

Wiltshire Children and Young People's (8 to 18+ years) Health and Wellbeing Survey 2021

School Experience



Part of Wiltshire Intelligence



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Introduction

The Wiltshire Children and Young People's (8 to 18+ years) 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 the school environment. The survey helps schools to identify areas for improvement and address issues raised by their own pupils. It also provides evidence to influence the development of services provided by Wiltshire Council and their partners that improve the health and wellbeing of young people in the county. The survey 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 in 2020 (January to March) and 2021 (May to July). In 2020, 57 schools took part and there were nearly 6,000 responses, but the survey was cut short due to the pandemic. In 2021, two months after the end of the third national lockdown and a gradual lifting of Covid regulations¹, all schools were again invited to participate in the survey and 7,499 pupils were involved from 77 schools – 65 primary and 13 secondary. Of these schools, 4 were independent.

Although no sampling method was used, the large number of children and young people and different schools involved means that we can have some confidence that the responses are representative of Wiltshire's children and young people. To get an idea of representation in the 2021 survey, see the demographic section below for an overview of the survey population characteristics and school representation in terms of type and deprivation. A similar survey was also carried out in 2017 and 2015. This allows us to begin to track how behaviours have changed over time.

The survey was completed online by pupils in year groups 4, 5, 6, 8, 10 and 12 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. There were three versions of the questionnaire designed separately for primary, secondary and year 12/Further Education (FE) college pupils, plus adaptations 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, risky behaviours, aspirations, and support requirements.

Schools have been given access to their own data, which they can compare to an overall Wiltshire proportion for the appropriate school phase, created using the 2021 survey data. This means that they can make informed decisions about how to support the health and wellbeing needs of their pupils and use the data to monitor the impact of interventions.

Focus of this report

This report provides detailed findings surrounding school experience, predominantly drawn from the 2021 survey data. This includes topics of pupil engagement (feelings at school and experiences of learning), being at school (facilities and activities, food and water and safety and bullying, school attendance and exclusions and help, support and the future (help and support, careers advice, confidence in the future and further learning requirements).

Other topic reports based on the survey findings will also be published related to risky behaviours, healthy lifestyles, emotional health and wellbeing and feelings of safety. For a

¹ [Timeline of UK government coronavirus lockdowns and restrictions | The Institute for Government](#)

summary of the key findings across all themes, click here:

<https://www.wiltshireintelligence.org.uk/wp-content/uploads/2022/07/Wiltshire-CYP-HWB-survey-Overview-report-.pdf> to find the Overview report for the 2021 survey.

Presentation of results

This report starts by providing a summary of the results, including how the 2021 survey compares to the results in 2020 and 2017. This is followed by information on the demographics of the respondents, including school participation and a variety of different pupil characteristics. It then details participant responses to questions relating to school experience, broken down into the topic sections mentioned above. Most questions are presented graphically with a short narrative. Questions about exclusions and career advice were not asked to primary school children.

All results are broken into school phase; primary, secondary or year 12/FE, and are broken down by gender and vulnerable groups where appropriate. The term 'vulnerable group' refers to those who the evidence indicates to be at greater risk of poor outcomes compared to the general population. Through the survey, participants were invited to identify themselves as one or more of the following (these groups are non-exclusive):

- Having a family member in prison – now or in the past
- Being lesbian, gay, bisexual and/or trans (LGBT)
- Being adopted, fostered or looked after by the local authority (AFL)
- Having a parent/carer in the armed forces
- Being part of a family with a social worker
- Have free school meals or knew they were eligible
- Being a young carer
- Having a special educational need
- Having a disability
- From a minority ethnic group.

Children reporting that they have a Special Educational Need (SEN) and pupils reporting that they have a disability were grouped together (SEND) due to significant crossovers between the two and wide recognition of the term 'SEND'. Details relating to numbers and proportions of individual groups can be found in the demographic section below.

Where possible, comparisons to the 2017 and 2020 Wiltshire survey results have been made, as well as with recent national reports that consider similar themes, providing a useful benchmark. Local comparisons should be used with caution, however, due to the variations in sample size, amendments to question wording and changes to the schools involved, as well as the effects of the Covid-19 pandemic.

Key findings

The key findings relating to school experience from the 2021 survey are outlined below. The survey has shown that, generally, Wiltshire's children and young people enjoy school and report positive experiences about learning, though there are some concerns to be aware of including: pupils worrying about going to school and stress about school work. To see a visual summary of the key findings from this report, navigate to the Wiltshire Intelligence website: [School Health Survey - Wiltshire Intelligence](#).

Feelings at school

- **68%** of primary, **39%** of secondary and **50%** of year 12/FE pupils reported that they were quite happy or happy most of the time at school. In secondary and year 12/FE school phases, **males** were more likely to report being happy than females. Almost all of the different vulnerable groups were less likely to report being happy at school than the overall Wiltshire samples.
- **71%** of primary, **42%** of secondary and **69%** of year 12/FE pupils reported enjoying school usually/most of the time. **Females** were more likely to enjoy school than males in all school phases.
- **26%** of primary, **35%** of secondary and **33%** of year 12/FE pupils reported that they worry about going to school. **Females** were more likely to worry about going to school compared to males.
- **Over 70%** of pupils disagreed that they were often in trouble. Pupils who identified with the vulnerable groups were more likely to be in trouble at school. Proportions were particularly high for secondary adopted, fostered and looked after (**AFL**) **children**, primary **SEND** children and children **who have/had a family member in prison** in secondary and year 12/FE phases.

Experiences of learning

- **84%** of primary, **58%** of secondary and **82%** of year 12/FE pupils strongly agreed that they learn a lot at school.
- **91%** of primary, **70%** of secondary and **84%** of year 12/FE pupils reported that they often try their best at school. **Females** were more likely to report trying their best at school.
- **55%** of primary, **56%** of secondary and **28%** of year 12/FE pupils agreed that others often disrupted their lessons.
- **79%** of primary, **48%** of secondary and **73%** of year 12/FE pupils agreed that they get enough help at school with learning. Among the vulnerable groups, proportions of those agreeing they get enough help with learning were particularly low for secondary **young carers (30%)**
- **Over 3 in 5** secondary and year 12/FE pupils felt stressed about school work. Proportions were much higher among **females**.

Outside the classroom

- **57%** of primary school, **27%** of secondary school and **63%** of year 12/FE pupils were happy to use the school toilets.

Food and water

- **17%** of secondary pupils said that drinking water was not easily available at school.
- **31%** of primary and **36%** of secondary pupils have a school lunch every school day. **49%** of secondary pupils said that the time to queue up for lunch was poor/very poor.

Safety and bullying

- **84%** of primary, **63%** of secondary and **86%** of year 12/FE pupils felt safe/very safe at school.
- **58%** of primary, **62%** of secondary and **78%** of year 12/FE pupils reported that they had never been bullied in the past year. **15%** of primary, **11%** of secondary and **5%** of year 12/FE pupils reported being bullied usually/most of the time. **Verbal** bullying was the most common type of bullying.

Exclusions

- **13%** of secondary and **18%** of year 12/FE pupils had ever been excluded. **Males** were more likely to have ever been excluded. Almost all the vulnerable groups were more likely to have been excluded than the Wiltshire sample, particularly year 12/FE **AFL** pupils where only **53%** reported never having been excluded.

Help and support






- **65%** of primary, **33%** of secondary and **55%** of year 12/FE pupils felt they got enough general support at school.
- **67%** of primary, **25%** of secondary and **38%** of year 12/FE pupils reported that they got enough emotional support from school.
- Around **72%** of primary pupils, **64%** of secondary pupils and **79%** of year 12/FE pupils believed there was at least one adult in the school who cares about them.
- **63%** of primary, **50%** of secondary and **48%** of year 12/FE pupils got enough help and support with homework from the people they live with.

Careers advice and the future








- **27%** of secondary and **42%** of year 12/FE pupils found careers advice useful.
- **68%** of primary, **42%** of secondary and **44%** of year 12/FE pupils felt confident about the future. **Males** felt more confident about the future than females.

Comparison to the 2020 and 2017 surveys

The 2021 survey results show some changes from the previous surveys conducted in 2020 and 2017. For some questions, clear positive or negative changes or fluctuations can be identified, these are indicated using the key below by school phase. Questions that have stayed relatively constant have not been included. Due to changes to samples, sample sizes and question wording over the years, these changes should be interpreted with caution. In addition, the Covid-19 pandemic may have influenced the 2020 and 2021 results and therefore had unusual effects on the proportions. This is highly likely to have affected children's perceptions of their school experience. Hence, no significance testing has been carried out on the changes to avoid making inaccurate claims of significant change or trend. For primary and secondary phases, most changes have been negative, but for year 12/FE pupils changes have been a mix of positive and negative.

Key:		
	Positive increase	 Positive decrease
	Negative increase	 Negative decrease
		 Fluctuation

Primary School








<i>Direction of change</i>	2021	2020	2017	Question
	68%	69%	74%	Thinking about how you have felt over the past week AT SCHOOL, would you say you felt generally [happiness scale]? (Happy most of the time/quite happy)
	73%	75%	81%	How proud do you feel of the things you have achieved in your life? (Quite proud/extremely proud)
	51%	61%	55%	How would you describe being at your school? - Other pupils often disrupt my lessons (Strongly agree/agree)
	66%	74%	75%	How would you describe being at your school? (My school has lots of activities to take part in at lunchtime or after school strongly agree/agree)
	41%	47%	53%	How much do you think the school council and pupils' views made a difference at your school? (Quite a lot/very much)
	12%	2%	3%	How many days of school did you miss last term? (20 or more)
	65%	61%	59%	How much help and support do you feel that you get at school? (Most of the help/all of the help)










68%	69%	76%	How confident about the future do you generally feel? (Extremely confident/confident)
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Secondary School

<i>Direction of change</i>	2021	2020	2017	Question
	39%	47%	52%	Thinking about how you have felt over the past week AT SCHOOL, would you say you felt generally [happiness scale]? (Happy most of the time/quite happy)
	42%	45%	48%	How would you describe being at your school? (I enjoy school usually/most of the time)
	35%	25%	24%	How would you describe being at your school? (I worry about going to school agree/strongly agree)
	45%	53%	58%	How proud do you feel of the things you have achieved in your life? (Quite proud/extremely proud)
	70%	74%	77%	How would you describe being at your school? (I try my best at school strongly agree/agree)
	50%	58%	62%	How would you describe being at school? (My school is giving me useful skills and knowledge agree/strongly agree)
	29%	33%	35%	How would you describe being at school? (Most of my teachers make my lessons fun and interesting agree/strongly agree)
	42%	53%	52%	How would you describe being at school? (Most of my teachers tell me how I am doing with my work agree/strongly agree)
	56%	62%	65%	How would you describe being at your school? (Other pupils often disrupt my lessons strongly agree/agree)
	65%	50%	57%	How would you describe being at your school? (I feel stressed by school work strongly agree/agree)
	56%	72%	68%	How would you describe being at your school? (My school has lots of activities to take part in at lunchtime or after school strongly agree/agree)
	13%	16%	18%	How much do you think the school council and pupils' views made a difference at your school? (Quite a lot/very much)

	11%	3%	3%	How many days of school did you miss last term? (20 or more)
	48%	51%	59%	Is drinking water easily available at your school? (Yes)
	25%	31%	N/A	How would you describe being at school? (I get enough emotional support at school agree/strongly agree)
	30%	30%	39%	How well do you think your school deals with bullying? (Quite well/extremely well)
	63%	57%	69%	How safe do you feel at school? (Safe/very safe)
	27%	35%	38%	How useful has the careers advice that you have had been in helping you to plan for the future? (Quite useful/very useful)
	42%	39%	50%	How confident about the future do you generally feel? (Extremely confident/confident)

Year 12/FE

<i>Direction of change</i>	2021	2020	2017	Question
	69%	66%	62%	How would you describe being at your school? (I enjoy school usually/most of the time)
	33%	27%	25%	How would you describe being at your school? (I worry about going to school agree/strongly agree)
	5%	7%	9%	How would you describe being at your school? (I am often in trouble agree/strongly agree)
	47%	50%	53%	How proud do you feel of the things you have achieved in your life? (Quite proud/extremely proud)
	84%	79%	77%	How would you describe being at your school? (I try my best at school strongly agree/agree)
	82%	78%	76%	How would you describe being at school? (I learn a lot at school agree/strongly agree)
	79%	74%	72%	How would you describe being at school? (Most of my teachers tell me how I am doing with my work agree/strongly agree)

	28%	37%	39%	How would you describe being at your school? (Other pupils often disrupt my lessons strongly agree/agree)
	73%	68%	64%	How would you describe being at your school? (I get enough help at school with learning strongly agree/agree)
	33%	45%	44%	How would you describe being at your school? (My school has lots of activities to take part in at lunchtime or after school strongly agree/agree)
	76%	87%	78%	Is drinking water easily available at your school? (Yes)
	55%	48%	49%	How much help and support do you feel that you get at school? (Most of the help/all the help)
	8%	13%	13%	Have you been bullied in the last year? (Sometimes or more often)
	86%	80%	80%	How safe do you feel at school? (Safe/very safe)
	44%	47%	49%	How confident about the future do you generally feel? (Extremely confident/confident)

Response demographics

There are several ways that the results can be grouped using the following response demographics. The database contains 7,499 respondents in 2021, which is around 11% percent of the Wiltshire population of 8- to 18-year-olds. Table 1 provides a breakdown of these respondents by year group. In 2020, there were nearly 6,000 responses and in 2017 nearly 10,000 (4,375 primary, 4,083 secondary and 1,492 year 12/FE).

Table 1: Overall response

Phase	Primary				Secondary			FE	Total
	Year 4	Year 5	Year 6	Total	Year 8	Year 10	Total	Year 12	
No.	1,330	1,251	1,600	4,181	1,485	773	2,258	1,060	7,499
%	18%	17%	21%		20%	10%		14%	100%

Types of school

The secondary and year 12/FE respondents were taken from 13 of the 77 schools. 31% (4) of these were independent schools. This is a slightly higher proportion to the proportion of independent schools in Wiltshire that have secondary aged pupils (25%).² The primary school respondents were taken from 65 different schools, 6% (4) of which were independent schools. This is a similar proportion to the proportion of independent schools in Wiltshire that have aged primary pupils (6.8%).³ This suggests that the representation from independent schools in the 2021 survey roughly matches the overall representation of independent schools in Wiltshire. The remaining schools were academy or LA schools. No special schools took part in the survey.

Schools and deprivation

To gauge the level of representation in the survey from different schools in relation to deprivation, the proportion of children eligible for free school meals (FSM) has been used as a measure. This is a widely used measure as an indicator of deprivation, found to be a reliable indicator of low socioeconomic status.⁴ The term 'eligible' used here refers to those who meet the eligibility criteria AND make a claim.⁵ Data was taken from the summer term

² [All schools and colleges in Wiltshire - GOV.UK - Find and compare schools in England \(compare-school-performance.service.gov.uk\)](https://www.gov.uk/government/collections/all-schools-and-colleges-in-wiltshire)

³ [All schools and colleges in Wiltshire - GOV.UK - Find and compare schools in England \(compare-school-performance.service.gov.uk\)](https://www.gov.uk/government/collections/all-schools-and-colleges-in-wiltshire)

⁴ Chris Taylor (2018) The Reliability of Free School Meal Eligibility as a Measure of Socio-Economic Disadvantage: Evidence from the Millennium Cohort Study in Wales, British Journal of Educational Studies, 66:1, 29-51, DOI: [10.1080/00071005.2017.1330464](https://doi.org/10.1080/00071005.2017.1330464)

⁵ [Complete the school census - Data items 2022 to 2023 - Guidance - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/collections/complete-the-school-census-data-items-2022-to-2023-guidance)

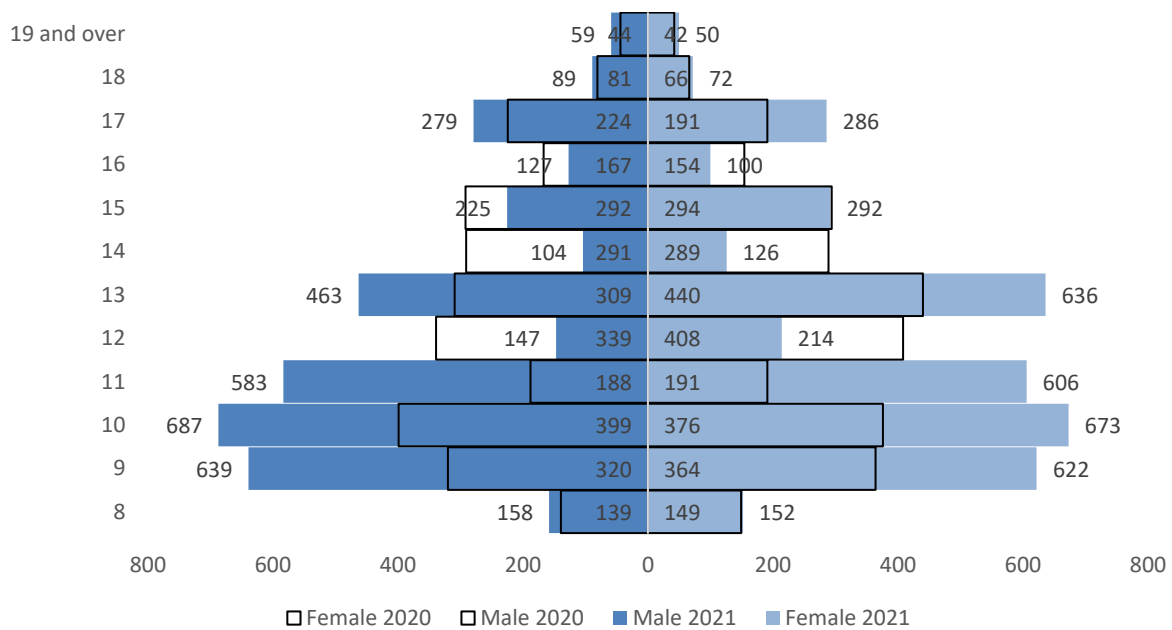
2021 school census to coincide with the dates that the survey was completed. Proportions of pupils eligible for FSM for all Wiltshire non-independent schools were ranked, with 1 being the highest proportion of FSM pupils, indicating higher deprivation. These rankings are displayed in tables in the appendix, only for those schools which took part in the 2021 survey, alongside the proportions. Year 12/FE pupils are not eligible for free school meals so tables only detail primary and secondary schools.

The primary schools involved in the survey cover a wide range of different levels of deprivation, as shown by the variation in the FSM rankings. On the other hand, for secondary schools, the top 9 most deprived schools in terms of proportion of FSM pupils did not take part in the 2021 survey.

Age and gender

Age and gender information was collected from the respondents. Figure 1 below shows this information alongside the population information from the 2020 survey. The numbers sitting closest to the centre point (0) reflect the age and gender split of the 2020 survey responses and the numbers furthest from the centre point show the age and gender split of the 2021 survey response. There were similar or more responses from almost all ages in 2021 than in 2020. However, there were fewer responses from those aged 12, 14 and 16.

Figure 1: Survey response population pyramid (2021 and 2020)*



*Data labels on the inside (closest to the axis) relate to the 2020 bars and on the outside relate to the 2021 bars.

Ethnicity

Pupils were given the same options as the Census when asked about their ethnicity.⁶ Overall, 79.6% (5,972) of the pupils described themselves as “White British”, 14.6% (1,096) described themselves as from another ethnic background (see broad breakdown in Table 2) and 5.7% (431) did not want to say or did not respond. The 2020/21 Wiltshire school census found that 84.4% of pupils were white British, slightly higher than the proportion in the survey data.⁷

Table 2. Ethnicity breakdown by broad categories

Ethnicity	Pupils	Proportion of survey respondents
White British	5,972	79.6%
White other (White Irish, White other, White European, Traveller and Gypsy/Roma)	433	5.8%
Asian or Asian British (Pakistani, Indian, Bangladeshi, Chinese, Any other Asian background)	169	2.3%
Black, Black British, British Caribbean or African	155	2.1%
Mixed or multiple ethnic groups	339	4.5%
Did not respond/did not want to say	431	5.7%

*Percentages do not sum exactly due to independent rounding

Other characteristics

This section of demographic information relates to the groups termed ‘vulnerable groups’ and displays counts and proportions of each group by school phase (percentages may not sum due to independent rounding). It is difficult to determine whether the proportion of each group is representative of the Wiltshire proportion due to lack of available data for all groups. However, where possible, recent Wiltshire school census statistics have been included to provide some comparison to the survey proportions.

53% of the pupils surveyed in 2021 were a member of at least one of the above groups. Multiple group membership was also apparent. 1,493 pupils across the three school phases were a member of more than one of the above groups, which is 22% of the total sample. In primary school phases, 50% of pupils were a member of at least one vulnerable group, 19% were a member of two or more. In secondary school phases, 58% of pupils were a member of at least one vulnerable group, 24% were a member of two or more. In year 12/FE phases, 55% of pupils were a member of at least one vulnerable group, 18% were a member of two or more.

⁶ [List of ethnic groups - GOV.UK \(ethnicity-facts-figures.service.gov.uk\)](https://www.gov.uk/ethnicity-facts-figures)

⁷ [Schools, pupils and their characteristics, Academic Year 2020/21 – Explore education statistics – GOV.UK \(explore-education-statistics.service.gov.uk\)](https://www.gov.uk/explore-education-statistics)

In 2021 most respondents in all school phases were white British (Table 3). Of the ethnic minority individual groups, no single category was large enough to be representative. The proportion of ethnic minority pupils was largest in secondary school phases.

Table 3: Ethnic minority

	Primary		Secondary		Year 12/FE	
	Count	%	Count	%	Count	%
White British	3,277	78%	1,773	79%	922	87%
Ethnic minority	554	13%	421	19%	121	11%
No Response	350	8%	64	3%	17	2%

The percentage of children with military parents/carer(s) decreases by school phase, as seen in Table 4. 11% of primary school children, 11% in secondary school and 6% in year 12/FE had military parents/carer(s). This could be a sign that the parent/carers have exited the armed forces as their child progresses through the school phases. At the time of the survey, the termly school census (summer 2021) reported that 8.66% of primary and 11.42% of secondary pupils in Wiltshire were military children.

Table 4: Children of military parent/carer(s)

	Primary		Secondary		Year 12/FE	
	Count	%	Count	%	Count	%
With military parent/carer(s)	460	11%	253	11%	67	6%
No military parent/carer(s)	3,702	89%	1,999	89%	992	94%

119 (69 primary, 31 secondary and 19 year 12/FE) children reported being either adopted, fostered, in care, or a looked after child (LAC). Between the school phases, 29-37% of these children are adopted (40 children overall). This group will be referred to as AFL throughout the report and it is important to note that this is a relatively small sample size.

Some respondents reported having a social worker (Table 5). The highest proportion of children with a social worker was in primary school (11%).

Table 5: Social worker involved

	Primary		Secondary		Year 12/FE	
	Count	%	Count	%	Count	%
Social worker involved	466	11%	186	8%	62	6%
No social worker	3,659	89%	2,054	92%	994	94%

In 2021, 16% of primary school pupils, 14% of secondary school pupils and 24% of year 12/FE pupils from the survey reported having a special educational need and/or a disability (SEND) (Table 6). At the time of the survey, the Wiltshire school census 2020/21 found that 12.6% of primary children had SEN support and 11.5% of secondary children had SEN support.⁸

Table 6: Special Educational Need and/or Disability

	Primary		Secondary		Year 12/FE	
SEND	661	16%	326	14%	255	24%
Non-SEND	3,520	84%	1,932	86%	805	76%

11% of primary school pupils and 10% of secondary school pupils reported that they have free school lunches or knew they were eligible for free school meals (FSM) in the 2021 survey sample (Table 7). In 2020/21, 14.1% of primary and 10.9% of secondary pupils in Wiltshire were known to be eligible for free school meals according to the school census.⁹ The term 'eligible' used here refers to those who meet the eligibility criteria and make a claim.

Table 7: Free School Meals

	Primary		Secondary	
Has free school meals	465	11%	223	10%
Does not have free school meals	2,326	57%	1,584	71%
Did not know	1,325	32%	437	19%

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?'. In the 2021 survey 6% of primary school pupils, 7% of secondary school pupils and 6% of year 12/FE students in the survey reported being a young carer (Table 8).

Table 8: Young carers

	Primary School		Secondary School		Year 12/FE	
Yes	255	6%	163	7%	67	6%
No	3,860	94%	2,049	93%	982	94%

⁸ [Special educational needs in England, Academic Year 2020/21 – Explore education statistics – GOV.UK \(explore-education-statistics.service.gov.uk\)](https://www.gov.uk/explore-education-statistics)

⁹ [Schools, pupils and their characteristics, Academic Year 2020/21 – Explore education statistics – GOV.UK \(explore-education-statistics.service.gov.uk\)](https://www.gov.uk/explore-education-statistics)

In this 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 400 LGBT respondents in the secondary school sample and 211 in the year 12/FE sample. This represents 20% of the year 12/FE respondents and 18% of the secondary school respondents (Table 9).

Table 9: Sexual orientation and gender identification

	Secondary School		Year 12/FE	
LGBT	400	18%	211	20%
Not LGBT	1,858	82%	849	80%

Children were asked whether anyone in their family (who lives in their house) had ever been in prison. In all school phases, less than 8% of children reported that someone in their family had ever been in prison (Table 10). This was not asked in 2017.

Table 10: Children who have/had a family member (who lives with them) in prison

	Primary School		Secondary School		Year 12/FE	
Yes	287	7%	159	7%	52	5%
No	3,856	93%	2,084	93%	1,005	95%

Results

Pupil engagement

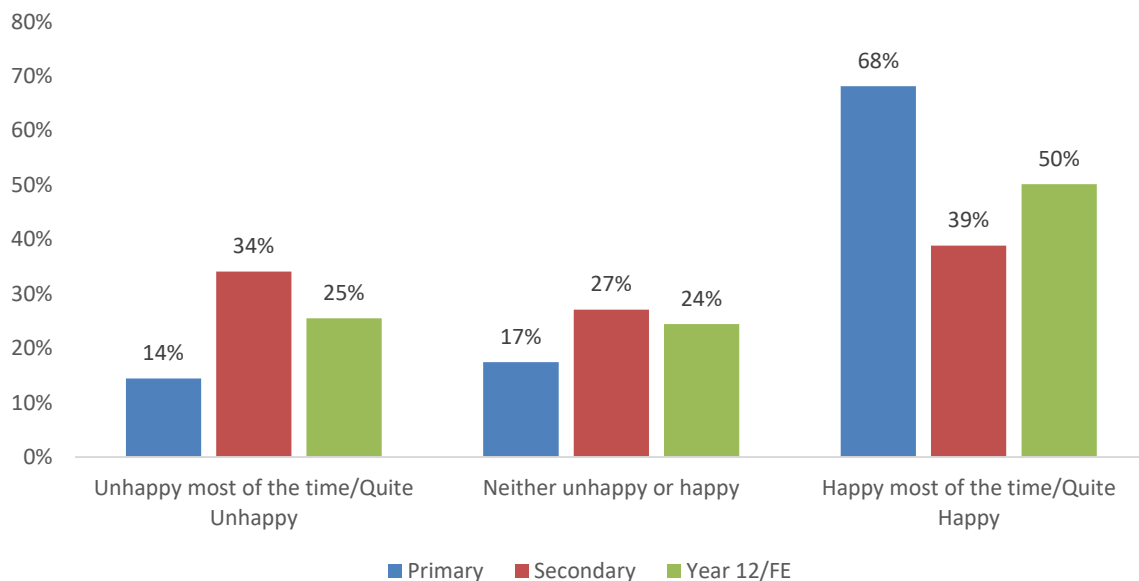
This section comprises the sub-sections of feelings at school, which includes the survey's measures of happiness and enjoyment of school, anxiety about school, getting in trouble, and aggression and violence. The second sub-section is about pupils' experiences of learning, and includes measures of pupils' 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.

Feelings at school

68% of the primary school respondents, 39% of the secondary and 50% of the year 12/FE respondents reported that they had felt quite happy or mostly happy at school in the past week (Figure 2).

Previous years: Proportions have decreased over the years for primary and secondary pupils: primary (74% in 2017, 69% in 2020 and 68% in 2021), secondary (52% in 2017, 47% in 2020 and 39% in 2021) but have stayed relatively constant for year 12/FE pupils.

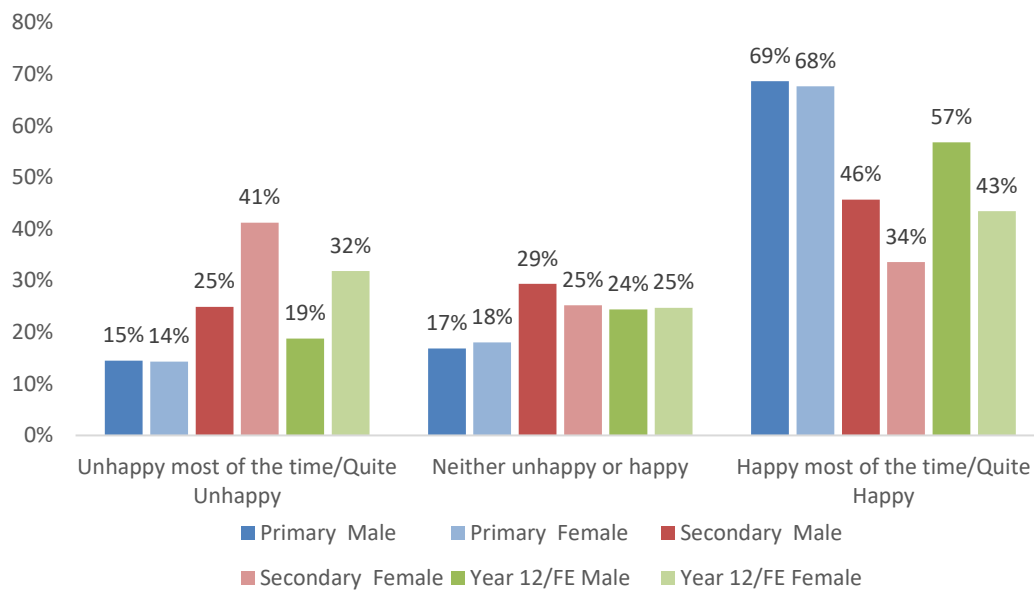
Figure 2: Q6.22 – Thinking about how you have felt over the past week AT SCHOOL, would you say you felt generally [happiness scale]?



A larger proportion of males reported being quite happy or happy at school most of the time compared to females in the secondary and year 12/FE samples (Figure 2a). No difference was found in primary schools. 41% of females in secondary school and 32% in year 12/FE reported being unhappy or quite unhappy.

Previous years: The same gender patterns were apparent in 2020 and 2017. Proportions for secondary male and females have decreased noticeably over the years: male (58% in 2017, 55% in 2020, 46% in 2021), females (48% in 2017, 39% in 2020, 34% in 2021).

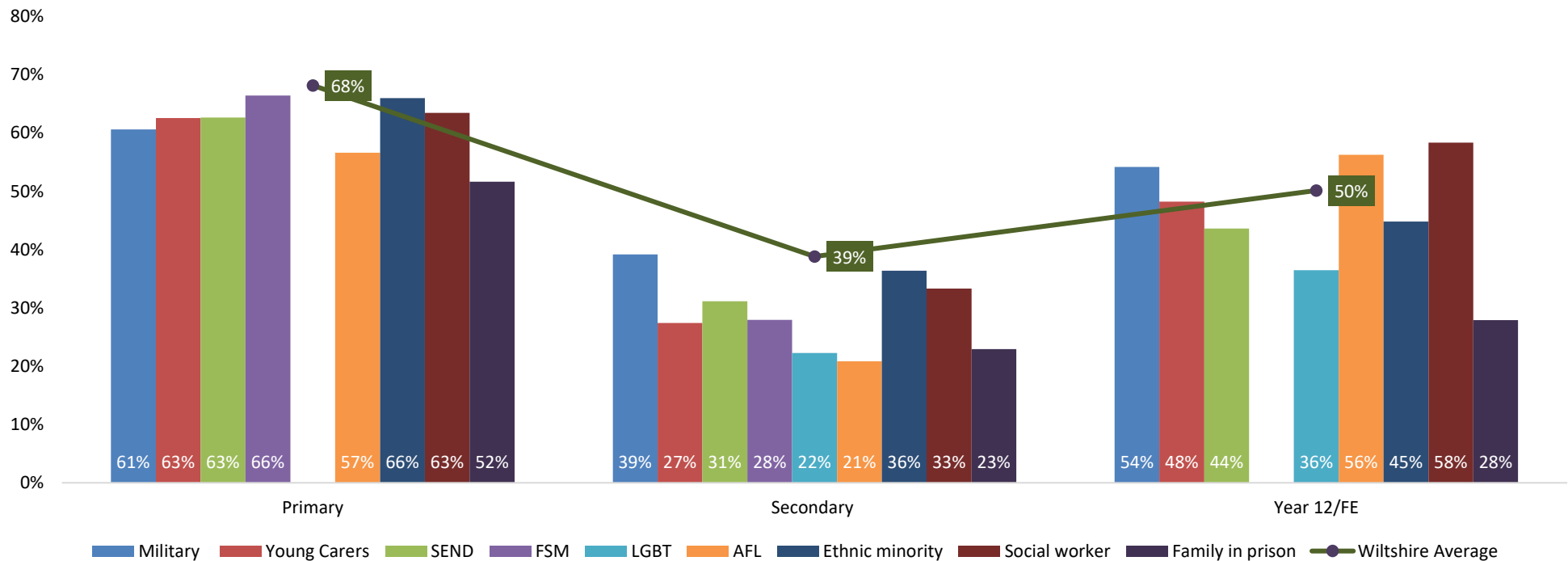
Figure 2a: Q6.22 – Thinking about how you have felt over the past week AT SCHOOL, would you say you felt generally [happiness scale]. Gender.



For many of the vulnerable groups, smaller proportions reported feeling quite happy or happy most of the time when compared to the Wiltshire average (Figure 2b). In primary school phases, all vulnerable groups had smaller percentages to the Wiltshire rate. In secondary school phases, all groups excluding military children had lower proportions. In year 12/FE phases, young carers, SEND children, LGBT children, ethnic minority children and children who had/have a parent in prison had lower proportions.

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.

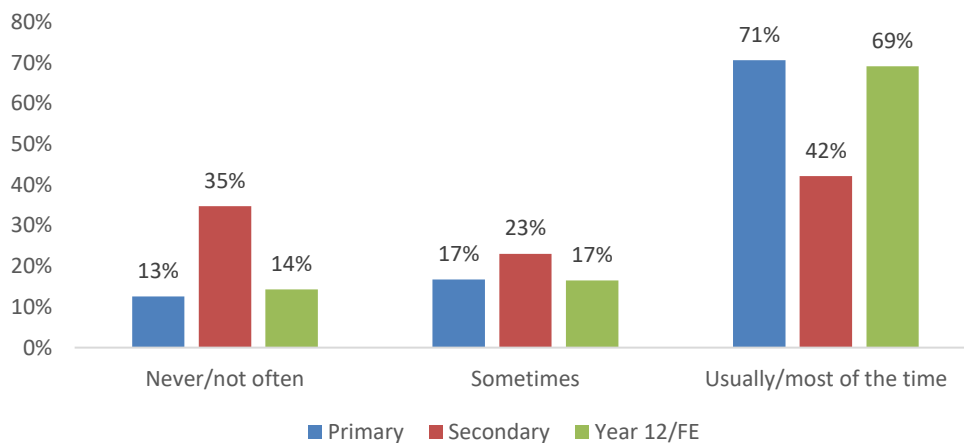


*Primary school children were not asked for their LGBT status and Year 12/FE students were not asked if they were in receipt of free school meals. The AFL group in all school phases represents a small sample size and caution should be taken when interpreting their results.

Overall, 71% of primary school respondents, 42% of secondary and 69% of year 12/FE respondents agreed or strongly agreed with the statement that 'I enjoy my school' (Figure 3).

Previous years: Proportions of primary children enjoying school do not differ from previous years. For secondary pupils, the proportion of pupils enjoying school has decreased (48% in 2017, 45% in 2020 and 42% in 2021). For year 12/FE pupils, the proportion has increased (62% in 2017, 66% in 2020 and 69% in 2021).

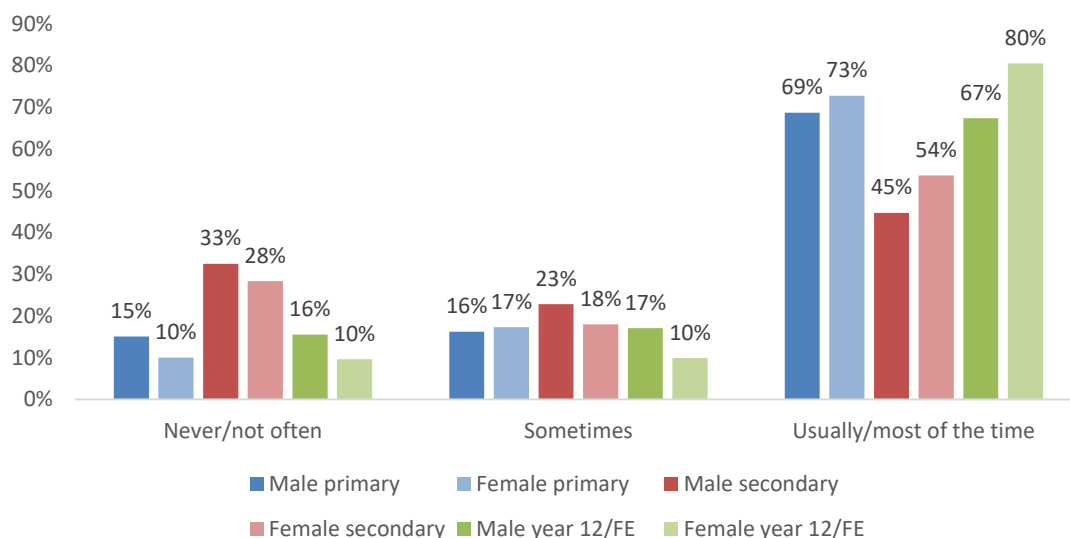
Figure 3: Q4.19.01 – How would you describe being at your school? I enjoy my school.



Females were more likely than male pupils in all school phases to report enjoying school. This was particularly apparent in year 12/FE phases (Figure 3a).

Previous years: In 2020, this was also the case in primary phases but there were no gender differences in secondary or year 12/FE school phases. In 2017, females reported enjoying school more than males in primary and secondary phases, but in year 12/FE phases, the opposite was true. The proportions of year 12/FE females enjoying school has increased over the years (57% in 2017, 64% in 2020 and 80% in 2021).

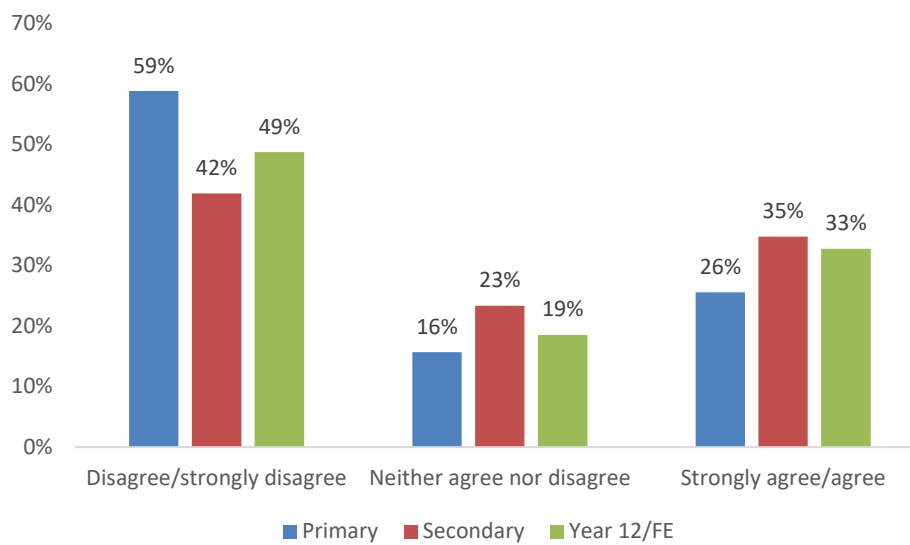
Figure 3a: Q4.19.01 – How would you describe being at your school? I enjoy my school. Gender.



Most students from all school phases were not worried about going to school (Figure 4). This was particularly true in primary school phases. However, 26-35% of pupils/students were worried. Higher proportions of most of the vulnerable groups reported worrying about going to school than the Wiltshire proportions.

Previous years: Proportions of worry about going to school have increased across all school phases since 2020 and 2017, though increases in the primary school phases are minimal. Proportions for secondary and year 12/FE pupils have increased by approximately 8%: Secondary (24% in 2017, 25% in 2020, 35% in 2021), year 12/FE (25% in 2017, 27% in 2020, 33% in 2021). It may be the case that increase in worry about going to school is partially due to the impacts of Covid-19 pandemic.

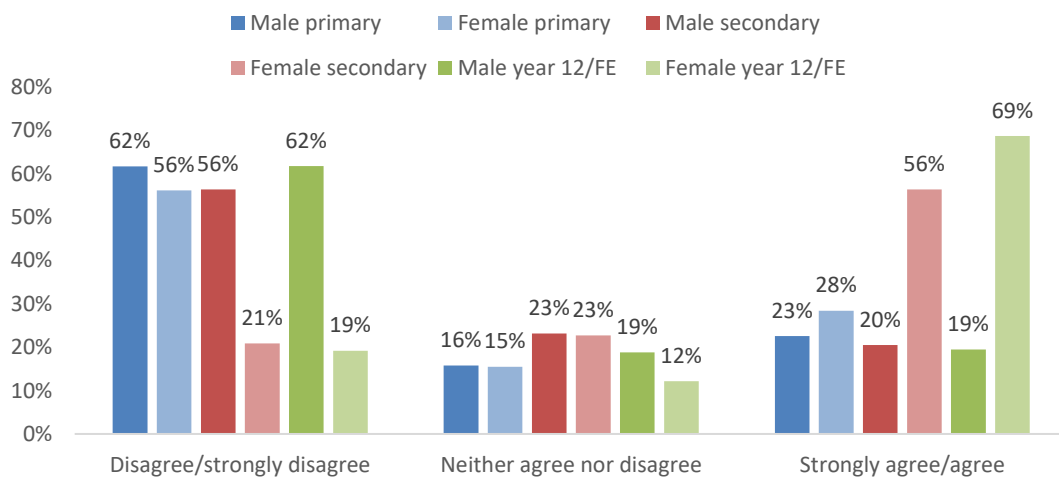
Figure 4: Q4.19.14 – How would you describe being at your school? I worry about going to school.



There were gender differences in all school phases regarding worry about going to school. In all phases, females were more likely to report feeling worried about going to school than males (Figure 4a).

Previous years: These gender differences were also observed in previous years. Proportions for male secondary and year 12/FE pupils have stayed relatively constant, while proportions of females feeling worried about going to school have increased for both school phases: secondary (30% in 2017, 39% in 2020, 45% in 2021), year 12/FE (33% in 2017, 37% in 2020, 47% in 2021).

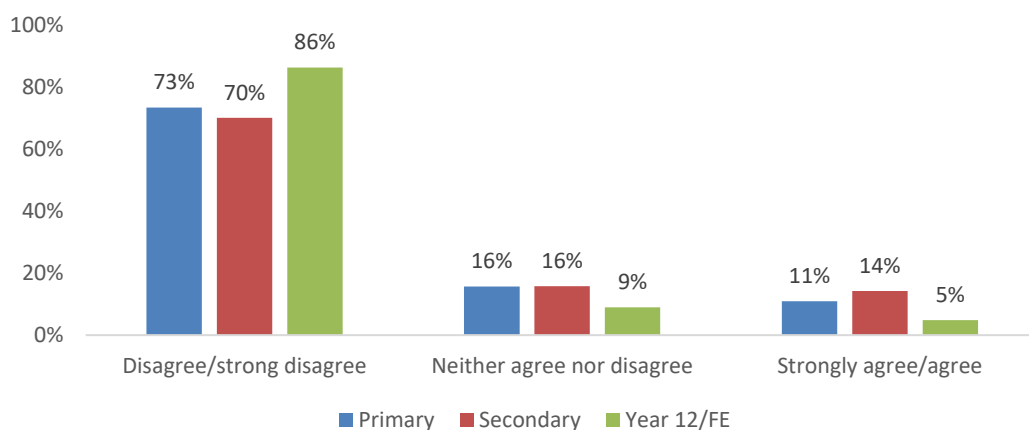
Figure 4a: Q4.19.14 – How would you describe being at your school? I worry about going to school. Gender.



Overall, 11% of primary school pupils, 14% of secondary and 5% of year 12/FE students agreed that they were often in trouble at school (Figure 5).

Previous years: Proportions were slightly higher in all school phases in 2020 and 2017 (14% primary for both years, 17% secondary for both years). The proportion for year 12/FE pupils has been decreasing (9% in 2017, 7% in 2020 and 5% in 2021).

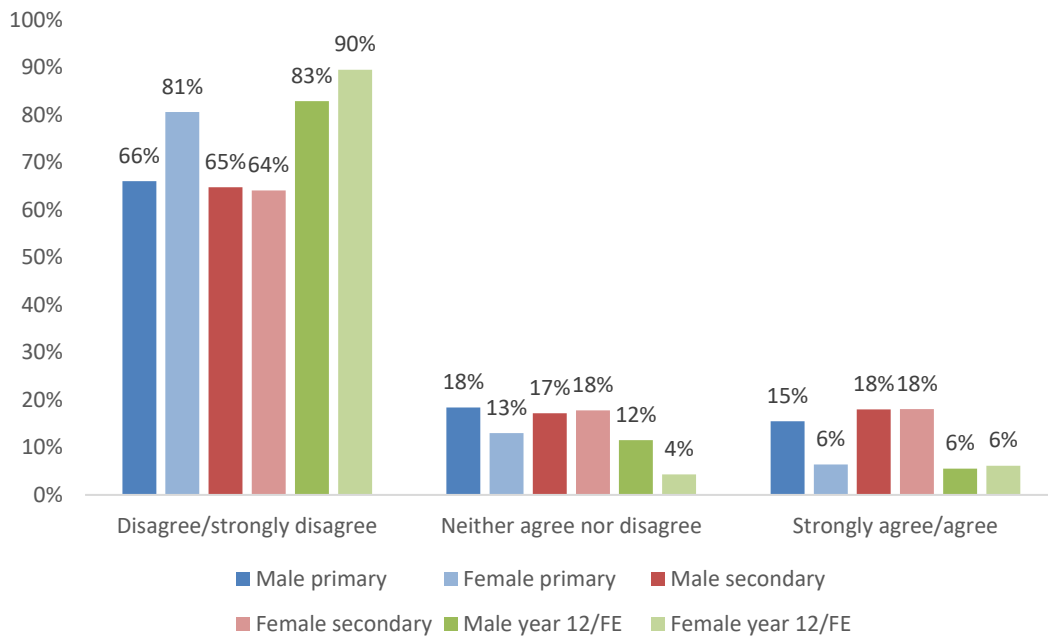
Figure 5: Q4.19.16 – How would you describe being at your school? I am often in trouble.



There were no gender differences in secondary and year 12/FE phases when it came to pupils being in trouble often. In primary school phases, males were more likely to be in trouble than females (Figure 5a).

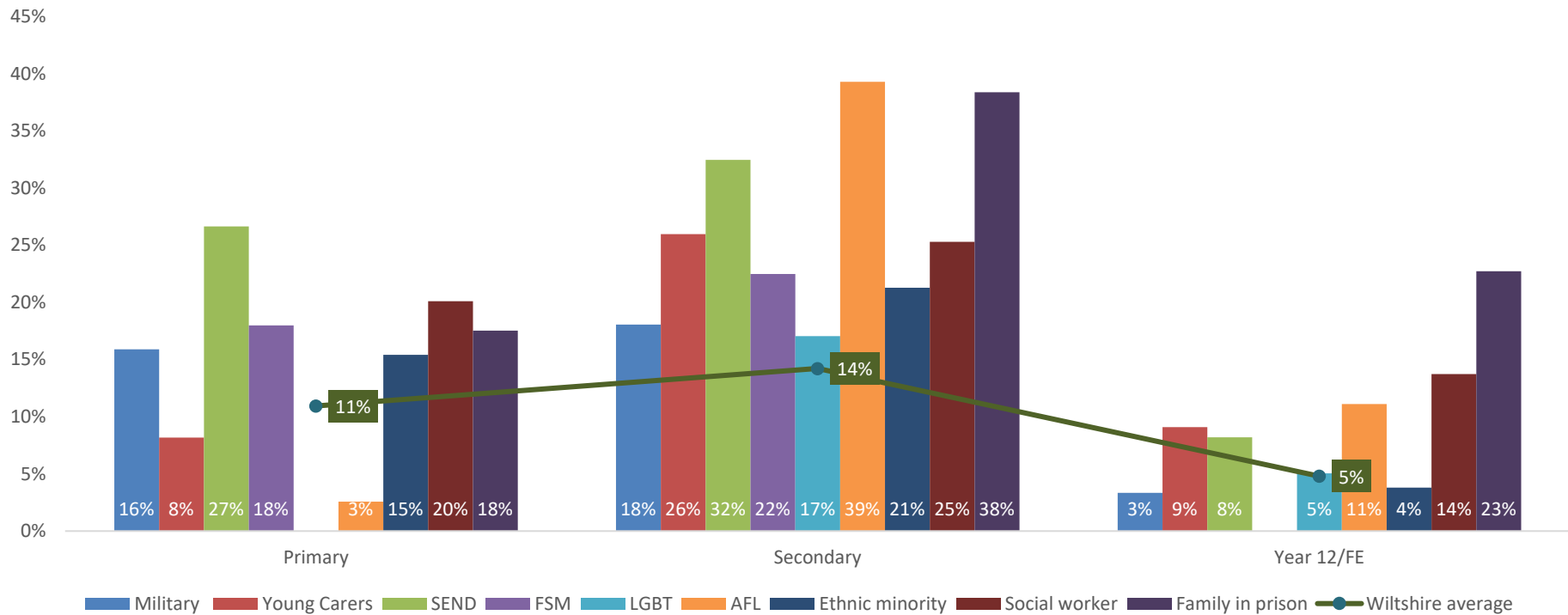
Previous years: In 2020 and 2017, males were more likely to be in trouble than females in all school phases. The proportion of male primary pupils reporting being in trouble often has decreased over the years (21% in 2017, 20% in 2020 and 15% in 2021).

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



Almost all the vulnerable groups were more likely than the Wiltshire proportions to agree or strongly agree that they were often in trouble at school (Figure 5b). These variations were often more pronounced in primary and secondary school than in the year 12/FE sample. Proportions were particularly high for secondary AFL children (39%), children who have/had a family member in prison and primary SEND children (27%).

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

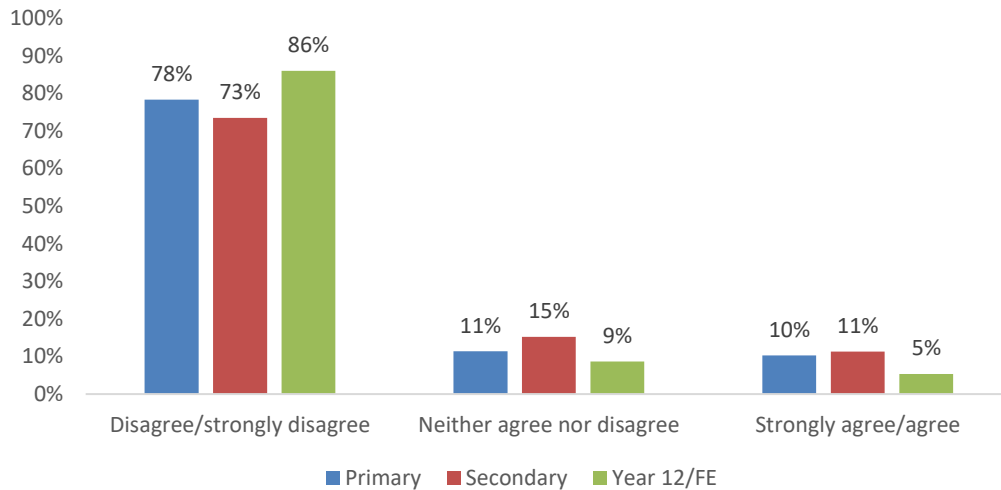


*Primary school children were not asked for their LGBT status and Year 12/FE students were not asked if they were in receipt of free school meals. The AFL group in all school phases represents a small sample size and caution should be taken when interpreting their results.

Around 10% of pupils in primary and secondary school stages agreed or strongly agreed that they were often aggressive or violent (Figure 6). This reduced to 5% in year 12/FE.

Previous years: Proportions were very similar in 2020 and 2017.

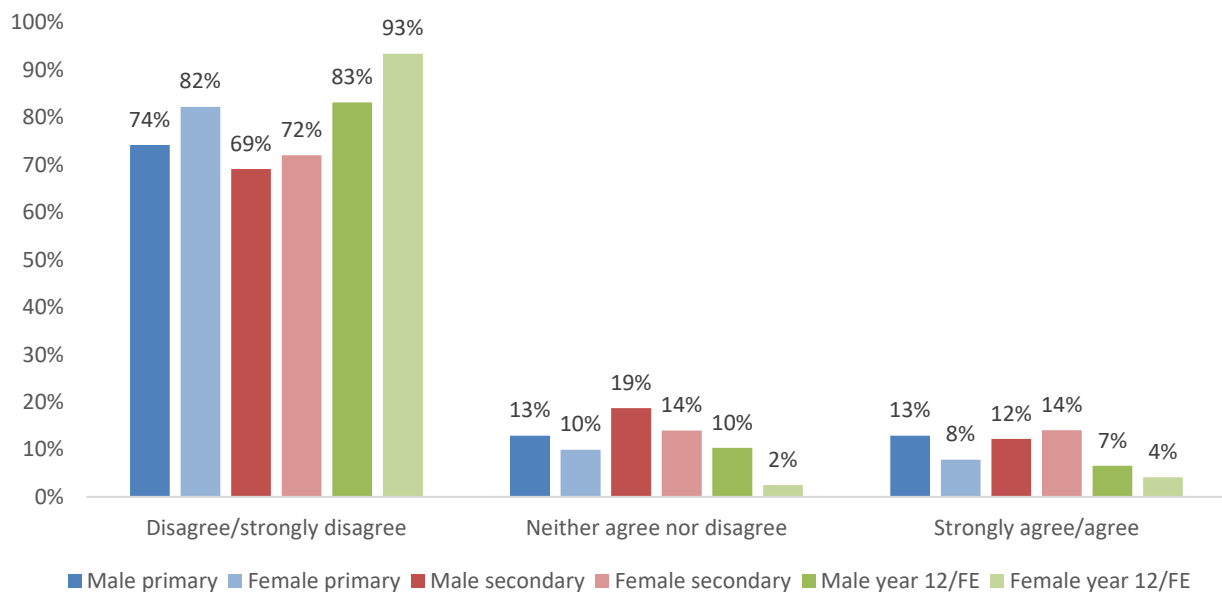
Figure 6: Q4.19.19 - How would you describe being at your school? I am often aggressive or violent.



Male pupils in primary school phases were more likely to agree that they were often aggressive or violent at school compared to females (Figure 6a: 13% male vs 8% female). In secondary school phases there were not any clear gender differences. In year 12/FE school phases, males were slightly more likely to report being aggressive or violent compared to females.

Previous years: In 2020 and 2017, males were more likely to report being aggressive or violent in primary and secondary school phases.

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

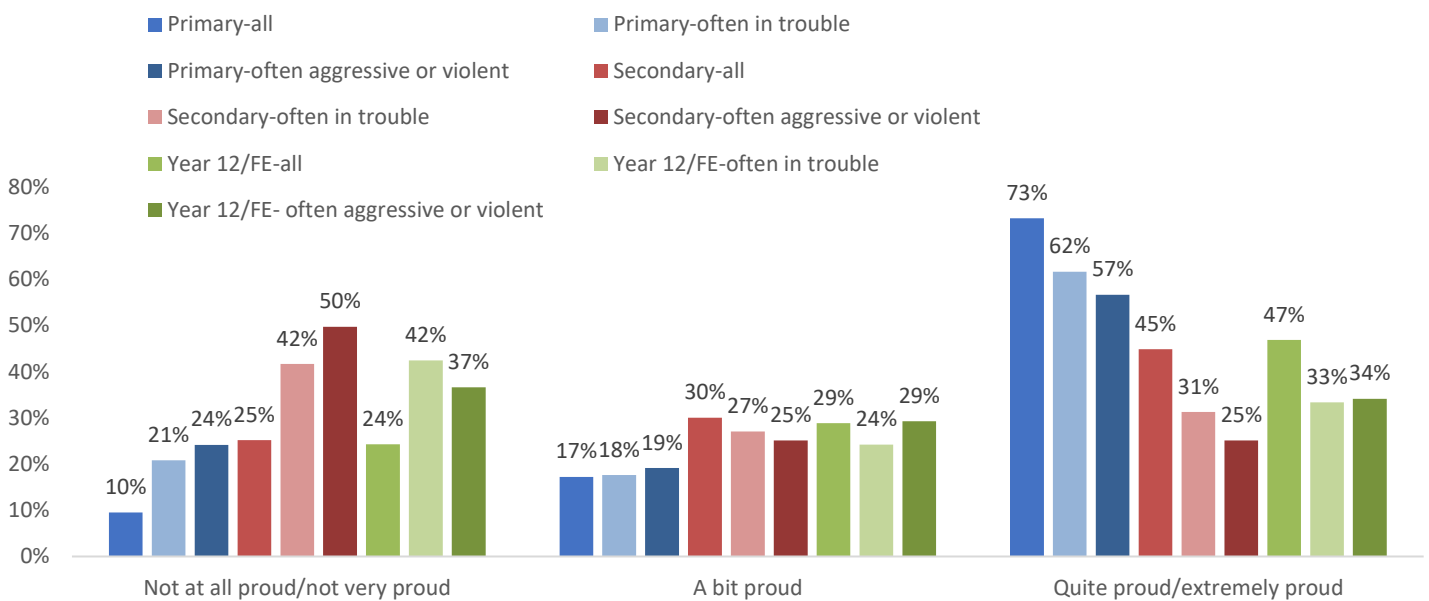


Pupils were asked about how proud they felt of things they had achieved in their life. 73% of primary pupils reported that they felt extremely proud or quite proud. This percentage dropped to 45% in secondary school phases and 47% in year 12/FE school phases (Figure 7).

Previous years: The 2017 and 2020 surveys presented a very similar pattern, but feelings of pride have decreased over the years in all school phases: primary (81% in 2017, 85% in 2020 to 73% in 2021), secondary (58% in 2017, 53% in 2020 to 45% in 2021), year 12/FE (53% in 2017, 50% in 2020 to 47% in 2021).

Feelings of pride were lower among pupils who also reported that they were often in trouble at school or often aggressive or violent (Figure 7). For these pupils, the proportions who felt quite or extremely proud of their achievements were 11%-16% lower in primary school phases, 14%-20% lower in secondary school phases and 13%-14% lower in year 12/FE settings. These patterns were also observed in 2017.

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.

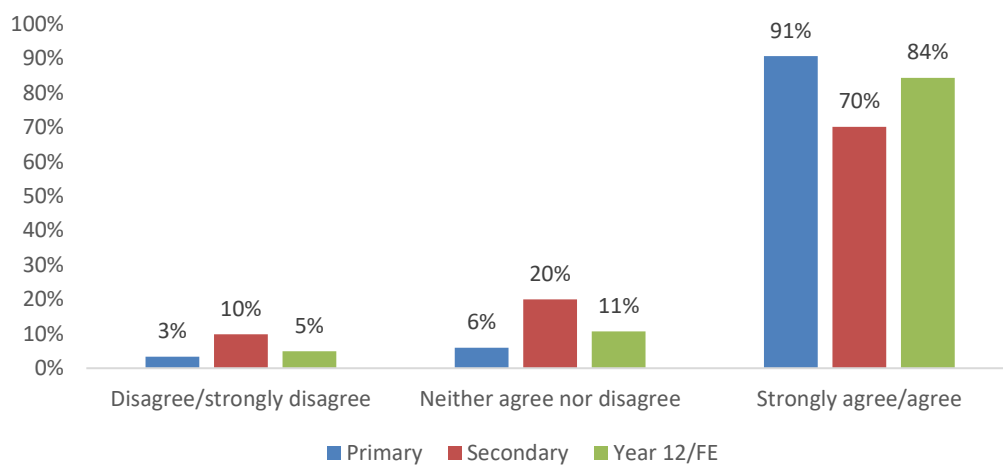


Experiences of learning

When asked to what extent they agreed with the statement 'I try my best at school', 91% of primary school pupils, 70% of secondary and 84% of year 12/FE students reported that they agreed or strongly agreed with this (Figure 8). In year 12/FE school phases, females were more likely to agree that they try their best at school compared to males.

Previous years: Proportions have not changed in primary school phases over the years. For secondary pupils, the proportion of pupils who agree that they try their best at school has decreased over the years (77% in 2017, 74% in 2020 and 70% in 2021). For year 12/FE pupils, the proportion has increased (77% in 2017, 79% in 2020 and 84% in 2021).

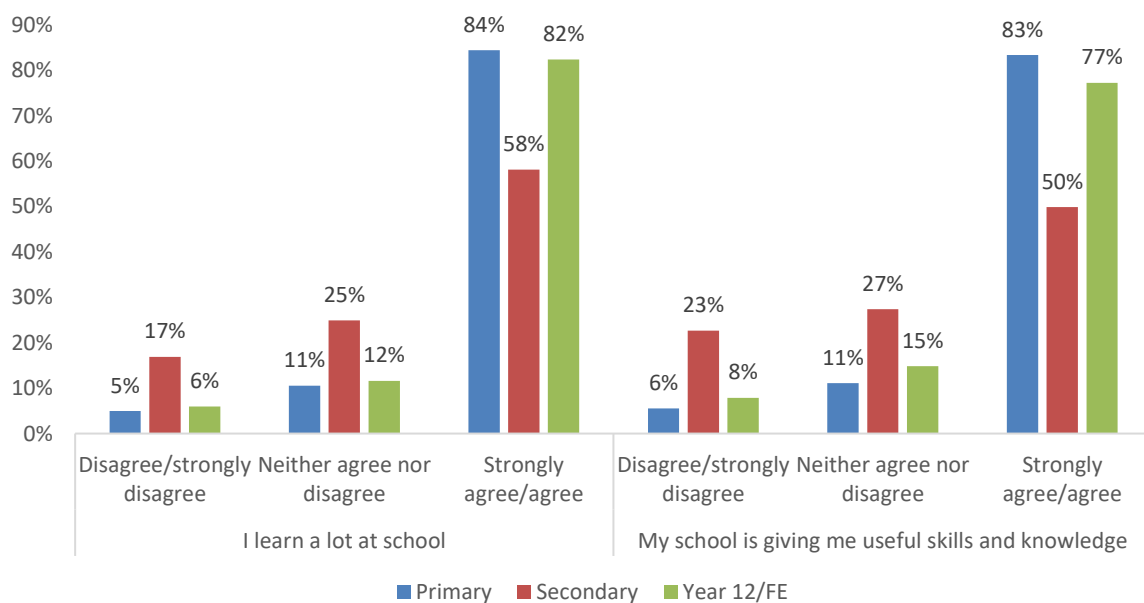
Figure 8: Q4.19.02 – How would you describe being at your school? I try my best at school.



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 (Figure 9). The responses were very similar for both questions, with around 83% of primary school pupils, 50%-58% of secondary and 77%-82% of year 12/FE pupils agreeing or strongly agreeing with these statements.

Previous years: The proportion of year 12/FE pupils agreeing that they learn a lot at school has increased over the years (76% in 2017, 78% in 2020 and 82% in 2021). Likewise, the proportion of secondary pupils agreeing that they get useful skills and knowledge from their school has decreased over the years (62% in 2017, 58% in 2020 and 50% in 2021).

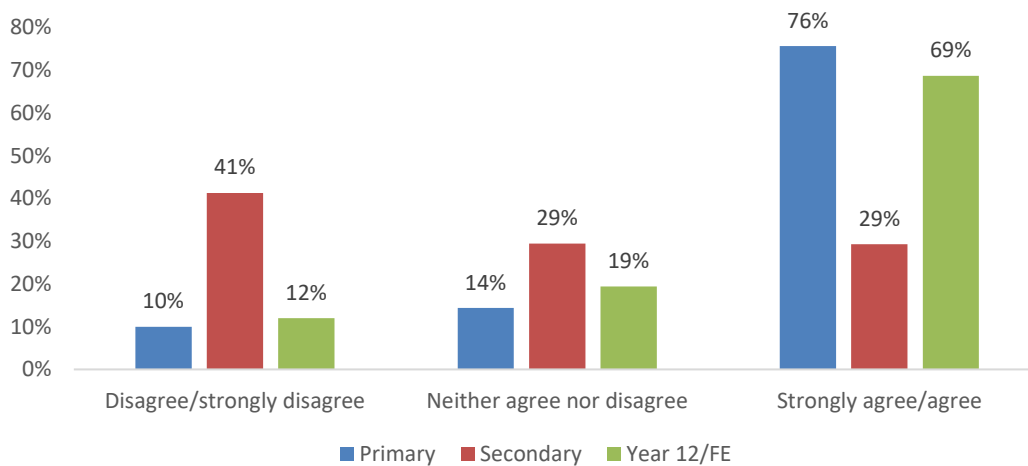
Figure 9: Q4.19.03-4 – How would you describe being at your school? I learn a lot at school & my school is giving me useful skills and knowledge.



While 50%-58% 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 (29%) agreed that 'most of my teachers make my lessons fun and interesting' (Figure 10). The proportions of pupils who agreed with this statement were much higher in primary school (76%) and year 12/FE (69%).

Previous years: The proportion of pupils agreeing that their teachers make their lessons fun and interesting has decreased for secondary pupils over the years (35% in 2017, 33% in 2020 and 29% in 2021).

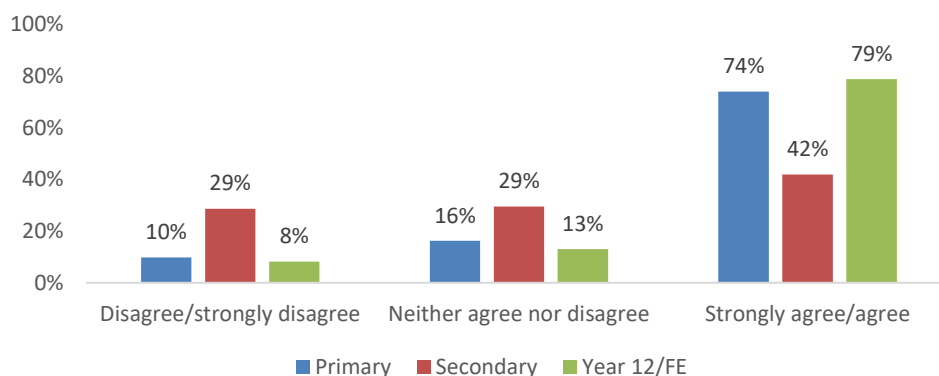
Figure 10: Q4.19.06 – How would you describe being at your school? Most of my teachers make my lessons fun and interesting.



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).

Previous years: Proportions have stayed relatively constant for primary school pupils. For secondary pupils, the proportion of pupils reporting that their teachers tell them how they are doing with work has fallen (52% in 2017, 53% in 2020 and 42% in 2021). For year 12/FE pupils, the opposite was true and the proportion has increased (72% in 2017, 74% in 2020 and 79% in 2021).

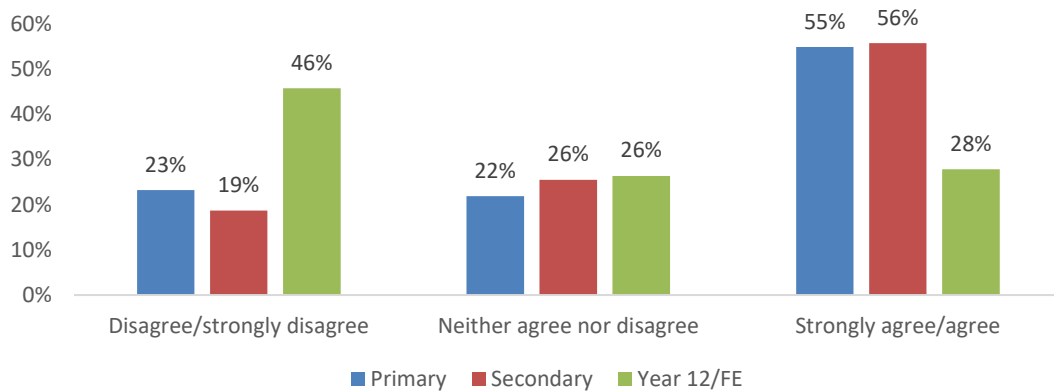
Figure 11: Q4.19.07 – How would you describe being at your school? Most of my teachers tell me how I am doing with my work.



A much higher proportion of primary and secondary school pupils than year 12/FE pupils agreed with the statement that 'other pupils often disrupt my lessons' (Figure 12). 56% of secondary school respondents and 55% of primary respondents agreed or strongly agreed with this statement, compared with 28% of year 12/FE students.

Previous years: These proportions have decreased over the years for both secondary (65% in 2017, 62% in 2020 and 56% in 2021) and year 12/FE pupils (39% in 2017, 37% in 2020 and 28% in 2021). For primary children, the proportion has fluctuated (51% in 2017, 61% in 2020 and 55% in 2021).

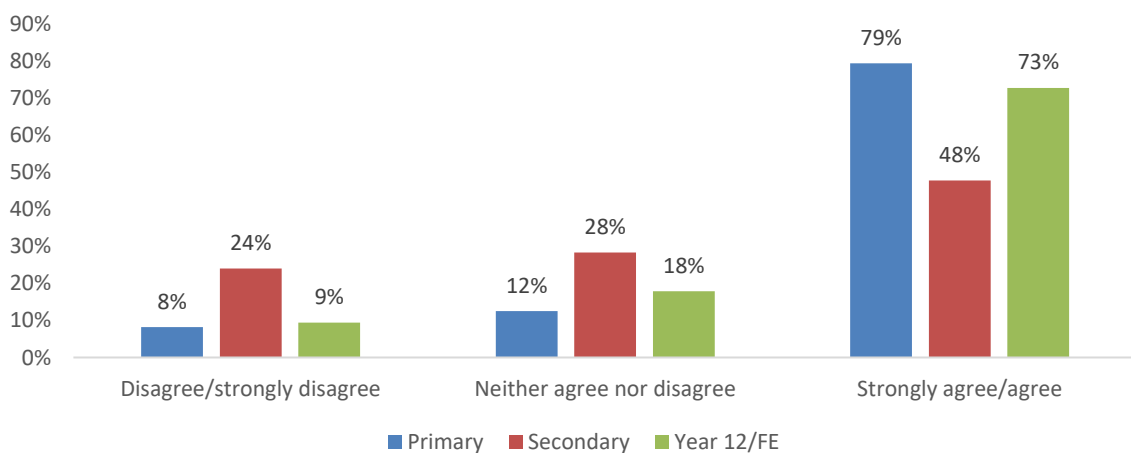
Figure 12: Q4.19.08 – How would you describe being at your school? Other pupils often disrupt my lessons.



Pupils in primary and year 12/FE settings were much more likely to report that they get enough help at school with learning compared to secondary pupils (Figure 13). In year 12/FE phases, females were slightly more likely to agree that they got enough help at school with learning than males.

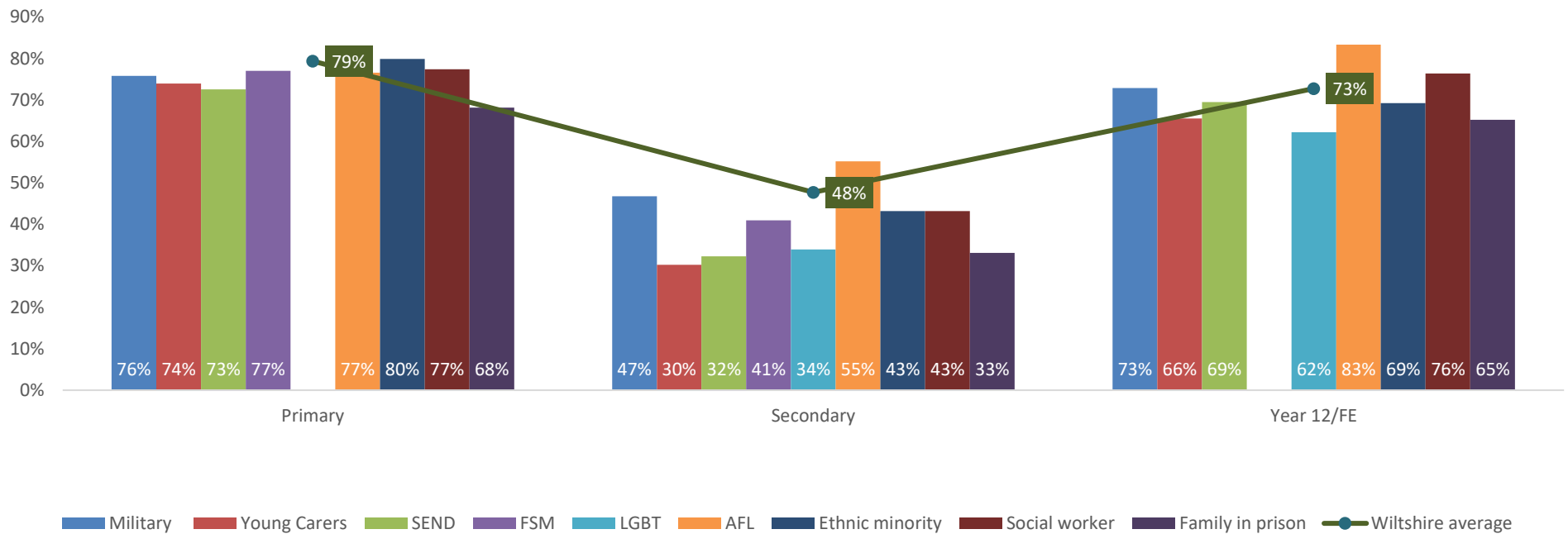
Previous years: This pattern was also observed in the 2020 and 2017 surveys. The proportion of pupils reporting that they get enough help at school with learning has increased over the years for year 12/FE pupils (64% in 2017, 68% in 2020 and 73% in 2021).

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



In primary school phases, all vulnerable groups apart from ethnic minority children, were significantly less likely to agree than their peers that they got enough help at school with learning though differences in proportions were small (Figure 13a). In secondary school phases, all groups bar military and AFL children were significantly less likely to agree. Proportions were lowest for young carers (30%). In year 12/FE school phases, significantly lower proportions of young carers, SEND children, LGBT children, ethnic minority children and children who have ever had a family member in prison agreed that they got enough help at school. The proportion was lowest for LGBT pupils (62%).

Figure 13a: 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.

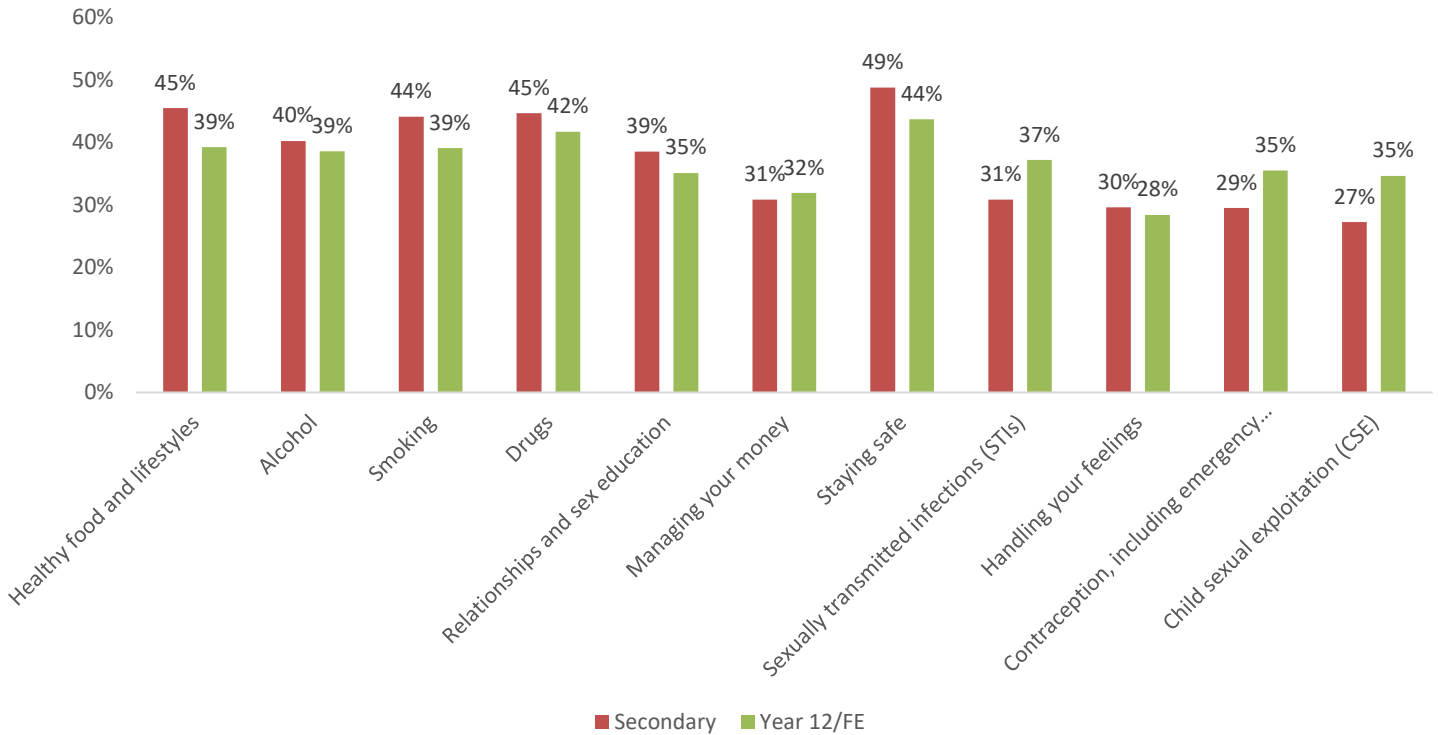


*Primary school children were not asked for their LGBT status and Year 12/FE students were not asked if they were in receipt of free school meals. The AFL group in all school phases represents a small sample size and caution should be taken when interpreting their results.

Pupils in secondary school and year 12/FE were also asked about specific areas of learning, 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 subject. As shown in the chart, slightly larger proportions of secondary school pupils than year 12/FE students found it helpful to learn about most of these areas, with the exception of learning about STIs, contraception and child sexual exploitation.

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

Responses: Quite helpful / very helpful.

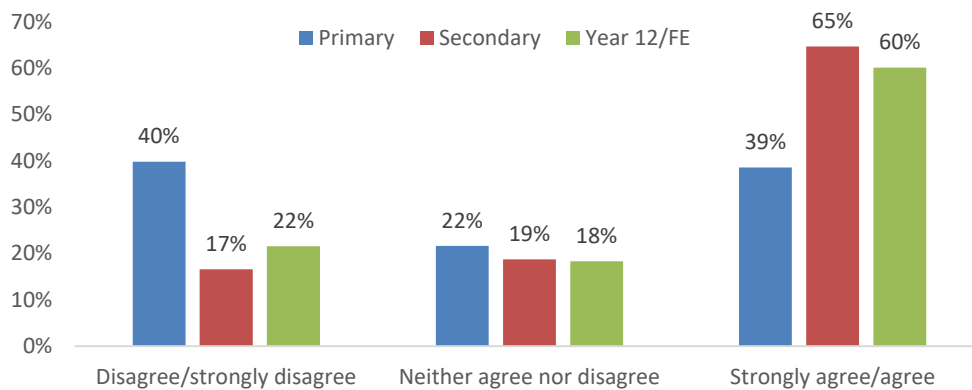


*Respondents could pick multiple options.

Respondents were asked whether they agreed with several descriptions about school. One of the descriptions was 'I feel stressed by school work'. Most primary school respondents (40%) strongly disagreed or disagreed with the statement (Figure 15). On the other hand, most of the secondary school (65%) and year 12/FE (60%) respondents agreed or strongly agreed with the statement.

Previous years: Feelings of stress about school work have increased over the years for all school phases, though only by approximately 4% for primary and year 12/FE pupils since 2017. For secondary pupils there has been a more notable increase (57% in 2017, 50% in 2020, 65% in 2021).

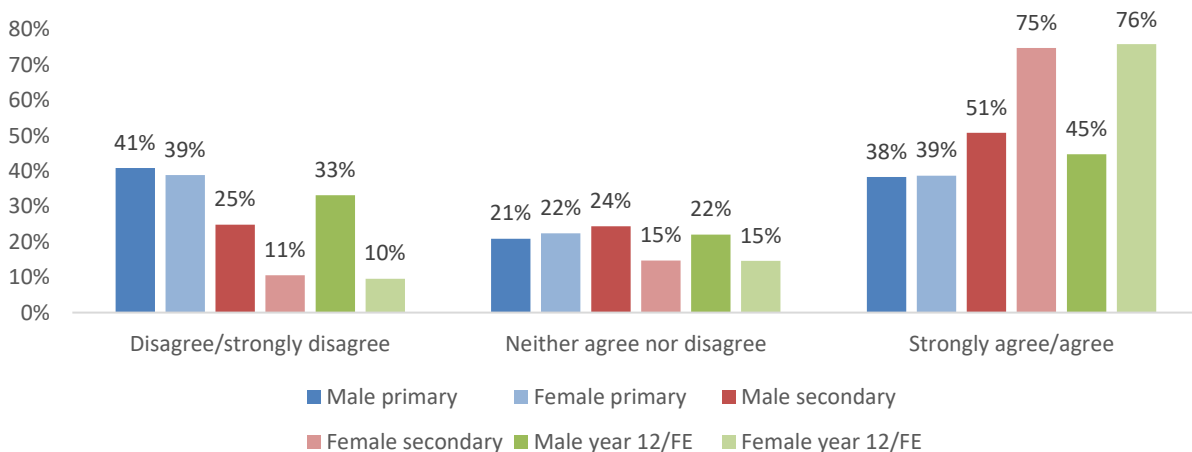
Figure 15: Q4.19.13 – How would you describe being at your school? I feel stressed by school work.



When comparing the feelings of stress by gender, a larger proportion of females in secondary school and year 12/FE phase agreed or strongly agreed that they feel stressed (Figure 15a). There were not any gender differences in primary school phases.

Previous years: These same gender patterns were observed in 2017 and 2020. Secondary females feeling stressed by school work has increased over the years (64% in 2017, 68% in 2020 and 75% in 2021).

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



Being at school

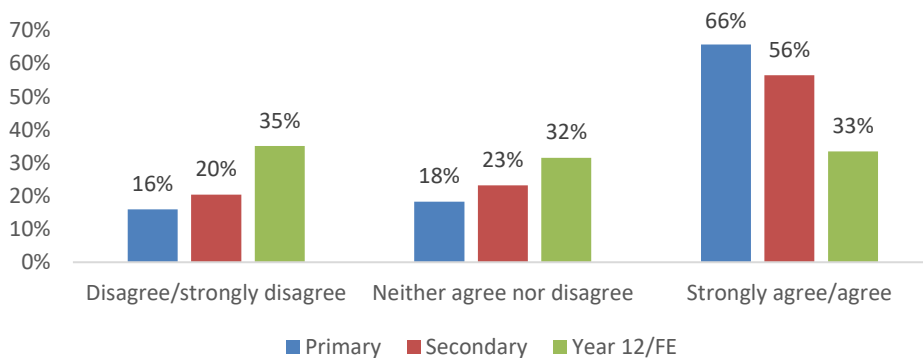
This section comprises three subsections and details pupil's experiences of being at school. The first is outside the classroom, which looks at experiences beyond the classroom, including afterschool activities, the school toilets and the impact of the school council. The second subsection, food and water, looks at pupil's opinions on school lunch and access to water at school. The final subsection, safety and bullying, looks at how safe pupil's feel at school as well as their experiences of bullying while being at school.

Outside the classroom

66% of primary and 56% 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 (Figure 16), but the proportion who agreed with this statement was lower in year 12/FE (33%).

Previous years: These proportions are lower than previous years for all school phases. Primary (75% in 2017, 74% in 2020), secondary (68% in 2017, 72% in 2020) and year 12/FE (44% in 2017, 45% in 2020).

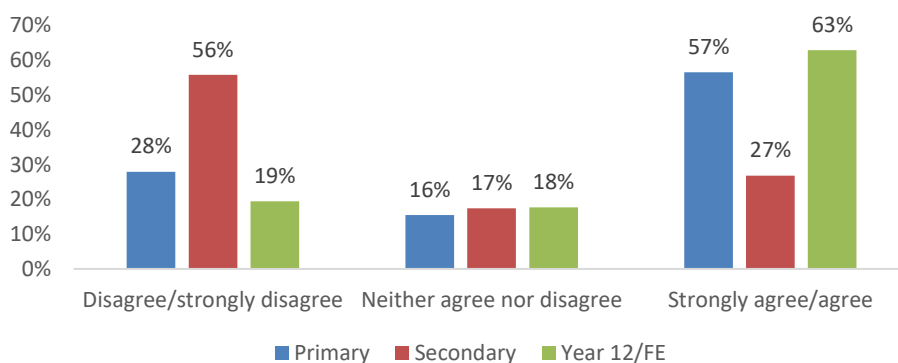
Figure 16: Q4.19.05 – How would you describe being at your school? My school has lots of activities (like sport and drama) to take part in at lunchtime or after school.



Over half of the primary (57%) and Year 12/FE students (63%) agreed or strongly agreed that they were happy to use the school toilets (Figure 17). However, over half of the secondary school pupils (56%) disagreed or strongly disagreed with this.

Previous years: Proportions were very similar in 2020 and 2017.

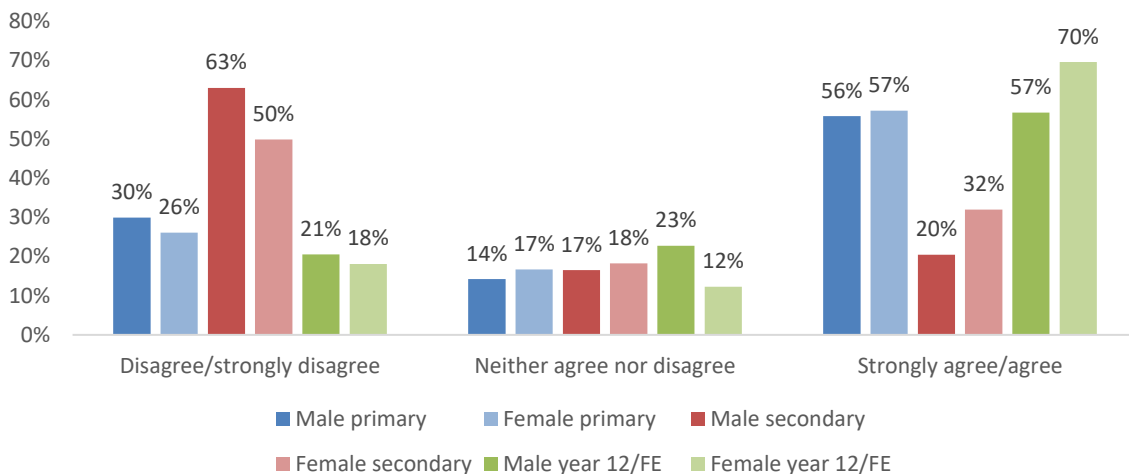
Figure 17: Q4.19.21 – How would you describe being at your school? I am happy to use the school toilets.



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 (Figure 17a: 63% to 50%). Female year 12/FE pupils were more likely to agree or strongly agree that they were happy to use the school toilets compared to males.

Previous years: Gender patterns were the same in previous years. Over the years, the proportion of female year 12/FE pupils feeling happy to use the school toilets has increased (57% in 217, 62% in 2020 and 70% in 2021).

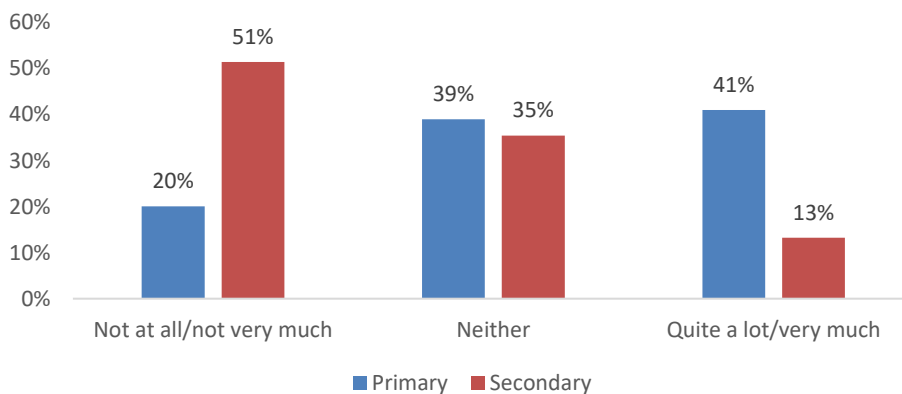
Figure 17a: Q4.19.21 - How would you describe being at your school? I am happy to use the school toilets. Gender.



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 (Figure 18). 41% of the primary school respondents reported that these mattered quite a lot or very much, but only 13% of secondary school pupils felt the same.

Previous years: Proportions were slightly higher in 2020 (47% primary and 16% secondary). Proportions of pupils who thought the school council and pupils' views made a difference were also higher in 2017 (53% primary and 18% secondary).

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

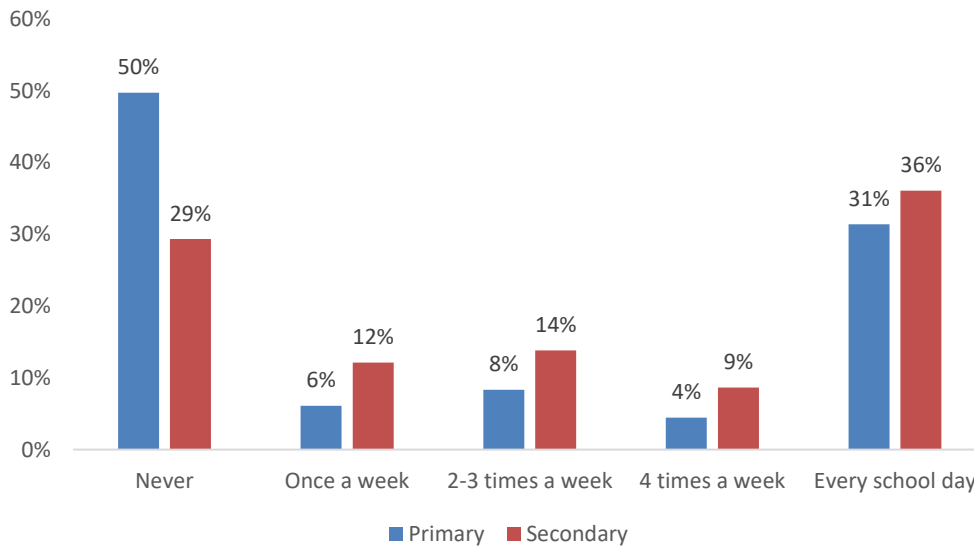


Food and water

31% of primary and 36% of secondary school respondents reported having school lunches every day (Figure 19). A larger proportion of males reported eating school lunches every day in both the primary school and secondary school samples compared to females.

Previous years: Proportions in both school settings have fluctuated over the years for pupils having a school lunch everyday: primary (33% in 2017, 36% in 2020 and 31% in 2021), secondary (33% in 2017, 31% in 2020 and 36% in 2021).

Figure 19: Q1.15 – How often do you have a school lunch?



Pupils who ate a school lunch at least once a week were asked a series of questions about their meal service. On average, 64% of these primary school pupils and 43% of these secondary school pupils rated their school meal service as very good or good. The time it takes to queue up for lunch received the lowest rating in both school phases, 49% of secondary pupils rating this as poor/very poor (Figures 20 and 21).

Figure 20: 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.

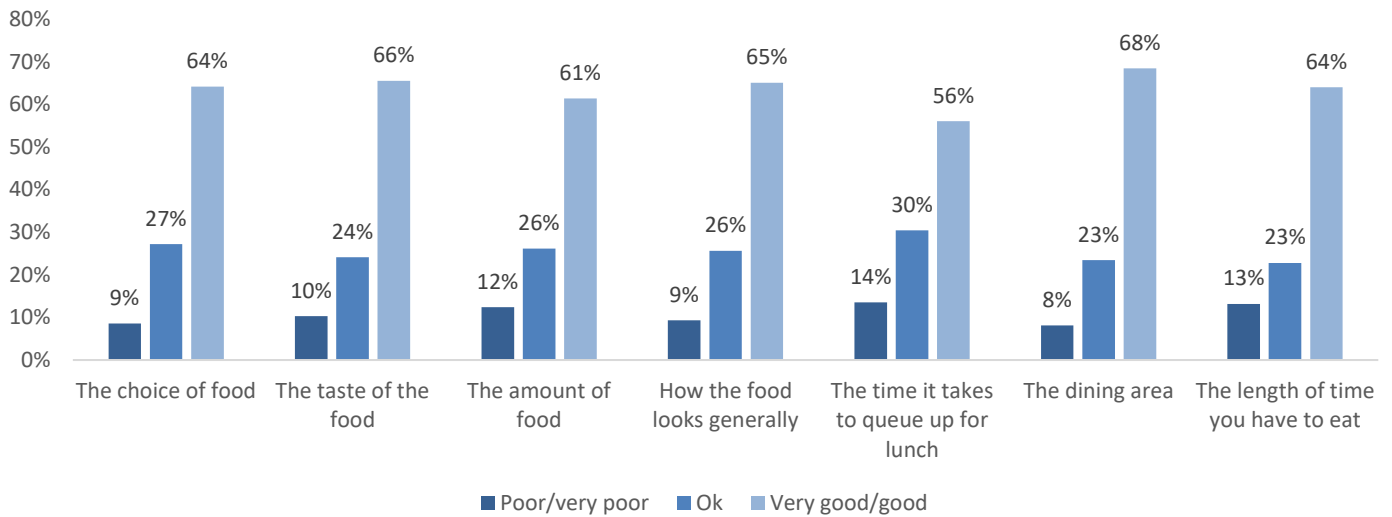
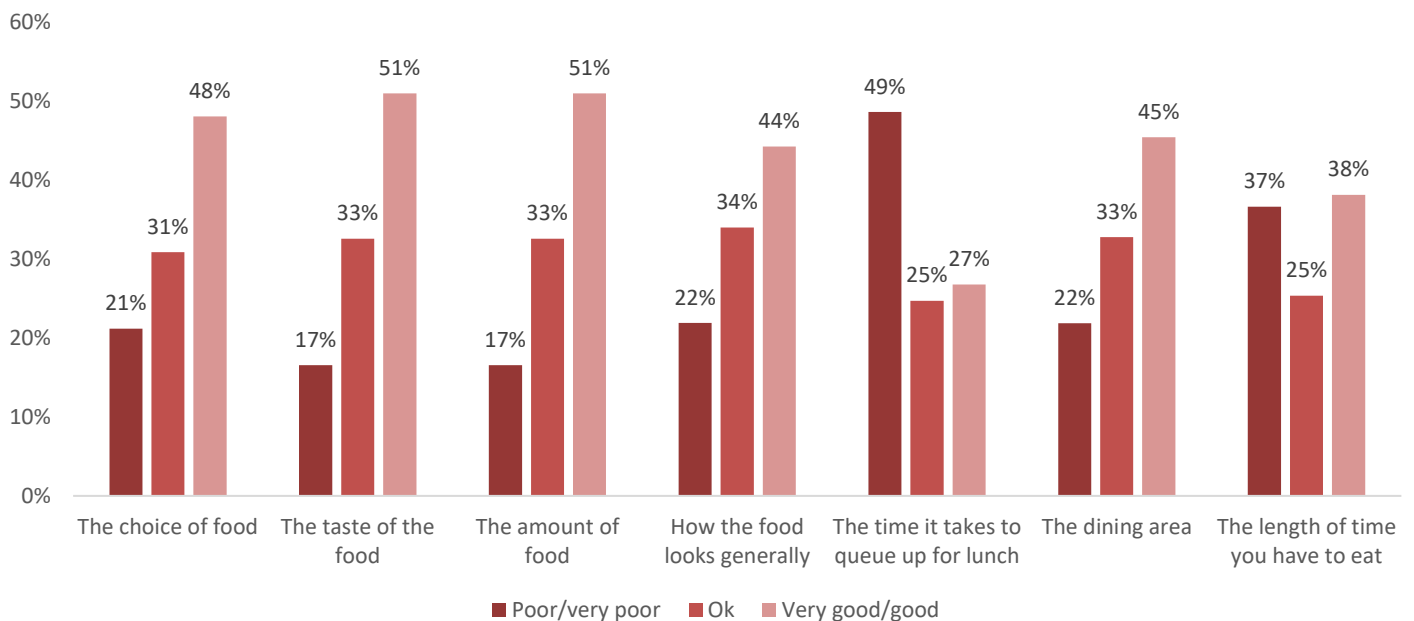


Figure 21: Q1.09.01+ – What do you think about the school meal service in each of the following areas? Secondary.

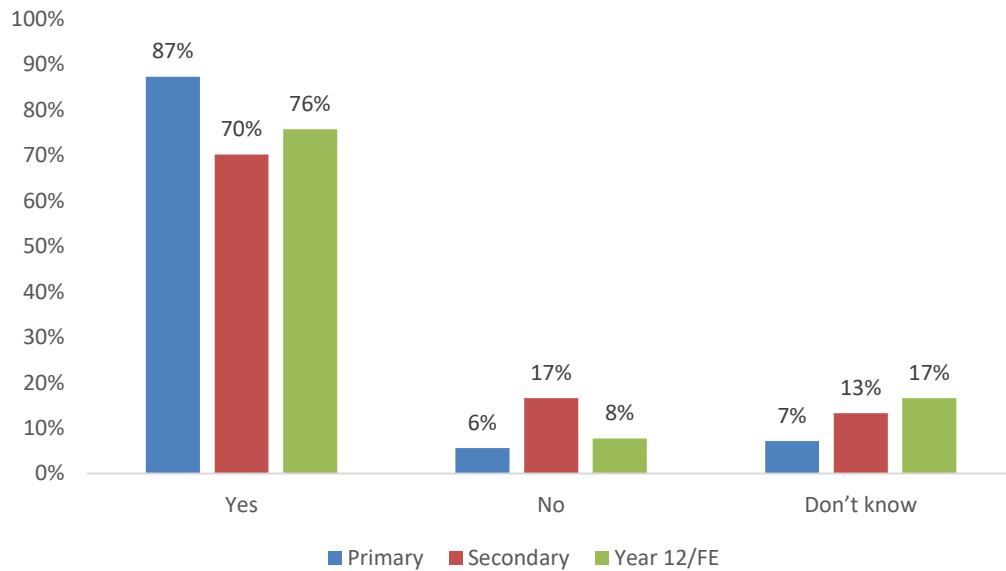
Respondents who ate school lunch at least once a week.



Nearly 9 in 10 primary school respondents reported that drinking water was easily available at their school. This fell to 7 in 10 respondents in the secondary school sample (Figure 22).

Previous years: Proportions have fluctuated over the years for secondary and year 12/FE respondents. Secondary (75% in 2017, 78% in 2020 and 70% in 2021), year 12/FE (78% in 2017, 87% in 2020 and 76% in 2021).

Figure 22: Q1.26 – Is drinking water easily available at your school?



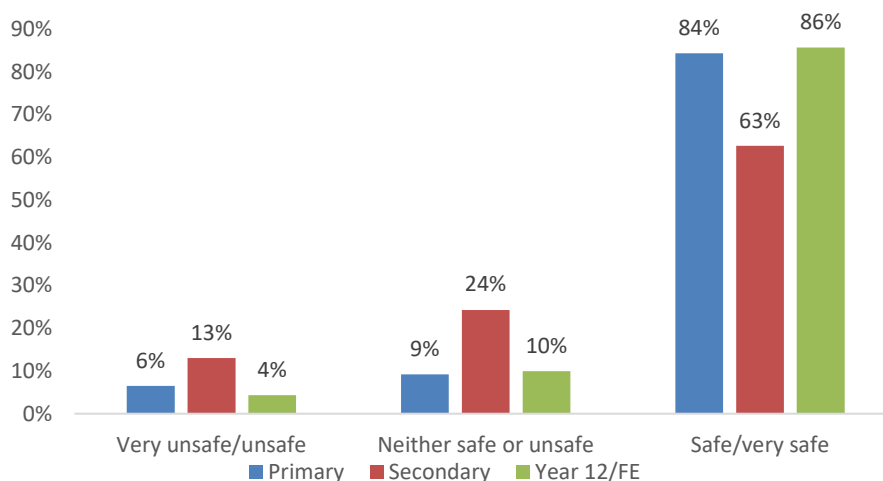
Safety and Bullying

84% of primary school respondents reported feeling safe or very safe at school. This decreases to only 63% of secondary school respondents and then rises again to 86% of the year 12/FE respondents (Figure 23). There were no gender differences in the primary school or year 12/FE phases. In the secondary school group, females were 7% less likely to report feeling safe at school compared to males (67% males vs 60% females).

Previous years: The same pattern was apparent in previous years. Primary school children's feelings of safety at school have stayed relatively constant over the past few surveys. In contrast, the proportion of secondary school pupils feeling safe/very safe has fluctuated from 69% in 2017, down to 57% in 2020 and back up to 63% in 2021. The proportions of year 12/FE pupils feeling safe at school has increased over the years (80% in both 2017 and 2020) to 86% in 2021.

Year 12/FE females' feelings of safety at school have improved since 2017 (77%, 87% in 2021) but have decreased in secondary phases (69% in 2017, 60% in 2021).

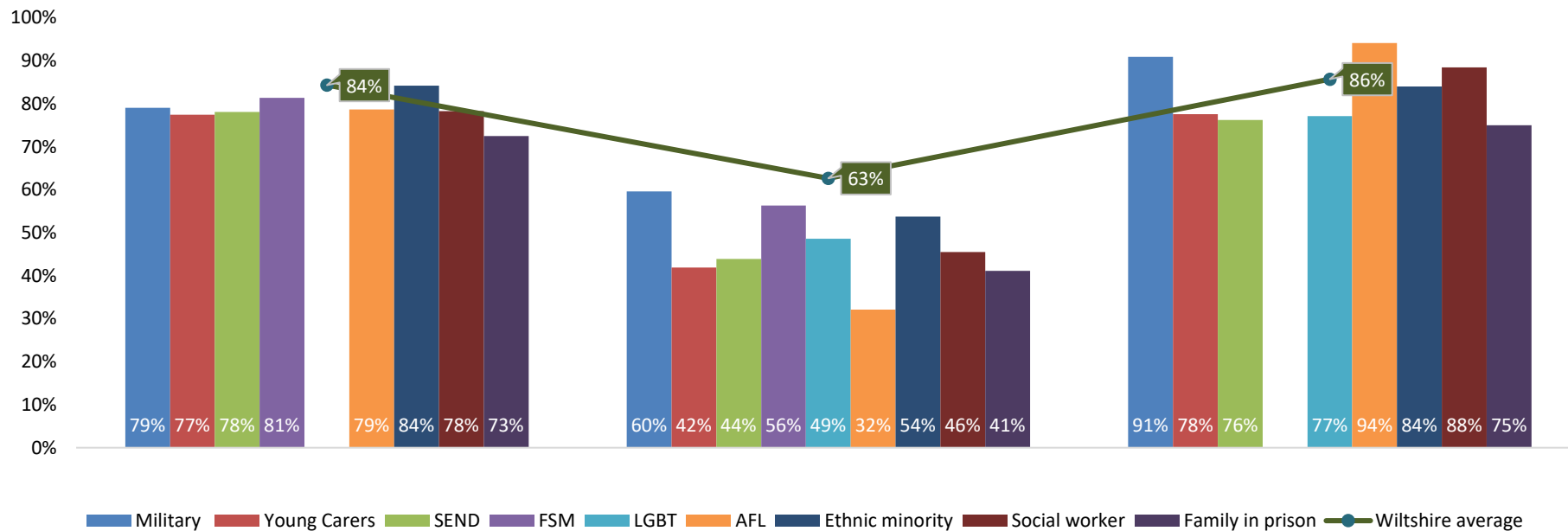
Figure 23: Q5.01 – How safe do you feel at school/college?



Feelings of safety at school were lower than the overall Wiltshire rates for many of the vulnerable groups (Figure 23a). It is notable that the variation from the overall Wiltshire rate was generally larger for vulnerable secondary school children, than for the vulnerable primary and year 12/FE respondents. Less than half of secondary young carers (42%), SEND children (44%), AFL children (32%), children with a social worker (46%) and children who have/had a family member in prison (41%) reported feeling safe at school.

Figure 23a: Q5.01 – How safe do you feel at school/college? Vulnerable groups.*

Responses: Safe / very safe.



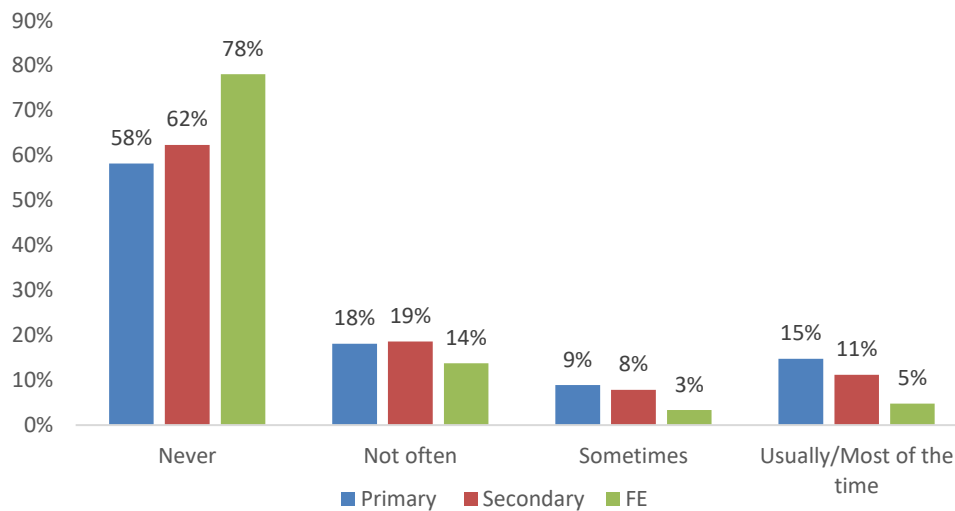
*Primary school children were not asked for their LGBT status and Year 12/FE students were not asked if they were in receipt of free school meals. The AFL group in all school phases represents a small sample size and caution should be taken when interpreting their results.

The 2021 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.¹⁰ This section of the current report, by contrast, is focused on pupils' experiences of being bullied in school, on the provision of support from teachers and adults at the school, and on pupils' overall perceptions of how well their schools deal with bullying.

When respondents were asked if they had been bullied in the last year, most respondents from all school phases said no, though this was lowest in primary school phases (58% primary, 62% secondary and 78% year 12/FE). The proportion who reported being bullied sometimes or more often fell as school phase progressed (Figure 19). 24% of primary school pupils, 19% of secondary school pupils and 8% of year 12/FE pupils reported being bullied sometimes or more often. The state of nation report found that in July 2021, 15% of secondary pupils reported that they had been bullied in the previous year.¹¹ There were not any significant gender differences in the secondary and year 12/FE school phases. In primary school phases, males were slightly more likely than females to report being bullied quite often/most days in the last year.

Previous years: Proportions have not changed greatly since 2017 and 2020 for secondary school pupils. There has been a slight decrease in year 12/FE children reporting that they have been bullied sometimes or more often (13% in 2017 and 2020) and an increase in those reporting never (73% in 2017, 71% in 2020 to 78% in 2021).

Figure 19; Question 6.07: Have you been bullied in the last year?



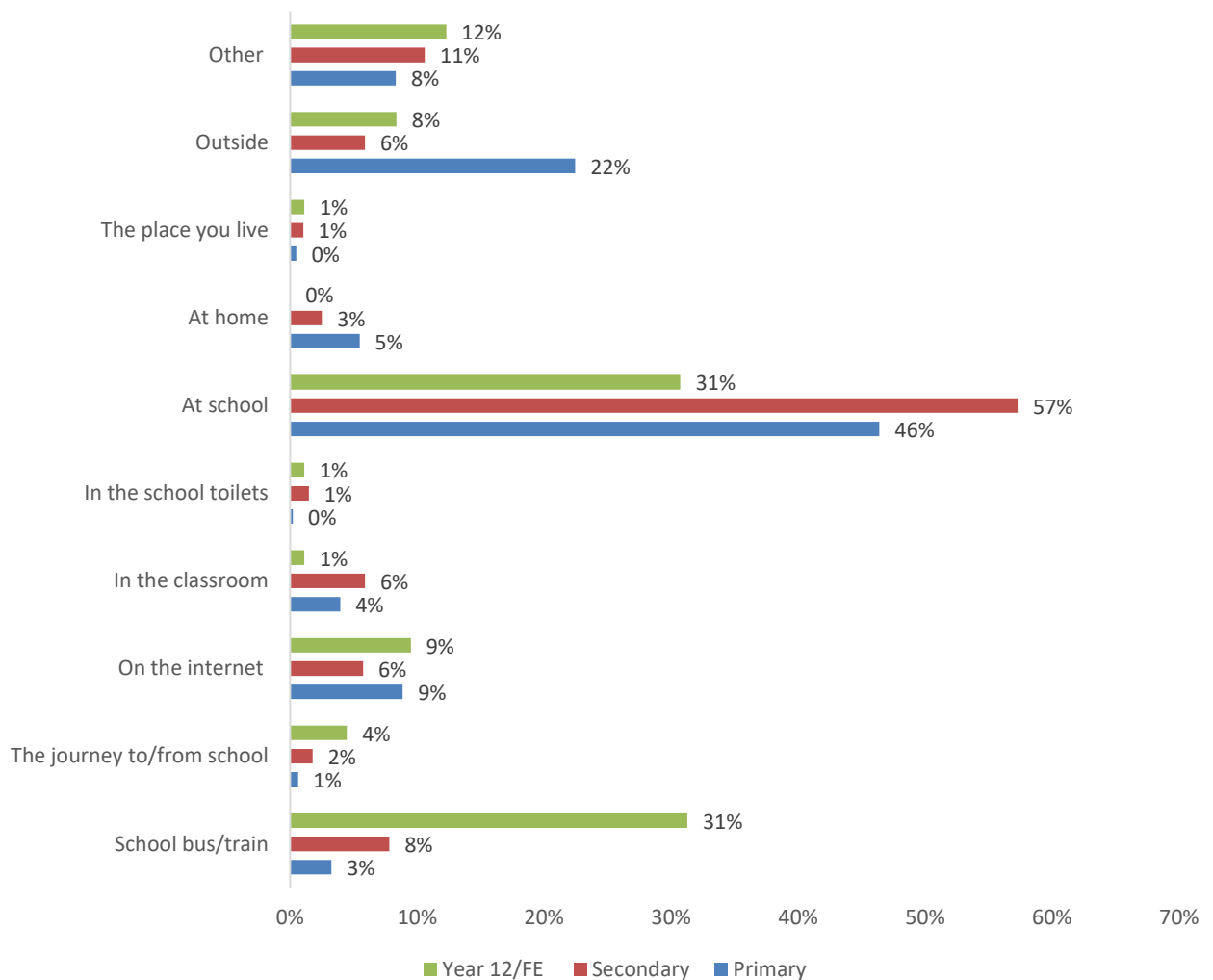
¹⁰ [School Health Survey - Wiltshire Intelligence](#)

¹¹ [State of the nation 2021: children and young people's wellbeing - GOV.UK \(www.gov.uk\)](#)

For each school phase, most respondents reported that the bullying usually happens at school or college (Figure 25). However, the size of this majority changed with each school phase. In primary school phases, 46% of the respondents reported that the bullying occurred at school. This increased to 57% in secondary school and then decreased to 31% in year 12/FE phases. A large majority of year 12/FE respondents also reported that bullying occurred on the school bus or train (31%). The second highest location in primary school was outside (22%).

Previous years: Results were very similar in 2017 and in 2020. Proportions of children reporting that bullying had taken place at school have decreased in all school phases (51% primary, 62% secondary, 42% year 12/FE) as compared to 2020.

Figure 25: Q6.42 – Where does the bullying usually happen?*

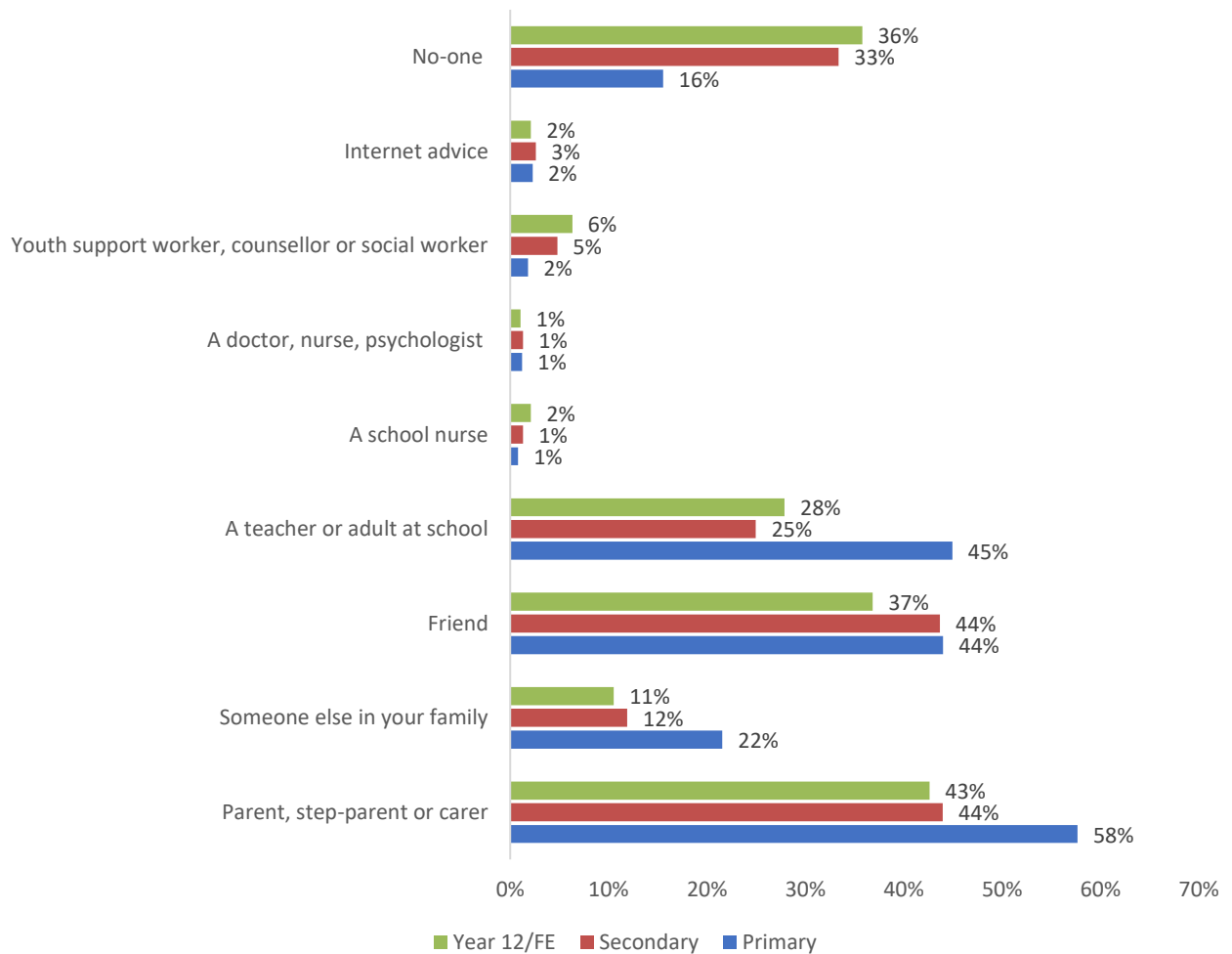


*Respondents could select multiple options.

When asked if someone helped them deal with the bullying, a larger proportion of primary school respondents reported that their parent or carer helped (58%) than secondary school or year 12/FE respondents (44% and 43% respectively). Friends were the second highest group that those bullied reportedly received help from, though for primary school children this was also a teacher or adult at school (Figure 26). Secondary and year 12/FE respondents were more likely to speak to no-one than primary school respondents.

Previous years: Patterns were very similar in 2017 and 2020 but more secondary children were likely to report that no-one helped them in 2021 compared with 2020 (22%).

Figure 26: Q6.51 – If you have ever been bullied, did someone help you deal with it?*

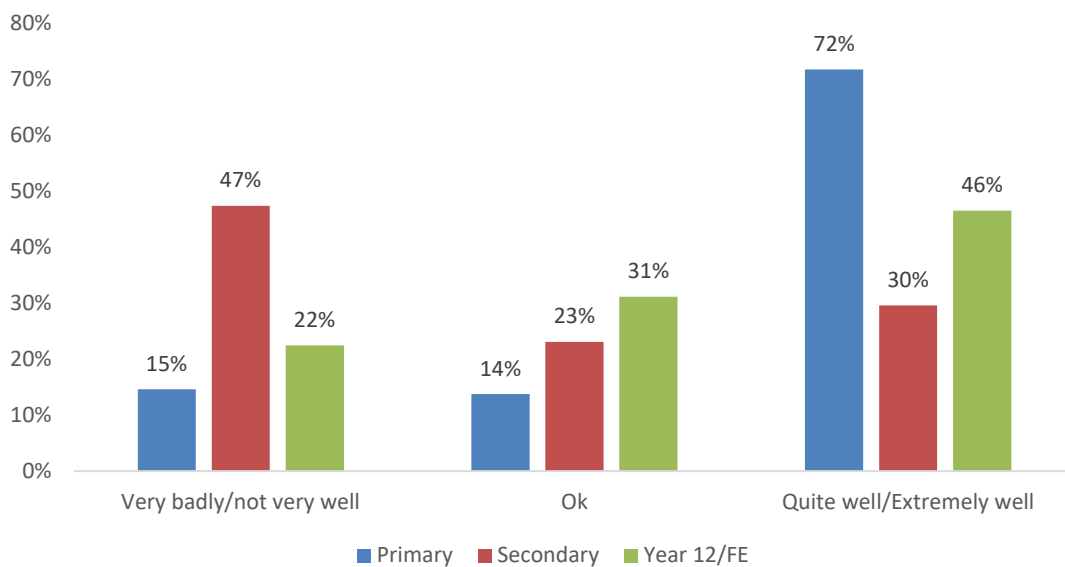


*Respondents could select multiple options.

When asked how well respondents felt their school deals with bullying, there was significant variation between the school phases (Figure 27). Most of the primary school respondents felt that their school deals with bullying quite well or extremely well (72%), while only 30% of the secondary and 46% year 12/FE respondents felt the school did quite well or extremely well.

Previous years: There has been a slight increase in primary and year 12/FE respondents reporting that their school deals with bullying well since 2020 (67% primary, 40% year 12/FE). On the other hand, the proportion of secondary pupils reporting the same has decreased over the years (39% in 2017, 30% in 2020 and 2021).

Figure 27: Q6.09 – How well do you think your school deals with bullying?



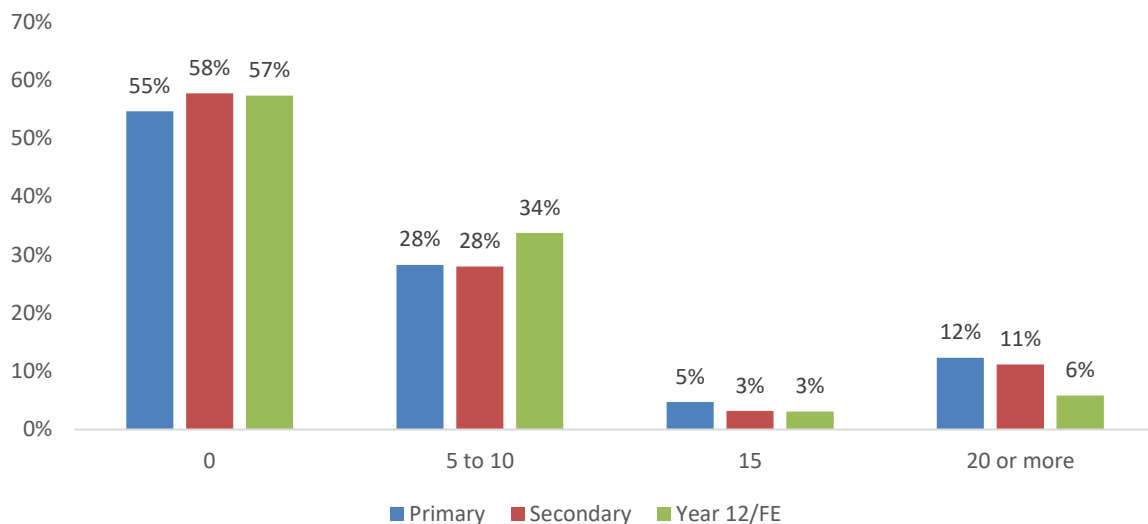
School attendance and exclusions

This section presents information from the pupils about school days missed and exclusions.

Around 50% of pupils reported not missing a day at school during the first term of 2020/21. For primary and secondary schools, around 12% of respondents had missed 20 or more days of school. In year 12/FE this decreased to 6% (Figure 28). Most vulnerable groups were more likely to have missed 20 or more days of school compared to the Wiltshire average. Proportions were particularly high in secondary young carers (24%), secondary AFL children (24%) and year 12/FE children who have/had a family member in prison (12%).

Previous years: In 2020 and 2017, proportions of children who had missed 20 or more days were lower (3% primary, 3% secondary and 2% year 12/FE in 2020 and 2% primary, 3% secondary and 3% year 12/FE in 2017). It may be that the increase in 2021 is a result of the Covid-19 pandemic and self-isolation guidelines. Though, 2021 has the highest proportions of those reporting 0 compared to the previous two surveys.

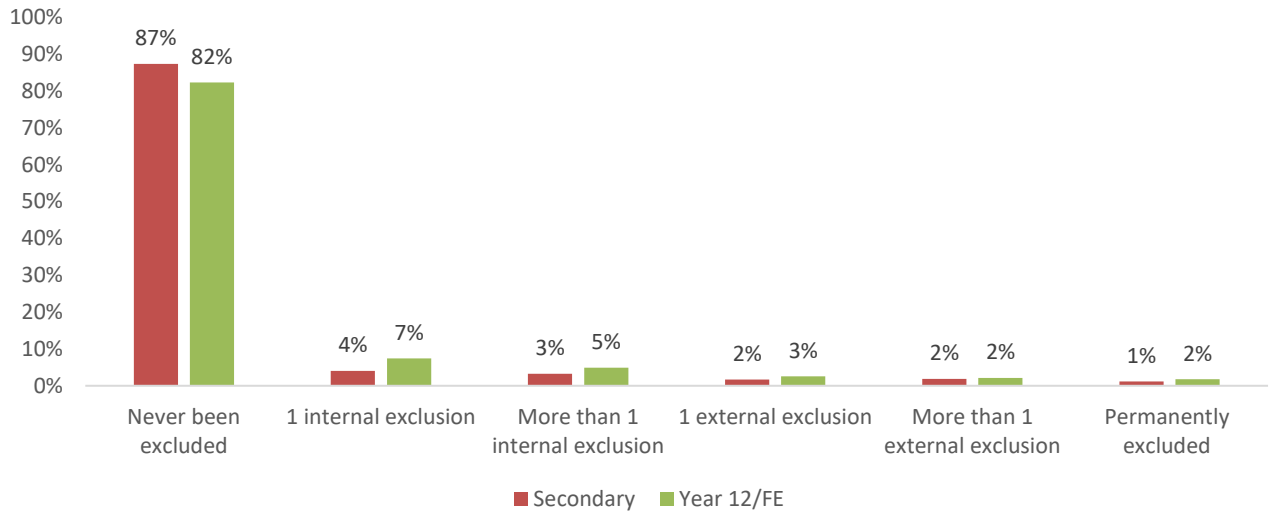
Figure 28: Q4.26 – How many days did you miss school last term (not including school trips)?



Pupils in secondary school and year 12/FE were also asked about their experiences of exclusion from school (Figure 29). 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.

Previous years: Proportions were similar in 2020 and 2017.

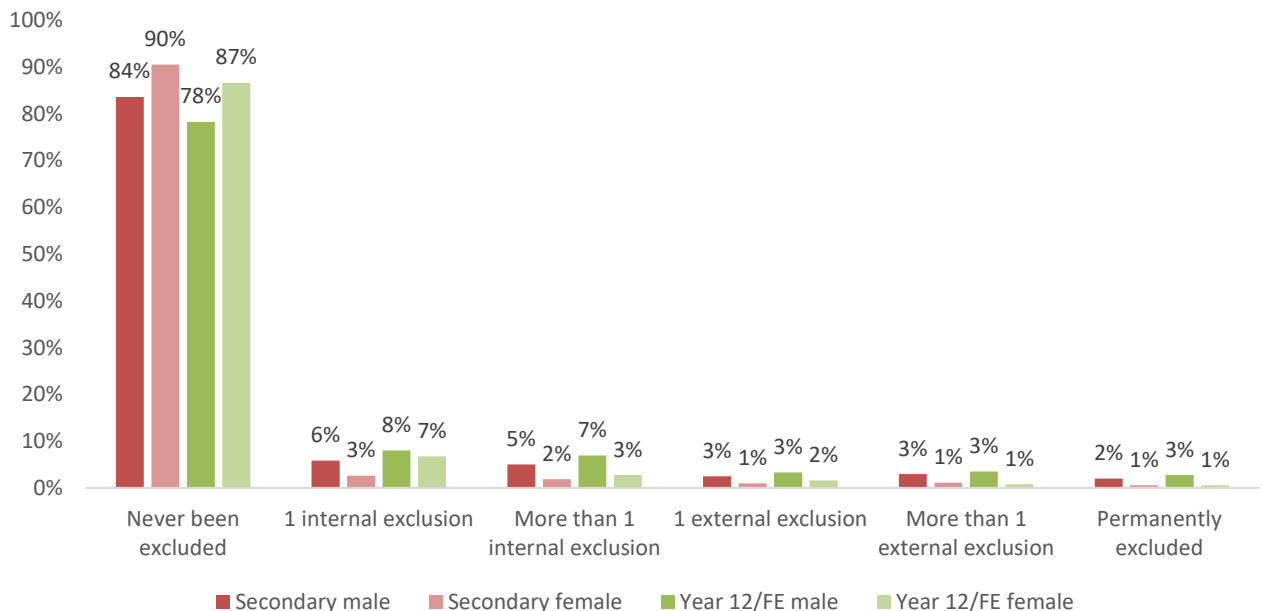
Figure 29: Q4.28 – Have you ever been excluded from school?*



*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 29a). This was also the case in 2020 and 2017.

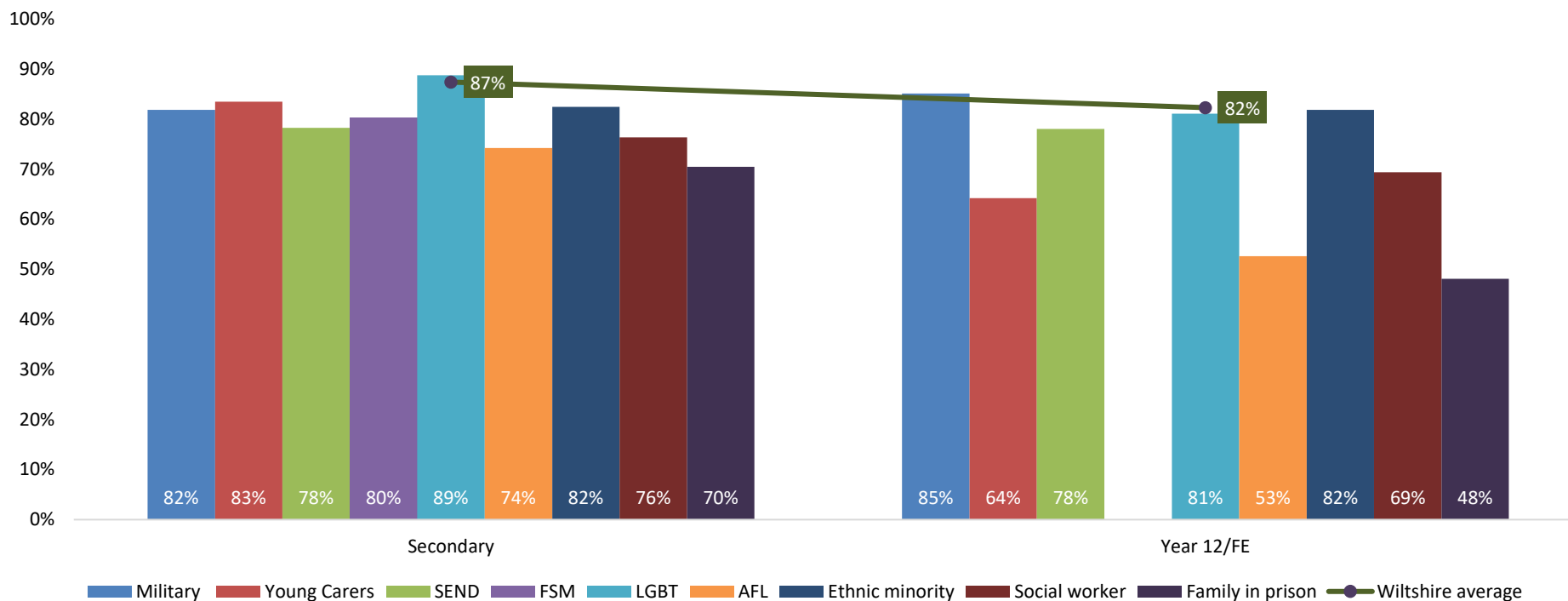
Figure 29a: Q4.28 – Have you ever been excluded from school? Gender.*



*Respondents could select multiple options.

Almost all the vulnerable groups were more likely than their peers to have been excluded from school (Figure 29b). This was particularly notable among pupils who have/had a family member in prison, pupils with a social worker and AFL children where lower proportions reported having never been excluded.

Figure 29b: Q4.28 – Have you ever been excluded from school? Vulnerable groups.*
Response: Never been excluded.



*Primary school children were not asked for their LGBT status and Year 12/FE students were not asked if they were in receipt of free school meals. The AFL group in all school phases represents a small sample size and caution should be taken when interpreting their results.

Help, support and the future

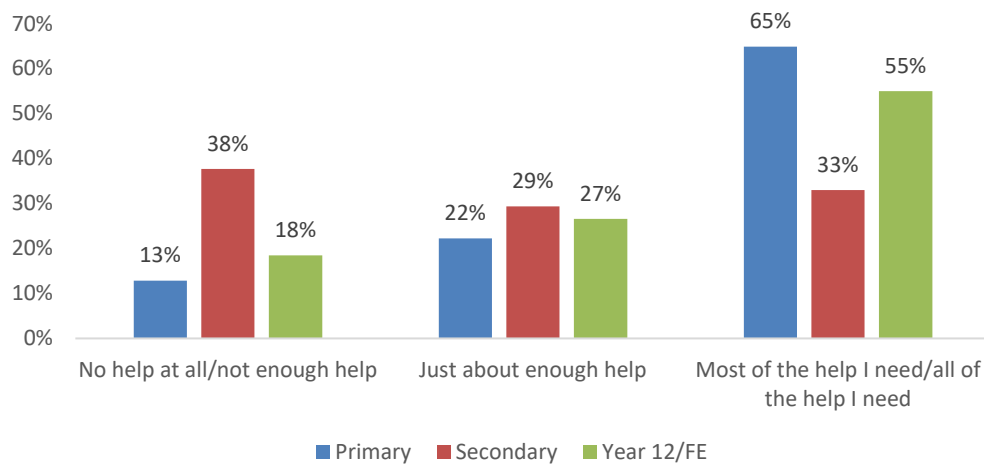
This section comprises three subsections, displaying results related to help and support as well as future requirements. The first subsection, help and support, describes how well pupils feel they are supported at school and at home and who they have at school to support them. The second subsection, carers advice and the future presents the measures on the perceived utility of careers advice received at school, as well as pupils' overall confidence in the future. The final subsection, future learning requirements, presents the topic areas in which pupils feel they could benefit from learning more about in the future.

Help and support

When asked how much help and support respondents felt they got at school, results varied significantly between the school phases. A larger proportion of primary school pupils felt they got support (65%) than the secondary school and year 12/FE students (Figure 30). Most secondary school students felt that they did not receive any help or not enough help at school (38%).

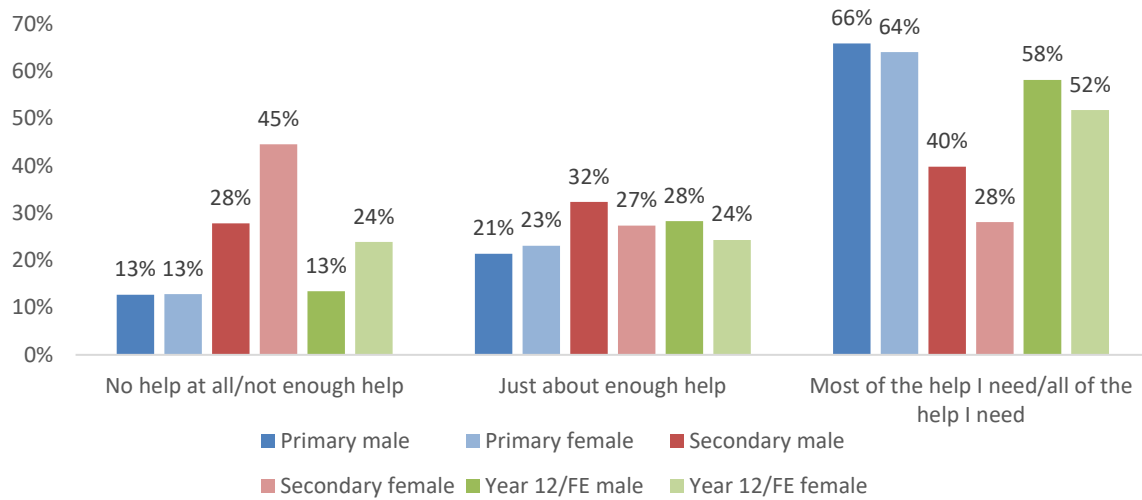
Previous years: In previous years, secondary children were also the least likely to report that they got most of the help they needed at school. Proportions have increased for primary and year 12/FE pupils over the years: primary (59% in 2017, 61% in 2020 and 65% in 2021), year 12/FE (49% in 2017, 48% in 2020 and 55% in 2021). On the other hand, the proportion has fluctuated for secondary pupils (37% in 2017, 31% in 2020 and 33% in 2021).

Figure 30: Q4.18 – How much help and support do you feel that you get at school?



There were not any noticeable 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 30a).

Figure 30a: Q4.18 – How much help and support do you feel that you get at school? Gender.

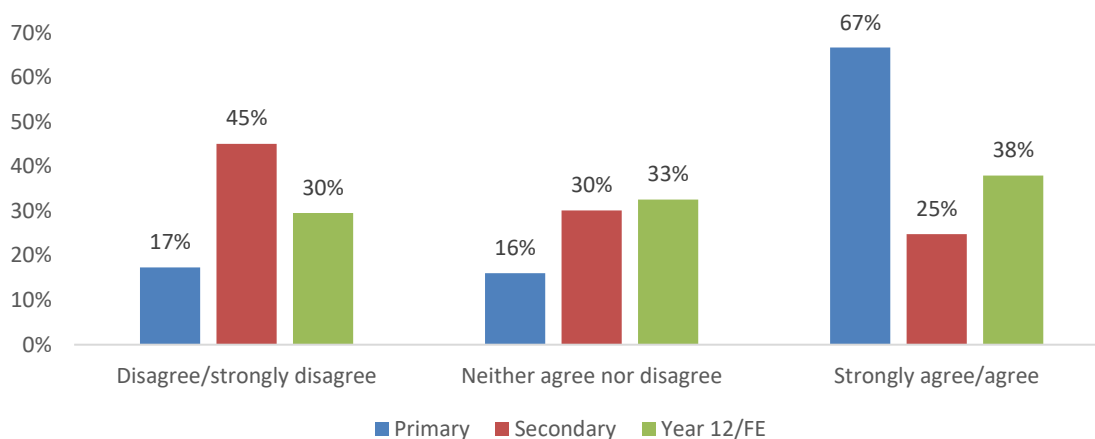


Among the pupils in vulnerable groups, in primary school phases, children who have/had a family member in prison had the lowest proportions reporting that they get all help and support they needed (51% vs 65% Wiltshire average). In secondary phases, LGBT children were the least likely to report that they got all the help and support they needed (18% vs 33% average) and in year 12/FE school phases, young carers were the least likely to report that they got all the help and support they needed (41% vs 55% average).

Pupils were asked how much help with emotional support they get at school. 67% of primary children agreed that they get enough help (Figure 31). This proportion dropped significantly to 25% for secondary school pupils and 38% for year 12/FE pupils. In all school phases, males were slightly more likely to agree that they got enough emotional support at school.

Previous years: This question was not asked in 2017. Proportions for primary and year 12/FE pupils were the same in 2020. For secondary school pupils, a higher proportion agreed that they got enough help at school with emotional support in 2020 (31%).

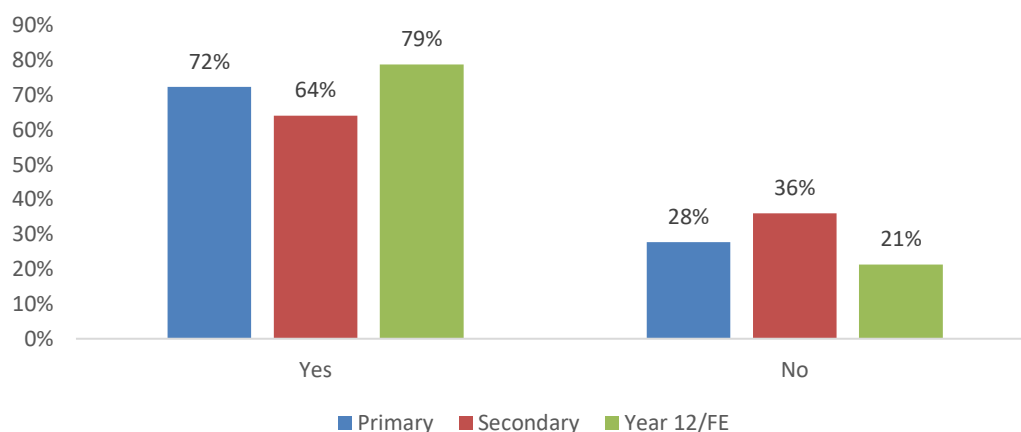
Figure 31. Q4.19.23. How would you describe being at your school? I get enough help at school with emotional support.



Pupils were asked if they have at least one adult at school who cares about them as an individual. Year 12/FE pupils were most likely to report that yes, they did (Figure 32). 36% of secondary pupils said no. There was some variation within the secondary school pupils with 41% of year 8 pupils saying no compared to only 6% of year 10 pupils. There were no gender differences.

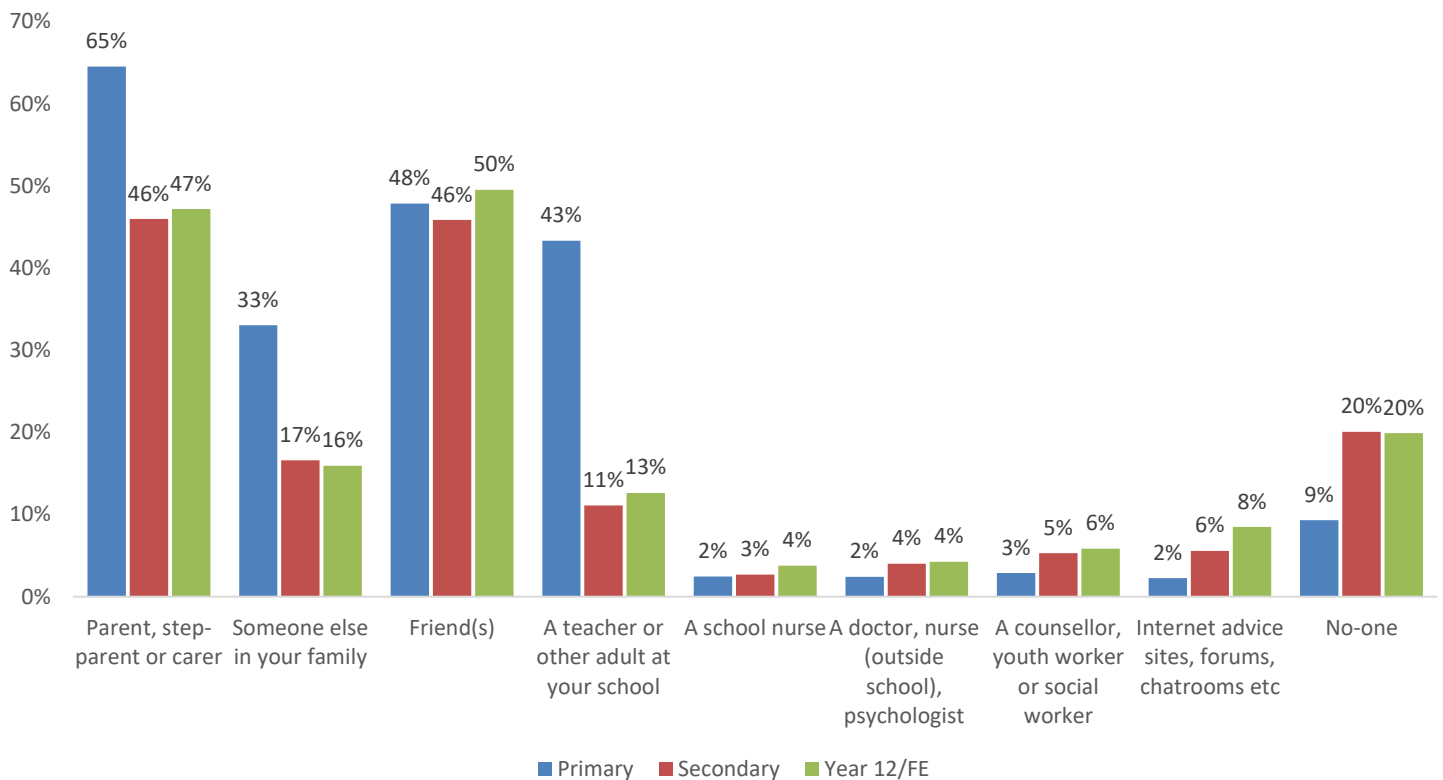
Previous years: Proportions for all school phases were the same in 2020.

Figure 32; Question 4.47. Is there at least one adult at school who cares about you as an individual?



Pupils were asked who they would go to for help when unhappy or worried about a personal issue. In primary and secondary school phases, children were most likely to go to a parent or carer (Figure 33; 65% and 46% respectively). Secondary pupils were also just as likely to go to a friend (46%) and the majority of year 12/FE also reported going to a friend for help (50%). 43% 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 (11% and 13% respectively). Very few respondents (2%-4%) said that they would go to a school nurse, while 9% of primary, 20% of secondary and 20% of year 12/FE pupils said that they would not talk to anyone.

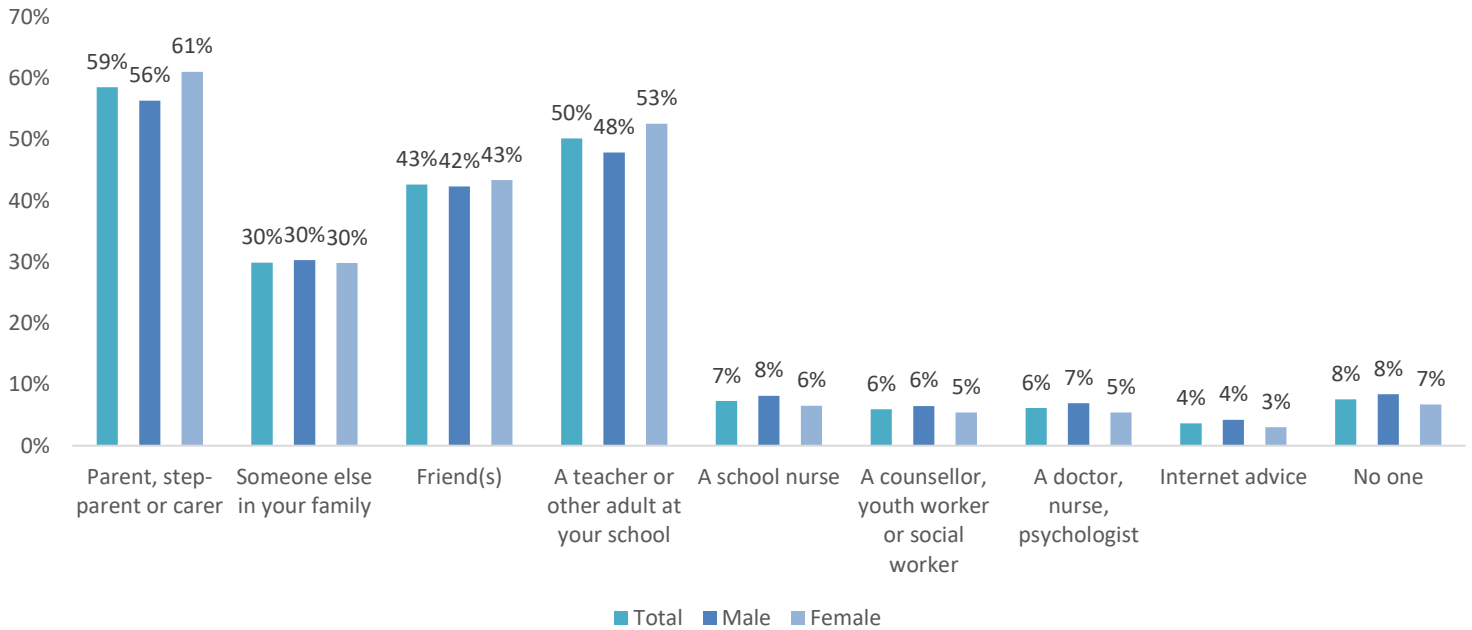
Figure 33: Q6.11 – When you are unhappy or worried about a personal issue, who would you go to for help?*



*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 (Figure 34). Here, 50% said that they would go to a teacher or another adult at their school, and 7% said that they would go to a school nurse. There were not many gender differences.

Figure 34: Q6.77 – If you are worried about a friend who would you go to for help? Gender.*

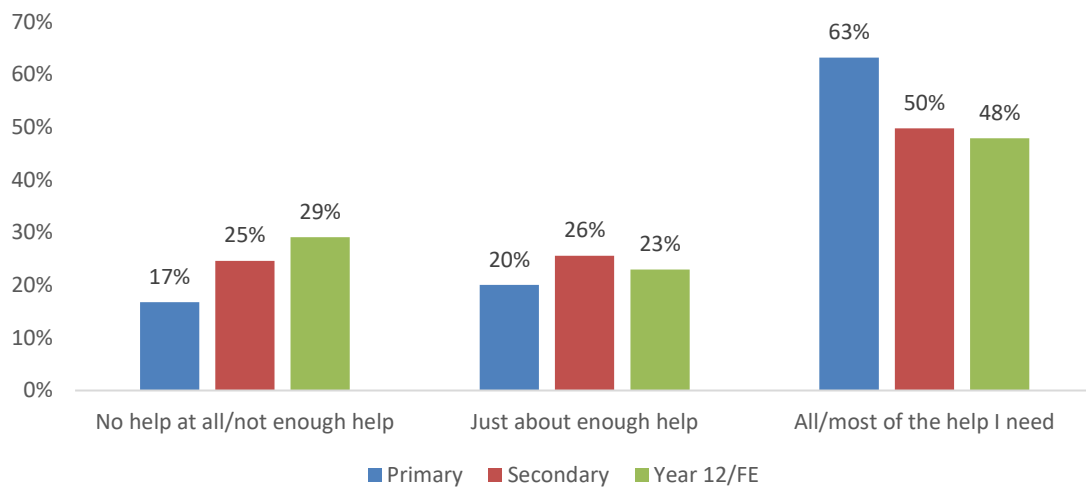


*Respondents could select multiple options.

Pupils were also asked how much help and support they felt they received with their homework from the people they live with. 63% of primary school pupils, 50% of secondary pupils and 48% of year 12/FE students felt that they received all or most of the help they needed, while 17% of primary, 25% of secondary and 29% of year 12/FE pupils felt that they received either no help or not enough help (Figure 35).

Previous years: These proportions were similar in 2020, though more secondary pupils reported that they had most or all the help they needed (57% in 2020). In 2017, proportions were lower for primary and year 12/FE pupils and higher for secondary pupils (59% primary, 55% secondary and 41% year 12/FE).

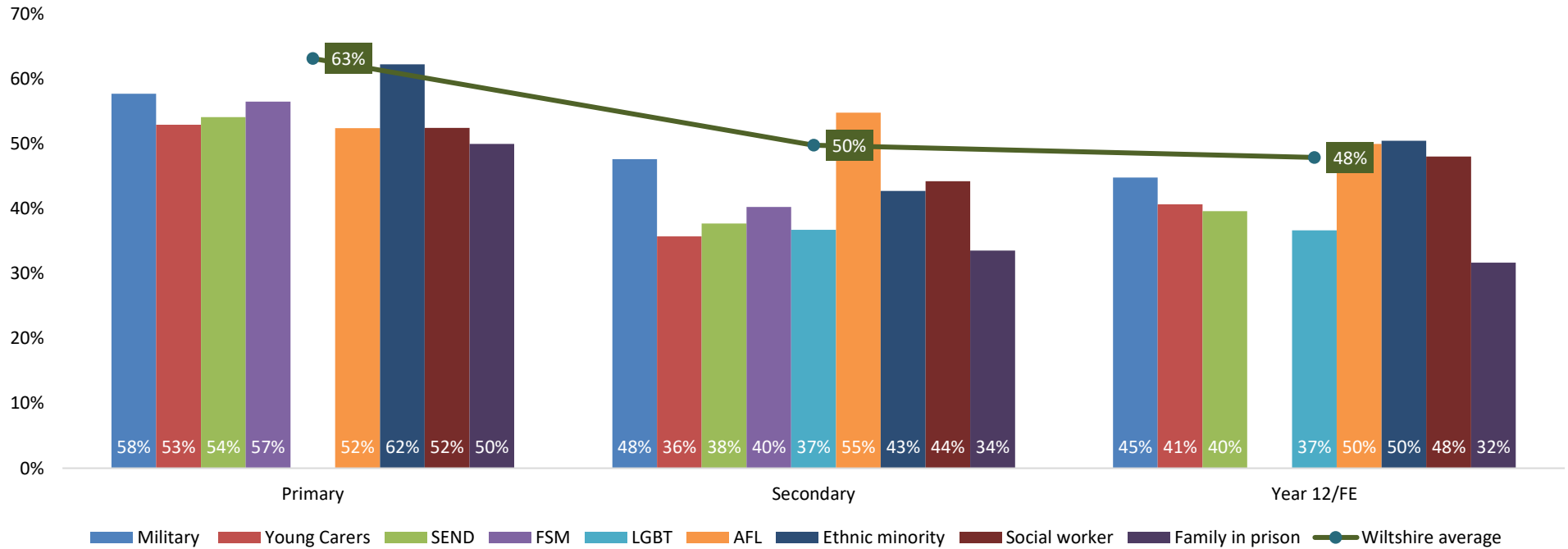
Figure 35: Q4.21 – How much help and support do you feel you get with your homework from the people you live with?



With the exception of primary ethnic minority children, secondary military and AFL children and year 12/FE AFL, ethnic minority children and children with a social worker, vulnerable groups were less likely to report that they got all/most of the help they needed with homework from the people they live with (Figure 35a).

Figure 35a: 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.



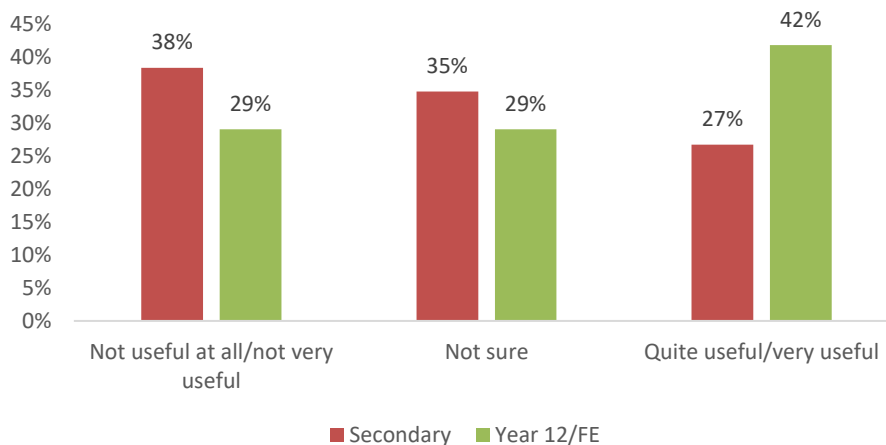
*Primary school children were not asked for their LGBT status and Year 12/FE students were not asked if they were in receipt of free school meals. The AFL group in all school phases represents a small sample size and caution should be taken when interpreting their results.

Careers advice and the future

Secondary school and year 12/FE students were asked how helpful the careers advice that they have had been in helping them to plan for the future (Figure 36). 27% of secondary school pupils and 42% of year 12/FE students had found this advice quite useful or very useful.

Previous years: In 2020 and 2017, these proportions were slightly higher (35% secondary, 49% year 12/FE in 2020 and 38% secondary, 46% year 12/FE in 2017).

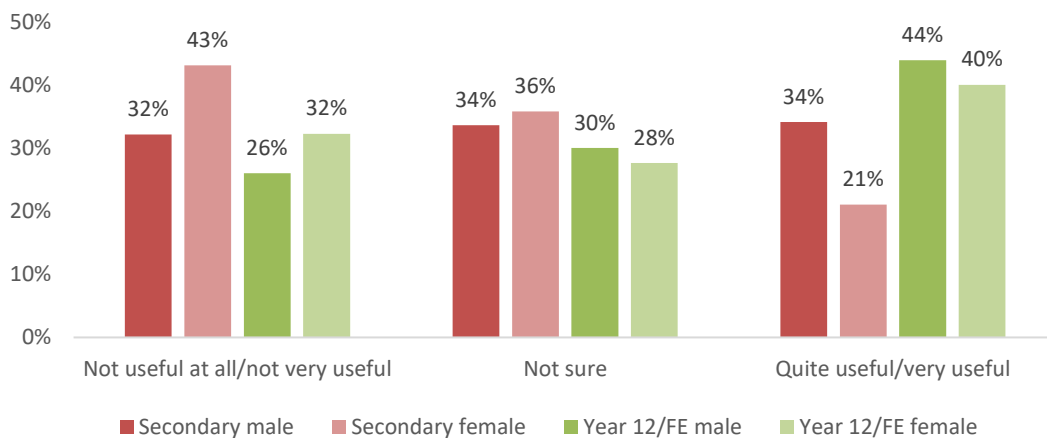
Figure 36: Q6.53 – How useful has the careers advice that you have had been in helping you to plan for the future?



The difference between females and males was 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 36a).

Previous years: This same gender pattern was observed in the 2020 and 2017 surveys.

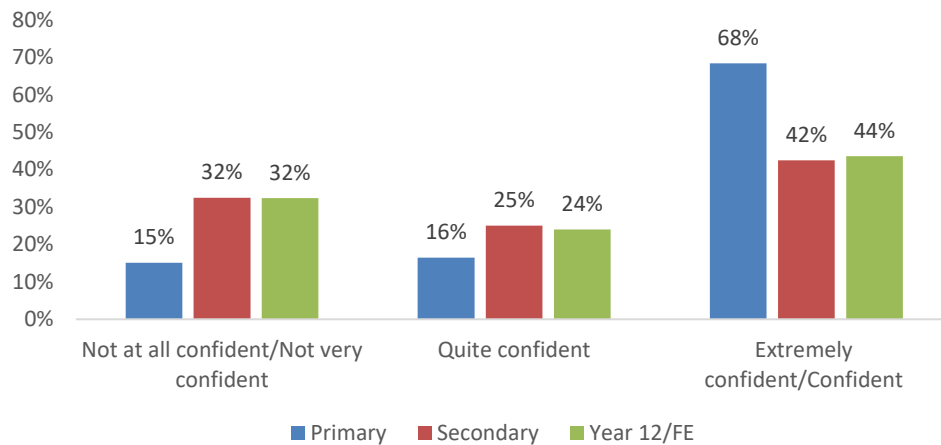
Figure 36a: Q6.53 – How useful has the careers advice that you have had been in helping you to plan for the future? Gender.



68% of primary school pupils reported that they felt confident or extremely confident about their futures (Figure 37). The proportion was much lower among secondary school and year 12/FE pupils, with only 42% of these pupils feeling confident or extremely confident about their futures. 32% of secondary school students and year 12/FE students were not at all or not very confident about their futures.

Previous years: Confidence in the future has dropped in all school phases over the years: primary (76% in 2017, 69% in 2020 and 68% in 2021), secondary (50% in 2017, 39% in 2020 and 42% in 2021) and year 12/FE (49% in 2017, 47% in 2020 and 44% in 2021).

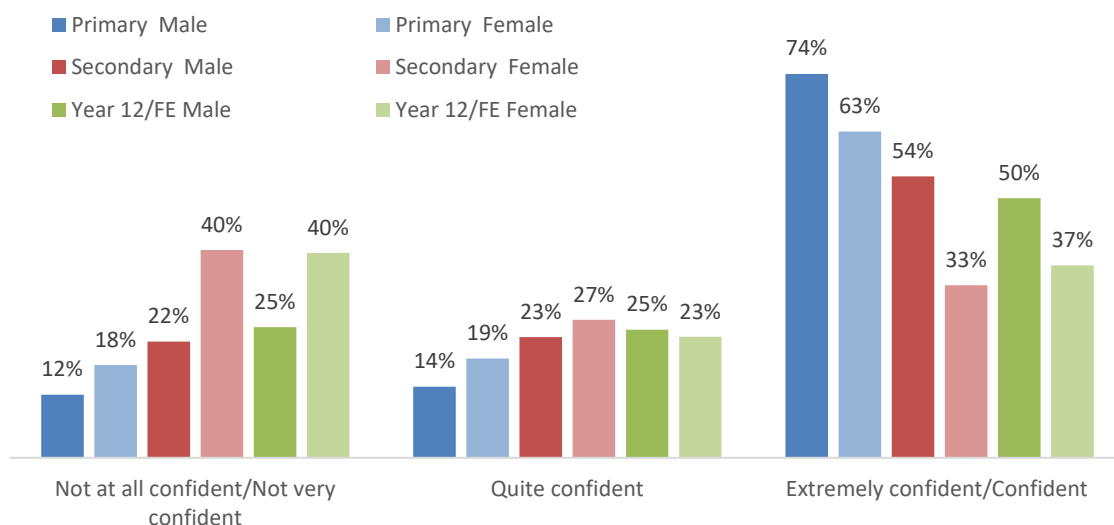
Figure 37: Q6.16 – Overall, how confident about your future do you generally feel?



Females in all three school stages were much less likely to feel confident or extremely confident about their future than males (Figure 37a).

Previous years: These gender patterns were also apparent in 2020 and 2017. Since then, the proportion of secondary females feeling confident about the future has decreased (43% in 2017, 41% in 2020, 33% in 2021). The proportion of primary females feeling confident about the future has also decreased since 2017 (73% in 2017, 63% in 2021).

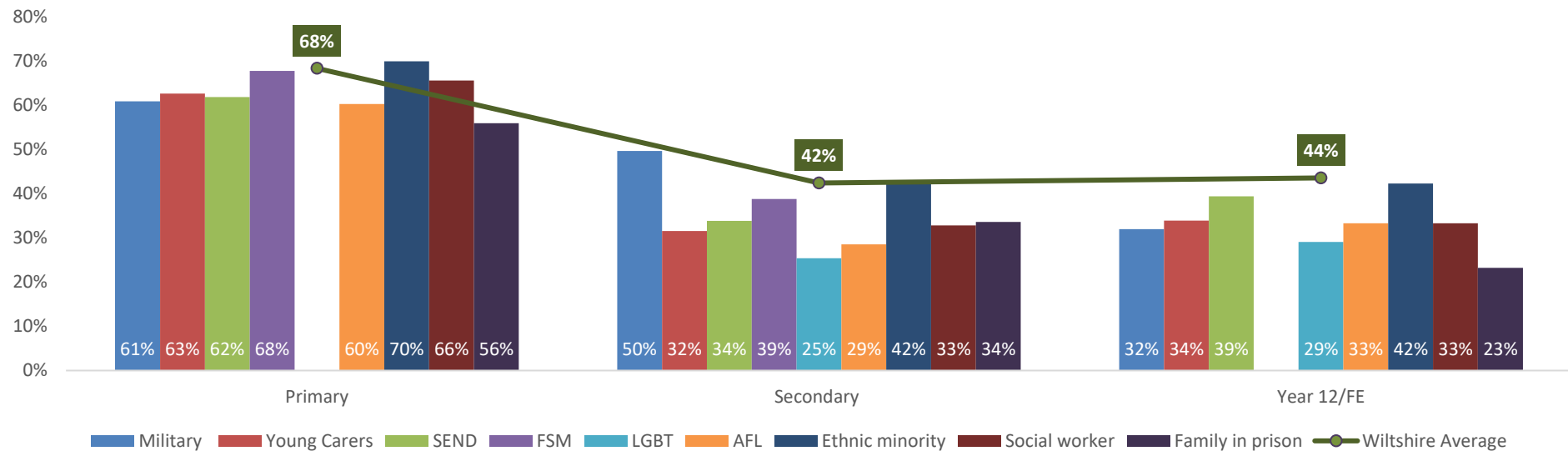
Figure 37a: Q6.16 – Overall, how confident about your future do you generally feel? Gender.



In primary school phases, pupils with military carers, young carers, SEND children, AFL children and children who have/had a family member in prison were less likely to report feeling confident about their future than the Wiltshire proportion (Figure 37b). In secondary school phases, all groups apart from ethnic minority children and military children reported feeling less confident about their future. Proportions were particularly low for LGBT children (25%). In year 12/FE school phases, most groups were also below the Wiltshire proportion in levels of confidence about the future. The proportion was particularly low for children who have/had a family member in prison (23%).

Figure 37b: Q6.16 – Overall, how confident about your future do you generally feel? Vulnerable groups.*

Response: Confident/extremely confident

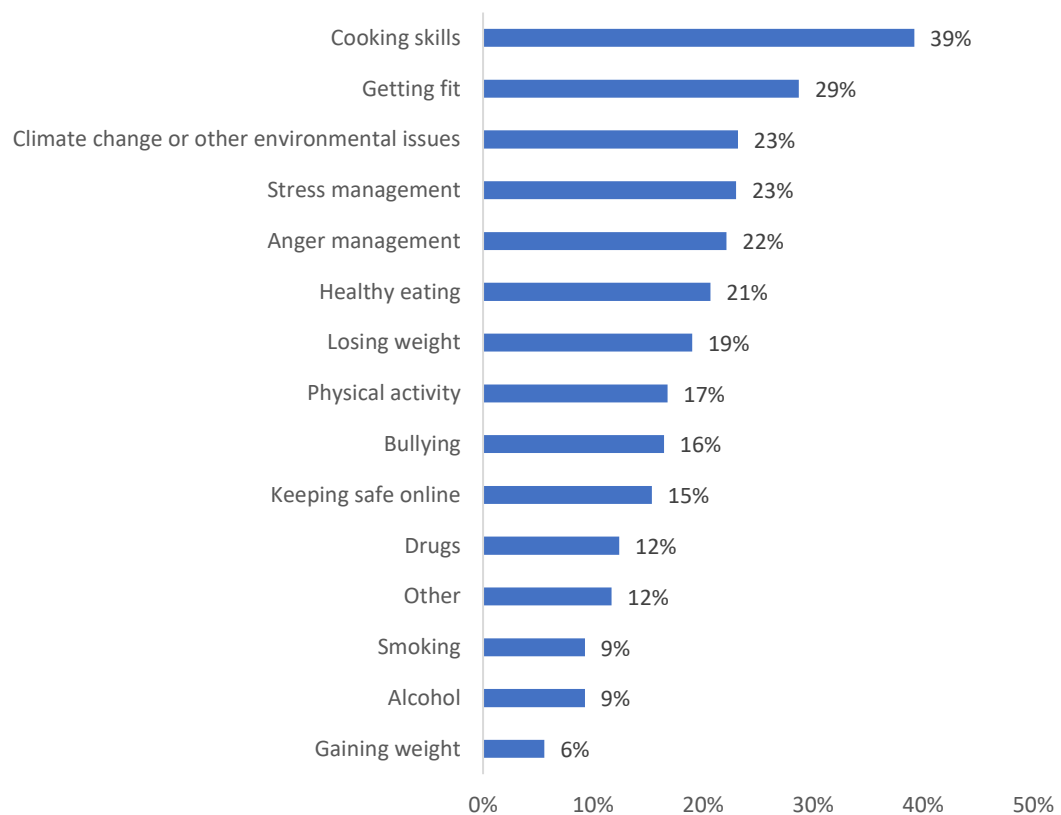


*Primary school children were not asked for their LGBT status and Year 12/FE students were not asked if they were in receipt of free school meals. The AFL group in all school phases represents a small sample size and caution should be taken when interpreting their results.

Further learning requirements

When asked if there was anything that the students wanted to know more about (Figure 38), most primary school pupils wanted to learn more about cooking skills (39%), followed by getting fit (29%). Around a fifth of these pupils wanted more support and knowledge about climate change or environmental issues (23%), stress management (23%), anger management (22%), healthy eating (21%) and losing weight (19%).

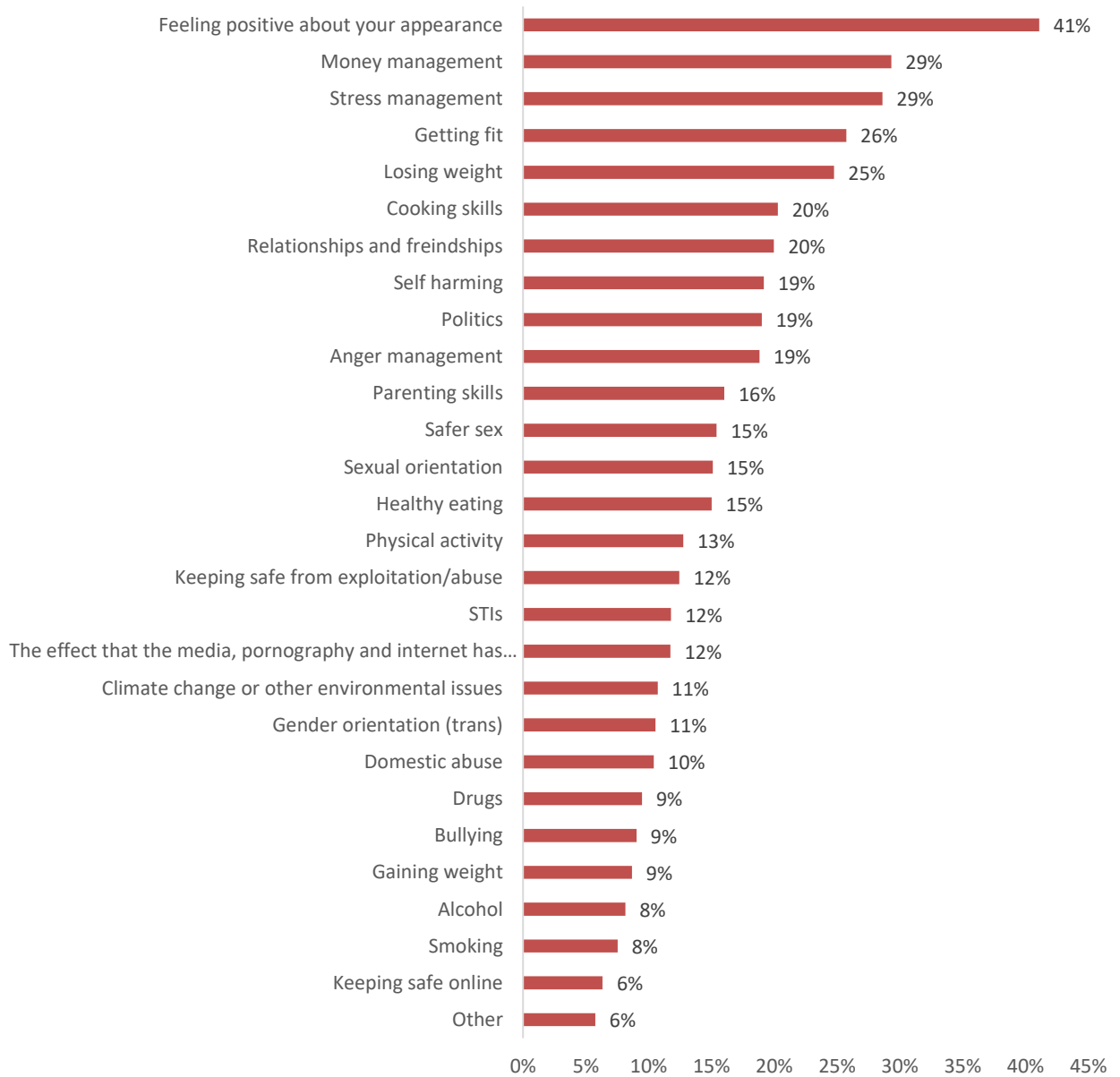
Figure 38: Q6.14 – Are there any areas in your life that you feel you need more support or knowledge in? Primary. *



*Respondents could select multiple options.

Among secondary respondents (Figure 39), key areas in which pupils sought more support and knowledge were feeling positive about your appearance (41%), money management (29%), stress management (29%), getting fit (26%) or losing weight (25%).

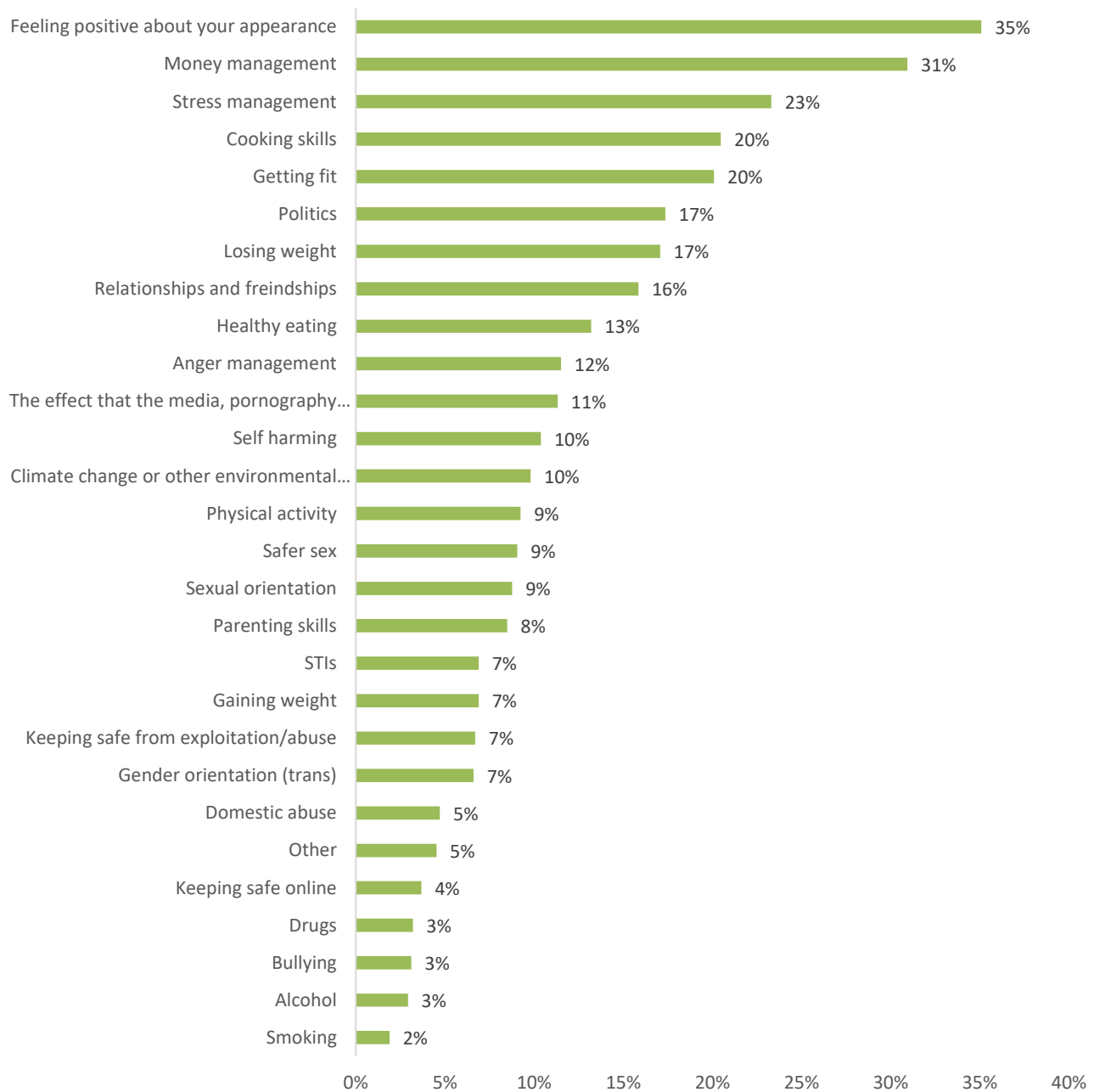
Figure 39: Q6.14 – Are there any areas in your life that you feel you need more support or knowledge in? Secondary. *



*Respondents could select multiple options.

The main areas that year 12/FE pupils wanted more support or knowledge (Figure 40) in were feeling positive about their appearance (35%), money management (31%), stress management (23%), cooking skills (20%) and keeping fit (20%).

Figure 40: Q6.14 – Are there any areas in your life that you feel you need more support or knowledge in? Year 12/FE. *



*Respondents could pick multiple options

Next steps

The data from this report will help schools to identify areas for improvement and address issues that were raised by their own pupils and will provide evidence to influence future services provided by Wiltshire Council and partners to improve the health and wellbeing of our children and young people. If you wish to discuss the data in this report or the other Wiltshire Children and Young People's School Health and Wellbeing Survey reports please contact the Public Health Team at Wiltshire Council: publichealth@wiltshire.gov.uk

Acknowledgements

We would like to thank schools who took part in the 2021 survey (May to July) and the 2020 survey (January to March), particularly the staff that organised its administration and all the pupils who gave up their time to provide information. A list of schools who participated can be found at the end of the Overview report on the Wiltshire Intelligence website: [School Health Survey - Wiltshire Intelligence](#)

Report prepared by

Wiltshire Council Public Health Intelligence Team in partnership with Local Authority colleagues.

Appendix

Table A. Primary schools involved in the 2021 survey: FSM eligibility and school ranking based on summer 2021 school census data

School	Proportion of pupils eligible and claiming FSM	Rank out of all Wiltshire primary schools (203)
River Mead School	58.62%	1
Studley Green Primary School	47.87%	4
Longford CofE (VC) Primary School	44.73%	5
Corsham Regis Primary Academy	37.58%	10
St Martin's CofE Voluntary Aided Primary School	36.49%	12
Holbrook Primary School	26.58%	27
Old Sarum Primary School	24.69%	29
Five Lanes Primary	24.66%	30
Ludgershall Castle Primary School	23.10%	34
Saint Edmund's Roman Catholic Academy Calne	22.73%	35
St Peter's Church of England Academy, Chippenham	22.58%	36
Bellefield Primary and Nursery School	21.92%	37
Fynamore Primary School	20.54%	42
Amesbury Church of England Voluntary Controlled Primary School	20.27%	44
Redland Primary School	18.39%	50
Fitzmaurice Primary School	18.15%	51
Staverton Church of England Voluntary Controlled Primary School	18.15%	52
St Bartholomew's Church of England Primary School Wootton Bassett	17.80%	56
Westbury Leigh CofE Primary School	17.24%	59
Grove Primary School (The)	17.11%	60
St Joseph's Catholic Primary School Malmesbury	16.66%	62
Nursteed Primary School	15.46%	73
Greentrees Primary School	14.39%	80
Wansdyke Community School	14.10%	82
Sutton Benger Church of England Aided Primary School	12.35%	95
Forest & Sandridge Church of England Primary School	12.32%	98
Queen's Crescent School	11.74%	100
St George's Catholic Primary School, Warminster	11.11%	103
Dinton CofE Primary School	10.98%	106

Bowerhill Primary School	10.97%	107
St John's Catholic Primary School Trowbridge	10.35%	112
St Andrew's Church of England Voluntary Aided Primary School Laverstock	10.14%	114
Malmesbury Church of England Primary School	9.43%	118
Cherhill C of E Primary School	9.36%	120
Clarendon Junior School	9.29%	121
Pitton Church of England Voluntary Aided Primary School	9.09%	124
Coombe Bissett Church of England Primary School	8.85%	125
Brinkworth Earl Danby's Church of England Primary School	8.07%	138
Neston Primary School	7.46%	140
Langley Fitzurse Church of England Primary School	7.44%	141
Kington St Michael Church of England Primary School	7.35%	145
Aldbury & West Grimstead Church of England Primary School	7.22%	146
Hilmarton Primary School	7.14%	147
St Nicholas Church of England Primary School, Porton	7.04%	148
St Nicholas Church of England VC Primary School Bromham	6.81%	151
Winterslow Church of England Aided Primary School	6.70%	153
Holt Voluntary Controlled Primary School	6.33%	156
Great Bedwyn Church of England School	6.00%	161
North Bradley CofE Primary School	5.55%	168
Woodford Valley CE Primary Academy	5.26%	171
Bulford St Leonard's CE (VA) Primary School	5.00%	176
Dauntsey's Academy Primary School	4.62%	178
Crudwell CofE Primary School	4.03%	186
Christ Church Church of England Controlled Primary School	3.37%	190
Winterbourne Earls Church of England Primary School	3.19%	191
Colerne CofE Primary School	3.08%	194
Stanton St Quintin Primary School	2.94%	195
Baydon St Nicholas Church of England Primary School	2.83%	197
Box Church of England Primary School	2.38%	199

Newton Tony Church of England Voluntary Controlled School	1.20%	203
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Source: Summer term school census 2021.

Table B. Secondary schools involved in the 2021 survey: FSM eligibility and school ranking based on summer 2021 school census data

School	Proportion of pupils eligible and claiming FSM	Rank out of all Wiltshire secondary schools (30)
Abbeyfield School	15.22%	10
Wyvern College	14.75%	11
Wellington Academy (The)	12.38%	15
Bradon Forest School	11.17%	18
Royal Wootton Bassett Academy	9.46%	22
Hardenhuish School	7.87%	24
St Laurence School	7.63%	25
South Wilts Grammar School	2.16%	30

Source: Summer term school census 2021.