strongly agree that they were often aggressive or violent (13% to 5%) and, in secondary and Year 12/FE, were also slightly more likely than females to report this (14% to 11% secondary, 9% to 8% Year 12/FE).

Figure 6a: Q4.19.19 - How would you describe being at your school? I am often aggressive or violent. Gender.



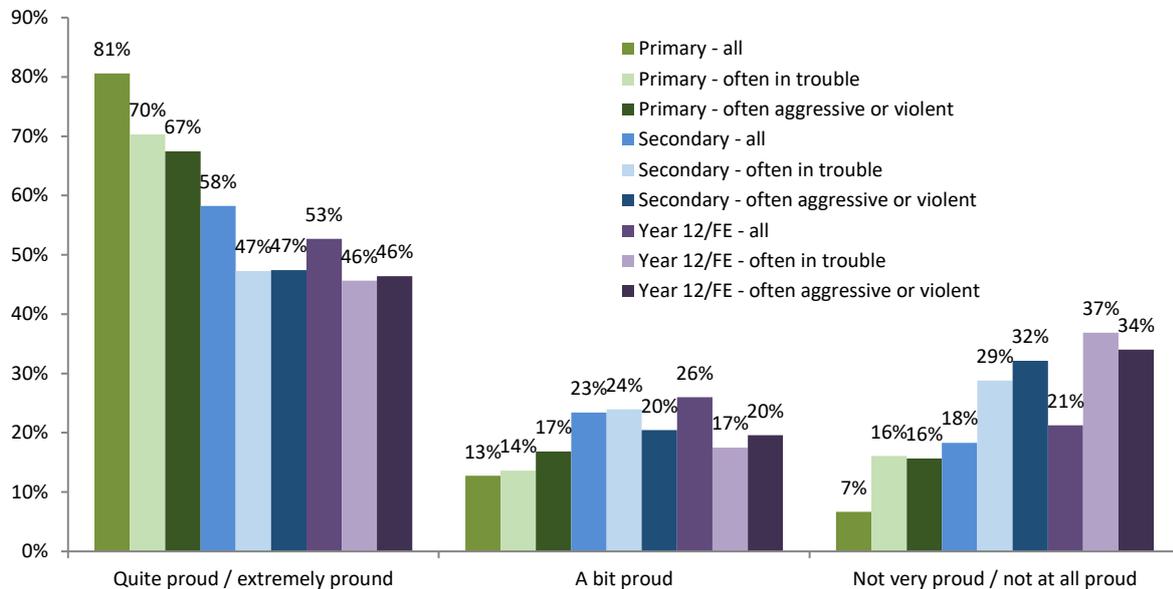
More broadly, pupils were asked how proud they felt of things they have achieved in their lives. The majority of primary school children felt quite or extremely proud (81%), and to a much lesser extent this was also true for the secondary (58%) and the Year 12/FE students (53%). The 2015 survey presented a very similar pattern, but the proportion of primary school children who felt quite or extremely proud has fallen from 89% in 2015 to 81% in 2017.

A national report by the Office for National Statistics stated that 76% of 10 to 15 year olds felt that the things they did in their lives were worthwhile.¹ In the local survey using the same age range 68% of the respondents were quite or extremely proud of the things they had achieved.

¹ Children’s Society Household Panel Survey, taken from Children’s Well-being Measures, 2015.
<https://www.ons.gov.uk/peoplepopulationandcommunity/wellbeing/datasets/childrenswellbeingmeasures>

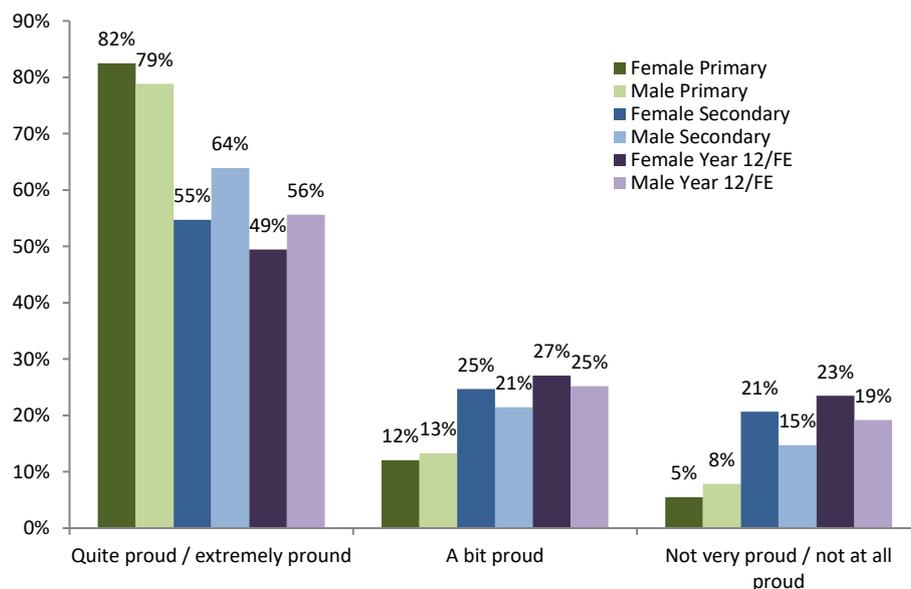
Levels of pride were lower among pupils who also reported that they were often in trouble at school or often aggressive or violent. For these pupils, the proportions who felt quite or extremely proud of their achievements were 11%-14% lower than the overall rates in primary and secondary school, and 7% lower among the Year 12/FE students.

Figure 7: Q6.43, Q4.19.16 & Q4.19.19 - How proud do you feel of the things you have achieved in your life? By agree/strongly agree I am often aggressive or violent / I am often in trouble.



In the primary school sample, there was little difference between the genders as to how proud they felt. However, in the secondary and Year 12/FE samples, the percentage of females who felt proud of the things they had achieved was much lower than males.

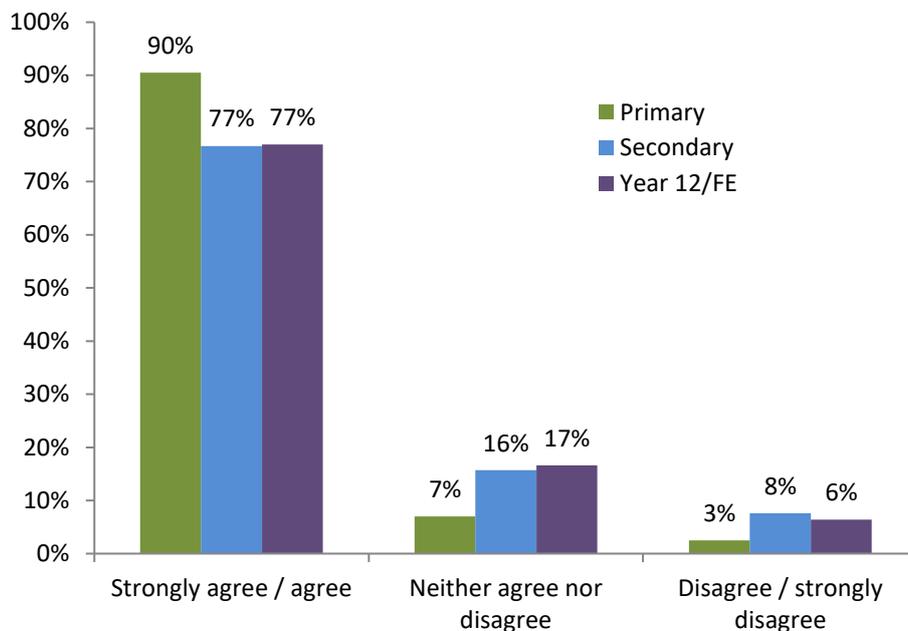
Figure 7a: Q6.43 – How proud do you feel of the things you have achieved in your life? Gender.



Experiences of learning

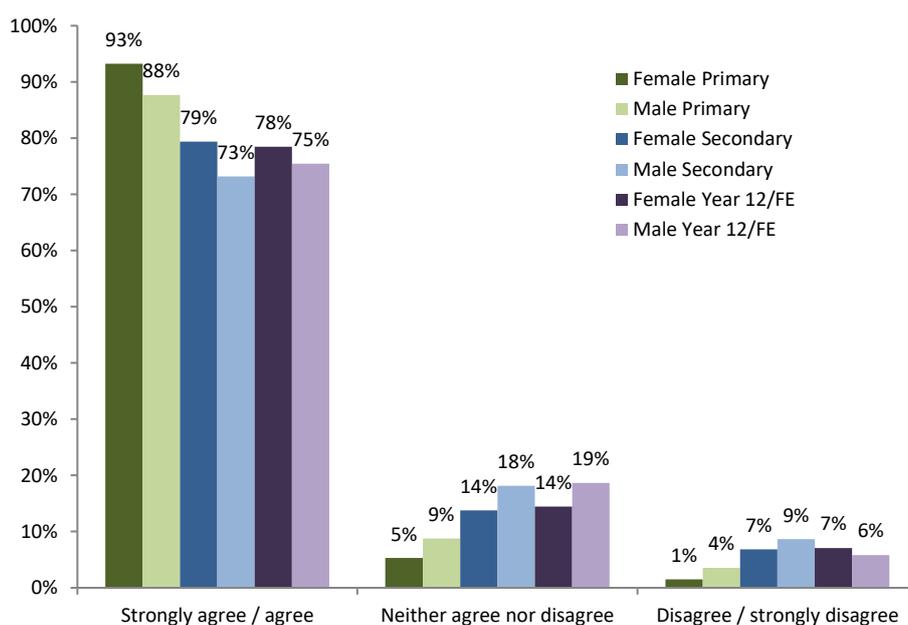
Asked to what extent they agreed with the statement 'I try my best at school', around 90% of primary school pupils and 77% of secondary and Year 12/FE students reported that they agreed or strongly agreed with this, while 3% of primary, 8% of secondary and 6% of Year 12/FE pupils disagreed or strongly disagreed.

Figure 8: Q4.19.02 – How would you describe being at your school? I try my best at school.



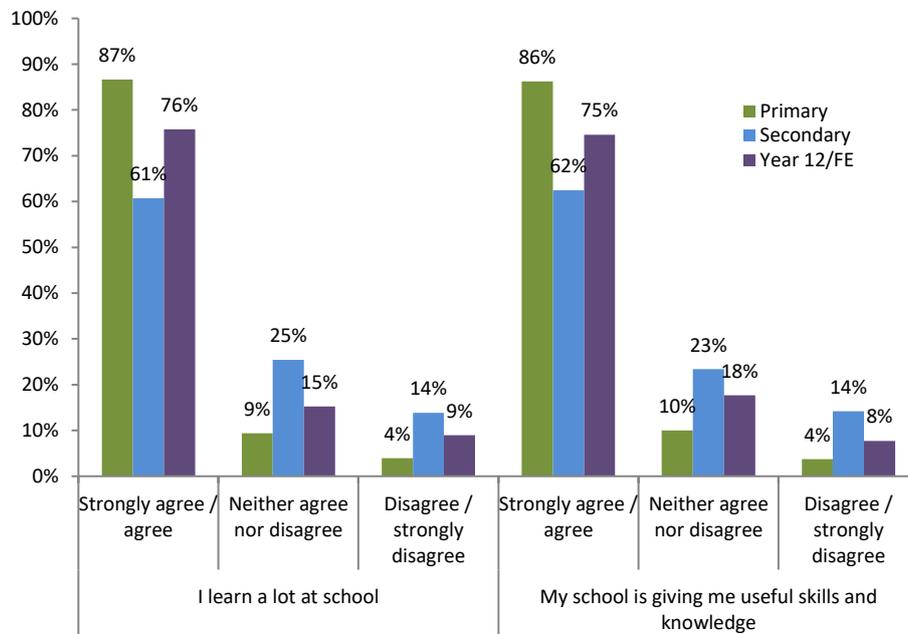
In all three school stages, females were very slightly more likely than males to report that they tried their best at school.

Figure 8a: Q4.19.02 – How would you describe being at your school? I try my best at school. Gender.



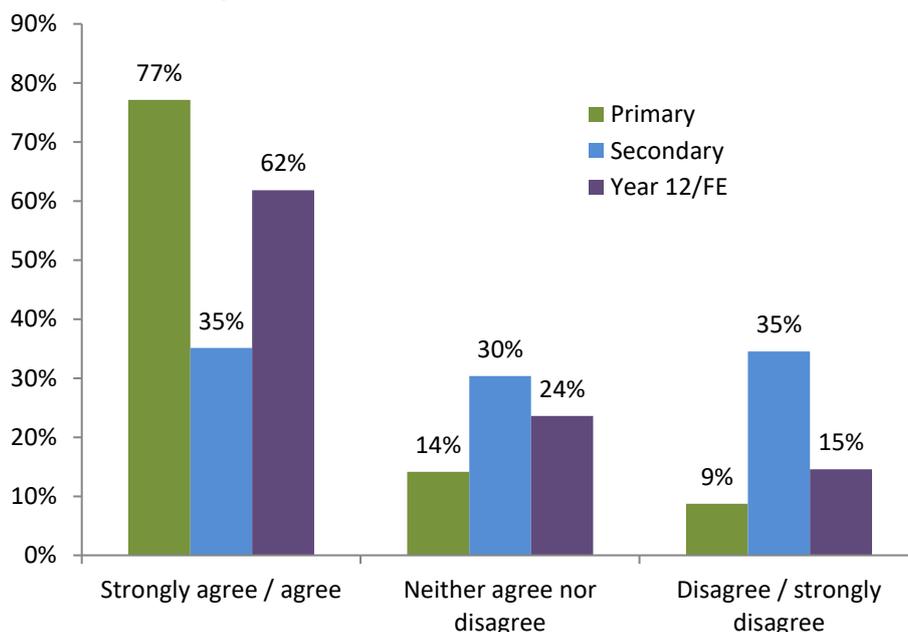
Two related questions asked the pupils whether they were learning a lot and school and whether their school was giving them useful skills and knowledge. The responses were very similar for both questions, with 86%-87% of primary school pupils, 61%-62% of secondary and 75%-76% of Year 12/FE pupils agreeing or strongly agreeing with these statements.

Figure 9: Q4.19.03-4 – How would you describe being at your school? I learn a lot at school & my school is giving me useful skills and knowledge.



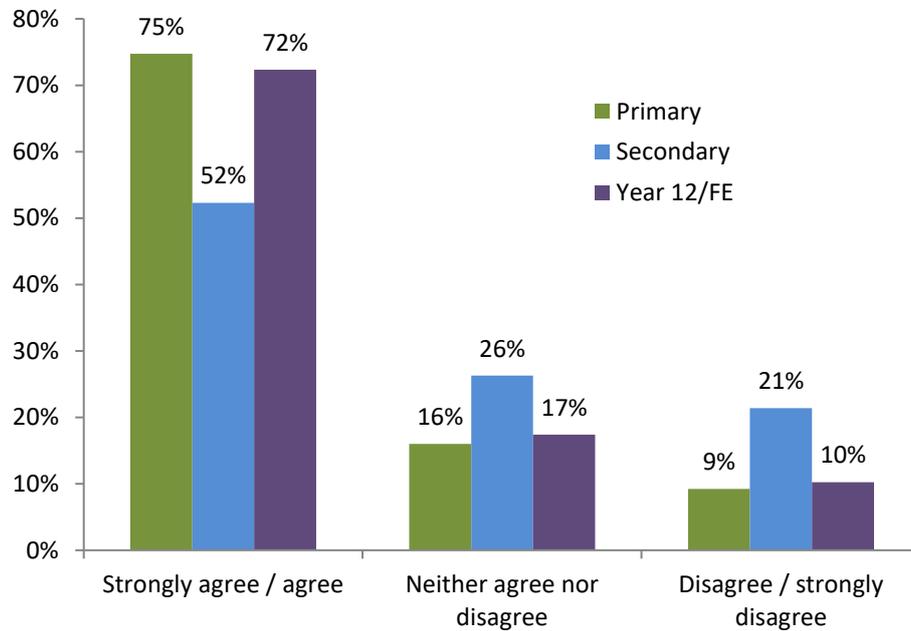
While 61%-62% of secondary school pupils agreed that they learned a lot at school and that their school was giving them useful skills and knowledge, far fewer secondary students (35%) agreed that ‘most of my teachers make my lessons fun and interesting.’ The proportions of pupils who agreed with this statement were much higher in primary school (77%) and Year 12/FE (62%).

Figure 10: Q4.19.06 – How would you describe being at your school? Most of my teachers make my lessons fun and interesting.



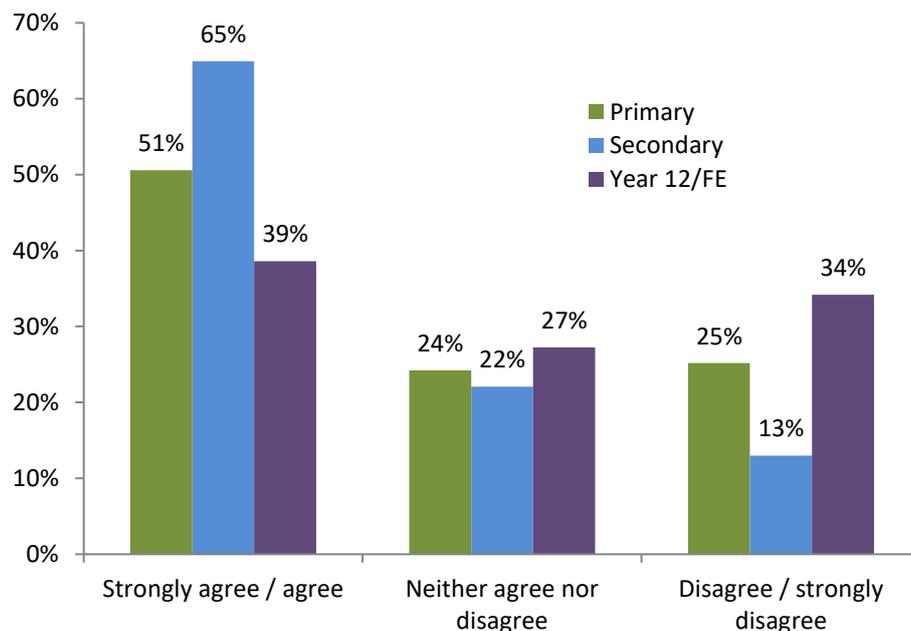
Similarly, the proportions of pupils who agreed or strongly agreed that most of their teachers told them how they are doing with their work were higher in primary school and Year 12/FE than in secondary school.

Figure 11: Q4.19.07 – How would you describe being at your school? Most of my teachers tell me how I am doing with my work.



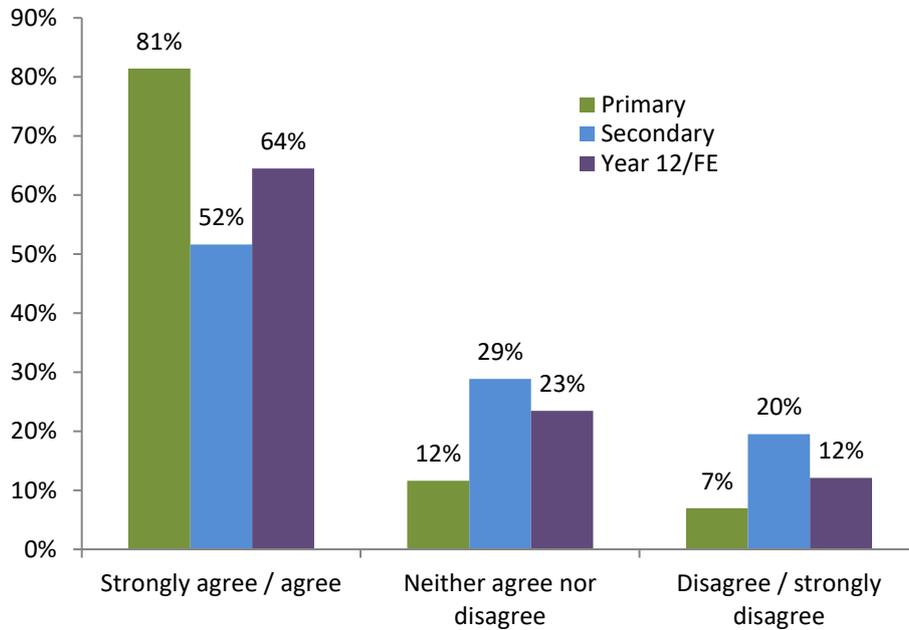
A much higher proportion of secondary school pupils than primary or Year 12/FE pupils agreed with the statement that 'other pupils often disrupt my lessons'. 65% of secondary school respondents agreed or strongly agreed with this statement, compared with 51% of primary school respondents and 39% of Year 12/FE students.

Figure 12: Q4.19.08 – How would you describe being at your school? Other pupils often disrupt my lessons.



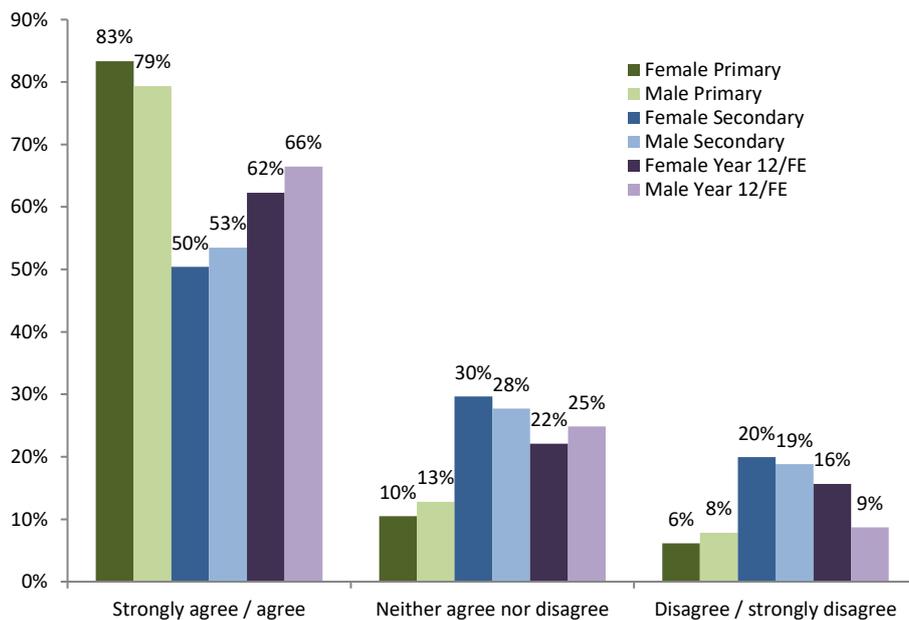
A similar pattern of more difficulties among secondary than primary or Year 12/FE respondents was also present in pupils' responses to the statement 'I get enough help at school with learning.' 81% of primary pupils and 64% of Year 12/FE students agreed or strongly agreed with this, compared with 52% of secondary pupils.

Figure 13: Q4.19.09 – How would you describe being at your school? I get enough help at school with learning.



There were only minimal differences between male and female pupils' responses to whether they get enough help with learning, except in the case of Year 12/FE students who disagreed or strongly disagreed that they did – here, females were more likely than males to report that they were not getting enough help with learning.

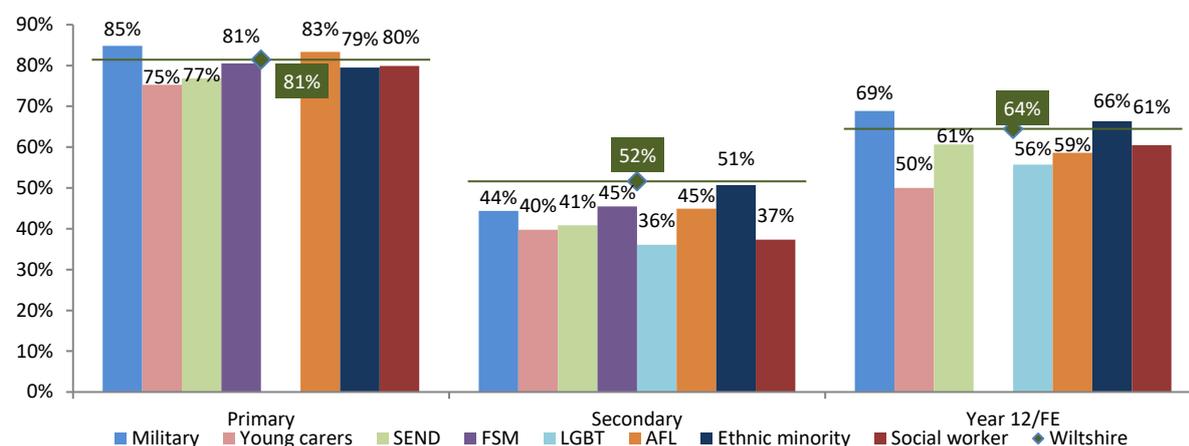
Figure 13a: Q4.19.09 – How would you describe being at your school? I get enough help at school with learning. Gender.



More significant variations were present among pupils in some of the vulnerable groups, especially in secondary school and Year 12/FE, where pupils in many of the vulnerable groups were less likely than the averages to agree or strongly agree that they were getting all the help they needed with their learning.

Figure 13b: Q4.19.09 – How would you describe being at your school? I get enough help at school with learning. Vulnerable groups. *

Responses: Agree / strongly agree.

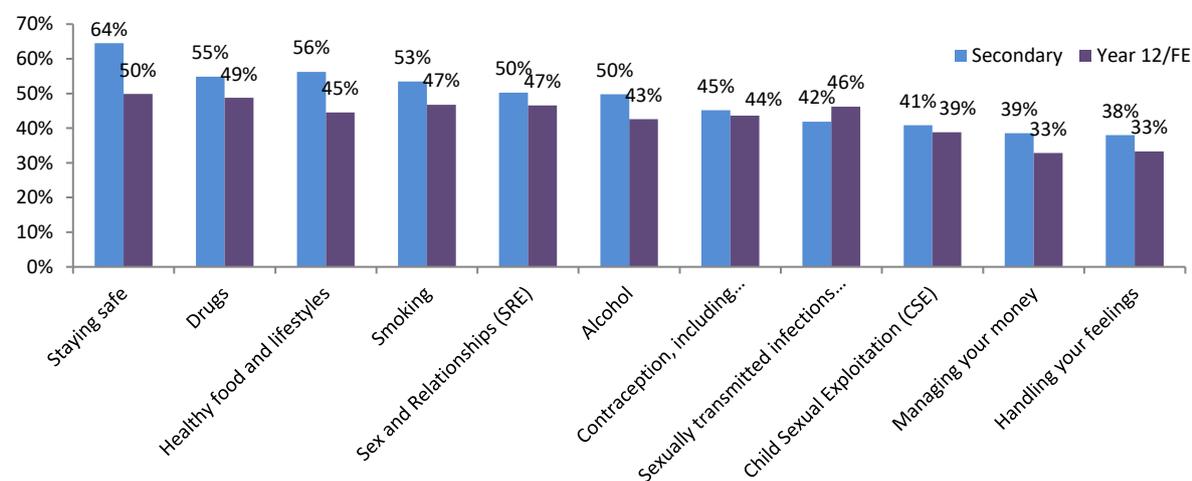


* Primary school children were not asked about their sexual orientation or gender identification, and Year 12/FE students were not categorised by receipt of free school meals (FSM). The AFL groups in both secondary school and Year 12/FE represent small sample sizes and caution should be used in interpreting their results.

Pupils in secondary school and Year 12/FE were also asked about specific areas of learning that are usually covered by PSHE education, and how helpful they had found it to learn about these different areas. The following chart shows the proportions of pupils who found it very helpful or quite helpful to learn about the relevant topic. As shown in the chart, larger proportions of secondary school pupils than Year 12/FE students found it helpful to learn about these areas, with the exception of learning about STIs, which a slightly higher proportion of Year 12/FE than secondary school students had found quite helpful or very helpful.

Figure 14: Q4.20.01+ – How helpful have you found it to learn about the things listed below?

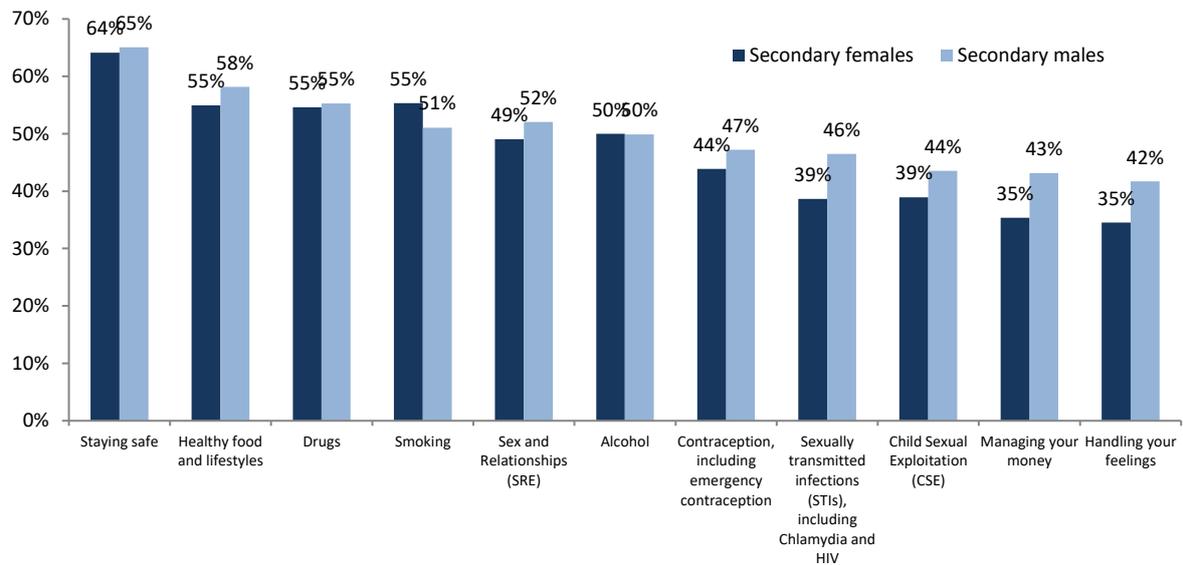
Responses: Quite helpful / very helpful.



In secondary school, smaller proportions of females than males generally found it quite helpful or very helpful to learn about these areas, with the exception of smoking (55% female to 51% male), and drugs and alcohol, which were nearly equally helpful for both males and females.

Figure 14a: Q4.20.01+ – How helpful have you found it to learn about the things listed below? Gender. Secondary.

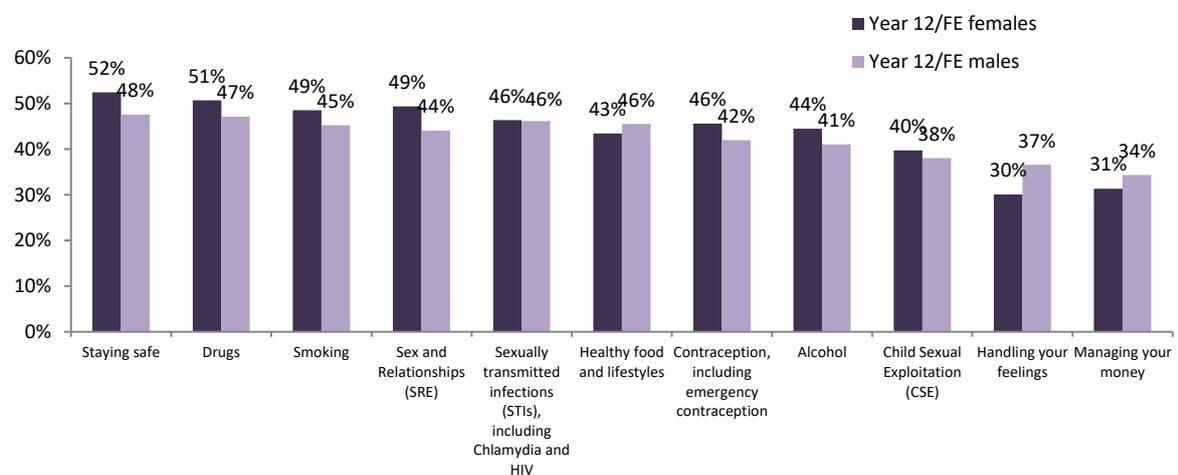
Responses: Quite helpful / very helpful.



In Year 12/FE, this pattern was largely reversed, and higher proportions of females than males had found it quite or very helpful to learn about most of these areas, with the exceptions of learning about healthy food and lifestyles, money management, and handling feelings, which higher proportions of males had found helpful, and of learning about STIs, which was found equally helpful by 46% of both males and females.

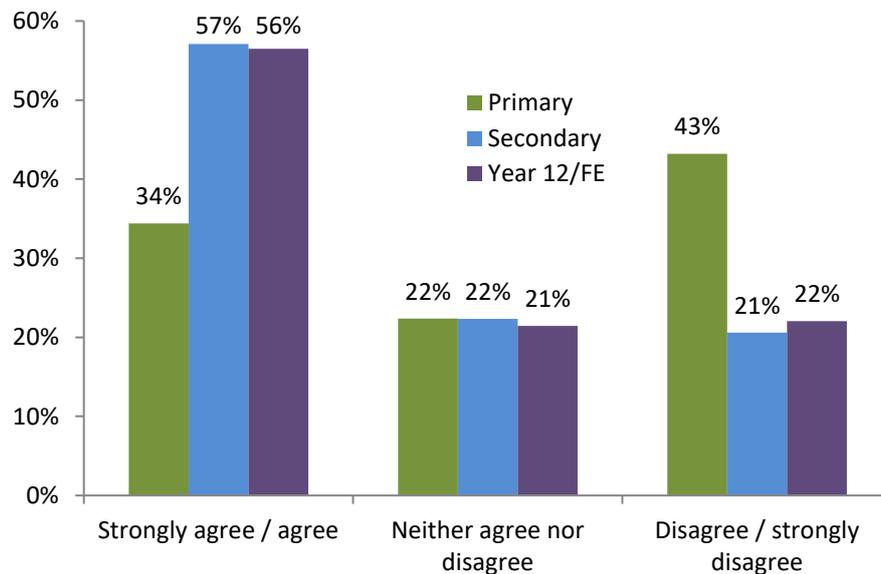
Figure 14b: Q4.20.01+ – How helpful have you found it to learn about the things listed below? Gender. Year 12/FE.

Responses: Quite helpful / very helpful.



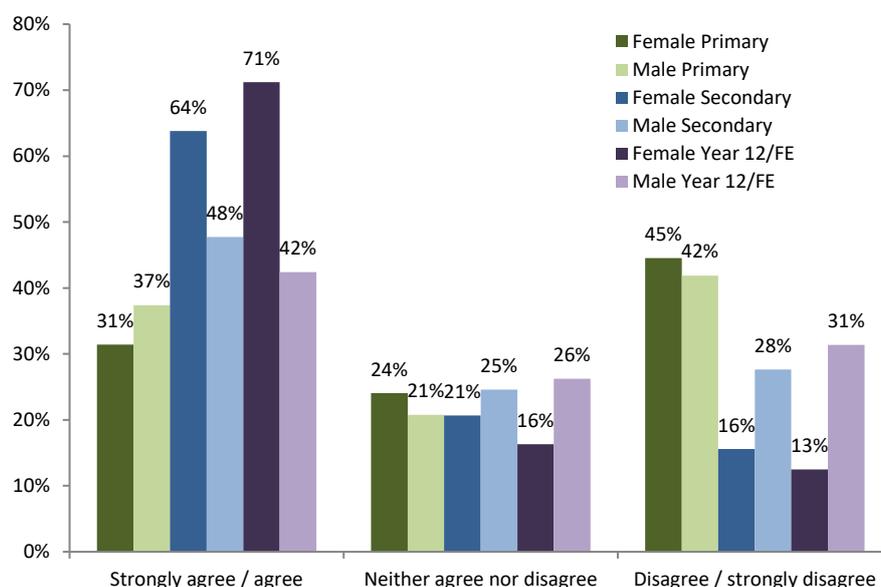
Overall, around a third (34%) of primary school pupils and over half of secondary (57%) and Year 12/FE (56%) students reported feeling stressed by their school work. For secondary and Year 12/FE students, these proportions were similar to those found in the 2015 survey (56% secondary, 54% Year 12/FE), but the proportion of pupils in primary school who agreed or strongly agreed that they were stressed by school work rose substantially from 23% in 2015 to 34% in 2017.

Figure 15: Q4.19.13 – How would you describe being at your school? I feel stressed by school work.



Females were much more likely than males in secondary school and Year 12/FE to agree or strongly agree that they felt stressed by school work, but were slightly less likely than males to do so in primary school (31% to 37%). In 2015, the same pattern was present among the secondary and Year 12/FE students, but in that survey primary school females were also slightly more likely than their male peers to report feeling stressed by school work (24% females to 22% males).

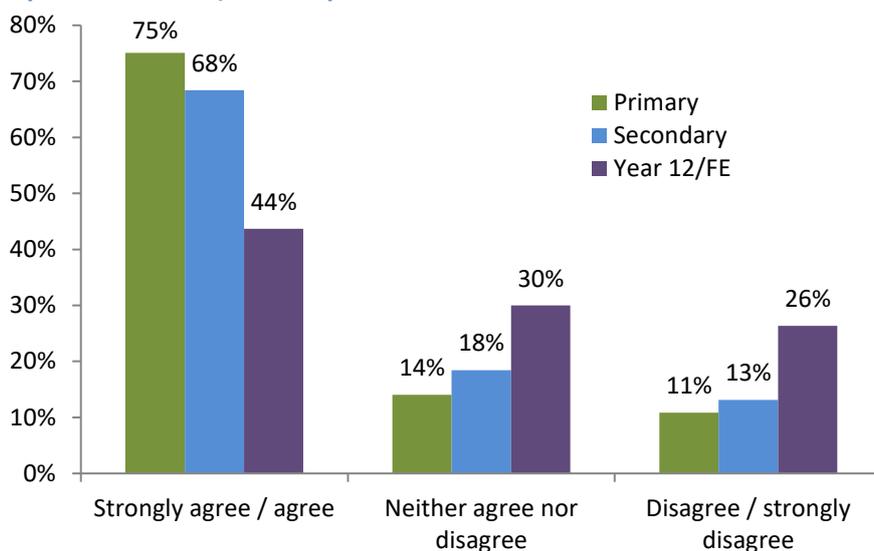
Figure 15a: Q4.19.13 – How would you describe being at your school? I feel stressed by school work. Gender.



Outside the classroom

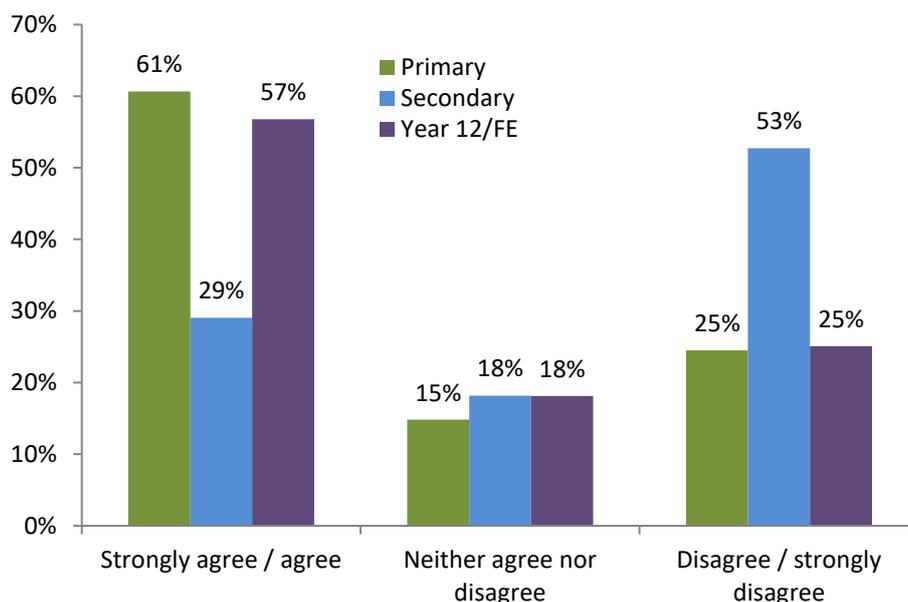
75% of primary and 68% secondary school pupils agreed that their school had a lot of activities (like sport and drama) to take part in at lunchtime or after school, but the proportion who agreed with this statement was lower in Year 12/FE (44%), with 26% of Year 12/FE students disagreeing or strongly disagreeing.

Figure 16: Q4.19.05 – How would you describe being at your school? My school has lots of activities (like sport and drama) to take part in at lunchtime or after school.



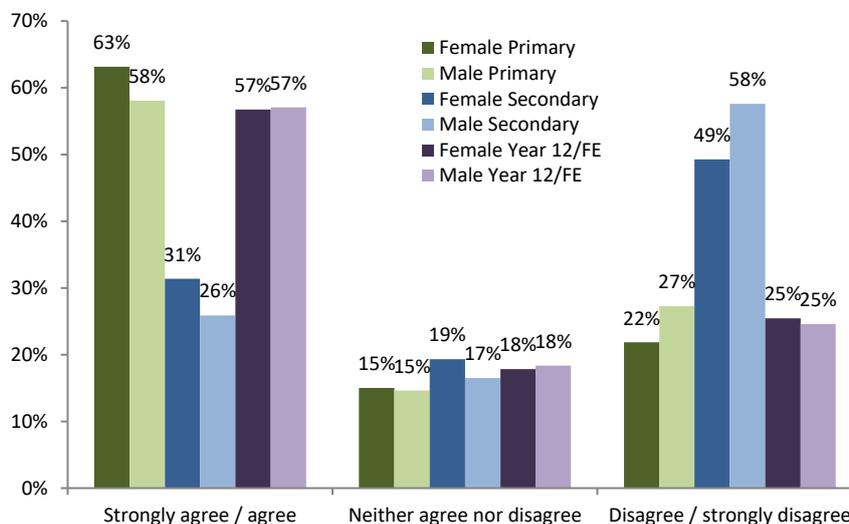
Over half of the primary (61%) and Year 12/FE students (57%) agreed or strongly agreed that they were happy to use the school toilets. However, over half of the secondary school pupils (53%) disagreed or strongly disagreed with this. This result did not correlate notably in the survey with bullying and is therefore considered likely to relate more strongly to the relative condition of secondary school toilets, and to body image and exposure concerns particularly among male pupils.

Figure 17: Q4.19.21 – How would you describe being at your school? I am happy to use the school toilets.



Male pupils in secondary school were considerably more likely than female pupils to disagree or strongly disagree that they were happy to use the school toilets (58% to 49%).

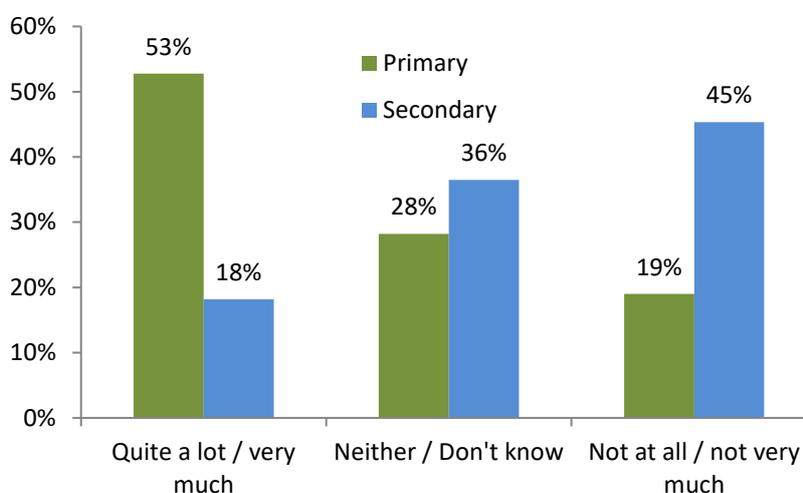
Figure 17a: Q4.19.21 - How would you describe being at your school? I am happy to use the school toilets. Gender.



Sixty-four pupils in the secondary school sample (1.6%) identified themselves in the survey as transsexual or transgender. Gendered school toilets can be particularly difficult for such pupils,² and it is notable in the survey that, while 53% of the overall secondary sample disagreed or strongly disagreed that they were happy to use the school toilets, this rose to 75% of the transgender and transsexual respondents in secondary school.

All pupils in primary and secondary school were also asked how much they thought the school council and pupils' views made a difference at their school. Slightly over half (53%) of the primary school respondents reported that these mattered quite a lot or very much, but only 18% of secondary school pupils felt the same. 45% of secondary school respondents thought that the school council and pupils' views either did not make a difference at all or not very much.

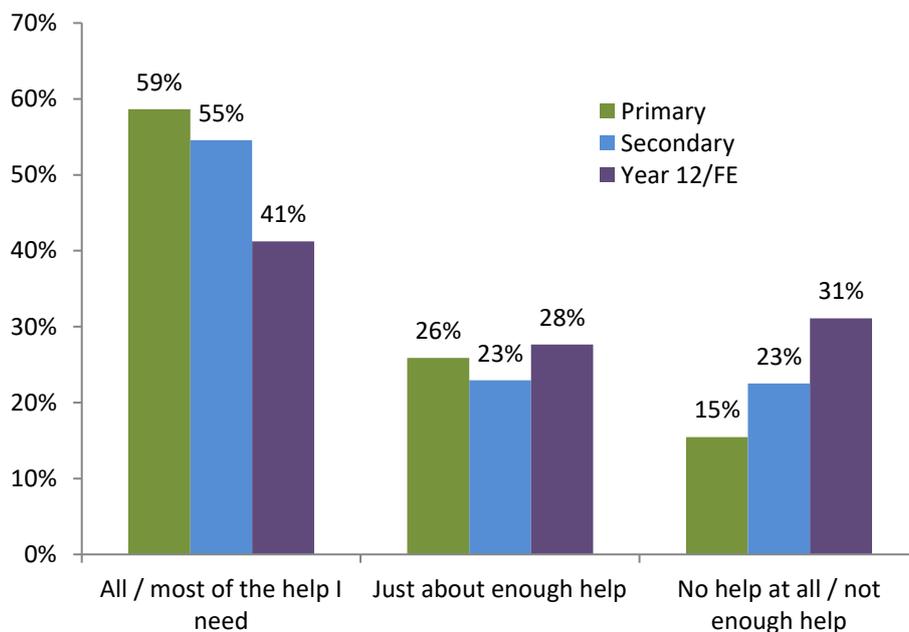
Figure 18: Q4.09 - How much do you think the school council and pupils' views made a difference at your school?



² <https://www.mermaidsuk.org.uk/assets/media/East%20Sussex%20schools%20transgender%20toolkit.pdf>

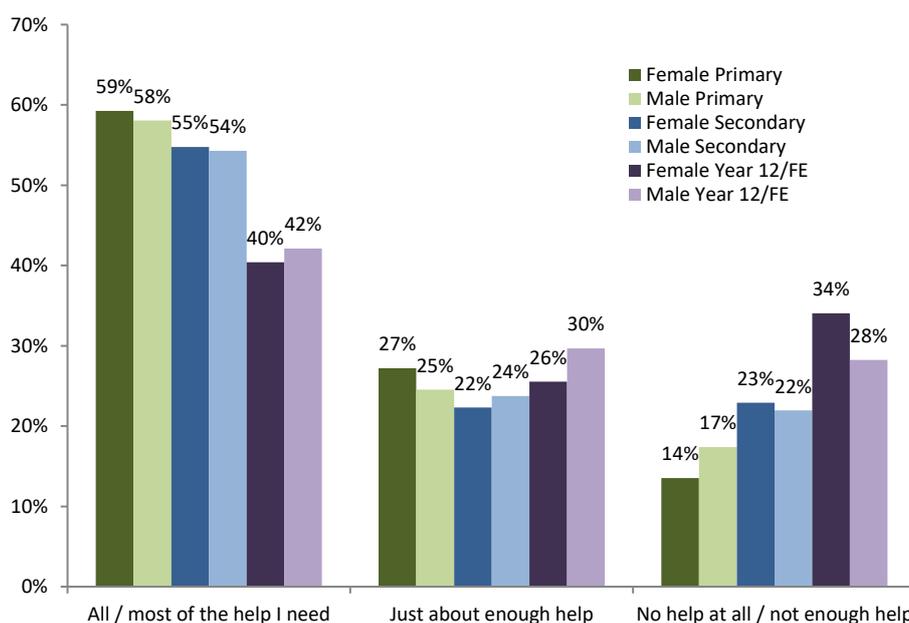
Pupils were also asked how much help and support they felt they received with their homework from the people they live with. 59% of primary school pupils, 55% of secondary and 41% of Year 12/FE students felt that they received all or most of the help they needed, while 15% of primary, 23% of secondary and 31% of Year 12/FE pupils felt that they received either no help or not enough help.

Figure 19: Q4.21 – How much help and support do you feel you get with your homework from the people you live with?



There were only small differences between male and female pupils in levels of help and support with homework, except in the case of Year 12/FE students, where female pupils were more likely than males to feel that they did not receive any or enough help (34% to 28%).

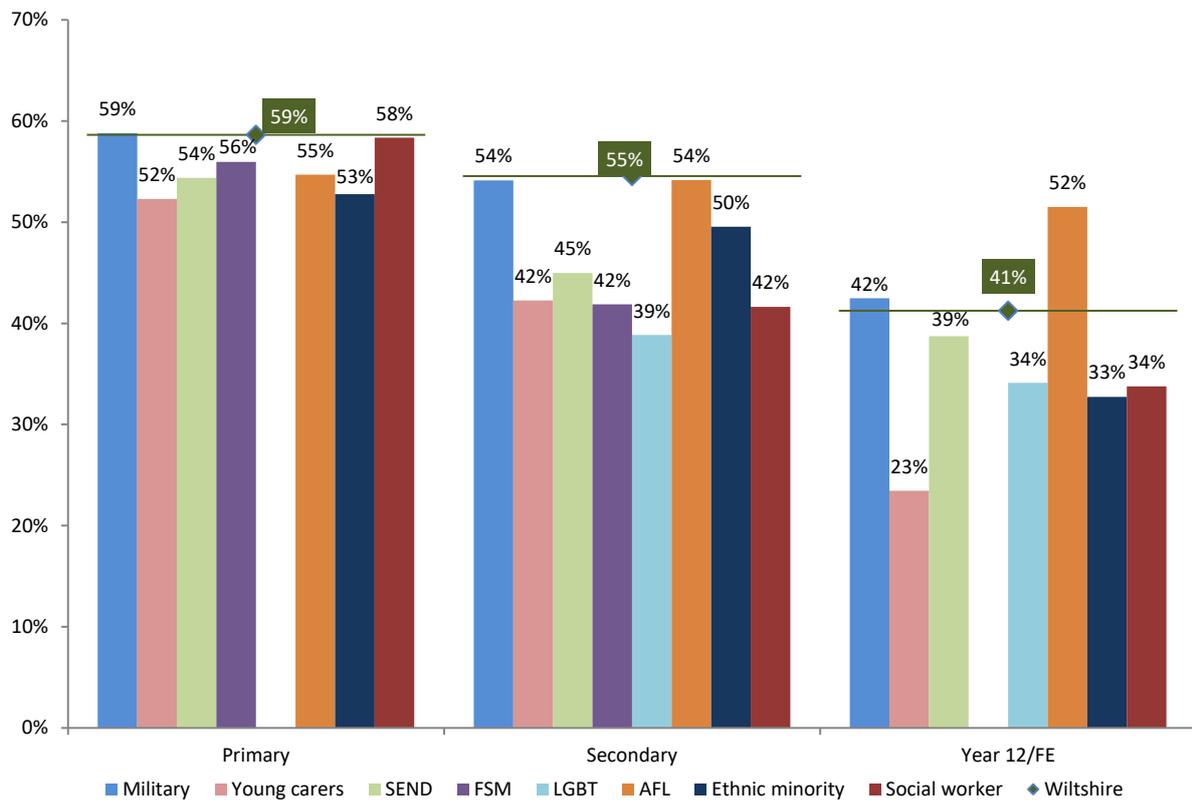
Figure 19a: Q4.21 – How much help and support do you feel you get with your homework from the people you live with? Gender.



With the exception of children with a military parent or carer and adopted, fostered or looked after children, and, in Year 12/FE only, pupils with SEND, significantly smaller proportions of pupils in all the vulnerable groups reported receiving all or most of the support they needed with their homework than the averages, in all school stages. This was particularly notable among young carers.

Figure 19b: Q4.21 – How much help and support do you feel you get with your homework from the people you live with? Vulnerable groups. *

Responses: All the help I need / most of the help I need.

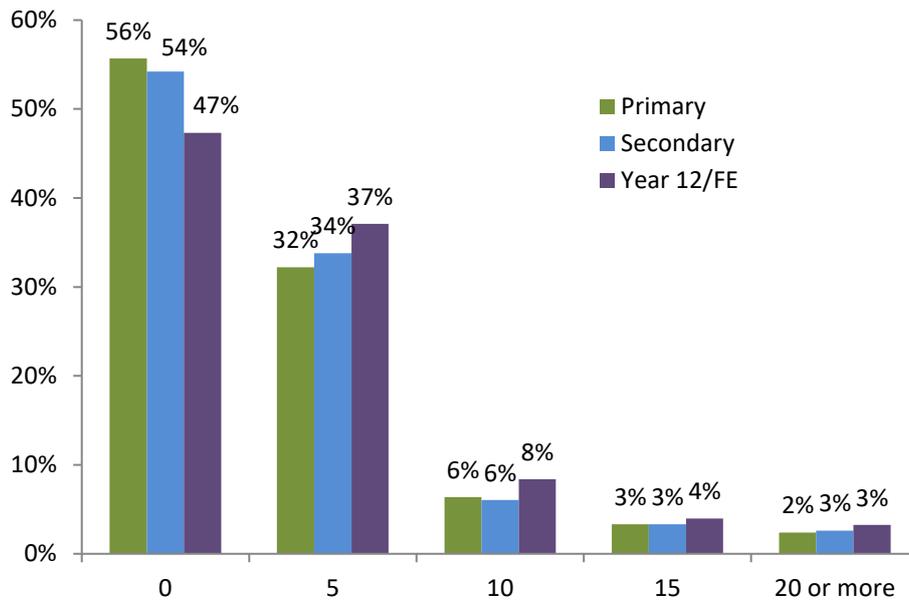


* Primary school children were not asked about their sexual orientation or gender identification, and Year 12/FE students were not categorised by receipt of free school meals (FSM). The AFL groups in both secondary school and Year 12/FE represent small sample sizes and caution should be used in interpreting their results.

School attendance and exclusions

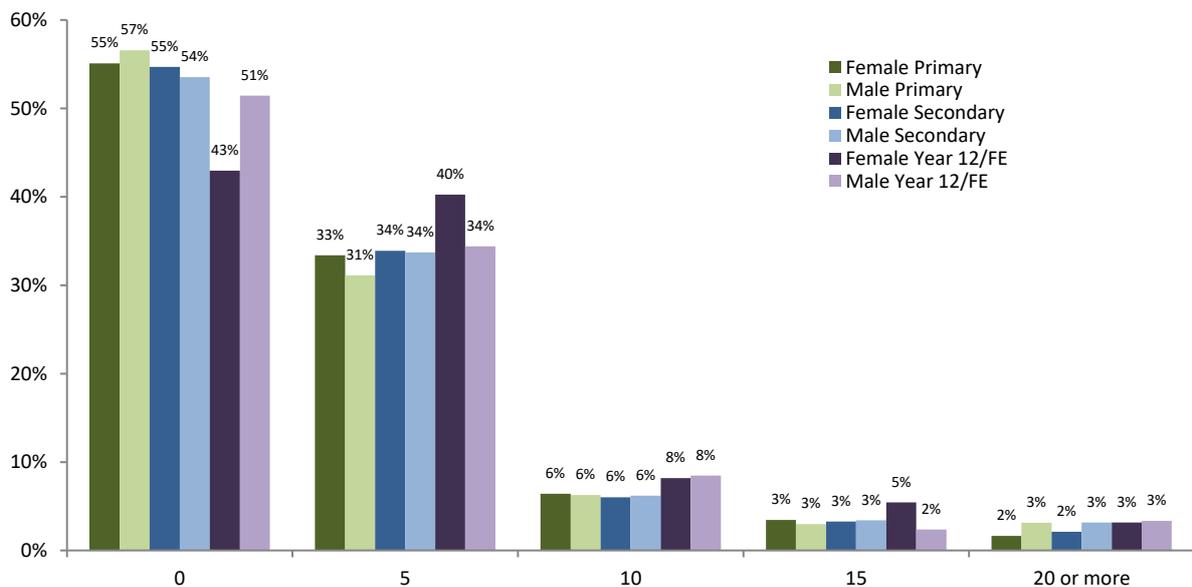
Around 50% of pupils reported that they had not missed any school days during the first term of 2017/18. This proportion was similar across the different school stages, and in line with the proportions of school absence found in the 2015 survey. In primary and secondary school around 12% of respondents had missed ten or more days of school. In Year 12/FE this increased to 16%.

Figure 20: Q4.26 – How many days did you miss school last term (not including school trips)?



There were no substantial differences in primary or secondary school between the proportions of male and female pupils who had missed days of school but, in Year 12/FE, female pupils were more likely than males to have missed at least some days.

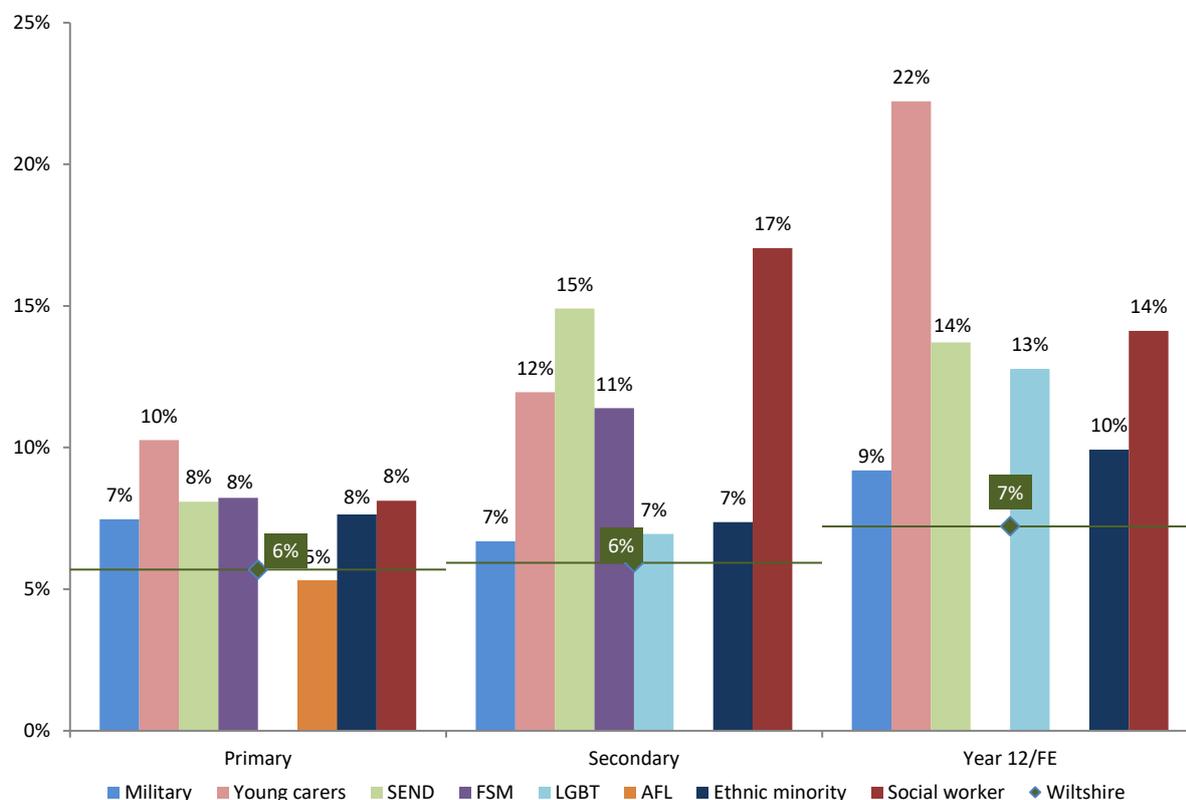
Figure 20a: Q4.26 – How many days did you miss school last term (not including school trips)?
Gender.



Pupils in many of the vulnerable groups, as shown in the chart below, were more likely to have missed large numbers of school days than the Wiltshire averages.

Figure 20b: Q4.26 – How many days did you miss school last term (not including school trips)? Vulnerable groups. *

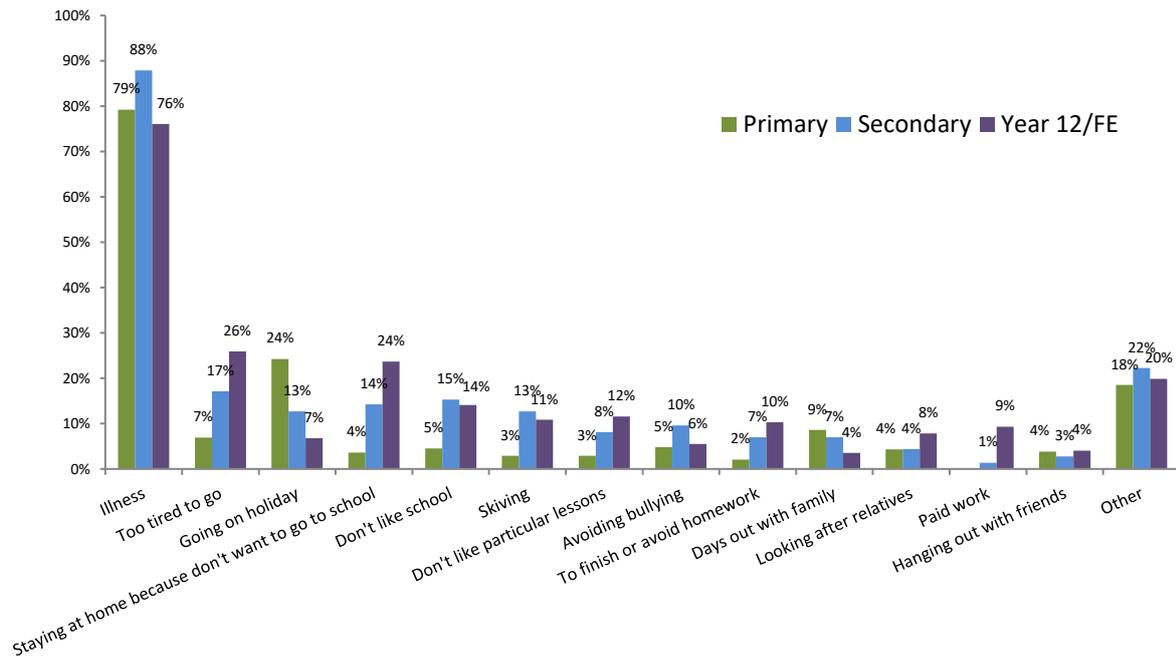
Responses: 15 or more.



* The secondary school and Year 12/FE results for adopted, fostered or looked after children (AFL) are not presented here due to the very small numbers of respondents to this question. Primary school children were not asked about their sexual orientation or gender identification, and Year 12/FE students were not categorised by receipt of free school meals (FSM).

Those who had missed at least a day of school were asked why they had done so. The majority of these pupils from all school phases reported that they had missed school due to illness (Figure 21). A larger proportion of primary school pupils (24%) reported going on holiday as a reason why they missed school than the other school stages, while a larger proportion of Year 12/FE pupils (26%) reported being too tired to attend, than any other school stage. Under 10% of pupils from all school settings reported that they missed a day of school due to bullying. All these response percentages are very similar to the results of the 2015 survey.

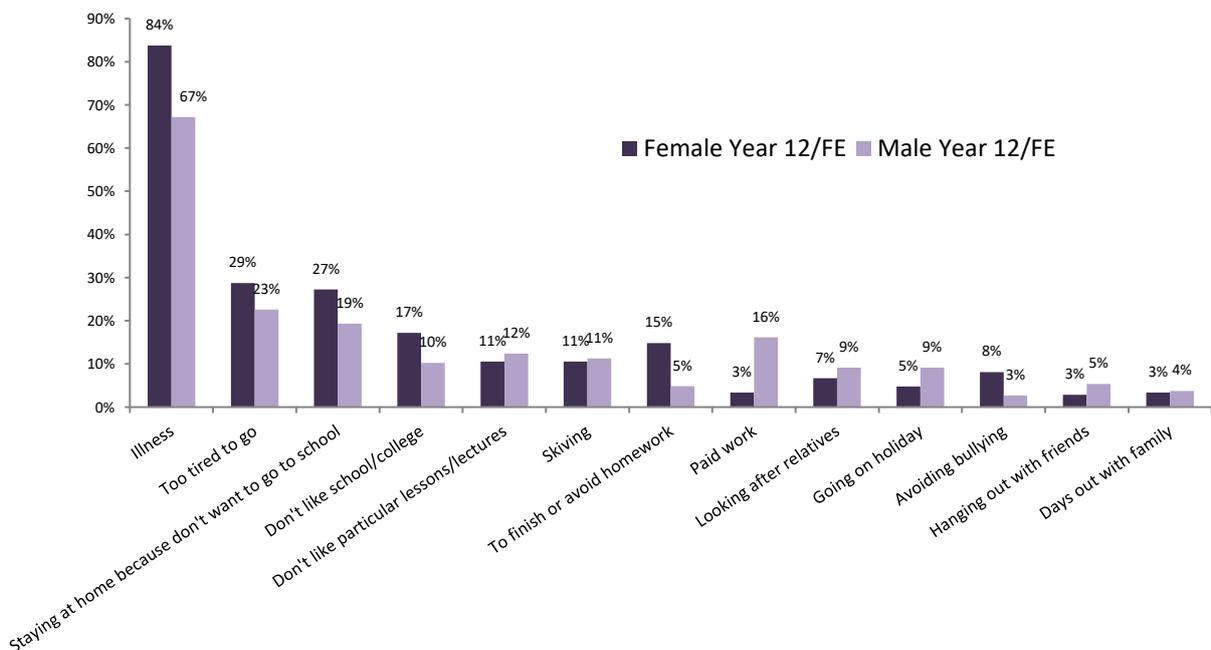
Figure 21: Q4.27 – Why do you miss school/college? *



*Respondents could select multiple options.

As with the number of overall days missed, there were no substantial differences in the reasons for absence between males and females in primary and secondary school. In Year 12/FE, however, there were some notable differences in the reasons for absence, with females particularly more likely than males to have missed school or college due to illness, and males more likely than females to have missed days due to attending paid work.

Figure 21a: Q4.27 – Why do you miss school/college? Year 12/FE. Gender. *

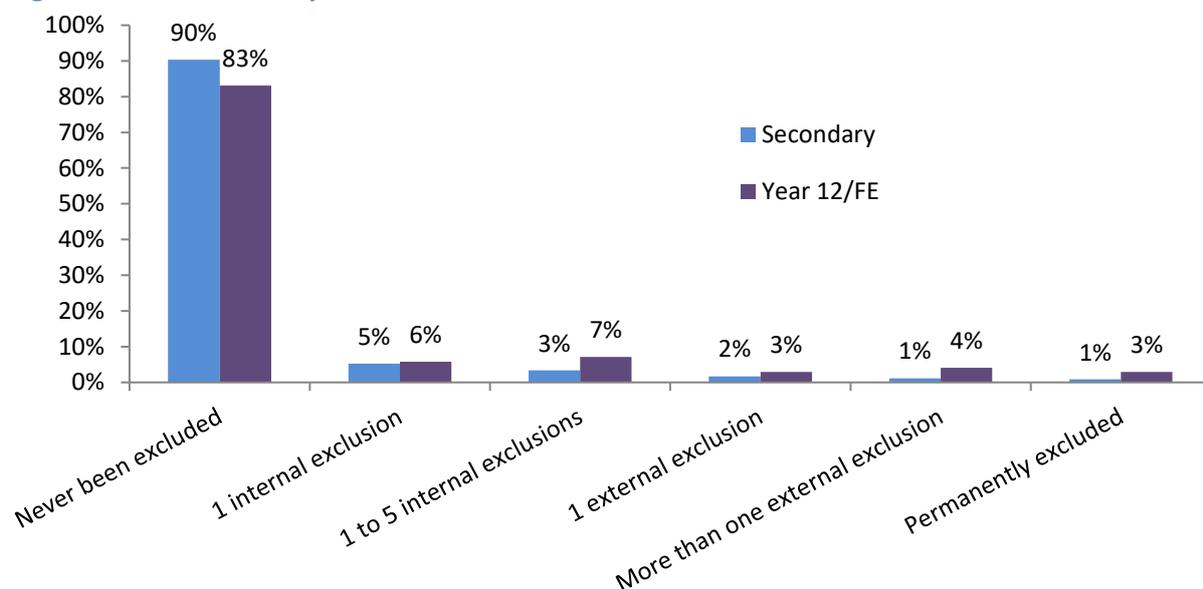


*Respondents could select multiple options.

Exclusions

Pupils in secondary school and Year 12/FE were also asked about their experiences of exclusion from school. Year 12/FE students were more likely than those in secondary school to report that they had been excluded, but over 80% of pupils in both settings had never been excluded. These results were very similar to those found in the 2015 survey.

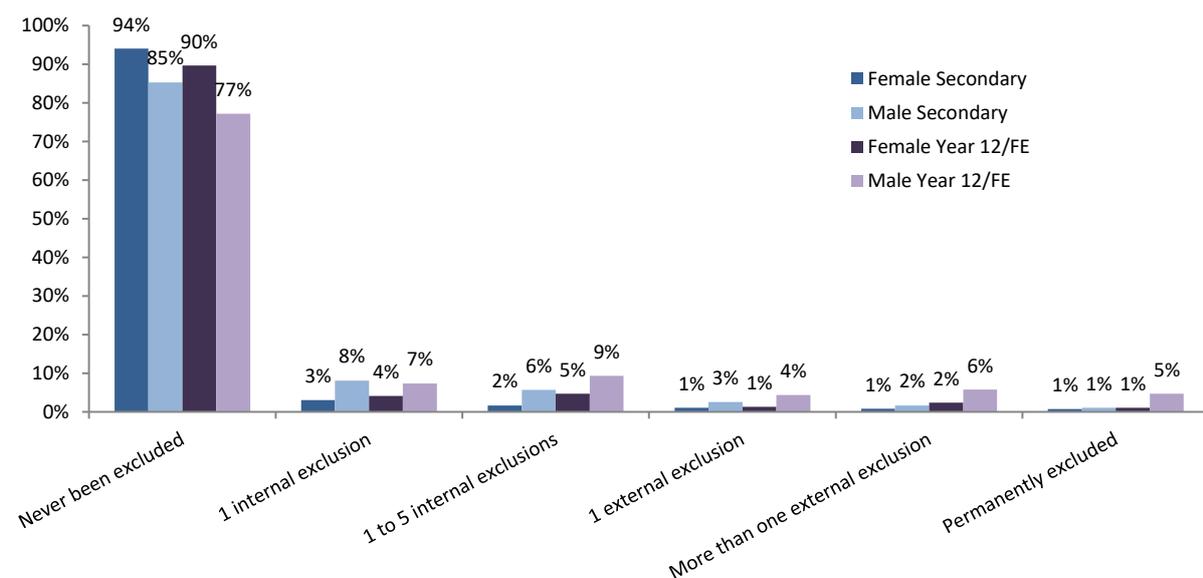
Figure 22: Q4.28 – Have you ever been excluded from school? *



*Respondents could select multiple options.

In both secondary school and Year 12/FE, male students were more likely than females to have been excluded from school.

Figure 22a: Q4.28 – Have you ever been excluded from school? Gender. *

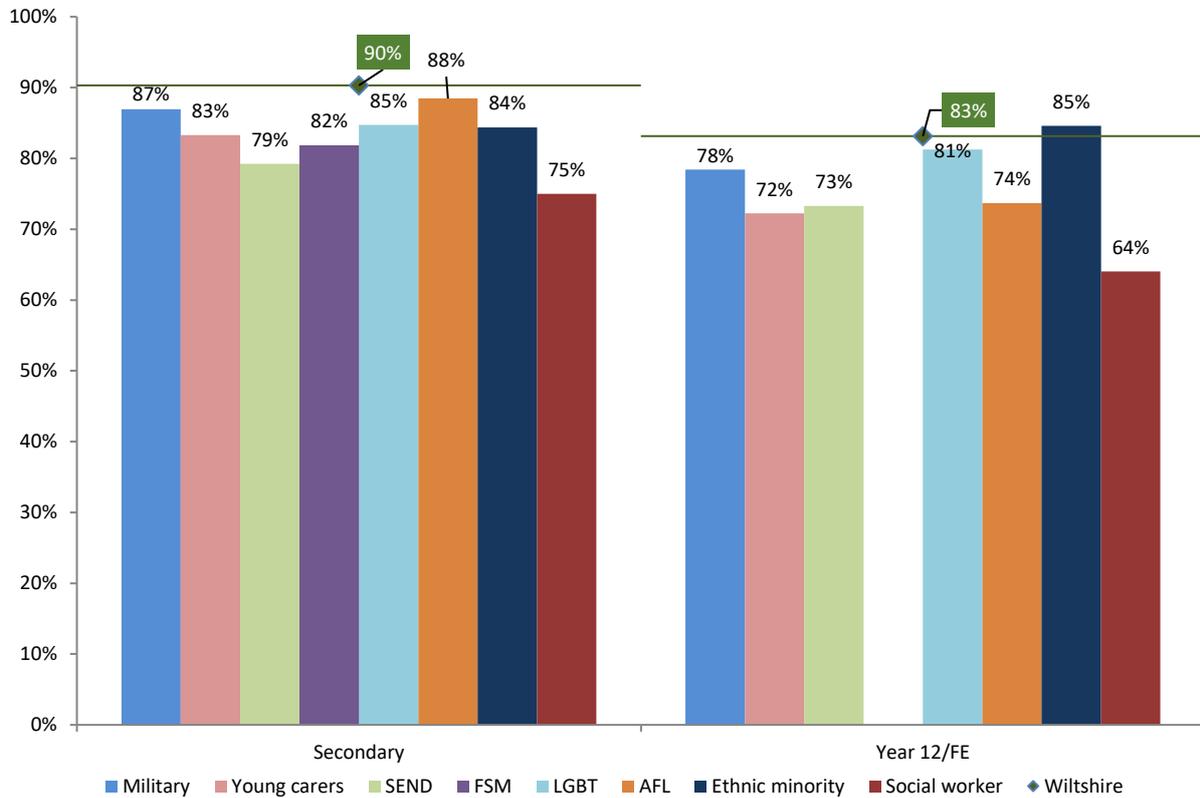


*Respondents could select multiple options.

Pupils in many of the vulnerable groups were also more likely than their peers to have been excluded from school. This was particularly notable among pupils who had, or whose family had, a social worker, of whom 75% in secondary school and 64% in Year 12/FE reported that they had never been excluded (compared with 90% secondary and 83% Year 12/FE overall).

Figure 22b: Q4.28 – Have you ever been excluded from school? Vulnerable groups. *

Response: Never been excluded.

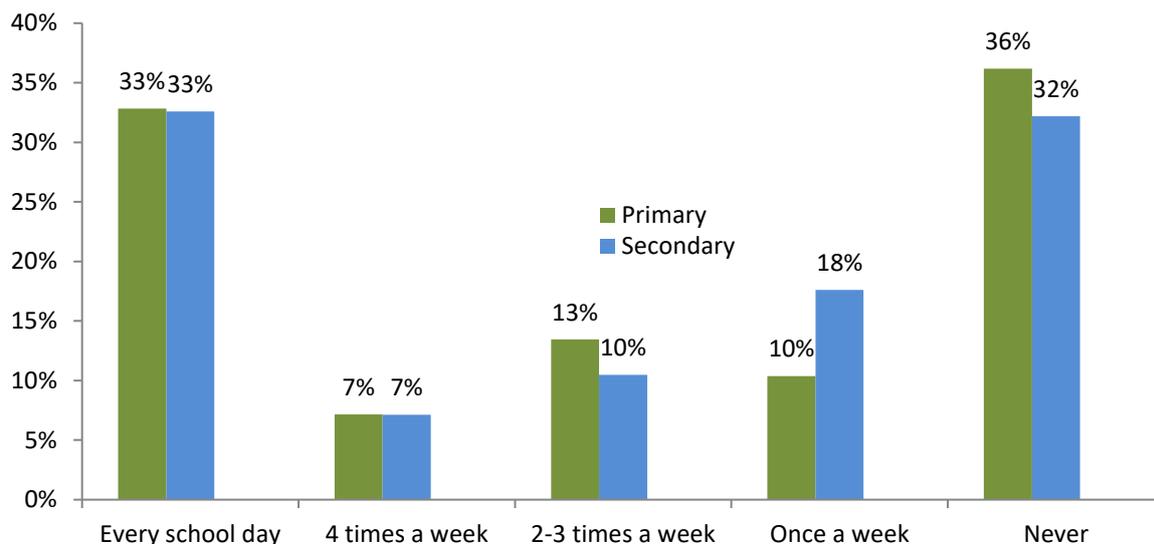


* Year 12/FE students were not categorised by receipt of free school meals (FSM). The AFL groups in both school stages represent small sample sizes and caution should be used in interpreting their results.

Food and water

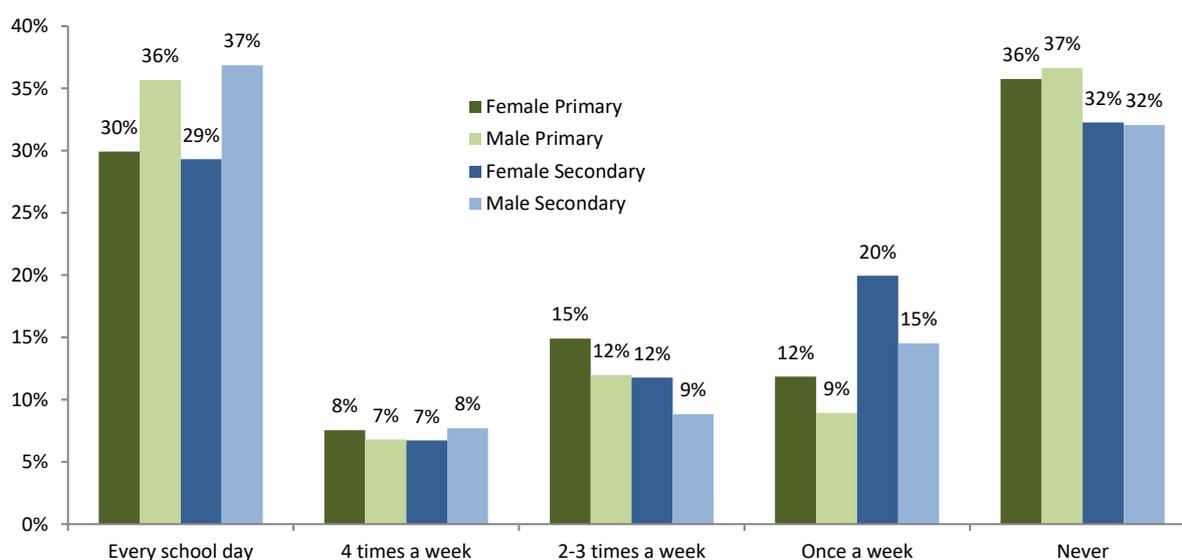
Primary and secondary school pupils were asked in the survey about school lunches. 64% of primary school pupils and 68% of secondary school pupils reported that they ate a school lunch at least once a week, with a third in both stages eating one every school day. This represents an increase from the proportions eating a school lunch in 2015, both at least once a week (59% primary, 58% secondary) and on every school day (28% primary, 24% secondary).

Figure 23: Q1.15 – How often do you have a school lunch?



While there were no meaningful differences between the proportions of males and females who never ate a school lunch in either primary or secondary school, male pupils were considerably more likely than females to eat a school lunch every school day (36% to 30% in primary school, 37% to 29% in secondary school). This is the same pattern as in the 2015 survey.

Figure 23a: Q1.15 – How often do you have a school lunch? Gender.



Pupils who ate a school lunch at least once a week were asked a series of questions about their meal service. On average, 63% of these primary school pupils and 48% of these secondary school pupils rated their school meal service as very good or good, with the exception of the time that it took them to queue up for their lunch, which only 39% of primary school respondents and 11% of secondary rated as good or very good. Full results are presented in the following two charts.

Figure 24: Q1.09.01+ – What do you think about the school meal service in each of the following areas? Primary.

Respondents who ate school lunch at least once a week.

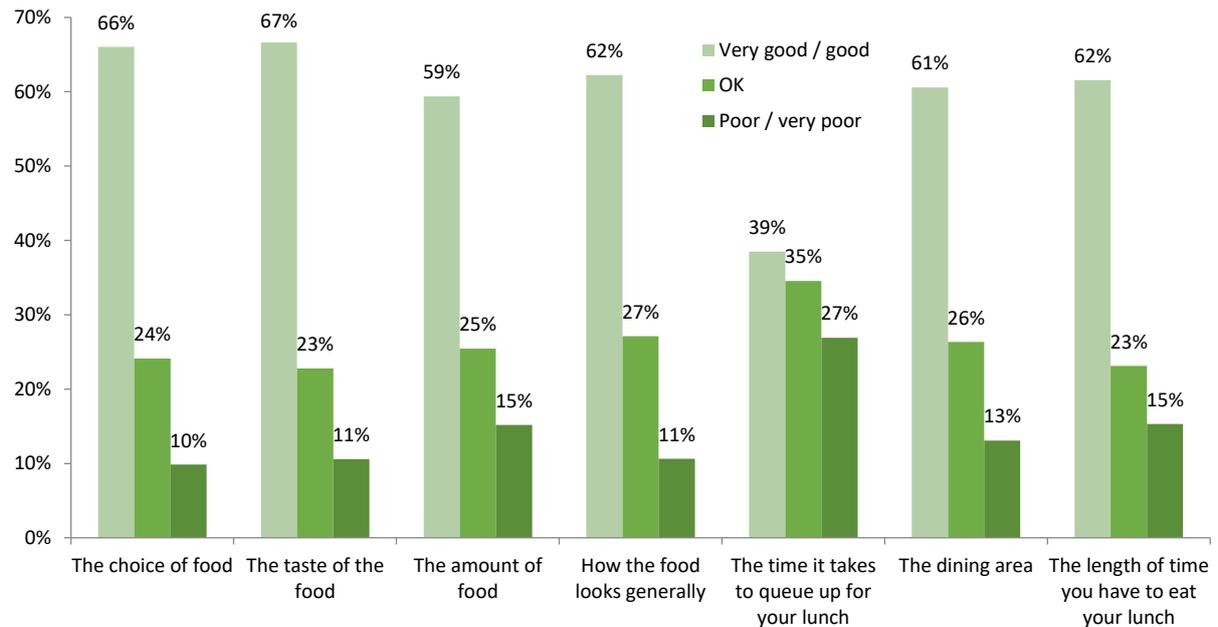
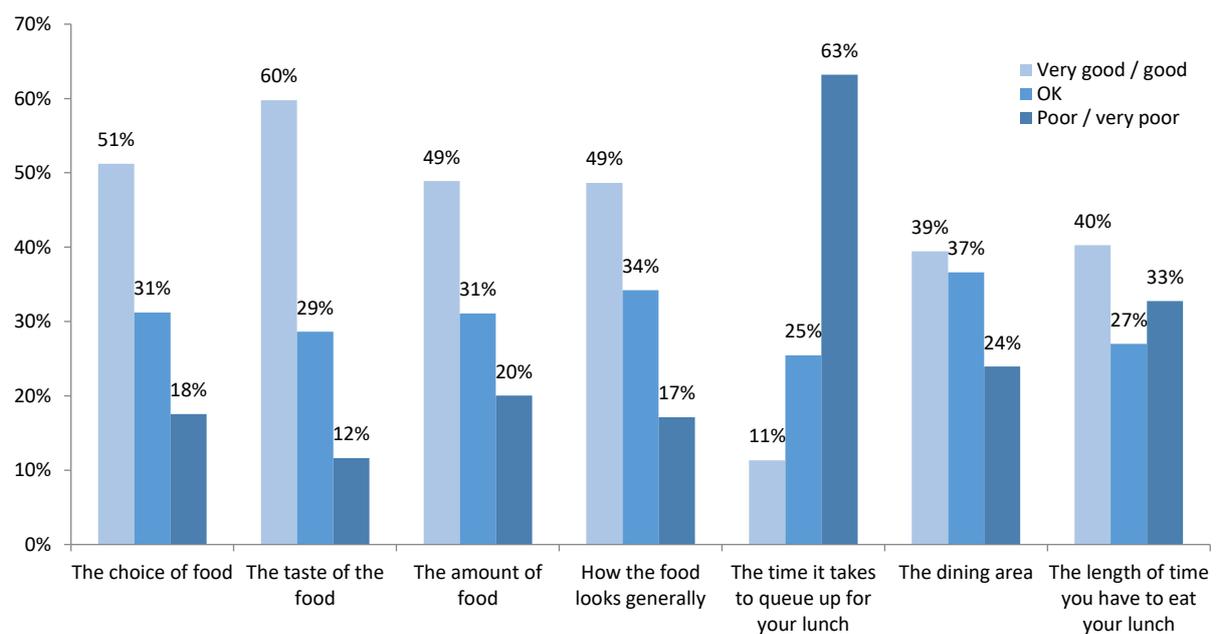


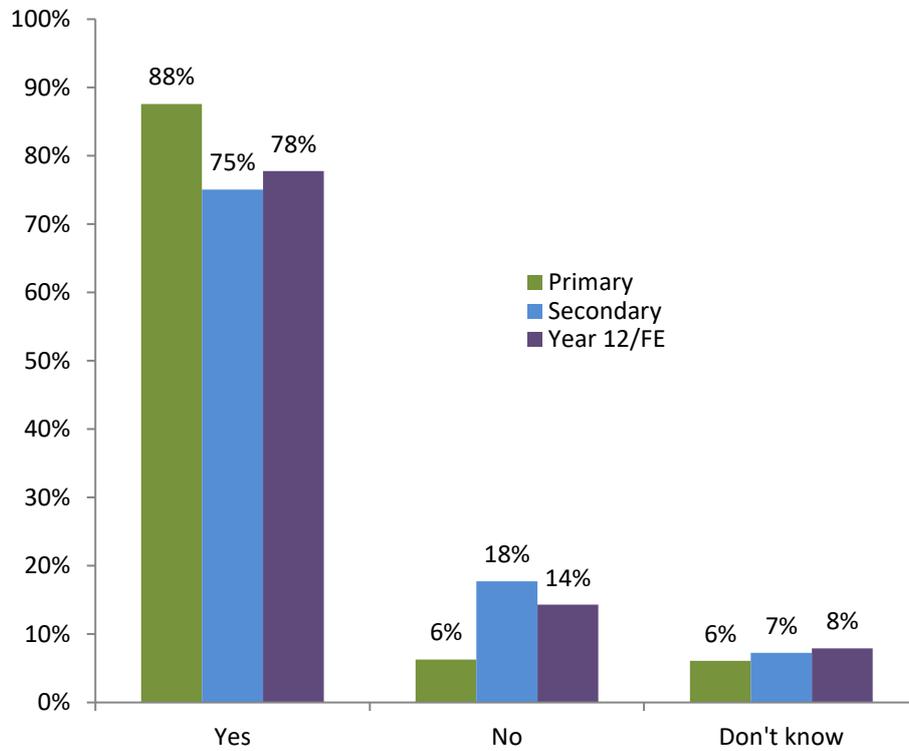
Figure 24a: Q1.09.01+ – What do you think about the school meal service in each of the following areas? Secondary.

Respondents who ate school lunch at least once a week.



Pupils in all three school stages were also asked about the provision of drinking water at their school or college. 88% of primary, 75% of secondary and 78% of Year 12/FE pupils reported that drinking water was easily available at their school or college. This is the same proportion of primary school pupils who reported this in 2015, while the secondary result is a decrease from the 80% who reported this in 2015. Year 12/FE students were not asked this question in the 2015 survey.

Figure 25: Q1.26 – Is drinking water easily available at your school?

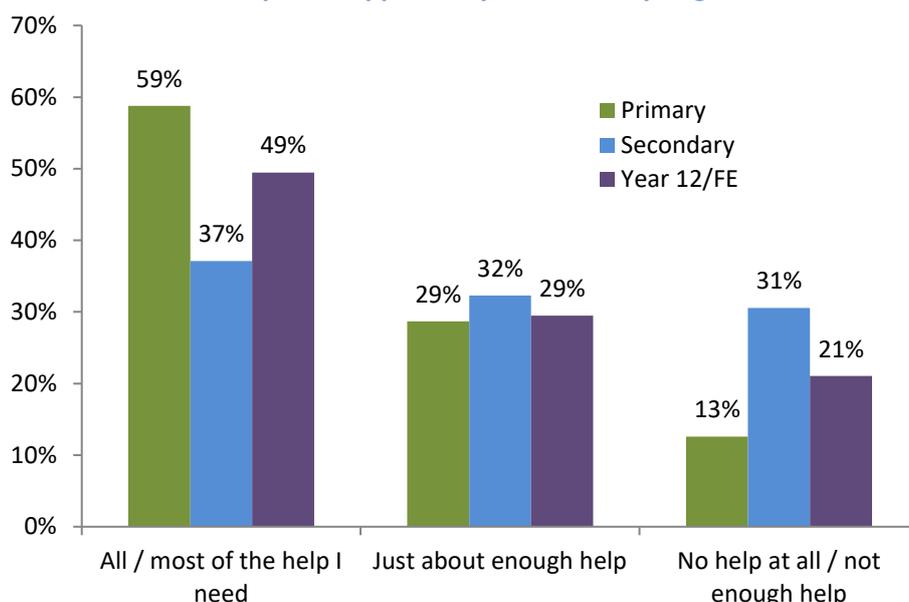


Support and Safety

Support at school

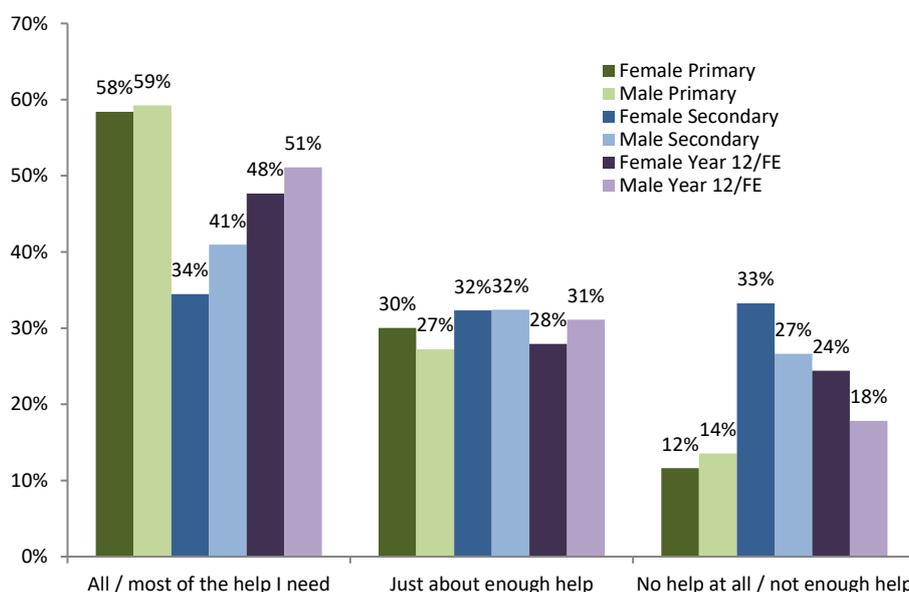
Pupils were asked a general question in the survey about the levels of help and support they felt that they received at school. A larger proportion of primary school pupils (59%) felt that they received all or most of the support they needed than secondary (37%) or Year 12/FE students (49%). These results represent slight increases (of 4%, 5% and 9%, respectively) in the proportions of pupils who reported the same in the 2015 survey.

Figure 26: Q4.18 – How much help and support do you feel that you get at school?



There were only very small differences in the levels of support that male and female pupils felt that they received in primary school but, in both secondary school and Year 12/FE, female pupils were less likely than males to report that they had the support they needed.

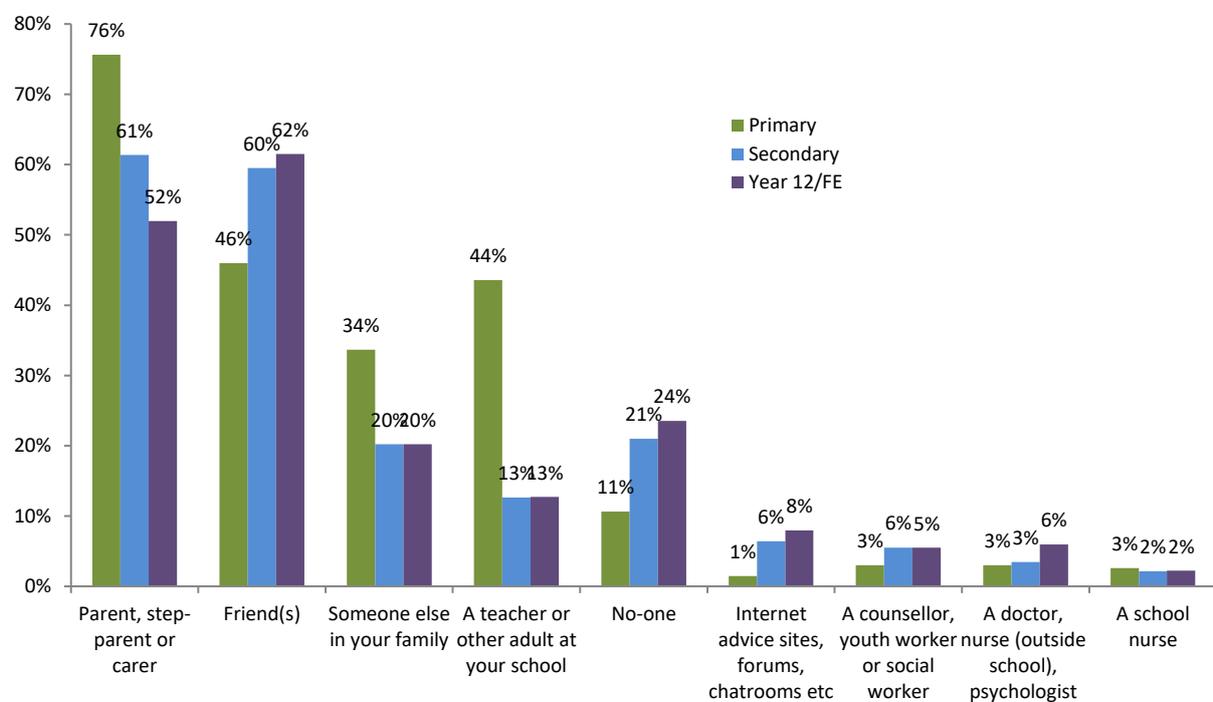
Figure 26a: Q4.18 – How much help and support do you feel that you get at school? Gender.



Among the pupils in vulnerable groups, young carers were notably much less likely than the stage averages to report that they had the help and support they needed (55% to 59% primary, 26% to 37% secondary, 42% to 49% Year 12/FE), as were pupils with special educational needs and / or disabilities in primary school (56% to 59%), and LGBT pupils in secondary school (23% to 37%).

Pupils were asked who they would go to for help when unhappy or worried about a personal issue. 44% of primary school pupils said that they would go to a teacher or other adult at their school, but this proportion was much lower among secondary and Year 12/FE students (13% both). Very few respondents (2%-3%) said that they would go to a school nurse, while 11% of primary, a fifth of secondary and a quarter of Year 12/FE pupils said that they would not talk to anyone. This pattern is similar to that of the 2015 survey.

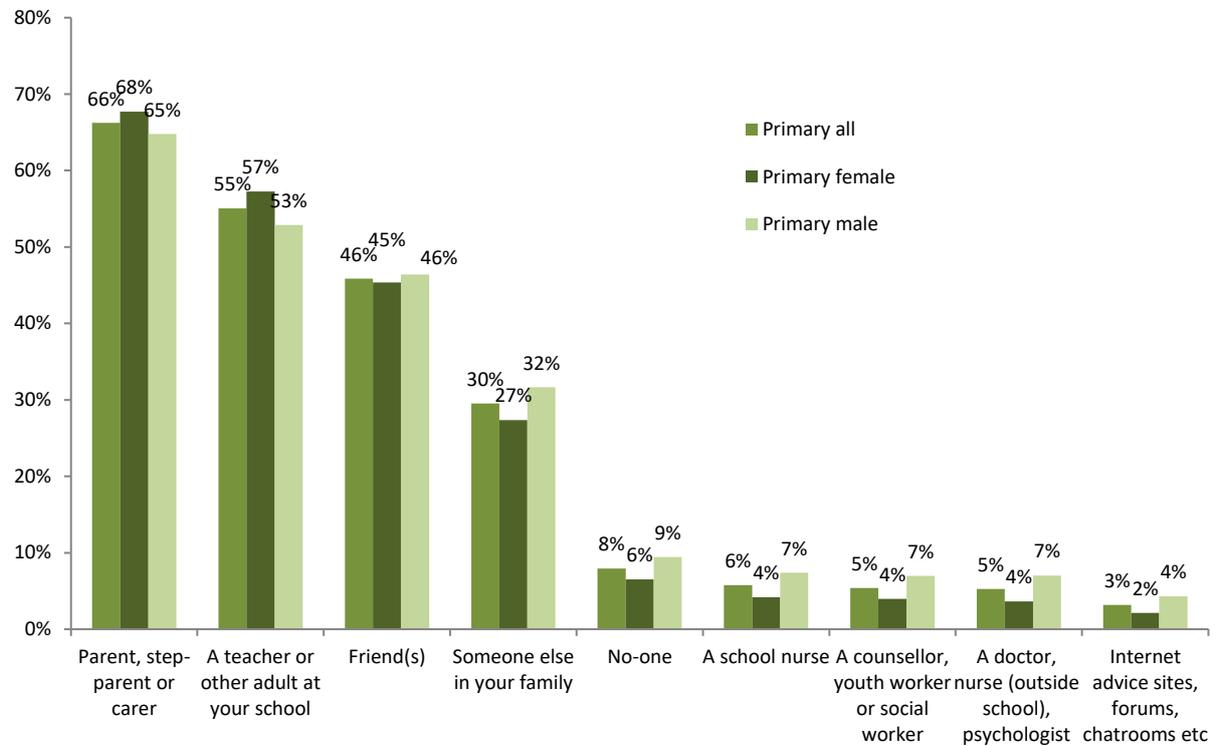
Figure 27: Q6.11 – When you are unhappy or worried about a personal issue, who would you go to for help? *



*Respondents could select multiple options.

Primary school pupils were also asked who they would go to for help if they were worried about a friend. Here, 55% said that they would go to a teacher or another adult at their school, and 6% said that they would go to a school nurse.

Figure 28: Q6.77 – If you are worried about a friend who would you go to for help? Gender. *



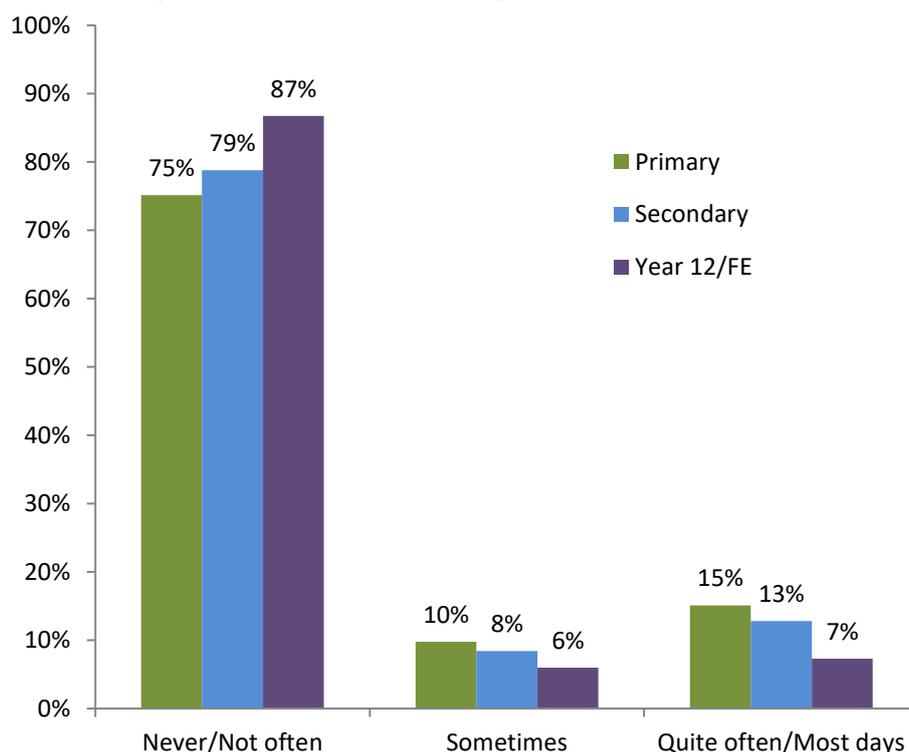
* Respondents could select multiple options.

Bullying

The 2017 survey topic report on emotional health and wellbeing presents the comprehensive results of the survey's questions about bullying, including findings by gender and for pupils in vulnerable groups, as well as types of bullying, perceived reasons for bullying and the age of the bully relative to the pupil being bullied.³ This section of the current report, by contrast, is focussed on pupils' experiences of being bullied in school, on the provision of support in dealing with bullying from teachers and adults at the school, and on pupils' overall perceptions of how well their schools deal with bullying.

Overall, when respondents were asked if they had been bullied in the last year, most pupils from all school phases said no or not often (78%). The proportion who reported being bullied quite often or on most days fell as the school phase progressed, with 15% of primary school pupils, 13% of secondary school pupils and 7% of Year 12/FE pupils reported being bullied quite often or on most days. This includes bullying that took place both in and out of school.

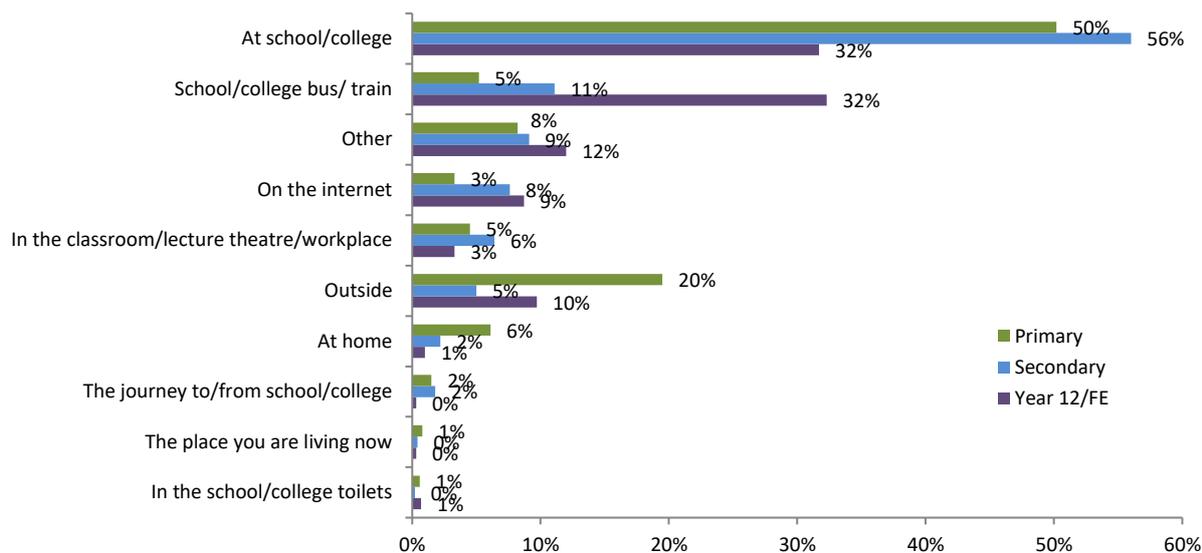
Figure 29: Q6.07 – Have you been bullied in the last year?



³ Wiltshire Children and Young People's Health and Wellbeing Survey 2017: Emotional Health. www.wiltshirehealthyschools.org/partnership-projects/fab-research/ or www.intelligencenetwork.org.uk/health/children-and-young-people/

In all school stages, however, pupils reported that bullying most frequently took place at their school or college. In primary school, 50% of the respondents reported that the bullying occurred at school. In secondary school, 56% reported that it happened at school, while 32% of the Year 12/FE students reported that bullying happened at school and 32% reported that it happened on the school/college bus. The 2015 survey presented very similar results, for the most part. However, the Year 12/FE sample has seen a fall in bullying at school/college (from around 50% to 32%) and a sharp rise in bullying on school/college buses or trains (from around 8% to 32%).

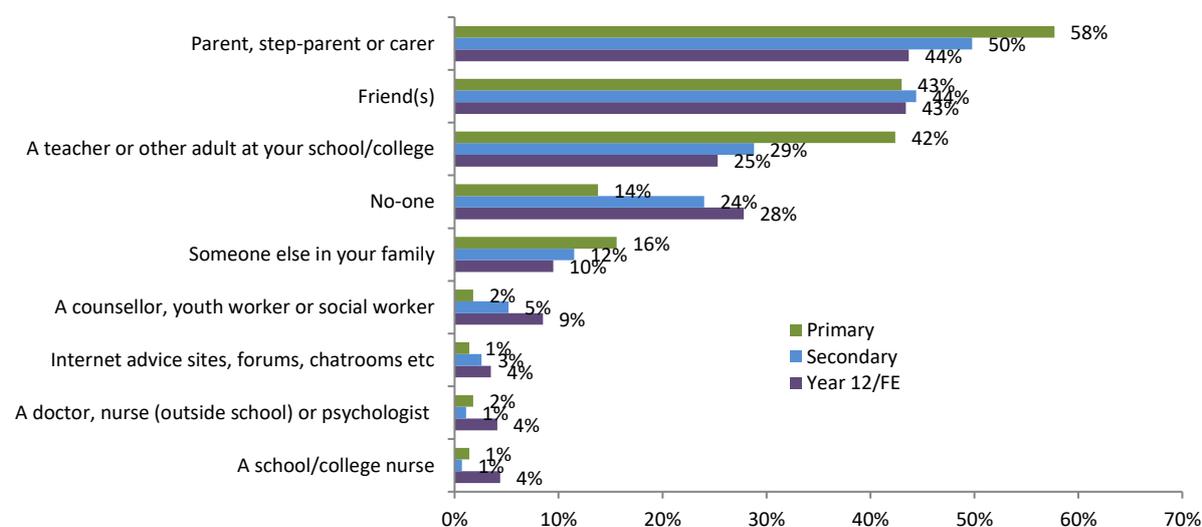
Figure 30: Q6.42 – Where does the bullying usually happen? *



*Respondents could select multiple options.

When asked if anyone had helped them to deal with bullying, 42% of the primary school sample reported that a teacher or other adult at their school helped deal with the bullying. This is much higher than the percentages who reported this in the other school stages (29% and 25%). The 2015 survey presented a very similar pattern in this regard.

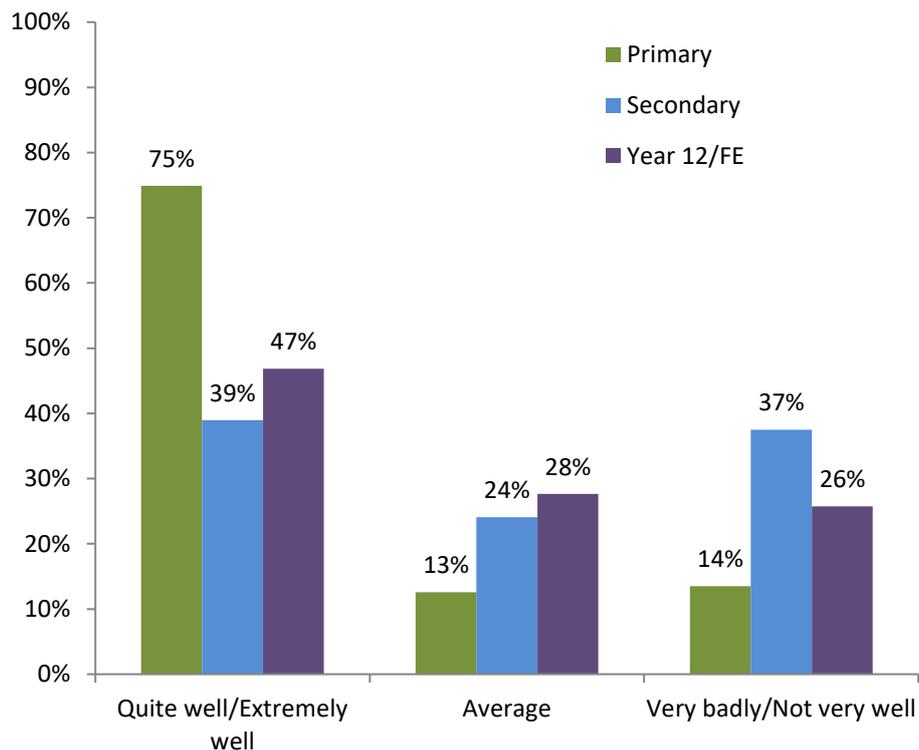
Figure 31: Q6.51 – If you have ever been bullied, did someone help you deal with it? *



*Respondents could select multiple options.

Overall, 56% of the total survey respondents reported that they believe their school deals quite well or extremely well with bullying behaviour, but there was considerable variation in this between the school stages. 75% of the primary school respondents reported that their schools deal quite well or extremely well with bullying, compared with 39% of the secondary and 47% of the Year 12/FE respondents. The 2015 survey presented similar results, except in the case of secondary school pupils, the proportion of whom felt that their school dealt quite well or extremely well with bullying having fallen, from 48% in the 2015 survey to 39% in 2017.

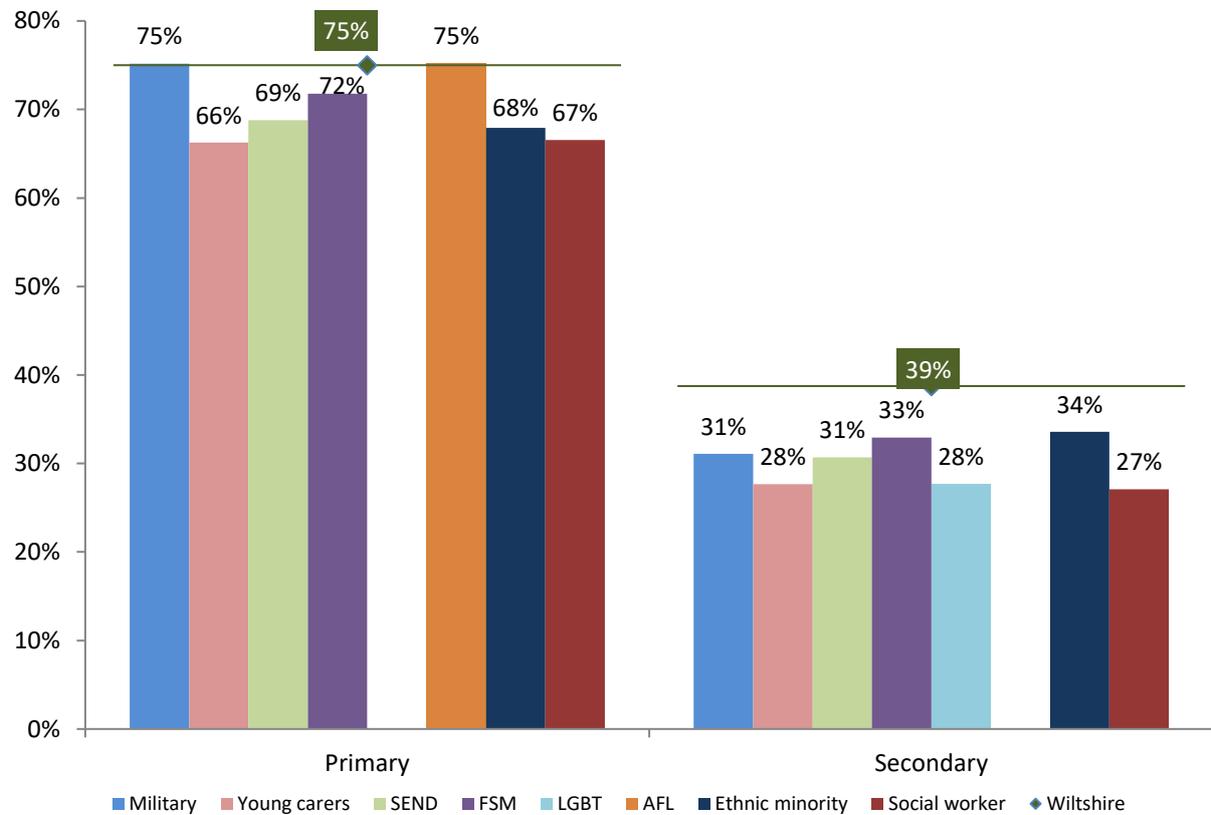
Figure 32: Q6.09 – How well do you think your school deals with bullying?



There were some substantial variations from the Wiltshire averages in vulnerable pupils’ perceptions of how well their schools deal with bullying at both the primary and secondary school levels. In primary school, young carers, pupils with a social worker, ethnic minority pupils and, to a lesser extent, pupils with special educational needs and / or disabilities (SEND) were all significantly less likely than the average to feel that their school deals well with bullying. In secondary school, pupils in all the vulnerable groups (except adopted, fostered or looked after children) were less likely than their peers to feel that their schools deal well with bullying. For the most part, however, these variations were not present for the vulnerable Year 12/FE pupils, although young carers in particular were still notably less likely than the average in Year 12/FE to feel that their schools or colleges deal well with bullying (34% to 47% overall).

Figure 32a: Q6.09 – How well do you think your school deals with bullying? Primary and secondary. Vulnerable groups. *

Responses: Quite well / extremely well.

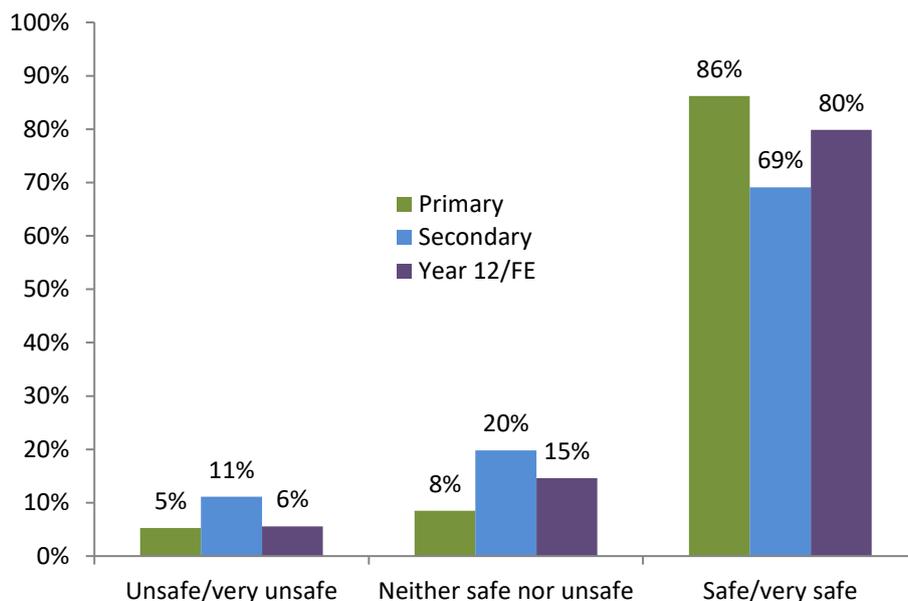


* The secondary school results for adopted, fostered or looked after children (AFL) are not presented here due to the small numbers of respondents. Primary school children were not asked about their sexual orientation or gender identification.

Safety at school

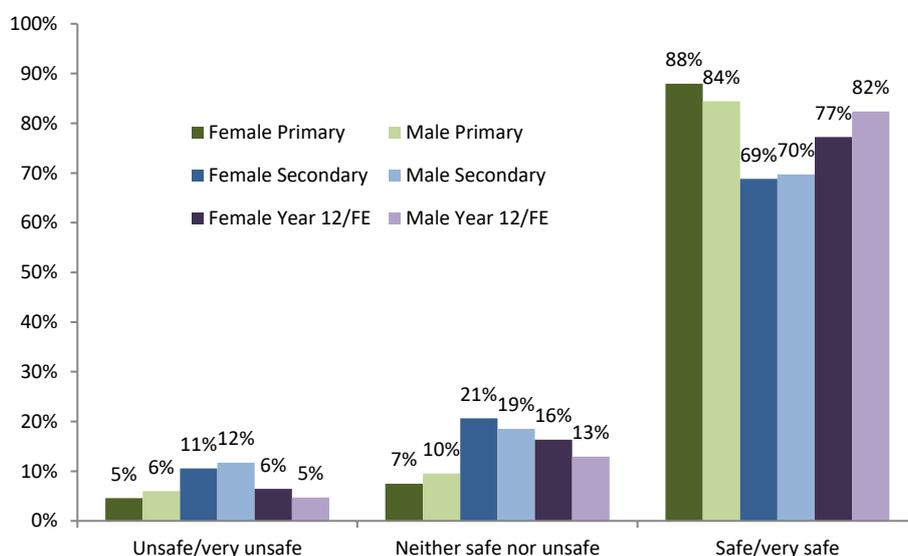
86% of primary school respondents reported feeling safe or very safe at school. This decreased to 69% of secondary school respondents and then rose again to 80% of the Year 12/FE respondents. This pattern, of a lower proportion of secondary school respondents feeling safe or very safe at school than primary or Year 12/FE respondents, was the same as in the 2015 survey, but slightly smaller proportions in 2017 reported feeling safe or very safe (89% of primary respondents felt safe or very safe in 2015, 73% of secondary pupils, and 85% of Year 12/FE students).

Figure 33: Q5.01 – How safe do you feel at school/college?



Primary school females were slightly more likely than males to report feeling safe or very safe at school, while Year 12/FE males were more likely than females to report the same. In the 2015 survey, there were only minimal differences between male and female feelings of safety at school, and reported feelings of safety at school among Year 12/FE females in particular have dropped notably, from 86% in 2015 to 77% in 2017.

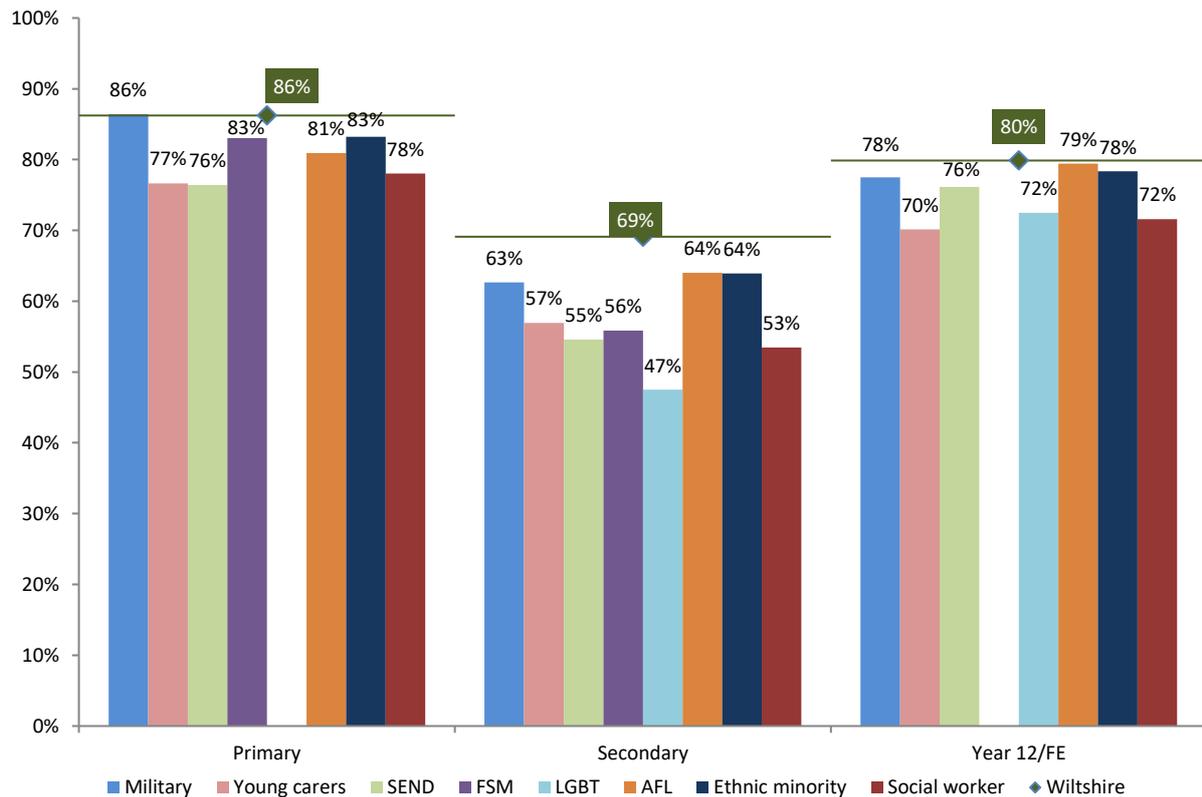
Figure 33a: Q5.01 – How safe do you feel at school/college? Gender.



Feelings of safety at school were lower than the overall Wiltshire rates for many children in vulnerable groups. It is notable that the variation from the overall Wiltshire rate was generally larger for vulnerable secondary school pupils, than for the vulnerable primary and Year 12/FE respondents. Less than half (47%) of the secondary LGBT respondents reported feeling safe at school, and less than 60% of secondary school young carers, children with special educational needs and / or disabilities, children in receipt of free school meals and children with a social worker.

Figure 33b: Q5.01 – How safe do you feel at school/college? Vulnerable groups.

Responses: Safe / very safe.



* Primary school children were not asked about their sexual orientation or gender identification, and Year 12/FE students were not categorised by receipt of free school meals (FSM). The AFL groups in both secondary school and Year 12/FE represent small sample sizes and caution should be used in interpreting their results.

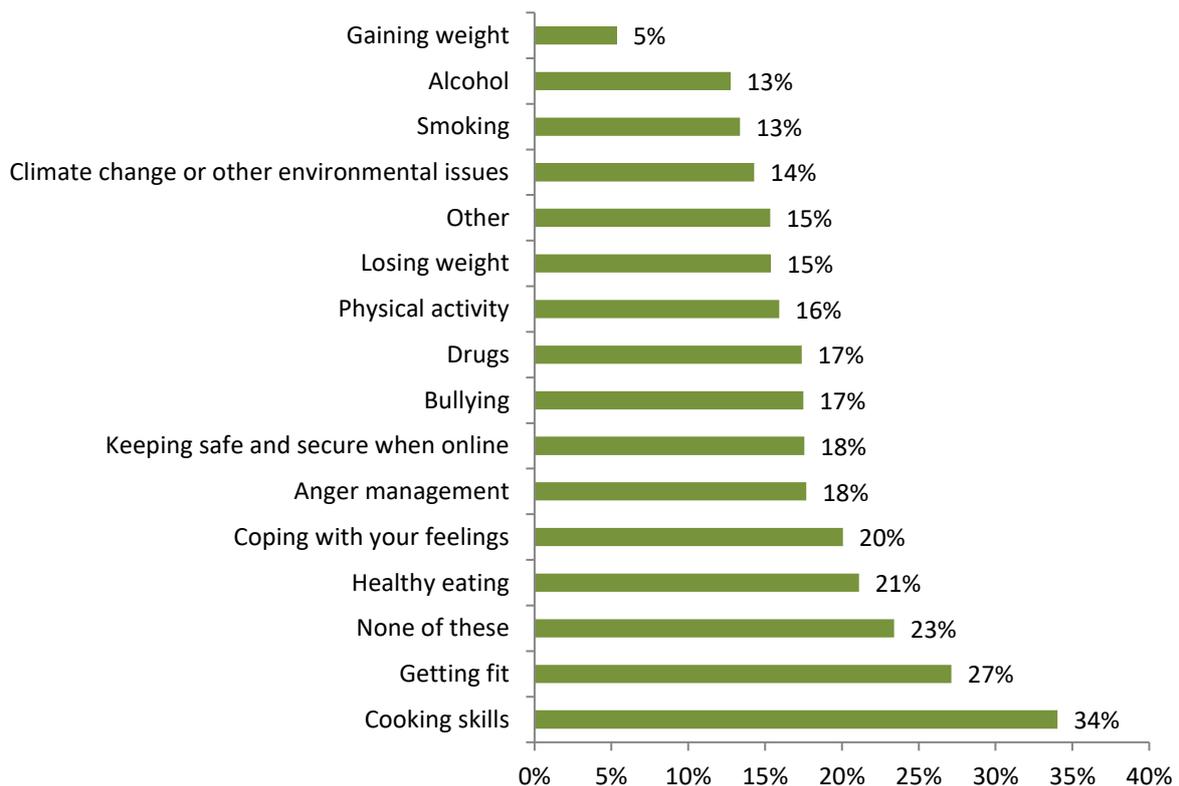
The future

This section describes the areas in which pupils sought more support and knowledge, and presents the measures on the perceived utility of careers advice, as well as pupils' overall confidence in the future.

Further learning requirements

Asked if there was anything that the students wanted to know more about, around a third of primary school respondents felt they wanted to learn more cooking skills (34%) and wanted more knowledge or support about getting fit (27%). Around a fifth of these pupils wanted more support and knowledge about healthy eating (21%), coping with their feelings (20%), anger management (18%) and keeping safe and secure when online (18%).

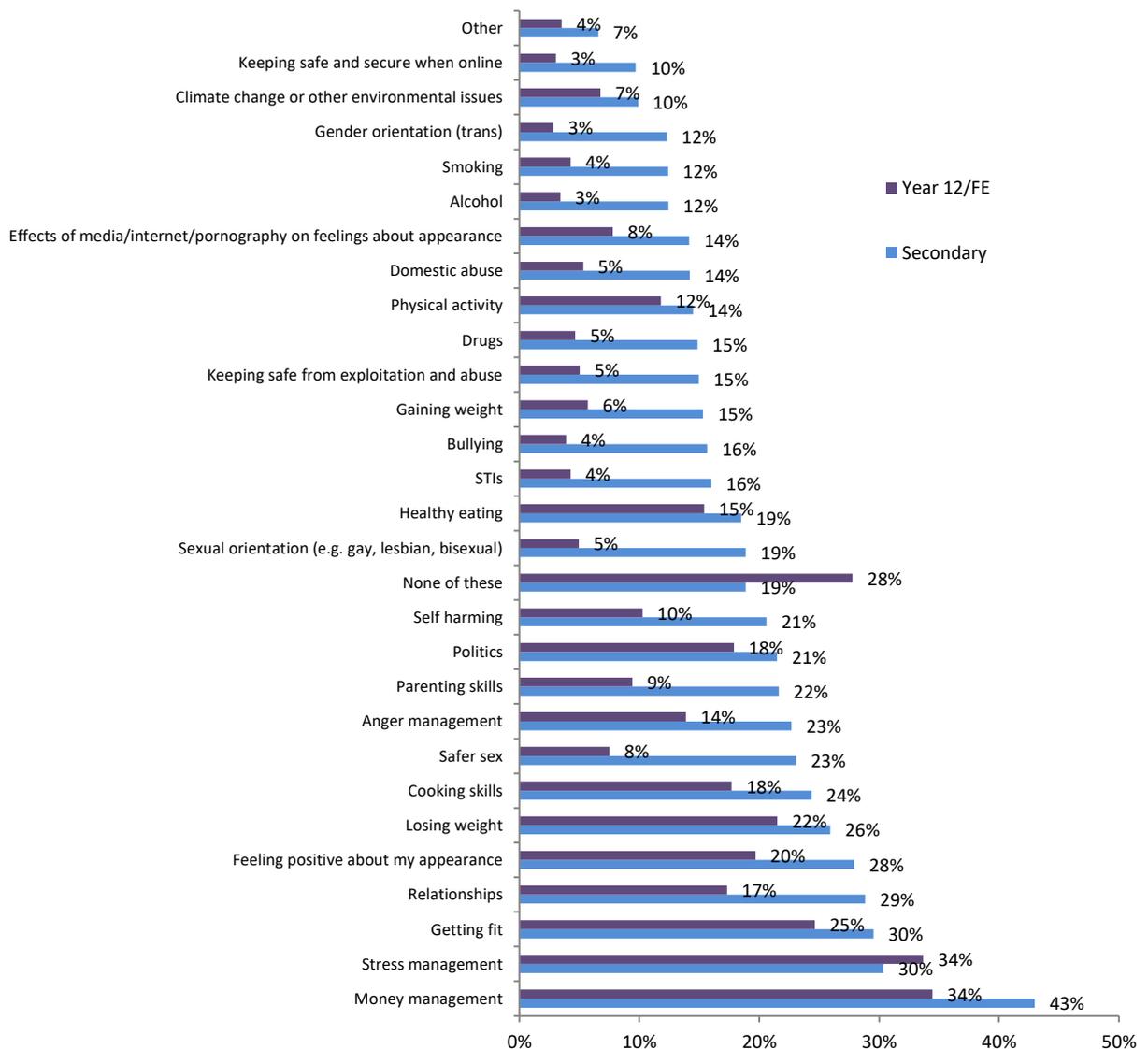
Figure 34: Q6.14 – Are there any areas in your life that you feel you need more support or knowledge in? Primary. *



*Respondents could select multiple options.

Among secondary and Year 12/FE respondents, key areas in which pupils sought more support and knowledge were money management, stress management, and getting fit.

Figure 34a: Q6.14 – Are there any areas in your life that you feel you need more support or knowledge in? Secondary and Year 12/FE. *

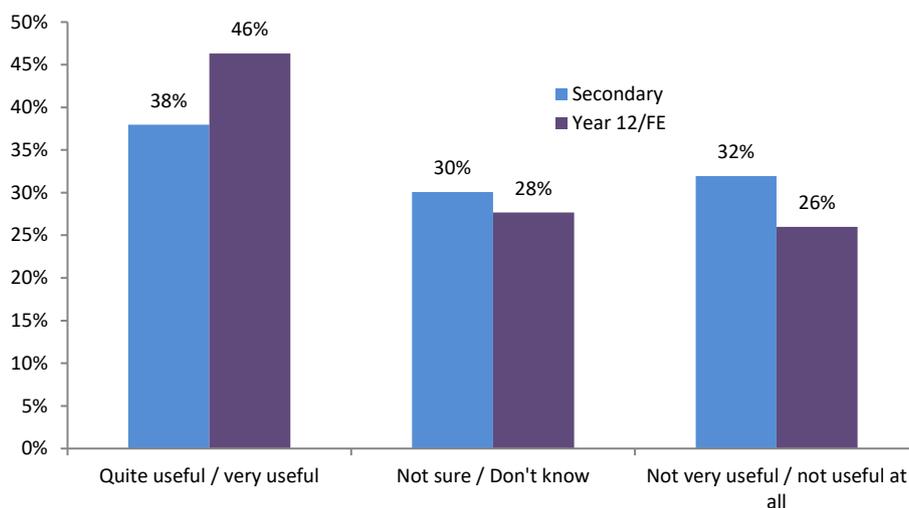


*Respondents could select multiple options.

Careers advice

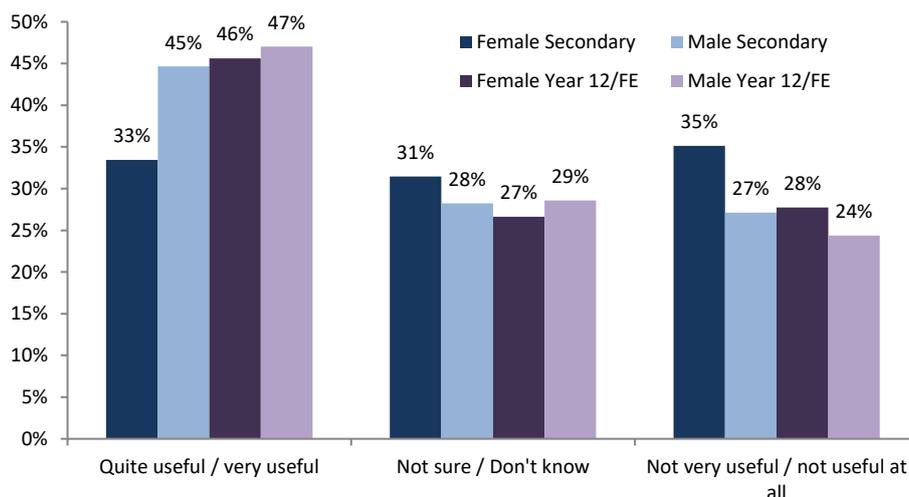
Secondary school and Year 12/FE students were asked how helpful the careers advice that they received had been in helping them to plan for the future. 38% of secondary school pupils and 46% of Year 12/FE students had found this advice quite useful or very useful. In 2015, the proportions were 42% of secondary school pupils and 40% of Year 12/FE students.

Figure 35: Q6.53 – How useful has the careers advice that you have had been in helping you to plan for the future?



The difference between females and males was very small in the case of the Year 12/FE students but, in secondary school, male pupils were considerably more likely than female pupils to feel that the careers advice they had received had been quite useful or very useful in helping them to plan for the future.

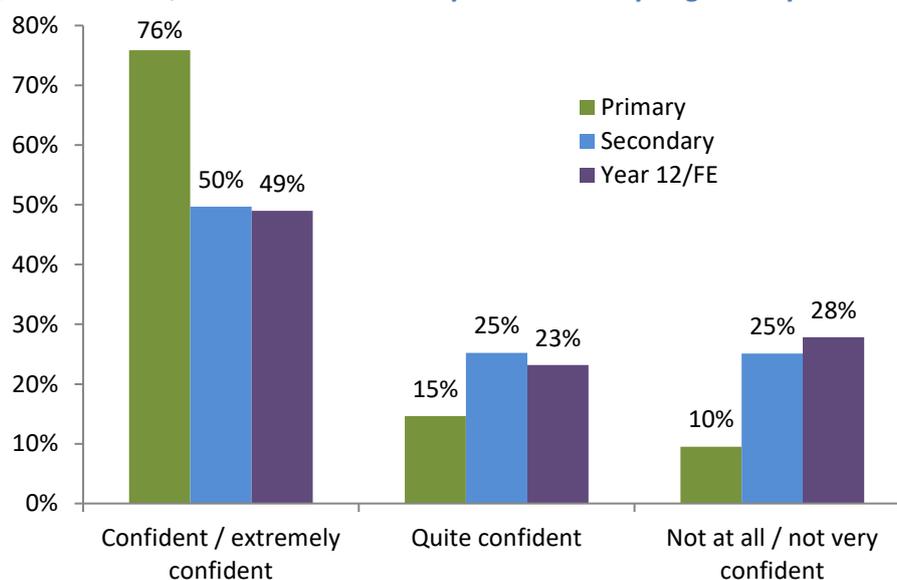
Figure 35a: Q6.53 – How useful has the careers advice that you have had been in helping you to plan for the future? Gender.



Confidence in the future

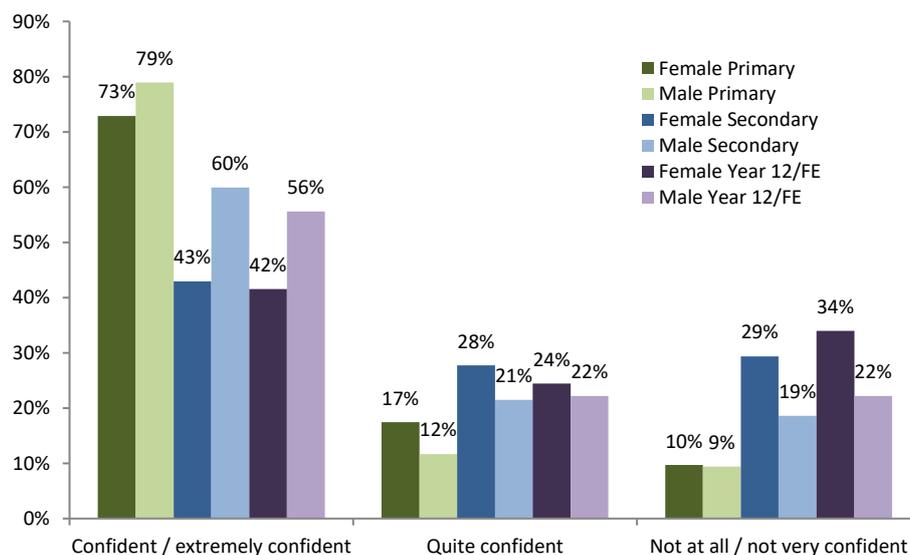
Just over three quarters of primary school pupils reported that they felt confident or extremely confident about their future. The proportion was much lower among secondary school and Year 12/FE pupils, with only around half of these pupils feeling confident or extremely confident about their futures. A quarter of secondary school students and 28% of Year 12/FE students were not at all or not very confident about their futures. In 2015, these results were very similar for primary and Year 12/FE pupils, but the proportion of secondary school pupils feeling confident or very confident has dropped from 58% to 50% and the proportion feeling not at all or not very confident has risen from 18% to 25%.

Figure 36: Q6.16 – Overall, how confident about your future do you generally feel?



In the same pattern that was seen in the 2015 survey, females in all three school stages were much less likely than males to feel confident or extremely confident about their future.

Figure 36a: Q6.16 – Overall, how confident about your future do you generally feel? Gender.

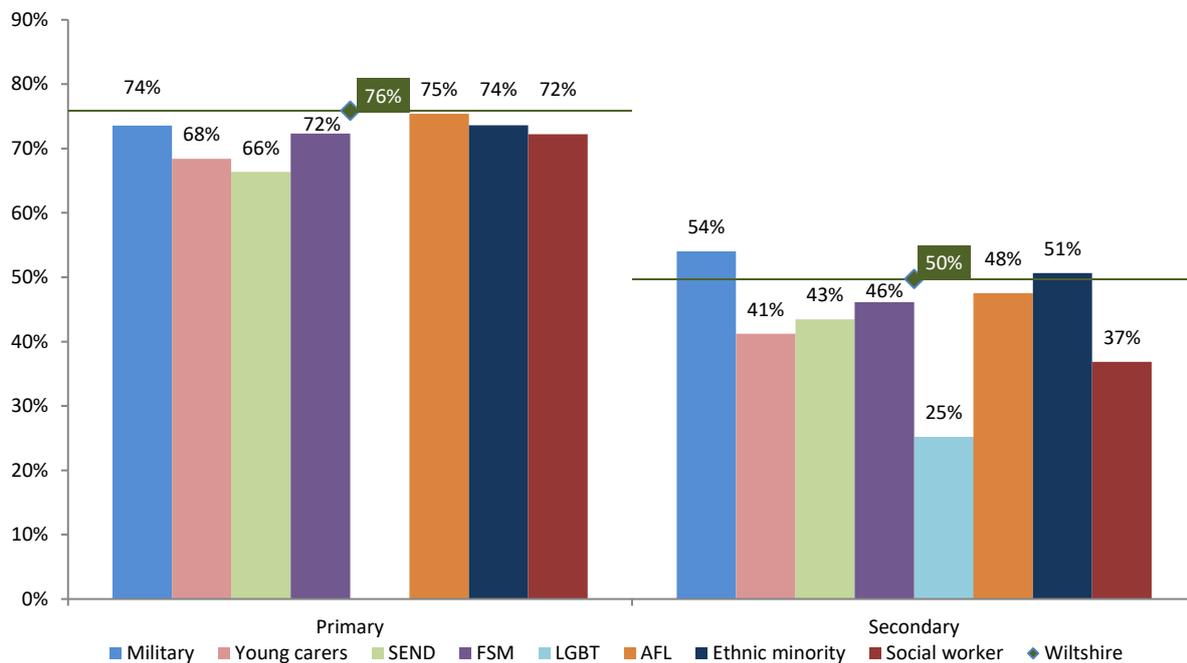


In primary school, pupils in receipt of free school meals, young carers and pupils with SEND all showed significant associations with feeling less confident about their future than their peers. In secondary school, the same was the case for pupils in five of the vulnerable groups (all except military children, ethnic minority pupils, and adopted, fostered or looked after children). LGBT pupils were particularly notable here as describing very low levels of confidence in their future (25% confident / extremely confident, compared with 50% Wiltshire average).

In Year 12/FE, this association with lower levels of confidence remained present for LGBT pupils (40% confident / extremely confident, compared with 49% average), but pupils in the other vulnerable groups did not, at this school stage, show such an association.

Figure 36b: Q6.16 – Overall, how confident about your future do you generally feel? Vulnerable groups. Primary and secondary.

Responses: Confident / extremely confident.



* Primary school children were not asked about their sexual orientation or gender identification. The AFL group in secondary school represents a small sample size and caution should be used in interpreting this result.

Next steps

The data from this report will help Wiltshire Council and partners to identify areas for improvement and develop future services to improve the health and wellbeing of our children and young people.

This report is accompanied by five other reports on the findings of the 2017 Wiltshire Children and Young People's Health and Wellbeing Survey: an overview report, and four topic reports detailing the main survey results on emotional health, community safety, risky behaviours and healthy lifestyles. These are published on the Wiltshire Healthy Schools website and on the Wiltshire Intelligence Network:

www.wiltshirehealthyschools.org/partnership-projects/fab-research/
www.intelligencenetwork.org.uk/health/children-and-young-people/

If you wish to discuss the data in this or the other survey reports please contact the Public Health analysts at Wiltshire Council. If you wish to discuss related actions and improvement practices please contact the Head of Child Health Improvement or the Personal Development Education Advisor at Wiltshire Council.

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- All Saints VA CofE Primary School
- Amesbury Church of England Voluntary Controlled Primary School
- Avon Valley College
- Baydon St Nicholas Church of England Primary School
- Bemerton St John Church of England Aided Primary School
- Bishops Cannings Church of England (Aided) Primary School
- Box Church of England Primary School
- Bradon Forest School
- Brinkworth Earl Danby's Church of England Primary School
- Broad Hinton Church of England Primary School
- Chafyn Grove School prep
- Chafyn Grove School Senior
- Chapmanslade Church of England Voluntary Aided Primary School
- Cherhill C of E Primary School
- Christ Church Church of England Controlled Primary School
- Clarendon Junior School
- Colerne CofE Primary School
- Collingbourne Church of England Primary School
- Coombe Bissett Church of England Primary School
- Corsham Primary School
- Corsham Regis Primary Academy
- Crudwell CofE Primary School
- Derry Hill Church of England Voluntary Aided School
- Devizes School
- Downton CofE VA Primary School
- Easton Royal Community Primary School
- Frogwell Primary School
- Great Bedwyn Church of England School
- Greentrees Primary School
- Grove Primary School
- Hardenhuish School
- Hilmarton Primary School
- Holy Trinity Church of England Academy (Calne)
- Lacock Church of England Primary School

- Larkhill Primary School
- Lavington School
- Lea and Garsdon Church of England Primary School
- Longford CofE (VC) Primary School
- Longleaze Primary School
- Ludgershall Castle Primary School
- Malmesbury School
- Marden Vale CofE Academy
- Matravers School
- Mere School
- Monkton Park Primary School
- Morgan's Vale and Woodfalls Church of England Primary School
- Newton Tony Church of England Voluntary Controlled School
- North Bradley CofE Primary School
- Nursteed Community Primary School
- Oaksey CofE Primary School
- Pembroke Park Primary School
- Pewsey Primary School
- Pewsey Vale School
- Royal Wootton Bassett Academy
- Salisbury Manor Fields Primary School
- Sarum Academy
- Shaw Church of England Voluntary Controlled Primary School
- South Wilts Grammar School for Girls
- St Barnabas Church of England School Market Lavington
- St Edmund's Girls' School
- St John's CofE School - Warminster
- St Katharine's CofE (VC) Primary School
- St Martin's CofE Voluntary Aided Primary School
- St Nicholas Church of England Primary School Porton
- St Nicholas Church of England VC Primary School Bromham
- St Osmund's Catholic Primary School Salisbury
- St Peter's Church of England Academy Chippenham
- St Sampson's Church of England Junior School
- Stanton St Quintin Primary School
- Studley Green Primary School
- Sutton Benger Church of England Aided Primary School
- The Clarendon Academy
- The Corsham School
- The John Bentley School
- The John of Gaunt School
- The New Forest C of E (VA) Primary School at Landford Nomansland & Hamptworth
- The Trafalgar School at Downton

- The Trinity Church of England Voluntary Aided Primary School Devizes
- The Wellington Academy
- Urchfont Church of England Primary School
- Walwayne Court School
- Wansdyke Community School
- Warminster Kingdown School
- Westbury Church of England Junior School
- Westwood with Iford School
- Wiltshire College - Chippenham
- Wiltshire College - Lackham
- Wiltshire College - Salisbury
- Wiltshire College - Trowbridge
- Winterslow Church of England Aided Primary School
- Woodford Valley CE Primary Academy
- Woodlands Primary School